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## Prevalence of Tobacco Use among African-American College Students

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PREVALENCE OF TOBACCO USE  
AMONG AFRICAN-AMERICAN COLLEGE STUDENTS

A Thesis

Submitted to the Graduate Faculty of the  
University of New Orleans  
in partial fulfillment of the  
requirements for the degree of

Master of Arts  
in  
The College of Education  
Department of Human Performance and Health Promotion

by

Michael D. Celestin, Jr.

B.A., University of Southwestern Louisiana, 1997

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## ABSTRACT

This study examined factors that may protect African-American young adults in college from early onset of cigarette smoking, and factors that may place them at risk for cigarette smoking, using the framework of the Social Cognitive Theory. It was hypothesized that existing regulation of smoking, positive attitude toward academics and school connectedness would be related to low cigarette-smoking rates, while exposure to pro-tobacco promotions would be related to high cigarette smoking rates. A convenience sample of 576 undergraduates at Dillard University of New Orleans completed a Harvard College Alcohol Study survey. Forty six percent (n=269) completed the survey. Ninety-one percent were African American, and 13% of them were ever-smokers. Chi Square analysis was used to test for a statistically significant difference in response rates between ever-smokers and non-smokers. Results indicated no significant differences between respondents for any outcome measures. The Social Cognitive Theory constructs were not supported by the findings.

## CHAPTER ONE

### INTRODUCTION

This introduction includes a background section providing a contextual stage for conducting this research. The importance and the purpose of the study are then described, and the research questions are identified. The chapter closes with a discussion of the study's limitations and delimitations, assumptions, and operational definitions.

#### Background

Tobacco use is a major health risk. At least 1.1 billion people across the globe use various types of tobacco products, and approximately 4 million deaths were attributed to tobacco use in 1999 (WHO, 2002). Tobacco use is one of the ten leading health indicators among youth 17 years of age or under in high schools across America (USDHHS, 2000). The World Health Organization (2002) reported that across the world, cigarettes are the overwhelming tobacco product of choice. More than 4.5 million American high school students are current cigarette smokers, as defined by having smoked within the past 30 days. Among all youth in America, it is estimated that 6 million will die prematurely from a tobacco-related disease. In Louisiana, approximately 98,000 high school students currently smoke cigarettes, and 107,000 youth smokers in Louisiana will die prematurely from a tobacco-related disease (CDC, 2002).

This epidemic was designated one of the six priority health risk behaviors among young adults 18-24 years of age in college by the United States Department of Health and



Hospitals (2000). Data show that young adults who obtain an undergraduate or graduate degree are less likely to smoke cigarettes compared to those with no college, some college, or an associate degree. However, data also show that between 1993 and 2000 all age groups decreased their cigarette smoking rates except young adults in college (CDC, 2002; SAMHSA, 2002). In fact, current cigarette smoking rates increased among young adults with equal to or greater than thirteen years of education from approximately 18% during 1992-1993 to approximately 23% during 1999-2000. This finding may reflect the aging of adolescents with high smoking rates in the mid 1990's, and possibly tobacco companies targeting of young adults (CDC, 2002). Rigotti et. al. (2000) also reported an increase in cigarette smoking prevalence among the same age group by as much as 28% since 1993. In 1999, the overall national prevalence of current cigarette smoking among young adults in college was 28.2% to 32.9% (Rigotti et. al, 2000).

Among all adults 18 years of age or older, tobacco use continues to be a top 10 leading health indicator (USDHHS, 2000). More than 45 million American adults are current cigarette smokers (CDC, 2001). It is estimated that every year over 400,000 deaths are attributable to adult cigarette smoking (CDC, 2002). In Louisiana, approximately 766,000 adults are current cigarette smokers (CDC, 2001), and 6,000 adults in Louisiana die each year due to tobacco-related diseases (CDC, 2002).

### Importance Of The Study

The significance of the prevalence rates and mortality predictions cited above is that tobacco use, particularly cigarette smoking, is the leading preventable cause of death and disease among all Americans (CDC, 2003). More important to this research, African-Americans' use of tobacco needs to be studied because African-Americans

continue to suffer disproportionately from health consequences related to tobacco use such as lung cancer, heart disease, and stroke (USDHHS, 1998).

African-American youth begin smoking cigarettes later in life, as compared to Caucasian-American youth (SAMHSA, 2002; Anderson and Burns, 2000; USDHHS, 1998). Despite data showing that African-American youth smoke cigars at much higher levels than other ethnic groups, and African-American female youth cigarette smoking rates have increased significantly throughout the 1990's, overall African-American youth tobacco use rates are substantially lower than Caucasian-American youth (ALF, 2003). Approximately 16% of African-American high school students are current cigarette smokers, compared to approximately 32% of Caucasian-American high school students (CDC, 2002; ALF, 2001).

The overall national prevalence of current cigarette smoking among African-American young adults in college was reported at 11.2%, compared to 31.3% of Caucasian-American young adults in college (Rigotti et. al., 2000). A few researchers conducting local studies at predominantly African-American colleges have reported varying cigarette-smoking rates. Rates among African-American young adults at these colleges were reported at 4% (Kelley and Lowing, 1997), 12% (Rhodes et. al., 1995), 13% (Ford and Goode, 1994) and 71.3% (Hestick et. al., 2001).

Variations in sample size and/or reporting systems may account for the difference in these rates. The majority used convenience samples of approximately 200 undergraduate students. Only Hestick et. al. (2001) used a random sample of approximately 600 undergraduate students. None of these local studies identified the

process used to develop their surveys, or the specifics of the measures they used.

Therefore, the validity and reliability of their survey instruments are in question.

African-American adult cigarette smoking rates are about the same as those of Caucasian-American adults. Approximately 23% of African-American adults are current cigarette smokers, compared to approximately 24% of Caucasian-American adults (CDC, 2002). Despite the late onset of cigarette smoking among African-American youth, African-American adults are twice as likely as Caucasian-American adults to develop lung cancer, and are disproportionately affected by other tobacco-related diseases when compared to Caucasian-American adults (Wong et. al., 2002; USDHHS, 1998).

In sum, African-American youth begin cigarette smoking later in life than Caucasian-Americans, catch up to Caucasian-Americans as adults in cigarette smoking rates, and surpass Caucasian-Americans in death and disability rates from tobacco-related diseases.

### Purpose Of The Study

The purpose of this study was to examine factors that may either protect young adult African-Americans in college from initiating cigarette smoking, or that may place them at risk of smoking cigarettes. Protective and risk factors identified for African-Americans in this study will be examined using the framework of the Social Cognitive Theory.

Originally introduced as the Social Learning Theory, the Social Cognitive Theory was based on stimulus response theory that emphasized reinforcement to shape behavior. The theory was later renamed the Social Cognitive Theory to incorporate personal factors, or cognitions (Glanz et. al., 1997). The Social Cognitive Theory proposes that

peoples' behaviors can be explained in terms of a triadic, dynamic, and reciprocal model in which (1) behavior, (2) personal factors, and (3) environmental influences all interact. These interactions determine an individual's behavior (McKenzie and Smeltzer, 2001).

The Social Cognitive Theory was selected for this study over other health behavior theories because of its attention to behavioral and environmental factors. Interpersonal theories such as the Health Belief Model and the Theory of Planned Behavior do not account for such factors. Constructs of the Social Cognitive Theory cited most in health behavior studies include the following: reinforcement (which can be accomplished directly or vicariously), observational learning, reciprocal determinism, expectations of outcomes, expectancies (values) on outcome, self-control or self regulation, self-efficacy, behavioral capability, and emotional coping response (McKenzie and Smeltzer, 2001; Glanz et. al., 1997; Simons-Morton et. al., 1995). Table 1 summarizes all of these constructs, as well as provides a definition and example of how each might be applied to tobacco use. Only the reinforcement and reciprocal determinism constructs of the Social Cognitive Theory were applied to this study.

Table 1

Most Cited Constructs of the Social Cognitive Theory

Construct	Definition	Example
Reinforcement*	Responses to a behavior that increase or decrease reoccurrence	
a) Direct	a) Given directly to the person performing the behavior	a) Someone handing a non-smoker free cigarettes, encouraging their use
b) Vicarious	b) Modeling behavior for the person who would perform the behavior	b) A non-smoker with a close friend that smokes
Reciprocal Determinism*	Interaction between a person, a behavior, and their environment	A non-smoking college student asking to live in a non-smoking dormitory

Construct	Definition	Example
Expectations	Anticipating the likely outcomes of a behavior	A smoking adult in a cessation program expecting after completion to be smoke-free
Expectancies	The values placed on a behavior	A non-smoking child believing that not smoking enhances physical performance
Self-Control or Self-Regulation	Management of a behavior to achieve goals or adjusting a behavior when necessary	A smoking adult setting personal goals to quit smoking, including rewards and punishments for the behavior
Behavioral Capability	Having the knowledge and skills to perform a behavior	A smoking adult developing skills to handle withdrawal symptoms from quitting
Self-Efficacy	Confidence in the ability to perform a behavior	A non-smoking child believing that they can refuse a friend encouraging them to smoke
Emotional Coping Responses	Having the ability to deal with emotions felt before or after performing a behavior	A non-smoking child coping with the fear of saying no to a friend encouraging smoking

\*Constructs that will be utilized in this study

### Research Questions

#### *Research Question 1*

What are the factors that may protect young adult African-Americans in college from initiating cigarette smoking?

#### *Research Question 2*

What are the factors that may place young adult African-Americans in college at risk of smoking cigarettes?

### Limitations and Delimitations

A limitation to using the Social Cognitive Theory is that it may have been too broadly formulated. With so many constructs, an explanation can be offered for nearly any situation. Therefore, it is important for research using the Social Cognitive Theory

that 1) clarity is given to where and when the constructs apply, 2) the constructs are based on the characteristics of the target population, and 3) use of the theory is evaluated carefully (McKenzie and Smeltzer, 2001).

Because the participants were African-American college students who attend a private, predominantly black, faith based liberal arts institution in the Metropolitan New Orleans, Louisiana area, the sample may be not be representative of African-American college students in general. Therefore, caution must be exercised when generalizing the results from this study to other states, parochial, private, and public schools.

Unpublished validity and reliability scores on the Harvard College Alcohol Study survey measures for cigarette smoking was another limitation to this study. Because the questionnaire was a self-reported instrument, a respondent may provide misinformation by responding to a statement in ways that they believe to be socially acceptable, or agreeing with a statement (or answer yes to a statement) when they are unsure or ambivalent. Additionally, using a self-reporting survey can result in underreporting the attitudes, beliefs and behaviors of respondents (McMillan and Schumacher, 1999).

The convenience sampling of African-American young adults enrolled in the “first time student class” was also a limitation of the study, resulting in responses from less than half of Dillard University’s freshman population. This low number of respondents and low percentage of smokers were a common result of other studies (Kelley and Lowing, 1997; Rhodes et. al., 1995; Ford and Goode, 1994). Additionally, since African-Americans typically start smoking later than Caucasian Americans, using freshman students only may have significantly limited the number of respondents reporting ever smoking.

### Assumptions

It is assumed that the researcher has identified from the professional literature the major factors that may either protect young adult African-Americans in college from initiating cigarette smoking, or that may place them at risk of smoking cigarettes. It is also assumed that the survey instrument was understandable to the participants and it was easy to use. Finally, it is assumed that the participants answered the questions honestly and their responses provided accurate data for analysis.

### Operational Definitions

#### *Current Smoker*

A current smoker is a person that has smoked at least one cigarette within the past 30 days.

#### *Ever-Smoker*

An ever-smoker is a person that has indicated smoking at least one cigarette in their lifetime, just not within the past 12 months.

#### *Never Smoker*

A never smoker is a person that has never smoked a cigarette in his or her lifetime.

#### *Protective Factor*

A protective factor moderates the influence of risk factors and contributes to positive development, which prevents negative behaviors and outcomes.

#### *Risk Factor*

A risk factor influences the chance of drug use and contributes to negative development, which permits negative behaviors and outcomes.

*Reciprocal Determinism*

Reciprocal determinism is a Social Cognitive Theory construct defined as the interaction between a person, a behavior, and their environment.

*Reinforcement*

Reinforcement is a Social Cognitive Theory construct defined as a response to a behavior that may increase or decrease reoccurrence of that behavior.



## CHAPTER TWO

### REVIEW OF LITERATURE

This review of literature includes an investigation of factors that may protect African-American youth from cigarette smoking, and those that place African-American young adults and adults at risk of smoking cigarettes.

