



Summary of Results

Lane County

2007 College Gambling Survey

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Introduction

It is estimated that Lane County currently has 6,000 adults with gambling problems and an additional 1,500 teens with gambling problems. Lane County Health and Human Services has an active education and prevention program directed at reducing the negative effects of gambling. In an effort to learn more about gambling among late teens and young adults, Lane County Health and Human Services commissioned a survey of University of Oregon students. Northwest Survey & Data Services (NSDS) was selected to carry out this survey.

Survey topics included gambling behavior, beliefs about gambling, gambling amounts and debts, reasons for gambling, and knowledge about gambling information and resources. Most of the questions were taken from a standardized gambling survey being used in other Oregon counties. Some of the questions were unique to this Lane County survey.

Methodology

For this survey, potential respondents were selected at random from the email address list of all University of Oregon students, including graduate students and law students. Community education students (local residents taking a class, but not pursuing a degree) were not included in the survey. Potential respondents were sent an email containing a survey introduction and an invitation to visit a secure website and take the survey. A total of 600 invitations were sent out and the survey was closed after 450 people initiated taking the survey. Of the 450 respondents who consented to start the survey, a total of 437 respondents completed the survey. For those respondents who wanted to supply a mailing address (recorded separately from the survey results) a \$5 gift certificate to Starbucks was mailed to them by Lane County as an incentive.

For this survey of 437 respondents, the margin of error is $\pm 4.6\%$. This means that for any result the true answer, if generalized back to the entire population of University of Oregon students, will be within 4.6 percentage points above or below the result reported here. For answers in which a large percentage of respondents all have the same opinion, the margin of error will be smaller. For example, a result in which 85% of people have the same opinion, the margin of error is only $\pm 3.3\%$.

