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EXPLORING THE EFFECTIVENESS OF LATE-NIGHT PROGRAMS TO CURB
UNDERAGE ALCOHOL CONSUMPTION

By

Kathryn Reising

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Exploring the Effectiveness of Late-Night Programs to Curb Underage Alcohol Consumption

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University of Nebraska, 2012

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This research study explored the effectiveness of late-night programming as a tool to deter underage alcohol consumption of students. At the University of Nebraska – Lincoln, Campus NightLife provided these late-night activities for students as an alternative to drinking. A survey was completed by student attendees of two Campus NightLife events in the Fall 2011 semester to gauge if students attending late-night programming sponsored by Campus NightLife (CNL) at the University of Nebraska – Lincoln were satisfied with the types of programs being put on by CNL and were choosing to attend these events as an alternative to engaging in activities that include the use of alcohol.

Additionally, this research aimed to provide insight regarding the demographic makeup of students who attend CNL events. This study supported the premise that Campus NightLife programs are not making a substantial difference in deterring students from engaging in activities that include the use of alcohol; however, this study illustrated that Campus NightLife programs provide entertaining options to students who would not otherwise have ways to become involved on campus. By providing these programs, Campus NightLife provides the

opportunity for students to become more engaged on campus, therefore increasing student retention. The Campus NightLife Advisor, Graduate Assistant, and Student Advisory Board members utilized the information acquired through this study to further provide exciting, entertaining, imaginative, and safe activities for University of Nebraska – Lincoln students.

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Chapter I Introduction

Past studies have shown that college students engaged in binge drinking and consumed hazardous levels of alcohol (Beck, Arria, Calderia, Vincent, O'Grady, & Wish, 2008; Borsari, Murphy & Barnett, 2007; Dowdall & Wechsler, 2002; Gilder, Midyett, Johannessen, & Collins, 2001; Weschler, Lee, Kuo, & Lee, 2000). The ever-present problem of underage alcohol consumption on college campuses caused many college and university officials increased levels of concern and the desire to find a solution to keep students safe.

While high levels of heavy drinking concerned university officials, an even greater concern revolved around the problems that students experienced as a direct result of their alcohol use. Studies have shown that students who engaged in heavy drinking tended to suffer increased psychological, social, and behavioral problems (Wechsler, Lee, Nelson, & Kup, 2002). High levels of alcohol consumption had been shown to cause emotional instability, negative interference in job performance or academic performance, and an increased likelihood of exhibiting aggressive or violent behavior (Weinberg & Bartholomew, 1996). Other studies had shown heavy drinking by college students associated with injury, assault, sexual abuse, academic problems, health problems, suicide attempts, drunk driving, vandalism, property damage, police involvement, and alcohol abuse (NIAAA, 2002).

Many institutions of higher education began to rely on environmental management or environmental prevention approaches to improve the lives of students (Maney, Mortensen, Powell, Lozinska, Lee, Kennedy, & Moore, 2003, p. 146). However, high-risk drinking and its subsequent problems remained a serious

threat to the health and human development of college students (p. 146). Key strategies to alter the alcohol consumption habits of college students included reducing access to alcohol on colleges campuses, de-emphasizing the role alcohol plays on college campuses, and creating positive alternatives to engaging activities that include the use of alcohol (Toomey, Lenk, & Wagenaar, 2007).

Strategies to reduce alcohol use and the related problems from alcohol use on college campuses includes decreasing the availability to purchasing kegs, training owners of establishments that serve alcohol to enforce policies, and preventing sales to underage individuals with enforcement strategies and compliance checks (Toomey, Lenk, & Wagenaar, 2005). Other strategies to reduce alcohol use by college students include decreasing hours and days when alcohol was available for sale, controlling the density of establishments that serve alcohol in close relation to a college campus, and increasing sales prices of alcohol (Baker, Johnson, Voas, & Lange, 2000; Chikritzhs & Stockwell, 2002; Weitzman, Nelson, & Wechsler, 2003). Finally, colleges have taken a special interest in de-emphasizing the role of alcohol on college campuses by creating positive alternatives to alcohol use. These techniques include social-norm campaigns to communicate to students the rate of alcohol use on campus, since most students consistently overestimate the amount of alcohol their peers consume (Kypri & Langley, 2003; Perkins, 2002). Colleges also provide more alternative, alcohol-free events on campus to curb underage drinking so students can fulfill the need to socialize without the need for alcohol (Beck, Arria, Calderia, Vincent, O'Grady, & Wish, 2008).

Context of the Problem

Popular culture created a stigma surrounding student life on college campuses; college was portrayed as the best four-years of your life, filled with drugs, alcohol, all-night parties, and very little focus on academia. In recent years, many campus administrators took a proactive approach to curbing underage alcohol consumption at their respective institutions by implementing late-night programming (Toomey, Lenk, & Wagenaar, 2007). The goals of these programs were to provide safe alternatives on a Friday night so students have another option to socialize, other than engaging in activities that include the use of alcohol (Beck, Arria, Calderia, Vincent, O'Grady, & Wish, 2008). At the University of Nebraska – Lincoln, Campus NightLife was created with this same intention. In its fifth year of programming, it was time for Campus NightLife to take a look at how well its mission was being achieved.

Purpose Statement

The purposes of conducting this research were to fourfold: (a) to determine satisfaction levels of students who attend Campus NightLife events, (b) to gain an understanding of the demographic of students attending these events (in terms of grade level and housing situation), (c) to gain an understanding of which media outlets were most effective for informing students about upcoming Campus NightLife events, and (d) to gain an understanding of why students chose to attend Campus NightLife events, especially if they are choosing to attend Campus NightLife events instead of engaging in activities that included the consumption of alcohol.

Research Site

This research was conducted at the University of Nebraska – Lincoln, “a large, public, Midwestern, research-intensive university” (Ford, 2009).

History of Campus NightLife at the University of Nebraska – Lincoln.

Campus NightLife began as an initiative by the Vice Chancellor of Student Affairs and the Student Involvement office at the University of Nebraska – Lincoln to provide fun and entertaining late-night programs for students as an alternative to engaging in illegal activities, such as underage alcohol consumption. Prior to Campus NightLife’s creation in 2008, late-night events were sponsored by the East Campus Student Involvement office, but not by a separate late-night programming board.

In an effort to gain an increased understanding of how a late-night programming board functions, the East Campus Student Involvement Director and a group of undergraduate students representing the Residence Hall Association, East Campus Union, the Association of Students at the University of Nebraska, University Program Council, Panhellenic Council, and Interfraternity Council, visited the University of Arkansas – Fayetteville. While visiting, the students had the opportunity to experience “Friday Night Live,” a late-night program put on at the University of Arkansas.

The student leaders from the University of Nebraska – Lincoln used the knowledge they acquired from their visit to the University of Arkansas – Fayetteville and modeled a late-night programming organization based on their experiences. Upon their return to campus, the student representatives made presentations to the

Vice Chancellor of Student Affairs Council to demonstrate the need to initiate a program similar to “Friday Night Live” at the University of Nebraska – Lincoln. This presentation was met with outstanding support from all levels of administration, and Campus NightLife was created. A student board was formed with representatives from a variety of campus organizations, including those organizations who sent student members on the University of Arkansas – Fayetteville trip, as well as student representatives from the Campus Recreation Advisory Board, Student Athletics Advisory Group, International Student Organization, and multi-cultural student organizations.

Campus NightLife began with no working budget, but still managed to put forth “Rock the Vote” for the 2008 presidential election, along with a handful of other events in its first year. In subsequent years, Campus NightLife was granted substantially larger working budgets and utilized a budget of \$35,000 for the 2011-2012 academic year to provide roughly one event per month, or ten events per semester. Student attendance at Campus NightLife events varied from event to event and ranged from 200-2,000 students. In the 2011-2012 academic year, Campus NightLife had one advisor, one graduate assistant, one paid undergraduate intern, and a student board of roughly fifteen members. Student board members underwent an application and interview process before being chosen by current student members, the advisor, and graduate assistant.

The mission of Campus NightLife was to “provide a safe variety of on-campus activities that reach out to all University of Nebraska – Lincoln student communities and foster campus-wide inclusiveness. Campus NightLife strives to provide

consistent entertainment that recognizes and caters to the diverse UNL student population” (University of Nebraska – Lincoln). The researcher served as the graduate assistant for Campus NightLife from 2010 until 2012 and had a vested interest in whether Campus NightLife was achieving its mission of providing safe, entertaining alternatives to students at the University of Nebraska – Lincoln. In order to discover if Campus NightLife was achieving its goals, the following research questions were created.

Assumptions

Based on the experiences of serving as a Graduate Assistant for Campus NightLife, the researcher formed the following assumptions regarding Campus NightLife events:

1. Campus NightLife events are attended by a majority of freshmen or sophomore students who live in university housing, or “on-campus” housing.
2. Most students are informed of Campus NightLife events by word of mouth and social media, such as Facebook.
3. Campus NightLife has a “cult-like” following of student attendees. Most students who attend Campus NightLife events have attended over five events in the past.
4. Student choose to attend Campus NightLife events as an alternative to engaging in activities that include the use of alcohol.

