

# Oregon Student Gambling Survey

## REPORT of FINDINGS



OREGON COUNCIL on PROBLEM GAMBLING



Portland State  
UNIVERSITY

Regional Research Institute

This report was prepared for:

**Oregon Gambling Research Center  
of the Oregon Council on Problem Gambling**

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Submitted  
July 25, 2024

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# Table of Contents

---

**Introduction ..... 6**

**Methodology ..... 7**

    Survey Development..... 7

    Sampling Plan and Respondent Recruitment ..... 7

    Disposition of Records and Response Rate ..... 8

    Sampling Error ..... 9

    Analytic Approach and Findings Interpretation..... 9

    Respondent Demographics ..... 10

**Findings..... 13**

    Gambling Exposure ..... 13

    Leisure Activities ..... 15

    Gambling Attitudes ..... 15

    Services, Supports, and Lived Experience ..... 21

    Gambling Behavior..... 23

    Problem Gambling Severity Index (PGSI) ..... 29

    Summary of Qualitative Responses..... 32

**Appendix A: Survey Instrument ..... 34**

**Appendix B: PSU Recruitment Emails ..... 44**

**Appendix C: Example Statewide Student Recruitment Flyer ..... 48**

# List of Tables and Figures

---

Table 1:	PSU Survey Recruitment.....	8
Table 2:	Statewide Survey Recruitment.....	8
Table 3:	Final Record Dispositions .....	9
Table 4:	Statewide Survey Distribution .....	9
Table 5:	Respondent Demographics.....	10
Figure 1:	Gambling Advertisements on Campus or University/College Arenas Past 12 Months.....	13
Figure 2:	Gambling Marketing Messages on Internet Past 12 Months .....	13
Figure 3:	Gambling Activities at School-Sponsored Activities Past 12 Months .....	14
Figure 4:	Awareness of Legalized Sports Betting in Oregon Using Draftkings Sportbook.....	14
Figure 5:	Frequency of Participation in Leisure Activities .....	15
Figure 6:	Gambling Is a Fun and Harmless Form of Entertainment.....	15
Figure 7:	University/College Should Be Concerned About College Students Gambling .....	16
Figure 8:	University/College Should Form Partnerships with Gambling Companies to Earn Revenue .....	16
Figure 9:	More Gambling Increases the Odds of Coming Out Ahead.....	17
Figure 10:	Almost Winning Is a Sign of Winning Soon .....	17
Figure 11:	Luck Will Change if Continue Gambling – Win Back Money Lost .....	17
Figure 12:	Concern about Potential Negative Impacts of Gambling Ads and Promotions.....	18
Figure 13:	Concern for Integrity of Athletics if Intercollegiate Sports Betting Legalized in Oregon.....	18
Figure 14:	Legalized Gambling in Oregon Should be Expanded to Include Betting on College Sports .....	18
Figure 15:	Know How to Get Help for Someone with a Gambling Problem.....	19
Figure 16:	Gamble More Often if Legal to Bet on College Sports.....	19
Figure 17:	Legalizing Collegiate Sports Betting Would Negatively Affect the Campus Culture.....	20
Figure 18:	Negatively Affected by Gambling Behaviors of Someone .....	20
Figure 19:	Embarrassed if Family Member Needed Help for Gambling Problem.....	20
Figure 20:	Information about Gambling Risks from University/College.....	21
Figure 21:	Asked about Problematic Behaviors by Someone at University/College Past 12 Months .....	21
Figure 22:	Gambling-Related Service Usage .....	22
Figure 23:	Primary Source for Problem Gambling Support.....	22
Figure 24:	Problematic Behaviors with Substances, Video Gaming, and Mobile Phone Gaming.....	23
Figure 25:	Types of Gambling Past 12 Months .....	23
Figure 26:	Most Frequent Types of Gambling Past 12 Months .....	24
Figure 27:	Most Frequent Types of Gambling Past 12 Months by Category.....	25
Figure 28:	Gambling Locations.....	25
Figure 29:	Gambling through Online Betting Apps or Websites at Place Gamble Most .....	26



Figure 30: Ever Placed Wagers on Gambling Website or App while Living in Oregon ..... 26

Figure 31: Methods of Placing Wagers with DraftKings Sportsbook App through Oregon Lottery..... 26

Figure 32: Placing Wagers Online Prior to 21 ..... 27

Figure 33: Motivations for Gambling..... 27

Figure 34: Academic Success Affected by Gambling..... 28

Figure 35: Used Student Financial Aid to Gamble or Pay for Gambling Debts ..... 28

Figure 36: Substance Use by Mean Number of Gambling Types..... 29

Figure 37: PGSI Risk Scores..... 30

Figure 38: Substance Use by PGSI Category ..... 30

Figure 39: Mean Gambling Myth Scores by PGSI Category ..... 31

Figure 40: Mean Number of Gambling Types by PGSI Category ..... 31

# Introduction

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The Regional Research Institute for Human Services (RRI) at Portland State University (PSU) assisted the Oregon Gambling Research Center of the Oregon Council on Problem Gambling (OCPG) in implementing a survey about gambling with students at colleges and universities across the state. The goals of this survey were to:

- ♦ Expand on the findings of a pilot survey distributed to Portland State University students in 2023.
- ♦ Understand university and college students' exposure to gambling information, common leisure activities, attitudes about gambling, services and supports related to gambling and other behavioral health issues, and gambling behaviors.
- ♦ One area of particular interest was associated with collegiate sports gambling, something that is not currently legal in Oregon.

Invitations to complete the web survey were sent by email and/or advertised via student group newspapers and social media accounts to students at several schools throughout Oregon. The survey was conducted in two phases: **March 30 through April 24, 2023** with Portland State University students and **October 30, 2023 through June 26, 2024** with students across Oregon universities and colleges. These distribution efforts resulted in a total of **980 completed surveys**.

This report provides a summary of the methodology employed for the survey, as well as a presentation of the findings.

# Methodology

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## Survey Development

The Oregon Gambling Research Center developed the first draft of the student gambling survey, which was then revised through an iterative process. The final survey included the following content areas:

- ♦ Exposure to gambling information through campus advertisements, electronic marketing messages, or school activities
- ♦ Leisure activities students had participated in during the past 12 months
- ♦ Gambling attitudes
- ♦ Services and supports related to gambling and other behavioral health issues
- ♦ Gambling behaviors
- ♦ Problem Gambling Severity Index (PGSI)<sup>1</sup>
- ♦ Demographics

After the initial phase of data collection with PSU students, the survey was slightly revised by rearranging the items and adding item skip logic to improve the efficiency of the survey for students who reported no gambling in the past 12 months. A copy of the final instrument is included in Appendix A of this report.

## Sampling Plan and Respondent Recruitment

During the survey development phase of the project, staff from PSU and the Oregon Gambling Research Center established the criteria for recruitment. For the initial data collection effort, PSU team members worked with staff at the Office of Institutional Research and Planning (OIRP) to create the recruitment sample of all currently enrolled PSU undergraduate students. In addition to students' email addresses, data from OIRP included the following:

- ♦ Student Class (i.e., freshman, sophomore, junior, or senior)
- ♦ Instructional Unit (i.e., specific school or college within PSU)
- ♦ Academic Major
- ♦ Current Age
- ♦ Gender
- ♦ Race/Ethnicity

PSU students were recruited by email and could have received up to four emails, including an initial invitation and three reminder emails. The content of each of those emails is included in Appendix B of this report. The web survey was available from Thursday, March 30, 2023 through Monday, April 24, 2023, for a total of 33 days. Table 1 summarizes the email dates and recipient counts for PSU students. Each successive email was sent to only those who had not completed the survey, had a valid email, and had not opted out from the survey.

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<sup>1</sup> Ferris, J., & Wynne, H. (1999). *Measuring problem gambling in Canada: Final report – Phase I*. Canadian Centre on Substance Abuse.

**Table 1: PSU Survey Recruitment**

Email Type	Number of Recipients	Date Sent
Invitation	12,921	11:00am, Thursday, March 30, 2023
Reminder #1	12,534	1:00pm, Tuesday, April 4, 2023
Reminder #2	12,181	2:00pm, Friday, April 7, 2023
Reminder #3	11,861	4:00pm, Wednesday, April 12, 2023
Survey Closed		8:30am, Monday, April 24, 2023

The second, statewide phase of data collection recruitment was done through collaboration with administrative teams or student-led groups (i.e., student governments or newspapers) at community colleges and universities across Oregon from October 30, 2023 through June 26, 2024. The distribution method varied by school, but generally consisted of a combination of emails, digital advertisements, physical flyers, and promotion of the survey on social media (see Appendix C for sample flyer). The schools who collaborated on survey distribution and the distribution method for each school are described in Table 2 below.

**Table 2: Statewide Survey Recruitment**

School	Distribution Method(s)
Eastern Oregon University	Email by student government
Lane Community College	Print advertisement in student newspaper
Mt. Hood Community College	Print advertisement, Instagram post, and advertisement on website by student newspaper
Oregon Institute of Technology	Email, physical flyers, and digital advertisement in newsletter by student government
Portland Community College	Email, physical flyers, and digital advertisement by student government
Southern Oregon University	Email by university administrative staff
Western Oregon University	Email by university administrative staff

## Disposition of Records and Response Rate

PSU recruitment was done by using an initial sample of all currently enrolled undergraduate students, which allows the calculation of a response rate. The first step in that calculation is to identify the disposition of all records included in the sample. Only 97 emails were undeliverable or otherwise bounced. After the survey was closed, the file of completed and partially completed surveys was downloaded and reviewed. Working with Oregon Gambling Research Center staff, it was determined that only surveys that were at least 50% complete would be included for the analysis, which was 694 (75.2%) of the 923 respondents who started the survey. The majority of those records involved the respondent ending the survey very early. It is important to note that most of the respondents who started the survey completed at least 90% of the survey (83.7%).

Table 3 presents the final dispositions of all 12,921 PSU undergraduate student records included in the initial invitation email.



**Table 3: Final Record Dispositions**

Disposition	Count	Percent
Completed Surveys ( $\geq 50\%$ )	694	5.4%
Incomplete Surveys ( $< 50\%$ )	229	1.8%
Undeliverable/Bounced Email Addresses	97	0.8%
No Response	11,901	92.1%
<b>Total</b>	<b>12,921</b>	<b>100%</b>

Removing the 97 undeliverable/bounced records from the total, the valid sample for calculating response rate was 12,842. The survey response rate was calculated in two ways. First, to determine the response rate for everyone who started the survey ( $n=923$ ), the number of initiated surveys (regardless of completeness) was divided by the total number of valid records, which results in an overall response rate of 7.2%. The second calculation was based on completed surveys only (i.e.,  $\geq 50\%$  complete,  $n=694$ ), which resulted in a response rate of 5.4%. Due to the low response rate, the approach to recruitment will be reviewed and enhanced for future iterations of the survey with students at other colleges and universities throughout Oregon.

The statewide data collection phase resulted in 286 completed surveys. Table 4 shows the breakdown of completed surveys by school type.

**Table 4: Statewide Survey Distribution**

	Count	Percent
Universities	264	92.3%
Community Colleges	22	7.7%
<b>Total</b>	<b>286</b>	<b>100%</b>

This statewide data collection did not begin with an identifiable initial sample; therefore, response rate cannot be calculated.

## Sampling Error

In addition to response rate, sampling error (also known as margin of error) was calculated for the PSU student sample to represent the level of accuracy of the results. The commonly accepted value for sampling error is plus or minus five percent (denoted as  $\pm 5\%$ ) and a typical confidence interval used in survey research is 95%. For this survey, the achieved sample size of 694 completed surveys (i.e.,  $\geq 50\%$  complete) and the population of 12,842 PSU undergraduates with a valid email address result in a sampling error of  $\pm 3.62\%$ . With a sampling error below (i.e., better than) the commonly accepted  $\pm 5\%$  sampling error, the findings of this survey can be considered accurate.

Again, due to the statewide data collection approach, sampling error for that sample cannot be calculated.

## Analytic Approach and Findings Interpretation

Throughout this report, figures and tables present the distribution of responses across survey items (i.e., frequencies) or intersections of two survey items (i.e., crosstabulations). For many of the survey items, the data are summarized for the entire group of 980 respondents who participated in the survey, which is denoted by “N” to indicate the full sample. For some of the survey items, only those who identified having participated in at least one type of gambling in the past 12 months are included in the data summaries. In those instances, the sample size will

be denoted by “n” to indicate a subset of the full sample. Respondents who did not answer a survey item are included in the presentation as “No Answer” in order to maintain the complete sample sizes across items. Also, below each table or figure, the exact wording of the relevant survey item(s) is reproduced for reference.

For survey items presented in figures, the percentages of respondents endorsing each option are always presented across the entire range from 0% to 100%. This is done so that all of the figures throughout the report can be compared both numerically and visually. The size of any bar or pie wedge across all graphs will be able to be compared to the size of the bar or pie wedge to any other graph to understand the proportion of respondents endorsing various survey item responses. That means that a bar/wedge that represents, for example, 30% of respondents, will be the same size no matter what figure the reader is looking at, ensuring consistency of interpretation across all survey items.

Some of the survey items included a list of response options available to respondents to select, as well as an “Other, please specify” response option. These are considered open-ended items, which means respondents could write in a text response. The responses were either coded into existing categories within a survey item (e.g., a respondent wrote in text that actually fit into a pre-existing response option within that item) or coded into new categories for that survey item.

In the survey, there were a number of items rated on a 5-point scale from *strongly disagree* to *strongly agree*, with a *neutral* option in the middle of the scale. For ease of discussion, the ratings were collapsed into **agreement** (*strongly agree* and *agree*) and **disagreement** (*strongly disagree* and *disagree*). All five points of the scale were, however, individually depicted in the figures.

The analysis plan for this survey project included some comparisons across items. Significance testing was done using the chi-square test for categorical data, which considers whether the array of responses is different than would be expected by chance. The significance testing results in a chi square ( $X^2$ ) statistic and a probability value. Probability is denoted with a  $p$  and is considered statistically significant if it is less than 5% (a commonly accepted level of significance). In this report, significance is listed as  $p < .05$  or  $p < .01$  or  $p < .001$ , each of which indicates how probable the difference is due to chance. For example, a significance test with a  $p < .05$  means that the array of responses has a less than 5% probability of being due to chance. Alternatively, it means that there is a 95% probability that the differences seen across the responses is due to something other than chance variation (i.e., people believe differently across the subgroups).

