

**EDUCATING COLLEGE STUDENTS THROUGH JUDICIAL RESPONSE:  
EXAMINING THE EFFECTIVENESS OF JUDICIAL SANCTIONS  
FOR ALCOHOL-RELATED VIOLATIONS**

by

Karin M. Asher

Bachelor of Arts, Wittenberg University, 2000

Master of Education, The Pennsylvania State University, 2002

Submitted to the Graduate Faculty of  
the School of Education in partial fulfillment  
of the requirements for the degree of  
Doctor of Education

University of Pittsburgh

2008

UNIVERSITY OF PITTSBURGH

SCHOOL OF EDUCATION

This dissertation was presented

by

Karin M. Asher

It was defended on

March 24, 2008

and approved by

Shawn E. Brooks, Ph.D., Adjunct Professor, School of Education

Charlene Trovato, Ph.D., Clinical Associate Professor, School of Education

Thomas Zullo, Ph.D., Emeritus Professor, School of Dental Public Health

Dissertation Advisor: Glenn Nelson, Ph.D., Associate Professor Emeritus, School of Education

Copyright © by Karin M. Asher

2008

**EDUCATING COLLEGE STUDENTS THROUGH JUDICIAL RESPONSE:  
EXAMINING THE EFFECTIVENESS OF JUDICIAL SANCTIONS FOR  
ALCOHOL-RELATED VIOLATIONS**

Karin M. Asher, Ed.D.

This study determined the recidivism rates associated with six educational sanctions assigned after undergraduate students were found responsible for a violation of a residence hall alcohol policy at a large urban research institution. The educational sanctions selected for the study included: Personal Education, Assistance, and Referral program or PEAR (a series of four group sessions including components of alcohol education and motivational intervention); PEAR II (a series of follow-up motivational interviews for repeat violators); Community Service; Reflection Paper; MyStudentBody.com (an online alcohol education course); and Counseling Center Referral.

The study also assessed student perceptions of their assigned sanction(s) with respect to the degree of new information learned and impact on future behavior related to alcohol. An educational approach to judicial affairs in higher education, set forth by the Association for Student Judicial Affairs, provided the framework for the study. From a research sample of 483 student alcohol policy violators, an analysis of student judicial data was performed to determine the overall recidivism rate and individual sanction rates for the 2006-2007 academic year. Students with policy violations during the spring 2007 semester were invited to participate in the researcher-designed Educational Sanction Survey to measure perceptions of new information

learned and predicted impact on future behavior. A response rate of 58% (n=112) was achieved for the survey.

Analysis of recidivism data revealed an overall repeat violation rate of 5.5% over the course of the 2006-2007 academic year, with the Counseling Referral sanction displaying the highest repeat violation rate at 16.7% and PEAR II displaying the lowest at 0%. Chi Square analyses showed that students assigned to complete PEAR and the Counseling Referral reported the highest degrees of new information learned, while the Reflection Paper students indicated the greatest perceived impact on their future behavior.

The results supported the continued use of PEAR, the Reflection Paper, and Community Service for first-time violators, and suggested that additional research should be conducted to determine the effectiveness of MyStudentBody.com. The results of this study indicate that the majority of sanctions studied at this institution have an educational impact on the students assigned to complete them.

## TABLE OF CONTENTS

<b>TABLE OF CONTENTS .....</b>	<b>VI</b>
<b>PREFACE.....</b>	<b>XII</b>
<b>1.0 INTRODUCTION.....</b>	<b>1</b>
<b>1.1 STATEMENT OF THE PROBLEM.....</b>	<b>1</b>
<b>1.2 SIGNIFICANCE OF THE STUDY .....</b>	<b>2</b>
<b>1.3 CONTEXT FOR THE STUDY .....</b>	<b>3</b>
<b>2.0 REVIEW OF LITERATURE .....</b>	<b>6</b>
<b>2.1 HISTORICAL AND PHILOSOPHIC CHANGES IN UNIVERSITY STUDENT JUDICIAL AFFAIRS.....</b>	<b>7</b>
<b>2.2 JUDICIAL AFFAIRS IN TODAY’S HIGHER EDUCATION ENVIRONMENT .....</b>	<b>10</b>
<b>2.3 STUDENT DEVELOPMENT AND THE JUDICIAL PROCESS .....</b>	<b>11</b>
<b>2.4 DEFINING JUDICIAL SANCTIONS.....</b>	<b>13</b>
<b>2.5 ASSESSMENT IN JUDICIAL AFFAIRS.....</b>	<b>16</b>
<b>2.6 RESEARCH ON EFFECTIVENESS IN JUDICIAL AFFAIRS .....</b>	<b>19</b>
<b>2.7 ALCOHOL-RELATED POLICY VIOLATIONS .....</b>	<b>20</b>
<b>2.8 JUDICIAL RESPONSE TO ALCOHOL POLICY VIOLATIONS.....</b>	<b>22</b>
<b>2.8.1 Judicial sanctions for alcohol-related violations.....</b>	<b>23</b>

2.9	EFFECTIVENESS OF ALCOHOL-RELATED INTERVENTIONS .....	24
2.9.1	Brief motivational intervention approach .....	26
2.9.2	Computerized intervention and feedback .....	29
2.10	RESIDENTIAL LIFE PROGRAMS AND JUDICIAL AFFAIRS .....	30
2.11	TOPICS FOR FURTHER RESEARCH .....	32
3.0	RESEARCH METHODOLOGY .....	34
3.1	JUDICIAL PROCESS .....	34
3.1.1	Policy infractions .....	34
3.1.2	Selected educational sanctions .....	36
3.2	RESEARCH QUESTIONS .....	39
3.3	RESEARCH POPULATION .....	39
3.4	PROCEDURE FOR DATA COLLECTION .....	41
3.4.1	Specific procedures .....	42
3.5	SURVEY INSTRUMENT .....	45
3.6	DATA ANALYSIS .....	48
3.7	ETHICAL CONSIDERATIONS .....	49
3.8	ASSUMPTIONS AND LIMITATIONS .....	50
4.0	RESULTS .....	52
4.1	SAMPLE DEMOGRAPHICS .....	52
4.1.1	Students eligible for survey .....	53
4.1.2	Survey respondents .....	54
4.1.3	Comparison of survey respondents to eligible students .....	54
4.2	RESEARCH QUESTIONS .....	56

4.2.1	Research Question One .....	57
4.2.1.1	Frequency of assigned educational sanctions: all eligible students	57
4.2.1.2	Frequency of assigned educational sanctions: Survey respondents	58
4.2.2	Research Question Two.....	60
4.2.3	Research Questions Three and Four .....	64
4.2.3.1	PEAR.....	64
4.2.3.2	Reflection Paper .....	68
4.2.3.3	MyStudentBody.com.....	72
4.2.3.4	Community Service.....	75
4.2.3.5	Counseling Referral .....	78
4.2.3.6	PEAR II.....	80
4.2.3.7	General findings .....	81
5.0	DISCUSSION AND CONCLUSIONS .....	85
5.1	EDUCATIONAL SANCTIONS AND EXISTING RESEARCH.....	85
5.2	INTENDED SANCTION OUTCOMES.....	87
5.3	EXAMINING STUDENT PERCEPTIONS OF SANCTIONS.....	87
5.4	DISCUSSION OF RESEARCH QUESTIONS.....	88
5.4.1	Research Question One.....	88
5.4.2	Research Question Two.....	90
5.4.3	Research Question Three.....	92
5.4.4	Research Question Four.....	94
5.5	INSTITUTIONAL IMPLICATIONS .....	96
5.5.1	Sanctions for first-time violators.....	96



5.5.1.1	PEAR.....	97
5.5.1.2	Reflection Paper .....	98
5.5.1.3	MSB .....	98
5.5.1.4	Community Service.....	100
5.5.2	Sanctions for repeat violators.....	101
5.5.2.1	Counseling Referral .....	102
5.5.2.2	PEAR II.....	102
5.5.2.3	Host fines.....	103
5.6	FINDINGS AND EXISTING RESEARCH .....	103
5.7	STUDY LIMITATIONS .....	104
5.8	RECOMMENDATIONS FOR FURTHER RESEARCH .....	105
5.9	CONCLUDING THOUGHTS.....	106
APPENDIX A .....		108
APPENDIX B .....		112
APPENDIX C .....		114
BIBLIOGRAPHY .....		118

## **LIST OF TABLES**

Table 1: Percentages of eligible students responding to survey by demographic group .....	56
Table 2: Percentage of eligible students responding to survey by educational sanction .....	60

## LIST OF FIGURES

Figure 1: Eligible students by assigned educational sanction.....	58
Figure 2: Assigned sanctions of eligible students and survey respondents .....	59
Figure 3: Frequency of assigned educational sanctions during the 2006-2007 academic year ....	62
Figure 4: Percentage of repeat violators by assigned sanction during the 2006-2007 academic year.....	63
Figure 5: PEAR Respondents' perceived degrees of learning (Q4).....	65
Figure 6: PEAR respondents' perceptions of user-friendliness (Q5).....	66
Figure 7: Reflection Paper respondents' perceived degrees of learning (Q4).....	69
Figure 8: Reflection Paper respondents' perceptions of user-friendliness (Q5) .....	70
Figure 9: Reflection Paper respondents' perceptions of impact on future behavior (Q6).....	71
Figure 10: MSB respondents' perceived degrees of learning (Q4).....	73
Figure 11: MSB respondents' perceptions of user-friendliness (Q5).....	74
Figure 12: Community Service respondents' perceived degrees of learning (Q4) .....	76
Figure 13: Community Service respondents' perceptions of impact on future behavior (Q6) .....	77
Figure 14: Percentage of respondents reporting a high or significant degree of learning by sanction .....	82
Figure 15: Percentage of respondents reporting a high or significant impact on future behavior	83
Figure 16: Percentage of respondents recommending sanction for another student .....	84

## **PREFACE**

I wish to extend my sincere gratitude to those individuals who have taught, listened to, and encouraged me throughout my dissertation process and graduate work. To my advisor and dissertation chair, Dr. Nelson: your support during both my productive and more frustrated moments has kept me focused on my goal; thank you for helping me to know I could finish this process and create work of which I am proud. To my committee members, Dr. Tom Zullo and Dr. Charlene Trovato: I have admired your caring and comprehensive approaches to education since I first met both of you, and sincerely appreciate your feedback and insight. To my committee member and supervisor, Dr. Shawn Brooks: your understanding of my most irrational fears throughout this experience has helped to keep me on track. Thank you for your support both in and outside of the work environment. And although I'm now at the end of the process, I can't overlook the importance of those at the beginning; a hearty cheers to my Core partners- especially Jeff and Jillian- and the process of discovery through real conversations.

My heartfelt thanks go to my friends and colleagues in Residence Life and Student Affairs, both at the University of Pittsburgh and elsewhere. The experience of working toward my degree in higher education while also being completely immersed in the field has been an unforgettable adventure. The perspective, humor, and understanding I have been given by my coworkers (in particular, KK) and students have kept me focused on why I love the work we do.

To my parents, Ken & Vicki, Kristi & Jason, and my entire family: your unending support of and patience with me has helped to make this achievement possible. I am very lucky to be surrounded by family members who value education as much as I do and have respected this process. And Dad- I count myself particularly blessed to have a father whom I admire and respect so much both personally and professionally. You are truly one of my role models within higher education, and I hope that I can build a career as successful and worthy of respect as yours has been.

And finally, to my husband, Aaron: you have taken on this challenge right by my side with nothing but consistent love and encouragement. I have realized each day the sacrifices you have been willing to make in order for me to succeed, and I can't thank you enough for that. I look forward to whatever joys and challenges life holds for us next.

## **1.0 INTRODUCTION**

This study investigated the relative effectiveness of four types of educational sanctions utilized as a response to alcohol policy violations within the residence hall judicial system at a large urban research institution. Educational sanctions most commonly used at this institution fall into four categories: non-credit educational classes/sessions, community service, self-service educational experiences, and reflective or research paper assignments. Rates of assignment for educational sanctions and rates of repeat violation for each sanction during the study's time period were compared; in addition, student perceptions of the educational value and potential for future impact of the assigned sanctions were examined.

### **1.1 STATEMENT OF THE PROBLEM**

As a prominent area of interest in student affairs and higher education, the field of judicial affairs has seen increased amounts of research and assessment in recent years. The majority of scholarly research in this field relates to concepts of fairness, due process, and the structure of campus judicial systems (Kompalla & McCarthy, 2001). Several studies have also been conducted that examine students' perceptions of their interactions with the judicial system and judicial administrators (Allen, 1994; Fitch, 1997; Howell, 2005). Research has also emerged over the past decade about the effectiveness of various interventions for college students related

to alcohol. However, limited research is currently available regarding the perceived educational effectiveness of various types of judicial sanctions and their comparative effectiveness with regard to recidivism rates among students. In fact, little progress has been made in this area since Dannells (1997) remarked, “Although institutions of higher education in the United States have been engaged in the practice of student discipline for more than 300 years, we know surprisingly little about the effectiveness of our efforts” (p. v).

## **1.2 SIGNIFICANCE OF THE STUDY**

The role of education within the student judicial process is of great importance to today’s student affairs administrators. As higher education practitioners attempt to integrate educational components into all aspects of the collegiate experience, they must be purposeful about the content and intended outcomes of judicial processes. With an emphasis on assessment and evaluation permeating all areas of higher education, seeking out information about the effectiveness and student perceptions of university judicial processes is imperative.

One of the most important aspects of the judicial process is the assignment of sanctions; as the primary institutional response to student policy violations, the judicial sanction should be purposeful and effective in providing the desired outcome for the student. Since many of the sanctions used in today’s judicial processes are deemed “educational”, it is crucial that practitioners evaluate the educational value of these sanctions and revise ineffective programs. Researchers agree that it is important for practitioners to learn more about students’ perceptions of the effectiveness of judicial sanctions, yet limited research has been published providing examples of such studies (Howell, 2005; Kompalla & McCarthy, 2001). While this study

provides data regarding a single institution's sanctions, it is hoped that the findings and resulting discussion will prove useful as other institutions consider various educational sanctions and prompt increased assessment of campus judicial systems.

Furthermore, several recent studies on this topic have indicated the need for qualitative research to explore college students' perceptions of various aspects of the judicial process, including sanctioning (Howell, 2005; Rhodes, 1998). This study attempted to gain the perspective of students involved in the judicial system regarding their experience with the judicial sanction—how did they feel about the sanction? Did it provide them with new information? Will the sanction serve to alter future behavior? Did the sanction have the outcome for the student that the institution desires? This study contributes to the information available on this topic by using survey responses to ascertain students' feelings about the usefulness of their judicial sanctions.

### **1.3 CONTEXT FOR THE STUDY**

This study was framed within the educational approach to student conduct set forth by the Association for Student Judicial Affairs (ASJA), a national professional organization dedicated to the field of university judicial issues. According to ASJA's principles, the disciplinary process should be educational and concerned with the use of "creative sanctions, alternate dispute resolutions, and proactive as well as reactive activities that help students learn" (Kibler, 1998, p. 13).

ASJA also sets forth several purposes of campus judicial systems that have been widely adopted by campuses across the United States:



- a.) to promote and protect an academic community where learning is valued and encouraged, and
- b.) to promote citizenship education and moral and ethical development for those who are involved in the judicial process, either by way of violation or implication (Kibler, 1998).

Based on these statements, it is clear that campus judicial administrators must be concerned with the educational effectiveness of the entire judicial process. Judicial sanctions, as the most common form of institutional response to student misconduct, are a significant part of this educational process and should be examined closely. Using an educational response framework for this research study affirmed the goal of student judicial affairs as educative rather than punitive. While it is recognized that many punitive sanctions are valuable in the judicial process and may be used successfully in a variety of instances, this study's focus on educational sanctions resulted from the need to improve upon this type of program. The framework rests on the concept that educating students about misconduct will benefit them in both the short-term by preventing future infractions and long-term by honing decision-making skills and clarifying values.

Recognizing the role of the judicial process in the total education of the student is reflective of the larger developmental framework of the field of student affairs. While numerous theories and frameworks exist describing the impact of higher education on a student's development, a recent document produced by the National Association of Student Personnel Administrators (NASPA) and the American College Personnel Association (ACPA) provided a comprehensive discussion on how both student affairs and academic affairs educators are responsible for providing an integrated environment for learning and development. *Learning*

*Reconsidered: A Campus-Wide Focus on the Student Experience* captures the wide variety of opportunities for learning in the academic curriculum, outside of the classroom, and in forums that integrate both types of development. Thus, the authors call the role of student affairs “integral to the learning process because of the opportunities it provides students to learn through action, contemplation, reflection and emotional engagement as well as information acquisition” (Day et al., 2004, p. 11).

Working with a student in a judicial context is one example of the educational opportunities present on all areas of a college campus. Through the sanctioning process, students are able to gain valuable information that impacts their subsequent decision-making processes and engage in reflective exercises that provide insight about past behaviors and patterns of thinking. This study contributes to an educative perspective on the judicial process and reaffirms the importance of student affairs educators’ roles in creating a campus where learning occurs in a variety of forums.

## **2.0 REVIEW OF LITERATURE**

Judicial affairs, the practice of working with students who violate university policies or state or federal regulations, has had an important place in student services divisions at colleges and universities throughout the history of higher education in the United States. While philosophies of student discipline and the role of administrators in managing student behavior have changed over time, it remains true that students will continue to violate university policies and state and federal laws while attending institutions of higher education. Therefore, it is imperative that colleges and universities not only have well-established procedures for responding to student conduct issues, but that they also respond in a purposeful manner that is reflective of their positions on student discipline (Howell, 2005).

University administrators' approaches to responding to student misconduct have undergone noteworthy changes in recent years. Judicial sanctions, the most common manner by which institutions respond to policy violations, can vary in purpose, severity, and required time to complete. Sanctions may be referred to as active (requiring response on the part of the student), passive (a disciplinary state not requiring student response), educational, rehabilitative, or punitive, depending on the university judicial system and the nature of the violation committed. At many institutions, punitive approaches to sanctioning that take away some student privilege or convenience have decreased in popularity. Instead, many administrators have taken a decidedly educational stance when it comes to judicial sanctions (Olshak, 1999).

Sanctions with an educational or developmental focus come in a variety of shapes and sizes; these sanctions take as many forms as do the student misbehaviors they seek to address. However, several general types of educational sanctions are used most frequently by college administrators at a variety of institutions. Widely used categories of educational sanctions include community service, non-credit educational courses, mandated counseling, and reflective assignments. The primary educational goals for these sanctions are to promote student understanding of how their behavior impacts others, the concept of community standards and responsibility, and awareness of the potential personal consequences of their behavior (Olshak, 1999; Rhodes, 1998).

## **2.1 HISTORICAL AND PHILOSOPHIC CHANGES IN UNIVERSITY STUDENT JUDICIAL AFFAIRS**

A concern has always existed for students' ethical and moral development within the area of student discipline in higher education; however, the ways in which this concern has manifested itself have undergone considerable changes in educational history. Noteworthy legal rulings concerning higher education have contributed to several key philosophical shifts in university judicial affairs (Dannells, 1997).

Judicial oversight in early American higher education was strict, repressive, and central to the operation of the institutions; the legal doctrine of *in loco parentis* placed colleges in the role of parental guardians of students (Dannells, 1997; Rudolph, 1990). This construct dealt with the powers an institution possessed to exercise control over its students, as established firmly by *Gott v. Berea College* (1913): "the university operates in place of the parent and is

responsible for physical, mental, and moral development” (Grossi & Edwards, 1997, p. 832).

The primary components of the *in loco parentis* doctrine included:

1. A broad authority to direct student behavior
2. The authority to punish infractions of disciplinary rules
3. A special responsibility of care for the welfare of students entrusted to its charge
4. A legal exemption from some of the legal requirements of due process in carrying out its disciplinary procedures (Hoekema, 1994, p. 34).

The distinctive role of institutions as parent figures diminished, however, as higher education expanded rapidly in the United States and student energies shifted from ill behavior to extracurricular activities. By the early 1900s, a concern for developing the “whole student”, both intellectually and socially, began to impact the role of university administrators in disciplinary issues. While the *in loco parentis* concept had been breaking down over the course of several decades, it was finally struck down in the early 1960s when student activism caused several universities to begin dismissing students for various protest activities. In these cases, courts began to apply the due process clause of the 14<sup>th</sup> Amendment guaranteeing procedural fairness to an individual deprived of liberty (Melear, 2003).

The landmark case of *Dixon v. Alabama State Board of Education* (1961) enforced the student’s right to due process and stands as the final demise of *in loco parentis* in American higher education history. According to this ruling, a student could not be denied the right to a state-supported education without due process of the law, effectively denying college administrators of many of their measures of control (Hoekema, 1994). Bickel & Lake (1999) refer to the *Dixon* ruling as an important change in the focus of institutional relationships:

“*Dixon* signaled a shift in the basic paradigm of post-secondary education: College was a student/university relationship primarily, not primarily the delegation of family relationship prerogatives” (p. 39).

Following this decision, colleges and universities across the country came to develop more formal and legalistic judicial systems with which to handle student conduct problems (Dannells, 1997). With focus placed on the contractual obligations of both the institution and the student, priorities were centered on student rights and responsibilities and the soundness of the judicial structure itself (Baldizan, 1998). According to Hoekema (1994), modern courts have “issued their rulings by reference to students’ rights as consumers of educational service, to contractual obligations of both institutions and students, and to general standards of negligence and liability” (p. 31).

Thus, the relationship between the college and the student has been redefined since the demise of *in loco parentis*, with the student now interpreted as consumer and most issues examined according to contract theory. This approach to higher education places greater emphasis on protection of students’ economic and property rights, and forces institutions to become more accountable for services rendered to students (Melear, 2003).

Applying a contractual lens to student judicial affairs places great focus on any and all agreements, both written and implied, between the student and institution. Documents that have been utilized by courts include admissions applications, housing contracts, conduct codes, and even oral statements. However, the document that primarily defines the relationship between student and institution is the university catalog, and most cases referring to contractual issues have relied on this document. Typically, the course catalog sets forth the rights and

responsibilities of the student, the obligations and limitations of the institution, and the relationship between the two (Melear, 2003).

## **2.2 JUDICIAL AFFAIRS IN TODAY’S HIGHER EDUCATION ENVIRONMENT**

As a growing field within higher education, the area of judicial affairs has received increased attention from researchers in recent years. However, the majority of the scholarly work in this field focuses on the issues of fairness, due process for students, and an effective structure for university judicial systems (Dannells, 1997; Howell, 2005; Kompalla & McCarthy, 2001). Dannells’ (1997) statement regarding the limited knowledge about the effectiveness of our judicial processes has been reiterated by more recent authors, demonstrating a need for more information in this area (Howell, 2005; Kompalla & McCarthy, 2001). Olshak (1999) considered the judicial sanction to be central to the concept of educational effectiveness and noted that “a system that is operating successfully will determine its quality based on whether or not the sanction promoted the education and development of the individual student, while also maintaining the integrity of the academic environment” (p. 2).

The concern for educational outcomes for disciplinary processes is widely accepted among judicial administrators, and the systems on many campuses today reflect this perspective. The Association for Student Judicial Affairs (ASJA), the primary professional organization for practitioners in judicial issues, maintains that student discipline processes should be educational in nature and should focus on “activities that help students learn” in addition to other developmental components (Kibler, 1998, p. 13). According to ASJA, considering the

disciplinary process within a context of student development requires that sanctioning “is viewed as educational and developmental as students learn the reality of accountability” (p. 13).

### **2.3 STUDENT DEVELOPMENT AND THE JUDICIAL PROCESS**

According to some researchers, the recently developed emphases on enforcement and legal issues have contrasted with the traditional developmental role of student affairs practitioners, contributing to the struggle to create a balance between a student development and legalistic position (Baldizan, 1998; Dannells, 1997). In 1990, a call for campus reform in this area was issued in the Carnegie Foundation’s *Campus Life: In Search of Community*, which set forth the principles of effective communities developed by Ernest Boyer—communities that are purposeful, open, just, disciplined, caring, and celebrative. Boyer, a predominant student development theorist who took particular interest in the shift in judicial systems in higher education remarked in the report’s foreword,

Many [college administrators are] not sure what standards to expect or require. Where does the responsibility of the college begin and end? Where is the balance to be struck between students’ personal “rights” and institutional concerns...Unclear about what standards to maintain and the principles by which student life should be judged, many administrators seek to ignore rather than confront the issues (Boyer, p. xii).

