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Alcohol violations: an eight year descriptive study at one west coast university

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ALCOHOL VIOLATIONS: AN EIGHT YEAR DESCRIPTIVE STUDY
AT ONE WEST COAST UNIVERSITY

By

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ABSTRACT

This descriptive study examines data regarding undergraduate student alcohol violations across eight academic years in seven categories: gender, class standing, residentiality, school of study, GPA, religion, and athletics, at one West Coast University. An objective of this research was to determine if any patterns in the data emerged in the categories studied, across time, or in pairs of these specific categories. The literature review examines general alcohol consumption in college students, predictors of alcohol abuse, and each category studied as it relates to alcohol. Findings of the study provided a detailed description of the overall sample, the sample across time, each category, and each pair of categories studied. The pattern of consistency was most apparent throughout the sample, with numbers and ratios within each category remaining relatively consistent across time. Gender emerged as the strongest potential predictor of alcohol violation from the data studied. Within the findings, undergraduate students who are male, underage, and living on-campus tend to consume alcohol at a level that results in violating university alcohol policy. Findings align with current research within this subject area. This study is delimited in nature therefore, findings and conclusions are applicable to the University studied but may be difficult to transfer to other institutions.

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And we know that in all things God works for the good of those who love him, who have been called according to his purpose. –Romans 8:28

This work is dedicated to my parents,
Ed and Fern,
who gave me the gift of a college education,
who taught me that higher education was the foundation
to being and doing anything I wanted,
and who supported all my educational endeavors –
regardless of their geographical location.

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CHAPTER ONE – INTRODUCTION

The typical college experience in America often evokes a variety of thoughts and images in a person's mind. The misuse of alcohol is frequently near the top of the list. The media dominates our culture with messages that "college equates to drinking" and that "everyone does it." Social pressure regarding alcohol in college can be extreme and often unavoidable. It is commonly known that alcohol abuse, high-risk drinking, and underage drinking are topics that most colleges and universities struggle with on their campuses (Mayhew, Caldwell, & Hourigan, 2008; Saltz, 2004/2005; Wechsler, Seibring, Liu, & Ahl, 2004). Often drinking seems to be synonymous with college and the university experience. As described by Ehrlich, Haque, Swisher-McClure, and Helmkamp, "The college social experience and alcohol use have become intertwined into a subculture, and there is a perception that one cannot coexist without the other" (2006, pp. 283-284).

College personnel want to reach and intervene with the highest population of high-risk drinkers as possible on their campuses. This group makes up a substantial minority on most college campuses. The typical pattern of student alcohol consumption falls into a normal distribution of about 20% are abstaining from alcohol, 20% are frequent binge drinkers, and the remaining 60% drink at a moderate level that does not meet the binge drinking criteria (Huang, DeJong, Towvim, & Schneider, 2009; Wechsler, Lee, Kuo, & Lee, 2000). University policy, educational programming, and special prevention events are common methods that campuses use to influence the 80% of their students who are consuming alcohol (Ehrlich et al., 2006; Mayhew et al., 2008;

Wechsler, Davenport, Dowdall, Moeykens, & Castillo, 1994). Given that alcohol use and abuse by students are prevalent in higher education settings, most institutions have implemented prevention and education programs that complement their university policies and standards. However, shifting culture, stereotypes, habits, and knowing whether or not the educational message is heard above the din of the urban myth and social culture is difficult to determine.

Though similar attributes may be found or generalized for most college campuses, each university population is unique. If a specific institution looked closer at their students who consume alcohol, what could be learned? Is it possible that patterns of usage or characteristics of users may emerge which could help guide further efforts at preventing and reducing alcohol abuse?

Statement of the Problem

The purpose of this study was to examine the trends regarding students who were found responsible for violating campus alcohol policies over the past eight academic years at one private, urban, religiously-affiliated university on the West Coast. Study objectives were to learn if any trends emerge across time and to discover specific characteristics of the sample. I compared information over time about the populations of students who had formally violated the University's alcohol policy. Demographic information; such as gender, class standing, residentiality, religion, school of study, GPA and whether or not a student was a varsity athlete were considered.

In this survey, I drew on existing student conduct case data to investigate the trends found within rates of disciplinary action regarding alcohol at this specific

university. These data have been consistently gathered every academic year for the past ten years, but have not been pursued for any specific purpose. The existing data have the potential to provide a great deal of information to the institution and to those working within the student conduct program at this University.

Research Questions

Given the purpose and research design identified in the problem statement, I addressed the following research questions:

- 1) *What does this sample look like in regards to the specified categories for the entire sample?*
- 2) *What are patterns of the specified categories within the existing data regarding alcohol use at this university across time?*
- 3) *Do any patterns within the existing data regarding alcohol use at this university emerge across specific categories (i.e. gender, class standing, residentiality, school of study, GPA, religion, athlete)?*
- 4) *Are there patterns found in pairs of categories within the existing data set regarding alcohol use (i.e. gender & class standing, residentiality & GPA, school of study & religion, etc)?*

Conceptual Framework

Many factors influence why college students consume alcohol. My study does not encompass all of these influences for practical purposes and manageability of the study. I chose to limit this study to the variables available in existing data. The variables

considered are gender, class standing, residentiality, school of study, GPA, religion, and athlete. In deciding to limit my study, I recognize that some potential variables are left unmeasured, some of which are mental health issues, family history, medical conditions, religious conviction, peer pressure, and the drinking habits developed in high school. This list is not exhaustive, but provides a brief picture of the factors that are left unmeasured in my study.

As indicated by my research questions, I looked for potential combinations of measured variables and whether or not they emerge as patterns within the existing data. Given the 7 influences I studied, 21 possible combinations could be considered (See Appendix A).

Definition of Terms

Throughout this study, and in my own work as a student conduct professional, I am aware of a terminology that is commonly used that needs to be defined to be understandable to those outside the realm of student conduct. Significant terms are defined below. These terms, as defined, are used throughout this study.

Athlete – Categorizes a student as a varsity participant who competes for the University in an official capacity on an NCAA recognized athletic team.

Case Roster – This is the title of the existing data set to be used for this study. The roster is a list of all student conduct cases officially heard by hearing officers in the Institution for a given academic year. A case is defined per student, per incident of policy violation; each data entry is a violation at a specific period of time. The original data set includes student names, demographic information, dates of when steps within the conduct process occurred, as well as which policies students have been charged with and

found responsible for, including sanctions and educational outcomes assigned. For the purpose of this study, all personally identifiable information has been removed from the case roster. All case rosters are developed and managed within Microsoft Excel software. Information is entered into the case roster by university hearing officers – Hall Directors and the Student Conduct Coordinator – who are tasked with carrying out the student conduct program. Each hearing officer is responsible for entering and tracking each case that they hear throughout the course of an academic year and is managed by the Student Conduct Coordinator. All information required for the case roster is available to the hearing officers through the permissions granted as a function of their positions.

Class Standing – Categorizes the academic level achieved in coursework, (i.e. Freshman, Sophomore, Junior, or Senior).

Gender – Indicates the sex of the student (i.e. male or female).

GPA – A student’s grade point average earned at the institution. For this study, cumulative GPA was used throughout. As the case roster covers multiple years, cumulative GPA at the end of the spring semester was used for each student during the year that the violation occurred.

Residentiality – This term refers to where a student lived during their experience within the student conduct process. It is defined in two broad terms: *on-campus* and *off-campus*. On-campus is defined as university owned and operated housing, including traditional residence halls, campus apartment residence halls, and campus rental houses. Within the on-campus category, differentiations were made between each of the three types. Off-campus is defined as students residing apart from campus in non-university owned property.

Religion – Designated type of religion or faith affiliation self-reported by the student to the University. The University does not require all students to report religion, so details for all students were not available.

Responsible – This term refers to the status of an individual student’s violation, particularly that they have been found to have violated a policy. At the institution being studied, language of innocent and guilty is not employed within the student conduct program. Rather, not responsible or responsible is used instead. For example, students are found responsible for violating a policy instead of guilty of policy violations. Within this study, all students have been found responsible for violating the University’s alcohol policy.

School of Study – The specific area of coursework in which the student will study and earn his or her degree, commonly referred to as major. For example, a student who majored in Civil Engineering would be classified under the School of Engineering, a French major under the College of Arts and Sciences, etc. All students who had not chosen a major, who were considered undeclared, fall into the College of Arts and Sciences by University practice.

Student Conduct – Refers to the student discipline process specific to this institution. This term is generally used in a broad sense to encompass all discipline processes and procedures. Individual aspects of the overarching process are defined as necessary throughout the study.

Limitation and Delimitations

Though the data set contains information regarding many types of policy violations, I have chosen to delimit my study to only the cases regarding alcohol, specifically information of students found to be in violation of the alcohol policy. This choice was made in order to focus the study as well as the amount of data that was analyzed.

Similarly, I chose to delimit my study to include only students who fall into traditional definitions of “class standing” – namely, Freshman, Sophomores, Juniors, and Seniors – and to not include non-matriculated or graduate students to help manage the amount of data expected and to reflect the more traditional college experience within the outcomes.

This study only examined data from one specific university. This limits the ability of the outcomes learned to be generalized across a broad spectrum of universities or college-aged populations. However, the information may prove valuable to institutions of similar size, religious affiliation, and location.

A delimitation of using an existing data set in this study encompasses not knowing personal information about the students being represented regarding their personal history or other traits that may impact their alcohol consumption or ability to follow rules and community standards. It also precludes including any information about what might be happening in the student’s life with regard to academic schedule, family life, social stressors, and the like, which could impact their propensity to consume alcohol or be involved in the student conduct process.

CHAPTER TWO – REVIEW OF THE LITERATURE

General Alcohol Use in College-aged Students

Personnel at colleges and universities have been aware of and focusing on students' use of alcohol since institutions of higher education came into existence. A clear solution to these issues has yet to be found, but it is something that all institutions are working to address (Wechsler et al., 2004). Drinking in college is a prominent issue across the country, at all types of institutions; students at community colleges and at traditional four-year institutions tend to exhibit similar patterns with regards to alcohol consumption (Blowers, 2009).

Alcohol is a part of the definition of a “typical college experience” within student social settings, athletic events, alumni gatherings, etc. Media plays a part in this common characterization with portrayals of college on television and in movies, as well as episodic college activities like spring break parties and vacations (Borsari, Murphy, & Barnett, 2007). Rates of higher alcohol consumption for students consistently tend to be on weekend days (Friday and Saturday), and increase is also seen on game night (predominantly football), during Homecoming weeks, and during Greek “rush” weeks (Juth, Smyth, Thompson, & Nodes, 2010). Considering these factors, events, and traditions, it is not surprising that people in the 18-22 year age range who attend college have been found to drink at higher rates than those of the same age who do not attend (Ham & Hope, 2003). The bottom line is that, college students are at higher risk for

binge drinking and problematic drinking habits than their peers (Wechsler, Dowdall, Davenport, & Rimm, 1995).

College students are strongly influenced by their peers; alcohol consumption patterns and habits are among one of the highest areas of influence (Kremer & Levy, 2008). Most college students drink in a social context for socially motivated reasons, often involving a level of peer pressure (LaBrie, Hummer, & Pedersen, 2007). LaBrie et al. found that “social camaraderie” is the most popular reason students report for drinking. These drinking habits are often reinforced by the positive relational outcomes students believe come from consuming alcohol in these social settings (LaBrie et al., 2007). Other factors that impact an individual student’s level of drinking include the desire to get drunk quickly by high quantity consumption, exaggerated perceptions of how much peers consume, and previous drinking habits cultivated before coming to college (Blowers, 2009).

