

UNR Problem
Gambling Prevention
Project Survey Results

2015

Center for the Application of Substance Abuse Technologies

Introduction

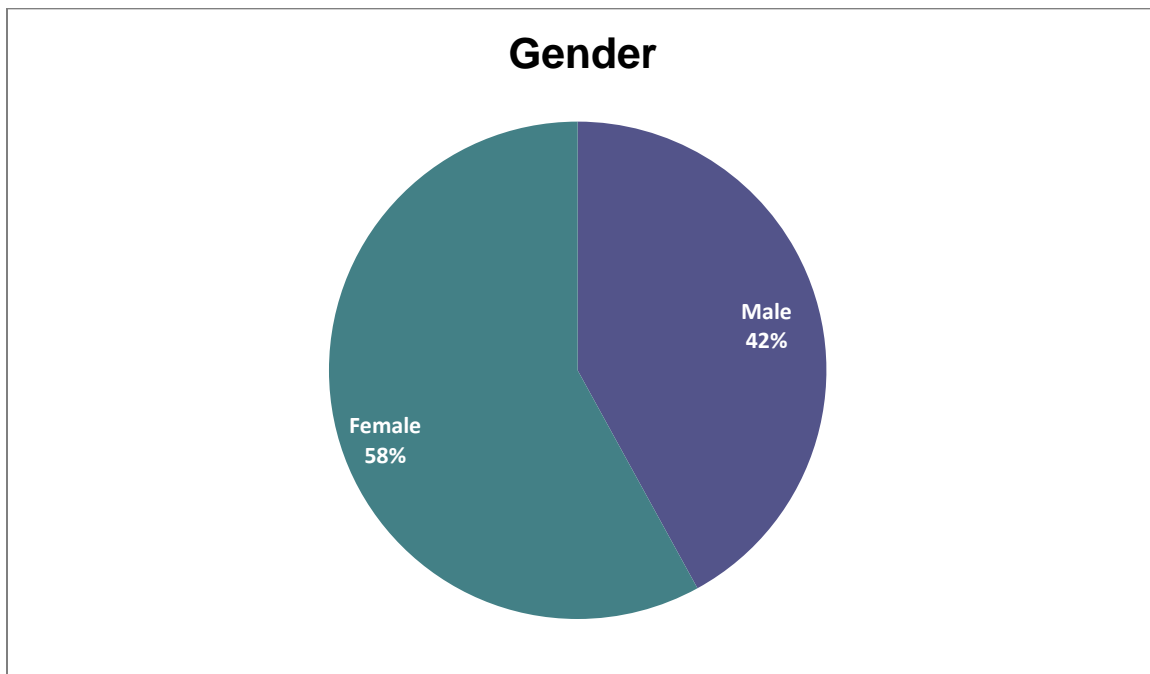
The College Gambling Perceptions and Behaviors Survey was emailed to all undergraduate and graduate University of Nevada Reno (UNR) students through the UNR listserv on January 27, 2014 and May 1, 2015. In 2015, a total of 800 students responded, with nine (9) students declining to participate, 59 excluded due to indicating they were a minor, and 62 excluded for missing data, yielding a final sample for analysis of 670. The survey consisted of 43 questions, including nine demographic questions, ten gambling knowledge, attitude, and behavior questions, two alcohol use questions, two UNR-related questions, four gambling-related, seven questions on perception of other students' gambling knowledge, attitudes, and behaviors, and a problem gambling screening tool. This document provides a summary of survey findings.

Demographics

The following graphs display the demographics of the student sample.

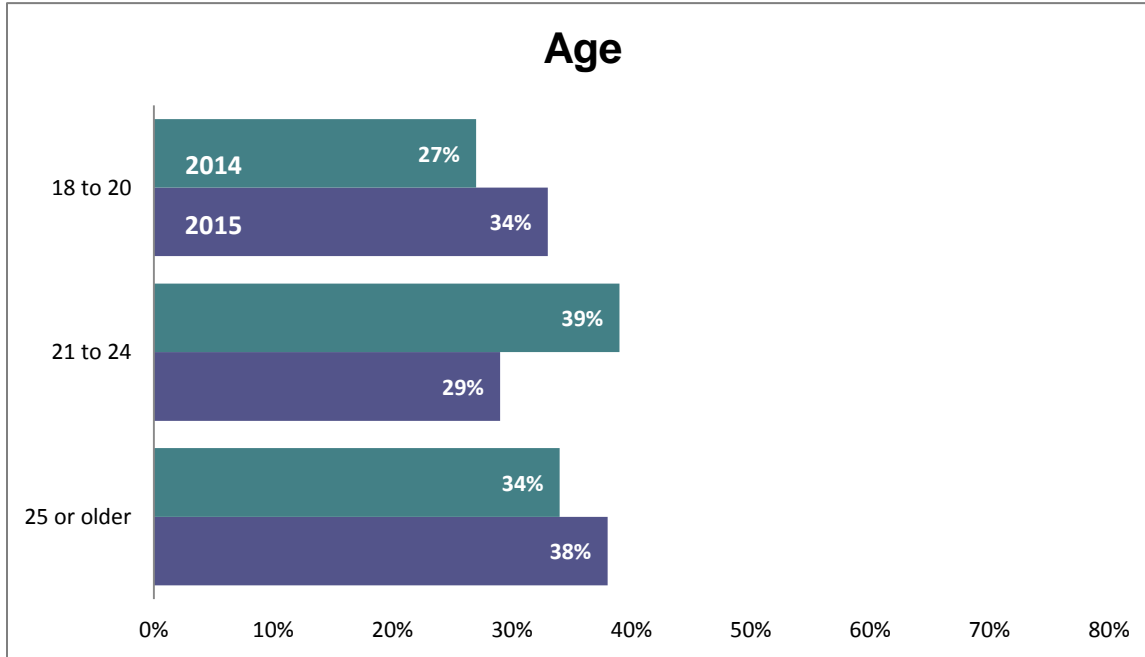
Gender

Over half (58%) of respondents were female, while the remaining 42% were male, an increase of male representation of 3% from 2014 to 2015.



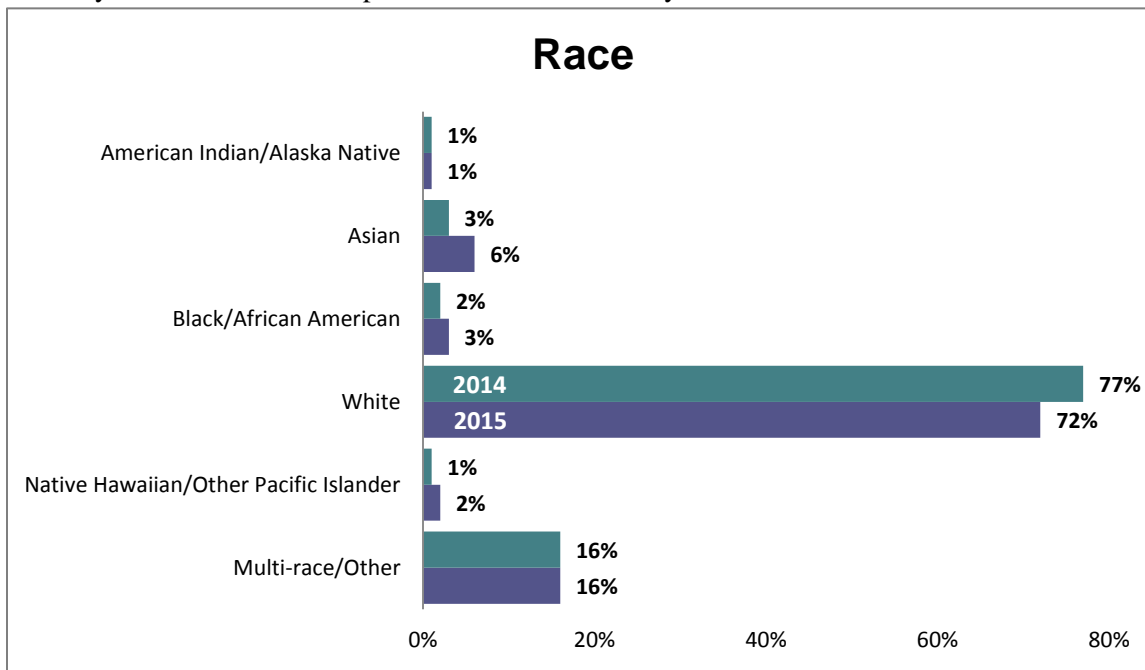
Age

The age of the participants was similar to UNR as a whole, where the average undergraduate student is 22.1 years and the average graduate student is 32.3 years old. Two-thirds (67%) of the sample was of legal age to gamble. There was a shift in the age of respondents from 2014 to 2015, with an increase of 7% for those in the 18 to 20 range and an increase of 4% for those in the 25 or older group.



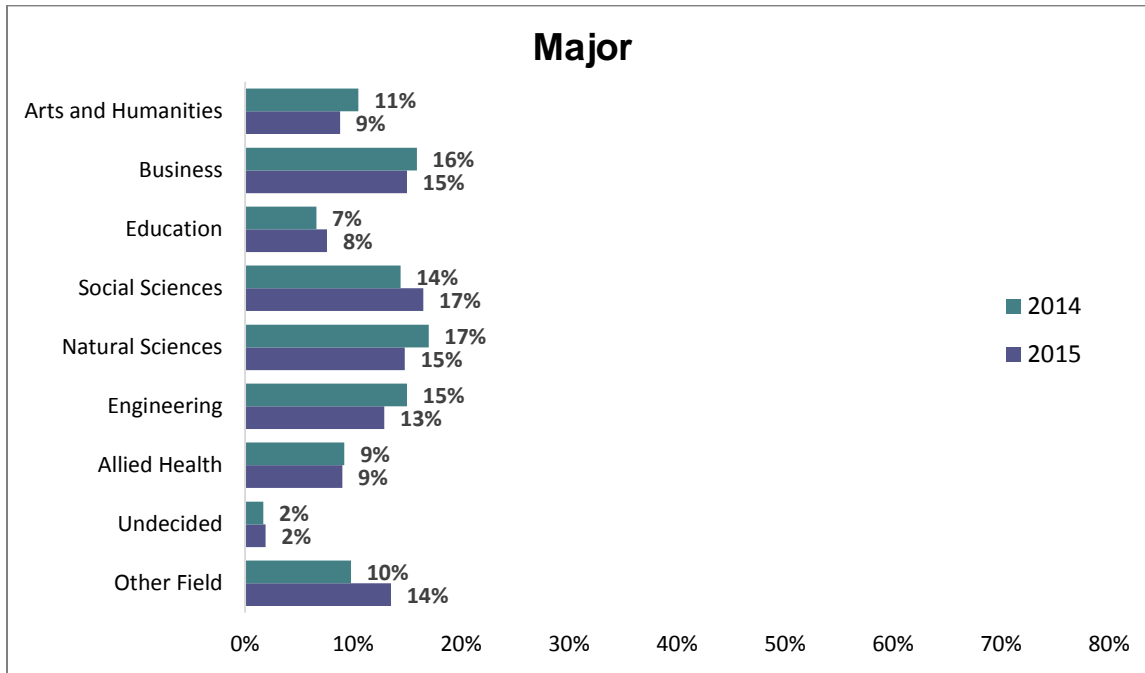
Race

The racial composite of the sample was similar to the UNR student body. The sample increased in diversity in 2015 with more representation from minority students.



