

AlcoholEdu[®] for College

EXECUTIVE SUMMARY

University of San Francisco – January 2009

AlcoholEdu for College is an objective, science-based, online alcohol prevention program designed specifically for college students as the cornerstone of a comprehensive campus prevention program. This year, AlcoholEdu was used on over 180 campuses and by 36% of all first-year students at America's four-year higher education institutions, making it the field's most widely used educational tool for curbing high-risk drinking. With several published studies and randomized control trials documenting its efficacy, AlcoholEdu remains the leading program of its kind.

In addition, the implementation of AlcoholEdu serves as a means for assessing the alcohol-related attitudes, experiences, and behaviors of your students. Together with your individual campus-level data, the information in this Executive Summary can assist in strategic planning of prevention programs and services at your institution. It can serve as a valuable tool in encouraging community involvement and commitment to alcohol prevention and harm-reduction on your campus, helping you to achieve your mission of promoting student success.

Overview and Summary of Key Findings

This Executive Summary provides insights from **University of San Francisco's** 2008 first-year student pre-matriculation implementation of AlcoholEdu for College. The findings in this summary are based on self-report data obtained from **1062*** first-year students at your institution, who completed three Surveys, a Pre-Test, and an Exam as noted in the illustration below.



* A total of 1335 of University of San Francisco students completed Part I of the course (Modules 1, 2, 3, and 4). Of those 1335 students, 273 did not complete all three surveys and/or they were under the age of 18 (this applies only to schools who did not provide permission for students under 18 to receive the surveys). As a result, those 273 students were removed from the data set, resulting in a total n-size of 1062 for your institution.

Several key findings from your AlcoholEdu for College data, including significant knowledge gains, demonstrate your students' active engagement in the learning process and can assist in planning for subsequent prevention activities on campus. In addition, these findings can provide a context for examining your institution's cultures and traditions, and additional environmental factors that impact or influence student drinking and, ultimately, success. Further details about each of these findings, including recommendations for using your data, are provided in the following pages and via your WESS online reports.

Learning Outcomes (Tables 1-3)

- **Exam performance:** There was a 30% increase in the mean exam score; the mean pre-test score was 52% and the final exam score was 82%. Knowledge gains in the subject area of Physiological Effects of Alcohol were most significant, with a 44% increase noted between the pre-test and exam.
- **Social responsibility:** 76% of students say that AlcoholEdu prepared them to help in situations where they have identified an alcohol overdose.
- **Knowledge gains relating to BAC:** After completing the course, 54% of students reported that their "current understanding of Blood Alcohol Concentration (BAC) will change the way they will consume alcohol."

Behavioral Trends (Tables 4-9)

- **Positive behavioral intentions:** After completing the course, your students reported that they intend to reduce the number of drinks they drink per occasion (59%) as well as reduce the number of times they drink per week (57%).
- **Risk behaviors and negative consequences:** In Survey 3, drinkers reported a prevalence of certain risk behaviors, such as chugging (14%), and doing shots (30%). Negative consequences were also reported, including having a hangover (10%).
- **Drinking rates:** The number of your students who identified as non-drinkers went from 59% in Survey 1 to 55% in Survey 3. During that same time frame, heavy-episodic drinkers and problematic drinkers went from 23% to 23% and 7% to 5%, respectively.
- **Location where drinking occurs:** University of San Francisco students reported drinking mainly in an off-campus residence (43%).
- **Reasons for not drinking:** In Survey 1, 51% of non-drinkers at University of San Francisco and 30% of drinkers reported that "getting in trouble with authorities" was among the most important reasons for not drinking.
- **Level of Interest in Campus Prevention Activities:** 51% of your students indicated their interest in getting involved in one or more prevention activities on campus. 673 are interested in attending events that do not focus on alcohol, 199 would like to plan events that do not focus on alcohol and 50 want to get involved in the development or revision of the alcohol policy.