The high levels of alcohol consumption students demonstrate is a significant problem (Eshbaugh, 2008; Mayhew et al., 2008; Saltz, 2004/2005). Students tend to compare their own drinking with the rates and quantities they believe their peers demonstrate. These perceptions tend to be inflated so that most students would not self-report to be heavy drinkers (Eshbaugh, 2008). However when these perceived norms are higher than actual norms, students drink to the perceived norm, putting them at risk to be heavy and problematic drinkers (Fisher, Fried, & Anushko, 2007; Wechsler & Kuo, 2000). Students’ expectations of positive outcomes increase with higher levels of consumption (Fisher et al., 2007) and they tend to parallel the drinking practices of the

peer social group they live with – such as residence halls, Greek organizations, and the like (Wechsler & Kuo, 2000).

The College Alcohol Study conducted by the Harvard School of Public Health in 1996 provided a great deal of information regarding alcohol use and abuse on college campuses that is still pertinent today. The study encompassed 140 higher education institutions and included 17,000 students across the United States (Wechsler, 1996). This survey concluded that 84% of students drink during the academic year, with nearly half that population meeting the criteria of binge drinkers (Wechsler, 1996). Binge drinking is a prevalent problem on college campuses across the country; just under half (44%) of all college students report binge drinking – regardless of age, gender, and legality (Wechsler et al., 1994).

Problem drinking for students can be hard to define (Ham & Hope, 2003). However, binge drinking is much easier to quantify: “[It]...is defined as five or more drinks in a row one or more times during a two-week period for men, and four or more drinks in a row one or more times during a two-week period for women” (Wechsler, 1996, p. 21). The definition of a “standard drink” is 12 ounces of beer, 8 ounces of malt liquor, 5 ounces of wine, or 1.5 ounces of hard alcohol – commonly referred to as “one shot” – all of which contain approximately 14 grams of pure alcohol (Centers for Disease Control and Prevention, 2012; National Institute on Alcohol Abuse and Alcoholism, 2012). Students who frequently drink at the level of binge drinking report that most often their personal motivation for drinking is to get drunk (Wechsler, 1996).

Binge drinking is a significant problem, partly due to the fact that students find that the altered perceptions, impaired judgment, and lowered inhibitions are positive

outcomes to their consumption (Fisher et al., 2007; Wood, Nagoshi, & Dennis, 1992). Frequent binge drinkers generally do not self-identify their drinking habits to be problematic, in fact, most believe they are normal drinkers when they compare their drinking levels to the peers they drink with (Wechsler, 1996). Reiterating, the literature shows, that binge drinking is a concern for nearly all colleges and universities who serve a predominantly traditionally aged student population (Blowers, 2009).

Alcohol Education on College Campuses

Most higher education personnel anticipate and accept that college students will consume alcohol regardless of age or law (Wolburg, 2001). Due to this overall view, institutions try to reduce the negative outcomes of excessive drinking through education and the promotion of healthy choices (Wolburg, 2001). Institutions have used a variety of methods, with varying success, to educate students about alcohol.

As previously discussed, students often choose to consume alcohol based upon the perceived norm of how much their peers are consuming – thus defining the term social norm. Marketing the true consumption amount of students is theorized to reduce high-level drinking among college aged students (Reilly & Wood, 2008). Campus media campaigns are the most common method of promoting social norms, using familiar media outlets across campus such as student newspapers, flyers, etc., to publicize campus-specific data to students. These have been effective on some campuses (Reilly & Wood, 2008). Though the use of social norming is most popular with colleges, this strategy does not always lower the actual misuse of alcohol (Thombs et al., 2007). Most social norming intervention models rely on participants self-reporting data, including

frequency of consumption, rate of consumption, and level of intoxication, all of which can be subjective or misreported, leading to reduced levels of data accuracy (Thombs et al., 2007).

Individual-level interventions have also been implemented, providing students feedback on their use of alcohol compared with the norms at their institution with the hopes that students will modify their habits to fit the actual norms instead of the perceived norms. These interventions can be effective, but are time- and cost-intensive making them prohibitive for large scale use (Reilly & Wood, 2008). Many colleges use a socio-cultural theoretical model for alcohol intervention designed to teach that moderate alcohol use is acceptable, whereas abuse or extreme drunkenness is socially unacceptable. Alcohol awareness weeks, programs that promote responsible drinking, and social norming campaigns are frequently implemented examples of this approach (Mayhew et al., 2008).

Smaller institutions may have an advantage in alcohol prevention efforts as personal relationships between staff and students are often more probable and encouraged in a different manner than on larger campuses, which allows for the potential for problematic student drinking patterns to be more readily observed by faculty and staff (Coll, Draves, & Major, 2008). Religiously affiliated institutions may also have an advantage as their population of students is more likely to have higher levels of intrinsic religious motivation, which research shows contributes to these students drinking less than their peers (Brechtling et al., 2010; Wells, 2010).

Policies on campus regarding alcohol can impact alcohol intervention programs. In particular, research recommends that policies surrounding alcohol at athletic events be

examined by all institutions (Oster-Aaland & Neighbors, 2007). University athletic events can be the site of alcohol misuse by students prior to, during, and after these events with tailgating a common occurrence at many institutions (Oster-Aaland & Neighbors, 2007).

Within the creation and implementation of educational alcohol programs, colleges strive to increase attendance at these events and enhance their effectiveness. It is important for universities to recognize that a varied approach to the topic may be needed. Support for alcohol intervention and prevention programs on campus is critical to their success and longevity in impacting campus culture surrounding alcohol use and abuse.

Predictors for Alcohol Use

It is clear that alcohol plays a significant role on college campuses. Alcohol use and abuse is often seen as a rite of passage and a fundamental part of the college experience (Crawford & Novak, 2006; Engs & Diebold, 1996; Reis & Riley, 2008; Wolburg, 2001). The predictors for this use, on an individual student level, can be hard to determine. Individual campus culture and environment play a large part in alcohol consumption trends and norms. Social standards and perceived norms by students also impact the levels at which they consume alcohol (Karamitros, Minelli, & Schmidt, 2006). These aspects can be too large to generalize and individual students may have other factors in their lives that account for alcohol, use such as family history, previous alcohol experience, etc.

Perkins and Berkowitz (1986) found that drinking among college students is significantly related to gender, type of housing, personal attitudes toward drinking, and

whether or not these attitudes align with perceived campus norms. Similarly, in Borsari, Murphy, and Barnett's (2007) review of the literature, they found six moderators to be continually associated with heavy drinking for first-year students: "sensation seeking, race, gender, religiosity, pre-college alcohol use, and parental influences" (p. 2064).

Gender and Alcohol Consumption

It is no surprise that college aged men and women are different, but do those differences impact their alcohol consumption? Do they drink differently? If so, what impact does gender have with regards to campus drinking?

Typically, women outnumber men on college campuses (Bulmer, Irfan, Mugno, Barton, & Ackerman, 2010); however, it is the men that tend to drink more. In general, male students consistently drink higher quantities, drink more frequently, and engage in binge drinking more than female students (Bentrim-Tapio, 2004; Bulmer et al., 2010; Ham & Hope, 2003). Along with the heavier drinking, men's intentions to consume alcohol are also higher, women are apt to consume less than planned and men more than intended (Borsari et al., 2007). Though men and women who binge drink were found to experience a similar number of instances of negative consequences related to alcohol consumption (Wechsler et al., 1995), male students continue to report significantly more binge drinking than female students (Taylor, Johnson, Voas, & Turrisi, 2006).

Piane and Safer (2008), found that both men and women have similar beliefs about alcohol's ability to help them start conversations, be at ease in social situations, and make themselves seem more sexy to others. From there, the drinking habits between the genders shifts. Women are inclined to drink to make connections with others and in a

relational manner: to make new friends and help solidify relationships (Smith & Berger, 2010). Smith and Berger (2010) found that drinking in small, close-knit, all-female social groups provided its members with an increased sense of connection, protection, and opportunity for memory making and bonding. Women who have this type of pattern in their drinking habits may engage in more high-risk drinking behavior due to a perceived sense of protection against negative consequences that these relationships provide (Smith & Berger, 2010). Yet females continue to report both fewer high-risk behaviors associated to drinking and fewer expected positive outcomes of drinking than their male counterparts (Piane & Safer, 2008).

Though men and women differ in their level and frequency of alcohol consumption, their drinking habits are influenced by similar influences: living situations and peer influence. Research confirms that men and women living on-campus are found to drink at similar levels, whereas women living independently off-campus drink less than their male peers (Page & O'Hegarty, 2006; Ricciardelli & Williams, 1997); students living with parents drink less regardless of gender. Coll, Draves, and Major (2008) found that institutional size does not impact this type of gender influence as smaller institutions were found to have the same issues related to alcohol use on campus as larger colleges and universities. Residential environments and the gender stereotypes therein impact the expected outcome of alcohol use for both male and female students (Ricciardelli & Williams, 1997). Students often link their choice to drink based upon their perception of how their peers are consuming and experiencing positive or negative consequences. Though the consequences observed are often negative due to the large amount and high-risk style of consumption, the positive social outcomes usually carry more weight among

peers (Fisher et al., 2007). This type of peer pressure and subsequent pattern of alcohol use is seen at the highest levels among athletic teams and members of fraternities and sororities without regard to gender (Brenner & Swanik, 2007; Caudill et al., 2006; Ehrlich et al., 2006; Fisher et al., 2007).

Most of the research indicates that male college students continue to drink at higher levels than females though they are generally outnumbered in the study body. However, more recent studies indicate that students report “drinking to get drunk” as their primary motivation for alcohol use despite their gender (LaBrie, Lamb, & Pedersen, 2009; Lawrence, Abel, & Hall, 2010). Though the highest level of concern for high-risk alcohol consumption has historically been for males, it may appear that the concern should be shifted to encompass both genders as the difference between them and their alcohol usage is getting smaller (Lawrence et al., 2010).

Alcohol and Class Standing

Peer-pressure, stress relief, coping strategy, and positive sensation seeking are common reasons for high alcohol consumption for all class levels of college students (Fisher et al., 2007). Though most Freshmen and Sophomore students are not of legal drinking age, it often appears that they are the population that drinks the heaviest on campus. Previous research finds this assumption to have merit, partly due to the fact that, “because these underage drinkers do not have adult social pressure to limit their consumption to more moderate levels, they are likely to consume more drinks on fewer occasions” (Engs & Diebold, 1996, pp. 28-29); and seemingly also due to the preconceived notions of what social life at college is supposed to be about.

Students experience a high level of transition during their first year in college during which they establish social connections and create patterns and habits for themselves. Often, these connections and habits include alcohol consumption at potentially high levels. These types of patterns put students at high risk for developing future dependence and other issues surrounding alcohol (Borsari et al., 2007). Alcohol consumption is often used as a coping mechanism for first-year students especially when experiencing negative emotions and high levels of stress (Borsari et al., 2007). Students often state that drinking eases social situations and pressures, helps them to fit in socially, and provides opportunity for belonging with their peers. However, this type of consumption frequently manifests itself as binge drinking behaviors (Borsari et al., 2007; Ichiyama & Kruse, 1998).

In general, Sophomores continue to test boundaries and rules like they did as Freshman; however, they also begin to determine a stronger sense of self and personal identity (Gahagan & Hunter, 2006). Sophomores are in an interesting place in their college careers. They are no longer brand new to campus but do not quite have enough experience to be the “experts” like upperclassmen. In this year, many students are changing majors, determining if their current institution is the correct fit for them, and deciding on a career path (Gahagan & Hunter, 2006). And, in the midst of all of these changes and decisions, they find themselves without the personalized support they had as Freshmen, which can lead to increased alcohol consumption in order to cope and continue to fit in (Gahagan & Hunter, 2006; Sanchez-Leguelinel, 2008).

As students approach upperclassmen standing, their drinking habits generally begin to change. As Taylor, Johnson, Voas, and Turrisi (2006) state, “Heavy drinking

among college students tends to increase as they approach legal drinking age and levels off after they reach legal drinking age” (p. 37). This diminishment in consumption may be attributed to an individual’s personal growth and development and as they prepare for careers and entry into life beyond college.

