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Substance Abuse, Mental Health and Engaged Learning: Summary of Findings from CASA's Focus Groups and National Survey

Report to Sally Engelhard Pingree and The Charles Engelhard Foundation for the Bringing Theory to Practice Project, in partnership with the Association of American Colleges and Universities

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Substance Abuse, Mental Health and Engaged Learning: Summary of Findings from CASA's Focus Groups and National Survey

The *Bringing Theory to Practice* project, sponsored by The Charles Engelhard Foundation in partnership with the Association of American Colleges and Universities, was established to explore and advocate the academic community's support of enhancing engaged learning opportunities for college students as a potential means of helping to curtail the alarmingly high rates of substance abuse and mental health problems in this vulnerable population.

In June of 2003, the Project commissioned The National Center on Addiction and Substance Abuse (CASA) at Columbia University to help explore these issues by conducting an in-depth review of existing literature on each of these topics and the nexus among them, a series of focus groups with college students from across the country and a nationally representative survey of 2,000 college students attending four-year colleges and universities. The literature review, *Depression, Substance Abuse and College Student Engagement: A Review of the Literature*, was completed in November of 2003 and provided to The Charles Engelhard Foundation and the *Bringing Theory to Practice* Planning Group.

Key findings from this work are:

- College students report spending proportionately less time in extracurricular and service activities, more time in social activities and about the same amount of time in political activities compared with their high school years.
- Students' reports of engaged learning reveal that 88 percent have frequently or occasionally experienced a college

course in which the professor seemed to truly value their input, 54 percent have frequently or occasionally had an educational experience that motivated them to make an active contribution to a larger social goal or purpose and 71 percent have had an educational experience that inspired them or significantly changed their perspective; of those who had this latter experience, the key components were the intellectual challenge and the chance to reflect on larger social issues.

- Sixty-six percent of students report they have rarely or never had a course with a service learning component and 64 percent report they have rarely or never worked closely with a faculty member on a research project, independent study or internship and felt their input was valued; of those who have had these experiences, over 90 percent found them to be valuable. Forty-seven percent report they have rarely or never actively sought out an educational experience that would involve greater personal responsibility for their own learning, such as getting involved in research, independent study, an internship or service learning.
- Students at private and smaller schools were likelier to report working closely with faculty, being inspired by an educational experience or feeling that their involvement was valued by faculty.
- With the exception of political activities, where alcohol use rates are higher, students who report being more engaged in their education and in service activities are significantly less likely to smoke, drink or use drugs.
- Feeling stressed, overwhelmed or mentally exhausted is pervasive among college students: 88 percent report that stress is a moderately large or very big problem on college campuses. Major

sources of stress for students are schoolwork (72 percent) and financial pressures (41 percent). Stress is more common among those students who are highly involved in their education than among those less involved.

- Clinical mental disorders were not related in this survey to the extent of a student's engaged learning experiences.

This first step in the path to determining whether engaged learning may play a protective role for college students--particularly with regard to substance use and mental health problems--sheds light not only on the potential promise of enhancing engaged learning opportunities but also on the tremendous need for further research in this area.

Background

Late adolescence and early adulthood are the most common ages for the onset of two major social/health problems: substance abuse and certain mental health problems, particularly depression. These also are the times when many young people make the transition from high school to college. CASA's research, as well as the research of others, finds consistent and strong relationships between substance use and depressive symptoms in young people.

Most colleges and universities, although aware that these problems are prevalent among students, have done little that has proven to be effective in combating substance abuse and depressive symptoms in the student population. Institutions of higher learning would benefit tremendously from a better understanding of the underlying causes of the alarmingly high rates of depression and substance abuse on their campuses. Not only do these problems compromise students' ability to learn, but also their ability to become active and involved members of their communities and the larger society.

Why is it that so many young, healthy people in the United States fall prey to substance abuse and depression just as they are entering what may be considered the most promising years of their lives? During the transition to college, young people enter an uncertain world in which they encounter many new sources of stress, including separation from family, sharing close living quarters with strangers, the formation of new social groups, intense academic pressures and the need to balance social engagements with academic and other life responsibilities. Most young people manage to handle these stresses and challenges with aplomb; however, many have difficulty adjusting and begin to experience emotional turmoil and seek out artificial and unhealthy means of improving their mood or numbing their unpleasant thoughts and feelings.

Clearly, many forces influence students' risk for depression and substance abuse; most of these--including students' personalities, peer relations and family dynamics--are largely beyond the scope of colleges and universities. However, one area that has thus far received relatively little attention and that is within the purview of colleges and universities to influence is student engagement in their academics and in their surrounding communities and environments.

Student engagement can be characterized in many ways. In a broad sense, the term "engaged learning" pertains to any situation in which student learning is fostered by active participation in the educational process and in which students have an opportunity to feel connected to the subject matter and derive meaning from their experience.¹ This concept stands in stark contrast to more traditional, passive educational approaches, often referred to as the "information-assimilation approach," in which students typically sit in a lecture hall, take notes, occasionally interact with professors and complete exams.²

Engaged learning may or may not have a distinct interpersonal component to it. For

example, conducting independent research, writing a thesis, tutoring other students or providing a service to members of the community all can be considered forms of engaged learning.³ Regardless of the specific activity, the aim is for students to be active partners with the faculty and active participants in their learning process.^{* 4}

Students seem to learn best when they have a sense of responsibility for their own education and for their surrounding community and when they feel that their involvement is essential to both. Therefore, it is reasonable to expect that such engagement, and the accompanying sense of responsibility and accountability to others, may have other beneficial effects on the student, including reducing their risk for depression and substance abuse.

Findings from the Literature Review

The first step in CASA's exploration of the potential connections between mental health, substance abuse and engaged learning in college students was a thorough literature review. The literature review documented the prevalence and correlates of depression and substance abuse among college students, including examples of college student engagement that might be linked to reduced risk for these problems. The existing research demonstrates clearly that depression and depressive symptoms occur among college students at alarmingly high rates. Forty-five percent of college students report feeling so depressed within the last school year that it was "difficult to function."⁵ An even greater percentage of

* A related concept, "service learning," is a particular form of engaged learning that incorporates community service to complement classroom studies. In service learning, service-related theories and approaches learned in the classroom are applied to service activities and the knowledge and insight gained from those activities are subsequently brought back to the classroom for discussion and further exploration.

students experience stress--a common precursor of depression.⁶ According to national survey data, 37.7 percent of students report that they frequently felt overwhelmed in the past year.⁷

Suicide also is a real problem among college students. Ten percent of college students had seriously contemplated suicide during the previous year and 1.6 percent had attempted suicide.⁸ One study found that between 1988 and 2001, the number of students reporting suicidal thoughts tripled.⁹ Suicide is the third leading cause of death for people ages 15 to 24,¹⁰ and the second leading cause of death among college students.¹¹

Alcohol and other substance use occur frequently among college students, as do their associated harms. In 2002, 26.7 percent of college students smoked cigarettes in the past month compared to 37.6 percent of their non-enrolled peers, 68.9 percent of college students drank alcohol in the past month compared to 60.1 percent of their non-enrolled peers and 21.5 percent of college students used an illicit drug in the past month compared to 26.2 percent of their non-enrolled peers.¹²

The effects of college student substance abuse are profound and sometimes fatal. Although underage students are less likely to drink and drive than those over age 21, they experience almost all other alcohol-related consequences at levels higher than of-age students.¹³

Each year approximately 1,700 college students die from unintentional alcohol-related injuries. The casualties of other alcohol-related consequences are similarly high. Each year, approximately 2.8 million college students, ages 18 to 24, drive while under the influence of alcohol, 600,000 are assaulted by a student who had been drinking and 97,000 are victims of alcohol-related sexual assault or rape.¹⁴

Although much of the research on the consequences of college student substance abuse focuses on alcohol, student cigarette use is associated with health complications¹⁵ and student drug use is associated with many of the same adverse outcomes as alcohol abuse.

National data show that substance abuse and depression often go hand-in-hand among college students. CASA's analysis of data from the 2002 *National College Health Assessment* survey reveals that college students who reported smoking, drinking alcohol, binge drinking or using illicit drugs in the past month are likelier also to report feeling depressed within the last school year.¹⁶

A recent survey of nearly 25,000 first-year college students reveals that students drink alcohol more frequently, feel more overwhelmed and depressed and perform volunteer work less often once they are in college compared to when they first entered college.¹⁷ This survey also reveals that formal lectures is the pedagogical technique used most often and engaged learning is the technique used least often in the colleges included in the survey.¹⁸ Perhaps not surprisingly, many first year students feel disengaged from their schoolwork, at least occasionally turning in work that does not reflect their best efforts (47.9 percent), coming late to class (32.6 percent) or skipping class altogether (33.3 percent).¹⁹

Research on the efficacy of school programs aimed at enhancing student engagement and service is limited.²⁰ Even more limited is the evidence that such efforts are effective in helping to prevent or reduce depression or substance abuse. Although some anecdotal evidence suggests a link between substance use, depression and low levels of student engagement, there are no hard data regarding the nature of these links, making it difficult to determine whether student engagement might be able to have a positive influence on students' mental health and health-risk behaviors.

Filling the Knowledge Gap

To help fill the gap in current knowledge on the possible links between mental health problems (primarily depression), substance abuse and student engagement, CASA conducted six focus groups and a national survey of college students. The focus groups were designed to inform the construction of the survey and to add in-depth and personal flavor to the quantitative findings. The next step was the development and execution of a national survey of college students designed to assess their motivations for using or not using substances, the extent to which they are exposed to substances on campus, the extent to which they use substances to self-medicate their negative feelings and stress, their experiences with and perceptions of engaged learning and the possible links among engaged learning, mental health and substance use.

Focus Groups: Key Findings

CASA conducted a series of six focus groups with male and female college students to provide an in-depth look at students' beliefs and perceptions related to various substances of abuse (including the misuse of prescription drugs), mental health issues and student engagement. The findings from the focus groups also helped us to formulate specific questions for the national survey that followed, which was aimed at addressing these issues on a larger, more systematic scale.

Examples of topics that were addressed in the focus group discussions include:

- Motivations, incentives and opportunities to be involved in engaged learning, including service learning on college campuses or in the surrounding community;

- Student motivations for using or not using tobacco, alcohol, illicit drugs and prescription drugs;
- Availability and exposure to various substances of abuse (and the misuse of prescription medications) on college campuses;
- The extent to which tobacco, alcohol, illicit drugs and prescription drugs are used to self-medicate negative (depressive) feelings or moods;
- College-related pressures or sources of stress that may increase the risk of substance use and/or depression;
- The perceived prevalence of mental health problems among college students;
- Resources available to students for addressing mental health or substance use problems;
- Thoughts regarding the link between student engagement and the risk for substance use and/or depression among college students.

CASA commissioned Schulman, Ronca, and Bucavalas, Inc. (SRBI), an established research organization with experience studying sensitive issues among college students, to recruit participants and conduct three focus groups with college women and three with college men in June of 2004. Fifty-two students participated in these groups, each of which was comprised of students from various grade-levels, college types (e.g., public, private, religious, small, large) and racial/ethnic backgrounds. The focus groups took place in New York City, Chicago and Dallas; some students attended colleges in those areas, but most were home for the summer and attended colleges across the country. (See Appendix A for detailed methodology, recruitment screener and moderator's discussion guide.)

Student Engagement/Engaged Learning

Focus group participants were asked about active participation in their education, including classes, contact with professors and educational activities outside of the classroom.

Class Structure. Most participants said that their classes represented a mixture of large lecture classes and smaller classes with discussion. General education courses in the first two years of college were most likely to be large, while courses in a student's major in the junior and senior years tended to be smaller.

Some participants at large public universities said that virtually all of their classes were lecture-based, while others from small private colleges said all of their classes allowed for discussion. In classes where there is opportunity for discussion, many participants noted that contribution to class discussion is part of the grade. A woman in Chicago summarized by noting that, "I think that it depends on the size of your school and also how much time the professors or advisors are...pushing you to do things."

Opportunities for Engagement.

Participants offered examples of classroom engagement. For example, a New York participant said that he had a class that always ended with students completing a one-minute memo where each student wrote down the "funnest" or most important part of the class and any questions for the teacher. The professor would respond to this input at the next class. In contrast, a Chicago participant said that he only went to one of his large lecture classes about a third of the time, because he was not getting anything out of the class beyond what was in the textbook and there was no opportunity for participation during the class.

Many participants indicated that their classroom activities are supplemented by

related learning activities, including internships, laboratory experiments, independent studies, extra study sessions, clubs related to their major, and theater, music and art gallery experiences. Business majors said that team projects often are parts of the course, requiring joint work by small groups of three to five students.

Examples of the myriad ways in which classroom academics are supplemented by activities outside the classroom include:

- Requiring communications majors to work at the campus television station and on the campus newspaper.
- Requiring students in a sociology class to work at a local juvenile detention hall.
- Encouraging all students--even freshmen--to perform research and present the results at professional conferences.
- Having "themed" residential colleges with a professor who lives in or has an office in the dormitory, with frequent, organized small group discussions for the residents.

Many participants said it is possible to self-design courses at their schools for independent study with a professor, although few seemed to have availed themselves of this opportunity.

Many students recognized the value of such educational activities to enhance their classroom experiences. For example, one student noted: "I feel if you do...more hands-on activities in the classroom...people don't get so bored and...not pay attention." A participant in Dallas noted that community service is required of all freshmen on his campus and other participants noted that community-service hours are required to complete certain classes; such experiences were considered

by many participants to be valuable additions to the classroom experience.

Relationships with Faculty. Most participants said they feel comfortable approaching a professor with a question or issue relating to academics and that most faculty members are available during office hours and by school e-mail. Some participants even said faculty members provide their home telephone numbers and personal e-mail addresses to students in smaller classes and/or in their majors.

Some participants--mostly from smaller colleges--said they would feel free to discuss personal issues with a professor and other participants at larger schools said that they would do so with faculty members in their academic majors. As one Dallas participant noted, "I've been in during office hours plenty of times and heard people talking about personal stuff with the teachers." A few students said that they had been to a professor's home for a class, although some other participants said they would feel uncomfortable doing so. Several participants even said that they are on a first-name basis with some of their teachers. A Chicago participant noted "at my school, if the teachers see that some students are sloughing off or not doing well, they'll initiate (a conversation)," in contrast to the student-initiated discussions mentioned by many participants. A Dallas participant said that students could generally tell from a professor's classroom behavior whether she or he is open to after-class discussion or had other activities that took precedence.

While some participants said that younger professors tend to be more approachable than their older counterparts, others said that it is a matter of personal style rather than age that makes a faculty member accessible to students. A Dallas participant noted, "I think it depends on the teacher because some of them are really loose and you can talk to them about anything... And some of them are kind of quiet and so you have to be really careful what you say to them." A

number of participants said they felt more comfortable sending an e-mail to a professor with a class-related question, rather than talking to that faculty member in person. A female student in New York remarked, "there are counselors on campus and you have advisors and that kind of thing... Teachers are basically there to teach...and there are other people accessible for other types of problems."

Extracurricular Activities. Students are involved in various activities outside the classroom, including athletics, bands, fraternities and sororities, and a variety of campus clubs and organizations. Ethnic-related clubs (Asian, Hispanic, etc.) also are popular. Political activities available on campus include Republican, Democratic and Green Party clubs; one Dallas participant estimated that approximately 60 percent of the activities on her campus are politically oriented.

Extracurricular activities are viewed as a way to have fun, to meet people, or explore personal interests, and as "resume builders." Peer pressure appears to be a factor in encouraging some participation in extracurricular activities, as is the availability of "free food" in club meetings and events. A Chicago participant said that he was active in his fraternity and it offered networking opportunities: "you never know who you're going to meet and who's going to help you out, especially for business." However, a Chicago participant said, "I join (a lot of) clubs.... They're resume fodder. I...go to like one meeting and then just put it on my resume." Several participants in different groups mentioned that there was usually an open house at the beginning of the academic year where the various student organizations exhibited, so that students had an opportunity to learn about the range of options available on campus.

Several participants gave insight into the value of extracurricular activities in the educational experience. One participant in New York said, "(extracurricular activities)

are really rewarding after your club does something or you raise money or you help kids. It's really rewarding...personally."

Leadership opportunities generally are available to students through student government and various clubs. A Chicago participant who attends a small school noted that professors sometimes approach students and say, "We want to get the art club going, will you start it up for us?" Another Chicago participant said that his school has a "Leadership Institute" with workshops throughout the year for students.

Some participants characterized themselves as "too involved" in extracurricular activities, but said they enjoy participating in each of them and are accordingly reluctant to drop any of them. But one participant in Dallas noted, "If you get to doing too much, then everything else suffers, so you've got to cut back at some point." A participant in New York said, "I open up my organizer and there's like 10 things I have to do in one day. But also, I'm...juggling jobs, school, and ...activities." A Chicago participant had cut back to two or three clubs and said that it helped, "because then I knew what my priorities were, instead of just joining stuff to join it..." Another participant who felt as if he were involved in too much but did not drop any activities said, "I...somehow survived and somehow pulled it all together." In contrast, some students who said they were involved in too few activities mentioned the pressure of work to earn money, while others said they were just too lazy to become involved. A participant from a school with a large number of commuters said that commuters usually do not want to be bothered with coming back to school in the evenings for club meetings and other activities.

Stress

One fear is that although opportunities for engaged learning are desirable, some students have become overwhelmed by all

their commitments. Virtually all of the focus group participants indicated that stress is common at their schools. Sources of stress mentioned by focus group participants include:

- Lack of money
- Academic workload
- Poor time management skills
- Final and midterm examinations
- Balancing work and school
- Pressure to maintain good grades (especially to continue to receive financial aid)
- Lack of coordination among classes (i.e., multiple tests on the same day)
- Boyfriend/girlfriend relationships
- Fraternity and sorority rush

Some of the stress is admitted to be self-inflicted, such as when students wait until the last minute to study for a test or write a term paper. Several participants noted that some students are better able to cope successfully with stress than others. But one participant said, "...I go from 9:00 AM to 11:00 at night every day, six days a week. It's insane."

Certain majors, such as pre-med, engineering and computer science, were viewed as more stressful than others. Also, art and architecture majors were considered particularly stressful because a great deal of studio time is required in their courses. While some students said that there is less stress in college compared to high school--when students were competing for admission to colleges and universities--others characterized stress in college as worse than in high school. Many of the participants said that their schools have

mechanisms in place to assist students to cope with stress, including workshops on coping with stress, free movies and even massages during finals week. The main stress-reliever mentioned by participants was “partying,” including using drugs and alcohol. Other sources of stress relief that were mentioned included organized sports, exercise programs, sleeping, vacations, video and computer games and spending time at home.

Depression and Other Mental Health Problems

Depression. Virtually all of the focus group participants indicated that they know one or more students who could be characterized as clinically depressed. Many of these are isolated individuals who are not actively involved in campus life or lack a network of close friends. Most focus group participants said that counseling is available on campus for depression and other mental health problems; several noted that many students must be taking advantage of this resource because they have heard it is difficult to get an appointment. Other resources such as hotlines also are available on many campuses. To some extent, there appeared to be a stigma in seeking out these resources, but most participants said that they would know if a student were seeing a counselor only if the student told them.

One Chicago participant said that her school had a “Depression Awareness Week” which offered diagnostic tools to help identify students who were clinically depressed. While most of the focus group participants said that their schools had counseling resources available to students, an African-American student suggested that her school lacked counselors of the same gender and race with whom certain students could identify (e.g., African-American men).

Eating Disorders. Many participants reported that eating disorders also are highly common on campus, particularly among young women. One Dallas participant

remarked, “I can’t even count the number of girls I have heard of or know who have eating disorders,” even though she said that her school had offered a number of information sessions on the topic to address this issue. A Chicago participant said that she knew of students who were anorexic to the point that “it hurt to look at them.”

Cutting. A few students knew of peers who regularly cut themselves; a Chicago participant said that one of her friends had a roommate who regularly did so and was asked to leave school after a few trips to the hospital.

