



**Reinhardt  
University**

# **AlcoholEdu for College**

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**Impact Report** | 2021–2022 Academic Year

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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 Foundry platform administrator site provides real-time access to your Vector Solutions data, in both graphical and raw data formats.

## Peer Institution Benchmarks

Throughout this report, select data from your institution is benchmarked against aggregate data from peer institutions. These peer institutions are similar to yours in size, and public or private status. Reinhardt University is a mid-size private institution, so your benchmarks reflect other private schools with 1,000 to 4,999 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.

## About the Data in This Report

### Type of Data

This report includes data from several student surveys: pre-course surveys taken immediately before the course; post-course surveys taken immediately after the course is completed; and follow-up surveys taken after an intersession period - typically four-to-six weeks - following course completion. Only data from students who responded to **all** three AlcoholEdu surveys are included in this report. (n=314).

### Data Accuracy

Our analysis of the responses, found the data to be accurate, valid, and reliable. There is great consistency in the data from student cohorts over the years at specific institutions and our survey data correlates with external sources of information on substance misuse at the national and institutional level for college students.

### Important Note About Your 2021-2022 Data

While learners are encouraged to answer all questions honestly and are notified that their responses are stored confidentially, they are reminded that all survey questions are optional. This year's surveys emphasized the ability of learners to opt out of any or all survey questions. Thus, some schools may have experienced lower response rates than in previous years for the follow-up survey. Because AlcoholEdu data includes only the responses from students who completed all three surveys, a small respondent sample size for the follow-up survey is likely to impact some of the data displayed in this report.

# Executive Summary

## This school year,

336 Reinhardt 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.

When it comes to skills, 98.4% of your students agree that AlcoholEdu helped them establish a plan ahead of time to make responsible decisions about drinking, and 97.8% 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, more students are choosing to regularly abstain from alcohol. At your school, 68% of students surveyed are abstainers and 27% are nondrinkers. Many perceive that their peers are drinking more than they are and may feel alienated by that perception.

Among students at Reinhardt University who took AlcoholEdu, 84.5% agreed that the course changed their perceptions of others' drinking behavior.

# AlcoholEdu and Your Students

Impact at Reinhardt University

# Course Impact

## Drinking Behavior and Norms

College students are especially prone to overestimating how much and how often their peers drink. Because individuals are more likely to act in a particular way if they believe their actions are consistent with those of their peers, this misperception of the norm can often increase the likelihood of high-risk drinking.

Research has identified that correcting these normative misperceptions can decrease that likelihood, helping to encourage lower risk drinking behaviors.

**84.5% of students** report that AlcoholEdu changed their perceptions of others' drinking behavior  
**at Reinhardt University**

## Learner Impact

After taking AlcoholEdu for College, students were asked to reflect on their course experience and share with us how the course impacted their knowledge and skills in ways that will help them to make healthier decisions and support their peers in the future.

### Your students reported that AlcoholEdu for College:

Prepared them to help someone who may have alcohol poisoning	<b>97.8%</b>
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Prepared them to prevent an alcohol overdose	<b>96.9%</b>
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Helped them establish a plan ahead of time to make responsible decisions about drinking	<b>98.4%</b>
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Percentages represent post-course survey responses.

