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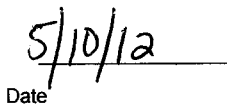
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Interactions Between Class Attendance and Students' Alcohol Consumption

(TITLE)

BY

Brittany Meding

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Master of Science in College Student Affairs

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

May, 2012

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Interactions Between Class Attendance and Students' Alcohol Consumption

Brittany Meding

Thesis

Submitted to the Department of Counseling and Student Development in partial
fulfillment of the requirements for the degree of Master of Science in College Student
Affairs

Eastern Illinois University

Charleston, Illinois

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Abstract

The purpose of this study was to determine if there is an interaction between class attendance and students' alcohol consumption. Several issues are associated with the relationship between alcohol consumption and class attendance. From the results, there was no statistical significance between a students' self reported alcohol consumption and a students' self reported class attendance.

Dedication

I dedicate this thesis to my brother. I would have never been as successful if it were not for you pushing me to surpass my own expectations.

Acknowledgements

I would like to thank my thesis chair, Dr. Charles Eberly and my committee members, Dr. Jennifer Sipes, and Dr. Eric S. Davidson. I am also grateful to Levi Kosta-Mikel for assisting me in my data analysis. I would like to thank all of the Eastern Illinois University students for participating in my study.

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Chapter I

Introduction

An estimated 80% to 90% of all underage college students drink alcohol (Fisher, Fried & Anushko, 2007).

College student drinkers may tend to underestimate the average number of drinks consumed when they summarize their drinking behavior and actually consume more alcohol than they estimated (Fishburne & Brown, 2006). About one-fifth of students who did not drink heavily in high school begin to do so once they enter college. At the same time students who drank in high school often are predisposed to seeing a college environment that enables or even encourages heavy drinking (Ross & DeJong, 2008). It has been reported that 79% of men and 65% of women consume alcohol before entering college (Dowdall, 2009).

Purpose

The purpose of this study was to determine if there was an interaction in the self-reported amount of alcohol consumed by students the night before class if faculty members instructing those classes required class attendance, compared to those faculty members who did not require class attendance. The results of this study can inform both instructors and students about the consequences of drinking and not attending classes. Drinking too much the night prior to class can disturb students' sleep patterns, which in turn affects class attendance (Singleton & Wolfson, 2009). Administrators and faculty will be able to use the proposed research to better understand ways to combat lack of class attendance. Finally, the research presented evidence to stakeholders concerning the multiple relationships between alcohol consumption and class attendance.

Definitions

The following definitions have been stipulated for the purpose of this study of alcohol consumption and its relationship to class attendance.

Binge Drinking. Wechsler et al. (2002) defined binge drinking as the consumption of 5 or more drinks for males and 4 or more drinks for females in an hour length time span.

Standard Drink. A standard drink is defined as twelve ounces of beer, four ounces of wine, or one ounce of hard liquor (Parks & Woodford, 2005).

Limitations

A limitation encountered in the present study was accessibility to enter classrooms for survey administration. According to local IRB rules, students are not allowed to be surveyed within the classroom since data collection detracts from instructional time. Another limitation was that only students enrolled at one Midwestern comprehensive institution were surveyed. Another limitation was that respondents were solicited via three methods of survey administration: email, campus mail, and direct survey administration during Recognized Student Organization (RSO) meetings. Students who received the survey via RSO meetings and campus mail were not solicited in the same time period as students who received the survey announcement via campus mail.

Summary

Chapter I is an introduction to the topic at hand, the possible interaction of alcohol consumption to class attendance. Chapter II presents a literature review of selected articles on alcohol consumption, reasons why college student consume alcohol, negative

consequences of consuming alcohol, and the second hand impact of alcohol consumption on those who abstain from alcohol consumption. Chapter III contains the research design and quantitative methodology used in the present study, and Chapter IV presents results based on the statistical analysis procedure described in Chapter III. Chapter V includes an interpretation of the findings, strengths and limitations, as well as recommendations for practitioners and future research.

Chapter II

Literature Review

Alcohol use impedes college students' academic success (Avci & Fendrich, 2010).

Chapter I included an introduction to the problem and the purpose for the present study. Chapter II will review supportive literature to examine the interaction between class attendance and alcohol consumption. The consequences of alcohol consumption and the importance of class attendance are reviewed in this chapter based on articles published during the past twenty years. Several issues are associated with the relationship between alcohol consumption and class attendance. These issues include but are not limited to class year, student stress, and social life.

Alcohol Consumption

Despite the increase in college prevention programming, the rates of consumption and heavy drinking among college students have remained relatively constant (Bulmer, Irfan, Mugno, Barton, & Ackerman, 2010). In 2004, students engaged in binge drinking on an occasional basis rather than as a regular weekly event (Del Boca, Darkes, Greenbaum, & Goldman, 2004). According to the Surgeon General, when college students do drink, two out of five students are likely to drink excessively (Wechsler et al., 2002). It is estimated that a majority of these drinkers are underage college students (Fisher et al., 2007). According to the CORE Survey 2010 for the State of Illinois, out of 16,267 students, 65.3% reported consuming alcohol in the past 30 days, while 48.0% reported binge drinking in the previous two weeks (Dietz, 2010). It has also been determined that college students consume more alcohol than their age matched non-student peers (O'Malley & Johnston, 2002; Ross & DeJong, 2008). Among college

students who consumed alcohol, males reported drinking more often and at higher volumes than female students (Bulmer et al., 2010; Oliver, Reed, & Smith, 2001; O'Malley & Johnston, 2002).

Reasons Students Choose to Consume Alcohol

Freshman year marks a developmental transition to new responsibilities and freedoms in the absence of a well-established network or social support system (Fisher et al., 2007). Freshmen drink more frequently than all of their peers at other grade levels and are more likely to get drunk (Taylor, Johnson, Voas, & Turrisi, 2006). Observing other students drinking at the beginning of freshman year often conveys social tolerance and social acceptance for underage drinking (Fisher et al., 2007). When new students enter into a new organization or group such as a social fraternity or sorority, they frequently feel peer pressured into consuming a certain amount of alcohol in order to feel accepted. Skog (1985) stated that "the individual drinker is to a large extent influenced by the habits in his personal social network" (p. 15). College students often emphasize the positive benefits of drinking, which in turn encourages alcohol consumption in greater amounts (Fisher et al., 2007). There are times throughout the academic year such as holidays, football games, academic breaks, and special campus events that are greater reasons for consumption (Del Boca et al., 2004; Ross & DeJong, 2008). Students associate drinking with relatively positive experiences and only temporary negative consequences (Casey & Dollinger, 2007).

Parental alcohol behaviors can play a role in students' behaviors, too (Fisher et al., 2007; Park & Levenson, 2002). Family history, parent consumption, personality traits, motives, expectancies, perceived social norms, and social affiliation all play a

factor in the amount of alcohol a person may consume (Huang, DeJong, Towvim, & Schneider, 2009).

