

Columbus State University

AlcoholEdu for College

Impact Report

2019

—

2020

Academic Year

EVERFI

Dear Columbus State University partners,

Issues of health, wellness, and safety have been some of the most defining challenges facing higher education over the past 10 years. As we look ahead to a new decade, there is a tremendous need and opportunity for colleges and universities to revolutionize the way we serve and support our communities.

The good news is that we, as a field, know what works when it comes to behavior and culture change. There is robust and growing science behind prevention best practice, and EVERFI is committed to elevating the evidence base in our technology and across our partner network. We also know that investing in prevention has enormous impact at both the individual and institutional level. Issues of student drinking, sexual violence, discrimination, and mental health intersect with all facets of the student experience, from recruitment, to academic success, to retention, and beyond.

The question is how are we rising to the challenge and meeting the needs of our students? This report provides a snapshot of your community, presenting a curated set of insights that can inform your prevention strategy and elevate your impact. We encourage you to share this report with stakeholders across your institution to highlight your successes and focus your resources. We hope that you will also take advantage of the tools available in the EVERFI platform to dig deeper into your data, assess your prevention strategy, identify priority topics and populations, and contextualize your findings against peer or national benchmarks.

We are deeply grateful for our partnership with Columbus State University and we look forward to expanding our collective impact in 2020 and beyond.

Sincerely,



Rob Buelow

SVP, Campus Prevention Network

EVERFI

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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 end of this report.

For deeper insights, the EVERFI Analytics Platform provides real-time access to your EVERFI 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 you in size, and public or private status. Columbus State University is a medium public institution, so your benchmarks reflect other public schools with 3,000-10,000 students.

Campus Prevention Network Framework Tips

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

Sharable Snapshot

At the end of this report, you will find a snapshot of select data from your report. This snapshot is designed to be shared with other stakeholders at your institution. We hope that you will print these pages out and pass them along to your Vice President of Student Affairs, Provost, or other members of your team.

Data in this Report

This report refers to several student surveys. Pre-course surveys are taken immediately before a student begins the course. Post-course surveys are taken after the course is complete and follow-up surveys are taken after an intersession period, typically four to six weeks, following the completion of the course. Only data from students who responded to all of the surveys are included in this report. (n=452)

Data Accuracy

While learners are encouraged to answer all questions honestly and reminded that their responses are stored confidentially, all of the survey questions are optional and all data is self-reported. However, in our analysis of the 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.



Executive Summary

This school year, 1,170 Columbus State University students took part in AlcoholEdu for College. 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.

Columbus State University students increased their knowledge of alcohol-related topics by 31%. When it comes to skills, 92% of your students agree that AlcoholEdu helped them establish a plan ahead of time to make responsible decisions about drinking, and 90% report that the education prepared them to help someone who may have alcohol poisoning.

Behavioral Intentions & Norms

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

behavior – the community norms.

Nationally, a growing number of students arriving on college campuses choose to regularly abstain from alcohol use. At your school, 50% of students surveyed are abstainers and 29% nondrinkers. Many perceive, though, 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, 75% agreed that the course changed their perceptions of others' drinking behavior. And a substantial number of your students, after prevention education, report that they intend to limit their drinking frequency (69%) or the number of drinks they consume (71%).

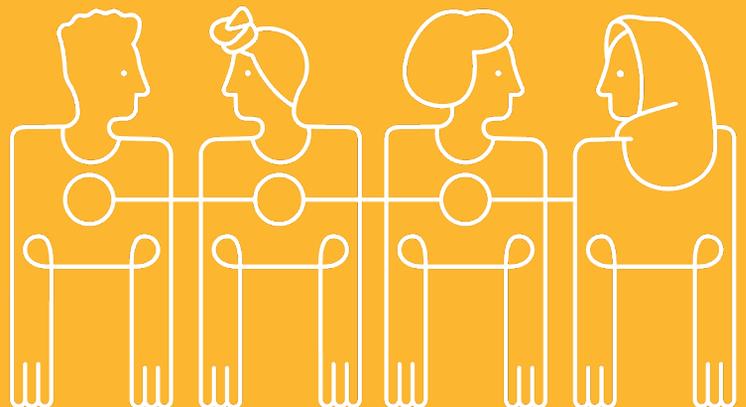
Drinking Motivation

At Columbus State University, the top reason students choose to drink is "To celebrate" (49% of drinkers). 73% of nondrinkers say they don't drink because "I'm going to drive" -- 72% 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.

Alcohol Edu for College

Impact Snapshot



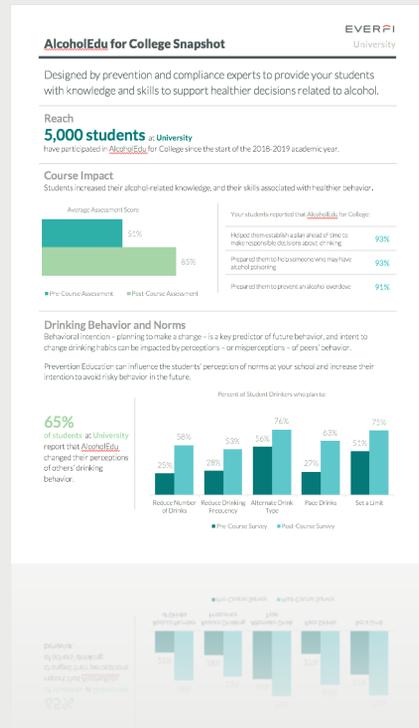


Impact Snapshot

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

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

We recommend cutting 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.



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

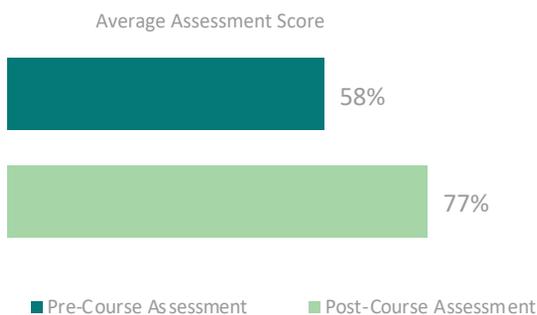
Reach

1,170 students at Columbus State University

have participated in AlcoholEdu for College since the start of the 2019-2020 academic year.

Course Impact

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



Your students agree AlcoholEdu for College:

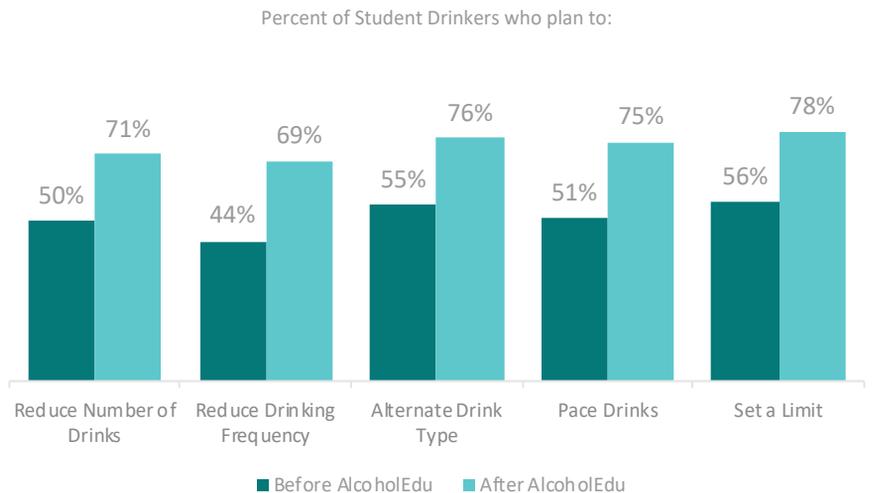
Helped them establish a plan ahead of time to make responsible decisions about drinking	92%
Prepared them to help someone who may have alcohol poisoning	90%
Prepared them to prevent an alcohol overdose	90%

Drinking Behavior and Norms

Behavioral intention – or planning to make a change – is a key predictor of future behavior. Intent to change drinking habits can be impacted by perceptions – or misperceptions – of peers’ behavior.

