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# Drinking Motives of College Students at a HBCU in Oklahoma

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# DRINKING MOTIVES OF COLLEGE STUDENTS AT A HBCU IN OKLAHOMA

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Senior Thesis

**“Drinking Motives of College Students at a  
HBCU in Oklahoma”**

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Langston University  
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## CHAPTER I

### Introduction

The use of alcohol can be found throughout colleges across the nation (O'Malley and Johnston, 2002). Whether the college is a 2 year institution or a 4 year institution, private or public, there have been multiple studies conducted over alcohol use in various settings. College students consistently report higher levels of alcohol use than their non-college counterparts (O'Malley and Johnston, 2002). In addition, specific demographic characteristics, such as gender, ethnicity, and age, have been studied in relation to college drinking. It's been proven that college men are found to drink more than college females (Humara and Sherman, 2004). Non-White ethnicity has been identified as a risk factor of alcoholism in the general population (Taylor, Johnson, Voas, and Turrisi, 2006). However, the college population is inevitably different. Data results of four national surveys of college students show White students reporting the highest prevalence of heavy drinking, followed by Hispanic and Black students, respectively (O'Malley and Johnston, 2002). Age studies show that as college students approach legal drinking age, drinking tends to increase, but levels off after they reach legal drinking age (Taylor et al., 2006).

Looking at various studies related to collegiate drinking, the topic of focus is the motives of drinking alcohol. Drinking is an issue in America. Donaldson (1990, p312) states, "Americans have been notorious for drinking since Puritan times, as the accounts of foreign travelers testify. In the nineteenth century the United States became known as the Alcoholic Republic". Although America as a whole has issues with drinking, the focus of this thesis specifically deals with African-American college students and why they drink, their personal motives. The main motives of African American collegiate drinking need to be discussed in order to find solutions to drinking issues on campuses.

### Statement

In some cases, being a college student can be an overwhelming experience. There are so many aspects to the college life. Having good time management, creating good study habits, keeping up with grades, choosing friends, etc, are just a few of the aspects college students deal with on a daily basis. Are these aspects reasons why African American college students drink? Do the motives of college drinking have more to do with emotional reasons or social reasons for collegiate African-Americans?

### Purpose

The purpose of this study is to show whether emotional motives or social motives are the most prevalent reason as to why African American college students drink.

## Questions

1. Why do African American college students consume alcohol?
2. Are the motives of African American college students consuming alcohol social or emotional?
3. What are the effects of drinking?
4. What are students doing to address the issue of alcohol consumption?

## Assumptions

The researcher assumes that drinking is caused by multiple motives. The major motives are either social or emotional. Some African-American students may drink to fit in; others may drink to overcome stress. What ever the reason, the realization of adverse consequences of alcohol consumption tends to go unknown or be insignificant to the consumer.

## Rationale

Even though previous studies have shown that White college students drink more than African American college students, there is still a concern for the African American students that do drink. Precautions need to be taken with these students in order to insure that the collegiate African-American drinking rate continues to stay lower. In addition, African-American college students need to be observed because they are stated to be more prone to alcoholism when counted as part of the general population (Taylor et al., 2006). By looking at the motives of



African American college students, perhaps the collegiate drinking rate for African-Americans could be lowered even more.

### Importance

Some colleges and universities do educate students on alcohol; however this has not stopped alcohol on campuses. The effects of alcohol are numerous and can lead to substantial problems. These problems include hangover, shakes, memory loss/blackouts, engaging in behavior later regretted, poor academic performance, missing class or a job, difficulty with authorities, sickness, property damage, personal injury, driving under the influence, and others (Core Institute, 2008). Even if rates vary across schools, alcohol use is a normative element of the college experience (Presley, Meilman, and Leichliter, 2002; Wechsler, Molnar, Davenport, and Baer, 1999). The amount of money spent by the average college student is an example illustrating how common alcohol consumption is. According to Emergency Nurses Association Injury Prevention Institute (ENAIPI, 2002), the average college student may spend nearly \$900 each year on alcohol, compared to \$450 on books. Findings suggest that binge drinking accounts for the majority of alcohol-related problems (Wechsler et al., 1999). However, many college students believe that alcohol consumption is associated with moderately positive experiences and only temporary negative consequences. This thesis will explore the thinking of African American college students to find their motives for consuming alcohol regardless of the potential consequences. It is important to look at African American college students' motives for drinking now, before they are added to the statistic that states non-White ethnicities are a risk factor of alcoholism in the general population (Taylor, 2006). Results should show that motives for drinking are both social and emotional, but social reasons are much more significant.