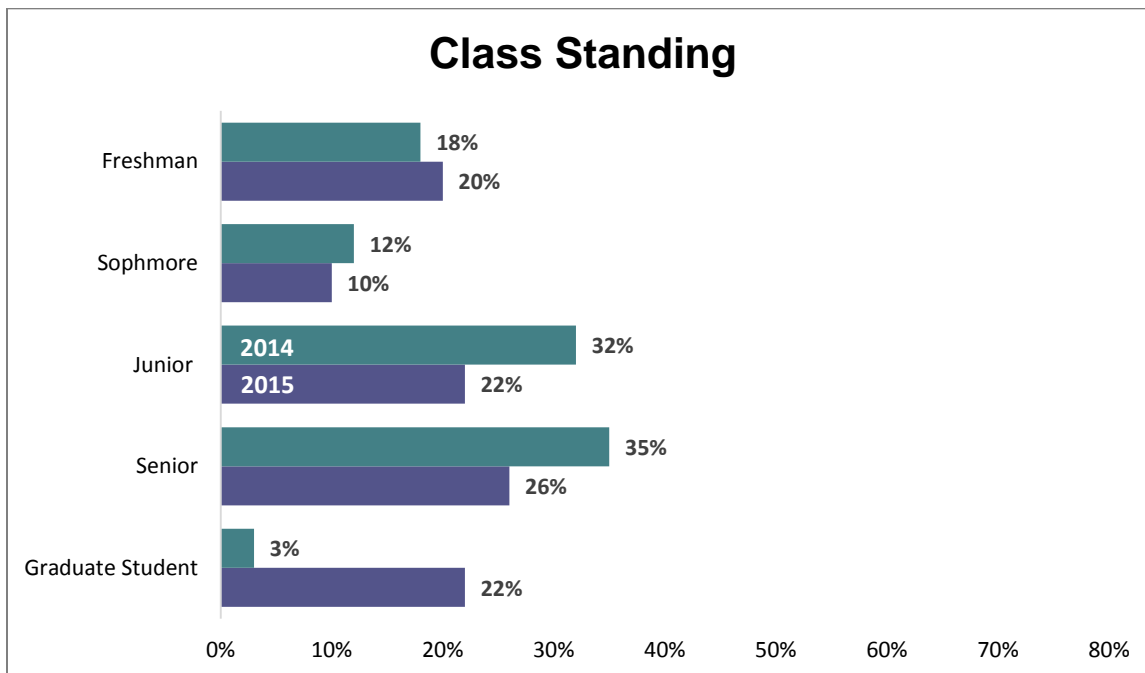
Major

Students from all major areas participated in the survey and representation was similar across both years.



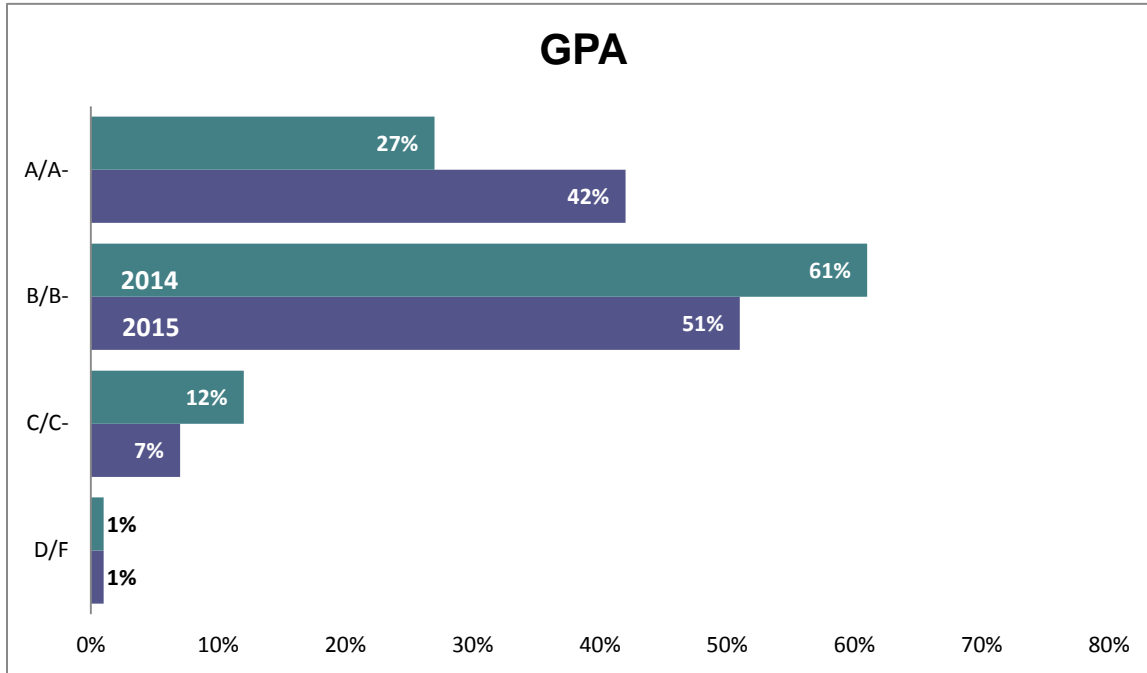
Class Standing

Students from all classes participated, with 70% of the sample representing students who were likely of age to gamble legally. In 2015, there was an increase of *Graduate Students* by nearly 20%.



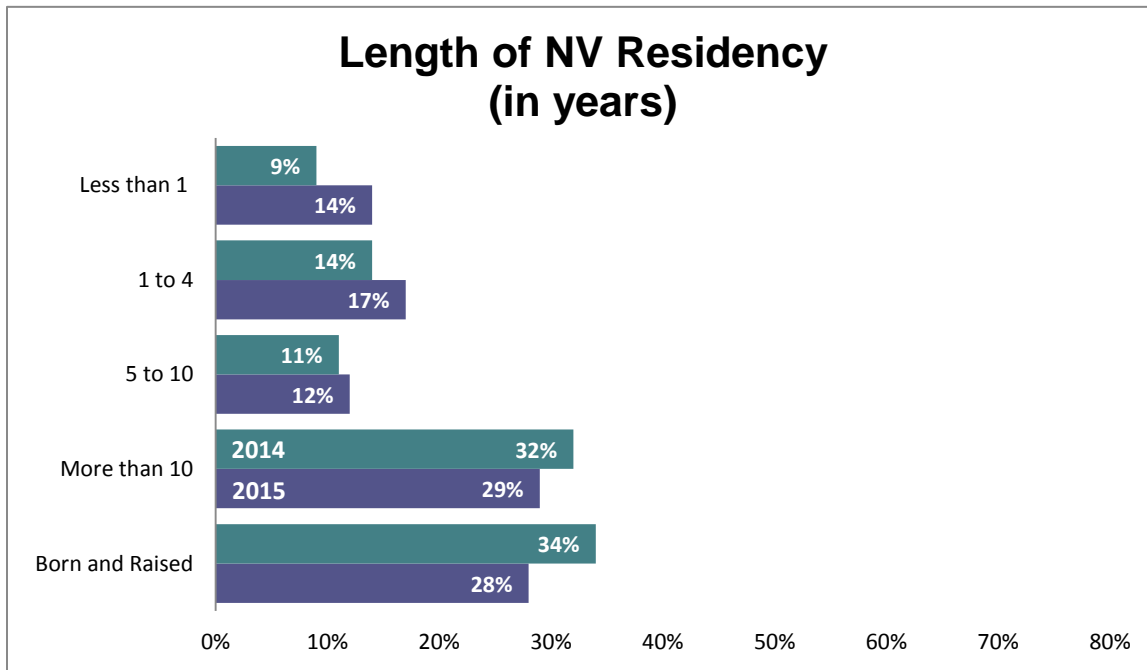
Grade Point Average (GPA)

Both years of the survey, 99% of students reported a GPA that was passing. Of those who completed the survey in 2015, 15% more indicated their GPA was an A/A- than in 2014.



Nevada Residency

Most of the sample had lived in Nevada, and its corresponding gambling environment, for a significant amount of time. There was an increase of 8% in those who had moved to Nevada in the last 4 years from 2014 to 2015.

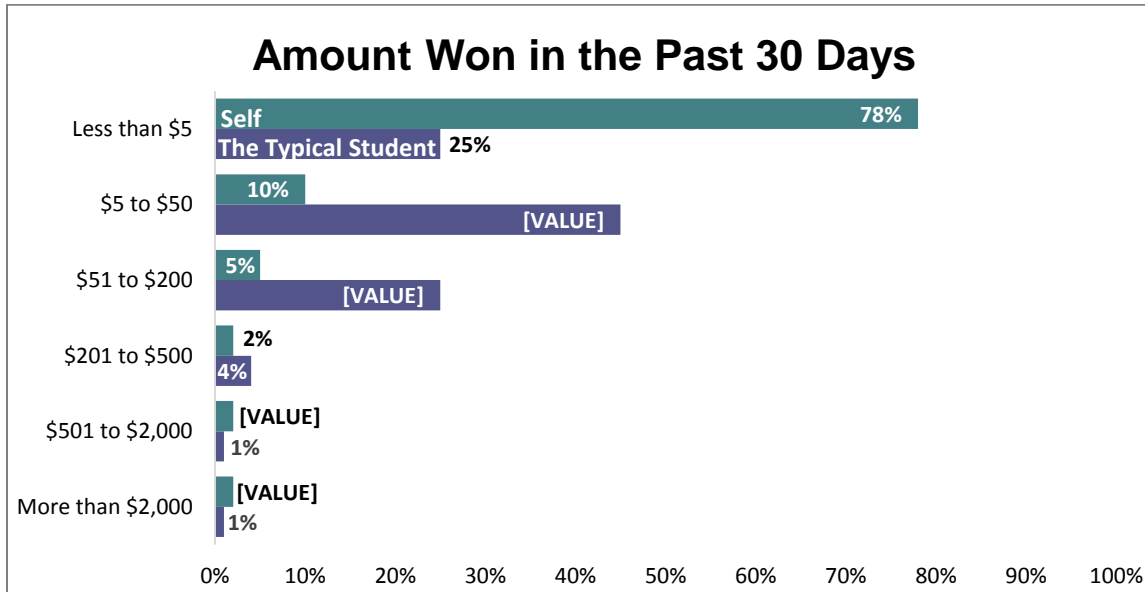


Social Norms

Students reported on a variety of their gambling behaviors and their perception of the typical student's gambling behaviors.