Social Cognitive models of behavior link drinking behaviors to alcohol expectancies, and/or social and emotional influences (Fisher et al., 2007). Consuming alcohol relieves stress, provides coping mechanisms, and enhances one's social network, romantic relationships, and illusion of personal control. The reality is that a number of students arrive on campus expecting to drink heavily. Students expect alcohol to bolster their confidence as they risk seeking a compatible peer group in a completely new setting. In the midst of significant life transitions characterized by newly found independence, both personal and financial, they are hit with peer influence and an excessive amount of social events where alcohol is freely available and relatively cheap (West, Drummond, & Eames, 1990). The acceptance of alcohol use has been described as a culture of alcohol abuse on college campuses and it can be safely assumed that individual and group drinking norms have an influential role in place, time, and amount (National Institute on Alcohol Abuse and Alcoholism, 2002; Dowdall, 2009).

Negative Consequences

Some of the consequences that students encounter after alcohol consumption are hangovers, shakes, memory loss/blackouts (Dietz, 2010), property damage, degradation of living environments (Trockel, Wall, & Reis, 2002), hurting themselves (West et al., 1990), unplanned and unprotected sex (Juhnke, Schroat, Cashwell, & Gmutza, 2003), increased rates of sexually transmitted disease (Foote, Wilkens, & Vavagiakis, 2004), driving under the influence (Wechsler et al., 2002), and increased psychiatric distress including suicide (Hingson, Heeren, Zakocs, Kopstein, & Wechsler, 2002). In Spring

2008, the National College Health Assessment (NCHA) suggested that out of 80,121 students at 106 institutions nationwide, 35% of students stated that they did something they later regretted, 31% forgot where they were or what they did, while 19% physically injured themselves after drinking (American College Health Association, 2009). From 2006-2008, the CORE Survey collected data from 209,576 students nationally which resulted in 62% of the students stating that they had experienced a hangover, 54% experienced vomiting or nausea, and 34.7% experienced memory loss on at least one occasion (CORE Institute, 2010). The Illinois Core Survey results showed that students that had an "A" average consumed two to four drinks per week while "D-" average students consumed an average of 12 drinks a week (Dietz, 2010).

Sleep, Alcohol and Academic Performance

Alcohol consumption negatively influences both sleep patterns and academic performance and conversely, sleep mediates the effects of alcohol use on performance. Consumption tends to disrupt sleep particularly during the second half of the night of sleep, when a person should be in REM three or four hours (ie: deep sleep), which increases daytime sleepiness and decreased alertness (Singleton & Wolfson, 2009). After drinking, 22.1% of students in a total sample of 70,128 students reported they had performed poorly on a test or project as they consumed more alcohol than their peers (Bulmer et al., 2010). According to the Spring 2008 American College Health Association-National College Health Assessment (2009), out of 30,093 people surveyed, 773 students stated that they received lower grades on exams, 216 received lower grades on a course, and 39 students received incompletes / dropped a course (p. 53).

Binge drinking and lower academic performance were also significantly associated with working 20 or more hours per week (Miller, Danner, & Staten, 2008). Furr and Elling (2000) also stated that students who worked more than 20 hours per week were not getting the appropriate amount of sleep. It was noted that students who worked 20 or more hours per week believed that work frequently negatively impacted academic progress.

Class Attendance

Numerous authors discussed the impact that missing class has on students and their academic success. According to the Harvard School of Public Health College Alcohol Survey (1993-2001) where 50,000 students were surveyed, students who occasionally binge drink miss a class 33% of the time while frequent binge drinkers miss class 65% of the time (Wechsler & Nelson, 2008). Moore (2005) stated that most professors wanted their students to come to class because attendance is usually associated with academic success. Though many professors do not require class attendance, they nevertheless should clearly communicate to students the fact that fewer absences leads to a higher probability that a student will earn an A or B (Durden & Ellis, 2003; Gordon & Palmon, 2010; Brocato, 1989; Davis, 2001; Gump, 2004; Moore, 2003; White 1992). On the contrary, some professors also believed that students can learn as well independently as others can by attending lectures, which could hinder performance if attendance was made mandatory. Therefore they did not create an attendance policy (St. Clair, 1999). In St. Clair's article, she discussed three different studies that all analyzed the affect of class attendance. Hyde and Flournoy (1986) examined class attendance at the University Of Oklahoma College Of Medicine during a microbiology lecture course, while Berenson,

Carter, and Norwood (1992) assessed the benefits of an enforced attendance policy, and finally Levine (1992) compared frequency of absences data from several classes all having three different attendance policies. All three of these studies came to the same conclusions, that having mandatory attendance did not signify students were likely to attain better grades.

Students have stated they were more likely to attend class if they received credit for attendance and find the course information interesting (Launius, 1997; Petress, 1996; Baum & Youngblood, 1975; Beaulieu, 1984; Hansen, 1990; Hovell, Williams, & Semb, 1979; Lloyd et al., 1972; Shimoff & Catania, 2001; Gump, 2004; Van Blerkom, 1992). A record of good class attendance leads to better grades and good grades can lead to improved attendance. Missing class leads to lower grades. The cycle of repeated class absence then leads to discouragement and missing more classes. This descending spiral leads to even poorer grades. If students view themselves as capable of successfully accomplishing a task, they will more likely attempt it. If they view themselves as less capable, they are more likely to avoid that task (Van Blerkom, 1992).

There were some students who thought professors should not give credit for class attendance because they were already paying for the course and it was their right to choose whether or not to attend class (Launius, 1997). Professors also believed that course grades should reflect knowledge and mastery of academic skills and therefore they did not want to give extra rewards or credit to students just for showing up (Brocato, 1989; Davis, 2001; Gump, 2004; Moore, 2003; White 1992). Still other professors also have stated that the students who finished a class with an "F" would have passed with a "D" if they did not miss so much class (Moore, 2005).

Poor class attendance was associated with preferences for socializing over study, enjoyment of alcohol and taking drugs, and a tendency to leave studying to the last minute. Other students also stated that they were better able to estimate how well they were doing in a particular course and decided to cut one class to study for another. Students also became discouraged or believed attending certain classes had little effect on their grade (Van Blerkom, 1992).

Hours Spent Studying

Faculty members believed that first year students should devote an estimated 24-30 hours preparing for all their classes each week, but students reported only spending an average of 14 hours weekly on course preparation (Gordon & Palmon, 2010). In the 2008 National Survey of Student Engagement, students appeared to study more when it was projected that a student would be given a higher grade during the designated study time (Gordon & Palmon, 2010). Participants at the Wisconsin Governing Board Meeting discussed the findings from the 2010 AlcoholEdu National Survey. This survey consisted of 183 first year students, which determined that the students spent an average of 8.7 hours per week studying versus 10.2 hours spent drinking per week. Over the past 15 years, the percentage of hours college students self-reported they spent studying has decreased from 47% in 1987 to 32% in 2009. Traphagan, Kucsera, and Kishi (2010) found that 346 students also associated having access to class lectures accessible through the internet as an excuse to not attend class. "One quarter of students reported accessing webcasts instead of attending lectures when webcasts were provided" (p. 21).