## Definition of Terms

**Social Motives:** Susan Fiske has identified Five Core Social Motives, remembered by the acronym BUC(k)ET standing for (Belonging, Understanding, Controlling, Enhancing Self, and Trusting). In this system, belonging is the root need, the essential core social motive. The others are all said to be in service to, facilitating, or making possible effective functioning in social groups (Fiske, 2002).

1. **Belonging:** People are motivated to affiliate and bond with each other.
2. **Understanding:** to belong, people are motivated to create an accurate-enough shared social understanding.
3. **Controlling:** People are motivated to feel competitive and effective in their dealings with the animate and inanimate environment.
4. **Enhancing Self:** Hoping that other will see you as socially worthy fits the core social motive of enhancing self.
5. **Trusting:** Viewing the world as benevolent enables people to participate in many group activities without undue suspicion or vigilance.

**Emotional Motives:** Theakston, Stewart, Dawson, Knowlden-Loewen, and Lehman (2004) would define emotional motives as drinking to cope with negative affects. Coping with negative affects is predicted by low emotional stability. Negative affects may include stress, low self-esteem, financial issues, etc.

HBCU: Any historically black college or university of higher education in the United States that was established before 1964 with the intention of serving the African American community (White House Initiative on Historically Black Colleges and Universities, 2010).

### Limitations

I am specifically focusing on the drinking motives of African-American college students because I will be conducting my research study on the main campus of Langston University (Langston, OK), a Historically Black College/University. Because of the small sample size (50), the results of this study can only be generalized to the main campus of Langston University.

## CHAPTER II

### Review of Literature

Multiple types of motivation have been identified as important reasons for binge drinking including coping, conforming, enhancement, and drinking for social reasons (Cooper, 1994). These motives give students some form of positive or negative reinforcement gained by using alcohol (Jasinski and Ford, 2007). Besides that, research indicates that different drinking motives lead to unique patterns of drinking and consequences of use (Jasinski and Ford, 2007). Students who drink to deal with depression or anxiety, or use alcohol to regulate negative emotions, are an example of using alcohol to cope (Cooper, Frone, Russell, and Mudar, 1995). These types of students tend to be frequent users, and often drink alone (Cooper, 1994; Cooper et al., 1995; Williams and Clark, 1998).

There are various studies that have linked stress to increased consumption of alcohol in several populations including college students (Kieffer, 2006). The vast majority of these studies have found that heavy drinkers report alcohol consumption for reasons of negative reinforcement, or to remove unwanted psychological effects (anxiety, nervousness, stress, etc.) (Kieffer, 2006). College students particularly consume alcohol to reduce tension, relax, and escape from the stresses of college life (Yokoyama, Nishikitani, and Araki, 1999). A fairly recent study showed that athletes who encountered psychological difficulties, including anxiety, were

much more likely to abuse alcohol and engage in risk-taking behavior than those who were not experiencing psychological difficulties (Miller, Miller, Verhegge, Linville, and Pumariega, 2002).

Pressures of keeping up academically have also been found to play an important role in alcohol consumption (Ford and Carr, 1990; Goodwin, 1990). “Academic achievement is typically one of the most important requirements in a college and university” (Johnson, Rodger, Harris, Edmunds, and Wakabayashi, 2005, p10). In response, the pressures of trying to thrive academically can create stress and tension, which may lead students to consume alcohol (Johnson et al., 2005).

