



UNIVERSITY OF  
**South Carolina**

Drug-Free Schools and Campuses  
Regulations [Edgar Part 86] Biennial  
Review: Academic Years 2022-2023 and  
2023-2024

Carolina Community Coalition Sub-Committee

University of South Carolina Drug-Free Schools and Campuses Regulations [EDGAR Part 86] Alcohol and Other Drug Prevention Certification

The undersigned certifies that it has adopted and implemented an alcohol and other drug prevention program for its students and employees that, at a minimum, includes –

**1. The annual distribution to each employee, and to each student who is taking one or more classes of any kind of academic credit except for continuing education units, regardless of the length of the student’s program of study, of:**

- 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
- A description of the applicable legal sanctions under local, State, or Federal law for the unlawful possession or distribution of illicit drugs and alcohol
- A description of the health risks associated with the use of illicit drugs and the abuse of 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 disciplinary sanctions on students and employees (consistent with 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. A disciplinary sanction may include the completion of an appropriate rehabilitation program.

**2. A biennial review by the institution of its alcohol and other drug prevention comprehensive program to:**

- Determine its effectiveness and implement changes to its comprehensive alcohol and other drug prevention programs and policies, if they are needed
- Ensure that its disciplinary sanctions are consistently enforced.

University of South Carolina  
Columbia, SC 29208

\_\_\_\_\_  
Typed Name of Chief Executive Officer

\_\_\_\_\_  
IRS Employer Identification Number

\_\_\_\_\_  
Signature of the Chief Executive Officer

\_\_\_\_\_  
Telephone Number

\_\_\_\_\_  
Date

\_\_\_\_\_  
e-mail address

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## Introduction/Overview

First published in the Federal Register,

*The Higher Education Act of 1965, as amended by the Drug-Free Schools and Communities Act of 1989, requires that any institution of higher education that receives federal financial assistance must adopt and implement a program to prevent the use of illicit drugs and alcohol abuse by students and employees ([20 U.S.C. 1145g—Drug and Alcohol Abuse Prevention](#)).*

*Pursuit to this requirement, the Department of Education General Administrative Regulations (EDGAR), 34 C.F.R. Part 86 (Part 86), mandate that colleges and universities: 1) annually distribute specified drug and alcohol prevention information to students and employees (“annual notification”), and 2) conduct a biennial review of their drug and alcohol prevention programs.<sup>1</sup>*

Title 34 of the Code of Federal Regulations was most recently amended on April 20, 2022. The most recent version of Part 86, Subpart B, Section 6.100 reads as follows:

*The Institution of Higher Education's drug prevention program must, at a minimum, include the following:*

*(a) The annual distribution 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, of -*

*(1) 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;*

*(2) A description of the applicable legal sanctions under local, State, or Federal law for the unlawful possession or distribution of illicit drugs and alcohol;*

*(3) A description of the health risks associated with the use of illicit drugs and the abuse of alcohol;*

*(4) A description of any drug or alcohol counseling, treatment, or rehabilitation or re-entry programs that are available to employees or students; and*

*(5) A clear statement that the IHE 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*

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<sup>1</sup> Federal Register, Vol. 55, No. 159, Aug. 16, 1990, pp. 33580–33601



*termination of employment and referral for prosecution, for violations of the standards of conduct required by [paragraph \(a\)\(1\)](#) of this section. For the purpose of this section, a disciplinary sanction may include the completion of an appropriate rehabilitation program.*

*(b) A biennial review by the IHE of its program to -*

*(1) Determine its effectiveness and implement changes to the program if they are needed; and*

*(2) Ensure that the disciplinary sanctions described in [paragraph \(a\)\(5\)](#) of this section are consistently enforced.<sup>2</sup>*

University of South Carolina (UofSC) has a long-standing commitment to alcohol and other drug prevention, including professional staff, prevention education, early intervention, and environmental management through a campus-community coalition which was founded in 2008.

UofSC has regularly used national tools to measure our progress and to select and implement best practices. Through implementation of the biennial review, we can document and reflect upon the extensive work done in the realm of drug and alcohol prevention programming.

UofSC has used the National College Health Assessment, the Core Institute alcohol and drug survey, and embedded surveys in the required educational program AlcoholEdu to measure students' behaviors, perceptions, and attitudes.

[1] These regulations were originally published in the Federal Register, Vol. 55, No. 159, Aug. 16, 1990, pp. 33580–33601, and are now available at <https://www.ecfr.gov/current/title-34/part-86> (accessed on June 30, 2022).

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<sup>2</sup> 34 CFR 86.100(a), <https://www.ecfr.gov/current/title-34/subtitle-A/part-86> (access 6/30/2022)

## Biennial Review Process

A sub-committee of the Carolina Community Coalition was recruited to serve as a biennial review work group for academic years 2022-2024. Committee members included: Aimee Hourigan, Director of Substance Abuse Prevention & Education, Esperanzo Lopez, Substance Abuse Prevention & Education Graduate Assistant, and Maureen Derrick, Director of Student Conduct.

The objectives of this committee were: 1) to gather information and determine the effectiveness of AOD prevention/education efforts, 2) to review the previous biennial review.

The group developed the draft report and shared it with the Steering Committee of the Carolina Community Coalition, including representatives from the Dean of Students Office, Healthy Campus Initiatives, Leadership & Service, Sexual Assault & Violence Intervention and Prevention, Student Conduct, and USC Police Department. This committee developed a list of four overarching recommendations for the next biennium, with actionable objectives in each area which we believe will generate progress in these target areas.

Biennial Reviews are held on campus at two central locations: the Substance Abuse Prevention & Education office and the office of the Associate Vice President for Health & Well-Being.

## Annual Policy Notification Process

The annual distribution of the University's [Annual Security and Fire Safety Report](#) provides notification for continuing employees and students. This information is also distributed to new employees in New Employee Orientation through Human Resources and to new students through the required online alcohol education course completed during the first semester.

Along with the annual report, the University of South Carolina provides annual notification each semester to all students, faculty, and staff of its alcohol and other substance policy through email distributed through Human Resources and Student Affairs (attached as Appendix A). This notification includes direct links to the following university policies:

- Human Resources 1.01 [Drug-Free Workplace Policy](#) [pdf]
- Student Affairs 3.02 [Alcohol Policy and Guidelines for the University Community](#) [pdf]
- Student Affairs 6.26 [Student Code of Conduct](#) [pdf]
- Student Affairs 3.18 [Drug Policy for University Students](#) [pdf]

The notification also includes information about applicable state and federal law and explicit mention of the risks associated with the misuse of alcohol, illegal drugs, prescription medications, and other substances. Within the notification are direct links to resources for both students and employees who wish to voluntarily obtain assistance for substance dependency or misuse while also making note of the sanctions and consequences for students and employees who are not in compliance with university policy.

# AOD Prevalence Rate, Incidence Rate, Needs Assessment and Trend Data

## Student Alcohol & Other Drug Behavior Data

Student Affairs developed a matrix of all data that is collected related to student alcohol and drug use, including its frequency, content, and analysis. Relevant data was identified through Substance Abuse Prevention & Education, Student Health Services, Fraternity & Sorority Life, Division of Law Enforcement and Safety, and the Office of Student Conduct & Academic Integrity. Major surveys included the National College Health Assessment and AlcoholEdu pre- and post-course surveys. Incident data and data related to students with conduct violations included conduct data from Maxient, STIR and hospitalization survey data from SAPE, and police incident data.

## AlcoholEdu Student Substance Use Data

All incoming students complete an alcohol education course (AlcoholEdu) that includes surveys of substance use behavior and related consequences. While the national comparison data was not provided by Vector Solutions, the previous trends have continued with a decline in students drinking in the two weeks prior to the survey. More first year students are remaining non-drinkers or low-risk drinkers through their first semester. Additionally, there has been a shift back to drinking at public establishments from the primary drinking location of residences during the COVID-19 pandemic.

### Peak Drinking in the Past Two Weeks (Follow Up Survey)

<b>On the day of highest alcohol consumption in the past two weeks, how many drinks did you have?</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
Abstainer/Non-Drinker: 0 drinks	47%	53%	51%	60%	73%
Moderate Drinker: 1-4 for men/1-3 for women	21%	21%	16%	17%	15%
Heavy Drinker: 5+ for men/4+ for women	33%	25%	25%	19%	10%
Problematic Drinker: 10+ for men/8+ for women	11%	7%	6%	4%	2%

2022-2023 n=7,002 students, 2023-2024 n=6,523 students.

### Change in Peak Drinking (Pre-arrival to Follow Up Survey)

	<b>2022-2023</b>		<b>2023-2024</b>	
	<b>Pre-Survey</b>	<b>Follow Up Survey</b>	<b>Pre-Survey</b>	<b>Follow Up Survey</b>
Abstainer/Non-Drinker	71%	60%	78%	73%
Moderate Drinker	13%	17%	11%	15%
Heavy Drinker	14%	19%	9%	10%
Problematic Drinker	3%	4%	1%	2%

2022-2023 n=7,002 students, 2023-2024 n=6,523 students. Definitions: Abstainer/Non-Drinker: 0 drinks in the past two weeks. Moderate: 1-4 drinks for men, 1-3 drinks for women. Heavy: 5+ drinks for men, 4+ drinks for women. Problematic: 10+ drinks for men, 8+ drinks for women.

### Where Students Drink (Follow Up Survey)

First year students have pivoted their preference to drinking predominantly at Bars and Nightclubs. This shift can be attributed to the pandemic restrictions lifting and the potential conduct violations of drinking in University residence halls.

<b>Where is Your Primary Drinking Location?</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
Bar/Nightclub	21%	18%	35%	42%
Off Campus Residence	27%	25%	17%	12%
Fraternity/Sorority House	4%	4%	2%	1%
Athletic Event	3%	9%	6%	7%
On Campus Residence	16%	12%	11%	9%
At Home	15%	16%	17%	15%
All Other Locations	18%	19%	13%	14%

All Other Locations include Outdoor setting, Restaurant, In a Car, and None of These.

### **Other Substance Use (Follow Up Survey)**

Non-response was a significant issue in the Follow Up survey in 2023-2024. Data provided in the table below represent the 12.9% (n=1035) of students who responded to this question in 2023-2024.

	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
No Other Substance Use	84%	82.0%	-
E-Cigarettes	12%	8.5%	45%
Cannabis	7%	5.3%	25%
Cigarettes	4%	2.6%	20%
Prescription Stimulants	<1%	<1%	2%
Cocaine (any form)	<1%	<1%	.7%
Missing	2.3%	30.4%	87.1%

## [National College Health Assessment \(2019, 2021, 2023\) Alcohol and Drug Data](#)

Student Health and Wellbeing conducts the National College Health Assessment biennially. The following data shows student behavior over time. It is important to note that the survey changed significantly in 2019, from version II to version III. The following data prior to 2019 is from ACHA-NCHA II and the data from 2021 and 2023 is from ACHA-NCHA III. Some of the same trends from AlcoholEdu data are also apparent in the NCHA data, including reduced high risk alcohol use.

### **Alcohol Use Frequency**

<b>When, if ever, was the last time you drank alcohol?</b>	<b>2019</b>	<b>2021</b>	<b>2023</b>
Never	16.5%	13.6%	12.0%
More than 30 days ago	13.5%	15.1%	17.1%
Within the last 30 days	70.0%	71.4%	71.0%

### **Alcohol Use Quantity**

<b>The last time you drank alcohol in a social setting, how many drinks of alcohol did you have?</b>	<b>2015</b>	<b>2017</b>	<b>2019</b>	<b>2021*</b>	<b>2023*</b>
4 or fewer	56.3%	57.3%	67.6%	69.1%	77.0%
5 or 6	22.1%	20.7%	16.7%	17.5%	14.0%
7 or more	21.6%	22%	15.7%	13.4%	9.0%

\*Only asked of students who reported drinking alcohol in the last three months.

### High Risk Drinking (5 or more drinks at one sitting in the past 2 weeks)

	<b>2015</b>	<b>2017</b>	<b>2019</b>	<b>2021*</b>	<b>2023*</b>
N/A don't drink	19.4%	19.0%	23.7%	36.1%	38.3%
0 times	42.4%	43.6%	39.4%	26.2%	32%
1-2 times	24.8%	24.5%	25.8%	23.7%	21.2%
3-5 times	9.7 %	10.3%	8.6%	11.5%	7.3%
6 or more times	3.6%	2.6%	2.5%	2.6%	1.2%

\*Only asked of students who reported drinking alcohol in the past two weeks.

### Driving Under the Influence in the Past Month

	<b>2015</b>	<b>2017</b>	<b>2019</b>	<b>2021*</b>	<b>2023*</b>
Driving after any alcohol use	28.3%	26.8%	17.7%	14.9%	21.7%
Driving within 6 hours of cannabis use	-	-	-	29.5%	37.4%

\*Students who did not drive or use alcohol/cannabis in the last 30 days were excluded. Driving after cannabis use was not asked prior to 2021.

### Cannabis Use

<b>When, if ever, was the last time you used cannabis/marijuana?</b>	<b>2017</b>	<b>2019</b>	<b>2021</b>	<b>2023</b>
Never	58.5%	56.7%	54.7%	55.3%
More than 30 days ago	22.3%	23.4%	29.6%	28.9%
Within the last 30 days	19.3%	19.9%	15.7%	15.8%
Daily Use	2.2%	2.9%	5.3%	5.3%

### Perception of cannabis use in the past 30 days

	<b>2015</b>	<b>2017</b>	<b>2019</b>	<b>2021</b>	<b>2023</b>
Perception of cannabis use in the past 30 days	83.8%	88.4%	90.2%	Not asked	82.8%

### Other Drug Misuse

Student use of other illicit drugs and prescription drugs not as prescribed within the last 12 months (2017-2019) or last 3 months (2021-2023).

<b>Substance</b>	<b>2017</b>	<b>2019</b>	<b>2021</b>	<b>2023</b>
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Cocaine	-	-		3.5%	2.9%
Hallucinogens	-	-		3.2%	3.4%
Prescription Opioids	4.3%	3.3%		0.6%	0.7%
Prescription Sedatives	4.7%	3.6%		1.7%	2.3%
Prescription Stimulants	10.7%	10.0%		4.7%	3.7%
Tobacco cigarettes	-	-		8.5%	8.9%
Vapes or e-cigarettes	-	-		22.1%	18.5%

### Students Overdoses & Fatalities:

Type of Overdose or Fatality	2016-2018	2018-2019	2019-2020	2020-2022	2022-2024
AOD-Related Transports	418	115	105	94	94
AOD-related Fatalities: Overdose	3	0	0	2	3
AOD-Related Fatalities: Suicide or Suspected Suicide	9	0	0	9	7

Students who are transported to the hospital for alcohol or drug overdose are referred to the Students Taking Initiative & Responsibility (STIR) program, which uses the BASICS model. In surveys conducted by the STIR program, students are asked the location of their last drink (if known) and factors impacting their drinking occasion in order to inform education and enforcement efforts.

In 2022-2023, 31% of those referred for hospital transport reported a Bar or Night Club as the location of their last drink. Of those same people, 26% reported an Off Campus Residence/Apartment, and 26% reported a Residence Hall, including Greek Village, for where they had their last drink. Two students were over the age of 21. In 2023-2024, 38% of those referred for a hospital transport reported an Off Campus House or Apartment and 33% reported a Bar or Night Club as the location of their last drink. One person was over the age of 21.

Naloxone is distributed on campus by the SAPE office. Campus police officers also carry naloxone. Since USC became a Community Distributor in 2022, we have distributed 1744 boxes of naloxone on campus. More on this effort is described in Goal 2 for the 2022-2024 Biennium.

# AOD Policy, Enforcement & Compliance Inventory with Related Outcomes/Data

## List of Relevant Policies with Hyperlinks

University of South Carolina alcohol and drug policies are publicly available to employees and the student body. The policies are highlighted in the required AlcoholEdu online educational program, which is required for all new students to UofSC.

Alcohol and drug-related behaviors are addressed in:

- STAF 6.26 [Student Code of Conduct](#)
- STAF 3.02 [Alcohol Policy & Guidelines for the University Community](#)
- STAF 3.18 [Drug Policy for University Students](#)
- STAF 3.19 [Overdose Medical Treatment](#)
- HR 1.01 [Drug-Free Workplace](#)
- HR 1.95 [Drug and Alcohol Testing Policy](#)

## Student Organization Misconduct

The [Tucker Hipps Transparency Act](#) requires the establishment of a website that details the disciplinary actions against chapters as well as a list of chapters under suspension. At the time of writing this report, there are two fraternity chapters under suspension. There were 12 reports of organizational misconduct by ten organizations in 2022-2023 and ten reports by six organizations in 2023-2024.

## Student Conduct Violations and Sanctions

Below is a table of student conduct violations and related sanctions which occurred during the review period. Alcohol violations have returned to pre-pandemic levels, although drug violations seem to be declining. First time alcohol violations typically complete the online program Alcohol 101+ and ScreenU or Therapy Assisted Online modules. Letters are sent to parents of dependent students who are found responsible for alcohol or drug offenses and for hospital transports. The sanction for second alcohol violations and first cannabis violations is the STIR program (BASICS). We have also developed a slightly longer version called STIR+ as a diversion for suspension. Students can also be removed from Housing, referred to Counseling & Psychiatry, or suspended, as appropriate.

<b>Student Conduct Violations and Sanctions 2022 Through 2024</b>	<b>2022-2023</b>	<b>2023-2024</b>
<b>Alcohol Violations by type:</b>		
Alcohol/drug hospitalizations	41	53
Possession/consumption	613	561
Fake ID	41	40
Health and Safety Concerns - DWI	13	0
Common Sources	7	0



Distribution	6	2
Presence of alcohol in Non-designated area	135	89
Laws and USC regulations	3	12
Open container	11	7
Alcohol paraphernalia	232	121
Public intoxication	18	30
Violating other regulations while under the influence	0	6
Gameday Ejections due to Alcohol	212	118
Total Alcohol Violations	1332	1039
<b>Drug Violations by Type:</b>		
Possession	118	70
Smoke only	43	33
Failed Drug Test	13	9
Paraphernalia	58	53
Distribution	8	1
Gameday Ejections due to Drugs	0	5
Total Drug Violations	210	171
<b>Sanctions:</b>		
Housing Removals	7	1
Students sanctioned to Online Alcohol Modules & TAO	731	365
Parental notification letters	525	403
Students referred to Counseling and Psychiatry	3	64
Students referred to STIR or STIR+	145	104
Suspensions	40	6

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## The Division of Law Enforcement and Safety

From the Annual Security and Fire Safety Report, 2018-2020:

“The University of South Carolina Division of Law Enforcement and Safety (DLES) is the primary law enforcement agency responsible for the safety of the University’s Columbia Campus. DLES is operated and sustained by professionals in law enforcement, compliance and professional standards, environmental health and safety, and risk management. DLES works diligently to protect the people and property of the University of South Carolina and to uphold their values – human life, integrity, excellence and accountability... The police officers employed by DLES are appointed and commissioned as State Constables by the Governor of South Carolina as provided by South Carolina law. They are empowered to enforce the laws of South Carolina anywhere in the State as well as arrest individuals anywhere in the State. Certified officers complete twelve weeks of law enforcement instruction at the South Carolina Criminal Justice Academy. All DLES officers receive at least 40 hours of continuing education every year, which exceeds the state’s minimum requirements... DLES works cooperatively with other law enforcement agencies in South Carolina to promote the safety and security of the Carolina Community. With a downtown location covering many city blocks, there is an increased likelihood that a crime occurring in the metropolitan area of Columbia may occur on campus. The University of South Carolina’s Columbia Campus shares jurisdiction with other law enforcement

agencies, including the City of Columbia Police Department. DLES maintains working relationships with local and state prosecutors, the court system, coroners’ offices, and other investigative entities to ensure the ongoing safety and integrity of the Carolina Community. There are specific events that may occur on campus, such as the death of a student, which would require DLES to notify the South Carolina Law Enforcement Division (SLED). DLES also participates in intelligence sharing associations with other area law enforcement agencies. Ongoing collaboration between agencies enables DLES to gather data, identify crime trends on and around campus, and provides a system for notifying the Office of Student Conduct when off-campus student crimes or policy violations occur.”

### Criminal Arrests for Violations for Illegal Weapons, Drugs, & Alcohol

Arrests	Total On Campus			On Campus Residence Halls			Non-Campus			Public Property		
	'21	'22	'23	'21	'22	'23	'21	'22	'23	'21	'22	'23
Illegal Weapons Possession	6	4	4	1	0	1	0	0	0	11	16	7
Drug Law Violations	6	4	3	0	0	1	1	1	0	27	13	11
Liquor Law Violations	4	1	4	1	1	1	2	1	1	16	5	4

### Disciplinary Referrals for Illegal Weapons, Drugs, & Alcohol

Disciplinary Referrals	Total On Campus			On Campus Residence Halls			Non-Campus			Public Property		
	'21	'22	'23	'21	'22	'23	'21	'22	'23	'21	'22	'23
Illegal Weapons Possession	3	1	0	3	0	0	1	0	0	1	0	0
Drug Law Violations	112	119	61	70	65	35	17	0	0	17	3	2
Liquor Law Violations	564	770	589	455	662	492	3	0	0	6	2	0

### Alcohol Event Registration Process

Campus entities wishing to serve alcohol at an event on campus or at a university-controlled facility are required to register the event with the office of Substance Abuse Prevention & Education and utilize an Event Supervisor who completes a short training on university policy and best practices for risk management. After a decrease during the COVID pandemic, events are back to pre-pandemic levels. Moving the training to an online platform has increased accessibility for participants and reduced the workload on SAPE staff.

	2020-2021	2021-2022	2022-2023	2023-2024
Workshop Participants	59	45	47	22

## AOD Comprehensive Program/Intervention Inventory

In order to best present a comprehensive inventory of our AOD programming the committee has created a typology matrix available as Appendix B.

### Process and Outcomes Data for Programs

#### AlcoholEdu

All incoming undergraduate students (first year, transfer, re-admit, and change of campus) complete an online alcohol education course (AlcoholEdu) that includes surveys of substance use behavior and related consequences. Below is data on the impact of this course according to the vendor, Vector Solutions.

	2021-2022	2022-2023	2023-2024
<b>Total Completed</b>	8039	7002	6,523
<b>AlcoholEdu helped students to...</b>			
Establish a plan ahead of time to make responsible decisions about drinking.	99%	99%	79%
Help someone who may have alcohol poisoning.	99%	99%	79%
Changed their perceptions of others' drinking behavior.	88%	89%	77%
<b>Increases in Knowledge from Pre to Post Course Assessment:</b>			
Alcohol Knowledge	-	+32%	+7%
Risk Reduction Strategies	-	+10%	+13%
Factors Influencing Drinking Behaviors	-	+23%	+30%

#### STIR

STIR is USC's version of BASICS, using motivational interviewing techniques and personalized feedback to help students identify strategies for reducing their substance use and related consequences. Students are referred to STIR by the Office of Student Conduct as a sanction for second alcohol violations and first cannabis violations and as an intervention under the Medical Overdose Treatment Policy for students transported to the hospital. Students can also refer themselves or be referred by a parent, friend, advisor, organization, or medical provider.

	2022-2023	2023-2024
Total Students Referred	92	120
Total Students Completed	89	98
<b>Demographics:</b>		
Men	56%	63%
White	74%	77%
First Year	69%	64%
Fraternity & Sorority affiliated	33%	35%
<b>Referred for:</b>		
Alcohol	35%	35%
Cannabis	35%	34%

Hospital Transport	23%	32%
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**Changes in Substance Use**

Past month use	2022-23 Intake	2022-23 Exit	2023-24 Intake	2023-24 Exit
Alcohol	63%	59%	63%	65%
Cannabis	35%	12%	23%	12%
Neither	21%	29%	14%	23%

Drinks Per Occasion	2022-23 Intake	2022-23 Exit	2023-24 Intake	2023-24 Exit
1-3 drinks	46%	53%	41%	26%
4-5 drinks	29%	19%	37%	39%
6-7 drinks	18%	8%	14%	22%
8+ drinks	7%	6%	7%	13%

In a typical month, how many days do you use cannabis?	2022-23 Intake	2022-23 Exit	2023-24 Intake	2023-24 Exit
1-3 days	48%	42%	46%	38%
4-5 days	10%	17%	11%	23%
6-7 days	10%	8%	5%	0%
8+	33%	33%	38%	38%

**University 101 Programming**

The University 101 course at the University of South Carolina was introduced in 1972 as an educational experiment in response to 1970 student riots against the Vietnam War, other perceived social injustices and local campus issues. The primary goal of the course was to build trust, understanding and open lines of communication between students, faculty and staff members, and administrators. SAPE and Student Conduct have partnered with U101 to develop a presentation on alcohol for Peer Leaders to facilitate. The goals of this presentation are to discuss campus norms and student behavior related to alcohol use; describe risks related to alcohol use and how it can impact your health, safety, and academics; describe the university and legal consequences of an alcohol or drug citation; describe the Good Samaritan policy; and identify and describe strategies for reducing your risks related to alcohol use.

**U101 End-of-Course Evaluation**

Respondents are first-year students enrolled in U101.

Survey item: As a result of University 101, I am more likely to apply strategies for reducing risks associated with alcohol. (7-point scale)

Semester	n	Mean	% Strongly Agreed or Agreed
Fall 2022	4,253	6.49	94.1%
Fall 2023	4,686	6.43	93.6%

### **U101 Peer Leader Alcohol Facilitation Assessment**

Respondents are juniors and seniors serving as U101 peer leaders.

Survey item: Because of facilitating the alcohol lesson plan, I was able to think and reflect on my own attitude and approach to drinking. (5-point scale)

<b>Semester</b>	<b><i>n</i></b>	<b>Mean</b>	<b>% Strongly Agreed or Agreed</b>
Fall 2023	102	4.28	86.3%

# Comprehensive Program Goals and Objectives for Biennium Review Period, 2022-2024

## Goals and Objectives for the Biennium

### 1. Increase Cannabis Use/Misuse information and resources across campus

- a. Create a cannabis campaign including information and programming about social norms, driving under the influence, and other related harm reduction information.
- b. Work with campus partners to increase accessibility and awareness of the T-Break guide.
- c. Expand screening efforts by partnering with campus and community stakeholders so that groups on campus can be better informed about their particular data compared to overall campus data.

Conducted during the 2022-2024 spring semesters, the cannabis campaign was able to build message recognition over time and adjust the messages each year to have better impact. Messages reached 10,740 people through social media, over 48,000 people through Daily Gamecock advertising, and over 1600 students at campaign events, resulting in 277 visits to the campaign website and 209 students completing ScreenU Cannabis. We developed messages that resonated with students and encouraged conversation with our staff and peer educators at campaign events. The campaign was successful in reducing the misperception of the number of students who have used cannabis in the last 30 days from 90% in 2019 before the campaign to 83% in 2023 after the campaign, as measured by the 2023 American College Health Association – National College Health Assessment (n=1062, 10.6% response rate). This is a reversal of the trend prior to the campaign, when perception of cannabis use increased from 84% in 2015 to 88% in 2017 to 90% in 2021. However, of students who had both driven a car in the last 30 days and used cannabis in the last three months, 37% had driven within six hours of cannabis use. This is an increase from 30% in 2021. Further examination of the data from this survey indicates that students who drive after cannabis use are more likely to be male, White, and weekly or daily cannabis users.

T-Break guides have been distributed through the SAPE office, at cannabis campaign events, and through Counseling & Psychological Services. From 2022-2024, 209 students completed ScreenU Cannabis at events and presentations, including presentations for identified high-risk groups. Reports on aggregate data for specific populations were provided to fraternity and sorority chapters and professional staff in Fraternity and Sorority Life and Student Conduct.

### 2. Expand access and awareness of naloxone

- a. Apply to become a Naloxone Community Distributor
- b. Expand access by creating programming on how and when to use naloxone, along with advertised distribution days.
- c. Identify campus knowledge on naloxone through focus groups, climate surveys, and tabling events.

USC became the first school in South Carolina to be designated a Community Distributor of naloxone through DAODAS in August 2022 and distributed 989 boxes of Narcan in 2022-2023 and 755 boxes in 2023-2024. SAPE hosted 48 overdose education and naloxone distribution events and presentations in 2022-2023 and 58 in 2023-2024. This includes events in high-traffic locations such as Greene Street and intentional outreach to populations with higher rates of illicit substance use. Partnerships with Fraternity and Sorority Life and student leaders has resulted in strong connections

with these groups and targeted distribution prior to high-risk times, such as Halloween, Spring Break, and away weekends.

Naloxone saturation rates are calculated by multiplying the number of yearly overdose deaths in a population by 20 or using the standard calculation of 1270 kits per 100,000 people<sup>3</sup>. Risk level of a population is based on their misuse of opiates, cocaine, and prescription drugs.

Substance	Past 3 months use	Potential # of students at risk
Prescription stimulants	3.7%	1297
Hallucinogens	3.4%	1190
Cocaine	2.9%	1015
Prescription sedatives	2.3%	805
Prescription opiates	0.8%	280

Despite the heavy presence of overdose education and naloxone distribution over the last two years, accurate knowledge of naloxone and substances that increase risk for opioid overdose is limited. More incoming students were familiar with naloxone in AlcoholEdu survey questions in 2023-2024 (55%), compared to 2022-2023 (50%). However, incoming students believe naloxone can reverse an overdose caused by alcohol (18%), Benzodiazepines (31%) and stimulants (33%). In addition, more students believes that the synthetic opiate Fentanyl can be found in cannabis in 2023-2024 (57%) than in 2022-2023 (46%). Reports of fentanyl-laced cannabis have been widespread but not confirmed by law enforcement agencies or the DEA. More education around what substances increase risk of an overdose that can be treated with naloxone is needed.

Question	2022-2023	2023-2024
I am familiar with naloxone (Narcan)		
Yes	50%	55%
No	50%	45%
Naloxone can reverse an overdose caused by...		
Alcohol	29%	18%
Benzodiazepines	32%	31%
Opiates*	70%	65%
Stimulants	31%	33%
Fentanyl*	50%	57%
Fentanyl can be found in...		
Cannabis	46%	57%

\*Correct answer.

### 3. Diversify participation in the Carolina Community Coalition

- a. Increase student involvement by contacting target groups such as the Residential Hall Association, Student Government, the Graduate Student Association, and students in recovery offering the opportunity to attend, be a panel member or even present research at a coalition meeting.

<sup>3</sup> <https://justplankillers.com/naloxone/>

- b. Increase community coalition building through the expansion of the SC Network. The network can collaborate on professional development ideas, tools, and resources to create a one-day conference for AOD professionals in South Carolina.
- c. Increase market saturation on campus and in the community of the Carolina Community Coalition. Marketing materials should be targeting students, non-AOD professionals, and community members to increase community participation.

From 2022-20224, an average of 18 people participated in Carolina Community Coalition meetings with a range of 15-25. While student participation as audience members did not increase substantially, students were included as panelists and presenters. Attendees represented over twenty campuses and organizations, including the Aiken Center, DAODAS, FAVOR Upstate, LRADAC, Lutheran Services Carolinas, MADD, SC Department of Corrections, SC Department of Mental Health, and Benedict College, Clemson University, Coastal Carolina University, USC Aiken, USC, and Winthrop University.

The SC Network has met monthly on Zoom with an average of 5 campus staff participating (range 4-7) and the email list includes 77 people representing 35 SC campuses. Two applications have been submitted for funding for SC Network initiatives, including screening and brief intervention programs and recovery coach training.

SAPE has recently hired a new Assistant Director for Coalitions to guide the work of the Carolina Community Coalition and the SC Network. This dedicated position will expand USC’s capacity for both of these groups.

**4. Increase Communication Efforts**

- a. Continue to work to increase communication efforts between campus departments, law enforcement and community stakeholders in pursuit of safe business districts and neighborhoods around campus. - Off campus behavior group, apartment complex meetings, meetings with law enforcement, neighborhood associations

The Carolina Community Coalition has continued to track data related to last drink location of students transported to the hospital and promotion of food and drink specials by alcohol establishments. Transports are significantly reduced compared to previous years and social media promotion has greatly diminished since 2020. Columbia Police and the Vista Guild are both participating in Coalition activities and have shared concerns about specific establishments in areas outside of Five Points. The Student Behavior Monitoring Group continues to meet regularly to share information from multiple campus and community offices and ensure communication between law enforcement and different components of the University.

Off-campus Living & Neighborhood relations continues to work with students, families, neighborhood associations, landlords, and property managers. Their staff had 775 calls, emails, and visits in 2023-2024 and 756 in 2022-2023. Off-campus incident reports have returned to pre-COVID pandemic levels and students found responsible for off-campus noise or party complaints complete an educational workshop led by staff from Off Campus Living and USC Police.

Year	Total Incident Reports	Noise/Party	Crime & Safety
2020-21	172	79	9
2021-22	72	31	9



2022-23	63	32	4
2023-24	62	43	9

**5. Increase Recovery Awareness**

- a. Expand advertisements of the Recovery Ally program, especially towards graduate students, faculty and staff, and students who indicate they want to know more about recovery in AlcoholEdu.
- b. Partner with other ally programming to cross advertise support programming (e.g., Gamecocks Stand Up, Support Zone Ally, and Safe Zone Ally)
- c. Network with Allen University, Benedict College, and Columbia area recovery programs and communities to increase recovery outreach and programming across communities.

Marketing of the Recovery Ally program has expanded over the last two years, resulting in increases in participation by faculty and staff. Workshops are regularly offered through Human Resources’ Office of Professional Development and the Center for Teaching Excellence. Recovery Ally workshops are a registered engagement in Beyond the Classroom Matters and one component of the Together We Can Certificate for students, which also includes Suicide Prevention Gatekeeper, Safe Zone Ally, and Bystander Intervention workshops. Through a Community of Practice grant from the Center for Integrative and Experiential Learning, the workshop curriculum was significantly revised in Summer 2024 and is the focus of an evaluation project for an academic class with suggestions for increasing student participation to be delivered in December.

Outside of the Recovery Ally program, USC partnered with the collegiate recovery programs across the state of South Carolina to host a Collegiate Recovery Day celebration at the State House in April 2023 and 2024. The celebrations at the State House brought over 200 people each year from campuses and community to recognize collegiate recovery and featured student and staff speakers. The Governor also declared April 15<sup>th</sup> as Collegiate Recovery Day in the state. USC served as the host for the first two years of this event and has now passed the baton to Benedict College to host in 2025. In addition to the State House celebration, Gamecock Recovery created a visual display on Davis Field with purple flags representing the 1800 USC students in recovery and quotes from current students. We also solicited pictures from campus partners and student organizations to feature in a social media campaign leading up to the event. This campaign included pictures from 20 groups in 2023 and 30 groups in 2024.

Year	Ally Participants
2020-2021	92
2021-2022	67
2022-2023	105
2023-2024	133

## Recommendations, Goals and Objectives for Next Biennium, 2024-2026

- 1. Increase and diversify participation in the Carolina Community Coalition, to include more students and campus/community partners.**
  - a. Meet with relevant campus and community partners to invite participation.
  - b. Promote Coalition meetings and activities to faculty with relevant research interests and academic courses.
  - c. Increase student involvement through targeted outreach and engagement.
  - d. Expand the SC Network, including opportunities for funding professional development and technical assistance for campuses.
  
- 2. Expand communication and collaboration between campus and community partners.**
  - a. Continue to facilitate communication between campus departments, law enforcement and community stakeholders in pursuit of safe business districts and neighborhoods around campus.
  - b. Meet regularly with community stakeholders.
  - c. Review data from campus prevention, education, and policy enforcement efforts annually in partnership with community stakeholders.
  
- 3. Coordinate and implement a campaign to increase student awareness and practice of bystander intervention.**
  - a. Coordinate a work group of campus professionals to revise and update messaging surrounding bystander intervention.
  - b. Develop and implement a campaign to encourage bystander intervention strategies.
  - c. Build additional facilitators for bystander intervention workshops to expand capacity for Gamecocks Stand Up presentations.
  
- 4. Conduct a needs assessment of the Gamecock Recovery program.**
  - a. Conduct a survey and focus groups to identify needs of students currently participating in the program and of students in recovery who are not currently participating.
  - b. Identify strengths and challenges for existing services and needs for future development.
  - c. Benchmark recovery support services on other SEC and large public universities.

## Appendices

- A. Annual Notification email distributed to all students, staff, and faculty.
- B. Comprehensive Program/Intervention Inventory
- C. Executive summaries from the National College Health Assessment in 2023 and AlcoholEdu Impact Report for 2022-2023 and 2023-2024.
- D. Policies: STAF 6.26 Student Code of Conduct, STAF 3.19 Overdose Medical Treatment, STAF 3.02 Alcohol Policy & Guidelines for the University Community, STAF 3.18 Drug Policy for University Students, HR 1.01 Drug-Free Workplace, HR 1.95 Drug and Alcohol Testing Policy

## Hourigan, Aimee

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**From:** Divisions of Human Resources and Student Affairs <noreply@sc.edu>  
**Sent:** Wednesday, March 27, 2024 3:26 PM  
**To:** Hourigan, Aimee  
**Subject:** Annual Notification: Drug-Free Schools and Communities



# UNIVERSITY OF South Carolina

The University of South Carolina educates the state's citizens through teaching, research, creative activity, and community engagement. Maintaining health and wellness is critical to meeting this mission. The possession or use of illegal drugs, or the misuse of drugs that may otherwise be legally possessed, negatively impacts the University environment, as well as the individual potential of our students, faculty, and staff. More information about our current policies, practices and programs that exist for your safety, including information and crime statistics for the three previous calendar years, can be found in [the Combined Annual Security and Fire Safety Report](#).

