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THE IMPACT OF AN ALCOHOL DETERRENCE POLICY ON COLLEGE STUDENTS'
BEHAVIOR

A Thesis
presented in partial fulfillment of the requirements
for the degree of Master of Science
in Criminal Justice
in the School of Graduate Studies and Research of
The University of Mississippi

by

MATTHEW D. DEFORE

July 2013

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ABSTRACT

The university under study developed an alcohol control policy in 2006 in response to a string of tragic alcohol-related deaths. At the time of the study, the policy had been in operation for six years with a growing number of student sanctions. The purpose of this study was to evaluate the university's alcohol control policy to determine its deterrence impact on students. By surveying students who have been sanctioned under the alcohol control policy, the researcher sought to gain insight on the strengths and weaknesses of the policy as well as to use these responses as an opportunity to recommend future research of the alcohol control policy.

DEDICATION

As a police officer at the university under study, I dedicate this thesis to Officer Robert Langley, who was killed in the line of duty on the campus of the university under study on October 21, 2006. As the principle researcher of this thesis, I hope this examination of the alcohol and drug control policy created in response to Officer Langley's death brings at least some closure to his family and friends. As Benjamin Franklin once said, "An ounce of prevention is worth a pound of cure". I am confident that the enforcement of this alcohol and drug policy has prevented other tragedies in its wake. As a student of the university under study and as a University Police Officer, I have taken great pleasure in researching this policy and furthering all measures to maintain the peace and security of this campus.

ACKNOWLEDGEMENTS

Editor – Dr. Bonnie L. Gerald PhD, DTR

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CHAPTER 1

INTRODUCTION TO THE STUDY

INTRODUCTION

Many college campuses thrive as self contained communities with many qualities unique to such campuses. Some of these unique qualities are the demographics of the citizens that typically reside in these communities. In the United States, traditional students enter college immediately upon graduation from high school. The average college student is between 18 and 24 years of age. As with any community, college campus demographics have an influence on the crime rates as well as the categories of the crimes that are frequently committed (Perkins et al., 2005).

The environment of college campuses may expose its inhabitants to crimes related to alcohol and drug use (Perkins et al, 2005). Of the potential crimes, driving under the influence is of particular concern because it places the community at risk as well as the user. It has been reported that at least 2 million college students drove under the influence in a one year period (Thompson & Richardson, 2008). Alcohol and drug use are of particular concern because of the dangers to which they expose the user and the community. The academic integrity of the college atmosphere is also threatened by this kind of behavior when students are distracted by drug and alcohol use. Additionally, Thompson and Richardson (2008) found that alcohol and drug use contribute a significant amount to the attrition rate of university students.

The ultimate goal for students of a college education should be to gain professional skills that prepare those students for their future. Consequently, it should be counterintuitive for a student to participate in abusive alcohol and drug use while attending college. Naturally, university officials should be concerned about alcohol and drug use amongst their students for the student's safety as well as retention rates and the overall quality of the university's educational environment. As a result, many universities have adopted alcohol and drug control policies (Mitchell, Toomey & Ericson, 2005). By implementing these policies, university officials hoped to provide an immediate deterrent to drug and alcohol related offenses. The penalties provide consequences that will affect the student immediately.

It is important to deter this type of behavior for several reasons. First and foremost, everyone's safety is at risk when drivers are under the influence. Second, patterns of delinquency that are developed early in a student's life can lead to patterns of delinquency in the future (Pestell, 2001). Finally, students may limit their career opportunities by acquiring a criminal record.

The university in this study developed a new alcohol and drug control policy in 2006. It was created in an effort to provide an immediate deterrent to drug and alcohol abuse and to encourage resistance to such abuse. This policy offers multiple consequences for students sanctioned for drug and alcohol related offenses. For the first offense students are required to complete an extensive drug and alcohol program, pay any related fees or fines and perform community service. In addition, they are placed on probation for the remainder of the semester in which the offense occurred as well as the two following semesters. If a second offense occurs while the student is on probation,

the student is suspended from the university for at least one complete semester. These penalties are in addition to any legal action taken against the student. These guidelines are applied to any student who is convicted of a drug or alcohol related offense anywhere in the county in which the university is located (The University of Mississippi, 2009).

The policy was implemented once the university believed alcohol and drug related crimes had reached an unacceptable level. The unacceptable level followed an event in 2006. On October 26, 2006, a University Police Officer was killed by a student during a routine traffic stop. Driving under the influence of drugs and alcohol, the student resisted arrest, sped from the scene and fatally dragged the officer with the student's vehicle. Ten days later the university adopted the alcohol control policy (Hutter, 2011).

The alcohol control policy has been in effect since 2006. At the time this study was conducted, the overall deterrent effect of the university's alcohol control policy had not been researched. The desired effect would be a decrease in student body alcohol and drug related offenses and a greater student awareness of the dangers of alcohol and drug abuse. Such awareness resulting in a decrease in offenses would suggest that the alcohol control policy provides a successful deterrent amongst students. This study was necessary (a) to determine if students modify their behaviors after they have been sanctioned per the policy's guidelines, (b) to establish relationships between demographic segments of the student population and alcohol and drug policy violations, and (c) to examine which groups of students more frequently violate the policy guidelines.

CONCEPTUAL UNDERPINNINGS FOR THE STUDY

Scholars have extensively examined what form of deterrence is most successful with college students (Dejong et al., 2007). College students, although not inherently criminal, have a higher propensity to commit crimes and offenses related to alcohol and drug use (Perkins et al., 2005). The majority of college students attend college immediately upon graduation from high school. Students in this transition period provide a unique category for the study of deterrence.

College students' young age and lack of experience and maturity can provide an increased willingness to engage in risky behavior. Many college students are living on their own, unsupervised, for the first time in their lives. There also is greater exposure to alcohol and drugs as well as social pressure to abuse those substances. The atmosphere of Greek rush organization activities, sporting events or other festivities can sometimes persuade students to abuse alcohol and drugs. These environmental factors can lead students to enter college with an expectation of frequent late night parties.

It is difficult for college officials to discourage college students from engaging in this type of reckless behavior. The penalties in the criminal justice system do not seem to deter students from committing alcohol and drug offenses such as driving under the influence, public intoxication, disorderly conduct, minor in possession of alcohol, possession of narcotics and related paraphernalia and any other charge resulting from or related to drug and alcohol use (Zamble, 1997).

There are many reasons why it is difficult to deter college students from this type of behavior. One reason may be that many college students are not financially independent as they are supported by their parents or depend on student loans to meet

living expectations. In either case, the student often receives expense money without having to work. Consequently, any kind of monetary fine or collateral costs resulting from alcohol and drug related offenses do not have much of a deterrent impact on college students. As a result, they do not sufficiently appreciate the impact of fines or legal costs (Vogt, 2008).

Although criminal penalties can be influential on behavior, another reason for some students, particularly freshman and sophomores, having a criminal record is less intimidating than it is for adults. If an underclassman is uncertain of what he wants to major in, the choice of a career is an even more remote thought. Thus, they lack a full realization of the significance of having a criminal record. Most students will not recognize the impact of a criminal record until their career search compares them to other candidates for the same job (Williams & McShane, 2010).

Criminal charges and fines have one common factor. Both are consequences that will not have an immediate impact on the students' lives. The money used to pay a fine is likely to come from their parents or from student loans which will not be repaid for years. In either case, court-ordered fines lack immediacy. Similarly, having a criminal record will not negatively affect the younger college student for years until he/she begins to apply for jobs. In order to provide more successful deterrence, policy makers need to determine which penalties will affect the students immediately (Dejong et al., 2007).

More than two centuries ago, Cesare Beccaria (1764) wrote "An Essay on Crimes and Punishments" in which he explained the relationship between punishment and its' effectiveness as a deterrent. Beccaria's essay continues to provide the theoretical framework for development of punishments that restrain members of society from

committing crimes. He stated that to be effective punishments should be severe enough to counterbalance the effects of the criminal passions of the individual. Punishment is necessary because people wish to be exempt from laws that limit their person and selfish desires. He declared that without punishments, men would return to their original state of barbarity (Beccaria, 1764).

Beccaria elaborated on the effects of punishment and the possibility that some do not provide deterrence to criminals. He stated that if it can be proved that the severity of the punishment does not deter crime then such punishment does not satisfy its purpose. Additionally, if punishments for a lesser offense become too severe in comparison to a greater crime, then people are likely to commit the greater crime because they would have more to gain while exposing themselves to the same amount of risk (Beccaria, 1764).

Beccaria stated that the purpose of punishment is to deter, not to torment the offender or to undo a crime that has already been committed. If the punishment for a minor in possession of alcohol is equal to the punishment for driving under the influence then the student has no additional deterrent not to commit the greater crime of driving under the influence because in either circumstance he will receive the same punishment (Beccaria, 1764). Applying his argument to the present situation, if the current punishments for alcohol and drug offenses are not deterring students from committing future crimes, then the punishments are not serving their purpose.

In addition to punishments being just, they must not be ambiguous. Beccaria stated that crimes will be less frequent as the code of laws are more universally read and understood. If the people are unaware of the potential punishments for their crimes, then

it is impossible for punishments to provide deterrence. Thus it is important that students be aware of the university's alcohol control policy prior to committing any alcohol or drug offense. It is critical that the policy be publicly known to all of the students in order for it to provide deterrence (Beccaria, 1764).

Jeremy Bentham proposed a theory of deterrence based on the assumption that humans are free-willed and rational beings who are guided by hedonism. Hedonism is the concept that humans seek to maximize pleasure and minimize pain. The application of these fundamental assumptions illustrate why deterrence is necessary. Without deterrence, human beings will exercise their free will to do whatever they choose, including unlawful behavior in order to maximize their pleasure. Bentham stated that there is specific deterrence and general deterrence. Specific deterrence such as fines and imprisonment is applied to the individual who commits a crime. General deterrence is applied to potential offenders by showing them that the criminal did not gain from his crime (Williams & McShane, 2010).

The value of any pleasure is measured by its intensity, duration and certainty. Likewise, any deterrence is measured by the same parameters. Punishment for a crime need only be severe enough to offset any profit gained from the crime or behavior. Proper deterrence is measured by celerity, certainty and severity; meaning punishment will occur immediately, assuredly, and harshly. A critical component of Bentham's criminology is swiftness between the commission of the crime and the application of the punishment. The closer in time that the punishment occurs to the crime, the more effective it is (Williams & McShane, 2010).

As Cesare Beccaria (1764) stated in his “Essay on Crime and Punishment”, if the penalties of a crime are ambiguous and not widely understood, then they will be unable to fulfill their purpose. Students cannot be deterred by a policy if they are not aware of its existence. Nor, as argued by Bentham, will they be deterred if the penalties are not immediate and certain.

STATEMENT OF THE PROBLEM

The University under study is a large public southern university with an enrollment of 16,586 at the time of this study. It is 48 percent male and 52 percent female. It is 76 percent white, 16 percent African American and 8 percent other. It has a Greek organization population of 30 percent (University of Mississippi, 2012).

The environment of the campus includes strong Greek organization ties. These Greek organizations host several large parties throughout the year, some of which are located on the campus. As a result of local government regulation, the campus is dry for beer and light wine however liquor is permitted. This university’s football team belongs to a competitive and popular sports conference. This produces a large group of tailgaters on gameday. This university’s tailgating rituals are notorious throughout its conference. This atmosphere contributes to the culture of alcohol use. Further, the city in which this university is located has a thriving downtown night life, located within walking distance of the university. The downtown night life is strongly embedded within the student-life culture of this university. Shuttle buses operate on Thursday through Saturday night to transport on-campus students to the downtown scene.

During academic year 2006-2007, the first year that the policy was implemented, sanction rates on campus reflected a number of alcohol and drug related crimes. During

this time, the university sanctioned 206 students for alcohol violations and 26 sanctions for drug law violations (Office of the Dean of Students, 2011).

At the time of this study, the university did not know if their alcohol control policy has had any effect on alcohol and drug-related behavior. Conventional punishments for alcohol and drug related crimes do not seem to provide effective deterrence for college students. When a student is fined, its effects may lack celerity and certainty. If the student's financial support results from student loans he may have needed the funds but it could be years before he has to repay the money, therefore the fine lacks celerity. If the student is supported by his parents, then the fine lacks celerity and/or certainty unless he is held responsible for the fine by his parents.

Criminal records also lack fundamental deterrence properties because the students will not likely seek employment in the immediate future. If a student is not concerned about the impact of having a criminal record until years later while he is searching for a career, the punishment lacks celerity (Beccaria, 1764). As stated, celerity and certainty are the most important factors of deterrence; therefore simply increasing the harshness of the penalty will not likely result in greater deterrence.

The alcohol control policy attempts to enhance celerity and certainty of penalties for drug and alcohol violations in the student population. Celerity is represented by jeopardizing the student's eligibility to remain in college, which brings an immediate concern to the student. Certainty is attached to the penalty since students recognize that the alcohol control policy is applied to any student, regardless of age, for all drug and alcohol violations anywhere in the county in which the university is located.

Students may not be fully aware of the alcohol control policy at their university. If the students are not aware of the consequences before they engage in alcohol and drug-related behavior, then the policy does not provide deterrence to them. The ultimate goal of the policy is to prevent alcohol and drug abuse before it occurs.

PURPOSE OF THE STUDY

The purpose of this study was to evaluate the impact of the alcohol control policy on students at the subject university. The alcohol control policy was originally implemented to reduce the dangers created by abusive alcohol and drug use by college students. At the time of this study, the policy has been in effect for five years. The university was uncertain of the policy's impact on the student body's behavior towards alcohol and drugs.

