VectorSolutions™

Georgia Institute of Technology

AlcoholEdu® for College

Impact Report

2024 – 2025 Academic Year

Dear Georgia Institute of Technology Partner,

I am pleased to share your 2024-25 Impact Report for *AlcoholEdu® for College*. This year's report highlights the continued impact of your investment in fostering the health, safety, and well-being of your students and employees.

The socio-political landscape in higher education is rapidly evolving, placing even greater importance on investing in programs that make a difference in your community. And as financial pressures increase and expectations for accountability grow, leveraging data to make informed decisions is more critical than ever.

At Vector Solutions, we view prevention not as a one-time program but as an ongoing process. The insights within this report are designed to help you both demonstrate and drive meaningful change on your campus. Here are some strategic considerations to help maximize the value of your data:

- **Making the Case for Impact:** In a competitive higher education environment, showcasing the reach and outcomes of your prevention programs is essential. How are you leveraging data to gain support for your initiatives—whether through cabinet-level reports, accreditation efforts, or external communications?

- **Prioritizing Resource Allocation:** Our courses and surveys explore key drivers of behavior change, from knowledge and attitudes to social norms and behavioral skills. How can these data points guide decisions about where to invest resources and where to scale back?

- **Empowering the Healthy Majority:** Most learners already hold positive attitudes and behaviors toward wellness and safety. How can you use this data to amplify their voices and encourage them to become active changemakers at your institution?

- **Unlocking Deeper Insights:** Are you fully utilizing your data by incorporating custom survey questions or conducting disaggregated analyses? These approaches can help you uncover nuanced needs and strengths in your community.

The insights in this report not only reflect your commitment to prevention but also highlight its role in enhancing institutional performance, whether it's fostering an engaged and productive workforce or driving student success outcomes across the lifecycle. These outcomes underscore the strategic value of prevention in advancing institutional goals.

As you explore this year's findings, I encourage you to think about how these insights can inform and strengthen your ongoing prevention efforts. By prioritizing data-driven decision-making, your institution is positioned to thrive in this dynamic, challenging, and all-important time for higher education.

Your partner in prevention,

Rob Buelow
VP and General Manager, Education
Vector Solutions

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How To Use This Report

This report provides key insights from your *AlcoholEdu® for College* course survey and assessment 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. Georgia Institute of Technology is a Public institution with 10,000 to 19,999 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 student surveys: Pre-Course Surveys taken immediately before the course; Post-Course Surveys taken immediately after the course; and Follow-Up Surveys (Part Two) taken after an intersession period (typically 30-45 days following course completion). Overall, 4,591 of your students completed the Pre-Course Survey, 4,193 completed the Post-Course Survey, and 4,248 completed the Follow-Up Survey (Part Two).

Data Accuracy
All data are self-reported, but, in our analysis of responses, we find 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 these topic areas at the national and institutional level for college students.

Important Note About Your 2024-2025 Data
The data included in this report were collected between June 1, 2024 and February 25, 2025. Please note the following:

- While learners are encouraged to answer all survey questions honestly and are notified that their responses are stored confidentially, they are reminded that all survey questions are optional.
- Impact Reports are based on data from course surveys and assessments only *(not course completions)*.
- A low ($n < 50$) number of responses to the Follow-Up Survey (Part Two) can result in there being extreme (very high or low) or no (if $n = 0$) data present on certain slides.

Executive Summary

This school year,

4,591 Georgia Institute of Technology students completed surveys in *AlcoholEdu® for College* from June 1, 2024 to February 25, 2025. 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, 78% of your students agree that *AlcoholEdu®* helped them establish a plan ahead of time to make responsible decisions about drinking, and 79% 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, 73% of students surveyed are abstainers and 16% are nondrinkers. Many perceive that their peers are drinking more than they are and may feel alienated by that perception.

Among students at Georgia Institute of Technology who took *AlcoholEdu® for College*, 75% 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 (71%) or the number of drinks they consume (72%)

Reasons for Drinking / Not Drinking

At Georgia Institute of Technology, the top reason students choose to drink is "To have a good time with friends " (71% of drinkers). Among nondrinkers, 75% say they don't drink "I am going to drive " -- 83% 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

4,591 students

at Georgia Institute of Technology completed surveys in *AlcoholEdu® for College* from June 1, 2024 to February 25, 2025.

Impact on Learners

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

Average Assessment Score:

Pre-Course Assessment	61%
Post-Course Assessment	80%

Your students agree that *AlcoholEdu®*:

Helped them establish a plan ahead of time to make responsible decisions about drinking	**78%**
Prepared them to help someone who may have alcohol poisoning	**79%**
Gave them the confidence to help someone who may be experiencing an overdose	**75%**

Note: Percentages represent students that responded "agree" or "strongly agree" to each item in the Post-Course Survey (*n* = 4,193).

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.

75% of students at **Georgia Institute of Technology** report that *AlcoholEdu® for College* changed their perceptions of others' drinking behavior.

Percent of Student Drinkers who plan to:

■ Pre-Course Survey   ■ Follow-Up Survey (Part Two)

	Reduce Number of Drinks	Reduce Drinking Frequency	Alternate Alcohol and Non-alcohol	Pace Drinks	Set a Limit
Pre-Course Survey	60%	60%	82%	69%	78%
Follow-Up Survey (Part Two)	66%	66%	87%	78%	83%

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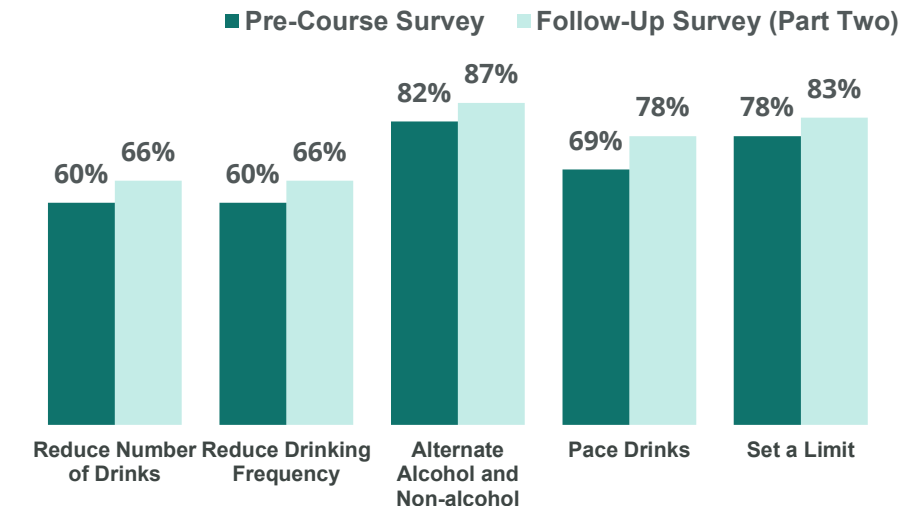
AlcoholEdu® for College Snapshot

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

Georgia Institute of Technology can use this information to inform prevention program content, audience, and delivery.

Top Reasons

Note: All data shown on this slide were collected in the Follow-Up Survey (Part Two), n = 4,248.

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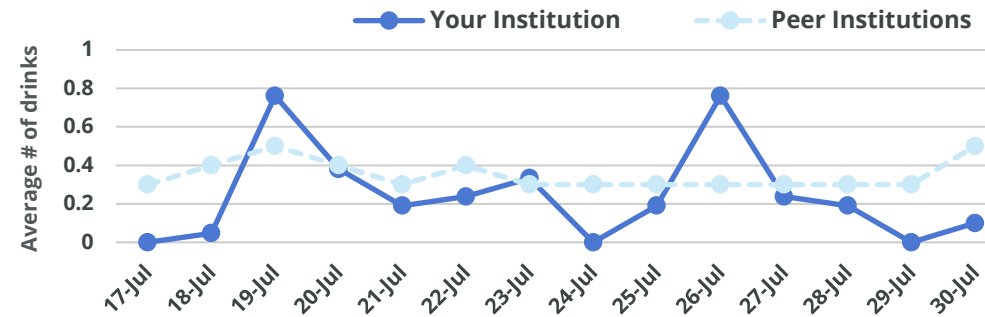
The data shown here reflect the 14-day period in which your students reported their highest drinking rates (via the Follow-Up Survey) with benchmark data for that same time period.

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

44%	12%	11%	8%	8%	8%
At home	Bar or night club	A restaurant	Off-campus residence	Fraternity/sorority house	Outdoor setting

Why

Students Choose To Drink
(drinkers only)
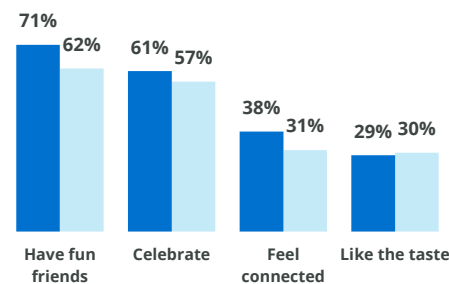
Why Not

Why Students Choose NOT To Drink
(Non-drinkers = abstainers + non-drinkers)
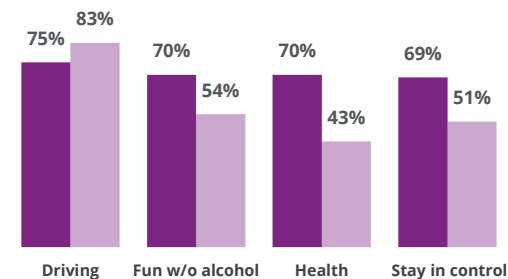
Tip

"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.

Impact Insights:
AlcoholEdu® for College

Greatest Impact

Greatest Opportunities for Growth	
Students at my school understand how to estimate the amount of alcohol in a standard drink they pour and/or are served	56%
I feel that the university does a great deal to prevent the misuse and abuse of alcohol and other drugs.	59%
I feel that my school provides a safe and supportive environment for students who are in recovery from an alcohol or other substance use disorder (addiction).	64%

Items listed above represent the lowest-scoring survey items among your learners

Note: Highest and lowest scoring items are taken from the Post-Course Survey (*n* = 4,193), and each percentage represents the learners at Georgia Institute of Technology that chose "Agree" or "Strongly agree" on a 5-point Likert scale.