The Federal Drug-Free Workplace Act of 1988, the Drug-Free Schools and Communities Act and its amendments of 1989, the Higher Education Reauthorization Act, and EDGAR 86 require all federal grant recipients to certify a drug-free environment. The University of South Carolina remains dedicated to compliance with the Drug-Free Schools and Communities Act, EDGAR 86, and all related provisions.

To comply, the University of South Carolina must notify all students and employees annually of the following information.

Our standards of conduct prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees. Refer to these related university policies: Human Resources 1.01 [Drug-Free Workplace Policy](#), Student Affairs 3.02 [Alcohol Policy and Guidelines for the](#)

University Community, Student Affairs 6.26 [Student Code of Conduct](#) and Student Affairs 3.18 [Drug Policy for University Students](#).

The possession, use, or distribution of illicit drugs is prohibited by federal law. Strict penalties are enforced for drug convictions, including fines, forfeiture of personal property and real estate, and mandatory prison terms for many offenses. Many penalties are increased for subsequent drug convictions. Additional information about federal laws is available from [the Legal Information Institute](#).

In South Carolina, 21 is the minimum age to purchase, possess, or consume alcohol. Providing alcohol to minors and using false identification is illegal. Sanctions for violations of these laws include loss of driver's license, fines, educational classes, and community service. It is illegal for anyone underage to drive a car after drinking alcohol and illegal for ALL individuals of legal drinking age to operate a motor vehicle at or above .08 BAC. Consequences for driving after drinking can include significant fines, loss of driver's license, mandated treatment or educational programs, community service, and time in jail. Possession of cannabis products, including concentrates, and other illicit drugs is illegal and can result in fines and jail time. Penalties increase with subsequent offenses.

The risks associated with the misuse of alcohol, illegal drugs, prescription medications, and other substances are numerous and include physical and mental impairment, emotional and psychological deterioration, addiction, infectious disease, and adverse effects on pregnancy. The obvious risks include suffering a hangover, driving under the influence or committing other crimes, and sustaining or causing personal injury. Other less obvious risks associated with alcohol and other drug misuse that students and employees may not realize include poor academic and/or job performance, initiating nonconsensual sexual activity, and jeopardizing future career prospects. In addition, alcohol and other drug misuse places the user at considerable health risk, which can include nausea, vomiting, cancer, liver damage, elevated blood pressure, psychotic episodes, hallucinations, and overdose leading to death. The National Institute on Drug Abuse provides [a chart on the uses and effects of controlled substances](#).

The university strongly encourages students, faculty, and staff to voluntarily obtain assistance for dependency or abuse problems before such behavior results in an arrest and/or disciplinary referral which might result in their separation from the institution.

Resources for students: The [STIR Screening & Intervention program](#) and [Gamecock Recovery](#) are both available through the Office of Substance Abuse Prevention & Education. Individual and group counseling is available through [Counseling & Psychiatry](#).

Resources for employees: The [Employee Assistance Program](#) provides assessment and counseling conducted by a licensed, experienced counselor. This includes short-term individual, family, couples, and group

counseling up to six sessions per person, per issue, per year, at no cost to employees and their immediate household members.

Students who violate the [Student Code of Conduct](#) face disciplinary sanctions ranging from monetary fines, written essays, parent or guardian notification, educational modules, individual interventions, housing removal or relocation, restitution, drug screenings, conduct probation, suspension, and expulsion. Visit [the Student Conduct and Academic Integrity website](#) for more information about the student conduct process and sanctions.

No employee shall report for duty or remain on duty under the influence of any illegal drugs, unauthorized prescription medication, or alcohol. Employees who violate the [Drug-Free Workplace Policy](#), regardless of tenure status, will face disciplinary actions up to and including termination based upon the criteria in the [Faculty Manual](#) and Human Resources 1.39 [Disciplinary Action and Termination for Cause Policy](#), and may have additional legal consequences.

Alcohol, tobacco, and drug policies and programs apply to all students and employees. Take advantage of resources to promote wellness while avoiding harmful habits that come from misusing alcohol, tobacco, and drugs.

**- Divisions of Human Resources and Student Affairs**

## Hourigan, Aimee

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**From:** Divisions of Human Resources and Student Affairs <noreply@sc.edu>  
**Sent:** Wednesday, September 6, 2023 10:00 AM  
**To:** Hourigan, Aimee  
**Subject:** Annual Notification: Drug-Free Schools and Communities



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Under the Higher Education Act of 1998, students convicted under federal or state law for the sale or possession of drugs will have their federal financial

aid eligibility suspended for at least one year, with increasing penalties for subsequent violations. Students who lose **eligibility** can regain eligibility by successfully completing an approved drug rehabilitation program.

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Alcohol, tobacco, and drug policies and programs apply to all students and employees. Take advantage of resources to promote wellness while avoiding harmful habits that come from misusing alcohol, tobacco, and drugs.

### **Divisions of Human Resources and Student Affairs**

## Hourigan, Aimee

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**From:** Divisions of Human Resources and Student Affairs <noreply@sc.edu>  
**Sent:** Thursday, January 19, 2023 10:02 AM  
**To:** Hourigan, Aimee  
**Subject:** Annual Notification: Drug-Free Schools and Communities



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Under the Higher Education Act of 1998, students convicted under federal or state law for the sale or possession of drugs will have their federal financial aid eligibility suspended for at least one year, with increasing penalties for subsequent violations. Students who lose [eligibility](#) can regain eligibility by successfully completing an approved drug rehabilitation program.

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Students who violate the [Student Code of Conduct](#) face disciplinary sanctions ranging from monetary fines, written essays, parent or guardian notification, educational modules, individual interventions, housing removal or relocation, restitution, drug screenings, conduct probation, suspension, and expulsion. Visit the [Student Conduct and Academic Integrity](#) website for more information about the student conduct process and sanctions.

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violate the **Drug-Free Workplace Policy**, regardless of tenure status, will face disciplinary actions up to and including termination based upon the criteria in the **Faculty Manual** and Human Resources 1.39 **Disciplinary Action and Termination for Cause Policy**, and may have additional legal consequences.

Alcohol, tobacco, and drug policies and programs apply to all students and employees. Take advantage of resources to promote wellness while avoiding harmful habits that come from misusing alcohol, tobacco, and drugs.

### **Divisions of Human Resources and Student Affairs**

## Hourigan, Aimee

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**From:** Divisions of Human Resources and Student Affairs <noreply@sc.edu>  
**Sent:** Wednesday, January 19, 2022 10:07 AM  
**To:** Hourigan, Aimee  
**Subject:** Annual Notification: Drug-Free Schools and Communities



Dear Students, Faculty and Staff,

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An **annual notification** is necessary to share the following information:

Our standards of conduct clearly prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees. Please refer to Human Resources 1.01 [Drug-Free Workplace Policy \[pdf\]](#), Student Affairs 3.02 [Alcohol Policy and Guidelines for the University Community \[pdf\]](#), Student Affairs 6.26 [Student Code of Conduct \[pdf\]](#) and Student Affairs 3.18 [Drug Policy for University Students \[pdf\]](#).

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Under the Higher Education Act of 1998, students convicted under federal or state law for the sale or possession of drugs will have their federal financial aid eligibility suspended for at least one year, with increasing penalties for subsequent violations.

Those who lose [eligibility](#) can regain eligibility by successfully completing an approved drug rehabilitation program.

In South Carolina, 21 is the minimum age to purchase, possess, or consume alcohol ([SC Code of Laws Section 63-19-2440](#)). Providing alcohol to minors and using false identification is illegal. Sanctions for violations of these laws include loss of driver's license, fines, educational classes, jail time, and community service ([SC Code of Laws Section 61](#)). It is illegal for anyone underage to drive a car after drinking alcohol and illegal for ALL individuals of legal drinking age to operate a motor vehicle at or above .08 BAC. Consequences for driving after drinking can include significant fines, loss of driver's license, mandated treatment or educational programs, community service and time in jail. Possession of cannabis products, including concentrates, and other illicit drugs is illegal and can result in fines and jail time. Penalties increase with subsequent offenses ([SC Code of Laws Section 44-53](#)).

The risks associated with the misuse of alcohol, illegal drugs, prescription medications, and other substances are numerous and include physical and mental impairment, emotional and psychological deterioration, addiction, infectious disease, and adverse effects on pregnancy. There are obvious risks, such as suffering a hangover, driving under the influence or committing other crimes, and sustaining or causing personal injury. There are other less obvious risks associated with alcohol and other drug misuse that students and employees may not realize, including: poor academic and/or job performance, initiating nonconsensual sexual activity, and jeopardizing future career prospects. In addition, alcohol and other drug misuse puts the user at considerable health risk, which can include nausea, vomiting, cancer, liver damage, elevated blood pressure, psychotic episodes, hallucinations, and overdose leading to death. The National Institute on Drug Abuse provides a [chart on the uses and effects of controlled substances](#).

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- Resources For Employees: The [Employee Assistance Program](#) provides assessment and counseling conducted by a licensed, experienced counselor. This includes short-term individual, family, couples and group counseling, up to four sessions per person, per issue, per year, at no cost to employees and their immediate household members.

Students who violate the [Student Code of Conduct \[pdf\]](#) face disciplinary sanctions ranging from monetary fines, written essays, parent or guardian notification, educational modules, individual interventions, housing removal or relocation, restitution, drug screenings, conduct probation, suspension, and expulsion. Please visit the [Student Conduct and Academic Integrity](#) website for more information about

the Student Conduct process and sanctions.

No employee shall report for duty or remain on duty under the influence of any illegal drugs, unauthorized prescription medication or alcohol. Employees who violate the [Drug-Free Workplace Policy \[pdf\]](#), regardless of tenure status, will face disciplinary actions up to and including termination based upon the criteria in the [Faculty Manual](#) and [university policy HR 1.39, Disciplinary Action \[pdf\]](#) and Termination for Cause, and may have additional legal consequences.

Alcohol, tobacco, and drug policies and programs apply to administrators, faculty, staff and students. Take advantage of these resources to promote wellness while avoiding harmful habits that come from misusing alcohol, tobacco, and drugs.

## Hourigan, Aimee

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**From:** Division of Law Enforcement and Safety <noreply@sc.edu>  
**Sent:** Thursday, September 5, 2024 11:07 AM  
**To:** Hourigan, Aimee  
**Subject:** Annual Notification: Drug-Free Schools and Communities

[View in browser](#)



UNIVERSITY OF

The University of South Carolina educates the state's citizens through teaching, research, creative activity, and community engagement. Maintaining health and wellness is critical to meeting this mission. The possession or use of illegal drugs, or the misuse of drugs that may otherwise be legally possessed, negatively impacts the University environment, as well as the individual potential of our students, faculty, and staff. More information about our current policies, practices and programs that exist for your safety, including information and crime statistics for the three previous calendar years, can be found in [the Combined Annual Security and Fire Safety Report](#).

The Federal Drug-Free Workplace Act of 1988, the Drug-Free Schools and Communities Act and its amendments of 1989, the Higher Education Reauthorization Act, and EDGAR 86 require all federal grant recipients to certify a drug-free environment. The University of South Carolina remains dedicated to compliance with the Drug-Free Schools and Communities Act, EDGAR 86, and all related provisions.



To comply, the University of South Carolina must notify all students and employees annually of the following information.

Our standards of conduct prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees. Refer to these related university policies: Human Resources 1.01 [Drug-Free Workplace Policy](#), Student Affairs 3.02 [Alcohol Policy and Guidelines for the University Community](#), Student Affairs 6.26 [Student Code of Conduct](#) and Student Affairs 3.18 [Drug Policy for University Students](#).

The possession, use, or distribution of illicit drugs is prohibited by federal law. Strict penalties are enforced for drug convictions, including fines, forfeiture of personal property and real estate, and mandatory prison terms for many offenses. Many penalties are increased for subsequent drug convictions. Additional information about federal laws is available from [the Legal Information Institute](#).

In South Carolina, 21 is the minimum age to purchase, possess, or consume alcohol. Providing alcohol to minors and using false identification is illegal. Sanctions for violations of these laws include loss of driver's license, fines, educational classes, and community service. It is illegal for anyone underage to drive a car after drinking alcohol and illegal for ALL individuals of legal drinking age to operate a motor vehicle at or above .08 BAC. Consequences for driving after drinking can include significant fines, loss of driver's license, mandated treatment or educational programs, community service, and time in jail. Possession of cannabis products, including concentrates, and other illicit drugs is illegal and can result in fines and jail time. Penalties increase with subsequent offenses.

The risks associated with the misuse of alcohol, illegal drugs, prescription medications, and other substances are numerous and

include physical and mental impairment, emotional and psychological deterioration, addiction, infectious disease, and adverse effects on pregnancy. The obvious risks include suffering a hangover, driving under the influence or committing other crimes, and sustaining or causing personal injury. Other less obvious risks associated with alcohol and other drug misuse that students and employees may not realize include poor academic and/or job performance, initiating nonconsensual sexual activity, and jeopardizing future career prospects. In addition, alcohol and other drug misuse places the user at considerable health risk, which can include nausea, vomiting, cancer, liver damage, elevated blood pressure, psychotic episodes, hallucinations, and overdose leading to death. The National Institute on Drug Abuse provides [a chart on the uses and effects of controlled substances](#).

The university strongly encourages students, faculty, and staff to voluntarily obtain assistance for dependency or abuse problems before such behavior results in an arrest and/or disciplinary referral which might result in their separation from the institution.

Resources for students: The [STIR Screening & Intervention program](#) and [Gamecock Recovery](#) are both available through the Office of Substance Abuse Prevention & Education. Individual and group counseling is available through [Counseling & Psychiatry](#).

Resources for employees: The [Employee Assistance Program](#) provides assessment and counseling conducted by a licensed, experienced counselor. This includes short-term individual, family, couples, and group counseling up to six sessions per person, per issue, per year, at no cost to employees and their immediate household members.

Students who violate the [Student Code of Conduct](#) face disciplinary

sanctions ranging from monetary fines, written essays, parent or guardian notification, educational modules, individual interventions, housing removal or relocation, restitution, drug screenings, conduct probation, suspension, and expulsion. Visit [the Student Conduct and Academic Integrity website](#) for more information about the student conduct process and sanctions.

No employee shall report for duty or remain on duty under the influence of any illegal drugs, unauthorized prescription medication, or alcohol. Employees who violate the [Drug-Free Workplace Policy](#), regardless of tenure status, will face disciplinary actions up to and including termination based upon the criteria in the [Faculty Manual](#) and Human Resources 1.39 [Disciplinary Action and Termination for Cause Policy](#), and may have additional legal consequences.

Alcohol, tobacco, and drug policies and programs apply to all students and employees. Take advantage of resources to promote wellness while avoiding harmful habits that come from misusing alcohol, tobacco, and drugs.

**- Divisions of Human Resources and Student Affairs**

**Program and Policy Levels  
(social ecological framework)**

		<b>Public Policy</b>	<b>Community</b>	<b>Institution</b>	<b>Group</b>	<b>Individual</b>	
<b>Areas of strategic intervention</b>		<b>Knowledge, attitudes, behaviors and intentions</b>	“Just Plain Killers” campaign, DAODAS PSA’s, State and local laws and ordinances, Sober Santa campaign to promote the use of designated drivers when drinking during the holiday season, Zero tolerance DUI messaging campaigns from SCHWP, Consistent policy enforcement and sanctions (AET, Party Patrols), University participation in alcohol license protests, State medical amnesty law	Partnerships with local agencies (LRADAC, MADD), Relationships with neighborhood associations	Bystander Intervention Campaign, Alcohol EDU requirement, U101 curriculum, Parent Handbook discussion guide for parents of incoming students Orientation skits and messaging (including print materials) Cannabis campaign	Fraternity & Sorority chapter and other Student Org Presentations, Fraternity & Sorority new member education Alcohol Skills Training for student organizations	Classroom presentations (SAPE, Student Conduct, USCPD, U101 Peer Leaders) Alcohol EDU requirement STIR (screening and brief intervention using BASICS model) Individual and group counseling through Counseling & Psychiatry Alcohol Skills Training at tables by student Peer Educators Educational sanctions for Code of Conduct violations Parent Handbook discussion guide for parents of incoming students Distribution of naloxone and fentanyl test strips
		<b>Alcohol Free Options</b>	Off campus Thursday After Dark Escape Rooms, Mad Platter Movies/ Concerts/ Museums Coffee shops/Restaurants Parks Community Service opportunities	Thursday After Dark Gamecock Entertainment Intramurals Rec Center hours, Student Union hours Alcohol-free tailgates First Year engagement programs Service Saturdays Good Choices newsletter	Campus Rec Team Intramurals, E-sports tournaments Community building activities in residential areas Student Organization events	Rec Center, Student Union, E-sports tournaments	
	<b>Normative Environment</b>		Training on campus norms, education strategies for student leaders and professional staff in Housing, Fraternity and Sorority Life, Student Success Center, Student Life, Health Services U101 curriculum Alcohol Edu Parent Handbook discussion guide for parents of incoming students Cannabis Educational Campaign	Fraternity & sorority new member education Fraternity & sorority leadership education re: high risk events, tailgates Student Org Presentations Alcohol Skills Training for student organizations	U101 curriculum Alcohol Edu Alcohol Skills Training at tables by student Peer Educators STIR Parent Handbook discussion guide for parents of incoming students		
	<b>Alcohol Availability</b>	University participation in alcohol license protests Consistent policy enforcement (AET, Compliance checks)	Event registration process for campus events with alcohol service	Fraternity & Sorority Life Event Notification Process Specialized trainings with fraternity and sorority leadership regarding high risk events, such as tailgates	Educational sanctions for Code of Conduct violations		
	<b>Marketing and Promotions</b>		Alcohol Policy information in Event Planning resources Messages from President related to responsible celebrating, healthy breaks,	Fraternity & Sorority promotion of Medical Overdose Treatment Policy			

				Parent Handbook discussion guide for parents of incoming students Orientation skits and messaging (including print materials) Marketing campaigns for Medical Overdose Treatment policy, Cannabis		
		<b>Law/Policy Development and Enforcement</b>	Carolina Community Coalition, Off-Campus Incident Reports, Collaboration with tailgate lot owners, law enforcement, Inter-Fraternity Council to develop guidelines and policies for responsible tailgating	Alcohol Policy Parental Notification policy Student Ticketing policy Medical Overdose Treatment policy Consistent policy enforcement on campus University participation in alcohol license protests	Fraternity & Sorority Life Event Notification Process Fraternity & Sorority Life Hospitalization notification Athletics Dept. Policy	
		<b>Health Protection</b>	Local 12 step and other mutual aid meetings, Partnerships with Midlands Recovery Center, The Courage Center, LRADAC	Prescription drop box in Center for Health & Well-Being Medical Overdose Treatment policy Cannabis campaign Distribution of naloxone, DisposeRx, and fentanyl test strips	Risk management training for student leaders Bystander intervention workshops Naloxone distribution to groups	Medical Overdose Treatment policy Parent Handbook discussion guide for parents of incoming students
		<b>Intervention and Treatment</b>		Training on signs of a problem and intervention strategies for student leaders and professional staff Early Alert programs in Student Success Center & Academic Advising ScreenU	Training on signs of a problem and intervention strategies for student organizations and student leaders ScreenU presentations for student organizations Fraternity & Sorority Life Hospitalization notification	STIR Educational sanctions for Code of Conduct violations Individual and group counseling through Counseling & Psychiatry Wellness Coaching ScreenU
		<b>Recovery Support</b>		Gamecock Recovery Recovery Ally program Collegiate Recovery Day campaign	Campus mutual aid and SMART meetings Gamecock Recovery community events and service opportunities	Recovery Coaching

Adapted From: A Typology for Campus-Based Alcohol Prevention: Moving toward Environmental Management Strategies. W. DeJong, Ph.D., and L.M. Langford, Sc.D. *Department of Social and Behavioral Sciences, Boston University School of Public Health.*



# UNIVERSITY OF SOUTH CAROLINA

## Executive Summary

### Spring 2023

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**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

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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](http://www.acha.org), and [www.acha.org/NCHA](http://www.acha.org/NCHA).

*Suggested citation for this document:*

American College Health Association. American College Health Association-National College Health Assessment III: University of South Carolina Executive Summary Spring 2023. Silver Spring, MD: American College Health Association; 2023.

# 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](mailto:mhoban@acha.org)), Christine Kukich, MS ([ckukich@acha.org](mailto:ckukich@acha.org)), or visit [www.acha-ncha.org](http://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<sup>[1]</sup>, 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<sup>[2]</sup>." A "2" has been changed from "Female" to "Cis Women<sup>[3]</sup>." 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.

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[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 2023 survey for University of South Carolina consisting of 1062 respondents. The response rate was 10.6%.

## Findings

Cis Men n =	263
Cis Women n =	747
Trans/GNC n =	36

### A. General Health and Campus Climate

- 49.3 % of college students surveyed ( 56.1 % cis men, 47.6 % cis women, and 29.0 % transgender/gender non-conforming) described their health as *very good or excellent*.
- 87.4 % of college students surveyed ( 88.6 % cis men, 87.8 % cis women, and 71.0 % 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	75.2	68.6	36.1	69.3
I feel that students' health and well-being is a priority at my college/university	56.5	50.9	16.7	51.0
At my college/university, I feel that the campus climate encourages free and open discussion of students' health and well-being.	61.3	61.7	27.8	60.3
At my college/university, we are a campus where we look out for each other	49.0	50.9	16.7	49.3

### 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	36.6	29.6	19.4	31.4
Drinking 1 or more sugar-sweetened beverages (per day), on average, in the last 7 days	63.4	70.4	80.6	68.6
Drinking energy drinks or shots on 0 of the past 30 days	69.7	75.6	80.0	74.5
Drinking energy drinks or shots on 1-4 of the past 30 days	18.4	13.4	8.6	14.4
Drinking energy drinks or shots on 5 or more of the past 30 days	11.9	11.1	11.4	11.1
Eating 3 or more servings of fruits (per day), on average, in the last 7 days	19.0	16.6	16.7	17.0
Eating 3 or more servings of vegetables (per day), on average, in the last 7 days	27.4	30.8	22.2	29.5

■ **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>				
<b>BMI</b>				
<18.5 Underweight	1.5	3.3	15.2	3.2
18.5-24.9 Healthy Weight	46.7	51.8	39.4	50.0
25-29.9 Overweight	35.9	23.7	21.2	26.8
30-34.9 Class I Obesity	9.7	10.5	18.2	10.5
35-39.9 Class II Obesity	4.2	6.8	0.0	6.0
≥40 Class III Obesity	1.9	3.9	6.1	3.5
Mean	25.94	26.12	26.73	26.11
Median	25.10	24.28	24.41	24.53
Std Dev	4.83	6.69	9.64	6.38

### 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 =	263
Cis Women n =	747
Trans/GNC n =	36

#### 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>	<b>Cis Men</b>	<b>Cis Women</b>	<b>Trans/ Gender Non- conforming</b>	<b>Total</b>
Guidelines met for <b>aerobic exercise only</b>	72.1	66.6	61.1	68.1
Guidelines met for <b>Active Adults</b>	49.2	39.9	44.4	42.3
Guidelines met for <b>Highly Active Adults</b>	38.2	29.7	33.3	31.8

### 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>	<b>Cis Men</b>	<b>Cis Women</b>	<b>Trans/ Gender Non- conforming</b>	<b>Total</b>
High or marginal food security (score 0-1)	62.1	55.1	47.2	56.7
Low food security (score 2-4)	22.2	25.7	30.6	24.9
Very low food security (score 5-6)	15.7	19.1	22.2	18.4
<b>Any food insecurity</b> (low or very low food security)	37.9	44.9	52.8	43.3

## C. Health Care Utilization

### College students reported:

<i>Percent (%)</i>	<b>Cis Men</b>	<b>Cis Women</b>	<b>Trans/ Gender Non- conforming</b>	<b>Total</b>
Receiving psychological or mental health services within the last 12 months	25.5	40.5	47.2	36.9

#### \*The services were provided by:

My current campus health and/or counseling center	50.0	36.6	35.3	38.9
A mental health provider in the local community near my campus	18.0	35.3	47.1	33.1
A mental health provider in my home town	41.3	50.8	29.4	48.0
A mental health provider not described above	9.3	10.2	13.3	10.1

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

<i>Percent (%)</i>	<b>Cis Men</b>	<b>Cis Women</b>	<b>Trans/ Gender Non- conforming</b>	<b>Total</b>
Visiting a medical provider within the last 12 months	61.1	80.4	83.3	75.6

#### \*The services were provided by:

My current campus health center	41.7	41.5	50.0	42.3
A medical service provider in the local community near my campus	36.7	37.9	60.0	38.6
A medical service provider in my home town	60.8	67.1	60.0	65.2
A medical service provider not described above	4.0	3.8	4.3	4.0

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

Cis Men n =	263
Cis Women n =	747
Trans/GNC n =	36

**College students reported:**

	Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Flu vaccine within the last 12 month		48.9	53.4	55.6	52.2
Not starting the HPV vaccine series		38.7	23.3	30.6	27.7
Starting, but not completing HPV vaccine series		3.1	5.1	2.8	4.5
Completing HPV vaccine series		37.5	55.9	41.7	50.5
Not knowing their HPV vaccine status		20.7	15.7	25.0	17.3
Ever having a GYN visit or exam (females only)			69.4	41.7	
Having a dental exam in the last 12 months		66.0	73.9	69.4	71.6
Being tested for HIV within the last 12 months		11.1	12.7	13.9	12.4
Being tested for HIV more than 12 months ago		13.0	15.0	8.3	14.4
Wearing sunscreen usually or always when outdoors		25.2	43.0	27.8	37.7
Spending time outdoors with the intention of tanning at least once in the last 12 months		32.4	60.2	30.6	52.3

**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		4.6	1.5	0.0	2.2
Cannabis/marijuana use		2.3	1.5	5.6	1.9

**Negatively impacted academic performance among only students that experienced the issue**

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
	5.6	1.7	0.0	2.6
	7.1	4.5	13.3	5.7

**Problems or challenges in the last 12 months**

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Career	10.3	9.6	19.4	10.1
Finances	17.9	15.5	33.3	16.7
Procrastination	36.1	39.4	58.3	39.0
Faculty	5.3	6.8	13.9	6.7
Family	8.0	9.9	19.4	9.6
Intimate Relationships	9.5	9.8	2.8	9.4
Roommate/housemate	4.2	4.4	11.1	4.5
Peers	4.6	2.8	5.6	3.3
Personal appearance	1.9	4.8	11.1	4.2
Health of someone close to me	8.7	9.8	11.1	9.6
Death of a family member, friend, or someone close to me	6.8	10.4	5.6	9.3
Bullying	0.8	1.7	0.0	1.4
Cyberbullying	0.8	0.8	0.0	0.8
Hazing	0.4	0.3	0.0	0.3
Microaggression	1.9	3.2	13.9	3.2
Sexual Harassment	0.8	1.7	0.0	1.4
Discrimination	2.7	2.0	5.6	2.3

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
	31.4	29.9	36.8	30.7
	40.2	31.3	52.2	34.4
	54.3	55.3	70.0	55.7
	50.0	54.3	83.3	54.6
	29.6	28.2	30.4	28.4
	24.5	26.1	7.7	25.2
	22.0	16.8	33.3	18.4
	29.3	13.1	14.3	16.2
	5.4	9.2	16.0	8.7
	23.0	22.5	20.0	22.7
	28.6	40.4	20.0	36.7
	16.7	28.9	0.0	24.6
	33.3	37.5	0.0	36.4
	20.0	50.0	0.0	33.3
	12.2	20.0	26.3	18.8
	20.0	15.5	0.0	15.2
	20.0	24.2	12.5	20.9

Cis Men n =	263
Cis Women n =	747
Trans/GNC n =	36

**Negatively impacted academic performance among all students in the sample**

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
<b>Acute Diagnoses in the last 12 months</b>				
Bronchitis	1.1	3.2	2.8	2.6
Chlamydia	0.8	0.4	0.0	0.5
Chicken Pox (Varicella)	0.0	0.0	0.0	0.0
Cold/Virus or other respiratory illness	11.8	18.7	22.2	16.9
Concussion	1.1	1.1	5.6	1.3
Gonorrhea	0.0	0.0	0.0	0.0
Flu (influenza or flu-like illness)	4.6	8.2	5.6	7.2
Mumps	0.4	0.0	0.0	0.1
Mononucleosis (mono)	0.0	0.7	0.0	0.5
Orthopedic injury	1.9	3.5	0.0	2.9
Pelvic Inflammatory Disease	0.0	0.0	0.0	0.0
Pneumonia	0.4	0.8	0.0	0.7
Shingles	0.4	0.1	0.0	0.2
Stomach or GI virus or bug, food poisoning or gastritis	2.7	4.4	2.8	3.9
Urinary tract infection	0.0	3.5	5.6	2.6

**Negatively impacted academic performance among only students that experienced the issue**

Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
50.0	48.0	100.0	49.1
40.0	18.8	0.0	23.8
0.0	0.0	0.0	0.0
40.3	42.0	53.3	42.1
100.0	72.7	100.0	82.4
0.0	0.0	0.0	0.0
54.5	52.1	100.0	52.8
100.0	0.0	0.0	100.0
0.0	50.0	0.0	38.5
21.7	34.7	0.0	31.0
0.0	0.0	0.0	0.0
50.0	60.0	0.0	58.3
100.0	33.3	0.0	50.0
31.8	34.7	50.0	34.5
0.0	25.5	50.0	25.7

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
<b>Any ongoing or chronic medical conditions diagnosed or treated in the last 12 months</b>	18.3	28.9	44.4	26.6

Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
27.1	36.2	51.6	34.9

**Other impediments to academic performance**

Assault (physical)	0.8	0.8	0.0	0.8
Assault (sexual)	0.8	1.3	0.0	1.1
Allergies	2.3	2.4	2.8	2.4
Anxiety	19.4	32.4	55.6	29.6
ADHD or ADD	10.3	13.5	30.6	13.1
Concussion or TBI	0.8	1.5	0.0	1.3
Depression	16.3	20.2	44.4	20.0
Eating disorder/problem	1.5	3.3	5.6	2.9
Headaches/migraines	4.9	11.6	13.9	10.0
Influenza or influenza-like illness (the flu)	3.0	5.4	5.6	4.8
Injury	1.5	2.8	0.0	2.4
PMS	0.4	11.6	11.1	8.8
PTSD	1.1	3.1	11.1	2.8
Short-term illness	3.8	5.8	8.3	5.3
Upper respiratory illness	5.3	9.0	2.8	7.7
Sleep difficulties	19.8	18.9	41.7	19.8
Stress	26.2	38.4	50.0	35.4

40.0	27.3	0.0	26.7
33.3	20.0	0.0	21.1
6.8	6.5	6.3	6.5
33.8	47.1	64.5	44.9
61.4	63.5	84.6	64.4
33.3	57.9	0.0	51.9
48.3	48.7	72.7	50.0
23.5	22.7	18.2	22.1
19.4	30.3	31.3	28.4
28.6	32.0	25.0	31.1
12.5	25.3	0.0	21.2
100.0	27.5	57.1	28.6
37.5	32.4	50.0	34.1
23.3	29.3	42.9	28.3
25.0	25.9	10.0	25.1
46.0	38.8	57.7	41.5
40.1	48.4	60.0	47.1

Cis Men n =	263
Cis Women n =	747
Trans/GNC n =	36

## 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	3.4	0.7	0.0	1.3
A physical assault (not sexual assault)	1.9	1.7	0.0	1.8
A verbal threat	12.6	9.1	16.7	10.2
Sexual touching without their consent	2.3	6.6	2.8	5.4
Sexual penetration attempt without their consent	1.1	2.4	0.0	2.1
Sexual penetration without their consent	1.5	1.9	0.0	1.7
Being a victim of stalking	2.7	4.0	8.3	3.9
A partner called me names, insulted me, or put me down to make me feel bad	11.5	12.2	0.0	11.5
A partner often insisted on knowing who I was with and where I was or tried to limit my contact with family or friends	6.9	5.2	2.8	5.5
A partner pushed, grabbed, shoved, slapped, kicked, bit, choked or hit me without my consent	3.4	4.0	0.0	3.7
A partner forced me into unwanted sexual contact by holding me down or hurting me in some way	0.4	0.9	0.0	0.8
A partner pressured me into unwanted sexual contact by threatening me, coercing me, or using alcohol or other drugs	1.9	3.4	0.0	2.8

College students reported feeling *very safe* :

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
<i>Percent (%)</i>				
On their campus (daytime)	85.9	71.7	51.4	74.7
On their campus (nighttime)	42.7	14.5	11.4	22.0
In the community surrounding their campus (daytime)	51.7	30.6	22.9	35.7
In the community surrounding their campus (nighttime)	20.9	7.9	11.8	11.3

Cis Men n =	263
Cis Women n =	747
Trans/GNC n =	36

## 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.)	46.2	36.3	19.4	38.1
Alcoholic beverages (beer, wine, liquor, etc.)	78.6	82.3	65.7	80.7
Cannabis (marijuana, weed, hash, edibles, vaped cannabis, etc.) <b>[Please report nonmedical use only.]</b>	45.0	45.3	41.7	45.1
Cocaine (coke, crack, etc.)	9.6	6.8	5.7	7.4
Prescription stimulants (Ritalin, Concerta, Dexedrine, Adderall, diet pills, etc.) <b>[Please report nonmedical use only.]</b>	11.5	10.1	11.1	10.5
Methamphetamine (speed, crystal meth, ice, etc.)	0.4	1.1	2.8	1.0
Inhalants (poppers, nitrous, glue, gas, paint thinner, etc.)	8.8	2.2	8.3	4.0
Sedatives or Sleeping Pills (Valium, Ativan, Xanax, Klonopin, Librium, Rohypnol, GHB, etc.) <b>[Please report nonmedical use only.]</b>	9.2	6.8	5.6	7.3
Hallucinogens (Ecstasy, MDMA, Molly, LSD, acid, mushrooms, PCP, Special K, etc.)	15.3	9.3	13.9	11.0
Heroin	0.4	0.4	2.8	0.5
Prescription opioids (morphine, codeine, fentanyl, oxycodone [OxyContin, Percocet], hydrocodone [Vicodin], methadone, buprenorphine [Suboxone], etc.) <b>[Please report nonmedical use only.]</b>	8.0	3.9	5.6	4.9

\*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
31.2	22.4	13.9	24.1
72.6	77.2	58.3	75.0
28.9	25.7	36.1	26.6
4.6	2.5	0.0	2.9
4.2	3.5	5.6	3.7
0.0	0.1	0.0	0.1
3.4	0.5	2.8	1.3
3.4	1.9	2.8	2.3
6.1	2.7	0.0	3.4
0.0	0.0	0.0	0.0
0.8	0.7	2.8	0.8

### 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	21.7	15.5	11.1	16.8
Alcoholic beverages	21.7	16.3	8.3	17.1
Cannabis (nonmedical use)	18.6	15.8	27.8	16.7
Cocaine	2.3	1.5	0.0	1.6
Prescription stimulants (nonmedical use)	2.3	2.0	5.6	2.2
Methamphetamine	0.0	0.3	0.0	0.2
Inhalants	1.9	0.4	2.8	0.8
Sedatives or Sleeping Pills (nonmedical use)	1.9	1.2	0.0	1.3
Hallucinogens	3.0	1.1	0.0	1.5
Heroin	0.0	0.3	0.0	0.2
Prescription opioids (nonmedical use)	0.8	0.8	0.0	0.8

\*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
1.5	1.7	0.0	1.6
3.0	1.1	0.0	1.5
1.5	0.9	0.0	1.1
0.8	0.4	0.0	0.5
0.0	0.0	0.0	0.0
0.0	0.1	0.0	0.1
0.4	0.0	0.0	0.1
0.0	0.1	0.0	0.1
0.4	0.0	0.0	0.1
0.0	0.0	0.0	0.0
0.0	0.1	0.0	0.1

Cis Men n =	263
Cis Women n =	747
Trans/GNC n =	36

**\*Proportion of students who were prescribed a medication and used more than prescribed or more often than prescribed in the past 3 months**

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Prescription stimulants	3.0	2.3	5.6	2.5
Prescription sedatives or sleeping pills	3.0	1.5	0.0	1.8
Prescription opioids	0.8	0.5	0.0	0.6

\*These figures use all students in the sample as the denominator, rather than just those students who reported having a prescription. Note that the title of this table was changed in Fall 2022, but the figures remain the same.

