

HW Perkins and DW Craig,
MVP Student-Athlete Project

HWS Alcohol Education Project
[HTTP://alcohol.hws.edu/mvp](http://alcohol.hws.edu/mvp)

2006 National Social Norms Conference, Denver, CO, July 26-28, 2006
**Using Social Norms to Reduce High-Risk Drinking Among College Student-Athletes:
Results from a U. S. Department of Education 2005 Model Program***

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Project Description

Hobart and William Smith Colleges have developed a model program that promotes positive norms, reduces harmful misperceptions, and reduces high-risk drinking and its consequences among student-athletes. The results of this project led to a 2005 Model Program Award by the U. S. Department of Education.

Major activities include: 1) an anonymous web-based survey conducted among all student-athletes at the institution, 2) a print, poster and electronic mass-media campaign, 3) a student-athlete peer educator team to promote and communicate alcohol policies and positive healthy athlete norms, 4) training on social norms prevention strategies and actual athlete norms for athletic staff and student-peer educators, and 5) integrating local student-athlete norms into workshops for alcohol policy offenders.

Outcomes between 2001 and 2003 included a 1) 45% reduction in the proportion of student-athletes misperceiving drinking more than once per week as the teammate norm, 2) 46% reduction in the proportion of student-athletes drinking more than once per week, 3) 30% reduction in the proportion of student-athletes reaching an estimated BAC of .08% or greater when drinking at parties and bars, 4) 34% reduction in the proportion of student-athletes experiencing frequent negative consequences due to drinking during the academic term, and 5) an average 2.5 hours per week increase in time spent in academic activities.

For a limited time interested schools may survey their student-athletes at no cost to them using the web-based instrument from this project.

*Support for this project was provided by U. S. Department of Education grant S184H010086 and was additionally honored as an Alcohol and Other Drug Prevention Model Program by the U. S. Department of Education grant Q184N050024.

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Project Components

<http://alcohol.hws.edu/mvp>

- A protocol to anonymously survey an entire college sub-population using a web-based instrument
- Print media
- Electronic media
- Peer educator strategies

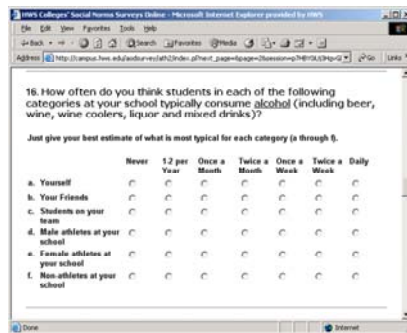
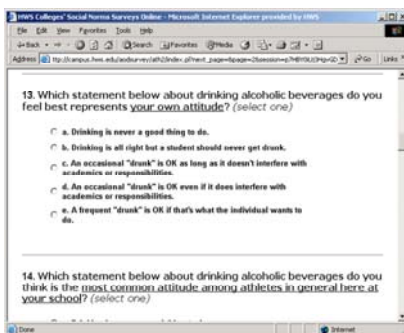
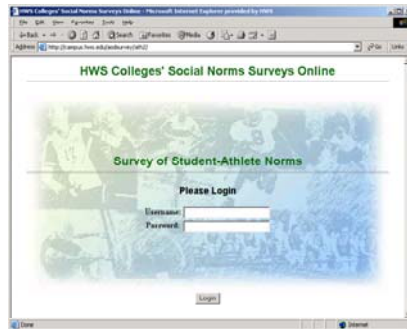


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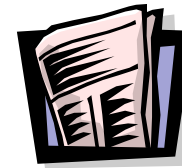
Data Collection Using a Web-Based Anonymous Survey Instrument

Web-based surveys can

- 1) Improve student response rates
- 2) Improve accuracy of student responses
- 3) Provide flexibility in question design and selection
- 4) Reduce data collection costs
- 5) Greatly increase the rapidity with which data can be made available



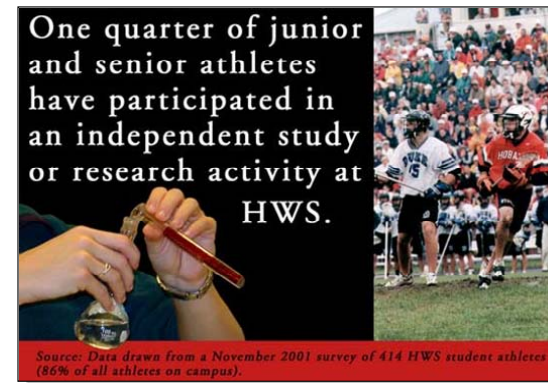
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Print Media Posters In Displays And Campus Newspaper

88% of athletes believe that one should never drink to an intoxicating level that interferes with academics or other responsibilities.