#### Protective Factors for African-American Youth

Limited research is available concerning protective factors that keep African-American youth from using tobacco (Wallace and Muroff, 2002; Sullivan and Farrell, 1999). One reason, according to Wallace and Muroff (2002), is that many of the protective and risk factors researchers have identified were done using samples of predominantly, if not only, Caucasian-American youth. The Substance Abuse and Mental Health Services Association (SAMHSA, 2002) contends that regardless of ethnicity, youth experience the same protective and risk factors. However, many researchers argue that more research needs to be done without assuming that African-American and Caucasian-American youth are equally exposed and vulnerable to similar factors (Wallace and Muroff, 2002; Sullivan and Farrell, 1999).

Another reason for the lack of research might be the distinction between a protective factor and a risk factor. According to SAMHSA (2002), protective factors represent the influences, orientations, and behaviors in youths' lives that contribute to positive development and help prevent negative behaviors and outcomes. Risk factors

would be their opposites. Sullivan and Farrell (1999) identified studies seeking to define protective and risk factors, but make the argument that previous studies are inconsistent with their conceptual distinction. The authors conclude that protective and risk factors differ not only in the direction of the effect, but also in the nature of the effect. Protective factors serve as buffers that moderate the influence of risk factors on drug use, whereas risk factors have a direct effect on drug use (Sullivan and Farrell, 1999).

In addition, the identification of risk and protective factors must account for the fact that over time, youth change their perceptions about their protection and risk, and they vary depending on the individual and their environmental constraints (SAMHSA, 2002; Sullivan and Farrell). Table 2 lists protective and risk factors that influence drug use found in the literature. The factors are categorized based on their internal/individual and external/contextual levels of influence.

Table 2

Index of Protective And Risk Factors

Internal/Individual Factors	External/Contextual Factor
Academic experiences <sup>1</sup> , *	Availability of the drug <sup>2</sup> , *
Alienation and rebellion <sup>2</sup>	Community disorganization <sup>2</sup>
Associating with drug using peers <sup>2</sup>	Community protection environment <sup>1</sup>
Attitudes favorable toward drug use <sup>2</sup>	Family supervision <sup>1</sup>
Early involvement in drug use <sup>2</sup>	Laws that regulate access to drugs <sup>1</sup>
Family bonding <sup>1</sup>	Low neighborhood risk <sup>2</sup>
Family risk factors <sup>2</sup>	Low socioeconomic status <sup>2</sup>
Other antisocial behaviors <sup>2</sup>	Parental attitudes and expectations <sup>1</sup>
Peer rejection in early elementary grades <sup>2</sup>	Peer attitudes and pressure <sup>2</sup>
Physiological factors <sup>2</sup>	Peer substance use <sup>2</sup>
School bonding <sup>1</sup> , *	School performance <sup>2</sup>

Internal/Individual Factors	External/Contextual Factor
Substance use <sup>2</sup>	School activity involvement <sup>1</sup>
Intolerant attitudes toward deviance <sup>1</sup>	School prevention environment <sup>1</sup> , *

<sup>1</sup>Protective Factors

<sup>2</sup>Risk Factors

\*Factors that will be utilized in this study

Through family and school bonds youth build an internal resiliency, over time, to external risks they encounter. These bonds represent meaningful involvement in family and school life that is challenging, provides a sense of contribution, and is rewarding. Youth find interacting and achieving in these environments worthwhile, which protects them from initiating substance use.

African-American youth have been more likely to report high levels of family and school connectedness, school involvement, attitudes toward academics, parental and school supervision, and satisfaction with their relationships with their parents, when compared to Caucasian-American youth. These protective factors were found to be statistically significant in moderating cigarette smoking among African-American youth (SAMHSA, 2002; Wallace and Muroff, 2002; Kegler et. al., 2002; Gittelsohn et. al., 2001; Sullivan and Farrell, 1999; Klesges and Robinson, 1995).

The reciprocal determinism construct of the Social Cognitive Theory may theoretically explain the influence of school supervision and how maintaining a positive attitude toward schooling affect African-American youths' decisions to avoid cigarette smoking. Glanz et. al. (1997) suggests that policies restricting smoking may serve as a bi-directional interaction between the person and their environment, and enhance cigarette smoking prevention. This aspect of the Social Cognitive Theory would support

the hypothesis that the regulation of smoking by schools, as measured by providing smoke-free housing on campus, will be related to low cigarette smoking rates. Glanz et. al. (1997) also suggest that having a positive attitude about the role a person plays, and the activities they engage in, such as school connectedness and academic work, may serve as a positive bi-directional interaction between a person and their environments or activities, and can positively affect their behavior. Thus, this aspect of the Social Cognitive Theory would support the hypotheses that greater school connectedness, as measured by satisfaction with their education and school life, and having a positive attitude toward academic work will be related to low cigarette smoking rates.

#### Risk Factors For African American Young Adults And Adults

As with the study of protective factors for African-American youth, limited research was available studying risk factors for late onset cigarette smoking among African-American young adults and adults. Some researchers believe that the attention placed on preventing youth cigarette smoking has taken away from the significance of studying risk factors for late onset cigarette smoking (Gried, 2003; Moon-Howard, 2003; Chaloupka, 2002). Studies found that while researchers focused on youth prevention, tobacco companies began marketing their products heavily towards the young adult and adult populations (Altman et. al., 1996; Sepe et. al., 2002; Ling and Glantz, 2002).

The more responsible youth become, as they mature into young adulthood, the less external supervision they receive from their family, and the opportunity for schools to promote positive choices in youth decreases (Sale et. al., 2003; SAMHSA, 2002). Internal documents made available to the public as a result of a Master Settlement Agreement between the U.S. and several of the largest tobacco companies revealed that

bar and nightclub cigarette promotions are highly successful in increasing sales of particular brands to young adults (Katz and Lavack, 2002). Providing free cigarettes and other brand name promotional items, especially during the transition period for adolescents in high school to young adulthood, are possible risk factors for late smoking onset (Sepe et. al., 2002; Ling and Glantz, 2002).

The reinforcement construct of the Social Cognitive Theory may theoretically explain the influence of pro-tobacco promotions on African-American young adults and adults' decision to start cigarette smoking. As discussed by Glanz et. al. (1997), providing a positive reinforcement (i.e. offering free cigarettes to a non-smoker at a bar or event) serves as motivation and increases the likelihood of performing a behavior (i.e. trial smoking of the free cigarettes). This aspect of the Social Cognitive Theory supports the hypotheses that encountering free cigarettes at bars and clubs, or events and parties, will be related to high cigarette smoking rates.

## CHAPTER THREE

### METHODOLOGY

This chapter discusses the research design, including subsections describing hypotheses and variables; the study's participants and sampling procedure; instrumentation, including reliability and validity issues associated with the measurement of this study's key concepts; and the data analysis plan.

#### Research Questions

Two research questions guided this study:

##### *Research Question 1*

What are the factors that may protect young adult African-Americans in college from initiating cigarette smoking?

##### *Research Question 2*

What are the factors that may place young adult African-Americans in college at risk of smoking cigarettes?

#### Research Hypotheses

##### *Research Question 1*

What are the factors that may protect young adult African-Americans in college from initiating cigarette smoking?

*Research Hypothesis 1.1*

Respondents who live in smoke-free housing on campus will have lower cigarette smoking rates than respondents who do not live in smoke-free housing on campus.

*Research Hypothesis 1.2*

Respondents who report their academic work as being important will have lower cigarette smoking rates than respondents who report their academic work as being unimportant.

*Research Hypothesis 1.3*

Respondents who report greater satisfaction with their education will have lower cigarette smoking rates than respondents who are less satisfied with their education.

*Research Hypothesis 1.4*

Respondents who report greater satisfaction with their school life will have lower cigarette smoking rates than respondents who are less satisfied with their school life.

*Research Question 2*

What are the factors that may place young adult African-Americans in college at risk of smoking cigarettes?

*Research Hypothesis 2.1*

Respondents that report exposure to pro-tobacco promotions in bars and clubs will have higher cigarette smoking rates than those who report no exposure to pro-tobacco promotions in bars and clubs.

*Research Hypothesis 2.2*

Respondents that report exposure to pro-tobacco promotions at events and parties will have higher cigarette smoking rates than those who report no exposure to pro-tobacco promotions at events and parties.

### Sample

Participants in this study were undergraduate African-American young adults enrolled at Dillard University of New Orleans, Louisiana. Dillard University is a private, predominantly black, faith based liberal arts institution. All of Dillard's housing on campus is smoke-free. In the spring of 2003, the institution enrolled more than 1,800 undergraduate students (1,389 were female and 437 were male). More than 95% of the total enrollment was African-American. A convenience (non-random) sample of undergraduate students was selected through the university's Jubilee Scholars program. The Jubilee Scholars program enrolls all entering freshman into a mandatory class, which helps them with the transition of entering college. A copy of the formal protocol form given to university representatives can be found in Appendix A. In the spring of 2003, 578 undergraduate students were enrolled in the program (454 were female and 124 were male).

### Procedure

Following thesis committee approval, permission was sought and granted by the Harvard School of Public Health for the use of the Harvard College Alcohol Study survey. Subsequently, permission was sought and granted by Dillard University's Human Subjects Committee to approach the Jubilee Scholars program director and invite enrolled students' participation in the study. The program director approved enrollee participation and the issuance of extra credit points in the class as an incentive for participation. An on-site contact person was designated to ensure that procedures were in place to protect students' anonymity in the data collection process. A procedure to distribute and collect the surveys once completed was established, and a school



representative was selected to store the completed surveys until the researcher collected them.

The researcher hand delivered all material (human subject consent form, survey and pencils) to the on-site contact person. Students that agreed to participate were required to complete a human subject consent form. The consent form identified 1) the title, purpose, and research procedures for the study, 2) the principal investigator's contact information for answers to questions, 3) the potential risks and benefits to the participant and, possibly, to society, 4) the process for protecting the participants' confidentiality and 5) any alternate procedures. A copy of the human subject consent form can be found in Appendix B. Students who consented to participation in the study were given a copy of the Harvard College Alcohol Study (Harvard College Alcohol Study) survey to complete.

### Statistical Analyses

Once the surveys were collected, all data was organized and entered into a database. Statistical software used in this study was SPSS for Windows. Appropriate descriptive statistics were reported on sample characteristics. Additionally, an inferential analysis was done to examine the stated hypotheses. Chi square analysis was conducted to determine whether or not there was a statistically significant difference in responses between respondents based on the independent variables. Logistic Regression analysis was done to predict smoker and non-smoker responses based on the combination of values of independent variables.

### Instrumentation

Survey research is often employed to learn about people's attitudes, beliefs, values, demographics, behavior, opinions, desires, and habits, with the goal of understanding the relationships among these variables (McMillan and Schumacher, 2001). Because this study focused on African-American college students' behavior and attitudes, it was appropriate to utilize survey research as the methodological approach. The survey method gathers data that is used to describe characteristics of certain populations (McMillan & Schumacher). Thus, the methodological approach of survey research fit the designed purpose of this study.

The Harvard College Alcohol Study survey was chosen for use over two other health surveys specific to the college population: the National College Health Risk Behavior Survey (NCHRBS) and the National College Health Assessment (NCHA). The NCHRBS was not chosen for use in this study because it was only administered in 1995, as opposed to the Harvard College Alcohol Study survey being conducted every other year since 1993. The NCHA was not chosen to use in this study because it was piloted in 1998 using the same cigarette smoking prevalence measures found in the Harvard College Alcohol Study survey. The Harvard College Alcohol Study survey was the only survey that measured the importance of academic work, prevalence, smoking regulation and pro-tobacco promotions, and satisfaction with school connectedness.

The Harvard College Alcohol Study survey contains nineteen questions related to tobacco use. The survey also contains questions about demographics and student characteristics, alcohol and other drug use, gambling, violence, physical activity and sexual activity. In total the Harvard College Alcohol Study survey contains 120

questions and was used in its entirety. The most recent Harvard College Alcohol Study results (from 1999) were from a representative sample of 128 four-year U.S. colleges and universities. Nine were dropped because of low response rates. Random samples of undergraduates were drawn from their total enrollment, which produced a total sample of approximately 225 students from each institution. Response rates ranged from 40% to 83%. Sixty-one percent of respondents were female, and 6% were African-American (Rigotti et. al., 2000). A copy of the Harvard College Alcohol Study can be found in Appendix C. The authors of the survey did not calculate validity and reliability scores on the Harvard College Alcohol Study survey tobacco use measures.