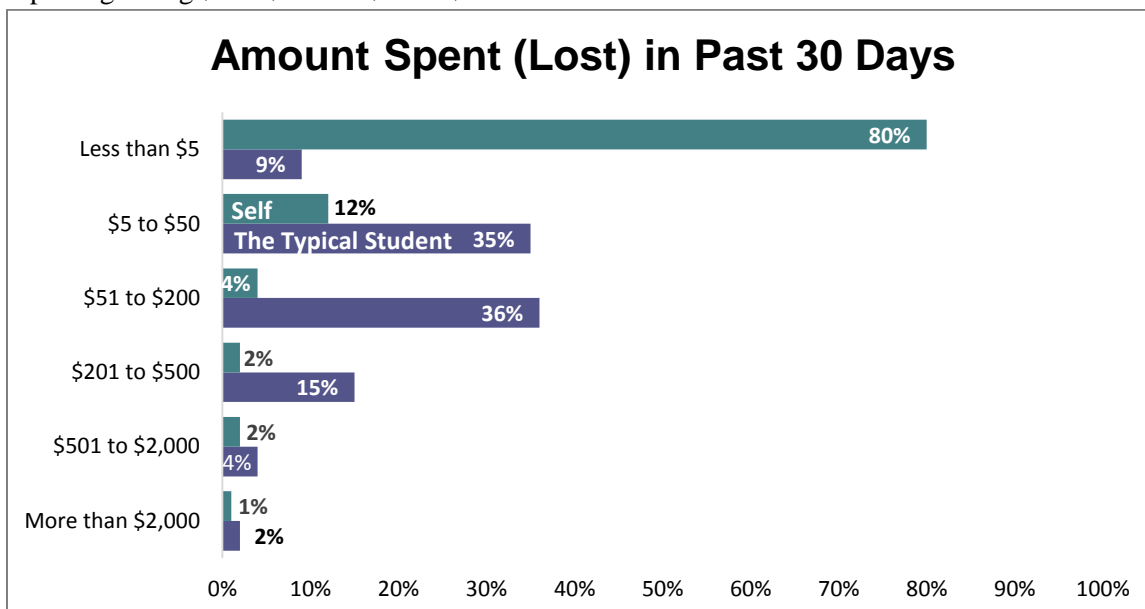
Amount Won

Over three-quarters (78%) of students reported they only won five dollars in the past 30 days, but 25% of respondents perceived that the typical student to have won that amount. Nearly half (45%) believed the average student won \$5 to \$50. This was similar to responses in 2014, with an increase of 3% in those reporting winning *Less than \$5* and a decrease in reporting of \$5 to \$50.



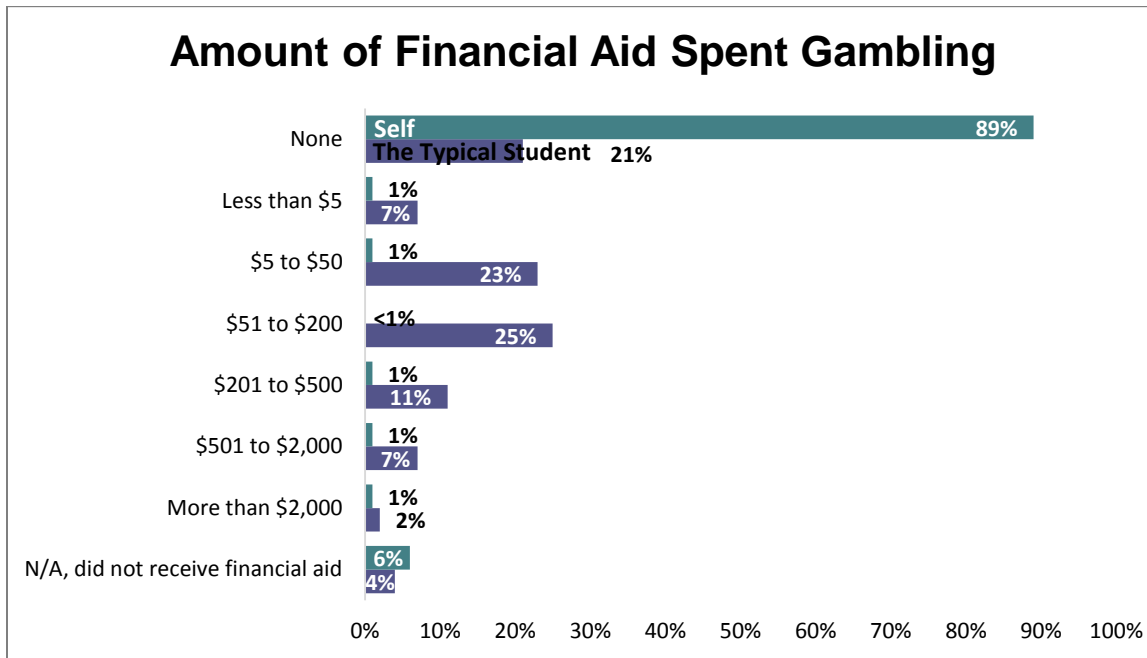
Amount Lost

Again, most (80%) of the students reported only losing five dollars gambling in the past month, but the perception was that the typical student lost \$5 to \$50 or \$51 to \$200. From 2014 to 2015, the percentage reporting losing \$5 to \$50 and \$51 to \$200 decreased.



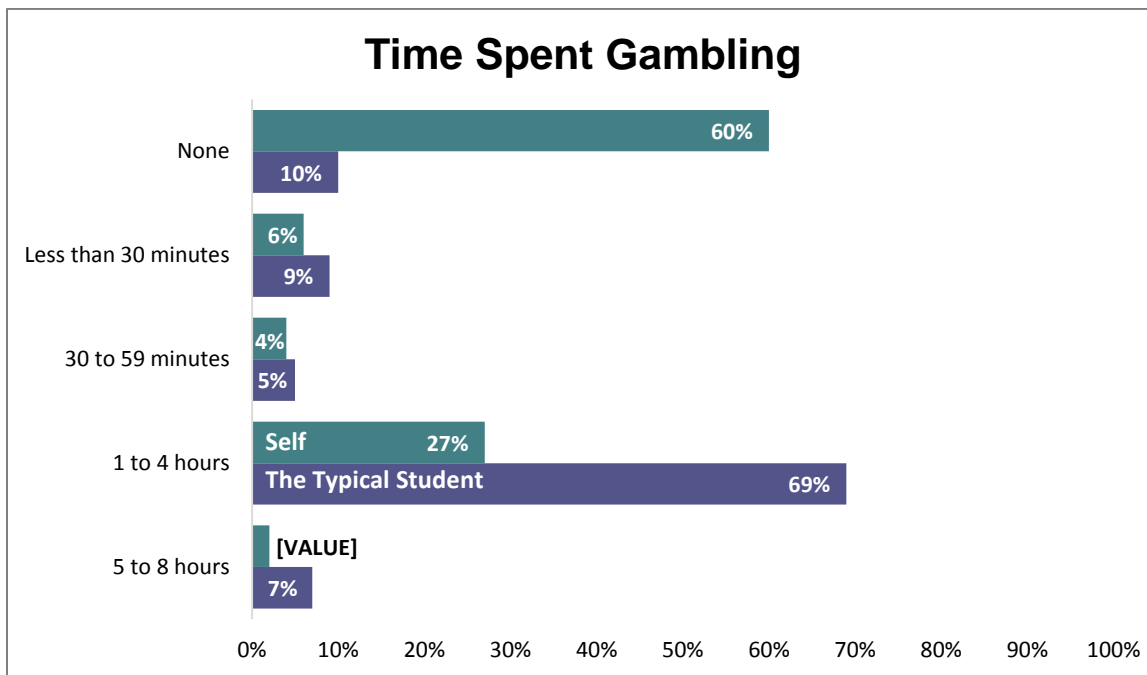
Amount of Financial Aid Spent

For both years of the study, only 5% of students gambled with their financial aid money, while 75% of respondents perceived that the typical student did so.



Time Spent Gambling on a Typical Gambling Day

Time spent gambling was a new question added in 2015 and results reflected all other social norms questions asked. While 60% of participants indicated they spent no time gambling, 69% reported that they thought the typical student spent 1 to 4 hours gambling.

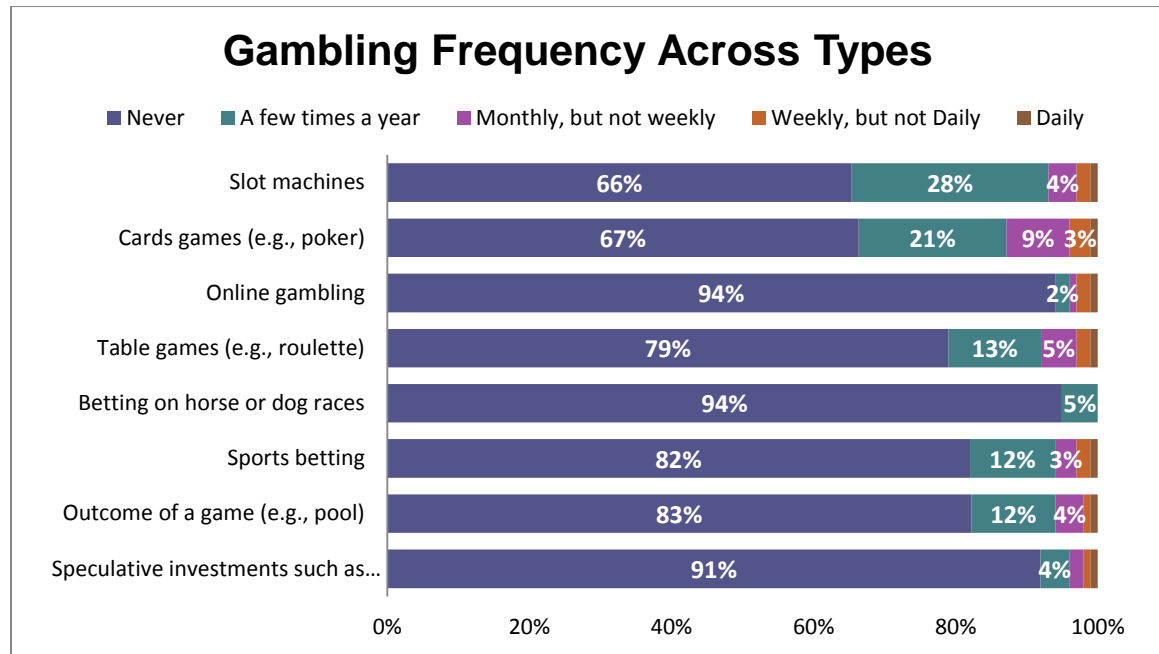


Gambling Behaviors

Participants reported on a variety of gambling behaviors, including frequency, location, reasons for, habits, and problems.