Attention Deficit/Hyperactivity Disorder. Attention Deficit/Hyperactivity Disorder (ADHD) also is common among college students, with one participant noting that it seems so prevalent that it makes him think that students were “faking it” so that they could obtain some of the drugs used to treat this condition. One Dallas participant said that ADHD is “huge on my campus....all the kids with ADHD get to take their tests in special rooms. Every class I’ve been in, there’s someone...who goes to the room to take the test.”

Other Disorders. Bipolar and obsessive-compulsive disorders also were mentioned by some participants as a problem for some college students.

Suicide. Most participants knew of one or more suicides or attempted suicides on their campus, although several said that these often are “hushed up” by college administrators to avoid worrying parents. Several participants said that they would refer a fellow student contemplating suicide to a counselor, while others said that they would just carefully watch that person. A Chicago participant said that his school had a specified protocol for students to deal with suicides: talk with the student for a few minutes and then bring him or her to the resident adviser or campus mental health center.

Smoking

Cigarette smoking was viewed as highly common on college campuses, with prevalence estimates from participants ranging from 20 to 95 percent. Many focus group participants remarked that they had to walk through a haze of cigarette smoke outside of many buildings on their campus. One participant also noted that there are certain stairwells inside buildings at his college where people go to smoke, even though smoking is prohibited indoors.

Participants also distinguished between regular smokers and “social” smokers. They offered several reasons why students smoke cigarettes. In some cases, students began smoking in high school and continued in college. As one Dallas participant noted, “(some students) started in high school because they thought it was cool and it’s one of those things that is obviously really hard to quit...” Peer pressure, stress relief and depression also were cited as reasons why some college students began smoking. Also, a Dallas participant noted that “people think it keeps them thin, so that’s why they do it,” and another said, “I think a lot of people start drinking in college and when you start drinking, some people start smoking.” In other words, smoking and drinking in social situations are viewed by participants as going “hand-in-hand.” Finally, a Dallas participant suggested that some students start smoking because they are bored--it is something to do and also offers a chance to meet people (as smokers congregate outside of campus buildings).

Alcohol Use

Focus group participants indicated that alcohol is “everywhere” on their campuses: even for students under 21 years of age, “it’s like getting water.” A participant in New York noted, “I don’t think I know a single person who doesn’t drink at my school” and another participant in the same group said, “...my campus is supposed to be a dry campus; (but) you’ll walk down the hallway

to go to the bathroom and there are beer cans everywhere! Every single floor!”

Free beer is available at many social gatherings, which encourages some students to drink: “Who’s not going to take a free beer versus a Sprite that you can buy on a regular basis?” asked one female participant in Chicago. Alcohol is seen as a major stress-reliever for students and also a way to break the ice in meeting people in social situations. Drinking helps students to “fit in” when attending social functions.

Focus group participants discussed a range of approaches to regulation of alcohol on campus. At one end of the continuum are religious schools that prohibit alcohol consumption. Toward the middle of the continuum are schools where drinking is officially prohibited, but students still feel that they can have alcohol in their dormitory rooms if they are discreet (resident advisors look the other way as long as drinking is not obvious). At the opposite end of the continuum are schools that apparently sell beer, wine, martinis, etc., at basketball games or have a campus bar.

Other participants noted that it is not uncommon for students and faculty to have meetings in bars or homes where wine and other alcohol are available. Several participants said that some schools allow drinking because they know that it goes on anyway and they would rather keep it on campus to reduce the incidence of drunken driving. A participant in New York noted that she thought her school facilitated student drinking even though they claim to prohibit it: “(Drinking) helps them get ...prospective students. Because they know, if students come and have a good visit and can get alcohol and have a good time, then they’re going to want to come to that school.”

Much student drinking appears to take place off-campus in student apartments. A Dallas participant noted that at his college, keg parties in huge fields are common, with

3,000 to 4,000 students in attendance. Some participants indicated that bars and parties where alcohol is consumed are within walking distance, so drinking and driving usually is not an issue.

Alcohol is easy for students under 21 to obtain, either at private parties, using fake identification cards or at bars where identification is not checked. One Chicago participant noted, "I just bought my fourth fake I.D." Another participant said that his parents encouraged him to get a fake I.D. so that he could go out with them. Students under 21 also are able to get alcohol from friends who have already turned 21. Many participants said that their schools permit on-campus drinking by those 21 and over and this facilitates the procurement of alcohol for those under 21.

Drug Use

Focus group participants were asked about the use of drugs on their campus, including marijuana, cocaine and heroin, club drugs and prescription drugs. Poly-substance abuse also was explored.

Marijuana. Most participants characterized marijuana as being almost as common as alcohol on their campuses, with participants' estimates of marijuana use at their schools ranging from 10 to 90 percent. Reasons for smoking marijuana mentioned by participants are similar to those for drinking: stress relief and socializing. Some participants remarked that many students are just experimenting with marijuana, but others said that marijuana use begins in high school and continues into college. The exception is religious schools where the prohibition on drug use is strictly enforced.

Many participants said that marijuana often is used in dormitory rooms. One participant from a small college said that marijuana use usually is tolerated, but that actions were taken in the case of students who openly left drugs and paraphernalia in a dormitory lounge. A New York participant noted that

"(my school) doesn't think students do it really as much as drinking; they're much more concerned with drinking." Another in the same group said, "...if you deal drugs, then you can get in a little bit of trouble, but if they catch you ...smoking pot outside they'll be like, 'Go inside with that.' That's all they'll say."

Cocaine. Because of its costs, cocaine is viewed as used most often by wealthy students. Some participants made a distinction between marijuana and cocaine. As one student in New York noted, "(Cocaine is) really drugs" and another in the same group said, "(cocaine) can kill you." In general, participants said that cocaine is difficult to get (compared with marijuana) and also much more expensive. When cocaine is used, it often is used at parties and by students who are very "stressed-out." A Dallas participant noted that cocaine use had to do with self-esteem: "I think it has lots to do with not being comfortable in your own skin. Like, why would I want to see the world through the eyes of cocaine?" In Dallas, some participants said that some students use cocaine to manage their weight. In Dallas, participants said that most colleges and universities would not want to admit that there was a cocaine problem on their campuses. One participant noted, "Every single party you go to, there will be people doing coke." In Chicago, some participants said that cocaine has replaced club drugs on their campuses in recent years. Another Chicago participant noted, "I think coke would be more prevalent in my college if we weren't out in the middle of nowhere. So I think ...opportunity has to do with it.... If you're in the cities, then it's a lot easier to get it."

Heroin. Only a few focus group participants knew of any students who had used heroin.

Methamphetamines. Methamphetamines also were mentioned by participants in the Dallas and Chicago groups as becoming

increasingly popular. A Chicago participant said, “crystal is basically taking the place of cocaine.” The advantage for student users was its reasonable cost, compared with many other drugs.

Club Drugs. Many participants said that club drugs no longer highly prevalent on campuses and were more common when they were in high school. A few participants were unaware of any club drugs being used on their campuses. Participants said that club drugs are used largely at bars, parties and raves, rather than in dormitory rooms. A Dallas participant said that there was a huge ecstasy “bust” at her school which resulted in many students being expelled, effectively eliminating an ecstasy problem on that campus.

Prescription Drugs. Prescription drugs such as Ritalin, Adderall, Vicodin, Xanax, Valium, Zoloft and OxyContin were well known to students and viewed as safer than harder drugs like cocaine or club drugs. The stimulants--Ritalin and Adderall--appear to be misused largely for purposes of staying up late to study or do school work. A Dallas participant said that there was an Adderall/Ritalin “epidemic” on her campus and another indicated that students at his school could get a prescription for Adderall just by saying they needed to concentrate. These and other prescription drugs, which are seen as widely available, are abused for much the same reasons as illicit drugs: to party, relax, relieve stress, etc. Many students have prescriptions for drugs and share them with or sell them to fellow students. According to several participants in the Chicago women’s group, some students who get prescriptions after surgery or tooth extractions often sell their unused drugs. A Chicago participant said that the trainer at his school gave out Vicodin to injured athletes.

Some participants felt that students fake symptoms of various disorders in order to obtain prescriptions for these drugs. In New York, several participants said that “quiet”

students often abuse prescription drugs; they do not socialize much and keep mostly to themselves. Some Chicago participants said they knew of students who had crushed prescription drugs and snorted them, like cocaine. In contrast to the more common use of prescription drugs to improve concentration, one New York participant said that he knew of students who took prescription drugs with alcohol to “party.” “Robo-tripping” (the consumption of cough medicine to get high) also was mentioned, although this is an over-the-counter rather than a prescription drug.

Poly-substance Abuse. Poly-substance abuse was viewed as common by focus group participants. Participants reported drinking and smoking or using alcohol in combination with cocaine or prescription drugs. In New York, several participants noted that students sometimes are unaware of the dangers of overdosing on prescription drugs when drinking or using other drugs. Students who used multiple substances were viewed as being in search of a high beyond what they would get with the use of a single substance. As one Dallas participant remarked, “...The people that are just using one drug, they’re like, ‘yeah, that felt good’... And then, ‘that feels really good so now I’m going to mix weed and alcohol and whatever else’...looking for the ultimate feel-good sensation.” In Chicago, participants characterized poly-substance users as students who seem to have more family problems and less interest in going to class than other students. As one woman noted, “they seem more reckless and they don’t care quite as much about reputation or about disciplinary problems.”

The “Typical” Substance Abuser. Students had a difficult time differentiating between the “typical characteristics” of students who smoke, drink a lot or use drugs and those who refrain from doing so. There appeared to be no “profile” of a smoker, drinker or drug user, primarily because students perceive the majority of their peers engaging in these substance use behaviors,

including students who perform very well academically and socially and those who are highly involved in extracurricular activities, service and other forms of engaged learning. The only differentiation students made was between “hard-core abusers”--those who are alcohol or drug dependent--and other students. These “addicted” students typically were perceived as less social and as having more emotional or family-related problems.

Schools’ Reactions to Drug Use. In terms of school reaction to drug use on campus, one New York participant noted that her school was concerned about the theft of prescription drugs on campus, but otherwise seemed unconcerned about student drug use. Generally, participants said that the only way that colleges seem to know about problems with drug use is when students overdose. A Chicago participant said that prescription drug abuse is difficult for schools to monitor; it is easy for a student to take a pill but difficult to distinguish between legitimate and illegitimate use.

Abuse and Addiction. Some focus group participants said they knew of students who could be characterized as “drug abusers.” In some, but not all, cases mentioned by the participants, there seemed to be a progression from drinking to drugs.

Participants felt that their schools have been generally ineffective in advising students about how to deal with student abuse and addiction. Some said that their schools generally advise students to refer friends in need of assistance with drinking or drug use to on-campus counseling centers. However, one participant in New York knew of a student who sought help from counseling services and was ultimately dismissed from school because the counselor gave supposedly confidential information about the student to the administration. Other participants reported that their schools tend to send home students with serious problems, such as drug and alcohol abuse and severe depression. One of the greatest

fears with drug and alcohol abuse appears to be that parents will find out about it.

Campus Violence

Most focus group participants knew of violent incidents on their campuses. In most cases, participants mentioned fighting between fraternities (usually in conjunction with drinking), but rape and other violence against women also were discussed. One Chicago participant said that hate crimes had been common on his campus during the preceding year. Some campuses are located in high-crime areas and this contributes to on-campus violence.

While some participants said that their schools are conscientious about letting students know about incidents of violence, especially rape, others said their schools attempt to hide such information, particularly from parents.

Many campuses offer escort services for women after dark. Some schools have no hesitation about calling in the regular (non-campus) police if there is a problem. In contrast, a student from a religious school said that even if a woman were raped at school, she would feel uncomfortable about reporting it because of the campus culture, even though other women would then not know to exercise extra caution.

Making Connections

At the conclusion of the focus group session, participants were asked whether they saw any connections among the three main areas covered:

- engaged learning
- depression/mental health; and
- substance use.

Students said that the relationship between depression/mental health and substance use

could go in either direction: students could use substances of abuse to relieve depression or depression could result from their abuse. In New York, participants mentioned that heavy cocaine and hallucinogenic users usually seem depressed, but it was unclear which came first, drug use or depression. A number of participants noted that stress is a basic cause of depression, other psychological problems and substance use.

Participants remarked that they knew of students who abused alcohol or drugs but were nevertheless able to maintain a perfect GPA. In Chicago, some of the female participants said that many students who seem most involved in activities at their campus also were those most likely to drink heavily and take drugs. One participant in that group noted, "...I know plenty of people who are 'prominent' on campus, involved in everything, and they have a serious problem." A participant in the Chicago men's group said "...the biggest pot-head I knew was the person who always asked questions, always responded to the faculty's prompts..." A Chicago participant noted that "...if you're involved in what you're studying, that will bring satisfaction and you won't really want to do drugs..." and another that, "...always keep yourself busy and you're not going to get yourself into trouble, that's how I view it."

The National Survey: Key Findings

The national survey of college students was conducted by SRBI. Two thousand full-time four-year college students, ages 18 and older, were interviewed by telephone between November 3, 2004 and January 9, 2005. SRBI used stratified random sampling to ensure adequate representation of male and female students from various racial/ethnic backgrounds, from schools in various geographic locations and from schools of various types (e.g., liberal arts colleges; research universities) and sizes.

Students' names were obtained from a national database of college students and contacted via a letter inviting them to participate in the survey and informing them that they would be contacted via phone in the next few weeks. Successful interviews averaged 26 minutes in length.

The survey focused specifically on the issues of mental health, substance use and engaged learning. Students were asked to report on their attitudes, beliefs and behaviors regarding smoking cigarettes, drinking alcohol, using illicit drugs and misusing prescription medications. In addition, a series of items assessed signs of depressive symptoms as well students' thoughts about what precipitates feelings of depression in them or in their friends. Another series of items questioned students about their engagement in service learning and civic activities, including motivations, opportunities and incentives for doing so. (See Appendix B for detailed methodology, sample description and survey instrument.)

Sample Characteristics

A diverse sample of students was recruited for this survey. Fifty-six percent of the sample was female. The majority (74 percent) was white, 10 percent African-American, seven percent Hispanic/Latino, six percent Asian/Pacific Islander, one percent American Indian/Alaskan Native and six percent of mixed race.* Sixty-one percent of the sample characterized themselves as single, 31 percent as in a long-term relationship, four percent as engaged, three percent as married and one percent as separated or divorced.

Students represented various political views, with 31 percent characterizing themselves as liberal, 31 percent as "middle of the road," 24 percent as conservative and six and four percent, respectively, characterizing

* An additional four percent characterized their racial background as "other" and one percent did not answer the question.

themselves as “far left” and “far right.”* Most students indicated that they were somewhat (33 percent) or very (32 percent) strongly affiliated to their religion or spiritual practice.

Respondents included freshmen (26 percent), sophomores (21 percent), juniors (23 percent) and seniors (30 percent). Nearly two-thirds (63 percent) attended public schools (37 percent attended private). The majority of students characterized their schools as competitive (56 percent as very or highly competitive, 26 percent as competitive and 17 percent as not so competitive) and most described their schools as large (69 percent said over 5,000 students). Twelve percent of students were members of a fraternity or sorority and most lived in a campus residence hall (dormitory) (56 percent) or off-campus housing (33 percent).

What is Occupying Students’ Time?

In light of the focus group finding that students perceive themselves as overwhelmed and overburdened by all they have to do, CASA was interested in getting a sense of how college students spend their time. The findings suggest that, compared to high school, students are spending more time in college working for pay and socializing, relatively less time in extracurricular and service activities, and about the same amount of time in political activities (all potential forms of engaged learning).

Working for Pay. In college, almost two-thirds (62 percent) of the students reported spending 10 or fewer hours per week working for pay; 14 percent report spending more than 20 hours at a job. Students attending public schools (vs. private or religious), larger schools (vs. smaller) and less competitive schools (vs. more competitive) were significantly likelier to work more hours for pay.

* Six percent did not respond to the question.

A larger proportion of students report spending more time in college than in high school working for pay (40 percent) compared to those spending less (31 percent) or the same amount (28 percent) of time. The primary rationale offered for spending more time in college working for pay is the greater need for money and the primary rationale for spending less time in college working for pay is that the students want to focus on their studies.

Extracurricular Activities. Students were asked to think about the time they spend engaged in activities such as sports, the arts, student clubs or student government. In college, the majority of students (86 percent) spend 10 or fewer hours per week in athletic activities; 38 percent spend no time in athletics. Most (93 percent) spend 10 or fewer hours in artistic activities; 59 percent spend no time on the arts. Most (85 percent) spend no time in student government.

Students were likelier to report spending less time in extracurricular activities while in college compared to high school (46 percent) than to report spending more (28 percent) or the same amount (26 percent) of time. The primary explanation provided by those who said they spend more time in college on these activities was that there are more interesting activities available to them. Those who spend less time in college on extracurricular activities explained that they have less free time to spend and that they want to focus on their schoolwork.

Service and Political Activities. Students were asked to indicate the amount of time they choose to spend performing non-required service activities, such as tutoring, counseling or volunteering. Ninety percent of students reported spending five or fewer hours per week, on average, engaged in these types of activities. Compared to time spent in high school, students were likelier to report spending the same amount (41 percent) or less time (34 percent) than they were to report spending more time (25

percent) on these activities while in college. Many of those who said they spend more time in college engaged in these activities explained that they found more interesting activities to take part in. Most of those who reported spending less time while in college blamed their limited free time.

Similar findings were obtained for students' engagement in political activities, such as organizing demonstrations, protests, rallies, petitions or campaigns. Nearly all students (98 percent) reported spending a weekly average of five or fewer hours on these activities and 76 percent reported spending no time at all. Students attending public schools (vs. private or religious), larger schools (vs. smaller) and less competitive schools (vs. more competitive) spent significantly less time engaged in political activities. Most students (58 percent) reported spending the same amount of time engaged in political activities as they did in high school, whereas nearly a quarter (24 percent) said that they spend more time and 17 percent reported spending less time on political activities. Those who said they spend more time in political activities explained it simply that they were more interested in the activities whereas those who spend less time either were not interested in the activities or reported having less free time.

Social Activities. Half the students reported spending more time in college than in high school on social activities (30 percent said they spend the same amount of time and 20 percent spend less), primarily, they say, because there are more people to socialize with in college relative to high school. Most of those who spend less time say that they have less free time to spend.

Opportunities for Engaged Learning

The concept of engaged learning that is so central to the Bringing Theory to Practice endeavor is a complex one that is difficult to capture in a survey. Therefore, CASA attempted to break the concept down into its

various components and question students about different experiences that might exemplify engaged learning or civic engagement opportunities for them.

Valued Input. One aspect of engaged learning is when students feel that their involvement and input in the course is valued by faculty. A surprising majority of students reported having this experience frequently (53 percent) or occasionally (35 percent) while in college. But 12 percent said that they rarely or never have. Students at private and smaller schools felt that their involvement is valued by faculty significantly more frequently than students at public or larger schools.

Service Learning. Service learning--where students are required as part of a course to perform service activities and then reflect with the professor on what they have learned and how it relates to course content--was experienced by fewer students. Two-thirds (66 percent) said they never or rarely had this type of a course. Yet, among those who have, 92 percent found service learning to be somewhat (51 percent) or very (41 percent) valuable. Students at religious and smaller schools had experience with service learning significantly more frequently than students at public, private or larger schools.

Working with Faculty. Almost two-thirds of students (64 percent) also have never (41 percent) or rarely (23 percent) had an experience where they worked closely with a faculty member on a research project, independent study project or an internship and felt that their input was important or valued. Yet, among those who have had this experience, nearly all (95 percent) found it to be somewhat (32 percent) or very (63 percent) valuable. Students at private and smaller schools reported working closely with faculty significantly more frequently than students at public or larger schools.

Transformative Educational Experiences. Students were asked about educational experiences in college that inspired them or

otherwise affected them by significantly changing their perspective. While 29 percent of students rarely or never had such an experience, 49 percent said that have occasionally and 22 percent said that they have had this type of experience frequently. Students at private schools had this experience significantly more frequently than students at public schools.

The key components of the educational experience that inspired or affected students were the intellectual challenge (44 percent), the chance to reflect on larger social issues (40 percent), the experience of working with a mentor or faculty member (27 percent), the increased sense of responsibility (22 percent) and the feeling that their input was valued (20 percent).

