Results of the 2004 Health Promotion Alcohol Survey

Administered and Interpreted by:

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Introduction

Since 1999, the Office of Health Promotion in the Department of Student Health has been conducting a social norms marketing program to reduce high-risk drinking among first-year students. The program follows the research of Michael Haines, Wes Perkins, Alan Berkowitz and others who have seen marked success in reducing high-risk drinking among college students by correcting misperceptions about drinking. (For a complete reference list of relevant research, see Appendix A) Research into the utility of the social norms approach at the University of Virginia (UVA) began in 1999 with the administration of the *Health Promotion Survey* to a random sample of first-year students. The *Health Promotion Survey* was developed in-house in consultation with a social norms expert and scientists at UVA's Center for Survey Research. It was designed to collect information on alcohol use, perceptions, behaviors and attitudes among University of Virginia students. Many of the items were borrowed from other well-established national surveys on collegiate drinking such as the *Core* and the Harvard *College Alcohol Study*. The results of this survey indicated that, like other students across the country, first-year students at UVA overestimate the extent to which their peers drink. Data from this survey was used to create a series of posters called the *Real Grounds*, placed in the bathroom stalls of the first-year residence halls that provided students with accurate information about the drinking behaviors of other first-year students. The posters also provided information on first-year students' drinking attitudes, protective behaviors and aid to an intoxicated friend. The *Health Promotion Survey* was administered again in the spring of 2000 to the entire first-year class to assess the impact of the poster series.

Although the data collected in 1999 and 2000 represented responses from two separate classes of students, thereby limiting the conclusions that could be drawn, and the early results were promising. The poster series, renamed the *Stall Seat Journal*, continued in the 2000-2001 academic year with modifications to accommodate student feedback and survey results. With an eye towards the future and the encouragement of the early results, the decision was made to move towards initiating a campus-wide social norming campaign. This decision required the administration of the Health Promotion Survey to a random sample of the entire undergraduate population. Concerns about rising drug use among UVA students, coupled with questions about the applicability of the social norms approach to drug abuse prompted the inclusion of several drug-related questions in addition to the alcohol questions already in place. Consequently, the *Health Promotion Survey* was renamed the *Health Promotion Alcohol and Other Drug Survey* and approved by the Institutional Review Board (IRB) for administration (Project Number 2001007300). It subsequently became apparent that focusing on alcohol was paramount in our efforts to keep the UVA population safe and healthy. Thus, in 2002, the survey became the *Health Promotion Alcohol Survey*. The purpose of this survey was threefold: 1) to collect relevant norming statistics from the first-year population to continue the current social norms campaign 2) to collect relevant norming statistics for the entire undergraduate population to begin a campus-wide social norming campaign and 3) to collect data to study the impact of the social norms marketing campaign.

The 2004 Health Promotion Alcohol Survey was administered to a random sample of 5,158 undergraduate students via a web site on the World Wide Web. What follows is a re-examination of the rationale for administering a web-based survey, the redesign of this particular survey, the costs and benefits of this design, the challenges encountered in preparing and administering this survey, the comments received from students about the web design and the results from the survey.

Rationale

There are myriad ways to survey college students. Surveys can be mailed to students, administered in randomly selected classes, administered in residence halls, distributed in high-traffic areas, or left in various campus locations for students to pick up, complete, and return. Of all of these methods, only mailed surveys provide researchers with the opportunity to conduct a truly randomized study that controls sample bias. Mailed surveys have proven methodologies that may result in high response rates, as well as high expenses. Web based survey, a newer intervention, has begun to replace the paper/pencil traditional survey method.

National norms on the American freshman, collected in the fall of 2000 by the American Council on Education and the University of California Los Angeles Higher Education Research Institute, revealed that 78.5% of entering freshmen across the country had used a personal computer in the last year. 67.4% of entering freshman had frequently used the Internet for research or homework, and 65.6% had often communicated via e-mail. Although computer usage statistics are a bit harder to come by once students have matriculated, with colleges and universities installing computers in libraries, classrooms, residence halls, cyber-cafes, and student unions, it is reasonable to assume that most college students use computers regularly. Students are accustomed to submitting their homework and taking quizzes on-line, ordering books and CD's on the World Wide Web, and communicating with friends and family around the world through e-mail. For this generation of students, completing a paper and pencil questionnaire is not only outdated, but also cumbersome and time-consuming given how quickly they are used to communicating. Consequently, administering surveys using the World Wide Web meets students at their level and accommodates their abilities and preferences.

Redesign, Costs & Benefits

As web-based survey technology is relatively new, there is little in the way of recommended methodology for conducting these types of surveys. An expert in the field of survey research, Dillman has published an updated version of his survey methodology, titled "Mail and Internet Surveys: The Tailored Design Method." There are new sections describing the benefits and pitfalls of using web-based surveys. The primary shortfall of this application, according to Dillman, is low response rate. In addition, the Center for Survey Research at the University of Virginia conducted a study comparing the response rate of a survey instrument utilizing a web-based technology and a paper/pencil mailed application. They found that the response rate for the web-based application was significantly lower than the mailed version. Why, then, venture to survey UVA students via the World Wide Web? Cost and sophistication of the UVA student. The costs are considerably lower when using a web-based application and the UVA student is extremely adept at using the web and does on a frequent basis. To further ensure a high response rate, the survey instrument itself was web-based, but the invitation to complete the survey was mailed, along with a monetary incentive, which Dillman suggests is the single most important factor in survey response rate. Dillman further suggest that one to two dollars is all that is necessary to represent a "token of appreciation." The money is not viewed as payment for taking the survey, but rather as a social exchange. To build upon the esteemed reputation of the University's founder, Thomas Jefferson, the Jefferson two-dollar bill was used as the token of appreciation. The cost for this incentive was $10,316 and the incentive proved a huge success with the students. The response rate was 50% of those randomly sampled.

Methodology

The 2004 survey included all of the questions from the 2003 Health Promotion Survey, with the addition of questions regarding whether or not students wanted to quit smoking if they are smokers and if so, how many times had they tried to quit. This year for the first time students were asked to give an average numbers of drinks for each day of the week. In previous years, they had been asked to estimate for the whole week and then for the weekend specifically, which consisted of Thursday through Saturday. Due to this wording change, the numbers have changed as well. They have increased dramatically over the previous years' numbers. Finally, with regards to negative consequences, the question was expanded to include the number of drinks a student had and over what period of time they were consumed for six (6) of the most serious negative consequences. This allows the estimated Blood Alcohol Concentration (eBAC) to be calculated for these incidents. Some questions pertained only to first-year students, and some questions pertained only to upper-class students (2^{nd}-4^{th} years). Consequently, two versions of the survey were created: one for first-year students, and one for upper-class students.

The survey remained in a web-based application, while changes were made to the survey format. The initial change was to separate participants who had consumed alcohol in the past 12 months, from those who did not consume any alcohol in the past 12 months. The participants, who indicated that they did not drink, were automatically forwarded past any question that pertained to personal consumption of alcohol. To accomplish these updates to the survey, the Office of Health Promotion consulted with Tracy Scharer and Lew Burrus from the Office of Information Technology and Communication (ITC) about the web survey concept. Ms. Scharer and Mr. Burrus agreed to contract with Health Promotion to design and maintain the survey at a cost of $53/hr., with an estimate of 25 hours of labor. The Office of Health Promotion provided all text for the survey including the updated survey questions and corresponding SPSS data labels and numeric codes, welcome page, informed consent agreement and debriefing page. ITC took responsibility for designing the survey web site and the database, with input from Health Promotion.

The survey was constructed in ASP format. Upon accessing the survey web site, students were taken to a welcome page that provided a few tips for taking the survey. The welcome page led to the informed consent agreement. Because original signatures could not be collected, an "I Agree" button was placed at the bottom of the informed consent page. Students were instructed that, by clicking on this button, they were agreeing to participate in the study described in the informed consent. Students could print this page out and keep it for their records, if they desired. Following indication of consent, the web site asked participants to indicate whether or not they were a first-year student. Their indication led the web site to call up the appropriate survey.

Students moved through the web site using "next" and "previous" buttons. They were asked not to use the "forward" and "back" buttons on their browsers. Participants could review their responses to any question at any time until they completed the final questions and clicked on "finish." If a participant did not answer a particular question a message appeared informing the participant of the omission. Participants were allowed to skip any question they felt uncomfortable answering, so the message simply stated that they had not answered the last question and offered to take them back to the question if they had skipped it unintentionally. This message appeared every time a question was skipped and served as a back-up system for catching missed questions.

E-mail addresses for the entire sample were received electronically from the Registrar's Office, while the Center for Survey Research drew the random sample. The sample took onto account previous response rates for all classes and genders. The final random sample was then forwarded to UVA Copying and Printing Services (CPS). CPS printed the introduction letter and envelope for the first mailing. To encourage students to participate in the survey, the Office of Health Promotion enclosed a Jefferson two-dollar bill as a token of appreciation. The two-dollar bills were included in the introduction letter, which was sent to students via the postal service. The entire process was moderated by two Office of Health Promotion staff to ensure proper handling of the cash incentives. Two days later, an e-mail message, approved from the Vice President of Student Affairs was sent to each participant. The e-mail made reference to the letter sent and requested that students participate in the web site survey. One week later, each participant was mailed a post card reminder regarding the survey. The post cared reiterated that due to the anonymity of responses, it was not possible to know whether or not the participant had actually already completed the survey. The students were thanked for their (potential) participation and given the URL address of the web site survey. A final e-mail was sent one week later, with a similar reminder and thank you note. The survey remained open from February 2 through March 7, 2004.

Response Rate

The survey included a sample of 5,158 students, of which 108 surveys were returned for insufficient address, for a total of 5,050 participants in the sample. In all, the web site collected 2,810 surveys, a 56% response rate. There were 274 surveys that were omitted form the final sample due to incomplete answers or being over the age of 25 years. The total number of usable surveys was 2,536 for a response rate of 50%.

A literature review was conducted prior to the survey and it was determined that up front incentives are more effective in increasing response rate versus after-the-fact lotteries. In addition, the literature showed that using multiple forms of contact (web based and mailed based) has a positive impact on higher response rate. The 56% response rate is thought to be due to the up front two-dollar bill, token of appreciation, as well as the multiple forms of contacts of the participants.

Recommendations

The survey process was a fairly smooth one, due to the accumulated knowledge of the four previous surveys. The following is a recommendation for next year's survey is based on success of change made during this year's survey.

1) Clear, specific subject line when e-mailing participants to encourage participants to open and read e-mail versus automatically deleting e-mail.
2) Inclusion of the original question regarding number of drinks per week.

Student Comments/E-Mail Log

# of Requests	Issue	Resolution
8	**Requested copy of results**	**Sent e-mail with web site address of results**
1	**Participant already filled out survey and questioned why a reminder had been sent**	**Sent e-mail explaining that due to anonymity of survey, we had no way of knowing who had filled out survey (all reminders include this statement)**
1	**Participant concerned about having to chose only one ethnicity**	**Engaged in e-mail discussion explaining that survey was developed based on university wide ethnic groups**

The Sample

5,158 undergraduate students were randomly selected to complete this survey; however, 108 surveys were returned and therefore excluded from the sample, making the new sample 5,050. The survey web site received a total of 2,810 participants (56%). Two hundred and seventy four (274) cases were excluded because the respondents either reported being age 25 years or older and were therefore not representative of the target population, or if the surveys were not complete. The final response size was 2,536 undergraduate students, a 50% response rate.

54.2% of the total sample is female (n=1,372). 45.8% of the total sample is male (n=1,161). There were 3 participants who did not answer this question. These results are very similar to the gender composition of the undergraduate student body at UVA Table 1 contains a comparison of the gender composition of the sample to the gender composition of the entire undergraduate student body. Table 2 compares the gender composition of the first-year students in the sample to the gender composition of the entire first-year student body. 52.3% of the first year's sample is female (n=648) with 47.7% being male (n=590). Males were over sampled based on the rate of survey participation from previous years.

Table 1: Gender Composition of Sample vs. Undergraduate Student Body

Gender	Sample	Student Body
Female	54.2%	54.1%
Male	45.8%	45.9%

Table 2: Gender Composition of First-Year Sample vs. First-Year Student Body

Gender	Sample	Student Body
Female	52.3%	51.0%
Male	47.7%	49.0%

The age of the sample ranges from 17 to 25, with the majority of respondents (99.7%) falling into the 18-25 age range. The mean age of the sample is 19.5 years. There are less African American and more Caucasian in the sample than in the University population as a whole. Table 3 illustrates the ethnicity of the sample and compares it to the ethnicity of the entire undergraduate population.

Table 3: Racial/Ethnic Composition of Sample vs. Undergraduate Student Body

Ethnicity	Number of Cases	Percent of Sample	Percent of Undergraduate Population
Black/African American	132	5.7%	8.8%
American Indian or Alaska Native	6	0.20%	0.30%
Asian	269	11.6%	10.9%
Caucasian	1,725	74.3%	68.3%
Hispanic/Latino	70	3.0%	2.9%
Pacific Islander/Native Hawaiian	17	0.70%	n/a
Other	104	4.5%	8.8%
Missing	213	n/a	n/a

Class Composition

The over-sampling of first-year students led to a large number of first-year respondents that far exceeds the number of respondents for any other class. There are 1,240 first-year students in the sample (48.9%), 464 second-year students (18.3%), 386 third-year students (15.2%) and 423 fourth-year students (16.7%). 22 (.9%) participants reported being in their fifth or sixth year of school. This imbalance was corrected by weighting the sample by class when reporting aggregate results. Weighting the sample by class ensures that the data provided by upper-class students is not rendered null by the sheer number of first-year students in the sample.

Exposure to Alcohol Education Efforts

Students were asked how often they had been exposed to different alcohol education efforts since the beginning of the academic year. Table 4 reports the percentage of students in the entire sample indicating that they had been exposed to a particular alcohol education effort. It is important to note that upper-class students were not asked about their exposure to the social norms campaign, the Stall Seat Journal, as that campaign operates only in the first-year residence halls. The table indicates that most students have very little exposure to alcohol education efforts with the exception of seeing the new *Hoo Knew* poster series. When first-year students are analyzed individually, a different picture emerges. Table 5 reports the percentage of first-year students indicating that they have been exposed to a particular alcohol education effort. A large majority, 98.4%, of first-year students in the sample, reported seeing the Stall Seat Journal bathroom poster at least once, with 97.2% seeing it twice or more. The second most common source of alcohol information for first-year students was the *Hoo Knew* poster series, at 71.9%, followed by 31.1% of first-year students reporting having had a conversation about their drinking at least once with their RA. It is notable to mention that 17.0 % of first years surveyed mentioned attending a Peer Health Education Program at least once.