Lowery (1998) argues that this “ambivalence” on the part of student affairs administrators might apply to their role in working with students developmentally, but that disciplinary policies themselves have become too legalistic and specified. Thus, there is some



disagreement in the field of judicial affairs regarding the role of standards and policies in working with students and how they are best utilized.

This conflict has led some researchers to believe that “the pendulum has swung too far in the direction of legalism” (Lowery, p. 15) and that judicial procedures have overtaken the educational purposes of institutions. While Hoekema (1994) states that “institutions that... impose behavioral controls and disciplinary sanctions in a consistent way have little reason to worry about lawsuits” (p. 40), Baldizan (1998) adds that “our professional duty clearly encompasses more: fostering moral growth in our students...We are challenged to provide developmentally sound, legally defensible policies and procedures for our students, followed by consistent and fair enforcement” (p. 33). Echoing this notion of responsibility, Baldizan insists that “administrators of student policies desperately need to be addressing life and learning experiences that lead to ethical and moral outcomes” and that although changes have occurred regarding proceduralism, “the need to provide avenues for students to mature and grow...exists on a grand scale” (p. 31). The concept of taking responsibility for students’ moral development and life lessons relates closely to judicial sanctions and administrators’ response to student misconduct.

Despite differing perspectives, researchers and practitioners seem to agree that in addition to the legal and procedural responsibilities of judicial officers, they also have responsibilities to the development of the student as an individual throughout the disciplinary process and beyond. Healy and Liddell (1998) describe these responsibilities that must be considered within the context of the practitioner’s judicial work with students:

- Teach students about the expectations of the institution, to allow them to take responsibility for upholding threshold values and to conform behaviorally to the institution;
- Guide students in making meaning and reflective learning, teaching them the importance of the process, creating and reinforcing an environment where the reflection process is embedded so that they can begin to teach one another;
- Work with legal and ethical guidelines to foresee the impact of their behavior on other students (p. 41).

These guidelines are reflective of the frameworks for learning and development set forth by ASJA, NASPA, and ACPA within the field of judicial and student affairs. For most judicial practitioners on today's campuses, working with students in a judicial context provides an opportunity to implement programs and interactions that contribute to students' growth. Theories on student development are an important consideration in the overall judicial process and especially with regard to effective judicial sanctions.

## **2.4     DEFINING JUDICIAL SANCTIONS**

When a university's judicial proceedings are followed and a student is found in violation of a policy, the university responds in one of many ways along a continuum of severity. One common response on the part of the institution is that the student is required to successfully complete one or more assigned sanctions that are selected based on the nature of the violation. Judicial practitioners have shown these sanctions fall into three general categories: punitive sanctions (also referred to as "passive" or "inactive" sanctions), educational sanctions (also

called “developmental” or “rehabilitative”) and environmental or external actions (Dannells, 1997; Olshak, 1999).

The least commonly used of these responses is that of environmentally-targeted actions, which aim to alter the student’s environment by removing potential causes for future misconduct. Examples of this type of response could include limiting a student’s ability to hold outside employment due to poor academic performance, or preventing participation in extracurricular activities. This type of response typically occurs in situations of academic misconduct or difficulty, and occurs less often with behavioral violations (Dannells, 1997).

The most commonly used punitive, or passive, sanctions include: oral or written warnings or statements of reprimand or probation; removal of privileges such as visitation rights or extracurricular participation; monetary fines; financial restitution for damages; or placement on a status affecting the student’s university standing, either temporarily or permanently. While many institutions use these types of sanctions in response to misconduct, they are more often than not paired with some type of educational sanction as well (Dannells, 1997; Olshak, 1999).

Educational or developmental sanctions are widely used in today’s university judicial systems either in combination with one another or in conjunction with a punitive sanction. Examples fall into these general categories: referral to an educational course or session (commonly used for alcohol or drug-related offenses); community service requirement; or completion of a reflection or research assignment (commonly in the form of a written paper or assignment). These sanctions are most often assigned based upon both the nature of the violation and the judicial history of the student. It is also important to note that many factors affect the ability of the judicial officer to determine appropriate sanctions; the mission, culture, and judicial precedents of the institution play an important role in this process, and have a significant impact

on the administrator's potential for flexibility and creativity. Many institutions, in an attempt to maintain consistency in sanctioning, provide sanctioning guidelines to hearing officers to ensure that the same types of sanctions are assigned for similar violations (Dannells, 1997; Olshak, 1999).

Educational sanctions differ from more passive or punitive sanctions, and have different desired outcomes. While the objective of punitive sanctioning is typically to prevent future misbehavior, the goals of the educational sanction are to promote student understanding of the impact of the behavior as well as the general concept of community standards and behavioral consequences (Dannells, 1997; Olshak, 1999). Olshak (1999) provides the following desired outcomes from assigning active judicial sanctions and urges judicial officers to carefully consider the outcomes of their sanctions. Any or all of the following outcomes may apply in a particular disciplinary situation, depending on the specific nature of the incident:

1. Self Reflection: Sanction is designed to promote self-awareness of behavior, awareness of appropriateness/inappropriateness of behavior, and awareness of institutional expectations;
2. Impact on Others: Sanction is designed to promote student understanding of how behavior impacted or could have impacted others;
3. Impact on University Community and/or Society: Sanction is designed to promote student understanding of community and/or societal standards;
4. Impact on Personal Being: Sanction is designed to promote self-awareness of potential physical or psychological impacts of behavior;
5. Impact on Personal Future: Sanction is designed to promote self-awareness of potential impacts of behavior on student's future (choice of career, course of study, etc.);

6. Strong Deterrence and Raising Awareness: Sanction is designed to serve as a serious and/or uncomfortable intervention (p. 25).

A proponent of educational rather than passive or punitive sanctions, Olshak (1999) implemented a model at several institutions calling for an increase in the previously described types of educational sanctions. As a result, the institutions saw decreases in student violations by up to 29%. While various factors certainly have an influence on an increase or decrease in conduct violations, Olshak used these findings to support his recommendation that campus judicial administrators use active educational sanctions either in conjunction with or in lieu of passive or punitive sanctions.

## **2.5 ASSESSMENT IN JUDICIAL AFFAIRS**

Assessment has come to play an important role in student affairs and higher education over the past several decades, as administrators are held accountable for demonstrating the effectiveness of programs, services, and processes. One of the most important outcomes of assessment is the ability to determine and improve quality in the services offered to students and other institutional constituents, which in turn impacts strategic planning, resource management, and policy development (Upcraft & Schuh, 2000).

Regarding assessment of judicial systems, three broad perspectives exist on outcomes measurement: administrative adherence to procedures, reduction of negative behaviors that affect the campus community, and the promotion of education and development among those students involved in the judicial process (Howell, 2005). The latter two are closely tied to the process of developing and administering judicial sanctions, thus supporting the evaluation of

their effectiveness. In addition, Emmanuel and Miser (1987) suggest several “good examples of questions that define outcomes” that demonstrate the importance of assessing the sanctioning process:

- Does the judicial system help modify negative behaviors?
- Does the judicial system teach students that actions have effects and they must accept responsibility for their actions?
- Does the judicial system exist as an educational rather than a punitive focus?
- Does the judicial system teach students about their responsibilities as members of a community?

Assessing the effectiveness of judicial sanctions may prove difficult for several reasons, thus explaining the lack of extensive research in this area. First, specific judicial sanctions are assigned to students for several key reasons, including the nature of the violation and the perceived need of the student. In order to truly assess the effectiveness of various types of judicial sanctions, it would require that sanctions be randomly assigned to students who violate policy. According to Kompalla & McCarthy (2001), this would “contradict the primary role of the judicial officer” and would not benefit the student. In addition, the fact that each student is different and responds to judicial sanctions according to his/her own experiences and perspectives also makes assessing this process complex.

Furthermore, the confidential nature of judicial records and proceedings may deter some practitioners from undertaking an assessment project in this area, as it may require greater adherence to research guidelines than other evaluation studies. Any research involving participants in the judicial system must make explicit its purpose and help the student to

understand that no connection exists with his or her judicial record. However, researchers agree that additional assessment of judicial sanctions and their effectiveness is needed, so administrators must develop creative solutions for overcoming these barriers (Dannells, 1997; Howell, 2005; Kompalla & McCarthy, 2001).

Additionally, judicial practitioners may find that in order to effectively evaluate the educational value of sanctions used on their campuses, they must develop and implement their own assessment techniques. Because sanctions vary by campus with regard to content, desired outcome, length, implementation, and many other factors, studies conducted on other campuses often cannot be generalized to sanctions and students at other institutions. The resources, knowledge, and time necessary to evaluate judicial sanctions on an ongoing basis can be prohibitive for many practitioners and institutions.

In his recent examination of the literature regarding university judicial systems, Howell (2005) found few general research examples of the educational aspects of judicial affairs. This is attributed to the difficulty of assessing judicial interventions in a quantitative manner. In addition to being brief encounters, judicial interventions typically involve numerous parties, such as the staff who initially confront the offense, those who investigate the situation, and the administrators who conduct the hearing and administer sanctions. Furthermore, judicial interventions are difficult to assess because the experience of students with sanctions varies greatly depending on developmental stage at the time of the incident (Dannells, 1997).

## **2.6 RESEARCH ON EFFECTIVENESS IN JUDICIAL AFFAIRS**

Several research studies have been conducted examining students' perceptions of learning throughout the overall university judicial process. In a study of students' perceptions of what they learned from the judicial process, Allen (1994) reported the following outcomes most frequently reported by students: an increased inclination to think before acting, acceptance of responsibility for actions, and abiding by university policies.

Using another survey process, Mullane (1999) also attempted to assess the educational value of the judicial process along with perceptions of fairness according to students, measuring this in conjunction with the level of moral development in students. While the results illustrated that the students found the process to have educational value, details were not provided about which aspects of the process proved most valuable.

Howell (2005) recently applied a multiple case study approach to his investigation of both students' perceived learning and anticipated future behaviors after having participated in the judicial system. Howell found that most students believed they had gained some knowledge from participating in the judicial process, and summarized what students reported to have learned into three major subcategories: consideration of consequences, empathy, and familiarity with judicial procedures.

Limited research exists, however, on the effectiveness of judicial sanctions in terms of their impact on future behavior and students' perceptions of their effectiveness. In one such study, Kompalla and McCarthy (2001) explored both recidivism rates (repeat violation rates) and retention rates of students assigned active or passive judicial sanctions. For their study, the researchers defined active sanctions as including an educational non-credit class, community service, or writing an educational/reflective paper, while passive sanctions consisted of a



warning, disciplinary probation, or deferred suspension. While no difference in recidivism rates was found between students completing active and passive sanctions, Kompalla & McCarthy found that recidivism rates varied among individual active sanctions. Specifically, those students who completed sanctions of community service or a reflective paper demonstrated lower recidivism rates than students assigned to non-credit educational classes.

## **2.7 ALCOHOL-RELATED POLICY VIOLATIONS**

The frequency of alcohol-related conduct violations on college campuses has led to greater interest in judicial response to these incidents. Beginning in the 1990s, institutional response to alcohol issues received increased news and media attention due to the significant problems created by binge drinking. Studies released by the Harvard School of Public Health, the Center for Disease Control and Prevention (CDC), the US Surgeon General, and the National Institute on Alcoholism and Alcohol Abuse (NIAAA) have all pointed to binge drinking as the number one public health problem affecting college students (Wechsler, Lee, Kuo, et al., 2002). Concern about this issue has led the federal government to include heavy drinking among college students as a focus of the Healthy People 2010 initiative (Barnett & Read, 2005).

Incidents that have been shown to be potential by-products of student alcohol use on campuses include open-container violations, underage consumption, binge drinking leading to health problems or hospitalization, violent behavior, vandalism, and sexual assault. This is of concern because of the volume of alcohol use on college campuses; at the height of the research on this topic during the 1990s, it was reported that 42% of college students surveyed reported

binge drinking (consuming five or more drinks in one sitting) during the preceding two weeks (Presley, Meilman, & Lyerla, 1994).

Heavy campus drinking affects not only the drinkers, but other students, staff, neighbors, and campus facilities. Anderson and Gadaletto (2001) found that university administrators in their study reported alcohol as a contributing factor in 55% of vandalism that occurred on their campuses, 60% of general violent behavior, and 40% of student physical injuries. Furthermore, it is not surprising that additional consequences of alcohol use on college campuses include serious concerns such as domestic or relationship violence, sexual harassment, and sexual assault (Wechsler, Lee, & Kuo et al., 2002).

In addition to binge drinking statistics, additional studies found that almost 90% of students surveyed reported drinking alcohol during the academic year, 20% of which qualified as heavy drinkers (Prendergast, 1994). A more recent study by the Harvard School of Public Health comparing College Alcohol Study survey results from the 1990s and 2001 found that binge drinking rates were remarkably similar:

Nationally, 2 of 5 undergraduate college students were binge drinkers, a rate that has not changed since 1993. When we examined changes across the survey years at individual schools, we found significant drops in the overall rate of binge drinking at only a few colleges and significant increases at an equally small number. No pattern emerged that could account for these changes, and the findings may have simply occurred by chance (Wechsler, Lee, Kuo, et al., p. 214).

## **2.8 JUDICIAL RESPONSE TO ALCOHOL POLICY VIOLATIONS**

As the most frequent of policy violations on most university campuses across the nation, alcohol-related violations receive significant attention from administrators and staff. In addition to the resources and efforts committed to developing effective prevention programs at most institutions, administrators must also create judicial response programs that seek to positively impact students' behavior with regard to alcohol. Somewhat surprisingly, concern rests not only with preventing chronic alcohol problems or alcohol addictions; in fact, long-term studies have shown that a very small percentage of college students with heavy drinking habits actually go on to develop adult alcohol problems (Bachman, Wadsworth, O'Malley, Johnston, & Schulenberg, 1997; Schulenberg & Maggs, 2002). Many intervention efforts focus on changing drinking and decision-making patterns to reduce risk of immediate negative consequences (physical harm, poor academic performance, family and relationship problems, unwanted sexual encounters) and contribute to a healthier college lifestyle. Thus, judicial sanctions must be available for alcohol-related violations that can respond to both long-term and short-term concerns (Barnett & Read, 2005).

As a result, there has been a steady increase in the assignment of imposed sanctions or consequences for alcohol-related violations on college campuses over the past two decades. In a 2002 study, Wechsler, Lee, Nelson & Kuo found a significant increase over eight years in the proportion of students who received both active and passive judicial sanctions as a result of alcohol violations, the most common being monetary fines and alcohol education programs. Additionally, Anderson and Gadaletto's (2001) survey found that 84% of administrators who responded indicated that alcohol-related violations on campus resulted in some type of educational sanction, such as a group class, reflective activity, or counseling session. This

percentage of campuses utilizing educational sanctions for alcohol violations is compared with 55% of campuses in 1985, illustrating a significant increase in the use of alcohol education programs over the course of two decades.

### **2.8.1 Judicial sanctions for alcohol-related violations**

This issue is of concern to the field of judicial affairs because violations of alcohol policies tend to constitute the majority of judicial referrals on most college campuses. One common judicial sanction utilized in alcohol-related situations is mandatory counseling, which has come to create various concerns on campuses. First, mandating a counseling session creates a punitive environment for the counselor and student, decreasing the chances that the student may seek counseling in the future when not mandated to do so. Although most counseling centers desire to work collaboratively with other student affairs departments including judicial administrators, counseling as a sanction is not professionally ideal, as it often places the student in the environment without a desire to participate in the session (Freeman, 2001).

Another common judicial response to alcohol violations is a mandated alcohol education class. Some such classes are nationally-based programs that incorporate standardized training for instructors, while many are developed in-house on the campus at which they are utilized. On many campuses, this type of class is problematic and potentially ineffective for several important reasons. First, many alcohol classes combine participants that have committed both minor and more severe infractions of the alcohol policy, often creating a group with little in common in terms of alcohol use. These groups are often too large to be effective and may result in discomfort for some participants. While materials utilized in these classes often involve useful

films, books, speakers, and lectures, they are typically delivered in a standardized format that is not able to take individual students' violations into consideration (Freeman, 2001).

Therefore, developing effective judicial responses to alcohol violations has become a priority for many campuses. With alcohol use at a consistently high rate among college students, judicial administrators are paying closer attention both to sanctions and alcohol intervention approaches. However, while many campuses report increased prevention efforts in the area of alcohol education, judicial sanctions have not changed significantly since the 1990s, indicating a need for increased attention in this area (Wechsler, Lee, Nelson, et al., 2002).

## **2.9 EFFECTIVENESS OF ALCOHOL-RELATED INTERVENTIONS**

More studies exist on the efficacy of educational sanctions specifically designed for alcohol-related violations than for educational judicial sanctions in general. Because the majority of educational sanctions are developed and implemented at the institutional level, research evaluating them is not often generalizable to sanctions at other institutions. However, findings from these studies can be used to determine effective characteristics and components of educational sanctions as well as general trends in what works to decrease alcohol violations on other campuses.

Barnett & Read (2005) recognized the lack of conclusive research on both the national and institutional levels in this area and conducted a systematic review of existing literature on mandatory interventions related to alcohol. Their review found that most studies conducted on alcohol-related sanctions were performed on classroom-type group intervention series that included components such as videos, lectures, self-evaluation and values clarification exercises,

and role-plays. The researchers found consistent study limitations, most frequently including small sample sizes that prevented results from reaching significance, post-test only studies, lack of control groups, and a lack of behavioral measures of alcohol consumption (Barnett & Read, 2005). However, despite a lack of more methodologically sound studies, they reported optimism at the apparent success of alcohol intervention sanctions, and called for the continued evaluation of existing campus sanction programs, particularly those that have yet to be evaluated.

Larimer and Cronic (2007) recently updated their 2002 comprehensive review of campus intervention studies, including one-on-one, small group, and classroom sessions, as well as computerized intervention programs. The researchers limited their review to those studies that met their criteria involving response rate, study attrition rate, and appropriate control conditions; as a result, they found that studies in this area continue to exhibit consistent methodological shortcomings, such as small samples, low response rates, and non-existent or short follow-up periods.

Larimer and Cronic categorized studies into groups by general type of intervention, and found that programs that provided only information or knowledge about alcohol were not effective in reducing alcohol consumption or negative consequences. Three studies in this group also included components about values clarification in combination with education; none of these studies found positive effects on drinking or consequences among students. These findings led Larimer and Cronic to conclude that a solely informational approach to intervention was ineffective, including approaches that added a values clarification component (Larimer & Cronic, 2007).

### **2.9.1 Brief motivational intervention approach**

One intervention method that has proven to be highly successful for working with college students and alcohol has been the use of brief motivational interventions (BMIs). In general, this type of program is used with nondependent drinkers and focuses on risk reduction, rather than abstinence, over a course of one to four sessions. The programs are typically conducted as individual sessions rather than group classes; however, some group classes may incorporate components of BMI programs as well. BMIs that have been proven effective in reducing drinking among college students most frequently consist of either one or two sessions lasting approximately 45 minutes each. The sessions incorporate the use of motivational interviewing, a counseling technique that focuses on a positive collaboration between interviewer and subject and reinforces self-confidence and freedom of choice around alcohol-related decisions.

BMI-based programs also include a component of personalized feedback, which involves the student providing self-assessment information about drinking habits and behaviors and then receiving tailored feedback, either in person or in printed or computerized form. Personalized feedback is often combined with re-education about social norms around alcohol and college students so that students are able to compare their own behaviors with those of others, thus increasing their motivation to reduce risks (Borsari & Carey, 2005).

A study by Miller et al (1995) found the most effective judicial responses to alcohol-related infractions to be motivational interventions that combined alcohol education with personal goal discussions in order to help students recognize the disparity between their goals and their drinking practices. Similarly, Freeman (2001) reported a successful alcohol intervention program designed to meet those goals that utilized values clarification, addressing personal responsibility for choices, and decision-making counseling in a small-group setting for

college students. Freeman also holds that alcohol education programs are most successful if affiliated with the university counseling center, in order to avoid the previously discussed problems. Involving professional counselors in an educational course rather than assigning students to attend a mandated counseling session may be a better use of their knowledge and resources and create a more fruitful environment for the student.

More recent studies of this approach have shown BMI programs to result in reduced drinking with college students identified as “at risk”, as well as reduced negative consequences related to alcohol use (Baer, Kivlahan, Blume, McKnight, & Marlatt, 2001; Borsari & Carey, 2000; Larimer et al., 2001; Murphy et al., 2001; Murphy, Benson, Vuchinich, Deskins, & Flood, 2004). BMI-based programs were also found to be the most effective in reducing drinking and negative consequences among mandated students, although additional research was called for to support this finding (Larimer & Crounse, 2007).

A study by Barnett et al. (2004) compared a BMI approach with a standard alcohol education program to determine if any differences existed with regard to effectiveness with mandated students. The standard education program used in this instance was an online module called Alcohol 101, which is used by numerous campuses across the country. While both interventions were found to cause a reduction in overall alcohol consumption, the BMI group resulted in more participants seeking further counseling for alcohol-related issues.

Another study of the Lifestyle Management Class (LMC) intervention at the University of Texas provided another example of existing research on a program including components of personalized feedback (Fromme & Corbin, 2004). Pre and post-test results showed that both mandated and voluntary LMC participants reduced their negative consequences as a result of



heavy drinking and driving after drinking; furthermore, a general reduction in heavy drinking occurred among men in both groups.

A frequently-cited study by Borsari and Carey (2005) compared student groups who underwent a BMI program and a traditional alcohol education program, with both groups receiving identical basic alcohol education as part of their programs. The researchers found that while both groups decreased their alcohol use post-intervention, the BMI group showed a greater reduction of alcohol-related consequences than the education group. Participants in the BMI group also displayed signs of being more engaged and contributive in the sessions than the alcohol education group (Borsari & Carey, 2005).

Oswalt, Shutt, English, & Little (2007) recently completed an assessment of mandated students participating in the *PRIME for Life: Campus (PFL:C)* program developed by the Prevention Research Institute in Lexington, Kentucky. *PFL:C* is a group intervention program that educates students about individual biological risk and specific low-risk guidelines for alcohol use that reduce the chance of experiencing negative consequences. This program does not include any components of motivational interviewing but does include personalized feedback. While the program has demonstrated both short-term and long-term effectiveness in studies with voluntary students, Oswalt et al. found decreased negative consequences immediately post-intervention but fewer sustained results at the 3-month follow-up. The researchers attributed this finding partially to the component of mandated students as opposed to voluntary participants who have greater interest in making behavior changes (Oswalt et al., 2007).

Larimer and Cronce (2007) also found evidence to support that personalized normative feedback (PNF), or education and feedback that re-educates students about the actual behaviors

and perceptions of their peers, is consistently effective in changing perceived drinking norms and reducing both actual drinking and negative consequences. They also found continued support of BMI-based programs, whether delivered in individual, small group, or computerized formats.

### **2.9.2 Computerized intervention and feedback**

Alcohol education and intervention programs have also been adapted to computerized and web-based approaches over the last decade. These programs are typically made available to health services and judicial educators at institutions across the country, making the interventions largely comparable on many campuses that utilize them. While some programs seek only to provide computer-based alcohol education programs, recent trends have shown programs that attempt to incorporate elements of BMI programs into an interactive online experience (Barnett & Read, 2005; Larimer & Cronce, 2007).

A 2005 study by Chiauzzi, Green, Lord, Thum, and Goldstein was reviewed by Larimer and Cronce that included the use of MyStudentBody.com (MSB), an online program combining alcohol education and motivational feedback in the form of web-based personal assessment, BAC calculators, and other interactive components. The study compared groups completing MSB with those completing an information-only web-based program (Alcohol and You; AAY). Results showed that while the MSB group showed reduced drinking compared with the AAY group post-intervention, the 3-month follow-up showed no differences between the groups. Additionally, the study found reduced negative consequences of drinking among women who participated in MSB as opposed to the control group, whereas consequences were not reduced in men (Chiauzzi et al., 2005). This study provides some support for the effectiveness of the MSB

program, yet indicates that computerized feedback may be less effective than feedback that is personally discussed for long-term reduction of alcohol use and negative consequences.

In summary, components of the brief motivational intervention (BMI) approach have been found to be the most effective for reducing drinking and the negative consequences associated with alcohol among college students, and these components appear to be effective in a variety of settings. In addition, this approach has proven most effective with students who are required to complete an intervention, a population that has traditionally been less receptive to alcohol education (Barnett et al., 2004). The limited research available about computer-based tailored feedback seems to indicate that greater results are achieved with programs that deliver feedback in an individualized counseling session.