Research Questions

The following research addressed these questions:

1. Are the students who attend Campus NightLife events satisfied with the types of programs provided?
2. What media outlet or type of advertising is the most effective for informing students about upcoming Campus NightLife events?
3. What demographic of students (in terms of grade level and housing situation) attend Campus NightLife events?
4. Why do students choose to attend Campus NightLife events?
5. What would students choose to do instead of attending Campus NightLife events, had the event not been offered?

Research Sub-questions

The following research addressed these sub-questions:

1. How diverse are Campus NightLife events in terms of student grade level and housing situation?
2. What forms of advertising are most effective?
3. How many Campus NightLife events do students attend?
4. What motivates students to attend Campus NightLife events?
5. Does student attendance at Campus NightLife events affect student alcohol use?
6. Are student attendees satisfied with Campus NightLife events?

Definition of Terms

The body of this research will be best understood once the reader becomes familiar with the following terms and their meanings.

Binge drinking or high-risk drinking: Men consuming five or more drinks or women consuming four or more drinks in one sitting.

Event-specific prevention (ESP): Strategies that address college student drinking associated with peak times and events (such as dates of known Community Events or Personal Events).

Community events: Events that are experienced at the same time by all members of the student community (such as national holidays, homecoming, or athletic events).

Personal events: Events that are experienced individually and the timing varies from student to student (such as birthdays or celebrations of personal milestones).

Survey Instrument

The instrument used in this study was a survey that was originally developed by Elizabeth Hansen, the Assistant Director for Campus Life at the University of Georgia. The survey instrument was originally used to survey students in attendance at “Dawgs After Dark,” the late-night programs at the University of Georgia. The survey instrument was adjusted to use wording and terminology that was familiar to students at the University of Nebraska – Lincoln (such as types of advertising, name of programming board, etc.). The survey instrument was

designed to seek information to answer the six subquestions. The survey instrument can be found in the Appendix C.

Delimitations

In order to achieve the objectives of this study, the researcher only attempted to explore information pertinent to the research questions, which were outlined above. In terms of demographics, the only distinctions that were made in analyzing collected data included the division of grade level and housing situation. These particular demographics were of considerable importance to the researcher, in that patterns or trends depending on grade level and housing situation of students might give a clearer indication of which types of students attend late-night programs and their perceptions of late-night programming. Conversely, demographic delineations based on gender, race, ethnicity, and/or nationality were not be included as variable determinates; however, these elements would be useful to include on the survey should research eventually be expanded.

For the purpose of time, the research survey only attempted to gauge student perceptions as a static value, as opposed to completing a longitudinal or repeated interval study.

For the purpose of this study, the research focus was restricted to examining only the perceptions regarding late-night programming from the perspective of students in attendance at Campus NightLife programs during the Fall 2011 semester.

Limitations

The research population was defined as those students in attendance at the two Campus NightLife programs in which surveys were distributed during the Fall 2011 semester, and those students who were willing to participate in the survey. This population may not serve as a representative sample of all students at the University of Nebraska- Lincoln, or of all students attending late-night programming at other institutions; this restriction limited the research application. The results may be limited because of low return rate, faking of responses by student participants, and “response set” action by the participants.

Chapter II

Review of the Literature

The purposes of this study were to: (a) to determine satisfaction levels of students who attend Campus NightLife events, (b) to gain an understanding of the demographic of students attending these events (in terms of grade level and housing situation), (c) to gain an understanding of which media outlets were most effective for informing students about upcoming Campus NightLife events, and (d) to gain an understanding of why students chose to attend Campus NightLife events, especially if they are choosing to attend Campus NightLife events instead of engaging in activities that included the consumption of alcohol.

National studies published over the past ten years (e.g., Arria, Calderia, Vincent, O'Grady & Wish, 2008; Beck, Borsari, Murphy & Barnett, 2007; Dowdall & Wechsler, 2002; Gilder, Midyett, Johannessen, & Collins, 2001; Wechsler, Lee, Kuo, & Lee, 2000; Wechsler, Lee, Kuo et al., 2002) regarding college student drinking habits and the consequences of binge drinking have spurred increased levels of concern among college and university officials regarding the hazards of alcohol consumption. Multiple definitions of binge drinking exist; two definitions for binge drinking included: (a) the consumption of five or more alcoholic beverages in a sitting (Core Institute, 1994), or (b) the consumption of five or more alcoholic beverages in one sitting by men and four or more drinks in one sitting for women (Wechsler et al., 1995). According to past research, large numbers of college students drank in excessive quantities. For example, between 1993 and 2001 Wechsler, Lee, Kuo et al., (2002) found consistently that 43 to 44 percent of college

students could be classified as heavy, or binge, drinkers, including 48 to 51 percent of men and 39 to 40 percent of women.

While levels of heavy drinking among college students were a concern to university officials, an even greater concern was the number and types of problems that students experienced as a result of their alcohol use. Researchers (Wechsler et al., 2000; Wechsler, Lee, Nelson, & Kuo, 2002) found that those engaging in heavy drinking tended to suffer more problems including psychological, social, and behavioral problems. For example, Weinberger and Bartholomew (1996) found that among heavy drinkers, 92 percent reported becoming emotionally unstable because of drinking; 86 percent reported that alcohol had interfered with job or school performance; 72 percent reported that alcohol led them to become aggressive or violent. In addition, other studies (e.g., Schall, Kemeny, & Maltzman, 1992) had shown that heavy drinking among college students was associated with negative behaviors, such as passing out and blackouts. These types of drinking-related problems, along with the high rate of hazardous drinking behaviors among college students, led Wechsler, Dowdall, Davenport, and Castillo (1995) to consider heavy drinking a top public health hazard, causing the level of concern to continue to rise (Dowdall & Wechsler, 2002; Wechsler, Lee, Nelson, & Kuo, 2002). The National Institutes for Alcohol Abuse and Alcoholism's (2002) publication concerning high-risk drinking among college students recommended that prevention specialists address the following physical, social, and emotional harms. The harms included: injury, assault, sexual abuse, unsafe sexual practices, academic problems, health problems, suicide attempts, drunk driving, vandalism, property

damage, police involvement, and alcohol abuse and dependence as a result of high-risk drinking (NIAAA, 2002).

Given the high level of concern regarding alcohol use and its effects, colleges and university professionals developed policies and strategies to reduce college alcohol use problems (Toomey, Lenk, & Wagenaar, 2007, p. 208). These included strategies aimed specifically at college students, as well as community-wide strategies that affected college students. These strategies were divided into three categories: (1) reducing alcohol use and related problems among underage college students, (2) reducing alcohol use and related problems among all college students, and (3) de-emphasizing the role of alcohol and creating positive experiences on college campuses (p.208).

Reducing Alcohol Use and Related Problems Among Underage College Students

Underage students could easily obtain alcohol from social and commercial providers (Dent et al., 2005; Wagner et al., 1996, Wechsler et al., 2002). Social providers include individuals above or below the age of 21 who illegally provide alcohol to minors (Toomey, Lenk, & Wagenaar, 2007, p. 209). Minors typically acquired alcohol at parties, in residence halls, at campus or community events, in public areas, or near establishments that serve alcohol (p. 209). Although most underage students obtained alcohol through social sources, the likelihood of underage youth to purchase alcohol directly increased as students aged closer to the legal drinking age (Wagner et al., 1993).

A variety of policies could be implemented to reduce social access to alcohol among underage college students, such as prohibiting self-service of alcohol at parties (Toomey, Lenk, & Wagenaar, 2005, pg. 209). Other strategies to reduce social access to alcohol included decreasing the number of large drinking parties, prohibiting alcohol use in public places, patrolling public areas, restricting parties at hotels/motels, and hosting alcohol-free parties/events (p. 209).

Toomey, Lenk, and Wagenaar (2005) also suggested preventing underage access to alcohol at parties by banning beer kegs, implementing beer keg registration, limiting the quantity of alcohol available per request, creating separate areas at parties for drinking, restricting self-service of alcohol, requiring server training, and checking age identification (p. 209). The only strategies that have been examined recently pertained to the availability and ease of purchasing beer kegs (p. 209). Further suggestions included increasing student awareness of laws through campaigns and warning fliers, as well as enforcing special provision laws (p. 209). This included using methods such as the “shoulder tap campaign,” in which a student present at an event in which alcohol was available would be tapped on the shoulder by a faculty member, staff member, or fellow student if they appeared to have consumed too much alcohol and should be sent home (p. 209).