Other analyses were done using correlation analysis, a statistical method that measures the strength of a linear relationship between two numeric variables, which ultimately calculates the change in one variable as the other variable changes. Linear relationships can be positive (i.e., as one variable increases, so does the other) or negative (i.e., as one variable increases, the other decreases). The statistic calculated to represent the strength of the relationship is denoted with  $r$ , which stands for the correlation coefficient and ranges from 1.0 to -1.0. The larger the correlation coefficient, regardless of direction (i.e., either positive or negative), the stronger the relationship between the variables.

## Respondent Demographics

**Table 5: Respondent Demographics (N=980)**

<b>Age</b>		
Mean Age =28.7 years; Standard deviation =9.6 years; Range = 18-71 years		
<b>Gender (select all that apply; descending order)</b>	<b>Count</b>	<b>Percent</b>
Girl, Woman	447	45.6%
Boy, Man	300	30.%
Non-binary	104	10.6%

**Table 5: Respondent Demographics (N=980)**

<b>Gender (cont.)</b> <i>(select all that apply; descending order)</i>	<b>Count</b>	<b>Percent</b>
Trans Man	36	3.7%
Agender/No gender	16	1.6%
Questioning	10	1.0%
Trans Woman	5	0.5%
Not Listed, please describe	2	0.2%
Don't know	4	0.4%
I don't want to answer	21	2.1%
<b>Race or Ethnicity</b> <i>(select all that apply; descending order)</i>	<b>Count</b>	<b>Percent</b>
White	632	64.5%
Latinx or Hispanic	125	12.8%
Asian	77	7.9%
American Indian or Alaska Native	72	7.3%
Don't know	38	3.9%
Black or African American	32	3.3%
Middle Eastern/Northern African	23	2.3%
Native Hawaiian or Pacific Islander	14	1.4%
Not listed above, please describe	12	1.2%
Prefer not to disclose	37	3.8%
<b>Sexual Orientation or Sexual Identity</b> <i>(select all that apply; descending order)</i>	<b>Count</b>	<b>Percent</b>
Straight	459	46.8%
Bisexual	168	17.1%
Queer	94	9.6%
Pansexual	58	5.9%
Asexual	52	5.3%
Same-gender loving	32	3.3%
Gay	29	3.0%
Lesbian	29	3.0%
Same-sex loving	21	2.1%
Questioning	20	2.0%
I don't want to answer	38	3.9%
Not listed, please describe	7	0.7%
I don't know what this question is asking	7	0.7%
<b>Living Situation</b>	<b>Count</b>	<b>Percent</b>
Live off campus in family home	405	41.3%
Live off campus with roommates or alone	388	39.6%
Live in dormitory or other on-campus housing	148	15.1%
Live off campus with partner/children	30	3.1%
Other	8	0.8%
No Answer	1	0.1%

**Table 5: Respondent Demographics (N=980)**

<b>Highest Parental Level of Education</b>	Count	Percent
Grade 1 through 11	43	4.4%
High school diploma or GED	112	11.4%
Some college, but no degree	133	13.6%
Associate's degree (2-year degree)	117	11.9%
Bachelor's degree (4-year degree)	236	24.1%
Graduate or professional degree	200	20.4%
Trade school or certificate program	18	1.8%
Other	4	0.4%
No Answer	117	11.9%
<b>Pell Grant Eligibility</b> ( <i>descending order</i> )	Count	Percent
Yes	583	59.5%
No	262	26.7%
Don't know	132	13.5%
No Answer	3	0.3%
<b>Student Loan Usage</b> ( <i>descending order</i> )	Count	Percent
Yes	556	56.7%
No	405	41.3%
Don't know	16	1.6%
No Answer	3	0.3%
<b>Student Athlete Experience at Current University</b> ( <i>descending order</i> )	Count	Percent
No	951	97.0%
Yes	27	2.8%
No Answer	2	0.2%
<b>Student Level</b>	Count	Percent
Community College	16	1.6%
Undergraduate	917	93.6%
Graduate	45	4.6%
Other	1	0.1%
No Answer	1	0.1%

Q26: What year were you born? [converted into age]

Q27: What is your gender?

Q28: How do you describe your sexual orientation or sexual identity?

Q29: Which of the following describes your racial or ethnic identity?

Please select ALL that apply.

Q31: Which of the following best describes your living situation?

Q32: What is the highest level of education either parent has

completed (i.e., across both parents)?

Q34: What is your current student level?

Q38: Have you used student loans to finance any part of your education?

Q39: Have you ever been eligible for a Pell Grant?

Q40: Have you been a student athlete at the university you are currently attending?

# Findings

The Oregon Student Gambling Survey included 42 items. The 32 content-related survey items (10 demographic survey items were presented in Table 3) were grouped into the following categories:

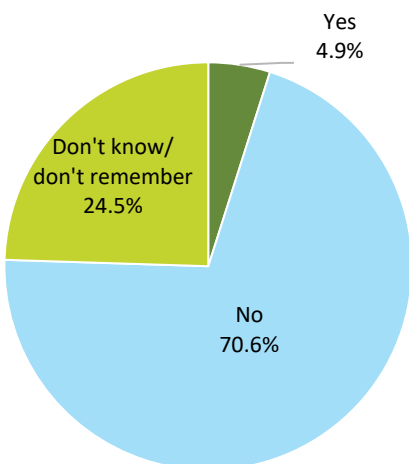
- ♦ Gambling Exposure
- ♦ Leisure Activities
- ♦ Gambling Attitudes
- ♦ Services, Supports, and Lived Experience
- ♦ Gambling Behavior
- ♦ Problem Gambling Severity Index

The findings in this report are presented for each of those content areas.

## Gambling Exposure

A set of survey items explored students' exposure to and awareness of gambling. When asked if they had *seen gambling advertisements on their university/college campus or at affiliated sports events within the past year* (Figure 1), the majority of respondents selected **No** (70.6%), followed by **Don't know/don't remember** (24.5%). A small portion of survey respondents (4.9%) stated that they had *seen gambling advertisements around campus*, contrasted with 49.2% who had *seen gambling marketing messages while on the internet in the past 12 months* (Figure 2). Other responses about internet gambling marketing exposure were **No** (40.1%) and **Don't know/don't remember** (10.7%), indicating a greater awareness of online advertisements in lieu of on-campus messages.

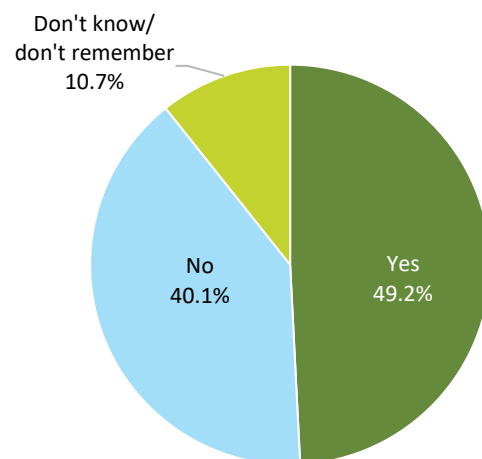
Figure 1: Gambling Advertisements on Campus or University/College Arenas Past 12 Months (N=980)



Q2: During the past 12 months, have you seen gambling advertisements on campus or at your university/college sports arenas?

Figure 2: Gambling Marketing Messages on Internet Past 12 Months (N=980)

Q3: During the past 12 months, have you had gambling marketing

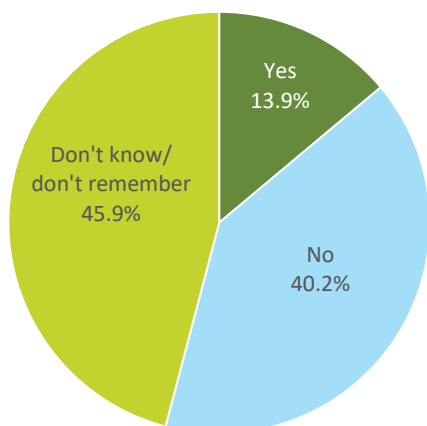


messages appear on your computer or mobile device while on the internet?



Although there was minimal (4.9%) reported *exposure to gambling marketing on-campus* in Figure 1, more respondents (13.9%) indicated that they were aware of the occurrence of *gambling activities at school-sponsored activities in the past 12 months* (Figure 3). Overall, the largest percentage of respondents (45.9%) continued to note a lack of knowledge regarding *University/College-associated gambling*, selecting **Don't know/don't remember**.

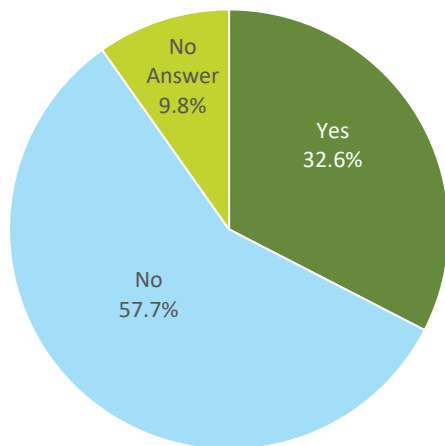
Figure 3: Gambling Activities at School-Sponsored Activities Past 12 Months (N=980)



Q4: During the past 12 months, have gambling activities (such as poker nights or raffles) occurred at school-sponsored activities?

Approximately one-third of respondents (32.6%) noted *awareness of legalized sports betting in Oregon using DraftKings Sportsbook* (Figure 4), contrasted with a higher percentage of reported *exposure to online gambling marketing* (49.4%) (Figure 2), suggesting that **alternative gambling modalities are potentially being advertised** to student survey respondents.

Figure 4: Awareness of Legalized Sports Betting in Oregon Using Draftkings Sportbook (N=980)

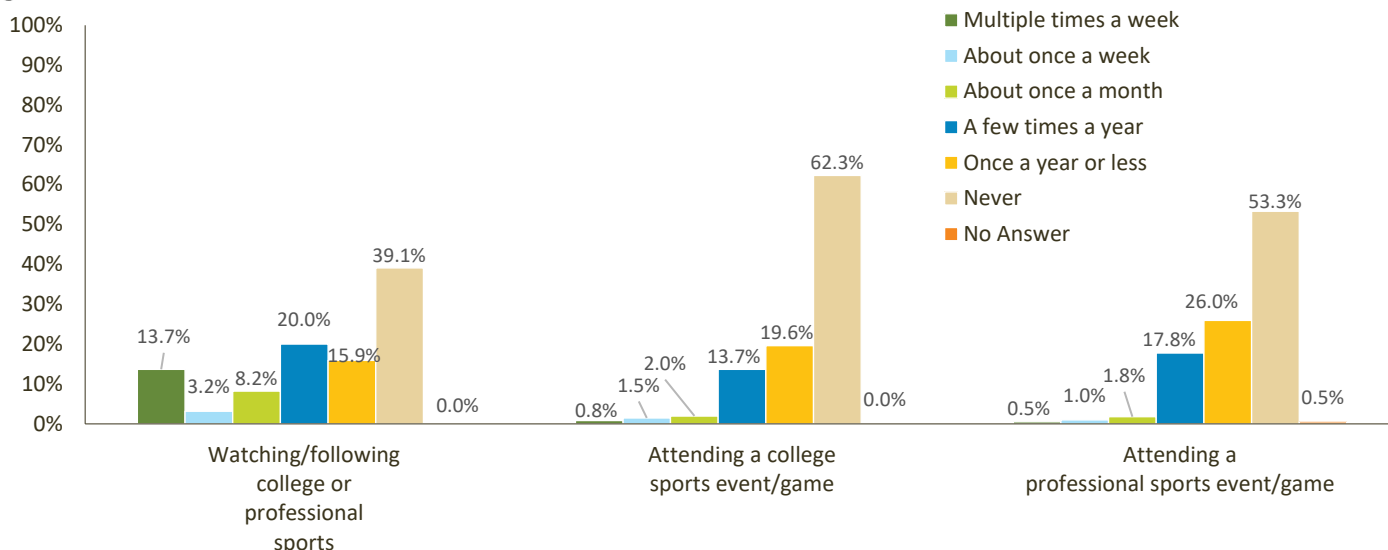


Q5: Prior to taking this survey, were you aware that sports betting is legal in Oregon using the DraftKings Sportsbook app through the Oregon Lottery?

# Leisure Activities

Figure 5 looks at the rates that respondents engage in a variety of sports-related leisure activities that don't involve, but may be adjacent to, gambling settings. Most respondents reported **never** watching, following, or attending sporting events (39.1% to 62.3%). When looking at the proportion of respondents who reported engaging in the leisure activities **a few times a year or more**, *Watching/following college or professional sports* was most frequently endorsed (20.0%) while *attending a professional sports event/game* and *Attending a college sports event/game* were less commonly reported (17.8% and 13.7%, respectively).

Figure 5: Frequency of Participation in Leisure Activities (N=980)

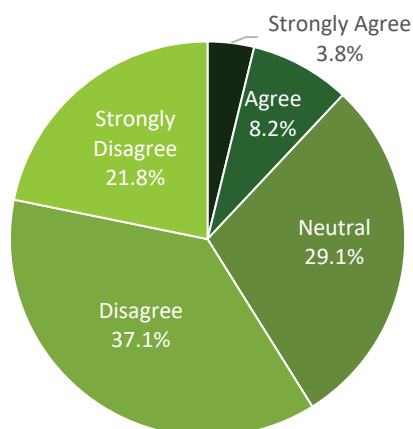


Q1\_1 to Q1\_3: During the last 12 months, how often have you participated in the following leisure activities?

# Gambling Attitudes

The following series of figures are drawn from survey items that assessed gambling attitudes within the student sample population, including the impact of gambling as an activity, the school's role in addressing potential negative outcomes, and the implementation of collegiate gambling on-campus. Figure 6 presents initial participant attitudes toward gambling, the majority of which **Disagreed** (58.9% strongly disagree or disagree, 12.0% selected strongly agree or agree) that *Gambling is a fun and harmless form of entertainment*.

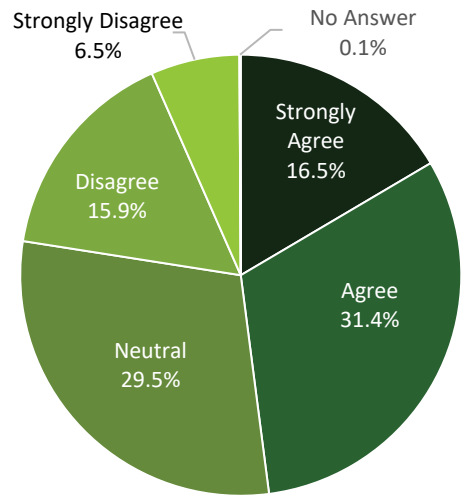
Figure 6: Gambling Is a Fun and Harmless Form of Entertainment (N=980)



Q7\_1: To what degree do you agree or disagree with each of the following statements? Gambling is a fun and harmless form of entertainment.