Table 4: Aggregate Sample Exposure to Alcohol Education Efforts

Activity	Not at all	Once	Twice or more
Attended an alcohol presentation given by ADAPT	85.6%	13.1%	1.3%
Attended an alcohol presentation given by a PHE	83.8%	14.3%	1.9%
Attended the Choices alcohol education class	96.9%	2.6%	0.50%
Seen the *Hoo Knew?* posters	32.8%	16.8%	50.4%
Taken a course that covered alcohol issues	84.4%	11.2%	4.4%
Had a conversation about your drinking with an RA/RC	82.4%	10.7%	7.0%
Had a conversation about your drinking with a counselor	95.4%	3.3%	1.3%
Had a conversation about your drinking with a faculty member or TA	92.4%	4.4%	3.2%

Table 5: First-Year Sample Exposure to Alcohol Education Efforts

Activity	Not at all	Once	Twice or more
Attended an alcohol presentation given by ADAPT	85.1%	13.8%	1.1%
Attended an alcohol presentation given by a PHE	83.0%	15.5%	1.5%
Seen the Stall Seat Journal bathroom poster	1.6%	1.2%	97.2%
Attended the Choices alcohol education class	96.4%	2.8%	0.80%
Seen the *Hoo Knew?* posters	28.1%	18.3%	53.6%
Taken a course that covered alcohol issues	87.1%	9.1%	3.7%
Had a conversation about your drinking with an RA	68.9%	18.4%	12.7%
Had a conversation about your drinking with a counselor	93.6%	5.2%	1.3%
Had a conversation about your drinking with a faculty member or TA	91.5%	4.7%	3.8%

Mean & Median Drinks Per Week

Participants were asked to report the average number of drinks they consume each week. The Mean number of drinks per week (Sunday through Saturday) for the aggregate sample is 12.4 drinks and the Median is 8 drinks. The median is often used as a more accurate measure when the mean is skewed by extreme responses. Figure 1 provides a graphical representation of the percentage of students consuming a particular number of drinks each week. Table 6 summarizes the frequencies for the aggregate sample and provides the relevant measures of central tendency. The response option for the question "How many drinks do you consume?" was worded differently. This year's survey asked participants to estimate how many drinks they consumed on each specific night of the week. This may have increased the weekly number of drinks per week over last years' numbers. Based on the data, 53.5%, of all UVA students consume an average of 0 - 8 drinks each week (Sunday through Saturday) with 54.3% report having 0-8 on the weekends. 16.8% of all UVA students abstain from drinking, with 71.0% of drinkers having on average, 0 drinks Sunday through Wednesday, with a mean of 0.45 drinks per weekday and 3.5 drinks per weekend day.

Table 7 provides the frequencies and measures of central tendency for first-year students. The median number of drinks per week for first-year students (n=914) is 8.0. Figure 2 provides a graphical representation of this data. Both the frequency table and the graph indicate that 51.8% of first-year students consume 0-8 drinks per week (Sunday through Saturday), with 21.1% of first-year students reporting that they have not had a drink in the past twelve months. Of those that reported having had alcohol in the past twelve months, the mean drink per weekday was 0.43 and 3.8 drinks per weekend day.

Table 8 compares the median number of drinks per week for first years' findings with those of previous years.

**Due to the change in the wording of the question regarding drinks per week, there is an increase between the 2003 group of first-years and the 2004 group of first-years with respect to median number of drinks per week (2.0 vs. 8.0, respectively).

Table 6: Number of Drinks Per Week (Aggregate Sample)

N = 1,990 **Median = 8.0** **Mean = 11.2**			
Number Drinks/Wk	**Frequency**	**Percent**	**Cumulative Percent**
0	254	12.8	12.8
1	118	5.9	18.7
2	145	7.3	26.0
3	77	3.8	29.9
4	104	5.2	35.1
5	74	3.7	38.8
6	120	6.0	44.8
7	70	3.5	48.4
8	103	5.2	53.5
9	49	2.5	56.0
10	81	4.1	60.1
11	50	2.5	62.6
12	72	3.6	66.2
13	44	2.2	68.4
14	55	2.8	71.1
15	48	2.4	73.6
16	44	2.2	75.8
17	23	1.2	76.9
18	35	1.8	78.7
19	21	1.0	79.7
20	39	2.0	81.7
21	30	1.5	83.2
22	26	1.3	84.5
23	17	0.8	85.4
24	25	1.3	86.6
25	28	1.4	88.0
26	18	0.9	88.9
27	11	0.5	89.4
28	20	1.0	90.5
29	10	0.5	90.9
30	21	1.1	92.0
31	10	0.5	92.5
32	14	0.7	93.2
33	12	0.6	93.8
34	12	0.6	94.4
35	9	0.5	94.9
36	12	0.6	95.5
37	7	0.3	95.8
39	6	0.2	96.4
40	17	0.8	97.3

41	3	0.1	97.4
42	11	0.6	98.0
43	5	0.2	98.2
45	4	0.2	98.9
46	6	0.3	99.1
47	8	0.4	99.6
48	6	0.3	99.8
49	3	0.2	100.00

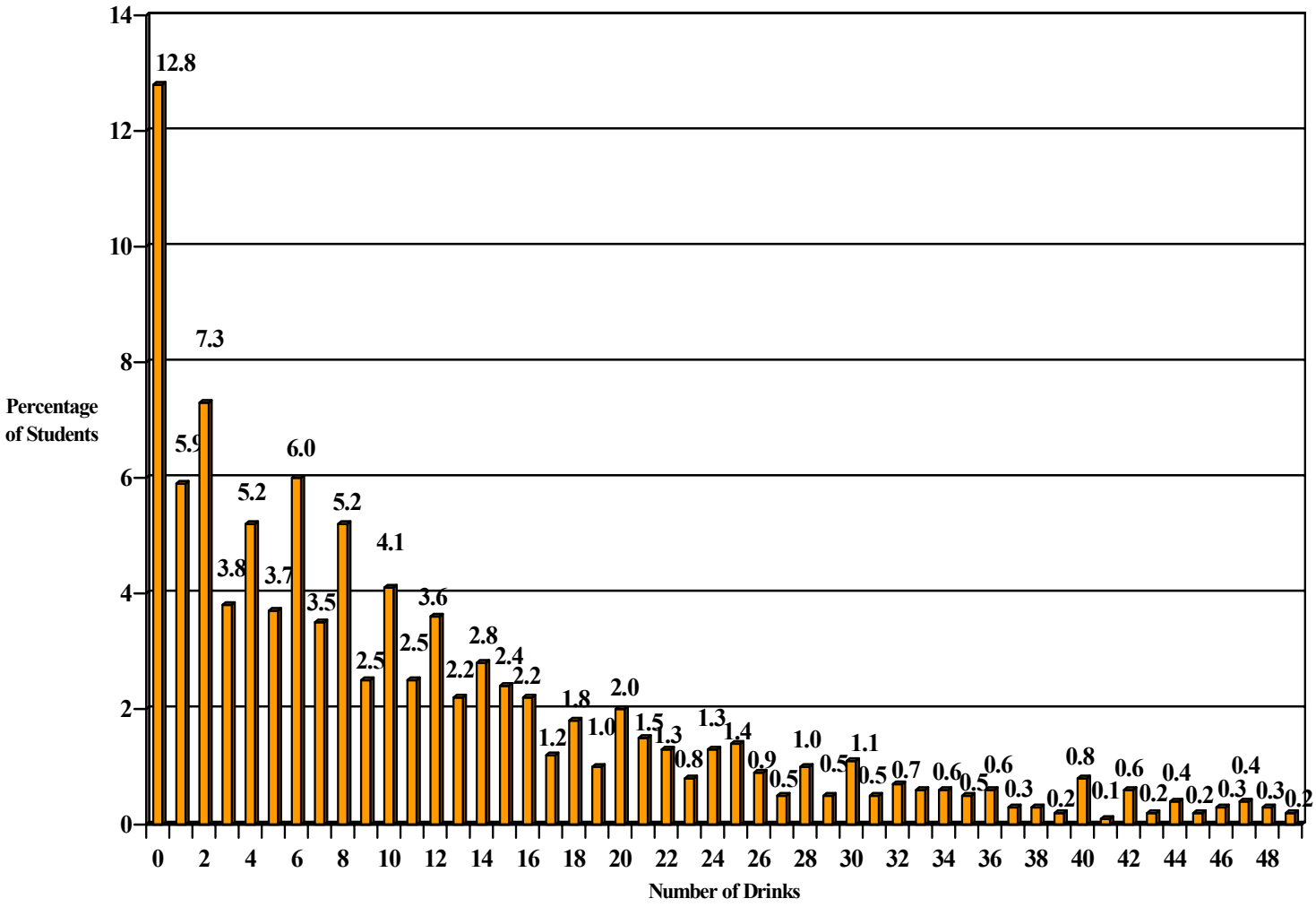


Figure 1: Number of Drinks
(Aggregate Sample)

Table 7: Number of Drinks per Week (First-Year Students)

N = 914
Median = 11.6
Mean = 8.0

Number Drinks/Week	Frequency	Percent	Cumulative Percent
0	140	15.4	15.4
1	54	6.0	21.4
2	52	5.7	27.0
3	24	2.6	29.7
4	39	4.3	33.9
5	30	3.3	37.3
6	52	5.7	42.9
7	26	2.9	45.8
8	55	6.0	51.8
9	20	2.2	54.0
10	40	4.4	58.5
11	23	2.5	61.0
12	28	3.0	64.0
13	18	2.0	66.0
14	25	2.7	68.7
15	21	2.3	71.0
16	25	2.8	73.8
17	10	1.1	74.9
18	14	1.5	76.4
19	5	0.6	76.9
20	23	2.5	79.4
21	15	1.6	81.1
22	12	1.3	82.4
23	8	0.9	83.2
24	13	1.4	84.7
25	19	2.1	86.8
26	10	1.1	87.9
27	4	0.5	88.3
28	11	1.2	89.6
29	7	0.8	90.4
30	16	1.8	92.2
31	5	0.6	92.7
32	6	0.6	93.3
33	4	0.4	93.8
34	6	0.6	94.4
35	6	0.7	95.1
36	3	0.3	95.4
37	6	0.6	96.0
38	5	0.5	96.6
39	2	0.2	96.8
40	10	1.1	97.8
41	2	0.2	98.0
42	5	0.5	98.6

43	1	0.1	98.7
44	4	0.4	99.1
45	3	0.3	99.4
46	2	0.2	99.6
47	1	0.1	99.7
48	2	0.2	99.9
49	1	0.1	100.0

Figure 2: Number of Drinks per Week
(First Year Sample)

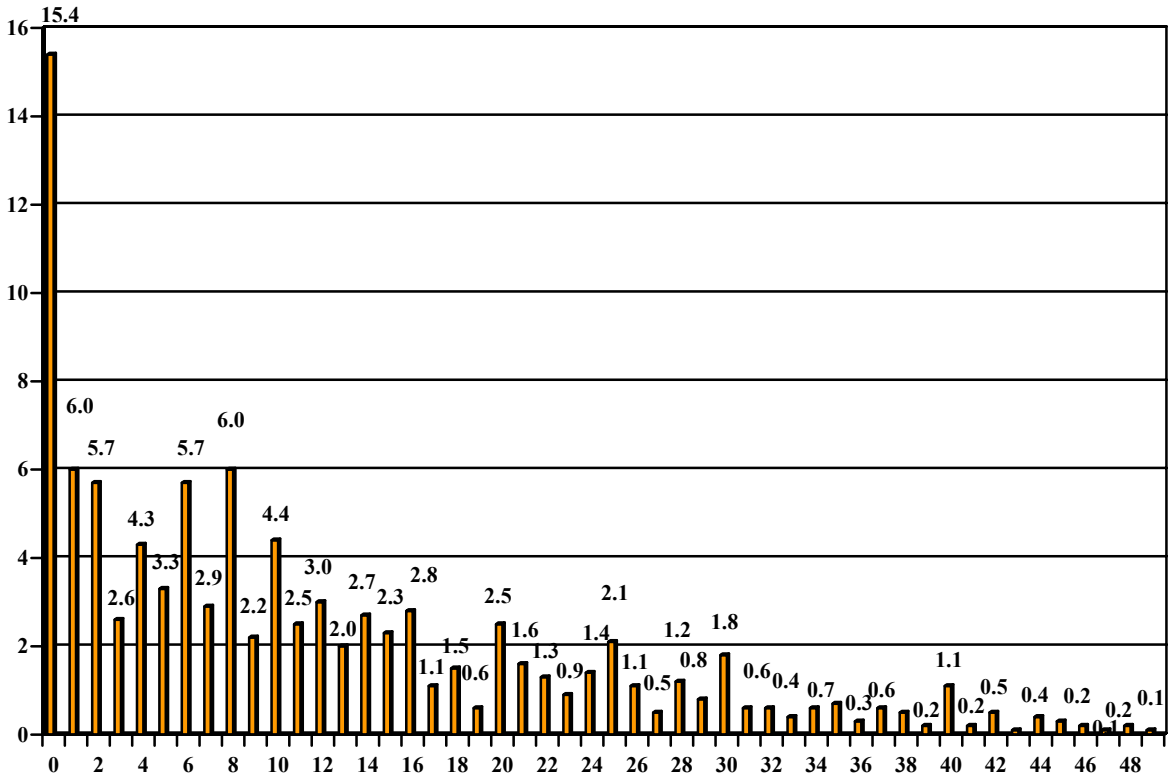


Table 8: First-Year *Median* ***Number of Drinks Per Week*****, 1999-2004**

	1999	2000	2001	2002	2003	2004
	Median	Median	Median	Median	Median	Median
Number of drinks/week	3	3	2	1	2	8**

**Due to the change in the wording of the question regarding drinks per week, there is an increase between the 2003 group of first-years and the 2004 group of first-years with respect to median number of drinks per week (2.0 vs. 8.0, respectively).

Current Second and Third and Fourth-year students were exposed to the social norms campaign during their first year at UVA, as were this year's First-year students. The information they provide is useful for assessing the long-term impact of the program on drinking behaviors within individual classes. Table 9 summarizes the frequencies and measures of the central tendency for Second Years student with respect to average number of drinks per week. The median for second-year students is 7.0 drinks per week (Sunday through Saturday) with the mean number of drinks on a weekday being .35 and 3.3 for a weekend day. Tables 10 & 11 provide similar details for current Third & Fourth Year students. For Third Years, the median is 7.0 and the mean number of drinks per weekday is .48, with 3.3 being the mean number of drinks for a weekend day. It is a median of 8.0 for Fourth Years, with .57 drinks per weekday and a mean of 3.3 drinks on a weekend day.