Drinking and GPA

Given the previous research and what one might assume from one’s own knowledge and experience, one might expect that a student’s grade point average (GPA) would be impacted by their drinking habits. Singleton (2007) found that all class levels showed impact upon academic performance when consuming high quantities of alcohol. Within their study, Taylor et al. (2006) found that students reporting GPAs lower than 3.0 binge drank at a higher level than their peers with GPAs above; students with GPAs lower than 2.0 reported the highest levels of drinking. Similarly, Engs and Diebold (1996) found students with GPAs around 2.0 reported drinking more heavily than their peers with higher GPAs; and students who had GPAs near 4.0 drank one-third less than students with lower GPAs.

In their examination of the 2006 Core Alcohol and Drug Survey data, Bulmer, Irfan, Mugno, Barton, and Ackerman (2010) found that students who self-reported grades of C or lower did not experience a difference in academic performance related to their alcohol consumption; however, students self-reporting A/B grades did experience a negative impact. Though the impact of drinking on grades can be found in all levels of achievement, it seems that those with lower GPAs realize the influence at lower levels than their higher achieving peers.

Residentiality and Alcohol Use

Where a student lives has a great impact on their college experiences, including their use of alcohol (Cross, Zimmerman, & O'Grady, 2009; Longerbeam, Inkelas, & Brower, 2007). Living environments, such as campus residence halls, Greek houses, etc, provide college students with opportunities for socialization and acclimation, as well as a setting for alcohol use that is seen as socially acceptable by peers (Gfroerer, Greenblatt, & Wright, 1997). Previous research shows that students who live in sororities and fraternities drink more than most other students, while students living on-campus tend to drink more than their peers who live with family members (Cross et al., 2009; Page & O'Hegarty, 2006; Wechsler et al., 2000). Additionally, students who live at home with parents and commute to campus are less likely to abuse alcohol than students who live on-campus or off-campus but not with parents (Gfroerer et al., 1997).

Bulmer et al. (2010) found that students living on-campus consistently consumed alcohol at higher quantities and rates than students living off-campus. Students living in on-campus residence halls take cues from and make decisions based upon the actions of their peers. Most often, students are influenced by their peers living on the same floor or hall when concerning alcohol use; Freshmen and first-year students have the tendency to be influenced by this group more than returning students as they are in the highest level of transition and are looking to be socially accepted (Boekeloo, Bush, & Novik, 2009). Regardless of class standing, if a student feels like their residence hall provides a strong sense of home and community, the impact of their peers can be greater than if the student does not feel as connected (Brower, 2008).

Beyond the basic difference of location of housing, on- or off-campus, the specific type of housing can impact college student's alcohol consumption. Cross, Zimmerman, and O'Grady believe that "residence hall design sets the stage for different social interactions and drinking behaviors among students" (2009, p. 586). Students living in "suite style" room (two, double-occupancy rooms joined by a shared bathroom) were found to drink at higher levels than students living in "standard rooms" (singular, double-occupancy rooms with a floor/wing community bathroom). This could be explained by the added privacy or by the higher capacity of the rooms (alone and when hosting guests) than afforded by those living in standard rooms (Cross et al., 2009). In their study, Willoughby and Carroll (2009) were able to determine that students living in co-ed housing environments tended to binge drink and consume more alcohol than their peers living in single-sex housing. Furthermore, women living on co-ed floors or wings were found to consume more alcohol more frequently than women living in all-female housing environments (Cross et al., 2009).

Students tend to exaggerate the alcohol use of their peers and drink to match it, regardless of the type of housing they live in (Page & O'Hegarty, 2006). Sharmer (2005) showed that students who live with other people – either in residence halls or in off-campus residences – are more likely to participate in drinking games than those who live alone; participation in drinking games has been linked to an increased amount of alcohol consumption in an individual sitting.

The research seems to expose the negative impacts that type of housing can have on student alcohol consumption. The exception to the negative force seems to be within intentional living communities: on-campus housing situations in which there is a

deliberate theme or purpose within the environment that each member must apply for participation, commit to, and support (Brower, 2008). Due to their living within and connection to this intentional community, participating students may not drink alcohol to manage stress or cope with problems as much as other on-campus students, due to a higher level of connectedness to the peers they live with (Brower, 2008).

Alcohol and Religion

Going to college often represents a student's first opportunity to live outside of their parent's purview which, in turn, provides freedom to test boundaries, norms, and choices that may have been previously considered unacceptable. This type of situation may be increased if the parent's have strong religious convictions and practices (Brechting et al., 2010).

Religiousness in relationship to alcohol use is multifaceted, but in most research has been used as a single entity (Brown, Salsman, Brechting, & Carlson, 2007). Brechting et al. (2010) make a clear delineation between religious belief and religious behavior; the latter has been used most in regards to research with alcohol consumption, but they argue that both should be taken into consideration. Contending that a person can have religious beliefs without specific accompanying behaviors and can participate in specific behaviors without true religious belief (Brechting et al., 2010). Similarly, the terms "religiousness" and "spirituality" have been used interchangeably within the previous research; however, these two factors can be very distinct from each other and impact alcohol usage differently (Brown et al., 2007). Commonly, "religiousness" is connected with denominations and specific beliefs, habits, and doctrines held and

practiced by a group; whereas “spirituality” is generally associated with an individual connection to beliefs and personal practices, which may or may not be held by a larger group (Brown et al., 2007).

Personal religious conviction – and its intensity – has been found to be a predictor of alcohol use within college students (Borsari et al., 2007). Students who place a higher value on religion tend to drink less than students who place a lower value on religion (Borsari et al., 2007; Engs & Diebold, 1996). Levels of religious conviction are commonly measured in two ways: intrinsic (internal commitment and motivation) and extrinsic (external motivation, such as social status, with a lack of internal commitment) (Brown et al., 2007; Templin & Martin, 1999). The type and level of conviction a student has, can impact their alcohol consumption. Intrinsic religious conviction has been shown to have an impact on alcohol consumption and behavior, whereas extrinsic conviction has not (Templin & Martin, 1999). Results from Brown et al.’s study (2007) indicate that students who have high intrinsic religiousness consumed alcohol less frequently, had fewer issues related to alcohol use, and had lower average levels of alcohol consumption. As may be expected, the relationship between religious conviction and decreased alcohol use appears strongest when the individual’s practices and beliefs align (Brechtling et al., 2010).

The type of institution, whether religiously affiliated or not, may also impact a student’s alcohol behaviors with regards to their personal religiousness or spirituality. Students at religious institutions have a higher likelihood of having higher levels of religiosity than students at state or non-religiously affiliated institutions (Wells, 2010). Personal involvement in religious behaviors and the degree to which an individual

participates impacts decisions of alcohol consumption. The more a student participates in these behaviors lessens their likelihood of drinking (Brechtling et al., 2010). Results of a study conducted at a both a religiously-affiliated and nearby state institution showed that students at the religiously-affiliated campus were significantly less likely to be moderate to heavy drinkers as compared with students from the state campus. Similarly, more abstainers from alcohol were found at the religious institution versus the state institution (Wells, 2010). Social support has also been shown to have an inverse relationship to alcohol use in underage drinkers; churches are a well known source of social support, which may indicate that students with a strong and regular relationship with a church could have a stronger support network than their peers who do not (Brown et al., 2007). The same type of social support may also be found within religiously-affiliated institutions, especially those with close ties to a specific church or denomination.

Alcohol Consumption and Athletes

Athletes consume more alcohol, in quantity and frequency, and experience more negative consequences related to drinking than their non-athlete peers (Brenner & Swanik, 2007; Dumas, Turrisi, Coll, & Haralson, 2007; Ford, 2007; Hildebrand, Johnson, & Bogle, 2001). Athletes are considered to be in a high-risk group regarding binge drinking, with the prevalence of annual alcohol use for college athletes being around 80%; college students generally report binge drinking at a rate near 45% (Brenner & Swanik, 2007). Student athletes face a different type of stress than non-athletes as they must balance and maintain their grades as well as physical ability along with the general concern every college student faces. Athletes are often isolated from their peers due to

their athletic involvement, which can impact their primary social groups and settings (Doumas et al., 2007; Ford, 2007). Due to the team atmosphere and focus athletes experience, their perception of how much alcohol their peers consume may be higher than the perception of non-athletes (Frye, Allen, & Drinnon, 2010). This phenomenon may contribute to athletes being high-risk for binge drinking as college students generally drink at a level they perceive their peers drinking (Eshbaugh, 2008; Fisher et al., 2007; Wechsler & Kuo, 2000).

Gender and residentiality seem to make an impact on the individual drinking levels of athletes, much like their non-athlete peers. In a study of female Division One athletes (specifically volleyball, basketball, and softball players), Martin (1998) found that the athletes who lived off-campus drank more frequently, but those living on campus drank at a higher quantity. Though both genders report higher consumption than non-athlete students, male athletes report higher levels of drinking than female athletes; which mirrors the non-athlete student population's habits (Brenner & Swanik, 2007; Yusko, Buckman, White, & Pandina, 2008).

Type of sport – individual or team – may make a difference in drinking patterns as well. In Brenner and Swanik's (2007) study, students on team sports reported higher levels of consumption than their individual sport counterparts. Levels of binge drinking for athletes may rise with their athletic involvement on a team; for example, team leaders/captains tend to report binge drinking at a higher level than their participating teammates (Ford, 2007; Lewis, 2008). Athletes are considered a high-risk drinking group regardless of whether or not they are “in season” or “off season” (Doumas et al., 2007). Coaches' attitudes toward alcohol consumption on a team may impact the individual

student's attitude when it comes to drinking, a coach with strict rules may encourage less drinking, whereas a coach with lenient attitudes toward the alcohol rules may encourage more (Lewis, 2008).

Athletes are more likely to be exposed to alcohol education programming than non-athletes due to regulations from the NCAA and other athletic governance organizations (Brenner & Swanik, 2007). Alcohol education for athletes may have little overall impact on personal drinking habits, however the impact of alcohol on individual athletic performance may provide great impact on consumption levels – especially for female athletes (Martin, 1998). It has been shown that level of NCAA Division (I, II, or III) does not have a significant impact on student athletes reported drinking habits (Martin, 1998). Similarly, type of institution may not make a difference in athlete alcohol consumption. Though being a student at a Christian institution may impact a student's choice to abstain from alcohol, it has been found that student athletes at this type of institution consume more than their non-athlete peers, and drink at similarly high levels to students at a secular institution (Frye et al., 2010).

Research Summary

Though binge drinkers constitute the minority of drinkers on college campuses (Huang et al., 2009; Wechsler et al., 2000), overall alcohol consumption, high-risk alcohol behaviors, and alcohol education and prevention efforts are important to all colleges and universities (Ehrlich et al., 2006; Mayhew et al., 2008; Wechsler et al., 1994; Wechsler et al., 2004). The reasons why college students consume alcohol are multifaceted and complicated. Many consume because they believe it is an expected part

of college and because they want to fit in with their peers (Borsari et al., 2007; Crawford & Novak, 2006; Reis & Riley, 2008; Wolburg, 2001).

Research shows that a student's class standing (Gahagan & Hunter, 2006; Sanchez-Leguelinel, 2008), gender (Bentrim-Tapio, 2004; Borsari et al., 2007; Ham & Hope, 2003), religion (Brechtling et al., 2010; Templin & Martin, 1999), where they live (Cross et al., 2009; Gfroerer et al., 1997; Longerbeam et al., 2007), and whether or not they are a college level athlete (Brenner & Swanik, 2007; Doumas et al., 2007; Ford, 2007; Hildebrand et al., 2001) can make an impact on their drinking behaviors. And, that GPA can be influenced by their consumption level (Bulmer et al., 2010; Taylor et al., 2006). Other aspects of a student's life may also effect personal motivation for alcohol consumption. Family history, mental health or medical conditions, and previous drinking habits are a few of the influences which were not measured within this study, but may have potential impact on students. Regardless of the situation or life circumstance a student is experiencing, drinking is a personal choice; as Lo and Globetti describe, "Drinking is a self-directed behavior. Individuals drink because they make a decision, in a certain situation, that drinking is appropriate or permissible" (2000, p. 16).

