Attachment 37

SHIFT Program Accomplishments and Future Goals

UGS Program Review
Fall 2019

The University of Texas at Austin
School of Undergraduate Studies

SHIFT
THE CAMPUS CULTURE

The University of Texas at Austin

12-month Progress Report
2019

2018-2019

In the last 12 months, the University of Texas at Austin has taken incredible steps toward SHIFTing the campus culture around substance use. What started as a spark has grown into reality, culminating in the official launch of SHIFT in the fall of 2019. While SHIFT continues to build, significant progress has been made in establishing a much needed conversation about substance use on campus, with real, tangible action engaging students, faculty, and staff.

The executive committee developed six pilot initiatives which are in the process of rolling out. They hired the SHIFT director who continues to expand the dedicated SHIFT team to fully realize the initiative's vision. They have engaged campus and community partners to embed existing efforts throughout the city and further collaboration at every level.

What follows is an overview of our key accomplishments, an updated timeline, and the evaluation plan. We hope you share our excitement in all that is to come over the next 12 months and beyond!

SHIFT the conversation. Hook 'em.

SHIFT
THE CAMPUS CULTURE

Notable accomplishments to date

At its core, SHIFT is a bold call to action to shift the existing norms around substance use at UT Austin. In order to do this, SHIFT will:

1. Enlist the entire community to make a difference
2. Create a culture of healthy community, connections, and coping skills
3. Reduce substance misuse and its harms

Organizational

➢ Hired Kate Lower as Director of SHIFT

➢ Officially launched SHIFT to the community in September 2019

➢ Celebrated launch at president's reception in October 2019

➢ Launched accounts on Twitter, Facebook, and Instagram gaining 1,000 followers in three months

➢ Hosted recurring 'pop-up popsicle stands,' around campus aimed at increasing awareness of SHIFT and gaining social media followers

➢ Engaged student support to inform the vision and further the pilots through growth of the Student Advisory Board, presentations and projects to many undergraduate and graduate courses, presentations to fraternities, and a series of focus groups with peer leaders

➢ Media interviews with The Daily Texan, KXAN, and Spectrum News

➢ Increased presence on campus with key collaborations, including SHIFT's role as co-chair of the High Risk Drinking Committee on the UT Wellness Network

➢ Coordinated water and snack distribution for tailgate in November

Pilot Initiatives

Pilots 1 & 2

➢ Trained 30 Signature Course faculty on ways to enhance protective factors and further integrate SHIFT-related content into their Signature Courses (20% of courses/faculty)

➢ Reached 1,500+ students through Pilot 1 (21% of all SC students)

➢ Filmed a training video for faculty that educated on substance misuse and prevention, including filming a panel of distinguished faculty discussing the utilization of protective factors as part of SHIFT's prevention efforts

➢ Held a series of focus groups with student academic advisors and mentors to inform the SHIFT training and role of these student leaders as part of Pilot 2

Pilots 3, 4, & 5

- ➢ Connected with several community partners to identify potential collaborations focused on shifting campus culture, including but not limited to: Sans Bar, Tobacco Free Campus, and the State of Texas Impaired Driving Task Force
- ➢ SHIFT Director is co-chair of the UT Wellness Network High-Risk Drinking Prevention Committee
- ➢ Coordinated water and snack distribution for UT Tailgate on November 9, 2019
- ➢ Developing and launching panel series called "SHIFT talk" to highlight a variety of perspectives on various issues related to substance use and misuse (planned January session on vaping)

Pilot 6

- ➢ Received several applications for SHIFTovation awards that aim to contribute to culture change on campus
- ➢ Engaged and initiated an application for an ethnography study to evaluate the culture of substance use

Strategic Partnerships

- ➢ Participated in the Lamborn-Hughes Institute, hosted by Colorado State University, in which SHIFT joined a small group of research institutions nationwide aimed at bridging the gap between faculty and student services
- ➢ Hosted the national Center on Addiction team to identify and strategize ways to maximize our partnership

Timeline

Our vision and progress are in place, while our future plans continue to evolve, take hold, and drive our journey. Below is a high level look at our planned milestones, a timeline that we deepen and enhance every single day.