Interpreting Your Findings

When interpreting your AlcoholEdu data, especially any differences between Surveys 1 and 3, you should keep three key points in mind:

1. *Student Exposure to the Campus Environment.* During the time that elapsed between the two surveys, your first-year students took *AlcoholEdu*, but they were also exposed to other aspects of your campus environment—additional prevention programs and policies, but also perhaps an environment that serves to facilitate or even encourage heavy drinking. Thus, any changes you see from Survey 1 to Survey 3 tell you something about your overall institutional environment which includes, but obviously is not restricted to, *AlcoholEdu*.
2. *AlcoholEdu's Established Effectiveness.* In this context, it should be noted that an independent evaluation of the 2007 version of *AlcoholEdu* was conducted at Villanova University, and that another independent evaluation of the course's 2008 version was conducted at Roger Williams University. Both studies found that the course led to highly significant reductions in alcohol use and negative alcohol-related consequences. For additional information on these studies, please contact William DeJong, PhD, Executive Director of Research at: services@outsidetheclassroom.com
3. *The National College Effect.* Alcohol use goes up as first-year students get ready for college over the summer and then enter the campus environment. Many abstainers begin to drink, some heavily, and many students who drink during high school begin to drink more after arriving on campus. We call this the "National College Effect."

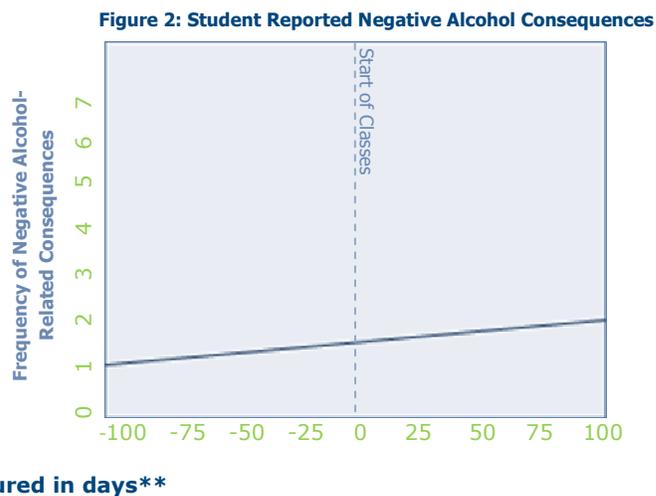
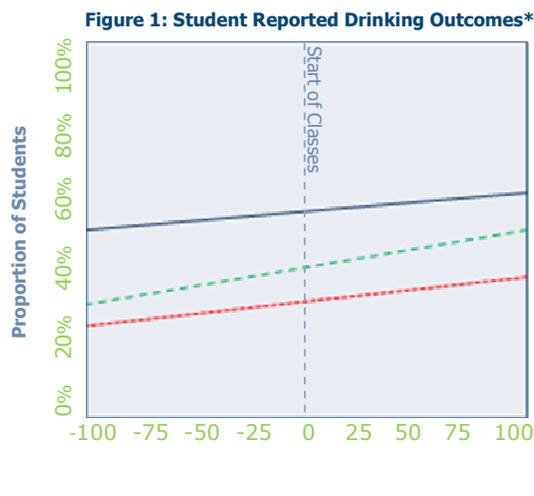
To determine the magnitude of the National College Effect, we looked at Survey 1 data from 177 institutions that administered *AlcoholEdu* to all of its first-year students. The total number of students surveyed was 211,163. Students complete Survey 1 prior to taking the course, which provides baseline (pre-intervention) data. Note that students complete Survey 1 at varying times depending on when institutions administer the course—early in the summer, just prior to matriculation, and in the first few weeks of the academic year.

Looking across all 177 institutions, we developed a portrait of how student drinking increases during the summer leading up to the start of classes and then into the first part of the fall semester. When doing this analysis, we controlled statistically for both student and institutional characteristics—which means that the National College Effect trend lines show increased alcohol consumption independently of which types of students happened to fill out Survey 1 at different time points.

As displayed in the graphs below, we determined the National College Effect for four outcome measures:

- Figure 1:**
- Proportion of students who drank alcohol in the two-week period prior to Survey 1;
 - - - Proportion of students who engaged in one or more instances of heavy, episodic drinking during the two-week period prior to Survey 1 (4 or more drinks for women, 5 or more drinks for men);
 - Proportion of students who engaged in any problematic drinking during the two-week period prior to Survey 1 (8 or more drinks for women, 10 or more drinks for men);

Figure 2: Composite score for negative alcohol-related consequences, which included missing class, getting behind on school work, performing poorly on an assignment, missing work, injuring another person, and getting in trouble with authorities (1= Never, 7= Always).