Regarding whether or not *The university/college should be concerned about college students gambling* (Figure 7), 47.9% of respondents **Agreed**, contrasted with 22.4% who **Disagreed** and 29.5% who felt **Neutral**.

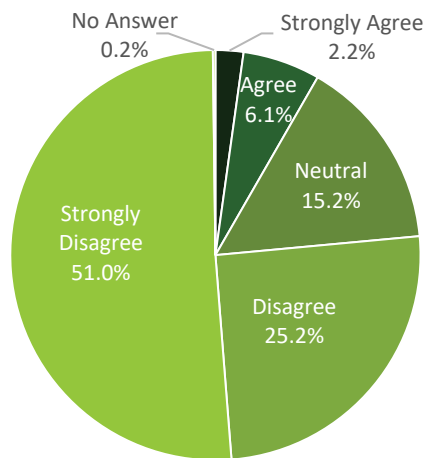
Figure 7: University/College Should Be Concerned About College Students Gambling (N=980)



Q7\_2: To what degree do you agree or disagree with each of the following statements? The university/college should be concerned about college students gambling.

Figure 8 shows that the vast majority of respondents **Disagreed** (76.2%) that *The university/college should form partnerships with gambling companies to earn revenue for the university/college*, while only 8.3% **supported** the idea. The rate of **Neutral** responses (15.2%) also revealed a drop in ambivalence when compared to Figures 6 and 7, indicating a stronger response to the university/college's financial involvement with collegiate gambling than overall student body gambling participation.

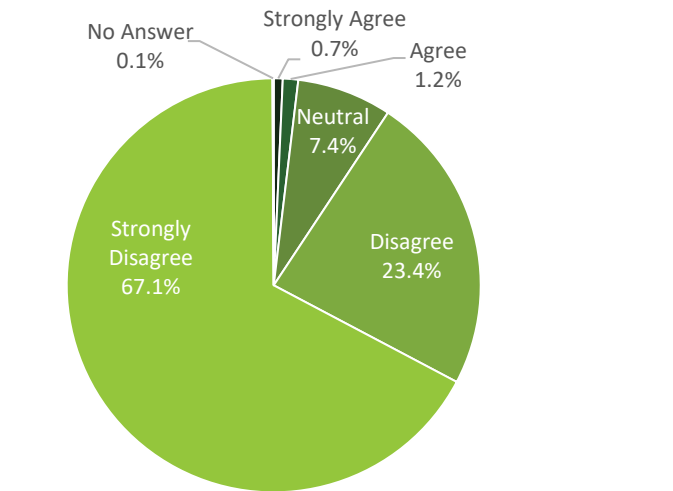
Figure 8: University/College Should Form Partnerships with Gambling Companies to Earn Revenue (N=980)



Q7\_3: To what degree do you agree or disagree with each of the following statements? The university/college should form partnerships with gambling companies to earn revenue for the university/college.

Beyond general opinions about gambling and the extent of their university/college’s involvement, the next three figures demonstrate how respondents responded to commonly held misconceptions about gambling. Figure 9 reveals that most people **Disagreed** (90.5%) with the statement, *The more a person gambles, the better their odds of coming out ahead*. Similarly, Figure 10 shows that respondents overwhelmingly **Disagreed** (93.0%) with the statement, *Someone almost winning means they could win soon*.

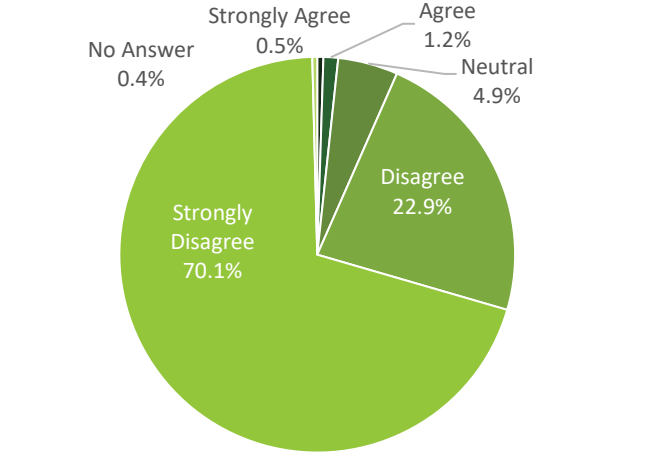
Figure 9: More Gambling Increases the Odds of Coming Out Ahead (N=980)



Q7\_4: To what degree do you agree or disagree with each of the following statements? The more a person gambles, the better their odds are of coming out ahead.

Figure 10: Almost Winning Is a Sign of Winning Soon (N=980)

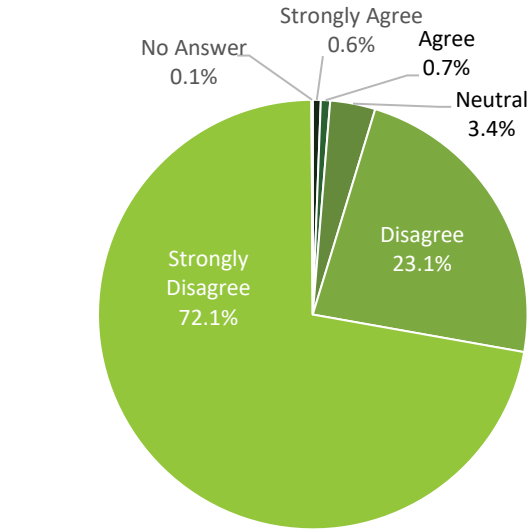
Q7\_5: To what degree do you agree or disagree with each of the



following statements? When a person almost wins, it's a good sign that they are going to win soon.

Addressing the final question in the series of gambling myths, Figure 11 demonstrates that an even higher percentage of respondents (compared to Figures 9 and 10) **Disagreed** (95.2%) that *If a person keeps gambling after losing, their luck will change and they'll win back the money they're lost*.

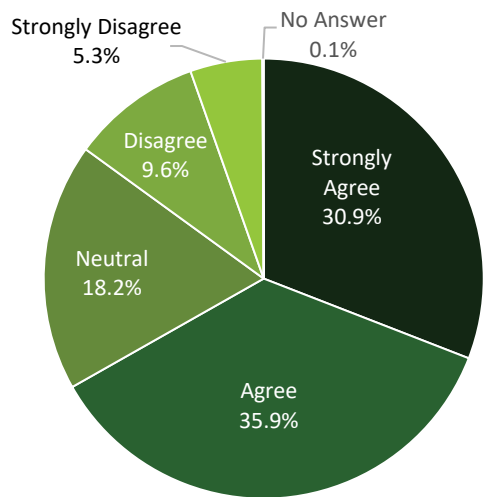
Figure 11: Luck Will Change if Continue Gambling – Win Back Money Lost (N=980)



Q7\_6: To what degree do you agree or disagree with each of the following statements? If a person keeps gambling after losing, their luck will change and they'll win back the money they've lost.

When considering the larger implications of gambling, it seems that the majority of respondents **Agreed** (66.8%) that they are *Concerned about potential negative impacts on young people from exposure to gambling ads and promotions*, contrasted with 14.9% who **Disagreed** and 18.2% who felt **Neutral** (Figure 12).

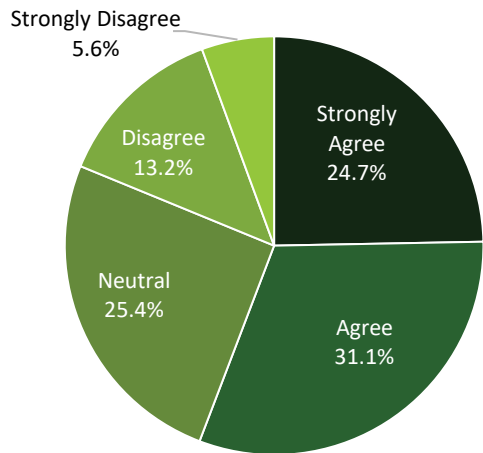
Figure 12: Concern about Potential Negative Impacts of Gambling Ads and Promotions (N=980)



Q7\_7: To what degree do you agree or disagree with each of the following statements? I am concerned about potential negative impacts on young people from increased exposure to gambling ads and promotions.

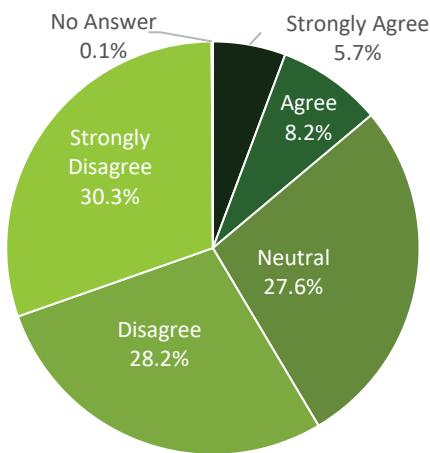
Trends that indicate concern over collegiate gambling continue in Figure 13, as the majority of respondents **Agreed** (55.8%) that *If intercollegiate sports betting were legalized in Oregon, the integrity of the sport or athletes could be affected*. High rates of **Neutrality** (25.4%) are also noted, potentially the result of low reported engagement in collegiate sports consumption (Figure 5). Furthermore, Figure 14 shows that survey respondents largely **Disagreed** (58.5%) that *Legalized gambling in Oregon should be expanded to include betting on college sports*, while 27.2% felt **Neutral** and 13.9% **Agreed**. These unfavorable attitudes toward the expansion of collegiate gambling and wagering could be a potential result of the population of student gamblers within this sample (n=501).

Figure 13: Concern for Integrity of Athletics if Intercollegiate Sports Betting Legalized in Oregon (N=980)



Q7\_8: To what degree do you agree or disagree with each of the following statements? If intercollegiate sports betting were legalized in Oregon, I am concerned that the integrity of the sport or the athletes could be affected

Figure 14: Legalized Gambling in Oregon Should be Expanded to Include Betting on College Sports (N=980)

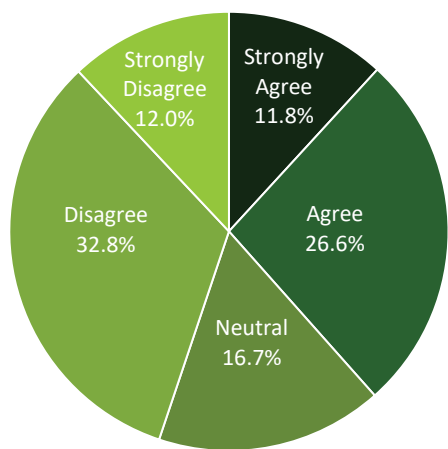


Q7\_9: To what degree do you agree or disagree with each of the following statements? Legalized gambling in Oregon should be expanded to include betting on college sports.



Figure 15 shows that there is variability in respondents' awareness of available resources for problem gambling. In response to the phrase, *"If someone close to me had a gambling problem, I would know how to get help for them."* 44.8% of respondents **Disagreed**, 38.4% **Agreed**, and 16.7% felt **Neutral**.

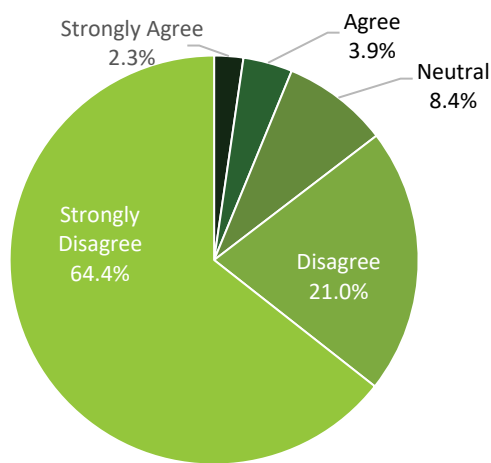
Figure 15: Know How to Get Help for Someone with a Gambling Problem (N=980)



Q7\_12: To what degree do you agree or disagree with each of the following statements? If someone close to me had a gambling problem, I would know how to get help for them.

Continuing trends of unfavorable views toward collegiate gambling, 85.4% of survey respondents **Disagreed** that they would gamble more often if they could legally bet on college sports, while only 6.2% **Agreed** (Figure 16).

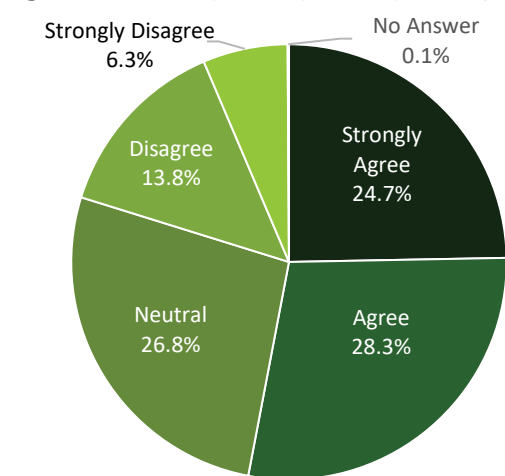
Figure 16: Gamble More Often if Legal to Bet on College Sports (N=980)



Q7\_10: To what degree do you agree or disagree with each of the following statements? I would gamble more often if I could legally bet on college sports.

Figure 17 presents majority **Agreement** (53.0%) that *Legalizing collegiate sports betting would negatively affect the campus culture*, contrasted with % **Disagreement**. High rates of **Neutrality** persist (26.8%), representing over a quarter of respondents.

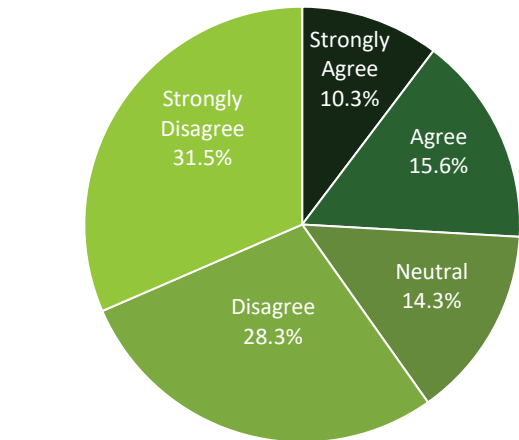
Figure 17: Legalizing Collegiate Sports Betting Would Negatively Affect the Campus Culture (N=980)



Q7\_11: To what degree do you agree or disagree with each of the following statements? Legalizing collegiate sports betting would negatively affect the campus culture.

Examining the social impact of proximal problem gambling, Figure 18 reveals 25.9% of respondents **Agreed** that they have been *negatively affected by the gambling behaviors of others*. This impact is coupled with a shame component, as a portion of respondents (16.3%) also **Agreed** that they would be *embarrassed if a family member needed help for a gambling problem* (Figure 19). Although the impact of problem gambling and accompanying stigmatization remains a salient piece of this narrative, the majority of respondents reported inexperience with the *negative impact of someone they know engaging in problem gambling* (59.8%) and **Disagreed** that they would be *embarrassed if a family member needed support* (68.4%).

