EVERFI **Vector**Solutions

The College of Saint Rose

AlcoholEdu for College

___

Impact Report | 2021 –2022 Academic Year

Dear The College of Saint Rose partners,

I am pleased to provide your 2021 -2022 Impact Report for AlcoholEdu ® for College. This year's report includes key insights from your Vector Solutions program, demonstrating the impact of your investment in the health, safety, and well-being of your students.

We know you chose EVERFI for a reason, and so did Vector Solutions when we acquired the Campus Prevention Network. We recognize that change can be challenging in the best of times, let alone in an already uncertain post-pandemic world. But challenges often present even greater opportunities. We are grateful for your continued support as we build on the efficacy-based content, rich data insights, and thought leadership that you have come to expect over the past 20+ years. As the leader in online education, we are more committed than ever to expanding our collective impact with now 2,100+ colleges and universities.

This report demonstrates that commitment. Inside you will find data insights spanning the reach of the program, positive training outcomes, comparative benchmarks, and focus areas for continued engagement. We include strategic recommendations, provided by our in-house prevention and legal experts, to extend the value of the program and elevate your ongoing impact.

This coming year Vector Solutions will reach nearly 10M students, staff, and faculty with our online trainings. Whether you have implemented our flagship course, *AlcoholEdu® for College*—taken by more than 11M learners since its creation in 2001—or have trained your community using one or more of our many other efficacy-based courses, we remain grateful for your partnership. We are proud to have you as part of this network, working in collaboration with our team and using the insights like those provided in this report to create meaningful, lasting change – at your institution and beyond.

Sincerely,

Rob Buelow
SVP, Campus Prevention Network
Vector Solutions

Table of Contents

VectorSolutions

How To Use This Report

This report provides key insights from your AlcoholEdu for College data. We encourage you to explore the data in the report, think about how you can use it to inform prevention efforts across your institution, and share it with others on your campus.

To help you make the most of this report, we have included benchmarks to help you understand where you stand relative to peer institutions, provided recommendations throughout the report tied to a framework for prevention, and included a sharable snapshot of your data at the end of this report.

For deeper insights, the Foundry platform administrator site provides real-time access to your Vector Solutions data, in both graphical and raw data formats.

Peer Institution Benchmarks

Throughout this report, select data from your institution is benchmarked against aggregate data from peer institutions. These peer institutions are similar to yours in size, and public or private status. The College of Saint Rose is a mid-size private institution, so your benchmarks reflect other private schools with 1,000 to 4,999 students.

Campus Prevention Network Framework Tips

The Campus Prevention Network Framework for Prevention describes the elements of effective prevention efforts: Institutionalization, Critical Processes, Policy, and Programming. Throughout this report, you will find Tips and further research related to these prevention elements.

About the Data in This Report

Type of Data
This report includes data from several student surveys: pre-course surveys taken immediately before the course; post-course surveys taken immediately after the course is completed; and follow-up surveys taken after an intersession period - typically four-to-six weeks - following course completion. Only data from students who responded to *all* three AlcoholEdu surveys are included in this report. (n=148).

Data Accuracy
Our analysis of the responses, found the data to be accurate, valid, and reliable. There is great consistency in the data from student cohorts over the years at specific institutions and our survey data correlates with external sources of information on substance misuse at the national and institutional level for college students.

Important Note About Your 2021 -2022 Data
While learners are encouraged to answer all questions honestly and are notified that their responses are stored confidentially, they are reminded that all survey questions are optional. This year's surveys emphasized the ability of learners to opt out of any or all survey questions. Thus, some schools may have experienced lower response rates than in previous years for the follow-up survey. Because AlcoholEdu data includes only the responses from students who completed all three surveys, a small respondent sample size for the follow-up survey is likely to impact some of the data displayed in this report.

Executive Summary

This school year,

148 students at The College of Saint Rose have completed all three AlcoholEdu for College course surveys since the start of the 2021 -2022 academic year . This course, developed by prevention education and compliance experts, uses relatable scenarios and interactive elements to provide students with alcohol information, strategies for healthy behavior, and skills to support bystander intervention.

Course Impact

AlcoholEdu is designed to equip your students with knowledge and skills to support healthier decisions related to alcohol.

When it comes to skills, 99% of your students agree that AlcoholEdu helped them establish a plan ahead of time to make responsible decisions about drinking, and 99% report that the education prepared them to help someone who may have alcohol poisoning.

Behavioral Intentions & Norms

Intention is a key variable in predicting behavior change. Change is driven, in part, by an individual's perception of the social environment surrounding behavior   — the community norms.

Nationally, more students are choosing to regularly abstain from alcohol. At your school, 59% of students surveyed are abstainers and 22% are nondrinkers. Many perceive, that their peers are drinking more than they are, and may feel alienated by that perception.

Among students at The College of Saint Rose who took AlcoholEdu, 89% agreed that the course changed their perceptions of others' drinking behavior. And a substantial number of your students after taking the course report that they intend to limit their drinking frequency (67%) or the number of drinks they consume (67%).

Drinking Motivation

At The College of Saint Rose, the top reason students choose to drink is "To have a good time with friends" (89% of drinkers). Among nondrinkers, 96% say they don't drink because "Drinking is against my personal values"   -- 4% of drinkers cite the same reason when they choose not to drink.

Your AlcoholEdu for College Impact Report includes detailed information about when, where, and why your students drink   — and why they don't. This data can be invaluable in guiding your prevention programming for maximum impact.

VectorSolutions

AlcoholEdu for College

Impact Snapshot

Impact Snapshot

In order to make the content of this report easier to share with your colleagues and stakeholders, we have included a Snapshot section that highlights and visually displays the most salient data points from the full report.

This take-away can help your data get more traction and increase interest in the full report, as well as the AlcoholEdu for College program at large.

We recommend excerpting the Snapshot section from the full report and sharing with stakeholders, colleagues, and students who might be interested in the impact of the AlcoholEdu for College program but have less direct experience in substance abuse prevention work.
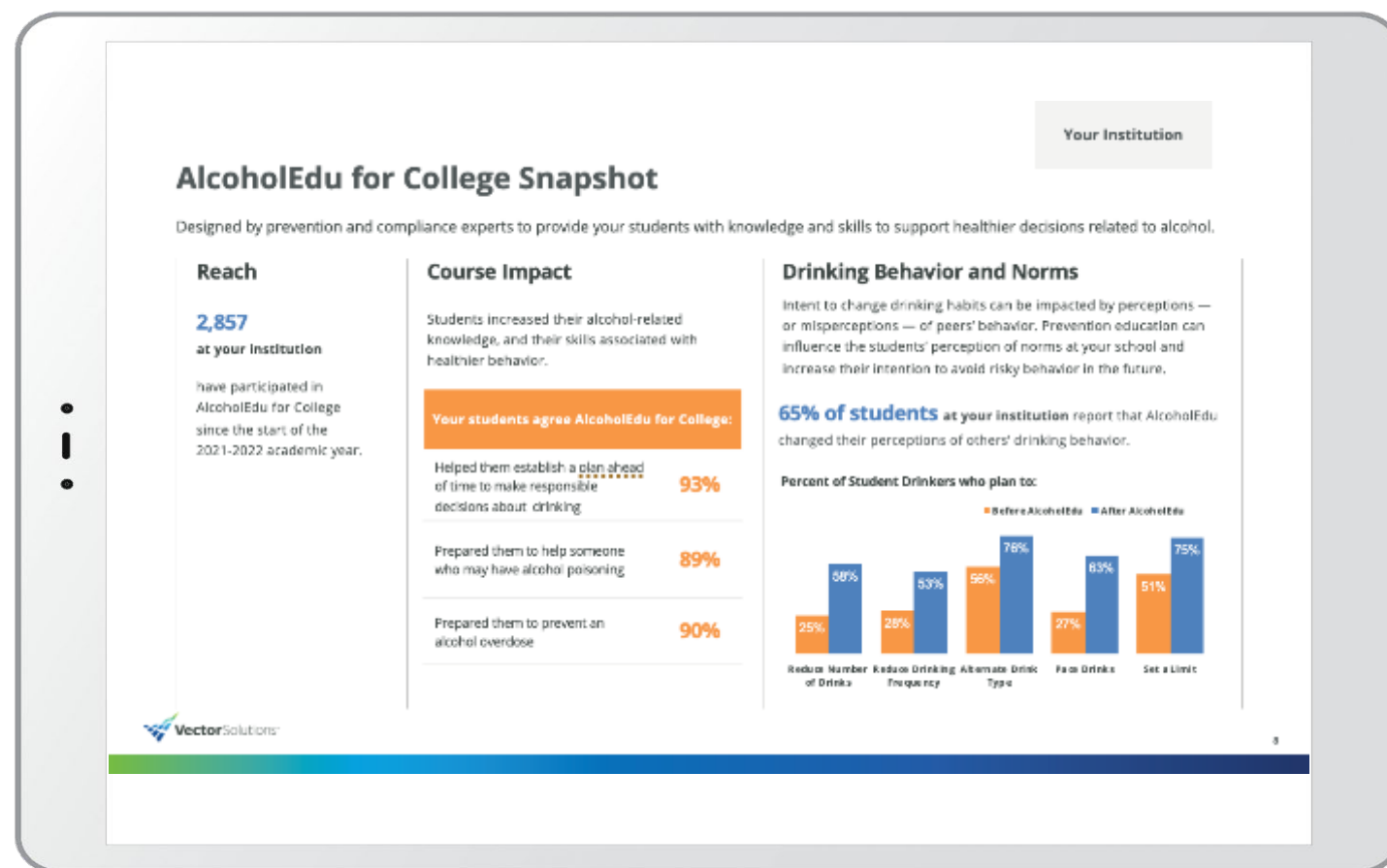
AlcoholEdu for College Snapshot

Designed by prevention and compliance experts to provide your students with knowledge and skills to support healthier decisions related to alcohol.

Reach

148 students

at The College of Saint Rose

have completed all three AlcoholEdu for College course surveys since the start of the 2021-2022 academic year.

Course Impact

Students increased their alcohol-related knowledge, and their skills associated with healthier behavior.

Your students agree AlcoholEdu for College:

Helped them establish a plan ahead of time to make responsible decisions about drinking	99%
Prepared them to help someone who may have alcohol poisoning	99%
Prepared them to prevent an alcohol overdose	99%

Drinking Behavior and Norms

Intent to change drinking habits can be impacted by perceptions — or misperceptions — of peers' behavior. Prevention education can influence the students' perception of norms at your school and increase their intention to avoid risky behavior in the future.

89% of students at The College of Saint Rose report that AlcoholEdu changed their perceptions of others' drinking behavior.