*Student reported drinking outcomes are presented as the proportion of students classified as the type of drinker specified.

**Negative numbers represent days before start of classes while positive numbers represent days after the start of classes



Data Details

Aggregate Comparisons

Several tables throughout this report compare data collected from your students with results from more than 15,000 students who also participated in the same Pre-Matriculation implementation timeframe. Outside The Classroom reports only the findings from students who completed all three AlcoholEdu for College surveys, using matched-participant analysis.

Learning Outcomes

Data on student learning outcomes can be used to assist in planning for next steps, including specific activities to reinforce or support the knowledge gains reported by your students.

This data can also be used to better understand certain campus level indicators. For example, increases in knowledge gains, especially with regards to physiological effects of alcohol and certain help-seeking behaviors as reported in **Table 2**, can often contribute to increases in reported alcohol-related incidents. It is possible that as a result of increased knowledge and social concern regarding alcohol overdose, students are more apt to seek medical assistance for intoxicated friends.

Table 1: Pre-Test and Exam Performance

	Pre-Test	Exam	% Increase
Mean Score: Overall	52	82	30%
Mean Score: Risk Reduction	73	89	16%
Mean Score: Alcohol Knowledge/BAC	56	76	20%
Mean Score: Physiological Effects of Alcohol	34	78	44%

Table 2: Course Impact – Knowledge Gains

Data reported as the mean response to each question on a 7-point scale (1 = "not at all"; 7 = "completely").

To what degree did AlcoholEdu:	Aggregate Pre-Matriculation Survey 2	Your Institution Survey 2			
	Mean	Mean	Scale %		
			1, 2, or 3	4	5, 6, or 7
Prepare you to identify the signs of alcohol poisoning	5.52	5.43	13%	11%	76%
Prepare you to help someone who may have alcohol poisoning	5.57	5.50	12%	11%	77%
Prepare you to establish a plan ahead of time to make responsible decisions about drinking	5.53	5.49	13%	12%	75%
Prepare you to intervene when a friend is drinking too much	5.52	5.51	12%	13%	75%

Table 3: Course Impact – Drinking Behavior and Perceptions

Data reported as the mean response to each question on a 7-point scale (1 = "not at all" and 7 = "a great deal")

As a result of taking AlcoholEdu:	Aggregate Pre-Matriculation Survey 2	Your Institution Survey 2			
	Mean	Mean	Scale %		
			1, 2, or 3	4	5, 6, or 7
How much did your perceptions of other students' drinking-related behavior change?	4.62	4.73	20%	21%	58%
To what extent will your current understanding of Blood alcohol Concentration (BAC) change the way you will consume alcohol?	4.32	4.49	26%	20%	54%



Drinking Rates and Behaviors

The following data illustrate shifts in drinking patterns (**Table 4**) and related behaviors (**Tables 5-6**) and can be used to direct discussions around cultural and environmental influences that contribute to student alcohol use on or off campus (**Table 7**). For additional information regarding the data in this section, please see "Interpreting Your Findings" on page 2.

Table 4: Drinking Rates

The drinking rate is determined by the number of students who reported having at least one drink in the past two weeks. Heavy-Episodic and Problematic drinker rates are based on alcohol consumption data collected for each day of the week for two weeks prior to completing Survey 1 and Survey 3.

	Aggregate Pre-Mat		Your Institution	
	Survey 1	Survey 3	Survey 1	Survey 3
Non-drinkers	62%	51%	59%	55%
Drinkers	38%	49%	41%	45%
Heavy Episodic Drinkers (4 or more drinks for women/5 or more drinks for men on at least one occasion in the past two weeks)	24%	32%	23%	23%
Problematic Drinkers (8 or more drinks for women/10 or more drinks for men on at least one occasion in the past two weeks)	7%	10%	7%	5%

Tables 5-8 include data from drinkers only (n=431); those students who reported consuming at least one alcoholic drink in the past two weeks. The data provided in these tables can be helpful in the creation of a strategic prevention plan and/or to support ongoing dialogue around individual and community-based prevention efforts, especially those that support positive behavioral intentions (**Tables 8-9**). This data can be especially useful in developing strategies that challenge the normative environment (i.e. providing alcohol-free events and social settings, creating social norms/health marketing messages).

