



Drug-Free Schools & Communities Act

Rollins College



**Rollins College
President Certification**

I have reviewed and approved the following Biennial Report prepared to meet the requirements of the 1989 amendments to the Drug-Free Schools and Communities Act (DFSCA), as articulated in the Education Department General Administrative Regulations (EDGAR) Part 86 – the Drug-Free Schools and Campuses Regulations.



Grant H. Cornwell, President

3/8/2019

Date



Table of Contents

Introduction and Overview of Alcohol and Other Drug Policy Programs.....	3
Drug-Free Schools and Communities Act Taskforce	4
Initial Taskforce Goals	4
Biennial Review Process.....	5
Current AOD Programs & Interventions	7
Promotion.....	8
Prevention	8
Treatment.....	11
Recovery	11
AOD Policy Review	14
AOD Program Recommendations	15
Appendix A Compliance Checklist.....	17
Appendix B Need Assessment, Prevalence & Incident Rate Data.....	19
Appendix C Wellness Assessment Instrument, Ohio State University.....	38
Appendix D AOD Interventions Matrix - Socioecological Model.....	52
Appendix E Resources for Counseling, Treatment and Rehabilitation.....	53
Appendix F Sanctions.....	55

Introduction and Overview of Alcohol and Other Drug Policy Programs

This Biennial Review is in compliance with the Drug-Free Schools and Communities Act Amendments of 1989, which added Section 1213 to the Higher Education Act. These amendments require that, as a condition of receiving funds or any other form of financial assistance under any Federal program, an institution of higher education (IHE) must certify that it has adopted and implemented a drug prevention program as described in this part.

The Drug-Free Schools and Communities Act requires institutions of higher education to conduct a biennial review of their alcohol and other drug (AOD) policies and prevention programs in order to identify and implement needed changes. The objectives of a biennial review are to determine the effectiveness of, and to implement any needed changes to the AOD prevention program and to ensure that campuses enforce the disciplinary sanctions for violating standards of conduct consistently. As of this writing, the members of Rollins College's Drug-Free Schools and Communities Act Taskforce have not found any indication that this process had previously been conducted. Therefore, the Taskforce was immediately charged to begin the process of conducting a thorough review and make recommendations.

The administrators, faculty, staff, and students at Rollins strive to create and promote a safe learning community. We work to enhance the safety and well-being of our students by addressing alcohol and other drug (AOD) concerns on our campus, as well as in the surrounding community. The following is the report resulting from the Biennial Review of the AOD prevention program implementation and policy development and enforcement at Rollins College for the period of January 1, 2015 through June 14, 2018.

Current AOD Support Staff

The college utilizes a contracted third party to provide EAP services to faculty and staff, including those related to AOD.

Substance Abuse Counselor: a full time Wellness Center staff member who provides individual and group counseling to students presenting with addiction. In addition, this person regularly consults with the College's Office of Community Standards and Responsibility and Health Promotions Coordinator to collaborate on best practices regarding substance abuse prevention and treatment.

Health Promotions Coordinator: a full time Wellness Center staff member who coordinates and oversees the planning, implementation, and evaluation of theory-based and evidence-informed health promotion and prevention strategies, policies, programs, and services that address substance use and abuse issues within the Rollins College student population.

Graduate Assistants (housed in Wellness Center): two Wellness Center graduate assistants assist with substance abuse counseling and prevention initiatives.

Drug-Free Schools and Communities Act Taskforce

In September 2016, the Drug-Free Schools and Communities Act Taskforce (DFSCA) was created to complete the 2016 Biennial Review and conduct a comprehensive review of Rollins College's Alcohol and Drug Programs and Initiatives. Minutes from all Taskforce meetings are available by request from the Assistant Director Student & Family Care.

The following offices participated in the collection and reporting of the information that follows:

- Dean of Students
- Wellness Center
- Student and Family Care
- Human Resources & Risk Management
- Community Standards and Responsibility
- Residential Life and Explorations
- Campus Safety
- Fraternity and Sorority Life

Taskforce Members

- Wellness Center Director
- Substance Abuse Counselor
- Assistant Director, Student & Family Care
- Dean of Students
- Health Promotions Coordinator
- Assistant Director, Benefits & Wellbeing

Initial Taskforce Goals

- Monitor and assess compliance with the Drug-Free Schools and Communities Act Amendments of 1989, which added section 1213 to the Higher Education Act.
- Conduct a Biennial Review of Alcohol and Drug Programs and Initiatives
 - » Develop matrix of current Alcohol and Drug Programs and Initiatives
 - » Review Prevalence and Incidence Rate Data
 - » Review Needs Assessment and Trend Data
 - » Review current programs and initiatives
 - * Including community partnerships
 - * Ensure assessment of program initiatives
 - * Review for coherence with best practices
 - » Review campus Alcohol and Drug policies and notification procedures
 - » Review policy enforcement and compliance
 - » Engage in SWOT analysis of what is currently taking place at Rollins
 - » Develop set of recommendations based off of SWOT for next Biennial Report
 - » Develop set of goal and objectives for next Biennial Report

Biennial Review Process

The DFSCA Taskforce met biweekly, beginning in September 2016, to conduct a comprehensive review of Rollins College's Alcohol and Drug Programs and Initiatives. Initially, the team gathered information on current campus AOD policies, prevalence and incident rate data, needs assessment and trend data (see Appendix B), and current and historical initiatives related to alcohol and drug use and abuse. NIACC and Substance Abuse & Mental Health Service Administration (SAMHSA) guidelines for best practices were reviewed and all initiatives were rated based on effectiveness, cost, barriers, and amount of research.

The DFSCA Taskforce team conducted environmental assessments of the campus community related to substance abuse and dependency in order to: 1) provide a baseline and follow-up on substance abuse and dependency data; 2) identify program needs and priorities; 3) evaluate the effectiveness of substance abuse and prevention programs and services; and 4) track trends in student substance use and abuse.

Assessments included: 1) the Healthy Minds Survey- which was administered in fall 2015 and included an elective Substance Use Module; 2) the National College Health Assessment, which was administered in spring 2016; and 3) a Wellness Assessment, that measures wellness across 9-dimensions and includes questions related to substance use administered in fall 2015, fall 2016, and spring 2016 (see Appendices C).

The Taskforce team thoroughly reviewed the mentioned policies, data and results. Based on this review, a SWOT analysis was also conducted. A series of questions and topics evolved from the SWOT analysis and recommendations were developed to address each one. Initially 51 recommendations were developed. From these, a survey helped to prioritize recommendations. Following this prioritization process, several recommendations were rated as high priority.

Next steps: The Taskforce has begun reviewing all of the AOD policies, notification procedures, enforcement, and compliance. The team will develop a set of goals and objectives for the next Biennial Review.

AOD Prevention Goals

Rollins College AOD prevention program goals include:

- Reduce harmful consequences of high-risk drinking among our students.
- Provide ongoing, evidence-based, education and prevention strategies for the campus community for the purpose of preventing alcohol and drug abuse.
- Develop and increase collaboration in AOD prevention efforts across the campus community and with local, state, and national partners.
- Provide holistic care for students who are struggling with substance use and abuse issues.
- Improve academic success, wellbeing, and retention of students.
- Provide a safe and welcoming campus environment where students in recover can receive support while obtaining a college degree.

AOD Program Need Assessment, Prevalence & Incident Rate Data

DFSCA Taskforce determined that the first step of the review process had to be a comprehensive scan of the Rollins College Environment regarding alcohol and drug use, abuse, prevention, and intervention. To assess prevalence and incidence rates, data was reviewed from:

1. The three wellness-based assessments listed in the previous section
2. Community Standards and Responsibility incidences of alcohol, illegal substances, and smoking spanning three academic years
3. Campus Safety reports of alcohol related medical assists and transportations

The review of this data helped the Taskforce team identify priority needs for our campus regarding alcohol and drug use and abuse. Data indicated that the substance most commonly used and/or abused at Rollins is alcohol. Most concerning, is the rate of binge drinking on campus and rising consequences of binge drinking (i.e., medical assists/hospitalizations, number alcohol related CSR violations) (see Appendix B.5).

Assessment data also indicated that marijuana use/abuse is the second most commonly used substance at Rollins. It is also the substance students are most likely to see as having the least amount of risk. Data indicates that students perceive people have only slight risk of harming themselves if they smoke marijuana once or twice a week.

Finally, a review of the data indicated there are many perception gaps among our campus population when it comes to substance use. For example, while only 8.6% of students who took the NCHA assessment indicated they smoked cigarettes, students stated they think 77.9% of Rollins students smoke cigarettes. This perception gap also exists for alcohol and marijuana- the two most used substances on campus (see Appendix B).



Current AOD Programs & Interventions

Below is a brief description of what is currently being done on Rollins' campus to address alcohol and drug issues.

Continuum of Care

A comprehensive continuum of care approach is utilized at Rollins. A continuum of care is predicated on the understanding that if the College is going to positively impact the issue of substance abuse and dependence on our campus, strategies that reinforce the entire continuum of behavioral health services – promotion, prevention, intervention, and recovery need to be deployed.

Promotion: These strategies are designed to create environments and conditions that support behavioral health and the ability of individuals to withstand challenges. Promotion strategies also reinforce the entire continuum of behavioral health services.

Prevention: Delivered prior to the onset of a disorder, these interventions are intended to prevent or reduce the risk of developing a behavioral health problem, such as underage alcohol use, prescription drug misuse and abuse, and illicit drug use.

Treatment: These services are for people diagnosed with a substance use or other behavioral health disorder.

Recovery: These services support individuals' abilities to live productive lives in the community and can often help with abstinence.

Promotion

Social Media: A key strategy in health promotion includes utilizing social media to reach students. Social media enhances our ability to disseminate critical information, expand our reach to include broader, more diverse audiences, and foster student engagement and key partnerships. The Wellness Center established a social media presence on Facebook and Instagram.

Promotion of Holistic Wellness: Successful substance abuse prevention is more than the absence of addiction. It also involves promotion of holistic wellness. An important strategy for preventing and reducing substance use and abuse is to concurrently target concrete health-promoting behaviors to improve overall wellbeing and personal improvement. A 9-dimensional model of wellness was adopted and promoted to the campus community. Several Student Affairs and Academic departments work collaboratively to promote the 9 Dimensions of Wellness and to educate the student body on strategies to increase their overall wellness. In addition, a campaign titled “R You Your Best You” was developed and has been implemented on Rollins’ campus.

Peer Education: Another key strategy for promoting wellness and enhancing substance abuse prevention outreach has been recruiting, training, motivating and mentoring peer educators, student leaders, and interns on substance abuse prevention initiatives. Two cohorts of students have been selected and trained as Wellness Ambassadors. Wellness Ambassadors are trained to facilitate individual and group level discussions about substance abuse and addiction. They are also trained in program planning and evaluation and develop and implement a variety of wellness events aimed at promoting and enhancing the 9 Dimensions of Wellness in our student body.

Prevention

The Buzz: An evidence-based approach to alcohol abuse prevention, and has been identified as a key strategy for reducing binge drinking, helping students think about their alcohol consumption differently and changing their alcohol use. Thirty Rollins students, staff and faculty members have been trained to be Buzz facilitators.

Program evaluation shows that The Buzz is not only very well received by students, but also makes a difference in their alcohol use. During the 2016-17 and 2017-18 academic year, the Buzz was presented to all incoming students during new student and transfer orientation at the College.

Wellness Series: Another form of substance abuse prevention programming. A number of Student Affairs offices work collaboratively to provide this new type of intervention series programming to student groups. The Wellness Series begins with small group meetings with representatives from a student group to assess and discuss group needs and goals. From listening to student’s needs, tailored strategies and programs are implemented to meet the groups’ self-identified goals.

Suicide Prevention: Students who engage in high risk substance abuse often have co-morbid mental health disorders, and are often also at risk for suicide. Because these combined high risk behaviors are so prevalent

in the college age population, suicide risk prevention is as an important factor in our work with substance abuse and addiction. QPR Suicide Prevention has been adopted as the suicide prevention model at Rollins. Thirteen facilitators have been trained to be QPR Instructors and are now prepared to begin training the Rollins community to be active gatekeepers who can recognize the warning signs of suicide and effectively intervene and refer when they identify someone who is at risk for suicide.

Community Standards & Responsibility Educational Conferences: The College's Community Standards & Responsibility team has instituted a developmental approach in their work with students to prevent potential misconduct and/or to address misconduct that may have already occurred through the establishment of educational conferences. An educational conference is a meeting between a student and a trained conduct educator. An educational conference is used in cases where the misconduct is minor and the student has no prior conduct record. An educational conference may also be used when Community Standards & Responsibility has received information about an event that has not yet taken place and where a policy violation is likely to occur.