Students were asked the same question about extra-curricular activities. Whereas 42 percent have rarely or never participated in extra-curricular activities that inspired them or significantly changed their perspective, 37 percent had done so occasionally and 21 percent had done so frequently. Students at private and smaller schools had this experience significantly more frequently than students at public or larger schools.

The types of extra-curricular activities in which students have had this type of experience include student clubs or organizations (39 percent), campus or community service (26 percent), athletics (23 percent), a job (20 percent), the arts (19 percent), political activities (10 percent) and student government (six percent).

Similarly, students were asked about educational experiences that motivated them to make an active contribution to a larger goal or purpose. Nearly half the students (46 percent) have rarely or never had such an experience, 39 percent have occasionally and 15 percent have frequently. Nearly half the students (47 percent) also have rarely or never participated in a job or extra-curricular activity that motivated them to make an

active contribution to a larger goal or purpose (33 percent have occasionally and 20 percent have frequently). The types of experiences in which students have had these experiences include jobs (38 percent), student clubs or organizations (32 percent), campus or community service (24 percent), athletics (15 percent), the arts (12 percent), political activities (seven percent) and student government (four percent).

Because many of these educational experiences occur in the context of required courses, students were asked how often they actively sought out an educational experience that would involve greater personal responsibility for their own learning, such as getting involved in research, independent study, an internship or service learning. Nearly half the students (47 percent) said that they rarely or never have done so, 34 percent said they have occasionally and 19 percent said they have frequently. The fact that nearly half the students haven't sought out engaged learning experiences does not appear to be due to faculty indifference. In fact, 81 percent of students reported that faculty, administrators or other school staff have occasionally (37 percent) or frequently (44 percent) encouraged students to get involved in these forms of learning experiences. Students at private and smaller schools reported on faculty or other school staff encouragement significantly more frequently than students at public or larger schools.

Stress

Most students see stress as a moderately large problem on college campuses (60 percent); 28 percent describe it as a very big problem and 10 percent as very small. At the same time, one-third of the students surveyed report that they frequently feel overwhelmed by all that they have to do. Students clearly feel more stressed in college compared to high school: 68 percent said that the stress is greater in college; only nine percent said that it is less.

Sources of Stress. Seventy-two percent of students feel that their schoolwork makes them somewhat (47 percent) or very (25 percent) stressed. In fact, three-quarters of the students (76 percent) rated it as their main source of stress or anxiety. Involvement in extra-curricular activities is considered less stressful, with 28 percent of students saying that it makes them feel somewhat (21 percent) or very (seven percent) stressed and only 16 percent rating it as the main source of stress or anxiety for them. Following schoolwork, financial pressures were rated by the most students (41 percent) as their main source of stress or anxiety. One third of the students cited post-college plans as their main source of stress.

Stress Relief. Students offered various means of relieving stress. Exercising was mentioned by 30 percent of students as was socializing with friends. Substance use was not mentioned by many students as something they typically do to relieve stress (3.6 percent said they drink alcohol, 1.2 percent said they use drugs and 0.9 percent said they smoke to relieve stress).*

Depression and Other Mental Health Problems

Clinical depression and related mental health problems tend to emerge in young adulthood--typically the years in which young people attend college. Forty-two percent of students perceive depression to be a moderate (37 percent) or very big (five percent) problem on their campus and one-third say that it is somewhat (29 percent) or very (four percent) common for students at their school to seek professional counseling

* Students were not offered response options for this question. They provided spontaneous responses which were subsequently coded by the interviewer. It is possible that, had substance use been explicitly offered to them as a response option, more students may have acknowledged smoking, drinking or using drugs to relieve stress (see "smoking" discussion on next page).

for symptoms of depression. Most students (92 percent) also believe that school resources and services for helping students with stress, depression, suicide, eating disorders or other psychological problems are somewhat (32 percent) or very (60 percent) accessible. Despite this, 50 percent of students think that there is a stigma attached to seeking out resources for depression and 60 percent think that embarrassment or this stigma might keep a student from getting help for a problem.

Sub-Clinical Symptoms of Depression and Anxiety. In the past year, 52 percent frequently (17 percent) or occasionally (35 percent) have felt mentally exhausted; 32 percent frequently (seven percent) or occasionally (25 percent) have felt "very sad"; 19 percent frequently (five percent) or occasionally (14 percent) have felt "that things were hopeless"; and 11 percent frequently (three percent) or occasionally (eight percent) have felt "so depressed that it was difficult to function." Another 31 percent frequently (seven percent) or occasionally (24 percent) felt very anxious or panicked.

Clinical Disorders. Twelve percent of college students have been diagnosed with depression. One-third of these (35 percent) were diagnosed while in college. Fewer (six percent) had been diagnosed with an anxiety disorder such as panic disorder or generalized anxiety disorder, but 50 percent of these were diagnosed while in college. While only two percent had been diagnosed with an eating disorder, 27 percent of these were diagnosed while in college. Six percent of students report currently being in treatment or therapy for a psychological or emotional problem and seven percent are currently taking prescribed medications for their psychological or emotional problem.

Suicide. Fourteen percent of students report knowing of instances of suicide in the past year among the students at their school and 20 percent are aware of suicide attempts.

Sexual Violence

More than one-third (37 percent) of students think that incidents of date rape or other sexual violence occur frequently (nine percent) or occasionally (28 percent) among the students at their school. The majority (81 percent) of students who think it occurs believe that alcohol or drugs were frequently (51 percent) or almost always (30 percent) involved during the time of the incident.

Smoking

Four in 10 students report smoking a whole cigarette in their lifetime; 21 percent are current smokers.* Perhaps reflecting the distinction between social smoking and habitual smoking, most current smokers either smoke rather infrequently (37 percent said they smoked about one to five days in the past month) or quite frequently (38 percent said they smoked on 25 or more days in the past month).† Smokers are likelier to report smoking more in college compared to high school (44 percent) than they are to report smoking less in college (27 percent) or about the same amount (28 percent).

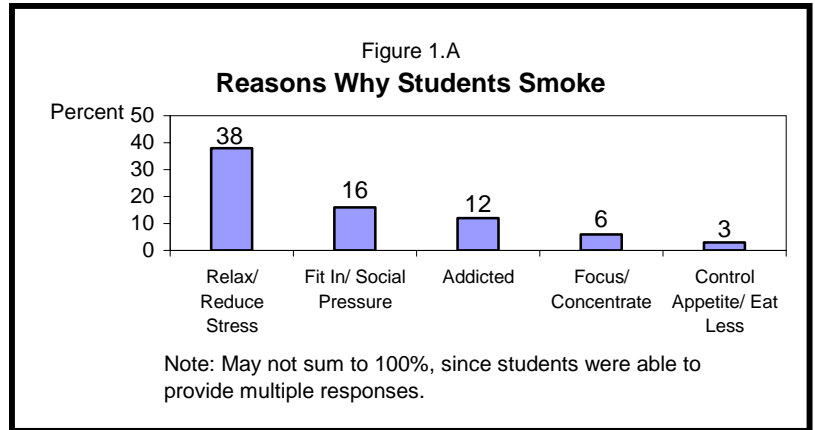
The most common reason provided by smokers for smoking is to relax or reduce stress (38 percent); 16 percent cite social pressures or the desire to fit in. (See Figure 1.A)

Alcohol Use

The vast majority of students (86 percent) report drinking alcohol in their lifetime; 64

* Smoked in the last 30 days. Fifty-two percent of ever smokers are current smokers.

† For purposes of analyses, frequent smokers are defined in the rest of the report as those who smoked on 11 or more of the days in the last 30 days (52.8 percent of current smokers) and infrequent smokers are those who smoked on 10 or fewer days (47.2 percent).



percent are current drinkers.‡ Thirty-nine percent of these report drinking rather frequently (six or more days in the past month) and 61 percent report less frequent drinking (five or fewer days in the past month). Most students (72 percent) who have drunk alcohol do not report binge drinking.§ However, 6.3 percent of students are heavy drinkers**--binge drinking five or more times in the last two weeks.

Not surprisingly, most students drink on the weekends; however, 24 percent say that they normally drink on Thursdays and 13 percent said they normally drink on Mondays, Tuesdays or Wednesdays. Nineteen percent said that they are most likely to drink after an exam. Student alcohol users are likelier to report drinking more in college compared to high school (64 percent) than they are to report drinking less in college (16 percent) or about the same amount (19 percent).

The most common reason provided by alcohol users for drinking is to relax or reduce stress (40 percent); 17 percent say they drink to get drunk and 12 percent cite social pressures or the desire to fit in. (See Figure 1.B) Fifty-seven percent of students say that the social atmosphere at their school

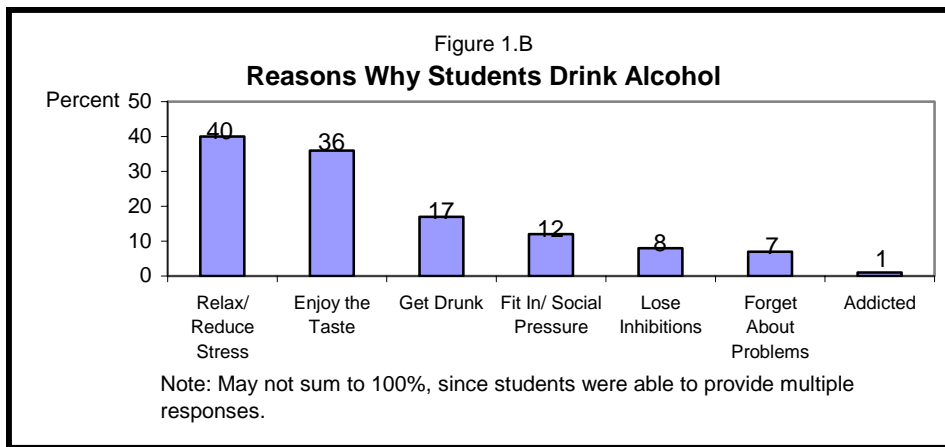
‡ Drank in the last 30 days. Seventy-five percent of ever drinkers are current drinkers.

§ Defined here as consuming five or more alcoholic drinks on a single occasion. Sixty-two percent of current drinkers are binge drinkers.

** Ten percent of current drinkers are heavy drinkers.

promotes alcohol use. While 89 percent of students said that a faculty member never has offered them alcohol, four percent report that this has happened occasionally or frequently.

Alcohol is seen as easy to get by 87 percent of students. Students' perceptions of regular alcohol users' academic performance are that they perform worse (47 percent) or about the same (48 percent) as students who drink less often or not at all.



Drug Use

Students were asked about their use and perceptions of marijuana, cocaine, heroin, club drugs (e.g., Ecstasy, GHB, Special K) and prescription drugs. Rates of use varied by the type of drug; however, 40 percent of drug users report using drugs to get high, 39 percent to relax or reduce stress and 14 percent cite social pressures or the desire to fit in. (See Figure 1.C)

Eighteen percent of students say that the social atmosphere at their school promotes drug use. Students' perceptions of regular drug users' academic performance are that they perform worse (74 percent); 20 percent said they perform about the same as students who use drugs less often or not at all.

Although the majority of students (88 percent) think that school resources and services for helping students deal with

substance abuse problems are somewhat (38 percent) or very (50 percent) accessible, more than one-third (37 percent) think that the attached stigma and/or denial of the severity of the problem might keep students from getting help.

Marijuana. Over one-third of college students (35 percent) have used marijuana; 13 percent say that they are current users.* More than four in 10 marijuana users (43 percent) are frequent users, using it on six or more days of the month. Marijuana is seen

as easy to get by 77 percent of students. In contrast to smoking cigarettes or drinking alcohol, student marijuana users are likelier to report using marijuana less in college compared to

high school (40 percent) than they are to report using more marijuana in college (35 percent) or about the same amount (24 percent).

Other Illicit Drugs. Five percent of students have used cocaine in their lifetime and five percent have used club drugs. Only one percent of each of these groups are current users. No students admitted to heroin use. In contrast to alcohol and marijuana, illicit drugs are not seen as easy to get (28 percent see cocaine as easy to get, 13 percent see heroin as easy to get and 44 percent see club drugs as easy to get).

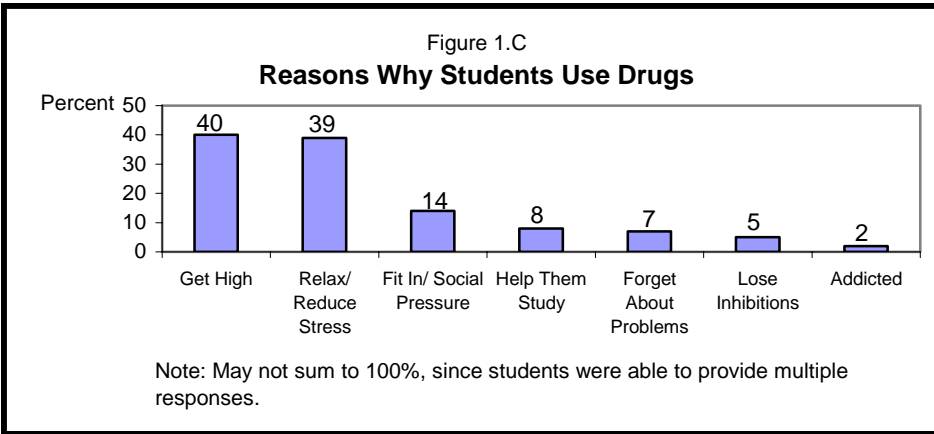
Prescription Drugs. Based on the focus group findings and on recent reports of the increased rates of prescription drug misuse among youth, respondents were asked about their use of prescription stimulants,

* Used marijuana in the last 30 days. Thirty-six percent of ever users.

painkillers or tranquilizers that were not prescribed to them.

students' self-reports. For example, whereas 21 percent of students report being current smokers, the median estimate of peer current

smoking is 35 percent and whereas 13 percent of students report being current marijuana users, the median estimate of peer marijuana use is 30 percent. The extent to which



this disconnect is a function of student misperception of peer activities or of student underreporting of their own behaviors is unknown.

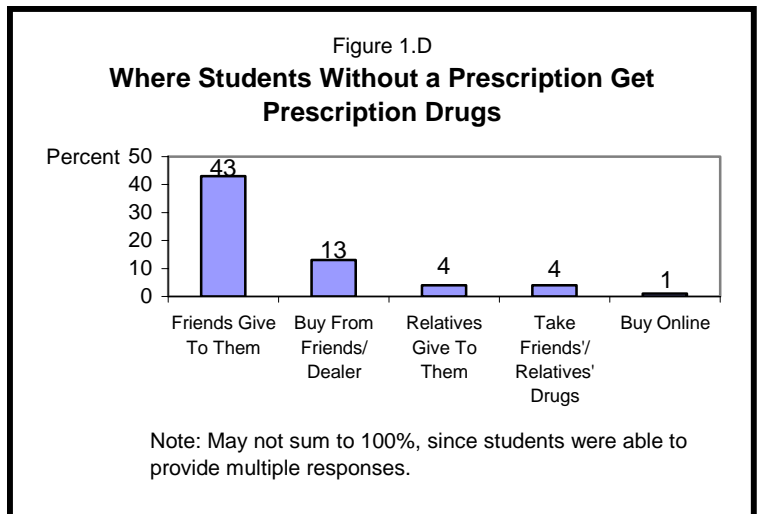
Overall, 13.5 percent of students report misusing prescription drugs in their lifetime; 3.5 percent report doing so in the past 30 days. Eight percent report misusing prescription stimulants, such as Ritalin or Adderall; 31 percent of these do so currently. Nine percent report misusing prescription painkillers such as OxyContin, Vicodin or Percocet; 17 percent of these do so currently; and five percent report misusing prescription tranquilizers such as Xanax, Valium or Ativan; 13 percent of these do so currently. More similar to alcohol and marijuana than other illicit drugs, 61 percent of students see prescription drugs as easy to get for recreational (non-medical) use. The most common sources of prescription drugs for recreational use are from friends who give them away (43 percent) and from friends or dealers who sell them (13 percent). (See Figure 1.D)

Parental Influence

Contrary to what most parents believe, 70 percent of students said that their parents' concerns or expectations either somewhat (30 percent) or very much (40 percent) influence whether or how much they smoke, drink or use drugs. In fact, those students who said they were more influenced by their parents' concerns or expectations smoked, drank, binge drank and used marijuana significantly less than those who were influenced less by their parents.

Disconnect Between Perceptions and Reported Prevalence of Student Substance Use

CASA questioned students not only about their use of various substances, but also about their perceptions of substance use among students at their school. The findings indicate a gap between student estimates of their peers' levels of substance use and



Making Connections

Of primary concern for the project is whether the three areas of interest--student mental health, substance use and engagement--are linked to one another and whether colleges can capitalize on these links in order to improve student health and well being. The findings suggest a complex relationship between student mental health and substance use: whereas students who are stressed by their schoolwork and other commitments and those with more serious mental health problems generally engage in more smoking and drug use, they are less likely to drink heavily than other students. This probably reflects the largely social nature of college drinking and that students who are highly stressed or mentally unhealthy are less likely to be very socially engaged. With regard to engaged learning, although students who are more engaged in their learning are likelier to report feeling stressed, overwhelmed and even mentally exhausted than less engaged students, they are neither more nor less likely than less engaged students to have serious mental health problems. More engaged students, however, are less likely than less engaged students to use most substances of abuse.

Mental Health and Substance Use.

Substance use and abuse have been linked to mental health problems in numerous studies of teens and adults. In fact, co-occurring psychiatric disorders are highly prevalent among substance abusers. However, college students constitute a unique population. Because substance use--particularly drinking--is so common among all types of students and because many students engage in substance use as a social activity, the links between mental health problems and substance use are less obvious in this population.

CASA's analysis of its national survey of students reveals that student substance use is linked to stress, depression- and anxiety-related symptoms and to clinical levels of mental health disorders. Generally, students

who describe themselves as more stressed, overwhelmed, mentally exhausted, sad, depressed and anxious, and those who have been diagnosed with mental health problems or take medication for psychological or emotional problems are likelier to engage in all forms of substance use with the important exception of drinking. The findings suggest that whereas smoking and most forms of drug use are linked to greater stress and mental health symptomatology among college students, a high level of alcohol use--which may be associated more strongly with socializing--is either unrelated to mental health problems or, in some cases, more common among those with fewer mental health problems in this population.

More specifically:

- **Schoolwork Stress.** Students who describe being very or somewhat stressed by their schoolwork are likelier than those who describe being a little or not at all stressed by schoolwork to be current smokers* (54.0 percent vs. 46.2 percent). But these students are less likely to be frequent drinkers† (36.8 percent vs. 44.8 percent), binge drinkers (59.3 percent vs. 69.5 percent) or heavy drinkers (8.4 percent vs. 13.3 percent). (See Figure 1.E)
- **Mental Exhaustion.** Students who report feeling mentally exhausted very or somewhat frequently‡ are likelier than those who report feeling this way less

* Current smoking is defined as smoking in the last 30 days. This includes only students who reported ever smoking.

