The College Initiative
Contract # 2016-048858

Final Report
FY 16/17

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Introduction

Peers Against Tobacco (PAT) is a system-level, multi-component tobacco prevention program for colleges and universities in the state of Texas. Also referred to as the College Initiative, the program is funded by the Texas Department of State Health Services and is coordinated by the University of Texas at Austin (UT Austin) Tobacco Research and Evaluation Team. Participation in the program involves Texas college and university students implementing tobacco prevention and control activities on their campuses, including 1) a outreach initiative, 2) forming a peer group, 3) an online tobacco prevention curriculum, 4) environmental and campus scan activities, and 5) tobacco-free campus policy initiatives.

As many lifelong tobacco users initiate use prior to age 26, tobacco prevention and control programming among college student populations is critical (U.S. Department of Health and Human Services, 2012; 2014). Students may experiment with tobacco and alternative tobacco product (ATP) use in social settings, potentially leading to more long-term addiction. Additionally, students may adopt the use of ATPs, such as hookah or electronic nicotine delivery systems (ENDS), in their college years because they mistakenly believe them to be a healthy alternative to traditional cigarettes. Despite commonly being perceived as safe, ATPs can, in fact, be equally as addictive as traditional forms of tobacco and many are just as dangerous.

Peers Against Tobacco aims to reduce the use and initiation of all tobacco and ATPs, including traditional cigarettes, smokeless tobacco, cigars, hookah, and ENDS, among 18-25 year old college and university students in the state of Texas. The project will achieve this through a system-level approach that raises awareness about the potential dangers of ATPs, corrects the misperception that some levels of tobacco use are safer than others, and improves upon current campus tobacco

policies. The goal of the program is to transform the tobacco landscape of Texas college and university campuses, ultimately serving to reduce initiation and use of tobacco and ATPs across the state.

The following report provides details on Peers Against Tobacco planning and implementation for fiscal year (FY) 2017 (also referred to throughout the report as academic year 2016/17). Each section contains a description of what was accomplished this past year, along with notes about any corresponding supplemental documents. Recommendations for peer-led tobacco prevention and control programming at the college level, along with future directions for the project, are also provided.

Campus Recruitment

From May 2016 through September 2016, colleges and universities in the state of Texas were recruited to participate in the PAT program. A member of the UT Austin Tobacco Research and Evaluation Team conducted recruitment, with a goal to recruit 30 campuses in the state of Texas to participate in fall 2016/spring 2017 programming.

First, schools that participated in the 2015/16 PAT program were contacted to invite them to participate again this year; 14 of the previous 23 schools indicated that they were still interested in participating. Schools that chose not to continue cited various reasons, including lack of support staff (e.g., students to lead the group), systems-level organization barriers on their campus, and reprioritization of health topics on their campus. Additionally, UT Austin reached out to new campuses to invite them to participate; campus administrators were contacted by phone and email. UT Austin reached out to administrators who were believed to have a potential interest in supervising peer-led tobacco prevention and control programming at the college level, such as student affairs faculty members, health studies professors, or campus wellness coordinators. Campus administrators were given an overview of the various program components and received information about the campus stipend available to assist with implementation efforts (see Attachment 1).

Additionally, approximately 25 new schools were contacted to request their participation. Of these, six new schools agreed to come on board for 2016/17 programming. Therefore, in total, 24 campuses were recruited. Before 2016/17 implementation was complete, two schools resigned. In total, 20 schools (22 campuses; two schools have two participating campuses each) participated in PAT implementation during the 2016/17 academic year (Table 1). The participating schools consisted of three, two-year and 17, four-

year schools. There were 17 public and three private schools, and two Historically Black Colleges.

Once participation was secured, each campus administrator was advised to select at least one student leader who would spearhead the planning and implementation of PAT on their campus. The campus administrator was told they would take on a supervisory role, serve to oversee PAT implementation, and provide assistance to their PAT student leaders.

Table 1: Peers Against Tobacco Participating Schools 2016/17			
School Name	Location	Two/Four-Year	Public/Private
Austin College	Sherman, TX	Four-year	Private
Coastal Bend College	Beeville, TX	Two-Year	Public
El Paso Community College	El Paso, TX	Two-year	Public
Lamar University	Beaumont, TX	Four-year	Public
Midwestern State University	Wichita Falls, TX	Four-year	Public
Prairie View A&M University	Prairie View, TX	Four-year	Public
Ranger College	Ranger, TX	Two-year	Public
Stephen F. Austin State University	Nacogdoches, TX	Four-year	Public
Texas Lutheran University	Seguin, TX	Four-year	Private
Texas State University	San Marcos, TX	Four-year	Public
Texas Woman's University	Denton, TX	Four-year	Public
University of Houston	Houston, TX	Four-year	Public
University of Texas, Arlington	Arlington, TX	Four-year	Public
University of Texas, Austin	Austin, TX	Four-year	Public
University of Texas, Dallas	Richardson, TX	Four-year	Public
University of Texas, Permian Basin	Odessa, TX	Four-year	Public
University of Texas, Rio Grande Valley (2 campuses)	Brownsville, TX Edinburg, TX	Four-year	Public
University of Texas at Tyler	Tyler, TX	Four-year	Public
Vernon College (2 campuses)	Vernon, TX	Four-Year	Public
Wiley College	Marshall, TX	Four-year	Private

College Tobacco Survey

To assess students' knowledge, attitudes, and behaviors related to traditional tobacco products and ATPs, a 60-item survey was conducted in February and March 2017 with the majority of currently participating schools (see Attachment 2). The survey was disseminated through an online platform (Qualtrics), with student email addresses obtained either through open records requests or directly from supervising campus administrators. In some instances, campus administrators were provided with the online survey link to distribute to students. Upon completion, students had the chance to be entered into a drawing for one of fifty $20 gift cards to Amazon.com.

The survey was sent out to approximately 215,930 students across 20 schools. We received 17,394 responses (a response rate of 8.1%), however 336 individuals did not consent to participate, leaving a total of 17,058 valid responses. We narrowed this sample to include only 18-29 year olds for the current report to better represent the target audience of PAT, resulting in a sample size of 11,415. Additionally, sample size for the analyses included in the current report vary due to missing data. Participants were predominately female (63.7%), white (58.1%), and 1st year undergraduates (24.5%) (Table 2).

Survey Results

<u>Sample Demographics</u>

Table 2: College Survey Sample Demographics (N=11,415)	
Age	Mean = 21.1 years
Gender (n = 11,382)	% Female = 63.7
University Classification (n = 11,386)	% 1st year undergraduate = 24.5 % 2nd year undergraduate = 18.9 % 3rd year undergraduate = 24.1 % 4th year undergraduate = 18.8 % 5th year or more undergraduate = 7.4 % Graduate student = 4.5 % Recently graduated = 1.9
Hispanic/Latino (n = 11,355)	% No = 57.5 % Puerto Rican = 0.6 % Cuban or Cuban American = 0.4 % Mexican, Mexican American, or Chicano/a = 31.9 % Another Hispanic or Latino/a ethnicity = 9.6
Race (n = 11,331)	%White = 58.1 % Black or African American = 7.9 % American Indian or Alaskan Native = 1.2 % Asian = 14.0 % Native Hawaiian or Other Pacific Islander = .3 % Two or more races = 6.2 % Other = 12.2

Product Awareness & Use

Students were asked to indicate if they had heard of the following products: Smokeless (e.g.,

chewing tobacco, snus, snuff, or dip), and ENDS (i.e., e-cigarettes, vape pens, or e-hookahs).