Academic Achievement

According to Taylor et al., (2006), students with a GPA of 2.0 or lower in their sample of 9,073 students self-reported binge drinking at least once in the prior two weeks, and in this category of students by GPA, alcohol was involved in 38% of cases where there was a lack of academic success. This observation led Singleton (2007) to state that heavy episodic drinking resulted directly and / or indirectly in reduced study hours and lowered GPA for students. There were 26,685 students who were surveyed in the Spring 2008 National College Health Assessment, which stated that alcohol consumption had an eight percent impediment to academic performance including poorer grades or dropping a class (Logan, Kilmer, & Marlatt, 2010). However, contrary to Logan et al, the Bulmer et al. (2010) study examined alcohol consumption patterns and trends in 2002, 2004, 2006, and 2008. Using the 2008 Illinois CORE Alcohol and Drug Survey which sampled 3,282, and results stated

Students with A/B GPA consumed more alcohol. This may occur because of the types of student who are drinking frequently, and at high volumes, or it may be an artifact related to grade inflation or types of students admitted or allowed to stay in the program. (p.389)

Binge drinking and lower academic performance were significantly associated with working 20 or more hours per week (Miller et al, 2008). The dual burdens of a heavy work load for a student combined with binge drinking show that students were 1.56 times more likely to consume alcohol. Miller et al. (2008) surveyed 903 students using a questionnaire to find these results. The 2008 Illinois CORE Survey reported that most respondents were consuming an average of two or fewer drinks per day (Dietz,

2010). Students who identified themselves as frequent heavy drinkers drinking approximately five or more drinks per day reported that they missed class on a more frequent basis than their peers who identified as non heavy drinkers, leading to poor academic performance (Bulmer et al., 2010; Singleton, 2007; Singleton & Wolfson, 2009; Dollinger, 1996; Ross & DeJong, 2008; West et al., 1990, American College Health Association, 2009). Illinois CORE Survey data also showed that over ten percent of the respondents reported missing class (Dietz, 2010). Paschal and Freisthler (2003), on the other hand, stated that there was no relationship between binge drinking and academic performance in their longitudinal study of 465 students. These students were surveyed the summer prior to their freshman year, and then again during the fall semesters of freshman, sophomore, and junior years.

Taylor et al. (2006) indicated that among class levels, freshmen had the most significant drinking problems and the lowest academic performance. Anderson and Gadaletto (1997) stated the same terms but added that administrators believed alcohol to be involved in 38% of academic downfalls and 29% of student attrition. Fisher et al. (2007) suggested that the reason freshmen were more susceptible to consuming alcohol was because of the actual academic pressure they experienced in transitioning from high school to college. Supporting the information above, Pascarella et al. (2007) found that "Freshman who binge drink on two occasions within a two week period have GPAs that are 0.11 points lower than non drinkers" (p. 720).

Although attendance improves when following an established policy, attendance was not a significant predictor of academic achievement. Wanting to achieve academically is reflected in behaviors that lead to an appropriate measure of achievement

(St. Clair, 1999). Class grade level does not make a difference in the amount of binge drinking, but it is related to the overall motivation or ability of the student (Wechsler, Dowdall, Davenport, & Castillo, 1995; Van Blerkom, 1992).

University Disciplinary Record

Alcohol use and its associated behaviors are among the most common reasons for disciplinary infractions (Barnett, Goldstein, Murphy, Colby, & Monti, 2006). The 2000 College Alcohol Survey surveyed 194 college officials which resulted in finding that alcohol consumption was a factor in 60% of all violent behavior (Anderson & Gadaletto, 2001). Undergrads who received violations were more likely to be heavy drinkers, and had higher alcohol related problem scores relative to campus norms. Men have a greater history of conduct disorder than women (Marlatt et al., 1998). United States colleges have responded to the problem of student alcohol misuse with a dramatic increase in mandatory sanctions for alcohol related violations (Anderson & Gadaletto, 2001; Barnett & Read, 2005; Morgan, White, & Eun Young, 2008). Barnett et al. (2006) reported that of the 227 students surveyed, only 30% of mandated students were either planning or actively reducing their drinking following the incident for which they were mandated. Women were more responsive to alcohol related incidents or citations which led to a more responsive change in drinking habits (Barnett et al., 2006). Students who received brief alcohol interventions in their freshman year showed significant reductions in both drinking rates and harmful consequences in comparison with students in a no-treatment control condition according to the results from Barnett et al. (2006) who surveyed 227 students who were enrolled in an alcohol education course. Little is known about the effects of alcohol related violations for promoting behavioral change, and few studies

have examined the influence of the incident, getting caught, and getting sanctioned on actual reductions in alcohol consumption. There is considerable promise in reducing heavy drinking related problems when one questions the extent to which students reduce drinking on their own as a result of an event or being reprimanded (Morgan et al., 2008).

Impact of Alcohol Consumption on University Campus

The 2006-2008 National Core Surveys showed that more students believed that campus environment promoted alcohol use and were somewhat more likely to believe that alcohol use on their campus was greater than on other campuses; over 60% of university bachelors degree candidates believed that the campus environment promoted alcohol use (CORE Institute, 2010). Students who are involved in different organizations like athletics, and social fraternities / sororities had a higher weekly alcohol consumption rate than students involved in different organizations like religious, ethnic, or political associated organizations. The more a person became involved in leadership roles the less a student consumed alcohol (CORE Institute, 2010). According to Walls, Fairlie, and Wood (2009), men may transition to alcohol involvement earlier than women, resulting in fewer men transitioning during college. In addition, no differences were found between men and women on changes in alcohol involvement over the transition to college.

After reading more data in the 2006-2008 CORE Alcohol Survey, students had a more positive outlook on alcohol on their campus in the sense that it broke the ice (77.3%), enhanced social activity (76.7%), and allowed people to have more fun (65.8%). Most students did indicate that drinking one or two drinks nearly every day was a high risk behavior at 18.5%, and having five or more drinks in one sitting was a very high risk at 44.5%. Most of the 2006-2008 CORE Alcohol Survey participants felt that 60% of

other students did not care, or only cared slightly, about student alcohol/ drug use (CORE Institute, 2010)

Abstention from Alcohol During College

In 1993, 1997, and 1999, there were 13,558 students from 119 different universities surveyed in the Harvard School of Public Health College Alcohol Study. The number of students who abstained from alcohol stood at 19.3%, a figure which rose from 16.4% in 1993 (Wechsler, Lee, Kuo, & Lee, 2000). Adolescents who had typical nondrinker images as their goal and had strong academic support groups along with personal motivation were more likely to abstain from drinking (Huang et al., 2009; Lecci, Maclean, & Croteau, 2002). Students who attended schools that banned alcohol were 30% less likely to engage in binge drinking and more likely to abstain from using alcohol than were students who attended schools where alcohol was not banned (Taylor et al., 2006).