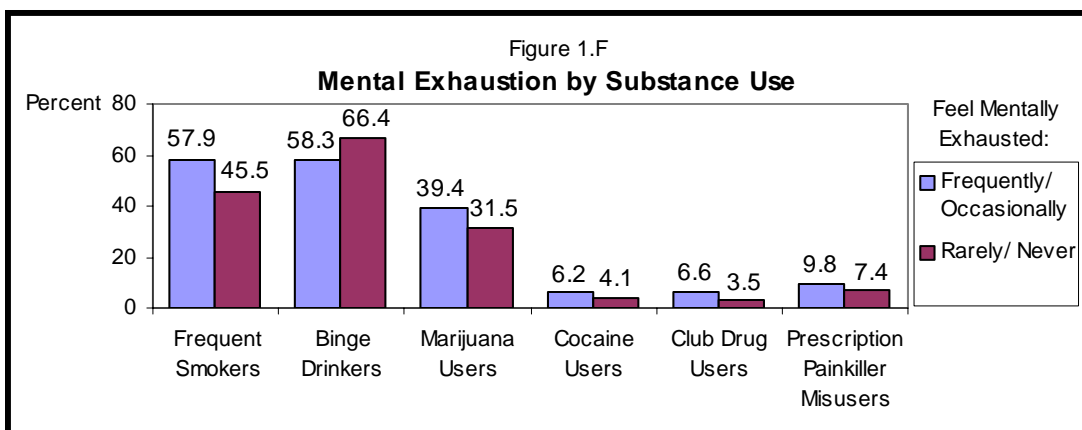
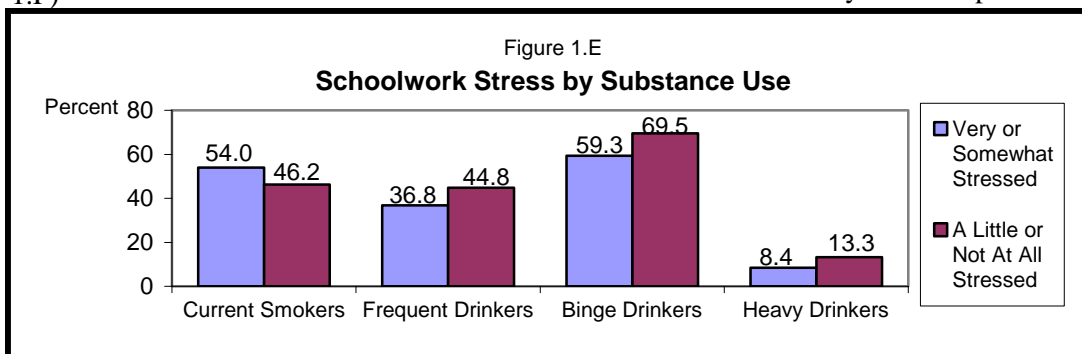
† Frequent drinking is defined as drinking alcohol on six or more days in the last 30 days. The analyses pertaining to frequent, binge or heavy drinking include only students who reported drinking in the last 30 days (current drinkers).

‡ In the past 12 months.

often to smoke more frequently* (57.9 percent vs. 45.5 percent). They also are likelier to report that they have ever used marijuana (39.4 percent vs. 31.5 percent), cocaine (6.2 percent vs. 4.1 percent), club drugs (6.6 percent vs. 3.5 percent) and to have misused prescription painkillers (9.8 percent vs. 7.4 percent). They are less likely, however, to be binge drinkers (58.3 percent vs. 66.4 percent). (See Figure 1.F)

percent vs. 4.3 percent), club drugs (8.9 percent vs. 4.3 percent) and to have misused prescription painkillers (12.1 percent vs. 7.9 percent) and prescription tranquilizers (7.5 percent vs. 3.9 percent). They are less likely, however, to be binge drinkers (58.1 percent vs. 63.1 percent). (See Figure 1.G)

- **Sadness and Depression.** Students were asked how often they felt very sad and how often they felt so depressed that



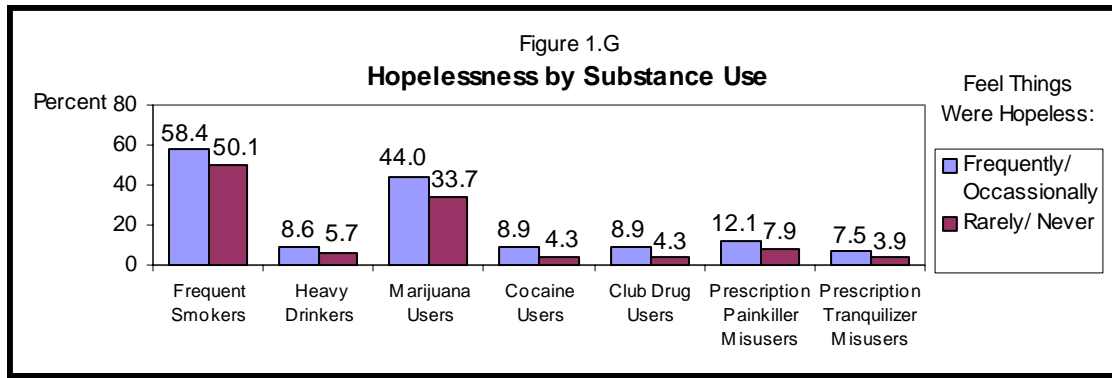
- **Hopelessness.** Students who report feeling hopeless very or somewhat frequently[†] are likelier than those who report feeling this way less often to be current smokers (58.4 percent vs. 50.1 percent). They also are likelier to report that they have ever used marijuana (44.0 percent vs. 33.7 percent), cocaine (8.9

it was difficult to function.[‡] Those who report more frequent sadness are significantly less likely to be current drinkers (71.0 percent vs. 76.1 percent) but likelier to have used cocaine in their lifetime (6.9 percent vs. 4.4 percent). Those who report more frequently feeling so depressed that it was difficult to function are likelier to have used marijuana (45.2 percent vs. 34.3 percent) and cocaine (8.7 percent vs. 4.7 percent) in their lifetime.

* Frequent smoking is defined as smoking on 11 or more days in the past 30 days. This includes only students who reported smoking in the last 30 days.

[†] In the past 12 months.

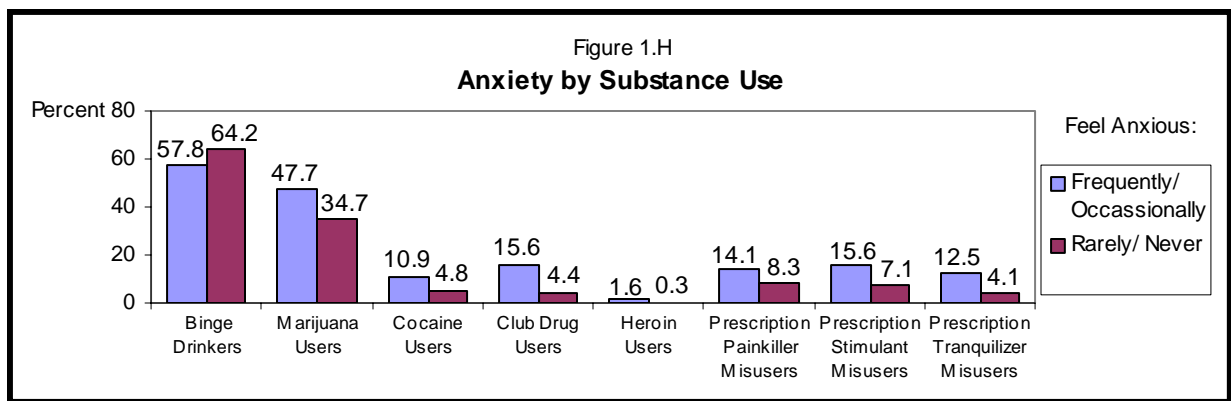
[‡] In the past 12 months.



- Anxiety.** Students who report frequently feeling very anxious or panicked* are likelier than those reporting less frequent anxiety to have used drugs in their lifetime, including marijuana (47.7 percent vs. 34.7 percent), club drugs (15.6 percent vs. 4.4 percent), cocaine (10.9 percent vs. 4.8 percent), heroin (1.6 percent vs. 0.3 percent),† and to have misused prescription drugs such as stimulants (15.6 percent vs. 7.1 percent), painkillers (14.1 percent vs. 8.3 percent) and tranquilizers (12.5 percent vs. 4.1 percent). They are, however, less likely to report binge drinking (57.8 percent vs. 64.2 percent). (See Figure 1.H)

diagnosed to be frequent smokers‡ (73.5 percent vs. 48.7 percent), and to have ever used marijuana (45.5 percent vs. 34.2 percent), club drugs (9.8 percent vs. 4.5 percent), cocaine (8.9 percent vs. 4.6 percent) and heroin (1.2 percent vs. 0.2 percent). They are likelier to have misused prescription painkillers (12.1 percent vs. 8.2 percent) and tranquilizers (7.7 percent vs. 4.2 percent), and to have sought treatment for a drug problem (3.6 percent vs. 0.8 percent). They are less likely to binge drink. (See Figure 1.I)

Similar findings emerged or students who had been diagnosed with an anxiety disorder or with another psychological or emotional disorder. Students reporting taking



- Clinical Mental Health Disorders.** Students diagnosed with depression are likelier than those who have not been

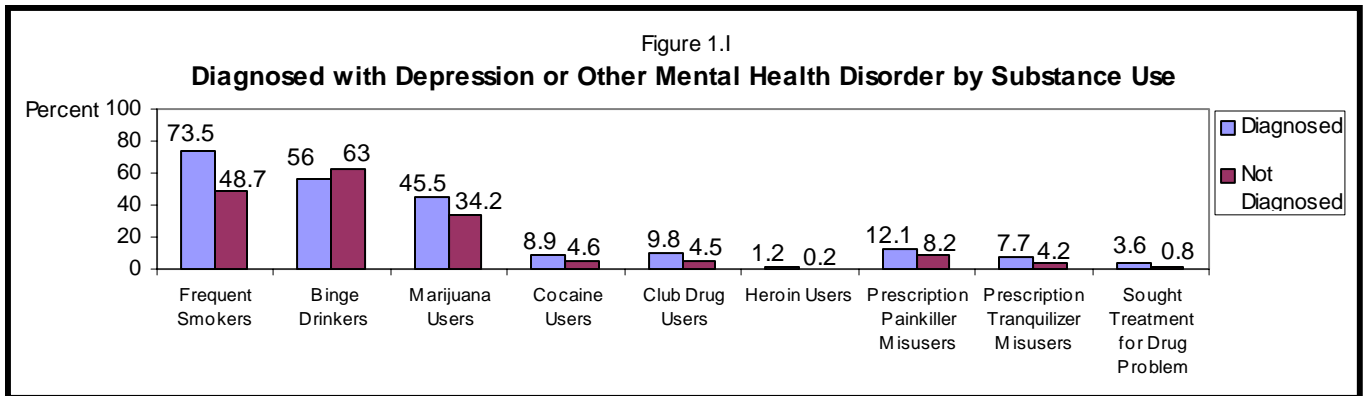
prescribed medication for a psychological or emotional problem also are likelier to be frequent smokers§ (77.1 percent vs. 50.5

* In the past 12 months.

† It is important to note that the total number of students reporting using heroin, and to a lesser extent cocaine, was very small in this sample.

‡ This includes only students who reported smoking in the last 30 days.

§ This includes only students who reported smoking in the last 30 days.



percent) and to have used marijuana in their lifetime (49.2 percent vs. 34.6 percent).

Engaged Learning and Mental Health.

The connection between mental health and students' engagement in their education-- both course-related and extracurricular--is a complex one. On the one hand, students who are highly engaged are more likely than those who are less engaged to feel stressed and overwhelmed but, aside from stress, they do not appear to be at significantly higher (or lower) risk for mental health problems such as depression or anxiety.

More specifically:

- **Stress.** Engaged students* are more likely than those who are less engaged

* A cumulative index of a number of engagement-related variables was created for ease of presentation of the findings. This engagement index consisted of questionnaire items asking how often students had the following experiences while in college: a course in which they felt that the faculty truly valued their personal involvement and input; a course that specifically included service learning; working closely with a faculty member on a research project, an independent study project, or an internship where they felt that their input was very important or valued; a course, other educational experience or extracurricular activity that inspired them or significantly changed their perspective; a course, job or extracurricular activity that motivated them to make an active contribution to a larger goal or purpose; actively seeking out an educational experience that would involve greater responsibility for their own learning, such as getting involved in research, independent study, an

to perceive student stress to be a big problem in their schools (30.9 percent vs. 26.7 percent). They also are likelier to report feeling very or somewhat stressed by their schoolwork (74.6 percent vs. 68.2 percent) and by their extracurricular activities (34.9 percent vs. 21.8 percent) and that they frequently or occasionally feel overwhelmed by all they have to do (77.7 percent vs. 72.2 percent), mentally exhausted (56.2 percent vs. 48.4 percent) and very anxious (33.5 percent vs. 28.4 percent).

When students were asked to compare the amount of time they spend in college engaged in service- or political-related activities† to the amount of time they spent in high school on these types of activities, those who spend about the same amount of time in college as in high school are less stressed than those who spend more or less time than they did in high school. For example, reports of being very or somewhat stressed by schoolwork was more common among

internship or service learning; and having faculty, administrators or other school staff actively encourage students to get involved in these kinds of engaged learning experiences. Findings from individual items that comprise this engagement index show similar patterns of results.

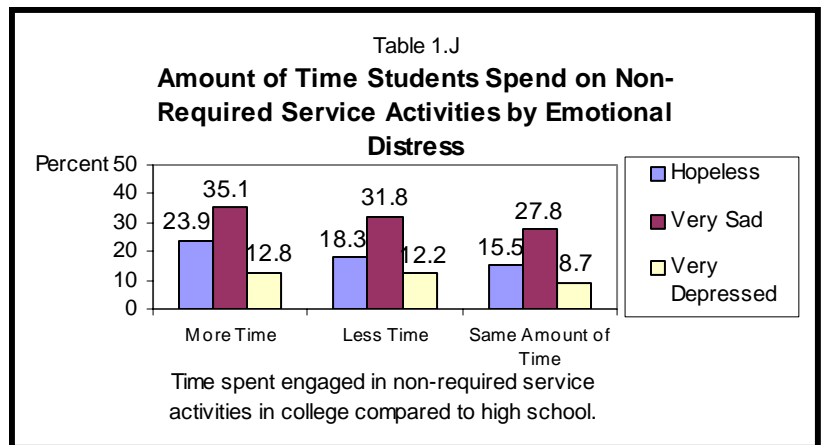
† Service was defined in the questionnaire as: “non-required campus or community service activities, such as tutoring, counseling, or volunteering.” Political activities were defined as: “activities such as organizing demonstrations, protests, rallies, petitions or campaigns.”

students who spend more time (74.0 percent) and students who spend less time (73.1 percent) in college than in high school on service activities than among students who spend about the same amount of time on these activities (68.3 percent). Similarly, reports of being overwhelmed or mentally exhausted (respectively) were more common among students spending more (78.1 percent, 57.2 percent) or less (76.0 percent, 54.7 percent) time on service activities than among students spending the same amount of time (72.2 percent, 46.6 percent) as they did in high school. The likely explanation for these findings is that students who have increased the amount of time they devote to extracurricular activities have less time for schoolwork and therefore feel more stressed or mentally exhausted. In addition, those who are very stressed or mentally exhausted might choose to spend less time than they did in high school engaging in service or other extracurricular activities.

- Depressive Symptoms and Clinical Mental Health Disorders.**
 Engagement,^{*} as measured in this survey, was not related to more serious mental health problems. That is, more engaged students are no more (or less) likely than less engaged students to report feeling hopeless, very sad, depressed or to have been diagnosed with a mental health disorder. However, students who report spending more or less time engaged in non-required service activities in college compared to high school are more likely than students who spend about the same amount of time on these activities as they did in high school to report feeling hopeless (23.9 percent, 18.3 percent, 15.5 percent), very sad (35.1 percent, 31.8 percent, 27.8 percent) and so

^{*} As measured by the index described above.

depressed that it was difficult to function (12.8 percent, 12.2 percent, 8.7 percent).[†] (See Figure 1.J)



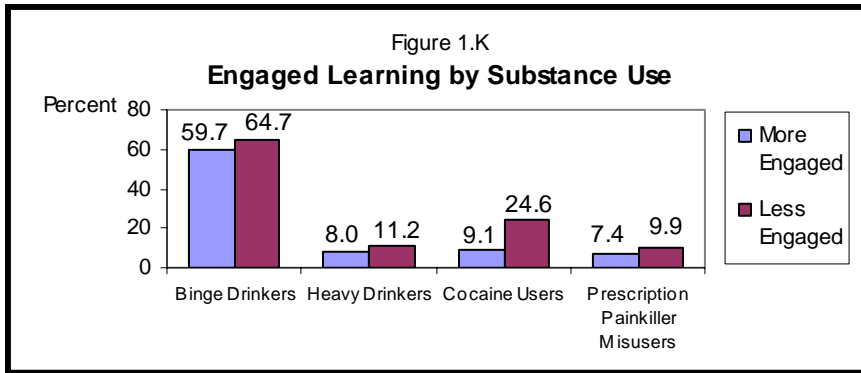
Engaged Learning and Substance Use.

Students who are highly engaged are less likely than those who are less engaged to report using most forms of substances. The primary exception appears to be students who are highly engaged in political activities; these students are at higher risk for substance use than students who are less engaged in political activities.

- Engaged students are significantly less likely than those who are less engaged to be binge drinkers (59.7 percent vs. 64.7 percent), heavy drinkers (8.0 percent vs. 11.2 percent) or current cocaine users (9.1 percent vs. 24.6 percent). They also are less likely to have misused prescription painkillers (7.4 percent vs. 9.9 percent). (See Figure 1.K) Although not reaching statistical significance, trends in the data suggest that more engaged students also are less likely to smoke, drink, use marijuana or cocaine or misuse other prescription drugs.
- Students who report spending more hours[‡] in a typical week engaged in non-required campus or community service activities, such as tutoring, counseling or volunteering are significantly less likely

[†] In the past 12 months.

[‡] Six or more.



Next Steps

The findings from this research have important implications for the *Bringing Theory to Practice* project. Specifically, the survey results suggest that:

- than those who spend fewer hours* to be current drinkers (68.3 percent vs. 75.2 percent) or frequent drinkers† (31.5 percent vs. 39.8 percent) and to have ever used marijuana (28.6 percent vs. 36.5 percent) or misuse prescription stimulants (2.8 percent vs. 8.2 percent).

 - Contrary to expectations, students who report spending more hours‡ in a typical week engaged in political activities, such as organizing demonstrations, protests, rallies, petitions or campaigns are significantly more likely than those who spend fewer hours§ to be heavy drinkers (28.6 percent vs. 9.3 percent) and to have ever used marijuana (55.9 percent vs. 35.2 percent), cocaine (13.9 percent vs. 5.0 percent), heroin (2.8 percent vs. 0.3 percent) or to misuse prescription painkillers (22.2 percent vs. 8.4 percent), stimulants (16.7 percent vs. 7.4 percent) or tranquilizers (11.1 percent vs. 4.5 percent). One explanation for this finding is that political activism attracts a different type of student than service or volunteerism. This finding certainly is worthy of further exploration.
 - Students who are engaged in their education appear to be at a lower risk for substance use and abuse. Thus, enhancing engaged learning experiences and opportunities might prove beneficial to addressing the problem of substance use and abuse among students.
 - Student stress is highly prevalent and tightly linked to engaged learning. Thus, enhancing engaged learning experiences and opportunities without attending to the problem of student stress might prove counter-productive.
 - Students' engagement in their education is not directly related to their risk of suffering from clinical mental health disorders. Thus, unless evidence of a connection between engaged learning and clinical disorders emerges from other scientific research, enhancing engaged learning experiences and opportunities might be ineffective in addressing such disorders among students.

Several limitations should be noted that pertain to the type of research presented in this report. First, defining and operationalizing the terms of engaged learning is still a work in progress. The concept is inherently complex and its core elements are difficult to convey to study participants. As such, further work is needed to better define it.

* Five or fewer.

† This includes only students who reported drinking in the last 30 days.

‡ Six or more.

§ Five or fewer.

Second, findings from the focus groups and the national survey can only speak to links among the three domains of interest (substance use, mental health and engaged learning) but cannot speak to causality. That is, there is no evidence that being more engaged in their learning will actually reduce students' substance use or increase their levels of stress. The data only speak to associations that may very well be driven by other factors that the three areas of interest have in common. For example, students with parents who take a more active role in their lives may also get more encouragement to participate in engaged learning activities (or go to schools where such opportunities are more available) and to avoid substances of abuse. They also may have more pressure on them to succeed and therefore feel more stressed and overwhelmed by all they have to do. In contrast, students of less involved parents may not pursue engaged learning opportunities and also may be likelier to spend more time socializing and drinking alcohol.

Finally, as with all focus group research, participants in focus groups are not necessarily representative of the larger population of interest despite efforts to recruit a diverse group. Findings from focus groups provide an in-depth view of students' perceptions of the issues under discussion; conclusions that can be drawn from such groups are limited by the inherent methodological considerations involved in recruiting and conducting them.