Most students had heard of, but not used, all products listed (Figure 2). About 39% of students

reported having used hookah, and about 29% reported having used ENDS.
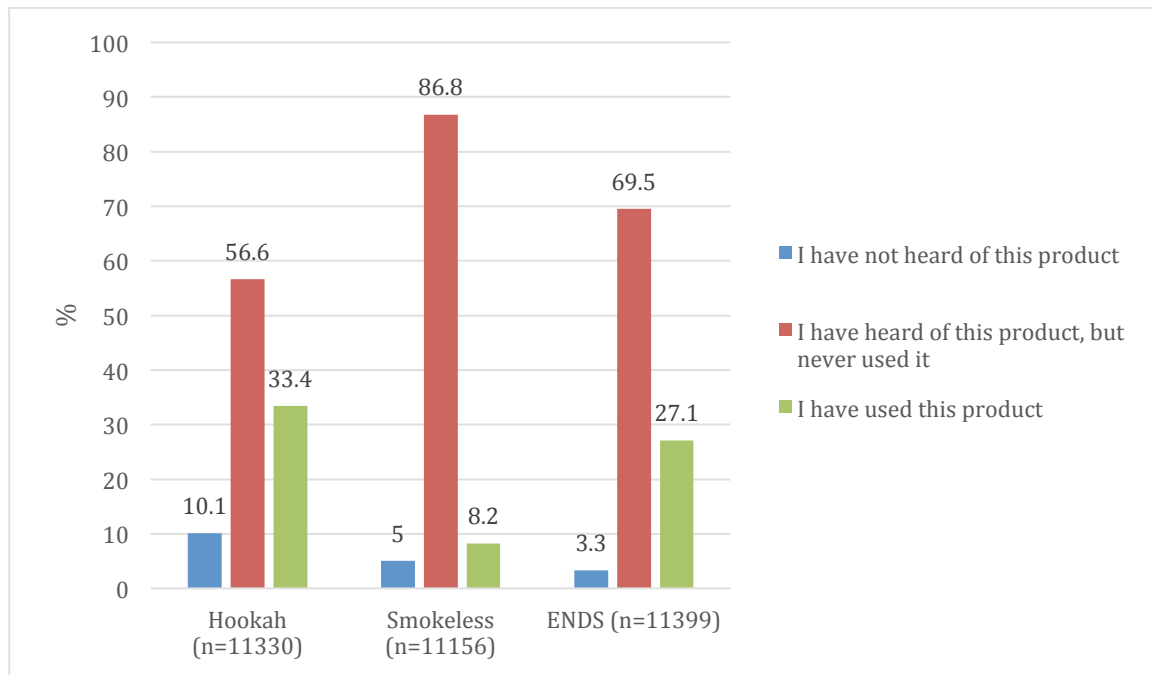

Figure 2. Product Awareness & Use. This figure illustrates the percentage of students who are
aware of and/or use certain tobacco products.

Students were asked to indicate how many days in the past month they used each of the following products: traditional cigarettes; cigars, cigarillos, or little cigars; hookah; smokeless (e.g., chewing tobacco, snus, snuff, or dip); ENDS (i.e., e-cigarettes, vape pens, or e-hookahs). As shown in Figure 1, the most prevalent products used by students who participated in the survey were traditional cigarettes, followed by ENDS, and cigars.
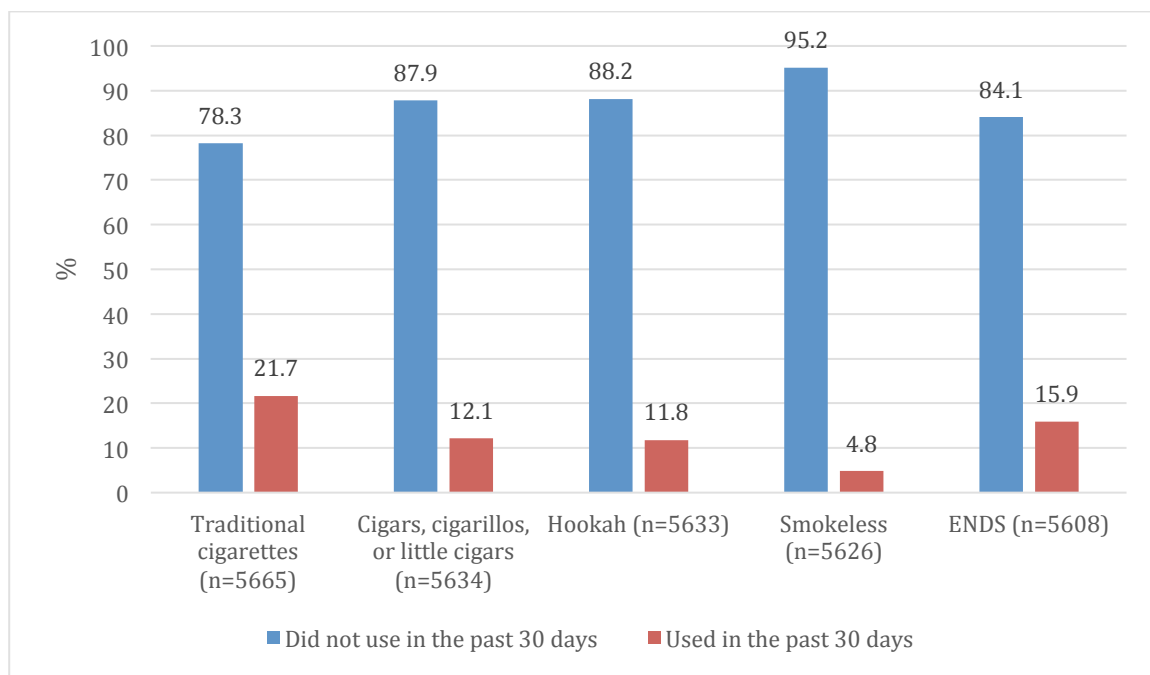

Figure 1. Past 30-day use. This figure illustrates the percentage of students who have used certain tobacco products in the past 30 days.

<u>Harm Perceptions</u>

Students were asked to rate how harmful they believed certain products (cigars, cigarillos, or little cigars); hookah; smokeless (e.g., chewing tobacco, snus, snuff, or dip); and ENDS (i.e., e-cigarettes, vape pens, or e-hookahs)) to be, relative to traditional cigarettes. Most students who participated in the survey perceived cigars, cigarillos, and little cigars to be as harmful as cigarettes (Figure 3). The majority of students perceived ENDS to be equally harmful or less harmful that traditional cigarettes.
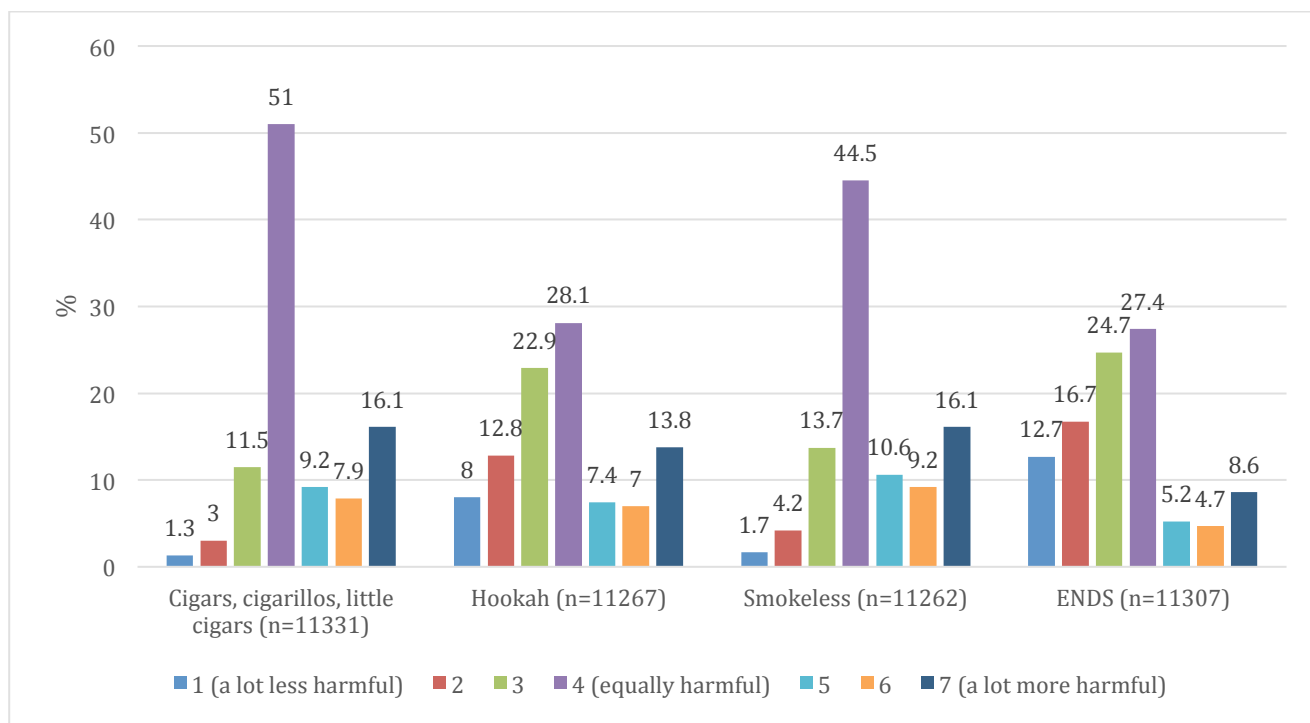

