



**Reinhardt University**

# **AlcoholEdu for College**

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**Impact Report** | 2022–2023 Academic Year

## Dear Reinhardt University Partner,

I am pleased to provide your 2022-2023 Impact Report for *AlcoholEdu for College*. This year's report includes key insights from your Vector Solutions program, demonstrating the impact of your investment in the health, safety, and well-being of your students and employees.

Prevention efforts have always been central to the mission of higher education. However, emerging insights elevate and reposition this important work in the evolving context of our industry and the communities we serve.

- In a recent Vector Solutions survey of current college students, safety, well-being, and inclusion were as important as reputation, academic rigor, and affordability in their decision of which college to attend. Similarly, student well-being initiatives were more strongly correlated with college satisfaction than any other factor, including cost, rigor, and academic opportunity.
- Data from Vector Solutions' campus climate survey showed that students who participated in prevention programs were 50% more likely to feel valued in the classroom, happy to be at their school, and a greater sense of belonging versus students who did not participate in these programs.
- Institutions that are maximizing their use of digital prevention programs have, on average, a 10% higher first-year retention rate compared to institutions that are not achieving similar standards.\* Over one-third of graduating high school seniors said they're more likely to attend these leading prevention institutions.

- Prevention programming is also fostering the development of critical skills for supporting students in their lives after college. Two-thirds of students who participated in Vector Solutions' prevention programs said that the course made them feel better prepared and qualified for future jobs. Over 70% felt they had better understanding and awareness of the wider world.

As you delve into the insights in this year's Impact Report, I encourage you to consider the many ways our work together drives outcomes that not only enhance the well-being of your community but also the performance of your institution. These strategic connections demonstrate that prevention is both mission- and business-critical for the future of higher education.

And working together, that future is abundantly bright.



Rob Buelow  
Head of Product, Education  
Vector Solutions

*\* These data are based on the 2022 recipients of the Campus Prevention Network Seal of Prevention.*

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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 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 = 228).

### 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 2022-2023 Data

The data included in this report were collected on the Foundry platform between June 1, 2022 and January 26, 2023. 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,

228 Reinhardt University students have completed all three AlcoholEdu for College course surveys since the start of the 2022-2023 academic year. 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, 96% of your students agree that AlcoholEdu helped them establish a plan ahead of time to make responsible decisions about drinking, and 95% 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, 64% of students surveyed are abstainers and 26% 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% agreed that the course changed their perceptions of others' drinking behavior. And a substantial number of your students after taking the course report that they intend to limit their drinking frequency (75%) or the number of drinks they consume (75%).



### Drinking Motivation

At Reinhardt University, the top reason students choose to drink is "To have a good time with friends" (92% of drinkers). Among nondrinkers, 100% say they don't drink because "I don't like being around others when they are drunk" -- 0% 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

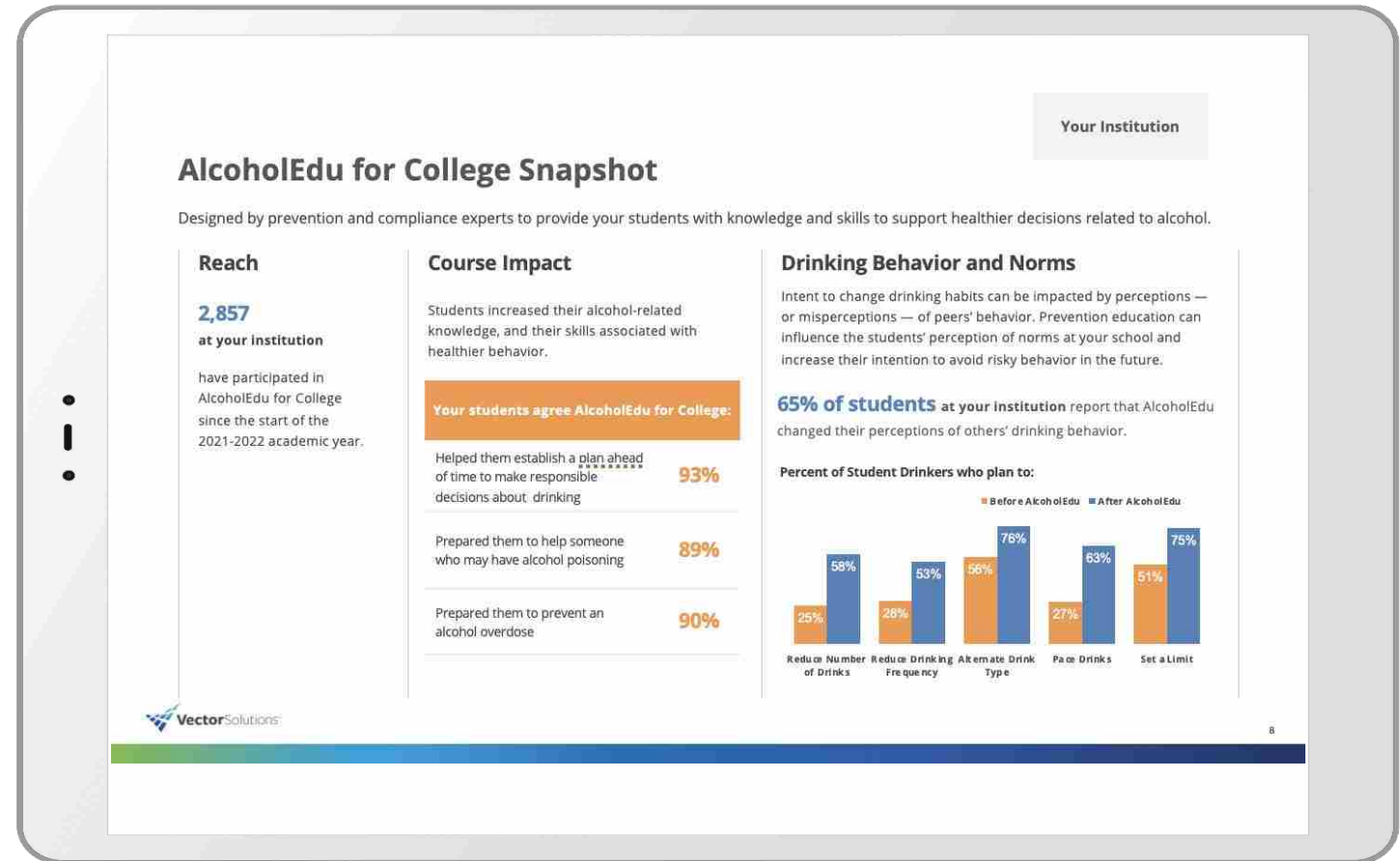
Impact Snapshot

# 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.

## Reach

### 228 students at Reinhardt University

students have completed all three AlcoholEdu for College course surveys since the start of the 2022-2023 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 **96%**

Prepared them to help someone who may have alcohol poisoning **95%**

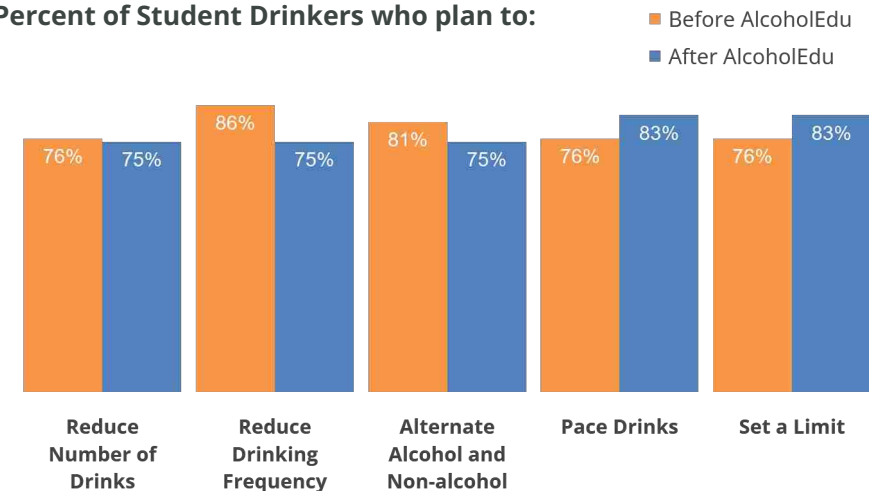
Prepared them to prevent an alcohol overdose **92%**

## Drinking Behavior and Norms

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.

**84% of students** at Reinhardt University report that AlcoholEdu changed their perceptions of others' drinking behavior.