Table 5: Risk Behaviors – Drinkers Only

Data reported as the mean response to each question on a 7-point scale (1 = "never" and 7 = "always").

When you drink, to what degree do you:	Survey 1				Survey 3			
	Mean	Scale %			Mean	Scale %		
		1, 2, or 3	4	5, 6, or 7		1, 2, or 3	4	5, 6, or 7
Do shots	3.74	41%	21%	38%	3.61	43%	27%	30%
Chug alcohol	2.58	68%	18%	14%	2.76	65%	21%	14%
Choose a drink with a higher alcohol concentration	2.88	60%	27%	13%	3.02	57%	26%	17%
Start drinking before going out (pre-game)	3.02	57%	19%	24%	3.38	49%	25%	26%

Table 6: Negative Consequences – Drinkers Only

Data reported as the mean response to each question on a 7-point scale (1 = "never" and 7 = "always").

During the past two weeks, to what degree did the following happen to you when drinking or as a result of your drinking?	Survey 1				Survey 3			
	Mean	Scale %			Mean	Scale %		
		1, 2, or 3	4	5, 6, or 7		1, 2, or 3	4	5, 6, or 7
Drove after 4 or more drinks	1.29	94%	3%	3%	1.38	92%	7%	2%
Forgot where I went or what I did (blacked out)	1.54	92%	5%	4%	1.73	86%	10%	4%
Had a hangover	2.10	81%	9%	9%	2.02	81%	9%	10%
Experienced negative academic consequences (missed a class, got behind in school work, performed poorly on an assignment/test)	1.15	97%	3%	1%	1.50	87%	9%	5%



Table 7: Location of Drinking– Drinkers Only

<i>The last time you consumed alcohol, where did you spend your time drinking:</i>	Aggregate Pre-Mat Survey 3	Your Institution Survey 3
A bar or nightclub	10%	17%
In an off-campus residence/apartment	43%	43%
In an on-campus residence	21%	18%
Fraternity/sorority house	15%	2%
Outdoor event	6%	10%

Table 8: Positive Behavioral Intentions – Drinkers Only

Data reported as the mean response to each question on a 7-point scale (1 = "never" and 7 = "always")

<i>Over the next 30 days, to what degree do you intend to:</i>	Aggregate Pre-Mat Survey 2	Your Institution Survey 2			
	Mean	Mean	1, 2, or 3	4	5, 6, or 7
Support the choice not to drink	4.83	5.03	22%	18%	61%
Reduce the number of times you drink per week	4.65	4.87	23%	20%	57%
Reduce the number of drinks you have each time you drink	4.75	4.97	21%	20%	59%
Eat food before or while drinking	5.65	5.71	10%	14%	75%
Keep track of the number of drinks you've had	5.51	5.62	11%	16%	73%

Table 9: Reasons Not to Drink

Data reported as grouped responses of 5, 6, and 7 on a 7-point scale (1= not at all important; 7= very important).

<i>When you choose <u>not</u> to drink, how important are the following reasons:</i>	Aggregate Pre-Matriculation				Your Institution			
	Non-Drinkers		Drinkers		Non-Drinkers		Drinkers	
	Survey 1	Survey 3	Survey 1	Survey 3	Survey 1	Survey 3	Survey 1	Survey 3
Not old enough to drink legally	58%	56%	17%	17%	49%	47%	17%	11%
Worried about being caught by authorities	62%	56%	40%	31%	51%	48%	30%	20%
Interferes with school work	67%	60%	43%	34%	62%	57%	40%	27%
My friends don't drink	43%	43%	21%	22%	41%	44%	21%	22%
People I care about would disapprove	65%	60%	30%	25%	58%	53%	29%	19%
I've decided to cut down	26%	26%	22%	21%	30%	32%	25%	22%
Don't have to drink to have a good time	81%	73%	52%	42%	80%	72%	55%	40%
I have other things to do	78%	71%	53%	43%	78%	72%	56%	43%
Don't want to spend the money	68%	63%	51%	42%	68%	63%	54%	42%

Thank you for choosing Outside The Classroom as your partner in alcohol prevention.