# Alcohol On Your Campus

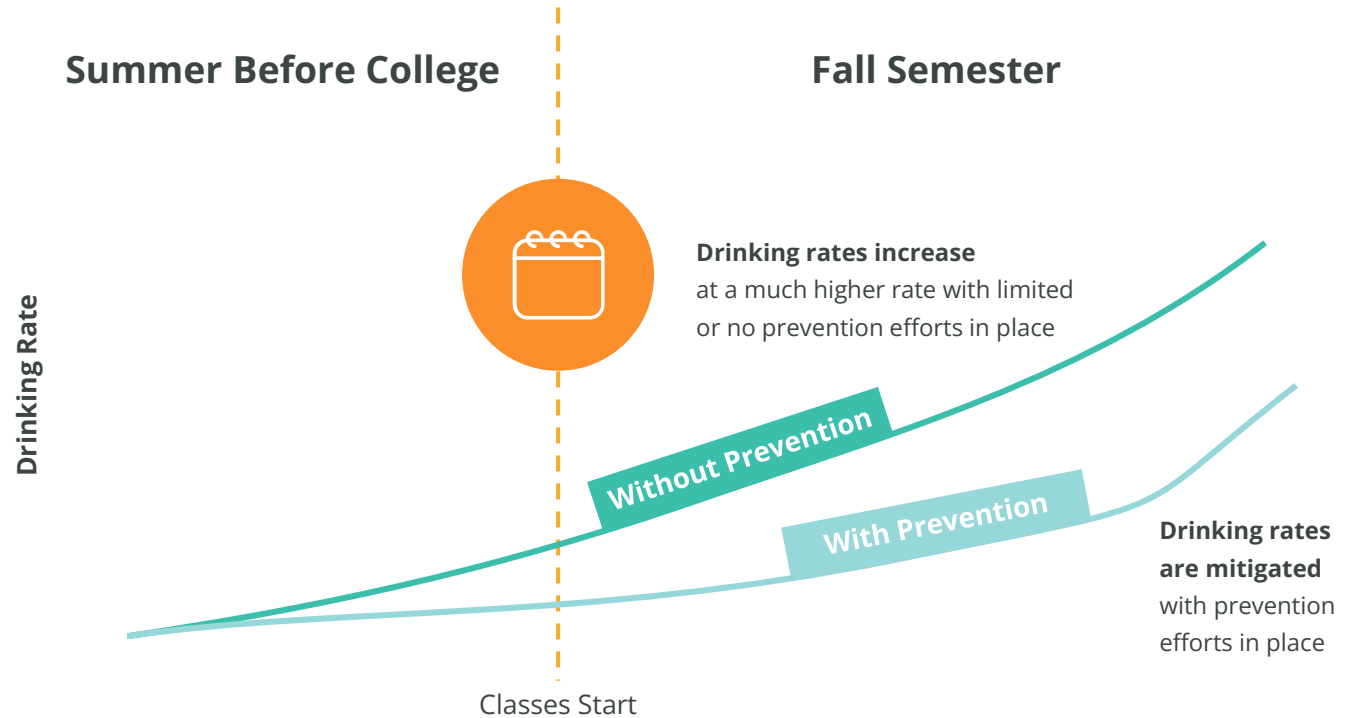
Data and insights from students at Reinhardt University