Percent of Student Drinkers who plan to:

■ Before AlcoholEdu   ■ After AlcoholEdu

Reduce Number of Drinks	Reduce Drinking Frequency	Alternate Alcohol and Non-alcohol	Pace Drinks	Set a Limit
74% / 67%	79% / 67%	84% / 83%	84% / 83%	89% / 83%

Vector Solutions
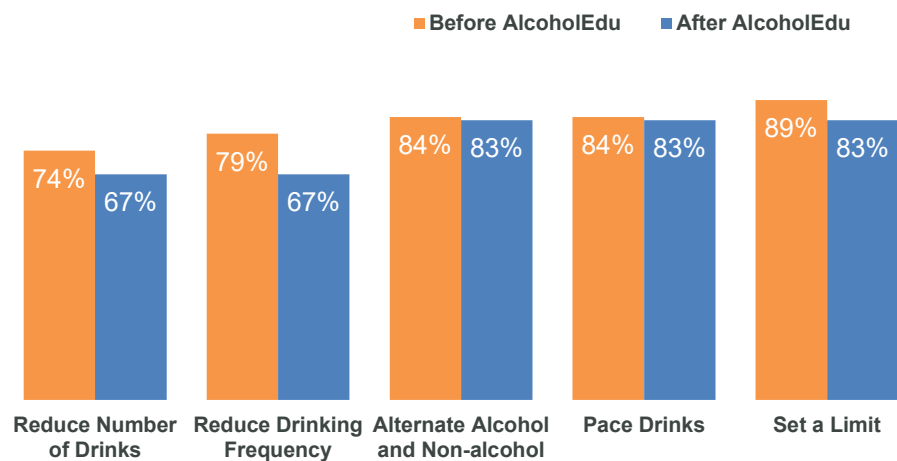
AlcoholEdu for College Snapshot

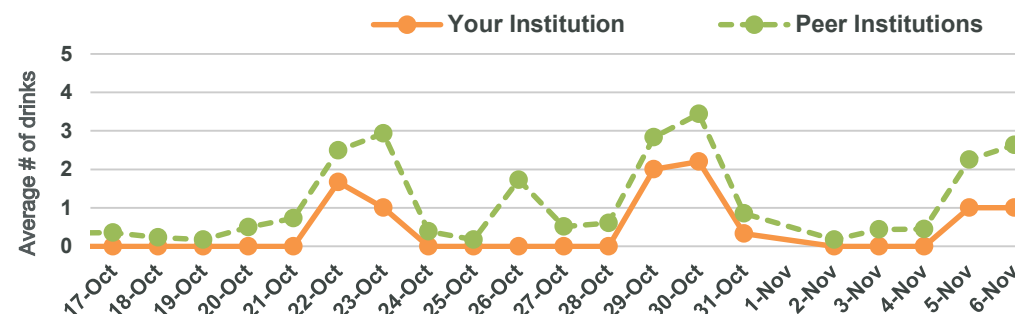AlcoholEdu you provides you with a wealth of information on your students' drinking habits: When, Where, Why (and Why Not) they are drinking.
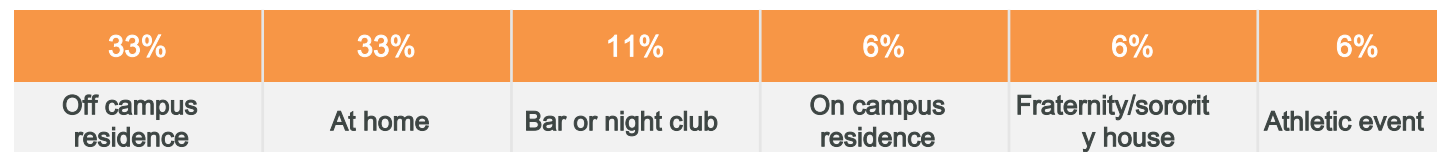
The College of Saint Rose can use this information to inform prevention program content, audience, and delivery.
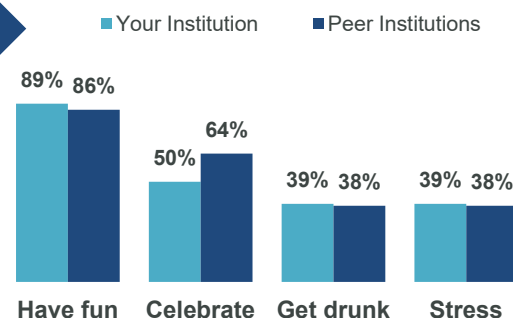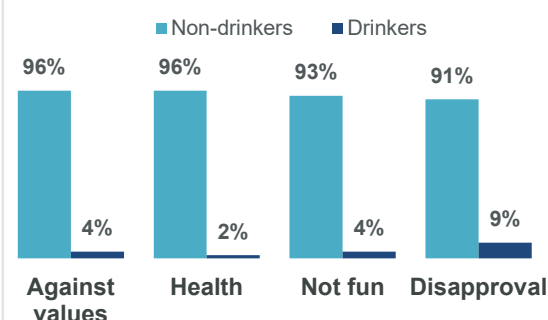
Top Reasons

When

Legend: ● Your Institution (orange solid), ● Peer Institutions (green dashed)

Y-axis: Average # of drinks (0–5)
X-axis: 17-Oct, 18-Oct, 19-Oct, 20-Oct, 21-Oct, 22-Oct, 23-Oct, 24-Oct, 25-Oct, 26-Oct, 27-Oct, 28-Oct, 29-Oct, 30-Oct, 31-Oct, 1-Nov, 2-Nov, 3-Nov, 4-Nov, 5-Nov, 6-Nov

Tip

What is happening on or around your peak drinking days? Does this "pattern" seem reasonable for your campus? Can this data be used to reinforce or support other data you have collected to identify celebrations or events that encourage heavy drinking?

Where

33%	33%	11%	6%	6%	6%
Off campus residence	At home	Bar or night club	On campus residence	Fraternity/sorority house	Athletic event

Why
Students Choose To Drink
(drinkers only)

Legend: ■ Your Institution, ■ Peer Institutions

- Have fun: 89% / 86%
- Celebrate: 50% / 64%
- Get drunk: 39% / 38%
- Stress: 39% / 38%

Why Not
Why Students Choose NOT To Drink
(non-drinkers and drinkers)

Legend: ■ Non-drinkers, ■ Drinkers

- Against values: 96% / 4%
- Health: 96% / 2%
- Not fun: 93% / 4%
- Disapproval: 91% / 9%

Tip

"It would be far easier to increase the salience of existing reasons that drinkers have for restricting their alcohol use than to win their endorsement of still additional reasons that are primarily endorsed by abstainers (Huang et al., 2011)." Which reasons are most endorsed by drinkers on your campus? By non - drinkers? Consider those when designing campaigns focused on behavioral decision making for each of these groups of students.

VectorSolutions

AlcoholEdu and Your Students

Impact at The College of Saint Rose

Vector Solutions

Course Impact

Drinking Behavior and Norms

College students are especially prone to overestimating how much and how often their peers drink. Because individuals are more likely to act in a particular way if they believe their actions are consistent with those of their peers, this misperception of the norm can often increase the likelihood of high-risk drinking.

Research has identified that correcting these normative misperceptions can decrease that likelihood, helping to encourage lower risk drinking behaviors.

89% of students

at The College of Saint Rose

report that AlcoholEdu changed their perceptions of others' drinking behavior.

Learner Impact

After taking AlcoholEdu for College, students were asked to reflect on their course experience and share with us how the course impacted their knowledge and skills in ways that will help them to make healthier decisions and support their peers in the future.

Your students reported that AlcoholEdu for College:	
Prepared them to help someone who may have alcohol poisoning	99%
Prepared them to prevent an alcohol overdose	99%
Helped them establish a plan ahead of time to make responsible decisions about drinking	99%

Percentages represent post-course survey responses.

VectorSolutions

Behavioral Intentions
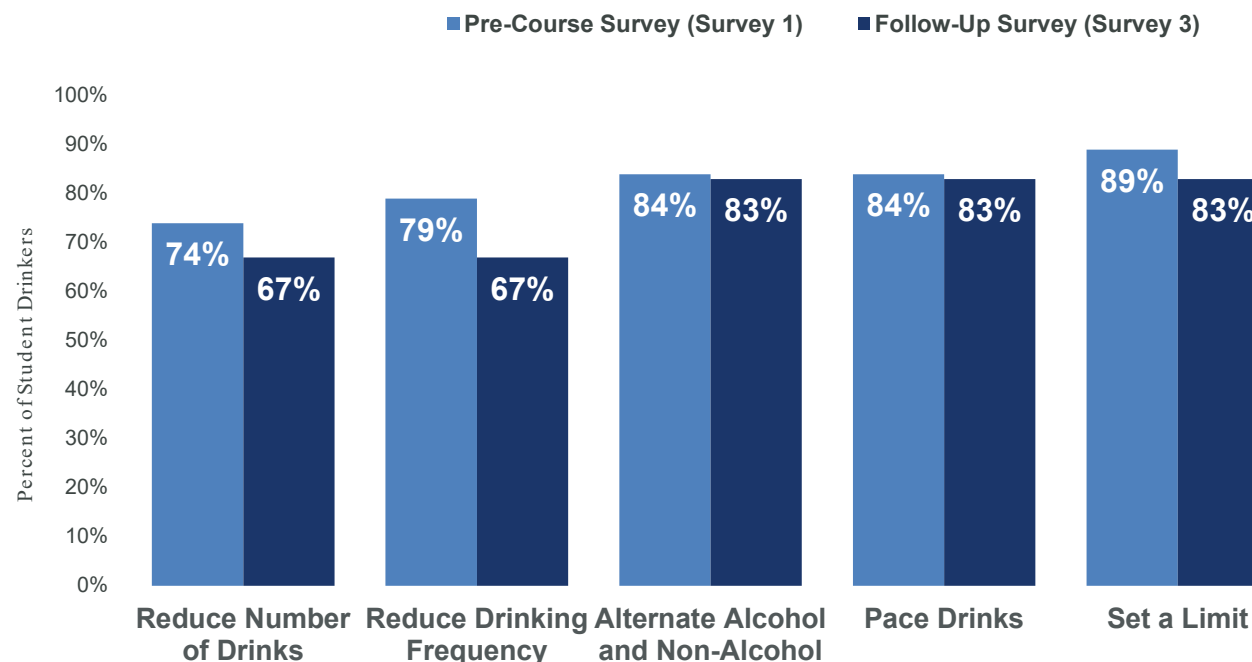
Impact For High -Risk Students

6 high-risk drinkers completing AlcoholEdu for College saw "no need to change the way they drink" before taking the course. Following the course, 100% of those students (6 students) reported a readiness to change their drinking behavior.

Note:

Readiness to change represents the collective share of students who selected one of the following:

- *I am thinking about drinking alcohol in a healthier and safer way.*
- *I am ready to try drinking alcohol in a healthier and safer way.*
- *I am currently trying to drink alcohol in a healthier and safer way.*

Intention to Mitigate High -Risk Drinking

■ Pre-Course Survey (Survey 1)   ■ Follow-Up Survey (Survey 3)

	Reduce Number of Drinks	Reduce Drinking Frequency	Alternate Alcohol and Non-Alcohol	Pace Drinks	Set a Limit
Pre-Course	74%	79%	84%	84%	89%
Follow-Up	67%	67%	83%	83%	83%

Y-axis: Percent of Student Drinkers (0% – 100%)

Percentages represent the share of students who intend to engage in these behaviors in the next 30 days.