#### Items of Interest

The Items of interest to this study on the Harvard College Alcohol Study survey are presented in Table 3.

Table 3

#### Items of Interest on the Harvard College Alcohol Study Survey

Item	Statement	Options
A1	How old are you?	17 or younger, 18, 19, 20, 21, 22, 23, 24, 25 or older
A2	Are you male or female?	Male, Female
A3	What is your current year in school?	Freshman (first year), Sophomore (2 <sup>nd</sup> year), Junior (3 <sup>rd</sup> year), Senior (4 <sup>th</sup> year), 5 <sup>th</sup> year or beyond (undergraduate), Graduate student
A8-C	How important is it for you to participate in the following activities at college: academic work?	Very Important, Important, Somewhat Important, Not At All Important

Item	Statement	Options
B12	Some universities have housing that is specially designated as “smoke-free.” Do you live in this type of housing during the current school year?	Yes, No
E1-Q	How often, if ever, have you used any of the drugs listed below: cigarettes?	Never Used, Used, but NOT in Past 12 Months, Used, but NOT in Past 30 Days, Used in Past 30 Days
E2-A	How old were you when you first: smoked a cigarette?	Never Did This, 9 or younger, 10-12, 13-15, 16, 17, 18, 19 or Older
E11	Since the beginning of the school year, have you ever been to a bar or club when free samples of cigarettes were available?	Yes, No
E12	Since the beginning of the school year, have you ever been to an event or party on campus when free samples of cigarettes were available?	Yes, No
F1	In general, how satisfied are you with the education that you are receiving?	Very satisfied, Somewhat satisfied, Somewhat dissatisfied, Very dissatisfied
F2	In general, how satisfied are you with your life at school?	Very satisfied, Somewhat satisfied, Somewhat dissatisfied, Very dissatisfied
G3	Which of these racial or ethnic groups describes you best?	White, Black/African American, Asian/Pacific Islander, Native American Indian/Native Alaskan, Other

The dependent variable in this study is cigarette smoking prevalence and will be ascertained from responses to item E1-Q. The independent variables in this study are importance of academic work, living in smoke-free housing on campus, level of satisfaction with education, level of satisfaction with life at school, availability of free samples of cigarettes at a bar or club, and availability of free samples of cigarettes at an

event or party. Answers to these questions will be ascertained from responses to items A8-C, B12, F1, F2, E11 and E12.

## CHAPTER FOUR

### RESULTS

In this chapter the results of the analysis of the data collected in this investigation are presented. The chapter is divided into two sections. In the first section a description of the participants is reported along with respondents' answers to items of interest on the Harvard College Alcohol Study survey. In the second section statistical results from the tests of the research hypotheses are reported.

#### Descriptive Statistics

Descriptive statistics are reported on the several demographic variables of interest. Categories are identified and frequencies and percentages of the African-American sample falling into these categories are reported. Narrative summaries of the results are included.

#### *Participants' Gender*

Participants were asked to indicate their gender. Descriptive data for the participants' responses are presented in Table 4.

Table 4

## Frequency Distribution of African-Americans by Gender

Gender	Frequency	Percent
Female	211	86.1
Male	33	13.5
Missing	1	.4
Total	245	100

In total, forty-six percent of the program enrollees (n=269) completed the Harvard College Alcohol Study survey. Of these, 91% percent (n=245) were African American. Among the African-American sample, 86% (n=211) were female and 14% (n=33) were male, with one person not indicating their gender.

*Participants' Age*

Participants were asked to indicate their age. Descriptive data for the African-Americans' responses are presented in Table 5.

Table 5

## Frequency Distribution of African-Americans by Age

Age	Frequency	Percent
17	3	1.2
18	138	56.3
19	97	39.6
20	5	2
21	0	0

Age	Frequency	Percent
22	1	.4
23	1	.4
24	0	0
25	0	0
Total	245	100

Ninety-six percent were between 18 (n=138) and 19 (n=97) years old (56% and 40% respectively), 2% were 20 years old (n=5), and 1% was 22 and 23 years each (n=2, one in each age category). No African-American respondents reported their age to be 21, 24 or 25.

#### *Participants' Classification*

Participants were asked to indicate their classification. Descriptive data for the African-Americans' responses are presented in Table 6.

Table 6

#### Frequency Distribution of African-Americans by Classification

Classification	Frequency	Percent
Freshman	239	97.6
Sophomore	5	2
Junior	0	0
5 <sup>th</sup> Year or Beyond	1	.4
Graduate School	0	0
Total	245	100



Ninety-eight percent classified themselves as freshman (n=239), 2% as sophomores (n=5), and half a percentage point (n=1) as 5th year or beyond. No African-American respondents reported their classification as junior or in graduate school.

#### *Participants' Cigarette Use*

Participants were asked to indicate how often, if ever, they used cigarettes. Descriptive data for the African-American' responses are presented in Table 7.

Table 7

Frequency Distribution of African-Americans by Cigarette Use

Cigarette Usage	Frequency	Percentage
Never	213	86.9
Used, but not in the past 12 months	19	7.8
Used, but not in the past 30 days	9	3.7
Used in the past 30 days	2	.8
Missing	2	.8
Total	245	100

Eighty-seven percent (n=213) of respondents indicated that they never used cigarettes. Eight percent (n=19) of respondents indicated that they used cigarettes, just not in the past twelve months. Four percent (n=9) of respondents indicated that they used cigarettes, just not in the past thirty days. One percent (n=2) of respondents indicated that they used cigarettes in the past 30 days equaled one percent (n=3). One percent (n=2) of respondents did not indicate their cigarette usage. In total, 13% of African-American respondents indicated that they have smoked a cigarette at some point in their lifetime according to this question.

*Participants' Age When First Used Cigarettes*

Participants were asked to indicate the age when they first used cigarettes.

Descriptive data for the African-American' responses are presented in Table 8.

Table 8

Frequency Distribution of Age African-Americans First Used Cigarettes

Age First Used Cigarettes	Frequency	Percentage
Never did this	177	72.2
9 or younger	10	4.1
10-12	17	6.9
13-15	28	11.4
16	5	2
17	5	2
18	2	.8
19 or older	0	0
Missing	1	.4
Total	245	100

Seventy-two percent (n=177) of African-American respondents that answered this question indicated that they have never used cigarettes. This number differs from the percentage of respondents indicating that they have never used cigarettes in the previous table. First use of cigarettes for African-American respondents occurred more between the ages of 13 and 15 at 11% (n=28). Seven-percent (n=28) of African American respondents first used a cigarette between the ages of 10 and 12. Four-percent (n=10) of African-American respondents first used a cigarette at 9 years of age or younger, and also

between 17 and 18 years of age. One percent ( $n=2$ ) of African-American respondents first used a cigarette at 19 years of age or older. One African-American respondent did not indicate an age of first cigarette use.

### Inferential Analyses

#### *Chi-Square Testing*

Because of the low number of respondents who were current smokers, a chi square analysis was used to test whether or not there was a statistically significant difference in responses between smokers and non-smokers. In order to conduct the Chi-Square analysis, the dependent variable measure (cigarette smoking prevalence) had to be recoded from a four answer categorical variable into two categories. The original four categories were 1) Never Used, 2) Used, but not in the past 12 months, 3) Used, but not in the past 6 months, and 4) Used in the past 30 days. The recoded categories were 1) Non-smoker (original category 1) and 2) Ever-smoker (original categories 2, 3 and 4). Recoding results found that 12% ( $n = 30$ ) of the African-American respondents were ever-smokers. Of these, 83% ( $n=25$ ) were female and 17% ( $n=5$ ) were male.

There were two research questions for this study. Research Question 1 asked: “What are the factors that may protect young adult African-Americans in college from initiating cigarette smoking?” Research Question 2 asked: “What are the factors that may place young adult African-Americans in college at risk of smoking cigarettes?” A case-processing summary is presented in Table 9.

Table 9

## Case Processing Summary

Question	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Live in smoke-free housing	233	95.1%	12	4.9%	245	100.0%
Importance of academic work	239	97.6%	6	2.4%	245	100.0%
Satisfaction with education	243	99.2%	2	.8%	245	100.0%
Satisfaction with life at school	243	99.2%	2	.8%	245	100.0%
Free cigarette samples in bar or club	243	99.2%	2	.8%	245	100.0%
Free cigarette sample at event or party on campus	243	99.2%	2	.8%	245	100.0%

*Research Hypothesis 1.1*

Research Question 1 was examined by Research Hypothesis 1.1 that stated respondents who live in smoke-free housing on campus will have lower cigarette smoking rates than respondents who do not live in smoke-free housing on campus. A cross-tabulation of data is presented in Table 10.

Table 10

## Cross-Tabulation of Respondents Living in Smoke-Free Housing

		Live In Smoke-Free Housing		
		Yes	No	Total
Non-smoker	Count	129	74	203
	Expected Count	132.4	70.6	203.0
Ever-Smoker	Count	23	7	30
	Expected Count	19.6	10.4	30.0
Total	Count	152	81	233

Live In Smoke-Free Housing			
	Yes	No	Total
Expected Count	152.0	81.0	233.0

Although more ever-smokers indicated living in smoke-free housing on campus, Chi-Square test results, presented in Table 11, indicated no significant difference between respondents. Therefore, the test did not reach significance to support or reject Hypothesis 1.1.

Table 11

Chi-Square Test of Respondents Living in Smoke-Free Housing

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.984	1	.159		
Continuity Correction	1.447	1	.229		
Likelihood Ratio	2.099	1	.147		
Fisher's Exact Test				.218	.113
Linear-by Linear Association	1.975	1	.160		
N of Valid Cases	233				

### *Research Hypothesis 1.2*

Research Question 1 was examined by Research Hypothesis 1.2 that stated respondents who report their academic work as being important will have lower cigarette smoking rates than respondents who report their academic work as being unimportant. A cross-tabulation of data is presented in Table 12.

Table 12

Cross-Tabulation of Importance of Academic Work to Respondents

		Importance Of Academic Work				Total
		Very Important	Important	Somewhat Important	Not at all important	
Non-smoker	Count	189	14	3	3	209
	Expected Count	188.0	14.9	2.6	3.5	209.0
Ever-Smoker	Count	26	3	0	1	30
	Expected Count	27.0	2.1	.4	.5	30.0
Total	Count	215	17	3	4	239
	Expected Count	215.0	17.0	3.0	4.0	239.0

Although more ever-smokers indicated their academic work was important than not important, Chi-Square test results, presented in Table 13, indicated no significant difference between respondents. A second Chi-Square test was done using a set of recoded answer categories that included Important (which consisted of the answer categories Very Important, Important, and Somewhat Important) and Not Important (which consisted of the answer category Not At All Important) to see if there would be any significant differences between respondents. This second Chi-Square test indicated no significant difference between respondents based on recoded categories. Therefore, neither test reached significance to support or reject Hypothesis 1.2.

Table 13

## Chi-Square Test of Importance of Academic Work to Respondents

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.439	3	.697
Likelihood Ratio	1.666	3	.644
Linear-by Linear Association	.391	1	.532
N of Valid Cases	239		

*Research Hypothesis 1.3*

Research Question 1 was examined by Research Hypothesis 1.3 that stated respondents who report greater satisfaction with their education will have lower cigarette smoking rates than respondents who are less satisfied with their education. A cross-tabulation of data is presented in Table 14.

Table 14

## Cross-Tabulation of Respondents' Satisfaction with Education

		Satisfaction With Education				
		Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	Total
Non-smoker	Count	81	102	23	7	213
	Expected Count	82.4	98.2	25.4	7.0	213.0
Ever-Smoker	Count	13	10	6	1	30
	Expected Count	11.6	13.8	3.6	1.0	30.0
Total	Count	94	112	29	8	243
	Expected Count	94.0	112.0	29.0	8.0	243.0

Although more ever-smokers indicated greater satisfaction with their education, Chi-Square test results, presented in Table 15, indicated no significant difference between

respondents. A second Chi-Square test was done using a set of recoded answer categories that included Satisfied (which consisted of the answer categories Very Satisfied and Somewhat Satisfied) and Unsatisfied (which consisted of the answer categories Somewhat Dissatisfied and Very Dissatisfied) to see if there would be any significant differences between respondents. This second Chi-Square test indicated no significant difference between respondents based on recoded categories. Therefore, neither test reached significance to support or reject Hypothesis 1.3.