Our mission to **Launch, Ingrain, and Grow** SHIFT continues.

2019-2020: Launch

➢ Official Launch of SHIFT initiative on campus and in the community

➢ Finalize SHIFT brand and strategic messaging

➢ Establish integrated social media presence and communication framework

➢ Complete hiring of full SHIFT team

➢ Engage and sustain student support and dialogue through available channels

➢ All pilots in action by end of Spring semester 2020

➢ Finalize evaluation plan and establish baseline

2020-2021: Ingrain

➢ Fully expand each pilot to deepen capacity and reach

➢ Continue cultivating both on-campus and national strategic partnerships

➢ Leverage student engagement in both informing the conversation and in actively contributing to SHIFT efforts and programming

➢ Present and establish SHIFT's presence and leadership at national conferences

➢ Analyze baseline data to inform execution of pilots; apply insights and improvements as applicable

➢ Continue and enhance data collection across pilots and partnerships

➢ Develop and execute next-level innovations and strategic programs

2021-2022: Grow

➢ Institutionalize pilots as established, integral, recurring programs sustained throughout campus life

➢ Further establish and nurture SHIFTed community activities both on-campus and off

➢ Evaluate and establish SHIFTovation programs as contributing initiatives

➢ Analyze all SHIFT data to demonstrate quantitative and qualitative success indicating significant culture change related to substance use on campus

Evaluation Plan

Recognizing that the culture of substance use is a complex construct, we've identified multiple existing metrics that will cumulatively help us capture progress towards our goals. New measures using mixed qualitative and quantitative methods are also being developed to provide never-before captured insight into the campus culture and student expectations surrounding substance use, along with positive assets known to protect against substance misuse. Further, as we are piloting new initiatives with distinct objectives, we will be conducting thorough evaluations on each to determine the effectiveness and impact.

Existing Indicators

Prior to the launch of SHIFT, staff captured students self-reported substance use behaviors through the use of surveys. Additionally, substance use related incidences were tracked using data from Student Conduct and the University of Texas Police Department. These data sources now serve as a baseline allowing us to demonstrate changes on campus overtime. Below are a sample indicators form over 100 being collected:

Data Set	Last Collection Date at UT	Substance	Indicators	Baseline
College Prescription Drug Study (CPDS)	Spring 2018	Alcohol/Illicit drugs	Use drugs or alcohol to manage stress sometimes, often, or always	27%
College Prescription Drug Study (CPDS)	Spring 2018	Illicit drugs	First started using pain medications for non-medical reasons during their undergraduate education (of those who indicated that they had used pain medications for non-medical reasons)	46.4%
College Prescription Drug Study (CPDS)	Spring 2018	Illicit drugs	First started using sedatives for non-medical reasons during their undergraduate education (of those who indicated that they had used sedatives for non-medical reasons)	56.8%

Data Set	Last Collection Date at UT	Substance	Indicators	Baseline
College Prescription Drug Study (CPDS)	Spring 2018	Illicit drugs	First started using stimulants for non-medical reasons during their undergraduate education (of those who indicated that they had used stimulants for non-medical reasons)	73.3%
National College Health Assessment (NCHA)	Spring 2017	Alcohol	Binged the last time they 'partied'/socialized (5 or more drinks)	28.3%
National College Health Assessment (NCHA)	Spring 2017	Alcohol	Binge drank at least once in prior two weeks	32.6%
National College Health Assessment (NCHA)	Spring 2017	Alcohol	Regretted actions after drinking (at least once in the prior year)	27.3%
National College Health Assessment (NCHA)	Spring 2017	Illicit drugs	Used illicit drugs at least once in the prior month (excluding marijuana)	5.6%
National College Health Assessment (NCHA)	Spring 2017	Illicit drugs	Used prescription drugs not prescribed to them in the prior year	12.3%
National College Health Assessment (NCHA)	Spring 2017	Illicit drugs	Used Marijuana at least once in the previous 30 days	19.90%
National Social Norms Center	2018	Alcohol	Typically binge drink when drinking (of students who drink)	20.6%