Institutionalization Tip

Intention has been shown to be the most important variable in predicting behavior change (Ajzen, 1991). Actual behavior change is driven, in part, by an individual's perception of the social environment surrounding the behavior. A campus environment that reinforces safe and healthy norms can help support individual intentions and, ultimately, changes in behavior. Where unhealthy behaviors are perceived as accepted and even encouraged, intentions may not be sufficient to support change. *Did your students report an increase in healthy intentions, or a decrease? What environmental factors on your campus may have contributed to shifts in either direction?*
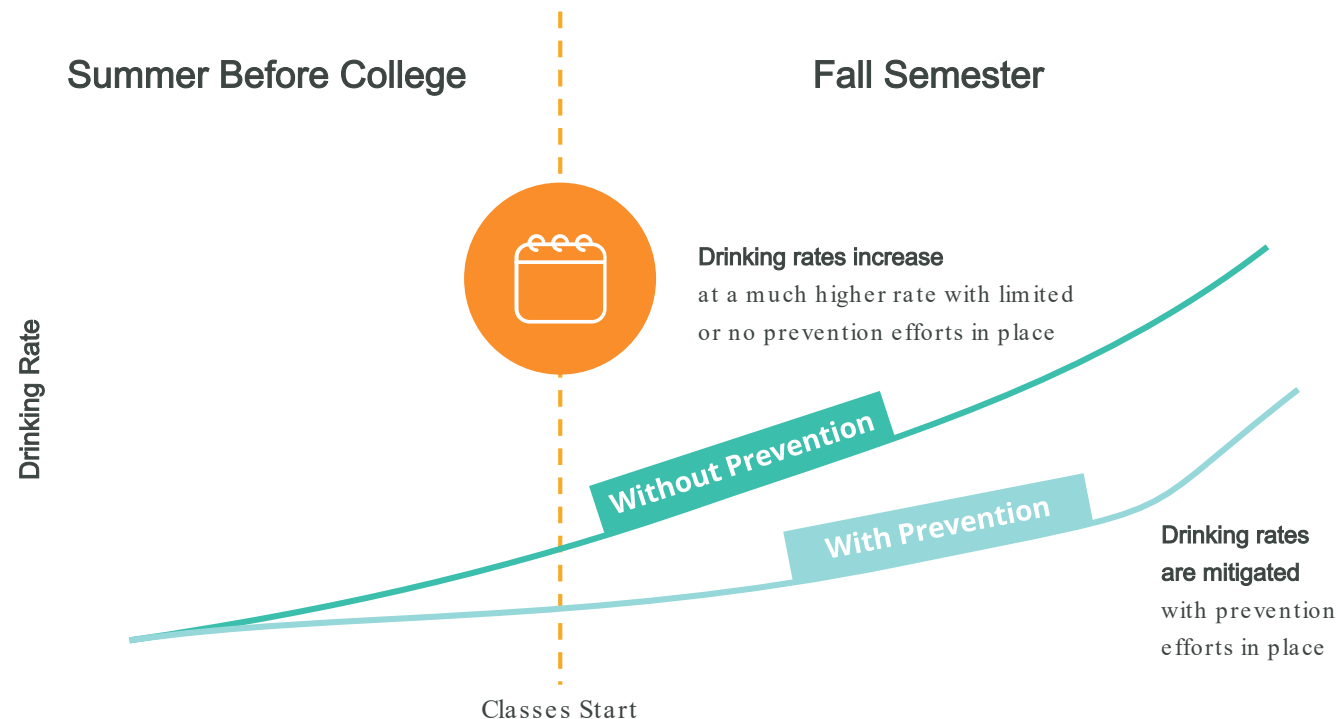
Alcohol On Your Campus

Data and insights from students at The College of Saint Rose

College Effect

Nationally, student drinking rates follow a pattern: Alcohol use generally rises over the summer before students enter college, then increases substantially after their arrival on campus.

Institutions have a narrow window of opportunity for primary prevention. Through evidence-based education and prevention efforts, including AlcoholEdu for College, institutions can mitigate the impact of the College Effect.

To be most effective, these primary prevention efforts should address all students, not just those with a prior history of heavy or problematic drinking. Institutions should not overlook efforts to reinforce the behaviors of the healthy majority.

Summer Before College   **Fall Semester**

Drinking Rate

Drinking rates increase
at a much higher rate with limited or no prevention efforts in place

Without Prevention

With Prevention

Drinking rates are mitigated
with prevention efforts in place
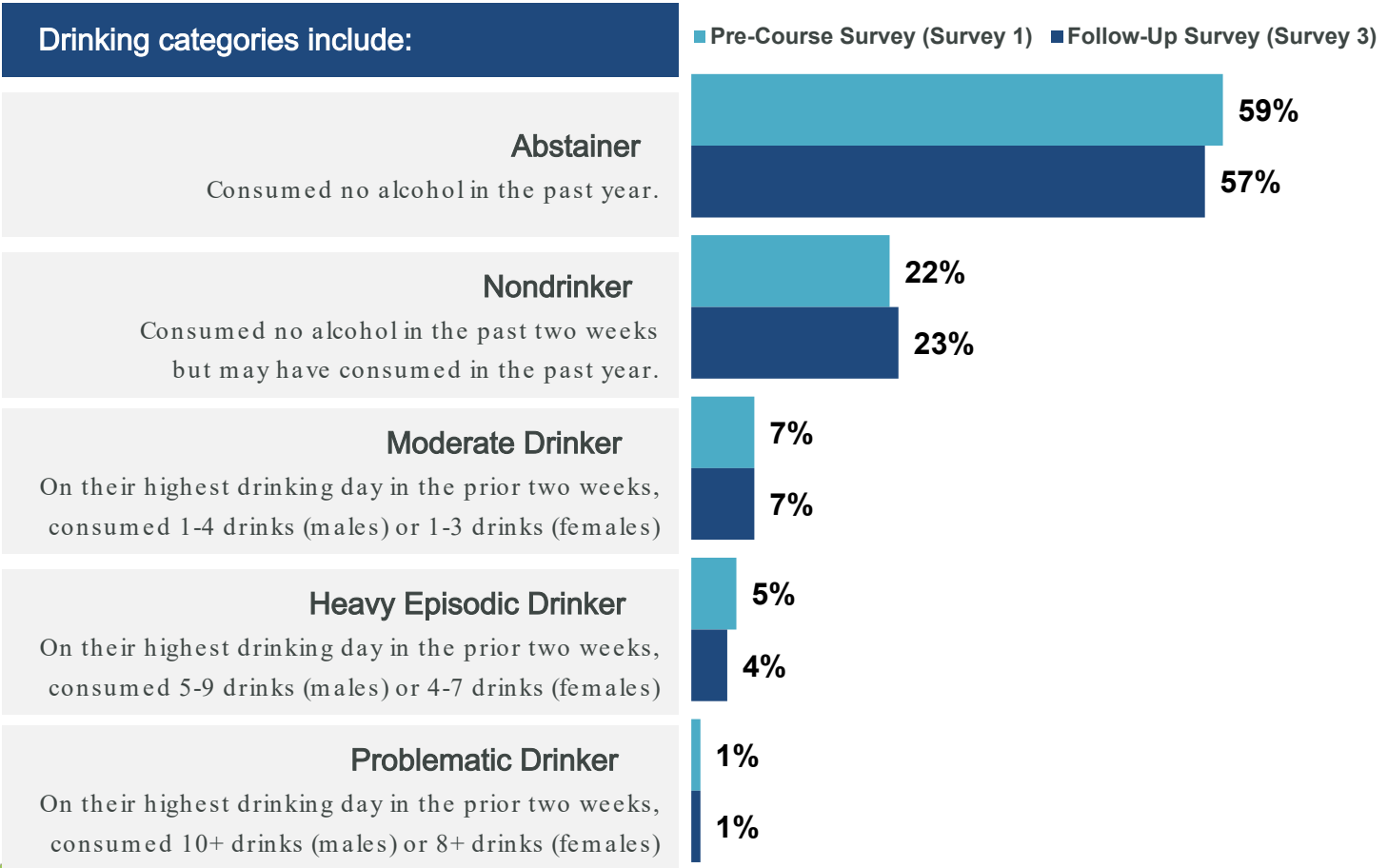
Classes Start

Programming Tip

Consider shifts in behavior that you see between pre- and post-course surveys within the context of the College Effect. This phenomenon will exist to a lesser or greater degree on your campus, depending on specific environmental and cultural influences, but in many cases, primary prevention efforts can be used to lessen the impact of the College Effect.

Examination of Drinking Rates

Considering the College Effect, here is how your students (n =148) reported their drinking rates on pre- and post-course surveys (separated by four-to-six weeks).

Drinking categories include:

- **Pre-Course Survey (Survey 1)**   **Follow-Up Survey (Survey 3)**

Abstainer
Consumed no alcohol in the past year.

59%
57%

Nondrinker
Consumed no alcohol in the past two weeks but may have consumed in the past year.

22%
23%

Moderate Drinker
On their highest drinking day in the prior two weeks, consumed 1-4 drinks (males) or 1-3 drinks (females)

7%
7%

Heavy Episodic Drinker
On their highest drinking day in the prior two weeks, consumed 5-9 drinks (males) or 4-7 drinks (females)

5%
4%

Problematic Drinker
On their highest drinking day in the prior two weeks, consumed 10+ drinks (males) or 8+ drinks (females)

1%
1%

Relative Change
Survey 1 to Survey 3

Category	Your Institution	Peer Institutions
Abstainer	-3%	-8%
Nondrinker	6%	-11%
Moderate Drinker	10%	6%
Heavy Episodic Drinker	-14%	29%
Problematic Drinker	-50%	36%

Programming Tip

How did your students' drinking behavior change in the four-to-six weeks between these surveys? Keep in mind that even small percentage changes can reflect significant differences, especially for low-frequency behaviors like problematic drinking. Look at how you compare to similar institutions and think about how you can use this information to inform student programming. For example, a relative drop in the share of abstainers could indicate a need for programming to support incoming abstaining students.

