Creating a Culture of Assessment: Using Data to Drive Your Success

Dong Ding, Joan Masters, Margo Leitschuh
Missouri Partners in Prevention
1/17/2020
Presenters

Dong Ding
Missouri Partners in Prevention
Research Coordinator

Joan Masters
Missouri Partners in Prevention
Senior Coordinator

Margo Leitschuh
Missouri Partners in Prevention
Communication Coordinator
Let’s Start with a Warm-up Assessment!

- How frequently do you work with data on a daily basis?
  - Often (every day)
  - Occasionally
  - Rarely
Learning Objectives

• Explain key elements to build assessment tools and create a culture of assessment.
• Identify stakeholders to collaborate with.
• Understand how to utilize and interpret data to various audiences/campus staff members with diverse backgrounds.
• Discuss strategies for using data and assessment tools to impact the campus/community environment.
Partners in Prevention (PIP) Overview

• Mission: Create a campus, city, and state environment that supports positive health and safety behaviors by the college students who attend higher education institutions in the state of Missouri.

• Goals:
  • Establish a communication network
  • Provide on-going training opportunities
  • Provide resources
  • Facilitate evaluation efforts (i.e. environmental assessment, needs assessment, baseline data, usage patterns, effectiveness of policy changes and program implementation)
PIP Partner Schools

• 23 Schools
  • 13 Four-year Public Institutes
  • 8 Four-year Private Institutes
  • 1 public technical college
  • 1 public community college
A Culture of Assessment

• “A Culture of Assessment is an organizational environment in which decisions are based on facts, research, and analysis, and where services are planned and delivered in ways that maximize positive outcomes and impacts for customers and stakeholders.” (Lakos, Phipps, and Wilson, 2004)

• “In a culture of assessment, assessment becomes the norm and a valued part of planning and decision-making. New services are planned for with consideration for how they will be evaluated.” (Farkas, M., 2013)
Create a Culture of Assessment

Why

Who

What

How
Why Do We Want It?

• Celebrating moments for achievements
• Better understanding
• Effective and efficient communication
• More engagement and discussion
• Statistical questions
• Further planning

PIP Data Assistance Evaluation keywords, 2017-2019
Who Do We Want to Share the Data with?

**PIP Contacts**
- Our primary contacts on each campus.
- Come from different departments with various backgrounds.

**Campus Coalition**
- The coalition on each campus.
- Including staff and leadership level members from all related departments (Res Life, Greek Life, Conduct, Title IX, LGBTQ Center, Law enforcement, Counseling Center, Health Care, etc.)

**Community**
- Students and parents
- Faculty members and affiliated researchers
- Other stakeholders in the community (funders, local organizations, local business owners, etc.)
What is the Assessment Tool?

• Topics:
  • Substance Use
  • Tobacco/Nicotine Use
  • Mental Health
  • Power-Based Personal Violence
  • Demographics
  • Policy
  • Sense of Belonging
  • Driving
  • Sexual Health
  • Campus customized questions (10)

Missouri Assessment of College Health Behaviors (MACHB)

• Time
• Incentives
• Sample
• Return Rate
• Customized survey
How Do We Create?

- Funding
- Data Assistance
- Research Support
- Service and Message
- Survey Data

Partners in Prevention
Data Assistance - *Data Visualization*

- Meeting with campus coalition
- *Presentation* includes tables, charts, and graphs
- Strategic planning consultation

**Reports**
- **Excel sheets** allows data comparison between school and state average
- Data cleaning

**Briefs**
- **Written document** published monthly
- longer, deeper reflection of a specific issue based on the survey result
- Provide school-specific results

**At a Glance**
- **Infographic** based snapshot of a specific issue
- State-wide and school-customized

**Data Calls & Site Visits**
- Subpopulation and crosstab focused
- From campus coalition members or research affiliates
- Response within 2 weeks

**Data Request**
- Meeting with campus coalition
- *Presentation* includes tables, charts, and graphs
- Strategic planning consultation
## Data Visualization Leads to Effectiveness

