



Winter 2016

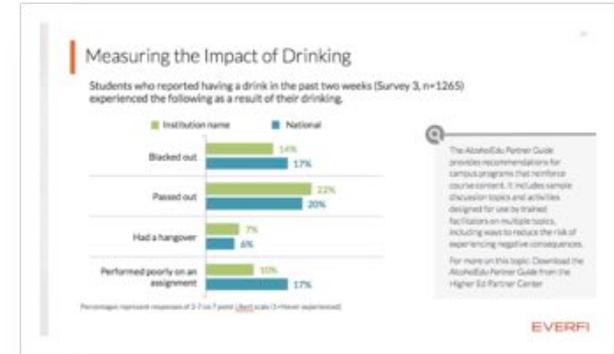
University of Southern California AlcoholEdu for College

Impact Report
2015-2016

Introduction

This report provides key insights from your AlcoholEdu for College data. We encourage you to share this report, or specific slides from this report, with others on your campus.

To help facilitate that process, we have included references to related studies or resources that offer important context for understanding the data provided. This information offers a framework for those who may not be familiar with EverFi or the AlcoholEdu for College course structure, content, and data. It will assist you and your colleagues in utilizing your AlcoholEdu data to inform prevention efforts on your campus.



For deeper insights, the EverFi Analytics Platform provides real-time graphic representations of your EverFi data. In addition to on-demand data, you also have the ability to download the raw data files for all three AlcoholEdu surveys. If you added custom questions to the course survey, those data may be accessed on the platform as well.

Your Impact Report Outline



About EverFi

About AlcoholEdu for College

Your Students' Drinking Behavior

Next Steps



About EverFi



Our mission in higher education is to drive lasting, large-scale change on critical wellness issues facing students, faculty, and staff.

We help institutions make transformative impact on sexual assault, high-risk drinking, and financial education through evidence-based online programs, data, and advisory services.

Our Experience – Higher Education

1.5 Million
educated in the last year

15+
years of
experience

800+
institutional
partners

25+
greek
organizations

Eight
efficacy
studies



Fostering healthy relationships, awareness of resources and policies, and skill-building among students and employees

Alcohol & Other Drug
Prevention & Education

Promoting healthy habits through adaptive learning, realistic scenarios and hands-on activities

Fraternity & Sorority

Values-Based Education

Helping fraternity & sorority members make better decisions about alcohol, hazing & sexual assault

Financial Wellness

Support & Education

Encouraging students to make smarter decisions about finances, student loans, financial aid and more

The Benefits of Partnering With EverFi



PROVEN EFFICACY

Eight independent studies have been published demonstrating the efficacy of EverFi online programs. Our approach improves knowledge, attitudes, and behaviors.



TRUE EXPERTISE

Our team includes public health professionals, administrators from student affairs, campus prevention offices, 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 (Campus SaVE/VAWA), EDGAR part 86.



DATA-DRIVEN

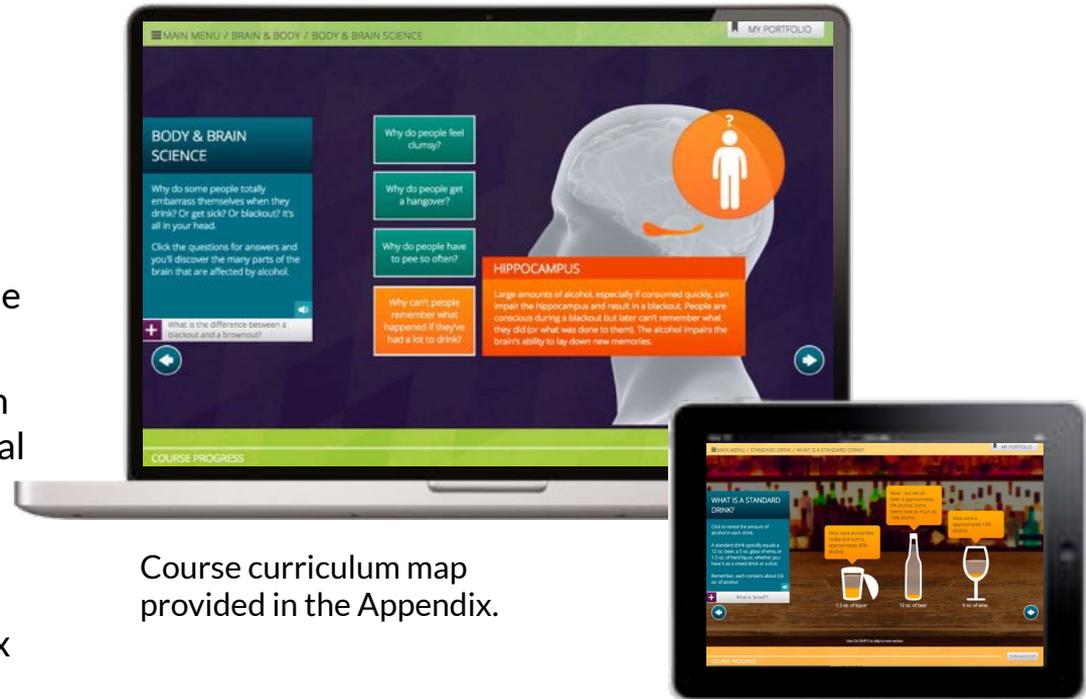
Our data and analytics provide real-time access to attitudinal and behavioral data from your unique populations, and national benchmarks to assess needs and strengths.