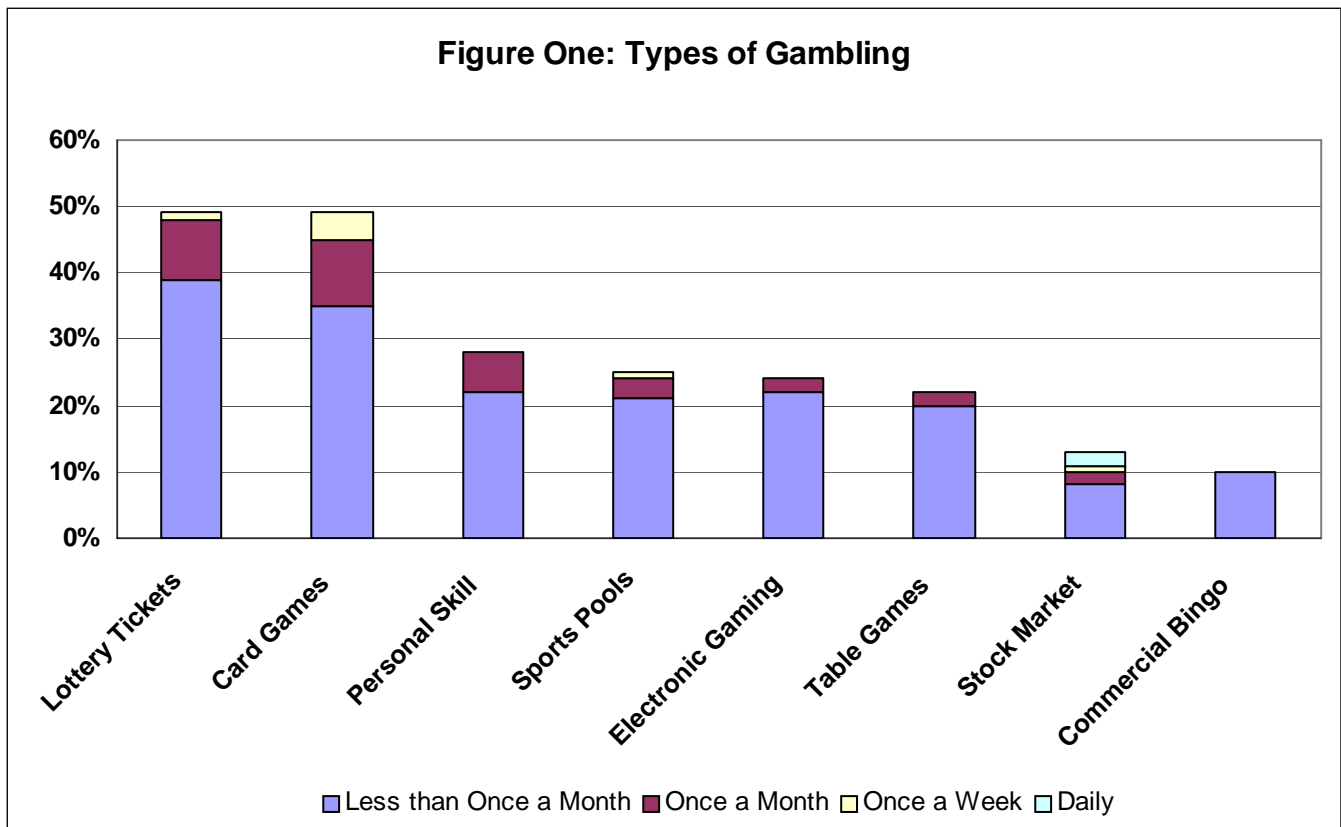
Survey Results

The students who participated in the survey represented all four undergraduate classes, plus graduate students. All five of these groups of students were well represented, with participants numbering from 66 to 108, depending on the group. More women than men took the survey, 61% vs. 39%. In general, survey respondents typically number more women than men. Additionally, the University of Oregon has more women than men enrolled, 53% vs. 47%.

In addition to the results discussed in this report, see the Topline Results section for the exact wording of each question and the raw score for each possible response. The narrative responses to questions that allowed respondents to write additional information are also included in this section. Readers may also look at the 95 cross-tabulation tables in the Banners Section for detailed information on specific questions and comparisons between men and women, those who gamble frequently and those who do not, and those with specific gambling problems.

Types of Gambling

The survey began by asking respondents about 13 types of gambling that they might have participated in during the last year. The majority of university students had not participated in each of the 13 types of gambling during the previous year. In fact, 19% of students had never gambled in their life and another 25% had not gambled in over a year. However, there were eight types of gambling that 10% or more of university students had participated in at least once during the previous 12 months. Of these eight types of gambling, two stood out as by far the most common, with 49% of students purchasing lottery tickets and 49% of students playing card or board games for money. The next most popular form of gambling, betting on games of personal skill, such as pool, was much less common, with 28% of students having placed such bets during the previous year. See Figure 1 below for the percentage of students participating in each of the eight most common types of gambling.



As you can see from Figure 1, most types of student gambling are something that students do less than once a month, or in some cases monthly. It is very rare for a student to participate in a gambling activity on a weekly or daily basis. Interestingly, the only gambling activity with any measurable percentage of students participating on a daily basis is the stock or commodities markets, where 2.3% are active day traders. Perhaps not surprisingly, almost all of the day traders (80%) were men. The stock market was also the one form of gambling where some students objected to the categorization of the activity as gambling (see the narrative responses at the end of the Topline Results section).

Whether or not students participated in gambling activities and the amount of gambling varied significantly between men and women. While 56% of students had gambled within the last year, for women the figure was 47%, while for men it was 72%. Similarly, almost two-thirds of the men who gambled (64%) participated in three or more types of gambling, while only 35% of women gamblers participated in three or more types of gambling. See Banner Table 79 for more information.