The use of secondhand alcohol consequence messages to college age students are limited because students do not see the direct connection to alcohol consumption. This is due to society's acceptance of alcohol consumption by college students. However, students exposed to messages about secondhand alcohol consequences may be more likely to endorse policies aimed at curbing alcohol use and may adopt more stringent standards regarding their own alcohol use (Trockel, Wall, Williams, & Reis, 2008).

Summary

Chapter II contains a review of pertinent research focused on academic outcomes in relation to student alcohol consumption, including second hand consequences on non-

drinkers. Information on the interaction of class attendance and drinks per week was mixed. Chapter III explains the methodology used for the present student, while Chapter IV is a report of results, and Chapter V contains conclusions, recommendations and suggestions for future researchers.

Chapter III

Methodology

For many college students, alcohol consumption is associated with positive experiences and only temporary negative sequences (Casey & Dollinger, 2007).

The purpose of the present study was to examine the relationship between class attendance and alcohol consumption at Eastern Illinois University. A quantitative survey (Appendix A) consisting of 29 items was electronically administered to 2,500 randomly selected students stratified by class standing (Freshman through Graduate). The survey (Wechsler, 2003) consisted of items pertaining to alcohol consumption to assess students' alcohol intake on a daily basis.

Research Questions

This study addressed the following general research questions:

RQ 1: Was there a significant difference in average drinks per week between those attending mandated classes and those attending non mandated classes?

RQ 2: Was there a significant difference in the distribution of those who binge drink and those who do not binge drink regarding mandated class attendance?

RQ 3: Was there a significant difference in those who do drink and those who do not drink regarding mandated class attendance?

RQ 4: Was there significance in the number of reported missed classes between drinkers and non drinkers?

RQ 5: Was there a significant difference in the number of classes missed between binge drinkers and non binge drinkers?

RQ 6: Was there a significant relationship between drinks per week and number of missed classes?

Based on the review of literature cited in Chapter II, it was expected there would be an interaction between alcohol consumption and class attendance.

Hypotheses

Ho1 $\mu_1 = \mu_2 = \mu_3 = \mu_4 = \mu_5 = \mu_6$

Ha1 $\mu_1 \neq \mu_2 \neq \mu_3 \neq \mu_4 \neq \mu_5 \neq \mu_6$

Mandated attendance was the independent variable while drinks per week was the dependent variable. Mandated attendance was collected as nominal data while drinks per week were collected as scale data. A one way ANOVA will be used to determine the statistical significance with $p \leq .05$.

Ho2 $H \neq 0$

Ha2 $H = 0$

Mandated attendance was the independent variable while binge drinks per week was the dependent variable. Mandated attendance was collected as nominal data while binge was collected as ordinal data. A 2x2 Chi Square test of Independence was used to determine the statistical significance with $p \leq .05$.

Ho3 $H \neq 0$

Ha3 $H = 0$

Mandated attendance was the independent variable while drinking status was the dependent variable. Mandated attendance was collected as nominal data while drinking status was collected as nominal data. A 2x2 Chi Square test of Independence was used to determine the statistical significance with $p \leq .05$.

Ho4 $\mu_1 = \mu_2$

Ha4 $\mu_1 \neq \mu_2$

Mandated attendance was the independent variable while number of classes missed was the dependent variable. Mandated attendance was collected as nominal data while classes missed was collected as scaled data. A *t*-test was used to determine the statistical significance with $p \leq .05$.

Ho5 $\mu_1 = \mu_2$

Ha5 $\mu_1 \neq \mu_2$

Number of classes missed was the dependent variable while binge drinking was the independent variable. Number of classes missed was collected using scale data while binge drinking was collected as nominal data. A *t*-test was used to determine the statistical significance with $p \leq .05$.

Ho6 $P= 0$

Ha6 $P= 1$

A Pearson correlation Coefficient test was run to find out the relationship between the two variables. Level of data used was not determined to have a statistical significance with $p \leq .05$.

Site

Eastern Illinois University has an enrollment of 11,630 students both on-campus and off- campus. The overall enrollment included 9,970 undergraduate students and 1,660 graduate students. The class standing breakdown of students was 2,262 (19.4%) freshman, 1,908 (16.4%) sophomores, 2,551 (21.9%) juniors, 3,249 (28.0%) seniors, and 1,660 (14.3%) graduate students. The university offered 58 majors and 64 minors at the time of data collection.

Sampling Procedure

The stratified random sample of 2,500 students by class standing (500 students each in their freshman, sophomore, junior, senior and graduate years) was drawn by permission from the university database through the auspices of the Student Affairs Assessment Project. There were three different collection strategies. The first was given to 1,000 students through email, the second was administered through campus mail to 1,000 students, and the third was done by contacting Registered Student Organizations advisors and distributing the survey during student meetings to 500 students. The target response for the study is 500 students, or a 25% sample return. Students were sampled from the database without regard to their academic major, sex, or residence location.

Instrumentation

Wechsler's (2003) survey, *The College Alcohol Study Questionnaire*, consisting of 22 items, was used for basic data collection, amplified by items specific to the purposes of the present study (Appendix D). Wechsler's survey was selected for the purposes of the present study because the items have construct validity and reliability in measuring students' alcohol consumption based on considerable prior research. The survey included items at the nominal and ordinal level of measurement assessing research participants' degree of alcohol consumption. The frequency and amount of alcohol consumed as well as the amount of times a person missed class were assessed by adding additional items specific to the purposes of the present study. Participants also identified age, class year, sex, current residency, and a self-reported measure of classes missed in the current semester.

The Wechsler survey has been used in prior studies surveying well over 40 schools every two years from 1993 to 2001 (Wechsler & Nelson, 2008). These authors found such results as the rate of binge drinking per week, as well as how many students abstained from alcohol. There have also been relationships found between class year and binge drinking, as well as the average amount of alcohol consumed in a given time period.

Data Collection

Data for the current research were collected via a survey strategy using a three pronged approach on the advice of the thesis committee to increase overall response rate: an online survey using the Questionpro.com platform, campus mail, and Registered Student Organizations meetings. When respondents clicked on the link to take the on-line

survey, implied consent to participate in the research was assumed, while a letter to the participants and consent forms were attached to the survey for the campus mail and RSO meetings. Participants were informed that they could request their data be excluded from the study at any time by contacting the PI (Appendix A-C).

The survey was available on-line for three weeks starting Monday, September 5, 2011. After the end of 14 days, students were sent a reminder email to complete the survey. Starting Monday October 10, 2011, RSO advisors were contacted for permission to administer the survey, with the RSO advisor acting as a Gatekeeper to members of the organizations. Starting October 24, 2011, surveys were delivered through campus mail. After the end of 14 days, students were sent a reminder letter to complete the survey. Respondents were offered the separate option to participate in a raffle to receive one of three \$10 gift certificates to the University Bookstore.

