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Alcohol Use and Drinking Motives Among Sanctioned and Nonsanctioned Students

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This study examined differences in the relationship of drinking motives to drinking behavior among sanctioned and nonsanctioned 1st-year students (N = 298). Results of hierarchical regression analyses indicated that for both sanctioned and nonsanctioned students, alcohol use was predicted by social and enhancement motives, and alcohol-related consequences were predicted by social, enhancement, and coping motives. High levels of conformity motives predicted alcohol use and alcohol-related consequences for sanctioned students only. Counseling implications are discussed.

Keywords: sanctioned students, alcohol use, drinking motives

Students who receive sanctions for violating campus alcohol policies have been identified as a high-risk group for heavy drinking relative to the general college population (Larimer & Cronce, 2002, 2007). Studies examining drinking patterns on college campuses indicate that sanctioned students drink more heavily and report more alcohol-related problems than other college students (see Barnett & Read, 2005). First-year students are also at risk for heavy alcohol use (see Barnett & Read, 2005). Compared with upperclassmen, first-year students drink more alcohol, engage in heavy drinking episodes more frequently (Turrisi, Padilla, & Wiersma, 2000), and are more likely to be arrested for alcohol-related incidents (Thompson, Leinfelt, & Smyth, 2006). In multiple studies examining interventions for sanctioned students, demographic data indicate the majority of sanctioned students are in their first year of college (Barnett, Murphy, Colby, & Monti, 2007; Borsari, Murphy, & Barnett, 2007; Carey, Carey, Henson, Maisto, & DeMartini, 2011; Cimini et al., 2009; Doumas, McKinley, & Book, 2009; Doumas, Workman, Smith, & Navarro, 2011; White, Mun, & Morgan, 2008). Thus, it is important to identify risk factors for first-year sanctioned students that may distinguish them from nonsanctioned students in order to design effective prevention and intervention programs.

Despite the high-risk status linked to first-year sanctioned students, factors related to heavy drinking have been understudied in this population. Although there is a large body of research examining interventions for sanctioned students and differences in drinking patterns between sanctioned and nonsanctioned college students, the research examining other differences between sanctioned and nonsanctioned students is extremely limited. In one study examining differences between adjudicated and volunteer first-year male students, results indicated adjudicated students were more likely to be Caucasian and from a higher income family; report higher levels of heavy drinking; report higher positive alcohol expectancies, including social enhancement and social and physical pleasure;

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be less concerned about their health; and report less tension than volunteer students (LaBrie, Tawalbeh, & Earlywine, 2006). In addition, results indicted that concern about health, level of tension, alcohol expectancies, and family income significantly predicted adjudicated status. LaBrie et al.'s (2006) study provides information regarding factors that may increase male first-year students' risk for receiving sanctions for violating campus alcohol policies.

Another potential area of exploration that may increase one's understanding of high-risk drinking in sanctioned students is the examination of drinking motives. A growing body of research examining motivational drinking models in college students has identified specific types of drinking motives as important predictors of alcohol-related problems among college students. Drinking motives represent reasons to drink, or the function of alcohol use, and have been conceptualized across two underlying dimensions: positively or negatively reinforcing motives and internal or external motives (Cox & Klinger, 1988). This model generates four drinking motives: positively reinforcing internal motives (drinking to enhance positive mood states), positively reinforcing external motives (drinking to increase pleasure in social situations), negatively reinforcing internal motives (drinking to regulate negative mood states), and negatively reinforcing external motives (drinking to avoid rejection of peers). These motivations are often measured using the Drinking Motives Questionnaire–Revised (DMQ-R; Cooper, 1994), which measures four drinking motives that correspond to the model: enhancement, social, coping, and conformity. Confirmatory factor analysis indicates this four-factor model fits college students significantly better than other models (MacLean & Lecci, 2000; Martens, Rocha, Martin, & Serrao, 2008).