Without further study--particularly longer-term research that is designed to explore causality rather than associations--the exact nature of the relationships among the three areas of interest cannot be determined. Nevertheless, given that the health and well being of young adults across the nation is at stake, the current research provides the first

traces of concrete evidence that such further study is warranted.

Appendix A

Focus Groups Methodology

To inform the development of CASA’s national survey of college students and to add individual flavor to the survey responses, focus groups were conducted with students attending colleges across the country.

CASA hired Schulman, Ronca, & Bucuvalas, Inc. (SRBI), an independent survey research organization, to recruit and conduct six focus groups--two in New York City, two in Chicago and two in Dallas. In each city, one group was comprised of female students and the other of male students. The focus groups were held in June of 2004, when students were out of school for the summer. Some participants went to school in the area of the focus group but most were home for the summer from other school locations. (See Table 1.)

Table 1
Focus Group Locations, Dates, Times
and Participants

Location	Day Date	Time	Segment	Number of Participants
New York	Tuesday, June 8	6:00 PM	Men	9
		8:00 PM	Women	7
Chicago	Monday, June 28	6:00 PM	Women	8
		8:00 PM	Men	11
Dallas	Tuesday, June 29	6:00 PM	Women	10
		8:00 PM	Men	7
Total				52

Focus group participants were recruited using random digit dialing and list sample of college students with home addresses in the three cities. Participants attended four-year public and private colleges and ranged from freshmen just completing their first year to May 2004 graduates. Each student who agreed to participate received a confirmation letter with directions to the focus group facility and a reminder call a day or two prior to the scheduled session. To preserve confidentiality, participants were asked to identify themselves by first name only during the focus group discussions; to refer to their college or university as “my school”

rather than by name; and to talk generally about their school rather than about their personal experiences. All of the focus groups were audio-taped and verbatim transcriptions were prepared from the audio-tapes.

The following topics were addressed in each focus group:

- Engaged learning: classes, contact with professors, and service and extracurricular activities;
- Stress, depression and other emotional and psychological disorders;
- Smoking;
- Alcohol use;
- Drug use, including marijuana, cocaine, heroin, club drugs and the misuse of prescription drugs;
- Substance abuse and addiction;
- Violence on campus; and
- Perceived connections between the three spheres of interest to this study: engaged learning, mental health and substance abuse.

CASA's Institutional Review Board (IRB) granted approval to conduct these focus groups. Each participant provided informed consent prior to taking part in the focus group sessions. All participants were adults and able to consent for themselves.

Sample Telephone Screener for Focus Groups

Introduction: Hello, my name is _____ from SRBI, a national research company. We are conducting a short survey of college students on behalf of Columbia University.

[IF NEEDED: We are doing a brief survey for The National Center on Addiction and Substance Abuse at Columbia University]

[IF NEEDED: The survey will take 3-5 minutes to complete.]

S1. How many members of this household were enrolled in a college or university in the past year? (This includes college students that are living at home, or are currently away at school, or not living at home for any other reason.)

IF S1=0, **THANK AND TERMINATE**

IF S1=99 REFUSAL, **THANK AND TERMINATE**

A. IF S1=1 READ: May I speak to that college student?

1 YES / SPEAKING **SKIP TO Q1**

2 New respondent comes to phone **SKIP TO INTRO 1**

3 NOT HOME (LIVES IN HOME) – ARRANGE CALLBACK

4 DOES NOT LIVE AT HOME (**THANK AND TERMINATE**)

5 Refused (**THANK AND TERMINATE**)

IF S1=2 OR MORE, READ: Are any of these college students male?

1 YES **GO TO S1A**

2 NO

3 REFUSED (**THANK AND TERMINATE**)

S1A1. May I speak to a female college student?

1 YES / SPEAKING **SKIP TO Q1**

2 New respondent comes to phone **SKIP TO INTRO 1**

3 NOT HOME (LIVES IN HOME) – ARRANGE CALLBACK

4 DOES NOT LIVE AT HOME (**THANK AND TERMINATE**)

5 Refused (**THANK AND TERMINATE**)

INTRO 1:

Hello, my name is _____ from SRBI, a national research company. We are conducting a short survey of college students on behalf of Columbia University.

1. First, what type of college or university do you attend last semester? Is it...

1 a two-year college or university **SCREEN OUT**

2 a four-year PUBLIC college or university, or

3 a four-year PRIVATE college or university?

4 (vol) don't know **SCREEN OUT**

5 (vol) refused **SCREEN OUT**

2. In terms of completed credit hours, are you considered...
 - 1 a Freshman
 - 2 a Sophomore
 - 3 a Junior
 - 4 a Senior, or
 - 5 a Graduate Student? (THANK AND TERMINATE)
 - 6 (vol) don't know (what were you last semester)
 - 7 (vol) refused

3. Is your college located in...
 - 1 this metropolitan area
 - 2 this state but not this metro area
 - 3 not in this state or metro area
 - 4 not sure
 - 5 refused

4. In your opinion, how big a problem is drinking on your college campus?
 - 1 A very big problem
 - 2 A moderate problem
 - 3 A minor problem
 - 4 Not a problem at all

5. In your opinion, how big a problem is drug use on your college campus?
 - 1 A very big problem
 - 2 A moderate problem
 - 3 A minor problem
 - 4 Not a problem at all

6. What do you think about colleges imposing stricter limits on student alcohol use?

Now I just have a few questions for classification purposes.

7. How old are you?

	Years of age
98	Don't know
99	Refused

8. Which of the following categories best describes your racial background? Would you say...
 - 1 White
 - 2 Black or African-American
 - 3 Asian or Pacific Islander
 - 4 American Indian or Alaskan Native, or
 - 5 Mixed race?
 - 6 (vol) don't know
 - 7 (vol) refused

9. Are you of Hispanic origin?
1 Yes
2 No
3 (vol) don't know
4 (vol) refused

10. RECORD GENDER:
1 Male
2 Female

11. Have you ever participated in a focus group? (**A FOCUS GROUP IS A GROUP DISCUSSION ON A SPECIFIC TOPIC LED BY A MODERATOR AND USUALLY HELD IN A FORMAL RESEARCH FACILITY.**)

- 1 Yes
2 No

EXTEND INVITATION TO ELIGIBLE RESPONDENTS:

We would like to invite you to attend an informal group discussion with about 10 other people to discuss alcohol, tobacco and drug use on college campuses, and the types of programs that people would like to see colleges undertake in these areas. We are not trying to sell you anything and you will only be asked to express your opinions. This discussion will last approximately two hours. You will receive \$50 for participating in this important research study

The discussion would take place on Tuesday, June 8th at (IF MALE: 6:00 pm / IF FEMALE: 8:00 pm) at Focus Suites located at 355 Lexington Avenue at 40th Street.

12. Would you be interested in participating in the group discussion about substance abuse on college campuses?

- 1 Yes SKIP TO Q13
2 No

- 12a. I'm sorry that you are not interested in participating in the session. May I ask why you are not interested. (**RECORD RESPONSE**)

- 12b. IF FEMALE: Would you be willing to come to a group the week of June 7th that would be from either 4-6 pm or 6-8 pm?

- 1 Yes, 4-6pm
2 Yes, 6-8pm
3 Yes, either time 4-6 pm or 6-8 pm
4 No (THANK AND END)

IF YES: Someone will call you back next week if we decide to have a group discussion the week of June 7th. RECORD CONTACT INFO. _____

13. (Thank you for agreeing to participate.) RECORD CONTACT INFORMATION. May I please have your name and address so we can send you a letter confirming the group with directions to the focus group facility?

Name: _____

Address: _____

_____ (zip) _____

Phone # (home) _____ (work) _____

Email address: _____

We appreciate your willingness to take part in this important research study. We will also call you a day or two before the group as a reminder.

Moderator's Discussion Guide

Introduction (5 minutes):

Hi! My name is ____ and I am a researcher with SRBI, a national public opinion research organization, and I am working on a project for Columbia University National Center of Addiction and Substance Abuse. We have invited you here today to discuss your opinions, preferences and experiences on a variety of topics related to college life.

We are conducting several focus groups like this one with college students all over the country. The findings from these focus groups will be used to help us develop a questionnaire for a national survey of 2,000 college students this fall.

How many of you have been in a focus group before?

Let me explain a little bit about what we do in a focus group and go over some of the rules.

- There are no right or wrong answers in a session like this.
- Everyone's opinion is important and we need everyone to participate in the discussion.
- We will be here no longer than two hours. (I will be watching our time and directing our discussion. I am not planning on a formal break, but if you need to stand up and stretch, or leave to use the restroom, please do so quietly, and come back as quickly as possible.)
- We are audio-taping this session, so that I don't have to take notes. This is one of several sessions like this that we will be doing over the next few weeks. It makes it much easier for me to prepare an accurate report of the results.
- You will notice a one-way mirror behind me. I have a couple of colleagues there who are interested in hearing your comments first-hand.
- I have a lot of material to cover with you this evening. It may be necessary at some point for me to interrupt the conversation and move on to another topic.
- The questions I will be asking you focus on your perceptions of your school and the students at your school. I won't be asking you questions about your personal behaviors. To protect your privacy, please don't reveal personal information about your own individual experiences with mental health problems or substance abuse. Also, please try not to mention the specific name of your school – just try to say “my school”.

Warm-up:

To get started, I would like to know a little more about each of you. Please introduce yourself by your first name, tell me your year in school, and what your major is.

Classes (15 minutes):

Active Engagement:

One thing we're very interested in for this project is the extent to which students actively participate in their educations, both inside and outside of the classroom.

- What are some of the ways that students at your school actively participate in their education – both inside and outside of the classroom? Anything else?
- How would you describe the teaching style at your school? How are your classes taught?
- Do you think that students learn more or less when they are actively involved in their educations? Why?
- Is active student participation generally encouraged in your classes?
- Do your classes involve too much or not enough active participation?

How many of your classes involve active participation in class discussions or coursework? (For example, engaging in discussions or working through real world issues or problems that relate to course material.)

- Which classes?
- How common is this type of teaching style at your school?

Do any of your courses provide opportunities to learn the course material through out-of-classroom activities or creative assignments? (Examples of this would be getting involved in independent study or writing a thesis in which you work closely with a professor.)

- Which classes?
- How common is this type of teaching style?

How many of your classes involve engagement in other campus, community service, or political activities? (For example, becoming involved in student government, organizing events on campus, participating in peer counseling services, getting involved in a local political campaign, or organizing protests, rallies or demonstrations for a social or political cause.)

- Which classes?
- How common is this type of teaching style?
- What types of community service activities are students on your campus involved in?
- What types of political activities are students on your campus involved in?

Professors:

How accessible are professors for school-related mentoring?

- Do you feel comfortable approaching professors to talk about class-related issues?
- Who generally takes the initiative in starting these discussions, students or faculty?
- How would you characterize those faculty or classes where students feel they can talk freely?

- Do professors at your school seem supported or encouraged by the college to talk with students beyond straightforward lectures?

How accessible are professors for providing advice for more personal issues, such as feelings of depression or anxiety, or problems in one's family or with one's friends?

- If a student initiates such a conversation, what's the typical reaction a student will get from a professor?
- How would you characterize those faculty or classes where students feel they can raise personal topics?

Activities:

What types of extracurricular activities are popular on your campus?

- Are the activities that you get involved in directly connected to academic work or separate?
- What generally motivates your involvement in these activities? (Pure fun; a way to use your skills (e.g., music, dance); resume builder)

In general, do you feel that you are involved in too many activities at school, not enough, or just the right amount?

- If too many, what keeps you from dropping some of the activities?
- If not enough, what keeps you from taking on more activities?
- Do you feel pressured to engage in these activities?

What types of leadership activities does your school provide outside of your coursework?

- Does your school offer opportunities to get involved in independent study or a research project with a faculty member?
- Does your school offer opportunities to get involved in campus activities such as student government, organizing events, participating in peer counseling services.
- Does your school offer opportunities to get involved in politics such as working on a local political campaign or organizing protests, rallies or demonstrations for a social or political cause?
- Is there time to do those things given students' commitments to their coursework, athletic or artistic activities and social lives?
- What are the incentives for students to be engaged in these kinds of activities?

Now, I would like to switch topics. First I'd like to talk about stress.

Stress (15 minutes):

How big of a problem is student stress at your school?

What are the main sources of stress or pressure (anxiety) that you experience as a college student?

What is the role of the school in causing this stress?

What do students do to relieve stress?

Do you or your friends feel more or less stress than you did in high school?

Are there things your school is doing or should be doing to help limit the stress or pressure students feel?

Now let's talk about depression.

Depression

When we talk about depression, I am talking about a clinical level depression, not just feelings of negative or depressed moods which we all experience. (Clinical depression means a combination of symptoms that can last for weeks and interfere with a person's ability to concentrate, study, work, sleep, eat, and enjoy once pleasurable activities such as socializing with friends, reading a book or seeing a movie.)

How many of you know someone at your school who has signs of clinical depression?

How big of a problem is clinical depression on your campus?

Do students talk about depression?

Would you know what to do if a student tells you that he or she is suffering from depression?

What resources are available to a student to turn to if he or she is depressed?

How common is it for students to seek professional counseling for symptoms of depression?

How accessible are school resources and services for helping students deal with depression?

- How helpful are these resources?
- Is there a stigma attached to seeking out these resources?

How common is it for students to be on antidepressant medications at your school?

Are you aware of any episodes of suicide on your campus?

- How about suicide attempts?
- Do you know of any students who have talked about committing suicide?

- Would you know what to do if a student reveals such suicidal thoughts to you? Where would you turn?

Other Emotional / Psychological Disorders:

Besides depression, what other emotional or psychological disorders do you see on campus?
(Examples: clinical anxiety, panic disorders, students who cut themselves, eating disorders, bipolar disorder, ADD and ADHD, OCD, etc...)

- How common are these problems at your school?
- Are there resources available for students with these problems?
- Would you know what to do if a student reveals any of these problems to you?
- Are there any school policies or guidelines related to identifying and helping students who show signs of serious depression, anxiety, eating disorders, or related problems who may need mental health services?
- Are students under any obligation, or are they encouraged, to identify fellow students who may need help and bring them to the attention of a school counselor or someone else on the college administration, faculty or staff?

Do you think that these types of psychological problems originate in college or do students already have these problems when they come to school?

- If college, what is it about college that brings out these problems?

Is there anything that the faculty or administration at your school can do differently to help improve students' emotional and mental health?

- Does your school health center or other campus resources offer opportunities for students to learn about depression, suicide, eating disorders or other psychological problems that can affect students?

Now I'd like to switch topics again and talk about smoking.

Smoking (10 minutes):

How common is smoking among students at your school?

What are the main reasons students smoke? (stress, peer pressure for fun, boredom, already addicted...)

Are there certain characteristics that you associate with college students who smoke?

Do most students who smoke start in college or before that?

Do students tend to smoke more than they did in high school, less or about the same?

Where and when do students smoke? (on/off campus, in dorm rooms, at parties...)

- Are there any restrictions on where and when students can smoke?

How concerned do you think your school is about smoking?

- What does your school do to demonstrate this concern/lack of concern?
- Does your school have an official policy on smoking?
- If yes, what is the policy? Is it enforced? How could the policy be improved?
- If no, what do you think the policy should be?

Now let's talk about drinking:

Alcohol (15 minutes):

How common is drinking among students at your school?

What are the main reasons students drink?

How common is binge drinking?

- How many drinks do you think is considered "binge drinking"?
(Binge drinking is officially defined as drinking about 5 drinks in a row on one occasion.)

What characteristics do you associate with college students who binge drink?

What characteristics do you associate with college students who choose not to drink alcohol?

- Do students who choose not to drink typically do something else instead, like sports, studying, use drugs?

Does having responsibilities or being counted on for things like being on a team, or teaching a class, or tutoring, or running a school program, influence how much students drink or does it have no effect?

When students drink, where and when do they do it? (on/off campus, in dorm rooms, at parties...)

- How easy is it for students under age 21 to get alcohol on campus?
- How about off campus?
- Where do most students get alcohol?

How concerned do you think your school is about student drinking? Do you think your school cares about cutting down on drinking?

- What does your school do to demonstrate this concern/lack of concern?

- Does your school have official policies on drinking?
- If yes, what is the policy? Is it enforced? How could the policy be improved?
- If no, what do you think the policy should be?

Now let's talk about marijuana.

Marijuana:

How common is marijuana use among students at your school?

What are the main reason students use marijuana?

What characteristics do you associate with college students who use marijuana?

What characteristics do you associate with college students who choose not to use marijuana?

Do students start using marijuana in college or before that?

When students use marijuana, where and when do they do it? (on/off campus, in dorm rooms, at parties...)

How easy is it for students to obtain marijuana? Where do they get it?

How concerned do you think your school is about student marijuana use?

- What does your school do to demonstrate this concern/lack of concern?

Does your school have an official policy on marijuana use?

- If yes, what is the policy? Is it enforced? How could the policy be improved?
- If no, what do you think the policy should be?

Now let's talk about other drugs such as cocaine and heroin.

Cocaine and Heroin:

How common is cocaine and heroin use among students at your school?

What are the main reasons students use cocaine and/or heroin?

Why do you think college students use cocaine and heroin? (stress, peer pressure, for fun, boredom, already addicted...)

What characteristics do you associate with college students who use cocaine and heroin?

- How are they different from the marijuana users, and drinkers?

Does cocaine and/or heroin use start in college or does it start before college?

What characteristics do you associate with college students who choose not to use cocaine and heroin?

When students use cocaine and heroin, where and when do they do it? (on/off campus, in dorm rooms, at parties...)

How easy is it for students to obtain cocaine and heroin? Where do they get it?

How concerned do you think your school is about student cocaine and heroin use?

- What does your school do to demonstrate this concern/lack of concern?

Does your school have an official policy on cocaine and heroin use?

- If yes, what is the policy? Is it enforced? How could the policy be improved?
-
- If no, what do you think the policy should be?

Now let's talk about club drugs.

Club Drugs:

What do I mean by "club drugs"? What drugs are considered club drugs?

How common is the use of club drugs among students at your school?

What are the main reasons students use club drugs?

What characteristics do you associate with college students who use club drugs?

What characteristics do you associate with college students who choose not to use club drugs?

When students use club drugs, where and when do they do it? (on/off campus, in dorm rooms, at parties...)

How easy is it for students to obtain club drugs?

- Where do they get them?

How concerned do you think your school is about student's use of club drugs?

- What does your school do to demonstrate this concern/lack of concern?

Does your school have an official policy on club drug use?

- If yes, what is the policy? Is it enforced? How could the policy be improved?
- If no, what do you think the policy should be?

Prescription Drugs:

How common is prescription drug abuse among students at your school?

What prescription drugs do students abuse?

(Commonly abused prescription drugs are stimulants like Ritalin, anti-anxiety drugs like Valium or Xanax, and painkiller drugs like OxyContin or Vicodin.)

Why do you think college students abuse prescription drugs?

What characteristics do you associate with college students who abuse prescription drugs?

What characteristics do you associate with college students who choose not to abuse prescription drugs?

When students abuse prescription drugs, where and when do they do it? (on/off campus, in dorm rooms, at parties...)

How easy is it for students to obtain prescription drugs?

- Where do students get them?

Relative to alcohol, how dangerous is the abuse of prescription drugs?

- Relative to smoking?
- Using marijuana?
- Using other illegal drugs like cocaine or heroin?

How concerned do you think your school is about students' prescription drug abuse?

- What does your school do to demonstrate this concern/lack of concern?

Does your school have an official policy on prescription drug abuse?

- If yes, what is the policy? Is it enforced? How could the policy be improved?
- If no, what do you think the policy should be?

Now I'd like to talk about students who use multiple types of drugs or abusive substances.

Poly-substance use:

Do students tend to have a single drug of choice or do they use multiple substances?

How widespread is poly-substance use; that is, using more than one type of substance? For example, are the students who are drinking excessively the same as the ones who are smoking and/or abusing illicit or prescription drugs?

Are the students who are using multiple substances different from the students who just use alcohol or just abuse prescription drugs?

Abuse and addiction (15 minutes):

Would you know what to do if another student tells you that he or she is abusing alcohol or drugs and wants to cut down or stop?