Treatment of Data

For RQ 1, mandated attendance was the independent variable while drinks per week were the dependent variable. Mandated attendance was collected as nominal data while drinks per week were collected as scaled data. An ANOVA was used to determine statistical significance with $p \leq .05$.

For RQ 2, mandated attendance was the independent variable while binge drinks per week were the dependent variable. Mandated attendance was collected as nominal data while binge drinking was collected as ordinal data. A 2x2 Chi Square test of Independence was used to determine statistical significance with $p \leq .05$.

For RQ 3, mandated attendance was the independent variable while drinking status was the dependent variable. Mandated attendance was collected as nominal data

while drinking status was collected as nominal data. A 2x2 Chi Square test of Independence was used to determine the statistical significance with $p \leq .05$.

For RQ 4, mandated attendance was the independent variable while number of classes missed was the dependent variable. Mandated attendance was collected as nominal data while classes missed was scale data. A *t*-test was used to determine the statistical significance with $p \leq .05$.

For RQ 5, number of classes missed was the dependent variable while binge drinking was the independent variable. Number of classes missed was collected using scale data while binge drinking was collected as nominal data. A *t*-test was used to determine the statistical significance with $p \leq .05$.

For RQ 6, a Pearson Correlation Coefficient test was run to find out the relationship between the two variables. Level of data used was not determined to have a statistical significance with $p \leq .05$.

Summary

Chapter I was an introduction to the topic at hand as well as variable definitions used for purposes of the study. Chapter II was a review of selected research literature done on alcohol consumption, reasons to consume alcohol, negative consequences of consuming alcohol, and those who abstained from alcohol consumption. Chapter III discussed the way in which data were collected and analyzed. Statistics and results from the survey are displayed in Chapter IV. In Chapter V, findings, strengths and limitations, as well as recommendations for future studies, are presented.

Chapter IV

Findings

The ultimate goal of the present study was to find the results to educate both instructors and students about the consequences of drinking and subsequently not attending class. The focus was to determine if there was an interaction in the self-reported amount of alcohol consumed by students before class if faculty members instructing those classes required class attendance, compared to those faculty members who did not require class attendance.

Chapter III laid the foundation for how data were collected and analyzed in this quantitative study. Chapter IV contains the report of results based on the data analysis procedures outlined in Chapter III. Chapter V will contain an analysis of results based on inferential statistics, and compared to prior literature in the field, suggestions for professional practice in prevention programming, and ideas for future research in the area.

Demographics

A total of 389 responses were collected using three different methods of survey administration to maximize the total number of students who responded. The majority, 230, were completed via an emailed survey, 56 via a hard copy on campus mailed survey, and 97 were completed by members of Registered Student Organizations (RSOs) during face to face meetings. Out of the 389 students who completed the survey, 26.9% were male while 72.9% were female (Table 1). There were 17.7% Freshmen, 15.7% Sophomores, 26.5% Juniors, 30.6% Seniors, and 9.0% Graduate students who participated in the survey (Table 1). By ethnic group, there were 67.5% White non

Hispanic, 23.2% Black African American, 2.3% Asian Pacific Islander, 5.2% Hispanic, and 1.8% other students who completed the survey (Table 1). These numbers were then compared to the university enrollment during the semester in which the research was completed to determine if the sample results were representative of the student body (Table 1). Results of a Pearson Chi square goodness-of-fit test were non-significant [χ^2 (df, 4) = 0.3212, $p = 0.975$], indicating that the sample distribution and the overall distribution of students by class standing within the university were similar. Results from the sample were generalizable to the university's students by class at the time the research was performed.

Table 1
Student Demographics by Gender, Enrollment, and Ethnicity

	n	Percent	Institution Percentage
Gender			
Male	104	26.900	
Female	283	72.900	
Enrollment By Class			
Freshman	69	17.700	19.400
Sophomore	62	15.700	16.400
Junior	104	27.000	16.400
Senior	119	30.600	28.000
Graduate	35	9.000	14.300
Ethnicity/Race			
White non Hispanic	262	67.500	
Black African American Non Hispanic	90	23.200	
Asian Pacific Islander	9	2.300	
Hispanic	10	5.200	
Other	7	1.800	

Survey Analysis

Results below are discussed in the order of the research questions as listed in Chapter III. The first variable tested against faculty class attendance requirements was self-reported drinks per week. The second variable tested against faculty class attendance requirements was self-reported binge and non binge drinking within two weeks prior to the survey administration. The third analysis compared self-reported drinkers and abstainers within the prior two weeks before the survey administration with faculty class attendance. The fourth comparison tested the frequency of self-reported missed classes with self-reported drinkers and non drinkers. Similarly, the fifth comparison tested the frequency of self-reported missed classes with self-reported binge drinkers and non binge drinkers in the prior two week period. Lastly the sixth analysis tested the relationship between the number of self-reported drinks per week and the number of self-reported missed classes in the prior two weeks.

Research Question One

Research Question One asked if there was a significant difference in average self-reported drinks per week between those attending mandated classes and those attending non mandated classes in six categories. Using the ANOVA statistic, there was no statistical difference between mandated and non mandated attendance and self-reported incidence of binge drinking [$f(df,5) = 1.145, p = 0.336$] (Table 2). There was also no difference in the amount or lack thereof of binge drinking related to class attendance conditions in all six categories.

Table 2
Statistical difference in means between mandated courses and number of drinks consumed per week

	Sum of Squares	df	F	Mean Square	Sig.
Between Groups	266.082	5	1.145	53.216	0.336

Research Question Two

Research Question Two addressed whether there was a statistical difference in the distribution of those who binge drank and those who did not binge drink in the prior two week period compared to mandated class attendance or not (Table 4). Using the Pearson *Chi Square* statistic, there was no statistical difference between mandated and non mandated attendance and self-reported incidence of binge drinking [χ^2 (df,5) = 2.206, $p = 0.820$] (Table 3). There was also no difference in the amount or lack thereof of binge drinking related to class attendance conditions.

Table 3
Statistical difference in means of mandated attendance between self-reported binge drinkers and self-reported non binge drinkers

	n	df	χ^2	sig. (2-sided)
Pearson Chi Square	375	5	2.206	0.820

Table 4
Cross tabulation of mandated classes between self-reported binge drinkers and self-reported non binge drinkers

	Non Binge Drinkers	Binge Drinkers	Total
Mandatory Attendance Course Total	0	26	60
	1	32	63
	2	26	62
	3	23	50
	4	35	67
	5	36	73
Total	178	197	375

Research Question Three

Research Question Three tested if there was a statistical difference in the number of self-reported drinkers and self-reported non drinkers in the prior two week period regarding mandated class attendance (Table 5). Using the Pearson *Chi Square*, there was no statistical difference between the two groups defined by drinking choice. With [χ^2 (df,5) = 6.941, $p = 0.225$]. There was also no difference in the amount or lack thereof of drinking related to class attendance conditions.

