

[2020]

[Nebraska Assessment of College Health Behaviors]

[Baseline Survey Report – All Sites]

NCC
NEBRASKA COLLEGIATE CONSORTIUM
TO REDUCE HIGH-RISK DRINKING



Provided By

MERC

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**Nebraska Assessment of College Health Behaviors
June 2020**

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*= $p < .05$, **= $p < .01$ ***= $p < .001$

Nebraska Assessment of College Health Behaviors Survey

This report is an analysis of data from the 2020 administration of the Nebraska Assessment of College Health Behaviors (NACHB) survey to currently enrolled students at 13 member institutions of the Nebraska Collegiate Consortium (NCC). The NACHB survey is designed to assess students' personal attitudes and behaviors related to alcohol, drugs, mental health issues, and personal violence (e.g., drinking and sexual behaviors). The survey also helps understand individuals' attitudes towards campus and community policies, other student's behavior, and bystander interventions. The data from the survey will make it possible to research trends of these behaviors on campus over time. This is the first administration of the NACHB, and it is scheduled to be administered every other year to college students aged 18-24 at participating institutions across the state. The Methodology and Evaluation Research Core (MERC) Facility is contracted to conduct the survey and analyze/report the data collected from the survey.

MERC provides analytic information to help participating colleges and universities implement a variety of beneficial programs on their campus. For example, the data can be used as personalized feedback norms to students based on the input of their own drinking and self-reports of harms. Separate norms are provided for various demographic breakdowns, where available (e.g., men versus women, Greek versus non-Greek students, Nebraska residents versus non-residents). This enables participating NCC member institutions to generate a social norms message that provides students with peer group drinking and drug use behaviors and attitudinal norms to correct misperceptions related to alcohol and drug use. Because the NACHB survey is a population-level prevention tool, it contains a social norm message track for those students who do not drink or use drugs, reinforcing the abstinence choice.

Results from the NACHB survey provide estimates of the drinking and drug use patterns of currently enrolled students. Unlike the Y1CBP (Year One College Behavior Profile - previously the Year One College Alcohol Profile), which data reflect students' drinking and drug use before coming to campus, NACHB data are valid as a measure of campus-wide drinking and drug use. Therefore, NACHB data can be used as a substitute for a valid campus-level survey of students for obtaining general student drinking and drug use indicators such as ACHA or CORE. Participating NCC member institutions can use NACHB data to create or update their social norm messages and prevention programming for their students. They can also use NACHB data over time to detect changes in the drinking and drug use patterns of enrolled students that might suggest a need for further prevention and intervention.

Methodology

The NACHB survey is a cross-sectional survey implemented on a web-based platform (Qualtrics). MERC programmed the survey into the Qualtrics online web platform and provided the anonymous survey link to 13 participating NCC member institutions (Bellevue University, Clarkson College, Concordia University, Creighton University, Doane College, Metro Community College, Nebraska Methodist College, Nebraska Wesleyan University, Northeast Community College, Southeast Community College, University of Nebraska-Omaha, Western Nebraska Community College, and Wayne State College). Then, the participating NCC member schools emailed the survey link to their students; 45,156 enrolled students were invited to the survey. The number of students who completed and provided sincere responses was 4,438, resulting in a response rate of 9.8%. Among them, the number of students

between 18-24 years of age was 3,676, which is covered in this statewide report. Student response data were stored on a secured shared drive/server at the University of Nebraska – Lincoln (UNL).

IBM SPSS V.23 was used for data analysis. For each question, individual responses were aggregated into averages and/or frequencies to provide summary statistics. Age groups were collapsed into two groups: underage (18-20) vs. of-age (21-24). Years in school were also collapsed into two groups: underclassmen (1-2 years) vs. upperclassmen (3 or more years) in this report. Differences between demographic subgroups (men/women, non-Greek/Greek members, non-resident/NE resident, underage/of-age, first 2 years/3+ years, and non-athlete/athlete) were compared. Group differences are only noted when statistically significant.

Overall Findings

Demographics

Table 1a: Descriptive Person Statistics					
		n	%/ave	min	max
Age					
	18	492	13%		
	19	901	25%		
	20	781	21%		
	21	676	18%		
	22	428	12%		
	23	217	6%		
	24	180	5%		
Sex					
	Women	2,594	71%		
	Men	1,060	29%		
Gender					
	Women	2,433	71%		
	Men	991	28%		
	Transgender	26	1%		
	Gender Queer	30	1%		
	Self-Identity	34	1%		
Race/Ethnicity					
	Hispanic/Latino	399	11%		
	American Indian or Alaskan Native	70	2%		
	Asian or Asian-American	266	7%		
	Native Hawaiian or Pacific Islander	21	1%		
	White, European-American, or Caucasian	2,972	81%		
	Black, African-American, or Native African	165	4%		
	Arab or Non-Arab North African/Middle-Eastern	42	1%		
	Bi-racial or Multi-racial	153	4%		
	Native Caribbean or Afro-Caribbean Islander	9	<1%		
	Other	69	2%		

*= $p < .05$, **= $p < .01$ ***= $p < .001$

Table 1b: Descriptive Person Statistics				
	n	%/ave	min	max
Sexual Orientation				
Bisexual	343	10%		
Gay	47	1%		
Lesbian	46	1%		
Heterosexual	2,637	74%		
Queer	77	3%		
Questioning	75	2%		
Asexual	48	1%		
Pansexual	79	2%		
Other	67	2%		
Relationship Status				
Single	2,072	59%		
Married/have a spouse and/or partner	198	6%		
Long-term relationship	1,223	35%		
Divorced or separated	9	<1%		
Widowed	2	<1%		
Residency				
Non-resident	2,072	59%		
Nebraska (NE) resident	198	6%		
Member of US Armed Services				
Yes, currently	35	1%		
Yes, previously	19	1%		
Disabled	1,019	31%		
Height	3,440	5'7"	3'8"	6'11"
Weight	3,378	159	55	385

Additionally, participants were questioned about their characteristics as students (see Table 2a and Table 2b).

Table 2a: Descriptive Student Statistics				
	n	%/ave	min	max
Greek (fraternity/sorority)				
Greek	471	21%		
Non-Greek	1,737	79%		
Year in School				
1st (freshman)	1,049	32%		
2nd (sophomore)	849	26%		
3rd (junior)	664	20%		
4th+ (senior)	492	15%		
5 th or more	256	8%		
International Student				
International Student	122	4%		
Non-international Student	3,055	96%		

*= $p < .05$, **= $p < .01$ ***= $p < .001$

Table 2b: Descriptive Student Statistics				
	n	%/ave	min	max
Athlete				
Athlete	337	11%		
Non-Athlete	2,665	89%		
GPA	3,082	3.44	0.81	4.00
Degree in Progress				
Associate degree	828	24%		
Bachelor's degree	2,453	70%		
Graduate degree	145	4%		
Student Enrollment				
Full-time student	3,120	88%		
Part-time student	377	11%		
Online student	58	2%		
Transfer Student				
2-year institution	204	41%		
4-year institution	290	59%		
Living situation				
On-campus housing	1,190	34%		
Fraternity/sorority housing	34	1%		
Off-campus w/o parents	1,256	36%		
Off-campus w/ parents	995	28%		
Other	40	1%		

The most commonly reported majors were Health Sciences/Veterinary Science (19%), Social Sciences (17%), and Business (14%). When asked if they graduated from a high school in Nebraska, the majority of students (74%) indicated that they had. Of these students (N=2,263), representation was highest from Douglas (39%), Sarpy (15%) and Lancaster (6%).

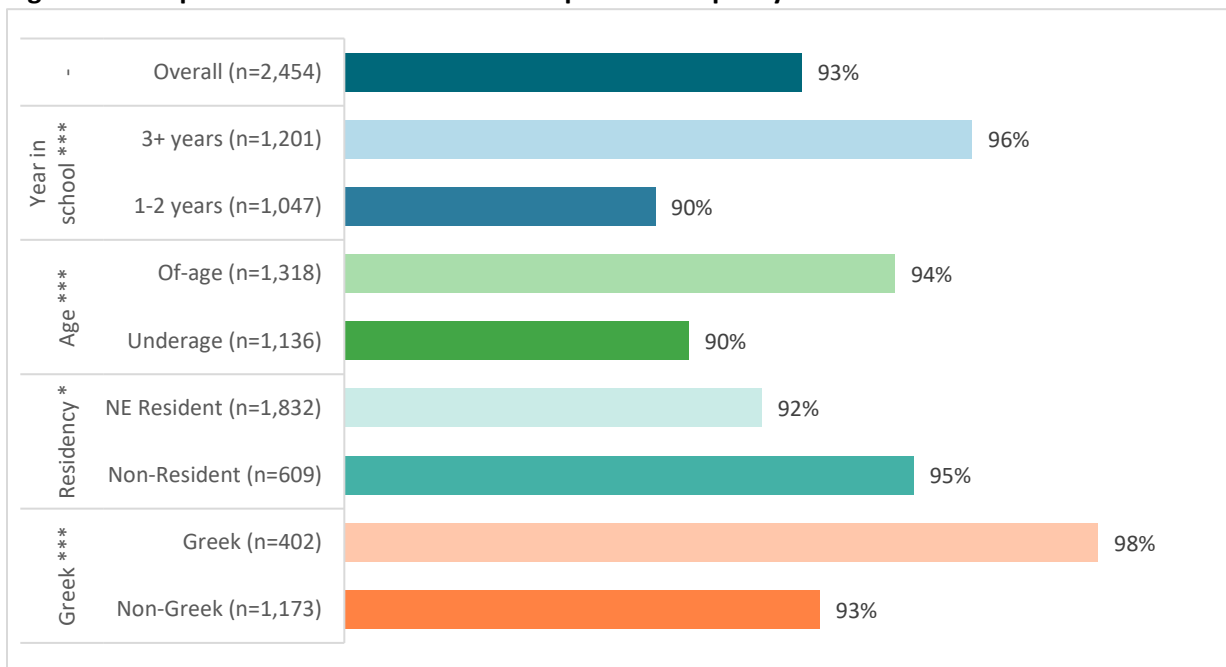
*= $p < .05$, **= $p < .01$ ***= $p < .001$

Alcohol Use and Related Behaviors

Consistent with Y1CBP, calculations were conducted to create measures for drinking behaviors (e.g., average drinks, drinks per week) prior to data analysis. All drinking behaviors were computed from the daily drinking diary in the NACHB survey. The diary asked students to report their typical drinking for the past month on a one-week calendar by recording the number of drinks and the number of hours drinking each day of the week. The standard definition for binge drinking is having five (5) or more drinks for men and four (4) or more drinks for women in a single setting. From the diary, a student was classified as an infrequent binger if they report having 5 (men) or 4 (women) drinks on any day. A student was classified as a frequent binger if they reported having 5 (men) or 4 (women) drinks on more than one day. Abstainers were defined as students who reported never drinking or not drinking within the past year. The number of days drinking per month was computed by taking the number of days on which drinking was reported in the one-week diary and multiplying by 4.2. Average drinks per occasion were computed by dividing the total number of drinks reported for the week by the number of days on which drinking is indicated.

When asked about their personal behaviors regarding alcohol consumption, the **median** age at which students indicated they first started drinking alcohol was 18 years old. Almost three-quarters of students (70%, n=3,526) indicated that they had ever consumed alcohol; among them, about 93% (n=2,454) reported doing so in the past year. More Greek students, non-resident students, of-age students, and student in their third year of college or more reported consuming alcohol in the past year than their counterparts (see Figure 1).

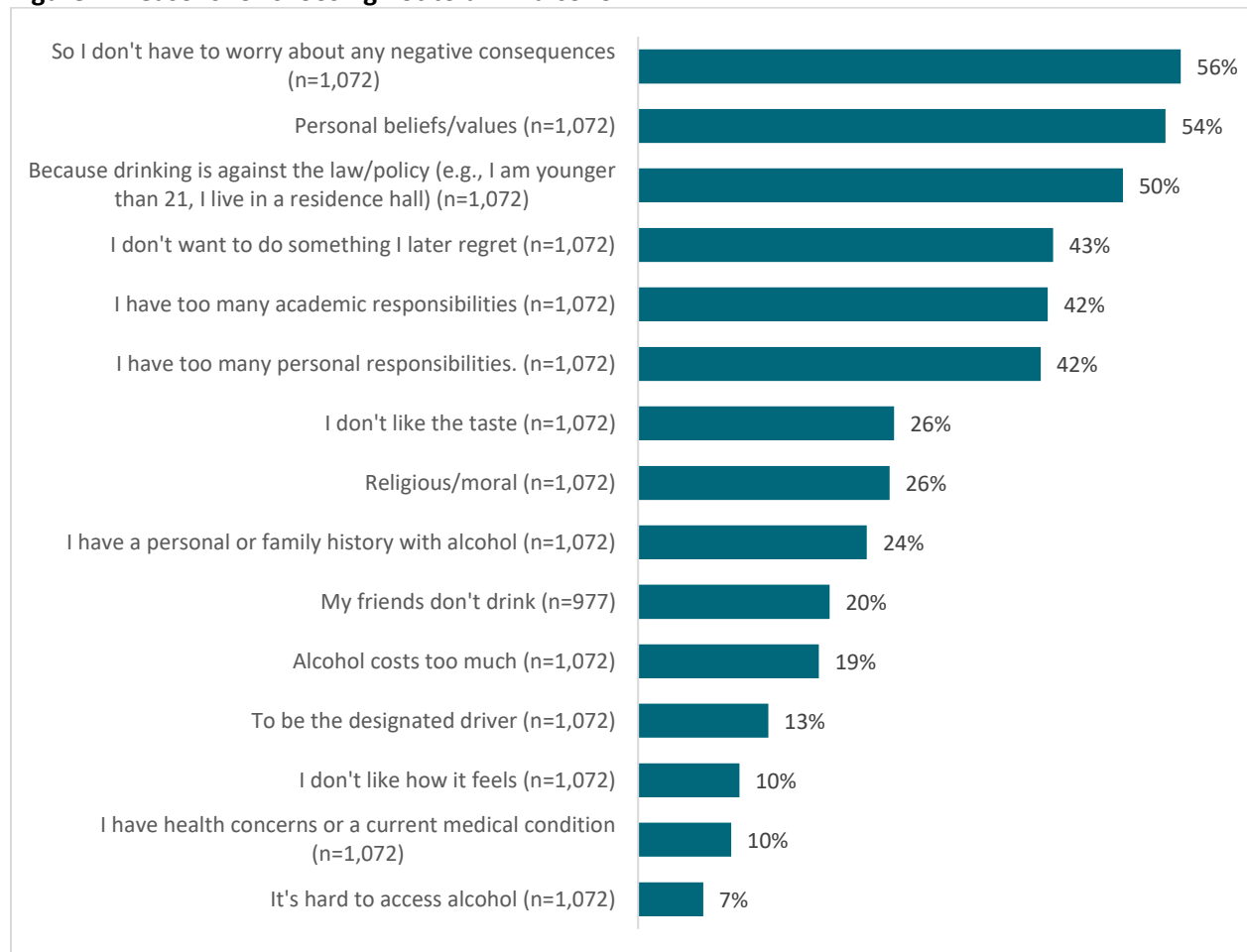
Figure 1: Group differences in alcohol consumption in the past year



*= $p < .05$, **= $p < .01$ ***= $p < .001$

Students who reported having never consumed alcohol (30% of all students) were asked to identify reasons why they choose not to drink alcohol (see Figure 2). The most common reasons were that they didn't have to worry about any negative consequences (56%), personal beliefs/values (54%), and because drinking is against the law/policy (50%).

Figure 2: Reasons for choosing not to drink alcohol



*= $p < .05$, **= $p < .01$ ***= $p < .001$

Table 1 presents significant demographic group differences in reasons for choosing not to drink. Women were more likely to mark too many academic responsibilities and drinking being against the law/policy as a reason, while men were more likely to mark alcohol being too much costly as a reason. Meanwhile, eight of the 15 reasons were significantly different between younger (underage) and older (of-age) students; younger students were more likely to mark most of those items as a reason, older students were more likely to disliking how it feels as a reason.

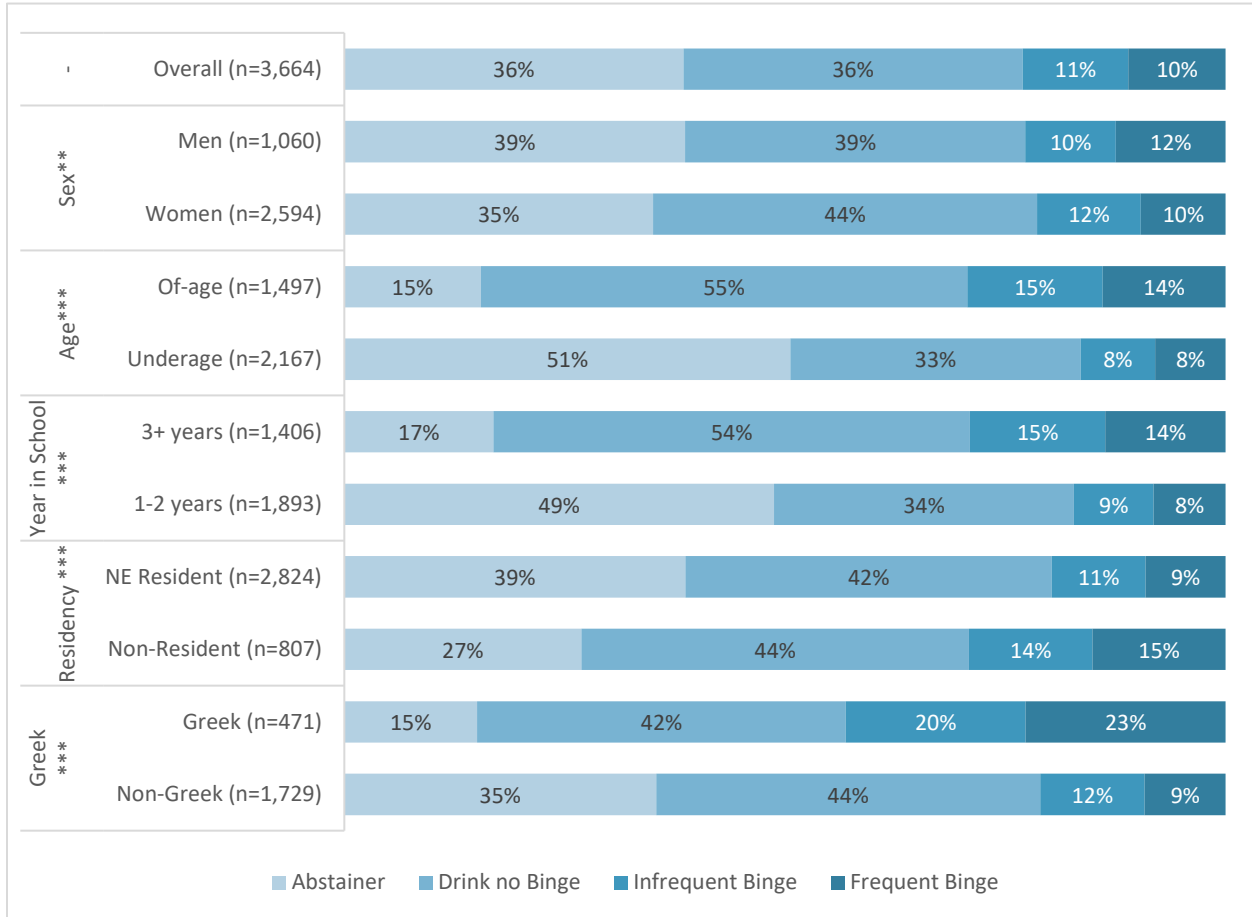
Table 1: Group differences in reasons for choosing not to drink alcohol

	Sex			Greek			Residency			Age			Year in school			Athlete		
	Women	Men	Sig.	Non-Greek	Greek	Sig.	Non-Resident	Resident	Sig.	Underage	Of-age	Sig.	1-2 years	3+ years	Sig.	Non-Athlete	Athlete	Sig.
My friends don't drink																		
So I don't have to worry about any negative consequences										58%	41%	***	57%	49%	*			
Alcohol costs too much	17%	23%	*															
It's hard to access alcohol										8%	0%	***	8%	2%	**			
I don't like the taste				25%	39%	*												
I don't like how it feels										9%	17%	*				11%	2%	*
I have too many personal responsibilities.										43%	31%	**						
I have too many academic responsibilities	46%	36%	**							44%	31%	**						
Personal beliefs/values																		
I don't want to do something I later regret										44%	33%	*						
To be the designated driver										14%	7%	*						
Because drinking is against the law/policy (e.g., I am younger than 21, I live in a residence hall)	52%	45%	*							58%	2%	***	57%	27%	***			
I have a personal or family history with alcohol																26%	13%	*
I have health concerns or a current medical condition																10%	4%	*
Religious/moral				28%	16%	*												

*= $p < .05$, **= $p < .01$ ***= $p < .001$

Overall, 36% of students (n=3,664) abstained from drinking, with 21% reporting binge-drinking behavior at some point in the past month. Underage students, student in their first or second year of college, NE-resident students, and non-Greek students were more likely to abstain from drinking and less likely to engage in binge-drinking behavior, as presented in Figure 3.

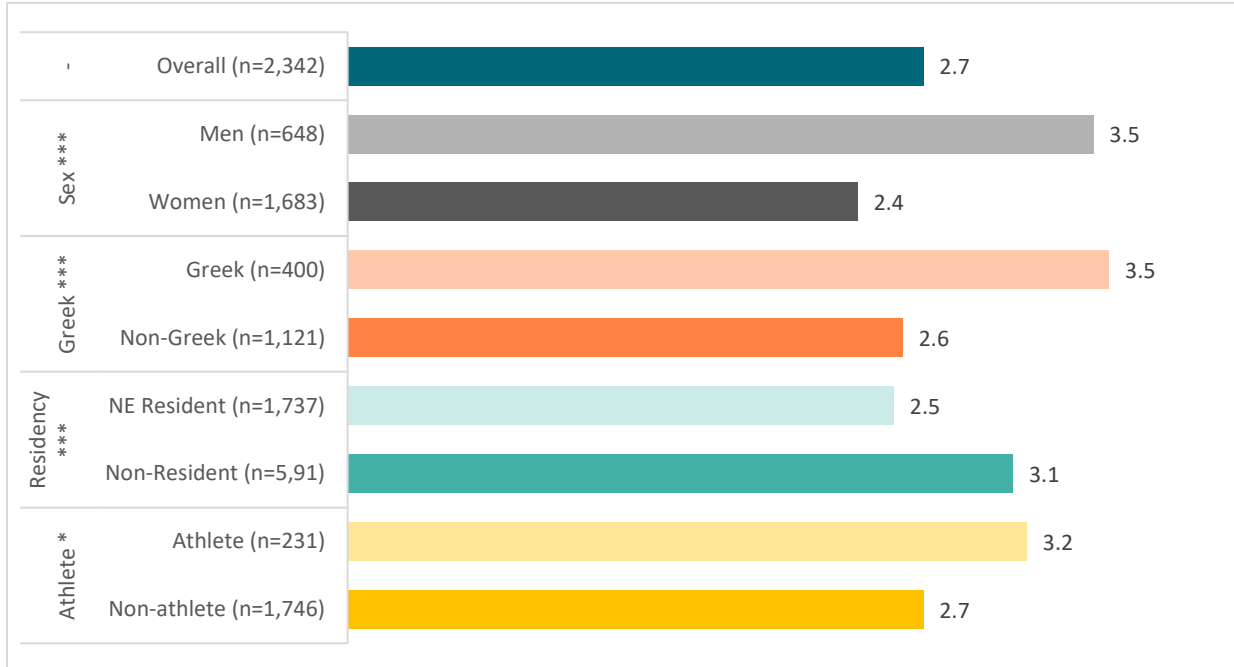
Figure 3: Drinking categories



*= $p < .05$, **= $p < .01$ ***= $p < .001$

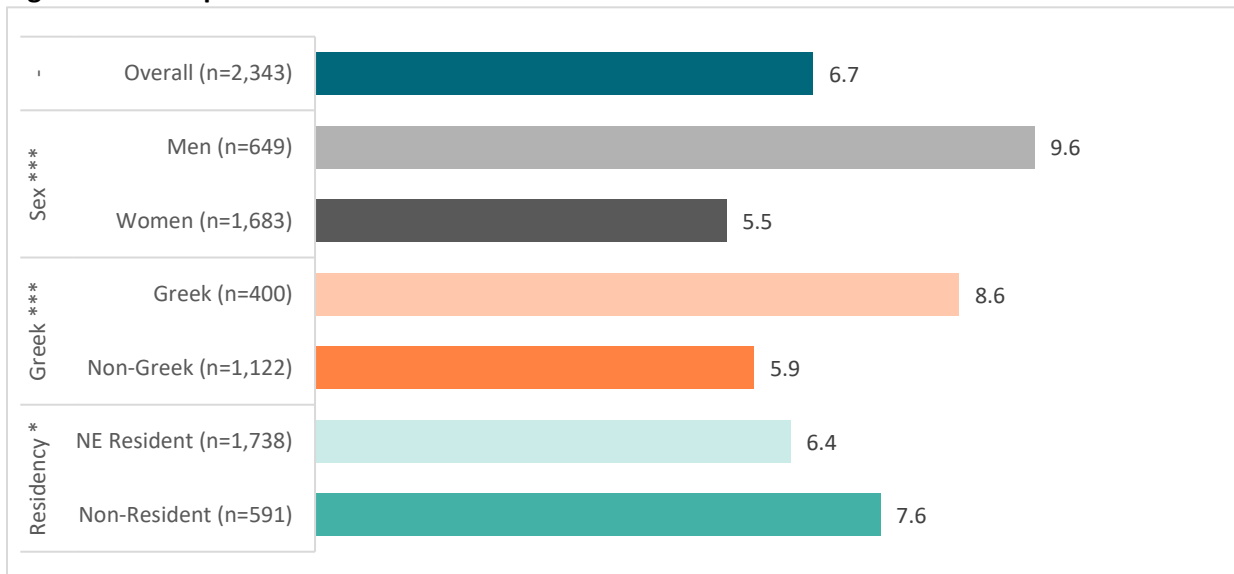
Overall, students (n=2,342 drinkers) reported drinking about 2.7 drinks per occasion. Men, Greek students, non-resident students, and athlete-students reported significantly more drinks than their counterparts, as shown in Figure 4.

Figure 4: Average drinks per occasion



Overall, students reported drinking about 6.7 drinks per week. Men, Greek students, and non-resident students reported drinking more drinks than their counterparts, as shown in Figure 5.

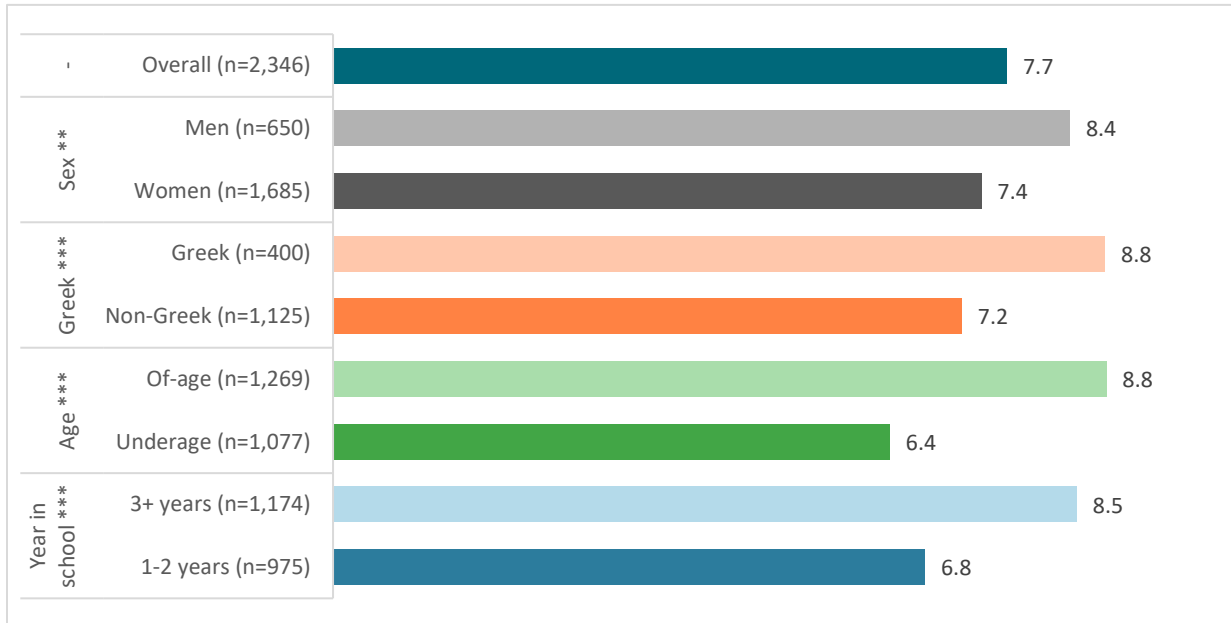
Figure 5: Drinks per week



*= $p < .05$, **= $p < .01$ ***= $p < .001$

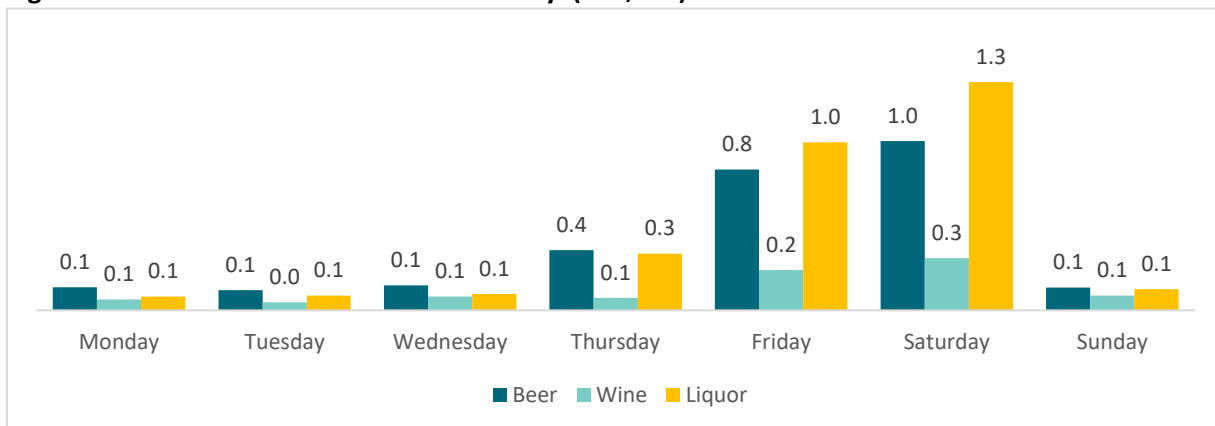
Meanwhile, students reported drinking an average of 7.7 times drinking per month. Men, Greek students, older students, and student in their third year of college or more turned out to be drinking more times per month than their counterparts, as presented in Figure 6.

Figure 6: Times drinking per month



Students who had consumed alcohol in the past year were asked to describe a typical drinking week by indicating the number of standard drinks they had each day and the number of hours they drank on each day. Figure 7 displays the number of alcoholic drinks consumed in a day by students who chose to consume alcohol. Students reported consuming more drinks on Friday and Saturday. Accordingly, the days that students reported drinking for the longest amount of time were also Friday and Saturday. During the week, students who drank typically did so for less than half an hour, whereas on Friday and Saturday they typically drank for two to three hours.

Figure 7: Alcoholic drinks consumed each day (n=2,346)

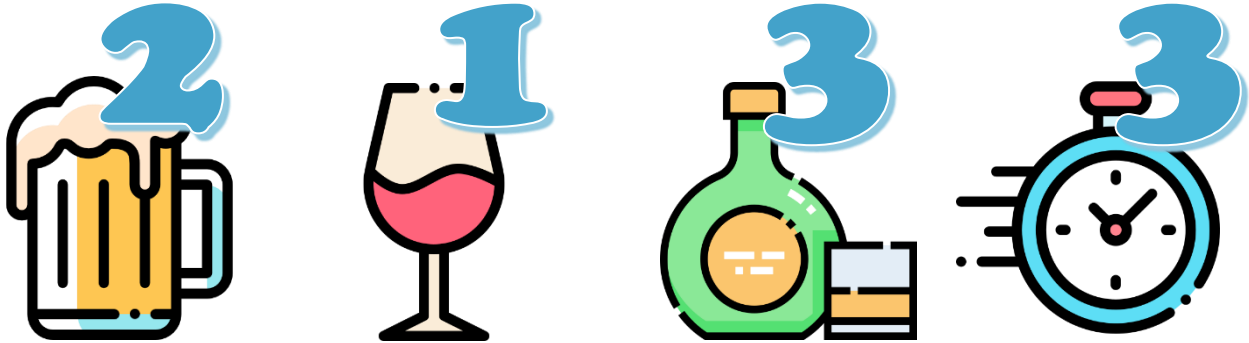


Students were asked to think of an occasion during the past month when they drank the most and indicate the number and type of alcoholic drinks they consumed in addition to the number of hours they

*= $p < .05$, **= $p < .01$ ***= $p < .001$

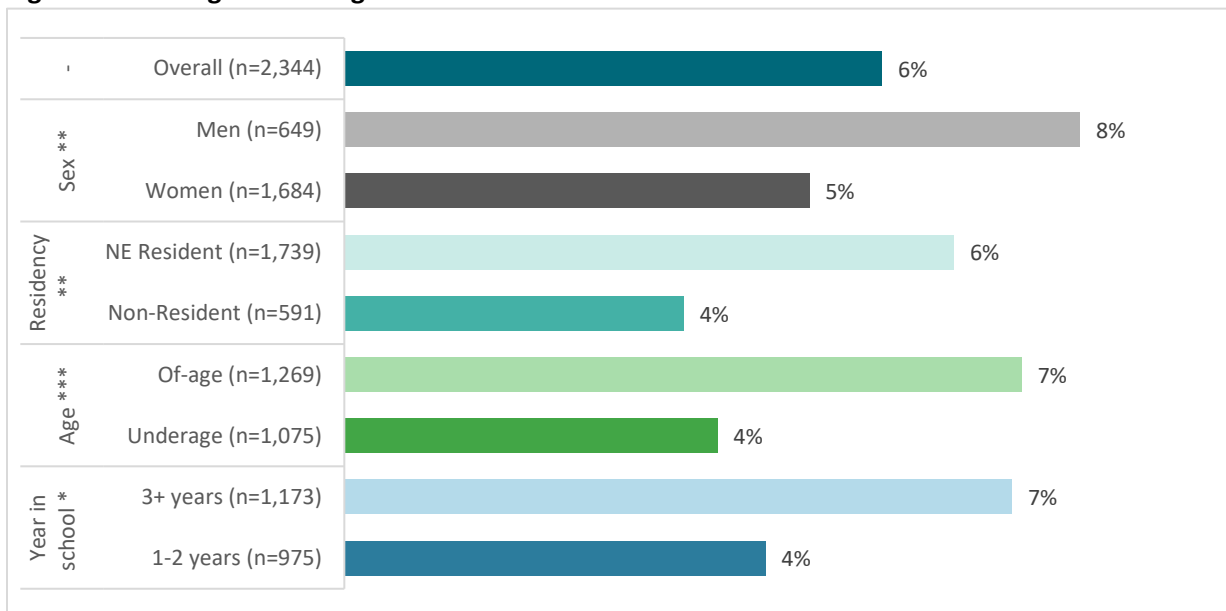
drank that day. Figure 8 displays the average number of beer, wine, and liquor consumed in addition to the average number of hours students spent drinking.