How common is it for students to seek professional counseling for alcohol or drug abuse?

- What resources might a student turn to if he or she is abusing alcohol or drugs?
- How accessible are school resources and services for helping students deal with a substance use problem?
- How helpful are these resources?
- Is there a stigma attached to seeking out these resources?
- Are there any school policies or guidelines related to identifying and helping students who show signs of a substance use problem?
- Are students under any obligation, or are they encouraged, to identify fellow students who may need help and bring them to the attention of a school counselor or someone else on the college administration, faculty or staff?

Do you think that substance use problems originate in college or do students already have these problems when they come to school?

To what extent do parents' concerns or expectations affect student substance use?

Is there any kind of substance use at your college that you would really like to see reduced or stopped completely? What is that? Why?

Is there anything that the faculty or administration at your school can do differently to help prevent student substance abuse?

I'd like to talk a little bit about violence on campus.

Violence on Campus:

How big of a problem is violence on your campus?

How big a problem is violence against women on your campus?

How much of this violence do you think is related to alcohol and drug use?

Finally, I'd like to get your opinion on how these different topics that we've been talking about might be linked to one another. (15 minutes)

Depression/Mental Health and Drug Use:

How do you think depression and other mental health problems are related to students' substance use and abuse?

- Do students who are depressed start smoking, drinking, or using drugs to alleviate their depression?
- **Or**, are students who smoke, drink, or use drugs likelier to become depressed?

Active Participation and Drug Use:

Active engagement in education is a concept that refers to things like actively participating in class discussions, doing independent study with a faculty member, doing service activities on or off campus, or becoming involved in political or civic activities.

How do you think that active participation in education is related to student's substance use and abuse?

- Does active participation in education prevent students from smoking, drinking, or using drugs?
- **Or**, are students more likely to use (or increase their use of) cigarettes, alcohol and other drugs?

Active Participation and Mental Health:

How is active participation in education related to a student's mental health?

- Do you think that active participation can help keep students from becoming depressed ?
- **Or**, does active participation increase the risk of depression?

Conclusion: Thank you for coming here tonight and sharing your thoughts with me. You have given us a great deal of help. Good night!

Appendix B

National Survey Methodology

To help fill the gap in research on the nexus of issues of engaged learning, student mental health and substance abuse, CASA conducted a nationally representative survey of 2,000 college students.

CASA hired Schulman, Ronca, & Bucuvalas, Inc. (SRBI), an independent survey research organization, to recruit respondents and conduct a telephone survey with full-time four-year undergraduate college students, ages 18 and older. The survey was conducted between November 3, 2004 and January 9, 2005. The interviews averaged 26 minutes in length. All interviews were conducted by professional telephone interviewers from SRBI's telephone interviewing center, located in New York City.

CASA's Institutional Review Board (IRB) granted approval to conduct this survey.

The sample was purchased by SRBI from the American Student List (ASL). ASL offers the largest and most widely used list of students in the United States. The ASL data base includes approximately six million students who are attending approximately 1,000 colleges and universities in the United States. The ASL file includes the college name so that the sample can be restricted to traditional four-year colleges and universities and be stratified to ensure adequate representation of schools by region, type and enrollment size. The ASL sample file also includes class year so that the sample can be stratified to ensure adequate representation across the four-year college span. The ASL data file includes school telephone, as well as school address, so it permits efficient contact by either telephone or mail.

Questionnaire Development

CASA staff designed a preliminary draft of the survey instrument based on prior questionnaires of college students and on findings from the focus groups. After review and revisions by SRBI questionnaire development staff, SRBI conducted cognitive testing of the questionnaire.

The objective for the testing was to ensure that the question wording and flow were logical and clearly understood by respondents and that the response categories provided reflect actual anticipated responses. Nine cognitive interviews were conducted between August 31 and September 2, 2004 in SRBI's Silver Spring, MD office. Test subjects were recruited from local colleges and received a monetary incentive to participate. Participants were both male and female, ranged from freshmen to seniors and attended four-year public and private colleges.

The cognitive testing took about 45 minutes per study subject. Prior to beginning the cognitive interview, the interviewer would explain to respondents that they were to think aloud to the degree possible as they answered questions. They would also be told that the interviewer would ask additional probe questions after they answered each survey question. The interviewer recorded written notes on the draft questionnaire as the interviews were conducted. The test interviews were audio-taped for subsequent review when the written notes were not sufficient. At the end of the nine cognitive interviews, the research team reviewed the findings with CASA. Suggestions from the testing were incorporated into an updated questionnaire.

Data Collection Protocol

The survey was conducted by professional interviewers, who are experienced in performing sensitive interviews and specially trained to conduct CASA's survey. Interview staff are closely monitored throughout the data collection process by supervisors. The survey used computer-assisted telephone interviewing (CATI) to reduce interviewer error and bias in both data collection and data recording. The training session for telephone interviewers for the survey was held on October 5, 2004. The pretest for the survey, which was conducted to ensure that the data collection protocol went smoothly, commenced immediately following training. Another round of revisions was made to the questionnaire as a result of findings from the pretest. The field period began on November 3, 2004.

Initial Contact

An advance letter introducing the study was mailed to all potential respondents. Initial telephone contact was attempted during the hours of the day and days of the week that had the greatest probability of reaching a respondent. Initially, the primary interviewing period was between 5:30 p.m. and 10:00 p.m. on weekdays; between 9:00 a.m. and 10:00 p.m. on Saturdays; and between 10:00 a.m. and 10:00 p.m. on Sundays. However, students keep odd hours, so interviewing hours were extended to 9:00 a.m. to 10:00 p.m. during the weekdays.

If the interview could not be conducted at the time of initial contact, the interviewer rescheduled the interview at a time convenient to the respondent. Interviews were scheduled at all hours in order to accommodate students' schedules. If a respondent was reached, unlimited callbacks were made to conduct an interview. Because college students have varying schedules, appointments were set at the respondent's request.

Interviewers made attempts to call unanswered telephone numbers on different days and at different times in order to obtain the highest possible response rate. Numbers where busy signals were encountered were redialed 15 minutes after the initial contact attempt. Cases were classified as final "No answer" only after five or more unsuccessful attempts.

If the respondent was reached at the time of initial contact, but was, for some reason, unable to finish the interview, the interviewer asked the respondent when would be a convenient time for them to complete the interview. This date and time was recorded in the CATI system, which automatically scheduled callbacks.

The initial contact with the designated respondent is crucial to the success of the project. Most refusals take place before the interviewer has even completed the survey introduction. Numerous studies have shown that an interviewer's approach at the time of the first contact is the single most important factor in convincing a respondent to participate in a survey. Many respondents react more to the

interviewer and the rapport that is established between them than to the subject of the interview or the questions asked. This positive first impression of the interviewer is key to securing the interview.

If respondents appeared reluctant or uncertain to participate, SRBI's toll free number was provided to verify the authenticity of the survey.

Participation and Response Rates

Response rates are a critical issue in any sample survey because they may indicate a serious source of non-sampling error. Although the initial sample is drawn according to systematic and unbiased procedures, the achieved sample is determined by the proportion of the drawn sample who agree to participate. To the extent that those who agree to participate are different from those who refuse to participate, the achieved sample will differ from the population it represents. In order to minimize such bias, surveys attempt to achieve the highest response rate possible -- given the tradeoffs between survey objective, level of effort and timing.

In order to attain the highest possible response rate, an interviewing strategy with the following major components was followed:

- 1) Careful development and refinement of the initial contact script. Most refusals occur within the first minute of contact. The first two or three sentences in the survey introduction may have a dramatic effect on response rate. This included:
 - Identifying the sponsor as Columbia University;
 - Explaining the social utility of the survey;
 - Assuring respondents that they would not have to answer any questions that they do not want to; and
 - Telling the respondent the approximate length of the interview.

- 2) Assignment of all cases to a group of thoroughly trained and experienced interviewers, highly motivated and carefully monitored and controlled by SRBI's field staff.
- 3) Special training for all interviewers on how to overcome initial reluctance, disinterest or hostility during the contact phase of the interview.
- 4) Unlimited callbacks once a case is reached, until the case reaches final disposition or the field period ends. Appointments for callbacks were set at the respondent's convenience.
- 5) The maintenance and regular review of field outcome data in a sample reporting file, derived from both the sample control so that patterns and problems in both response rate and production rates can be detected, analyzed and resolved.

The participation rate represents one of the most critical measures of potential sample bias because it indicates the degree of self-selection by potential respondents into or out of the survey. The participation rate is calculated as the number of completed interviews, including those that screen out as ineligible, divided by the total number of completed interviews, terminated interviews, and refusals to interview. It should be noted that the inclusion of screen outs in the numerator and denominator is mathematically equivalent to discounting the refusals by the estimated rate of ineligibility among refusals. Based on the standard calculations, the response rate for the survey was 45.8 percent and the participation rate was 84.8.

Procedures for Protecting Confidentiality

Respondents were informed during the survey introduction that their answers will be kept strictly confidential and that participation is completely voluntary. Respondents are told that their answers are not linked to their name, telephone number or any other identifying information.

All interviewers are required to sign a confidentiality agreement that specifies that no identification of respondents or their answers will be revealed to other persons who are not specifically involved with this project as an employee of SRBI. The confidentiality of respondents' survey answers are protected by keeping all identifiers on the sample record sheet, which is linked to the interview responses only by a unique ID number.

Advance Letter

October 29, 2004

Dear Student:

I would like to invite you to participate in an important study of college students being conducted by researchers at Columbia University. The goal of the study is to interview college students from all across the country about various aspects of college life, including their educational, social and health-related experiences, so that more can be done to improve the college experience for students like you.

Your name was selected at random from a list of college students across the country. While the survey is completely voluntary, your participation will help ensure that the study represents all of the diverse experiences of the college student population.

Please be assured that your identity and answers will be kept confidential. Your answers will not be linked in any way to your name, address or telephone number or any other information that can identify you. No one outside of the research team will ever see any individual participant's responses.

The telephone interview will be conducted by SRBI, a national survey research organization. The interview will take about 15-30 minutes. An interviewer from SRBI will be calling you in the next few weeks. If you are called at an inconvenient time the interviewer will gladly set up a time that is more convenient for you to complete the interview. You may also call SRBI's toll-free number 1-800-772-9287 from 8 am to 10 pm (eastern time) to complete the survey.

If you have any questions about the authenticity of the survey you can contact Julie McCormack at SRBI at 1-800-659-5432 from 9 am to 5 pm Monday to Friday or by email at casa_survey@srbi.com. If you have any questions or concerns that may arise from participating in the study, please feel free to contact me at 212-841-5292 or at lr310@columbia.edu. We truly appreciate your help on this important study.

Sincerely,

Linda Richter, Ph.D.
Senior Research Manager

Screener

S1. May I speak to [NAME FROM SAMPLE]?

- 1 Yes / Speaking
- 2 New respondent comes to phone
- 3 Not home – arrange callback
- 4 Refused (**THANK AND TERMINATE**)

Introduction: Hello, my name is _____ from SRBI, a national research company. We are conducting a survey about college life on behalf of Columbia University.

We recently sent you a letter describing the study.

The goal of the study is to interview college students from all across the country about various aspects of college life, including their educational, social and health-related experiences, so that more can be done to improve the college experience for students like you.

Your participation in this project is completely voluntary. The information you provide will be held in strict confidence. Your answers will not be linked to your name or telephone number or any other information that can identify you. Your answers will be combined with those of thousands of other college students who have agreed to participate in this survey.

You may refuse to answer any question. You may also discontinue your participation at any point.

[The survey will take approximately 30 minutes to complete.]

S2. CONTINUE?

- 1 Yes (CONTINUE)
- 2 Schedule callback
- 3 Wants letter (Schedule callback for one week later)
- 4 Refused (**THANK AND TERMINATE**)

S3. Are you enrolled in a four-year college or university as a...

- 1 Full-time student, or a
- 2 Part-time student? (**SCREEN OUT**)
- 3 (vol) not currently enrolled (**SCREEN OUT**)
- 4 (vol) Don't Know (**SCREEN OUT**)
- 5 (vol) Refused (**SCREEN OUT**)

S4. In terms of completed credit hours, are you considered a....

- | | |
|---|-----|
| 1 freshman | 26% |
| 2 sophomore | 21% |
| 3 junior | 23% |
| 4 senior, or | 30% |
| 5 graduate student? (SCREEN OUT) | |
| 6 (vol) Don't know (SCREEN OUT) | |
| 7 (vol) Refused (SCREEN OUT) | |

S5. How old are you?

___ age (SCREEN OUT IF UNDER 18):	
18	18%
19	21%
20	19%
21	20%
22-52	18%
26 or older	4%
99 = Refused (SCREEN OUT)	

S6. GENDER BY OBSERVATION

1 Male	44%
2 Female	56%

Section A: Engagement

Let's begin with a few questions about how you spend your time.

A1. How does the amount of time you spent working for pay in this semester of college compare to the amount of time you spent in your senior year of high school? Did you...

1 spend more time working for pay in college	40%
2 less time in college, or (SKIP TO A1b)	31%
3 about the same amount of time? (SKIP TO A2)	28%
4 (vol) Don't Know (SKIP TO A2)	
5 (vol) Refused (SKIP TO A2)	

A1a. Why do you work more in college? Is it because...

1 you need the money more	72%
2 you have more free time	9%
3 more interesting work options are available, or	12%
4 some other reason? (specify)_____	6%
5 (vol) Don't Know	
6 (vol) Refused (SKIP TO A2)	

A1b. Why do you work less in college? Is it because...

1 you don't need the money as much	8%
2 you don't have as much free time	33%
3 you want to focus on your studies, or	45%
4 some other reason? (specify)_____	10%
5 (vol) Don't Know	
6 (vol) Refused	

A2. How does the amount of time you spent doing extra-curricular activities such as sports, the arts, students clubs or student government in this semester of college compare to your senior year of high school? Did you...

1 spend more time doing these kinds of extra-curricular activities in college	28%
2 less time in college, or (SKIP TO A2b)	46%
3 about the same amount of time? (SKIP TO A3)	26%
4 (vol) Don't Know (SKIP TO A3)	
5 (vol) Refused (SKIP TO A3)	

A2a. Why do you spend more time doing these kinds of extra-curricular activities in college? Is it because...

1 you have more free time	12%
2 you are more interested in the activities	28%
3 more interesting activities are available	34%
4 you feel pressure to get involved in activities, or	3%
5 some other reason? (specify)_____	9%
6 (vol) Don't Know	
7 (vol) Refused (SKIP TO A3)	

A2b. Why do you spend less time doing these kinds of extra-curricular activities in college? Is it because...

1 you have less free time	45%
2 you are not interested in the activities	12%
3 you want to focus on your studies, or	34%
4 some other reason? (specify)_____	8%
5 (vol) Don't Know	
6 (vol) Refused	

A3. How does the amount of time you spent doing non-required campus or community service activities, such as tutoring, counseling, or volunteering in this semester of college compare to your senior year of high school? Did you...

1 spend more time doing service activities in college	25%
2 less time in college, or (SKIP TO A3b)	34%
3 about the same amount of time? (SKIP TO A4)	41%
4 (vol) Don't Know (SKIP TO A4)	
5 (vol) Refused (SKIP TO A4)	

A3a. Why do you spend more time doing service activities in college? Is it because...

1 you have more free time	10%
2 you are more interested in the activities	33%
3 more interesting activities are available	32%
4 you feel pressure to get involved, or	6%
5 some other reason? (specify)_____	7%
6 (vol) Don't Know	
7 (vol) Refused (SKIP TO A4)	

A3b. Why do you spend less time doing service activities in college? Is it because...

1 you have less free time	53%
2 you are not interested in the activities	13%
3 you want to focus on your studies, or	23%
4 some other reason? (specify)_____	10%
5 (vol) Don't Know	
6 (vol) Refused	

A4. How does the amount of time you spent doing political activities such as organizing demonstrations, protests, rallies, petitions or campaigns in this semester of college compare to your senior year of high school? Did you...

1 spend more time doing political activities in college	24%
2 less time in college, or (SKIP TO A4b)	17%
3 the same amount of time? (SKIP TO A5)	58%
4 (vol) Don't Know (SKIP TO A5)	
5 (vol) Refused (SKIP TO A5)	

A4a. Why do you spend more time on political activities in college? Is it because...

1 you have more free time	4%
2 you are more interested in the activities	45%
3 more interesting activities are available	33%
4 you feel pressure to get involved, or	3%
5 some other reason? (specify)_____	7%
6 (vol) Don't Know	
7 (vol) Refused (SKIP TO A5)	

A4b. Why do you spend less time on political activities in college? Is it because...

1 you have less free time	31%
2 you are not interested in the activities	44%
3 you want to focus on your studies, or	17%
4 some other reason? (specify)_____	7%
5 (vol) Don't Know	
6 (vol) Refused	

A5. How does the amount of time you spent in social activities such as hanging out with friends, partying or dating in this semester of college compare to the amount of time you spent in your senior year of high school? Did you...

1 spend more time socializing in college	50%
2 less time in college, or (SKIP TO A5b)	20%
3 about the same amount of time? (SKIP TO A6)	30%
4 (vol) Don't Know (SKIP TO A6)	
5 (vol) Refused (SKIP TO A6)	

A5a. Why do you socialize more in college? Is it because...

1 you've met more people who you like to socialize with	65%
2 you have more free time	21%
3 there's more pressure to socialize, or	2%
4 some other reason? (specify)_____	6%
5 (vol) Don't Know	
6 (vol) Refused (SKIP TO A6)	

A5b. Why do you socialize less in college? Is it because...

1 you haven't met as many people who you like to socialize with	17%
2 you don't have as much free time	73%
3 there's less pressure to socialize, or	4%
4 some other reason? (specify)_____	5%
5 (vol) Don't Know	
6 (vol) Refused	

A6. During this semester of college, how many hours per week on average do you spend performing the following types of activities?

A6a. Working for pay

0 = none	36%
1-96 = range:	
1-10 hours	26%
11-20 hours	23%
21-30 hours	8%
31 or more hours	6%
97 = 97 or more hours per week	
98 = (vol) Don't Know	
99 = (vol) Refused	

A6b. Athletics or sports

0 = none	38%
1-96 = range:	
1-10 hours	48%
11-20 hours	10%
21-30 hours	2%
31 or more hours	1%
97 = 97 or more hours per week	
98 = (vol) Don't Know	
99 = (vol) Refused	

A6c. The arts (fine arts, dance, music, drama)

0	= none	59%
1-96	= range:	
	1-10 hours	34%
	11-20 hours	4%
	21-30 hours	2%
	31 or more hours	1%
97	= 97 or more hours per week	
98	= (vol) Don't Know	
99	= (vol) Refused	

A6d. Student government

0	= none	85%
1-96	= range:	
	1-5 hours	13%
	6 or more hours	2%
97	= 97 or more hours per week	
98	= (vol) Don't Know	
99	= (vol) Refused	

A6e. Non-required campus or community service activities, such as tutoring, counseling, or volunteering

0	= none	41%
1-96	= range:	
	1-5 hours	49%
	6-10 hours	7%
	11 or more hours	3%
97	= 97 or more hours per week	
98	= (vol) Don't Know	
99	= (vol) Refused	

A6f. Political activities such as organized demonstrations, protests, rallies, petitions or campaigns

0	= none	76%
1-96	= range:	
	1-5 hours	22%
	6 or more hours	2%
97	= 97 or more hours per week	
98	= (vol) Don't Know	
99	= (vol) Refused	

Now I'd like to ask you some questions about educational experiences you've had in college that have gone beyond standard classroom activities.

A7. While in college, how often have you had a course in which you felt that the faculty truly valued your personal involvement and input? Would you say...

1 Frequently	53%
2 Occasionally	35%
3 Rarely, or	10%
4 Never?	2%
5 (vol) Don't Know	
6 (vol) Refused	

A8. While in college, how often have you had a course that specifically included service learning, where students are required to perform service activities and then reflect with the faculty on how that service relates to the course content? Would you say...

1 Frequently	9%
2 Occasionally	24%
3 Rarely, or	30%
4 Never? (SKIP TO A9)	36%
5 (vol) Don't Know (SKIP TO A9)	
6 (vol) Refused (SKIP TO A9)	

A8a. How valuable did you find this type of learning? Would you say...