Table 5
Pearson Chi Square of mandated classes between self reported drinkers and self reported non drinkers

	n	df	χ^2	sig. (2-sided)
Pearson Chi Square	375	5	6.941	0.225

Table 6
Cross tabulation of mandated classes between self reported drinkers and self reported non drinkers

	Non-Drinkers	Drinkers	Total
Mandatory Attendance Course			
Total	0	10	51
	1	10	53
	2	6	56
	3	10	39
	4	17	50
	5	17	56
Total	10	305	375

Research Question Four

Research Question Four tested if there was a statistical difference in the number of self-reported missed classes in the prior two week period between drinkers and non drinkers (Table 7). Using a *t*-test, there was no statistical difference between nondrinkers

and drinkers and the number of self-reported missed classes in a two week period. For Students with one course, [$t(df, 2) = -0.5, p = 0.667$]. For students with two courses [$t(df, 10) = 0.641, p = 0.536$]. For students with three courses [$t(df, 17) = 0.065, p = 0.949$]. For students with four courses [$t(df, 82) = -0.667, p = 0.506$]. For student with five courses [$t(df, 254) = -0.847, p = 0.398$]. There was also no difference in the amount or lack thereof of drinking related to class attendance conditions.

Table 7
t-test of the number of self-reported missed classes between self-reported drinkers and self-reported non drinkers

	n	M	SD	t	df	Si. (2 tailed)
Students with 1 Course						
Non Drinker	1	0.000	0.000	-0.500	2	0.667
Drinker	3	0.666	1.154			
Student with 2 Courses						
Non Drinker	1	0.000	0.000	-0.641	10	0.536
Drinker	11	1.270	1.902			
Students with 3 Courses						
Non Drinker	3	1.330	1.154	0.065	17	0.949
Drinker	16	1.250	2.144			
Students with 4 Courses						
Non Drinker	13	0.846	1.344	-0.667	82	0.506
Drinker	71	1.350	2.662			
Students with 5 Courses						
Non Drinker	52	1.000	3.055	-0.847	254	0.398
Drinker	204	1.328	2.333			

Research Question Five

Research Question Five tested if there was a statistical difference in the number of self-reported classes missed between binge drinkers and non binge drinkers (Table 8).

Using a *t*-test, there was no statistical difference between non binge drinkers and binge

drinkers and the number of self-reported missed classes in the prior two week period. For students with one course [$t(df,2) = -1, p = 0.423$]. For students with two courses [$t(df, 10) = 0.345, p = 0.731$]. For students with three courses [$t(df, 17) = 0.48, p = 0.638$]. For students with four courses [$t(df, 82) = -0.675, p = 0.501$]. For student with five courses [$t(df, 254) = -2.073, p = 0.039$]. There was also no difference in the amount or lack thereof of binge drinking related to class attendance conditions.

Table 8
t-test of the number of self-reported missed classes between self-reported binge drinkers and self-reported non binge drinkers

	n	M	SD	t	df	Si. (2 tailed)
Student with 1 Course						
Non-binge Drinker	2	0.000	0.000	-1.000	2	0.423
Binge Drinker	2	1.000	1.414			
Student with 2 Courses						
Non-binge Drinker	5	1.400	2.190	0.354	10	0.731
Binge Drinker	7	1.000	1.732			
Student with 3 Courses						
Non-binge Drinker	11	1.454	2.381	0.480	17	0.638
Binge Drinker	8	1.000	1.414			
Student with 4 Courses						
Non-binge Drinker	43	1.093	1.644	-0.675	82	0.501
Binge Drinker	41	1.463	3.178			
Student with 5 Courses						
Non-binge Drinker	116	0.887	2.302	-2.073	254	0.039
Binge Drinker	140	1.528	2.585			

Research Question Six

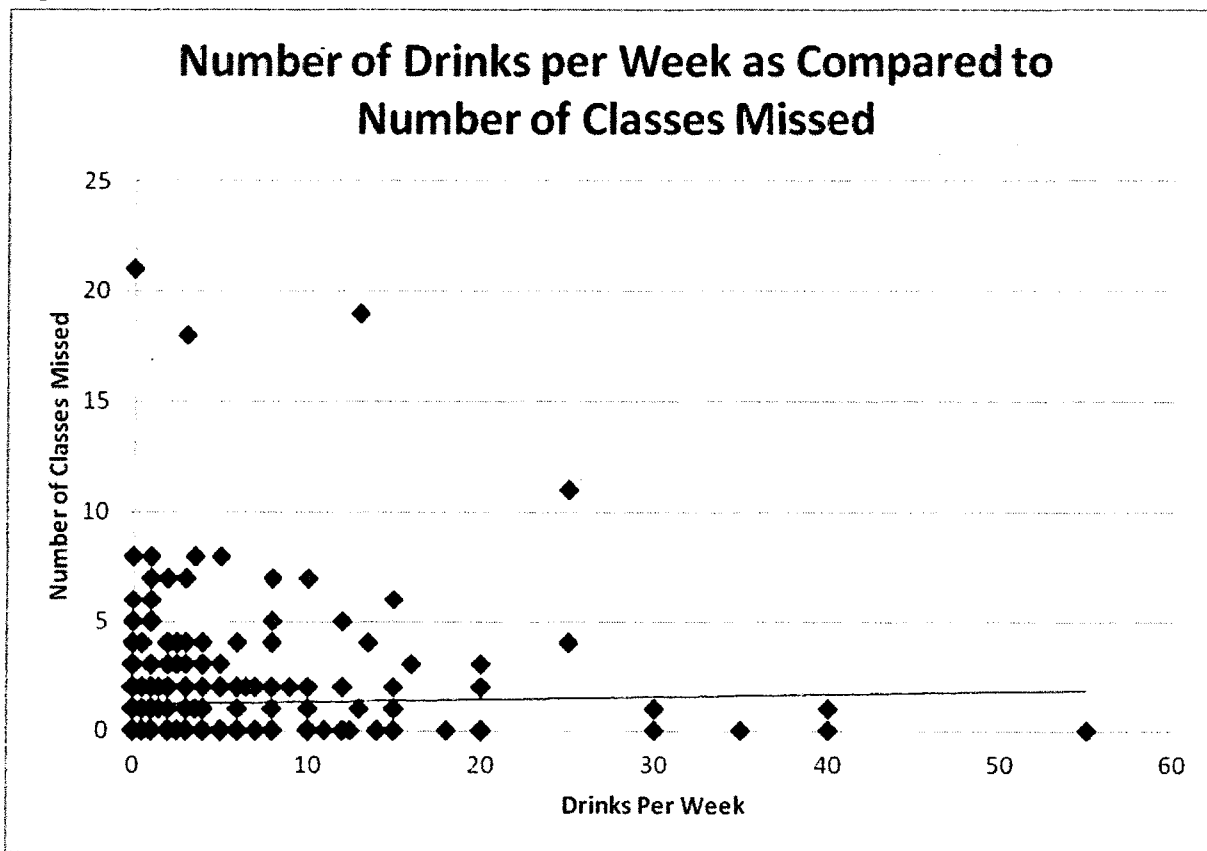
Research Question Six tested if there was a statistical relationship between number of self-reported drinks per week and the number of self-reported missed classes in the prior two week period. Using a Pearson Product Moment Correlation Coefficient

test, there was no significant difference presented in the data ($r = 0.0321, p = 0.267$) (Table 9).