Table 15

## Chi-Square Test of Respondents' Satisfaction with Education

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.266	3	.352
Likelihood Ratio	3.100	3	.376
Linear-by Linear Association	.070	1	.792
N of Valid Cases	243		

*Research Hypothesis 1.4*

Research Question 1 was examined by Research Hypothesis 1.4 that stated respondents who report greater satisfaction with their school life will have lower cigarette smoking rates than respondents who are less satisfied with their school life. A cross tabulation of data is presented in Table 16.

Table 16

## Cross-Tabulation of Respondents' Satisfaction with Life at School

		Satisfaction With Life At School			
		Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Non-smoker	Count	64	114	26	9
					Total
					213



Satisfaction With Life At School						
		Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	Total
Ever-Smoker	Expected Count	64.9	113.1	26.3	8.8	213.0
	Count	10	15	4	1	30
	Expected Count	9.1	15.9	3.7	1.2	30.0
	Count	74	129	30	10	243
Total	Expected Count	74.0	129.0	30.0	10.0	243.0

Although more ever-smokers indicated greater satisfaction with their life at school, Chi-Square test results, presented in Table 17, indicated no significant difference between respondents. A second Chi-Square test was done using a set of recoded answer categories that included Satisfied (which consisted of the answer categories Very Satisfied and Somewhat Satisfied) and Unsatisfied (which consisted of the answer categories Somewhat Dissatisfied and Very Dissatisfied) to see if there would be any significant differences between respondents. This second Chi-Square test indicated no significant difference between respondents based on recoded categories. Therefore, neither test reached significance to support or reject Hypothesis 1.4.

Table 17

Chi-Square Test of Respondents' Satisfaction with Life at School

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.233	3	.972
Likelihood Ratio	.234	3	.972
Linear-by-Linear Association	.070	1	.792
N of Valid Cases	243		

### *Research Hypothesis 2.1*

Research Question 2 was examined by Research Hypothesis 2.1 that stated respondents that report exposure to pro-tobacco promotions in bars and clubs will have higher cigarette smoking rates than those who report no exposure to pro-tobacco promotions in bars and clubs. A cross-tabulation of data is presented in Table 18.

Table 18

Cross-Tabulation of Respondents Encountering Free Cigarette Samples in Bar or Club

		Free Cigarette Samples In Bar Or Club		
		Yes	No	Total
Non-smoker	Count	12	201	213
	Expected Count	14.0	199.0	213.0
Ever-Smoker	Count	4	26	30
	Expected Count	2.0	28.0	30.0
Total	Count	16	227	243
	Expected Count	16.0	227.0	243.0

Although fewer ever-smokers indicated encountering free cigarette samples in a bar or club, Chi-Square test results, presented in Table 19, indicated no significant difference between respondents. Therefore, the test did not reach significance to support or reject Hypothesis 2.1.

Table 19

Chi-Square Test of Respondents Encountering Free Cigarette Samples in Bar or Club

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.534	1	.111		
Continuity Correction	1.437	1	.231		
Likelihood Ratio	2.073	1	.150		

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Fisher's Exact Test				.119	.119
Linear-by Linear Association	2.524	1	.112		
N of Valid Cases	243				

### *Research Hypothesis 2.2*

Research Question 2 was examined by Research Hypothesis 2.2 that stated respondents that report exposure to pro-tobacco promotions at events and parties will have higher cigarette smoking rates than those who report no exposure to pro-tobacco promotions at events and parties. A cross-tabulation of data is presented in Table 20.

Table 20

Cross-Tabulation of Respondents Encountering Free Cigarette Samples at Event or Party

		Free Cigarette Sample At Event Or Party		Total
		Yes	No	
Non-smoker	Count	5	208	213
	Expected Count	6.1	206.9	213.0
Ever-Smoker	Count	2	28	30
	Expected Count	.9	29.1	30.0
Total	Count	7	236	243
	Expected Count	7.0	236.0	243.0

Although more ever-smokers indicated encountering free cigarette samples at an event or party, Chi-Square test results, presented in Table 21, indicated no significant difference between respondents. Therefore, the test did not reach significance to support or reject Hypothesis 2.2.

Table 21

Chi-Square Test of Respondents Encountering Free Cigarette Samples at Event or Party

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.754	1	.185		
Continuity Correction	.549	1	.459		
Likelihood Ratio	1.360	1	.243		
Fisher's Exact Test				.209	.209
Linear-by Linear Association	1.746	1	.186		
N of Valid Cases	243				

*Logistic Regression Analysis*

The Chi-Square analysis results did not indicate that any of the variables are significant. To further demonstrate this, several logistical regression steps were taken. Logistic Regression analysis was done to predict smoker and non-smoker responses based on the combination of values of independent variables. The objective of this step was to progress from the Chi-Square analysis and control for factors to develop the most parsimonious predictive model. The full set of independent variables were entered into the Logistic Regression analysis to define the direction and level of the coefficients, identify which variables, if any, are significant, determine the and  $R^2$  (the measure of association between variables) when all variables are forced into the model.

Two-hundred-thirty cases were included in the analysis, with 15 cases rejected because of missing data. In beginning block zero, the Initial Log Likelihood Function (-2 Log Likelihood) equaled 178.118%. In beginning block one, using the Enter method, all independent variables were entered on step number one. Estimation terminated at iteration number six because Log Likelihood decreased by less than .01%. The Log Likelihood Function (-2 Log Likelihood) equaled 164.966%. The Goodness of Fit

equaled 234.937%. Cox & Snell  $R^2$  equaled .056%. Nagelkerke  $R^2$  equaled .103%. The Chi-Square equaled 13.152%, with 12 degrees of freedom and a significance level of .358% for the model, block and step tests. Chi-Square equaled 7.071%, with 8 degrees of freedom and a significance level of .529% for the Goodness-Of-Fit test. Observed and predicted results for non-smokers and smokers can be found in Table 22.

Table 22

## Observed and Predicted Results for Non-Smokers and Smokers

		Predicted		Percent Correct
		Non-Smoker	Smoker	
Observed	N	N	S	
Non-Smoker	N	199	1	99.5%
Smoker	S	28	2	6.67%
Overall				87.39%

Variables entered into the Logistic Regression equation are presented in Table 23. The Logistic Regression analysis found that none of the variables in the equation were statistically significant.

Table 23

## Variables In The Logistic Regression Equation

Independent Variables	B	S.E.	Wald	df	Sig	R	Exp(B)
Importance of Academic Work							
Very Important			3.1818	3	.3644	.0000	
Important	-1.4144	1.2321	1.3178	1	.2510	.0000	.2431
Somewhat Important	-.3328	1.3724	.0588	1	.8084	.0000	.7169
Not At All Important	-6.8914	20.7617	.1102	1	.7399	.0000	.0010
Satisfaction with Education							
Very Satisfied			3.0578	3	.3828	.0000	
Somewhat Satisfied	.0782	1.3884	.0032	1	.9551	.0000	1.0813

Independent Variables	B	S.E.	Wald	df	Sig	R	Exp(B)
Somewhat Dissatisfied	-.3387	1.3954	.0589	1	.8082	.0000	.7127
Very Dissatisfied	.6981	1.3944	.2506	1	.6166	.0000	2.0099
Satisfaction with School Life							
Very Satisfied			.3766	3	.9450	.0000	
Somewhat Satisfied	.3939	1.3521	.0849	1	.7708	.0000	1.4827
Somewhat Dissatisfied	.1000	1.3151	.0058	1	.9394	.0000	1.1052
Very Dissatisfied	.2553	1.3410	.0362	1	.8490	.0000	1.2908
Live in Smoke-free Housing	-.9037	.5030	3.2282	1	.0724	-.0830	.4050
Free Cigarettes At Bar/Club	-.9937	.6874	2.0900	1	.1483	-.0225	.3702
Free Cigarettes At Event/Party	-1.3208	1.0695	1.5252	1	.2168	.0000	.2669
Constant	4.8734	3.0957	2.4784	1	.1154		

## CHAPTER FIVE

### DISCUSSION

The purpose of this study was to examine factors that may either protect young adult African-Americans in college from initiating cigarette smoking, or that may place them at risk of smoking cigarettes, using the theoretical framework of the Social Cognitive Theory. African-American college participants in this study were undergraduate male and female African-American young adults enrolled at Dillard University of New Orleans during the 2002-2003 school year. Participating students, selected from a mandatory freshman class by convenience sampling, who consented to participating in the study, were given a copy of the Harvard College Alcohol Study (Harvard College Alcohol Study) survey to complete. Forty-six percent of the class enrollees (n=269) completed the Harvard College Alcohol Study survey. Of these, 91% percent (n=245) were African American between 18 and 19 years of age. Females accounted for the majority of participants who completed the survey (86.1%).

Protective factors examined in this study included school supervision, attitude toward academics, and school connectedness. It was hypothesized that living in smoke-free housing on campus, finding academic work important, and being satisfied with the education received and life at school would yield low smoking rates. The reciprocal determinism construct of the Social Cognitive Theory was expected to theoretically support these findings. On the contrary, Chi-Square tests found no significant difference

between respondents, and Logistic Regression Analysis found no statistically significant results for the independent variables. In addition, more ever-smokers reported living in smoke-free housing on campus, indicating their academic work was important, and being satisfied with their education and life at school. It was expected to find a lower number of total ever-smokers. However, this study found more ever-smokers responding in opposition to the hypotheses for Research Question 1, which was not expected. The reciprocal determinism construct of the Social Cognitive Theory does not support these findings.

Risk factors examined in this study included pro-tobacco promotions. It was hypothesized that encountering free cigarettes at a bar or club, or at an event or party, would yield high smoking rates. The reinforcement construct of the Social Cognitive Theory was expected to theoretically support these findings. On the contrary, Chi-Square tests found no significant difference between respondents, and Logistic Regression Analysis found no statistically significant results for the independent variables. In addition, fewer ever-smokers reported encountering free cigarettes at a bar or club, or at an event or party. It was expected to find a low number of total ever smokers. However, this study found more ever-smokers responding in opposition to the hypotheses for Research Question 2, which was not expected. The reinforcement construct of the Social Cognitive Theory does not support these findings.

Future researchers should address the limitations of this study to produce better results. A threat to external validity is associated with the sample used in this study. Because the participants were undergraduate African-American young adults enrolled at Dillard University of New Orleans, Louisiana, the sample may not be representative of



African-American college students in general. Therefore, caution should be exercised when generalizing the results from this study to other states and schools. Misinterpretation of questions may have also limited this study. Future studies must address the validity and reliability concerns of the Harvard College Alcohol Study survey measures for cigarette smoking among African-American young adults in college. Although Rigotti et. al. (2000) report surveying a national random sample, they do not indicate the appropriateness of the measures or the degree of error that may exist with this population. An illustration of this can be seen when looking at cigarette smoking prevalence rates found in this study. After survey results revealed a 13% ever-smoker prevalence rate from responses to the question “How often, if ever, have you used any of the drugs listed below: cigarettes,” it was not expected that responses to the question “How old were you when you first: smoked a cigarette” would result in a 27% ever-smoker prevalence rate. To address this limitation to using a self-reporting survey, future researchers may want to apply techniques for validation of cigarette smoking such as tests to detect cotinine (a metabolite created when the body processes nicotine). Lastly, a limitation to this study was the convenience sampling technique. Future researchers should apply a random sampling technique and increase the number of respondents to maximize their study’s potential. Future researchers may want to also follow students from their freshman year to examine any changes in their cigarette smoking rates, or use a sample of students at different academic levels.

In conclusion, this study was a descriptive, exploratory study of young adult African-American college students’ influence by factors that may either protect them from initiating cigarette smoking, or that may place them at risk of smoking cigarettes,

using the theoretical framework of the Social Cognitive Theory. No relationship was found between students' cigarette smoking prevalence and importance of academic work, living in smoke-free housing on campus, level of satisfaction with education, level of satisfaction with life at school, availability of free samples of cigarettes at a bar or club, and availability of free samples of cigarettes at an event or party. This finding may be the result of the continued influence of youthful protective factors on students in their freshman year, as they are still making the transition from youth to young adulthood and are not as exposed to the risk factors associated with smoking as originally hypothesized. The reciprocal determinism and reinforcement constructs of the Social Cognitive theory used to examine the hypotheses are not supported by the findings. The knowledge gained from this research can help future researchers build upon the body of knowledge surrounding protective and risk factors for cigarette smoking among young adult African-American college students.

