Roadmap of This Report

A Profile Of Your Students' Drinking Behavior

• Drinking behaviors of students before they arrive on campus
• Frequency and Reasons why your first-year students drink
• Your students compared to students across US
• Impact of high-risk drinking on your students

Mitigating Risk And Shifting Culture

• Student knowledge gains and behavioral impacts resulting from AlcoholEdu
• Strategies to engage your students to help change the drinking culture

Implications For Your Institution's Prevention Strategy

• Utilization of data to inform your future prevention efforts
**Course Structure**

**PART 1: Primary Course Content**

- **Course Lessons**
  - 9 learning modules focused on strategic decision-making through real life examples

**INTERSESSION**

- **Survey 2**
- **Post-assessment**

**30+ days**

**PART 2: Review**

- **Survey 3**
- **Follow-up Lessons**

**SURVEYS** measure changes in attitudes and behaviors

**ASSESSMENTS** are tests and quizzes that measure student knowledge
Understanding the “College Effect”

National student drinking rates follow a typical pattern: alcohol use generally rises the summer before a student enters college, and then increases substantially after their arrival on campus. This phenomenon, known as the "College Effect," is represented by the conceptual graphic below.

*Drinking rate is the proportion of students who have had more than a taste or sip of alcohol in the two weeks prior to the survey.

Mitigating The College Effect

Through evidence-based education and prevention efforts, including AlcoholEdu, institutions can mitigate the impact of the College Effect.
Student Data
The most common drinking-related risk behaviors that your students engage in are pre-gaming and doing shots.

Two of the most frequently reported negative consequences of drinking are hangovers and blacking out.

Students reported that some of the most important reasons not to drink are because I am going to drive and that I have other things to do.
## Pre and Post Course Formative Assessments

<table>
<thead>
<tr>
<th>Category</th>
<th>Pre-Assessment</th>
<th>Post-Assessment</th>
<th>Increase</th>
<th>National Post-Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol Knowledge</td>
<td>60%</td>
<td>84%</td>
<td>24%</td>
<td>80%</td>
</tr>
<tr>
<td>Physiological Effects</td>
<td>48%</td>
<td>80%</td>
<td></td>
<td>77%</td>
</tr>
<tr>
<td>Risk Reduction</td>
<td>56%</td>
<td>91%</td>
<td></td>
<td>91%</td>
</tr>
<tr>
<td>Understanding the Influence of Alcohol</td>
<td>68%</td>
<td>78%</td>
<td></td>
<td>85%</td>
</tr>
<tr>
<td>Factors Influencing Drinking Behavior</td>
<td>77%</td>
<td>89%</td>
<td></td>
<td>89%</td>
</tr>
</tbody>
</table>
### Gains from AlcoholEdu

<table>
<thead>
<tr>
<th>Students reported that AlcoholEdu prepared them to:</th>
<th>From Survey 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevent an alcohol overdose</td>
<td>83%</td>
</tr>
<tr>
<td>Help someone who may have alcohol poisoning</td>
<td>87%</td>
</tr>
<tr>
<td>Establish a plan ahead of time to make responsible decisions about drinking</td>
<td>84%</td>
</tr>
<tr>
<td>Change their drinking behavior</td>
<td>45%</td>
</tr>
<tr>
<td>Change their perceptions of other’s drinking behavior</td>
<td>61%</td>
</tr>
</tbody>
</table>

### Alcohol and Sexual Assault (SA):

Research finds that alcohol is the primary tool used by perpetrators to commit SA and AlcoholEdu has been shown to improve SA related attitudes and behaviors and **significantly reduce** \(^1\) victimization rates among students!


### Impact For High-risk Students:

Among the **56%** of high risk drinkers (**467 students**) who saw "no need to change the way they drink" before taking AlcoholEdu, **59%** (**271 students**) indicated their readiness to change after completing the course.
A Profile Of Your Students

Survey 1 (n=4332)
Data shows that 31% of your students have not had a drink of alcohol in the past year. Among those who have (n=2948), the drinking rates are as follows:

- Abstainers: 31% (University Of Oregon: 34%)
- Non-Drinkers: 63% (University Of Oregon: 63%)
- Light/Moderate Drinkers: 18% (University Of Oregon: 18%)
- Heavy-Episodic Drinkers: 19% (University Of Oregon: 20%)

Survey 3 (n=2820)
Data from the final survey shows how your students’ (n=1993) drinking rates changed early in the first semester as compared to the national aggregate.

