



**Columbus State  
University**

# **AlcoholEdu for College (All Respondents)**

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**Impact Report** | 2023–2024 Academic Year

## Dear Columbus State University Partner,

I am pleased to provide your 2023-24 Impact Report for *AlcoholEdu for College (All Respondents)*. 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.

As a public health professional, I think often about prevention as a process – not a program. We've built our courses and surveys to align with best practices and support you in the prevention process. Here are some guiding points and questions to help you make the most of your Vector data:

When it comes to safety and wellness, scale and impact matters. **How are you highlighting the reach and results of your online programming to garner visibility and support for your work?** Leading institutions share their data in cabinet-level briefs, in Annual Security Reports, in marketing and PR efforts, and even to support accreditation.

- Our courses and surveys address a range of factors that influence behavior change: knowledge and awareness, attitudes and beliefs, perceived outcomes, personal and social norms, behavioral skills, perceived behavioral control, and cues to action. **How can these data inform where to focus additional resources (and where to pull back)?**
- Most learners have incredibly positive attitudes and behaviors related to issues of wellness and safety, even before training. Overcoming *\*inaction\** of those who want to make a difference in unsafe situations can be even more powerful than focusing on

individual actions of those committing harm. **How can you leverage your data to elevate and empower the “healthy majority” as changemakers?**

- Are you adding custom survey questions in your courses? Are you using disaggregated survey data to conduct additional analyses (e.g., exploring differences based on demographic sub-groups)? \*

The scalable reach and data from your Vector Solutions programs can be a springboard to more informed and effective engagement with your community. As you delve into the insights in this Impact Report, consider strategic ways to utilize these data to strengthen the prevention process at your institution.

Your partner in prevention,



Rob Buelow  
VP and General Manager, Education  
Vector Solutions

*\* Reach out to your Vector Solutions representative with questions about capabilities available to your institution.*

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# 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 beginning of this report.

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

## Peer Institution Benchmarks

For select data points in this report, you will see comparisons to peer institution benchmarks. These peer institutions are similar to yours in size and public or private status. Columbus State University is a public institution with 5,000 to 9,999 students, so your benchmarks reflect that particular group of schools.

## 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 4-6 weeks - following course completion. Overall, 187 students completed pre-course surveys, 108 completed post-course surveys, and 52 completed follow-up surveys.

### 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.

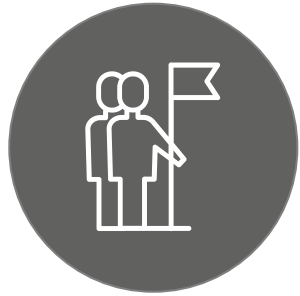
### Important Note About Your 2023-2024 Data

The data included in this report were collected between June 1, 2023 and February 26, 2024. 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.

# Executive Summary

## This school year,

**187** Columbus State University students completed surveys in *AlcoholEdu for College* from June 1, 2023 to February 26, 2024. 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, 67% of your students agree that AlcoholEdu helped them establish a plan ahead of time to make responsible decisions about drinking, and 66% 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 the behavior — the community norms.

Nationally, more students are choosing to regularly abstain from alcohol. At your school, 65% 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 Columbus State University who took AlcoholEdu, 60% agreed that the course changed their perceptions of others' drinking behavior. Also, a substantial number of your students immediately after taking the course (i.e., Post-Course Survey) report that they intend to limit their drinking frequency (60%) or the number of drinks they consume (62%).



### Reasons for Drinking / Not Drinking

At Columbus State University, the top reason students choose to drink is "To get drunk" (67% of drinkers). Among nondrinkers, 83% say they don't drink because "I am going to drive" -- 100% 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.



# AlcoholEdu for College

## 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.

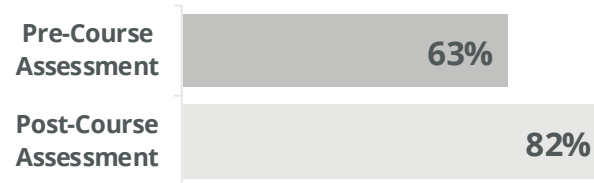
## Sample Size

**187 students at Columbus State University** completed surveys in *AlcoholEdu for College* from June 1, 2023 to February 26, 2024.

## Course Impact

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

### Average Assessment Score:



### Your students agree that *AlcoholEdu*:

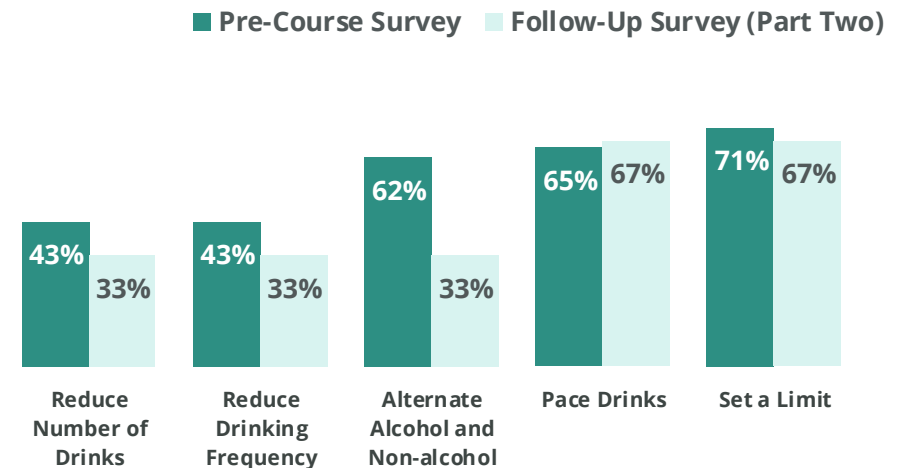
Helped them establish a plan ahead of time to make responsible decisions about drinking	<b>67%</b>
Prepared them to help someone who may have alcohol poisoning	<b>66%</b>
Gave them the confidence to help someone who may be experiencing an overdose	<b>64%</b>

## Drinking Behavior and Norms

Intent to change drinking behaviors 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.

**60% of students at Columbus State University** report that *AlcoholEdu for College* changed their perceptions of others’ drinking behavior.

### Percent of Student Drinkers who plan to:

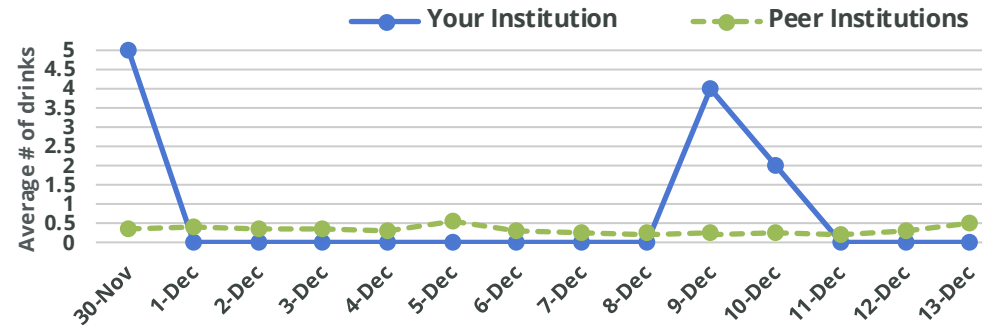


# AlcoholEdu for College Snapshot

AlcoholEdu for College provides you with a wealth of information on your students' drinking behaviors: When, Where, Why (and Why Not) they are drinking.

Columbus State University can use this information to inform prevention program content, audience, and delivery.

## When



The data shown here reflect the 14-day period in which your students reported their highest drinking rates (via the Follow-Up Survey) with benchmark data for that same time period.

These data can be used to reinforce or support other data you have collected to identify celebrations or events that encourage or discourage heavy drinking.