Figure 8: Most drinks consumed and time spent drinking in one occasion (n=2,346)



Overall, approximately 4% of students (n=2,344 drinkers) reported drinking and driving in the past 30 days (see Figure 9). More men, NE residents, older students, and students in their third year of college or more reported drinking and driving in the last month.

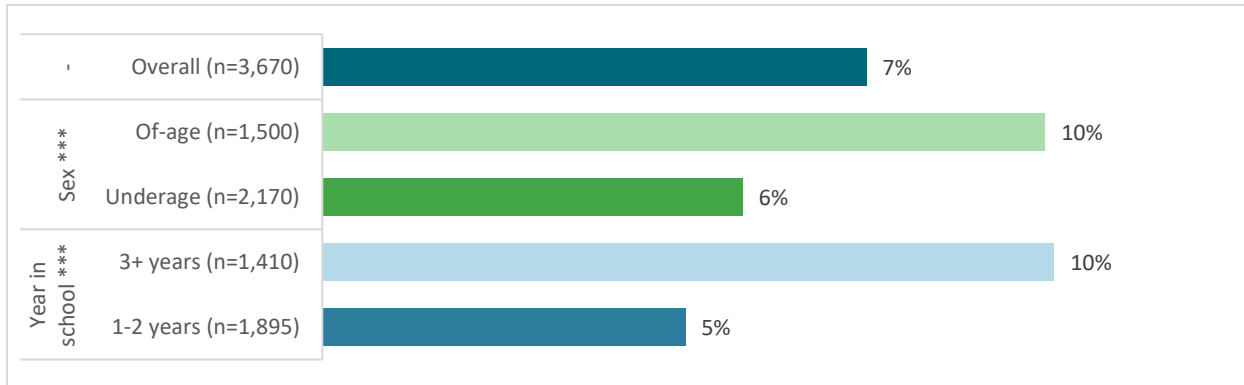
Figure 9: Drinking and driving



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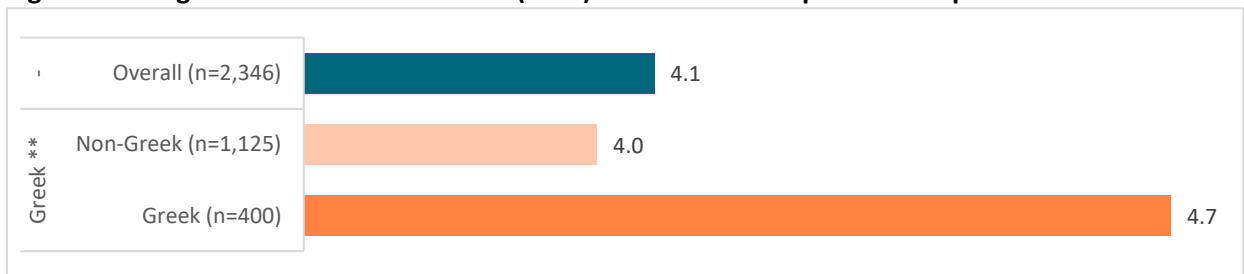
Meanwhile, approximately 7% of all students (n=3,670) reported riding with a drunk driver in the past 30 days. Older students and students in their third year of college or more turned out to be drinking and driving more than their counterparts, as presented in Figure 10.

Figure 10: Riding with a drunk driver



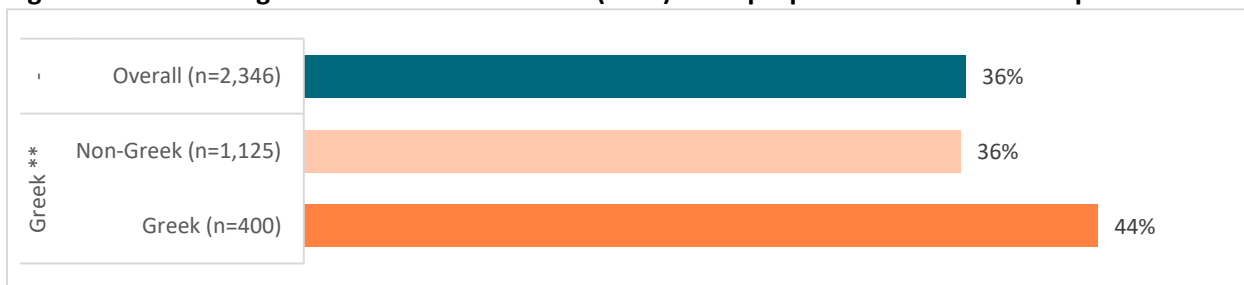
The Rutgers Alcohol Problem Index (RAPI) was developed as a 23-item self-administered screening tool for assessing drinking-related harms in students; 22 drinking-related problems were adapted into the NACHB survey. Students (n=2,346 drinkers) averaged 4.1 reported problems/harms on the RAPI. Greek members reported having experienced more problems/harms while they were drinking or because of their drinking, as presented in Figure 11.

Figure 11: Rutgers Alcohol Problem Index (RAPI) – the number of problems experienced



Meanwhile, about 36% of the drinkers reported five (5) or more problems, which is considered an important cut-off for negative drinking outcomes. More Greek students reported having experienced 5 or more problems/harms than non-Greek students, as shown in Figure 12.

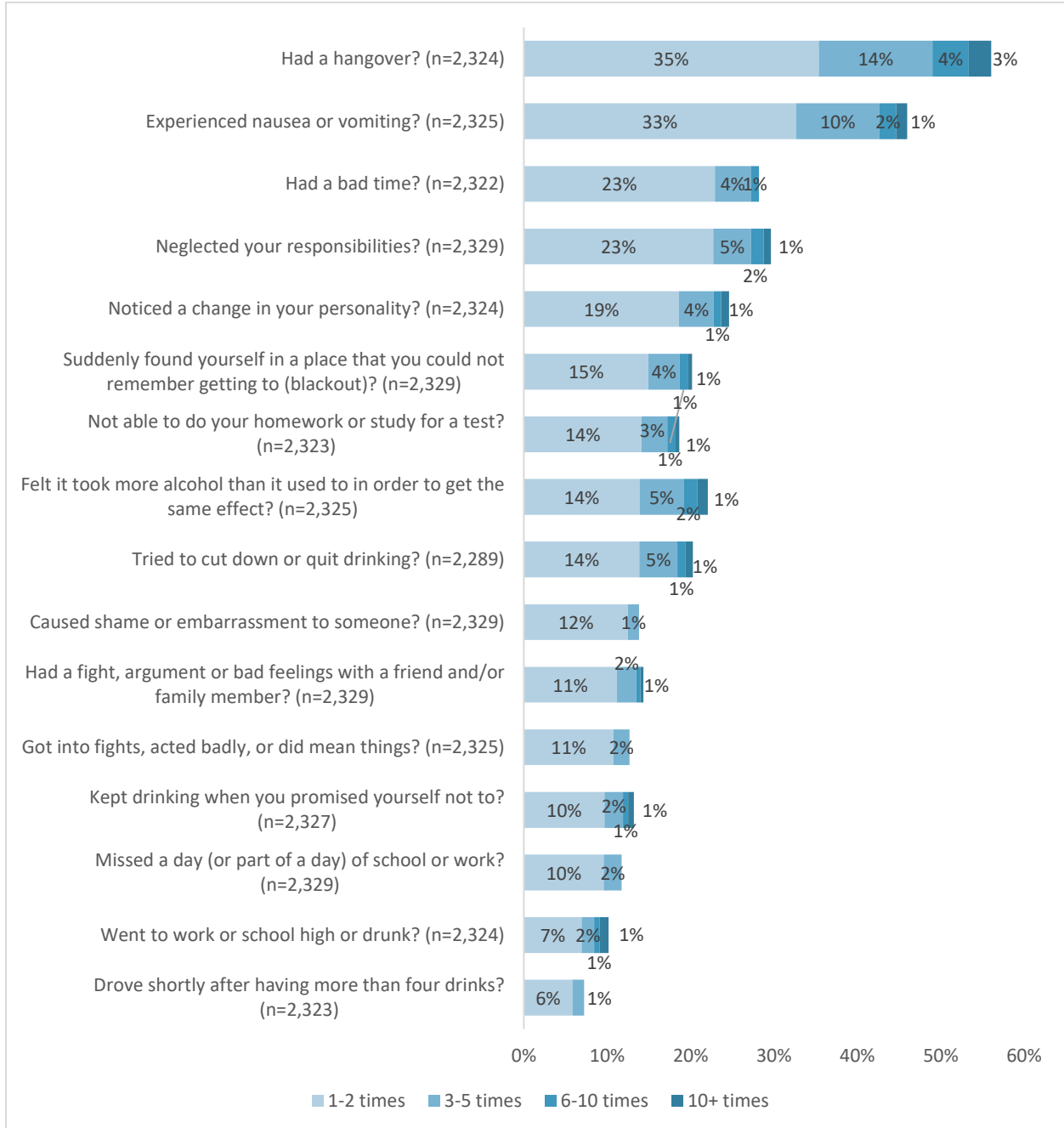
Figure 12: RAPI - Rutgers Alcohol Problem Index (RAPI) – the proportion of five or more problems



*= $p < .05$, **= $p < .01$ ***= $p < .001$

Figure 13 shows how they often experienced those problems/harms while they were drinking or because of their drinking in the past six months. Overall, 56% of students reported having had a hangover, and 46% experienced nausea or vomiting.

Figure 13: Harms/problems experienced during or as a result of drinking



*= $p < .05$, **= $p < .01$ ***= $p < .001$

Table 2 presents significant demographic group differences in experiencing/having individual problem/harm items. Six of the 16 items were significantly different between men and women and between Greek and non-Greek students. Overall, more men and Greek students reported having those six problems/harms. Five items were significantly different between NE resident and non-resident student and between younger and older students. While NE-resident students turned out to be more likely to experience those five problems, no pattern was found between younger and older students.

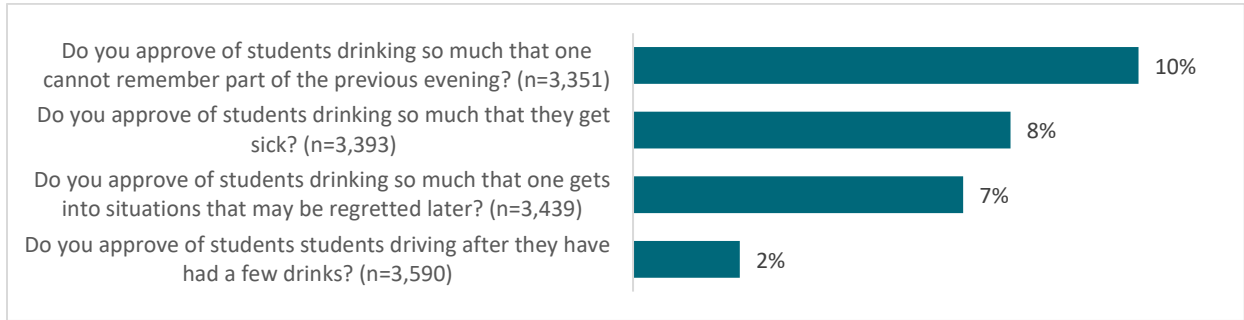
Table 2: Group differences for individual problems/harms

	Sex			Greek			Residency			Age			Year in school			Athlete		
	Women	Men	Sig.	Non-Greek	Greek	Sig.	Non-Resident	Resident	Sig.	Underage	Of-age	Sig.	1-2 years	3+ years	Sig.	Non-Athlete	Athlete	Sig.
Not able to do your homework or study for a test				19%	27%	**	22%	17%	*	16%	20%	*	16%	22%	**			
Got into fights, acted badly, or did mean things	13%	16%	*															
Went to work or school high or drunk	8%	16%	***							12%	9%	*						
Caused shame or embarrassment to someone																15%	7%	**
Neglected your responsibilities				29%	38%	**	34%	28%	*	27%	32%	**	26%	34%	***			
Felt it took more alcohol than it used to in order to get the same effect				22%	30%	**												
Noticed a change in your personality										27%	23%	*						
Missed a day (or part of a day) of school or work	11%	16%	**															
Tried to cut down or quit drinking										18%	22%	*						
Suddenly found yourself in a place that you could not remember getting to (blackout)	18%	24%	**	19%	31%	***												
Had a fight, argument or bad feelings with a friend and/or family member										13%	16%	*						
Kept drinking when you promised yourself not to																		
Had a bad time				29%	40%	***	35%	26%	***									
Drove shortly after having more than four drinks	6%	13%	***				4%	9%	***									
Experienced nausea or vomiting	47%	42%	*															
Had a hangover				54%	66%	***	60%	55%	*	52%	60%	***	51%	61%	***			

*= $p < .05$, **= $p < .01$ ***= $p < .001$

Students were asked if they approved four drinking behaviors (refer to Figure 14 for the question items). About 10% of the students (n=3,351) approved of students drinking so much that one couldn't remember part of the previous evening; 8% (n=3,393) approved of students drinking so much that they got sick. Meanwhile, only 2% (n=3,590) approved of students driving after they had a few drinks.

Figure 14: Approval of drinking behaviors



Significant differences were found between women and men and between underage and of-age students; men and older students turned out to be more generous than their counterparts in approving these alcohol-related behaviors, as shown in Table 3.

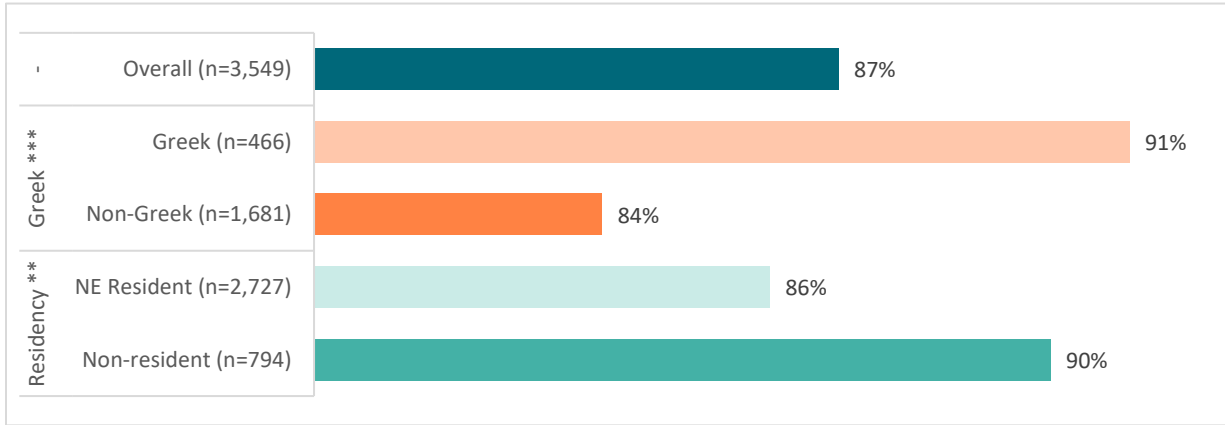
Table 3: Group differences in approval of drinking behaviors

	Sex			Greek			Residency			Age			Year in school			Athlete		
	Women	Men	Sig.	Non-Greek	Greek	Sig.	Non-Resident	Resident	Sig.	Underage	Of-age	Sig.	1-2 years	3+ years	Sig.	Non-Athlete	Athlete	Sig.
Do you approve of students drinking so much that they get sick?		13%	***							6%	10%	***	7%	10%	**			
Do you approve of students drinking so much that one cannot remember part of the previous evening?	7%	18%	***							9%	12%	*						
Do you approve of students drinking so much that one gets into situations that may be regretted later?	5%	12%	***							6%	8%	**						
Do you approve of students students driving after they have had a few drinks?	2%	3%	*							2%	3%	**						

*= $p < .05$, **= $p < .01$ ***= $p < .001$

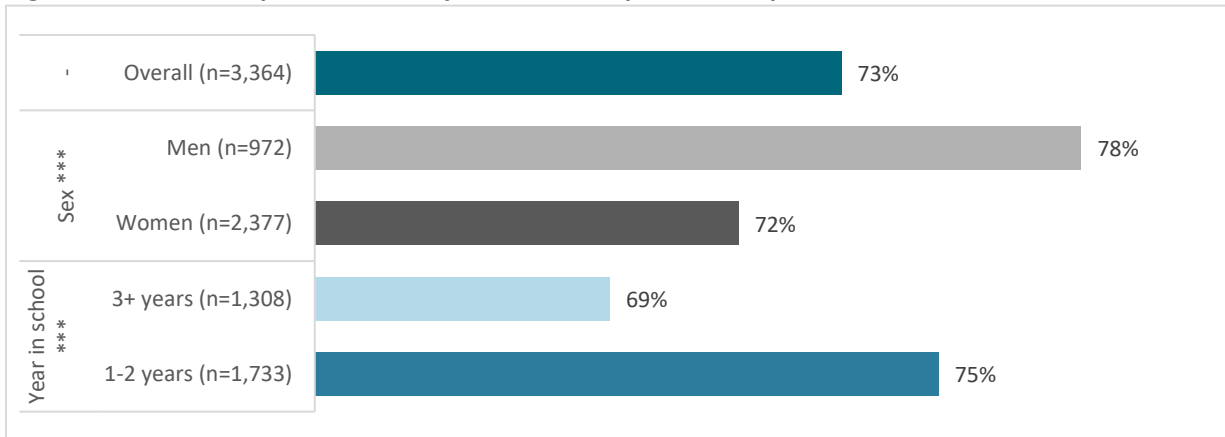
Approximately 58% of all students said that their campus provided information about alcohol and drug prevention. The majority of students (87%) believed that their campus was concerned about the prevention of alcohol and drug use (Figure 15). More Greek students and non-resident students believed so.

Figure 15: Belief campus is concerned about the prevention of alcohol and drug use



When asked if they believe their campus alcohol policies are consistently enforced, overall 73% of students reported believing so. The rate was higher in men and students in their first or second year of college, as presented in Figure 16.

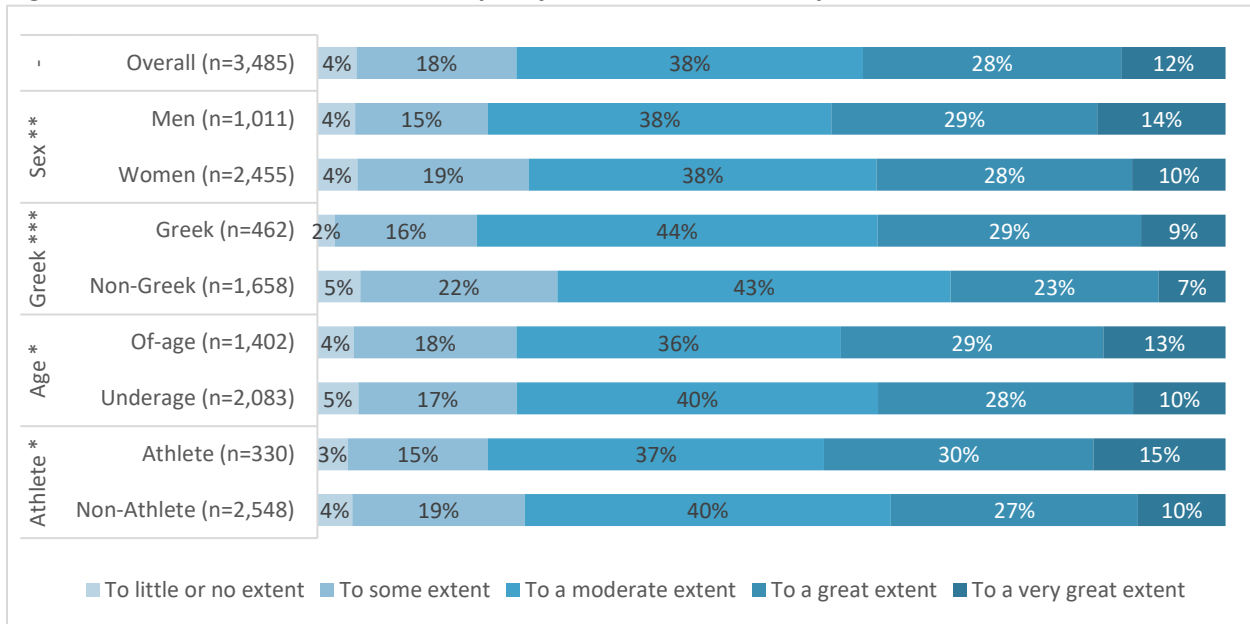
Figure 16: Belief campus consistently enforces campus alcohol policies



When asked to mark the degree to which they believed the alcohol policy was enforced on campus, about 40% of students marked “To a great extent” or “To a very great extent.” Men, Greek students, older students, student-athletes reported a stronger extent than their counterparts, as presented in Figure 17.

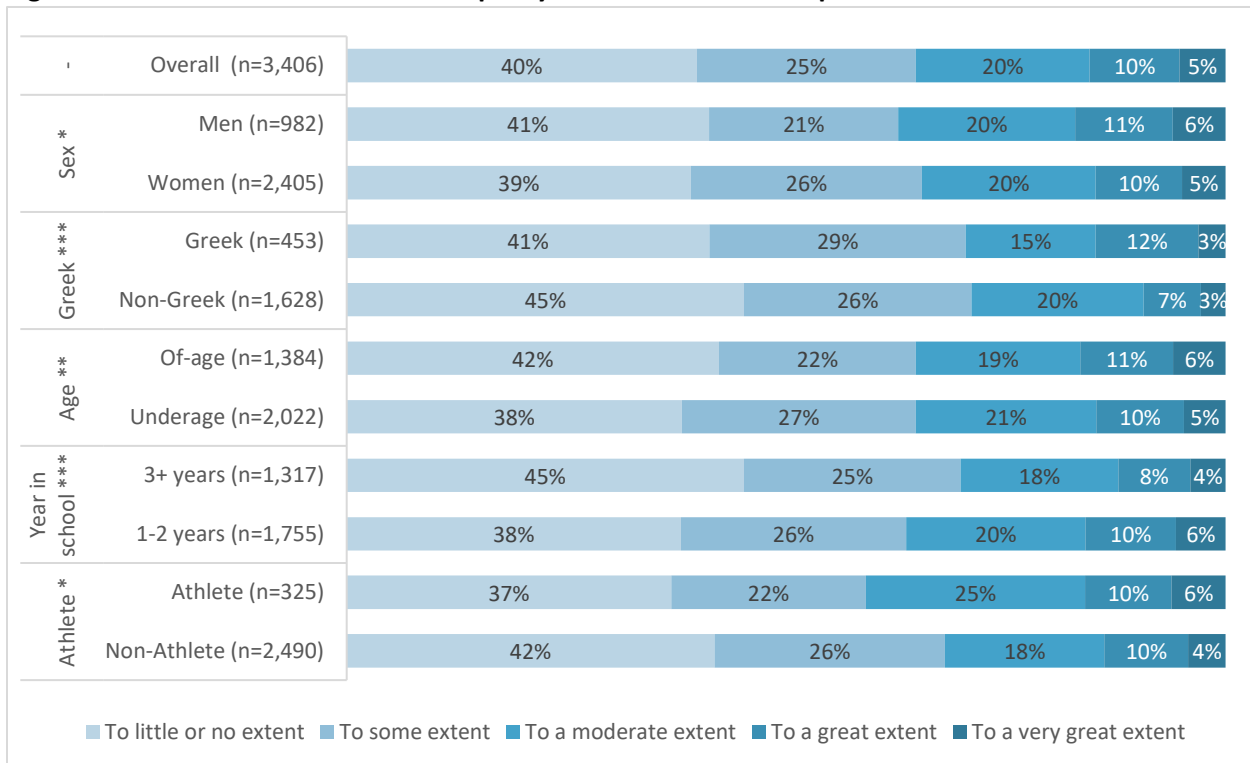
*= $p < .05$, **= $p < .01$ ***= $p < .001$

Figure 17: The extent to which alcohol policy was enforced on campus



When asked about the degree to which they believed the alcohol policy was enforced off campus, overall 15% marked “To a great extent” or “To a very great extent,” while 40% reported “Little or no extent,” which was contrasted to on-campus rates. Men, Greek students, older students, students in their first or second year of college, and student-athletes reported a stronger extent relative to their counterparts, as shown in Figure 18.

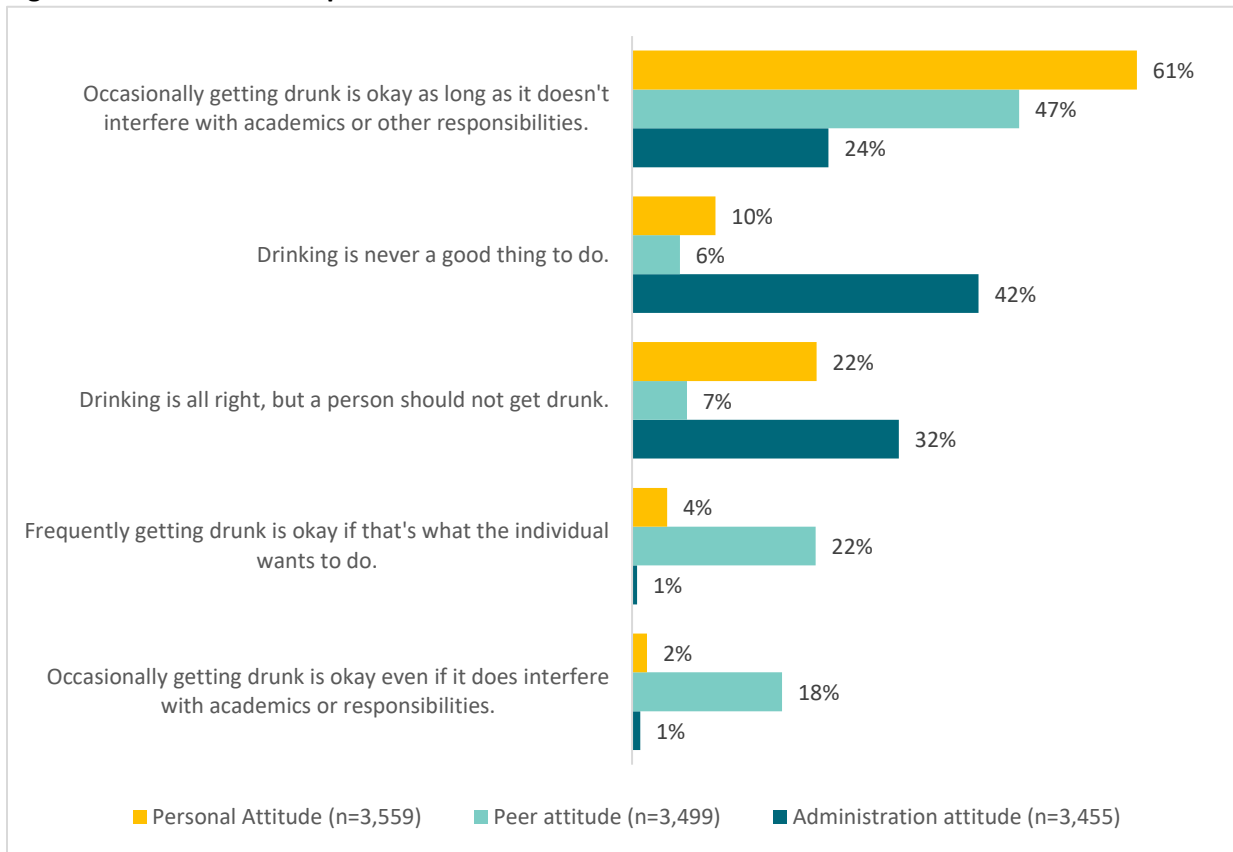
Figure 18: The extent to which alcohol policy was enforced off campus



*= $p < .05$, **= $p < .01$ ***= $p < .001$

Students were asked to choose a statement from a list of options that best represented their attitude about drinking alcoholic beverages, their peer’s attitude, and campus administration’s attitude. Over half of students (61%, n=3,599) marked the statement of “Occasionally getting drunk is okay as long as it doesn't interfere with academics or other responsibilities” as their own attitude and almost half (47%, n=3,499) as their peer attitude, while a relatively fewer students marked this statement as a campus administration’s attitude about alcohol. The statement of “Drinking is all right, but a person should not get drunk” received the highest mark as campus administration’s attitude, as shown in Figure 19. Student considered their peers to be more permissive about alcohol consumption, while considering campus administration to be more restrictive.

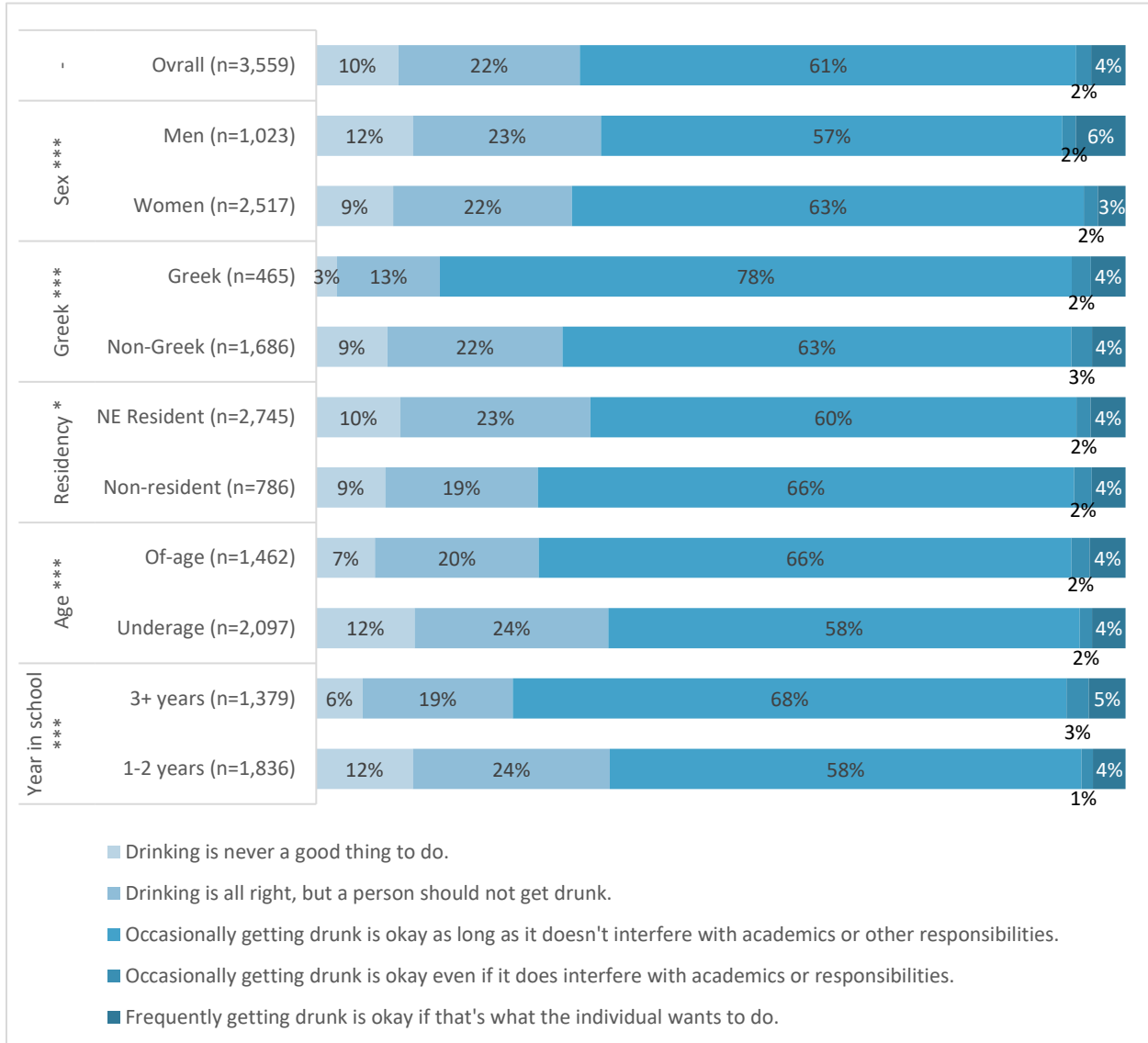
Figure 19: Alcohol consumption attitudes



*= $p < .05$, **= $p < .01$ ***= $p < .001$

As far as personal attitude about alcohol consumption is concerned, Greek students, non-resident students, older students, and students in their third year of college or more were more likely than their counterparts to mark relatively more permissive statements as their peer's attitude, as presented in Figure 20.

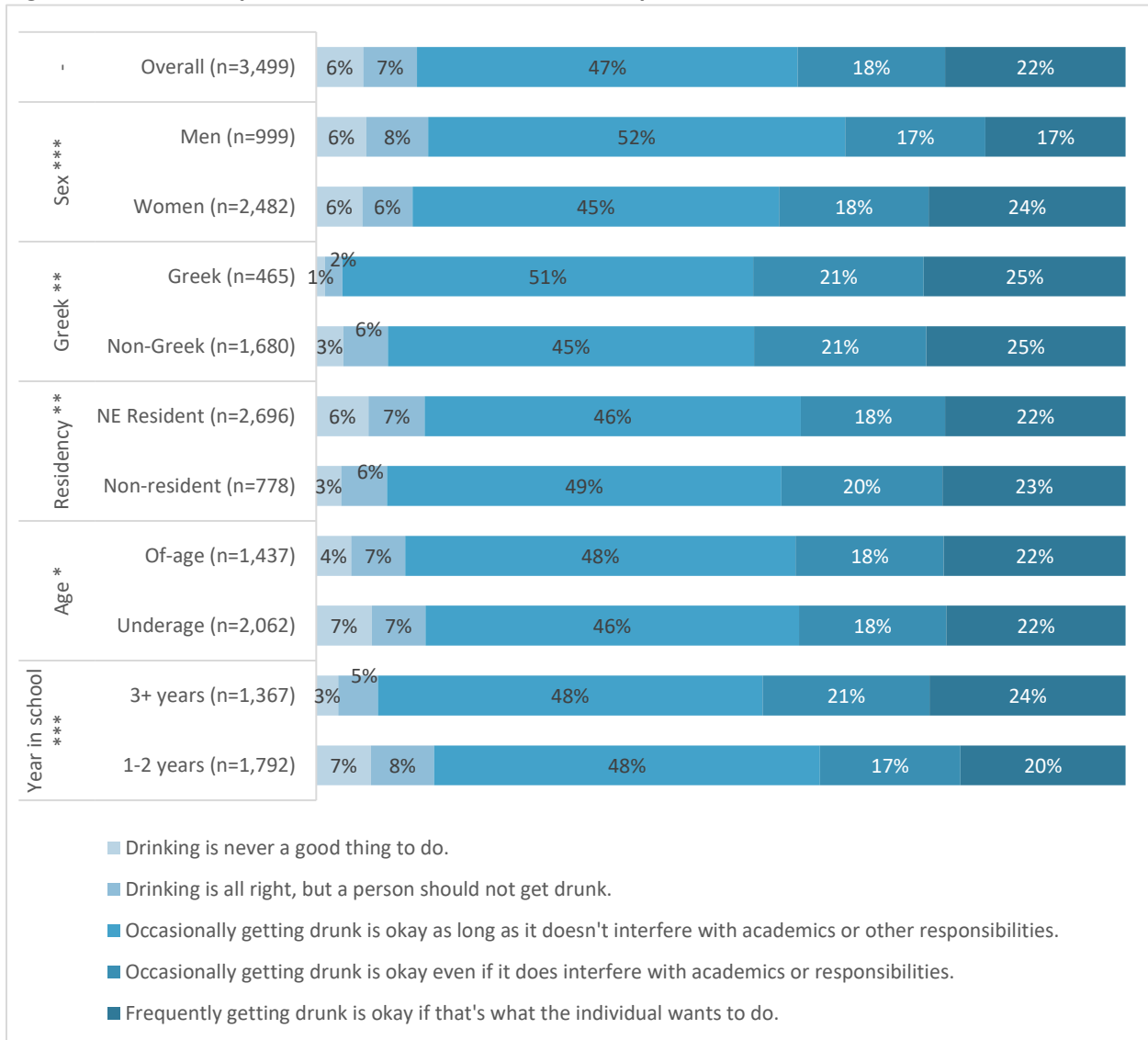
Figure 20: Personal attitude about alcohol consumption



*= $p < .05$, **= $p < .01$ ***= $p < .001$

Regarding their peer’s attitude about alcohol consumption, women, Greek students, non-resident students, older students, and Greek students, older students, and students in their third year of college or more were more likely than their counterparts to mark relatively more permissive statements as their peer’s attitude, as shown in Figure 21.