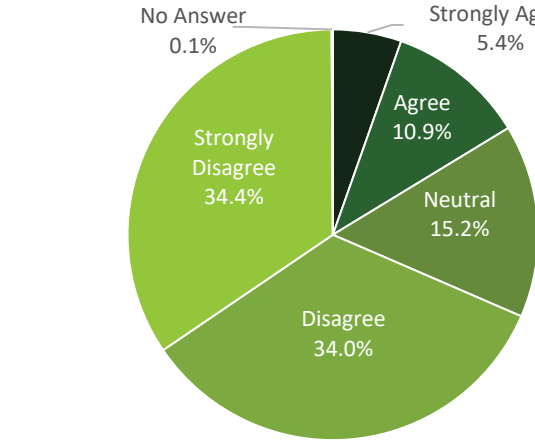
Figure 18: Negatively Affected by Gambling Behaviors of Someone (N=980)



Q7\_13: To what degree do you agree or disagree with each of the following statements? I have personally been negatively affected by the gambling behaviors of a friend, family member, coworker, or someone else I know.

Figure 19: Family Member Gambling Problem Embarrassment (N=980)

Q7\_14: To what degree do you agree or disagree with each of the

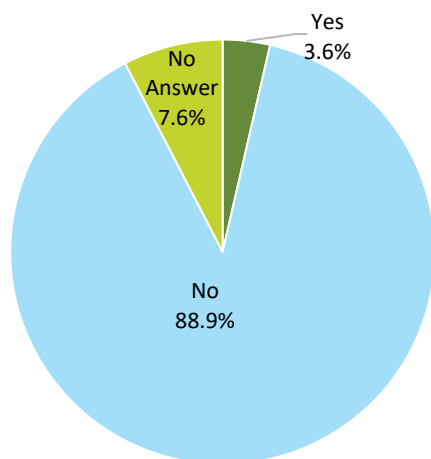


following statements? I would be embarrassed if a family member needed help for a gambling problem

# Services, Supports, and Lived Experience

To further understand respondents' experiences with problem behaviors, including gambling, as well as the extent that their university or college has provided information or support, the next several figures show the distribution of responses. As seen in Figure 20, the vast majority of respondents (88.9%) reported that they **have not** received information about gambling risks from their college or university (Figure 20). This suggests **an opportunity for schools to conduct outreach on the topic**, since 47.9% of respondents **Agreed** that universities and colleges should be concerned about students gambling (Figure 7).

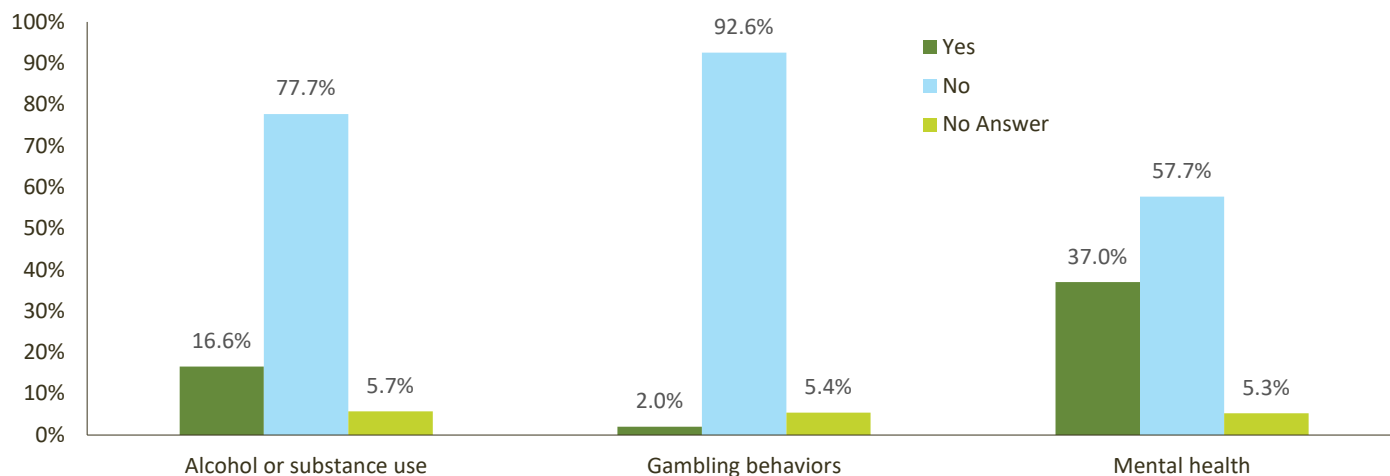
Figure 20: Information about Gambling Risks from University/College (N=980)



Q8: Have you received any information about gambling risks from the university/college you attend?

Further supporting the need for universities and colleges to engage with students around problem gambling, only 2.0% of student respondents stated that they **had** been asked *about their gambling behaviors within the past 12 months*. Given that approximately 8% of adults will experience some form of problem gambling during their lifetime<sup>2</sup>, the disparities in university/college acknowledgement when contrasted with students being asked about *substance use* (16.6%) or *mental health* (37.0%) highlight a **potential area of oversight in addressing needs for support with problem gambling on campuses** (Figure 21).

Figure 21: Someone at University/College Asked about Problematic Behaviors Past 12 Months (N=980)

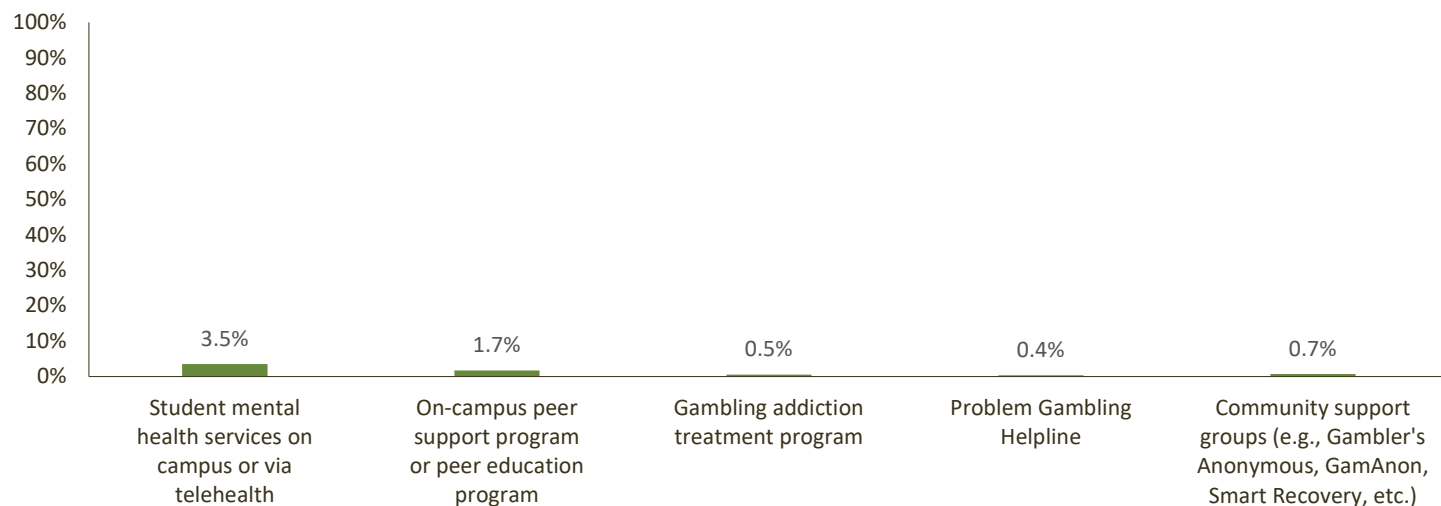


Q9: During the past 12 months, has anyone from the university/college (e.g., academic advisor, counselor, healthcare worker, professor, coach) asked you questions about your: Alcohol or substance use; Gambling behaviors; Mental health

<sup>2</sup> Oregon Adult Gambling Behaviors Survey. [https://oregoncpg.org/wp-content/uploads/2018/01/OCPG\\_Handbook\\_3-12-18.pdf](https://oregoncpg.org/wp-content/uploads/2018/01/OCPG_Handbook_3-12-18.pdf)

Although Figure 22 shows that engagement with problem gambling services is low across both *university/college affiliated* and *community-based options*, respondents reported using *campus mental health and peer support services* at a **higher** rate (3.5% and 1.7%, respectively) than alternative programs (0.4% to 0.7%). This propensity for *campus-based service access*, in conjunction with the minimal university and college dissemination of problem gambling information or staff check-ins with students (Figures 20 and 21), underscores the **value of universities and colleges developing reflexive outreach and interventions**.

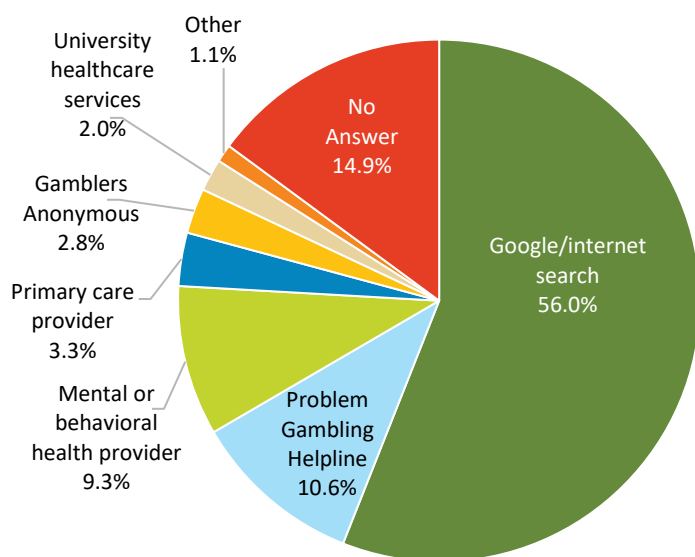
Figure 22: Gambling-Related Service Usage (N=980)



Q22: Have you ever used any of these services related to your or someone else's gambling?

Figure 23 reveals that survey respondents utilize **internet searches** at the **highest rate** (56.0%) when seeking information about help for a gambling problem, followed by the **Problem Gambling Helpline** (10.6%) and **Mental or behavioral health providers** (9.3%). Despite being the service most accessed by students to assist in problem gambling support (Figure 22), **university and college healthcare services** were minimally reported as a source of potential aid (2.0%), highlighting a **possible impact of minimal reported university/college outreach or intervention** (Figures 20 and 21).

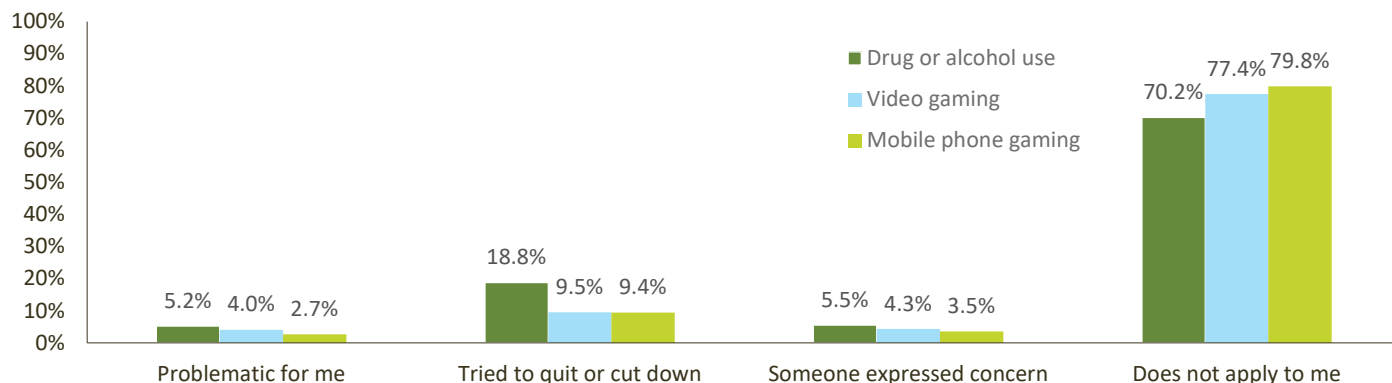
Figure 23: Primary Source for Problem Gambling Support (N=872)



Q23: The first place I would go to find information about help for a gambling problem would be...

Regarding substance use, video gaming, and mobile phone gaming, respondents were asked whether they identified their own behaviors as problematic, if they had tried to quit or cut down, or if someone had expressed concern. *Drug and alcohol use* had the **highest** rates across all categories (5.2%, 18.8%, and 5.5%, respectively), while a limited percentage of respondents reported problematic behavior when it came to video gaming (4.0%) and mobile phone gaming (2.7%) (Figure 24).

Figure 24: Problematic Behaviors with Substances, Video Gaming, and Mobile Phone Gaming (N=872)

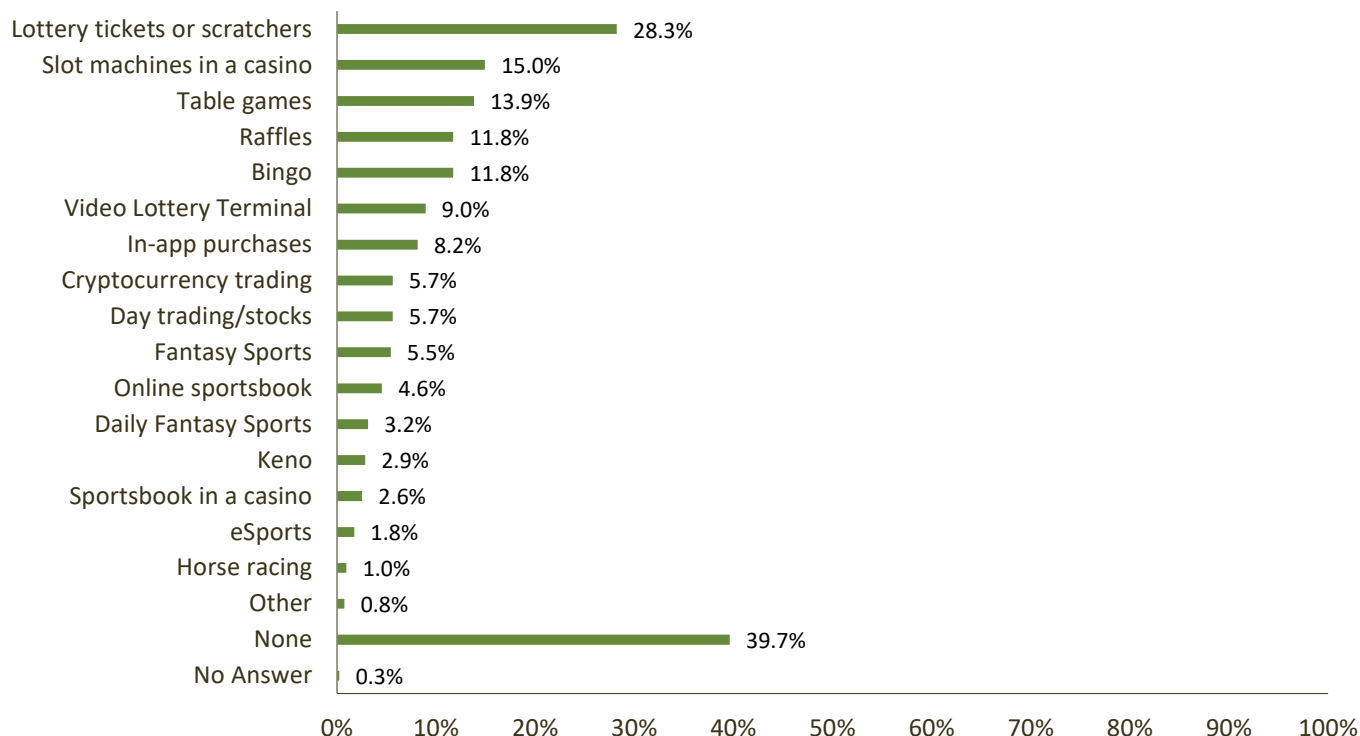


Q10\_1 to 10\_3: During the past 12 months, which behaviors have been problematic for you, or have you tried to quit/cut down, or had someone express concern about? [select all that apply for each behavior]

## Gambling Behavior

To further understand how students engage with gambling, Figure 25 presents which types of gambling they reported participating in within the past year. The three most prevalent types of gambling within this sample include **lottery tickets or scratchers** (28.3%), **slot machines in a casino** (15.0%), and **table games** (13.9%).