In addition to decreasing social access to alcohol, Toomey, Lenk, and Wagenaar (2005) suggested techniques to decrease commercial access to alcohol among underage college students (p. 209). These techniques included limiting alcohol sales through the probation of alcohol sales on campus, and the restriction or banning of home deliveries of alcohol (p. 209). Toomey et al. mentioned focusing

on alcohol establishment behavior to decrease commercial access to alcohol by checking age identification, providing incentives to check age identification, developing a monitoring system, training servers and managers, requiring server licenses, and restricting the age of those who are able to serve alcohol (2005, p. 209). The only strategies that have been studied recently are those pertaining to training owners and managers of alcohol establishments and to enforcement these practices (p. 210). A few recent studies have shown mixed results in the effectiveness of training programs in decreasing the likelihood of sales to underage youth and in improving server behaviors (p. 210). The findings of two recent studies suggested that training programs alone are not enough to prevent sales to youth (p. 210). To prevent sales to underage individuals, training programs needed to be combined with enforcement strategies such as compliance checks (p. 210).

Policies to further decrease commercial access to alcohol of underage students also included reducing the use of false age-identification cards by penalizing users and producers of such cards, as well as designing cards that were difficult to identify (Toomey, Lenk & Wagenaar, 2005, p. 209). However, these policies must exist at a state governmental or city governmental level, rather than at the college or university level.

The Communities Mobilizing for Change on Alcohol (CMCA) Project used multiple environmental strategies to reduce youth access to alcohol from both social and commercial sources (Wagenaar et al., 1999). Community organizers were hired to implement a seven-stage process within seven intervention communities. The results suggest that reducing multiple sources of alcohol was promising for

preventing underage alcohol use and the related problems on college campuses (Toomey, Lenk, & Wagenaar, 2005, p. 211).

Reducing Alcohol Use and Related Problems Among All College Students

According to Maney et al. (2003), "Student behavior is influenced by policy decisions affecting the availability of alcohol and other drugs on- and off-campus, the level of enforcement of regulations and laws, and the availability and attractiveness of alcohol-free social and recreational opportunities" (p. 147). To reduce overall levels of alcohol consumption and change patterns of risky alcohol use, states, communities, colleges, and other institutions should place restrictions on where, when, and how alcohol could be sold and distributed, how much alcohol costs, and where alcohol could be consumed (Toomey, Lenk, & Wagenaar, 2005, p. 211). The results of a study conducted by Babor et al. (2003) showed that restricting the availability of alcohol leads to decreases in alcohol consumption among the general population. Recent studies examining the density of alcohol establishments near colleges found that higher densities were associated with higher levels of drinking, as well as high-risk alcohol use and drinking-related problems among college students (Weitzman et al., 2003; Williams et al., 2004).

The availability of alcohol was also affected by the hours and days of sale. Recent studies (Baker, Johnson, Voas, & Lange, 2006; Chikritzhs and Stockwell, 2002; Vingilis, Mcleod, Seeley, Mann, Voas, & Compton, 2006; Voas, Lange, & Johnson, 2002) indicated that increased hours of sale at alcohol establishments was associated with increased use of alcohol, increased problems resulted by alcohol

use, or both. However, a study conducted by Vingilis et al. (2005) found no effect, or simply a shift in the timing of problems.

Previous studies also found that higher selling prices of alcohol were associated with lower levels of alcohol use (Angulo, Gil, & Gracia, 2001; Cameron and Williams, 2001; Farrell, Manning, & Finch, 2003; French, Browntaylor, & Bluthenthal, 2006; Heeb, Gmel, Zurburrg, Kuo, & Rehm, 2003; Kuo, Wechsler, Greenberg, & Lee, 2003). Additionally, studies examining the restriction of “happy hours” or price promotions found that happy hours were linked to higher consumption and problems among general populations (Kuo et al., 2003; Williams, Liccardo, Pacula, Chaloupka, & Wechsler, 2004).

Additionally, studies examining “dry” campuses (not allowing any alcohol to be present or consumed on campus) found that students attending schools that ban alcohol use on campus were 30 percent less likely to be heavy drinkers and more likely to be abstainers, compared with students attending schools that did not ban alcohol (Wechsler et al., 2001; Williams et al., 2004; Williams, Chaloupka, & Wechsler, 2005). Similarly, studies examining the restriction of alcohol within residence halls and Greek housing found that no differences were found between students living in alcohol-free residences and students living in unrestricted residences (Williams et al., 2004; Wechsler et al., 2001).

De-Emphasizing the Role of Alcohol and Creating Positive Experiences on College Campuses

A variety of strategies existed to de-emphasize alcohol on college campuses, such as avoiding alcohol-industry sponsorships of campus events (Toomey, Lenk, &

Wagenaar, 2005, p. 215). A recent approach to de-emphasizing alcohol use on college campuses included social-norms campaigns (p. 215). These campaigns were developed based on the findings that college students consistently overestimated the amount of alcohol that other students on their campus consumed (Kypri and Langley, 2003; Perkins, 2002; Perkins et al., 2005). Social-norms campaigns communicated the rate of student alcohol use on campus as measured through surveys, assuming that as students' misperceptions about their peers' alcohol use were corrected, their own levels of alcohol use would decrease (Toomey, Lenk, & Wagenaar, 2005, p. 215). Recent studies found that social-norms campaigns resulted in reductions in students' misperceptions of peer alcohol use and reductions in student alcohol use (Glider et al., 2001; Mattern and Neighbors, 2004; Smith et al., 2006). Other strategies to de-emphasize the role of alcohol and create positive experiences on campus included restricting alcohol advertisements in the college newspaper, offering recreational sports later at night and on weekends, establishing a campus coffeehouse rather than a pub, prohibiting alcohol sales on campus, scheduling core classes on Friday mornings, beginning a school year with a full 5-day week, and encouraging staff and faculty to live on campus (Toomey et al., 2005, p. 209).

De-emphasizing the importance of alcohol to campus life proved challenging in that many college student drinkers had already learned to associate drinking with having a good time and socializing with friends. One possible solution would be to design creative, exciting, and entertaining opportunities for students to engage in, so that they were able to meet their needs for socializing, and were able to develop and

express their social competencies without the use of alcohol (Beck, Arria, Calderia, Vincent, O'Grady, & Wish, 2008). Such activities had to be sufficiently interesting, exciting, and attractive to those types of students who were prone to being adventurous and extroverted. It was expected that alcohol-free entertainment would curb the appeal for students to say "yes" to binge drinking behaviors because enjoyable alcohol-free activities could positively alter normative beliefs about what constitutes "fun" within the college environment (Maney et al., 2003). Because most college drinking occurred in the evenings and in social contexts, it was especially important to devise evening social activities (Murphy 2006). The results of Correia, Benson, and Carey's (2005) study were consistent with previous research that suggested decreases in substance use and substance-related behaviors could be achieved by increasing the value of substance-free alternative reinforcers or by increasing engagement in substance-free behaviors.

Efforts to change the campus culture of drinking should facilitate social transition to college (especially for first-year students) through structured activities that allow students to make friends within alcohol-free contexts. For example, with a number of alcohol-free socialization opportunities available, students may be less motivated to drink in order to meet others. It is essentially important to implement these interventions during the first few weeks of school in order to create patterns of interactions that do not involve alcohol. In this way, campuses can challenge the common perception among first-year students that drinking is the best way to facilitate peer socialization. According to a study conducted by Maney et al. (2002), respondents who identified socially with attendees of late-night programming were

less likely to binge drink. Participants in late-night programming were significantly less likely to party heavily than nonparticipants. It was probable that the conscious decision to engage in alcohol-free options may have curbed the total amount of alcohol consumed during prime-time social hours. Reported enjoyment from recent substance-free activities was positively associated with motivation to change alcohol use among identified problem drinkers, and increased engagement in alternative activities was associated with reduced alcohol use. Therefore, emerging research could attest to the importance of including alcohol-free activities as a component of comprehensive prevention program (Borsari et al., 2007).

A study conducted by Patrick, Maggs, and Osgood (2009) regarding behaviors of student attendees of LateNight Penn State (LNPS) found that students drank less on days that they attended LNPS, rather than going to bars, parties, or other campus events and entertainment. These results suggested that alcohol-free social programs were an effective strategy for decreasing alcohol use. The results of this study supported the reasoning that LNPS made a considerable impact to reduce alcohol use when it served as an alternative to the other venues in which Penn State students typically spent their nights out, yet showed little difference in reducing drinking compared to nights that students stayed in. The authors also noted that alcohol-free programs might have served additional valued purposes such as enhancing the college experience, improving retention, and preventing the onset of drinking among abstainers or light drinkers.

A variety of prevention and intervention programs were developed to address heavy or high-risk drinking. Most of these interventions sought to reduce

students' overall level of alcohol consumption, and a few have shown promising results based on students' self-reported drinking and alcohol-related consequences. However, while an intervention program may have decreased overall drinking, students might still have drunk heavily during events that were culturally significant or personally meaningful. Because of these culturally significant events, some universities have implemented event-specific prevention (ESP) strategies, which addressed college student drinking associated with peak times and events (Neighbors, Walters, Lee, Vader, Vehige, Szigethy, & DeJong, 2007). Even when campuses succeed in reducing overall consumption levels, special events may still have lead students to drink at dangerous levels.