Table 9: Number of Drinks Per Week (Second Year Students)

N = 357
Mean = 10.6
Median = 7.0

Number of Drinks/Week	Frequency	Percent	Cumulative Percent
0	44	12.4	12.4
1	14	4.0	16.4
2	32	8.8	25.2
3	17	4.7	29.9
4	25	7.0	37.0
5	15	4.3	41.2
6	22	6.3	47.5
7	14	4.0	51.5
8	18	5.2	56.7
9	10	2.9	59.6
10	9	2.5	62.1
11	11	3.1	65.1
12	15	4.3	69.4
13	10	2.7	72.1
14	9	2.5	74.6
15	6	1.7	76.3
16	7	1.9	78.2
17	3	0.9	79.1
18	8	2.2	81.3
19	2	0.6	81.8
20	4	1.2	83.0
21	4	1.1	84.1
22	6	1.7	85.8
23	3	0.8	86.6
24	7	2.0	88.6
25	5	1.3	90.0
26	4	1.1	91.0
27	3	0.8	91.8
28	2	0.6	92.4
30	1	0.3	92.6
31	1	0.3	92.9
32	4	1.1	94.0
33	1	0.3	94.2
34	2	0.5	94.7
35	1	0.3	95.0

36	3	0.8	95.8
40	5	1.4	97.1
42	2	0.5	97.9
43	1	0.3	98.1
44	1	0.3	98.4
46	1	0.3	98.7
47	2	0.5	99.2
48	2	0.5	99.7
49	1	0.3	100.0

Table 10: Number of Drinks per Week (Third-Year Students)

N = 318
Mean = 10.7
Median = 7.0

Average # Drinks/Week	Frequency	Percent	Cumulative Percent
0	35	11.0	11.0
1	31	9.8	20.8
2	28	8.9	29.7
3	13	4.2	33.9
4	14	4.4	38.3
5	10	3.3	41.6
6	22	6.9	48.5
7	9	2.8	51.4
8	13	4.0	55.4
9	6	1.8	57.2
10	20	6.2	63.5
11	6	1.9	65.4
12	11	3.5	68.9
13	7	2.2	71.0
14	8	2.6	73.6
15	5	1.6	75.2
16	7	2.2	77.5
17	5	1.6	79.0
18	7	2.1	81.2
19	4	1.3	82.5
20	4	1.3	83.7
21	7	2.1	85.8
22	2	0.6	86.4
24	5	1.5	87.9
25	2	0.7	88.6
26	1	0.3	88.9
27	1	0.3	89.2
28	2	0.6	89.9q
29	2	0.7	90.5
30	3	0.9	91.5
31	2	0.6	92.0
32	2	0.6	92.7

33	3	0.9	93.5
34	3	0.9	94.4
35	1	0.3	94.7
36	2	0.6	95.3
37	1	0.3	95.6
40	1	0.2	95.8
42	4	1.2	97.0
43	3	0.9	97.9
44	3	0.9	98.8
47	4	1.2	100.0

Table 11: Median Number of Drinks Per Week (Fourth-Year Students)

N =	**380**		
Mean	**11.4**		
Median	**8.0**		
Number Drinks/Week	**Frequency**	**Percent**	**Cumulative Percent**
0	32	8.5	8.5
1	19	4.9	13.5
2	28	7.3	20.7
3	20	5.4	26.1
4	24	6.2	32.3
5	17	4.4	36.7
6	23	6.2	42.9
7	19	4.9	47.8
8	15	4.1	51.8
9	13	3.4	55.3
10	12	3.2	58.5
11	10	2.7	61.1
12	17	4.6	65.7
13	8	2.1	67.9
14	13	3.4	71.3
15	16	4.2	75.5
16	4	1.1	76.7
17	5	1.3	77.9
18	7	1.9	79.8
19	9	2.5	82.3
20	6	1.6	83.9
21	3	0.9	84.7
22	6	1.7	86.4
23	6	1.6	88.0
25	1	0.2	88.3
26	3	0.8	89.0
27	3	0.7	89.8
28	5	1.3	91.0
30	1	0.3	91.3
31	2	0.5	91.8
32	3	0.7	92.5
33	4	1.1	93.6
34	2	0.5	94.0
35	1	0.2	94.3
36	5	1.3	95.5

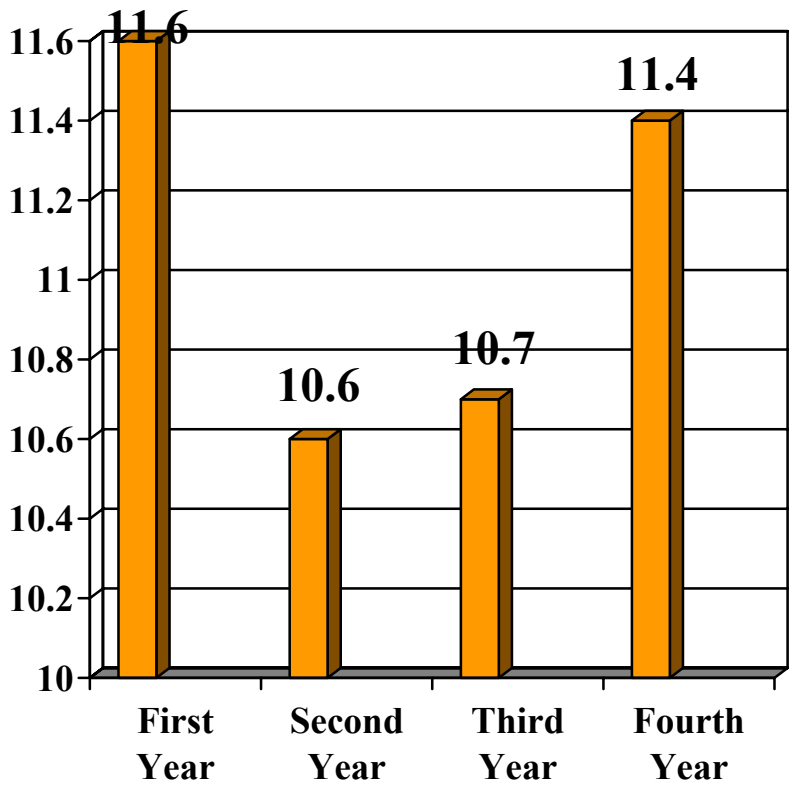
38	2	0.5	96.1
39	2	0.5	96.6
40	3	0.7	97.3
42	1	0.2	97.5
44	1	0.2	97.8
45	1	0.2	98.0
46	3	0.7	98.7
47	2	0.5	99.2
48	2	0.5	99.7
49	1	0.3	100.0

When the classes are compared to one another (see Table 12 and Figure 3), an interesting pattern emerges. First year students report consuming 11.6 mean number of drinks per week, second year students drink a mean of 10.6 drinks per week, third year students report having a mean of 10.7 drinks, while fourth year students have a mean of 11.4 drinks per week. There is a slight dip in the amount of drinking for second and third years.

Table 12: Mean & Median *Number of Drinks* Per Week (Sunday through Saturday) by Class

Class	Mean	Median
1st Years	11.6	8.0
2nd Years	10.6	7.0
3rd Years	10.7	7.0
4th Years	11.4	8.0

Figure 3: Mean Number of Drinks per Week (Class Comparison)



Estimated Blood Alcohol Concentration (eBAC)

In order to compare 2003 drinking consumption numbers with 2004 numbers, a comparison of the estimated blood alcohol concentration (eBAC) was completed. There is only a slight increase in eBAC from 2003 to 2004, indicating that the drinking has remained stable. Below is the table showing both years.

Table 13: Estimated Blood Alcohol Concentration Comparison 2003 & 2004

All UVA Students				**First Students**			
2003		***2004***		***2003***		***2004***	
0.06		0.07		0.07		0.09	
Male	***Female***	***Male***	***Female***	***Male***	***Female***	***Male***	***Female***
0.07	0.06	0.08	0.07	0.09	0.06	0.10	0.08

Fraternities & Sororities

A great deal of attention has been paid both at this university and at colleges and universities across the country to the amount of alcohol consumed by members of Fraternities and Sororities. This survey finds that students who are members of Fraternity and Sorority organizations at UVA do consume more alcohol than their non-Greek peers. Table 14 examines the mean average number of drinks per week (Sunday through Saturday) consumed by all UVA students, according to gender and Fraternity and Sorority status. Fraternity men (mean = 21.1) consume more than twice as much alcohol as non-Fraternity men (mean =10.3) and one and a half times as much alcohol as all men combined (mean =14.6). The statistics are similar for Sorority women (mean = 11.7), who consume almost twice as much as non-Sorority women (mean = 6.7), and one and a half times the amount of all women combined (mean = 8.4).

Table 15 provides an in-depth analysis of the consumption patterns of Fraternity and Sorority and non-Fraternity and Sorority first-year students. Although first-year Fraternity men report consuming an amount of alcohol that is nearly equivalent to all Fraternity men (21.0 mean drinks/wk vs.21.1 mean drinks/wk, respectively) they are set off a bit more from their first-year peers. First-year Fraternity men (mean = 20.9) consume a little over twice the amount of alcohol as non-Fraternity first-year men (mean = 9.7) and approximately one and a half times as much as all first-year men (mean = 14.8). First-year Sorority women (mean = 12.1) consume almost twice as much alcohol as non-Sorority first-year women (mean = 6.6) and about one and a half times as much as all first-year women combined (mean = 8.6).

Table 16 provides a longitudinal comparison of the median number of drinks per week consumed by each first-year class from 1999 to 2004, by gender and Fraternity/Sorority status. As previously mentioned, students were asked to estimate the average numbers of drinks for each specific day of the week. In previous years, they had been asked to estimate for the whole week and then for the weekend specifically, which consisted of Thursday through Saturday. Due to this wording change, the numbers have changed as well as evidenced by the table below. There are not yet clear trends among first-year women and first-year Sorority women with respect to the average number of drinks consumed each week. For example, from 1999 Sorority women reported consuming a median of 8.0 drinks per week. In from year 2000 to 2002 it declined to 4.0 median drinks per week, increased to 6.0 drinks per week in 2003 and then to 10 in 2004. The same is true for the first-year male population. After a stable consumption of 10.0 median drinks from 1999 to 2000, first-year men posted a decrease in consumption from 2000 to 2002, with an increase in 2003 and 2004. This may be due in part to two occurrences. The first is the capped end nature of the question regarding how many drinks per week for years 2001-2002, mentioned earlier in the methodology section. The second is the change in wording for this year's question, also examined earlier in the methodology section of this report. These figures may simply represent a

difference in class composition from one year to the next. For example, men in the first-year class of 2000 may have entered the university with lower drinking rates than men in the first-year classes of 2003 & 2004.

Table 14: *Mean Number of Drinks Per Week* (Sunday through Saturday) by Gender and Fraternity & Sorority Status – All UVA Students

Gender	Total Population	Fraternity & Sorority	Non-Fraternity & Sorority
Male	14.6	21.1	10.3
Female	8.4	11.7	6.7

Table 15: *Mean Number of Drinks Per Week* (Sunday through Saturday) by Gender and Fraternity & Sorority Status - First-Year Sample

Gender	Total Population	Fraternity & Sorority	Non-Fraternity & Sorority
Male	14.8	21.0	9.7
Female	8.6	12.1	6.6

Table 16: *Median Number of Drinks Per week* (Sunday through Saturday) by Gender and Fraternity & Sorority Status - 1999 – 2004 First-Year Samples

Gender	Total Population	Fraternity & Sorority	Non-Fraternity & Sorority
1999 Males	4.0	10.0	1.0
2000 Males	5.0	10.0	1.0
2001 Males	2.0	8.0	0.5
2002 Males	1.0	7.0	0.0
2003 Males	4.0	15.0	0.0
2004 Males	12.0	20.0	7.0
1999 Females	2.0	8.0	0.0
2000 Females	3.0	8.0	1.0
2001 Females	1.0	4.0	0.0
2002 Females	0.0	4.0	0.0
2003 Females	2.0	6.0	0.0
2004 Females	6.0	10.0	3.0

Perceived Number of Drinks Per Week

An important component of a social norms campaign is the perception students have about the number of drinks their peers consume in any given week. Students' perceptions are an important indicator of both the viability of a social norms campaign and its progress. A misperception of consumption amount must exist for a social norms campaign to be effective. The 2004 HPS uncovered a continuing, albeit lessened misperception in alcohol consumption among UVA undergraduates and their peers. Social Norms Theory purports that a correction of misperception of the amount of drinking of one's peers will lead to lower consumption as students adjust their behaviors within the "norm." According to social norms theory, misperceptions may decrease before or while actual consumption decreases. Consequently, a continued assessment of perception is required to measure the progress of the campaign.

Students were asked to indicate the average number of drinks per week (Sunday through Saturday) they believe most other students consume. First-year students were asked to make this indication for "most UVA first-year students" and "most UVA upper-class students." All other students were asked to make this indication for "most UVA students." Given the different nature of the questions asked, perception results are provided for first-year students and all other students separately.

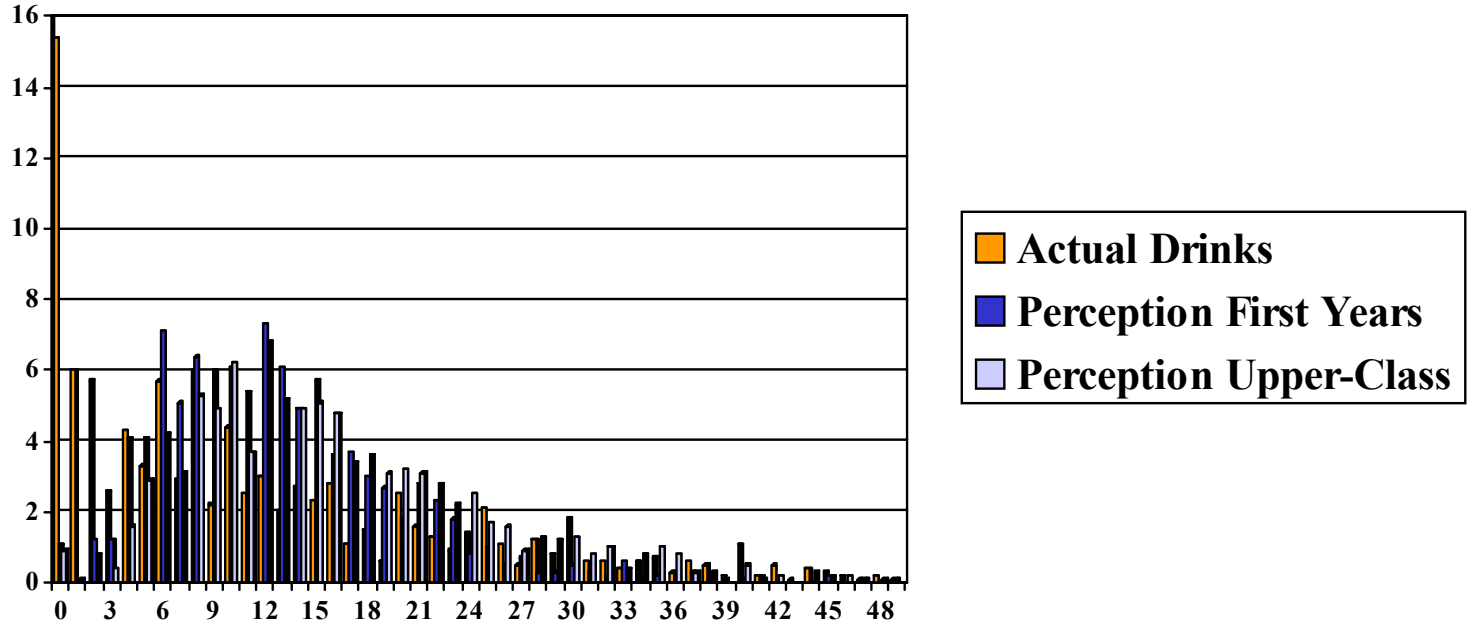
Table 17 outlines the perceived number of drinks per week for the upper-class sample (second-year students and above). These students believe "most UVA students" consume a mean of 12.9 drinks, with a median of 12.0 drinks per week. However, the actual average number of drinks per week (Sunday through Saturday) for upper-class is a mean of 10.7 and a median of 7.0 drinks per week. Misperceptions about drinking are not limited to the upper-class students. Figure 4 examines the perception of UVA First Years to other First Years and to Upper-class students. Figure 5 provides a graphical representation of actual and perceived consumption for upper-class students. The actual average number of drinks per week is skewed to the left, while the perceived number of drinks per week is skewed to the right.

