



University of South  
Carolina - Columbia

# AlcoholEdu for College

Impact Report | 2020–2021 Academic Year

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Dear University of South Carolina - Columbia partners,

The pressures and challenges facing higher education require bold and innovative solutions, including a strategic and comprehensive approach to safety, well-being, and inclusion.

Too often, campus leaders must react to preventable crises with enormous costs to their institutions and the communities they serve. Our work together is an investment in getting ahead of issues like sexual assault and harassment, discrimination and bias, substance misuse, and mental health through scalable, evidence-based prevention technology and data.

And the investment is worth it, both to the mission and business of higher education. Recent research from EVERFI found a strong relationship between institutional commitment to prevention and student achievement, retention, and post-graduate success. The impact you are making is directly connected to the most important priorities facing college and university leaders, from the well-being of your community to the success of your institution.

This report presents key insights from your EVERFI program to clearly demonstrate the impact and value of our work together. The data within this report spans the reach of the program, positive

training outcomes, campus culture and climate insights, comparative benchmarks, and focus areas for continued engagement. Our team of prevention experts have included strategic recommendations throughout to elongate the value of this program and elevate your ongoing impact.

I strongly encourage you to share this report with your campus leaders and partners, and to reach out to your EVERFI Account Manager for additional resources to support you in creating a future where your campus and community can thrive.

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 administrator site 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. University of South Carolina - Columbia is a large public institution, so your benchmarks reflect other public schools with more than 10,004 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 immediately after the course is completed, and follow-up surveys are taken after an intercession 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=7197)

### 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.

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## Executive Summary

### This school year,

7556 University of South Carolina - Columbia 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.

University of South Carolina - Columbia students increased their knowledge of alcohol-related topics by 27%. When it comes to skills, 94% of your students agree that AlcoholEdu helped them establish a plan ahead of time to make responsible decisions about drinking, and 94% 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, 36% 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 University of South Carolina - Columbia who took AlcoholEdu, 69% 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 (59%) or the number of drinks they consume (64%).



### Drinking Motivation

At University of South Carolina - Columbia, the top reason students choose to drink is "To have a good time with your friends" (60% of drinkers). Among nondrinkers, 75% say they don't drink because "I'm going to drive" -- 74% 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.

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# AlcoholEdu for College

## Impact Snapshot

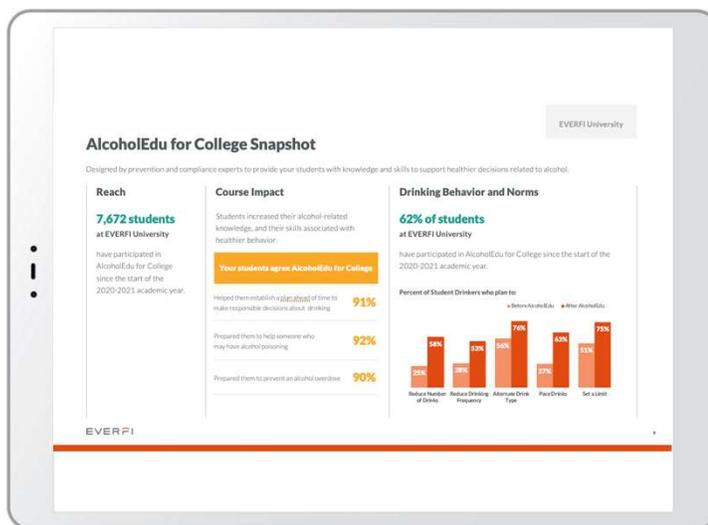
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## Impact Snapshot

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.



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## 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

**7556 students** at University of South Carolina - Columbia

have participated in AlcoholEdu for College since the start of the 2020-2021 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: **94%**

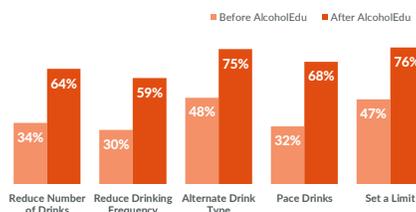
Prepared them to help someone who may have alcohol poisoning: **94%**

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.

**69% of students** at University of South Carolina - Columbia report that AlcoholEdu changed their perceptions of others' drinking behavior.  
Percent of Student Drinkers who plan to:



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## AlcoholEdu for College Snapshot

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

University of South Carolina - Columbia can use this information to inform prevention program content, audience, and delivery.