Figure 3. Harm Perceptions. This figure illustrates students' harm perceptions about certain tobacco products.

Social Norm Perceptions

Students were asked to think about ALL of their friends and to approximate how many of them use the following products: traditional cigarettes; cigars, cigarillos, or little cigars; hookah; smokeless (e.g., chewing tobacco, snus, snuff, or dip); ENDS (i.e., e-cigarettes, vape pens, or e-hookahs). For each product, response options were "None," "Some," "Most," or "All." For analyses, we collapsed the "Some," "Most," and "All" response options to create a new dichotomous variable that represents beliefs that none of their friends use each product or ≥1 of their friends uses each product. The majority of students indicated that their friends used cigarettes, hookah, and ENDS.
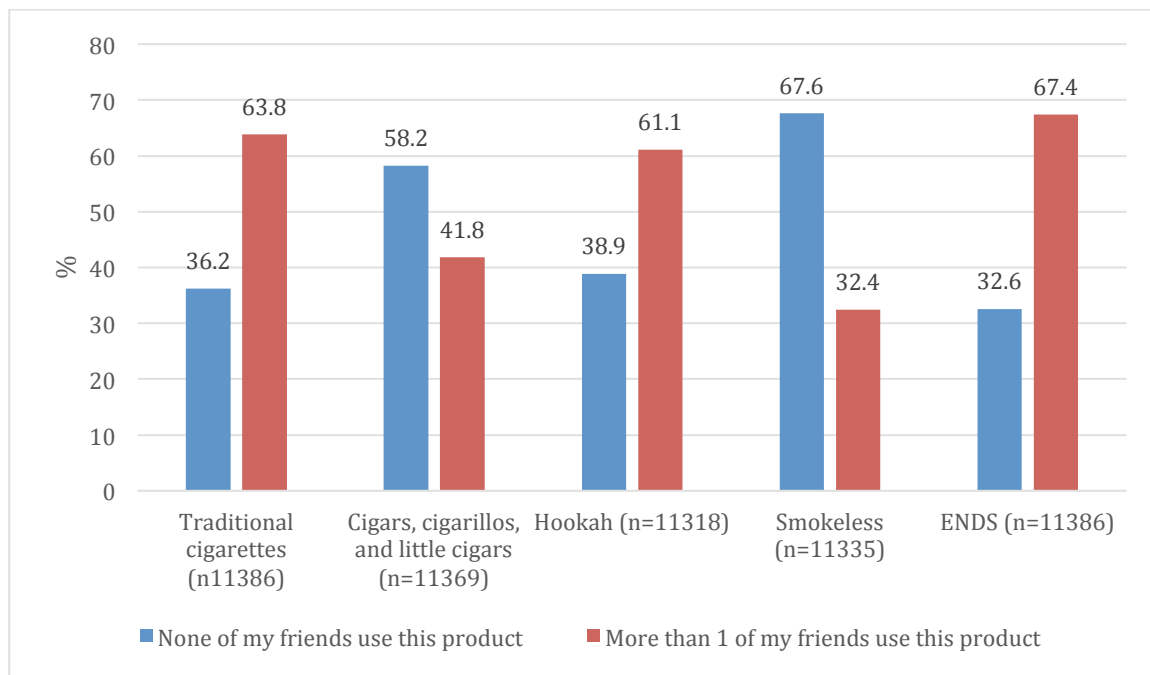

Figure 4. Perceptions of Friends' Use. This figure illustrates students' perceptions of approximately how many of their friends use certain tobacco products.

Awareness of PAT Initiative

Students were shown two pictures of the PAT outreach initiative and a picture of the PAT logo
and asked to indicate if they had seen any information related to the program any time within
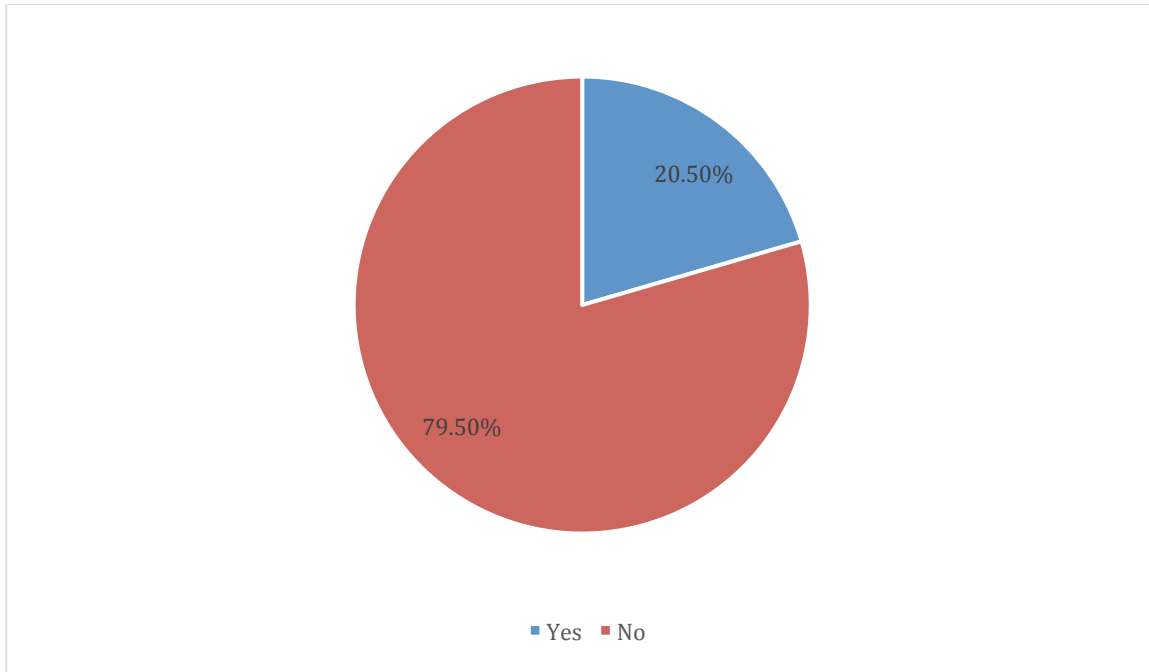the past year. Response options were "Yes" or "No."

Figure 5. Exposure to Peers Against Tobacco Initiative. This figure illustrates the percentage of
students indicating they saw information from the Peers Against Tobacco initiative during the
past year.