This study sought to identify strengths and weaknesses of the policy by reviewing students' responses to sanctions. Once those strengths and weaknesses are known, administrators can maximize the effectiveness of the policy. These actions can decrease the risks of dangerous conduct such as sexual assaults, assault and battery, driving under the influence and drug and alcohol abuse while also protecting the academic integrity of the campus by eliminating the distractions that are caused by alcohol and drugs. This policy has the potential to create a safer atmosphere for all students on and off campus and increase the quality of education at this university.

This research questions guiding this study were:

1. Does the alcohol control policy impact sanctioned students' behavior, and if so, what impact does it have?

2. What types of relationships exist, if any, between demographic segments of the student population and alcohol control policy violations?

LIMITATIONS AND ASSUMPTIONS

Surveys were utilized as an instrument to collect data from students who were sanctioned under the alcohol control policy. Survey responses from the students who were sanctioned per the alcohol control policy were assumed to be truthful. Respondent's truthfulness could be affected by their awareness of being studied. Factors influencing responses and behavior besides the university's policy are out of the researcher's control. These include factors such as changes in the availability of venues for parties, bar regulations, fraternity parties, grove regulations, or popularity of football games. It is also assumed that any behavior modification did not occur from individual changes such as maturity or any other circumstantial changes.

Students who had been sanctioned by the alcohol policy will be surveyed as opposed to conducting exhaustive surveys of the entire student body. The sample size was calculated statistically to be representative of the student body. The results of the data were limited to violations of the alcohol control policy that were discovered and processed by the student judicial committee or law enforcement within the county. This data was limited to the number of offenders sanctioned, not how many violations have occurred. An additional limitation was that this policy is relatively new and that it may not have had sufficient time to be fully internalized by the student body.

DEFINITION OF KEY TERMS

Significant terms included in this study are defined as follows:

Alcohol and drug violations – Driving under the influence, Minor in possession of alcohol, Use of false identification, Possession of narcotics, Public intoxication, Possession of Drug Paraphernalia (State of Mississippi, 2004).

Alcohol Control Policy – A policy adopted by the university in this study that states that students will be on probation for their first alcohol violation and suspended upon their second violation while still on probation (University of Mississippi, 2011).

Binge Drinking - having 5 or more drinks in one sitting (Sheffield, Darkes, Del Boca & Goldman, 2005).

Celerity – With respect to punishment, knowing that punishment will occur immediately (Williams & McShane, 2010).

Certainty – With respect to punishment, knowing that the punishment will occur assuredly (Williams & McShane, 2010).

Deterrence – Applying just enough pain to offset the pleasure/profit gained from the crime (Williams & McShane, 2010).

Dry Campus – College campuses that restrict the possession or consumption of alcohol (Taylor, Johnson, Voas & Turrisi, 2006).

Fine – a monetary fee that is applied to the offender as a punishment for a crime (Hirschfield et al, 2005).

Greek – any event relating to social fraternity and sorority functions (Lavigne, Witt, Wood, Laforge & DeJong, 2008).

Probation – A period of time lasting at least one semester when the student’s behavior is under review. Any illegal behavior during this time will cause further punishment (Hirschfield, Edwardson & McGovern, 2005).

Severity - With respect to punishment, knowing that the punishment will be harsh (Williams & McShane, 2010).

Sanction – A punitive administrative penalty designed to reprimand a student under the university’s alcohol and drug control policy (University of Mississippi, 2011).

SUMMARY

Drug and alcohol use has been ingrained in student culture as a normal part of the college experience. This environment is supported by the large Greek organization presence, the atmosphere of devoted and enthusiastic tailgating at sporting events and a lively downtown night life just minutes from the campus. Because the available options for punishment do not impact students in the same manner as they impact adults, conventional penalties do not provide a strong deterrence among students. Current penalties may not provide the necessary celerity and certainty that effective deterrence requires.

The intent of the alcohol control policy is to protect students and the community from reckless behavior that is caused by alcohol and drug use as well as protecting the academic integrity of the campus. By providing penalties that affect students in the present time frame, the alcohol control policy provides the element of celerity. By applying the policy universally to all students for all drug and alcohol violations in the county in which the university is located, the policy provides certainty because students know that they will be punished. This study examined the impact of this university’s

alcohol control policy in order to determine the kind of effect it has on deterrence of students.

Chapter 2 will provide a review of related and applicable literature on the subject of deterrence, alcohol and drug control policies and historical events that preceded the alcohol control policy. Chapter 3 contains the methodological design that will be implemented such as descriptions of the population, sampling, instruments, and data analysis.

CHAPTER TWO
REVIEW OF LITERATURE
INTRODUCTION

There are many factors that must be considered when university officials review an alcohol control policy. First, officials must determine why an alcohol control policy is a necessity on their campus. This implicates an examination of the environment on the college campus. Next, theoretical guidelines should be considered as well as the development of non-enforcement related alternatives (Hingson, 2010).

This review of literature will reveal that there is an environmental factor that gives the illusion of supporting the abuse of alcohol and drugs (Hingson, 2010). This occurs when the student arrives at college with an expectation of attending parties with alcohol frequently and other promiscuous behavior or is given that impression by peers after arrival. This mindset leads students to overestimate what kind of behaviors are the norms during college in order to fulfill their preconceived notions about college and drinking (Hingson, 2010).

Next, the structure and content of other schools' alcohol policies as well as student feedback will also be discussed in the review of literature to demonstrate why alcohol control policies are necessary on university campuses. Further examination will determine which specific populations are at greatest risk for binge drinking and abusive

alcohol behavior. This section will evaluate other aspects of alcohol control policies which may have additional impact on reduction of binge drinking.

The review of literature will also present a synthesis of studies that applied the Classical Deterrence Theory to evaluation of other universities' alcohol and drug control policies. A critical factor for the development of successful deterrence is the element of certainty. Students must know that the application of sanctions are certain if they are caught violating the policy. Additionally, the time frame in which the inflicted penalty will affect the student, referred to as celerity, is a factor that must be considered when university officials construct alcohol control policies. Another principle of classical theory is that the policies and penalties for such violations must be widely and readily known by all members of the community. Research from other universities will be evaluated to determine which aspects of alcohol control policies are supported as well as their impact on delinquent behavior. Classical Deterrence Theory will be applied to some aspects of alcohol control policies in order to determine if the policies are consistent with the theory's basic principles.

Successful behavior modification can be ensured with proper support. The elements of certainty and celerity are important to discourage students from engaging in reckless use of alcohol and drugs, however once a violation is discovered, there should be also be non-enforcement related follow-up during or after the sanctions occur. These items will be discussed with recent research related to counseling, group discussions and parental involvement.

Finally, historical events that led to the creation of this university's alcohol control policy as well as the university's current alcohol control policy will be reviewed.

The resulting first and second offense penalties will be explained in addition to definitions of offenses which constitute a violation of the policy.

PERSUASIVE ENVIRONMENTAL FACTORS

There are many occasions on which alcohol may potentially be consumed by students on the campus grounds. It is important for institutions of higher learning to create guidelines that will manage alcohol consumption and provide remedies when guidelines are exceeded. Mitchell, Toomey and Erikson (2005) examined the alcohol policies at 73 four year colleges in the northern United States. This survey did not evaluate enforcement related penalties, but rather policies on the use and possession of alcohol on campus. This information can be relevant to gauging a school's party culture. The university in this current study exercises an alcohol control policy that seems to be consistent with the majority of schools featured in this survey. Most schools in the study allowed alcohol possession and consumption on campus at special events. The majority of schools showed a lack of initiative against abusive alcohol consumption as they did not prohibit use of alcohol at Greek functions nor did they prohibit bar advertisement in the school newspaper. Many schools also failed to provide a variety of alcohol-free events on campus.

Items the subject university prohibited also were not permitted by many other schools. This included the prohibition of keg use on campus, alcohol use in the dorms, alcohol sales at sporting events and on-campus bars. It appears that the university's alcohol control policies are consistent with other four year colleges (Mitchell et al, 2005). However, it should be noted that many of the four year colleges examined in this chapter reported having problems with alcohol abuse on campus.

Fraternity and sorority functions contribute significantly to the environment of various universities. Fairlie, DeJong, Stevenson, Lavigne & Wood (2010) published a study that examined fraternity and sorority members and their alcohol use. The study focused on the frequency of alcohol consumption, awareness of alcohol policies and behavioral difference among members and leaders of the organization. This study surveyed 1483 members of sororities and fraternities. The average respondent was 19-20 years old.

The researchers found that 92% of the respondents had experienced at least one alcohol related consequence since the beginning of the semester. An alcohol related consequence could be anything from experiencing a hang over, vomiting, fighting or being arrested. Approximately 20% of Greek organization members admitted driving a vehicle under the influence of alcohol at least once in the past month. The role of leadership in the Greek organization was found to be inconsequential regarding safety concerns such as driving under the influence (Fairlie et al., 2010).

As Fairlie et al.'s (2010) research indicates, Greek participants engage in risky behavior while consuming alcohol. This data indicates that the Greek environment could be influential towards binge drinking. Similarly, DeSimone (2009) conducted a study in 2009 which examined the relationship between college fraternity and sorority members and their alcohol consumption. The researcher contacted 140 schools and surveyed 40,030 participants. It was discovered that 47% of the respondents participated in binge drinking about twice a week. Fraternity members had a 55% higher probability of binge drinking overall and showed a 16% increase in the number of binge drinking occasions over non-Greek affiliated students.

The potential disparity of alcohol and drug consumption between public universities and private institutions has been investigated. Dong-Chul & Kaigang (2009) surveyed 76,542 students from 113 public and private colleges in order to determine if differences existed between institutions for the number of students participating in binge drinking and marijuana usage. The researchers found that 15% of students had used marijuana in the last 30 days and that 39% of students had engaged in binge drinking in the past 30 days. It is important to note that only 9% of the respondents had Greek affiliations. There was not a significant distinction in alcohol and drug use between private and public institutions.

THE NECESSITY OF ALCOHOL CONTROL POLICIES

Research has been conducted at various college campuses across the United States to determine the reasons why alcohol control policies are necessary. Research has shown the presence of a trend for students to over-indulge in alcohol consumption which can cause an assortment of problems (Sheffield, Darkes, Del Boca and Goldman, 2005). This type of behavior has been shown to negatively affect students' academic performance and personal safety (Dejong et al., 2007).

Dejong, Towvim and Schneider (2007) published a study that surveyed students at 32 four-year institutions about alcohol control policies. The students were polled on several aspects of the policies to determine which specific features of the policies were supported by students, and which features were not supported. Results revealed that students did not oppose enforcement related items such as stricter penalties, particularly when the enforcement relates to violence or safety, such as driving under the influence.

Two other methods of alcohol control were examined: Limiting alcohol availability and campus management. These would be implemented by eliminating drink specials at bars and liquor stores that promote the low price, high consumption that is the focus of college students and by removing any kind of alcohol sponsorship or advertisement at sporting events, respectively. Items from these two categories were less supported by students (Dejong et al, 2007). These types of alcohol policy enforcements threaten the party culture.

If students are left unregulated, they are unlikely to moderate their alcohol use. As Dejong et al (2007) found, students are willing to conform to certain regulations if there is an immediate life or safety threat; however they are still reluctant to minimize alcohol use on campus. Lavigne, Witt, Wood, Laforge and DeJong (2008) surveyed 510 college students about their support for alcohol control policies. Students supported all safety-related guidelines, such as enforcement of rules prohibiting driving under the influence, alcohol-related violence and other violations that relate to safety concerns. However, the students did not support factors that threatened their party culture. Guidelines that students did not support ranged from eliminating low price-high consumption drink specials at bars and liquor stores that target college students, prohibiting alcohol sponsorship and advertisement at sporting events, undercover enforcement operations performed by law enforcement officers, and reducing alcohol consumption at Greek functions.

Students willingly accepted enforcement-related guidelines pertaining to safety concerns, perhaps obligatorily, however they objected to any guideline that attempted to reduce alcohol consumption (Lavigne, 2008). Students were unwilling to accept that high

alcohol consumption has a relationship to deaths and injuries. In Lavigne's (2008) study, college students did not appear to acknowledge that alcohol consumption is a problem.

Several colleges and universities have taken a broader approach to alcohol control policies (Taylor et al., 2006). These schools banned the use of alcohol in all forms on their campuses. However, this is no guarantee that alcohol-related problems will not occur.

Taylor, Johnson, Voas and Turrisi (2006) studied the patterns of drinking related problems and the demographics of students who were enrolled in colleges with dry campuses. The study surveyed 9,703 students at two western universities. The results indicated that dry campuses still suffer from the same alcohol related issues as other college campuses. They concluded that the demographic group most susceptible to alcohol abuse was male Greek-affiliated students who were under the age of 21. The results indicate that simply prohibiting the use of alcohol does not change behavior. Operating a dry campus is among the strictest alcohol consumption policies available and in this case the option did not prevent students from abusing alcohol.

Slym, Day and McCambridge (2007) polled students at 154 colleges in England about their perceptions of alcohol abuse. Only 14% of the college students acknowledged that alcohol consumption is a problem on their campus. Mitchell *et al* estimate that 1 in 10 students have experienced at least one blackout in the past two weeks. Additionally, 29.2% of students admitted to driving under the influence. Despite the students perceptions that alcohol was not a problem, Slym *et al's* research indicated that alcohol related deaths increased by 3% in 2005 (Hingson, 2010).

To further investigate the necessity of alcohol control policies, Sheffield et al. (2005) surveyed 762 college students at various colleges in the southeast United States.

They questioned students about their drinking patterns and their alcohol related problems. The survey revealed that 84% of college students consume alcohol and 25% are admitted binge drinkers. The binge drinkers were three times as likely to experience problems relating to school, relationships, jobs or legal issues.