On a similar but different note, discrimination has been linked to drinking. Emotions formed from discrimination issues have been shown to lead to drinking. In this study the central aim was to examine discrimination as a predictor of alcohol use behavior among college students (Broman, 2007). The results showed that increases in perceived discrimination were associated with increased drinking behavior, and increased alcohol use problems among the group college students (Broman, 2007). Although emotional motives are an obvious reason why college students drink, it was reported that while undergraduates did drink alcohol for the purposes of reducing stress, they were far more likely to drink for social reasons (Kairouz, Gliksman, Demers, and Adlaf, 2002).

Drinking to conform to the expectations of the social group is also a form of negative reinforcement (Jasinski and Ford, 2007). The fear of being rejected by peers and becoming socially isolated is a motive for college students to drink (Cooper, 1994). Simply put, those who feel a massive need to be a part of their environment are more certain to engage in the behaviors exhibited by those around them, such as alcohol consumption (Johnson et al., 2005). Studies

state that drinking alcohol is expected within a university housing community, and members may feel the pressure to consume alcohol in an effort to be a part of the group's social activities (Knee and Neighbors, 2002). A higher sense of belonging may lead to a higher level of involvement in the activities of one's peer group - and these activities often involve the consumption of alcohol (Johnson et al. 2005). Students living on campus have reported that socializing and attending parties, which may have alcohol, are important aspects of the college lifestyle (Johnson et al. 2005).

One apparent aspect of social motive is binge drinking. "During the past few decades, there has been an increase in the number of investigations on the co-occurrence of drinking games and binge drinking on college campuses" (Simons, 2005, p23). Drinking games promote socialization by bringing different groups of students together in shared competitions and tasks (Adams and Nagoshi, 1999). Binge drinking is defined as five plus drinks per drinking episode for males and four plus drinks per drinking episode for females, and one out of four students drink at a binge level (Wechsler and Wuethrich, 2002). One study specifically showed a positive relationship between drinking game participation and heavy drinking among 202 undergraduate students (Nagoshi et al. 1994). "Drinking games have emerged as a considerable influence on college alcohol use in the past 20 years" (Borsari, 2004, p30). Currently, there are over 150 drinking games used on college campuses (Borsari 2004). Events that involve drinking games often subject all attendants to participate. If one refuses to drink during a game, results often include heckling and disapproval from fellow players (Borsari 2004). "Students who see heavy drinking as a common activity at their school are likely to increase their levels of alcohol consumption in order to gain social acceptance and avoid negative peer evaluations" (Crawford and Novak, 2007, p36).

Another social motive seems to be Greek status. Fraternity and sorority status has long been known to be a significant risk factor for college drinking (Larimer, Turner, Mallett, and Geisner, 2004). It has been shown that Greeks tend to drink more and to present more alcohol-related problems (Taylor et al. 2006). In addition, research shows that the social and normative factors that lead to excessive drinking among Greeks is quite different from factors affecting the campus at large (Baer, 1994; Sher, Bartholow, and Nanda, 2001). Lindsay (2006) states that if a student lives in sorority or fraternity housing, the drinking rate of a student is highest.

### Drinking at HBCUs

For over 150 years, HBCUs have been a source for Blacks to access higher education (Carter-Edwards, Godette, White, and Tyson, 2009). Approximately 214,000 Blacks of the 1.3 million African Americans attending college attend a HBCU (Human Resources Office of Educational Partnerships, 2006). Over 6 years, from 1988 and 1994, the overall student enrollment at HBCUs increased faster than the national student enrollment average (Carter-Edwards et al. 2009). Nearly 75–98% of HBCU attendees are Black (Carter-Edwards et al. 2009).