VectorSolutions
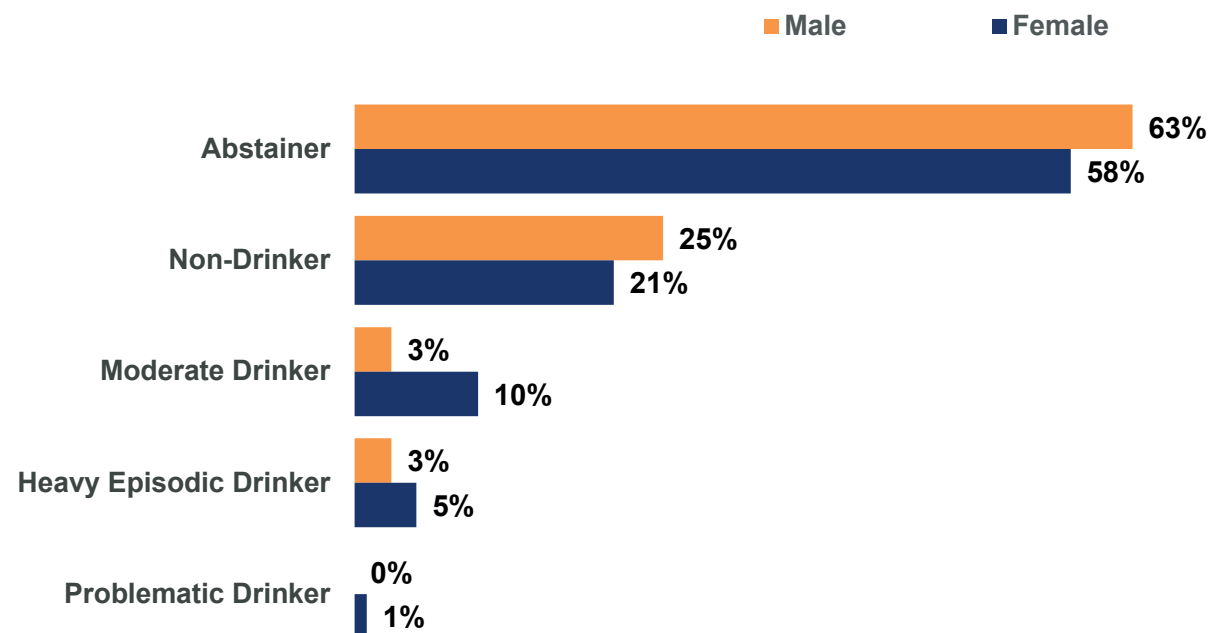
Drinking Rates By Gender Identity

Men and women often follow different drinking patterns and may experience the College Effect differently. Here are your students' drinking categories at the follow up survey (n = 148), broken down by gender identity.

Note

In the context of drinking rates, male and female students are identified by their self-reported biological birth sex, as biological sex influences how individuals metabolize alcohol and is used to determine their drinking behavior categories. Vector Solutions recognizes and appreciates that learners' gender identity may not be the same as their biological birth sex and communicates that throughout the course.

While this report presents comparisons only between students who identify as male or female — they are the most researched populations regarding personal alcohol use and related behaviors — students can select additional gender identities or choose not to identify their gender.

Student Drinking Rates at Follow -Up Survey (Survey 3), by Gender Identity

■ Male   ■ Female

| Category	Male	Female
Abstainer	63%	58%
Non-Drinker	25%	21%
Moderate Drinker	3%	10%
Heavy Episodic Drinker	3%	5%
Problematic Drinker	0%	1%

Critical Processes Tip

Notice how drinking behaviors may be different for male and female students. Think about what other demographic characteristics may have an influence on drinking behavior at your institution, including race, ethnicity, group membership, year in school, etc. This may inform how different subgroups of students are experiencing the College Effect and where supplemental resources will be necessary.

VectorSolutions

When Students Choose To Drink

The chart on this page shows student drinking rates over a two-week period of time. It represents the average number of drinks consumed by your students (drinkers only), compared to the average drinks consumed at peer institutions during that same three-week period.

Follow-Up Survey, drinkers only, n = 18
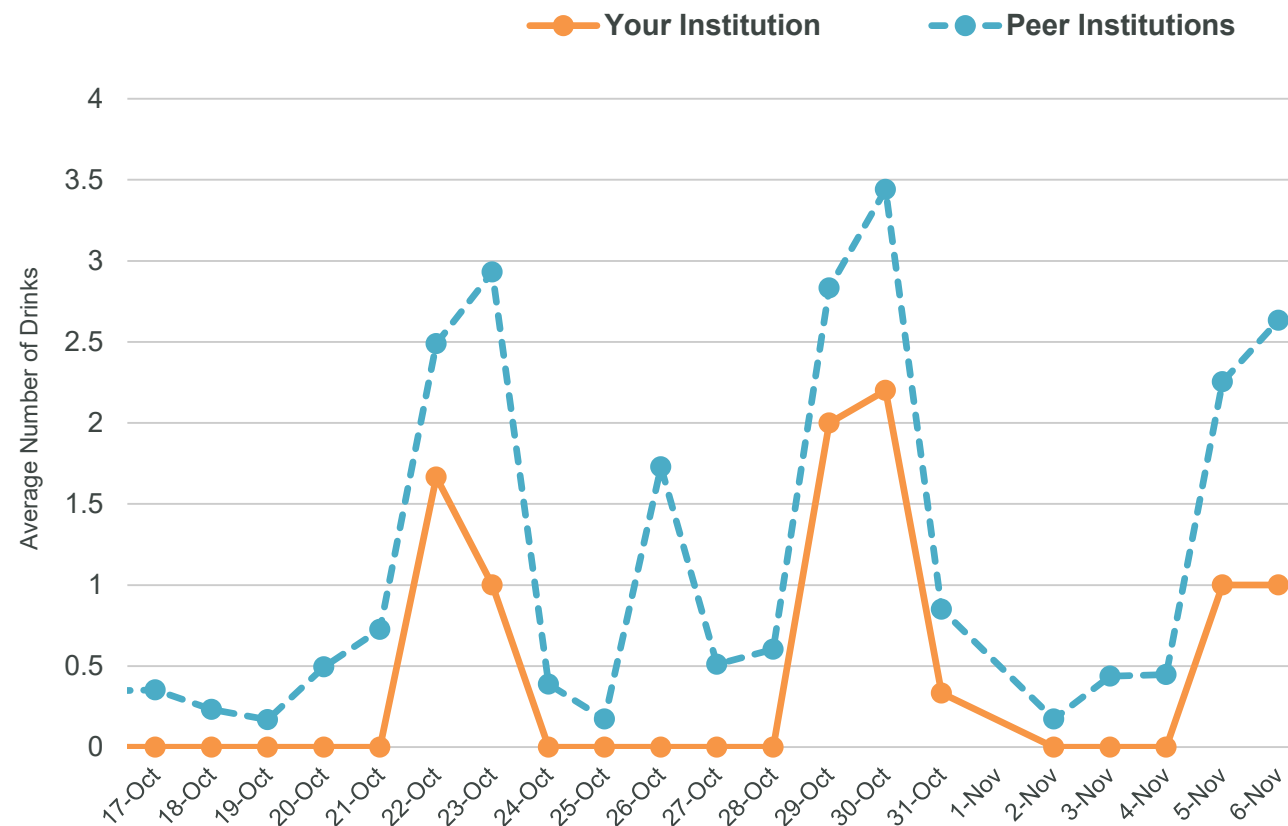
The date range above is the peak drinking period for the national aggregate and may not represent the peak for your institution.

Critical Processes Tip

What is happening on or around your peak drinking days? Does this "pattern" seem reasonable for your campus? Can this data be used to reinforce or support other data you have collected to identify celebrations or events that encourage heavy drinking?

Where Students Choose To Drink

The most common locations where your students reported consuming alcohol recently, among those who had a drink in the previous two weeks.

Follow-Up Survey (Survey 3), drinkers only, n = 18
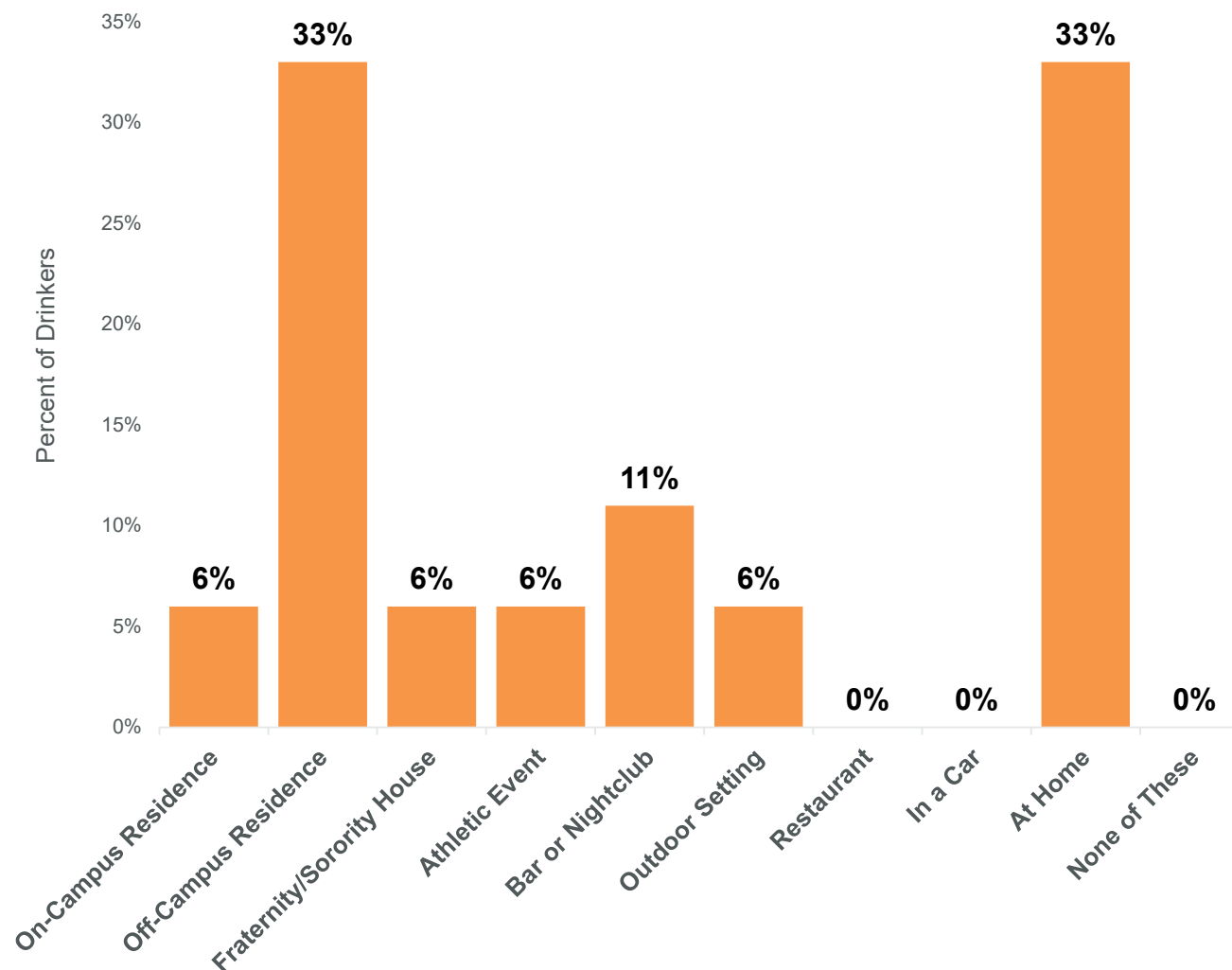
Policy Tip

Certain drinking locations — including campus pubs, off-campus house parties — have been shown to be associated with significant negative outcomes (EVERFI, 2012). The same study also indicated that certain locations (on-campus dances and concerts) have a greater relationship with sexual assault than other locations.