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

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Cigarettes	15.6	6.8	5.6	8.9
E-cigarettes or other vape products (for example: Juul, etc.)	18.6	19.1	11.1	18.5
Water pipe or hookah	2.3	1.5	0.0	1.6
Chewing or smokeless tobacco	6.8	0.5	2.8	2.2
Cigars or little cigars	11.0	2.1	2.8	4.4
Other	1.5	0.0	0.0	0.4

\*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**

■ 2.5 % of college students surveyed ( 3.5 % cis men, 2.1 % cis women, and 3.7 % 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	13.0	10.6	25.0	12.0
Within the last 2 weeks	60.7	63.0	47.2	61.7
More than 2 weeks ago but within the last 30 days	8.8	9.4	13.9	9.3
More than 30 days ago but within the last 3 months	7.3	8.2	5.6	7.9
More than 3 months ago but within the last 12 months	5.0	4.6	0.0	4.5
More than 12 months ago	5.3	4.2	8.3	4.7

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

Cis Men	Cis Women	*Used Cannabis/Marijuana	
		Trans/ Gender Non- conforming	Total
51.5	49.4	47.2	49.9
16.0	16.3	22.2	16.5
3.4	3.6	5.6	3.6
8.0	5.0	13.9	6.0
6.1	9.2	0.0	8.0
14.9	16.5	11.1	16.0

**Driving under the influence**

- 21.7 % 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.
- 37.4 % 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		84.0	83.7	68.2	83.4
< .10		87.0	87.8	81.8	87.5
Mean		0.04	0.04	0.05	0.04
Median		0.02	0.02	0.03	0.02
Std Dev		0.06	0.06	0.05	0.06



Cis Men n =	263
Cis Women n =	747
Trans/GNC n =	36

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

Number of drinks	Percent (%)	Trans/ Gender Non- conforming			Total
		Cis Men	Cis Women		
4 or fewer		67.0	80.0	83.3	77.0
5		7.0	8.5	8.3	8.1
6		8.0	5.3	4.2	5.9
7 or more		18.0	6.2	4.2	9.0
Mean		4.4	3.0	3.2	3.3
Median		3.0	2.0	3.0	2.0
Std Dev		3.9	2.2	2.2	2.8

\*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)		39.3	37.0	52.8	38.3
None		29.0	33.5	22.2	32.0
1-2 times		21.0	21.6	19.4	21.2
3-5 times		8.8	6.9	5.6	7.3
6 or more times		1.9	1.1	0.0	1.2

\*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
47.8	53.1	47.1	51.8
34.6	34.3	41.2	34.3
14.5	10.9	11.8	11.8
3.1	1.7	0.0	2.0

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

	Trans/ Gender Non- conforming				
	Percent (%)	Cis Men	Cis Women	Total	
Did something I later regretted		23.8	21.2	20.8	22.0
Blackout (forgot where I was or what I did for a <b>large period of time and cannot remember</b> , even when someone reminds me)		11.2	12.8	8.3	12.3
Brownout (forgot where I was or what I did for <b>short periods of time, but can remember</b> once someone reminds me)		25.4	22.4	21.7	23.2
Got in trouble with the police		2.8	0.5	0.0	1.0
Got in trouble with college/university authorities		0.5	0.0	0.0	0.1
Someone had sex with me <b>without my</b> consent		0.5	2.4	0.0	1.8
Had sex with someone <b>without their</b> consent		0.0	0.0	0.0	0.0
Had unprotected sex		15.9	12.8	4.2	13.2
Physically injured myself		7.9	8.1	0.0	7.8
Physically injured another person		0.9	0.3	0.0	0.5
Seriously considered suicide		3.7	1.7	4.2	2.3
Needed medical help		2.8	0.5	0.0	1.0
<b>Reported two or more of the above</b>		28.7	24.4	16.7	25.4

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

Cis Men n =	263
Cis Women n =	747
Trans/GNC n =	36

## G. Sexual Behavior

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

Percent (%)	Oral sex			Total
	Cis Men	Cis Women	Trans/ Gender Non- conforming	
Never	24.7	24.2	17.1	24.4
Within the last 2 weeks	35.1	35.5	34.3	35.1
More than 2 weeks ago but within the last 30 days	10.0	9.0	11.4	9.2
More than 30 days ago but within the last 3 months	8.5	11.7	8.6	10.8
More than 3 months ago but within the last 12 months	11.2	9.0	20.0	9.8
More than 12 months ago	10.4	10.7	8.6	10.7

Vaginal intercourse			
Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
27.5	25.3	35.3	26.3
39.5	41.6	26.5	40.4
5.8	8.3	8.8	7.6
7.8	8.4	8.8	8.3
10.1	7.2	14.7	8.2
9.3	9.1	5.9	9.2

Percent (%)	Anal intercourse			Total
	Cis Men	Cis Women	Trans/ Gender Non- conforming	
Never	75.2	78.8	80.0	78.1
Within the last 2 weeks	4.7	1.6	2.9	2.5
More than 2 weeks ago but within the last 30 days	1.2	1.2	2.9	1.3
More than 30 days ago but within the last 3 months	3.5	2.4	0.0	2.6
More than 3 months ago but within the last 12 months	3.5	3.1	14.3	3.6
More than 12 months ago	12.0	12.8	0.0	12.0

\*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:

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
	None	0.0	0.4	0.0
1	73.4	73.7	77.8	73.5
2	6.4	11.3	7.4	10.1
3	5.3	3.5	3.7	3.9
4 or more	14.9	11.1	11.1	12.1
Mean	2.1	1.7	1.5	1.8
Median	1.0	1.0	1.0	1.0
Std Dev	2.7	2.0	1.1	2.2

\*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*:

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
	Oral sex	6.0	3.4	6.3
Vaginal intercourse	35.7	29.6	50.0	31.7
Anal intercourse	28.6	15.0	50.0	21.6

\*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:

Percent (%)	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
	Yes, used a method of contraception	77.9	82.1	90.0
No, did not want to prevent pregnancy	4.9	4.4	5.0	4.5
No, did not use any method	14.1	13.1	5.0	13.0
Don't know	3.1	0.4	0.0	1.0

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

Cis Men n =	263
Cis Women n =	747
Trans/GNC n =	36

\*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)	50.4	41.5	33.3	43.3
Birth control shots	1.6	1.5	0.0	1.5
Birth control implants	4.7	5.8	16.7	6.1
Birth control patch	0.8	0.3	0.0	0.4
The ring	3.1	1.3	0.0	1.7
Emergency contraception ("morning after pill" or "Plan B")	3.1	4.3	0.0	3.9
Intrauterine device	15.7	22.3	22.2	20.6
Male (external) condom	47.2	41.3	66.7	43.5
Female (internal) condom	0.8	0.5	5.6	0.7
Diaphragm or cervical cap	0.8	0.0	0.0	0.2
Contraceptive sponge	0.0	0.0	0.0	0.0
Withdrawal	15.0	24.1	16.7	21.5
Fertility awareness (calendar, mucous, basal body temperature)	4.7	5.3	11.1	5.3
Sterilization (hysterectomy, tubes tied, vasectomy)	11.8	7.1	0.0	8.1
Other method	0.8	0.3	5.6	0.6
<i>Male condom use plus another method</i>	32.3	28.9	44.4	29.9
<i>Any two or more methods (excluding male condoms)</i>	19.7	23.0	27.8	22.4

\*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 ( 14.1 % cis men, 15.4 % 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 ( 0.6 % cis men, 0.8 % 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)	40.1	29.3	13.9	31.3
Moderate psychological distress (5-12)	46.9	52.1	38.9	50.5
Serious psychological distress (13-24)	13.0	18.6	47.2	18.2
Mean	6.75	7.85	11.86	7.73
Median	6.00	7.00	12.00	7.00
Std Dev	5.07	5.01	5.97	5.14

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)	55.0	55.4	36.1	54.3
Positive for loneliness (6-9)	45.0	44.6	63.9	45.7
Mean	5.16	5.25	6.36	5.28
Median	5.00	5.00	6.00	5.00
Std Dev	1.98	1.78	2.13	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 n =	263
Cis Women n =	747
Trans/GNC n =	36

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Mean	45.63	46.71	39.47	46.17
Median	47.00	48.00	42.00	48.00
Std Dev	8.60	7.65	9.79	8.10

**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	6.46	6.21	5.61	6.25
Median	7.00	6.00	6.00	6.00
Std Dev	1.48	1.53	1.71	1.54

**Self injury**

■ 8.1 % of college students surveyed ( 3.8 % cis men, 8.2 % cis women, and 36.1 % 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		34.7	38.7	58.3	38.2
Career		33.0	32.6	52.8	33.3
Finances		44.7	49.9	63.9	49.0
Procrastination		66.8	71.7	83.3	70.8
Faculty		10.7	12.7	16.7	12.4
Family		27.1	35.8	66.7	34.6
Intimate relationships		38.9	37.7	36.1	37.8
Roommate/housemate		19.2	26.6	36.1	25.0
Peers		15.7	21.6	41.7	20.7
Personal appearance		35.2	53.0	69.4	49.1
Health of someone close to me		38.7	43.9	55.6	43.1
Death of a family member, friend, or someone close to me		24.0	26.0	27.8	25.7
Bullying		4.6	6.1	11.1	5.8
Cyberbullying		2.3	2.2	0.0	2.1
Hazing		1.9	0.5	0.0	0.9
Microaggression		15.6	16.2	52.8	17.3
Sexual Harassment		3.8	11.3	13.9	9.4
Discrimination		13.4	8.4	44.4	11.0

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

<b>Students reporting none of the above</b>	9.5	7.2	0.0	7.7
<b>Students reporting only one of the above</b>	6.5	7.6	2.8	7.2
<b>Students reporting 2 of the above</b>	17.6	11.5	5.6	12.8
<b>Students reporting 3 or more of the above</b>	66.4	73.6	91.7	72.3

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

	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
	75.8	88.5	95.2	85.8
	67.4	78.4	73.7	75.4
	77.8	77.4	82.6	77.9
	59.8	58.6	80.0	59.9
	67.9	52.7	100.0	57.8
	67.6	68.4	75.0	68.7
	57.4	64.6	61.5	62.6
	46.0	52.6	61.5	51.7
	43.9	37.6	26.7	37.9
	46.7	54.1	80.0	54.3
	54.5	63.1	65.0	61.7
	61.9	76.7	70.0	72.6
	66.7	64.4	25.0	62.3
	50.0	43.8	0.0	45.5
	40.0	50.0	0.0	44.4
	24.4	41.7	47.4	38.5
	20.0	42.9	60.0	41.4
	37.1	59.0	50.0	50.4

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

Cis Men n =	263
Cis Women n =	747
Trans/GNC n =	36

<i>Percent (%)</i>	<b>Cis Men</b>	<b>Cis Women</b>	<b>Trans/ Gender Non- conforming</b>	<b>Total</b>
Negative suicidal screening (3-6)	81.4	74.9	41.7	75.2
Positive suicidal screening (7-18)	18.6	25.1	58.3	24.8
Mean	4.83	5.10	7.67	5.14
Median	3.00	4.00	7.00	4.00
Std Dev	2.72	2.82	3.86	2.90

**Suicide attempt**

- 2.2 % of college students surveyed ( 2.7 % cis men, 1.8 % cis women, and 8.3 % 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:**

<i>Percent (%)</i>	<b>Cis Men</b>	<b>Cis Women</b>	<b>Trans/ Gender Non- conforming</b>	<b>Total</b>
No stress	1.5	0.8	0.0	0.9
Low	33.1	16.9	16.7	21.0
Moderate	46.0	55.4	41.7	52.5
High	19.4	26.9	41.7	25.5

**I. Acute Conditions**

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

<i>Percent (%)</i>	<b>Cis Men</b>	<b>Cis Women</b>	<b>Trans/ Gender Non- conforming</b>	<b>Total</b>
Bronchitis	2.3	6.8	2.8	5.5
Chlamydia	1.9	2.3	0.0	2.1
Chicken Pox (Varicella)	0.4	0.4	0.0	0.4
Cold/virus or other respiratory illness (for example: sinus infection, ear infection, strep throat, tonsillitis, pharyngitis, or laryngitis)	29.5	45.7	41.7	41.5
Concussion	1.5	1.6	5.6	1.8
Gonorrhea	0.4	0.3	0.0	0.3
Flu (influenza) or flu-like illness	8.4	15.9	5.7	13.9
Mumps	0.4	0.0	0.0	0.1
Mononucleosis (mono)	1.1	1.4	0.0	1.3
Orthopedic injury (for example: broken bone, fracture, sprain, bursitis, tendinitis, or ligament injury)	8.8	10.4	5.6	9.8
Pelvic Inflammatory Disease	0.0	0.3	0.0	0.2
Pneumonia	0.8	1.5	0.0	1.3
Shingles	0.4	0.4	0.0	0.4
Stomach or GI virus or bug, food poisoning or gastritis	8.4	13.0	5.6	11.5
Urinary tract infection	0.8	14.4	11.4	10.9

Cis Men n =	263
Cis Women n =	747
Trans/GNC n =	36

## 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	13.5	15.0	20.0	14.7
Alcohol or Other Drug-Related Abuse or Addiction	0.8	1.5	0.0	1.2
Anxiety (for example: Generalized Anxiety, Social Anxiety, Panic Disorder, Specific Phobia)	16.9	42.8	61.1	36.8
Autism Spectrum	5.0	1.0	11.1	2.3
Bipolar and Related Conditions (for example: Bipolar I, II, Hypomanic Episode)	0.0	2.4	0.0	1.8
Borderline Personality Disorder (BPD), Avoidant Personality, Dependent Personality, or another personality disorder	1.1	1.9	0.0	1.7
Depression (for example: Major depression, persistent depressive disorder, disruptive mood disorder)	14.6	31.2	41.7	27.4
Eating Disorders (for example: Anorexia Nervosa, Bulimia Nervosa, Binge-Eating)	1.1	7.7	19.4	6.4
Gambling Disorder	0.0	0.1	0.0	0.1
Insomnia	4.7	8.4	8.3	7.7
Obsessive-Compulsive and Related Conditions (for example: OCD, Body Dysmorphia, Hoarding, Trichotillomania and other body-focused repetitive behavior disorders)	1.5	7.2	8.3	5.8
PTSD (Posttraumatic Stress Disorder), Acute Stress Disorder, Adjustment Disorder, or another trauma- or stressor- related condition	2.3	9.8	16.7	8.2
Schizophrenia and Other Psychotic Conditions (for example: Schizophrenia, Schizoaffective Disorder, Schizophreniform Disorder, Delusional Disorder)	0.0	0.1	0.0	0.1
Tourette's or other neurodevelopmental condition not already listed	0.4	0.4	0.0	0.4
Traumatic brain injury (TBI)	0.8	1.8	0.0	1.5

**\*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
57.1	79.1	85.7	74.3
50.0	30.0	0.0	33.3
70.5	82.3	72.7	80.3
30.8	85.7	75.0	54.2
0.0	77.8	0.0	78.9
66.7	85.7	0.0	77.8
60.5	76.9	73.3	74.7
33.3	62.5	42.9	59.1
0.0	0.0	0.0	0.0
54.5	61.3	66.7	60.8
50.0	73.1	66.7	71.7
83.3	80.6	66.7	80.0
0.0	0.0	0.0	0.0
0.0	0.0	0.0	0.0
50.0	16.7	0.0	26.7

\*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	48.0	33.3	52.4
<i>Students reporting only one of the above</i>	14.9	15.7	16.7	15.5
<i>Students reporting both Depression and Anxiety</i>	9.2	27.8	41.7	23.6
<i>Students reporting any two or more of the above (excluding the combination of Depression and Anxiety)</i>	8.4	8.5	8.3	8.5

Cis Men n =	263
Cis Women n =	747
Trans/GNC n =	36

**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	1.2	2.2	0.0	1.8
Hepatitis B or C	0.0	0.4	0.0	0.3
HIV or AIDS	0.0	0.1	0.0	0.1
Human papillomavirus (HPV) or genital warts	0.8	3.1	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	50.0	0.0	42.1
0.0	66.7	0.0	66.7
0.0	0.0	0.0	0.0
50.0	39.1	0.0	40.0

**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	20.3	30.9	33.3	28.3
Allergies - food allergy	8.8	14.2	22.9	13.0
Allergies - animals/pets	10.0	16.7	19.4	15.1
Allergies - environmental (for example: pollen, grass, dust, mold)	26.2	33.2	47.2	31.8
Asthma	15.3	15.3	11.1	15.1
Cancer	0.4	1.1	0.0	0.9
Celiac disease	0.4	2.2	2.9	1.7
Chronic pain (for example: back or joint pain, arthritis, nerve pain)	3.8	10.2	13.9	8.9
Diabetes or pre-diabetes/insulin resistance	2.7	4.5	8.6	4.2
Endometriosis	0.8	4.9	0.0	3.7
Gastroesophageal Reflux Disease (GERD) or acid reflux	6.5	8.5	13.9	8.2
Heart & vascular disorders (for example: atrial fibrillation or other cardiac arrhythmia, mitral valve prolapse or other valvular heart disease, congenital heart condition)	3.1	4.6	5.6	4.3
High blood pressure (hypertension)	8.8	4.5	8.3	5.6
High cholesterol (hyperlipidemia)	7.3	7.1	8.3	7.1
Irritable bowel syndrome (spastic colon or spastic bowel)	3.8	8.4	8.3	7.2
Migraine headaches	4.6	19.5	11.4	15.5
Polycystic Ovarian Syndrome (PCOS)	0.0	7.2	8.3	5.4
Sleep Apnea	2.3	2.3	5.6	2.7
Thyroid condition or disorder	2.3	6.8	0.0	5.5
Urinary system disorder (for example: bladder or kidney disease, urinary reflux, interstitial cystitis)	0.4	2.4	2.8	2.0

\*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
34.6	43.7	25.0	41.0
34.8	35.6	37.5	35.6
30.8	36.3	14.3	34.2
25.0	35.7	29.4	33.3
37.5	44.6	100.0	44.6
0.0	62.5	0.0	55.6
100.0	75.0	0.0	72.2
80.0	69.3	60.0	71.0
57.1	81.8	100.0	79.5
0.0	60.0	0.0	55.3
47.1	49.2	40.0	47.7
50.0	72.7	50.0	68.2
43.5	75.8	100.0	64.4
57.9	78.8	100.0	74.3
50.0	59.7	100.0	60.0
33.3	57.3	25.0	54.7
0.0	58.5	66.7	58.9
66.7	64.7	100.0	67.9
66.7	68.0	0.0	68.4
0.0	55.6	100.0	52.4

Cis Men n =	263
Cis Women n =	747
Trans/GNC n =	36

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

<i>Percent (%)</i>	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Type I Diabetes	14.3	11.1	50.0	13.5
Type II Diabetes	28.6	28.6	66.7	30.8
Pre-diabetes or insulin resistance	42.9	69.0	0.0	61.5
Gestational Diabetes	0.0	3.7	0.0	2.7

## K. Sleep

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

<i>Percent (%)</i>	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Less than 15 minutes	48.9	43.8	19.4	44.1
16 to 30 minutes	26.7	25.4	33.3	26.3
31 minutes or more	24.4	30.8	47.2	29.7

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

On weeknights				
<i>Percent (%)</i>	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
Less than 7 hours	43.0	40.7	52.8	41.8
7 to 9 hours	55.9	58.2	47.2	57.1
10 or more hours	1.1	1.1	0.0	1.0

On weekend nights				
Cis Men	Cis Women	Trans/ Gender Non- conforming	Total	
17.9	20.1	27.8	19.8	
75.3	73.6	63.9	73.6	
6.8	6.3	8.3	6.6	

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

Felt tired or sleepy during the day				
<i>Percent (%)</i>	Cis Men	Cis Women	Trans/ Gender Non- conforming	Total
0 days	9.9	2.3	0.0	4.2
1-2 days	29.3	19.1	13.9	21.4
3-5 days	40.7	45.9	25.0	44.0
6-7 days	20.2	32.7	61.1	30.3

Got enough sleep so that they felt rested				
Cis Men	Cis Women	Trans/ Gender Non- conforming	Total	
13.3	19.2	44.4	18.5	
33.5	39.1	33.3	37.4	
36.5	32.8	19.4	33.4	
16.7	8.8	2.8	10.7	



## Demographics and Sample Characteristics

<b>■ Age</b>		<b>■ Students describe themselves as</b>	
18 - 20 years:	26.6 %	Straight/Heterosexual:	77.1 %
21 - 24 years:	29.7 %	Asexual:	1.2 %
25 - 29 years:	18.9 %	Bisexual:	11.2 %
30+ years:	24.7 %	Gay:	2.3 %
Mean age:	26.5 years	Lesbian:	2.6 %
Median age:	24.0 years	Pansexual:	1.9 %
		Queer:	2.0 %
		Questioning:	1.2 %
		Identity not listed above:	0.4 %
<b>■ Gender*</b>			
Cis Women:	70.3 %		
Cis Men:	24.8 %		
Transgender/Gender Non-conforming:	3.4 %		
<i>* See note on page 2 regarding gender categories</i>			
<b>■ Student status</b>		<b>■ Housing</b>	
1st year undergraduate:	9.6 %	Campus or university housing:	13.0 %
2nd year undergraduate:	11.6 %	Fraternity or sorority residence:	0.6 %
3rd year undergraduate:	9.5 %	Parent/guardian/other family:	7.7 %
4th year undergraduate:	6.8 %	Off-campus:	76.4 %
5th year or more undergraduate:	0.9 %	Temporary or "couch surfing":	0.3 %
Master's (MA, MS, MFA, MBA, etc.):	33.8 %	Don't have a place to live:	0.0 %
Doctorate (PhD, EdD, MD, JD, etc.):	26.4 %	Other:	2.1 %
Not seeking a degree:	0.7 %		
Other:	0.8 %		
		<b>■ Students describe themselves as</b>	
Full-time student:	82.3 %	American Indian or Native Alaskan	1.0 %
Part-time student:	16.6 %	Asian or Asian American	10.5 %
Other student:	1.1 %	Black or African American	9.9 %
		Hispanic or Latino/a/x	4.6 %
<b>■ Visa to work or study in the US:</b>	13.5 %	Middle Eastern/North African (MENA) or Arab Origin:	1.1 %
		Native Hawaiian or Other Pacific Islander Native:	0.1 %
<b>■ Relationship status</b>		White:	74.8 %
Not in a relationship:	44.5 %	Biracial or Multiracial:	2.4 %
In a relationship but not married/partnered:	32.7 %	Identity not listed above:	1.4 %
Married/partnered:	22.8 %		
		<b><i>If Hispanic or Latino/a/x, are you</i></b>	
<b>■ Primary Source of Health Insurance</b>		Mexican, Mexican American, Chicano:	36.7 %
College/university sponsored SHIP plan:	27.1 %	Puerto Rican:	14.3 %
Parent or guardian's plan:	45.1 %	Cuban:	6.1 %
Employer (mine or my spouse/partners):	19.2 %	Another Hispanic, Latino/a/x, or Spanish Origin:	51.0 %
Medicaid, Medicare, SCHIP, or VA:	4.1 %		
Bought a plan on my own:	2.9 %	<b><i>If Asian or Asian American, are you</i></b>	
Don't have health insurance:	0.5 %	East Asian:	47.3 %
Don't know if I have health insurance:	0.2 %	Southeast Asian:	17.9 %
Have insurance, but don't know source:	0.9 %	South Asian:	33.0 %
		Other Asian:	4.5 %
<b>■ Student Veteran:</b>	2.6 %		
<b>■ Parent or primary responsibility for someone else's child/children under 18 years old:</b>	10.6 %		

■ **First generation students** 27.2 %  
(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): 17.3 %  
Autism Spectrum Disorder: 3.1 %  
Deaf/Hearing loss: 2.2 %  
Learning disability: 3.5 %  
Mobility/Dexterity disability: 1.2 %  
Blind/low vision: 3.1 %  
Speech or language disorder: 0.8 %

■ **Participated in organized college athletics:**  
Varsity: 1.5 %  
Club sports: 5.0 %  
Intramurals: 10.0 %

■ **Member of a social fraternity or sorority:**  
Greek member: 12.7 %



**University of South  
Carolina**

# **AlcoholEdu for College**

**Impact Report** | 2023–2024 Academic Year

## Dear University of South Carolina Partner,

I am pleased to provide your 2023-24 Impact Report for *AlcoholEdu for College*. This year's report includes key insights from your Vector Solutions program, demonstrating the impact of your investment in the health, safety, and well-being of your students.

As a public health professional, I think often about prevention as a process – not a program. We've built our courses and surveys to align with best practices and support you in the prevention process. Here are some guiding points and questions to help you make the most of your Vector data:

When it comes to safety and wellness, scale and impact matters. **How are you highlighting the reach and results of your online programming to garner visibility and support for your work?** Leading institutions share their data in cabinet-level briefs, in Annual Security Reports, in marketing and PR efforts, and even to support accreditation.

- Our courses and surveys address a range of factors that influence behavior change: knowledge and awareness, attitudes and beliefs, perceived outcomes, personal and social norms, behavioral skills, perceived behavioral control, and cues to action. **How can these data inform where to focus additional resources (and where to pull back)?**
- Most learners have incredibly positive attitudes and behaviors related to issues of wellness and safety, even before training. Overcoming *\*inaction\** of those who want to make a difference in unsafe situations can be even more powerful than focusing on

individual actions of those committing harm. **How can you leverage your data to elevate and empower the “healthy majority” as changemakers?**

- Are you adding custom survey questions in your courses? Are you using disaggregated survey data to conduct additional analyses (e.g., exploring differences based on demographic sub-groups)? \*

The scalable reach and data from your Vector Solutions programs can be a springboard to more informed and effective engagement with your community. As you delve into the insights in this Impact Report, consider strategic ways to utilize these data to strengthen the prevention process at your institution.

Your partner in prevention,



Rob Buelow  
VP and General Manager, Education  
Vector Solutions

*\* Reach out to your Vector Solutions representative with questions about capabilities available to your institution.*

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# How To Use This Report

This report provides key insights from your *AlcoholEdu for College* data. We encourage you to explore the data in the report, think about how you can use it to inform prevention efforts across your institution, and share it with others on your campus.

To help you make the most of this report, we have included benchmarks to help you understand where you stand relative to peer institutions, provided recommendations throughout the report tied to a framework for prevention, and included a sharable snapshot of your data at the end of this report.

For deeper insights, the administrator site provides real-time access to your Vector Solutions data, in both graphical and raw data formats.

## Peer Institution Benchmarks

For select data points in this report, you will see comparisons to peer institution benchmarks. These peer institutions are similar to yours in size and public or private status. University of South Carolina is a public institution with 20,000 or more students, so your benchmarks reflect that particular group of schools.

## Campus Prevention Network Framework Tips

The Campus Prevention Network Framework for Prevention describes the elements of effective prevention efforts: Institutionalization, Critical Processes, Policy, and Programming. Throughout this report, you will find Tips and further research related to these prevention elements.

## About the Data in This Report

### Type of Data

This report includes data from several student surveys: pre-course surveys taken immediately before the course; post-course surveys taken immediately after the course is completed; and follow-up surveys taken after an inter-session period - typically 4-6 weeks - following course completion. Only data from students who responded to **all three** *AlcoholEdu for College* surveys are included in this report ( $n = 6,523$ ).

### Data Accuracy

Our analysis of the responses found the data to be accurate, valid, and reliable. There is great consistency in the data from student cohorts over the years at specific institutions and our survey data correlates with external sources of information on substance misuse at the national and institutional level for college students.

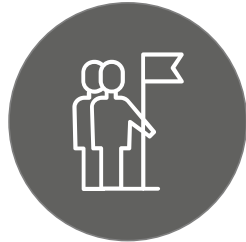
### Important Note About Your 2023-2024 Data

The data included in this report were collected between June 1, 2023 and February 26, 2024. While learners are encouraged to answer all questions honestly and are notified that their responses are stored confidentially, they are reminded that all survey questions are optional. This year's surveys emphasized the ability of learners to opt out of any or all survey questions. Thus, some schools may have experienced lower response rates than in previous years for the follow-up survey. Because *AlcoholEdu for College* data includes only the responses from students who completed all three surveys, a small respondent sample size for the follow-up survey is likely to impact some of the data displayed in this report.

# Executive Summary

## This school year,

6,523 University of South Carolina students completed all three *AlcoholEdu for College* course surveys from June 1, 2023 to February 26, 2024. This course, developed by prevention education and compliance experts, uses relatable scenarios and interactive elements to provide students with alcohol information, strategies for healthy behavior, and skills to support bystander intervention.



### Course Impact

AlcoholEdu is designed to equip your students with knowledge and skills to support healthier decisions related to alcohol.

When it comes to skills, 79% of your students agree that AlcoholEdu helped them establish a plan ahead of time to make responsible decisions about drinking, and 79% report that the education prepared them to help someone who may have alcohol poisoning.



### Behavioral Intentions & Norms

Intention is a key variable in predicting behavior change. Change is driven, in part, by an individual's perception of the social environment surrounding the behavior — the community norms.

Nationally, more students are choosing to regularly abstain from alcohol. At your school, 53% of students surveyed are abstainers and 25% are nondrinkers. Many perceive that their peers are drinking more than they are, and may feel alienated by that perception.

Among students at University of South Carolina who took AlcoholEdu, 77% agreed that the course changed their perceptions of others' drinking behavior. Also, a substantial number of your students after taking the course report that they intend to limit their drinking frequency (76%) or the number of drinks they consume (78%)



### Reasons for Drinking / Not Drinking

At University of South Carolina, the top reason students choose to drink is "To celebrate" (61% of drinkers). Among nondrinkers, 69% say they don't drink because "I am going to drive" -- 77% of drinkers cite the same reason when they choose not to drink.

Your *AlcoholEdu for College* Impact Report includes detailed information about when, where, and why your students drink — and why they don't. This data can be invaluable in guiding your prevention programming for maximum impact.

# AlcoholEdu for College

Impact Snapshot

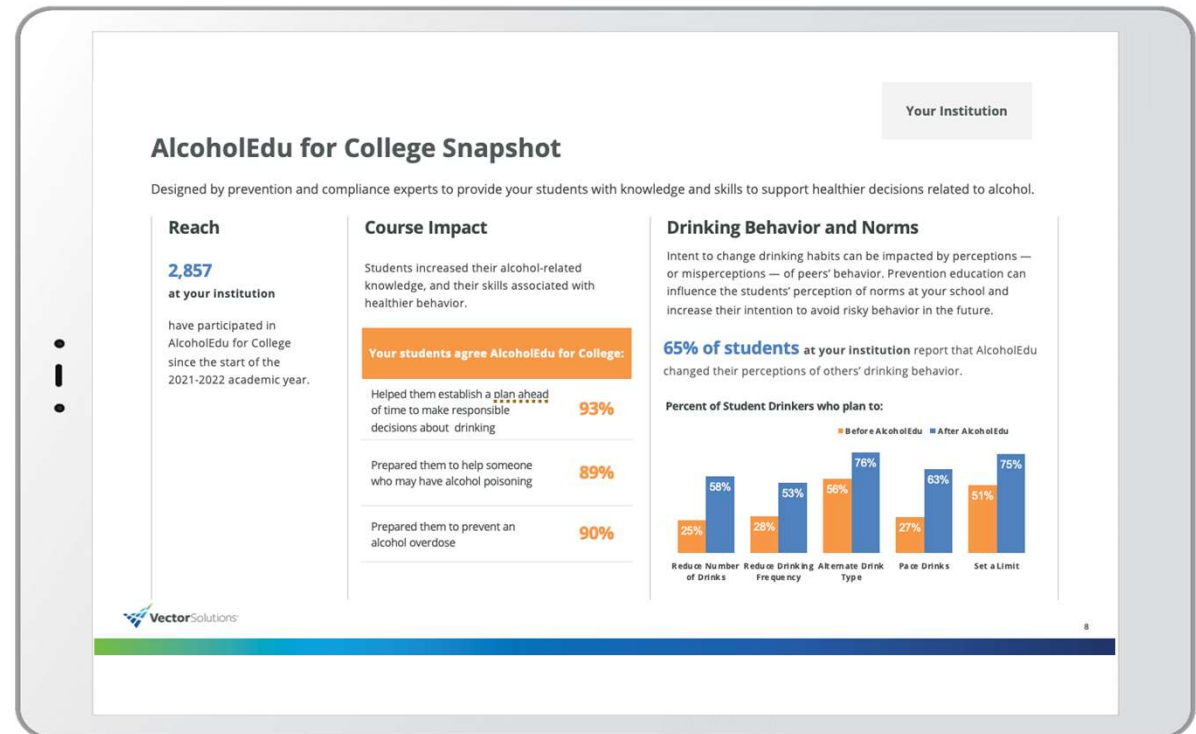


# Impact Snapshot

In order to make the content of this report easier to share with your colleagues and stakeholders, we have included a Snapshot section that highlights and visually displays the most salient data points from the full report.

This take-away can help your data get more traction and increase interest in the full report, as well as the *AlcoholEdu for College* program at large.

We recommend excerpting the Snapshot section from the full report and sharing with stakeholders, colleagues, and students who might be interested in the impact of the *AlcoholEdu for College* program but have less direct experience in substance abuse prevention work.



# AlcoholEdu for College Snapshot

Designed by prevention and compliance experts to provide your students with knowledge and skills to support healthier decisions related to alcohol.

## Reach

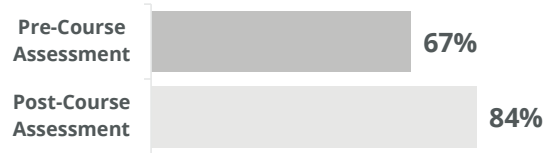
**6,523 students**  
at University of South  
Carolina

students completed  
all three *AlcoholEdu for  
College* course surveys  
from June  
1, 2023 to February 26,  
2024.

## Course Impact

Students increased their alcohol-related knowledge, and their skills associated with healthier behavior.

### Average Assessment Score:



### Your students agree that *AlcoholEdu*:

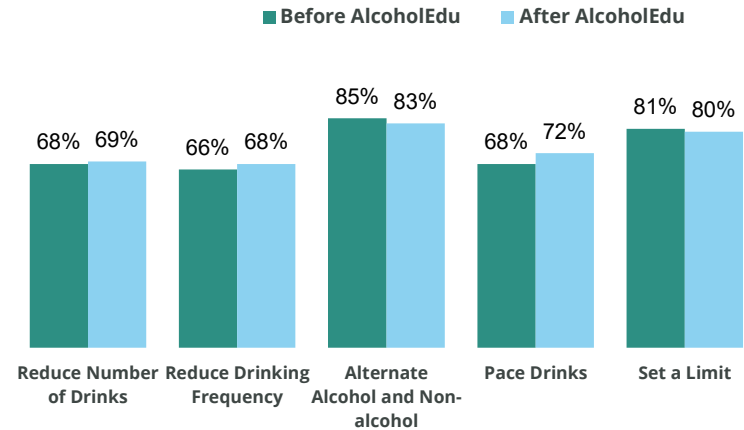
Helped them establish a plan ahead of time to make responsible decisions about drinking	<b>79%</b>
Prepared them to help someone who may have alcohol poisoning	<b>79%</b>
Gave them the confidence to help someone who may be experiencing an overdose	<b>77%</b>

## Drinking Behavior and Norms

Intent to change drinking behaviors can be impacted by perceptions — or misperceptions — of peers' behavior. Prevention education can influence the students' perception of norms at your school and increase their intention to avoid risky behavior in the future.

**77% of students** at University of South Carolina report that *AlcoholEdu for College* changed their perceptions of others' drinking behavior.

### Percent of Student Drinkers who plan to:



# AlcoholEdu for College Snapshot

AlcoholEdu for College provides you with a wealth of information on your students' drinking behaviors: When, Where, Why (and Why Not) they are drinking.

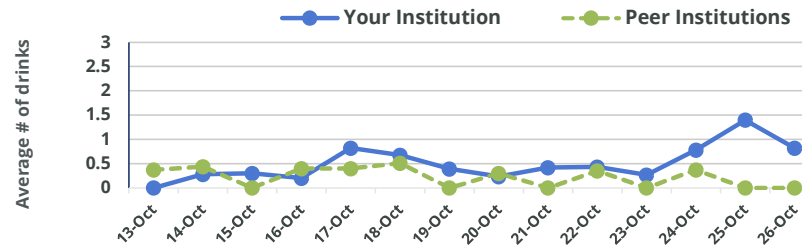
University of South Carolina can use this information to inform prevention program content, audience, and delivery.

## Top Reasons



## University of South Carolina

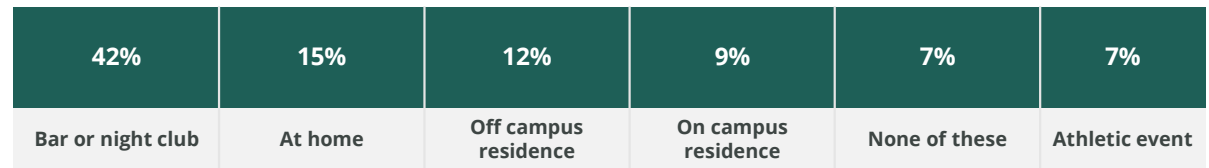
### When



The data shown here reflect the 14-day period in which your students reported their highest drinking rates (via the Follow-Up Survey) with benchmark data for that same time period.

These data can be used to reinforce or support other data you have collected to identify celebrations or events that encourage or discourage heavy drinking.