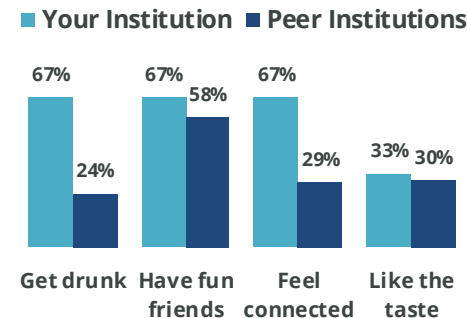
## Where

Location	Percentage
At home	67%
Bar or night club	33%
On campus residence	0%
Off campus residence	0%
Fraternity/sorority house	0%
Athletic event	0%

### Top Reasons

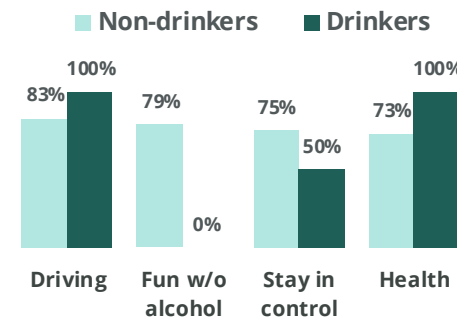
## Why

Students Choose To Drink (drinkers only)



## Why Not

Why Students Choose NOT To Drink (abstainers + non-drinkers vs. drinkers)



### 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.

**Note:** All data shown on this slide were collected in the Follow-Up Survey (Part Two).

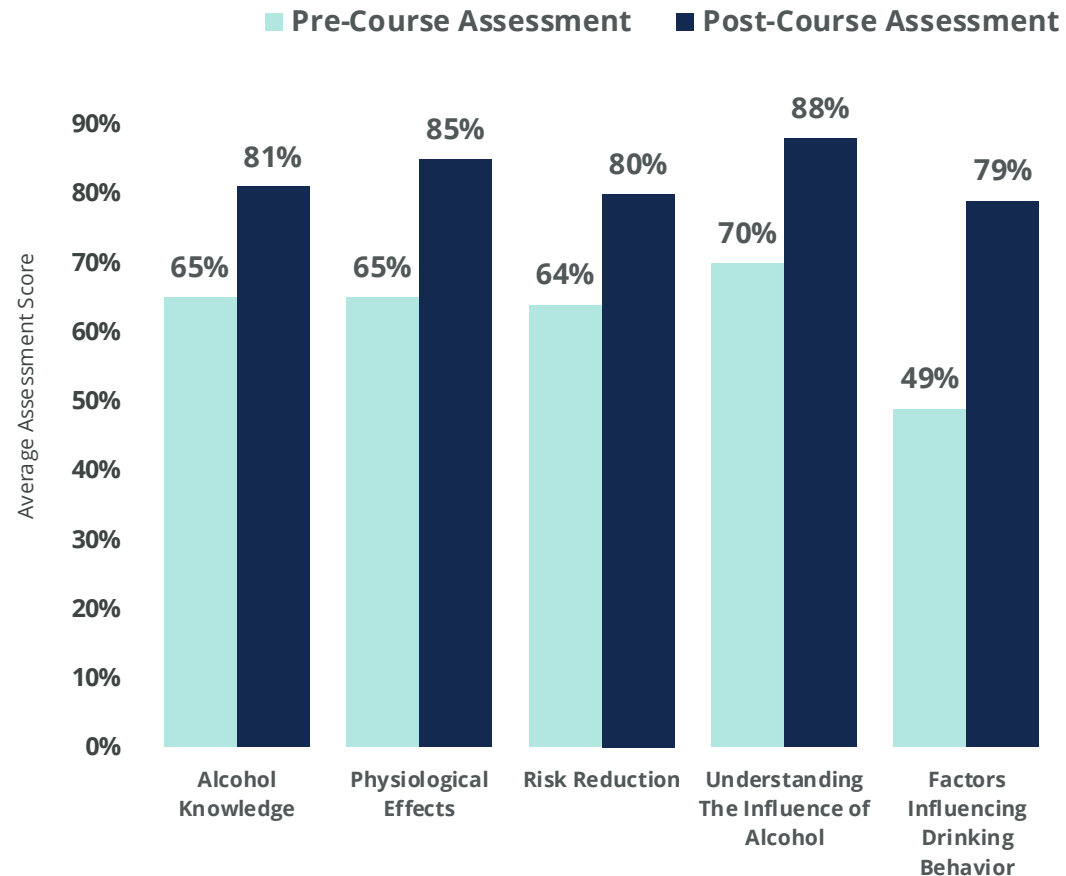


# AlcoholEdu and Your Students

Impact at Columbus State University

# Course Impact

## Knowledge Gain



## Learner Impact

**Your students reported that *AlcoholEdu for College*:**  
*(from the Post-Course Survey)*

Gave them the confidence to help someone who may be experiencing an overdose	<b>64%</b>
Prepared them to help someone who may have alcohol poisoning	<b>66%</b>
Helped them establish a plan ahead of time to make responsible decisions about drinking	<b>67%</b>
Changed their perceptions of others' drinking behavior	<b>60%</b>

### Programming Tip

Where are your students knowledgeable and where is there room to learn more? AlcoholEdu is intended to provide foundational knowledge and skills that can be built upon. Knowledge data can inform which content areas should be built out or reinforced as part of your ongoing prevention efforts.

# Behavioral Intentions

## Impact For High-Risk Students

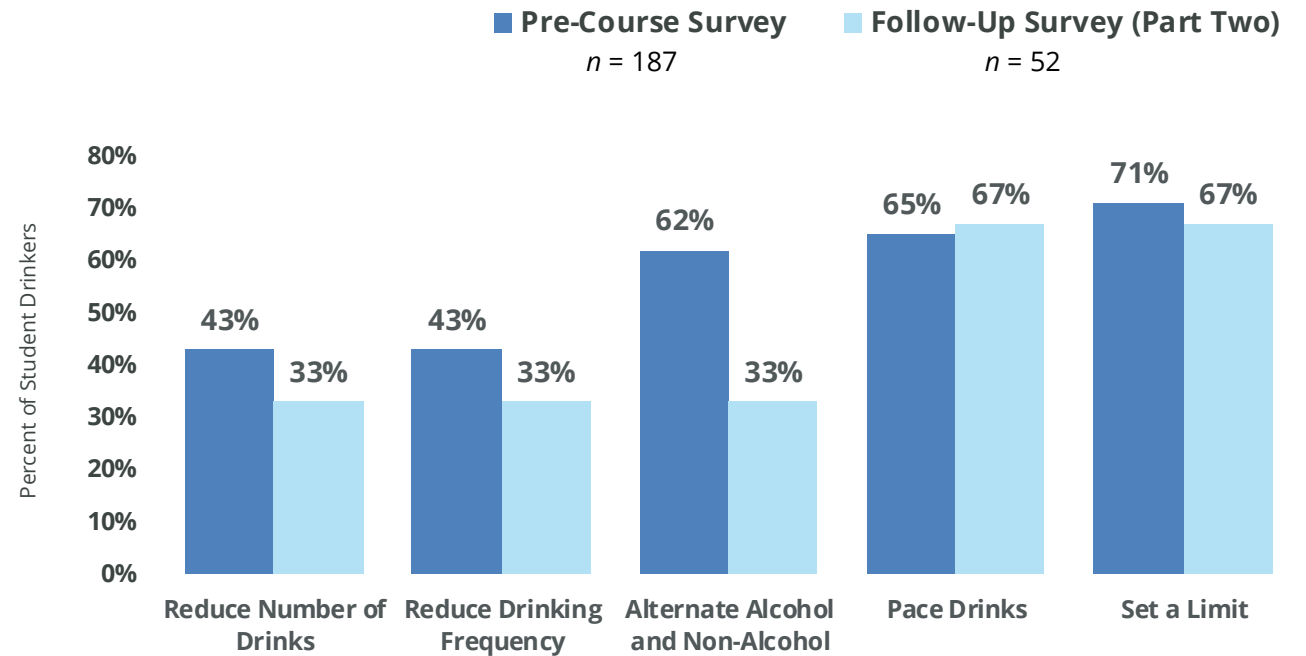
5 high-risk drinkers completing *AlcoholEdu for College* saw "no need to change the way they drink" before taking the course. Following the course, **20%** of those students (**1 students**) reported a readiness to change their drinking behavior.

### 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



**Note:** 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

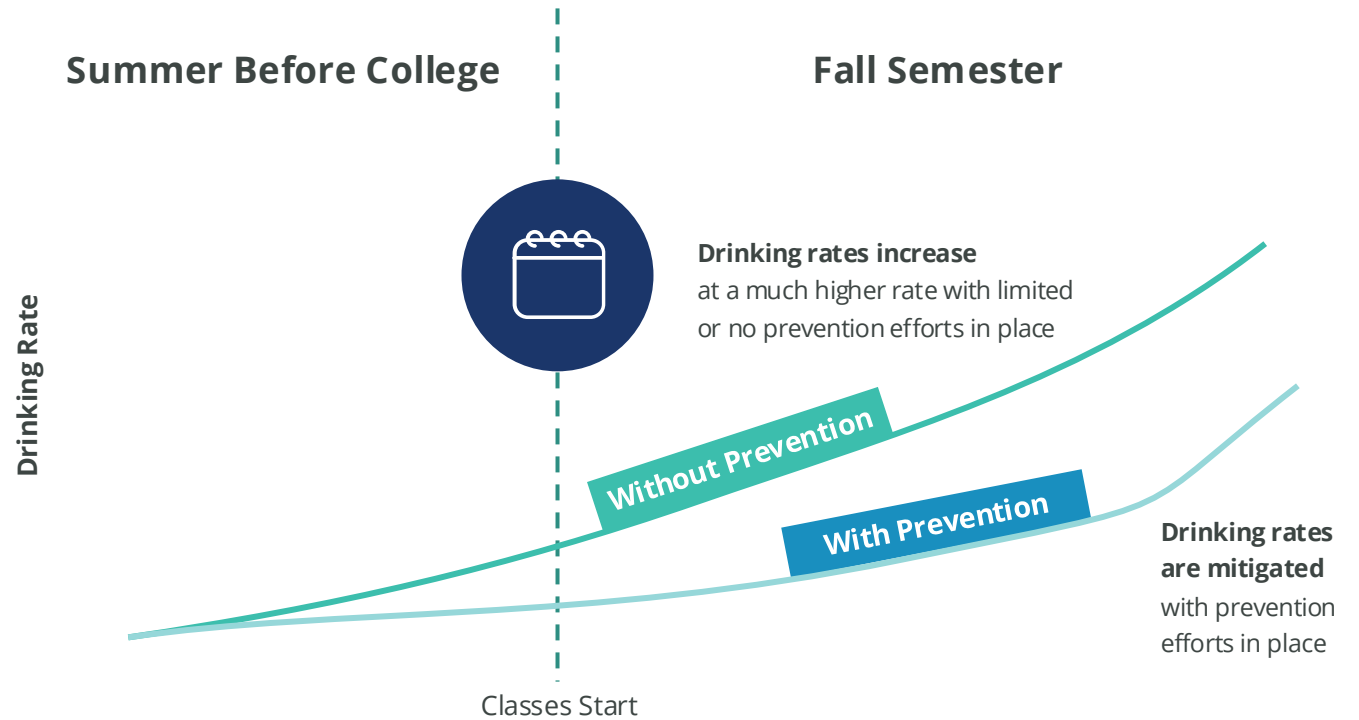
Data and insights from students at Columbus State University