About *AlcoholEdu* for College

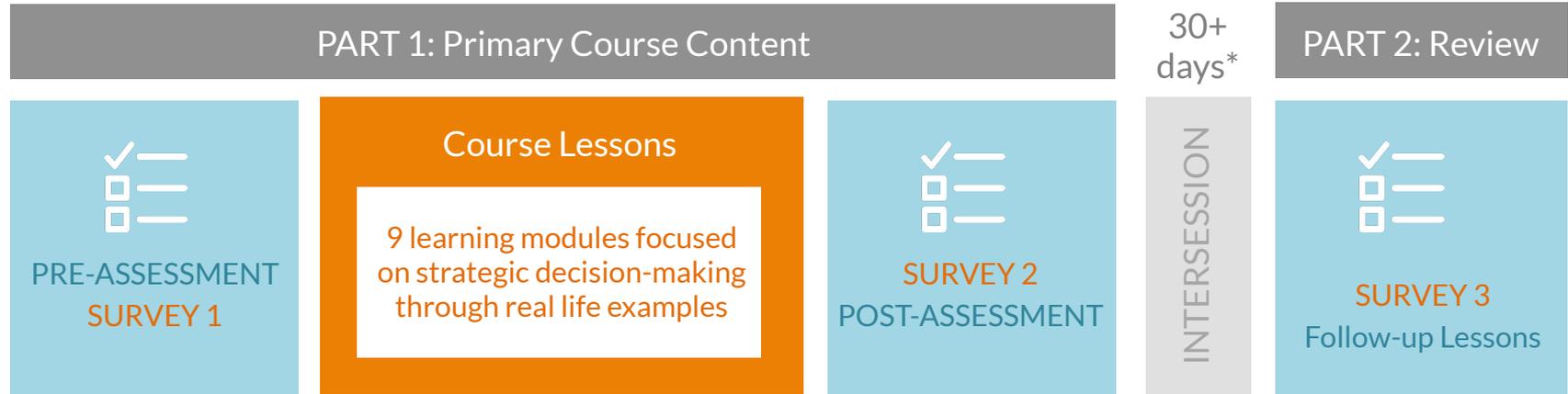
The AlcoholEdu for College Course

- 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)
- Cited as a top-tier strategy by NIAAA in their CollegeAIM Matrix
- Most widely used universal online AOD prevention program since its development in 2000



Course curriculum map provided in the Appendix.

Course Structure and Resulting Data Set



*Length of intersession is determined by individual schools.

SURVEYS measure changes in attitudes and behaviors

ASSESSMENTS are tests and quizzes that measure student knowledge

Data in this report are based on responses from **2807** students at your Institution who completed all 3 AlcoholEdu for College surveys in the fall of 2015. Where available, data is benchmarked against the national aggregate (N= 332111).



A Profile of Your Students' Drinking Behavior

Highlights from Your Data

21%

of your students reported **drinking in a high risk way**, when measured midway through the fall semester (Survey 3, n=2807).

19%

of your students reported **not drinking in the past two weeks**, with 28% indicating **not drinking in the past year**. (Survey 3, n=2807)

80%

of your students, after completing *AlcoholEdu* (Survey 2, n=2807), reported that the course prepared them to **make responsible decisions about drinking**.

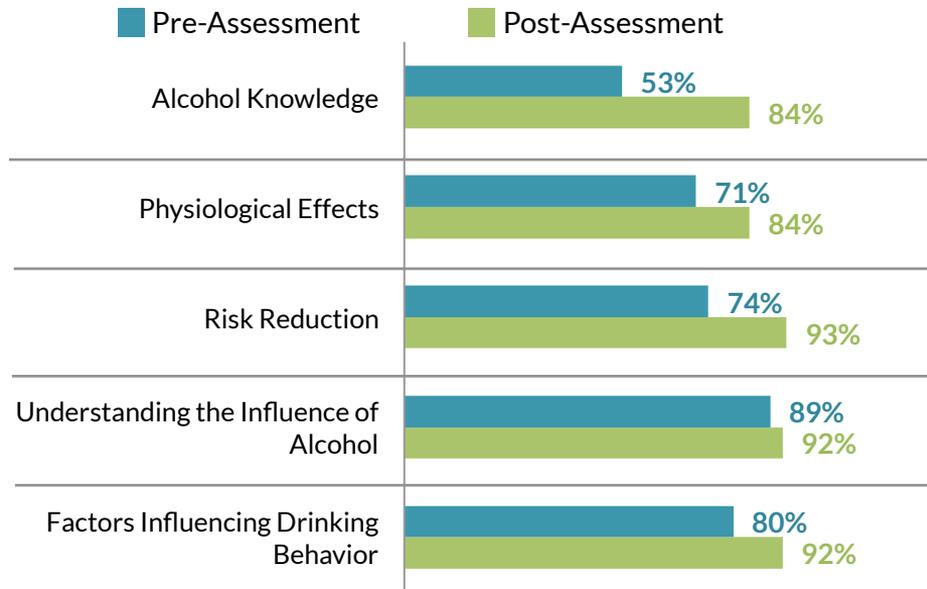
The following are based on responses provided by your students in Survey 3 (n=2807):

The most common drinking-related risk behaviors that your students engage in are **doing shots** and **pre-gaming**.

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**.

Formative Assessments and Knowledge Gains



Note: National Pre- and Post-Assessment data is provided in the Appendix.
Full assessment item text is available upon request.