Reviews of the literature indicate adolescents and young adults are most likely to drink for social or enhancement reasons (Kuntsche, Knibbe, Gmel, & Engels, 2005, 2006), whereas enhancement and coping motives are generally related to heavy drinking and negative drinking outcomes (Kuntsche et al., 2005). Similarly, research conducted specifically with first-year college students indicates enhancement motives are associated with heavy drinking (Neighbors, Lee, Lewis, Fossos, & Larimer, 2007). In general, drinking motives associated with internally generated motives such as experiencing an increase in pleasant feelings when drinking alcohol (e.g., enhancement motives) or a decrease in unpleasant feelings (e.g., coping motives) have stronger relationships with alcohol use and alcohol-related outcomes than externally generated motives such as drinking to enjoy a party (e.g., social motives) or drinking to fit in with the expectations of others (e.g., conformity motives; Martens, Pedersen, Smith, Stewart, & O'Brien, 2011).

Although motivational models of drinking have been extensively studied in college students and provide a useful framework for understanding alcohol use and heavy drinking, to date, only one study has examined differences in drinking motives between sanctioned and nonsanctioned students (LaBrie, Hummer, & Pederson, 2007). Results of LaBrie et al.'s (2007) study indicate that of three drinking motives examined (social camaraderie, mood enhancement, and tension reduction), social camaraderie was the highest endorsed drinking motive and was a significant predictor of alcohol-related consequences for female but not male students, in both an adjudicated and volunteer sample.

Although LaBrie et al.'s study adds to the literature identifying social camaraderie as an important predictor of alcohol-related consequences for female students, the authors suggested the importance of replicating findings with alternative scales, such as the DMQ-R (Cooper, 1994), as this measure includes conformity motives in addition to social, enhancement, and coping motives.

Because sanctioned students have been identified as a high-risk group for heavy drinking relative to the general college population (Larimer & Cronce, 2002, 2007), it is important to identify factors that distinguish sanctioned from nonsanctioned students to guide the development of early intervention efforts for this group of students. To date, however, there is little research examining these factors. Thus, the aim of the current study was to extend the literature by examining the relationship of drinking motives to alcohol use and alcohol-related consequences among sanctioned and nonsanctioned first-year students. Because sanctioned students drink more heavily and report more alcohol-related problems than other college students (see Barnett & Read, 2005), the relationship of drinking motives to both the quantity of drinking and the consequences associated with drinking will be examined. As suggested by LaBrie et al. (2007), the DMQ-R was selected to assess drinking motives, because it includes conformity motives in addition to social, enhancement, and coping motives.

Additionally, I also examined gender as a moderator of the relationship between drinking motives and drinking variables. LaBrie et al.'s (2007) research indicated that drinking for social reasons, specifically social camaraderie, is a significant predictor of alcohol-related consequences for women, but not men, in both an adjudicated and volunteer sample. This suggests the relationship between drinking motives and alcohol-related consequences may be different for men and women. Thus, it is important to examine gender as a moderator to determine if drinking motives differentially predict alcohol use and alcohol-related consequences among male and female sanctioned and nonsanctioned students. On the basis of prior research (LaBrie et al., 2007), I anticipate the relationship between social motives and drinking behavior will be moderated by gender.

Method

Participants and Procedure

This study includes students (N = 298) at a university in the Northwest who participated in two alcohol intervention studies, one for sanctioned students (Doumas, Workman, Navarro, & Smith, 2011; Doumas, Workman, Smith, & Navarro, 2011) and one for nonsanctioned students (Doumas, Kane, Navarro, & Roman, 2011). These studies were randomized controlled trials examining the efficacy of a brief web-based intervention that provided personalized normative feedback comparing participants' drinking with U.S. adult and college drinking norms, perception of peer drinking with actual university drinking norms, and estimated risk status for negative consequences associated with drinking and risk status for problematic drinking. The data used in this study are part of the baseline survey used in the two randomized controlled trials. Only data collected from first-year students were included in the current study.

Participants were 460 (56% female, 44% male) first-year undergraduate students. Sanctioned students (n = 110) and nonsanctioned students (n = 350) were invited to complete a web-based survey. On the basis of this survey, students who endorsed drinking at least one drink in the past 3 months were included in this study (n = 298). The sanctioned student sample (n = 107; 29% female, 71% male) was recruited from University Counseling Services after receiving a referral for violating the university alcohol policy. Ages ranged from 18 to 20 years (M = 18.47, SD = 0.59). Sanctioned participants were primarily Caucasian (85%), with 4% Hispanic, 4% Asian, 4% African American, 2% Native American, and 1% other. The nonsanctioned student sample (n = 191; 70% female, 30% male) was recruited from first-year orientation activities sponsored by the Office of New Student and Family Programs. Ages ranged from 18 to 19 years (M = 18.08, SD = 0.27). Nonsanctioned participants were primarily Caucasian (90%), with 4% Hispanic, 2% Asian, 1% African American, 1% Native American, and 2% other.