Alcohol consumption policies also are necessary to maintain the academic integrity of the learning environment. In a study of western U.S. universities, it was observed that students who drank alcohol on a regular basis had lower grades as compared to students who consumed alcohol less frequently and in lesser amounts (Taylor et al, 2006). The researchers found a direct inverse relationship between amount of alcohol consumed and GPA. The research also indicated that alcohol could increase the frequency of legal, social and job-related problems (Taylor et al, 2006).

In 2004 there were 1700 alcohol related deaths among college students in the United States. Additionally, there were 500,000 alcohol related injuries (Sheffield et al, 2007). The potential for death and injury is the strongest grounds for alcohol control policies and enforcement on college campuses.

Grubestic and Pridemore (2011) examined the relationship between violence and alcohol at a university in Ohio. The researchers located alcohol outlets within the community, alcohol outlets being establishments that sell alcohol, such as bars and liquor stores. Next, they examined police data relating to incidences of simple assault, which involves no weapons, and aggravated assault, which involves the use of a weapon capable of causing great bodily harm or death. The researchers confirmed a spatial relationship between an alcohol outlet and violence. As the distance increased from an alcohol outlet, the risk of simple assault or aggravated assault also decreased.

Safety is a paramount reason for the existence of alcohol control policies as cited in a study conducted by Burnett et al. (2009). *The Journal of Applied Communication Research* published research that examined the factors that lead to date rape. The researchers interviewed male and female college students for their experiences on the topic. Many of the respondents identified alcohol and drugs as a contributing factor. Additionally, many of the females stated that they felt particularly vulnerable at fraternity parties because of the environment that is created by alcohol and expectations of sex (Burnett et al., 2009).

Similarly, Krebs et al. (2009) conducted a study that examined how many college-aged women have experienced sexual assault during their college careers and how many of these instances included the usage of alcohol or drugs. The researchers surveyed 5446 women from two separate universities. They were asked if they had ever been sexually assaulted during college and if so, the circumstances leading to the assault. Nineteen percent of the senior women indicated they had been sexually assaulted since entering college. Of these women, 16% reported that they were incapacitated at the time of the assault. Forced sexual assault was reported by 6.9% of respondents. Alcohol and drugs were a contributing factor in all of the sexual assaults. The women had been drugged without their knowledge, had been drinking voluntarily or were using drugs which contributed to the circumstances that related to the sexual assault (Krebs et al., 2009).

Foubert, Garner & Thaxter (2006) sought to discover how the consumption of alcohol at fraternity parties could affect the consensual nature of sexual encounters. The researchers surveyed male members of a fraternity at a southeastern university. The

survey contained questions regarding circumstances when they ask for consent prior to sex and if not, why they did not seek explicit verbal consent.

The researchers found that when alcohol was involved, the fraternity men were less likely to obtain explicit verbal consent for a variety of reasons. Responses indicated that the men were more likely to misinterpret body language and other non-verbal suggestions as an implied understanding that the female wanted to participate in sexual activity (Foubert, Garner & Thaxter, 2006). This research is an example relevant to the proposed research because it demonstrated the adverse effects of alcohol consumption and because it revealed potential consequences of unsupervised fraternity parties. Without the deterrent of a well-designed alcohol control policy on university campuses and at Greek functions in particular, females are especially at risk for sexual assault and rape.

A comparable study by Nicholson et al. (1998) was conducted to examine the involvement of alcohol in unwanted sexual encounters, rape and non-sexual violence. The researchers surveyed 1084 college students, who were 18-22 years of age, from a large university. The respondents were asked if they had been involved in an unwanted sexual encounter. If so, they were asked if they were the victim or perpetrator of the act and if alcohol was involved in the incident.

Women who were the victim of an unwanted sexual encounter reported that alcohol was involved in 87.9% of the incidents. Nearly two thirds of all of the female rape victims reported the contribution of alcohol, while 77.5% of males who admitted to being the aggressor stated they were using alcohol at the time of the rape. Alcohol was involved in 77.6% of women experiencing repeated victimization of unwanted sexual

encounters. The research indicated that nearly 60% of all male on female non-sexual violence involved alcohol. Furthermore, nearly 70% of all male on male violence involved alcohol (Nicholson et al., 1998).

Similarly, Thompson, Sitterle, Clay and Kingree (2007) interviewed women who had been victims of sexual assault to determine which factors prevent women from reporting abuse. Respondents stated alcohol was a factor that led to the sexual assault and they were reluctant to report their abuse because of the perception alcohol mitigated the circumstances and caused them to share the blame. Nearly 80% of respondents felt that their sexual assault was not worth reporting because of factors such as alcohol use between the offender and the victim.

This recent research indicates that alcohol control policies are essential because without regulation, college students are unlikely to moderate their alcohol consumption. It is important for students to control their alcohol consumption because of the relationship that alcohol has with increased likelihood of legal, social, academic and financial troubles. The over-consumption of alcohol has been shown to have a negative impact on students' GPAs, which contradicts the rationale for attending college. Even more importantly, excess alcohol consumption leads to the increased potential for death, violence and sexual assault. The primary concern of any alcohol policy is for the safety of the campus.

CLASSICAL DETERRENCE THEORY

Rhodes, Singleton, McMillan & Perrino (2005) applied Classical Deterrence Theory principles in a study which surveyed 1018 students at five universities to determine how many of them were aware of their school's alcohol policy and how this

knowledge affected their drinking patterns. The results indicated that 69% of the students were aware of a written policy, but only 35.9% were aware of the existence of penalties for violating the policy. Furthermore, students who were unaware of the policy were more likely to binge drink as compared to students who were aware of the policy.

To further support this notion, Hirschfield, Edwardson and McGovern (2005) evaluated 24 universities' alcohol control policies. Most of their investigation focused on the accessibility, clarity, comprehensiveness and enforcement procedures of the policies. Their research showed that over half of the policies were rated as very confusing, confusing or moderately understandable. Their findings also revealed that policies were not always enforced uniformly. Only 8.3% of the policies had specific guidelines for penalties per offense. Over half of the policies were not rated as being easily accessible from the school's website. Fewer than 55% of the schools had defined enforcement procedures listed in their policy.

The Hirschfield et al. (2005) survey demonstrated multiple violations of the fundamental foundation of classical deterrence theory. Cesare Beccaria (1764) wrote that if laws are obscure so that society is unaware of their existence or unclear on their meanings, then those laws cannot provide proper deterrence. This contention is supported by the finding that over half of the respondents indicated their school's policy was confusing or difficult to understand or moderately understandable, implying a greater need of clarity in school policies.

Students who participated in the Hirschfield et al. (2005) study stated that their school's policy was not enforced consistently. This contradicts the necessity of certainty and consistency of punishment in classical theory. If students are unsure of the

punishment they will receive or whether they will receive punishment, then the factors are compromised. Jeremy Bentham stated that rules and repercussions must be explicit and enforced without discretion as not to result in inequities (Williams & McShane, 2010). This is particularly violated by the 91.7% of schools in the Hirschfield et al. (2005) study which did not have specific guidelines for enforcement per offense listed in their policy

Similarly, *The Journal of American College Health* (2000) published a study that applied classical deterrence theory to a college campus in Albany, New York. This study examined complaints and student misconduct stemming from alcohol misuse during a seven year period, ranging from academic year 1991-1992 through 1998-1999. During this timeframe, a committee was formed to increase the college students' awareness of local and state laws and the penalties for common crimes that frequently accompany abusive drinking (Gebhardt, Kaphingst & DeJong, 2000).

In 1991, the committee also established a telephone hotline that local residents could call to report troublesome student behaviors. The committee sought to deter complaints by educating students and making them aware of the penalties for common violations such as use and possession of a fake identification, indecent exposure, vandalism, public intoxication and noise ordinance violations. Pamphlets and fliers were distributed on campus and meetings were conducted with social organizations such as Greek affiliations. In addition, the committee requested that the local police department increase their presence in neighborhoods and increase their enforcement of these commonly violated laws (Gebhardt et al., 2000).

The results over the seven year period indicated a trend that demonstrated as the awareness of the penalties and presence of law enforcement increased, complaints of student misconduct decreased. The number of complaints on the telephone hotline decreased during the time frame of this study as well. Police citation records indicated that fewer citations were issued at the end of the time frame of this study. Inversely, arrest data indicates that arrests increased towards the end of the study due to increased police presence. In addition to this data, permanent residents of the neighborhoods adjacent to campus confirmed behavior had dramatically improved among the students (Gebhardt et al., 2000).

The effort that the committee put forth to increase student awareness of the penalties of violations is consistent with one of the main tenants of awareness in classical theory. As police presence and arrests increased in the neighborhoods, the students perceived that they would be swiftly caught and punished if they were violating the law (Gebhardt et al., 2000).

NON-ENFORCEMENT RELATED ALTERNATIVES

Many studies have been conducted to determine how to acquire compliance among students in regards to alcohol control policies. The options include punitive measures to enforce the guidelines of the policies, such as suspensions, fines and/or community service. Other non-punitive options have been explored in hopes that a less confrontational style of enforcement can help students understand the principles of the alcohol control policies, why these policies exist and why it is in everyone's best interest that the policies are adhered to by students (Hingson, 2010).

Hingson (2010) performed a meta-analysis which examined components of various alcohol programs, the prevalence of alcohol-related problems and effective enforcement strategies on university campuses. Hingson investigated intervention strategies which utilized individual level counseling, normative education, parental initiatives, and environmental interventions. These strategies were evaluated to determine which had the most impact on deterring alcohol abuse.

Individual level interventions were shown to be the most effective method. This consisted of the student speaking with a sponsor on a periodic basis about his alcohol use. This occurred on group and individual levels. It was shown that individual level counseling had better results than group level counseling. Long term follow ups conducted from 4 weeks to 195 weeks from the initial counseling showed that the student's alcohol consumption was reduced (Hingson, 2010).

Normative education interventions were used to educate students on what comprises normal alcohol-related behavior. In this research, 7275 college students were offered normative education interventions. The study found many students had a tendency to overestimate how much alcohol their peers consumed. In this intervention strategy, statistics were used to demonstrate to the students how much alcohol the average student drinks. This approach was effective because if students overestimated their peers' consumption, they might consume more in order to fit in with preconceived social norms. The normative education intervention approach was found to produce reductions in drinking behavior (Hingson, 2010).

In the same study, a parent initiative technique was used. This technique consisted of the college sending a 45 page handbook to students' parents. The handbook

contained guidelines and suggestions for parents to speak to their children about responsible alcohol use as well as information on the school's alcohol policies. This helped bring awareness to both the parents and the students about alcohol policies and use. This method was shown to reduce alcohol consumption among participants (Hingson, 2010).

The final method the researcher studied was environmental intervention. This technique studies the college environment and its influence on students' alcohol consumption. In one particular example, high school students were surveyed. Results showed college-bound high school students consumed less alcohol than non college-bound high school students. However, once in college, the college students drank considerably more alcohol than non-college peers in of the same age. The results support existence of a strong influence on college campuses which compels students to consume more alcohol than their non-college age peers (Hingson, 2010).

Despite all listed techniques to reduce reckless alcohol consumption, binge drinking, driving under the influence (DUI) and alcohol related injuries continue to rise among college students (Hingson, 2010). The environmental factors on college campuses provide an influence to over-consume alcohol. The need exists for a stronger deterrent among college students. Enforcement related procedures are essential to provide deterrence, however the combination of alternative methods can provide better results. Hingson's (2010) research indicates that by providing counseling, the student may be able to make better decisions and reach a better understanding of alcohol consumption.

Similarly, Carey, Henson, Carey and Maisto (2009) conducted a study of 198 students' alcohol violations at a private northwestern university. The students were

polled about their alcohol use and then assigned to one of two interventions. One group had a brief motivational intervention (BMI) in which they would consult with a counselor. The second group was assigned to complete the Alcohol 101 interactive computer program. Each student was assessed at baseline, one month, three months and at 12 months post intervention. The results of the study revealed that the BMI produced a significant reduction in alcohol consumption when compared to the students who received the Alcohol 101 computer program treatment.

This study demonstrates that students may not be receptive to the alcohol education as administrators had anticipated. Students may have perceived the online alcohol education course as a chore rather than a learning experience. The addition of human interaction of the BMI provided students with an opportunity to speak about their perception of alcohol use. This type of interaction can lead to valuable feedback between the counselor and the student.

HISTORICAL EVENTS PRIOR TO THE ALCOHOL CONTROL POLICY

The university under study experienced a series of tragic events involving the deaths of students and a university employee led to the implementation of the alcohol control policy. The first incident occurred in February 2003. A 19 year old student was driving her vehicle on one of the city's main roads at night when she was struck head-on by another vehicle. The other driver was a 19 year old student who had a blood alcohol concentration of 0.19g/dL, which is over double the legal limit of 0.08g/dL for drivers who are 21 years of age or older (Hutter, 2011).

In September 2004, another alcohol-related student death occurred. The student was attempting to cross the highway as a pedestrian when she was struck by an intoxicated student (Hutter, 2011).

Awareness of abusive alcohol-related behavior awareness peaked in October 2006 when a university police officer was killed by a student who was driving under the influence. The officer initiated a traffic stop on the student's vehicle. The student became uncooperative and fled in his vehicle. The officer was dragged by the vehicle as he attempted to remove the driver from the car. The officer died soon afterward as a result of his head injuries (Hutter, 2011).

Following the incident, university officials believed it was time to take the initiative of the alcohol-related problems. One university official stated that weekend drinking had reached an unacceptable level (Kanengiser, 2003). Ten days after the officer's death, university officials announced the imposition of an alcohol control policy. The Assistant Dean of Students stated that the policy's intent was to restrict any drug or alcohol-related behavior which is either illegal or abusive. The policy was crafted to be similar to another large southern university's alcohol control policy which also was enacted in 2006 (Hutter, 2011).