# 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.

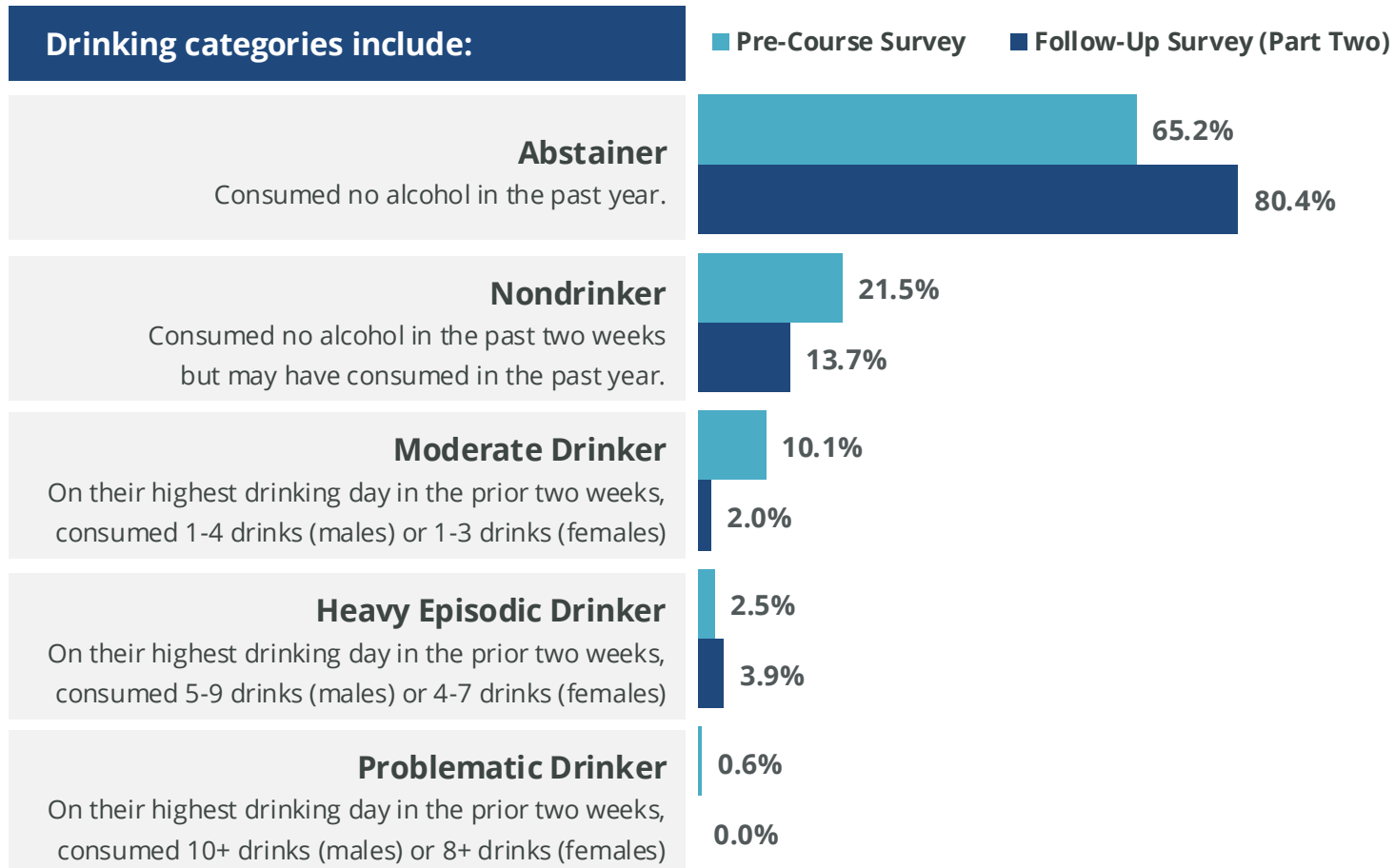


## Programming Tip

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 ( $n = 51$ ) reported their drinking rates on pre- and post-course surveys (separated by four-to-six weeks).



## Relative Change

Pre-Course Survey to Follow-Up Survey

Category	Your Institution	Peer Institutions
Abstainer	23.3%	5.8%
Nondrinker	-36.2%	-3.7%
Moderate Drinker	-80.6%	-17.4%
Heavy Episodic Drinker	54.9%	-32.5%
Problematic Drinker	-100.0%	2.5%

### 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.

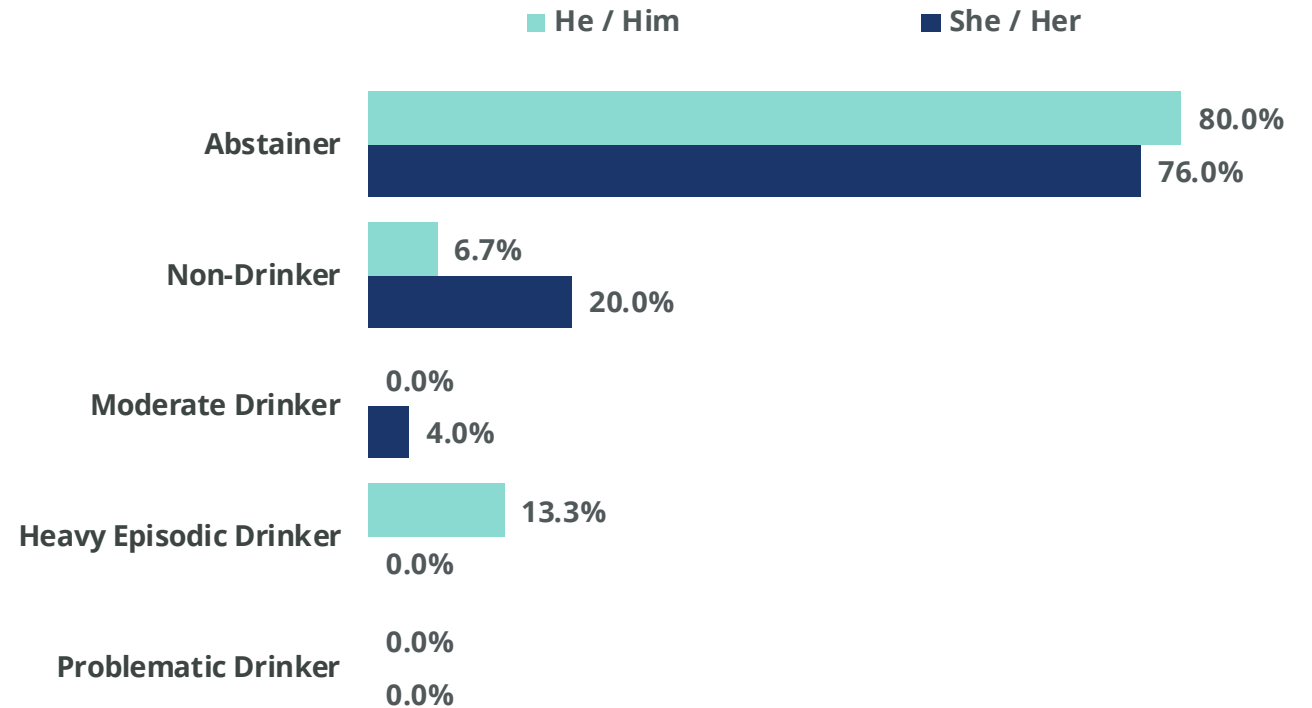


# Student Drinking Rates, by Gender Identity

An individual's experience with alcohol varies based on a number of factors. While biological birth sex informs different physiological responses to alcohol, acknowledging the impact that identities have on behavior is an important ingredient in creating safer campuses. Here are your students' drinking rates at the Follow-Up Survey ( $n = 40$ ), broken down by gender identity.

