

Biennial Review

Data from 2021-2022 Academic Years Of Drug & Alcohol Prevention Programs

Youngstown State University

Prepared by:

Joy Polkabila Byers
Associate Vice President
Division of Student Experience

Ryan McNicholas
Director
Campus Recreation

Shawn Varso
University Police Chief
YSU Police

Dr. Ann Jaronski
Licensed Psychologist
Director, Student Counseling Services

Jennifer Tymkew
Senior Associate Director
Athletics

Olivia Cupp
Director
University Housing & Residence Life

Carrie Clyde
Learning and Development Administrator
Human Resources

Erin Driscoll
Executive Director
Student Experience & Residence Life

Erin Hungerman
Assistant Dean of Students
Dean of Students

Dr. Nicole Kent-Strollo
Dean of Students
Student Affairs

Mason Edmunds
YSU Community Liaison
Meridian HealthCare

Dina Fabry
Fitness & Wellness Coordinator
Campus Recreation

Table of Contents

Introduction.....	3
Compliance with the Drug-Free Schools and Communities Act.....	4
Distribution.....	4
Policy.....	4
Legal Sanctions.....	5
Health Risks	5
Programming & Prevention Resources.....	5
Disciplinary Sanctions	8
Biennial Review.....	8
Recommendations.....	9
Appendices.....	10

Introduction:

The Drug Free Schools and Campuses Regulations (34 CFR Part 86) of the Drug-Free Schools and Communities Act (DFSCA) requires an institution of higher education (IHE) such as Youngstown State University to certify it has adopted and implemented programs to prevent the abuse of alcohol and use or distribution of illicit drugs both by university students and employees both on its premises and as a part of any of its activities. At a minimum, each institution of higher education must annually distribute the following in writing to all students and employees:

- Standards of conduct that clearly prohibit the unlawful possession, use or distribution of illicit drugs and alcohol by students and employees.
- A description of the legal sanctions under local, state, or federal law for the unlawful possession or distribution of illicit drugs and alcohol.
- A description of any drug or alcohol counseling, treatment, or rehabilitation or re-entry programs that are available to employees or students.
- A clear statement that the institution will impose sanctions on students and employees and a description of those sanctions, up to and including expulsion or termination of employment and referral for prosecution, for violations of the standards of conduct

The law further requires that the institution conduct a biennial review of its program with the following objectives:

- 1) Determining the effectiveness of programs and policies and make changes as needed.
- 2) Ensure that disciplinary sanctions developed are enforced consistently.

The following Youngstown State University departments provided information for this report:

- Student Experience
- Student Counseling Services
- Campus Recreation
- Student Activities
- Student Conduct
- Housing & Residence Life
- Police Department
- Student Outreach & Support
- Human Resources (Employee Wellness)
- Athletics
- Title IX Office

Materials Reviewed

The following materials were examined for this review:

- Annual reports from various campus units
- Complying with The Drug-Free Schools and Campuses Regulations (EDGAR Part 86), A Guide for University and Campus Regulations prepared by the Higher Education Center
- Youngstown State University's Policies
- Youngstown State University's Student Code of Conduct

- Youngstown State University's websites, including student consumer information, student activities, student counseling services, student health clinic, employee wellness portal and campus recreation
- Ohio Revised Code

Compliance with the Drug-Free Schools and Communities Act

Youngstown State University complies with the requirements of the Drug-Free Schools and Communities Act. The university has implemented a variety of programs and services to prevent the abuse of alcohol and use of illicit drugs by both students and employees, as demonstrated through the biennial review.

The material listed in the following pages is designed to fulfill the requirements for the biennial review (2021-2022 academic years) of drug and alcohol policies, prevention programs and associated discipline and law enforcement practices implemented by Youngstown State University.

Distribution

The annual distribution of the Student Consumer Information, which includes compliance DFSCA was distributed in writing to each employee, and to each student who is taking one or more classes for any type of academic credit except for continuing education units, regardless of the length of the student's program of study.

Also included in Semesterly and annual distribution is the information and availability of various alcohol and drug related prevention programs that are available to the Youngstown State University community.

Policy

Youngstown State University has standards of conduct that clearly prohibit, at a minimum, the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on its property or as part of any of its activities.

The federally mandated policy on alcohol and other drugs is distributed to all staff and students at the Youngstown State University. The university has developed a website called Student Consumer Information, which contains all information that is required to share with students and staff at the university. The website can be found at <http://www.yzu.edu/student-consumer-information>. The information is distributed in the following ways:

- The Student Consumer Information website link is sent via e-mail to the Youngstown State University community (students, staff and faculty) when it is annually updated.

Youngstown State University has established policies, 3356-5-10, effective March 15, 2018 governing the possession, sale, and consumption of alcohol on its campuses. It is the university's intention, through these policies, to be clear about university consequences attributed to irresponsible or illegal usage of alcohol on campus.

Legal Sanctions

Youngstown State University is committed to providing a safe and secure environment for its students, faculty, staff and visitors. Youngstown State University follows all of the applicable legal sanctions under local, State, or Federal law for the unlawful possession or distribution of illicit drugs and alcohol.

An annual email is distributed to the Youngstown State University community that presents all legal sanctions and laws dealing with alcohol and drug possession and usage. It is also posted on the YSU website at <http://www.yсу.edu/sites/default/files/DrugAlcoholPreventionProgram.pdf>

Health Risks

Youngstown State University provides all students faculty and staff with a detailed description of the health risks associated with the use of illicit drugs and the abuse of alcohol. This is a collaborative effort through several departments on campus and can be found on the YSU website at <http://www.yсу.edu/sites/default/files/DrugAlcoholPreventionProgram.pdf>.

Programming & Prevention Resources

Youngstown State University has created several Drug & Alcohol Prevention Programs that strives to create a safe, healthy and learning-conducive environment through the promotion of healthy choices concerning the use of alcohol, tobacco and other drugs. The program emphasizes the elimination of harmful use, high-risk behavior and related violence. Various campus-wide presentations and events are held to promote an increase in health and wellness.

Programming and prevention resources originated from several primary sources within the Youngstown State Community. These include but are not limited to Campus Recreation, Housing & Residence Life, Student Health Service, Student Counseling and the YSU Police Department.

Campus Recreation:

The Department of Campus Recreation provides creative and innovative instructed or self-led wellness and recreational programming to meet the diverse needs of students and the YSU community.

The department is committed to:

- Offering a varying range of fitness and wellness opportunities to the YSU community, which will allow opportunities for an enhanced and healthier lifestyle.
- Providing an environment where students can experience and advance their character development, teamwork skills and grow as professionals.
- Integrating wellness perspectives with social, economic and global ideas from the Youngstown State community.

The partnership between the Mahoning Mental Health & Recovery Board, Meridian HealthCare, and YSU continues for its third year. The Prevention Specialist position has transitioned into the YSU Community Liaison role. While the ultimate goal for the position remains the same, a bigger focus has been placed on mental health and overall physical wellness. The role still works to establish resources for AOD prevention, recovery, addiction, mental health programs and/or services on the YSU Campus.

Campus Recreation and Student Counseling Services has hosted weekly meetings in Kilcawley Center that focus on addiction recovery. The YSU for Recovery meeting was established to help the YSU community to deal with the many aspects of addiction. It is open to the entire YSU community. As of 1/1/21, YSU for Recovery has assisted approx. 10 students with issues of substance abuse.

Campus Recreation has also hosted Wellness Yoga. Wellness Yoga is a weekly class that prioritizes physical and mental wellness coupling meditative workouts with healthy lifestyle tips. In total, approx. 54 students have attended the class as of September 6th, 2022.

Wellfest was hosted on September 27th, 2022. The event is a health fair promoted wellness in many different aspects. The YSU community was exposed to valuable knowledge, tips, and handouts regarding health information, education and resources. Several addiction recovery agencies were present at the event. They included Meridian Services and the Coalition for a Drug Free Mahoning County. Approximately 180 people attended the event.

Student Counseling Services

The Mission of Student Counseling Services is to provide high quality, short-term, confidential mental health counseling, consultation, outreach (educational training), and referral services to currently enrolled YSU students.

Reaching out to the campus community is an integral component of clinical service delivery and essential to meeting the diverse needs of YSU students. They are committed to bringing prevention and workshops to students who might not otherwise utilize Student Counseling Services.

During the time frame of 1/1/2020 and 11/8/2020 we saw 449 unique students. Of those, 38 students we assessed as dealing with Alcohol, Drug, and/or addiction issues. Of those we evaluated, only one of them was identified as having those issues as a primary concern.

Of 696 clients who completed initial paperwork during this time, they self-reported:

237 indicated that there was a history of drug or alcohol abuse in the family.

139 indicated they felt the need to reduce their own drug or alcohol abuse at some point.

34 indicated they felt the need to reduce their own drug or alcohol use within the two weeks prior to completing the questions.

86 reported that someone else has expressed concerns about the student's drug or alcohol use at some point

17 had reported that they have received treatment for drug or alcohol use at some point.

We administer the Counseling Center Assessment of Psychological Symptoms (CCAPS – 34) once at intake and then about every third session the student meets with a counselor. One of the scales measured is alcohol use. In our Pre-Post treatment assessment compared to national data, YSU SCS see lower overall scores on the Alcohol use scale. (see attached graphic in appendices)

Housing & Residence Life

The mission of Housing & Residence Life is to support the academic mission of the University by fostering a residential environment that provides affordable, safe and comfortable facilities as the foundation for a community that is conducive to academic success and student development in the areas of intellectual, emotional, ethical, social and cultural growth.

Housing & Residence Life has included many sexual assault programs to YSU students. They have included Walk a Mile, International Denim Day and The Hunting Ground & Discussion. The events are part of YSU Sexual Assault Awareness Week.

Employee Wellness

The Living Well Employee Wellness Program:

<https://ysu.edu/employee-wellness-program/employee-wellness-program/>

This program provides a supportive environment conducive to promoting healthy lifestyle behaviors. Living Well strives to offer YSU employees' education, tools, and resources to encourage and inspire them to make positive health and well-being choices that assist them in reaching their maximum potential. Living Well's vision is to establish a culture of well-being that will motivate and empower employees to be active, to find their purpose, to have an improved quality of life, and to thrive.

Several resources have been shared on the Employee Living Wellness Portal, including the "Is Your Cocktail Hour Turning Toxic?" for knowledge on alcohol and services that are provided to them.

Student Conduct

During the 2021-2022 academic year, the Office of Community Standards and Student Conduct received reports, including:

- A total of 257 referrals, with 208 being for unique students.
- Of these 257 referrals, 136 cases were addressed in Conduct Conferences (119) or in Student Conduct Board Hearings (17). 133 students were found responsible for a violation of *The Student Code of Conduct* and 30 were found not responsible for any violations.
- Of these 257 referrals, 27 were found responsible for violations of the Academic Integrity policy. 26 students were found responsible in Academic Integrity Conferences and one student was found responsible in an Academic Integrity Hearing.
- The chart below (Violations by Month 2021-2022) shows the total number of unique cases files created per month this academic year. Maxient tracks cases by case ID and file ID. A case ID represents a single conduct/academic integrity incident and can include multiple students (i.e., complainants, additional respondents, and witnesses). A file ID is an individual students' file for a specific incident. Therefore,

the chart (check appendices) demonstrates the number of incidents our office responded to each month this academic year. Our office could have met with multiple students as a result of any of the incidents listed below.

- This year, our case totals were higher than in 2020-2021 every month except August, November, and May. August was significantly lower (7 cases as opposed to 29 in 2020). This is likely due to the school year starting later than usual. The academic year did not start until August 30th this year. May was also significantly lower than last year (7 as opposed to 22 in 2021). This is also likely due to changes in the academic calendar. November had the same number of cases as last year (23).

The increase in case numbers for the remaining months of the year is likely due to the campus re-opening and reducing COVID protocols.

Athletics

The athletic department revised the athletics drug education and testing policy as of 2019. The policy continues to include a referral and education component for those who tested positive for a banned substance. Previously, the process only included a punishment (scholarship reduction, playing time penalty).

Disciplinary Sanctions

Youngstown State University provides a clear statement that it will impose disciplinary sanctions on students and employees (consistent with local, State, and Federal law), and a description of those sanctions, up to and including expulsion or termination of employment and referral for prosecution, for violations of the standards of conduct required by Drug-Free Schools and Communities Act. For the purpose of this section, a disciplinary sanction may include the completion of an appropriate rehabilitation program.

Youngstown State University disciplinary sanctions can be located at <https://ysu.edu/student-conduct/sanctions>

It is also distributed via email to all students.

Biennial Review

Youngstown State University has committee that has met quarterly to conduct a biennial review to:

- 1) Determine its effectiveness and implement changes to the program if they are needed.

In doing so Youngstown State University assessed current programs by the following:

Recommendations

With summation of this report, Youngstown State University continues to redefine the Drug Free and Campus Regulations Biennial Review Committee. This committee is charged with maintaining all programs, documentation and policies adhere with the Complying with Drug-Free Schools & Campus Regulations (EDGAR Part 86) report.

The committee, who is comprised of YSU representatives from Student Experience, Campus Recreation, Student Activities, Student Conduct, Housing & Residence Life, Police Department, Student Counseling Services, Student Outreach & Support and Human Resources (Employee Wellness), and Athletics department will meet quarterly to add to this report for the upcoming reporting cycle.

The committee will continue to meet to review our previous report as well as to begin the creation of the new document for the upcoming reporting cycle. This reporting cycle will continue to be every two years to follow.

Appendix A: 2021-2022 Biennial Review

-Distribution of the Annual Student Consumer Information

-Distribution of notifications of Drug & Alcohol Prevention Programs

2022 Annual Security and Fire Safety Report



William Rogner <whrogner@ysu.edu>
To Ryan McNicholas

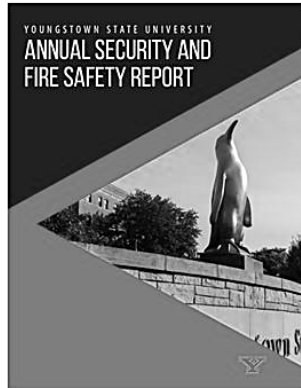
Reply Reply All Forward

Wed 9/28/2022 10:45 AM

You forwarded this message on 9/28/2022 10:49 AM.
If there are problems with how this message is displayed, click here to view it in a web browser.

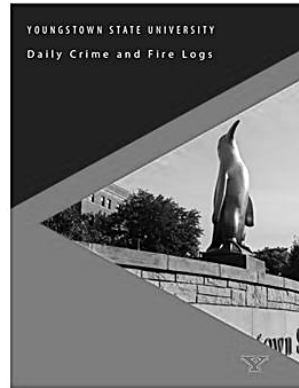


CLERY COMPLIANCE



2022 Annual Security
and Fire Report

[View the Report](#)



YSUPD Daily Crime and
Fire Logs

Logs are updated M-F during normal
business hours, excluding holidays.

[YSUPD Daily Logs](#)



William Rogner <whrogner@ysu.edu>
To Ryan McNicholas

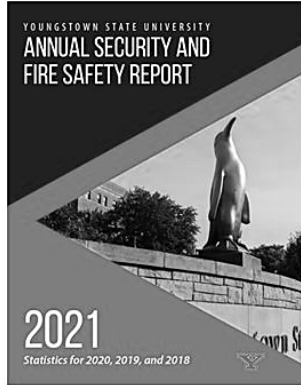
Reply Reply All Forward

Mon 8/29/2022 8:02 AM

You forwarded this message on 8/29/2022 8:06 AM.
If there are problems with how this message is displayed, click here to view it in a web browser.

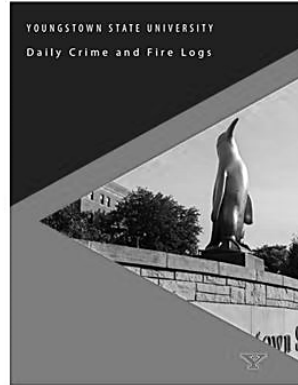


CLERY COMPLIANCE



2021 Annual Security and Fire Report

View the Report



YSUPD Daily Crime and Fire Logs

Logs are updated M-F during normal business hours, excluding holidays.

YSUPD Daily Logs

From: Office of Academic Affairs <onestop@ysu.edu>
Sent: Monday, January 11, 2021 8:30 AM
To: Ryan McNicholas <ramcnicholas@ysu.edu>
Subject: Campus Announcement: Annual Notice of Consumer Information



CONSUMER INFORMATION

Annual Notice of Consumer Information

Youngstown State University is required to disclose certain consumer information annually to currently enrolled students and staff. The attached document provides a brief description of each topic along with the links that will allow you to easily access the information.

Contact: Please direct any questions to: Jennifer Pintar, PhD, MPH Associate Provost Academic Administration japintar@ysu.edu.

From: Office of Academic Affairs, Penguin Service Center <onestop@ysu.edu>
Sent: Monday, January 10, 2022 8:31 AM
To: Ryan McNicholas <ramcnicholas@ysu.edu>
Subject: Campus Announcement: Annual Notice of Consumer Information



OFFICE OF THE REGISTRAR-PENGUIN SERVICE CENTER

CONSUMER INFORMATION

Annual Notice of Consumer Information

Youngstown State University is required to disclose certain consumer information annually to currently enrolled students and staff. This document provides a brief description of each topic along with the links that will allow you to easily access the information.

Contact: Please direct any questions to: Jennifer Pintar, PhD, MPH Associate Provost Academic Administration japintar@ysu.edu.

From: Office of Academic Affairs, Penguin Service Center <onestop@ysu.edu>
Sent: Monday, May 16, 2022 12:01 PM
To: Ryan McNicholas <ramcnicholas@ysu.edu>
Subject: Campus Announcement: Annual Notice of Consumer Information



OFFICE OF THE REGISTRAR-PENGUIN SERVICE CENTER

CONSUMER INFORMATION

Annual Notice of Consumer Information

Youngstown State University is required to disclose certain consumer information annually to currently enrolled students and staff. This document provides a brief description of each topic along with the links that will allow you to easily access the information.

Contact: Please direct any questions to: Jennifer Pintar, PhD, MPH Associate Provost Academic Administration japintar@ysu.edu.

From: Office of Academic Affairs, Penguin Service Center <onestop@ysu.edu>

Sent: Monday, August 29, 2022 12:01 PM

To: Ryan McNicholas <ramcnicholas@ysu.edu>

Subject: Campus Announcement: Annual Notice of Consumer Information



OFFICE OF THE REGISTRAR-PENGUIN SERVICE CENTER

CONSUMER INFORMATION

Annual Notice of Consumer Information

Youngstown State University is required to disclose certain consumer information annually to currently enrolled students and staff. This document provides a brief description of each topic along with the links that will allow you to easily access the information.

Contact: Please direct any questions to: Jennifer Pintar, PhD, MPH Associate Provost Academic Administration, japintar@ysu.edu.

The Drug-Free Schools and Communities Act (DFSCA)

The Drug Free Schools and Campuses Regulations (34 CFR Part 86) of the Drug-Free Schools and Communities Act (DFSCA) requires an institution of higher education (IHE) such as Youngstown State University to certify it has adopted and implemented programs to prevent the abuse of alcohol and use or distribution of illicit drugs both by university students and employees both on its premises and as a part of any of its activities. At a minimum, each institution of higher education must annually distribute the following in writing to all students and employees:

Standards of conduct that clearly prohibit the unlawful possession, use or distribution of illicit drugs and alcohol by students and employees.

A description of the legal sanctions under local, state, or federal law for the unlawful possession or distribution of illicit drugs and alcohol.

A description of any drug or alcohol counseling, treatment, or rehabilitation or re-entry programs that are available to employees or students.

A clear statement that the institution will impose sanctions on students and employees and a description of those sanctions, up to and including expulsion or termination of employment and referral for prosecution, for violations of the standards of conduct.

From: Ryan McNicholas <ramcnicholas@ysu.edu>
Sent: Tuesday, December 21, 2021 7:31 AM
To: Ryan McNicholas <ramcnicholas@ysu.edu>
Subject: The Drug-Free Schools and Communities Act (DFSCA)



DIVISION OF STUDENT EXPERIENCE



The Drug-Free Schools and Communities Act (DFSCA)

The Drug-Free Schools and Campuses Regulations (34 CFR Part 86) of the Drug-Free Schools and Communities Act (DFSCA) requires an institution of higher education (IHE) such as Youngstown State University to certify it has adopted **and** implemented programs to prevent the abuse of alcohol **and** use or distribution of illicit **drugs** both by university students **and** employees both on its premises **and** as a part of any of its activities. At a minimum, each institution of higher education must annually distribute the following in writing to all students **and** employees.

- Standards of conduct that clearly prohibit the unlawful possession, use or distribution of illicit **drugs and** alcohol by students **and** employees.
- A description of the legal sanctions under local, state, or federal law for the unlawful possession or distribution of illicit **drugs and** alcohol.
- A description of any **drug** or alcohol counseling, treatment, or rehabilitation or re-entry programs that are available to employees or students.
- A clear statement that the institution will impose sanctions on students **and** employees **and** a description of those sanctions, up to **and** including expulsion or termination of employment **and** referral for prosecution, for violations of the standards of conduct.
- The 2021 Report detailing statistics from 2019 **and** 2020.

Please click the link below for the full report.

[2019-2020_Final_Report2.pdf](#)

Appendix B: 2021-2022 Biennial Review

-Policy on Drug-Free Environment

-Student Conduct Standards

3356-7-20 Drug-free environment.

Responsible Division/Office: Human Resources, Student Affairs, Athletics
Responsible Officer: AVP for Human Resources, AVP of Student Experience, Dean of Students, Executive Director Athletics
Revision History: September 1998; December 2010; September 2015; December 2016; March 2022
Board Committee: University Affairs
Effective Date: March 3, 2022
Next Review: 2027

- (A) Policy statement. Youngstown state university (“university”) is committed to creating a safe and healthy environment for its employees, students, and visitors. The university prohibits the unlawful manufacture, distribution, dispensation, possession, sale or use of illegal drugs, controlled substances, intoxicants, and alcohol by any student, employee, organization (including student organizations), volunteer or visitor on university premises, at any location where university business is being conducted, as part of any university activity, in a university vehicle, or in the workplace. Employees are prohibited from working and from operating any university vehicle or equipment while under the influence of alcohol or non-prescribed controlled substances. Employees using prescribed or over-the-counter medication are prohibited from operating university vehicles or equipment at any time when their ability to do so might be impaired by the medication. No passenger in a university vehicle may consume alcoholic beverages or use non-prescribed controlled substances while in the vehicle.
- (B) Purpose. This policy is designed to create and maintain an environment which sustains the general health and well-being of students, employees, and visitors and to comply with the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989. The authorized use of alcohol on university premises is governed by university policy 3356-5-10, “Alcoholic beverages on campus” (rule 3356-5-10 of the Administrative Code).

(C) Scope. This policy applies to all students, interns, faculty, employees (including student employees), volunteers, university visitors, third parties, (unless otherwise noted) and any individual or organization using university premises or engaged in a university activity or program whether on or off campus. NCAA student athletes shall follow the policies and guidelines set forth by the NCAA, the affiliated conference, and the university department of athletics in addition to this policy.

(1) As a recipient of federal funding, such as student financial aid and federal grants and contracts for research, the university is required to follow federal law, including the Controlled Substances Act (“CSA”) (21 U.S.C. 13). The CSA prohibits the manufacture, dispensation, possession, use, or distribution of marijuana in any form on any university-owned property, in the conduct of university business, or as part of any university activity.

On September 8, 2016, Ohio law allowed certain activities related to the possession and use of medical marijuana. However, using and possessing marijuana, including medically prescribed marijuana, continues to be prohibited by and a violation of the CSA and university policy. This prohibition applies even when the possession and use would be legal under the laws of Ohio. As a result, those with medical marijuana prescriptions/cards are not permitted to use medical marijuana on campus, in the conduct of university business, or as part of any university activity. Sanctions for students and employees who are found to be in possession of or using marijuana include suspension, expulsion and/or termination of employment.

(2) This prohibition does not extend to research related to marijuana that is approved by any of the following:

- (a) The agency for health care research and quality;
- (b) The national institutes of health;
- (c) The national academy of sciences;
- (d) The centers for medicare and medicaid services;
- (e) The United States department of defense;

- (f) The centers for disease control and prevention;
- (g) The United States department of veterans affairs;
- (h) The drug enforcement administration;
- (i) The food and drug administration; and
- (j) Any board recognized by the national institutes of health for the purpose of evaluating the medical value of healthcare services.

(3) Students who are legally authorized Ohio medical marijuana users and are living in university-owned or managed housing, may submit a letter with supporting documentation to the associate vice president for student experience asking to be released from their university housing and dining obligations.

(4) Students who are legally authorized Ohio medical marijuana users and are living in university-owned or managed housing, may not possess or use marijuana in these facilities. Any questions regarding medical marijuana and on-campus living may be directed to the associate vice president of student experience Kilcawley House or email jlbyers@ysu.edu.

(D) Definitions.

- (1) “University premise.” Any building or land (including parking lots) owned, leased or used by the university including any site at which an employee is to perform work for the university.
- (2) “University vehicle or equipment.” Any vehicle or equipment owned, leased, or operated by the university.
- (3) “Controlled substances.” Include and are not limited to narcotics, depressants, stimulants, hallucinogens, cannabis, and any chemical compound added to federal or state regulations and denoted as a controlled substance.

- (4) “Illegal drugs.” A substance whose use or possession is controlled by federal or state law but is not being used or possessed under the supervision of a licensed health care professional.
- (5) “Intoxicant.” Any substance which can induce a condition of diminished mental and/or physical ability, excitement, irrational behavior or other physiological effects.
- (6) “Random testing.” Drug or alcohol testing that is conducted on employees chosen by random selection.
- (7) “Reasonable suspicion testing.” Testing based on specific, objective observations concerning the appearance, behavior, speech, or body odors of an employee including but not limited to slurred speech; dilated or pinpoint pupils; drowsiness or sleepiness; unusual or rapid changes in mood; unexplained work errors; impaired manual dexterity, coordination, or ability to reason; or upon verification of a drug or alcohol-related conviction; and self-disclosure of selling or taking drugs or alcohol.
- (8) “Refusal to consent.” Obstructing the collection or testing process; submitting an altered, adulterated, or substitute sample; failing to appear for a scheduled test; refusing to complete the requested testing forms; failing to promptly provide specimen(s) for testing when directed to do so and without a valid medical basis for the failure.

(E) Guidelines.

- (1) All faculty, staff, volunteers, and student employees are required to report known or suspected violations of this policy to their supervisor, manager, or an appropriate administrator.
- (2) This policy is subject to all applicable collective bargaining agreements and state law; however, no employee or bargaining unit may be exempted from application of this policy.
- (3) Information and records relating to positive test results, drug and alcohol dependencies, and legitimate medical explanations provided by an employee or volunteer shall be kept confidential to the extent required by law and maintained in files separate from personnel files. Such records and information may only be disclosed among managers and supervisors on a need-to-know basis and may also be disclosed where relevant to a grievance, charge, claim or other legal proceeding.
- (4) Voluntary submission for treatment of substance abuse problems will not subject employees or volunteers to disciplinary action or sanctions; however, submission for treatment shall not serve as a substitute for disciplinary action or sanction under this or any other university policy.
- (5) Any employee, volunteer, or visitor who observes an individual unlawfully manufacturing, distributing, dispensing, using or possessing alcohol or possessing controlled substances on university premises shall be reported immediately to the university police. Off-site university programs or activities should contact campus police, security and/or local law enforcement.

(F) Procedures.

- (1) Consistent with this policy, the office of human resources shall:
 - (a) Develop procedures for the implementation and monitoring of drug and alcohol testing program which may include contracting with outside entities to provide testing services;
 - (b) Inform all employees of the drug-free environment policy upon employment and ensure that the policy is accessible to all employees on the human resources website;
 - (c) Provide access to training for supervisors and managers; and
 - (d) Provide information on resources available through the university's employee assistance program ("EAP").
- (2) Consistent with this policy, the office of student experience shall:
 - (a) Annually inform students of the university's drug-free environment policy;
 - (b) Provide alcohol and drug abuse awareness programming for students.
- (3) Drug/alcohol testing.
 - (a) Pre-employment testing. Applicants for specific safety-related and other designated positions at the university will be drug/alcohol tested after receiving a final offer of employment and prior to beginning work. Applicants will be notified at the time of application that testing for drugs is a requirement of the employment process. Offers of employment are contingent on successfully passing a drug/alcohol test.

- (b) Random testing. Performed for safety-related and other designated positions as required by law and pursuant to individual agreements. Employees in this group are subject to random testing as a condition of continued employment.
- (c) Ordered testing. With the approval of the office of human resources, departments or units within the university can establish testing standards that are more rigorous than outlined in this policy (such testing is typically required by federal regulations, licensure boards, and other legal or regulatory entities).
- (d) Reasonable suspicion testing.
 - (i) Reasonable suspicion testing may be ordered by a supervisor, chair, or other university administration only in consultation with the office of human resources employee and labor relations officer.
 - (ii) If the supervisor or manager is unclear that testing is merited, they should consult with the office of human resources employee and labor relations officer.
 - (iii) Where reasonable suspicion exists, the employee or volunteer shall be immediately relieved of duty pending the outcome of the testing. After an employee is sent for testing, the employee should be placed on administrative leave until further actions are taken.
 - (iv) Failure of a manager or supervisor to receive training on this policy shall not invalidate otherwise proper reasonable suspicion testing.

- (v) Individuals testing positive should be referred to the university employee assistance program (EAP) for evaluation. The evaluation will determine and recommend if substance abuse treatment or education is appropriate and/or necessary. Employee and labor relations will review the recommendation and may determine that treatment is a requirement for any current employee who has an alcohol or drug problem that affects job performance.
- (e) Post-rehabilitation testing. When an employee has had a confirmed positive test result or has been sent to a drug dependency program at the request of the university and will remain as a university employee, then as a condition of continued employment, the employee will be required to take and pass a follow-up drug test or tests during a period of up to two years after the employee's return to work.
- (G) Self-disclosure of conviction by employee.
 - (1) Consistent with this policy and as required by the Drug Free Workplace Act of 1988, all employees, faculty, staff and volunteers are required to notify their immediate supervisor within five calendar days after any alcohol or drug-related conviction or finding of guilt, including the operation of any vehicle while impaired, and including a plea of nolo contendere occurring in the workplace. When a supervisor is so notified by an employee, the supervisor shall immediately notify the chief human resources officer.
 - (2) Within thirty days of such notice, the university will take appropriate personnel action against the employee, which may include corrective action, random testing requirements, notification of an appropriate licensing authority, and required participation in a drug abuse assistance or rehabilitation program.
 - (3) If the self-disclosure is from an employee engaged in the performance of work under a federal grant or contract the supervisor shall notify the director of research services. The director of research services shall notify the federal agency sponsoring the grant or contract within ten days after notification of the employee's conviction.

(H) Sanctions for violation or noncompliance.

- (1) A refusal to consent to testing shall be considered as a violation of this policy.
- (2) Corrective action may include discipline up to and including termination, required participation in an evaluation by EAP and/or follow-through with an education/treatment program. If an employee refuses to participate or does not satisfactorily complete a required education/treatment program, the employee may be subject to corrective action up to and including termination.
- (3) Students violating this policy will be subject to disciplinary action in accordance with university policy 3356-8-01.1, "The Student Code of Conduct" (rule 3356-8-01.1 of the Administrative Code). Sanctions may include loss of good standing, probation, suspension, or expulsion.
- (4) Employees violating this policy will be subject to disciplinary action in accordance with applicable collective bargaining agreements and/or other university policies and procedures. Sanctions may include warning, reprimand, suspension, removal or termination, or referral for prosecution. Employees violating this policy may also be required to participate in a drug or alcohol abuse assistance or rehabilitation program.
- (5) Employees, students, volunteers, and visitors who violate this policy may be prohibited from accessing university premises, services, programs or events under university policy 3356-7-45, "Persona non grata" (rule 3356-7-45 of the Administrative Code).

3356-5-10 Alcoholic beverages on campus.

Responsible Division/Office: University Relations
Responsible Officer: Associate Vice President of University Relations
Revision History: March 1999; March 2010; September 2015;
March 2018
Board Committee: Institutional Engagement
Effective Date: March 15, 2018
Next Review: 2023

- (A) Policy statement. The associate vice president of university relations, or his/her designee, shall be responsible for the development, implementation, and enforcement of procedures pertaining to the control, sale, consumption, and use of alcoholic beverages on property or in facilities owned or controlled by the university and at off-campus events sponsored by the university. The use of alcoholic beverages on university premises is only allowed if consistent with state laws and university regulations and only when it will not interfere with the decorum and academic atmosphere of the campus.
- (B) Parameters.
- (1) The university may permit the sale and/or consumption of beer, liquor and/or wine at events that are sponsored by recognized university entities, including but not limited to divisions, colleges, departments, administrative units, and educational/professional groups and by non-university groups appropriate to the university's mission. Any student organization wishing to sell or consume beer, liquor and/or wine at an event must receive prior approval from the director of student activities.
 - (2) On-campus advertising, promotion, or marketing of alcoholic beverages is prohibited except as authorized by the associate vice president of university relations or his/her designee.
 - (3) A staff member and at least one university police officer must be present at university events where alcohol is sold or served.

- (4) All events selling or serving alcoholic beverages must be supervised by a qualified bartender. A qualified bartender is an individual who is at least twenty-one years of age and has knowledge and experience regarding the sale of alcoholic beverages and appropriate legal responsibilities.
- (5) Annually, the university's food service vendor will purchase an alcoholic beverage permit from the Ohio division of liquor control. The area covered by the permit is the campus core, defined as south of the Madison avenue expressway, north of Lincoln avenue, west of Wick avenue, and east of Fifth avenue, with the exception of Stambaugh stadium, the Watson and Tressel training center, and Beeghly center.
- (6) If the event is within the area covered by the permit, all alcohol served must be purchased by the sponsoring organization from the university's food service vendor.
- (7) If the event is held on university property outside the permit premise:
 - (a) Liquor, beer and/or wine must be delivered to the location of the event and removed after the event. Exceptions to the requirement must be submitted in writing prior to the event to the office of university events and approved by the associate vice president of university relations.
 - (b) Alcoholic beverages cannot be sold and the cost of the alcoholic beverages may not be included in the cost of the event ticket or in any meal costs unless the individual or group holding the event ("sponsor") obtains a temporary Ohio division of liquor control F2 permit, which must be approved in writing by the university chief of police prior to the event.
 - (c) The sponsor of an event in Stambaugh stadium, the Watson and Tressel training center, or Beeghly center must employ a qualified bartender. The bartender must supervise the sale and/or dispensing of alcoholic beverages.

- (d) Events outside the permit area must comply with all requirements of this policy unless specifically excepted pursuant to this policy.
- (8) All servers of alcoholic beverages must be at least twenty-one years of age.
- (9) Bartenders and other servers may not consume alcoholic beverages at any time during the scheduled event and are not permitted to sell or dispense alcoholic beverages if intoxicated.
- (10) The service of alcoholic beverage on property owned or controlled by the university will be in compliance with applicable state and local laws and university policies and procedures.
- (11) Any organization or group that sponsors an event in which alcoholic beverages are served on campus is responsible for compliance with all laws, policies, procedures and regulations, and for administering and supervising the event.
- (12) All on-campus events at which alcoholic beverages are served are subject to university oversight. Violations of state/local laws or university policy/rules will be grounds to cancel the event and may result in additional sanctions.
- (13) Non-alcoholic beverages and a variety of foods must be available in quantities sufficient for all guests whenever alcoholic beverages are served. Such beverages and food must be visible and available and not contingent on the purchase of alcohol.
- (14) Alcoholic beverages may not be brought into an event by an individual or group when alcoholic beverages are being served, except for private use in Stambaugh stadium, the Watson and Tressel training center, and Beeghly center.
- (15) Intoxicated individuals will not be served, nor may they possess or consume alcoholic beverages at any on-campus event.
- (16) Alcoholic beverages may not be served to anyone unable to provide proof of being twenty-one years of age or older.

- (17) Under no circumstances may any alcoholic beverages be permitted to leave the approved area of the event.
 - (18) Gambling and gambling devices are not permitted at any on-campus event where alcoholic beverages are served.
 - (19) Alcoholic beverages may not be purchased with state funds.
 - (20) University police must be present at all times during an event in which alcohol is served.
 - (21) Events at which alcoholic beverages are available may not exceed six hours in length, unless a written request for exception has been approved by the associate vice president of university affairs at least two weeks prior to the scheduled date of the event. Sale or service of alcoholic beverages must be discontinued at least one hour prior to the conclusion of any event that is scheduled to last four or more hours.
 - (22) Activities that serve to promote the sale or use of alcoholic beverages shall not be associated with university-sponsored events or programs.
 - (23) Events where alcoholic beverages are used, served, or sold will not be sponsored in any manner by any manufacturer, distributor, or retailer of alcoholic beverages. This prohibition does not include acknowledgment of a donor to an event.
 - (24) Events at which alcoholic beverages are sold or served may not have the presence of these beverages or their consumption as an event theme. At no time during the event may any manner of consumption of these beverages be encouraged.
 - (25) The possession or use of alcoholic beverages in any of the university student residence houses is prohibited. (See university policy 3356-8-01.1, "The Student Code of Conduct" and "University Housing – Resident Handbook.")
- (C) University events outside the Ohio division of liquor control permitted area must follow the following additional procedures.

- (1) All university groups or non-university groups wishing to sponsor an event on the campus involving the use of alcoholic beverages must complete an appropriate application and submit it at least two weeks prior to the event to the office of university events or to Kilcawley center.
 - (2) If the planned event is scheduled for Kilcawley center, the completed application should be submitted for first review to the vice president for student experience. If the event is scheduled elsewhere on the campus, the completed application should be submitted to the director of university events to determine the nature of the event, if those projected to attend satisfy appropriate age criteria and the source of funds of payment of alcoholic beverages. All student organization events must be approved by the director of student activities.
 - (3) If it is determined by the vice president of student experience and the director of university events that the use of alcoholic beverages at the event is appropriate, the application will be forwarded to the vice president for finance and business operations for final approval.
 - (4) Once a decision has been reached, the vice president of finance and business operations will notify either the vice president for student success or the director of university events of the status of the application.
 - (5) The associate vice president of student success or the director of university events will notify the event sponsor of the decision. If the use of alcoholic beverages is approved for the event, notification is also forwarded to the Youngstown state university police and to other departments as needed.
- (D) The following additional procedures apply to those university events outside the area covered by the permit obtained from the Ohio division of liquor control as noted in paragraph (B)(5) of this policy.
- (1) All university groups or non-university groups wishing to sponsor an event on the campus involving the sale of alcoholic beverages must complete an appropriate application and submit it at least thirty days prior to the event for the sale of beer and at least forty-five days for any other alcoholic beverages. Application forms are available in the office of university events.

- (2) Final approval for the sale of alcoholic beverages at the event is contingent upon the sponsor having or obtaining an appropriate permit from the Ohio division of liquor control to sell such beverages. The sponsor is responsible for contacting the office of university events to obtain the permit application. Once completed, the application and required payment must be returned to university events for required signatures and submittal to the state. If the approved permit is forwarded directly to the sponsor from the state of Ohio, the approved permit must be presented to the office of university events at least seven days prior to the event.
- (3) An event which does not obtain a permit may proceed without the service of alcoholic beverages.

Sanctions | YSU

Violations of the YSU Alcohol Policy

For a first time violation of Article III. 2. (a) (Illegal use or possession of alcohol) or Article III. 2. (b) (public intoxication) of the Student Conduct Standards, a student should expect the following sanctions at minimum:

- 6 to 9 months conduct probation
- 6 to 9 months residential probation (if the student lives in University housing)
- \$75 fine (may be deferred for one year)
- Educational sanction, including community service or an online intervention program

A second violation of Article III. 2. (a) or Article III. 2. (b) will minimally result in the following sanctions:

- 9 to 12 months deferred University suspension
- 9 to 12 months deferred residential suspension (if the student lives in University housing)
- \$125 fine, plus any active deferred fines
- Education sanction, including community services or an online intervention program

For a first time violation of Article III. 2. (c) (distribution of alcohol to others) of the Student Conduct Standards, a student should expect the following sanctions at minimum:

- 12 months deferred University suspension
- 12 months deferred residential suspension (if the student lives in University housing)
- \$75 fine (may be deferred for one year)
- Education sanction, including community service or an online intervention program

A second violation of Article III. 2. (c) will minimally result in the following sanctions:

- 1 semester University suspension
- 2 semesters residential suspension (if the student lives in University housing)
- \$125 fine, plus any active deferred fines
- Educational sanction, including community service or an online intervention program

Violations of the YSU Drug Policy

For a first time violation of Article III. 7. (drug policy – marijuana only, and not including charges for distribution) of the Student Conduct Standards, a student should expect the following sanctions at minimum:

- 6 to 9 months conduct probation
- 6 to 9 months residential probation (if the student lives in University housing)
- \$100 fine (may be deferred for one year)
- Educational sanction, including community service or an online intervention program

A second violation of Article III. 7. (drug policy- marijuana only, and not including charges for distribution) will minimally result in the following sanctions:

- 9 to 12 months deferred University suspension
- 9 to 12 months deferred residential suspension (if the student lives in University housing)
- \$125 fine, plus any active deferred fines
- Educational sanction, including community services or an online intervention program

For a first time violation of Article III. 7. (drug policy- use of any other illegal drugs) of the Student Conduct Standards, a student should expect the following sanctions at minimum:

- 12 months deferred University suspension
- 12 months deferred residential suspension (if the student lives in University housing)
- \$100 fine
- Educational sanction, including community services or an online intervention program

A second violation of Article III. 7. (drug policy- use of any other illegal drugs) will minimally result in the following sanctions:

- 1 semester University suspension
- 2 semesters residential suspension (if the student lives in University housing)
- \$150 fine, plus any active deferred fines
- Educational sanction, including community service or an online intervention program

For a first time violation of Article III. 7. (drug policy- charges for distribution) of the Student Conduct Standards, a student should expect the following sanctions at minimum:

- 1 semester suspension
- \$250 fine
- Educational sanction, including community service or an online intervention program

A second violation of Article III. 7 (drug policy- charges for distribution) will likely result in the following sanctions:

- University expulsion

Other Applicable Fines

Fines may be assessed by the Student Conduct Administrator, Conduct Officer, or the Student Conduct Board for any kind of violation of the Student Conduct Standards, as well as for failing to fulfill other responsibilities under The Student Code of Conduct. Below are some standard fines that students may expect for certain violations:

- Failure to attend a student conduct meeting or hearing: \$25
- Failure to complete a sanction by the established deadline: \$25
- Smoking or vaping inside any University facility: \$75
- Smoking or vaping inside any University facility which requires fire response: \$150
- Restitution for lost, stolen, or damaged property: \$50 plus the cost of replacement
- Violent or threatening behavior: \$150
- Tampering with life safety equipment or knowingly creating a fire hazard: \$150
- Theft: \$150
- Violation of the weapons policy: \$150
- Drug sales or distribution: \$250
- Other fines corresponding to the nature of the violation: up to \$250

Violations of the YSU Sexual Misconduct Policy

Violation of the YSU Sexual Misconduct Policy- which includes any sexual harassment, stalking, dating, or domestic violence, sexual assault, or any other similarly prohibited behaviors- will result in sanctions designed to end the misconduct, remedy the effects created by the misconduct, and prevent recurrence of the misconduct.

In choosing appropriate sanctions for such violations, the following information is taken into consideration:

- Adherence to interim measures prior to the hearing
- The actual and possible repercussions of the misconduct
- Any physical, emotional, or physiological harm done to others
- The frequency and severity of the misconduct
- Indication of any pre-meditated intent to commit the misconduct
- Use of any coercion, threats, weapons, or force used to commit the misconduct
- The student's prior conduct record

For a first time violation of Article III. 18. (including sexual harassment, stalking, dating violence, or domestic violence) of the Student Conduct Standards, a student should expect the following sanctions at minimum:

- 12 months conduct probation
- 12 months residential probation (if the student lives in University housing)
- Residence hall relocation (if the student lives in University housing)
- Educational sanction, including an online intervention program

For a first time violation of Article III. 18. (including any sexual assault with penetration, use of coercion, or use of force) of the Student Conduct Standards, a student should expect the following sanctions at minimum:

- 1 year University suspension
- Residential expulsion
- Educational sanction, including an online intervention program

Article III. Student Conduct Standards

The student conduct process aspires to develop and maintain conduct standards in support of character, civility, and community. This section of “The Student Code of Conduct” provides a set of expectations regarding student conduct in support of the university community.

A student or student group/organization may be charged with violating any student conduct standard. In cases where a violation is committed by a member of a student group/organization, the entire group/organization may be held responsible, in addition to the student, when those members of the group/organization not directly involved participate in the activity by encouraging, witnessing, or condoning the act in any manner. The following behavior is subject to disciplinary action under “The Student Code of Conduct”:

2. Alcohol

- a) Use or possession of alcoholic beverages, except as permitted by law and university policy.
- b) Public intoxication.
- c) Manufacturing or distribution of alcoholic beverages to any person under twenty-one years of age except as permitted by law.