Although the hypotheses in this study were not supported or rejected, this study has made an important contribution to research examining why African-Americans begin cigarette smoking later in life than Caucasian-Americans, catch up to Caucasian-Americans as adults in cigarette smoking rates, and surpass Caucasian-Americans in death rates from tobacco-related diseases. Finding similar cigarette smoking prevalence rates as those of other local studies cited using similar methodologies not only confirms their findings, but also highlights the necessity to apply a random sampling technique to a larger number of respondents to maximize a study's potential. Additionally, this study's literature review harnessed a growing body of literature examining protective factors for mediating cigarette smoking for future researchers. The literature review also revealed

more research is needed studying risk factors for young adult and adult African-American cigarette smoking.

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## **APPENDIX A**

### **Formal Protocol**



## FORMAL PROTOCOL

1. **TITLE OF RESEARCH STUDY:** Prevalence Of Tobacco Use Among African-American College Students
2. **INVESTIGATORS:** Michael D. Celestin, Jr., Masters Candidate, Department of Human Performance & Health Promotion, University of New Orleans, New Orleans, LA 70148, 504-280-7061. Dr. Peter Anderson, Professor and Thesis Committee Chairperson (can be reached at the same above information).
3. **INTRODUCTION:** This study examined factors that may protect African-American young adults in college from early onset of cigarette smoking, along with factors that may place African-American young adults at risk for cigarette smoking. African-American youth begin cigarette smoking later in life than Caucasian-Americans, catch up to Caucasian-Americans as adults in cigarette smoking rates, and surpass Caucasian-Americans in death rates from tobacco-related diseases. Researchers agree that this disparity in health consequences between African-Americans and Caucasian-Americans from tobacco use warrants an examination of patterns among African-American college students.
4. **PARTICIPANTS:** Participants will be 18 to 24 year old, male and female, African-American college students.
5. **JUSTIFICATION FOR USING THIS PARTICULAR POPULATION:** African-American youth begin cigarette smoking later in life than Caucasian-Americans, catch up to Caucasian-Americans as adults in cigarette smoking rates, and surpass Caucasian-Americans in death rates from tobacco-related diseases. Researchers agree that this disparity in tobacco use and health consequences between African-Americans and Caucasian-Americans from tobacco use warrants an examination of patterns among African-American college students.
6. **SUBJECT RECRUITMENT PROCEDURES:** Participants will be selected based on a convenient (non-random) sampling of students who are in Dillard University's Jubilee Scholars Program class. Please find attached a letter of permission from the Jubilee Scholars Program Director.
7. **GENERAL EXPERIMENTAL PROCEDURES:** Participants will complete the Harvard College Alcohol survey that addresses a number of health risks, including tobacco use. Please find attached a copy of the survey. The amount of time it takes to complete the survey varies upon each participant. Participants will benefit from five extra credit points in their Jubilee Scholars Program class. Additionally, researchers will benefit from new thinking and new knowledge about African-American college students' tobacco use prevalence.

8. HUMAN SUBJECT CONSENT FORM: Each participant in the study will complete a human subjects consent form. The consent form identified the title, purpose and research procedures for the study; the principal investigator's contact information for answers to questions; the potential risks and benefits to the participant and, possibly, to society; the process for protecting the participant's confidentiality; and any alternate procedures. Please see an attached copy of the human subjects consent form.
9. PROTECTION OF CONFIDENTIALITY: Survey results may be released to Dillard University in summary form only. The results of this study may be published. Names will not be connected with any study data; student ID numbers will be used to track participants. Privacy will be protected.
10. DEBRIEFING PROCEDURES: Participants will be informed about the nature of this study at the beginning of their Jubilee Scholars Program class. The principal investigator will be there to answer any questions at the completion of the study when appropriate. Any inquiries concerning the results of this study can be requested and replied to by the principal investigator whose contact information is located on the consent form.
11. POTENTIAL RISKS OR DISCOMFORTS: There are no known risks to participation in this study either physically, psychologically, socially, or economically. Participants may refuse to, or withdraw from, participation in the survey at any time without jeopardizing, in any way, their academic standing or relationship with school staff in the present or future. In the event of a research-related injury or emergency emerges, please contact the principal investigator of the study.

**APPENDIX B**

**Human Subject Consent Form**

## HUMAN SUBJECT CONSENT FORM

1. **TITLE OF RESEARCH STUDY:** Prevalence Of Tobacco Use Among African-American College Students.
2. **PRINCIPAL INVESTIGATOR:** Michael D. Celestin, Jr., Masters Candidate, Department of Human Performance & Health Promotion, University of New Orleans, New Orleans, LA 70148, 504-280-7061.
3. **PURPOSE OF the RESEARCH:** This study examines factors that may protect African-American young adults in college from early onset of cigarette smoking, along with factors that may place African American young adults at risk for cigarette smoking.
4. **PROCEDURES FOR THIS RESEARCH:** Participants will complete the Harvard College Alcohol survey that addresses a number of health risks, including tobacco use. The amount of time it takes to complete the survey varies upon each participant.
5. **POTENTIAL RISKS OF DISCOMFORTS:** There are no known risks to participation in this study either physically, psychologically, socially, or economically. Participants may refuse to, or withdraw from, participation in the survey at any time without jeopardizing, in any way, their academic standing or relationship with school staff in the present or future. In the event of a research-related injury or emergency, please contact the principal investigator of the study.
6. **POTENTIAL BENEFITS TO YOU OR TO OTHERS:** Participants will benefit from five extra credit points in their Jubilee Scholars Program class. Additionally, researchers will benefit from new thinking and new knowledge about African-American college students' tobacco use prevalence.
7. **ALTERNATE PROCEDURES:** There are no alternative procedures to this research study. Your participation is entirely voluntary and you may withdraw consent and terminate participation at any time without consequence.
8. **PROTECTION OF CONFIDENTIALITY:** Survey results may be released to Dillard University in summary form only. The results of this study may be published. Names will not be connected with any study data; student ID numbers will be used to track participants. Your privacy will be protected.
9. **SIGNATURES:**

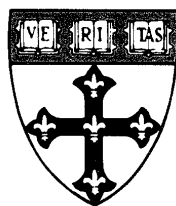
I HAVE BEEN FULLY INFORMED OF THE ABOVE-DESCRIBED PROCEDURE WITH ITS POSSIBLE BENEFITS AND RISKS, AND I HAVE GIVEN PERMISSION OF PARTICIPATION IN THIS STUDY.

SIGNATURE OF SUBJECT	NAME OF SUBJECT (PRINT)	DATE
SIGNATURE OF PERSON OBTAINING CONSENT	NAME OF PERSON OBTAINING CONSENT (PRINT)	DATE

## **APPENDIX C**

### **Harvard College Alcohol Study Survey**

# College Alcohol Study



Harvard School of Public Health

- Please complete the questionnaire as soon as possible, and return it in the postage-paid return envelope provided.
- Return the enclosed postcard separately. This lets us take your name off the follow-up list.
- Indicate your answers by filling in the circles.

YOU MUST USE A NO. 2 PENCIL

INCORRECT MARKS   

CORRECT MARK 

- Your answers are anonymous. Do not write your name on the questionnaire.
- Your participation is, of course, voluntary. You do not need to answer any question which makes you feel uncomfortable.

Thank you for your help. We do hope you will take part and let your views be represented.

Please return this  
questionnaire in the  
postage-paid envelope  
as soon as possible  
or mail it to:

Harvard School of Public Health  
c/o Center for Survey Research  
University of Massachusetts-Boston  
100 Morrissey Blvd.  
Boston, MA 02125-3393

## SECTION A: STUDENT LIFE

**A1. How old are you?**

- ☐ 17 or younger    ☐ 22  
☐ 18    ☐ 23  
☐ 19    ☐ 24  
☐ 20    ☐ 25 or older  
☐ 21

**A2. Are you male or female?**

- ☐ Male  
☐ Female

**A3. What is your current year in school?**

- ☐ Freshman (first year)  
☐ Sophomore (2nd year)  
☐ Junior (3rd year)  
☐ Senior (4th year)  
☐ 5th year or beyond (undergraduate)  
☐ Graduate student

**A4. Did you transfer to this school from another college?**

- ☐ No, did not transfer → **Go to A5**  
☐ Yes, during this current school year → **Go to A4a**  
☐ Yes, before this school year → **Go to A4a**

**A4a. Was the school you transferred from . . .**

- ☐ In the same state?  
☐ In a different state?  
     If in a different state, what state did  
     you transfer from? \_\_\_\_\_  
☐ Outside of U.S.A.?

**A5. Are you a member of a fraternity or sorority?**

- ☐ Yes  
☐ No

**A6. Where do you live during the current school year while you are at college? (Choose one answer.)**

- ☐ Single-sex residence hall or dormitory → **Go to A7**  
☐ Co-ed residence hall or dormitory → **Go to A7**  
☐ Other university housing → **Go to A7**  
☐ Fraternity/sorority house → **Go to A7**  
☐ Off-campus house or apartment → **Go to A6a**  
☐ Other: \_\_\_\_\_ → **Go to A6a**

**A6a. If Off-campus, how far from school?**

- ☐ Less than 1 mile  
☐ 1–2 miles  
☐ 2+ to 5 miles  
☐ More than 5 miles

**A7. With whom do you currently live? (Choose all that apply.)**

- ☐ Alone  
☐ Roommate(s) or housemate(s)  
☐ Spouse or partner  
☐ Parent(s) or other relative(s)

**A8. How important is it for you to participate in the following activities at college? (Choose one answer in each row.)**

a. Athletics

b. Arts

c. Academic work

d. Fraternity or sorority life

e. Political activism

f. Parties

g. Community service

h. Religion

i. Attend sports events

Very Important	Important	Somewhat Important	Not At All Important
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## SECTION B: YOUR VIEWS ABOUT POLICIES AND PROGRAMS

**B1. Do you think alcohol use is a problem for students on your campus?**

- ☐ A major problem      ☐ A minor problem  
☐ A problem              ☐ Not a problem

**B2. What is your school's policy about alcohol use on campus by students, staff, and faculty? (Choose one answer.)**

- ☐ Alcohol prohibited for everyone, regardless of age  
☐ Alcohol prohibited for all students, regardless of age  
☐ Alcohol prohibited for everyone under 21  
☐ Alcohol allowed for those over 21 but only in designated locations or at special events  
☐ No school policy  
☐ Don't know school's policy

**B3. In your opinion, how strongly does your school enforce its alcohol policy?**

- ☐ The alcohol policy is strongly enforced  
☐ The alcohol policy is enforced  
☐ The alcohol policy is weakly enforced  
☐ The alcohol policy is not enforced at all  
☐ Don't know school's policy / No school policy

**B4. Do you agree with the way your college is dealing with student alcohol use?**

- ☐ Agree strongly      ☐ Disagree  
☐ Agree                  ☐ Disagree strongly

**B5. Which of the following do you think should be your school's policy about student drinking? (Choose one answer.)**

- ☐ The current alcohol policy  
☐ A policy which imposes greater restrictions on alcohol use  
☐ A policy which imposes fewer restrictions on alcohol use  
☐ Don't know school's policy

**B6. Since the beginning of the school year, has your school provided the following types of information to you? (Choose one answer in each row.)**

- |   | Yes                   | No                    |
|---|-----------------------|-----------------------|
| a. Where you can get help for alcohol-related problems  | <input type="radio"/> | <input type="radio"/> |
| b. How to recognize when someone has a drinking problem | <input type="radio"/> | <input type="radio"/> |
| c. The long term health effects of heavy drinking       | <input type="radio"/> | <input type="radio"/> |
| d. The dangers of alcohol overdose                      | <input type="radio"/> | <input type="radio"/> |
| e. College rules for drinking                           | <input type="radio"/> | <input type="radio"/> |
| f. Penalties for breaking rules                         | <input type="radio"/> | <input type="radio"/> |
| g. Students' drinking rate at your school               | <input type="radio"/> | <input type="radio"/> |

**B7. Since the beginning of the school year, have you attended or seen the following alcohol education materials or programs? (Choose one answer in each row.)**

- |  | Yes                   | No                    |
|--|-----------------------|-----------------------|
| a. Attended lectures, meetings or workshops                                | <input type="radio"/> | <input type="radio"/> |
| b. Received mailings or handouts   | <input type="radio"/> | <input type="radio"/> |
| c. Seen posters or signs   | <input type="radio"/> | <input type="radio"/> |
| d. Read announcements or articles in student newspapers                    | <input type="radio"/> | <input type="radio"/> |
| e. Taken a special college course on alcohol and other student life issues | <input type="radio"/> | <input type="radio"/> |