Table 17: Perceived *Median Number of Drinks Per Week* (Upper-class Sample; Sunday-Saturday)

N 813
Mean 12.9
Median 12.0

Number of Drinks/Week	Frequency	Percent	Cumulative Percent
0	8	.9	.9
1	1	.1	1.1
2	12	1.5	2.5
3	18	2.2	4.7
4	30	3.7	8.5
5	35	4.3	12.7
6	53	6.6	19.3
7	38	4.7	24.0
8	46	5.7	29.6
9	60	7.3	37.0
10	44	5.5	42.4
11	40	4.9	47.4
12	68	8.3	55.7
13	31	3.8	59.5
14	44	5.4	65.0
15	49	6.0	70.9
16	38	4.7	75.7
17	28	3.4	79.1
18	26	3.2	82.3
19	20	2.4	84.7
20	15	1.8	86.5
21	18	2.3	88.8
22	12	1.5	90.2
23	12	1.5	91.8
24	12	1.5	93.2
25	8	1.0	94.2
26	3	.4	94.6
27	5	.7	95.2
28	5	.6	95.8
29	2	.2	96.0
30	6	.7	96.7
31	5	.6	97.4
32	4	.5	97.8
33	2	.2	98.1
35	4	.5	98.5
36	1	.1	98.7
37	2	.2	98.9
38	3	.4	99.3
40	2	.2	99.5
41	1	.1	99.6
45	1	.1	99.8
48	1	.1	99.9
49	1	.1	100.0

Figure 4: Comparison of Actual vs. Perceived Median Drinks per Week (First Years to First Years and First Years to Upper-class Students)



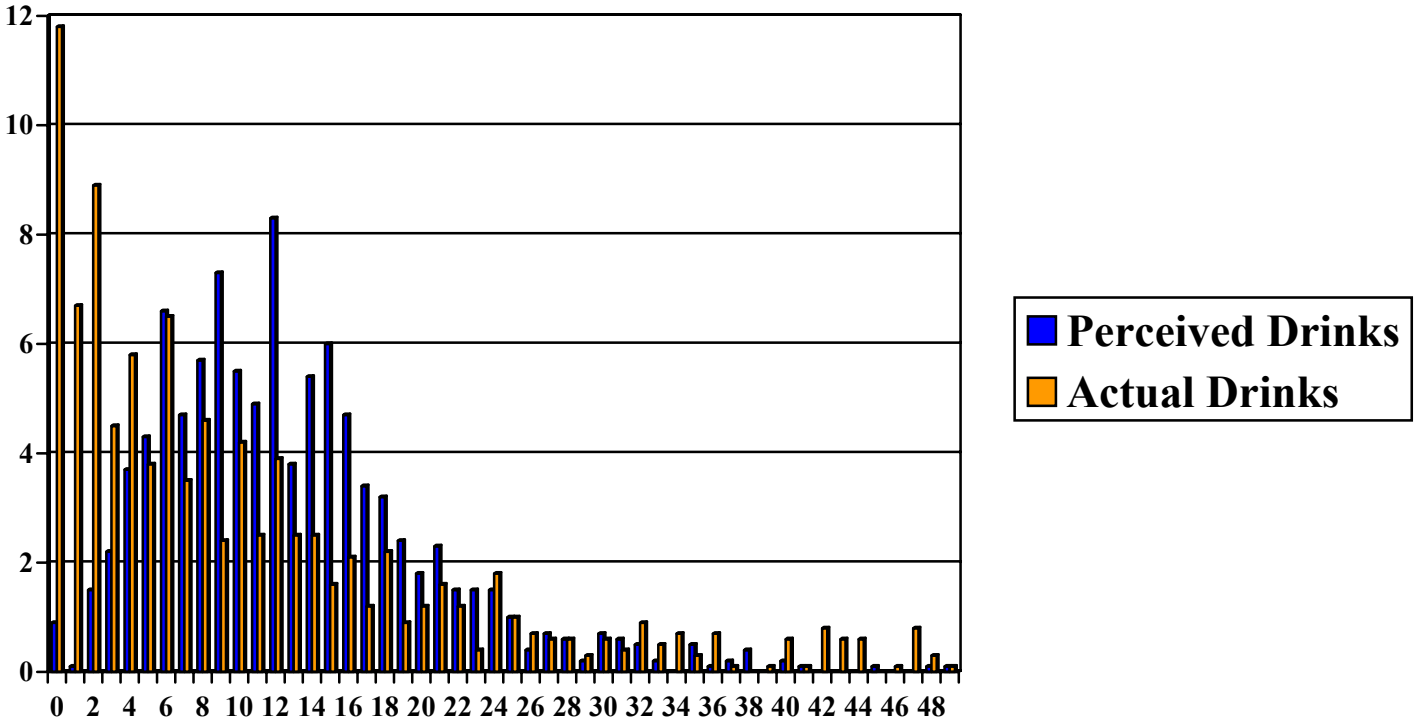


Figure 5: Comparison of Actual vs. Perceived Drinks per Week (Upper-class)

First year students reported consuming a mean of 11.6 and median of 8.0 drinks per week (See Table 7). Table 18 indicates that first-year students' perception of drinking by other first-year students (12.6 mean drinks per week) is closer to the actual mean. While this number is slightly higher than the actual mean of 11.6, it also represents a smaller gap than upper-classes perceptions of other upper-class students (a mean of 2.2 drinks). First-year perceptions of upper-class drinking are also higher, with a perceived mean of 15.9 drinks/wk versus the actual mean of 10.7 drinks per week, a 5.2 drink gap difference.

Table 18: First-Year Student Perceptions of Number of Drinks per Week for Most First-Year Students and Most Upper-class Students

	Most First-Year Students			**Most Upper-class Students**		
N	**1,178**			**1,165**		
Mean	**12.9**			**15.9**		
Median	**12.0**			**14.0**		
Number of Drinks/Wk	**Frequency**	**Percent**	**Cumulative Percent**	**Frequency**	**Percent**	**Cumulative Percent**
0	12	1.1	1.1	10	.9	.9
1	0	0	1.1	1	.1	1.0
2	14	1.2	2.3	9	.8	1.8
3	14	1.2	3.5	5	.4	2.2
4	48	4.1	7.6	19	1.6	3.8
5	48	4.1	11.7	34	2.9	6.8
6	83	7.1	18.7	49	4.2	11.0
7	60	5.1	23.8	36	3.1	14.1
8	75	6.4	30.2	61	5.3	19.3
9	70	6.0	36.1	58	4.9	24.3
10	72	6.1	42.2	72	6.2	30.5
11	63	5.4	47.6	43	3.7	34.2
12	86	7.3	54.9	80	6.8	41.0
13	72	6.1	61.0	61	5.2	46.2
14	57	4.9	65.8	58	4.9	51.1
15	67	5.7	71.5	60	5.1	56.3
16	43	3.6	75.2	55	4.8	61.0
17	43	3.7	78.8	40	3.4	64.4
18	35	3.0	81.8	42	3.6	68.0
19	32	2.7	84.5	36	3.1	71.2
20	21	1.8	86.3	37	3.2	74.3
21	33	2.8	89.1	36	3.1	77.5
22	27	2.3	91.4	32	2.8	80.2
23	21	1.8	93.1	26	2.2	82.5
24	10	.8	94.0	29	2.5	85.0
25	11	1.0	94.9	20	1.7	86.7
26	6	.5	95.4	19	1.6	88.3
27	8	.7	96.1	10	.9	89.2
28	4	.3	96.4	15	1.3	90.5
29	4	.3	96.8	14	1.2	91.7
30	6	.5	97.3	15	1.3	92.9
31	3	.3	97.5	9	.8	93.7
32	2	.2	97.7	12	1.0	94.7
33	7	.6	98.3	4	.4	95.1

34	1	.1	98.4	9	.8	95.9
35	3	.2	98.6	12	1.0	96.9
36	4	.3	98.9	10	.8	97.8
37	4	.3	99.2	4	.3	98.7
38	1	.1	99.3	3	.3	98.4
39	1	.1	99.4	0	0	98.4
40	1	.1	99.5	6	.5	98.9
41	2	.2	99.7	1	.1	98.9
42	0	0	99.7	2	.2	99.1
43	0	0	99.7	0	0	99.1
44	0	0	99.7	3	.3	99.4
45	2	.2	99.8	3	.2	99.6
46	0	0	99.8	3	.2	99.8
47	1	.1	99.9	1	.1	99.9
48	0	0	99.9	1	.1	100.0
49	1	.1	100.0	0	0	100.0

Table 19 provides a historical comparison of actual and perceived number of drinks per week for each first year class since the spring of 1999. A rather dramatic reduction in misperception is evident from 1999 to 2001. In 1999, first-year students overestimated the number of drinks other first-year students consumed by 5.0 (median) drinks. By 2000, this overestimation had dropped to 3.0 (median) drinks. From 2001 to 2003, the overestimation remained at 3.0 (median) drinks. This year the misperception has stayed relatively similar, a misperception gap of 4.0 drinks (versus 3.0 from last year) while the actual median numbers changed dramatically. This is due as reported earlier to the change in question working of the measurement of drinks per week.

Table 19: Descriptive Statistics of First-Year Students' Actual and Perceived *Number of Drinks Per Week* by Year

	Actual Number of Drinks/Wk	**Perceived Number of Drinks/Wk**
Year	Median	Median
1999	3	8
2000	3	6
2001	2	5
2002	1	4
2003	2	5
2004	8	12

Change in Alcohol Use

Participants were asked to indicate how, if at all, their alcohol use has changed in the last twelve months. 58.2% of first-year students report that their alcohol use has increased in the last twelve months, while 15.4% indicated it decreased and 26.3% stayed the same. For upper-class, there was a larger percentage of same alcohol use (45.7%), while the amount of increased usage was 29.1% and decreased use was 25.3%. Please see Table 20 for an overview of responses from first-year students, upper-class students and the aggregate sample.

Table 20: Frequency Distributions in Response to the Question "*To What Extent Has Your Alcohol Use Changed Within the Last 12 Months?*"

Response	1st-Years	Upper-class Sample	Aggregate Sample
Increased	58.2%	29.1%	42.6%
Decreased	15.4%	25.3%	20.7%
About the same	26.3%	45.7%	36.7%

First Years Who Report Having 0 Drinks Per Week

It is encouraging to witness the increase in the percentage of abstainers, especially among first year students. In Table 21, the distribution between abstainers and students consuming 10+ is examined.

Table 21: Distribution of First Year Who Had 0 Drinks Per Week and Students Drinking 10+ Drinks Per Week (Reported in Percentage)

Year	Abstainers	0 Drinks Per Week	1-9 Drinks Per Week	10+ Drinks Per Week
1999	N/A	34.8	36.5	28.7
2000	N/A	33.0	39.6	27.4
2001	N/A	41.8	40.9	17.3
2002	N/A	49.1	33.0	17.9
2003	20.0	39.9	36.3	23.8
2004*	21.1	15.4	38.6	46.0

*** The 2004 question regarding drinking was queried differently, possibly accounting for the increase in drinks per week.**

Drinking and Driving

Participants were asked to indicate how often they had engaged in driving after drinking since they had returned from winter break. Table 22 shows that 95.8% of First Years reported that they did not drive after drinking since winter break. This is a slight increase from the 95.2% in 2003. The upper-class sample, which includes students who are more likely to have cars available for driving, reported a higher rate of drinking and driving with 23.2% of the sample getting behind the wheel after drinking since winter break, which represents a decrease from the 25.3% in 2003. Perhaps the most worrisome statistics are the ones regarding upper-class students the sorority and fraternity members. The difference in drinking and driving between fraternity and sorority members versus total sample and non fraternity and sorority members is even greater. In Table 22, 33.5% of the upper-class fraternity and sorority sample reported drinking and driving at least once since winter break. This is contrasted with 23.2% of all upper-class students. Table 22a examines the differences in First Year students by gender and fraternity/sorority status, with regard to drinking and driving and the results here are much more encouraging. There is almost no difference between non-fraternity members and fraternity members with regards to driving after drinking. 4.7% of fraternity men report drinking and driving versus 5.3% of non-fraternity men. For females, 2.3% of sorority women drove after drinking, whereas 3.7% of non-sorority women reported engaging in this behavior. This difference is interesting and could be due to the Center for Alcohol and Substance Education's focused harm reduction programs for fraternity and sorority members during the past year. It is interesting to note that with respect to serving as a designated driver, fraternity and sorority members both had a higher rate that their non fraternity and sorority classmates. 13.5% of first year fraternity men served as a designated driver while 10.7% of non fraternity men did the same. The difference repeats itself with regards to first year female students. 11.4% of sorority women reported serving as designated drivers while the percentage of non sorority women was 9.7%.