## **2.10 RESIDENTIAL LIFE PROGRAMS AND JUDICIAL AFFAIRS**

On today's campuses, many residential life programs take responsibility for confronting and adjudicating student violations that occur within university residence halls. Typically, lower-level and mid-level violations may be handled internally by residential life administrators, while university judicial systems have jurisdiction over more serious incidents or, at times, incidents involving students with repeated violations at any level. It is important for any residential life program to ensure that their processes for and responses to student misconduct reflect the same values and components held by the larger university judicial system.

Traditionally, most institutions require that students living in campus residence halls abide by the same code of conduct established for all students, and these rules and policies are then enforced by the residence hall staff. Gathercoal (1991) criticized this typical approach:

One of the more glaring contradictions in college living organizations today is the autocratic approach many residence halls use to prepare their students to be responsible citizens in a democratic society. Students live under a management system of rules and decisions not unlike that authority they encountered at home, an authority which reward obedience, punishes offenders, and needs no justification other than ‘I am the authority here.’ It is no surprise then that hall staff are continually asking their students, ‘When are you going to grow up and begin thinking for yourself?’” (Gathercoal, 1991, p. 41).

The concept of *community standards*, or “expressions of shared values and expectations” (Lowery, 1998, p. 23) governing small groups of individuals, has been adopted by many university residential programs. Institutions abiding by this concept encourage residents of living communities to meet and discuss expectations, agreements, and guidelines for the operation of the living environment. While this process is typically facilitated by residential life staff and involves oversight by a peer resident advisor, the overarching message of this concept is that community members are responsible for deciding how their living space will be utilized over the course of the year (Lowery, 1998). Whether or not universities choose to adopt a process of student-run community standards in their living environments may depend heavily on the institutional culture and viewpoint of the administration.

It is important to note that throughout this study, sanctions refer to the institution’s response to student misconduct either in a traditional residential life environment or in the larger institution’s judicial system. Sanctions within a true environment of resident-developed community standards may take on different meanings and have different outcomes, which continue to be explored.

## **2.11 TOPICS FOR FURTHER RESEARCH**

Despite the difficulties, Dannells (1997) claims that additional research in the field of student discipline is necessary for improved practice, including institutional research on existing programs or processes, evaluation of disciplinary counseling, and the utilization of case study and other qualitative methods as a “useful way of linking developmental theory to disciplinary practice” (p. v). Baldizan (1998) acknowledges the effort to develop creative educational sanctions for students who violate policies, but states that such approaches “often lack a concerted approach that applies across the profession, and there is no clear national basis on which to assess programs or results” (p. 34). Thus, assessment of sanctions and their effectiveness is important both at the institutional level and throughout the field of higher education. While it is beneficial for institutions to create and implement educational sanctions, it is crucial that administrators understand the effectiveness of such sanctions and work collaboratively at the campus to improve the quality of each program. For those programs that are found to be ineffective, alternatives should be considered and resources reallocated accordingly.

In conclusion, the changes in judicial affairs over the last several decades have impacted administrators’ views of the sanctioning process for students. As the university’s primary response to misconduct on the part of its students, the judicial sanction process should provide the desired outcomes and support the educational mission of the larger institution. Concerns about student misconduct become even more significant when related to the high volume of alcohol-related incidents, as student safety and wellbeing are jeopardized; therefore, institutions across the country are seeking to reduce the number of alcohol-related violations and respond to policy violators in an effective and educational manner.

While assessment is of concern for student affairs practitioners in all functional areas, limited conclusive research exists regarding the actual effectiveness of the most commonly used educational sanctions on today's campuses, both at the national and institutional levels. In order for universities to move forward in creating and maintaining judicial systems that meet the needs of their campus and constituents, they must first identify measurable desired outcomes of programs in use and conduct systematic evaluation to understand their strengths and limitations. By obtaining useful data about what students are learning from their judicial sanctions and how they perceive the experience, universities will be better equipped to design educational responses to student judicial violations.

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 JUDICIAL PROCESS**

At the selected institution, students living within the residence hall system who violate University policy are addressed through the judicial system of the University, which is housed in the Office of the Dean of Students. While both on-campus and off-campus student violations are addressed through this office, cases involving residence hall students are intentionally assigned to Residence Life staff members for adjudication. As an example of this distinction, a residence hall student who is found in violation of the alcohol policy is addressed through the campus judicial system and meets with a hearing officer who works within the residence hall system. More specifically, an on-campus student is typically assigned to meet with the residence hall hearing officer who manages his or her residence hall, increasing the likelihood for an ongoing relationship to either already exist or to develop after the hearing. All hearing officers within the campus judicial system utilize the same types of passive and educational sanctions and communicate so that sanctioning is as consistent as possible.

##### **3.1.1 Policy infractions**

This study was designed to address student alcohol use that violates the University's alcohol policy, as this issue is one of concern at the selected institution and at colleges and universities

across the country. Residence hall students are made aware of the University's alcohol policy via a document called the *Student Code of Conduct*, which is distributed to all residence hall students at the beginning of each academic year and is also available in numerous campus offices and on the University webpage. The *Student Code of Conduct* describes the University's policy on alcohol use as follows:

1. Underage alcohol use (Offenses Related to Welfare, Health, or Safety):

An offense is committed when a student: Possesses or consumes alcoholic beverages if under the age permitted by the Commonwealth of Pennsylvania or if in facilities where prohibited by the University; or dispenses alcoholic beverages to an individual who is under the age permitted by the Commonwealth of Pennsylvania, or violates any provision of the University alcohol policies.

The rationale for selecting infractions of the alcohol policy as the basis for this study included several components. First, these infractions were the most frequently occurring type of violation during the 2004-2005 and 2005-2006 academic years; since these infractions involve the highest number of students, more data were available to examine potential trends and seek feedback regarding educational effectiveness. Most importantly, the Vice Provost and Dean of Students at the institution issued a charge to Student Affairs administrators to decrease the number of alcohol-related incidents on the campus and included this issue as a focus for all staff members within the Division. These desired outcomes are described in a document entitled *Student Baseline Outcomes* (Division of Student Affairs, 2006). Within this document, the following suggested outcomes are relevant to the data collected for this study:

- The number of alcohol incidences will decrease.
- The number of repeat offenders in violation of the *Student Code of Conduct* will decrease.
- Students will feel that Division staff members have listened to them.



- All programs that do not adequately meet the needs of students will be modified or eradicated (Division of Student Affairs, 2006).

Therefore, investigating repeat violation rates and exploring the perceived effectiveness of educational sanctions provided information that could be helpful to administrators in decreasing the frequency of alcohol-related violations. While these Student Baseline Outcomes are specific to the selected institution, the issue of student alcohol use is prevalent on many campuses, and related concerns are frequently addressed by student affairs professionals.

### **3.1.2 Selected educational sanctions**

Educational, or active, sanctions may be assigned alone or in conjunction with other educational sanctions or administrative sanctions (such as probation or dismissal). For the purposes of this research, educational sanctions from four general categories were selected for study. Each category is described along with the specific sanctions within that group that were used in the study. These categories of sanctions were selected because of the high frequency by which they are used in response to violations of the University's alcohol policy.

#### **I. Community Service**

A directive to spend a specified period of time in a constructive undertaking. The community service should be related to the offense and serve the offended population. The student is responsible for providing documentation (to the authority sanctioning the community service) that the community service has been completed.

University sanctions include:

- A specified number of community service hours (typically 5-15) to be completed through the Student Volunteer Outreach (SVO) campus office. The location for

the community service can either be specified by the hearing officer in relation to the violation or left to the discretion of the student.

- A specified number of community service hours to be completed within the residence hall environment at a specific program or doing a specific task.

For this type of service, the task or activity is typically specified by the hearing officer. As an example, a student may be sanctioned to assist residence hall staff with the implementation of an alcohol-free social program each weekend for one month.

## II. Educational classes or sessions

These sanctions require personal interaction with an instructor, facilitator, or counselor in a non-credit class or session (or series of classes or sessions).

University sanctions include:

- **Personal Education, Assistance, and Referral Program (P.E.A.R. I or P.E.A.R. II):**  
A program designed to: (1) develop a high level of alcohol and other drug awareness and/or (2) identify individuals with substance abuse early so they can be referred to the University's network of support. The program consists of 4 sessions of 1.5 hours each, for a total of 6 hours, and is developed and conducted by the staff of the Health Education Office, housed with the Student Health Service.
- **Counseling Referral:** An assessment by the University Counseling Center with the requirement to satisfy any proscriptive treatment. This assessment is held with the Center's counselor specializing in substance abuse.

### III. Self-Service Educational Experience

These sanctions require students to complete an educational experience without personal interaction with an instructor or counselor. These experiences most often take the form of online courses, and are frequently subscription-based services to which the University belongs.

University sanctions include:

- MyStudentBody.com (MSB): An online resource that helps college students to learn more about the connection between behavior and personal health. The interactive format lets students anonymously explore the health-related issues that are most relevant to them and includes sessions on Alcohol, STDs, Tobacco, and Stress. For sanctioning purposes, a quiz module is used that refers to the content of the website, and students must send proof of their completed module to the hearing officer upon completion.

### IV. Reflective or Educational Written Assignment

This type of sanction is used to help the student further explore an incident or violation in a more individualized fashion. Reflective assignments may require the student to consider a set of questions raised in an educational conference, while an educational assignment may require a student to conduct research on a related topic.

University sanctions include:

- Written assignment of a specific page/length requirement with topic to be determined by hearing officer. The most common Reflection Paper assignment from hearing officers at the University was as follows: “Complete a 2-3 page typed, double-spaced reflective essay about your decision-making process that led

to the incident. Has this incident impacted your thoughts about alcohol and the role it plays in your college experience, and how?”

### **3.2 RESEARCH QUESTIONS**

This study examined rates of repeated policy violations and the perceived effectiveness of educational sanctions for residence hall students who were found in violation of the alcohol policy at the selected institution.

The following research questions were examined and answered in the study:

1. What is the frequency of assignment of each selected type of educational sanction in response to alcohol violations?
2. Within the study's time period, how do recidivism rates compare among students who previously completed each type of educational sanction?
3. How do students' perceptions of learning differ by assigned educational sanction?
4. How effective do students perceive each type of educational sanction to be in deterring future alcohol infractions?

### **3.3 RESEARCH POPULATION**

The research population for the study was comprised of residence hall students who were assigned one or more of the selected educational sanctions after violating the University's alcohol policy during the spring semester of 2007. The spring semester began on January 3, 2007, and concluded on April 29, 2007. At the institution being studied, residence hall students who violate a University policy typically attend an educational conference facilitated by a hearing officer who is a Residence Life staff member. Based on the policy that the student has violated, the hearing officer assigns one or more judicial sanction(s) according to a document

entitled “Sanctioning Guidelines” (Division of Student Affairs, 2007). This document is a guide for hearing officers that suggests the most appropriate sanctions according to violation type. Thus, consistency among hearing officers is assured unless a case possesses unique characteristics that warranted different sanctions.

The students included in the research population resided in on-campus residence hall housing at the time of the study and had the potential to range from freshman through senior status. The population of students living in on-campus residence halls on this campus totals approximately 6,000. In the general residence hall population, nearly 50% of students are first year students, 37% are second year students, 10% are third year students, and 3% are fourth year or greater (University Resident Management System Report, 2006). Fifty-five percent of the general residence hall student population identify as female, while 45% identified as male. Seventy-eight percent of students living in the residence halls live with one or more roommate, while the remaining 22% live in single occupancy rooms.

While this demographic information reflects the total resident student population, the data used in the study included only those resident students found responsible for violating the University’s alcohol policy, resulting in the assignment of one or more of the selected educational sanctions by a hearing officer. Only students currently living in university residence halls were included in the research population, regardless of whether the violation occurred on or off campus. This served to limit the population to a manageable number and allowed all students who received sanctions to be included in the survey portion of the study.

### 3.4 PROCEDURE FOR DATA COLLECTION

Two types of research methods were planned for use in this study in order to gather the information necessary to respond to the research questions. In Part One, 2006-2007 academic year data from the department's online database of judicial records, *Judicial Action*, were analyzed and reported to illustrate the following information:

- Frequency of occurrence of alcohol policy violations during the study's time period
- Frequency of assignment of selected educational sanctions during the study's time period
- Rates of repeat violation (recidivism) for students with a violation during the study's time period

Part Two of the study consisted of a survey tool used to gather the opinions of students who were assigned the selected sanctions regarding the perceived effectiveness of their sanctions and solicited students' opinions about the experience. This instrument was distributed through an online survey tool to all residence hall students who were assigned one of the selected sanctions during the spring 2007 semester, and was anonymous, requesting only basic demographic information. The survey was piloted during the Summer 2006 semester to insure clarity and effectiveness.

The timeframe for the *Judicial Action* data used differed from the survey portion of the study so that more data could be gathered to examine recidivism rates. The survey portion of the study was implemented throughout the Spring 2007 semester. *Judicial Action* data were examined for the entire 2006-2007 academic year (August 2006-April 2007) in order to provide a larger pool of data from which to examine recidivism rates. The most important reason for selecting the 2006-2007 academic year was due to significant revisions that were made to the PEAR program during the summer of 2006. Because PEAR is one of the most frequently assigned educational sanctions for alcohol violations, it was important that the sanction be

considered in its current form. Evaluating recidivism rates for some students who had experienced the older PEAR program and some who had been assigned to the revised program would have impacted the study's validity as well as been inadequate for practitioners at the University.

### **3.4.1 Specific procedures**

Prior to proposing this study, permission was obtained from the appropriate University administrators with oversight of the students and data to be included in the study. These administrators included the Director of Residence Life and the Vice Provost and Dean of Students, both of whom reviewed the proposed research study and methods and approved using the judicial database for obtaining sanctioning data.

Conducting Part One of the study required use of data contained in the Residence Life department's *Judicial Action* online judicial database system. This database contained information about each student and each policy infraction, and therefore provided the necessary information to determine and analyze rates of repeat violations. *Judicial Action* also tracked assigned sanctions and listed their dates of completion; thus, this resource was used to determine the frequency with which each of the selected educational sanctions was assigned and completed. This function of *Judicial Action* was utilized to determine those students eligible to receive the survey. While *Judicial Action* contains a custom reporting feature, manual counting of the numbers of policy violations and educational sanctions assigned in the database was also used to verify accurate counts.

Part Two of the study involved the creation and distribution of a survey instrument that was distributed to each residence hall student assigned one or more of the six selected

educational sanctions: PEAR, PEAR II, MyStudentBody.com, Counseling Center referral, Community Service, and/or the Reflection Paper.

PEAR, the Personal Education, Assistance, and Referral program, is a group alcohol education class that also incorporates personalized feedback and values clarification. PEAR is a sanction frequently assigned to first-time violators and conducted in a series of three group classes and one individual session. The PEAR II program is a continuation of the original program, but is implemented through individual meetings and assignments with a Health Education staff member rather than in student groups. PEAR II is most frequently assigned to students who have already completed the PEAR program and thus are likely to be repeat violators.

MyStudentBody.com (MSB), the only online sanction of those evaluated, is a self-service program that allows students to complete assignments and modules from their home computer by an assigned deadline. MSB also includes computerized personalized feedback to students that is created as a result of an online alcohol assessment. Students who receive a sanction of a Counseling Center referral are required to schedule an assessment with a University counselor who specializes in drug and alcohol counseling; this sanction, like PEAR II, is assigned most frequently to students who either have repeat violations or are involved in alcohol incidents of a more serious nature.

Community Service hours, when assigned as an educational sanction, are typically assigned in increments of five service hours, and are able to be scheduled through the University's Student Volunteer Outreach office. The site for the service may be specified by the hearing officer or chosen by the student depending on the specific sanction. Finally, the Reflection Paper allows the hearing officer to assign each student to complete a written



assignment on a specific topic related to the violation; typically, this assignment involves having the student reflect on how the violation might impact future opportunities or how the student can work to change his or her decision-making and behavior with regard to alcohol.

When a residence hall student violates the alcohol policy, he or she is required to attend an educational conference with a hearing officer within one week of the violation. During the educational conference discussion, the hearing officer addresses the policy violation and assigns appropriate sanctions according to the violation. During the period of the research study, for those students who violated the alcohol policy and were assigned to complete one of the selected types of sanctions, the hearing officer introduced the student to the research study and informed the student that he or she would be invited to participate via e-mail once sanctions were completed. A script containing information about the research study was provided to all hearing officers, and a training session held in order to answer any questions (see Appendix A).

Students who were assigned to complete the selected sanctions were identified through the online judicial database utilized by the department, *Judicial Action*. Within one week after completion of the assigned educational sanction, subjects were contacted via e-mail with an informational letter (see Appendix B). After reading the informational letter, students were able to follow a link to the online survey created through Zoomerang, an online survey distribution tool (see Appendix C). This informational letter and survey link served as the invitation for participating in the study. After students were contacted via e-mail, no identifying information was collected so that none of the information was associated with the student's survey responses. Students were also informed of the fact that participation in the study was voluntary.

Invitations to participate in the study were sent to eligible students on a weekly basis throughout the spring 2007 semester. Each week, the researcher reviewed the list of recently

completed educational sanctions available in *Judicial Action* and sent those students the e-mail letter and survey link, inviting them to participate in the study. This process was completed weekly so that students would receive the survey invitation shortly after completing their educational sanctions, thus potentially increasing their memory about the sanctions and judicial process.

Zoomerang, the online survey tool, allowed the researcher to access e-mail addresses for those students who had completed the survey without associating the information with survey responses, thus maintaining student confidentiality. This allowed the researcher to offer incentives for completing the survey in the form of three \$50 gift cards to the University Book Center. This incentive was described in the e-mail to eligible students, and the prize drawing was held on June 30, 2007, allowing time after the end of the semester for students to complete the survey if they had not already done so. In addition, each e-mail address listed as not having completed the survey received one e-mail reminder about the survey approximately two weeks after the initial invitation. Students under the age of 18 were asked to not participate in the study.

### **3.5 SURVEY INSTRUMENT**

In an attempt to achieve a high response rate, elements of the tailored design method were employed in the survey's design and distribution. This method of survey development took into account the context of each survey situation to achieve the best possible results for that particular survey, such as considering principles of social exchange, how to reduce participants'

perceptions of cost in completing the survey, and how to best encourage the given sample to respond (Dillman, 2000).

The Educational Sanction Survey was created by the researcher for the purposes of measuring students' perceptions of their assigned educational sanction(s) at the University. The survey instrument was submitted to and approved by the University's Institutional Review Board (IRB) prior to the beginning of the study. In order to create a manageable data set, the survey was offered to those students assigned to complete one or more of the following educational sanctions: PEAR, PEAR II, Reflection Paper, Community Service, MyStudentBody.com, and Counseling Referral. These six sanctions were the most frequently assigned sanctions during the 2005-2006 academic year and are contained with the Sanctioning Guidelines for hearing officers as the suggested sanctions for first and second-time alcohol policy violators.

The survey was administered online via a survey tool called Zoomerang, which allowed the researcher to create the survey online, send the informational letter to eligible students, invite students to complete the survey, send out reminder e-mails, and track responses. In addition, Zoomerang allowed the researcher to view e-mail addresses that had and had not yet completed the survey; this function allowed the researcher to send out a reminder e-mail to those students who had not yet completed the survey and to enter those who had completed the survey into a drawing for the gift certificate prizes at the end of the study.

The first item on the survey asked respondents to identify which sanction or sanctions they had been assigned and had completed. Students responding to the survey may have completed one or multiple sanctions of the six choices (PEAR, PEAR II, MyStudentBody.com, Reflection Paper, Community Service, and Counseling Referral). Students who selected "Reflection Paper" were then asked to indicate the specific topic of their paper. This allowed the

researcher to identify any unusual reflection assignments and remove them from the Reflection Paper data set in order to maintain validity.

Question 2 asked respondents whether or not they had been assigned to pay a host fine, and if so, the assigned amount. Host fines, within the sanctioning process, are a passive sanction assigned to those students who violate the University's alcohol policy in their assigned rooms while guests are present. The host fine is a fixed amount of \$250, and is assigned consistently when residents have guests and alcohol present. Although this survey was designed to measure students' perceptions of their educational sanctions, data about the host fine was important to judicial practitioners at the University. This question and several others allowed the host fine to be compared with assigned educational sanctions.

Question 3 asked students if this was their first alcohol-related violation at the University; if "no", the respondent was asked how many violations had occurred before this one and which educational sanctions had been completed for prior violations. This item allowed the researcher to determine the percentage of first-time and multiple policy violators in the survey sample, as well as which previously assigned sanctions were associated with repeat violations. It is important to note that respondents were not asked to give the date of PEAR completion; therefore, it is possible that some students who had previously completed PEAR had completed the unrevised version.

The next items, Question 4-6, related to the student's perceptions about their assigned sanction(s) with regard to amount of new information learned, perception of how user-friendly the content was for a college-student, and degree of impact on future alcohol use. These questions were designed to answer Research Questions Three and Four about perceived learning and impact on behavior for each sanction. These items asked students to respond to each

question with regard to each sanction completed; for instance, a student who completed both PEAR and a Reflection Paper as sanctions would rank them separately with regard to how much new information was learned and how user-friendly their content was.

Question 7 asked respondents whether or not they would recommend their sanction(s) for another student with an alcohol-related violation. The item allowed students to indicate which sanction(s) they recommended for “yes” and for “no” in case they had completed more than one sanction and felt differently about them.

The next item referred to the host fine sanction, and applied only to those respondents who had been assigned a host fine. The question asked whether or not the respondent found the host fine to have more of an impact or less of an impact on their future behavior than the educational sanction. The survey did not prevent students who had not received a host fine from answering the question; however, in analysis of the data, responses of “no” on the earlier question about receiving the host fine were excluded from analysis of Question 8.

Questions 9 and 10 were open-ended items, and asked respondents to identify one aspect of each educational sanction that they found to be the most beneficial and the least beneficial, respectively. Finally, Question 11 was identified as optional for respondents, and asked them to indicate demographic information including sex, class standing, and ethnicity (see Appendix C).

### **3.6 DATA ANALYSIS**

Data from *Judicial Action* were analyzed using the database’s reporting capabilities. Reports of descriptive statistics regarding demographic information for students violating policy, frequency of violations, and assigned educational sanctions were created through the database. In addition,

manual counting of policy infractions and sanction assignments was used to verify total numbers due to previous experience with inaccurate reports from the database.

Survey results were exported from Zoomerang, and SPSS was utilized to analyze data and examine any significance of responses with regard to perceived learning and perceived impact for each selected educational sanction. Because respondents could have completed more than one of the study's educational sanctions, separate data sets were created for each sanction in addition to the complete data set. This allowed the researcher to analyze responses from those respondents who had completed each sanction type with greater validity. Descriptive statistics were used to show frequency of demographic categories and assigned sanctions within the sample. Additionally, Chi Square analyses were performed, comparing observed responses with expected responses in each category, in order to determine whether respondents' perceptions showed significant differences from the expected responses. The content of responses to open-ended questions was analyzed for common themes and included in the reporting of data.

### **3.7 ETHICAL CONSIDERATIONS**

It was anticipated that some students might be hesitant to participate in this research study due to the sensitive nature of judicial proceedings and the discomfort sometimes associated with judicial hearings. Thus, the documents designed to accompany the survey on educational sanctions were of great importance to the study; the documents were clear in their assurance of confidentiality, and also guaranteed students that their participation in the study would not have any effect on their judicial status or record.

### **3.8 ASSUMPTIONS AND LIMITATIONS**

Several assumptions were made in the course of this research. First, it was recognized that infractions other than alcohol-related issues exist on all college campuses including the institution studied. However, the alcohol policy was selected for examination because of the frequency of violation and the concern about student alcohol use. Similarly, it was understood that additional types of educational sanctions may be assigned to students at this institution. The six educational sanctions selected, representing the four general categories of educational sanctions, were used in order to provide useful information about the perceived effectiveness of the most commonly assigned sanctions and maintain a manageable data set.

Additionally, it was understood that students may be assigned to complete administrative, or passive, sanctions in addition to the educational sanctions under exploration in this study. Because the focus of this research was on the effectiveness of educational or active sanctions, any administrative sanctions issued are not reported with the exception of the host fine.

The greatest limitation of this study was the degree to which it is generalizable outside of the selected institution; it is recognized that the selected infraction and sanctions apply specifically to this institution and may not provide detailed information of use to other institutions of higher education. However, by providing an example of research examining the effectiveness of educational sanctions, this study contributes to the body of literature on the topic and may encourage other practitioners to investigate similar topics on their campuses.

In addition, the timeline of this study limited the sample size because survey respondents included only students who were assigned sanctions throughout the course of one academic semester (Spring 2007). While this sample size provided adequate information to answer the research questions, further information could be obtained by utilizing a longer time period.