CHAPTER THREE – RESEARCH METHODS

Purpose

The purpose of this study was to take an in-depth look at the instances of student violations of the alcohol policy over the past eight academic years at one private, urban, religiously affiliated university on the West Coast. Examination of each instance of a responsible alcohol violation was looked at overall and within the categories of gender, class standing, residentiality, school of study, GPA, religion, and athlete.

In pursuing this purpose, my study addressed the following research questions:

- 1) *What does this sample look like in regards to the specified categories for the entire sample?*
- 2) *What are patterns of the specified categories within the existing data regarding alcohol use at this university across time?*
- 3) *Do any patterns within the existing data regarding alcohol use at this university emerge across specific categories (i.e. gender, class standing, residentiality, school of study, GPA, religion, athlete)?*
- 4) *Are there patterns found in pairs of categories within the existing data set regarding alcohol use (i.e. gender & class standing, residentiality & GPA, school of study & religion, etc)?*

In order to accomplish this purpose and attempt to answer the defined research questions, I established research protocols. This chapter describes my plan, including the setting of the study, data set, research ethics, research design, data collection and analytical procedures, role of researcher, and potential contributions of the study.

Setting

The institution used for this study is a private, urban, religiously affiliated university located on the West Coast. To maintain anonymity and for clarity, the institution will be referred to by the moniker “Bolling University” or “BU” throughout the project. Bolling University has a population of less than 5,000 undergraduate students with an on-campus residential population of around 55%. Bolling University has also been nationally recognized for its high caliber of teaching.

Bolling University serves a mostly traditionally-aged college population of students between the ages of 18-22. Within the University’s undergraduate population, most students are underage during their Freshman and Sophomore years; most often BU students turn 21 during their Junior year. Students who are of legal drinking age can possess and consume alcohol on BU’s campus. Alcohol in the residence hall must be within a reasonable quantity, defined by the University as a reasonable amount one person could drink in several sittings. In Traditional Residence Halls no hard alcohol is allowed, only beer and wine. In the Apartment Residence Halls and the Campus Rental Houses hard alcohol is allowed, but within the same definition of reasonable quantity. In accordance with state and local laws, open containers in public areas, being intoxicated in public, and driving under the influence of intoxicants are also prohibited for BU students.

Bolling University facilitates alcohol education in a variety of ways. It is predominantly used as an educational outcome, or sanction, for students who have been found responsible for violating campus alcohol policy. This type of education is offered via classes – in person and on-line – written reflection upon classes taken, research

papers regarding alcohol, alcohol assessments completed through the campus health center, and community service with populations that have been highly impacted by alcohol use or abuse. Campus-wide alcohol programming is limited and voluntary. Each fall semester students have the opportunity to attend an event put on by the student activities office which focuses on alcohol abuse prevention and education. A free ticket to the fall dance is usually offered as an incentive for attendance. The athletic department provides alcohol education opportunities to athletes, which are not available to non-athlete students, in accordance with NCAA regulations.

Bolling University has a predominantly female undergraduate population, which matches the general trend on college campuses across the nation (Bulmer et al., 2010). In the past eight academic years, the average percentage of female undergraduates is 61%, with male undergraduates at 39% (Institutional Website, 2012). Table 1 illustrates the actual percentages within the timeframe discussed.

Table 1

Undergraduate Population by Gender

		04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
Female	<i>n</i>	1756	1776	1837	1861	1856	1944	1958	1964
	%	62%	63%	63%	63%	61%	61%	60%	59%
Male	<i>n</i>	1076	1038	1095	1085	1181	1267	1325	1356
	%	38%	37%	37%	37%	39%	39%	40%	41%

The average percentage of undergraduate students in each class over the eight academic years included in this study equates to 29% Freshman, 24% Sophomore, 22% Junior, and 25% Senior (Institutional Website, 2012). Table 2 provides a more detailed look at the definition of class standing by year.

Table 2

Undergraduate Population by Class Standing

		04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
Freshman	<i>n</i>	799	802	787	884	847	910	989	950
	%	29%	28%	28%	30%	29%	30%	31%	29%
Sophomore	<i>n</i>	660	670	670	649	756	688	747	822
	%	24%	24%	24%	22%	26%	23%	23%	25%
Junior	<i>n</i>	608	619	667	638	605	719	694	717
	%	22%	22%	24%	22%	21%	24%	22%	22%
Senior	<i>n</i>	648	750	692	758	739	720	781	795
	%	24%	26%	25%	26%	25%	24%	24%	24%

Beginning in the 2008-2009 academic year, BU instituted a requirement that all Freshman students must live on-campus unless living with family members within a 30 mile radius of campus. This live-on requirement increased the overall percentage of students living on campus by approximately 5% as shown in Table 3 (Institutional Website, 2012). Freshman students are restricted to living in Traditional Residence Halls and are not allowed to live in Campus Rentals or Campus Apartments.

Table 3

Undergraduate Population by Residency

		04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
On Campus*	<i>n</i>	1495	1465	1538	1540	1698	1858	1931	1867
	%	53%	52%	52%	52%	56%	58%	59%	56%
Off Campus	<i>n</i>	1337	1349	1394	1406	1339	1353	1352	1453
	%	47%	48%	48%	48%	44%	42%	41%	44%

* includes average number of students living in rental houses each year (95)

In regards to religious affiliation, students are not required to provide this information during the admissions process, but many do. The undergraduate population at Bolling identifies with the same religion that the University is based upon at an average rate of 43%. BU students identify with other religions at 34% and 23% of state they have no religion or are not religious (Institutional Website, 2012) (See Table 4).

Table 4

Undergraduate Population by Religion

		Institution Religion	Other Religions	No Religion
Average	%	43%	34%	23%

Undergraduate students at BU have five schools of study to choose from: the School of Business (BUS), the College of Arts and Sciences (CAS), the School of Education (EDU), the School of Engineering (EGR), and the School of Nursing (NUR). The College of Arts and Sciences has the most declared students each year; this school also houses students who are undeclared. See Table 5 for the number and percent of students in each school over the past eight academic years (Institutional Website, 2012).

Table 5

Undergraduate Population by School of Study

		04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
BUS	<i>n</i>	431	474	498	487	469	495	518	563
	%	14%	15%	15%	15%	14%	14%	14%	15%
CAS	<i>n</i>	1528	1506	1502	1544	1532	1619	1748	1763
	%	50%	49%	47%	47%	46%	46%	47%	47%
EDU	<i>n</i>	180	195	183	181	192	184	187	186
	%	6%	6%	6%	5%	6%	5%	5%	5%
EGR	<i>n</i>	402	364	433	443	513	579	625	636
	%	13%	12%	13%	13%	15%	16%	17%	17%
NUR	<i>n</i>	540	532	603	640	653	644	616	579
	%	18%	17%	19%	19%	19%	18%	17%	16%

In the period of time being considered, Bolling University students have consistently earned cumulative grade point averages above a 3.0 in each school and across the institution (Institutional Website, 2012), shown in Table 6.

Table 6

Undergraduate Average GPAs

	04 - 05	05 - 06	06 - 07	07 - 08	08 - 09	09 - 10	10 - 11	11 - 12
BUS	3.13	3.26	3.23	3.21	3.23	3.18	3.29	3.28
CAS	3.33	3.33	3.33	3.41	3.36	3.41	3.41	3.35
EDU	3.56	3.48	3.55	3.54	3.5	3.61	3.66	3.58
EGR	3.20	3.18	3.19	3.21	3.23	3.18	3.32	3.24
NUR	3.49	3.5	3.48	3.51	3.51	3.55	3.54	3.54
UNIV TOT	3.33	3.35	3.35	3.38	3.38	3.42	3.43	3.38

BU defines letter grades in the following manner (see Table 7) according to the University's Academic Standards published each year (Institutional Publication, 2012 - 2013). For the purpose of this study, the cumulative GPA in the data will be categorized into seven categories also listed in Table 7, which define grades by letter, but groups together GPAs at 2.00 or below.

Table 7

Letter Grade Values

BU Standards		Used in Study	
Grade	GPA Value	Grade	GPA Value
A	4.00 - 3.71	A	4.00 - 3.71
A-	3.70 - 3.31	A-	3.70 - 3.31
B+	3.30 - 3.01	B+	3.30 - 3.01
B	3.00 - 2.71	B	3.00 - 2.71
B-	2.70 - 2.31	B-	2.70 - 2.31
C+	2.30 - 2.01	C+	2.30 - 2.01
C	2.00 - 1.71	C	≤ 2.00
C-	1.70 - 1.31		
D+	1.30 - 1.01		
D	1.00 - 0.71		
D-	0.70 - 0.01		
F	0		

During the timeframe studied, Bolling University offered a combination of nine varsity sports. For women: basketball, cross country, golf (through the 2010-2011 academic year), rowing (beginning in 2011-2012), soccer, tennis, track, and volleyball. For men: baseball, basketball, cross country, golf (through the 2010-2011 academic year), soccer, tennis, and track. As shown in Table 8, the population of undergraduate varsity athletes at BU is modest (Institutional Publication, 2012).

Table 8

Undergraduate Population of Varsity Athletes

		04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
Athletes	<i>n</i>	214	224	234	232	224	229	238	240
	%	8%	8%	8%	8%	7%	7%	7%	7%
Total									
Students	<i>n</i>	2832	2814	2932	2946	3037	3211	3283	3320

Data set

Data used in this study were derived from the student conduct case rosters kept at the institution over eight academic years; from 2004-2012. This type of case roster exists for the past ten academic years, but the first two years of data (from 2002-2004) are incomplete and inconsistent and therefore excluded from this study.

Information on each individual case can be found in the student conduct case roster for each academic year. Detailed information including a reference number, how information of the situation was received, student name, ID number, gender, address (indicating residentiality), class standing, date of violations, dates of notification, potential policy violations charged, policy violations found not responsible, policy violations found responsible, sanctions, and sanction deadlines can be found for each case. Information needed for this study, but not already included in the case roster was added. The case roster used in this study is a subset of the entire data set which includes only those instances of found cases where students were responsible for alcohol violations. The information added to the revised data set includes religion, school of study, student's cumulative GPA, and which athletic team they were a member of, if

applicable, for the year the violation took place. Personally identifiable information related to students was redacted for this study.

The information used for the study was delimited to include only cases that include responsible alcohol violations. This revised data set includes 1019 instances of responsible alcohol violations.

Research Ethics

I am employed by Bolling University as the Student Conduct Coordinator. The Student Conduct Coordinator is tasked with the daily oversight of the student conduct program. This includes serving as a hearing officer for off-campus students who violate policy, serving as a hearing officer for “high level” policy violations – cases in which the outcome of the case could be suspension or a recommendation of dismissal from the University – training all student conduct hearing officers, participating in the annual update and revision of the University’s policies and code of conduct, as well as the general management of the case roster and data therein.

At Bolling University, the Student Conduct Coordinator is part of the Office of Residence Life. Residence Life is a part of the Division of Student Affairs, which is overseen by the Vice President for Student Affairs. The Student Conduct Coordinator reports to two direct supervisors: the Associate Vice President for Student Life and the Director of Residence Life, as the title is always held in concert with an Associate or Assistance Director of Residence Life position. The Vice President for Student Affairs designates the daily operations and management of the Student Conduct Process to the Student Conduct Coordinator under the oversight of the Associate Vice President.