In order to determine if misconduct is minor, Community Standards & Responsibility weighs the severity of an incident or event based on the following criteria:

1. The impact that the incident or event has or may have on the student and the community
2. The likelihood that the incident or event will have a lasting negative effect on the student's ability to succeed at Rollins, and
3. College precedent for the violation(s) and/or potential violation(s).

It is the expectation of Rollins that an educational conference will only be used once during a student's tenure at the College. An educational conference will not be a part of a student's official conduct record, however, the incident or event will be documented within Community Standards & Responsibility. The goal of an educational conference is to prevent potential misconduct and/or to address misconduct that may have already occurred. The educational conference is an opportunity for students to take accountability for their actions and discuss ways in which they can improve their decision-making. It is the College's expectation that students are being honest with the conduct educator so they can benefit from the conversation. A finding of "responsible" in the educational conference process may result in a learning action plan. A student under review for any future policy violations will go through the formal hearing process unless referred for mediation by the Office of Community Standards & Responsibility.

CARE 101 Trainings: A series of trainings are offered to members of the entire Student Affairs Division, graduate assistants, interns and as well as other college colleagues, each summer by the Dean of Students office to focus on student preventative care and wellbeing topics. The issues presented include some of the most common concerns seen from the College's Care Team. Each week, a series topic includes a short presentation and then is intended to be mostly dialogue based. The objective is to provide time for individuals to come together in community to learn more about student care issues, trends, ideas for partnerships, and interventions.



ROLLINS

12

Treatment

Substance Abuse Counseling: Individual and group counseling is provided to Rollins students at the Wellness Center's Counseling and Psychological Services (CAPS) office. One full-time substance abuse counselor and two graduate assistants have been hired to assist with substance abuse counseling and prevention initiatives.

Crisis Management: The Substance Abuse Counselor also provides crisis management intervention and/or consultation to the Rollins campus.

Expansion of the Alcohol eCHECKUP TO GO: CAPS also expanded the Alcohol eCHECKUP TO GO program to the "Practitioners Package" which will include Marijuana eCHECKUP to GO, Other Drug Assessment, a Values Card Sort, and a Sexual Violence Prevention program.

Behind Closed Doors RA/PM training A role play activity that allows new Resident Assistants and Peer Mentors the opportunity to confront scenarios that they may face as staff members. They receive feedback on their approach from the actors, group leaders, and members of Campus Safety and CAPS counselors. Some of the scenarios include supporting students with mental health concerns, facilitating roommate mediations, and confronting underage drinking and marijuana use. At the end of the experience, the participants are able to reflect on the scenarios, ask additional questions and clarify policies and procedures in order to increase their confidence in crisis management and problem solving.

Recovery

Rollins Recovery Group: Recognizing the need for a voluntary, non-faith based group where students in or seeking recovery from addiction can offer each other support and accountability, the Rollins Recovery Group was developed at CAPS. This group was developed in collaboration with students who were seeking such support. The group meets twice a week and covers topics such as the importance of change, regrets and guilt, and the struggle for sobriety. Members report the group allows them to be vulnerable and, in that vulnerability, grow and understand they are not alone in their struggle for sobriety.

Alcoholics Anonymous (AA): Rollins has an AA group that meets weekly on campus.



Intervention Effectiveness Review

NIACC and Substance Abuse and Mental Health Services Administration (SAMHSA) guidelines for best practices were reviewed and all initiatives were rated based on effectiveness, cost, barriers, and amount of research (See Appendix B). This review indicated that we are utilizing many best practice approaches in the work that we do, particularly in the area of treatment. However, there are several initiatives that have not been evaluated for effectiveness despite continued use on our campus. The review also indicated that, while we are generally meeting our goal of providing holistic care, there is a gap in the area of recovery - services support individuals' abilities to live productive lives in the community and can often help with abstinence.

SWOT Analysis

The DFSCA Taskforce engaged in a SWOT analysis of the campus drug and alcohol policies, programs, and initiatives. SWOT results identified several important strengths and opportunities for Rollins' campus in terms of our drug and alcohol prevention and treatment programs and initiatives. These strengths and opportunities need to be leveraged to address the various weaknesses and threats identified in the SWOT analysis.

<p>Strengths</p> <ul style="list-style-type: none"> • Healthy CSR/Wellness collaboration in the conduct process, specifically during sanctioning. • There is a shared value and desire for working collaboratively. • We have two dedicated staff members (Health Promotions and Substance Abuse Counselor) for this work. • We have senior administration, board of trustees, and parents' council that are supportive of this initiative. • We have the capacity for Health Promotion work that engage peer educators. • We do have a lot of initiatives aimed at promotion and prevention at the alcohol level. • We have effective individual treatment at the drug and alcohol level. • Based on the NIAAA ratings, most of the interventions we are doing have been showed to be at least moderately effective. • Within the Wellness Center, we are assessing and benchmarking our programs against additional data sets and are proven at being at least moderately effective. • There is individualized student-centered intervention and treatment. • We have a strong EAP program, including the smoking cessation program, with multiple providers for faculty, staff, and household. • Donated funds have allowed us to have a temporary Substance Abuse Counselor Graduate Assistant. • An intentional alcohol and drug curriculum has been incorporated in the Health and Wellness courses. 	<p>Weaknesses</p> <ul style="list-style-type: none"> • We do not have a guiding philosophy, educational ethos, and consistent messaging around alcohol and drugs. • We do not have a strategic plan to guide our work. • There is a lack of a model for effective collaboration. • For all but two people, there are no clear expectations regarding job functions and responsibility of alcohol and drug initiatives. The current infrastructure does not support this level of work. • We are not doing promotion and prevention for drugs, cigarettes, prescription medication, etc. • Recovery is only done at an individual level. We do not have an operational model for what effective recovery work would look like. • We do not utilize the greater community as a partner. • Cross-collaboration is not occurring for initiatives aimed at students vs. faculty and staff. • We do not have prevention and promotion initiatives targeted at faculty and staff. • We do not have enough dedicated staff members for the current needs of the institution. • Campus policies related to drugs and alcohol are not regularly reviewed from a lense of drug and alcohol prevention.
<p>Opportunities</p> <ul style="list-style-type: none"> • We now have the data to identify the gap between the perception and reality of alcohol and drug consumption on the Rollins campus. We can use this data for education and positive norming. • Better and more targeted health promotions work due to the access of trends. Health proportions opportunity to target students who are self medicating and not on our radars. • Using the relationship of the Wellness Center, Community Standards and Responsibility, and the Dean of Students Office to better individualize prevention and promotion work, through the sanctioning and treatment process. • Elevate the existing bystander curriculum by enhancing its engagement and effectiveness (i.e. peer-to-peer, role playing, etc.) • Take advantage of skills and expertise already on campus regarding bystander trainings, and using the funds available for additional trainings. • Use the peer connection and their social capital (i.e. FreshCheck) to impact alcohol and drug education. • Take current suicide prevention model to develop a similar model for recognizing and responding to students, faculty, and staff that are at risk for substance abuse. • Utilizing the interest of faculty in substance abuse prevention and promotion engagement. • Having new leadership, a focus on strategic planning, and recognition of the importance of life skills and wellness as part of our mission are opportunities to change our campus culture to one that promotes substance abuse connection (i.e. incentivize faculty engagement regarding student welfare during the strategic planning process.) 	<p>Threats</p> <ul style="list-style-type: none"> • Alcohol and drugs are very accessible on and around our campus. • Students face large amounts of social pressures involving use of drugs and alcohol. • Rollins' reputation as a party school where drugs and alcohol are prevalent contributes to students likelihood to use drugs and alcohol. • Media contributed to the perceptions of college life in negative ways.

AOD Policy Review

There are several Rollins College Policies that cover substance use and abuse, including the following:

Policy Name	Methods of Distribution	Policy Available Online At
Code of Community Standards	Included on FoxLink. To do list for all incoming students, and emailed to all students annually	http://www.rollins.edu/community-standards-responsibility/documents/code-of-community-standards.pdf
Rollins College Student Athlete Code of Conduct	The handbook is referenced during their preseason meetings and the link is shared with them. We also cover pertinent areas of the handbook during the meeting.	https://www.rollinssports.com/information/departments/ncaa_compliance/18-19_Rollins_SA_Handbook_as_of_10-25-18_secured.pdf
Student Organization Events Policy	Shared with students at event planning training sessions.	http://www.rollins.edu/inclusion-and-campus-involvement/documents/alcohol-policies-for-student-organization-events.pdf
Alcohol/Drug-Free Workplace Policy	Emailed to full-time employees annually through Human Resources (HR)	https://www.rollins.edu/human-resources/documents/policies/general-policies/drug-free-schools-and-communities-act-08000.pdf
Non-Smoking Policy	Not currently distributed via email	http://www.rollins.edu/human-resources/documents/policies/safety/smoking-policy-800250.pdf

Annual Notification Procedures

A copy of the Rollins College Policy on Drug Abuse is emailed annually to all employees and students and to all new employees at the beginning of employment. The policy is also reprinted in appropriate documents of the College. The policy includes:

- Rollins College Policy on Drug Abuse
- Counseling and Rehabilitation Services to Prevent Drug Abuse
- Health and Legal Risks of Drugs/Alcohol
- Resources for Counseling, Treatment and Rehabilitation
- Substance Abuse Community Resources

AOD Program Recommendations

1. Implement an annual notification of AOD programs to students per the compliance checklist.
2. Develop an AOD strategic prevention program utilizing the 2016 SWOT analysis and recommendations.
 - » Including a guiding philosophy, goals, measurable objectives, and action items that follow the NIACC and SAMHSA guidelines.
3. Develop a campus communication strategy for AOD programs and prevention.
4. Review all AOD Use, Prevention and Treatment initiatives currently being implemented but not assessed for effectiveness.
5. Identify student risk-groups and prioritize group specific goals and interventions strategies
 - » Utilizing data from Healthy Minds, Wellness Assessment, and ACHA-NCHA surveys.
6. Implement a Positive Community Norms campaign. Positive Community Norms (PCN) is a proven health promotion framework that builds on healthy norms that exist in every environment and population. Research shows that campaigns based on PCN are effective in drug & alcohol prevention. These types of campaigns have begun to be planned and implemented focused on alcohol abuse prevention. Data gained from assessments administered at Rollins, such as the Healthy Minds Assessment, should be used to develop and implement PCN campaigns addressing drug & alcohol issues.
7. Attend collegiate recovery conferences. Designate some staff/faculty to attend local and national collegiate recovery conferences to learn best practices and strategies used by campuses with long standing collegiate recovery programs.
8. Visit one or two campuses in the area who have effective collegiate recovery programs to learn more about what they are doing that can be tailored and applied to Rollins.
9. Create Collegiate Recovery Planning Taskforce consisting of faculty, staff, students, alumni, and interested BOT and/or Parents Council members.
10. Review all policies biennially: A Biennial Review of all policies related to drugs and alcohol should be done from the lens of substance abuse prevention. Policies related to AOD should be reviewed for consistency across campus populations (i.e., students, faculty, staff).
11. Review policies likely impacted by new legislation: New legislation related to drugs and alcohol will likely impact our campus (i.e., legalization of medical marijuana, recreational marijuana). As new legislation related to drugs and alcohol develop, policies related to them must be reviewed and clear expectations related to enforcement of policies needs to be articulated to the campus community.

AOD Program Recommendations to be considered in 2020

1. Consider an assessment of staff and faculty needs related to drug and alcohol treatment and prevention.
2. Continue to build on partnership with Health & Wellness classes and Wellness Center.
 - » Continue to administer the Wellness Assessment in these classes and sharing class-specific as well as Rollins-wide data with the H&W faculty.
 - » Share the results of all campus-wide wellness-related assessments and the goals derived from assessments with H&W faculty to ensure consistent knowledge and messaging.