Fennell (1997) conducted a study to compare Blacks attending a HBCU versus Blacks attending a predominately White institution and found that drug and alcohol use was lower among Black students at HBCUs, which institutionally appear to discourage heavy alcohol and drug use. Another study conducted by Debro (1991) revealed that even though 75% of students had consumed alcohol at some point and first-time use was typically below the age of 21 years, only 15.7% reported heavy drinking. Although HBCUs have majority Black women (Carter-

Edwards et al., 2009), Black males are more likely to drink than females (Debro, 1991). In addition, the study confirmed that Black males were also more likely to have consumed alcohol in the past month, as well as engage in driving after drinking (Debro, 1991). In 2002, Rhodes et al. revealed that 48–60% of Black students at three HBCUs had a drink in the past month. It is important to note that most students were originally from cities and neighborhoods where exposure to drugs or those who sold them was prevalent (Rhodes, Carroll, and Thomas-Wilson, 2002). However, the level of alcohol consumption and essential factors associated with drinking were unknown (Carter-Edwards et al., 2009). “Despite evidence that suggests differences between Blacks at HBCUs and their counterparts on predominantly White campuses, little research has addressed drinking in the HBCU environments in which many Blacks seek higher education” (Carter-Edwards et al., 2009, p154). Specifically, it is not clear on the underlying motives associated with why students at HBCUs drink.



## CHAPTER III

### Methodology

#### Subjects

Fifty students on the campus of Langston University, Langston, Oklahoma, were asked to fill out the questionnaire. The 50 participants were required to be consumers of alcohol in order to participate and complete the questionnaire. Participants were anonymous.

Langston University is a HBCU that can be found in the Midwestern region of the United States. It is located in a rural/agricultural setting, surrounded by small towns. Langston University has an estimated student body of 1882 students.

#### Instrument

A 16 item questionnaire developed by the researcher was given to the participants. The questionnaire consisted of demographic questions, as well as questions pertaining to alcoholic drinking behaviors. Some questions used were from a year study by The National HBCU Substance Abuse Consortium (Leonard, 2000).

## Procedures

After obtaining IRB approval, the researcher randomly asked students on campus if they were consumers of alcohol. If they were consumers of alcohol, they were eligible to participate and were asked to complete the questionnaire. If they were not consumers of alcohol, they were ineligible to participate in the study. The 16 item questionnaire was dispersed to 50 random students that confirmed they were consumers of alcohol.

All 50 questionnaires were completed and returned during the same time period of which the questionnaire was given. This was to ensure all questionnaires are returned.

## Design and Data Analysis

The data obtained through the questionnaires was analyzed by means of percentage calculations. Tables were used to display significant data provided by the questionnaires. Conclusions were drawn based on the percentages calculated.

## CHAPTER IV

### Analysis and Presentation of Findings

The questionnaire was given to 50 random Langston students that drink alcoholic beverages. Frequencies of drinking alcoholic beverages were analyzed. Likewise, the motives behind drinking alcohol were analyzed.

Out of 50 participants, 19 were female and 31 were male. Table 1 shows demographic information about the fifty participants. Gender is broken down by ethnicities, classification, and age.

Additional demographic results showed that 50% of the participants were employed, either full-time or part-time. The remaining half was not employed. Thirty-seven out of fifty participants (74%) currently lived in campus housing, while the other 13 participants lived in their own apartment/house. Participants that were members of a Greek organization totaled to 29 out of 50. Twenty-one participants were not members of a Greek organization.