Figure 25: Types of Gambling Past 12 Months (N=980)



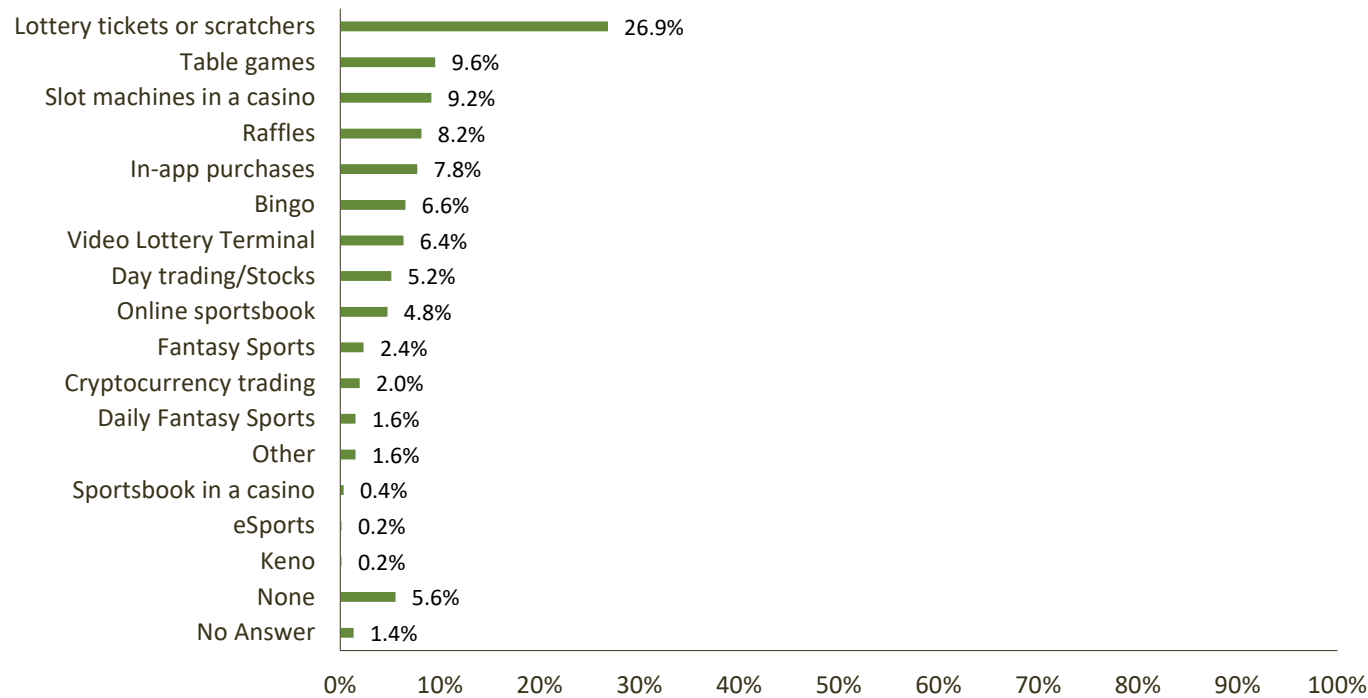
Q12: Which of the following types of gambling have you participated in at any time in the past 12 months? [Select all that apply]



For the remainder of this report, only respondents who selected at least one of these types of gambling (i.e., did not select **None, I have not gambled at all in the past 12 months**) were included in a “gamblers only” subgroup.

Figure 26 shows that for the respondents who reported gambling in the previous 12 months, **lottery tickets or scratchers** (26.9%), **table games** (9.6%), and **slot machines in a casino** (9.2%) were the types of gambling that they participated in most frequently during this timeframe.

Figure 26: Most Frequent Types of Gambling Past 12 Months (Gamblers Only, n=497)

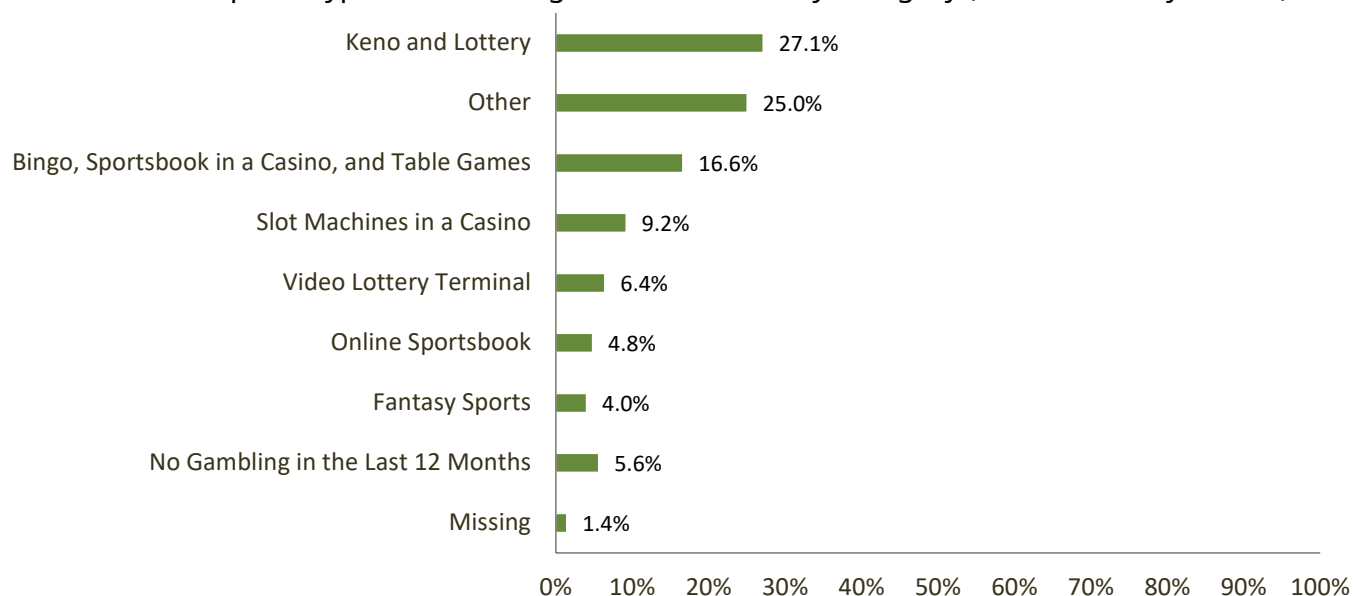


Q13: Which one of the following types of gambling have you participated in most frequently in the past 12 months? [Select only ONE]

Note that a portion of respondents here (5.6%) and in additional figures in this section selected **None, I have not gambled in the past 12 months**, despite previously indicating that they participated in at least one gambling activity as presented in Figure 25. This indicates a discrepancy between the activities defined as gambling by the Oregon Gambling Research Center and **whether or not the respondents also believe that they are gambling** by participating in those activities.

Based on guidance from the Oregon Gambling Research Center, the various types of gambling included in the survey were grouped into fewer categories. As seen in Figure 27, this group of respondents who gambled in the past 12 months reported that they participated in the **Keno and Lottery games** (27.1%) the most often, in addition to the combination of **other gambling types** such as crypto trading, horse racing, and raffles (25.0%).

Figure 27: Most Frequent Types of Gambling Past 12 Months by Category (Gamblers Only,  $n=501$ )

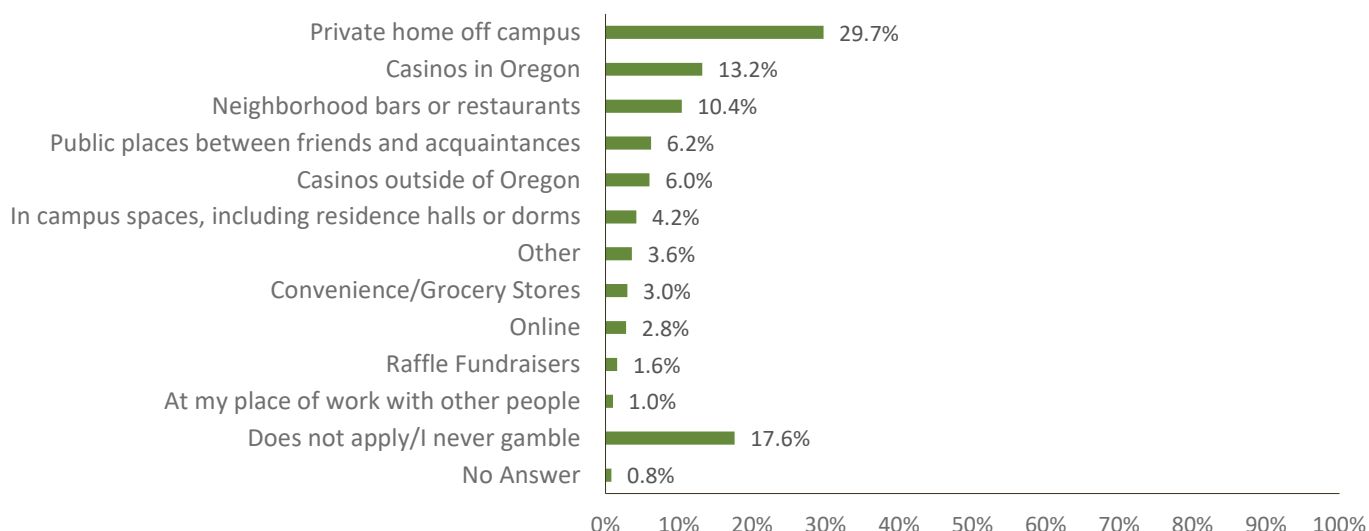


Q13\_Grouped\_Recode: Which one of the following types of gambling have you participated in most frequently in the past 12 months? [Select only ONE]

\*Other Gambling Types include: Crypto Trading, Day Trading, eSports, Horse Racing, In-app Purchases, Raffles, and Other

As shown in Figure 28, within this subsample, the most common locations respondents gamble are a **private home off campus** (29.7%), followed by **Oregon casinos** (13.2%), and **neighborhood bars or restaurants** (10.4%). Of the 17.6% of respondents who indicated that this question did not apply to them, they had previously selected **Lottery tickets/scratchers** (37.5%), **Raffles** (28.4%), **Bingo** (28.4%), and **In-app purchases** (20.5%) as the activities they engaged in the most frequently (as seen in Figure 28). This illustrates the point made previously about the **disparity between what respondents view as gambling and which activities are actually considered gambling**.

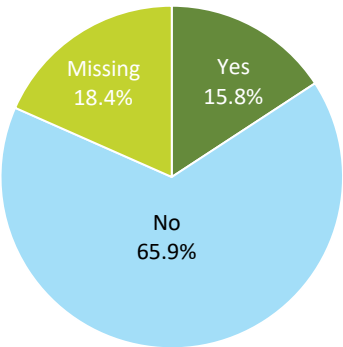
Figure 28: Gambling Locations (Gamblers Only,  $n=501$ )



Q14: Where do you gamble most often? [select only one]

Continuing with the examination of the gamblers only subsample, nearly two-thirds (65.9%) indicated that they typically **do not** gamble through *online betting apps or websites* at the place they gamble the most (Figure 29).

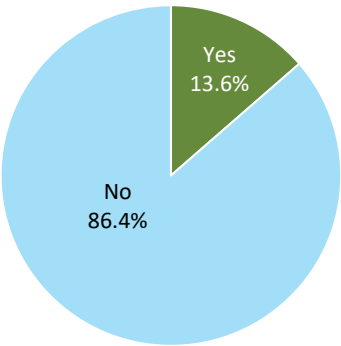
Figure 29: Gambling through Online Betting Apps or Websites at Place Gamble Most (Gamblers Only, n=501)



Q15: At the place where you gamble most often, is that through an online betting app or website?

Similar to Figure 29, the majority of gamblers (86.4%) in this subsample reported that they **have not** ever utilized a *gambling website or app* to place a wager on a sporting event while living in Oregon (Figure 30).

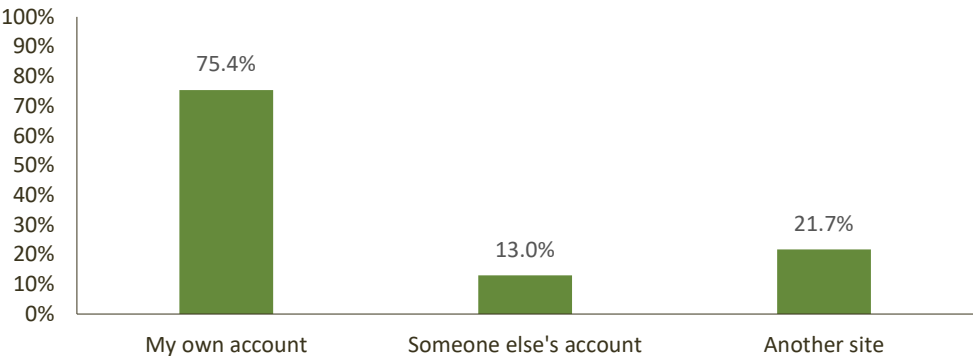
Figure 30: Ever Placed Wagers on Gambling Website or App while Living in Oregon (Gamblers Only, n=501)



Q16: While living in Oregon, have you ever placed a wager on a sporting event using a gambling website or app?