**B8. Some universities have housing that is specially designated as "alcohol-free." Do you live in this type of housing during the current school year?**

- ☐ Yes → Go to B9  
☐ No → Go to B11

**B9. If you live in "alcohol-free" housing, how were you assigned to "alcohol-free" housing? (choose one answer)**

- ☐ I live in "alcohol-free" housing because I specifically requested it  
☐ I was assigned to an "alcohol-free" housing because I am a freshman (or under 21 years old)  
☐ I live in "alcohol-free" housing because all of the housing at my school is "alcohol-free"  
☐ Other: \_\_\_\_\_

**B10. If you live in "alcohol-free" housing, how is the alcohol policy enforced in your housing? (choose one answer)**

- ☐ Enforced strictly, very few students drink alcohol while in my residence hall  
☐ Somewhat enforced, some students drink alcohol while in my residence hall  
☐ Not enforced, many students drink alcohol while in my residence hall

**Skip to B12**

**B11. If you do not live in "alcohol-free" housing, would you like to do so?**

- ☐ Yes  
☐ No

**B12. Some universities have housing that is specially designated as "smoke-free." Do you live in this type of housing during the current school year?**

- ☐ Yes → Go to B13  
☐ No → Go to B14

**B13. If you live in "smoke-free" housing, how were you assigned to "smoke-free" housing? (choose one answer)**

- ☐ I live in "smoke-free" housing because I specifically requested it  
☐ I was assigned to "smoke-free" housing because all of the housing at my school is "smoke-free"  
☐ Other: \_\_\_\_\_

**Skip to B15**

**B14. If you do not live in "smoke-free" housing, would you like to do so?**

- ☐ Yes  
☐ No

**B15. How likely is it that a student under 21 years of age who drinks alcohol on or near your campus in any of the following situations will be caught? (Choose one answer in each row.)**

- a. In a dorm room  
b. At a dorm party or social event  
c. At a fraternity or sorority party  
d. At an intercollegiate home athletic event  
e. At an intercollegiate away athletic event  
f. At an off-campus party  
g. At an off-campus bar or club

Very Likely	Somewhat Likely	Somewhat Unlikely	Very Unlikely	Don't Know
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**B16. If a student is caught on your campus using a fake ID to get alcohol, what is likely to happen to the student? (Choose all that apply.)**

- ☐ Nothing will happen  
☐ Will be refused alcohol  
☐ ID will be confiscated  
☐ Will receive official warning  
☐ Will be fined  
☐ Will be sent to an alcohol education program  
☐ Will be required to do community service  
☐ Will be put on probation  
☐ Parents will be notified  
☐ Don't know

**B17. If a student under 21 years of age attempted to purchase alcohol in the city or town where your college is located, how likely is it that he or she . . . (Choose one answer in each row.)**

- |   | Very Likely           | Somewhat Likely       | Somewhat Unlikely     | Very Unlikely         | Don't Know            |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Would be asked for an ID for proof of age? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Would be refused sale of alcohol?          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**B18. If a student is caught using a fake ID to purchase alcohol off campus in the city or town where your college is located, how likely to happen are each of the following consequences? (Choose one answer in each row.)**

- |  | Very Likely           | Somewhat Likely       | Somewhat Unlikely     | Very Unlikely         | Don't Know            |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. The ID is rejected and the sale refused | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. The ID is confiscated                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Local police are notified               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. School is notified                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Parents are notified                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**B19. What should be the legal minimum drinking age? (Choose one answer.)**

- ☐ Under 18    ☐ 18    ☐ 19    ☐ 20    ☐ 21 or over

**B20. Are there places at or near your school where you or your friends usually can get alcohol without showing an ID? (Choose one answer in each row.)**

- |                                       | No                    | Yes                   | Don't Know            |
|---------------------------------------|-----------------------|-----------------------|-----------------------|
| a. At a local off-campus bar or club  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. At an on-campus pub                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. At a local liquor or grocery store | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. At a fraternity or sorority house  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**B21. To what extent do you support or oppose the following possible school policies or procedures? (Choose one answer in each row.)**

- |   | Strongly Support      | Support               | Oppose                | Strongly Oppose       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Prohibit kegs on campus  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Offer alcohol-free dorms   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Ban advertisements of alcohol availability at campus events and parties  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Provide more alcohol-free recreational and cultural opportunities such as movies, dances, sports, and lectures | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Make the alcohol rules more clear  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Enforce the alcohol rules more strictly  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Crack down on drinking at sororities and fraternities  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Hold hosts responsible for problems arising from alcohol use   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Crack down on under-age drinking   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**B22. What is your school's policy about SMOKING in dormitories and residence halls?**

- ☐ Tobacco smoking is not allowed in student rooms      ☐ Tobacco smoking is allowed in some or all dorms  
☐ Tobacco smoking is allowed in student rooms only if roommates agree      ☐ No policy  
☐ Don't know school's policy

**B23. To what extent do you support or oppose the following possible school policies or procedures about smoking? (Choose one answer in each row.)**

	Strongly Support	Support	Oppose	Strongly Oppose
a. Prohibit smoking in <u>every building on campus</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Prohibit smoking in <u>all parts of residence halls</u> including student sleeping quarters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Prohibit smoking in on-campus <u>bars or pubs</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Prohibit smoking in on-campus <u>restaurants or dining areas</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Prohibit <u>advertisements for tobacco</u> products on-campus and in student newspapers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Prohibits the <u>sale of tobacco</u> products on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Enforce the tobacco policies more strictly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Prohibit sponsorships of school parties or events by tobacco companies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**SECTION C: PERSONAL ALCOHOL USE**

*The following questions ask about how much you drink. A "drink" means any of the following:*

*A 12-ounce can or bottle of beer*

*A 4-ounce glass of wine*

*A 12-ounce bottle or can of wine cooler*

*A shot of liquor straight or in a mixed drink*

**C1. Think back over the last two weeks. How many times have you had five or more drinks in a row?**

- ☐ None      ☐ 3 to 5 times  
☐ Once      ☐ 6 to 9 times  
☐ Twice      ☐ 10 or more times

**C2. During the last two weeks, how many times have you had four drinks in a row (but no more than that)?**

- ☐ None      ☐ 3 to 5 times  
☐ Once      ☐ 6 to 9 times  
☐ Twice      ☐ 10 or more times

*If you answer "None" to both questions C1 and C2, then skip to question C7.  
Otherwise go to questions C3 through C6.*

**C3. What type of alcohol did you usually have on those occasions when you have four or more drinks in a row?**

- ☐ Beer      ☐ Wine  
☐ "Low Alcohol" beer      ☐ Liquor (or mixed drinks)  
☐ Wine coolers      ☐ No "usual" drink

**C4. The last time that you had four or more drinks in a row, how many drinks did you actually have?**

- ☐ 4 drinks      ☐ 8 drinks  
☐ 5 drinks      ☐ 9 drinks  
☐ 6 drinks      ☐ 10-14 drinks  
☐ 7 drinks      ☐ 15 or more drinks

**C5. How long did it take you to consume the number of drinks you indicated in question C4?**

- ☐ 1 hour or less      ☐ 4 hours  
☐ 2 hours      ☐ 5 hours  
☐ 3 hours      ☐ 6 hours or more

**C6. How much did you pay for one drink the last time you had four or more drinks in a row?**

- ☐ Nothing, it is typically free      ☐ \$3.01 or more  
☐ Under \$0.50      ☐ I pay a set fee for all you can drink; that fee is usually  
☐ \$0.51-1.00  
☐ \$1.01-2.00  
☐ \$2.01-3.00

(Please fill in amount.)

*The following questions are for everyone.*

**C7. How would you best describe yourself in terms of your current use of alcohol? (Choose one answer.)**

- ☐ Abstainer  
☐ Abstainer—former problem drinker in recovery  
☐ Infrequent drinker  
☐ Light drinker  
☐ Moderate drinker  
☐ Heavy drinker  
☐ Problem drinker

**C8. How easy is it for you to obtain alcohol? (Choose one answer.)**

- ☐ Very difficult      ☐ Very easy  
☐ Difficult      ☐ Don't know, I don't drink  
☐ Easy

**C9. How many drinks does it take you to feel drunk?**

- ☐ 1 drink      ☐ 6 drinks  
☐ 2 drinks      ☐ 7 drinks  
☐ 3 drinks      ☐ 8 drinks  
☐ 4 drinks      ☐ 9 drinks  
☐ 5 drinks      ☐ 10 or more drinks  
☐ I don't know

**C10. When did you last have a drink (that is more than just a few sips)?**

- ☐ I have never had a drink → Skip to C22 (page 10)  
☐ Not in the past year → Skip to C22 (page 10)  
☐ More than 30 days ago, but in the past year → Skip to C17  
☐ More than a week ago, but in the past 30 days → Go to C11  
☐ Within the last week → Go to C11

*Answer questions C11 through C15 only if you have had a drink in the past 30 days.*

**C11. On how many occasions have you had a drink of alcohol in the past 30 days? (Choose one answer.)**

- ☐ 1 to 2 occasions      ☐ 10 to 19 occasions  
☐ 3 to 5 occasions      ☐ 20 to 39 occasions  
☐ 6 to 9 occasions      ☐ 40 or more occasions

**C12. In the past 30 days, on those occasions when you drank alcohol, how many drinks did you usually have? (Choose one answer.)**

- ☐ 1 drink      ☐ 4 drinks      ☐ 7 drinks  
☐ 2 drinks      ☐ 5 drinks      ☐ 8 drinks  
☐ 3 drinks      ☐ 6 drinks      ☐ 9 or more drinks

**C13. In the past 30 days, how often did you drink enough to get drunk? (By drunk, we mean unsteady, dizzy, or sick to your stomach.) (Choose one answer.)**

- ☐ Not at all  
☐ 1 to 2 occasions  
☐ 3 to 5 occasions  
☐ 6 to 9 occasions  
☐ 10 to 19 occasions  
☐ 20 to 39 occasions  
☐ 40 or more occasions

**C14. In the past 30 days, how many drinks did you have the last time you attended any of the following events? (Choose one answer in each row.)**

- a. Residence hall social event or party  
 b. Fraternity or sorority event or party  
 c. On-campus dance or concert  
 d. Intercollegiate home athletic event  
 e. Intercollegiate away athletic event  
 f. On-campus pub  
 g. Off-campus party  
 h. Off-campus bar or club

Didn't Attend	Attended and had:				
	No Drinks	1 or 2 Drinks	3 Drinks	4 Drinks	5 or More Drinks
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**C15. In the past 30 days, have you taken advantage of the following: (choose one answer in each row)**

	Yes	No
a. Happy hours	<input type="radio"/>	<input type="radio"/>
b. Low priced promotions at off-campus bars (ladies nights, drink 'til-you-bust, etc.)	<input type="radio"/>	<input type="radio"/>
c. Special promotions by beer companies	<input type="radio"/>	<input type="radio"/>
d. Cover charge for unlimited drinks at an off-campus bar	<input type="radio"/>	<input type="radio"/>
e. Small admission fee for unlimited drinks at a private party	<input type="radio"/>	<input type="radio"/>
f. Small admission fee for unlimited drinks at a fraternity or sorority party	<input type="radio"/>	<input type="radio"/>
g. Free unlimited drinks at a fraternity or sorority party	<input type="radio"/>	<input type="radio"/>
h. Free unlimited drinks at a private party	<input type="radio"/>	<input type="radio"/>

**Answer this question only if you are younger than 21 years of age. If you are older, go on to question C17.**

**C16. In the past 30 days, have you obtained alcohol in any of the following ways?  
(Choose one answer in each row.)**

	Yes	No
a. Got it myself without being carded	<input type="radio"/>	<input type="radio"/>
b. Got it from someone who was under 21	<input type="radio"/>	<input type="radio"/>
c. Used my own fake ID	<input type="radio"/>	<input type="radio"/>
d. Got it from a student who was 21 or older	<input type="radio"/>	<input type="radio"/>
e. Got it from a stranger who was 21 or older	<input type="radio"/>	<input type="radio"/>
f. Got it from parents or relatives	<input type="radio"/>	<input type="radio"/>