Based on current survey data results, we propose the following conclusions & recommendations:

1.) There is a continued need for tobacco prevention and control programming at the college level, as almost 22% of students at Texas colleges and universities reported past 30-day use of traditional cigarettes. Additionally, a focus on ATP use among college populations is warranted, as about 12% reported cigar, cigarillos, or little cigar use, 12% reported hookah use, and 5% reported use of smokeless tobacco use. Further, ENDS were the most prevalent reported ATP; about 15% reported use within the last 30 days (Figure 1).

2.) Current data suggest that there are misperceptions about the potential harm of certain ATPs, specifically hookah (Figure 3). For example, more than 40% of the students surveyed reported that hookah use was less harmful than traditional cigarettes. It is important to raise awareness of the dangers of ATPs and may be necessary to change perceptions about these products' level of harm in relation to traditional cigarettes.

3.) It is necessary to further investigate social norms around tobacco and ATP use. For example, current survey participants indicated that they believed the majority of their friends used traditional cigarettes (64%), hookah (61%), and/or ENDS (67%) (Figure 4).

4.) About 21% of students ages 18-29 who were surveyed indicated that they had seen information related to PAT in the past year. These results suggest that, although the PAT initiative may be recognizable among some students on college/university campuses that participated in the survey, there is room for improvement with regards to PAT outreach efforts (Figure 5).

The survey will be implemented again in future rounds of PAT project implementation.

Data from future survey waves will be analyzed in order to assess the potential impact of PAT on college students' tobacco-related knowledge, attitudes, beliefs, and behaviors. Ideally, over time, there will be an increase in awareness of PAT tobacco initiatives, as well as a decrease in tobacco use among colleges and universities that participate in PAT.

Social Media: Facebook, Instagram, and Snapchat

For the FY17 social media initiative, EnviroMedia and UT Austin decided to supplement the print materials (discussed below) with social media posts that followers could share on Facebook and Instagram. Since the UT Austin team posted frequently to the PAT social media accounts, EnviroMedia developed one post a month, including a custom-built graphic and copy, and put additional funds behind each post to increase reach. The results from all social media engagement can be found in (Figure 6).

Based on guidance form UT Austin, EnviroMedia created a geo-targeted Snapchat filter to run on 16 campuses for the Great American Smokeout in November 2016. This was the second Snapchat filter EnviroMedia placed for PAT, and UT Austin provided the participating schools with advanced notice for this filter through Basecamp to increase performance. The results from the Great American Smokeout Snapchat buy can be found in (Figure 6).

The UT Austin team also utilized Snapchat to promote interactive filters at locations and events that attract our target demographic. We piloted this concept at SXSW in Austin with five Snapchat filter designs promoted at 14 SXSW events from March 11, 2017 to March 18, 2017 and at Texas Relays on March 31, 2017 (Figures 7 & 8). The filters were viewed by over 17,500 total people across all event locations and viewed over 132,000 times by followers of individuals who used the filter.

Social Media Report
09.01.16 – 07.31.17

Name	Reach/Views	Engagements/Use of Filter
Facebook	1,053,326	29,517
Instagram	401,674	44,781
Snapchat	27,595	1,334
Total:	1,482,595	75632

*Reach: The number of people who saw your ads at least once
*Engagements: Post clicks, likes, shares, and comments
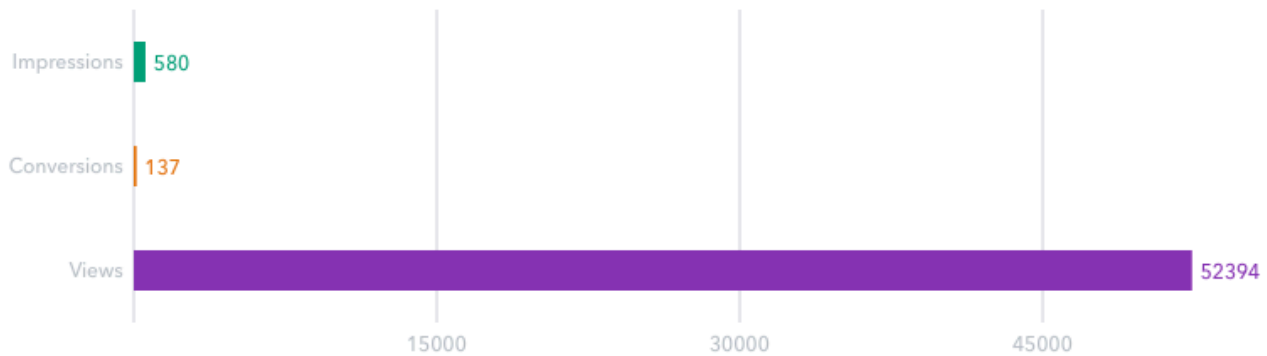
Figure 6: Social Media Report

Figure 7: Snapchat Filter Metrics for One SXSW Event [Impressions are views on device at location. Conversions are uses at location. Views are the number of individual views off of conversions.]
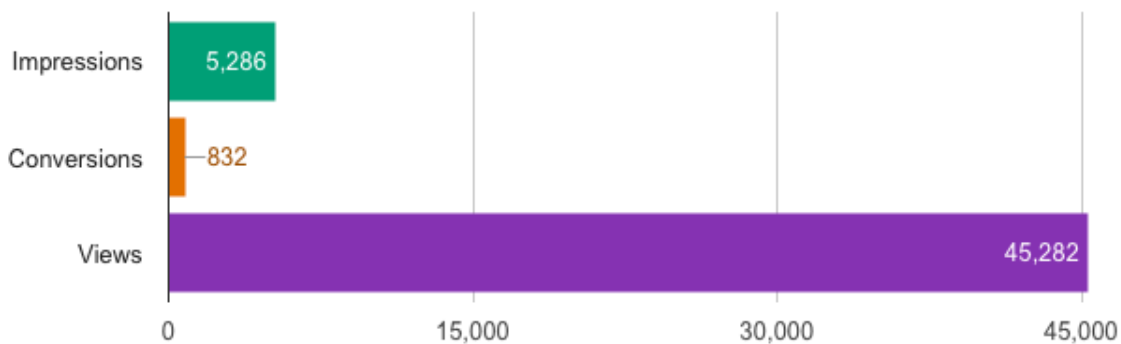
Figure 8: Texas Relays Snapchat Filter Metrics [Impressions are views on device at location. Conversions are uses at location. Views are the number of individual views off of conversions.]

Website Update

      To give the existing PAT website a modern update, the team decided to transition it to a mobile-friendly, one page, scrolling site with a top navigation bar to keep it aesthetically clean and user-friendly. The website content was rewritten to emphasize PAT as a "movement" students can join, and a list of schools with existing PAT programs was added for visitors to see if their campus is already participating. The resources section was updated based on client requests, and the contact form was adjusted to include more informational fields to make it easier to understand what the inquiry is about. Finally, the creative initiative developed in 2017 (explained in more detail below) was added to the website as a downloadable PDF for students to access.

      The website was updated in mid-February, and since then, we have seen a steady increase in visits to the website. In Jan 2017, there were 578 visits to the website, in Feb 2017, there were 1,135 visits to the website, and in Mar 2017, there were 1,592 visits to the website.

In 2016, there were 8,797 total views to the website; in 2017, there were 14,236 views.

New Creative Initiative

Since PAT's initiatives "A Smoker is a Smoker" and "It Gets Clingy" had been running for

two years, the team decided it was time to develop a new initiative in 2017. Like the previous

initiatives, the new one would be part of the "initiative-in-a-tube," which contains ready-made

materials for student leaders to launch the outreach initiatives on their campuses. In addition to

resonating with our target audience, the new creative idea would need to lend itself to both print

and digital.