Top Reasons

University of South Carolina - Columbia

### When

### Where

<b>16%</b> On Campus Residence	<b>27%</b> Off Campus Residence	<b>1%</b> Fraternity / Sorority House	<b>3%</b> Athletic Event	<b>21%</b> Bar or Night Club	<b>6%</b> Outdoor Setting
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### Why

#### Students Choose To Drink

#### Why Not

for abstainers and drinkers

### 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?

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"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.

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# AlcoholEdu and Your Students

## Impact at University of South Carolina - Columbia

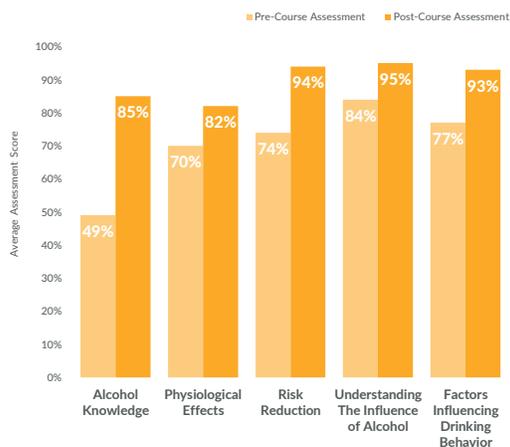
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## Course Impact

### Knowledge Gain



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### 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	94%
Helped them establish a plan ahead of time to make responsible decisions about drinking	94%
Changed their perceptions of others' drinking behavior	69%

#### 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

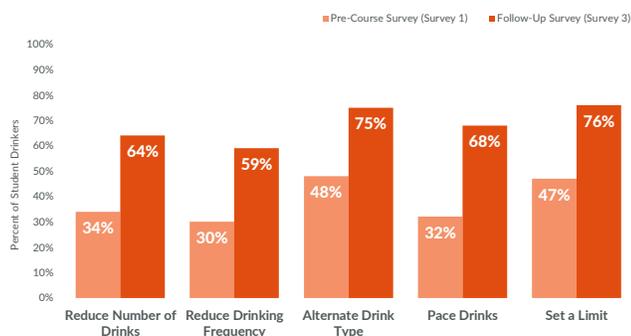
After completing AlcoholEdu for College, students reported an increase in their intention to practice strategies to mitigate high-risk drinking.

### Impact For High Risk Students

Among the 61% of high risk drinkers (812 students) who saw "no need to change the way they drink" before taking AlcoholEdu for College, 62% of those students (503 students) indicated their readiness to change after completing the course.

(From post-course survey)

### Intention to Mitigate High Risk Drinking



Percentages represent the share of students who intend to engage in these behaviors.

#### 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.

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# Alcohol On Your Campus

Data and insights from students at University of South Carolina - Columbia

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## College Effect

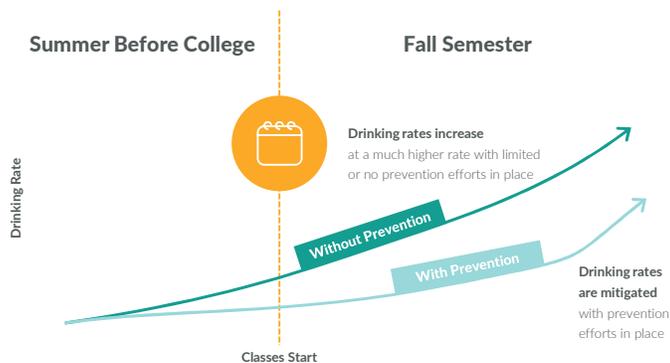
Nationally, student drinking rates follow a pattern: Alcohol use generally rises over the summer before students enter college, then increases substantially after their arrival on campus.

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



### 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.

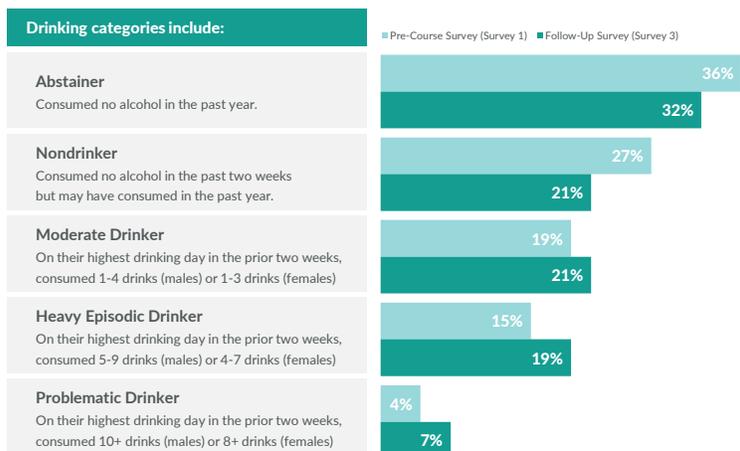
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## Examination of Drinking Rates

Considering the College Effect, here is how your students (n = 6,982) reported their drinking rates on pre- and post-course surveys (separated by four-to-six weeks).