### Percent of Student Drinkers who plan to:





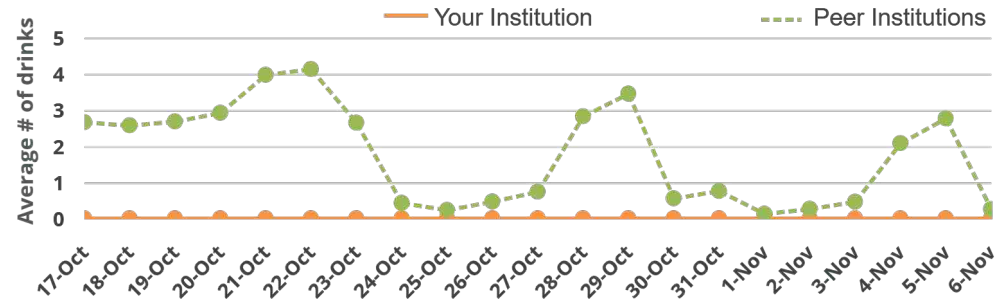
# AlcoholEdu for College Snapshot

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

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

**Top Reasons**

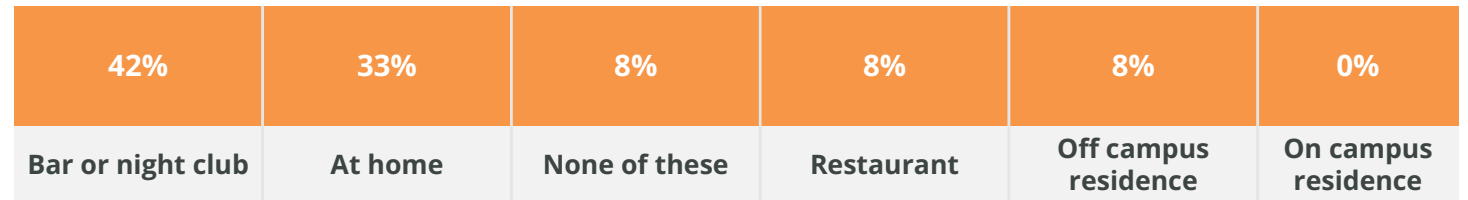
## When



**Tip**

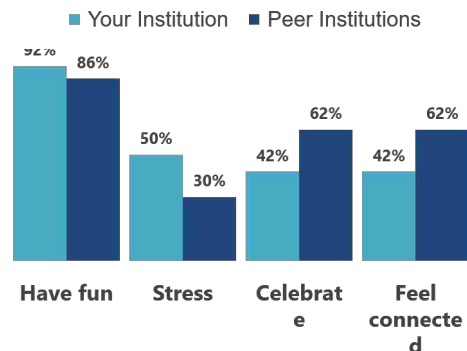
The data shown here reflect the 21-day period where institutions tend to report the highest drinking rates. Can these data be used to reinforce or support other data you have collected to identify celebrations or events that encourage or discourage heavy drinking?

## Where



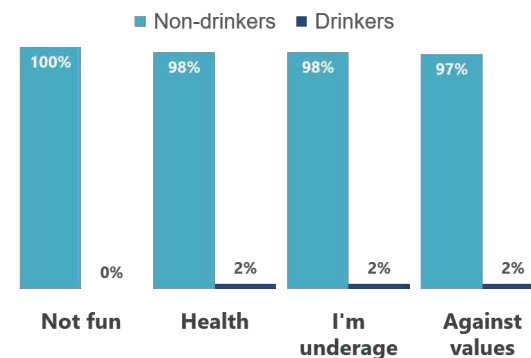
## Why

Students Choose To Drink (drinkers only)



## Why Not

Why Students Choose NOT To Drink (abstainers and drinkers)



**Tip**

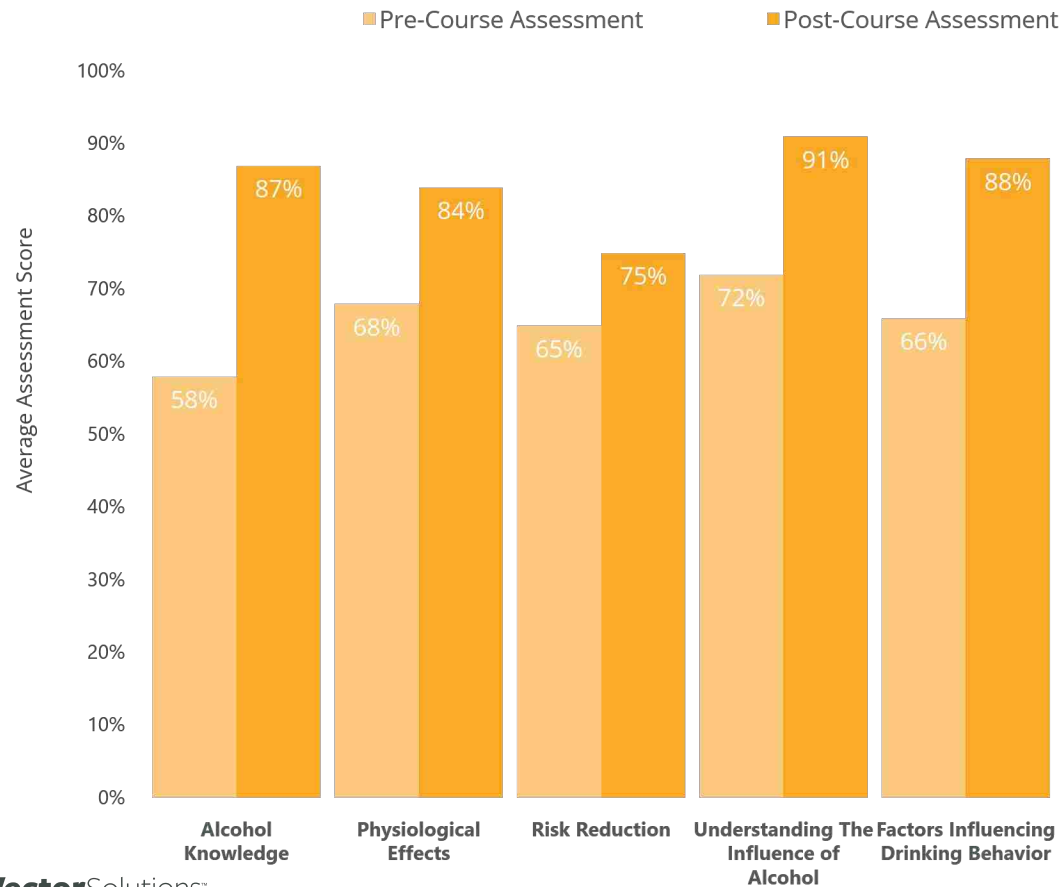
"It would be far easier to increase the salience of existing reasons that drinkers have for restricting their alcohol use than to win their endorsement of still additional reasons that are primarily endorsed by abstainers (Huang et al., 2011)." Which reasons are most endorsed by drinkers on your campus?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

# AlcoholEdu and Your Students

Impact at Reinhardt University

# Course Impact

## Knowledge Gain



## Learner Impact

Your students reported that AlcoholEdu for College:  
*(From post-course survey)*

Prepared them to prevent an alcohol overdose	92%
Prepared them to help someone who may have alcohol poisoning	95%
Helped them establish a plan ahead of time to make responsible decisions about drinking	96%
Changed their perceptions of others' drinking behavior	84%