For the 13.6% in Figure 30 who have previously placed wagers on sporting events online, most (75.4%) used **their own account** with the DraftKings Sportsbook app through the Oregon Lottery.

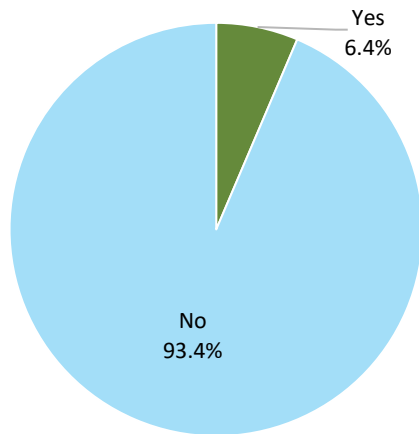
Figure 31: Methods of Placing Wagers with DraftKings Sportsbook App through Oregon Lottery (n=69 respondents who placed wagers online)



Q17: (if yes on Q16) While living in Oregon, what method did you use to place a wager on a sporting event [select all that apply]

Figure 32 shows that very few (6.4%) of the people who gambled within the last 12 months had also gambled prior to 21 years old, which is the legal age to gamble in person at casinos within Oregon—the overwhelming majority (93.4%) **had not placed wagers before they were 21**.

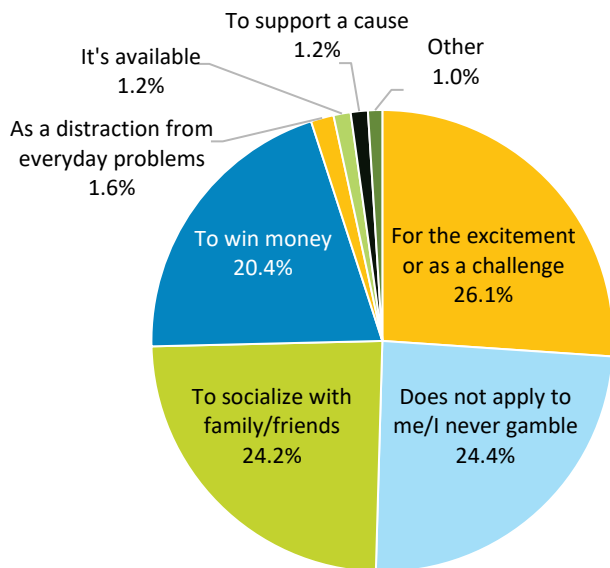
Figure 32: Placing Wagers Online Prior to 21 (Gamblers Only,  $n=501$ )



Q18: Have you ever placed a wager online before you were 21 years old?

When looking at motivations for gambling (Figure 33), here is a fairly even split between **For the excitement or challenge** (26.1%) and **Socializing with family and friends** (24.2%), followed by **Winning money** (20.4%). In addition, 24.4% of respondents answered that this question **Does not apply to me, I never gamble**. Of those respondents, the most common activities they had previously selected (Figure 26) were **Lottery tickets/scratchers** (38.5%), **Raffles** (27.0%), and **Bingo** (24.6%).

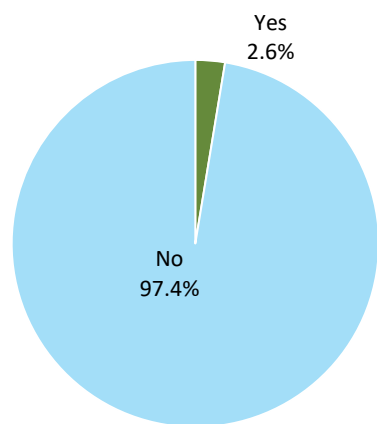
Figure 33: Motivations for Gambling (Gamblers Only,  $n=501$ )



Q19: Which of these best describes the most common reason why you gamble? [select only one]

Figure 34 shows that nearly all (97.4%) of gambling respondents **have not** experienced their behaviors *affecting their academic success*, which could be another **contributing factor explaining why many respondents reported that no one from their university had asked them about their gambling behaviors** (Figure 21).

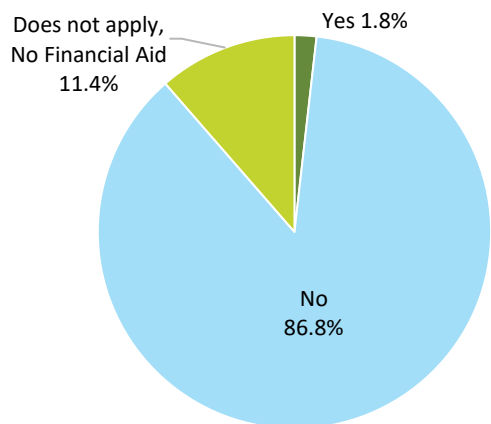
Figure 34: Academic Success Affected by Gambling (Gamblers Only, n=501)



Q20: Has gambling ever negatively affected your academic success, such as not completing your schoolwork, getting poor grades, not doing well on tests, or not meeting deadlines?

While some of the respondents do not currently utilize financial aid (11.4%), the majority (86.8%) of respondents reported that they **have not** used financial aid money to *gamble or pay off their gambling debts* (Figure 35).

Figure 35: Used Student Financial Aid to Gamble or Pay for Gambling Debts (Gamblers Only, n=501)



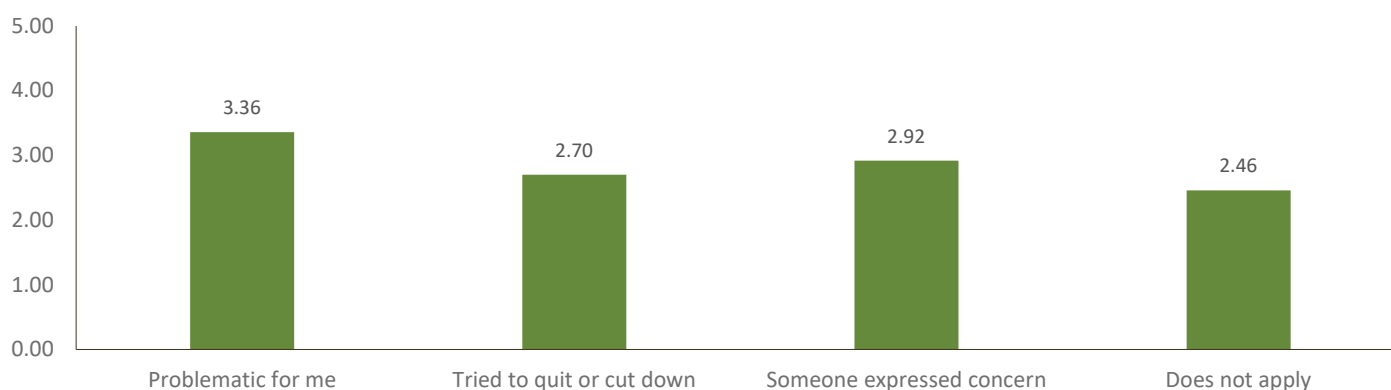
Q21: Have you ever used money from your student financial aid to gamble or pay for gambling debts?



To better understand the connection between how many types of gambling these respondents engage in and their experiences with problematic substance use, a mean number of the gambling types selected by each student was generated (Figure 36). Respondents who self-identified as experiencing *Problematic substance use* reported a mean number of gambling types of 3.36. The mean number of gambling types was lower for those who reported that *someone expressed concern* (2.92), those who *tried to quit or cut down* (2.70), and those who reported that it *does not apply* to them (2.46).

An analysis was conducted to determine whether the mean number of gambling types differed across those who did and did not endorse each level of substance use. Those who endorsed “Problematic for me” had significantly higher mean number of gambling types than those who did not identify in that way ( $F=18.109$ ,  $p<.001$ ). Those who endorsed “Does not apply” had significantly lower average of gambling types than those who did not select that response ( $F=15.418$ ,  $p<.001$ ). Neither “Someone expressed concern” nor “Tried to quit or cut down” were not statistically significant, suggesting that for some students who gamble, **the number of gambling activities they participate in is not impacted by the degree with which they struggle (or do not struggle) with substance use.**

Figure 36: Substance Use by Mean Number of Gambling Types (Gamblers Only,  $n=501$ )



Q10\_1\_1: During the past 12 months, what behaviors have been problematic for you? Drug or alcohol use – Problematic for me  
 Q10\_1\_2: During the past 12 months, what behaviors have been problematic for you? Drug or alcohol use – Tried to quit or cut down  
 Q10\_1\_3: During the past 12 months, what behaviors have been problematic for you? Drug or alcohol use – Someone expressed concern  
 Q10\_1\_4: During the past 12 months, what behaviors have been problematic for you? Drug or alcohol use – Does not apply to me  
 Q12: Which of the following types of gambling have you participated in at any time in the past 12 months?

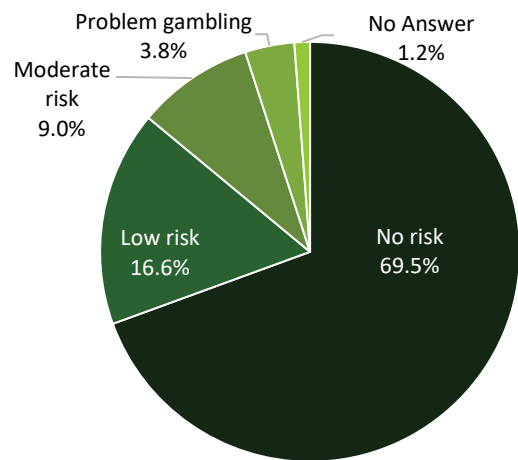
The Oregon Gambling Research Center was interested in the relationship between gamblers’ **support for legalized collegiate gambling** (Figure 14) and **agreement** that *the university should be concerned about students gambling* (Figure 7). Conducting an analysis of this correlation revealed a significant negative relationship ( $r= -.392$ ,  $n=501$ ,  $p<.001$ ), indicating that student gamblers’ tendency to support legalization of collegiate gambling is related to decreased interest in the university being concerned about student gambling. Comparing this result to that of the entire sample, which also includes the respondents who did not report gambling, there was an even stronger significant negative relationship found ( $r= -.442$ ,  $N=979$ ,  $p<.001$ ). This tells us that it’s not only the student gamblers, but rather all of the respondents, who are **increasingly willing to support legalized collegiate gambling as their concern about student gambling decreases.**

## Problem Gambling Severity Index (PGSI)

This final section incorporates findings from the Problem Gambling Severity Index (PGSI), a standardized measure of identifying at risk gambling behaviors. It includes nine questions with four possible answers that have been assigned numerical values: never=0, sometimes=1, most of the time=2, and almost always=3. The numerical values of each participant’s answers were added together to create a PGSI score. A total of 0 points is considered no risk, 1 to 3 points is low risk, 4 to 7 points is moderate risk, and 8 or more points is defined as problem gambling.

Looking at the gamblers only subsample, Figure 37 shows the proportion of respondents who are considered *Problem gamblers* (3.8%), *Moderate risk gamblers* (9.0%), and *Low risk gamblers* (16.6%). Overall, **the majority** are considered *non-problem gamblers* (No risk, 69.5%) based on this index.

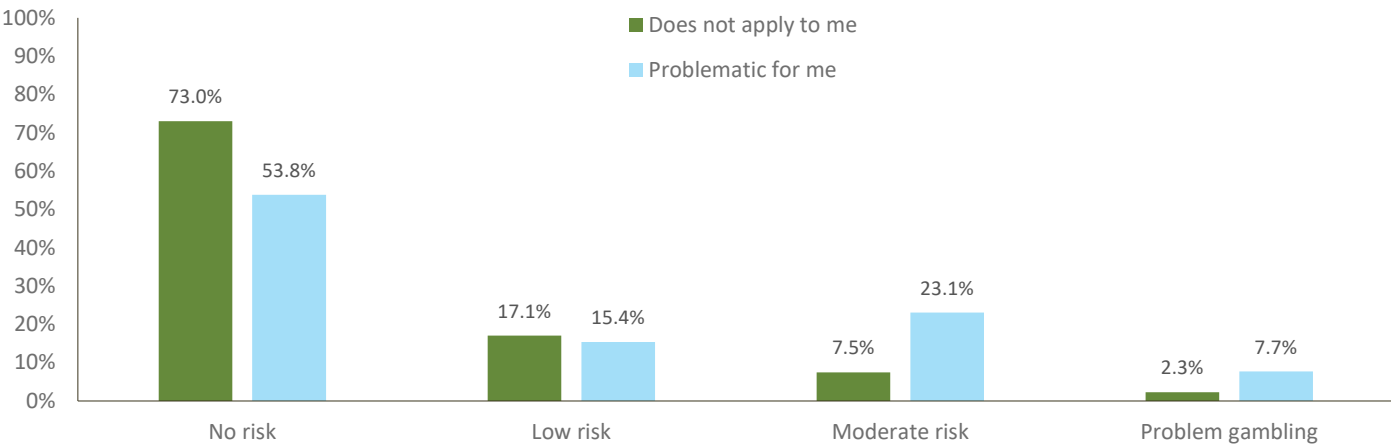
Figure 37: PGSI Risk Scores (Gamblers Only, n=501)



Q24: [Problem Gambling Severity Index (PGSI)]

Exploring self-identified problematic substance use as a predictive factor for problem gambling (Figure 38) reveals that those who struggle with alcohol or drug use constitute **a higher percentage** of both the *Moderate Risk* and *Problem Gambling* PGSI risk categories, with the largest disparity present in the *Moderate risk* group (23.1% **Problematic for me** compared to 7.5% **Does not apply to me**). Within the *Problem Gambling* category, respondents who reported substance use being **Problematic for me** (7.7%) and their **Does not apply to me** (2.3%) counterparts also showed a disparity in frequency. The majority share of each group fell within the *No Risk* PGSI category (53.8% and 73.0%, respectively). The chi-square results for the **Problematic for me** respondents ( $\chi^2(3, n=487) = 12.637, p<.01$ ) and **Does not apply to me** respondents ( $\chi^2(3, n=487) = 9.569, p<.05$ ) were both statistically significant, with higher risk (i.e., moderate risk and problem gambling) being associated with substance use being more of a problem.