Table 1

## Demographics of the Fifty Participants

		American Indian	Asian or Pacific Islander	Black	Hispanic	Non-Resident Alien	White
<b>Female</b>	<b>Total =19</b>	0	0	<b>18</b>	0	<b>1</b>	0
<b>Classification s</b>	<b>FF</b>	0	0	<b>2</b>	0	0	0
	<b>FR</b>	0	0	<b>1</b>	0	0	0
	<b>SO</b>	0	0	<b>3</b>	0	0	0
	<b>JR</b>	0	0	<b>6</b>	0	0	0
	<b>SR</b>	0	0	<b>6</b>	0	<b>1</b>	0
	<b>SPU</b>	0	0	0	0	0	0
	<b>G</b>	0	0	0	0	0	0
<b>Ages</b>	<b>Under 21</b>	0	0	<b>4</b>	0	0	0
	<b>21-25</b>	0	0	<b>14</b>	0	<b>1</b>	0
	<b>26+</b>	0	0	0	0	0	0
<b>Male</b>	<b>Total =31</b>	0	0	<b>30</b>	0	0	<b>1</b>
<b>Classification s</b>	<b>FF</b>	0	0	<b>4</b>	0	0	0
	<b>FR</b>	0	0	<b>2</b>	0	0	0
	<b>SO</b>	0	0	<b>4</b>	0	0	<b>1</b>
	<b>JR</b>	0	0	<b>6</b>	0	0	0
	<b>SR</b>	0	0	<b>13</b>	0	0	0
	<b>SPU</b>	0	0	0	0	0	0
	<b>G</b>	0	0	<b>1</b>	0	0	0
<b>Ages</b>	<b>Under 21</b>	0	0	<b>8</b>	0	0	0
	<b>21-25</b>	0	0	<b>20</b>	0	0	<b>1</b>
	<b>26+</b>	0	0	<b>2</b>	0	0	0

**Key**

FF- First Time Freshman

SO- Sophomores

SR- Seniors

FR- other Freshman

JR- Juniors

SPU- Special Undergraduate

G- Graduate

Tables 2 - 6 relate to drinking frequencies and drinking behaviors of the participants.

Table 2 shows the number of days in the past two weeks (14 days) a participant has had 4 or more alcoholic drinks in a single setting. Table 3 shows the maximum number of alcoholic drinks a participant had at a single time during those 14 days.

**Table 2**

Number of Days in Past 2 weeks (14 days) Participant had 4 or more Alcoholic Drinks in a Single Setting

<u>Days</u>	<u># of Participants</u>	<u>Days</u>	<u># of Participants</u>
1 - 2 days	22	8 - 10 days	2
2 - 4 days	8	10 - 12 days	0
4 - 6 days	6	12 - 14 days	3
6 - 8 days	2	N/A	7

**Table 3**

Maximum Number of Alcoholic Drinks Participant had at a Single Time During those 14 Days

<u># of Drinks</u>	<u># of Participants</u>	<u># of Drinks</u>	<u># of Participants</u>
4 drinks	23	7 drinks	4
5 drinks	6	8 or more drinks	6
6 drinks	4	N/A	7

Table 4 shows the participants' reasons for drinking, Table 5 shows how the participants are affected by alcohol consumption, and Table 6 shows how the participants have addressed the

issue of alcohol consumption. Within these 3 categories, participants were allowed to select all options that apply.

**Table 4**

Participants' Reasons for Drinking (Number of Participants Counted)

<u>Reasons</u>	<u># of Participants</u>
<b>Because other people around are engaging in alcoholic beverages</b>	10
<b>Stress over financial issues</b>	8
<b>Allows me to have more fun at a social gathering</b>	40
<b>Stress over classes</b>	10
<b>Keeps the atmosphere in a good vibe</b>	18
<b>Stress over work</b>	7
<b>Calms my nerves</b>	18
<b>Celebration of birthdays/special occasions</b>	39
<b>Stress over family/friend issues</b>	9
<b>Self-esteem issues</b>	2
<b>Stress over personal issues</b>	7
<b>Attending random social gatherings</b>	28
<b>Other</b>	2

**Table 5**

Affects of Alcohol on Participants (Number of Participants Counted)

<u>Affects</u>	<u># of Participants</u>
Eases my mind	25
Gives me a hangover (headache, nausea, and/or dizziness)	10
Allows me to temporarily forget about issues	17
Makes me late to class(es)	2
Makes me happy	24
Makes me absent to class(es)	2
Keeps me from worrying	10
Makes me fall asleep in class(es)	2
Makes me sad	0
Other	6

**Table 6**

Ways Participants Addressed the Issue of Alcohol (Number of Participants Counted)

<u>Ways of Addressing the Issue</u>	<u># of Participants</u>
Counseling	1
Attended seminars about alcohol	8
Talked to friends/family	8
Talked to faculty	2
I have never addressed the issue of alcohol consumption	40

Common themes were displayed throughout the questionnaire. A significant number of participants drank because it allowed them to have more fun at a social gathering (80%), or because they were celebrating a birthday or special occasion (78%). Many participants also expressed that they have never addressed the issue of alcohol consumption (80%).