To begin this process, EnviroMedia interviewed existing PAT members at the PAT

Advocacy Day Training in April 2017. The students and administrators were divided into two

random sections and informal focus groups were conducted with each to learn more about a

variety of topics, including their motives for participating in PAT, tobacco use on their campuses,

and what type of messaging they believed to be most effective in reaching college students.

EnviroMedia also had the participants complete a brief survey around the same topics. From this

session, EnviroMedia learned the following:

1. The following were identified as the leading reasons why college students smoke or start
   smoking (freshmen and underclassmen are more vulnerable to these factors and thus
   are more susceptible to start smoking.):
   a. Peer pressure
   b. Stress
   c. Freedom to do what they like
   d. Tobacco industry marketing at colleges
   e. Increased access to tobacco products for students

2. Hookah and vaping are gaining popularity for multiple reasons:
   a. Students perceive it to be a healthier alternative to smoking cigarettes
      i. Vapes originally labeled as a "cessation device"
   b. It is a social activity
   c. It is an alternative to drinking for students who are not yet of age
   d. The fruity flavors and ability to create a lot of smoke and do "tricks" are alluring

3. The types of communication that P.A.T. survey participants believe to be the most effective with college students are:
    a. Blunt/honest truth
    b. Humor/wit
    c. Scare tactics
    d. Pop culture/memes

Next, EnviroMedia drafted a creative brief that incorporated these insights, as well as the suggestions and goals provided directly from UT Austin, to develop three big ideas ranging in messaging and design. After reviewing all three concepts, UT Austin chose "Tobacco Sucks," an initiative with strong, playful, and visually striking headlines built out of tobacco related products (see Attachment 3). This direction was chosen due to its mixture of humor, edge, and acceptance that came through the funny, double-entendre headlines which draw people in without them knowing that they are reading anti-tobacco messaging, and the positive, fact-based body copy that ended with the tagline, "Tobacco sucks and you deserve better." EnviroMedia commissioned Computer-Generated Imagery (CGI) artist Chris Labrooy, whose work inspired the initial design, to bring the headlines to life and adapted them for print and social media posts.

"Tobacco Sucks" was launched in August 2017, when EnviroMedia shipped out the initiative-in-a-tube to participating PAT campuses. Each tube was filled with posters, flyers, push-cards, and shirts, and new participating schools also received a PAT-branded popup banner and tablecloth (previously participating schools have already received these items).

Peer Group Activities

As a required program component, participating campuses were asked to build or expand upon a peer group whose primary goal was to address tobacco prevention on campus. To help schools better accomplish this goal, this fiscal year the UT Austin team updated the guides that were developed in 2015/16 to help with building/expanding a peer group. Specifically, the UT Austin team compiled all the guides into one document and branded it with the PAT logo and colors to better assist administrators and students in forming successful peer groups (see Attachment 4).

Specifically, the peer group building resources include a "How to Build a Peer Group" information sheet, as well as tips for continuing the peer group once initiated. Another aspect of these resources are the student involvement guides, which are designed to help tailor the PAT group tobacco prevention efforts towards specific campus groups. These groups included athletes, Greek organizations, Historically Black College & University students, religious groups, and student governments. In addition, the student involvement guides contained information pertaining to certain groups including environmentalists, health educators, minority populations, and lesbian gay, bisexual, and transgender (LGBT) individuals. The peer group building resource also contained an information sheet on tobacco marketing with facts, statistics, and tips for peer groups. By developing different guides for various individuals, the PAT group will ideally be better equipped to recruit others to join their group by identifying tobacco issues among others on their campuses.

Online Curriculum

The goal of the College Tobacco Project curriculum initiative, which was developed by the UT School of Public Health, was to develop a web-based educational module for the prevention of tobacco use in college students. Based on a conceptual model of the most common predictive factors for tobacco product use among college students, the curriculum was designed to increase knowledge about short and long-term consequences of tobacco use (including new and emerging products like hookah and e-cigarettes, or ENDS); to correct misperceptions that most young adults smoke or use alternative tobacco products; and to present the harms associated with casual or occasional tobacco use.

The curriculum was completed and pilot tested in Year 1 (2014/15). For Year 2 (2015/16), we reviewed and edited the curriculum based on feedback received from the pilot, then enabled the curriculum to be compatible with two course learning management systems. For Year 3 (2016/17), we updated parts of the curriculum with more contemporary content (e.g., ENDS) and ensured that the website met relevant accessibility standards per UT Austin requirements. At present, the curriculum is available online (www.tobacco101.org) and is compatible with Sakai, Canvas, and Blackboard Learning Management Systems. Our team continues to provide any necessary support campuses may need with implementing the curriculum using these sites.

Curriculum Participation and Results

Campus deployment strategies for the curriculum, officially titled *Tobacco 101*, were left up to supervising campus administrators at each participating school. Avenues for implementation included pre-existing college classes (whether for extra credit or as a mandatory class assignment), promotion through the school's student wellness center, and

in-person educational events delivered by peer educators.

From August 2016 to June 2017, 285 students had started the curriculum, and 196
students completed it. Students from 10 colleges were represented (Table 3). Suggestions for
curriculum implementation (such as including the curriculum as a mandatory component of
freshman orientation) were included with a description of the curriculum given to campus
coordinators. The decision to participate in the curriculum, as well as the chosen method of
implementation, was left up to campus coordinators at each campus.

Table 3: Participating Colleges in Curriculum		
College or University	Number of Students Pre-test	Number of Students Post-test
Austin College	9	6
Lamar University	5	0
Midwestern State University	7	4
Ranger College	4	6
Stephen F. Austin State University	31	27
Texas Lutheran	35	34
Texas Women's University	72	64
UT Arlington	12	8
UT Austin	62	35
UT Rio Grande Valley	2	1
Other	10	1
TOTAL	*285*	*196*

As with the previous year, students' opinions of the curriculum were positive overall,
with the majority of students agreeing or strongly agreeing with the statements that the
curriculum was interesting, visually engaging, entertaining, humorous, provided new
information, and was appropriate for college students (Figure 9). Baseline and post-test
results were available for 184 of the students who completed the curriculum, which was an
increase from the 106 students' results we had last year. To evaluate the mean differences

between the curriculum pre and post-test results, paired samples t-tests were performed. The mean differences for several tested constructs were found to be statistically significant, including: increases in the beliefs that tobacco companies lie, target young people, and deny that tobacco products are addictive (p<.001); an increase in the belief that it is easy to avoid tobacco use, without hurting their social life (p<.05); decreases in the average perceived percentage of college peers who smoke cigars (p<.01), cigarettes (p<.01), and e-cigarettes (p<.001); decreases in the beliefs that tobacco can help manage stress (p<.001), that using e-cigarettes is a good way to stop smoking (p<.001), and that most people who start using tobacco products are able to quit (p<.01).

