# Roadmap of This Report

## I. A profile of University of South Carolina - Columbia Students' Drinking Behavior

- What are the drinking behaviors of students before they arrive on campus?
- How often, where, when and why do your first-year students drink?
- How do your students compare to students nationally?
- How have drinking rates changed from year to year (if at all)?
- What is the impact of high-risk drinking on your students?

## II. Mitigating Risk and Impacting Culture

- What did your students gain from taking AlcoholEdu?
- How can your campus engage students to change the drinking culture?

## III. Implications for Your Institution's Prevention Strategy

- How can these data inform your prevention efforts moving forward?
Highlights from Your Data

This Executive Summary contains data from your institution's 2013 implementation of AlcoholEdu for College. Findings are based on self-report data obtained from 6106 first-year South Carolina students who completed all three AlcoholEdu for College Surveys.

Note: An additional 309 students completed Part 1 of the course, but did not complete all three surveys so were not included in the final data set.

» When measured prior to their arrival on campus, your students' drinking rates are above the national average.

» When measured midway through the fall semester, 33% of South Carolina students reported drinking in a high risk way.

» South Carolina students are most commonly drinking at an Off-campus residence or a Bar or nightclub.

» The most common drinking-related risk behaviors that your students engage in are pregaming and doing shots.

» Drinking rates differ for men and women. Women are drinking in a high-risk way less frequently than men.

» After completing AlcoholEdu, students reported increases in positive behavioral intentions. Among high-risk drinkers who did not see a need to change their drinking behavior before the course, 41% indicated a readiness to change their drinking after completing the course.
Understanding "The College Effect"

Student drinking rates nationally follow a typical pattern: alcohol use generally rises the summer before a student enters college, and then increases substantially after arriving on campus. This phenomenon, known as the "College Effect," is represented by the conceptual graphic below.

*Drinking rate is the proportion of students who have had more than a taste or sip of alcohol in the two weeks prior to the survey.
A Profile of Your Incoming Students

In looking at the drinking rates of students prior to their arrival on campus (Survey 1), your institution is above the national average for high-risk drinkers. Understanding these pre-college drinking behaviors can help your campus establish appropriate messaging that sets clear behavioral expectations early in the semester.

- **High-risk drinkers**: 4 or more drinks for women; 5 or more drinks for men on at least one occasion in the past two weeks (includes Problematic drinkers - 8 or more drinks for women; 10 or more drinks for men)
- **Light/Moderate drinkers**: 1-3 drinks for women; 1-4 drinks for men on at least one occasion in the past two weeks
- **Non-drinkers**: 0 drinks in the past two weeks

(Includes 7% Problematic) (Includes 5% Problematic)
Benchmarking Your Drinking Rate Data

The data below shows your first-year student drinking rates measured midway through the fall semester (Survey 3) as compared to the national aggregate for all students taking AlcoholEdu during the same time period.

Note: As drinking rates vary from campus to campus, it may be helpful to also compare your rates to those of a peer group (by region, athletic conference, Carnegie classification, etc.). If you are interested in a peer benchmark report, please contact your Partner Service Director.

(Includes 11% Problematic)
(Includes 8% Problematic)

<table>
<thead>
<tr>
<th>Category</th>
<th>South Carolina</th>
<th>National Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-risk drinkers</td>
<td>33%</td>
<td>26%</td>
</tr>
<tr>
<td>Light/Moderate drinkers</td>
<td>16%</td>
<td>15%</td>
</tr>
<tr>
<td>Non-drinkers</td>
<td>51%</td>
<td>59%</td>
</tr>
</tbody>
</table>
Midway through the fall semester (Survey 3), the drinking rates are similar for men and women. Additionally, women report drinking in a high-risk way* less frequently than men.