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## Relative Change

Survey 1 to Survey 3

Category	Your Institution	Peer Institutions
<b>Abstainer</b>	-11%	-5%
<b>Nondrinker</b>	-20%	0%
<b>Moderate Drinker</b>	11%	29%
<b>Heavy Episodic Drinker</b>	27%	52%
<b>Problematic Drinker</b>	69%	63%

### 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.

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## Drinking Rates By Gender Identity

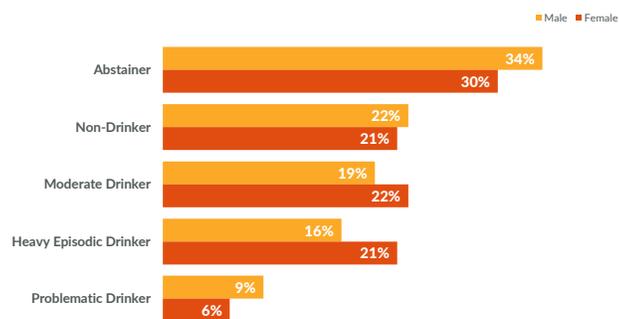
Men and women often follow different drinking patterns and may experience the College Effect differently. Here are your students' drinking categories at the follow up survey (n = 6,982), broken down by gender identity.

### 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. EVERFI recognizes and appreciates that learners' gender identity may not be the same as their biological birth sex.

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 EVERFI 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 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.

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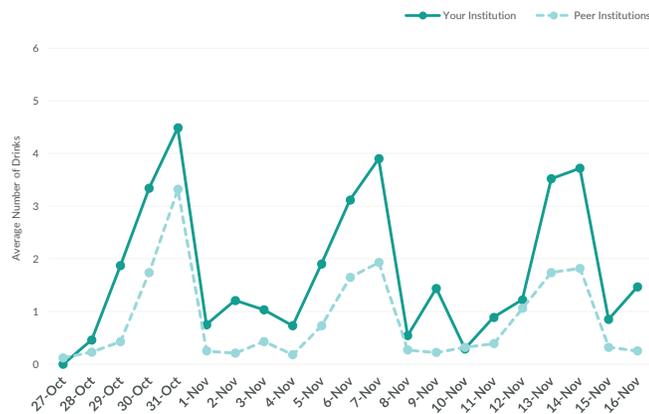
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## When Students Choose To Drink

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 = 3,263)



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

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 (Survey 3), drinkers only, n = 3,263)