## Note

Drinking categories are typically based on physiological differences as determined by biological birth sex (e.g., a biological female who drinks 4 drinks is considered a heavy episodic drinker while a biological male who drinks 4 drinks is considered a moderate drinker). As the data here are disaggregated by gender identity, categorization is only based on number of reported drinks without consideration for physiological differences if a respondent's biological birth sex does not match their gender identity.



**Note:** Learners had alternate response options that are not presented on this slide (i.e., "They / Them" or "Other").

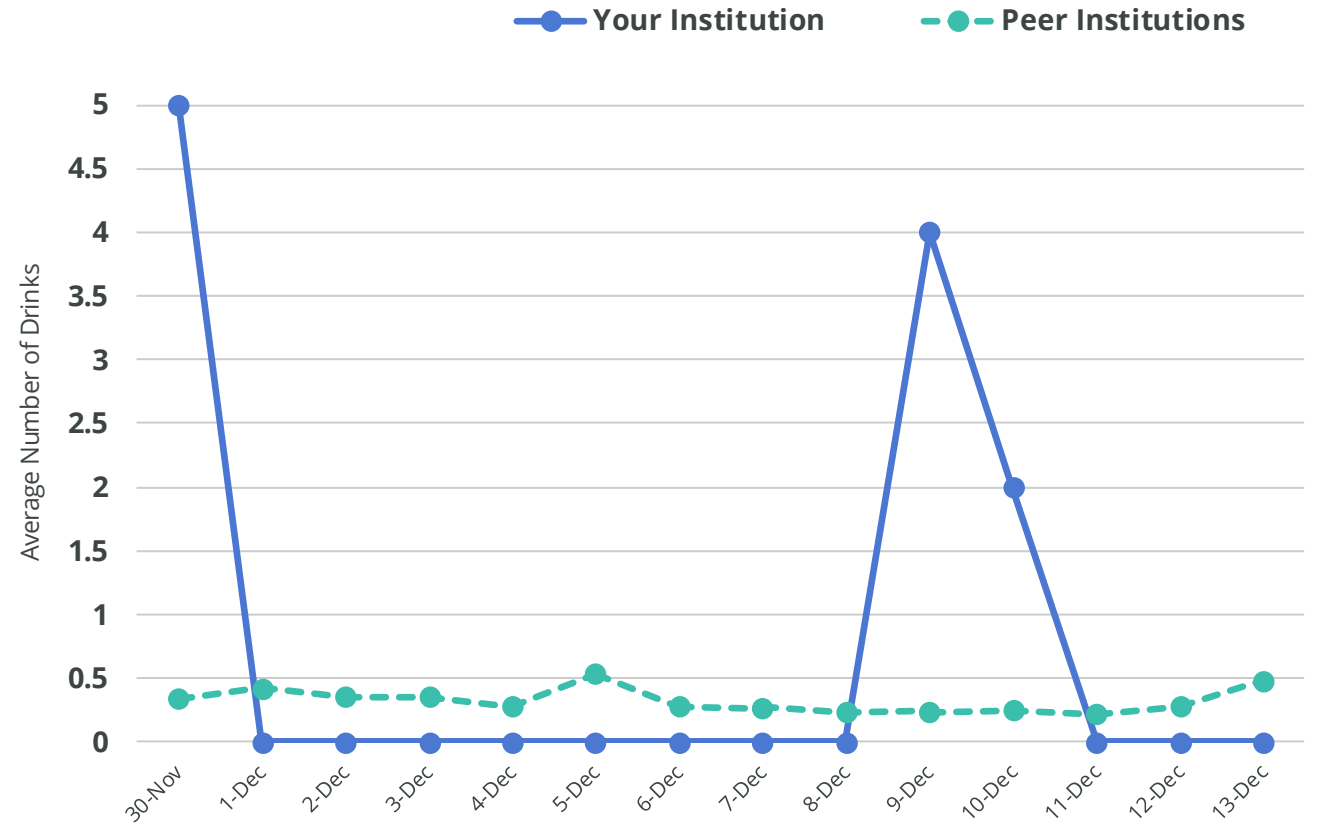
## Critical Processes Tip

Consider other demographic characteristics and identities that may influence an individual's drinking behavior, such as race, group membership, year in school, etc. This can inform how different subgroups of students – including those with multiple identities – experience the College Effect as well as shape their ability to effectively intervene in potentially harmful situations.

# 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 = 3*



**Note:** The data shown here reflect the 14-day period in which your students reported their highest drinking rates (via the Follow-Up Survey) with benchmark data for that same time period.

### Critical Processes Tip

The data shown here reflect the 14-day period where institutions tend to report the highest drinking rates. Can these data be used to reinforce or support other data you have collected to identify celebrations or events that encourage or discourage 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, drinkers only, n = 3*

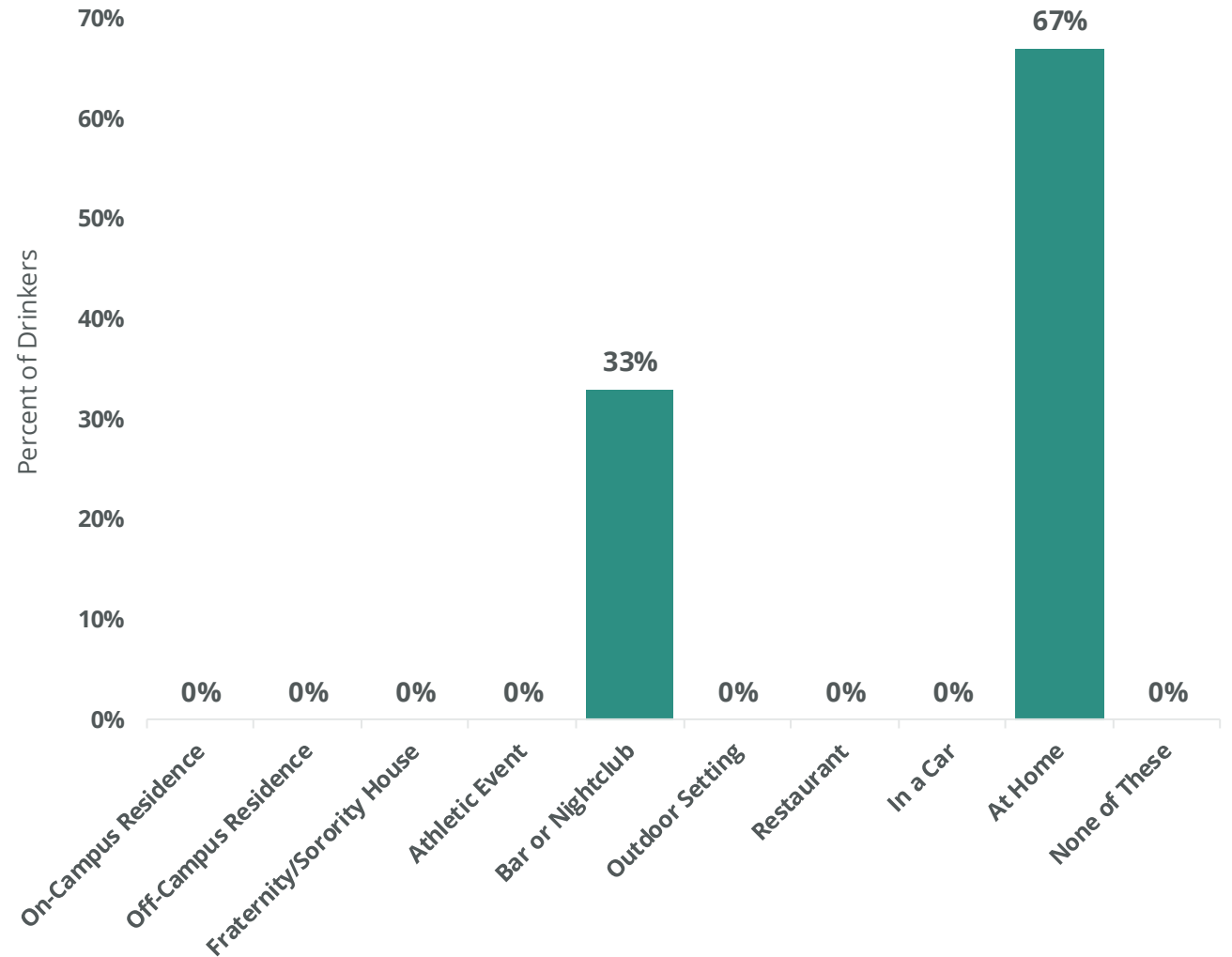
## Policy Tip

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



**Note:** Percentages represent the students who chose each option in response to the question, “In the past two weeks when you consumed alcohol, where did you spend most of your time drinking?”