### Where



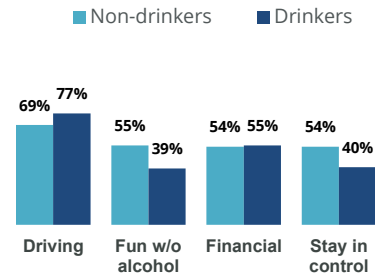
### Why

#### Students Choose To Drink (drinkers only)



### Why Not

#### Why Students Choose NOT To Drink (abstainers + non-drinkers vs. drinkers)



### Tip

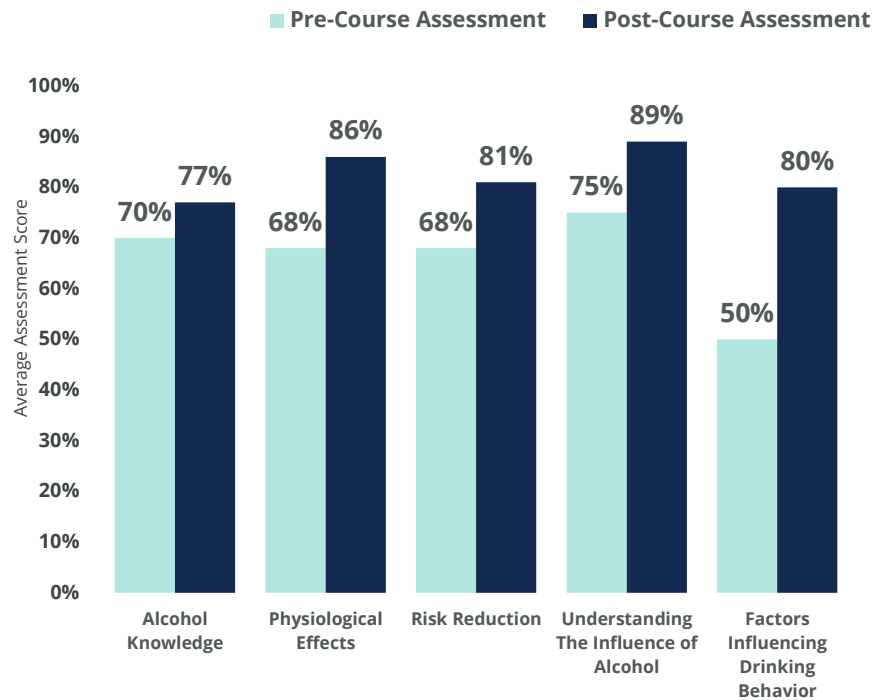
"It would be far easier to increase the salience of existing reasons that drinkers have for restricting their alcohol use than to win their endorsement of still additional reasons that are primarily endorsed by abstainers (Huang et al., 2011)." Which reasons are most endorsed by drinkers on your campus? By non-drinkers? Consider those when designing campaigns focused on behavioral decision making for each of these groups of students.

# AlcoholEdu and Your Students

Impact at University of South Carolina

# Course Impact

## Knowledge Gain



## Learner Impact

**Your students reported that *AlcoholEdu for College*:**  
*(From the Post-Course Survey)*

Gave them the confidence to help someone who may be experiencing an overdose	77%
Prepared them to help someone who may have alcohol poisoning	79%
Helped them establish a plan ahead of time to make responsible decisions about drinking	79%
Changed their perceptions of others' drinking behavior	77%

### Programming Tip

Where are your students knowledgeable and where is there room to learn more? AlcoholEdu is intended to provide foundational knowledge and skills that can be built upon. Knowledge data can inform which content areas should be built out or reinforced as part of your ongoing prevention efforts.

# Behavioral Intentions

## Impact For High-Risk Students

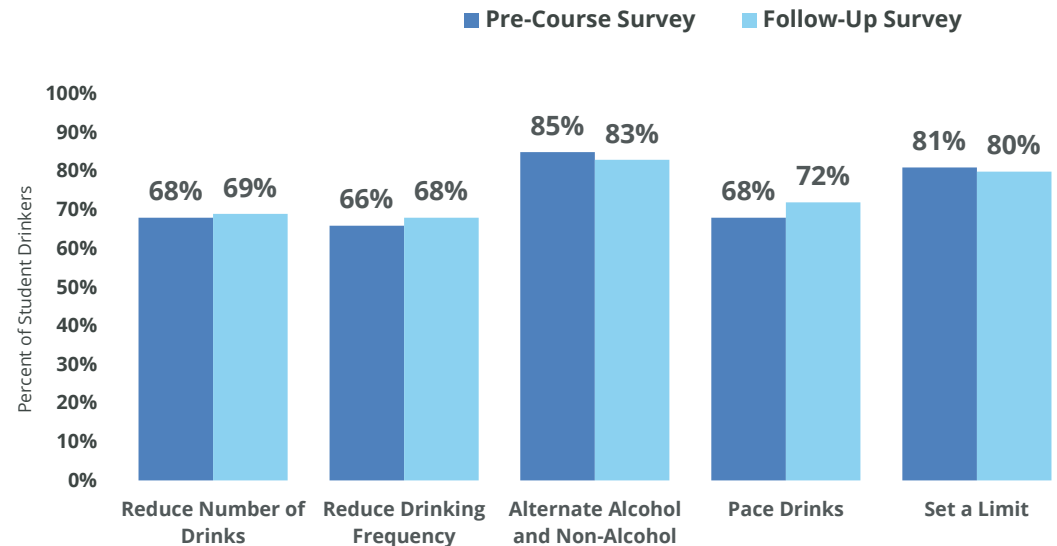
**437** high-risk drinkers completing *AlcoholEdu for College* saw "no need to change the way they drink" before taking the course. Following the course, **31%** of those students (**132 students**) reported a readiness to change their drinking behavior.

### Note:

*Readiness to change* represents the collective share of students who selected one of the following:

- *I am thinking about drinking alcohol in a healthier and safer way.*
- *I am ready to try drinking alcohol in a healthier and safer way.*
- *I am currently trying to drink alcohol in a healthier and safer way.*

## Intention to Mitigate High-Risk Drinking



**Note:** Percentages represent the share of students who intend to engage in these behaviors in the next 30 days.

### Institutionalization Tip

Intention has been shown to be the most important variable in predicting behavior change (Ajzen, 1991). Actual behavior change is driven, in part, by an individual's perception of the social environment surrounding the behavior. A campus environment that reinforces safe and healthy norms can help support individual intentions and, ultimately, changes in behavior. Where unhealthy behaviors are perceived as accepted and even encouraged, intentions may not be sufficient to support change. ***Did your students report an increase in healthy intentions, or a decrease? What environmental factors on your campus may have contributed to shifts in either direction?***

# Alcohol On Your Campus

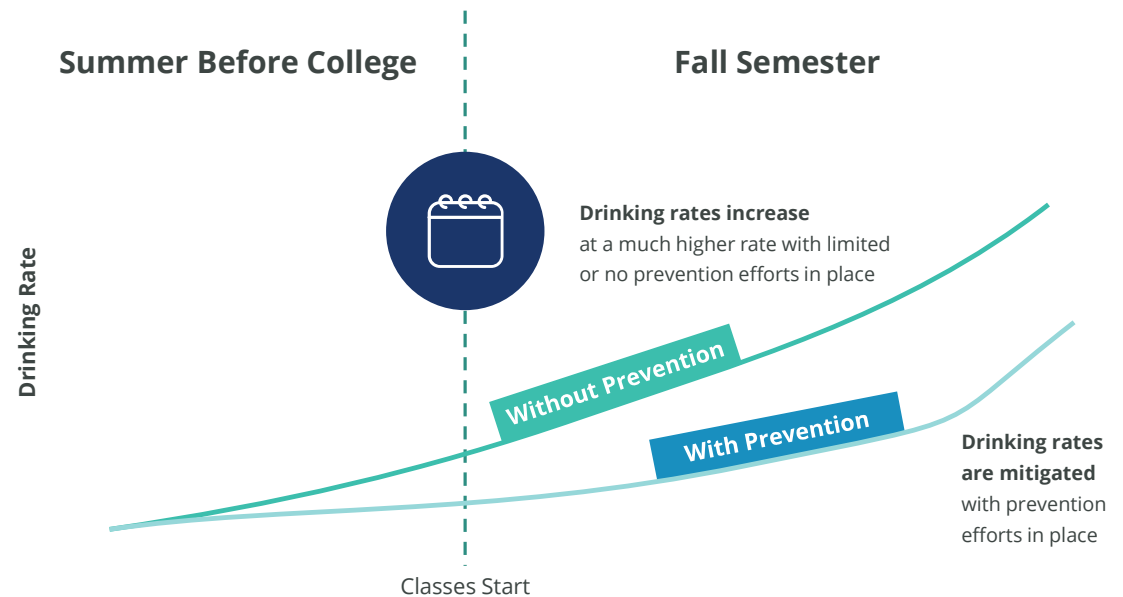
Data and insights from students at University of South Carolina

## College Effect

Nationally, student drinking rates follow a pattern: Alcohol use generally rises over the summer before students enter college, then increases substantially after their arrival on campus.

Institutions have a narrow window of opportunity for primary prevention. Through evidence-based education and prevention efforts, including *AlcoholEdu for College*, institutions can mitigate the impact of the College Effect.

To be most effective, these primary prevention efforts should address all students, not just those with a prior history of heavy or problematic drinking. Institutions should not overlook efforts to reinforce the behaviors of the healthy majority.



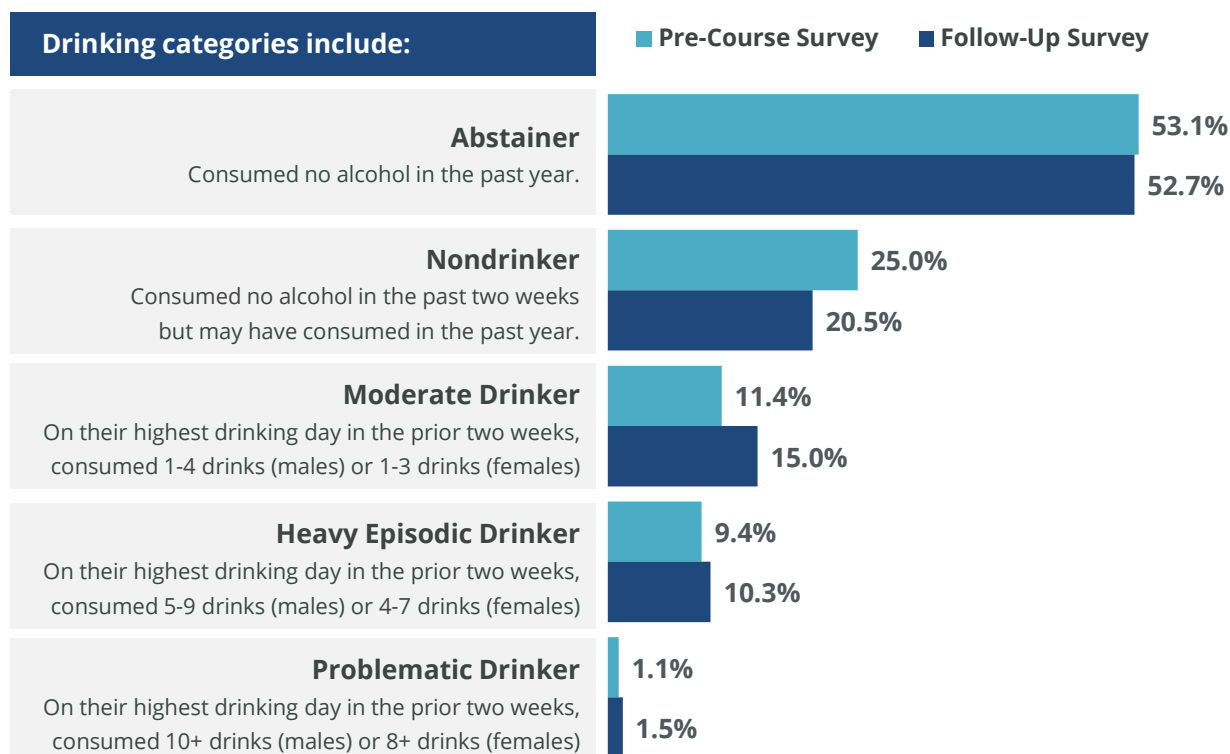
### Programming Tip

Consider shifts in behavior that you see between pre- and post-course surveys within the context of the College Effect. This phenomenon will exist to a lesser or greater degree on your campus, depending on specific environmental and cultural influences, but in many cases, primary prevention efforts can be used to lessen the impact of the College Effect.



# Examination of Drinking Rates

Considering the College Effect, here is how your students ( $n = 4,757$ ) reported their drinking rates on pre- and post-course surveys (separated by four-to-six weeks).



## Relative Change

Survey 1 to Survey 3

Category	Your Institution	Peer Institutions
Abstainer	-0.7%	-1.5%
Nondrinker	-18.0%	-4.5%
Moderate Drinker	31.9%	6.5%
Heavy Episodic Drinker	9.4%	28.5%
Problematic Drinker	30.2%	4.0%

### Programming Tip

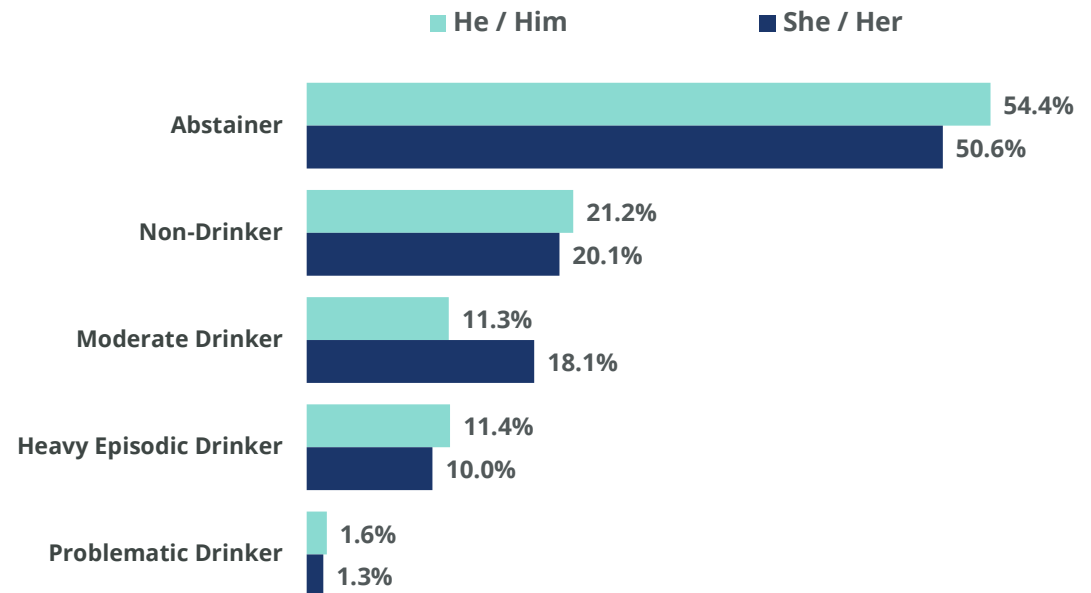
How did your students' drinking behavior change in the four-to-six weeks between these surveys? Keep in mind that even small percentage changes can reflect significant differences, especially for low-frequency behaviors like problematic drinking. Look at how you compare to similar institutions and think about how you can use this information to inform student programming. For example, a relative drop in the share of abstainers could indicate a need for programming to support incoming abstaining students.

# Student Drinking Rates, by Gender Identity

An individual's experience with alcohol varies based on a number of factors. While biological birth sex informs different physiological responses to alcohol, acknowledging the impact that identities have on behavior is an important ingredient in creating safer campuses. Here are your students' drinking rates at the Follow-Up Survey (n = 4,340), broken down by gender identity.

### Note

Drinking categories are typically based on physiological differences as determined by biological birth sex (e.g., a biological female who drinks 4 drinks is considered a heavy episodic drinker while a biological male who drinks 4 drinks is considered a moderate drinker). As the data here are disaggregated by gender identity, categorization is only based on number of reported drinks without consideration for physiological differences if a respondent's biological birth sex does not match their gender identity.



**Note:** Learners had alternate response options that are not presented on this slide (i.e., "They / Them" or "Other").

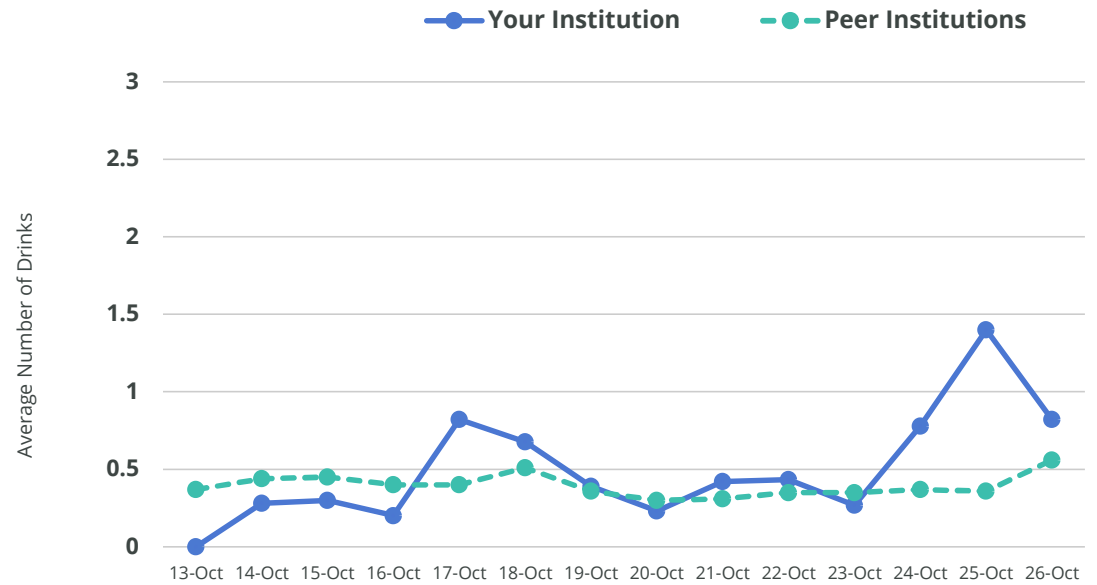
### Critical Processes Tip

Consider other demographic characteristics and identities that may influence an individual's drinking behavior, such as race, group membership, year in school, etc. This can inform how different subgroups of students – including those with multiple identities – experience the College Effect as well as shape their ability to effectively intervene in potentially harmful situations.

## When Students Choose To Drink

The chart on this page shows student drinking rates over a two-week period of time. It represents the average number of drinks consumed by your students (drinkers only), compared to the average drinks consumed at peer institutions during that same three-week period.

*Follow-Up Survey, drinkers only, n = 1,273*



**Note:** The data shown here reflect the 14-day period in which your students reported their highest drinking rates (via the Follow-Up Survey) with benchmark data for that same time period.

### Critical Processes Tip

The data shown here reflect the 14-day period where institutions tend to report the highest drinking rates. Can these data be used to reinforce or support other data you have collected to identify celebrations or events that encourage or discourage heavy drinking?

## Where Students Choose To Drink

The most common locations where your students reported consuming alcohol recently, among those who had a drink in the previous two weeks.

*Follow-Up Survey (Survey 3), drinkers only, n = 1,273*

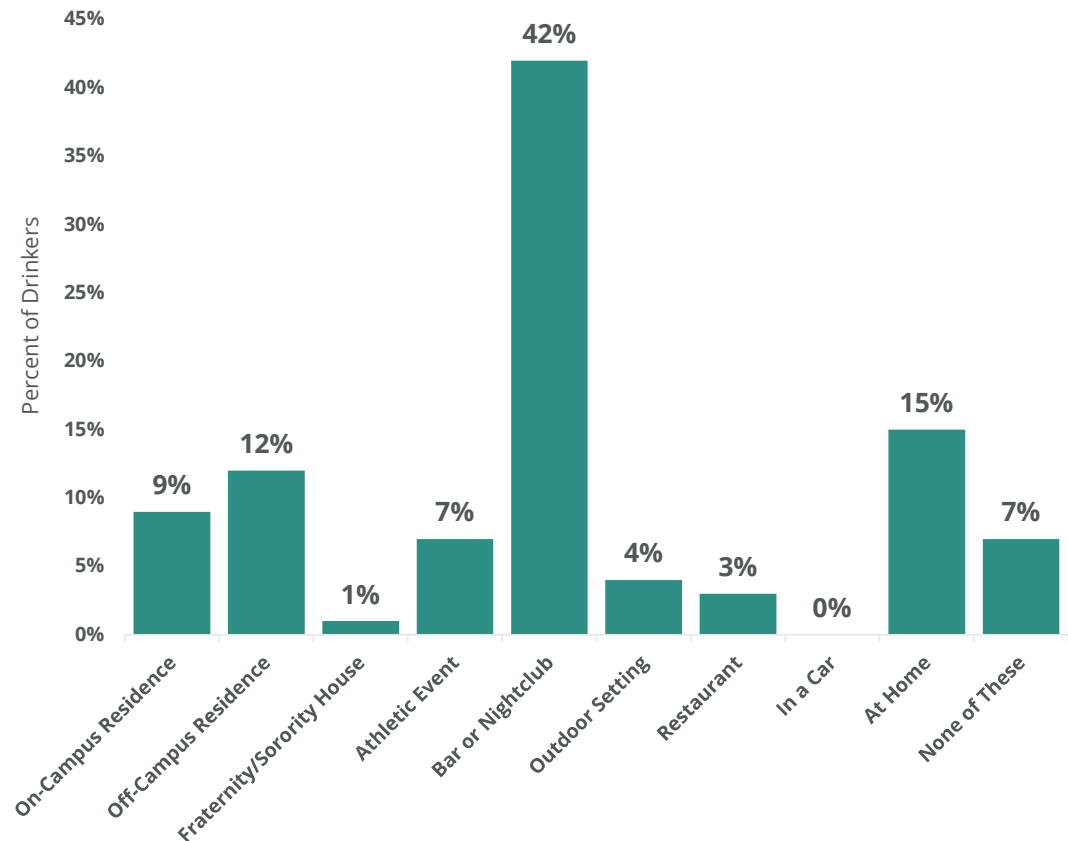
### Policy Tip

Certain drinking locations — including campus pubs, off-campus house parties — have been shown to be associated with significant negative outcomes (EVERFI, 2012). The same study also indicated that certain locations (on-campus dances and concerts) have a greater relationship with sexual assault than other locations.

A more recent study found students living off-campus (without parents) report significantly more frequent alcohol consumption, drinking larger quantities, more frequent heavy drinking, and a greater number of negative alcohol-related outcomes than students living on-campus (Benz et al., 2017).

How can this research and drinking location data from your school inform housing and on-campus policy at your institution?

## Where Students Choose To Drink



**Note:** Percentages represent the students who chose each option in response to the question, "In the past two weeks when you consumed alcohol, where did you spend most of your time drinking?"

# Why Students Choose To Drink

Drinkers indicated their most important reasons for choosing to drink alcohol.

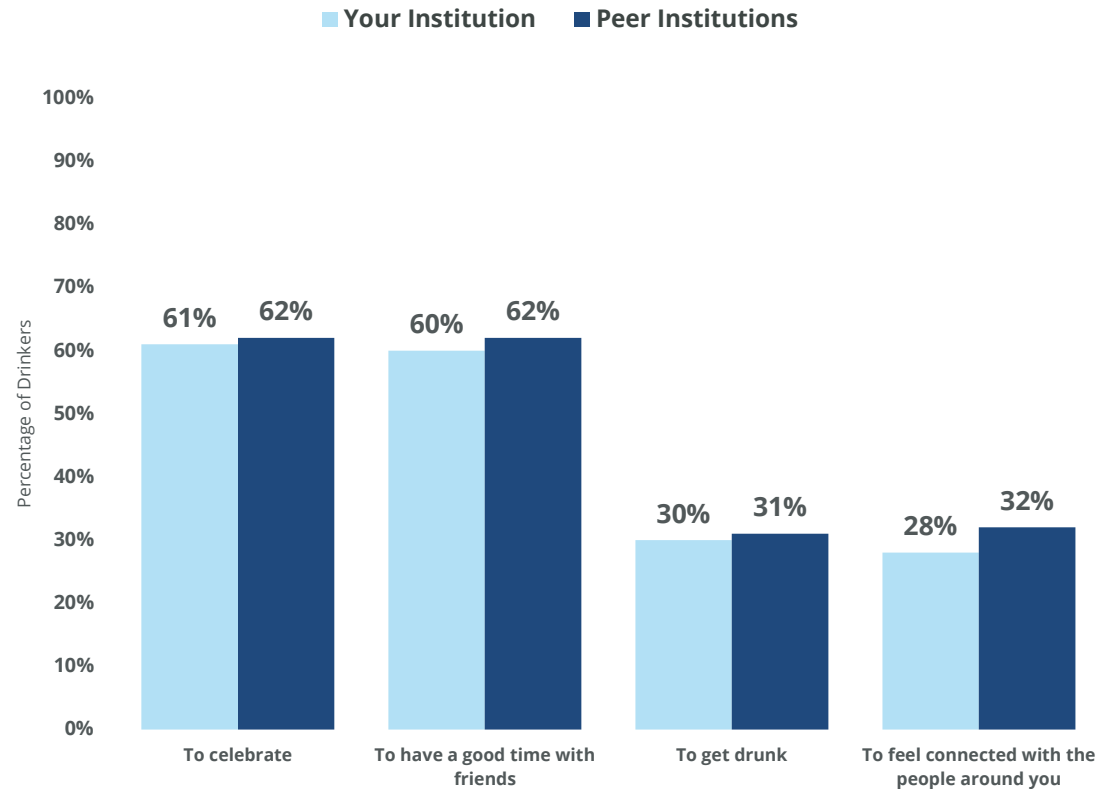
*Follow-Up Survey (Survey 3), drinkers only, n = 1,273*

## Programming Tip

Reasons for consuming alcohol vary greatly for institutions and across different groups of students. Consider the reasons why students are choosing to drink and investigate whether those challenges can be met with other strategies for these students.

With your data, you can also explore whether certain reasons for drinking are associated with higher-risk drinking behaviors and negative outcomes. These reasons could be candidates to target with social norm campaigns or other prevention efforts.

## Top Reasons Students Choose To Drink



**Note:** Percentages represent the students who chose "Important" or "Very Important" in the Follow-Up Survey (Part Two).

# Why Students Choose Not To Drink

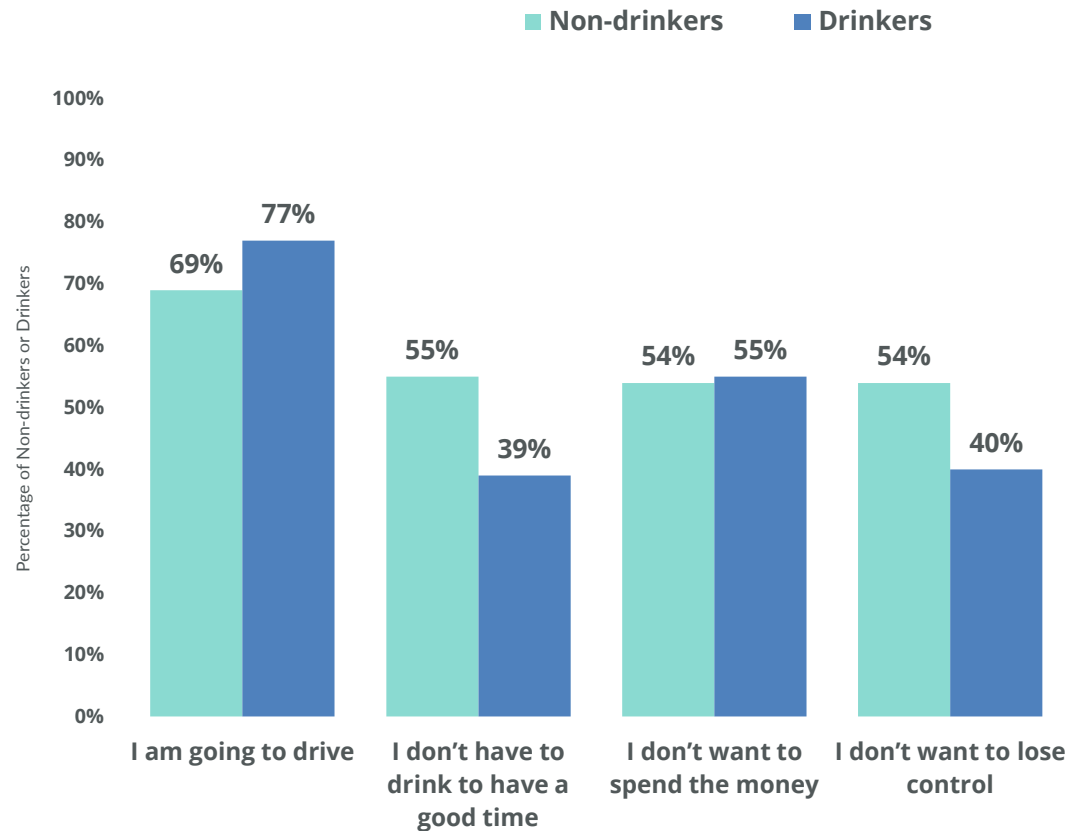
Both drinkers and nondrinkers indicated their most important reasons for choosing whether or not to drink alcohol.

*Follow-Up Survey (Survey 3), nondrinkers, n = 3,484 and drinkers, n = 1,273*

## Programming Tip

“It would be far easier to increase the salience of existing reasons that drinkers have for restricting their alcohol use than to win their endorsement of still additional reasons that are primarily endorsed by abstainers (Huang et al., 2011).” Which reasons are most endorsed by drinkers on your campus? By nondrinkers? Consider those when designing campaigns focused on behavioral decision making for each of these groups of students.

## Reasons Students Choose NOT To Drink, for Non-Drinkers and Drinkers



**Notes:** Percentages represent the students who chose “Important” or “Very Important” in the Follow-Up Survey (Part Two). Non-drinkers includes abstainers and non-drinkers.

# High-Risk Drinking Behaviors

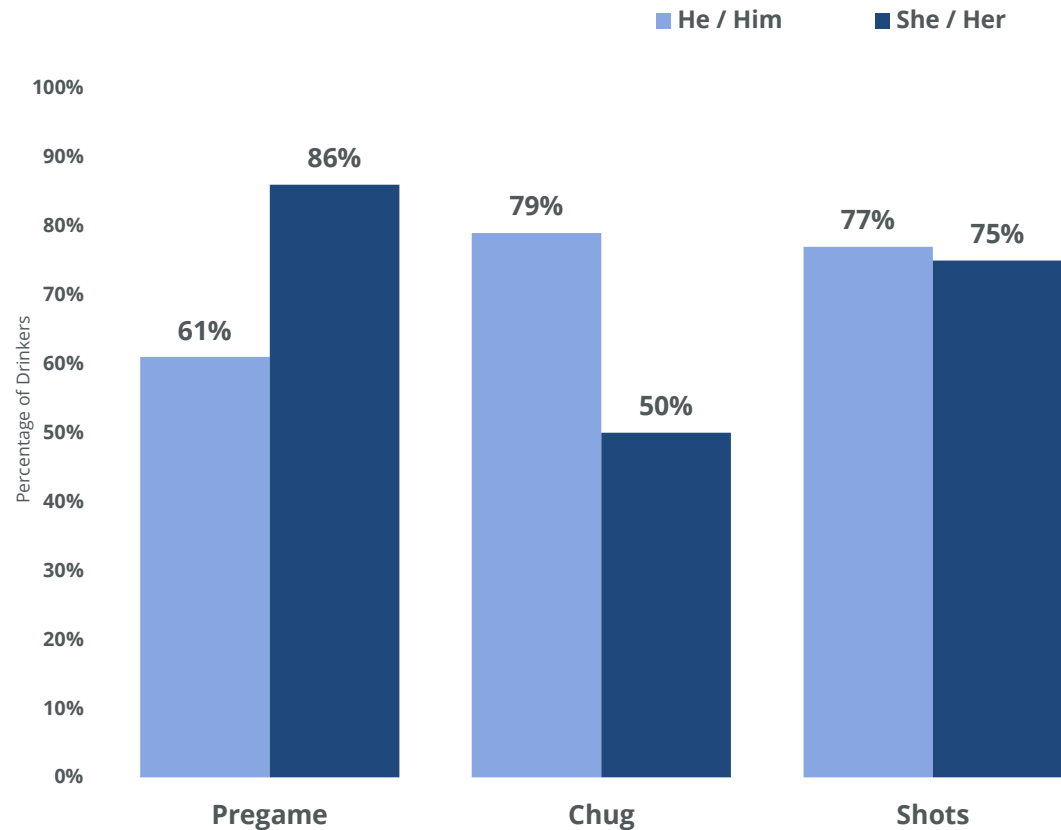
These are some of the most common risk-related drinking behaviors reported by your students who had a drink in the two weeks prior to taking the Follow-Up Survey.

*Follow-Up Survey, drinkers only, n = 1,273*

## Programming Tip

More than other high-risk behaviors, pregaming has been shown to have a predictive relationship with a variety of negative outcomes (EVERFI, 2012). As such, participation in pregaming can potentially be used to identify students who are more likely to be at risk for experiencing negative outcomes.

## High-Risk Behaviors, by Gender Identity



**Note:** Percentages represent the students who chose “Sometimes” or “Frequently” or “Always” in the Follow-Up Survey (Part Two).

# Impact of High-Risk Drinking

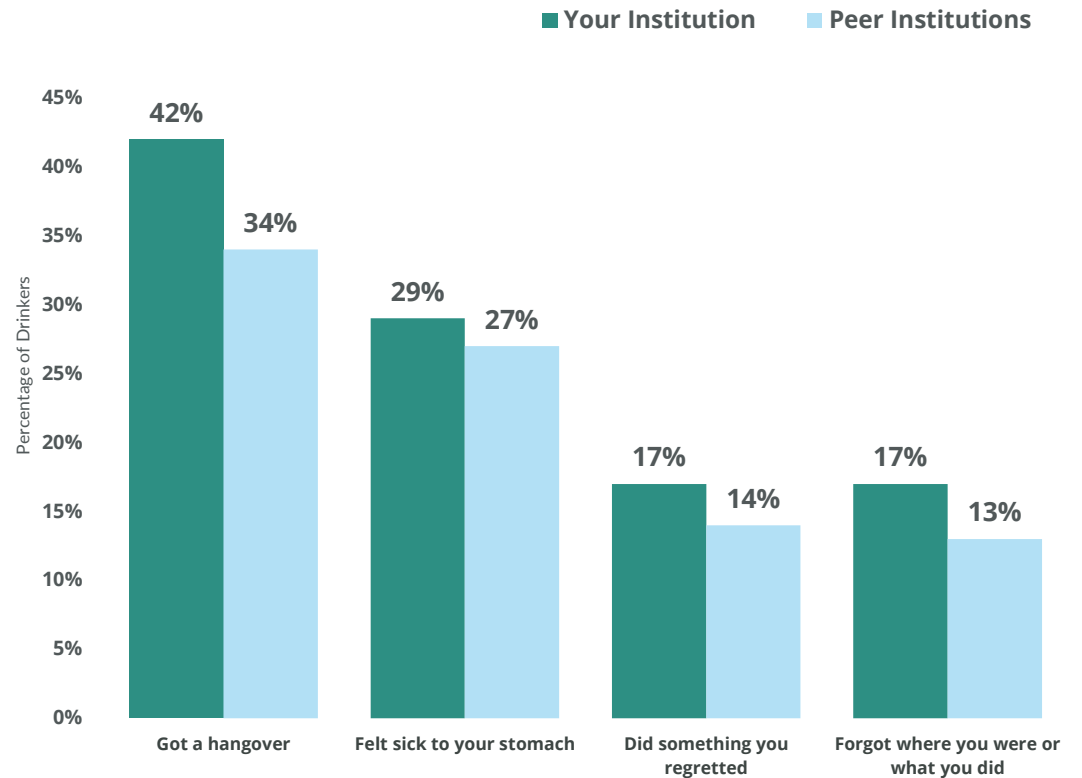
Students who reported drinking in the past two weeks experienced the following as a result of their drinking.

*Follow-Up Survey (Survey 3), drinkers only, n = 1,273*

## Programming Tip

The AlcoholEdu Facilitator Guide provides recommendations for campus programs that reinforce course content. It includes sample discussion topics and activities designed for use by trained facilitators, including ways to reduce the risk of experiencing negative outcomes.

## Top Negative Outcomes Experienced



**Note:** Percentages represent students who experienced each outcome one or more times, and the options shown represent the top four for your institution.



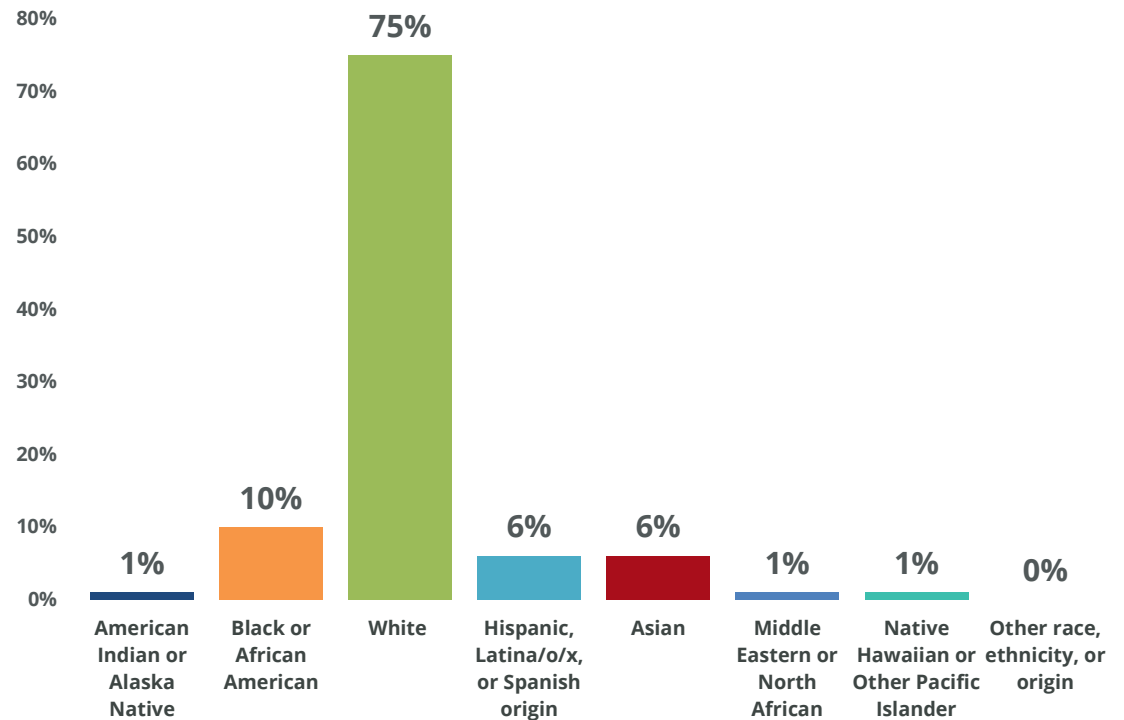
# AlcoholEdu for College

Appendix | Student Demographics

# Student Demographics

This and the following pages are a summary of the demographics of your students who participated in *AlcoholEdu for College* from June 1, 2023 to February 26, 2024. Demographic information is self-reported by students as part of the Pre-Course Survey. All questions are optional, and students may choose not to share demographic information.