Table 22: Incidence of Drinking and Driving for First Years & Upper-class Population (In Percent)

Since winter break, how often did you…	1st-Year Sample			Upper-class Sample			First Year Sample Fraternity and Sorority			Upper-class Sample Fraternity and Sorority		
	0	1x	2x +	0	1x	2x +	0	1x	2x +	0	1x	2x +
Drive	70.2	8.8	21.0	19.0	4.1	76.9	72.0	8.2	19.8	7.4	3.7	88.9
Drive after drinking	95.8	2.8	1.4	76.8	15.0	8.2	96.1	3.1	0.8	66.5	22.7	10.8
Drive after having 5 or more drinks	97.9	1.5	0.6	94.6	2.9	2.5	97.4	1.8	0.8	90.0	5.6	3.5
Serve as a designated driver	89.1	7.2	3.7	52.1	20.6	27.3	87.3	8.4	4.3	31.0	26.4	45.6

Table 22a: Incidence of Drinking and Driving for First Year Population, by Gender (In Percent)

Since winter break, how often did you…		1st-Year Sample Total Population			1st Year Sample Fraternity and Sorority Population			1st Year Sample Non-Fraternity and Non-Sorority Population		
		0	1x	2x +	0	1x	2x +	0	1x	2x +
Drive	*Male*	*70.3*	*9.4*	*20.4*	*69.5*	*10.5*	*20.0*	*70.7*	*8.7*	*20.6*
	Female	70.1	8.4	21.5	75.0	5.4	19.6	68.0	9.6	22.4
Drive after drinking	*Male*	*95.0*	*3.3*	*1.7*	*95.3*	*3.3*	*1.4*	*94.7*	*3.3*	*2.0*
	Female	*96.8*	*2.1*	*1.1*	97.7	2.3	0.0	96.3	2.0	1.7
Drive after having 5 or more drinks	*Male*	*97.0*	*1.7*	*1.3*	*96.7*	*1.9*	*1.4*	*97.2*	*1.6*	*1.2*
	Female	98.7	1.3	0.0	98.3	1.7	0.0	99.0	1.0	0.0
Serve as a designated driver	*Male*	*88.2*	*6.5*	*5.3*	*86.4*	*7.2*	*6.3*	*89.3*	*6.1*	*4.6*
	Female	89.8	7.8	2.4	88.5	9.8	1.6	90.4	6.9	2.8

Table 22b: Incidence of Drinking and Driving for Upper-class Population by Gender (In Percent)

Since winter break, how often did you…		Upper-class Sample Total Population			Upper-class Sample Fraternity and Sorority Population			Upper-class Sample Non-Fraternity and Non-Sorority Population		
		0	1x	2x +	0	1x	2x +	0	1x	2x +
Drive	*Male*	*17.0*	*4.9*	*78.1*	*8.8*	*4.4*	*86.7*	*20.6*	*5.1*	*74.3*
	Female	20.7	3.6	75.7	6.2	3.1	90.7	26.7	3.8	69.5
Drive after drinking	*Male*	*70.6*	*17.7*	*11.7*	*60.4*	*23.4*	*16.2*	*76.1*	*14.6*	*9.3*
	Female	82.6	12.7	4.7	72.5	22.5	5.0	87.7	7.8	4.5
Drive after having 5 or more drinks	*Male*	*91.1*	*5.1*	*3.8*	*85.6*	*9.0*	*5.4*	*94.1*	*2.9*	*3.0*
	Female	98.3	0.8	0.8	96.7	2.5	0.8	99.2	0.0	0.8
Serve as a designated driver	*Male*	*52.8*	*21.4*	*25.7*	*36.6*	*25.0*	*38.4*	*59.9*	*19.8*	*20.2*
	Female	51.5	20.2	28.3	25.6	28.7	45.7	62.0	16.8	21.2

Protective Behaviors

Participants were asked to indicate the degree to which they engage in behaviors that are either protective or harmful when drinking. Only those participants who indicated that they drink were allowed to answer these questions. Table 23 provides the mean response to each behavior for the all UVA students and for first-year students. The number 1 represents "never," #2 represents "rarely," #3 represents "sometimes," #4 represents "usually," and # 5 represents "always." Means above 3.5 are highlighted in gray and means below 2.5 are highlighted in black.

Table 23: Degree of Participation in Protective/Harmful Behaviors When Drinking 2004 Sample

"When I drink, I…"	Aggregate	First-Years
	Mean	Mean
Plan on a designated driver, or alternative transportation	4.0	3.9
Play drinking games	2.9	2.9
Stay in a group for protection (use a buddy system)	4.0	4.1
Take shots	2.9	3.1
make my own drinks	3.2	2.9
watch other people make my drinks	3.4	3.5
alternate with non-alcoholic beverages	2.5	2.5
drink to get drunk	2.9	3.0
make sure I have eaten beforehand	3.9	3.9
set a limit on the number of drinks I will have	2.8	2.9
drink at the rate of one of fewer per hour	2.6	2.5
try to keep up with my friends	2.4	2.5
Take precautions not to inconvenience non-drinking peers	3.8	3.9

Tables 24 provides a longitudinal comparison of participation in drinking behaviors for the first-year classes from 1999 – 2004. Overall, there has been little change in the degree to which students engage in these particular behaviors.

Table 24: Comparison of Degree of Participation in Protective/Harmful Behaviors When Drinking 1999-2004 First-Year Samples

"When I drink, I…"	1999	2000	2001	2002	2003	2004
	Mean	Mean	Mean	Mean	Mean	Mean
plan on a designated driver, or alternative transportation	4.0	3.9	4.1	4.0	4.0	3.9
play drinking games	2.7	2.7	2.7	2.9	2.8	2.9
stay in a group for protection (use a buddy system)	4.1	4.2	4.0	4.0	4.0	4.1
take shots	2.8	2.9	2.9	3.0	2.9	3.1
make my own drinks	2.9	2.8	3.0	3.0	2.9	2.9
Watch other people make my drinks	3.3	3.5	3.5	3.5	3.3	3.5
alternate with non-alcoholic beverages	2.3	2.2	2.3	2.4	2.5	2.5
drink to get drunk	3.1	3.1	3.1	3.1	2.9	3.0
make sure I have eaten beforehand	3.7	3.7	3.6	3.7	3.7	3.9
set a limit on the number of drinks I will have	3.0	2.7	2.8	2.8	2.9	2.9
drink at the rate of one of fewer per hour	2.5	2.3	2.4	2.4	2.5	2.5
try to keep up with my friends	2.4	2.6	2.5	2.5	2.4	2.5
take precautions not to incon. non-drinkers	3.7	3.7	3.7	3.8	3.7	3.9

All participants were asked to indicate the extent to which they engage in protective behaviors when they are with *someone else* who has been drinking. Tables 25-33 contain the distribution of the responses provided by the aggregate sample and by first-year students.

Table 25: Responses to: When I'm with someone else who is drinking, I. . .

make sure they are not left alone with a stranger

	Aggregate		First-Years	
Response	Frequency	Percent	Frequency	Percent
Never had the opportunity	376	15.8	208	17.9
Never	45	2.3	23	2.4
Rarely	73	3.6	39	4.1
Sometimes	189	9.4	67	7.0
Usually	558	27.9	254	26.7
Always	1137	56.8	569	59.8
Total	**2378**	**100.0**	**1160**	**100.0**

Table 26: Responses to: When I am with someone else who is drinking, I. . .

encourage them to drink more.

	Aggregate		First-Years	
Response	Frequency	Percent	Frequency	Percent
Never had the opportunity	167	7.0	110	9.5
Never	729	32.9	398	37.9
Rarely	625	28.3	292	27.8
Sometimes	658	29.7	264	25.2
Usually	163	7.4	79	7.5
Always	38	1.7	17	1.6
Total	**2380**	**100.0**	**1159**	**100.0**

Table 27: Responses to: When I am with someone else who is drinking, I. . .

ask them to slow down if they are drinking excessively.

	Aggregate		First-Years	
Response	Frequency	Percent	Frequency	Percent
Never had the opportunity	306	12.9	183	15.8
Never	89	4.3	39	4.0
Rarely	232	11.2	120	12.3
Sometimes	561	27.1	232	23.8
Usually	736	35.5	361	37.0
Always	454	21.9	224	22.9
Total	**2378**	**100.0**	**1160**	**100.0**

Table 28: Responses to: When I am with someone else who is drinking, I. . .

intervene to stop them from drinking and driving.

Response	Aggregate		First-Years	
	Frequency	Percent	Frequency	Percent
Never had the opportunity	684	28.7	435	37.5
Never	27	1.6	15	2.1
Rarely	46	2.7	23	3.2
Sometimes	131	7.7	55	7.6
Usually	383	22.6	151	20.8
Always	1108	65.4	481	66.3
Total	**2379**	**100.0**	**1160**	**100.0**

Table 29: Responses to: When I am with someone else who is drinking, I. . .

intervene to stop them from harming themselves.

Response	Aggregate		First-Years	
	Frequency	Percent	Frequency	Percent
Never had the opportunity	793	33.4	426	36.8
Never	27	1.7	18	2.5
Rarely	34	2.1	15	2.0
Sometimes	122	7.8	56	7.6
Usually	375	23.6	170	23.2
Always	1028	64.8	475	64.7
Total	**2378**	**100.0**	**1160**	**100.0**

Table 30: Responses to: When I am with someone else who is drinking, I. . .

intervene to stop them from harming others.

Response	Aggregate		First-Years	
	Frequency	Percent	Frequency	Percent
Never had the opportunity	853	35.9	435	37.5
Never	18	1.2	12	1.6
Rarely	34	2.2	17	2.3
Sometimes	105	6.9	46	6.3
Usually	349	22.9	168	23.1
Always	1019	66.8	483	66.5
Total	**2378**	**100.0**	**1160**	**100.0**

Table 31: Responses to: When I am with someone else who is drinking, I. . .

roll them on their side, if they have been sick.

	Aggregate		First-Years	
Response	Frequency	Percent	Frequency	Percent
Never had the opportunity	1214	51.1	591	51.0
Never	50	4.3	27	4.7
Rarely	46	3.9	17	3.0
Sometimes	123	10.6	54	9.5
Usually	243	20.9	119	21.0
Always	701	60.3	351	61.8
Total	**2377**	**100.0**	**1160**	**100.0**

Table 32: Responses to: When I am with someone else who is drinking, I. . .

stay and monitor them, if they are passed out.

	Aggregate		First-Years	
Response	Frequency	Percent	Frequency	Percent
Never had the opportunity	991	41.7	479	41.3
Never	32	2.3	16	2.3
Rarely	65	4.7	30	4.4
Sometimes	146	10.5	61	8.9
Usually	395	28.5	201	29.5
Always	749	54.0	374	54.9
Total	**2378**	**100.0**	**1160**	**100.0**

Table 33: Responses to: When I am with someone else who is drinking, I. . .

call 911, if they are showing signs of alcohol poisoning.

	Aggregate		First-Years	
Response	Frequency	Percent	Frequency	Percent
Never had the opportunity	1876	78.9	924	79.6
Never	65	13.0	28	11.9
Rarely	54	10.8	26	11.0
Sometimes	45	9.0	25	10.6
Usually	66	13.2	38	16.1
Always	271	54.0	119	50.4
Total	**2377**	**100.00**	**1160**	**100.0**

Tables 34-42 provide a longitudinal comparison of the extent to which each first year class from 1999-2004 engages in protective behaviors when they are with someone else who has been drinking. The results here are mixed. Participation in many protective behaviors remains relatively flat for first-year students.

Table 34: Longitudinal Comparison of First-Year Responses to: When I am with someone else who is drinking, I. . .

make sure they are not left alone or with a stranger.

Response	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)
Never had the opportunity	11.8	14.5	18.6	17.3	17.3	17.9
Never	2.3	2.4	1.6	2.2	3.9	2.4
Rarely	3.8	3.7	5.7	3.7	1.5	4.1
Sometimes	9.9	7.7	8.2	10.9	8.7	7.0
Usually	35.5	30.7	24.9	28.2	29.9	26.7
Always	35.9	40.9	40.5	37.7	56.0	59.8
Total	**100.0**	**100.0**	**99.6**	**100.0**	**100.0**	**100.0**

Table 35: Longitudinal Comparison of First-Year Responses to: When I am with someone else who is drinking, I. . .

encourage them to drink more.

Response	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)
Never had the opportunity	6.6	7.9	9.4	9.4	8.9	9.5
Never	41.4	43.2	39.6	42.5	42.0	37.9
Rarely	28.2	23.9	26.5	22.9	28.5	27.8
Sometimes	19.6	18.8	19.0	20.3	22.2	25.2
Usually	3.0	4.3	4.0	3.6	5.5	7.5
Always	1.3	1.9	.9	1.4	1.8	1.6
Total	**100.0**	**100.0**	**99.4**	**100.0**	**100.0**	**100.0**

Table 36: Longitudinal Comparison of First-Year Responses to: When I am with someone else who is drinking, I. . .

ask them to slow down if they are drinking excessively.

Response	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)
Never had the opportunity	10.4	13.5	14.4	14.3	14.1	15.8
Never	3.8	4.8	4.0	5.1	3.5	4.0
Rarely	11.1	11.0	10.5	10.1	9.2	12.3
Sometimes	26.1	25.8	21.2	24.2	26.2	23.8
Usually	32.2	26.7	29.6	29.1	34.3	37.0
Always	16.5	18.2	19.9	17.2	26.0	22.9
Total	**100.0**	**100.0**	**99.6**	**100.0**	**100.0**	**100.0**

Table 37: Longitudinal Comparison of First-Year Responses to: When I am with someone else who is drinking, I. . .

intervene to stop them from drinking and driving.

Response	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)
Never had the opportunity	24.6	31.3	29.3	29.3	35.2	37.5
Never	.7	1.3	.4	1.2	3.2	2.1
Rarely	2.6	2.6	1.2	2.3	3.5	3.2
Sometimes	5.6	5.3	6.6	5.6	7.3	7.6
Usually	15.0	14.8	15.3	13.9	18.0	20.8
Always	51.5	44.7	46.2	47.7	68.0	66.3
Total	**100.0**	**100.0**	**99.1**	**100.0**	**100.0**	**100.0**

Table 38: Longitudinal Comparison of First-Year Responses to: When I am with someone else who is drinking, I. . .

intervene to stop them from harming themselves.

Response	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)
Never had the opportunity	25.3	29.6	28.9	30.2	36.7	36.8
Never	.8	1.3	.7	.9	2.9	2.5
Rarely	2.7	2.1	1.6	2.5	3.7	2.0
Sometimes	5.8	5.1	5.7	7.1	7.9	7.6
Usually	17.8	16.0	15.9	16.4	21.0	23.2
Always	47.5	45.9	46.5	42.8	64.5	64.7
Total	**100.0**	**100.0**	**99.4**	**100.0**	**100.0**	**100.0**

Table 39: Longitudinal Comparison of First-Year Responses to: When I am with someone else who is drinking, I. . .

intervene to stop them from harming others.