Greatest Strengths	
I can be more certain whether my partner is consenting to sexual activity if we are both sober.	83%
Being impaired by a substance is not an excuse for behavior that is illegal, harms, and/or negatively impacts others.	82%
I would intervene if I witnessed someone being harassed by another intoxicated individual or group.	78%

Items listed above represent the highest-scoring survey items among your learners.

Pre-Course Survey (*n* = 4,591)   Post-Course Survey (*n* = 4,193)

- I know how to help someone who has had too much to drink: 53% / 76%
- Students at my school understand how to estimate the amount of alcohol in a standard drink they pour and/or are served: 35% / 56%
- I am confident in my ability to gauge how much alcohol is too much for me: 61% / 73%
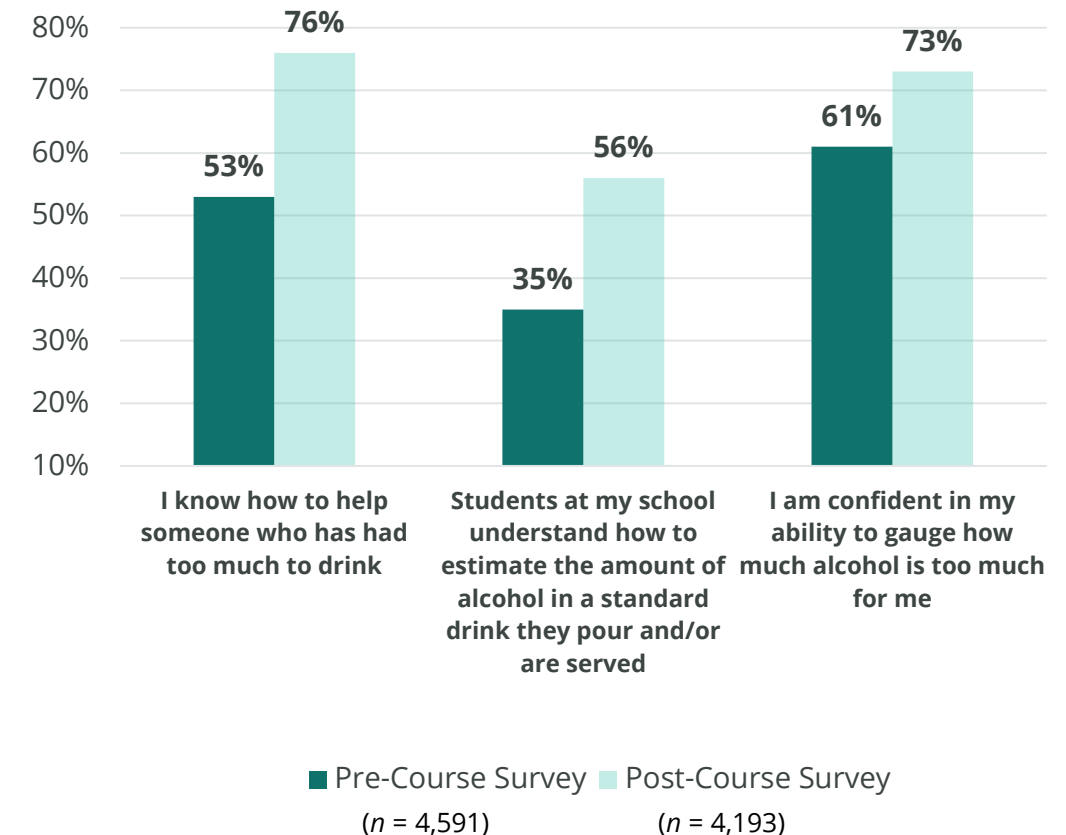
Note: Learners at Georgia Institute of Technology demonstrated the most pre-to-post growth on these items upon completing this course.

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Impact on Learners

Knowledge Gain
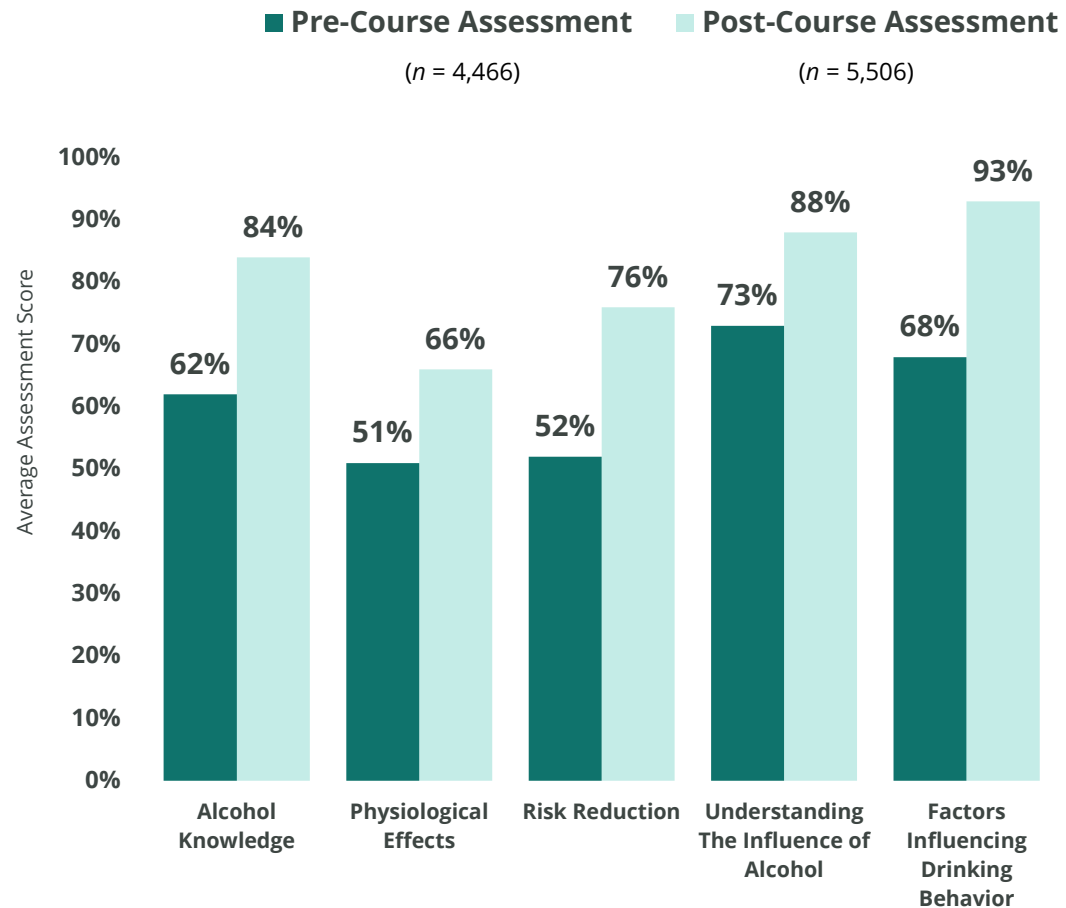
■ **Pre-Course Assessment**　■ **Post-Course Assessment**

(*n* = 4,466)　(*n* = 5,506)

Average Assessment Score

Alcohol Knowledge	62% → 84%
Physiological Effects	51% → 66%
Risk Reduction	52% → 76%
Understanding The Influence of Alcohol	73% → 88%
Factors Influencing Drinking Behavior	68% → 93%

Course Impact

Your students reported that *AlcoholEdu® for College*:
(from the Post-Course Survey; n = 4,193)

Gave them the confidence to help someone who may be experiencing an overdose	**75%**
Prepared them to help someone who may have alcohol poisoning	**79%**
Helped them establish a plan ahead of time to make responsible decisions about drinking	**78%**
Changed their perceptions of others' drinking behavior	**75%**

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.

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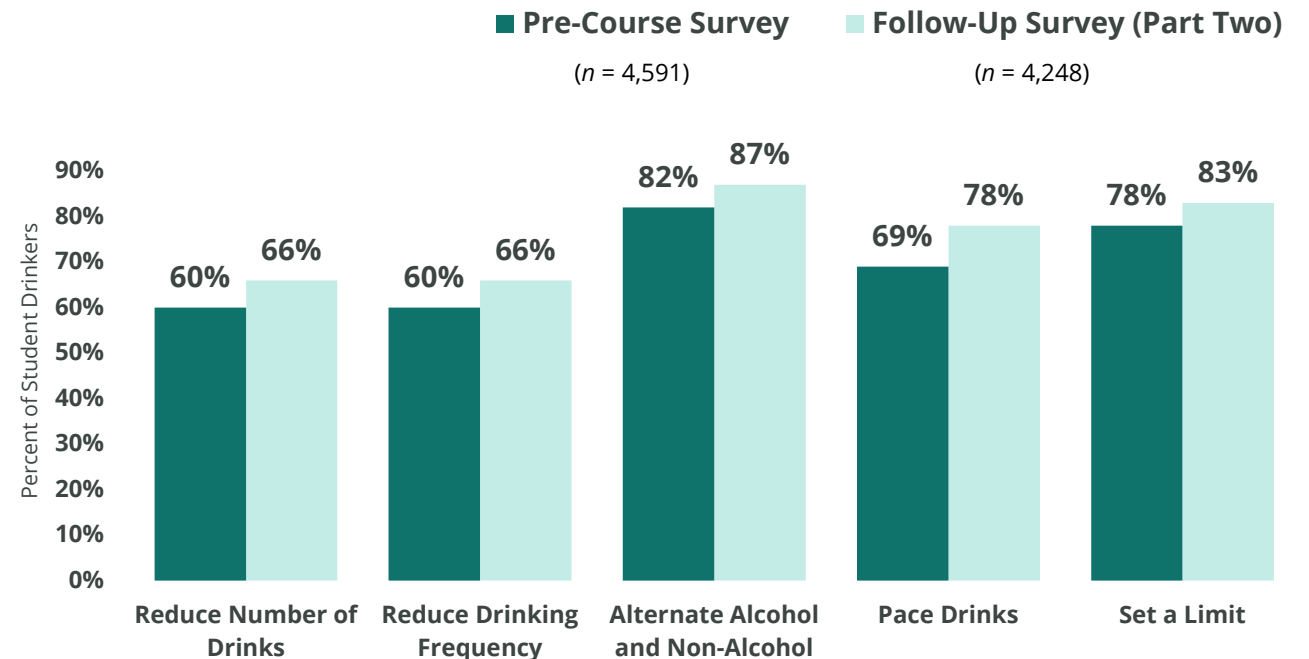# Behavioral Intentions