Your students reported that *AlcoholEdu*:

Prepared them to prevent an alcohol overdose **79%**

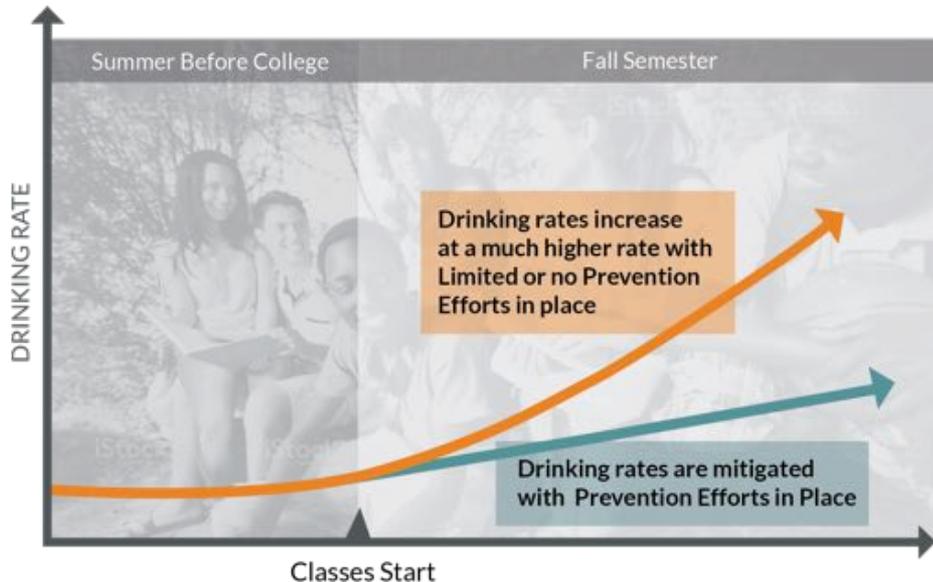
Prepared them to help someone who may have alcohol poisoning **84%**

Helped them establish a plan ahead of time to make responsible decisions about drinking **80%**

Changed their perceptions of other's drinking behavior **57%**

Important Context for Reviewing Your Data: 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.



Mitigating The College Effect

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

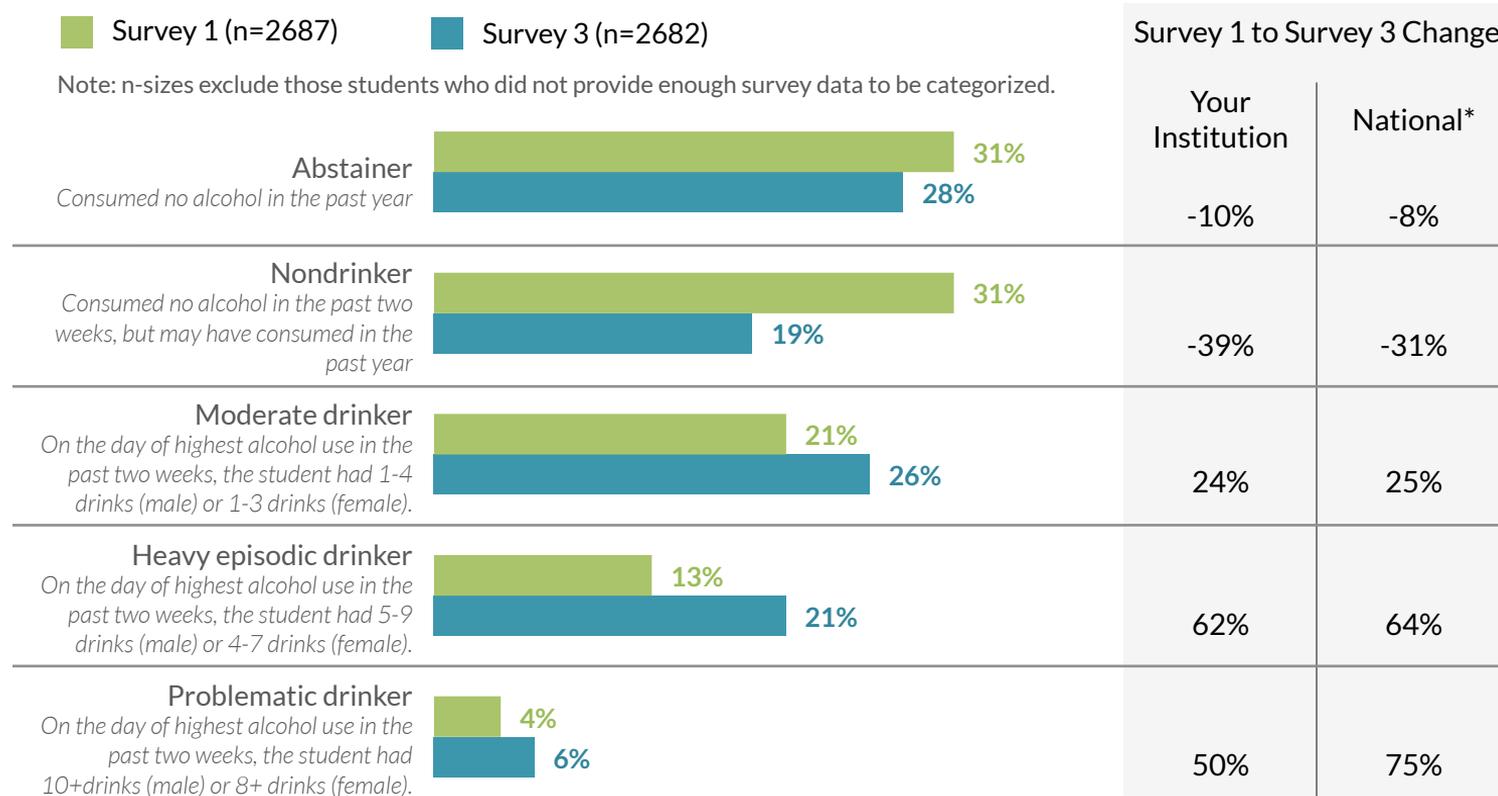
Such efforts must consider the need to focus on all students, not just those who have a prior history of heavy or problematic drinking. Efforts aimed at reinforcing the behaviors of the healthy majority should not be overlooked.