Please feel free to contact us at services@outsidetheclassroom.com should you have additional questions or need further information regarding your AlcoholEdu for College data.



SexualAssaultEdu™

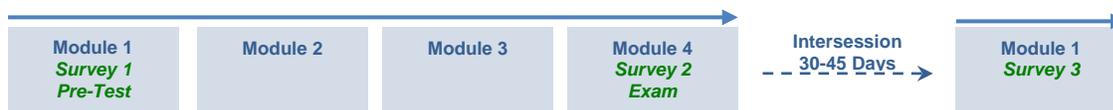
KEY FINDINGS AND INSIGHTS, FEBRUARY 2009

SexualAssaultEdu is an optional module within AlcoholEdu for College that provides primary sexual assault prevention education to your first-year students. It was developed in collaboration with leading national experts in the field of sexual assault prevention.

SexualAssaultEdu presents skills and strategies that are aimed at educating all students about the following:

- Ethics of interpersonal relationships
- Alcohol's effect on relationships, communication, and the ability to give consent to sexual activity
- Definitions and clarification of terminology associated with sexual assault

This report highlights aggregate findings based on self-report data obtained from 39,739 first-year students, including 1184 students at University of San Francisco, who participated in the AlcoholEdu for College with SexualAssaultEdu Program in the fall of 2008. Only students who completed all three AlcoholEdu for College surveys as described below were included in the data.



This report also provides new insights from investigations performed on the aggregate results by researchers at Outside The Classroom and are intended to serve as a means of informing ongoing discussions around sexual assault prevention initiatives on your campus, including planning for next steps.

Key Findings – University of San Francisco

Table 1: Consent

Data reported as the mean response to the question on a 7-point scale (1=Not at all; 7=Completely)

	Aggregate SAEdu Survey 2 Mean	Your Institution Survey 2 Mean
To what degree has AlcoholEdu helped you understand how alcohol affects somebody's ability to give consent for sex?	5.73	5.63

Table 2: Degree of Responsibility

Data reported as the mean response on a 7-point scale (1=Not at all; 7=Completely)

Students were asked to what degree each of the following is responsible when a person has been sexually assaulted:	Aggregate SAEdu		Your Institution	
	Survey 1 Mean	Survey 3 Mean	Survey 1 Mean	Survey 3 Mean
The person who was sexually assaulted	2.74	2.46	2.67	2.39
The person who committed the sexual assault	6.47	6.19	6.43	6.14

Similar to last year's findings, this year's data show that, following the course, students on average assigned *less* responsibility to the person who committed the sexual assault (Table 2).

In a report issued last fall, we explored the potential reasons for these changes. We found evidence that alcohol-related educational content which focuses on personal responsibility might lead students to have different meanings of the word "responsibility" in mind when asked about the level of responsibility for each individual involved in a sexual assault. These findings further reinforced that sexual assault continues to be an extremely nuanced issue.

Further Insights on Students' Attitudes Regarding Sexual Assault: A New Investigation

Using data from this year's surveys, we further examined how students view responsibility for sexual assault for either the person who was sexually assaulted or the person who committed the assault. To assess the impact of SexualAssaultEdu in combination with AlcoholEdu for College, we asked students¹ from 37 colleges and universities (n=23,393) to rate their level of agreement with several related attitude statements (1 = strongly disagree, 7 = strongly agree) in both Survey 1 and Survey 3.

¹ The majority of students in the study (n = 21,440) attended an institution that used pre-matriculation implementation (Survey 1 was completed before classes started; Survey 3 was completed after classes started). Others attended institutions using either a post-matriculation implementation, with both Surveys 1 and 3 completed after classes started (n = 1,148), or summer implementation, with both surveys completed before classes started (n = 805).

There are three important points to keep in mind when considering the study's findings.