Impact For High-Risk Students

95 high-risk drinkers completing *AlcoholEdu® for College* saw "no need to change the way they drink" before taking the course. Following the course, **47%** of those students **(45 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 (*n* = 4,591)   **Follow-Up Survey (Part Two)** (*n* = 4,248)

	Pre-Course	Follow-Up
Reduce Number of Drinks	60%	66%
Reduce Drinking Frequency	60%	66%
Alternate Alcohol and Non-Alcohol	82%	87%
Pace Drinks	69%	78%
Set a Limit	78%	83%

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

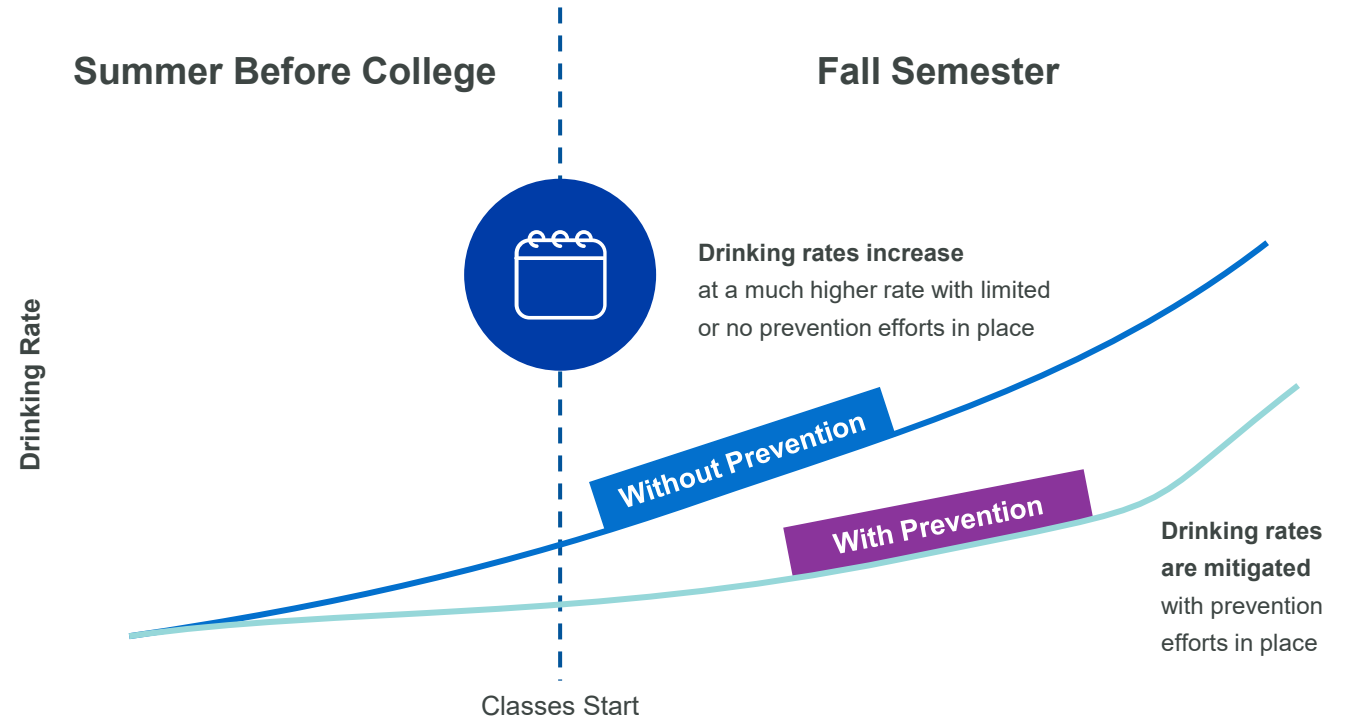Data and insights from students at Georgia Institute of Technology

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
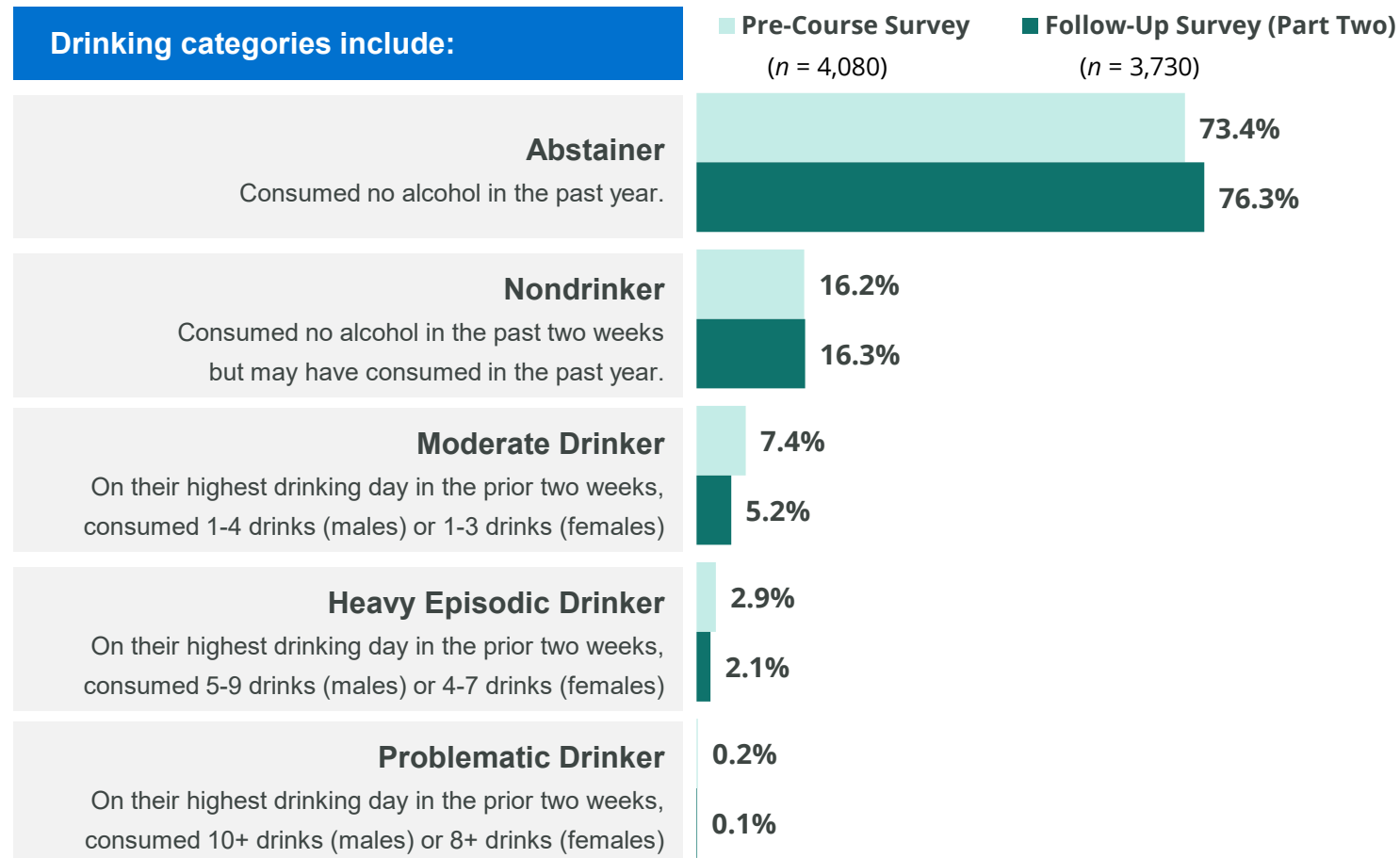
Classes Start

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

Here is how your students reported their drinking rates on the Pre-Course Survey as well as after an intersession period (typically 30-45 days).

Drinking categories include:		

■ Pre-Course Survey (*n* = 4,080)   ■ Follow-Up Survey (Part Two) (*n* = 3,730)

Abstainer
Consumed no alcohol in the past year.
- Pre-Course Survey: **73.4%**
- Follow-Up Survey (Part Two): **76.3%**

Nondrinker
Consumed no alcohol in the past two weeks but may have consumed in the past year.
- Pre-Course Survey: **16.2%**
- Follow-Up Survey (Part Two): **16.3%**

Moderate Drinker
On their highest drinking day in the prior two weeks, consumed 1-4 drinks (males) or 1-3 drinks (females)
- Pre-Course Survey: **7.4%**
- Follow-Up Survey (Part Two): **5.2%**

Heavy Episodic Drinker
On their highest drinking day in the prior two weeks, consumed 5-9 drinks (males) or 4-7 drinks (females)
- Pre-Course Survey: **2.9%**
- Follow-Up Survey (Part Two): **2.1%**

Problematic Drinker
On their highest drinking day in the prior two weeks, consumed 10+ drinks (males) or 8+ drinks (females)
- Pre-Course Survey: **0.2%**
- Follow-Up Survey (Part Two): **0.1%**

Relative Change

Pre-Course Survey to Follow-Up Survey (Part Two)

| Category	Your Institution	Peer Institutions
Abstainer	4%	5%
Nondrinker	1%	2%
Moderate Drinker	-30%	-16%
Heavy Episodic Drinker	-27%	-24%
Problematic Drinker	-39%	-9%

Programming Tip

How did your students' drinking behavior change in the 30-45 days 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.

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Student Drinking Rates, Males and Females

While an individual's experience with alcohol varies based on a number of factors, biological birth sex informs different physiological responses to alcohol. Understanding this is an important ingredient in creating safer campuses. Here are your students' drinking rates from the Follow-Up Survey (Part Two), broken down by males and females (*n* = 3,249).