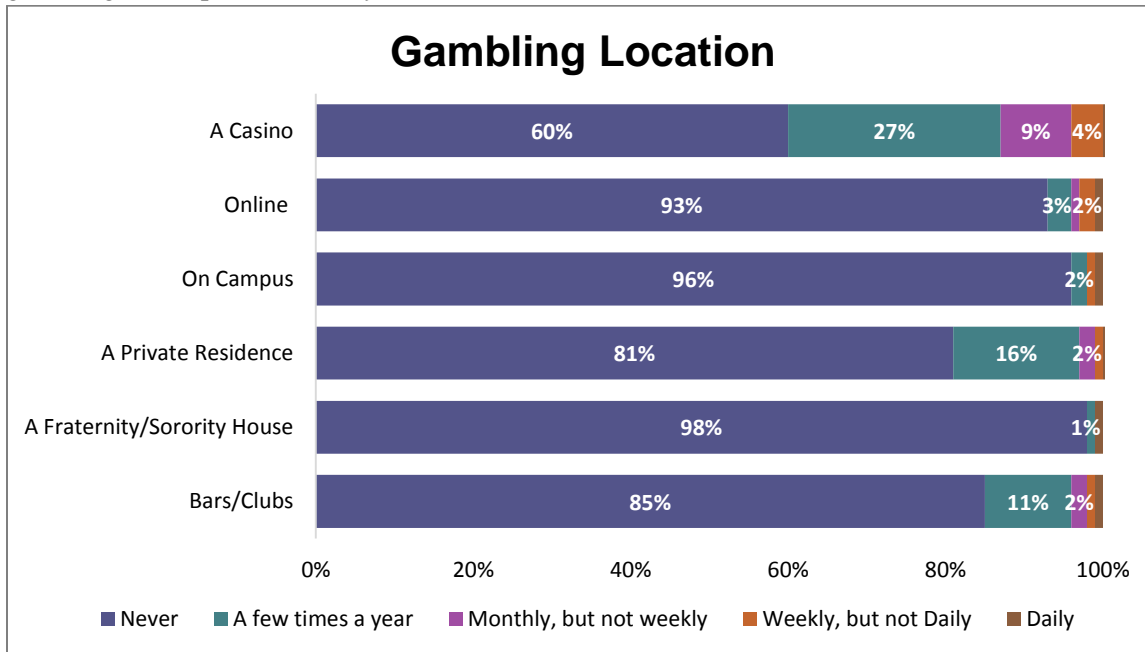
Gambling Frequency Across Types

Participants reported how often they engaged in eight different types of gambling during the past academic year. The percentage of respondents never gambling in the past academic year ranged from 66% for *Slot Machines* to 94% for *Betting on Horse or Dog Races* and *Online Gambling*. The highest percent of respondents who gambled reported gambling “A few times a year,” with the most frequently reported types being *Slot Machines* and *Card Games*. There was a 5% increase in those reporting playing *Card Games* from 2014 to 2015. Of those who gambled “Monthly, but not weekly,” *Card Games* was most popular, followed by *Table Games*. The most popular type of gambling for “Weekly, but not daily” was *Card Games*. One percent (1%) of respondents reported playing *Slot Machines*, *Card Games*, *Online Gambling*, *Table Games*, *Sports Betting*, *Outcome of a Game*, and *Speculative Investments* “Daily.” The only type of gaming that no participants reporting daily use was *Betting on Horse or Dog Races*.



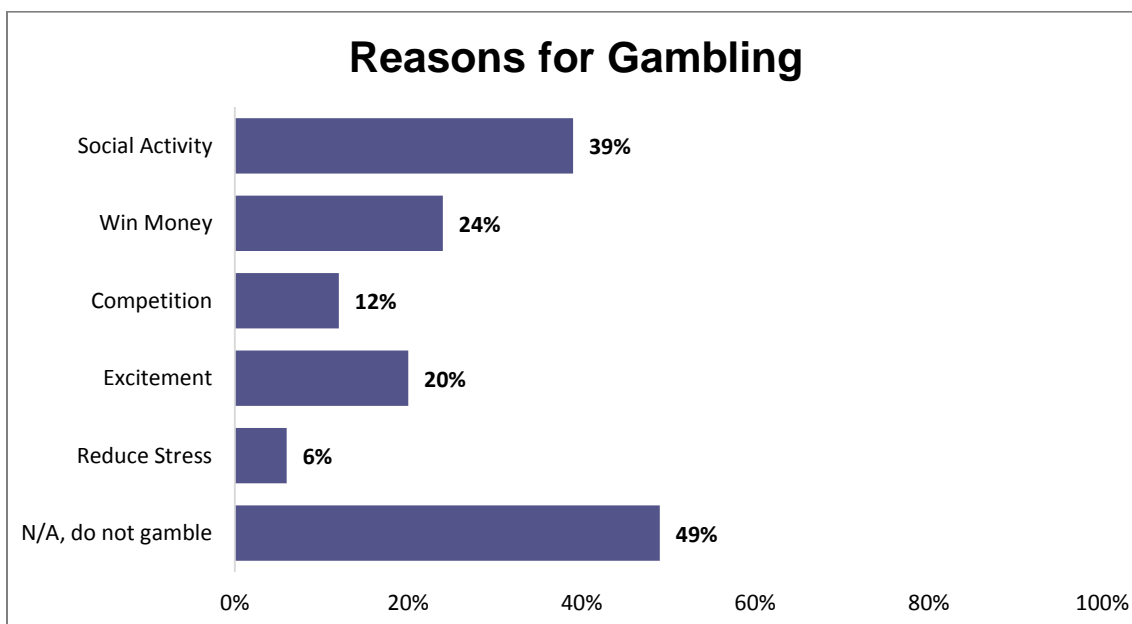
Gambling Location

Participants were asked how often they gambled in six different locations: *a casino; online; on campus; a private residence; a fraternity or sorority house; and bars/clubs*. Very few respondents reported having gambled *Online, On Campus, or in A Fraternity or Sorority House*. The locations reported by the highest percentage for “A few times a year” and “Monthly, but not weekly” were a *Casino, A Private Residence, and Bars/Clubs*. For “Weekly, but not daily,” a *Casino* was the highest reported location. “Daily” gambling was reported in every location.



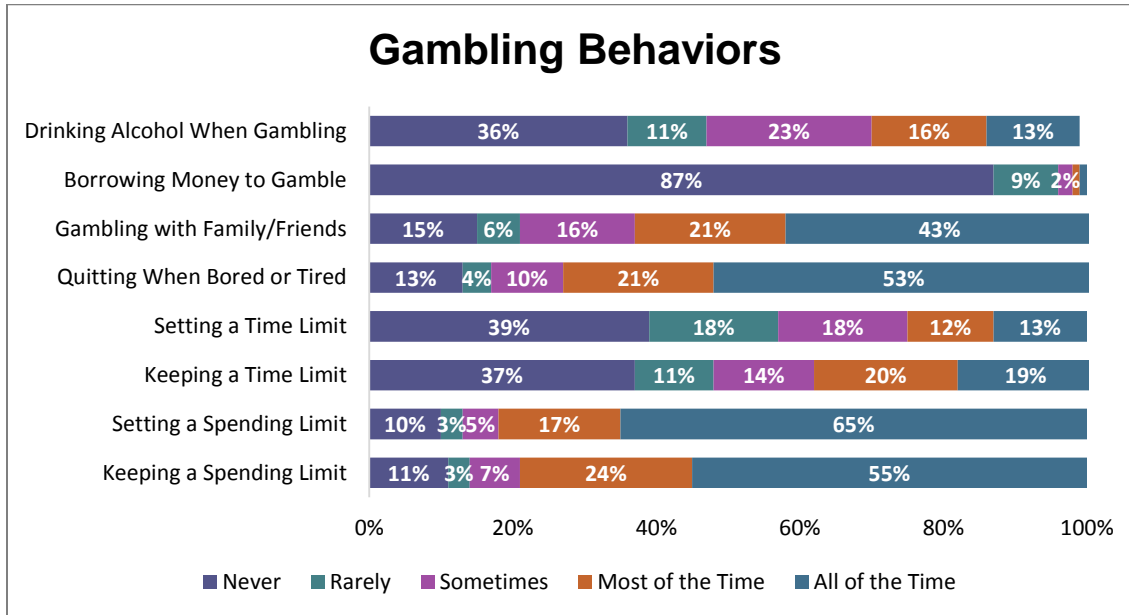
Reason for Gambling

Respondents identified the reason that they gamble, with *Social Activity* being selected as the reason most frequently, followed by to *Win Money* for 2014 and 2015.



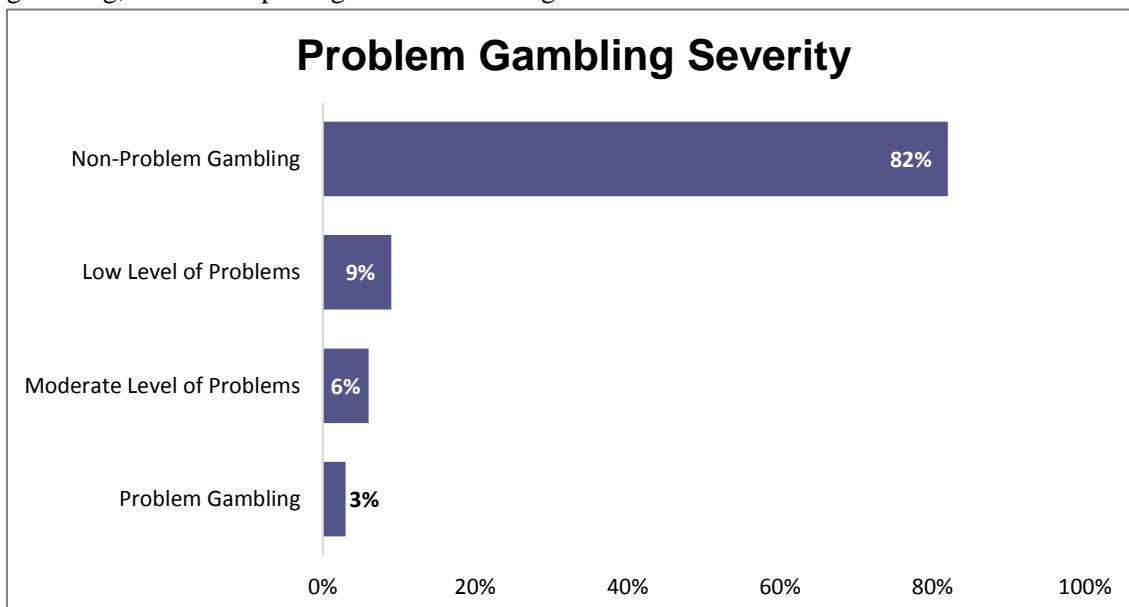
Gambling Behaviors

Participants reported the frequency in which they engaged in a number of behaviors while gambling. The graph below shows only the responses of the students who identified that they gamble. Nearly two-thirds (63%) of respondents reported *Drinking alcohol when gambling* at least some of the time (a decrease of 6% from 2014), with 13% indicating all of the time. *Borrowing money to gamble* was reported by 11% of students. Gambling was a social activity, with 85% of respondents *Gambling with family/friends* at least some of the time. Even though *Setting or Keeping a time limit* were not commonly reported behaviors, most (87%) students still reported *Quitting when bored or tired*. The majority of students *Set and Keep a spending limit*.



Problems Caused by Gambling

Eighteen percent (18%) of respondents reported some level of problems or consequences caused by their gambling, with 9% reporting levels warranting intervention.