- Abstainers: 27% (University Of Oregon: 32%)
- Non-Drinkers: 49% (University Of Oregon: 54%)
- Light/Moderate Drinkers: 21% (University Of Oregon: 20%)
- Heavy-Episodic Drinkers: 29% (University Of Oregon: 26%)

Abstainers: 0 drinks in the past year
Non-Drinkers: 0 drinks in the past two weeks
Light/Moderate drinkers: 1-3 drinks for females; 1-4 drinks for males on at least one occasion in the past two weeks
Heavy-Episodic drinkers: 4 or more drinks for females; 5 or more drinks for males on at least one occasion in the past two weeks
Students indicated the most important reasons for choosing whether or not to drink alcohol (Survey 1, n = 4332).

### Reasons For Drinking Or Not Drinking

#### 1. How important to you is each of the following reasons for drinking alcoholic beverages:*  

<table>
<thead>
<tr>
<th>Reason</th>
<th>University Of Oregon</th>
</tr>
</thead>
<tbody>
<tr>
<td>To celebrate</td>
<td>62%</td>
</tr>
<tr>
<td>To have a good time with my friends</td>
<td>62%</td>
</tr>
<tr>
<td>To get drunk</td>
<td>37%</td>
</tr>
</tbody>
</table>

#### 2. When you choose NOT to drink alcohol, how important are the following reasons:

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage Important/Very Important **</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am going to drive</td>
<td>72%</td>
</tr>
<tr>
<td>I have other things to do</td>
<td>58%</td>
</tr>
<tr>
<td>I don't have to drink to have a good time</td>
<td>35%</td>
</tr>
</tbody>
</table>

*Drinkers only

** Percentages represent responses answering 5-7 on the likert scale
Negative Consequences From Drinking

Students who reported drinking in the last two weeks experienced the following negative consequences (Survey 3, n = 2820):

- **Blacked out**
  - University Of Oregon: 36%
  - National: 37%

- **Had a hangover**
  - University Of Oregon: 52%
  - National: 50%

- **Performed poorly on an assignment**
  - University Of Oregon: 23%
  - National: 22%

- **Was taken advantage of sexually**
  - University Of Oregon: 10%
  - National: 11%

- **Took advantage of someone sexually**
  - University Of Oregon: 5%
  - National: 6%

Percentages represent responses 2-7 on 7 point Likert scale, 1=Never experienced)
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 past two weeks (Survey 3, n = 2820):

<table>
<thead>
<tr>
<th>Behavior</th>
<th>University Of Oregon</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not eating before drinking</td>
<td>3%</td>
<td>5%</td>
</tr>
<tr>
<td>Choosing a drink containing more alcohol</td>
<td>24%</td>
<td>24%</td>
</tr>
<tr>
<td>Doing shots</td>
<td>60%</td>
<td>52%</td>
</tr>
<tr>
<td>Pregaming</td>
<td>60%</td>
<td>52%</td>
</tr>
<tr>
<td>Chugging alcohol</td>
<td>25%</td>
<td>26%</td>
</tr>
</tbody>
</table>

Percentages represent responses 5-7 on 7 point Likert scale, 1=Never
Positive Behavioral Intentions

After completing AlcoholEdu, students reported an increase in several positive behavioral intentions.

![Bar chart showing positive behavioral intentions before and after AlcoholEdu completion.](chart)

Source: Survey 1 and 2
Understanding Effective Prevention as a Process

Your *AlcoholEdu* data helps to identify problem areas and is the first step in an effective process for planning for successful prevention efforts on campus.

1. Conduct Problem Analysis
2. Develop Specific Goals and Objectives
3. Identify Strategies + Activities Based on Science and Theory
4. Articulate Plan of Action
5. Evaluate Your Efforts

Please contact your Partner Services representative to support your program planning. EverFi’s *Coalition* provides resources to support effective campus prevention, and to build institutional support for truly effective prevention to take hold.
Contact Information

Additional Resources

You may also request reports that allow you to benchmark your data against that of specific peer groups such as athletic conferences, national affiliations, regional groups and others.

For assistance accessing your online reports, or to request peer benchmark reports, please contact your Partner Service Director.

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APPENDIX
AlcoholEdu for College Course Map

PART ONE

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

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 and Why
   • 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/Non-Drinker 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

PART TWO

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

INTERSESSION

EXAM