Data Set	Last Collection Date at UT	Substance	Indicators	Baseline
National Social Norms Center	2018	Alcohol	Binge drank at least once in prior two weeks (of students who drink)	40.5%
National Social Norms Center	2018	Alcohol	Binge drank the last time they 'partied'/socialized	22.2%
UT Student Conduct and Academic Integrity Incident Report Data	2017-2018 school year	Alcohol	Incidents related to underage consumption	108 (11.4% of total referrals)
UT Student Conduct and Academic Integrity Incident Report Data	2017-2018 school year	Illicit drugs	Incidents related to marijuana possession	47 (4.9% of total referrals)
UTPD Crime Log	9/29/2018	Alcohol	Incidents related to public intoxication (in the previous 60 days)	42 (17.6% of total incidents)
UTPD Crime Log	9/29/2018	Alcohol	Incidents related to possession or consumption of alcohol by a minor (in the previous 60 days)	10 (4.2% of total incidents)
UTPD Crime Log	9/29/2018	Illicit drugs	Incidents related to possession of illicit drugs not including marijuana (in the previous 60 days)	7 (2.9% of total incidents)
UTPD Crime Log	9/29/2018	Illicit drugs	Incidents related to possession of marijuana (in the previous 60 days)	17 (7.1% of total incidents)

Data Set	Last Collection Date at UT	Substance	Indicators	Baseline
U Celebrate Survey	Spring 2019	Alcohol	Celebrated passing a major exam with alcohol	25.10%
U Celebrate Survey	Spring 2019	Alcohol	Celebrated athletic event with alcohol	12.80%
U Celebrate Survey	Spring 2019	Alcohol	Celebrated 21st birthday with alcohol	17.60%
U Celebrate Survey	Spring 2019	Alcohol	Mean number of drinks typically consumed when drinking in past 30 days(drinkers only)	40.10%

New measures

Noticeably absent from the existing data was a good indicator or way to measure the construct of "culture of substance use at UT" and students motivations and expectations around use. To capture this, the SHIFT team developed a new set of questions being included on several existing instruments (Freshman Interest Group Survey, National College Health Assessment, AlcoholEdu, and potentially the Survey of Engagement at Research Universities). We have computed an alcohol expectancies difference score (example below under Summary of AlcoholEdu Preliminary Analyses Related to SHIFT) that will be utilized across instruments featuring this measure.

Sample questions:

➢ Alcohol and/or other drugs play a big role in my social life at UT.

➢ How often do you use alcohol and/or other drugs to cope with stress or anxiety?

We are also engaging in qualitative research such as focus groups and an ethnographic study being spearheaded by the Urban Ethnography Lab. For the ethnographic research, team of graduate students from the Sociology Department and undergraduates who are majoring in sociology will conduct participant observation in various "social scenes" (bars, dorms, parties, events, and other "hanging out" areas) where students are likely to be using substances. The purpose of this research is to understand the modalities of substance use (the "whats," "hows," and "whens") to produce empirically sound hypotheses about the reasons behind undergraduates' consumption habits.

Pilot Evaluations

A series of surveys and focus groups are being administered to assess faculty level of engagement, the number of protective factors being implemented, and student responses and student impact as part of pilots 1 and 2. These results will yield pertinent information to further enhance the goals of these two pilots, while also addressing the positive impact classroom environment can have on a student's well-being.

Pilots 3, 4, and 5 are still in the development stage where formative evaluation is informing how to structure these in a way that they will be most successful once fully executed. This formative stage includes key informant interviews, relationship building with community partners to gain access to data such as alcohol sales or student intakes, and assessing baseline substance use, attitudes, and beliefs among higher risk populations.