Response	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)
Never had the opportunity	28.9	32.8	32.1	31.9	39.2	37.5
Never	.9	1.0	.7	1.4	3.1	1.6
Rarely	2.3	2.1	2.4	2.3	3.9	2.3
Sometimes	3.9	4.1	4.4	5.5	8.2	6.3
Usually	15.3	14.8	15.8	14.3	19.6	23.1
Always	48.7	45.2	43.9	44.7	65.2	66.5
Total	**100.0**	**100.0**	**99.3**	**100.0**	**100.0**	**100.0**

Table 40: Longitudinal Comparison of First-Year Responses to: When I am with someone else who is drinking, I. . .

roll them on their side, if they have been sick.

Response	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)
Never had the opportunity	46.3	47.4	50.7	48.6	52.0	51.0
Never	1.9	1.9	1.6	2.2	5.7	4.7
Rarely	4.1	2.7	2.4	3.3	6.1	3.0
Sometimes	5.8	5.3	4.0	4.5	8.1	9.5
Usually	11.2	11.1	9.6	10.7	17.3	21.0
Always	30.7	31.6	31.1	30.6	62.8	61.8
Total	**100.0**	**100.0**	**99.3**	**100.0**	**100.0**	**100.0**

Table 41: Longitudinal Comparison of First-Year Responses to: When I am with someone else who is drinking, I. . .

stay and monitor them, if they are passed out.

Response	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)
Never had the opportunity	41.6	42.3	42.0	43.3	46.7	41.3
Never	1.3	1.7	1.2	1.2	5.7	2.3
Rarely	3.4	4.0	2.7	4.4	6.1	4.4
Sometimes	9.2	5.5	6.0	5.7	8.1	8.9
Usually	14.1	15.7	14.4	15.4	17.3	29.5
Always	30.4	30.8	33.0	30.0	62.8	54.9
Total	**100.0**	**100.0**	**99.3**	**100.0**	**100.0**	**100.0**

Table 42: Longitudinal Comparison of First-Year Responses to: When I am with someone else who is drinking, I. . .

call 911, if they are showing signs of alcohol poisoning

Response	1999 (%)	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)
Never had the opportunity	73.8	72.9	74.2	71.1	81.9	79.6
Never	3.4	3.3	1.2	2.1	23.7	11.9
Rarely	2.2	1.9	1.3	2.3	7.6	11.0
Sometimes	2.0	1.0	1.5	1.7	7.0	10.6
Usually	2.8	4.9	4.1	4.8	10.3	16.1
Always	15.9	16.0	16.8	18.0	51.4	50.4
Total	**100.0**	**100.0**	**99.1**	**100.0**	**100.0**	**100.0**

Experience of Negative Consequences of Drinking

Participants who drink were asked to indicate whether or not they had experienced any of a list of negative consequences as a result of their drinking. Only those students who drink were given an opportunity to answer this question. Table 43 contains the percent of respondents in both the first-year sample (n=900) and the aggregate sample (n = 1956) that chose either "yes" or "no" for each of the negative consequences. As a whole, it appears as though first-year students experience the negative consequences of drinking slightly more than the aggregate sample does. An exception to this is in the case of driving under the influence. This may be due to the fact that fewer first years have access to a vehicle. In addition, first years had a higher percentage state that they had a friend worry about them as a result of their drinking. Table 44 compares the responses of the 2004 first-year sample to those from the 1999-2003 first-year samples. A stable trend in the experience of negative consequences for first-year students is evident from this table. There were decreases in 8 of the 17 negative consequences in 2004 from the previous year. There was a large decline in becoming hurt as a consequence of their drinking, however there were increases in damaging property and getting into an argument. The negative consequences for the *all* UVA students continue to remain stable as well. Table 44a shows that, when looking at UVA students as a whole, 10 of the 17 negative consequences declined or stayed the same during year 2004 from year 2003. There was a large decrease in becoming hurt and driving under the influence which is heartening. The notable increases were similar to the first years with damaging property, getting in trouble with the police and being taken to the emergency room, as the largest of the three increases.

Table 43: Negative Consequences Of Own Use Experienced in the Last Year by First-Year and Aggregate Drinkers (By Percentage)

	Aggregate		**First-Year**	
Consequences	Yes	No	Yes	No
Had a hangover	71.2	28.8	68.4	31.6
Vomited	60.2	39.8	60.9	39.1
Performed poorly on a test or important project	12.1	87.9	12.3	87.7
Been in trouble with the police	7.0	93.0	8.6	91.4
Damaged property	16.7	83.3	17.8	82.2
Gotten into a fight	7.0	93.0	7.0	93.0
Gotten into an argument	37.2	62.8	36.1	63.9
Missed a class	35.4	64.6	34.0	66.0
Had a memory loss	44.7	55.3	45.2	54.8
Have been taken advantage of sexually	8.1	91.9	9.0	91.0
Taken advantage of someone sexually	3.4	96.6	2.6	97.4
Been hurt or injured	10.5	89.5	12.0	88.0
Driven under the influence	16.4	83.6	12.5	87.5
Felt embarrassed or ashamed because of your use	31.4	68.6	33.8	66.2
Had a friend worry about you because of your use	19.1	80.9	24.5	75.5
Engaged in unprotected sex	12.9	87.1	10.2	89.8
Been taken to the emergency room	4.0	96.0	4.0	96.0

Table 44: Comparison of Negative Consequences of Own Use Experienced by First-Year Students, 1999-2004

	Yes						No					
Consequence	'99	'00	'01	'02	'03	'04	'99	'00	'01	'02	'03	'04
Had a hangover	72.5	77.8	75.6	73.3	67.6	68.4	27.5	22.2	24.4	26.7	32.4	31.6
Vomited	60.5	62.2	68.3	65.9	62.3	60.9	39.5	37.8	31.5	34.1	37.7	39.1
Performed poorly on a test or important project	17.3	15.6	18.2	18.1	15.9	12.3	82.7	84.4	81.6	81.9	84.1	87.7
Been in trouble with the police	4.3	4.9	11.0	10.1	7.3	8.6	95.7	95.1	88.8	89.9	92.7	91.4
Damaged property	9.7	16.4	16.6	15.5	12.4	17.8	90.3	83.6	83.2	84.5	87.6	82.2
Gotten into a fight	5.0	6.1	7.2	8.7	7.2	7.0	95.0	93.9	92.5	91.3	92.8	93.0
Gotten into an argument	26.1	31.6	41.0	37.7	32.6	36.1	73.9	68.3	59.0	62.3	67.4	63.9
Missed a class	39.5	41.9	47.2	43.2	36.6	34.0	60.5	58.1	52.6	56.8	63.4	66.0
Had a memory loss	42.5	49.9	48.9	49.1	42.9	45.2	57.5	50.1	50.9	50.9	57.1	54.8
Have been taken advantage of sexually	12.9	14.5	12.2	13.1	10.5	9.0	87.1	85.5	87.4	86.9	89.5	91.0
Taken advantage of someone sexually	5.2	5.9	3.9	4.0	2.8	2.6	94.8	94.1	95.9	96.0	97.2	97.4
Been hurt or injured	18.8	24.2	24.2	28.7	21.2	12.0	81.2	75.8	75.2	71.3	78.8	88.0
Driven under the influence	9.3	10.4	17.8	17.6	14.8	12.5	90.7	89.6	81.6	82.4	85.2	87.5
Felt embarrassed or ashamed because of your use	39.4	37.9	43.5	36.6	34.8	33.8	60.6	62.1	56.3	63.4	65.2	66.2
Had a friend worry about you because of your use	28.2	30.8	31.1	25.8	24.4	24.5	71.8	69.2	68.5	74.2	75.6	75.5
Engaged in unprotected sex	8.3	9.3	11.6	12.4	9.3	10.2	91.7	90.7	87.8	87.6	90.7	89.8
Been taken to the emergency room	2.2	2.7	4.6	3.9	2.8	4.0	97.8	97.3	95.0	96.1	97.2	96.0

Table 44a: Comparison of Negative Consequences of Own Use Experienced by All Students, 2001-2004

	2001		2002		2003		2004	
Consequences	Yes	No	Yes	No	Yes	No	Yes	No
Had a hangover	82.3	17.2	76.9	23.1	73.0	27.0	71.2	28.8
Vomited	67.3	32.2	64.7	35.3	60.9	39.1	60.2	39.8
Performed poorly on a test or important project	15.4	84.0	14.8	85.2	14.1	85.9	12.1	87.9
Been in trouble with the police	8.5	91.0	6.3	93.7	5.0	95.0	7.0	93.0
Damaged property	16.2	83.3	13.8	86.2	11.7	88.3	16.7	83.3
Gotten into a fight	9.3	90.2	6.9	93.1	7.2	92.8	7.0	93.0
Gotten into an argument	40.3	59.4	37.7	62.3	36.2	63.8	37.2	62.8
Missed a class	46.8	52.9	39.3	60.7	35.9	64.1	35.4	64.6
Had a memory loss	47.5	52.2	45.1	54.9	42.9	57.1	44.7	55.3
Have been taken advantage of sexually	10.9	88.7	9.9	90.1	9.1	90.9	8.1	91.9
Taken advantage of someone sexually	4.2	95.1	4.0	96.0	2.5	97.5	3.4	96.6
Been hurt or injured	24.8	74.6	22.7	77.3	21.2	78.8	10.5	89.5
Driven under the influence	29.8	69.6	25.6	74.4	19.7	80.3	16.4	83.6
Felt embarrassed or ashamed because of your use	35.8	63.9	33.7	66.3	31.5	68.5	31.4	68.6
Had a friend worry about you because of your use	22.3	77.0	20.1	79.9	18.0	82.0	19.1	80.9
Engaged in unprotected sex	16.7	82.9	12.9	87.1	12.9	87.1	12.9	87.1
Been taken to the emergency room	3.8	95.5	3.0	97.0	2.6	97.4	4.0	96.0

Seven negative consequences of drinking have been selected as particularly important indicators of problems associated with drinking. These consequences are: vomiting, performing poorly on a test or important project, missing a class, having been taken advantage of sexually, taking advantage of someone else sexually, engaging in unprotected sex, and being taken to the emergency room. Table 45 outlines the incidence of these consequences among first-year male drinkers by fraternity status. In five of the seven cases, the percentages have decreased slightly compared to the 2003 group of first-year male students. The two categories of increase are having unprotected sex (a slight 6% increase) and going to the emergency room. The increase in the emergency room visits is 90%, however, anecdotal data suggests that more students are utilizing the emergency room and in some cases the injuries they are presenting with are less serious. Performance on these measures for first-year fraternity men and first-year non-fraternity men reveals larger differences. For all seven factors, the percentage of negative consequence was greater for fraternity members than for non-fraternity members. In six of the seven cases (with the exception of vomiting) the difference in experiencing the negative consequence for fraternity over non-fraternity men was at least 100%.

The experience of negative consequences for first-year female drinkers is a bit more heartening as there was one increased negative consequence (unprotected sex) of 9%. Table 46 shows the 6 decreases from the 2003 levels. Overall, first-year sorority female drinkers show a greater incidence of negative consequences than their non-sorority first-year female drinking counterparts, and all first-year female drinkers, however, not the extent of the fraternity members. Although the sorority first year women experience more negative consequences than their non-sorority counterparts, they are experiencing decreases in 4 of the 7 categories from 2003 to 2004.

Table 45: Experience of Negative Consequences of Own Use - First-Year Male Drinkers

	All First Years					Fraternity and Sorority					Non-Fraternity and Non-Sorority				
	2000 n=389*	**2001** n=226*	**2002** n=498	**2003** n= 420	**2004** n=443	**2000** n=129*	**2001** n=59*	**2002** n=282	**2003** n= 199	**2004** n=204	**2000** N=239*	**2001** n=158*	**2002** n=216	**2003** n=221	**2004** n=239
Vomited	278 (71.6%)	159 (70.7%)	350 (70.3%)	290 (69.0%)	304 (68.6%)	111 (86%)	51 (86.4%)	227 (80.5%)	163 (81.9%)	168 (82.4%)	155 (65.1%)	102 (65.0%)	123 (56.9%)	127 (57.5)	136 (56.9%)
Performed poorly on a test or important project	69 (17.8%)	43 (19.1%)	101 (29.3%)	67 (16.0%)	62 (14.0%)	35 (27.3%)	19 (32.2%)	80 (28.4%)	40 (20.1%)	52 (25.5%)	31 (13%)	24 (15.3%)	21 (9.7%)	27 (12.2%)	10 (4.2%)
Missed a class	190 (49.7%)	105 (46.7%)	235 (47.2%)	181 (43.1%)	172 (38.8%)	91 (72.2%)	41 (69.5%)	180 (63.8%)	126 (61.8%)	118 (57.8%)	90 (38.1%)	60 (38.0%)	55 (25.6%)	55 (24.9%)	54 (22.6%)
Have been taken advantage of sexually	48 (12.7%)	21 (9.3%)	48 (9.7%)	39 (9.3%)	35 (7.9%)	20 (16%)	10 (16.9%)	36 (12.8%)	23 (11.6%)	22 (10.8%)	22 (9.4%)	11 (7.0%)	12 (5.6%)	16 (7.2%)	13 (5.4%)
Taken advantage of someone sexually	35 (9.1%)	12 (5.3%)	29 (9.9%)	18 (4.3%)	15 (3.4%)	15 (11.8%)	3 (5.1%)	22 (7.8%)	11 (5.5%)	12 (5.9%)	16 (6.8%)	9 (5.7%)	7 (3.3%)	7 (3.2%)	3 (1.3%)
Engaged in unprotected sex	42 (11%)	28 (12.5%)	59 (11.9%)	46 (10.9%)	51 (11.6%)	19 (14.7%)	12 (20.3%)	45 (16.0%)	23 (11.6%)	33 (16.3%)	20 (8.5%)	15 (9.5%)	14 (6.6%)	23 (10.4%)	18 (7.6%)
Been taken to the ER	16 (4.2%)	14 (6.2%)	25 (5.1%)	12 (2.9%)	24 (5.5%)	8 (6.3%)	5 (8.5%)	20 (7.1%)	6 (3.0%)	16 (7.9%)	7 (3%)	9 (5.7%)	5 (2.3%)	6 (2.7%)	8 (3.4%)

NOTE: Percentages are calculated based on number of responses to each item, not on total n in column.