Abstainer
- 76.2%
- 75.1%

Non-Drinker
- 15.7%
- 17.4%

Moderate Drinker
- 5.7%
- 5.1%

Heavy Episodic Drinker
- 2.1%
- 2.2%

Problematic Drinker
- 0.2%
- 0.1%

■ **Male**
(*n* = 1,869)

■ **Female**
(*n* = 1,380)

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).
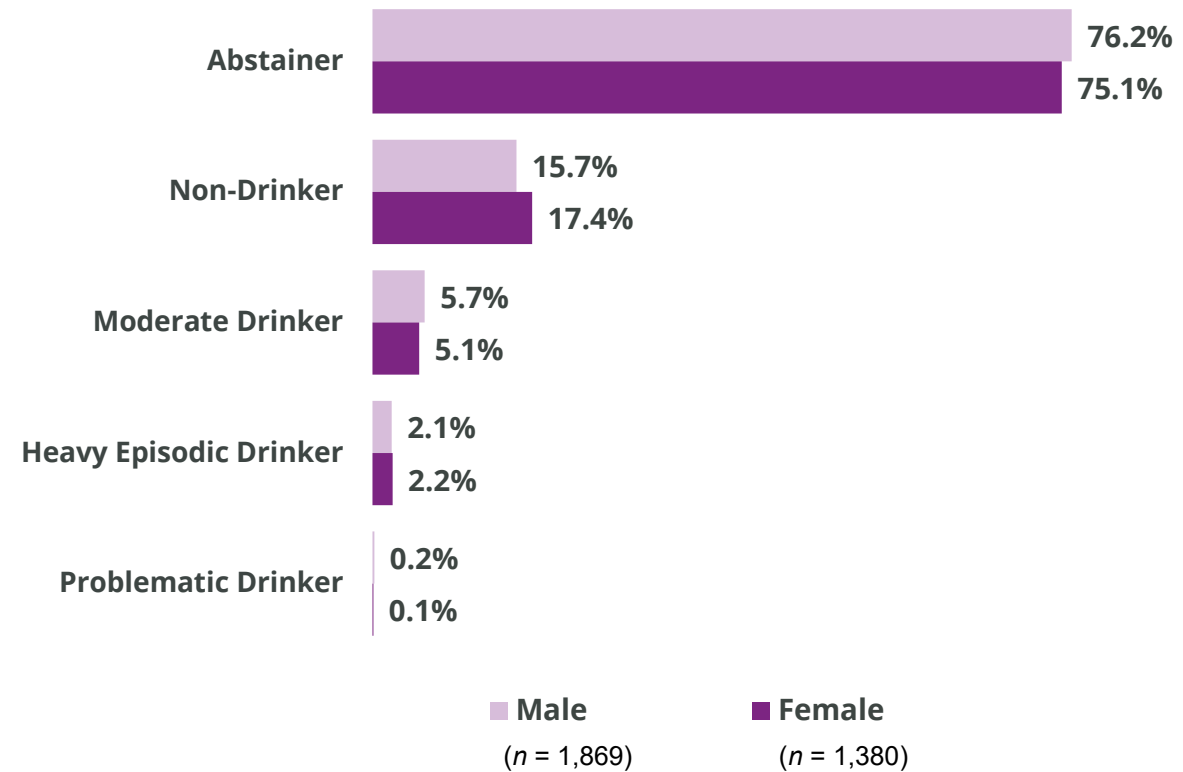
Critical Processes Tip

Consider other demographic characteristics that may influence an individual's drinking behavior, such as race/ethnicity, group membership, year in school, etc. This can inform how different subgroups of students experience the College Effect as well as shape their ability to effectively intervene in potentially harmful situations.
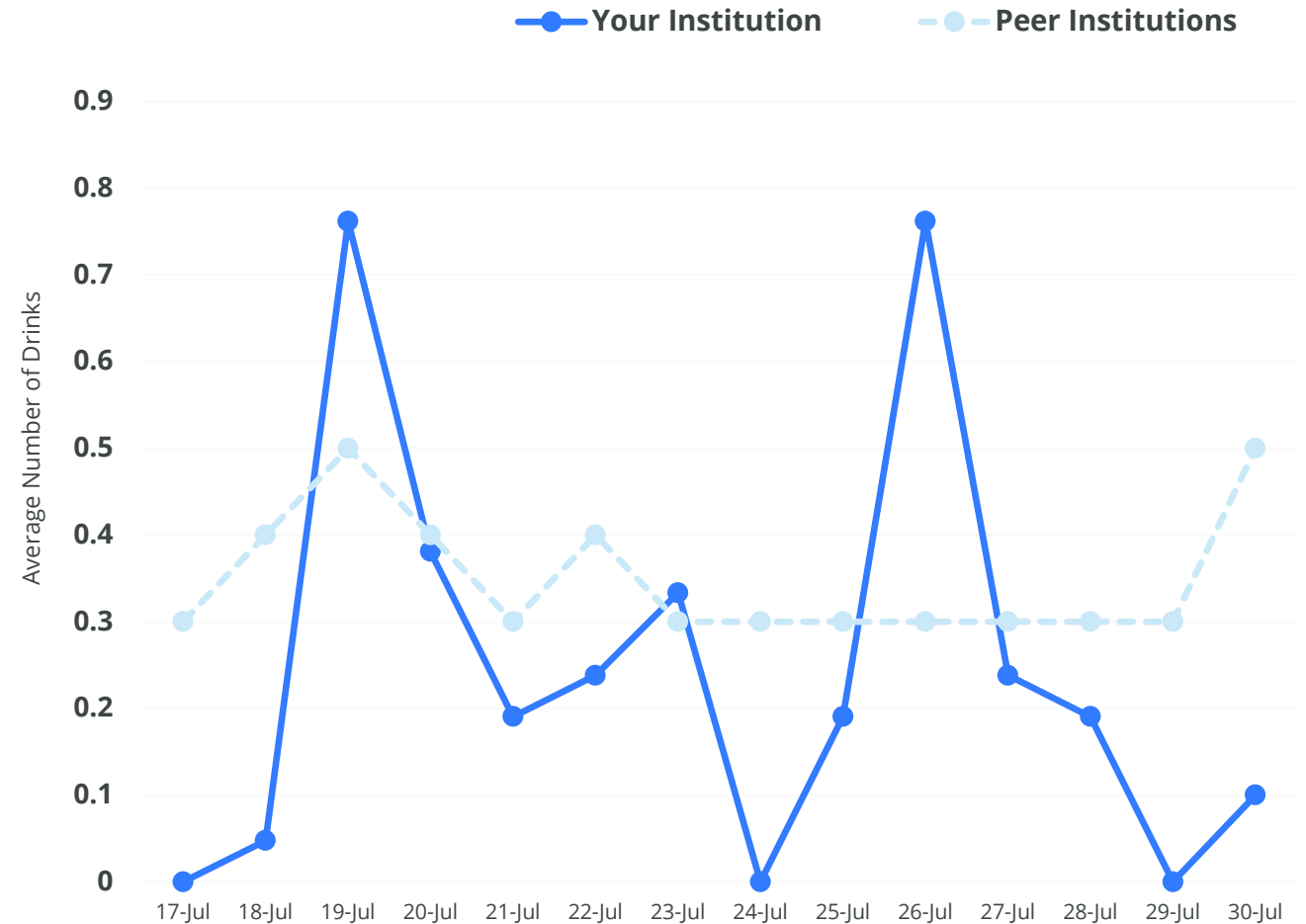
When Students Choose To Drink

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 two-week period.

Follow-Up Survey (Part Two), drinkers only (n = 277)

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?

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.

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.
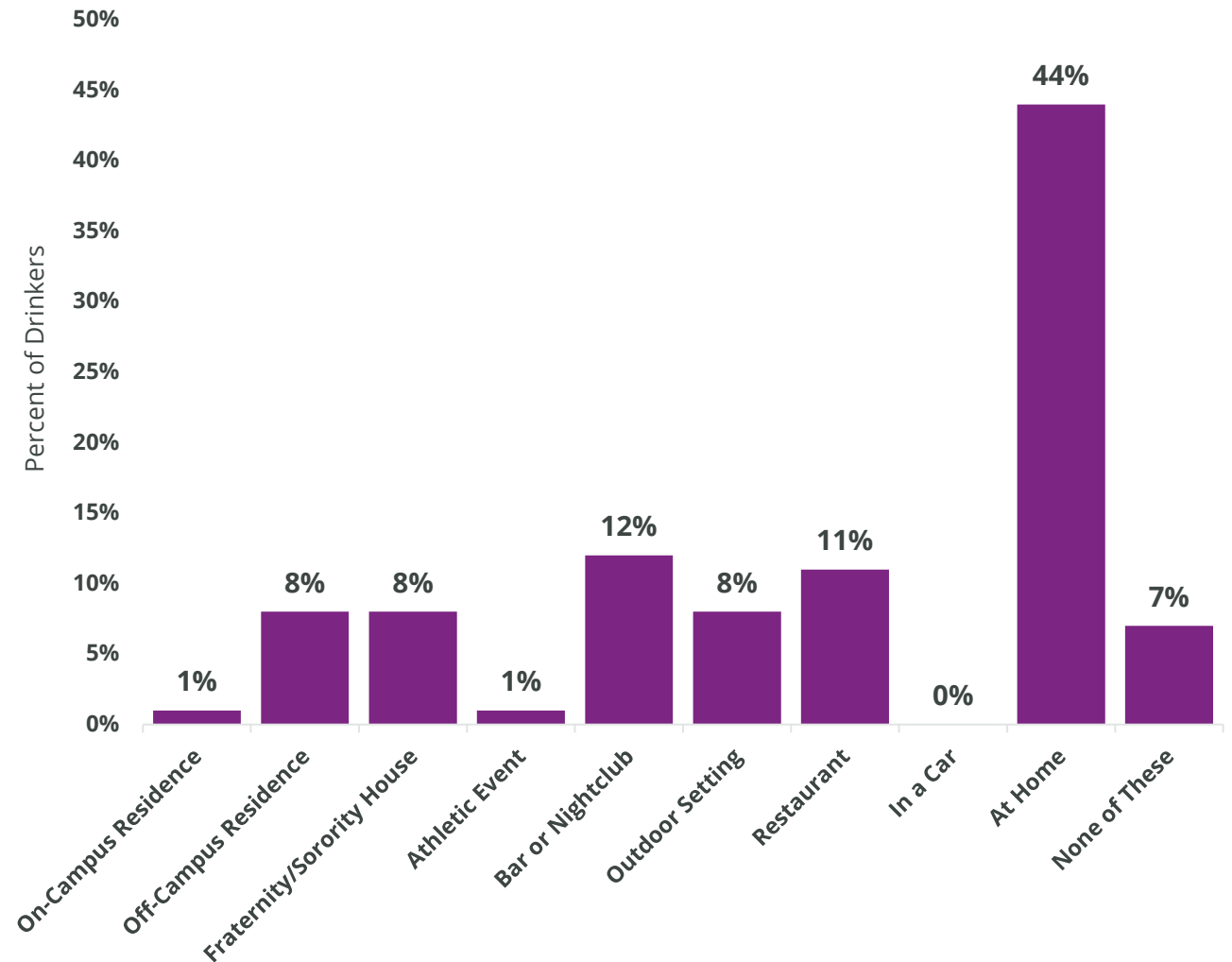
Follow-Up Survey (Part Two), drinkers only (n = 277)

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

Percent of Drinkers

Location	Percent
On-Campus Residence	1%
Off-Campus Residence	8%
Fraternity/Sorority House	8%
Athletic Event	1%
Bar or Nightclub	12%
Outdoor Setting	8%
Restaurant	11%
In a Car	0%
At Home	44%
None of These	7%

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?"