Source: Data drawn from all intercollegiate athletes (N=99) participating in a Spring 2000 mail survey of a representative cross-section of HWS students.



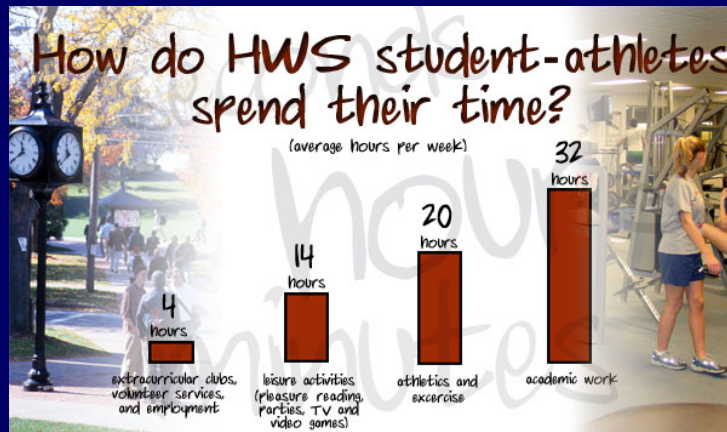
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March 29, 2004



For HWS Student Athletes,

Click here to see the
[E-Bit Archives](#)



Source: data based on a Fall 2003 Web survey of 257 HWS student-athletes currently in season.

MVP E-Bits produced by David W. Craig and H. Wesley Perkins

New quiz competition coming soon!
Stay tuned!

Click here to see the
[E-Bit Archives](#)



MVP Factoids™ in the Campus Newspaper Sports Section

The Herald SPORTS March 1, 2002 7

“MVP FACTOIDS”

(Brief facts about HWS intercollegiate athletes reported by Professors Wesley Perkins and David Craig.)

1. One-quarter of junior and senior athletes have participated in an independent study or research activity at HWS.
2. 30% of junior and senior athletes participate in clubs and organized groups other than athletics on a weekly basis during the term.
3. One third of HWS athletes work for pay on a weekly basis during the term.
4. The majority of HWS athletes report consuming an average of four or fewer alcoholic drinks per drinking occasion or none at all when asked about the previous two weeks of the academic term.

Source: Data for all items were drawn from a November 2001 survey of 414 HWS student athletes (86% of all athletes on campus).

MVP FACTOIDS

(Brief facts about HWS intercollegiate athletes reported by Professors Wesley Perkins and David Craig.)

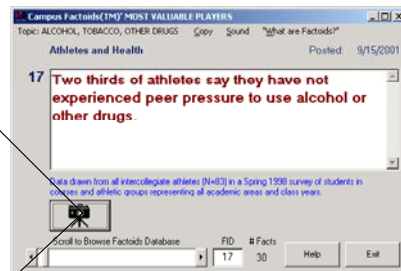
1. Three quarters (75%) of all HWS athletes spend at least one hour per week talking or meeting with a faculty member outside of class.
2. 12% of HWS athletes watch no television and do not ever play video games while 10% spend at least 15 hours per week in front of the TV or video game screen.
3. 82% of HWS athletes never injure themselves or others as a result of alcohol consumption during the academic term.
4. Three quarters (75%) of all HWS athletes say leadership potential is a very important or essential consideration when they think about a career.

Source: Data for all items were drawn from a November 2001 survey of 414 HWS student athletes (86% of all athletes on campus).

MVP Factoids are short statistical snapshots of the student-athlete community published regularly in the campus newspaper. All sorts of characteristics drawn from reliable data bases are reported here. Several of the items are designed to reveal actual norms about alcohol and other drugs.