Figure 38: Substance Use by PGSI Category (Gamblers Only, n=487)

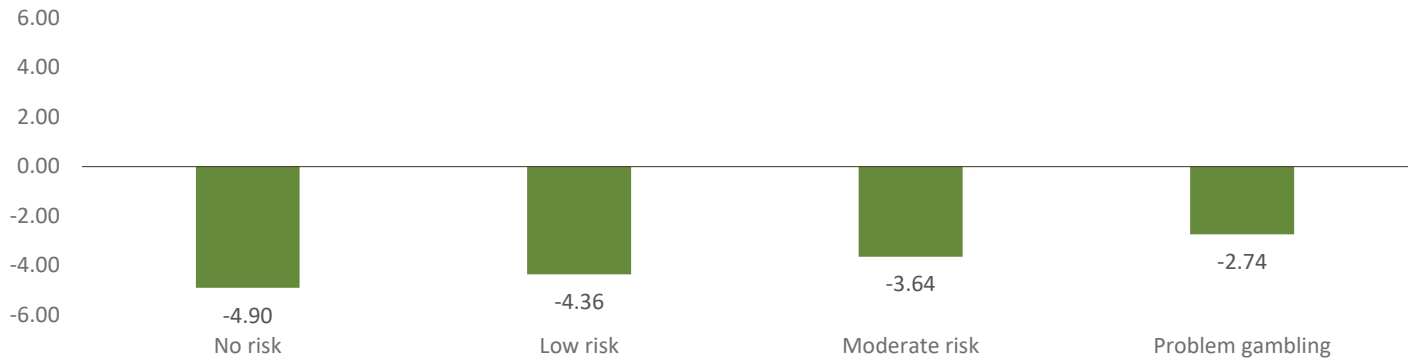


Q10\_1\_1: During the past 12 months, what behaviors have been problematic for you? Drug or alcohol use – Problematic for me  
Q10\_1\_4: During the past 12 months, what behaviors have been problematic for you? Drug or alcohol use – Does not apply to me  
PGSI\_Category

To better understand gamblers' acceptance of gambling myths, three items were analyzed: *The more a person gambles, the better their odds of coming out ahead*; *When a person almost wins, it's a good sign that they are going to win soon*; and *If a person keeps gambling, their luck will change and they'll win back the money they've lost*. Each item was coded using a bidirectional five-point Likert scale: Strongly Disagree= -2, Disagree= -1, Neutral= 0, Agree= 1, and Strongly Agree= 2. These values were summed for each respondent, creating a range of as much as 6 points and as low as -6 points.

Using this scale to look at differences in mean gambling myth scores across PGSI categories reveals that those within the *Problem gambling* group were **slightly less likely to disagree with myth statements** compared to *Moderate*, *Low*, and *No risk* categories (Figure 39).

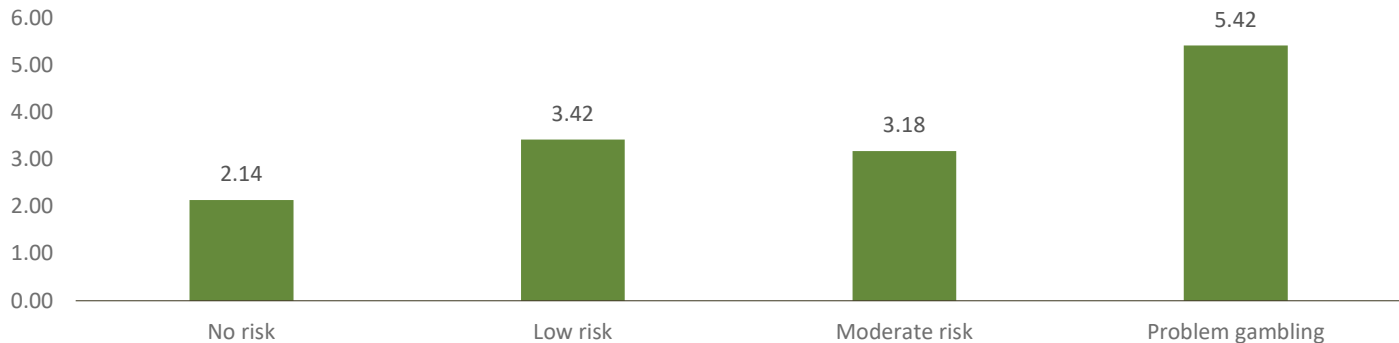
Figure 39: Mean Gambling Myth Scores by PGSI Category (Gamblers Only, n=495)



Q7\_4: To what degree do you agree or disagree with each of the following statements? The more a person gambles, the better their odds are of coming out ahead  
Q7\_5: To what degree do you agree or disagree with each of the following statements? When a person almost wins, it's a good sign that they are going to win soon  
Q7\_6: To what degree do you agree or disagree with each of the following statements? If a person keeps gambling, their luck will change and they'll win back the money they're lost  
PGSI\_Category

Examining the mean number of gambling types across PGSI categories, those within the *Problem gambling* category reported a **higher mean** (5.42) than their lower risk counterparts (Figure 40). Notably, those within the *Moderate* and *Low risk* categories reported a similar gambling type mean (3.18 and 3.42, respectively) with *No risk* category respondents noting the lowest mean at 2.14.

Figure 40: Mean Number of Gambling Types by PGSI Category (Gamblers Only, n=495)



Q12: Which of the following types of gambling have you participated in at any time in the past 12 months?  
PGSI\_Category

# Summary of Qualitative Responses

All respondents had the chance to share additional thoughts they had about gambling at the end of the survey. Those who participated in the second phase of this project were also able to share their thoughts about gambling marketing and the challenges experienced or supports available. Across all three questions, the majority of respondents discussed their negative opinions of gambling and ways they have personally been affected by gambling. Many emphasized the addictive nature of gambling and expressed their concerns about it being more widely available to college students or advertised on campus.

*"Simply put: gambling addiction, like all other addiction, can irreparably damage the lives of not only the addict but of those closest to them. I would hate for that fate to befall students."*

*"I think that gambling should not be encouraged in college or around college sports, it would set a bad precedent for young students first away from home and established boundaries."*

*"Partnering with any sort of gambling company is immoral and I would immediately leave the school if that happened. I do not want to attend a school at which they only care about money and not student well-being or success."*

Respondents discussed the myriad of ways they have been negatively impacted by gambling and gambling addictions: at their workplaces, the struggles of their family and friends, and their own behaviors. It is possible that this is why so many participants supported further regulation of gambling access and marketing, especially for young adults and minors. In addition to regulation, there were several comments calling for more resources that address gambling addiction. Some respondents would like to see preventative action taken, such as education and warnings so people can be informed of the risks before engaging in gambling. Others are interested in more options for gambling-specific addiction treatment to be readily available, as well as resources and providers that can meet the needs of a variety of people (e.g., more Deaf and Hard of Hearing counselors).

While the majority of respondents focused on their concerns about gambling, there was a subset of participants with a different perspective. Several people discussed how fun gambling can be, and that it's a fine form of entertainment. At the same time, they acknowledged that it's something that should be done in moderation. When it comes to further legalization of gambling, specifically on college sports, some participants pointed out that whether or not it's legal won't stop it from happening. In fact, they wondered if legalizing these activities could help them become more regulated.

*"No matter what the laws are regarding gambling it will still happen. Some people have a major problem with gambling addiction and the laws or ease of access won't change that."*

*"It's time for Oregon to allow gambling on College Sports through Draft Kings."*

*"That I choose not to gamble does not mean I want to place restrictions on other people's choice. Of course gambling should be available to those who wish to, People are capable of being responsible for their own actions and engaging with entertainment. Also, the only thing harming university sport's character is the refusal to pay student athletes while profiting off of their labor and image."*

Lastly, several respondents raised concerns about mobile, online, and video game-related gambling. Many discussed how the inclusion of loot boxes and similar mechanics in video games that are popular with children expose young people to gambling behaviors early on. In combination with social media content and promotion of gambling sites by popular YouTube and Twitch streaming creators, this can lead to opportunities for vulnerable people to engage in gambling. Several respondents spoke to their own experiences of this, and their interests in seeing online gambling be further regulated. While this topic was addressed in the survey, the nuances discussed in the qualitative responses suggest that this might be an issue worth further exploration, particularly with this young adult population.

*“When I was a young teenager I would spend most of my money on online loot boxes with nothing in return. Gambling as a practice will always appeal to children and less educated people. In my opinion, further restrictions should be placed on gambling, not lifted. Gambling provided a destructive outlet for me when I was vulnerable and wanted hope.”*

# Appendix A: Survey Instrument

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NOTE: This formatted version of the survey is included for ease of review. The web-based survey was identical in content and structure.

Welcome to the Oregon Student Gambling Survey! This survey is being conducted by the Oregon Gambling Research Center in partnership with the Regional Research Institute of PSU. Oregon is currently considering changes in the types of legalized gambling. We want to know how university and college students, those who are 18 years of age or older, generally participate in or refrain from different types of gambling and how they might be affected by these changes.

We are seeking your input on these important issues -- to learn about your experiences and opinions related to gambling in Oregon. We want to hear from you whether you gamble or not!

This survey only takes 5-10 minutes and is voluntary, completely secure, and anonymous. We guarantee your privacy. Your personal information will not be collected and no effort will be made to link survey data to individual respondents.

Your feedback is important to us and the results of this survey will be used to make informed decisions about gambling policy that may affect students.

You may contact [research@oregoncpq.org](mailto:research@oregoncpq.org) for any questions regarding this survey.

Q1. During the past 12 months, how often have you participated in the following leisure activities?

	Never	Once a year or less	A few times a year	About once a month	About once a week	Multiple times a week
Watching/following college or professional sports (e.g., on television or online)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending a college sports event/game (in-person)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending a professional sports event/game (in-person)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q2. During the past 12 months, have you seen gambling advertisements on campus or at your university/college sports arenas?

- ☐ Yes
- ☐ No
- ☐ Don't know/Don't remember

Q3. During the past 12 months, have you had gambling marketing messages appear on your computer or mobile device while on the internet?

- ☐ Yes
- ☐ No
- ☐ Don't know/Don't remember

Q4. During the past 12 months, have gambling activities (such as poker nights or raffles) occurred at school-sponsored activities?

- ☐ Yes
- ☐ No
- ☐ Don't know/Don't remember

Q5. Prior to taking this survey, were you aware that sports betting is legal in Oregon using the DraftKings Sportbook app through the Oregon Lottery?

- ☐ Yes
- ☐ No

Q6. What else would you like us to know about gambling marketing? \_\_\_\_\_

Q7. To what degree do you agree or disagree with each of the following statements?

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Gambling is a fun and harmless form of entertainment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The university/college should be concerned about college students gambling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The university/college should form partnerships with gambling companies to earn revenue for the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The more a person gambles, the better their odds are of coming out ahead.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When a person almost wins, it's a good sign that they are going to win soon.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If a person keeps gambling, their luck will change and they'll win back the money they've lost.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am concerned about potential negative impacts on young people from increased exposure to gambling ads and promotions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If intercollegiate sports betting were legalized in Oregon, I am concerned that the integrity of the sport or the athletes could be affected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legalized gambling in Oregon should be expanded to include betting on college sports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would gamble more often if I could legally bet on college sports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legalizing collegiate sports betting would negatively affect the campus culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If someone close to me had a gambling problem, I would know how to get help for them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have personally been negatively affected by the gambling behaviors of a friend, family member, coworker, or someone else I know.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would be embarrassed if a family member needed help for a gambling problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8. Have you received any information about gambling risks from the university/college you attend?

- ☐ Yes  
☐ No

Q9. During the past 12 months, has anyone from the university/college (e.g., academic advisor, counselor, healthcare worker, professor, coach) asked you questions about your:

Yes	No	
<input type="radio"/>	<input type="radio"/>	Alcohol or substance use
<input type="radio"/>	<input type="radio"/>	Gambling behaviors
<input type="radio"/>	<input type="radio"/>	Mental health (e.g., depression, anxiety, suicide)



Q10. During the past 12 months, which behaviors have been problematic for you, or have you tried to quit/cut down, or had someone express concern about? *[select all that apply for each behavior]*

	Problematic for me	Tried to quit or cut down	Someone expressed concern	Does not apply to me
a. Drug or alcohol use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Video Gaming (e.g., on a console, PC, handheld device)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Mobile phone gaming (e.g., Candy Crush, Pokémon GO, Homescapes, Clash of Clans)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q11. What else would you like us to know about challenges experienced or supports needed. \_\_\_\_\_

**The next set of questions asks about gambling behaviors. We define gambling as wagering something of value on an event with an uncertain outcome with the intent of winning something else of value.**

Q12. Which of the following types of gambling have you participated in at any time in the past 12 months? *[Select all that apply]*

- |  |   |
|--|---|
| <input type="checkbox"/> Bingo   | <input type="checkbox"/> Lottery tickets or scratchers                          |
| <input type="checkbox"/> Cryptocurrency trading  | <input type="checkbox"/> Online sportsbook                                      |
| <input type="checkbox"/> Daily Fantasy Sports  | <input type="checkbox"/> Raffles  |
| <input type="checkbox"/> Day trading/Stocks  | <input type="checkbox"/> Slot Machines in a casino                              |
| <input type="checkbox"/> eSports   | <input type="checkbox"/> Sportsbook in a casino                                 |
| <input type="checkbox"/> Fantasy Sports  | <input type="checkbox"/> Table Games (e.g., Poker, Craps, Roulette, Blackjack)  |
| <input type="checkbox"/> Horse racing  | <input type="checkbox"/> Video Lottery Terminal (e.g., video poker, line games) |
| <input type="checkbox"/> In-app purchases and on mobile or console games for a chance to win something | <input type="checkbox"/> Other type of gambling: _____                          |
| <input type="checkbox"/> Keno  | <input type="checkbox"/> None, I have not gambled at all in the past 12 months  |

**Note: Respondents who do not select any of the 17 types of gambling in Q12 skip to Q25 (demographics).**

Q13. Which one of the following types of gambling have you participated in most frequently in the past 12 months? *[Select only ONE]*

- |   |  |
|---|--|
| <input type="radio"/> Bingo   | <input type="radio"/> Lottery tickets or scratchers                          |
| <input type="radio"/> Cryptocurrency trading  | <input type="radio"/> Online sportsbook                                      |
| <input type="radio"/> Daily Fantasy Sports  | <input type="radio"/> Raffles  |
| <input type="radio"/> Day trading/Stocks  | <input type="radio"/> Slot Machines in a casino                              |
| <input type="radio"/> eSports   | <input type="radio"/> Sportsbook in a casino                                 |
| <input type="radio"/> Fantasy Sports  | <input type="radio"/> Table Games (e.g., Poker, Craps, Roulette, Blackjack)  |
| <input type="radio"/> Horse racing  | <input type="radio"/> Video Lottery Terminal (e.g., video poker, line games) |
| <input type="radio"/> In-app purchases and on mobile or console games for a chance to win something | <input type="radio"/> Other type of gambling: _____                          |
| <input type="radio"/> Keno  | <input type="radio"/> None, I have not gambled at all in the past 12 months  |

Q14. Where do you gamble most often? *[select only one]*

- |  |   |
|--|---|
| <input type="radio"/> Does not apply/I never gamble                                    | <input type="radio"/> Private home off campus   |
| <input type="radio"/> Casinos in Oregon  | <input type="radio"/> Public places between friends and acquaintances (e.g., golf courses, sporting events or bowling alleys) |
| <input type="radio"/> Neighborhood bars or restaurants (e.g., Video Lottery Terminals) | <input type="radio"/> At my place of work with other people   |
| <input type="radio"/> In campus spaces, including residence halls or dorms             | <input type="radio"/> Other: _____  |

Q15. At the place where you gamble most often, is that through an online betting app or website?