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Why Students Choose To Drink

Drinkers indicated their most important reasons for choosing to drink alcohol.
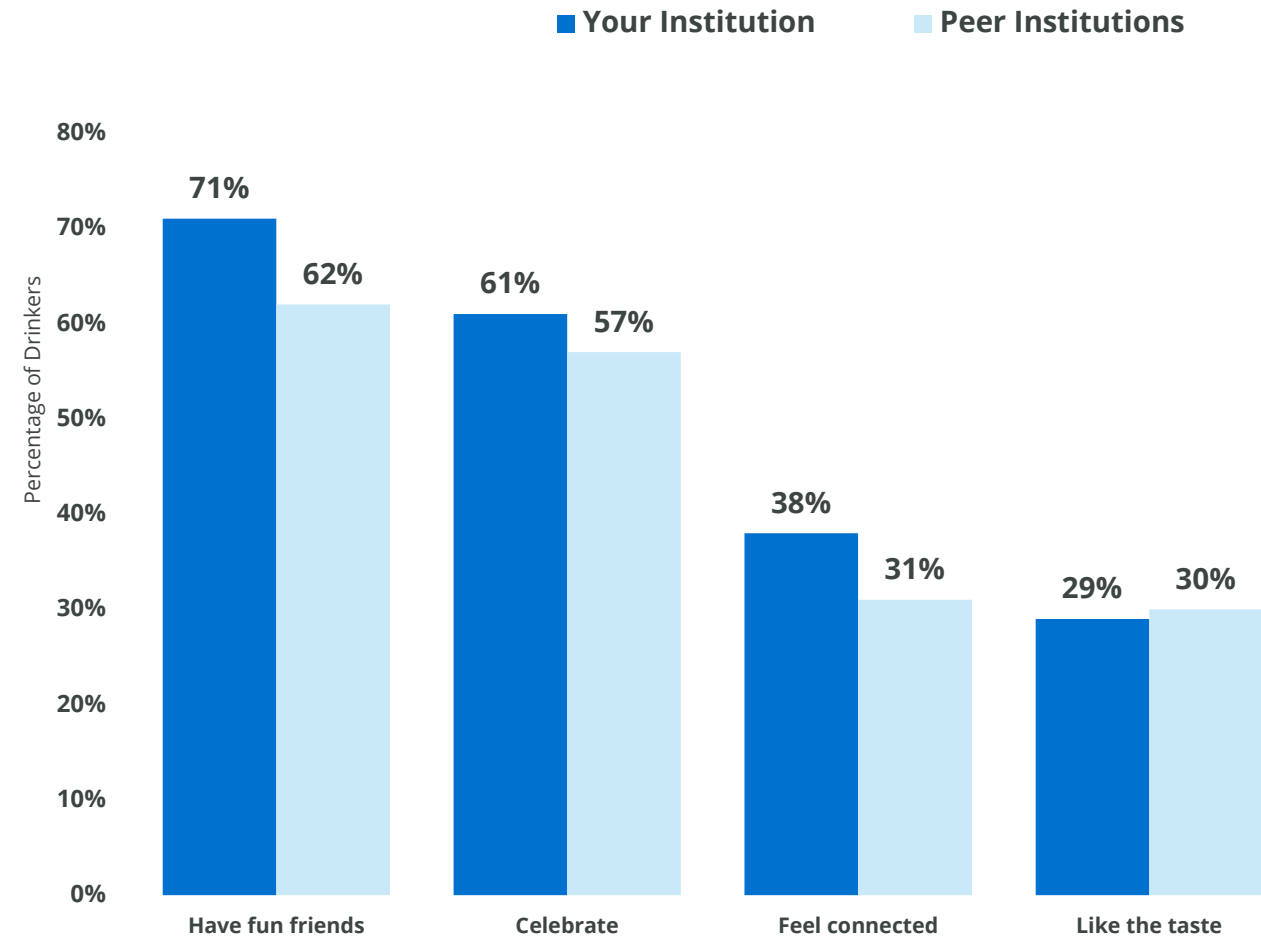
Follow-Up Survey (Part Two), drinkers only (n = 277)

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

■ **Your Institution**　■ **Peer Institutions**

Reason	Your Institution	Peer Institutions
Have fun friends	71%	62%
Celebrate	61%	57%
Feel connected	38%	31%
Like the taste	29%	30%

Percentage of Drinkers

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 non-drinkers (abstainers + nondrinkers) and drinkers indicated their most important reasons for choosing whether or not to drink alcohol.

Follow-Up Survey (Part Two), nondrinkers (n = 3,453) and drinkers (n = 277)

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
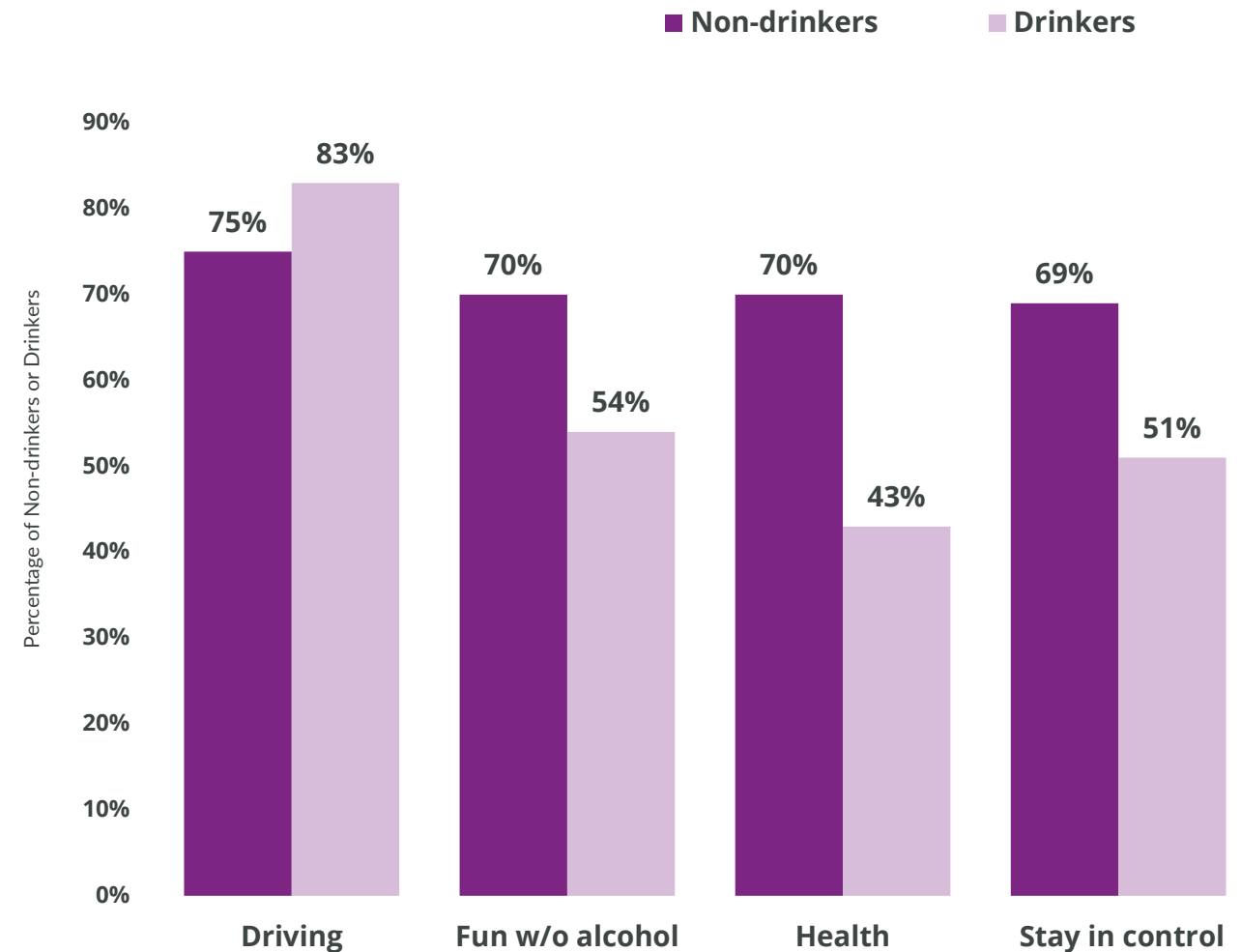
Notes: Percentages represent the students who chose "Important" or "Very Important" in the Follow-Up Survey (Part Two). Non-drinkers includes abstainers and non-drinkers.
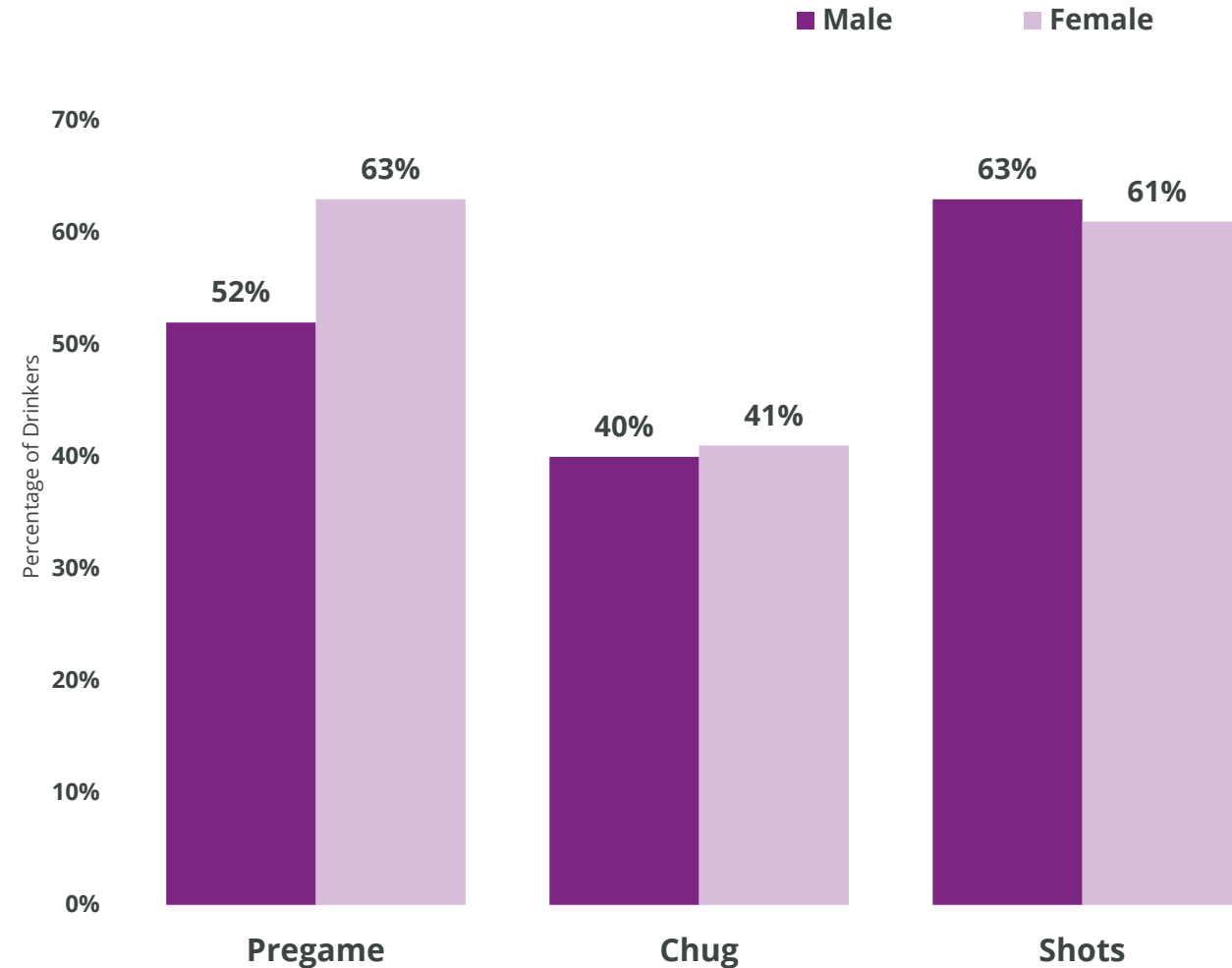
High-Risk Drinking Behaviors