7. Drugs

- a) Use, possession, manufacturing, or distribution of marijuana, narcotics, or other controlled substances in either refined or crude form, including the use of drug-related paraphernalia.
- b) The misuse of materials as an intoxicant.
- c) Use of prescription drugs in any way other than as prescribed. Distribution of prescription drugs to anyone other than the person to whom they are prescribed.

Appendix C: 2021-2022 Biennial Review

-Student Conduct Standards

-Legal Sanctions

Code of Conduct | YSU

A) Policy statement/preamble

Youngstown state university (“YSU”) is a student-centered institution committed to the education, development, well-being, and success of students of all ages and from all walks in life. In concert with our mission to help students grow intellectually, we strive to foster their personal, social, emotional, and career growth, as well as their capacities for lifelong learning, civic responsibility, and leadership.

As a campus community, we expect all conduct to be rooted in integrity, mutual respect, and civility. We value ethical behavior in scholarly and other endeavors, believe in the dignity and worth of all people, strive to foster an appreciation of, and respect for, differences among the human race, and celebrate the diversity that enriches the university and the world. As a member of a higher education community, students have an obligation to conduct themselves in a manner that is compatible with the university’s purposes as an institution of higher education. Each student is expected to be fully acquainted with all published policies, procedures, and regulations of the university and is held responsible for compliance with them. All members of the university community are expected to assume responsibility for creating an environment conducive to the educational mission and purpose of the university.

The policies and regulations in “The Student Code of Conduct” have been established to ensure a positive educational experience for every student. “The Student Code of Conduct” serves as an official university document that outlines conditions and regulations considered essential to the effective functioning of the university.

The student conduct process at Youngstown state university adheres to procedural due process and is intended to be part of the educational process at the university. This student conduct process provides a forum for the impartial and expedient resolution of alleged misconduct in the university community and encourages students to live responsibly and be accountable for their actions. The student conduct process is based on the university’s commitment to developing integrity, respect, and responsibility among all students.

A) Article I. Rights and responsibilities

1. Basic rights. The following enumeration of basic rights shall not be construed to deny or disparage other rights and privileges retained by students in their capacity as members of the student body or as citizens of the community at large:
 1. The right of free inquiry, expression, and/or assembly.
 2. The right to pursue educational goals and appropriate opportunities for learning in the classroom, on campus, and online.
 3. The right to be secure in their persons, living quarters, papers, and effects against unreasonable searches and seizures.
 4. The right to retain ownership of class projects/assignments authored by a student and submitted to fulfill requirements of a course, except as provided by section 3345.14 of the Revised Code.
2. Basic responsibilities. Students, as members of the university community, shall have the following responsibilities which are inherent in the basic rights delineated in this paragraph:
 1. To maintain standards of academic performance as established by their faculty.

2. To be responsible for acting in such a manner as to ensure other students the basic rights enumerated in this policy.
3. To be responsible for their actions with respect to, and to follow, all university regulations and policies.
4. To be responsible for their actions with respect to provisions of local, state, and federal law.
5. To conduct themselves in a manner which helps to create and maintain a learning atmosphere in which the rights, dignity, and worth of every individual in the university community are respected.
6. To have in their possession a valid university identification card when on university premises.
7. To be responsible for adhering to the university policy 3356-7-20, "Drug-free environment" (rule 3356-7-20 of the Administrative Code).
8. To ensure adherence to all university board of trustees' policies that apply to students.

B) Article II. Student conduct authority

The president has delegated the authority for the university student conduct system to the dean of students and ombudsperson (hereinafter referred to as the dean of students). The dean of students, or designee, serves as the student conduct administrator responsible for the administration and operation of "The Student Code of Conduct" and the student conduct process. Members of the university seeking formal disciplinary action for alleged student misconduct should make referrals to the office of community standards and student conduct.

The student conduct administrator shall determine the composition of student conduct bodies and appellate hearing panels.

The student conduct administrator shall develop policies for the administration of the student conduct system and procedural rules for the conduct of hearings that are consistent with provisions of "The Student Code of Conduct." The student conduct officer shall be the assistant dean of students for community standards, advocacy, and conduct (hereinafter referred to as the assistant dean of students). The student conduct administrator may also appoint one or more deputy conduct officers to review reports of violations of "The Student Code of Conduct" and to conduct investigations. Deputy conduct officers shall be under the supervision of the student conduct officer and/or the student conduct administrator.

1. Jurisdiction of "The Student Code of Conduct."

1. "The Student Code of Conduct" shall apply to conduct which adversely affects the university community or interferes with the pursuit of its mission or educational objectives and programs whether it occurs on university premises, at university sponsored activities, or on non-university premises. It is important to note that a student and/or group/organization will be subject to the university student conduct process where the conduct has occurred on non-university premises when the conduct adversely affects the university community or interferes with the pursuit of its mission or educational objectives and programs.
2. Students shall be responsible for their conduct from the time of application for admission through the actual awarding of a degree, even though conduct may occur before classes begin or after classes end, as well as during the academic year and during periods between terms of actual enrollment (and even if the conduct is not discovered until after a degree is awarded). "The Student Code of Conduct" shall apply to a student's conduct even if the student withdraws from the university while an investigation

into alleged misconduct is pending.

3. An incident which results in a charge under “The Student Code of Conduct” may also lead to a proceeding outside of the university for a violation of local, state, or federal law. In these instances, university proceedings are not subject to challenge based on concurrent criminal or civil proceedings or that such proceeding has been or will be dismissed, reduced, withdrawn, resolved, or settled. The university will cooperate, to the extent permitted by law, with law enforcement and other agencies in the enforcement of all laws. In all cases, hearings within the university will be held according to the student conduct procedures set forth in in this policy. Since the university student conduct process is educational in nature and differing judgments may result between university action and outside legal action, the university, in its sole discretion, may pursue student conduct action and impose sanctions against a student for a violation of law:

- (i) Regardless of where the behavior occurs;

- (ii) When a student is charged with a violation of law but not with any other violation of “The Student Code of Conduct”;

- (iii) When a student is charged with a violation of law which is also a violation of “The Student Code of Conduct”;

- (iv) While the student is also subject to criminal proceedings, arrest and/or prosecution or civil litigation.

- (v) University conduct action may be carried out prior to, simultaneously with, or following civil or criminal proceedings.

- (vi) The university will cooperate, to the extent permitted by law, with law enforcement and other agencies in the enforcement of all laws and will not request or agree to special consideration for an individual because of that individual’s status as a student.

2. Campus student organizations. Registered student organizations may exist for any appropriate purpose that does not conflict with university policies and regulations or with local, state, and/or federal laws. The development of policies and guidelines for student organizations is the responsibility of the dean of students or designee, in consultation with the associate vice president for student experience. The policies and regulations that apply to student groups/organizations are outlined in the “Penguin Student Handbook,” which houses all student organization policies. Student groups/organizations that violate any of the student organization policies may be charged with violating “The Student Code of Conduct” and be subject to the student conduct procedures set forth in this policy.

3. Student conduct authority.

1. The enforcement of regulations, policies, and guidelines that apply to students, student organizations/groups are within the jurisdiction of the dean of students, or designee.
2. Any internal college, departmental, or program processes used to address alleged violations of policy or concerns about student conduct are secondary to the processes outlined herein.
3. Student groups and registered student organizations may be charged with violations of “The Student Code of Conduct” in the following circumstances:

- (i) An organization is responsible for its actions and shall be held responsible when the organization fails

to comply with the university's student organization policies, and/or university policies or regulations.

(ii) An organization is responsible for its actions and shall be held responsible when the organization fails to comply with city, state, or federal law.

(iii) A student group (as defined in the glossary of terms section of this policy) or registered student organization and its officers may be held collectively or individually responsible for violations of "The Student Code of Conduct."

C) Article III. Student conduct standards/prohibited conduct

The student conduct process aspires to develop and maintain conduct standards in support of character, civility, and community. This section of "The Student Code of Conduct" provides a set of expectations regarding student conduct in support of the university community.

A student or student group/organization may be charged with violating any student conduct standard. In cases where a violation is committed by a member of a student group/organization, the entire group/organization may be held responsible, in addition to the student, when those members of the group/organization not directly involved participate in the activity by encouraging, witnessing, or condoning the act in any manner. The following behavior is subject to disciplinary action under "The Student Code of Conduct":

1. Academic integrity. Violations of academic integrity include:
 1. Plagiarism, which includes the use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement, the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials, or the misrepresentation of another person's work as one's own.
 2. The use of any unauthorized assistance or tools:
 - (i) In taking quizzes, tests, assignments, or examinations;
 - (ii) When completing assignments, solving problems, or carrying out other assignments as detailed in the course syllabus or in other instructions by the instructor.
 3. The acquisition, without permission, of tests or other academic material belonging to a member of the university faculty or staff.
 4. Engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.
 5. Inappropriate collaboration, including working together on assignments or projects to an extent not permitted by the instructor.
 6. Multiple submissions of the same work, including submitting the same or parts of the same assignment for multiple classes without permission from the instructor.
 7. Fabrication of data, including presenting fictitious data relating to experiments, changing of data obtained from sources, and citing non-existent sources.

8. Bribes, threats, or intimidation, including exchange of payment for assignments or parts of assignments, and threats to entice others to engage in violations of the academic integrity policy.
 9. Impersonation, pretending to be another person in the completion of a quiz, exam, or other assignment.
 10. Altering or destroying the work of others unless given permission.
 11. Lying to obtain an academic advantage, which includes falsification of documents or other information used to request makeup work.
 12. Assisting another person in any of the behaviors mentioned above is itself academic dishonesty.
 13. Asking others to engage in any of the behavior described above is academic dishonesty;
 14. Attempting to engage in any of the above behaviors is academic dishonesty.
2. Alcohol.
1. Use or possession of alcoholic beverages, except as permitted by law and university policy.
 2. Public intoxication.
 3. Manufacturing or distribution of alcoholic beverages to any person under twenty-one years of age except as permitted by law.
3. Bullying and harassment. Unwelcome or unreasonable behavior that harasses or intimidates people, either as individuals or as a group, and is sufficiently severe or pervasive from both a subjective (the complainant's) and an objective (reasonable person) viewpoint. Bullying and harassing behavior is often persistent and part of a pattern, but it can also occur as a single incident. It is usually carried out by an individual but can also be an aspect of group behavior. See university policy 3356-2-03, "Discrimination/ harassment" (rule 3356-2-03 of the Administrative Code) for prohibited conduct based on an individual's sex, race, color, religion, national origin, age, sexual orientation, gender identity and/or expression, disability, or veteran/military status, or any other basis protected by law. See also university policy 3356-4-21 "Campus free speech" (rule 3356-4-21 of the Administrative Code) for harassment that is severe, pervasive, and objectively offensive).
4. Complicity. Allowing or enabling a violation to occur, failing to report a violation, or concealing, condoning, supporting or encouraging a violation or an attempted violation.
5. Student conduct system.
1. Failure to obey the summons of a student conduct body or university official to appear for a meeting or hearing as part of the student conduct process.
 2. Falsification, distortion, or misrepresentation of information before a student conduct body.
 3. Institution of a student conduct proceeding knowingly without cause.
 4. Attempting to discourage an individual's proper participation in, or use of, the student conduct system.

5. Attempting to influence the impartiality of a member of a student conduct body prior to and/or during the student conduct process.
 6. Unwelcome or unreasonable behavior that harasses or intimidates a member of a student conduct body, participants, or witnesses prior to, during or after a student conduct proceeding, and is sufficiently severe or pervasive from both a subjective (the complainant's) and an objective (reasonable person) viewpoint.
 7. Failure to comply with the sanction(s) imposed by a student conduct body.
 8. Influencing or attempting to influence another person to commit an abuse of the student conduct system.
 9. Disruption or interference with the orderly conduct of a student conduct proceeding.
6. Disorderly conduct. Conduct which obstructs teaching, research, administration, or university activities or functions.
7. Drugs.
 1. Use, possession, manufacturing, or distribution of marijuana, narcotics, or other controlled substances in either refined or crude form, including the use of drug-related paraphernalia.
 2. The misuse of materials as an intoxicant.
 3. Use of prescription drugs in any way other than as prescribed. Distribution of prescription drugs to anyone other than the person to whom they are prescribed.
 8. Failure to comply. Failure to comply with directions and/or oral or written instructions which are given by any university official, student, faculty member, or staff who is acting in an official university capacity and/or failure to identify oneself to these persons when requested to do so.
 9. Financial obligations. Failure to meet all financial obligations to the university.
 10. Gambling. Gambling or wagering of any form except as expressly permitted by law and/or university policy.
 11. Hazing. Hazing means doing any act or coercing another, including the victim, to do any act of initiation into any student or other organization or any act to continue or reinstate membership in or affiliation with any student or other organization that causes or creates a substantial risk of causing mental or physical harm to any person, including coercing another to consume alcohol or a drug of abuse, as defined in section 3719.011 of the Revised Code.
 12. Information technology. Theft or other abuse of information technology and resources, including, but not limited to:
 1. Unauthorized entry into a file to use, read, or change the contents, or for any other purpose.
 2. Unauthorized transfer of a file.
 3. Unauthorized use of another individual's identification and password.

4. Use of computing facilities and resources to interfere with the work of another student, faculty member, or university official.
5. Use of computing facilities and resources to send unwelcome or unreasonable messages that harass or intimidate individuals or groups that are sufficiently severe or pervasive from both a subjective (the complainant's) and an objective (reasonable person) viewpoint.
6. Use of computing facilities and resources to interfere with the normal operation of the university computing system originating from an on-campus or off-campus source.
7. Use of computing facilities and resources in violation of copyright laws.
8. Any violation of the university policy 3356-4-09, "Acceptable use of university technology resources" (rule 3356-4-09 of the Administrative Code).

13. Dishonesty.

1. Furnishing false information to any university official, faculty member, or office.
2. Forgery, alteration, or misuse of any university document, record, credit card, or instrument of identification.
3. Tampering with the election of any university recognized student organization.
4. Deliberately misleading or intentionally failing to maintain correct address and telephone information with the registrar.
5. Misrepresenting enrollment status and/or achievement at the university to non-university officials and/or on non-university documents.

14. Obstruction of traffic. Obstruction of the free flow of pedestrian or vehicular traffic on university premises or at university sponsored or supervised functions.

15. Endangering behavior.

1. Intentionally, knowingly, or recklessly causing physical harm to another person or their property or engaging in conduct which threatens or causes a reasonable apprehension of harm to the health, safety, life, or property of a person, including one's self.
2. Entering false fire alarms, bomb threats, or tampering with fire extinguishers, alarms, smoke detectors, or other safety equipment.

16. Property damage. Any action which damages or could reasonably damage property of the university, or property of a member of the university community, or other personal or public property on or off campus, or acts of vandalism even if this behavior does not cause damage.

17. Published university policies. Violation of published university policies, rules, or regulations, including those available electronically on the university website.

18. Sexual harassment. Conduct on the basis of sex that satisfies one or more of the following categories:

1. An employee conditioning the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct (i.e., quid pro quo). An individual does not have to submit to the conduct for quid pro quo sexual harassment to occur.
2. Unwelcome conduct determined by the reasonable person's standard to be so severe and pervasive that it effectively denies a person equal access to an education program or activity (i.e., hostile environment).
3. Sexual assault as defined in the Clery Act (which includes rape, fondling, incest, or statutory rape as defined below).
 - (i) Rape (except statutory rape). The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person without the consent of the victim. See university policy 3356-2-05 "Title IX sexual harassment policy" for definitions of consent, coercion, force, and incapacitation.
 - (ii) Fondling. The touching of the private body parts of another person for sexual gratification without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental incapacity.
 - (iii) Incest. Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
 - (iv) Statutory rape. Sexual intercourse with a person who is under the statutory age of consent.
4. Dating violence, domestic violence, or stalking pursuant to the Violence Against Women Act (also defined below).
 - (i) Dating violence. Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
 - (ii) Domestic violence. Felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is co-habiting with or has co-habited with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.
 - (iii) Stalking. Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others, or suffer substantial emotional distress.
5. Sexual misconduct. Conduct of a sexual nature that is nonconsensual or is carried out through force, threat, or coercion. Sexual misconduct includes, but is not limited to, sexual exploitation and voyeurism.
 - (i) Sexual exploitation. Sexual exploitation occurs when a person takes nonconsensual or abusive sexual advantage of another for their own benefit or advantage or to benefit or advantage anyone other than the person being exploited, and that behavior does not otherwise constitute another form of sexual misconduct. Examples of sexual exploitation include, but are not limited to, prostituting another, nonconsensual video or audio taping of sexual activity, permitting others to secretly observe or record

consensual activity or engaging in voyeurism.

(ii) Voyeurism. Voyeurism occurs when a person, for the purposes of sexual arousal or gratification sexual purposes, surreptitiously invades the privacy of another. Voyeurism can occur in person or through recording or electronic means.

6. Sex offenses. See Chapter 2907. of the Revised Code which defines sex offenses under Ohio law.

19. Theft. Attempted or actual theft, including possession of stolen property.

20. Unauthorized entry.

1. Unauthorized entry to or use of university premises, including access to residential spaces other than one's own assigned space.
2. Unauthorized possession, duplication, or use of keys to any university premises.

21. Unauthorized recording.

1. Unauthorized use of electronic or other devices to make an audio or video record or photograph of any person while on university premises without their prior knowledge or without their effective consent when such a recording or photograph is likely to cause injury or distress, except as otherwise permitted by law.
2. Unauthorized distribution or dissemination of an audio or video recording or photograph of any person without their prior knowledge or consent, even if the recording or photograph originally had been produced with the person's consent, when such a recording or photograph is likely to cause injury or distress, except as otherwise permitted by law.

22. Violation of law. Behavior which would constitute a violation of federal, state, or local law that adversely affects the university community or interferes with the university's mission or its educational objectives and programs.

23. Weapons. Illegal or unauthorized possession of firearms, fireworks, explosives, other weapons, or dangerous chemicals on university premises or use of any such item, even if legally possessed, in a manner that harms, threatens, or causes fear to others.

24. Sexual harassment as defined in Title IX of the Education Amendments of 1972 as set forth in university Title IX sexual harassment policy. (See rule 3356-2-05 of the Administrative Code and university policy 3356-2-05, "Title IX sexual harassment policy." Students, faculty, employees, volunteers, third parties, campus visitors and other individuals should refer to the Title IX policy referenced above for processes and procedures under Title IX). The complaint, adjudication, resolution, and appeal process for an allegation of a Title IX violation, as well as possible sanctions, is delineated in university policy 3356-2-05, "Title IX sexual harassment policy."

D) Article IV. Student conduct procedures

- d) General. This overview gives a general idea of how the university's campus student conduct proceedings work, but it should be noted that not all situations are of the same severity or complexity. Thus, while consistency in similar situations is a priority, these procedures are flexible, and are not the same in every situation.
- A) These proceedings are administrative procedures and do not follow the specific steps, methods, or standards of proof of evidence used in civil or criminal courts.
 - B) Any member of the university community may report alleged violations of "The Student Code of Conduct" by a student or a student group/organization. The report shall be prepared in writing and directed to the office of community standards and student conduct. A report of a violation of "The Student Code of Conduct" shall be submitted as soon as possible after the incident occurs but not later than thirty days following the university becoming aware of an incident. Exceptions to this limitation period will be reviewed by the student conduct administrator and may be granted in their discretion.
 - C) The student conduct officer shall review reports of violation(s) and may initiate investigations of possible violation(s) of "The Student Code of Conduct" to determine if the charges have merit. In reviewing the reports, the student conduct officer will determine whether the alleged violation(s) may be resolved through a conduct conference or a conduct hearing. Students or student groups/organizations that might be subject to university suspension or expulsion shall automatically be provided a student conduct board hearing. Additionally, students alleged to have violated the university's sexual misconduct policy will automatically be provided a student conduct board hearing.
 - D) The standard of proof utilized in all university student conduct proceedings shall be a preponderance of evidence. Preponderance of the evidence is known as the balance of probabilities, met if the proposition is more likely to be true than not true. Effectively, the standard is satisfied if there is greater than fifty per cent chance that the proposition is true.
- e) Student conduct conference.
- A) Any student, student group, or student organization (hereinafter referred to as the respondent) who has been charged with an alleged violation of the student conduct standards of "The Student Code of Conduct" will first be scheduled for a conduct conference with the conduct officer assigned to review the allegation. The respondent will be notified in writing via their official university email address, of the date, time, and location of the conduct conference. Written notification will include:
 - (i) The specific charges pending against the respondent;
 - (ii) A brief summary of the referral;
 - (iii) Statement of rights and responsibilities; and
 - (iv) If applicable, a statement notifying the respondent that the alleged conduct is significant enough that they may face suspension or expulsion if the charge is substantiated.
 - B) The conduct conference is the first step in the student conduct process and serves to provide the respondent with the opportunity to discuss the allegations that led to the referral. The respondent will receive more information regarding the process, clarification of their rights and options, the ability to

inspect and review all relevant information as well as a range of potential sanctions(s) for the violation(s) in question should the charges be substantiated. After a discussion regarding the incident and review of relevant information, and if the case does not warrant suspension or expulsion, the respondent will have an opportunity to accept or deny responsibility for the charge(s).

- C) If the respondent accepts responsibility for the charge(s), the conduct officer will sanction the respondent as part of the conduct conference. The respondent will be asked to sign a conduct conference agreement which will outline all of the sanctions offered to the respondent. While the student may sign the agreement immediately, they have up to three university working days to do so. The respondent has the option to accept the charge(s) but contest the sanction(s) or agree to both the charge(s) and sanction(s). Once the agreement is signed, the decision is final and there is no appeal process. If the respondent denies responsibility for one or more of the charges, or denies the sanction(s), the conduct officer will refer the case for a student conduct board hearing. If the case warrants suspension/expulsion, the case will automatically be referred for a student conduct board hearing.
- D) Complainants, or harmed parties in a case, are also scheduled for a conduct conference with the conduct officer assigned to review the allegation. This meeting occurs prior to the respondent's conduct conference and serves to provide the complainant with the opportunity to discuss the allegations that led to the referral. The complainant will receive more information regarding the process, clarification of their rights and options, the ability to inspect and review all relevant information as well as a range of potential sanctions(s) for the respondent should the charges be substantiated. The complainant will be notified in writing via their official university email address, of the date, time, and location of the conduct conference. Written notification will include:
 - (i) The specific charges pending against the respondent;
 - (ii) A brief summary of the referral; and
 - (iii) Statement of rights and responsibilities.
- E) If a respondent accepts responsibility for the charges and agrees to the sanctions issued by the conduct officer, the complainant will be notified in writing of the outcome of the respondent's conduct conference. If the respondent denies responsibility for one or more of the charges, or denies the sanction(s), the complainant will be invited to participate in a student conduct board hearing. If the case warrants suspension/expulsion, the case will automatically be referred for a student conduct board hearing, for which the complainant will receive notice.

f) Student conduct board hearing.

- A) The purpose of a hearing is to provide an equitable forum for the review of the available information regarding an alleged incident of misconduct. The student conduct board hearing panel will decide by the preponderance of evidence whether the respondent is found responsible for the charge(s). All hearings are closed to the public, except for the complainant, respondent, advisors for the complainant and/or respondent, witnesses, hearing panel, hearing panel advisor, and the conduct officer. All parties directly participating in the hearing (the respondent, complainant, advisors, and conduct officer) may remain present the entire time, excluding deliberations.
- B) Student conduct board hearing panels consist of three members of the student conduct board. Hearing panels are comprised of a combination of trained faculty, staff, and students. Each student conduct board hearing will have a faculty/staff hearing panel chair. The chair is responsible for keeping the proceedings

moving forward.

- C) If the respondent or complainant fails to appear at a scheduled student conduct board hearing and the absence is not excused, the hearing may proceed in their absence or may be rescheduled at the discretion of the chair. Additionally, if the complainant, respondent, or witnesses are unable to attend the hearing in person, video technology may be used to enable participants to simultaneously see/hear each other. Video technology may also be used if the complainant or respondent prefers to participate in the hearing from a different room than the opposing party.
- D) Each student conduct board hearing panel will have a hearing panel advisor. The role of the hearing panel advisor is to ensure the student conduct process is adhered to and to answer procedural questions posed by any party during the hearing. The hearing panel advisor will also keep the proceedings focused on issues relevant to the specific allegations. The hearing panel advisor will remain present during deliberations to answer questions and provide guidance as necessary.

g) Hearing procedures.

A) Guidelines.

(i) The chair will explain the rights and responsibilities of the respondent and the complainant.

(ii) The chair and hearing panel advisor are responsible for assuring that these rights as well as the process described in this paragraph are adhered to during the hearing.

(iii) The respondent or the complainant may ask for the removal of a hearing panel member by providing written or verbal evidence of bias. The charge of bias is made to the chair who will determine whether it is valid. If the charge of bias is against the chair, the hearing panel advisor will decide whether it is valid. If bias is found, or is unable to be determined, the hearing will be rescheduled.

(iv) The conduct officer may ask questions of any party at any time throughout the hearing.

(v) The chair and hearing panel advisor are responsible for determining the relevancy of questions asked during a hearing and may deem certain questions irrelevant and not allow them to be answered. The chair must explain to the party proposing questions any decision to exclude a question as not relevant.

(vi) The chair may exclude persons from the hearing if they are disruptive or postpone the hearing because of disruptive behavior by participants or observers.

B) Introduction.

(i) Each party in the room will introduce themselves and explain their role in the hearing.

(ii) The chair will then explain the process and procedures for the hearing.

(iii) All witnesses will then be dismissed from the room.

C) Presentation of information.

(i) Following the introduction, the chair will present the respondent with the charges against them. The respondent will respond to each charge by acknowledging that they are responsible for the charge or by denying responsibility for the charge.

(ii) The conduct officer will explain why the case was referred for a hearing and will provide a detailed summary of the incident and any subsequent investigation undertaken.

(iii) If there is a complainant, they will then have an opportunity to provide the hearing panel with a summary of their role and perspective on the incident.

(iv) The hearing panel will then ask the respondent to describe their involvement in the matter at hand as it pertains to the charges being considered in the hearing.

(v) The conduct officer, complainant, and respondent will then present any relevant witnesses or documentary information. The conduct officer, complainant and respondent will each, in turn, have the opportunity to ask questions regarding the information presented.

(vi) The complainant and respondent, in turn, will have the opportunity to cross-examine one another. If the complainant and respondent have mutual no-contact orders against one another, questions for opposing parties will be submitted to the hearing panel chair in writing.

(vii) The conduct officer will have an opportunity to make a summary statement including any sanctioning recommendations.

(viii) The complainant will have an opportunity to make a summary statement including any sanctioning recommendations.

(ix) The respondent will have an opportunity to make a summary statement including any sanctioning recommendations.

D) Deliberation and finding.

(i) The hearing panel will go into closed session to determine by the preponderance of evidence whether the respondent will be found responsible for the charge(s) pending in this matter. Student conduct hearing panels determine findings by majority vote.

(ii) If the respondent is found responsible for a violation of one or more of the pending charges, the hearing panel will proceed to sanctioning. At this time, the hearing panel will be presented with any relevant information pertaining to the respondent's prior student conduct cases and sanctions.

(iii) The hearing will reconvene for the announcement of the findings and any subsequent sanction(s).

(iv) Written notification of the decision will be sent to the complainant and respondent simultaneously via their official university email addresses.

h) Student rights and responsibilities. The following rights and responsibilities apply to those involved in a matter being addressed by the student conduct process to uphold due process.

A) Rights of respondent. All respondents in the student conduct process have the following rights:

(i) Written notice of the charge(s) made against them and the basis of the allegation that led to the charge(s).

(ii) In matters that could result in a sanction of suspension or expulsion, the above-mentioned notification

will alert the respondent to the possible severity of the outcome.

(iii) The right to an advisor. It is the respondent's responsibility to communicate all necessary information regarding the student conduct process and proceedings with the advisor, unless the respondent signs an authorization for the release of information, thus allowing the office of community standards and student conduct to communicate directly with the advisor. The advisor may not actively participate in the student conduct process on behalf of the student.

(iv) To request reasonable accommodations due to disability. See paragraph (E)(6) of this policy, "Reasonable accommodation for students with disabilities."

(v) To make a request for a change of date for a student conduct proceeding, so long as the request is made no less than two university working days in advance of the initially scheduled proceeding. Rescheduled proceedings will generally occur within five university working days of the initially scheduled proceeding.

(vi) Reasonable access to inspect and review their own case file, which includes all information that would be used during the student conduct process, including hearing audio/video, to the extent permitted by confidentiality laws.

(vii) Explanation of the resolution options available to them through the student conduct process.

(viii) To be presumed not responsible for an alleged violation until found in violation by a preponderance of the evidence.

(ix) To speak or not speak on their own behalf.

(x) The opportunity to respond to information used as part of the decision-making process.

(xi) To deny responsibility for the charge(s) facing them and request that the case be referred to a student conduct board hearing.

(xii) To question any witness who participates as part of a hearing.

(xiii) The right to appeal.

(xiv) To waive any of the above stated rights provided that the waiver is made freely and in writing.

B) Rights of the complainant. All complainants in the conduct process have the following rights:

(i) To pursue criminal or civil charges where a legal case exists (without university assistance).

(ii) Explanation of the resolution options available to them through the conduct process.

(iii) To be free from harassment and intimidation from respondents and others as they engage in this process.

(iv) The right to an advisor. It is the complainant's responsibility to communicate all necessary information regarding the student conduct process and proceedings with the advisor, unless the complainant signs an authorization for the release of information, thus allowing the office of student conduct to communicate directly with the advisor. The advisor may not actively participate in the student conduct process on

behalf of the student.

(v) Reasonable access to inspect and review their own case file, which includes all information that would be used during the student conduct process, including hearing audio/video, to the extent permitted by confidentiality laws.

(vi) To request reasonable accommodations due to disability. See paragraph (E)(6) of this policy, "Reasonable accommodation for students with disabilities."

(vii) To make a request for a change of date for a student conduct proceeding, so long as the request is made no less than two university working days in advance of the initially scheduled proceeding. Rescheduled proceedings will generally occur within five university working days of the initially scheduled proceeding.

(viii) To provide information for consideration during the conduct process, and to know the results of the process to the extent allowed under federal laws and university policies.

(ix) The opportunity to appear at any hearing that may take place to provide relevant information.

(x) The opportunity to submit a written or recorded impact statement for use in a hearing, even if the complainant chooses not to attend the hearing.

(xi) To question any witness who participates as part of a hearing.

(xii) The right to appeal.

C) Responsibilities of respondents, complainants, and witnesses. All respondents, complainants, and witnesses in the conduct process have the following responsibilities:

(i) To be honest and forthright in all information they provide during the student conduct process. Presenting false and misleading information during this process is a violation of student conduct standards as outlined in this policy.

(ii) To attend all scheduled meetings, conferences, or hearings, unless alternate arrangements are made (in the case of witnesses) or notice is provided in advance (in the case of complainants and respondents).

(iii) To refrain from disruption of the hearing process. Disruption of this process is a violation of this policy. See paragraph (D) of this policy, "Student conduct standards/ prohibited conduct."

(iv) Complainants and respondents have the responsibility to prepare and present their entire case as well as secure the presence of any witnesses who will speak on their behalf.

i) Reasonable accommodation for students with disabilities. Any student with a disability involved in the student conduct process has the right to request reasonable accommodation to ensure their full and equal participation. Students wishing to request reasonable accommodations should make those requests directly to accessibility services. Students do not have to disclose information about the complaint or charge to request reasonable accommodation, except to the extent that it may assist in the determination of reasonable accommodations.

Accommodations are determined on an individual basis by accessibility services staff and implemented in consultation with the office of community standards and student conduct. Examples of reasonable

accommodation include sign language interpretation, real-time communication access during hearings, large print documents, extended time to review documents, or assistance with transcribing questions during interviews or hearings.

- j) Sanctions. If the student or student group/organization is found responsible for a violation of a policy, sanctions will be issued in accordance with the office of community standards and student conduct's sanctioning rubric. The student conduct administrator may adjust recommended sanctions on a case-by-case basis, as appropriate.

A conduct sanction imposed or other action taken by any student conduct body shall become effective upon written notification to the respondent. The notification will be sent to the respondent's official university email account. In cases involving a student group/organization, notification will be sent to the official university email account for the president or student group/ organization leader.

The decision of a student conduct body may be appealed, as outlined in paragraph (E)(9) of this policy. If the respondent files a request for appeal, and if the appeal is denied, the sanction shall take effect upon exhaustion of the appeals process and shall be retroactive to the effective date stated in the original notification to the respondent.

- A) The following sanctions may be imposed upon any student who has been found responsible for a violation of "The Student Code of Conduct." Sanctions are typically issued in a progressive fashion; however, each situation differs and many factors, including the severity of a violation and the impact of the violation on the campus community, will be taken into consideration in determining sanctioning.

(i) Warning. A written notification statement that the student is violating or has violated "The Student Code of Conduct." Continuation or repetition of inappropriate conduct may be cause for increased sanctioning.

(ii) Conduct probation. Notice in writing that the violation of "The Student Code of Conduct" is serious and that any subsequent violation(s) of university regulations may result in imposition of additional restrictions or conditions, suspension, or expulsion.

(iii) Conduct probation with loss of good standing. Notice in writing that the violation of university regulations is serious and that any subsequent violation(s) of "The Student Code of Conduct" may result in suspension or expulsion. In addition, an order preventing the student from holding university elective office, student employment, participating in any intercollegiate activity or sport, participating in any university sponsored program/organization, or representing the university in any other manner will be attached to this sanction.

(iv) Restitution. Compensation for loss, damage, or injury. This may take the form of appropriate service or monetary or material replacement.

(v) Educational sanctions. Other sanctions may be imposed instead of, or in addition to, those specified above. These may include community service, educational assignments, referrals to student outreach and support and other campus offices, or other similar sanctions designed to assist the respondent in reflecting upon their behavior and the impact of their behavior on self or others.

(vi) Residential probation. Issued to students living in university-owned or university-sponsored housing. Notice in writing that the violation of "The Student Code of Conduct" is serious and that any subsequent violation of university regulations and/or resident handbook/lease policies may result in imposition of additional restrictions or conditions, residential suspension, or residential expulsion.

- (vii) Guest restriction. Issued to students living in university-owned or university-sponsored housing. Residential students are restricted from signing in to other residential communities as guests for a designated period.
- (viii) Host restriction. Issued to students living in university-owned or university-sponsored housing. Residential students are restricted from hosting other guests for a designated period.
- (ix) Relocation. Issued to students living in university-owned or university-sponsored housing. Requiring a student to move to another floor, residence hall, or apartment because of community disruption.
- (x) Deferred residential suspension. Issued to students living in university-owned or university-sponsored housing. Separation of the student from the residential community is deferred for a specified period. If the student is found responsible for any subsequent violations of "The Student Code of Conduct," residential suspension is automatically issued as a sanction.
- (xi) Residential suspension. Issued to students living in university-owned or university-sponsored housing. Separation of the student from the residence halls for a specified period after which time the student is eligible to return. During the suspension period, the student is prohibited from accessing any university housing facilities. This may include residential dining facilities.
- (xii) University suspension. Separation of the student from the university for a specified period after which time the student is eligible to return. During the suspension period, the student does not have access to the university and is prohibited from participating in any academic or other university activities. This may include residential dining facilities. A university suspension is noted on an addendum attached to a student's transcript during the period of suspension.
- (xiii) Residential expulsion. Issued to students living in university-owned or university-sponsored housing. Permanent separation of the student from the residential community. An expulsion denies the student access to all university housing facilities on a permanent basis. This may include residential dining facilities.
- (xiv) University expulsion. Permanent separation of the student from the university. An expulsion denies the student access to the university, including any campus facilities, any campus programs or activities, and any class sessions on a permanent basis. A university expulsion is permanently noted on a student's transcript.
- (xv) Revocation of admission and/or degree. Revocation of admission to or awarding of a degree from the university for fraud, misrepresentation, or other violation of university standards in obtaining the degree, or for serious violations committed by a student prior to graduation.
- (xvi) Withholding degree. Withholding the awarding of a degree otherwise earned until the completion of the process set forth in "The Student Code of Conduct," including the completion of all sanctions imposed, if any.
- (xvii) Fines. Fines for violations of "The Student Code of Conduct" will be assessed and charged to the student's account. A list of fines for all violations will be determined at the discretion of the dean of students, or designee, who will submit a list of the fines structure to the university board of trustees for approval on an annual basis. The fines structure must be included as a part of "The Student Code of Conduct" when published and presented to students.

(xviii) No-contact order. The student is restricted from making contact in any verbal, written, electronic, third-party, or physical manner with a designated individual. If a student is found in violation of the no contact order, they may be subject to arrest and removed from campus. No-contact orders are always issued mutually to involved parties.

(xix) Parental/guardian notification. The office of community standards and student conduct staff will coordinate parental/guardian notification in cases of alcohol use or drug use when the student is under 21 years of age, their behavior demonstrates a risk of harm to self or others, or constitutes a violation of law involving a controlled substance.

B) More than one of the sanctions listed in paragraph (E)(7) of this policy may be imposed for any single violation.

C) The following sanctions may be imposed upon student groups/organizations:

(i) Those sanctions as outlined in paragraph (E)(7) of this policy.

(ii) Deactivation. Loss of all privileges, including university recognition, for a specified period.

D) The student conduct administrator shall be responsible for ensuring that sanctions imposed by hearing panels and conduct officers are consistent with the violation and sanctions imposed for similar violations in other similar cases.

k) Interim measures. In certain circumstances, the dean of students, or designee, may impose an interim measure prior to student conduct proceedings or in the event of a safety-related emergency. This includes university or residential suspension.

A) Interim measures may be imposed only:

(i) To ensure the safety and well-being of members of the university community or to preserve university property;

(ii) To ensure the respondent's own physical or emotional safety and well-being;

(iii) If the respondent poses a threat of disruption or interference with the normal operations of the university; or

(iv) If the respondent is charged with the commission of a criminal offense as defined in section 2901.01 of the Revised Code.

B) In the event that an interim measure is imposed, the student or student group/organization will be notified either in person or by regular U.S. or certified mail of the cause for the interim measure. The respondent will also be notified via their official university email address. The interim measure becomes effective immediately upon notification and will remain in place until it is determined to no longer be necessary. Interim measures may be determined to no longer be necessary when:

(i) There is no longer a risk to the safety and well-being of members of the University community or a risk to university property;

(ii) Interim measures are no longer needed to ensure the respondent's physical or emotional safety and well-being; or

(iii) The respondent no longer poses a threat of disruption or interference with the normal operations of the university.

- C) Any alterations, amendments, or modifications to the interim measures shall be documented. Notice of modification of interim measures will be served to affected parties in the same manner in which the original notice of interim measures was served. If student conduct proceedings are required, a student conduct body will convene as expeditiously as possible to review the case. Student conduct hearings follow the procedures outlined in paragraph (E)(4) of this policy and may proceed before, during, or after any criminal proceedings.
- D) In the case of an interim suspension, the student or student group/organization shall be denied access to all housing facilities and/or to the campus (including physical classes) and/or all other university activities or privileges for which the student or student group/organization might otherwise be eligible, unless determined otherwise by the student conduct administrator.

l) Appeals.

- A) The decision or sanction imposed by a student conduct body may be appealed by the respondent or complainant (“the appellant”) within five university working days of notification of the decision. If an appeal is not received by 5 pm Eastern time on the fifth university working day of this time frame, the decision reached by the student conduct body will be final.
- B) Requests for appeals shall be made in writing and shall be submitted via electronic form to the office of community standards and student conduct. The request for appeal should indicate the grounds on which the decision is being appealed, referencing at least one of the grounds for the appeal (see paragraph (E)(9)(d) of this policy) along with supporting information.
- C) Once a request for appeal has been submitted and until the appeal decision has been communicated to the appellant, all sanctions except any active interim measures, such as interim suspensions, will be held in abeyance.
- D) Appellate hearings are not a live re-hearing of the student conduct case. Except as required to explain the basis of new evidence, an appellate hearing shall be limited to review of the record of the initial hearing and supporting documents for one or more of the following grounds:
 - (i) A claim that the original hearing was conducted in violation of procedural requirements set forth in “The Student Code of Conduct” and to determine whether these violations could have affected the outcome of the hearing.
 - (ii) A claim that the decision reached regarding the respondent did not have a reasonable basis for the conclusion reached and that it was not based on proof by a preponderance of the evidence.
 - (iii) A claim that the sanction(s) imposed was/were disproportionate and without basis to the violation of “The Student Code of Conduct” for which the respondent was found responsible.
 - (iv) A claim that there is new information, sufficient to alter a decision or other relevant facts not presented in the original hearing because such information and/or facts were not known by the appellant at the time of the original hearing.

- E) The burden of proof rests with the appellant.
 - F) The appellant may, in preparing the request for appeal, have access to records of the case, which may be reviewed electronically via secure link sent by the office of community standards and student conduct.
 - G) A request for appeal in a case adjudicated by a student conduct board hearing panel will be reviewed by an appellate hearing panel. An appellate hearing panel is composed of three members from the student conduct board selected by the student conduct administrator.
 - H) Once a request for appeal has been submitted by the complainant or respondent, the other party shall receive a copy of the request for appeal and may submit a written response to the request for appeal to the office of community standards and student conduct, which will be considered alongside the request for appeal. Any written response must be submitted within five university working days of notification of the submission of a request for appeal.
 - I) The appellate hearing panel will review the appeal to determine whether one of the grounds listed in this policy has been met.
 - J) If an appellate hearing panel determines that a request for appeal has met one or more of the grounds, the following options are available:
 - (i) Remand the case to the original panel for reconsideration, if new information, sufficient to alter a decision or other relevant facts not presented in the original hearing, becomes available, because such information and/or facts were not known by the appellant at the time of the original hearing.
 - (ii) Uphold the original decision.
 - (iii) Alter the findings/sanctions issued by the original hearing panel.
 - K) If the appellate hearing panel determines that the request for appeal does not meet one of the grounds, the appeal will be dismissed and the original decision will be upheld.
 - L) The decision of the appellate hearing panel is final.
- m) Conduct procedures for university housing. Deputy conduct officers have been designated by the student conduct administrator to assist in the review of alleged violations of policy originating within university housing.
- A) The responsibility for the enforcement of rules and regulations governing student conduct in the residence halls, as outlined in the "Resident Handbook," is delegated by the student conduct administrator to a conduct officer. This may be a deputy conduct officer, as described above.
 - B) Any student, faculty member, or university official may file a written report against any student living in a residence hall for alleged violations of policy within the residence hall, campus dining facilities, or at any residence hall function.
 - C) Upon receipt of a written report, the conduct officer will investigate to determine whether there is reasonable cause to believe that a violation of "The Student Code of Conduct" may have occurred. If the conduct officer believes that such a violation did occur they will follow the procedures outlined in paragraph (E)(4) of this policy to address the alleged violation.

- n) Student conduct record. The student conduct administrator shall maintain all student conduct records of information received and action taken by the respective student conduct bodies.
- A) Student conduct records shall be expunged seven years after final disposition of the case, excluding students who were sanctioned with residential suspension, residential expulsion, university suspension, or revocation or withholding of a degree, which shall be expunged fifteen years after final disposition of the case resulting in such action. Sanctions of university expulsion will remain on a student's conduct record indefinitely. Upon graduation, the student may petition the student conduct officer for immediate removal of all files contained in their student conduct records if the following conditions are met:
- (i) The violation(s) was determined to not have threatened or endangered the health or safety of any person, including sexual misconduct.
- (ii) University or residential suspension and/or expulsion or revocation or withholding of a degree were not issued as sanctions.
- (iii) All sanction requirements, including associated probationary periods, have been completed.
- (iv) An online petition form is completed and submitted to the office of community standards and student conduct.
- The student may appeal a negative response of the student conduct officer to the student conduct administrator.
- B) Records regarding university suspension or university expulsion of a student group/organization shall be kept indefinitely.
- C) All material gathered from a substantiated conduct case (residential, academic, and other) shall become part of any new case against the same respondent(s) after the new charges have been substantiated.
- D) Student conduct records are maintained only in the names of respondents found responsible for violations of university policy, or local, state or federal law.
- o) Special procedures. To ensure continued participation of students, faculty, and administration in the student conduct process and to ensure speedy disposition of conduct cases, the president of the university is empowered to develop a subcommittee structure in the event of a large number of student conduct cases. Such subcommittee shall be empowered to hear and adjudicate cases in accordance with the provisions of "The Student Code of Conduct" and shall ensure that all elements of procedural due process delineated in this article are observed.
- p) Responsible action exemption. The university encourages students to seek immediate medical attention for themselves or others during alcohol and/or drug-related emergencies. When students act as responsible bystanders, the university may choose to resolve alcohol and/or drug violations informally rather than through the student conduct process. The office of community standards and student conduct determines when students are eligible for responsible action exemption on a case-by-case basis. In instances involving possible sexual misconduct, the office of community standards and student conduct may seek input from the Title IX office before making a determination. For exemption to be considered, the following must occur:
- A) Students must directly contact law enforcement, medical personnel, or university staff to request medical assistance.

B) Students must identify themselves and the student(s) of concern to first responders.

C) Students must comply with specific instructions given by responding personnel.

Students exempted from alcohol and/or drug charges will not face formal sanctions, but are required to meet with a conduct officer to discuss the incident and learn about campus and community resources. If a student is under twenty-one years of age at the time of the incident, the conduct officer may notify parents or guardians of the exemption.