A slight majority of student gamblers (51%) have never placed a bet for more than \$10 on any one day. However, a very large percentage (38%) have placed bets from \$10 to \$100 on a single day, while 10% have placed bets in the range of \$100 to \$1,000 on a single day. In addition, 1% of student gamblers have wagered more than \$1,000 on a single day. Women gamblers were more likely to have placed

small wagers than were men who gambled. Sixty-three percent of women have never bet more than \$10 on a single day, while only 35% of men have limited themselves to these small wagers. It was most common for men (48%) to have bet between \$10 and \$100 on a single day, and two-thirds of all bets over \$100 were placed by men, even though the survey gathered information from 1.5 times as many women as men. See Banner Table 50 for more information.

Attitudes Toward Gambling

After being questioned about gambling behaviors, students were shown a series of statements about gambling and asked for each if the statement was true or false. The results of these questions show an interesting set of beliefs. Very few students (14%) were opposed to gambling for moral or religious reasons. Most students (73%) disagreed with the idea that gambling is more a matter of skill than luck, although perhaps more interesting is that 27% of students thought gambling was about skill.

A large majority of students (69%) thought problems with gambling could be changed through “will power.” At the same time, an even larger majority (89%) agreed that gambling is an addiction similar to a drug or alcohol addiction. Nevertheless, most students (58%) thought treatment for problem gambling was usually successful. This set of beliefs is consistent with the idea that addictions can be cured, but that individuals have the ability to effect or influence these cures themselves, hence the importance of “will power.”