Examining Changes in Drinking Rates

■ Survey 1 (n=2687)

■ Survey 3 (n=2682)

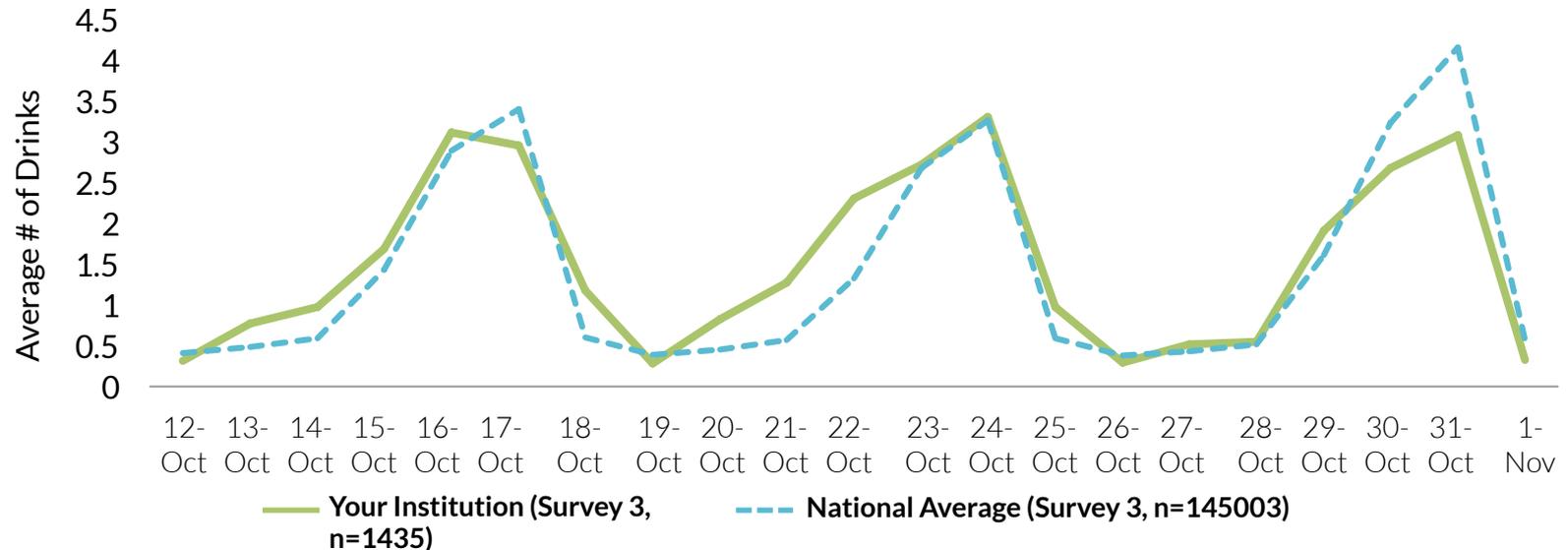
Note: n-sizes exclude those students who did not provide enough survey data to be categorized.



*See Appendix for National drinking rates.

Peak Drinking Days

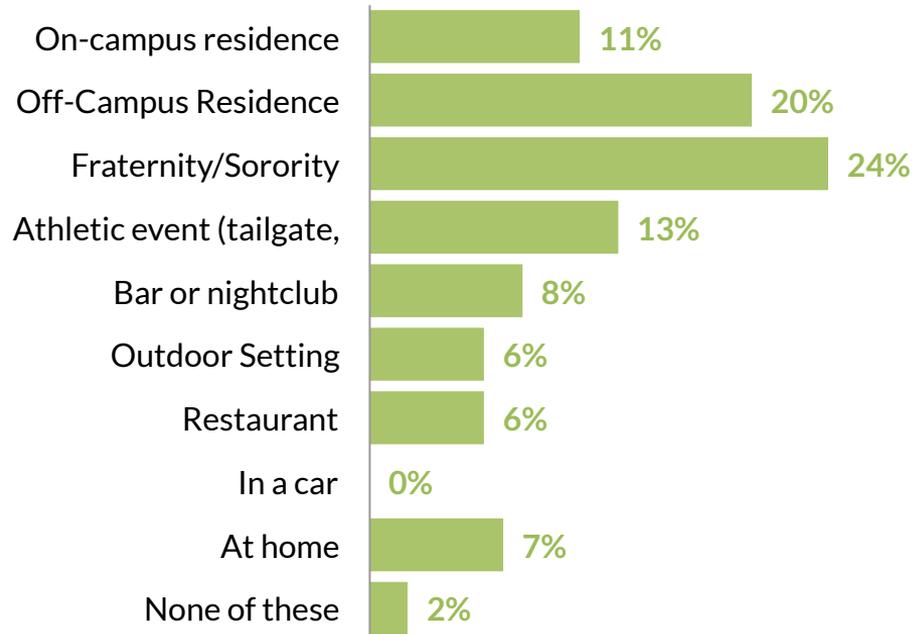
Below is a snapshot of student drinking rates over a 3-week period of time. It represents the average number of drinks consumed by your students as compared to the national average during that same 3-week period.



Note: The date range for the above graph was selected as the peak drinking period for our national aggregate and may not represent the peak drinking days for your institution.

Where Students Drink

The most common locations where your students report consuming alcohol in the past two weeks (Survey 3, drinkers only, n = 1435):



Certain drinking locations – on campus pubs, off-campus house parties – have been shown to be associated with significant negative consequences (EverFi, 2012).

The same study also identified that on-campus dances and concerts have a greater relationship with sexual assault than other locations.

Student Reasons for Not Drinking

Both drinkers and non-drinkers indicated their most important reasons for choosing whether or not to drink alcohol (Survey 3, n = 2807).