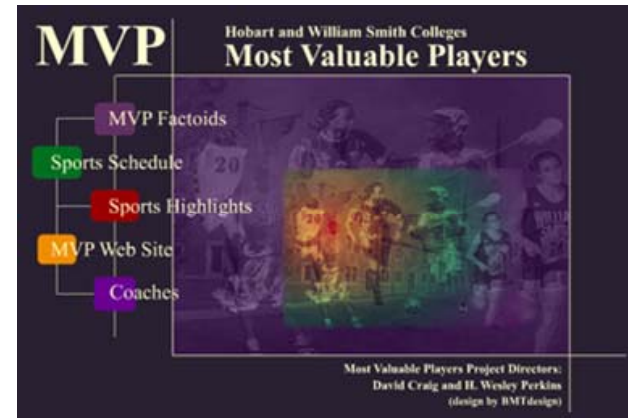


MVP Factoids™ interactive multimedia program on kiosks throughout athletic facilities and on computers across campus

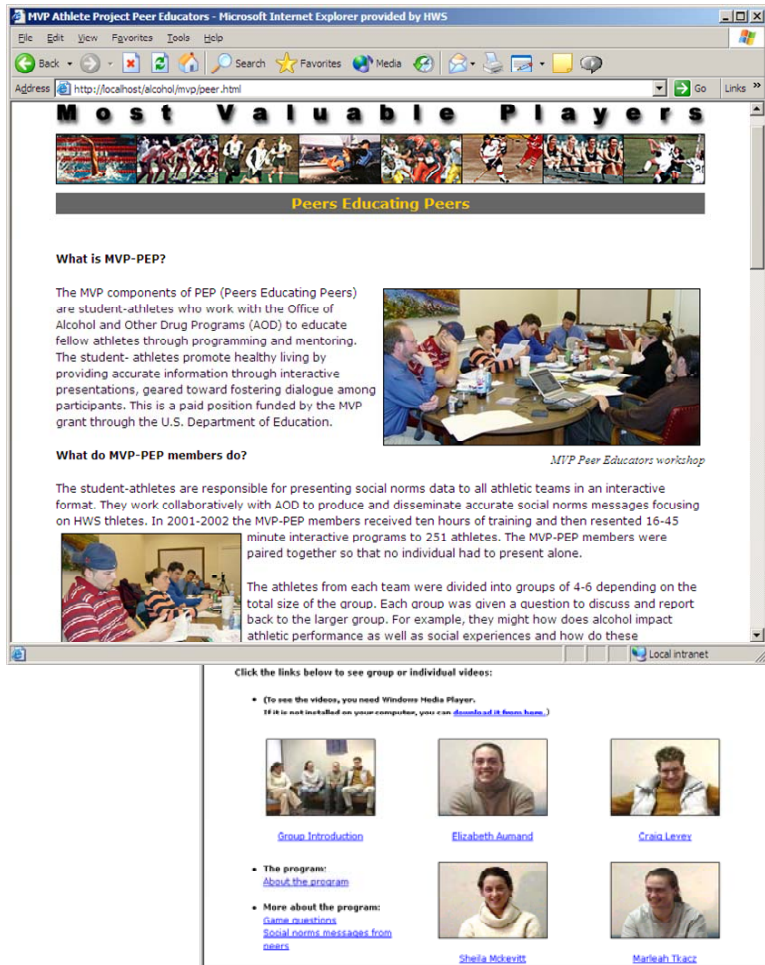


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Interactive CD-ROM



Peers Educating Peers



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Assessment of Program Impact

**Table 1. HWS MVP Project
Student-Athlete Population and Web Survey Participation Rates**

	2001	2002	2003
Population of Student-Athletes from all Varsity Teams	480	440	448
Total Survey Participants	414	373	353
Participation Rate	86%	85%	79%