### 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.

# Behavioral Intentions

## Impact For High-Risk Students

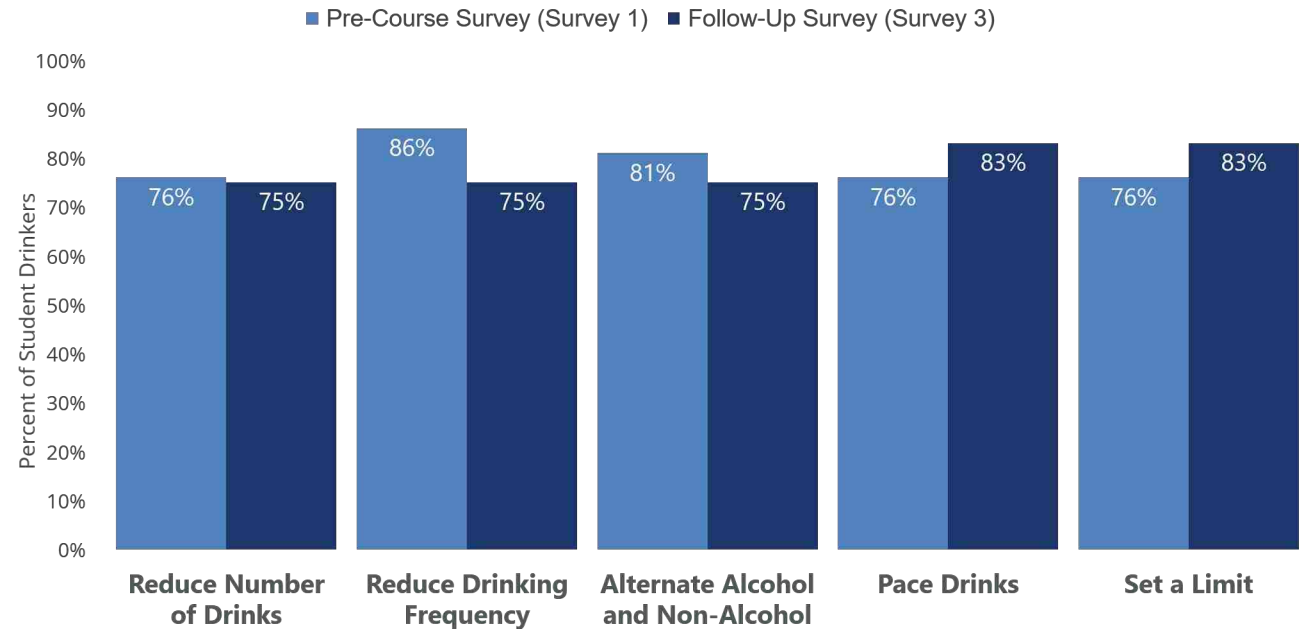
4 high-risk drinkers completing AlcoholEdu for College saw "no need to change the way they drink" before taking the course. Following the course, **100%** of those students (**4 students**) reported a readiness to change their drinking behavior.

### 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



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

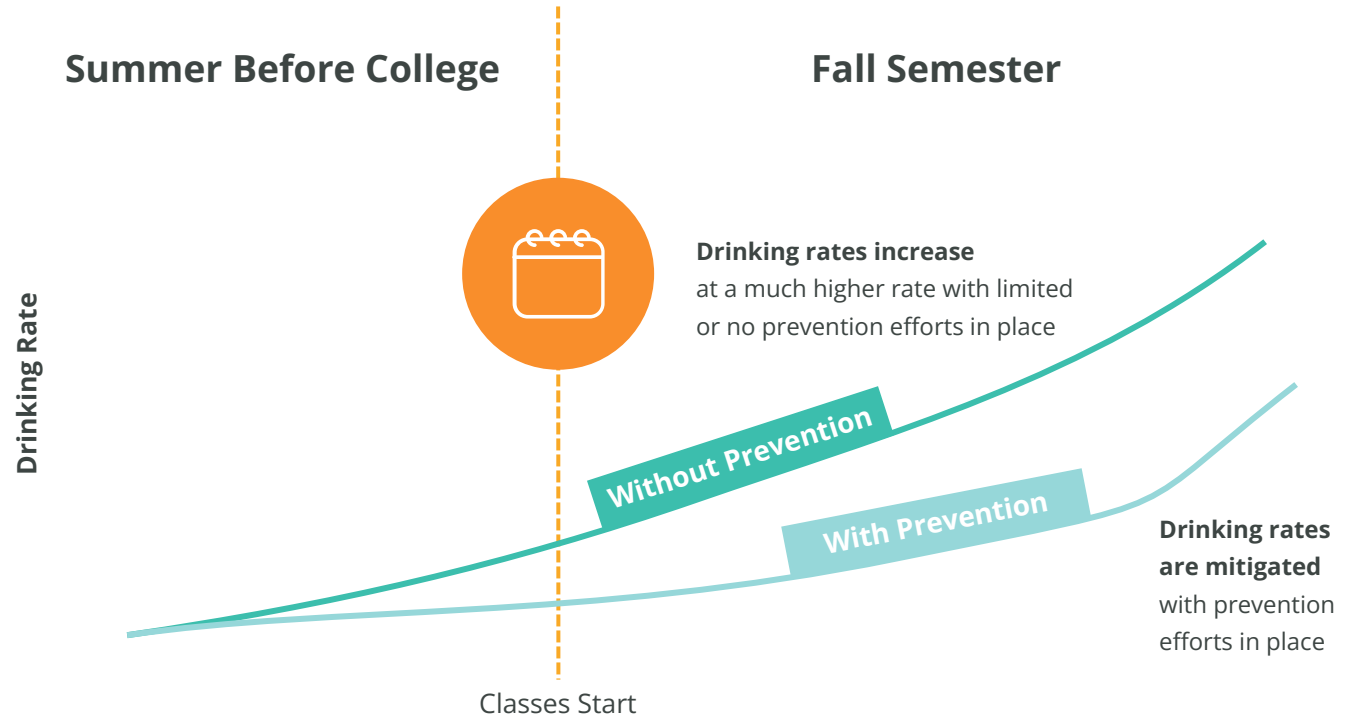
Data and insights from students at Reinhardt University

# 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.

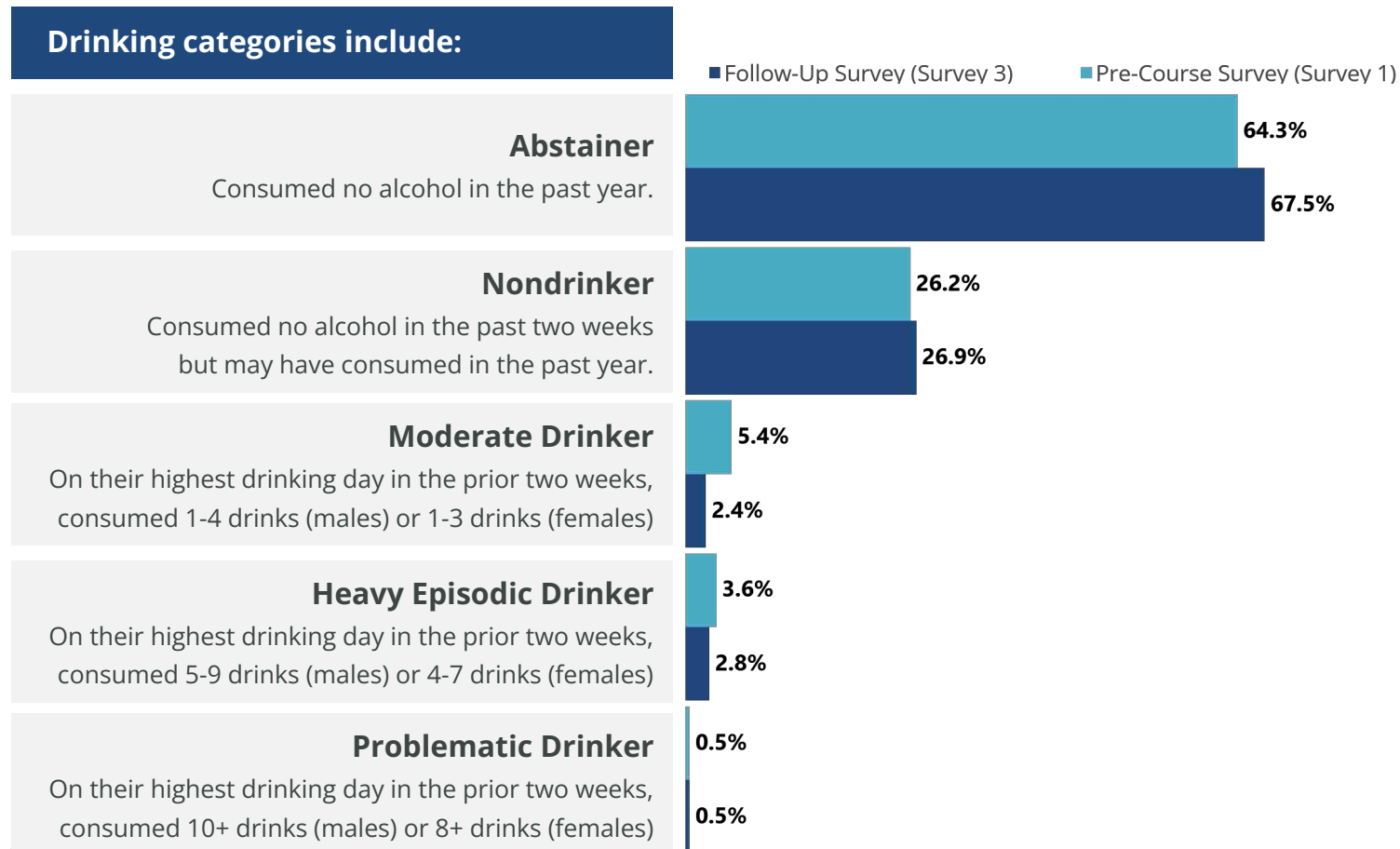


## Programming Tip

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 = 12) 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	5%	0%
Nondrinker	2%	-7%
Moderate Drinker	-57%	5%
Heavy Episodic Drinker	-22%	19%
Problematic Drinker	4%	22%