When you choose NOT to drink alcohol, how important are the following reasons: **Percentage Important/
Very Important***

I am going to drive	68%
I have other things to do	58%
I don't have to drink to have a good time	51%
I don't want to lose control	50%
I don't want to spend the money	47%

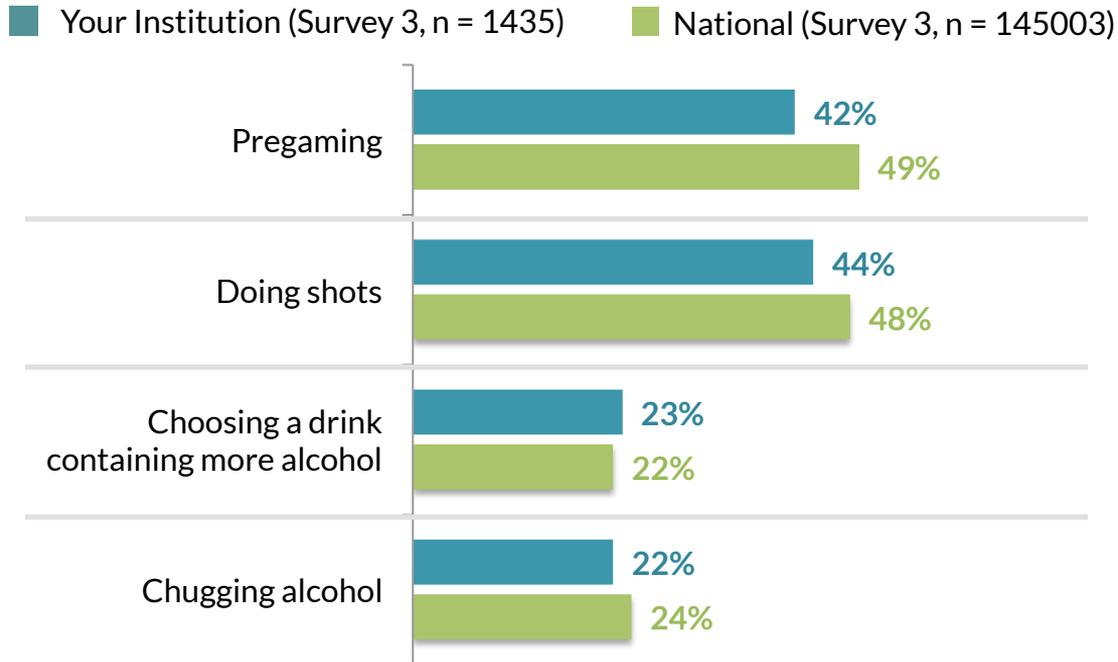
*Percentages represent responses of 5-7 on 7 point Likert scale (1=Not at all important, 7=Very important)



“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).”

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:



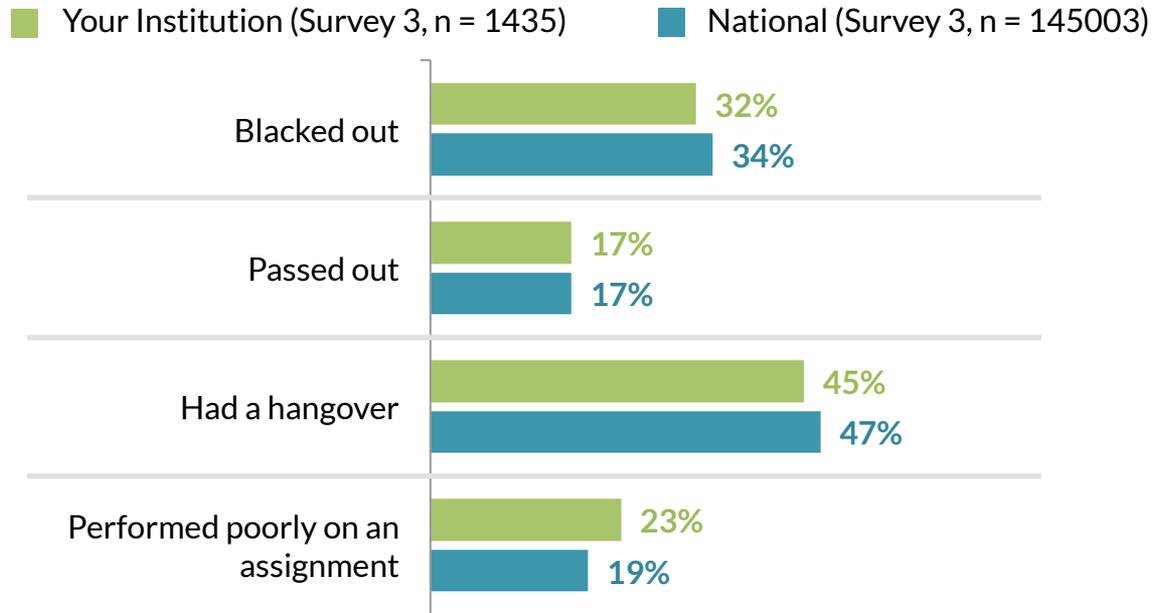
More than other high-risk behaviors, pregameing has been shown to have a predictive relationship with a variety of negative outcomes (EverFi, 2012).

As such, pregameing can potentially be used as a marker to identify students who are more likely to be at risk for negative consequences.