Prevention education can influence the students’ perception of norms at your school and increase their intention to avoid risky behavior in the future.

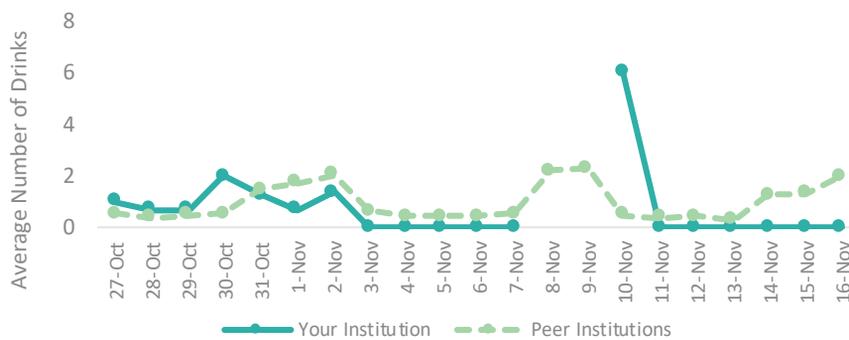
75% of students at Columbus State University report that AlcoholEdu changed their perceptions of others’ drinking behavior.



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

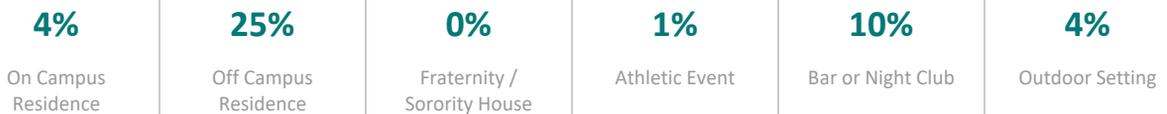
Columbus State University can use this information to inform prevention program content, audience, and delivery.

When



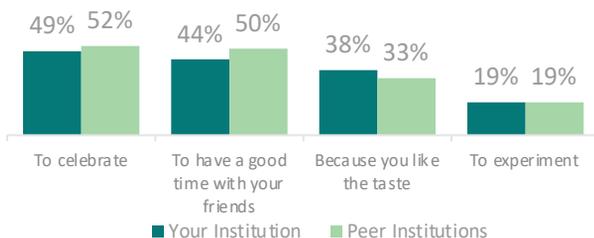
Tip: What is happening on or around your peak drinking days? Does this "pattern" seem reasonable for your campus? Can this data be used to reinforce or support other data you have collected to identify celebrations or events that encourage heavy drinking?

Where



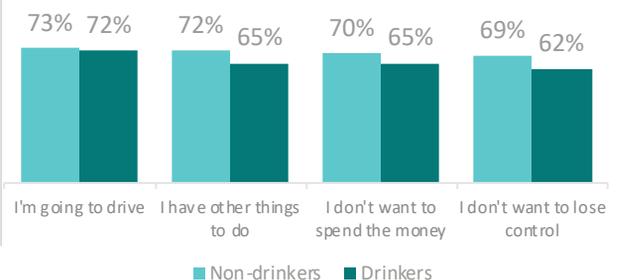
Why

Top Reasons Students Choose To Drink



Why Not

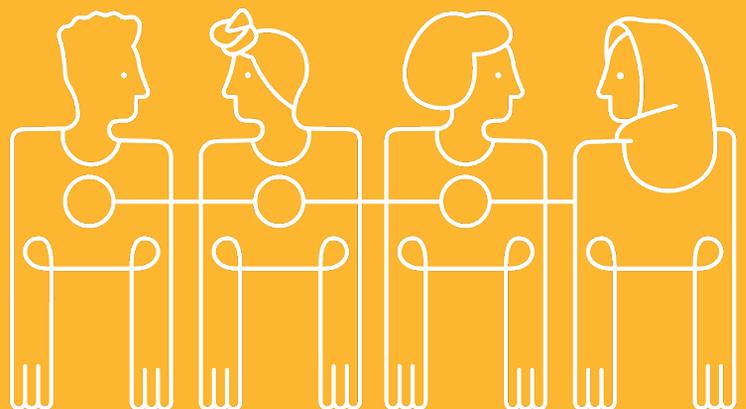
Top Reasons Students Choose **Not** To Drink, for abstainers and drinkers



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 nondrinkers? Consider those when designing campaigns focused on behavioral decision making for each of these groups of students.

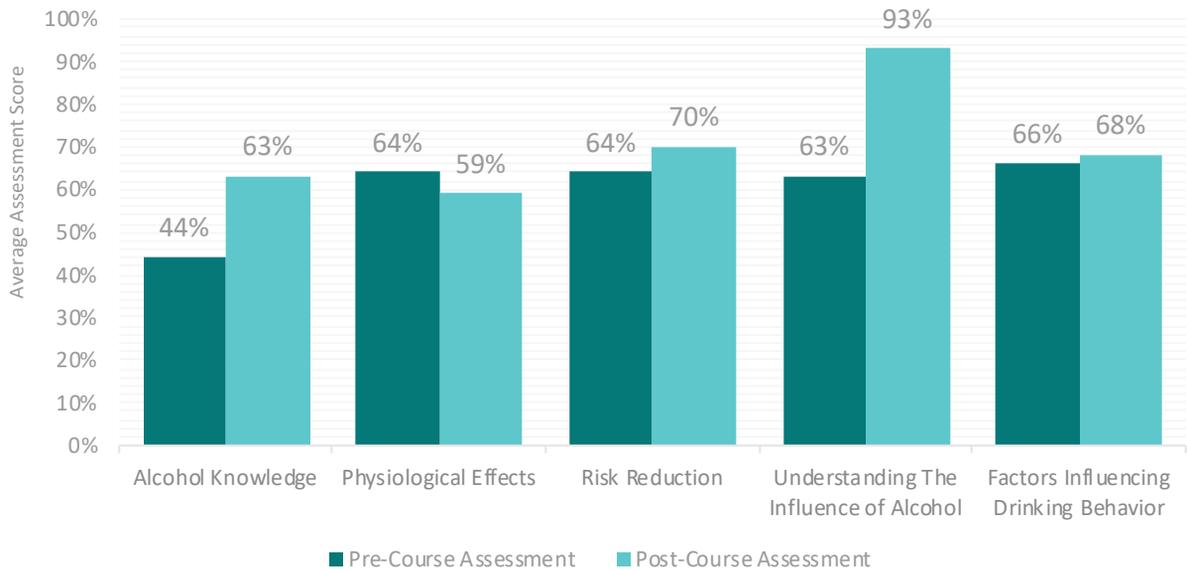
AlcoholEdu and Your Students

Impact at Columbus State University



Course Impact

Knowledge Gain



Learner Impact

Your students reported that AlcoholEdu for College:

Prepared them to prevent an alcohol overdose	90%
Prepared them to help someone who may have alcohol poisoning	90%
Helped them establish a plan ahead of time to make responsible decisions about drinking	92%
Changed their perceptions of others' drinking behavior	75%