1. Compared to the previous version of SexualAssaultEdu, the 2008 version places even more emphasis on responsibility by the person who commits a sexual assault, while also making clear that an individual cannot give legal consent to sex when impaired by alcohol or drugs.
2. During the time that elapsed between Surveys 1 and 3, students attending institutions using either pre- or post-matriculation implementation were also newly exposed to aspects of campus life that could potentially undermine the course's clear educational messages. *Any changes that occur between Surveys 1 and 3 reflect the totality of the students' campus experience which includes, but is not limited to, the AlcoholEdu for College and SexualAssaultEdu courses.*
3. We know from past research—and from this new investigation—that large numbers of students begin to drink more heavily after they arrive at college, a phenomenon we have called the *College Effect*. Importantly, recent randomized control trials conducted at Villanova University (2007), Roger Williams University (2008), and the University of West Florida (2008) have demonstrated that AlcoholEdu for College significantly diminishes the college effect.

Results

Most of the sexual assault-related attitude items moved in an undesirable direction from Survey 1 to Survey 3.

On the plus side, for example, students rated their level of agreement with the statement: "A person who was sexually assaulted should never be blamed for what happened." The mean score for Survey 1 was 3.97 (SD = 1.94), while the mean score for Survey 3 was 4.35 (SD = 1.96), indicating greater agreement after the course. On the negative side, after the course students reported less agreement with the statement: "To what extent do you agree that both partners need to give consent to have sex?" The mean score for Survey 1 was 6.49 (SD = 1.18), while the mean score for Survey 3 was 6.07 (SD = 1.59).

Even though most of the items moved in an undesirable direction, three-fourths of the students (74.7%) generally showed desirable changes in sexual-assault-related attitudes, while one-fourth (25.3%) showed undesirable changes. Table 3 on the following page shows the means (and standard deviations) for Survey 1 and Survey 3 for these two groups of students: the majority group that showed generally desirable changes, and the minority group that showed generally undesirable changes.

Table 3: Changes in Sexual Assault Beliefs and Attitudes

Data reported as the mean response on a 7-point scale (1=Strongly Disagree; 7=Strongly Agree)

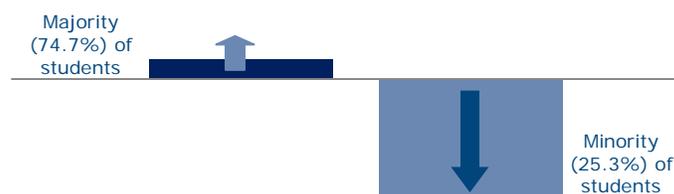
Sexual Assault Beliefs and Attitudes	Majority (74.7% of Students) Desirable Change Cluster			Minority (25.3% of Students) Undesirable Change Cluster		
	Survey 1 Mean (SD)	Survey 3 Mean (SD)	% Change	Survey 1 Mean (SD)	Survey 3 Mean (SD)	% Change
It really isn't fair to charge a man with sexual assault if he was drinking at the time and his actions were not premeditated.	1.85 (1.36)	2.16 (1.59)	+17%	2.05 (1.52)	3.11 (1.50)	+52%
A person who was sexually assaulted should never be blamed for what happened.	4.01 (1.96)	4.59 (2.02)	+14%	3.88 (1.90)	3.65 (1.57)	-6%
A person who forces himself sexually on another person should always be blamed for what happened.	5.41 (1.75)	5.50 (1.73)	+2%	5.38 (1.65)	3.96 (1.59)	-26%
Many cases of so-called "acquaintance rape" are nothing more than an unfortunate misunderstanding between two people.	2.65 (1.59)	2.79 (1.76)	+5%	2.97 (1.63)	3.37 (1.43)	+13%
Without exception a person who forces himself sexually on another person should face legal consequences.	5.48 (1.68)	5.58 (1.63)	+2%	5.36 (1.61)	3.95 (1.58)	-26%
It really isn't fair to charge a man with sexual assault if the other person was drinking at the time and led him on.	3.27 (1.81)	3.07 (1.85)	-6%	3.67 (1.81)	3.53 (1.47)	-4%
To what extent do you agree that women who drink a lot of alcohol are signaling that they want sex?	2.47 (1.56)	2.49 (1.66)	+1%	2.71 (1.62)	3.09 (1.40)	+14%
To what extent do you agree that men who drink a lot of alcohol are signaling that they want sex?	2.75 (1.70)	2.75 (1.77)	-	2.95 (1.71)	3.22 (1.39)	+9%
To what extent do you agree that both partners need to give consent to have sex?	6.50 (1.20)	6.61 (1.05)	+2%	6.46 (1.12)	4.50 (1.86)	-30%