1 Very valuable	41%
2 Somewhat valuable	51%
3 Not too valuable, or	6%
4 Not valuable at all?	1%
5 (vol) Don't Know	
6 (vol) Refused	

A8b. In which courses did you have this type of learning? Would you say...[MULTIPLE MENTION]

1 Required course	63%
2 Elective course	37%
3 Independent study or internship, or	8%
4 Another course? (specify) _____	2%
5 (vol) Don't Know	
6 (vol) Refused	

A9. While in college, how often have you worked closely with a faculty member on a research project, an independent study project, or an internship where you felt that your input was very important or valued? Would you say...

1 Frequently	14%
2 Occasionally	23%
3 Rarely, or	23%
4 Never? [SKIP TO A10]	41%
5 (vol) Don't Know [SKIP TO A10]	
6 (vol) Refused [SKIP TO A10]	

A9a. How valuable did you find this type of learning? Would you say...

1 Very valuable	63%
2 Somewhat valuable	32%
3 Not too valuable, or	4%
4 Not valuable at all?	1%
5 (vol) Don't Know	
6 (vol) Refused	

A9b. In which situations did you have this type of learning? Would you say...[MULTIPLE MENTION]

1 Required course	55%
2 Elective course	26%
3 Independent study or internship, or	27%
4 Another course? (specify) _____	2%
5 (vol) Don't Know	
6 (vol) Refused	

A10. While in college, how often have you had a course or other educational experience that inspired you or significantly changed your perspective? Would you say...

1 Frequently	22%
2 Occasionally	49%
3 Rarely, or	22%
4 Never? (SKIP TO A11)	7%
5 (vol) Don't Know (SKIP TO A11)	
6 (vol) Refused (SKIP TO A11)	

A10a. In which situations did you have this experience? Would you say...[MULTIPLE MENTION]

1 Required course	60%
2 Elective course	47%
3 Independent study or internship, or	9%
4 Another course? (specify) _____	2%
5 (vol) Don't Know	
6 (vol) Refused	

A10b. What was it that inspired or affected you in this way? Would you say it was... [MULTIPLE MENTION]

1 The intellectual challenge	44%	5 That you had increased personal responsibility, or	22%
2 The chance to reflect on larger social issues	40%	6 Something else? (specify) _____	5%
3 That your input was valued	20%	7 (vol) Don't Know	
4 The experience of working with a mentor or faculty member	27%	8 (vol) Refused	

A11. While in college, how often have you had a course that motivated you to make an active contribution to a larger goal or purpose? Would you say...

1 Frequently	15%
2 Occasionally	39%
3 Rarely, or	29%
4 Never? (SKIP TO A12)	17%
5 (vol) Don't Know (SKIP TO A12)	
6 (vol) Refused (SKIP TO A12)	

A11a. In what types of courses did you have this experience? Would you say...
[MULTIPLE MENTION]

1 Required course	62%
2 Elective course	41%
3 Independent study or internship, or	6%
4 Another course? (specify) _____	2%
5 (vol) Don't Know	
6 (vol) Refused	

A11b. What was it that motivated you? Would you say it was... [MULTIPLE MENTION]

1 The intellectual challenge	38%	5 That you had increased personal responsibility, or	23%
2 The chance to reflect on larger social issues	39%	6 Something else? (specify) _____	3%
3 That your input was valued	22%	7 (vol) Don't Know	
4 The experience of working with a mentor or faculty member	21%	8 (vol) Refused	

A12. While in college, how often have you actively sought out an educational experience that would involve greater personal responsibility for your own learning, such as getting involved in research, independent study, an internship, or service learning? Would you say...

1 Frequently	19%
2 Occasionally	34%
3 Rarely, or	23%
4 Never?	24%
5 (vol) Don't Know	
6 (vol) Refused	

A13. While in college, how often have faculty, administrators or other school staff actively encouraged students to get involved in these forms of learning experiences? Would you say...

1 Frequently	44%
2 Occasionally	37%
3 Rarely, or	15%
4 Never?	4%
5 (vol) Don't Know	
6 (vol) Refused	

A14. While in college, how often have you participated in an extra-curricular activity that inspired you or significantly changed your perspective? Would you say...

1 Frequently	21%
2 Occasionally	37%
3 Rarely, or	24%
4 Never? (SKIP TO A15)	18%
5 (vol) Don't Know (SKIP TO A15)	
6 (vol) Refused (SKIP TO A15)	

A14a. In what activities did you have this experience? Would you say... [MULTIPLE MENTION]

1 A job (worked for pay)	20%	6 Campus or community service	26%
2 Athletics	23%	7 Political activities, or	10%
3 The arts	19%	8 Some other activity? (specify)	
4 Student club or organization	39%	_____	7%
5 Student government	6%	9 (vol) Don't Know	
		10 (vol) Refused	

A14b. What was it that inspired you or affected you in this way? Would you say... [MULTIPLE MENTION]

1 The intellectual challenge	23%	5 That you had increased personal responsibility, or	38%
2 The chance to reflect on larger social issues	38%	6 Something else? (specify)	
3 That your input was valued	26%	_____	6%
4 The experience of working with a mentor or faculty member	19%	7 (vol) Don't Know	
		8 (vol) Refused	

A15. While in college, how often have you participated in a job or an extra-curricular activity that motivated you to make an active contribution to a larger goal or purpose? Would you say...

1 Frequently	20%
2 Occasionally	33%
3 Rarely, or	22%
4 Never? (SKIP TO A16)	25%
5 (vol) Don't Know (SKIP TO A16)	
6 (vol) Refused (SKIP TO A16)	

A15a. In what activities did you have this experience? Would you say...[MULTIPLE MENTION]

1 A job (worked for pay)	38%	6 Campus or community service activities	24%
2 Athletics	15%	7 Political activities, or	7%
3 The arts	12%	8 Some other activity (specify)	
4 Student club or organization	32%	_____	5%
5 Student government	4%	9 (vol) Don't Know	
		10 (vol) Refused	

A15b. What was it that motivated you? Would you say... [MULTIPLE MENTION]

1 The intellectual challenge	27%	5 That you had increased personal responsibility, or	39%
2 The chance to reflect on larger social issues	34%	6 Something else? (specify)	4%
3 That your input was valued	29%	_____	
4 The experience of working with a mentor or faculty member	18%	7 (vol) Don't Know	
		8 (vol) Refused	

A16. What is your top priority while you are in college? [DO NOT READ]

1 Learn	44%	6 Become more knowledgeable or skilled in your field of interest	5%
2 Get a degree	36%	7 Become involved in politics	< 0.5%
3 Have fun	1%	8 Other (specify) _____	7%
4 Network / Make connections in the business world	1%	9 (vol) Don't Know	
5 Figure out the career you would like to go into	2%	10 (vol) Refused	

Section B: Stress

Now I'd like to ask you some questions about stress.

B1. How big of a problem is student stress at your school? Would you say stress is a...

1 Very big	28%
2 Moderate, or	60%
3 Very small problem?	10%
4 (vol) Don't Know	
5 (vol) Refused	

B2. How stressed does your schoolwork make you feel? Would you say...

1 Very stressed	25%
2 Somewhat stressed	47%
3 A little stressed, or	23%
4 Not stressed at all?	6%
5 (vol) Don't Know	
6 (vol) Refused	

B3. How stressed does your involvement in extra-curricular activities make you feel? Would you say...

1 Very stressed	7%
2 Somewhat stressed	21%
3 A little stressed, or	30%
4 Not stressed at all?	41%
5 (vol) Don't Know	
6 (vol) Refused	

B4. How often do you feel overwhelmed by all you have to do? Would you say...

1 Frequently	33%
2 Occasionally	42%
3 Rarely, or	21%
4 Never?	4%
5 (vol) Don't Know	
6 (vol) Refused	

B5. What would you say are the main sources of stress or anxiety for you? Would you say...
[MULTIPLE MENTION]

1 School work	76%	6 Family issues	17%
2 Extracurricular activities	16%	7 Concerns about your post-college plans, or	33%
3 Social life/friends	17%	8 Something else? (specify)	
4 Dating	14%	_____	2%
5 Financial pressures	41%	9 (vol) Don't Know	
		10 (vol) Refused	

B6. What do you typically do to relieve stress? Anything else? [DO NOT READ]
[MULTIPLE MENTION]

1 Socialize with friends/go out/ party	30%	10 Play sports; engage in outdoor activities (hiking, rock climbing, surfing, skiing)	12%
2 Spend time with girlfriend/ boyfriend	2%	11 See a movie, watch TV, listen to music, play video/computer games, surf the Internet	24%
3 Have sex	1%	12 Shop	1%
4 Talk to parents or other relatives	3%	13 Read, sew, do art projects	10%
5 Talk to an advisor/counselor/ therapist	1%	14 Study	2%
6 Take a nap/sleep	14%	15 Pray/meditate	4%
7 Take a walk; go to a park or the beach	4%	16 Smoke	1%
8 Take a brief trip/vacation	2%	17 Drink alcohol	4%
9 Exercise/work out	30%	18 Use drugs	1%
		19 Other (specify)_____	12%
		20 (vol) Don't Know	
		21 (vol) Refused	

B7. How does stress in college compare to stress in high school? Would say that you have...

1 more stress in college,	68%
2 less stress in college, or	9%
3 about the same amount of stress?	22%
4 (vol) Don't Know	
5 (vol) Refused	

Section C: Mental Health

The next set of questions are about mental health issues.

C1. In the past 12 months, how often have you...

C1a. Felt things were hopeless? Would you say...

1 Frequently	5%
2 Occasionally	14%
3 Rarely, or	29%
4 Never?	52%
5 (vol) Don't Know	
6 (vol) Refused	

C1b. Felt mentally exhausted? Would you say...

1 Frequently	17%
2 Occasionally	35%
3 Rarely, or	32%
4 Never?	16%
5 (vol) Don't Know	
6 (vol) Refused	

C1c. Felt very sad? Would you say...

1 Frequently	7%
2 Occasionally	25%
3 Rarely, or	46%
4 Never?	23%
5 (vol) Don't Know	
6 (vol) Refused	

C1d. Felt so depressed that it was difficult to function? Would you say...

1 Frequently	3%
2 Occasionally	8%
3 Rarely, or	24%
4 Never?	65%
5 (vol) Don't Know	
6 (vol) Refused	

C1e. Felt very anxious or panicked? Would you say...

1 Frequently	7%
2 Occasionally	24%
3 Rarely, or	37%
4 Never?	33%
5 (vol) Don't Know	
6 (vol) Refused	

C2. Have you ever been diagnosed with depression?

1 Yes	12%
2 No (SKIP TO C3)	87%
3 (vol) Don't Know (SKIP TO C3)	
4 (vol) Refused (SKIP TO C3)	

C2a. Were you first diagnosed while you were in college?

1 Yes	35%
2 No	65%
3 (vol) Don't Know	
4 (vol) Refused	

C3. Have you ever been diagnosed with an anxiety disorder such as panic disorder or generalized anxiety disorder?

1 Yes	6%
2 No (SKIP TO C4)	93%
3 (vol) Don't Know (SKIP TO C4)	
4 (vol) Refused (SKIP TO C4)	

C3a. Were you first diagnosed while you were in college?

1 Yes	50%
2 No	50%
3 (vol) Don't Know	
4 (vol) Refused	

C4. Have you ever been diagnosed with an eating disorder such as anorexia or bulimia?

1 Yes	2%
2 No (SKIP TO C5)	98%
3 (vol) Don't Know (SKIP TO C5)	
4 (vol) Refused (SKIP TO C5)	

C4a. Were you first diagnosed while you were in college?

1 Yes	27%
2 No	73%
3 (vol) Don't Know	
4 (vol) Refused	

C5. Have you ever been diagnosed with any other psychological or emotional disorder?

1 Yes	3%
2 No (SKIP TO C6)	97%
3 (vol) Don't Know (SKIP TO C6)	
4 (vol) Refused (SKIP TO C6)	

C5a. What were you diagnosed with?

1 Response: _____	
2 (vol) Don't Know	
3 (vol) Refused	

C5b. Were you first diagnosed while you were in college?

1 Yes	35%
2 No	65%
3 (vol) Don't Know	
4 (vol) Refused	

C6. Are you currently in treatment or therapy for any psychological or emotional problem?

1 Yes	6%
2 No	94%
3 (vol) Don't Know	
4 (vol) Refused	

C7. Are you currently taking medication prescribed to you for any psychological or emotional problem?

1 Yes	7%
2 No (SKIP TO C8)	93%
3 (vol) Don't Know (SKIP TO C8)	
4 (vol) Refused (SKIP TO C8)	

C7a. What are you taking?

1 Response: _____	
2 (vol) Don't Know	
3 (vol) Refused	

C8. How big of a problem is student depression on your campus? Would you say depression is a...

1 Very big	5%
2 Moderate, or	37%
3 Very small problem?	50%
4 (vol) Don't Know	
5 (vol) Refused	

C9. How common is it for students at your school to seek professional counseling for symptoms of depression? Do you think it is...

1 Very common	4%
2 Somewhat common	29%
3 Not too common, or	44%
4 Not common at all?	14%
5 (vol) Don't Know	
6 (vol) Refused	

C10. Do you think there is a stigma attached to seeking out resources for depression?

1 Yes	50%
2 No	45%
3 (vol) Don't Know	
4 (vol) Refused	

C13. Are you aware of any suicides in the past year among the students at your school?

1 Yes	14%
2 No	86%
3 (vol) Don't Know	
4 (vol) Refused	

C14. Are you aware of any suicide ATTEMPTS in the past year among the students at your school?

1 Yes	20%
2 No	80%
3 (vol) Don't Know	
4 (vol) Refused	

C15. How often do you think incidents of date rape or other sexual violence occur among the students at your school? Would you say...

1 Frequently	9%
2 Occasionally	28%
3 Rarely, or	51%
4 Never? (SKIP TO C16)	10%
5 (vol) Don't Know (SKIP TO C16)	
6 (vol) Refused (SKIP TO C16)	

C15a. How often do you think one or more of the parties involved in the date rape or sexual violence were drinking alcohol or using drugs at the time? Would you say...

1 Almost always	51%
2 Frequently	30%
3 Occasionally	11%
4 Rarely, or	5%
5 Never?	1%
6 (vol) Don't Know	
7 (vol) Refused	

C16. How accessible are school resources and services for helping students with stress, depression, suicide, eating disorders, or other psychological problems? Would you say...

1 Very accessible	60%
2 Somewhat accessible	32%
3 Not too accessible, or	5%
4 Not accessible at all?	1%
5 (vol) Don't Know	
6 (vol) Refused	

C17. What factors might keep a student from getting help for stress, depression, suicide, eating disorders, or other psychological problems? Anything else? [DO NOT READ] [MULTIPLE MENTION]

1 Cost/no insurance	2%
2 Wouldn't know where to go	10%
3 Embarrassed/Scared/Someone might find out/ Stigma	60%
4 In denial of problem/Didn't think problem was serious	18%
5 Other (specify)_____	9%
6 (vol) Don't Know	
7 (vol) Refused	

Section D: Smoking

Now I am going to ask you some questions about smoking.

D1. Have you ever had a cigarette? By this I mean a whole cigarette, not just a few puffs.

1 Yes	40%
2 No (SKIP TO D4)	60%
3 (vol) Don't Know (SKIP TO D4)	
4 (vol) Refused (SKIP TO D4)	

D1a. Have you smoked a cigarette within the last 30 days?

1 Yes	21%
2 No (SKIP TO D2)	19%
3 (vol) Don't Know (SKIP TO D2)	
4 (vol) Refused (SKIP TO D2)	

D1a1. In the last 30 days, on how many days did you smoke cigarettes?

_____ number of days smoked in last 30 days	
0-30 = days smoked:	
1-5 days	37%
6-10 days	9%
11-24 days	14%
25 or more days	38%
98 (vol) Don't Know	
99 (vol) Refused	

D2. Why do you smoke? Do you smoke... [MULTIPLE MENTION]

1 To relax or reduce stress	38%	5 Because you can't stop, or	12%
2 To fit in or because of social pressure	16%	6 Some other reason? (Specify)	12%
3 To help you focus or concentrate	6%	7 (vol) Don't Know	
4 To control your appetite or eat less	3%	8 (vol) Refused	

D2a. IF TWO OR MORE ANSWERS IN D2: What is the most important reason to you for smoking?
 Would you say...ONLY SHOW THE SELECTED CHOICES FROM D2.

1 To relax or reduce stress	35%	5 Because you can't stop	8%
2 To fit in or because of social pressure	14%	6 Some other reason? (Specify)	13%
3 To help you focus or concentrate	2%	7 (vol) Don't Know	
4 To control your appetite or eat less	< 0.5%	8 (vol) Refused	

D3a. How does the amount you smoke in college compare to the amount you smoked in high school.
 Do you smoke...

1 more in college,	44%
2 less in college, or	27%
3 about the same amount?	28%
4 (vol) Don't Know	
5 (vol) Refused	

Section E: Alcohol

Now I am going to ask you some questions about alcohol.

E1. Have you ever had a drink of alcohol? [A "drink" is a glass of wine, a bottle of beer, a wine cooler, a shot glass of liquor, or a mixed drink.]

1 Yes	86%
2 No (SKIP TO E5)	14%
3 (vol) Don't Know (SKIP TO E5)	
4 (vol) Refused (SKIP TO E5)	

E1a. Have you had a drink of alcohol within the last 30 days?

1 Yes	64%
2 No (SKIP TO E1b)	22%
3 (vol) Don't Know (SKIP TO E1b)	
4 (vol) Refused (SKIP TO E1b)	

E1a1. In the last 30 days, on how many days did you drink alcohol?

_____ number of days drank in last 30 days	
0-30= days drank:	
1 day	13%
2-3 days	27%
4-5 days	21%
6-10 days	24%
11 or more days	15%
98 (vol)Don't Know	
99 (vol)Refused	

E1a2. In the last 30 days, on the days that you drank, how many drinks did you usually have?

_____	number of drinks per day in last 30 days	
0-96=	number of drinks:	
	1 drink	11%
	2-3 drinks	34%
	4-5 drinks	27%
	6-10 drinks	22%
	11 or more drinks	4%
97=	97 drinks or more	
98 (vol)	Don't Know	
99 (vol)	Refused	

E1a3. In the last TWO WEEKS, how many times have you had five or more alcoholic drinks on a single occasion?

0	= Never	
1-96	= Number of times:	
	1 time	21%
	2-3 times	17%
	4-5 times	9%
	6-10 times	5%
	11 or more times	1%
97	= 97 or more times	
98	= Don't Know	
99	= Refused	

E1b. During the school semester, on which days of the week do you normally drink? [MULTIPLE MENTION]

1 Mondays	3%	5 Fridays	65%
2 Tuesdays	4%	6 Saturdays	71%
3 Wednesdays	6%	7 Sundays	5%
4 Thursdays	24%	8 (vol) Don't Know	
		9 (vol) Refused	

E1c. During the school semester, are you most likely to drink...

1 Before an exam	< 0.5%
2 After an exam	19%
3 Before going to class	< 0.5%
4 After class, or	9%
5 Do your drinking patterns not relate to your schoolwork?	68%
6 (vol) Don't Know	
7 (vol) Refused	

E2. Why do you drink alcohol? Do you drink... [MULTIPLE MENTION]

1 To get drunk	17%	6 Because you can't stop	1%
2 To relax or reduce stress	40%	7 You enjoy the taste, or	36%
3 To forget about problems	7%	8 Some other reason? (specify) _____	10%
4 To lose inhibitions	8%	9 (vol) Don't Know	
5 To fit in or because of social pressure	12%	10 (vol) Refused	

E2a. IF TWO OR MORE ANSWERS IN E2: What is the most important reason to you for drinking? Would you say... ONLY SHOW THE SELECTED CHOICES FROM E2.

1 To get drunk	10%	6 Because you can't stop	0%
2 To relax or reduce stress	31%	7 You enjoy the taste	20%
3 To forget about problems	2%	8 Some other reason? (specify) _____	13%
4 To lose inhibitions	3%	9 (vol) Don't Know	
5 To fit in or because of social pressure	8%	10 (vol) Refused	

E3a. How does your drinking in college compare to your drinking in high school. Do you drink...