There was no compensation for participation in either group. All participants were treated according to established American Counseling Association ethical standards, and the research was approved by the university's institutional review board.

Measures

Alcohol use. Typical weekly drinking quantity was assessed using a version of the Daily Drinking Questionnaire (Collins, Parks, & Marlatt, 1985) in which participants were asked, "Given that it is a typical week, please write the number of drinks you probably would have each day." A drink was defined as "a 12-ounce can or bottle of beer, a 4-ounce glass of wine, or a shot of distilled spirits in a mixed drink." A response scale is provided for each day of the week (e.g., Monday, Tuesday, etc.). Weekly alcohol use was calculated by combining the reports for the 7 days of the week. Previous research with adolescents and adults demonstrates nonsignificant correlations between this drinking measure and indexes of social desirability; reasonably high test–retest reliability estimates, with coefficients from r = .85 to .90; and good convergence between this item and indexes of drinking quantity and frequency, with coefficients of r = .70 or higher (Turrisi, 1999; Turrisi & Jaccard, 1991).

Alcohol-related consequences. Alcohol-related consequences were assessed using the Rutgers Alcohol Problem Index (RAPI; White & Labouvie, 1989). The RAPI is a 23-item self-administered screening tool for assessing adolescent problem drinking. Participants were asked, "How many times have the following scenarios happened to you while you were consuming alcohol or as a result of your drinking in the past 30 days?" Responses were measured on a 5-point scale ranging from 0 (*never*) to 4 (*more than 10 times*). A total consequence score was created by summing the 23 items (sanctioned students α = .84; nonsanctioned students α = .78). The RAPI has good internal consistency (Neal & Carey, 2004) and test–retest reliability (E. T. Miller et al., 2002) and is correlated significantly with several drinking variables (White & Labouvie, 1989).

Drinking motives. Drinking motives were assessed using the DMQ-R (Cooper, 1994). The DMQ-R is a 20-item measure that includes 4 five-item subscales (Social, Enhancement, Coping, and Conformity). Participants are asked, "Think-

ing of all the times you drink, how often would you say that you drink for each of the following reasons?" Items are rated on a 5-point scale ranging from 1 (*almost never/never*) to 5 (*almost always/always*). Items for each subscale are summed. The DMQ-R shows good internal consistency, construct validity, and criterion-related validity (Cooper, 1994), and both reliability and validity have been demonstrated among college populations (Martens et al., 2008). Coefficient alphas for the subscales for both groups ranged from .90 to .95.

Results

Preliminary Analyses

Data were examined for extreme cases that might affect the results of the analyses. Outliers were defined as those that were more than 3.3 standard deviations from the mean on any of the measures at baseline. Rather than eliminating outliers from the analyses, I adjusted outliers at each time point to 3.3 standard deviations above the mean (Tabachnick & Fidell, 2007). Data were also examined for skewness and kurtosis. The distribution for weekly drinking; alcohol-related consequences; and social, enhancement, and coping drinking motives did not deviate from the normal distribution. However, conformity motives did significantly deviate from the normal distribution (>3 skewness and >12 kurtosis). A logarithmic transformation was used to normalize the distribution for conformity motives (Tabachnick & Fidell, 2007).