**Table 2. HWS MVP Project
Exposure to Program Elements in Fall 2002/2003 Student-Athlete Web Surveys
(N = 726)**

Type of Exposure	Extent of Program Exposure		
	% Never Exposed	% Exposed Once	% Exposed More Than Once
Saw a wall poster with survey data about student-athletes	15	14	71
Read factoid about student-athletes in the campus newspaper	38	20	42
Read factoid about student-athletes on a computer screen saver	20	14	66
Used the interactive multimedia MVP Factoids™ program	50	23	27
Read an MVP email E-bit message	46	18	36
Used an MVP-CD containing sports schedules, team information, coach videos, and MVP facts	64	20	16
Attended a team workshop led by peers presenting student-athlete survey results ¹	60	23	17
Aggregate exposure for all venues	9	2	89

¹Workshops followed Fall survey administration. Therefore, first year and new upper class student-athletes had no opportunity for workshop exposure until later in the academic year.

Table 3.

Pre – Post¹ Program Assessment of Misperceived Norms for New and Ongoing Student-Athletes² (Logistic Regression Odds Ratios Controlling for Class Year and Gender)

Dependent Variables	New Student-Athletes (N = 626)	Ongoing Student-Athletes (N = 489)
<u>Perceptions of Peer Student-Athlete Drinking Norms</u>		
Perceived more than once per week alcohol consumption among team-mates	.83	.55 **
Perceived more than once per week alcohol consumption among male athletes	.81	.69 *
Perceived more than once per week alcohol consumption among female athletes	1.05	.84
Perceived more than once per week alcohol consumption among friends	.96	.60 **
Perceived 10+ drinks as typical at parties and bars among team-mates	.93	.79
Perceived 10+ drinks as typical at parties and bars among friends	.87	.58 **
<u>Perceptions of Peer Non-Athlete Drinking Norms</u>		
Perceived more than once per week alcohol consumption among non-athletes	.68	1.02
Perceived 10+ drinks as typical at parties and bars among non-athletes	.88	1.12

¹2001 survey represented pre-intervention baseline and combined 2002/2003 surveys provided post-intervention results.

²“New” student-athletes included all first year students and upper-class students who had not participated in intercollegiate athletics the previous academic year.

* Statistically significant pre/post difference in predicted direction at $p < .05$; ** $p < .01$; *** $p < .001$.

Table 4.

**Pre – Post¹ Program Assessment of Personal Alcohol Misuse (Logistic Regression Odds Ratios) and Academic Engagement Hours (OLS Regression Mean Difference Estimates) for New and Ongoing Student-Athletes²
(Controlling for Class Year and Gender)**

Dependent Variables	New Student-Athletes (N = 626)	Ongoing Student-Athletes (N = 489)
<u>Personal Drinking Measures (odds ratios)</u>		
Consumed alcohol more often than once per week	.85	.54 ***
Peak estimated BAC >=0.08 at parties and bars	1.00	.70 *
Consumed 10+ drinks at parties and bars	.86	.61 *
Frequent consequences during term (scored 4+ on consequence index)	.88	.66 *
Extreme problem drinking (scored 8+ on consequence index)	1.17	.61 *
<u>Weekly Hours of Academic Engagement (estimated mean difference)</u>		
Hours spent in academic involvement (attending class + studying + working with peers on class work + meeting with faculty)	.78	2.46 *

¹2001 survey represented pre-intervention baseline and combined 2002/2003 surveys provided post-intervention results.

²“New” student-athletes included all first year students and upper-class students who had not participated in intercollegiate athletics the previous academic year.

* Statistically significant pre/post difference in predicted direction at p < .05; ** p < .01; ***p < .001.

Table 5.

**Social Norms Intervention Exposure Level¹ Predicting Perceived Peer Norms among Student-Athletes During the Post-Intervention Period²
(Logistic Regression Odds Ratios Controlling for Class Year and Gender, N=726)**

Dependent Variables	Mid-Level Exposure¹	High-Level Exposure¹
<u>Misperceptions of Peer Student-Athlete Drinking Norms</u>		
Perceived more than once per week alcohol consumption among team-mates	.66 *	.37 **
Perceived more than once per week alcohol consumption among male athletes	.71	.34 ***
Perceived more than once per week alcohol consumption among female athletes	1.09	.79
Perceived more than once per week alcohol consumption among friends	1.14	.76
Perceived 10+ drinks as typical at parties and bars among team-mates	.63 *	.59 †
Perceived 10+ drinks as typical at parties and bars among friends	.74	.50 *
<u>Misperceptions of Peer Non-Athlete Drinking Norms</u>		
Perceived more than once per week alcohol consumption among non-athletes	2.57	1.48
Perceived 10+ drinks as typical at parties and bars among non-athletes	.83	.79

¹Exposure was categorized as follows: low (scores of 0 to 1), mid-level (scores of 2 to 18), high (scores 19 to 28). Odds ratio compares exposure category to low exposure category.