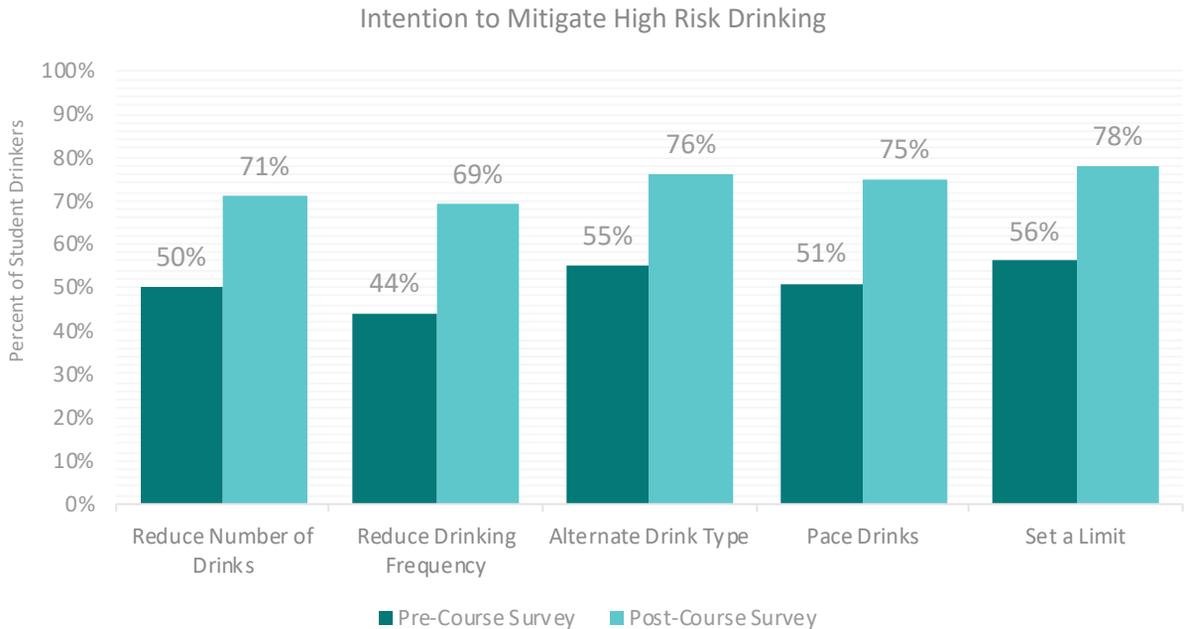
Percentages represent the share of students who agreed with these statements in post-course surveys.



Programming Tip: Where are your students knowledgeable and where are they lacking? 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.

The Importance of Behavioral Intentions

After completing AlcoholEdu for College, 261 students reported an increase in their intention to practice strategies to mitigate high-risk drinking.



Percentages represent the share of students who intend to engage in these behaviors in pre- and post-course surveys.

Impact For High Risk Students

Among the 71% of high risk drinkers (24 students) who saw "no need to change the way they drink" before taking AlcoholEdu for College, 54% of those students (13 students) indicated their readiness to change after completing the course.



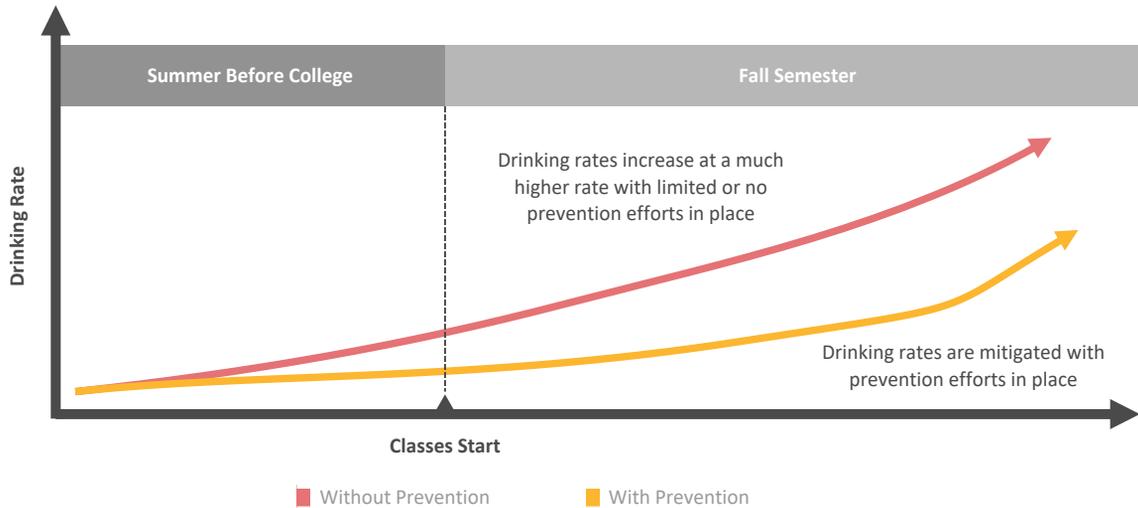
Institutionalization Tip: Intention has been shown to be the most important variable in predicting behavior change (Ajzen, 1991). Actual behavior change is driven, in part, by an individual's perception of the social environment surrounding the behavior (subjective norms). As such, a campus environment 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, individual intentions may not be sufficient to support change.

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 = 445) reported their drinking rates on pre- and post-course surveys (separated by four to six weeks).

Drinking categories include:

Abstainer

Consumed no alcohol in the past year.

Nondrinker

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

Moderate Drinker

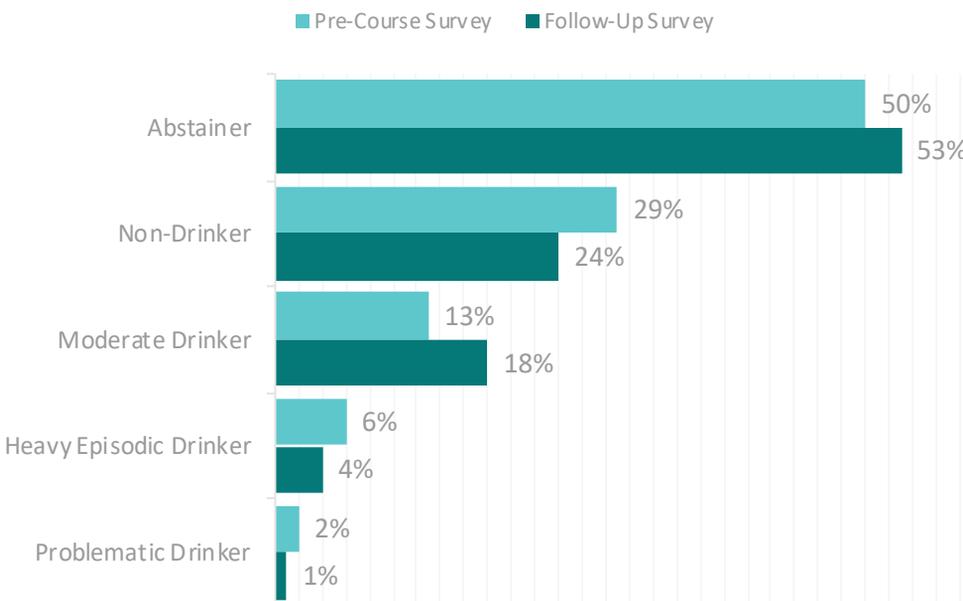
On their highest drinking day in the prior two weeks, consumed 1-4 drinks (males) or 1-3 drinks (females)