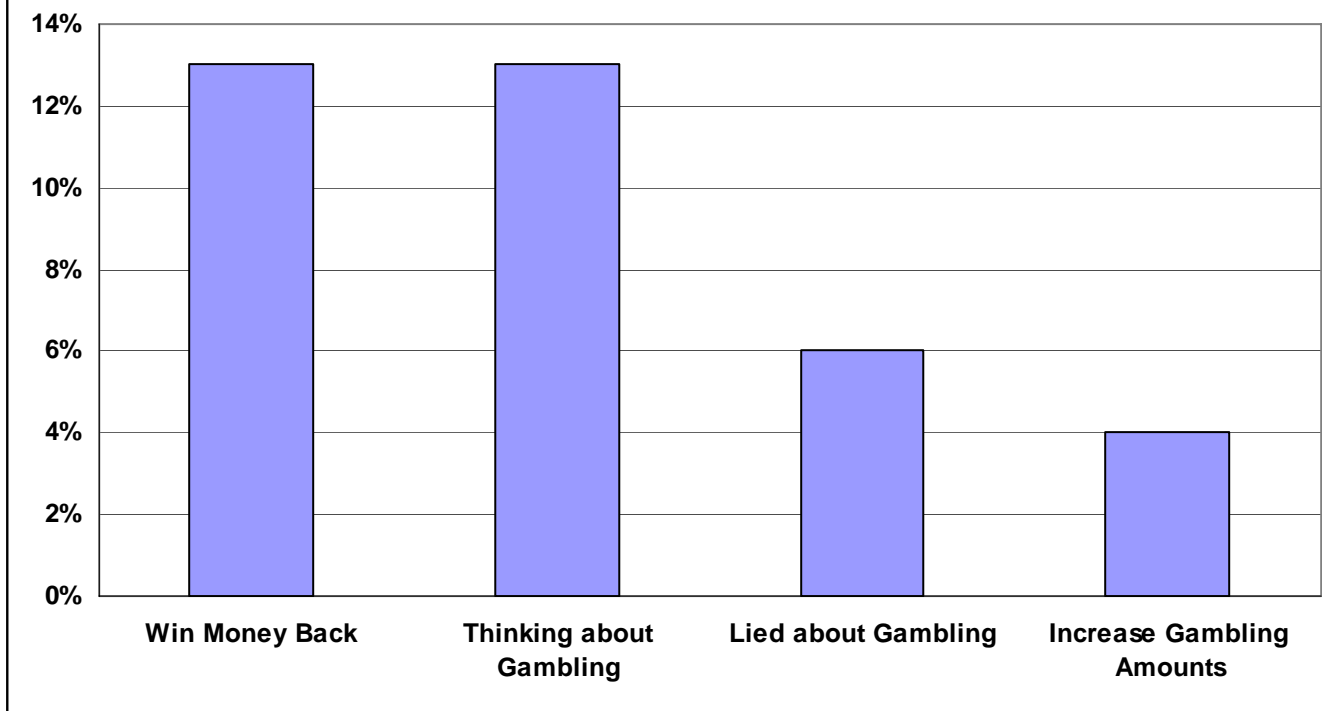
Gambling Behavior and Debts

Students were next shown a list of 10 possible behaviors or attitudes related to problems people sometimes have with gambling and asked if they had done or felt any of them during the last 12 months. Four problem behaviors or attitudes were experienced by moderate to small numbers of student gamblers, 4% to 13%, although 24% of student gamblers had at least one of the problems. The remaining 6 problems were experienced by very few student gamblers or by no one who participated in the survey.

Male students were much more likely to hold the attitudes or report behaviors associated with problem gambling than were women gamblers. Among male student gamblers, 33% had experienced one or more of these problems, while for women gamblers the problems were experienced by 14%.

See Figure 2 below for the overall rate at which these problems are experienced.

Figure Two: Top Four Problem Gambling Behaviors



The most common problem, experienced by 13% of student gamblers, was the attempt to recoup gambling losses by returning to gamble another day. This behavior, which is a form of personal expression of the “gamblers fallacy” (the idea that current losses will be balanced by future gains, or that the past and the future are somehow linked together) and usually leads to gambling losses beyond what a person originally was willing to accept.

The next most common problem, also experienced by 13% of student gamblers, was spending lots of time thinking about past gambling, planning for future gambling, or trying to think of ways to find the money to gamble.

The third problem experienced by student gamblers was to lie to family or friends in an attempt to hide their gambling behavior. This problem was much less common than either of the first two problems, and was experienced by 6% of student gamblers.

The final problem behavior in this group was the need to gamble with ever increasing sums of money in order to achieve the same level of excitement. Four percent of student gamblers claimed that this had happened to them.

Students were also questioned about another set of gambling behavior problems: borrowing money to pay for gambling debts. Fortunately, only 7 percent of students who had ever gambled claimed that they had borrowed money for gambling debts. For those who had borrowed money, it was most common to borrow money from other relatives, followed by borrowing from significant others, and finally by borrowing from household money. It was more than twice as common for male gamblers to have borrowed money than for women who gambled, 11% vs. 5%.

Students were also questioned about the use of financial aid money for gambling. Although two-thirds of the students surveyed (65%) received some type of financial aid, only 7 students (2% of those who received aid) had used any of their financial aid for gambling during the past year. Among the students who had used aid money for gambling, they had typically used 10% or less of their aid for this purpose.

Toward the end of the survey students were asked about behaviors around athletics and sports betting. Although 6% claimed to know of a coach or teammate who had placed a sports bet, less than 1% of respondents had personally been involved in behaviors around fixing sports games, dealing with student sports bookies, or known of teammates who had been involved in sports fixing activities.