The case roster data that I used for my study is a secure Excel data base kept within the Office of Residence Life at Bowling University. As part of my position is to oversee the creation and maintenance of the annual case roster, from which the data set in this project is derived no special permission was needed for me to access or use this data. A new case roster is created for each academic year, and it is a limited access document. The data is password protected – once for viewing and once for editing – and the password is unique each year. Access to each case roster is granted only to the student conduct hearing officers for the coinciding academic year. This includes the Hall Director of each residence hall plus the Student Conduct Coordinator. The Director of Residence Life is also given the password on an as-needed basis as he/she occasionally hears cases as part of his/her position.

As the Student Conduct Coordinator, I manage the case roster data base each year and interact with it on a regular basis. Part of my position is to ensure that the data is kept consistently, completely, and in a timely manner each year. I have received training on how to manage this information securely and appropriately and train the Hall Directors each year on the specific management of the case roster.

Through my position, I also have access to the University's main data base which contains student records and information which is accessible by faculty and staff at varying levels. My personal database access provides me the ability to know the gender, class standing, school of study, GPA, religion (if reported), residentiality, and athletic status of any student currently or previously registered at the institution. Therefore, no special or specific permission was needed to access any of the information used, nor was

any information added to the existing case roster data that I did not already have access to within the bounds of my current position.

For my study, I removed all personally identifiable student information (names, addresses, etc) from the data set and tracked data by the case reference number and student identification number used for each entry – both of which are unique to the individual student and each incident that occurred. This allowed for confidentiality of the information to be kept at the highest standard. This study is descriptive in nature and no personally identifiable student information would help to further the project or influence the outcomes.

In my previous position of Hall Director and my current position of Student Conduct Coordinator, I have been a hearing officer throughout the eight academic years included. However, I am one of many hearing officers that have dealt with alcohol violations in this timeframe. Given that this study encompasses many years, I do not remember many of the cases I personally adjudicated. Since all of the information that would make individual cases identifiable has been removed (names, addresses, dates of violations and letters sent, and sanctions assigned) this provides another layer of confidentiality. The removal of this information also aids in my ability to maintain objectivity throughout the project. This project focuses on describing the sample being studied so even if a particular data entry was familiar to me, it did not impact any of the outcomes or information reported.

Most of the data remained in electronic form, so the management of data and files was via my computer and storage devices within designated folders for the study. The original case rosters remain a part of BU's departmental data base and any case roster

information was deleted from my personal computer and storage devices once the needed information was gathered, saved, and verified. Any hard copy notes taken or made throughout the study were kept in a locked file cabinet and will be destroyed within three years of completion of the dissertation.

Research Design

This investigation employed a descriptive survey of existing data. Data originally existed in Excel and remained in that format. As previously mentioned, descriptive information was added to the original data set and personally identifiable information was removed. Categories within descriptive variables were established and entries modified (i.e. the category of religion was narrowed from 19 types to 8 types).

Once the data set was completely defined, all information had been added and removed as needed; I used functions within Excel to describe what was being studied in this project. I described the sample and the chosen categories overall and over time, any patterns over time and across categories, and pairs of categories. Data methods of counting, frequencies, percentages, and comparisons within categories of data were also used.

Data Collection and Analytical Procedures

As I utilized existing data for this project, no additional data collection occurred. As previously indicated, supplemental information was added to existing data in order to aid in answering the intended research questions. I have access to this supplemental information via my current job permissions and requirements.

I took each case roster from eight academic years (2004-2012) and sorted them based on type of policy violation. Double checking for errors or incomplete case information, I deleted all instances that did not include alcohol policy violations; cases involving alcohol that were incomplete or contained errors were also deleted. When this was completed for each year, the data was combined into one spreadsheet which became the data set used for this study.

Upon compiling the needed case roster entries based on type of policy violation, I began to add supplemental information to the new case roster for the purposes of this study. Information that was added included religion, GPA, school of study, and athletic team (if the student was a varsity athlete). Upon completion of this task, I removed student names and addresses from the data set and used both the “case reference number” (unique to each year of rosters) and the student ID number to keep cases and information separate.

After this point in time, the data set was ready for analysis. As this study is descriptive in nature and is using a very specific and limited population, most of the analysis was done through sorting and determining the frequency and percentage that certain characteristics of the data occur. The patterns that emerged are described in detail in the following chapters.

Role of the Researcher

As the researcher in this study, I serve in a variety of roles throughout the process. First, I am a student within the George Fox University Educational Foundations and Leadership Development Doctor of Education program. As such, I followed protocols

and guidelines consistent with university standards and requirements of degree completion.

Subsequently, I am employed by Bolling University and serve as the University Student Conduct Coordinator and Associate Director of Residence Life. To this end, I have a distinct interest in the topic and results that the study provides. I have already received interest and support from my supervisors within the Division of Student Affairs.

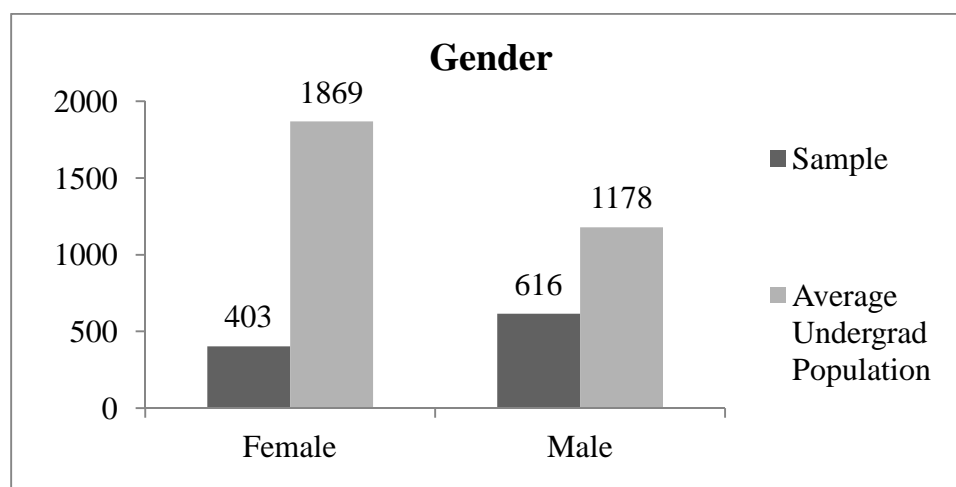
CHAPTER FOUR – RESULTS

Research Question One

1) *What does this sample look like in regards to the specified categories for the entire sample?*

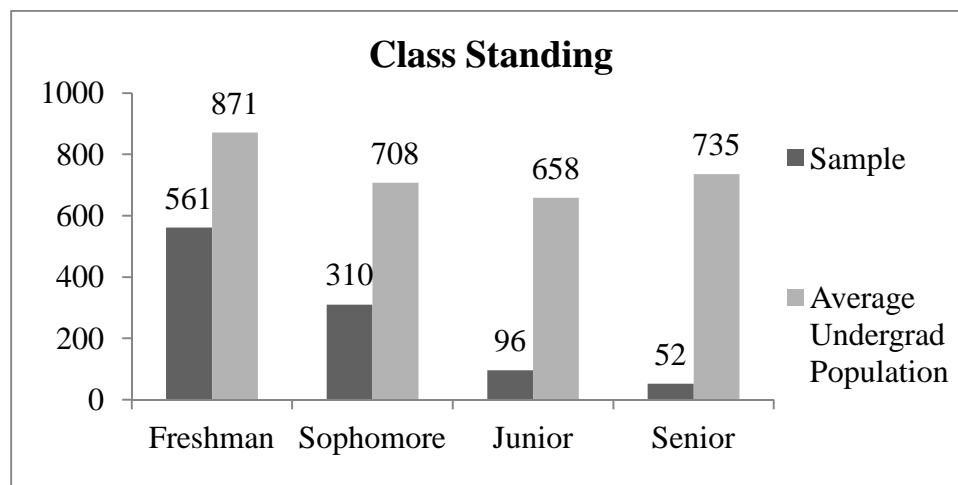
Gender – Bolling University has a predominantly female undergraduate population, as women comprise on average 61% of the population each year (Institutional Website, 2012). The gender of the students involved in alcohol violations are 616 (61%) male and 403 (39%) female, in contrast to an average undergraduate population of 1178 (39%) male and 1869 (61%) female, as shown in Figure 1.

Figure 1. Gender of total sample.



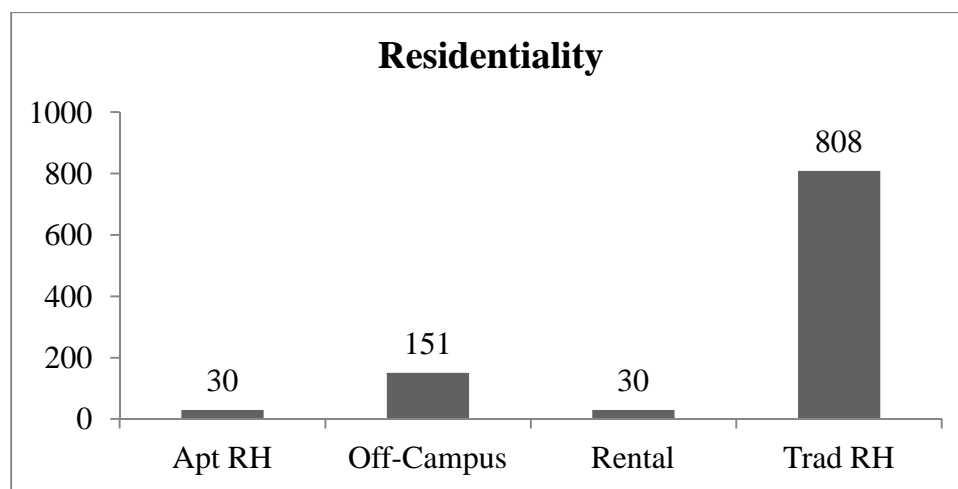
Class Standing – The class standing of the students involved is highest with the Freshmen and decreases along upper-class standing. As Figure 2 illustrates, Freshmen students account for 561 (55%) of the sample, Sophomores 310 (30%), Juniors 96 (9%), and Seniors 52 (5%), compared to the average undergraduate population of Freshmen 871 (29%), Sophomores 708 (24%), Juniors 658 (22%), and Seniors 735 (25%).

Figure 2. Class standing of total sample.



Residentiality – Students living on-campus were most involved in this sample, with 868 (85%) living in some form of on-campus housing, leaving 151 (15%) living off-campus, as indicated in Figure 3. Of the on-campus population, 808 (79%) live in traditional residence halls, 30 (3%) live in apartment style residence halls, and 30 (3%) campus rental houses. On average, 55% of Bolling University students lived on-campus and 45% lived off-campus during the time period of the sample.

Figure 3. Residentiality of total sample.



School of Study – The quantity of students in each school of study within the sample are: School of Business 231(22%), College of Arts and Sciences 465 (46%), School of Education 39 (4%), School of Engineering 169 (17%), and School of Nursing 115 (11%). Figure 4 provides a visual representation of school of study of students within the sample. Over the timeframe of the sample, the undergraduate population of students within each school of study averaged: School of Business 492 (15%), College of Arts and Sciences 1593 (47%), School of Education 186 (6%), School of Engineering 499 (14%), and School of Nursing 601 (18%). This comparison is shown in Table 9.

Figure 4. School of study of total sample.