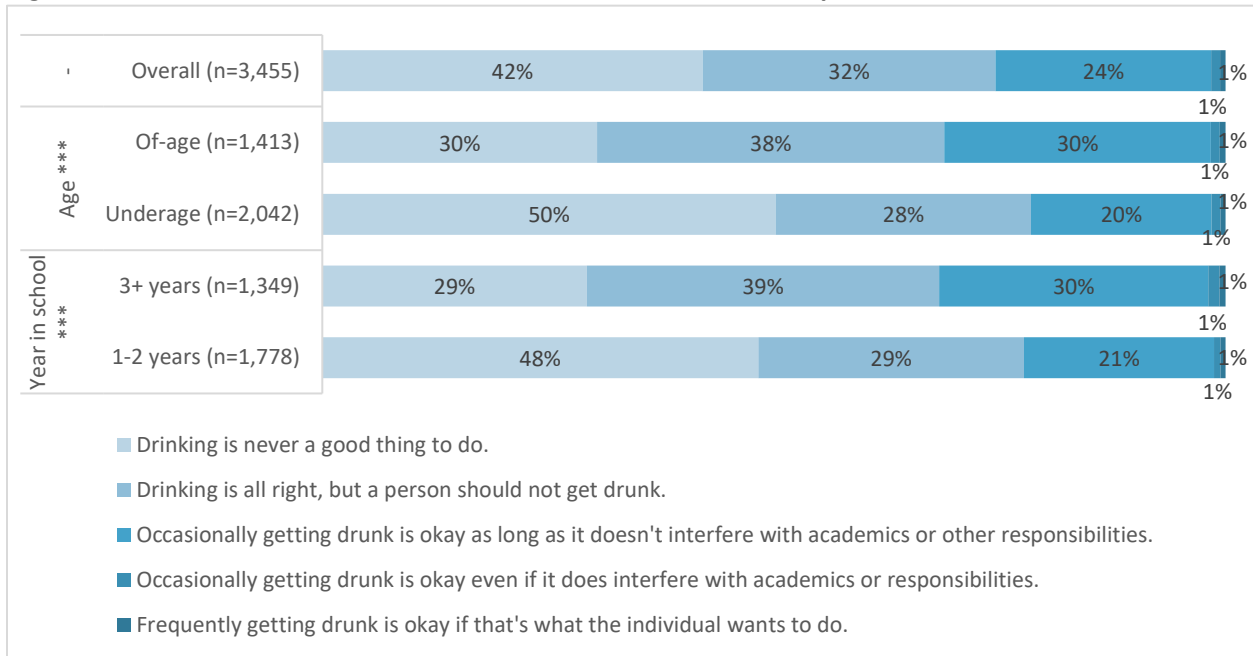
Figure 21: Perceived peer attitude about alcohol consumption



Finally when asked about campus administration’s attitude about alcohol consumption, more underage students and students in their first or second year of college marked more restrictive statements as their campus administration’s attitude, as presented in Figure 22.

*= $p < .05$, **= $p < .01$ ***= $p < .001$

Figure 22: Perceived administration attitude about alcohol consumption



Students were asked to report where they typically consume alcohol (see Figure 23). A social gathering at a friend’s house was reported to be the most common place students consumed alcohol (71%), followed by where students live (61%) and Bars/restaurants (48%). The least common locations were a fraternity or sorority community in a residence hall (2%) and a fraternity or sorority house (8%).

Figure 23: Location of alcohol consumption

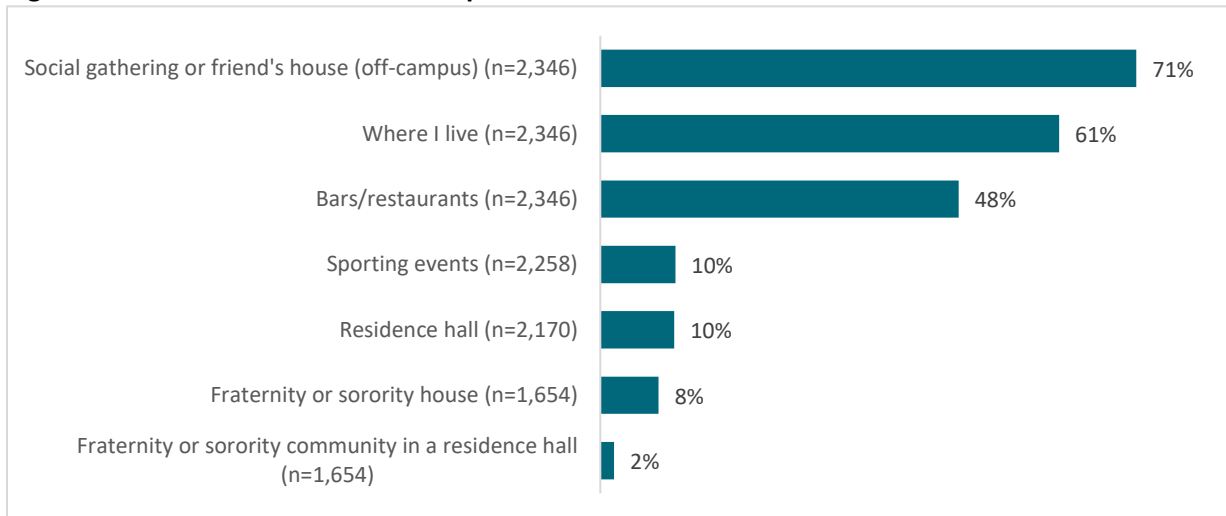


Table 4 presents significant differences between demographic sub-groups about the typical location of alcohol consumption. For example, all seven locations were significantly different between NE-resident and non-resident students, and more non-resident students marked all those listed locations than NE-resident students. Meanwhile, six of the nine locations were significantly different between Greek and non-Greek students, and more Greek students reported higher rates for those locations.

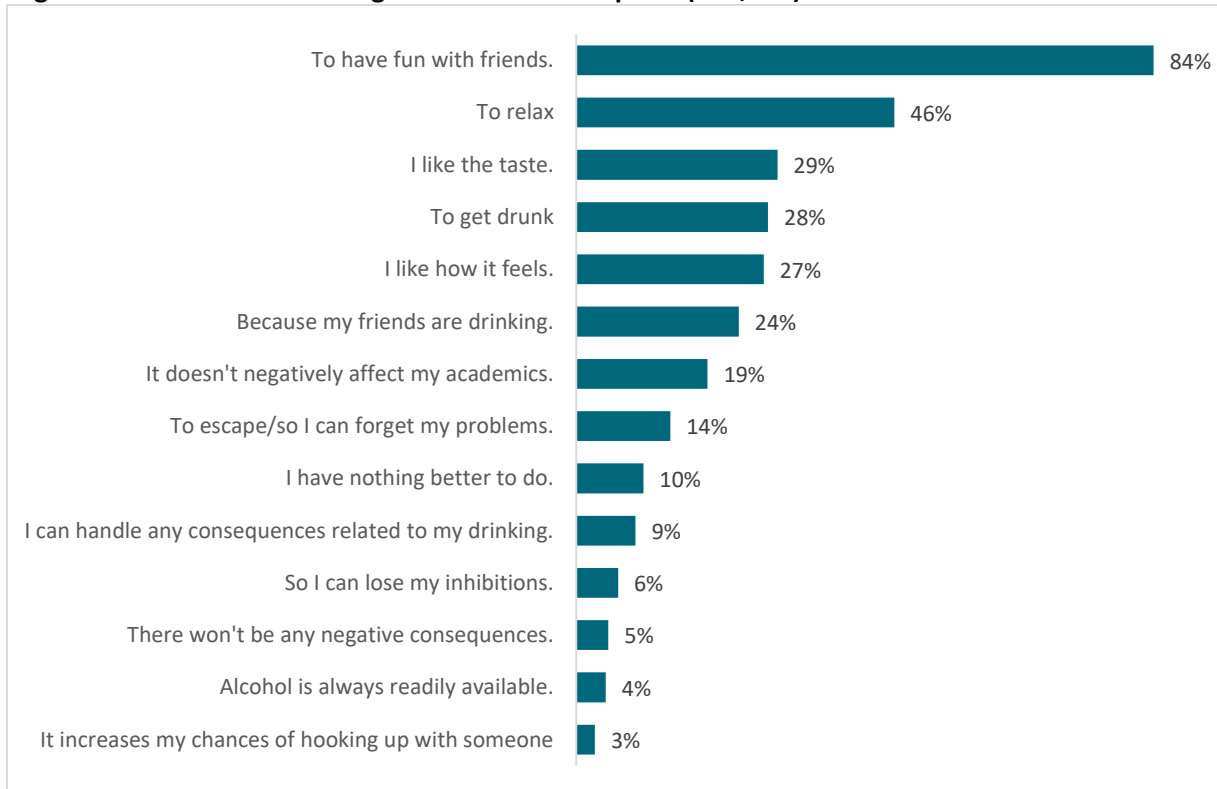
*= $p < .05$, **= $p < .01$ ***= $p < .001$

Table 4: Group differences in location of alcohol consumption

	Sex			Greek			Residency			Age			Year in school			Athlete		
	Women	Men	Sig.	Non-Greek	Greek	Sig.	Non-Resident	Resident	Sig.	Underage	Of-age	Sig.	1-2 years	3+ years	Sig.	Non-Athlete	Athlete	Sig.
Bars/restaurants				49%	61%	***	56%	45%	***	15%	75%	***	25%	69%	***			
Social gathering or friend's house (off-campus)				73%	81%	**	77%	69%	***				68%	75%	***			
Fraternity or sorority house	7%	11%	**	6%	14%	***	13%	5%	***	11%	5%	***	13%	5%	***			
Fraternity or sorority community in a residence hall				1%	4%	**	3%	1%	*	3%	1%	***	4%	0%	***			
Residence hall	9%	12%	*	9%	25%	***	22%	5%	***	18%	2%	***	20%	4%	***			
Sporting events	8%	14%	***	9%	18%	***	16%	8%	***	6%	14%	***	7%	13%	***			
Where I live							55%	63%	***	49%	71%	***	52%	69%	***	61%	49%	**
Other (please specify)										5%	2%	***	5%	2%	***			

Students who had consumed alcohol in the past year were asked what contributed to their decision to drink alcohol (see Figure 24). Overall, the most common factors reported were to have fun with friends (84%), to relax (46%), liking the taste of alcohol (29%), and to get drunk (28%).

Figure 24: Factors contributing to alcohol consumption (n=2,346)



*= $p < .05$, **= $p < .01$, ***= $p < .001$

Table 5 shows significant differences between sub-group categories in why students drank. For example, nine of the 14 factors were significantly different between men and women. Overall, more men picked up those factors, with the exceptions of the item of “To have fun with friends,” which received more marks from women.

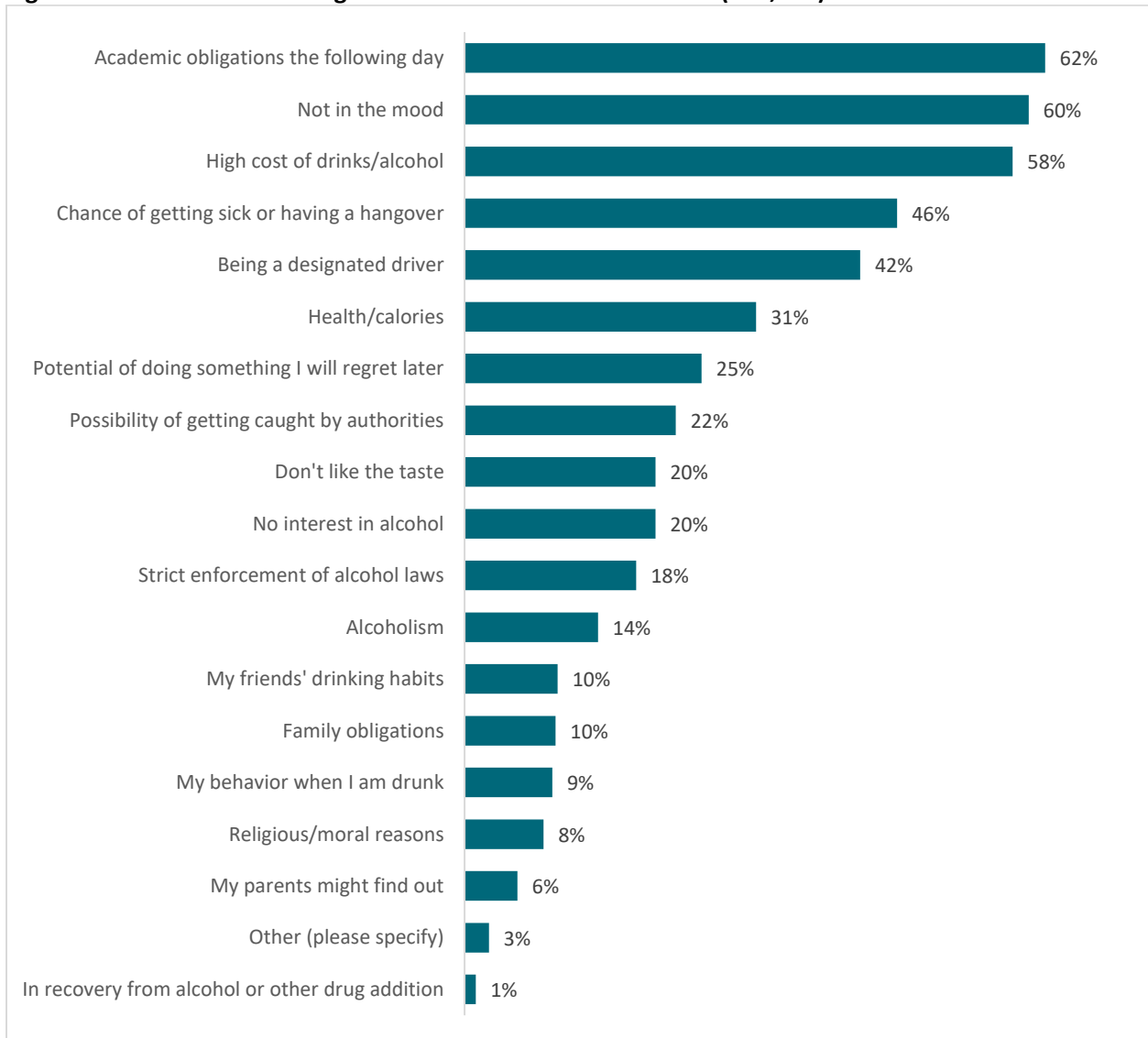
Table 5: Group differences about factors contributing to alcohol consumption

	Sex			Greek			Residency			Age			Year in school			Athlete		
	Women	Men	Sig.	Non-Greek	Greek	Sig.	Non-Resident	Resident	Sig.	Underage	Of-age	Sig.	1-2 years	3+ years	Sig.	Non-Athlete	Athlete	Sig.
To relax	43%	54%	***				43%	48%	*	41%	51%	***	44%	48%	*	47%	38%	**
To have fun with friends.	85%	81%	*	84%	95%	***	88%	83%	0									
To get drunk																		
Because my friends are drinking.				22%	33%	***	28%	22%	*									
There won't be any negative consequences.	4%	7%	*						*									
I have nothing better to do.	9%	12%	*							12%	8%	***	13%	7%	***			
I like the taste.	27%	36%	***							22%	35%	***	24%	34%	***			
I like how it feels.				27%	33%	*				29%	26%	*						
To escape/so I can forget my problems.							11%	15%	*	15%	12%	*	17%	11%	***			
It doesn't negatively affect my academics.							22%	18%	*				21%	19%	0.3			
So I can lose my inhibitions.	5%	8%	*										8%	5%	*			
I can handle any consequences related to my drinking.	7%	12%	**										10%	7%	*			
Alcohol is always readily available.	4%	6%	*															
It increases my chances of hooking up with someone	2%	5%	***															

*= $p < .05$, **= $p < .01$ ***= $p < .001$

In contrast, students were asked what factors contribute to their decision to drink less or to not drink alcohol at all (see Figure 25). Having academic obligations the following day was the most common factor (62%), followed by “not in the mood” (60%), “high cost of drinks/alcohol” (58%), and “chance of getting sick or having a hangover” (46%).

Figure 25: Factors contributing to drink less or not drink alcohol (n=2,346)



*= $p < .05$, **= $p < .01$ ***= $p < .001$

Table 6 shows significant differences between demographic sub-groups in why students chose to drink less or not to drink. For example, about 35% of students in their first or second year of college chose “Possibility of getting caught by authorities” as a reason, while only 3% of students in their third year of college or more did so.

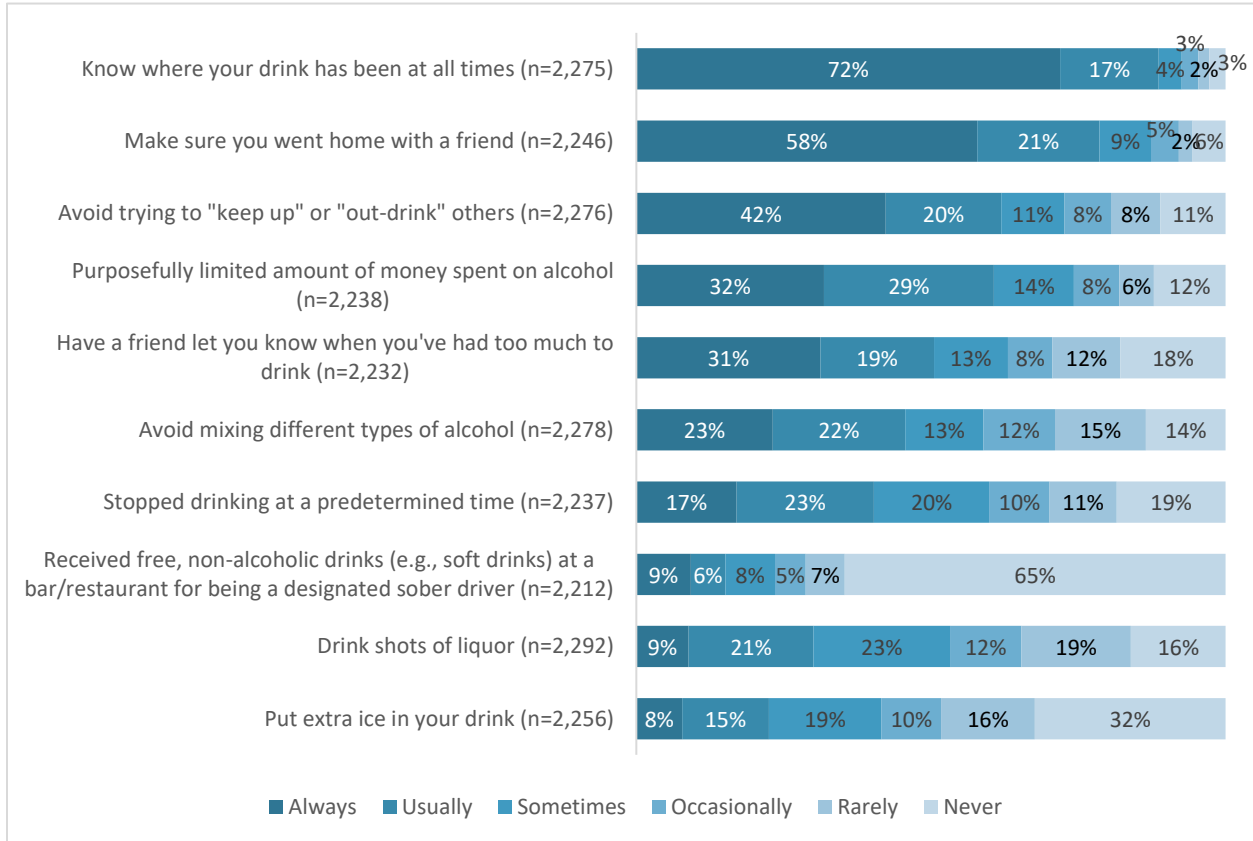
Table 6: Group differences about factors contributing to drink less or not drink alcohol

	Sex			Greek			Residency			Age			Year in school			Athlete		
	Women	Men	Sig.	Non-Greek	Greek	Sig.	Non-Resident	Resident	Sig.	Underage	Of-age	Sig.	1-2 years	3+ years	Sig.	Non-Athlete	Athlete	Sig.
High cost of drinks/alcohol				60%	74%	***	66%	56%	***	49%	67%	***	50%	68%	***			
Strict enforcement of alcohol laws										29%	9%	***	26%	10%	***			
Academic obligations the following day	64%	56%	***	61%	78%	***	70%	59%	***	64%	60%	*						
Chance of getting sick or having a hangover	50%	36%	***							39%	52%	***	41%	52%	***			
Possibility of getting caught by authorities				19%	27%	**				43%	5%	***	35%	9%	***			
My friends' drinking habits																		
Potential of doing something I will regret later													28%	22%	**			
Being a designated driver	44%	38%	*	41%	49%	**												
My parents might find out										10%	2%	***	10%	2%	***			
My behavior when I am drunk																10%	4%	**
Religious/moral reasons																		
Alcoholism										16%	13%	*	17%	12%	***			
Health/calories										23%	38%	***	25%	38%	***			
Don't like the taste	22%	17%	**															
Family obligations							7%	11%	*									
Not in the mood	62%	56%	**	61%	70%	**	65%	58%	**									
No interest in alcohol	21%	17%	*															
In recovery from alcohol or other drug addiction																		

*= $p < .05$, **= $p < .01$ ***= $p < .001$

Students were asked how often they engaged in certain behavior at parties or social gatherings where alcohol was available in the past year (see Figure 26). Overall, nearly three quarters of students (72%) indicated that they always knew where their drink was at all times, and the majority of students (58%) reported making sure they go home with a friend.

Figure 26: Actions taken when alcohol was available



*= $p < .05$, **= $p < .01$ ***= $p < .001$

Additionally, they were asked to indicate where they typically pre-party/pre-game. The most common location of pre-party/pre-game turned out to be “social gathering or friend’s house” (50%, followed by where they live (40%). The least common location was “fraternity or sorority community in a residence hall” (2%), followed by “fraternity or sorority house” (4%), as presented in Figure 27.

Figure 27: Location of pre-party/pre-game

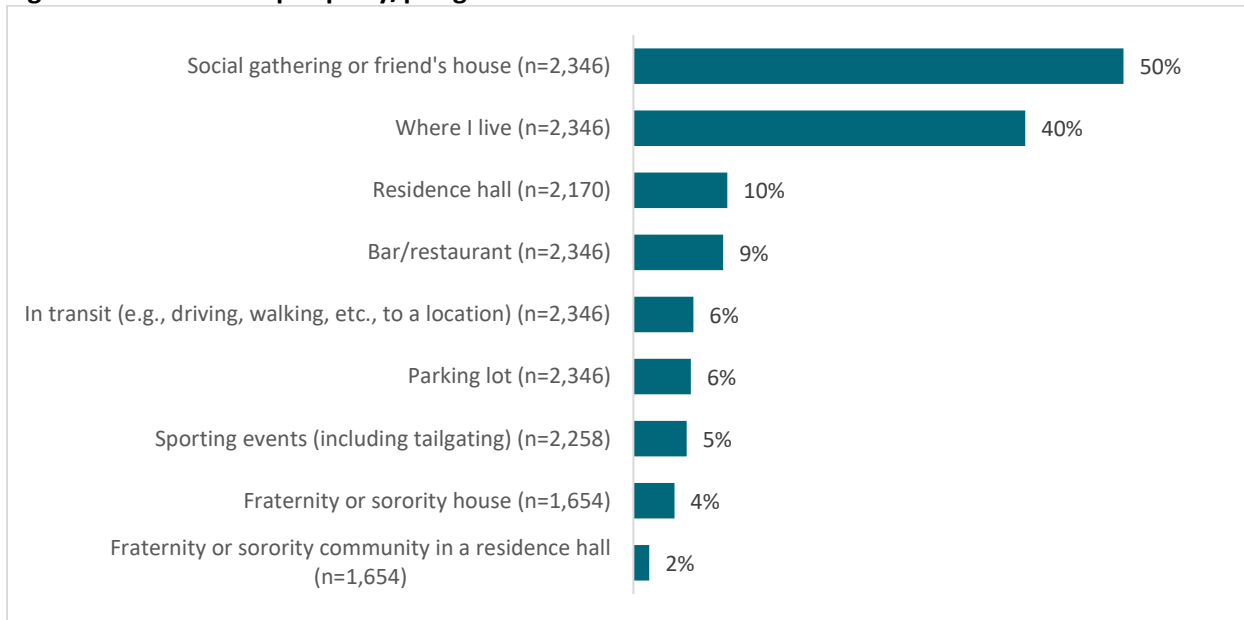


Table 7 present some significant differences between sub-group categories about where students typically pre-party/pre-game. For example, six of the 9 locations were significantly different between Greek and non-Greek students. Overall, more Greek students marked those locations for their pre-party/pre-game.

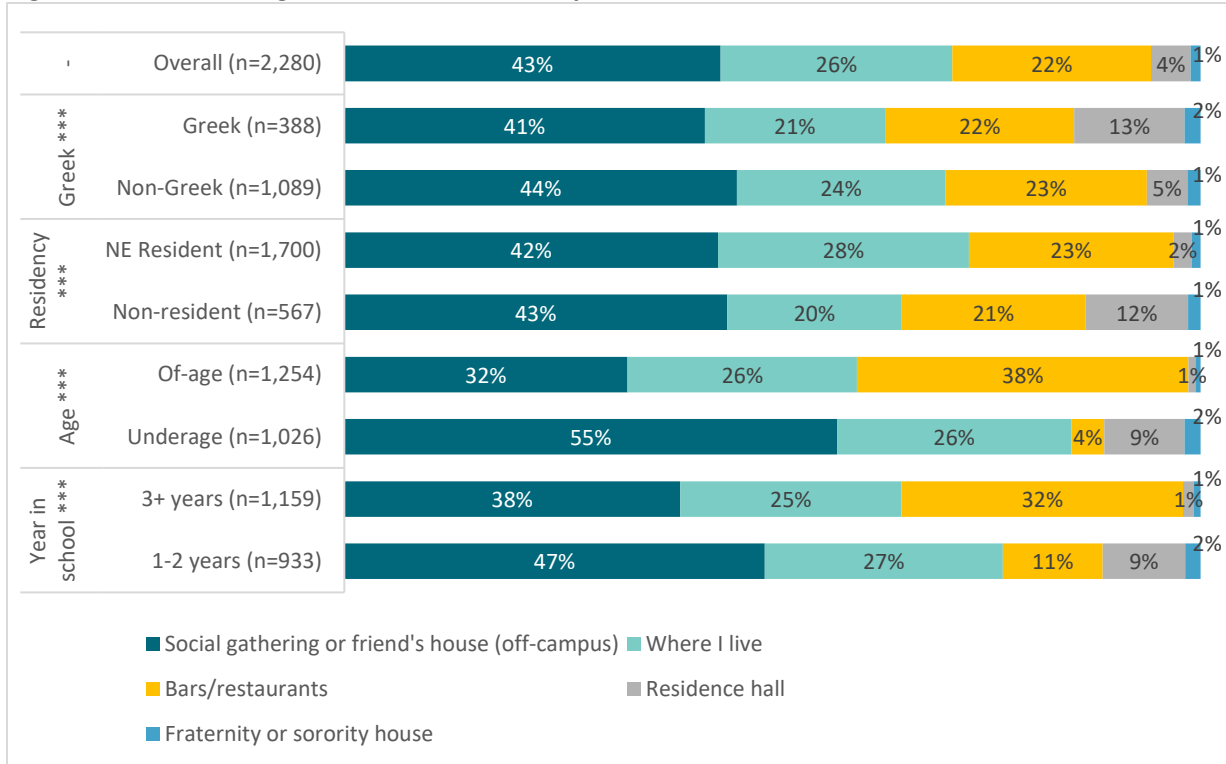
Table 7: Group differences about location of pre-party/pre-game

	Sex			Greek			Residency			Age			Year in school			Athlete		
	Women	Men	Sig.	Non-Greek	Greek	Sig.	Non-Resident	Resident	Sig.	Underage	Of-age	Sig.	1-2 years	3+ years	Sig.	Non-Athlete	Athlete	Sig.
Bar/restaurant										2%	15%	***	5%	13%	***			
Social gathering or friend's house	53%	45%	***	50%	72%	***	62%	47%	***	46%	54%	***	44%	58%	***			
Fraternity or sorority house	3%	7%	***	2%	10%	***	7%	3%	***	5%	3%	*	6%	3%	*			
Fraternity or sorority community in a residence hall				1%	5%	***	3%	1%	*	3%	0%	***	3%	1%	***			
Residence hall	9%	12%	*	9%	24%	***	22%	5%	***	18%	2%	***	20%	3%	***			
Sporting events (including tailgating)	4%	9%	***	5%	8%	*												
Parking lot							4%	7%	*				7%	5%	*			
In transit (e.g., driving, walking, etc., to a location)							8%	6%	*				8%	5%	**			
Where I live				38%	48%	**				29%	50%	***	30%	50%	***			

*= $p < .05$, **= $p < .01$ ***= $p < .001$

Students were asked to think back to the last time they consumed the most alcohol and indicate where that took place (see Figure 28). A social gathering at a friend’s house was reported to be the most common place students last consumed the most alcohol (43%), followed by where students live (26%) and Bars/restaurants (22%). However, the places were different depending on which group they belong to. For example, bars/restaurants were the second place for older students and students in their third year of college or more, as shown in Figure 28.

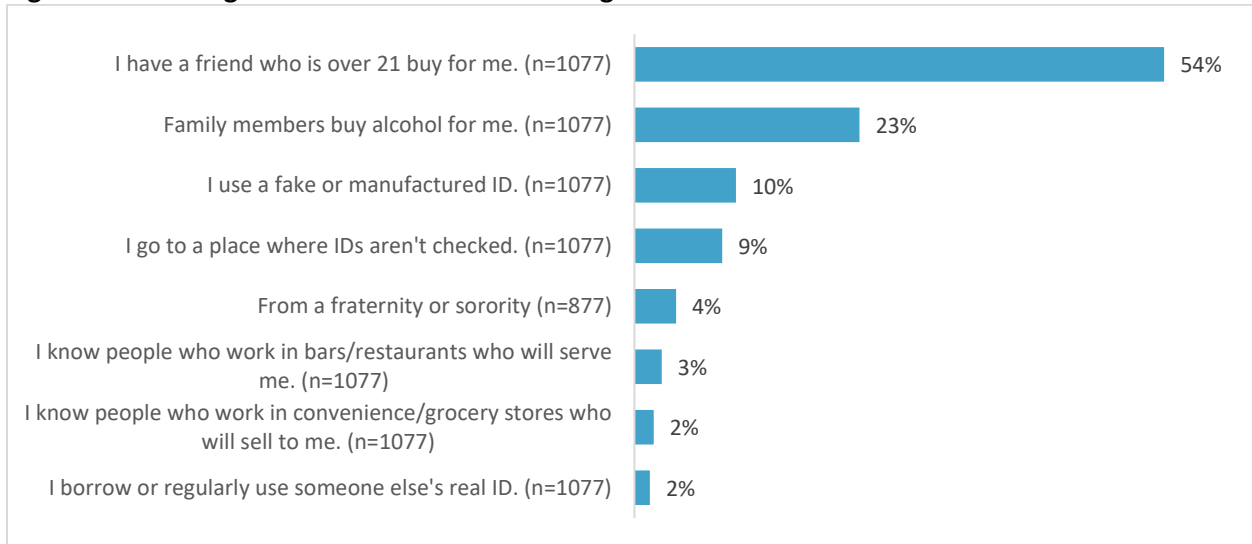
Figure 28: Location of greatest alcohol consumption



Underage drinkers were asked how they obtained alcohol (see Figure 29). Over half of students (54%) reported that they had a friend who was over 21 who bought for them. Family members were the second most common means of underage students obtaining alcohol (23%).

*= $p < .05$, **= $p < .01$ ***= $p < .001$

Figure 29: Underage student's means of obtaining alcohol



Significant differences between demographic sub-groups were found in some choices (refer to Table 8). Women were more likely than men to report having obtained from their friend who was 21+ years old or from their family members. Greek members and non-residents were more likely than their counterparts to report having used a fake or manufactured ID. NE residents and students in their first or second year of college were more likely than their counterpart to report reported that they knew people who worked in convenience/grocery stores who would sell to them.