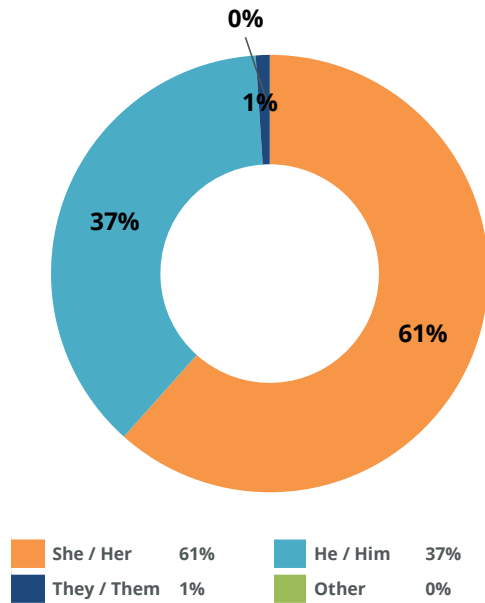
## Race and/or Ethnicity



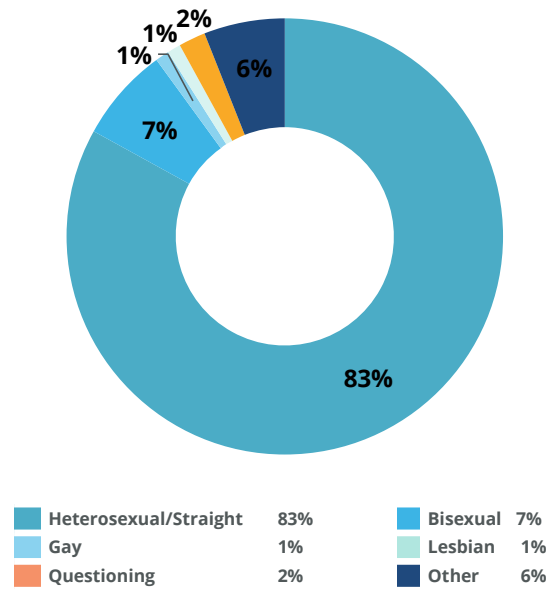
**Note:** Respondents could choose more than one option, so total may exceed 100%.

## Student Demographics (*continued*)

### Gender Identity



### Sexual Orientation



**Note:** Both of these questions allow respondents to select more than one item, so either total may exceed 100%.

**Do you identify as trans (e.g., transgender, transsexual, a person with transitioning sex or gender history, etc.)?**

Yes	1%	No	98%	Not sure	1%	Prefer not to answer	1%
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### Critical Processes Tip

Do these data reflect the overall demographic makeup of your students assigned to take AlcoholEdu? Demographic data can be used to identify minoritized populations and consider additional data sources needed to identify the impact of substance misuse for these populations.

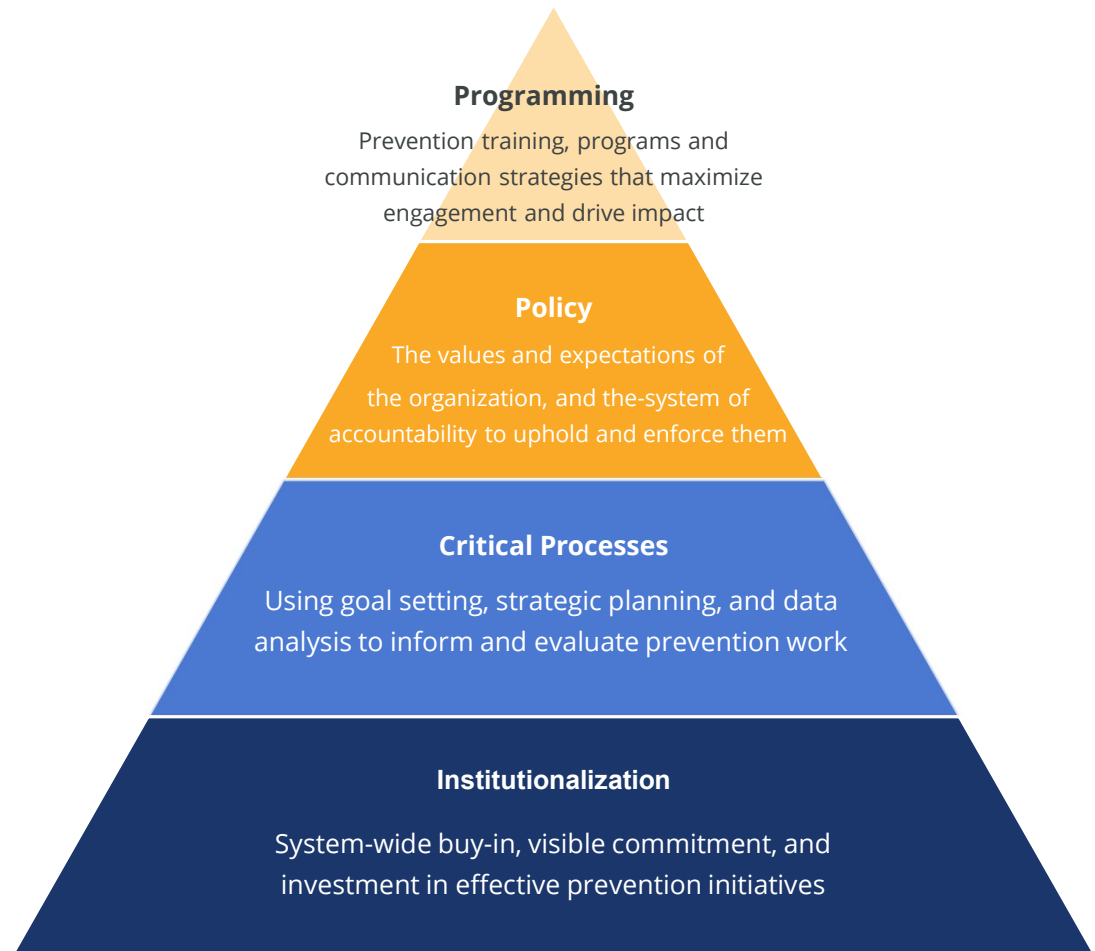
Additional demographics available to explore include: sexual orientation, age, current residence type, membership in student clubs or activities.

# AlcoholEdu for College

Supplemental Information

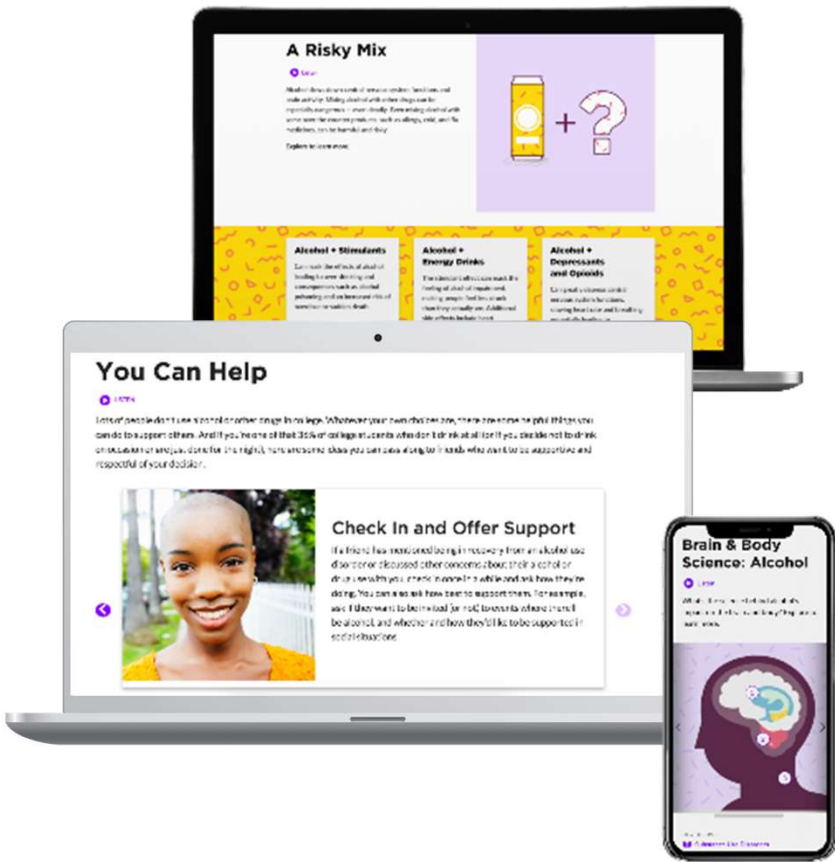
# The Prevention Framework

The Prevention Framework, developed by Vector Solutions' Campus Prevention Network, defines the elements of a comprehensive approach to prevention, and the ways in which those elements build to an effective prevention program.



# About AlcoholEdu for College

The Benefits of Working with Vector Solutions	AlcoholEdu for College
<p><b>Proven Efficacy</b></p> <p>Nine independent studies have been published demonstrating the efficacy of Vector's online programs in improving knowledge, attitudes, and behaviors.</p>	<p><b>Developed in Collaboration</b></p> <p>with leading prevention experts and researchers.</p>
<p><b>True Expertise</b></p> <p>Our team includes public health professionals, administrators from student affairs, campus prevention offices, legal experts, and more. Extend your team by partnering with ours.</p>	<p><b>Interactive Content</b></p> <p>guided by recommendations from the National Institute of Alcohol Abuse and Alcoholism (NIAAA).</p>
<p><b>Beyond Compliance</b></p> <p>Our online programs are built by prevention and compliance experts to meet and exceed requirements from Title IX, Clery Act, and EDGAR part 86.</p>	<p><b>Informed by Emerging Research</b></p> <p>on evidence-based practice (e.g., social norms approach, bystander intervention) and college student behavior</p>
<p><b>Data Driven</b></p> <p>Our data and analytics provide real-time access to attitudinal and behavioral data from your unique populations, and national benchmarks to assess needs and strengths.</p>	<p><b>Cited as a Top-tier Strategy by NIAAA</b></p> <p>in their College Alcohol Intervention Matrix (AIM).</p> <p><b>Most Widely Used</b></p> <p>universal online AOD prevention program since its development in 2000, with over 11M users to date.</p>



# AlcoholEdu for College Course Map

Part 1	<b>1. Getting Started</b> <ul style="list-style-type: none"> <li>• Introductory Video</li> <li>• Custom Welcome Letter</li> <li>• Custom Welcome Video</li> </ul>	<b>2. Standard Drink</b> <ul style="list-style-type: none"> <li>• Student Alcohol Knowledge Interviews</li> <li>• <b>Pre-Assessment</b></li> <li>• Standard Drink Definition</li> <li>• Identifying Standard and Non-Standard Drinks</li> <li>• Pouring Standard Drinks</li> </ul>	<b>Pre-Course Survey</b>	<b>3. Where Do You Stand?</b> <ul style="list-style-type: none"> <li>• Risk Factors &amp; Choices</li> <li>• You Are Not Alone/Benefits of Not Drinking/Calories &amp; Cash/Support for Your Choice</li> <li>• Your Drinking Profile/ Your Peak BAC/Reducing Your BAC/Drinking Consequences/Calories &amp; Cash/Your Drinking Habits</li> </ul>
	<b>4. Goal Setting</b> <ul style="list-style-type: none"> <li>• What's Important to You?</li> <li>• What Do You Want to Focus on this Year</li> <li>• My Choices</li> </ul>	<b>5. Drinking &amp; Motivation</b> <ul style="list-style-type: none"> <li>• What Do You Think?</li> <li>• Factors That Can Influence Decisions</li> <li>• Why/Why Not Drink? Poll</li> <li>• Expectancy Theory &amp; Advertising</li> <li>• Ads Appealing to Men/Women</li> <li>• Alcohol &amp; Advertising Poll</li> <li>• Write a Tagline</li> </ul>		<b>6. Brain &amp; Body</b> <ul style="list-style-type: none"> <li>• BAC Basics</li> <li>• What Factors Affect BAC</li> <li>• Risk/Protective Factors</li> <li>• BAC Calculator</li> <li>• Marijuana &amp; Drugs</li> <li>• Sexual Assault &amp; Understanding Consent</li> <li>• Brain &amp; Body Science</li> <li>• Biphasic Effect</li> <li>• A BAC Story</li> </ul>
	<b>8. Laws &amp; Policies</b> <ul style="list-style-type: none"> <li>• Alcohol Related Laws</li> <li>• Campus Policies</li> <li>• Drinking &amp; Driving</li> </ul>	<b>9. Helping Friends</b> <ul style="list-style-type: none"> <li>• Taking Care of Yourself &amp; Others</li> <li>• Alcohol Poisoning</li> <li>• Helping Your Friends Poll</li> <li>• Drinking &amp; Driving</li> <li>• Getting Help</li> </ul>	<b>Post-Course Survey and Post-Assessment</b>	<b>INTERSESSION</b>
Part 2	<b>Follow-Up Survey</b>			

# Report References & Resource Links

## Slide



### Behavioral Intentions

Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50, 179-211.

### Where Students Drink

EVERFI analysis of data from *AlcoholEdu for College* national database, 2012.

Benz, M. B., DiBello, A. M., Balestrieri, S. G., Miller, M. B., Merrill, J. E., Lowery, A. D., ... & Carey, K. B. (2017). Off-campus residence as a risk factor for heavy drinking among college students. *Substance use & misuse*, 52(9), 1236-1241.

### Why Students Choose Not to Drink

Huang, J-H, DeJong W, Schneider SK, & Towvim, LG. (2011). Endorsed reasons for not drinking alcohol: A comparison of college student drinkers and abstainers. *Journal of Behavioral Medicine*, 34, 64-73.

### High-Risk Drinking Behaviors

EVERFI analysis of data from *AlcoholEdu for College* national survey database, 2012.

### The Role of Alcohol in Sexual Assault

Parkhill, M.R., & Abbey, A. (2008). Does alcohol contribute to the confluence model of sexual assault perpetration? *Journal of Social and Clinical Psychology*, 27:6, 529-554.

## Links



### The Campus Prevention Network Resource Hub

*Please note: these resources are currently being housed on the Vector Solutions website. All materials are relevant to current Campus Prevention Network courses until completion of the upgrade to the Vector Solutions platform.*

<https://www.vectorsolutions.com/networks/campus-prevention-network/>

### *AlcoholEdu for College* Facilitator Guide

<https://info.vectorsolutions.com/cpn-facilitators-guides>

### Join the Campus Prevention Network

<https://www.vectorsolutions.com/networks/campus-prevention-network/>







**University of South  
Carolina**

# **AlcoholEdu for College**

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**Impact Report** | 2022–2023 Academic Year

## Dear University of South Carolina Partner,

I am pleased to provide your 2022-2023 Impact Report for *AlcoholEdu for College*. This year's report includes key insights from your Vector Solutions program, demonstrating the impact of your investment in the health, safety, and well-being of your students and employees.

Prevention efforts have always been central to the mission of higher education. However, emerging insights elevate and reposition this important work in the evolving context of our industry and the communities we serve.

- In a recent Vector Solutions survey of current college students, safety, well-being, and inclusion were as important as reputation, academic rigor, and affordability in their decision of which college to attend. Similarly, student well-being initiatives were more strongly correlated with college satisfaction than any other factor, including cost, rigor, and academic opportunity.
- Data from Vector Solutions' campus climate survey showed that students who participated in prevention programs were 50% more likely to feel valued in the classroom, happy to be at their school, and a greater sense of belonging versus students who did not participate in these programs.
- Institutions that are maximizing their use of digital prevention programs have, on average, a 10% higher first-year retention rate compared to institutions that are not achieving similar standards.\* Over one-third of graduating high school seniors said they're more likely to attend these leading prevention institutions.

- Prevention programming is also fostering the development of critical skills for supporting students in their lives after college. Two-thirds of students who participated in Vector Solutions' prevention programs said that the course made them feel better prepared and qualified for future jobs. Over 70% felt they had better understanding and awareness of the wider world.

As you delve into the insights in this year's Impact Report, I encourage you to consider the many ways our work together drives outcomes that not only enhance the well-being of your community but also the performance of your institution. These strategic connections demonstrate that prevention is both mission- and business-critical for the future of higher education.

And working together, that future is abundantly bright.



Rob Buelow  
Head of Product, Education  
Vector Solutions

\* *These data are based on the 2022 recipients of the Campus Prevention Network Seal of Prevention.*

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# How To Use This Report

This report provides key insights from your AlcoholEdu for College data. We encourage you to explore the data in the report, think about how you can use it to inform prevention efforts across your institution, and share it with others on your campus.

To help you make the most of this report, we have included benchmarks to help you understand where you stand relative to peer institutions, provided recommendations throughout the report tied to a framework for prevention, and included a sharable snapshot of your data at the end of this report.

For deeper insights, the administrator site provides real-time access to your Vector Solutions data, in both graphical and raw data formats.

## Peer Institution Benchmarks

Throughout this report, select data from your institution is benchmarked against aggregate data from peer institutions. These peer institutions are similar to yours in size, and public or private status. University of South Carolina is a large public institution, so your benchmarks reflect other public schools with 20,000 or more students.

## Campus Prevention Network Framework Tips

The Campus Prevention Network Framework for Prevention describes the elements of effective prevention efforts: Institutionalization, Critical Processes, Policy, and Programming. Throughout this report, you will find Tips and further research related to these prevention elements.

## About the Data in This Report

### Type of Data

This report includes data from several student surveys: pre-course surveys taken immediately before the course; post-course surveys taken immediately after the course is completed; and follow-up surveys taken after an intersession period - typically four-to-six weeks - following course completion. Only data from students who responded to **all** three AlcoholEdu surveys are included in this report. (n = 7,002).

### Data Accuracy

Our analysis of the responses found the data to be accurate, valid, and reliable. There is great consistency in the data from student cohorts over the years at specific institutions and our survey data correlates with external sources of information on substance misuse at the national and institutional level for college students.

### Important Note About Your 2022-2023 Data

The data included in this report were collected on the Foundry platform between June 1, 2022 and January 26, 2023. While learners are encouraged to answer all questions honestly and are notified that their responses are stored confidentially, they are reminded that all survey questions are optional. This year's surveys emphasized the ability of learners to opt out of any or all survey questions. Thus, some schools may have experienced lower response rates than in previous years for the follow-up survey. Because AlcoholEdu data includes only the responses from students who completed all three surveys, a small respondent sample size for the follow-up survey is likely to impact some of the data displayed in this report.

# Executive Summary

## This school year,

7,002 University of South Carolina students have completed all three AlcoholEdu for College course surveys since the start of the 2022-2023 academic year. This course, developed by prevention education and compliance experts, uses relatable scenarios and interactive elements to provide students with alcohol information, strategies for healthy behavior, and skills to support bystander intervention.



### Course Impact

AlcoholEdu is designed to equip your students with knowledge and skills to support healthier decisions related to alcohol.

When it comes to skills, 99% of your students agree that AlcoholEdu helped them establish a plan ahead of time to make responsible decisions about drinking, and 99% report that the education prepared them to help someone who may have alcohol poisoning.



### Behavioral Intentions & Norms

Intention is a key variable in predicting behavior change. Change is driven, in part, by an individual's perception of the social environment surrounding behavior — the community norms.

Nationally, more students are choosing to regularly abstain from alcohol. At your school, 41% of students surveyed are abstainers and 30% are nondrinkers. Many perceive that their peers are drinking more than they are, and may feel alienated by that perception.

Among students at University of South Carolina who took AlcoholEdu, 89% agreed that the course changed their perceptions of others' drinking behavior. And a substantial number of your students after taking the course report that they intend to limit their drinking frequency (72%) or the number of drinks they consume (71%).



### Drinking Motivation

At University of South Carolina, the top reason students choose to drink is "To have a good time with friends" (86% of drinkers). Among nondrinkers, 91% say they don't drink because "Drinking is against my personal values" -- 6% of drinkers cite the same reason when they choose not to drink.

Your AlcoholEdu for College Impact Report includes detailed information about when, where, and why your students drink — and why they don't. This data can be invaluable in guiding your prevention programming for maximum impact.



# AlcoholEdu for College

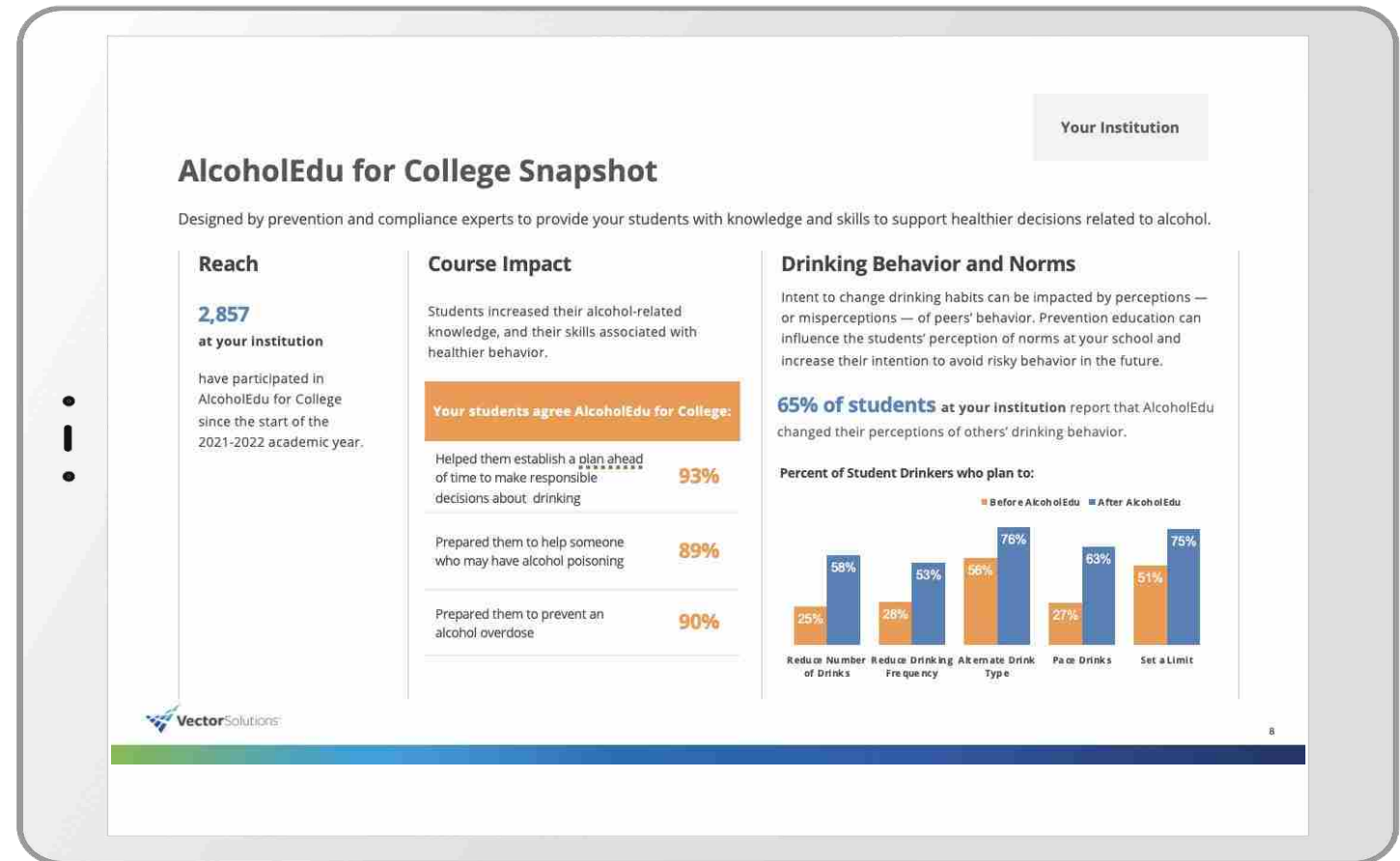
Impact Snapshot

# Impact Snapshot

In order to make the content of this report easier to share with your colleagues and stakeholders, we have included a Snapshot section that highlights and visually displays the most salient data points from the full report.

This take-away can help your data get more traction and increase interest in the full report, as well as the AlcoholEdu for College program at large.

We recommend excerpting the Snapshot section from the full report and sharing with stakeholders, colleagues, and students who might be interested in the impact of the AlcoholEdu for College program but have less direct experience in substance abuse prevention work.





# AlcoholEdu for College Snapshot

Designed by prevention and compliance experts to provide your students with knowledge and skills to support healthier decisions related to alcohol.

## Reach

**7,002 students**  
at University of South  
Carolina

students have completed all three AlcoholEdu for College course surveys since the start of the 2022-2023 academic year.

## Course Impact

Students increased their alcohol-related knowledge, and their skills associated with healthier behavior.

**Your students agree AlcoholEdu for College:**

Helped them establish a plan ahead of time to make responsible decisions about drinking **99%**

Prepared them to help someone who may have alcohol poisoning **99%**

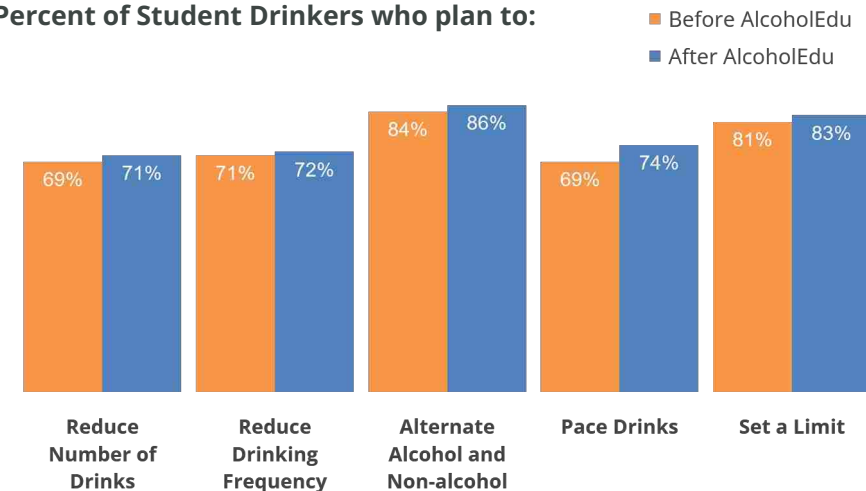
Prepared them to prevent an alcohol overdose **98%**

## Drinking Behavior and Norms

Intent to change drinking habits can be impacted by perceptions — or misperceptions — of peers' behavior. Prevention education can influence the students' perception of norms at your school and increase their intention to avoid risky behavior in the future.

**89% of students** at University of South Carolina report that AlcoholEdu changed their perceptions of others' drinking behavior.

**Percent of Student Drinkers who plan to:**



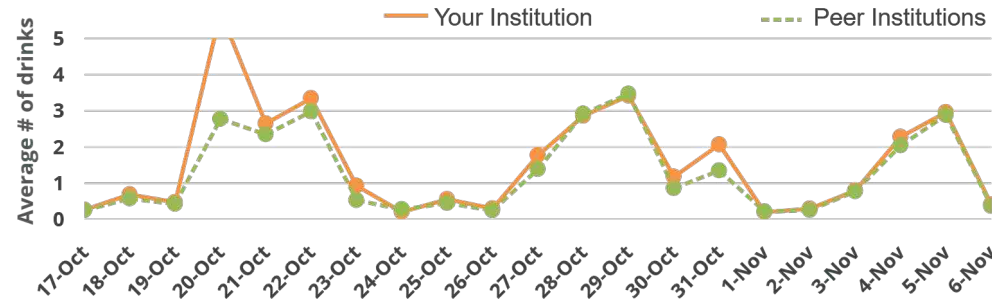
# AlcoholEdu for College Snapshot

AlcoholEdu for College provides you with a wealth of information on your students' drinking habits: When, Where, Why (and Why Not) they are drinking.

University of South Carolina can use this information to inform prevention program content, audience, and delivery.

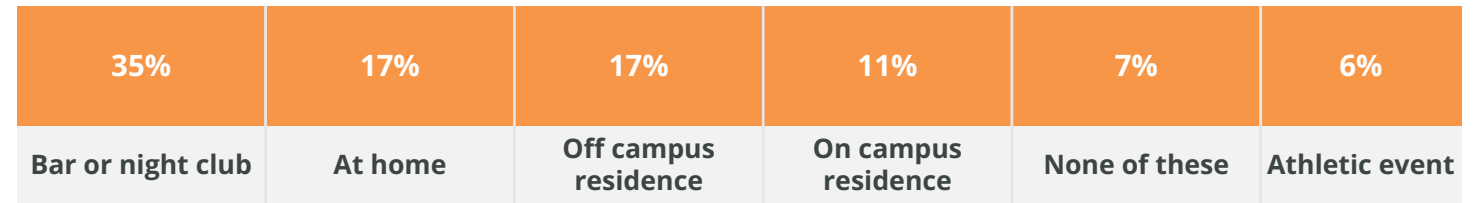
**Top Reasons**

## When



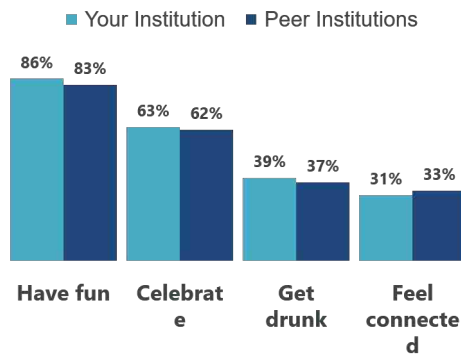
**Tip**  
The data shown here reflect the 21-day period where institutions tend to report the highest drinking rates. Can these data be used to reinforce or support other data you have collected to identify celebrations or events that encourage or discourage heavy drinking?

## Where



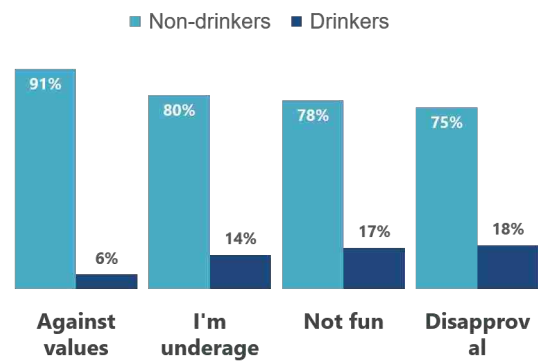
## Why

Students Choose To Drink (drinkers only)



## Why Not

Why Students Choose NOT To Drink (abstainers and drinkers)



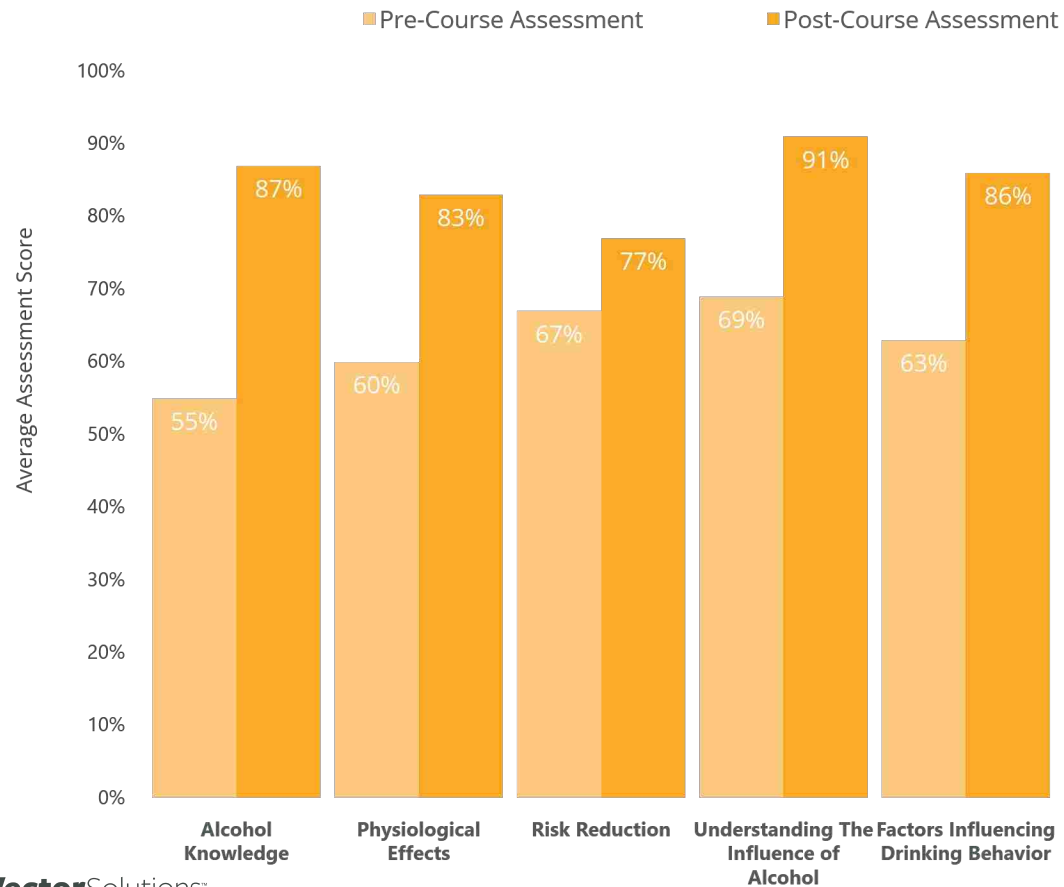
**Tip**  
"It would be far easier to increase the salience of existing reasons that drinkers have for restricting their alcohol use than to win their endorsement of still additional reasons that are primarily endorsed by abstainers (Huang et al., 2011)." Which reasons are most endorsed by drinkers on your campus? By non-drinkers? Consider those when designing campaigns focused on behavioral decision making for each of these groups of students.

# AlcoholEdu and Your Students

Impact at University of South Carolina

# Course Impact

## Knowledge Gain



## Learner Impact

Your students reported that AlcoholEdu for College:  
*(From post-course survey)*

Prepared them to prevent an alcohol overdose	98%
Prepared them to help someone who may have alcohol poisoning	99%
Helped them establish a plan ahead of time to make responsible decisions about drinking	99%
Changed their perceptions of others' drinking behavior	89%

### Programming Tip

Where are your students knowledgeable and where is there room to learn more? AlcoholEdu is intended to provide foundational knowledge and skills that can be built upon. Knowledge data can inform which content areas should be built out or reinforced as part of your ongoing prevention efforts.

# Behavioral Intentions

## Impact For High-Risk Students

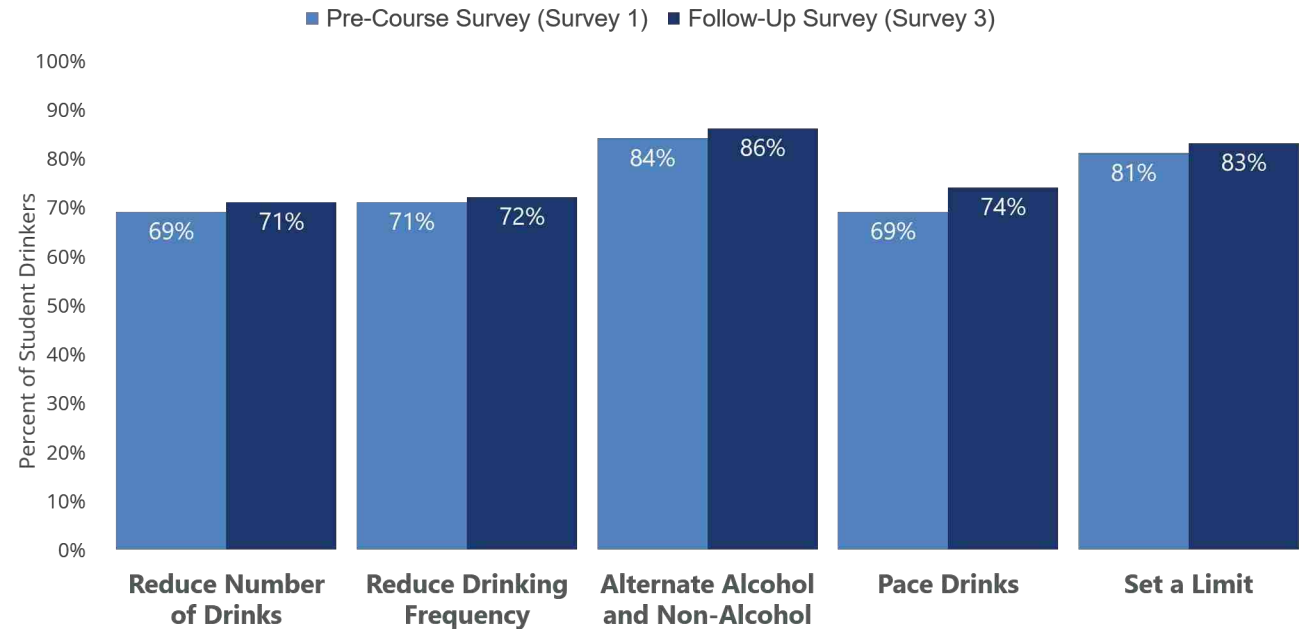
562 high-risk drinkers completing AlcoholEdu for College saw "no need to change the way they drink" before taking the course. Following the course, 77% of those students (433 students) reported a readiness to change their drinking behavior.