# 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.



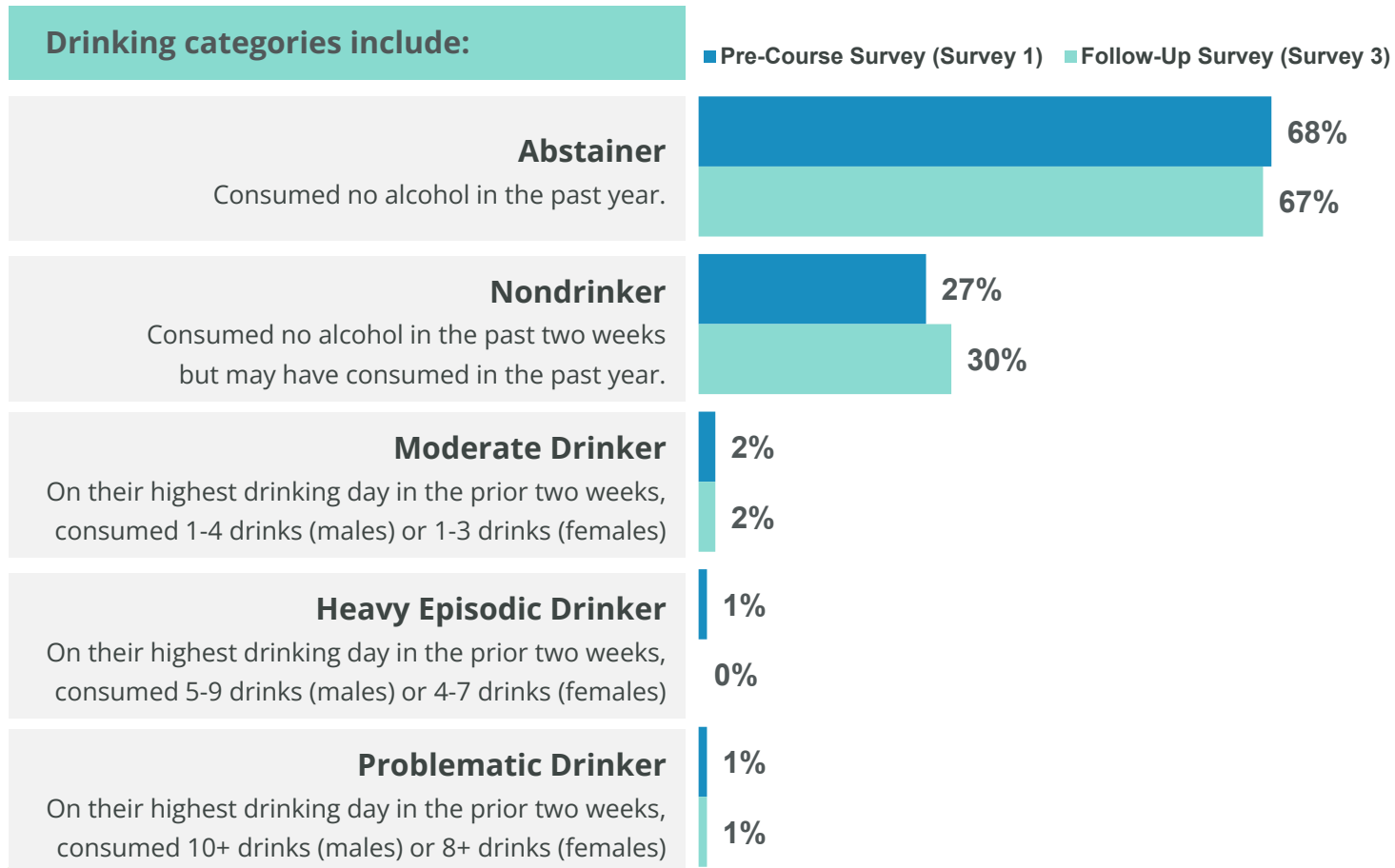
## Programming Tip

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 =264) reported their drinking rates on pre- and post-course surveys (separated by four-to-six weeks).



## Relative Change

Survey 1 to Survey 3

Category	Your Institution	Peer Institutions
Abstainer	-1%	2%
Nondrinker	11%	-6%
Moderate Drinker	0%	3%
Heavy Episodic Drinker	-100%	8%
Problematic Drinker	0%	24%

### 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

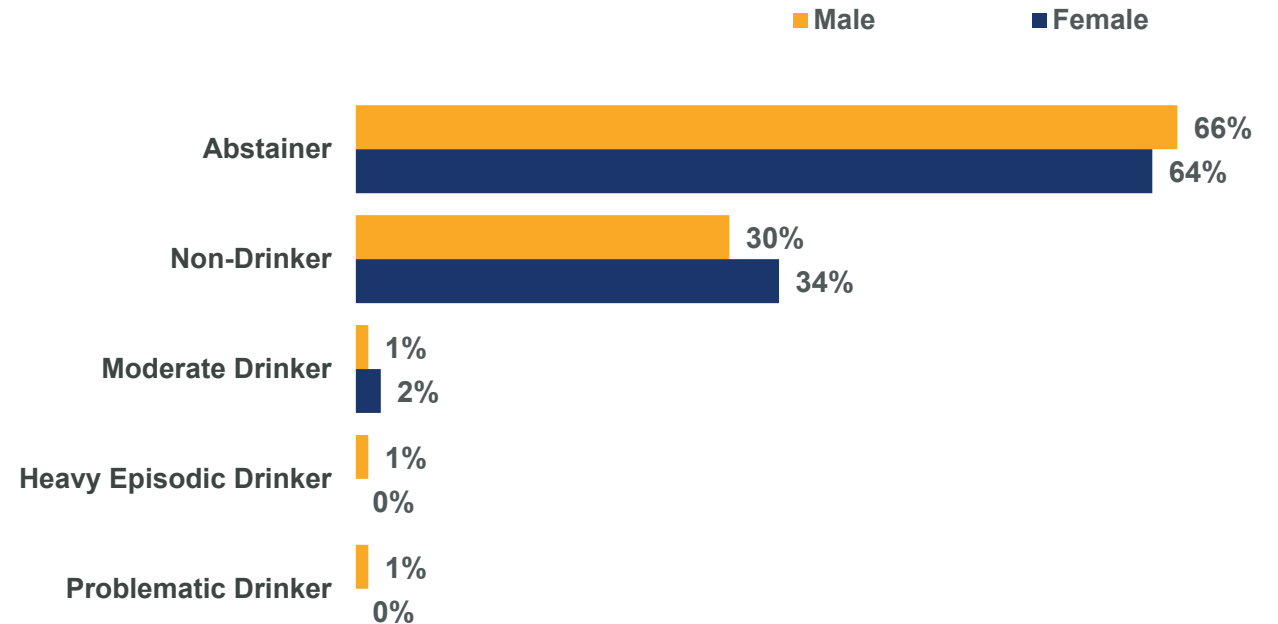
Men and women often follow different drinking patterns and may experience the College Effect differently. Here are your students' drinking categories at the follow up survey (n = 264), broken down by gender identity.