The prevention typology proposed by DeJong and Langford (2002; cited in Neighbors et al., 2007) provided a framework for strategic planning, suggesting that programs and policies should address problems at the individual, group, institution, community, state, and society level, and that these interventions should focus on knowledge change, environmental change, health protection, and intervention and treatment services. From this typology, specific examples were provided for comprehensive program planning related to orientation/beginning of school year, homecoming, 21st birthday celebrations, spring break, and graduation.

Taking homecoming as an example, the problem may exist that the homecoming game was seen as the first major event of the school year, thus being accompanied by an increase in drinking before, during, and after the event (Neighbors et al., 2007, p.2673). The objective of the event-specific prevention effort was to decrease high-risk drinking that accompanies homecoming (p. 2673).

Some examples of strategies to meet this objective included educating alumni about current campus alcohol policies, making students aware of social host liability, educating students about safe ride and designated driver programs, or educating students about alcohol policies for campus-sponsored events (p. 2673). Policy makers may have also aimed to change the environment by providing alcohol-free options, increasing the level of law enforcement personnel on campus during homecoming, and banning or restricting alcohol advertisements in campus publications in the weeks prior to homecoming (p. 2673).

Temporally fixed community and personal events are often predictable and thus provide advance notice for putting targeted prevention efforts into place. Strategically timing an intervention allows schools to apply limited resources in more precise concentration around specific times and events, thereby increasing the relevance and impact of the activity (Neighbors et al., 2007). Prevention efforts that focus on lowering overall drinking rates should be complemented by event-specific prevention strategies focused on community and personal events.

Questions for Further Research

Future research should include an assessment of the amount of time spent at alcohol-free programming and the potential role of the social context of the weekend evening. Also, future research should also include an assessment to discover which characteristics make an alcohol-free program most effective. These characteristics could include frequency of events throughout a semester or academic year, days of the week in which the event is held, which hours of the day the event is held, etc. The characteristics may be deemed the most effective in terms

which events have the highest attendance, and what frequency of events have the highest attendance. These findings should compare programs across multiple campuses.

Chapter III

Methodology

In light of the problems highlighted by previous research, there lacked statistical evidence that students attending late-night programs were satisfied with this type of entertainment, and that students elected to attend these programs rather than partaking in a different activity that included the use of alcohol. This study sought to answer the specific research questions in order to determine the effectiveness of deemphasizing the role of alcohol on campus by creating a positive campus experience through the use of interactive, exciting, alcohol-free, late-night programming. Campus NightLife, the late-night programming board at the University of Nebraska – Lincoln, sought to provide these exciting, interactive, late-night programs for students by offering a social alternative to drinking and partying. In order to answer these questions and provide statistical evidence supporting these answers, a quantitative study was appropriate. Because of the recent focus on late-night programming as a strategy to deter underage drinking on college campuses, the information gathered through this study contributed to the growing knowledge base regarding this strategy.

Purpose Statement

The purposes of conducting this research were to: (a) to determine satisfaction levels of students who attend Campus NightLife events, (b) to gain an understanding of the demographic of students attending these events (in terms of grade level and housing situation), (c) to gain an understanding of which media outlets were most effective for informing students about upcoming Campus

NightLife events, and (d) to gain an understanding of why students chose to attend Campus NightLife events, especially if they are choosing to attend Campus NightLife events instead of engaging in activities that included the consumption of alcohol.

Research Questions

Considering the desire for college administrators to curb underage drinking at their institutions, this study focused on the main question, “Does the presence of late-night programming on a college campus deter underage students from drinking alcohol?” To further assess the current overall situation, the following sub-questions were considered:

1. Are the students who attend Campus NightLife events satisfied with the types of programs provided?
2. What media outlet or type of advertising is the most effective for informing students about upcoming Campus NightLife events?
3. What demographic of students (in terms of grade level and housing situation) attend Campus NightLife events?
4. Why do students choose to attend Campus NightLife events?
5. What would students choose to do instead of attending Campus NightLife events, had the event not been offered?

Research Sub-questions

The following research addressed these sub-questions:

1. How diverse are Campus NightLife events in terms of student grade level and housing situation?
2. What forms of advertising are most effective?

3. How many Campus NightLife events do students attend?
4. What motivates students to attend Campus NightLife events?
5. Does student attendance at Campus NightLife events affect student alcohol use?
6. Are student attendees satisfied with Campus NightLife events?

Research Site

This research was conducted at the University of Nebraska-Lincoln. The Carnegie Foundation lists The University of Nebraska – Lincoln, a four-year, public, land-grant institution chartered in 1869, within the “Research Universities (very high research activity)” category (Carnegie, 2012). The University of Nebraska – Lincoln had a student population of roughly 24,000 students and was primarily residential (Carnegie, 2012).

Population/Sample

In this quantitative study, the population included student attendees of Campus NightLife events held at the University of Nebraska – Lincoln. The sample included those students who were present at Campus NightLife events on October 28, 2011 and November 18, 2011 and voluntarily elected to complete the survey. The sample included 141 respondents. This sample included both male and female students at the undergraduate, graduate, and professional level, who live in either on-campus housing and in off-campus housing.

Survey Instrument

The instrument used in this study was a survey that was originally developed by Elizabeth Hansen, the Assistant Director for Campus Life at the University of

Georgia, to survey students in attendance at “Dawgs After Dark,” the late-night programs at the University of Georgia. The survey instrument was adjusted to use wording and terminology that was familiar to students at the University of Nebraska – Lincoln (such as types of advertising, name of programming board, etc.). The survey instrument is found in Appendix C.

Data Collection Procedures

In order to conduct this research, the researcher completed the Collaborative Institutional Training Initiative for the protection of human subjects. The researcher then filed a request with the Institutional Review Board to administer the survey. The request to conduct the survey was granted on October 7, 2011. The researcher was given a booth at the Campus NightLife events held on October 28, 2011 and November 18, 2011. The researcher verbally invited students to participate in the survey. Students present at the Campus NightLife events voluntarily approached the display. Once a student verbally agreed to participate in the survey, they were provided with the Informed Consent Form to review. The researcher then explained to the student participants the purpose of the study and how the collected information would be used. If the students elected to participate in the study, they then completed the survey instrument. Consent to participate in the survey was implied once the student completed the survey and returned it to the researcher. Since the survey did not ask for identifying information such as a name or a student identification number, a signed consent form was not necessary. As an incentive to attract students to participate in the survey, students who completed the survey were given a Campus NightLife tee shirt.

Data Analysis

Once the researcher finished collecting data at the Campus NightLife events on October 28, 2011 and November 18, 2011, the results from the survey were tabulated in an Excel spreadsheet. The data were then analyzed to find what percentage of students selected each answer for the survey questions, as well as the majority answer for each survey question. The Nebraska Evaluation and Research (NEAR) Center at the University of Nebraska – Lincoln analyzed the data.

Validation Techniques

“Regardless of the type of research, validity and reliability are concerns that can be approached through careful attention to a study’s conceptualization and the way in which the data are collected, analyzed, and interpreted” (Merriam, 2009, p. 210). In order to ensure the sound collection, analysis, and interpretation of the data collected, the researcher employed two methods of validation: (a) Immersion in data and (b) peer review and examination.

Data immersion occurred by constantly seeking out information through educational sessions focused on late-night programming at the National Association of Campus Activities (NACA) conferences, as well as at the National Association of Student Personnel Administrators (NASPA) conferences. Staying up-to-date with current literature surrounding the topic of late-night events and engaging in conversations with those who are more knowledgeable in this area of campus activities were other ways the researcher immersed themselves in the study.

The second strategy applied was peer review and examination. Merriam explained that this strategy deals with the researcher becoming involved in

“discussions with colleagues regarding the process of the study, the congruency of emerging findings with the raw data, and tentative interpretations” (Merriam, 2009, p. 229). Through relationships formed with NACA and NASPA colleagues at other institutions, the researcher had many sources available to discuss late-night programming and strategies to curb underage drinking at colleges and universities. The researcher also engaged in conversations with the Campus NightLife Advisor to discuss the congruency of the emerging findings, to gauge if they were congruent with the researcher and Campus NightLife Advisor’s assumptions. Finally, the researcher submitted this entire work to her academic advisor who assisted in revisions and assistance that contributed to the validation of the reported findings.

Chapter IV

Results

The results of this survey were used to aid in the future programming of Campus NightLife events at the University of Nebraska – Lincoln. The knowledge gained through this research assisted the Campus NightLife advisor, graduate assistant, and student board with allocating funds to future events, date selection processes, event selection processes, and in advertising techniques.

Purpose Statement

The purposes for conducting this research were to: (a) to determine satisfaction levels of students who attend Campus NightLife events, (b) to gain an understanding of the demographic of students attending these events (in terms of grade level and housing situation), (c) to gain an understanding of which media outlets were most effective for informing students about upcoming Campus NightLife events, and (d) to gain an understanding of why students chose to attend Campus NightLife events, especially if they are choosing to attend Campus NightLife events instead of engaging in activities that included the consumption of alcohol.