Furthermore, recidivism rates were only able to be examined for those students who were repeat violators during the 2006-2007 academic year.



## **4.0 RESULTS**

The purpose of this study was to determine if any differences existed among educational sanction types with respect to students' perceptions of the effectiveness in providing new information and ease of use of each sanction. Additionally, the study examined students' perceptions of the sanctions' impact on their future behavior regarding alcohol use. Data were collected from January, 2007 through June, 2007, and included students who both violated the University's alcohol policy and completed one or more assigned educational sanctions during this time period. This chapter includes a description of the research sample and the analysis of data related to each research question.

### **4.1 SAMPLE DEMOGRAPHICS**

Two groups of students will be referred to throughout this chapter while discussing results and analysis. The first group, referred to as students eligible to complete the survey, consisted of all residence hall students at the University who violated the alcohol policy and completed educational sanctions during the spring 2007 semester. This information was collected from the University's online judicial database, *Judicial Action*. The eligible students all received invitations to complete the Educational Sanction survey within one week of completing their educational sanction(s).

The second group, referred to as survey respondents, consisted of those students within the larger sample who completed the Educational Sanction survey. Information about this group of students was obtained directly from the survey data, which included several optional questions about descriptive characteristics, including sex, ethnicity, and class standing. Demographic information about each of these two groups of students is described in this section.

#### **4.1.1 Students eligible for survey**

Student data were examined for those who resided in on-campus residence halls at the time of the violation, were found responsible for a violation of the University's alcohol policy, and were assigned to one or more of the following educational sanctions: PEAR; PEAR II; MyStudentBody.com (MSB); Counseling Center referral; Community Service hours; and/or Reflection Paper.

The total number of students meeting these criteria during the study was 192. Of these students, 64% (n=122) were male, while 36% (n=70) were female. The highest percentage of students assigned to complete educational sanctions were freshmen, making up 79% of the group (n=151). The remaining students in the sample were sophomores (n=33) and juniors (n=8); there were no students of senior or graduate student status in the sample.

*Judicial Action* also includes data imported from the University's student information system, PeopleSoft. These data include a report of ethnicity which is gathered from each student's application for admission to the University, and reports ethnicity in the following categories: White, Black, Black/African American, Asian, Hispanic/Latino, American Indian/Alaska Native, or Not Available. Eighty-six percent (n=166) of the students in the sample were identified as white; the remaining 13% of the sample were non-white students, with no

minority group making up more than 4% of the sample. These data appear to be fairly reflective of the overall undergraduate student population at the University, with the largest minority group represented being Black/Non-Hispanic students.

#### **4.1.2 Survey respondents**

Of the 192 eligible students who received the Educational Sanction Survey based on their judicial involvement, a return rate of 58% (n=112) was achieved before the survey end date of June 1, 2007. This return rate was successful enough to provide an accurate picture of the overall population of residence hall students completing sanctions for alcohol violations at the University, thus providing important information about the use of educational sanctions.

Of the students who completed the Educational Sanction Survey, 48% of the respondents were female (n=54), 50% were male (n=56), and 2% preferred not to indicate gender (n=2). Respondents were also asked to indicate their class standing at the University by choosing between five potential categories. Seventy percent of the respondents were freshmen (n=78), 26% were sophomores (n=29), and 4% were juniors (n=5).

The majority of survey respondents (84%) were white; black, black/African American, and Asian students made up the minority groups with the highest percentage of respondents, also reflecting the eligible population.

#### **4.1.3 Comparison of survey respondents to eligible students**

In comparing the students who completed the Educational Sanction Survey to the larger eligible population, several noteworthy differences exist with regard to demographic group. While only

36% of the eligible students were female, the survey respondents were 48% female, indicating that women responded to the survey at a slightly higher rate than their male counterparts, who made up 64% of the eligible population but only 50% of the respondents (2% of students responding to the survey preferred not to indicate gender). Furthermore, the survey found sophomore students responding at a higher rate than freshmen students; while sophomores made up 17% of the eligible student group, they represented 26% of the respondents. Freshman students responded at a slightly lower rate, with 79% of eligible students and 70% of respondents as freshmen.

Survey respondents were reflective of the larger eligible population with regard to ethnicity. While 86% of eligible students were white, 84% (n=94) of survey respondents were white, indicating that white and non-white students represented similar percentages in each group. In keeping with the eligible student population, non-white survey respondents were made up of black, black/African American, Asian, and Hispanic/Latino students, with 4% of black, black/African American, and Asian students each responding to the survey.

Survey respondents were compared to the total number of eligible students within each demographic group (sex, class standing, and ethnicity) to determine the percentage of each group that responded to the survey (see Table 1). As indicated above, female students responded at a higher rate (77%) than their male counterparts (46%), and sophomores had the highest response rate of any class standing (88%). Black (83%) and Black/African American students (80%) had the highest response rate with regard to ethnicity, with Hispanic/Latino students responding at the lowest rate (40%). White students responded to the survey at a rate of 57%.

**Table 1: Percentages of eligible students responding to survey by demographic group**

<b>Demographic group</b>	<b>Eligible students (n)</b>	<b>Survey respondents (n)</b>	<b>Percentage of eligible students responding</b>
Male	122	56	46%
Female	70	54	77%
Freshmen	151	78	52%
Sophomores	33	29	88%
Juniors	8	5	63%
White	166	94	57%
Black	6	5	83%
Black/ African American	5	4	80%
Asian	7	5	71%
Hispanic/Latino	5	2	40%

## **4.2 RESEARCH QUESTIONS**

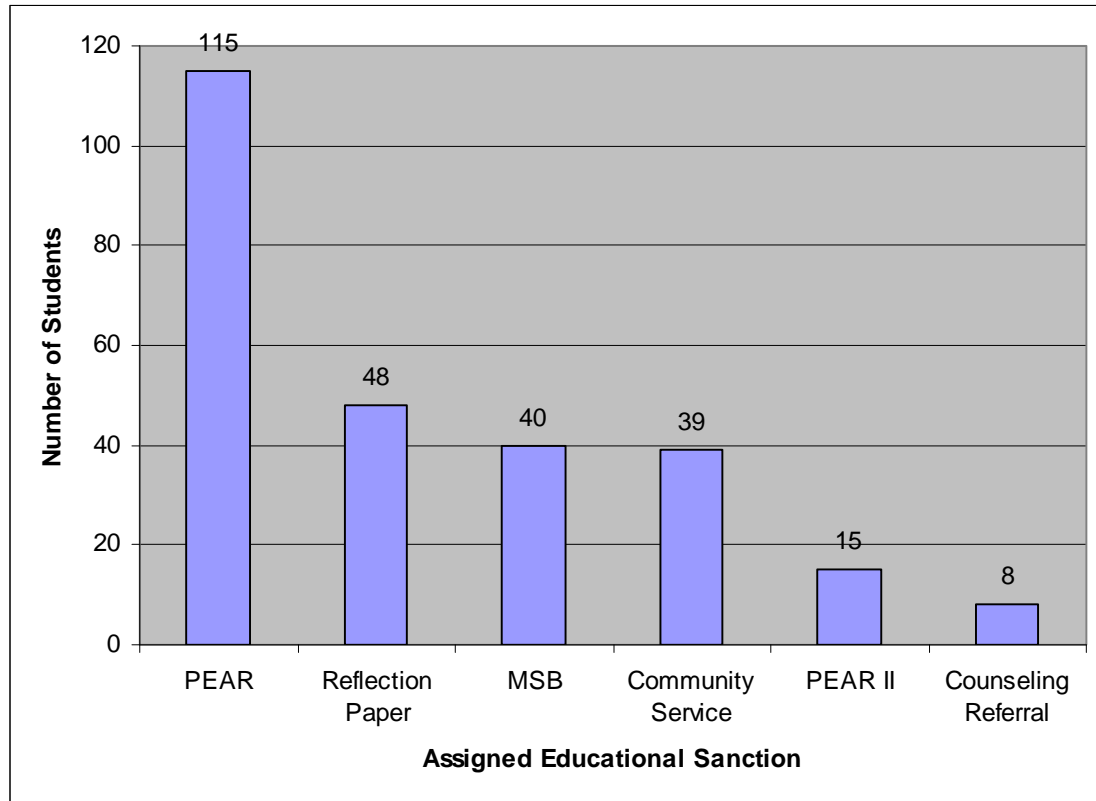
In this section, research findings are summarized with respect to each of the four research questions. It should be noted that Research Questions Three and Four are organized by sanction type, with data reported for each sanction related to both degree of learning and impact on future behavior. This organization is intended to provide a more useful picture of the effectiveness or ineffectiveness of each educational sanction.

#### **4.2.1 Research Question One**

Research Question One: What is the frequency of assignment of each selected educational sanction?

##### **4.2.1.1 Frequency of assigned educational sanctions: all eligible students**

Information was collected from *Judicial Action* about the assigned educational sanctions for each student in the larger sample of eligible students. The most frequently assigned sanction was PEAR, with 60% (n=115) of the students assigned to complete the course. The other sanctions were assigned as follows: twenty-five percent (n=48) were assigned to complete the Reflection Paper, 21% (n=40) were assigned to MyStudentBody.com (MSB), and 20% (n=39) were assigned to Community Service hours. Only 8% (n=15) of students were required to complete PEAR II, a course typically assigned for repeated or particularly serious alcohol violations, and 4% (n=8) of the students were referred to the Counseling Center (see Figure 1). It is important to note that these numbers reflect more than 100% of the sample population because many students were assigned to complete more than one sanction. A common example would be an assignment to the PEAR course as well as community service hours.

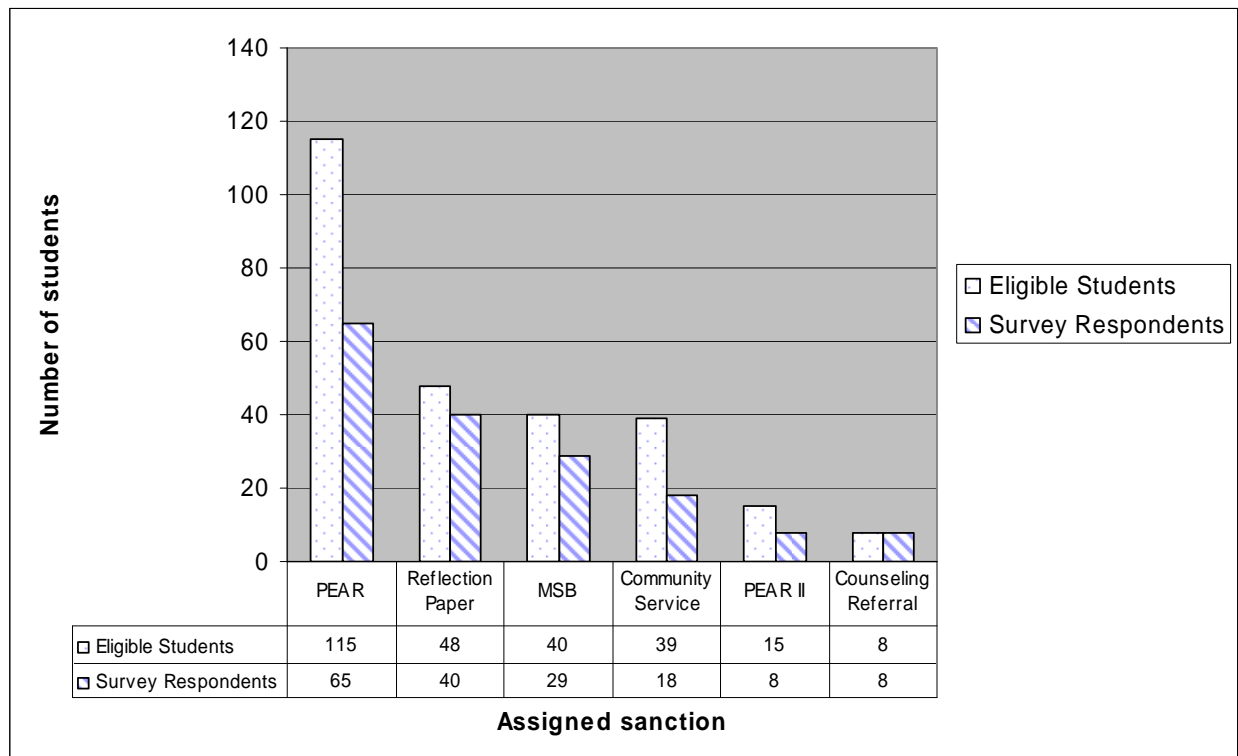


**Figure 1: Eligible students by assigned educational sanction**

#### **4.2.1.2 Frequency of assigned educational sanctions: Survey respondents**

As part of the Educational Sanction Survey, respondents were asked to indicate which educational sanction(s) they were assigned as a result of their judicial involvement, with the understanding that many students were assigned more than one of these sanctions. Respondents were given a list of the educational sanctions used in the study and asked to select those that applied to them. The educational sanction with the highest percentage of respondents was the PEAR class, with 58% of respondents (n=65) indicating that they had been assigned to complete the class. Other sanctions with high numbers of respondents included the Reflection Paper with 36% of respondents (n=40) assigned to complete it and MyStudentBody.com with 26% of respondents (n=29).

The assigned educational sanctions of survey respondents generally reflect those of the eligible student population, as shown in Figure 2. In both populations, PEAR was assigned most frequently, with 60% of eligible students and 58% of survey respondents completing the sanction. Reflection papers and MyStudentBody.com were the next most popular sanctions for both populations as well, assigned to a combined total of 46% of eligible students and 62% of survey respondents. These data indicate that the survey respondent population was reflective of the eligible student population with regard to assigned educational sanction, making it a representative sample of students.



**Figure 2: Assigned sanctions of eligible students and survey respondents**

Assigned sanctions were also compared by the percentage of eligible students who chose to respond to the survey. The sanctions with the highest percentage of respondents included the Counseling Referral (100% of students who were assigned this sanction responded to the survey,



n=8) and the Reflection Paper (83% response rate). The high survey completion rate associated with these sanctions may be indicative of students' commitment to the sanction process, as the Counseling Referral and Reflection Paper both required more personal involvement to complete than the other sanctions. At the other end, students completing a Community Service sanction responded to the survey at a 46% response rate, and PEAR and PEAR II students responded at 57% and 53%, respectively (see Table 2).

**Table 2: Percentage of eligible students responding to survey by educational sanction**

Assigned sanction	Eligible students (n)	Survey respondents (n)	Percentage of eligible students responding
PEAR	115	65	57%
PEAR II	15	8	53%
Reflection Paper	48	40	83%
Community Service	39	18	46%
MyStudentBody.com	40	29	73%
Counseling Referral	8	8	100%

#### **4.2.2 Research Question Two**

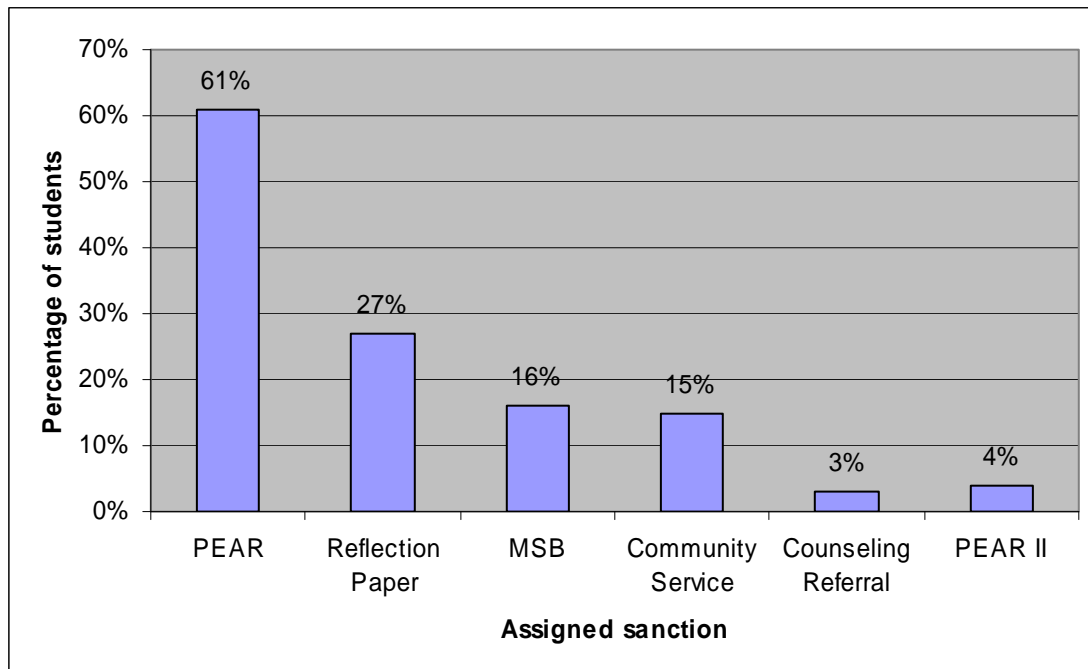
Research Question Two: Within the study's time period, how do recidivism rates compare among students who previously completed each type of educational sanction?

Data were analyzed from *Judicial Action* from the 2006-2007 academic year, which included the months of August 2006- April 2007. The total number of residence hall students violating the alcohol policy during this period was 483, with 412 of those students receiving at

least one of the selected educational sanctions. The students who violated the policy but did not receive any educational sanctions were most likely assigned only punitive sanctions. These could include a monetary fine or residence hall probation, sanctions that were not a part of the study.

Of those students violating the alcohol policy and receiving educational sanctions, 53% of the violations (n=220) occurred during the fall semester (August-December 2006) and 47% (n=192) occurred during the spring semester (January-April 2007). The violations that took place during the spring semester represent those students who were invited to complete the Educational Sanction survey.

Data from the entire 2006-2007 academic year were also analyzed to show the frequency of assignment of each of the six selected educational sanctions over the course of the academic year. The most frequently assigned sanction was PEAR, which was assigned to 61% (n=250) of the students who received educational sanctions. The Reflection Paper was assigned to 27% (n=110) of the students. MyStudentBody.com (16%, n=65) and Community Service (15%, n=63) were assigned at a lower rate, while PEAR II and Counseling Referral were assigned to the fewest number of students (see Figure 3).

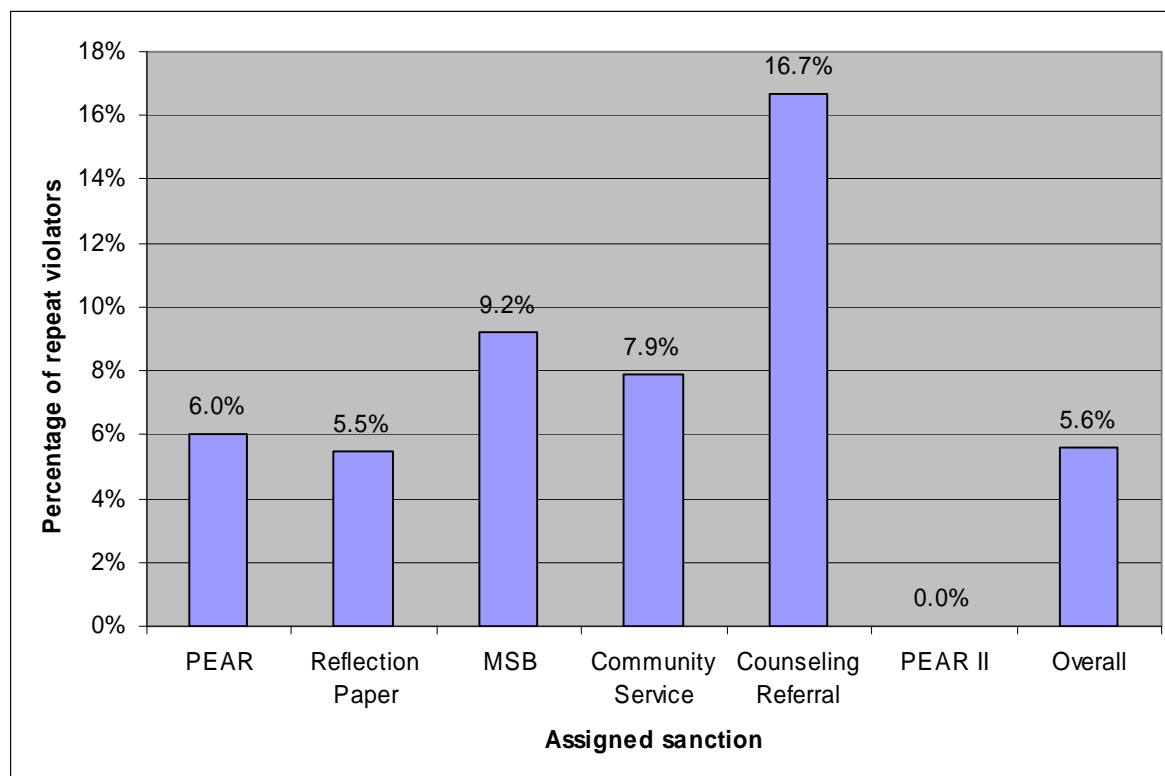


**Figure 3: Frequency of assigned educational sanctions during the 2006-2007 academic year**

*Judicial Action* data were first analyzed to determine rates of repeat violation within the period of the 2006-2007 academic year. At the conclusion of the year, 5.6% (n=27) of the violator population had committed a repeat violation, with two students committing two additional violations during that time period. This repeat violation rate of 5.6% does not include students whose additional violations were not related to the alcohol policy.

The repeat violator data were also analyzed to determine which of the selected educational sanctions, if any, the students had completed prior to their repeat violation(s) during the 2006-2007 academic year. Repeat violators were then compared against the total number of violators by sanction type to determine the rate of repeat violation for each educational sanction. During the 2006-2007 year, the Counseling Referral had the highest percentage of assigned students commit a repeat violation at 16.7% (n=2); however, the small number of students assigned to complete the sanction initially makes it difficult to determine the importance of this

finding. Figure 4 shows the percentage of students assigned to complete each sanction who had at least one repeat violation during the 2006-2007 academic year.



**Figure 4: Percentage of repeat violators by assigned sanction during the 2006-2007 academic year**

It is important to note that the small number of repeat violators, while a positive indication for the institution, does not allow for a strong analysis of the data related to recidivism and educational sanctions. The repeat violation data provide information only about those students who violated the alcohol policy more than one time during the 2006-2007 academic year. As discussed previously, the PEAR sanction underwent substantial revisions during the summer of 2006, making a comparison of PEAR sanctions assigned before and after the revision ineffective. For this reason, the 2005-2006 data and earlier data were not used as part of the

study. Limitations and recommendations for this aspect of the study are discussed in the following chapter.

### **4.2.3 Research Questions Three and Four**

Research Question Three: How do students' perceptions of learning differ by assigned educational sanction?

Research Question Four: How effective do students perceive each educational sanction to be in impacting their future behavior with regard to alcohol?

Survey data related to these two research questions were analyzed by each type of educational sanction. The institution's sanctioning process allows for hearing officers to assign more than one educational sanction to a student dependent upon the nature of the violation; of the survey respondents, 29 students (26% of respondents) received two educational sanctions, and 11 students (10% of respondents) received three or more educational sanctions. As a result, it was not appropriate to conduct an overall analysis of sanction type by dependent variable. Instead, each sanction type was analyzed separately. Crosstabs and Chi Square analyses were performed using SPSS statistical software for each type of educational sanction, and summaries of the research findings are presented in this chapter.