Heavy Episodic Drinker

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

Problematic Drinker

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



Relative Change Survey 1 to Survey 3

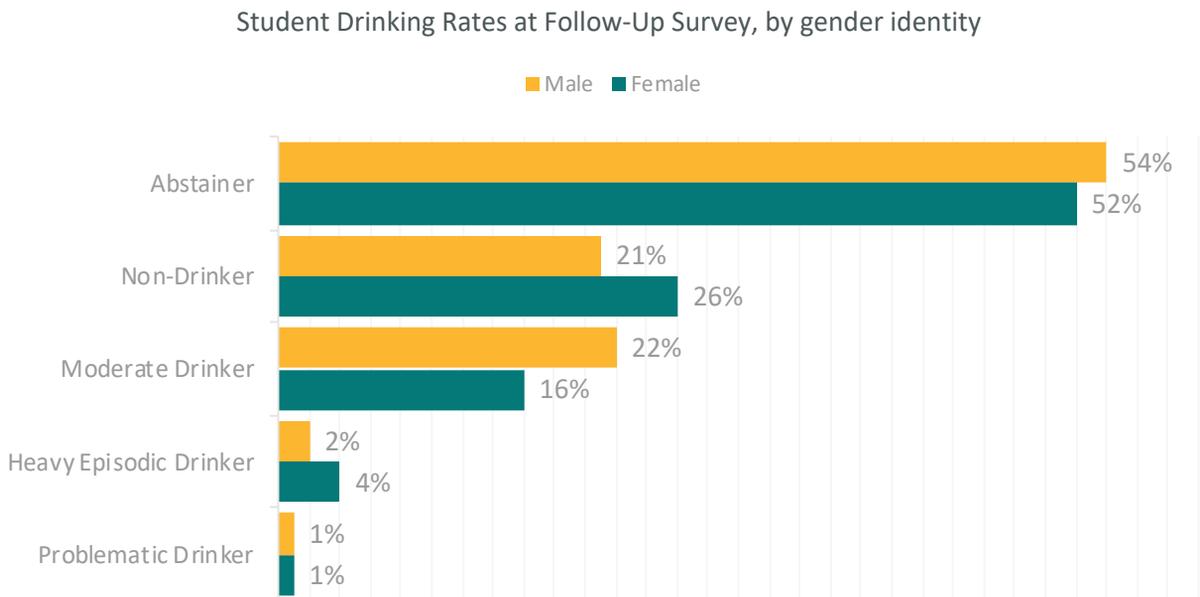
Your Institution	Peer Institutions
5%	3%
-17%	-13%
39%	8%
-39%	14%
-26%	7%



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.

Drinking Rates By Gender Identity

Men and women often follow different drinking patterns and may experience the College Effect differently. Here are your students' drinking categories at the follow up survey (n = 445), broken down by gender identity.



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

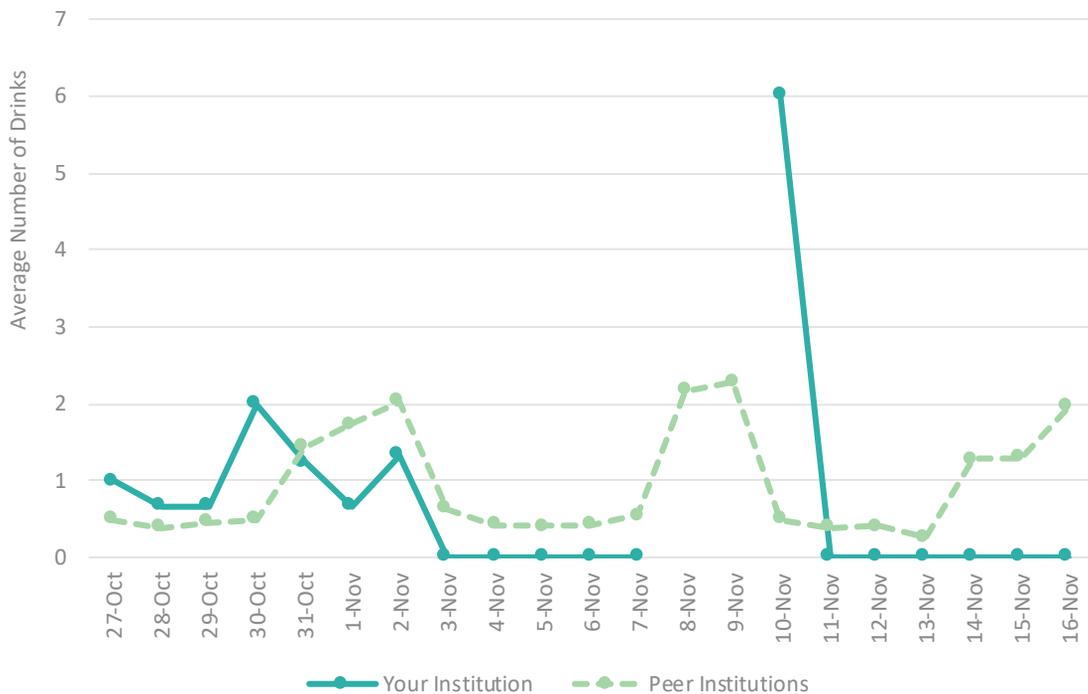
Note: This page shows comparisons between male and female students. In the context of drinking rates, male and female students are identified by their self-reported biological sex, as biological sex influences how individuals metabolize alcohol and therefore helps to determine their drinking behavior categories. EVERFI recognizes and appreciates that not all respondents identify with these binary constructs.

While this report presents comparisons only between students who identify as male or female – they are the most researched populations regarding personal alcohol use and related behaviors – students can select additional gender identities (transgender male or female, genderqueer) or choose not to identify. To examine drinking behavior by additional gender identities, access your institution's data through the Higher Education Partner Center.

When Students Choose To Drink

The chart below shows student drinking rates over a three-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 = 102)