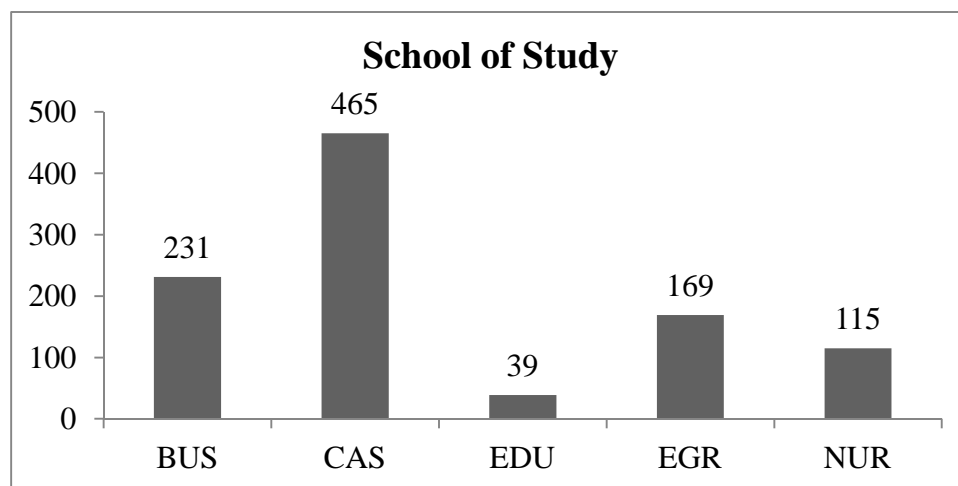


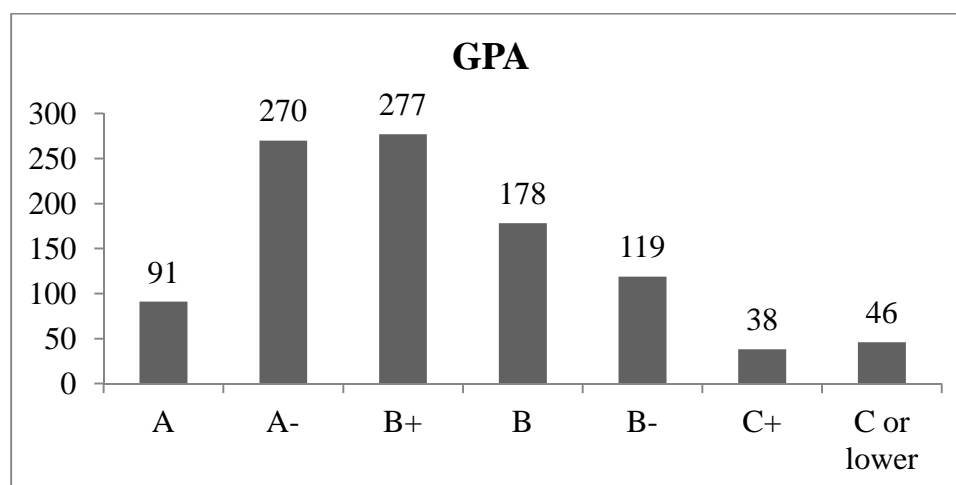
Table 9

School of study comparison of sample and average undergrad populations

		BUS	CAS	EDU	EGR	NUR
Sample	<i>n</i>	231	465	39	169	115
Population	%	22%	46%	4%	17%	11%
Average Undergrad	<i>n</i>	492	1593	186	499	601
Population	%	15%	47%	6%	14%	18%

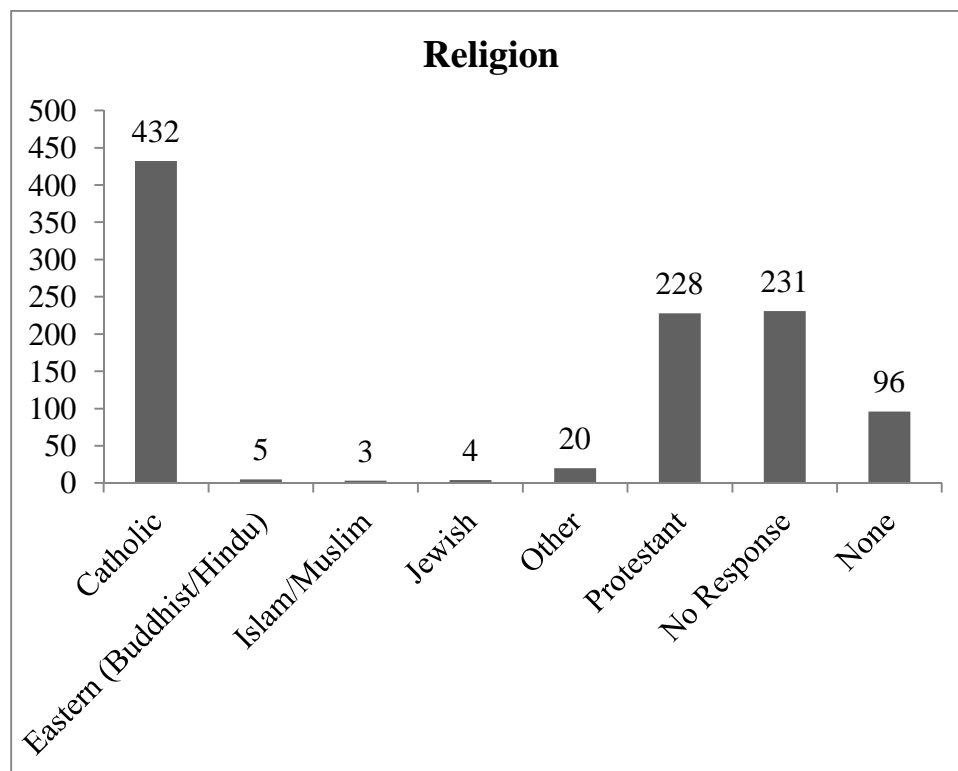
GPA – The students in the sample earn letter grades in the following manner: A 91 (9%), A- 270 (26%), B+ 277 (28%), B 178 (18%), B- 119 (11%), C+ 38 (4%), and C or lower 46 (5%), as seen in Figure 5. Overall, 935 (91%) of students receiving alcohol violations had a cumulative GPA of B- or better, leaving only 84 (9%) in the C+ or lower range.

Figure 5. GPA of total sample.



Religion – Figure 6 illustrates that students in the sample identify their religions in the following types: Catholic 432 (42%), Eastern 5 (1%), Islam/Muslim 3 (0%), Jewish 4 (0%), Other 20 (2%), Protestant 228 (22%), No Response 231(23%), and None 96 (10%). No Response indicates that a student did not provide religion information on their admissions application; which differs from the category None, in which a student stated they do not identify with any religion or are non-religious.

Figure 6. Religion of total sample.



Athlete – Most students within the sample were not athletes 898 (79%), whereas 121 (21%) were members of varsity athletic teams (see Figure 7). During the years contained in the sample, an average of 7.5% of the undergraduate population were athletes (Institutional Publication, 2012). Of the athletes involved, they participated in the following sports: Baseball 12 (10%), Basketball 12 (10%), Cross Country 35 (29%), Golf 2 (2%), Rowing 2 (2%), Soccer 21 (17%), Tennis 7 (6%), Track 23 (19%), and Volleyball 7 (6%), as shown in Figure 8.

Figure 7. Athletes within total sample.

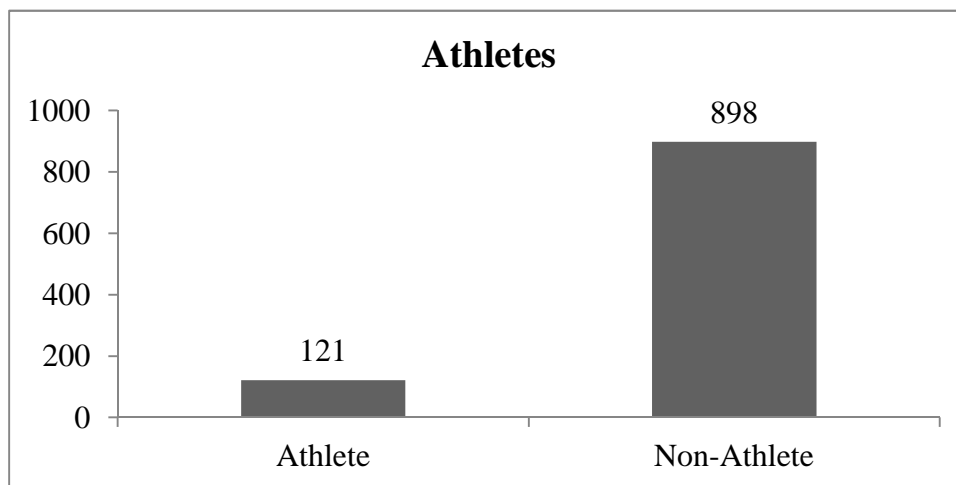
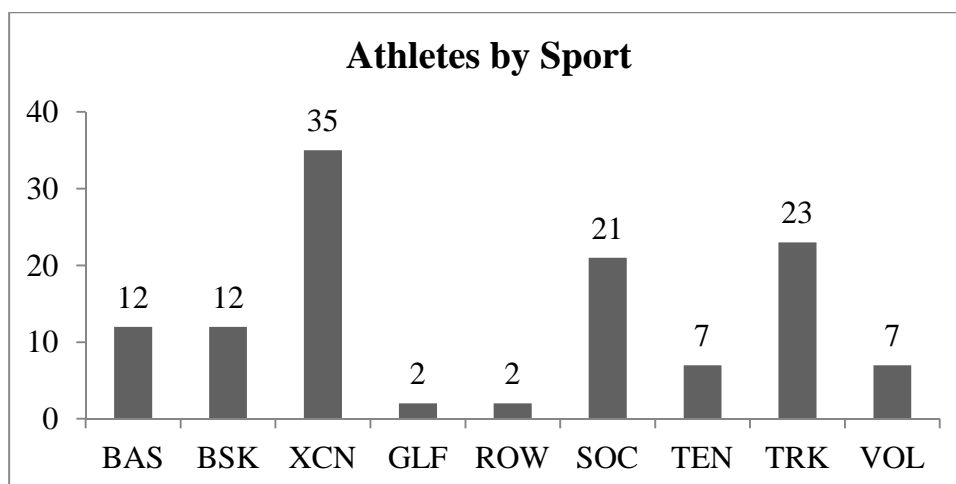


Figure 8. Athletes by sport within total sample.



Research Question Two

- 2) *What are the patterns of the specified categories within the existing data regarding alcohol use at this university across time?*

Gender – Men outnumber women each year within the sample. Table 10 shows that the difference between number of men and women varies from year to year.

Table 10

Gender of Sample

		04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
Female	<i>n</i>	31	81	49	46	29	58	49	60
	%	30%	48%	46%	30%	35%	38%	47%	41%
Male	<i>n</i>	74	87	57	105	53	96	56	88
	%	70%	52%	54%	70%	65%	62%	53%	59%

Class Standing – Freshman students account for most of the alcohol violations and Seniors account for the least. Sophomores are the second class level highest quantity involved followed by Juniors, as Table 11 shows.

Table 11

Class Standing of Sample

		04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
Freshmen	<i>n</i>	59	94	65	68	44	97	66	68
	%	56%	56%	61%	45%	54%	63%	63%	46%
Sophomore	<i>n</i>	35	51	24	50	23	40	34	53
	%	33%	30%	23%	33%	28%	26%	32%	36%
Junior	<i>n</i>	4	20	14	19	12	10	5	12
	%	4%	12%	13%	13%	15%	6%	5%	8%
Senior	<i>n</i>	7	3	3	14	3	7	0	15
	%	7%	2%	3%	9%	4%	5%	0%	10%

Residentiality – The students involved in alcohol violations predominantly live on-campus in traditional residence halls. Table 12 illustrates that half of the years examined contain zero students with alcohol violations living in on-campus rentals; only two years indicate that zero students living in the apartment style residence halls received alcohol violations.

Table 12

Residentiality of Sample

		04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
Apt RH	<i>n</i>	2	2	0	4	7	5	0	10
	%	2%	1%	0%	3%	9%	3%	0%	7%
Off Campus	<i>n</i>	17	38	23	37	15	15	6	0
	%	16%	23%	22%	25%	18%	10%	6%	0%
Rental	<i>n</i>	6	2	0	4	0	0	0	18
	%	6%	1%	0%	3%	0%	0%	0%	12%
Trad RH	<i>n</i>	80	126	83	106	60	134	99	120
	%	76%	75%	78%	70%	73%	87%	94%	81%

School of Study – Each of the five schools of study is represented each year with the College of Arts and Sciences being the most prevalent. The School of Education is the consistently least represented school across time, and the Schools of Business, Engineering, and Nursing follow respectively, as shown in Table 13.