### Note:

Readiness to change represents the collective share of students who selected one of the following:

- *I am thinking about drinking alcohol in a healthier and safer way.*
- *I am ready to try drinking alcohol in a healthier and safer way.*
- *I am currently trying to drink alcohol in a healthier and safer way.*

## Intention to Mitigate High-Risk Drinking



Percentages represent the share of students who intend to engage in these behaviors in the next 30 days.

### Institutionalization Tip

Intention has been shown to be the most important variable in predicting behavior change (Ajzen, 1991). Actual behavior change is driven, in part, by an individual's perception of the social environment surrounding the behavior. A campus environment that reinforces safe and healthy norms can help support individual intentions and, ultimately, changes in behavior. Where unhealthy behaviors are perceived as accepted and even encouraged, intentions may not be sufficient to support change. ***Did your students report an increase in healthy intentions, or a decrease? What environmental factors on your campus may have contributed to shifts in either direction?***

# Alcohol On Your Campus

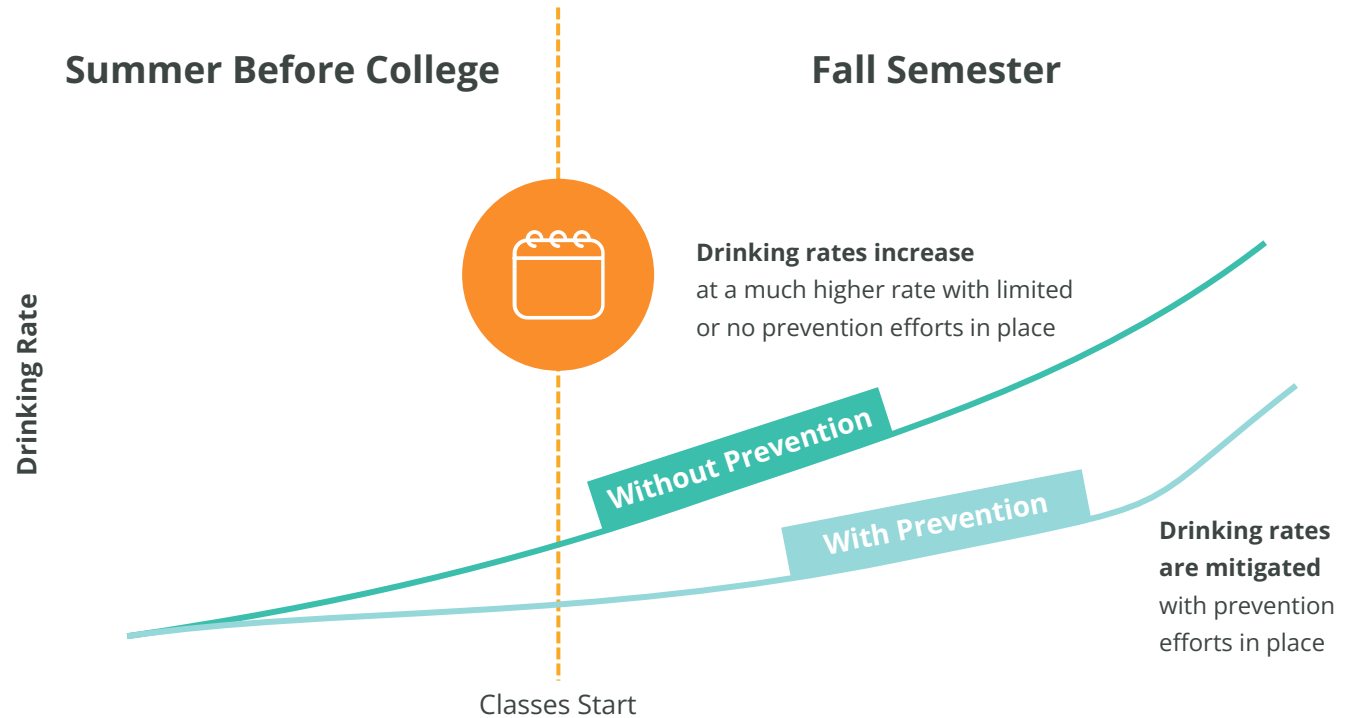
Data and insights from students at University of South Carolina

# College Effect

Nationally, student drinking rates follow a pattern: Alcohol use generally rises over the summer before students enter college, then increases substantially after their arrival on campus.

Institutions have a narrow window of opportunity for primary prevention. Through evidence-based education and prevention efforts, including AlcoholEdu for College, institutions can mitigate the impact of the College Effect.

To be most effective, these primary prevention efforts should address all students, not just those with a prior history of heavy or problematic drinking. Institutions should not overlook efforts to reinforce the behaviors of the healthy majority.

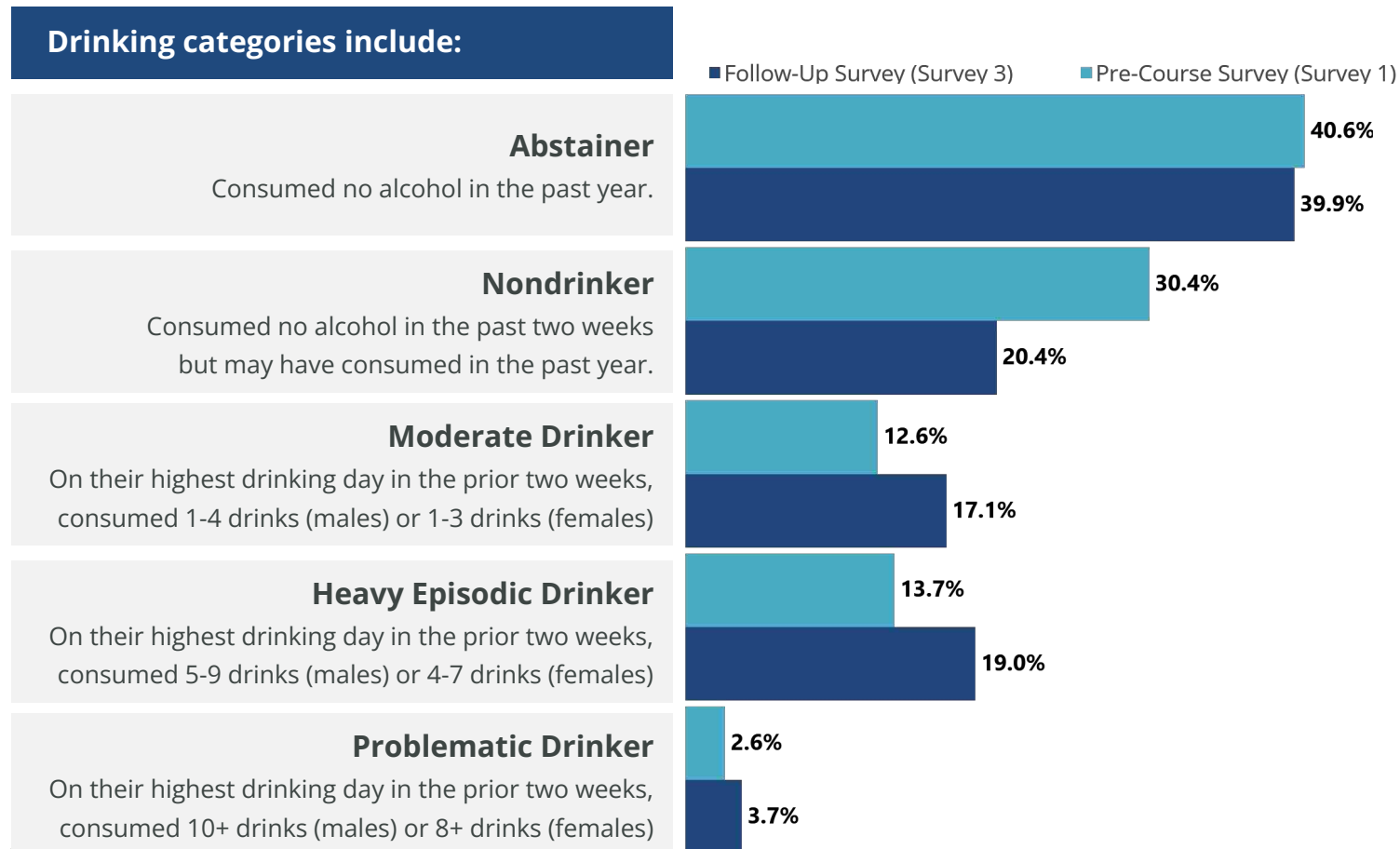


## Programming Tip

Consider shifts in behavior that you see between pre- and post-course surveys within the context of the College Effect. This phenomenon will exist to a lesser or greater degree on your campus, depending on specific environmental and cultural influences, but in many cases, primary prevention efforts can be used to lessen the impact of the College Effect.

# Examination of Drinking Rates

Considering the College Effect, here is how your students (n = 1,794) reported their drinking rates on pre- and post-course surveys (separated by four-to-six weeks).



## Relative Change

Survey 1 to Survey 3

Category	Your Institution	Peer Institutions
Abstainer	-2%	-2%
Nondrinker	-33%	-15%
Moderate Drinker	35%	23%
Heavy Episodic Drinker	38%	27%
Problematic Drinker	42%	34%

### Programming Tip

How did your students' drinking behavior change in the four-to-six weeks between these surveys? Keep in mind that even small percentage changes can reflect significant differences, especially for low-frequency behaviors like problematic drinking. Look at how you compare to similar institutions and think about how you can use this information to inform student programming. For example, a relative drop in the share of abstainers could indicate a need for programming to support incoming abstaining students.



# Drinking Rates By Gender Identity

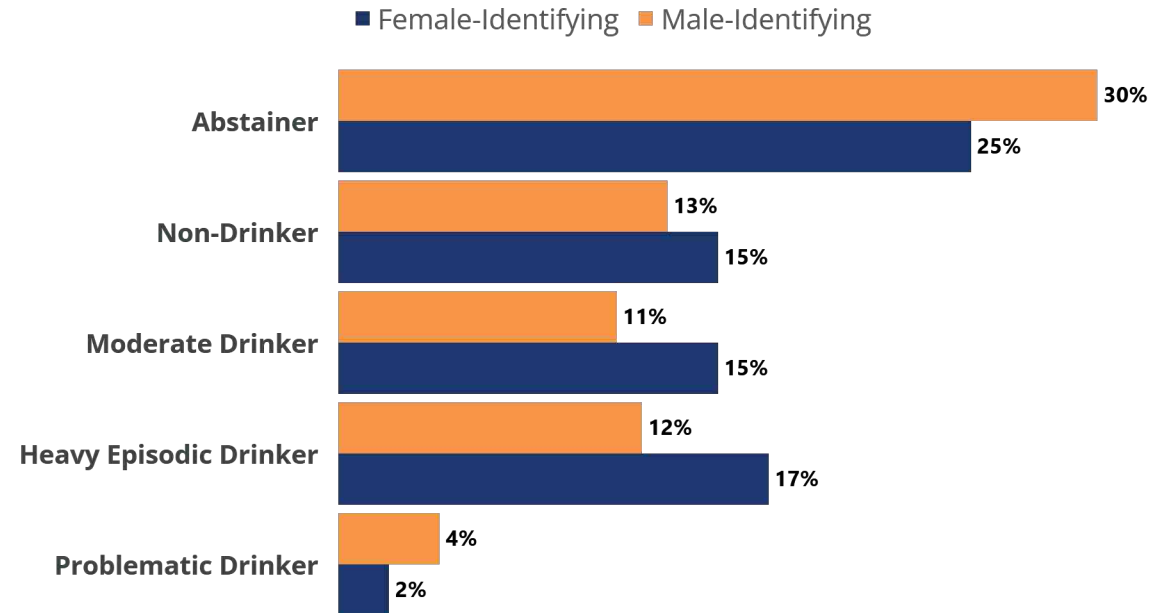
Men and women often follow different drinking patterns and may experience the College Effect differently. Here are your students' drinking categories at the follow up survey (n = 1,794), broken down by gender identity.

## Note

In the context of drinking rates, male and female students are identified by their self-reported biological birth sex, as biological sex influences how individuals metabolize alcohol and is used to determine their drinking behavior categories. Vector Solutions recognizes and appreciates that learners' gender identity may not be the same as their biological birth sex and communicates that throughout the course.

While this report presents comparisons only between students who identify as male or female— they are the most researched populations regarding personal alcohol use and related behaviors — students can select additional gender identities or choose not to identify their gender.

## Student Drinking Rates at Follow-Up Survey (Survey 3), by Gender Identity



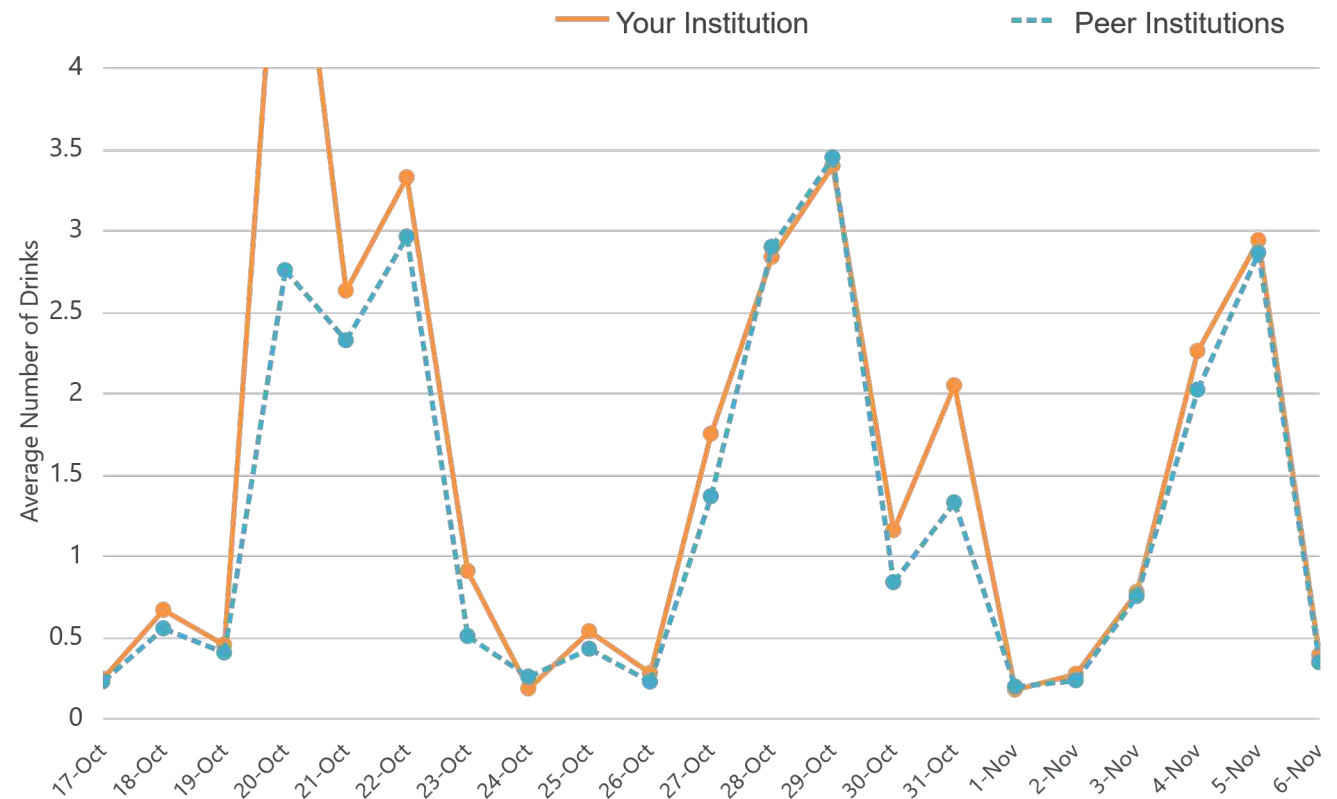
### Critical Processes Tip

Notice how drinking behaviors may be different for male and female students. Think about what other demographic characteristics may have an influence on drinking behavior at your institution, including race, ethnicity, group membership, year in school, etc. This may inform how different subgroups of students are experiencing the College Effect and where supplemental resources will be necessary.

# When Students Choose To Drink

The chart on this page shows student drinking rates over a two-week period of time. It represents the average number of drinks consumed by your students (drinkers only), compared to the average drinks consumed at peer institutions during that same three-week period.

*Follow-Up Survey, drinkers only, n = 1,794*



The date range above is the peak drinking period for the national aggregate and may not represent the peak for your institution.

### Critical Processes Tip

The data shown here reflect the 21-day period where institutions tend to report the highest drinking rates. Can these data be used to reinforce or support other data you have collected to identify celebrations or events that encourage or discourage heavy drinking?

# Where Students Choose To Drink

The most common locations where your students reported consuming alcohol recently, among those who had a drink in the previous two weeks.

*Follow-Up Survey (Survey 3), drinkers only, n = 1,794*

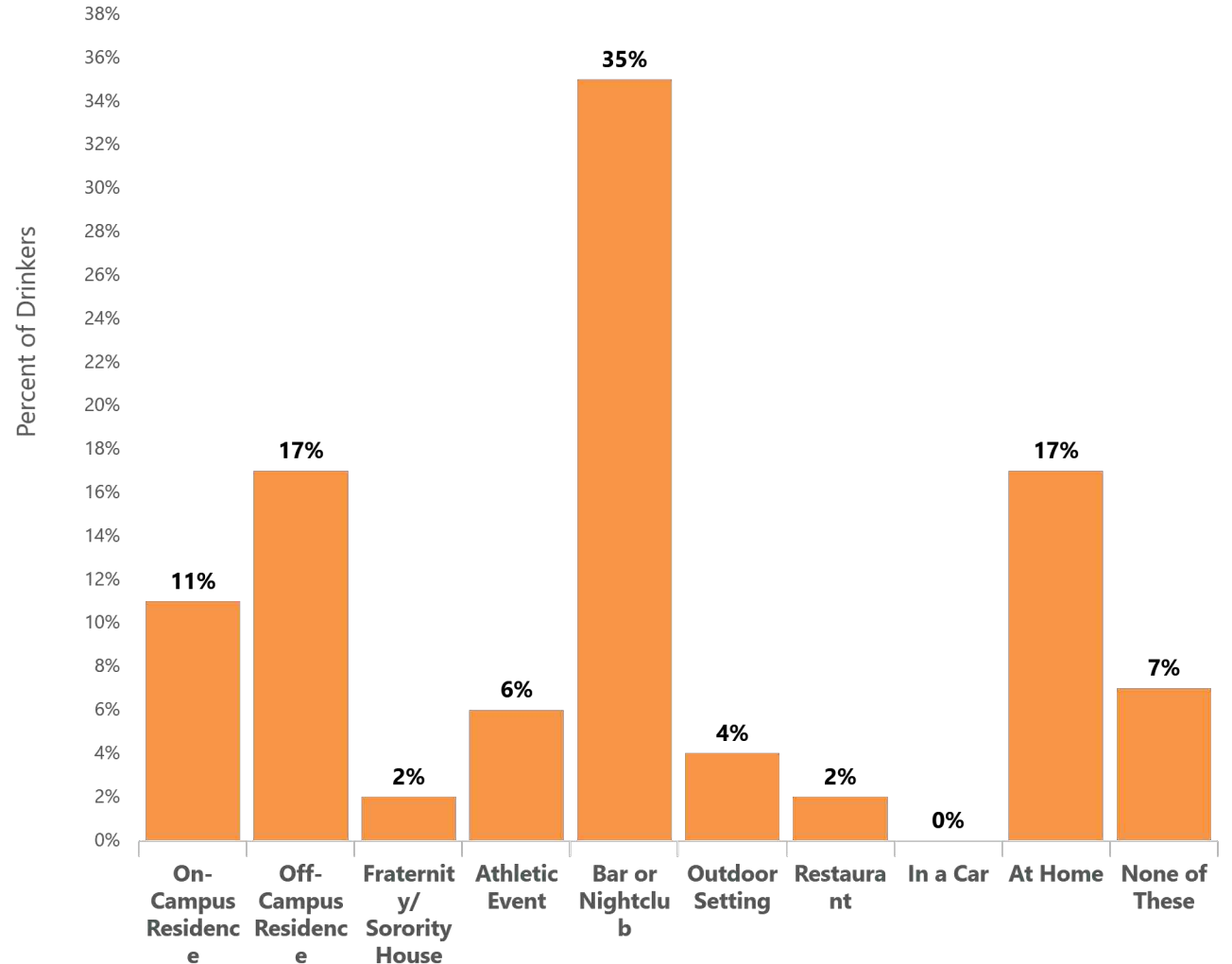
## Policy Tip

Certain drinking locations — including campus pubs, off-campus house parties — have been shown to be associated with significant negative outcomes (EVERFI, 2012). The same study also indicated that certain locations (on-campus dances and concerts) have a greater relationship with sexual assault than other locations.

A more recent study found students living off-campus (without parents) report significantly more frequent alcohol consumption, drinking larger quantities, more frequent heavy drinking, and a greater number of negative alcohol-related outcomes than students living on-campus (Benz et al., 2017).

How can this research and drinking location data from your school inform housing and on-campus policy at your institution?

## Where Students Choose To Drink



# Why Students Choose To Drink

Drinkers indicated their most important reasons for choosing to drink alcohol.

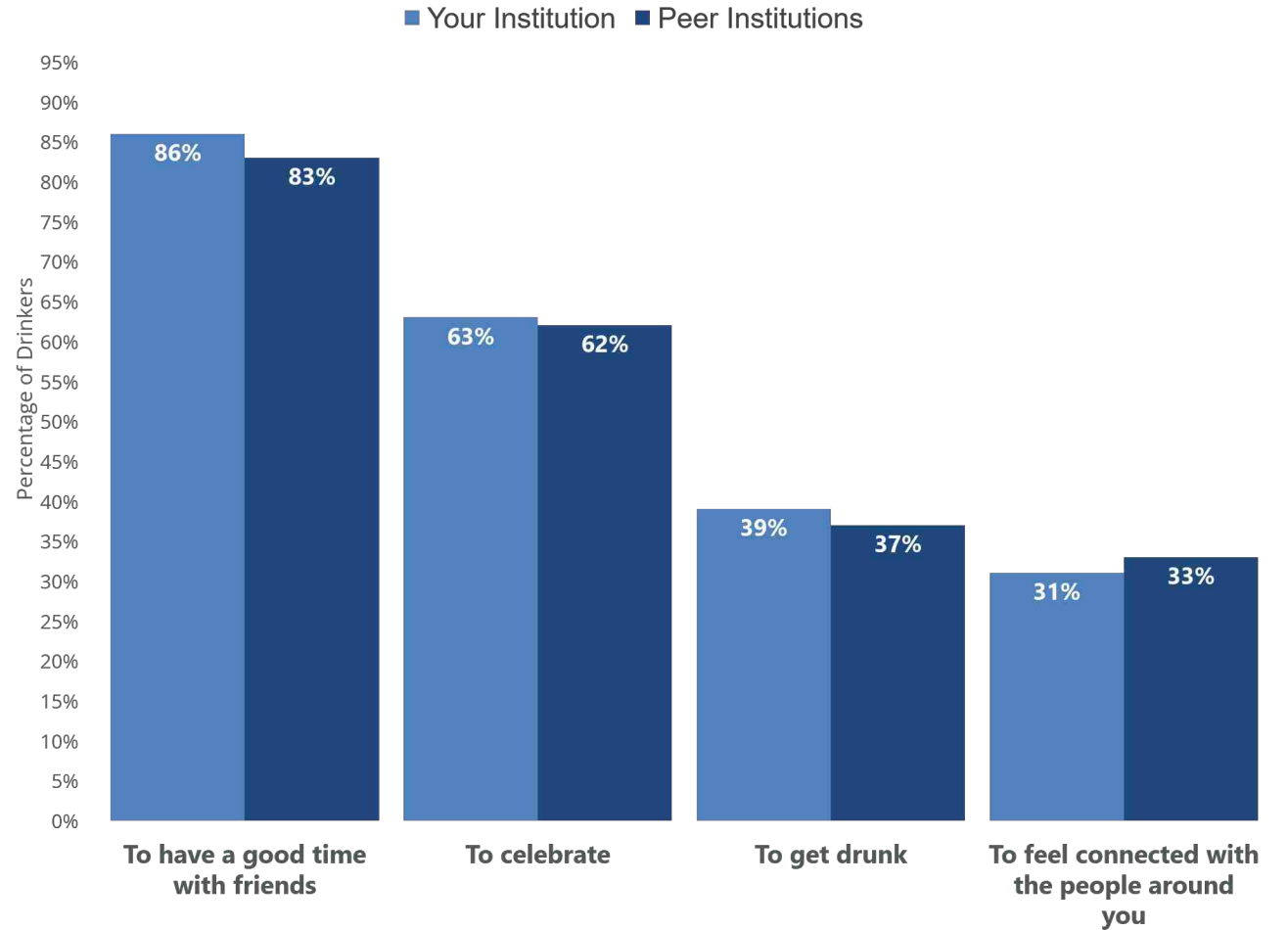
*Follow-Up Survey (Survey 3), drinkers only, n = 1,794*

## Programming Tip

Reasons for consuming alcohol vary greatly for institutions and across different groups of students. Consider the reasons why students are choosing to drink and investigate whether those challenges can be met with other strategies for these students.

With your data, you can also explore whether certain reasons for drinking are associated with higher-risk drinking behaviors and negative outcomes. These reasons could be candidates to target with social norm campaigns or other prevention efforts.

## Top Reasons Students Choose To Drink, compared to peer institutions



Percentages represent students who selected option.

# Why Students Choose Not To Drink

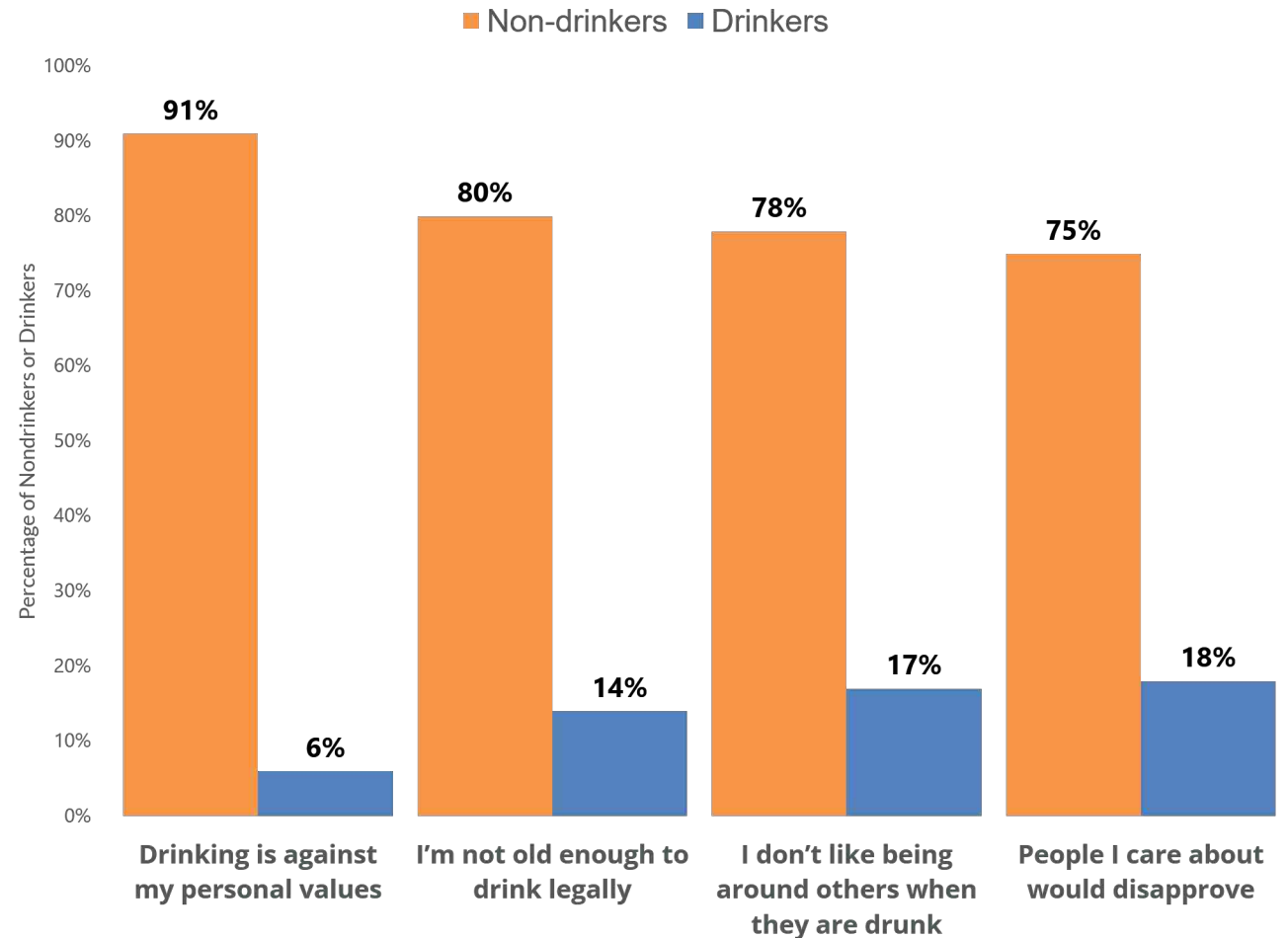
Both drinkers and nondrinkers indicated their most important reasons for choosing whether or not to drink alcohol.

*Follow-Up Survey (Survey 3), nondrinkers, n = 2,716 and drinkers, n = 1,794*

## Programming Tip

“It would be far easier to increase the salience of existing reasons that drinkers have for restricting their alcohol use than to win their endorsement of still additional reasons that are primarily endorsed by abstainers (Huang et al., 2011).” Which reasons are most endorsed by drinkers on your campus? By nondrinkers? Consider those when designing campaigns focused on behavioral decision making for each of these groups of students.

## Top Reasons Students Choose NOT To Drink, for Non-Drinkers and Drinkers



# High-Risk Drinking Behaviors

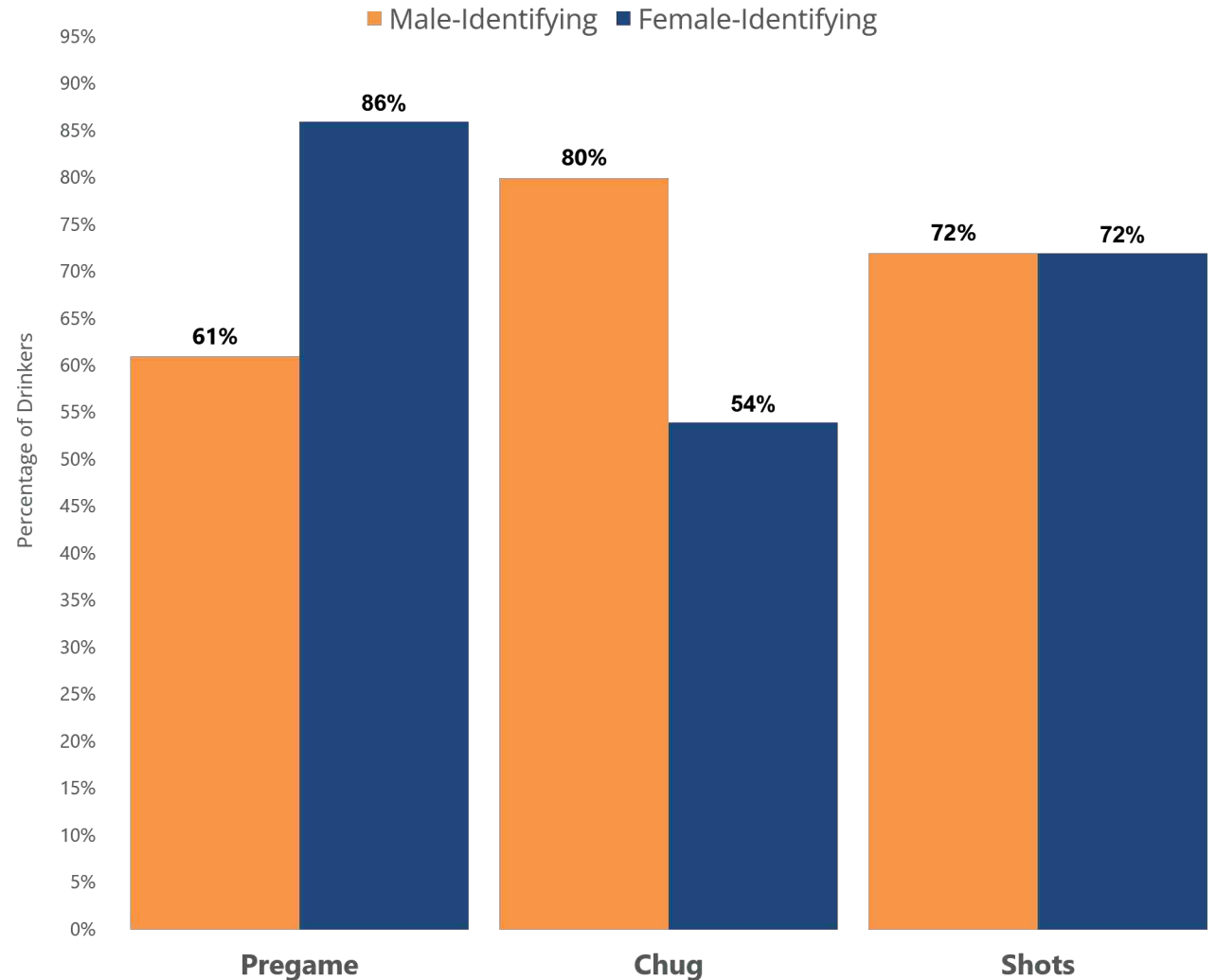
These are some of the most common risk-related drinking behaviors reported by your students who had a drink in the two weeks prior to survey.

*Follow-Up Survey (Survey 3), drinkers only, n = 1,794*

## Programming Tip

More than other high-risk behaviors, pregaming has been shown to have a predictive relationship with a variety of negative outcomes (EVERFI, 2012). As such, participation in pregaming can potentially be used to identify students who are more likely to be at risk for experiencing negative outcomes.

## High-Risk Behaviors, by Gender Identity



# Impact of High-Risk Drinking

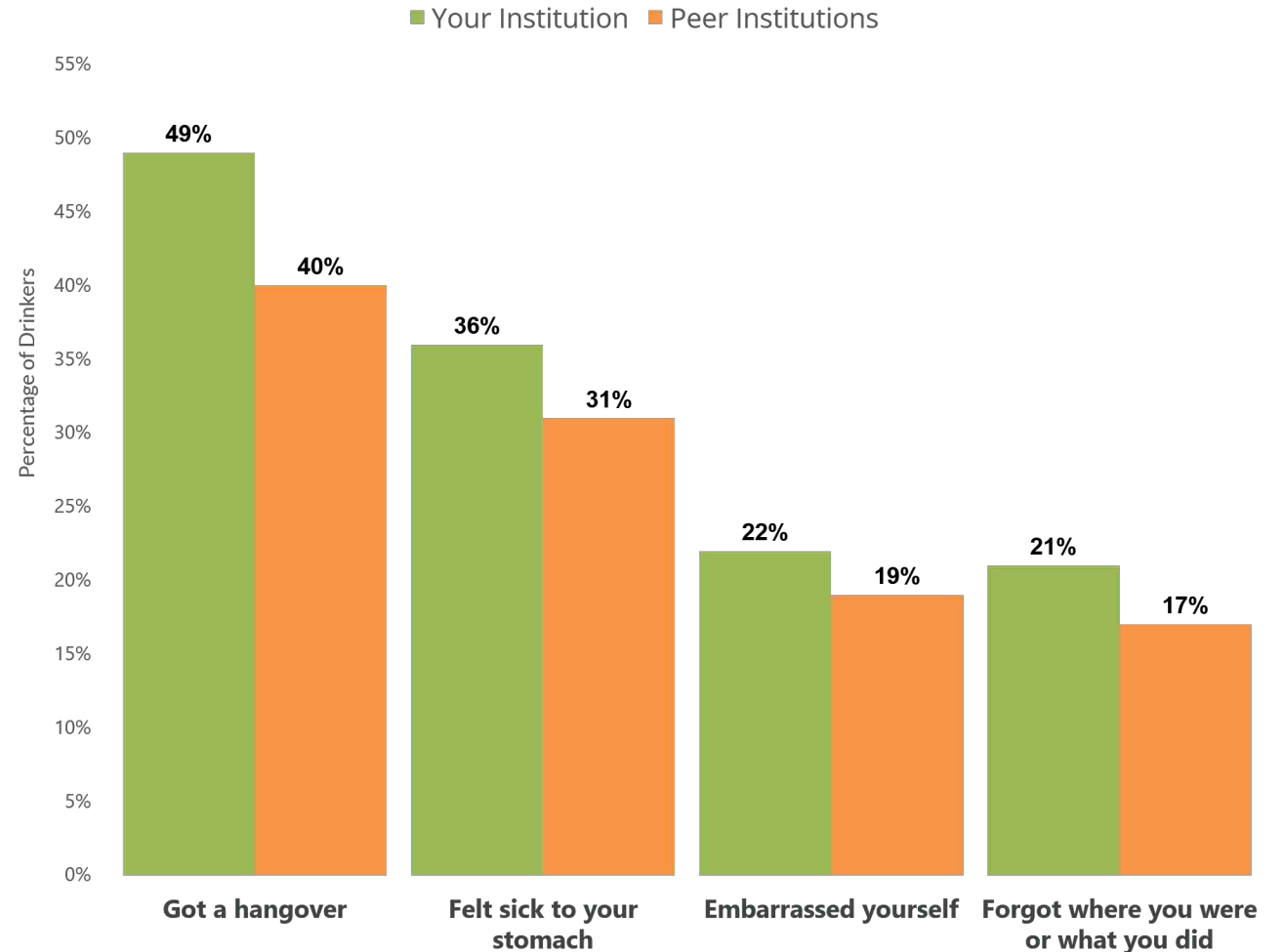
Students who reported drinking in the past two weeks experienced the following as a result of their drinking.