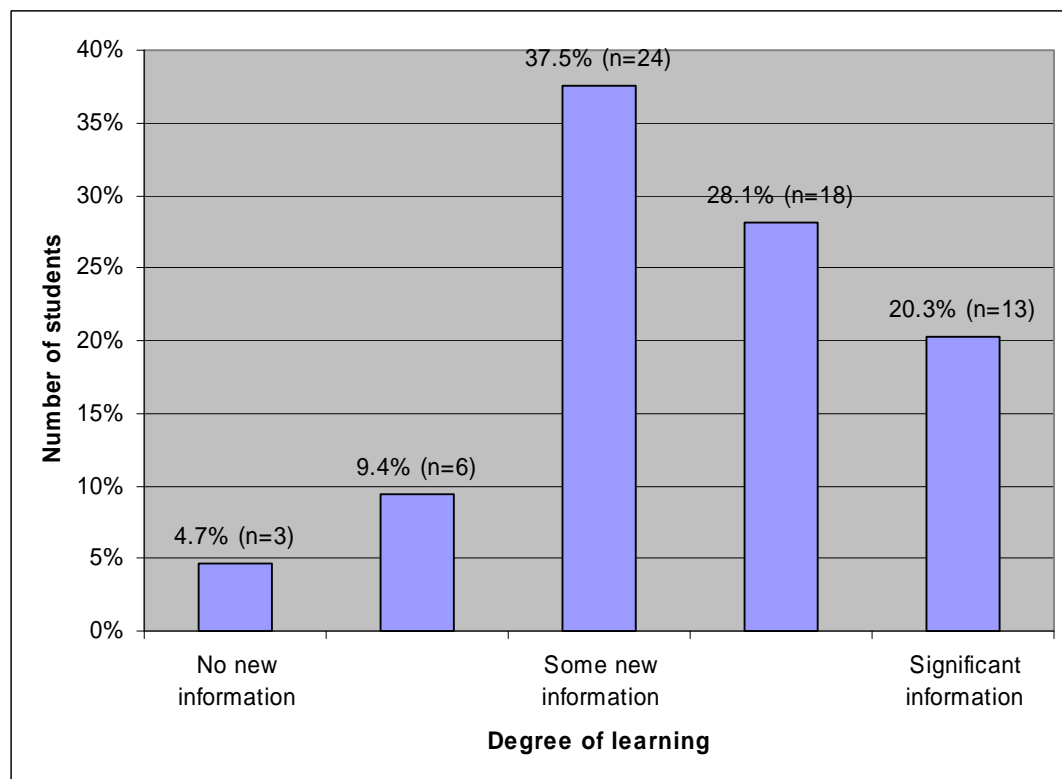
#### **4.2.3.1 PEAR**

Sixty-five of the 112 survey respondents were assigned to complete PEAR as an educational sanction, giving it the highest number of responses of any sanction in the study.

Several survey questions related to survey respondents' perception of sanction effectiveness and contribution to learning. The first of these was Q4: How would you rate your

degree of learning from your assigned sanction(s)? Responses were entered on a Likert-type scale of 1 (“No new information learned”)- 5 (“Significant information learned”) with 3= “Some new information learned”.

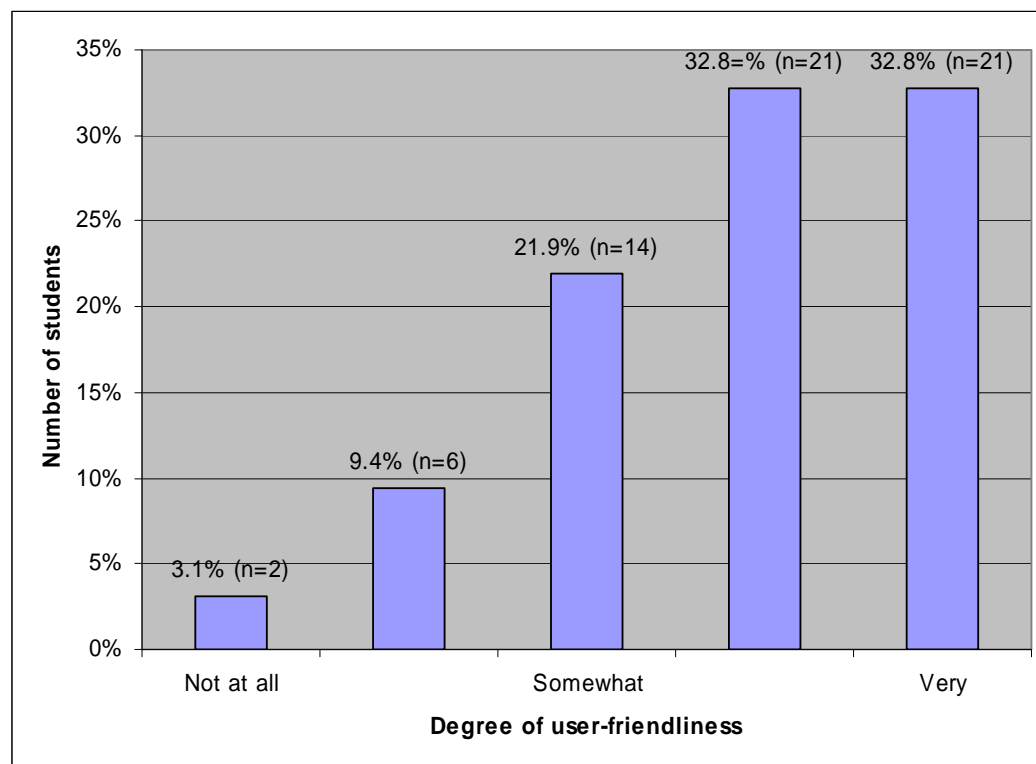
Students who completed PEAR as an educational sanction reported high amounts of new information learned from the sanction, with 86% (n=55) of students reporting that they learned some or significant new information. The number of students reporting new information learned was significant, with  $\chi^2 (4, N=64) = 23.03, p<.01$ . Figure 5 displays the proportion of students reporting varying degrees of information learned from PEAR as an educational sanction. As is apparent, a high percentage of students reported at least some new information learned in contrast with those students who reported no new information learned.



**Figure 5: PEAR Respondents' perceived degrees of learning (Q4)**

The next survey question related to sanction effectiveness was Q5: To what degree did you think the content of your sanctions was user-friendly for a college student? Responses were given on a Likert-type scale of 1 (“Not at all”) – 5 (“Very”), with 3= “Somewhat”.

Once again, the portion of students reporting that PEAR was either “somewhat” or “very” user-friendly as a sanction was significant, with  $\chi^2$  (4, N=64) = 23.34,  $p < .01$ . This finding is displayed in Figure 6, showing that 88% of survey respondents found the survey to be at least somewhat user-friendly.



**Figure 6: PEAR respondents' perceptions of user-friendliness (Q5)**

With regard to Research Question Four, several survey questions sought students' feedback about whether or not the sanction would have an impact on future behavior related to

alcohol. The first of these was Q6: To what degree do you feel that your sanction(s) will cause you to use alcohol more responsibly in the future? Again, a Likert-type scale was used with responses given from 1 (“No impact on my behavior”) to 5 (“Significant impact on my behavior”), with 3= “Some impact on my behavior”. The greatest percentage of respondents (26%) indicated that the sanction would have “some” impact on their behavior; however, responses to this question from PEAR students did not show any significance with regard to impact on their future behavior.

Question 8 asked respondents to compare their educational sanction(s) to a host fine, if assigned one, with regard to which had more impact on future alcohol-related behavior. Of the students who completed PEAR as an educational sanction, 33 (51%) of them were also assigned the host fine. Responses to this question were divided nearly equally, with 55% of respondents indicating that PEAR was a more effective deterrent than the host fine and 45% reporting that the host fine was more effective; therefore, no significance was shown in the response.

Question 7 also provided some indication of students’ perceptions of the sanction effectiveness: Would you recommend any of your sanctions for another Pitt student with an alcohol violation? If they responded “yes”, respondents were then asked to indicate which sanction(s) they would recommend. Of PEAR students, 69% (n=45) responded that they would recommend the sanction for other Pitt students with an alcohol violation. This finding was statistically significant, with  $\chi^2 (1, N=65) = 9.615, p<.01$ .

Survey respondents were also asked to indicate the most effective and least effective aspects of their educational sanction in two separate open-ended questions. Responses were categorized according to similar themes, and reported to show any trends in student feedback about the sanctions.

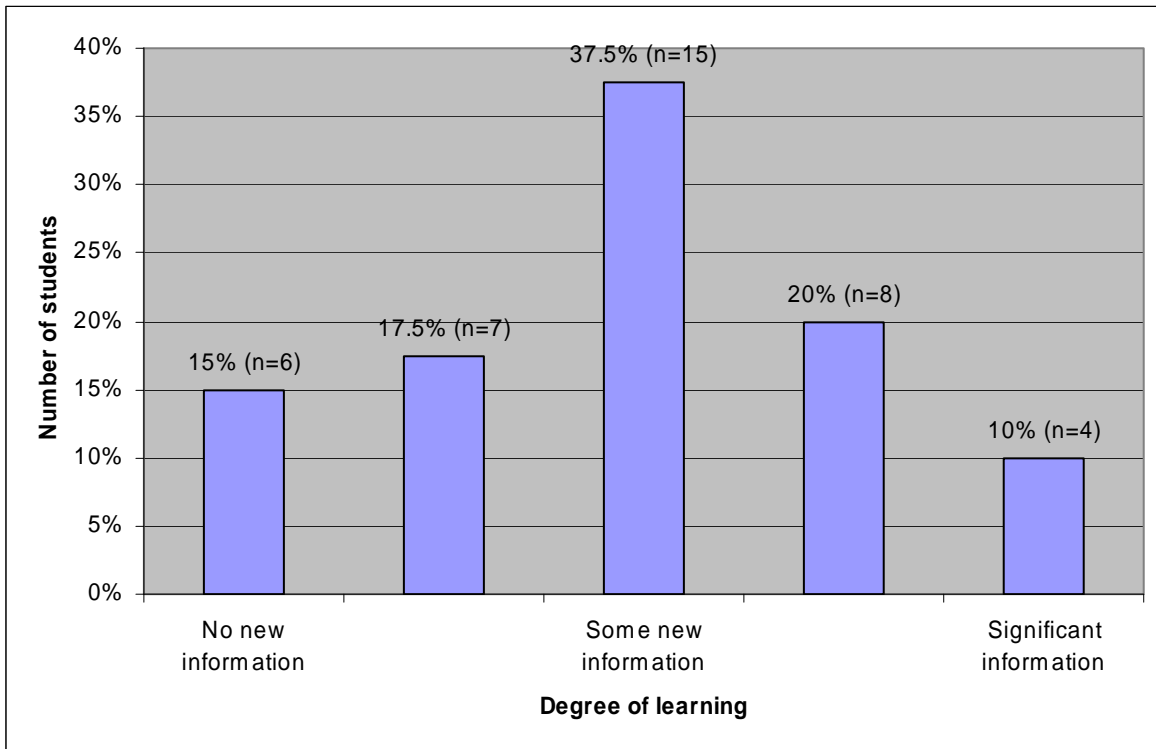


For PEAR respondents, several clear categories of response emerged regarding the most beneficial aspect of the sanction. The highest numbers of students reported that the program helped them to have an increased understanding of the consequences of drinking; recognize how to avoid negative consequences associated with drinking; gain basic information about how alcohol affects the body; and experience the benefit of interacting with other students in a similar situation. Fewer PEAR students responded to the question about the least beneficial aspect of the sanction. Of those who responded, the most frequent category of feedback involved the length of time required to complete the course.

In summary, respondents who completed PEAR as an educational sanction reported high degrees of learning from the sanction as well as high perceptions of user-friendliness, both indicating significance. These students also strongly recommended PEAR as a sanction for other Pitt students. However, respondents were more divided with regard to how PEAR would impact their future behavior related to alcohol, as well as how their sanction compared in effectiveness with the passive host fine sanction.

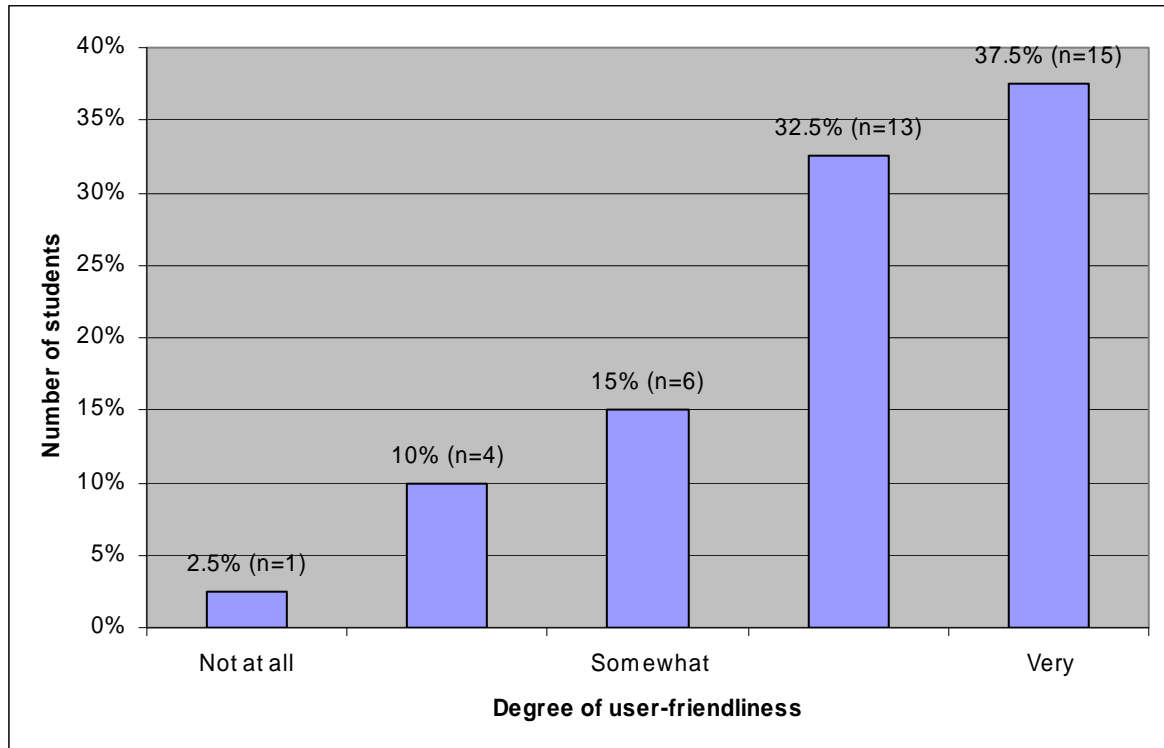
#### **4.2.3.2 Reflection Paper**

Of the 112 survey respondents, 40 were assigned to complete the Reflection Paper. Survey responses from those who completed the sanction showed many students reporting some degree of learning (Q4). Analysis of this question showed a positive trend in responses with 68% of Reflection Paper respondents (n=27) reporting that they had learned “some” or “significant” new information from the sanction. This result approached, but did not reach significance with  $\chi^2$  (4, N=40) = 8.75, p=.068. Student responses to this question are indicated in Figure 7, where it is evident that the highest percentage of students reported acquiring “some” new information from the sanction.



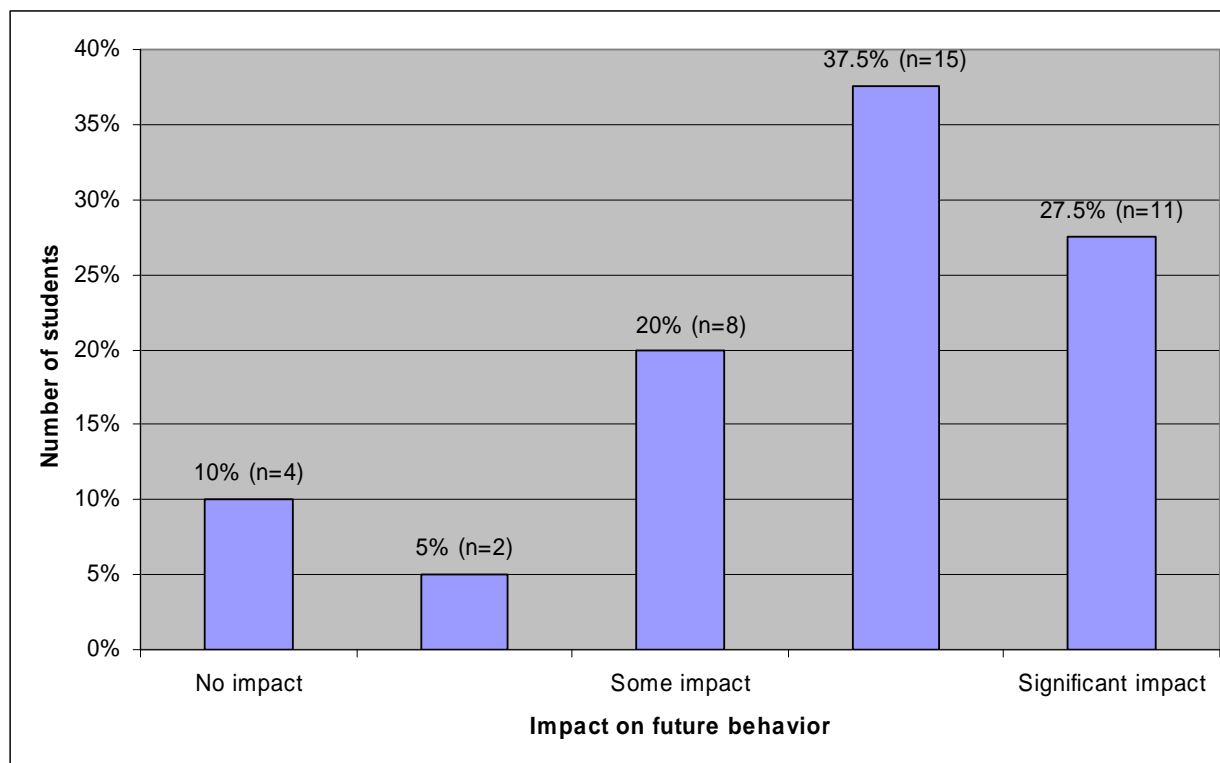
**Figure 7: Reflection Paper respondents' perceived degrees of learning (Q4)**

Question 5, which measured perceptions of user-friendliness of the assigned sanction, received positive feedback from respondents who completed the Reflection Paper. Eighty-seven percent (n=34) of the respondents found the sanction to be either “somewhat” or “very” user-friendly, with 38% (n=15) of all respondents giving it the highest rating (see Figure 8). The number of students who found the Reflection Paper to be user-friendly as a sanction was highly significant, with  $\chi^2 (4, N=39) = 18.308, p < .01$ .



**Figure 8: Reflection Paper respondents' perceptions of user-friendliness (Q5)**

Data from Questions 6 (use alcohol more responsibly in the future) and 8 (more or less effective than host fine) were analyzed to determine if respondents felt that the Reflection Paper would have an impact on their future drinking behavior. When asked the degree to which the sanction would cause more responsible alcohol use in the future, 85% of Reflection Paper respondents indicated that the sanction would have either “some” or “significant” impact on their future behavior, which was a statistically significant finding ( $\chi^2$  (4, N=40) = 13.75,  $p < .01$ ). Figure 9 shows the number of students rating the sanction’s impact on their behavior as “some” or “significant” as compared to “no” impact.



**Figure 9: Reflection Paper respondents' perceptions of impact on future behavior (Q6)**

Of the 40 students who completed the Reflection Paper, only 15 were also assigned to pay a host fine. Of these, 67% found the host fine to be the more effective deterrent to future alcohol violations than the Reflection Paper; however, the small number of students responding to this question makes it difficult to determine significance in this case.

When asked if they would recommend the Reflection Paper for another student, 79% of respondents (n=31) replied affirmatively to the question, which was a highly significant percentage ( $\chi^2$  (1, N=39) = 13.564,  $p < .01$ ). This percentage of students recommending the Reflection Paper as a sanction was even greater than those recommending PEAR.

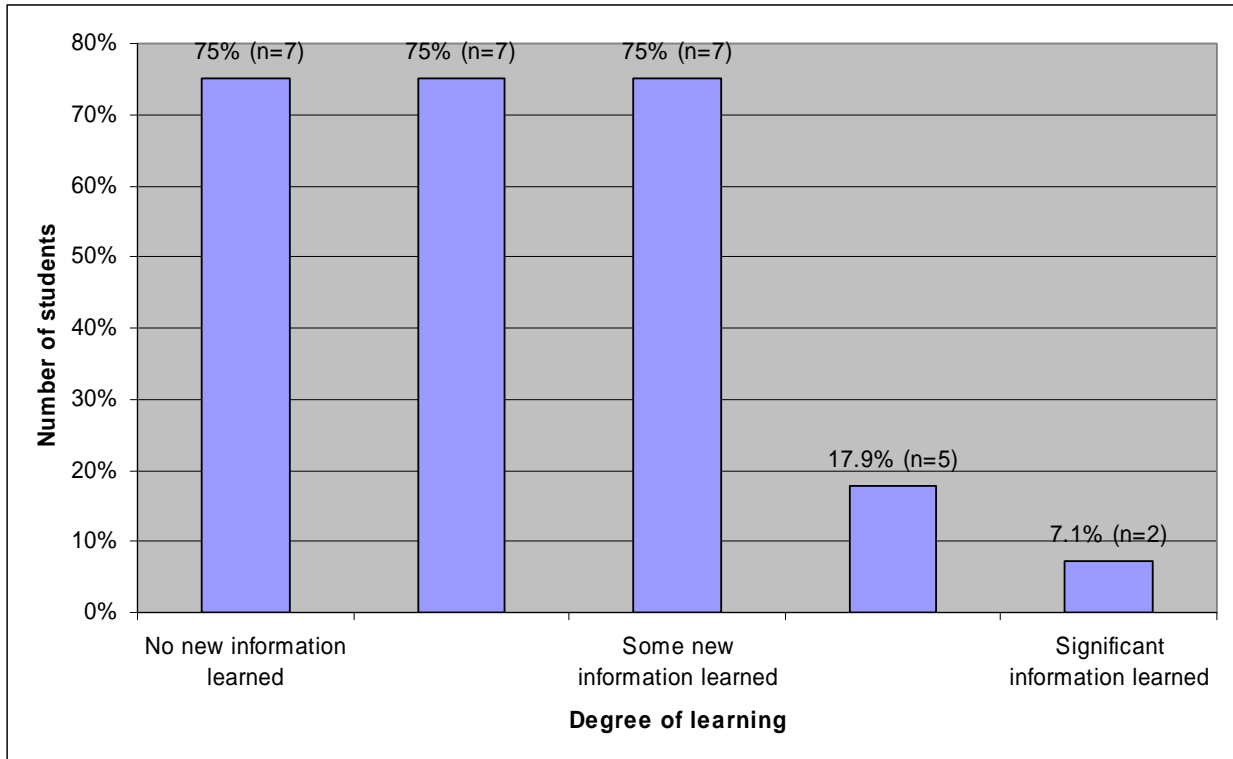
Finally, Reflection Paper respondents also provided feedback about the sanction in the open-ended questions. Students most frequently indicated that the Reflection Paper was beneficial because reflecting on their previous behavior was useful to them and exploring non-

alcoholic campus events and alternatives was a helpful process. Students found that the least beneficial aspect of the sanction was that it did not teach them anything new, and a small number of students found the process to be too time-consuming.

Like PEAR, students completing the Reflection Paper as an educational sanction reported both that it was a user-friendly experience, but reported slightly lesser degrees of new information learned than PEAR. In contrast with PEAR, these respondents indicated that the Reflection Paper was an effective tool for impacting their future behavior with regard to alcohol, although those who paid a host fine found the passive sanction even more effective. Reflection Paper students also recommended the sanction for other students at a very high rate.