**Answer questions C17 through C21 if you have had a drink either within the past year or within the past 30 days.**

**C17. Since the beginning of the school year, how often has your drinking caused you to . . . ? (Choose one answer in each row.)**

	Not At All	Once	Twice	3 Times	4 or More Times
a. Have a hangover	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Miss a class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Get behind in school work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Do something you later regretted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Forget where you were or what you did	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Argue with friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Engage in unplanned sexual activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Not use protection when you had sex	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continue with question C17 on next page ➡

<b>C17. Since the <u>beginning of the school year</u>, how often has your drinking caused you to ...? (Choose one answer in each row.)</b>	Not At All	Once	Twice	3 Times	4 or More Times
i. Damage property	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Get into trouble with the campus or local police	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Get hurt or injured	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Require medical treatment for an alcohol overdose	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>C18. Since the <u>beginning of the school year</u>, how frequently has each of the following happened to you? (Choose one answer in each row.)</b>	Not At All	Once	2 or 3 Times	4 or More Times	
a. I was stopped or searched for alcohol when <u>entering</u> a dorm or residence hall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. My own room was searched for alcohol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c. I was "carded" or asked for my ID at a campus event	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d. I was "carded" or asked for my ID at a fraternity or sorority event	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
e. I was part of a group that was drinking and we were asked to be more quiet or less disruptive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
f. I was at a campus party that was "shut down" because of alcohol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<b>C19. Since the <u>beginning of the school year</u>, has your school taken any of the following actions as a consequence of your drinking? (Choose one answer in each row.)</b>	Not At All	Once	2 or 3 Times	4 or More Times	I Do Not Drink
a. I was cited for a violation of college rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I received a warning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I was fined	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I was required to attend an alcohol education program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I had to perform community service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I was referred to an alcohol treatment program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I received other disciplinary action	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. My parents were notified	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>C20. How important are each of the following reasons for you to drink alcohol? (Choose one answer in each row.)</b>	Very Important	Important	Somewhat Important	Not At All Important	
a. To get away from my problems and troubles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. To relax or relieve tension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c. To get drunk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d. To have a good time with my friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Continue with question C20 on next page ➡

**C20. How important are each of the following reasons for you to drink alcohol? (Choose one answer in each row.)**

	Very Important	Important	Somewhat Important	Not At All Important
e. There is nothing else to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. To celebrate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. To help me get my work done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I like the taste	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. As a reward for working hard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. To fit in with my friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. To feel more comfortable when I'm with the opposite sex	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Everyone else is drinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Because it's cheap	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**C21. How much do you typically pay for one alcoholic drink? (Choose one answer.)**

- ☐ Do not drink      ☐ \$0.51–1.00      ☐ \$3.01 or more  
☐ Nothing, it is typically free      ☐ \$1.01–2.00      ☐ I pay a set fee for all you can  
☐ Under \$0.50      ☐ \$2.01–3.00      drink; that fee is usually

(Please fill in amount.)

*The following question is for everyone.*

**C22. If you choose not to drink at all or to limit your drinking, how important is each of the following reasons for you? (Choose one answer in each row.)**

	Very Important	Important	Somewhat Important	Not At All Important
a. Drinking is against my religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Drinking is against my values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. People in my family have had alcohol problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I'm not old enough to drink legally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I'm going to drive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. It costs too much money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I don't like the taste	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. My friends don't drink	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I don't want to disappoint someone I care about	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I'm going on a date	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. It is bad for my health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. It interferes with my studying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. It interferes with my athletic activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continue with question C22 on next page ➡

**C22. If you choose not to drink at all or to limit your drinking, how important is each of the following reasons for you? (Choose one answer in each row.)**

	Very Important	Important	Somewhat Important	Not At All Important
n. I've decided to cut down	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. I don't want to lose control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. I recently drank too much	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. I've had problems with alcohol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. It's fattening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Fear of getting caught	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### SECTION D: DRINKING OF OTHER STUDENTS

**D1. Since the beginning of the school year, how often have you experienced any of the following because of other students' drinking? (Choose one answer in each row.)**

	Not At All	Once	2-3 Times	4 or More Times
a. Been insulted or humiliated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Had a serious argument or quarrel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Been pushed, hit, or assaulted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Had your property damaged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Had to "baby-sit" or take care of another student who drank too much	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Found vomit in the halls or bathroom of your residence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Had your studying or sleep interrupted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Experienced an unwanted sexual advance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Been a victim of sexual assault or "date rape"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**D2. Based on what you heard or experienced approximately what proportion of the following do you think are at your school? (Choose one answer in each row.)**

	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60-69%	70-79%	80-89%	90-100%	Don't Know
a. Abstainers (Students who do not drink at all)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Students who drink more than they should	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**D3. What is the maximum number of drinks in a row that is safe to consume on a single drinking occasion?**

	None	1 or 2 Drinks	3 Drinks	4 Drinks	5 Drinks	6 Drinks	7 Drinks	8 Drinks	9 Drinks	10 or More Drinks
For a male student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For a female student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**D4. How would you compare your alcohol use to that of students at your school and your friends? (choose one answer in each row.)**

	I drink . . .						
	Much Less Than Most	Less Than Most	A Little Less Than Most	About Average	A Little More Than Most	More Than Most	Much More Than Most
Students at your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**D5. In your opinion, to what extent do students at your school approve of the following behaviors? (Choose one answer in each row.)**

	Strongly Approve	Approve	Disapprove	Strongly Disapprove	Don't Know
a. Having 6 drinks at a party	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Having 3 or 4 drinks on a date	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Having one or two drinks before driving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Coming back to the dorm drunk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Reporting a student who is noisy and disruptive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Reporting a roommate who often drinks too much to the health center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Playing drinking games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Refusing to drink at a party	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**D6. Since the beginning of the school year, how often have you asked someone who has had too much alcohol to stop drinking? (Choose one answer.)**

- ☐ Not at all                      ☐ 2-3 times  
☐ Once                                ☐ 4 or more times

**D7. Since the beginning of the school year, how often have you complained to a college official or Resident Advisor about the behavior of students who were high or intoxicated? (Choose one answer.)**

- ☐ Not at all                      ☐ 2-3 times  
☐ Once                                ☐ 4 or more times

**D8. What action was taken about your complaint? (Choose all that apply.)**

- ☐ Did not complain  
☐ No action  
☐ Student(s) were warned  
☐ Student(s) were disciplined  
☐ Don't know

*Answer question D9 only if you are 21 years of age or older.*

**D9. In the past 30 days, how many times . . . (Choose one answer in each row.)**

	Not At All	Once	Twice	Three or More Times
a. Has someone under 21 years of age asked you to purchase alcohol for them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Have you purchased alcohol for someone under 21 years of age?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## SECTION E: OTHER PERSONAL BEHAVIORS

**E1. How often, if ever, have you used any of the drugs listed below?**

**Do not include anything you used under a doctor's orders.**

**(Choose one answer in each row.)**

	Never Used	Used, but NOT in Past 12 Months	Used, but NOT in Past 30 Days	Used in Past 30 Days
a. Marijuana (or hashish)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Crack cocaine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Other forms of cocaine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Barbiturates (prescription-type sleeping pills like Seconal, Nembutal, downs or Yellow Jackets)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Ritalin, Dexedrine, or Adderall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Other amphetamines (methamphetamines, crystal meth, speed, uppers, ups)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Tranquilizers (prescription-type drugs like Valium, Librium, Xanax, Ativan, Klonopin)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Heroin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Other opiate-type prescription drugs (codeine, morphine, Demerol, Percodan, Percocet, Vicodin, Darvon, Darvocet)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. LSD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Other psychedelics or hallucinogens like mushrooms, mescaline or PCP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Ecstasy (MDMA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Other "party drugs"-(Ketamine, Special K, GHB)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Anabolic steroids (either injections like Depo-testosterone or Durbolin, or pills like Anadrol, Dianabol, or Winstrol)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Other performance-enhancing drugs (growth hormone, diuretics, fluid pills, ephedrine)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Chewing tobacco, dip or snuff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Cigarettes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Cigars	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Pipe tobacco	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Bidis (or beedies—small, hand rolled cigarettes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Never Did This	9 or Younger	10-12	13-15	16	17	18	19 or Older
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- [illegible]

☐ I never smoke → **Skip to E11**
☐ I smoked cigarettes on 10 to 19 of the last 30 days

☐ I did not smoke cigarettes at all in the past 30 days
 ☐ I smoked cigarettes on 20 or more of the last 30 days, but not everyday

☐ I smoked cigarettes on 1 to 4 of the last 30 days
 ☐ I smoked cigarettes every day in the past 30 days

☐ I smoked cigarettes on 5 to 9 of the last 30 days

*Answer question E4-E10 only if you smoke.*

☐ None  
☐ Less than one cigarette  
☐ Less than half a pack  
☐ About half a pack  
☐ More than half a pack, but less than a pack  
☐ A pack  
☐ More than a pack

☐ I smoke more often now  
☐ I smoke about the same now  
☐ I smoke less often now

☐ Yes      ☐ No

☐ I did not smoke in the past 30 days  
☐ Within 15 minutes  
☐ 16–30 minutes  
☐ 31–60 minutes  
☐ More than 60 minutes

☐ I did not smoke in the past 30 days

☐ Mainly alone

☐ Mainly with others

☐ As often alone as with others

☐ Never
 ☐ 3 times  
☐ Once
 ☐ 4 times  
☐ Twice
 ☐ 5 or more times

- ☐ I never expect to quit entirely
- ☐ I may quit entirely in the future but not in the next 6 months
- ☐ I plan to quit entirely in the next 6 months
- ☐ I plan to quit entirely within the next 30 days

*The following questions are for everyone.*

**E11. Since the beginning of the school year, have you ever been to a bar or club when free samples of cigarettes were available?**

☐ Yes ☐ No

**E12. Since the beginning of the school year, have you ever been to an event or party on campus when free samples of cigarettes were available?**

☐ Yes ☐ No

**E13. Since the beginning of the school year, how often have you been bothered by someone else's smoking in your dormitory or residence?**

☐ Never  
☐ Rarely (once/month or less)  
☐ Sometimes (more than once/month up to once/week)  
☐ Often (more than once/week but not every day)  
☐ Very often (everyday)

**E14. On how many of the last 30 days did you smoke cigars?**

☐ I did not smoke cigars at all in the past 30 days  
☐ I smoked cigars on 1 to 4 of the last 30 days  
☐ I smoked cigars on 5 to 9 of the last 30 days  
☐ I smoked cigars on 10 to 19 of the last 30 days  
☐ I smoked cigars on 20 or more of the last 30 days, but not everyday  
☐ I smoked cigars every day in the past 30 days

**E15. During the past school year, how often did you bet or spend money on each of the following gambling activities? (choose one answer in each row.)**

	Never	A Few Times a Year	Monthly, But Not Weekly	Weekly, But Not Daily	Daily
a. Betting on professional sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Betting on college sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Betting on horse or dog races	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Casino gambling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Betting on the lottery or the "numbers"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Internet betting or gambling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Betting with a bookie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Card, dice or other games of chance while at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**E16. During the past school year, has your betting or gambling caused personal problems for you?**

☐ Yes ☐ No ☐ Did not gamble in the past school year

**E17. If you have ever been sexually active, has it been with . . . ? (Choose one answer.)**

☐ I have not been sexually active → Skip to E23 ☐ Same sex partner(s)  
☐ Opposite sex partner(s) ☐ Both opposite and same sex partners

**E18. How many people have you had sexual intercourse with in the past 30 days? (Choose one answer.)**

- ☐ 0                      ☐ 2  
☐ 1                      ☐ 3 or more

**E19. When you have sexual intercourse, how often do you or your partner use a condom?**

- ☐ Never                      ☐ Sometimes  
☐ Rarely                      ☐ Always

**E20. Since the beginning of the school year, have you had sexual intercourse against your wishes because someone used force? (Choose one answer.)**

- ☐ 0 times                      ☐ 2 times  
☐ 1 time                      ☐ 3 or more times

**E21. Apart from anything you just told us in question E20, since the beginning of the school year, have you had sexual intercourse against your wishes because someone threatened to harm you? (Choose one answer.)**

- ☐ 0 times  
☐ 1 time  
☐ 2 times  
☐ 3 or more times

**E22. Apart from anything you just told us in question E20 and E21, since the beginning of the school year, have you ever had sexual intercourse when you were so intoxicated that you were unable to consent? (Choose one answer.)**

- ☐ 0 times                      ☐ 2 times  
☐ 1 time                      ☐ 3 or more times

**E23. Have you ever thought you had a drinking problem?**

- ☐ Yes  
☐ No

**E24. Since starting college, have you ever sought help because you thought that you had a problem with alcohol? (Choose one answer.)**

- ☐ Yes                      ☐ No

**E25. Since starting college, have you ever received counseling or treatment for an alcohol-related problem? (Choose one answer.)**

- ☐ Yes                      ☐ No

**E26. In the past 30 days, how often did you drive a car, truck, or motorcycle? (Choose one answer.)**

- ☐ Not at all  
☐ Only a few times  
☐ Once or twice a week  
☐ Most days  
☐ Nearly every day

**E27. In the past 30 days, how many times did you . . . (Choose one answer in each row.)**

- a. Drive after drinking alcohol?  
b. Drive after having 5 or more drinks?  
c. Ride with a driver who was high or drunk?  
d. Serve as a designated driver?  
e. Ride with a designated driver?