Table 9
Pearson Product Correlation Coefficient Test between the number of drinks per week and the number of missed classes

	n	M	SD	r	Sig. (1-tailed)
Drinks per week	389	4.307	6.969	0.032	0.267
Number of Classes Missed	376	1.250	2.434		

Figure 1.



Summary

Chapter IV has reported the results of the data analysis for the present study. No statistical differences were found for any of the analyses tested between alcohol consumption and class attendance. The reason why there was no statistical difference was due to the fact that students were only drinking one to two drinks per week instead of consuming multiple drinks within one sitting. Chapter V will discuss what these results mean, as well as the strengths and limitations of the research process. Finally, there will be recommendations listed if this study were to be replicated.

Chapter V

Conclusion

The purpose of this study was to determine if there was an interaction in the self-reported amount of alcohol consumed by students the night before class if faculty members instructing those classes required class attendance, compared to those faculty members who did not require class attendance. Chapter V will discuss what the present results mean, as well as the strengths and limitations of the survey methodology used in the present study.

Discussion

After computing all statistical analyses, there was no relationship in the amount of self-reported drinks consumed by students the night before class with the number of self-reported missed classes on any of the drinking-related variables considered. There is a widespread negative public perception that college aged students consume copious amounts of alcohol seven days a week 365 days a year, and that is the reason why more students are not succeeding at the university level. Because students are seen drinking in groups or at social gatherings, perceptions start to emerge that most students are drinking to become intoxicated (Dowdall, 2009). West et al. (1990) stated that "a number of students arrive on campus expecting to drink heavily" (p. 480). According to the 2006-2008 national norms from the Core Alcohol Survey, "86.0 % of the respondents said they saw drinking as central in the social life of male students" and "76.3 % of the respondents said they saw drinking as central in the social life of female students" (CORE Institute, 2010). However, social drinking and drinking to intoxication are not parallel concepts.

Furthermore, as Dietz (2010) stated, "the more a person became involved in leadership roles the less a student consumed alcohol" (p.12).

The 2006-2008 Core Alcohol Survey also stated that of 209,576 participants, 91% of students perceived the average student on campus used alcohol once a week or more (CORE Institute, 2010). The American College Health Association- Spring 2011 National College Health Assessment (ACHA-NCHA), reported that of the 27,774 respondents 16.7% of males and 11.6% of females consumed alcohol within a 30 day period while it was perceived that 37.9% of males and 45.0% of females consumed alcohol within the same 30 day period (American College Health Association, 2011). The ACHA-NCHA also stated that of the 27,774 respondents 32.1% of males and 45.5% of females reported to have four drinks or fewer the last time they consumed alcohol (American College Health Association, 2012). After re-calculating the data from the present study, students reported they were only consuming one to two alcoholic drinks a week, which may have led to no statistical differences being found.

If the present study is replicated with design improvements, one would be to ask for the reasons students missed class in a given period of time. Missed classes may have been due to illness, studying for another class, the time of day class was offered, the student's work schedule, cooperating or non-cooperating weather, an extracurricular event, or because they were actually drinking the night before class. There will need to be more specific research carried out on the reasons students do not attend class and students' alcohol consumption habits in order to acquire a better understanding of how professors can support campus alcohol prevention programming via required class attendance.

Strengths and Limitations

The main strength of the present data collection process was using three methods of survey administration to increase the respondent sample size. Using email surveys is the most common current form of data collection since respondents need only click the electronic link to access and complete the survey. The process required for participants who received the survey via campus mail required students to check their mail box, fill out the survey, and then return the survey in a different envelope to campus mail. These extra steps compared to email administration could have easily meant that students ignored the survey if they did not check their campus mail or return items in the campus mail on a regular basis. Nevertheless, collecting data by three different means of survey administration resulted in a 67% increase (389 compared to 230) in the total sample return compared to using only the email form of data collection.

Another aspect of using the campus mail system was that only students who lived on campus were surveyed. There was also trouble communicating with RSO officers who were willing to participate in the hard-copy survey, or the RSOs who agreed to participate were groups that were less than ten, thus requiring a great deal of effort to collect hard copy data by the researcher. Another incident that happened on more than one occasion was having students who already received the survey in the form of email or campus mail who were also involved in a participating RSO where data collection was being carried out.

Since the email survey was administered September 5, it was still early enough in the semester when many students made it a priority to attend classes. The campus mail and RSO surveys were administered on October 10 and October 24, and a hand

tabulation of the late responses showed that more students were not making it a priority to attend class. If all surveys, without regard to the form of administration, were administered at the end of November, students may have answered questions differently.

Summary

No statistical differences were found for any of the analyses tested between alcohol consumption and class attendance. The reason there was no statistical difference was due to the fact that a large proportion of student respondents in the present study were only consuming one to two drinks per week instead of consuming multiple drinks within one sitting. Chapter V discussed what the results meant as well as the strengths and limitations of the study.

Appendix A

INFORMED CONSENT TO PARTICIPATE IN RESEARCH

The Interaction Between Class Attendance and Student's Alcohol Consumption.

You are invited to participate in a research study conducted by Brittany K. Meding and Dr. Charles G. Eberly, from the Counseling and Student Development Department at Eastern Illinois University.

Your participation in this study is entirely voluntary. Please ask questions about anything you do not understand, before deciding whether or not to participate.

You have been selected at random from all currently enrolled undergraduate and graduate students at Eastern Illinois University. Based on the nature of the study all currently enrolled students should be able to complete the survey

PURPOSE OF THE STUDY

The purpose of this study is to determine if there is an interaction in the self-reported amount of alcohol consumed by students the night before class if faculty members instructing those classes require class attendance, compared to those faculty members who do not require class attendance. The results of this study can inform both instructors and students about the consequences of drinking and not attending classes.

PROCEDURES

If you volunteer to participate in this study, you will be asked to:

Complete the survey which you will be taken to after completing this form of consent.

POTENTIAL RISKS AND DISCOMFORTS

Some of the information contained within this survey may cause emotional discomfort or discomfort due to having to disclose personal information.

POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

There is no intended direct benefit to the subject from the completion of this study.