THE UNIVERSITY'S CURRENT ALCOHOL CONTROL POLICY

This university's alcohol control policy is in the student manual distributed to each student upon registration. The alcohol control policy is introduced with a statement that explains its purpose of maintaining the integrity of the educational mission of the university by preserving a safe and academic environment. Many of the acts that threaten the scholastic environment of the campus are a direct result of alcohol misuse or abuse.

Any unlawful sale, manufacture, possession, distribution or consumption of alcohol is prohibited by the University and thus constitutes a violation of the alcohol control policy (The University of Mississippi, 2009).

Any criminal violation of the aforementioned categories is a de facto violation of the university policy and thus, a violation of the alcohol control policy. Such criminal offenses include but are not limited to: possession or consumption of alcohol by any person under 21 years of age; driving under the influence; any inappropriate behavior as a result of alcohol consumption leading to a criminal charge of public intoxication; distribution of alcohol without a permit; possession of beer and light wines by any person of any age in the dry portions of the campus located within the county; participation in drinking games and the use of rapid consumption techniques and devices; the possession of alcohol by any person of any age in the university's academic and housing buildings and the sale or consumption of alcoholic beverages within the university athletic venues during intercollegiate athletic events. Additionally, any misuse of prescription drugs or the possession, use or sale of drugs and drug paraphernalia is a criminal offense and thus a violation of university policy and is subject to sanctions per the alcohol control policy (The University of Mississippi, 2009).

Any violations of this policy will result in administrative disciplinary action as well as the possibility of criminal charges and/or civil liability. Information regarding a student's behavior may be released to their parents if they are under the age of twenty one. When students are found in violation of an alcohol or drug offense, they will be put on probation for the remainder of the current semester in addition to the next full semester. Students will receive their first sanction per the guidelines of the policy as

outlined below. If a second violation occurs during this probationary period, they will be required to appear before the university judicial council. If a plea or finding of guilty results, the student will be suspended from the university for one full semester (The University of Mississippi, 2009).

The sanction also requires the student to attend an alcohol and drug education program. The student will be responsible for any fees or fines associated with the program. In addition, the student will be required to perform community service. Student organizations, such as Greek affiliations, are subject to the same rules and penalties as individual students (The University of Mississippi, 2009).

If a student is found to have committed a subsequent violation during their probationary period, they will face a mandatory suspension from the university. The university judicial council may choose to impose the suspension immediately or at the end of the semester. The suspension must last for at least one complete fall or spring semester. If a student organization is found in violation of a subsequent offense while on probation, it will lose the privilege of all social functions for at least one complete fall or spring semester (The University of Mississippi, 2009).

The findings of the university judicial council will not be subject to appeal. These are minimum sanctions; further punishment may be imposed as seen fit by the university administration and judicial council. The facts of the case, extenuating circumstances and prior history may be taken into consideration when determining appropriate sanctions for the student or student organization (The University of Mississippi, 2009).

Students may also be held accountable for alcohol and drug related behavior that occurs off campus. Any offense within the county in which the university is located is

eligible for sanctions. If the student is found guilty of a relevant criminal offense, the guilty verdict shall be accepted by the university judicial council and the only purpose of the judicial summit shall be to determine the appropriate sanction (The University of Mississippi, 2009).

SUMMARY

College administrators must take several factors into account when developing alcohol control policies. The first step in developing an alcohol control policy is to examine the environmental factors which encourage the abuse of alcohol and drugs. By identifying these elements, they can develop a policy that can attempt to control them. A cooperative environment between students and administrators is the most important step in maintaining a safe college campus. Taking steps to discourage environmental factors persuasive to alcohol and drug use should be viewed as a proactive approach to reducing alcohol abuse.

When administrators have developed a policy, they must determine if the policy has the foundational elements of classical deterrence theory. These characteristics help students maintain awareness of the policy's existence and the associated penalties for violating the policy. It is critical that both of these components are present in order for the policy to provide deterrence. Additionally, the penalties must be enforced uniformly and consistently without discretion. If the students are certain that the rules will be enforced in a swift manner, then deterrence is provided. These criteria can be satisfied by instructing faculty and staff to brief students on alcohol control policies at their first meeting with signed acknowledgements of their understanding of the policy.

Periodically, students could be reminded of the current policy along with updates of the policy throughout their college career. Further awareness could result from posting the policy publicly on the school website, in the school handbook and with occasional email regarding the school's policy as well as enforcing every known violation according to the policy.

Ideally, students would reduce their alcohol consumption and reckless behavior after having contact regarding policy violations. This can be achieved by choosing the best enforcement options when developing the policy. A combination of punitive measures as well as education and counseling sessions would be the preferred option for the policy's enforcement. The combined approach would have a higher probability of modifying the student's behavior. Such an effect would be the ultimate deterrence, as the purpose of deterrence is to prevent future misconduct rather than to punish or repay a societal debt (Beccaria, 1764).

Alcohol control policies have been proven necessary by various student surveys and historical events. The research demonstrates that college students are particularly susceptible to alcohol abuse, and due to this abuse they are more likely to experience problems. These problems can threaten the integrity of the professional learning environment on campus in addition to student welfare.

Chapter 3 will describe the research questions and the instruments that will be used to obtain information. The sample population will be identified and relevant data collected will be analyzed for application to the research questions.

CHAPTER 3
RESEARCH DESIGN AND METHODOLOGY
INTRODUCTION

Since this university's alcohol control policy implementation in 2006, the administration had received little organized feedback concerning the impact of the policy. The impact of the policy was assessed by first examining the number of recorded violations per school year. All students who were sanctioned for violations of the alcohol control policy, regardless of their current enrollment status, were contacted via email and asked to participate in an online survey regarding their perceptions, reactions and responses to their sanctions per the alcohol control policy. The researcher received permission from the Dean of Students to obtain the email addresses of the students who have been sanctioned per the alcohol control policy.

A utilization-focused evaluation (Patton, 2008) was the most beneficial method to evaluate this university's alcohol control policy. Patton (2008) stated most program evaluations are conducted by an authority figure and focus exclusively on the results of the program. Utilization-focused evaluations, however, occur as a proactive approach to program appraisal. They provide a potential learning benefit that standard evaluative mandates fail to offer. The crux of a utilization-focused evaluation is the intended use, by intended users. According to Patton (2008), the judgment of the outcome of the

evaluation is based upon utility and action use, as determined by the intended users, rather than an independent source.

This study was conducted in three stages. The first step of conceptualization examined the motivation to conduct the evaluation. According to Preskill and Torres, evaluations commence with the desire to “explore the need for a particular program, or a desire to understand the effects or impact of an important process or program” (1999, p. 76). As a result, the researcher asked the Dean of Students and the Assistant Dean of the Office of Student Conduct, “What would you like to know about the alcohol control policy that would make a difference in what you do and what feedback from students are you seeking?” The second question was particularly important because the students’ behaviors and reactions to the enforcement of the policy were of primary interest in determining if the policy was linked to behavioral changes and results in students abstaining from or reducing alcohol and drug use.

The second conceptualization stage consisted of determining who would benefit from this evaluation. Mendelow referred to these individuals as “stakeholders” (1997, p. 177) or as defined by Patton (2008), those who have a stake in the evaluation findings. The critical stakeholders in this evaluation were identified as the Dean of Students, the Department of Health Promotions and the Assistant Dean of the Office of Student Conduct.

The third and final conceptualization stage consisted of developing a set of evaluative questions. Questions were developed for the survey by querying the stakeholders what questions that they considered were important to the evaluation.

The research questions guiding this study were:

1. Does the alcohol control policy impact sanctioned students' behavior, and if so, what impact does it have?
2. What types of relationships exist, if any, between demographic segments of the student population and alcohol control policy violations?

POPULATION AND SAMPLE

This study was designed to evaluate the impact of the alcohol control policy on students at the subject university. The population of this study was comprised of 857 students who were sanctioned per the alcohol control policy during the academic years 2007-2011 and attended the mandated Judicial Alcohol and Drug Education (JADE) class per the guidelines of the enforcement sanction of the alcohol control policy. Students who were sanctioned per the alcohol control policy during the study time frame were contacted via email and invited to participate in the online survey. Privacy was assured per the regulations of the Institutional Review Board (IRB). Participants were encouraged to participate with the knowledge that their contribution may help improve the policy for future students.

The JADE program is built on the tenets of motivational interviewing and brief interventions. The program provides students with an opportunity to assess their own risk level, identify potential changes in behavior to reduce alcohol and drug use and help reduce the risk of future problems or charges relating to alcohol/drug use. The program was designed to help students examine their own behavior in a judgment-free environment. The educators in the Office of Health Promotion provide feedback and guidance to affected students but ultimately the decision to change behavior rests with the

sanctioned student. The session notes and paperwork relating to JADE is confidential and no personal information is disclosed to anyone, including parents and the researcher, without the student's permission (Office of Health Promotions, 2011).

The Dean of Students maintains a list of all students who have been sanctioned by the alcohol control policy since its inception. Permission was granted by the Dean of Students to access the list of 857 students who were sanctioned during the period under study. To obtain confidence level of 95% with a confidence interval of +/- 5%, a sample size of 234 students was required.

DATA COLLECTION AND INSTRUMENTATION

The primary stakeholders were involved in selecting the research design. As the intended users of the results of the survey, they were informed of and asked to evaluate various design options. Based on previous discussions, the researcher anticipated an internet survey would be the most effective option. Internet surveys have both advantages and disadvantages. Wolfer (2007) found that internet surveys are desirable because of their ability to automatically export responses into a database. This technique allowed for responses to be directed to Microsoft Excel 2003 thus eliminating the human error potential associated with manual data entry. Internet surveys are more time-efficient and more accurate as coding and data transcription errors are reduced. Additionally, if the respondents were not available at the time that the survey was emailed, they were likely to discover it when they return to their computers. Non-respondents could quickly be contacted with another email as opposed to frequent follow-up telephone calls.

Conversely, Wolfer (2007) also stated that one of the disadvantages of internet surveys is that as recently as 2000, only 41.5% of American households had internet access. However, in this particular study, the survey was emailed to the students' school-issued email address, which is utilized for other purposes on a regular basis. If the student has since graduated, the survey was sent to the email address that was listed in the alumni directory. If the student left without graduating, then his last known contact information was utilized. The researcher believes that internet access was not a limiting factor for this survey. Comparably, Wolfer (2007) concluded that internet surveys can be effective if the researcher focuses on a sample that is likely to have internet access. Since this survey focused on college students, it is fair to assume that internet access was available to most participants.

Because of the disadvantages of internet surveys, the researcher and stakeholders discussed several alternative methods. The first alternative method eliminated from consideration was a mailed survey. Mailed surveys also suffer from low response rates (Wolfer, 2007). The researcher decided against this type of survey to avoid the costs of postage necessary for corresponding with each individual respondent. The additional time consumed by delivery and return was another factor contributing to eliminating this option. Furthermore, mail surveys would require more tedious coding and manual data entry, which is simplified by the use of internet surveys (Wolfer, 2007).

The stakeholders and investigator also considered face-to-face interviews. Although his technique offers the advantage of thorough data collection, it would be very time consuming to the researcher because of locating and scheduling issues with the

participant (Wolfer, 2007). As a result of this disadvantage, of face-to-face interviews were eliminated from consideration.

Telephone surveys were the final technique evaluated. Telephone surveys provide many of the same advantages of face-to-face interviews; however they are still time-consuming to employ (Wolfer, 2007). For example, it may have been necessary to call respondents several times before making contact. Caller ID also makes it possible for potential respondents to screen telephone calls. Because the respondent would be likely to be at home during the telephone interview, it is also possible that there would be distractions and interruptions that impact the interview. The same risks are present if the telephone interview is conducted at a business. Finally, long-distance charges could be incurred, rendering this technique cost-prohibitive (Wolfer, 2007). Given the large number of respondents in this evaluation, telephone surveys would have been excessively time-consuming and the number of respondents who were not located in the local area could have resulted in costly long-distance charges.

The primary stakeholders participated in the creation of the survey instrument (Appendix C). “Survey Monkey” software was provided by the Assistant Dean of Students to create the online survey.

According to Preskill and Torres (1999), all views can be considered by involving primary stakeholders in the development of the questions. The survey consisted of questions related to the theoretical aspects of deterrence theory. Questions indirectly asked the respondent of their awareness of the policy’s certainty, celerity and severity of punishment. Demographic questions were included such as the respondent’s age, race, gender, residential status, status with respect to class standing (freshman, sophomore,

junior, senior) and grade point average. Finally, survey questions related to the student's past performance were posed. These questions examined previous alcohol use, frequency of use, negative effects such as missing class, physical altercations, driving under the influence and other reckless behaviors.

This survey was the respondent's opportunity to provide a candid evaluation of the university's alcohol control policy. Several questions asked students about their response to the policy in terms of their continued alcohol or drug use after being sanctioned. Any patterns of admissions in this subject were of particular interest because the policy's ultimate goal is to reduce risk-taking behaviors among university students. Furthermore, the survey asked respondents about their opinion of the current implementation of the policy. Students could provide suggestions or feedback about the effectiveness of the policy.

After the internet survey was approved by the stakeholders, the Dean of Students composed a recruitment letter (Appendix A), that explained the nature of the survey, as well as serving as the survey cover letter. The letter was compiled on university letterhead and attached to email. The stakeholders believed the name recognition of the Dean of Students would improve the response rate. An instruction page (Appendix B) followed the Dean of Students' letter.