For more on this topic, see: *Strategic Drinking – Examining the Culture of Pregameing* (Webinar recording)

Measuring the Impact of Drinking

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



Percentages represent responses of 2-7 on 7 point Likert scale (1=Never experienced)

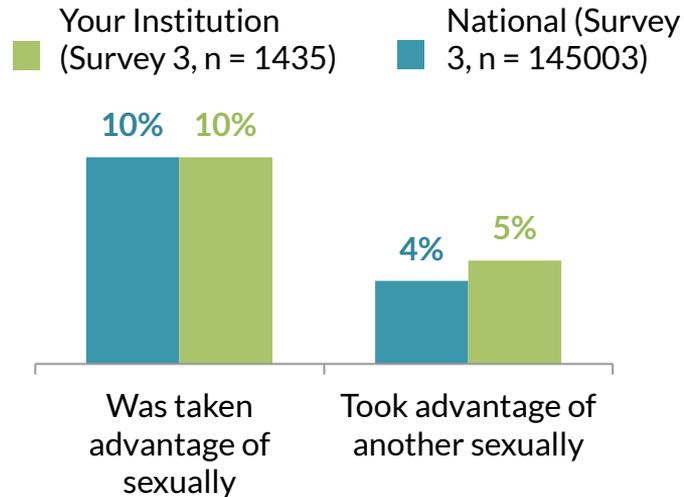


The *AlcoholEdu Partner Guide* provides recommendations for campus programs that reinforce course content. It includes sample discussion topics and activities designed for use by trained facilitators on multiple topics, including ways to reduce the risk of experiencing negative consequences.

For more on this topic: Download the *AlcoholEdu Partner Guide* from the Higher Ed Partner Center Resources Tab

The Role of Alcohol in Sexual Assault

Students who drank in the past two weeks reported that the following occurred in conjunction with their drinking:



Percentages represent responses of 2-7 on 7-point Likert scale (1=Never experienced)

“The fact that alcohol consumption and sexual assault frequently co-occur does not demonstrate that alcohol causes sexual assault.”

(ABBEY, 2008)

Insights from Haven: Understanding Sexual Assault

Students with **unhealthy attitudes** regarding sexual violence:

- are much more likely to perpetrate sexual assault
- have higher rates of alcohol use (frequency and quantity)
- are *much* more likely to experience alcohol-related problems

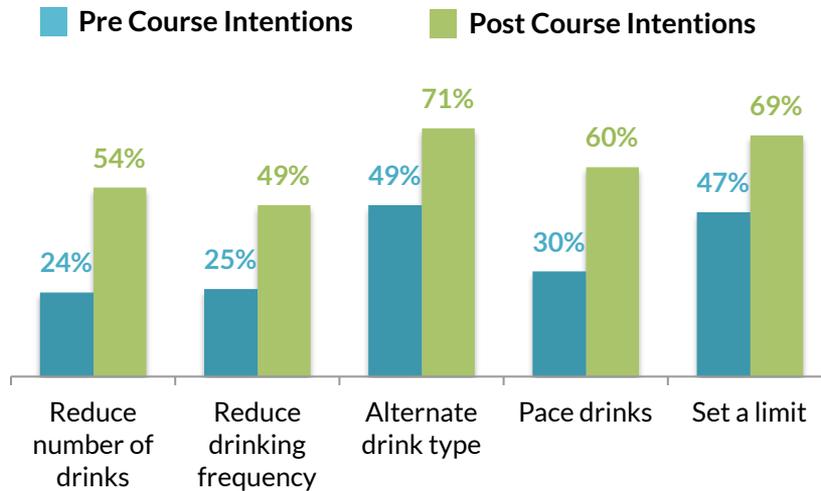


How do we effectively identify and intervene with students at risk for being victimized or perpetrating sexual assault?

For more on this topic, see: *Alcohol and Sexual Assault – Unpacking the Connections and Implications for Practice* (Webinar recording)

The Importance of Behavioral Intentions

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



Data represents student responses collected in Survey 1 (Pre-course) and Survey 2 (Post-course).

Impact For High-risk Students:

Among the **62%** of high risk drinkers (**274 students**) who saw **"no need to change the way they drink"** before taking *AlcoholEdu*, **77%** of those students (**207 students**) indicated their readiness to change after completing the course.



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 (subjective norms). As such, a campus environment that reinforces safe and healthy norms can help support individual intentions and, ultimately, change in behavior.



Next Steps

Engage Your Students

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

Interest in Alcohol-Free Activities

Your students voluntarily provided their name and email address in order to be contacted regarding alcohol-free activities. Lists of students who want to attend such activities, along with the specific types of activities they are interested in, can be downloaded from the Higher Ed Partner Center.

Dashboard - Student Engagement - Detailed View

Student Engagement Details - Attend Non Alcohol Events

Group	Last Name	First Name	Email	Student ID	SSO ID
First Year Undergraduates	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
First Year Undergraduates	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
First Year Undergraduates	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
First Year Undergraduates	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
First Year Undergraduates	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
First Year Undergraduates	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
First Year Undergraduates	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
First Year Undergraduates	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
First Year Undergraduates	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
First Year Undergraduates	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Activity	# of Students	Actions
Bowling	329	View Export
Intramural Sports Tournaments	821	View Export
Trips to Local Sporting Events	820	View Export
Outdoor Adventures	775	View Export
Pool Tournaments	290	View Export
Fitness Classes (pilates, yoga, spinning)	710	View Export
Dance Classes (hip-hop, break dancing, ballroom)	330	View Export
Board Games	393	View Export
Video Game Tournaments	346	View Export
Karaoke Night	277	View Export

Additional Engagement Opportunities

Dashboard - Student Engagement - Detailed View

Student Engagement Details - Plan Non Alcohol Events

Group	Last Name	First Name	Email	Student ID	SSO ID
First Year Undergraduates	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
First Year Undergraduates	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
First Year Undergraduates	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
First Year Undergraduates	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Dashboard - Student Engagement - Detailed View

Student Engagement Details - Developing Revising Alcohol Policies

Group	Last Name	First Name	Email	Student ID	SSO ID
First Year Undergraduates	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
First Year Undergraduates	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
First Year Undergraduates	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
First Year Undergraduates	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
First Year Undergraduates	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Connect Abstainers

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 provides campuses with a unique tool to assist students with that process.

SUPPORT FOR YOUR CHOICE

Would you like to connect with other students on campus who have also decided not to drink?

Yes, I would like to be contacted by my school* to learn more about connecting with other students who are interested in a social life that isn't focused around alcohol.

No, thanks.