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229

Appendix A | Compliance Checklist

Drug-Free Schools and Campuses Regulations Compliance Checklist

1. **Does the institution maintain a copy of its drug prevention program?** Yes/No
 - a. If yes, where is it located? [It is outlined in our DFSCA 2018 Report](#)
2. **Does the institution provide annually to each employee and each student, who is taking one or more classes for any type of academic credit except for continuing education units, written materials that adequately describe and contain the following?**
 - a. **Standards of conduct that prohibit unlawful possession, use, or distribution of illicit drugs and alcohol on its property or as a part of its activities**
Students: [Yes/No](#) • Staff & Fac: [Yes/No](#)
 - b. **A description of the health risks associated with the use of illicit drugs and the abuse of alcohol**
Students
Students: [Yes/No](#) • Staff & Fac: [Yes/No](#)
 - c. **A description of applicable legal sanctions under local, state, or federal law**
Students: [Yes/No](#) • Staff & Fac: [Yes/No](#)
 - d. **A description of applicable counseling, treatment, or rehabilitation or re-entry programs**
Students: [Yes/No](#) • Staff & Fac: [Yes/No](#)
 - e. **A clear statement of the disciplinary sanctions the institution will impose on students and employees, and a description of those sanctions**
Students: [Yes/No](#) • Staff & Fac: [Yes/No](#)
3. **Are the above materials distributed to students in one of the following ways?**
 - a. **Mailed to each student (separately or included in another mailing)** Yes/[No](#)
 - b. **Through campus post offices boxes** Yes/[No](#)
 - c. **Class schedules which are mailed to each student** Yes/[No](#)
 - d. **During freshman orientation** Yes/[No](#)
 - e. **During new student orientation** Yes/[No](#)
 - f. **In another manner** [via campus email annually.](#)
4. **Does the means of distribution provide reasonable assurance that each student receives the materials annually?** Yes/No
5. **Does the institution's distribution plan make provisions for providing these materials to students who enroll at some date after the initial distribution?** Yes/[No, Distribution is once annually at the start of the fall semester.](#)

6. **In what ways does the institution conduct biennial reviews of its drug prevention program to determine effectiveness, implement necessary changes, and ensure that disciplinary sanctions are enforced?**
- a. **Conduct student alcohol and drug use survey** Yes/No
 - b. **Conduct opinion survey of its students, staff, and faculty**
Students: Yes/No • Staff & Fac: Yes/No
 - c. **Evaluate comments obtained from a suggestion box**
Students: Yes/No • Staff & Fac: Yes/No
 - d. **Conduct focus groups**
Students: Yes/No • Staff & Fac: Yes/No
 - e. **Conduct intercept interviews**
Students: Yes/No • Staff & Fac: Yes/No
 - f. **Assess effectiveness of documented mandatory drug treatment referrals for students and employees**
Students: Yes/No • Staff & Fac: Yes/No
 - g. **Other (please list)**
4. **Who is responsible for conducting these biennial reviews?** [Dean of Students, Director of Wellness and AVP, HR & Risk Management collaboratively](#)
5. **If requested, has the institution made available, to the public, a copy of each requested item in the drug prevention program and the results of the biennial review?** [N/A](#)
6. **Where is the biennial review documentation located?** [Dean of Students/Director of Wellness MS Sharepoint folder.](#)

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Comments:

Appendix B | Need Assessment, Prevalence & Incident Rate Data

Appendix B.1: A&D Prevention Programming, Evidence of Effectiveness Chart

Current Initiatives

Strategy Name	SEM Level					College AIM/SAMHSA Ratings				Notes
	Ind	Grp	Com	CF	Policy	Effectiveness	Cost	Barriers	Research	
Individual substance abuse treatment	X					N/A	\$	moderate	N/A	
BASICS/CASICS sessions	X					***	\$\$	moderate	****	Research shows positive short and long term effects; health professional required; can be done individually or in groups
eCheckup to GO	X					**	\$\$	low	***	(based on AlcoholEdu info in best practices and research on eCheckup to GO). Currently only using it at individual level in BASICS sessions
Motivational intervention/Harm Reduction (MIHR) group	X					**	\$\$	moderate	**	Research shows positive short and long term effects; health professional required
Rollins Recovery Group	X					N/A	\$	moderate	N/A	
AA Group	X					N/A	\$	low	N/A	
Alcohol Education Group	X					X - not effective or at, maximum, * low effectiveness	\$\$	moderate	**	Research has shown - Mixed short term effects, no long term effects
Anger Management Group	X					** (when combined with alcohol use skills)	\$\$	low	***	Research shows positive short and long term effects; health professional required; can be done individually or in group
Social media messages			X			N/A	N/A	N/A	N/A	
The Buzz		X				**	\$\$	moderate	*	Shown to have good short term effects in research conducted at Univ. of Arizona; no long term research yet
Healthy Minds Assessment			X			N/A	N/A	N/A	N/A	
Wellness Assessment			X			N/A	N/A	N/A	N/A	
Orange County Coalition for Underage Drinking Prevention Taskforce Partnership				X		N/A	\$	moderate	N/A	
Care 101 trainings on drugs and alcohol			X			N/A	\$	low	N/A	
Promotion of Holistic Wellness			X			N/A	\$\$	moderate	N/A	Life skills training has been shown to have good short and long term effects, particularly when combined with alcohol use education.
Wellness Series		X				**	\$	moderate	**	Limited research but what we have so far looks very encouraging

Strategy Name	SEM Level					College AIM/SAMHSA Ratings				Notes
	Ind	Grp	Com	CF	Policy	Effectiveness	Cost	Barriers	Research	
College Response Online Screening	X					N/A	??	low	N/A	
CSR documentation for policy violations					X	N/A	\$	low	N/A	Research shows positive effects for policy enforcement
CSR education conferences	X					N/A	\$	low	N/A	
FSL Ladder of Risks Programs					X	N/A	N/A	N/A	N/A	
RSL Chapter Mandated Programs		X				N/A	N/A	N/A	N/A	
Health & Wellness Class Drug and Alcohol curriculum		X	X			N/A	\$	low	N/A	
Student athlete SAMS group collaboration with the Wellness Center		X				N/A	\$	low	N/A	
FSL Chapter Care Plans based on CCR		X				N/A	N/A	N/A	N/A	
Enforcement of age-21 drinking age			X			***	\$\$	moderate	****	Recommendations include - compliance checks and penalty application when policy violated)
Behind Closed Doors RA/PM training			X			N/A	\$	moderate	N/A	Little research on its effectiveness (in general, or related to alcohol prevention)
Wellness Fair			X			**	\$\$	moderate	N/A	Only assessment on this type of intervention I could find was the assessment we do each year
Responsible Action Protocol					X	?	\$	low	***	Shown to be effective in a number of studies
NCAA regulations/ drug testing					X	N/A	??	N/A	N/A	
Organizational regulations and expectations (i.e., FSL headquarters and governing bodies)					X	N/A	??	N/A	N/A	
Drug-Free Schools and Communities Act					X					

New Strategies We Might We Want To Consider

Strategy Name	SEM Level					College AIM/SAMHSA Ratings				Notes
	Ind	Grp	Com	CF	Policy	Effectiveness	Cost	Barriers	Research	
eCheckup to GO (or AlcoholEdu)	X								Multiple studies; AlcoholEdu	Recommend we use an online alcohol prevention program like one of these; recommend we have students complete summer prior to enrolling (if we cannot do this, recommend we incorporate into the Health classes).
Stress management group	X					**	\$\$	low	****	Life skills groups such as this have been shown to have good short and long term effects, particularly when combined with alcohol use education.

Strategy Name	SEM Level					College AIM/SAMHSA Ratings				Notes
	Ind	Grp	Com	CF	Policy	Effectiveness	Cost	Barriers	Research	
Behavioral Activation: Depression & Anxiety Group	X					**	\$\$	low	****	Life skills groups such as this have been shown to have good short and long term effects, particularly when combined with alcohol use education.
DBT Skills Group	X					**	\$\$	low	****	Life skills groups such as this have been shown to have good short and long term effects, particularly when combined with alcohol use education.
Expressive Arts Workshops	X					**	\$\$	low	****	Life skills groups such as this have been shown to have good short and long term effects, particularly when combined with alcohol use education.
Individual treatment (separated into two levels)	X					**	\$\$	low	****	Life skills groups such as this have been shown to have good short and long term effects, particularly when combined with alcohol use education.
Goal Setting & Time Management Group	X					**	\$\$	low	****	Life skills groups such as this have been shown to have good short and long term effects, particularly when combined with alcohol use education.
The Buzz & Orientation	X		X			**	\$\$	moderate	**	Shown to have good short term effects in research conducted at Univ. of Arizona; no long term research yet
The Buzz facilitator training (RA/PM/IPA/WA)		X				**	\$\$	moderate	**	This would include trainings specifically geared for peer educators to facilitate The Buzz
The Buzz (SGA, REP, FSL, cultural orgs, student leaders)		X	X			**	\$\$	moderate	**	Shown to have good short term effects in research conducted at Univ. of Arizona; no long term research yet
The Buzz facilitator training (Health & Wellness Faculty)			X			**	\$\$	moderate	**	Shown to have good short term effects in research conducted at Univ. of Arizona; no long term research yet
Wellness Series for Hall Councils		X				**	\$	moderate	**	Life skills training has been shown to have good short and long term effects, particularly when combined with alcohol use education.
Wellness Series for Athletes		X				**	\$	moderate	**	Life skills training has been shown to have good short and long term effects, particularly when combined with alcohol use education.
Alcohol Skills Training Program (ASTP)	X					***	\$\$	low	***	Shown to have positive short and long term (up to a year) effects

Strategy Name	SEM Level					College AIM/SAMHSA Ratings				Notes
	Ind	Grp	Com	CF	Policy	Effectiveness	Cost	Barriers	Research	
Alcohol use skills + general life skills	X					**	\$\$	low	****	Shown to have positive short and long term (up to a year) effects, can be done with individuals or specific groups; could be incorporated into FLS care plans and/or wellness series
Parent-based alcohol communication training	X					**	\$\$	low	****	Shown to have good short and long term effects, particularly when combined with BMI training.
Bystander intervention (not specific to intervening when a student is in danger of harming him/herself or others due to alcohol/drug use.			X			??	\$\$	low	?	No research has been done to date specific to its effectiveness in alcohol prevention.
Positive Community Norms campaign			X			?	\$\$	low	?	Research shows that campaigns based on PCN are effective in Drug & Alcohol prevention.
Know your sweet spot campaign			X			N/A	\$\$	low	N/A	Recommended by Spencer Gorin – The Buzz developer
Safer University Plan (http://www.prev.org/Safer-Toolkit/)			X	X		**	?	?	?	Listed as a national evidence based practice in SAMHSA directory. In a randomized, controlled experimental trial involving 14 large public universities, the Safer University intervention was shown to reduce intoxication at off-campus parties and local bars and restaurants
Wellness Wednesdays			X			N/A	\$	moderate	**	Life skills training has been shown to have good short and long term effects, particularly when combined with alcohol use education.
Focus Groups			X			N/A	N/A	N/A	N/A	
Passive programming; flyers, social media, website, video series			X							
United Educators Online Alcohol Awareness and Prevention Courses for Incoming Students (RA/PM/HM/IPA/WA)			X			? (PFIs ***)	?	moderate	N/A on this; PFIs ***	Couldn't find any research on this specific programs effectiveness, there is support for personalized feedback interventions like this.
myPlaybook Collegiate Program (student athletes)		X								"Evidence-based tutorial designed to prevent alcohol and other drug-related harm among college student-athletes. As the only online drug education program created specifically for college student-athletes, this interactive web-based program engages users with state-of-the-art instructional design". It looks like the research was done by the company and focuses on short-term benefits. (a lot like the Buzz)

THE HEALTHY MINDS STUDY

ROLLINS COLLEGE (2015) ELECTIVE MODULE DATA REPORT

ELECTIVE MODULES

This data report provides descriptive statistics (percentages, mean values, etc.) from the sample of respondents at your institution for the elective survey modules.

THE HEALTHY MINDS STUDY

ROLLINS COLLEGE (2015) ELECTIVE MODULE DATA REPORT

SUBSTANCE USE

How often do you have a drink containing alcohol?

#	Answer	Response	%
1	Never	123	22%
2	Monthly or less	127	23%
3	2-4 times a month	145	27%
4	2-3 times a week	125	23%
5	4 or more times a week	27	5%
Total		547	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	2.65
Variance	1.43
Standard Deviation	1.20
Total Responses	547

How many drinks containing alcohol do you have on a typical day when you are drinking?(1 drink is a can of beer, a glass of wine, a wine cooler, a shot of liquor, or a mixed drink.)

#	Answer	Response	%
1	1 or 2	181	43%
2	3 or 4	149	35%
3	5 or 6	65	15%
4	7 to 9	21	5%
5	10 or more	7	2%
Total		423	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	1.87
Variance	0.92
Standard Deviation	0.96
Total Responses	423

How often do you have 4 or more drinks on 1 occasion?(1 drink is a can of beer, a glass of wine, a wine cooler, a shot of liquor, or a mixed drink.)