In addition, there were significant increases in the perceived harm of e-cigarettes, cigarettes, cigar products, and smokeless tobacco (p <.001), and increases in the perceived harm associated with smoking cigarettes and using smokeless tobacco some days but not every day (p<.001) and a few times a day (p<0.001). Significant increases were also observed in the perceived harm of secondhand smoke (p<0.001). Importantly, there were also significant decreases in students' intentions to use hookah, e-cigarettes, and cigarettes (p<.01); this is the first year that these changes have been documented. Further, "taking a stand against tobacco" became significantly more important to students over time (p<0.001) and significant increases in "wanting to be involved in efforts to get rid of tobacco use" were also observed (p<0.001). Taken together, these findings provide evidence that the curriculum appears to be successful and is having many of its intended effects.
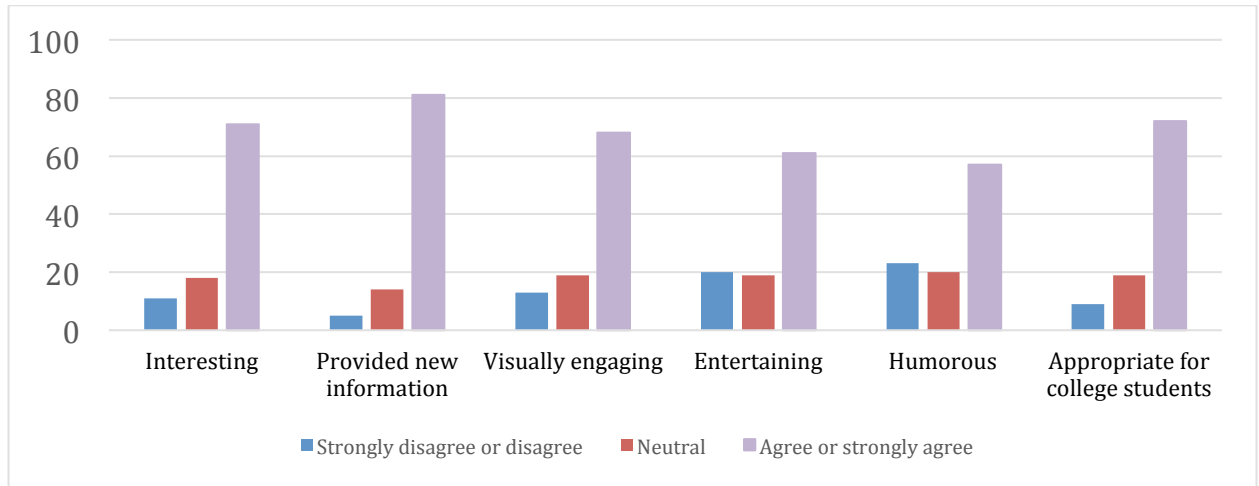
Figure 9. Students' opinions regarding the online curriculum.

Scan Activities

Given that little is currently known about tobacco advertising near college campuses, schools participating in PAT used the Standardized Tobacco Assessment for Retail Settings (STARS) survey, a data collection tool that was developed by researchers in California and North Carolina as a way for community members to document tobacco environments within their communities. Students used this paper and pencil environmental scan tool to directly document and describe tobacco advertising near their campuses. This method was ultimately chosen as the medium for data collection, as it was relatively easy to administer and was cost-effective. The STARS tool includes key questions related to the outlet's exterior, interior, sale and promotion of products such as cigarettes, cigarillos, cigars, e-cigarettes, and smokeless, WIC/SNAP, and field notes. In order to minimize interaction with the retail store staff, three questions about the price of three products on the original STARS were removed.

In addition, participating schools used the Campus Scan and Hot Spot Survey Tools (previously developed by the UT scan team) to document the tobacco and nicotine environments on their campus. Last year, these surveys were completed with paper and pencil, however this year the Campus Scan and Hot Spot Survey Tools were conducted online using Qualtrics survey software. This method was chosen because of its ease of use and compatibility with smart phones. Schools were given the option to use paper and pencil, and one campus chose to do so. The Campus Scan Tool included questions related to where students see tobacco and/or nicotine products used on their campus, the visibility of hookah/vape shops from their campus as well as the presence of ashtrays or tobacco-related trash, tobacco promotions and marketing, and tobacco policy enforcement signs. Finally, as students completed the campus scans, they were asked to complete a set of questions on the Hot Spot tool if they noticed any locations on campus that were consistently (at least two

times) surrounded by a group of people using tobacco products and/or ATPs. In addition to the location of the Hot Spot, the tool also included questions related to tobacco policy signage, smoking, e-cigarette use, tobacco litter, and field notes. Please see Attachments 5, 6, & 7 for examples of the three tools. The UT scan team created detailed codebooks for each of the tools, which will serve as a primary resource during data analysis, as they outline the definitions of the variables as well as how variables were collected and any constraints placed on variables (e.g., numeric, date) (see Attachment 8).

The UT scan team previously created a STARS PowerPoint training and instruction guide for students to use as a reference for overall project goals, key definitions, and best practices while in the field. All campuses had access to these materials to serve as a resource for data collectors while in the field. The PowerPoint was adapted from the STARS project for use with this current project and included a more detailed training specifically for PAT. Additional slides were added this fiscal year to serve as best practices while in the field, which included detailed information on alternative tobacco products such as e-cigarettes, e-hookah, vape pens, e-juice/liquid, and flavors associated with these products. See Attachment 9 for these training resources.

Scan Results

As of July 2017, five campuses completed a total of 44 STARS surveys. Convenience stores with or without gasoline were the most popular store type surveyed. The majority of the stores surveyed advertised and sold a variety of tobacco/nicotine products, including cigarettes, e-cigarettes, cigarillos, large cigars, and smokeless tobacco. Nine campuses participated in the Campus Scans and completed a total of 59 scans. In addition, six of those campuses completed a total of 16 Hot Spot reports. Across all campuses, tobacco/nicotine

product use was often reported in or around the following areas: administration buildings, student dormitories, libraries, parking lots, and other classroom buildings. The majority of these buildings had cigarette butts or other tobacco related trash around them; cigarettes and ENDS were the most common products seen in these areas. Most schools did not have vape/smoke shops visible from their campus, with the exception of one campus that did document at least one visible vape/smoke shop. While the majority of campuses documented the location of multiple tobacco enforcement signs, one recommendation generated from the environmental campus scans was to place these enforcement signs in the locations where product use was documented in order to reduce tobacco use on their campus. Each participating campus received personalized summary reports for their STARS survey data, Campus Scan survey data, and Hot Spot data (if applicable). These reports included a summary of findings, their current campus tobacco policy coverage, and recommendations on how to strengthen their campus tobacco policy to include cigarettes, smokeless tobacco and ENDS products.

Policy Implementation Resources

To assist Texas colleges and universities with the implementation of tobacco-free campus policies, UT Austin continued to promote two policy-related resources that had been previously developed: the Texas Campus Tobacco Policy Database and the Tobacco-Free Campus Policy Implementation Guide (both can be found at txcollegetobaccopolicy.org).

The policy database lists the campus tobacco policies of all institutions of higher education in Texas and rates each policy using a five-point scale based on level of comprehensiveness. The database allows students to find and compare campus tobacco policies among Texas colleges and universities and is updated annually. The policy implementation guide provides detailed, step-by-step information on how to best accomplish policy implementation or expansion.

Additionally, this fiscal year, the UT Austin team developed a bystander intervention resource to help schools with low-cost tobacco policy enforcement efforts on their campuses. The bystander intervention resource includes methods for how an individual can intervene if they see someone using tobacco products and ATPs both on- and off-campus. The scenarios include intervening in situations with cigarettes, cigars, electronic cigarettes, hookah, and chewing tobacco. This resource is currently being edited and will be available for participating schools during the 2017/18 academic year.

Spring Advocacy Training

The PAT Advocacy Training, held in Austin, TX April 6th - 8th, was a success; there were seven PAT schools represented, and 30 total participants in attendance. The training started with an overview of the state legislative process from our partners at M.D. Anderson, followed by presentations about the importance of changing the tobacco climate by advocating, using effective messaging and social media advocacy, and investing in partnerships. Participants also had a chance to present to the group regarding various PAT program components that they effectively implemented at their campus (e.g., environmental scans, campus policy enforcement). Participants were provided the opportunity to meet with State Legislators at the state capitol to share stories about their success with the PAT program and with other tobacco prevention efforts in their college communities. The feedback from the participants in attendance at this event was positive, and they found it valuable to have a PAT-related gathering between the fall and spring semesters.