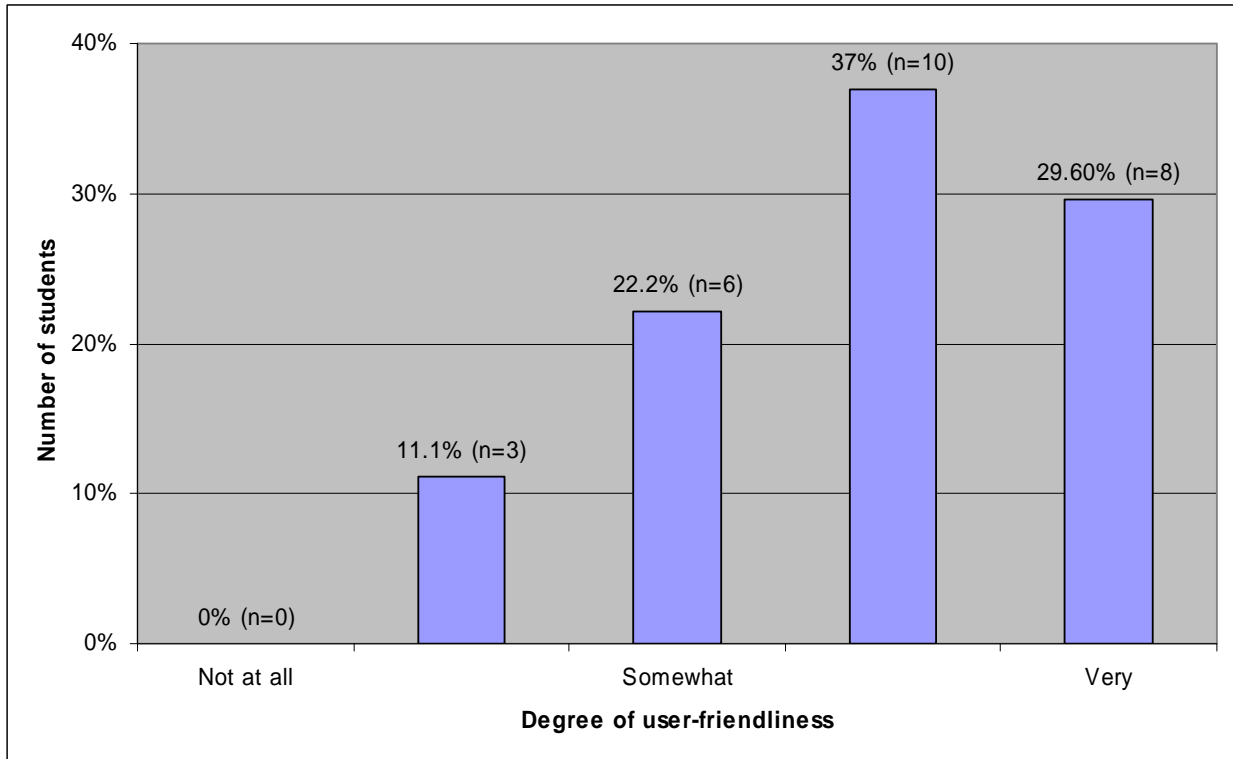
#### **4.2.3.3 MyStudentBody.com**

MyStudentBody.com, the online educational sanction frequently referred to as MSB, was assigned to 29 of the survey respondents. When asked about their degree of learning as a result of the sanction (Q4), respondents were mostly neutral in their answers. Twenty-five percent (n=7) of students reported that they learned “some” new information, with another 25% reporting a higher rate of learning (“some” to “significant”). The remaining 50% of MSB respondents reported no or little new information learned from the sanction. Figure 10 illustrates that there is no significant difference between responses for this question; therefore, little evidence exists of a high degree of learning among MSB respondents.



**Figure 10: MSB respondents' perceived degrees of learning (Q4)**

Responses about MSB with regard to user-friendliness, however, were positive (Q5). Eighty-nine percent of MSB respondents found the sanction to be either “somewhat” or “very” user-friendly, with the most frequent rating of “4” on a scale of 1-5 given by 37% of all MSB respondents. The number of students indicating satisfaction with the user-friendliness of the sanction was significant ( $\chi^2 (4, N=27) = 11.704, p<.05$ ), which is illustrated in Figure 11.



**Figure 11: MSB respondents' perceptions of user-friendliness (Q5)**

Question 6, which measured students' perceptions about impact on their future behavior, showed no significant difference between those students reporting that there would or would not be an impact on their drinking behavior. The greatest percentage of respondents fell in the middle three values of "2", "3", & "4". Only 7% of MSB respondents indicated "significant" impact on their behavior, while 24% responded at the other end of the scale with "no" impact on their behavior.

Similarly, responses comparing MSB with the host fine showed respondents to be divided, with 58% finding the host fine to be more effective and 42% indicating that MSB was more effective. Of the 29 students who completed MSB as a sanction, only 12 reported having also received a host fine.

Analysis of Q7 among MSB respondents showed no significant difference between students who would (55%) or would not (45%) recommend it as a sanction for others. This is a low recommendation compared to PEAR and Reflection Paper students, both of whom recommended the sanction at a higher rate.

Finally, when asked to identify the most beneficial aspect of the sanction, only a small percentage of MSB students responded. The most frequent response among them was that students found the content about the effects of alcohol to be useful. A similar number of respondents reported that the interactive tools were ineffective and the least beneficial aspect of MSB as a sanction.

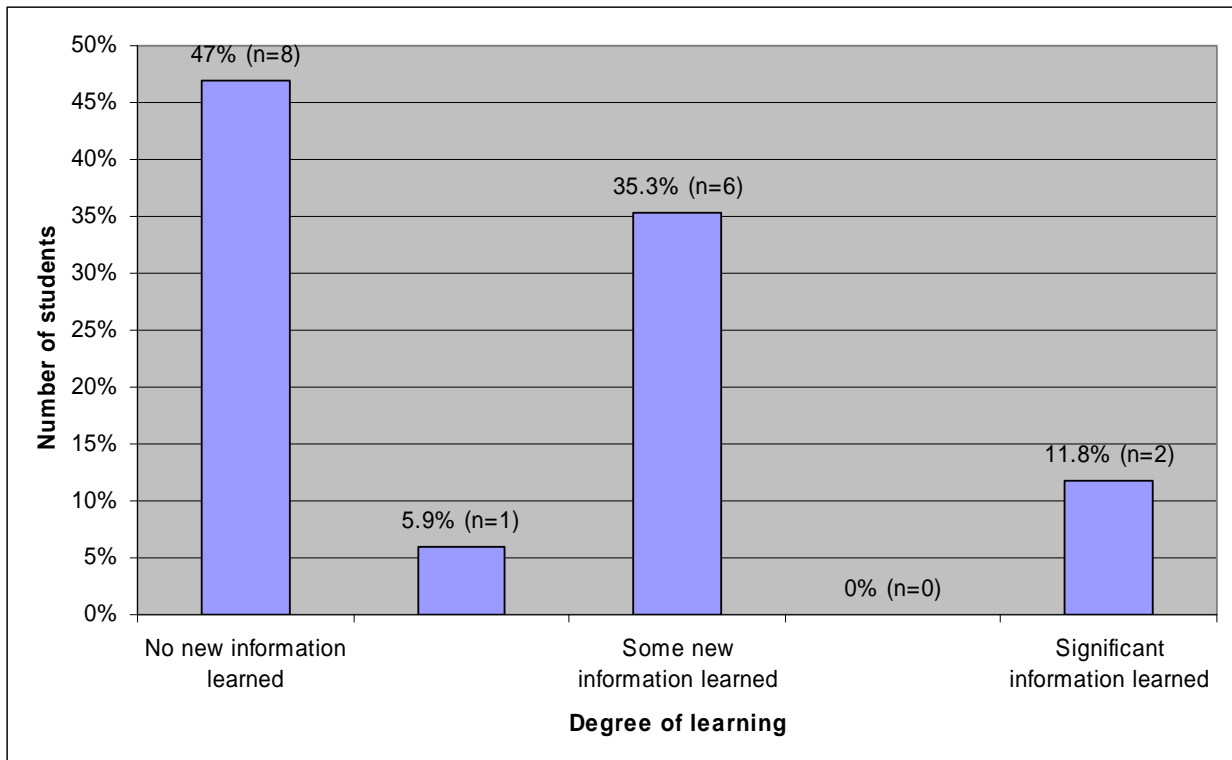
In summary, MyStudentBody.com respondents showed a positive response only with regard to the user-friendliness of the sanction. Responses about degree of learning indicated that most students were neutral about the amount of new information learned from the sanction, and there was no significant difference among responses with regard to impact on students' future behavior, comparison to the host fine, or recommendation for other students. Thus, the most useful findings related to MSB are that respondents found it to be very user-friendly without necessarily providing a high degree of learning or significant impact on their behavior.

#### **4.2.3.4 Community Service**

Eighteen of the survey respondents completed Community Service as an educational sanction. A significant number of these students reported to have learned either “no” or “some” new information from the sanction, with nearly half (47%, n=8) indicating that no new information was learned. The difference among responses, with the majority at the low end of the scale, was statistically significant, with  $\chi^2 (4, N=17) = 13.882, p < .01$ . Responses to this question are



shown in Figure 12, where it can be observed that the majority of students did not report gaining significant new information from the sanction.

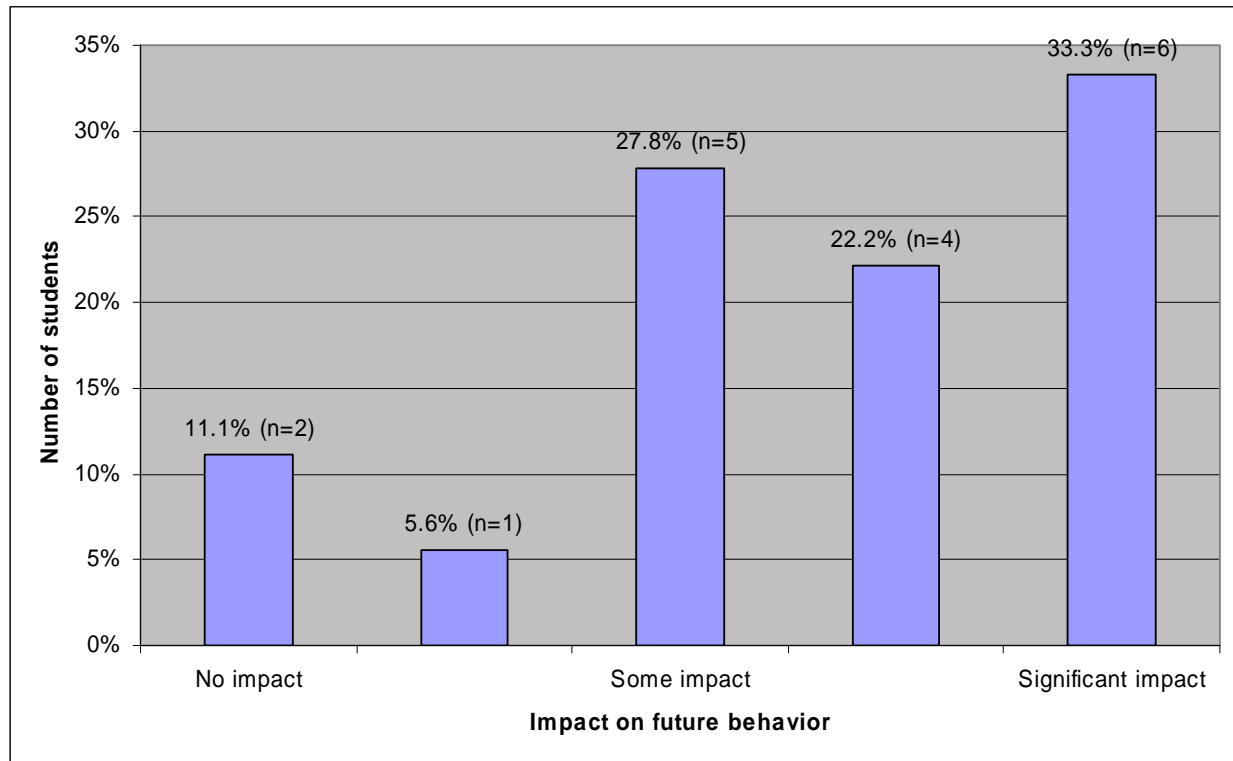


**Figure 12: Community Service respondents' perceived degrees of learning (Q4)**

Respondents showed no real positive or negative response, however, in their perception of the sanction's user-friendliness. These responses were decidedly neutral, with 76% (n=13) falling in the middle of the scale ("2"- "4"). The Chi Square analysis showed no significant finding about the user-friendliness of the Community Service sanction, and it appears that most students did not have strong opinions about the question as compared to a positive response in this area for PEAR, Reflection Paper, and MSB.

The Chi Square analysis of Q6 (impact on future behavior), showed a trend toward a high degree of impact but did not reach significance ( $\chi^2$  (4, N=18) = 4.778, p=.311). Figure 13 illustrates the trend toward "some" and "significant" impact on students' future behavior as

opposed to those indicating that there would be “no” impact. It should be noted that the small number of respondents for this sanction (n=18) may have contributed to the inability to reach statistical significance for this question.



**Figure 13: Community Service respondents' perceptions of impact on future behavior (Q6)**

Only seven of the Community Service students also reported receiving a host fine, and these respondents were divided almost equally in their response to which sanction had a bigger impact on their behavior. A majority of Community Service respondents did indicate that they would recommend their sanction for another student; this difference was statistically significant, with  $\chi^2 (1, N=18) = 5.556, p < .05$ .

For Community Service respondents, the most frequently noted benefit to completing the sanction was the opportunity to contribute to the community. However, few respondents answered this question, so no other categories of response showed any trends. Similarly, only

two categories of response were indicated with regard to the least beneficial aspect of Community Service as a sanction. These students indicated that the least beneficial part of the experience was its logistical difficulty to complete and a lack of new information gained from the experience.

The results pertaining to the Community Service sanction show an interesting variance between students' perceptions of the experience. While most students reported having learned little or no new information from the experience, a high number of students did find the sanction likely to have an impact on their future behavior with regard to alcohol, and most recommended it for another student with a similar violation.

#### **4.2.3.5 Counseling Referral**

While eight students reported to have completed the Counseling Referral sanction, several of them did not respond to the survey questions about degree of learning and user-friendliness of the sanction, making the number of responses too low to determine any statistical significance. With regard to Q4 (degree of learning), 5 of the 6 respondents indicated that they had learned either "some" or "significant" new information from the sanction.

Similarly, with only five respondents answering the question about user-friendliness (Q5) and the responses divided evenly between low and high scores, it is difficult to draw any conclusion about student perceptions of the sanction in this area.

Question 6, measuring perceptions about impact on future alcohol use, showed similar response patterns to Q4 (degree of learning) for the Counseling Referral sanction. While all eight Counseling Referral respondents answered the question, the data showed a trend toward reporting some or significant impact, but the small  $n$  made it difficult to reach any conclusions about perception.

Only four of the Counseling Referral respondents also received a host fine, and 75% (n=3) of these respondents found the host fine more effective than the educational sanction in deterring future alcohol use.

Even with a small number of responses, it was clear that most Counseling Referral respondents would recommend the sanction for another student with an alcohol violation (Q7). Seven of the eight respondents (88%) answered this question affirmatively, and analysis showed this difference to be significant, with  $\chi^2 (1, N=8) = 4.5, p<.05$ .

The very small number of responses for Counseling Referral respondents made it impossible to identify any trends in the open-ended question responses for either the most beneficial or least beneficial aspect of the experience.

In summary, the low number of students who were assigned to complete the Counseling Referral sanction made it difficult to show trends in responses as clearly as with the other sanctions. To summarize what was learned about this sanction, trends toward positive responses for both the perceived amount of new information learned and the impact on future behavior indicate that most of the students who answered this question felt they had learned at least some new information and that the sanction would have at least some impact on their behavior. Additionally, it was clear that students completing this sanction found it worthy of recommending for other students. No clear trends were present in the data about perceived user-friendliness, while many of the other sanctions showed a significant percentage of students reporting positive responses on this issue. However, some students who completed the Counseling Referral sanction did not answer all of these questions, making it difficult to determine how their responses might have impacted the results.

#### 4.2.3.6 PEAR II

Like the Counseling Referral, PEAR II, the follow-up course to PEAR, also had a low number of survey respondents assigned to complete the sanction ( $n=8$ ). Q4 (degree of learning) shows the highest percentage of respondents ( $n=4$ ) answering with the value of “2”, between no and some new information learned. Although this group of respondents accounts for 57% of those answering the question, the data approaches, but does not reach, significance on this question because of such a small  $n$ . It is interesting to note that none of the respondents answered at either the lowest (“1”) or the highest (“5”) end of the scale.

Data from Q5 (perceived user-friendliness), however, shows a significant percentage of respondents in the middle of the scale, reporting that the sanction was “somewhat” user-friendly or just above ( $\chi^2 (4, N=7) = 10.857, p<.05$ ). Once again, no PEAR II students indicated that they found the sanction to be either “not at all” or “very” user-friendly.

Respondent data for PEAR II showed no clear difference in responses with regard to impact on future drinking behavior (Q6), and the six respondents who also received the host fine followed a similar pattern as other sanction respondents, with the majority (83%,  $n=5$ ) indicating that the host fine was a more effective deterrent (Q8).

A higher number of PEAR II respondents indicated that they would recommend the sanction for another student (75%,  $n=6$ ) than those who would not (25%,  $n=2$ ); once again, a higher number of respondents would have allowed for a more distinct conclusion about this response.

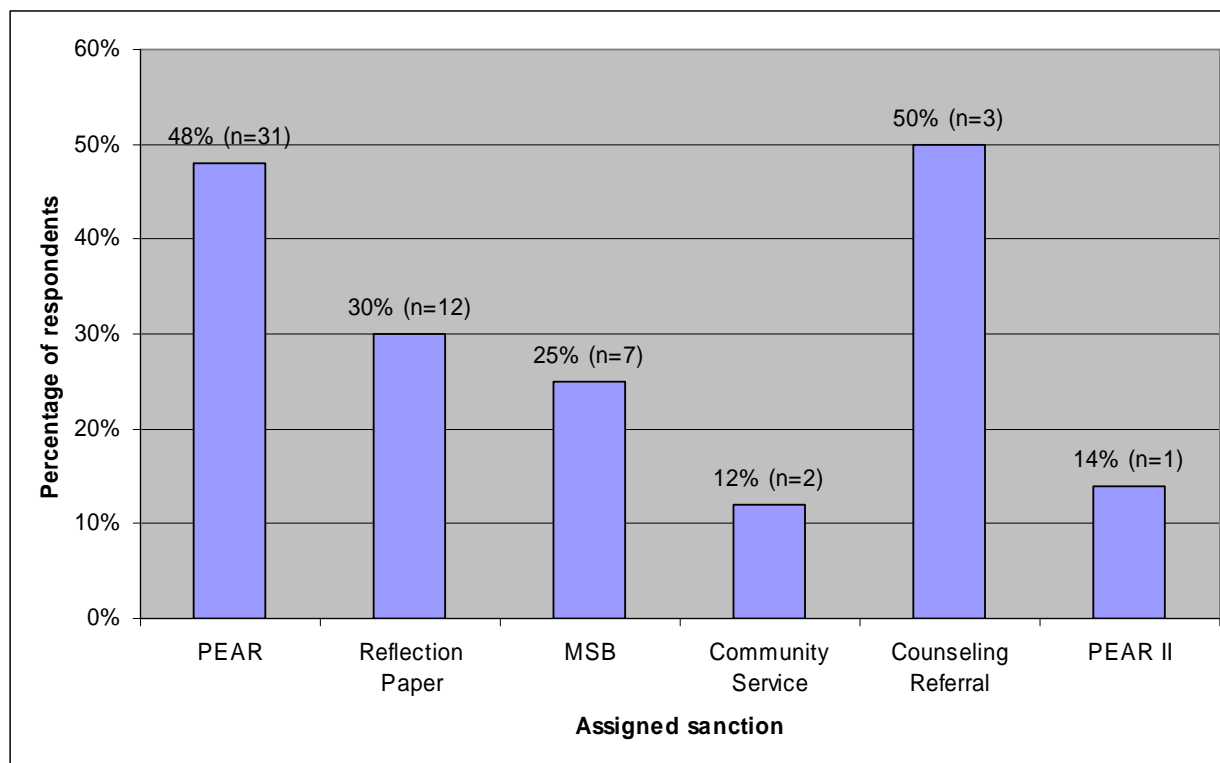
As with the Counseling Referral, there was an insufficient number of PEAR II responses to the open-ended questions; therefore, it was not possible to identify any trends in responses to these questions.

PEAR II data were similarly difficult to analyze as Counseling Referral data, with both having only eight total respondents and fewer than that for many questions. This issue makes the results from PEAR II respondents less clear than those of other educational sanctions with the exception of the Counseling Referral. The most noteworthy findings for this sanction included the tendency for respondents to fall in the middle of the scales for both Q4 (degree of learning) and Q5 (user-friendliness), with no respondents answering at the lowest or highest end of the scale.

#### **4.2.3.7 General findings**

Data from the Educational Sanction Survey provided several interesting pieces of information with regard to Research Questions Three and Four, related to students' perceived degrees of learning and the perceived impact on their future behavior.

Survey data indicated that the highest percentage of students learned new information from PEAR and the Counseling Referral sanctions. Students reported to have not learned significant new information from the Community Service sanction, and trends toward lower degrees of learning were also found for MSB and PEAR II. Figure 14 shows the percentage of each group of respondents who reported a degree of learning of either "4" (high) or "5" (significant) for each sanction. This figure reflects the finding that PEAR and the Counseling Referral had a higher percentage of respondents report learning new information than the other sanctions, and Community Service had the lowest percentage.



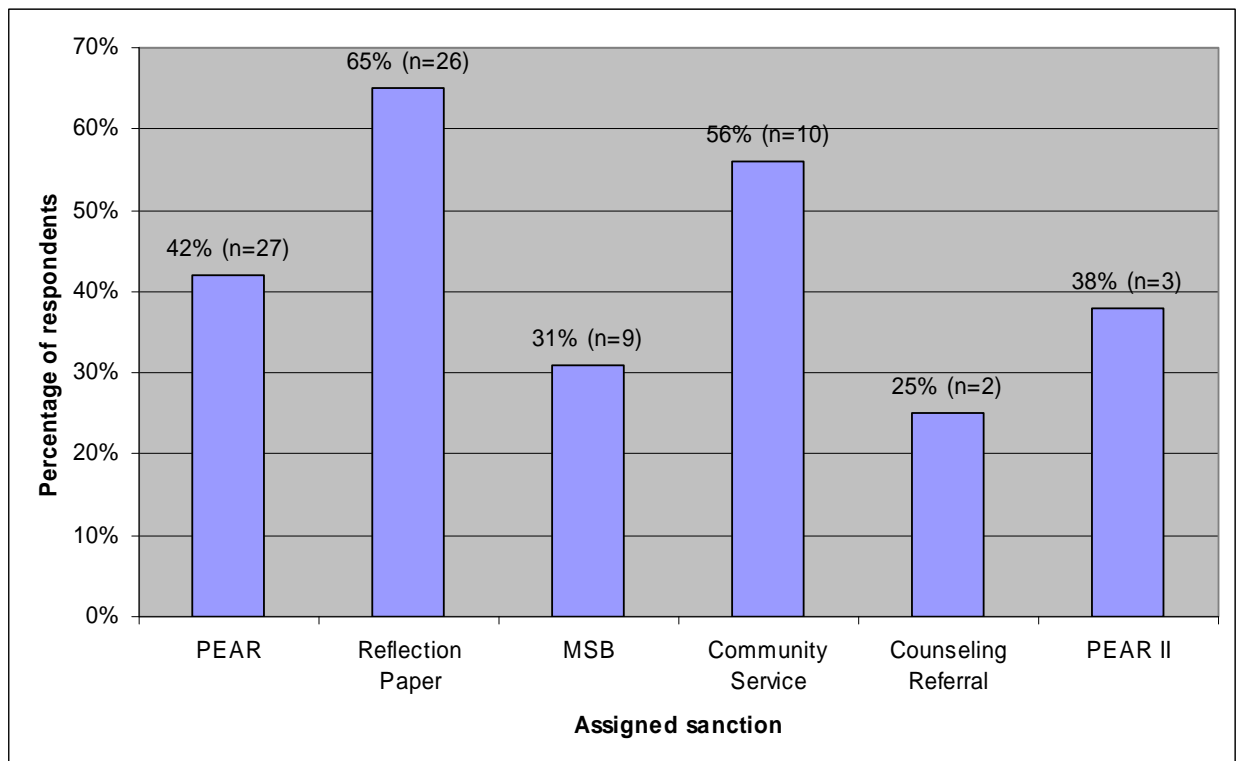
**Figure 14: Percentage of respondents reporting a high or significant degree of learning by sanction**

With regard to the user-friendliness of the sanctions, students found PEAR, the Reflection Paper, and MSB to have user-friendly content. Respondents were neutral about all other sanctions in this area. For MSB, this was the one area of positive response; students did not favor the sanction with regard to degree of learning or impact on future behavior.

The sanction that had the highest reported impact on future behavior was the Reflection Paper; the Counseling Referral and Community Service sanctions also showed trends toward positive responses on this issue. Respondents who completed other sanctions were more neutral about this question, indicating a lack of significant impact on their future behavior. One surprising result in this area was PEAR, whose respondents indicated a high degree of learning from the sanction but not a significant impact on future behavior. In contrast, the Reflection

Paper and Community Service sanctions showed a high degree of impact, yet students were neutral about how much new information they had learned from either sanction.

Figure 15 represents the percentage of respondents for each sanction that reported the highest degrees of impact on their future behavior (“4” and “5” on the response scale). It is clear that most Reflection Paper respondents reported a high degree of impact, followed by Community Service respondents. The percentages for the Counseling Referral and PEAR II are difficult to interpret for this question due to the low number of respondents.