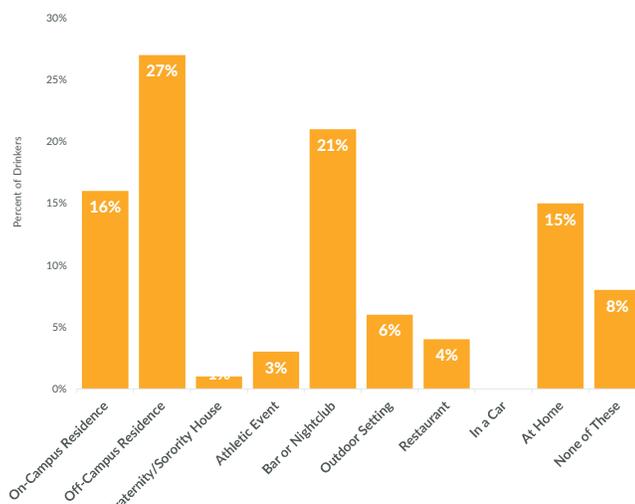
### Policy Tip

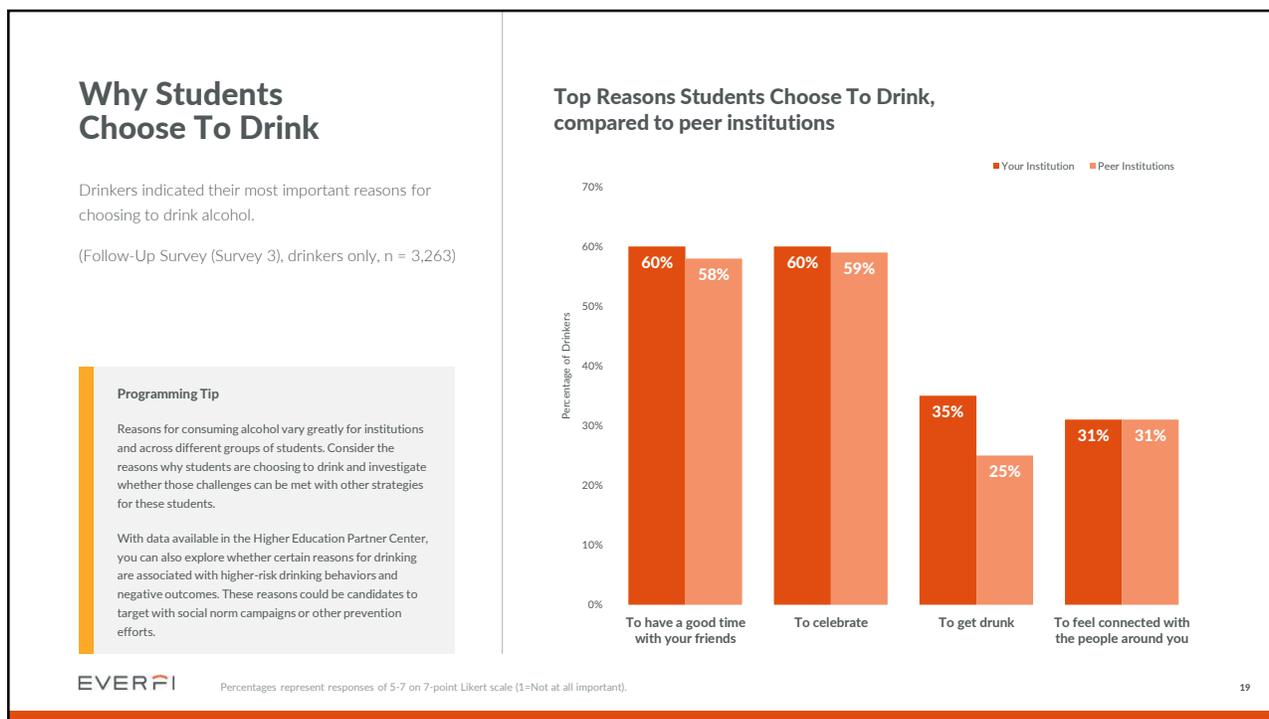
Certain drinking locations – including campus pubs, off-campus house parties – have been shown to be associated with significant negative outcomes (EVERFI, 2012). The same study also indicated that certain locations (on-campus dances and concerts) have a greater relationship with sexual assault than 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).

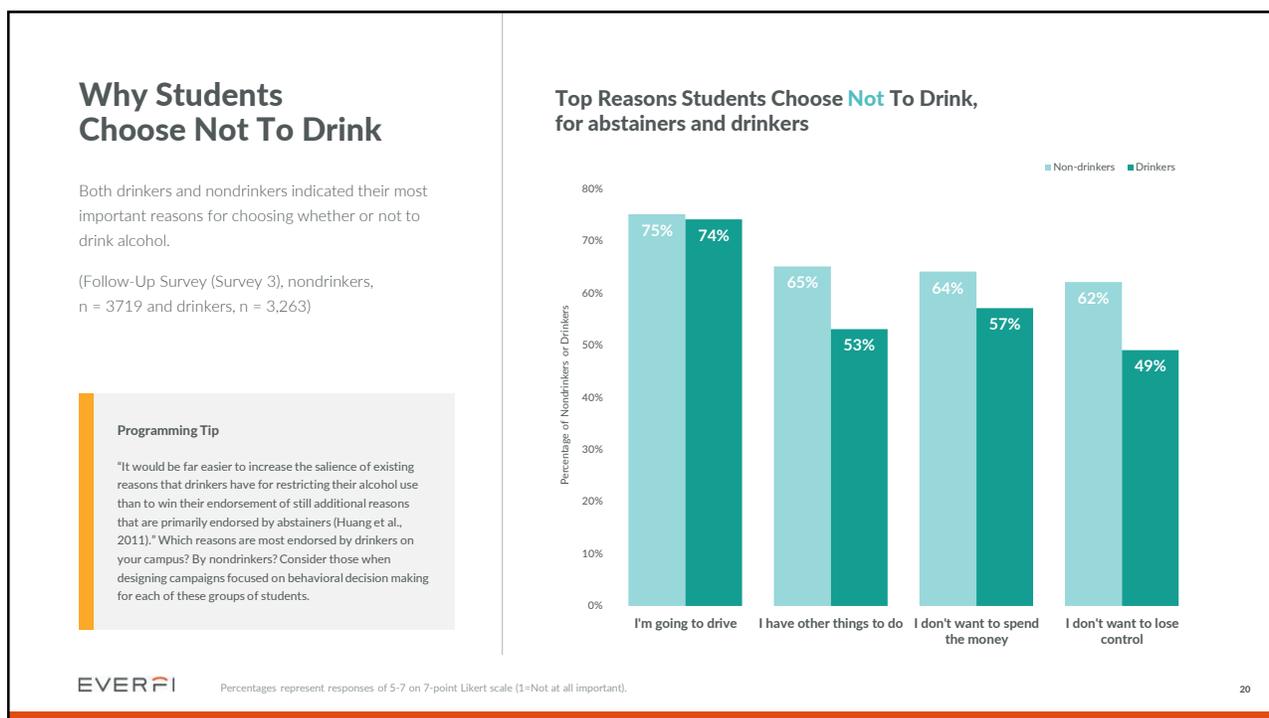
How can this research and drinking location data from your school inform housing and on-campus policy at your institution?