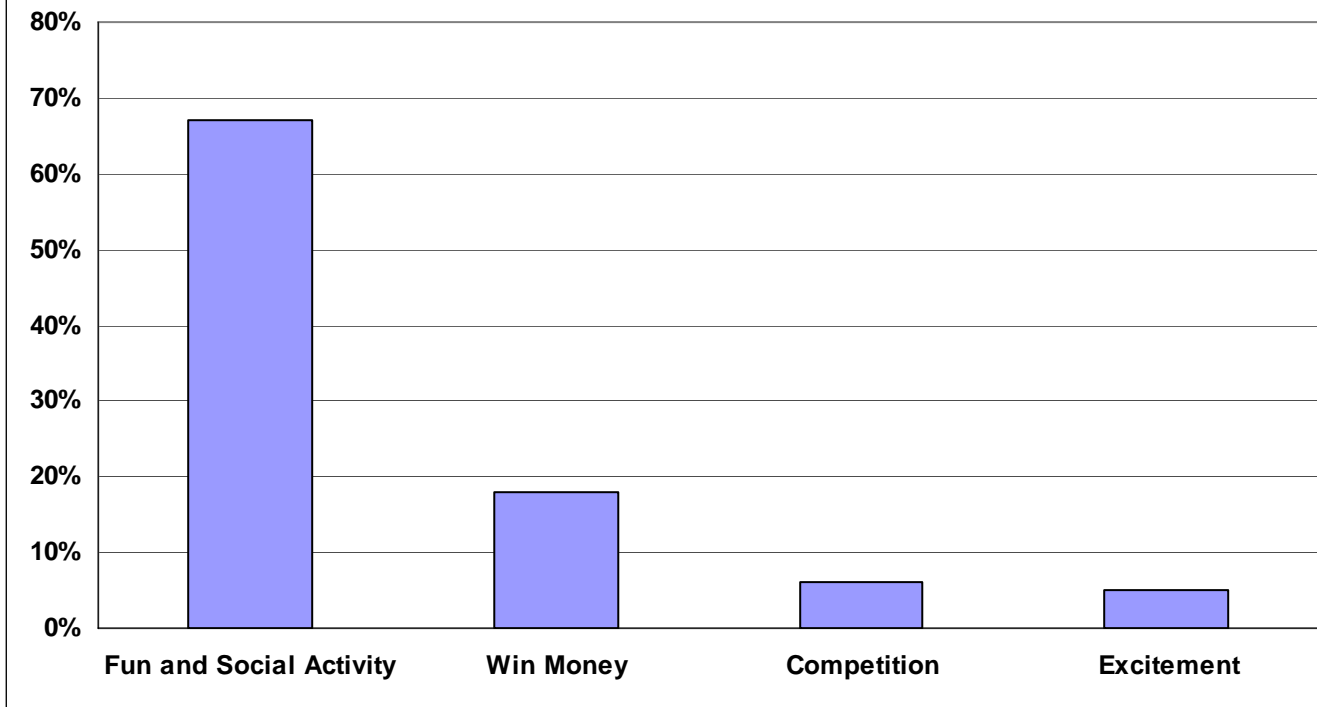
Interestingly, when asked if they had ever had a problem with gambling, 97% of respondents said that they had not. Of the 3% who claimed to have a gambling problem, more than half of these respondents said that the problem was in the past and was not a current problem. See Banner Table 55 for more information.

Although most students did not feel that they had any problems related to gambling, a much larger percentage (22%) claimed to know someone with a gambling problem. Most frequently this person was a parent or relative (38%), although 26% of the people they thought had gambling problems were other University of Oregon students.

Reasons for Gambling

Students who have ever gambled were asked for their three main reasons for gambling. By far the main reason students claimed they gambled (67%) was for “fun and social activity.” The next most common reason picked first for why the respondents gambled was “to win money”, however this was only picked by 18% of gamblers. In addition, smaller numbers of students picked “competition” or “excitement” as their first reason for gambling. See Figure 3 below for a comparison of these reasons.