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

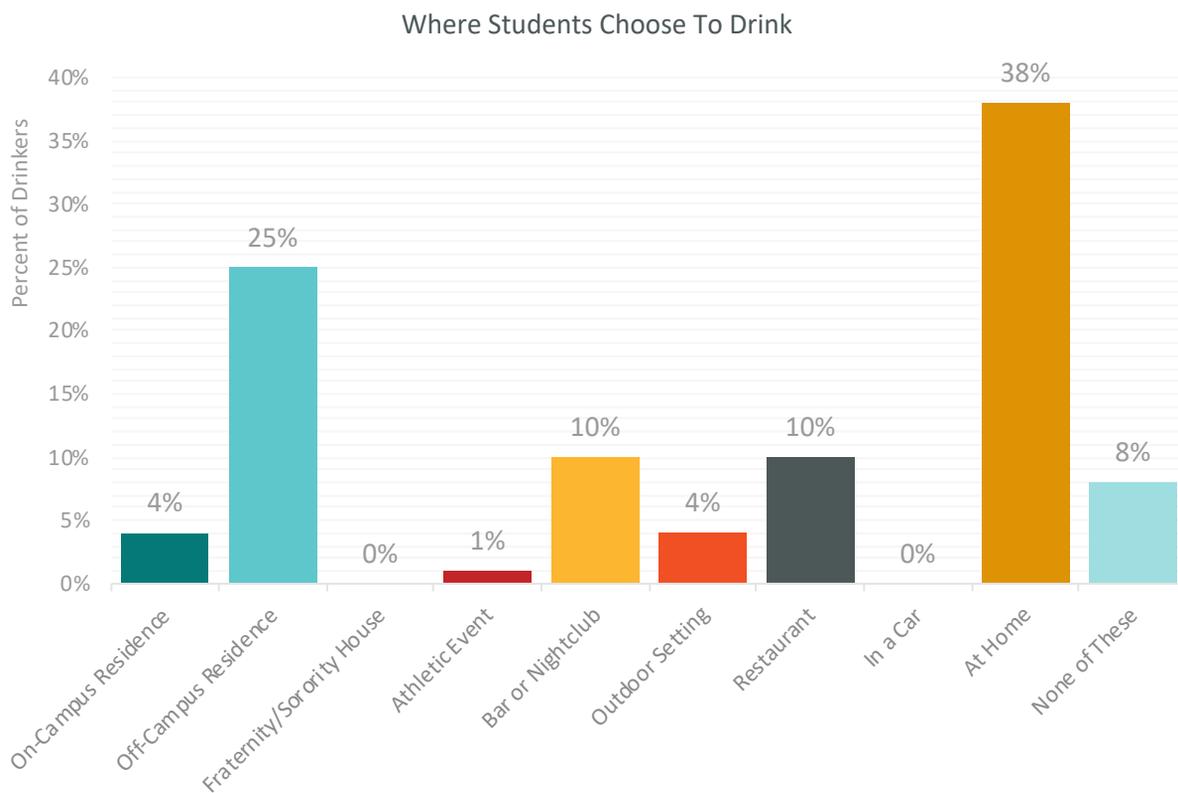


Critical Processes Tip: What is happening on or around your peak drinking days? Does this "pattern" seem reasonable for your campus? Can this data be used to reinforce or support other data you have collected to identify celebrations or events that encourage heavy drinking?

Where Students Choose To Drink

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

(Follow-Up Survey, drinkers only, n = 102)



Policy Tip: Certain drinking locations – on 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.

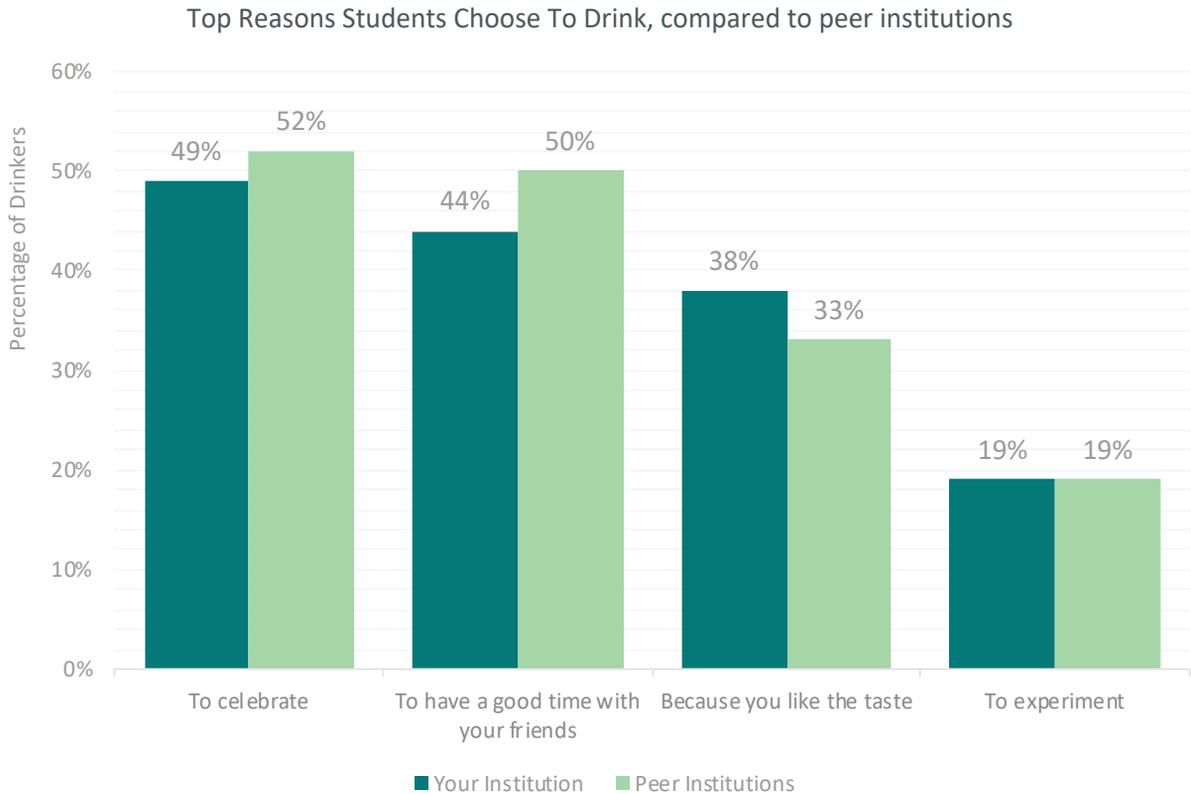
A more recent study found students living off-campus (without parents) report significantly more frequent alcohol consumption, drinking larger quantities, more frequent heavy drinking, and a greater number of negative alcohol-related outcomes than students living on-campus (Benz et al., 2017).

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

Why Students Choose To Drink

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

(Follow-Up Survey, drinkers only, n = 102)



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



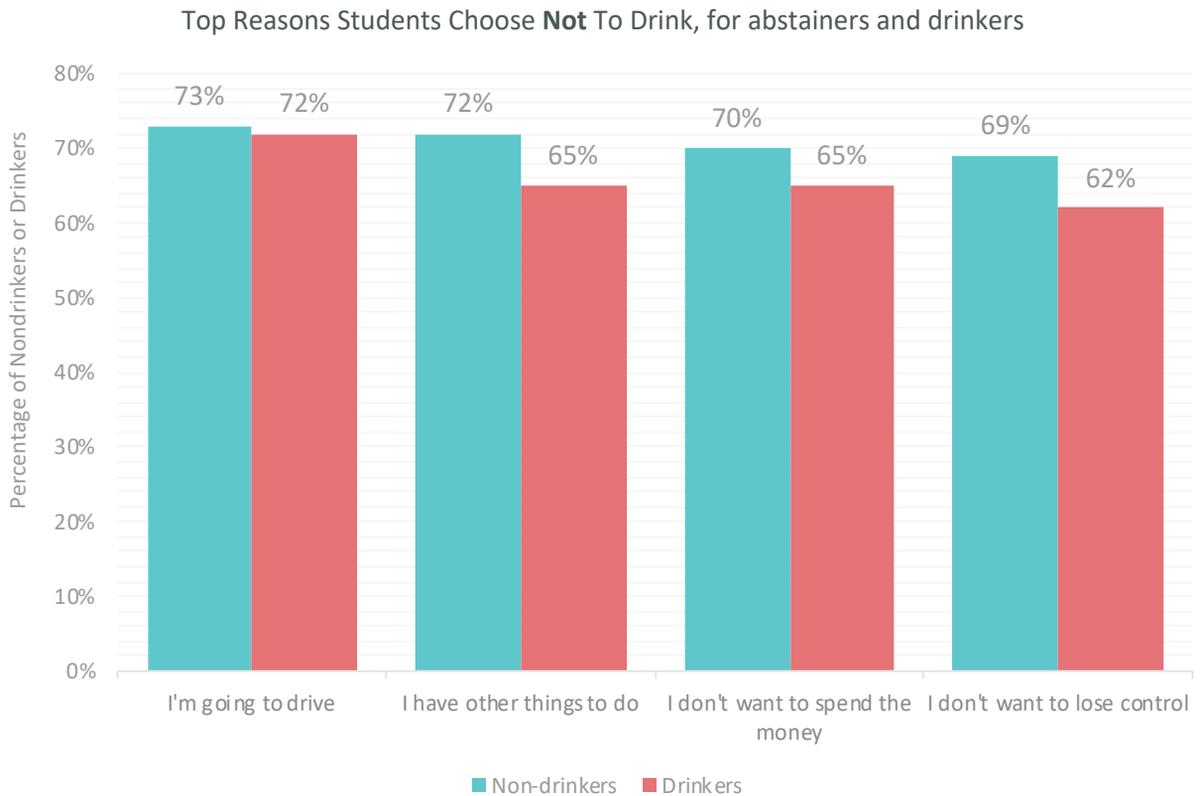
Programming Tip: Reasons for consuming alcohol vary greatly for institutions and across different groups of students. Consider the reasons why students are choosing to drink and investigate whether those challenges can be met with other strategies for these students.