## Where Students Choose To Drink





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## High-Risk Drinking Behaviors

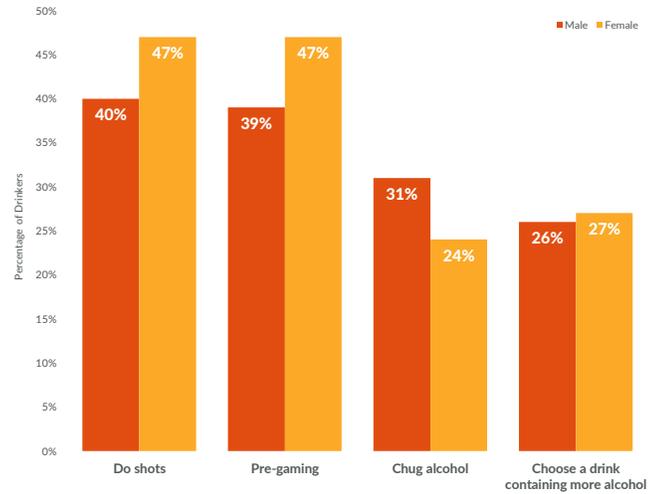
These are some of the most common risk-related drinking behaviors reported by your students who had a drink in the two weeks prior to survey.

(Follow-Up Survey (Survey 3), drinkers only, n = 3,263)

### 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.

## Top Four High Risk Behaviors, by Gender Identity



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

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## Impact of High-Risk Drinking

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

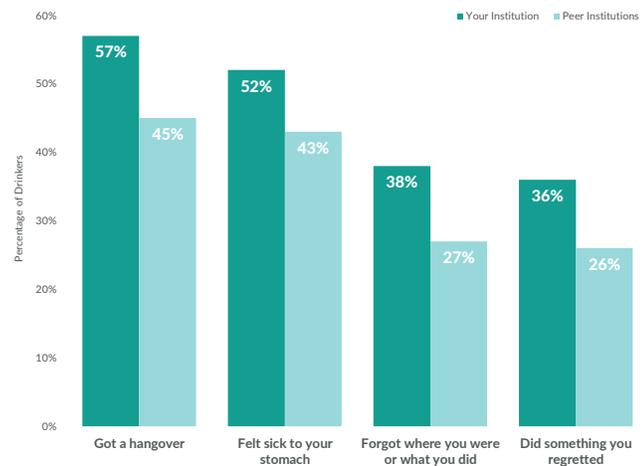
(Follow-Up Survey (Survey 3), drinkers only, n = 3,263)

### 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.

## Top Negative Outcomes Experienced, compared to peer institutions



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

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## 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 (Survey 3), drinkers only, n = 3,263)

### Students with unhealthy attitudes regarding sexual violence:

Are much more likely to perpetrate sexual assault

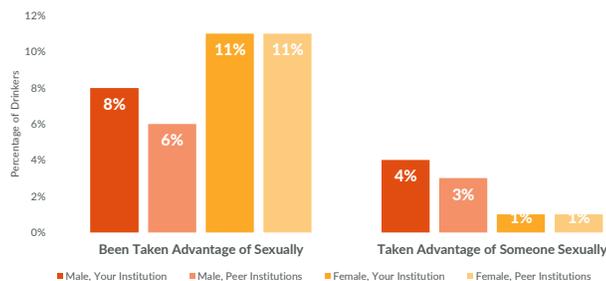
Have higher rates of alcohol use (frequency and quantity)

Are much more likely to experience alcohol-related problems

## Sexual Victimization and Perpetration Among Students

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

ABBEEY, 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 EVERFI administrator site.