* Total may not reflect sum of fraternity and sorority and Non-fraternity men because some participants did not indicate if they were a member of a fraternity or sorority

Table 46: Experience of Negative Consequences of Own Use – First-Year Female Drinkers

	All First Years					Fraternity and Sorority					Non-Fraternity and Non-Sorority				
	2000 n=849*	**2001** n=257*	**2002** n=456	**2003** n= 402	**2004** n=453	**2000** n=299*	**2001** N=90*	**2002** n=201	**2003** n= 155	**2004** n=173	**2000** n=534*	**2001** n=165*	**2002** n=255	**2003** n= 247	**2004** n=280
Vomited	462 (54.9%)	171 (66.5%)	271 (59.4%)	230 (57.2%)	242 (53.4%)	190 (64%)	72 (80.0%)	131 (65.2%)	107 (69.0%)	113 (65.3%)	265 (50%)	98 (59.4%)	140 (54.9%)	123 (49.8%)	129 (46.1%)
Performed poorly on a test or important project	117 (13.9%)	45 (17.5%)	70 (15.4%)	65 (16.2%)	48 (10.6%)	57 (19.1%)	22 (24.4%)	44 (21.9%)	42 (27.1%)	30 (17.3%)	59 (11.2%)	22 (13.3%)	26 (10.2%)	23 (9.3%)	18 (6.4%)
Missed a class	303 (40%)	123 (47.9%)	170 (37.4%)	130 (32.3%)	131 (29.0%)	148 (49.8%)	55 (61.1%)	102 (50.7%)	73 (47.1)	75 (43.4%)	152 (28.7%)	66 (40.0%)	68 (26.8%)	57 (23.1%)	56 (20.1%)
Have been taken advantage of sexually	133 (15.9%)	38 (14.8%)	71 (15.7%)	49 (12.2%)	46 (10.2%)	47 (15.8%)	10 (11.1%)	40 (19.9%)	23 (14.8%)	23 (13.2%)	86 (16.4%)	28 (17.0%)	31 (12.3%)	26 (10.5%)	23 (8.3%)
Taken advantage of someone sexually	28 (3.3%)	7 (2.7%)	9 (2.0%)	18 (4.5%)	8 (1.8%)	7 (2.4%)	0 (0%)	3 (1.5%)	4 (2.6%)	5 (2.9%)	21 (4%)	7 (4.2%)	6 (2.4%)	3 (1.2%)	3 (1.1%)
Engaged in unprotected sex	67 (8%)	28 (10.9%)	56 (12.3%)	33 (8.2%)	40 (8.9%)	23 (7.7%)	9 (10.0%)	29 (14.4%)	16 (10.3%)	22 (12.7%)	44 (8.4%)	18 (11.0%)	27 (10.7%)	17 (6.9%)	18 (6.6%)
Been taken to the ER	13 (1.6%)	8 (3.1%)	11 (2.4%)	11 (2.7%)	11 (2.4%)	8 (2.7%)	2 (2.2%)	6 (3.1%)	4 (2.6%)	5 (2.9%)	5 (1%)	5 (3.0%)	5 (2.0%)	7 (2.8%)	6 (2.2%)

NOTE: Percentages are calculated based on number of responses to each item, not on total n in column.

* Total may not reflect sum of fraternity and non-fraternity men because some subjects did not indicate if they were fraternity members

Table 47 examines the experience of key negative consequences for the aggregate sample by gender and fraternity and sorority status. Members of the fraternity and sorority communities experience a higher incidence of negative consequences than the entire sample, with fraternity men experiencing them at a higher rate than sorority women in all cases.

Table 47: Negative Consequences Of Own Use Experienced in the Last Year by Sample (In Percentage)

Negative Consequence	Aggregate Sample	Aggregate Fraternity	Aggregate Sorority
Vomited	60.2	77.8	65.6
Performed poorly on a test or important project	12.1	24.0	13.9
Missed a class	35.4	58.9	43.9
Have been taken advantage of sexually	8.1	10.1	8.9
Taken advantage of someone sexually	3.4	6.0	2.2
Engaged in unprotected sex	12.9	21.1	11.7
Been taken to the ER	4.0	8.0	3.9

Attitudes

Participants were asked to indicate their level of agreement with a number of statements about alcohol using a 5-point Likert-type scale. The number 1 equals "strongly disagree," #2 equals "disagree," #3 equals "no opinion," #4 equals "agree," and the #5 equals "strongly agree." Table 48 contains the mean response for each statement for both the aggregate and first-year sample. Means above 3.5 are in the "agree" range and are highlighted in gray. Means below 2.5 are in the "disagree" range and are highlighted in black.

Table 48: Level of Agreement with Alcohol Attitude Statements

To what extent do you agree with the following statements. . .	Aggregate Sample	First-Year Sample
	Mean	Mean
Drinking is a central part of my social life	2.4	2.3
Drinking is a central part of the social life of the typical UVA student	3.4	3.4
Overall, I support the University's efforts to curtail high-risk drinking	3.8	3.8

Leadership and Alcohol Consumption

There is a growing body of literature examining the relationship between leadership and alcohol consumption. A recent article by Spratt and Turrentine (2001) in the Journal of College Student Development found that students in leadership positions exhibit higher rates of alcohol consumption than students who are not in leadership positions. This finding has led many to wonder if students elect leaders who are heavier drinkers. This year's survey looked for existence of this phenomenon and found mixed results. Students were asked to indicate their level of involvement in each of twelve different extracurricular activities. The mean number of drinks per week was then calculated for each level of involvement in each activity. Overall, member of religious or interfaith groups and minority or ethnic

groups exhibit the lowest levels of alcohol consumption. Leaders of intercollegiate athletics and intramural or club sports tended to display elevated drinking levels in comparison to members of the same groups who are not in leadership positions. It is interesting to note that participants in service fraternities and sororities have drinking levels that are second only to intercollegiate athletics and intramural or club sports, with leaders who consume slightly less than regular participants. The groups who have the most dramatic incidence of low (and non) risk drinking are leaders of religious and interfaith groups as well as minority& ethnic groups and music and performing arts groups. Please see Table 50 for the mean consumption for all levels of involvement in each activity.

Table 50: Mean Alcohol Consumption by Level of Involvement in Extracurricular Activities (Aggregate Sample)

Activity	Level of Involvement			
	Not Involved	Somewhat Involved	Very Involved	Leadership Position
Intercollegiate Athletics	12.2	16.5	12.7	15.0
Intramural or club sports2.0	10.5	14.5	14.4	15.5
Social Fraternities/Sororities	9.0	15.2	22.8	18.1
Service Fraternity or Sorority	12.3	14.7	10.9	11.0
Religious & Interfaith Groups	14.3	7.7	2.7	4.6
Minority and Ethnic Groups	13.4	6.8	9.4	6.4
Political/Social Action Groups	12.7	11.6	9.1	10.6
Music & Performing Arts Groups	13.2	9.3	9.8	9.0
Student Media Organization	12.7	9.6	11.1	10.0
Student Government	12.4	12.6	13.2	14.2
Community Service	13.6	11.3	10.6	10.8

GPA and Alcohol Consumption

Many colleges and universities have found that students' GPA decreases as their consumption increases. This is not necessarily the case at the University of Virginia. Table 51 provides the mean number of drinks per week that students reported consuming, organized by their reported GPA. Note that, although students with a B- & D average report consuming higher amounts of alcohol each week, there is very little difference in consumption of an A-range grade point average student and a C-range grade point average student. The exception to this being A and C averages.

Table 51: *Median Number of Drinks Per Week* by GPA (Aggregate Sample)

GPA	Mean # of Drinks	N
A+	11.3	36
A	9.7	274
A-	11.5	537
B+	11.3	525
B	11.6	508
B-	12.0	225
C+	11.8	120
C	9.0	71
C-	11.2	27
D	16.7	3
F	8.5	4

4th-Year 5th

This year's survey included a question designed to measure participation in the 4th-Year 5th, a much maligned UVA occurrence in which fourth-year students attempt to consume a fifth of liquor on the day of the last home football game. Table 52 indicates the percentage of participants in this activity for both the aggregate sample and fourth-year students. 10.3% of fourth-year students report participating in the 4th Year 5th. This number is lower than the 16.4% reported by this same survey in 2003.

Table 52: Degree of Participation in the 4th-Year 5th (By Percentage)

Have you ever participated in the 4th Year 5th?	Aggregate Sample	4th-Year Students
Yes, and I finished the whole fifth	3.3	6.7
Yes, but I did not finish the whole fifth	1.6	3.6
No, but I did drink that day	34.0	35.6
No, and I had nothing to drink that day	61.1	54.1

Have you ever participated in the 4th Year 5th?	Aggreg. Sample 2003	Aggreg. Sample 2004	4th-Yr 2003	4th-Yr 2004
Yes, and I finished the whole fifth	4.7	3.3	9.5	6.7
Yes, but I did not finish the whole fifth	3.4	1.6	6.9	3.6
No, but I did drink that day	32.5	34.0	34.2	35.6
No, and I had nothing to drink that day	59.3	61.1	49.4	54.1

Tobacco

Students were asked to report the extent of their tobacco use. Tobacco was defined as cigarettes, cigars, pipes, snuff, chew or dip. It was reported that 23.6% of all UVA students have used tobacco in the last 30 days. This was a slight increase of 3.0% from last year, where 22.9 % of UVA students reported using tobacco in the past 30 days. Similarly, 22.8 % of first years used tobacco in the last 30 days, compared to 19.8% of first years in 2003, an increase of 15%.

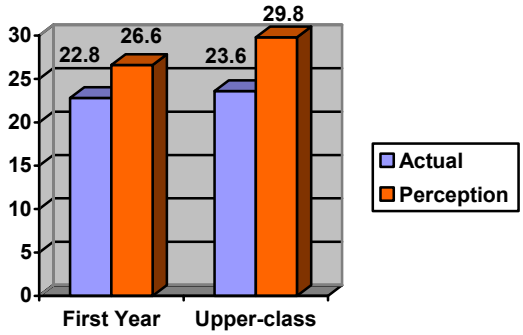


Figure 6: Actual Vs. Perception of Tobacco Use (Shown in percentage)

When queried as to their perceptions of what percentage of other UVA students used tobacco, first years had a skewed perception of what other first years smoked. 47.8% of first years correctly perceived that 0-23% of first years smoked. More than half misperceived the rate of smoking. The same is true for what first years thought about upper-class. Whereas the actual rate of smoking is 25.8% among upper-class, approximately 48.6% of first years accurately perceived this rate of 0-25%. Similar misperceptions occurred in the upper-class sample of UVA students in their perception of what all UVA students were smoking. Whereas the actual smoking rate among upper-class students is 25.8%, the perception of upper-class students is that the mean is 29.8%.

Discussion

The results of the 2004 Health Promotion survey are encouraging. Misperceptions about drinking remain steady in the first-year class, and although the difference cannot be attributed solely to the social norms campaign as it was not conducted with a control group, the only real difference in the alcohol education initiatives these groups have been exposed to is the presence or absence of the campaign. The data contained within this report provides justification for continuing with the campus-wide social norming campaign to both reinforce the norms students see in their first-year and to continue to reach those students who have not been exposed to the first-year campaign.

Membership in a Fraternity or Sorority appears to be a factor that mitigates the effectiveness of the social norms campaign. Traditional social norming efforts are unlikely to be effective within the fraternity and sorority community, given that they do not hold a misperception about the extent to which "most fraternity men" drink. This past year marked the third year of a Department of Education grant administered through the Center for Substance Education, focused on reducing high risk drinking among fraternities and sororities at UVA. The small group norms-challenging intervention (also known as Project Culture Change) developed by Jeanne Far and John Miller at Washington State University was used. Far and Miller believe students draw their perceptions about drinking from the interactions they have with their own peer group. In this case of the Department of Education grant, with members of their own fraternity or sorority chapters. UVA fraternities and sororities did not follow this pattern precisely and instead correctly perceived the amount of alcohol their chapter brothers and sisters were consuming. What this group found surprising is that their own consumption amount was much higher than the norm

for "most UVA students." Whereas they did not misperceive their chapter norms, they certainly misperceived the grounds-wide norms. This indicates that more research is warranted when working with sub-groups to determine by whom each group is influenced. This idea of "connectors" (influencers) is discussed in a new book by Malcom Gladwell, "The Tipping Point." A researcher at Kansas State University, Dr. Fred Newton, put this theory to work in a survey instrument that he developed. The instrument contains a number of questions regarding who students find influential and who they know who knows many different types of people at the university. Dr. Newton gave permission for the instrument to be used on Grounds in 2002 and for the past two years it has been used in order to determine who the influencers are for UVA students. The idea is that by determining the connectors at UVA and their issues of importance, it may be possible to tailor UVA's social norms marketing campaigns to affect a decrease in alcohol consumption. A group of 12 influencers were identified. The group (an average of 8 per meeting) met 4 times during the year to discuss what the major concerns of UVA students were and how the Office of Health Promotion could most effectively address them. The group was informative and the members of the group who are returning next year will continue to participate, while new members will be identified and invited to join the group discussions.

Along with the modest gains in reducing misperception and consumption, the experience of negative consequences continues to remain stable. This is encouraging as the actual consequences, which occur as a result of student drinking, are the true benchmark of the effectiveness of our programs. The first year data shows a decline in nine of the seventeen measurements of negative consequences. The largest increases are for damaging property (43.5%) and going to the emergency room (42.9%). There was a 17.8% increase in getting into trouble with the police and a 10.7% increase for arguing. Unprotected sex saw a 9.7% increase whereas the remaining items had a less than 6% increase over the 2003 first year numbers. The picture for the aggregate sample is similar but more positive. Nine of the seventeen areas had a decrease in negative consequences, with an additional category staying unchanged while the remaining seven categories showed increases. These included, getting in trouble with the police (72%), emergency room visit (53.8%) damaging property (52.1%), had a friend worry about you (36%), feeling ashamed (7.3%) memory loss (5.4%) and taking advantage of someone else sexually (4%).

Due to the fact that negative consequences continue to decrease while in some cases, drinks per week remain stable or are increasing, a closer look was taken with regards to the type of measurements being used to evaluate the social norms marketing campaign. It appears as if drinks per week are too primitive a measure to capture what is really happening at the University of Virginia. This next year, therefore, the campaigns will focus on students' estimated BAC levels as a more accurate predictor of high risk drinking. In preparation for this shift in focus, this past year was used to create and test out a BAC campaign. The normative message of "If UVA students drink, their average eBAC is .07," tested well and has been created into posters, table tents and flyers. Additionally, a new event, hoo*ZONE* was launched. During this event, information about the BAC campaign was introduced as well as performances by UVA a cappella groups and food selections from local restaurants. This event, as well as the eBAC focused campaign will continue in the fall of 2004.

Tobacco use has increased from the levels reported in the 2003 Health Promotion Survey. 2004 saw a 15% increase in smoking rates among all UVA students and a slight 3% for first years. A gap still exists between the actual tobacco use and the perceived use of tobacco. Tobacco use is a continuing health concern for UVA students and although the Stall Seat Journal does not directly address this issue, this office continues to collaborate with the Center for Substance Education on a social norms marketing campaign to reduce smoking. A series of posters were distributed around grounds this past year as well as participation in the Great American Smoke Out and smoking cessation sessions in the Office of Health Promotion.