Drinking Behavior and Drinking Motives

Means and standard deviations for alcohol use, alcohol-related consequences, and drinking motives for sanctioned and nonsanctioned students by gender are presented in Table 1. A series of 2 × 2 analyses of variance were conducted to examine differences in drinking behavior and drinking motives by group and by gender. As seen in Table 1, results indicated that sanctioned students reported significantly higher levels of weekly drinking quantity, $F(1, 297) = 7.85$, $p < .01$; alcohol-related consequences, $F(1, 297) = 8.02$, $p < .01$; and social, $F(1, 297) = 12.47$, $p < .001$, enhancement, $F(1, 297) = 6.55$, $p < .01$, and coping motives, $F(1, 297) = 75.28$, $p < .05$, than nonsanctioned students. In addition, male students reported higher levels of weekly drinking, $F(1, 297) = 20.84$, $p < .001$, and social motives, $F(1, 297) = 5.22$, $p < .05$, than female students. For conformity motives, sanctioned female students reported higher levels of conformity motives than nonsanctioned female students, $F(1, 297) = 4.28$, $p < .05$.

Relationship Between Drinking Motives and Drinking Behaviors

Two hierarchical regression analyses were conducted to examine the relationship between drinking motives and drinking behaviors (weekly drinking quantity and alcohol-related consequences). All data were centered to reduce problems of multicollinearity introduced into equations containing interaction terms (Aiken

TABLE 1

Means and Standard Deviations for Drinking Variables and Drinking Motives by Sanctioned Status and Gender

	Sanctioned Students				Nonsanctioned Students			
	Male		Female		Male		Female	
Variable	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
Weekly drinking	10.47	8.21	7.13	7.59	8.72	8.08	3.83	4.87
Consequences	4.86	5.41	4.26	5.44	3.30	3.09	2.75	3.07
Social motives	16.63	5.21	15.84	5.69	14.93	6.06	12.39	5.36
Enhancement motives	15.21	5.90	14.13	6.32	13.58	5.45	11.91	5.47
Coping motives	8.59	4.30	8.87	4.92	7.70	3.70	7.40	3.41
Conformity motives	6.01	2.02	7.06	4.21	6.07	2.09	5.81	2.14

Note. For sanctioned students, $n = 107$ (31 female, 76 male). For nonsanctioned students, $n = 191$ (134 female, 57 male).

& West, 1991). Group and gender were entered in Step 1. The four drinking motives were entered simultaneously in Step 2. The four Sanctioned Status × Drinking Motive and four Gender × Drinking Motive interaction terms were entered simultaneously in Step 3. The interaction terms were entered to examine differences in the relationship between drinking behavior and drinking motives between sanctioned and nonsanctioned students and to test for gender as a moderator in the relationship between drinking motives and drinking behavior.

A power calculation was conducted to determine if the current sample would be sufficient to detect a small to medium effect size for the main effects and interaction effects in the regression analyses. Power calculations indicated the current sample size should yield power of ≥.80 to detect a small to medium effect size, with a main effects model at $R^2 = .05$ and a model with main effects and interaction effects at $R^2 = .10$ (Aiken & West, 1991). Following guidelines outlined by Tabachnick and Fidell (2007), additional calculations also indicated the sample size is sufficient for tests of the multiple R, as well as for individual predictors.

Alcohol use. Results of the regression analysis for weekly drinking are shown in Table 2. In Step 1 of the model, the main effects for group and gender were significant, indicating sanctioned students and male students reported higher levels of weekly drinking than nonsanctioned and female students. In Step 2, the main effects for social motives and enhancement motives were significant, indicating social and enhancement motives were positively related to weekly drinking quantity for both sanctioned and nonsanctioned students. Examination of the interaction terms in Step 3 indicated the interaction between sanctioned status and drinking to conform was significant. To examine the nature of the interaction between sanctioned status and drinking to conform, I plotted the interactions using Aiken and West's (1991) procedures (see Figure 1). For sanctioned students, high levels of conformity motives were associated with high levels of weekly drinking quantity ($r = .37$, $p < .01$), whereas for nonsanctioned students, conformity motives were not associated with weekly drinking quantity ($r = .00$, $p = .99$). No Gender × Drinking Motive

TABLE 2

Summary of Hierarchical Regression Analysis for Weekly Drinking and Alcohol-Related Consequences