### Negative Consequences

<table>
<thead>
<tr>
<th>In the past year,</th>
<th>All</th>
<th>Greek</th>
<th>Athlete</th>
<th>On-campus</th>
<th>Off-campus</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had a hangover</td>
<td>49%</td>
<td>72%</td>
<td>56%</td>
<td>42%</td>
<td>53%</td>
<td></td>
</tr>
<tr>
<td>Blackout or memory loss</td>
<td>25%</td>
<td>49%</td>
<td>29%</td>
<td>22%</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>missed class</td>
<td>16%</td>
<td>33%</td>
<td>16%</td>
<td>15%</td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td>rode with someone after drinking</td>
<td>21%</td>
<td>27%</td>
<td>21%</td>
<td>17%</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>were forced to drink more</td>
<td>12%</td>
<td>19%</td>
<td>15%</td>
<td>12%</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>engaged in risky sexual behavior</td>
<td>13%</td>
<td>23%</td>
<td>14%</td>
<td>11%</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td>drove after drinking</td>
<td>16%</td>
<td>19%</td>
<td>15%</td>
<td>10%</td>
<td>21%</td>
<td></td>
</tr>
</tbody>
</table>

### Negative Consequences

**All vs. Subpopulation (MACHB 2018)**

- Had a hangover: [Graph showing data comparison]
- Blackout or memory loss: [Graph showing data comparison]
- Missed class: [Graph showing data comparison]
- Rode with someone after drinking: [Graph showing data comparison]
- Were forced to drink more: [Graph showing data comparison]
- Engaged in risky sexual behavior: [Graph showing data comparison]
- Drove after drinking: [Graph showing data comparison]
- Experienced alcohol poisoning: [Graph showing data comparison]
Data Visualization Leads to Efficiency

<table>
<thead>
<tr>
<th>Cannabis use frequency in the past year</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not use</td>
<td>3.47</td>
</tr>
<tr>
<td>1-6 times/year</td>
<td>3.39</td>
</tr>
<tr>
<td>1-2 times/month</td>
<td>3.30</td>
</tr>
<tr>
<td>1-2 times/week</td>
<td>3.31</td>
</tr>
<tr>
<td>3+ times/week</td>
<td>3.20</td>
</tr>
<tr>
<td>Daily</td>
<td>3.12</td>
</tr>
</tbody>
</table>

Cannabis and GPA

Students who use cannabis more frequently reported lower mean GPA than those who do not use or use less frequently.
Case Study 1: Using Assessment Data as Evidence in Policy Making Process

Alcohol Policy in Large Greek Community
Written Briefs

**Greek Alcohol Use at the University of Missouri-Columbia**

Missouri Partners in Prevention is the State of Missouri's higher education substance abuse coalition. The University of Missouri-Columbia is a member of this coalition as well. The University is a socially responsible institution that is committed to shaping the culture of alcohol use on campus. The University is a member of the Missouri Assessment of College Health Behaviors (MACHB) survey. The University of Missouri-Columbia is committed to reducing the rate of alcohol and drug use among students.

**Greek Alcohol Use at the University of Missouri-Columbia**

The University of Missouri-Columbia is a member of the Missouri Assessment of College Health Behaviors (MACHB) survey. The University is committed to reducing the rate of alcohol and drug use among students.

**Background**

At the University of Missouri-Columbia, 72% of the undergraduate student population from the Missouri Assessment of College Health Behaviors (MACHB) survey is 20% of the respondents indicated that they are members of the fraternity and sorority life, traditionally referred to as Greek life. The most recent years data (2018) indicates that 20% of Greek life students and 16% of non-Greek students reported they have binge drank 5 or more times within the last two weeks. Binge drinking is defined by the NIAAA as consuming 5 or more drinks within a 2 hour period at least once in the past two weeks. This number is 1.8 times the binge drinking rate of non-Greek students. Table 1 shows the binge drinking rate of Greek life students. Table 1 shows that the binge drinking rate of Greek life students is 3.6 times higher than the average student rate.