# Why Students Choose To Drink

Drinkers indicated their most important reasons for choosing to drink alcohol.

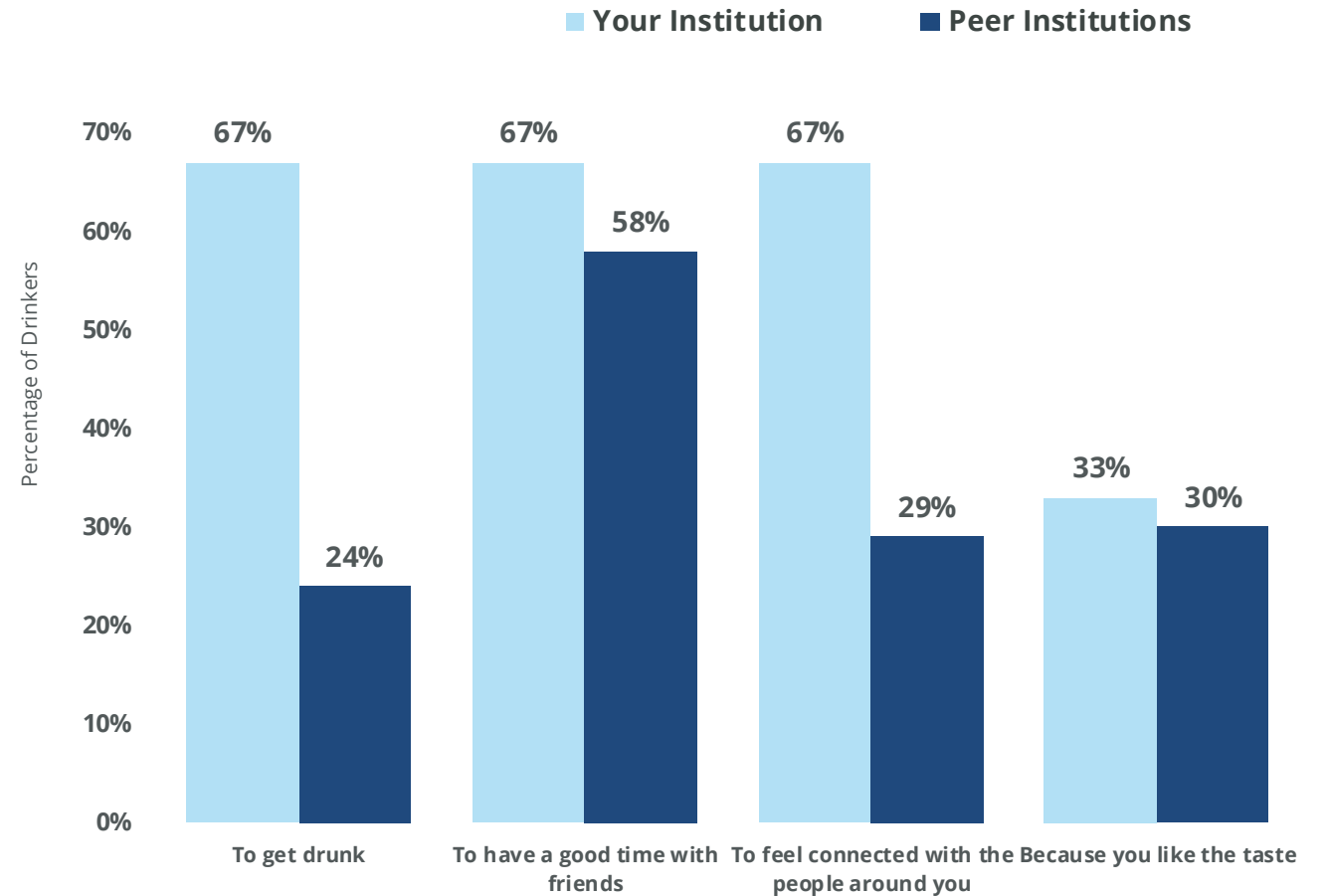
*Follow-Up Survey, drinkers only, n = 3*

## 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 your data, 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



**Note:** Percentages represent the students who chose "Important" or "Very Important" in the Follow-Up Survey (Part Two).

# Why Students Choose Not To Drink

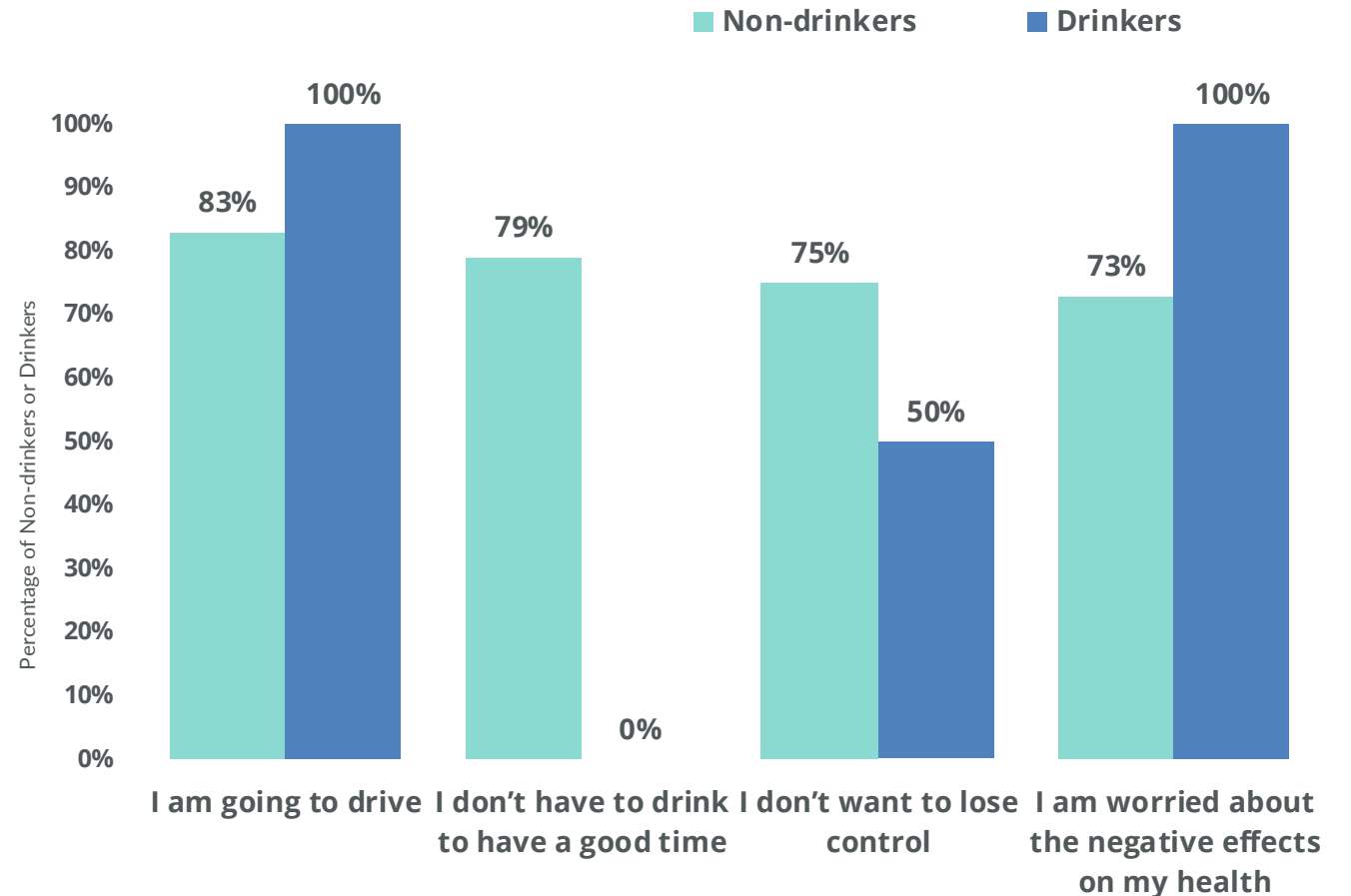
Both drinkers and nondrinkers indicated their most important reasons for choosing whether or not to drink alcohol.

*Follow-Up Survey, nondrinkers, n = 48 and drinkers, n = 3*

## 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.

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



**Notes:** Percentages represent the students who chose “Important” or “Very Important” in the Follow-Up Survey (Part Two). Non-drinkers includes abstainers and non-drinkers.