<table>
<thead>
<tr>
<th>Frequency of high risk drinking in the past two weeks (Drinkers only)</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>40%</td>
<td>50%</td>
</tr>
<tr>
<td>Once</td>
<td>27%</td>
<td>25%</td>
</tr>
<tr>
<td>Twice</td>
<td>18%</td>
<td>15%</td>
</tr>
<tr>
<td>Three or more times</td>
<td>16%</td>
<td>10%</td>
</tr>
</tbody>
</table>

*In response to the question: *During the past two weeks, how many times have you had five or more drinks (for men)/four or more drinks (for women) in a row within a 2 hour period?*
Observing Drinking Rates Across Years

Drinking rates have remained steady over the last four years. It is important to consider the multiple factors that influence drinking rates and how these factors may vary from year to year on your campus.

Typical factors impacting college students' drinking rates from year to year:
- Alcohol policy changes
- Changes in enforcement of alcohol policy
- Shifts in composition of first year class
- Consistency in the timing of data collection

Data represents student responses collected in Survey 3, 30-45 days after completing AlcoholEdu for College.
Identifying Peak Drinking Days

Understanding drinking behaviors across time may be useful for identifying weekly patterns or targeting highest-risk days/events for prevention and enforcement efforts.

Average number of drinks per day

Note: This is a snapshot of a 3-week period of time during the fall semester. As drinking rates are impacted by academic calendars, campus-wide events, holidays, etc., these rates may not be reflective of drinking patterns across the entire semester.
Where Students Drink

South Carolina students are most commonly drinking at an off-campus residence or a bar or nightclub. Every effort should be made to target these particular locations with increased prevention and enforcement initiatives.

<table>
<thead>
<tr>
<th>Location</th>
<th>South Carolina</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off-campus residence</td>
<td>39%</td>
<td>41%</td>
</tr>
<tr>
<td>Bar or nightclub</td>
<td>29%</td>
<td>10%</td>
</tr>
<tr>
<td>Athletic event</td>
<td>11%</td>
<td>3%</td>
</tr>
<tr>
<td>On-campus residence</td>
<td>10%</td>
<td>24%</td>
</tr>
<tr>
<td>All other location(s)</td>
<td>12%</td>
<td>22%</td>
</tr>
</tbody>
</table>

Data represents student responses collected in Survey 3, 30-45 days after completing AlcoholEdu for College.
In Survey 3, South Carolina students indicated their top 5 most important reasons for choosing to drink (drinkers only) or not drink (all students) on a particular occasion.

### How important to you is each of the following reasons for drinking alcoholic beverages:

<table>
<thead>
<tr>
<th>Reason</th>
<th>South Carolina</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>To celebrate</td>
<td>57%</td>
<td>57%</td>
</tr>
<tr>
<td>To have a good time with friends</td>
<td>57%</td>
<td>57%</td>
</tr>
<tr>
<td>To be more outgoing</td>
<td>36%</td>
<td>36%</td>
</tr>
<tr>
<td>To get drunk</td>
<td>31%</td>
<td>28%</td>
</tr>
<tr>
<td>To feel connected with people</td>
<td>30%</td>
<td>31%</td>
</tr>
</tbody>
</table>

### How important to you is each of the following reasons for not drinking alcoholic beverages:

<table>
<thead>
<tr>
<th>Reason</th>
<th>South Carolina</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm going to drive</td>
<td>71%</td>
<td>72%</td>
</tr>
<tr>
<td>I don't want to spend the money</td>
<td>57%</td>
<td>56%</td>
</tr>
<tr>
<td>I have other things to do</td>
<td>55%</td>
<td>61%</td>
</tr>
<tr>
<td>I don't have to drink to have a good time</td>
<td>53%</td>
<td>59%</td>
</tr>
<tr>
<td>I am worried about being caught by authorities</td>
<td>46%</td>
<td>45%</td>
</tr>
</tbody>
</table>
Effective prevention includes actively engaging students to reinforce positive behavioral intentions of drinkers and non-drinkers alike. The data below can inform decisions around investments in planning and prioritizing alcohol-free activities.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Movie Nights</td>
<td>2113 students</td>
</tr>
<tr>
<td>#2 Live Music</td>
<td>1979 students</td>
</tr>
<tr>
<td>#3 Fitness Classes (pilates, yoga, spinning)</td>
<td>1886 students</td>
</tr>
<tr>
<td>#4 Intramural Sports Tournaments</td>
<td>1788 students</td>
</tr>
<tr>
<td>#5 Outdoor Adventures</td>
<td>1554 students</td>
</tr>
<tr>
<td>#6 Community Service</td>
<td>1427 students</td>
</tr>
</tbody>
</table>