**Drinking Behavior**

Binge drinking behavior is higher for Greek students than for non-Greek students. Thirty-eight percent (38%) of fraternity students and 13% of sorority students reported they have binge drank 5 or more times within the last two weeks. Table 2 shows the binge drinking rate for students involved with fraternity and sorority life is 15%, which is 2.2 times that of the non-Greek student’s binge drinking rate (6.7%). Eighteen percent (18%) of sorority students reported they frequently binge drink, which is the highest binge drinking rate across all years in school.

Greek students start drinking at a young age and drink more than non-Greek students. Fewer Greek students drink the average number of drinks they consume on these days. 15% of Greek students drink 2.6 drinks on a typical night of drinking, which is 1.8 times more than non-Greek students. Fifty percent of Greek students average three or more drinks on a typical night of drinking, which is 3.2 times more than non-Greek students.

**Why Greeks Drink**

Greek students report that they do not drink because they feel their life is too stressful, or they are too busy with their studies. Greek students also report that they do not drink because they feel their life is too stressful, or they are too busy with their studies.

**Greek Alcohol Use at the University of Missouri-Columbia**

The University of Missouri-Columbia is a member of the Missouri Assessment of College Health Behaviors (MACHB) survey. The University is committed to reducing the rate of alcohol and drug use among students.

**Table 1**

<table>
<thead>
<tr>
<th>Alcohol Use</th>
<th>Fraternity</th>
<th>Sorority</th>
<th>Non-Greek</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average drinks consumed</td>
<td>2.6 drinks</td>
<td>2.6 drinks</td>
<td>1.5 drinks</td>
</tr>
<tr>
<td>Number of times</td>
<td>5 or more</td>
<td>5 or more</td>
<td>5 or more</td>
</tr>
<tr>
<td>Percentage of students</td>
<td>38%</td>
<td>13%</td>
<td>6.7%</td>
</tr>
</tbody>
</table>

**Table 2**

<table>
<thead>
<tr>
<th>Alcohol Use</th>
<th>Fraternity</th>
<th>Sorority</th>
<th>Non-Greek</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average drinks consumed</td>
<td>2.6 drinks</td>
<td>2.6 drinks</td>
<td>1.5 drinks</td>
</tr>
<tr>
<td>Number of times</td>
<td>5 or more</td>
<td>5 or more</td>
<td>5 or more</td>
</tr>
<tr>
<td>Percentage of students</td>
<td>38%</td>
<td>13%</td>
<td>6.7%</td>
</tr>
</tbody>
</table>

**Where Greeks Drink**

The most common locations that Greeks and non-Greeks students like to drink are bars or restaurants (20%), social gatherings or friends’ homes (76%), fraternity or sorority houses (60%), sports events (60%), and residence halls (76%). Greeks and non-Greeks students drink at bars or restaurants (20%), in dorms (40%), and fraternity or sorority houses (60%) at the same time. Greeks who drink at bars or restaurants, 60% of them are under age 21. The most common way that American Greeks drink is to use alcohol in a food (46%), which is 2.6 times the rate of under age non-Greeks students (18%). Among American Greeks who consume alcohol, 70% are female and 20% are male.

**Table 3**

<table>
<thead>
<tr>
<th>Alcohol Use</th>
<th>Fraternity</th>
<th>Sorority</th>
<th>Non-Greek</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average drinks consumed</td>
<td>2.6 drinks</td>
<td>2.6 drinks</td>
<td>1.5 drinks</td>
</tr>
<tr>
<td>Number of times</td>
<td>5 or more</td>
<td>5 or more</td>
<td>5 or more</td>
</tr>
<tr>
<td>Percentage of students</td>
<td>38%</td>
<td>13%</td>
<td>6.7%</td>
</tr>
</tbody>
</table>

**Table 4**

<table>
<thead>
<tr>
<th>Alcohol Use</th>
<th>Fraternity</th>
<th>Sorority</th>
<th>Non-Greek</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average drinks consumed</td>
<td>2.6 drinks</td>
<td>2.6 drinks</td>
<td>1.5 drinks</td>
</tr>
<tr>
<td>Number of times</td>
<td>5 or more</td>
<td>5 or more</td>
<td>5 or more</td>
</tr>
<tr>
<td>Percentage of students</td>
<td>38%</td>
<td>13%</td>
<td>6.7%</td>
</tr>
</tbody>
</table>