Research Questions

Considering the mission of Campus NightLife was to provide alternatives to alcohol consumption for students at the University of Nebraska – Lincoln , the research focused on the following questions:

1. Are the students who attend Campus NightLife events satisfied with the types of programs provided?

2. What media outlet or type of advertising is the most effective for informing students about upcoming Campus NightLife events?
3. What types of students (in terms of grade level and housing situation) attend Campus NightLife events?
4. Why do students choose to attend Campus NightLife events?
5. What would students choose to do instead of attending Campus NightLife events, had the event not been offered?

Research Sub-questions

The following research addressed these sub-questions:

1. How diverse are Campus NightLife events in terms of student grade level and housing situation?
2. What forms of advertising are most effective?
3. How many Campus NightLife events do students attend?
4. What motivates students to attend Campus NightLife events?
5. Does student attendance at Campus NightLife events affect student alcohol use?
6. Are student attendees satisfied with Campus NightLife events?

Findings

The Campus NightLife programming board at the University of Nebraska - Lincoln served to demonstrate how late-night programming can be implemented as a combatant to underage alcohol consumption. The need for this type of operation on campus was exhibited in the review of literature regarding the dangers of alcohol

consumption among college students and among strategies to minimize the occurrence and risks associated with binge drinking.

Response rate. A survey (Appendix C) was administered to students who attended Campus NightLife late-night events on October 28, 2011, and November 18, 2011. All students in attendance were invited to participate in the survey and were given a Campus NightLife tee shirt in exchange for survey completion. Of the approximate 250 students in attendance at these two events, 141 students completed the survey, resulting in an approximate 56% response rate. Students appeared honest and did not appear to withhold information from the survey. The results from this data collection should be taken into consideration to make improvements to the Campus NightLife late-night events and to improve the University of Nebraska – Lincoln climate in terms of underage alcohol consumption rates.

Research sub-question 1: Diversity. Questions two and three of the survey addressed demographic information pertaining to each individual student who responded to the survey. Of the 141 respondents, 38 (27%) identified as Freshmen, 30 (21%) identified as Sophomores, 29 (20%) identified as Juniors, 20 (14%) identified as Seniors, and 20 (14%) identified as a Graduate or Professional level student. Question three asked students to identify their housing situation as living in on-campus housing (residence hall or university-owned apartment), a Greek house, off campus, or other. Table 1 displays grade level and housing results. Of the 141 student respondents, 77(55%) students identified as living in university housing, 58 (41%) stated they lived in off-campus housing, and 4 (3%) marked

“other”. Zero (0%) student respondents identified as living in Greek housing. Of the 141 students who completed the survey, 139 students answered this question.

Table 1

Demographics of student attendees in terms of grade level and housing situation

Year in School	Housing Situation			Total
	University Housing	Off-Campus	Other	
Freshman	36	2	0	38
Sophomore	20	10	0	30
Junior	12	17	0	29
Senior	7	15	0	22
Graduate/	2	14	4	20
Total	77	58	4	139

Sub-question 2: Advertising. Questions 1 addressed advertising techniques utilized by Campus NightLife. Question 1, which stated “How did you hear about this event?” was asked to gauge how students were informed about Campus NightLife events, and which forms of advertising were most effective. Students were asked to select and mark all that applied from the following options: (a) Next@Nebraska (an email sent from the Student Involvement office to the entire student body at the University of Nebraska – Lincoln), (b) Flyers/Posters, (c) Calendars posted in the Union and Multicultural Center, (d) the Student Involvement website, (e) Facebook, (f) ListServ Emails through other organizations, or (g) word of mouth. Figure 1 displays these results. Of the 141 students who responded, the most effective form of advertising was word of mouth, which 51 (26%) students indicated as how they heard about the event. The next most popular answer was Next@ Nebraska, which 38 (27%) students marked, closely followed by Facebook, which 35 (25%) students indicated. The next most popular

responses were Union and Culture Center calendar, which 27 (19%) students indicated, and flyers posted around campus, which 24 (17%) students indicated as a way of informing them of the event. Zero (0%) students indicated that the Student Involvement webpage or Listserv emails from other organizations informed them of the event.

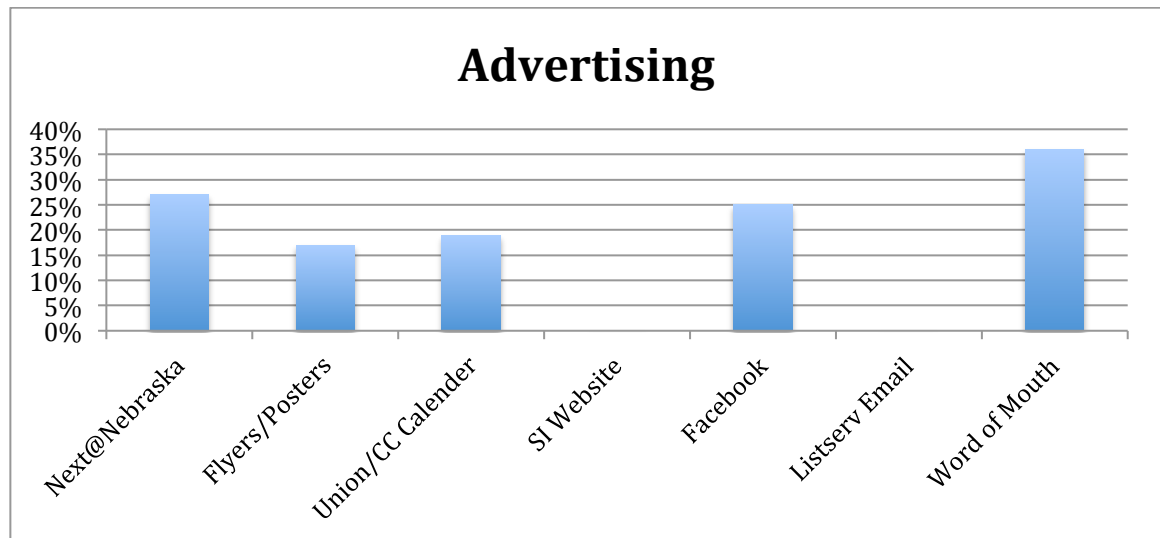


Figure 1. Advertising.

Sub-question 3: Attendance. Survey question 5 asked students to respond with the approximate number of Campus NightLife events they have attended in the past. Students were given the option to mark (a) this was the first event they had attended, (b) they had attended between 1 and 5 events, (c) they had attended between 6 and 10 times, or (d) they had attended 11 or more times. Figure 2 illustrates the results of students who responded to Question 5. Of the 141 students who responded, 89 (63%) responded that this was their first time attending a Campus NightLife event. 28 (20%) respondents indicated that they had attended between 1 and 5 events, 14 (10%) students had attended between 6 and 10 events,

and 10 (7%) students indicated that they had attended 11 or more events. The results from this question can be seen graphically in *Figure 2*.

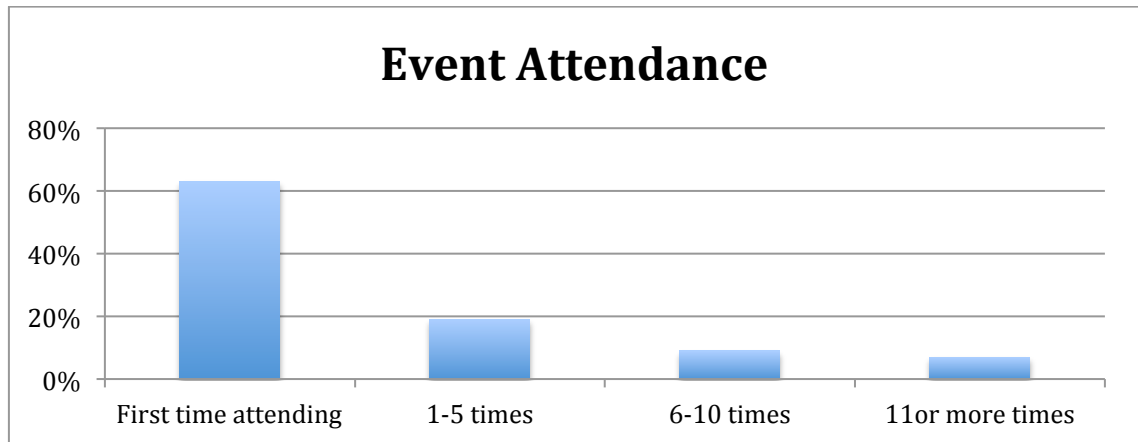


Figure 2. Event Attendance.

Sub-question 4: Motivation. Survey question 4 was asked to gauge student motivation for attending Campus NightLife events. This question asked students “Why did you attend tonight’s event?” Students were given the following options to choose from, and were asked to mark all options that applied to them: (a) It was an alcohol-free alternative for a Friday Night (b) I wanted to meet new people (c) I was interested in the event (d) Free food/ free stuff. Figure 3 displays these results. Of the 141 students who responded, 40 (28%) indicated they chose to attend because it was an alcohol-free alternative. 27 (19%) respondents indicated they attended because they wanted to meet new people. 86 (61%) students indicated that they were interested in the event itself, 55 (39%) indicated that they were interested in free food, and 5 (4%) did not respond.