# High-Risk Drinking Behaviors

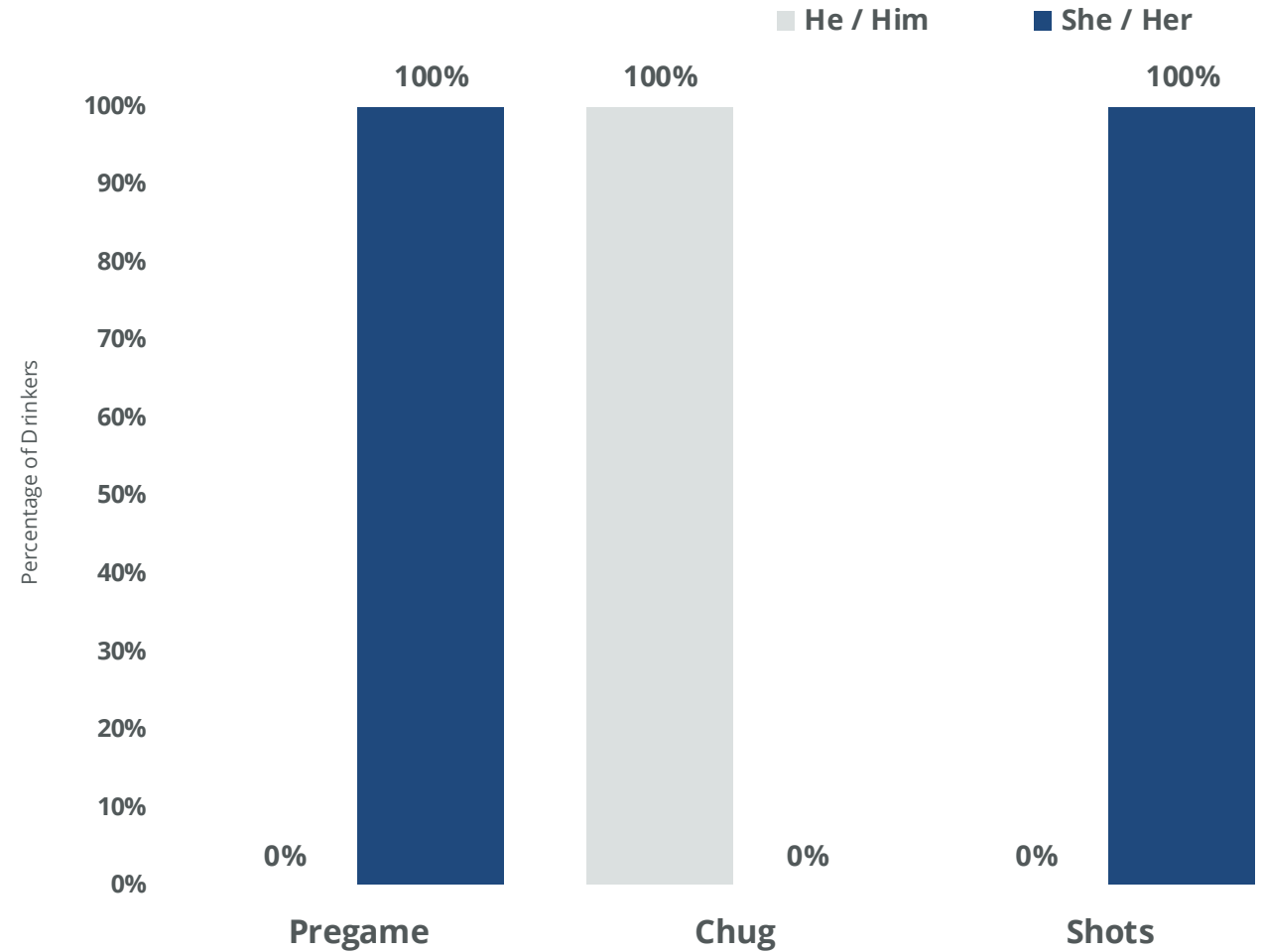
These are some of the most common risk-related drinking behaviors reported by your students who had a drink in the two weeks prior to taking the Follow-Up Survey (Part Two).

*Follow-Up Survey, drinkers only, n = 3*

## 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



**Note:** Percentages represent the students who chose “Sometimes” or “Frequently” or “Always” in the Follow-Up Survey (Part Two).



# Impact of High-Risk Drinking

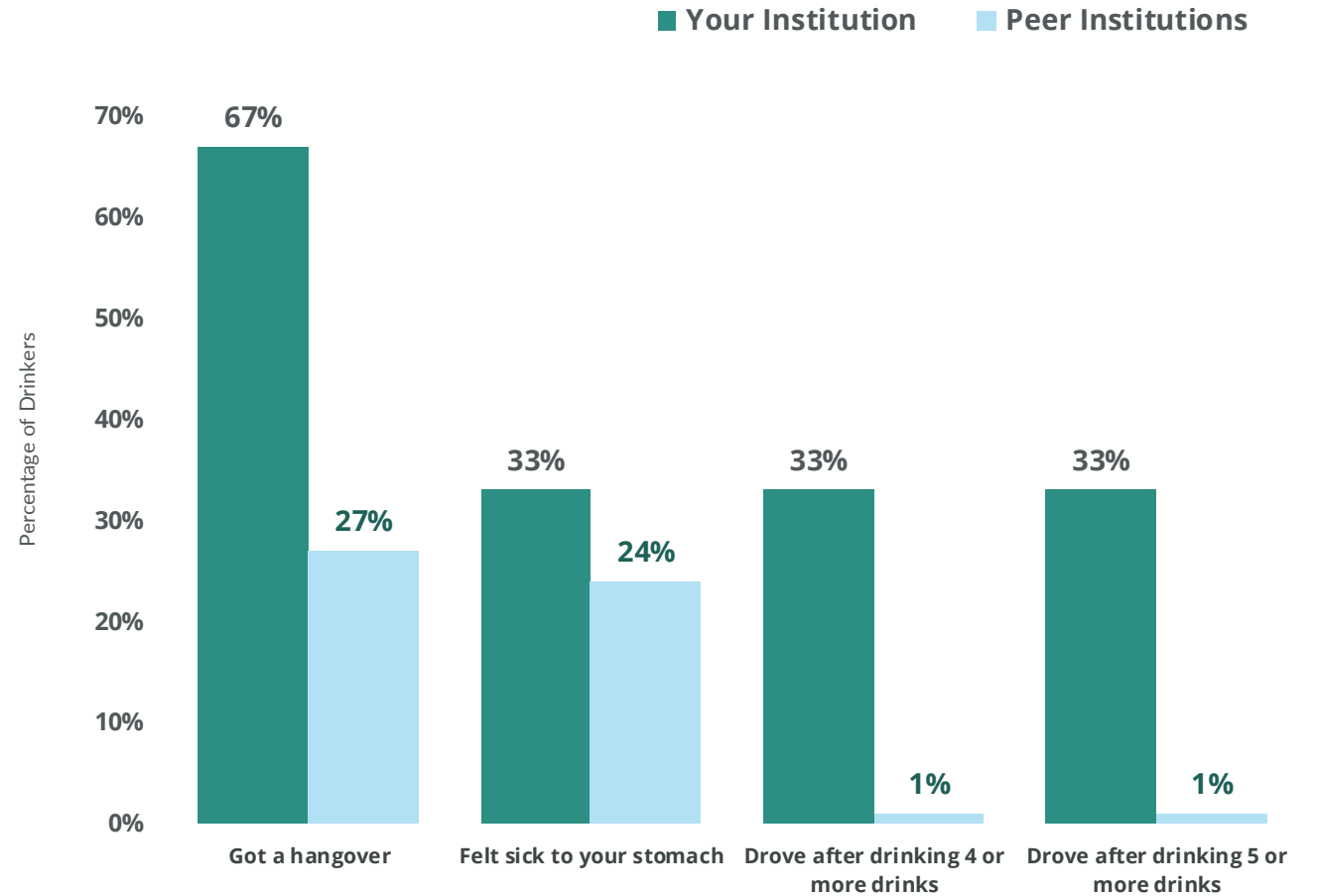
Students who reported drinking in the past two weeks experienced the following as a result of their drinking.

*Follow-Up Survey, drinkers only, n = 3*

## 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



**Note:** Percentages represent students who experienced each outcome one or more times, and the options shown represent the top four for your institution.