**Risky Drinking Behaviors**

Risky drinking behaviors are often correlated with more frequent negative consequences. Greek students report that they do not drink because they feel their life is too stressful, or they are too busy with their studies. Greek students report that they do not drink because they feel their life is too stressful, or they are too busy with their studies. Greek students report that they do not drink because they feel their life is too stressful, or they are too busy with their studies. Greek students report that they do not drink because they feel their life is too stressful, or they are too busy with their studies.
Data Showed Results

XX Binge Drinking vs. State

XX

<table>
<thead>
<tr>
<th>Year</th>
<th>XX</th>
<th>PIP</th>
<th>XX Greek</th>
<th>PIP Greek</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>62%</td>
<td>62%</td>
<td>62%</td>
<td>62%</td>
</tr>
<tr>
<td>2015</td>
<td>59%</td>
<td>59%</td>
<td>59%</td>
<td>59%</td>
</tr>
<tr>
<td>2016</td>
<td>55%</td>
<td>55%</td>
<td>55%</td>
<td>55%</td>
</tr>
<tr>
<td>2017</td>
<td>56%</td>
<td>56%</td>
<td>56%</td>
<td>56%</td>
</tr>
<tr>
<td>2018</td>
<td>52%</td>
<td>52%</td>
<td>52%</td>
<td>52%</td>
</tr>
<tr>
<td>2019</td>
<td>47%</td>
<td>47%</td>
<td>47%</td>
<td>47%</td>
</tr>
</tbody>
</table>
Policy Change Recommendations

- Events with alcohol:
  - May only be held Thursday–Sunday
  - May not last for longer than a four-hour time period
  - That occur within the same calendar day (i.e., pregame, tailgate) will count as separate events with a minimum of four (4) hours between events

- Partner with PD to address presence of alcohol on and around sorority chapter facilities on Bid Day
- Require chapters to create a plan of action including senior events on Bid Day to address alcohol consumption

- Social events with alcohol should not be permitted:
  - During the first week of classes in the fall and spring semesters (i.e., “Syllabus Week”)
  - When the university is closed for business (such as snow days) and when the university does not have class (including, but not limited to official university holidays, finals week, winter break, spring break, etc.)
  - During any governing council’s designated recruitment period (including PHA Bid Day)
Case Study 2: Using Assessment Data for Strategic Planning

Marijuana Misperception and Social Norm Campaign
Visualized Data Presentation

**Perception vs. Actual Marijuana Use**

The difference is 63%
Social Norm Campaign Strategies

74% of Northwest students have not used marijuana in the past year.

Responsible Redhawks don't smoke weed.

70% of Southeast Students have not smoked marijuana in the past year.

Perception vs. Reality

Marijuana

92% of MSSU students report that they use marijuana.

20% of MSSU students report that they use marijuana.
PIP Marijuana Use Rate Remains Steady when the National Rate Rose

[Graph showing marijuana use rates from 2014 to 2019 for PIP, XX University, and national data. The PIP rate remains steady at around 28%, while the XX University rate increases from 22% to around 28% and the national rate increases from 34% to 43% over the same period.]

*National data from Monitoring the Future Survey
Strategic Planning Completes the Circle

1. Identify issues and set a data baseline from assessment
2. Set measurable goals
3. Create strategies and tactics
4. Evaluate programs
5. Make future plan based on assessment
Research Support

- PIP contacts and coalition members participate in survey design
  - Extra questions
  - Add/remove questions
  - “JUUL” question

- Campus staff members provide reference for briefs
  - On specific topic
    - Eg: interpersonal violence, tobacco, etc.
  - For specific student group
    - Eg: students with disability, LGBTQ, students in recovery, etc.
Questions/Discussion?
Contact Us:

• Our Website: http://pip.missouri.edu/

• @missouripip

• Research Team email: pip@Missouri.edu

• Dong Ding: dingd@Missouri.edu
References

• Farkas, Meredith G., "Building and Sustaining a Culture of Assessment: Best Practices for Change Leadership" (2013). Library Faculty Publications and Presentations. 78.