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 (Part Two), drinkers only (n = 277)

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, Males and Females

■ **Male**   ■ **Female**

Percentage of Drinkers

Behavior	Male	Female
Pregame	52%	63%
Chug	40%	41%
Shots	63%	61%

Note: Percentages represent the students who chose "Sometimes" or "Frequently" or "Always" in the Follow-Up Survey (Part Two).
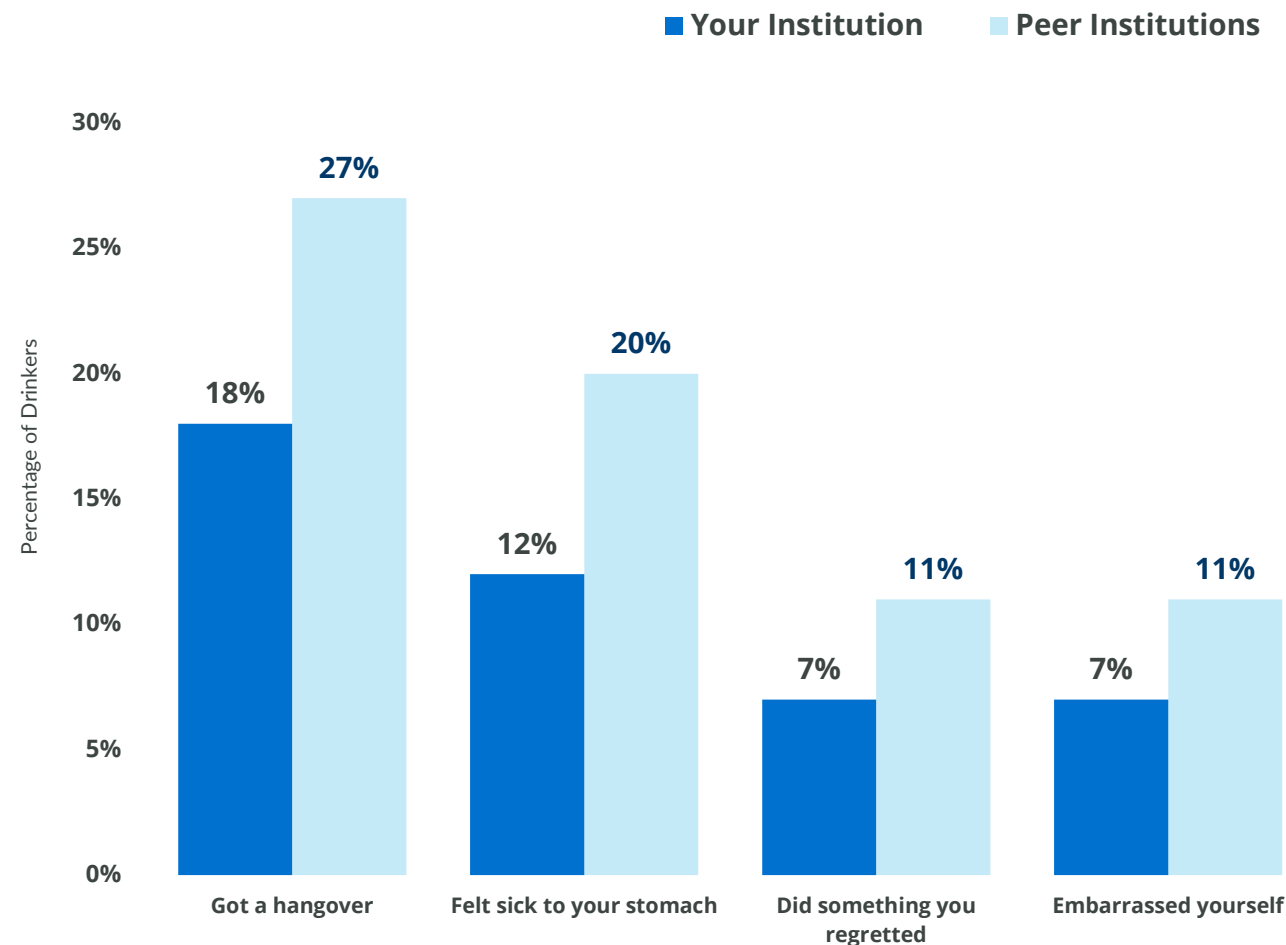
Impact of High-Risk Drinking

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

Follow-Up Survey, drinkers only (n = 277)

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

■ **Your Institution** ■ **Peer Institutions**

Outcome	Your Institution	Peer Institutions
Got a hangover	18%	27%
Felt sick to your stomach	12%	20%
Did something you regretted	7%	11%
Embarrassed yourself	7%	11%

Percentage of Drinkers

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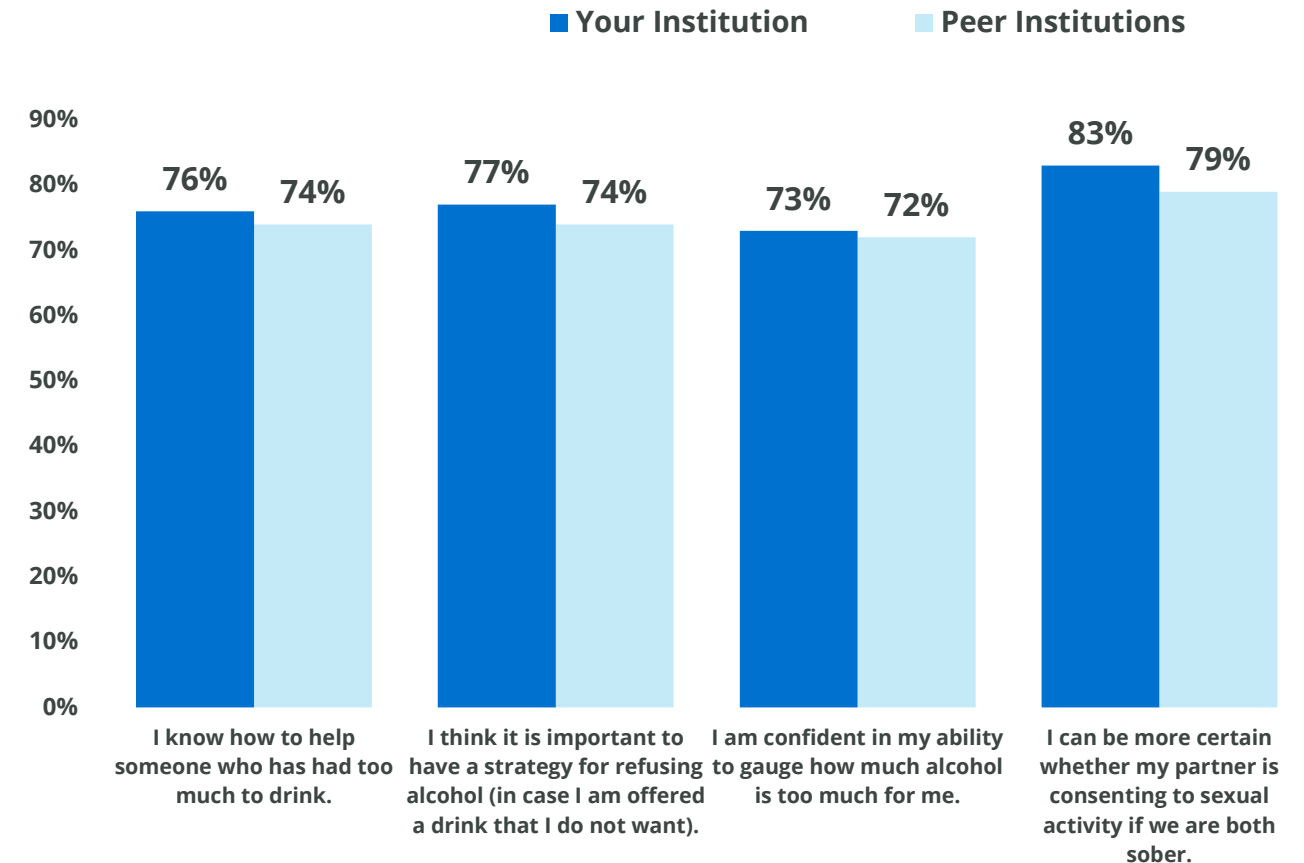
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Healthy Behaviors and Skills

In addition to providing important baseline knowledge, *AlcoholEdu® for College* helps students calibrate attitudes and build skills that they can use to support a healthy community. These include knowing how to help someone that has had too much to drink, having a refusal strategy, confidence in their ability to know how much is too much, and feeling they are more certain about consent if their partner is sober.