### 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

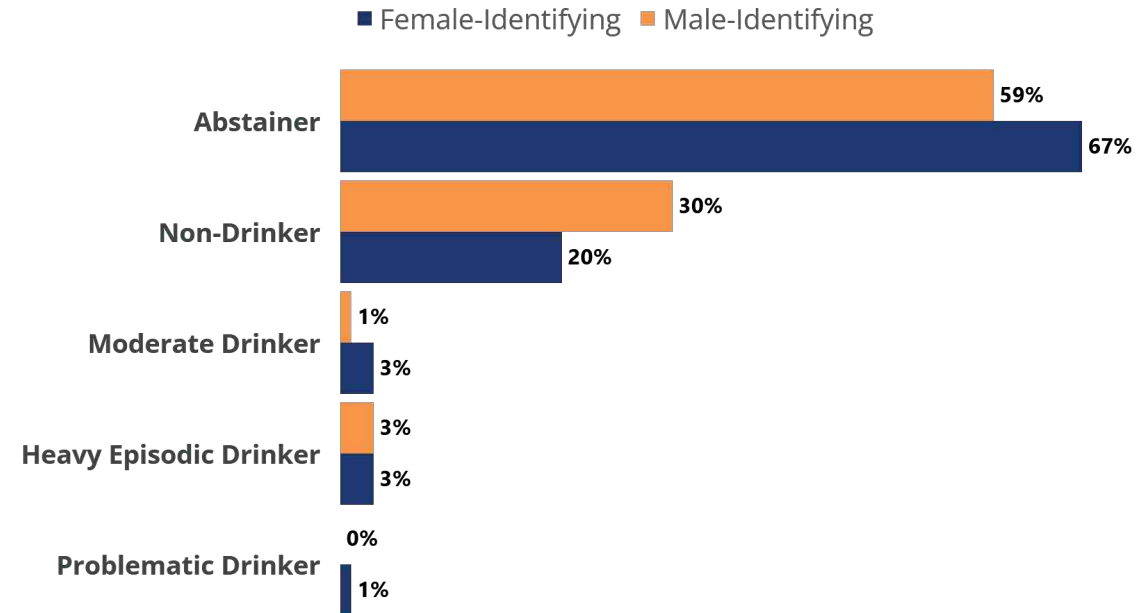
Men and women often follow different drinking patterns and may experience the College Effect differently. Here are your students' drinking categories at the follow up survey (n = 12), broken down by gender identity.

## 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.

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



### Critical Processes Tip

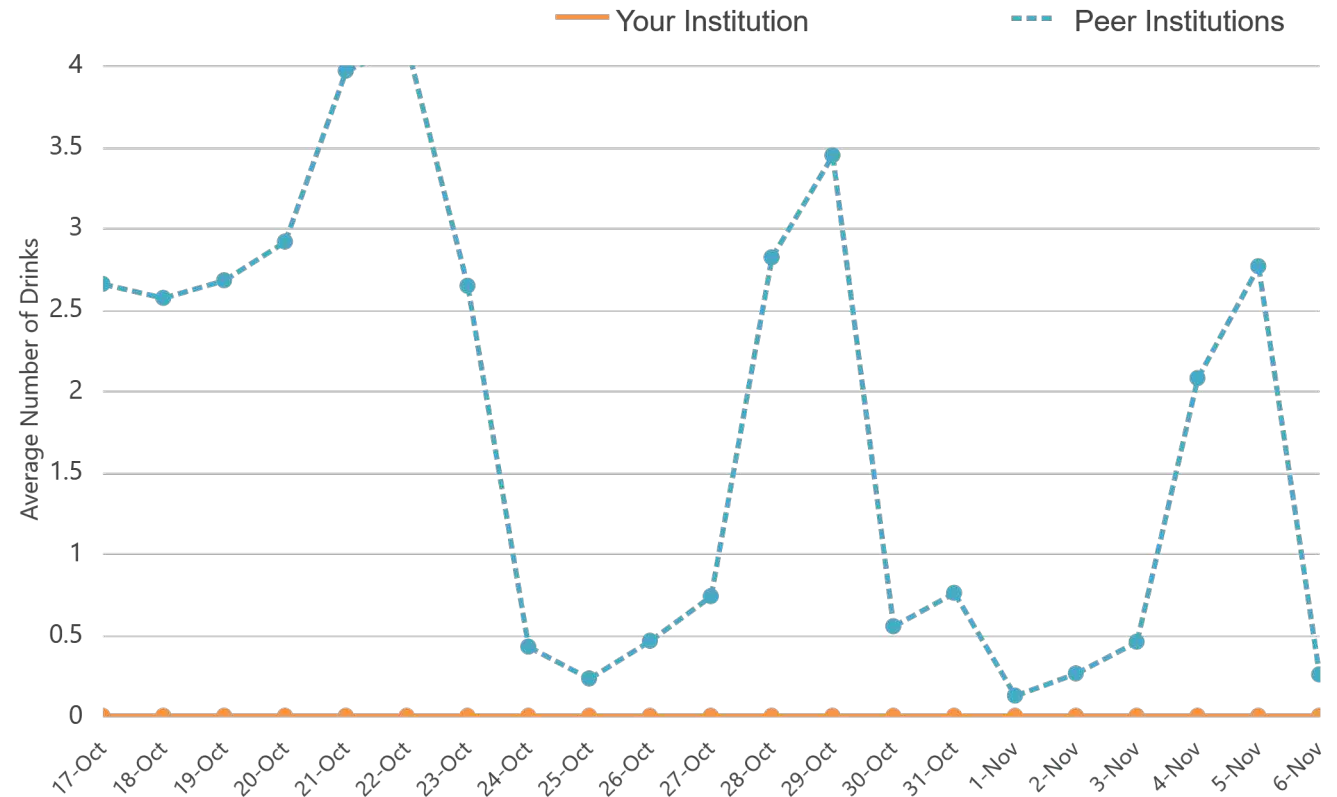
Notice how drinking behaviors may be different for male and female students. Think about what other demographic characteristics may have an influence on drinking behavior at your institution, including race, ethnicity, group membership, year in school, etc. This may inform how different subgroups of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



# 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 three-week period.

*Follow-Up Survey, drinkers only, n = 12*



The date range above is the peak drinking period for the national aggregate and may not represent the peak for your institution.

### Critical Processes Tip

The data shown here reflect the 21-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?