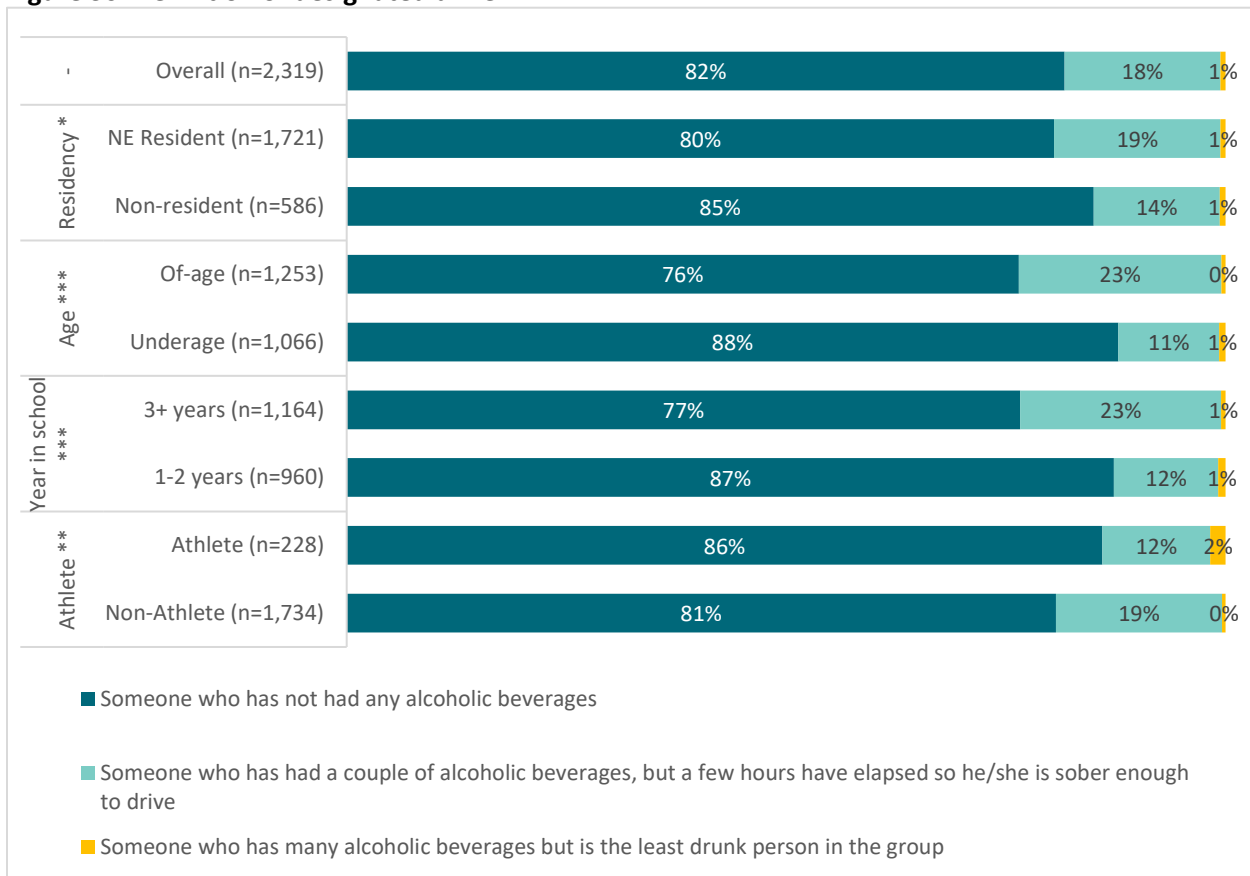
Table 8: Group differences in underage student's means of obtaining alcohol

	Sex			Greek			Residency			Age			Year in school			Athlete		
	Women	Men	Sig.	Non-Greek	Greek	Sig.	Non-Resident	Resident	Sig.	Underage	Of-age	Sig.	1-2 years	3+ years	Sig.	Non-Athlete	Athlete	Sig.
I have a friend who is over 21 buy for me.	57%	45%	**															
I use a fake or manufactured ID.				8%	25%	***	23%	5%	***									
I borrow or regularly use someone else's real ID.																		
Family members buy alcohol for me.	25%	16%	**															
I know people who work in bars/restaurants who will serve me.																		
I go to a place where IDs aren't checked.							13%	7%	**									
I know people who work in convenience/grocery stores who will sell to me.							4%	1%	**				3%	0%	*			
From a fraternity or sorority																		

*= p<.05, **= p<.01 ***= p<.001

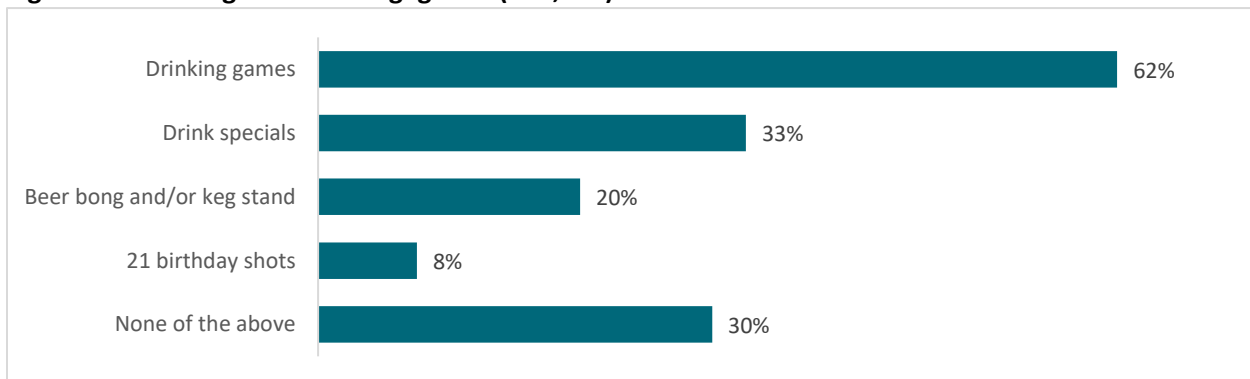
Students were asked how they define a designated driver. Eighty-two percent of students defined a designated driver as “someone who has not had any alcoholic beverages” (Figure 30). This rate was significantly higher for non-resident students, younger (underage) students, students in their first or second year of college, and non-athlete students.

Figure 30: Definition of designated driver



Respondents were given a list of four alcohol-related activities and were asked which, if any, of the activities they had participated in during the past academic year (see Figure 31). Overall, the most common activity students engaged in was drinking games (62%), followed by drink specials (33%), beer bong and/or keg stand (20%). Approximately 30% said they had not engaged in any of the activities.

Figure 31: Drinking activities engaged in (n=2,346)



*= $p < .05$, **= $p < .01$ ***= $p < .001$

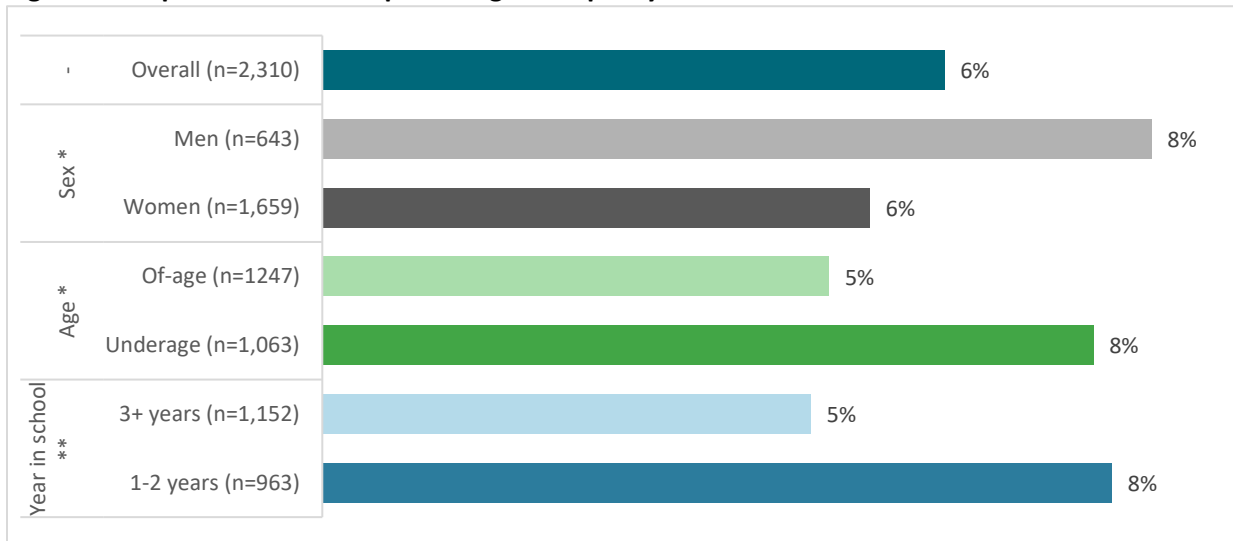
Demographic group differences were present throughout all four activities. More men engaged in beer bong and/or keg stand. Significant differences were also found between NE-resident and non-resident students in all four activities; non-resident students more engaged in all listed activities but 21 birthday shots. Three activities were different between Greek and non-Greek students, between younger and older students, and between non-athlete students and student-athletes, as presented in Table 9.

Table 9: Group differences in alcohol-related activities

	Sex			Greek			Residency			Age			Year in school			Athlete		
	Women	Men	Sig.	Non-Greek	Greek	Sig.	Non-Resident	Resident	Sig.	Underage	Of-age	Sig.	1-2 years	3+ years	Sig.	Non-Athlete	Athlete	Sig.
21 birthday shots							5%	9%	**	3%	12%	***	5%	10%	***			
Beer bong and/or keg stand	18%	27%	***	18%	25%	**	24%	19%	**							20%	30%	**
Drinking games				61%	81%	***	70%	59%	***				58%	66%	***	63%	71%	*
Drink specials				32%	43%	***	37%	32%	*	15%	48%	***	21%	45%	***	34%	26%	*
None of the above				31%	16%	***	25%	32%	**	35%	26%	***	35%	25%	***	30%	23%	*

Students were asked if they had experienced alcohol poisoning in the last year, and overall 6% (n=2,310 drinkers) indicated that they had experienced alcohol poisoning. More men, younger students, and students in their first or second year of college reported experiencing alcohol poisoning, as shown in Figure 32.

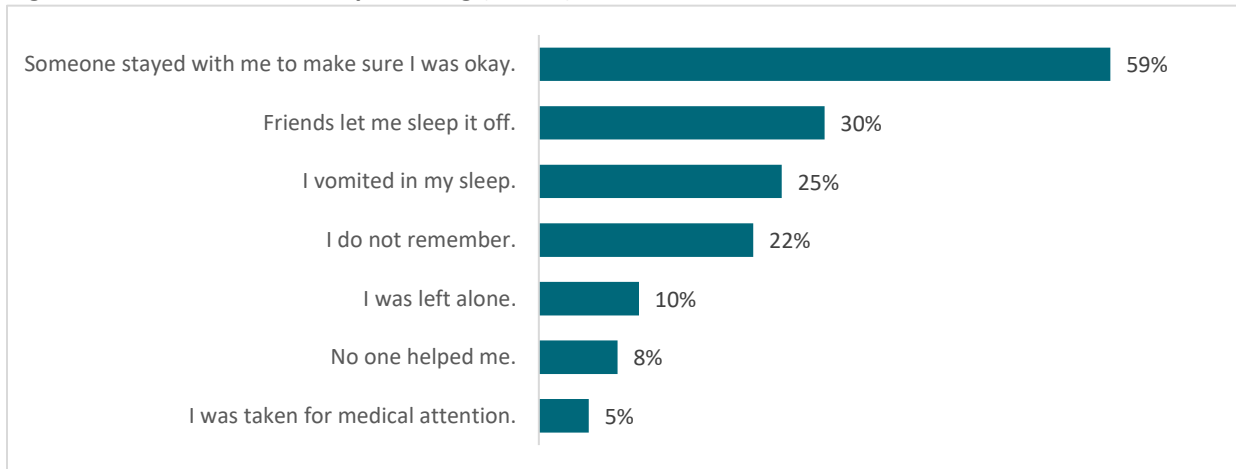
Figure 32: Experienced alcohol poisoning in the past year



Among students who experienced alcohol poisoning, the majority (59%) reported that someone stayed with them to make sure they were okay (refer to Figure 33 for other results).

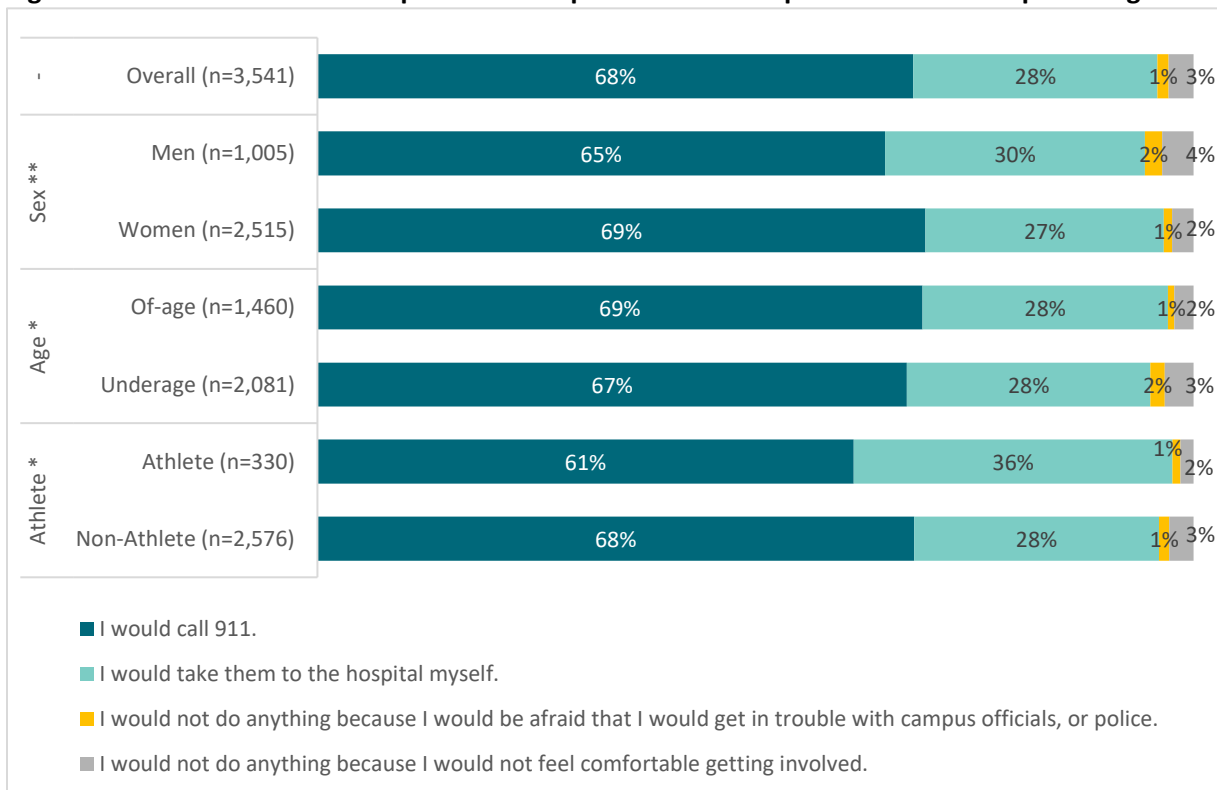
*= $p < .05$, **= $p < .01$, ***= $p < .001$

Figure 33: Results of alcohol poisoning (n=135)



If in the presence of a student they suspected had alcohol poisoning, more than two-thirds of students indicated that they would call 9-1-1, and 28% said they would take the student to the hospital themselves. More women, older students, and non-athlete students marked calling 911 than their counterparts, as presented in Figure 34.

Figure 34: Actions to take in the presence of a peer students suspected had alcohol poisoning

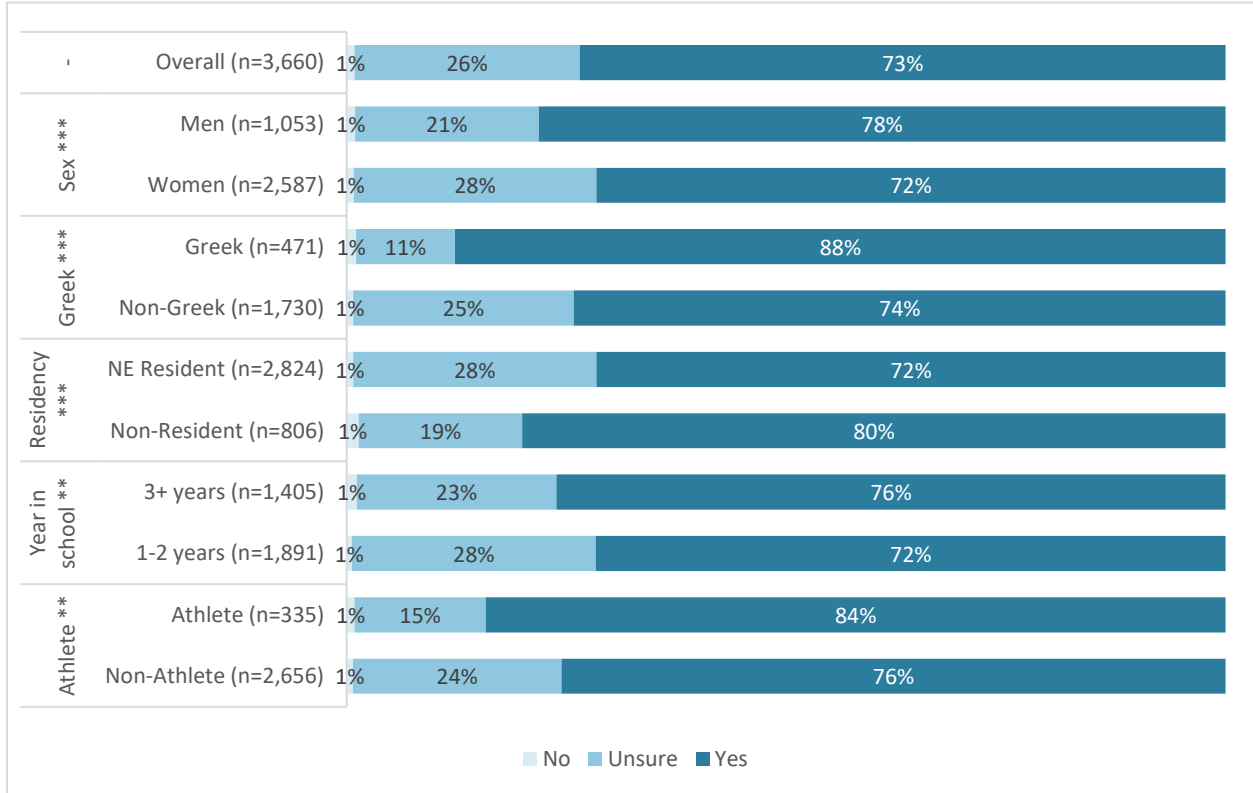


*= $p < .05$, **= $p < .01$ ***= $p < .001$

Sexual Experiences with Alcohol

The majority of students reported that their campus had a sexual violence policy (73%). Men, Greek students, non-resident students, students in their third year of college or more, and student-athletes were more likely to say there was a campus policy (Figure 35).

Figure 35: Awareness of a campus policy on sexual violence



Overall, 90% of students reported that their campus was concerned about sexual violence. The rate was higher for NE-resident students, and students in their first or second year of college (Figure 36.)

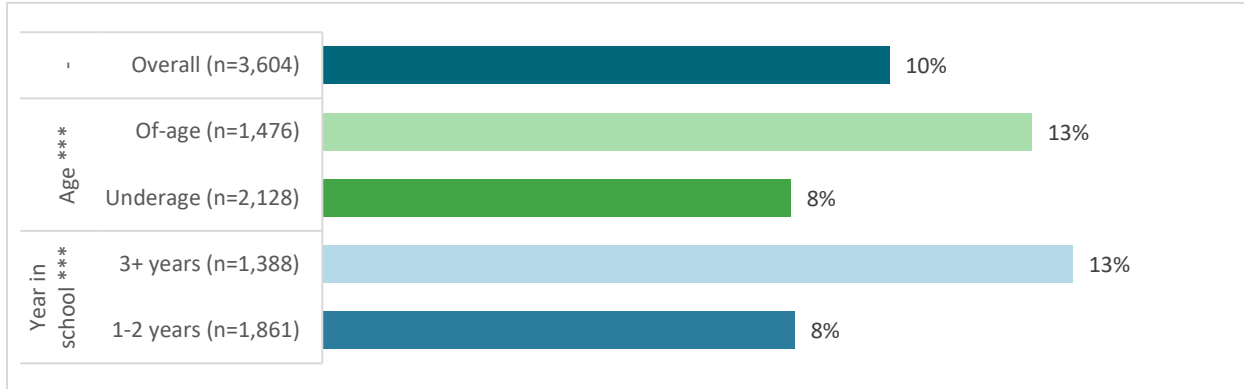
Figure 36: Thought campus was concerned about sexual violence



*= $p < .05$, **= $p < .01$, ***= $p < .001$

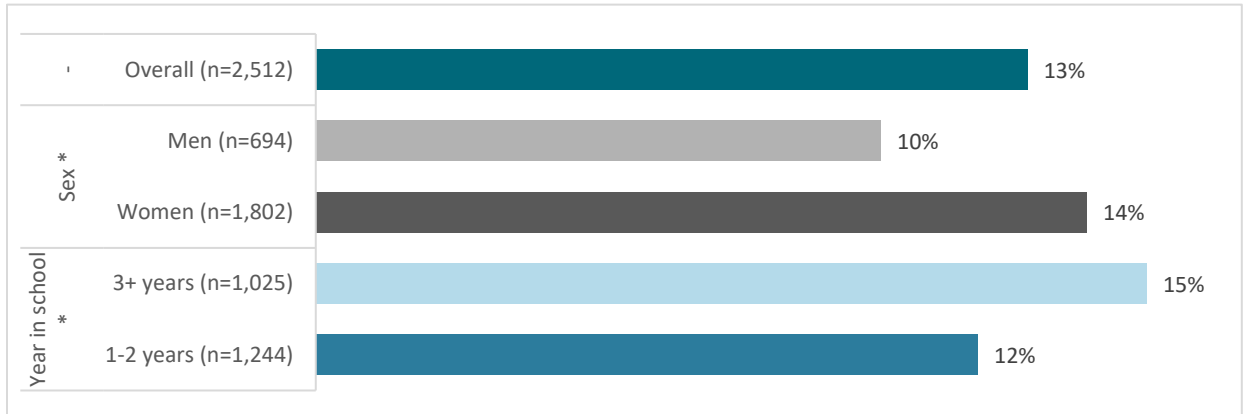
One out of ten students said they had used alcohol or drugs to help them feel more comfortable with a sexual partner in the past year. The rate was higher for older students and students in their third year of college or more, as shown in Figure 37.

Figure 37: Used alcohol or drugs to help feel more comfortable with a sexual partner



A larger percentage of students (13%) indicated that they had done more sexually than they had originally planned due to drinking alcohol or using drugs. The rate was higher for women and students in their third year of college or more, as presented in Figure 38. About 30% of students reported having no sexual partners in the past year.

Figure 38: Done more sexually than had originally planned due to drinking alcohol or using drugs



*= $p < .05$, **= $p < .01$ ***= $p < .001$

When asked how they agreed or disagreed with the statement “If both people are drunk, it can’t be rape,” over four out of five students (82%) indicated that they disagreed or strongly disagreed with the statement. Women, Greek students, and students in their third year of college or more were more likely than their counterparts to disagree or strongly disagree with the statement, as presented in Figure 39.

Figure 39: Level of agreement with rape scenario

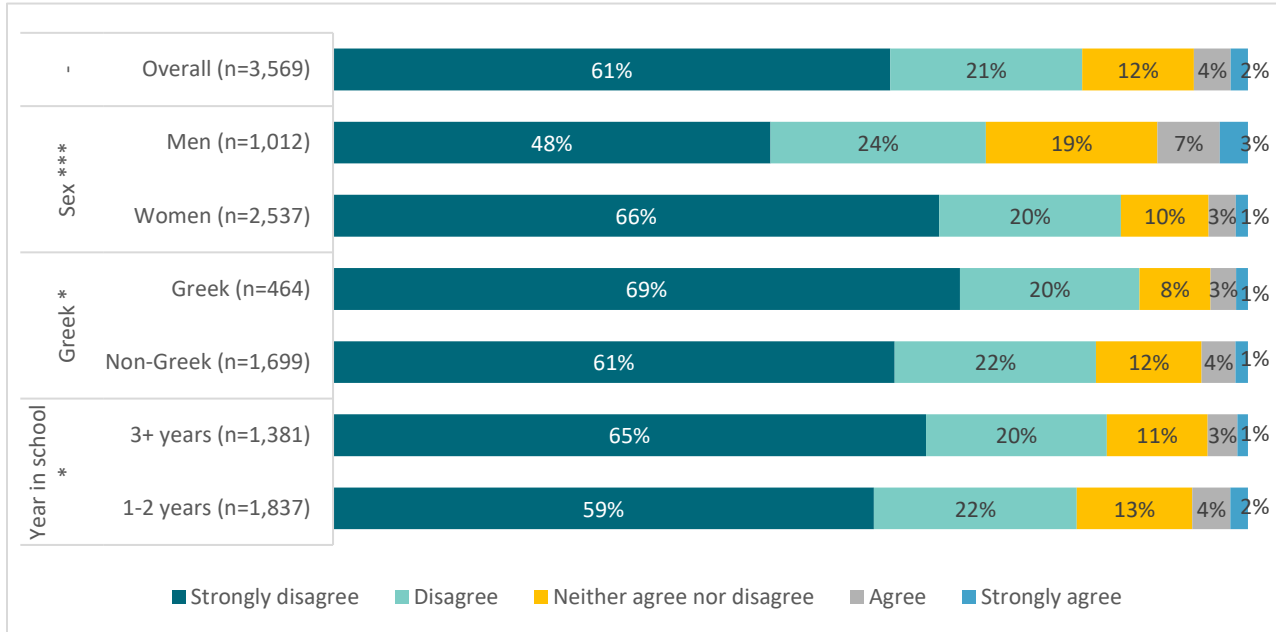
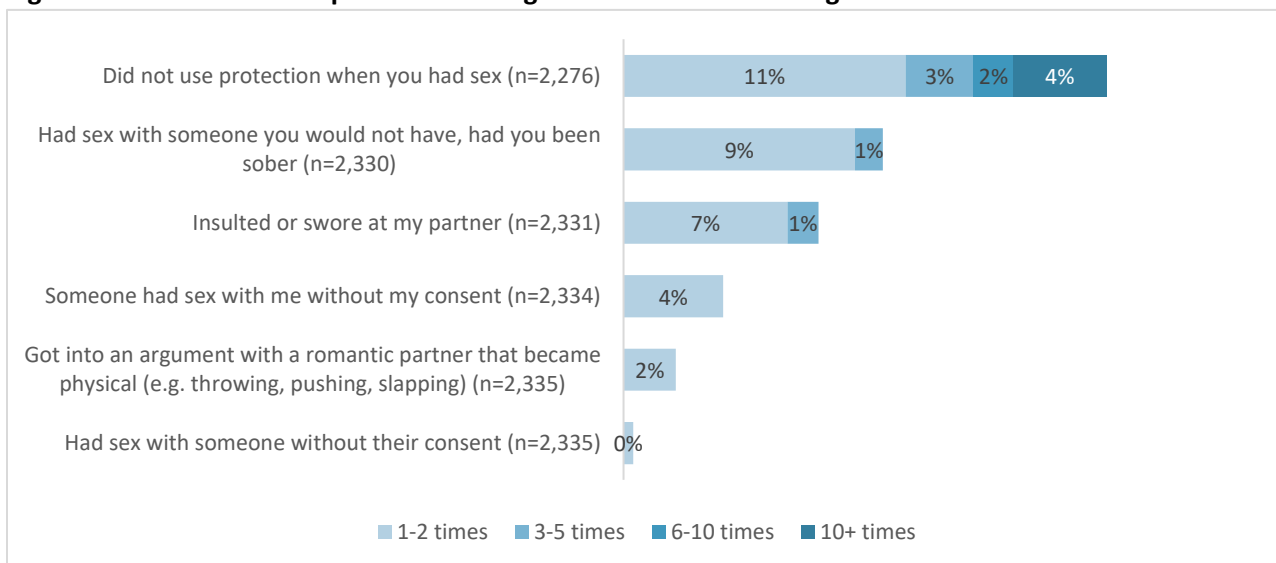


Figure 40 presents how often students experienced sexual harms while they were drinking or because of their drinking. Overall, more students reported not using protection when you had sex as a result of drinking (19%), having sex with someone they would not have had they been sober (11%), and insulting or swearing at their partner (11%) as major sexual harms caused by drinking. While very rare, nine students reported having sex with someone without their consent.

Figure 40: Sexual harms experienced during or as a result of drinking



*= $p < .05$, **= $p < .01$ ***= $p < .001$

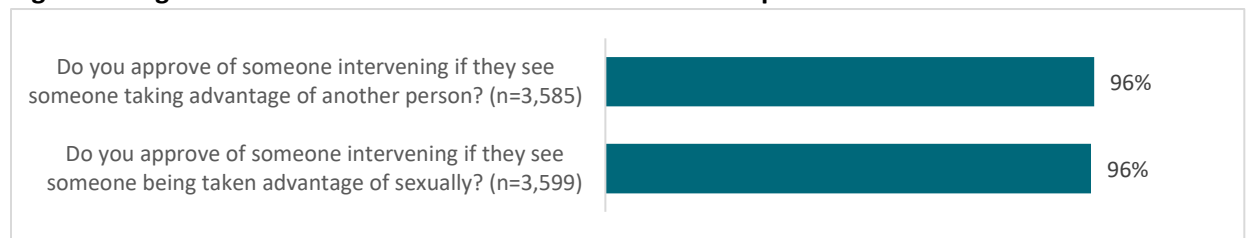
Table 10 shows significant demographic group differences in experiencing sexual harms due to drinking. Three of the six harms were significantly different between men and women, and two harms between NE residents and non-residents and between younger (underage) and older (of-age) students. Women and NE-resident students reported higher rates for those items.

Table 10: Group differences in sexual harms experienced during or as a result of drinking

	Sex			Greek			Residency			Age			Year in school			Athlete		
	Women	Men	Sig.	Non-Greek	Greek	Sig.	Non-Resident	Resident	Sig.	Underage	Of-age	Sig.	1-2 years	3+ years	Sig.	Non-Athlete	Athlete	Sig.
Had sex with someone without their consent																		
Someone had sex with me without my consent	5%	3%	*							6%	3%	**						
Had sex with someone you would not have, had you been sober																		
Did not use protection when you had sex							16%	20%	*									
Got into an argument with a romantic partner that became physical (e.g. throwing, pushing, slapping)	3%	1%	**															
Insulted or swore at my partner	10%	3%	***				6%	9%	**	7%	10%	*						

Students were asked if they approved of a series of statements regarding alcohol and sexual assault (refer to Figure 41). Nearly all students (96%) approved of someone intervening if they saw someone taking advantage of another person and if they saw someone being taken advantage of sexually. Greek students (n=470) were more likely than non-Greek students (n=1,710) to approve if they see someone taking advantage of another person (99% vs. 97%, $p < 0.05$).

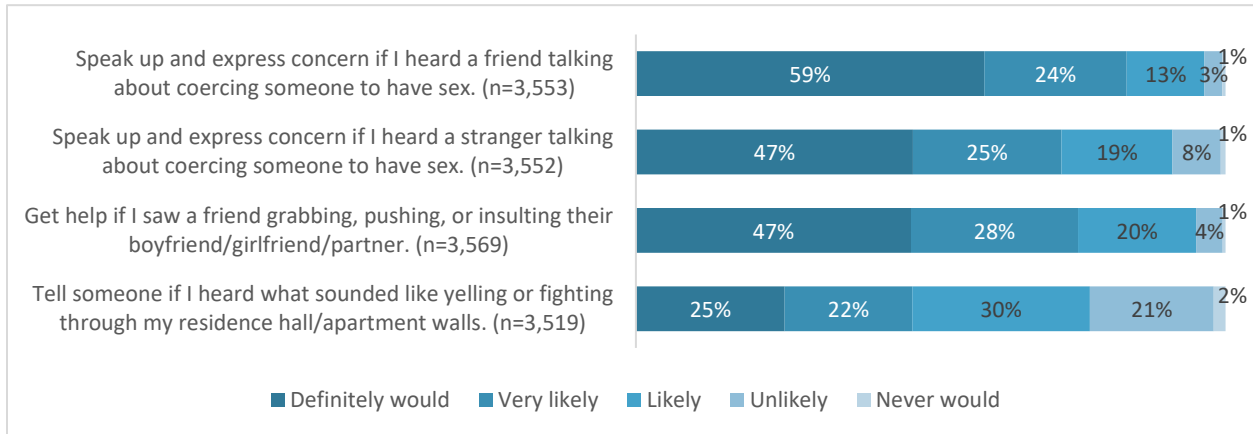
Figure 41: Agreement with sexual assault and alcohol consumption scenarios



*= $p < .05$, **= $p < .01$ ***= $p < .001$

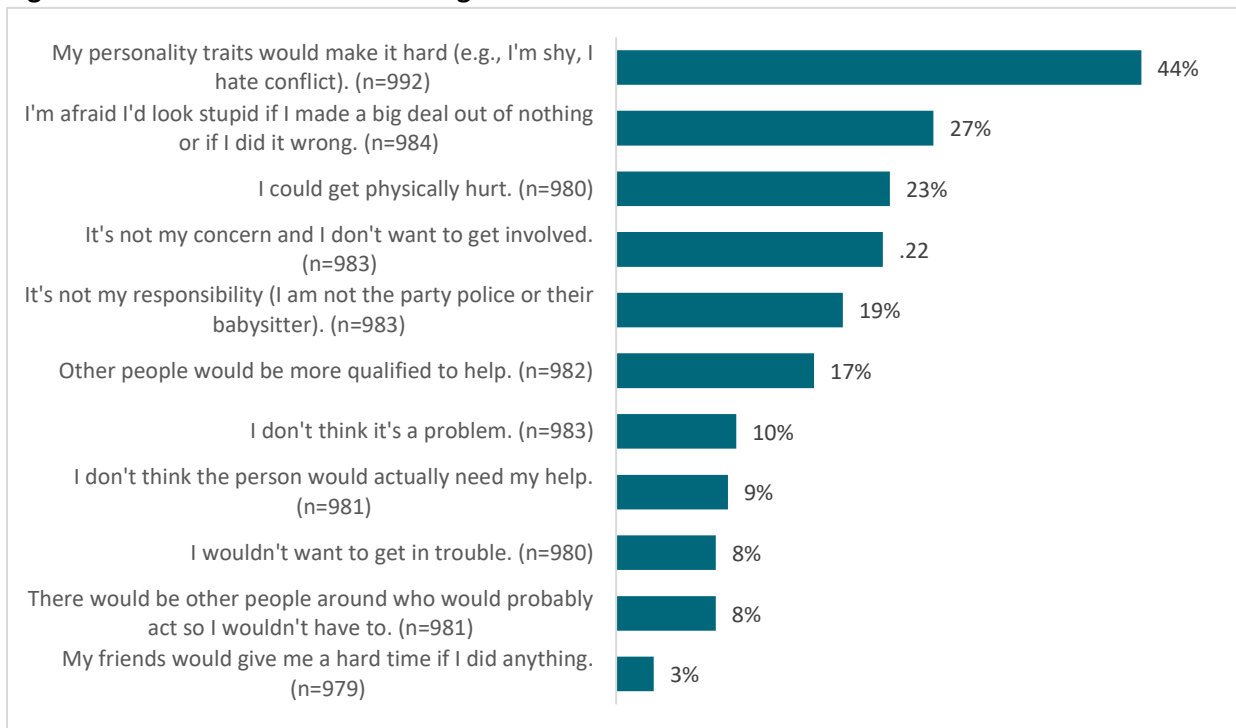
Students were asked questions regarding bystander intervention and help seeking behaviors. Respondents indicated how likely they were to engage in a list of behaviors (Figure 42). Students were most likely to intervene if they heard a friend talking about coercing someone to have sex. The scenario in which students were least likely to intervene was if they heard what sounded like yelling or fighting through my residence hall/apartment walls.

Figure 42: Likelihood to intervene as bystander



Respondents that indicated they would never or be unlikely to intervene in the above scenarios were asked to select reasons that would prevent them from intervening from a list of statements (Figure 43). Almost half of the students (44%) said that their personality traits would make it difficult, and over a quarter (27%) were afraid to look stupid if they made a big deal out of nothing or if they did it wrong.

Figure 43: Reasons for not intervening



*= $p < .05$, **= $p < .01$ ***= $p < .001$

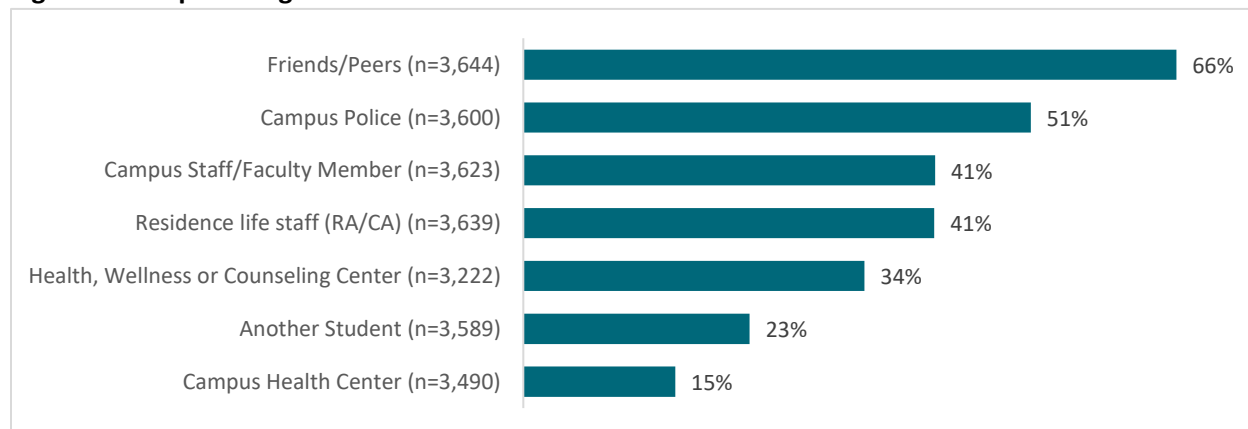
Table 11 presents significant demographic group differences in reasons for not intervening. Five of the 11 reasons were significantly different between NE-resident and non-resident students; non-resident students were more likely refer to four of those five reasons for not intervening.