With data available in the Higher Education Partner Center, 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.

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 = 343 and drinkers, n = 102)



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



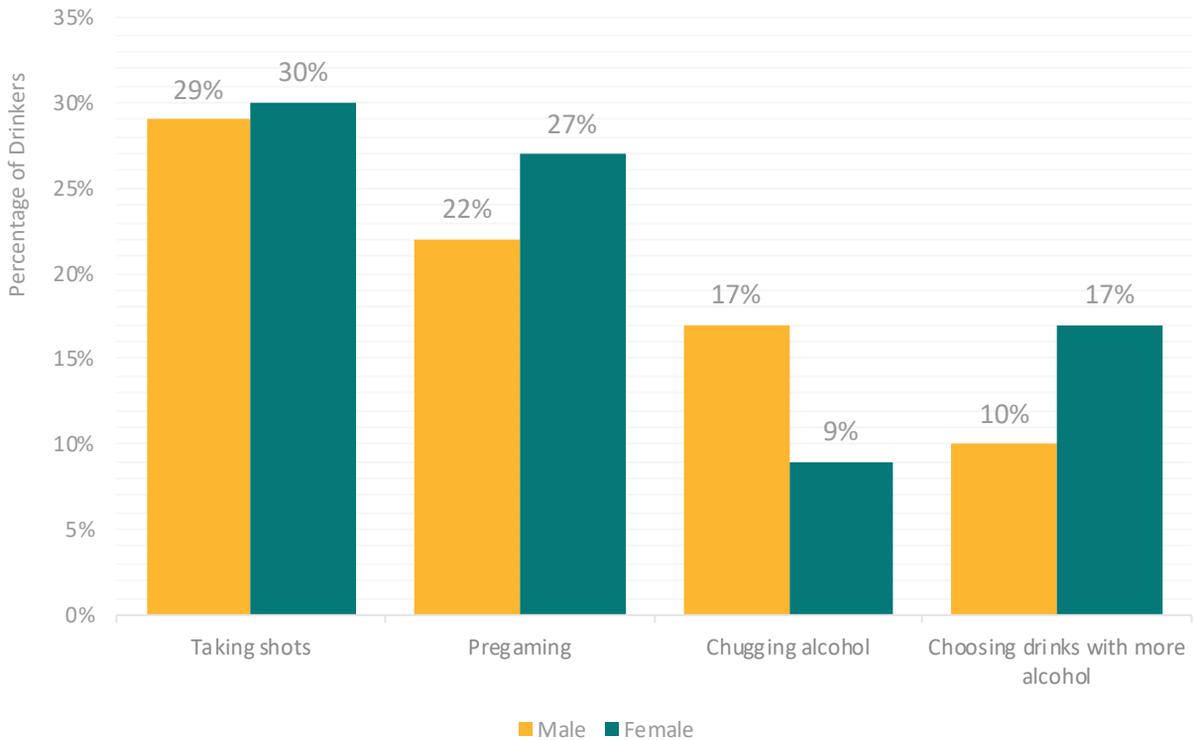
Programming Tip: “It would be far easier to increase the salience of existing reasons that drinkers have for restricting their alcohol use than to win their endorsement of still additional reasons that are primarily endorsed by abstainers (Huang et al., 2011).” Which reasons are most endorsed by drinkers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

High-Risk Drinking Behaviors

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

(Follow-Up Survey, drinkers only, n = 102)

Top Four High Risk Behaviors, by identity



Percentages represent responses of 5-7 on 7-point Likert scale (1=Never engaged).

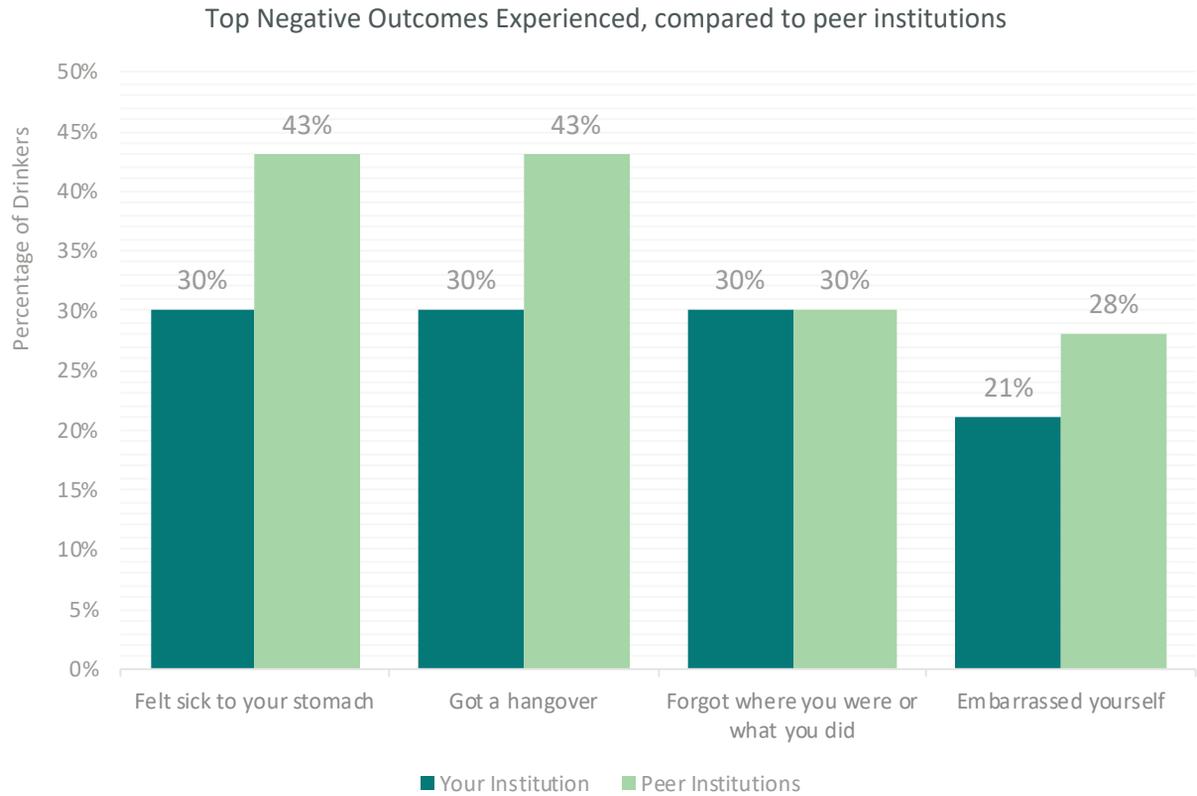


Programming Tip: More than other high-risk behaviors, pregaming has been shown to have a predictive relationship with a variety of negative outcomes (EVERFI, 2012). As such, participation in pregaming can potentially be used as a marker to identify students who are more likely to be at risk for experiencing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

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 = 102)