A more recent study found students living off-campus (without parents) report significantly more frequent alcohol consumption, drinking larger quantities, more frequent heavy drinking, and a greater number of negative alcohol-related outcomes than students living on-campus (Benz et al., 2017).

How can this research and drinking location data from your school inform housing and on-campus policy at your institution?

Where Students Choose To Drink

Location	Percent of Drinkers
On-Campus Residence	6%
Off-Campus Residence	33%
Fraternity/Sorority House	6%
Athletic Event	6%
Bar or Nightclub	11%
Outdoor Setting	6%
Restaurant	0%
In a Car	0%
At Home	33%
None of These	0%

VectorSolutions

Why Students Choose To Drink

Drinkers indicated their most important reasons for choosing to drink alcohol.
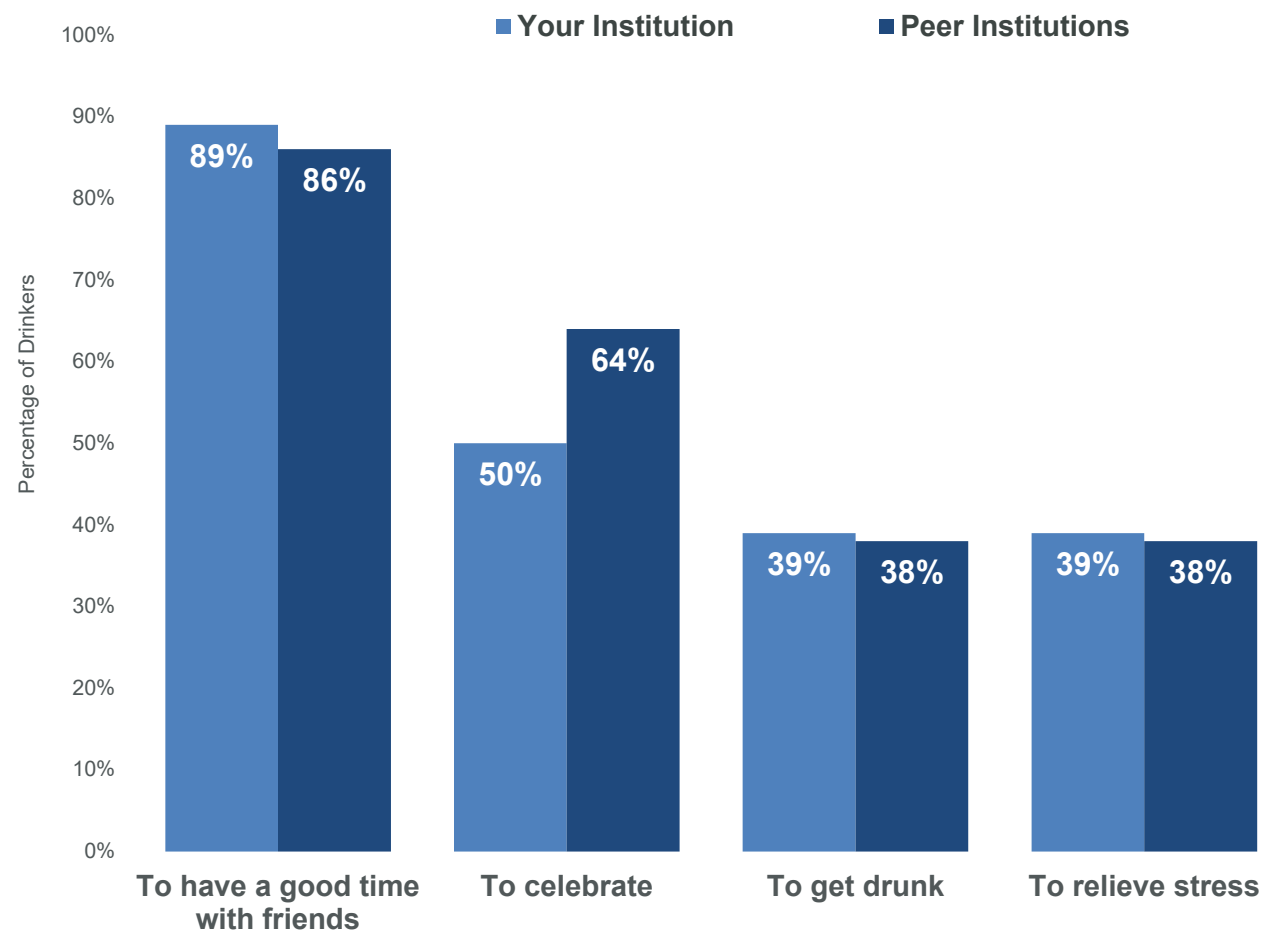
Follow-Up Survey (Survey 3), drinkers only, n = 18

Programming Tip

Reasons for consuming alcohol vary greatly for institutions and across different groups of students. Consider the reasons why students are choosing to drink and investigate whether those challenges can be met with other strategies for these students.

With data available in Foundry, you can also explore whether certain reasons for drinking are associated with higher-risk drinking behaviors and negative outcomes. These reasons could be candidates to target with social norm campaigns or other prevention efforts.

Top Reasons Students Choose To Drink, compared to peer institutions

Legend: ■ Your Institution   ■ Peer Institutions

- To have a good time with friends: Your Institution 89%, Peer Institutions 86%
- To celebrate: Your Institution 50%, Peer Institutions 64%
- To get drunk: Your Institution 39%, Peer Institutions 38%
- To relieve stress: Your Institution 39%, Peer Institutions 38%

Percentage of Drinkers

Percentages represent students who selected option
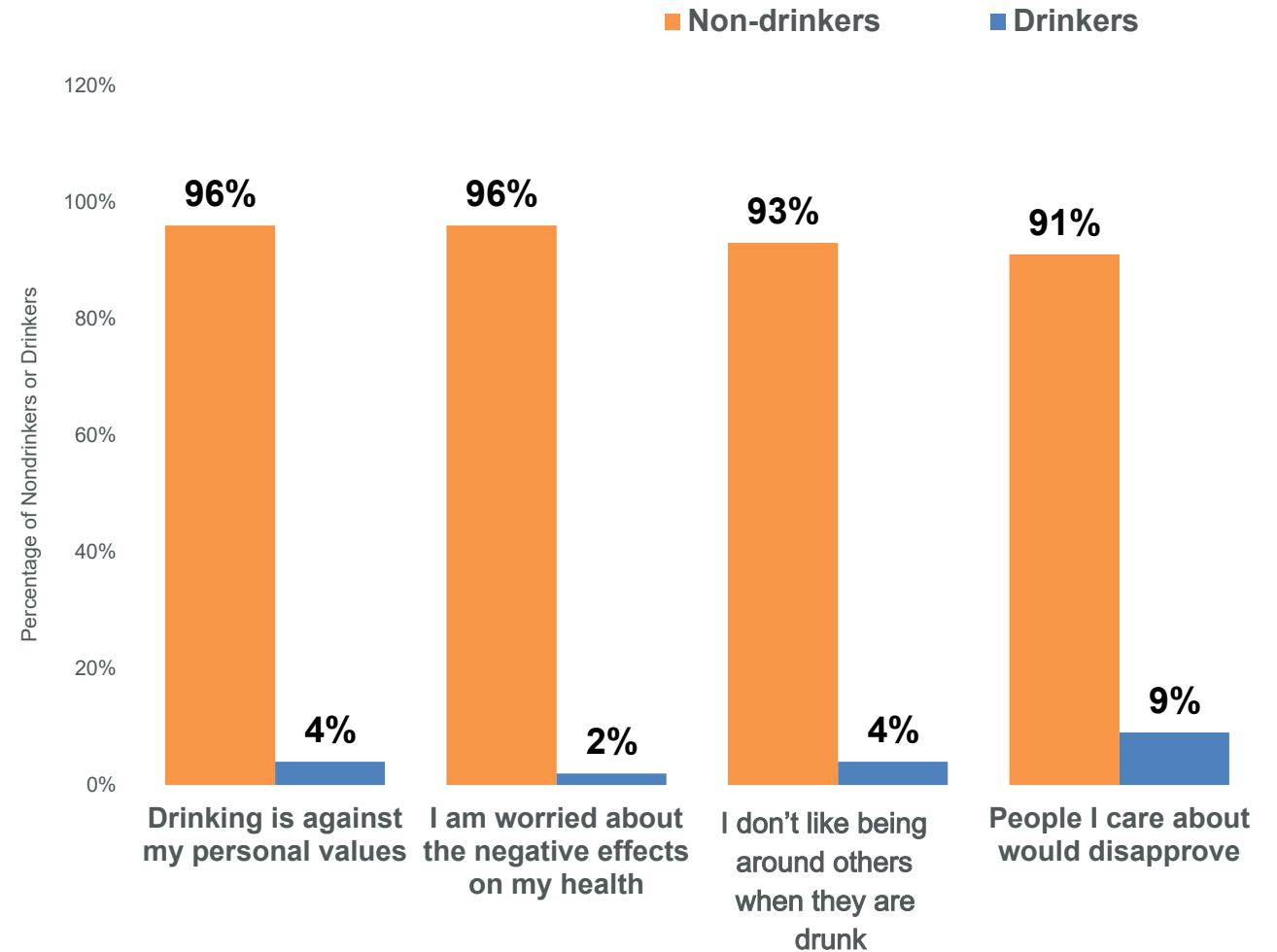
Why Students Choose Not To Drink

Both drinkers and nondrinkers indicated their most important reasons for choosing whether or not to drink alcohol.

Follow-Up Survey (Survey 3), nondrinkers, n = |s3nondrinkern| and drinkers, n = 18

Programming Tip

"It would be far easier to increase the salience of existing reasons that drinkers have for restricting their alcohol use than to win their endorsement of still additional reasons that are primarily endorsed by abstainers (Huang et al., 2011)." Which reasons are most endorsed by drinkers on your campus? By nondrinkers? Consider those when designing campaigns focused on behavioral decision making for each of these groups of students.