Table 11: Group differences in reasons for not intervening

	Sex			Greek			Residency			Age			Year in school			Athlete		
	Women	Men	Sig.	Non-Greek	Greek	Sig.	Non-Resident	Resident	Sig.	Underage	Of-age	Sig.	1-2 years	3+ years	Sig.	Non-Athlete	Athlete	Sig.
I don't think it's a problem.	8%	14%	**				14%	9%	*							9%	21%	**
I'm afraid I'd look stupid if I made a big deal out of nothing or if I did it wrong.	29%	22%	*															
There would be other people around who would probably act so I wouldn't have to.																		
My friends would give me a hard time if I did anything.																		
It's not my responsibility (I am not the party police or their babysitter).	16%	25%	**				24%	18%	*									
I could get physically hurt.	27%	13%	***															
My personality traits would make it hard (e.g., I'm shy, I hate conflict).	49%	34%	***				33%	47%	***									
I don't think the person would actually need my help.							16%	8%	**									
Other people would be more qualified to help.																		
I wouldn't want to get in trouble.										10%	6%	*						
It's not my concern and I don't want to get involved.	19%	30%	***				30%	20%	**							21%	32%	*

Students were asked where they would go for help after these situations occurred (Figure 44). Two thirds of students indicated that they would get help from friends/peers, and 51% marked campus police. The least common response option chosen was help from the campus health center (15%).

Figure 44: Help seeking



*= p<.05, **= p<.01 ***= p<.001

Table 12 shows significant demographic group differences in help seeking. Five of the seven resources for help were significantly different between Greek and non-Greek students and between NE-resident and non-resident students. More Greek students and non-resident students sought help from those five resources.

Table 12: Group differences in help seeking

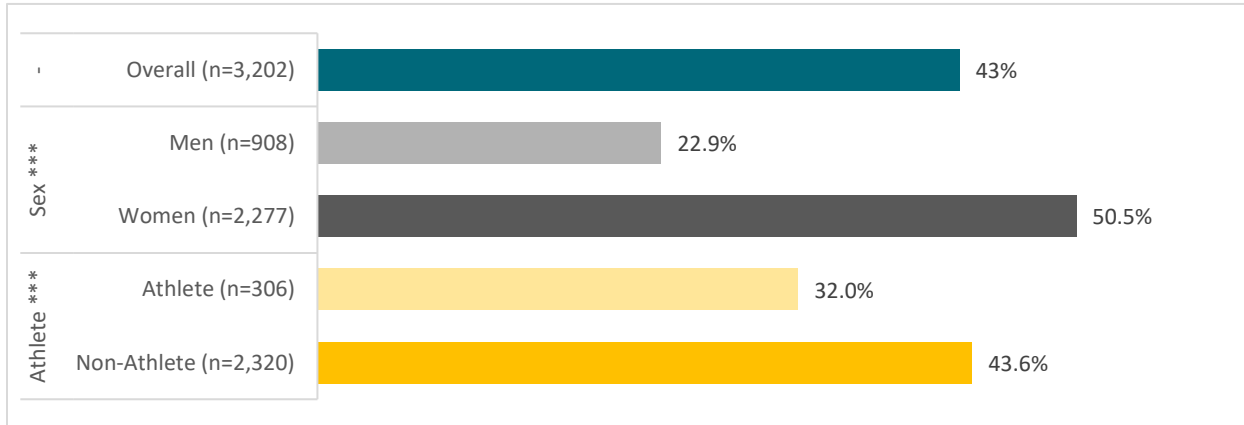
	Sex			Greek			Residency			Age			Year in school			Athlete		
	Women	Men	Sig.	Non-Greek	Greek	Sig.	Non-Resident	Resident	Sig.	Underage	Of-age	Sig.	1-2 years	3+ years	Sig.	Non-Athlete	Athlete	Sig.
Friends/Peers				67%	79%	***	71%	64%	***				64%	70%	***			
Another Student	21%	28%	***	22%	31%	***	29%	21%	***									
Health, Wellness or Counseling Center	36%	30%	**	31%	45%	***	44%	31%	***	33%	36%	*	32%	38%	**	34%	41%	*
Residence life staff (RA/CA)	43%	38%	*	46%	53%	**	50%	39%	***	47%	33%	***	45%	39%	**			
Campus Health Center				14%	18%	*	20%	14%	***									
Campus Police										49%	53%	*						
Campus Staff/Faculty Member	43%	36%	***													39%	46%	*

*= $p < .05$, **= $p < .01$ ***= $p < .001$

Drug Use and Related Behaviors

Overall, 43% of students indicated that they currently took any prescription medication or over-the-counter drugs (Figure 45). The rates were significantly higher for women and non-athlete students.

Figure 45: Current taking of prescription medication or over-the-counter drugs



Respondents indicated that they had used stimulants (5%), pain medication/opiates (5%), sleeping medication (2%), or benzodiazepines/sedatives (2%) without a doctor's prescription in the past year, as presented in Figure 46.

Figure 46: Prescription drug(s) used without a doctor's prescription

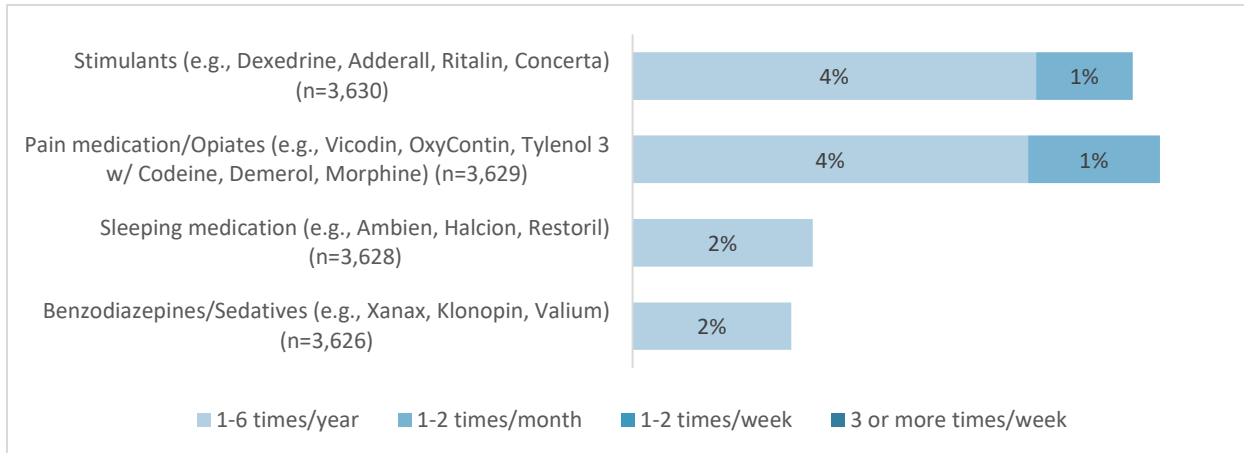


Table 13 shows significant demographic group differences in using used the prescription drug(s) without a doctor's prescription. For stimulants, the rates were higher for men, older students, and students in their third year of college or more. For pain medication/opiates, non-Greek students were twice as likely as Greek students to report use.

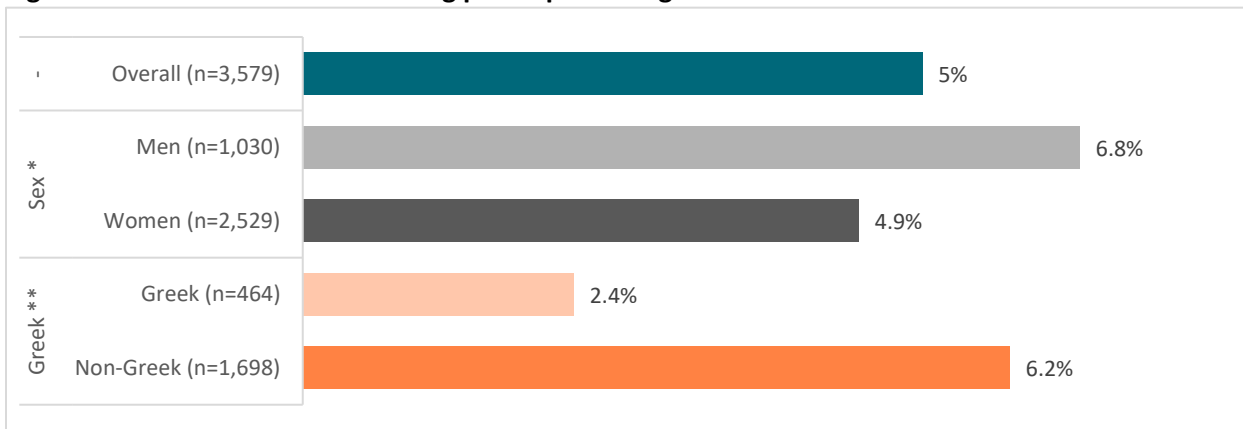
*= $p < .05$, **= $p < .01$ ***= $p < .001$

Table 13: Group differences in prescription drug(s) used without a doctor's prescription

	Sex			Greek			Residency			Age			Year in school			Athlete		
	Women	Men	Sig.	Non-Greek	Greek	Sig.	Non-Resident	Resident	Sig.	Underage	Of-age	Sig.	1-2 years	3+ years	Sig.	Non-Athlete	Athlete	Sig.
Stimulants (e.g., Dexedrine, Adderall, Ritalin, Concerta)	4%	8%	***							5%	7%	**	5%	7%	**			
Pain medication/Opiates (e.g., Vicodin, OxyContin, Tylenol 3 w/ Codeine, Demerol, Morphine)				6%	3%	**												
Sleeping medication (e.g., Ambien, Halcion, Restoril)																		
Benzodiazepines/Sedatives (e.g., Xanax, Klonopin, Valium)																		

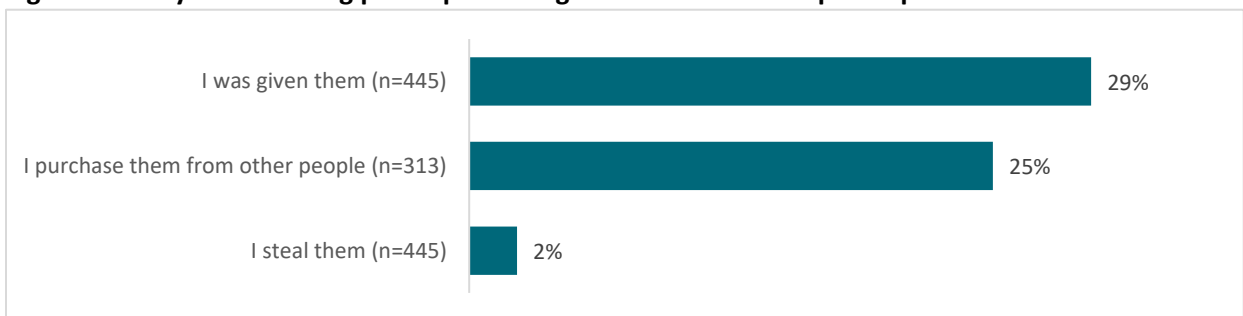
Six percent of respondents said they had drunk alcohol while taking prescription drugs in a manner other than prescribed in the past year. Overall, 5% said they had driven a vehicle after using prescription drugs in the past year, which was more common for men and non-Greek students (Figure 47).

Figure 47: Drove a vehicle after using prescription drugs



Among users of non-prescribed prescription drugs, about three out of ten respondents (29%) said they were given prescription drugs without a doctor's prescription, and a quarter of students said they purchased them from other people. Only 2% reported having stolen them, as shown in Figure 48.

Figure 48: Ways of obtaining prescription drugs without a doctor's prescription



*= $p < .05$, **= $p < .01$, ***= $p < .001$

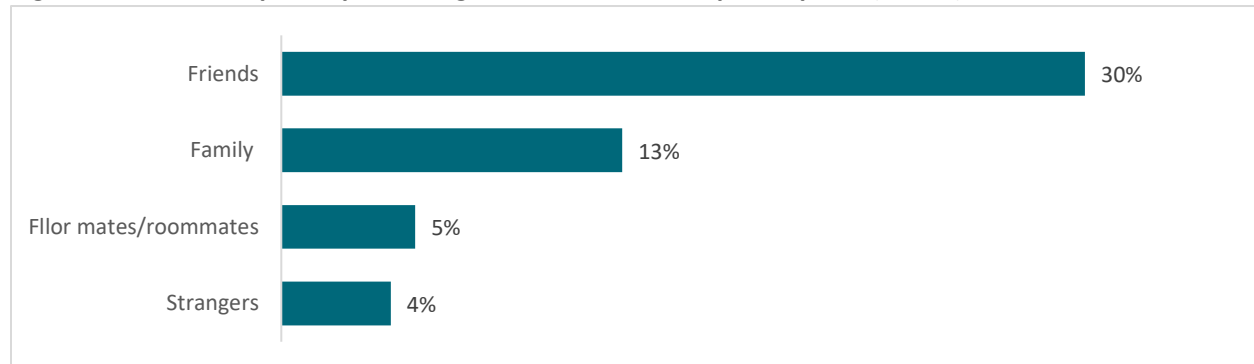
Table 14 presents significant demographic group differences in the ways of obtaining prescription drugs without a doctor’s prescription. Older students and students in their third year of college or more were more likely to say they were given them. Men and student in their third year of college or more were more likely to purchase them.

Table 14: Group differences in ways of obtaining prescription drugs without a doctor's prescription

	Sex			Greek			Residency			Age			Year in school			Athlete		
	Women	Men	Sig.	Non-Greek	Greek	Sig.	Non-Resident	Resident	Sig.	Underage	Of-age	Sig.	1-2 years	3+ years	Sig.	Non-Athlete	Athlete	Sig.
I purchase them from other people	20%	32%	*										20%	35%	**			
I steal them																		
I was given them										25%	35%	*	22%	42%	***			

Students who used a prescription drug without a doctor’s prescription were asked the source of their non-prescribed prescription drugs. Three in ten said that they obtained their prescription drugs from friends, while 13% obtained from a family member (Figure 49). More men (38% vs. 26%, $p<0.05$), Greek students (47% vs. 31%, $p<0.05$), older students (36% vs. 24%, $p<0.01$), and students in their third year of college or more (42% vs. 22%, $p<0.001$) obtained them from a friend.

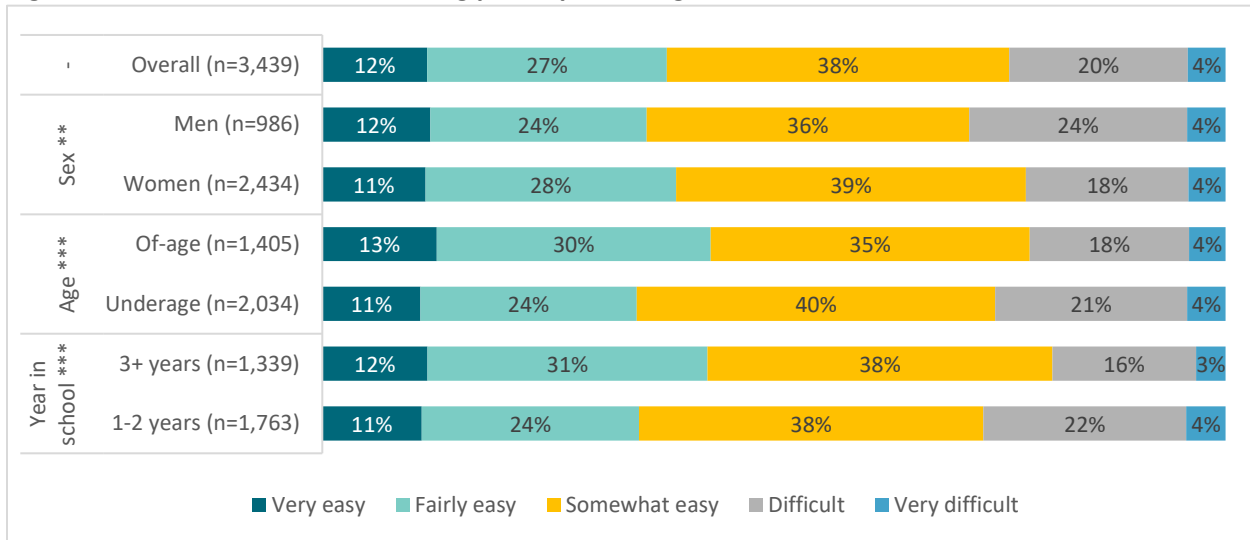
Figure 49: Source of prescription drugs without a doctor's prescription (n=445)



Students were asked to indicate how easy they thought it was for the typical student to obtain prescription drugs without a doctor’s prescription (see Figure 50), and 39% marked “Fairly easy” or “Very easy,” while about a quarter (24%) marked “Difficult” or “Very difficult.” Women, older students, and students in their third year of college or more thought it was easier for the typical student to obtain prescription drugs without a doctor’s prescription.

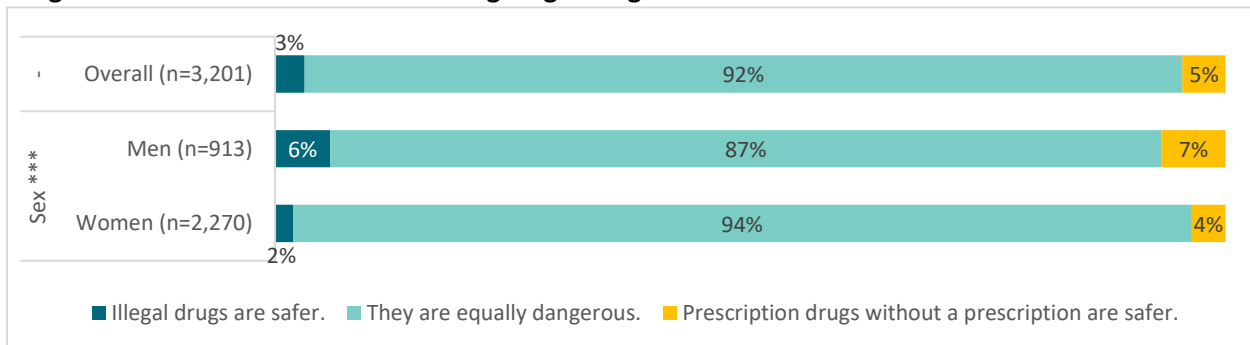
*= $p<.05$, **= $p<.01$ ***= $p<.001$

Figure 50: Perceived ease of obtaining prescription drugs



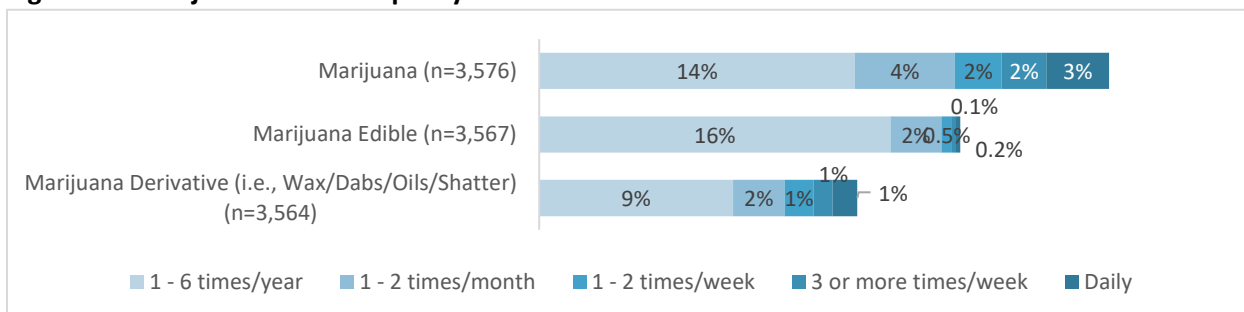
Nearly all students (92%) thought using prescription drugs without a prescription, or as other than as directed, was equally dangerous as using illegal drugs. The rate was higher for women, as shown in Figure 51.

Figure 51: Comparison between “using prescription drugs without a prescription, or using prescription drugs other than as directed” and “using illegal drugs”



A quarter of respondents said they had used marijuana in the past year (see Figure 52). Fewer students marijuana edibles (19%), and/or marijuana derivatives (14%).

Figure 52: Marijuana use in the past year



*= $p < .05$, **= $p < .01$ ***= $p < .001$

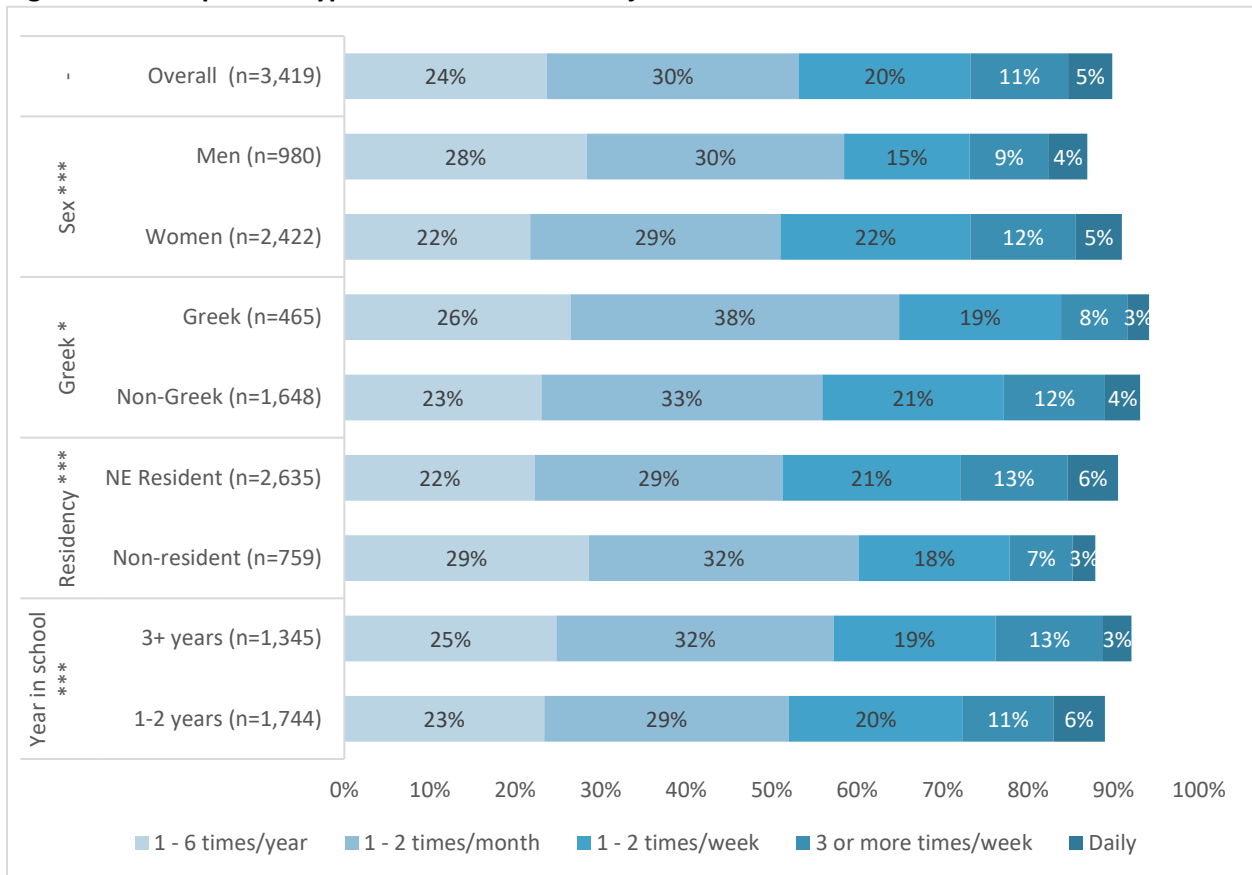
Table 15 shows significant demographic group differences in marijuana use. Men were more likely to use all three types of marijuana asked about. Older students and students in their third year of college or more were more likely to use marijuana and marijuana edibles.

Table 15: Group differences in marijuana use

	Sex			Greek			Residency			Age			Year in school			Athlete		
	Women	Men	Sig.	Non-Greek	Greek	Sig.	Non-Resident	Resident	Sig.	Underage	Of-age	Sig.	1-2 years	3+ years	Sig.	Non-Athlete	Athlete	Sig.
Marijuana	24%	28%	*							23%	29%	***	24%	30%	***			
Marijuana Derivative (i.e., Wax/Dabs/Oils/Shatter)	12%	18%	***															
Marijuana Edible	18%	21%	*	20%	27%	**				16%	22%	***	17%	24%	***			

Meanwhile, when asked how often they thought the typical student on their campus used marijuana, about 16% said that students used marijuana more than 3+ times a week. Women, non-Greek students, NE-resident students, and students in their third year of college or more were more likely than their counterparts to mark higher frequencies, as shown in Figure 53.

Figure 53: Perception of typical student use of marijuana



*= $p < .05$, **= $p < .01$, ***= $p < .001$

Of the students who indicated using marijuana in the past year, about seven out of ten (69%) used it at a gathering or friend’s house off campus, and about half used in their home (49%). Over a third used in a car (38%), and outdoors (35%), as presented in Figure 54.

Figure 54: Location of marijuana use

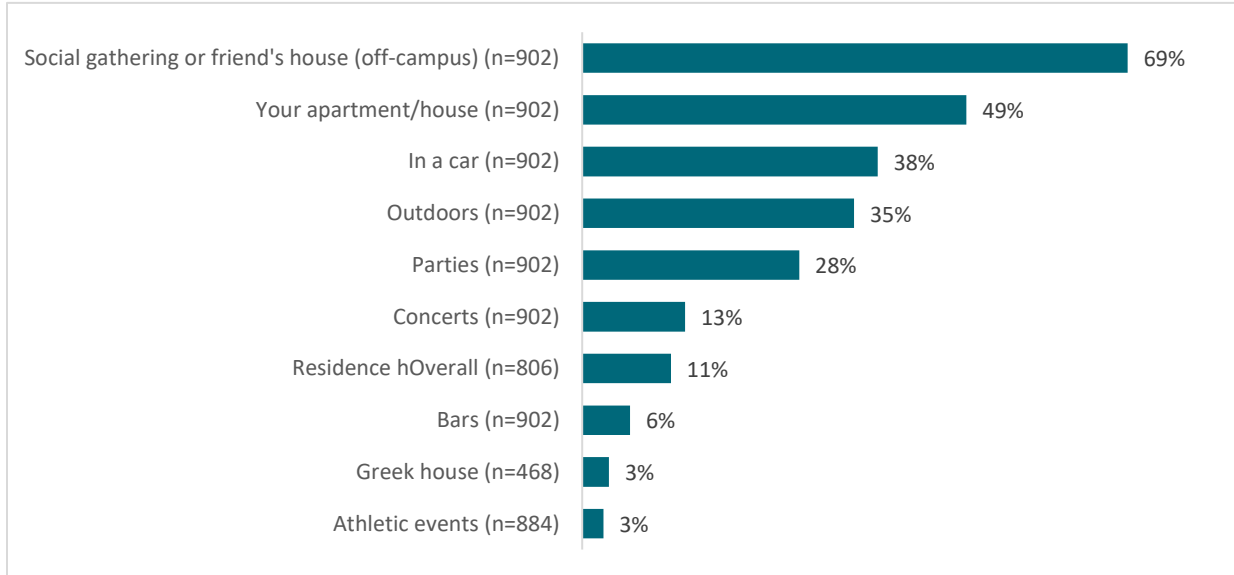


Table 16 presents significant demographic group differences in the location of marijuana use. Six of the 10 locations were significantly different between men and women. More men marked those six locations as a place of their marijuana use.

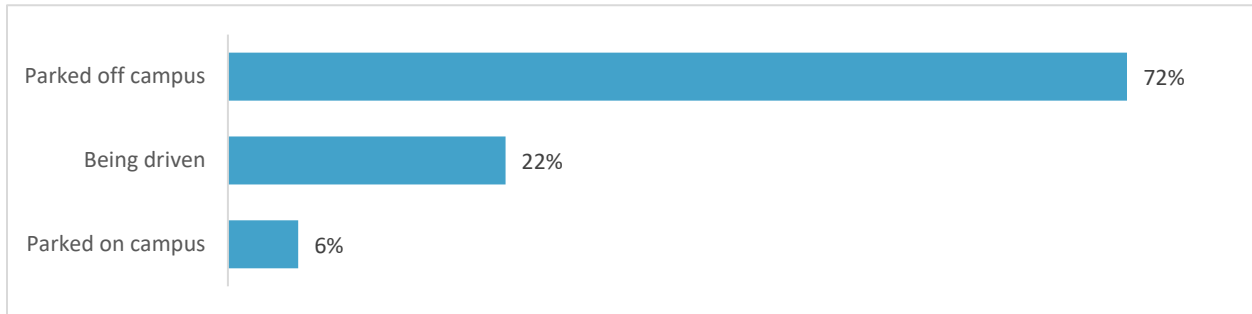
Table 16: Group differences in the location of marijuana use

	Sex			Greek			Residency			Age			Year in school			Athlete		
	Women	Men	Sig.	Non-Greek	Greek	Sig.	Non-Resident	Resident	Sig.	Underage	Of-age	Sig.	1-2 years	3+ years	Sig.	Non-Athlete	Athlete	Sig.
Residence hall	9%	16%	**				25%	7%	***	18%	4%	***	18%	5%	***			
Your apartment/house				51%	36%	**				39%	61%	***	41%	60%	***			
Greek house																		
Athletic events	1%	6%	***										5%	1%	**			
Concerts	11%	17%	*															
Bars	5%	9%	*							2%	10%	***	5%	8%	*			
Parties	23%	37%	***	24%	33%	*	33%	26%	*									
Social gathering or friend's house (off-campus)																		
Outdoors	29%	45%	***															
In a car										45%	29%	***	45%	30%	***			

*= $p < .05$, **= $p < .01$ ***= $p < .001$

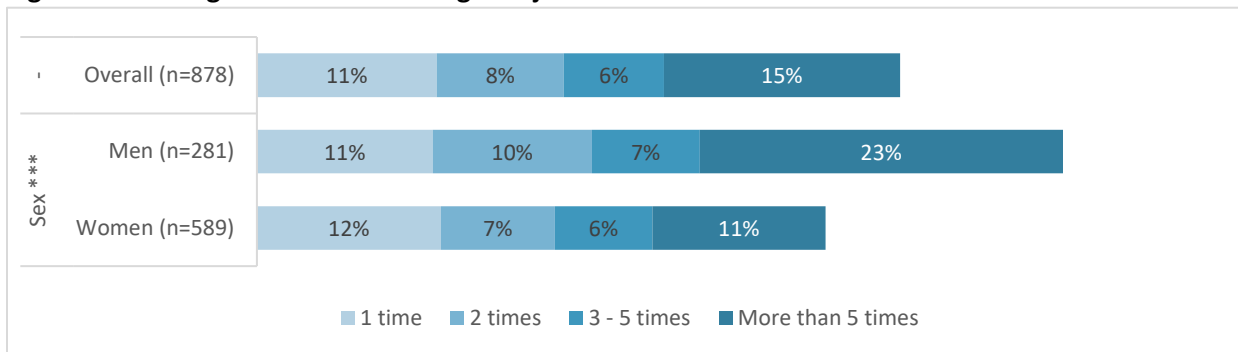
About three-quarters of students who had used marijuana in a car (72%) said that the car was parked off campus (see Figure 55). Nearly a quarter (22%) used while the car was being driven.

Figure 55: The status of the car when using marijuana in a car (n=319)



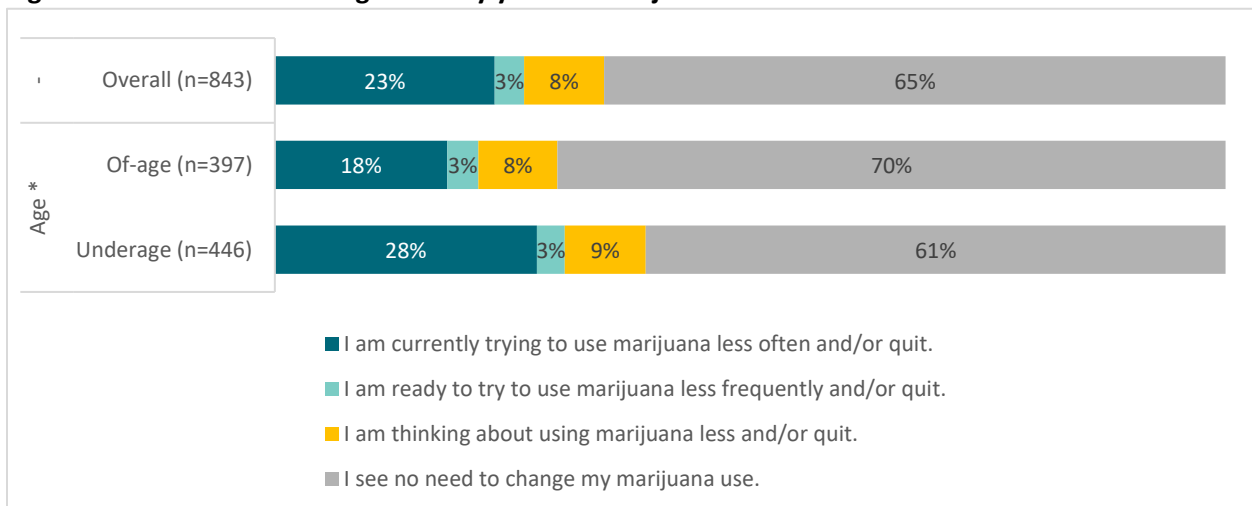
Two out of five students who said they had used marijuana in the past drove a vehicle after using marijuana at least once. Men were more likely than women to drive after using marijuana (Figure 56).

Figure 56: Driving a vehicle after using marijuana



Nearly two-thirds of respondents (65%) said they saw no need to change their marijuana use, and almost a quarter (23%) were trying to use less/quit. Students in their third year of college or more were more likely to see no need to change their marijuana use (70%) (Figure 57).

Figure 57: Intentions to change the way you use marijuana



*= $p < .05$, **= $p < .01$ ***= $p < .001$

Additionally, students were asked about their use of other drugs and tobacco. Student use of hallucinogens (5%), cocaine (3%), and heroin (0.1%) in the past year was low (Figure 58).

Figure 58: Use of cocaine, hallucinogens, and heroin

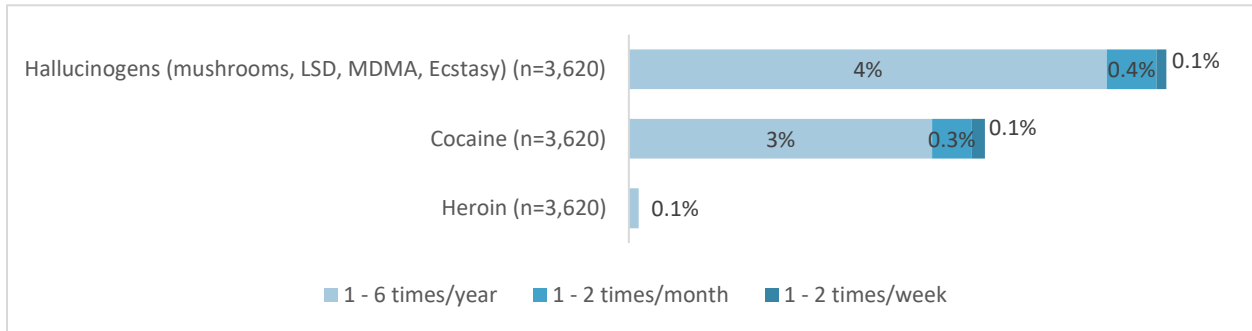


Table 17 presents significant demographic group differences in using cocaine, hallucinogens, and heroin. Men and students in their third year of college or more were more likely to use cocaine and hallucinogens than their counterparts.