	Weekly Drinking		Consequences	
Predictor	ΔR^2	β	ΔR^2	β
Step 1	.15***		.05***	
Sanctioned status		–.16**		–.18**
Gender		.29***		.07
Step 2	.24***		.32***	
Social motives		.29***		.14*
Enhancement motives		.24***		.26***
Coping motives		.02		.29***
Conformity motives		.03		.00
Step 3	.05**		.06***	
Sanctioned Status × Social Motives		.30		.37
Sanctioned Status × Enhancement Motives		–.26		–.52
Sanctioned Status × Coping Motives		–.07		–.16
Sanctioned Status × Conformity Motives		–.64***		–.46**
Gender × Social Motives		.03		–.05
Gender × Enhancement Motives		.05		.04
Gender × Coping Motives		.04		.00
Gender × Conformity Motives		–.07		.08
Total R^2	.43***		.42***	

*$p < .05$. **$p < .01$. ***$p < .001$.

interactions were significant in Step 3, indicating gender did not moderate the relationship between drinking motives and alcohol use.

Alcohol-related consequences. Results of the regression analysis for alcohol-related consequences are shown in Table 2. In Step 1 of the model, the main effect for group was significant, indicating sanctioned students reported higher levels of alcohol-related consequences than nonsanctioned students. In Step 2, the main effects for social motives, enhancement motives, and coping motives were significant, indicating social, enhancement, and coping motives were positively related to alcohol-related consequences for both sanctioned and nonsanctioned students. Examination of the interaction terms in Step 3 indicated the interaction between group status and drinking to conform was significant. To examine the nature of the interaction between sanctioned status and drinking to conform, I plotted the interactions using Aiken and West's (1991) procedures (see Figure 1). For sanctioned students, high levels of conformity motives were associated with high levels of alcohol-related consequences ($r = .34$, $p < .01$), whereas for nonsanctioned students, conformity motives were not associated with alcohol-related consequences ($r = .01$, $p = .88$). No Gender × Drinking Motive interactions were significant in Step 3, indicating gender did not moderate the relationship between drinking motives and alcohol-related consequences.

Discussion

Both sanctioned students and first-year students have been identified as high-risk groups for heavy drinking compared with other college students. Despite the