Documentation of exemptions will be maintained by the office of community standards and student conduct as informational records and are not considered part of a student's conduct record. Incident information will not be released by the office of community standards and student conduct when contacted for background checks/transfer verifications.

The university reserves the right to deny exemption for any case in which violations are repeated or egregious, including activities related to hazing. Students will only receive one exemption during their tenure at the university.

Members of student organizations that actively seek medical assistance during alcohol and/or drug-related emergencies may be granted exemption from organizational conduct charges. Incidents involving student organization intervention will be considered on a case-by-case basis. The same standards outlined above apply.

q) Serious misconduct policy. "Serious misconduct" is defined as "any act of sexual assault, domestic violence, dating violence, stalking, sexual exploitation, any assault that employs the use of a deadly weapon," as defined in division (A) of section 2923.11 of the Revised Code, or causes serious bodily injury.

Students found responsible for violations of the serious misconduct policy will face, at minimum, a sanction of conduct probation with loss of good standing for one calendar year, preventing the student from participating in any extracurricular functions including athletics, student organizations, and student employment. After one year, students may petition the dean of students, or designee, for permission to participate in extracurricular activities and employment.

Students returning from a sanction of suspension will automatically be placed on conduct probation with loss of good standing for one calendar year, preventing the student from participating in any extracurricular functions including athletics, student organizations, and student employment. After one year, students may petition the dean of students, or designee, for permission to participate in extracurricular activities and employment.

F) Article V. Title IX sexual harassment procedures (per university policies 3356-2-05)

1. Grievance process.
 1. Time frame. The process outlined below is expected to occur within ninety calendar days from the date a complaint is filed. The Title IX coordinator, or designee, may extend this time period by providing written notice to the parties citing the reason(s) for the extension. The complainant or respondent may request a temporary delay of the grievance process for good cause by written request to the Title IX coordinator. Good cause includes, but is not limited to, the absence of party, a party's advisor or a witness, or the accommodation for disabilities.
 2. Report. Information, however received, alleging sexual harassment, as defined in this policy, and provided to a person with the authority to initiate corrective action. A report may lead to further action, including the filing of a formal complaint, depending on the alleged facts and circumstance.
 3. Formal complaint. A formal complaint is a verbal or written account which alleges a conduct which could violate this policy and is made to a person with authority to initiate corrective action. A complaint may be submitted by mail, email, in person, by telephone or electronically at TitleIX@ysu.edu.
2. Notice.
 1. Upon receipt of a formal complaint, the university shall provide the following written notice to the parties who are known: notice of this grievance process, including any informal resolution process; and notice of the allegations of sexual harassment as defined above, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview.
 2. If in the course of an investigation the university decides to investigate allegations about the complainant or respondent that are not included in the notice provided, the university shall provide notice of the additional allegations to the parties whose identities are known.
 3. Notice to the university staff listed below of sexual harassment or allegation of sexual harassment constitutes actual notice to the university and triggers the university's obligation to respond.
 - (i) Title IX coordinator and deputy Title IX coordinators.
 - (ii) Director of equal opportunity and policy development.
 - (iii) Vice presidents and associate vice presidents.
 - (iv) Academic deans and chairpersons.
 - (v) Supervisors/managers.
 - (vi) Coaches and assistant coaches.
3. Consolidation of formal complaints. The university may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Where a grievance process involves more than one complainant or more than one respondent, references in

this policy to the singular “party,” “complainant,” or “respondent” include the plural, as applicable.

4. Dismissal of formal complaint. The Title IX coordinator shall dismiss formal complaints that do not meet the following criteria.
 1. Mandatory dismissal.
 - (i) Would not constitute sexual harassment as defined in this policy even if proved.
 - (ii) The alleged sexual harassment did not occur in the university’s education program or activity.
 - (iii) The alleged conduct did not occur in the United States.
 2. Discretionary dismissal.
 - (i) Complainant notifies the Title IX coordinator in writing that they would like to withdraw the formal complaint.
 - (ii) The respondent is no longer enrolled or employed by the university.
 - (iii) Specific circumstances prevent the university from gathering sufficient evidence.
 3. The dismissal of a formal complaint shall be done simultaneously and in writing to the parties.
 4. A dismissal of a formal complaint may be appealed pursuant to paragraph (F)(10) of this policy.
 5. A formal complaint which is dismissed pursuant to this policy may be considered under a different university policy, such as policy 3356-2-3, “Discrimination/ harassment” or 3356-7-04, “Workplace and off-campus violence, threats, and disruptive behavior,” or under “The Student Code of Conduct.”
5. Informal resolution. At any time prior to reaching a determination regarding responsibility, the university may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication.
 1. Both parties’ voluntary, written consent to the informal resolution process is necessary. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.
 2. Informal resolution is not an option for resolving allegations that an employee or faculty member sexually harassed a student.
6. Investigation. The Title IX coordinator or designee is responsible for investigating formal complaints which meet the criteria of this policy.
 1. The burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the investigator and not on the parties.
 2. The respondent is not considered responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

3. The university shall not access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the university obtains that party's voluntary, written consent to do so for a grievance process under this section or as permitted by law.
 4. The parties shall have an equal opportunity to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence during the course of the investigation. All parties are free to discuss the allegations under investigation or to gather and present relevant evidence.
 5. All parties shall have the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice including an attorney. However, the advisor may not speak during any interview or proceedings, with the exception of the cross-examination portion of any hearing.
 6. Any party whose participation is invited or expected shall receive written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings with sufficient time for the party to prepare to participate.
 7. Both parties shall receive an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint so that each party can meaningfully respond to the evidence prior to conclusion of the investigation.
 8. Prior to completion of the investigative report, the investigator shall send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties shall have ten calendar days to submit a written response, which the investigator will consider prior to completion of the investigative report.
 9. The investigator shall make all evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination.
 10. The investigator shall create an investigative report that fairly summarizes relevant evidence and shall provide a copy, in electronic or hard copy format, to the parties and their advisors at least ten calendar days prior to any hearing. Either party can submit a written response to the investigator during these ten days.
7. Hearings. Formal complaints that are not resolved informally or dismissed will result in a live hearing.
1. The hearing will be scheduled by the office of student conduct and will be held before a Title IX decision-maker. Where the complainant and respondent are both employees and/or faculty members, the Title IX coordinator will convene the hearing.
 2. Live hearings may be conducted with all parties physically present in the same geographic location, or participants may appear at the live hearing virtually, with technology enabling participants simultaneously to see and hear each other.
 3. The decision-maker shall permit each party's advisor to ask the other party and any witnesses all relevant questions and follow-up questions, including those challenging credibility. Such cross-examination at the live hearing shall be conducted directly, orally, and in real-time by the party's advisor

of choice and never by a party personally.

4. At the request of either party, the hearing may occur with the parties located in separate rooms with technology enabling the decision-maker(s) and parties to simultaneously see and hear the party or the witness answering questions.
5. Only relevant cross-examination and other questions may be asked of a party or witness. Before a complainant, respondent, or witness answers a cross-examination or other question, the decision-maker shall first determine whether the question is relevant and explain any decision to exclude a question as not relevant. Parties may not challenge the relevancy determination of the decision-maker, except on appeal.
6. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.
7. If a party does not have an advisor present at the live hearing, the university shall provide, without fee or charge to that party, an advisor of the university's choice to conduct cross-examination on behalf of that party.
8. If a party or witness does not submit to cross-examination at the live hearing, the decision-maker(s) shall not rely on any statement of that party or witness in reaching a determination regarding responsibility, provided, however, that the decision-maker cannot draw an inference about the determination regarding responsibility based solely on a party's or witness's absence from the live hearing or refusal to answer cross-examination or other questions.
9. Credibility determinations shall not be based on a person's status as a complainant, respondent, or witness.
10. Parties are not required to divulge any medical, psychological, or similar privileged records as part of the hearing process.
11. The decision-maker shall create an audio recording for a live hearing and an audiovisual recording for a virtual live hearing. Such recording will be available to the parties for inspection and review upon written request to the convener.

8. Findings.

1. The hearing decision-maker shall issue a written determination simultaneously to the parties regarding responsibility/policy violation(s) and sanctions/discipline when responsibility/policy violation is found to have occurred. To reach this determination, the preponderance of the evidence standard (whether it is more likely than not that the alleged conduct occurred) will be used.
2. The determination regarding responsibility and sanction(s)/ discipline becomes final either on the date that the university provides the parties with the written determination of the result of the appeal, if an appeal is filed; or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

3. The written determination shall include:

- (i) Identification of the allegations potentially constituting sexual harassment.
- (ii) A description of the procedural steps which were followed starting with the formal complaint and continuing through determination.
- (iii) The finding of facts that support the determination.
- (iv) A conclusion applying the appropriate definition of the university's policy to the facts.
- (v) A rationale for the result of each allegation regarding the determination of responsibility.
- (vi) For respondents who are students, the hearing decision-maker shall consult with the vice president of student experience or their designee regarding sanctions. For respondents who are employees or faculty members the hearing decision maker shall consult with the chief human resources officer, or their designee, regarding discipline.
- (vii) Information regarding whether remedies designed to restore or preserve equal access to the university's education program or activity will be provided to the complainant. The Title IX coordinator is responsible for effective implementation of any remedies.
- (viii) The procedures and bases for the complainant and respondent to appeal the determination.

9. Sanctions/discipline.

1. Students.

- (i) Possible sanctions for student respondents: warning, conduct probation with or without loss of good standing, restitution, educational sanctions, residential suspension, university suspension, residential expulsion, university expulsion, revocation of admission and/ or degree, withholding degree, and fines.
- (ii) Serious misconduct is defined as any act of sexual assault, domestic violence, dating violence, stalking, sexual exploitation, or any assault that employs the use of a deadly weapon, as defined in division (A) of section 2923.11 of the Revised Code, or causes serious bodily injury. Students found responsible for violations of the serious misconduct policy will face, at minimum, a sanction of conduct probation with loss of good standing for one calendar year, preventing the student from participating in any extracurricular functions including athletics, student organizations, and student employment. After one year, students may petition the dean of students, or designee, for permission to participate in extracurricular activities and employment.

Students returning from a sanction of suspension will automatically be placed on conduct probation with loss of good standing for one calendar year, preventing the student from participating in any extracurricular functions including athletics, student organizations, and student employment. After one year, students may petition the dean of students, or designee, for permission to participate in extracurricular activities and employment.

- 2. Possible sanctions/discipline for employee or faculty respondents: employment probation, demotion or reassignment, suspension with or without pay for a specific period of time, termination of employment, ineligibility for rehire, and/or other sanctions or remedies as deemed appropriate under the

circumstances.

10. The appeal process.

1. Filing an appeal.

(i) Appeals are not a re-hearing of the allegation(s).

(ii) Only a complainant or respondent (referred to as party or parties) may request an appeal.

(iii) An appeal must be submitted in writing to the Title IX coordinator within five working days from receipt of a decision using the "Title IX Appeal Request Form" and include all supporting material.

(iv) A party may appeal the determination regarding responsibility, sanctions/discipline and/or the university's dismissal of a formal complaint or any allegations therein.

(v) There are four grounds for appeal:

(1) Procedural irregularity that significantly impacted the outcome of the matter (for example material deviation from established procedures). The appeal request must cite specific procedures and how they were in error; and/or

(2) New evidence that was not reasonably available at the time the original decision was made that could have affected the outcome. A summary of this new evidence and its potential impact must be included in the request. (Note: Failure to participate or provide information during an investigation or hearing, even based on concern over a pending criminal or civil proceeding, does not make information unavailable during the original investigation or hearing); and/or

(3) The Title IX coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter. The appeal must cite specific examples of how the bias affected the outcome.

(4) The discipline/sanction(s) imposed are substantially outside the parameters or guidelines set by the university for this type of violation or the cumulative conduct record of the responding party.

2. Title IX appellate review officer (hereinafter referred to appellate review officer). Upon receipt of a request for appeal, the Title IX coordinator will designate a Title IX appellate review officer as follows:

(i) Appeals where the respondent is a student, the appellate officer will be either the vice president for student affairs or their designee or a deputy Title IX coordinator who did not participate in the investigation or hearing.

(ii) Appeals where the respondent is a faculty member or employee, the appellate officer will be either the chief human resources officer or their designee or a deputy Title IX coordinator who did not participate in the investigation or hearing.

(iii) The appellate officer cannot be the investigator, Title IX coordinator, or the person who acted as the decision-maker regarding the determination of responsibility/policy violation, or dismissal.

3. Appeal procedures:

(i) Generally, within five business days after receipt of the request for appeal by the appellate review officer, the appellate review officer will conduct an initial review of the appeal request(s) to determine whether the appeal is timely and satisfies the grounds for appeal.

(ii) If the appeal request is not timely or does not satisfy the grounds for appeal, the appeal request will be denied, the parties will be notified, and the finding and sanction or responsive action/remedies will stand. The decision not to accept an appeal request is final and is not subject to further appeal.

(iii) If the appeal request is timely and meets the ground for appeal, the Title IX coordinator will notify the parties that the appeal has been accepted and will notify the non-appealing party that they may file a response within three business days from notification.

(iv) The appellate review officer will then review the issues presented in the appeal and any response(s).

(v) The standard on appeal is whether there is relevant evidence/information such that a reasonable person would support the decision(s).

(vi) The appellate review officer can take one of the following actions:

(1) Affirm the original findings;

(2) Remand the case to the original investigators or hearing panel for consideration of new evidence or to remedy a procedural irregularity;

(3) Remand the case to a new investigator in a case of bias. The appellate review officer, may order a new investigation with a new investigator or hearing panel; or

(4) Administratively alter the finding if bias, procedural irregularity or new evidence, unknown or unavailable during the original investigation, substantially affected the original finding, and the associated sanctions or responsive action.

(vii) Decisions rendered by the appellate review officer or actions taken following the decisions appellate review officer's decision are final and not subject to further appeal.

(viii) Cases that are sent back to the investigator or hearing panel are not eligible for a second appeal.

G) Article VI. Academic integrity violation procedures

1. General.

1. Academic honesty is essential to the educational process and serves to protect the integrity of the university community. Therefore, all members of the university community have a responsibility for maintaining high standards of honesty and ethical practice. Cheating, plagiarism, and other forms of academic dishonesty constitute a serious violation of university policy, as outlined in paragraph (D) of this policy. Students should consult with the faculty member if they are not sure what may constitute a violation of the academic integrity policy.
2. Students suspected of violations of the academic integrity policy may be charged with a violation of university policy under the student conduct standards as outlined in paragraph (D)(1) of this policy. Cases of alleged violations of the academic integrity policy shall be resolved as outlined in this paragraph.
3. The process outlined in this paragraph is the only approved process by which faculty members can address alleged violations of the academic integrity policy. Failure to follow this process or use of any process other than this will result in nullification of any charges against the student and nullification of any sanctions levied against the student. If, following nullification of the charges and sanctions, the faculty member refuses to rectify the impacted grades or assignments, the student has the right to file a grievance against the faculty member. Any internal college, departmental, or program processes used to address alleged violations of policy or concerns about student conduct are secondary to the processes outlined herein.

2. Academic integrity conference.

1. After the faculty member has gathered evidence of a possible violation, they shall notify the student within two university working days in writing, via university email, of the allegations and invite the student to participate in an academic integrity conference. The faculty member and student may hold the conference without written notification. This academic integrity conference shall occur within five university working days of the written notification to the student.
2. The academic integrity conference is the first step in this process, and serves to provide the student with the opportunity to discuss the allegations made by the faculty member. During this meeting, the student should have the opportunity to address the allegations, and to review all relevant information and documentation to the allegations.

In situations where the course is taught primarily online and/or where the student is unable to physically present for the academic integrity conference, the meeting may be conducted via email, phone, or video conference, as appropriate. The faculty member may consult with the judicial chair of the academic grievance subcommittee or the office of community standards and student conduct for direction in such situations.

3. If, after meeting with the student, the faculty member determines that no violation of the academic integrity policy occurred and/or the student is not responsible for a violation of the academic integrity policy, the faculty member can dismiss the charges by not filling out the academic integrity form.
4. If the faculty member concludes that the student is responsible for a violation of the academic integrity policy, the faculty member shall select an appropriate sanction, as outlined in paragraph (F)(3) of this policy, and will complete the academic integrity form. While the student may sign the form

immediately, they have up to five university working days to do so. The student has the option to accept the charge but contest the sanction, or they can agree to both the charge and sanction.

5. If the student signs the academic integrity form, acknowledging responsibility for the alleged violation and accepting the sanction, the decision is final and there is no appeal process.

- (i) The student will return the form to the faculty member. The faculty member will sign the form, and will submit copies of any documentation or statements with the academic integrity form.

- (ii) The faculty member will forward the form to the departmental chairperson for their signature, acknowledging the case has been brought to their attention. The chairperson has the option to submit a written statement to be included with the academic integrity form.

- (iii) The chairperson will then forward the form and all documents to the dean for their signature, acknowledging the case has been brought to their attention. The dean has the option to submit a written statement to be included with the academic integrity form.

- (iv) The dean will then forward the form and all documents to the office of community standards and student conduct to be placed in the student's file.

- (v) The dean of graduate studies will be notified and provided a copy of the form and all documents for cases involving graduate students.

- (vi) No further action is required unless the recommended sanction includes program removal, suspension, or expulsion. In cases where one of these sanctions is recommended, the case will be forwarded to the judicial chair of the academic grievance subcommittee for review.

3. Failure to appear, respond or sign.

1. If the student fails to respond to the faculty member's request for an academic integrity conference, or fails to attend an academic integrity conference within five university working days of notice by the faculty member, the following will occur:

- (i) The faculty member will complete and sign the academic integrity form without the student's signature. They will then submit the form along with copies of any documentation or statements to the chairperson for their signature, acknowledging the case has been brought to their attention. The chairperson has the option to submit a written statement to be included with the form.

- (ii) The chairperson will then forward the form and all documents to the dean for their signature, acknowledging the case has been brought to their attention. The dean has the option to submit a written statement to be included with the form.

- (iii) The dean will then forward the form and all documents to the office of community standards and student conduct to be placed in the student's file. The office of community standards and student conduct will then forward the academic integrity form and all documents to the judicial chair of the academic grievance subcommittee for further action.

- (iv) The dean of the college of graduate studies will be notified and provided a copy of the form and all documents for cases involving graduate students.

2. If the student declines to accept responsibility for the charges and/or declines to accept the sanctions selected by the faculty member, the faculty member should complete the form as outlined in this paragraph.
4. Academic grievance subcommittee referrals.
 1. If the student declines to accept responsibility for the charges, and/or declines to accept the sanctions selected by the faculty member, the case will be referred to the office of community standards and student conduct and forwarded to the judicial chair to initiate a hearing before the academic grievance subcommittee.
 2. Regardless of whether the academic integrity form is signed, in cases where program removal, suspension, or expulsion is recommended by the faculty member, the case will be referred to the office of community standards and student conduct and forwarded to the judicial chair to initiate a hearing before the academic grievance subcommittee. A representative from the office of community standards and student conduct must be present at all such hearings to serve in an advisory capacity.
5. Academic grievance subcommittee structure.
 1. Judicial chair. Associate provost for academic administration or designee appointed by the provost.
 2. Faculty members are appointed by the academic senate and serve a two-year term. One faculty member shall be selected from each of the six colleges. At least three of these appointees will have graduate faculty status. In cases involving graduate matters, only graduate faculty will be appointed. Six faculty members with graduate faculty status will be appointed by graduate council to hear cases involving graduate students.
 3. Undergraduate student members are appointed by the dean of students, or designee, and may serve up to three years on the subcommittee. In addition, six graduate students (preferably one from each college) will be appointed by the graduate council to hear cases involving graduate students.
 - (i) Students must complete an application available through the office of community standards and student conduct.
 - (ii) At least one undergraduate student member is selected from each of the six colleges.
 - (iii) Students must have a minimum GPA of 2.5 for undergraduate students and a 3.0 for graduate students.
 - (iv) Students must not have a previous student conduct record.
 - (v) Students should be sophomore status or above.
6. Academic grievance subcommittee hearing procedures.
 1. In cases where the student failed to respond to a request from the faculty member for an academic integrity conference, cases where the student failed to return the signed academic integrity form to the faculty member within the given timeframe, cases wherein the student disputes the charges or sanctions, or in cases when the faculty member recommends program removal, suspension, or expulsion, a hearing by the academic grievance subcommittee is initiated.

2. Within five university working days of receiving the academic integrity form and any supporting documentation of evidence from the faculty member, the judicial chair, or designee, shall contact the student involved and request a statement and any documentation or evidence they would like to have considered in the hearing. The student will have five university working days to submit these items to the office of community standards and student conduct.
3. Within two university working days of receiving the statement and evidence, the judicial chair, or designee, shall distribute copies of the academic integrity form and any documentation or evidence produced by the student and faculty member to the academic grievance subcommittee members, the student, faculty member, department chairperson, and appropriate dean. The academic integrity form, course syllabus (submitted by the faculty member, student, or both), and any documentation or evidence produced by the student, faculty member, chairperson, or dean compose the academic integrity hearing packet.
4. A hearing date, time, and location for the academic grievance subcommittee hearing will be established by the judicial chair, or designee. Academic grievance subcommittee members shall have a minimum of three university working days to review all written materials in the academic integrity hearing packet. The hearing notice shall be sent to the parties directly involved in the grievance procedure, excluding advisors and witnesses. Parties directly involved include:
 - (i) Faculty/student. The party who files the academic integrity form and the party who is alleged to have violated the academic integrity policy. If either party cannot or refuses to attend the hearing, they may provide written or recorded statements to be submitted for evidence. Faculty members are permitted to have a substitute who will exercise all the rights and responsibilities of the absent faculty member.
 - (ii) Department chairperson. The chairperson of the department in which the faculty member resides. The chairperson's attendance is optional. If the chairperson is in attendance they will be brought in to speak with the hearing panel after the presentation of information by the faculty member and student and without the faculty member or student present. The chairperson's role in the hearing is to provide information on any knowledge they have of the case as well as to provide insight into and clarify any questions regarding the culture of the department or expectations of students in the department.
 - (iii) Dean. The dean of the college in which the faculty member's department is housed. The dean's attendance is optional. In addition, the dean of graduate studies has the option to attend in cases that involve graduate students and graduate faculty members. If the dean is in attendance, they will be brought in to speak with the hearing panel after the presentation of information by the faculty member and student and without the faculty member or student present. The dean's role in the hearing is to provide information on any knowledge they have of the case as well as to provide insight into and clarify any questions regarding the culture of the department or expectations of students in the department.
 - (iv) Academic grievance subcommittee hearing panel members. Derived from the membership of the student academic grievance subcommittee of the academic senate. At minimum, each hearing panel consists of three faculty members, three undergraduate students, and the judicial chair. In hearings involving allegations against a graduate student, graduate college representatives will form the hearing panel. The hearing panel conducts the formal hearing and renders a decision. No member of a hearing panel will hear a case directly involving themselves.
 - (v) Advisors. The student and the faculty member may each avail themselves of the services of an advisor throughout the academic integrity process. An advisor may be drawn from within or outside the university community. Advisors may not present testimony or speak on behalf of the party whom they

are advising. They are permitted, however, to give notes or whisper instructions/advice to the party whom they are advising. Examples of advisors include a parent/guardian, attorney, clergy, other faculty member, or coach. The advisor may not be the chairperson or dean for the college in which the faculty member or student is housed. In situations where a graduate assistant is considered the instructor of record and is the party who submitted the academic integrity form, the chairperson may serve as an advisor to the graduate assistant and is permitted to stay throughout the hearing.

In cases in which the student is a dully enrolled high school and university student (through the Youngstown early college or the college credit plus program), the student may have both a parent/guardian and a secondary advisor present for the hearing.

(vi) Witness(es). Witnesses who have something to add to the hearing either in support of the faculty member or student are permitted. While the number of witnesses is not limited, the number of witnesses that present repetitive testimony may be limited at the discretion of the judicial chair.

5. If the student or faculty member is unable to be physically present for the hearing, then both the faculty member and student will be made available for the hearing through the same electronic means to provide equal treatment to all parties. This may include either teleconference or video conferencing platforms, as deemed appropriate by the judicial chair.

7. Rights of hearing parties.

1. The following rights are guaranteed to the student and the faculty member:

(i) The right to be present.

(ii) The right to be accompanied by an advisor of their choice.

(iii) The right to speak in support of their argument.

(iv) The right to bring witnesses in support of their case.

(v) The right to present any relevant information directly supporting their written items in the academic integrity packet, including oral testimony.

(vi) The right to refute information presented.

(vii) The right to consult with the judicial chair or the office of community standards and student conduct regarding the hearing, their testimony or the presentation of any testimony in support of their case.

2. The judicial chair has the right to:

(i) Limit the amount of time testimony is presented by any given individual;

(ii) Remove disruptive individuals from the room;

(iii) Ensure that only the members of the hearing panel, student, and faculty member are present in the room;

(iv) Ensure that all witnesses remain outside the hearing room and are brought in and dismissed after

their testimony is presented;

(v) Extend the timeline for the hearing process.

8. Deliberation and findings.

1. The hearing panel shall meet in closed session to review the information presented and reach a decision. The hearing panel shall vote using secret ballots tallied by the judicial chair. The judicial chair will only vote in circumstances of a tie among the hearing panel members.
2. If the hearing panel determines that the student is responsible for a violation of the academic integrity policy, the hearing panel may consider previously resolved cases (on file with the office of community standards and student conduct) involving the student when assigning an appropriate sanction. The judicial chair will present such information to the hearing panel only after a determination of responsibility on the case in question has been reached.

The standard of proof utilized in all university student conduct proceedings shall be a preponderance of evidence. Preponderance of the evidence is known as the balance of probabilities, met if the proposition is more likely to be true than not true. Effectively, the standard is satisfied if there is greater than fifty per cent chance that the proposition is true.

3. Both parties shall be informed of the hearing panel's decision in writing within three university working days. This statement shall be prepared and signed by the judicial chair and forwarded to the office of community standards and student conduct, the graduate school dean when appropriate, the provost and all parties directly involved in the hearing, except advisors and witnesses.

(i) Notice of the hearing panel's decision ends the academic grievance subcommittee's involvement in the disposition of the case.

(ii) A file of all pertinent documents for all academic integrity hearings shall be kept by the office of the provost and the office of community standards and student conduct.

(iii) Any change of grade as a result of the hearing panel's decision should be made by the faculty member and signed by the respective chairperson and/or dean within five university working days. If the faculty member, chairperson and/or dean refuse to sign the grade change form, then the provost will do so.

9. Appeals.

1. Only students may appeal the decision of the academic grievance subcommittee regarding for cases involving alleged violations of the academic integrity policy. The appeal can only be based on procedural violations and must be submitted within five university working days from the date on which the student was notified of the hearing panel's decision. The request for an appeal is submitted in writing to the judicial chair.
2. The judicial chair will forward the written appeal to the academic senate executive committee within two university working days.

(i) If the academic senate executive committee determines that no procedural violations occurred or that any procedural violations were minor and did not affect the original hearing panel's decision, the original hearing panel's decision is upheld and the case is closed.

(ii) If the academic senate executive committee determines that procedural violations may have occurred and were potentially substantive enough to have affected the hearing panel's decision, the case will be referred to a three-person appellate hearing panel consisting of one student and two faculty members. This appellate hearing will take place within twelve university working days of receipt of the written appeal.

3. Appellate hearing panel.

(i) No member of the appellate hearing panel will hear a case directly affecting themselves.

(ii) Prior to the appellate hearing, members of the appellate hearing panel shall review all relevant documents.

(iii) The chair of the appellate hearing panel shall inform both parties of the decision as soon as reasonably possible. A written statement of the decision shall be prepared and signed by the chair of the appellate hearing panel, forwarded to the student, faculty member, the office of community standards and student conduct, and office of the provost within five university working days of the decision via university email.

(iv) A file of all pertinent documents for all appeals shall be kept by the office of community standards and student conduct and/or the office of the provost.

(v) The decision reached by the appellate hearing panel is final and may not be appealed.

4. At the discretion of the chair of the appellate hearing panel, the timeline under the appeal process may be extended.

5. If the appeal results in a grade change, the grade change form should be completed by the faculty member and signed by the respective chairperson and/or dean within three university working days. If the faculty member, chairperson, and/or dean refuse to sign the grade change form, then the provost will do so.

10. Sanctions. Sanctions for violations of the academic integrity policy may include, but are limited to, the following:

1. Issuing an official warning.
2. Lowering the grade on the exam, paper or assignment in question.
3. Lowering the final grade for the course.
4. Requesting additional action from the academic grievance subcommittee, including removal from a course, removal from an academic program, university suspension, or expulsion.
5. Other sanctions as deemed appropriate by the faculty member. The faculty member may consult with the judicial chair, the office of community standards and student conduct, chairperson or dean regarding appropriate sanctions.

11. Role of the student conduct administrator (SCA). The student conduct administrator, or designee, has the following responsibilities with regards to all cases involving alleged violations of the academic integrity policy.
 1. To create/maintain a student conduct file containing the completed academic integrity form and supporting documents.
 2. To expunge all records as outlined in this policy.
 3. In cases where the academic integrity form is completed by all parties, they will acknowledge receipt of this form by emailing the student, faculty member, chairperson, and dean with a letter that details the resolution of the case.
 4. In cases where the student has already been found responsible for a previous academic integrity violation, any additional violation will result in a review of all cases by the office of community standards and student conduct for possible additional charges and sanctioning.

H) Article VI. Section 3345.22 of the Revised Code, the “1219 hearing” process

1. Background. Disruptive behavior and the “1219” procedure. The Ohio campus disruption act, also known as Ohio House Bill 1219, is codified in sections 3345.22 and 3345.23 of the Revised Code. The purpose of the law is to protect university students, faculty, staff, and other members of the campus community from crimes of violence committed near the university or upon people or property at the university.

A “1219 hearing” is appropriate when a student is arrested for a crime of violence committed on or near the university. If a student is convicted of an offense of violence that occurred on or near the university, the student will be automatically suspended pursuant to section 345.23 of the Revised Code. The purpose of the “1219 hearing” is to remove students from campus who may be a threat to the safety and security of the student body or campus community.

2. Definition of a “crime of violence.” There are over thirty crimes of violence considered violations of the “1219” law, including but not limited to the following: arson, assault, burglary, domestic violence, discharged firearm, felonious assault, gross sexual imposition, inciting to violence, inducing panic, intimidation, kidnapping, menacing, murder, rape, riot, robbery, sexual battery, and voluntary manslaughter.
3. Jurisdiction of the “1219 hearing.”
 1. If a student is arrested for a crime of violence referenced in division (D) of section 3345.23 of the Revised Code, they may be temporarily suspended from the university according to “The Student Code of Conduct,” which is referred to as an interim suspension. This suspension will last during the process of the “1219 hearing” and continue until the student meets with the office of community standards and student conduct. The results of the “1219 hearing” discussed in this paragraph does not alter the student’s status under an interim suspension.
 2. A “1219 hearing,” which is distinctly separate from a conduct conference or a student conduct board hearing, will be held shortly after a student’s arrest for a crime of violence. The hearing can be continued for good cause. The purpose of the “1219 hearing” is to determine by a preponderance of the evidence whether the student committed an offense of violence.
 3. If the referee, as appointed by the university (office of the general counsel), finds that the student did commit an offense of violence on or near the university, the referee will then determine if the student should be under strict probation or suspended from the university pending the outcome of the criminal

case. However, as previously noted, if the student is under an interim suspension, the student will remain suspended, even if they only receive strict probation from the referee, until the conclusion of the student conduct process administered by the office of community standards and student conduct.

4. Following the “1219 hearing,” the criminal case outcome will determine the student’s status under section 345.23 of the Revised Code. If the student is convicted of an offense of violence in the criminal case, the student will be suspended from the university for at least one year.
 5. Upon acquittal, or upon any final judicial determination not resulting in conviction of an offense of violence, the “1219” suspension automatically terminates and the student in question shall be reinstated and the record of the “1219” suspension expunged from the person’s university record. The criminal process and “1219 hearing” are separate. The outcome of the “1219 hearing” has no bearing on the criminal case.
 6. When a student is found not guilty, they may return to school, but upon conclusion of the “1219 hearing” and possibly while the criminal case is still underway, the university may, and in nearly all cases, will initiate the student conduct process. The student may also be under the restriction of an interim suspension. If the student is not under an interim suspension or has been found not responsible of a violation of “The Student Code of Conduct,” the student would be permitted to return to school.
 7. If the student is found guilty at the criminal trial for an offense of violence on or near the university, they will be suspended from Youngstown state university for the period of one year. The student will receive a written notice of the suspension from the office of community standards and student conduct. The student must receive approval from the board of trustees to be permitted to return to the university. This one-year suspension will still be imposed even if the student is found not responsible for a violation of “The Student Code of Conduct.”
4. The “1219 hearing” process. The “1219 hearing” will be an adversary proceeding. Unlike a student conduct hearing, a “1219 hearing” will be conducted by a referee appointed by the university. A university attorney will present the evidence at the hearing on behalf of the university. The student has the right to:
1. Be represented by an attorney.
 2. To cross-examine witnesses called by the state (the university).
 3. Call upon their own witnesses.
 4. To present evidence.
 5. To give a statement (but not required to do so). If the student does not appear at the hearing, the student will be suspended. In the absence of a waiver of the right against compulsory self-incrimination, the testimony of a student whose suspension is being considered, given at the hearing, shall not subsequently be used in any criminal proceeding against the student.
5. Burden of proof. Preponderance of the evidence is the standard used for all “1219 hearings.” Preponderance of the evidence is known as the balance of probabilities met if the proposition is more likely to be true than not true. Effectively, the standard is satisfied if there is greater than fifty per cent chance that the proposition is true. The referee must find that the student committed the offense by a preponderance of the evidence.

I) Article VII. Parental/guardian notification policy

Youngstown state university is committed to an educational environment that promotes the safety, responsible decision-making, and social and intellectual development of all students. Furthermore, the university is concerned with taking a proactive approach in regards to students who may be experiencing problems with alcohol or other drugs. It is the policy of Youngstown state university to notify parents of students under twenty-one years of age if such students have been found responsible for violating institutional policies regarding alcohol or other drugs, to create a positive support network for students.

1. Parameters.

1. This policy will be applied in situations where students under the age of twenty-one have been found responsible for a violation of university policies regarding drugs or alcohol.
2. The office of community standards and student conduct shall be responsible for administering all procedures of the parental/guardian notification policy.

2. Procedures.

1. Parents/guardians shall be notified when the underage student is found responsible for a violation of the drug or alcohol policies.
2. The dean of students, or designee, may make an exception to the parental/guardian notification policy if in their judgment it is determined that harm would come to the student because of parental/guardian notification.
3. The notification will be provided in writing from the office of community standards and student conduct and will be mailed to the student's home address.
4. The notification letter will inform parents or guardians that their student has been found responsible for a violation of an alcohol or drug policy. Included with the letter will be answers to frequently asked questions. Parents or guardians will be encouraged to discuss the incident with the student.
5. The office of community standards and student conduct will be responsible for responding to questions from parents/guardians. If a parent or guardian is interested in reviewing their student's conduct file, the student generally must sign a waiver to release this information. There are exceptions to this that will be determined on a case-by-case basis.

J) Article VIII. Interpretation and revisions

Any question of interpretation or application regarding "The Student Code of Conduct" shall be referred to the student conduct administrator for final determination.

"The Student Code of Conduct" shall be reviewed every three years under the direction of the student conduct administrator. Any member of the university community may recommend a change to "The Student Code of Conduct" to the dean of students, or designee. The dean of students, or designee, shall distribute the recommendation to the appropriate areas and gather feedback. If the change is endorsed by the dean of students, or designee, the change shall be presented to the board of trustees for adoption.

K) Glossary of terms when used in “The Student Code of Conduct”

1. The term “due process” is an assurance that all accused students will receive notice of charges, notice of the evidence to be used against them, and the opportunity to participate in a hearing prior to the deprivation of any educational property interest.
2. The term “academic grievance subcommittee” is a group of university students and faculty selected and trained to adjudicate hearings wherein a student has allegedly violated the academic integrity policy for the university. Each hearing has a hearing panel consisting of at least six members from the academic grievance subcommittee.
3. The term “appellate hearing panel” shall mean any person or persons authorized on a case-by-case basis by the student conduct administrator to consider a request for appeal from a student conduct body’s determination that a student has violated “The Student Code of Conduct” or from the sanctions imposed by the student conduct body.
4. The terms “can,” “may,” or “should” specify a discretionary provision of “The Student Code of Conduct.”
5. The term “complainant” shall mean any party harmed by the actions of a student who allegedly violated “The Student Code of Conduct.”
6. The term “deputy conduct officer’ shall mean a university official authorized on a case-by-case basis by the student conduct administrator to review complaints, determine responsibility, and impose sanctions upon students found to have violated “The Student Code of Conduct.”
7. The term “faculty member” shall mean any person employed by the university to conduct classroom or teaching activities or who is otherwise considered by the university to be a member of its faculty. In certain situations, a person may be both “student” and “faculty member.” One’s status in a situation shall be determined by the relevant circumstances.
8. The terms “file” or “records” mean information relating to a current or former student which is stored in a fashion that facilitates recovery of that information by reference to the individual in whatever form or medium such gathering of information is created, kept, or maintained.
9. The term “function” shall mean all student activities or events occurring at the university or sponsored by registered student organizations, groups, or members of the academic community.
10. The term “group” shall mean a number of students who are associated with each other and who have not complied with university requirements for registration as an organization.
11. The terms “hearing panel” or “hearing panel members” shall mean individuals who have been selected or assigned to adjudicate a hearing. These individuals are selected from a trained body, including the student conduct board and the academic grievance subcommittee.
12. The term “hearing panel advisor” shall mean the student conduct administrator, or designee, or appointee. The hearing panel advisor has responsibility for ensuring that policies and procedures within this document are adhered to within any student conduct process. The hearing panel advisor may be involved in any part of the student conduct process, and may provide input or answers, or otherwise answer questions asked by any parties.

13. The term “may” is used in the permissive sense.
14. The term “member of the university community” shall include any person who is a student, faculty member, university official, any other person employed by the university, or any person lawfully present on university premises.
15. The term “organization” shall mean a university-registered student organization which as complied with formal requirements of official registration.
16. The term “policy” shall be defined as the written regulations of the university as found in, but not limited to, “The Student Code of Conduct,” “Resident Handbook,” the university website, undergraduate/graduate catalogs, university policies, and board of trustees’ policies.
17. The term “respondent” shall mean any student accused of violating “The Student Code of Conduct.”
18. The terms “shall,” “must,” “will,” or “is required” specify a mandatory requirement of the code.
19. The term “student” shall include all persons registered for courses, seminars, and workshops at the university, either full-time or part-time, pursuing undergraduate, graduate, professional studies, or continuing education programs. Also included are those individuals accepted for admission or living in the residence halls, whether enrolled at the university.
20. The term “student conduct administrator” is the dean of students, or designee, who shall be responsible for the administration of the code and the university student conduct process.
21. The term “student conduct board” is a group of university students, staff, and faculty selected and trained to adjudicate hearings wherein students have allegedly violated university policy. Each hearing has a hearing panel consisting of three members from the student conduct board.
22. The term “student conduct body” shall mean student conduct officer, any deputy conduct officer, or any hearing panel of the student conduct board authorized by the student conduct administrator to determine whether a student has violated “The Student Code of Conduct” and to recommend imposition of sanctions.
23. The term “student conduct officer” is the assistant dean of students for community standards, advocacy, and conduct who is the university official assigned to serve as the primary charging administrator by the student conduct administrator to review complaints, determine responsibility, and impose sanctions upon students found to have violated “The Student Code of Conduct.”
24. The terms “university” or “institution” mean Youngstown state university and collectively those responsible for its operation.
25. The term “university premises” shall be defined as all land, buildings, facilities, and other property in the possession of or owned, used, or controlled by the university including adjacent streets, sidewalks, and parking lots.
26. The term “university official” shall mean any person employed by, appointed to, authorized to act on behalf of or performing administrative or professional work for the university.
27. The term “university working day” refers to any day of the week excluding Saturdays, Sundays, or official holidays.

28. The term “weapon” shall have the same meaning as in university policy 3356-7-03 concerning weapons on campus (rule 3356-7-03 of the Administrative Code).
29. All other terms have their natural meaning unless the context otherwise dictates.

Legal Sanctions

The possession, distribution and/or consumption of illegal drugs are prohibited on the YSU campus. Persons who are discovered to be in possession of illegal drugs can be charged criminally under the applicable state or federal statutes, and may also be charged administratively under university policies. Youngstown State University is committed to promoting and maintaining a work and academic environment that is free from illegal drug use. The university complies with all federal, state and local laws.

Regulations Governing Alcoholic Beverages

State of Ohio Guidelines

The Ohio Revised Code section 4301 states:

- 1.) It is unlawful for any person under 21 years of age to purchase, consume, possess or transport any intoxicating liquor.
- 2.) It is unlawful to knowingly and falsely misrepresent one's age to obtain alcoholic beverages or to represent that another is of legal age for such purpose.
- 3.) It is unlawful to have in one's possession in a public place an open container of beer or intoxicating liquor.
- 4.) It is unlawful to consume any beer or intoxicating liquor in a motor vehicle.
- 5.) No person shall furnish or buy or contribute money to the purchase of alcohol for an underage drinker; and it is illegal to use false identification or provide false identification in the purchase of alcoholic beverages.

Under local, state and federal laws, it is a crime to do any of the following:

A. Underage Drinking

- 1.) Possess, purchase, order, pay for, or share cost of alcohol if you are under 21.
- 2.) Consume alcohol if under 21.
- 3.) Sell, buy or furnish alcohol to anyone under 21.
- 4.) Allow anyone under 21 who possess or consumes alcohol to remain in your residence.

B. False Identification

- 1.) Show or give false information about your name, age or other identification to purchase or obtain alcohol if you are under 21.
- 2.) Provide false information about the name, age or other identification of another person under 21 to purchase or obtain alcohol for that person.

C. Open Container

- 1.) Have an open container of alcohol in your possession in any unlicensed public place.

- 2.) Have an open container of alcohol in your possession while driving or riding in or on a motor vehicle.
- 3.) Have an open container of alcohol in your possession while in or on a motor vehicle that is parked in or on a highway, street or other place open to the public for parking.

D. Transportation

- 1.) If you are under 21, you are considered to be driving under the influence if your blood alcohol level is .02 or higher and .08 at age 21. Refusing an alcohol test will result in an immediate administrative license suspension.
- 2.) Consume alcohol while in a motor vehicle.
- 3.) Drive while under the influence of alcohol.
- 4.) Be in physical control of a vehicle while drinking or under the influence of alcohol.

E. Disorderly Conduct

- 1.) Engage in conduct that offends, inconveniences, annoys or alarms others or that poses a risk of physical harm to yourself, to others or to property while you are voluntarily intoxicated.

F. Alcohol Sales

- 1.) Hold an event where alcohol is sold, or an event where alcohol is provided without charge but there is an entrance fee, cover charge or other fee without an appropriate permit. More information on liquor permits can be located at <http://www.com.ohio.gov/liqr>.

You must also have permission to serve alcohol on campus from the appropriate university authorities.

Illicit Drugs

- 1.) Selling or offering to sell any controlled substance, or preparing or packaging any controlled substance for sale.
- 2.) Distributing any controlled substance.
- 3.) Knowingly obtaining, possessing or using a controlled substance.

State of Ohio Criminal Sanctions

A.

Underage Drinking:

Ohio Revised Code section 4301.63 provides that no person under the age of 21 shall purchase/possess/consume beer or intoxicating liquor.

Penalty for Violation: A fine of not less than \$25.00 but not more than \$100.00 may be imposed. The court may order that the fine be paid by the performance of public work at a reasonable hourly rate established by the court, and may specify the designated time in which the public work shall be completed.

B.

False identification used to purchase alcohol for someone under 21: Ohio Revised Code section 4301.633 provides that no person shall knowingly furnish any false information as to the name, age or other identification of any other person under 21 years of age for the purpose of obtaining or with the intent to obtain, beer or intoxicating liquor for a person under 21 years of age, by purchase or as a gift.

Penalty for Violation:

Misdemeanor of the first degree. The maximum penalty is imprisonment for not more than 6 months and a fine not more than \$1000.00.

C.

False identification used to purchase alcohol by someone under 21: Ohio Revised Code section 4301.634 provides that no person under the age of 21 years shall knowingly show or give false information concerning the person's name, age or other identification for the purpose of purchasing or otherwise obtaining beer or intoxicating liquor in any place in this state where beer or intoxicating liquor is sold under a permit issued by the division of liquor control or sold by the division.

Penalty for Violation:

Misdemeanor of the first degree.

Punishable by up to 6 months imprisonment and fines up to \$1000.00. If a false or altered identification card was used in commission of a violation of O.R.C section 4301.634, the punishment is a first degree misdemeanor with a fine of at least \$250.00 to \$1000.00 and up to six months imprisonment.

D.

Open container in a motor vehicle: Ohio Revised Code section 4301.64 prohibits the consumption of beer or intoxicating liquor in a motor vehicle.

Penalty for Violation:

Misdemeanor of the fourth degree punishable by up to 30 days imprisonment and a fine up to \$250.00.

E.