Table 17: Group differences in use of cocaine, hallucinogens, and heroin

	Sex			Greek			Residency			Age			Year in school			Athlete		
	Women	Men	Sig.	Non-Greek	Greek	Sig.	Non-Resident	Resident	Sig.	Underage	Of-age	Sig.	1-2 years	3+ years	Sig.	Non-Athlete	Athlete	Sig.
Cocaine	2%	4%	**							2%	4%	***						
Hallucinogens (mushrooms, LSD, MDMA, Ecstasy)	3%	8%	***							4%	6%	**						
Heroin																		

*= $p < .05$, **= $p < .01$ ***= $p < .001$

Among tobacco using students, JUUL was the most commonly used product in the past year, with almost a quarter (23%) of respondents using (Figure 59). About eight percent of students indicated using a JUUL at least once a week. Tobacco pipes were the least used product.

Figure 59: Use of tobacco products

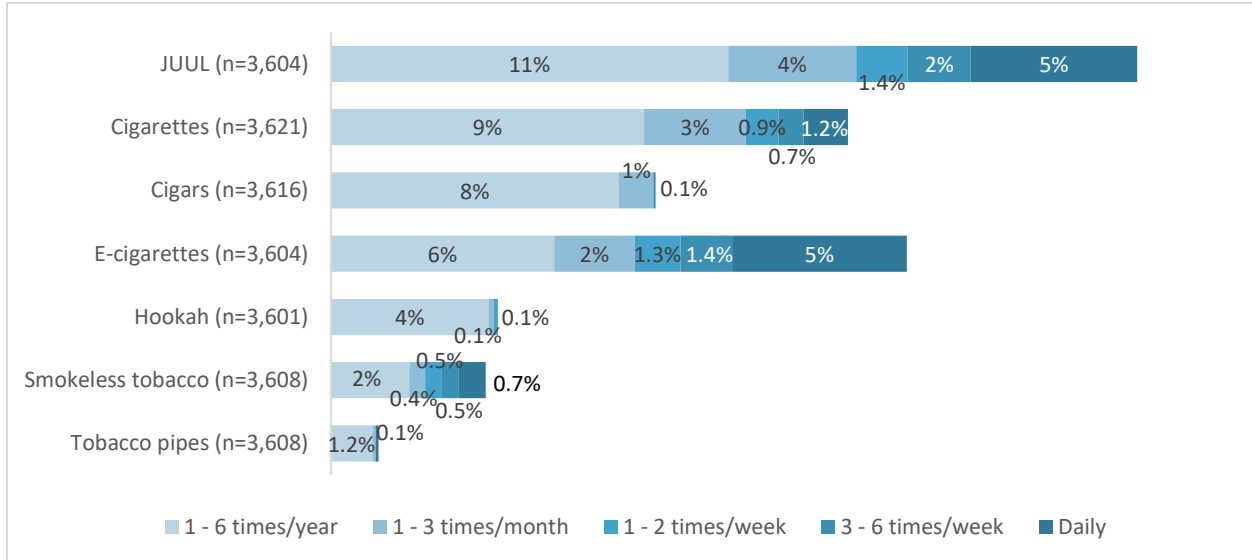


Table 18 presents significant demographic group differences in using tobacco products. Six of the seven products were used more by men than women. Four of the seven products were used by more Greek students.

Table 18: Group differences in use of tobacco products

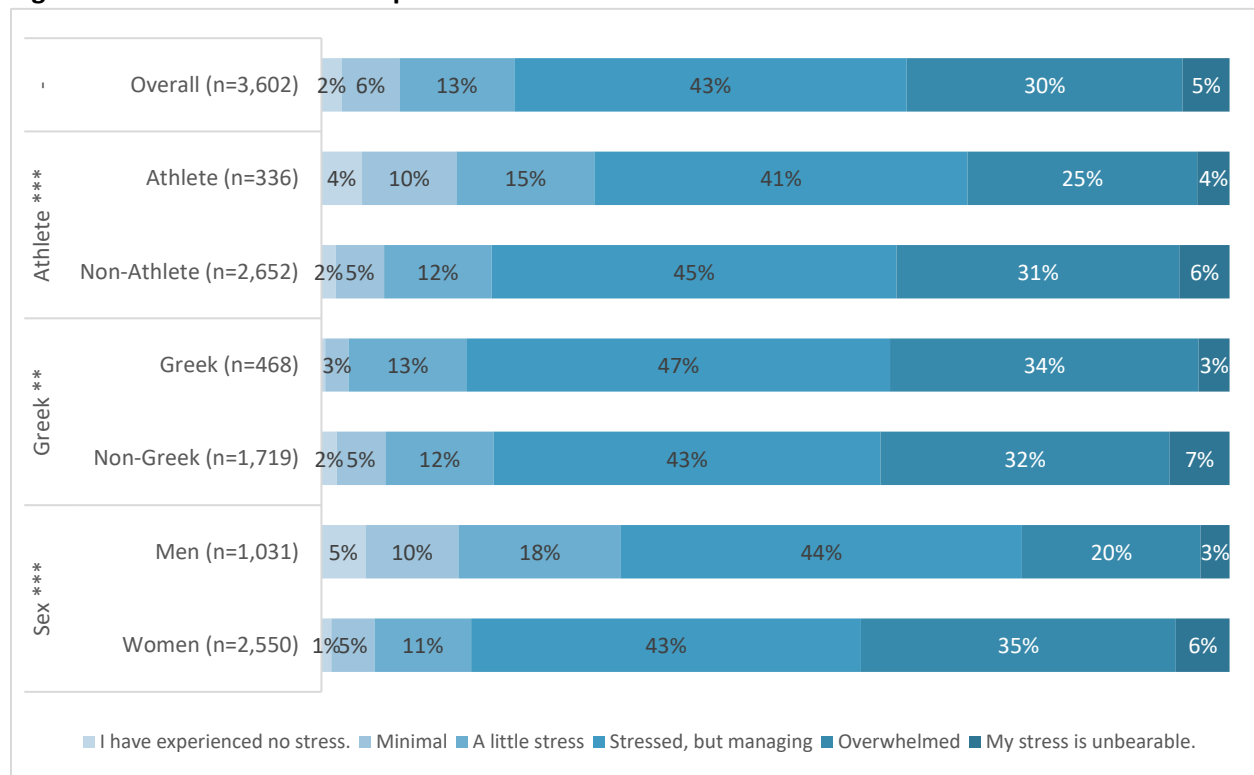
	Sex			Greek			Residency			Age			Year in school			Athlete		
	Women	Men	Sig.	Non-Greek	Greek	Sig.	Non-Resident	Resident	Sig.	Underage	Of-age	Sig.	1-2 years	3+ years	Sig.	Non-Athlete	Athlete	Sig.
Cigarettes	12%	19%	***	13%	19%	**				13%	17%	***				15%	10%	*
Cigars	5%	20%	***	8%	14%	***	11%	9%	*	7%	12%	***	8%	11%	**			
Smokeless tobacco	2%	11%	***	3%	5%	*										4%	7%	*
Tobacco pipes	1%	3%	***															
Hookah	4%	6%	*							4%	6%	**						
E-cigarettes	14%	21%	***										18%	14%	**			
JUUL				21%	35%	***	25%	22%	*									

*= $p < .05$, **= $p < .01$, ***= $p < .001$

Mental Health

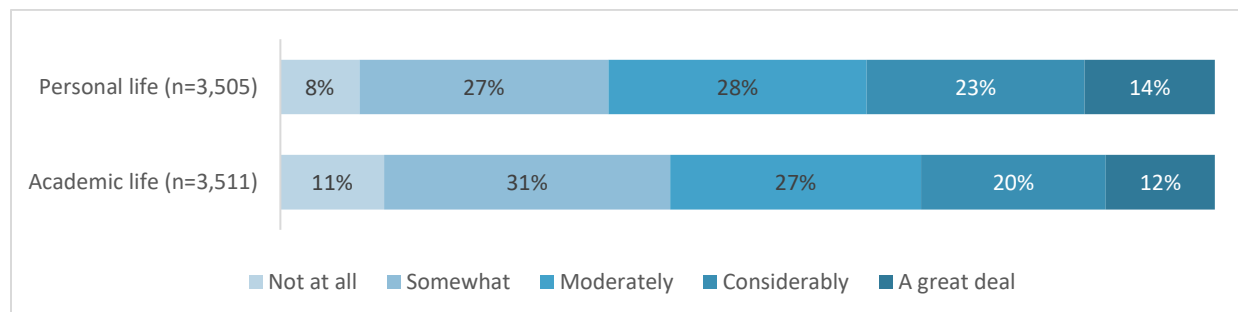
Students were asked a series of questions pertaining to mental health. When queried about how stressed they felt in the past two weeks, 35% said they were overwhelmed by their stress or that their level of stress was unbearable. Women and non-athlete students were more likely to suffer from more severe stress, as shown in Figure 60. Non-Greek students were more likely to say that had minimal stress.

Figure 60: Level of stress in the past two weeks



Students were also asked to report the degree to which stress impacted or interfered with your academic life and personal life, the results are presented in Figure 61. The percentages of students who said that stress impacted or interfered considerably or a great deal with their personal life and academic life turned out to be 37% and 32%, respectively.

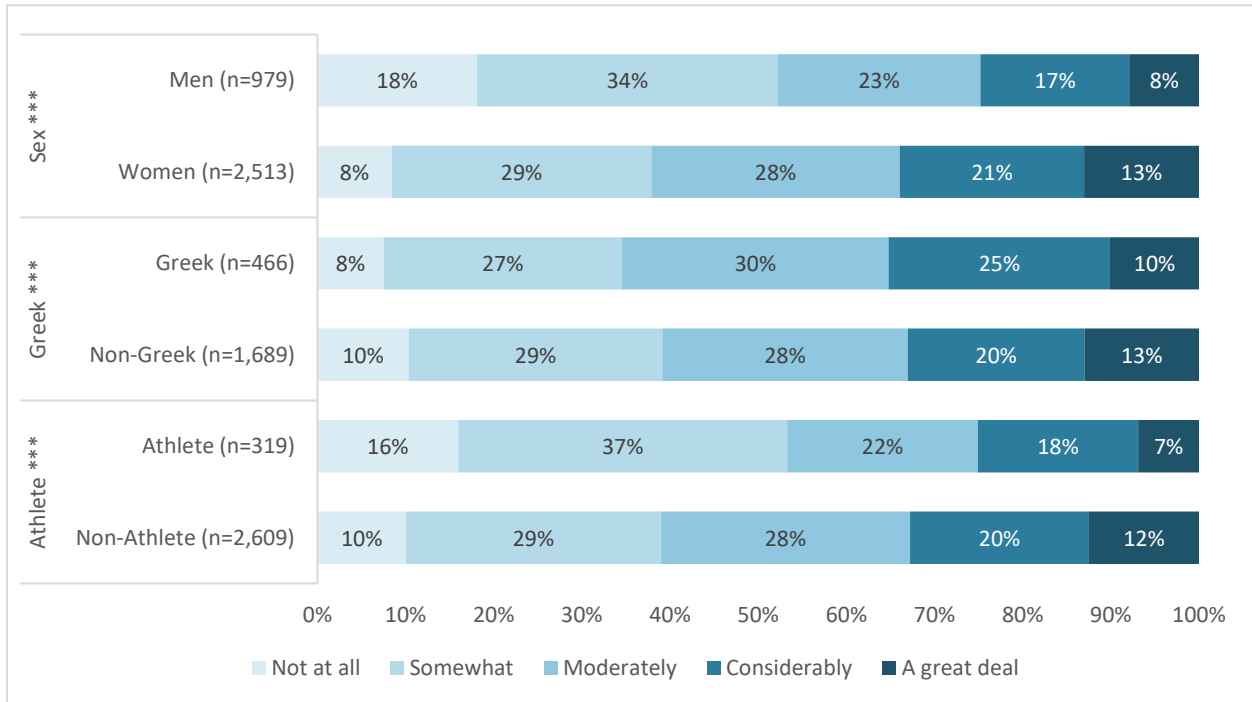
Figure 61: The degree to which stress impacted or interfered with personal and academic life



*= $p < .05$, **= $p < .01$ ***= $p < .001$

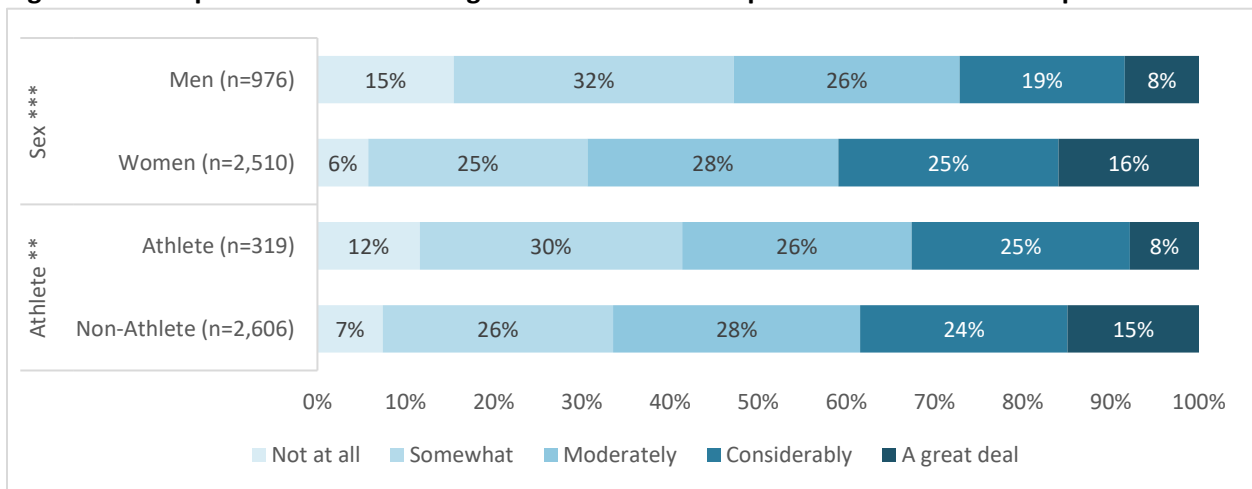
Women, Greek students, and non-athletes reported greater impact or interference with academic life from stress (Figure 62).

Figure 62: Group differences in the degree to which stress impacted or interfered with academic life



Women, and non-athletes reported greater impact or interference with personal life from stress (Figure 63).

Figure 63: Group differences in the degree to which stress impacted or interfered with personal life



*= $p < .05$, **= $p < .01$ ***= $p < .001$

Nine out of ten students said school/academics were their main stressor, while about half of respondents said future plans (57%), financial concerns (53%), and time management (49%) (Figure 64). Roommates (15%) and outside organizations/responsibilities (18%) were the least common stressors.

Figure 64: Main stressors (n=3,522)

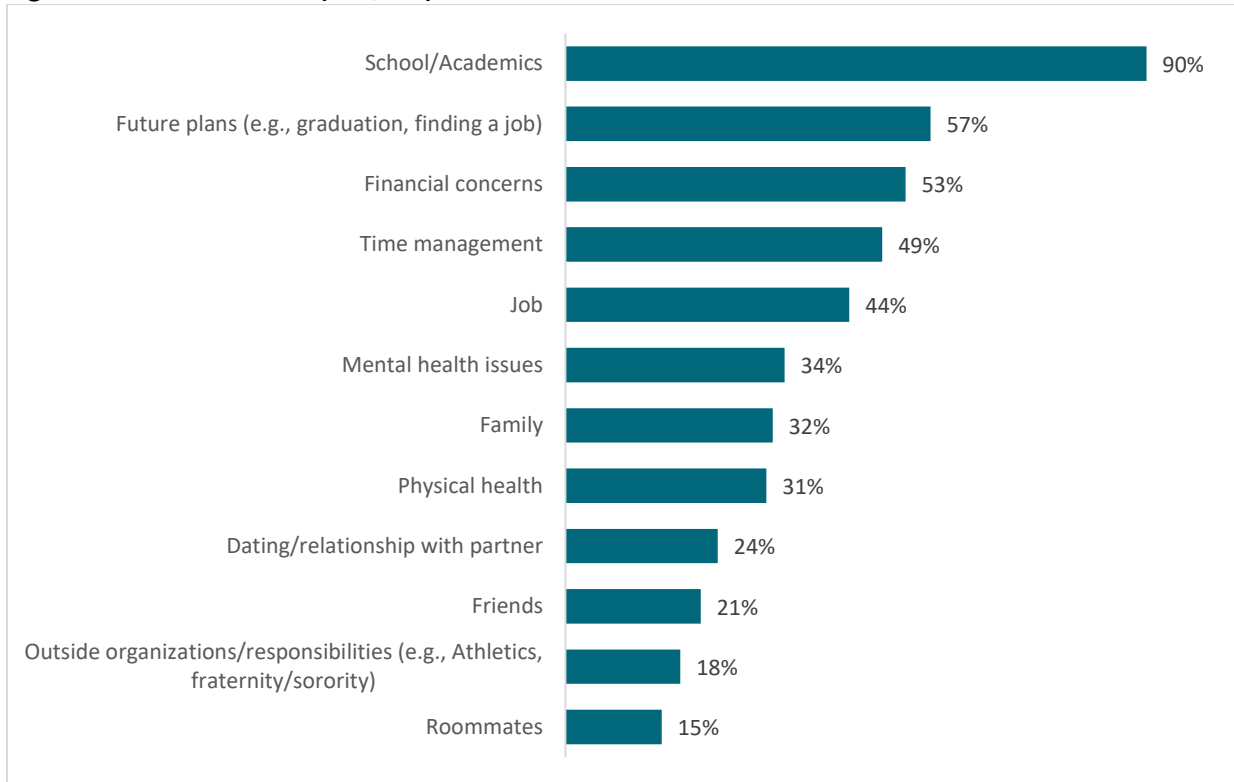


Table 19 shows significant demographic group differences in main stressors. Nine of the 12 stressors were significantly different between men and women; mostly, more women cited stress from those sources. Six stressors were significantly different between students in their first or second year of college and students in their third year of college or more. Students in their third year of college or more were more likely to have stress from those six sources.

Table 19: Group differences in main stressors

	Sex			Greek			Residency			Age			Year in school			Athlete		
	Women	Men	Sig.	Non-Greek	Greek	Sig.	Non-Resident	Resident	Sig.	Underage	Of-age	Sig.	1-2 years	3+ years	Sig.	Non-Athlete	Athlete	Sig.
School/Academics	92%	86%	***	91%	95%	**							89%	92%	**	91%	95%	*
Financial concerns	55%	47%	***	53%	46%	*	46%	55%	***	49%	58%	***	50%	56%	**	54%	43%	***
Job	45%	40%	**	41%	36%	*	32%	47%	***	41%	49%	***	42%	46%	*	45%	30%	***
Dating/relationship with partner	22%	27%	**															
Family	35%	25%	***				29%	33%	*							32%	26%	*
Friends	23%	17%	***	20%	32%	***	25%	20%	**	24%	17%	***						
Roommates	17%	11%	***	17%	26%	***	22%	13%	***	17%	13%	**						
Time management																51%	41%	**
Physical health	33%	27%	**										30%	34%	*	32%	25%	**
Future plans (e.g., graduation, finding a job)	58%	53%	**							53%	62%	***	51%	64%	***	59%	51%	**
Outside organizations/responsibilities (e.g., Athletics, fraternity/sorority)				15%	45%	***	24%	16%	***				17%	20%	*	16%	44%	***
Mental health issues	39%	22%	***				29%	35%	**							36%	19%	***

*= $p < .05$, **= $p < .01$ ***= $p < .001$

Students were asked what they did in the past two weeks to relieve stress (see Figure 65). Listening to music (73%), taking a nap/sleeping (71%), talking with a friend (66%), and smiling/laughing (64%) were the most common ways methods selected. Respondents were less likely to report using substances (alcohol, marijuana, or tobacco) for stress relievers.

Figure 65: Methods to relieve stress (n=3,522)

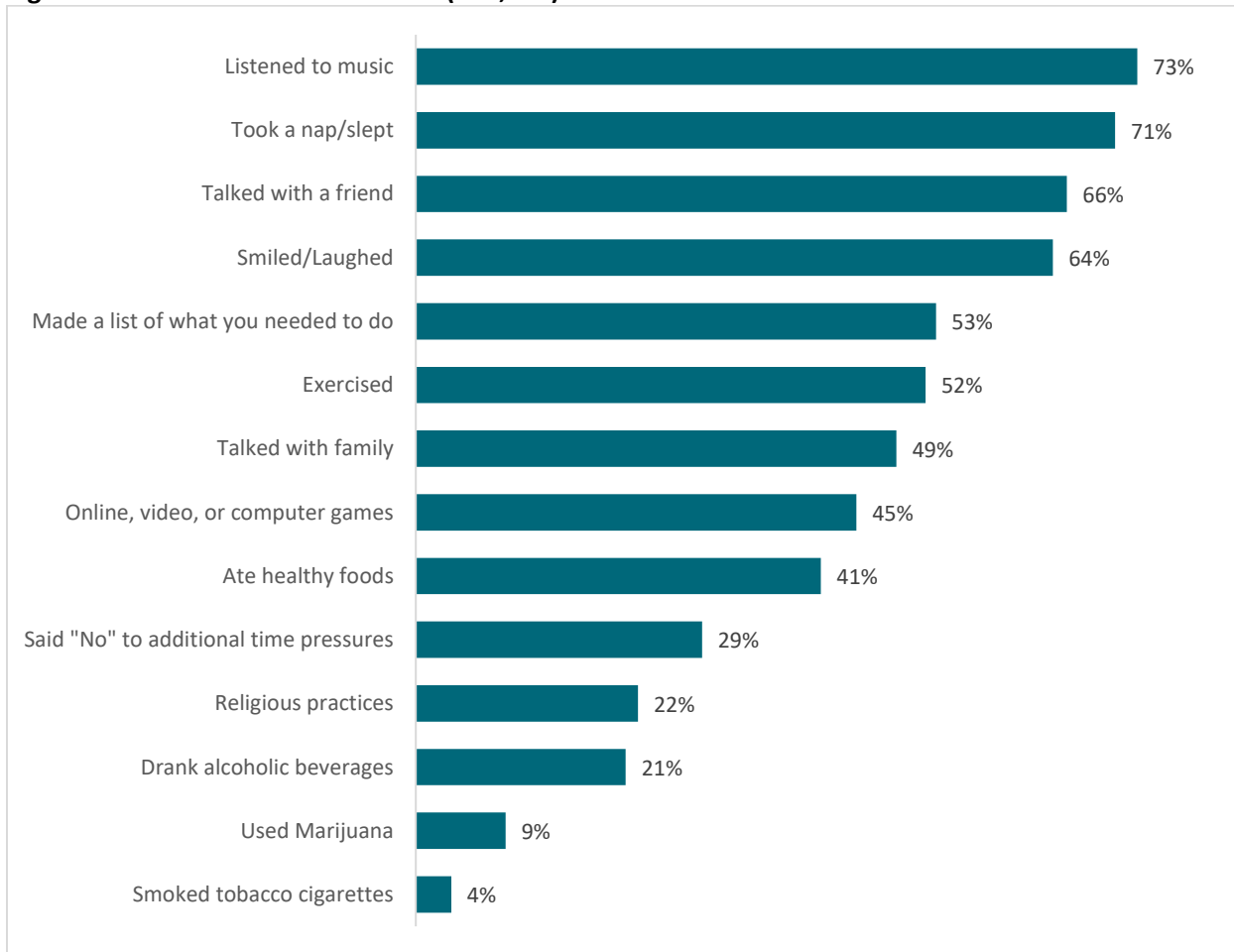


Table 20 shows significant demographic group differences in relieving stress. Thirteen of the 14 stress relieving activities were significantly different between men and women. While women were more likely to make a list of what they needed to do, eat healthy foods, etc., men were more likely to exercise, and play online, video or computer games. Overall, more Greek students, non-resident students, students in their third year of college or more, and older students reported stress relieving activities, compared to their counterparts.

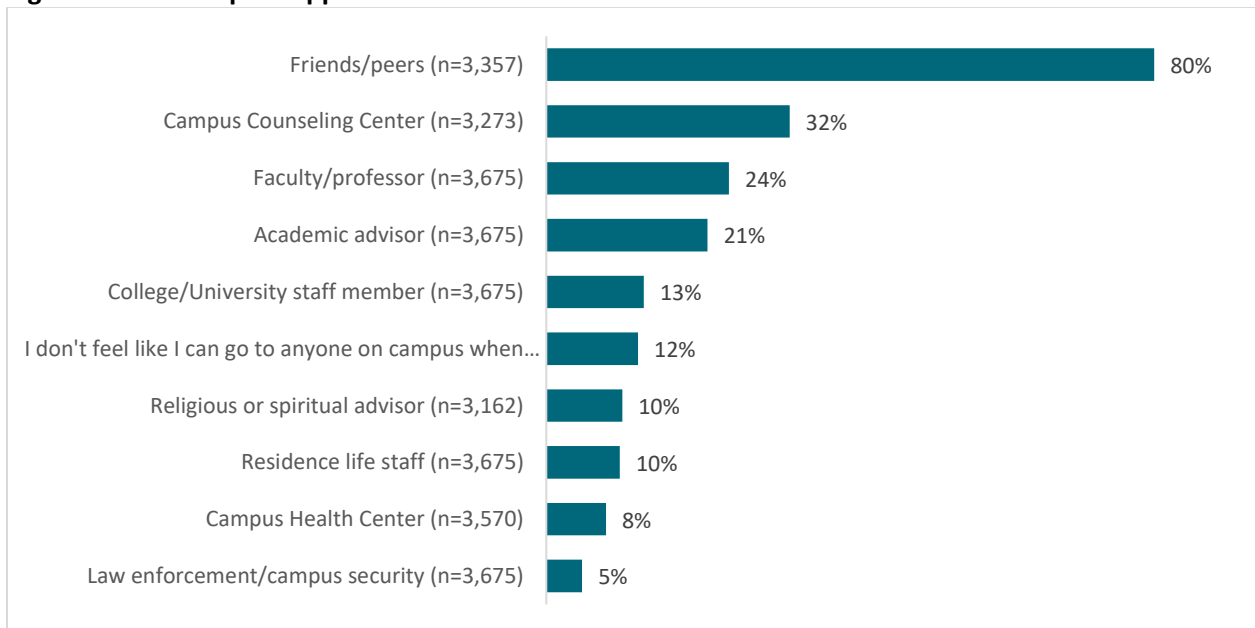
*= $p < .05$, **= $p < .01$ ***= $p < .001$

Table 20: Group differences in methods to relieve stress

	Sex			Greek			Residency			Age			Year in school			Athlete		
	Women	Men	Sig.	Non-Greek	Greek	Sig.	Non-Resident	Resident	Sig.	Underage	Of-age	Sig.	1-2 years	3+ years	Sig.	Non-Athlete	Athlete	Sig.
Made a list of what you needed to do	60%	33%	***	53%	64%	***	56%	51%	*	51%	56%	**	50%	59%	***			
Exercised	50%	56%	**	51%	61%	***	61%	49%	***	49%	56%	***				50%	81%	***
Ate healthy foods	42%	38%	*	42%	52%	***	47%	39%	***	36%	48%	***	37%	49%	***	41%	51%	**
Talked with a friend	68%	59%	***	68%	74%	**	72%	64%	***				65%	69%	*			
Talked with family	52%	41%	***	47%	53%	*	54%	47%	***				47%	51%	*			
Said "No" to additional time pressures	31%	25%	***	32%	38%	*							27%	32%	**			
Smiled/Laughed	67%	57%	***	65%	71%	*							63%	68%	*			
Online, video, or computer games	36%	66%	***	46%	36%	***	39%	46%	***				47%	42%	**	45%	36%	**
Took a nap/slept	75%	61%	***															
Listened to music										75%	70%	**	74%	71%	*			
Religious practices	23%	20%	*	21%	28%	**	27%	21%	***									
Drank alcoholic beverages	20%	24%	*	20%	33%	***				15%	31%	***	16%	29%	***			
Smoked tobacco cigarettes	2%	6%	***															
Used Marijuana	8%	13%	***							8%	11%	**						

The majority of students (80%) felt like they could reach out to friends/peers for support on campus due to personal concerns (Figure 66). About a third (32%) reported feeling like they could go to the campus counseling center for support. Law enforcement/campus security (5%) and campus health center (8%) were the least likely to be considered on-campus support.

Figure 66: On-campus support



*= p<.05, **= p<.01 ***= p<.001

Table 21 shows the significant differences in relying on on-campus support. For example, Greek students were more likely to go to campus counseling center, religious or spiritual advisor, or residence life staff, while non-Greek students were more likely to rely on law enforcement/campus security. Younger students were more likely to go to residence life staff, while older students were more likely to faculty/professor and college/university staff member.

Table 21: Group differences in on-campus support

	Sex			Greek			Residency			Age			Year in school			Athlete		
	Women	Men	Sig.	Non-Greek	Greek	Sig.	Non-Resident	Resident	Sig.	Underage	Of-age	Sig.	1-2 years	3+ years	Sig.	Non-Athlete	Athlete	Sig.
Friends/peers							86%	79%	***				78%	87%	***			
Campus Counseling Center				31%	41%	***	35%	31%	*									
Religious or spiritual advisor	9%	13%	***	9%	14%	**	13%	9%	**									
Residence life staff	9%	12%	**	9%	13%	**	15%	8%	***	12%	6%	***	13%	7%	***	9%	14%	**
Campus Health Center																		
Law enforcement/campus security	4%	7%	**	4%	2%	*												
Academic advisor																20%	26%	**
Faculty/professor										22%	27%	***	22%	27%	**			
College/University staff member										12%	15%	**	12%	15%	*	11%	19%	***
I don't feel like I can go to anyone on campus when personal concerns arise.				12%	5%	***	6%	14%	***	11%	14%	**				12%	7%	**

*= $p < .05$, **= $p < .01$, ***= $p < .001$

When asked where students felt they could go to for support off-campus, friends/peers (76%) and parents (69%) were the most common responses, while chat rooms or online support groups (5%) and religious or spiritual advisor (14%) were the least common responses, as shown in Figure 67.

Figure 67: Off-campus support (n=3,675)

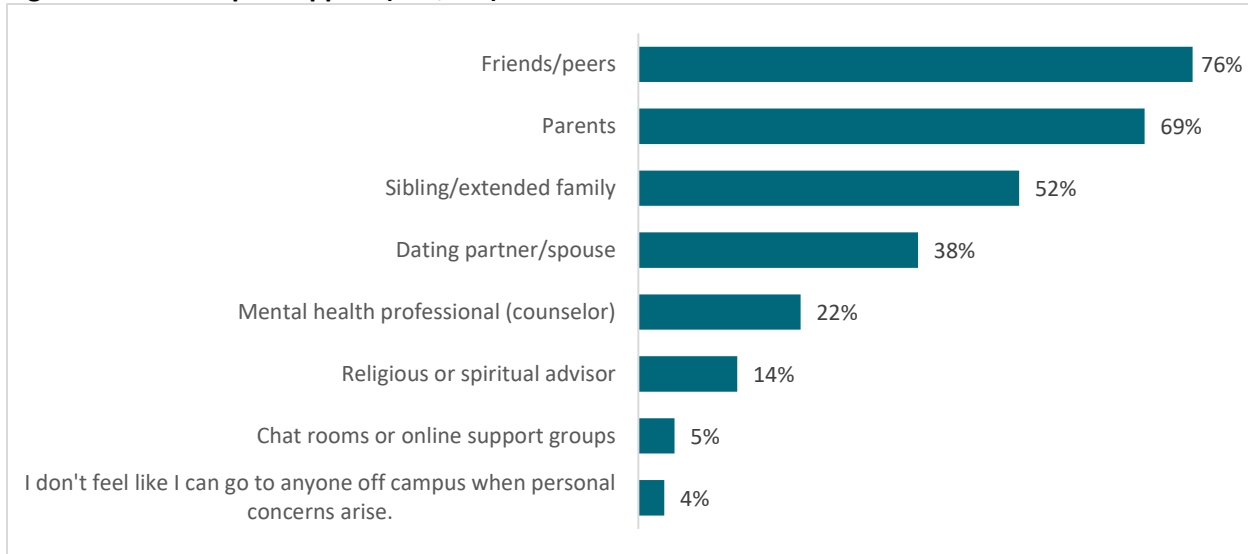


Table 22 presents significant demographic group differences in seeking off-campus support. While women were more likely to go to a mental health professional (counselor) and/or a dating partner/spouse, men were more likely to rely on chat rooms or online support groups. Non-resident students were more likely to rely on their parents, NE-resident students were more likely to rely on chat rooms or online support groups and/or a dating partner/spouse.

Tale 24: Group differences in seeking off-campus support

	Sex			Greek			Residency			Age			Year in school			Athlete		
	Women	Men	Sig.	Non-Greek	Greek	Sig.	Non-Resident	Resident	Sig.	Underage	Of-age	Sig.	1-2 years	3+ years	Sig.	Non-Athlete	Athlete	Sig.
Parents				70%	79%	***	75%	68%	***							71%	78%	**
Sibling/extended family				51%	61%	***												
Friends/peers				77%	82%	*							76%	79%	*			
Mental health professional (counselor)	24%	18%	***	23%	29%	**				20%	25%	**				23%	16%	**
Religious or spiritual advisor																14%	18%	*
Chat rooms or online support groups	4%	6%	*	5%	3%	*	3%	5%	**				6%	4%	*			
Dating partner/spouse	41%	31%	***				34%	40%	**	34%	45%	***	36%	43%	***			
I don't feel like I can go to anyone off campus when personal concerns arise.													4%	3%	*			

*= p<.05, **= p<.01 ***= p<.001

Students were asked report mental health issues they had experienced in the past year. Anxiety (59%), major depression (30%), and panic attacks (29%) were the most common issues, while alcohol abuse/dependency (3%), bipolar disorder (4%), and sexual assault (4%) were the least common issues, as presented in Figure 68.