## CHAPTER V

### Summary, Conclusion, and Recommendations

#### Summary

The purpose of this study was to show whether emotional motives or social motives are the most prevalent reason as to why African American college students drink. Based on the results, it was shown that a majority of the participants drank alcohol because of social motives. To have more fun at a social gathering, celebrate a birthday or special occasion, or for the reason that one is attending a random social gathering are all social motives as to why the participants drank alcohol.

Emotional factors were presented in this study also. However, emotional factors were prevalent in relation to how the participants were affected by alcohol. Easing of the mind and happiness were the main affects participants encountered due to alcohol consumption.

According to the results, 80% of the participants expressed that they have never addressed the issue of alcohol consumption.

Since 96% of the participants are African American and all participants are college students, the results specifically relate to the purpose of this research. However, with respect to

methodological limitations such as sample size, the results of this study can only be generalized to the main campus of Langston University.

### Conclusion

African American college students consume alcohol for various reasons. The most significant and prevalent reasons are social motives. On a college campus, there are numerous social gatherings presented to students. Ultimately, the students that partake in alcohol consumption do so in order to “have more fun” at these gatherings.

In relation to other collegiate students, it has been noted that White college students drink more than African American students (O'Malley and Johnston, 2002). However, it is important to note, the current study has shown that the two ethnicities have the same prevailing drinking motives. Multiple studies, in which participants are predominately white collegiate students, have concluded that social motives are the significant reasons for drinking alcohol (LaBrie, Hummer, and Pedersen, 2007; Lindsay, 2006; Vaughan, Corbin, and Fromme, 2009). Similarly, the current study shows that social motives are main reasons why African American collegiate students consume alcohol.

### Recommendations

My recommendation is that campuses present more information about alcohol consumption. However, the information shouldn't target alcoholics or those whose drinking habits are out of control. Instead, the information presented should target college students who

drink but are not alcoholics, occasional drinkers. The information presented to the college students should include the amount of money students spend on alcohol, how this impacts their finances, and the adverse decisions that can be made from occasionally drinking alcohol in order to have more fun. By explaining these aspects to college students, perhaps college students will consider consuming less alcohol for the sake of social motives.

In addition, more research should be done to identify how African American college students determine whether one has a drinking problem or not. This could be a factor as to why many students in this study have not addressed the issue of alcohol consumption.

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# Appendix A

## Questionnaire

1. Age: \_\_\_\_\_ years old
2. Gender:  Male  Female
3. Ethnicity:  Black  Asian or Pacific Islander  
 White  American Indian  
 Hispanic  Non-Resident Alien
4. Classification:  First Time Freshman  Other Freshman  
 Sophomore  Junior  
 Senior  Special Undergraduate  
 Graduate
5. Number of credit hours this semester: \_\_\_\_\_ hours
6. Are you currently working?  
 Yes , full-time (35 or more hrs/wk)  
 Yes, part-time (less than 35 hrs/wk)  
 No
7. Where do you currently live?  
 Campus Housing  
 At home with one and/or both parents  
 At home with relative(s) other than parents  
 In own apartment/house
8. Are you a member of a Greek organization?  
 Yes  
 No
9. What are your sources for financial support? (check all that apply)  
 Full scholarship  Grant  
 Partial scholarship  Self supporting  
 Fellowship  Parental Support  
 Loan
10. Do you drink alcoholic beverages?  Yes  No
11. How many days in the past two weeks (14 days) have you had **four or more alcoholic drinks in a single setting?**  
 1-2 days  8-10 days  
 2-4 days  10-12 days  
 4-6 days  12-14 days  
 6-8 days  N/A
12. What was the **maximum** number of alcoholic drinks you had **at a single time on those days?**  
 4 drinks  7 drinks  
 5 drinks  8 drinks or more drinks  
 6 drinks  N/A