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



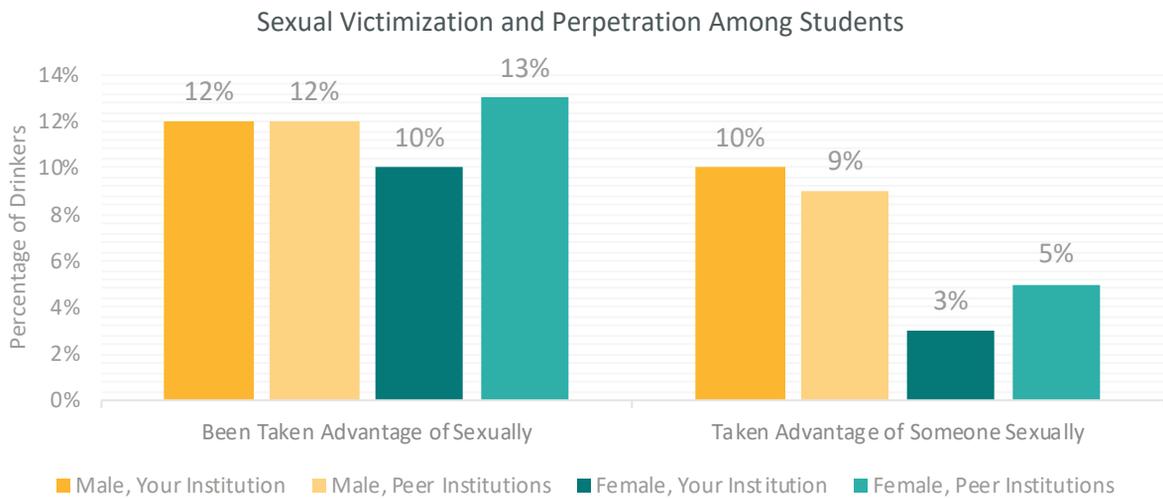
Programming Tip: The AlcoholEdu Partner Guide provides recommendations for campus programs that reinforce course content. It includes sample discussion topics and activities designed for use by trained facilitators, including ways to reduce the risk of experiencing negative outcomes.

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

Student Drinking and Sexual Assault

Students with unhealthy attitudes about sexual violence report higher rates of alcohol use. Students who drank in the past two weeks reported that the following occurred in conjunction with their drinking.

(Follow-Up Survey, drinkers only, n = 102)



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

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

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

—ABBEY, 2008



Critical Processes Tip: It is important to think about how we effectively identify and intervene with students at risk for being victimized or perpetrating sexual assault using the resources available, including this survey data available through the Higher Education Partner Center.

Engaging Your Students

Student Engagement

Abstaining Students

39 students would like to be contacted by your school to learn more about connecting with other students who are interested in a social life that isn't focused around alcohol. [View](#) | [Export](#)

Recovery Support

26 students would like to be contacted by your school to learn more about alcohol and other drug addiction recovery related programs and services available on your campus. [View](#) | [Export](#)

Entire Community

48 students would like to get more involved in setting their own campus policies or improving the campus social climate. ([View](#) | [Export](#))
161 students would like to attend events that do not focus on alcohol. ([View](#) | [Export](#))
71 students would like to plan events that do not focus on alcohol. ([View](#) | [Export](#))

Screenshot from the Student Engagement Report in the Higher Education Partner Center.

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

A growing number of students arriving on campus choose to regularly abstain from alcohol use. Research has shown that these students are more likely to be successful in their commitment to not drink if they are able to connect with like-minded peers. AlcoholEdu for College provides campuses with a unique tool to identify and assist students with that process. At Columbus State University, 24 have opted in to be contacted by your institution about connecting peers who are interested in a social life that isn't focused on alcohol.

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

be connected with available resources.

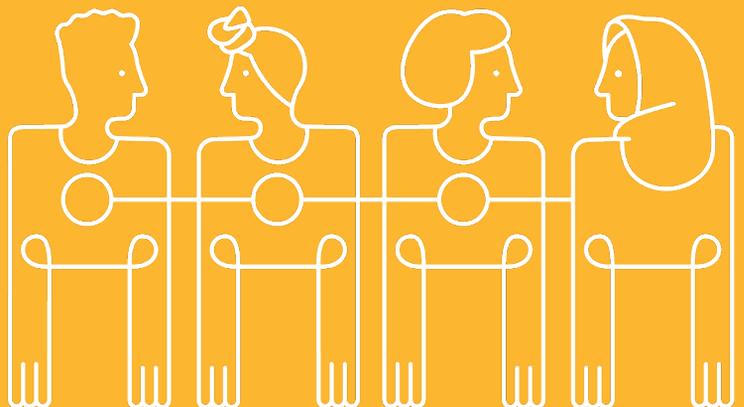
So far 130 have expressed interest in planning or attending alcohol-free activities at your institution or helping to review/revise campus policies regarding alcohol. These students can be a valuable resource for making a positive impact on their peers and for creating a climate of health and safety at your institution.



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

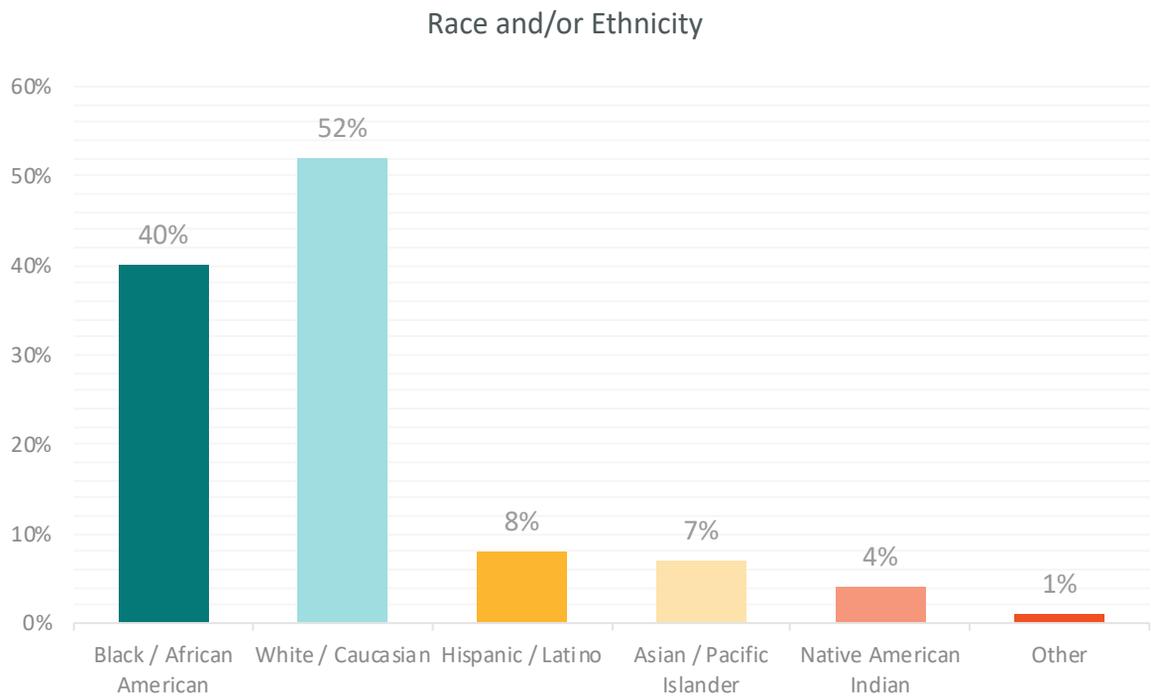
AlcoholEdu for College.