Furnishing or selling alcohol to someone under 21: Ohio Revised Code section 4301.69(A) prohibits any person from selling or furnishing beer or intoxicating liquor to any person under 21 years of age, or buying it for any person under the age of 21.

Penalty for Violation:

Misdemeanor punishable by a fine of at least \$500.00 but not more than \$1000.00, and in addition imprisoned for up to six months.

F.

Underage purchase, possession or consumption of alcohol: Ohio Revised Code section 4301.69(E) provides that no underage person shall knowingly order, pay for, share the cost of, attempt to purchase, possess or consume any beer or intoxicating liquor in any public or private place or knowingly be under the influence of any beer or intoxicating liquor unless he or she is accompanied by a parent or legal guardian who is not an underage person, or unless the beer or intoxicating liquor is given for religious purposes or by a physician for medical purposes.

Penalty For Violation: Misdemeanor of the first degree. The maximum penalty is imprisonment for not more than six months and a fine up to \$1000.00.

G.

Driving while intoxicated: Ohio Revised Code section 4511.19 prohibits any person from driving a motor vehicle while under the influence of alcohol or drugs.

Penalty for Violation:

Misdemeanor of the first degree, the maximum penalty for which is a jail term of up to 6 months and a fine up to \$1000.00. In addition, the court may impose additional fines, community rehabilitation or intervention programs, and suspend or revoke the offender's driver's license. Additional penalties exist for repeat offenders.

H.

Selling or distributing illicit drugs: Ohio Revised Code section 2925.03 prohibits any person from selling or offering to sell any controlled substance, preparing or packaging any controlled substance for sale, or distributing any controlled substances.

Penalty for Violation:

Anyone who violates this statute is guilty of drug trafficking. Violation of this statute is a felony, the level of which depends on the specific criteria set forth in section 2925.03(C), including type and weight of the drug. The minimum penalty for a fifth degree felony can include 12 months in jail and/or a fine up to \$2,500.00. The maximum penalty for a first degree felony can include imprisonment up to 10 years and a fine up to \$20,000.00.

I.

Possessing or using illicit drugs: Ohio Revised Code section 2925.11 prohibits any Person from knowingly obtaining, possessing or using a controlled substance.

Penalty for Violation:

Violation of this statute is drug abuse, which may be a misdemeanor or felony depending on the specific criteria set forth in section 2925.11. The minimum penalty is punishable by imprisonment of up to 30 days and a fine up to \$250.00. The maximum penalty, a first degree felony, is punishable by up to 10 years in prison and a fine up to \$20,000.00.

This information is provided as a general summary of the major applicable laws. Laws frequently are amended and reinterpreted, and the application of law to specific situations generally requires an analysis of all the facts and circumstances. This information should not be substituted for specific legal advice. For more information on the listed statutes, or the Ohio Revised Code, visit codes.ohio.gov/orc/.

If you are charged with a crime, it is a good idea to seek advice of an attorney. The Youngstown State University Student Code of Conduct and university policies and rules are campus behavior and safety standards that may result in sanctions, educational outcomes or penalties that are independent of any criminal considerations.

Violation of the laws referenced previously may also be a violation of the Youngstown State University Student Code of Conduct and university policies and rules and could result in university sanctions. It should also be noted that the university's expectations for appropriate behavior are higher than those under the law.

Federal Drug laws

Federal law prohibits the trafficking and illegal possession of controlled substances as outlined in Title 21 of the United States Code, Sections 841 and 844.

Depending on the amount possessed, the first offense maximum penalties for trafficking marijuana range from five years imprisonment with a \$250,000.00 fine; to imprisonment for life with a \$4 million fine for an individual, and from five years' imprisonment with a \$1 million fine to imprisonment for life with a \$20 million fine for more than one offender.

For more information on drug scheduling and sanctions, visit www.dea.gov.

Appendix D: 2021-2022 Biennial Review

-The Living Well Employee Wellness Program

-YSU for Recovery Information

--Student Conduct Overview

-Student Counseling Services Overview

-YSU Athletics AOD Policy

The Living Well Employee Wellness Program | YSU

12/9/22, 1:15 PM

Employee Wellness Program | YSU



Employee Wellness Program | YSU

LIVING WELL

YSU's EMPLOYEE WELLNESS PROGRAM

Welcome to Living Well, YSU's Employee Wellness Program! Living Well aspires to increase employees knowledge about the relationship between lifestyle and health.

Mission:

To provide a supportive environment conducive to promoting healthy lifestyle behaviors. Living Well strives to offer YSU employees education, tools, and resources to encourage and inspire them to make positive health and well-being choices that will assist them in reaching their maximum potential.

Vision:

Living Well's vision is to establish a culture of well-being that will motivate and empower employees to be active, to find their purpose, to have an improved quality of life, and to thrive.



(<https://www.ohio.edu/sites/default/files/sites/wellworks/files/2022HealthyWorksiteAwardWinners.pdf>)

(<https://www.heart.org/en/healthy-living/company-collaboration/well-being-works-better>)

WELLNESS EDUCATION PROGRAMS AND INITIATIVES

View the full list of upcoming programs, resources, and tools in the Living Well portal (<https://wellness.yzu.edu/session-api/realms/e07405a3-ad05-404a-8628-03b2d4ac8bb9?to=https%3A%2F%2Fwellness.yzu.edu%2F>) .



P E N G U I N



Living Well Info



Living Well Employee Wellness Portal (<https://wellness.ysu.edu>)

2022 Incentive Program (view in Living Well portal)

Wellness Resources

- **Campus Rec Center (</campus-recreation>)**
 - **Rec Center Reimbursement (https://epay.ysu.edu/C21820_ustores/web/store_main.jsp?STOREID=39&SINGLESTORE=true)**
- **Lactation Rooms & Accommodation Information (/sites/default/files/employee_wellness_program/Lactation_Rooms_Breastfeeding.pdf) ***

IMPACT Solutions

- **IMPACT Solutions Website (<https://myassistanceprogram.com/impact-solutions/>) (code: *ysueap*)**
 - **IMPACT Solutions EAP Work Life Benefit (</sites/default/files/users/crclyde/BenefitsFlier-YSU.pdf>)**
 - **Member Portal (</sites/default/files/users/crclyde/MemberPortalFlier-YSU%20%28002%29.pdf>)**

Contact Us

Carrie Clyde, CHES

Learning and Development Administrator
 Youngstown State University
 One University Plaza
 Youngstown, Ohio 44555
 330-941-3360 (Phone)

crclyde@ysu.edu (<mailto:%63%72%63%6c%79%64%65%40%79%73%75%2e%65%64%75>)

YSU for Recovery Information



YSU FOR RECOVERY

EVERY TUESDAY, STARTING JANUARY
25TH
1:30PM-2:30PM
KILCAWLEY CENTER, RM. 2036
(POLLOCK ROOM)

You're not alone.
Resources, Referrals, and Guidance.

YSU for Recovery have continued weekly meetings since **1/1/21**. In that time, YSU for Recovery have engaged with approx. **10** unique students. Offering referrals, guidance, and a sense of community; YSU for Recovery has remained a stable resource for students struggling with issues of substance abuse, and mental health. In the future, YSU for Recovery aims to prioritize student leadership and to increase awareness across Youngstown State University campus.



Office of Community Standards & Student Conduct Annual Report Data

Highlights from 2021-2022

- This year, 257 students were referred to the Office of Community Standards and Student Conduct. This is the lowest number since the 2018-2019 academic year and led to the lowest number of students found responsible for a violation of *The Student Code of Conduct* (133). This is due, in part, to our office increasingly using informal resolutions to resolve conduct cases. This includes Coaching Meetings and sending more cases to investigations prior to charging students. During the 2020-2021 academic year, our office resolved 108 cases in Coaching Meetings. This number is higher than in 2021-2022 (92) because during the 2020-2021 academic year COVID-19 policy violations were often resolved by sending an email to the student. These cases were listed as Coaching Meetings in Maxient but were resolved without meeting with the student. We no longer use this process for resolving COVID-19 related cases which accounts for the lower number of Coaching Meetings. Furthermore, a larger number of cases were sent to an investigation prior to formally charging a student with a violation. This allowed our office to meet with everyone involved, including the respondent, prior to charging a student. We were able to charge students more appropriately and ultimately send less students through the formal conduct process as a result. Our office will have more data on investigation meetings in future academic years.¹
- Approximately, 81.60% (133) of respondents (students formally charged with a violation of *The Student Code of Conduct*) were found responsible for at least one violation. 18.40% (30) of respondents were found not responsible for all the charges associated with their conduct case. Overall, less students were formally charged with potential conduct violations this year. This is due to our office continuing to resolve cases using informal coaching meetings and increasing the number of cases that are formally investigated prior to charging a respondent. The increase in investigations also contributed to the higher percentage of respondents found responsible this year (81.60% as opposed to 76.54% in 2020-2021). Our office has been able to more appropriately charge students due to the increased information we receive when a case is formally investigated.
- Conduct officers and hearing boards encountered 208 unique students this academic year. This includes students met with during informal Coaching Meetings but does not include complainants and witnesses that our office met with during investigations or who were called to provide statements to hearing boards. 208 is the lowest number since the 2018-2019 academic year which is when we began tracking this information. The number is 30 students less than both 2019-2020 and 2021-2022 (238 students each year). Excluding Coaching Meetings, our office met with 116 unique respondents. This is also a decrease from 2020-2021 (177). These decreases are likely due to the increased number of investigations and informal meetings with students.
- 12 students were found responsible for the same violation(s) of *The Student Code of Conduct* during the 2021-2022 academic year, resulting in a true recidivism rate of 5.77%. 26 students were found responsible for any other violation of *The Student Code of Conduct* within a year of their prior conduct violation, resulting in a general recidivism rate of 12.50%. Both our true and general recidivism rates were up this academic year. The 2020-2021 academic year has the lowest recidivism rates since reporting began in 2013-2014. Our rates this

¹ Students involved in investigation meetings were added to Maxient during the 2021-2022 academic year. Our office would discuss the investigation in the notes section of the case, but there was not a formal way to determine if an un-charged or “no action” case was an investigation, an unsubstantiated report, or simply an informational record. Investigation meetings have since been added as a resolution option on Maxient. This will allow our office to accurately track these cases in future academic years.

year are more consistent with 2019-2020 (5.70% true recidivism and 12.03% general recidivism). 2020-2021's rates may be impacted by a less students being on campus due to COVID-19 polices. This year, campus was fully re-opened, and more students were taking in person classes, living in the Residence Halls, and participating in activities.

- This year, our office stopped using "Coaching Meeting Letters" for COVID-19 policy violations. This resulted in a lower total number of cases being listed as Coaching Meetings (92 as opposed to 108 in 2020-2021). However, since our office was no longer using "Coaching Meeting Letters" all Coaching Meetings were 1-1 meetings between our office and the student. This led to a significant drop in our recidivism rate following a Coaching Meeting. This year only 16.30% of students were found responsible for a conduct violation after a Coaching Meeting. This is approximately half as many students as in 2020-2021 (31.48%) but is still higher than the post-Coaching Meeting recidivism rate from 2019-2020 (9.90%). Coaching meetings were first introduced in 2019-2020 and then were impacted by the COVID-19 pandemic. Our office expects that less students will violate policy after Coaching Meetings over the next several years now that campus has returned to normal operations.
- *The Student Code of Conduct* was updated in the Summer of 2021 to eliminate Deferred Suspension for conduct cases (deferred residential suspension is still available for residential students). Our office has instead implemented Conduct Probation with Loss of Good Standing. Conduct Probation with Loss of Good Standing does not include a presumption that further conduct violation will lead to suspension and allows our office to respond in a more educational manner to high level/repeated conduct offences when there is not a safety risk to campus. Conduct Probation with Loss of Good Standing was used 6 times this year. This is far less than Deferred Suspension was used in 2020-2021 (22). The drop in use of a sanction of this nature is likely due to the easing of COVID-19 restrictions and increased effectiveness and use of educational/intervention-based responses.
- Three students were separated from the university based on incidents that occurred during the 2021-2022 academic year.² Two students were suspended, and one student was expelled. Expulsions remain extremely rare. Only three students have been expelled by our office since the 2019-2020 academic year. We continue to suspend less students as well. Suspensions have dropped consistently since 2018-2019 when we suspended six students. We expect that as the department continues to respond to cases in a more restorative, educationally focused, and intervention-focused manner, suspensions and expulsions will become even rarer.
- Alcohol and other drug related cases made up 14.79% of conduct cases this year (31 cases involved alcohol, 5 cases involved other drugs). This is the lowest percentage of alcohol and other drug cases since we began tracking in 2018-2019. The decrease in cases is likely related to an increased effort by our office and Housing and Residence Life to educate and provide alcohol and other drug resources for our students. This was also the first year that any alcohol or other drug cases were resolved through the Responsible Action Exemption Policy, which allows students to resolve alcohol or other drug cases informally if they seek help for themselves or others for alcohol or other drug related medical emergencies. Two student cases were resolved using this process. Neither student had another conduct case following their meeting with our office. This policy may also contribute to a decrease in alcohol and other drug cases.
- Mid-level sanctions (fines, conduct probation, deferred suspension, and course removal/grade changes) were used more frequently than low-level (warnings, housing restrictions, and educational sanctions) and high-level (suspension and expulsion) sanctions during the 2021-2022 academic year. 51.25% of sanctions were mid-level sanctions. 47.67% of sanctions were low-level and 1.08% were high level. Mid-level sanctions have accounted for the highest percentage of sanctions since 2016-2017. However, the percentage this year is the lowest it has

² A fourth student was suspending in December of 2021. The student's case was not included in the statistics from this academic year because the incident occurred prior to the 2021-2022 academic year. It is very rare for a case to occur prior to the academic year when it is adjudicated.

been since 2016-2017. This is due to the increased use of low-level educational sanctions. We have consistently increased our use of low-level sanctions since 2019-2020 and they now account for nearly half of all sanctions issued by our office (47.67%). We expect low-level sanctions to continue to be used more by our office.

- Our office has had a post-meeting student survey for the last several years, but survey responses had been extremely limited until this academic year. This year, we started handing printed copies of the survey to students following in-person meetings. Students, who attended meetings virtually, could complete the survey using a link attached to their outcome letter. However, no students used the link to complete a survey. We did collect 51 paper surveys. The surveys ask students to respond to a demographic, scaled response, and a short answer question about their experience in the conduct process. We can collect more specific and complete demographic information from the surveys than from Maxient alone. The surveys are also the only way we receive direct feedback from students outside of the student complaint system. The scaled questions asked students to rate their agreement (on a scale from 1-5 with 5 indicating strong agreement) on a variety of questions including the student's knowledge of *Student Code of Conduct* policies, how the conduct officer approached the meeting, whether the student received information about resources, and whether the conduct process benefited them as an individual.
 - Overall, our survey responses were extremely positive. Every scaled response question had an average response of at least 4 indicating wide-spread agreement to statements about the conduct process. Our students indicated the most agreement with the following statements:
 - I do not anticipate being documented for a policy violation in the future (4.83)
 - The conduct officer explained the conduct process and my rights as a student in a way that made sense to me (4.80).
 - My experience within the documented situation was both heard and considered (4.75)
 - The conduct officer seemed genuinely interested in my personal and/or academic success (4.67)This demonstrates that our office has been very successful at connecting with students, helping them feel heard, and helping students to avoid future conduct violations.
 - Direct qualitative feedback from students was also overwhelmingly positive though most students choose not to provide any written feedback. Those that did provide written feedback stated that “the atmosphere was greeting and educational,” that the hearing officer was “super fun and nice to talk to,” “a great lady,” “very nice. . . [seemed] very supportive,” and “did everything completely right. [the hearing officer] heard my side of the story and made a great decision based on the information provided by both parties. [They] were unbiased and created a welcoming environment. I could not have been at ease without {the hearing officer’s} demeanor.” A couple students also provided specific feedback about the conduct process including that there were concerns about anonymous reporting and that our letters appeared to be spam. We were able to address both concerns during the academic year because of the feedback provided on these surveys.

Overall Reporting

During the 2021-2022 academic year, the Office of Community Standards and Student Conduct received reports, including:

- A total of 257 referrals, with 208 being for unique students.³
- Of these 257 referrals, 136 cases were addressed in Conduct Conferences (119) or in Student Conduct Board Hearings (17). 133 students were found responsible for a violation of *The Student Code of Conduct* and 30 were found not responsible for any violations.
- Of these 257 referrals, 27 were found responsible for violations of the Academic Integrity policy. 26 students were found responsible in Academic Integrity Conferences and one student was found responsible in an Academic Integrity Hearing.

³ “Referrals” include cases addressed in coaching meetings. “Respondents” refers to students who went through the formal conduct process by attending either a Conduct Conference or Student Conduct Board Hearing. Referrals does not include students who only met with our office for investigation meetings.

- The chart below (Violations by Month 2021-2022) shows the total number of unique cases files created per month this academic year. Maxient tracks cases by case ID and file ID. A case ID represents a single conduct/academic integrity incident and can include multiple students (i.e., complainants, additional respondents, and witnesses). A file ID is an individual students' file for a specific incident. Therefore, the chart below demonstrates the number of incidents our office responded to each month this academic year. Our office could have met with multiple students as a result of any of the incidents listed below.
 - This year, our case totals were higher than in 2020-2021 every month except August, November, and May. August was significantly lower (7 cases as opposed to 29 in 2020). This is likely due to the school year starting later than usual. The academic year did not start until August 30th this year. May was also significantly lower than last year (7 as opposed to 22 in 2021). This is also likely due to changes in the academic calendar. November had the same number of cases as last year (23).
 - The increase in case numbers for the remaining months of the year is likely due to the campus re-opening and reducing COVID protocols.

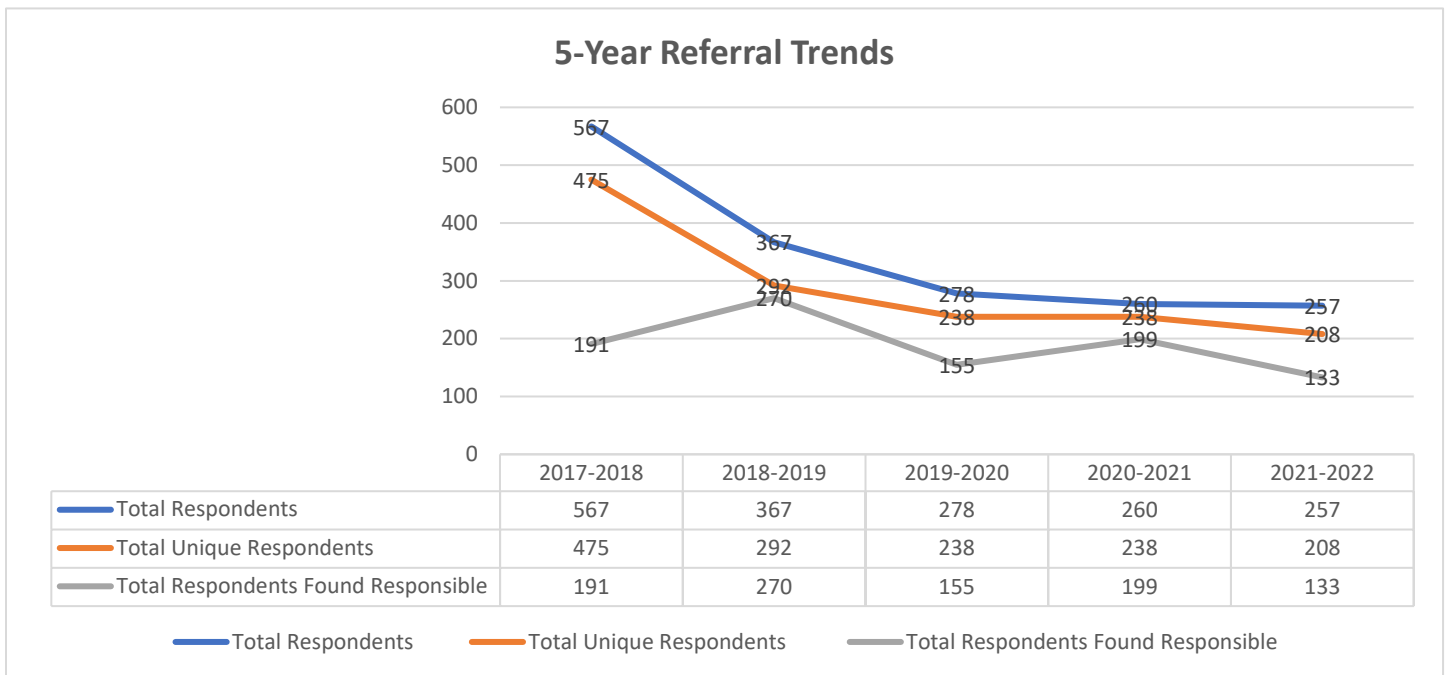


Compared to previous years' data:

- Overall respondent numbers were down again this year. This is likely due to the positive impact of Coaching Meetings and the increase in formal investigations.
- Cases addressed in coaching meetings had a lower recidivism rate this year (16.30% compared to 31.48% in 2020-2021). The decrease is likely due to our office moving away from sending coaching meeting letters to students and meeting with every student 1 on 1. The coaching meeting recidivism rate is still slightly higher than in 2019-2022 when coaching meetings were introduced (16.30% compared to 9.90%). However, we expect the coaching meeting recidivism rate to continue to drop now that campus has loosed COVID restrictions.
- This year only 133 students were found responsible for violations of *The Student Code of Conduct*. This is far lower than the 4-year average of 189.25. The decrease is likely due to the ongoing benefit of coaching meetings and increasing investigations. Students are less likely to violate policy after meeting with a conduct officer and coaching meetings enable students to learn more about *The Student Code of Conduct*. Our office has also decreased the number of students sent to the formal conduct process by increasing investigations. The increase in investigations has led to an increase in our ability to resolve cases, particularly those surrounding

interpersonal disputes, more informally. Investigations enable our office to collect more information, meet with everyone involved, and determine whether a formal conduct case is the most equitable outcome prior to formally charging a student with a violation. It is important to note that a formal investigation is not necessary for many conduct cases, but it has been helpful to use the investigation process more frequently.

- 81.60% of students referred through the student conduct process were found responsible during the 2021-2022 school year. This is a slight increase from 2020-2021 (81.60% compared to 76.54%) and is slightly higher than the four-year average of 79.52%. The increase likely due to increasing investigations as well as the increase in students on campus. Campus was fully opened with restrictions for all the 2021-2022 academic year. In March 2022, the university ended the mask mandate and students were able to gather without size restrictions. This meant that more students were on campus throughout the 2021-2022 academic year than in since the pandemic began in March of 2020.



Academic Integrity Cases

- Only 27 students were referred through the academic integrity process this year. This is the lowest number of students referred since 2018-2019. It is also a large drop from 2020-2021 (27 compared to 39) and significantly lower than the four-year average (43). In 2019-2020 and 2020-2021, the comparatively low number of academic integrity cases was likely due to an increase in remote learning options during the pandemic. However, campus was opened to more in person classes this academic year. We would have expected academic integrity cases to increase as more students attended classes in person. The decrease may be due to more student awareness about plagiarism and other forms of academic integrity violations. However, we will need to see if academic integrity cases continue to decrease over the next few academic years now that campus is fully open.
- Of the 27 academic integrity cases, only 1 was addressed by an Academic Grievance Committee. The rest (26) were resolved through conferences between faculty and the student. This again demonstrates the effectiveness of informal meetings and agreement-based resolutions. Students involved in Academic Integrity Conferences also rarely commit another academic integrity violation.

Respondent Demographics

- Over the past four academic years, there is a trend towards a higher number of male respondents than their institutional population share. That trend continued this year. This year 68.87% of respondents identified as male and 30.35% identified as female. This is a wider split than in 2020-2021 (58.29% male respondents and

41.71% female respondents); 2019-2020 (57.69% male respondents and 42.31% female respondents); and 2018-2019 (51.77% male respondents and 48.22% female respondents). This year's gender demographics are also disproportionate with the institutional gender population data. As of the spring 2022 semester, 42.60% of students identified as male and 57.40% identified as female. The gender disparity is more significant among student athletes referred through the conduct process. Only 6.12% of respondent student athletes identified as female. The ongoing increase of male respondents is concerning, and our office continues to review multiple sources of data to try to identify a cause of this inequity and identify ways to improve equity and inclusion in the conduct process.

- This year's class status data shows a continuing trend of increased senior respondents. Prior to 2020-2021, most respondents were first year students with referrals for subsequent classes trending down. However, in both 2020-2021 and 2021-2022, there were more senior respondents than would be expected. This year, 46.27% of respondents were first year students, 19.6% were sophomores, 14.12% were juniors, 15.29% were seniors, 4.31% were graduate students, and 0.39% were College Credit Plus /Youngstown Early College students. There were more senior respondents this year than in 2020-2021 (15.29% compared to 13%). The continuing increase in senior respondents may be due to COVID-19 violations as well as a return to more normal campus operations. Our office will continue to review this increase to determine if there are other factors contributing to the rise of senior respondents.
- Over the past several years, our office has been collecting demographic data on students who engage with the student conduct process using Maxient. This data helps our office identify trends and track the impacts new policies have on our students.
 - During the 2021-2022 academic year, the College of Business had the highest number of respondent students (26.77%), followed by STEM (25.59%), Health and Human Services (16.92%), Undeclared/CCP students (16.14%), Liberal Arts, Social Sciences, and Education (8.66%), and Creative Arts (5.9%). It is unusual for the College of Business to have the most student respondents. Since the 2018-2019 academic year, the College of Business has had the third most respondent students twice and the second lowest number of student respondents once (2020-2021). Typically, Health and Human Services and STEM have the highest number of student respondents.
 - Student Athletes made up 19.22% of all respondents this academic year. Of those, 93.88% (46 respondents) were male and 6.12% (3 respondents) were female. The percentage of student athletes was lower this year than last year (19.22% compared to 28.14%) but was close to 2019-2020 (17.58%). However, the male/female split shows that significantly more male athletes are being referred to student conduct than female athletes (93.88% compared to 6.12%). On an institutional level, female students make up more than half of the student population (57.40%) of students. However, female students overall are less likely to be respondents than male students (68.87% male respondents compared to 30.35% female respondents). This has been the case for the last four academic years.⁴ We expect that more male athlete respondents since male students are more likely to be involved in student conduct on an institutional level. However, the significant difference between female/male athlete respondents is a concern that our office will continue to explore over the next several academic years. In recent years, male and female athletes have had a more equal share of student conduct cases. It is possible that this year is an outlier.
 - 18.4% of all respondents were members of the Honors College this year. Over the past several years, the percentage of respondents from the Honors College has fluctuated (10.6% in 2020-2021; 15.3% in 2019-2020; and 8% in 2018-2019) with an average of 13.08% of respondents being members of the Honors College. The reason for the fluctuation remains unclear but is likely due to limited historic demographic data. As we continue to collect and review demographic data, we believe the average number of respondents will become clearer and more consistent.
 - Our office consistently meets with few veteran students. Typically, around 1% of respondents identified as veterans. This year, 1.18% of respondents identified as Veterans. This is slightly higher than last year

⁴ Since 2018-2019, there has always been fewer female respondents than male respondents (48.22% in 2018-2019; 42.31% in 2019-2020; 41.71% in 2020-2021; and 30.35% in 2021-2022).

(1.01%). However, we only met with one more veteran than last year (3 respondent veterans compared to 2 in 2020-2021). The slight increase is not concerning as slight percentage differences are expected from year to year.

- 60.39% of respondents were Ohio residents, 18.82% were Pennsylvania residents, 13.73% reside in other states, and 7.84% were international students. Typically, most respondents are Ohio or Pennsylvania residents.

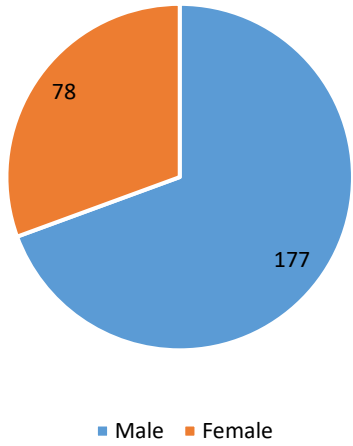
- Using 14th day enrollment numbers averaged between Fall and Spring semester:
 - 24.90% of all respondents identify as Black/African American (8.39% institutional population)
 - 59.14% of all respondents identify as White (77.77% institutional population)
 - 0.39% of all respondents identify as Hispanic/Latino (5.02% institutional population)
 - 3.11% of all respondents identify as Multiracial (3.42% institutional population)
 - 7.00% of all respondents did not self-identify a race (3.42% institutional population)
 - 5.45% of all respondents identify as Asian/Pacific Islander (1.52% institutional population)
 - 0.00% of all respondents identify as Native American/ Alaska Native (0.12% institutional population)

Our students of color have been significantly overrepresented in student conduct every year that we have collected this data. They are more overrepresented this year (24.90%) than in 2020-2021 (21.61%), but less than in 2019-2020 (27.50%). Our office remains concerned about the overpenetration of certain identities in our student conduct system and are diligently working to address this through evaluating how we train common reporting sources on implicit bias and equitable reporting, when and how we charge students, and ensuring that our students have equitable access to student support resources. Our office will continue to focus on ensuring that the student conduct process is fair, equitable, and supportive for all students. For reference, the 2019-2020 and 2020-2021 data is included below.

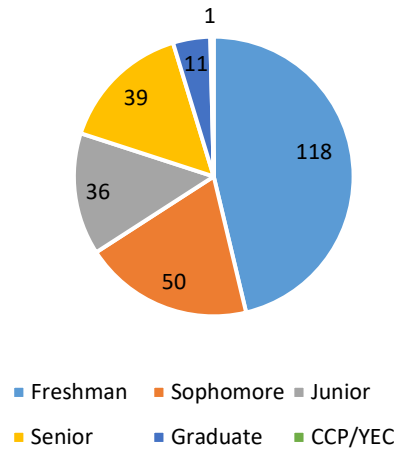
- 2019-2020 data:
 - 27.50% of all respondents identify as Black/African American (9.2% institutional population)
 - 52.50% of all respondents identify as White (77% institutional population)
 - 6.59% of all respondents identify as Hispanic/Latino (4.5% institutional population)
 - 8.8% of all respondents identify as Multiracial (3.7% institutional population)
 - 4.4% of all respondents did not self-identify a race (4% institutional population)
 - 6% of all respondents identify as Asian/Pacific Islander (1.50% institutional population)
 - 1.1% of all respondents identify as Native American/ Alaska Native (0.1% institutional population)

- 2020-2021 data:
 - 21.61% of all respondents identify as Black/African American (8.71% institutional population)
 - 54.27% of all respondents identify as White (74.91% institutional population)
 - 2.51% of all respondents identify as Hispanic/Latino (4.45% institutional population)
 - 6.03% of all respondents identify as Multiracial (3.65% institutional population)
 - 5.53% of all respondents did not self-identify a race (3.89% institutional population)
 - 7.04% of all respondents identify as Asian/Pacific Islander (1.38% institutional population)
 - 3.02% of all respondents identify as Native American/ Alaska Native (0.14% institutional population)

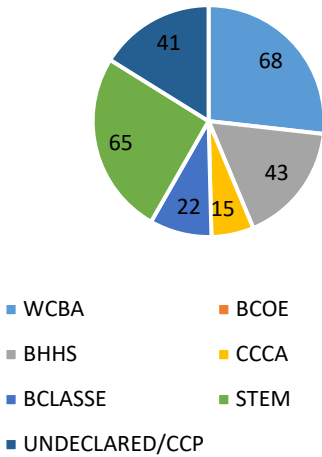
Respondent Gender 2021-2022



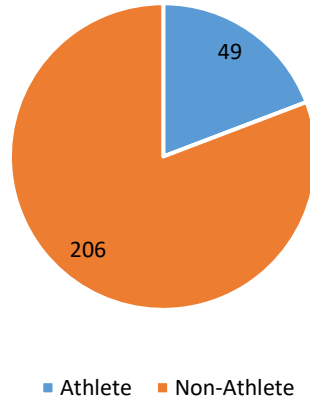
Respondent Class Standing 2021-2022



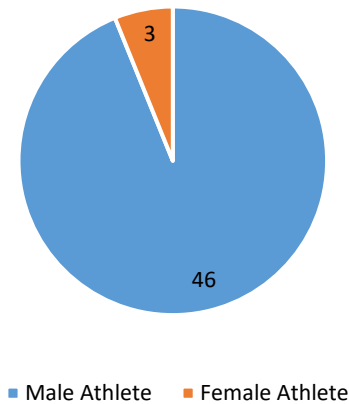
Violations by College 2021-2022



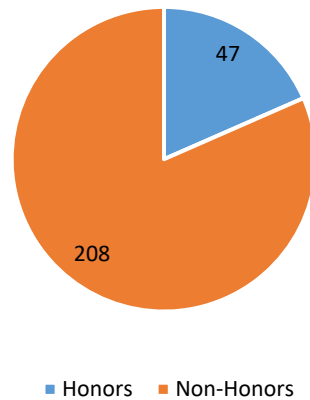
Respondent Athlete Status 2021-2022



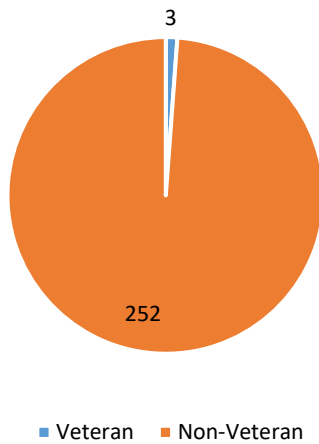
Respondent Athlete Gender 2021-2022



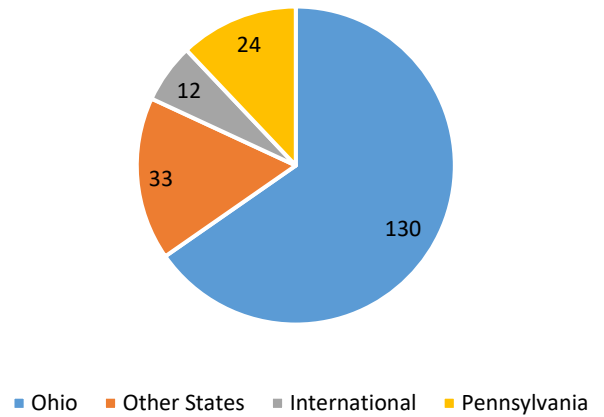
Honors Student Respondents 2021-2022



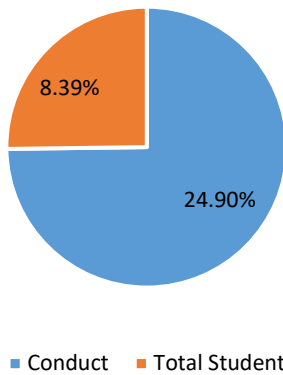
Veteran Student Respondents
2021-2022



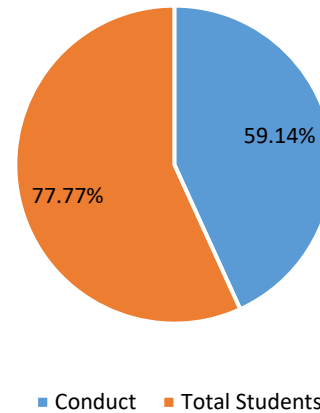
Respondent Residency Status
2020-2021



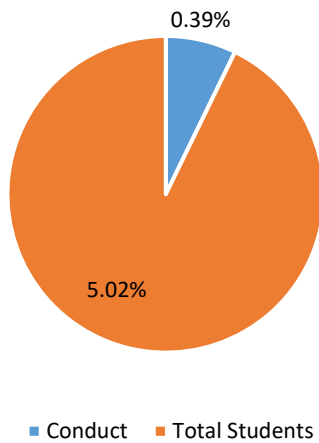
Black/African American Respondents vs. Student Population 2021-2022



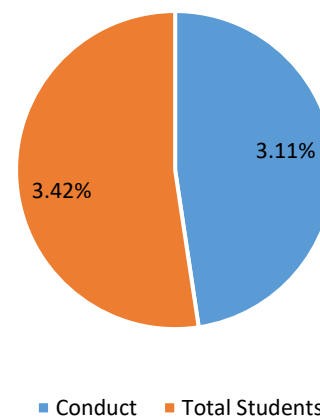
White Respondents vs. Student Population 2021-2022



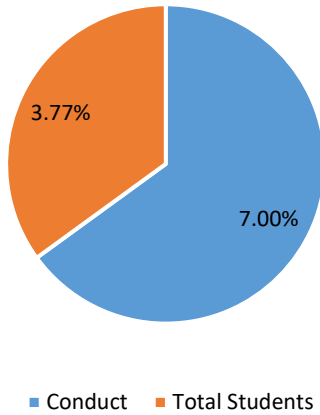
Hispanic/Latino Respondents vs. Student Population 2021-2022



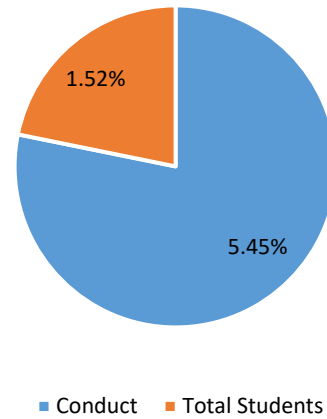
Multiple Race Respondents vs. Student Population 2021-2022



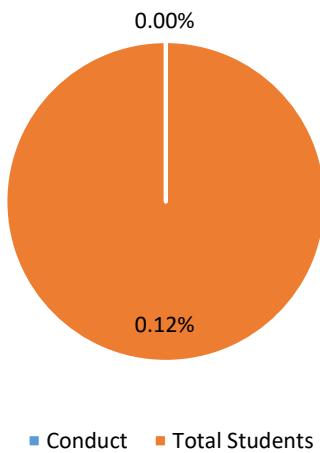
Unknown Respondents vs. Student Population 2021-2022



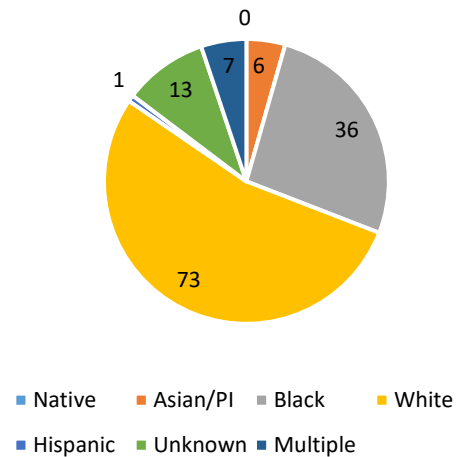
Asian/Pacific Islander Respondents vs. Student Population 2021-2022



Native Respondents vs. Student Population 2021-2022

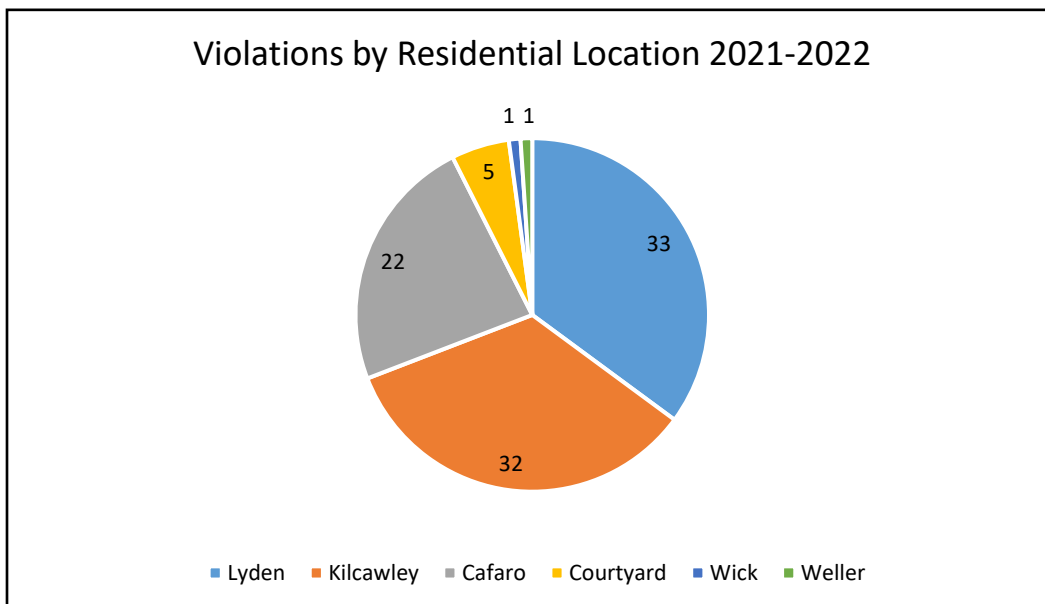
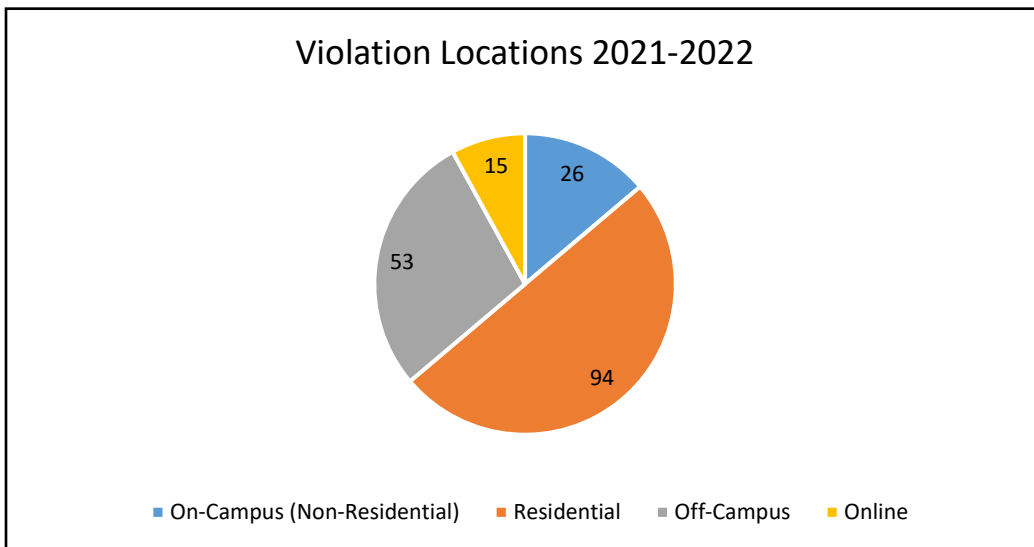


Residential Incidents by Respondent Race 2021-2022



Incident Locations

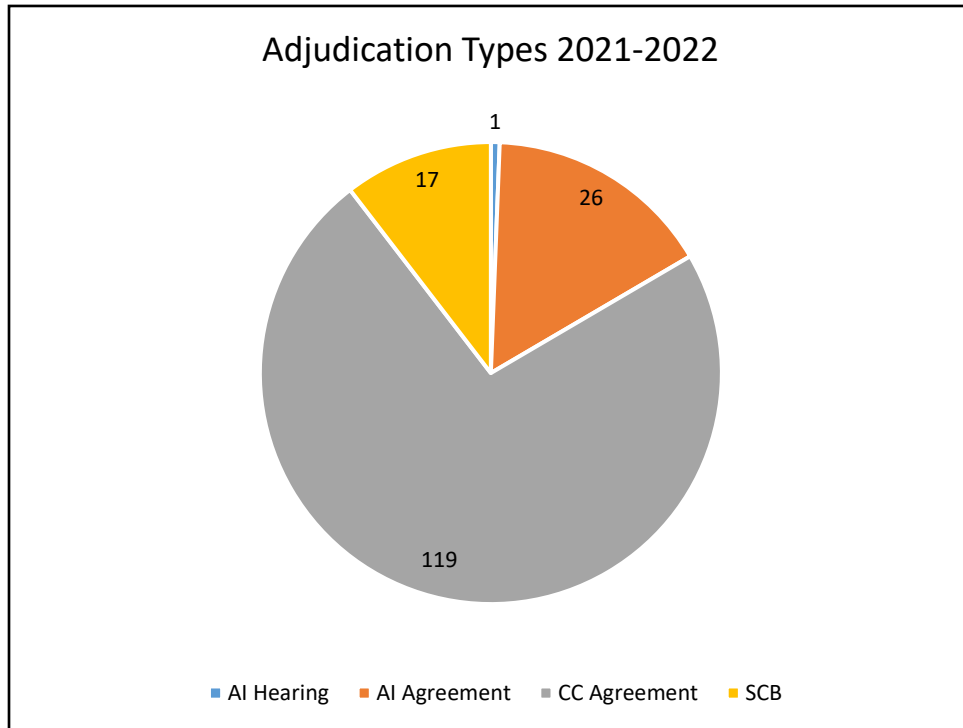
- 188 incidents were reported to our office this year. Most incidents (94) occurred in the residence halls followed by off campus (53), then non-residential on campus locations (26), and online incidents (15). This is consistent with incident location statistics for the last three academic years.
- Half (50%) of all incidents occurred in the residence halls this year. In 2020-2021, only 40% of incidents occurred in the residence halls. This increase is likely due to more students living on campus and lessened COVID-19 restrictions.
- In recent years, most residence hall incidents have occurred in Lyden House. This was true in 2021-2022 as well. Lyden House had 33 incidents (35.11%), followed by Kilcawley with 32 incidents (34.04%), then Cafaro with 22 incidents (23.40), Courtyards with 5 incidents (5.32%), Wick and Weller Houses each had one incident (1.06% each).