Top Reasons Students Choose NOT To Drink, for Non-Drinkers and Drinkers

■ Non-drinkers ■ Drinkers

Percentage of Nondrinkers or Drinkers

Reason	Non-drinkers	Drinkers
Drinking is against my personal values	96%	4%
I am worried about the negative effects on my health	96%	2%
I don't like being around others when they are drunk	93%	4%
People I care about would disapprove	91%	9%

Percentages represent students who selected option. Non-drinkers includes abstainers and non-drinkers.
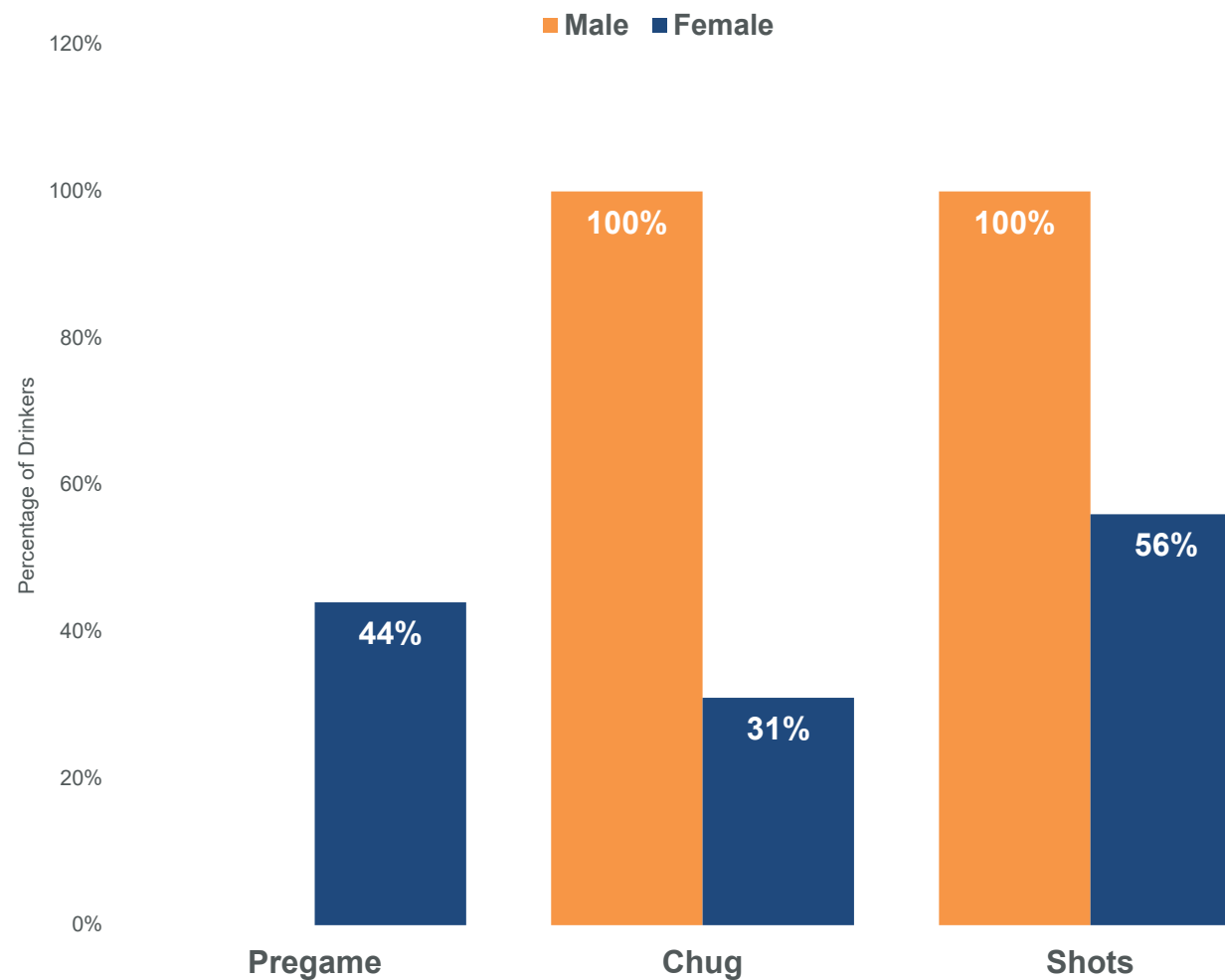
High -Risk Drinking Behaviors

These are some of the most common risk -related drinking behaviors reported by your students who had a drink in the two weeks prior to survey.

Follow-Up Survey (Survey 3), drinkers only, n = 18

Programming Tip

More than other high-risk behaviors, pregaming has been shown to have a predictive relationship with a variety of negative outcomes (EVERFI, 2012). As such, participation in pregaming can potentially be used to identify students who are more likely to be at risk for experiencing negative outcomes.

High -Risk Behaviors, by Gender Identity

Legend: ■ Male ■ Female

Y-axis: Percentage of Drinkers (0% – 120%)

- Pregame: Female 44%
- Chug: Male 100%, Female 31%
- Shots: Male 100%, Female 56%
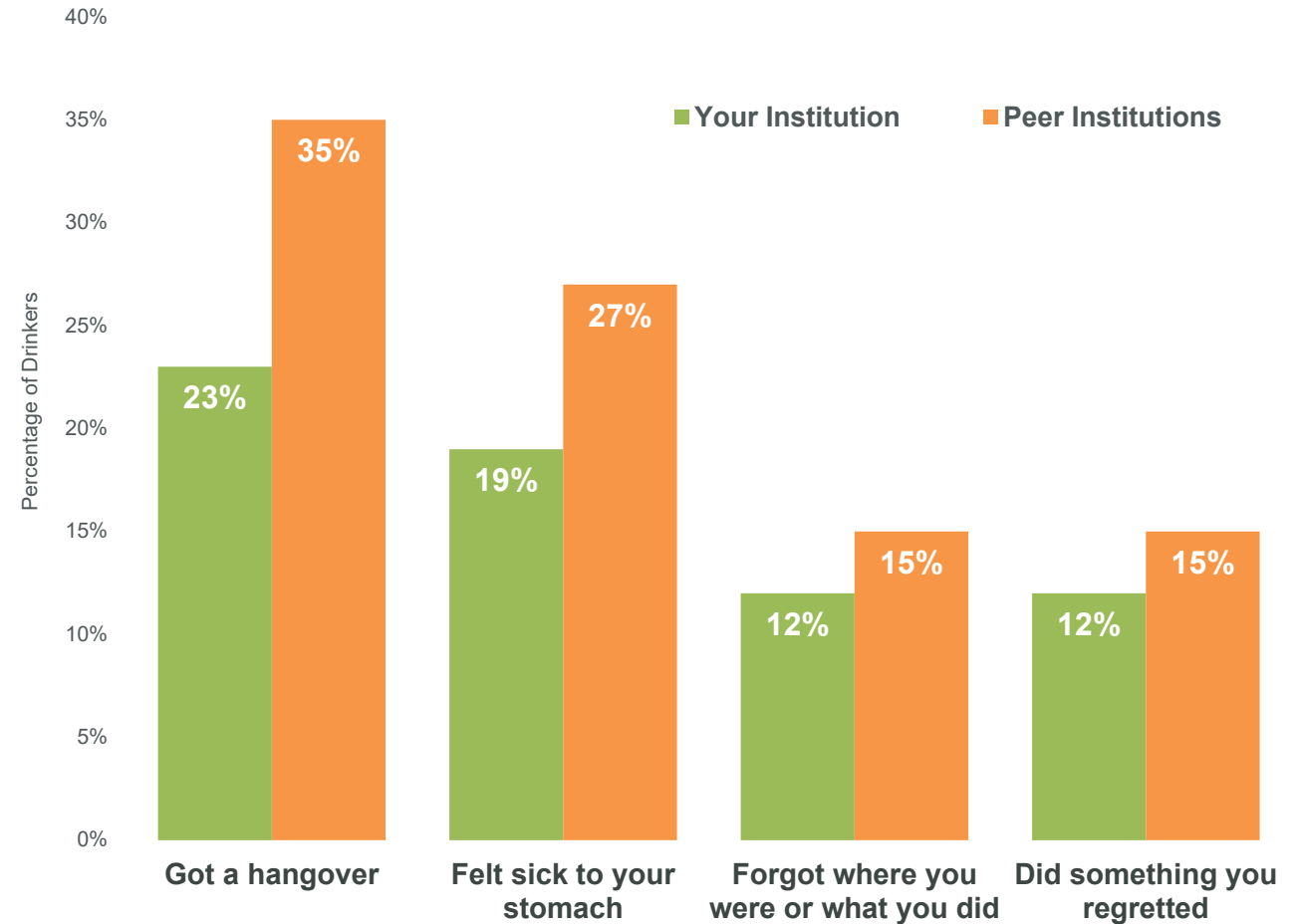
Impact of High-Risk Drinking

Students who reported drinking in the past two weeks experienced the following as a result of their drinking.

Follow-Up Survey (Survey 3), drinkers only, n = 18

Programming Tip

The AlcoholEdu Facilitator Guide provides recommendations for campus programs that reinforce course content. It includes sample discussion topics and activities designed for use by trained facilitators, including ways to reduce the risk of experiencing negative outcomes.

Top Negative Outcomes Experienced, Compared to Peer Institutions

Legend: ■ Your Institution ■ Peer Institutions

Outcome	Your Institution	Peer Institutions
Got a hangover	23%	35%
Felt sick to your stomach	19%	27%
Forgot where you were or what you did	12%	15%
Did something you regretted	12%	15%

Percentages represent students who experienced outcome one or more times

Engaging Your Students

Effective prevention includes actively engaging students to reinforce positive behavioral intentions of all students: drinkers and nondrinkers alike.

A growing number of students arriving on campus choose to regularly abstain from alcohol use. Research has shown that these students are more likely to be successful in their commitment to not drink if they are able to connect with like- minded peers. AlcoholEdu for College provides campuses with a unique tool to identify and assist students with that process. Students can opt in to be contacted by your institution about connecting with peers who are interested in a social life that isn't focused on alcohol.

AlcoholEdu for College also enables students to indicate their interest in learning more about a school's programs and services to support recovery from alcohol or other substance use disorders. Whether seeking information for themselves, a friend, or a family member, students may opt in to be connected with available resources.