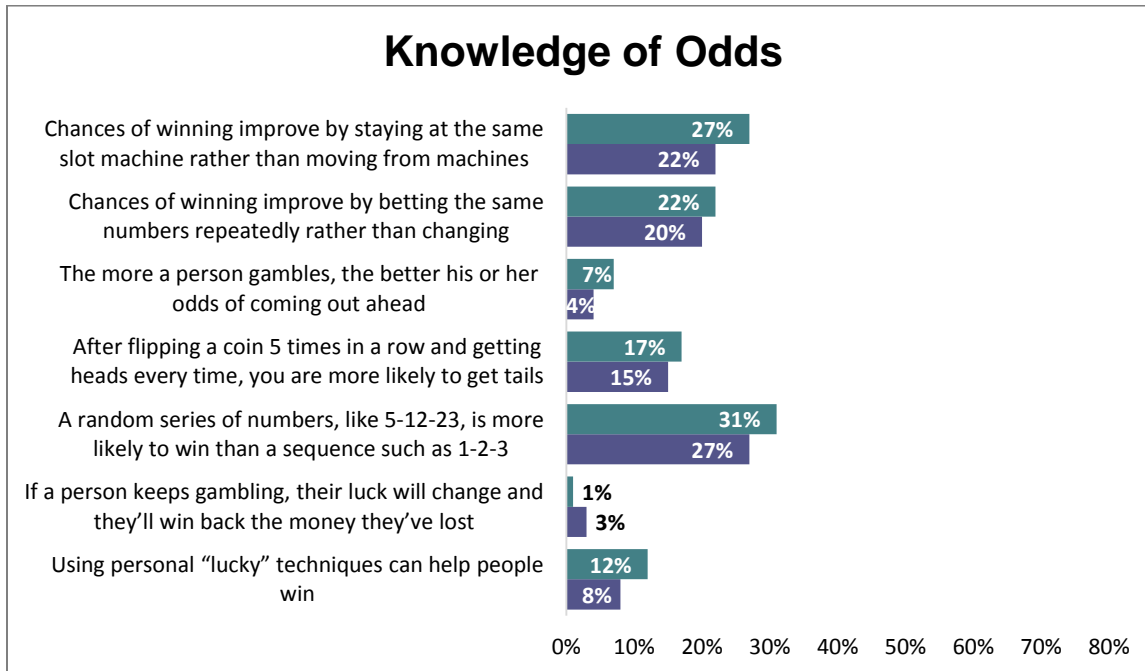


Knowledge

Students were given seven knowledge of odds questions to respond to.

Knowledge of Odds

Students successfully identified if odds statements were true or false. Results reported are only for those students who identified as someone who gambles. Understanding of odds/luck ranged across the seven questions from 3%-27% incorrectly identifying a statement as true. The percentage who answered incorrectly decreased for six of the seven questions from 2014 to 2015.

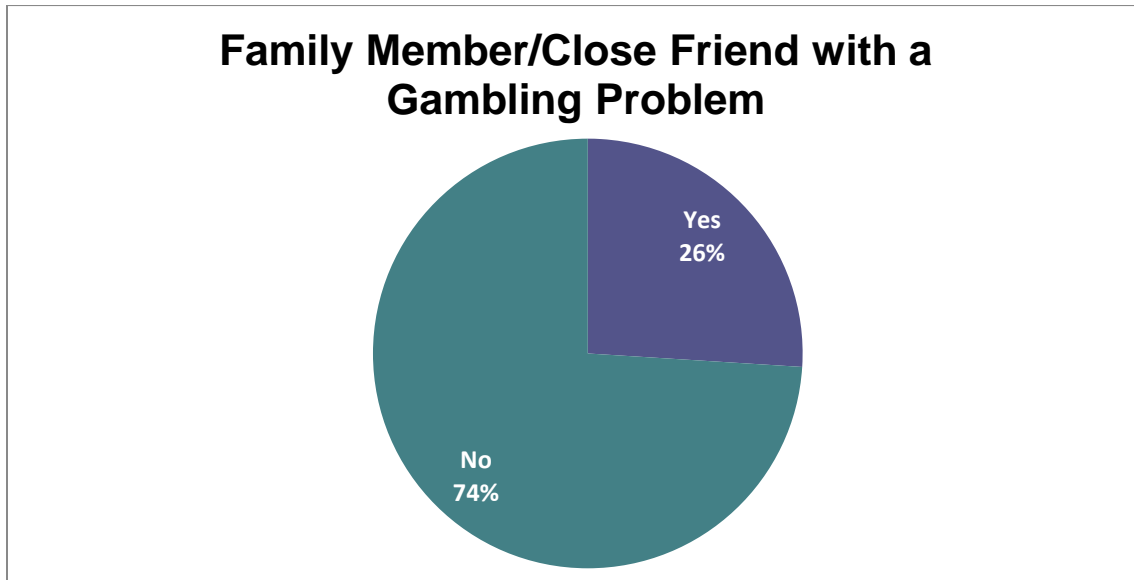


Need for Resource Education

Students were asked a few questions about those around them with a problem and knowledge of resources to help.

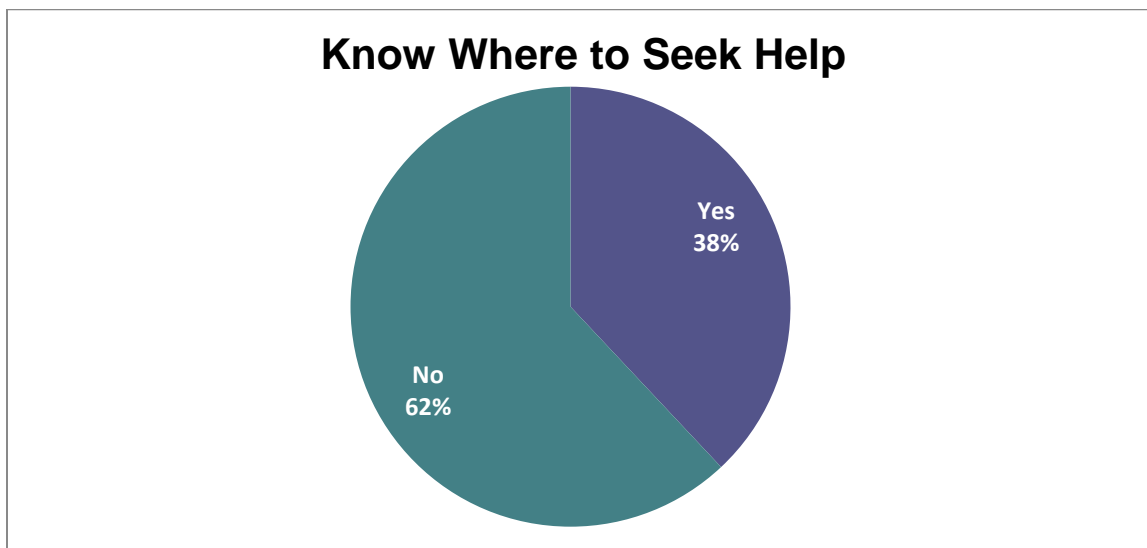
Family/Friend Gambling Problem

Over a quarter (26%) of respondents thought that a family member or close friend had a gambling problem, similar to the 27% in 2014.



Seeking Help

Participants were asked if they or a friend had a gambling problem would they know where to seek out help. Just over one-third (38%) identified they did in both 2014 and 2015. This question was followed up with an open-ended item that asked “Where would you go for help?” A total of 228 responses were provided, with the most popular being gamblers anonymous, gambling hotline, use of Google to find resources, and Counseling Services on campus. The top four responses are the same as last year.



Location Identified for Seeking Help	Number of Responses
Gamblers Anonymous	64
Therapist/counselor	25
Problem Gambling hotline	23
Google search	22
UNR Counseling Services	18
When the Fun Stops pamphlet number	15
Family/Parents	11
Church	8
CASAT	6
Reno Problem Gambling Center	6
Nevada Council on Problem Gambling	4
NRAP	3
Posters on campus <i>(Note: UNR Problem Gambling Prevention Project Posters)</i>	3
Gambling counseling center	3
EAP	2
Doctor	2
Don't know	2
Student services	1
Student Health Center	1
I would speak to Jo Harvey who works at Clark Admin.	1
NPRC	1
Financial aid	1
Substance abuse on campus	1
Denise Quirk	1
Police	1

UNR Gambling Environment

The survey asked students about their knowledge of the campus climate surrounding gambling.

Gambling Policy Knowledge

Very few students were knowledgeable about gambling policies, with only 2% of respondents correctly identifying that UNR has no gambling policy.



Awareness of Problem Gambling Prevention

Half (51%) of students reported noticing posters or other forms of public information about problem gambling on campus.



Faculty/Staff Survey

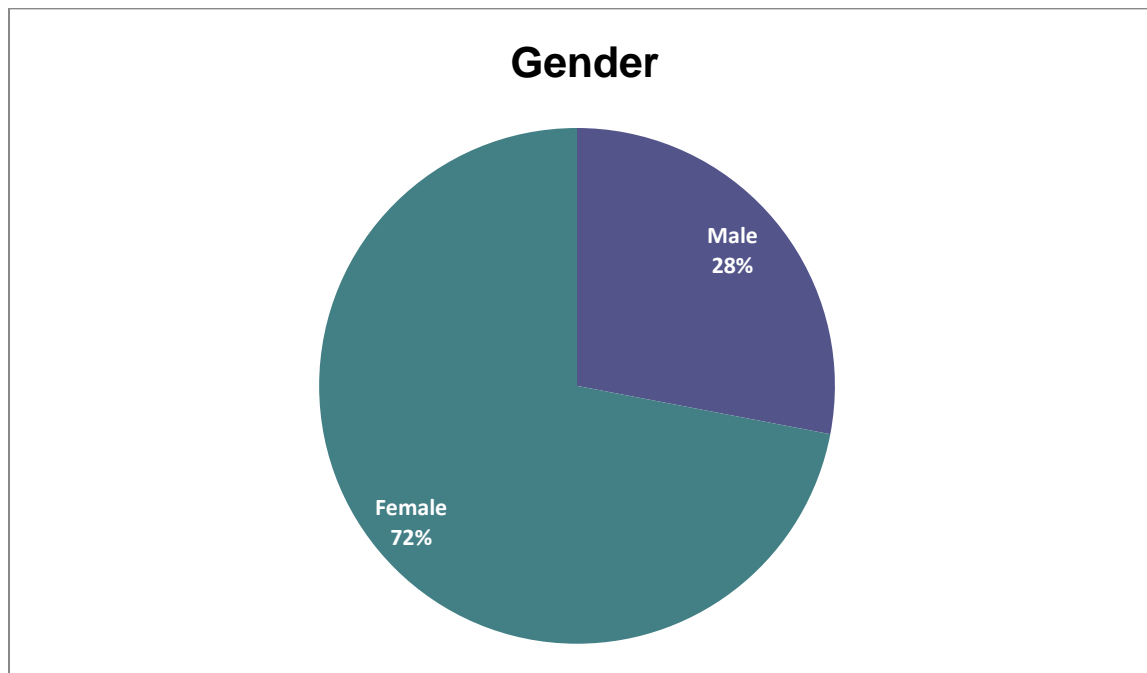
Introduction

The recruitment method for the Faculty/Staff Survey changed from 2014 to 2015. In 2014, an email requesting participation in a survey was sent to faculty and staff in the Division of Health Sciences and the College of Engineering. The initial email was followed up a week later by another email requesting participation. There were 210 responses to the invite with three (3) individuals declining to participate and 32 eliminated due to missing responses, yielding a sample of 175 for analysis. This year, survey recruitment was done through two advertisements in the Provost's Announcements. The Provost's Announcement is a weekly email sent to all faculty and staff on campus. The first request was sent on May 1, 2015 and the second on May 12, 2015. A total of 235 responses were received, with two (2) participants declining to participate and 34 removed for missing responses. The final sample was 199 responses. The survey was 20 questions in length, including questions regarding demographics, knowledge of problem gambling, attitudes toward problem gambling, experience with student help seeking, and attitudes toward problem gambling prevention and treatment on campus.