The web address to access the survey was included in the cover letter. Informed consent was obtained via an electronic signature that was received automatically if the student chooses to advance to the next page to access the survey or they could choose not to participate by exiting the website (Dillman, 2009).

Potential respondents were advised that the survey would be activated on August 27, 2012 and would remain open for two weeks. Five days after the initial survey release, a reminder email was sent. A third email was sent at the end of nine days following the initial release. Due to a low response rate, the survey was reactivated for an additional two weeks.

Finally, subjects were offered an iPod as an incentive to respond. Porter and Whitcomb (2003) established that survey response rates could be increased by offering a lottery incentive. The research indicated that by offering the possibility of a \$100 incentive significantly increased response rates compared to the control group. Porter and Whitcomb (2003) also found that response rates nearly tripled when they sent up to three emails over a nine day period requesting participation in the survey.

DATA ANALYSIS

All data was analyzed by the researcher. The researcher has been trained in the ethical principles and institutional policies governing human subject research in accordance with the Collaborative Institutional Training Initiative (CITI). The survey data was compiled in a Microsoft Excel file and then imported into the Statistical Package for Social Sciences (SPSS) 2010. Statistical analysis of the data was performed through the use of descriptive statistics and bivariate analysis to quantitatively analyze the data. Bivariate analysis was used to depict any empirical relationship(s) between the variables

SUMMARY

The researcher conducted a utilization-focused evaluation of the university's alcohol control policy. University stakeholders provided input concerning the

information desired concerning the effects of the alcohol control policy. Questions related to alcohol or drug consumption, changes in behavior because of the policy sanction, demographics, and the student's view of policy were posed in an internet survey (Appendix C) that was sent to all 857 students who had violated the alcohol control policy on campus during the project's time frame. Only violations that occurred on campus during this time frame were examined. Students had four weeks to respond to the survey. The results were analyzed following the closure of the survey.

CHAPTER 4
ANALYSIS OF DATA
INTRODUCTION

The impact of the alcohol control policy on students at the subject university was measured using an online survey instrument, Survey Monkey (2012 edition). This is an automated online tool that sent the surveys to the 857 email addresses of past violators provided by the Dean of Students. One hundred sixty seven students responded, yielding a response rate of 19.5%. The information collected from the survey was used to determine associations between violators and demographic categories such as gender, classification, grade point average, location of offense and type of violation.

By participating in the survey, the students were given an opportunity to describe how the alcohol control policy has impacted their behavior. In addition to several multiple-choice demographic questions, students were given the option to write an essay on their opinion of the alcohol control policy. In order to encourage freely expressed opinions, no guidelines were provided for the response format. This essay section provided much information from participants that may help the university improve the policy. The responses from the essay section were reviewed when the researcher considered the implications of the research. Feedback related to the classical tenets of deterrence theory was considered on how to adjust the policy so that it more appropriately suits the behaviors that it seeks to address.

The university was unclear if their alcohol control policy has had any effect on alcohol and drug-related behavior. Conventional punishments for alcohol and drug related crimes do not seem to provide effective deterrence for college students (Hingson, 2010). Consequently, the purpose of this study is to evaluate the impact of the alcohol control policy on students at the subject university.

The research questions guiding this study are:

- 1 Does the alcohol and drug control policy impact sanctioned students' behavior, and if so, what impact does it have?
2. What types of relationships exist, if any, between demographic segments of the student population and alcohol control policy violations?

ORGANIZATION OF DATA ANALYSIS

The responses from Survey Monkey were coded and entered in an Excel spreadsheet (Microsoft, 2010) for data organization and analysis. The frequency distributions in Tables 1-6 and Figures 1-3 represent the number of response to each element of the survey's questions. The data in Microsoft Excel was analyzed by bivariate analysis. The chi square test was chosen to compare the means between specific demographic variables.

DESCRIPTIVE CHARACTERISTICS OF THE RESPONDENTS

Several demographic questions were fundamental in determining if any associations exist between certain demographic segments of the university and alcohol policy violations. Respondents' demographics were measured by gender, classification at the university, enrollment status and grade point average (Table 1). Violation

demographics were measured by the location of their occurrence and type of violation (Table 2).

Table 1

Demographics of Respondents

Variables of Respondents	Frequency	%
Gender		
Male	111	61.8
Female	52	31.9
Classification		
Freshman	124	74.3
Sophomore	22	13.2
Junior	13	7.8
Senior	8	4.8
Enrollment Status		
Resident	66	40.5
Nonresident	97	59.5
Grade Point Average		
4.0	12	7.4
3.0-3.9	98	60.1
2.0-2.9	51	31.3
≤1.9	2	1.2

Table 2

Demographics of Sanctions¹

Variables of Violations	Frequency	%
Location		
On Campus	17	10.3
Off Campus	148	89.7
Type of Violation		
DUI	36	22.8
Fight/Assault	58	36.7
MIP	2	1.3
Possession of Narcotics	26	16.5
Public Intoxication	22	13.9
21y/o+ Possession of Beer ²	2	1.3
Other	12	7.6

Note. DUI = Driving Under the Influence; MIP = Minor in Possession of Alcohol.

¹Respondents could choose more than one option if applicable.

²The university under study is located in a dry county where possession of beer prohibited for all ages.

As indicated by the responses, 74.4% of students were freshmen at the time of their violation. The group with the least representation was the senior class (4.8%). Over half of the respondents were nonresidents (58.6%). Males composed 68.2% of the respondents. The majority of respondents had a 3.0-3.9 grade point average (GPA) at the time of their violation. GPAs ranged from less than 1.0 to 4.0. The Greek system had the highest club involvement with 81.5% of respondents representing a Greek organization at

the time of their sanction. However, Greek involvement dropped to 66.9% after the imposition of the sanction.

A large portion of the recorded violations (89.7%) occurred on campus, with 48.5% of the violations involving an arrest. Students admitted that most of their undetected violations occurred in their on-campus residence halls (58.5%) and off-campus at the bars (48.8%). After being sanctioned, self-reported violation-prone behavior in the residence halls and bars dropped to 26.7% and 21.1%, respectively. Question 16 posed an inquiry using a four-point Likert scale as to how frequently the respondents' parents monitored their behavior and money. Responses of "not at all" and "not very much" are considered to be negative responses while "somewhat" or "very much so" are considered to be positive responses. Responses for this question were positive, with 48.5% of respondents indicating "somewhat" and 31.9% indicated "very much so".

DATA ANALYSIS METHODS

The two research questions were analyzed to determine if statistical significance existed among the variables. The tests that were chosen to study first research question were the z-test for population proportions and the paired t-test. These tests were used to determine the significance of the impact of the university's policy upon the students' behavior towards alcohol and drugs. The chi square test was chosen to examine the second research question. This test was used to determine the significance of the relationships amongst the demographic variables within the survey.

The z-test is a statistical test that represents the raw data in a form called a "z-score". The z-score denotes the raw data expressed in standard deviation units. The z-

score contains the magnitude and the sign. The magnitude indicates how many standard deviations the score varies from the mean. The sign specifies if the score is above or below the mean (Mallory, 2010).

The t-test is the alternative to the z-test. They contrast in that the standard error of difference between the means is not known during the t-test. These parameters are estimated using sample data. The critical values are determined by using the t-distribution, which is a theoretical distribution of t-values obtained from an infinite number of samples from the population. The paired t-test is most often used to compare subjects before and after a treatment (Mallory, 2010).

The chi-square test is a nonparametric test which does not test hypotheses about a specific population parameter. This test determines how closely observed frequencies from a sample fit theoretically expected frequencies based on a null hypothesis. The comparison between the observed frequency and the expected frequency is what enables us to test the null hypothesis.

DATA ANALYSIS RESULTS

In addition to demographic and background questions, many of the survey questions were designed to assess the impact that the policy has upon students' behavior. The questions were designed to relate to the three tenets of Classical Deterrence theory: certainty, celerity and severity (Williams & McShane, 2010).

Awareness of the university's policy was measured with questions 1, 2 and 3 (Appendix C). Only 7.7% of respondents reported that they were not aware of the school's alcohol control policy prior to their sanction. The majority of respondents (67.7%) learned of the policy during freshman orientation. Awareness of the policy was

further established when 72.5% of students reported that they personally knew someone else who had been sanctioned by the policy prior to receiving their own sanction, although only 26.1% of respondents stated that knowledge of their peer's punishment affected their own behavior.

Certainty of punishment was measured with questions 4, 5, 10 and 12 (Appendix C). Students (90.4%) perceived law enforcement to be stricter in the city where the college was located as compared to their hometown. Respondents (68.3%) felt they were much more likely to get caught violating the alcohol policy at this school than in their hometown. Prior to being sanctioned, 50.0% of respondents reported that they engaged in behavior that violated the alcohol control policy two or more times per week. Despite being sanctioned, 39.5% of the students reported that they continued to engage in behavior that could have resulted in a subsequent sanction two or more times per week during the semester. Conversely, 19.1% of respondents abstained entirely from rule-breaking behavior after being sanctioned.

Students' perceptions of the severity of the sanctions were measured with questions 17 – 21 and 23 (Appendix C). They stated that the biggest deterrent from future violations was the possibility of receiving a second sanction (65.4%). Students experienced the most embarrassment when their parents learned of the policy violation (42.7%). Students perceived the university is "very serious" (61.5%) about the alcohol control policy. A segment of the population reported that suspension of on-campus vehicle parking privileges (37.5%) would further strengthen the severity of the policy.

Celerity was the last aspect of deterrence that was measured. Respondents were asked how much time passed between their violation and the imposition of their

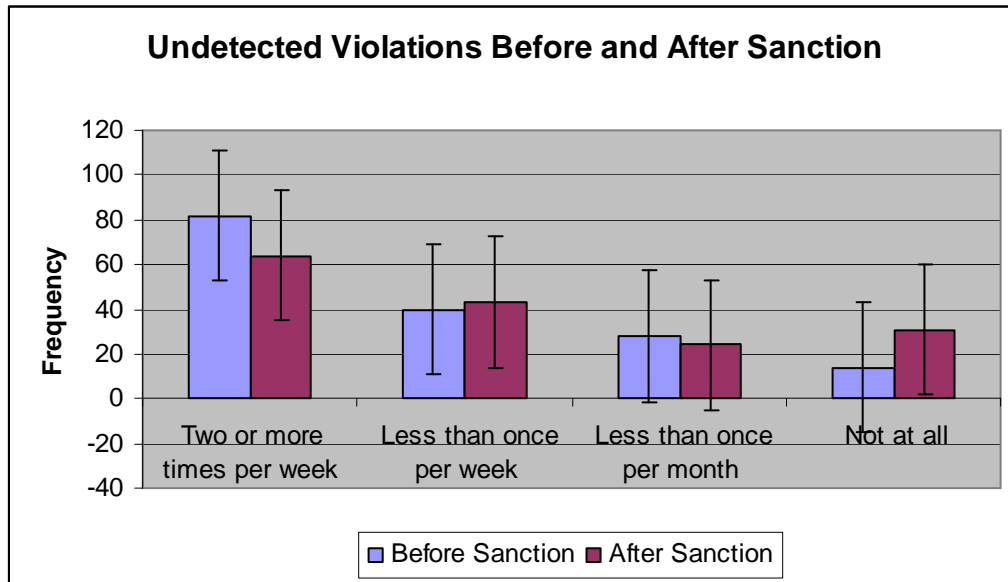
punishment. Most (52.5%) sanctions were imposed within two weeks of the violation. However 47.5% of students waited at least 30 days for imposition of punishment by the Dean of Students.

The z-test for population proportions hypothesis testing was performed to determine the significance of the survey responses relative to the first research question regarding the overall impact of the alcohol control policy. Results indicated that the respondents' knowledge of their peers' sanctions did not affect their behavior towards drugs or alcohol.

Questions 10 and 12 were compared using paired t-test to evaluate the alcohol control policy's potential impact on the respondents' behavior after receiving their first sanction. The respondents were first asked how often they engaged in behavior that could result in a policy violation prior to their first sanction. Next, follow-up questions asked how many times the respondents engaged in behavior that could result in a policy violation after receiving their first sanction.

The purpose of these questions was to determine if the element of certainty is being fulfilled as described by the classic tenets of Deterrence Theory. The researcher assumes if students continue to engage in rule-breaking behavior after they have received a sanction, then the student must not feel certain that he is likely to be caught again. The results of the paired t-test demonstrated that a sanction does not significantly impact students' future behaviors that could result in another sanction (Fig. 1).