# 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 (Survey 3), drinkers only, n = 12*

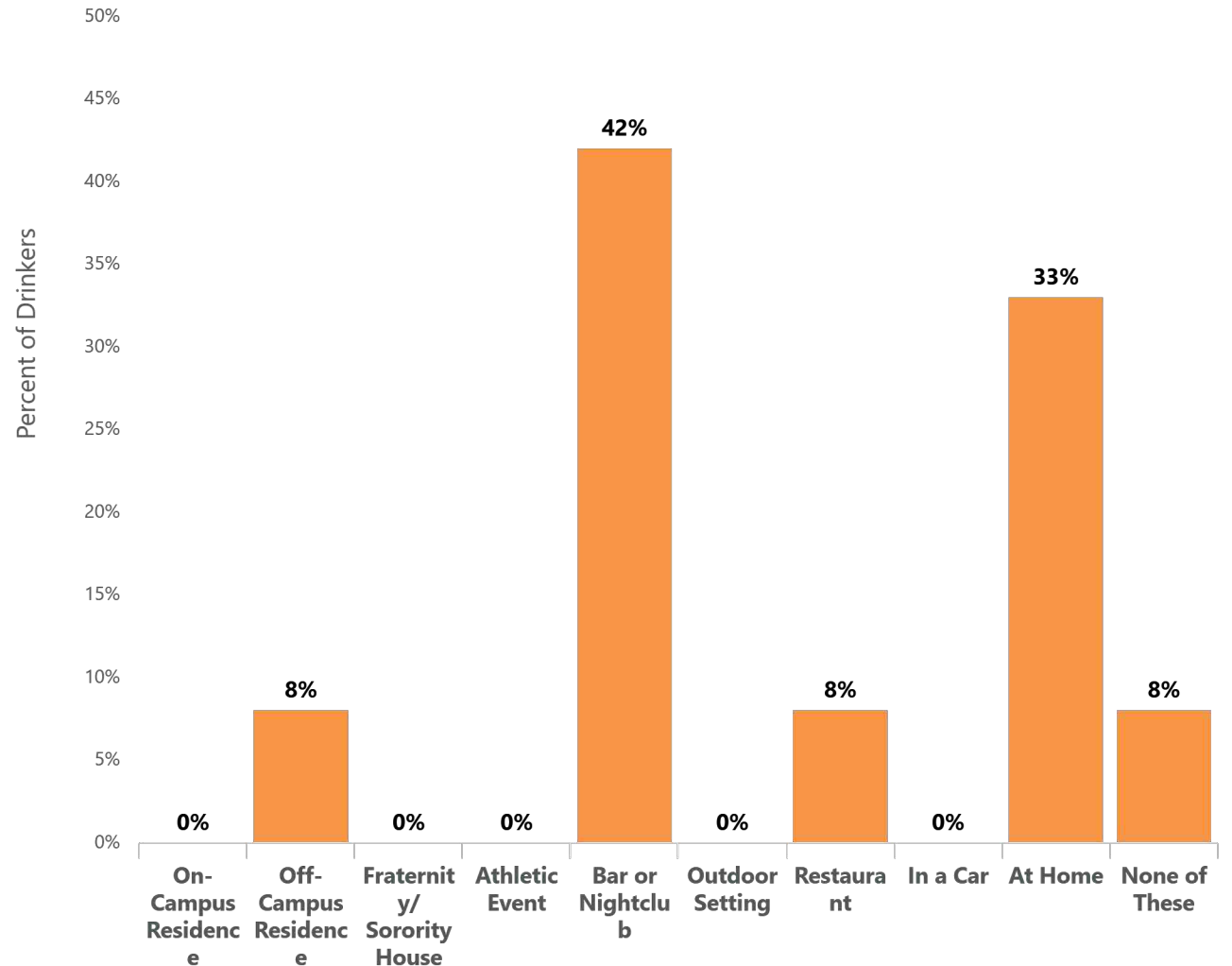
## Policy Tip

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



# Why Students Choose To Drink

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

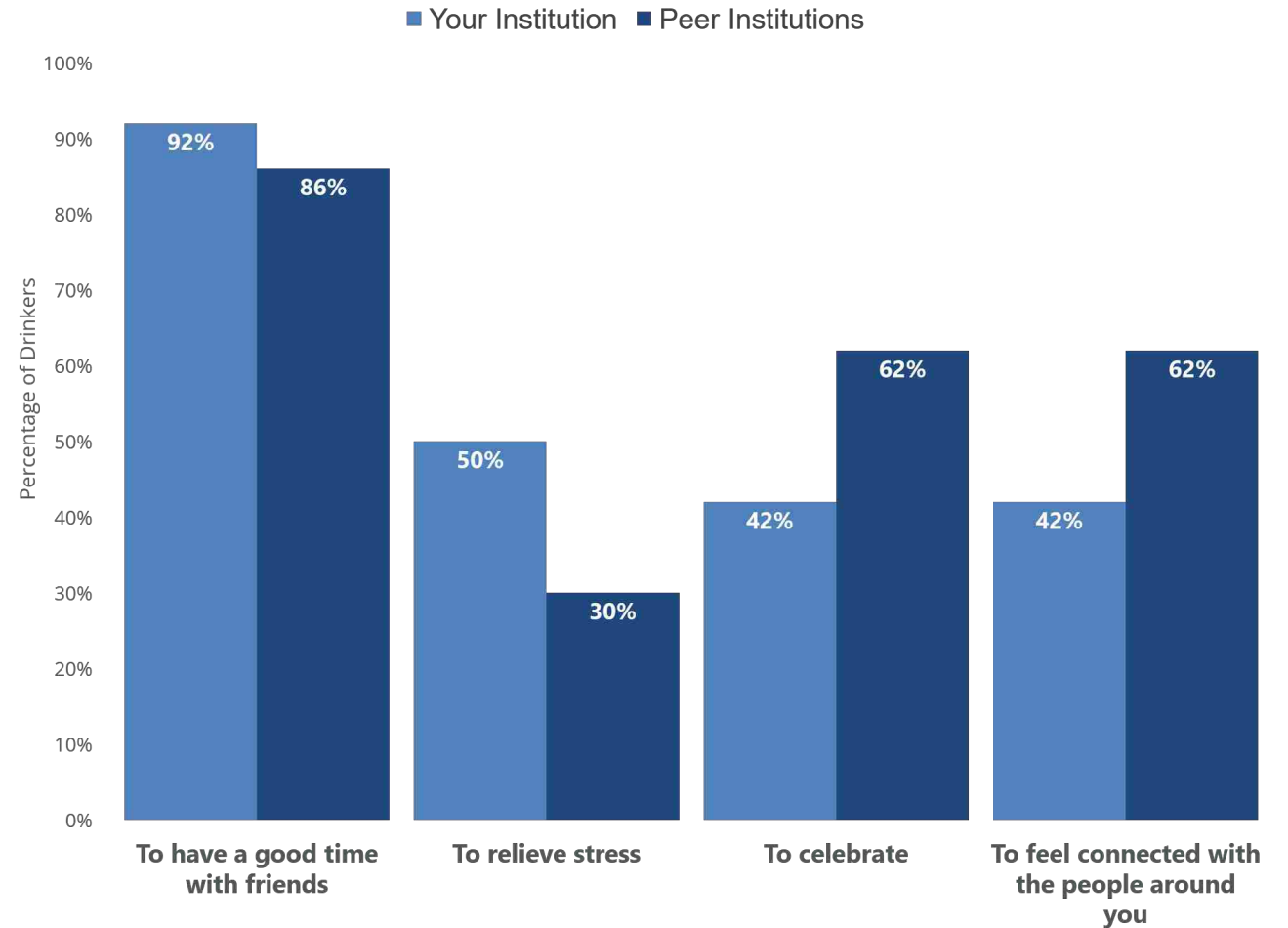
*Follow-Up Survey (Survey 3), drinkers only, n = 12*

## 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, compared to peer institutions



Percentages represent students who selected option.

# Why Students Choose Not To Drink

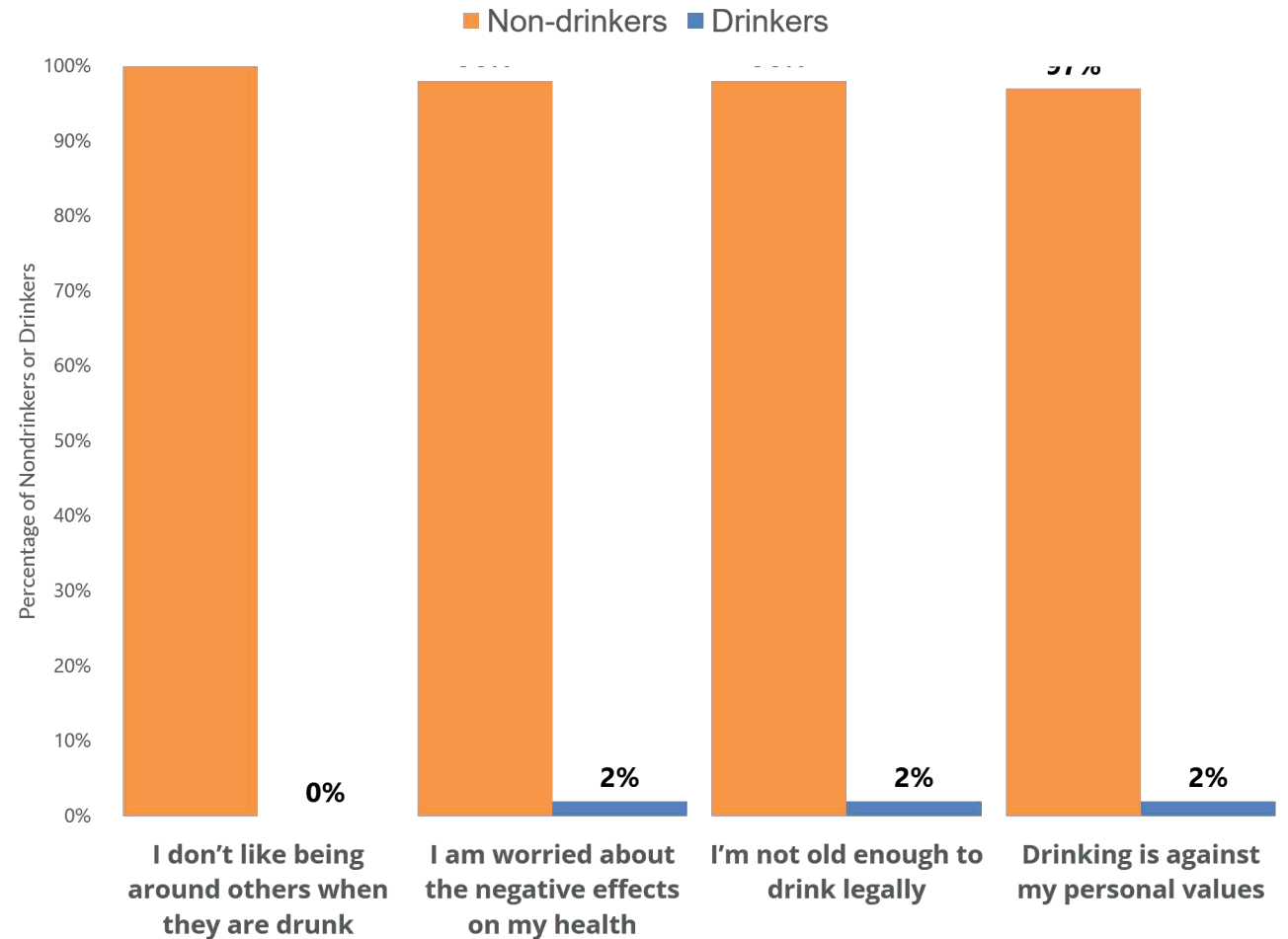
Both drinkers and nondrinkers indicated their most important reasons for choosing whether or not to drink alcohol.