Hearing Type

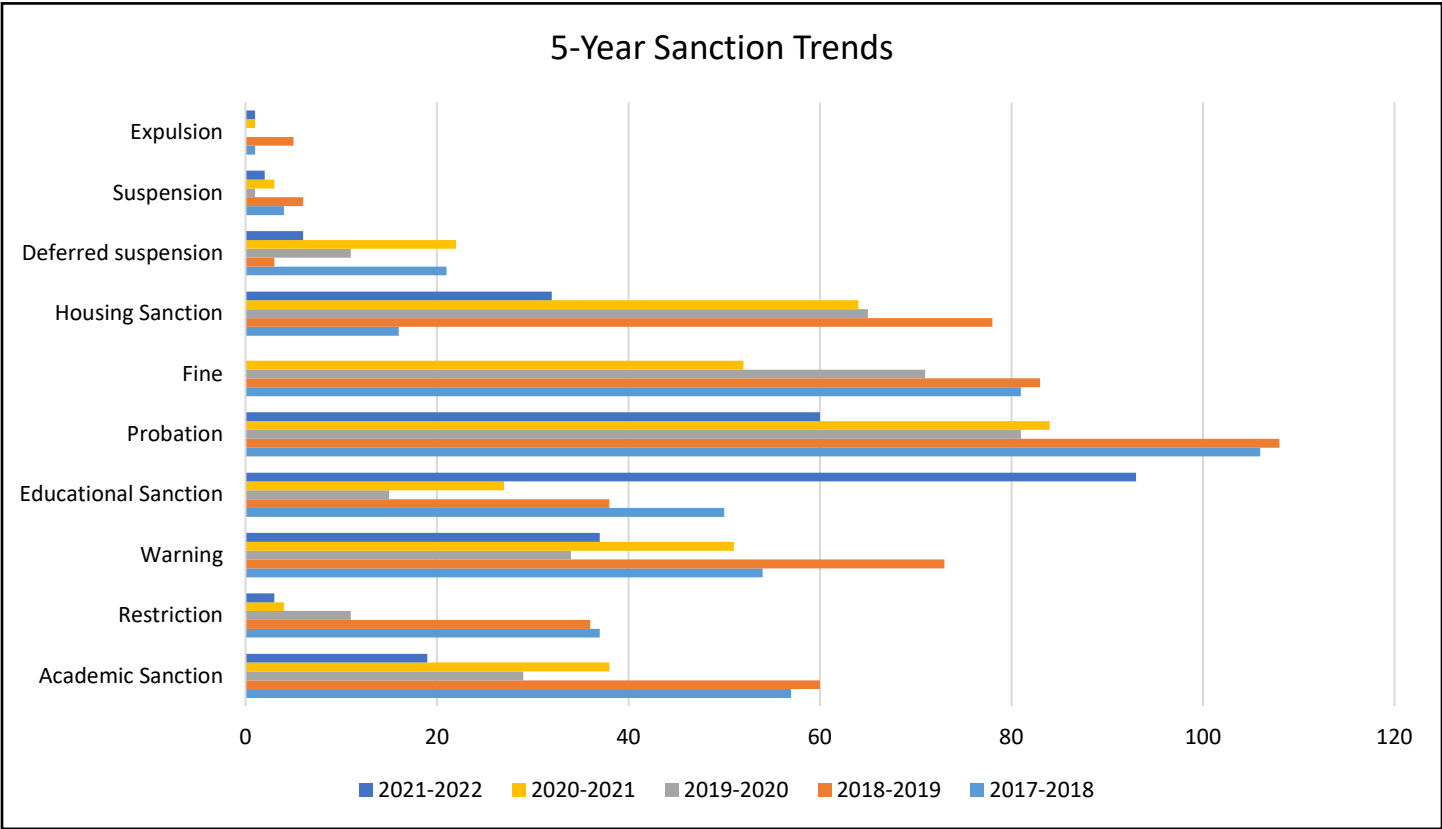
- Our office continues to see a decline in the use of Student Conduct Board hearings. This year, only 6.67% (17) cases were resolved by a Student Conduct Board. This is a significant drop from 2014-2015 when nearly 50% of cases were resolved in hearings. It is nearly half the percentage of cases that were resolved using Conduct Boards in 2020-2021 (12.50% compared to 6.67%). The decrease is largely due to the success of informal resolutions in coaching meetings and conduct conferences.
- 56.8% of cases (145 out of 255) were resolved through individual conduct meetings (Academic Integrity Conferences and Conduct Conferences). This is less than in 2021-2022 (56.8% compared to 66.1%).

- 36% of all conduct cases were resolved in coaching meetings. Coaching meetings do not result in a formal conduct record. These meetings have been used since the 2018-2019 academic year and have been remarkably successful. In 2021-2022, the recidivism rate for coaching meetings was 31.48% which was much higher than in 2019-2020 (9.90%). This year, the recidivism rate for coaching meetings was 16.30%. This fluctuation is likely due to the lack of long-term data on this process. Over the past two academic years, coaching meetings have also been used to address COVID-19 policy violations. Now that campus has fully re-opened, and there are no longer COVID-19 policy violations, we expect a clearer average and consistent recidivism rate for coaching meetings to become clear.



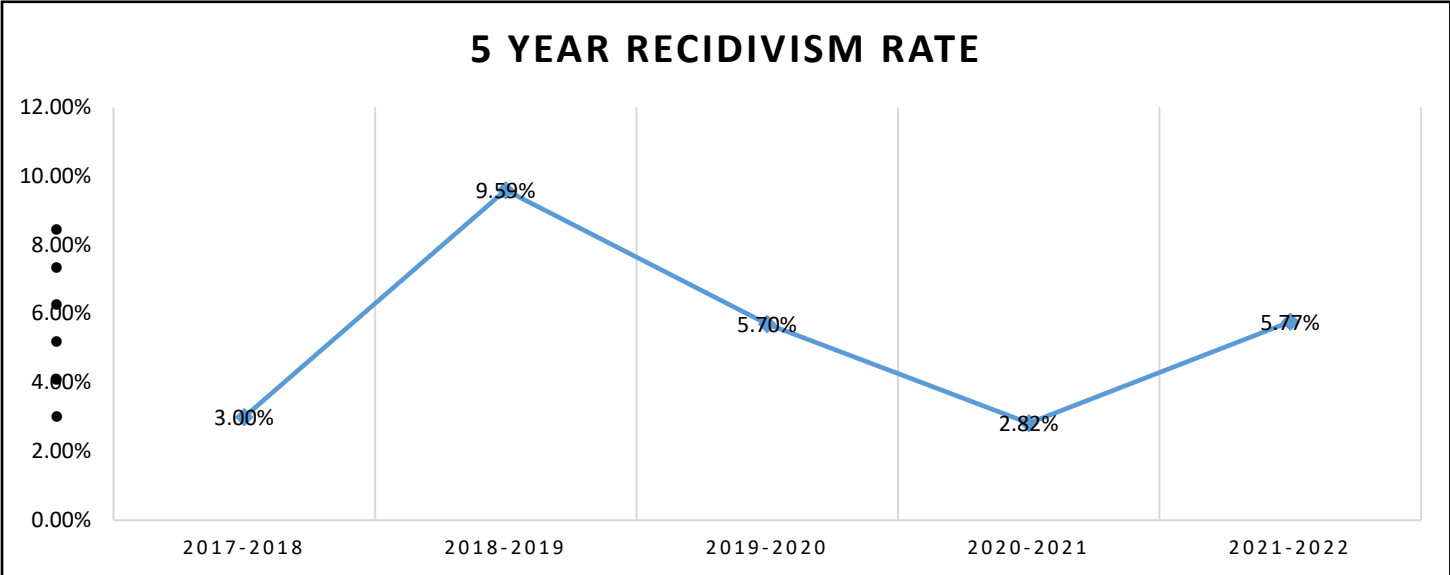
Sanction Usage

- High level sanctions (suspension and expulsion), continue to be used rarely. This academic year, high level sanctions were only used in 1% of cases. High level sanctions have consistently been used in between 1 and 3.3% of cases since we began tracking this data in 2013-2014. Our office expects that high level sanctions will continue to be used rarely and only in the most significant of cases (including cases where campus safety is at an ongoing risk).
- Over the past two academic years, our office has worked to implement more educational/intervention-focused outcomes for conduct cases. This has led to an increased use of low-level sanctions (educational sanctions, housing restrictions, warnings) and a decreased use of mid-level sanctions (fines, conduct probation, conduct probation with loss of good standing, and course removal/grade changes). This year, 47.67% of sanctions were low-level sanctions. This is the highest percentage since the 2015-2016 academic year. We expect low-level sanctions will continue to be used more frequently as our process works to become more educationally focused.

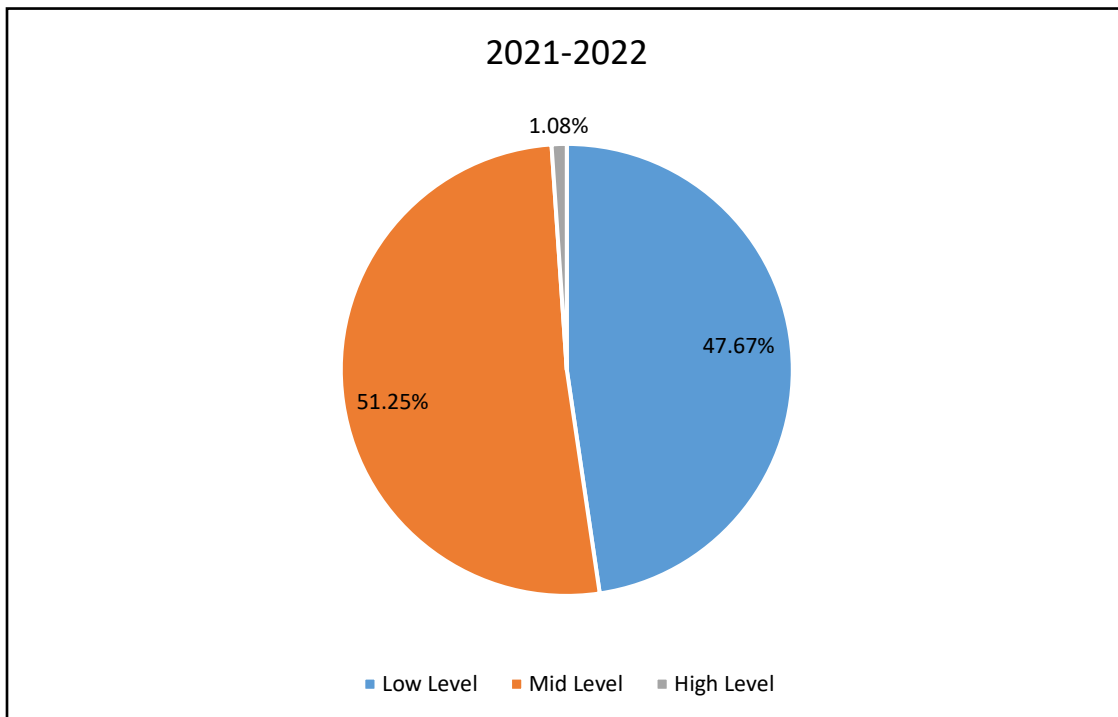
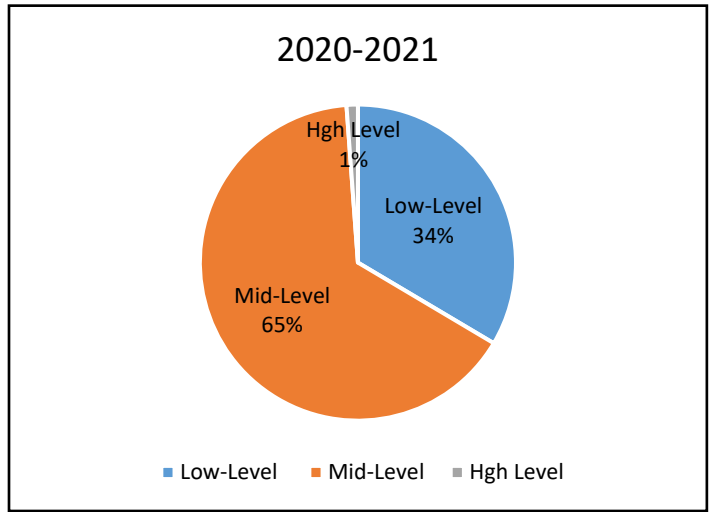
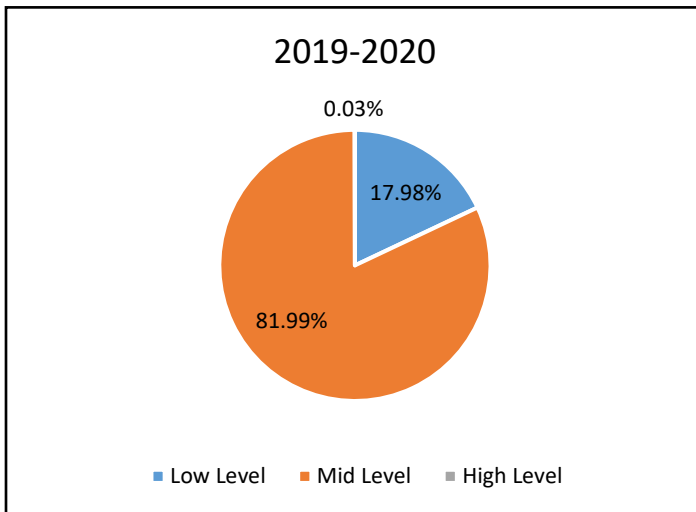
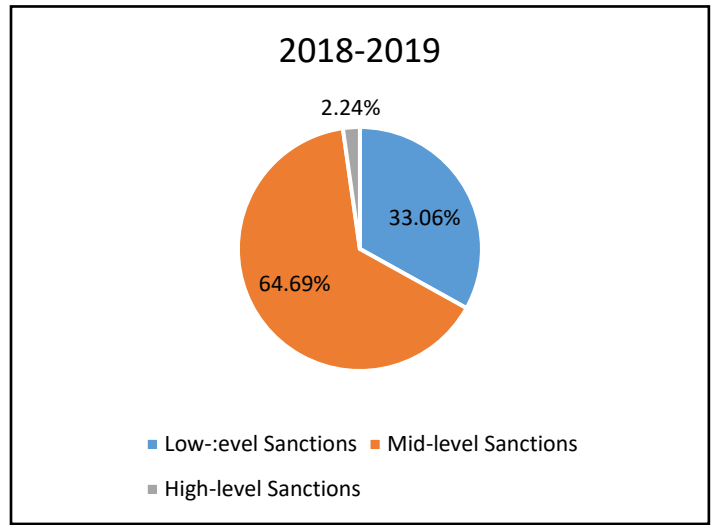
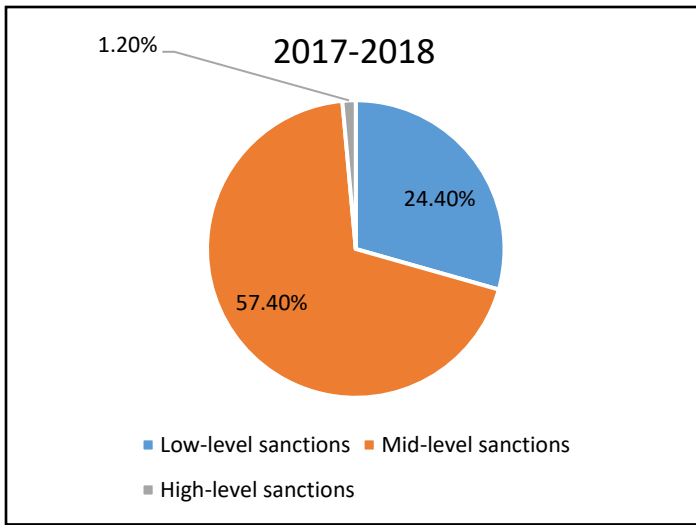


Sanction Usage and Recidivism

- Our recidivism rates (general and true) were both higher this year than in 2020-2021 (12.50% general compared to 8.47% in 2020-2021; and 5.77% compared to 2.82% in 2020-2021). This increase is likely due to campus returning to more normal operations following the COVID-19 pandemic. We will continue to review this data to determine if there are any underlying causes that our office can address.
- Sanction use over the past two academic years (2020-2021 and 2021-2022) does not follow the trend established by the previous 5 years (back to 2016-2017). Prior to 2020-2021, mid-level sanctions were used the most, followed by low-level sanctions. High level sanctions have consistently been used the least and rarely. Over the past two years, low-level sanctions have been used most frequently. This is due to our office actively working to increase the use of education/intervention-based outcomes.



- Proportion of sanctions from each level used in the past five academic years:
 - Low-level: warnings, housing restrictions, and educational sanctions
 - Mid-level: fines, conduct probation, deferred suspension (conduct probation with loss of good standing), and course removal/grade changes
 - High-level: suspension and expulsion



Student Counseling Services Overview

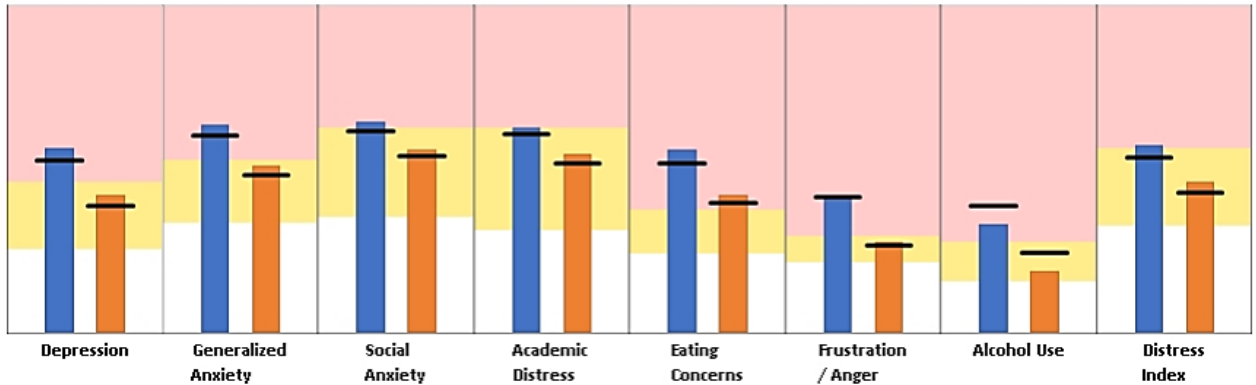
CCAPS National Comparison — Pre-Post Change v 07/2022

Student Counseling Services — Based on 217 unique local clients above the low cut, with at least 2 CCAPS Administrations from 01/01/2020 to 12/31/2022. Clients in the local sample have an average of 2.8 administrations; clients in the national sample have an average of 4.5 administrations.

Note: This report only includes clients with at least 2 CCAPS Administrations and is most useful when the CCAPS is administered at every session. The number of CCAPS administrations may or may not reflect the number of appointments depending on your CCAPS administration schedule.

National Pre- to Post-Treatment Change

■ Pre ■ Post — National Comparison



Local Pre, Post	2.25, 1.67	2.53, 2.04	2.58, 2.23	2.50, 2.18	2.23, 1.68	1.66, 1.09	1.31, 0.73	2.29, 1.84
Local Change	-0.58	-0.49	-0.35	-0.32	-0.55	-0.57	-0.58	-0.45
National Pre, Post	2.11, 1.55	2.42, 1.94	2.48, 2.16	2.43, 2.07	2.08, 1.59	1.65, 1.05	1.54, 0.96	2.15, 1.71
National Change	-0.56	-0.49	-0.32	-0.36	-0.49	-0.60	-0.58	-0.45

For example, at pre-treatment, local clients reported an average score on the Depression subscale of 2.25. At post-treatment, they reported an average score on the Depression subscale of 1.67, reflecting a decrease of 0.58 over the course of treatment.

Out of 217 total clients, 42% (n = 92) reported at least some SI at pre-treatment. Of those, 64% (n = 59) decreased their SI score at post treatment.

Out of 217 total clients, 9% (n = 19) reported at least some THO at pre-treatment. Of those, 68% (n = 13) decreased their THO score at post treatment.

YSU Department of Intercollegiate Athletics AOD Policy



Alcohol and Other Drug Education and Testing Policy

Department of Intercollegiate Athletics

The department of intercollegiate athletics at Youngstown State University believes that the use of drugs and alcohol have a negative effect on the well-being and performance of the student athlete, both in the classroom, sports, and in life. This program aligns with the NCAA Drug Testing Policy. *Any drug found on the NCAA list of banned substances is also prohibited by Youngstown State University (see attached NCAA banned substance list).*

In addition, as a proactive measure to deter drug use, the department of intercollegiate athletics will conduct random, regularly scheduled drug testing. Any sanctioning for positive tests as identified through this method of testing will be done at the discretion of the Department of Intercollegiate Athletics Alcohol and Other Drug (AOD) Education and Testing Policy. The athletic department reserves the ultimate right to make all decisions regarding this program. Further, the athletic department reserves the right to amend this policy with notice to students.

1. Purpose of Drug Testing

Although educational efforts will continue to be a major component of the athletic department's policy, testing for street drugs, performance-enhancing drugs, and frequently abused prescription drugs will be conducted. The purposes of drug testing are: 1) To identify student-athletes who are negatively affected by the use of drugs and banned substances, 2) To promote education and to provide an opportunity to obtain treatment or rehabilitation by referral to an appropriate professional counselor or rehabilitation facility, 3) To protect, preserve, and promote the integrity of the individual student athlete, the athletic department, and the university.

2. Method of Drug Testing

On an annual basis, student athletes shall be informed about the department's drug testing program. A copy of this program is available on the athletic department website at www.ysusports.com. It can also be found in the student athlete handbook, and may be sent to parents of incoming student athletes upon request. As a condition for athletic eligibility, a consent form permitting collection of specimen, testing of specimen for drugs or other banned substances, and written authorization for limited release of information shall be signed by each student athlete and kept on file.

YOUNGSTOWN STATE

Collection procedures will be at the discretion of the athletic department for each student athlete selected for drug testing. Tests will be conducted for drugs of abuse, such as amphetamines, cannabinoids (substances contained in marijuana), cocaine, some prescription medications, and other controlled substances. Testing may also include procedures to detect commonly abused prescription medications, anabolic steroids, and other performance enhancing substances.

Student athletes may be contacted, year-round, for collection during practices, individual or team meetings, strength training/conditioning sessions, or other times throughout the day. Testing may also be conducted at “off hour” times (early A.M., meal times, and/or late evenings).

3. Notification of Testing

The athletic department reserves the right to conduct year-round drug testing. Notification for testing may be issued through the athletics compliance staff or athletics sport administrator. No-notice testing will be the primary method used to inform student athletes that they have been selected for a drug test. Individuals notified for drug testing may be selected on a random basis, due to a documented reasonable suspicion, or as part of treatment-based regular testing. If student athletes are notified for testing, they will receive an electronic or a verbal notification from the athletic department of their selection for testing. Upon notification, they will report to the assigned location to sign a notification form that includes the date, time, and collection site for testing.

4. Collection and Processing

The athletic department reserves the right to determine the collection procedures. The procedure for the collection of urine specimens aligns with non-Federally Regulated client’s Drug Testing Programs observed collection procedures as it pertains to custody and control, specimen temperature, security seal, specimen volume, donor identification, donor expectations and behaviors. Specifically, the donor is allowed to drink no more than 40 ounces of fluid over a 3-hour period.

Specimen collection may also include saliva, hair or blood.

A complete list of collection procedures is available upon verbal request to the Deputy Athletics Director or Medical Director.

Failure to report to testing may result in sanctions consistent with a positive drug testing result, as determined by the Executive Director of Athletics in consultation with the Sport Administrator.

YOUNGSTOWN STATE

Unethical Conduct:

Failure to meet the expectations of the collection procedures, including but not limited to, tampering with a specimen in any way, providing a false specimen or failure to provide a specimen in a 3-hour time frame as determined by the athletic department staff may result in an additional 15% scholarship reduction at the time of the incident or sanctions consistent with a positive drug test. For Non-scholarship SAs, their participation in intercollegiate athletics may be subject to suspension or removal from the team. Sanctions for unethical behavior will be determined by the Executive Director of Athletics in consultation with the Sport Administrator.

5. Supplements and Substances That May Affect a Drug Test

Before consuming any nutritional/dietary supplement, student athletes should review the product and product label with a member of the performance nutrition staff or athletic training staff. Dietary supplements are not regulated by the FDA (Food & Drug Administration) and may contain banned substances not listed on the label, which may result in a positive drug test. **Any nutritional or dietary supplement is taken at the student athlete's own risk!** Further, it is strongly advised that individuals contact the NCAA Banned Substance List (https://ncaaorg.s3.amazonaws.com/ssi/substance/2021-22NCAA_BannedSubstances.pdf) **PRIOR** to taking any nutritional/dietary supplement.

In addition, certain foods may result in a positive drug test. Specifically, consumption of poppy seeds has been proven to frequently result in a positive drug test, closely mimicking the metabolite found in opium or heroin. Also, marijuana and other similar compounds can be added to traditional ingredients in prepared foods. Consumption of these foods may result in a positive drug test. **All student athletes are advised to avoid the ingestion of poppy seeds, as well as other foods that may contain banned or illegal substances, as consumption of these substances may result in a positive drug test.**

Ignorance of the legality of a substance is no excuse for a positive test.

6. Medical Exceptions

Youngstown State University recognizes that some banned substances are used for known and approved medical purposes. There will be an allowance made for student athletes with a documented medical history demonstrating the need for use of such

YOUNGSTOWN STATE

medications per NCAA regulations and YSU medical staff acknowledgment and approval.

- Athletes should notify the Sports Medicine staff upon arrival to campus or when prescribed if previously enrolled.
- In the case of use of a banned substance to treat Attention Deficit Hyperactive Disorder, the student athlete's documentation from the prescribing physician to the athletic department/sports medicine staff should contain a minimum of the following information to help ensure that ADHD has been diagnosed and is being managed appropriately.
 - i. Description of the evaluation process which identifies the assessment tools and procedures including test results
 - ii. Statement of the diagnosis, including when it was confirmed
 - iii. History of ADHD treatment (previous/ongoing)
 - iv. Statement that a non-banned ADHD alternative has been considered if a stimulant is currently prescribed
 - v. Statement regarding yearly follow up and monitoring visits
- In the case of Anabolic Agents, Anti-estrogens, or Peptide Hormones
 - i. NCAA Medical Exception Procedures require that the use of an anabolic agent, anti-estrogen, or peptide hormone must be approved by the NCAA before the student-athlete is allowed to participate in competition while taking these medications. To submit for a medical exception for these substances:
 1. Complete the exemption form
 2. Attached medical documentation supporting the diagnosis and treatment (see Medical Exceptions Procedures at www.ncaa.org/drugtesting).
 3. Email the form to athletic training staff, prior to student athlete competing while using these banned drugs.
- Student athletes are encouraged to review the NCAA website for more information and details on medical exceptions. (www.ncaa.org : academics & athletes, health & safety, look under Recently Released, NCAA Drug Testing Medical Exceptions Policy-ADHD Reporting Guidelines.)

7. Safe Harbor Program

A student athlete may voluntarily self-refer for evaluation/counseling. Self-referral may be made to a member of the athletic department administration or to the sports

YOUNGSTOWN STATE

medicine staff. This program is not available to student athletes after being notified of an impending drug test, or after testing positive for a banned substance. Refer to the Declaration of Entrance into Safe Harbor Program (attached as an addendum).

8. Pre-participation Physical Exam Testing Clause

At one time in a student athlete's collegiate athletic career, any student athlete may be required to provide a sample as a part of their initial pre-participation physical examination.

Pre-participation physical exam testing results shall not be treated as a first violation, and the student athlete shall be treated/counseled in a manner appropriate to their situation. Additional testing may occur as a part of the medical treatment/counseling plan. The intent of this clause is to allow the medical staff to obtain an accurate history of substance abuse for first-year student athletes to appropriately counsel and treat such student athletes. Failure to follow the medical treatment/counseling plan may result in sanctions consistent with second positive drug test. Sanctions will be determined by the Executive Director of Athletics in consultation with the Sport Administrator and the Athletics Compliance and Integrity Office.

9. Positive Tests

A. Notifications

Per the drug testing authorization and consent agreement signed by each student athlete, the following individuals may be notified regarding a positive drug test: Medical Director, Team Physician, Executive Director of Athletics, sport administrator, head coach, student athlete's parent/guardians and the Intercollegiate Athletics Compliance and Integrity Office.

Individuals who test positive for banned substances will be required to first meet with the Medical Director and/or the Director of Athletic Training Services to discuss testing results, evaluation referral, treatment plan, treatment expectations, other associated referrals, and the appeal process. This meeting will be documented in the student athlete electronic medical record.

Individuals who test positive for banned substances will be required to meet with the Executive Director of Athletics or designee, sport administrator and head coach to discuss testing sanctions, appeals and additional future testing protocols. In this meeting, the student athlete's parent/guardians will be notified. At the meeting's

YOUNGSTOWN STATE

conclusion, all parties present will sign off on the drug testing sanction meeting agreement, acknowledging the testing results, referral plan and sanctions.

B. Banned Substance Categories

Banned substances will be divided into categories. Sanctions will be imposed differently for each category.

Category A:

Marijuana, Hashish (THC), synthetic marijuana and related components

Category B:

Stimulants (amphetamines, ADHD/ADD medication, and related components), depressants (methaqualone, barbiturates, diazepam, and related components), hallucinogens (LSD, PCP, mescaline, and related components), cocaine, heroin

Category C:

Anabolic steroids, peptide hormones, analogues, diuretics, and other performance enhancing drugs

Category D:

Alcohol

C. Sanctions for Positive Drug Tests

Category A

Positive Test #1:

- Notification of a positive drug test as described above in 9.A.
- **Referral for substance abuse evaluation and possible treatment. Failure to start (ex: schedule an appointment, attend a session) with the treatment plan within 7 days of “positive” notification will result removal of 25% of athletic scholarship funding (scholarship athlete) and/or removal from participation in intercollegiate athletics.**

Positive Test #2:

- Notification of a positive drug test as described above in 9.A.
- **Referral for substance abuse evaluation and possible treatment. Failure to start (ex: schedule an appointment,**

YOUNGSTOWN STATE

attend a session) with the treatment plan within 7 days of “positive” notification will result removal of 25% of athletic financial aid and/or removal from participation in intercollegiate athletics.

- Documented completion of 15 hours of community service to be completed within 35 days of notification of a 2nd positive test. **Failure to complete assigned community service as described will result in removal of 10% of athletic financial aid and/or removal from participation in intercollegiate athletics.**

Positive Test #3:

- Notification of a positive drug test as described above in 9.A.
- **Loss of 10% of scholarship funding (scholarship athlete) and ineligible to compete in 25% of scheduled in-season competitions (if this time is a percentage of a complete game the time will be rounded down to the nearest whole number “i.e., 2.75 games = 2 games). (Immediately imposed following the second positive finding and subsequent notification and may carry over to the next competition season until sanction is fulfilled) and/or removal from participation in intercollegiate athletics.**

Positive Test #4:

- Notification of a positive drug test as described above in 9.A.
- **Suspension from all competition and team-related activity for 365 days from the date of the 4th positive test and/or removal from participation in intercollegiate athletics. If suspended, Academic assistance may continue during this period, however, scholarship/athletically related financial aid will be terminated completely. Guidelines for reinstatement to the team will be established and discussed as part of an ongoing treatment plan.**

If unable to follow the treatment/counseling program including prescribed abstinence from illicit drug use, the student athlete may be **EXPELLED** from the athletics program.

Category B

Positive Test #1:

- Notification of a positive drug test as described above in 9.A.

YOUNGSTOWN STATE

- **Referral for substance abuse evaluation and possible treatment. Failure to start (ex: schedule an appointment, attend a session) with the treatment plan within 7 days of “positive” notification will result removal of 25% of athletic financial aid and/or removal from participation in intercollegiate athletics.**

Positive Test #2:

- Notification of a positive drug test as described above in 9.A.
- **Loss of 10% of scholarship funding (scholarship athlete) and ineligible to compete in 25% of scheduled in-season competitions (if this time is a percentage of a complete game the time will be rounded down to the nearest whole number “i.e. 2.75 games = 2 games). (Immediately imposed following the second positive finding and subsequent notification and may carry over to the next competition season until sanction is fulfilled) and/or removal from participation in intercollegiate athletics.**

Positive Test #3:

- Notification of a positive drug test as described above in 9.A.
- **Suspension from all competition and team-related activity for 365 consecutive days from the date of the 3rd positive test notification and/or removal from participation in intercollegiate athletics. If suspended, academic assistance may continue during this period, however, athletic financial aid will be terminated completely. Guidelines for reinstatement to the team will be established and discussed as part of an ongoing treatment plan.**

If unable to follow the treatment/counseling program including prescribed abstinence from illicit drug use for the entire suspension period, the student athlete may be **EXPELLED** from the athletics program.

Category C

Positive Test #1

- Notification of a positive drug test as described above in 9.A.
- **Referral for substance abuse evaluation and possible treatment.**

YOUNGSTOWN STATE

- Suspension of eligibility to compete in all intercollegiate competition for 365 consecutive days from the date of the positive test notification and/or loss of 50% of athletic financial aid.

Positive Test #2

- Notification of a positive drug test as described above in 9.A.
- **Permanent termination of eligibility to compete in all intercollegiate competition at Youngstown State University and/or loss of all athletic financial aid.**

The use of anabolic steroids and peptide hormones and analogues undermines the integrity of any athletic competition in which the offending student participates. The athletic department may remove a student athlete from participation in intercollegiate athletics if they are found using Category C substances.

Category D

- The consumption or possession of an alcoholic beverage, in violation of applicable law, on university property, or during a university or student organization activity is prohibited.
- Consumption or possession of an alcoholic beverage during an athletic road trip is prohibited.
- Consumption or possession of an alcoholic beverage in the presence of a prospective student athlete during that individual's campus visit is prohibited.
- Consumption of an alcoholic beverage by a student athlete is prohibited where the student athlete serves as a representative of the University at an official function.
- **Referral for substance abuse evaluation and possible treatment. Failure to start (ex: schedule an appointment, attend a session) with the treatment plan within 7 days of notification may result removal of 25% of athletic financial aid and/or removal from participation in intercollegiate athletics.**
- ***The penalty for violating policy in Category D, beyond the referral for evaluation, will be at the discretion of the Executive Director of Athletics in consultation with the FAR and applicable head coach.***



- With the approval of the sport administrator, team rules related to alcohol consumption may exceed those described above.

10. Follow Up Testing Protocol

A student athlete who has returned to participation in intercollegiate athletics following a positive drug test under this policy may be subject to follow-up testing. Testing may be unannounced and will be required at a frequency determined by the Medical Director, Team Physician, Director of Athletic Training Services and/or or designee in consultation with the counselor or specialist involved in the student athlete's treatment plan.

11. General Principles

- It is understood that a student athlete voluntarily joins the Youngstown State University's athletic community, and thereby assumes obligation for abiding by the standards established by the athletic department. Participation in the departments AOD Education and Testing Program is a mandatory condition of athletic eligibility. Drug testing is considered an extension of an ongoing physical examination, and may serve as a deterrent to use, abuse, and experimentation with drugs and alcohol.
- Student athletes agree to participate in drug testing conducted at random, scheduled team-testing, or because of reasonable suspicion by agreeing to provide specimen(s) during announced, unannounced or "no-notice" collection. In addition, multiple testing may be performed with each athlete. There is also a possibility that a student athlete will not be selected for random drug testing.
- This AOD Education and Testing Policy sanctions for positive tests are based on drug or drug metabolites detected, regardless of how said chemical was introduced into the body (digested, inhaled, injected, or transdermal administration).
- All positive test results are considered cumulative for a student athlete's career.
- Consumer/commercial list of banned substances should be considered incomplete. Student athletes are responsible for checking ingredients of all nutritional and dietary supplements. Further, student athletes are expected to refrain from consumption of those foods that may cause a positive drug test.

YOUNGSTOWN STATE

Ignorance of the legality of a substance is not a valid excuse for a positive drug test

- Any student athlete found guilty of distributing or selling any drug will be subject to immediate and permanent removal from the team, and any/all athletically related financial aid will be terminated.
- A drug or related compound not specifically identified in the previously mentioned categories is subject to classification by the team physician and/or her/his designate for inclusion into a specific category.
- If a student athlete does not report for a drug test, he/she will be POSITIVE and will be subject to the appropriate sanction(s).
- If a student athlete provides a sample for another student, it could jeopardize their eligibility and/or scholarship.
- If found using a specimen provided by another student athlete, the student athlete must provide the name of the individual who provided the specimen.
- The Department of Intercollegiate Athletics and its agents will make every effort to keep all drug testing results confidential, and will oppose disclosure to any person within or outside the University.
- The Department of Intercollegiate Athletics AOD policy and related sanctions for positive drug tests or alcohol offenses serve as the minimum penalty for violations. If approved by the sport administrator, **team policies may provide additional penalties.**
- The Department of Intercollegiate Athletics will make every effort to educate student athletes on this document and the procedures/sanctions provided by it.
- If more than one student athlete in the same team, or position group on a team, tests positive and both are subject to the loss of 25% competition, the athletic department has the discretion to decide the timing of suspension to protect the health and safety of the eligible student athletes.

12. Drug Test Laboratory Result Appeals Process

- Test-positive student athletes may request an appeal of the drug test laboratory result.
- Request for a laboratory result appeal must be made in writing to the Medical Director not more than 48 hours from time of notification of a positive drug test. Additional time may be granted during holidays, university authorized breaks and mitigation outside the control of the student athlete that withheld them from appealing in a reasonable timeframe.
- An appeal of the laboratory test result includes laboratory testing of the B-sample at another accredited World Anti-Doping Agency laboratory.
- All costs associated with the shipping, processing, and testing of the B-sample, per the appeal process, will be the sole responsibility of the test-positive student athlete.

YOUNGSTOWN STATE

13. Sanctions Appeals Process

- Test-positive, sanctioned student athletes may request an appeal hearing before the AOD Education and Testing Council.
- Members of the council may include the Faculty Athletics Representative (Chair), Director of Athletic Training Services or designee, Deputy Athletics Director or designee, Team Physician, a member of the university's counseling center, or any additional designate(s).
- Request for an appeal must be made in writing to the Faculty Athletics Representative not more than 72 hours from time of notification of a positive drug test and sanctions. Additional time may be granted during holidays, university authorized breaks and mitigation outside the control of the student-athlete that withheld them from appealing in a reasonable timeframe.
- The student athlete who tested positive must be present at the appeal hearing, and may be accompanied by one individual, in an advisory capacity only.
- The Faculty Athletics Representative will notify the student athlete in writing regarding the decision of the council. The results of the appeal hearing are final and binding.

Sanctions Summary Table:

	First Violation	Second Violation	Third Violation	Fourth Violation
Category A Marijuana, Hashish (THC), synthetic marijuana and related components	+Referral for substance abuse evaluation	+Referral for substance abuse evaluation +15 hours of community service in a 35-day period	+10% loss of athletic financial aid +25% loss of competitions	+365-day suspension
Category B Stimulants, Depressants, Hallucinogens, Cocaine, Heroin	+Referral for substance abuse evaluation	+Referral for substance abuse evaluation +10% loss of athletic financial aid +25% loss of competitions	+365-day suspension +Loss of all athletic financial aid	
Category C Anabolic steroids, peptide hormones, analogues, diuretics, and other performance enhancing substances	+Referral for substance abuse evaluation +365-day suspension +50% loss of athletic financial aid	+Referral for substance abuse evaluation +Permanent disqualification +Loss of all athletic financial aid		
Category D Alcohol	+Referral for substance abuse evaluation	+Referral for substance abuse evaluation	+Referral for substance abuse evaluation	

YOUNGSTOWN STATE

	+Sanction at the discretion of the AD and FAR	+Sanction at the discretion of the AD and FAR	+Sanction at the discretion of the AD and FAR	
--	---	---	---	--

Note: This is a summary table. Complete sanction details can be found beginning on page 6.



Ohio Marijuana Law (House Bill 523)

What the law means:

Ohio's medical marijuana law took effect on September 8, 2016. It allows the cultivation, processing, testing, dispensing, and use of medical marijuana per a physician's recommendation. Interestingly, patients who receive a physician's medical marijuana recommendation will be unable to smoke it, as this use is expressly prohibited under the law. Patients, on the other hand, will be able to ingest "edibles" or even absorb marijuana through the skin by a patch. As of 2021, the program benefits roughly 100,000 registered patients throughout the state.

A physician holding a **certificate to recommend may recommend** medical marijuana treatment only if there is "bona-fide" physician-patient relationship established. Physicians are also required to submit an annual report describing their observations of the effectiveness of medical marijuana on their patients and to complete at least two hours of continuing education relating to medical marijuana per year. Importantly, physicians have been granted immunity under the law for recommending a patient's use of medical marijuana.

Certifying Physicians:

To qualify for the program, a patient must be diagnosed with a qualifying medical condition and receive a recommendation from a physician approved by the state. An in-person physical examination is required, and the physician must have an expectation of providing ongoing care for the patient. The physician will submit the required paperwork directly to the state on behalf of the patient seeking registration.

Qualifying Medical Conditions:

Ohio includes several qualifying medical conditions in its program — including AIDS, Alzheimer's disease, amyotrophic lateral sclerosis, cancer, chronic traumatic encephalopathy, Crohn's disease, epilepsy or another seizure disorder, fibromyalgia, glaucoma, hepatitis C, inflammatory bowel disease, multiple sclerosis, chronic or intractable pain, Parkinson's disease, positive status for HIV, PTSD, sickle cell anemia, spinal cord disease or injury, Tourette's syndrome, traumatic brain injury, and ulcerative colitis.

Usage Limitations:

Patients will have access to medical marijuana, including whole plant, extracts, and infused products such as food items. Under the law passed by lawmakers, raw cannabis may not be smoked, but may be vaporized. Patients will be limited to a 90-day supply of medical marijuana in its various forms, with the exact amount to be determined by the Board of Pharmacy.

Federal Illegality:

Still, marijuana remains illegal at the federal level under the Controlled Substances Act (CSA) and one side effect of this is that marijuana businesses are unable to pay payroll taxes in compliance with IRS requirements. The IRS requires payroll taxes to be deposited using the electronic federal tax payment system, but marijuana businesses are unable to do so because most banks refuse to offer them accounts in fear of being punished by federal regulators for housing dollars earned through illegal means.

Five things employers should know about Ohio's medical marijuana law

1. Drug-free workplaces and zero-tolerance drug policies remain in place
2. No obligation to accommodate an employee's medical marijuana use
3. It's legal to fire employees for use, possession or distribution of medical marijuana
4. Medical marijuana users are not entitled to unemployment benefits
5. Workers' compensation claim defenses are unchanged

OSBA

By Moore - <https://www.ohioabar.org/NewsAndPublications/News/OSBANews/Pages/5-things-employers-should-know-about-Ohios-medical-marijuana-law.aspx>



Appendix E: 2021-2022 Biennial Review

-Disciplinary Sanctions

Sanctions | YSU

Violations of the YSU Alcohol Policy

For a first time violation of Article III. 2. (a) (Illegal use or possession of alcohol) or Article III. 2. (b) (public intoxication) of the Student Conduct Standards, a student should expect the following sanctions at minimum:

- 6 to 9 months conduct probation
- 6 to 9 months residential probation (if the student lives in University housing)
- \$75 fine (may be deferred for one year)
- Educational sanction, including community service or an online intervention program

A second violation of Article III. 2. (a) or Article III. 2. (b) will minimally result in the following sanctions:

- 9 to 12 months deferred University suspension
- 9 to 12 months deferred residential suspension (if the student lives in University housing)
- \$125 fine, plus any active deferred fines
- Education sanction, including community services or an online intervention program

For a first time violation of Article III. 2. (c) (distribution of alcohol to others) of the Student Conduct Standards, a student should expect the following sanctions at minimum:

- 12 months deferred University suspension
- 12 months deferred residential suspension (if the student lives in University housing)
- \$75 fine (may be deferred for one year)
- Education sanction, including community service or an online intervention program

A second violation of Article III. 2. (c) will minimally result in the following sanctions:

- 1 semester University suspension
- 2 semesters residential suspension (if the student lives in University housing)
- \$125 fine, plus any active deferred fines
- Educational sanction, including community service or an online intervention program

Violations of the YSU Drug Policy

For a first time violation of Article III. 7. (drug policy – marijuana only, and not including charges for distribution) of the Student Conduct Standards, a student should expect the following sanctions at minimum:

- 6 to 9 months conduct probation
- 6 to 9 months residential probation (if the student lives in University housing)
- \$100 fine (may be deferred for one year)
- Educational sanction, including community service or an online intervention program

A second violation of Article III. 7. (drug policy- marijuana only, and not including charges for distribution) will minimally result in the following sanctions:

- 9 to 12 months deferred University suspension
- 9 to 12 months deferred residential suspension (if the student lives in University housing)
- \$125 fine, plus any active deferred fines

- Educational sanction, including community services or an online intervention program

For a first time violation of Article III. 7. (drug policy- use of any other illegal drugs) of the Student Conduct Standards, a student should expect the following sanctions at minimum:

- 12 months deferred University suspension
- 12 months deferred residential suspension (if the student lives in University housing)
- \$100 fine
- Educational sanction, including community services or an online intervention program

A second violation of Article III. 7. (drug policy- use of any other illegal drugs) will minimally result in the following sanctions:

- 1 semester University suspension
- 2 semesters residential suspension (if the student lives in University housing)
- \$150 fine, plus any active deferred fines
- Educational sanction, including community service or an online intervention program

For a first time violation of Article III. 7. (drug policy- charges for distribution) of the Student Conduct Standards, a student should expect the following sanctions at minimum:

- 1 semester suspension
- \$250 fine
- Educational sanction, including community service or an online intervention program

A second violation of Article III. 7 (drug policy- charges for distribution) will likely result in the following sanctions:

- University expulsion

Other Applicable Fines

Fines may be assessed by the Student Conduct Administrator, Conduct Officer, or the Student Conduct Board for any kind of violation of the Student Conduct Standards, as well as for failing to fulfill other responsibilities under The Student Code of Conduct. Below are some standard fines that students may expect for certain violations:

- Failure to attend a student conduct meeting or hearing: \$25
- Failure to complete a sanction by the established deadline: \$25
- Smoking or vaping inside any University facility: \$75
- Smoking or vaping inside any University facility which requires fire response: \$150
- Restitution for lost, stolen, or damaged property: \$50 plus the cost of replacement
- Violent or threatening behavior: \$150
- Tampering with life safety equipment or knowingly creating a fire hazard: \$150
- Theft: \$150
- Violation of the weapons policy: \$150
- Drug sales or distribution: \$250
- Other fines corresponding to the nature of the violation: up to \$250

Violations of the YSU Sexual Misconduct Policy

Violation of the YSU Sexual Misconduct Policy- which includes any sexual harassment, stalking, dating, or domestic violence, sexual assault, or any other similarly prohibited behaviors- will result in sanctions designed to end the misconduct, remedy the effects created by the misconduct, and prevent recurrence of the misconduct.