²Social norms intervention period combined surveys from 2002 and 2003.

* Statistically significant difference by exposure level in predicted direction at $p < .05$; ** $p < .01$;

*** $p < .001$; † $p < .10$ (marginal significance)

Table 6.

Social Norms Intervention Exposure Level¹ Predicting Personal Alcohol Misuse (Logistic Regression Odds Ratios) and Academic Engagement Hours (OLS Regression Mean Difference Estimates) among Student-Athletes During the Post-Intervention Period² (Controlling for Class Year and Gender, N=726)

Dependent Variables	Mid-Level Exposure ¹	High-Level Exposure ¹
<u>Personal Drinking Measures (odds ratios)</u>		
Consumed alcohol more often than once per week	.69 †	.40 **
Peak estimated BAC >=0.08 at parties and bars	.87	.25 ***
Consumed 10+ drinks at parties and bars	.70 †	.43 *
Frequent consequences during term (scored 4+ on consequence index)	1.03	.47 *
Extreme problem drinking (scored 8+ on consequence index)	.65 †	.21 **
<u>Weekly Hours of Academic Engagement (estimated mean difference)</u>		
Hours spent in academic involvement (attending class + studying + working with peers on class work + meeting with faculty)	2.72 †	3.72 †

¹Exposure was categorized as follows: low (scores of 0 to 1), mid-level (scores of 2 to 18), high (scores 19 to 28). Odds ratio compares exposure category to low exposure category.

²Social norms intervention period combined surveys from 2002 and 2003.

* Statistically significant difference by exposure level in predicted direction at $p < .05$; ** $p < .01$; *** $p < .001$; † $p < .10$ (marginal significance)

SURVEY YOUR STUDENT-ATHLETES

using a tested web-based instrument

available at no cost!

The HWS Alcohol Education Project is pleased to announce that it will be providing free access to a secure web-based survey instrument assessing the actual and perceived norms of intercollegiate student-athletes. The Project will also provide a frequency report of results and a corresponding data file free of charge to ten institutions of higher education prepared to use data from this survey for social norms programming to promote healthy behavior and academic engagement.



Provided by the HWS Alcohol Education Project
Hobart and William Smith Colleges, Geneva, New York
<http://alcohol.hws.edu>

Project directors:

H. Wesley Perkins (email: perkins@hws.edu) and David W. Craig (email: craig@hws.edu)

Supported by a 2005 U. S. Department of Education Model Program Grant

Eligibility

Eligible applicants are institutions of higher education that offer an associate or baccalaureate degree and also have a program in intercollegiate athletics. Additionally, applicant institutions must be prepared to use data from the survey in their health promotion programming during the 2005-06 and/or 2006-07 academic years.

Project Period

This offer will be made to the first ten institutions meeting eligibility requirements during the grant period from October 1, 2005 to December 31, 2006.

Application Procedure

Applicants should submit a one to two page description of how administration of this survey for student-athletes will fit into their health promotion plans. Preference will be given to institutions prepared to use data from the survey in the implementation of one or more components of the MVP model program (a tested social norms intervention program described at <http://alcohol.hws.edu/mvp>). Institutions should submit a timeline for their projected survey administration and program implementation within their project description along with supporting letters. A cover letter from the individual(s) submitting the application should describe his/her/their role in coordinating the project. Please address any questions to the HWS Alcohol Education Project directors.

Application Due Date

Applications will be accepted continuously throughout the project period until ten institutions have been selected. Additional institutions may participate but will be assessed fees on a cost recovery basis.

Submit applications to:
HWS Alcohol Education Project
Attn: Professor David W. Craig
Hobart and William Smith Colleges
Geneva, NY 14456