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

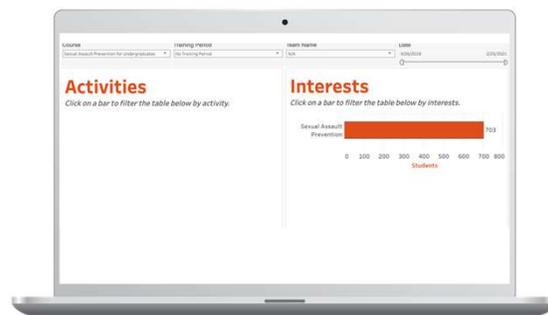
## Engaging Your Students

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.

So far 1842 students 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.



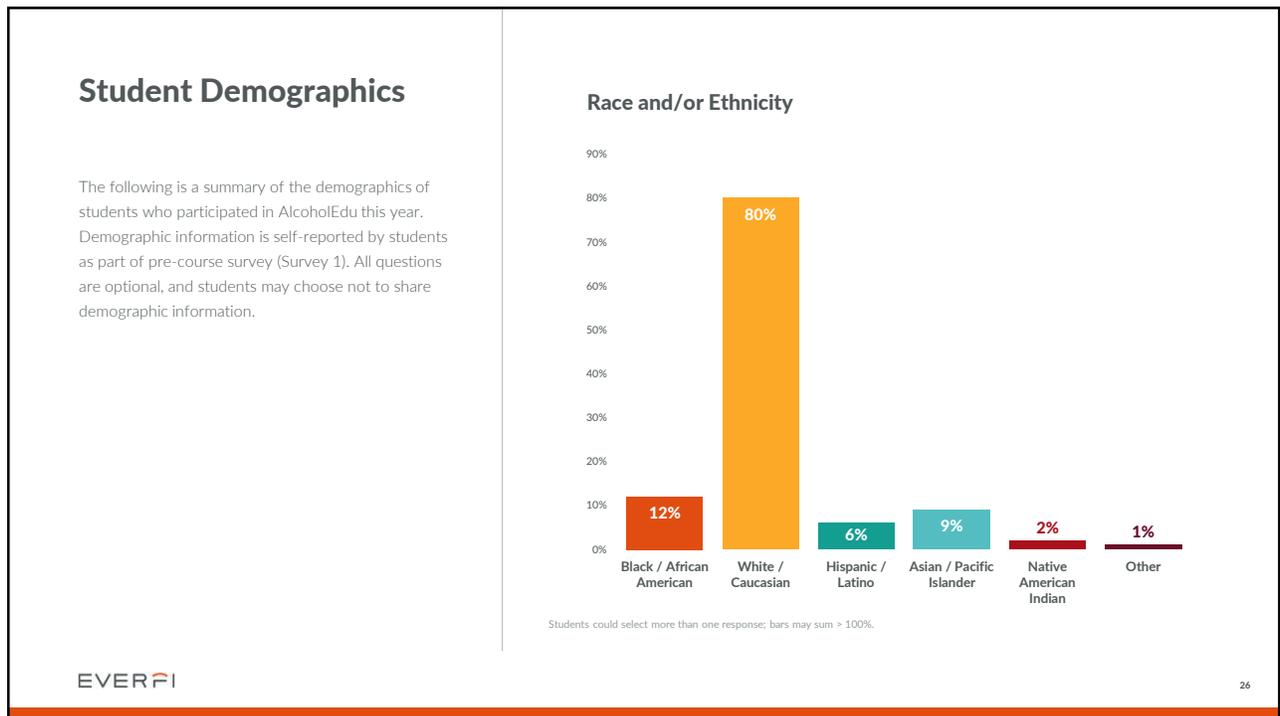
### Programming Tip

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 EVERFI administrator site. We also recommend looking to the AlcoholEdu for College Partner Guide as a resource for ways to utilize this student engagement data.