Engaging students who are excited to learn and participate more in your prevention efforts and publicizing that collaboration helps to show how most students support a safe community, healthy behavior, and personal responsibility.
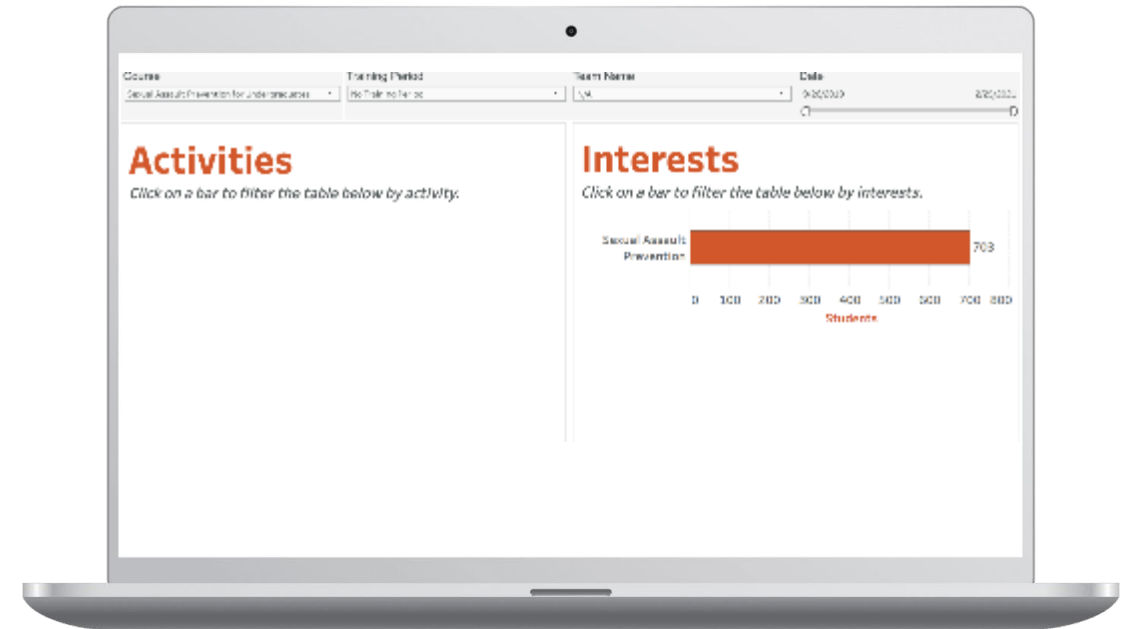
Programming Tip

Your students provided their names and email addresses in order to be contacted regarding any or all opportunities, and also indicated which specific types of alcohol-free activities they are most interested in attending. All student lists can be downloaded from the Foundry administrator site. We also recommend looking to the AlcoholEdu for College Facilitator Guide as a resource for ways to utilize this student engagement data.
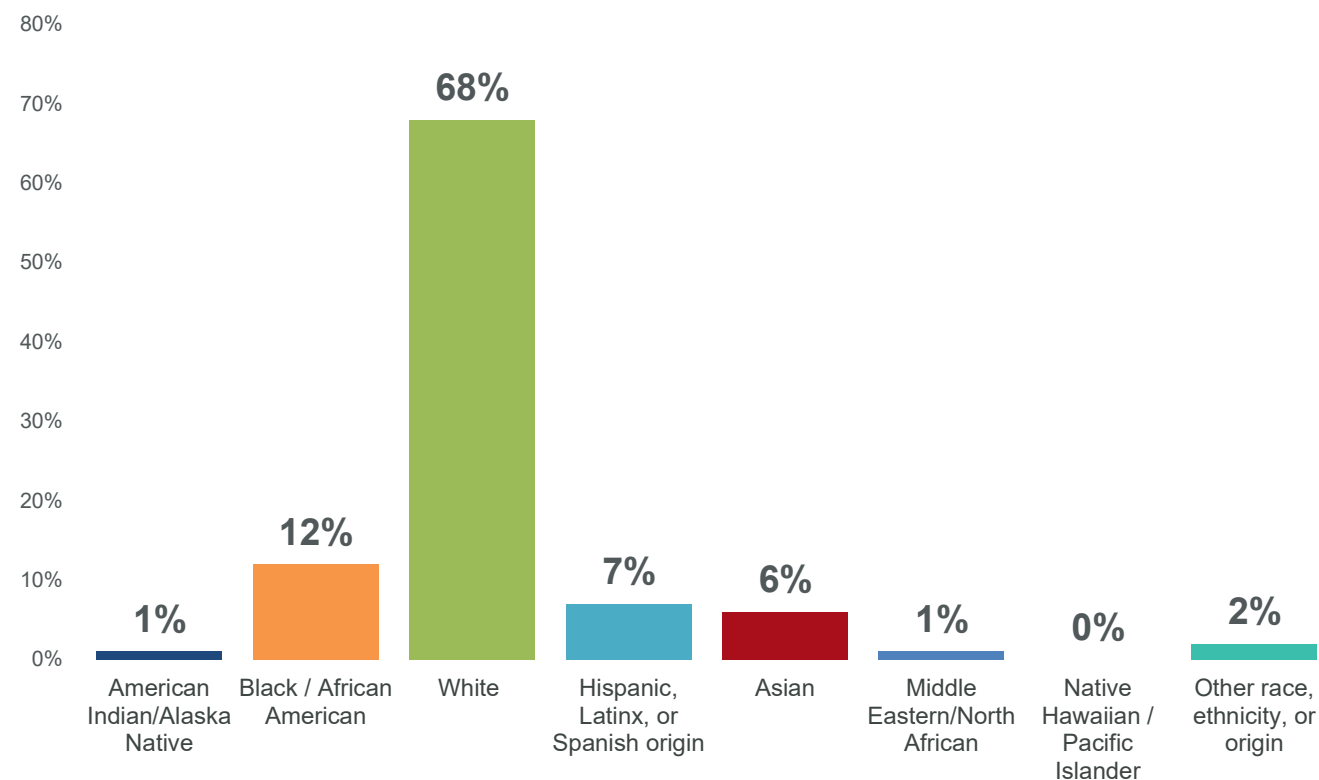
AlcoholEdu for College

Appendix | Student Demographics

VectorSolutions

Student Demographics

This and the following pages are a summary of the demographics of your students who participated in AlcoholEdu this year. Demographic information is self-reported by students as part of the post-course survey (Survey 2). All questions are optional, and students may choose not to share demographic information.
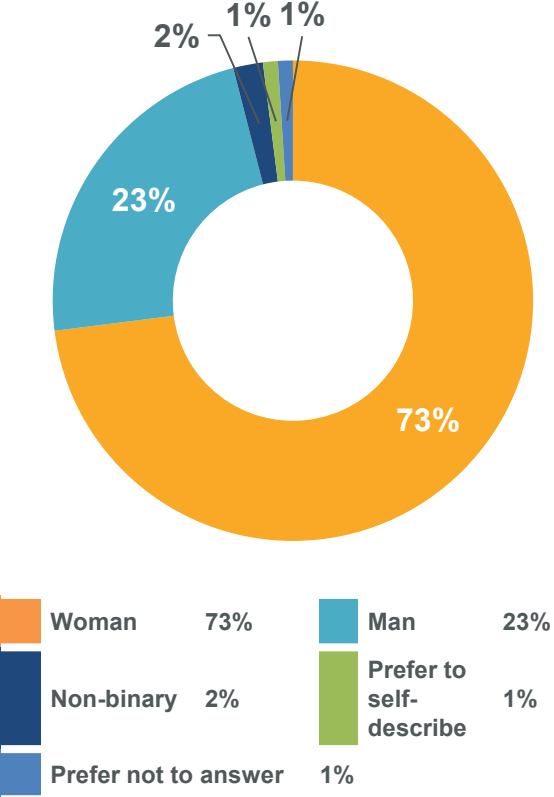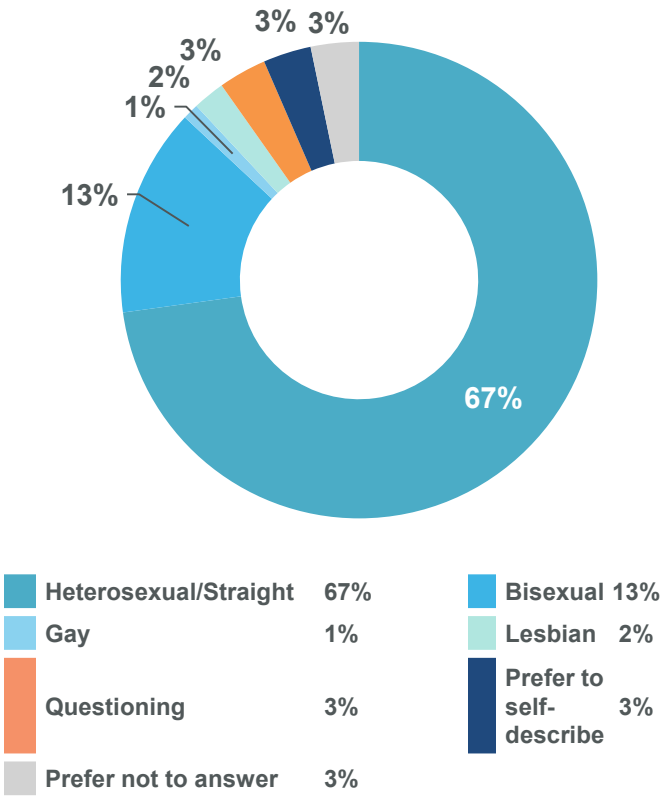
Race and/or Ethnicity

Category	Percentage
American Indian/Alaska Native	1%
Black / African American	12%
White	68%
Hispanic, Latinx, or Spanish origin	7%
Asian	6%
Middle Eastern/North African	1%
Native Hawaiian / Pacific Islander	0%
Other race, ethnicity, or origin	2%

Students could select more than one response; bars may sum > 100%.

Student Demographics (Continued)

Gender Identity

- 73%
- 23%
- 2%
- 1%
- 1%

Woman	73%	Man	23%
Non-binary	2%	Prefer to self-describe	1%
Prefer not to answer	1%		

Sexual Orientation

- 67%
- 13%
- 3%
- 3%
- 3%
- 2%
- 1%

Heterosexual/Straight	67%	Bisexual	13%
Gay	1%	Lesbian	2%
Questioning	3%	Prefer to self-describe	3%
Prefer not to answer	3%		

Do you identify as trans (e.g., transgender, transsexual, a person with transitioning sex or gender history, etc.)?

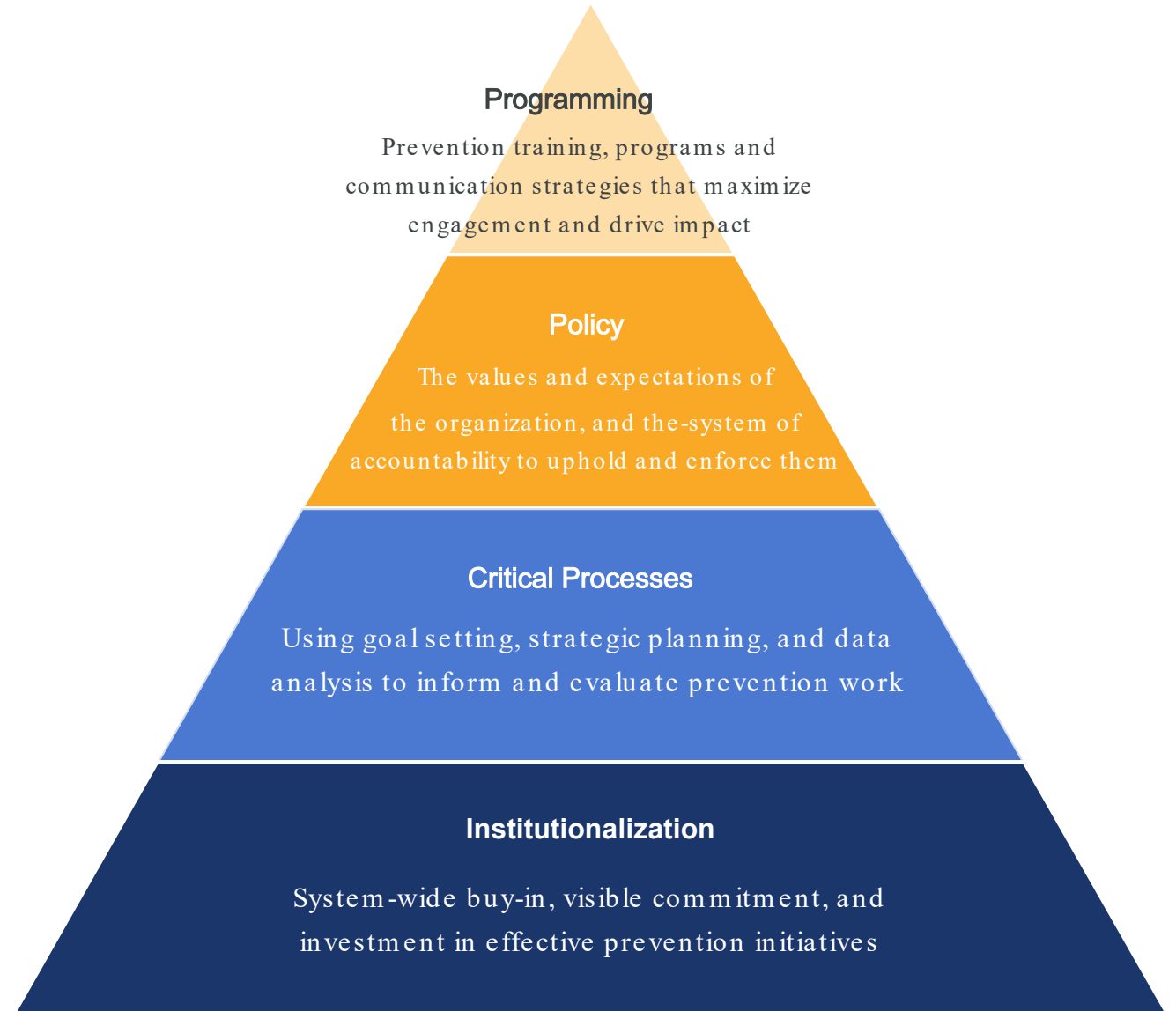| Yes	1%	No	96%	Not sure	2%	Prefer not to answer	1%