Figure 68: Mental health issues (n=3,675)

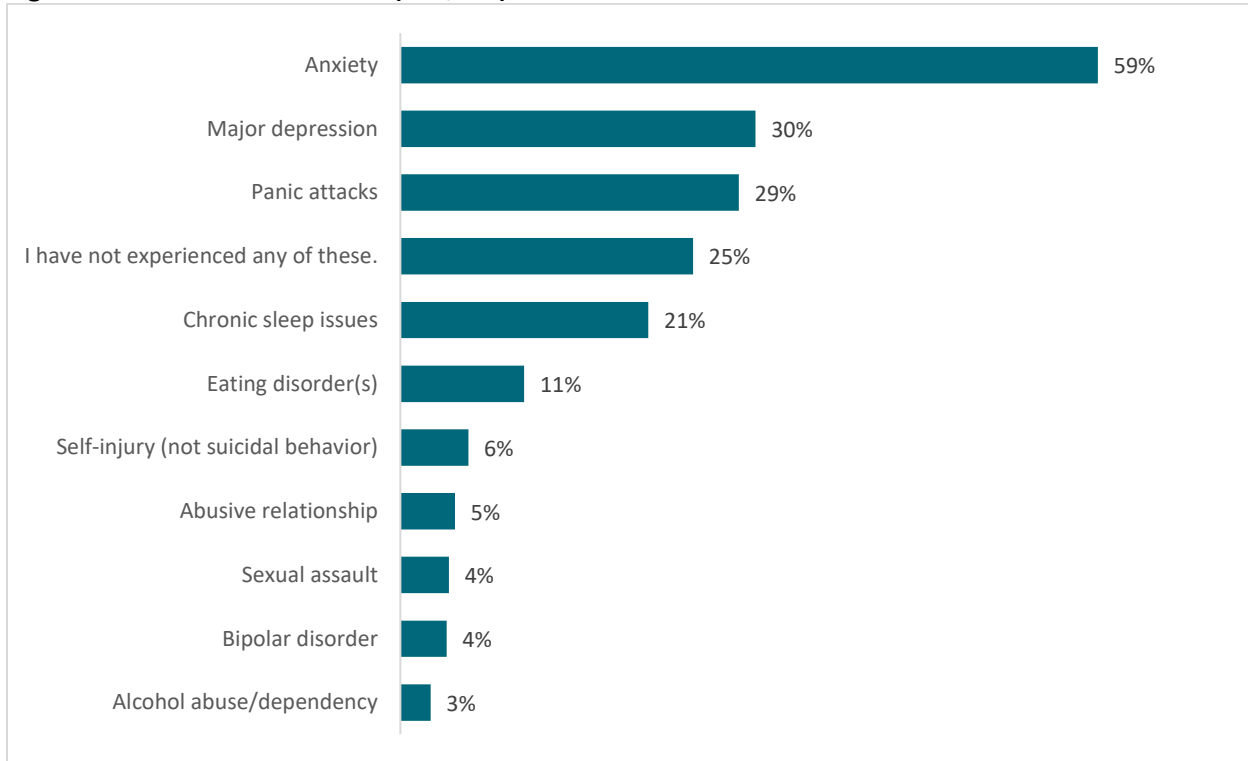


Table 23 presents significant demographic group differences in experiencing health issues. Eight of the 10 health issues were significantly different between men and women; women reported more issues for all those eight health issues. Overall, non-resident students and non-athlete students were more likely to mark some health issues.

*= $p < .05$, **= $p < .01$ ***= $p < .001$

Table 23: Group differences in mental health issues

	Sex			Greek			Residency			Age			Year in school			Athlete		
	Women	Men	Sig.	Non-Greek	Greek	Sig.	Non-Resident	Resident	Sig.	Underage	Of-age	Sig.	1-2 years	3+ years	Sig.	Non-Athlete	Athlete	Sig.
Major depression	32%	24%	***							29%	32%	*				31%	23%	**
Sexual assault	5%	1%	***							5%	3%	*						
Eating disorder(s)	12%	6%	***															
Chronic sleep issues	23%	17%	***													22%	17%	*
Self-injury (not suicidal behavior)	7%	3%	***															
Anxiety	66%	44%	***				53%	61%	***	58%	62%	*				62%	43%	***
Abusive relationship	5%	3%	*															
Alcohol abuse/dependency										2%	3%	*						
Panic attacks	34%	15%	***				25%	30%	**							30%	22%	**
Bipolar disorder							1%	5%	***									
I have not experienced any of these.	21%	36%	***				29%	24%	**							24%	39%	***

Of the students who experienced a mental health condition in the past year, about 35% did not seek assistance. More than half of the students (55%) initially sought assistance from friends and family, and about 18% went to an off-campus mental health professional. In-patient psychiatric facility and hospital emergency room were the least common resources to seek help from (refer to Figure 69).

Figure 69: Help seeking

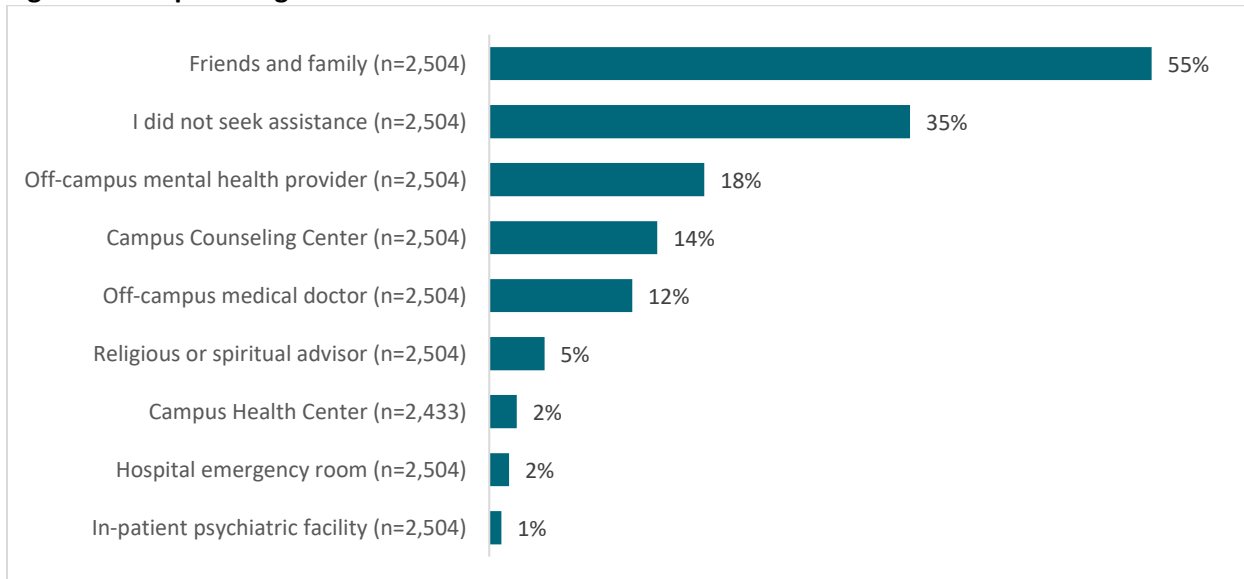


Table 24 presents significant demographic group differences in seeking help to deal with health issues. Men were less likely to seek assistance, while women were more likely to go to a campus counseling center, an off-campus medical doctor or off-campus mental health provider, or friends and family. Older

*= $p < .05$, **= $p < .01$ ***= $p < .001$

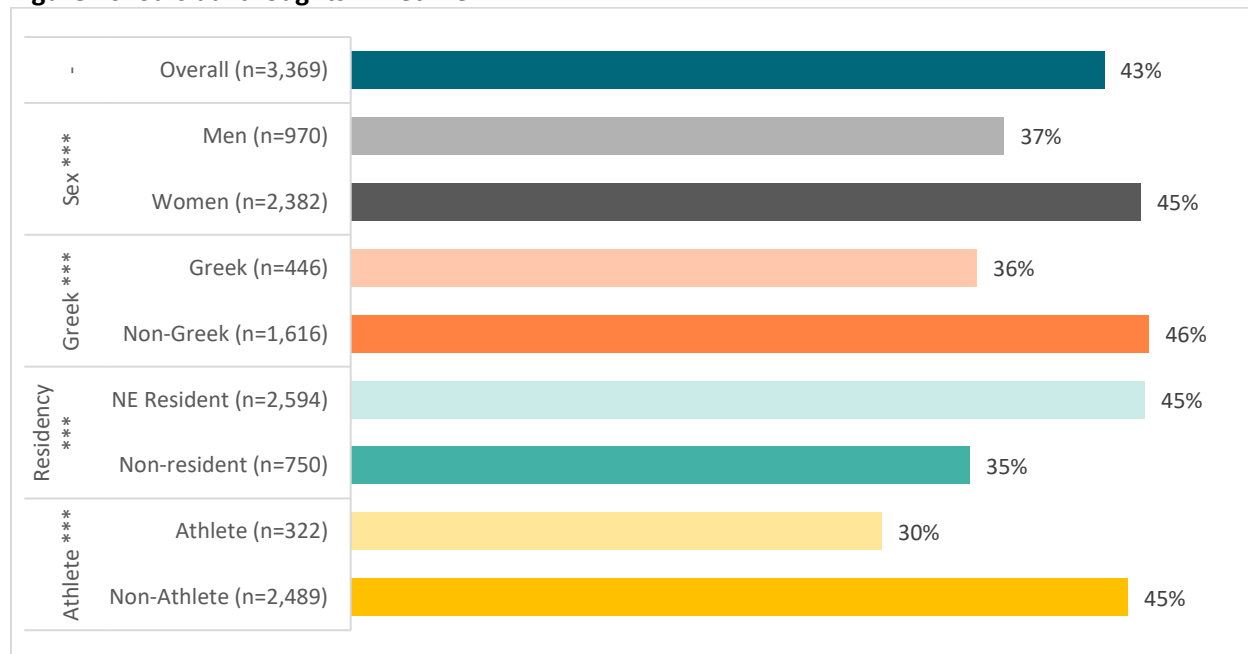
students were more likely to go to an off-campus medical doctor or off-campus mental health provider (refer to Table 24 for more details).

Table 24: Group differences in help seeking

	Sex			Greek			Residency			Age			Year in school			Athlete		
	Women	Men	Sig.	Non-Greek	Greek	Sig.	Non-Resident	Resident	Sig.	Underage	Of-age	Sig.	1-2 years	3+ years	Sig.	Non-Athlete	Athlete	Sig.
I did not seek assistance	31%	47%	***															
Campus Counseling Center	15%	11%	*	15%	24%	***	21%	12%	***				13%	16%	*	15%	22%	*
Campus Health Center							5%	2%	***									
Religious or spiritual advisor																		
Hospital emergency room																1%	4%	**
Off-campus medical doctor	13%	7%	***							10%	14%	**	10%	14%	**			
Off-campus mental health provider	20%	11%	***				14%	19%	*	16%	20%	*						
In-patient psychiatric facility																		
Friends and family	58%	44%	***															

About 43% of respondents indicated that they had suicidal thoughts at some point in their life (see Figure 70). Women, non-Greek students, NE-resident students, and non-athlete students were more vulnerable to suicidal thoughts over their lifetime.

Figure 70: Suicidal thoughts - Lifetime

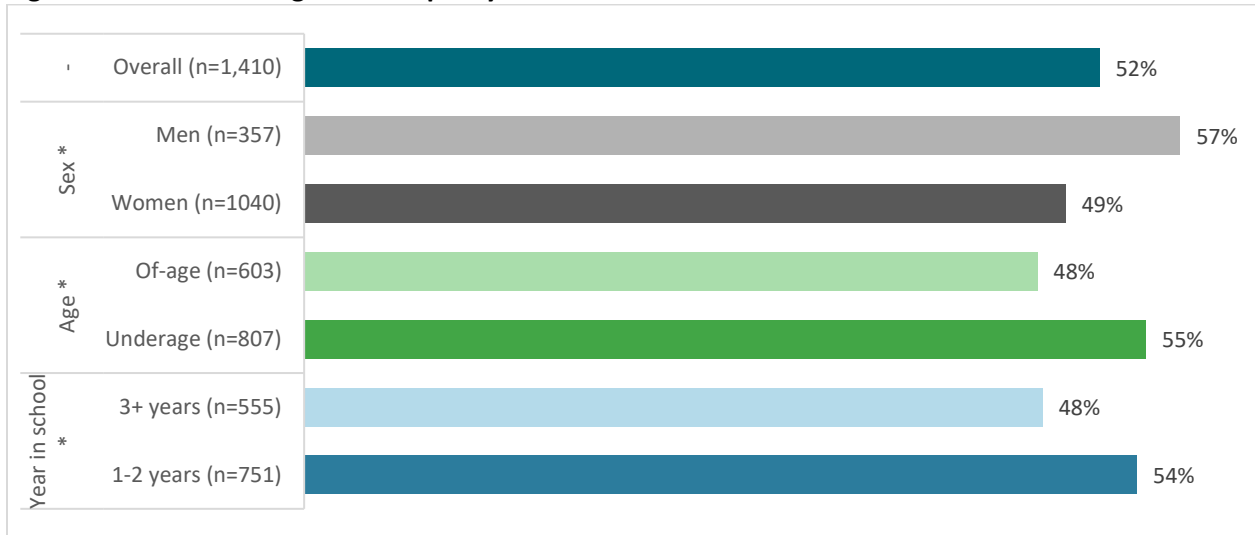


Over half (52%) of those who reported having ever had suicidal thoughts at some point of their life (n=1,410) said they suicidal thoughts in the past year. Men, younger students, and student in their first

*= $p < .05$, **= $p < .01$ ***= $p < .001$

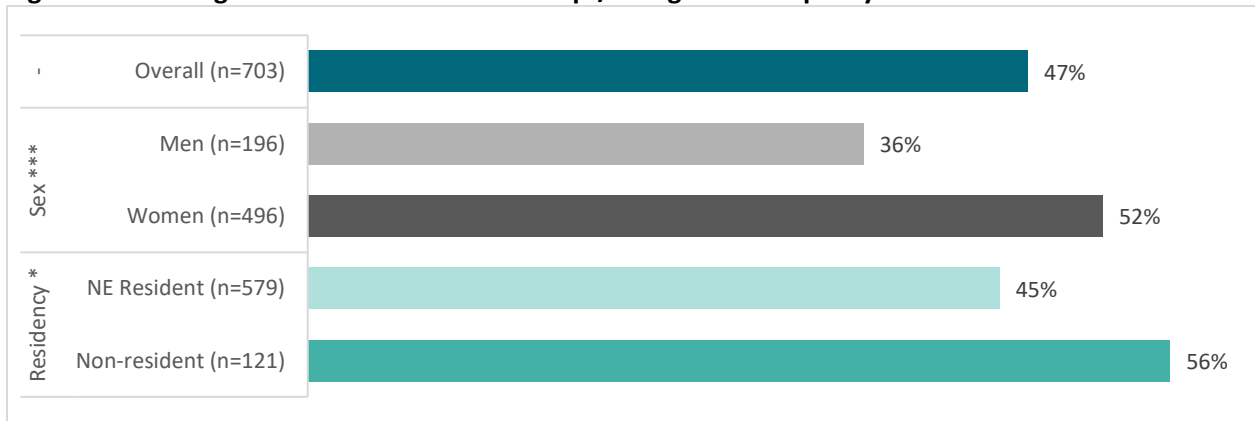
or second year of college were more vulnerable to suicidal thoughts in the past year, as presented in Figure 71.

Figure 71: Suicidal thoughts in the past year



When asked to report whether they had attempted suicide in the past year, 4% of the students who reported having ever had suicidal thoughts at some point of their life (n=1,426) marked “Yes.” About half of students (47%) who experienced suicidal thoughts in the last year sought assistance for their suicidal thoughts or attempts in the past year. Women and non-resident students were more likely to seek assistance, as shown in Figure 72.

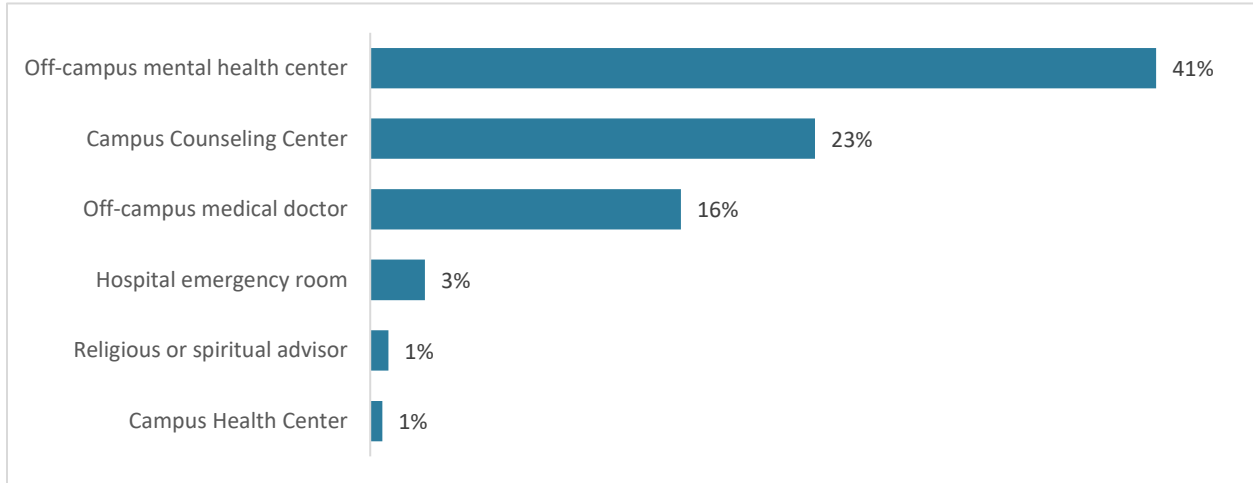
Figure 72: Seeking assistance for suicide attempt/thoughts in the past year



About 41% of these students sought assistance at an off-campus mental health center, and about a quarter sought assistance at the campus counseling center (Figure 73). Fewer than 5% of students marked hospital emergency room, religious or spiritual advisor, or campus health center as a place where they sought assistance.

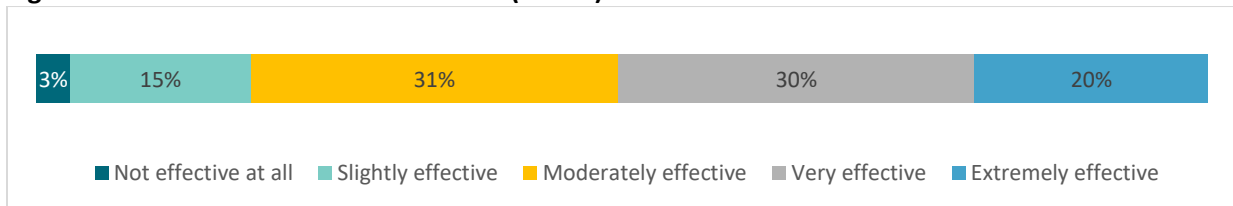
*= $p < .05$, **= $p < .01$ ***= $p < .001$

Figure 73: Primary places to go for assistance for suicidal attempt/thought (n=312)



Almost all students (96%) said that the assistance they were provided with was effective, as presented in Figure 74. One percent of respondents said the assistance negatively impacted them.

Figure 74: Effectiveness of the assistance (n=310)



About half of the students (45%) were concerned about a friend having suicidal thoughts or behaviors in the past year. Women and younger students were more likely to have shown a concern, as shown in Figure 75.

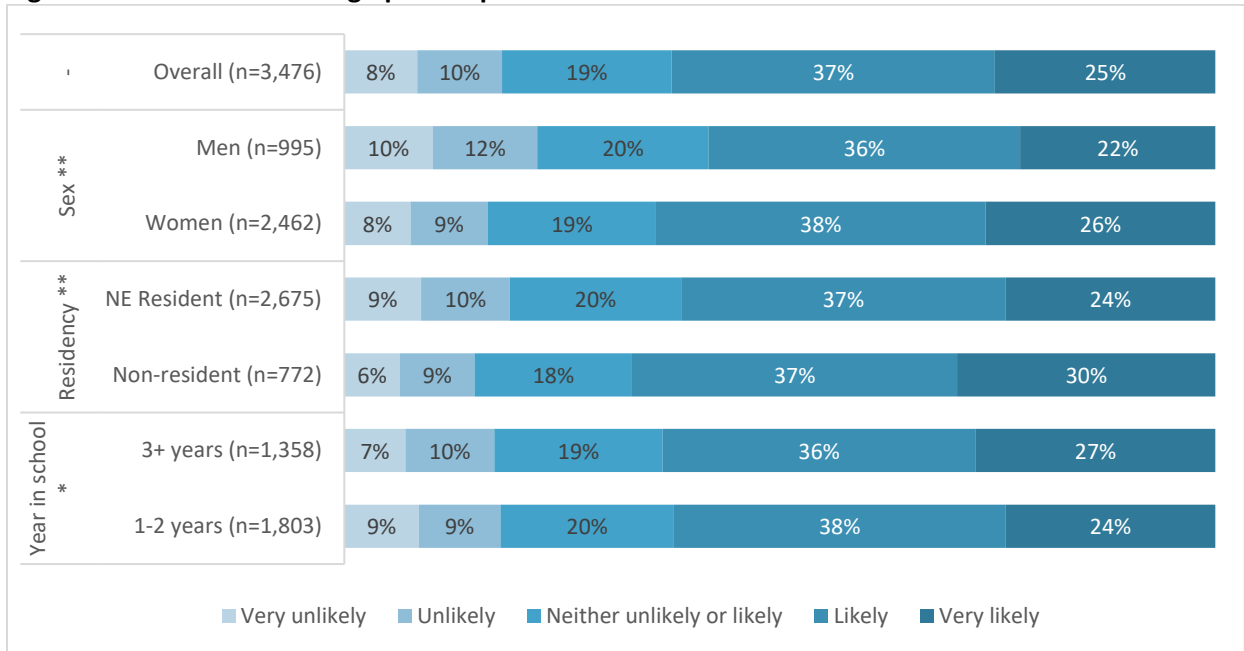
Figure 75: Concern about a friend having suicidal thoughts or behaviors in the past year



About three out of five students (62%) said they were likely to bring up the topic of suicide with someone they think is at risk. Women, non-residents, and students in their third year of college or more were more likely to bring up the topic, as presented in Figure 76.

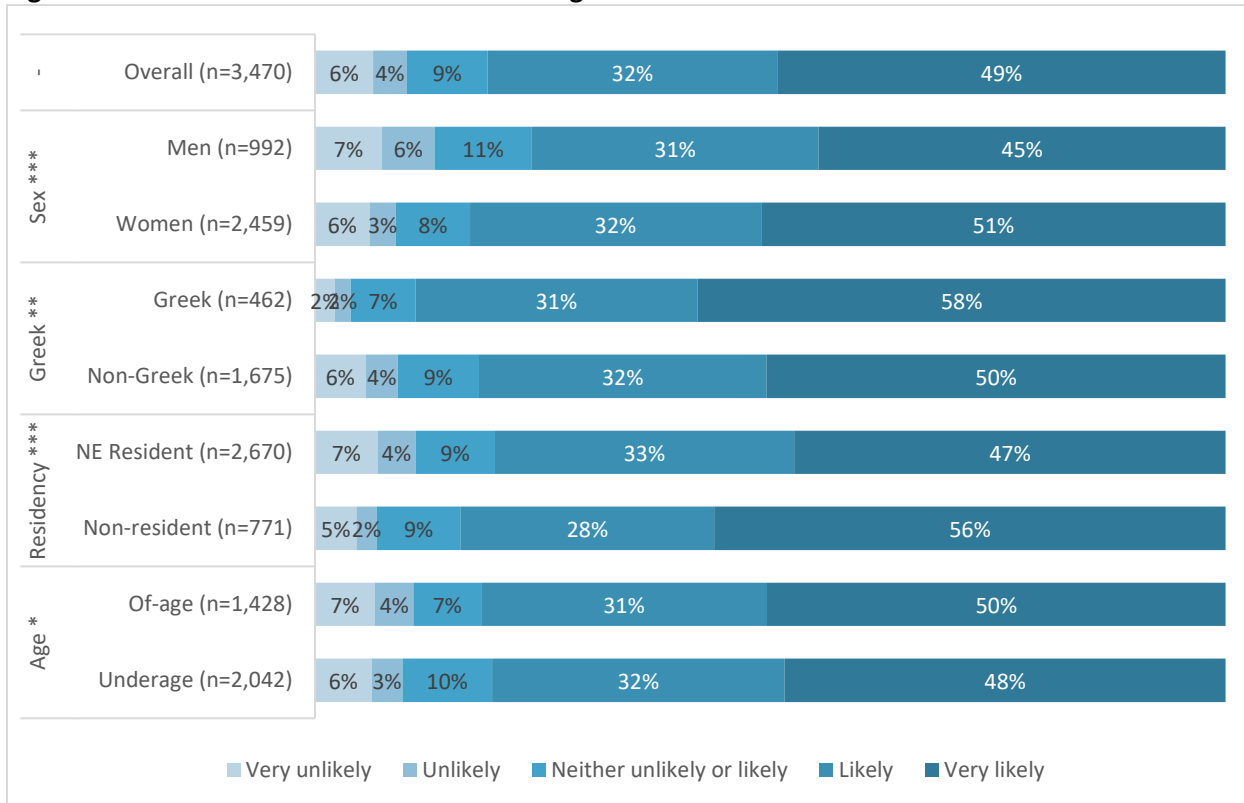
*= $p < .05$, **= $p < .01$ ***= $p < .001$

Figure 76: Likelihood to bring up the topic of suicide with someone at risk



Four out of five students (81%) said they would be likely to refer someone who tells them they are thinking suicide to a local resource. Women, Greek students, non-resident students, and students in their third year of college or more were more likely to refer someone, as shown in Figure 77.

Figure 77: Likelihood to refer someone thinking about suicide to a local resource

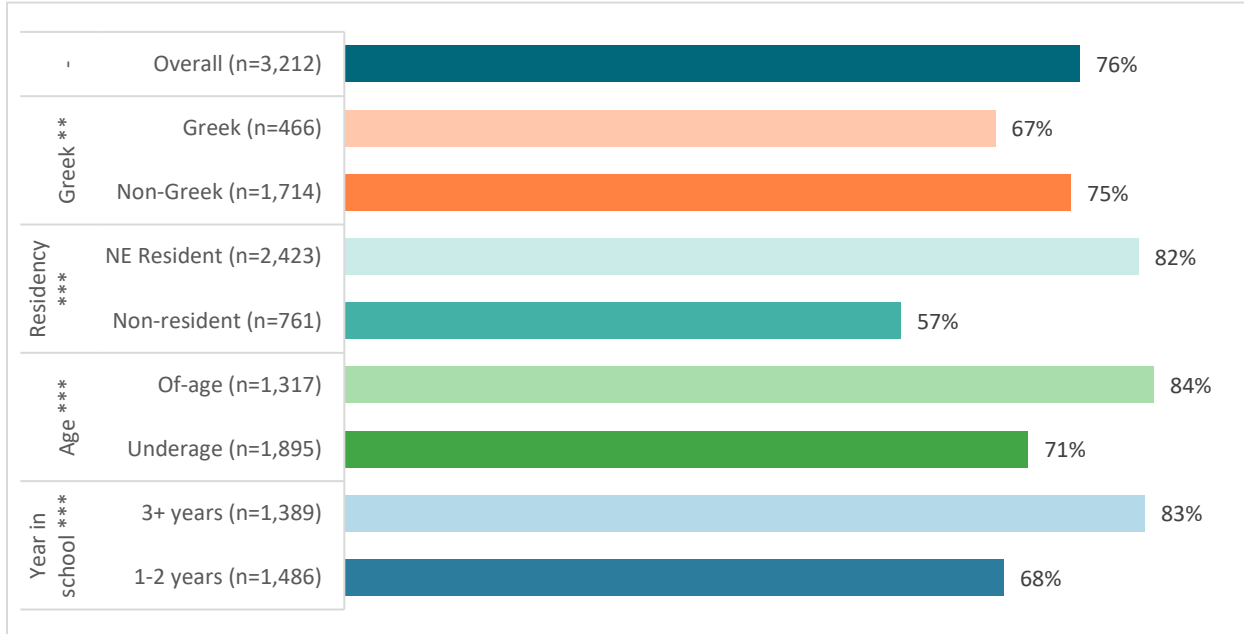


*= $p < .05$, **= $p < .01$ ***= $p < .001$

Miscellaneous

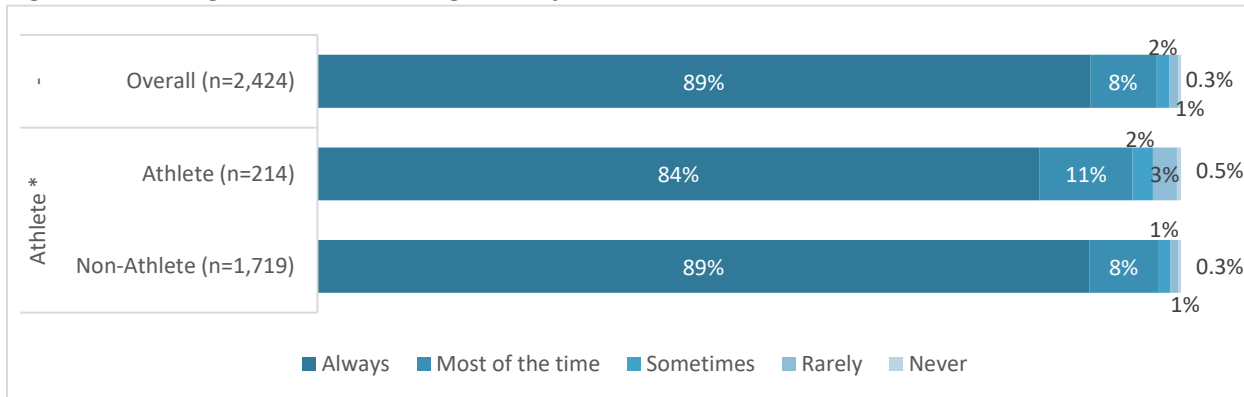
Three quarters of students (76%) indicated that they drove a vehicle while attending classes. The percentages were higher for NE-resident students, older students, and students in their third year of college or more, as shown in Figure 78.

Figure 78: Driving a vehicle while attending classes



The majority of students (97%) who said they drive a vehicle while attending classes indicated that they wore a safety belt always or most of the time when they were driving (see Figure 79). Non-athlete students were more likely to wear a safety belt always or most of the time than their counterpart.

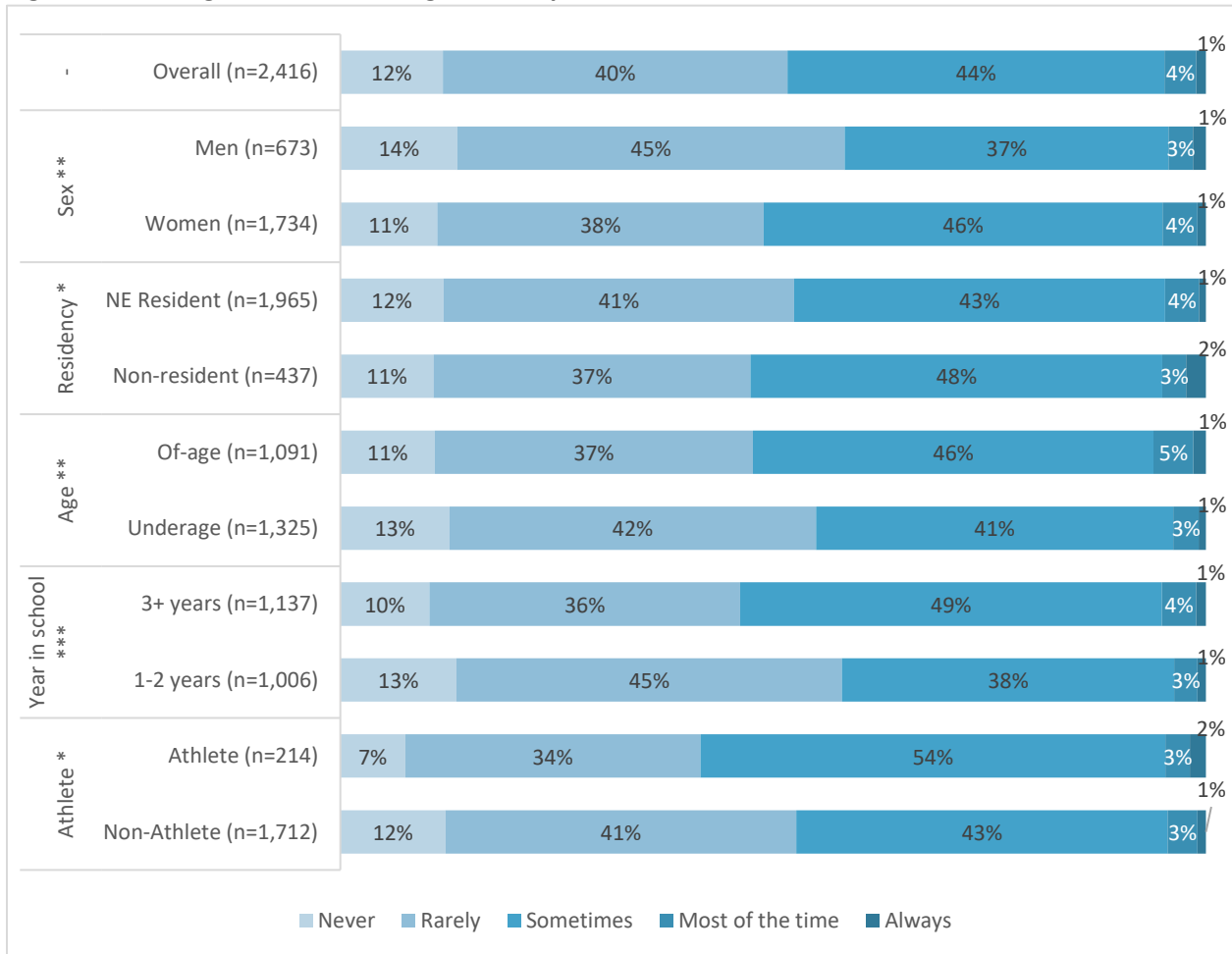
Figure 79: Driving behavior – wearing a safety belt



Over half of the students (52%) indicated that they never or rarely talked on the phone while driving. The percentage of students who never or rarely talked on the phone was higher for men (59%), NE resident students (53%), younger students (55%), students in their first or second year of college (58%), and non-athlete students (53%), as shown in Figure 80.

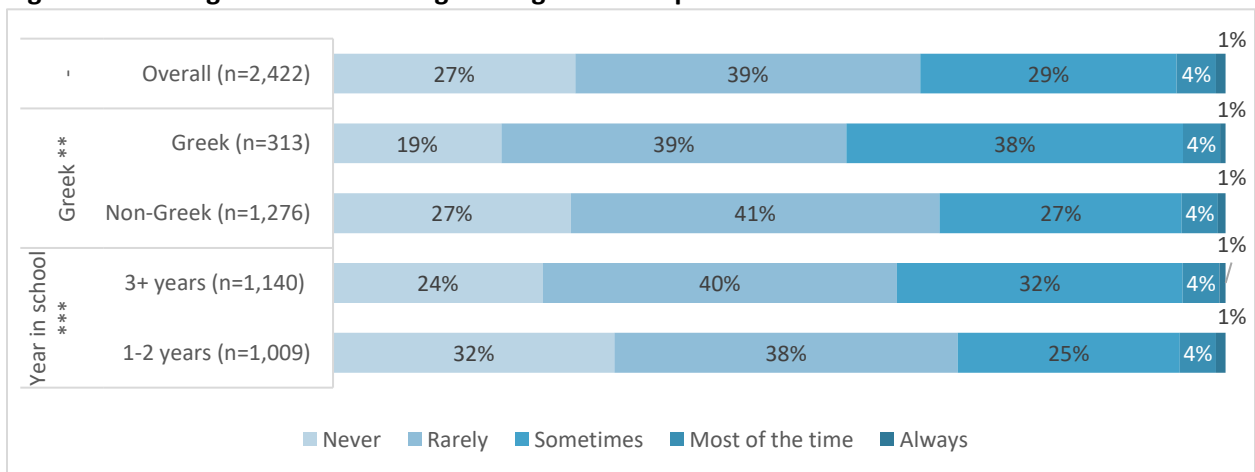
*= $p < .05$, **= $p < .01$, ***= $p < .001$

Figure 80: Driving behavior – talking on a cell phone



Meanwhile, 66% of students said they never or rarely texted on a cell phone while driving. The percentage was higher for non-Greek students (68%) and students in their first or second year of college (70%), as presented in Figure 81.