In addition, this year 732 students indicated an interest in planning alcohol-free events and activities.

To download the names and contact information of students interested in these activities and others, or to view data on any custom activities you may have added to this exercise, please visit the Student Engagement section of the Hub.
Drinking-Related Risk Behaviors

The most common drinking-related risk behaviors that your students engage in are pregaming and doing shots. South Carolina may consider dedicating educational efforts that highlight the risks associated with these specific behaviors.

Note: Graph represents grouped responses of 5, 6, and 7 on a 7-point scale (1 = not at all; 7 = always) for drinkers only.
Negative Consequences of Drinking

While a majority of students did not experience negative consequences as a result of their drinking, certain behaviors worth noting are detailed below.

*Percentages represent the number of students who reported experiencing a particular consequence at any time in the past two weeks.*

- **Missed class, performed poorly on an assignment, and/or got behind in school**
  - South Carolina: 38%
  - National: 30%

- **Had a hangover**
  - South Carolina: 52%
  - National: 45%

- **Blacked out**
  - South Carolina: 40%
  - National: 34%

- **Drove after 4 or more/5 or more drinks**
  - South Carolina: 12%
  - National: 7%

- **Rode with a driver who had been drinking**
  - South Carolina: 16%
  - National: 10%

- **Was taken advantage of sexually**
  - South Carolina: 14%
  - National: 12%

- **Took advantage of someone sexually**
  - South Carolina: 10%
  - National: 8%
Gains from AlcoholEdu

AlcoholEdu has enabled South Carolina to provide students with a baseline of knowledge and decision-making strategies around alcohol use.

Exam Scores, Fall 2013

In Fall 2013, students reported that AlcoholEdu...

- Helped me establish a plan for responsible decisions around alcohol: 82%
- Prepared me to identify and/or help someone who has alcohol poisoning: 82%
- Stimulated me to reflect on my personal attitudes and behaviors: 63%
- Changed my perceptions of others' drinking-related behaviors: 63%

Data represents student responses collected in Survey 2, immediately following completion of Part 1 of AlcoholEdu.
Among the 55% of high risk drinkers (871 students) who saw "no need to change the way they drink" before taking AlcoholEdu, 41% (357 students) indicated their readiness to change after completing the course.

Data represents student responses collected just before (Survey 1) and immediately following (Survey 2) Part 1 of AlcoholEdu for College.
After completing AlcoholEdu, South Carolina students reported an increase in several positive behavioral intentions. Programming efforts aimed at further promoting these behaviors can reinforce the messages students received through AlcoholEdu.

Intention has been shown to be the most important variable in predicting behavior change (Ajzen, 1991).
Guiding Principles for Success

Beyond what the data reveals, there are a number of guiding principles that drive successful prevention efforts.

1. Be intentional with efforts and gather data on whether they succeed.

2. Don't try to do it all - a few targeted interventions can be very effective.

3. Stay attuned to new research to inform your efforts.

4. Implement programs strategically to mitigate costs.

5. Test your messages and strategies against the research base, behavior theory, and your instincts.

6. Develop a comprehensive prevention program that includes complementary efforts.

7. Ground all strategies in data.

8. Make decisions based upon your unique culture, allies, and resources.
Additional Resources

You may also request reports that allow you to benchmark your data against that of specific peer groups such as athletic conferences, national affiliations, regional groups and others.

For assistance accessing your online reports, or to request peer benchmark reports, please contact your Partner Service Director.

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