Say What! 2017 Texas Tobacco-Free Conference College Track

PAT was given an opportunity to collaborate with the Students, Adults and Youth Working Hard Against Tobacco! (SAY WHAT!) program through the 2017 Texas Tobacco-Free Conference. The conference took place from July 23-26, 2017 in Montgomery Texas, and consisted of training and networking opportunities for students interested in peer-led tobacco prevention and control programming. While the event is typically attended by middle and high school students and their adult sponsors, a new track was developed two years ago in order to accommodate students who engage in tobacco prevention and control efforts at the college level.

The college track at the SAY WHAT! 2017 Texas Tobacco-Free Conference served several purposes. First, the conference gave college and university students currently participating in PAT a chance to get a head start on planning their tobacco prevention and control efforts for the upcoming school year. Second, the conference was an opportunity to promote PAT among SAY WHAT!'s high school juniors and seniors, who would soon be starting college. Whereas few tobacco prevention and control initiatives previously existed among Texas colleges and universities, PAT now provides former SAY WHAT! participants an outlet for continued engagement in peer-led prevention efforts. Third, the conference gave the UT Austin team a chance to network with others in Texas who are engaged in tobacco prevention and control efforts which helps for recruiting additional colleges to take part in PAT in upcoming years. Fourth, the conference provided a chance for the UT Austin team and members of the college track to attend sessions and workshops to learn more information and skills related to tobacco prevention and control.

In total, 30 individuals participated in the PAT conference track; the group included current and prospective PAT college students, campus administrators, as well as members from the UT Austin team & EnviroMedia.

Participating schools included:

- Austin College
- Jarvis Christian College
- Ranger College
- University of Texas at Arlington
- University of Texas at Austin
- University of Texas at Dallas
- University of Texas at Tyler

College Track Activities consisted of:

- Networking opportunities

- Sessions and panels that covered topics like the science of addiction, e-cigarettes and peer involvement

- Skill-building clinics on topics such as hookah, tobacco marketing, costs of tobacco, secondhand smoke, social media, and team-building

- PAT breakout sessions & workshops that covered topics such as a project overview, introduction to the new outreach initiative, LGBT Tobacco Prevention, Social Justice Tobacco Prevention, effective action planning strategies and ways to collaborate with state and national tobacco control partners

- Unveiling of the new creative initiative by EnviroMedia, who also provided a social media call to action strategy for PAT students and faculty to follow in the 2017/18 implementation year. Additionally, EnviroMedia designed and produced shirts and folders with the PAT branding for the conference

PAT had a significant social media presence at the conference as well. PAT promoted Snapchat filters each day of the conference, and provided incentives for conference attendees to use the filters and to post/tag on other social media platforms (i.e., Facebook, Instagram, and Twitter). The Snapchat filters that were available at Say What! were viewed by about 23,200 people, which is outstanding given the relatively small number of attendees at Say What! (approximately 250-300). Additionally, there were 133,028 impressions on Facebook and Instagram during the conference. Overall, the Say What! conference was a success in terms of promoting PAT and providing a place for participating campuses to gather and gain helpful skills that they can use during the upcoming year's implementation.

Plans of Action

In order to receive their stipends, schools were required to submit a plan of action with a timeline for each of the program components they planned to implement. Select feedback is included in this report.

Outreach Initiative Action Plans

Campuses reported plans to place print PAT initiative materials in buildings on campus (e.g., dining and residence halls, student activities, and wellness centers), and to have tabling events throughout the year where they would distribute materials. Social media was also listed as a priority for most campuses, in that they planned to promote PAT via Facebook, Snapchat, Instagram, and/or Twitter. Several campuses reported plans to ramp up promotion of print and digital materials during the Great American Smokeout event in November 2016, as well as at other health-related events such as Heart Health Month, Tobacco-Free Tuesdays, and Safe Spring Break. One school indicated that sporting events would be appropriate events on their campus to promote PAT and planned to do so at several points over the academic year.

Peer Group Action Plans

Most campuses reported having a group of students (ranging from 2-28 students) that promoted PAT on their campuses. These groups were typically formed through Wellness Educator groups. A few campuses indicated that they were planning to reach out to other campus groups (e.g., Student Government Association, School of Nursing, Greek organizations, Minority Health, & Medical Student Association) to recruit PAT members. Most schools reported that the PAT peer group would be responsible for hosting the various

tabling events and health fairs that were planned for the 2016/17 academic year.

Curriculum Action Plans

Plans for curriculum implementation included requiring Resident Assistants and Greek organization student leaders to view the curriculum, as well as offering it through courses as part of the core curriculum, or as an extra credit opportunity. Several schools indicated that they planned to use the curriculum as part of their campus tobacco policy enforcement strategies. One school stated that they planned to have students present the curriculum to the Assistant Dean in an attempt to gain approval to implement the curriculum campus-wide. At least one school planned to utilize the curriculum via their Learning Management System (e.g., Canvas, Blackboard), and several schools aimed to implement the curriculum on a larger scale and/or on a long-term basis.

Scan Action Plans

All of the schools provided general outlines for their plans to collect environmental and campus scan data. In most cases, the PAT group was responsible for canvasing the campus and surrounding area to assess the tobacco environment that students may be exposed to, and action plans indicated that these data collections would be dispersed throughout the fall and spring semesters. One campus indicated that one PAT intern would complete the scans during fall, and that a professor would have his students complete the scans as a graded assignment in his course in the spring. This same school stated that the data would be compiled and reported to their university's Human Resources department in order to help with evaluation of the current tobacco policy on that campus. At least one campus indicated that they had been tobacco-free for a few years and hoped that the scan

data would show how well the policy was being enforced. One school stated that the campus scan data would help guide the PAT group on where to promote the outreach initiative.

Policy Action Plans

All schools assessed the state of their current tobacco policy and stated what their next steps would be, given the policy of their college or university. Campuses indicated that they planned to increase or update signage to promote their tobacco-free campus policy, evaluate and push for more enforcement, submit a new and improved tobacco policy for review, and/or raise awareness of the current policy at their tobacco-related events (e.g., Great American Smokeout). One campus hoped to create a map of the campus that visually displays where most tobacco litter and individuals gathered to use tobacco products are found in order to raise awareness of the policy and how it is being violated. One campus planned to support the larger community coalition, including attending a town hall meeting to encourage the city to ban smoking in restaurants.

Project Evaluation

Evaluation efforts took place in order to assess program progress and provide

insights on how to best structure PAT in future rounds of implementation. Specifically,

evaluation was accomplished in two ways. First, through regular, automatic check-ins via

Basecamp, and second, by sending an online questionnaire to the administrator contact

at all participating schools in order to collect quantitative data for what was conducted on

campuses. Two of these surveys were sent - one at the end of the fall 2016 semester and

one at the end of the spring 2017 semester.

Basecamp, a project management software that serves as a hub for materials,

schedules, tasks, progress reports, and resources for PAT participating schools and partners

was introduced at the beginning of the fall 2016 semester. All participating campuses had

at least one representative on Basecamp, and all project materials were uploaded to the

Basecamp website so that campus representatives could easily access them. Basecamp

was also used to notify participating campuses of events and to assign them "to dos" (i.e.,

notifications to complete certain tasks). Basecamp provides a platform for all project

participants to communicate with each other, upload pictures of events on their campuses,

and communicate with the UT Austin project staff. Every two weeks, an automatic check-in

request went out through Basecamp to each school administrator. These requests asked

for administrators to briefly list what they had been doing for PAT over the previous two

weeks and allowed us to track campus progress on PAT implementation.

The fall 2016 and spring 2017 online surveys (see full surveys in Attachments 10 &

11) included questions to assess how many students were part of the peer group, how the

peer group was formed, how many environmental/campus scans they conducted, and what

general steps they took to implement the policy initiatives component. Additionally, the survey included items about Basecamp (e.g., if they found it helpful, if they could access project materials), and implementation of the outreach initiative. The spring survey assessed similar aspects of the program, including each campus' implementation of the project components that semester, and inquired about plans for future participation.