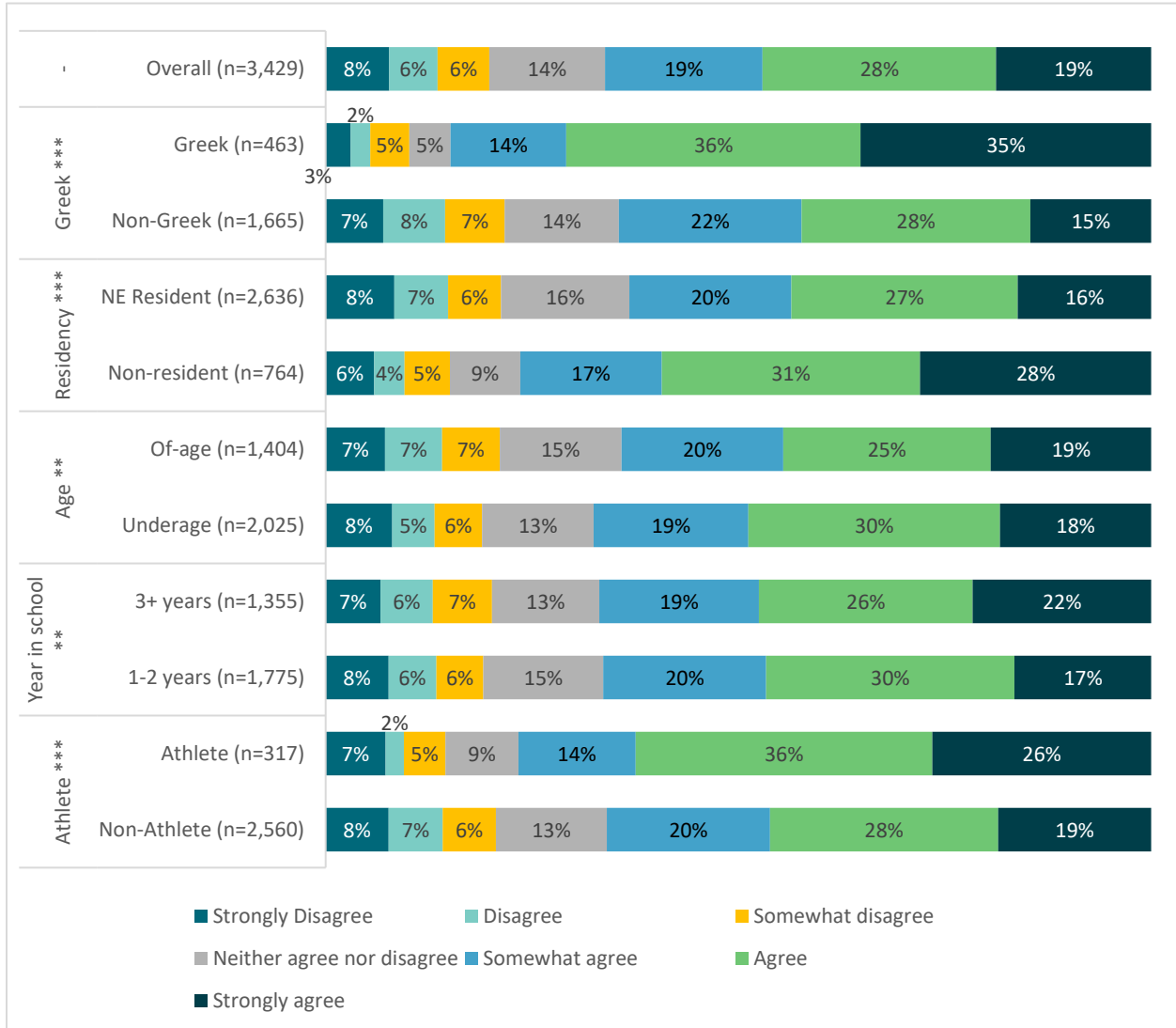
Figure 81: Driving behavior – texting message on a cell phone



*= $p < .05$, **= $p < .01$ ***= $p < .001$

Students were asked about whether they felt a sense of belonging to the campus, and 66% reported they felt. The percentage of students who felt a sense of belonging was higher for student-athletes (77%), students in their third year of college or more (67%), underage students (68%), non-resident students (76%, and Greek students (85%), as shown in Figure 82.

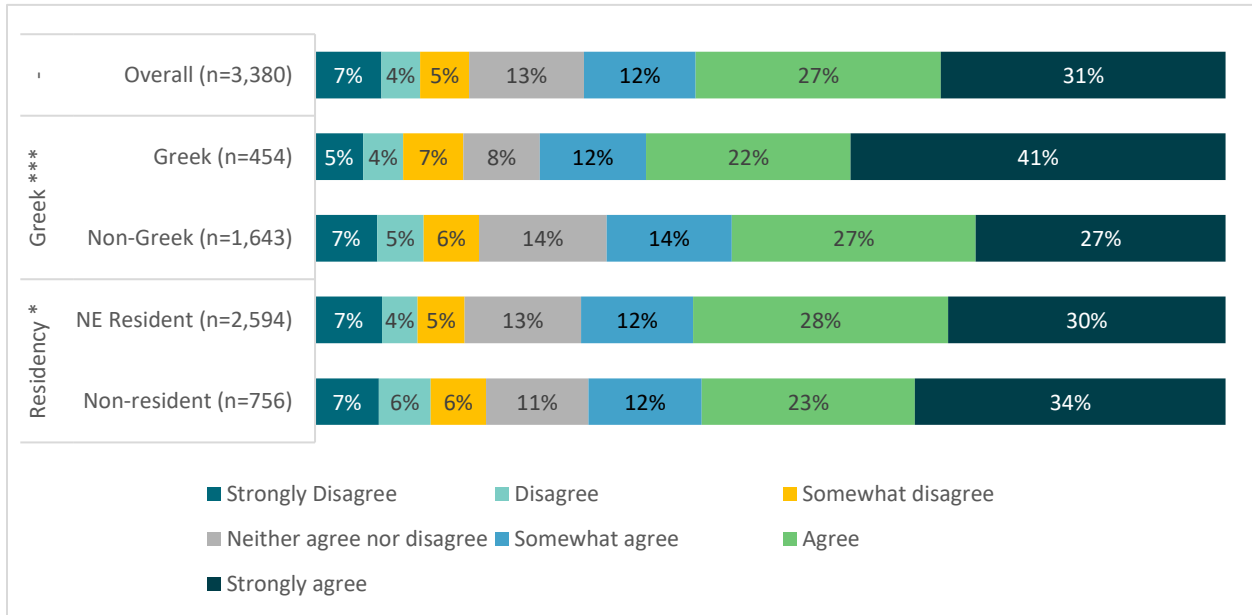
Figure 82: Sense of belong to the campus community



*= $p < .05$, **= $p < .01$ ***= $p < .001$

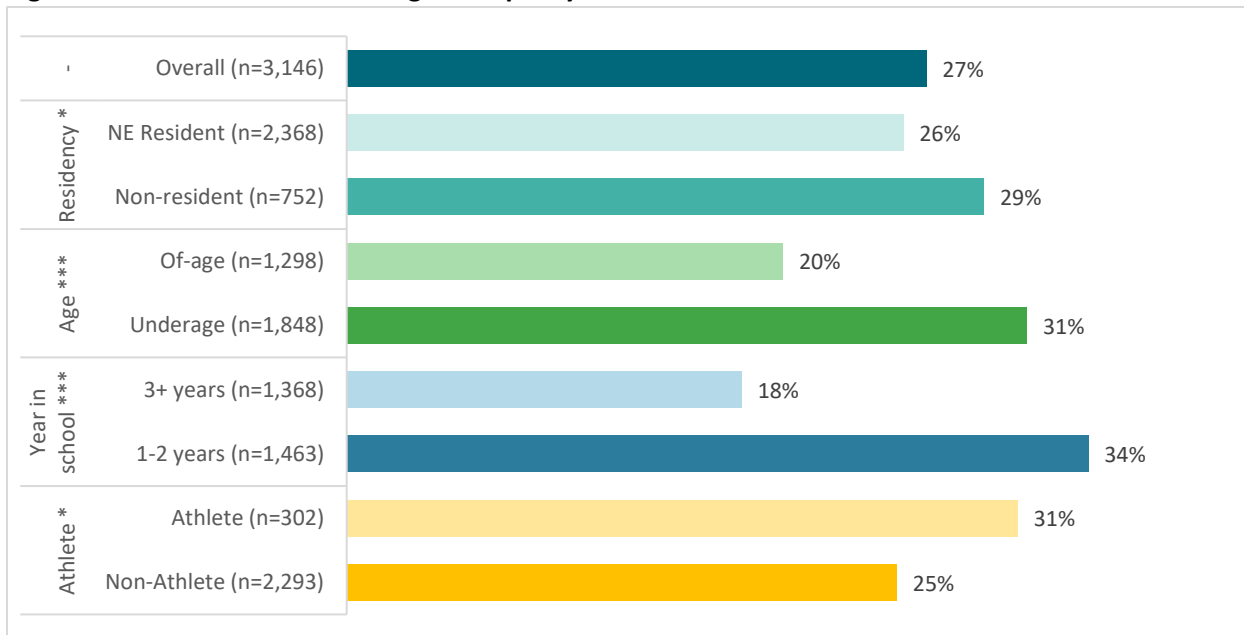
When asked whether they would still attend if they were to start college over again, seven out of ten students agreed. The agreement was higher for Greek students (75%) and NE resident students (71%), as shown in Figure 83.

Figure 83: Willingness to go to the same institution if they started college again



About a quarter of students (27%) had considered transferring in the past year. The percentage was higher for non-resident students, younger students, students in their first or second year of college, and student-athletes, as presented in Figure 84.

Figure 84: Considered transferring in the past year



*= $p < .05$, **= $p < .01$ ***= $p < .001$

Lack of friends/loneliness/homesick (39%) and no feeling of belonging on campus (31%) were the most common reasons chosen as reasons for transferring, as shown in Figure 85. Partying and drug use were the least common reasons selected.

Figure 85: Reasons for considering transfer in the past year

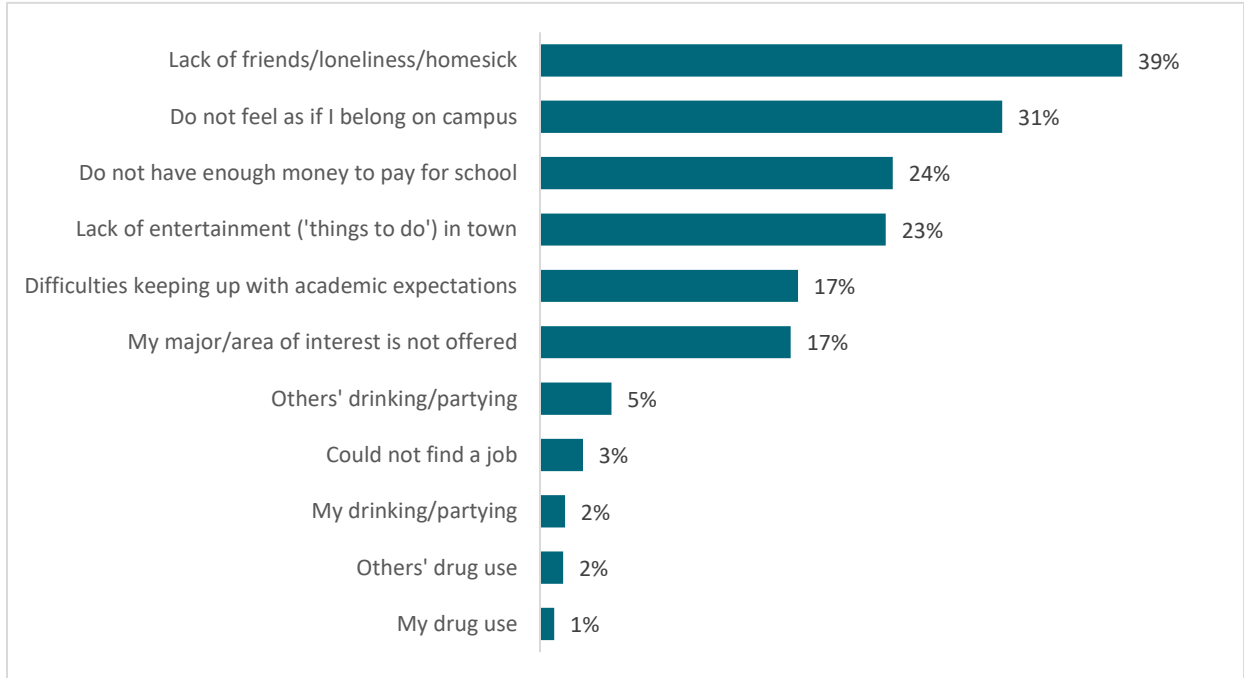


Table 25 shows significant demographic group differences in referring to reasons for considering transfer. Women were more likely to mention their lack of friends/loneliness/homesick as a reason, while men were more likely to refer to lack of entertainment ('things to do') in town. While NE-resident students were more likely to consider transfer because their major/area of interest was not offered, lack of friends/loneliness/homesick mattered more to non-resident students.

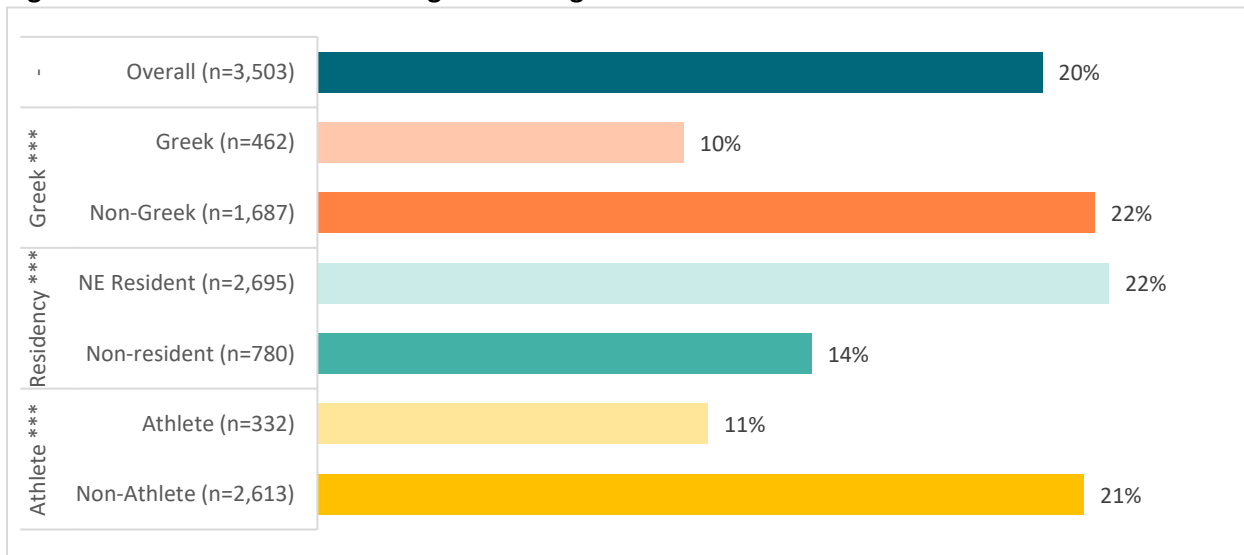
*= $p < .05$, **= $p < .01$ ***= $p < .001$

Table 25: Group differences in reasons for considering transfer in the past year

	Sex			Greek			Residency			Age			Year in school			Athlete		
	Women	Men	Sig.	Non-Greek	Greek	Sig.	Non-Resident	Resident	Sig.	Underage	Of-age	Sig.	1-2 years	3+ years	Sig.	Non-Athlete	Athlete	Sig.
Lack of friends/loneliness/homesick	42%	31%	**	46%	57%	*	55%	33%	***	44%	28%	***	44%	35%	*			
Could not find a job																		
Do not have enough money to pay for school							33%	20%	***									
Difficulties keeping up with academic expectations																19%	10%	*
Lack of entertainment ('things to do') in town	21%	28%	*	26%	38%	*	32%	20%	**									
My drinking/partying													2%	0%	*			
Others' drinking/partying				5%	10%	*	9%	3%	**	6%	2%	**						
My drug use																		
Others' drug use																		
Do not feel as if I belong on campus							42%	27%	***									
My major/area of interest is not offered	14%	23%	**				10%	20%	***									

One in five students considered discontinuing their college education. Non-Greek, NE-resident, and non-athlete students were more likely than their counterparts to consider discontinuing their college education, as presented in Figure 86.

Figure 86: Considered discontinuing their college education



*= $p < .05$, **= $p < .01$, ***= $p < .001$

The most common reasons for considering discontinuation of their college education were difficulties keeping up with academic expectations (57%), not having enough money to pay for school (37%), and lack of friends/loneliness/homesick (30%), as shown in Figure 87.

Figure 87: Reasons for discontinuing their education

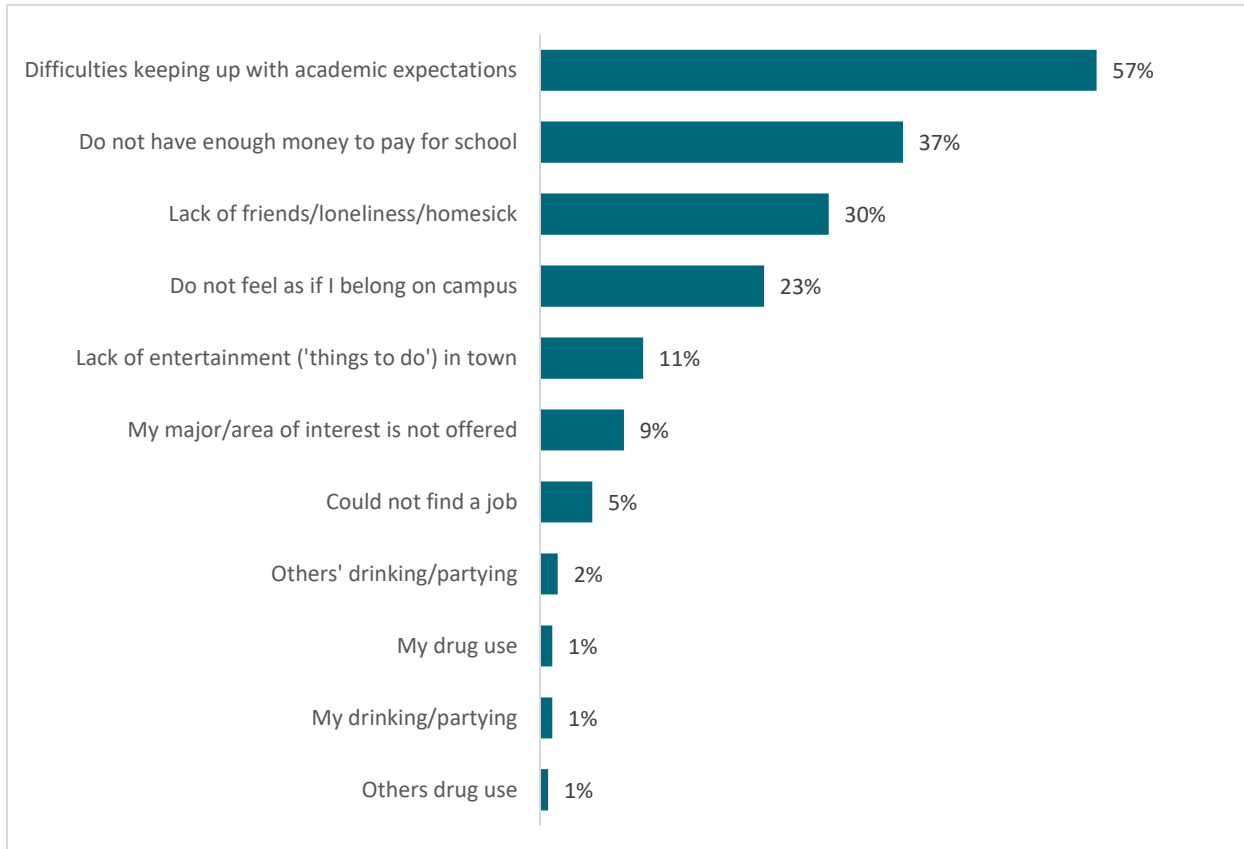


Table 26 shows significant demographic group differences in reasons for considering discontinuation of their college education. Women were more likely to consider discontinuation because they did not have enough money to pay for school. Non-resident students were likely to mention their and others' drug use. Younger students were more likely to mention lack of friends/loneliness/homesick and others' drinking/partying as a reason.

*= $p < .05$, **= $p < .01$ ***= $p < .001$

Table 26: Group differences in reasons for discontinuing their education

	Sex			Greek			Residency			Age			Year in school			Athlete		
	Women	Men	Sig.	Non-Greek	Greek	Sig.	Non-Resident	Resident	Sig.	Underage	Of-age	Sig.	1-2 years	3+ years	Sig.	Non-Athlete	Athlete	Sig.
Lack of friends/loneliness/homesick										37%	20%	***	35%	23%	**			
Could not find a job																		
Do not have enough money to pay for school	40%	31%	*							34%	42%	*						
Difficulties keeping up with academic expectations																		
Lack of entertainment ('things to do') in town										13%	7%	**	14%	6%	**			
My drinking/partying													2%	0%	*			
Others' drinking/partying										3%	0%	*						
My drug use							4%	1%	*	2%	0%	*						
Others drug use							3%	1%	*									
Do not feel as if I belong on campus										27%	18%	**						
My major/area of interest is not offered																		

*= $p < .05$, **= $p < .01$ ***= $p < .001$

Less than half of responding students (41%) said they were not involved in any campus activity or organization. The most common campus activities and organizations in which students were involved were honors/academic/professional clubs (24%) and service/volunteer groups (18%). Armed services/ROTC (0.5%) and multicultural fraternity/sorority (1%) received the fewest counts, as presented in Figure 88.

Figure 88: Campus activities and organization involvement

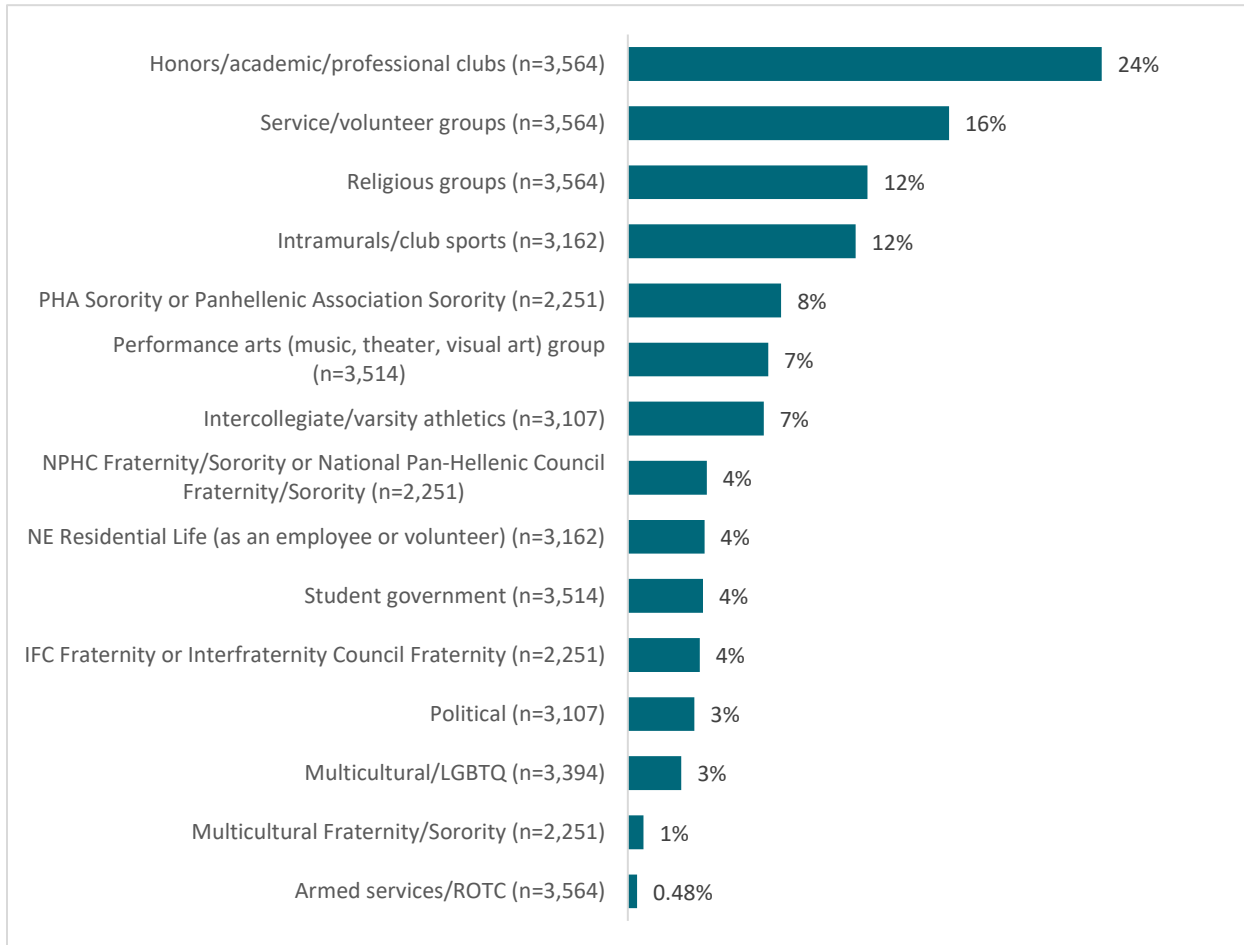


Table 27 presents significant demographic group differences in campus activities or organizations in which students are currently involved. Eleven of the 14 activities/organizations were significantly different between Greek and non-Greek students and between NE-resident and non-resident students. Greek students and non-resident students were more likely to be involved in those activities/organizations.

*= $p < .05$, **= $p < .01$ ***= $p < .001$

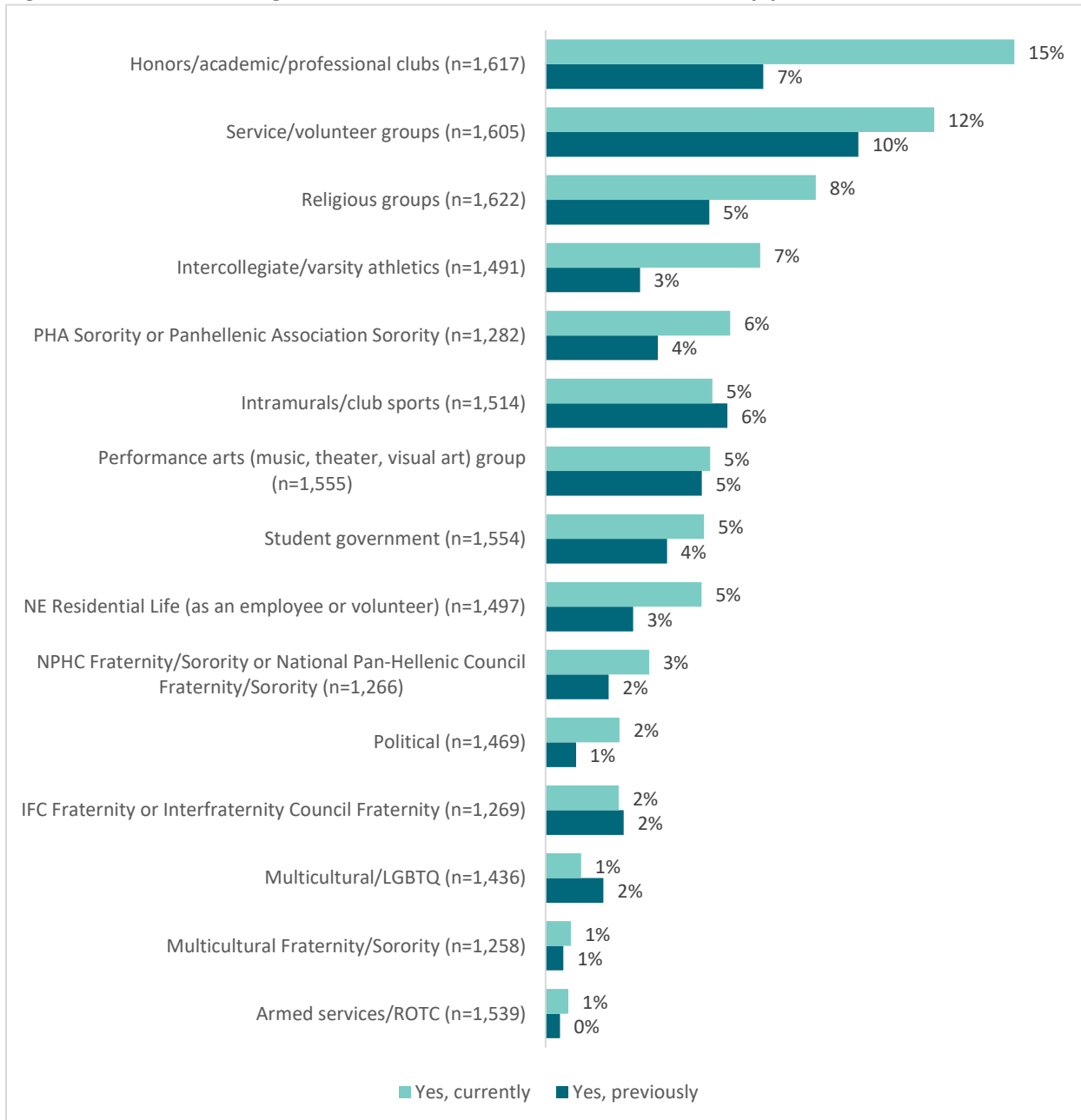
Table 27: Group differences in campus activities and organization involvement

	Sex			Greek			Residency			Age			Year in school			Athlete		
	Women	Men	Sig.	Non-Greek	Greek	Sig.	Non-Resident	Resident	Sig.	Underage	Of-age	Sig.	1-2 years	3+ years	Sig.	Non-Athlete	Athlete	Sig.
Religious groups				12%	23%	***	19%	10%	***	13%	10%	*						
Honors/academic/professional clubs	25%	21%	*	25%	51%	***	32%	22%	***				20%	31%	***			
Service/volunteer groups	17%	14%	*	17%	42%	***	30%	12%	***				15%	21%	***			
Student government				4%	7%	**	6%	3%	**									
IFC Fraternity or Interfraternity Council Fraternity	1%	11%	***	0%	17%	***	6%	3%	***	3%	5%	*	3%	4%	*			
PHA Sorority or Panhellenic Association Sorority	11%	0%	***	0%	37%	***	16%	5%	***									
NPHC Fraternity/Sorority or National Pan-Hellenic Council Fraternity/Sorority	5%	2%	**	0%	19%	***	6%	3%	*									
Multicultural Fraternity/Sorority				0%	4%	***										1%	2%	*
Intercollegiate/varsity athletics							10%	6%	***	8%	6%	*				1%	56%	***
Intramurals/club sports	9%	19%	***	8%	27%	***	17%	10%	***	13%	10%	*				11%	20%	***
Performance arts (music, theater, visual art) group							11%	6%	***	8%	5%	**						
Multicultural/LGBTQ	3%	2%	*															
Armed services/ROTC	0%	1%	***													0%	1%	*
Political				4%	7%	**				4%	2%	*						
NE Residential Life (as an employee or volunteer)				3%	6%	**	6%	3%	**							4%	6%	*

*= $p < .05$, **= $p < .01$ ***= $p < .001$

Fifteen percent of students involved in these activities or organizations reported holding current leadership position in the honors organization, while 7% said they had held one in the past. The next common leadership marked was in service/volunteer groups (12% at the time of survey, and 10% in the past), as presented in Figure 89.

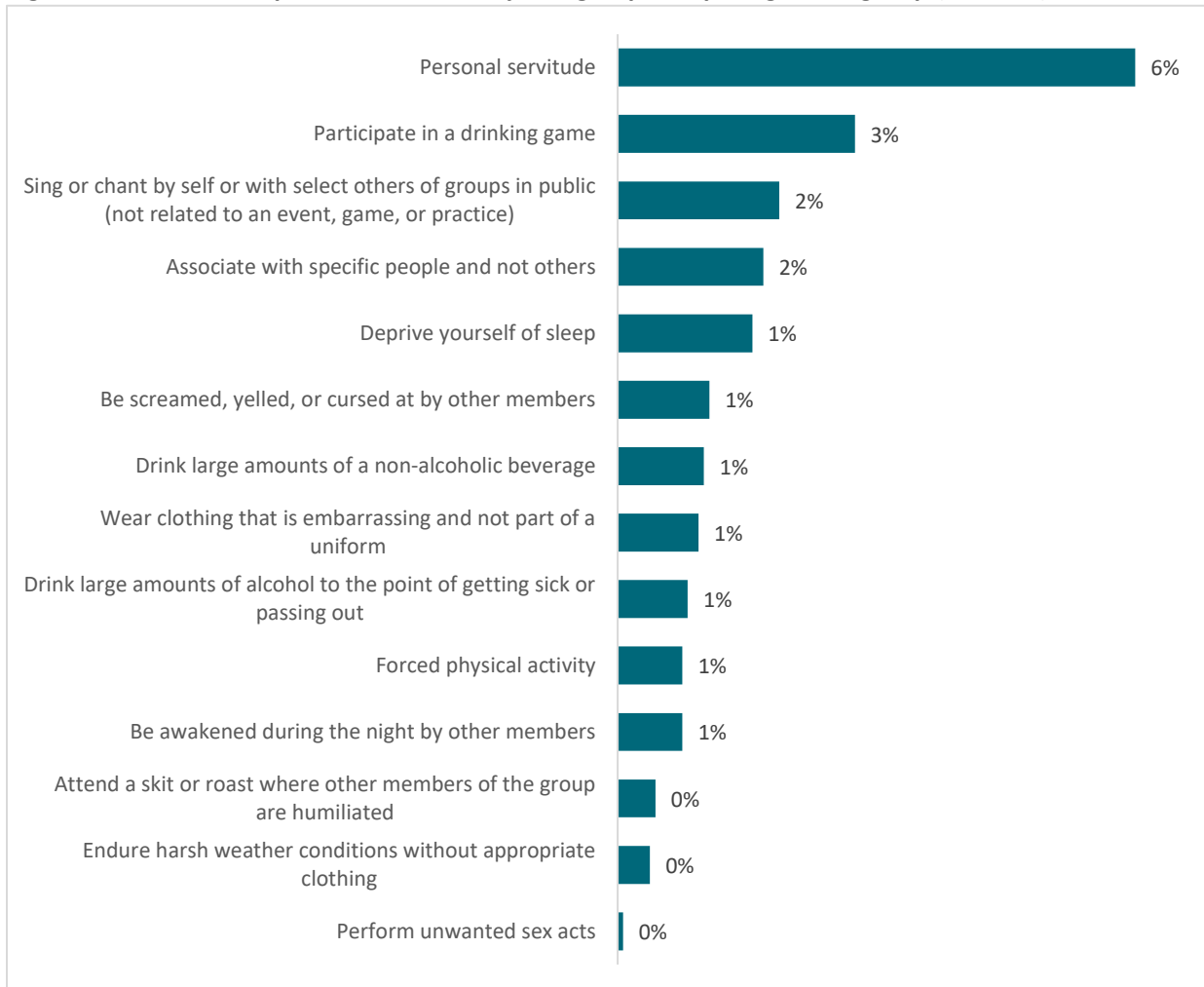
Figure 89: Activities or organizations in which students had a leadership position



*= $p < .05$, **= $p < .01$ ***= $p < .001$

If students participated in an organization, they were asked whether there were any activities expected of someone joining or participating in the group. The most common activities were personal servitude (6%), drinking game (3%), and singing or chanting by self or with select others of groups in public (not related to an event, game, or practice) (2%), as shown in Figure 90. More than one third of the involved students (35%; n=1,375) thought the listed activities were intended to humiliate, degrade, abuse, or endanger regardless of a person's willingness to participate.

Figure 90: Activities expected of someone joining or participating in the group (n=1,742)



*= $p < .05$, **= $p < .01$ ***= $p < .001$