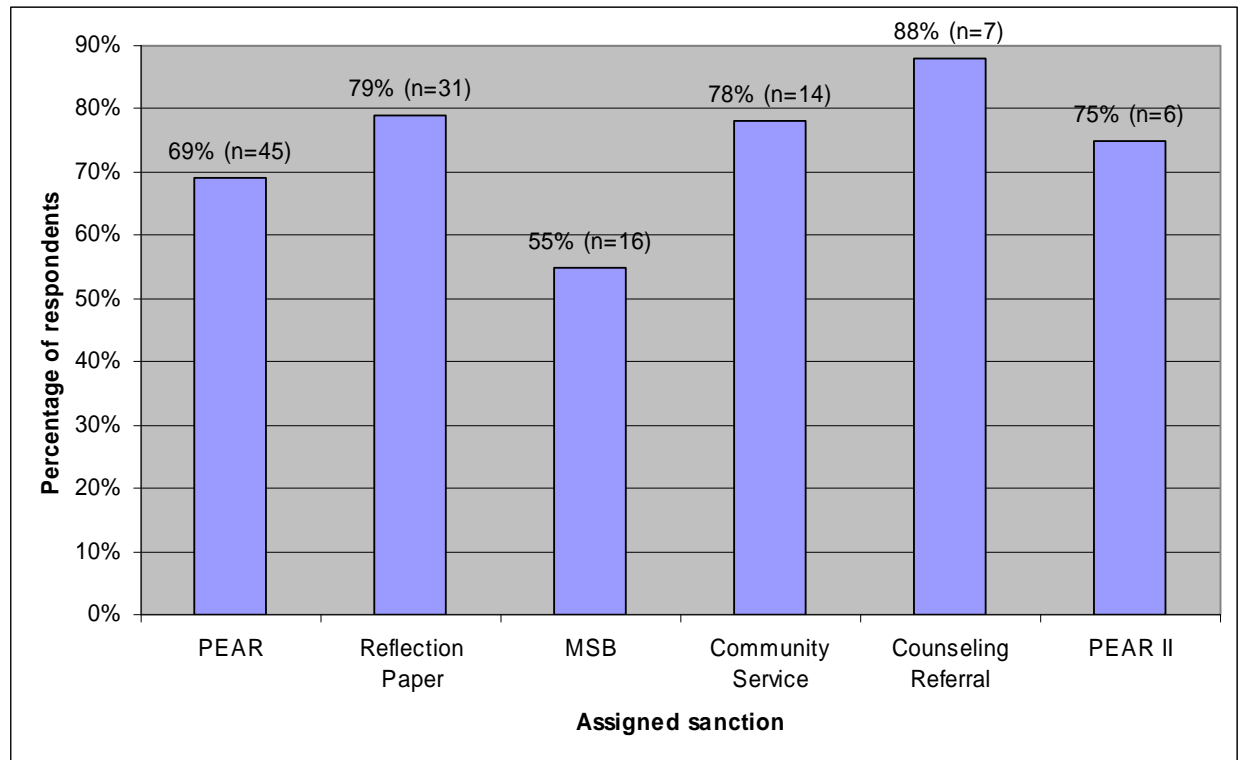


**Figure 15: Percentage of respondents reporting a high or significant impact on future behavior**

With regard to recommending their sanction to other students with alcohol violations, respondents recommended MSB at the lowest rate (55% recommended this sanction). All other sanctions were recommended at a higher rate by those students who completed them. The



percentage of respondents from each sanction recommending the sanction is illustrated in Figure 16.



**Figure 16: Percentage of respondents recommending sanction for another student**

Higher numbers of respondents for the PEAR II and Counseling Center Referral sanctions would have provided the opportunity for more clear conclusions about the effectiveness of these sanctions and made it easier to compare the effectiveness to those sanctions with larger samples.

## **5.0 DISCUSSION AND CONCLUSIONS**

This chapter includes a discussion of the findings with regard to each research question, and implications for the institution's judicial sanctioning process related to its alcohol policy. The chapter also includes recommendations for further research on the topic. In order to frame the findings within existing research in the field, the chapter begins with a review of how the institution's sanctions compare with interventions described in other studies.

### **5.1 EDUCATIONAL SANCTIONS AND EXISTING RESEARCH**

From the literature documenting existing research about the efficacy of various alcohol intervention programs, it is known that certain types of intervention or sanction programs have proven more effective in reducing college student drinking than others. In addition, studies have examined how effective interventions are in reducing negative consequences related to alcohol use. Limited research exists on examination of recidivism rates or on students' perceptions of the effectiveness of alcohol-related sanctions.

As discussed previously, the interventions most frequently shown to reduce both drinking and negative consequences include components of brief motivational interventions (BMIs) and personalized feedback as part of the program (Baer et al., 2001; Borsari & Carey, 2000; Larimer et al., 2001; Murphy et al., 2001; Murphy et al., 2004). Of the sanctions selected for study at this

institution, several include one or more components of this intervention type. Therefore, existing literature would suggest that those sanctions that include elements of personalized feedback and motivational interviewing would be most effective for students at the institution in impacting future behavior related to alcohol.

The first of these, PEAR, is not an individualized motivational session, but does include the component of at least one individual assessment session during which the student receives tailored feedback. PEAR also includes more traditional alcohol education components and elements of normative education to help students recognize how their behavior compares with that of their peers.

PEAR II, the follow-up program to PEAR for repeat violators, is a more traditional BMI program and is based on techniques of motivational interviewing, which have proven effective in existing studies for reducing high-risk behaviors among college students. MyStudentBody.com (MSB) is an online program that combines traditional alcohol education with a personalized feedback component. As part of MSB, the student completes a self-assessment, which is then used to create a personalized report about the student's drinking habits and resulting behaviors.

Finally, the Counseling Referral sanction also includes elements of personalized feedback, as the counselor completing the assessment frames the information for the student in order to help the student recognize patterns in decision-making and behavior related to alcohol.

The remaining sanctions, Reflection Paper and Community Service, are used just as frequently as the other sanctions but do not include elements of personalized feedback or motivational interviewing. Because of this, little research exists about their efficacy as stand-alone sanctions.

## **5.2 INTENDED SANCTION OUTCOMES**

In discussing the findings, it is important to understand first what the intended outcomes are for each educational sanction. This allows the researcher to compare the desired outcome with the students' experience, thus providing some information about how well the sanction achieved its intended outcome. While several of the sanctions have outcomes developed independently by the staff members who administer them, the institution has not yet established intended outcomes for each judicial sanction as part of the judicial process. Thus, any attention given to intended outcomes for a particular student is done so only by individual hearing officers and not as part of the judicial system.

The researcher's experience with each of the selected educational sanctions allowed for an understanding of the nature of each sanction even where stated outcomes were not present. Therefore, assumptions and interpretations of each sanction's intended outcomes are discussed in this chapter so that the study's findings are more meaningful in comparison.

## **5.3 EXAMINING STUDENT PERCEPTIONS OF SANCTIONS**

As part of this study, student responses were examined about each sanction with regard to perceived information learned and impact on future behavior related to alcohol. Student feedback about the sanctions was viewed as an important tool for determining both the effectiveness of the sanctions and the effectiveness of their implementation on this campus.

It is recognized by the researcher that student perception of effectiveness does not necessarily equate to sanction effectiveness. However, measures of student perception in

combination with institution-reported recidivism rates for each sanction were considered together in order to make conclusions about the efficacy of each sanction on this campus.

## **5.4 DISCUSSION OF RESEARCH QUESTIONS**

### **5.4.1 Research Question One**

Research Question One: What is the frequency of assignment of each selected type of educational sanction?

Over the course of the 2006-2007 academic year, 85% of residence hall students who were found responsible for a violation of the alcohol policy received at least one educational sanction. The fact that most students at this institution who violated the alcohol policy received an educational sanction reflects national data about sanctioning as well; in a survey of institutions across the country, Anderson and Gadaletto (2001) found that 84% of administrators reported using educational sanctions for alcohol-related violations on their campuses.

The analysis of data from *Judicial Action* for Spring 2007 showed that the PEAR was the most frequently assigned educational sanction for students violating the alcohol policy, with 60% (n=115) of students receiving this sanction. Three other educational sanctions (Reflection Paper, MyStudentBody.com, and Community Service) were assigned at somewhat lower rates, with the Reflection Paper assigned to 25% (n=48) of the students, MSB assigned to 21% (n=40), and Community Service assigned to 20% (n=39).

The remaining two sanctions, PEAR II and the Counseling Referral, were assigned much less frequently than the other sanctions. During the spring semester, PEAR II was assigned to

only 15 students or 8% of the research sample, and only eight students or 4% of the sample were referred to the Counseling Center as a sanction.

This is explained by the finding that PEAR II and the Counseling Referral were the only two of the selected sanctions that were assigned more frequently to repeat violators than to first time violators. Because the population of repeat violators was so small, it resulted in low numbers of survey respondents assigned to complete one of these two sanctions. In contrast, 87% of students assigned to complete PEAR, 95% of students assigned to the Reflection Paper, and 90% assigned to complete MSB were first-time violators.

Of those students who responded to the Educational Sanction Survey (58% of eligible students,  $n=112$ ), PEAR still resulted in the highest percentage of survey respondents, making up 58% of the respondent sample. Other sanctions also generally reflected the eligible population as well. It is interesting to note, however, the students who responded to the survey at the highest rates. The Counseling Referral (100%) and Reflection Paper (83%) are clear standouts with regard to response rate. Although these sanctions are quite different in method by which students complete them, both involve a component of reflection on the decision-making, behavior, and the thought processes that went along with both their violation and use of alcohol in general. The high response rate for these sanctions indicates a certain degree of engagement in the sanction process for these students, likely due to the time invested in reflecting on the violation. While the Reflection Paper respondents were largely first-time violators, Counseling Referral violators were primarily repeat violators, indicating that regardless of type of violator, both sanctions caused students to gain enough interest in the process to respond to the survey.

Surprisingly, MSB students also showed a high response rate of 73%, which was not anticipated based on the somewhat negative feedback about the sanction's content. High

response rates can be associated with both positive and negative experiences with a product, so it is possible that some students wanted to be certain their negative feedback about the content of MSB was received by the institution.

The remaining sanction respondents all hovered around a 50% response rate, with PEAR at 57%, PEAR II at 53%, and Community Service at 46%. Community Service, providing the lowest response rate of any sanction, also received less positive feedback about the degree of user-friendliness than most other sanctions; these students may have considered the survey to be too time consuming of a task after a sanction that was not perceived as easy to complete.

#### **5.4.2 Research Question Two**

Research Question Two: Within the study's time period, how do recidivism rates compare among students who previously completed each type of educational sanction?

The limitations related to the data available on recidivism rates significantly impacted the usefulness of the findings. Namely, the 2006 revision of the PEAR program decreased the amount of data available for analysis that would be relevant for administrators using the current version of the program. Comparing rates for only the 2006-2007 academic year included only those students who committed more than one violation during the course of the year and excluded any students with a previous violation prior to August 2006. It is assumed that a longer period of time would show a higher rate of repeat violations.

The results showed that during the 2006-2007 academic year, 5.5% of the research population violated the alcohol policy more than one time. This does not include violations other than the alcohol policy, so that a student with one alcohol violation and one quiet hours violation was not considered a repeat violator for the purpose of this study.

While the 5.5% repeat violation rate (n=27) among residence hall students is a positive finding for the institution, the small number of students does not allow for many meaningful conclusions to be drawn about the efficacy of these students' previous sanctions. The Counseling Referral stood out as the sanction with the highest recidivism rate at 17%; however, it also involved a very small number of students (n=2). In contrast, PEAR II, the other sanction assigned primarily to repeat violators, had no students commit a repeat violation during the study.

The remaining sanctions (PEAR, Reflection Paper, Community Service, & MSB) all had similar recidivism rates close to the overall rate. Thus, the findings did not provide any meaningful information about which sanctions might be most successful with regard to repeat violation rates.

Kompalla & McCarthy's (2001) study of retention and recidivism rates by sanction type revealed more interesting findings; students who completed a Reflection Paper or Community Service sanction showed lower recidivism rates in that study than students who completed the non-credit educational class. While PEAR includes more components than simply alcohol education, it had a similar recidivism rate in this study as the Reflection Paper and Community Service.

Kompalla & McCarthy's study encompassed recidivism data over two academic years rather than one as in this study; however, recidivism rates for several sanctions in their study were also significantly higher than for PEAR, Community Service, and other selected sanctions. As an example, the recidivism rate for their study's non-credit educational course students over two academic years was 33%, more than five times the recidivism rate for PEAR students (6%) over one academic year. Once again, the small number of students with repeat violations during



the study makes it difficult to draw meaningful conclusions about the efficacy of their completed sanctions.

### **5.4.3 Research Question Three**

Research Question Three: How do students' perceptions of learning differ by assigned educational sanction?

The highest numbers of respondents completed PEAR and the Reflection Paper, followed by MSB and Community Service with lower numbers of respondents. The remaining selected sanctions, PEAR II and Counseling Referral, had significantly lower numbers of respondents at only n=8 for each sanction. Therefore, results about PEAR, the Reflection Paper, MSB, and Community Service are probably most the meaningful for the institution. Student feedback about PEAR II and the Counseling Referral will still be discussed, and there is the potential for conclusions to be drawn about these two sanctions. However, due to the low number of responses, the data are not as meaningful.

With regard to how much perceived new information was learned through the educational sanctions, PEAR stood out from the other sanctions with a significant percentage of students reporting high degrees of learning from the sanction. The Counseling Referral also received positive feedback, while MSB, PEAR II, and Community Service all resulted in negative response trends with regard to how much students believed they learned.

As discussed, PEAR includes a combination of traditional alcohol education and personalized feedback components. Due to the nature of the sanction, it would be anticipated that PEAR, if effective, would result in students believing they learned new information from the experience. Thus, student reports that significant amounts of new information were learned from

the program are quite positive for the sanction and indicate that it is an effective tool for teaching policy violators new and important information about alcohol.

MSB provided the biggest surprise with students reporting that they did not learn much new information, as the online experience centers around both providing students with information about alcohol and also providing computerized tailored feedback about their alcohol use and behavior. Students must pass a quiz prior to receiving credit for completing the sanction that includes information they should have gathered from completing the module. Therefore, the fact that respondents successfully completed the sanction as required yet still reported low amounts of new information learned is noteworthy and suggests that MSB may be ineffective in teaching students new information about alcohol.

For PEAR II and Community Service, the negative feedback about degree of learning may not be as concerning, given the function of the sanctions. PEAR II involves less traditional teaching and facilitating than PEAR, and instead provides the student with one-on-one interaction and motivational interviewing related to their drinking and decision-making behaviors. For these students, while learning may not be high, it would be anticipated that impact on behavior should reflect positive responses. Similarly, the Community Service sanction is the most experiential of the selected sanctions and likely does not provide students with the types of new information that they would consider when answering the survey question. Again, the sanction could still be deemed effective with a lower degree of new information learned but a high degree of impact on future behavior.

In summary, the findings suggest that if a hearing officer wants to students to complete a sanction believing that they have learned new information from the experience, a sanction of PEAR would be the most appropriate. MSB, while intending to provide new information, is not

perceived by students on this campus as doing so. This finding should be taken into consideration by the institution in providing the sanction to students who violate the alcohol policy.

#### **5.4.4 Research Question Four**

Research Question Four: How effective do students perceive each type of educational sanction to be in deterring future alcohol infractions?

The findings related to this research question provided a surprising contrast to the findings related to degree of learning. Students who completed the Reflection Paper reported the most significant perceived impact on their future behavior related to alcohol. Two other sanctions, Community Service and Counseling Referral, also showed positive trends with regard to student responses about perceived impact on their future behavior.

While the Reflection Paper was not rated particularly high in terms of new information learned, the high rating of impact seems to be the most crucial for this sanction. The Reflection Paper, which asks students to answer a series of reflective questions about their decision-making process, behavior, and potential consequences of their behavior, does not necessarily teach the students new information, but is designed to have an impact on behavior. The findings support this, and indicate that the Reflection Paper is a sanction that is effective for impacting students' future behavior with regard to alcohol according to what students reported about their experience.

Likewise, Community Service was also rated high in perceived impact but quite low for new information learned. As previously discussed, this sanction is experiential in nature; therefore, students' feedback that the sanction had a great deal of impact on their future behavior

suggests that it is effective in serving as an experiential learning tool. It can also be inferred that students believe the Counseling Referral, rated high in both areas, to be serving as an effective sanction.

Data for the remaining three sanctions did not provide any meaningful information about students' future behavior, suggesting that students did not find them as impactful as those who completed the Reflection Paper, Counseling Referral, and Community Service. This is surprising with regard to PEAR, about which respondents claimed to have learned new information and had a user-friendly experience, yet did not show a positive response about the impact on their behavior.

The lack of positive response is also an important finding for MSB, which elicited positive responses only with regard to the degree of user-friendliness. These findings suggest that students did not feel they learned new information and did not find the sanction to have an impact on their behavior, yet they found it easy to complete.

An important note about the students' perceptions of impact on their future behavior relates to the nature and content of each sanction. As previously discussed, interventions including elements of BMI and personalized feedback have been shown to be most effective in reducing students' drinking and negative consequences related to alcohol. It would be assumed, then, that student perception about the impact of the sanction would follow, and that those sanctions including these elements would have received the most positive feedback regarding impact on future behavior.

This, however, was not the case in this study. The only sanction containing these elements that resulted in students perceiving a significant impact on their future behavior was the Counseling Referral. The other sanctions with a high perceived impact, Reflection Paper and

Community Service, do not contain these elements. It was expected that the other sanctions containing elements of BMI or personalized feedback (PEAR, PEAR II, and MSB) would be perceived as having a greater impact on future behavior.

One potential explanation for this is a lack of effectiveness in administering the elements of personalized feedback or motivational interviewing, or a lack of focus on the importance of these components. The findings from this study cannot conclude that the participants of those sanctions did not in fact reduce their alcohol consumption, but only that they did not perceive an impact on their future behavior.

## **5.5 INSTITUTIONAL IMPLICATIONS**

The findings of this study indicate clearly that some currently assigned sanctions are perceived by students on this campus to be more effective than others. These findings should be examined by the institution; if those sanctions perceived as ineffective continue to be assigned to students for alcohol violations, steps should be considered to increase knowledge about their effectiveness.

### **5.5.1 Sanctions for first-time violators**

The following educational sanctions are used primarily for first-time violators of the alcohol policy at the institution. Findings about these four sanctions are discussed and recommendations made about each sanction's continued role in the judicial process.

#### **5.5.1.1 PEAR**

The findings suggest that PEAR is one of the highest-rated sanctions by students, particularly with regard to amount of perceived new information learned in the experience. While this study does not include any data from the previous version of the program, it can be inferred from the current data that the recent revisions are proving effective for working with students. Also of note is the fact that students also found the program to be highly user-friendly, which is significant because PEAR takes the longest time to complete of all the sanctions.

While PEAR was not rated as high as some other sanctions with regard to impact on future behavior, it was the only sanction that respondents found to have a greater impact on their behavior than the host fine (for those respondents that were assigned both sanctions). This finding was surprising, as it indicates that PEAR should be rated higher in impact. It was anticipated that there would be a more clear correlation between perceived degree of learning and impact on future behavior; however, with PEAR and with several other of the sanctions, a high rating in one of these areas did not correlate with a high rating in the other.

Generally, PEAR appears to be well-received by the students who complete it (primarily first-time alcohol policy violators), and it did not have a recidivism rate any higher than the majority of other sanctions used during the study; thus, it is recommended that this sanction continue to be used. It may be useful for PEAR administrators to conduct further research in order to determine why more students do not consider it to have a significant impact on their future behavior related to alcohol. Additionally, the elements of personalized feedback present in PEAR could be reviewed in comparison with interventions that have proven effective to determine if any further revisions need to be made. In this case of contradictory information

about students' perceived impact, it is especially important to gather accurate data about how effective the sanction is in reducing drinking and consequences related to alcohol.

#### **5.5.1.2 Reflection Paper**

The findings related to the Reflection Paper as a sanction are based on those students who received a similar paper assignment, including reflection upon the decision-making process, behavior around alcohol, and potential consequences of high risk drinking.

For these students, the Reflection Paper had a significant perceived impact on their future behavior; in fact, this sanction had the highest percentage of students of all the sanctions indicate a positive impact on their behavior. Additionally, students found it to be a very user-friendly sanction. While respondents' reports of new information learned hovered only around the middle of the scale, this is not of great concern for this sanction because it is intended to help the student reflect on the past behavior rather than necessarily teach new information.

The most surprising finding related to this sanction was that more students found the host fine to be more impactful than the Reflection Paper while still ranking it very high in impact. In general, however, this sanction appears to be highly effective for students and should continue to be utilized. If the hearing officer desires both to teach the student new information and impact his or her future behavior, it would be recommended to combine the Reflection Paper with the PEAR course for maximum impact.

#### **5.5.1.3 MSB**

The findings about MyStudentBody.com clearly show that this online sanction was not well-received by students when compared with PEAR and the Reflection Paper. Students did not report either learning significant new information or perceiving an impact on their future

behavior related to alcohol as a result of the sanction. This is an important finding because the purpose of the tool is to provide students with information about alcohol and its potential physical and behavioral effects as well as provide interactive tools designed to increase effectiveness. The fact that students did not report learning new information illustrates that the sanction is not achieving its intended purpose.

The only positive feedback about this sanction was that it was perceived as very user-friendly. As an online sanction, MSB likely takes the least amount of time to complete of all the selected sanctions. It is possible that “user-friendly” could be interpreted as “easy to complete” in this case, as the sanction does not typically require the same user effort to schedule or complete as the other sanctions. In addition, there also exists a strong potential for students to obtain answers from peers who have completed the module or from sources other than the online articles. The lack of guidance or accountability in this sanction could explain the low reports of new information learned from the sanction experience.

These findings are interesting when compared with results of a study published by Chiauzzi, Green, Lord, Thum, & Goldstein (2005), administrators from Inflexxion, Inc, the parent company of MyStudentBody.com. Their study comparing MSB with an information-only web-based program showed MSB to reduce drinking in participants post-intervention, although no difference existed at the follow-up assessment three months later. However, the study found that significantly more students rated their experience with MSB as satisfactory compared with the information-only sanction (Chiauzzi, et al, 2005). This result could be viewed as contradictory to this study’s finding that students did not perceive the sanction as providing them with new information or causing an impact on their future behavior. However, MSB respondents



in our study did report a high degree of user-friendliness for the sanction, which could be interpreted as a high level of satisfaction with the sanction experience.

Somewhat surprising was the finding that the majority of MSB respondents in this study recommended it for other students with an alcohol violation, as they also did in the study by Chiauzzi et al (2005). However, given the feedback about lack of impact and high ease of use, it can be interpreted that respondents recommended the sanction because it is fairly easy to complete. The study indicates that this is a sanction assigned at a fairly frequent rate, yet having no perceived impact on students' future behavior and teaching no new information. It is recommended that PEAR and the Reflection Paper be used instead of MSB for first-time violators of the alcohol policy based on these findings, and additional research on the program's effectiveness at this institution is needed.

#### **5.5.1.4 Community Service**

As an educational sanction, Community Service provides a less structured experience for the student than the other selected educational sanctions. Some hearing officers may specify a service site, while others may simply refer the student to the Student Volunteer Outreach, the campus office that coordinates service opportunities, and require that the student completes a certain number of service hours. Given the nature of the sanction, the researcher anticipated that positive feedback about the sanction's impact on future behavior would be a more meaningful finding for Community Service than perception of new information learned.

The findings did indicate that Community Service respondents found the sanction to have a high degree of impact on their future behavior related to alcohol, and that they did not report learning much new information from the sanction. In fact, of all the sanctions, Community Service had the highest percentage of respondents saying that they learned "no" new information

from the sanction. Like the Reflection Paper, it is recommended that this sanction not be assigned in isolation if the hearing officer believes the student can benefit from learning new information about alcohol and decision-making. Instead, it should be combined with PEAR, as it appears to be the only sanction frequently assigned to first-time violators that results in a student perception of a high degree of learning.

While the other educational sanctions all received mostly positive feedback about the degree of user-friendliness, Community Service did not. This finding was not surprising, as the process for selecting and visiting a service site requires more effort on the part of the student than any of the other educational sanctions. It is also a more time-consuming process, as there can potentially be a significant wait between the assignment of the sanction and the student's ability to complete the assigned service hours.

Thus, it is recommended that the student's experience with the Community Service sanction process be examined to determine how it can be made more user-friendly. Given that students already report a strong impact on their future behavior, improving the user-friendliness of the sanction could potentially make it an even more effective experience for alcohol policy violators.

### **5.5.2 Sanctions for repeat violators**

The final two sanctions, Counseling Referral and PEAR II, were assigned primarily to students with repeat violations of the alcohol policy and therefore had much lower numbers of respondents than the other sanctions. Despite having less data about these sanctions, several findings indicate mostly positive feedback from the students who completed them.