## Note

In the context of drinking rates, male and female students are identified by their self-reported biological birth sex, as biological sex influences how individuals metabolize alcohol and is used to determine their drinking behavior categories. Vector Solutions recognizes and appreciates that learners' gender identity may not be the same as their biological birth sex and communicates that throughout the course.

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 or choose not to identify their gender. To examine drinking behavior by additional gender identities, access your institution's data through your Foundry administrator site.

## Student Drinking Rates at Follow-Up Survey (Survey 3), by Gender Identity



### Critical Processes Tip

Notice how drinking behaviors may be different for male- and female-identified 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.

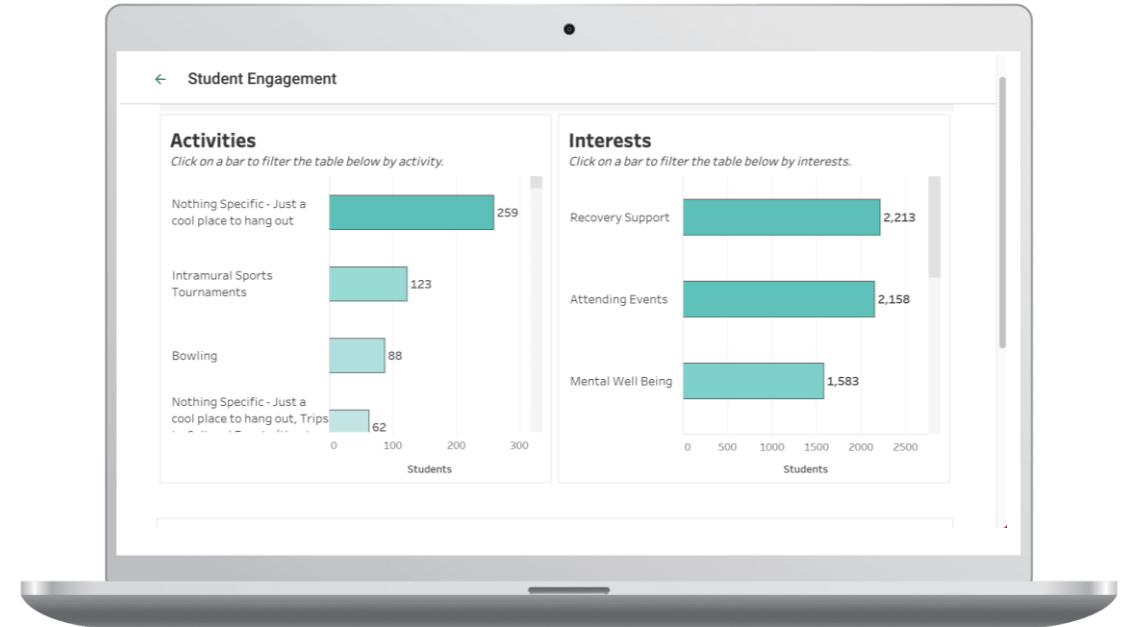
# Engaging Your Students

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. Students can opt in to be contacted by your institution about connecting with 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.

Engaging students who are excited to learn and participate more in your prevention efforts and publicizing that collaboration helps to show how most students support a safe community, healthy behavior, and personal responsibility.



## Programming Tip

Your students provided their names and email addresses in order to be contacted regarding any or all 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 Foundry administrator site. We also recommend looking to the AlcoholEdu for College Facilitator Guide as a resource for ways to utilize this student engagement data.

