University of Wisconsin-Madison
Brief Alcohol Screening and Intervention for College Students (BASICS) Assessment
2014-2015

BASICS Demographics and Information

Number of students referred: 272 students (145% increase from 2013-14)
Number of students completing program: 233 (including prior year referrals; 139% increase)
Number of participants completing pre- and post-assessments: 233 (all students not completing the full pre- or post-test were dropped from the analysis)

Sex: 28.8% female, 71.2% male

Race/ethnicity:
- 84.5% White
- 4.74% Latin@
- 4.74% Asian
- 1.29% Native American
- 2.16% Black
- 2.59% Multiracial

Average age: 19.3 years old

Year in school:
- 51.7% first year
- 23.7% sophomores
- 13.4% juniors
- 8.6% seniors
- 2.6% graduate students/alumni

Drinker Profile and Readiness to Change

<table>
<thead>
<tr>
<th>BASICS</th>
<th># of students</th>
<th>Typical Drinking Week</th>
<th>Heaviest Drinking Week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Drinks per sitting</td>
<td>Drinks per hour</td>
</tr>
<tr>
<td>Low risk drinkers</td>
<td>57 (24.5%)</td>
<td>2.02</td>
<td>0.79</td>
</tr>
<tr>
<td>Moderate risk drinkers</td>
<td>44 (18.9%)</td>
<td>3.51</td>
<td>1.24</td>
</tr>
<tr>
<td>High risk drinkers</td>
<td>104 (44.6%)</td>
<td>5.44</td>
<td>1.43</td>
</tr>
<tr>
<td>Problem drinkers</td>
<td>28 (12%)</td>
<td>9.53</td>
<td>2.08</td>
</tr>
<tr>
<td>High risk drinkers, including problem drinkers</td>
<td>132 (56.7%)</td>
<td>6.31</td>
<td>1.57</td>
</tr>
</tbody>
</table>

Definitions:
Low risk drinkers: 4 or fewer per sitting in 30 days prior to first BASICS session
Moderate risk drinkers: Typically low risk drinkers who averaged between 4 and 8 during their heaviest drinking week in 30 days prior to first session
High risk drinkers: Typically 5 or more, but fewer than 8; or 4 or fewer typically and 8+ per sitting in heaviest week
Problem drinkers: Typically consuming 8 or more per sitting in 30 days prior to first session

Horizontal bars represent the students in that stage of change at post-assessment. Colored sections represent the students’ pre-assessment attitude about change. In other words, 111 students who were taking action about their drinking before the class, still were taking action at the end.
65% of students, across all risk levels, were already making or considering changes with regard to their drinking when they started the BASICS program (denoted by green and red bars), though problem drinkers were noticeably reluctant to consider change.

More than 74% of participants were considering additional changes or actively making changes, regardless of risk level at the start of the program (green and red bars).

Students who no longer considered changes after the program (blue bars in above graph) tended to reflect indifferent attitudes about changing their drinking at the start of the program. Contemplative students at pre-assessment tended not to revert back to pre-contemplation. An area for improvement is motivating drinkers to consider changes to their alcohol use prior to the start of BASICS. Greater receptivity to the program is consistent with contemplation and action outcomes.
BASICS Knowledge Comparison

Knowledge Increase by Groups

* p<.05, ** p<.001

- 2014-15:11 Items Measured, N=234
- Average pre-assessment knowledge of 8.3 correct items.
- Knowledge gains of only 1.19 items correct, however this was statistically significant at p < .001 for a post-assessment knowledge average of 9.53.
- 24 students scored lower on post assessment than on pre assessment.

Post assessment knowledge scores concentrate near the average or higher, versus the pre-assessment distribution.
It's important to know how much alcohol I'm consuming.*
Drinking a lot of alcohol quickly is risky.**
I don't need alcohol to have fun when socializing.*
Important to have a plan before going out.**
I am actually changing my drinking habits right now.**
Know to help a passed out friend, and I would do it.**
I should cut down on my drinking.*
I am actually changing my drinking habits right now.**
It is a waste of time thinking about my drinking.**
Scores range from 0 (strongly disagree) to 4 (strongly agree).
N=232 students
All nine of significant (one-tailed, paired t test) changes in direction anticipated.
Three of four Action items significant.
Three of four Contemplation items significant.
BASICS participants indicate greater agreement and less ambivalence about need for or value of changes.

Scores range from 1 (strongly disagree) to 4 (strongly agree).
N=232 students
One-tailed paired t-tests indicate significant differences between pre- and post-assessment attitudes for five of eight items.
Students indicate greater agreement with the statements on the right.
On these measures, students tend to increase their pro-social and responsible attitudes.
Student evaluations reflect a very favorable view of the program. Most are referred after a transport or significant & repeated alcohol misuse, so it makes sense that the one-on-one experience would be positive. Participants are more definitive about risk reduction and behavior changes resulting from the program, and more frequently support first year student participation in the program.