*Follow-Up Survey (Survey 3), drinkers only, n = 1,794*

## Programming Tip

The AlcoholEdu Facilitator Guide provides recommendations for campus programs that reinforce course content. It includes sample discussion topics and activities designed for use by trained facilitators, including ways to reduce the risk of experiencing negative outcomes.

## Top Negative Outcomes Experienced, Compared to Peer Institutions



Percentages represent students who experienced outcome one or more times.

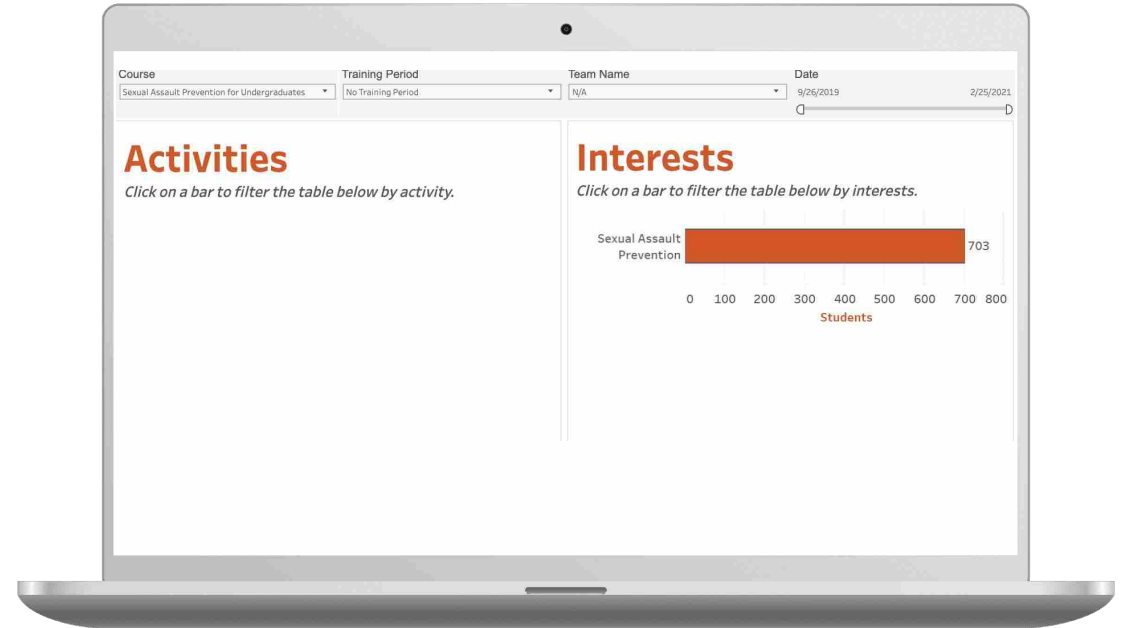
# Engaging Your Students

Effective prevention includes actively engaging students to reinforce positive behavioral intentions of all students: drinkers and nondrinkers alike.

A growing number of students arriving on campus choose to regularly abstain from alcohol use. Research has shown that these students are more likely to be successful in their commitment to not drink if they are able to connect with like-minded peers. AlcoholEdu for College provides campuses with a unique tool to identify and assist students with that process. Students can opt in to be contacted by your institution about connecting with peers who are interested in a social life that isn't focused on alcohol.

AlcoholEdu for College also enables students to indicate their interest in learning more about a school's programs and services to support recovery from alcohol or other substance use disorders. Whether seeking information for themselves, a friend, or a family member, students may opt in to be connected with available resources.

Engaging students who are excited to learn and participate more in your prevention efforts and publicizing that collaboration helps to show how most students support a safe community, healthy behavior, and personal responsibility.



## Programming Tip

Your students provided their names and email addresses in order to be contacted regarding any or all opportunities, and also indicated which specific types of alcohol-free activities they are most interested in attending. All student lists can be downloaded from the administrator site. We also recommend looking to the AlcoholEdu for College Facilitator Guide as a resource for ways to utilize this student engagement data.



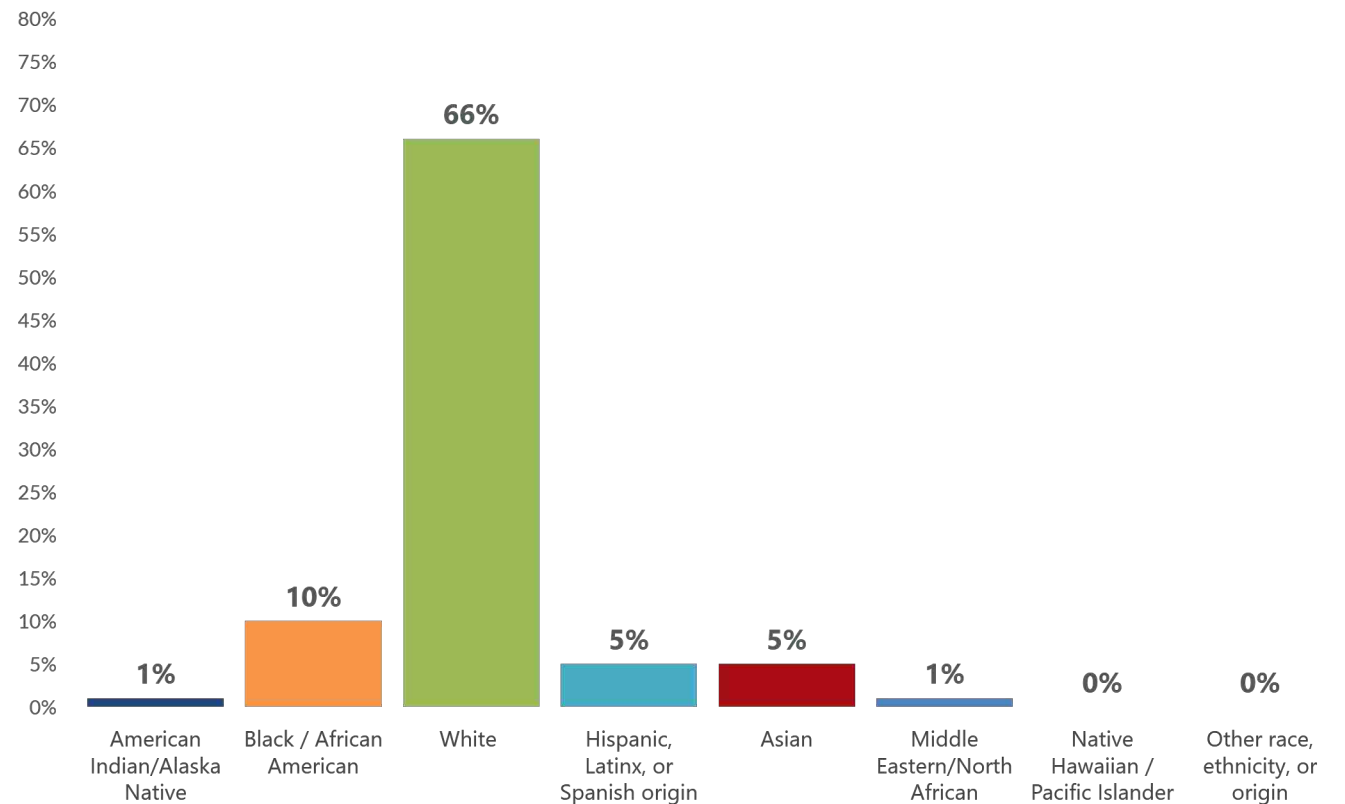
# AlcoholEdu for College

Appendix | Student Demographics

# Student Demographics

This and the following pages are a summary of the demographics of your students who participated in AlcoholEdu this year. Demographic information is self-reported by students as part of the post-course survey (Survey 2). All questions are optional, and students may choose not to share demographic information.

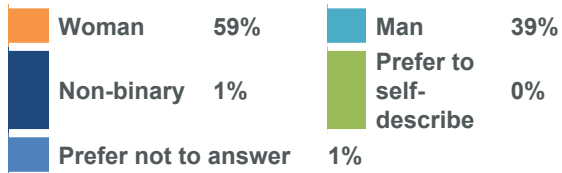
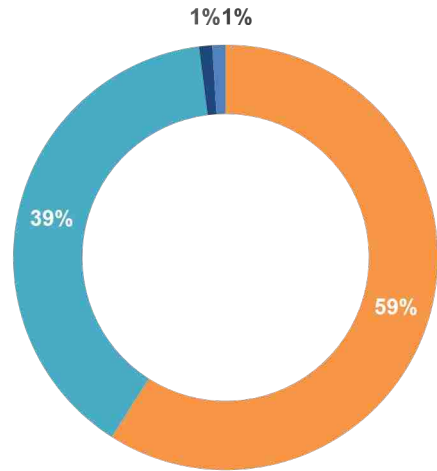
## Race and/or Ethnicity



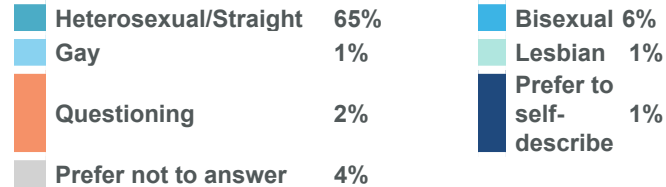
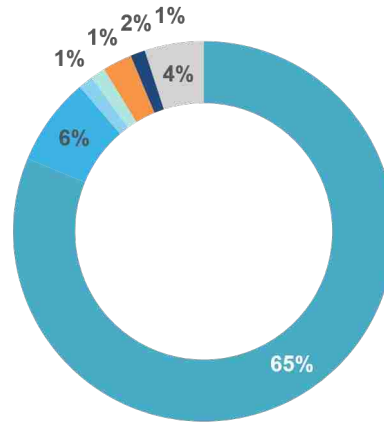
Students could select more than one response; bars may sum > 100%.

# Student Demographics (Continued)

## Gender Identity



## Sexual Orientation



### Critical Processes Tip

Does this data reflect the overall demographic makeup of your students assigned to take AlcoholEdu? Demographic data can be used to identify underrepresented populations and consider additional data sources needed to identify the impact of substance misuse for these populations.

Additional demographics available to explore include: sexual orientation, age, current residence type, membership in student clubs or activities.

Do you identify as trans (e.g., transgender, transsexual, a person with transitioning sex or gender history, etc.)?

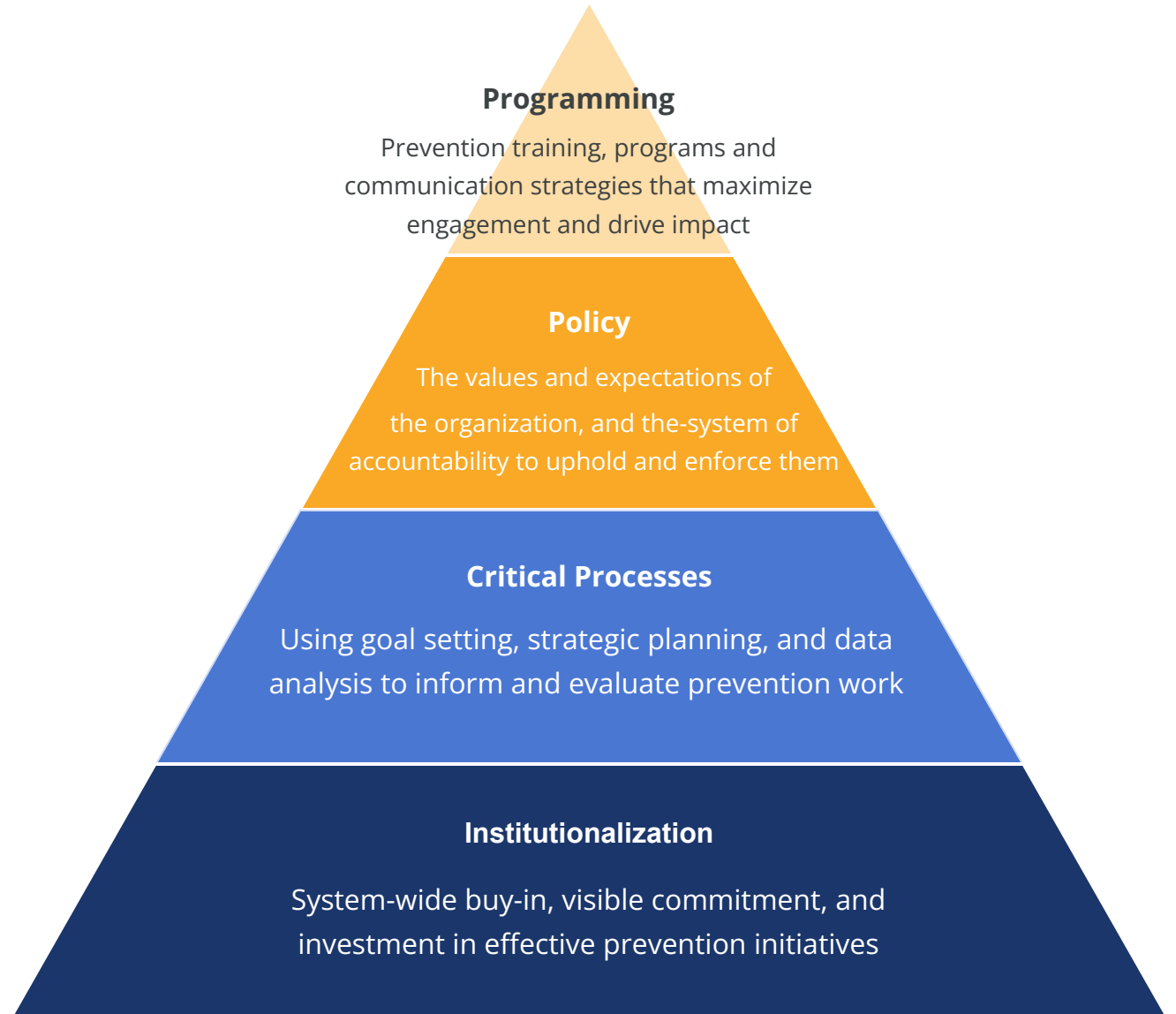
Yes	1%	No	97%	Not sure	1%	Prefer not to answer	1%
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# AlcoholEdu for College

Supplemental Information

# The Prevention Framework

The Prevention Framework, developed by Vector Solutions' Campus Prevention Network, defines the elements of a comprehensive approach to prevention, and the ways in which those elements build to an effective prevention program.



# About AlcoholEdu for College

## The Benefits of Working with Vector Solutions

### Proven Efficacy

Nine independent studies have been published demonstrating the efficacy of Vector's online programs in improving knowledge, attitudes, and behaviors.

### True Expertise

Our team includes public health professionals, administrators from student affairs, campus prevention offices, legal experts, and more. Extend your team by partnering with ours.

### Beyond Compliance

Our online programs are built by prevention and compliance experts to meet and exceed requirements from Title IX, Clery Act, and EDGAR part 86.

### Data Driven

Our data and analytics provide real-time access to attitudinal and behavioral data from your unique populations, and national benchmarks to assess needs and strengths.

## AlcoholEdu for College

### Developed in Collaboration

with leading prevention experts and researchers.

### Interactive Content

guided by recommendations from the National Institute of Alcohol Abuse and Alcoholism (NIAAA).

### Informed by Emerging Research

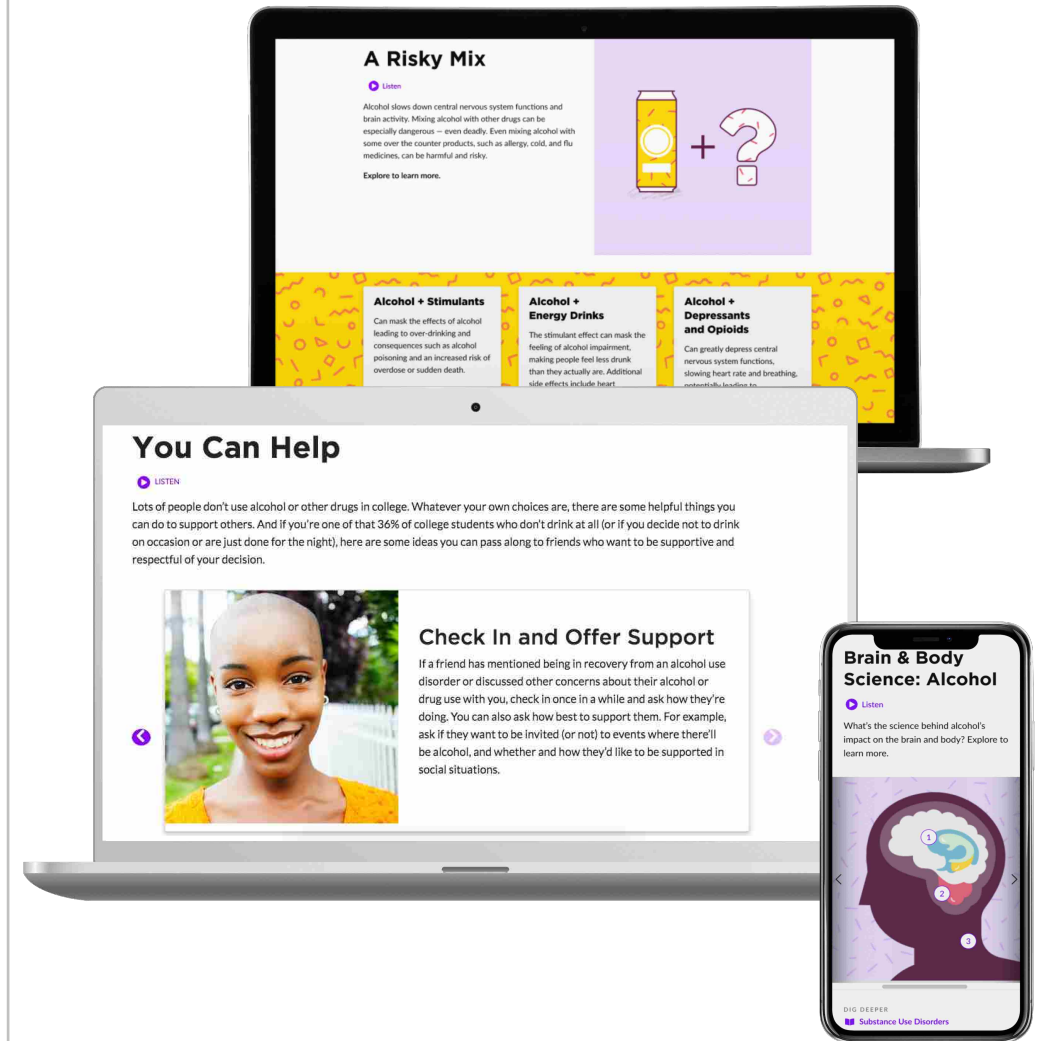
on evidence-based practice (e.g., social norms approach, bystander intervention) and college student behavior

### Cited as a Top-tier Strategy by NIAAA

in their College Alcohol Intervention Matrix (AIM).

### Most Widely Used

universal online AOD prevention program since its development in 2000, with over 11M users to date.



# AlcoholEdu for College Course Map

Part 1	<b>1. Getting Started</b> <ul style="list-style-type: none"> <li>• Introductory Video</li> <li>• Custom Welcome Letter</li> <li>• Custom Welcome Video</li> </ul>	<b>2. Standard Drink</b> <ul style="list-style-type: none"> <li>• Student Alcohol Knowledge Interviews</li> <li>• <b>Pre-Assessment</b></li> <li>• Standard Drink Definition</li> <li>• Identifying Standard and Non-Standard Drinks</li> <li>• Pouring Standard Drinks</li> </ul>	<b>Survey 1</b>	<b>3. Where Do You Stand?</b> <ul style="list-style-type: none"> <li>• Risk Factors &amp; Choices</li> <li>• You Are Not Alone/Benefits of Not Drinking/Calories &amp; Cash/Support for Your Choice</li> <li>• Your Drinking Profile/ Your Peak BAC/Reducing Your BAC/Drinking Consequences/Calories &amp; Cash/Your Drinking Habits</li> </ul>
	<b>4. Goal Setting</b> <ul style="list-style-type: none"> <li>• What's Important to You?</li> <li>• What Do You Want to Focus on this Year</li> <li>• My Choices</li> </ul>	<b>5. Drinking &amp; Motivation</b> <ul style="list-style-type: none"> <li>• What Do You Think?</li> <li>• Factors That Can Influence Decisions</li> <li>• Why/Why Not Drink? Poll</li> <li>• Expectancy Theory &amp; Advertising</li> <li>• Ads Appealing to Men/Women</li> <li>• Alcohol &amp; Advertising Poll</li> <li>• Write a Tagline</li> </ul>		<b>6. Brain &amp; Body</b> <ul style="list-style-type: none"> <li>• BAC Basics</li> <li>• What Factors Affect BAC</li> <li>• Risk/Protective Factors</li> <li>• BAC Calculator</li> <li>• Marijuana &amp; Drugs</li> <li>• Sexual Assault &amp; Understanding Consent</li> <li>• Brain &amp; Body Science</li> <li>• Biphasic Effect</li> <li>• A BAC Story</li> </ul>
	<b>8. Laws &amp; Policies</b> <ul style="list-style-type: none"> <li>• Alcohol Related Laws</li> <li>• Campus Policies</li> <li>• Drinking &amp; Driving</li> </ul>	<b>9. Helping Friends</b> <ul style="list-style-type: none"> <li>• Taking Care of Yourself &amp; Others</li> <li>• Alcohol Poisoning</li> <li>• Helping Your Friends Poll</li> <li>• Drinking &amp; Driving</li> <li>• Getting Help</li> </ul>	<b>Survey 2 and Post-Assessment</b>	<b>INTERSESSION</b>
<b>10. Introduction</b> <ul style="list-style-type: none"> <li>• Welcome Back</li> </ul>	<b>Survey 3</b>	<b>11. Recognizing Problems</b> <ul style="list-style-type: none"> <li>• Taking Care of Yourself &amp; Others – The Roommate</li> </ul>		



# Report References & Resource Links

## Slide



### Behavioral Intentions

Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50, 179-211.

### Where Students Drink

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Benz, M. B., DiBello, A. M., Balestrieri, S. G., Miller, M. B., Merrill, J. E., Lowery, A. D., ... & Carey, K. B. (2017). Off-campus residence as a risk factor for heavy drinking among college students. *Substance use & misuse*, 52(9), 1236-1241.

### Why Students Choose Not to Drink

Huang, J-H, DeJong W, Schneider SK, & Towwim, LG. (2011). Endorsed reasons for not drinking alcohol: A comparison of college student drinkers and abstainers. *Journal of Behavioral Medicine*, 34, 64-73.

### High-Risk Drinking Behaviors

EVERFI analysis of data from AlcoholEdu for College national survey database, 2012.

### The Role of Alcohol in Sexual Assault

Parkhill, M.R., & Abbey, A. (2008). Does alcohol contribute to the confluence model of sexual assault perpetration? *Journal of Social and Clinical Psychology*, 27:6, 529-554.

## Links



### The Campus Prevention Network Resource Hub

*Please note: these resources are currently being housed on the Vector Solutions website. All materials are relevant to current Campus Prevention Network courses until completion of the upgrade to the Vector Solutions platform.*

<https://www.vectorsolutions.com/networks/campus-prevention-network/>

### AlcoholEdu for College Facilitator Guide

<https://info.vectorsolutions.com/cpn-facilitators-guides>

### Join the Campus Prevention Network

<https://www.vectorsolutions.com/networks/campus-prevention-network/>









# ANNUAL SECURITY & FIRE SAFETY REPORT

For Calendar Years 2020 - 2022

[www.sc.edu](http://www.sc.edu)

Division of Law Enforcement and Safety

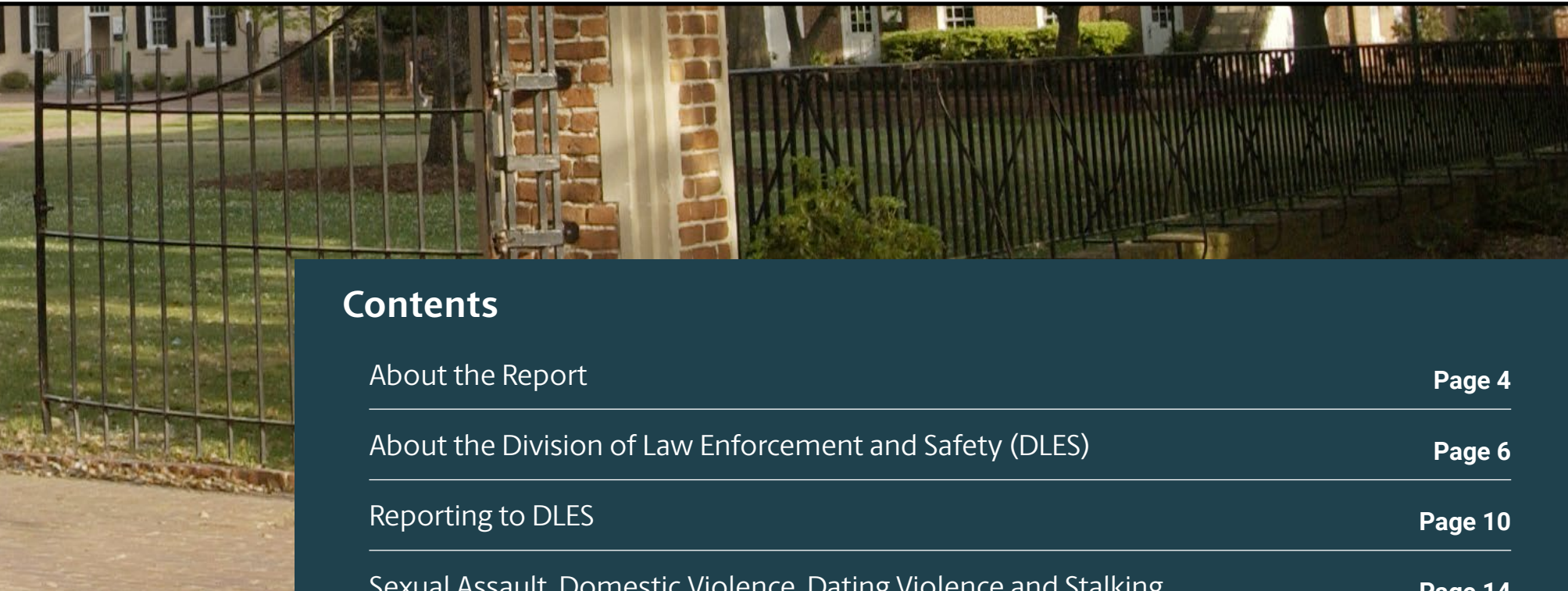




## Annual Security and Fire Safety Report

Each year, the University of South Carolina compiles and provides the Annual Security and Fire Safety Report to current and future members of the Carolina Community.

The Division of Law Enforcement and Safety (DLES) performs this task in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, referred to as the **Clery Act**, and also in accordance with the Division's mission to create a safe and peaceful environment for all students, faculty, staff and visitors of the University of South Carolina.



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# The Report

The University of South Carolina, Columbia Campus' **Annual Security and Fire Safety Report** is compiled by the Division of Law Enforcement and Safety (DLES). The Division takes great pride in protecting and serving the Carolina Community and is committed to the safety of all students, faculty, staff, and visitors.

The Division works with departments, units, and individuals throughout the University to ensure accurate information and statistics provided in this report. Information concerning University policies may be found at <https://www.sc.edu/policies>.

The information in this report was prepared by the University to make current and prospective students as well as employees aware of key policies and programs in place at the University that: ensure equitable treatment of all members of the University Community; maintain a safe campus environment; and make vital information available in the event of an emergency. The Annual Security and Fire Safety Report is also published in compliance with federal law.

If you have any questions regarding the report or would like a printed copy, please contact DLES at **(803) 777-8400**.

## USC POLICE

1415 Henderson Street  
(1600 Hampton Street Annex Building)  
Columbia, SC 29208

## CONTACT INFORMATION

803-777-4215 (24/7 call center)  
sc.edu/uscpd  
@uscpd





## Annual Disclosure of Crime Statistics and Preparing the Report

DLES is the primary University office responsible for preparing and distributing the Annual Security and Fire Safety Report. This report is for the Columbia Campus as each campus is responsible for compiling and disclosing their individual reports. To compile information for the Annual Security Report, University offices collaborate with each other and external agencies, including local law enforcement agencies. Crimes that are reported in a specific area in and around University Property are collected from collaborating agencies for statistics that are disclosed to the United States Department of Education.

Federal law mandates that the University publishes and discloses this Report by the first of October each year. This law is called the **Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act**. Also referred to as the *Clery Act*, it was signed into law as part of the Crime Awareness and Campus Security Act of 1990.

Any current or future member of the University Community and other interested members of the general community can obtain a physical or electronic copy by calling DLES at (803) 777-8400 or visiting the “Annual Clery Report” page at <https://bit.ly/3pn1Egd>.



# About the Division of Law Enforcement and Safety

The University of South Carolina **Division of Law Enforcement and Safety (DLES)** is the primary law enforcement agency responsible for the safety of the University's Columbia Campus. DLES is operated and sustained by professionals in law enforcement, compliance and professional standards, environmental health and safety, and risk management. DLES works diligently to protect the people and property of the University of South Carolina and to uphold their values – human life, integrity, excellence, and accountability.

The University's Columbia Campus covers more than 400 acres downtown. If USC Columbia were its own city, it would be the 13th largest city in the state based on the size of its enrolled students and staff.

DLES is home to over 100 employees, including over 70 sworn police officers. DLES is divided into three bureaus: Operations, Support Services, and Administration.

**The Operations Bureau**, the largest and most visible bureau, is responsible for traditional policing functions and the training of DLES personnel. Patrol Officers provide a uniformed presence and respond to calls for service 24 hours a day, 365 days a year.

Specialized units such as the Bike Patrol team and Crime Suppression Unit are also a part of this bureau.

**The Support Services Bureau** oversees the Security Operations Center, Technical Operations and Physical Security (TOPS), Emergency Management, Threat Management/Victims Advocacy, and Investigations Units. Security Operations Center personnel take calls from 911 and the non-emergency line, dispatch police, monitor video and alarms. Emergency Management Unit personnel plan for and respond to natural and other disasters. The TOPS Unit installs and maintains over 2,500 internal and external security cameras located across all USC campuses. Criminal investigators are responsible for investigating crimes.

**The Administration Bureau** is responsible for providing human resources support, maintaining vital records, supporting equipment, supply, and fleet needs, and evidence control.







## DLES By The Numbers

**100+**  
Employees

**2,500+**  
Cameras Maintained

**400+**  
Acres Patrolled

**24/7/365**  
Service Available



## Enforcement Authority and Training

The police officers employed by DLES are appointed and commissioned as **State Constables** by the **Governor of South Carolina**, as provided by South Carolina law. They are empowered to enforce the laws of South Carolina anywhere in the State, as well as arrest individuals anywhere in the State. DLES officers complete twelve weeks of law enforcement instruction through the **South Carolina Criminal Justice Academy**. They receive at least 40 hours of continuing education every year, which exceeds the state's minimum requirements.

## Interagency Cooperation

DLES works cooperatively with other law enforcement agencies in South Carolina to promote the safety and security of the Carolina Community. With a downtown location covering many city blocks, there is an increased likelihood that a crime occurring in the metropolitan area of Columbia may occur on campus. The University of South Carolina's Columbia Campus shares jurisdiction with other law enforcement agencies, including the City of Columbia Police Department.

DLES maintains working relationships with local and state prosecutors, the court system, coroners' offices, and other investigative entities to ensure the ongoing safety and integrity of the Carolina Community. There are specific events that may occur on campus, such as the death of a student, which would require DLES to notify the South Carolina Law Enforcement Division (SLED). DLES also participates in intelligence sharing associations with other area law enforcement agencies. Ongoing collaboration between agencies enables DLES to gather data, identify crime trends on and around campus, and provides a system for notifying the Office of Student Conduct and Academic Integrity when off-campus student crimes or policy violations occur. DLES and other law enforcement agencies enter into **Memorandums of Understanding** (MOU) for the purpose of best allocating resources for the protection of the communities the agencies serve. In particular, DLES enters into MOUs with the City of Columbia Police Department at times when the University leases significant portions of private housing facilities near the University so that the agencies may document which entity retains primary law enforcement jurisdiction over the leased property.



# Reporting to the Division of Law Enforcement and Safety

All on-campus crimes, suspicious activity, and safety concerns should be reported to DLES as soon as possible. There are several ways to make a report or contact law enforcement, depending on where you are located and what is occurring.

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## **On-Campus:**

Call If you are experiencing an emergency or someone is badly injured and cannot be easily transported, call 911. For non-emergencies, call 803-777-4215 to have an officer come gather the information and collect any evidence.

*OR*

You may also visit DLES at 1415 Henderson Street, Columbia, South Carolina.

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## **Off-Campus:**

Call If you are the victim or witness to a crime off-campus, dial 911 and the law enforcement agency responsible for that jurisdiction will be contacted.

When you contact law enforcement you will be asked questions about what happened, including:

- Your name and telephone number;
- The type of incident;
- The location of the incident of which you are reporting;
- A detailed description of the suspect(s) and his/her location or direction of travel;
- A detailed description of any vehicle involved in the incident; and
- Any need for medical assistance.



## Rave Guardian Safety App

The University provides a FREE mobile app, **Rave Guardian**, to keep students, faculty and staff safer on and off campus. Rave Guardian, available at <https://www.sc.edu/RaveSafetyApp>, turns any cell phone into a personalized protection network, connecting with University Police during an emergency and enhancing safety through a virtual network of friends, family and campus law enforcement. Among its features:

- Caller profiles: students, faculty and staff can set up complete profiles in Rave Guardian. By providing information about any medical conditions, course schedule, addresses, campus ID photo and other critical data, it is easier for campus police to help in an emergency.
- Panic calls: these instantly connect with USC Police or with local 911. If the call is placed to USC Police, Rave Guardian automatically delivers the complete caller profile to telecommunications personnel.
- Safety networks: safety timers notify trusted “guardians” when the user doesn't deactivate the timer when arriving to their destination.
- Anonymous crime tips: allows dispatchers to alert the appropriate agency to reported anonymous crimes.



## Campus Security Authorities

**Campus Security Authorities (CSAs)** are individuals and organizations associated with the University that must disclose reports of Clery Crimes to DLES. CSAs include those who have significant responsibility for student activities.

CSAs can take reports of crimes from members of the University Community who may not feel comfortable going directly to law enforcement, or who may come in contact with a CSA before having a chance to go to law enforcement. An accuser/reporter that reports a crime to a CSA does not have to prove that they were the victim or witness of a crime. Any report received in good faith (meaning without malice, and not based on rumor or hearsay) by a CSA must be reported to DLES.

Each year DLES sends a written request for statistical information to the following Campus Security Authorities:

- The Vice President for Student Affairs and all CSAs who work for him/her;
- The Provost and all CSAs who work for him/her;
- The General Counsel and all CSAs who work for him/her;
- The Vice President for Human Resources and all CSAs who work for him/her;
- The Associate Vice President of Student Affairs and all CSAs who work for him/her;
- The Assistant Vice President for Civil Rights and Title IX and all CSAs who work for him/her;
- The Athletics' Director and all CSAs who work for him/her; and
- The Director of Student Conduct and Academic Integrity and all CSAs who work for him/her

## Emergency Call Boxes

Over **300 emergency call boxes** are located in visible places on the USC Columbia Campus and are constantly monitored.

Emergency call boxes are topped with **blue lights** and give people on and around campus a fast way to contact DLES in an emergency.

To activate, push the large button on the front of the call box. You will immediately be connected to a **DLES dispatcher**. If you are unable to communicate, the dispatcher will send an officer to your location. If you are unable to stop and wait at the first call box you come to, continue moving after activating the call box.