Demographics

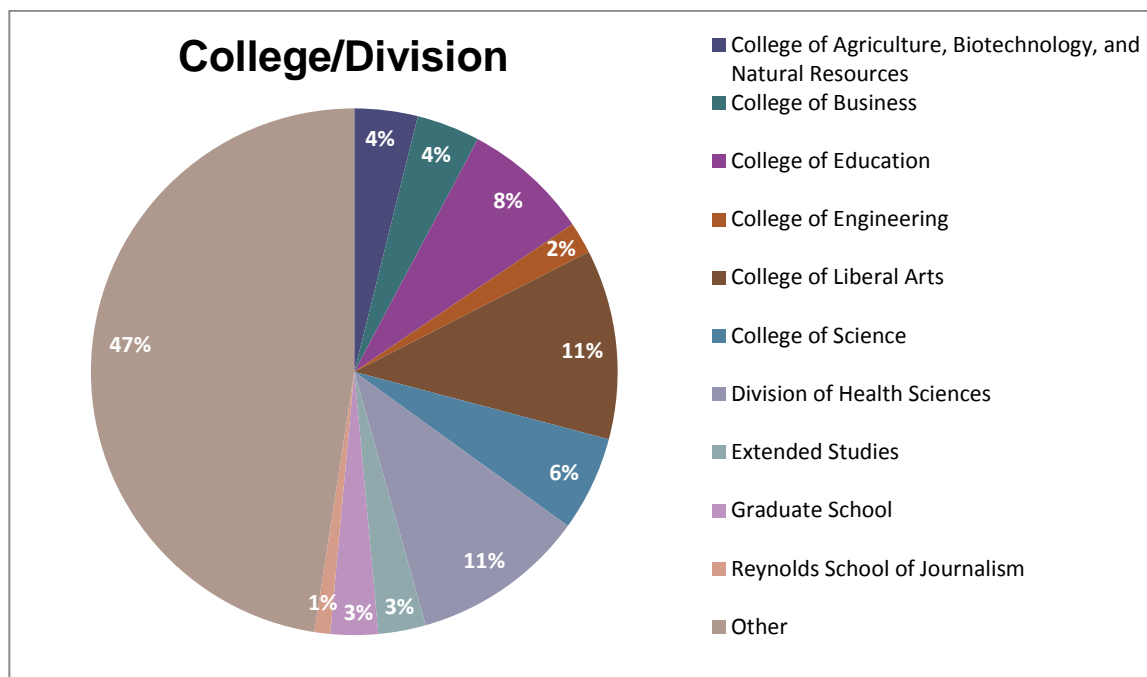
Gender

The gender breakdown of participants was similar to 2014, with 28% male and 72% female representation.



College/Division

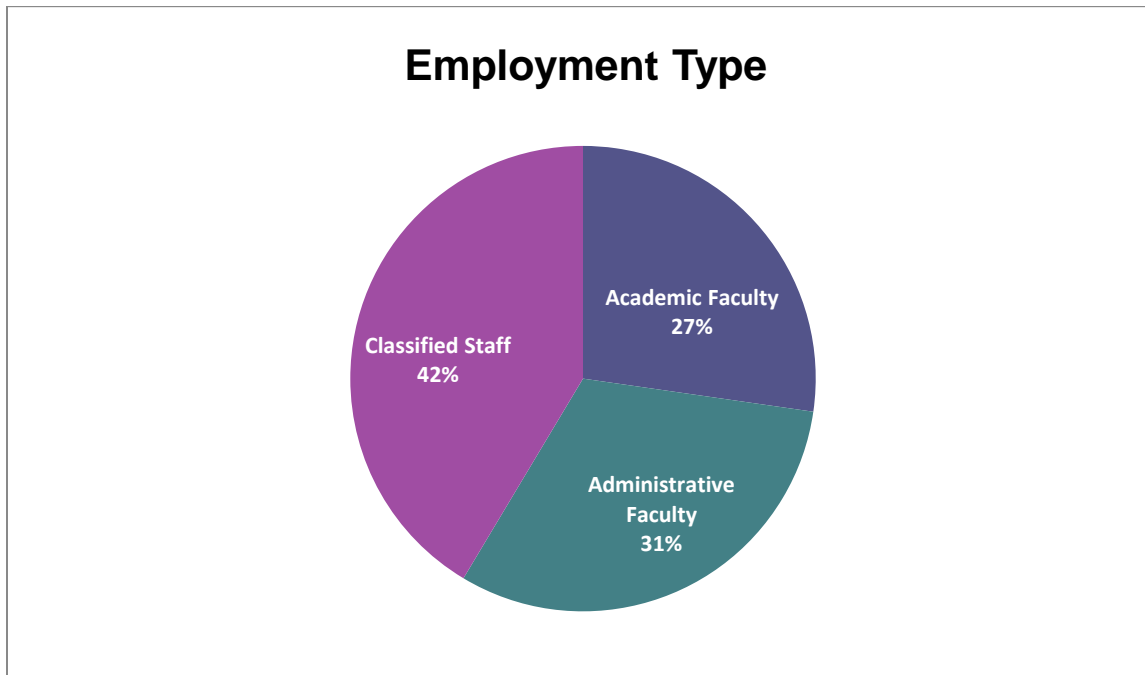
Participants indicated the college or division in which they work. Participants were given a list of 10 options and the ability to write in an *Other*. Including those departments written in, there was representation from 23 different divisions across campus. The largest representation is from the *College of Liberal Arts, Student Services, and the Division of Health Sciences*.



Other College/Division	Number of Responses
Student Services	23
Administration and Finance	15
Cooperative Extension	13
Library Administration	12
Office of the Vice President for Research and Innovation	9
Development and Alumni Relations	5
Office of the Provost	5
Information Technology	4
School of Medicine	3
Environmental Health & Safety	1
KUNR	1
Office of Sponsored Projects	1
Residential Life	1

Employment Type

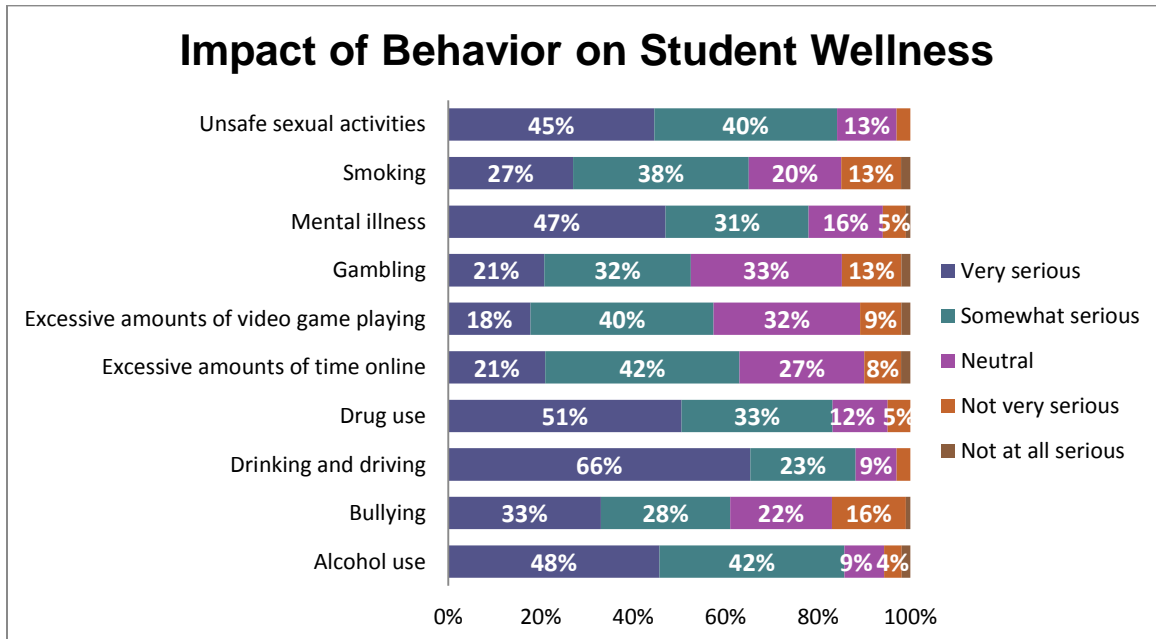
The largest representation was among *Classified Staff*, followed by *Administrative Faculty*, and *Academic Faculty*. This was a shift from 2014 in which each employment type was nearly equal.



Attitudes

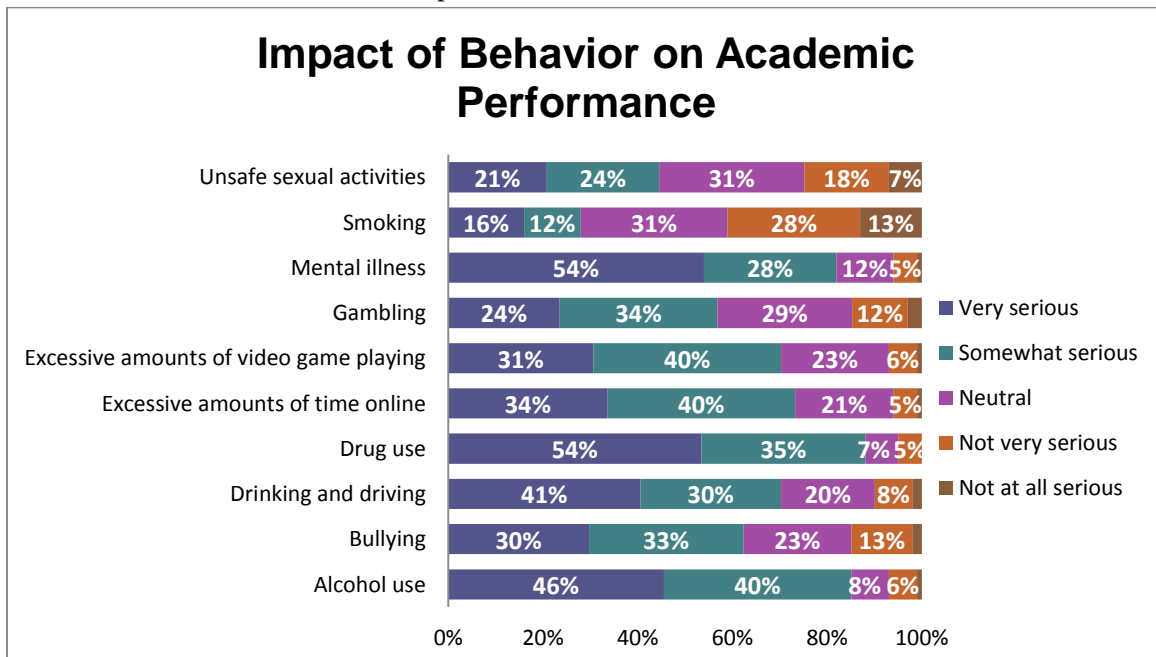
Impact on Student Wellness

Faculty/staff were asked to rate how serious they thought the impact was of each of the following behaviors on student wellness. Gambling was rated as *Somewhat serious* by about one-third of respondents and *Neutral* by about one-third. This is a decrease in those responding *Somewhat serious* from 2014 by 10%. All behaviors were rated as less serious in 2015.