Figure Three: Reasons for Gambling



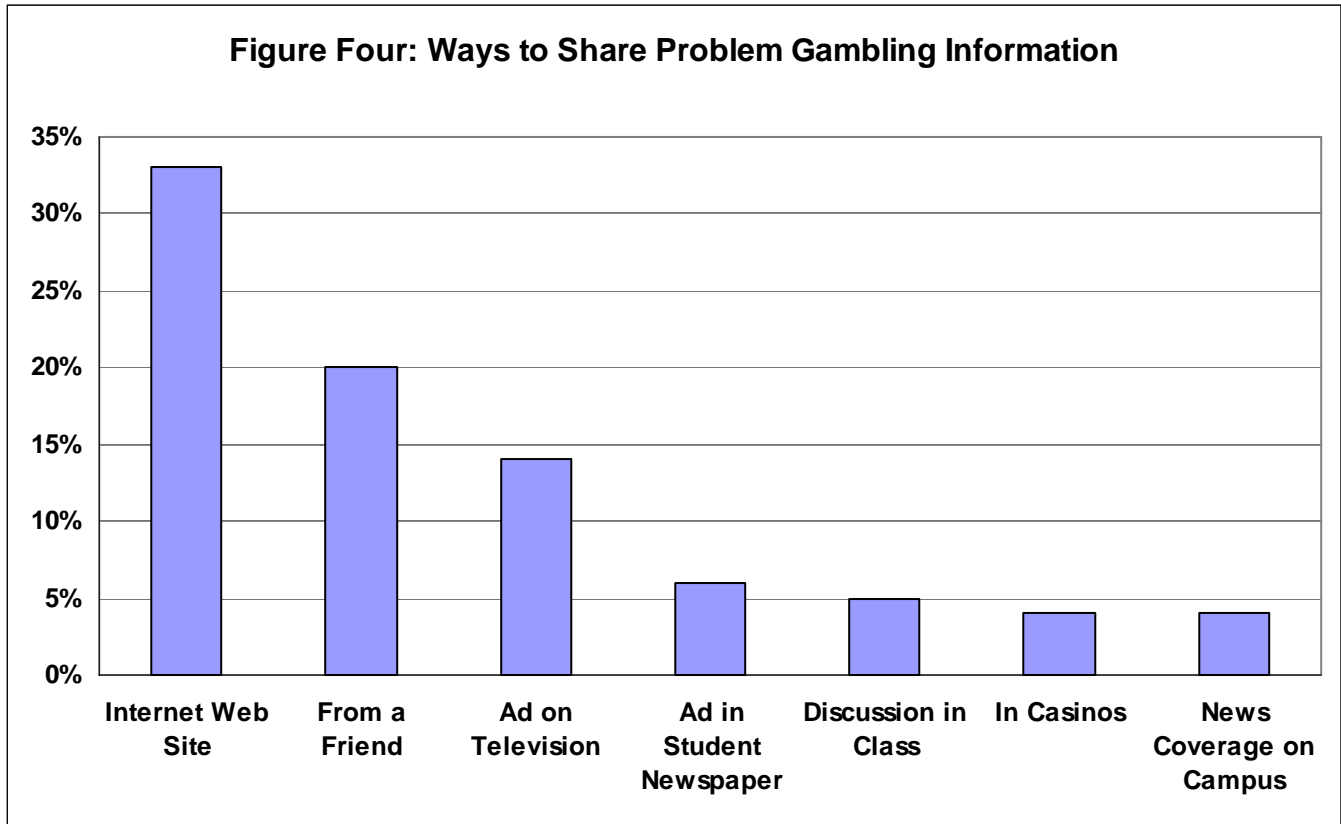
The second and third reasons students claimed to gamble closely mirrored the first reason. The top four reasons picked as the first reason were also the top four reasons picked as the second reason, respondents just shifted around among these top four reasons. For example, those who picked “fun and social activity” as the first reason now tended to pick “excitement” as the second choice.

Although both men and women picked “fun and social activity” as their most common reason for gambling, there were major differences between men and women on their reasons for gambling. For women “fun and social activity” was almost the only reason they claimed they gamble, with 74% of women picking it as their primary reason, followed distantly by the desire to “win money” (17%). For men, “fun and social activity” was the most common primary reason (58%), followed by the 20% who want to win money. However, another major reason men gambled was because it was competitive (12%). For women, the competition aspect of gambling was only picked by 1.5% as their most important reason for gambling. In other words, men were eight times as likely as women to gamble because it could be seen as a form of competition. For more information see Banner Table 51.