Consider again the last question in the table: "To what extent do you agree that both partners need to give consent to have sex?" For the majority group, the mean score for Survey 1 was 6.50; the mean score for Survey 3 was 6.61, indicating a slight positive change (+2%). In contrast, for the minority group, the mean score for Survey 1 was 6.46, while the mean score for Survey 3 was 4.50, a very sizeable drop in agreement (-30%).



The overall picture that emerges is that the attitudes expressed by a majority of students moved in a minimally desirable direction, while the attitudes expressed by the remaining students moved in an extremely undesirable direction (Fig. 1).

Fig. 1 Change in attitudes between Survey 1 and Survey 3



What do we know about this smaller group of students whose attitudes move in an undesirable direction?

With additional analyses, we learned that their *alcohol consumption increased dramatically* between Surveys 1 and 3.

On both surveys, we asked students how many drinks they had consumed on each of the past 14 days. From their reports, we calculated the total number of drinks they had during that two-week period.

In addition, students indicated how often during the past two weeks they had experienced several negative consequences due to their alcohol use—*e.g., miss a class, perform poorly on an assignment, damage property, get into a physical fight, etc.* These items were combined into a single factor score.

Students also indicated how often they use each of several strategies for moderating their alcohol consumption—*e.g., choose a drink containing less alcohol, pace drinking to one or fewer drinks per hour, stop drinking at a predetermined time, set limits on the total number of drinks, avoid drinking games, etc.* These items also were combined into a single factor score.

As illustrated in Table 4, we found that, compared to students who showed desirable changes in their sexual assault-related attitudes, those who showed undesirable changes reported far greater increases in alcohol use and negative drinking-related consequences between Surveys 1 and 3, while also showing greater decreases in healthy drinking-related behaviors.

Table 4: Drinking Behaviors in Relation to Changes in Sexual Assault Beliefs and Attitudes

Data reported as the mean response on a 7-point scale (1=Never; 7=Always)

Item or Factor	Desirable Changes in Sexual Assault Beliefs and Attitudes			Undesirable Changes in Sexual Assault Beliefs and Attitudes		
	Survey 1 Mean (SD)	Survey 3 Mean (SD)	% Change	Survey 1 Mean (SD)	Survey 3 Mean (SD)	% Change
Total Number of Drinks During the Past 2 Weeks	8.02 (16.03)	10.87 (20.94)	+35%	11.16 (19.18)	16.52 (49.26)	+48%
Negative Drinking-Related Consequences (1-7)	1.11 (0.43)	1.24 (0.63)	+12%	1.13 (0.47)	1.71 (1.12)	+51%
Healthy Drinking-Related Behaviors (1-7)	3.92 (1.27)	4.06 (1.33)	+4%	3.69 (1.25)	3.51 (1.37)	-5%

Implications

The degree to which an individual college or university sees desirable or undesirable changes in sexual assault-related attitudes among first-year students will likely depend on how much the students' alcohol use is increasing over time. Undesirable changes in sexual assault-related attitudes are strongly associated with negative changes in drinking patterns.

A possible explanation is that students who engage in unhealthier drinking patterns over time also change their attitudes regarding sexual assault in order to reduce the perceived personal threat of sexual negative consequences due to alcohol use. A second possibility is that, with first-year students living on their own for the first time, many of them begin to endorse a wide range of non-traditional beliefs, attitudes, and behaviors, including those assessed here.

SexualAssaultEdu's message regarding alcohol and legal consent to sex is persuasive, as evidenced by the many desirable attitude changes expressed by the vast majority of students. It is clear, however, that the minority of students whose alcohol consumption dramatically increases after they begin college need additional on-campus programming to help them develop or maintain appropriate beliefs and attitudes about responsibility for sexual assault.