In choosing appropriate sanctions for such violations, the following information is taken into consideration:

- Adherence to interim measures prior to the hearing
- The actual and possible repercussions of the misconduct
- Any physical, emotional, or physiological harm done to others
- The frequency and severity of the misconduct
- Indication of any pre-meditated intent to commit the misconduct
- Use of any coercion, threats, weapons, or force used to commit the misconduct
- The student's prior conduct record

For a first time violation of Article III. 18. (including sexual harassment, stalking, dating violence, or domestic violence) of the Student Conduct Standards, a student should expect the following sanctions at minimum:

- 12 months conduct probation
- 12 months residential probation (if the student lives in University housing)
- Residence hall relocation (if the student lives in University housing)
- Educational sanction, including an online intervention program

For a first time violation of Article III. 18. (including any sexual assault with penetration, use of coercion, or use of force) of the Student Conduct Standards, a student should expect the following sanctions at minimum:

- 1 year University suspension
- Residential expulsion
- Educational sanction, including an online intervention program

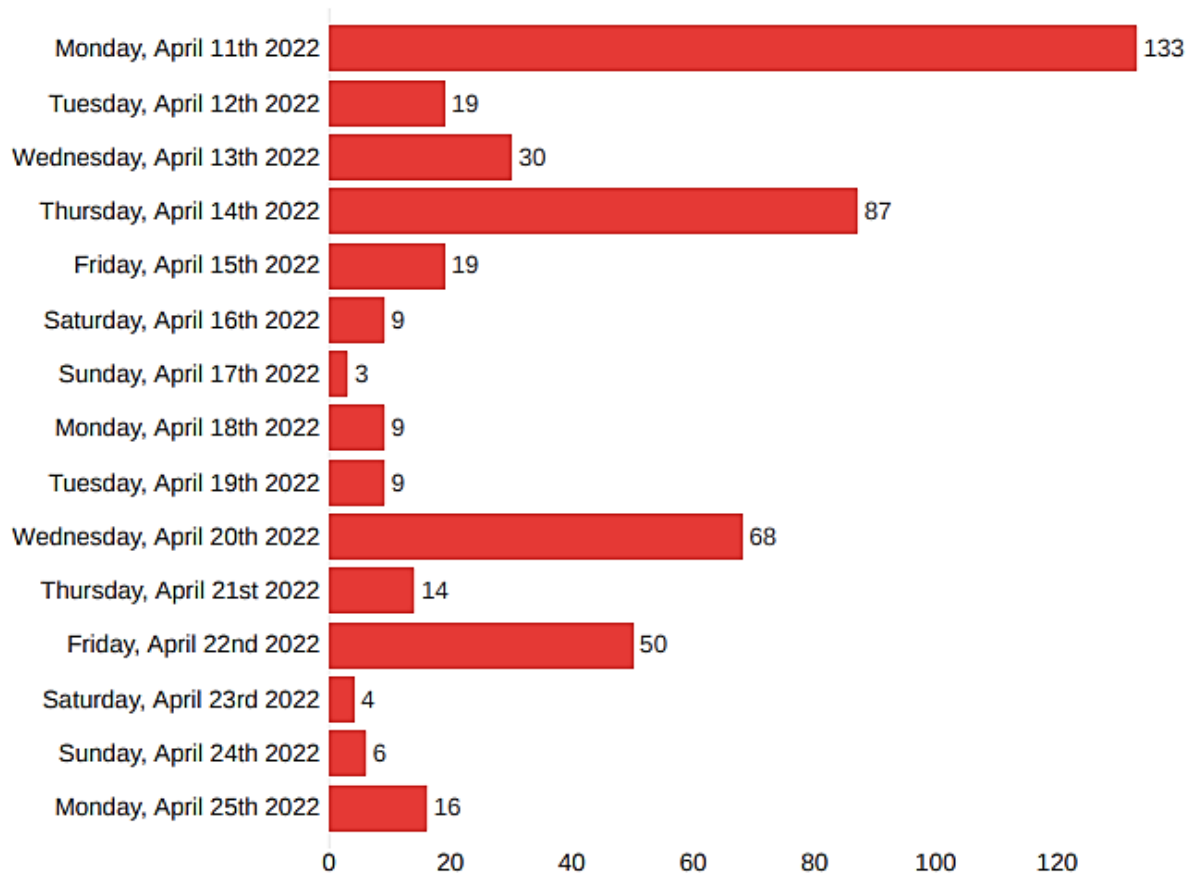
Appendix F: 2021-2022 Biennial Review

-Assessment of Drug & Alcohol Prevention and related programs



American College Health Association National College Health Assessment

Youngstown State University - Spring 2022 Daily Submission Report



476



YOUNGSTOWN STATE UNIVERSITY

Executive Summary

Spring 2022

American College Health Association

National College Health Assessment III

ACHA-NCHA III

The ACHA-NCHA III 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.



AMERICAN COLLEGE HEALTH ASSOCIATION

Copyright 2022

All Rights Reserved

Table of Contents

I. Introduction and Notes	1
II. Findings	
A. General Health and Campus Climate	3
B. Nutrition, BMI, Physical Activity, and Food Security	3
C. Health Care Utilization	4
D. Impediments to Academic Performance	5
E. Violence, Abusive Relationships, and Personal Safety	7
F. Tobacco, Alcohol, and Other Drug Use	8
G. Sexual Behavior	11
H. Mental Health and Wellbeing	12
I. Acute Conditions	14
J. Ongoing or Chronic Conditions	15
K. Sleep	17
III. Demographics and Sample Characteristics	18

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.acha.org/NCHA.

Suggested citation for this document:

American College Health Association. American College Health Association-National College Health Assessment III: Youngstown State University Executive Summary Spring 2022. Silver Spring, MD: American College Health Association; 2022.

Introduction and Notes

The ACHA-National College Health Assessment (ACHA-NCHA) 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 and behaviors on the most prevalent health topics. 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.

ACHA initiated the original ACHA-NCHA in 2000 and the instrument was used nationwide through the Spring 2008 data collection period. A revised survey, the ACHA-NCHA-II, was in use from Fall 2008 - Spring 2019 data collection periods. The survey was redesigned again, and data collection with the ACHA-NCHA III began in Fall 2019.

Please note that it is not appropriate to compare trends between versions of the survey. Directly comparing data points between the Original ACHA-NCHA, the ACHA-NCHA II, and the ACHA-NCHA III can lead to an erroneous conclusion and is not recommended.

Notes about this report:

1. Missing values have been excluded from analysis and only valid percents are included in this document, unless otherwise noted.

2. **The ACHA-NCHA III is programmed differently than earlier versions of the survey.** Rather than asking the respondents to answer every question (and offering a "not applicable" option), display logic was used throughout the survey to determine whether, based on their response to an earlier question, the student saw a follow-up question. This makes the valid percents of certain questions impossible to apply to the entire sample, as the denominator used was limited to only the number of students that saw the question. When appropriate, results are also presented using the entire sample as the denominator to show the proportion of the overall sample that experienced a particular issue. These differences in presentation are carefully noted throughout the document and will often explain differences observed between this document and the full data report. Please look carefully at descriptions of the data presented in each table, as well as any footnotes included.

3. **About the use of sex and gender in this report:** Survey results are reported by sex based on the responses to questions 67A, 67B, and 67C. The responses to these questions are used to create a new variable called RSEX. RSEX is used for organizing results in the ACHA-NCHA report documents. Respondents are reported as cis men or cis women only when their responses to 67A, 67B, and 67C are consistent with one another. If gender identity is consistent with sex at birth AND "no" is selected for transgender, then respondents are designated as either cis men or cis women in RSEX. If respondents select "yes" for transgender OR their sex at birth is not consistent with their gender identity, then they are designated as transgender/gender non-conforming in RSEX. A respondent that selects "intersex" for sex at birth, "no" for transgender, and man or woman for gender identity are designated as cis men or cis women in RSEX. A respondent that selects "intersex" for sex at birth, "yes" for transgender, or selects a gender identity other than man or woman are designated as transgender/gender non-conforming in RSEX. A respondent that selects "another identity" on 67C is designated missing in RSEX. A respondent that skips any of the three questions is designated as missing in RSEX. Totals displayed in this report include missing responses. Please see the ACHA-NCHA III survey codebook for more information about how data on sex and gender are coded.

For additional information about the survey's development, design, and methodology, email Mary T Hoban, PhD, MCHES, (mhoban@acha.org), Christine Kukich, MS (ckukich@acha.org), or visit www.acha-ncha.org.

We need to draw your attention to an important change in your ACHA-NCHA Report documents. Beginning in Spring 2021, responses for transgender and gender-nonconforming students are readily available directly in the report documents. This represents an important change in the way we have been reporting ACHA-NCHA results. We've prepared the following information to better explain the specific changes, our reasoning for doing so, and tips for using these redesigned report documents.

I. What we've done to date

- The ACHA-NCHA has asked respondents about their gender identity for 12 years.
- Data on transgender and gender-nonconforming (TGNC) students was available in the data file, but not displayed explicitly in the report documents in an effort to protect the privacy of TGNC students, particularly those students in smaller campus environments and at schools that publicly shared their ACHA-NCHA report documents.
- We have been trying to find the right balance between protecting students' privacy and making the results accessible to campus surveyors who may not use the statistical software that would be required to extract this information directly from the data files. Until now, we've erred on the side of protecting student privacy.

II. Why change?

- The number of TGNC students in our samples has been increasing over the years. Between 2008 and 2015, the number of students identifying as TGNC was very small (less than 0.05%). We've learned over the years that gender identity is complex and fluid. To better capture this complexity, we began asking separate questions about sex at birth and gender identity in Fall 2015. Now TGNC students tend to represent 3-4% of the overall sample.
- With greater number of students identifying as TGNC on the ACHA-NCHA in recent years, we have a better opportunity to understand their needs and behaviors than we have in years past.
- A number of health disparities between TGNC students and their cisgender peers have been well documented^[1], and schools need readily available access to this data in order to better address the needs of TGNC students.

III. What's different about the way we are reporting?

- First – a note about how we have been reporting ACHA-NCHA results to date. RSEX is a variable we create based on the responses to the questions on sex at birth, whether or not a student identifies as transgender, and their gender identity. The RSEX variable had allowed us to sort respondents into 4 groups for reporting purposes: male, female, non-binary, and missing. (Details about this variable can be found in all report documents.)
- The value labels for RSEX have been revised to better represent gender identity rather than sex. A value of "1" has been changed from "Male" to "Cis Men^[2]." A "2" has been changed from "Female" to "Cis Women^[3]." The value "3" has been changed from "non-binary" to "Transgender and Gender-Nonconforming" (TGNC), as it's a more accurate and inclusive term. The value "4" on RSEX remains "missing/unknown" and is used for students who do not answer all three questions.
- The "missing/unknown" column in the Data Report document has been replaced with a "Trans/Gender-Nonconforming" column. Because space limitations in the report prevent us from displaying all 4 categories plus a total column in the same document, it's now the "missing/unknown" column that is not displayed. Now when the Total of any given row is higher than the sum of the cis men, cis women, and TGNC respondents, the difference can be attributed to "missing/unknown" respondents that selected the response option presented in that row
- A column for "Trans/Gender-Nonconforming" has been added the Executive Summary Report document.

IV. Important considerations with this new format

- Percentages in the Executive Summary may represent a very small number of TGNC students and can limit the generalizability of a particular finding. To assist with the interpretation of the percentages displayed in the Executive Summary, the total sample size for each group has been added to every page.
- We encourage ACHA-NCHA surveyors to carefully review their report documents, particularly among the student demographic variables, and consider students who may be inadvertently identified in the results based on a unique combination of the demographic characteristics before sharing the documents widely or publicly. This is especially true for very small schools, as well as schools that lack diversity in the student population.
- Think about the implication of working with and documenting very small samples – from the perspective of making meaningful interpretations, as well as the privacy of respondents. This is true of all demographic variables, and not limited to gender identity. You may consider a minimum cell size or another threshold by which you make decisions about making your Institutional Data Report publicly available. It is less of a concern in your Institutional Executive Summary as we only display the percentages with the overall sample size.

[1] Greathouse M, BrckaLorenz A, Hoban M, Huseman R, Rankin S, Stolzenberg EB. (2018). Queer-spectrum and trans-spectrum student experiences in American higher education: The analysis of national survey findings. New Brunswick, NJ: Tyler Clementi Center, Rutgers University.

[2] Cisgender refers to people whose gender identity matches their sex assigned at birth. Cis men is short for "cisgender men" and is a term used to describe persons who identify as men and were assigned male at birth.

[3] Cis women is short for "cisgender women" and is a term used to describe persons who identify as women and were assigned female at birth.

This Executive Summary highlights results of the ACHA-NCHA III Spring 2022 survey for Youngstown State University consisting of 476 respondents. The response rate was 5.0%.

Findings

Cis Men n =	132
Cis Women n =	314
Trans/GNC n =	21

A. General Health and Campus Climate

- 50.3 % of college students surveyed (49.2 % cis men, 51.4 % cis women, and 45.0 % transgender/gender non-conforming) described their health as *very good or excellent*.
- 86.6 % of college students surveyed (90.0 % cis men, 86.0 % cis women, and 80.0 % transgender/gender non-conforming) described their health as *good, very good or excellent*.

Proportion of college students who reported they *agree or strongly agree* that:

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
<i>Percent (%)</i>				
I feel that I belong at my college/university	70.8	70.4	42.9	68.7
I feel that students' health and well-being is a priority at my college/university	56.9	51.6	23.8	51.9
At my college/university, I feel that the campus climate encourages free and open discussion of students' health and well-being.	60.0	59.0	38.1	58.3
At my college/university, we are a campus where we look out for each other	50.0	51.6	28.6	50.0

B. Nutrition, BMI, Physical Activity, and Food Security

College students reported:

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
<i>Percent (%)</i>				
Drinking 0 sugar-sweetened beverages (per day), on average, in the last 7 days	30.8	29.9	14.3	29.2
Drinking 1 or more sugar-sweetened beverages (per day), on average, in the last 7 days	69.2	70.1	85.7	70.8
Drinking energy drinks or shots on 0 of the past 30 days	65.1	75.6	70.0	72.6
Drinking energy drinks or shots on 1-4 of the past 30 days	22.5	12.0	20.0	15.1
Drinking energy drinks or shots on 5 or more of the past 30 days	12.4	12.3	10.0	12.3
Eating 3 or more servings of fruits (per day), on average, in the last 7 days	18.3	23.5	19.0	21.9
Eating 3 or more servings of vegetables (per day), on average, in the last 7 days	28.0	33.9	23.8	31.7

■ **Estimated Body Mass Index (BMI):** This figure incorporates reported height and weight to form a general indicator of physical health. Categories defined by The World Health Organization (WHO) 2000, reprinted 2004. Obesity: Preventing and Managing the Global Epidemic. WHO Tech Report Series: 894.

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
<i>Percent (%)</i>				
BMI				
<18.5 Underweight	3.9	2.6	10.0	3.5
18.5-24.9 Healthy Weight	46.1	43.5	30.0	43.8
25-29.9 Overweight	21.1	23.9	30.0	23.2
30-34.9 Class I Obesity	16.4	14.5	10.0	14.8
35-39.9 Class II Obesity	9.4	8.1	5.0	8.2
≥40 Class III Obesity	3.1	7.4	15.0	6.5
Mean	27.04	27.51	29.09	27.39
Median	24.88	25.45	27.04	25.39
Std Dev	7.64	7.42	11.92	7.72

Students meeting the recommended guidelines for physical activity

Based on: US Dept of Health and Human Services. *Physical Activities Guidelines for Americans*, 2nd edition. Washington, DC: US Dept of Health and Human Services; 2018

Cis Men n =	132
Cis Women n =	314
Trans/GNC n =	21

Definitions:

- Recommendation for **aerobic activity**: 150 minutes or more of moderate-intensity physical activity per week or 75 minutes of vigorous-intensity physical activity or the equivalent combination
- Recommendation for **strength training**: 2 or more days a week of moderate or greater intensity activities that involve all major muscle groups
- **Active Adults** meet the recommendation for strength training **AND** aerobic activity
- **Highly Active Adults** meet the recommendation for strength training and **TWICE** the recommendation for aerobic activity (300 minutes or more of moderate-intensity physical activity per week or 150 minutes of vigorous-intensity physical activity or the equivalent combination)

<i>Percent (%)</i>	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Guidelines met for aerobic exercise only	66.7	60.3	68.4	62.1
Guidelines met for Active Adults	48.8	35.2	36.8	39.0
Guidelines met for Highly Active Adults	40.3	25.1	31.6	29.7

Food Security

Based on responses to the *US Household Food Security Survey Module: Six-Item Short Form (2012)* from the USDA Economic Research Service.

<i>Percent (%)</i>	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
High or marginal food security (score 0-1)	65.2	55.0	38.1	56.9
Low food security (score 2-4)	18.9	24.3	42.9	23.5
Very low food security (score 5-6)	15.9	20.7	19.0	19.6
Any food insecurity (low or very low food security)	34.8	45.0	61.9	43.1

C. Health Care Utilization

College students reported:

<i>Percent (%)</i>	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Receiving psychological or mental health services within the last 12 months	17.4	34.3	52.4	30.7

*The services were provided by:

My current campus health and/or counseling center	23.8	23.1	18.2	23.0
A mental health provider in the local community near my campus	36.4	28.2	45.5	30.9
A mental health provider in my home town	57.1	55.2	54.5	55.7
A mental health provider not described above	10.5	11.8	37.5	13.0

**Only students who reported receiving care in the last 12 months were asked these questions*

<i>Percent (%)</i>	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Visiting a medical provider within the last 12 months	50.8	75.0	47.6	66.7

*The services were provided by:

My current campus health center	31.1	25.9	40.0	27.3
A medical service provider in the local community near my campus	34.4	27.4	22.2	28.6
A medical service provider in my home town	64.5	77.3	80.0	74.9
A medical service provider not described above	4.2	8.7	14.3	7.9

**Only students who reported receiving care in the last 12 months were asked these questions*

Cis Men n =	132
Cis Women n =	314
Trans/GNC n =	21

College students reported:

	Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Flu vaccine within the last 12 month		40.5	46.0	52.4	45.2
Not starting the HPV vaccine series		27.5	31.4	19.0	29.5
Starting, but not completing HPV vaccine series		1.5	3.8	0.0	3.0
Completing HPV vaccine series		28.2	43.3	47.6	39.1
Not knowing their HPV vaccine status		42.7	21.5	33.3	28.4
Ever having a GYN visit or exam (females only)			60.1	38.1	
Having a dental exam in the last 12 months		65.6	70.7	71.4	69.4
Being tested for HIV within the last 12 months		3.0	12.2	14.3	9.6
Being tested for HIV more than 12 months ago		9.1	12.5	14.3	11.5
Wearing sunscreen usually or always when outdoors		19.7	41.4	23.8	34.6
Spending time outdoors with the intention of tanning at least once in the last 12 months		39.4	63.3	45.0	55.5

D. Impediments to Academic Performance

Respondents are asked in numerous places throughout the survey about issues that might have negatively impacted their academic performance within the last 12 months. This is defined as negatively impacting their performance in a class or delaying progress towards their degree. Both types of negative impacts are represented in the figures below. Please refer to the corresponding Data Report for specific figures on each type of impact. **Figures in the left columns** use all students in the sample as the denominator. **Figures in the right columns** use only the students that experienced that issue (e.g. students who used cannabis, reported a problem or challenge with finances, or experienced a particular health issue) in the denominator. *(items are listed in the order in which they appear in the survey)*

Negatively impacted academic performance among all students in the sample

	Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Alcohol use		3.0	2.5	9.5	2.9
Cannabis/marijuana use		0.8	0.6	4.8	0.8

Negatively impacted academic performance among only students that experienced the issue

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
	4.9	3.5	11.1	4.2
	3.6	2.7	14.3	3.6

Problems or challenges in the last 12 months

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Career	7.6	14.6	23.8	13.2
Finances	12.9	17.8	23.8	16.8
Procrastination	45.5	43.9	71.4	45.4
Faculty	6.8	5.7	9.5	6.5
Family	9.1	13.7	23.8	13.0
Intimate Relationships	9.1	11.5	33.3	11.8
Roommate/housemate	3.8	4.1	9.5	4.4
Peers	3.8	4.8	9.5	4.8
Personal appearance	3.8	6.7	4.8	5.7
Health of someone close to me	8.3	14.0	9.5	12.2
Death of a family member, friend, or someone close to me	11.4	15.9	23.8	14.7
Bullying	0.8	1.9	0.0	1.5
Cyberbullying	1.5	1.0	4.8	1.3
Hazing	0.8	0.3	4.8	0.6
Microaggression	0.8	2.2	19.0	2.5
Sexual Harassment	0.8	1.3	0.0	1.1
Discrimination	0.8	2.5	9.5	2.3

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
	24.4	46.5	45.5	40.9
	35.4	34.4	38.5	35.4
	65.9	61.9	75.0	63.9
	50.0	39.1	50.0	44.3
	30.0	31.6	38.5	32.3
	30.8	32.7	70.0	34.8
	31.3	18.3	50.0	22.6
	20.8	23.1	40.0	24.0
	10.0	12.2	7.7	11.4
	24.4	31.2	16.7	28.7
	45.5	54.9	83.3	53.4
	33.3	22.2	0.0	21.2
	33.3	30.0	50.0	33.3
	100.0	20.0	50.0	37.5
	9.1	16.3	44.4	19.0
	50.0	12.1	0.0	12.5
	14.3	28.6	66.7	28.2

Cis Men n =	132
Cis Women n =	314
Trans/GNC n =	21

Negatively impacted academic performance among all students in the sample

Negatively impacted academic performance among only students that experienced the issue

Percent (%)	Negatively impacted academic performance among all students in the sample			
	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Acute Diagnoses in the last 12 months				
Bronchitis	1.5	0.3	0.0	0.6
Chlamydia	0.0	0.0	4.8	0.2
Chicken Pox (Varicella)	0.0	0.0	0.0	0.0
Cold/Virus or other respiratory illness	6.8	15.9	9.5	12.8
Concussion	0.8	1.9	4.8	1.7
Gonorrhea	0.0	0.3	0.0	0.2
Flu (influenza or flu-like illness)	3.0	7.0	4.8	5.7
Mumps	0.0	0.0	4.8	0.2
Mononucleosis (mono)	0.0	0.6	0.0	0.4
Orthopedic injury	4.5	1.9	4.8	2.7
Pelvic Inflammatory Disease	0.0	0.0	0.0	0.0
Pneumonia	0.0	0.6	4.8	0.6
Shingles	0.0	0.0	0.0	0.0
Stomach or GI virus or bug, food poisoning or gastritis	3.0	3.8	4.8	3.6
Urinary tract infection	0.0	2.5	0.0	1.7

Percent (%)	Negatively impacted academic performance among only students that experienced the issue			
	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
	40.0	11.1	0.0	21.4
	0.0	0.0	100.0	25.0
	0.0	0.0	0.0	0.0
	27.3	38.5	40.0	36.1
	50.0	60.0	100.0	61.5
	0.0	100.0	0.0	50.0
	40.0	61.1	100.0	57.4
	0.0	0.0	100.0	100.0
	0.0	50.0	0.0	40.0
	54.5	20.0	50.0	30.2
	0.0	0.0	0.0	0.0
	0.0	40.0	100.0	42.9
	0.0	0.0	0.0	0.0
	33.3	27.9	100.0	30.4
	0.0	19.0	0.0	18.2

Percent (%)	Negatively impacted academic performance among all students in the sample			
	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Any ongoing or chronic medical conditions diagnosed or treated in the last 12 months	18.9	29.6	52.4	27.7

Percent (%)	Negatively impacted academic performance among only students that experienced the issue			
	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
	29.1	37.5	57.9	37.0

Other impediments to academic performance

Percent (%)	Other impediments to academic performance			
	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Assault (physical)	0.0	0.6	0.0	0.4
Assault (sexual)	0.0	1.0	0.0	0.6
Allergies	3.0	4.5	0.0	3.8
Anxiety	22.7	30.9	47.6	29.2
ADHD or ADD	9.1	10.5	38.1	11.3
Concussion or TBI	1.5	1.9	0.0	1.7
Depression	18.9	22.6	42.9	22.7
Eating disorder/problem	2.3	2.5	0.0	2.3
Headaches/migraines	6.1	14.3	19.0	12.0
Influenza or influenza-like illness (the flu)	5.3	5.7	4.8	5.5
Injury	3.8	1.0	9.5	2.1
PMS	0.0	10.2	14.3	7.6
PTSD	0.8	3.5	4.8	2.7
Short-term illness	3.0	6.4	0.0	5.0
Upper respiratory illness	3.8	8.3	9.5	6.9
Sleep difficulties	14.4	21.0	23.8	19.3
Stress	28.0	36.6	57.1	34.7

Percent (%)	Other impediments to academic performance			
	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
	0.0	28.6	0.0	20.0
	0.0	21.4	0.0	17.6
	8.9	10.3	0.0	9.5
	43.5	46.9	62.5	47.1
	63.2	54.1	80.0	59.3
	33.3	40.0	0.0	34.8
	56.8	50.7	64.3	53.7
	33.3	18.6	0.0	18.3
	22.9	31.7	36.4	30.2
	35.0	41.9	33.3	39.4
	35.7	14.3	50.0	25.6
	0.0	25.0	25.0	25.2
	11.1	45.8	33.3	36.1
	25.0	39.2	0.0	35.8
	20.0	27.4	50.0	26.4
	38.0	42.6	41.7	41.8
	47.4	49.1	63.2	49.4

Cis Men n =	132
Cis Women n =	314
Trans/GNC n =	21

E. Violence, Abusive Relationships, and Personal Safety

Within the last 12 months, college students reported experiencing:

	Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
A physical fight		3.1	0.6	0.0	1.5
A physical assault (not sexual assault)		3.1	1.6	0.0	1.9
A verbal threat		11.6	11.6	20.0	12.2
Sexual touching without their consent		2.3	5.4	0.0	4.3
Sexual penetration attempt without their consent		2.3	1.6	5.0	1.9
Sexual penetration without their consent		1.5	1.9	0.0	1.7
Being a victim of stalking		1.5	6.1	5.0	4.7
A partner called me names, insulted me, or put me down to make me feel bad		9.2	11.2	15.0	11.1
A partner often insisted on knowing who I was with and where I was or tried to limit my contact with family or friends		6.1	8.7	10.0	8.5
A partner pushed, grabbed, shoved, slapped, kicked, bit, choked or hit me without my consent		1.5	3.6	5.0	3.4
A partner forced me into unwanted sexual contact by holding me down or hurting me in some way		2.3	1.3	0.0	1.9
A partner pressured me into unwanted sexual contact by threatening me, coercing me, or using alcohol or other drugs		1.6	1.3	10.0	1.9

College students reported feeling *very safe*:

	Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
On their campus (daytime)		76.5	63.0	52.4	66.0
On their campus (nighttime)		26.5	13.9	4.8	16.8
In the community surrounding their campus (daytime)		24.2	18.7	9.5	19.6
In the community surrounding their campus (nighttime)		12.9	9.4	4.8	10.0

Cis Men n =	132
Cis Women n =	314
Trans/GNC n =	21

F. Tobacco, Alcohol, and Other Drug Use

Percent (%)	Ever Used			
	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Tobacco or nicotine delivery products (cigarettes, e-cigarettes, Juul or other vape products, water pipe or hookah, chewing tobacco, cigars, etc.)	35.9	36.7	42.9	36.2
Alcoholic beverages (beer, wine, liquor, etc.)	55.3	70.2	76.2	65.7
Cannabis (marijuana, weed, hash, edibles, vaped cannabis, etc.) [Please report nonmedical use only.]	27.5	34.6	42.9	32.9
Cocaine (coke, crack, etc.)	3.8	5.2	4.8	4.9
Prescription stimulants (Ritalin, Concerta, Dexedrine, Adderall, diet pills, etc.) [Please report nonmedical use only.]	6.1	6.4	4.8	6.4
Methamphetamine (speed, crystal meth, ice, etc.)	1.5	1.0	0.0	1.3
Inhalants (poppers, nitrous, glue, gas, paint thinner, etc.)	2.3	2.3	4.8	2.6
Sedatives or Sleeping Pills (Valium, Ativan, Xanax, Klonopin, Librium, Rohypnol, GHB, etc.) [Please report nonmedical use only.]	1.5	3.8	9.5	3.6
Hallucinogens (Ecstasy, MDMA, Molly, LSD, acid, mushrooms, PCP, Special K, etc.)	9.2	7.1	4.8	7.6
Heroin	0.8	1.0	0.0	1.1
Prescription opioids (morphine, codeine, fentanyl, oxycodone [OxyContin, Percocet], hydrocodone [Vicodin], methadone, buprenorphine [Suboxone], etc.) [Please report nonmedical use only.]	3.0	2.9	4.8	3.2

*These figures use all students in the sample as the denominator, rather than just those students who reported lifetime use.

*Used in the last 3 months			
Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
28.0	23.9	28.6	24.8
53.0	63.1	66.7	59.7
17.4	18.2	19.0	17.9
1.5	1.3	0.0	1.3
2.3	3.8	0.0	3.2
1.5	0.0	0.0	0.4
0.8	1.3	0.0	1.1
0.8	1.0	0.0	0.8
3.0	1.9	0.0	2.1
0.8	0.3	0.0	0.4
1.5	1.6	0.0	1.5

Substance Specific Involvement Scores (SSIS) from the ASSIST

Percent (%)	*Moderate risk use of the substance			
	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Tobacco or nicotine delivery products	18.9	18.8	14.3	18.3
Alcoholic beverages	7.6	9.2	9.5	8.6
Cannabis (nonmedical use)	10.6	13.4	9.5	12.2
Cocaine	1.5	1.3	0.0	1.3
Prescription stimulants (nonmedical use)	0.8	1.6	0.0	1.5
Methamphetamine	0.8	0.0	0.0	0.2
Inhalants	0.8	0.6	0.0	0.6
Sedatives or Sleeping Pills (nonmedical use)	0.0	0.6	0.0	0.4
Hallucinogens	0.8	0.6	0.0	0.6
Heroin	0.0	0.3	0.0	0.2
Prescription opioids (nonmedical use)	0.0	0.6	0.0	0.4

*These figures use all students in the sample as the denominator, rather than just those students who reported lifetime use.

*High risk use of the substance			
Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
0.8	1.6	0.0	1.3
2.3	0.6	0.0	1.1
2.3	0.3	0.0	0.8
0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0
0.8	0.0	0.0	0.2
0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0
0.0	0.3	0.0	0.2
0.0	0.0	0.0	0.0
0.8	0.3	0.0	0.4

Cis Men n =	132
Cis Women n =	314
Trans/GNC n =	21

Proportion of students (overall sample) who report misusing prescription medications (taking without a prescription, or taking more medication or more often than prescribed) in the past 3 months:

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Prescription stimulants	0.8	2.5	0.0	1.9
Prescription sedatives or sleeping pills	0.8	0.6	0.0	0.6
Prescription opioids	1.5	0.6	0.0	0.8

***Tobacco or nicotine delivery products used in the last 3 months**

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Cigarettes	9.1	7.0	14.3	7.8
E-cigarettes or other vape products (for example: Juul, etc.)	22.7	18.8	9.5	19.1
Water pipe or hookah	1.5	1.0	0.0	1.1
Chewing or smokeless tobacco	5.3	0.3	0.0	1.7
Cigars or little cigars	9.1	1.0	0.0	3.2
Other	0.8	0.0	0.0	0.2

*These figures use all students in the sample as the denominator, rather than just those students who reported tobacco or nicotine delivery product use in the last 3 months.

Students in Recovery

■ 3.1 % of college students surveyed (3.4 % cis men, 3.2 % cis women, and 0.0 % transgender/gender non-conforming) indicated they were in recovery from alcohol or other drug use.

When, if ever, was the last time you:

Percent (%)	Drank Alcohol			Total
	Cis Men	Cis Women	Trans/ Gender Non- conforming	
Never	34.1	20.1	9.5	23.9
Within the last 2 weeks	38.6	45.4	57.1	43.6
More than 2 weeks ago but within the last 30 days	7.6	10.5	9.5	9.7
More than 30 days ago but within the last 3 months	7.6	10.5	14.3	10.0
More than 3 months ago but within the last 12 months	8.3	8.0	4.8	7.8
More than 12 months ago	3.8	5.4	4.8	4.9

*Students were instructed to include medical and non-medical use of cannabis.

Cis Men	Cis Women	*Used Cannabis/Marijuana	
		Trans/ Gender Non- conforming	Total
68.2	58.8	47.6	61.0
8.3	10.2	14.3	10.0
5.3	4.8	4.8	4.9
3.0	5.1	9.5	4.9
5.3	5.1	4.8	5.1
9.8	16.0	19.0	14.2

Driving under the influence

- 12.7 % of college students reported driving after having **any alcohol** in the last 30 days.*
*Only students who reported driving in the last 30 days and drinking alcohol in the last 30 days were asked this question.
- 25.4 % of college students reported driving within 6 hours of using cannabis/marijuana in the last 30 days.*
*Only students who reported driving in the last 30 days and using cannabis in the last 30 days were asked this question.

Estimated Blood Alcohol Concentration (or eBAC) of college students. 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 drank alcohol in a social setting, their approximate time of consumption, sex, weight, and the average rate of ethanol metabolism. Only students who reported drinking alcohol within the last 3 months answered these questions.

Estimated BAC	Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
< .08		88.6	86.4	86.7	87.0
< .10		92.9	90.8	86.7	91.1
Mean		0.03	0.03	0.03	0.03
Median		0.02	0.02	0.00	0.02
Std Dev		0.04	0.05	0.07	0.05

Cis Men n =	132
Cis Women n =	314
Trans/GNC n =	21

*Reported number of drinks consumed the last time students drank alcohol in a social setting.

	Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Number of drinks					
4 or fewer		69.0	81.2	82.4	78.5
5		8.5	8.2	0.0	7.7
6		8.5	4.8	5.9	5.7
7 or more		14.1	5.8	11.8	8.1
Mean		4.3	2.7	2.9	3.1
Median		3.0	2.0	2.0	2.0
Std Dev		6.1	2.1	2.9	3.6

*Only students who reported drinking alcohol in the last three months were asked this question.

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

	Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Among all students surveyed					
Did not drink alcohol in the last two weeks (includes non-drinkers)		61.4	54.8	42.9	56.5
None		20.5	25.0	42.9	24.2
1-2 times		9.8	16.3	4.8	13.8
3-5 times		6.8	3.2	9.5	4.5
6 or more times		1.5	0.6	0.0	1.1

*Only students who reported drinking alcohol in the last two weeks were asked this question.

*Among those who reported drinking alcohol within the last two weeks

Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
52.9	55.3	75.0	55.6
25.5	36.2	8.3	31.7
17.6	7.1	16.7	10.2
3.9	1.4	0.0	2.4

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

	Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Did something I later regretted		14.6	13.0	5.6	12.9
Blackout (forgot where I was or what I did for a large period of time and cannot remember, even when someone reminds me)		3.7	8.7	11.1	7.5
Brownout (forgot where I was or what I did for short periods of time, but can remember once someone reminds me)		12.2	17.5	5.6	15.4
Got in trouble with the police		0.0	0.4	0.0	0.3
Got in trouble with college/university authorities		0.0	0.0	0.0	0.0
Someone had sex with me without my consent		0.0	1.3	0.0	0.9
Had sex with someone without their consent		0.0	0.0	0.0	0.0
Had unprotected sex		4.9	8.7	0.0	7.2
Physically injured myself		2.4	5.2	5.6	4.5
Physically injured another person		0.0	0.0	0.0	0.0
Seriously considered suicide		4.9	0.9	5.6	2.1
Needed medical help		0.0	0.0	0.0	0.0
Reported two or more of the above		14.1	16.9	11.8	15.8

*Only students who reported drinking alcohol in the last 12 months were asked these questions.

Cis Men n =	132
Cis Women n =	314
Trans/GNC n =	21

G. Sexual Behavior

When, if ever, was the last time you had:

Oral sex

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
<i>Percent (%)</i>				
Never	45.8	34.1	50.0	38.7
Within the last 2 weeks	26.7	32.8	15.0	30.1
More than 2 weeks ago but within the last 30 days	6.9	8.7	0.0	7.7
More than 30 days ago but within the last 3 months	3.8	6.4	10.0	5.8
More than 3 months ago but within the last 12 months	6.9	6.4	15.0	6.8
More than 12 months ago	9.9	11.6	10.0	10.9

Vaginal intercourse

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
<i>Percent (%)</i>				
Never	46.2	33.2	70.0	39.1
Within the last 2 weeks	30.8	37.4	5.0	33.9
More than 2 weeks ago but within the last 30 days	6.9	6.5	0.0	6.2
More than 30 days ago but within the last 3 months	5.4	6.5	0.0	5.8
More than 3 months ago but within the last 12 months	3.1	5.5	10.0	4.9
More than 12 months ago	7.7	11.0	15.0	10.1

Anal intercourse

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
<i>Percent (%)</i>				
Never	81.5	82.1	85.0	82.1
Within the last 2 weeks	3.1	2.3	5.0	2.8
More than 2 weeks ago but within the last 30 days	3.8	0.6	0.0	1.5
More than 30 days ago but within the last 3 months	3.8	2.9	0.0	3.0
More than 3 months ago but within the last 12 months	3.1	1.6	5.0	2.2
More than 12 months ago	4.6	10.4	5.0	8.4

*College students who reported having oral sex, or vaginal or anal intercourse within the last 12 months reported having the following number of sexual partners:

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
<i>Percent (%)</i>				
None	0.0	0.0	0.0	0.0
1	70.1	78.9	62.5	76.2
2	11.9	9.7	25.0	10.7
3	6.0	4.3	0.0	4.6
4 or more	11.9	7.0	12.5	8.4
Mean	3.0	1.5	7.8	2.1
Median	1.0	1.0	1.0	1.0
Std Dev	8.0	1.5	18.3	5.3

*Only students who reported having oral sex, or vaginal or anal intercourse in the last 12 months were asked this question.

College students who reported having oral sex, or vaginal or anal intercourse within the last 30 days who reported using a condom or another protective barrier *most of the time* or *always*:

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
<i>Percent (%)</i>				
Oral sex	2.3	4.7	33.3	4.5
Vaginal intercourse	44.9	37.8	100.0	39.8
Anal intercourse	22.2	11.1	100.0	20.0

*Only students who reported having oral sex, or vaginal or anal intercourse in the last 30 days were asked these questions.

College students who reported having vaginal intercourse (penis in vagina) within the last 12 months were asked if they or their partner used any method to prevent pregnancy the last time they had vaginal intercourse:

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
<i>Percent (%)</i>				
Yes, used a method of contraception	66.7	76.9	100.0	74.3
No, did not want to prevent pregnancy	8.3	4.6	0.0	5.5
No, did not use any method	20.0	18.5	0.0	18.6
Don't know	5.0	0.0	0.0	1.7

*Only students who reported having oral sex, or vaginal or anal intercourse in the last 12 months were asked this question.

Cis Men n =	132
Cis Women n =	314
Trans/GNC n =	21

*Those students who reported using a contraceptive use the last time they had vaginal intercourse, reported they (or their partner) used the following methods:

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
<i>Percent (%)</i>				
Birth control pills (monthly or extended cycle)	55.0	57.9	33.3	56.8
Birth control shots	0.0	4.5	0.0	3.4
Birth control implants	7.5	4.5	33.3	5.7
Birth control patch	0.0	0.8	0.0	0.6
The ring	0.0	2.3	0.0	1.7
Emergency contraception ("morning after pill" or "Plan B")	2.5	2.3	33.3	2.8
Intrauterine device	5.0	8.3	0.0	7.4
Male (external) condom	52.5	48.1	33.3	48.9
Female (internal) condom	0.0	1.5	0.0	1.1
Diaphragm or cervical cap	0.0	0.0	0.0	0.0
Contraceptive sponge	0.0	0.0	0.0	0.0
Withdrawal	17.5	32.3	33.3	29.0
Fertility awareness (calendar, mucous, basal body temperature)	5.0	7.5	0.0	6.8
Sterilization (hysterectomy, tubes tied, vasectomy)	0.0	3.0	33.3	2.8
Other method	0.0	2.3	0.0	1.7
<i>Male condom use plus another method</i>	30.0	38.3	0.0	35.8
<i>Any two or more methods (excluding male condoms)</i>	15.0	31.6	66.7	28.4

*Only students who reported they or their partner used a method the last time they had vaginal intercourse were asked these questions.

College students who reported having vaginal intercourse (penis in vagina) within the last 12 months were asked if they or their partner used emergency contraception ("morning after pill" or "Plan B") in the last 12 months:

Yes (18.3 % cis men, 14 % cis women, 66.7 % trans/gender non-conforming)

College students who reported having vaginal intercourse (penis in vagina) within the last 12 months were asked if they experienced an unintentional pregnancy or got someone pregnant within the last 12 months:

Yes (3.3 % cis men, 1.2 % cis women, 0 % trans/gender non-conforming)

H. Mental Health and Wellbeing

Kessler 6 (K6) Non-Specific Psychological Distress Score (Range is 0-24)

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
<i>Percent (%)</i>				
No or low psychological distress (0-4)	33.3	28.2	9.5	28.4
Moderate psychological distress (5-12)	47.6	47.6	42.9	47.2
Serious psychological distress (13-24)	19.0	24.3	47.6	24.5
Mean	7.63	8.57	11.90	8.56
Median	7.00	7.00	11.00	8.00
Std Dev	5.60	5.69	6.60	5.81

UCLA Loneliness Scale (ULS3) Score (Range is 3-9)

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
<i>Percent (%)</i>				
Negative for loneliness (3-5)	50.8	55.8	38.1	53.1
Positive for loneliness (6-9)	49.2	44.2	61.9	46.9
Mean	5.42	5.29	6.24	5.40
Median	5.00	5.00	7.00	5.00
Std Dev	2.06	1.88	2.23	1.96

Diener Flourishing Scale – Psychological Well-Being (PWB) Score (Range is 8-56)
(higher scores reflect a higher level of psychological well-being)

Cis Men n =	132
Cis Women n =	314
Trans/GNC n =	21

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Mean	44.46	45.97	35.86	44.92
Median	47.00	48.00	40.00	48.00
Std Dev	9.22	9.03	13.34	9.71

The Connor-Davison Resilience Scale (CD-RISC2) Score (Range is 0-8)
(higher scores reflect greater resilience)

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Mean	6.13	6.18	5.24	6.09
Median	6.00	6.00	5.00	6.00
Std Dev	1.64	1.52	1.84	1.62

Self injury

■ 9.4 % of college students surveyed (6.9 % cis men, 8.7 % cis women, and 28.6 % trans/gender non-conforming) indicated they had intentionally cut, burned, bruised, or otherwise injured themselves within the last 12 months.