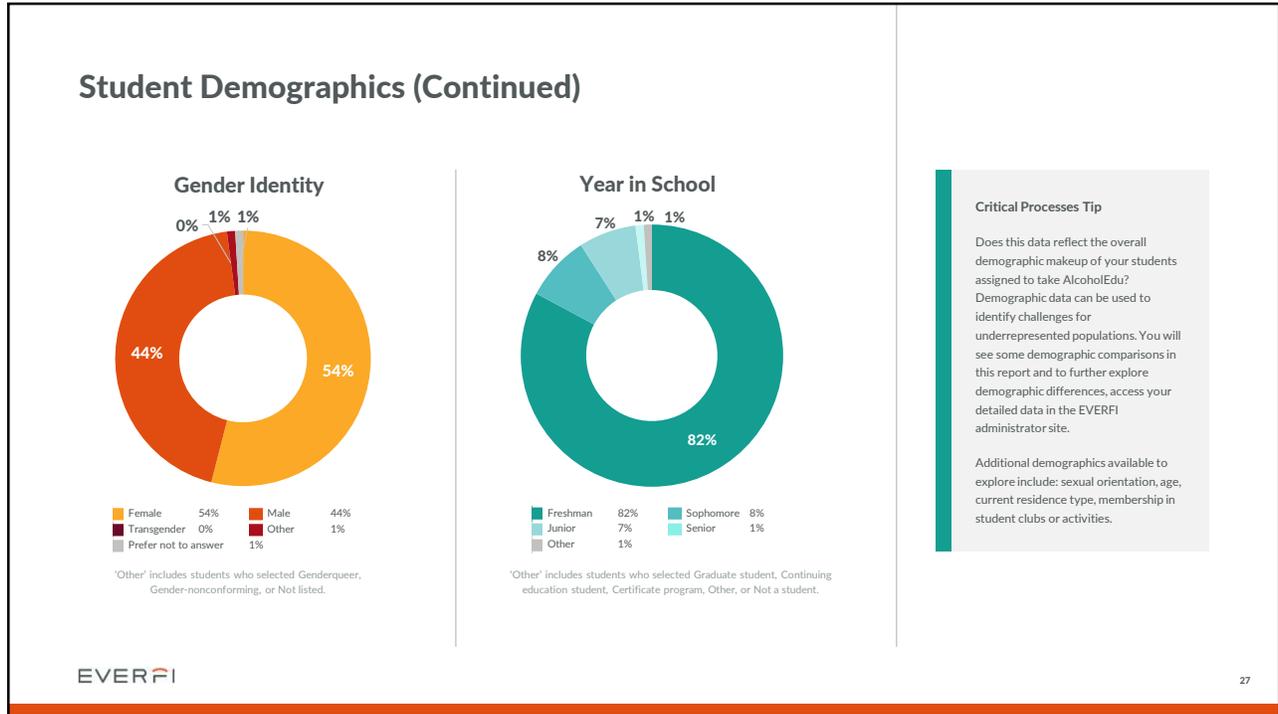




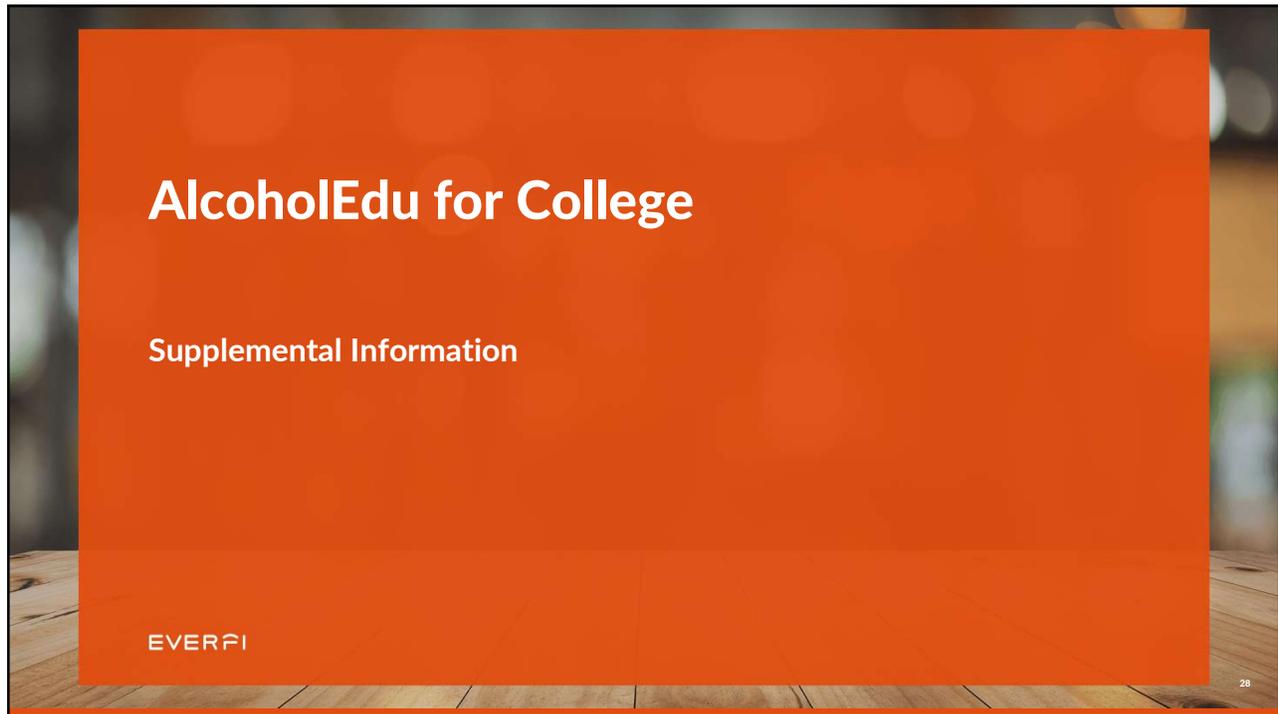
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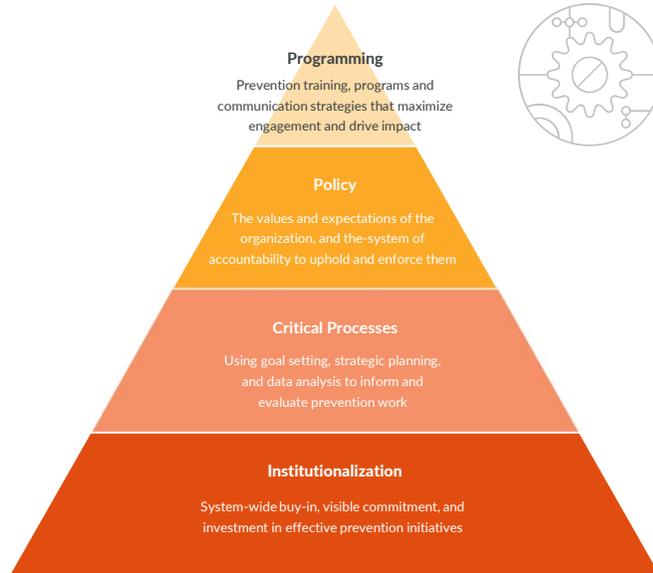
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## The Prevention Framework