Process Measures

A final way in which we are assessing the impact of SHIFT on campus it to collect process measures such as reach data. SHIFT is unique from other substance misuse prevention initiatives in how it is structured to reach students at every touchpoint, from interactions with faculty and peers to bar owners. Thus, it is important that we capture saturation of SHIFT by tracking contacts and engagements.

Summary of AlcoholEdu Preliminary Analyses Related to SHIFT

In late summer 2019 prior to matriculation, all incoming UT Austin students (n = 9305) received the following supplementary custom questions (CQs) as part of their required AlcoholEdu online training modules (response options: 1 = *strongly disagree*, 2 = *somewhat disagree*, 3 = *neither agree nor disagree*, 4 = *somewhat agree*, 5 = *strongly agree*):

CQ1. To what extent do you agree with the following statement: Alcohol and/or other drugs played a big role in my social life in high school.
CQ2. To what extent to you agree with the following statement: Alcohol and/or other drugs will play a big role in my social life at UT.

In addition to ratings of agreement on each of these items separately (with higher scores indicating a greater degree of agreement with each statement), we also computed an **alcohol expectancies difference score** for each student by subtracting ratings on item CQ2 from ratings on item CQ1. Higher scores on this alcohol expectancies difference score indicate greater shifts toward an understanding of alcohol as a central component of students' social lives as they prepare to transition from high school to college. AlcoholEdu surveys also contain demographic information (e.g., gender identity, sexual orientation, race/ethnicity, year in school, living arrangements, current and planned student organization membership, etc.) and questions about students' drinking behaviors and motivations (e.g., binge drinking frequency, social motivations for alcohol use).

On average, students' ratings of agreement with item CQ2 were about .25 points higher than ratings of agreement with item CQ1 (2.23 vs. 1.92), indicating that overall, there does tend to be a shift toward expectations of alcohol as a central component of students' social lives during the transition to college. However, over half of students (57.8%) had alcohol expectancies difference scores of zero, indicating no change in expectations from high school to college. Approximately one third of students (31.4%) had positive difference scores indicating shifts toward greater social alcohol expectancies, and 10.8% of students had negative difference scores indicating shifts toward lower social alcohol expectancies.

According to bivariate correlations, greater shifts toward social alcohol expectancies from high school to UT (i.e., higher alcohol expectancies difference scores) were associated with more frequent binge drinking behaviors (r = .30, p < .01) and greater endorsement of "feeling connected to others" as a reason for drinking (r = .12, p < .01). These Pearson correlation coefficients (r values) are considered moderate ($r \geq .30$) and weak ($r < .30$) in magnitude, respectively (Cohen, 1988). Additionally, independent samples t-tests revealed that although students who planned to join a Greek organization had significantly higher levels of agreement with both CQs, there were no significant differences between Greek vs. non-Greek students on alcohol expectancies difference scores. This suggests that students with greater social expectations related to alcohol use at UT may self-select into Greek organizations due to the centrality of alcohol use in Greek social events rather than developing greater social alcohol expectancies after coming to UT.

Table 1. Average agreement ratings and social alcohol expectancies on custom questions for Greek vs. Non-Greek students.			
	Greek	Non-Greek	p-value
CQ1. Social role of alcohol/other drugs in HS	2.60	1.75	< .001
CQ2. Expected social role of alcohol/other drugs at UT	2.90	2.05	.026
Alcohol Expectancies Difference Score	.30	.31	.113
Note: p-values less than .05 indicate statistically significant differences between Greek and non-Greek students.			

Planned analyses include evaluations of potential differences in social alcohol expectancies between male- vs. female-identified Greek students and attempts to identify other high-risk groups by examining differences among students representing various demographic groups, identities, drinking behavior categories (i.e., abstainers, nondrinkers, moderate drinkers, heavy episodic drinkers, problematic drinkers), and stages of change (i.e., readiness to change current drinking behaviors). Additionally, we will test associations between social alcohol expectancies and other socially focused motivations (e.g., feel more confident/happy/attractive, have a good time with friends) and consequences (e.g., strained relationships with friends, embarrassed self) related to alcohol use.