Figure 3. Motivation to Attend CNL Events.

Motivation for students to attend Campus NightLife events was also gauged in questions 6a. and 6b., which asked students “What would you have done tonight if this event wasn’t offered,” and students were asked to write in their answer. The answers that students provided fell into the following categories: students would have (a) stayed home, (b) gone to a party / bar, (c) done homework, or (d) they “did not know”. Figure 4 displays these results. Of the 141 students who completed the survey, 89 (63%) indicated that they would have stayed home. Twenty-two (20%) students indicated they would have gone to a party or a bar had they not attended the event. Fourteen (10%) students indicated they would have done homework, and 10 (7%) students did not know what they would have done otherwise.

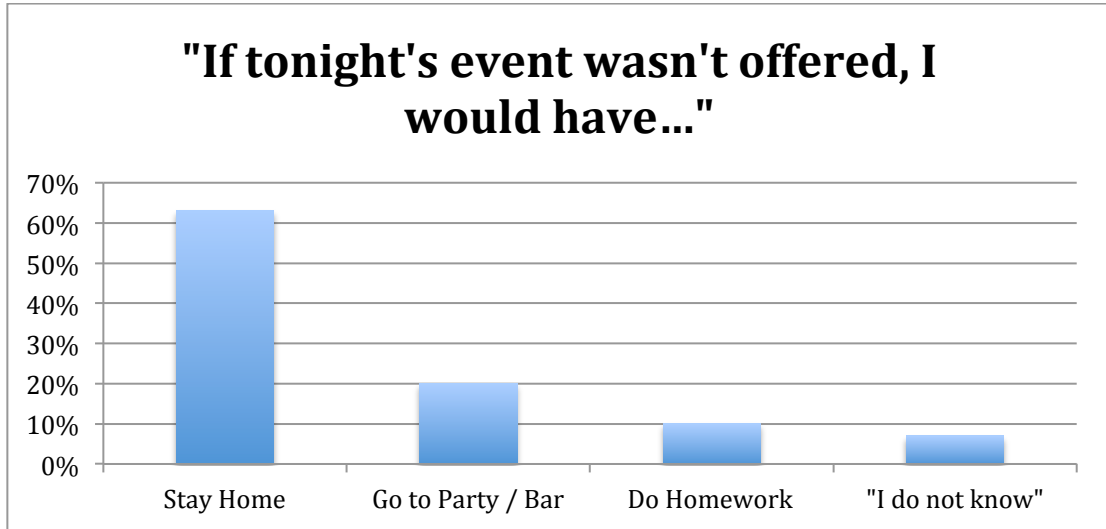


Figure 4. "If this event wasn't offered, I would have..."

Sub-question 5: Alcohol use. Survey question 6b., which stated, "would this activity have included the use of alcohol?" was asked to gauge what percentage of students were choosing to attend Campus NightLife events as an alternative to engaging in activities that would have included the use of alcohol. Students were asked to check either "yes" or "no" to answer this question. A graphical representation of this data can be seen in Figure 5. Of the 141 students who completed the survey, 114 (80%) said that if they had not attended the event, they would not have consumed alcohol while participating in an alternative activity for the night. Twenty-seven (19%) students said they would have consumed alcohol that night.

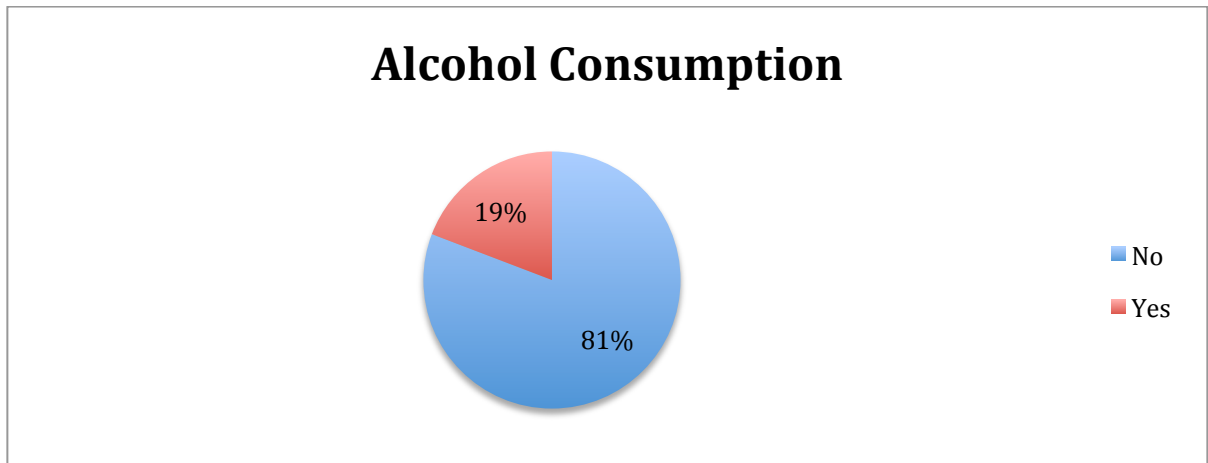


Figure 5. Alcohol Consumption.

Sub-question 6: Satisfaction. The final question asked of the student survey respondents asked students to rank their overall satisfaction on a scale from 1 to 5 (1 being “Not Satisfied,” 5 being “Extremely Satisfied”) with the events put on by Campus NightLife. Of the 141 respondents, the mean response was 4.17, with a standard deviation of 0.795. This resulted in an overall satisfaction rating of “Satisfied”.

Chapter V

Discussion and Conclusion

This study provided insight to the researcher regarding the types of students attending Campus NightLife events, what motivated these students to attend Campus NightLife events, how these students would have spent their night had the Campus NightLife event not been offered, and how satisfied these students were with the quality of Campus NightLife events. The information from this study was used to assist those involved with planning of Campus NightLife events to produce high quality, innovative, exciting events for the students at the University of Nebraska – Lincoln.

Purpose Statement

The purposes for conducting this research were to: (a) to determine satisfaction levels of students who attend Campus NightLife events, (b) to gain an understanding of the demographic of students attending these events (in terms of grade level and housing situation), (c) to gain an understanding of which media outlets were most effective for informing students about upcoming Campus NightLife events, and (d) to gain an understanding of why students chose to attend Campus NightLife events, especially if they are choosing to attend Campus NightLife events instead of engaging in activities that included the consumption of alcohol.

Research Questions

In this final chapter, the researcher offers a discussion based on the results from the analyzed data, and what these results mean to the Campus NightLife programming board at the University of Nebraska- Lincoln, as well as to the area of

late-night programming as a tool to combat underage alcohol consumption on college campuses. Considering the desire for college administrators to curb underage drinking at their institutions for the purpose of keeping their students safe, this study focused on the main question, “Does the presence of late-night programming on a college campus deter underage students from drinking alcohol?” To further assess this overall question and to aid in the future implementation of programs put forth by Campus NightLife, the following sub-questions were considered:

Are the students who attend Campus NightLife events satisfied with the types of programs provided?

1. What media outlet or type of advertising is the most effective for informing students about upcoming Campus NightLife events?
2. What types of students (in terms of grade level and housing situation) attend Campus NightLife events?
3. Why do students choose to attend Campus NightLife events?
4. What would students choose to do instead of attending Campus NightLife events, had the event not been offered?

Research Sub-questions

The following research addressed these sub-questions:

1. How diverse are Campus NightLife events in terms of student grade level and housing situation?
2. What forms of advertising are most effective?
3. How many Campus NightLife events do students attend?

4. What motivates students to attend Campus NightLife events?
5. Does student attendance at Campus NightLife events affect student alcohol use?
6. Are student attendees satisfied with Campus NightLife events?

Summary of Findings

The following section addresses these questions one at a time, and discusses the implications of the findings to future Campus NightLife programs.

Research sub-question 1: Diversity. The first sub-question to be addressed through these research findings stated, “What is the typical age and housing situation of students at the University of Nebraska – Lincoln who are attending Campus NightLife events? This question was asked to either prove or disprove the assumption of the Campus NightLife Advisor and Graduate Assistant that the majority of students attending Campus NightLife events could be classified as “freshman” or “sophomore” in grade, and living in a form of university housing, or “on-campus housing”. This research sub-question was answered by question 2 and question 3 of the survey, which was administered to students attending Campus NightLife events. Question 2 stated, “Which of the following best describes you?” and provided the following answers to select from: freshman, sophomore, junior, senior, graduate/professional student, staff, other. Question 3 of the survey asked, “What is your housing situation?” and provided the following answers to choose from: University housing (residence hall, on campus apartment, etc.), Greek House, Off-Campus Housing, Other.