*Follow-Up Survey (Survey 3), nondrinkers, n = 200 and drinkers, n = 12*

## 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.

## Top Reasons Students Choose NOT To Drink, for Non-Drinkers and Drinkers



# High-Risk Drinking Behaviors

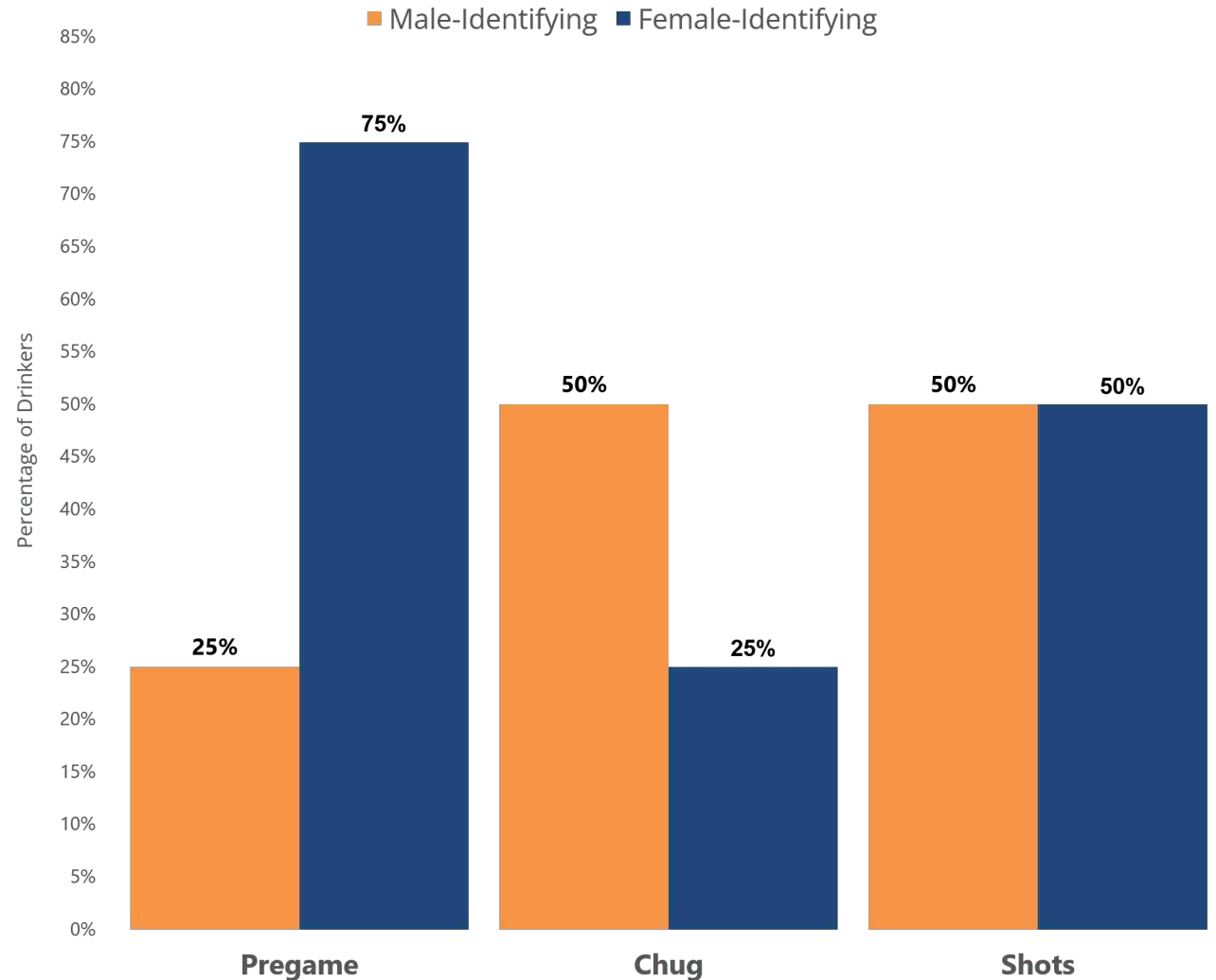
These are some of the most common risk-related drinking behaviors reported by your students who had a drink in the two weeks prior to survey.

*Follow-Up Survey (Survey 3), drinkers only, n = 12*

## Programming Tip

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

## High-Risk Behaviors, by Gender Identity



# Impact of High-Risk Drinking

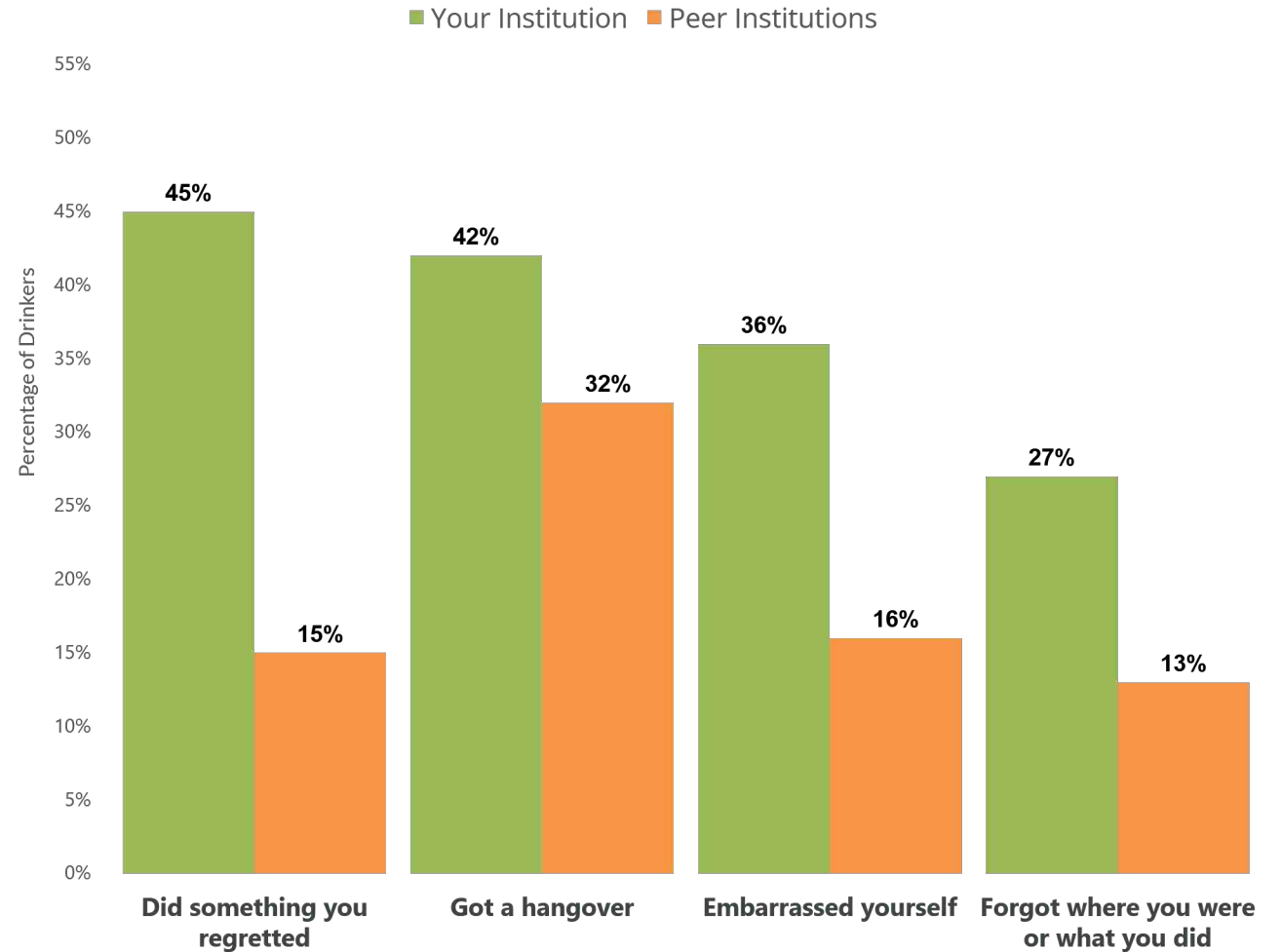
Students who reported drinking in the past two weeks experienced the following as a result of their drinking.