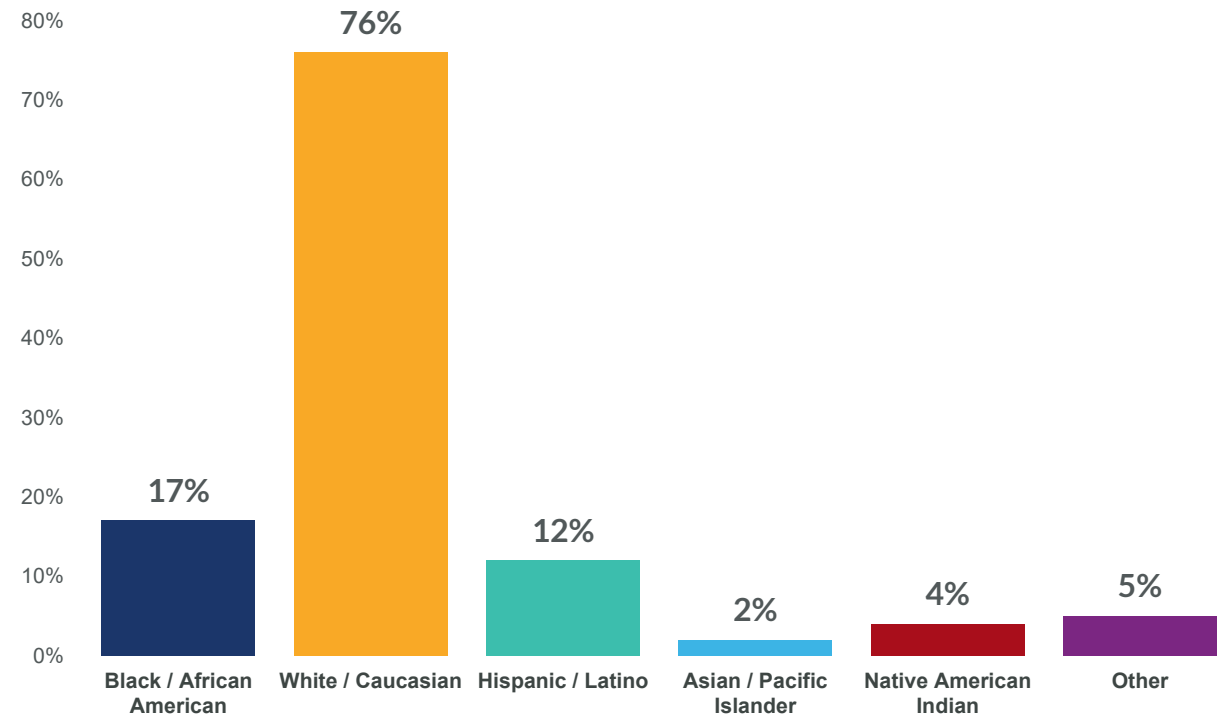
# AlcoholEdu for College

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 (Survey 1). All questions are optional, and students may choose not to share demographic information.