*By selecting this option, you are authorizing AlcoholEdu to share the name and email address you used to log in to the course with your school or organization, exclusively for the purpose of contacting you about such opportunities.

Student Engagement Details - Connecting With Likeminded Students

Group	Last Name	First Name	Email	Student ID	SSO ID
First Year Undergraduates	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
First Year Undergraduates	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
First Year Undergraduates	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
First Year Undergraduates	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
First Year Undergraduates	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
First Year Undergraduates	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Note: Students choose to abstain from alcohol use for a variety of reasons, from religious beliefs to recovery from alcohol or other drug addiction. Be sure to consider all possibilities when reaching out to students on your list.



“...two of the most important sociodemographic and psychobehavioral variables that predict whether students abstain is their perception of friends’ alcohol-related attitudes and having a close friend who abstains (Huang, et al., 2009).”

Considerations for Your Prevention Strategy

INSTITUTIONALIZATION

RESOURCE ALLOCATION

- Funding source, consistency of funding, total FTE devoted to prevention

ACCOUNTABILITY

- Active and engaged task force, goals for improving student health

BROAD SENIOR-LEVEL SUPPORT

- Senior leadership publicly speaking to the issue, health and wellness part of strategic plan/mission statement

CRITICAL PROCESSES

DATA RELIANCE

- Types of data collected, use of data

PLANNING

- Specific goals, strategic planning, sharing of data

POLICY REVIEW

- Frequency of review process, consistency with state, local, and Federal laws, adherence to Federal regulations (EDGAR part 86)

POLICY

WRITTEN

- Breadth and depth

ENFORCED

- Consistency, strictness, communication

ADJUDICATION

- Adjudication: types of sanctions, consistency of process

PROGRAMS

UNIVERSAL

- Programs and strategies directed at an entire population; deters the onset of risky behavior

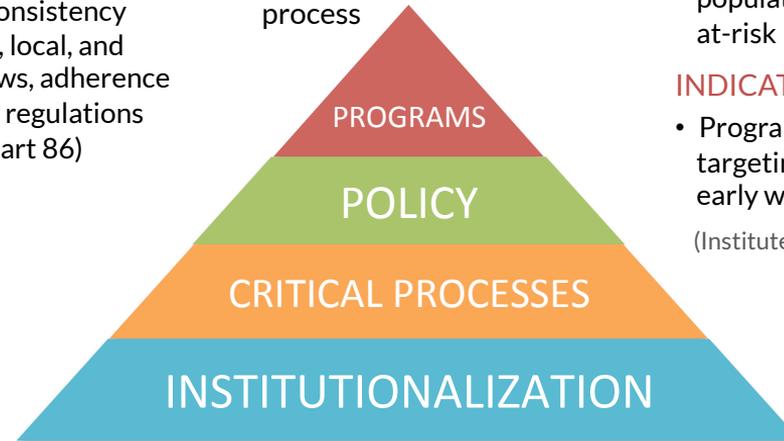
SELECTIVE

- Programs and strategies targeting sub-sets of the population considered to be at-risk

INDICATED

- Programs and strategies targeting individuals with early warning signs

(Institute of Medicine, 1994)



Resources to Support Your Efforts



FOR ALL PARTNERS

AlcoholEdu Partner Guide

Designed to assist partners in creating programs and strategies that reinforce critical course content.

EverFi Analytics Platform (EAP)

This new resource provides easily accessible, real time, campus-level data and reports for all EverFi courses. If you need assistance accessing the EAP, please contact your partner services director.

Ongoing Education

From our monthly newsletter, *Thrive*, to webinars, guidebooks and publications, we provide multiple resources to support you in your work. To learn more about available resources, contact your partner services director.



FOR COALITION PARTNERS

Institutional Assessment and Strategic Planning

Complete the Alcohol Diagnostic Inventory and receive a comprehensive Action Plan to guide your prevention efforts.

Professional Development

Take advantage of our Annual Research Summit and Professional Development Institute.

Dedicated Consultative Guidance

Call on our team of prevention experts to support you in your work.

Learn more about the EverFi Coalition from your partner services director.

Contact Information

For assistance with this report or other requests related to your partnership with EverFi, please contact your partner services 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

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/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

EXAM

INTERSESSION

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

References

Slide: Where Students Drink

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

Slide: Student Reasons for Not Drinking

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.

Slide: High-Risk Drinking Behaviors

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

Slide: 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.