- | Not At All            | Once                  | Twice or More         |
|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**E28. Since you started school this year, were you . . . (Choose one answer in each row.)**

- a. A driver in an automobile accident in which someone was injured?  
b. A driver in an automobile accident in which no one was injured?  
c. Arrested for driving under the influence?

- | Yes                   | No                    |
|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> |

**E29. Do you have a "working firearm" (defined as a gun—including pistol, revolver, rifle or shotgun) with you at college?**

- ☐ Yes → Go to E29a    ☐ No → Go to E30

**E29a. If "Yes", why do you have a working firearm with you at college? (Choose all that apply.)**

- ☐ Protection                      ☐ Hunting                      ☐ Recreation                      ☐ Other: \_\_\_\_\_  
☐ Job required                      ☐ Sports shoots                      ☐ ROTC                      (please specify)

**E30. While you have been at college, has anyone used, displayed or brought out a working firearm against you in a hostile manner?**

- ☐ Yes                      ☐ No

## SECTION F: STUDENT ACTIVITIES

**F1. In general, how satisfied are you with the education that you are receiving? (Choose one answer.)**

- ☐ Very satisfied  
☐ Somewhat satisfied  
☐ Somewhat dissatisfied  
☐ Very dissatisfied

**F4. Do you know a member of the faculty or administration with whom you can discuss a personal problem? (Choose one answer.)**

- ☐ Yes  
☐ No

**F2. In general, how satisfied are you with your life at school? (Choose one answer.)**

- ☐ Very satisfied  
☐ Somewhat satisfied  
☐ Somewhat dissatisfied  
☐ Very dissatisfied

**F5. Which of the following best describes your grade point average this year?**

- ☐ A  
☐ A-  
☐ B+  
☐ B  
☐ B-  
☐ C+  
☐ C  
☐ C-  
☐ D  
☐ No grade or don't know

**F3. How many close student friends do you have? (Choose one answer.)**

- ☐ None                      ☐ Three  
☐ One                         ☐ Four  
☐ Two                         ☐ Five or more

**F6. In the past 30 days, how many hours per day on average have you spent on each of the following activities? (Choose one answer in each row.)**

a. Watching TV or videos

b. Studying outside of class

c. Working for wages

d. Socializing with friends

e. Student organizations

f. Playing or practicing intercollegiate sports

g. Other physical activities (e.g., intramural athletics, jogging, biking)

h. Volunteer work

i. Non academic computer use (e.g., computer game, surfing the web)

	Average number of hours per day					
	0	1	2	3	4	5 or More
a. Watching TV or videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Studying outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Working for wages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Socializing with friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Student organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Playing or practicing intercollegiate sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Other physical activities (e.g., intramural athletics, jogging, biking)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Non academic computer use (e.g., computer game, surfing the web)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**F7. Think back over the past 7 days. On how many days did you exercise or participate in physical activity for at least 20 minutes that made you sweat and breathe hard, such as basketball, soccer, running, swimming laps, bicycling, or similar aerobic activities?**

- ☐ 0 days    ☐ 2 days    ☐ 4 days    ☐ 6 days  
☐ 1 day    ☐ 3 days    ☐ 5 days    ☐ 7 days

**F8. Now think about your last year in high school. During a typical week, on how many days did you exercise or participate in physical activity for at least 20 minutes that made you sweat and breathe hard, such as basketball, soccer, running, swimming laps, bicycling, or similar aerobic activities?**

- ☐ 0 days    ☐ 2 days    ☐ 4 days    ☐ 6 days  
☐ 1 day    ☐ 3 days    ☐ 5 days    ☐ 7 days

### SECTION G: BACKGROUND INFORMATION

**G1. What is your current marital status?**  
(Choose one answer.)

- ☐ Never married  
☐ Married  
☐ Divorced  
☐ Separated  
☐ Widowed

**G2. Are you of Spanish or Hispanic origin?**

- ☐ Yes  
☐ No

**G3. Which of these racial or ethnic groups describes you best? (Choose one answer.)**

- ☐ White  
☐ Black/African American  
☐ Asian/Pacific Islander  
☐ Native American Indian/Native Alaskan  
☐ Other

**G4. In what religion were you raised?**  
(Choose one answer.)

- ☐ None    ☐ Islam  
☐ Catholicism    ☐ Protestantism  
☐ Judaism    ☐ Other: \_\_\_\_\_

**G5. During an average week at college how much money do you get from . . . (Choose one answer in each row.)**

a. A job or other work

☐ \$0    ☐ \$1-10    ☐ \$11-20    ☐ \$21-35    ☐ \$36-50    ☐ \$51-75    ☐ \$76-125    ☐ \$126+

b. Other sources (allowances, etc.)

☐ \$0    ☐ \$1-10    ☐ \$11-20    ☐ \$21-35    ☐ \$36-50    ☐ \$51-75    ☐ \$76-125    ☐ \$126+

**G6. In general, how would you rate your health now?**

- ☐ Excellent  
☐ Very good  
☐ Good  
☐ Fair  
☐ Poor

**G7. What is your current weight (in pounds) without clothes or shoes?**

- ☐ 117 or less    ☐ 147-160  
☐ 118-128    ☐ 161-170  
☐ 129-135    ☐ 171-190  
☐ 136-146    ☐ Greater than 190

**G8. What is your current height (in feet and inches) without shoes?**

- ☐ 5'3" or less      ☐ 5'7"-5'9"  
☐ 5'4"              ☐ 5'10"  
☐ 5'5"              ☐ 5'11"-6'0"  
☐ 5'6"              ☐ Greater than 6'0"

**G9. During your last year in high school, how often did you drink alcohol (beer, wine, liquor) during a typical month? (Choose one answer.)**

- ☐ Never  
☐ 1-2 occasions  
☐ 3-5 occasions  
☐ 6-9 occasions  
☐ 10-19 occasions  
☐ 20-39 occasions  
☐ 40 or more occasions

**G10. During the last year in high school, how many drinks did you usually have when you drank alcohol? (A drink is a 12 oz. can or bottle of beer; a 4 oz. glass of wine; a 12 oz. bottle or can of wine cooler; or a shot of liquor straight or in a mixed drink.)**

**(Choose one answer.)**

- ☐ Did not drink alcohol      ☐ 5 drinks  
☐ 1 drink                      ☐ 6 drinks  
☐ 2 drinks                      ☐ 7 drinks  
☐ 3 drinks                      ☐ 8 drinks  
☐ 4 drinks                      ☐ 9 or more drinks

**G11. During your last year in high school, on how many occasions did you have 5 or more drinks in a row?**

- ☐ Never  
☐ 1-2 occasions  
☐ 3-5 occasions  
☐ 6-9 occasions  
☐ 10-19 occasions  
☐ 20-39 occasions  
☐ 40 or more occasions

**G12. Where was the high school you attended during your senior year located? (Choose one answer.)**

- ☐ Same state as current college  
☐ Different state from current college (If different state, in which state did you attend your senior year in high school?)

- |                              |                              |                              |                                |                               |                               |                               |                               |                             |
|------------------------------|------------------------------|------------------------------|--------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-----------------------------|
| <input type="radio"/> ALAB.  | <input type="radio"/> ALASK. | <input type="radio"/> ARIZ.  | <input type="radio"/> ARK.     | <input type="radio"/> CALIF.  | <input type="radio"/> COLO.   | <input type="radio"/> CONN.   | <input type="radio"/> DEL.    | <input type="radio"/> D.C.  |
| <input type="radio"/> FLOR.  | <input type="radio"/> GEOR.  | <input type="radio"/> HAWAI. | <input type="radio"/> IDAHO    | <input type="radio"/> ILLIN.  | <input type="radio"/> INDIANA | <input type="radio"/> IOWA    | <input type="radio"/> KAN.    | <input type="radio"/> KEN.  |
| <input type="radio"/> LOUIS. | <input type="radio"/> MAINE  | <input type="radio"/> MARY.  | <input type="radio"/> MAS.     | <input type="radio"/> MICH.   | <input type="radio"/> MINN.   | <input type="radio"/> MISSI.  | <input type="radio"/> MISSO.  | <input type="radio"/> MONT. |
| <input type="radio"/> NEB.   | <input type="radio"/> NEV.   | <input type="radio"/> N.H.   | <input type="radio"/> N.J.     | <input type="radio"/> N. MEX. | <input type="radio"/> N. YORK | <input type="radio"/> N. CAR. | <input type="radio"/> N. DAK. | <input type="radio"/> OHIO  |
| <input type="radio"/> OKLA.  | <input type="radio"/> OREG.  | <input type="radio"/> PENN.  | <input type="radio"/> R.I.     | <input type="radio"/> SO. CA. | <input type="radio"/> S. DAK. | <input type="radio"/> TENN.   | <input type="radio"/> TEXAS   | <input type="radio"/> UTAH  |
| <input type="radio"/> VERM.  | <input type="radio"/> VIRG.  | <input type="radio"/> WASH.  | <input type="radio"/> W. VIRG. | <input type="radio"/> WISC.   | <input type="radio"/> WYOM.   |                               |                               |                             |

☐ Outside of U.S.A.

**G13. Did you participate in high school athletics?**

- ☐ No  
☐ Yes, earned a varsity letter  
☐ Yes, did not earn a varsity letter

**G14. Describe your father's (or that person who served as your father in raising you) use of alcohol during most of the time that you were growing up. (Choose one answer.)**

- ☐ Not applicable (No father or father substitute)  
☐ Abstainer  
☐ Abstainer—former problem drinker in recovery or recovered  
☐ Infrequent or light drinker  
☐ Moderate drinker  
☐ Heavy drinker  
☐ Problem drinker  
☐ I don't know



**G15. Describe your mother's (or that person who served as your mother in raising you) use of alcohol during most of the time that you were growing up. (Choose one answer.)**

- ☐ Not applicable (no mother or mother substitute)  
☐ Abstainer  
☐ Abstainer—former problem drinker in recovery or recovered  
☐ Infrequent or light drinker  
☐ Moderate drinker  
☐ Heavy drinker  
☐ Problem drinker  
☐ I don't know

**G16. How did your family feel about drinking alcohol when you were growing up?**

- ☐ My family did not approve of drinking  
☐ They accepted light drinking but disapproved of heavy drinking  
☐ They accepted heavy drinking  
☐ There was disagreement about drinking in my family

**G17. How far did your father (or that person who served as your father) go in school?**

- ☐ Less than a high school diploma  
☐ High school diploma  
☐ Some college or technical schooling beyond high school  
☐ Four year college degree or more  
☐ Don't know  
☐ Not applicable

**G18. How far did your mother (or that person who served as your mother) go in school?**

- ☐ Less than a high school diploma  
☐ High school diploma  
☐ Some college or technical schooling beyond high school  
☐ Four year college degree or more  
☐ Don't know  
☐ Not applicable

**G19. Have you ever completed a similar survey for the Harvard School of Public Health College Alcohol Study? (Choose all that apply.)**

- ☐ Yes, in 1997  
☐ Yes, in 1998  
☐ Yes, in 1999  
☐ Yes, in 2000  
☐ No, I have never completed a similar survey

**G20. Is there anything else you would like to tell us concerning alcohol use at your school? If so, please write it on a separate piece of paper and include it with your returned questionnaire.**

**THANK YOU FOR YOUR TIME AND COOPERATION IN HELPING TO MAKE THIS A SUCCESSFUL STUDY**

**FOR OFFICE USE ONLY**

DATE		
MO.	DAY	YEAR
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

COMMENTS

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## VITA

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