Within the last 12 months, have you had problems or challenges with any of the following:

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Academics	40.2	46.6	47.6	44.9
Career	31.1	32.1	52.4	33.0
Finances	36.4	52.9	61.9	48.5
Procrastination	68.9	72.4	95.2	72.4
Faculty	13.6	14.8	23.8	15.2
Family	30.3	44.8	61.9	41.7
Intimate relationships	29.8	35.8	47.6	34.9
Roommate/housemate	12.2	24.0	19.0	20.6
Peers	19.4	21.5	23.8	21.4
Personal appearance	37.9	56.4	61.9	51.5
Health of someone close to me	34.4	46.0	60.0	43.7
Death of a family member, friend, or someone close to me	25.0	29.8	28.6	28.3
Bullying	2.3	9.0	14.3	7.2
Cyberbullying	4.5	3.5	9.5	4.1
Hazing	0.8	1.6	9.5	1.7
Microaggression	8.3	13.8	42.9	13.4
Sexual Harassment	1.5	10.9	19.0	8.7
Discrimination	5.3	9.0	14.3	8.3

**Only students who reported a problem or challenge in the last 12 months were asked about level of distress.*

Students reporting none of the above	14.4	8.6	0.0	10.0
Students reporting only one of the above	12.1	6.1	4.8	7.6
Students reporting 2 of the above	12.1	9.6	4.8	10.2
Students reporting 3 or more of the above	61.4	75.7	90.5	72.2

***Of those reporting this issue, it caused moderate or high distress**

Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
84.9	86.3	90.0	86.3
65.9	77.8	54.5	72.7
77.1	82.9	76.9	81.5
64.0	69.6	70.0	68.2
50.0	45.7	60.0	47.9
57.5	66.9	61.5	64.6
53.8	62.2	80.0	60.7
43.8	64.9	25.0	60.0
32.0	49.3	40.0	44.0
54.0	70.3	76.9	67.2
60.0	76.1	66.7	71.9
69.7	84.9	83.3	81.2
33.3	57.1	33.3	52.9
16.7	72.7	50.0	52.6
0.0	80.0	50.0	62.5
36.4	41.9	33.3	39.7
100.0	61.8	75.0	65.9
42.9	50.0	66.7	51.3

Suicide Behavior Questionnaire-Revised (SBQR) Screening Score (Range is 3-18)

Cis Men n =	132
Cis Women n =	314
Trans/GNC n =	21

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Negative suicidal screening (3-6)	76.3	76.7	42.9	74.8
Positive suicidal screening (7-18)	23.7	23.3	57.1	25.2
Mean	5.03	4.97	8.67	5.17
Median	3.00	3.00	9.00	3.00
Std Dev	2.95	3.10	4.45	3.22

Suicide attempt

- 2.4 % of college students surveyed (2.3 % cis men, 1.3 % cis women, and 19 % trans/gender non-conforming) indicated they had attempted suicide within the last 12 months.

Within the last 30 days, how would you rate the overall level of stress experienced:

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
No stress	5.3	1.0	0.0	2.1
Low	36.4	11.5	14.3	18.7
Moderate	34.8	55.7	42.9	49.0
High	23.5	31.8	42.9	30.1

I. Acute Conditions

College students reported being diagnosed by a healthcare professional within the last 12 months with:

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Bronchitis	3.8	3.5	0.0	3.4
Chlamydia	0.8	0.6	4.8	0.9
Chicken Pox (Varicella)	0.0	0.3	0.0	0.2
Cold/virus or other respiratory illness (for example: sinus infection, ear infection, strep throat, tonsillitis, pharyngitis, or laryngitis)	25.2	42.4	23.8	36.6
Concussion	1.5	3.2	5.0	2.8
Gonorrhea	0.0	0.3	4.8	0.4
Flu (influenza) or flu-like illness	7.7	11.9	4.8	10.3
Mumps	0.0	0.0	4.8	0.2
Mononucleosis (mono)	0.8	1.3	0.0	1.1
Orthopedic injury (for example: broken bone, fracture, sprain, bursitis, tendinitis, or ligament injury)	8.4	9.7	9.5	9.2
Pelvic Inflammatory Disease	0.0	0.3	0.0	0.2
Pneumonia	0.8	1.6	5.0	1.5
Shingles	0.0	0.3	0.0	0.2
Stomach or GI virus or bug, food poisoning or gastritis	9.2	13.9	5.3	12.1
Urinary tract infection	0.0	13.5	4.8	9.5

Cis Men n =	132
Cis Women n =	314
Trans/GNC n =	21

J. Ongoing or Chronic Conditions

The questions for the *ongoing or chronic conditions* are presented differently in this report than the order they appear in the survey. In the survey, all items appear in a single list, ordered alphabetically. In this report, the conditions are presented in groups to ease burden on the reader. The findings are divided into mental health conditions, STIs and other chronic infections, and other ongoing or chronic conditions in this report.

Mental Health	College students reported ever being diagnosed with the following:				
	Percent (%)	Cis Men	Cis Women	Trans/ Gender Non-conforming	Total
ADD/ADHD - Attention Deficit/Hyperactivity Disorder		9.8	15.1	28.6	14.1
Alcohol or Other Drug-Related Abuse or Addiction		1.5	2.9	5.0	2.6
Anxiety (for example: Generalized Anxiety, Social Anxiety, Panic Disorder, Specific Phobia)		25.8	45.0	57.1	40.4
Autism Spectrum		3.1	1.3	9.5	2.4
Bipolar and Related Conditions (for example: Bipolar I, II, Hypomanic Episode)		0.8	3.9	23.8	3.9
Borderline Personality Disorder (BPD), Avoidant Personality, Dependent Personality, or another personality disorder		0.8	1.0	14.3	1.5
Depression (for example: Major depression, persistent depressive disorder, disruptive mood disorder)		19.7	32.5	57.1	30.3
Eating Disorders (for example: Anorexia Nervosa, Bulimia Nervosa, Binge-Eating)		2.3	6.1	19.0	5.6
Gambling Disorder		0.0	0.3	5.0	0.4
Insomnia		3.1	5.8	14.3	5.4
Obsessive-Compulsive and Related Conditions (for example: OCD, Body Dysmorphia, Hoarding, Trichotillomania and other body-focused repetitive behavior disorders)		3.8	11.3	4.8	9.0
PTSD (Posttraumatic Stress Disorder), Acute Stress Disorder, Adjustment Disorder, or another trauma- or stressor- related condition		5.4	10.3	14.3	9.0
Schizophrenia and Other Psychotic Conditions (for example: Schizophrenia, Schizoaffective Disorder, Schizophreniform Disorder, Delusional Disorder)		0.0	0.6	14.3	1.1
Tourette's or other neurodevelopmental condition not already listed		1.5	0.3	4.8	0.9
Traumatic brain injury (TBI)		2.3	1.9	4.8	2.2

*Of those ever diagnosed, those reporting contact with healthcare or MH professional within last 12 months

Cis Men	Cis Women	Trans/ Gender Non-conforming	Total
53.8	78.7	100.0	75.8
50.0	22.2	100.0	33.3
58.8	73.6	91.7	72.5
50.0	50.0	50.0	45.5
0.0	75.0	60.0	66.7
0.0	66.7	66.7	57.1
57.7	73.0	83.3	71.6
33.3	36.8	50.0	38.5
0.0	0.0	0.0	0.0
75.0	52.9	100.0	62.5
80.0	57.1	0.0	57.1
71.4	78.1	100.0	78.6
0.0	50.0	66.7	60.0
0.0	0.0	100.0	25.0
0.0	33.3	100.0	30.0

*Only students who reported ever being diagnosed were asked about contact with a healthcare or mental health professional within the last 12 months.

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non-conforming	Total
<i>Students reporting none of the above</i>	67.4	46.8	28.6	51.6
<i>Students reporting only one of the above</i>	9.1	14.7	9.5	12.8
<i>Students reporting both Depression and Anxiety</i>	17.4	28.8	47.6	26.9
<i>Students reporting any two or more of the above (excluding the combination of Depression and Anxiety)</i>	6.1	9.6	14.3	8.7

Cis Men n =	132
Cis Women n =	314
Trans/GNC n =	21

STI's/Other chronic infections

College students reported ever being diagnosed with the following:

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Genital herpes	0.8	1.3	4.8	1.3
Hepatitis B or C	0.0	0.3	4.8	0.4
HIV or AIDS	0.8	0.7	5.0	0.9
Human papillomavirus (HPV) or genital warts	0.0	3.9	9.5	3.0

**Only students who reported ever being diagnosed were asked about contact with a healthcare or mental health professional within the last 12 months.*

***Of those ever diagnosed, had contact with healthcare or MH professional within last 12 months**

Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
0.0	50.0	0.0	33.3
0.0	100.0	0.0	50.0
100.0	50.0	0.0	50.0
0.0	75.0	50.0	71.4

Other Chronic /Ongoing Medical Conditions

College students reported ever being diagnosed with the following:

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Acne	21.2	26.8	33.3	25.7
Allergies - food allergy	12.1	14.9	19.0	14.2
Allergies - animals/pets	16.7	14.1	15.0	15.0
Allergies - environmental (for example: pollen, grass, dust, mold)	35.1	35.0	38.1	35.1
Asthma	16.0	22.2	14.3	19.9
Cancer	0.0	1.0	4.8	0.9
Celiac disease	0.8	2.0	4.8	1.7
Chronic pain (for example: back or joint pain, arthritis, nerve pain)	4.5	9.5	15.0	8.2
Diabetes or pre-diabetes/insulin resistance	0.8	4.5	5.0	3.4
Endometriosis	0.0	1.9	4.8	1.5
Gastroesophageal Reflux Disease (GERD) or acid reflux	6.8	10.0	9.5	9.0
Heart & vascular disorders (for example: atrial fibrillation or other cardiac arrhythmia, mitral valve prolapse or other valvular heart disease, congenital heart condition)	4.5	4.8	5.0	4.7
High blood pressure (hypertension)	4.5	5.5	4.8	5.2
High cholesterol (hyperlipidemia)	2.3	4.2	4.8	3.7
Irritable bowel syndrome (spastic colon or spastic bowel)	2.3	8.7	9.5	6.9
Migraine headaches	5.3	18.2	19.0	14.4
Polycystic Ovarian Syndrome (PCOS)	0.0	6.1	19.0	4.9
Sleep Apnea	1.5	2.3	4.8	2.1
Thyroid condition or disorder	0.0	7.1	4.8	5.0
Urinary system disorder (for example: bladder or kidney disease, urinary reflux, interstitial cystitis)	1.5	1.0	0.0	1.1

**Only students who reported ever being diagnosed were asked about contact with a healthcare or mental health professional within the last 12 months.*

***Of those ever diagnosed, had contact with healthcare or MH professional within last 12 months**

Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
17.9	46.3	57.1	39.5
25.0	47.8	25.0	40.9
27.3	43.2	0.0	35.7
26.1	43.5	12.5	36.8
28.6	42.0	33.3	38.7
0.0	100.0	0.0	75.0
0.0	33.3	0.0	25.0
50.0	69.0	66.7	65.8
0.0	71.4	0.0	62.5
0.0	50.0	0.0	42.9
44.4	64.5	50.0	59.5
83.3	40.0	0.0	50.0
66.7	94.1	0.0	83.3
0.0	69.2	0.0	52.9
0.0	59.3	50.0	53.1
57.1	64.3	75.0	64.2
0.0	78.9	100.0	82.6
100.0	42.9	100.0	60.0
0.0	77.3	100.0	78.3
100.0	66.7	0.0	80.0

Cis Men n =	132
Cis Women n =	314
Trans/GNC n =	21

Students who reported being diagnosed with diabetes or pre-diabetes/insulin resistance, indicated they had:

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Type I Diabetes	0.0	14.3	0.0	12.5
Type II Diabetes	0.0	8.3	100.0	14.3
Pre-diabetes or insulin resistance	100.0	83.3	0.0	78.6
Gestational Diabetes	0.0	0.0	0.0	0.0

K. Sleep

Reported amount of time to usually fall asleep at night (sleep onset latency):

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Less than 15 minutes	51.5	36.4	47.6	40.8
16 to 30 minutes	26.5	26.8	33.3	27.5
31 minutes or more	22.0	36.7	19.0	31.7

Over the last 2 weeks, students reported the following average amount of sleep (excluding naps):

On weeknights				
Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Less than 7 hours	44.7	51.4	38.1	49.5
7 to 9 hours	53.8	46.6	57.1	48.6
10 or more hours	1.5	1.9	4.8	1.9

On weekend nights				
Cis Men	Cis Women	Trans/ Gender Non- conforming	Total	
26.5	31.0	28.6	29.6	
64.4	63.3	38.1	62.4	
9.1	5.8	33.3	8.0	

Students reported the following on 3 or more of the last 7 days:

Felt tired or sleepy during the day				
Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
0 days	7.6	3.2	0.0	4.2
1-2 days	34.4	17.0	14.3	21.9
3-5 days	36.6	42.9	42.9	40.8
6-7 days	21.4	36.9	42.9	33.1

Got enough sleep so that they felt rested				
Cis Men	Cis Women	Trans/ Gender Non- conforming	Total	
11.5	27.8	33.3	23.5	
36.6	37.7	23.8	36.9	
36.6	27.5	38.1	30.5	
15.3	7.0	4.8	9.1	

Demographics and Sample Characteristics

■ Age		■ Students describe themselves as	
18 - 20 years:	40.5 %	Straight/Heterosexual:	79.6 %
21 - 24 years:	34.8 %	Asexual:	1.3 %
25 - 29 years:	10.2 %	Bisexual:	10.4 %
30+ years:	14.5 %	Gay:	1.7 %
Mean age:	24.0 years	Lesbian:	1.5 %
Median age:	21.0 years	Pansexual:	1.7 %
■ Gender*		Queer:	1.5 %
Cis Women:	66.0 %	Questioning:	2.1 %
Cis Men:	27.7 %	Identity not listed above:	0.2 %
Transgender/Gender Non-conforming:	4.4 %		
<i>* See note on page 2 regarding gender categories</i>			
■ Student status		■ Housing	
1st year undergraduate:	18.5 %	Campus or university housing:	21.1 %
2nd year undergraduate:	20.2 %	Fraternity or sorority residence:	0.9 %
3rd year undergraduate:	20.4 %	Parent/guardian/other family:	38.1 %
4th year undergraduate:	14.3 %	Off-campus:	37.0 %
5th year or more undergraduate:	7.0 %	Temporary or "couch surfing":	0.9 %
Master's (MA, MS, MFA, MBA, etc.):	16.0 %	Don't have a place to live:	0.0 %
Doctorate (PhD, EdD, MD, JD, etc.):	2.8 %	Other:	2.1 %
Not seeking a degree:	0.2 %		
Other:	0.6 %		
Full-time student:	90.2 %	■ Students describe themselves as	
Part-time student:	9.8 %	American Indian or Native Alaskan	0.8 %
Other student:	0.0 %	Asian or Asian American	5.9 %
■ Visa to work or study in the US:		Black or African American	7.4 %
	13.5 %	Hispanic or Latino/a/x	4.2 %
■ Relationship status		Middle Eastern/North African (MENA) or Arab Origin:	1.3 %
Not in a relationship:	47.6 %	Native Hawaiian or Other	
In a relationship but not married/partnered:	40.3 %	Pacific Islander Native:	0.0 %
Married/partnered:	12.1 %	White:	80.9 %
■ Primary Source of Health Insurance		Biracial or Multiracial:	2.5 %
College/university sponsored SHIP plan:	7.4 %	Identity not listed above:	0.8 %
Parent or guardian's plan:	63.2 %	<i>If Hispanic or Latino/a/x, are you</i>	
Employer (mine or my spouse/partners):	13.4 %	Mexican, Mexican American, Chicano:	10.0 %
Medicaid, Medicare, SCHIP, or VA:	11.7 %	Puerto Rican:	55.0 %
Bought a plan on my own:	1.9 %	Cuban:	0.0 %
Don't have health insurance:	1.5 %	Another Hispanic, Latino/a/x, or Spanish Origin:	50.0 %
Don't know if I have health insurance:	0.4 %	<i>If Asian or Asian American, are you</i>	
Have insurance, but don't know source:	0.4 %	East Asian:	7.1 %
■ Student Veteran:		Southeast Asian:	14.3 %
	2.8 %	South Asian:	71.4 %
■ Parent or primary responsibility for someone else's child/children under 18 years old:		Other Asian:	3.6 %
	7.7 %		

■ **First generation students** 48.3 %
(Proportion of students for whom no parent/guardian have completed a bachelor's degree)

■ **Do you have any of the following?**

Attention Deficit/Hyperactivity Disorder (ADD or ADHD):	16.5 %
Autism Spectrum Disorder:	2.8 %
Deaf/Hearing loss:	2.6 %
Learning disability:	3.3 %
Mobility/Dexterity disability:	1.7 %
Blind/low vision:	3.2 %
Speech or language disorder:	0.9 %

■ **Participated in organized college athletics:**

Varsity:	5.2 %
Club sports:	7.6 %
Intramurals:	6.1 %

■ **Member of a social fraternity or sorority:**

Greek member:	7.2 %
---------------	-------



YOUNGSTOWN STATE UNIVERSITY

Executive Summary

Spring 2021

American College Health Association
National College Health Assessment III

ACHA-NCHA III

The ACHA-NCHA III 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.



AMERICAN COLLEGE HEALTH ASSOCIATION

Copyright 2021

All Rights Reserved

Table of Contents

I. Introduction and Notes	1
II. Findings	
A. General Health and Campus Climate	3
B. Nutrition, BMI, Physical Activity, and Food Security	3
C. Health Care Utilization	4
D. Impediments to Academic Performance	5
E. Violence, Abusive Relationships, and Personal Safety	7
F. Tobacco, Alcohol, and Other Drug Use	8
G. Sexual Behavior	11
H. Mental Health and Wellbeing	12
I. Acute Conditions	14
J. Ongoing or Chronic Conditions	15
K. Sleep	17
III. Demographics and Sample Characteristics	18

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.acha.org/NCHA.

Suggested citation for this document:

American College Health Association. American College Health Association-National College Health Assessment III: Youngstown State University Executive Summary Spring 2021. Silver Spring, MD: American College Health Association; 2021.

Introduction and Notes

The ACHA-National College Health Assessment (ACHA-NCHA) 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 and behaviors on the most prevalent health topics. 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.

ACHA initiated the original ACHA-NCHA in 2000 and the instrument was used nationwide through the Spring 2008 data collection period. A revised survey, the ACHA-NCHA-II, was in use from Fall 2008 - Spring 2019 data collection periods. The survey was redesigned again, and data collection with the ACHA-NCHA III began in Fall 2019.

Please note that it is not appropriate to compare trends between versions of the survey. Directly comparing data points between the Original ACHA-NCHA, the ACHA-NCHA II, and the ACHA-NCHA III can lead to an erroneous conclusion and is not recommended.

Notes about this report:

1. Missing values have been excluded from analysis and only valid percents are included in this document, unless otherwise noted.

2. **The ACHA-NCHA III is programmed differently than earlier versions of the survey.** Rather than asking the respondents to answer every question (and offering a "not applicable" option), display logic was used throughout the survey to determine whether, based on their response to an earlier question, the student saw a follow-up question. This makes the valid percents of certain questions impossible to apply to the entire sample, as the denominator used was limited to only the number of students that saw the question. When appropriate, results are also presented using the entire sample as the denominator to show the proportion of the overall sample that experienced a particular issue. These differences in presentation are carefully noted throughout the document and will often explain differences observed between this document and the full data report. Please look carefully at descriptions of the data presented in each table, as well as any footnotes included.

3. **About the use of sex and gender in this report:** Survey results are reported by sex based on the responses to questions 67A, 67B, and 67C. The responses to these questions are used to create a new variable called RSEX. RSEX is used for organizing results in the ACHA-NCHA report documents. Respondents are reported as cis men or cis women only when their responses to 67A, 67B, and 67C are consistent with one another. If gender identity is consistent with sex at birth AND "no" is selected for transgender, then respondents are designated as either cis men or cis women in RSEX. If respondents select "yes" for transgender OR their sex at birth is not consistent with their gender identity, then they are designated as transgender/gender non-conforming in RSEX. A respondent that selects "intersex" for sex at birth, "no" for transgender, and man or woman for gender identity are designated as cis men or cis women in RSEX. A respondent that selects "intersex" for sex at birth, "yes" for transgender, or selects a gender identity other than man or woman are designated as transgender/gender non-conforming in RSEX. A respondent that selects "another identity" on 67C is designated missing in RSEX. A respondent that skips any of the three questions is designated as missing in RSEX. Totals displayed in this report include missing responses. Please see the ACHA-NCHA III survey codebook for more information about how data on sex and gender are coded.

For additional information about the survey's development, design, and methodology, email Mary T Hoban, PhD, MCHES, (mhoban@acha.org), Christine Kukich, MS (ckukich@acha.org), or visit www.acha-ncha.org.

We need to draw your attention to an important change in your ACHA-NCHA Report documents. Beginning in Spring 2021, responses for transgender and gender-nonconforming students are readily available directly in the report documents. This represents an important change in the way we have been reporting ACHA-NCHA results. We've prepared the following information to better explain the specific changes, our reasoning for doing so, and tips for using these redesigned report documents.

I. What we've done to date

- The ACHA-NCHA has asked respondents about their gender identity for 12 years.
- Data on transgender and gender-nonconforming (TGNC) students was available in the data file, but not displayed explicitly in the report documents in an effort to protect the privacy of TGNC students, particularly those students in smaller campus environments and at schools that publicly shared their ACHA-NCHA report documents.
- We have been trying to find the right balance between protecting students' privacy and making the results accessible to campus surveyors who may not use the statistical software that would be required to extract this information directly from the data files. Until now, we've erred on the side of protecting student privacy.

II. Why change?

- The number of TGNC students in our samples has been increasing over the years. Between 2008 and 2015, the number of students identifying as TGNC was very small (less than 0.05%). We've learned over the years that gender identity is complex and fluid. To better capture this complexity, we began asking separate questions about sex at birth and gender identity in Fall 2015. Now TGNC students tend to represent 3-4% of the overall sample.
- With greater number of students identifying as TGNC on the ACHA-NCHA in recent years, we have a better opportunity to understand their needs and behaviors than we have in years past.
- A number of health disparities between TGNC students and their cisgender peers have been well documented^[1], and schools need readily available access to this data in order to better address the needs of TGNC students.

III. What's different about the way we are reporting?

- First – a note about how we have been reporting ACHA-NCHA results to date. RSEX is a variable we create based on the responses to the questions on sex at birth, whether or not a student identifies as transgender, and their gender identity. The RSEX variable had allowed us to sort respondents into 4 groups for reporting purposes: male, female, non-binary, and missing. (Details about this variable can be found in all report documents.)
- The value labels for RSEX have been revised to better represent gender identity rather than sex. A value of "1" has been changed from "Male" to "Cis Men^[2]." A "2" has been changed from "Female" to "Cis Women^[3]." The value "3" has been changed from "non-binary" to "Transgender and Gender-Nonconforming" (TGNC), as it's a more accurate and inclusive term. The value "4" on RSEX remains "missing/unknown" and is used for students who do not answer all three questions.
- The "missing/unknown" column in the Data Report document has been replaced with a "Trans/Gender-Nonconforming" column. Because space limitations in the report prevent us from displaying all 4 categories plus a total column in the same document, it's now the "missing/unknown" column that is not displayed. Now when the Total of any given row is higher than the sum of the cis men, cis women, and TGNC respondents, the difference can be attributed to "missing/unknown" respondents that selected the response option presented in that row
- A column for "Trans/Gender-Nonconforming" has been added the Executive Summary Report document.

IV. Important considerations with this new format

- Percentages in the Executive Summary may represent a very small number of TGNC students and can limit the generalizability of a particular finding. To assist with the interpretation of the percentages displayed in the Executive Summary, the total sample size for each group has been added to every page.
- We encourage ACHA-NCHA surveyors to carefully review their report documents, particularly among the student demographic variables, and consider students who may be inadvertently identified in the results based on a unique combination of the demographic characteristics before sharing the documents widely or publicly. This is especially true for very small schools, as well as schools that lack diversity in the student population.
- Think about the implication of working with and documenting very small samples – from the perspective of making meaningful interpretations, as well as the privacy of respondents. This is true of all demographic variables, and not limited to gender identity. You may consider a minimum cell size or another threshold by which you make decisions about making your Institutional Data Report publicly available. It is less of a concern in your Institutional Executive Summary as we only display the percentages with the overall sample size.

[1] Greathouse M, BrckaLorenz A, Hoban M, Huseman R, Rankin S, Stolzenberg EB. (2018). Queer-spectrum and trans-spectrum student experiences in American higher education: The analysis of national survey findings. New Brunswick, NJ: Tyler Clementi Center, Rutgers University.

[2] Cisgender refers to people whose gender identity matches their sex assigned at birth. Cis men is short for "cisgender men" and is a term used to describe persons who identify as men and were assigned male at birth.

[3] Cis women is short for "cisgender women" and is a term used to describe persons who identify as women and were assigned female at birth.

This Executive Summary highlights results of the ACHA-NCHA III Spring 2021 survey for Youngstown State University consisting of 248 respondents. The response rate was 6.3%.

Findings

Cis Men n =	60
Cis Women n =	179
Trans/GNC n =	9

A. General Health and Campus Climate

- 54.5 % of college students surveyed (69.1 % cis men, 51.5 % cis women, and 22.2 % transgender/gender non-conforming) described their health as *very good or excellent*.
- 85.1 % of college students surveyed (85.5 % cis men, 85.4 % cis women, and 77.8 % transgender/gender non-conforming) described their health as *good, very good or excellent*.

Proportion of college students who reported they agree or strongly agree that:

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
<i>Percent (%)</i>				
I feel that I belong at my college/university	63.3	68.0	55.6	66.4
I feel that students' health and well-being is a priority at my college/university	53.3	52.2	55.6	52.6
At my college/university, I feel that the campus climate encourages free and open discussion of students' health and well-being.	60.0	57.9	55.6	58.3
At my college/university, we are a campus where we look out for each other	53.3	53.4	44.4	53.0

B. Nutrition, BMI, Physical Activity, and Food Security

College students reported:

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
<i>Percent (%)</i>				
Drinking 0 sugar-sweetened beverages (per day), on average, in the last 7 days	28.3	19.2	11.1	21.1
Drinking 1 or more sugar-sweetened beverages (per day), on average, in the last 7 days	71.7	80.8	88.9	78.9
Drinking energy drinks or shots on 0 of the past 30 days	71.7	74.3	55.6	73.0
Drinking energy drinks or shots on 1-4 of the past 30 days	16.7	14.9	11.1	15.2
Drinking energy drinks or shots on 5 or more of the past 30 days	11.7	10.9	33.3	11.9
Eating 3 or more servings of fruits (per day), on average, in the last 7 days	21.7	26.4	22.2	25.1
Eating 3 or more servings of vegetables (per day), on average, in the last 7 days	38.3	35.2	11.1	35.1

■ **Estimated Body Mass Index (BMI):** This figure incorporates reported height and weight to form a general indicator of physical health. Categories defined by The World Health Organization (WHO) 2000, reprinted 2004. Obesity: Preventing and Managing the Global Epidemic. WHO Tech Report Series: 894.

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
<i>Percent (%)</i>				
BMI				
<18.5 Underweight	0.0	8.7	0.0	6.3
18.5-24.9 Healthy Weight	39.0	43.0	33.3	41.7
25-29.9 Overweight	28.8	19.2	22.2	21.7
30-34.9 Class I Obesity	20.3	14.5	22.2	16.3
35-39.9 Class II Obesity	3.4	8.1	22.2	7.5
≥40 Class III Obesity	8.5	6.4	0.0	6.7
Mean	28.39	26.68	29.22	27.20
Median	26.00	24.67	29.23	25.22
Std Dev	9.00	7.82	6.12	8.08

Students meeting the recommended guidelines for physical activity

Based on: US Dept of Health and Human Services. *Physical Activities Guidelines for Americans*, 2nd edition. Washington, DC: US Dept of Health and Human Services; 2018

Cis Men n =	60
Cis Women n =	179
Trans/GNC n =	9

Definitions:

- Recommendation for **aerobic activity**: 150 minutes or more of moderate-intensity physical activity per week or 75 minutes of vigorous-intensity physical activity or the equivalent combination
- Recommendation for **strength training**: 2 or more days a week of moderate or greater intensity activities that involve all major muscle groups
- **Active Adults** meet the recommendation for strength training **AND** aerobic activity
- **Highly Active Adults** meet the recommendation for strength training and **TWICE** the recommendation for aerobic activity (300 minutes or more of moderate-intensity physical activity per week or 150 minutes of vigorous-intensity physical activity or the equivalent combination)

	Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Guidelines met for aerobic exercise only		68.3	67.2	66.7	67.5
Guidelines met for Active Adults		48.3	39.5	11.1	40.7
Guidelines met for Highly Active Adults		38.3	31.1	0.0	31.7

Food Security

Based on responses to the *US Household Food Security Survey Module: Six-Item Short Form (2012)* from the USDA Economic Research Service.

	Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
High or marginal food security (score 0-1)		61.0	57.0	37.5	57.3
Low food security (score 2-4)		15.3	24.0	12.5	21.5
Very low food security (score 5-6)		23.7	19.0	50.0	21.1
Any food insecurity (low or very low food security)		39.0	43.0	62.5	42.7

C. Health Care Utilization

College students reported:

	Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Receiving psychological or mental health services within the last 12 months		16.7	23.5	55.6	23.0

*The services were provided by:

My current campus health and/or counseling center	20.0	29.3	0.0	25.0
A mental health provider in the local community near my campus	30.0	45.2	20.0	40.4
A mental health provider in my home town	60.0	57.1	80.0	59.6
A mental health provider not described above	0.0	11.4	0.0	8.2

*Only students who reported receiving care in the last 12 months were asked these questions

	Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Visiting a medical provider within the last 12 months		53.3	72.6	55.6	67.3

*The services were provided by:

My current campus health center	6.5	21.0	40.0	18.8
A medical service provider in the local community near my campus	31.3	27.9	80.0	30.2
A medical service provider in my home town	77.4	86.7	80.0	84.8
A medical service provider not described above	0.0	6.9	0.0	5.4

*Only students who reported receiving care in the last 12 months were asked these questions

Cis Men n =	60
Cis Women n =	179
Trans/GNC n =	9

College students reported:

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Flu vaccine within the last 12 month	43.3	39.1	0.0	38.7
Not starting the HPV vaccine series	25.0	25.1	22.2	25.0
Starting, but not completing HPV vaccine series	1.7	3.9	0.0	3.2
Completing HPV vaccine series	31.7	41.9	44.4	39.5
Not knowing their HPV vaccine status	41.7	29.1	33.3	32.3
Ever having a GYN visit or exam (females only)		59.8	66.7	
Having a dental exam in the last 12 months	53.3	68.7	55.6	64.5
Being tested for HIV within the last 12 months	5.0	10.7	0.0	8.9
Being tested for HIV more than 12 months ago	5.0	11.2	11.1	9.7
Wearing sunscreen usually or always when outdoors	10.0	35.2	33.3	29.0
Spending time outdoors with the intention of tanning at least once in the last 12 months	44.8	65.9	33.3	59.7

D. Impediments to Academic Performance

Respondents are asked in numerous places throughout the survey about issues that might have negatively impacted their academic performance within the last 12 months. This is defined as negatively impacting their performance in a class or delaying progress towards their degree. Both types of negative impacts are represented in the figures below. Please refer to the corresponding Data Report for specific figures on each type of impact. **Figures in the left columns** use all students in the sample as the denominator. **Figures in the right columns** use only the students that experienced that issue (e.g. students who used cannabis, reported a problem or challenge with finances, or experienced a particular health issue) in the denominator. *(Items are listed in the order in which they appear in the survey)*

Negatively impacted academic performance among all students in the sample

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Alcohol use	5.0	0.6	0.0	1.6
Cannabis/marijuana use	3.3	1.1	0.0	1.6

Negatively impacted academic performance among only students that experienced the issue

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Alcohol use	8.6	0.8	0.0	2.3
Cannabis/marijuana use	13.3	4.3	0.0	6.3

Problems or challenges in the last 12 months

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Career	11.7	14.0	33.3	14.1
Finances	16.7	17.9	22.2	17.7
Procrastination	48.3	55.9	66.7	54.4
Faculty	6.7	11.2	11.1	10.1
Family	5.0	16.8	22.2	14.1
Intimate Relationships	11.7	7.3	11.1	8.5
Roommate/housemate	8.3	5.0	22.2	6.5
Peers	5.0	3.9	11.1	4.4
Personal appearance	6.7	5.0	22.2	6.0
Health of someone close to me	10.0	19.6	11.1	16.9
Death of a family member, friend, or someone close to me	5.0	16.8	33.3	14.5
Bullying	0.0	2.8	0.0	2.0
Cyberbullying	1.7	2.8	0.0	2.4
Hazing	0.0	0.0	0.0	0.0
Microaggression	1.7	2.2	0.0	2.0
Sexual Harassment	0.0	1.7	22.2	2.0
Discrimination	0.0	0.6	0.0	0.4

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Career	43.8	40.3	75.0	42.7
Finances	43.5	32.3	33.3	34.4
Procrastination	63.0	68.5	75.0	67.5
Faculty	44.4	58.8	50.0	55.6
Family	14.3	34.5	33.3	30.7
Intimate Relationships	41.2	18.1	33.3	22.8
Roommate/housemate	55.6	22.0	50.0	29.6
Peers	30.0	16.7	16.7	19.0
Personal appearance	16.0	8.1	28.6	10.5
Health of someone close to me	27.3	36.5	33.3	34.7
Death of a family member, friend, or someone close to me	18.8	50.0	60.0	44.4
Bullying	0.0	35.7	0.0	23.8
Cyberbullying	50.0	38.5	0.0	33.3
Hazing	0.0	0.0	0.0	0.0
Microaggression	25.0	20.0	0.0	19.2
Sexual Harassment	0.0	12.5	50.0	16.7
Discrimination	0.0	5.9	0.0	5.0

Cis Men n =	60
Cis Women n =	179
Trans/GNC n =	9

Negatively impacted academic performance among all students in the sample

Percent (%)	Negatively impacted academic performance among all students in the sample			
	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Acute Diagnoses in the last 12 months				
Bronchitis	0.0	1.1	0.0	0.8
Chlamydia	0.0	0.0	0.0	0.0
Chicken Pox (Varicella)	0.0	0.0	0.0	0.0
Cold/Virus or other respiratory illness	6.7	10.1	11.1	9.3
Concussion	1.7	0.6	0.0	0.8
Gonorrhea	0.0	0.0	0.0	0.0
Flu (influenza or flu-like illness)	1.7	3.9	0.0	3.2
Mumps	0.0	0.0	0.0	0.0
Mononucleosis (mono)	0.0	1.1	0.0	0.8
Orthopedic injury	0.0	1.7	0.0	1.2
Pelvic Inflammatory Disease	0.0	0.6	0.0	0.4
Pneumonia	0.0	1.1	0.0	0.8
Shingles	0.0	0.6	0.0	0.4
Stomach or GI virus or bug, food poisoning or gastritis	1.7	2.2	0.0	2.0
Urinary tract infection	0.0	1.7	22.2	2.0

Percent (%)	Negatively impacted academic performance among all students in the sample			
	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Any ongoing or chronic medical conditions diagnosed or treated in the last 12 months				
	20.0	27.9	88.9	28.2

Other impediments to academic performance

Percent (%)	Other impediments to academic performance			
	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Assault (physical)	0.0	1.1	0.0	0.8
Assault (sexual)	0.0	1.1	22.2	1.6
Allergies	1.7	3.9	0.0	3.2
Anxiety	26.7	41.3	88.9	39.5
ADHD or ADD	11.7	14.5	22.2	14.1
Concussion or TBI	0.0	1.1	0.0	0.8
Depression	23.3	30.7	88.9	31.0
Eating disorder/problem	1.7	3.9	11.1	3.6
Headaches/migraines	8.3	17.9	22.2	15.7
Influenza or influenza-like illness (the flu)	0.0	3.9	0.0	2.8
Injury	0.0	2.2	0.0	1.6
PMS	0.0	11.7	33.3	9.7
PTSD	0.0	9.5	11.1	7.3
Short-term illness	3.3	2.8	0.0	2.8
Upper respiratory illness	1.7	3.4	0.0	2.8
Sleep difficulties	20.0	26.3	66.7	26.2
Stress	31.7	52.5	66.7	48.0

Negatively impacted academic performance among only students that experienced the issue

Percent (%)	Negatively impacted academic performance among only students that experienced the issue			
	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Bronchitis	0.0	22.2	0.0	22.2
Chlamydia	0.0	0.0	0.0	0.0
Chicken Pox (Varicella)	0.0	0.0	0.0	0.0
Cold/Virus or other respiratory illness	44.4	32.1	50.0	34.3
Concussion	100.0	20.0	0.0	33.3
Gonorrhea	0.0	0.0	0.0	0.0
Flu (influenza or flu-like illness)	50.0	36.8	0.0	38.1
Mumps	0.0	0.0	0.0	0.0
Mononucleosis (mono)	0.0	40.0	0.0	40.0
Orthopedic injury	0.0	17.6	0.0	13.6
Pelvic Inflammatory Disease	0.0	25.0	0.0	25.0
Pneumonia	0.0	40.0	0.0	40.0
Shingles	0.0	25.0	0.0	25.0
Stomach or GI virus or bug, food poisoning or gastritis	50.0	36.4	0.0	38.5
Urinary tract infection	0.0	10.7	100.0	16.7

Percent (%)	Negatively impacted academic performance among only students that experienced the issue			
	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Any ongoing or chronic medical conditions diagnosed or treated in the last 12 months				
	35.3	35.7	88.9	38.3

Percent (%)	Other impediments to academic performance			
	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Assault (physical)	0.0	40.0	0.0	28.6
Assault (sexual)	0.0	16.7	66.7	25.0
Allergies	4.5	10.0	0.0	8.5
Anxiety	51.6	55.6	100.0	57.0
ADHD or ADD	77.8	83.9	100.0	83.3
Concussion or TBI	0.0	33.3	0.0	28.6
Depression	70.0	63.2	100.0	67.0
Eating disorder/problem	50.0	30.4	50.0	33.3
Headaches/migraines	33.3	41.0	50.0	40.2
Influenza or influenza-like illness (the flu)	0.0	41.2	0.0	38.9
Injury	0.0	28.6	0.0	22.2
PMS	0.0	22.6	100.0	25.0
PTSD	0.0	68.0	50.0	66.7
Short-term illness	40.0	31.3	0.0	33.3
Upper respiratory illness	25.0	15.0	0.0	15.6
Sleep difficulties	46.2	47.0	100.0	49.2
Stress	48.7	64.4	75.0	61.7

Cis Men n =	60
Cis Women n =	179
Trans/GNC n =	9

E. Violence, Abusive Relationships, and Personal Safety

Within the last 12 months, college students reported experiencing:

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
<i>Percent (%)</i>				
A physical fight	1.7	1.1	0.0	1.2
A physical assault (not sexual assault)	0.0	1.7	0.0	1.2
A verbal threat	15.0	10.1	33.3	12.1
Sexual touching without their consent	0.0	4.5	33.3	4.5
Sexual penetration attempt without their consent	1.7	3.4	11.1	3.2
Sexual penetration without their consent	0.0	1.7	0.0	1.2
Being a victim of stalking	3.4	6.7	33.3	6.9
A partner called me names, insulted me, or put me down to make me feel bad	16.9	12.3	11.1	13.4
A partner often insisted on knowing who I was with and where I was or tried to limit my contact with family or friends	6.7	6.1	0.0	6.0
A partner pushed, grabbed, shoved, slapped, kicked, bit, choked or hit me without my consent	5.0	2.2	11.1	3.2
A partner forced me into unwanted sexual contact by holding me down or hurting me in some way	5.0	1.1	11.1	2.4
A partner pressured me into unwanted sexual contact by threatening me, coercing me, or using alcohol or other drugs	1.7	6.1	11.1	5.2

College students reported feeling *very safe* :

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
<i>Percent (%)</i>				
On their campus (daytime)	76.3	63.7	44.4	66.0
On their campus (nighttime)	13.6	7.3	0.0	8.5
In the community surrounding their campus (daytime)	20.3	17.3	0.0	17.4
In the community surrounding their campus (nighttime)	6.8	3.4	0.0	4.0

Cis Men n =	60
Cis Women n =	179
Trans/GNC n =	9

F. Tobacco, Alcohol, and Other Drug Use

Percent (%)	Ever Used			
	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Tobacco or nicotine delivery products (cigarettes, e-cigarettes, Juul or other vape products, water pipe or hookah, chewing tobacco, cigars, etc.)	41.7	38.0	44.4	39.1
Alcoholic beverages (beer, wine, liquor, etc.)	56.7	73.6	77.8	69.6
Cannabis (marijuana, weed, hash, edibles, vaped cannabis, etc.) [Please report nonmedical use only.]	33.3	33.0	22.2	32.7
Cocaine (coke, crack, etc.)	1.7	5.7	11.1	4.9
Prescription stimulants (Ritalin, Concerta, Dexedrine, Adderall, diet pills, etc.) [Please report nonmedical use only.]	8.3	6.2	22.2	7.3
Methamphetamine (speed, crystal meth, ice, etc.)	0.0	1.1	0.0	0.8
Inhalants (poppers, nitrous, glue, gas, paint thinner, etc.)	5.2	1.7	0.0	2.4
Sedatives or Sleeping Pills (Valium, Ativan, Xanax, Klonopin, Librium, Rohypnol, GHB, etc.) [Please report nonmedical use only.]	8.3	6.7	11.1	7.3
Hallucinogens (Ecstasy, MDMA, Molly, LSD, acid, mushrooms, PCP, Special K, etc.)	11.7	7.3	0.0	8.1
Heroin	0.0	0.6	0.0	0.4
Prescription opioids (morphine, codeine, fentanyl, oxycodone [OxyContin, Percocet], hydrocodone [Vicodin], methadone, buprenorphine [Suboxone], etc.) [Please report nonmedical use only.]	5.0	5.1	11.1	5.3

*These figures use all students in the sample as the denominator, rather than just those students who reported lifetime use.

*Used in the last 3 months			
Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
28.3	27.9	33.3	28.2
51.7	67.6	77.8	64.1
18.3	18.4	22.2	18.5
0.0	1.1	0.0	0.8
3.3	2.2	0.0	2.4
0.0	0.0	0.0	0.0
0.0	0.6	0.0	0.4
1.7	2.2	0.0	2.0
5.0	3.9	0.0	4.0
0.0	0.0	0.0	0.0
1.7	0.0	0.0	0.4

Substance Specific Involvement Scores (SSIS) from the ASSIST

Percent (%)	*Moderate risk use of the substance			
	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Tobacco or nicotine delivery products	18.3	19.0	22.2	19.0
Alcoholic beverages	13.3	7.8	11.1	9.3
Cannabis (nonmedical use)	11.7	14.5	11.1	13.7
Cocaine	0.0	0.0	0.0	0.0
Prescription stimulants (nonmedical use)	0.0	1.7	22.2	2.0
Methamphetamine	0.0	0.0	0.0	0.0
Inhalants	0.0	0.0	0.0	0.0
Sedatives or Sleeping Pills (nonmedical use)	0.0	2.8	11.1	2.4
Hallucinogens	3.3	1.7	0.0	2.0
Heroin	0.0	0.6	0.0	0.4
Prescription opioids (nonmedical use)	1.7	0.0	0.0	0.4

*These figures use all students in the sample as the denominator, rather than just those students who reported lifetime use.

*High risk use of the substance			
Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
0.0	1.7	11.1	1.6
1.7	0.6	0.0	0.8
1.7	1.1	0.0	1.2
0.0	0.6	0.0	0.4
0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0

Cis Men n =	60
Cis Women n =	179
Trans/GNC n =	9

Proportion of students (overall sample) who report misusing prescription medications (taking without a prescription, or taking more medication or more often than prescribed) in the past 3 months:

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Prescription stimulants	1.7	1.7	0.0	1.6
Prescription sedatives or sleeping pills	1.7	2.2	0.0	2.0
Prescription opioids	1.7	0.0	0.0	0.4

*Tobacco or nicotine delivery products used in the last 3 months

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Cigarettes	6.7	6.7	22.2	7.3
E-cigarettes or other vape products (for example: Juul, etc.)	23.3	20.1	33.3	21.4
Water pipe or hookah	1.7	1.1	0.0	1.2
Chewing or smokeless tobacco	3.3	0.0	0.0	0.8
Cigars or little cigars	10.0	3.4	0.0	4.8
Other	1.7	0.6	0.0	0.8

*These figures use all students in the sample as the denominator, rather than just those students who reported tobacco or nicotine delivery product use in the last 3 months.

Students in Recovery

■ 1.6 % of college students surveyed (2.7 % cis men, 0.7 % cis women, and 12.5 % transgender/gender non-conforming) indicated they were in recovery from alcohol or other drug use.

When, if ever, was the last time you:

Percent (%)	Drank Alcohol			
	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Never	38.3	20.1	11.1	24.2
Within the last 2 weeks	43.3	45.3	44.4	44.8
More than 2 weeks ago but within the last 30 days	3.3	12.3	11.1	10.1
More than 30 days ago but within the last 3 months	5.0	10.6	33.3	10.1
More than 3 months ago but within the last 12 months	6.7	6.1	0.0	6.0
More than 12 months ago	3.3	5.6	0.0	4.8

*Students were instructed to include medical and non-medical use of cannabis.