Slide: The Importance of Behavioral Intentions

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

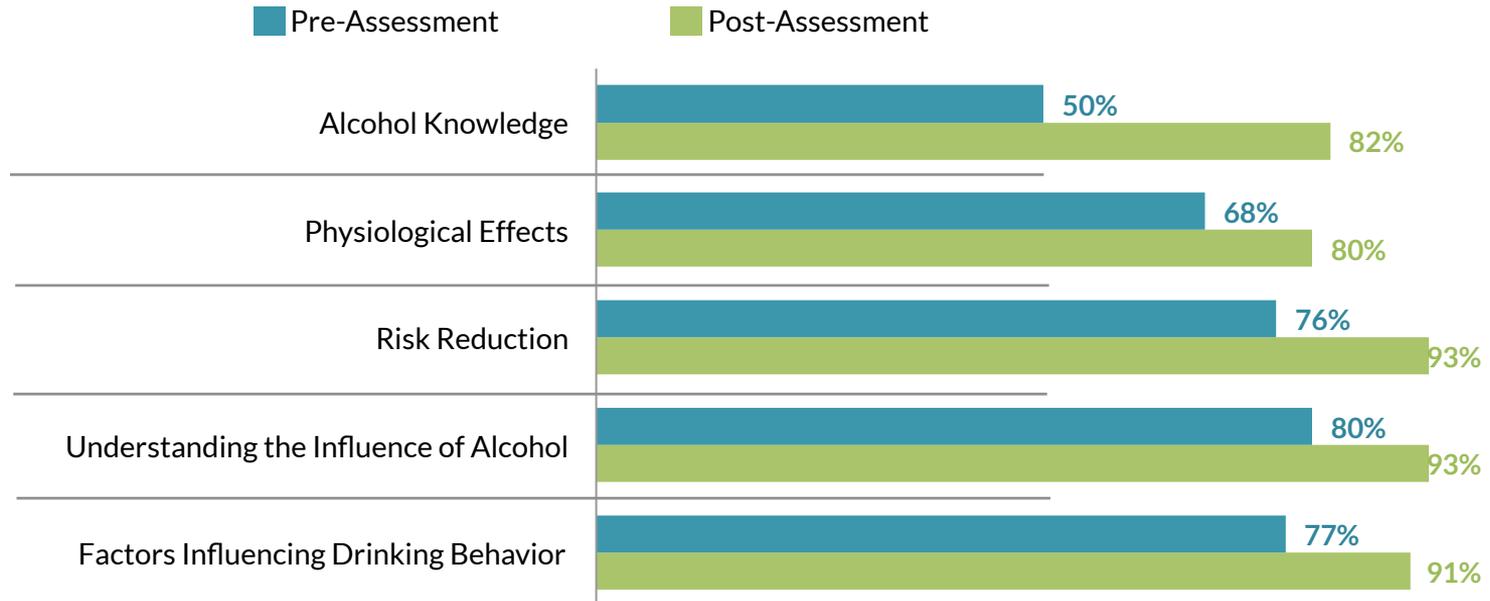
Slide: Connect Abstainers

Huang, J-H., DeJong, W., Towvim, L. G., & Schneider, S. K. (2009). Sociodemographic and psychobehavioral characteristics of US college students who abstain from alcohol. *Journal of American College Health*, 57, 395-410.

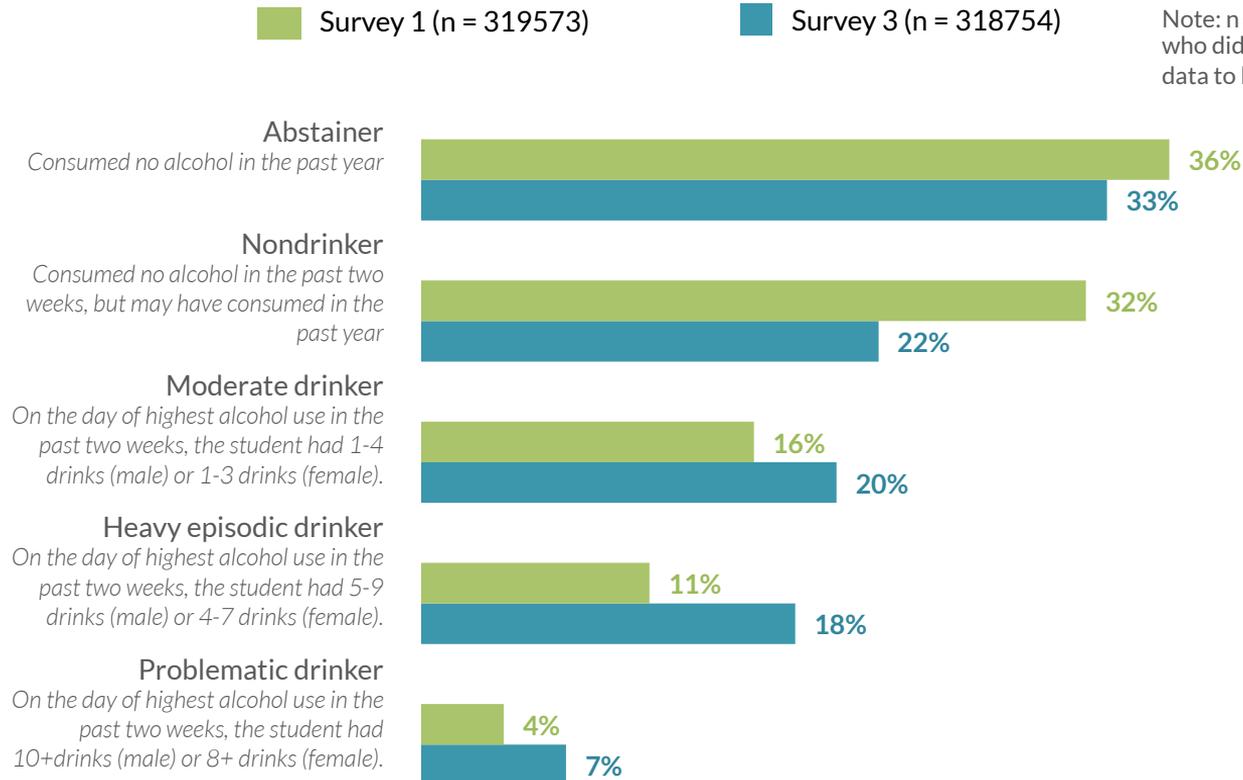
Slide: Considerations for Your Prevention Strategy

In a 1994 report, the Institute of Medicine proposed a framework for classifying prevention based on Gordon's (1987) operational classification of disease prevention. The IOM model divides the continuum of services into three parts: prevention, treatment, and maintenance. The prevention category is divided into three classifications--*universal*, *selective*, and *indicated* prevention. For more information, visit <http://c.ymcdn.com/sites/www.myprevention.org/resource/collection/8cc9c598-ef77-4cdb-a2df-88ab150a4832/25EIOMModel.pdf>

National Data: Pre- and Post-Course Formative Assessment



National Data: Drinking Rates



National Data: Drinking Location

The most common locations where students report consuming alcohol in the past two weeks (Survey 3, drinkers only, n = 145003):