Overall, the social norms campaign is making positive headway in reducing high-risk drinking among students. To build upon its current success, the following recommendations are offered:

1. Proceed with the revamped campus-wide social norming campaign, with an emphasis on BAC versus drinks per week.
2. Continue to create separate norming materials for first-year men and first-year women, adding an emphasis on BAC levels.
3. Maintain the collaboration with CASE, to develop a small group norms-challenging intervention to reduce drinking within the fraternity and sorority communities in addition to a campaign to reduce the amount of tobacco use.

Appendix A

References for Further Reading

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Appendix B

Survey Items

2004 Health Promotion Alcohol Survey Items (First-Year Questionnaire)

Please select the appropriate circle:

1. Gender:
   - Female
   - Male

2. Age: (**Students to type in**)

3. Living Arrangements:
   - 1st-Year Alderman Residence Hall (New Dorms)
   - 1st-Year McCormick Residence Hall (Old Dorms)
   - Residential College
   - Fraternity/Sorority House
   - Other University Housing
   - Non-University Apartment/house
   - Living with parents or relative

4. Residency:
   - Virginia
   - Other State
   - International

BEHAVIORS

Please fill in the appropriate circle for each of the following:

5. Within the last year, to what extent have you participated in any of the following activities? (mark one for each question)

	Not At All	Somewhat Involved (1-10 hours/week)	Very involved Involved (10+ hours/week)
A. Intercollegiate Athletics			
B. Intramural or club sports			
C. Social Fraternities or Sororities			
D. Service Fraternity/Sorority			
E. Religious and Interfaith Groups			
F. Minority and ethnic organizations			
G. Political and social action groups			

2004 Health Promotion Alcohol Survey Items (First-Year Questionnaire)

H. Music and other performing arts groups
I. Student media organization (radio, newspaper, magazine, etc.)
J. Student government
K. Community service
L. Other activities

6. Do you hold a leadership position in any of the following activities?

Yes No

M. Intercollegiate Athletics
N. Intramural or club sports
O. Social Fraternities or Sororities
P. Service Fraternity/Sorority
Q. Religious and Interfaith Groups
R. Minority and ethnic organizations
S. Political and social action groups
T. Music and other performing arts groups
U. Student media organization (radio, newspaper, magazine, etc.)
V. Student government
W. Community service
X. Other activities

7. **Since the beginning of the school year, have you:**	**Not at all**	**Once**	**Twice or more**
a) Attended an alcohol presentation given by ADAPT?			
b) Attended an alcohol presentation given by a Peer Health Educator?			
c) Attended the Choices alcohol education class?			
d) Have you seen the Stall Seat Journal Poster Series in the bathrooms?			
e) Taken a course that covered alcohol issues?			
f) Had a conversation about your drinking with your RC?			
g) Had a conversation about your drinking with a counselor?			
h) Had a conversation about your drinking with a faculty member or TA?			

8. During the past 12 months, have you consumed any alcoholic beverages?

Yes No

2004 Health Promotion Alcohol Survey Items (First-Year Questionnaire)

For the following questions, a "drink" means any of the following:

A 12-ounce can/bottle of beer **A 4-ounce glass of wine**
A mixed drink **One ounce of 100-proof liquor**

9. What is the average number of drinks **you** consume on each of the following days?
(STUDENTS TO ENTER #)

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

10. What is the average number of drinks you think **most UVA first-years** consume on each of the following days? Your best estimate:
(STUDENTS TO ENTER #)

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

11. What is the average number of drinks you think **most UVA upper-class students** consume on each of the following days? Your best estimate:
(STUDENTS TO ENTER #)

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

12. When you drink how many drinks do you usually have? Your best estimate:
(STUDENTS TO ENTER #)

13. Over the course of how many hours do **you** typically drink? Your best estimate:
(STUDENTS TO ENTER #)

14. To what extent has **your** alcohol use changed within the last 12 months?

Increased About the same
Decreased I have not used alcohol

Please fill in the appropriate circle for each of the following:

15. **Since returning from winter break,** how often did you… Not at all Once Twice or more

Drive
Drive after drinking
Drive after having 5 or more drinks
Serve as a designated driver

2004 Health Promotion Alcohol Survey Items (First-Year Questionnaire)

Please fill in the appropriate circle for each of the following:

16. **When I drink, I…**

	Never	Rarely	Sometimes	Usually	Always
a) plan on a designated driver, or alternative transportation					
b) play drinking games					
c) stay in a group for protection (use a buddy system)					
d) take shots					
e) make my own drinks					
f) watch other people make my drinks					
g) alternate with non-alcoholic beverages					
h) drink to get drunk					
i) make sure I have eaten beforehand					
j) set a limit on the number of drinks I will have					
k) drink at the rate of one or fewer per hour					
l) try to keep up with my friends					
m) take precautions not to inconvenience non-drinking peers					

17. **When I am with someone else who is drinking, I…**

	Never	Rarely	Sometimes	Usually	Always	Never had the Opportunity
a) make sure they are not left alone with a stranger						
b) encourage them to drink more						
c) ask them to slow down if they are drinking excessively						
d) intervene to stop them from drinking and driving						
e) intervene to stop them from harming themselves						
f) intervene to stop them from harming others						
g) roll them on their side, if they have been sick						
h) stay and monitor them, if they are passed out						
i) Call 911, if they are showing signs of alcohol poisoning						

2004 Health Promotion Alcohol Survey Items (First-Year Questionnaire)

CONSEQUENCES

Please fill in the appropriate circle for each of the following:

18. Within the past 12 months, have you experienced any of the following as a consequence of your drinking?

	Yes	No	
a)	had a hangover		
b)	vomited		
c)	performed poorly on a test or important project		
d)	damaged property		
e)	gotten into an argument		
f)	missed a class		
g)	had a memory loss		
h)	have been taken advantage of sexually		
i)	taken advantage of someone sexually		
j)	felt embarrassed or ashamed because of your use		
k)	had a friend worry about you because of your use		
l)	been in trouble with the police		
m)	gotten into a fight		If Yes, how many drinks & what period of time
n)	been hurt or injured		
o)	driven under the influence		
p)	engaged in unprotected sex		
q)	been to the emergency room		

OPINION

Please fill in the appropriate circle for each of the following.

	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
18. To what extent do you agree with the following statements:					
a) Drinking is a central part of my social life.					
b) Drinking is a central part of the social life of the typical UVA student.					
c) Overall, I support the University's efforts to curtail high-risk drinking.					

19. Over the **LAST 30 DAYS**, have **you** used tobacco (by tobacco, we mean cigarettes, cigars, pipes, snuff, chew or dip)? YES NO

20. If you use tobacco, do you want to quit? YES NO

2004 Health Promotion Alcohol Survey Items (First-Year Questionnaire)

21. Over the **LAST 30 DAYS**, what percentage of **UVa first-years** do you think have used tobacco?
(**Students to type in)**

22. Over the **LAST 30 DAYS**, what percentage of **UVa upper-class students** do you think have used tobacco?
(**Students to type in)**

23. What are the top two concerns facing UVA students?
1)

2)

24. What two health concerns have the most negative impact on students' academic performance?
1)

2)

25. Race or Ethnic origin:
Black/African American
American Indian/Alaska Native
Asian
Caucasian
Hispanic/Latino
Pacific Islander/Native Hawaiian
Other

26. Body Weight in pounds:
(**Students to type in)**

27. Approximate grade point average
(Students to enter)

28. Final comments (Text Box Only)

2004 Health Promotion Alcohol Survey Items (Upper-class Questionnaire)

Please select the appropriate circle:

1. Gender:
   - Female
   - Male

2 .Age: (**Students to type in**)

3.Living Arrangements:
   - 1st-Year Alderman Residence Hall (New Dorms)
   - 1st-Year McCormick Residence Hall (Old Dorms)
   - Residential College
   - Fraternity/Sorority House
   - Other University Housing
   - Non-University Apartment/house
   - Living with parents or relative

4. Residency:
   - Virginia
   - Other State
   - International

5. What class level are you at U.Va.?
   - 1st year
   - 2nd year
   - 3rd year
   - 4th year
   - 5th year
   - Graduate/professional student
   - Not seeking a degree

BEHAVIORS

Please fill in the appropriate circle for each of the following:

6. Within the last year, to what extent have you participated in any of the following activities? (mark one for each question)

	Not At All Involved	Somewhat Involved (1-10 hours/week)	Very involved (10+ hrs)
Y. Intercollegiate Athletics			
Z. Intramural or club sports			

2004 Health Promotion Alcohol Survey Items (Upper-class Questionnaire)

AA. Social Fraternities or Sororities
BB. Service Fraternity/Sorority
CC. Religious and Interfaith Groups
DD. Minority and ethnic organizations
EE. Political and social action groups
FF. Music and other performing arts groups
GG. Student media organization (radio, newspaper, magazine, etc.)
HH. Student government
II. Community service
JJ. Other activities

7. Do you hold a leadership position in any of the following activities?

	Yes	No
KK. Intercollegiate Athletics		
LL. Intramural or club sports		
MM. Social Fraternities or Sororities		
NN. Service Fraternity/Sorority		
OO. Religious and Interfaith Groups		
PP. Minority and ethnic organizations		
QQ. Political and social action groups		
RR. Music and other performing arts groups		
SS. Student media organization (radio, newspaper, magazine, etc.)		
TT. Student government		
UU. Community service		
VV. Other activities		

8. **Since the beginning of the school year, have you:**	**Not at all**	**Once**	**Twice or more**
i) Attended an alcohol presentation given by ADAPT?			
j) Attended an alcohol presentation given by a Peer Health Educator?			
k) Attended the Choices alcohol education class?			
l) Taken a course that covered alcohol issues?			
m) Seen the *Hoo Knew?* campaign (2 our of 3 UVA students have 0-4 drinks during the week)?			
n) Had a conversation about your drinking with your RC?			
o) Had a conversation about your drinking with a counselor?			
p) Had a conversation about your drinking with a faculty member or TA?			

9. During the past 12 months, have you consumed any alcoholic beverages?
Yes No

2004 Health Promotion Alcohol Survey Items (Upper-class Questionnaire)

For the following questions, a "drink" means any of the following:

A 12-ounce can/bottle of beer **A 4-ounce glass of wine**
A mixed drink **One ounce of 100-proof liquor**

10. What is the average number of drinks **you** consume on each of the following days?
(STUDENTS TO ENTER #)

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

11. What is the average number of drinks you think **most UVA students** consume on each of the following days? Your best estimate:
(STUDENTS TO ENTER #)

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

12. When you drink how many drinks to you usually have? Your best estimate:
(STUDENTS TO ENTER #)

13. Over the course of how many hours do **you** typically drink? Your best estimate:
(STUDENTS TO ENTER #)

14. To what extent has **your** alcohol use changed within the last 12 months?
Increased About the same
Decreased I have not used alcohol

Please fill in the appropriate circle for each of the following:

15. **Since returning from winter break,** how often did you… Not at all Once Twice or more
Drive
Drive after drinking
Drive after having 5 or more drinks
Serve as a designated driver

Please fill in the appropriate circle for each of the following:
16. **When I drink, I…**

Never Rarely Sometimes Usually Always
n) plan on a designated driver, or alternative transportation

2004 Health Promotion Alcohol Survey Items (Upper-class Questionnaire)

o) play drinking games
p) stay in a group for protection (use a buddy system)
q) take shots
r) make my own drinks
s) watch other people make my drinks
t) alternate with non-alcoholic beverages
u) drink to get drunk
v) make sure I have eaten beforehand
w) set a limit on the number of drinks I will have
x) drink at the rate of one or fewer per hour
y) try to keep up with my friends
z) take precautions not to inconvenience non-drinking peers

17. **When I am with someone else who is drinking, I…**

	Never	Rarely	Sometimes	Usually	Always	Never had Opportunity
j) make sure they are not left alone with a stranger						
k) encourage them to drink more						
l) ask them to slow down if they are drinking excessively						
m) intervene to stop them from drinking and driving						
n) intervene to stop them from harming themselves						
o) intervene to stop them from harming others						
p) roll them on their side, if they have been sick						
q) stay and monitor them, if they are passed out						
r) call 911, if they are showing signs of alcohol poisoning						

CONSEQUENCES

Please fill in the appropriate circle for each of the following:

18. Within the past 12 months, have you experienced any of the following as a consequence of your drinking?

	Yes	No
r) had a hangover		
s) vomited		
t) performed poorly on a test or important project		
u) damaged property		
v) gotten into an argument		
w) missed a class		

2004 Health Promotion Alcohol Survey Items (Upper-class Questionnaire)

x) had a memory loss
y) have been taken advantage of sexually
z) taken advantage of someone sexually
aa) felt embarrassed or ashamed because of your use
bb) had a friend worry about you because of your use
cc) been in trouble with the police
dd) gotten into a fight
ee) been hurt or injured *If Yes, how many drinks & over what period of time
ff) driven under the influence
gg) engaged in unprotected sex
hh) been to the emergency room

OPINION

Please fill in the appropriate circle for each of the following.

	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

19. To what extent do you agree with the following statements:
a)Drinking is a central part of my social life.
b) Drinking is a central part of the social life of the typical UVA student.
c) Overall, I support the University's efforts to curtail high-risk drinking.

20. Did you participate in the 4th Year 5th this past November?
Yes, and I finished the whole fifth.
Yes, but I did not finish the whole fifth.
No, but I did drink that day.
No, and I had nothing to drink that day.

21. Did you participate in the 4th Year 5K race this past November?
Yes No

22. Which living arrangement would be your first choice if it were available?
Residence hall as they currently exist
Residence hall in which all residents choose not to drink or use drugs
Residence hall in which all residents agree not to get drunk or high
Other (**WITH BOX FOR EXPLANATION**)

23. Over the **LAST 30 DAYS**, have **you** used tobacco (by tobacco, we mean cigarettes, cigars, pipes, snuff, chew or dip)? YES NO

2004 Health Promotion Alcohol Survey Items (Upper-class Questionnaire)

24. If you use tobacco, do you want to quit? YES NO

25. Over the **LAST 30 DAYS**, what percentage of **UVa Students** do you think have used tobacco?
(**Students to type in)**

26. Race or Ethnic origin:

Black/African American
American Indian/Alaska Native
Asian
Caucasian
Hispanic/Latino
Pacific Islander/Native Hawaiian
Other

27. Body Weight in pounds: (**Students to type in)**

28. Approximate grade point average
(Students to enter)

29. What are the top two concerns facing UVA students?
1)

2)

30. What two health concerns have the most negative impact on students' academic performance?

1)

2)

31. Final comments (Text Box Only)