Project Evaluation Results

Examples of Basecamp check-in data over the course of the 2016/17 academic year include reports of meetings, campus health fairs, events scheduling, completion of environmental and campus scans, new outreach items, butt-pick-up activities, progress made regarding policy and policy awareness, and teaming up with others in their communities to promote PAT.

Results from the December 2016 survey indicated that most participating schools had a student group that was heading up PAT dissemination, and that this group was part of an existing group on campus. Additionally, campuses reported that they were able to access the PAT resources provided to them, and four or more of the schools had used all initiative-in-a-tube items. Schools indicated that they planned to use the Tobacco 101 Curriculum after the current semester, but most of them did not have interest in integrating the curriculum into their Learning Management Systems (e.g., Blackboard, Canvas). All campuses reported that they had been addressing policy in some way, for example by building a task force, drafting a policy, developing an implementation timeline, and posting policy signage around campus to increase awareness.

Results from spring 2017 evaluation survey indicated that most participating schools still had a student group heading up PAT dissemination, and that this group was part of an

existing group on campus. Additionally, campuses reported that they had been able to

access the PAT resources provided to them and did not have any major issues with

implementing the resources, and most indicated that they used Basecamp regularly. Survey

results showed that most initiative-in-a-tube items were used by the majority of schools,

except for the butt-pick-up flags, flyers, pushcards, and window clings. Schools indicated

that they plan to use the *Tobacco 101* Curriculum after the current semester; half of them

do not have interest in integrating the curriculum into their Learning Management Systems

(e.g., Blackboard, Canvas). All campuses reported that they have been addressing policy in

some way, for example by creating an action plan, increasing campus education of the

policy, or encouraging peer intervention to support compliance.

Campus Recruitment

1.) We continue to see that, despite the peer-led nature of the program, each participating school needs at least one campus administrator/faculty member to serve as a supervisor to student participants. Having a supervisor holds students accountable and helps ensure that project completion is being overseen and monitored by an authority figure on campus. Additionally, it is more realistic to have qualified faculty/staff, rather than students, complete the forms that are necessary for participation (i.e., contract, plan of action, invoice).

2.) Recruiting new schools to participate in PAT can be difficult and time consuming. There is no formula for how to successfully recruit a school, as the campus priorities, appropriate department and contact person, and resources vary across Texas colleges and universities. Because of this and budget constraints on the number of total campuses that can participate in PAT each year, we have found it important to focus on retaining the schools that have previously participated. Retention efforts include maintaining consistent communication with the campus administrators who have committed to PAT via phone, email, in-person meetings, and handwritten notes, providing small incentives (e.g., gift cards), and highlighting ways they can utilize the small stipend they receive for their participation. We believe these retention efforts have contributed to the large percentage of schools that return to participate each year.

3.) As we noted in previous reports, the utilization of community partners, including the

DSHS Regional Tobacco Coordinators and Tobacco Prevention and Control Coalitions for assistance with recruitment may be helpful. In particular, MD Anderson served as a valuable recruiting resource over this past fiscal year, and we look forward to continued collaboration with them.

Survey Execution

4.) Again we have found that, when possible, the college tobacco survey should be sent to students directly from UT Austin, rather than by way of a campus administrator at the school. Student email addresses for the purpose of survey distribution were typically collected by UT Austin through an open records request; in some cases, however, a school was not subject to comply with open records requests and a campus administrator at the school sent the survey out to students instead. It was more difficult to manage survey distribution in the latter scenario, as UT Austin had little control in the process and was unable to ensure that research protocols and record keeping procedures were carried out uniformly across campuses. Dissemination by way of a campus administrator is only used if UT Austin staff absolutely cannot obtain student email addresses.

5.) Survey preparation time must be sufficient before the survey launch date in order to minimize unanticipated situations that can delay the launch. Specifically, limits that Qualtrics places on the number of surveys that can be sent per account per week is a barrier that needs to be addressed with Qualtrics support prior to the survey launch date.

Outreach Initiative

6.) The outreach initiative is one of the more popular PAT components, thus we believe it

is a critical part of the program. Campuses are able to reach a large number of students with the print initiative and branded items that can be used at tabling events. Additionally, the social media initiative can reach a larger audience than is possible with print materials and in-person outreach.

Online Curriculum

7.) Although there may be time and effort required for the planning and approval process, the online curriculum is best used in conjunction with a pre-existing college course. As we have seen in previous years, college courses, such as freshman-level seminars or health-related classes, seem to provide the best forum for students to complete the curriculum. This may be because students are held accountable for completion, given that the curriculum can be assigned as homework, offered as extra credit, or integrated into daily classroom activities.

8.) It is necessary to review the curriculum on a regular basis in order to ensure that the information is up-to-date and that it is functioning properly. Additionally, it does not appear that Learning Management System integration of the curriculum is a priority for most campuses. Therefore, we suggest that more money be allocated to maintain the timeliness and functionality of the curriculum, rather than toward integration into all Learning Management Systems.

9.) Other colleges across the U.S. have inquired about the PAT program and the online curriculum specifically, therefore we recommend that the curriculum be available to a wider audience. Additionally, it may be necessary to discuss ways the curriculum could

be adapted to better fit other states, given the Texas-specific content that it currently contains.

Environmental & Campus Scan Activities

10.) Most schools that are currently participating in PAT have participated for at least one year, and have completed environmental and campus scans as part of these previous rounds of implementation. Therefore, we believe that it is unnecessary for schools to continue to document the tobacco environment on and around their campuses. We will continue to provide the scan resources for new schools and continuing schools that would like to survey their campuses and the surrounding area. We also think it is necessary to provide additional guidance to schools for how they may be able to use the scan data they have collected.

For the 2017/18 academic and fiscal year, UT Austin has set a goal of maintaining a total of at least 20 PAT participating schools; currently all of these spots are filled with campuses that participated during 2016/17 and one new school. We may recruit up to five more campuses, depending on the next fiscal year's budget.

We will implement the online survey again in the spring of 2018 to assess students' knowledge, beliefs, and attitudes about tobacco and ATPs. We hope to compare these results to the previous years' results to assess the possible impact of PAT on participating populations.

Print and social media materials with the new PAT creative initiative visuals will be implemented. We will continue to promote PAT through various social media platforms, and anticipate that these online communities will continue to grow.

The online curriculum will be discontinued as a required component, but will still be available as a resource to all participating PAT schools. Several other groups outside of this initiative (e.g., American Cancer Society and the California Youth Advocacy Network, College Initiative) have contacted us in the last year, inquiring about using the curriculum in their work. Therefore, the curriculum will also be more widely available to organizations across the country via the online platform (www.tobacco101.org).

Additionally, the scan activities will be discontinued as a required PAT component for returning schools. However, these resources will still be readily available to any PAT campuses that would like to use them, and we will aim to work with schools that already have scan data to help them best utilize these data. Any new schools that come on board will be asked to conduct scans to assess the tobacco landscape on and around their

campuses.

The primary future directions for the policy component are to address enforcement and policy language. Specifically, we will provide a bystander intervention resource to help train individuals on how to approach someone who is using a tobacco product on- and off-campus. Additionally, we will help schools modify their campus tobacco policy language to better represent a 100% tobacco-free campus.

We plan to participate in the 2018 Say What! Conference with the PAT college track, and will aim to have another one other PAT event where participating schools can convene to discuss tobacco prevention and control on their campuses.

Future plans include using a similar online quantitative post-implementation evaluation survey for the upcoming fall and spring semesters. If the budget allows, we will conduct a qualitative evaluation assessment after spring 2018 implementation ends.

In addition to these aforementioned individual program component plans, if the budget allows, we will continue planning for ways to more widely implement the program to eventually include all college campuses in Texas. We also aim to determine ways to make this program sustainable over time for each participating school.

References

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