#### **5.5.2.1 Counseling Referral**

Although only eight students who had completed the Counseling Referral sanction responded to the survey, the findings indicate that these students reported fairly high degrees of learning and perceived impact on future behavior. It is interesting to note that most of the other sanctions are high in one of these areas but lower in the other. Additionally, it is interesting to note that 100% of the Counseling Referral students eligible to complete the survey responded, making it the highest response rate of any sanction. This suggests that the students who completed this sanction may have had a higher level of investment in the sanction process, leading them to complete the survey as requested.

In summary, although the number of students completing the Counseling Referral was too low to make assumptions about the findings with certainty, it appears that this sanction is an effective one for the population of repeat alcohol policy violators within the residence halls.

#### **5.5.2.2 PEAR II**

Although PEAR II was also assigned primarily to students with repeat alcohol violations, findings did not indicate the same positive feedback that the Counseling Referral generated from respondents. Students did recommend the sanction for other students, yet did not find the sanction to be very effective either in new information learned or perceived impact on future behavior. The only other positive feedback for this sanction was that it was the only sanction to have a 0% repeat violation rate during the study. However, a small number of students are typically assigned to complete PEAR II, so this finding is not particularly meaningful for administrators.

Once again, this finding was somewhat surprising given the success of similar motivational interviewing techniques described in the literature. As with the other sanctions,

however, a lack of positive perception of the experience does not necessarily equate to a lack of success in reducing student drinking. It does suggest that further research should be conducted with regard to the administration of PEAR II, particularly given the very small number of participants in this study.

### **5.5.2.3 Host fines**

The host fine sanction, although not an official part of this study, produced interesting results as compared to the selected educational sanctions. With the exception of PEAR, most students who completed all of the other sanctions found the host fine (if assigned) to be more impactful on future behavior than the educational sanction. For PEAR, 55% of the respondents thought PEAR was more effective than the host fine in deterring future violations; less than half of respondents from each of the other sanctions found this to be true.

This finding indicates that while educational sanctions are critical, the punitive sanction of the host fine may be even more effective in deterring future alcohol-related violations. It is still recommended that the host fine be used in combination with at least one educational sanction to enhance effectiveness for the student.

## **5.6 FINDINGS AND EXISTING RESEARCH**

Overall, the findings of this study suggest that while several sanctions used at the institution are well-received by students and appear to be having an impact on their future behavior, they do not necessarily reflect what might be anticipated from the literature.

Because studies have shown that interventions containing elements of brief motivational interventions and personalized feedback are most effective in reducing drinking, it was anticipated that those sanctions containing similar elements would also result in positive student perceptions. While this proved true in the instance of PEAR and Counseling Referral students feeling they learned a great deal from their sanction, the findings also indicated that PEAR, PEAR II, and MSB students did not perceive a great impact on their future behavior. The latter finding about sanctions including elements that have proven successful elsewhere supports the need for additional data collection at this institution.

## **5.7 STUDY LIMITATIONS**

Several limitations must be included in the discussion of this study and its findings. First, as previously discussed, the survey portion of this study was not intended to measure actual changes in students' behavior from sanctions, but instead examined their perceptions of the sanction experience. It is understood that students may not have been truthful in their reporting of perceptions or that their perceptions may not have accurately reflected their behavior changes in all cases.

The limited timeline of this study also resulted in several difficulties. First, the time period of the study significantly impacted the amount of data available for the recidivism portion of the study. A longer time period during which to examine repeat violation data would likely have resulted in more meaningful findings about the institution's recidivism rates.

Finally, the small sample size for many of the sanctions was a limitation and prevented the researcher from reaching useful conclusions in some areas. This issue was a shortcoming for

many studies in the literature, as studies about sanctions or interventions are typically limited to those students who are mandated to complete them within a given time period.

## **5.8 RECOMMENDATIONS FOR FURTHER RESEARCH**

The findings and potential element of contradiction with the literature solidify the need for further research at the institution about not only recidivism rates and student perception, but on actual behavior changes related to alcohol for students who complete each type of sanction. It is recommended that this research is undertaken for each of the sanctions used frequently on the campus, regardless of the type of violator.

Additionally, there is a need for the continued study of recidivism rates among sanctions at the institution. While the data from one academic year reflects a relatively low recidivism rate for most sanctions, this process should be continued for at least one additional academic year to ensure that repeat violation rates increase at a reasonable rate for the additional time period. This may result in meaningful data about which sanctions have either a positive or negative impact on a student's likelihood to violate policy again.

Finally, the small sample sizes for both PEAR II and the Counseling Referral suggest the need for additional data collection regarding these sanctions. A larger number of responses should provide a clearer picture of how these sanctions are perceived by students.

## **5.9 CONCLUDING THOUGHTS**

In examining student perceptions of their educational sanction experience at this institution, one of the most important considerations is the need for established intended outcomes for each sanction assigned to students for alcohol-related violations. This process will help administrators to better understand their philosophy for responding to alcohol violations on campus, as well gain a stronger recognition of what each individual sanction can provide for students. Once intended outcomes are established, the institution will be able to more effectively measure whether or not the stated outcomes are being met.

Even without stated outcomes, however, it is clear from the study's findings that several of the current sanctions are perceived by students to be more effective in teaching them information and impacting their future behavior than others. PEAR, the Reflection Paper, and Community Service are, for the most part, perceived as effective by the students who complete them on this campus, and administrators should continue to utilize them while also conducting further research.

MSB, however, despite being a user-friendly sanction for students, is not perceived as particularly informative or as having an impact on future behavior. Thus, it is recommended that the institution discontinue use of this sanction until more data about its effectiveness are available. Instead, administrators should consider which combinations of educational sanctions could be the most effective for students. As an example, the findings suggest that a combined sanction of PEAR and a Reflection Paper or PEAR and Community Service would provide an experience that students perceive to be both informational and impactful. Additionally, the host fine should always be considered when maximum impact on future behavior is desired, as

students found this sanction to be more effective than most educational sanctions in deterring future violations.

Finally, continued attention must be paid to recidivism rates and how they are impacted by various educational sanctions. This study's findings suggest a relatively low rate of repeat violations among residence hall students on the campus; however, continued data collection and analysis on this topic will be important to determine if this is true.

This study provided an important first step in examining the comparative effectiveness of educational sanctions used for responding to violations of the alcohol policy. As reducing the number of alcohol violations on the campus is an institutional priority, findings from this type of research should be considered carefully and used to design further studies on the sanction's effectiveness. It is hoped that these findings can be used to make improvements to the current sanctioning guidelines and create a plan for continued research.



## **APPENDIX A**

### **HEARING OFFICER INFORMATION**

The Educational Sanction Survey will be distributed to students via e-mail after they have completed their assigned educational sanction(s). As a hearing officer, you are being asked only to present the research study to students at the end of your educational conference and inform students that they will be contacted by e-mail. Students will not be asked to complete the survey at the time of the educational conference.

#### **Who should be informed about the study?**

Any residence hall student to whom you assign an educational sanction in response to an alcohol-related violation should be informed about this research study. The research study will last throughout the spring 2007 semester; hearing officers will be advised as to the end date of the research study.

Please note that only students who are at least 18 years old will be invited to participate, so there is no need to discuss the study with any student under the age of 18.

**Which policy violations are included?**

Students found responsible for the following violations should be invited to participate:

**Offenses Related to Welfare, Health, or Safety**

5. Possesses or consumes alcoholic beverages if under the age permitted by the Commonwealth of Pennsylvania or if in facilities where prohibited by the University; or dispenses alcoholic beverages to an individual who is under the age permitted by the Commonwealth of Pennsylvania, or violates any provision of the University alcohol policies.

6. Is knowingly present during the commission of the violation(s) of “possesses or consumes alcoholic beverages if under the age permitted by the Commonwealth of Pennsylvania or if in facilities where prohibited by the University; or dispenses alcoholic beverages to an individual who is under the age permitted by the Commonwealth of Pennsylvania, or violates any provision of the University alcohol policies,” will be subject to disciplinary proceedings.

**Which educational sanctions are included?**

The educational sanctions included in this research study include those listed below. Any student to whom you assign one or more of these sanctions should be given the survey:

- PEAR I
- PEAR II
- MyStudentBody.com
- Counseling Center Assessment
- Community Service
- Reflection Paper

**When do I discuss the study?**

It is preferable that you inform the student of the research study at the end of your educational conference after you have reviewed the assigned sanctions. The student will receive

an e-mail with an invitation to complete the survey after he or she has completed the assigned sanctions.

**Does the student have to participate?**

No. Participating in the study is completely voluntary, although it is my hope that students will choose to participate. The student's decision to participate will have no effect on his or her judicial record or any other part of their status as a student. Completing the survey will take no longer than 10 minutes.

As the hearing officer and the first person to mention the study to the student, you have the ability to impact the student's perception of the research study. Please use the attached script to introduce the survey so that the student may not claim that you have inappropriately persuaded him or her to participate in the research study.

**What exactly do I say about the study during the educational conference?**

Please use the following script to introduce the study and invite the student to participate:

Because of the sanctions you are completing, you will soon be invited to participate in a research study that is being conducted by a graduate student in the School of Education at the University. The purpose of this brief survey is to help administrators better understand how effective our sanctions are for students and to improve them for future students. You are not required to participate, and your decision will have no impact on your judicial record or any other status as a University student.

Within one week of completing and submitting your assigned sanction(s), you will receive an e-mail with an informational letter about the research study and an attached online

survey. If you choose to participate, you will complete the survey online and return it electronically. I will not be involved with the survey and won't see your individual responses; your results will not be associated with your name or your judicial record. The survey will take you no longer than 10 minutes to complete.

If you have any specific questions or concerns about the study, I can provide you with the researcher's contact information at this time.

## **APPENDIX B**

### **SURVEY COVER LETTER**

Dear Student,

You recently completed an assigned judicial sanction after meeting with your Residence Life hearing officer about an alcohol-related situation. Because of the sanction(s) you completed, you are being invited to participate in a research study that is being conducted by a graduate student in the School of Education at the University. The purpose of this brief survey is to help administrators better understand how effective our sanctions are for students like you and to improve them for future students.

Completing this survey will take only 10 minutes of your time. Your participation in this survey will have no impact on your judicial record or any other status as a University student, and you are not required to participate in this study. Please note that you must be at least 18 years old to participate in the study.

The survey is accessed by clicking on the link below. If you choose to participate, you will complete this survey online and return it electronically. Your responses will not be associated with your name or your judicial record, and will remain anonymous.

If you have any questions about this research study or your participation, please feel free to contact me via phone or e-mail as listed below. If you have any questions about your rights as a research subject, please contact the Human Subjects Protection Advocate at the University IRB Office at 1-866-212-2668.

Sincerely,

Karin Asher, Graduate Student

Assistant Director, Residence Life

University of Pittsburgh

Principal Investigator:

Karin Asher, Assistant Director, Residence Life

203 Bruce Hall, Pittsburgh, PA 15213

Phone: 412-648-1200; E-mail: [kmp15@pitt.edu](mailto:kmp15@pitt.edu)

Faculty Mentor:

Glenn M. Nelson, Ph.D., School of Education

Phone: 412-367-2480; E-mail: [gmnelson@pitt.edu](mailto:gmnelson@pitt.edu)

## **APPENDIX C**

### **SURVEY INSTRUMENT**

Thank you for your participation in this survey about your experience with educational sanctions. Please respond to the questions and follow the instructions below to submit the survey. Please note that you must be at least 18 years of age to participate. Thank you!

#### **Educational Sanction Survey 2007**

- 1.) Which of the following educational sanctions were you recently assigned?  
(Select all that apply)

☐ PEAR I                      ☐ Community Service  
☐ PEAR II                      ☐ Counseling Center Referral  
☐ MyStudentBody.com (MSB)  
☐ Reflection paper (Indicate topic)

- 2.) Were you assigned a sanction of a host fine?      ☐ Yes      ☐ No

If "yes", what was the fine amount?      \$ \_\_\_\_\_

3.) Was this your first alcohol-related violation at the University?

\_\_\_ Yes                      \_\_\_ No

If “no”, how many alcohol violations have you had prior to this one? \_\_\_\_\_

Which, if any of the following educational sanctions did you complete for your previous violation(s)?

\_\_\_ PEAR I                      \_\_\_ Community Service

\_\_\_ PEAR II                      \_\_\_ Counseling Center Referral

\_\_\_ MyStudentBody.com (MSB)

\_\_\_ Reflection Paper (Topic: \_\_\_\_\_)

4.) How would you rate your **degree of learning** from your assigned sanctions?  
(Answer “N/A” for sanctions you were not assigned.)

		No new information learned		Some new information learned		Significant information learned
PEAR	N/A	1	2	3	4	5
PEAR II	N/A	1	2	3	4	5
MyStudentBody	N/A	1	2	3	4	5
Community Service	N/A	1	2	3	4	5
Counseling Referral	N/A	1	2	3	4	5
Reflection Paper	N/A	1	2	3	4	5



- 5.) How **user-friendly** was each of the sanctions for you in terms of language, style, and your ability to relate to the content? (Answer N/A for sanctions you were not assigned.)

		Not at all		Somewhat		Very
		1	2	3	4	5
PEAR	N/A	1	2	3	4	5
PEAR II	N/A	1	2	3	4	5
MyStudentBody	N/A	1	2	3	4	5
Community Service	N/A	1	2	3	4	5
Counseling Referral	N/A	1	2	3	4	5
Reflection Paper	N/A	1	2	3	4	5

- 6.) To what degree do you feel that your sanction(s) will cause you to use alcohol more responsibly in the future?

		No impact on my behavior		Some impact on my behavior		Significant impact on my behavior
		1	2	3	4	5
PEAR	N/A	1	2	3	4	5
PEAR II	N/A	1	2	3	4	5
MyStudentBody	N/A	1	2	3	4	5
Community Service	N/A	1	2	3	4	5
Counseling Referral	N/A	1	2	3	4	5
Reflection Paper	N/A	1	2	3	4	5

- 7.) Would you recommend your sanction(s) for another student with an alcohol-related violation?

\_\_\_ Yes      Which sanction(s)? \_\_\_\_\_

\_\_\_ No      Which sanction(s)? \_\_\_\_\_

- 8.) If you were assigned a host fine, do you feel the fine had **more** of an impact or **less** of an impact on your future behavior than your educational sanction(s)?

\_\_\_ More: The host fine was more effective than the educational sanction(s).

\_\_\_ Less: The host fine was not as effective as the educational sanction(s).

- 9.) Identify one aspect of your sanction(s) that you found to be the most beneficial.

- 10.) Identify one aspect of your sanction(s) that you found to be the least beneficial.

- 11.) Please tell us about yourself (optional):

\_\_\_ Female

\_\_\_ Male

\_\_\_ Prefer not to answer

\_\_\_ First-year student

\_\_\_ Transfer student

\_\_\_ Second year student

\_\_\_ Third year student

\_\_\_ Fourth year student or beyond

## BIBLIOGRAPHY

- Allen, S. E. (1994). The college disciplinary program as a catalyst for learning (Doctoral dissertation, Syracuse University, 1994). *Dissertation Abstracts International*, 56, 834-1026.
- Anderson, D. S., & Gadaletto, A. (2001). Results of the 2000 College Alcohol Survey: Comparison with 1997 results and baseline year. Fairfax, VA: Center for the Advancement of Public Health, George Mason University.
- Bachman, J. G., Wadsworth, K. N., O'Malley, P. M., Johnston, L. D., & Schulenberg, J. E. (1997). *Smoking, drinking, and drug use in young adulthood: The impacts of new freedoms and new responsibilities*. Mahwah, NJ: Lawrence Erlbaum.
- Baer, J. S., Kivlahan, D. R., Blume, A. W., McKnight, P., & Marlatt, G. A. (2001). Brief intervention for heavy-drinking college students: 4-year follow-up and natural history. *American Journal of Public Health*, 91, 1310-1316.
- Baldizan, E. M. (1998). Development, due process, and reduction: Student conduct in the 1990s. In D.L. Cooper & J.M. Lancaster (Eds.), *Beyond law and policy: Reaffirming the role of student affairs* (New Directions for Student Services No. 82, pp. 39-48). San Francisco: Jossey-Bass.
- Barnett, N. P., & Read, J. P. (2005). Mandatory alcohol intervention for alcohol-abusing college students: A systematic review. *Journal of Substance Abuse Treatment*, 29, 147-158.
- Barnett, N. P., Tevyaw, T. O., Fromme, K., Borsari, B., Carey, K. B., Corbin, W. R., et al. (2004). Brief alcohol interventions with mandated or adjudicated college students. *Alcoholism, Clinical and Experimental Research*, 28, 966-976.
- Bickel, R. D., & Lake, P. F. (1999). The rights and responsibilities of the modern university: Who assumes the risks of college life? Durham, NC: Carolina Academic Press.
- Borsari, B. & Carey, K. B. (2000). Effects of a brief motivational intervention with college student drinkers. *Journal of Consulting and Clinical Psychology*, 68, 728-733.

- Borsari, B. & Carey, K. B. (2005). Two brief alcohol interventions for mandated students. *Psychology of Addictive Behaviors*, 19(3), 296-302.
- Boyer, E. (1990). Foreword. In Carnegie Foundation for the Advancement of Teaching, *Campus life: In search of community* (pp. xi-xiii.). Princeton, NJ: Princeton University Press.
- Chiauzzi, E., Green, T. C., Lord, S. Thum, C., & Goldstein, M. (2005). My student body: A high-risk drinking prevention web site for college students. *Journal of American College Health*, 53, 263-274.
- Dannells, M. (1997). From discipline to development: Rethinking student conduct in higher education. ASHE-ERIC Higher Education Report No. 2. Washington, DC: The George Washington University, Graduate School of Education and Human Development.
- Dillman, D. A. (2000). *Mail and internet surveys*, 2<sup>nd</sup> ed. New York: John Wiley & Sons, Inc.
- Division of Student Affairs. (2006). *Student Baseline Outcomes*. University of Pittsburgh.
- Division of Student Affairs. (2007). *Sanctioning Guidelines*. University of Pittsburgh.
- Emmanuel, N. R., & Miser, K. M. (1987). Evaluating judicial program effectiveness. In R. Caruso & W. W. Travelstead (Eds.), *Enhancing campus judicial systems* (New Directions for Student Services, No. 39, pp. 85-94). San Francisco: Jossey-Bass.
- Fitch, E. E. (1997). Assessing the effectiveness of campus judicial systems in doctoral institutions (Doctoral dissertation, University of Arkansas, Fayetteville, 1997). *Dissertation Abstracts International*, 58, 3035-3222.
- Freeman, M. S. (2001). Innovative alcohol education program for college and university judicial sanctions. *Journal of College Counseling*, 4, 179-185.
- Fromme, K., & Corbin, W. (2004). Prevention of heavy drinking and associated negative consequences among mandated and voluntary college students. *Journal of Consulting and Clinical Psychology*, 72, 1038-1049.
- Gathercoal, F. 1991. *Judicious Leadership for Residence Hall Living*. Sacramento, CA: Caddo Gap Press.
- Grossi, E. L., & Edwards, T. D. (1997). Student misconduct: Historical trends in legislative and judicial decision-making in American universities. *Journal of College and University Law*, 23(4), 829-852.

- Healy, M. A., & Liddell, D. L. (1998). The development conversation: Facilitating moral and intellectual growth in our students. In D.L. Cooper & J.M. Lancaster (Eds.), *Beyond law and policy: Reaffirming the role of student affairs* (New Directions for Student Services No. 82, pp. 39-48). San Francisco: Jossey-Bass.
- Hoekema, D. A. (1994). *Campus rules and moral community: In place of in loco parentis*. Lanham, MD: Rowman & Littlefield.
- Howell, M. T. (2005). Students' perceived learning and anticipated future behaviors as a result of participating in the student judicial process. *Journal of College Student Development*, 46(4), 374-391.
- Kibler, W. L. (1998). The state of student judicial affairs: Current forces and future challenges. College Station, TX: Association for Student Judicial Affairs.
- Kompalla, S. L. & McCarthy, M. C. (2001). The effect of judicial sanctions on recidivism and retention. *College Student Journal*, 35(2), 223-232.
- Larimer, M. E., & Crounse, J. M. (2007). Identification, prevention, and treatment revisited: Individual-focused college drinking prevention strategies 1999-2006. *Addictive Behaviors*, 32, 2439-2468.
- Larimer, M. E., Turner, A. P., Anderson, B. K., Fader, J. S., Kilmer, J. R., Palmer, R. S., et al. (2001). Evaluating a brief alcohol intervention with fraternities. *Journal of Studies on Alcohol*, 62, 370-380.
- Lowery, J. W. (1998). Institutional policy and individual responsibility: Communities of justice and principle. In D. L. Cooper & J. M. Lancaster (Eds.), *Beyond law and policy: Reaffirming the role of student affairs* (New Directions for Student Services No. 82, pp. 15-27). San Francisco: Jossey-Bass.
- Melear, K. B. (2003). From *in loco parentis* to consumerism: A legal analysis of the contractual relationship between institution and student. *NASPA Journal*, 40(4), 124-148.
- Miller, W. R., Brown, J. M., Simpson, T. L., Handmaker, N. S., Bien, T. H., Luckie, L. F., Montgomery, H. A., Hester, R. K., & Tonigan, J. S. (1995). What works? A methodological analysis of the alcohol treatment outcome literature. In R. K. Hester & W. R. Miller (Eds.), *Handbook of alcoholism treatment approaches: Effective alternatives* (2<sup>nd</sup> ed., pp. 12-44). Boston: Allyn & Bacon.
- Mullane, S. P. (1999). Fairness, educational value, and moral development in the student disciplinary process. *NASPA Journal*, 36, 86-95.

- Murphy, J. G., Benson, T. Vuchinich, R. E., Deskins, M., Eakin, D., Flood, A. M., et al. (2004). A comparison of personalized feedback for college student drinkers delivered with and without a counseling session. *Journal of Studies on Alcohol*, 65, 200-204.
- Murphy, J. G., Duchnick, J. J., Vuchinich, R. E., Davison, J. W., Karg, R. S., Olson, A. M., et al. (2001). Relative efficacy of a brief motivational intervention for college student drinkers. *Psychology of Addictive Behaviors*, 15, 373-379.
- NASPA/ ACPA (2004). *Learning reconsidered: A campus-wide focus on the student experience*. Washington, DC: National Association of Student Personnel Administrators and the American College Personnel Association.
- Olshak, R. T. (1999). A guide for effective sanctioning: From theory to practice. Normal, IL: Illinois State University.
- Oswalt, S. B., Shutt, M. D., English, E., & Little, S. D. (2007). Did it work? Examining the impact of an alcohol intervention on sanctioned college students. *Journal of College Student Development*, 48(5), 543-557.
- Prendergast, M. L. (1994). Substance use and abuse among college students: A review of recent literature. *Journal of American College Health*, 43, 99-114.
- Presley, C. A., Meilman, P. W., & Lyster, R. (1994). Development of the Core Alcohol and Drug Survey: Initial findings and future directions. *Journal of American College Health*, 42, 248-258.
- Rhodes, R. A. (1998). In the service of citizenship: A study of student involvement in community service. *The Journal of Higher Education*, 69(3), 277-285.
- Rudolph, F. (1990). *The American college and university*. Athens: University of Georgia Press.
- Schulenberg, J. E., & Maggs, J. L. (2002). A developmental perspective on alcohol use and heavy drinking during adolescence and the transition to young adulthood. *Journal of Studies on Alcohol*, (Supp. No. 14), 54-70.
- The Carnegie Foundation for the Advancement of Teaching. (1990). *Campus Life: In Search of Community*. Foreword by E. B. Boyer.
- Wechsler, H., Lee, J. E., Kuo, M., Seibring, M., Nelson, T., & Lee, H. (2002). Trends in college binge drinking during a period of increased prevention efforts. *Journal of American College Health*, 50(5), 203-217.

Wechsler, H., Lee, J. E., Nelson, T. F., & Kuo, M. (2002). Underage college students' drinking behavior, access to alcohol, and the influence of deterrence policies. *Journal of American College Health*, 50(5), 223-236.

University of Pittsburgh Resident Management System Report. (December 2006).

Upcraft, M. L. & Schuh, J. H. (2000). Assessment in student affairs. In M. J. Barr & M. K. Desler (Eds.), *The handbook of student affairs administration* (2<sup>nd</sup> ed., pp. 249-264). San Francisco: Jossey-Bass.