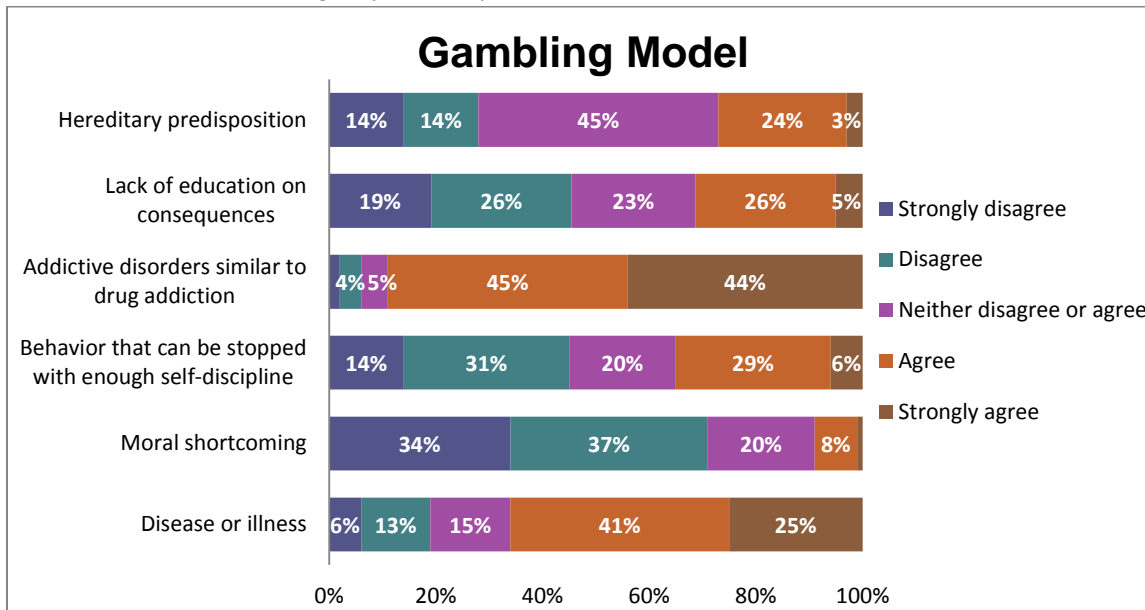
Impact on Academic Performance

Respondents rated their opinion of the impact of 10 behaviors on academic performance. Overall, behaviors were rated as less serious in 2015 than in 2014. The percentage who rated gambling as *Neutral* and *Somewhat Serious* increased despite this.



Gambling Model

Participants were asked to rate their level of agreement with six statements. The stem to the statements was “A gambling problem is best seen as a(an). . .” The percentage of respondents who identified a gambling problem as a hereditary predisposition decreased ten percent from 37% to 27%; increased six percent from 25% to 31% that a gambling problem is a lack of education on consequences; decreased five percent from 40% to 35% that it is a behavior that can be controlled with self-discipline; and decreased five percent from 72% to 67% that it is a disease. The percentage identifying it as an addictive disorder and as a moral shortcoming stayed nearly the same across from 2014 to 2015.

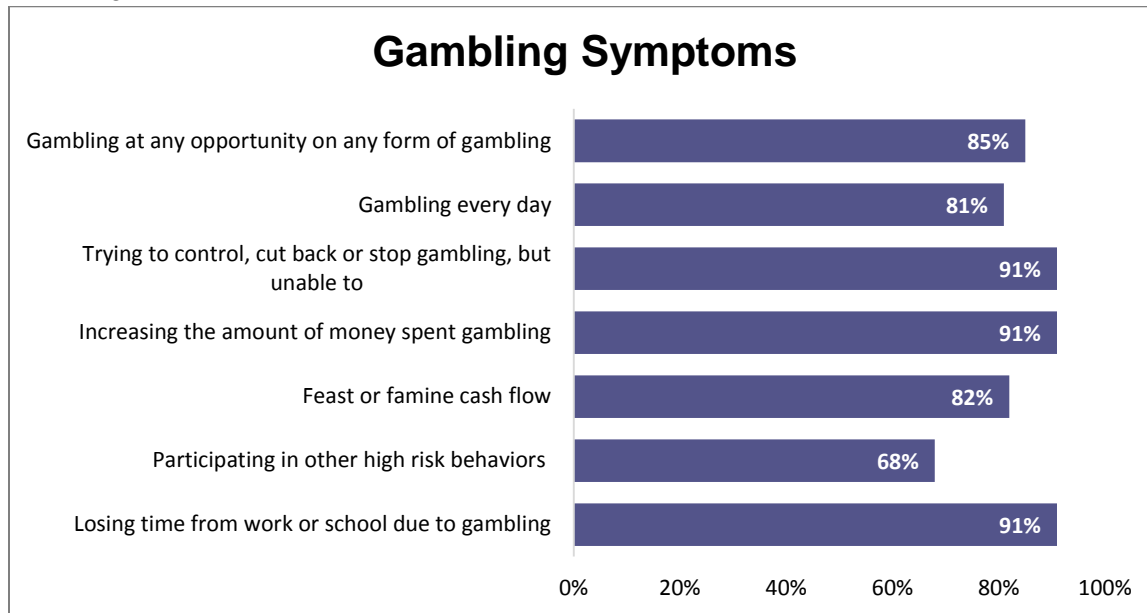


Knowledge

Faculty/staff were asked questions about their knowledge of gambling symptoms.

Symptoms of Gambling

Recognition of gambling symptoms was fairly high by faculty/staff, with an overall increase in knowledge from 2014 to 2015.

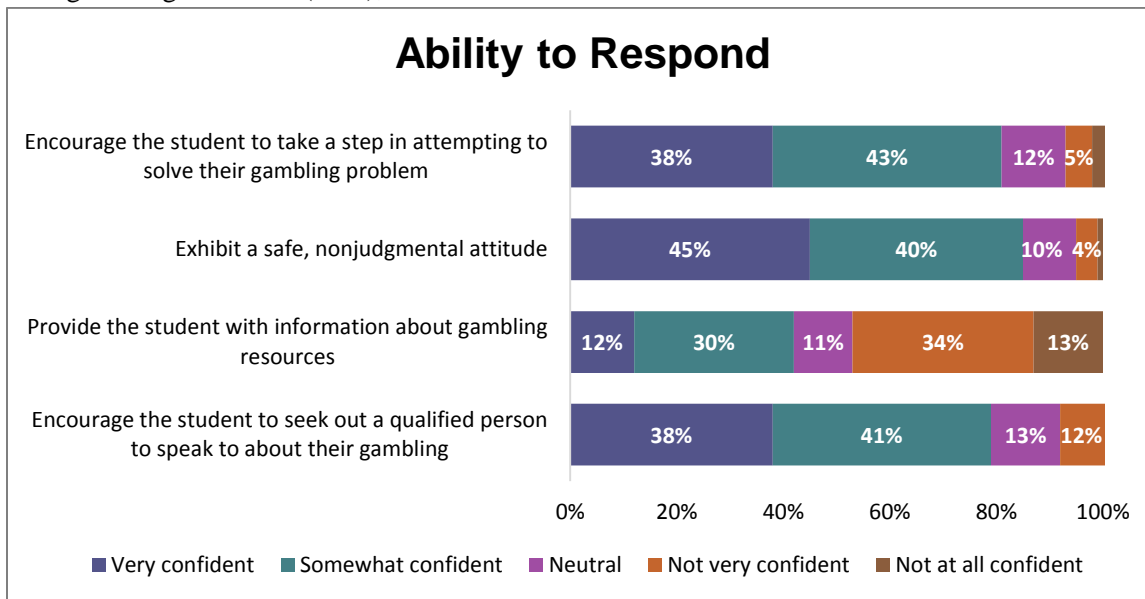


Experience with Students

A variety of questions were asked about faculty/staff experience with students with gambling problems.

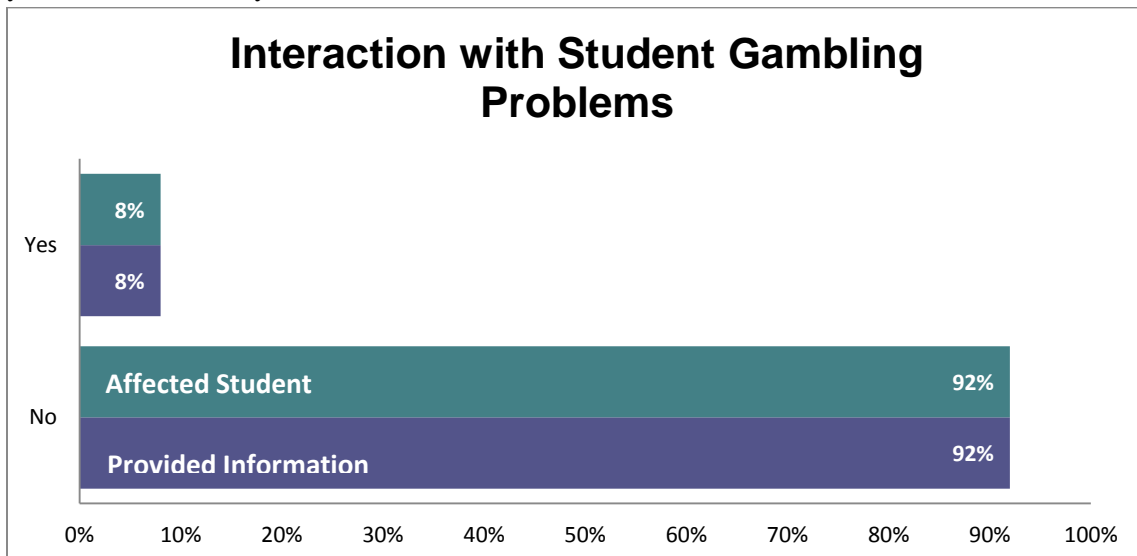
Ability to Respond to Students

Respondents identified feeling confident in their ability to encourage students to work on their gambling problem (81%), encourage student to seek out a qualified person to talk to about their gambling (79%), and to exhibit a nonjudgmental attitude (85%). Confidence was lower for their ability to provide students with gambling resources (32%), a decrease of 16% since 2014.