Critical Tip

These data were collected in the Post-Course Survey, which means that they reflect students' attitudes immediately after taking the course. Use your administrator site to view responses before the course (i.e., Pre-Course Survey) as well as after an intersession period (i.e., Follow-Up Survey, Part Two).

Student Responses, Before and After the Course

■ **Your Institution**   ■ **Peer Institutions**

Statement	Your Institution	Peer Institutions
I know how to help someone who has had too much to drink.	76%	74%
I think it is important to have a strategy for refusing alcohol (in case I am offered a drink that I do not want).	77%	74%
I am confident in my ability to gauge how much alcohol is too much for me.	73%	72%
I can be more certain whether my partner is consenting to sexual activity if we are both sober.	83%	79%

Note: Percentages represent the share of students who chose "agree" or "strongly agree" in response to these statements in the Post-Course Survey (*n* = 4,193).

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Community Readiness

After completing the course, students answered questions about their readiness to address alcohol use — from seeing no need to change the way they drink to currently trying to drink alcohol in a healthier and safer way.

Programming Tip

These categories from left to right represent a continuum of readiness to change drinking habits. While most students come to school with a healthy and open mindset, it is important to consider how prevention efforts are influencing all students across this continuum and how we can pull those from the least desirable attitudes towards a healthier perspective.

Indicators of Community Readiness

Legend: ■ Your Institution ■ Peer Institutions

- I see no need to change the way I drink alcohol. — 70% / 68%
- I am thinking about drinking alcohol in a healthier and safer way. — 10% / 10%
- I am ready to try drinking alcohol in a healthier and safer way. — 8% / 9%
- I am currently trying to drink alcohol in a healthier and safer way. — 11% / 13%
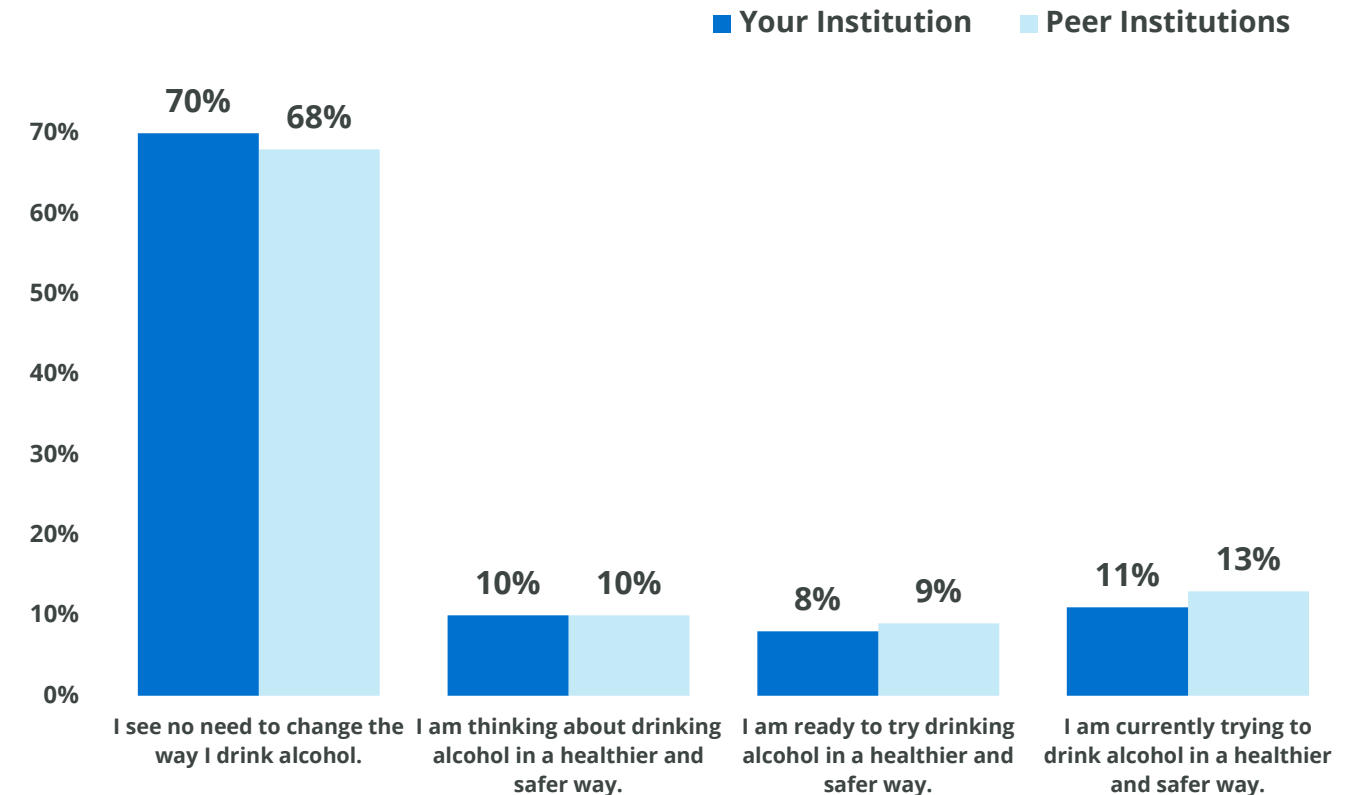
Note: Percentages represent the students who chose these response options in the Post-Course Survey (*n* = 4,193).

AlcoholEdu® for College

Appendix | Student Demographics
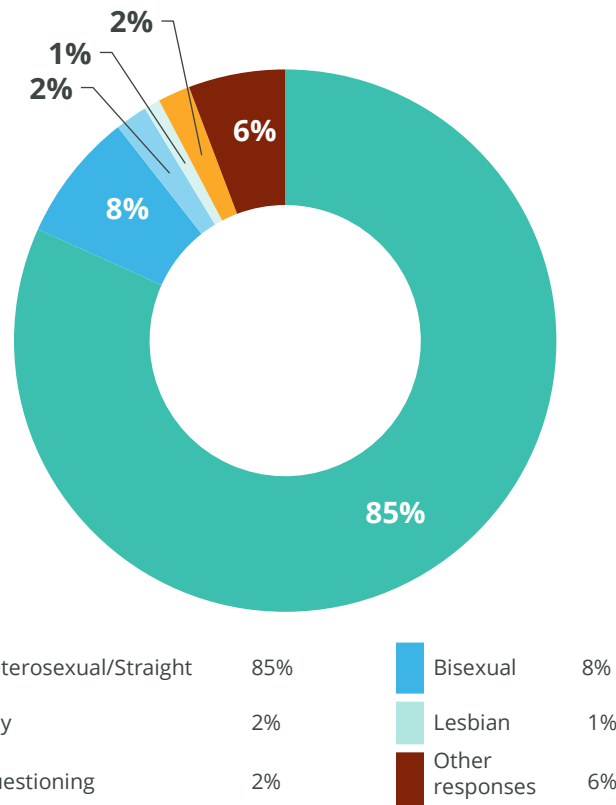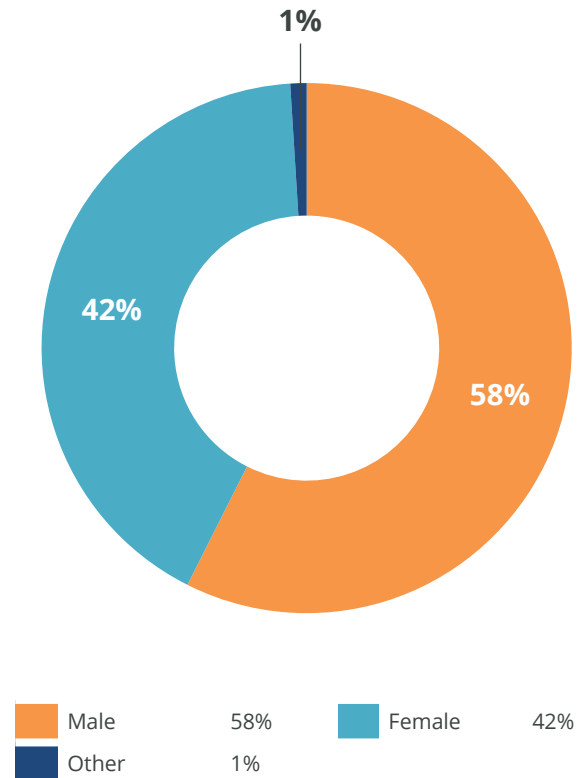
Student Demographics