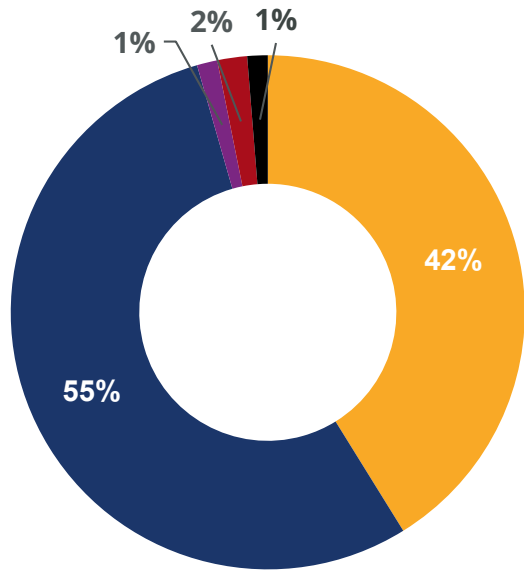
## Race and/or Ethnicity



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

# Student Demographics (Continued)

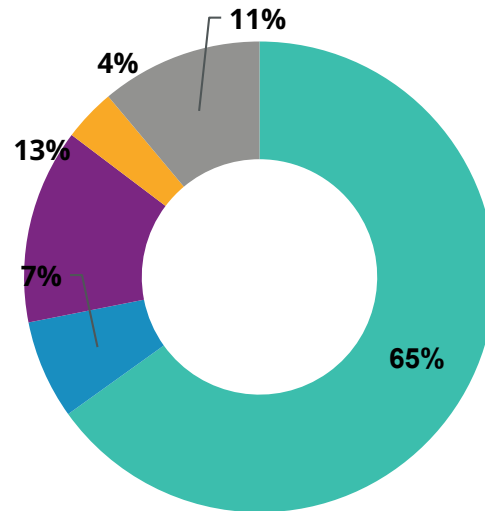
## Gender Identity



<span style="color: orange;">■</span> Female	41.7%	<span style="color: darkblue;">■</span> Male	55.1%
<span style="color: purple;">■</span> Transgender	1.3%	<span style="color: red;">■</span> Other	1.9%
<span style="color: black;">■</span> Prefer not to answer	1.3%		

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

## Year in School



<span style="color: teal;">■</span> First Year	65.1%	<span style="color: blue;">■</span> Sophomore	6.8%
<span style="color: purple;">■</span> Junior	13.4%	<span style="color: orange;">■</span> Senior	3.6%
<span style="color: gray;">■</span> Other	11.1%		

'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 Foundry administrator site.

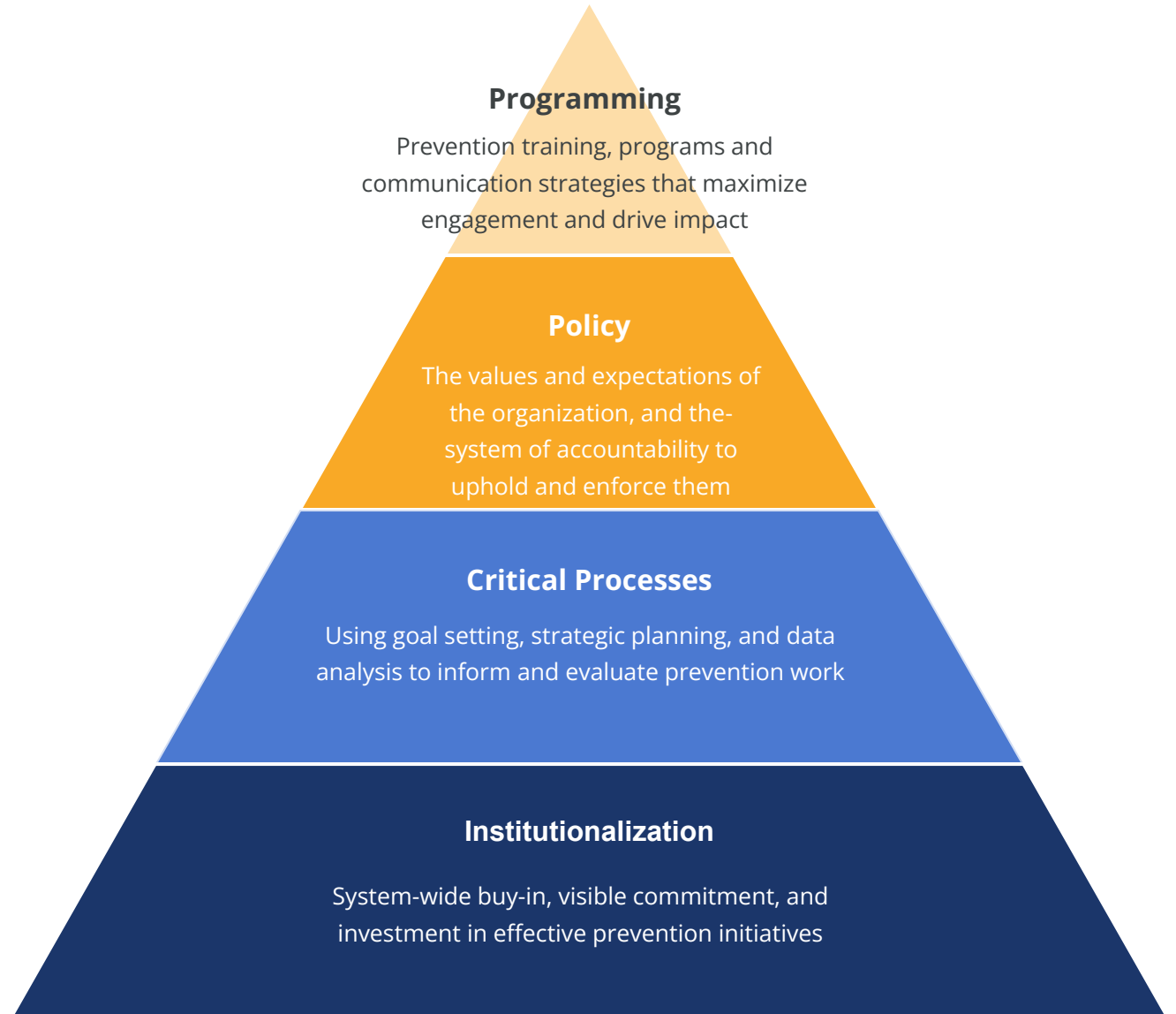
Additional demographics available to explore include: sexual orientation, age, current residence type, membership in student clubs or activities.