The results of question 2 of the survey provided data that negated the assumptions of the Campus NightLife Advisor and Graduate Assistant, namely, that students attending Campus NightLife events are not heavily populated by underclassmen (freshmen and sophomore students) who were living in campus housing. Question two showed that a small majority (27%) of students attending identified as freshmen, closely followed by students who identified as sophomores (21%), juniors (20%), seniors (14%), and graduate students (14%). The fairly even distribution of grade levels present at Campus NightLife events can affect the future publicity techniques of Campus NightLife members at the University of Nebraska – Lincoln. In the past, Campus NightLife publicity techniques have focused primarily on print advertisements posted in underclassmen residence halls on campus. Due to the largest percentage of students attending Campus NightLife events identifying as freshmen, a smaller amount of print advertisements will be distributed to underclassmen residence halls. The researcher believes this population of students will continue to attend events without the presence of these advertisements. Students living in residence halls will continue to be informed about these events, even in the absence of print advertising, due to word of mouth advertising from their residence advisors and peers. Also, freshmen students are heavily targeted with marketing materials at the start of the academic year during Welcome Week activities, and are the most familiar with the Campus NightLife calendar of events through distributions of these calendars at Welcome Week activities.

Question three asked students to identify their housing situation as living in campus housing (residence hall or university-owned apartment) (55%), as living in

off-campus housing (41%), Greek housing (0%), or other (3%). The researcher was also surprised to find the near-even distribution between students who live on-campus and students who live off-campus attending Campus NightLife events. This again affects publicity techniques, as Campus NightLife may choose to distribute more print advertisements to known off-campus housing complexes where University of Nebraska – Lincoln students reside. The researcher discovered that zero students who completed the survey lived in Greek housing. The researcher assumed this finding was due to the fact that Greek-letter organizations provide their own social programming for their members. However, Campus NightLife may choose to use this information to target Greek-letter organizations with its publicity techniques in the future, by providing incentives to Greek-letter organizations with the highest percentage of members in attendance at future Campus NightLife events. Greek-letter organizations typically have reputations for high amounts of underage alcohol consumption; Campus NightLife events provide an ideal alternative to allow Greek students to interact in a social environment, without the use of drugs or alcohol.

The survey instrument used did not ask survey respondents to identify race, gender, or country of origin. Upon examination of over 20 Campus NightLife events, the researcher and the Campus NightLife Advisor have witnessed that these events appear to be evenly distributed with males and females, students of a variety of racial backgrounds, and students from a variety of countries of origin. Student diversity is apparent at a Campus NightLife event; in retrospect, it may have been beneficial to have statistical evidence to support this observation. The researcher

recommends including questions asking respondents to identify their gender, race, and country of origin in future research.

Research sub-question 2: Advertising. The second research sub-question asked to identify which forms of advertising informed the most students in attendance at Campus NightLife events of the current program and upcoming programs? This question was asked to direct the Campus NightLife board to utilize its most effective ways of advertising, and perhaps eliminate any ineffective forms of advertising and reallocate the resources for such advertising elsewhere. Question 1 asked, "How did you hear about this event?" The researcher was pleased to discover that the most effective forms of advertising for Campus NightLife events are also the cheapest; all of the top three most effective forms of advertising are free.

Surprisingly, only 17% of students indicated that they were aware of the event due to flyers and posters on campus, which is currently the most expensive and most utilized form of advertising by the Campus NightLife student board. With this new information, future advertising techniques will minimize the amount of posters that are printed and will focus primarily on large banners posted in the campus unions, and save the cost by printing substantially less (if any at all) of individual 8 ½" x 11" posters. Also, zero students indicated that an email Listserv informed them of upcoming events. Campus NightLife will use this information to create its own Listserv. A laptop computer could be made available at future Campus NightLife events for students to voluntarily sign up for the Campus NightLife Listserv, which then could be used to email students information regarding upcoming Campus NightLife events. Since this technique is also free and

mimics one of the most effective forms of advertising (all-campus emails), the researcher believes it will be a useful tool in informing University of Nebraska – Lincoln students regarding upcoming Campus NightLife events.

Research sub-question 3: Attendance. The third research sub-question was asked to learn approximately how many Campus NightLife events students had attended in the past. This question was asked based on the assumptions of the Campus NightLife Advisor and Graduate Assistant that those students who attend Campus NightLife events attend in large numbers; Campus NightLife events seem to have an almost cult-like following of students who attend nearly all of CNL's events each semester. The researcher was interested to discover that while this assumption may be true for some students, the vast majority of students are attending Campus NightLife events for the first time. Question 5 of the survey asked students to respond with the approximate number of Campus NightLife events they have attended in the past. Sixty-three percent of students responded that they were attending Campus NightLife events for the first time. This finding led the researcher to consider that the uniqueness of Campus NightLife events attracts students to attend, rather than the reputation of Campus NightLife. Based on this finding, it would be wise for Campus NightLife to develop brand recognition, so students begin to associate all Campus NightLife events as a fun, appealing form of entertainment. By continuing to develop the brand and reputation of Campus NightLife, the researcher believes students will become repeat attendees by believing all Campus NightLife events will be appealing, rather than a singular event focused on one topic

or interest group. Further research could include branding techniques, who Campus NightLife's target market is, and how to best serve the needs of this market.

In order to increase the number of students who are repeat attendees of Campus NightLife events, a rewards program can be developed. Given only 17% of students indicated that they had attended six or more events, Campus NightLife may consider using this information to implement a rewards program for repeat attendees. Campus NightLife could devise a punch card, similar to a frequent buyer's card at a restaurant or store, for which students could receive one punch on the card for each Campus NightLife event attended. Students may be awarded prizes for reaching milestones (five punches, 10 punches, etc.) or completing the entire card. Prizes would increase in value for higher number of punches. For example, a student may receive a Campus NightLife plastic cup for five punches, a Campus NightLife tee shirt for 10 punches, and an invitation to a pre-event pizza party after completing an entire punch card. This technique could likely encourage students to attend Campus NightLife events regularly, this exchanging attending Campus NightLife events for engagement in underage drinking or other illegal or dangerous activities.

Research sub-question 4: Motivation. The fourth research sub-question concerned student motivation, particularly the answer as to why students chose to attend the Campus NightLife event? This question was asked to gauge whether students were attracted to these events because they were looking for an alternative to drinking alcohol, because they were purely interested in the event, because they

were looking for a way to meet new people, or because they were interested in free food / free giveaways.

Of the students who participated in the survey, the majority (61%) answered that they were interested in attending the event purely because the event itself appealed to them. This finding demonstrated to the researcher that most students are not actively seeking an alternative to engaging in alcohol use, but the attractiveness of the event itself is motivating students to attend. In fact, only 28% of survey respondents indicated that they were motivated to attend the event because it was an alternative to engaging in alcohol use. The 28% of students who were seeking an alternative activity may be the type of students who feel uncomfortable around others who are engaging in the use of alcohol, or choose not to consume alcohol based on religious or moral reasons. The majority of Campus NightLife event attendees did not fall into this category, and indicated that participants were attending the event purely based on interest in the attraction of the event itself. With this information in mind, Campus NightLife may continue to promote the innovativeness and creativeness of the event, rather than promoting the event as an alternative to partying and drinking.

Campus NightLife can also use this information in budgeting for future night-life events. Since less than 40% of respondents indicated that the primary reason for their attendance was for free food and giveaways, Campus NightLife will be designating a lesser amount of its programming dollars to these items. Since the primary reason students choose to attend Campus NightLife events is because of

their interest in the creativity of the event itself, the loss of giveaways should not deter them from attending events in the future.

Research sub-question 5: Alcohol Use. The fifth sub-question asked students what they would have done instead had the Campus NightLife event not been offered, and would this have included the use of alcohol? This sub-question was perhaps the most important question addressed by student respondents in terms of whether Campus NightLife events are deterring underage students from consuming alcohol. The students who responded were allowed to write in their own answer, and those answers fell into the following categories: (a) Stay home, (b) Go to a party / bar, (c) Do homework, or (d) "I do not know". The majority of students (63%) indicated that they would have stayed home if they had not attended the Campus NightLife event. Part B of this question asked if their alternative activity would have included the use of alcohol, and 80% of students indicated that they would not have consumed alcohol had Campus NightLife not put on an event that night.

This information was somewhat expected by the researcher, but also somewhat disappointing. Considering the wide range of grade levels of students who attend Campus NightLife events, it seemed more probable to the researcher that a greater percentage than 20% of students would have gone to a party or frequented a bar. A majority of students attending Campus NightLife events are of the legal drinking age yet would not have engaged in alcohol use had the participants not attended the Campus NightLife event.

In one sense, Campus NightLife has not achieved its mission of providing an alternative to underage alcohol use based on the finding that 80% of survey respondents would not have engaged in alcohol use had they not attended the event. This may be the case due to the lack of event-specific prevention strategies utilized by Campus NightLife. Event-specific prevention (ESP) strategies address college student drinking associated with peak times and events (Neighbors, Walters, Lee, Vader, Vehige, Szigethy, & DeJong, 2007). Currently Campus NightLife events are planned on dates that are known to be typical nights that students frequent area bars (typically Thursday nights), and avoid known social events such as Homecoming, holiday breaks, midterm testing, etc. Beyond these parameters, any date is equally likely for a Campus NightLife event to be held. Due to the findings that only 20% of student respondents chose to attend a Campus NightLife event instead of an alternative activity that would have included the use of alcohol, event-specific prevention strategies should be utilized in the future scheduling of Campus NightLife events. The Campus NightLife advisor and student board should use this information to schedule Campus NightLife events on dates known to be heavily associated with drinking, including holidays and campus-wide events.