#	Answer	Response	%
1	Never	62	29%
2	Less than monthly	81	37%
3	Monthly	37	17%
4	Weekly	35	16%
5	Daily or almost daily	2	1%
Total		217	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	2.24
Variance	1.13
Standard Deviation	1.07
Total Responses	217

How often do you have 5 or more drinks on 1 occasion?(1 drink is a can of beer, a glass of wine, a wine cooler, a shot of liquor, or a mixed drink.)

#	Answer	Response	%
1	Never	22	24%
2	Less than monthly	30	32%
3	Monthly	18	19%
4	Weekly	22	24%
5	Daily or almost daily	1	1%
Total		93	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	2.46
Variance	1.27
Standard Deviation	1.13
Total Responses	93

How often do you have 4 or 5 or more drinks on 1 occasion?(1 drink is a can of beer, a glass of wine, a wine cooler, a shot of liquor, or a mixed drink.)

#	Answer	Response	%
1	Never	37	33%
2	Less than monthly	39	35%
3	Monthly	22	19%
4	Weekly	14	12%
5	Daily or almost daily	1	1%
Total		113	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	2.14
Variance	1.09
Standard Deviation	1.04
Total Responses	113

How often during the last year have you...

#	Question	Never	Less than monthly	Monthly	Weekly	Daily or almost daily	Total Responses	Mean
1	...found that you were not able to stop drinking once you had started?	473	43	15	10	4	545	1.22
2	...failed to do what was normally expected of you because of drinking?	454	63	16	8	2	543	1.23
3	...needed a drink in the morning to get yourself going after a heavy drinking session?	530	8	3	2	1	544	1.04
4	...had a feeling of guilt or remorse after drinking?	391	109	29	12	2	543	1.39
5	...been unable to remember what happened the night before of your drinking?	399	104	31	7	2	543	1.36

Statistic	...found that you were not able to stop drinking once you had started?	...failed to do what was normally expected of you because of drinking?	...needed a drink in the morning to get yourself going after a heavy drinking session?	...had a feeling of guilt or remorse after drinking?	...been unable to remember what happened the night before of your drinking?
Min Value	1	1	1	1	1
Max Value	5	5	5	5	5
Mean	1.22	1.23	1.04	1.39	1.36
Variance	0.42	0.37	0.10	0.52	0.47
Standard Deviation	0.65	0.61	0.31	0.72	0.68
Total Responses	545	543	544	543	543

Have you or someone else been injured because of your drinking?

#	Answer	Response	%
1	No	503	92%
2	Yes, but not in the last year	24	4%
3	Yes, during the last year	19	3%
	Total	546	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	1.11
Variance	0.17
Standard Deviation	0.41
Total Responses	546

Has a relative, friend, doctor, or other health care worker been concerned about your drinking or suggested you cut down?

#	Answer	Response	%
1	No	510	93%
2	Yes, but not in the last year	21	4%
3	Yes, during the last year	15	3%
	Total	546	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	1.09
Variance	0.14
Standard Deviation	0.37
Total Responses	546

Have you ever received counseling or treatment for an alcohol-related problem from a health professional (such as psychiatrist, psychologist, social worker, or primary care doctor)?

#	Answer	Response	%
1	Yes	25	5%
0	No	522	95%
	Total	547	100%

Statistic	Value
Min Value	0
Max Value	1
Mean	0.05
Variance	0.04
Standard Deviation	0.21
Total Responses	547

Over the past 30 days, have you used any of the following drugs?(Select all that apply)

#	Answer	Response	%
1	Marijuana	110	20%
2	Cocaine (any form, including crack, powder, or freebase)	20	4%
3	Heroin	1	0%
4	Methamphetamines (also known as speed, crystal meth, or ice)	1	0%
5	Other stimulants (such as Ritalin, Adderall) without a prescription	22	4%
6	Ecstasy	10	2%
7	Other drugs without a prescription (please specify)	15	3%
8	No, none of these	421	77%

Other drugs without a prescription (please specify)

Bronkaid for appetite suppression and energy.
Xanax
LSD, DMT, MDA, Psychadelic Mushrooms
xanax
acid, molly, shrooms,
I sometimes take melatonin to sleep
xanax
LSD
Acid
LSD
Alcohol
hallucinogens, pills
Xanax
LSD
ADHD medication to focus on school work

Statistic	Value
Min Value	1
Max Value	8
Total Responses	545

Over the past 30 days, about how many cigarettes did you smoke per day?

#	Answer	Response	%
1	0 cigarettes	477	87%
2	Less than 1 cigarette	39	7%
3	1 to 5 cigarettes	18	3%
4	About one-half pack	9	2%
5	1 or more packs	6	1%
	Total	549	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	1.23
Variance	0.47
Standard Deviation	0.69
Total Responses	549

How much do you think people risk harming themselves physically or in other ways...

#	Question	No risk	Slight risk	Moderate risk	Great risk	Total Responses	Mean
1	...when they have 5 or more drinks containing alcohol once or twice a week? (1 drink is a can of beer, a glass of wine, a wine cooler, a shot of liquor, or a mixed drink.)	25	113	204	201	543	3.07
2	...if they smoke 1 or more packs of cigarettes per day?	43	53	100	345	541	3.38
3	...f they smoke marijuana once or twice a week?	169	192	107	73	541	2.16
4	...if they use prescription drugs that are not prescribed to them?	12	51	158	319	540	3.45

Statistic	...when they have 5 or more drinks containing alcohol once or twice a week? (1 drink is a can of beer, a glass of wine, a wine cooler, a shot of liquor, or a mixed drink.)	...if they smoke 1 or more packs of cigarettes per day?	...f they smoke marijuana once or twice a week?	...if they use prescription drugs that are not prescribed to them?
Min Value	1	1	1	1
Max Value	4	4	4	4
Mean	3.07	3.38	2.16	3.45
Variance	0.76	0.91	1.03	0.57
Standard Deviation	0.87	0.95	1.01	0.76
Total Responses	543	541	541	540

In the past 30 days, how often have you...

#	Question	0 times	1 time	2 times	3 times	4 or more times	Total Responses	Mean
1	...had to "baby-sit" or take care of another student who drank too much?	358	85	69	16	18	546	1.63
2	...had your studying or sleep interrupted because of other students' drinking?	408	59	34	18	25	544	1.52
3	...experienced an unwanted sexual advance because of other students' drinking?	475	40	16	7	8	546	1.23
4	...been a victim of sexual assault or "date rape" because of other students' drinking?	535	6	4	0	1	546	1.03

Statistic	...had to "baby-sit" or take care of another student who drank too much?	...had your studying or sleep interrupted because of other students' drinking?	...experienced an unwanted sexual advance because of other students' drinking?	...been a victim of sexual assault or "date rape" because of other students' drinking?
Min Value	1	1	1	1
Max Value	5	5	5	5
Mean	1.63	1.52	1.23	1.03
Variance	1.06	1.13	0.49	0.07
Standard Deviation	1.03	1.06	0.70	0.26
Total Responses	546	544	546	546

The next few items ask for your perceptions of other students' behaviors regarding alcohol and substance use. Please provide your best guess.

Statistic	In the past 30 days, about what percent of students at your school smoked cigarettes?	In the past 30 days, about what percent of students at your school smoked (or otherwise used) marijuana?	In the past 30 days, about what percent of students at your school drank alcohol?
Min Value	0.0	0.0	0.0
Max Value	99.0	99.0	100.0
Mean	29.06	40.61	71.86
Total Responses	488.0	484.0	488.0

How much do you agree with the following statement?: Alcohol use is a problem for students on my campus.

#	Answer	Response	%
1	Strongly agree	80	15%
2	Agree	91	17%
3	Somewhat agree	194	37%
4	Somewhat disagree	79	15%
5	Disagree	68	13%
6	Strongly disagree	18	3%
	Total	530	100%

Statistic	Value
Min Value	1
Max Value	6
Mean	3.03
Variance	1.75
Standard Deviation	1.32
Total Responses	530

Rollins College

Executive Summary

Spring 2017

American College Health Association
National College Health Assessment II



ACHA-NCHA II

The ACHA-NCHA II supports the health of the campus community by fulfilling the academic mission, supporting short- and long-term healthy behaviors, and gaining a current profile of health trends within the campus community.



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Table of Contents

I. Introduction	2
II. Findings	
A. General Health of College Students	3
B. Disease and Injury Prevention	4
C. Academic Impacts	5
D. Violence, Abusive Relationships and Personal Safety	5
E. Tobacco, Alcohol, and Marijuana Use	6
F. Sexual Behavior	10
G. Nutrition and Exercise	12
H. Mental Health	13
I. Sleep	16
III. Demographics and Student Characteristics	17

ACHA, the nation's principal advocate and leadership organization for college and university health, represents a diverse membership that provides and supports the delivery of health care and prevention and wellness services for the nation's 20 million college students. For more information about the association's programs and services, visit www.acha.org, and www.achancha.org.

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Introduction

The ACHA-National College Health Assessment II (ACHA-NCHA II) is a national research survey organized by the American College Health Association (ACHA) to assist college health service providers, health educators, counselors, and administrators in collecting data about their students' habits, behaviors, and perceptions on the most prevalent health topics.

ACHA initiated the original ACHA-NCHA in 2000 and the instrument was used nation wide through the spring 2008 data collection period. The ACHA-NCHA now provides the largest known comprehensive data set on the health of college students, providing the college health and higher education fields with a vast spectrum of information on student health. A revised survey, the ACHA-NCHA-II, has been in use since the fall 2008 data collection period.

Please note the ACHA-NCHA II is not appropriate for trend comparison with items from the original ACHA-NCHA survey. Directly comparing pre- and post-redesign estimates on similar data points, without taking into account the impact of the survey's redesign, can lead to an erroneous conclusion.

Notes about this report:

1. Missing values have been excluded from analysis and only valid percents are included in this document.
2. Students responding "not applicable" were excluded from several analyses, which are specifically noted throughout this document. This will often explain differences observed between this document and the full data report.
3. ***A note about the use of sex and gender in this report:*** Survey responses are reported by sex based on the responses to questions 47a, 47b, and 47c. For the purpose of the ACHA-NCHA report documents, respondents are reported as male or female only when their responses to these three questions are consistent with one another. If students' gender identity is consistent with their sex at birth AND the student selects "no" for transgender, then respondents are designated as either *male* or *female*. If respondents select "yes" for transgender OR their sex at birth is not consistent with their gender identity, then they are designated as *non-binary*. A respondent that skips any of the three questions is designated as *unknown*. Totals displayed in this report include *non-binary* and *unknown* students.

For additional information about the survey's development, design, and methodology, email Mary T Hoban, PhD, MCHES, (mhoban@acha.org), E. Victor Leino, PhD (vleino@acha.org), or visit www.acha-ncha.org.

This Executive Summary highlights results of the ACHA-NCHA II Spring 2017 survey for Rollins College consisting of 304 respondents.

The overall response proportion was 10.2%.

C. Academic Impacts

Within the last 12 months, students reported the following factors affecting their individual academic performance, defined as: received a lower grade on an exam, or an important project; received a lower grade in the course; received an incomplete or dropped the course; or experienced a significant disruption in thesis, dissertation, research, or practicum work; (listed alphabetically):

Alcohol use:	4.3 %	Gambling:	0.3 %
Allergies:	4.0 %	Homesickness:	5.3 %
Anxiety:	26.4 %	Injury:	2.6 %
Assault (physical):	0.3 %	Internet use/computer games:	7.9 %
Assault (sexual):	3.3 %	Learning disability:	6.3 %
Attention Deficit/Hyperactivity Disorder:	7.3 %	Participation in extracurricular activities:	13.2 %
Cold/Flu/Sore throat:	13.2 %	Pregnancy (yours or partner's):	0.7 %
Concern for a troubled friend or family member:	11.2 %	Relationship difficulties:	9.9 %
Chronic health problem or serious illness:	5.3 %	Roommate difficulties:	5.0 %
Chronic pain:	4.6 %	Sexually transmitted disease/infection (STD/I):	0.3 %
Death of a friend or family member:	6.3 %	Sinus infection/Ear infection/Bronchitis/Strep throat:	7.9 %
Depression:	17.7 %	Sleep difficulties:	23.1 %
Discrimination:	1.0 %	Stress:	34.7 %
Drug use:	1.7 %	Work:	14.9 %
Eating disorder/problem:	0.7 %	Other:	3.3 %
Finances:	9.6 %		

D. Violence, Abusive Relationships and Personal Safety

Within the last 12 months, college students reported experiencing:

	Percent (%)	Male	Female	Total
A physical fight		16.1	1.7	4.3
A physical assault (not sexual assault)		5.4	2.1	2.6
A verbal threat		21.4	15.2	17.0
Sexual touching without their consent		1.8	15.1	12.6
Sexual penetration attempt without their consent		1.8	6.3	5.3
Sexual penetration without their consent		1.8	3.8	3.3
Stalking		3.6	9.2	7.9
An emotionally abusive intimate relationship		12.5	12.6	12.7
A physically abusive intimate relationship		1.8	1.3	1.3
A sexually abusive intimate relationship		0.0	3.8	3.3

College students reported feeling *very safe* :

	Percent (%)	Male	Female	Total
On their campus (daytime)		91.2	92.1	91.7
On their campus (nighttime)		77.2	41.4	47.5
In the community surrounding their school (daytime)		82.1	75.2	75.4
In the community surrounding their school (nighttime)		64.9	25.1	32.0

E. Tobacco, Alcohol and Marijuana Use

Reported use versus perceived use - reported use for all students within the past 30 days compared with how often students perceived the typical student on campus used substances within the same time period. The last line of each table combines all categories of any use in the last 30 days.