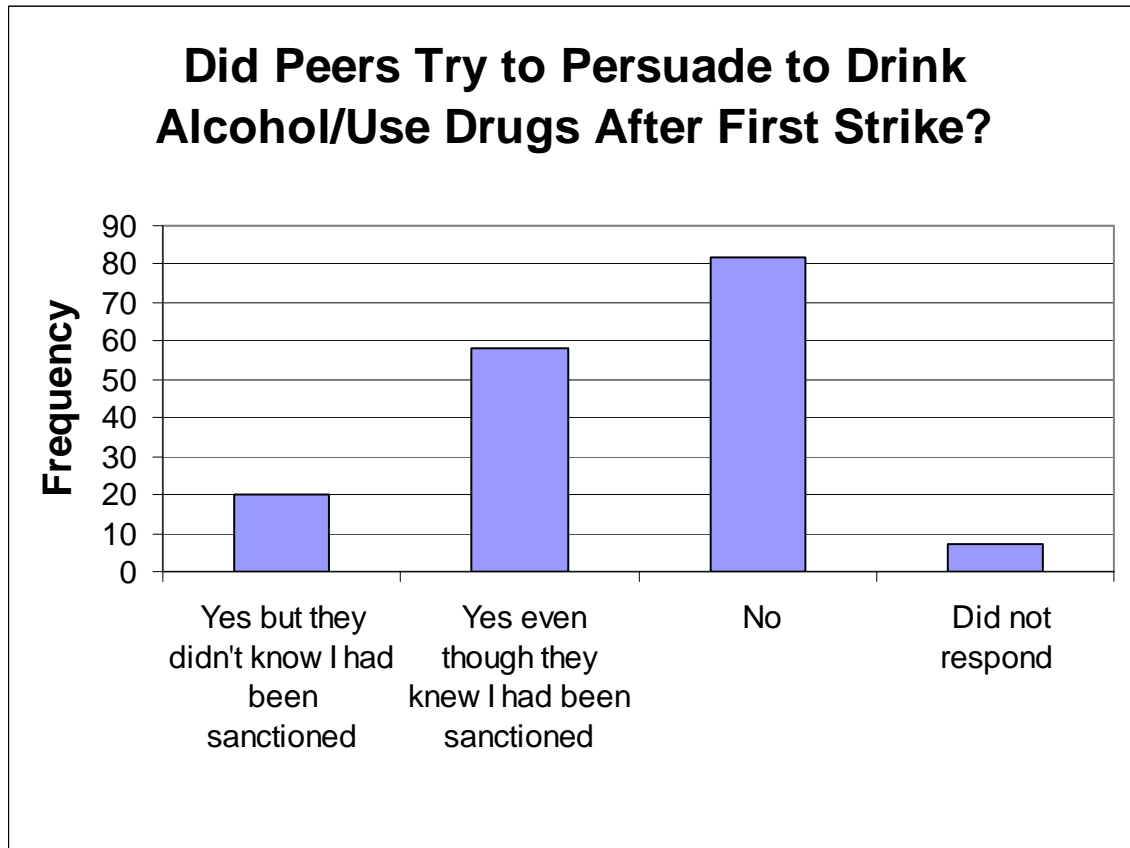
Figure 1



Question 15 asked whether the respondents' friends tried to persuade them to drink alcohol or use drugs after receiving their first sanction (Figure 2). The most popular response was "No" (49.1%). However, 34.7% encouraged drinking/drug use despite their knowledge of the sanction.

If students did not try to persuade their peers to use alcohol or drugs after they were sanctioned, then this could be considered an indication that the university's policy is fulfilling the element of certainty of punishment. Figure 1 demonstrates a large portion of the respondents (49.1%) were not pressured into using alcohol or drugs after their sanction. The data suggests that the university's policy could have an impact upon the respondents as well as their peers. If students' friends are not pressuring them to use alcohol and/or drugs, this could lead to a lower usage rate resulting from a less persuasive environment.

Figure 2

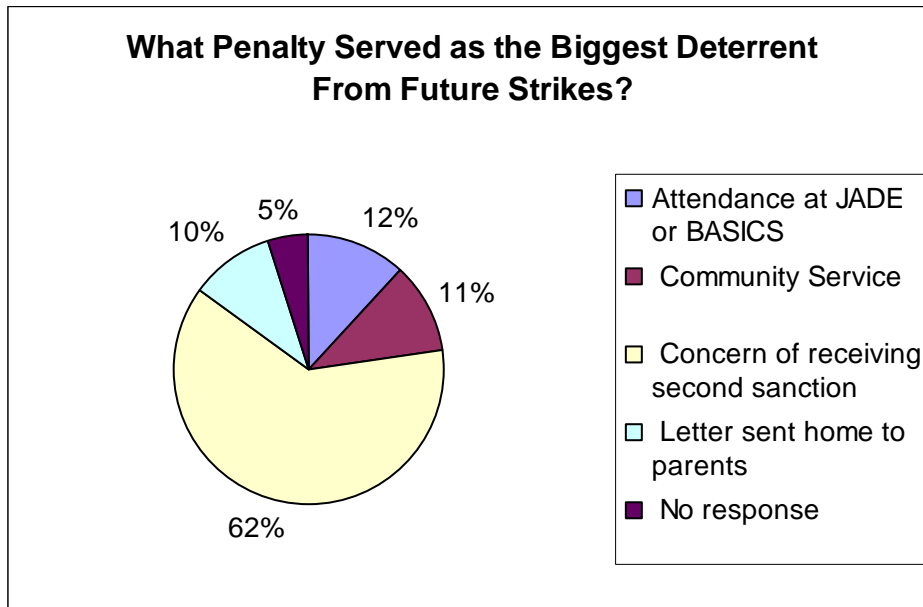


The Office of the Dean of Students was unsure which penalty served as the strongest deterrent. Therefore, question 17 asked participants which penalty would serve as the most significant deterrent to future policy violations. This question helps the Office of the Dean of Students determine the varying levels of severity of punishment within the policy. Concern for receiving a second sanction was the leading deterrent, as indicated by 62% of the respondents (Figure 3).

With the results indicating that the concern for receiving a second sanction being the leading deterrent, the Office of the Dean of Students is interested in adjusting the policy so that students can be deterred by the penalties without first having to experience a sanction. The results of question 15 demonstrate this desired effect. The majority of

respondents indicated that their friends did not try to influence them to use alcohol or drugs after being sanctioned (Fig. 2). This could possibly be attributed to the fact that the respondent's friends did not encourage this type of behavior because they too did not want to be sanctioned.

Figure 3



Respondents were subsequently asked, if the following groups of people were to learn of their sanction, which would embarrass them the most: teacher, parents, friends, minister, other. Nearly one-fourth of the respondents indicated they would be most embarrassed if their parents learned of their sanction (Table 3). Respondents were the least concerned about their friends learning of their sanction. The results of this question demonstrates that the office of the Dean of Students is providing effective deterrence with an appropriate amount of severity within the sanction by mailing a letter to parents of the students who receive sanctions who are under the age of twenty one.

Table 3

Groups That Would Cause the Most Embarrassment to the Violator

	Friends	Parents	Teacher	Minister	Other	Skipped
Frequency	6	53	39	26	35	43

RESULTS OF BIVARIATE ANALYSIS

Bivariate analysis was used to compare the means between certain demographic variables and policy sanctions such as grade point average, gender, location of violation, residency, classification and club involvement. Identifiable dependent variables included several questions from the survey that provided respondents' perceptions of the policy and its impact upon their behavior. These questions asked the respondents how often they engaged in alcohol and drug usage, how they felt about the enforcement of the policy, how the punishment was carried out, which penalties deterred them the most and overall how they felt about the impact of the policy upon their behavior.

Grade point average, gender, location of violation, residency, classification and club involvement served as independent variables. Chi-square analysis was conducted to determine if associations between demographic variables were statistically significant at the 0.05 level. Only statistically significant results are described beyond the illustrated tables.

Table 4

Chi Square Analysis of Demographics versus Sanction Origin

	On Campus Arrest	Off Campus Arrest	Administrative Reprimand
Classification	80* ¹	17*	67*
Campus Activities at time of First Sanction	106	13	84
Location of Prior Behavior That Could Have Resulted in Sanction	168* ²	22*	141*
Parents' Supervision of Money Usage	80	17	65
State Origin	81	16	66
Gender	81* ³	10*	68*
Grade Point Average	75* ⁴	16*	67*
Violation Classification	82* ⁵	16*	64*

¹ $p \leq 0.001$
² $p \leq 0.004$
³ $p \leq 0.000$
⁴ $p \leq 0.040$
⁵ $p \leq 0.000$

* = indicates significance at the 0.05 level

Table 4 presents the statistically significant results obtained from the chi square analysis of origin of the sanction versus demographic variables. A significant connection existed between the classification ranking of the student and the location of the violation origin ($p \leq 0.001$). The classification choice that received the most responses was “freshman” with 73% of total votes ($n=122$). Ninety five percent ($n=116$) of the freshman class respondents were sanctioned for an on-campus violation. Additionally, the

reported frequencies for on-campus sanctions for freshmen were higher than what was expected under the null hypothesis. This indicates that the students' classification impacts the likelihood that they will be sanctioned for a violation of the university's policy on campus.

The chi square analysis showed a significant connection between the location in which the respondents self-reported where they most often engaged in behavior that violated the alcohol control policy prior to receiving their sanction and the location of the origin of their sanction ($p \leq 0.004$). Respondents reported that they most frequently violated the university's policy in the residence halls prior to receiving a sanction ($n=96$). Additionally, the observed frequencies indicated that respondents, prior to receiving a sanction, engaged in policy-violating behavior in their residence hall at a higher rate than what was expected by the chi square analysis.

A comparison of gender and origin of the sanction revealed noteworthy data (Table 4). The results of the chi square analysis indicated a significant relationship between these two variables ($p \leq 0.000$). The observed frequencies indicated that male students ($n=105$) had twice as many responses for on-campus sanctions compared to females ($n=44$). Additionally, survey responses indicated that 68.1% of respondents were male, while the student body is only 48% male (University of Mississippi, 2012). The available data indicates that the gender of the violator is related to the origin of the violation.

The results of the chi square analysis demonstrated a significant connection between grade point average (GPA) and the location of the violation that resulted in a sanction ($p \leq 0.040$). Observed frequencies demonstrated that students with a 4.0 GPA

(n=2) were least frequently arrested on-campus compared to expected frequencies of chi square analysis. The observed data indicates that students with a 4.0 GPA (n=2) were arrested on-campus at a lower rate compared to students in the 3.0 GPA range (n=48). The student's GPA appears to be related to the origin of their sanction.

The chi square analysis revealed a significant connection between the classification of the violation and the origin of the sanction ($p \leq 0.000$). The observed frequencies indicated that students were sanctioned on campus for possessing alcohol under the age of 21 (n=63) at a much higher rate compared to off-campus sanctions (n=0). This demonstrates that the origin of the violation is related to the classification of the violation.

Table 5

Chi Square Analysis of Demographics versus Gender

	Male	Female
Classification	111	51
Campus Activities at time of First Sanction	143* ¹	61*
Violation Classification	113	50

¹ $p \leq 0.05$

* = indicates significance at the 0.05 level

Table 5 presents the chi square analysis of gender versus the demographic variables of classification of the violator, campus activities that the violator was involved in at the time of the sanction and which category the violation is classified. The chi square analysis revealed a significant connection between the campus activities that the violator was involved in at the time of their sanction and the gender of the violator

($p \leq 0.05$). The campus activity that received the most responses was “Greek Activities” ($n=103$) with nearly double the votes compared to any other category. This indicates that the gender of the violator and their choice of campus activities is related to their likelihood of being sanctioned by the university.

Table 6

Chi Square Analysis of Grade Point Average versus Demographic Variables

Grade Point Average	≤ 1.9	2.0-2.9	3.0-3.9	4.0
Classification	2	51	97	11
Campus Activities at Time of Sanction	1	52	137	14
Classification of Violation	2* ¹	52*	98*	10*

¹ $p \leq 0.000$

* = indicates significance at the 0.05 level

In Table 6, chi square analysis showed a connection between the type of violation and the respondent’s grade point average (GPA) ($p \leq 0.000$). The results are significant because students with a GPA in the 3.0 range ($n=72$) received the most responses for being sanctioned for alcohol-related offenses. Additionally, very few respondents in the “less than 2.0” GPA range responded to the survey ($n=2$). The results demonstrate that the violator’s GPA is related to the classification of the violation for which they were sanctioned.

SUMMARY

The results of the survey instrument were examined with several statistical tools including chi-square analysis, z-test for population proportion and the paired t-test as well

as demographic tables and graphs to illustrate the responses to answer the research questions.

When the respondents were asked about the impact of the policy upon their behavior, no statistically significant relationships were revealed by the z-test for population proportion and the paired t-test calculations. Despite these results, much constructive information was obtained from the respondents' answers. Several statistically significant results were obtained among sanctions and demographic data. The results were achieved by performing chi square analysis on the relevant survey responses. The researcher found that classification, location of violation, type of violation and grade point average were statistically significant variables.

Chapter five will include a summary of the entire study along with conclusions of the research questions. Implications and practical suggestions to address the research questions and statement of the problem will be discussed as well as proposals for future research to further the understanding of this topic.

CHAPTER 5
FINDINGS, CONCLUSIONS AND IMPLICATIONS

INTRODUCTION

This study was conducted to evaluate the effectiveness of a southeastern university's alcohol and drug control policy. Conclusions that were drawn based upon the research will be discussed and explanations for inconsistencies in comparison to the review of literature will be addressed. Limitations of the study will be discussed and finally, recommendations for future research will be given.

SUMMARY OF THE STUDY

In 2006, the university under study implemented an alcohol and drug control policy in response to an incident where a university police officer was killed in the line of duty by an intoxicated student driver. University officials were concerned about the safety of the campus because the history in this college town reflected a number of alcohol and drug related tragedies involving students. Prior to the study, the university had not evaluated the effectiveness of their alcohol control policy on alcohol and drug-related behavior. Conventional punishments for alcohol and drug related crimes did not seem to provide effective deterrence for college students. The Office of the Dean of Students has devoted interest and support in this utilization-focused analysis.

The review of literature suggests that these problems are not unique to the university under study. Dong-Chul & Kaigang (2009) surveyed students from 113

different universities and colleges and found no significant distinction in student alcohol and drug use between the institutions. There are many occasions in which alcohol may potentially be consumed by students on the campus grounds (Fairlie et al., 2010). It is important for institutions of higher learning to create guidelines that will manage alcohol consumption and provide remedies when guidelines are exceeded (Mitchell, Toomey & Erikson, 2005).