Gambling Information and Resources

The last major section of the survey asked a series of questions about resources for information or help with gambling problems. Students were first shown a list of 15 sources where information about how to get help with problem gambling might be shared. They were then asked to rate what they thought

were the first, second and third best ways to share such information. All 15 sources had some students who thought that would be the best way to share information about getting help with problem gambling. However, more than two-thirds of all students chose among just three sources, with “internet website” as the most common choice (33%), followed by “friends” (20%), and “ad on television” (14%). See Figure 4 below for the top seven choices.



The second and third choices about which gambling information resource students thought was best were once again almost identical to their first choices. The top second choices were the same as the top first choices. See Banner Tables 56, 57, 58 for more information.

Students were also asked to select from seven possible resources that they would turn to if they themselves, or a friend, had a gambling problem. The most common source students would turn to was a “parent or guardian” (39%), with women slightly more likely than men to pick this choice (42% vs. 35%). The second choice was again the internet (26%), with “Gamblers “Anonymous” a distant third with 13%. See Banner Tables 59 and 60 for more information.

Students were split down the middle (49% vs. 51%) on whether or not they thought they knew where to go for information about problem gambling treatment. However, a smaller percentage (32%) claimed that they had ever seen either of two common gambling hotline numbers. For those who did think they

had seen gambling hotline numbers, 68% thought they had seen them on television. See Banner Tables 22, 61, and 70 for more information.

Student Characteristics

The survey concluded with a series of questions about personal characteristics and behaviors. In addition to asking age, gender, and year in school, students were also asked about their use of drugs and alcohol, and about credit cards.

When asked about drugs and alcohol, the only substance used by a majority of University of Oregon students was alcohol. Eighty-five percent of students use alcohol, with 39% using it at least once a week and another 2% using alcohol daily. Students who drank alcohol at least once a week were slightly more likely to engage in more forms of gambling, but were no more likely to have gambling problem behaviors or problems with gambling debts. For more information see Banner Table 73.

Cigarettes and illegal drugs had almost identical use patterns, with approximately 75% of students never using them, while 5% use them at least once a week, and another 4% use them daily. In addition, 9% of students use prescription drugs that are not prescribed to them. As was mentioned earlier, only alcohol use has any relationship to gambling behavior. See Banner Tables 73 – 77 for more information.

When asked about credit cards, it was revealed that two-thirds of students (66%) have credit cards. Most students (55%) have one or two cards, while 11% have three or more. Additionally, almost all students receive credit card solicitations (83%), with 35% receiving solicitations at least once a week.

Conclusion

Gambling is a common behavior for University of Oregon students. In the past year, over half of all students have engaged in some form of gambling, most commonly the lottery, board games, or skill games. Although gambling is fairly common, it is rare for students to gamble more frequently than once a month. It is also rare for students to bet large sums of money, with the majority of bets less than \$10 and with bets over \$100 being very rare.

Some students express attitudes and have engaged in behaviors that would indicate gambling problems. Almost one-quarter of student gamblers have one gambling problem or another, although it is rare to have multiple gambling problems. Fortunately, student gamblers at the University of Oregon rarely borrow money for gambling debts, a sign that most student gambling is for relatively small stakes and is not imposing a serious economic hardship.

Students primarily gamble for fun and excitement, with monetary reward as a minor goal. This is

probably a further indication that gambling is not a serious economic issue for students.

Students are generally unaware of the community resources available for help with problem gambling. However, they do think that gambling can be a type of addiction and that it can be treated. If they were looking for resources on gambling they would be most likely to look first at the internet.

Other than gender, no other demographic variable, including age or year in school, had any significant effect on gambling behavior. Alcohol had a minor negative effect on gambling behavior.

Although these college students do not exhibit large amounts of problem gambling behavior, other Lane County populations in the same age group may have more problems in this area. Lane County might consider investigating a non-University population in this age range in order to more fully understand gambling behaviors of young adults.

Most University students were unaware of the resources available to them to help with gambling problems. Lane County may want to consider a campus-based information center for resources to help with problem gamblers. The internet was the primary source that University students picked to help with problem gambling resources, and is so widely used by University students, Lane County may want to capitalize on the convenience and media format that the internet can provide.