# AlcoholEdu for College

Supplemental Information

# The Prevention Framework

The Prevention Framework, developed by Vector Solutions' Campus Prevention Network, defines the elements of a comprehensive approach to prevention, and the ways in which those elements build to an effective prevention program.





# About AlcoholEdu for College

## The Benefits of Working with Vector Solutions

### Proven Efficacy

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

### True Expertise

Our team includes public health professionals, administrators from student affairs, campus prevention offices, legal experts, and more. Extend your team by partnering with ours.

### Beyond Compliance

Our online programs are built by prevention and compliance experts to meet and exceed requirements from Title IX, Cley Act, and EDGAR part 86.

### Data Driven

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

## AlcoholEdu for College

### Developed in Collaboration

with leading prevention experts and researchers.

### Interactive Content

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

### Informed by Emerging Research

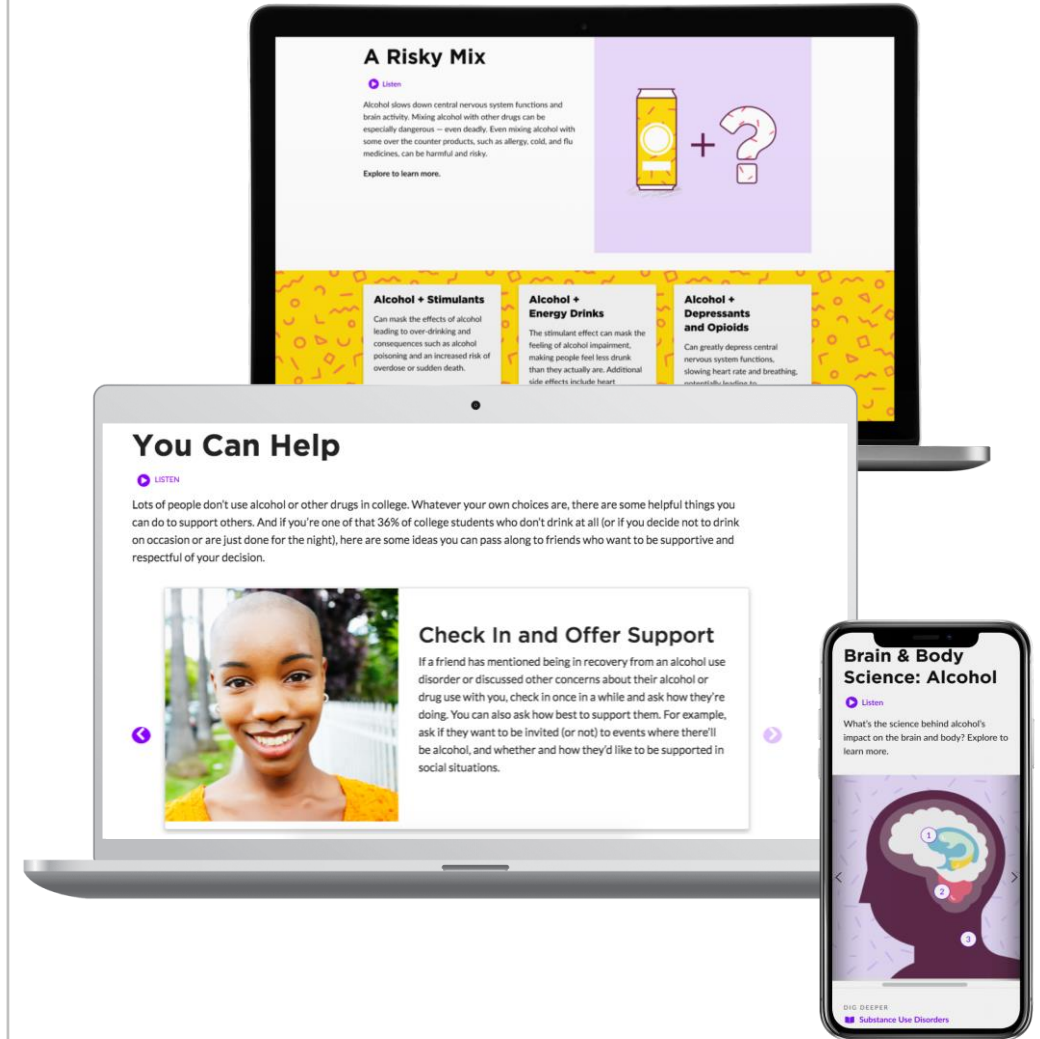
on evidence-based practice (e.g., social norms approach, bystander intervention) and college student behavior