Cigarette

	Percent (%)	Actual Use		
		Male	Female	Total
Never used		64.9	77.8	75.9
Used, but not in the last 30 days		26.3	13.4	15.5
Used 1-9 days		7.0	5.9	5.9
Used 10-29 days		0.0	0.8	0.7
Used all 30 days		1.8	2.1	2.0
<i>Any use within the last 30 days</i>		8.8	8.8	8.6

Perceived Use		
Male	Female	Total
12.3	5.1	6.4
22.8	14.5	15.7
40.4	51.9	49.8
17.5	14.5	14.7
7.0	14.0	13.4
64.9	80.4	77.9

E-Cigarette

	Percent (%)	Actual Use		
		Male	Female	Total
Never used		68.4	88.6	84.7
Used, but not in the last 30 days		17.5	8.1	10.0
Used 1-9 days		14.0	3.0	5.0
Used 10-29 days		0.0	0.0	0.0
Used all 30 days		0.0	0.4	0.3
<i>Any use within the last 30 days</i>		14.0	3.4	5.3

Perceived Use		
Male	Female	Total
12.3	9.4	9.7
7.0	11.1	10.4
47.4	52.8	51.5
19.3	14.9	15.7
14.0	11.9	12.7
80.7	79.6	79.9

Tobacco from a water pipe (hookah)

	Percent (%)	Actual Use		
		Male	Female	Total
Never used		66.7	77.0	74.9
Used, but not in the last 30 days		22.8	17.6	18.8
Used 1-9 days		7.0	5.0	5.3
Used 10-29 days		3.5	0.0	0.7
Used all 30 days		0.0	0.4	0.3
<i>Any use within the last 30 days</i>		10.5	5.4	6.3

Perceived Use		
Male	Female	Total
14.0	11.5	12.0
12.3	11.5	11.7
56.1	60.0	59.2
12.3	12.8	12.7
5.3	4.3	4.3
73.7	77.0	76.3

Alcohol

	Percent (%)	Actual Use		
		Male	Female	Total
Never used		12.3	13.8	13.5
Used, but not in the last 30 days		19.3	19.2	19.8
Used 1-9 days		40.4	51.0	48.8
Used 10-29 days		28.1	15.5	17.5
Used all 30 days		0.0	0.4	0.3
Any use within the last 30 days		68.4	66.9	66.7

Perceived Use		
Male	Female	Total
5.3	2.5	3.0
0.0	0.8	0.7
36.8	24.9	27.2
38.6	55.3	52.2
19.3	16.5	16.9
94.7	96.6	96.3

Marijuana

	Percent (%)	Actual Use		
		Male	Female	Total
Never used		57.9	63.0	62.6
Used, but not in the last 30 days		26.3	17.2	18.5
Used 1-9 days		8.8	14.7	13.6
Used 10-29 days		1.8	4.2	3.6
Used all 30 days		5.3	0.8	1.7
Any use within the last 30 days		15.8	19.7	18.9

Perceived Use		
Male	Female	Total
5.3	3.4	3.7
5.3	2.5	3.0
50.9	42.2	44.2
24.6	36.3	34.2
14.0	15.6	15.0
89.5	94.1	93.4

Drinking and Driving

- 2.0 % of college students reported driving after having **5 or more drinks** in the last 30 days.*
- 23.3 % of college students reported driving after having **any alcohol** in the last 30 days.*

*Students responding "N/A, don't drive" and "N/A don't drink" were excluded from this analysis.

Estimated Blood Alcohol Concentration (or eBAC) of college students reporting 1 or more drinks the last time they "partied" or socialized. **Students reporting 0 drinks were excluded from the analysis.**

Due to the improbability of a student surviving a drinking episode resulting in an extremely high eBAC, all students with an eBAC of 0.50 or higher are also omitted from these eBAC figures. eBAC is an estimated figure based on the reported number of drinks consumed during the last time they "partied" or socialized, their approximate time of consumption, sex, weight, and the average rate of ethanol metabolism.

Estimated BAC	Percent (%)	Male	Female	Total
< .08		71.7	71.9	71.8
< .10		76.1	85.0	83.1
Mean		0.05	0.05	0.05
Median		0.03	0.03	0.03
Std Dev		0.06	0.06	0.06

Findings continued

Reported number of drinks consumed the last time students "partied" or socialized. Only students reporting one or more drinks were included.

Number of drinks*	Percent (%)	Male	Female	Total
4 or fewer		54.3	73.4	69.4
5		4.3	12.1	10.4
6		13.0	5.8	7.2
7 or more		28.3	8.7	13.1

Mean		5.11	3.72	4.02
Median		4.00	3.00	3.00
Std Dev		3.52	3.34	3.40

* Students reporting 0 drinks were excluded.

Reported number of times college students consumed five or more drinks in a sitting within the last two weeks:

	Percent (%)	Male	Female	Total
N/A don't drink		12.5	22.7	21.3
None		44.6	54.6	52.8
1-2 times		32.1	17.2	19.6
3-5 times		8.9	4.6	5.3
6 or more times		1.8	0.8	1.0

Percent of college students who reported using prescription drugs that were not prescribed to them within the last 12 months:

	Percent (%)	Male	Female	Total
Antidepressants		5.3	4.2	4.3
Erectile dysfunction drugs		1.8	0.4	0.7
Pain killers		3.5	4.6	4.3
Sedatives		5.3	7.6	7.0
Stimulants		5.3	7.5	6.9
<i>Used 1 or more of the above</i>		15.8	15.9	15.5

Findings continued

College students reported doing the following *most of the time* or *always* when they "partied" or socialized during the last 12 months:*

	Percent (%)	Male	Female	Total
Alternate non-alcoholic with alcoholic beverages	34.0	48.1	45.0	
Avoid drinking games	32.7	41.4	40.3	
Choose not to drink alcohol	19.6	26.9	25.5	
Determine in advance not to exceed a set number of drinks	30.0	43.0	40.2	
Eat before and/or during drinking	70.0	87.2	83.0	
Have a friend let you know when you have had enough	38.0	44.6	43.0	
Keep track of how many drinks being consumed	61.2	72.3	70.0	
Pace drinks to one or fewer an hour	34.0	42.9	40.9	
Stay with the same group of friends the entire time drinking	81.6	93.1	90.8	
Stick with only one kind of alcohol when drinking	49.0	52.9	52.7	
Use a designated driver	80.0	88.7	87.0	
<i>Reported one or more of the above</i>	96.2	99.5	98.8	

*Students responding "N/A, don't drink" were excluded from this analysis.

College students who drank alcohol reported experiencing the following in the last 12 months when drinking alcohol:*

	Percent (%)	Male	Female	Total
Did something you later regretted	26.0	32.8	31.8	
Forgot where you were or what you did	28.0	28.6	29.0	
Got in trouble with the police	2.0	1.6	1.6	
Someone had sex with me without my consent	2.0	3.6	3.3	
Had sex with someone without their consent	0.0	0.0	0.0	
Had unprotected sex	26.0	20.8	21.6	
Physically injured yourself	14.3	14.1	13.9	
Physically injured another person	4.0	0.5	1.2	
Seriously considered suicide	0.0	3.1	2.4	
<i>Reported one or more of the above</i>	56.0	48.4	50.2	

*Students responding "N/A, don't drink" were excluded from this analysis.

Demographics and Student Characteristics

■ Age:

18 - 20 years:	46.8 %
21 - 24 years:	34.9 %
25 - 29 years:	8.3 %
30+ years:	10.0 %

■ Gender*

Female:	79.1 %
Male:	18.9 %
Non-binary	2.0 %

■ Student status:

1st year undergraduate:	21.3 %
2nd year undergraduate:	15.0 %
3rd year undergraduate:	27.2 %
4th year undergraduate:	21.3 %
5th year or more undergraduate:	2.7 %
Graduate or professional:	11.6 %
Not seeking a degree:	0.3 %
Other:	0.7 %
Full-time student:	93.4 %
Part-time student:	5.9 %
Other student:	0.7 %

■ Relationship status:

Not in a relationship:	54.8 %
In a relationship but not living together:	28.2 %
In a relationship and living together:	16.9 %

■ Marital status:

Single:	88.8 %
Married/Partnered:	9.9 %
Separated/Divorced/Other:	1.3 %

■ Primary Source of Health Insurance:

College/university sponsored plan:	7.9 %
Parents' plan:	68.3 %
Another plan:	15.8 %
Don't have health insurance:	7.6 %
Not sure if have plan:	0.3 %

■ Students describe themselves as:

White:	68.8 %
Black or African American:	7.2 %
Hispanic or Latino/a:	18.8 %
Asian or Pacific Islander:	6.6 %
American Indian, Alaskan Native or Native Hawaiian:	0.7 %
Biracial or Multiracial:	6.9 %
Other:	3.6 %

■ International Student:

International:	10.9 %
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■ Students describe themselves as:

Asexual:	7.0 %
Bisexual:	7.0 %
Gay:	2.3 %
Lesbian:	1.7 %
Pansexual:	3.0 %
Queer:	0.7 %
Questioning:	1.3 %
Same Gender Loving:	0.0 %
Straight/Heterosexual:	75.9 %
Another identity:	1.0 %

■ Housing:

Campus residence hall:	41.2 %
Fraternity or sorority house:	5.0 %
Other university housing:	5.3 %
Parent/guardian home:	15.6 %
Other off-campus housing:	25.6 %
Other:	7.3 %

■ Participated in organized college athletics:

Varsity:	15.7 %
Club sports:	6.3 %
Intramurals:	9.1 %

■ Member of a social fraternity or sorority:

Greek member:	23.8 %
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Appendix B.4: Alcohol Related Medical Assists & Transports

Academic Year	Medical Assists Resulting from Alcohol Consumption	# Assists Resulting in Hospital Transportation
'14 - '15 AY	8	6
'15 - '16 AY	25	20
'16 - '17 AY (to date 3/17/17) AY	19	12

*Data reported from Rollins College Campus Safety

Appendix B.5: CSR Alcohol & Drug Related Violations

Academic Year	Violation	Pending	Not Responsible	Responsible	Grand Total
AY '13 - '14	Alcohol	6	50	127	183
	Illegal Substances	2	5	26	33
AY '14 - '15	Smoking	0	16	24	40
	Alcohol	2	77	148	227
	Illegal Substances	1	11	18	13
	Smoking	2	7	33	42
AY '15 - '16	Alcohol	6	69	153	228
	Illegal Substances	0	18	24	42
	Smoking & Tobacco Use	1	3	9	13

Wellness Assessment Instrument

Center for the Study of Student Life

June 2015

INTRODUCTION

Student wellness is an essential component of academic success in higher education and subsequent opportunities in the labor market. The Ohio State University Office of Student Life's Student Wellness Center uses a model that includes nine key dimensions of wellness: career, creative, emotional, environmental, financial, intellectual, physical, social and spiritual.

The Wellness Assessment instrument was designed to measure the nine dimensions of wellness in order to give students a better understanding of their own wellness and provide them with resources that they can utilize at Ohio State to improve their wellness.

The Wellness Assessment is informed by past surveys at Ohio State as well as research in the field of college student wellness. The survey was developed using existing literature and feedback from stakeholders on campus, including faculty, staff, and students. In 2011, the Wellness Inventory was administered to incoming first year students as the first part of a longitudinal study of college student wellness. Prior to this administration, students participated in cognitive interviews to ensure items and response options would provide valid measures. In addition, factor analysis was conducted with the 2011 data to determine if the nine dimensions of wellness were being measured. While the Wellness Assessment is based on the previous Wellness Inventory, the instrument was updated based on the results of the Wellness Inventory and feedback from the stakeholders. Campus stakeholders were essential to developing the campus resources provided for each of the dimensions at the end of the assessment. The current instrument was first distributed to all students on the Columbus campus of The Ohio State University in October 2014. Definitions for terms utilized in the instrument were presented to students via hover-text, where they could hover their computer mouse over a word and a definition would appear. For a list of hover-text definitions, please see the Appendix A.