Table 13

School of Study of Sample

		04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
BUS	<i>n</i>	24	50	22	26	15	43	22	29
	%	23%	30%	21%	17%	18%	28%	21%	20%
CAS	<i>n</i>	57	81	52	68	41	50	45	71
	%	54%	48%	49%	45%	50%	32%	43%	48%
EDU	<i>n</i>	1	6	5	11	2	7	5	2
	%	1%	4%	5%	7%	2%	5%	5%	1%
EGR	<i>n</i>	15	22	14	31	16	24	21	26
	%	14%	13%	13%	21%	20%	16%	20%	18%
NUR	<i>n</i>	8	9	13	15	8	30	12	20
	%	8%	5%	12%	10%	10%	19%	11%	14%

GPA – Most of the students in the sample fall within a cumulative GPA of A- to B. Students earning GPAs of A and B- are the next most common and students earning C+ and below are least frequent, as indicated in Table 14.

Table 14

GPA of Sample

		04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
A	<i>n</i>	3	21	10	11	8	16	10	12
	%	3%	13%	9%	7%	10%	10%	10%	8%
A-	<i>n</i>	28	41	28	43	15	47	23	45
	%	27%	24%	26%	28%	18%	31%	22%	30%
B+	<i>n</i>	29	46	32	41	24	35	40	30
	%	28%	27%	30%	27%	29%	23%	38%	20%
B	<i>n</i>	24	32	11	23	20	31	12	25
	%	23%	19%	10%	15%	24%	20%	11%	17%
B-	<i>n</i>	17	22	13	18	5	17	11	16
	%	16%	13%	12%	12%	6%	11%	10%	11%
C+	<i>n</i>	3	0	2	7	6	5	4	11
	%	3%	0%	2%	5%	7%	3%	4%	7%
C or lower	<i>n</i>	1	6	10	8	4	3	5	9
	%	1%	4%	9%	5%	5%	2%	5%	6%

Religion – Across the years of the sample, illustrated in Table 15, the students involved in alcohol violations are Catholic, Protestant or did not provide a religious preference (No Response); students identifying as having no religion (None) generally fall around 10% of the sample each year, which correspond to the general student population at the University.

Table 15

Religion of Sample

		04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
Catholic	<i>n</i>	56	72	41	53	28	63	44	75
	%	53%	43%	39%	35%	34%	41%	42%	51%
Eastern (Buddhist/Hindu)	<i>n</i>	1	0	0	0	0	1	2	1
	%	1%	0%	0%	0%	0%	1%	2%	1%
Islam/Muslim	<i>n</i>	1	0	0	0	0	1	0	1
	%	1%	0%	0%	0%	0%	1%	0%	1%
Jewish	<i>n</i>	0	0	2	0	0	2	0	0
	%	0%	0%	2%	0%	0%	1%	0%	0%
Other	<i>n</i>	0	3	2	2	3	5	2	3
	%	0%	2%	2%	1%	4%	3%	2%	2%
Protestant	<i>n</i>	19	31	24	27	25	35	33	34
	%	18%	18%	23%	18%	30%	23%	31%	23%
No Response	<i>n</i>	22	58	26	46	17	31	12	19
	%	21%	35%	25%	30%	21%	20%	11%	13%
None	<i>n</i>	6	4	11	23	9	16	12	15
	%	6%	2%	10%	15%	11%	10%	11%	10%

Athlete – Table 16 shows that athletes make up a small portion of the sample overall. Athletes number less than 20 students within the violations each year except of one.

Table 16

Athletes of Sample

		04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
Athlete	<i>n</i>	18	16	11	9	13	11	12	31
	%	17%	10%	10%	6%	16%	7%	11%	21%
Non-Athlete	<i>n</i>	87	152	95	142	69	143	93	117
	%	83%	90%	90%	94%	84%	93%	89%	79%

Research Question Three

- 3) *Do any patterns within the existing data regarding alcohol use at this university emerge across specific categories (i.e. gender, class standing, residentiality, school of study, GPA, religion, athlete)?*

Within the sample, consistency is the main pattern found across the specific categories studied. Throughout the years, the numbers and ratios within each category remained relatively consistent. Other patterns found within the categories of data examined were slight and do not show a great deal of variance overall (See Appendix B).

Gender and Class Standing show the most dominant patterns with each year being highly male and Freshman, with involvement dropping as class standing rises. Students living in traditional residence halls are most involved in alcohol violations; whereas students living in campus rental houses are not. The school of study and religion amongst students with alcohol violations is also rather constant across the years.

The categories of GPA and Athletes provide the only information within categories that could be seen as non-consistent data within the sample. Two years show a higher number of A GPAs (2005-2006 and 2009-2010) and C+ or lower GPAs (2006-

2007 and 2011-2012). Within the athlete population, the 2011-2012 year shows an increase compared to the other seven.

Research Question Four

- 4) *Are there patterns found in pairs of categories within the existing data set regarding alcohol use (i.e. gender & class standing, residentiality & GPA, school of study & religion, etc)?*

From the 7 categories studied within the sample, 21 possible pairs of categories were created. The pairs of categories provided a large amount of data; data that did not yield significant patterns or information has been excluded from the reporting and discussion. Similarly to the data within single categories, pairs of categories yielded patterns of consistency and similar modalities across the years studied.

Within the 21 pairs, the most consistent patterns that emerged involved gender. The pairs of gender and residentiality, gender and class standing, and gender and school of study illustrate the most notable patterns that appeared within this study. Tables 17, 18, and 19 illustrate these patterns, respectively. In these pairings, male students with alcohol violations outnumber females receiving the same violations in every category except school of study.

Table 17

Gender and residentiality of total sample

		Apartment Residence Hall	Off Campus	Rental	Traditional Residence Hall
Female	<i>n</i>	12	71	4	316
	%	40%	42%	33%	39%
Male	<i>n</i>	18	98	8	492
	%	60%	58%	67%	61%

Table 18

Gender and class standing of total sample

		Freshman	Sophomore	Junior	Senior
Female	<i>n</i>	227	113	40	23
	%	40%	36%	42%	44%
Male	<i>n</i>	334	197	56	29
	%	60%	64%	58%	56%

Table 19

Gender and school of study of total sample

		BUS	CAS	EDU	EGR	NUR
Female	<i>n</i>	54	214	24	19	92
	%	23%	46%	62%	11%	80%
Male	<i>n</i>	177	251	15	150	23
	%	77%	54%	38%	89%	20%

When the category of athletes is broken down by sport and examined through the lens of gender, a consistent pattern emerges as shown in Table 20. With the exception of single sex sports, male athletes have higher numbers of alcohol violations across each sport.

Table 20

Athletes by sport and gender within total sample

		BAS	BSK	XCN	GLF	ROW	SOC	TEN	TRK	VOL
Female	<i>n</i>	n/a	2	8	0	2	3	2	5	7
	%	-	17%	23%	0%	100%	14%	29%	22%	100%
Male	<i>n</i>	12	10	27	2	n/a	18	5	18	n/a
	%	100%	83%	77%	100%	-	86%	71%	78%	-

Residentiality and class standing is the only pair to demonstrate a pattern that does not include the category of gender. Table 21 illustrates that Freshmen and Sophomores account for the highest frequency of alcohol violations on-campus, whereas Sophomores and Juniors are the highest for off-campus housing.

Table 21

Residentiality and class standing of total sample

		Apartment Residence Hall	Off Campus	Rental	Traditional Residence Hall
Freshman	<i>n</i>	1	7	1	552
	%	3%	4%	8%	68%
Sophomore	<i>n</i>	7	69	0	234
	%	23%	41%	0%	29%
Junior	<i>n</i>	13	65	1	17
	%	43%	38%	8%	2%
Senior	<i>n</i>	9	28	10	5
	%	30%	17%	83%	1%

CHAPTER FIVE – CONCLUSIONS

The sample used in this study reflected 1,019 individual alcohol violations over the eight academic year time period. As previously discussed, each data entry represents an individual student who was found in violation of the BU's alcohol policy.

Across all dimensions of the data set several trends are present. Most evident is that male students, students living on-campus in traditional residence halls, Freshmen and Sophomores, and students studying in the Colleges of Arts and Sciences are found most often within this eight year sample of alcohol violations. Among the remaining categories studied, it is most often seen that students in this sample earn grades between A and B- average, are non-athletes, and identify mostly with the following religions: Catholic, Protestant, None, or have No Response. Of the athletes that were involved, most belong to the cross country team. Seniors, students living in campus rental houses, Education majors, students of minority religions (Eastern, Islam/Muslim, Jewish), and students earning C+ or lower grades account for the lowest volume of the overall sample (See Appendix B).

The number of alcohol violations is higher every other year, falling on the even graduation year (2005-2006, 2007-2008, etc), with the highest number of violations in the 2005-2006 school year. Conversely, the lowest number of violations is found in 2008-2009.

Predominant Factors

The focus of this study was twofold. To determine if the data examined could provide Bolling University with information regarding students who have alcohol

violations, in order to use within appropriate education and intervention prior to violation; and, to determine what factor(s) might predict alcohol violations.

Gender stands out as the predominant factor that might impact a student's propensity to be involved in alcohol violations at BU. The high presence of male students receiving violations corresponds to the literature as men tend to drink more than women in college (Bentrim-Tapio, 2004; Bulmer et al., 2010; Ham & Hope, 2003); men also tend to experience a higher level of negative consequences from their alcohol consumption, which can include alcohol violations (Borsari et al., 2007; Fisher et al., 2007). Though Bolling University is small in size and strongly based on a faith tradition, the student population appears to consume alcohol in a similar manner to their peers attending college across the country with regards to gender.

In examining the findings of this study, gender has the strongest influence on the categories of residentiality, class standing, and school of study. Research on college alcohol consumption confirms that where a student lives greatly impacts their drinking habits (Perkins & Berkowitz, 1986; Ricciardelli & Williams, 1997). Bolling University focuses on residentiality and living on-campus, which may provide more opportunity for students to consume alcohol at the levels they perceive their peers to be drinking, a factor which contributes to problematic alcohol use (Eshbaugh, 2008; Fisher et al., 2007; Wechsler & Kuo, 2000).

Freshmen and Sophomores are found in violation of the University's alcohol policy most often. As BU's student population is traditional-aged and most students do not reach the legal drinking age until their Junior year, most of the violations can be attributed to underage drinkers. This factor is in line with the focus of the literature

surrounding alcohol use and abuse in college (Borsari et al., 2007; Gahagan & Hunter, 2006; Taylor et al., 2006).

Within this study, it is clear that gender also plays a role within the category of school of study. The number of men receiving alcohol violations outnumbers women in most schools of study except the School of Nursing and School of Education. BU has a predominantly female population, however these two schools have the higher female populations overall. Research regarding alcohol consumption across schools of study or majors is absent from the literature related to the drinking habits of college students so determining how BU compares to other institutions is difficult.

Secondary Factors

Though most students included in the sample were non-athletes, those that were athletes were predominantly members of the cross country team, followed by members of the track team. As with the rest of the sample, most athletes involved with alcohol violations were men. It is clear that gender plays a role within athlete alcohol violations as well, but that specific team membership also has a strong influence.

As illustrated within the combinations of categories including gender, the data provided similar modalities throughout categories and across time; patterns other than consistency were not seen within most pairs of categories. However, the combination of residentiality and class standing did provide some indication of a potential pattern. Freshmen and Sophomores living on-campus and Sophomores and Juniors living off-campus appear in the highest frequency within the data. As Freshmen and Sophomores are found at high levels throughout, as well as students living in traditional residence

halls, the information is not unexpected, but does highlight a pair of categories with potential influence on alcohol violations.