# AlcoholEdu for College

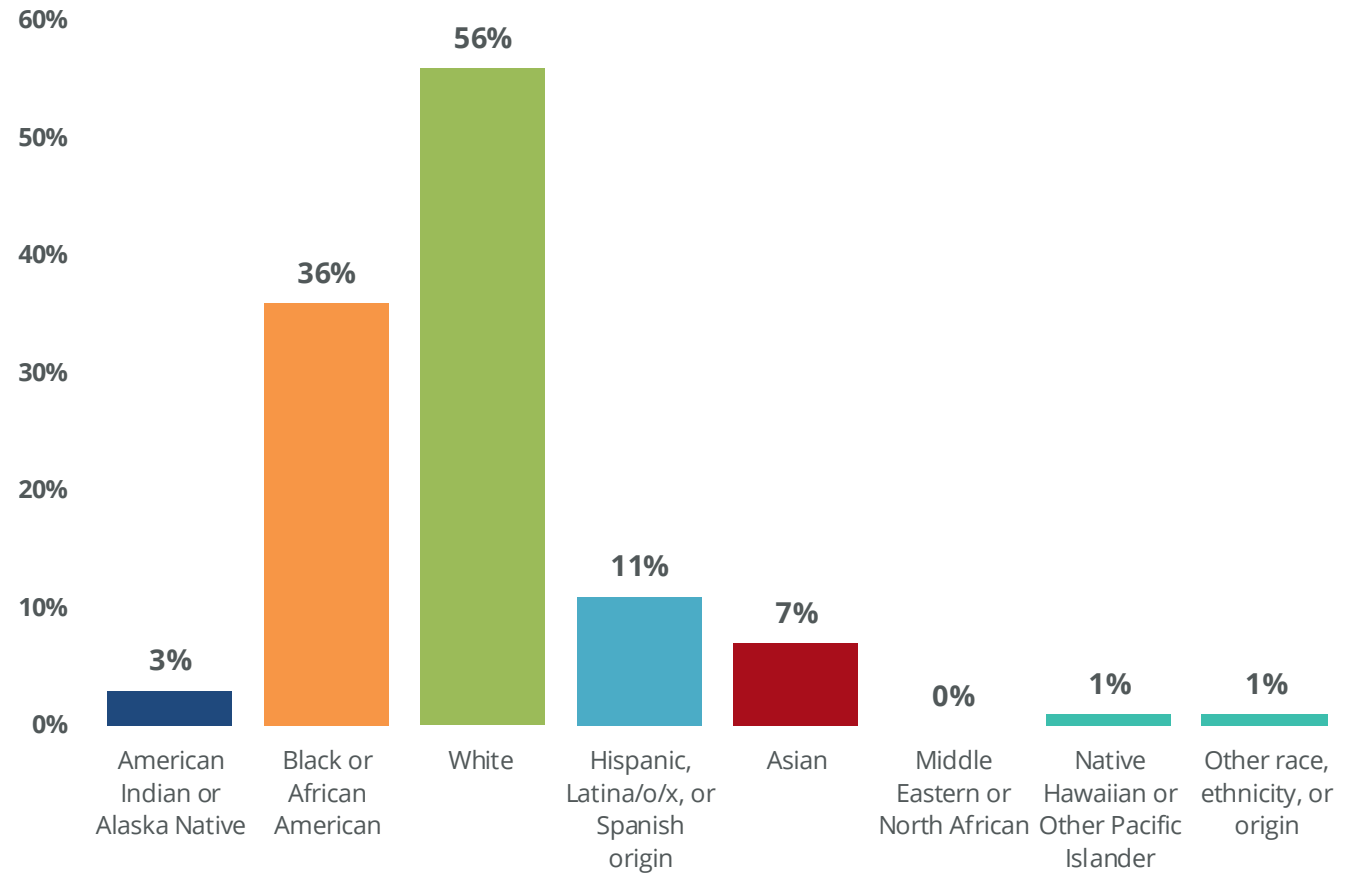
Appendix | Student Demographics

# Student Demographics

This and the following pages are a summary of the demographics of your students who completed surveys in *AlcoholEdu for College* from June 1, 2023 to February 26, 2024.

Demographic information is self-reported by students as part of the Pre-Course Survey ( $n = 187$ ). All questions are optional, and students may choose not to share demographic information.

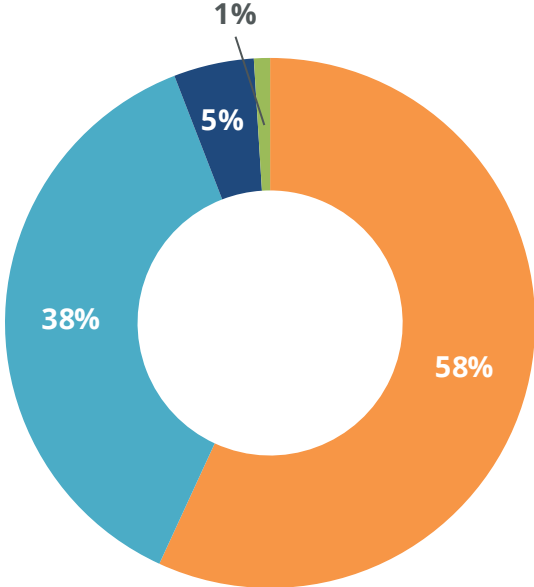
## Race and/or Ethnicity



**Note:** Respondents could choose more than one option, so total may exceed 100%.

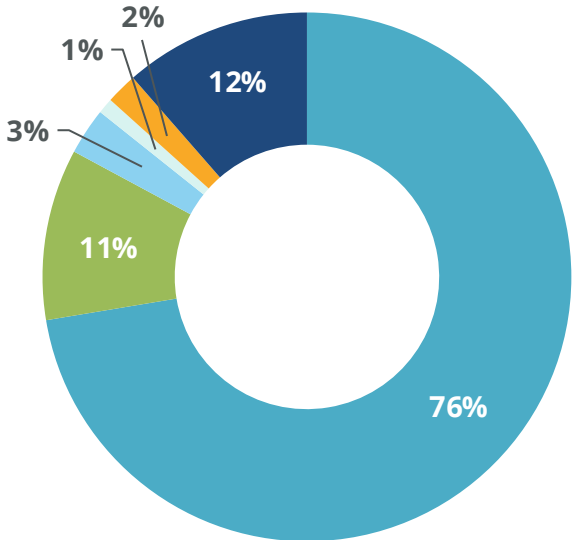
# Student Demographics (continued)

### Gender Identity



<span style="color: orange;">■</span> She / Her	58%	<span style="color: teal;">■</span> He / Him	38%
<span style="color: darkblue;">■</span> They / Them	5%	<span style="color: green;">■</span> Other	1%

### Sexual Orientation



<span style="color: teal;">■</span> Heterosexual/Straight	76%	<span style="color: blue;">■</span> Bisexual	11%
<span style="color: lightblue;">■</span> Gay	3%	<span style="color: lightgreen;">■</span> Lesbian	1%
<span style="color: orange;">■</span> Questioning	2%	<span style="color: darkblue;">■</span> Other	12%

**Note:** Both of these questions allow respondents to select more than one item, so either total may exceed 100%.

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

Yes	<b>3%</b>	No	<b>90%</b>	Not sure	<b>2%</b>	Prefer not to answer	<b>5%</b>
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### Critical Processes Tip

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

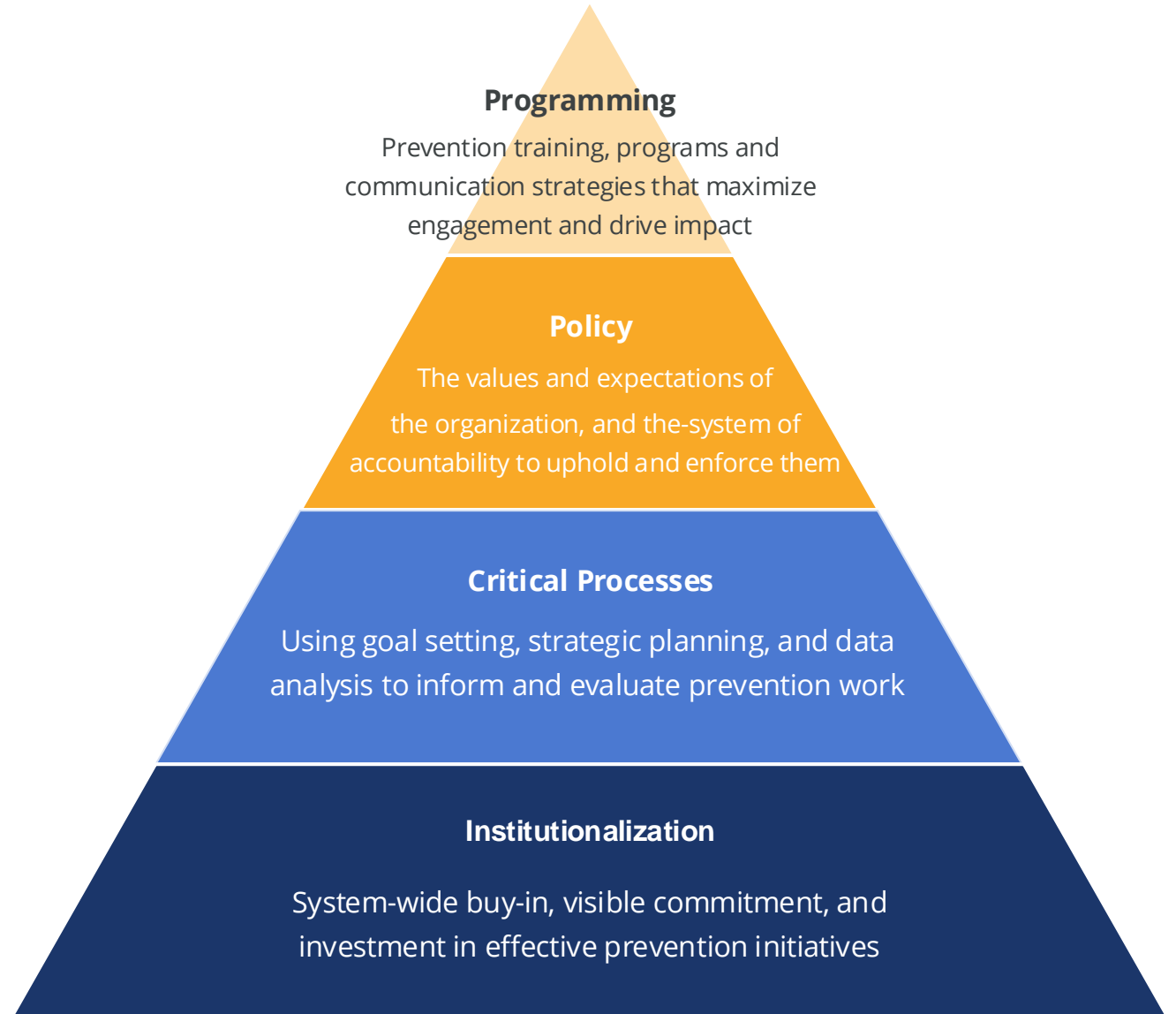
Additional demographics available to explore include: sexual orientation, age, current residence type, membership in student clubs or activities.