The instrument was designed for use by students, and as a means to gather a snapshot of student wellness. Students were asked if their data could be used for research, and if so would they grant access to their educational records to help study wellness as it related to academic success. Students were allowed to complete the assessment regardless of their willingness to participate in the study or share their educational records. The study was approved by the Ohio State Institutional Review Board.

Students were provided with scores on each of the 9 dimensions of wellness. Each question on the instrument was scored on a 0 to 5 scale, with negative items reverse coded and not applicable responses not used in the calculations. Each dimension then was scored as the average of all responses for the questions comprising the dimension. For a sample display of the scores students were presented please see the Appendix B.

The Wellness Assessment instrument was developed for and tailored toward Ohio State students and to reflect the nine dimensions of wellness. If utilizing the instrument on your campus, please be careful to adapt the instrument and resources as appropriate for your student population (for an example, see Appendix C).

If utilizing the Wellness Assessment instrument, please acknowledge Ohio State's Office of Student Life for developing the instrument and share any reports or publications based on your use of the instrument with The Ohio State University.

For questions or concerns about the instrument or to share your results, please contact the Center for the Study of Student Life at cssl@osu.edu or 614-247-6220.

ITEMS BY WELNESS DIMENSION

EMOTIONAL

- I use alcohol/nicotine/other substances to manage stress.
- I am able to appropriately manage my feelings.
- I use relaxation techniques to manage stress.
- I am able to appropriately express my feelings.
- I would be willing to seek help from others when I am having a difficult time.
- I feel that I am able to cope with my daily stress.
- I have a positive image of my body.

CREATIVE

- I express myself through creative activities.
- I attend arts-related events or programs.
- I think of myself as a creative person.
- I value multiple perspectives when thinking about complex topics.
- The arts help me appreciate other perspectives and cultures.

SPIRITUAL

- I consider myself to be a spiritual person.
- I engage in self-reflection.
- I engage in spiritual practices.
- I feel a connection to something larger than myself.
- I seek out meaning in my life.

INTELLECTUAL

- I am able to resolve conflicts peacefully.
- I am confident about my academic major decisions.
- I am confident in my ability to find solutions to my problems.
- I am confident that I can learn new skills.
- I am interested in learning new things.
- I engage in intellectually engaging activities.
- I feel that my education is a priority.
- I felt challenged by my academics during my most recent academic term.
- I was able to manage my academic workload during my most recent academic term.

CAREER

- I am confident about my career decisions.
- I envision my future career as a means to contribute to society.
- I feel that my current studies will be helpful to my future career.
- I feel that my major/career decision is an appropriate expression of my abilities and personal strengths.
- I feel that I work in a positive environment.
- I feel that I work in a stressful environment.
- I feel that my current job interferes with other aspects of my life.
- I am able to balance my current job with the rest of my life.

PHYSICAL

- I am confident that I can exercise regularly.
- I am confident that I can maintain a nutritious diet.
- I use illicit drugs (e.g. marijuana, cocaine, ecstasy).
- I use tobacco products.
- I use prescription medication that is not prescribed to me (e.g. Adderall, Xanax, Valium).
- I eat a nutritious diet.
- I engage in cardiovascular exercise 3-5 times per week for at least 30 minutes.
- I engage in flexibility exercise/ stretching.
- I engage in strength training/ resistance exercise 2-3 times per week.
- I get at least 8 hours of sleep per night.
- Do you get an annual flu vaccine?
- Do you maintain annual physical exams(s)?
- How often do you binge drink? (Males: 5+ drinks in about 2 hours, Females: 4+ drinks in about 2 hours)
- How often, in general, do you consume alcohol?

FINANCIAL

- I am comfortable leaving a balance on my credit card(s).
- I think it is important to spend less than I earn.
- I am confident that I can plan a financial budget.
- I pay off the entire balance of my credit card(s) each month.
- I have enough money saved to handle financial emergencies.
- I track my spending to stay within my budget.
- I feel stressed by the amount of money I owe (credit cards, student loans, etc.).
- I stress about my finances.

ENVIRONMENTAL

- I engage in environmentally friendly behaviors (turn off lights/faucets, walk or bike).
- I feel safe in my living environment.
- I feel that I live in a stressful environment.
- I often feel that I have little control over my safety.
- I take time to appreciate my surroundings.
- I take time to appreciate nature.
- I think it is important to conserve natural resources.
- If given the opportunity, I recycle.

SOCIAL

- I feel a sense of belonging in a community.
- I feel supported by my family.
- I feel that I am a person who other people like to be around.
- I have a strong social network.
- I have at least one close friend whom I trust and can confide in.
- I feel comfortable communicating face-to-face with others.
- I rarely feel lonely.



INSTRUMENT

At the end of this assessment you will receive scores and resources for each of the nine wellness dimensions.

Please note: Underlined words have definitions available that may help clarify certain terms. Place the mouse over the underlined words to view the definition.

Please rate the extent to which you agree or disagree with the following:

	Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly agree
I am confident that I can <u>exercise regularly</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I can maintain a <u>nutritious diet</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a positive image of my body	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I am able to cope with my daily stress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to appropriately manage my feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to appropriately express my feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would be willing to seek help from others when I am having a difficult time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have at least one close friend whom I can trust and confide in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel supported by my family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel a sense of belonging in a community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a strong <u>social network</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I am a person who people like to be around	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable communicating face-to-face with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I rarely feel lonely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly agree
I am able to resolve conflicts peacefully	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in my ability to find solutions to my problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I can learn new skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I engage in <u>intellectually engaging activities</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am interested in learning new things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my education is a priority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in my academic major decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel challenged by my academics during this academic term	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to manage my academic workload during this academic term	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in my career decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my current studies will be helpful to my future career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I envision my future career as a means to contribute to society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my major/career decision is an appropriate expression of my abilities and personal strengths	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my major/career decision is an appropriate expression of what I find meaningful and important in life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think it is important to spend less than I earn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I can plan a financial budget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have enough money saved to handle financial emergencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I stress about my finances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate the extent to which you agree or disagree with the following:

	Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly agree
I express myself through creative activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think of myself as a creative person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I value multiple perspectives when thinking about complex topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The arts help me appreciate other perspectives and cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I engage in self-reflection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I seek out meaning in my life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel a connection to something larger than myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I consider myself to be a spiritual person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I engage in spiritual practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think it is important to conserve natural resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I take time to appreciate nature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I take time to appreciate my surroundings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often feel that I have little control over my safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe in my living environment (residence hall, apartment, home)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I live in a stressful environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I live in a welcoming environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate the extent to which you agree or disagree with the following:

	Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly agree	Not Applicable
I am able to pay my bills on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable leaving a balance on my credit card(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I pay off the entire balance of my credit card(s) each month	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel stressed by the amount of money I owe (credit cards, student loans, car payments, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my current job interferes with other aspects of my life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to balance my current job with the rest of my life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I work in a positive environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I work in a stressful environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Reflecting on the PAST WEEK, please rate how frequently you engage in the following behaviors:

	Never	Rarely	Sometimes	Often	Always
I use alcohol/ nicotine/ other substances to manage stress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use <u>relaxation techniques</u> to manage stress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I take time to appreciate my surroundings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I take time to appreciate nature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use tobacco products	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I eat a <u>nutritious diet</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get at least 8 hours of sleep per night	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Reflecting on the PAST MONTH, please rate how frequently you engage in the following behaviors:

	Never	Rarely	Sometimes	Often	Always
I engage in cardiovascular exercise 3-5 times per week for at least 30 minutes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I engage in flexibility exercise/ stretching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I engage in strength training/ resistance exercise 2-3 times per week	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use illicit drugs (e.g. marijuana, cocaine, ecstasy)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use prescription medication that is not prescribed to me (e.g. Adderall, Xanax, Valium)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I track my spending to stay within my budget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I attend arts-related events or programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I engage in environmentally friendly behaviors (e.g. turn off the lights, turn off faucets, walk or bike)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If given the opportunity, I recycle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often, in general, do you consume alcohol?

- Never
- Once a Month
- Every other week
- Once a Week
- More than once a week

How often do you binge drink? (Males: 5+ drinks in about 2 hours, Females: 4+ drinks in about 2 hours)

- Never
- Once a Month
- Every other week
- Once a Week
- More than once a week

If you are sexually active, do you practice safer sex?

- Always
- Often
- Sometimes
- Rarely
- Never
- Not applicable

Do you get an annual flu vaccine?

- Yes
- No

Do you maintain annual physical exam(s)?

- Yes
- No

What is your weight? Please report in pounds.

What is your height in inches? There are twelve inches in one foot.

Demographics

This section is not used to calculate your wellness scores.

What is your gender?

- Male
- Female
- Transgender
- Self-defined
- Prefer not to answer

What is your race/ethnicity? Please select all that apply.

- African American/Black or African descent
- Asian American/Asian (East, South, Southeast)
- Hawaiian/ Pacific Islander
- Latino(a)/Hispanic American
- Native American/American Indian/Alaskan Native
- Middle Eastern/Arab American
- White/European American
- Other

What is your year in school?

- First-year undergraduate
- Second-year undergraduate
- Third-year undergraduate
- Fourth-year undergraduate
- Fifth-year + undergraduate
- Graduate- Master's
- Graduate- Professional
- Graduate- Doctoral

Do you have health insurance?

- No
- Yes, through my parent(s) or guardian(s)
- Yes, through Student Health Insurance
- Yes, through another source
- Don't know

What is your current employment status?

- Do not work
- Only work during the academic year
- Only work during academic breaks
- Work during both the academic year and academic breaks

If you work during the academic year, about how many hours per week do you work?

- Do not work during the academic year
- 1-5 hours
- 6-10 hours
- 11-14 hours
- 15-19 hours
- 20 or more hours

What is your sexual orientation?

- Heterosexual
- Bisexual
- Lesbian or gay
- Questioning
- Prefer not to answer

What is your religious affiliation?

- Buddhist
- Christian - Catholic
- Christian – Protestant
- Christian – Other
- Hindu
- Jewish
- Muslim
- Unaffiliated (e.g., Agnostic, Atheist)
- Prefer not to answer
- Other _____

What is your current type of residence?

- On-campus housing (University managed apartment or residence hall)
- Off-campus housing within the 43201 zip code area
- Off-campus housing outside the 43201 zip code area
- Fraternity or sorority housing
- None of these

Please respond yes or no to the following questions.

	Yes	No
Are you a varsity-level athlete?	<input type="radio"/>	<input type="radio"/>
Are you a member of a social fraternity or sorority?	<input type="radio"/>	<input type="radio"/>
Are you, or have you ever been, a member of the United States military?	<input type="radio"/>	<input type="radio"/>
Did either your parent(s) or guardian(s) graduate from college?	<input type="radio"/>	<input type="radio"/>
Are you an international student?	<input type="radio"/>	<input type="radio"/>

APPENDIX A

DEFINITIONS OF TERMS

Hover-text was included in the survey to provide respondents with operational definitions of several wellness terms. Below are the phrases and extra information presented to students when the cursor was near the term.

Term/Phrase	Hover-text
Exercise regularly	Exercise 3-5 times per week over the course of several weeks
Nutritious diet	Eating 4-8 servings of fruit or vegetables, 4 cups of dairy, choosing lean meats, including whole grains, and limiting fats and oils
Social network	The connections one has to others ranging from casual acquaintance to close familial bond; a strong social network is characterized by not only the number, but the strength of the bonds
Intellectually engaging activities	Activities that increase knowledge, foster critical thinking, and expand worldviews; for example, reading, engaging discussions, seminars, brainteasers
Relaxation techniques	Any method, process, or activity that helps a person to relax; for example, exercise, listening to music, meditation
Safer sex	Sexual activity in which precautions (e.g. using condoms, barriers, avoiding high-risk sexual acts, practicing monogamy) have been taken in order to reduce the chance of sexually transmitted infections and/or pregnancy

APPENDIX B

SAMPLE OF INDIVIDUAL RESULTS

One of the goals of the survey was to provide students with personal ratings of their nine wellness dimensions. The table below presents an example of the wellness reports respondents received at the end of the survey.