13. How many of your current close friends regularly drink alcoholic beverages?

- All
- Most
- Many
- Some
- None

14. While in college, what are your reasons for drinking? (Check all that apply)

- Because other people around are engaging in alcoholic beverages
- Stress over financial issues
- Allows me to have more fun at a social gathering
- Stress over classes
- Keeps the atmosphere in a good vibe
- Stress over work
- Calms my nerves
- Celebration of birthdays/special occasions
- Stress over family/friend issues
- Self-esteem issues
- Stress over personal issues
- Attending random social gatherings

Other: \_\_\_\_\_

15. How does alcohol affect you? (Check all that apply)

- Eases my mind
- Gives me a hangover (headache, nausea, and/or dizziness)
- Allows me to temporarily forget about issues
- Makes me late to class(es)
- Makes me happy
- Makes me absent to class(es)
- Keeps me from worrying
- Makes me fall asleep in class(es)
- Makes me sad

Other: \_\_\_\_\_

16. In what ways have you addressed the issue of alcohol consumption? (Check all that apply)

- Counseling
- Attended seminars about alcohol
- Talked to friends/family
- Talked to faculty
- I have never addressed the issue of alcohol consumption.

# APPENDIX B

## INFORMED CONSENT DOCUMENT

Project Title: *Drinking Motives of College Students at a HBCU in Oklahoma*

Investigators: *Dr. K. J. Abraham, Thesis Advisor*

*Yasmeen Shumate, Langston University McCabe Honors Student*

*Dr. Yvonne Montgomery, LPC, NCC*

*Mr. Willie Baker*

Purpose: *The purpose of this study is to show whether emotional motives or social motives are the most prevalent reason as to why African American college students drink alcohol. Students will be asked to participate to advance the knowledge of African Americans and their drinking habits on a HBCU campus. From this, a conclusion will be drawn to determine whether drinking is due to social or more emotional reasons.*

Procedures: *After obtaining IRB approval, a 16 item questionnaires designed by the researcher will be dispersed randomly to 50 students located in the Student Success Center on the Langston University Campus in order to ensure diversity of classifications and age. Fifty participants will be asked to complete the survey and return it to the researcher immediately. This is to ensure all questionnaires are returned.*

Risks of Participation: *There are no known risks associated with this project which are greater than those ordinarily encountered in daily life.*

Benefits: *You will receive no particular benefit from participating.*

Confidentiality: *The data will be permanently stored within the Honors McCabe program office at Langston University. The data will be kept until complete analysis, three years after survey is given, the data will be destroyed. There are no foreseeable risks in maintaining confidentiality.*

Compensation: *There is no compensation to be offered for participation.*

Contacts: *Yasmeen Shumate 816-520-6527 or Dr. K.J. Abraham 405-466-3310*

*If you have questions about the research and your rights as a research volunteer, you may contact Dr. Yvonne Montgomery, IRB Chair, 109 Moore Hall, Langston University, Langston OK 73050, 405-466-3242 or ykmontgomery@lunet.edu.*

Participant Rights: *Your participation is voluntary and you may discontinue the research activity at any time without reprisal or penalty. There are no risks to subjects that might occur due to withdrawal.*

Signatures:

I have read and fully understand the consent form. I sign it freely and voluntarily. A copy of this form has been given to me.

\_\_\_\_\_  
Signature of Participant

\_\_\_\_\_  
Date

I certify that I have personally explained this document before requesting that the participant sign it.

\_\_\_\_\_  
Signature of Researcher

\_\_\_\_\_  
Date