1 more in college,	64%
2 less in college, or	16%
3 about the same amount?	19%
4 (vol) Don't Know	
5 (vol) Refused	

E4. Have you ever sought treatment or help for problems with alcohol?

1 Yes	1%
2 No (SKIP TO E5)	99%
3 (vol) Don't Know (SKIP TO E5)	
4 (vol) Refused (SKIP TO E5)	

E4a. Did you seek help while you were in college?

1 Yes	54%
2 No	46%
3 (vol) Don't Know	
4 (vol) Refused	

E4b. Are you currently receiving therapy or treatment for an alcohol-related disorder?

1 Yes	25%
2 No	75%
3 (vol) Don't Know	
4 (vol) Refused	

E5. Does the social atmosphere at your school promote alcohol use?

1 Yes	57%
2 No	42%
3 (vol) Don't Know	
4 (vol) Refused	

E7. While in college, how often has a faculty member at your school offered you alcohol?

1 Frequently	1%
2 Occasionally	3%
3 Rarely, or	7%
4 Never?	89%
5 (vol) Don't Know	
6 (vol) Refused	

E8. How easy is it for students at your school who are under 21 to get alcohol? Would you say...

1 Very easy	59%
2 Somewhat easy	28%
3 Not too easy, or	8%
4 Not easy at all?	4%
5 (vol) Don't Know	
6 (vol) Refused	

E9. How would you compare the academic performance of the typical college student who drinks alcohol regularly with those who drink less often or not at all? Would you say...

Regular drinkers tend to:

1 do better than other students	1%
2 do worse than other students, or	47%
3 do about the same as other students?	48%
4 (vol) Don't Know	
5 (vol) Refused	

E10. How concerned do you think your school is about students' drinking? Is your school...

1 Very concerned	32%
2 Somewhat concerned	44%
3 Not too concerned, or	19%
4 Not concerned at all?	4%
5 (vol) Don't Know	
6 (vol) Refused	

E11. Do you think your school has effective or well-enforced alcohol-related policies to reduce or prevent student drinking?

1 Yes	62%
2 No	36%
3 (vol) school doesn't have policy	< 0.5%
4 (vol) Don't Know	
5 (vol) Refused	

Section F: Drugs

(PROGRAMMING NOTE - OVERWRITE ALL PERSONAL IDENTIFIERS WHEN THIS SECTION BEGINS)

Now I am going to ask you some questions about drugs.

F1. Have you ever used marijuana?

- | | |
|---------------------------------|-----|
| 1 Yes | 35% |
| 2 No (SKIP TO F2) | 64% |
| 3 (vol) Don't Know (SKIP TO F2) | |
| 4 (vol) Refused (SKIP TO F2) | |

F1a. Have you used marijuana within the last 30 days?

- | | |
|----------------------------------|-----|
| 1 Yes | 13% |
| 2 No (SKIP TO F1b) | 22% |
| 3 (vol) Don't Know (SKIP TO F1b) | |
| 4 (vol) Refused (SKIP TO F1b) | |

F1a1. In the last 30 days, how many days did you use marijuana?

- ___ Number of days used marijuana
- 0-30= Days used marijuana:
- | | |
|--------------------|-----|
| 1 day | 19% |
| 2 days | 19% |
| 3-5 days | 19% |
| 6-10 days | 12% |
| 11 or more days | 31% |
| 98 (vol)Don't Know | |
| 99 (vol)Refused | |

F1b. How does your marijuana use in college compare to your marijuana use in your senior year of high school? Has your marijuana use...

- | | |
|----------------------------|-----|
| 1 increased in college, | 35% |
| 2 decreased in college, or | 40% |
| 3 stayed about the same? | 24% |
| 4 (vol) Don't Know | |
| 5 (vol) Refused | |

F2. Have you ever used cocaine?

- | | |
|---------------------------------|-----|
| 1 Yes | 5% |
| 2 No (SKIP TO F3) | 95% |
| 3 (vol) Don't Know (SKIP TO F3) | |
| 4 (vol) Refused (SKIP TO F3) | |

F2a. Have you used cocaine within the last 30 days?

1 Yes	1%
2 No	95%
3 (vol) Don't Know	
4 (vol) Refused	

F3. Have you ever used heroin?

1 Yes	< 0.5%
2 No (SKIP TO F4)	99%
3 (vol) Don't Know (SKIP TO F4)	
4 (vol) Refused (SKIP TO F4)	

F3a. Have you used heroin within the last 30 days?

1 Yes	0%
2 No	< 0.5%
3 (vol) Don't Know	
4 (vol) Refused	

F4. Have you ever used club drugs like Ecstasy, GHB, or Special K?

1 Yes	5%
2 No (SKIP TO F5)	95%
3 (vol) Don't Know (SKIP TO F5)	
4 (vol) Refused (SKIP TO F5)	

F4a. Have you used any of these drugs within the last 30 days?

1 Yes	1%
2 No	95%
3 (vol) Don't Know	
4 (vol) Refused	

F5. Have you ever taken a prescription **stimulant** drug such as Ritalin or Adderall that was NOT prescribed to you?

1 Yes	8%
2 No (SKIP TO F6)	92%
3 (vol) Don't Know (SKIP TO F6)	
4 (vol) Refused (SKIP TO F6)	

F5a. Have you done this within the last 30 days?

1 Yes	31%
2 No	69%
3 (vol) Don't Know	
4 (vol) Refused	

F6. Have you ever taken a prescription **painkiller** such as OxyContin, Vicodin or Percocet that was NOT prescribed to you?

1 Yes	9%
2 No (SKIP TO F7)	91%
3 (vol) Don't Know (SKIP TO F7)	
4 (vol) Refused (SKIP TO F7)	

F6a. Have you done this within the last 30 days?

1 Yes	17%
2 No	83%
3 (vol) Don't Know	
4 (vol) Refused	

F7. Have you ever taken a prescription **tranquilizer** such as Xanax, Valium or Ativan that was NOT prescribed to you?

1 Yes	5%
2 No (SKIP TO F8)	95%
3 (vol) Don't Know (SKIP TO F8)	
4 (vol) Refused (SKIP TO F8)	

F7a. Have you done this within the last 30 days?

1 Yes	13%
2 No	87%
3 (vol) Don't Know	
4 (vol) Refused	

F8. Have you ever sought treatment or help for problems with drugs?

1 Yes	1%
2 No (SKIP TO F9)	99%
3 (vol) Don't Know (SKIP TO F9)	
4 (vol) Refused (SKIP TO F9)	

F8a. Did you seek help while you were in college?

1 Yes	35%
2 No	65%
3 (vol) Don't Know	
4 (vol) Refused	

F8b. Are you currently receiving therapy or treatment for a drug-related disorder?

1 Yes	13%
2 No	87%
3 (vol) Don't Know	
4 (vol) Refused	

[IF NEVER USED ANY DRUGS (F1=2,3,4, and F2=2,3,4, and F3=2,3,4, and F4=2,3,4, and F5=2,3,4, and F6=2,3,4, and F7=2,3,4) SKIP TO F10]

F9. Why do you use drugs? Do you use drugs...[MULTIPLE MENTION]

1 To get high	40%	6 To fit in or because of social pressure	14%
2 To relax or reduce stress	39%	7 Because you can't stop, or	2%
3 To help you study	8%	8 Some other reason? (specify)	10%
4 To forget about problems	7%	9 (vol) Don't Know	
5 To lose inhibitions	5%	10 (vol) Refused	

F9a. **IF TWO OR MORE ANSWERS IN F9:** What is the most important reason to you for using drugs? Would you say...**ONLY SHOW THE SELECTED CHOICES FROM F9.**

1 To get high	29%	6 To fit in or because of social pressure	10%
2 To relax or reduce stress	30%	7 Because you can't stop	< 0.5%
3 To help you study	3%	8 Some other reason? (specify)	11%
4 To forget about problems	2%	9 (vol) Don't Know	
5 To lose inhibitions	1%	10 (vol) Refused	

F10. Does the social atmosphere at your school promote drug use?

1 Yes	18%
2 No	81%
3 (vol) Don't Know	
4 (vol) Refused	

F11b. While in college, how often has a faculty member at your school offered you drugs? Would you say...

1 Frequently	< 0.5%
2 Occasionally	< 0.5%
3 Rarely, or	1%
4 Never?	99%
5 (vol) Don't Know	
6 (vol) Refused	

F13. How would you compare the academic performance of the typical college student who uses drugs regularly with those who use drugs less often or not at all? Would you say...

Drug users tend to:	
1 do better than other students	1%
2 do worse than other students, or	74%
3 do about the same as other students?	20%
4 (vol) Don't Know	
5 (vol) Refused	

F14. How concerned do you think your school is about students' drug use? Is your school...

1 Very concerned	35%
2 Somewhat concerned	43%
3 Not too concerned, or	18%
4 Not concerned at all?	3%
5 (vol) Don't Know	
6 (vol) Refused	

F15. Do you think your school has effective or well-enforced drug-related policies to reduce or prevent student drug use?

1 Yes	68%
2 No	29%
3 (vol) school doesn't have policies	< 0.5%
4 (vol) Don't Know	
5 (vol) Refused	

F16. How accessible are school resources and services for helping students deal with substance abuse problems, including smoking, drinking and using drugs? Are resources...

1 Very accessible	50%
2 Somewhat accessible	38%
3 Not too accessible, or	7%
4 Not accessible at all?	2%
5 (vol) Don't Know	
6 (vol) Refused	

F18. What factors might keep a student from getting help for substance abuse problems, including smoking, drinking and using drugs? Anything else? [DO NOT READ-MULTIPLE MENTION]

1 Cost/no insurance	1%
2 Wouldn't know where to go	6%
3 Embarrassed/Scared/Someone might find out/Stigma	37%
4 In denial of problem/Didn't think problem was serious	37%
5 some other reason? (specify)_____	13%
6 (vol) Don't Know	
7 (vol) Refused	

Section G: General Substance Use Perception Questions

Now I'm going to ask you some questions about smoking, drinking and drug use on your campus.

G1. What percentage of students at your school do you think...

G1a. are regular smokers?

_____ %:	
1-15 percent	19%
16-30 percent	28%
31-50 percent	30%
51-75 percent	14%
76 percent or more	5%
998 (vol) Don't Know	
999 (vol) Refused	

G1b. Binge drink at least once a month? Binge drinking is having five or more alcoholic drinks on a single occasion.

_____ %:	
1-15 percent	7%
16-30 percent	12%
31-50 percent	25%
51-75 percent	32%
76 percent or more	20%
998 (vol) Don't Know	
999 (vol) Refused	

G1c. use marijuana at least once a month?

_____ %:	
1-15 percent	28%
16-30 percent	27%
31-50 percent	22%
51-75 percent	10%
76 percent or more	4%
998 (vol) Don't Know	
999 (vol) Refused	

G1d. use cocaine at least once a month?

_____ %:	
1-5 percent	37%
6-10 percent	17%
11-20 percent	10%
21 percent or more	11%
998 (vol) Don't Know	
999 (vol) Refused	

G1e. use heroin at least once a month?

_____ %:	
1 percent	16%
2-5 percent	26%
6-10 percent	10%
11 percent or more	8%
998 (vol) Don't Know	
999 (vol) Refused	

G1f. use club drugs such as Ecstasy, GHB, or Special K at least once a month?

_____ %:	
1 percent	11%
2-5 percent	27%
6-10 percent	14%
11 percent or more	21%
998 (vol) Don't Know	
999 (vol) Refused	

G1g. use prescription drugs that weren't prescribed to them at least once a month?

_____ %:	
1-5 percent	27%
6-10 percent	16%
11-50 percent	31%
51 percent or more	5%
998 (vol) Don't Know	
999 (vol) Refused	

G2. How easy is it for students to get...

G2a. marijuana? Do you think it is...

1 Very easy	36%
2 Somewhat easy	41%
3 Not too easy, or	14%
4 Not easy at all?	4%
5 (vol) Don't Know	
6 (vol) Refused	

G2b. cocaine? Do you think it is...

1 Very easy	6%
2 Somewhat easy	22%
3 Not too easy, or	36%
4 Not easy at all?	21%
5 (vol) Don't Know	
6 (vol) Refused	

G2c. heroin? Do you think it is...

1 Very easy	2%
2 Somewhat easy	11%
3 Not too easy, or	37%
4 Not easy at all?	32%
5 (vol) Don't Know	
6 (vol) Refused	

G2d. club drugs such as ecstasy, GHB, or Special K? Do you think it is...

1 Very easy	11%
2 Somewhat easy	33%
3 Not too easy, or	28%
4 Not easy at all?	15%
5 (vol) Don't Know	
6 (vol) Refused	

G2e. prescription drugs for recreational use? Do you think it is...

1 Very easy	20%
2 Somewhat easy	41%
3 Not too easy, or	22%
4 Not easy at all?	9%
5 (vol) Don't Know	
6 (vol) Refused	

G3. Where do students get prescription drugs such as Ritalin, Adderall, OxyContin, Vicodin, Xanax or Valium without a prescription? [DO NOT READ] [MULTIPLE MENTION]

1 Friends give the drugs to them	43%	4 Take the drugs from friends' or relatives' medicine cabinets	4%
2 Buy the drugs from friends or a dealer	13%	5 Buy the drugs on-line (the Internet)	1%
3 Family members give the drugs to them	4%	6 Other (specify) _____	8%
		7 (vol) Don't Know	
		8 (vol) Refused	

G4. How much do your parents' concerns or expectations influence whether or how much you smoke, drink or use drugs? Do they influence you...

1 Very much	40%
2 Somewhat	30%
3 Not too much, or	13%
4 Not at all?	17%
5 (vol) Don't Know	
6 (vol) Refused	

Section H: Demographics

Now I would like to ask you some final questions.

H1. What are you majoring in?

- 1 Response: _____ (SKIP TO H2)
- 2 Undecided
- 3 (vol) Don't Know
- 4 (vol) Refused (SKIP TO H2)

H1a. What will you most likely major in?

- 1 Response: _____
- 2 (vol) Don't Know
- 3 (vol) Refused

H2. Do you mostly get...

- | | |
|--------------------|-----|
| 1 As | 40% |
| 2 Bs | 53% |
| 3 Cs | 6% |
| 4 Ds, or | 1% |
| 5 Fs? | 1% |
| 6 (vol) Don't Know | |
| 7 (vol) Refused | |

H3. What is the highest academic degree that you intend to get? Would you say a...

- | | | | |
|----------------------------------|-----|--------------------------------|--------|
| 1 Bachelor's degree (B.A., B.S.) | 24% | 5 Divinity degree | |
| 2 Master's degree | | (B.D., M.DIV.), or | < 0.5% |
| (M.A., M.S., M.B.A.) | 47% | 6 Some other degree? (specify) | |
| 3 Doctorate (Ph.D., Ed.D.) | 21% | _____ | < 0.5% |
| 4 Professional degree | | 7 (vol) None | |
| (e.g., medical, dental, law) | 6% | 8 (vol) Don't Know | |
| | | 9 (vol) Refused | |

H4. Are you a member of a fraternity or sorority?

- | | |
|--------------------|-----|
| 1 Yes | 12% |
| 2 No | 88% |
| 3 (vol) Don't Know | |
| 4 (vol) Refused | |

H5. Do you currently live in...

1 A campus residence hall	56%	5 Parent or guardian's home, or with other adult relatives, or	2%
2 Fraternity or sorority house	2%	6 Somewhere else? (specify)	
3 Other university housing	7%	_____	
4 Off-campus housing	33%	7 (vol) Don't Know	
		8 (vol) Refused	

H6. How many miles away is your college from your permanent home? Would you say...

1 10 or less	20%
2 11-50	13%
3 51-100	16%
4 101-500, or	37%
5 Over 500?	16%
6 (vol) Don't Know	
7 (vol) Refused	

H7. What is your current relationship status? Are you...

1 Single	61%	4 Married/domestic partner	3%
2 In a long-term committed dating relationship	31%	5 Separated or Divorced, or	1%
3 Engaged	4%	6 Widowed?	
		7 (vol) Don't Know	
		8 (vol) Refused	

H8. Do you consider yourself...

1 Heterosexual	96%
2 Gay or Lesbian	1%
3 Bisexual, or	2%
4 Transgendered?	< 0.5%
5 (vol) Don't Know	
6 (vol) Refused	

H9. How would you characterize your political views? Would you say...

1 Far left	6%
2 Liberal	31%
3 Middle-of-the-road	31%
4 Conservative, or	24%
5 Far right?	4%
6 (vol) Don't Know	
7 (vol) Refused	

H10. Are you of Hispanic, Latino or Chicano origin?

1 Yes	7%
2 No	92%
3 (vol) Don't Know	
4 (vol) Refused	

H11. Which of the following categories best describes your racial background? Would you say...

1 White	74%	5 Mixed race, or	6%
2 Black or African American	10%	6 Other? (specify)	4%
3 Asian or Pacific Islander	6%	7 (vol) Don't Know	
4 American Indian or Alaskan Native	1%	8 (vol) Refused	

H12. What's your current religious identification? [DO NOT READ]

1 None	13%	13 Roman Catholic	22.3%
2 Baptist	10%	14 Seventh Day Adventist	0.4%
3 Buddhist	0.8%	15 Unitarian/Universalist	0.1%
4 Episcopal	1.2%	16 United Church of Christ	2.7%
5 Hindu	0.6%	17 Other Christian	
6 Islamic	0.8%	(specify)_____	10.3%
7 Jewish	2.2%	18 Other Religion (specify)_____	1.6%
8 Latter Day Saints (Mormon)	0.4%	19 Non-denominational spiritual	
9 Lutheran	6.7%	practice	6.2%
10 Methodist	6.9%	20 Agnostic (SKIP TO H14)	4.2%
11 Presbyterian	2.8%	21 Atheist (SKIP TO H14)	3.0%
12 Quaker		22 (vol) Don't Know (SKIP TO H14)	
		23 (vol) Refused (SKIP TO H14)	

H13. How strongly affiliated are you currently to your religion or spiritual practice? Would you say...

1 Very	32%
2 Somewhat	33%
3 A little, or	19%
4 Not at all?	16%
5 (vol) Don't Know	
6 (vol) Refused	

H14. Were you...

1 born in the U.S., or did you	91%
2 come to the U.S. before age 6	3%
3 come to the U.S. between ages 6-12, or	1%
4 come to the U.S. after age 12?	4%
5 (vol) Don't Know	
6 (vol) Refused	

H15. Was your mother or primary female guardian...

1 born in the U.S., or	85%
2 born outside the U.S.?	14%
3 (vol) Don't Know	
4 (vol) Refused	

H16. Was your father or primary male guardian...

1 born in the U.S., or	84%
2 born outside the U.S.?	15%
3 (vol) Don't Know	
4 (vol) Refused	

H17. What is the highest level of education obtained by your mother or primary female guardian?

1 Grammar school or less	1%	5 Some college	13%
2 Some high school	2%	6 College degree	34%
3 High school graduate/GED	24%	7 Some graduate school	1%
4 Postsecondary school other than college	3%	8 Graduate degree	20%
		9 (vol) Don't Know	
		10 (vol) Refused	

H18. What is the highest level of education obtained by your father or primary male guardian?

1 Grammar school or less	1%	5 Some college	11%
2 Some high school	2%	6 College degree	30%
3 High school graduate/GED	25%	7 Some graduate school	1%
4 Postsecondary school other than college	2%	8 Graduate degree	26%
		9 (vol) Don't Know	
		10 (vol) Refused	

H19. What is your best estimate of your parents' or primary guardians total income last year?
Consider income from all sources before taxes. Would you say...

1 Less than \$10,000	3	6 \$80,000 to less than \$100,000	14%
2 \$10,000 to less than \$20,000	5%	7 \$100,000 to less than \$200,000, or	17%
3 \$20,000 to less than \$40,000	13%	8 \$200,000 or more?	7%
4 \$40,000 to less than \$60,000	16%	9 (vol) Don't Know	
5 \$60,000 to less than \$80,000	16%	10 (vol) Refused	

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