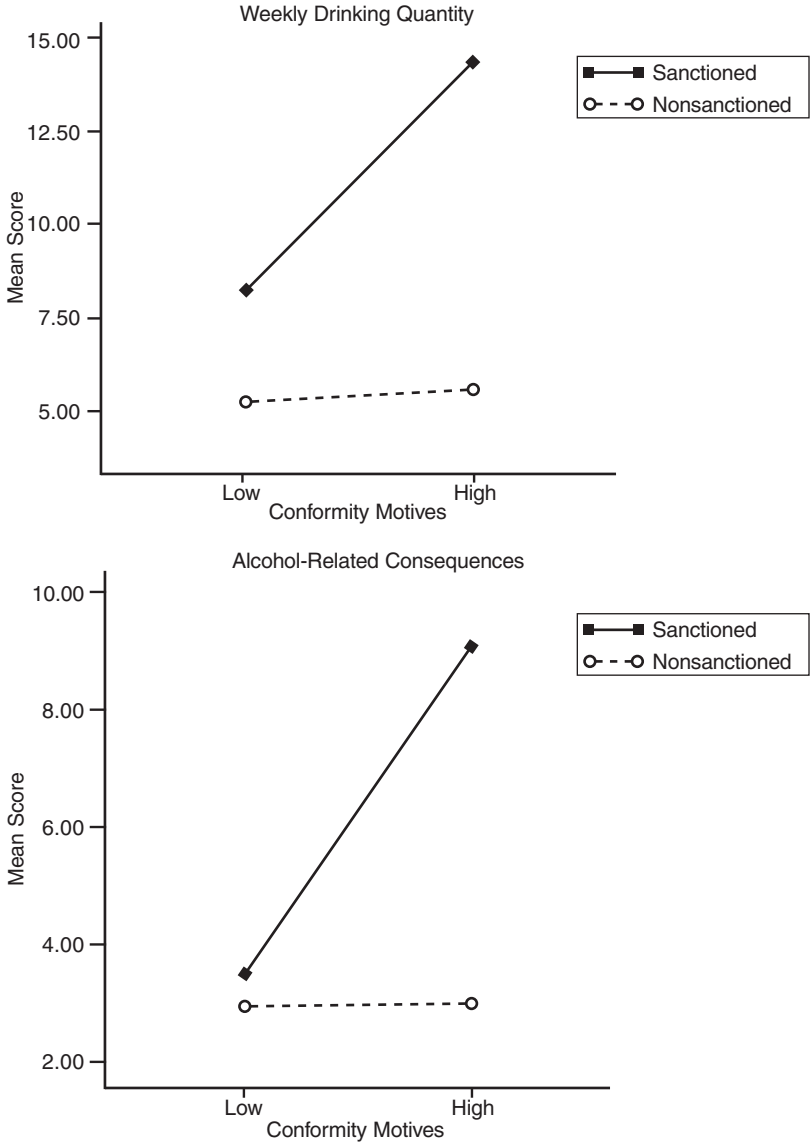


FIGURE 1

Conformity Motives as a Predictor of Alcohol Use and Alcohol-Related Consequences for Sanctioned and Nonsanctioned First-Year Students

high-risk status afforded to sanctioned students, factors related to heavy drinking and the associated consequences have been understudied in this population. This study extends the literature by examining differences in the relationship of drinking motives to alcohol use and alcohol-related consequences among first-

year sanctioned and nonsanctioned students. In particular, conformity motives were examined in addition to social, enhancement, and coping motives. On the basis of prior research identifying differences in drinking motives between male and female students, gender was examined as a moderator.

Consistent with previous research (Barnett & Read, 2005), results of this study indicate sanctioned students reported higher levels of alcohol use and alcohol-related consequences than nonsanctioned students. Results indicated that for both groups of students, social and enhancement motives were predictive of weekly drinking quantity and alcohol-related consequences, whereas coping motives were related to alcohol-related consequences only. This is consistent with prior research indicating that social and enhancement motives are related to alcohol use (Kuntsche et al., 2005, 2006), whereas coping motives are generally related to negative drinking outcomes (Kuntsche et al., 2005).

Results also indicated conformity motives were associated with alcohol use and alcohol-related consequences for sanctioned students only. Sanctioned students with high conformity motives reported the highest levels of drinking quantity and alcohol-related consequences. This is the first study to identify conformity motives as a predictor of alcohol use and alcohol-related consequences among sanctioned students. Because first-year students are exposed to heavy drinking within their peer groups, students who drink to fit in with their peers may be particularly vulnerable to social influences and negative outcomes associated with drinking, including receiving campus alcohol policy citations and the associated sanctions. This is consistent with research indicating that extrinsic motivations for drinking are related to perceptions of peer pressure, which in turn are related to alcohol use among college students (Knee & Neighbors, 2002).

On the basis of previous research (LaBrie et al., 2007), it was hypothesized that gender would moderate the relationship between social motives and drinking behavior. In contrast to this prediction, gender was not a moderator of the relationship between any of the drinking motives and either alcohol use or alcohol-related consequences in the current study. Differences in the findings may have been due to variations in study methodology, including the use of different measures to assess different drinking motives. Whereas the current study used the DMQ-R (Cooper, 1994), which measures social, enhancement, coping, and conformity motives, LaBrie et al. (2007) used the Reasons for Drinking Scale (Cronin, 1997), which includes mood enhancement, social camaraderie, and tensions reduction. In addition, LaBrie et al.'s study included students across all class levels (first-year students through seniors), in contrast to only first-year students in the current study, which may also have contributed to the discrepant findings.

Limitations and Future Research

Although this study contributes significantly to the understanding of sanctioned students' drinking motives, certain limitations and interpretational cautions should be considered. First, the primarily Caucasian composition of the sample and the collection of data from one site limit the generalizability of the

results. Therefore, future research with more diverse samples is recommended to replicate the findings in this study. Second, information in this study was obtained through self-report. Self-reported alcohol use is, however, common practice in studies examining alcohol use among college and university students. Furthermore, results of a meta-analysis (Borsari & Muellerleile, 2009) support the use of self-reports, indicating that the reliability of self-reported drinking in college students is good, with little bias reported between participant and collateral reports. Third, the two samples were recruited differently, one after receiving a sanction for violation of campus policy and the other as part of campus orientation activities. This may have led to different demand characteristics and other potential response biases between the two groups that may have affected the results.