DIMENSION	YOUR AVERAGE
Career- The professionally well person engages in work from which he/she gains personal satisfaction and enrichment, consistent with his/her values, goals, and lifestyle.	4.1
Creative- The creatively well person values and actively participates in a diverse range of arts and cultural experiences as a means to understand and appreciate the surrounding world.	4.0
Emotional- The emotionally well person can identify, express, and manage the entire range of his/her feelings and would consider seeking assistance to address areas of concern.	4.4
Environmental- The environmentally well person recognizes the responsibility to preserve, protect, and improve the environment and appreciates the interconnectedness of nature and the individual.	4.6
Financial- The financially well person is fully aware of his/her own financial state and budgets, saves, and manages his/her finances in order to achieve realistic financial goals.	4.7
Intellectual- The intellectually well person values lifelong learning and seeks to foster critical thinking, develop moral reasoning, expand worldviews, and engage in education for the pursuit of knowledge.	4.8
Physical- The physically well person gets an adequate amount of sleep, eats a balanced and nutritious diet, engages in exercise for 150 minutes per week, attends regular medical check-ups, and practices safe and healthy sexual relations.	4.3
Social- The socially well person has a network of support based on interdependence, mutual trust, respect and has developed a sensitivity and awareness towards the feelings of others.	4.7
Spiritual- The spiritually well person seeks harmony and balance by openly exploring the depth of human purpose, meaning, and connection through dialogue and self-reflection.	4.0

Your BMI: 24.2

DISCLAIMER -- These materials are intended solely for educational purposes and as part of an effort to raise awareness of campus resources and are not intended to be and are not a substitute for, direct professional care. These materials should not be used to diagnose or treat any health condition.

APPENDIX C

SAMPLE OF RESOURCES PROVIDED

In addition to a personal wellness report, students were also provided with resources at Ohio State corresponding to each of the nine dimensions. Resources varied based on undergraduate or graduate level of study. Below is a portion of the wellness resources displayed to undergraduate respondents.

Wellness Resources at Ohio State

Want to explore your wellness further? Wellness Coaching is a free service grounded in positive psychology that is available to all enrolled students. Coaches are trained to help you identify and use your strengths to help you create the life you want to be living at Ohio State and into the future. For more information or to set up a coaching session, please email wellnesscoaching@osu.edu.

Please note: wellness coaching, and the resources below, are not intended to respond to crisis situations or to treat ongoing concerns related to your mental, emotional, or psychological health. Please call 9-1-1 in any emergency, or contact Counseling and Consultation Service at 292-5766 for ongoing support.

Career Wellness

- [Office of Student Life Career Connection](#)- providing high quality and diverse-sensitive services through counseling, consultation and lasting partnerships, designed to facilitate learning and advance well-being, purpose, identity, development and citizenship.
- [Office of Student Life Buckeye Careers](#)- offers career development assistance, support and resources – from selecting a major to starting a career – for all Ohio State students.
- [Office of Student Life's Buckeye OnPace Program](#)- self-guided career modules that can assist you in learning more about yourself and choosing a major(s)/careers, applying to grad school, and preparing to enter the workforce as a responsible, global citizen.
- [GradSense](#)- is a unique online tool designed to help students plan financially for their education and future careers. Along with median debt and income data, the GradSense website also provides students with loan repayment advice, spending tips and career guidance.

Creative Wellness

- [Wexner Center for the Arts](#)- multidisciplinary programs encompass performing arts, exhibitions, and media arts (film/video) and have focused on cutting-edge culture from around the globe.
- [Drake Performance and Event Center](#)- houses the Department of Theatre and hosts a variety of theatre and television productions.
- [Experience Columbus](#)- provides all the information you need for events, attractions, shopping and dining in the Columbus, Ohio area.

Emotional Wellness

- [Office of Student Life Counseling and Consultation](#)- provides counseling and consultation to currently enrolled students, as well as spouses/partners of students who are covered by the Comprehensive Student Health Insurance.
- [Office of Student Life Student Wellness Center](#): Wellness Coaching- use the 9 Dimensions of Wellness model as a framework for exploring optimal lifestyles.
- [Office of Student Life Student Advocacy Center](#)- assisting students in cutting through campus bureaucracy; empowers students to overcome obstacles to their growth both inside and outside the classroom.

Environmental Wellness

- [Office of Student Life Recreational Sports: Outdoor Adventure Center](#)- home to the Tom W. Davis Climbing Center with a 4,000-square-foot, 35-foot tall climbing structure and bouldering cave; outdoor equipment rental office; and a trip-planning resource center.
- [Chadwick Arboretum & Learning Gardens](#)- exists to enhance the use of plants for educational enjoyment by training the future public garden horticulturists, preserving green space, and by bringing people and plants together.
- [Office of Student Life Energy Services and Sustainability](#)- the focal point for continued energy conservation, education, recycling and other sustainability initiatives.

Appendix D | AOD Interventions Matrix - Socioecological Model

	Individual	Group	Rollins Community	Greater Community	Policy
Promotion	<ul style="list-style-type: none"> » Wellness Wednesdays 	<ul style="list-style-type: none"> • FSL chapter care plans based on CCR 	<ul style="list-style-type: none"> • Promotion of Holistic wellness • Social media messages • Healthy Minds Assessment • Wellness Assessment » Positive Community Norms Campaign(s) » Passive programming such as flyers, website, video series 		
Prevention	<ul style="list-style-type: none"> • College Response online screening • CSR Educational conferences » eCheckup to GO (with incoming students) » Parent based alcohol communication training 	<ul style="list-style-type: none"> • The Buzz • Wellness Series • myPlaybook Collegiate Program • FSL Chapter Mandated Programs • The Buzz Facilitator trainings (RA/PM/ IPA/WA, SGA, REP, FSL, org leaders) » Wellness Series for additional groups (Hall councils, athletes) 	<ul style="list-style-type: none"> • CARE 101 trainings on drugs and alcohol • United Educators Online Alcohol Awareness and Prevention Course for Incoming Students • Health & Wellness course drug and alcohol curriculum • Conferences such as NASPA Mental Health, Drug & Addiction » The Buzz @ Orientation » The Buzz Facilitator training for Health & Wellness faculty » Bystander Intervention training » Know Your Sweet Spot campaign 	<ul style="list-style-type: none"> » Orange County Coalition for Underage Drinking Prevention Taskforce Partnership » Orange County Heroin Prevention Taskforce Partnership 	<ul style="list-style-type: none"> • CSR Documentation for policy violations » FSL Ladder of Risk » Enforcement of age-21 drinking age » Responsible Action Protocol » NCAA regulations/drug testing » Org level regulations/policies » Federal regs/policies such as the Drug-Free Schools and Communities Act » Safer Universities Plan
Treatment/ Intervention	<ul style="list-style-type: none"> • Individual SA therapy • BASICS sessions • eCheckup to GO • Motivational intervention/Harm Reduction (MIHR) group • Alcohol Education Group • Anger Management Group » Other life skills groups (i.e., DBT group, expressive arts workshops) » Individual SA (separated into two levels) 		<ul style="list-style-type: none"> » Behind Closed Doors RA/PM training 		
Recovery	<ul style="list-style-type: none"> • Rollins Recovery Group • AA Group 		<ul style="list-style-type: none"> » Rollins Recovery Community » Alcohol free events/programming (intentional and advertised) 		

Note:

- Items are current initiatives
- » Initiatives to consider for the future

Appendix E | Resources for Counseling, Treatment and Rehabilitation

This resource list is part of the Alcohol and Drug Abuse Brochure that is submitted to all Rollins employees, faculty and students.

Note: This list is not an exhaustive list of community resources. Rollins does not endorse one program over another. The resources indicated represent past successful referrals for treatment from Rollins. Fee structures vary.

For Rollins College Employees:

You may contact the Human Resource Department and/or the EAP to assist you in your needs. All services are confidential.

- **Employee Assistance Program**
Aetna Behavioral Health
1-877-398-5816
resourcesforliving.com
174 W. Comstock Ave., #203, Winter Park FL
- **Human Resources Department**
Rollins College
407.646.2102 or 407.646.2003

For Rollins College Students:

- **Wellness Center**
407.628.6340
rollins.edu/wellness-center
118 W. Fairbanks Ave., Winter Park, FL

The Rollins Wellness Center strives to provide a holistic approach in an effort to protect, preserve and promote the health and wellbeing of all Rollins students. The Wellness Center offers a variety of counseling and health services for students, including services that focus on substance abuse, dependence and recovery. Individual and group counseling for students with substance abuse concerns. Consultation with any student, staff, or faculty member concerned about a student's substance abuse use. The Rollins Wellness Center offers various individual and group treatment including alcohol education, BASICS (Brief Alcohol Screening and Intervention for College Students), CASICS (Cannabis Screening and Intervention for College Students), MIHR (Motivational Interviewing and Harm Reduction). Please contact the Wellness Center for additional information and scheduling.

Substance Abuse Community Resources

- **A Stepping Stone to Success**
407.718.8850
asteptosuccess.vpweb.com
174 W. Comstock Ave., #203, Winter Park FL
Provides individual, couples, family counseling and education; and Sober Living House.
- **Advance Recovery Systems**
855.804.0122
advancedrecovery.com
Provides assistance to people with substance abuse issues, addictions, eating disorders, and mental health concerns.
- **Aspire Health Partners**
407.875.3700
aspirehealthpartners.com
Community based comprehensive alcohol and drug prevention, intervention and treatment program offering detoxification, residential and outpatient services in Central Florida.
- **The Grove Counseling Center**
407.327.1765
thegrove.org
111 W. Magnolia Ave., Longwood FL 32750
Community based, comprehensive alcohol and drug prevention, intervention and treatment program.
- **Turning Point**
407.422.4357
turningpointcfl.org
2256 Winter Woods Blvd., Winter Park FL 32792
- **211**
211.org
Provides treatment services to individuals and families who are affected by mental health & substance abuse disorders. Also provides free confidential local resources.

Support Groups

There are no fees for these groups, which meet anonymously.

- **Alcoholics Anonymous**
407.260.5408
cflintergroup.org | aa.org
- **Narcotics Anonymous**
407.425.5157
orlandona.org | na.org
- **Alanon/Alateen**
1.888.425.2666
al-anon.org

Appendix F | Sanctions

Learning action plans, sanctions, and conditions

Learning action plans, sanctions, and conditions are designed to be educational in nature so that students can learn from their experiences. They are tailored to the individual student and are determined after consideration of several factors, including, but not limited to: a student's prior conduct history, the nature and severity of the incident, the student's willingness to accept responsibility for their actions, the need to bring an end to the violation, and College precedent for the violation.

When a case involves a student-athlete, the conduct educator will collaborate with the Athletic Director or designee to determine the appropriate learning action plan or sanction(s) pertaining to athletics.

A student will not have a conduct record if they are found responsible during an educational conference or accept responsibility within the Responsible Action Protocol, but this is only upon successful completion of a learning action plan or a condition(s). The conduct educator or his/her designee will have the sole discretion to determine if a learning action plan or condition has been successfully completed. Due to the formal nature of a hearing, sanctions will be recorded within a student's educational record.

Potential learning action plans, sanctions, or conditions are listed below. All sanctions are applicable to individuals, student organizations, academic groups, and athletic teams. It is important to note that more than one learning action plan, sanction, or condition may be assigned for any single violation.

Potential learning action plans, sanctions, or conditions are listed below. All sanctions are applicable to individuals, student organizations, academic groups, and athletic teams. It is important to note that more than one learning action plan, sanction, or condition may be assigned for any single violation.

1. **Alcohol Education Group** This education may consist of an online course or educational session(s) with the Wellness Center. This education is designed to assist students in making healthy lifestyle choices. **There is a fee associated with this sanction.**
2. **Anger Management Training** This training consists of educational sessions with the Wellness Center to address appropriate ways to express feelings of anger or frustration. **There is a fee associated with this sanction.** This may also consist of a written Anger Management Training Workbook that must be completed and submitted to the Office of Community Standards & Responsibility by the due date. Upon submission, a follow-up meeting with a member of the Office of Community Standards & Responsibility may be scheduled to individually discuss this training.
3. **Athletic Sanctions** These sanctions apply only to student-athletes in their practice, play, and competition.
 - a. **Athletic Warning** A notice in writing to the student that he or she is violating or has violated College policy and that continuation or repetition of similar misconduct may be cause for further disciplinary action and more severe sanctions as it pertains to athletic participation.
 - b. **Athletic Probation** A notice to the student that he or she has restricted use of athletic services or facilities for a prescribed period of time.
 - c. **Athletic Suspension** Suspension from competition and/or practice for a prescribed period of time, relative to the violation and/or number of violations.
 - d. **Athletic Dismissal** Dismissal from the team. The Athletic Department may recommend to the Office of Financial Aid that the grant-in-aid not be renewed for any succeeding academic years.