Completion of this survey and this study will contribute to the overall knowledge-base of Eastern Illinois University about class attendance and alcohol consumption of the students enrolled.

INCENTIVES FOR PARTICIPATION

After completing the survey, your name will be entered into a raffle drawing for a chance to be one of three winners for a \$10 gift card to the EIU Bookstore.

CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of coding all data collected throughout the data collection process. Names will only be utilized for confirmation of informed consent. Data will be stored with the Illinois Higher Education Center's secure data collection software as well as all hard copies in a lock box. Data will only be distributed to others if names or other identifying information is removed or the data is summarized and names of participants are disassociated from the study.

PARTICIPATION AND WITHDRAWAL

Participation in this research study is voluntary and is not a requirement or condition for being the recipient of benefits or services from Eastern Illinois University or any other organization sponsoring the research project. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind or loss of benefits to services to which you are otherwise entitled.

You may also refuse to answer any questions you do not want to answer. There is no penalty if you withdraw from the study and you will not lose any benefits to which you are otherwise entitled.

IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about this research, please contact: Brittany K. Meding at bkmeding@eiu.edu or Dr. Eberly at cgeberly@eiu.edu.

RIGHTS OF RESEARCH SUBJECTS

If you have any questions or concerns about the treatment of human participants in this study, you may call or write:

Institutional Review Board
Eastern Illinois University
600 Lincoln Ave.
Charleston, IL 61920
Telephone: (217) 581-8576
E-mail: eiuirb@www.eiu.edu

You will be given the opportunity to discuss any questions about your rights as a research subject with a member of the IRB. The IRB is an independent committee composed of members of the University community, as well as lay members of the community not connected with EIU. The IRB has reviewed and approved this study.

I voluntarily agree to participate in this study. I understand that I am free to withdraw my consent and discontinue my participation at any time. I have been given a copy of this form.

Printed Name of Participant

Signature of Participant

Date

I, the undersigned, have defined and fully explained the investigation to the above subject.

Signature of Investigator

Date

Appendix B

Standard Email to Research Subjects

Dear [subject's name]:

This email is in regard to being randomly selected to participate in a study being conducted through the Illinois Higher Education Center at Eastern Illinois University. This study will collect data from EIU students about their alcohol consumption and class attendance. Data being collected in this survey will remain confidential and any data that is given out to interested parties will be made anonymous or summarized to protect the participant's identity.

The primary researcher in this study is Brittany K. Meding, a graduate student in the Counseling and Student Development department with the supervision of Dr. Charles Eberly. If you have any questions about the survey at any time or would like to discuss the survey please contact myself at bkmeding@eiu.edu or call (630-291-3616).

If you would like to participate in this study, please click on the hyperlink below. The survey will take roughly 30 minutes to complete and all participants fully completing the study will be entered into a drawing for one of three \$10 gift cards for the EIU Book Store.

At any point during the survey, if you need to speak with a counselor because of any emotion created by one of the questions, please contact (217) 581-3413

Thank you in advance for your time,

Brittany K. Meding

Peer Education and Total EIU Coordinator

M.S. College Student Affairs

Appendix C

Standard Letter to Research Subjects

Dear [subject's name]:

This letter is in regard to being randomly selected to participate in a study being conducted through the Illinois Higher Education Center at Eastern Illinois University. This study will collect data from EIU students about their alcohol consumption and class attendance. Data being collected in this survey will remain confidential and any data that is given out to interested parties will be made anonymous or summarized to protect the participant's identity.

The primary researcher in this study is Brittany K. Meding, a graduate student in the Counseling and Student Development department with the supervision of Dr. Charles Eberly. If you have any questions about the survey at any time or would like to discuss the survey please contact myself at bkmeding@eiu.edu or call (630-291-3616).

If you would like to participate in this study, please complete the attached survey and return to the Health Education Resource Center. The survey will take roughly 30 minutes to complete and all participants fully completing the study will be entered into a drawing for one of three \$10 gift cards for the EIU Book Store.

At any point during the survey, if you need to speak with a counselor because of any emotion created by one of the questions, please contact (217) 581-3413

Thank you in advance for your time,

Brittany K. Meding

Peer Education and Total EIU Coordinator

M.S. College Student Affairs

Appendix D

Hello:

You are invited to participate in a survey dealing with alcohol consumption and class attendance.

Your participation in this study is completely voluntary. There are no foreseeable risks associated with this project. However, if you feel uncomfortable answering any questions, you can withdraw from the survey at any point. It is very important for us to learn your opinions.

Your survey responses will be strictly confidential. If you have questions at any time about the survey or the procedures, you may contact Brittany Meding at 630-291-3616 or by email at bkmeding@eiu.edu.

Thank you very much for your time and support.

How old are you? _____

Are you male or female?

- Male
- Female

What is your current year in school?

- Freshman
- Sophomore
- Junior
- Senior
- Graduate student

What is your GPA up to this point in your collegiate experience? _____

Which of these racial or ethnic groups describes you best?

- White (non-Hispanic)
- Black/African American (non-Hispanic)
- Asian/ Pacific Islander
- Native American Indian/Native Alaskan
- Hispanic
- Other

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

A 12-ounce can (or bottle) of beer

A 4-ounce glass of wine

A 12-ounce bottle (or can) of wine cooler

A shot (1.5-ounces) of liquor straight or in a mixed drink

How many drinks do you have in a typical week? _____

During the last two weeks, how many times have you had four drinks if female, five drinks if male, in a row (but no more than that)?

- None
- Once
- Twice
- 3-5 times
- 6-9 times
- 10-14 times

When did you last have a drink (that is, more than just a few sips)? (Exclude use in religious ceremonies)

- I have never had a drink
- Not in the past year
- More than 30 days ago, but less than a year ago
- More than a week ago, but less than 30 days ago
- Within the last week

How would you best describe yourself in terms of your current use of alcohol?

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

The last set of questions asks you to identify the following statements for each of the courses you are taking this semester.

What days of the week does the course meet?

Which days in the past two weeks did you attend the course?

And whether attendance was mandatory for the course?

List when your class regularly meets

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Do not have course 1
Course 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Identify which days in the past two weeks you have attended the class.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Week 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Week 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is attendance mandatory?

- Yes
- No

List when your class regularly meets.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Do not have course 2
Course 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Identify which days in the past two weeks you have attended the class.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Week 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Week 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is attendance mandatory?

- Yes
- No

List when your class regularly meets.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Do not have course 3
Course 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Identify which days in the past two weeks you have attended the class.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Week 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Week 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is attendance mandatory?

- Yes
- No

List when your class regularly meets.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Do not have course 4
Course 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Identify which days in the past two weeks you have attended the class.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Week 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Week 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is attendance mandatory?

- Yes
- No

Continue to the last page →

List when your class regularly meets.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Do not have course 5
Course 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Identify which days in the past two weeks you have attended the class.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Week 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Week 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is attendance mandatory?

- Yes
- No

Thank you for taking the survey!

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