Research indicates that the college environment is a factor that gives the illusion of supporting the abuse of alcohol and drugs (Hingson, 2010). Fairlie, DeJong, Stevenson, Lavigne & Wood (2010) found that 92% of respondents in their study had experienced at least one alcohol related consequence since the beginning of the semester. Behavior similar to the DeJong et al. study has been shown to negatively affect students' academic performance and personal safety (DeJong, Towvim & Schneider, 2007). With proper application and enforcement of the policy, university officials' objective in the current study is to reduce alcohol and drug-related incidents on campus.

The research questions guiding this study were:

1. Does the alcohol control policy impact sanctioned students' behavior, and if so, what impact it has?
2. What types of relationships exist, if any, between demographic segments of the student population and alcohol control policy violations?

In order to measure the deterrence effect of the policy, students who have been sanctioned per the university's policy were asked to complete an internet survey about their experience. The population of this study was composed of 857 students who have received sanctions per the alcohol control policy during the academic years 2007-2011

and attended the mandated Judicial Alcohol and Drug Education (JADE) class. The survey was developed with the assistance of the Office of the Dean of Students to identify information that is pertinent to the university. The information that was gathered was used to identify significant demographic connections among the violations as well as to assess the policy's impact upon the respondents' behavior.

A total of 167 students responded to the survey, yielding a 19.5% response rate. To obtain confidence level of 95% with a confidence interval of +/- 5%, a sample size of 234 students would have been required. The response rates of this survey fell short of an ideally representative sample. Despite this limitation, the researcher was still able to gather much valuable input from the research. However, Dillman, Smyth and Christian (2009) reported a 20% return rate is the expected norm for internet surveys.

It is the researcher's opinion that the university policy has an effect on the students' behavior towards alcohol and drugs. Many of the students gave responses that indicated the certainty and severity of the consequences of violating the policy concerned them enough to avoid being sanctioned again. The researcher also was able to draw conclusions that the students' classification, grade point average, gender, location of the violation and type of violation played a significant role in the likelihood of being sanctioned per the university's policy.

CONCLUSIONS

After surveying the respondents and studying their answers by applying descriptive and inferential statistics to their responses, the researcher was able to draw conclusions for the research questions. These conclusions are based upon the

respondents' answers, the statistical analysis, the review of literature, the researcher's own experiences and other academic sources that support the conclusions.

The first research question was examined to determine if the alcohol control policy impacts students' behavior, and if so, what impact it has. No statistically significant relationships were discovered, however, the researcher was able to draw several conclusions that account for the lack of statistical significance.

Respondents were first asked if they knew anyone who had been sanctioned under the school's policy. Those who answered in the affirmative were then asked if their knowledge of their friend's sanction affected their behavior towards alcohol and drugs prior to receiving their own sanction. The Z-test for population proportions hypothesis testing was applied to this question and showed that no significant relationship between the students' witnessing a friend's sanction and their own behavior.

The respondents' reactivity, or awareness of being studied, could be a possible explanation for these results (Hagan, 2010). The population consisted of college students, who are traditionally between the ages of 18-22 years old. They were surveyed regarding a punitive policy that had been used to discipline them. The researcher believes it is possible that some respondents' awareness of being studied could influence them to answer some question disingenuously because of their bias of having been sanctioned by the university's policy.

Next, a paired t-test was used to compare the results of two questions related to the frequency of students' behavior towards alcohol and/or drugs. The respondents were asked how often they engaged in behavior that could result in a policy violation prior to

their first sanction. Next, they were asked how many times they have engaged in behavior that could result in a policy violation since receiving their first sanction.

There was no significant difference in the frequency of sanction-related behavior between time periods. The researcher believes there also was a bias amongst the respondents in this question. At the end of the survey, respondents had an option to write comments in an essay box to express their opinion of the university's policy. The vast majority of students who provided comments conveyed a strong dislike of the policy, including accusations that the policy only existed as a revenue generator. This leads the researcher to believe that the students were defiant toward the policy, which could lead them to answer the previously examined question with a disingenuous response, thus producing a bias within the statistical analysis.

Next the respondents were asked if their peers tried to persuade them to use drugs and/or alcohol after they received their sanction. Over half reported that their friends did not try to persuade them to use alcohol or drugs. These responses suggest that the policy had some impact on the students' behavior. Although many students expressed a strong dislike of the policy, these responses imply that many students will react to the policy and respect the consequences, even if they disagree with it. The fact that about half of the respondents' friends did not try to persuade them to engage in alcohol and/or drug use after their sanction indicates that the policy also had an impact on the respondents' peers.

The respondents identified which penalty would serve as the biggest deterrent to future policy violations. The majority (65.4%) responded that their greatest deterrent is their concern about receiving another sanction. By virtue of their concern of being sanctioned again, it is obvious that the policy has an impact upon the students. If the

student has enough concern and motivation not to receive a second sanction, then it is only logical to assume that they will modify their behavior to reduce their likelihood of being sanctioned again.

To follow up on the respondents' concerns of the previous question, they were asked if the following groups of people were to learn of their sanction, which would embarrass them the most: teacher, parents, friends, minister, other. A total of 78.71% respondents admitted that they would be embarrassed if one of the previous groups of people were to learn of their sanction. The group receiving the most votes was "parents," receiving 26.24% of the votes. One of the elements of the university's policy is sending a letter to the student's parents notifying them of their child's behavior (if the student is less than 21 years of age). The responses to this question appear to indicate that this particular element of the policy has a positive impact upon deterrence towards abusing alcohol and drugs.

With regards to the first research question, the evidence demonstrates that the university's policy has some impact upon the sanctioned students' behavior. Although the respondents were reluctant to admit change on the survey, their responses to post-sanction questions indicate they have modified behavior in response to the policy. Not only did respondents seem to be affected by the policy, but other students, such as the respondents' friends, appear to be impacted by the policy as well. This overall deterrent effect is the ultimate goal of the university's policy according to the office of the Dean of Students.

The second research question determined what kinds of relationships exist, if any, between demographic segments of the student population and alcohol control policy

violations. The statistically significant data obtained from the study suggests there are several connections between the demographics of the violator and the location of the sanction that play a noteworthy role in policy violations.

The chi square analysis revealed a statistically significant connection between the classification of the respondent and their likelihood of being sanctioned. The freshman classification showed that significantly more students with this classification were sanctioned on campus, resulting either from an arrest or an administrative reprimand. Several factors influenced results of this analysis. At the university in current study, freshman students are required to live on campus, usually in the residence halls. Each floor of the residence hall is supervised by a resident advisor, who is responsible for enforcing the campus rules in the dormitories. This is an additional level of supervision that the freshman receive compared to students who live off campus. This exposes the freshman student to a higher likelihood of being caught if they are violating campus rules.

In addition to a resident advisor being present on each floor, one who has the discretion to check students' bags or containers prior to their entry into the building at any time also is positioned at the front door of every residence hall. If a freshman attempts to bring contraband into the residence hall, this is yet another opportunity to discover the violation.

Supplementary rules and regulations in the residence halls not present in off campus housing add another element of risk to freshman classified students. For example, residence halls have visitation policies. If students are caught violating the visitation policy, they are subject to an administrative reprimand from the resident

advisor, which can lead to a sanction. The additional rules within the residence halls increase the students' chances of violating a rule.

As a consequence of living in the on-campus residence halls, freshmen naturally spend more time on campus. As a result, they are more likely to be caught by university officials if they are violating campus rules. This factor, in addition to any potential combination of the above factors regarding the conditions of living in the residence halls, exposes freshmen student violators to a higher probability of being sanctioned than upper class students.

When the respondents self-reported the location of their previous behaviors that could have resulted in a sanction and the actual location of their known sanction, a significant difference existed between location and behavior ($p \leq 0.004$). The majority of respondents indicated students who were sanctioned from an event not involving an arrest reported that they most often engaged in behavior in violation of the policy in the residence halls. The next strongest relationship demonstrated that students who were arrested on campus self-reported that they most often engaged in behavior in violation of the policy at the fraternity or sorority houses, all of which are located on campus.

Students who most often engaged in violating campus rules in the residence halls were most likely to be sanctioned for several reasons discussed in the previous chi square analysis of the location of the sanction. The presence of resident advisors, additional regulations in the residence halls and increased length of time spent on campus all contribute to a higher likelihood of being sanctioned for students who violate campus rules. The resident advisors are university administrators who do not have law enforcement authority. As a result of their status, actions taken by resident advisors

would result in an administrative reprimand rather than an arrest, excluding this data from the “arrest on campus” category.

Students who most often engaged in violating the alcohol and drug control policy at the fraternity or sorority houses had a higher likelihood of being arrested on campus compared to others. This could be attributed to the fact that the fraternity houses often host late-night parties, giving them the potential to be a high-risk area for such behavior.

Another factor could be that there are fewer university personnel who directly supervise the fraternity and sorority houses compared to the residence halls. Instead, much of the students’ behavior is regulated by university police officers who patrol the fraternity and sorority area. Similar to the residence advisors, the university police officers have the ability to issue an administrative reprimand in addition to their powers of arrest. As a result, students are exposed to the possibility of arrest when they are caught violating the alcohol and drug control policy.

A highly significant connection was found between gender and the location of the sanction. Males were significantly more likely to be arrested on campus as compared to females ($p \leq 0.000$). Conversely, females’ likelihood of being arrested on campus was less than half of the expected frequency. A contributing factor to this relationship could be that fraternities often host parties, whereas sororities do not. This could lead to increased policy-violating behavior at the fraternity houses.

Additionally, some research indicates that males have an increased disposition towards abusive alcohol consumption. According to an alcohol-education survey taken by freshmen, the researchers found that male students reported drinking three or more

times per week, triple the rate compared to female students (Carlson, 2011). This behavior could offer an explanation for the increased sanction rate of male students at the university under study.

A significant connection was revealed between grade point average (GPA) and the location of the sanction. The chi squared analysis incorrectly predicted that students with a 4.0 GPA were likely to be arrested at a higher rate than reported. The observed data demonstrated that students with a 4.0 GPA were less likely to be arrested and criminally charged ($p \leq 0.000$). Students with a 4.0 GPA were more likely to be sanctioned by an administrative reprimand rather than an arrest.

Evidence from other sources demonstrates that there is a parallel between a students' GPA and their behavior. At the university under study, students reported that alcohol usage had interfered with their school work at a rate 6% higher than the national average (Carlson, 2011). Students who are more devoted to academics in college may be less likely to be distracted by events such as unsupervised parties, underage drinking and the negative incidents that may be connected to these behaviors such as arrests resulting from driving under the influence, public intoxication, fighting and other alcohol-related and disorderly-behavior-related charges.

Significance differences were found between the type of violation and the location of the violation ($p \leq 0.000$). Driving under the influence arrests occurred off campus at a high rate. This relationship could be explained by the geography of the campus in contrast to the surrounding city. The residence halls, fraternity and sorority houses, food vendors and other on-campus activities are located within close proximity of each other. This layout makes driving less necessary because most destinations on

campus are within walking distance. However, housing and entertainment venues off-campus can be a greater distance from each other, which could make the students less inclined to walk to their destination.

Following DUIs, sanctions resulting from an administrative reprimand for possession of alcohol under the age of 21 occurred on campus at nearly twice the predicted frequency. As explained in previous analysis, supervision in the residence halls increases the likelihood of detecting policy violations, particularly with administrative reprimands rather than arrests.

With regards to the second research question, the evidence demonstrates significant differences between offender demographics and location of violation. The most significant finding was between the type of violation and the location of the violation ($p \leq 0.000$). All violations for possession of alcohol occurred on campus. This was closely related to the significance between the freshmen classification and on-campus violations, with the residence halls being the most frequent site of violation on campus.

The combined information leads the researcher to believe that male freshmen students who live on campus in the residence halls are most likely to be sanctioned for a violation of the university's policy. This is supported by the bivariate analysis that demonstrates that the most repeated significance was between the freshman classification and on-campus violations, most specifically the residence halls ($p \leq 0.004$). There is no evidence to support that freshmen violate the university's policy at a higher rate, but only that they are discovered and sanctioned at a higher rate.

IMPLICATIONS

Several conclusions were drawn that suggest the policy has a positive impact upon the students' behavior towards alcohol and drugs. Additionally, critical information was collected to determine demographic relationships to associate connections between previous sanctions. However, the researcher believes that this policy could be improved to further impact the students' behavior and create a safer campus environment.

One weakness that the researcher believes exists within the university's policy is that the sanctions do not have varying levels of punishment. The policy, as written, imposes sanctions uniformly. Whether the offense was a minor violation of the law or a serious threat to public safety, such as driving under the influence, the sanction is the same. The researcher believes that the policy could have a better impact upon the students' behavior towards alcohol and drugs if a tiered approach was used to apply the sanctions.

In Cesare Beccaria's "An Essay on Crimes and Punishments" (1764), the relationship between punishment and its effectiveness as a deterrent is explained as penalties just severe enough to counterbalance the effects of the criminal passions of the individual. Beccaria elaborated on the effects of punishment by stating punishments for a lesser offense become too severe in comparison to a greater crime, then people are likely to commit the greater crime because they would have more to gain while exposing themselves to the same amount of risk (Beccaria, 1764).

The purpose of a penalty is to deter the offender from repeating the action rather than torment the offender or undo a crime that has already been committed (Beccaria, 1764). If the punishment for a minor in possession of alcohol is equal to the punishment

for possessing illicit narcotics or driving under the influence then the student has no additional deterrent to not commit the greater crime because in either circumstance he will receive the same punishment.

Criminology scholar Jeremy Bentham studied the effects of deterrence and believed that punishment for a crime need only be severe enough to offset any profit gained from the crime or behavior. Proper deterrence is measured by celerity, certainty and severity; meaning punishment will occur immediately, assuredly, and harshly. Furthermore, severity (harshness of the punishment) was the least critical of the three components of deterrence (Williams & McShane, 2010).