*Follow-Up Survey (Survey 3), drinkers only, n = 12*

## 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, Compared to Peer Institutions



Percentages represent students who experienced outcome one or more times.

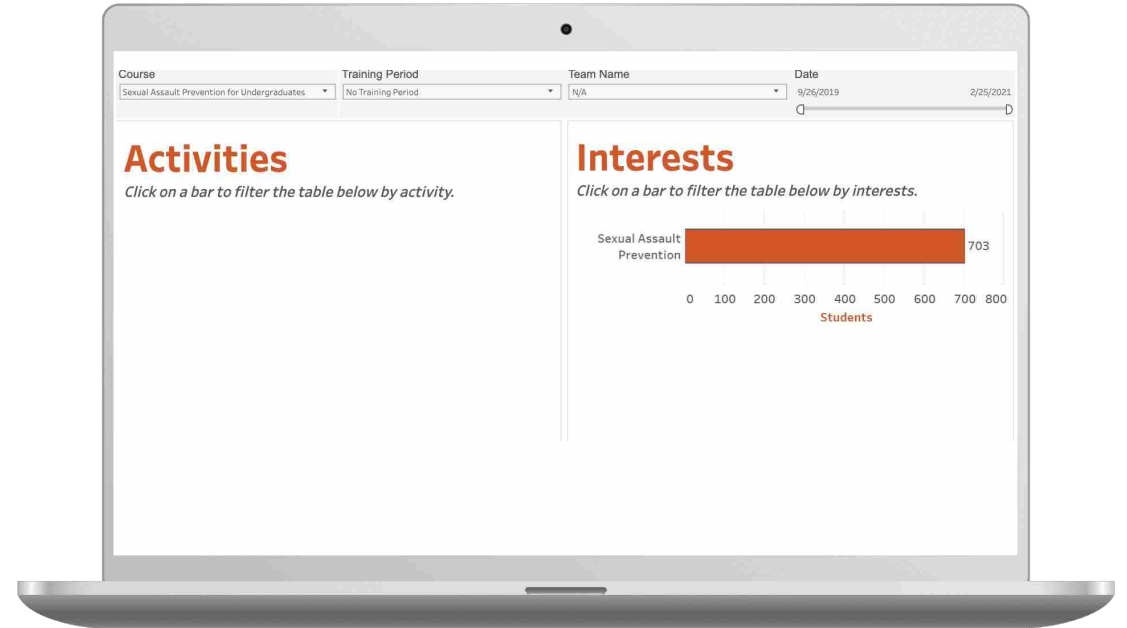
# Engaging Your Students

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 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

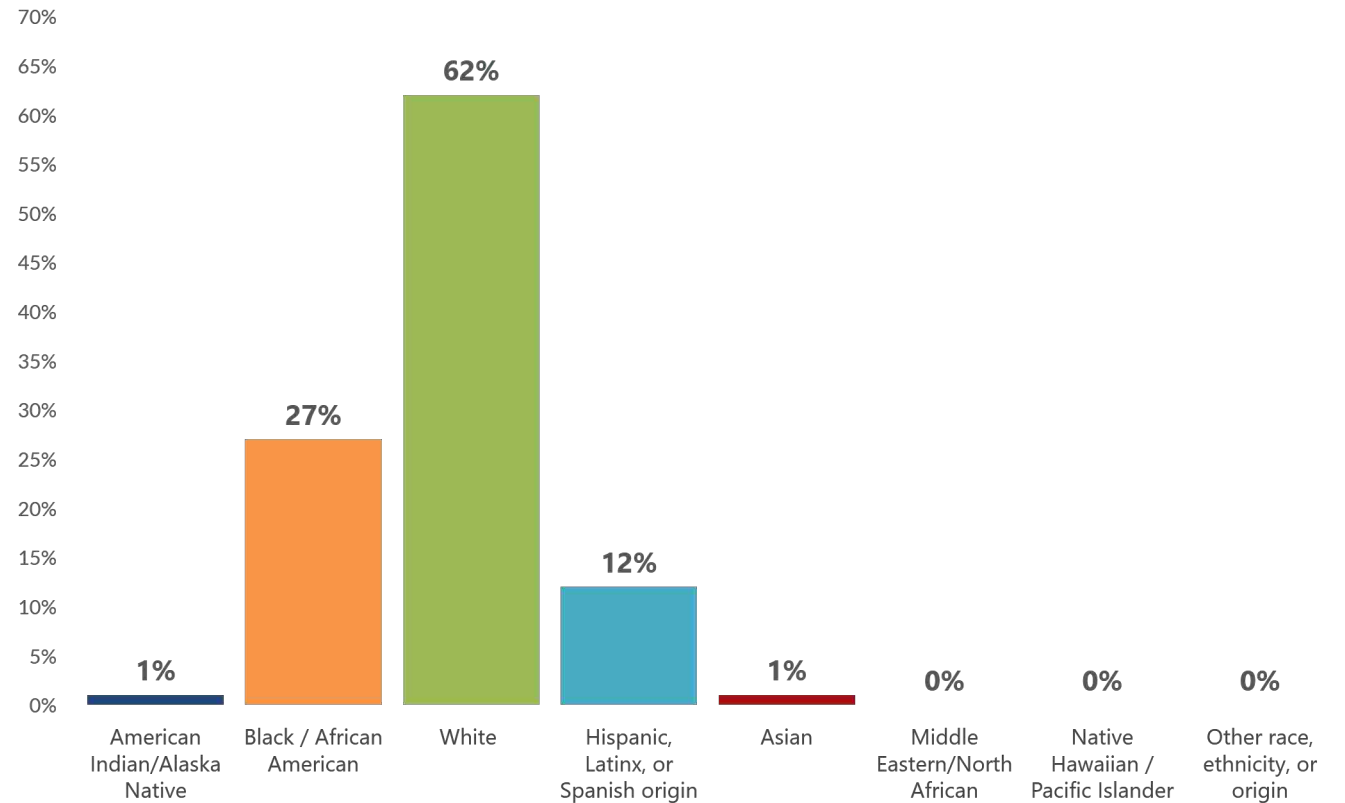
Appendix | Student Demographics



# Student Demographics

This and the following pages are a summary of the demographics of your students who participated in AlcoholEdu this year. Demographic information is self-reported by students as part of the post-course survey (Survey 2). All questions are optional, and students may choose not to share demographic information.

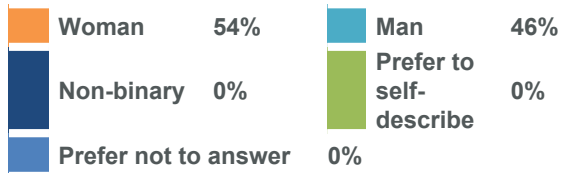
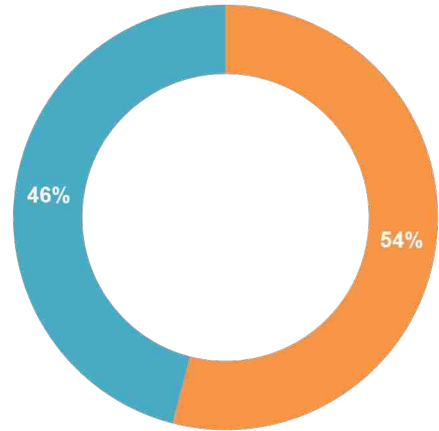
## Race and/or Ethnicity



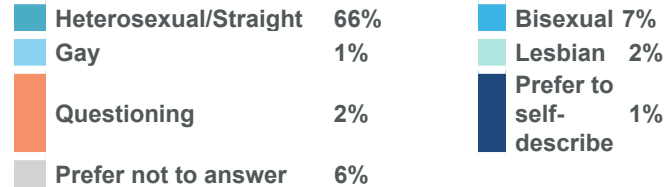
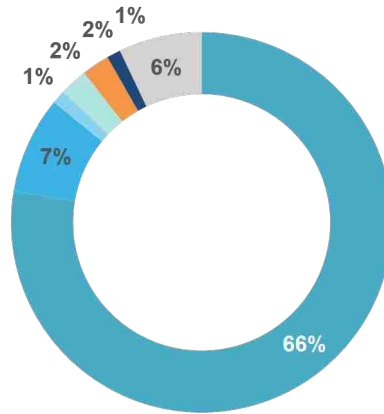
Students could select more than one response; bars may sum > 100%.