However, in another sense, Campus NightLife is achieving its mission of providing exciting, interactive entertainment options for all students at the University of Nebraska – Lincoln, regardless of age, race, gender, social status, etc. Although Campus NightLife events may not deter students from engaging in the use of alcohol, Campus NightLife events do provide an alternative activity for students who may feel uncomfortable around those who are drinking, may feel alcohol use is

against their religion or moral beliefs, or simply do not choose to consume alcohol. Campus NightLife events provide a space for students to escape the confines of their dorm rooms and interact with other students with whom they may never have otherwise interacted. Since the majority of students responded that they would have otherwise stayed home had the Campus NightLife event not been offered, the researcher assumed that Campus NightLife events are providing the opportunity for students who may not feel connected to the university to begin to feel connected on campus. Students may not be formally involved in student organizations, social groups, or have otherwise have found their niche on campus, and Campus NightLife events provide them the opportunity to connect and feel at home at the University.

According to Astin's (1999) theory of student involvement, a more highly involved student has higher persistence rates and is more likely to graduate. Astin (1999) described an "involved" student as "one who... devotes considerable energy to studying, spends much time on campus, participates actively in student organizations, and interacts frequently with faculty members and other students" (p. 518). Additionally, "students who ... participate in extracurricular activities of almost any type are less likely to drop out" (p. 523).

Students attending Campus NightLife have the opportunity to become more involved students through interacting with peers and participating in events held on campus. If students attending Campus NightLife events become more "involved" students, they have greater chances of persisting to graduation, thus, Campus NightLife provides opportunities to increase student retention.

Research sub-question 6: Satisfaction. The sixth and final research sub-question was asked in order to gauge student satisfaction with Campus NightLife events. As Campus NightLife entered its fifth year of programming, this survey provided a needed opportunity to collect feedback from students to determine if the direction in which Campus NightLife events were heading was one with which students were satisfied. Students used a 5-point Likert scale to rank satisfaction with Campus NightLife events (1 being dissatisfied, 5 being highly satisfied). The mean response of students who completed the survey resulted in a value of 4.17, or “satisfied.” Based on this information, Campus NightLife is likely to continue to provide similar types of interactive, energetic, engaging events to the student population at the University of Nebraska- Lincoln.

Conclusion

The main research question for this study was, “Does the presence of late-night programming on a college campus deter underage students from drinking alcohol?” Based on the results of the aforementioned research sub-questions, the researcher concluded that currently at the University of Nebraska – Lincoln, the presence of Campus NightLife events are not deterring a substantial amount of students from drinking alcohol. However, based on the knowledge gained through the literature reviewed for this study as well as the results of the survey, the researcher can provide innovative suggestions for the future direction of Campus NightLife programs and for further research.

Recommendations

Based on the findings from this study and the information learned through the literature review, the researcher provides the following suggestions for the Advisor of Campus NightLife, the student board involved with planning Campus NightLife events, and all others involved with the planning and implementation of strategies for Campus NightLife events.

1. Use Event-Specific Prevention strategies when formulating the Campus NightLife events calendar. Plan events on dates of known heavy drinking, such as holidays and campus-specific events. These events may include the night before the first home football game, or a night before a holiday resulting in the cancelling of classes.
2. Inform Greek-Letter organizations of the benefits of alcohol-free social events for their underclassmen members. This can be a key element of a risk-management strategy. Implement an incentive system by rewarding points to Greek-letter organizations based on the number of members in attendance and provide a prize or incentive for the winner. For example, Greek-letter organizations receive an equivalent number of points for the percentage of members in attendance (ex. 15% of members resulting in 15 points), and the house with the most points at the end of each semester will receive a donation of \$200 to the philanthropy of their choosing. This may serve as a successful motivator to increase the numbers of Greek students attending Campus NightLife events.

3. Reduce the amount of funding spent on giveaways, food, drink, and print advertisements. The researcher believes these elements are not attracting students to Campus NightLife events, and the funds used for these elements can be allocated more effectively.
4. Focus promotional activities on atypical advertising strategies that will create a word of mouth buzz around campus, rather than relying on print advertisements. Utilize strategies such as VIP invitations, gorilla marketing techniques in public space around campus, and technology and social media to provide a free alternative to print materials. These free alternatives may include weekly YouTube video updates, a frequently updated Facebook page, and a Twitter account.
5. Implement an incentive program for students who attend Campus NightLife events regularly, similar to a “frequent buyer” punch card, to motivate students to become regular attendees, rather than first-time attendees. Offer prizes for achieving milestones of five, 10, or 15 events, or filling an entire card. Prizes may include giveaways such as cups or water bottles, tee shirts, “skip the line” passes for future events, or a pizza party.

Suggestions for Further Research

Further research needs to be conducted regarding the area of late-night programming as a tool to combat underage alcohol consumption at college campuses. At the University of Nebraska – Lincoln, further research can be done to determine if other programs (such as those put forth by the University Program Council, which are not at the “late-night” hour) impact underage drinking levels.

Further research may also include discovering the target market of Campus NightLife marketing techniques, and ways to develop a brand and increase brand recognition. Also, further research can be done to determine if, after the aforementioned suggestions are implemented, the percentage of students who are attending Campus NightLife events as an alternative to engaging in alcohol use increases. It would be beneficial to include questions asking survey respondents to identify their gender, race, and country of origin to give statistical support for the diversity seen at Campus NightLife events. Finally, this same research study can be conducted at other institutions of higher education including large, public, four-year institutions, private institutions, or community colleges that offer late-night programs for students. The results of this study have a narrow window of application to be meaningful to individuals at the University of Nebraska– Lincoln involved in Campus NightLife event programming but may contribute to a larger body of research conducted at a variety of institutions regarding the effectiveness of late-night programming.

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Appendix A

Permission from Reshell Ray

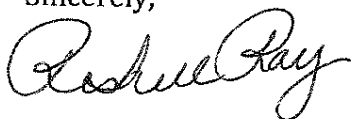
August 30, 2011

Dear NU Grant,

I give Kathryn Reising permission to survey attendees of Campus NightLife events during the Fall 2011 semester. The information she will be collecting will include year in school, housing situation, and their opinions regarding Campus NightLife events and will be used to complete her study.

Please do not hesitate to contact me with any questions.

Sincerely,



Reshell Ray
Associate Director, Student Involvement
Assistant Manager, Nebraska East Union
300 Nebraska East Union
(402) 472-8156

Appendix B
Informed Consent Form



INFORMED CONSENT FORM

Effectiveness of Campus NightLife Late-Night Programs at the University of Nebraska - Lincoln

Dear Participant,

This research project will be conducted to gain an understanding of students' motivation to attend Campus NightLife events and to gauge your satisfaction with these events. By participating in this survey you will be able to share your feelings regarding Campus NightLife events. The information gained from this study will be used to further the direction of Campus Nightlife late-night programming board.

You must be 19 years of age or older to participate. You are invited to participate in this study because you are present at a Campus NightLife event during the Fall 2011 semester. Participation in this study will require approximately 5 minutes of your time, and is not considered as part of the Campus NightLife event. You will take a brief survey consisting of 8 multiple choice and fill-in-the-blank type questions. No identifying personal information will be collected. There are no known risks or discomforts associated with this study.

Participation in this study is voluntary. You can refuse to participate or withdraw at any time without harming your relationship with the researchers or the University of Nebraska-Lincoln, or in any other way receive a penalty or loss of benefits to which you are otherwise entitled. Any information obtained during this study (such as gender, grade, and housing situation), which could identify you, will be kept strictly confidential. The data will be stored in a locked cabinet in the investigator's office and will only be seen by the investigator during the study. The information obtained in this study may be published in professional publication or presented at a professional conference.

You will receive a Campus NightLife tee shirt for completing this survey. You will only receive one tee shirt, even if you complete the survey at multiple Campus NightLife events.

You may ask any questions concerning this research and have those questions answered before agreeing to participate in or during the study. You may call the investigator, Katy Reising, at any time via office phone, (402) 472-8171, or after hours at (630) 730-3202. Please contact the investigator:

- If you want to voice concerns or complaints about the research

Please contact the University of Nebraska-Lincoln Institutional Review Board at (402) 472-6965 for the following reasons:

- you wish to talk to someone other than the research staff to obtain answers to questions about your rights as a research participant
- to voice concerns or complaints about the research
- to provide input concerning the research process
- in the event the study staff could not be reached,

You are voluntarily making a decision whether or not to participate in this research study. Submitting a completed survey certifies that you have decided to participate having read and understood the information presented. You may take a copy of this consent form to keep if you so choose.

Thank you for your time and honesty,

Katy Reising, Principal Investigator
Jim Griesen, Secondary Investigator

Office: (402) 472-8171

Office: (402) 472-3725

Appendix C
Survey Instrument