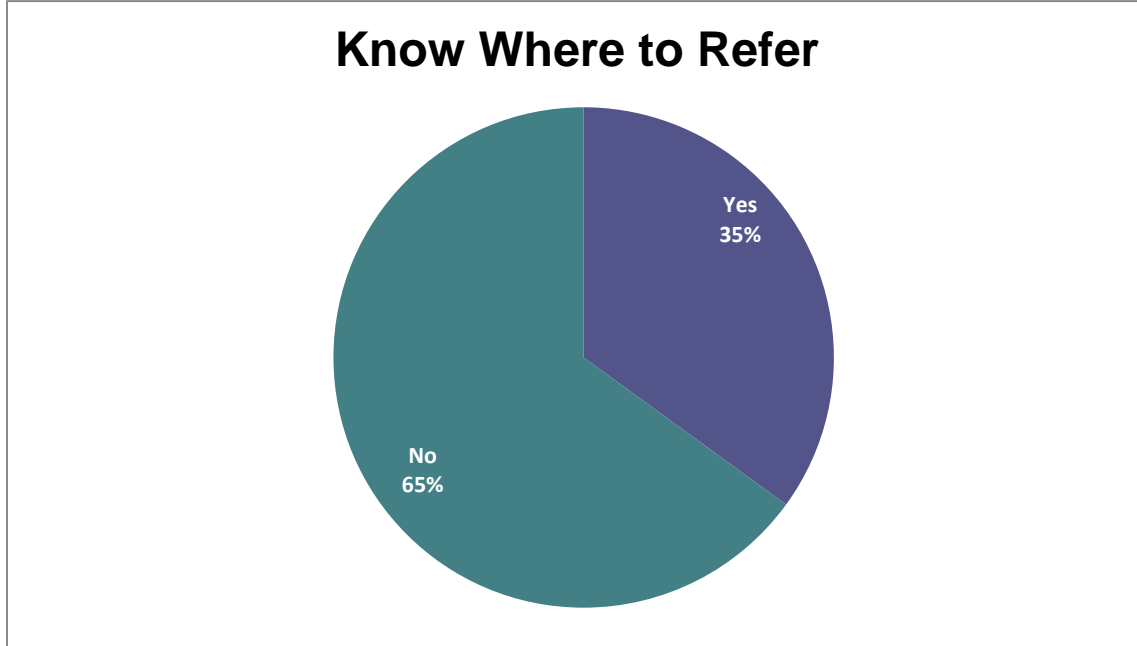
Interaction with Student Gambling Problems

First, participants were asked if they have ever personally been aware of a student(s) whose academic performance was affected by gambling, to which 8% responded yes. A follow-up question asked “Have you ever provided information concerning problem gambling to a student (e.g., class, advisement, etc.)?” The percentage selecting yes was the same at 8%. Responses to both answers decreased from year one to year two of the survey.



Referral Knowledge

When participants were asked if they knew where to refer a student with a gambling problem, 35% responded affirmatively, decreasing 18% from last year. The question was followed by an open-ended inquiry to where he/she would refer a student with a gambling problem. The locations listed by the most participants were Gamblers Anonymous and UNR Counseling Services for both years of the survey.



Location Identified for Seeking Help	Number of Responses
Gamblers Anonymous	26
University Counseling Services	19
Reno Problem Gambling Center	12
CASAT	9
Student Health Services	5
Nevada Council on Problem Gambling	4
NRAP	3
Problem Gambler's Helpline	3
Bristlecone Family Resources	3
When the Fun Stops pamphlet	3
Employee Assistance Program (EAP)	2
Denise Quirk	2
Gambling Addiction Treatment Education	2
UNLV Problem Gambling Center	1
Student Conduct representatives	1
Student Health Center	1

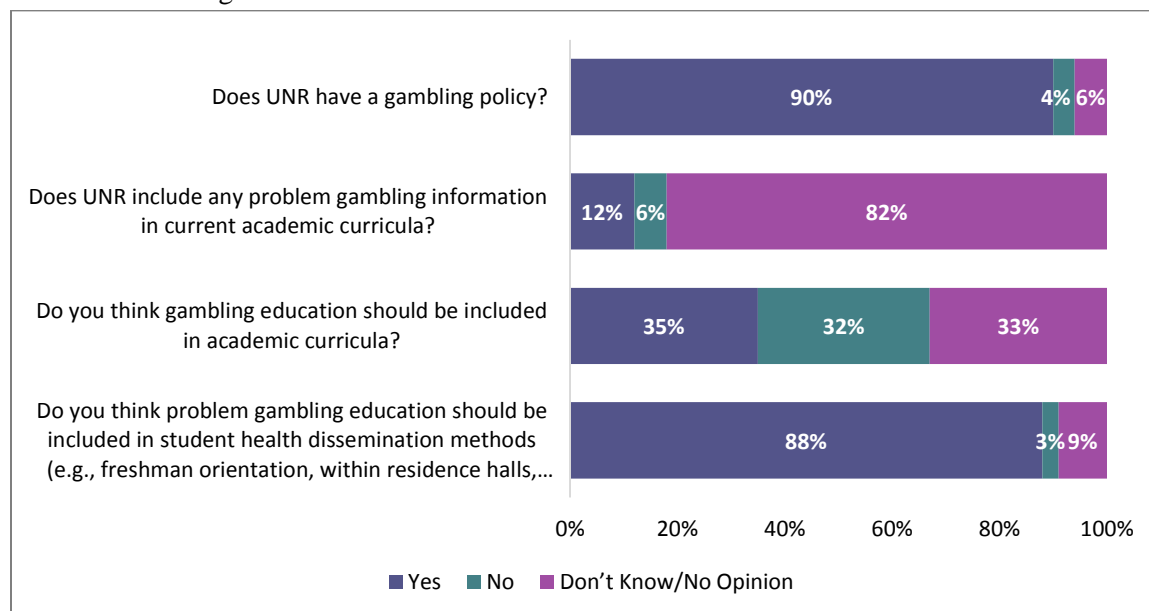
UNR Crisis Call Center	1
Red Hawk Counseling	1
Community Outpatient Services	1
Religious/church support	1
Community help program	1
Gambling Addiction Resources in Las Vegas	1
National Problem Gambling organizations	1
The Library to look up a referral	1
Problem Gambling website or phone #	1
Health Department	1
http://www.helpguide.org/articles/addiction/gambling-addiction-and-problem-gambling.htm	1
stopinternetgambling.com	1
Algamus.org	1

UNR Environment

Questions related to the campus climate towards gambling education, prevention and treatment were asked.

UNRs Role in Prevention and/or Treatment

Six percent (6%) of respondents correctly identified that UNR does not have a gambling policy, increasing from 2% in 2014. Most (82%) participants did not know if problem gambling information was currently included in academic curricula and about one-third (35%) believed that such curricula should be offered at UNR (a decrease of 9%). Faculty/Staff were much more favorable (88%) to including such information through student health dissemination methods.



Most participants responded positively to providing gambling prevention (82%) services and treatment and recovery services (71%). There was a shift of 11% of participants responding affirmatively in 2014 for *Treatment and Recovery Services* to “Don’t know/No opinion” in 2015.

Which of the following should UNR provide students regarding problem and pathological gambling?	Yes	No	Don’t know/No opinion
UNRTreatment and recovery services	71%	9%	20%
Prevention	82%	4%	14%

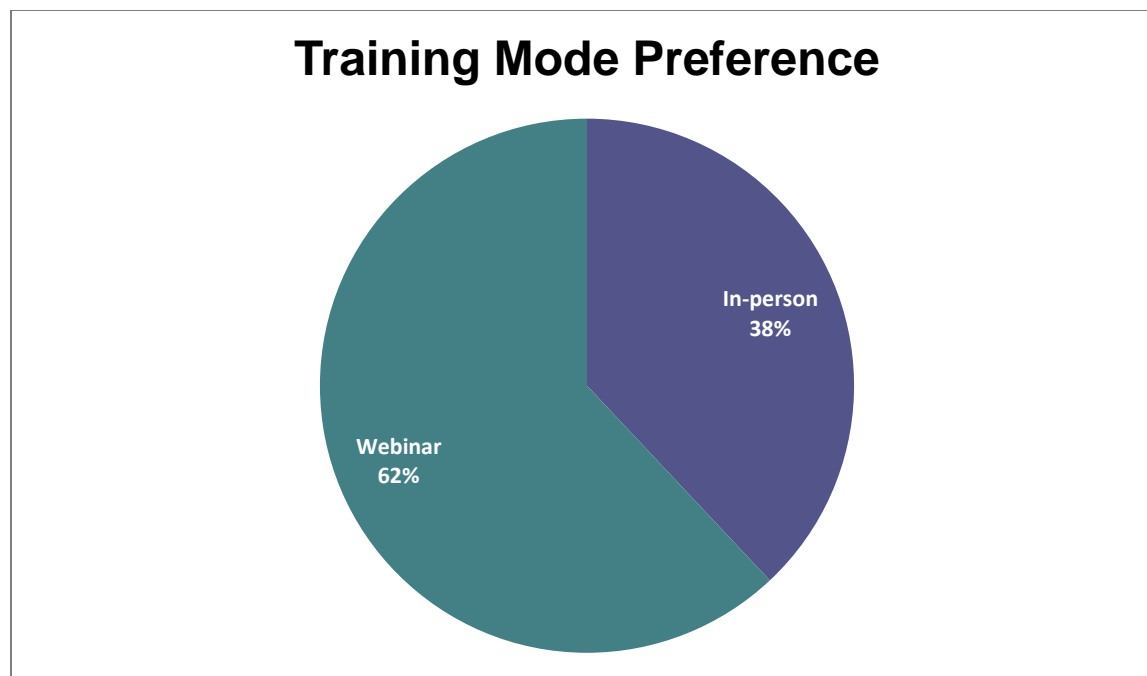
Willingness to Attend Training

Participants were asked “Would you attend a training aimed to provide knowledge on problem and pathological gambling and tools to assist students is available?” Responses were similar to last year with 60% of faculty and staff indicating they would attend such a training.



Training Mode Preference

After promoting training on campus throughout the last year with little interest, a questions was added in 2015 asking participants what format would be preferable to them for a future training. There was a clear interest in providing future trainings via *Webinar*.



Summary

Responses to the student survey were similar for both years. There was a discrepancy between reported self-reported behaviors and perception of the typical student’s behavior across every question, supporting the need to continue the social norms campaign currently underway through a variety of media on campus. The addition of a screening tool in 2015 produced a prevalence of problem gambling more in line with national averages (9%) than asking students to self-identify as having academic, financial, relationship, employment, and legal problems (1-3%). One of the most surprising and significant findings was that 1 in 4 students had a close friend or family member demonstrating gambling problems, with only 38% of students indicating they knew where to send their friend/family member for help. With this revelation, the Problem Gambling Prevention Project is increasing efforts to grow knowledge of available resources.

The new sampling method for the Faculty/Staff Survey produced a more diverse sample, better representing the university. With more diversity, came a shift in responses to nearly every question. Overall, responses indicated less familiarity with gambling disorders, as demonstrated by a decrease in perceived seriousness of gambling problems on student wellness and academics, less understanding of gambling disorders as a disease, a lower level of confidence in aiding a student demonstrating gambling problems, less support for including problem gambling information in curricula, and less support for UNR providing gambling treatment and support services. The listed changes demonstrate the need to provide education to faculty and staff in the next two years of the grant.