# AlcoholEdu for College

Supplemental Information

# 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.





# About AlcoholEdu for College

## The Benefits of Working with Vector Solutions

### Proven Efficacy

Nine independent studies have been published demonstrating the efficacy of Vector's online programs in improving knowledge, attitudes, and behaviors.

### 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.

### 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.

### 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.

## AlcoholEdu for College

### Developed in Collaboration

with leading prevention experts and researchers.

### Interactive Content

guided by recommendations from the National Institute of Alcohol Abuse and Alcoholism (NIAAA).

### Informed by Emerging Research

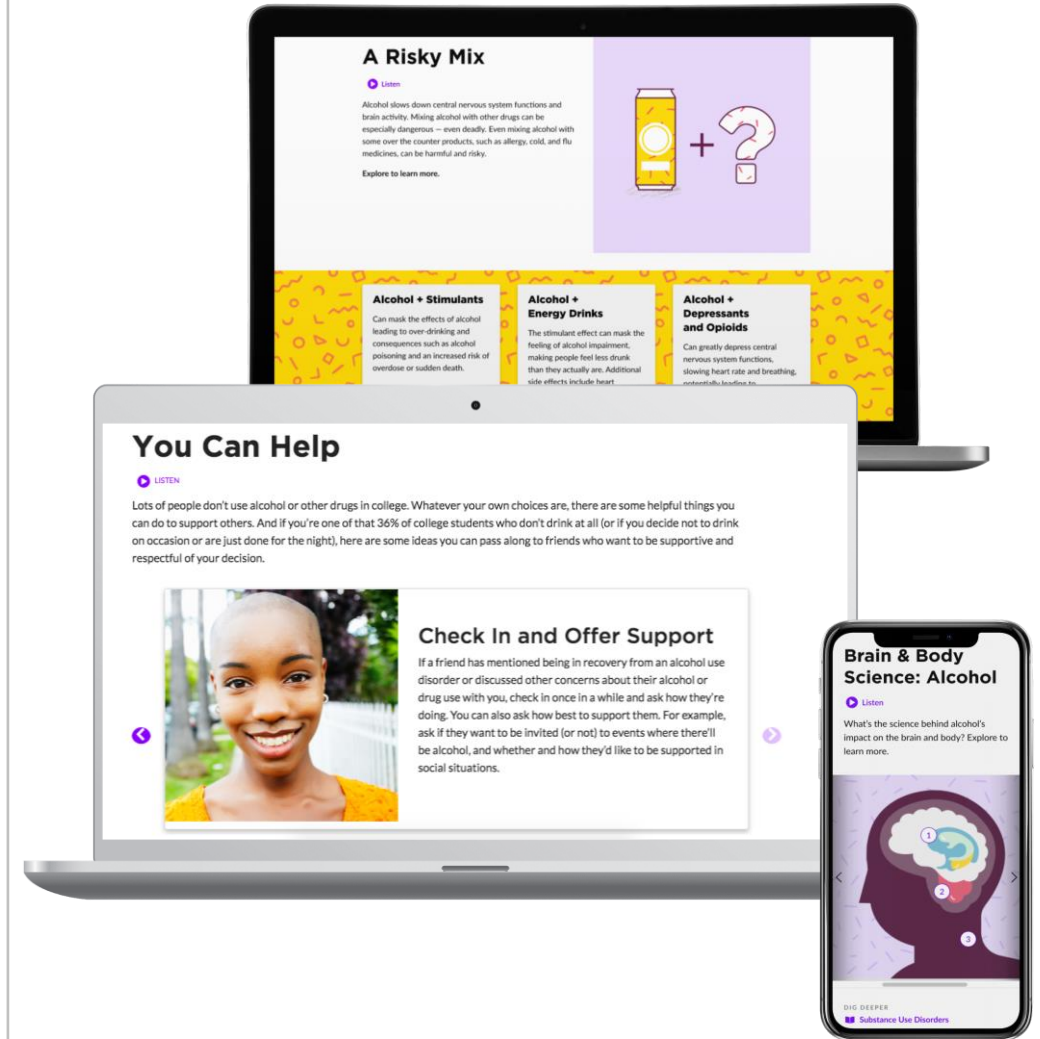
on evidence-based practice (e.g., social norms approach, bystander intervention) and college student behavior

### Cited as a Top-tier Strategy by NIAAA

in their College Alcohol Intervention Matrix (AIM).

### 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	<b>1. Getting Started</b> <ul style="list-style-type: none"> <li>• Introductory Video</li> <li>• Custom Welcome Letter</li> <li>• Custom Welcome Video</li> </ul>	<b>2. Standard Drink</b> <ul style="list-style-type: none"> <li>• Student Alcohol Knowledge Interviews</li> <li>• <b>Pre-Assessment</b></li> <li>• Standard Drink Definition</li> <li>• Identifying Standard and Non-Standard Drinks</li> <li>• Pouring Standard Drinks</li> </ul>	<b>Pre-Course Survey and Pre-Course Assessment</b>	<b>3. Where Do You Stand?</b> <ul style="list-style-type: none"> <li>• Risk Factors &amp; Choices</li> <li>• You Are Not Alone/Benefits of Not Drinking/Calories &amp; Cash/Support for Your Choice</li> <li>• Your Drinking Profile/ Your Peak BAC/Reducing Your BAC/Drinking Consequences/Calories &amp; Cash/Your Drinking Habits</li> </ul>
	<b>4. Goal Setting</b> <ul style="list-style-type: none"> <li>• What's Important to You?</li> <li>• What Do You Want to Focus on this Year</li> <li>• My Choices</li> </ul>	<b>5. Drinking &amp; Motivation</b> <ul style="list-style-type: none"> <li>• What Do You Think?</li> <li>• Factors That Can Influence Decisions</li> <li>• Why/Why Not Drink? Poll</li> <li>• Expectancy Theory &amp; Advertising</li> <li>• Ads Appealing to Men/Women</li> <li>• Alcohol &amp; Advertising Poll</li> <li>• Write a Tagline</li> </ul>		<b>6. Brain &amp; Body</b> <ul style="list-style-type: none"> <li>• BAC Basics</li> <li>• What Factors Affect BAC</li> <li>• Risk/Protective Factors</li> <li>• BAC Calculator</li> <li>• Marijuana &amp; Drugs</li> <li>• Sexual Assault &amp; Understanding Consent</li> <li>• Brain &amp; Body Science</li> <li>• Biphasic Effect</li> <li>• A BAC Story</li> </ul>
	<b>8. Laws &amp; Policies</b> <ul style="list-style-type: none"> <li>• Alcohol Related Laws</li> <li>• Campus Policies</li> <li>• Drinking &amp; Driving</li> </ul>	<b>9. Helping Friends</b> <ul style="list-style-type: none"> <li>• Taking Care of Yourself &amp; Others</li> <li>• Alcohol Poisoning</li> <li>• Helping Your Friends Poll</li> <li>• Drinking &amp; Driving</li> <li>• Getting Help</li> </ul>	<b>Post-Course Survey and Post-Assessment</b>	<b>INTERSESSION</b>
Part 2	<b>Follow-Up Survey</b>			

# 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, & Towim, 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 Vector Solutions website. All materials are relevant to current Campus Prevention Network courses until completion of the upgrade to the Vector Solutions platform.*

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

### 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/>