Percent (%)	*Used Cannabis/Marijuana			
	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Never	61.7	58.7	66.7	59.7
Within the last 2 weeks	6.7	11.7	0.0	10.1
More than 2 weeks ago but within the last 30 days	1.7	2.8	0.0	2.4
More than 30 days ago but within the last 3 months	3.3	5.6	11.1	5.2
More than 3 months ago but within the last 12 months	15.0	7.3	11.1	9.3
More than 12 months ago	11.7	14.0	11.1	13.3

Driving under the influence

- 18.8 % of college students reported driving after having **any alcohol** in the last 30 days.*
*Only students who reported driving in the last 30 days and drinking alcohol in the last 30 days were asked this question.
- 51.9 % of college students reported driving within 6 hours of using cannabis/marijuana in the last 30 days.*
*Only students who reported driving in the last 30 days and using cannabis in the last 30 days were asked this question.

Estimated Blood Alcohol Concentration (or eBAC) of college students. 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 drank alcohol in a social setting, their approximate time of consumption, sex, weight, and the average rate of ethanol metabolism. Only students who reported drinking alcohol within the last 3 months answered these questions.

Estimated BAC	Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
< .08		80.6	86.6	100.0	86.0
< .10		87.1	89.9	100.0	89.8
Mean		0.04	0.04	0.01	0.04
Median		0.01	0.02	0.00	0.02
Std Dev		0.06	0.06	0.03	0.06

Cis Men n =	60
Cis Women n =	179
Trans/GNC n =	9

*Reported number of drinks consumed the last time students drank alcohol in a social setting.

Number of drinks	Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
4 or fewer		71.0	78.7	100.0	78.3
5		6.5	7.4	0.0	6.8
6		3.2	5.7	0.0	5.0
7 or more		19.4	8.2	0.0	9.9
Mean		4.2	2.9	1.9	3.1
Median		3.0	2.0	2.0	2.0
Std Dev		3.6	2.1	1.1	2.5

*Only students who reported drinking alcohol in the last three months were asked this question.

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

	Among all students surveyed				
	Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Did not drink alcohol in the last two weeks (includes non-drinkers)		56.7	54.7	55.6	55.2
None		18.3	27.4	11.1	24.6
1-2 times		16.7	13.4	22.2	14.5
3-5 times		5.0	4.5	11.1	4.8
6 or more times		3.3	0.0	0.0	0.8

*Only students who reported drinking alcohol in the last two weeks were asked this question.

*Among those who reported drinking alcohol within the last two weeks

Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
42.3	60.5	25.0	55.0
38.5	29.6	50.0	32.4
11.5	9.9	25.0	10.8
7.7	0.0	0.0	1.8

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

	Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Did something I later regretted		34.3	15.0	25.0	19.3
Blackout (forgot where I was or what I did for a large period of time and cannot remember , even when someone reminds me)		14.3	7.5	12.5	9.1
Brownout (forgot where I was or what I did for short periods of time, but can remember once someone reminds me)		34.3	18.0	0.0	20.5
Got in trouble with the police		0.0	0.8	12.5	1.1
Got in trouble with college/university authorities		0.0	0.8	0.0	0.6
Someone had sex with me without my consent		0.0	0.8	12.5	1.1
Had sex with someone without their consent		0.0	0.0	0.0	0.0
Had unprotected sex		11.4	12.8	0.0	11.9
Physically injured myself		5.7	7.5	12.5	7.4
Physically injured another person		0.0	0.0	0.0	0.0
Seriously considered suicide		5.7	1.5	12.5	2.8
Needed medical help		0.0	0.8	0.0	0.6
Reported one or more of the above		41.4	16.7	14.3	21.5

*Only students who reported drinking alcohol in the last 12 months were asked these questions.

Cis Men n =	60
Cis Women n =	179
Trans/GNC n =	9

G. Sexual Behavior

When, if ever, was the last time you had:

Oral sex

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
<i>Percent (%)</i>				
Never	40.0	24.3	44.4	28.9
Within the last 2 weeks	23.3	40.1	22.2	35.4
More than 2 weeks ago but within the last 30 days	11.7	5.1	0.0	6.5
More than 30 days ago but within the last 3 months	5.0	6.8	0.0	6.1
More than 3 months ago but within the last 12 months	8.3	10.7	0.0	9.8
More than 12 months ago	11.7	13.0	33.3	13.4

Vaginal intercourse

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
	46.7	29.9	33.3	34.1
	26.7	43.5	22.2	38.6
	6.7	3.4	0.0	4.1
	3.3	4.5	0.0	4.1
	8.3	9.0	0.0	8.5
	8.3	9.6	44.4	10.6

Anal intercourse

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
<i>Percent (%)</i>				
Never	86.7	77.8	66.7	79.6
Within the last 2 weeks	3.3	4.5	11.1	4.5
More than 2 weeks ago but within the last 30 days	0.0	0.6	0.0	0.4
More than 30 days ago but within the last 3 months	6.7	4.0	0.0	4.5
More than 3 months ago but within the last 12 months	1.7	3.4	0.0	2.9
More than 12 months ago	1.7	9.7	22.2	8.2

*College students who reported having oral sex, or vaginal or anal intercourse within the last 12 months reported having the following number of sexual partners:

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
<i>Percent (%)</i>				
None	0.0	0.0	0.0	0.0
1	71.0	68.6	100.0	69.5
2	9.7	15.3	0.0	13.9
3	3.2	5.1	0.0	4.6
4 or more	16.1	11.0	0.0	11.9
Mean	2.2	1.8	1.0	1.9
Median	1.0	1.0	1.0	1.0
Std Dev	2.9	1.6	0.0	1.9

*Only students who reported having oral sex, or vaginal or anal intercourse in the last 12 months were asked this question.

College students who reported having oral sex, or vaginal or anal intercourse within the last 30 days who reported using a condom or another protective barrier *most of the time* or *always*:

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
<i>Percent (%)</i>				
Oral sex	4.8	5.0	0.0	4.9
Vaginal intercourse	45.0	37.3	100.0	40.0
Anal intercourse	0.0	22.2	100.0	25.0

*Only students who reported having oral sex, or vaginal or anal intercourse in the last 30 days were asked these questions.

College students who reported having vaginal intercourse (penis in vagina) within the last 12 months were asked if they or their partner used any method to prevent pregnancy the last time they had vaginal intercourse:

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
<i>Percent (%)</i>				
Yes, used a method of contraception	85.2	82.2	50.0	82.4
No, did not want to prevent pregnancy	3.7	0.9	0.0	1.5
No, did not use any method	11.1	16.8	50.0	16.2
Don't know	0.0	0.0	0.0	0.0

*Only students who reported having oral sex, or vaginal or anal intercourse in the last 12 months were asked this question.

Cis Men n =	60
Cis Women n =	179
Trans/GNC n =	9

*Those students who reported using a contraceptive use the last time they had vaginal intercourse, reported they (or their partner) used the following methods:

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Birth control pills (monthly or extended cycle)	56.5	56.8	0.0	56.3
Birth control shots	0.0	3.4	0.0	2.7
Birth control implants	13.0	4.5	0.0	6.3
Birth control patch	0.0	2.3	0.0	1.8
The ring	0.0	0.0	0.0	0.0
Emergency contraception ("morning after pill" or "Plan B")	4.3	1.1	0.0	1.8
Intrauterine device	13.0	10.2	100.0	11.6
Male (external) condom	47.8	48.9	0.0	48.2
Female (internal) condom	0.0	0.0	0.0	0.0
Diaphragm or cervical cap	0.0	0.0	0.0	0.0
Contraceptive sponge	0.0	0.0	0.0	0.0
Withdrawal	8.7	30.7	0.0	25.9
Fertility awareness (calendar, mucous, basal body temperature)	4.3	2.3	0.0	2.7
Sterilization (hysterectomy, tubes tied, vasectomy)	0.0	1.1	0.0	0.9
Other method	4.3	1.1	0.0	1.8
Male condom use plus another method	34.8	38.6	0.0	37.5
Any two or more methods (excluding male condoms)	13.0	23.9	0.0	21.4

*Only students who reported they or their partner used a method the last time they had vaginal intercourse were asked these questions.

College students who reported having vaginal intercourse (penis in vagina) within the last 12 months were asked if they or their partner used emergency contraception ("morning after pill" or "Plan B") in the last 12 months:

Yes (7.7 % cis men, 16.8 % cis women, 0 % trans/gender non-conforming)

College students who reported having vaginal intercourse (penis in vagina) within the last 12 months were asked if they experienced an unintentional pregnancy or got someone pregnant within the last 12 months:

Yes (0 % cis men, 1.9 % cis women, 0 % trans/gender non-conforming)

H. Mental Health and Wellbeing

Kessler 6 (K6) Non-Specific Psychological Distress Score (Range is 0-24)

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
No or low psychological distress (0-8)	63.3	51.1	22.2	53.1
Moderate psychological distress (9-12)	15.0	22.7	22.2	20.8
Serious psychological distress (13-24)	21.7	26.1	55.6	26.1
Mean	7.72	8.82	14.22	8.75
Median	7.00	8.00	17.00	8.00
Std Dev	5.57	5.56	7.90	5.76

UCLA Loneliness Scale (ULS3) Score (Range is 3-9)

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Negative for loneliness (3-5)	60.0	52.5	12.5	53.0
Positive for loneliness (6-9)	40.0	47.5	87.5	47.0
Mean	5.25	5.44	6.50	5.43
Median	5.00	5.00	7.00	5.00
Std Dev	2.00	1.83	0.93	1.86

Diener Flourishing Scale – Psychological Well-Being (PWB) Score (Range is 8-56)

(higher scores reflect a higher level of psychological well-being)

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Mean	43.78	44.96	34.78	44.31
Median	47.00	48.00	35.00	47.00
Std Dev	10.36	8.96	15.09	9.73

Cis Men n =	60
Cis Women n =	179
Trans/GNC n =	9

The Connor-Davison Resilience Scale (CD-RISC2) Score (Range is 0-8)

(higher scores reflect greater resilience)

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Mean	6.20	6.03	5.11	6.04
Median	6.00	6.00	5.00	6.00
Std Dev	1.57	1.48	1.62	1.51

Self injury

■ 11.7 % of college students surveyed (5.0 % cis men, 12.3 % cis women, and 44.4 % trans/gender non-conforming) indicated they had intentionally cut, burned, bruised, or otherwise injured themselves within the last 12 months.

Within the last 12 months, have you had problems or challenges with any of the following:

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Academics	50.8	50.8	77.8	51.8
Career	27.1	35.2	44.4	33.6
Finances	38.3	55.9	66.7	52.0
Procrastination	76.7	82.1	88.9	81.0
Faculty	15.3	19.6	22.2	18.6
Family	35.6	49.2	66.7	46.6
Intimate relationships	28.8	41.6	37.5	38.4
Roommate/housemate	15.3	23.5	50.0	22.4
Peers	18.6	24.6	66.7	24.7
Personal appearance	42.4	62.6	77.8	58.3
Health of someone close to me	37.3	54.2	33.3	49.4
Death of a family member, friend, or someone close to me	26.7	34.3	55.6	33.2
Bullying	5.1	7.8	44.4	8.5
Cyberbullying	3.4	7.3	33.3	7.3
Hazing	1.7	0.6	0.0	0.8
Microaggression	6.8	11.7	22.2	10.9
Sexual Harassment	3.4	14.0	44.4	12.6
Discrimination	1.7	10.1	22.2	8.5

**Only students who reported a problem or challenge in the last 12 months were asked about level of distress.*

<i>Students reporting none of the above</i>	8.3	2.8	0.0	4.0
<i>Students reporting only one of the above</i>	6.7	2.8	0.0	3.6
<i>Students reporting 2 of the above</i>	15.0	7.8	11.1	9.7
<i>Students reporting 3 or more of the above</i>	70.0	86.6	88.9	82.7

***Of those reporting this issue, it caused moderate or high distress**

Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
86.7	93.3	85.7	91.3
68.8	77.4	100.0	76.8
82.6	74.7	100.0	77.3
67.4	70.1	62.5	69.2
33.3	58.8	0.0	51.1
42.9	71.3	100.0	67.5
70.6	59.7	33.3	60.9
62.5	56.1	75.0	58.5
27.3	39.5	66.7	40.0
56.0	54.1	100.0	56.6
54.5	78.1	100.0	74.4
62.5	80.0	100.0	77.8
33.3	78.6	50.0	66.7
100.0	76.9	33.3	72.2
100.0	0.0	0.0	100.0
50.0	40.0	50.0	42.3
0.0	37.5	50.0	36.7
0.0	29.4	50.0	30.0

Suicide Behavior Questionnaire-Revised (SBQR) Screening Score (Range is 3-18)

Cis Men n =	60
Cis Women n =	179
Trans/GNC n =	9

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
<i>Percent (%)</i>				
Negative suicidal screening (3-6)	78.3	72.7	22.2	72.2
Positive suicidal screening (7-18)	21.7	27.3	77.8	27.8
Mean	4.57	5.27	9.56	5.26
Median	3.00	4.00	10.00	3.00
Std Dev	2.61	3.10	4.10	3.15

Suicide attempt

■ 3.3 % of college students surveyed (1.7 % cis men, 3.9 % cis women, and 0 % trans/gender non-conforming) indicated they had attempted suicide within the last 12 months.

Within the last 12 months, how would you rate the overall level of stress experienced:

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
<i>Percent (%)</i>				
No stress	3.3	0.0	0.0	0.8
Low	31.7	16.2	11.1	19.8
Moderate	45.0	41.3	55.6	42.7
High	20.0	42.5	33.3	36.7

I. Acute Conditions

College students reported being diagnosed by a healthcare professional within the last 12 months with:

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
<i>Percent (%)</i>				
Bronchitis	0.0	5.0	0.0	3.6
Chlamydia	0.0	1.7	0.0	1.2
Chicken Pox (Varicella)	0.0	1.1	0.0	0.8
Cold/virus or other respiratory illness (for example: sinus infection, ear infection, strep throat, tonsillitis, pharyngitis, or laryngitis)	15.0	31.3	22.2	27.0
Concussion	1.7	2.8	11.1	2.8
Gonorrhea	0.0	0.6	0.0	0.4
Flu (influenza) or flu-like illness	5.0	10.7	0.0	8.9
Mumps	0.0	0.6	0.0	0.4
Mononucleosis (mono)	0.0	2.8	0.0	2.0
Orthopedic injury (for example: broken bone, fracture, sprain, bursitis, tendinitis, or ligament injury)	5.0	9.5	22.2	8.9
Pelvic Inflammatory Disease	0.0	2.2	0.0	1.6
Pneumonia	0.0	2.8	0.0	2.0
Shingles	0.0	2.2	0.0	1.6
Stomach or GI virus or bug, food poisoning or gastritis	3.3	6.7	0.0	5.6
Urinary tract infection	0.0	16.2	22.2	12.6

Cis Men n =	60
Cis Women n =	179
Trans/GNC n =	9

J. Ongoing or Chronic Conditions

The questions for the *ongoing or chronic conditions* are presented differently in this report than the order they appear in the survey. In the survey, all items appear in a single list, ordered alphabetically. In this report, the conditions are presented in groups to ease burden on the reader. The findings are divided into mental health conditions, STIs and other chronic infections, and other ongoing or chronic conditions in this report.

Mental Health	College students reported ever being diagnosed with the following:			
	Percent (%)	Cis Men	Cis Women	Trans/ Gender Non-conforming
ADD/ADHD - Attention Deficit/Hyperactivity Disorder	11.7	11.2	11.1	11.3
Alcohol or Other Drug-Related Abuse or Addiction	1.7	1.1	11.1	1.6
Anxiety (for example: Generalized Anxiety, Social Anxiety, Panic Disorder, Specific Phobia)	20.0	38.0	88.9	35.5
Autism Spectrum	1.7	2.2	0.0	2.0
Bipolar and Related Conditions (for example: Bipolar I, II, Hypomanic Episode)	3.3	2.8	22.2	3.6
Borderline Personality Disorder (BPD), Avoidant Personality, Dependent Personality, or another personality disorder	0.0	1.1	11.1	1.2
Depression (for example: Major depression, persistent depressive disorder, disruptive mood disorder)	15.0	30.9	100.0	29.6
Eating Disorders (for example: Anorexia Nervosa, Bulimia Nervosa, Binge-Eating)	0.0	3.9	11.1	3.2
Gambling Disorder	0.0	0.6	0.0	0.4
Insomnia	1.7	7.3	44.4	7.3
Obsessive-Compulsive and Related Conditions (for example: OCD, Body Dysmorphia, Hoarding, Trichotillomania and other body-focused repetitive behavior disorders)	0.0	5.6	22.2	4.8
PTSD (Posttraumatic Stress Disorder), Acute Stress Disorder, Adjustment Disorder, or another trauma- or stressor- related condition	0.0	11.8	22.2	9.3
Schizophrenia and Other Psychotic Conditions (for example: Schizophrenia, Schizoaffective Disorder, Schizophreniform Disorder, Delusional Disorder)	1.7	1.1	0.0	1.2
Tourette's or other neurodevelopmental condition not already listed	1.7	1.1	0.0	1.2
Traumatic brain injury (TBI)	0.0	0.6	0.0	0.4

***Of those ever diagnosed, those reporting contact with healthcare or MH professional within last 12 months**

Cis Men	Cis Women	Trans/ Gender Non-conforming	Total
28.6	65.0	100.0	57.1
100.0	0.0	0.0	25.0
58.3	69.1	75.0	68.2
0.0	25.0	0.0	20.0
0.0	80.0	50.0	55.6
0.0	50.0	100.0	66.7
55.6	74.5	77.8	72.6
0.0	28.6	0.0	25.0
0.0	0.0	0.0	0.0
100.0	46.2	50.0	50.0
0.0	33.3	100.0	45.5
0.0	66.7	100.0	69.6
0.0	50.0	0.0	33.3
0.0	50.0	0.0	33.3
0.0	0.0	0.0	0.0

*Only students who reported ever being diagnosed were asked about contact with a healthcare or mental health professional within the last 12 months.

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non-conforming	Total
Students reporting none of the above	76.7	54.7	0.0	58.1
Students reporting only one of the above	3.3	13.4	0.0	10.5
Students reporting both Depression and Anxiety	15.0	27.4	88.9	26.6
Students reporting any two or more of the above (excluding the combination of Depression and Anxiety)	5.0	4.5	11.1	4.8

Cis Men n =	60
Cis Women n =	179
Trans/GNC n =	9

STI's/Other chronic infections

College students reported ever being diagnosed with the following:

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Genital herpes	0.0	2.2	0.0	1.6
Hepatitis B or C	0.0	1.1	0.0	0.8
HIV or AIDS	0.0	1.1	0.0	0.8
Human papillomavirus (HPV) or genital warts	0.0	3.4	0.0	2.4

**Only students who reported ever being diagnosed were asked about contact with a healthcare or mental health professional within the last 12 months.*

***Of those ever diagnosed, had contact with healthcare or MH professional within last 12 months**

Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
0.0	25.0	0.0	25.0
0.0	50.0	0.0	50.0
0.0	50.0	0.0	50.0
0.0	16.7	0.0	16.7

Other Chronic /Ongoing Medical Conditions

College students reported ever being diagnosed with the following:

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Acne	15.0	25.3	44.4	23.5
Allergies - food allergy	8.3	11.2	22.2	10.9
Allergies - animals/pets	18.3	11.2	22.2	13.4
Allergies - environmental (for example: pollen, grass, dust, mold)	30.0	34.6	44.4	33.9
Asthma	11.7	24.2	22.2	21.1
Cancer	0.0	1.1	0.0	0.8
Celiac disease	0.0	1.1	0.0	0.8
Chronic pain (for example: back or joint pain, arthritis, nerve pain)	5.0	10.7	0.0	8.9
Diabetes or pre-diabetes/insulin resistance	5.1	4.5	0.0	4.5
Endometriosis	0.0	2.8	0.0	2.0
Gastroesophageal Reflux Disease (GERD) or acid reflux	5.0	10.1	0.0	8.5
Heart & vascular disorders (for example: atrial fibrillation or other cardiac arrhythmia, mitral valve prolapse or other valvular heart disease, congenital heart condition)	0.0	1.1	0.0	0.8
High blood pressure (hypertension)	6.7	5.6	0.0	5.6
High cholesterol (hyperlipidemia)	3.3	5.0	0.0	4.4
Irritable bowel syndrome (spastic colon or spastic bowel)	3.4	10.1	11.1	8.5
Migraine headaches	1.7	18.4	22.2	14.5
Polycystic Ovarian Syndrome (PCOS)	0.0	5.1	0.0	3.6
Sleep Apnea	0.0	2.8	0.0	2.0
Thyroid condition or disorder	0.0	4.5	0.0	3.2
Urinary system disorder (for example: bladder or kidney disease, urinary reflux, interstitial cystitis)	0.0	1.7	11.1	1.6

**Only students who reported ever being diagnosed were asked about contact with a healthcare or mental health professional within the last 12 months.*

***Of those ever diagnosed, had contact with healthcare or MH professional within last 12 months**

Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
11.1	37.8	25.0	32.8
40.0	45.0	0.0	40.7
27.3	45.0	0.0	36.4
22.2	31.1	25.0	28.9
14.3	31.0	0.0	27.5
0.0	50.0	0.0	50.0
0.0	0.0	0.0	0.0
33.3	68.4	0.0	63.6
33.3	50.0	0.0	45.5
0.0	80.0	0.0	80.0
33.3	55.6	0.0	52.4
0.0	50.0	0.0	50.0
75.0	80.0	0.0	78.6
50.0	55.6	0.0	54.5
50.0	50.0	0.0	47.6
0.0	54.5	100.0	55.6
0.0	77.8	0.0	77.8
0.0	60.0	0.0	60.0
0.0	75.0	0.0	75.0
0.0	33.3	100.0	50.0

Cis Men n =	60
Cis Women n =	179
Trans/GNC n =	9

Students who reported being diagnosed with diabetes or pre-diabetes/insulin resistance, indicated they had:

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Type I Diabetes	0.0	16.7	0.0	11.1
Type II Diabetes	33.3	33.3	0.0	33.3
Pre-diabetes or insulin resistance	66.7	75.0	0.0	72.7
Gestational Diabetes	0.0	0.0	0.0	0.0

K. Sleep

Reported amount of time to usually fall asleep at night (sleep onset latency):

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Less than 15 minutes	41.7	40.8	22.2	40.3
16 to 30 minutes	21.7	26.8	0.0	24.6
31 minutes or more	36.7	32.4	77.8	35.1

Over the last 2 weeks, students reported the following average amount of sleep (excluding naps):

On weeknights				
Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Less than 7 hours	48.3	48.6	44.4	48.4
7 to 9 hours	51.7	50.8	33.3	50.4
10 or more hours	0.0	0.6	22.2	1.2

On weekend nights				
Cis Men	Cis Women	Trans/ Gender Non- conforming	Total	
30.0	28.5	33.3	29.0	
63.3	64.2	44.4	63.3	
6.7	7.3	22.2	7.7	

Students reported the following on 3 or more of the last 7 days:

Felt tired or sleepy during the day				
Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
0 days	1.7	3.9	0.0	3.2
1-2 days	36.7	13.5	22.2	19.4
3-5 days	36.7	45.5	22.2	42.5
6-7 days	25.0	37.1	55.6	34.8

Got enough sleep so that they felt rested				
Cis Men	Cis Women	Trans/ Gender Non- conforming	Total	
16.7	22.5	11.1	20.6	
36.7	35.4	55.6	36.4	
33.3	33.7	22.2	33.2	
13.3	8.4	11.1	9.7	

Demographics and Sample Characteristics

■ Age		■ Students describe themselves as	
18 - 20 years:	47.6 %	Straight/Heterosexual:	78.6 %
21 - 24 years:	40.2 %	Asexual:	1.2 %
25 - 29 years:	4.1 %	Bisexual:	12.1 %
30+ years:	8.1 %	Gay:	2.0 %
Mean age:	22.4 years	Lesbian:	0.8 %
Median age:	21.0 years	Pansexual:	1.6 %
		Queer:	0.8 %
		Questioning:	2.4 %
		Identity not listed above:	0.4 %
■ Gender*			
Cis Women:	72.2 %		
Cis Men:	24.2 %		
Transgender/Gender Non-conforming:	3.6 %		
* See note on page 2 regarding gender categories			
■ Student status		■ Housing	
1st year undergraduate:	18.1 %	Campus or university housing:	20.7 %
2nd year undergraduate:	22.6 %	Fraternity or sorority residence:	0.4 %
3rd year undergraduate:	32.3 %	Parent/guardian/other family:	46.3 %
4th year undergraduate:	18.5 %	Off-campus:	30.9 %
5th year or more undergraduate:	6.5 %	Temporary or "couch surfing":	0.4 %
Master's (MA, MS, MFA, MBA, etc.):	0.4 %	Don't have a place to live:	0.0 %
Doctorate (PhD, EdD, MD, JD, etc.):	0.8 %	Other:	1.2 %
Not seeking a degree:	0.4 %		
Other:	0.4 %		
		■ Students describe themselves as	
Full-time student:	91.9 %	American Indian or Native Alaskan	1.6 %
Part-time student:	5.7 %	Asian or Asian American	5.6 %
Other student:	2.4 %	Black or African American	6.0 %
		Hispanic or Latino/a/x	2.4 %
■ Visa to work or study in the US:	4.9 %	Middle Eastern/North African (MENA) or Arab Origin:	1.2 %
		Native Hawaiian or Other	
■ Relationship status		Pacific Islander Native:	0.0 %
Not in a relationship:	45.3 %	White:	85.1 %
In a relationship but not married/partnered:	51.0 %	Biracial or Multiracial:	2.8 %
Married/partnered:	3.6 %	Identity not listed above:	0.8 %
■ Primary Source of Health Insurance		<i>If Hispanic or Latino/a/x, are you</i>	
College/university sponsored SHIP plan:	2.8 %	Mexican, Mexican American, Chicano:	16.7 %
Parent or guardian's plan:	73.8 %	Puerto Rican:	66.7 %
Employer (mine or my spouse/partners):	6.0 %	Cuban:	0.0 %
Medicaid, Medicare, SCHIP, or VA:	10.9 %	Another Hispanic, Latino/a/x, or	
Bought a plan on my own:	2.0 %	Spanish Origin:	33.3 %
Don't have health insurance:	3.6 %		
Don't know if I have health insurance:	0.0 %		
Have insurance, but don't know source:	0.8 %		
		<i>If Asian or Asian American, are you</i>	
■ Student Veteran:	0.4 %	East Asian:	21.4 %
		Southeast Asian:	28.6 %
■ Parent or primary responsibility for someone else's child/children under 18 years old:	4.9 %	South Asian:	50.0 %
		Other Asian:	0.0 %

■ **First generation students** 51.6 %
(Proportion of students for whom no parent/guardian have completed a bachelor's degree)

■ **Do you have any of the following?**

Attention Deficit/Hyperactivity Disorder (ADD or ADHD):	12.1 %
Autism Spectrum Disorder:	1.6 %
Deaf/Hearing loss:	1.6 %
Learning disability:	2.8 %
Mobility/Dexterity disability:	0.8 %
Blind/low vision:	2.4 %
Speech or language disorder:	0.8 %

■ **Participated in organized college athletics:**

Varsity:	5.2 %
Club sports:	5.7 %
Intramurals:	6.9 %

■ **Member of a social fraternity or sorority:**

Greek member:	7.3 %
---------------	-------

STEP 2

Explore your results.



PREVENTION

Alcohol-Wise

For incoming populations, this course educates about the harmful effects of alcohol, raises retention rates, and acts as a prevention tool for alcohol-related violations.

PREVENTION
Alcohol-Wise 21+

This course is a 20 minute personalized feedback tool about alcohol for students over age 21 (graduate and non-traditional students).



PREVENTION

Greek-Wise

Greek-Wise educates on how to ease safely into Greek life and acts as a prevention tool for alcohol-related violations.



INTERVENTION

Under the Influence

The first online, alcohol intervention program in the U.S. (2004), this course is a six lesson educational sanction for alcohol violations.



PREVENTION

Marijuana-Wise

This course educates students about the harmful effects of marijuana and acts as a prevention tool for marijuana-related problems.



INTERVENTION

Marijuana 101

Six lessons cover a variety of key issues such as marijuana dependence, its effects, mental health issues, synthetic marijuana, and local laws and legalization issues.



PREVENTION/INTERVENTION

Other Drugs

For alcohol or drug violations, this course focuses on opiates, stimulants, sedatives, ecstasy, and prescription drug misuse.



Focuses on the effects, risks, and consequences of illicit drug use and prescription drug misuse

Other Drugs is an intervention for individuals with current or past experiences with illicit drugs and/or prescription misuse. Other Drugs covers the main drug classes of opiates, depressants, stimulants, and hallucinogens. It includes commonly misused prescription medications, such as Adderall, Ritalin, Vicodin, Oxycontin, Xanax, and Ambien.

Other Drugs provides personalized feedback and addresses risks, effects, and consequences to the individual in a motivational interviewing style. It helps the individual recognize and reflect upon their beliefs, attitudes, and behaviors.

.....

LEARNING OUTCOMES

After taking Other Drugs, the individual will be able to:

- Identify personal strategies for avoiding prescription drug misuse
- Recognize signs and stages of overdose for each drug category
- Take appropriate action in an overdose situation
- Debunk myths regarding effects of stimulants and better learning
- Recognize that peer use is less common than typically perceived
- Understand the dangers of sharing prescription medication
- Understand the mental, physical, and emotional effects associated with the four main categories of psychoactive drugs
- Recognize symptoms of addiction, tolerance, and dependence for each drug category
- Recognize signs and stages of withdrawal for each drug category
- Identify the dangers associated with prescription drug use as well as the potential and risk factors for misuse
- Analyze both classic and dissociative hallucinogens and their differing effects on brain and body
- Understand the dangers of mixing psychoactive drugs
- Identify possible gateway drugs and the correlation between early use and higher addiction rates
- Identify personal reasons for drug use
- Recognize the importance of making a change to lessen or end personal drug use
- Identify personal triggers for use and develop a plan to deal with triggers and cravings
- Develop a personalized strategy for making a change in drug use
- Understand the effects depressants have and what that means for tolerance build up and addiction
- Recognize the similarities abused prescription medications have with psychoactive drugs



PREVENTION // INTERVENTION // PERSONALIZED FEEDBACK // COMPLIANCE TRACKING



Online intervention for alcohol violations

Under the Influence alcohol intervention is used for alcohol violations. The course includes lessons on key issues such as effects on health, drinking and driving, state-specific laws, and alcohol/prescription interactions.

This highly individualized course uses top tier evidence-based strategies, and integrates the NIAAA-recognized, highly effective eCHECKUP TO GO brief intervention tool that has been proven to reduce high-risk drinking behavior. A brief 30-day booster is included to measure changes in the individual's attitudes and behavior. Individuals receive a confidential feedback summary that can be used in a tiered intervention strategy.

LEARNING OUTCOMES

After taking *Under the Influence*, the individual will be able to:

- Understand the factors that influence BAC
- Discuss alcohol absorption and metabolism
- Assess personal motivations and expectations about drinking
- Understand what a standard drink is and how long it takes to process it
- Examine how their alcohol use affects themselves and others
- Examine downsides of alcohol use in their life
- Develop a personal profile to examine personal drinking habits, family influences, and reasons for drinking
- Challenge perceptions of peer use of alcohol
- Identify practical steps to make a change about their drinking habits
- Examine their drinking habits on a weekly, daily, and hourly basis
- Reflect on how much time they spend drinking
- Understand the Expectancy Effect
- Identify legal and personal consequences of dangerous drinking habits
- Identify personal risk factors for developing alcohol dependence and/or other alcohol problems
- Discuss dangers of drinking and driving
- Understand the sexual risks associated with heavy drinking
- Reflect on the financial impacts of their alcohol use, if any
- Discuss dangers of alcohol and substance interaction
- Discuss commonly endorsed strategies for drinking reduction
- Develop a personalized plan of action for change



INTERVENTION // PERSONALIZED FEEDBACK // COMPLIANCE TRACKING // INTEGRATIONS



RESPONSIBLE ACTION EXEMPTION POLICY

WHAT IS RESPONSIBLE ACTION EXEMPTION?

When students act as responsible bystanders during drug and/or alcohol emergencies, they and the students they assist have the opportunity to receive amnesty from the formal student conduct process by taking the following steps:

- **Students must directly contact law enforcement, medical personnel, or university staff to request medical assistance.**
- **Students must identify themselves and the student(s) of concern to first responders.**
- **Students must comply with specific instructions given by responding personnel.**

Students granted amnesty from the conduct process will still meet with the Office of Community Standards & Student Conduct to discuss the incident and will receive educational interventions, but the incident and meeting will not become part of their conduct record.

*The University can deny exemption for any case where violations are repeated or extreme, including activities related to hazing. **Students will only receive one exemption during their time at the University (as the individual needing medical attention).** Students may receive multiple exemptions as the responsible bystander on a case-by-case basis.*

Student
Counseling
Services



Student Counseling Services
FALL GROUPS
Starting Dates

ADHD: Managing Your Symptoms 9/13

Step Out of Social Anxiety 9/14

Managing Anxiety & Stress for a Healthy Life 9/16

Grief Support Group 9/28

Learning to Love YOU:
A Self-Esteem
Psychoeducational
Group 10/19

Scan to Register:



Let's *Talk*

Thursdays between 4 - 5 pm in Kilcawley, Room 2067. Starts 9/29/22.

Let's Talk is designed to serve the needs of students through a brief 15-20 minute individual consultation.

Let's Talk free and confidential, open to all current YSU students. Consultations are offered on a first come, first served - no appointment needed.

The role of the Let's Talk consultant is to offer support, solutions, and resources for the student and presenting issues, such as:

- **Stress**
- **Sadness**
- **Difficulty adjusting to school**
- **Academic concerns**
- **Family problems**
- **Financial struggles**
- **Relationship concerns**

Let's Talk is not a substitute for psychotherapy or formal counseling and does not constitute mental health treatment.

Let's Talk is for consultation about a specific problem.

Your Let's Talk consultant can help you determine whether formal counseling would be useful for you.

YOUNGSTOWN STATE UNIVERSITY



**Student
Counseling
Services**



Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit www.yсу.edu/ada-accessibility for contact information for persons designated to handle questions about this policy.



Managing Stress During Finals



Tips for Before the Exam:

- Stay mindful, take a deep breath & try your best to relax
- Create a study plan with predetermined, achievable goals
- Make sure you are getting enough, good quality sleep to help your brain function optimally
- Make sure you are fueling your brain with nutritious food
- Plan ahead and have materials ready to go for the exam
- Go easy on yourself, allow yourself to take breaks and relax in between study sessions to help you to refocus
- Study with peers virtually to better understand the topics
- Don't be afraid to reach out to your professor or a classmate if you are experiencing any concern or confusion



Things to Remember During the Exam:

- Remember that all you can do is your best
- Try to stay in the moment and remain focused on each question individually as you move through the exam
- Read instructions and questions very carefully to ensure you are answering each one appropriately
- Make sure to double check your answers at the end
- Do not spend a lot of time second-guessing your answers, this can lead to changing answers that were right all along
- Go into the test with the mindset that you will succeed, you have prepared for this and you are ready



What to do After Your Exams:

- Do not stress about your performance on the exams, this will only negatively impact your mental health and cause worry
- Do some activities that make you happy and calm such as hanging out with friends, going on a run, or watching television
- Be kind to yourself and reward yourself for your hard work on preparing for and taking final exams
- Understand that test scores do not define who you are or what you are capable of
- Lean on helpful supports in your life (friends, family, mentors) if you are feeling any negative thoughts or emotions



YOUNGSTOWN STATE UNIVERSITY



Student
Counseling
Services

Student Counseling Services

GRIEF SUPPORT GROUP

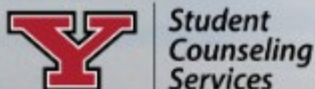
Meets Wednesdays | 9-28 | 10-5 | 10-12 | 10-19 | 10-26 | From 3-4pm

Participate in this five-week series to receive **support, validation** and **connection** with fellow students who have also experienced loss. This structured group will provide information on the grief process and assist you in **healing** and **acceptance**. You will have the opportunity to tell your story and practice healthy **coping strategies**. As the content builds, it is important you attend all sessions. Activities will be provided in each group to assist your journey.

Sign Up Now to Reserve Your Space:

-space is limited to 10 participants-

www.yсу.edu/student-counseling-services



Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion, or veteran/military status in its programs or activities. Please visit www.yсу.edu/oda-accessibility for contact information for persons designated to handle questions about this policy.



Student Counseling Services



SEPTEMBER GROUPS

4 Week Series | Starting Dates Below

ADHD: Managing Your Symptoms

9/13

Step Out of Social Anxiety

9/14

**Managing Anxiety &
Stress for a Healthy Life**

9/16

Grief Support Group

9/28

**SPACE LIMITED
REGISTER NOW**





YSU FOR RECOVERY

EVERY TUESDAY, STARTING JANUARY
25TH

1:30PM-2:30PM

KILCAWLEY CENTER, RM. 2036
(POLLOCK ROOM)

You're not alone.
Resources, Referrals, and Guidance.

YOUNGSTOWN STATE UNIVERSITY



*Student
Counseling
Services*

WALK-INS

We know Finals Week can be stressful and overwhelming
Student Counseling Services is offering Walk-In Hours

Meet with a Clinician in person

May 2-6, 2022

9am-Noon

1pm-3:30pm

Currently registered students are eligible

Questions? Call us at (330) 941-3737

After-Hours call and press 1 to speak with a mental health professional

Student
Counseling
Services

WELCOME BACK!

free, confidential mental health counseling

Location: Kilcawley Center, Rm. 2110

Hours: Mon-Fri, 8am-5pm*

Contact: (330) 941-3737

call to set up an in-person appointment

**After Hours, press 1 to speak with a mental health professional
ysu.edu/student-counseling-services*

TOGETHER
for Mental Health



#Together4MH



World Suicide Prevention Day
Sept. 10, 2022

nami.org/suicidepreventionmonth

ADHD: Managing Your Symptoms

Tuesdays; 9/13, 9/20, 9/27, & 10/4 | 1pm - 2pm

Attend this 4-week long group to connect with others that struggle with ADHD and want to find a way to manage the symptoms that come along with that diagnosis.

This group will:

- Explore ADHD symptoms
- Find ways to manage your ADHD symptoms
- Support each other and provide a safe place to share

This group is for those who have been diagnosed with ADHD *or* struggle with symptoms related to ADHD. (diagnosis is not required)

Sign up now to reserve your space:
<https://ysu.edu/student-counseling-services>



Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit www.ysu.edu/ada-accessibility for contact information for persons designated to handle questions about this policy.



Learning to Love YOU: A Self-Esteem Psychoeducational Group

Wednesday; 10/19, 10/26, 11/2 & 11/9 | 3pm - 4pm

This structured, four-week group will focus on understanding what self-esteem is, what is causing you to maintain your low self-esteem, transitioning negative self-talk, and moving toward accepting yourself. You will be given different activities to do on your own between sessions to help you practice the skills learned and/or to boost your progress.

Sign up now to reserve your space:

<https://ysu.edu/student-counseling-services>



Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit www.ysu.edu/ada-accessibility for contact information for persons designated to handle questions about this policy.

YOUNGSTOWN STATE UNIVERSITY



Student
Counseling
Services

Managing Anxiety & Stress for a Healthy Life

Fall Semester:
Starting September 16

**Join us on Fridays at noon to meet with
fellow students who share
the same challenges!**

- Identify your anxiety symptoms
- Discuss useful strategies to Manage Anxiety
- Practice Relaxation Techniques
- Share ideas and successes with fellow students.



**Scan to signup and
reserve your space**

Or visit: <https://ysu.edu/student-counseling-services>

Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit www.ysu.edu/ada-accessibility for contact information for persons designated to handle questions about this policy.

YOUNGSTOWN STATE UNIVERSITY



Student
Counseling
Services

Step Out of Social Anxiety

September 14, 21, 28 and Oct 5 | 4pm - 5pm

Participate in this four week workshop series to learn how to Step Out of Social Anxiety. This is an in person structured group that will allow you to explore how social anxiety impacts you and create steps you can take to decrease its impact on your daily life. As the workshops build on each other, it is important that you attend all sessions in sequence. Activities will be given to do on your own in between sessions to boost your progress.

Space is limited to 8 participants

Sign up now to reserve your space:
<https://ysu.edu/student-counseling-services>



Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit www.ysu.edu/ada-accessibility for contact information for persons designated to handle questions about this policy.

YOUNGSTOWN STATE UNIVERSITY
 Student
Counseling
Services

Mental Health Awareness
ANNUAL
ART CONTEST
CELEBRATION

meet the artist!

refreshments!

Dec. 2nd @ 1:00pm
Student Counseling Services Office
Kilcawley Center, Rm. 2110

YOUNGSTOWN STATE UNIVERSITY



Student
Counseling
Services

MARIJUANA 101

MARIJUANA ADDICTION

- 1-IN-6 PEOPLE WHO START USING THE DRUG BEFORE THE AGE OF 18 CAN BECOME ADDICTED.
- 1-IN-10 ADULTS WHO USE THE DRUG CAN BECOME ADDICTED.



ABOUT THIS DRUG

MARIJUANA REFERS TO THE DRIED LEAVES, FLOWERS, STEMS, AND SEEDS FROM THE CANNABIS SATIVA OR CANNABIS INDICA PLANT. MARIJUANA IS A PSYCHOACTIVE DRUG THAT CONTAINS CLOSE TO 500 CHEMICALS, INCLUDING THC, A MIND-ALTERING COMPOUND THAT CAUSES HARMFUL HEALTH EFFECTS.



RISKS

- BRAIN HEALTH
- MENTAL HEALTH
- ATHLETIC PERFORMANCE
- DRIVING
- BABY'S HEALTH / DEVELOPMENT
- DAILY LIFE



RISE OF MARIJUANA USE

TODAY, MARIJUANA USE IS ON THE RISE AMONG ALL ADULT AGE GROUPS, BOTH SEXES, AND PREGNANT WOMEN. PEOPLE AGES 18-25 HAVE THE HIGHEST RATE OF USE.



KNOW THE RISKS OF MARIJUANA. SAMHSA. (N.D.). RETRIEVED OCTOBER 28, 2021. FROM [HTTPS://WWW.SAMHSA.GOV/MARIJUANA](https://www.samhsa.gov/marijuana).

YOUNGSTOWN STATE UNIVERSITY DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, NATIONAL ORIGIN, SEX, SEXUAL ORIENTATION, GENDER IDENTITY AND/OR EXPRESSION, DISABILITY, AGE, RELIGION OR VETERAN/MILITARY STATUS IN ITS PROGRAMS OR ACTIVITIES. PLEASE VISIT WWW.YSU.EDU/ADA-ACCESSIBILITY FOR CONTACT INFORMATION FOR PERSONS DESIGNATED TO HANDLE QUESTIONS ABOUT THIS POLICY.

**GET
REC'D**



MARIJUANA

Cause and Effect

Short Term Effects

Brain

Impaired motor skills, damage to short-term memory, inability to concentrate, insomnia.

Physical

Red eyes, dry mouth, loss of consciousness, weakened muscles

Lungs

Difficult breathing, chest colds

Heart

Increased heart rate and blood pressure

Stomach

Increased appetite

Coordination

Clumsy, accident prone

Long Term Effects

Brain

Memory loss, reduced motivation, delusions

Systemic

Weakened immune system

Throat

Increased risk of cancer

Heart

Heart disease, risk of heart attack

Lungs

Bronchitis, emphysema, lung cancer

Stomach

Increased appetite

Marijuana cause&effect mini poster. Primo Prevention. (2009, February 7). Retrieved October 28, 2021, from <http://www.primoprevention.com/product/marijuana-cause-effect-mini-poster/>.

Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit www.yzu.edu/ada-accessibility for contact information for persons designated to handle questions about this policy.

GET
REC'D

Chambers
200



SEASONAL DEPRESSION

What you need to know about depression



21 MILLION

American adults suffer from depressive illness during any one year period.



WOMEN

experience depression **2x** as often as men.



Without treatment, depression can last weeks, months or years.

Symptoms of depression



How can you beat holiday depression?



Exercise

A daily 30-minute walk may help prevent depression – so take a brisk stroll down a snowy path!



Enjoy the Sunlight

As little as 15 to 30 minutes of sunlight, best in the early morning, will go a long way to alleviating the winter blahs.



Get enough Sleep

A lack of sleep can take a toll on your mood – so aim for 7 to 9 hours of sleep each night.



Moderate Alcohol Consumption

Two glasses of wine are plenty for the holiday party – one if you've already had the eggnog.



Adjust Expectations

Don't let visions of perfection spoil everything. Learn that most things can be good enough – gifts, food, company, etc.

Concerned about depression?

If the depressed mood is serious, leading to isolation, crying spells, not sleeping or eating, hopelessness and thoughts of death or suicide, **get help immediately.**



JUST FOR THE HEALTH OF IT!

Tuesday, September 27 | 8:00am - 5:00pm
Campus Core

Learn more about the 9 Pillars of Wellness at this interactive health and wellness fair where we partner with YSU's Nursing Department.

Contact: Dina Fabry, dmfabry@ysu.edu | 330-941-3731



Youngstown State University does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity and/or expression, disability, age, religion or veteran/military status in its programs or activities. Please visit www.ysu.edu/ada-accessibility for contact information for persons designated to handle questions about this policy.