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

in their College Alcohol Intervention Matrix (AIM).

### Most Widely Used

universal online AOD prevention program since its development in 2000, with over 11M users to date.



# AlcoholEdu for College Course Map

Part 1	<b>1. Getting Started</b> <ul style="list-style-type: none"> <li>• Introductory Video</li> <li>• Custom Welcome Letter</li> <li>• Custom Welcome Video</li> </ul>	<b>2. Standard Drink</b> <ul style="list-style-type: none"> <li>• Student Alcohol Knowledge Interviews</li> <li>• <b>Pre-Assessment</b></li> <li>• Standard Drink Definition</li> <li>• Identifying Standard and Non-Standard Drinks</li> <li>• Pouring Standard Drinks</li> </ul>	<b>Survey 1</b>	<b>3. Where Do You Stand?</b> <ul style="list-style-type: none"> <li>• Risk Factors &amp; Choices</li> <li>• You Are Not Alone/Benefits of Not Drinking/Calories &amp; Cash/Support for Your Choice</li> <li>• Your Drinking Profile/ Your Peak BAC/Reducing Your BAC/Drinking Consequences/Calories &amp; Cash/Your Drinking Behaviors</li> </ul>
	<b>4. Goal Setting</b> <ul style="list-style-type: none"> <li>• What's Important to You?</li> <li>• What Do You Want to Focus on this Year</li> <li>• My Choices</li> </ul>	<b>5. Drinking &amp; Motivation</b> <ul style="list-style-type: none"> <li>• What Do You Think?</li> <li>• Factors That Can Influence Decisions</li> <li>• Why/Why Not Drink? Poll</li> <li>• Expectancy Theory &amp; Advertising</li> <li>• Ads Appealing to Men/Women</li> <li>• Alcohol &amp; Advertising Poll</li> <li>• Write a Tagline</li> </ul>		<b>6. Brain &amp; Body</b> <ul style="list-style-type: none"> <li>• BAC Basics</li> <li>• What Factors Affect BAC</li> <li>• Risk/Protective Factors</li> <li>• BAC Calculator</li> <li>• Marijuana &amp; Drugs</li> <li>• Sexual Assault &amp; Understanding Consent</li> <li>• Brain &amp; Body Science</li> <li>• Biphasic Effect</li> <li>• A BAC Story</li> </ul>
	<b>8. Laws &amp; Policies</b> <ul style="list-style-type: none"> <li>• Alcohol Related Laws</li> <li>• Campus Policies</li> <li>• Drinking &amp; Driving</li> </ul>	<b>9. Helping Friends</b> <ul style="list-style-type: none"> <li>• Taking Care of Yourself &amp; Others</li> <li>• Alcohol Poisoning</li> <li>• Helping Your Friends Poll</li> <li>• Drinking &amp; Driving</li> <li>• Getting Help</li> </ul>	<b>Survey 2 and Post-Assessment</b>	<b>INTERSESSION</b>
<b>10. Introduction</b> <ul style="list-style-type: none"> <li>• Welcome Back</li> </ul>	<b>Survey 3</b>	<b>11. Recognizing Problems</b> <ul style="list-style-type: none"> <li>• Taking Care of Yourself &amp; Others – The Roommate</li> </ul>		