Further Discussion

Given the literature and my personal experience within student conduct and residence life, it is not surprising that gender is the greatest trend within alcohol violations. In regards to the results in the category of class standing, I expected that predominantly Freshmen and Sophomores – who are generally underage – would make up a large portion of the sample studied. Popular conception among student life personnel at my institution indicates that Sophomore males who live off-campus tend to violate policy most often, therefore I expected to see a high representation of this population in the sample. Perhaps the perception might be true overall, that this group of students do violate policies fairly often, but not in the specific area of the alcohol policy.

I find it surprising that our students who are found responsible for violating the alcohol policy earn such high grades. I would have expected GPAs to be lower overall due to alcohol consumption reaching a level in which a policy violation could be earned. Research indicates students with lower GPAs, generally a 2.0 or lower, have shown to engage in higher levels of drinking than their peers with higher GPAs (Engs & Diebold, 1996; Taylor et al., 2006). However, this study did not account for type of alcohol violation received, as BU classifies all types of alcohol violations with the same terminology. Therefore a student who violated policy by having one beer underage or holding an open container in a public place would be in the case roster in the same manner as a student who was transported to the hospital or detoxification facility for

alcohol poisoning. The literature accounts for binge drinkers achieving at a lower academic level than non-binge drinking students (Bulmer et al., 2010), but within this study that difference is hard to determine.

Application for Institution Studied

It is my intention that as a result of this study Bolling University can use the findings to create educational opportunities for specific populations of students regarding alcohol use and University policy. The dominant pattern of consistency throughout the data provides BU guidance as to where to target educational efforts. Based on the data studied, a prediction of the students who could be most likely to deal with alcohol violations across the categories and pairs of categories can be made.

As gender stands out as the most important factor in BU's alcohol violations, focus should be placed on this category in the University's alcohol education efforts. From the results, other populations BU should focus on are Freshmen and Sophomores, and students in the College of Arts and Sciences and the School of Business.

Clearly, BU is similar to many institutions across the country in that underage students engage in consuming alcohol in a problematic manner, thus resulting in policy violations. Education efforts in this area are vast and sometimes ineffective, as messages about "responsible drinking" and "healthy consumption" do not often rise above the din of urban myth, media portrayal of college, and students' perceptions of their peers (Borsari et al., 2007; Kremer & Levy, 2008; LaBrie et al., 2007). The stigma of the "college norm" that drinking in excess is acceptable and celebrated is hard to overcome.

Now that our student conduct case roster has been utilized and its data analyzed in this manner, it also provides Bowling University the opportunity for further studies in other aspects of University policy violations and variables. It seems plausible that more information could be gleaned from the large volume of data to learn more about our students and how best to foster their growth and development.

Further Study

The findings of this study may only inform the field about one specific institution, one type of policy violation, and a specific set of measurable variables. This leaves much room for further study in similar areas and on related topics. Completing a similar study at different types of institutions – public or different types of religious institutions – could provide additional information either supporting or opposing these findings. It would be interesting to see if other religious institutions on the West Coast found similar patterns in their alcohol policy violations across time.

For Bowling University, it would be worthwhile to delve further into the case roster data set in two areas. Within the population of men living in traditional residence halls on campus, to know whether they are living in single sex or co-ed halls would be valuable. Similarly, within the population studying in the College of Arts and Sciences, the data could be separated further into various types of majors within the college: humanities, sciences, social sciences, and undeclared to see where violations occurred.

Given that BU considers all types of alcohol violations in the same general category, it could be meaningful to further delineate the specific type of alcohol violation students received within this sample. This additional research could provide information

regarding the frequency of minor and high-level violations and may also shed some light on why this sample population earned higher GPAs than expected and than what the predominant research indicates; which is a concerning anomaly.

Another area for further study would be to include variables not studied in this project, which could provide a larger, more in-depth look into what categories of students are violating alcohol policies and abusing alcohol most often. Suggestions for variables to include are: previous alcohol use and habits (in high school/prior to college), religious conviction, peer pressure, medical and mental health conditions, as well as family history regarding alcohol use. The literature surrounding alcohol use in college focuses largely on underage undergraduate students; more research could be done within the area of class standing and alcohol consumption. Also, research on how students connect to one another – manner, method, frequency, depth, etc. – may also have an impact on an individual's choice regarding alcohol consumption. Further studies in this area could advance and enrich the literature surrounding factors of why students drink.

More work could also be done on the relationship between alcohol education efforts and the number of alcohol policy violations on campuses. Research shows that alcohol education on college campuses is prevalent, but connection to quantity of violations has not been made. This lack of connection brings to mind questions regarding the efficacy of alcohol education, in regards to reduction of violations and whether or not institution type may have an impact.

In reviewing the results of this study, I question whether or not alcohol use by Bolling University students is seen by faculty and staff as an important problem. Within my position and department, alcohol use and abuse is a top priority; however, I wonder if

faculty and staff in other divisions think about how our students use alcohol or if they see it as a problem. As the research indicates, alcohol consumption at college is often thought of as a rite of passage and “typical” college behavior (Crawford & Novak, 2006; Ehrlich et al., 2006; Engs & Diebold, 1996; Reis & Riley, 2008; Wolburg, 2001), and I think that if a survey of BU’s faculty and staff were taken, most would agree with these sentiments and would state that they do not think our campus has a problem regarding how our students consume alcohol. It would be interesting for BU to implement such a survey to determine what the campus culture regarding student drinking is among faculty and staff, and whether or not that might contribute to the overall campus culture regarding alcohol use.

Concluding Thoughts

As stated, this study is very limited and only focused on one institution and one particular type of institution (private, religious, urban, West Coast) so application of the findings to other institutions is limited, though universities falling within similar criteria may find the information useful. Regardless of specific applicability, this project provides a pattern for institutions of any size and criteria to conduct similar research. Overall, it is clear that several of my assumptions about what would be found in this sample were true. Students who are male, underage, and living on-campus tend to violate the highest offenders of the alcohol policy, and my institution could focus our alcohol education efforts toward this population more conscientiously.

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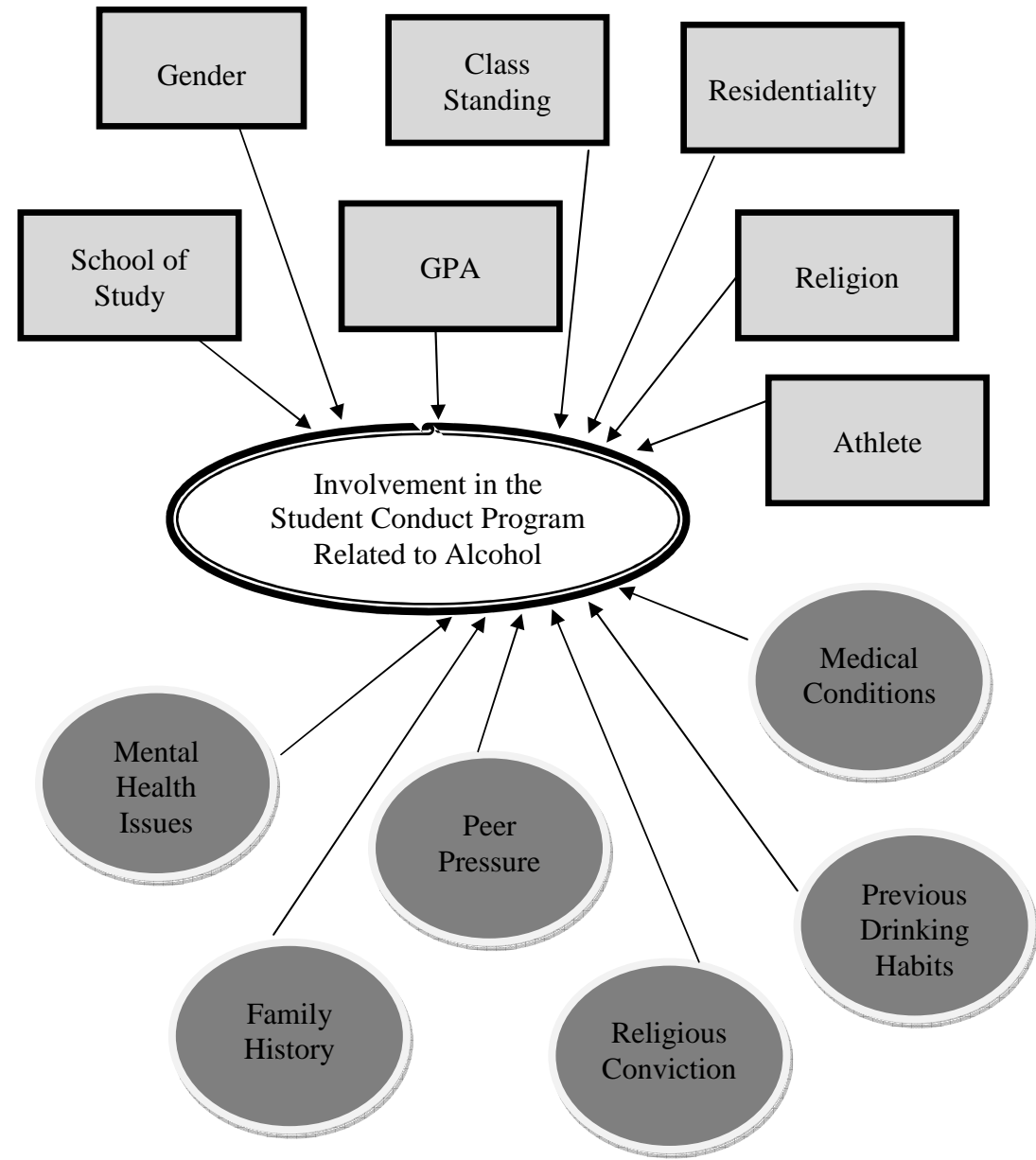
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APPENDIX A – Concept Map



	Descriptive study – what is being described through study
	Variables that will be examined within study
	Variables unable to be examined/measured within study

APPENDIX B – Sample Across Eight Academic Years

	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12
Undergraduate Population	2832	2814	2932	2946	3037	3211	3283	3320
Violations	105	168	106	151	82	154	105	148
Female	31	81	49	46	29	58	49	60
Male	74	87	57	105	53	96	56	88
Freshmen	59	94	65	68	44	97	66	68
Sophomore	35	51	24	50	23	40	34	53
Junior	4	20	14	19	12	10	5	12
Senior	7	3	3	14	3	7	0	15
Apt RH	2	2	0	4	7	5	0	10
Off Campus	17	38	23	37	15	15	6	0
Rental	6	2	0	4	0	0	0	18
Trad RH	80	126	83	106	60	134	99	120
BUS	24	50	22	26	15	43	22	29
CAS	57	81	52	68	41	50	45	71
EDU	1	6	5	11	2	7	5	2
EGR	15	22	14	31	16	24	21	26
NUR	8	9	13	15	8	30	12	20
A	3	21	10	11	8	16	10	12
A-	28	41	28	43	15	47	23	45
B+	29	46	32	41	24	35	40	30
B	24	32	11	23	20	31	12	25
B-	17	22	13	18	5	17	11	16
C+	3	0	2	7	6	5	4	11
C or lower	1	6	10	8	4	3	5	9
Catholic	56	72	41	53	28	63	44	75
Eastern (Buddhist/Hindu)	1	0	0	0	0	1	2	1
Islam/Muslim	1	0	0	0	0	1	0	1
Jewish	0	0	2	0	0	2	0	0
Other	0	3	2	2	3	5	2	3
Protestant	19	31	24	27	25	35	33	34
No Response	22	58	26	46	17	31	12	19
None	6	4	11	23	9	16	12	15
Non-Athlete	87	152	95	142	69	143	93	117
Athlete	18	16	11	9	13	11	12	31