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.



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## 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.



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## 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>• Pre-Assessment</li> <li>• Standard Drink Definition</li> <li>• Identifying Standard and Non-Standard Drinks</li> <li>• Pouring Standard Drinks</li> </ul>	Survey 1	<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>7. My Action Plan</b> <ul style="list-style-type: none"> <li>• Drinker/NonDrinker Plan</li> <li>• Choose Your Strategies</li> <li>• Activities on Campus</li> </ul>
Part 2	<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>	Survey 2 and Post-Assessment	Intercession
	<b>10. Introduction</b> <ul style="list-style-type: none"> <li>• Welcome Back</li> </ul>	Survey 3	<b>11. Recognizing Problems</b> <ul style="list-style-type: none"> <li>• Taking Care of Yourself &amp; Others – The Roommate</li> </ul>	<b>12. Course Conclusion</b> <ul style="list-style-type: none"> <li>• Summary of Key Topics</li> <li>• Review Goals, Choices and Plan</li> </ul>

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## Report References & Resource Links

Slide	Links
<b>Behavioral Intentions</b> Ajzen, I. (1991). The theory of planned behavior. <i>Organizational Behavior and Human Decision Processes</i> , 50, 179-211.	<b>EVERFI Administrator Site</b> <a href="https://admin.everfi.net/hepc">https://admin.everfi.net/hepc</a>
<b>Where Students Drink</b> 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. <i>Substance use &amp; misuse</i> , 52(9), 1236-1241.	<b>AlcoholEdu for College Partner Guide</b> <a href="http://www.everfi.com/AlcoholEduPartnerGuide">www.everfi.com/AlcoholEduPartnerGuide</a>
<b>Why Students Choose Not to Drink</b> Huang, J-H, DeJong W, Schneider SK, & Towvim, LG. (2011). Endorsed reasons for not drinking alcohol: A comparison of college student drinkers and abstainers. <i>Journal of Behavioral Medicine</i> , 34, 64-73.	<b>Join the Campus Prevention Network</b> <a href="https://everfi.com/networks/campus-prevention-network/join-the-network/">https://everfi.com/networks/campus-prevention-network/join-the-network/</a>
<b>High-Risk Drinking Behaviors</b> EVERFI analysis of data from AlcoholEdu for College national survey database, 2012.	
<b>The Role of Alcohol in Sexual Assault</b> Parkhill, M.R., & Abbey, A. (2008). Does alcohol contribute to the confluence model of sexual assault perpetration? <i>Journal of Social and Clinical Psychology</i> , 27:6, 529-554.	

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