This and the following pages are a summary of the demographics of your students who completed surveys in *AlcoholEdu® for College* from June 1, 2024 to February 25, 2025. Demographic information is self-reported by students as part of the Pre-Course Survey (*n* = 4,591). All questions are optional, and students may choose not to share demographic information.
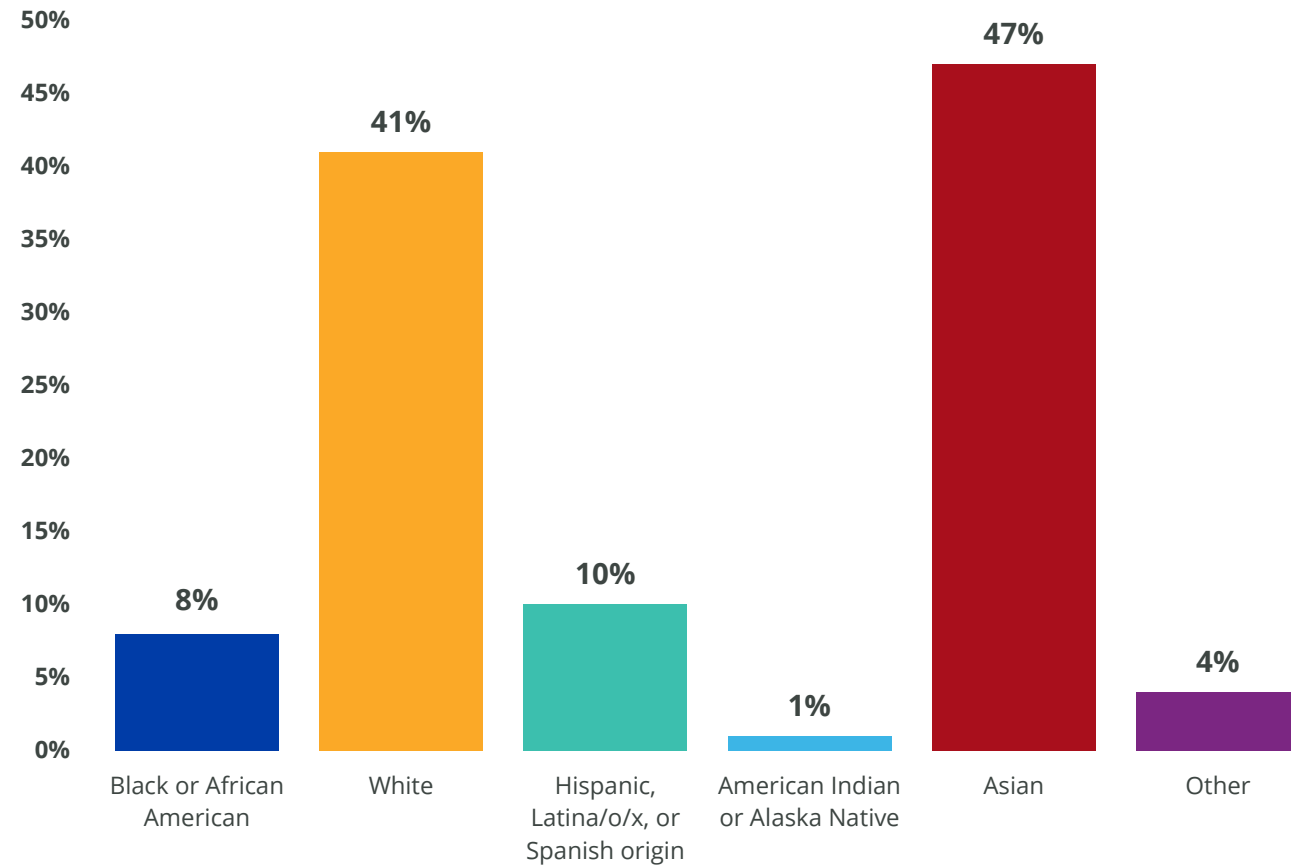
Note: Respondents could choose more than one option, so total may exceed 100%.

Student Demographics *(continued)*

1%

42%

58%

| | Male | 58% | | Female | 42% |
| | Other | 1% | | | |

2%

1%

2%

8%

6%

85%

	Heterosexual/Straight	85%		Bisexual	8%
	Gay	2%		Lesbian	1%
	Questioning	2%		Other responses	6%

Note: 'Other responses' reflects the number of students who selected Asexual or Queer

Critical Processes Tip

Do these data reflect the overall demographic makeup of your students assigned to take *AlcoholEdu® for College*? Demographic data can be used as an additional data source to identify the impact of substance misuse on various populations.

Additional demographics available to explore include: age, year in school, current residence type, and/or membership in student clubs or activities.
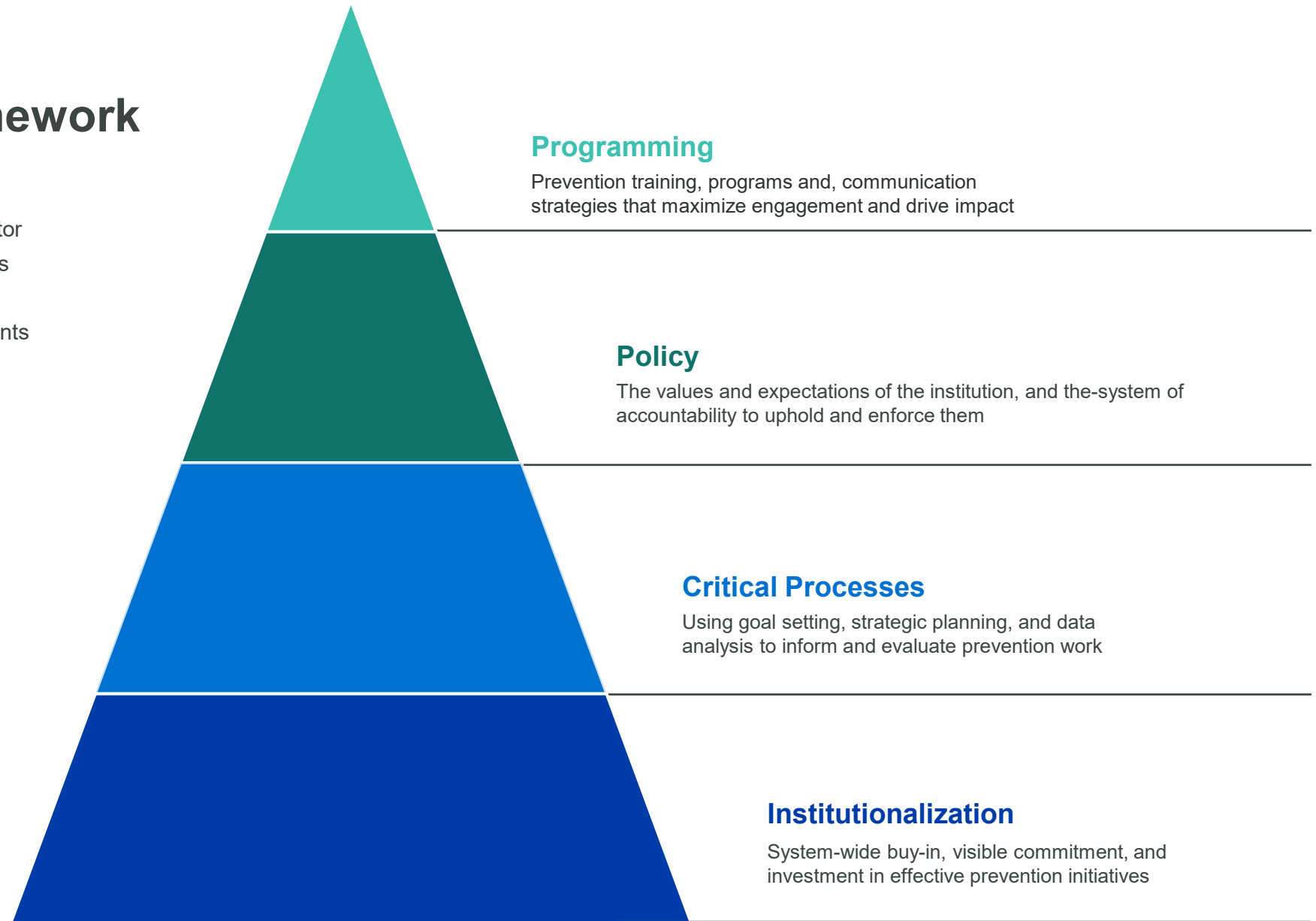
Note: Both of these questions allow respondents to select more than one item, so either total may exceed 100%.

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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.

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

Policy
The values and expectations of the institution, 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
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.	**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.
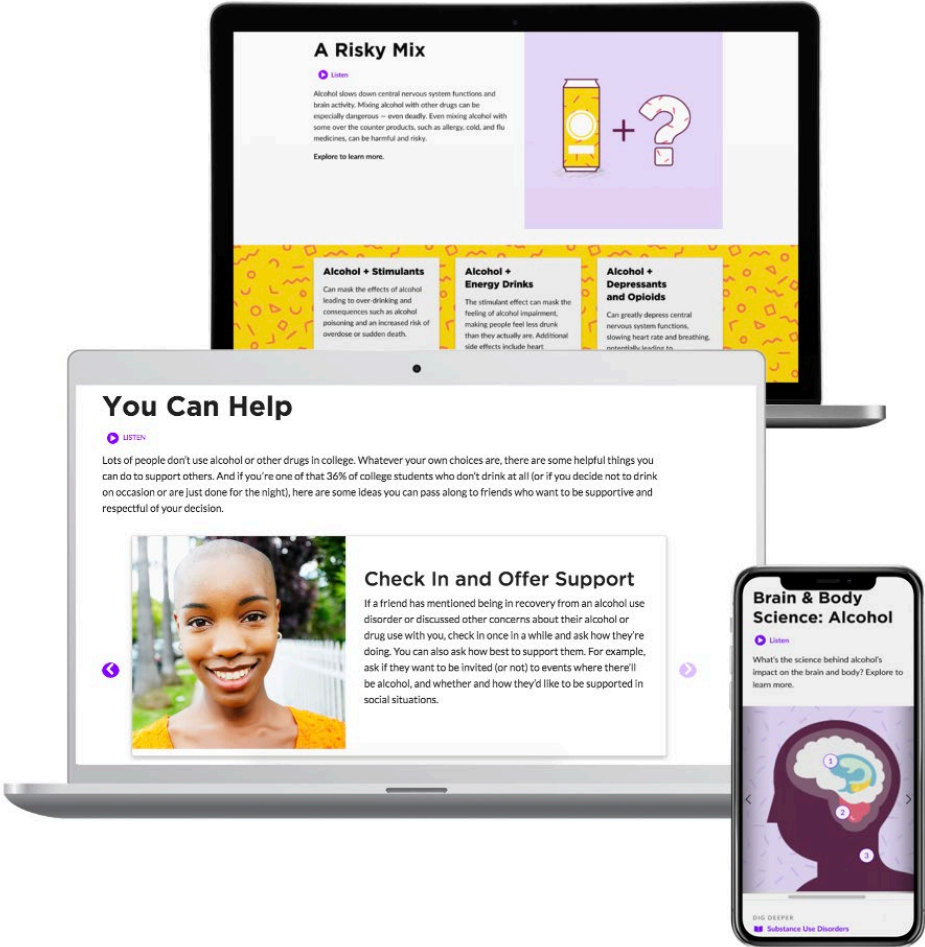
Report References & Resource Links

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 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/industries/education/higher-education/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/

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