- ☐ Yes
- ☐ No

Q16. While living in Oregon, have you ever placed a wager on a sporting event using a gambling website or app?

- ☐ Yes
- ☐ No

Q17. (if yes on Q16) While living in Oregon, what method did you use to place a wager on a sporting event *[select all that apply]*

- ☐ My own account with the DraftKings Sportbook app through the Oregon Lottery
- ☐ Using someone else's account with the DraftKings Sportbook app through the Oregon Lottery
- ☐ On a site other than the DraftKings Sportbook app through the Oregon Lottery

Q18. Have you ever placed a wager online before you were 21 years old?

- ☐ Yes
- ☐ No

Q19. Which of these best describes the most common reason why you gamble? *[select only one]*

- ☐ Does not apply to me/I never gamble
- ☐ To socialize with friends/family
- ☐ To be alone, away from everyone
- ☐ To win money
- ☐ For the excitement or as a challenge
- ☐ As a distraction from everyday problems
- ☐ Other: \_\_\_\_\_

Q20. Has gambling ever negatively affected your academic success, such as not completing your schoolwork, getting poor grades, not doing well on tests, or not meeting deadlines?

- ☐ Yes
- ☐ No

Q21. Have you ever used money from your student financial aid to gamble or pay for gambling debts?

- ☐ Does not apply to me/I have never received student financial aid
- ☐ Yes
- ☐ No

Q22. Have you ever used any of these services related to your or someone else's gambling?

	Yes	No
Student mental health services on campus or via telehealth	<input type="radio"/>	<input type="radio"/>
On-campus peer support program or peer education program	<input type="radio"/>	<input type="radio"/>
Gambling addiction treatment program	<input type="radio"/>	<input type="radio"/>
Problem Gambling Helpline	<input type="radio"/>	<input type="radio"/>
Community support groups (e.g., Gamblers Anonymous, GamAnon, Smart Recovery, etc.)	<input type="radio"/>	<input type="radio"/>

Q23. The first place I would go to find information about help for a gambling problem would be... *[select only one]*

- ☐ Problem gambling helpline
- ☐ Google/internet search
- ☐ University healthcare services
- ☐ Primary care provider
- ☐ Mental or behavioral health provider
- ☐ Gamblers Anonymous
- ☐ Other: \_\_\_\_\_

Please respond to all of the following nine items. They are part of a standardized scale and if any item is left blank, none of the other responses can be used.

Q24. During the past 12 months, how often ...

	Never	Sometimes	Most of the Time	Almost Always
have you bet more than you could really afford to lose?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
have you needed to gamble with larger amounts of money to get the same feeling of excitement?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you gone back on another day to try to win back the money you lost?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you borrowed money or sold anything to gamble?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you felt that you might have a problem with gambling?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have people criticized your betting or told you that you had a gambling problem, whether or not you thought it was true?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you felt guilty about the way you gamble or what happens when you gamble?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has gambling caused you any health problems, including stress or anxiety?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has your gambling caused any financial problems for you or your household?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following items will be used to describe the group of respondents completing the survey.

Q25. Do you currently live in Oregon?

- ☐ Yes  
☐ No

Q26. What year were you born? \_\_\_\_\_

Q27. What is your gender? *[Select ALL that apply]*

- |  |   |
|--|---|
| <input type="checkbox"/> Girl, Woman       | <input type="checkbox"/> Trans woman                        |
| <input type="checkbox"/> Boy, Man          | <input type="checkbox"/> Not listed, please describe: _____ |
| <input type="checkbox"/> Non-binary        | _____   |
| <input type="checkbox"/> Agender/No gender | <input type="checkbox"/> Don't know                         |
| <input type="checkbox"/> Questioning       | <input type="checkbox"/> I don't want to answer             |
| <input type="checkbox"/> Trans man         |   |

Q28. How do you describe your sexual orientation or sexual identity? *[select all that apply]*

- |  |   |
|--|---|
| <input type="checkbox"/> Same-gender loving  | <input type="checkbox"/> Pansexual                                  |
| <input type="checkbox"/> Same-sex loving   | <input type="checkbox"/> Asexual                                    |
| <input type="checkbox"/> Lesbian   | <input type="checkbox"/> Queer                                      |
| <input type="checkbox"/> Gay   | <input type="checkbox"/> Questioning                                |
| <input type="checkbox"/> Bisexual  | <input type="checkbox"/> Not listed, please describe: _____         |
| <input type="checkbox"/> Straight (attracted mainly to or only to other gender(s) or sex(s)) | <input type="checkbox"/> I don't know what this questions is asking |
|  | <input type="checkbox"/> I don't want to answer                     |

Q29. Which of the following describes your racial or ethnic identity? Please select ALL that apply.

American Indian or Alaska Native

- ☐ American Indian
- ☐ Alaska Native
- ☐ Canadian Inuit, Metis or First Nation
- ☐ Indigenous Mexican, Central, or South American

Latinx or Hispanic

- ☐ Central American
- ☐ Mexican
- ☐ South American
- ☐ Other Latinx or Hispanic

Asian

- ☐ Asian Indian
- ☐ Cambodian
- ☐ Chinese
- ☐ Communities of Myanmar
- ☐ Filipino/a
- ☐ Hmong
- ☐ Japanese
- ☐ Korean
- ☐ Laotian
- ☐ South Asian
- ☐ Vietnamese
- ☐ Other Asian

Middle Eastern/Northern African

- ☐ Middle Eastern
- ☐ North African

Native Hawaiian or Pacific Islander

- ☐ Chamorro
- ☐ Marshallese
- ☐ Communities of the Micronesian Region
- ☐ Native Hawaiian
- ☐ Samoan
- ☐ Other Pacific Islander

Black or African American

- ☐ African American
- ☐ Afro-Caribbean
- ☐ Ethiopian
- ☐ Somali
- ☐ Other African (Black)
- ☐ Other Black

White

- ☐ Eastern European
- ☐ Slavic
- ☐ Western European
- ☐ Other White

☐ Not listed above (please describe): \_\_\_\_\_

☐ Don't know

☐ I prefer not to disclose

Q30. In what country were you born? \_\_\_\_\_

Q31. Which of the following best describes your living situation? *[select only one]*

- ☐ Live in dormitory or other on-campus housing
- ☐ Live off campus in family home
- ☐ Live off campus with roommates or alone
- ☐ Other: \_\_\_\_\_

Q32. What is the highest level of education either parent has completed (i.e., across both parents)? *[Select ONLY one]*

- ☐ Grade 1 through 11
- ☐ High school diploma or GED
- ☐ Some college, but no degree
- ☐ Associates degree (2-year degree)
- ☐ Bachelor's degree (4-year degree)
- ☐ Graduate or professional degree
- ☐ Trade school or certificate program
- ☐ Other (please specify): \_\_\_\_\_

Q33. What university/college do you attend? *[dropdown list of 31 Oregon universities and colleges]*

☐ Other, please specify school: \_\_\_\_\_

Q34. What is your current student level?

- ☐ Community college
- ☐ Undergraduate
- ☐ Graduate
- ☐ Other (please describe): \_\_\_\_\_

Q35. *[If Undergraduate in Q34]* Which year of your undergraduate program are you in?

- ☐ Freshman
- ☐ Sophomore
- ☐ Junior
- ☐ Senior

Q36. Are you an international student?

- ☐ Yes
- ☐ No

Q37. What is your academic program or major? *[dropdown list of 56 options]*

- ☐ Other, please specify academic program or major: \_\_\_\_\_

Q38. Have you used student loans to finance any part of your education?

- ☐ Yes
- ☐ No
- ☐ Don't know

Q39. Have you ever been eligible for a Pell Grant?

- ☐ Yes
- ☐ No
- ☐ Don't know

Q40. Have you been a student athlete at the university you are currently attending?

- ☐ Yes
- ☐ No

Q41. (If yes on 4) Which sport? \_\_\_\_\_

Q42. Is there anything else you would like to tell us associated with gambling? \_\_\_\_\_

End: Thank you for completing this survey. If you would like to know more about resources that address gambling, please click here <https://www.opgr.org/> and it will take you to the **Oregon Problem Gambling Resource** page.

# Appendix B: PSU Recruitment Emails

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#1 – INVITATION (Sent Thursday, March 30, 2023 at 11:00 am)

From: [elliottd@pdx.edu](mailto:elliottd@pdx.edu)

Subject: Help Inform Gambling Policy in Oregon

Dear PSU Student,

Oregon is currently considering changes in the types of legalized gambling. We want to know how university students generally participate in or refrain from different types of gambling and how they might be affected by these changes.

We are seeking your input on these important issues.

We are conducting a brief survey to learn about your experiences and opinions related to gambling in Oregon. We want to hear from you whether you gamble or not!

The survey only takes 5-10 minutes and is voluntary, completely secure, and confidential. To share your thoughts, can click the link below.

[LINK]

[include statement and link about copying and pasting into browser]

Your feedback is important to us and the results of this survey will be used to make informed decisions about gambling policy that may affect students.

Thank you for telling us what you think!

Debi Elliott, PhD  
Regional Research Institute for Human Services  
Portland State University

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This survey is being conducted by the Regional Research Institute for Human Services (RRI) at PSU on behalf of the Oregon Gambling Research Center. The RRI respects your privacy and takes every step to protect your confidentiality. Your participation or non-participation in this survey will not affect you or your relationship with PSU in any way. If you have any questions about the content of this survey, please contact Andrea Dassopoulos at [research@oregoncpg.org](mailto:research@oregoncpg.org). If you have questions about the web survey functionality, please contact Tyson VanOverhill at [tvanover@pdx.edu](mailto:tvanover@pdx.edu).

If you do not wish to receive any future reminders about this survey, you may unsubscribe here:

From: [elliotttd@pdx.edu](mailto:elliotttd@pdx.edu)

Subject: Influence the Conversation: How Does Gambling Affect Students in Oregon

Dear PSU Student,

Last week we invited you to participate in a survey about gambling in Oregon. Because Oregon is currently considering changes in the types of legalized gambling, we want to know how university students generally participate in or refrain from different types of gambling and how they might be affected by these changes.

If you already completed the survey, thank you! If not, please take a few minutes to share your experiences and opinions related to gambling in Oregon. We want to hear from you whether you gamble or not!

The survey only takes 5-10 minutes and is voluntary, completely secure, and confidential. To share your thoughts, can click the link below.

[LINK]

[include statement and link about copying and pasting into browser]

Your feedback is important to us and the results of this survey will be used to make informed decisions about gambling policy that may affect students.

Thank you for telling us what you think!

Debi Elliott, PhD  
Regional Research Institute for Human Services  
Portland State University

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If you do not wish to receive any future reminders about this survey, you may unsubscribe here:

From: [elliotttd@pdx.edu](mailto:elliotttd@pdx.edu)

Subject: Please Share Your Thoughts about Gambling in Oregon

Dear PSU Student,

We are seeking your input on gambling in Oregon. Changes in the types of legalized gambling are currently being considered in Oregon. We think it is important to include the voices of university students to inform those potential changes. We want to hear from you whether you gamble or not!

If you already completed the survey, thank you! If not, please take a few minutes to share your experiences and opinions related to gambling in Oregon by April 16<sup>th</sup>.

The survey only takes 5-10 minutes and is voluntary, completely secure, and confidential. To share your thoughts, can click the link below.

[LINK]

[include statement and link about copying and pasting into browser]

The results of this survey will be used to make informed decisions about gambling policy that may affect students.

Thank you for telling us what you think!

Debi Elliott, PhD  
Regional Research Institute for Human Services  
Portland State University

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If you do not wish to receive any future reminders about this survey, you may unsubscribe here:



From: [elliotttd@pdx.edu](mailto:elliotttd@pdx.edu)

Subject: You Still Have Time to Share Your Thoughts on Gambling in Oregon

Dear PSU Student,

As we have mentioned in previous emails, Oregon is considering making changes in the types of legalized gambling are currently being considered in Oregon. We believe knowing how university students generally participate in or refrain from different types of gambling and how they might be affected by these changes is important. We want to hear from you whether you gamble or not!

If you already completed the survey, thank you! If not, please take a few minutes to share your experiences and opinions related to gambling in Oregon by April 20<sup>th</sup>.

The survey only takes 5-10 minutes and is voluntary, completely secure, and confidential. To share your thoughts, can click the link below.

[LINK]

[include statement and link about copying and pasting into browser]

Your feedback is important to us and the results of this survey will be used to make informed decisions about gambling policy that may affect students.

Thank you for telling us what you think!

Debi Elliott, PhD  
Regional Research Institute for Human Services  
Portland State University

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This survey is being conducted by the Regional Research Institute for Human Services (RRI) at PSU on behalf of the Oregon Gambling Research Center. The RRI respects your privacy and takes every step to protect your confidentiality. Your participation or non-participation in this survey will not affect you or your relationship with PSU in any way. If you have any questions about the content of this survey, please contact Andrea Dassopoulos at [research@oregoncpg.org](mailto:research@oregoncpg.org). If you have questions about the web survey functionality, please contact Tyson VanOverhill at [tvanover@pdx.edu](mailto:tvanover@pdx.edu).

If you do not wish to receive any future reminders about this survey, you may unsubscribe here:

NOTE: Although recruitment with all of the other Oregon schools was done primarily by email, each of those emails varied depending on the situation with each school.

# Appendix C: Example Statewide Student Recruitment Flyer

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# SHARE YOUR OPINION

The Oregon Council on Problem Gambling wants to hear from college students across Oregon.

**Complete an anonymous, 5-10 minute survey on gambling beliefs and behaviors.**

**Student feedback is needed.**

**Scan this QR code or go to:**

<https://oregongamblingsurvey.org/wou>



**QUESTIONS? CONTACT US**  
[elliotttd@pdx.edu](mailto:elliotttd@pdx.edu)