4. **BASICS** Completion of BASICS (Brief Alcohol Screening and Intervention for College Students). BASICS is a two session, non-punitive, individual program offered through the Wellness Center. The counselor administering the program may determine that an additional session is necessary to address any further information or concerns. **There is a fee associated with this sanction.**
5. **Bystander Intervention Training** A training conducted by College facilitators that is designed to educate and empower students to speak up or assert influence in a difficult or dangerous situation.
6. **CASICS** Completion of CASICS (Cannabis Screening and Intervention for College Students). CASICS is a two session, non-punitive, individual program offered through the Wellness Center. The counselor administering the program may determine that an additional session is necessary to address any further information or concerns. **There is a fee associated with this sanction.**
7. **Computer Privileges Restriction** Loss or restriction from College computer mainframe access or privileges for a stated period of time.
8. **Course Transfer or Removal** Removal or withdrawal from academic courses without academic credit or tuition refund. This may include being transferred to another class(es) or section(s), or being placed in an independent study if available. Otherwise, the student forfeits the class without academic credit or tuition refund.
9. **Deferred Sanction** When significant mitigating factors are present, one or more sanctions may be deferred (delayed) for implementation. Additional sanctions may be imposed for any new violations, which occur during the deferred period.
10. **Disciplinary Warning** Disciplinary Warning is for a designated period and includes the probability of more severe disciplinary sanctions, which may include community probation or suspension from the institution if the student is found violating the specified policy during the warning period.
11. **Diversity and Inclusion Training** This training, presented by the Center for Inclusion & Campus Involvement (CICI), includes information about values congruence, identity development, and addressing issues of perception within the greater community.
12. **Educational Bulletin Board/Flyer** Design, research, and create a bulletin board or educational flyer on a specific topic assigned by Community Standards & Responsibility.
13. **Educational Research/Reflection** The assignment of one or more relevant texts or books with an associated writing component. This may include a research paper, a reflection paper, and/or an essay. The topic, length, and source determinations will be made at the discretion of the conduct educator. Specific guidelines will be outlined in the sanction letter.
14. **Educational Service** Completion of a determined number of hours of educational community service. The conduct educator reserves the right to assign this service to the appropriate office or community partner. Specific guidelines and hours will be outlined in the sanction letter.
15. **Empathy and Compassion Building Group** This group is conducted by the Wellness Center, and is intended to give students the tools to identify and understand another person's situation, feelings, and motives. The frequency and duration of this group is at the discretion of the counselor(s) involved. **There is a fee associated with this sanction.**
16. **Ethics Training** A written Ethics Training assignment must be completed and submitted to the Office of Community Standards & Responsibility by the sanction due date. If necessary, a meeting with a member of the Office of Community Standards & Responsibility may be scheduled to individually discuss this training.

17. **Group Participation** Required attendance at a weekly group offered by the Wellness Center that is designed to help students reduce/moderate their drinking and/or drug use. There is a pre-group, individual session that is used as an intake and overview of group expectations. **There is a fee associated with this sanction.**
18. **Know the Code Worksheet** This worksheet is intended to teach students more about the Code of Community Standards and to reflect on any policy violation(s) that he/she may be responsible for. Students are required to complete this worksheet on their own – those who are found to plagiarizing another student’s Know the Code will be charged with Falsification and are subject to additional learning action plans or sanctions.
19. **Letter of Apology** A written apology reflecting an understanding of the inappropriateness of the student’s actions and the impact it had on the letter’s recipient.
20. **No Contact Order** The Dean of Students’ office or the Title IX office may determine that a No Contact Order is necessary to ensure that students’ contact and communication is restricted to prevent further potentially harmful interaction. Information about the No Contact Order will be issued by the Dean of Students, the Title IX Coordinator, or a designee.
21. **Online Sexual Misconduct and Harassment Courses** The student is required to complete a series of online courses pertaining to sexual misconduct and harassment education. Login information and instructions will be emailed to the student.
22. **Parental Notification** Written notification to parent/guardian concerning a specific incident, outcome, and appropriate sanction. Notification will be in accordance with FERPA regulations.
23. **Party Plan** The student is required to develop a written plan identifying how he/she will manage any future parties at his/her residence to ensure compliance with all state and local laws. This plan should include such topics as (but not limited to): advertisement, handling unwanted guests, confirming identification, ensuring that underage students are not consuming alcohol, and a safety plan if assistance is necessary. Additional guidelines will be outlined in the sanction letter.
24. **Privilege Restrictions** Loss of specific privileges at the discretion and determination of the conduct educator. Such restrictions may include, but are not limited to:
 - a. Prohibited attendance at athletic, social, or organizational events, including social functions, group meetings, and student organization or club events. This includes fraternities and sororities.
 - b. The ability to be a member of an organization.
 - c. Housing for a designated period.
 - d. Prohibited from hosting visitors.
 - e. Prohibited from participating in a College ceremony or event, including, but not limited to, commencement/graduation, fraternity or sorority recruitment, Greek Week, fraternity or sorority formals, or other College-sponsored events or activities.
25. **Probationary Review Meetings** This sanction is a typically a component of being on Community Probation, but the conduct educator may deem it appropriate in other circumstances. The Office of Community Standards & Responsibility will connect the student with the appropriate college staff or faculty who can provide insight or education around the impact of the student’s violation(s) and appropriate ways to respond to similar situations in the future. The frequency and duration of these meetings is at the discretion of the conduct educator. Specific guidelines will be outlined in the sanction letter.

26. **Program Presentation** Plan, implement, and present an educational program on a specific topic.
27. **Recommended Mediation** A recommended sanction to assist a student with interpersonal skills. Mediation is a process in which a neutral third party works with disputants to attempt to achieve a lasting and mutually satisfying outcome to the dispute. Since successful mediation requires participation by consenting parties, this sanction can only be recommended, although this recommendation will remain a part of the student's disciplinary record. The Office of Community Standards & Responsibility will recommend an appropriate party to lead this mediation.
28. **Reflection Paper** Reflective paper on a specific incident and its impact on the community. Specific guidelines will be outlined in the sanction letter.
29. **Research Paper** Research paper on a specific topic citing at least three sources. Specific guidelines will be outlined in the sanction letter.
30. **Residence Hall Dismissal** Immediate and permanent removal from the residence halls without refund.
31. **Residence Hall Probation** Residence Hall Probation is for a designated period and includes the probability of dismissal from campus housing and/or removal of privileges to live in campus housing if the student is found violating any policy during the probationary period.
32. **Residence Hall Suspension** Immediate and permanent removal from the residence halls without refund for a determined number of semesters.
33. **Residence Hall Suspension (Deferred)** A period of observation and review for a defined period of time. If the student fails to complete any previously imposed sanctions or is found violating any College policy during the deferred suspension period, restriction from College-operated housing and housing grounds may be immediately imposed. Any student on deferred residence hall suspension may not be allowed to participate in the housing room selection process and therefore not be eligible for future college housing.
34. **Restitution** Compensation for loss, damage, or injury. This may take the form of appropriate service and/or monetary or material replacement.
35. **Room Reassignment** Removal from the student's current room and relocation to another available space. This sanction applies regardless of a student's fraternity, sorority, or club affiliation.
36. **Sexual Harassment and Misconduct Education** This sanction has three components: online education courses, an interview with the Title IX Coordinator or a designee, and a reflection paper. Specific guidelines will be outlined in the sanction letter.
37. **Sexual Misconduct Risk Assessment and Treatment** This is an evaluation to assess a student's level of risk for sexual and non-sexual recidivism. This is done at the student's expense. The student is required to make an appointment with a certified treatment professional, which is someone with specialized training and experience in conducting psychosexual evaluations. Students are required to meet the recommendations of the certified treatment professional as indicated in this evaluation. Results must be released to appropriate College officials, as per the sanction letter.
38. **Substance Abuse Assessment and Treatment** This is an evaluation to assess a student's drug and/or alcohol use and is typically sanctioned in conjunction with additional treatment by an off-campus approved provider. This is done at the student's expense. The student is required to make an appointment with a certified treatment professional, which is someone who has a background in

dealing with drug and/or alcohol use in college-aged populations. Students are required to meet the recommendations of the certified treatment professional as indicated in this evaluation. Results must be released to appropriate College officials, as per the sanction letter.

39. **Substance Use Evaluation** This is an evaluation to assess a student's drug and/or alcohol use. This is done at the student's expense. The student is required to make an appointment with a certified treatment professional, which is someone who has a background in dealing with drug and/or alcohol use in college-aged populations. Community Standards & Responsibility has a recommended provider who works closely with our office, but students may seek another treatment provider as long as that provider has been approved by our office. Students are required to meet the recommendations of the certified treatment professionals as indicated in this evaluation. Results must be released to appropriate College officials, as per sanction letter.
40. **Title IX Coordinator Interview** This is a meeting between the student and the Title IX Coordinator or designee and is designed to educate the student on the sexual misconduct and harassment policy and discuss the impact that sexual misconduct and harassment has on the College community.
41. **Wellness Series** This is a form of group intervention or prevention treatment that is offered through the Wellness Center. The Wellness Series is individualized based on group needs, it is malleable, and can be completed over a semester, an academic year, or a series of years. Students are required to comply with the recommendations made by the facilitators of the Wellness Series. More information about this sanction can be found in your decision letter.
42. **Wellness Sessions** The student is required to attend sessions with a mental health counselor at the Wellness Center or an off-campus licensed facility by a specific date. The frequency and duration of these sessions is at the counselor's discretion. Additional guidelines will be outlined in the sanction letter. The student is required to follow all recommendations made by the provider as a result of the assessment. Any off-campus mental health assessments, treatment, and/or diversion programs will be at the student's own expense. Students are required to sign a release form granting the conduct educator permission to receive treatment recommendations or other information as outlined in the sanction letter.

When misconduct is more serious and a student has been found responsible through the hearing or investigation process, more severe sanctions, such as the following, may be issued:

1. **Deferred Suspension** is a time of observation and review for a designated period. If the student fails to complete any previously imposed sanctions, adhere to previously imposed conditions, or violates any policy during the deferred suspension period, the student may (at minimum) be automatically suspended for one semester.
2. **Community Probation** is for a designated period and includes the probability of more severe disciplinary sanctions, which may include suspension or dismissal from the College if the student is found violating any policy during the probationary period. Students must be in compliance with any additional requirements set by Community Standards & Responsibility during the probationary period.
3. **Suspension** Separation of the student from the College for a definite period, after which the student is eligible to return. Conditions for readmission may be specified. Students who are suspended from the College once classes have started will be automatically withdrawn from all of their courses and will

receive a grade of “W” or “WF” (based on the date that the sanction was issued) and will not receive a tuition refund, unless the sanction is deferred to the following semester. Suspension is noted on the transcript. A suspension will only be lifted when the student is in compliance with all required sanctions that must be completed prior to return. This determination will be made by the Director of Community Standards or a designee.

4. **Retroactive Suspension** The student will rescind or forfeit previously earned semester credits.
5. **Withhold Diploma** The College may withhold and refuse to confer a student’s diploma for a specified period of time and/or deny a student participation in commencement activities if the student has a grievance pending, or as a sanction, if the student is found responsible for violating College policy.
6. **Dismissal** Permanent separation of the student from the College. Students who are socially dismissed from the College once classes have started will be automatically withdrawn from all of their courses and will receive a grade of “W” or “WF” (based on the date that the sanction was issued), and will not receive a tuition refund, unless the sanction is deferred to the following semester. Dismissal is noted on the transcript.
7. **Revocation of Degree** The College reserves the right to revoke a degree for fraud, misrepresentation, or any other violation of College policies, procedures, or directives in obtaining the degree, or for other serious violations committed by a student prior to graduation, even if the misconduct was reported or investigated after the degree was conferred.

Failure to Complete Learning Action Plans, Sanctions, or Conditions

All students and organizations/teams, as responsible members of the College community, are expected to complete learning action plans, sanctions, or conditions within the specified timeframe given by the Office of Community Standards & Responsibility. Failure to successfully complete said sanction(s) by the date specified, whether by refusal, neglect, or any other reason, may result in the following:

- Additional sanction(s) may be assigned
- A hold may be placed on the student’s account and educational records
- The student may be charged with violating the Requests or Orders policy
- The student may be suspended from the College. In these situations, residential students will be required to vacate College housing within a specified timeframe at the discretion of the Dean of Students or a designee.

In the case of a student organization, failure to comply may impact the organization’s status at the College.

Rollins
— EST. 1885 —