Appendix – Student Demographics



Student Demographics

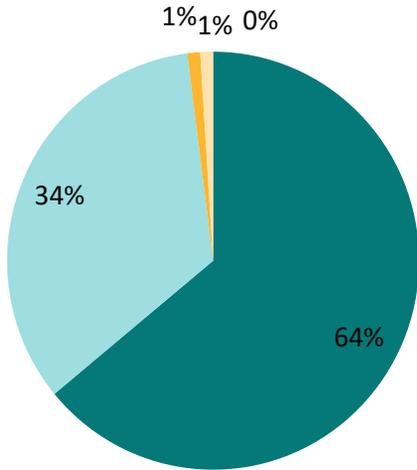
The following is a summary of the demographics of students who participated in AlcoholEdu this year. Demographic information is self-reported by students as part of pre-course survey. All questions are optional, and students may choose not to share demographic information.



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

Student Demographics (Continued)

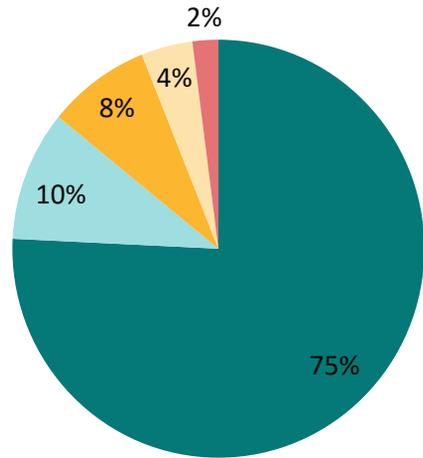
Gender Identity



Female	64%	Male	34%
Transgender	1%	Other	1%
Prefer not to answer	0%		

'Other' includes students who selected Genderqueer, Gender-nonconforming, or Not listed.

Year in School



Freshman	75%	Sophomore	10%
Junior	8%	Senior	4%
Other	2%		

'Other' includes students who selected Graduate student, Continuing education student, Certificate program, Other, or Not a student.

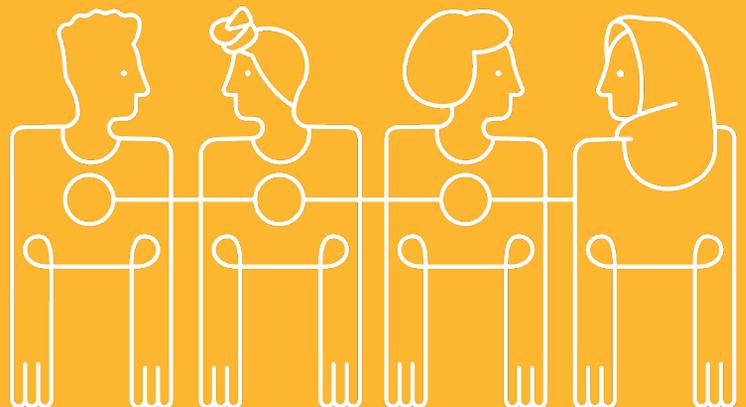


Critical Processes Tip: Does this data reflect the overall demographic makeup of your students assigned to take AlcoholEdu? Demographic data can be used to identify challenges for underrepresented populations. You will see some demographic comparisons in this report and to further explore demographic differences, access your detailed data in the Higher Education Partner Center.

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

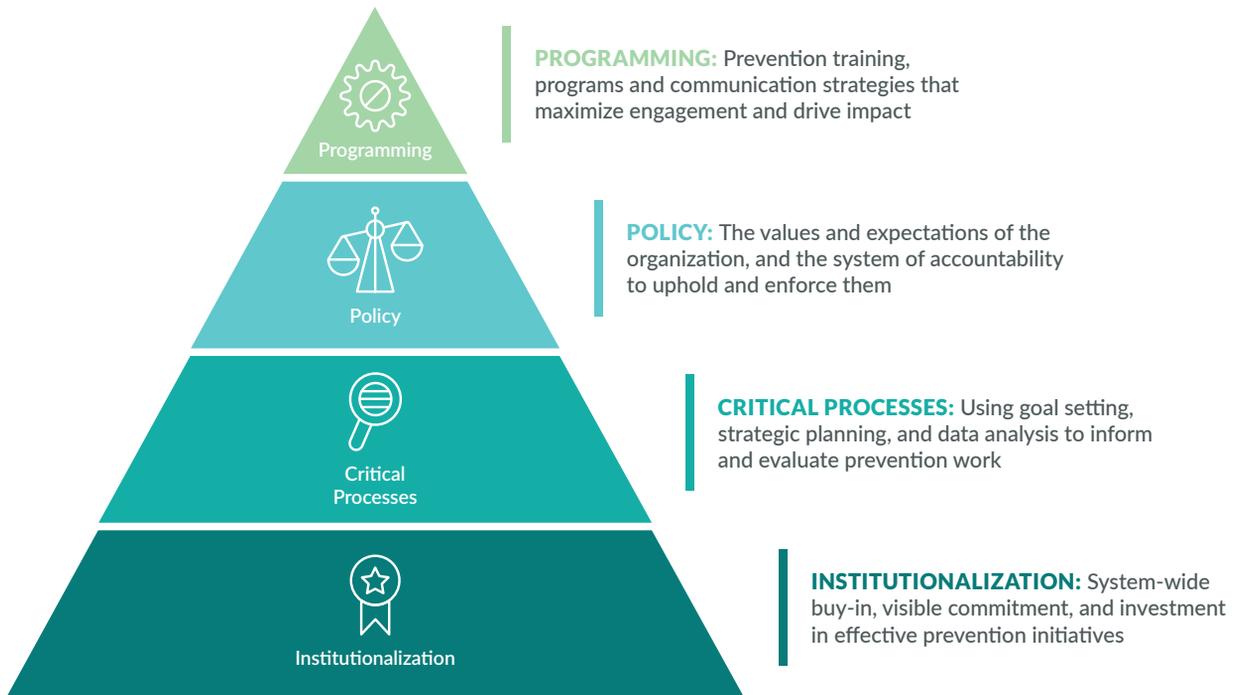
Alcohol Edu for College

Supplemental Information



Prevention Framework

The Prevention Framework, developed by EVERFI's 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 EVERFI

- **Proven Efficacy:** Nine 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, 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).
- 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.



AlcoholEdu for College Course Map

Part 1	1. Getting Started <ul style="list-style-type: none"> • Introductory Video • Custom Welcome Letter • Custom Welcome Video 	2. Standard Drink <ul style="list-style-type: none"> • 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? <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • What's Important to You? • What Do You Want to Focus on this Year • My Choices 	5. Drinking & Motivation <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Drinker/NonDrinker Plan • Choose Your Strategies • Activities on Campus
	8. Laws & Policies <ul style="list-style-type: none"> • Alcohol Related Laws • Campus Policies • Drinking & Driving 	9. Helping Friends <ul style="list-style-type: none"> • Taking Care of Yourself & Others • Alcohol Poisoning • Helping Your Friends Poll • Drinking & Driving • Getting Help 	Exam		Intercession
Part 2	10. Introduction <ul style="list-style-type: none"> • Welcome Back 	Survey 3		11. Recognizing Problems <ul style="list-style-type: none"> • Taking Care of Yourself & Others – The Roommate 	12. Course Conclusion <ul style="list-style-type: none"> • Summary of Key Topics • Review Goals, Choices and Plan

Report References & Resource Links

Report References

Slide: The Importance of Behavioral Intentions

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

Slide: 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.

Slide: 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.

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.

Resource Links

Higher Education Partner Center

<https://admin.everfi.net/hepc>

AlcoholEdu for College Partner Guide

www.everfi.com/AlcholeduPartnerGuide

Join the Campus Prevention Network

<https://everfi.com/networks/campus-prevention-network/join-the-network/>



