

## Annotated Bibliography: Alcohol and GPA

Chaloupka, F. J. and H. Wechsler (1996). "Binge drinking in college: The impact of price." Contemporary Economic Policy **14**(4): 112.

Estimates the effects of beer prices, alcohol availability and policies related to driving under the influence of alcohol on drinking and binge drinking among youths and young adults. Information on policies pertaining to drinking under the influence of alcohol; Effects of alcohol control policies on drinking by college students; factors affecting drinking and binge drinking.

Kremer, M. and D. M. Levy (2003). Peer Effects and Alcohol Use Among College Students, SSRN.

This paper examines a natural experiment in which students at a large state university were randomly assigned roommates through a lottery system. We find that on average, males assigned to roommates who reported drinking in the year prior to entering college had one quarter-point lower GPA than those assigned to non-drinking roommates. The 10th percentile of their college GPA is half a point lower than among males assigned non-drinking roommates. For males who themselves drank frequently prior to college, assignment to a roommate who drank frequently prior to college reduces GPA by two-thirds of a point. Since students who drink frequently are particularly influenced by frequent-drinking roommates, substance-free housing programs could potentially lower average GPA by segregating drinkers. The effect of initial assignment to a drinking roommate persists and possibly even grows over time. In contrast, students' college GPA is not influenced by roommates' high school grades, admission test scores, or family background. Females' GPAs are not affected by roommates' drinking prior to college. Overall, these findings are more consistent with models in which peers change preferences than models in which they change endowments.

Paschall, M. J. and B. Freisthler (2003). Does Heavy Drinking Affect Academic Performance in College? Findings from a Prospective Study of High Achievers\*, Alcohol Research Documentation, Inc. **64**: 515-520.

Objective: This study examined the effects of heavy drinking, alcohol-related problems and drinking opportunities on academic performance (grade point average [GPA]) in a prospective cohort of college students attending the University of California at Berkeley. Method: Several waves of survey data were collected from 465 students beginning in the summer prior to their freshman year. Cross-sectional and regression analyses were conducted to determine whether heavy alcohol use, alcohol-related problems and drinking opportunities were associated with college GPA before and after controlling for demographics and high school GPA. Results: Cross-sectional analyses generally revealed modest and nonsignificant associations between college GPA and measures of heavy alcohol use, alcohol-related problems and drinking opportunities in the first year of college. High school GPA was modestly associated with both heavy alcohol use and college GPA. Only a summative measure of alcohol-related academic problems was significantly associated with college GPA, but this relationship did not persist in a regression model that included high school GPA and student demographic characteristics as control variables. Conclusions: Heavy alcohol use, alcohol-related problems and drinking opportunities do not appear to have an important effect on students' academic performance, but additional research with longitudinal data from representative student samples is needed to confirm these findings. (J. Stud. Alcohol 64: 515-519, 2003)

Porter, S. R. and J. Pryor (2007). "The Effects of Heavy Episodic Alcohol Use on Student Engagement, Academic Performance, and Time Use." Journal of College Student Development **48**(4): 455.

Alcohol use literature has linked heavy episodic alcohol use and academic consequences, but has not examined the influence of such use on student engagement. This study uses survey data

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from over 40,000 students at 28 selective private colleges and universities to examine the connection between heavy episodic alcohol use and engagement. The strongest negative effects of heavy episodic drinking are on student–faculty interaction, with these effects most common at research universities and less common at coed colleges and women’s colleges.

Pullen, L. M. (1994). "The Relationships among Alcohol Abuse in College Students and Selected Psychological/Demographic Variables." **40**(1): 36-50.

Describes survey of 300 undergraduates on alcohol abuse. Shows significant relationships between alcohol abuse and nine variables. The demographic/social variables of gender, age, and grade point average (GPA) related significantly to students' alcohol abuse. Important single predictors of abuse included familial abuse, depression, state anxiety, self-esteem, and GPA.

Singleton, R. A. (2007). Collegiate alcohol consumption and academic performance. **68**: 548-55.

OBJECTIVE: Although studies consistently have found a negative bivariate association between alcohol use and academic performance among college students, some research suggests that this association largely results from student differences at matriculation. The present study examines this relationship while controlling for key background factors. METHOD: Personal interview surveys were conducted for four consecutive semesters with random samples of students at a small, liberal arts college, resulting in a combined sample of 754 (392 women). The interviews measured alcohol consumption, gender, race, athletic status, academic class, parents' education and income, and frequency of attending off-campus parties; and 94% of the sample granted permission to obtain grade point average (GPA), high school class rank, and Scholastic Aptitude Test (SAT) scores from official college records. RESULTS: The amount of alcohol consumed correlated significantly with GPA ( $r = -.26$ ). Ordinary least squares regressions showed that gender and partying accounted for 43% of variation in alcohol consumption, and that academic class and parents' income had positive indirect effects on consumption. SAT score and class rank were the strongest predictors of GPA, but alcohol consumption remained significant when these and other variables were controlled ( $\beta = -.24$  when controlling for SAT, and  $\beta = -.14$  when controlling for both SAT and class rank in a smaller, biased subsample). CONCLUSIONS: The disparity in findings between this and previous research was explained in terms of differences in type of institution studied, which suggests the need to consider the college context and the interaction of college and individual factors in studies of college drinking.

Williams, J., L. M. Powell, et al. (2003). Does alcohol consumption reduce human capital accumulation? Evidence from the College Alcohol Study, Routledge. **35**: 1227 - 1239.

It is often conjectured that a significant cost of youthful drinking is the future labour market consequences of having accumulated a lower stock of human capital. While several studies have investigated the effect of youthful drinking on the quantity of human capital stock accumulated, measured by years of education completed or high-school graduation, this paper investigates the effect of alcohol consumption on the quality of human capital stock accumulated as measured by college students' GPA. Using data from the Harvard School of Public Health's College Alcohol Study, the indirect effect of the quantity of alcohol consumed on GPA is estimated through hours spent studying as well as the direct effect. Results show that the net total effect of alcohol consumption on GPA is negative for the sample of college students, and that the main effect is via a reduction in the hours spent studying. This finding confirms that high levels of alcohol consumption have an overall negative consequence for academic achievement, and hence future labour market outcomes.