# Student Demographics (Continued)

## Gender Identity



## Sexual Orientation



Do you identify as trans (e.g., transgender, transsexual, a person with transitioning sex or gender history, etc.)?

Yes	0%	No	99%	Not sure	0%	Prefer not to answer	0%
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### 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 underrepresented populations and consider additional data sources needed to identify the impact of substance misuse for these populations.

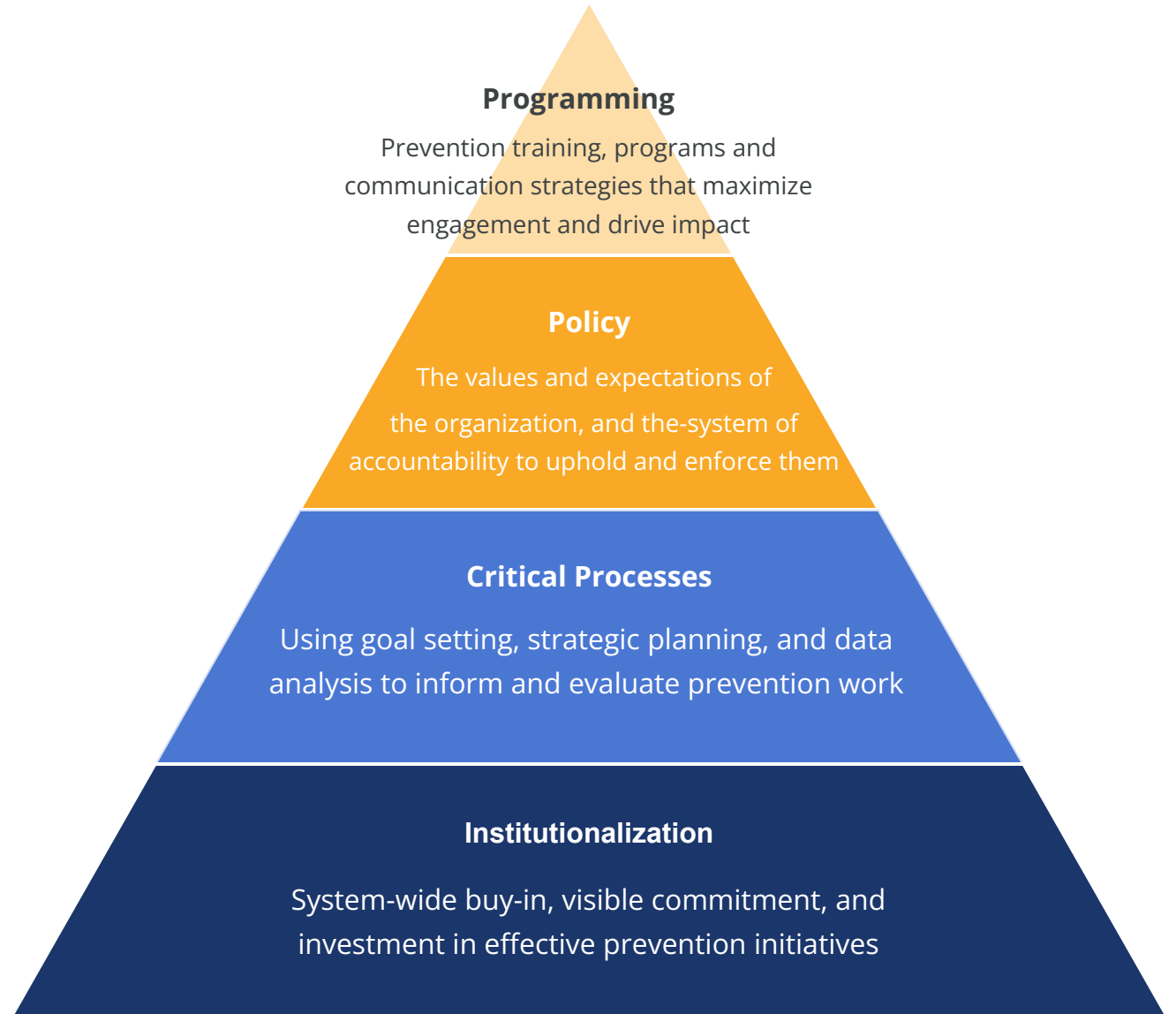
Additional demographics available to explore include: sexual orientation, age, current residence type, membership in student clubs or activities.

# 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, 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

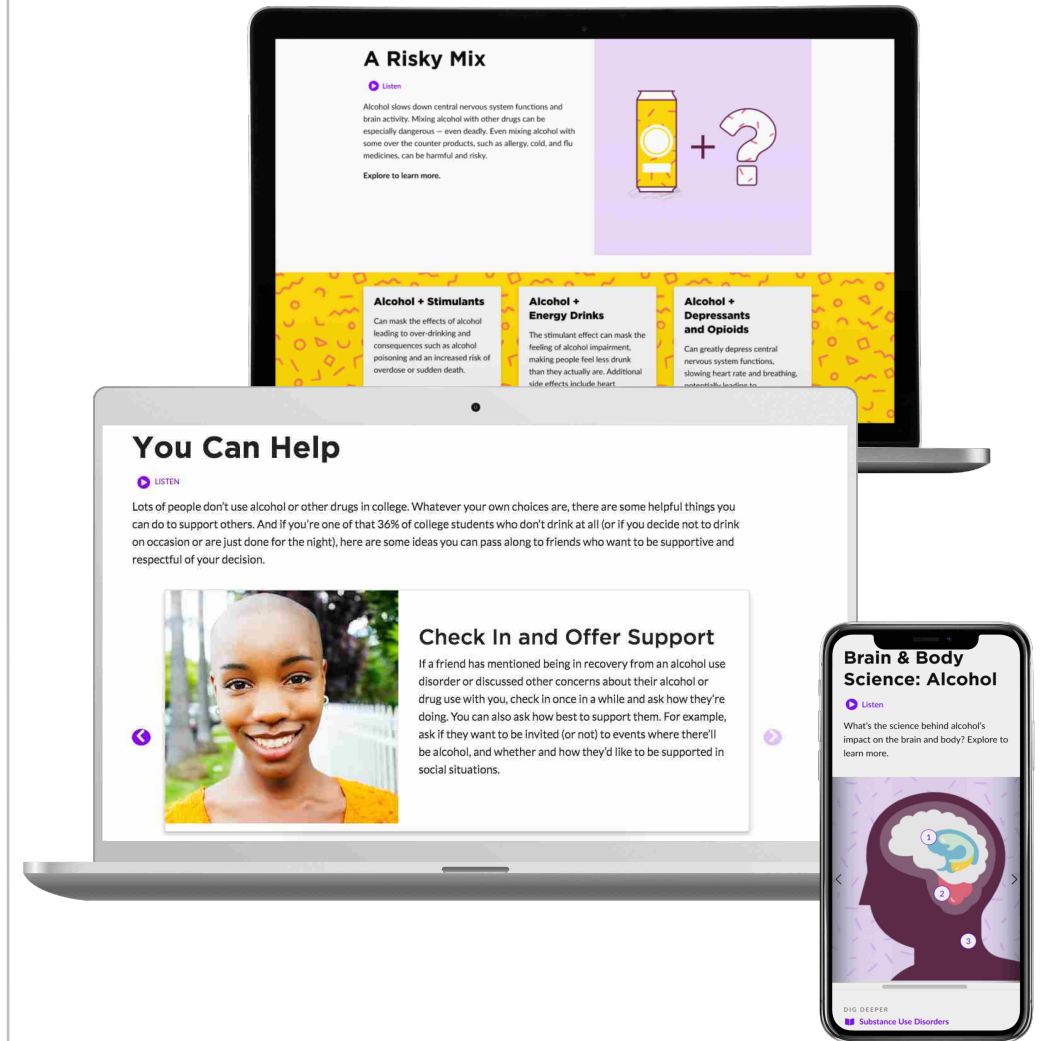
on evidence-based practice (e.g., social norms approach, bystander intervention) and college student behavior

### 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 Habits</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>		



# 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, & Towwim, 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/networks/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/>