Critical Processes Tip

Does this data reflect the overall demographic makeup of your students assigned to take AlcoholEdu? Demographic data can be used to identify underrepresented populations and consider additional data sources needed to identify the impact of substance misuse for these populations.

Additional demographics available to explore include: sexual orientation, age, current residence type, membership in student clubs or activities.

AlcoholEdu for College

Supplemental Information

Vector Solutions
EVERFI

The Prevention Framework

The Prevention Framework, developed by Vector Solutions' Campus Prevention Network, defines the elements of a comprehensive approach to prevention, and the ways in which those elements build to an effective prevention program.

Programming

Prevention training, programs and communication strategies that maximize engagement and drive impact

Policy

The values and expectations of the organization, and the-system of accountability to uphold and enforce them

Critical Processes

Using goal setting, strategic planning, and data analysis to inform and evaluate prevention work

Institutionalization

System-wide buy-in, visible commitment, and investment in effective prevention initiatives

About AlcoholEdu for College

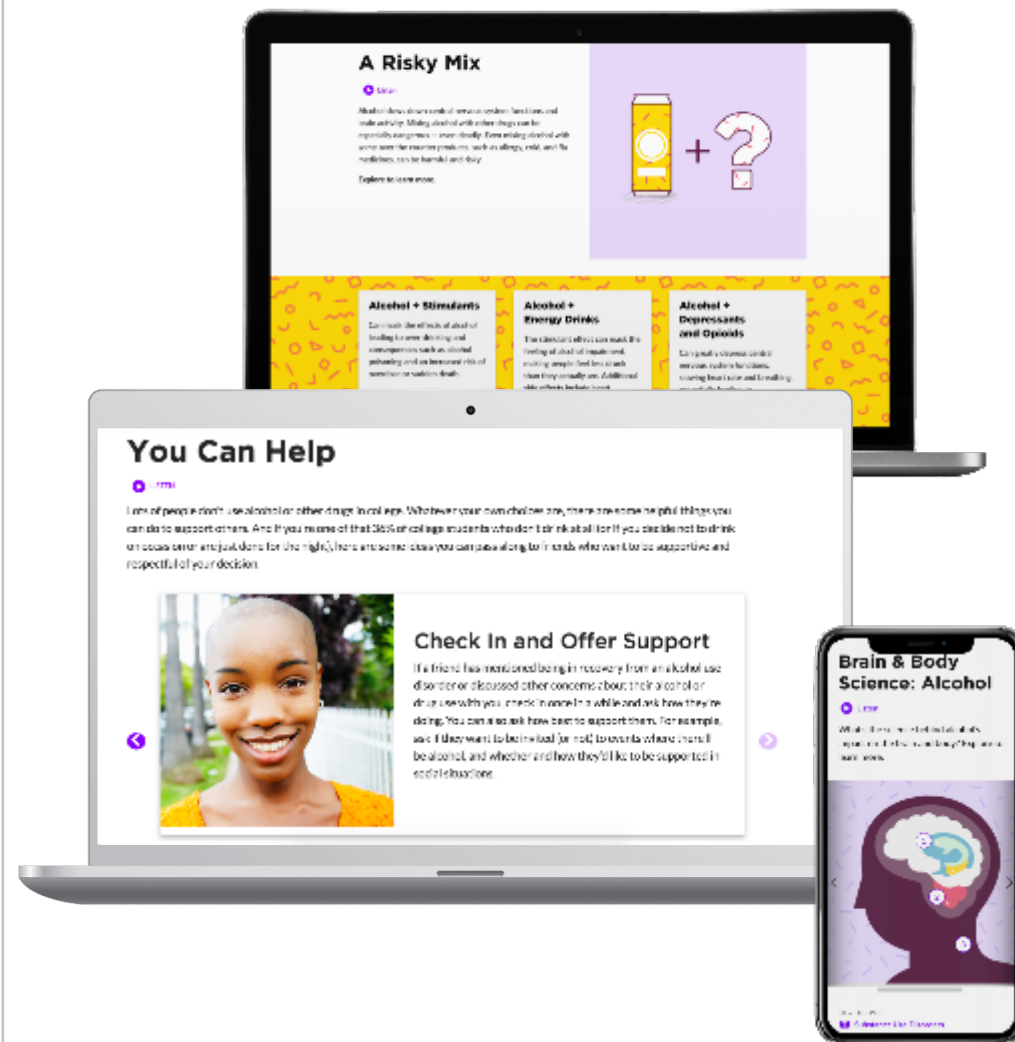| The Benefits of Working with Vector Solutions	AlcoholEdu for College
Proven Efficacy Nine independent studies have been published demonstrating the efficacy of Vector's online programs in improving knowledge, attitudes, and behaviors.	**Developed in Collaboration** with leading prevention experts and researchers.
True Expertise Our team includes public health professionals, administrators from student affairs, campus prevention offices, legal experts, and more. Extend your team by partnering with ours.	**Interactive Content** guided by recommendations from the National Institute of Alcohol Abuse and Alcoholism (NIAAA).
Beyond Compliance Our online programs are built by prevention and compliance experts to meet and exceed requirements from Title IX, Clery Act, and EDGAR part 86.	**Informed by Emerging Research** on evidence -based practice (e.g., social norms approach, bystander intervention) and college student behavior
	Cited as a Top -tier Strategy by NIAAA in their College Alcohol Intervention Matrix (AIM).
Data Driven Our data and analytics provide real -time access to attitudinal and behavioral data from your unique populations, and national benchmarks to assess needs and strengths.	**Most Widely Used** universal online AOD prevention program since its development in 2000, with over 11M users to date.

AlcoholEdu for College Course Map

Part 1

1. Getting Started

- Introductory Video
- Custom Welcome Letter
- Custom Welcome Video

2. Standard Drink

- Student Alcohol Knowledge Interviews
- Pre-Assessment
- Standard Drink Definition
- Identifying Standard and Non -Standard Drinks
- Pouring Standard Drinks

Survey 1

3. Where Do You Stand?

- Risk Factors & Choices
- You Are Not Alone/Benefits of Not Drinking/Calories & Cash/Support for Your Choice
- Your Drinking Profile/ Your Peak BAC/Reducing Your BAC/Drinking Consequences/Calories & Cash/Your Drinking Habits

4. Goal Setting

- What's Important to You?
- What Do You Want to Focus on this Year
- My Choices

5. Drinking & Motivation

- What Do You Think?
- Factors That Can Influence Decisions
- Why/Why Not Drink? Poll
- Expectancy Theory & Advertising
- Ads Appealing to Men/Women
- Alcohol & Advertising Poll
- Write a Tagline

6. Brain & Body

- BAC Basics
- What Factors Affect BAC
- Risk/Protective Factors
- BAC Calculator
- Marijuana & Drugs
- Sexual Assault & Understanding Consent
- Brain & Body Science
- Biphasic Effect
- A BAC Story

7. My Action Plan

- Drinker/NonDrinker Plan
- Choose Your Strategies
- Activities on Campus

8. Laws & Policies

- Alcohol Related Laws
- Campus Policies
- Drinking & Driving

9. Helping Friends

- Taking Care of Yourself & Others
- Alcohol Poisoning
- Helping Your Friends Poll
- Drinking & Driving
- Getting Help

Survey 2 and Post -Assessment

INTERSESSION

Part 2

10. Introduction

- Welcome Back

Survey 3

11. Recognizing Problems

- Taking Care of Yourself & Others – The Roommate

12. Course Conclusion

- Summary of Key Topics
- Review Goals, Choices and Plan

Report References & Resource Links

Slide

Behavioral Intentions

Ajzen, I. (1991). The theory of planned behavior. Organizational Behavior and Human Decision Processes, 50, 179-211.

Where Students Drink

EVERFI analysis of data from AlcoholEdu for College national database, 2012.

Benz, M. B., DiBello, A. M., Balestrieri, S. G., Miller, M. B., Merrill, J. E., Lowery, A. D., ... & Carey, K. B. (2017). Off-campus residence as a risk factor for heavy drinking among college students. Substance use & misuse, 52(9), 1236-1241.

Why Students Choose Not to Drink

Huang, J-H, DeJong W, Schneider SK, & Towvim, LG. (2011). Endorsed reasons for not drinking alcohol: A comparison of college student drinkers and abstainers.   Journal of Behavioral Medicine,   34, 64-73.

High -Risk Drinking Behaviors

EVERFI analysis of data from AlcoholEdu for College national survey database, 2012.

The Role of Alcohol in Sexual Assault

Parkhill, M.R., & Abbey, A. (2008). Does alcohol contribute to the confluence model of sexual assault perpetration? Journal of Social and Clinical Psychology, 27:6, 529 -554.

Links

The Campus Prevention Network Resource Hub
Please note: these resources are currently being housed on the EVERFI website. All materials are relevant to current Campus Prevention Network courses until completion of the upgrade to the Vector Solutions platform.

https://resources.everfi.com/campus-prevention/

AlcoholEdu for College Facilitator Guide

https://info.vectorsolutions.com/cpn-facilitators-guides

Join the Campus Prevention Network

https://www.vectorsolutions.com/networks/campus-prevention-network/