Implications for College Counseling

Results of this study provide directions for prevention and intervention efforts aimed at decreasing drinking for sanctioned students. First, results of the study add to the body of research indicating sanctioned students drink more than nonsanctioned students, supporting the implementation of prevention and intervention programs for this high-risk group. Findings also indicate that social and enhancement motives are associated with alcohol use and related consequences and that coping motives are associated with alcohol-related problems. Counselors working with first-year students could include screening measures for drinking motives as part of their routine assessment procedures to help identify first-year students who are at risk. Directions for prevention and intervention for students who endorse social and enhancement motives could include education regarding the diminishing positive effect of alcohol on mood with increased consumption and address positive expectancies related to alcohol as a "social facilitator." For students endorsing coping motives, counselors can provide education pertaining to the biochemical impact of alcohol on the central nervous system as a depressant, which exacerbates depression, as well as using cognitive behavioral strategies including mood management and coping skills to regulate negative emotional states.

Results also indicate that for sanctioned students, conformity motives were related to both alcohol use and alcohol-related consequences. This finding suggests that screening for conformity motives may help identify first-year students who are at risk for alcohol-related consequences, including receiving sanctions for violating campus alcohol policies. These students may benefit from prevention and intervention approaches that provide alternatives to drinking to cope with discomfort with others and the management of social situations. Specifically, cognitive behavioral strategies including social skills training may be useful.

Additionally, providing personalized normative feedback regarding personal drinking relative to peer drinking may be helpful for students trying to fit in with their peers. According to social norming theory (Perkins, 2002), students overestimate the amount of alcohol their peers consume, and this overestimation leads to participation in heavy drinking as students attempt to match their

drinking levels to their perceptions of peer alcohol use. As such, students with high conformity motives may be more susceptible to this effect, because they drink to be like their peers. Thus, providing normative data to these students may help them drink less and, therefore, incur fewer alcohol-related consequences.

Brief motivational interventions, such as the Brief Alcohol Screening and Intervention for College Students (BASICS; Dimeff, Baer, Kivlahan, & Marlatt, 1999), an intervention that uses personal normative feedback, have been shown to be effective with sanctioned students (Barnett et al., 2007; Borsari & Carey, 2005; White, Mun, Pugh, & Morgan, 2007). BASICS is a brief intervention based on motivational enhancement (R. W. Miller & Rollnick, 2013), a nonconfrontational, nonjudgmental approach designed to decrease drinking and drinking-related consequences. The BASICS intervention is implemented across two sessions: an assessment session and a personalized normative feedback session. College and university counselors can use BASICS as an early intervention program for sanctioned students. Once sanctioned, students can be required by colleges and universities to attend BASICS with a counselor.

Several online personalized normative feedback programs are also available and could be used to provide information to sanctioned students about their drinking relative to their peers. Research indicates online personalized normative feedback programs are effective in reducing heavy drinking among sanctioned students (Doumas et al., 2009; Doumas, Workman, Navarro, & Smith, 2011; Doumas, Workman, Smith, & Navarro, 2011), although programs providing in-person feedback may be more effective in the long term with this group of students (Doumas, Workman, Smith, & Navarro, 2011; White et al., 2007). These programs are particularly useful for colleges and universities that may not have the resources to administer BASICS. Online programs can be e-mailed to sanctioned students and verification of completion can be e-mailed to the counselor. In addition, sanctioned students could be required to print out their feedback and bring it into a session with a counselor, who can then use motivational enhancement strategies to discuss the results.

Whether delivered in person or online, personalized normative feedback programs may be particularly useful for students with high conformity motives, because these interventions are designed to provide accurate normative data on peer drinking. Educating students that peers are not drinking as much as they believe may be a particularly useful strategy to reduce alcohol use among students with high conformity motives. This type of program can also be combined with other approaches, including coping strategies and social skills training, to provide additional support for these students.

Conclusion

Results of this study indicate students receiving alcohol policy violations in their first year of college drink more and experience more alcohol-related consequences than first-year students who are not sanctioned. Understanding drinking motives may help identify first-year students who may be at particularly

high risk. Findings from this study point to endorsement of conformity motives as a unique risk factor for alcohol use and alcohol-related consequences among first-year sanctioned students. Providing personalized normative feedback, coping strategies, and social skills training may all be useful strategies for college and university counselors to use when working with these students.

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