Bentham's perspective further supports the researcher's opinion that minor offenses with less harsh sanctions would still provide an effective deterrent. If a tiered system was incorporated into the university's policy, the office of the Dean of Students could consider implementing a level I, II or III sanction. A level I sanction could be reserved for lesser offenses that present little to no threat to public safety or the academic integrity of the campus environment such as possessing minor amounts of alcohol in the residence halls or minor behavior issues. A level II sanction would be suitable for middle-tiered offenses such as deliberate disrespect for university staff, public intoxication, using a false form of identification or fighting. A level III sanction would be reserved for more serious offenses that threaten public safety or the academic integrity of the campus environment such as driving under the influence or possession of a controlled substance.

All incidents would be subject to upgrade to a higher tier upon the Dean of Students' discretion based upon the facts of the violation and aggravating circumstances.

Any repeat offense could be automatically upgraded to a level III sanction. In such cases of repeat offenses, a more severe punishment would be appropriate because the first sanction failed to provide proper deterrence.

A second implication of this research suggests that upper classmen's activities are detected less often as a result of the circumstances of their housing on campus. While some upper classmen may live in the residence halls, many who remain on campus after their freshman year stay in the Greek houses. The Greek houses are under less direct supervision as compared to the residence halls, which could allow for dangerous and abusive behavior towards alcohol and drugs to go undetected.

As Bentham stated, of the three components of deterrence (certainty, celerity and severity), certainty and celerity of punishment are the most important factors of successful deterrence (Beirne, 2006). To satisfy this, the university in current study must ensure students believe they are likely to be caught and they will be punished in a swift manner if they violate the university's policy. Upper classmen living in Greek housing may not perceive the university's policy has much deterrent effect upon their behavior towards alcohol and drugs.

The reduced amount of direct supervision in these areas could lead upper classmen to feel more comfortable violating the university's policy. If the university increased supervision of the Greek area, it might provide a measure of deterrence to upper classmen who live on campus. One possible solution to the need for increased supervision could be achieved through the university police department. The department could appoint an officer(s) with a specialized emphasis on alcohol and drug-related

crime. This officer would have the responsibility of spending extra time in the Greek area, resulting in a higher presence of law enforcement.

The university in current study already utilizes a program in which each fraternity “adopts” a university police officer. A useful extension of this program could allow this specific university police officer to have access to the “common areas”, such as living area, dining area and gathering room of their “adopted” Greek house. The officer’s ability to access these common areas at his discretion could be a condition of the Greek organizations charter on campus. Having this would be the functional equivalent of officers patrolling the lobby and hallways of the residence halls, which already is in place. The officer’s presence could have a positive impact upon the community policing aspect of the university police department as well as providing a strong deterrent towards abusive behavior towards alcohol and drugs within the Greek houses.

The researcher seeks to add another non-enforcement component to the sanction proceedings. Students who violate the policy are currently required to complete community service hours (The University of Mississippi, 2006). The researcher believes it would be beneficial to give the students the option to attend a citizens’ police academy in lieu of a percentage of the community service hours for which they are responsible for completing. By giving the students the option to attend the citizens’ police academy versus completing the full required amount of community service hours, the students may reach a higher level of participation and learning since they were given the opportunity to choose which option best suited their interests. The researcher believes that helping the students understand why the university and the police enforce the rules and policies can help achieve the highest level of voluntary compliance among the students.

FUTURE RESEARCH

In this study, the majority of respondents (74.3%) were freshmen students. As stated previously, freshmen students had the highest probability of being sanctioned by the university. This doesn't necessarily establish that freshmen students violate the policy more often but rather their violations are discovered by university officials more often. Upper classmen living off campus could potentially violate the university's policy with the same or greater frequency as the freshmen students.

In future research, it would be beneficial to examine the actions and behaviors of upper classmen in a longitudinal study at the university in current study. A random sample of upper classmen could self-report their behaviors in a survey, similar to questions of this survey. With this knowledge, future researchers could become more aware of upper classmen's conduct off campus in comparison to the information that was gathered during this study. This information could provide a more accurate assessment of problems and help guide the office of the Dean of Students to improve their methods of deterring dangerous behavior of upper classmen students.

By surveying university students who have not been sanctioned for policy violations, a future researcher would have the opportunity to access the feedback of students who may potentially be engaging in abusive behavior towards alcohol and drugs, but whose behavior has not yet been detected. This data could help the future researcher make a more accurate assessment of the effectiveness of the university's policy. The survey itself could serve as baseline data for the office of the Dean of students and increase awareness of the policy to the students and potentially reduce future sanctions.

SUMMARY

The University in current study is a large public southeastern university with an enrollment of 16,586 at the time this study was conducted. (University of Mississippi, 2012). The campus environment contains strong Greek organization ties. The Greek organizations host several large parties throughout the year, some of which are located on the campus. The university's football team belongs to a competitive and popular sports conference which produces a large group of tailgaters. This university's tailgating rituals are notorious throughout its sports conference. This atmosphere contributes to the culture of alcohol use.

The purpose of this study was to evaluate the impact of the alcohol control policy on students at the subject university. At the time of this study, the policy had been in effect for five years. The researcher sought to identify strengths and weaknesses of the policy by reviewing students' responses to sanctions so that administrators can maximize the effectiveness of the policy.

During academic year 2006-2007, the university policy was implemented in response to the death of a university police officer, caused by a student who was driving under the influence. The university does not know if their alcohol control policy has had any sizable effect on alcohol and drug-related behavior. Conventional punishments for alcohol and drug related crimes did not seem to provide effective deterrence for college students.

The researcher launched a survey that was available to 867 students how have violated the university's policy. The responses were used to examine the two research questions guiding this study:

1. Does the alcohol control policy impact sanctioned students' behavior, and if so, what impact it has?
2. What types of relationships exist, if any, between demographic segments of the student population and alcohol control policy violations?

The first research question was examined both statistically and analytically.

Statistical hypothesis testing revealed that no significant relationships existed between the students' responses and the policy's impact upon their behavior towards alcohol and drugs. However, analytical examination led the researcher to believe that these answers were influenced by the respondents' biases and their awareness of being studied within the survey. Nonetheless, some of the answers did indicate that their behavior had been altered because of the presence of the university's policy, which the office of the Dean of Students would consider to be a success of the policy.

The second research question was examined with the chi square statistical analysis to test the strength of associations between demographics and sanctions. The researcher found several strong associations between gender, classification, location of the sanction, grade point average (GPA) and type of violation. Male students, particularly freshmen, who lived in the on-campus residence halls, were most likely to be sanctioned for possession of alcohol. Another association found that students with a higher GPA were less likely to be arrested.

These findings were valuable to the insight of the university's policy; however the researcher is not convinced that upper classmen's sanction rates are proportional to the amount of violations that go undetected. As a result, the researcher has recommended

that future research be conducted on unsanctioned upper classmen's behavior towards alcohol and drugs.

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APPENDIX A

APPENDIX A

RECRUITMENT LETTER

Dear Current/Former UM Student,

Matt Defore is a graduate student in the Masters of Criminal Justice (M.C.J.) program at the University of Mississippi. He is conducting a policy analysis of Ole Miss's Two Strike Alcohol Control Policy and I would value your opinion on this topic. Attached is a short survey concerning the Two Strike Policy.

Your feedback is very important as it could help the university modify the policy, to maximize benefits for both students and faculty. We would appreciate any feedback regarding how Ole Miss's Two Strike Policy has affected you.

All feedback is guaranteed to be anonymous and confidentiality is assured. Once you start the survey, you can discontinue answering questions at any time. The results will be reported in aggregate form, or altogether. Your individual responses will not be identifiable.

I would appreciate it if you would please consider the potential for this study. The survey has been approved by UM's Institutional Review Board (IRB) and will be activated on August 27, 2012. It will remain open for two weeks. Once you complete the survey, you will be given an opportunity to be entered in a drawing for a free Ipad.

I thank you for your time and consideration.

Sincerely,

Sparky Reardon
The University of Mississippi

[\[To advance to survey instructions click here\]](#)

APPENDIX B

APPENDIX B

INSTRUCTIONS

Before you proceed to the survey, there are a few instructions to review. Remember, there are no right or wrong answers; we are interested in your opinions, beliefs, and experiences. When you are ready to complete the survey, click on the arrow below and the survey should come up on your screen. It should take about 10 minutes to complete the survey.

To answer a question, simply place your cursor on the appropriate response and click. If you want to change one of your answers, place the cursor on the correct response and click. You may skip questions or discontinue taking the survey at any time. If you have any comments, you can type them in the appropriate box at the end of the survey. We assure you, your responses will remain confidential.

When you have completed the survey, please click on the **submit** icon at the end of the survey. Thank you for your participation; your responses will positively impact the implementation of the Two-Strike policy in the future.

[\[Link to website here\]](#)

APPENDIX C

APPENDIX C

SURVEY

- 1) How did you learn about the Two-Strike policy?
 - a. Freshman Orientation
 - b. Alcohol.edu
 - c. M Book
 - d. RA
 - e. Friend
 - f. Other

- 2) Prior to your strike, did you personally know anyone who had received a strike for violating the policy?
 - a. Yes
 - b. No (Skip to question #4)

- 3) If your answer to #2 was yes, did their punishment affect your behavior concerning alcohol and/or drugs?
 - a. Yes
 - b. No

- 4) How do you rate the probability of getting caught with alcohol/drugs at UM as compared to your hometown?
 - a. Much more likely to get caught at UM
 - b. Somewhat more likely to get caught at UM
 - c. About the same
 - d. Not nearly as likely to get caught at UM

- 5) Do you feel like law enforcement is more strict in Oxford than in your hometown?
 - a. Yes
 - b. No

- 6) At the time of your first strike, what was your status with the university?
 - a. Freshman
 - b. Sophomore
 - c. Junior
 - d. Senior

- 7) What campus activities were you involved with at that time of your first strike?
- clubs
 - athletics
 - music
 - drama
 - Greek system
 - military science
 - Other
- 8) After your first strike, what campus activities were you involved in?
- clubs
 - athletics
 - music,
 - drama
 - Greek system
 - military science
 - Other
- 9) How did your violation originate?
- From an arrest on campus
 - From an arrest off campus
 - From an incident not involving an arrest
- 10) Before receiving your first strike, how often did you engage in behavior that could have resulted in a strike?
- 2+ times a week
 - Less than once a week
 - Less than once a month
 - Not at all
- 11) Where did most of your behavior that could have resulted in a strike occur?
- Fraternity/Sorority house
 - apartment, off campus
 - grove/stadium
 - residence hall room/ on campus apartment
 - bar
- 12) After receiving your first strike, how many times did you engage in behavior that could have resulted in a 2nd violation?
- 2+ times a week
 - Less than once a week
 - Less than once a month
 - Not at all

- 13) If after your first strike you engaged in behavior that could have resulted in a 2nd violation, where did it occur?
- Fraternity/Sorority house
 - Apartment off campus
 - grove/stadium
 - residence hall room or on campus apartment
 - bar
- 14) What was the time span between the citation and the imposition of the punishment?
- Within one week
 - Within two weeks
 - Within thirty days
 - Within sixty days
- 15) Did your peers try to persuade you to drink/use drugs after you received your first strike?
- Yes, but they didn't know I had received a strike
 - Yes, even though they knew I had received a strike
 - No
- 16) How much do your parents monitor your money, behavior etc?
- very much so
 - somewhat
 - not very much
 - not at all
- 17) What penalty served as the biggest deterrent from future strikes?
- Attend JADE or BASIC
 - Community Service Work
 - Concern about getting second strike
 - Letter home (if under 21)
- 18) Which of the following people would you be most embarrassed by if they learned of your strike?
- Friends
 - Parent
 - Teachers
 - Minister

- 19) How would you describe the University's seriousness about the Two-Strike policy?
- Very serious
 - Serious
 - Lip service
- 20) Has your perception regarding the University's seriousness about the Two-Strike policy changed over time?
- Yes
 - No
- 21) Do you think the Two-Strike policy is fair?
- Yes
 - No
- 22) Do you think the Two-Strike policy is effective in deterring future strikes?
- Yes
 - No
- 23) In your opinion, what would strengthen the impact of the Two-Strike policy?
- Suspension of vehicle use on campus
 - Suspension from residence hall
 - Suspension from fraternity/sorority
 - Loss of priority registration status
 - Other
- 24) Are you an out of state student?
- Yes
 - No
- 25) What is your gender?
- male
 - female
- 26) What was your GPA/major prior to strike?
- 4.0
 - 3.0 – 3.9
 - 2.0 – 2.9
 - 1.0 or less

- 27) How would you classify your violation?
- a. DUI
 - b. Minor In Possession
 - c. Fight/assault
 - d. Possession of drug paraphernalia/drugs
 - e. other

VITA

MATTHEW D. DEFORE

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EDUCATION

M.C.J. , Criminal Justice, University of Mississippi, July 2013
Thesis: The Impact of an Alcohol Deterrence Policy on College Students' Behavior

B.S., Exercise Science, University of Mississippi, May 2010

SKILLS SUMMARY

Police Officer, University of Mississippi Police Department
State of Mississippi DUI Enforcement Instructor
Motor Unit
Active member of Sobriety Trained Officers Representing Mississippi (S.T.O.R.M.)
Lafayette County Fire/EMS

ACADEMIC AWARDS & ACHIEVEMENTS

Sigma Alpha Lambda Honor Society
Alpha Phi Sigma Honor Society
Sergeant at Arms - UM Criminal Justice Association
Ranked first in class - Mississippi Law Enforcement Officers Training Academy
Top Academic Award- Mississippi Law Enforcement Officers Training Academy
2012 Medal of Valor Recipient – Lafayette County Law Enforcement Officers' Association