

Assessing the Relationship between Campus Programs, Student Self-Efficacy, and Substance Abuse

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Presentation Overview

- Purpose of the Study
- Background of Study
- Methodology
- Results & Implications
- Limitations & Suggested Further Research

Purpose of Study

Explore an alternative assessment approach based on a hypothesized relationship between:

- Campus program participation
- Student self-efficacy
- Student dispositions toward aspects of mental health and substance abuse

Background of Study

- Accountability & assessing student life programs
- Student learning outcomes (traditional)
- Alternative assessment approaches

Background of Study (cont'd)

Bandura's Socio-Cognitive Theory of Perceived Self-Efficacy

Low sense
of control



At risk of increased
anxiety, feelings of
depression, and
substance abuse

Hypothesis

Campus
Involvement



More sense
of control



Higher self efficacy &
less risk of mental
health issues and
substance abuse

Background of Study (cont'd)

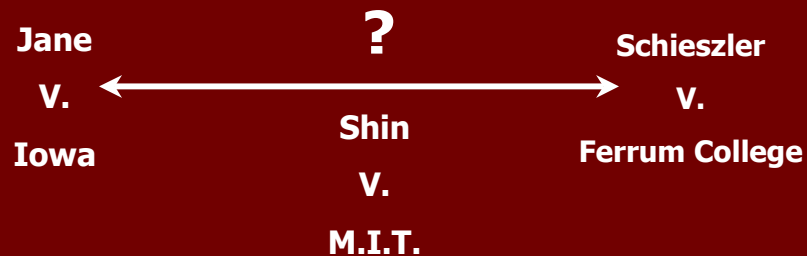
Student Mental Health Today

- Prevalence
- Pressure
- Priority

Background of Study (cont'd)

Legal Implications for the Profession

■ Case law



Methodology

■ Participants

- 888 surveys returned (nearly 10% of “underclassmen”)
- Orientation course participants
- Residential students (n=3,045)

■ Activities and Attitudes Survey

■ Tested for differences between groups of students (ANOVA and t-tests)

■ 3 Composite Variables

- “Self-efficacy” (Bandura)
- “Disposition toward Mental Health” (ACHA)
- “Disposition toward Substance Abuse.” (ACHA)

From the paper...

Dependent Variable	Independent Variable	t-test or ANOVA Significance?	Results of mean (<i>M</i>) inspection or Tukey HSD testing. Includes brief comment of interpretation.
Disposition toward Substance Abuse	Participation in Career Development Svcs. (CDS) event	Yes (t = 3.440, p < .001)	$M_{(CDS)} < M_{(no\ CDS)}$ Students who participated in at least one CDS event expressed a <u>favorable disposition toward substance abuse</u> than those who did not
Disposition toward Substance Abuse	Participation in Study Partners	Yes (t = 2.607, p = .008)	$M_{(Study\ Partners)} < M_{(no\ Study\ Partners)}$ Students who participated in Study Partners expressed a <u>favorable disposition toward substance abuse</u> than those who did not.
Disposition toward Substance Abuse	Participation in Supplemental Instruction	Yes (t = 3.432, p = .001)	$M_{(Supplemental\ Instruction)} > M_{(no\ Supplemental\ Instruction)}$ Students who participated in Supplemental Instruction expressed a <u>less favorable disposition toward substance abuse</u> than those who did not.
Disposition toward Substance Abuse	Participation in Orientation Classes	Yes (t = 4.458, p < .001)	$M_{(orientation\ class)} < M_{(no\ orientation\ class)}$ Students who took at least one orientation class expressed a <u>less favorable disposition toward substance abuse</u> than those who did not take any orientation class.

Results (cont'd)

■ "Self-Efficacy" and "Disposition toward Mental Health" for the Orientation classes

Dependent Variable	Independent Variable	t-test or ANOVA Significance?	Results of mean (<i>M</i>) inspection or Tukey HSD testing. Includes brief comment of interpretation.
Self-Efficacy	Participation in Orientation Classes	Yes (t = 4.936, p < .001)	$M_{(orientation\ class)} < M_{(no\ orientation\ class)}$ Students who took at least one orientation class expressed <u>lower self-efficacy</u> than those who did not take any orientation class.
Disposition toward Mental Health	Participation in Orientation Classes	Yes (t = 2.883, p = .004)	$M_{(orientation\ class)} < M_{(no\ orientation\ class)}$ Students who took at least one orientation class expressed a <u>less favorable disposition toward mental health</u> than those who did not take any orientation class.

Results (cont'd)

■ Intramural Sports: "Self-Efficacy" and "Disposition toward Substance Abuse"

Dependent Variable	Independent Variable	t-test or ANOVA Significance?	Results of mean (<i>M</i>) inspection or Tukey HSD testing. Includes brief comment of interpretation.
Self-Efficacy	Participation in Intramurals	Yes (t = 2.659, p = .008)	$M_{(no\ intramurals)} < M_{(intramurals)}$ Students who did not participate in intramurals expressed <u>lower self-efficacy</u> than those who did
(Results in the shaded area are significant at the p < .05 level, but not significant at p < .010 when considering compounding alpha error.)			
Disposition toward Substance Abuse	Participation in Intramurals	Yes (t = 2.396, p = .017)	$M_{(intramurals)} > M_{(no\ intramurals)}$ Students who participated in intramurals expressed a <u>less favorable disposition toward substance abuse</u> than those who did not participate in intramurals.

Results (cont'd)

■ Intramurals

"No drugs – drinking yes! I love intramurals. I am also involved in many clubs relating to my major and it helps a lot!" [394]

Results (cont'd)

- General activity level with "Disposition toward Mental Health" and "Self-Efficacy"

Dependent Variable	Independent Variable	t-test or ANOVA Significance?	Results of mean (<i>M</i>) inspection or Tukey HSD testing. Includes brief comment of interpretation.
(Results in the shaded area are significant at the $p < .05$ level, but not significant at $p < .010$ when considering compounding alpha error.)			
Disposition toward Mental Health	Participation in Activities (in general)	Yes ($F_{2,885} = 3.872, p = .021$)	$M_{(low\ or\ no\ activity)} < M_{(moderate\ activity)}\ or\ M_{(high\ activity)}$ Students who reported low or no participation (0 to ~2 activities) expressed a <u>favorable disposition toward mental health</u> than those reporting moderate (~3 to 4 activities).
Self-Efficacy	Participation in Activities (in general)	Yes ($F_{2,885} = 3.543, p = .029$)	$M_{(moderate\ activity)} < M_{(low\ or\ no\ activity)}$ Students who participated moderately in campus programs (~3 to 4 activities) expressed <u>lower self-efficacy</u> than those with low or no participation (0 to ~2 activities).

Results (cont'd)

- 80+ surveys mentioned Greek Life
 - “I am involved in a sorority which has really helped me feel ‘in touch’ with (the university). They also have helped me owkr on keeping my grades up as well as make many new friends.”

Conclusion

- Alternative assessment
- Working paper and slides available at

<http://highereddata.org/>