Push the button on the next available call box and continue activating call boxes as long as you encounter them. This allows dispatch to know which way you are traveling, so they may send assistance to your area.

## Daily Crime Log

DLES provides a daily log of all criminal reports for public inspection, which is available online or request from the **DLES Records Unit** located at:

1415 Henderson Street, Columbia, South Carolina 29208.

The daily crime log may be found on the DLES webpage by selecting “Crime Log and Bulletins” then under “Daily Crime Log/Fire Log” and “View Log” at [https://sc.edu/about/offices\\_and\\_divisions/law\\_enforcement\\_and\\_safety/index.php](https://sc.edu/about/offices_and_divisions/law_enforcement_and_safety/index.php)

DLES complies with federal law that prohibits the disclosure of the names of victims when publishing the daily crime log.

The daily crime log includes: the nature, date, time and general location of each crime; and the disposition of the complaint, if known.

***“Over 300 emergency call boxes are located in visible places on the USC Columbia Campus and are constantly monitored.”***

# Sexual Assault, Domestic Violence, Dating Violence and Stalking

All forms of assault, abuse, harassment and violence are not tolerated at the University of South Carolina.

There are confidential resources at the University and in the community to assist victims of interpersonal violence. The University works to educate, inform and advocate for the Carolina Community to end sexual assault, stalking, and relationship violence.

## What is Consent?

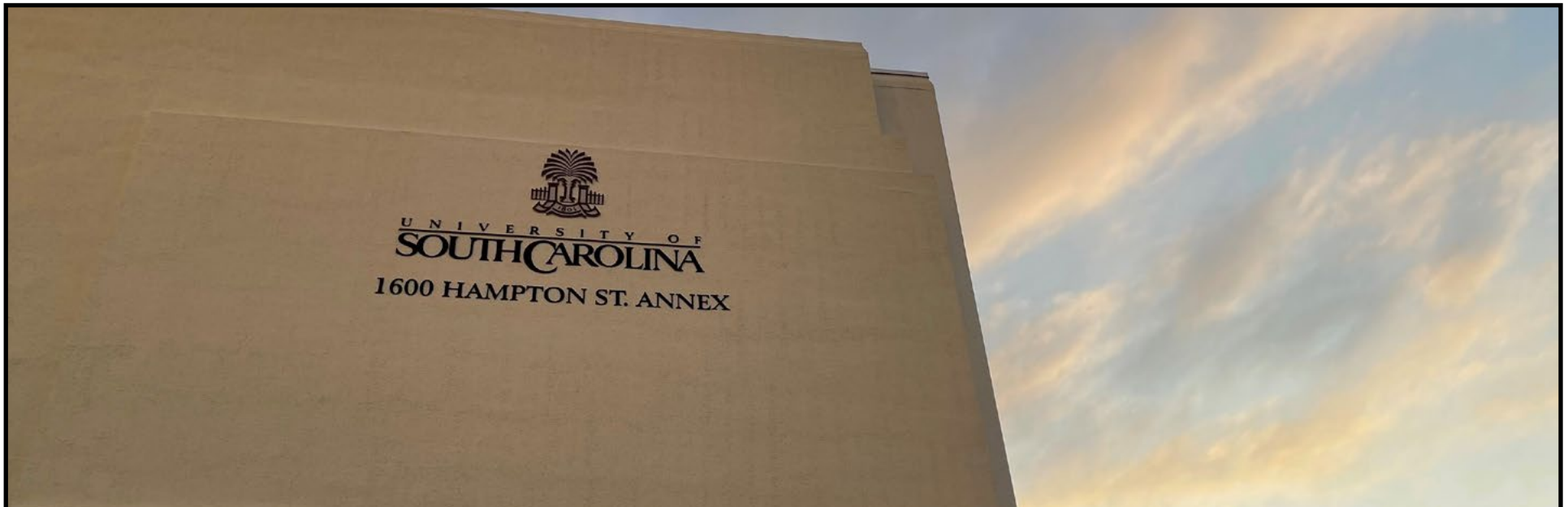
The University of South Carolina **defines consent** as “the clear, knowing, and voluntary, agreement to participate in mutually agreed-upon acts. Consent can be given by words and/or actions, as long as those words and/or actions create mutually understandable clear permission regarding willingness to engage in (and the conditions of) the sexual activity.” It is the **responsibility of each party** to determine that the other(s) has consented before engaging in the sexual activity.

The University of South Carolina defines consent as permitting, approving, or agreeing to act under University policy CR 1.00 (Discrimination, Harassment and Sexual Misconduct). University policy CR 1.00 is available at <https://www.sc.edu/policies/ppm/cr100.pdf>. For consent to take place, the following elements must be present:

- Both are clear about their intent to engage in sexual activities and their desire to do so is willing.
- Both individuals are fully conscious.
- Someone who is incapacitated cannot consent.
- Neither individual is impaired by drugs or alcohol to the extent they do not know the who, what, when,

where, why, or how of the situation.

- Coercion, force, or threat of either cancels consent.
- Consent to engage in one form of sexual activity does not provide consent to engage in any other form of sexual activity.
- Past consent of sexual activities does not imply future consent.
- Consent to engage in sexual activity with one person does not give consent to engage in sexual activity with someone else.
- The existence of a prior or current relationship does not, in itself, constitute consent; even in the context of a relationship, there must be real time and mutual consent to sexual activity.
- Consent can be withdrawn or modified at any time, and sexual contact must cease immediately once consent is withdrawn and clearly communicated.
- Consent cannot be inferred from the absence of a “no.”
- Consent cannot be inferred from silence, passivity, or lack of verbal or physical resistance. Consent may not be given by an individual who has not reached the legal age of consent under applicable law.







## Definitions

To help you better understand the policies outlined in this report, terms used in University Policies on Sexual Assault and Interpersonal Violence are defined below. Additionally, definitions for similar terms and related statutes from the South Carolina Code of Laws are provided for reference. Terminology and state law vary from University Policy at times. This creates circumstances where DLES may not be able to bring criminal charges against an individual accused of violating University Policy. However, University Policy outlines consequences for the accused perpetrator if they are a member of the University Community, as well as protections for the accuser. This process occurs in the presence or absence of criminal charges.

**Interpersonal Violence:** acts of relationship violence including domestic violence, dating violence, sexual assault, stalking, and harassment.

**Domestic Violence:** for purposes of University policy CR 1.00 (Discrimination, Harassment, and Sexual Misconduct) and related procedures, this term refers to any act of physical violence, threats of violence against another, threats of violence against individuals close to, pets of, or property belonging to an individual with a connection to a perpetrator as defined by University policy or state law.

Domestic violence is defined by South Carolina state law, S.C. Code Ann. § 16-25-20, as the unlawful causing of “physical harm or injury to a person’s own household member” or the “offer or attempt to cause physical harm or injury to a person’s own household member with apparent present ability in circumstances reasonably creating fear of imminent peril.” A “household member” includes a spouse, a former spouse, persons who have a child in common, cohabitants involved during a romantic relationship or those who formerly cohabitated during a romantic relationship.

**Dating Violence:** any act of violence or threats of violence committed by a person: 1. who is or has been in a social relationship of a romantic or intimate nature with the Complainant; and 2. where the existence of such a relationship will be determined based on a consideration of the following factors: the length of the relationship; the type of relationship; and the frequency of interaction between the persons involved in the relationship. Dating violence is not a specific criminal violation in South Carolina. However, the state does prohibit a number of physically violent actions to include Homicide, Manslaughter, and Assault and Battery in multiple degrees, which may be applicable.

**Stalking:** a course of conduct directed at a specific person that would cause a reasonable person under similar circumstances or with similar identities to fear for their own safety or the safety of others or suffer substantial emotional distress. Course of conduct means two or more instances, including but not limited to; unwelcome acts in which an individual directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property. Stalking includes the concept of cyber-stalking, a particular form of stalking in which electronic media such as the internet, social networks, blogs, cell phones, texts, or other similar devices or forms of contact are used. South Carolina law, S.C. Code Ann. § 16-3-1700, also prohibits stalking which is defined as a "pattern of words, whether verbal written, or electronic, or a pattern" of "two or more acts occurring over a period of time, however short, evidencing a continuity of purpose" that "serves no legitimate purpose and is intended to cause and does cause a targeted person and would cause a reasonable person in the targeted person's position to fear" either "(1) death of the person or a member of his family; (2) assault upon the person or a member of his family; (3) bodily injury to the person or a member of his family; (4) criminal sexual contact on the person or a member of his family; (5) kidnapping of the person or a member of his family; or (6) damage to the property of the person or a member of his family."

***“University Policy outlines consequences for the accused perpetrator if they are a member of the University Community, as well as protections for the accuser.”***

**Sexual Assault:** any form of sexual contact that occurs with another individual without consent and/or through the use of force, threat of force, intimidation, incapacitation or coercion. This includes instances where an individual cannot provide consent because of age or temporary/permanent mental incapacity. Sexual Assault includes non-consensual sexual contact, non-consensual sexual penetration, incest and statutory rape. State criminal law defines a sexual assault generally as the unwilling, non-consensual penetration of any bodily opening with any object or body part that is committed by force, threat, intimidation, or through exploitation of another's mental or physical condition of which the assailant was aware or should have been aware. State law governing such actions is found in S.C. Code Ann. §16-3-600 and §16-3-652 to 655.

**Non-Consensual sexual contact (Offensive Touching):** the touching of an unwilling or non-consenting person's intimate parts such as genitalia, groin, breast, buttocks, mouth, and/or clothes covering them; the touching of an unwilling person with one's own intimate parts; or forcing an unwilling person to touch another's intimate parts. Offensive Touching falls generally within the Clery Crime Category of "Forcible Fondling."

**Non-Consensual sexual penetration:** 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 Complainant. See University Policy CR 1.00 for additional details.

**Incest:** non-forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

**Statutory rape:** non-forcible sexual intercourse with a person who is under the statutory age of consent in the applicable jurisdiction.

**Sexual exploitation:** involves one or more of the following behaviors committed for any purpose, including sexual arousal or gratification, financial gain, or other person benefit; taking sexual advantage of another person without consent, taking advantage of another's sexuality, or extending the bounds of consensual sexual activity without the knowledge of the other individual.

**Harassment:** harassment is a form of discrimination, which includes Hostile Environment and/or Quid Pro Quo. Hostile environment entails unwelcome conduct directed against any individual or group of individuals because of or based upon one or more protected class, that is sufficiently severe, pervasive, or persistent that it interferes with or limits the ability of an individual or group to participate in or benefit from programs, services, and activities provided by the university. Circumstances evaluated in hostile environment actions can be found detailed in University Policy CR 1.00. Quid Pro Quo occurs when submission to or rejection of unwelcome conduct is used, explicitly or implicitly, as the basis for decision affecting an individual's education, employment, or participation in a university program or activity.

## Criminal Investigation

If survivors or witnesses want to file formal criminal charges against a perpetrator or request a criminal investigation, they can contact DLES via 911; activate an Emergency Call Box by pushing the large button on the front; contact law enforcement through the RAVE Guardian app; or call (803) 777-4215 for the 24-hour dispatch line. Additionally, a victim may also request assistance from law enforcement if they are at a hospital to receive medical treatment for injuries that happened as the result of a crime.

Once a crime is reported, DLES will send a uniformed officer and/or criminal investigator to the victim. DLES criminal investigators receive special training in handling sexual assault cases and relationship-based crimes. DLES may, in certain circumstances, request assistance from the South Carolina Law Enforcement Division (SLED), the state's primary criminal investigative agency.

A DLES **victim advocate** is there to help the survivor in a number of ways, such as explaining the investigative process; putting them in contact with SAVIP staff; and providing any additional help the victim may have in their time of need.





## Rights of Victims

Under South Carolina law, victims have a number of rights, including:

- the right to be treated with fairness, respect, and dignity, and to be free from intimidation, harassment, or abuse, throughout the criminal and juvenile justice process, and informed of the victim's constitutional rights, provided by statute;
- the right to be reasonably informed when the accused or convicted person is arrested, released from custody, or has escaped;
- the right to be informed of and present at any criminal proceedings which are dispositive of the charges where the defendant has the right to be present;

- the right to be reasonably informed of and be allowed to submit either a written or oral statement at all hearings affecting bond or bail;
- the right to be heard at any proceeding involving a post-arrest release decision, a plea, or sentencing;
- the right to be reasonably protected from the accused or persons acting on his behalf throughout the criminal justice process;
- the right to confer with the prosecution, after the crime against the victim has been charged, before the trial or before any disposition and informed of the disposition;
- the right to have reasonable access after the conclusion of the criminal investigation to all documents relating to the crime against the victim before trial;
- the right to receive prompt and full restitution from the person or persons convicted of the criminal conduct that caused the victim's loss or injury including both adult and juvenile offenders;
- the right to be informed of any proceeding when any post-conviction action is being considered, and be present at any post-conviction hearing involving a post-conviction release decision;
- the right to a reasonable disposition and prompt and final conclusion of the case; and
- the right to have all rules governing criminal procedure and the admissibility of evidence in all criminal proceedings protect victims' rights and have these rules subject to amendment or repeal by the legislature to ensure protection of these rights.

Beyond these rights, DLES provides additional assistance to **crime victims**, including:

- providing a free copy of incident reports when requested;
- providing information about local victim assistance providers;
- informing them of how to be compensated by the State Office of Victim Assistance (SOVA) and assistance in applying for compensation and other forms of assistance that may be available.

DLES **victim advocates** are trained in assisting victims and can serve as liaisons for them following a crime. They provide other forms of support and advocacy that make the criminal justice process less intimidating for victims.

## University Administrative Inquiries

In certain circumstances, students that engage in conduct that violates the University's standards may be subject to the University's administrative process. This process typically involves an investigation, conduct hearing, and potential disciplinary action by the University's Office of Civil Rights and Title IX (OCR) and/or Office of Student Conduct (OSC). A student may file a complaint directly with DLES, OCR, or OSC. However, in some cases, the process starts when a student seeks help from Student Health Services' Sexual Assault and Violence Intervention & Prevention Office (SAVIP). Beyond providing a wide range of assistance for victims, SAVIP can assist a victim in the process of filing complaints with DLES, OCR, and/or OSC. More information regarding the assistance SAVIP may offer is provided in this report.

## Office of Civil Rights and Title IX

The Office of Civil Rights & Title IX (OCR) is on a mission to create an environment where all people are treated with dignity and respect and have an equal opportunity to learn and work at a university free from discrimination, harassment, and sexual misconduct. OCR assists with prevention efforts and coordinates the response to reports of discrimination, harassment, sexual misconduct, and related retaliation/process abuse for the University of South Carolina community, including students, faculty, staff and third parties such as affiliates, volunteers, vendors, contractors, consultants, guests, alumni, applicants for admission or employment, or other individuals.

OCR primarily handles Title IX complaints and may initiate an investigative resolution as described in University Policy. The United States Department of Education has emphasized that Title IX requires Universities to include sexual assaults, sexual harassment, sexual violence, and sexual misconduct involving members of the University Community under their investigative authority. Title IX also prohibits retaliation against an individual who, in good faith, asserts his/her rights under Title IX or other federal and state laws prohibiting discrimination.

Any student with a complaint of discrimination or discriminatory harassment should contact OCR. Students can file complaints against faculty, staff, other students, student organizations, and any entity doing business or associated with the University. If you believe you have experienced discrimination or harassment based on your status as a

protected group, contact OCR at (803) 777-3854 for assistance, or submit your information to OCR using the “Report an Incident” option at [https://www.sc.edu/about/offices\\_and\\_divisions/civil\\_rights\\_title\\_ix/](https://www.sc.edu/about/offices_and_divisions/civil_rights_title_ix/).

Certain employees and persons associated with the University must contact the OCR if they receive a report from a student that has experienced harassment including but not limited to sexual misconduct, sexual violence, sexual assault, or any criminal behavior based on sex or discrimination. These persons with a duty to report include administrators, supervisors, department chairs, or person in a position of power over a student. Failure to immediately report any Title IX matter may result in disciplinary action against any person (e.g., administrators, faculty, or staff members) in a position of power over a student. To **report an allegation** of discrimination, harassment, or sexual misconduct, contact the Title IX Coordinator, Molly Peirano, or a designee in the Office of Civil Rights:

- Complete the online reporting form
- Call 803-777-3854
- Email: [Civilrights@mailbox.sc.edu](mailto:Civilrights@mailbox.sc.edu)
- Visit or mail to: Office of Civil Rights and Title IX: 901 Sumter St, Byrnes Building Suite 401, Columbia, SC 29201

**Victims/survivors/complainants** have the right to report without further participation in any investigation or other university resolution. If a victim/survivor chooses to report, the university can assist. The university will make available supportive measures, regardless of whether the victim/survivor chooses to file a complaint with the University or report to the police. You can decline to make a report yourself; however, the university may be required by law to make a report to law enforcement, children services, or adult protective services.

Officials in the resolutions process must be free of conflict of interests and bias and must receive training under the Title IX regulations on:

- a. Definition of sexual harassment as defined by the regulations;
- b. Scope of the school’s programs or activities;
- c. How to conduct an investigation and grievance;
- d. How to serve impartially;
- e. How to avoid prejudgment;



- f. Any technology to be used at a live hearing;
- g. Issues of relevance of questions and evidence including training on the rape shield law;
- h. Relevance, to create an investigative report that fairly summarizes relevant evidence;
- i. Training material must not rely on sex stereotypes. Institutions are required to make these training materials available on its website or upon request for inspection by members of the public.

## Office of Civil Rights and Title IX – Resolution Options and Disciplinary Procedures

The Office of Civil Rights and Title IX provides resolution options for harassment, discrimination, and sexual misconduct. Options for resolution include investigative resolution (outlined below), informal resolution, and other resolutions (e.g. educational conversations). To better understand these processes and your options, please contact the Office of Civil Rights and Title IX or reference the policy at <https://www.sc.edu/policies/ppm/cr100.pdf>.

Upon receipt of a report, the Office of Civil Rights and Title IX will share information about supportive measures and options for resolution with the complainant/victim/survivor, including consideration of complainant's request not to proceed with a resolution. Upon receipt of a complaint form, the university will provide written notice to the parties who are known, including the respondent(s). Proceedings will be prompt, fair, and impartial and will be conducted by trained employees. Parties will have timely and equal access to any information, including simultaneous notification of outcomes, as outlined in the policy. Both parties (complainant and respondent) have the right to be accompanied by an advisor of choice, including the right to have that advisor accompany the party at any meeting or proceeding (to which they have notice for) and to have the university provide an advisor to conduct cross-examination on the party's behalf at any live hearing.

When the investigative resolution process is used, a typical investigation will follow the timeline as outlined in the policies and procedures. Other factors may impact one or more parts of the time frame, including complexity, severity, extent of conduct, or other extenuating circumstances.

- Conducting the investigation, which includes interviewing parties (including complainant, respondent/alleged, and pertinent witnesses) and collecting and reviewing evidence (90 business days), which includes but is not limited to:

- o Providing parties an equal opportunity to inspect and review evidence (10 business days);
- o Providing parties opportunity to submit a written response to the preliminary investigative report (10 business days);
- Hearing (if applicable) and written determination issuance (30 business days);
- Appeals (30 business days).

The timeframes listed above are an approximation; the investigative resolution process could be longer or shorter, as many factors may affect one or more parts of the timeframe, as outlined in the corresponding procedures.

The university uses the preponderance of the evidence standard to determine whether there is sufficient evidence to establish that a respondent violated university policy. When a respondent is found in violation, sanctions will be imposed ranging from educational sanctions to dismissal (for students) or appropriate corrective action up to and including termination (for employees).

## Sanctions

Sanctions commensurate with the determined violation(s). When deciding the sanction(s), the Resolution Officer and The Assistant Vice President for Civil Rights & Title IX or designee, in consultation with proper university officials, account for any mitigating and/or aggravating factors.

- Sanctioning for students: consistent with sanctions in the university's Student Code of Conduct (STAF 6.26).
- Sanctioning for employees: consistent with the university's Disciplinary Action and Termination for Cause Policy (HR 1.39).
- Sanctioning for faculty: consistent with the university's Faculty Progressive Discipline Policy (ACAF 1.82).

***“Parties will have timely and equal access to any information, including simultaneous notification of outcomes, as outlined in the policy.”***

## Appeals

Once an outcome is reached, OCR will provide a Notice of Determination, including the written determination resulting from a hearing, or a written determination resulting from a final investigative report, including the sanctions, to the parties simultaneously. Both parties may appeal a determination regarding responsibility and a dismissal of a complaint or any allegations therein, on the following bases:

- i. Procedural irregularity that affected the outcome of the matter;
- ii. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
- iii. The Investigator(s), or Resolution Officer or designee(s) had a conflict of interest or bias for or against Complainants or Respondents generally, or the individual Complainant or Respondent specifically, that affected the outcome of the matter.

Informal resolution allows for a complaint to be resolved without a formal investigation and adjudication. Informal resolution is a voluntary process. Both parties must agree to participate, and the university must approve use of the process and any resolution. Informal resolution takes the form of a mediation where both parties come to an agreement about an outcome. Informal resolutions usually do not result in a formal disciplinary record for the respondent.

Other resolutions may include but are not limited to conducting educational conversations or informal coaching. Other resolutions are not disciplinary actions.

For full resolution procedure information, including information on student and employee procedure differences, advisors, hearings, and appeals, please review the Discrimination, Harassment, Sexual Misconduct Resolution Procedures: [https://www.sc.edu/about/offices\\_and\\_divisions/civil\\_rights\\_title\\_ix/documents/octix\\_resolution\\_procedures.pdf](https://www.sc.edu/about/offices_and_divisions/civil_rights_title_ix/documents/octix_resolution_procedures.pdf).

## Office of Civil Rights and Title IX – Supportive Measures

Immediate safety and equal access to the university's education program or activity, which includes employment, are USC's priority. Following a report, the university will provide student and employee victim/survivor/complainant with written notification of the complainant's rights. The university may offer supportive measures (as appropriate and reasonably available) to help, including, but not limited to:

- Mutual no contact directives;
- Extensions of deadlines or other course related adjustments;
- Modification of work or class schedules;
- Change in work or housing locations;
- Change in reporting relationship;
- Leave requests;
- Referral to campus and community resources for advocacy, counseling, disability services, financial aid services, health services, immigration services, safety and transportation services, and safety planning.

Supportive measures are designed to restore or preserve equal access to the university's education program or activities, including employment, without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the university's educational environment, or deter prohibited conduct. Supportive measures are available with or without filing a complaint and will be made available to both parties (complainants and respondents).

An Assistant Director of Civil Rights & Title IX will also provide information to individuals about resolution options and assist with filing a complaint with the office, if the person chooses, which would initiate an investigation or informal resolution.

For more information on supportive measures, please visit <https://www.sc.edu/civilrights>.







## No Contact Directive, Protective Orders, and Restraining Orders

A **No Contact Directive** is an official University notice from the University restricting two University affiliates from initiating contact with each other. Requests for No Contact Directives usually come from students, and require that both students adhere to the notice.

A benefit of the No Contact Directive is that if it is violated, the University may levy sanctions against the offender, removing the burden from the accuser.

Although a No Contact Directive may be ordered during the hearing process, it is not necessary to have a hearing before one is issued. An individual who expresses fear for their safety and the potential for danger if the alleged perpetrator is within geographic proximity should always apply for a Restraining Order.

Any USC student, faculty, or staff can request a No Contact Directive; however, both involved parties must be under the jurisdiction of USC. The individual initiating the request will meet briefly with a staff member in the Office of Civil Rights and Title IX. During this meeting, the staff member will review the parameters of the No Contact Directive and provide the individual with the letter, explaining its stipulations. Individuals are not obligated to report all details of an incident to receive a No Contact Directive but enough information to determine the appropriateness of the supportive measure will be needed; therefore, an individual may not be reporting a violation/crime to receive a No Contact Directive.

Individuals interested in requesting a No Contact Directive may contact the Office of Civil Rights and Title IX at 803-777-3854. SAVIP and DLES are also available to help facilitate this process.

Beyond a No Contact Directive, an individual may obtain a **Restraining Order** from a court of law to get protection from someone who is harassing or stalking them. A Restraining Order is a civil order and does not appear on a person's criminal record. However, if the accused violates the Restraining Order, they can be arrested. A Restraining Order can be granted for up to one year.

The University cannot issue a Restraining Order, only a No Contact Directive. To obtain a Restraining Order, an individual must complete a Complaint and Motion for Restraining Order and submit it to the Magistrate's Office in the county where the victim lives or where the harassment/stalking has taken place. The SAVIP Office and DLES are available to help assist with the application process and provide support for students who pursue this option.

A protection order is granted by a judge and orders the alleged party to stay away from you, the victim/survivor. The alleged party should not enter your home or approach you at your place of work or school. If the alleged party violates the protection order, a charge could be filed and the alleged party could be arrested.

Although a judge may grant the **protection order**, it does not guarantee your safety. It is important to take steps to ensure your safety as much as possible. Resources provided by Sexual Assault & Violence Intervention and Prevention (SAVIP), Pathways to Healing, SisterCare, and others can assist with safety planning.

For information on protection orders in or near the Columbia campus, please visit [https://sc.edu/about/offices\\_and\\_divisions/law\\_enforcement\\_and\\_safety/victim-services/orders-of-protection/index.php](https://sc.edu/about/offices_and_divisions/law_enforcement_and_safety/victim-services/orders-of-protection/index.php). For other jurisdictions, consider contacting local law enforcement, the city attorney, or other agencies that can assist with protection orders.

Note: In the state of South Carolina, in order to file an order of protection, the alleged party must be a spouse, ex-spouse, someone with whom you share a child or a live-in partner of the opposite sex (current or previous).

## Office of Student Conduct and Academic Integrity

The Office of Student Conduct and Academic Integrity (OSC) is a University department designed to promote individual student development and a campus climate of civility and accountability. This office encourages education and accountability by providing processes designed to uphold the behavioral expectations of the **University's Code of Conduct and Academic Honor Code**.

OSCAI reviews a wide range of student violations of the Code of Conduct from alcohol violations to assaults. The investigation and possible prosecution of a University student in the criminal justice system does not prevent them

from also being subject to sanctions imposed by the University. The University holds students to the standards outlined in the Codes while they are on campus and may apply the Codes when the behavior can affect the university community from other locations for as long as they remain students at the University.

OSCAI may begin a student conduct investigation upon receiving information that a University student has allegedly violated the Code of Conduct. Typically, OSC receives such information from DLES, University Housing, off campus police jurisdictions, or through a complaint filed by another student. University students are also required to notify OSC within 72 hours after they have been arrested by a law enforcement agency other than DLES.

A complaint form may be submitted to OSC online at [https://sc.edu/about/offices\\_and\\_divisions/student\\_conduct\\_and\\_academic\\_integrity/make\\_a\\_report](https://sc.edu/about/offices_and_divisions/student_conduct_and_academic_integrity/make_a_report). Once a complaint is received, OSC will meet with the student who has been accused and individuals thought to have relevant information. OSC will assess the Code of Conduct to determine which charges most closely meet the behaviors the student is accused of and offer the option of resolution through a conduct hearing or a Carolina Judicial Council hearing.

To determine if a violation of the Code of Conduct has occurred, OSC follows a standard referred to as a preponderance of evidence. This standard is used by courts of law in civil cases. It must be demonstrated that the charged student is more likely than not to have violated the Code of Conduct.





## Rights Afforded to Students Alleged to Have Violated the Codes:

- The right to be notified in writing (via email to their university account) of their rights in the conduct process;
- The right to be notified in writing of the charges against them with sufficient time to prepare for a hearing. In the event that additional charges are brought, a further written notice must be forwarded to the student(s) or student organization(s). The student(s) or student organization(s) may waive the right to separate written notice of additional charges in order to expedite the hearing process;
- The right to be notified of the date, time, and place of formal hearings at least three University business days prior to the hearing;
- The right to know the nature and source of the information used in a hearing process. This includes the right to review all documents and exhibits to be introduced at a hearing as well as a list of witnesses asked to present information at the hearing, upon the student's request;
- The right to present information on one's behalf;
- The right to elect not to appear at the hearing, in which case the hearing shall be conducted in the absence of the charged student(s);
- The right to refuse to answer any questions or make a statement. However, the hearing authority may draw inferences from this refusal;
- The right to present questions for the witnesses to answer. The Conduct Administrator/Council has some discretion on relevance of these questions; and
- The right to be accompanied by an advisor throughout the hearing process.

The accused's advisor, with written permission of the charged student(s) or student organization(s), may:

- Advise the accused regarding preparation for the hearing;
- Accompany the accused to all conduct proceedings; and/or
- Have access to information to be introduced at the hearing.

Advisors are not permitted to participate directly in the hearing process.

## Possible Sanctions

The OSC disciplines students who violate the Code of Conduct based on the details in each individual case. Sanctions range from a written warning to suspension or possible expulsion from the University.

Possible sanctions for violations include:

- Campus restrictions;
- Conduct probation;
- Assessment with a counseling agency;
- Removal from University Housing;
- Suspension; and/or
- Expulsion.

These sanctions are separate from any criminal charges or sentences imposed against the student in criminal court.

## Notification of Outcomes

The alleged student accused and the alleged victim are notified simultaneously at the OSC hearing and in writing of the outcome of the proceeding.

## Appeals

Hearing outcomes from the Office of Student Conduct and Academic Integrity or designee (including the Carolina Judicial Council) that meet the criteria for appeal must be submitted via an appeal form within five University business days from the date the decision letter is received. The OSC will forward it with a response memorandum to the Vice President of Student Affairs or their designee.

An appeal may be made for one or both of the following reasons:

- A procedural error was committed that has significantly prejudiced the findings of the Hearing Council;
- OR
- New evidence that could not have been available at the time of the hearing and would have a significant effect on the outcome of the case becomes available.

Decisions not appealed within five University business days are final.

## **Sexual Assault and Violence Intervention & Prevention Office (SAVIP)**

Sexual Assault and Violence Intervention & Prevention (SAVIP) is housed in Student Health and Wellbeing and is located on the second floor of the Thomson Building. SAVIP provides 24/7 confidential interpersonal violence advocacy for anyone on the USC-Columbia campus who is impacted by sexual harassment and assault, relationship violence (all forms of relationships), stalking and harassment. SAVIP also provides primary prevention education on topics that include but are not limited to healthy relationships, consent, bystander intervention, and survivor support.

Advocacy services offered include:

- 24/7 access to confidential interpersonal violence advocates;
- Academic assistance;
- Hospital and meeting & hearing accompaniment;
- Temporary alternative housing;
- Safety planning;
- Consultation; and
- Referrals assistance to other campus and community resources.

Students, staff and faculty who are impacted by any type of interpersonal violence can request any of the services listed above to prevent unnecessary or unwanted contact with their assailant, when reasonably available.

A major role of SAVIP is to provide **24/7 on-call services** to assist students, faculty, and staff in addition to prevention education to all students, faculty and staff on campus regarding sexual assault and all forms of interpersonal violence. The staff regularly provide workshops and training sessions for University faculty and staff, residential student staff, academic classes, and student organizations. SAVIP staff and trained peer educators provide workshops to students, particularly through University 101 classes offered to first-year students. Topics include bystander intervention, healthy relationships, communication, consent, survivor support, stalking, relationship/dating violence, and sexual assault.

SAVIP provides survivors options for counseling, medical treatment (if needed), and reporting. Sexual assault survivors may have the option to complete a sexual assault forensic exam at a local emergency room (recommended hospital is Prisma Health Richland, located at 5 Medical Park Dr., Columbia, SC 29203); survivors who may be interested in this option are encouraged to call SAVIP at 803-777-8248 (this is a **crisis line** and is in operation 24/7, with the exception of Winter Break) and a confidential advocate can review the survivor's options. If a survivor chooses a forensic exam, a SAVIP advocate can provide accompaniment to the emergency room. SAVIP advocates also review reporting options that include law enforcement and the Office of Civil Rights and Title IX. For law enforcement reporting, survivors must report in the jurisdiction in which the crime occurred. They may report to the OCR office if a USC student, staff, or faculty member is the alleged respondent. SAVIP staff provides support and assistance for students that pursue disciplinary procedures and file criminal charges.

If you have any questions about services mentioned or would like to receive additional information, call Sexual Assault and Violence Intervention & Prevention at 803-777-8248 (available 24/7) or go to the Thomson Building during business hours (8:00 a.m.-5:00 p.m. during fall & spring semesters, 8:30 a.m.-4:30 p.m. during summer & other breaks) and one of the advocates in the office will be able to provide assistance. Information and resources for those impacted by interpersonal violence can be found at <https://bit.ly/2Jx6vdX>.

***“A major role of SAVIP is to provide 24/7 on-call services to assist students, faculty, and staff.”***

## Guidelines for Assistance for Sexual Assault Victims

If you or someone you know is sexually assaulted:

- Get to a safe place as soon as you can, and call 911 to contact emergency services if needed or to call an ambulance if you believe you may be seriously injured; you may call SAVIP (24/7) at (803)777-8248 to receive support and discuss options for immediate care and for reporting, if that is what the survivor wishes. A SAVIP advocate can provide accompaniment to the hospital if that is what the survivor wants.
- Try to preserve physical evidence. Do not wash, use the toilet, or change clothing if you can avoid it. If you do change clothes, put all clothes you were wearing at the time of the assault in a paper, not plastic bag.
- Get medical attention as soon as possible to make sure you are physically well and to permit collection of important evidence in the event you may later wish to take legal action.
- Contact a law enforcement agency to report the assault.
- Talk with an advocate or counselor who will maintain confidentiality, help explain your options, give you information, and provide emotional support.
- Contact someone you trust for initial and ongoing support.

If an individual does not want to file a criminal complaint with DLES, they may still seek restorative justice by filing a complaint directly with the Office of Civil Rights and Title IX and inquiring with SAVIP about their options. Help and support are always available through SAVIP, Counseling and Psychiatry services, and other community resources.

***“Help and support are always available through SAVIP, Counseling and Psychiatry services, and other community resources.”***





## Sexual Assault, Relationship, and Dating Violence Programs

The University of South Carolina prohibits dating violence, domestic violence, sexual assault, and stalking. To raise awareness of those issues and to assist survivors of such violence, the University offers a number of resources to the campus community.

The University utilizes a website to inform the campus community of issues involving interpersonal violence, including sexual assault. The website [www.sc.edu/interpersonalviolence](http://www.sc.edu/interpersonalviolence) is a one-stop destination for interpersonal violence resources, to include interpersonal violence prevention and education programs and resources for survivors.

One of the primary University support units dealing with all forms of interpersonal violence is **Sexual Assault and Violence Intervention & Prevention (SAVIP)**. SAVIP is located in the Thomson Building. Its advocates offer support and services to students, faculty, and staff who are primary and secondary survivors of interpersonal violence which includes sexual assault, attempted sexual assault, relationship/dating violence, domestic violence, stalking, and/or harassment.

SAVIP provides educational programming and training throughout the year (see below for a list of programs and trainings). SAVIP also coordinates annual campus-wide campaigns to raise awareness and promote prevention of interpersonal violence. Notable campaigns include Relationship Violence Awareness in October, Stalking Awareness in January, and Sexual Assault Awareness in April.

SAVIP recognizes **Relationship Violence Awareness Month (RVAM)** with events designed to increase awareness about intimate partner violence as a major social issue. RVAM events include tabling and educational sessions designed to raise awareness of dating and relationship violence, how to recognize warning signs, as well as how to foster healthy relationships, and how to find services for those impacted by relationship violence.

SAVIP recognizes **Stalking Awareness Month** with tabling and educational events aimed at fostering understanding about stalking and harassment. They educate the University Community about stalking methods, including the use of technology, the Rave Guardian app, options for those who are stalked and how to find services for those impacted by stalking.



SAVIP recognizes **Sexual Assault Awareness Month (SAAM)** with events aimed at fostering understanding the effects of sexual assault while promoting a culture of healing and accountability. SAAM events encourage members of the University Community to utilize bystander intervention methods to prevent sexual assault and other forms of interpersonal violence. Through education, campaigns, and bystander intervention, SAVIP actively seeks to foster a Carolina community of respect, trust, equality, and healthy relationships.

## **Gamecocks Stand Up – Bystander Intervention Program**

SAVIP promotes bystander intervention through Gamecocks Stand Up, bystander intervention education that includes four bystander intervention strategies and resources on and off-campus for those involved in harmful or negative situations.

The scope of Gamecocks Stand Up is diverse, offering informational material, training for students, faculty, and staff, classroom presentations, and outreach events.

A “bystander” is a person who observes a situation or event but is not directly involved in it. For example, if you’re walking down the sidewalk and see two cars collide but you don’t get involved you are a bystander to the event. At the other end of the spectrum are “active bystanders.” These are people who notice a harmful situation is about to happen, is currently happening or has already happened, and then they make a conscious decision to step in and intervene. In the previous scenario, an active bystander would see the collision but would stop to call USCPD and report the incident.

***“The University of South Carolina prohibits dating violence, domestic violence, sexual assault, and stalking. ... the University offers a number of resources to the campus community.”***

## Changing Carolina Peer Leaders

**Changing Carolina Peer Leaders (CCPL)** program is a student-run organization that works to educate, advocate for, and engage with peers by connecting students to on-campus resources. Students work toward inclusive and diverse programs on sexual health, healthy relationships, mental health, and general wellness to promote health equity for all members of the campus community.

Changing Carolina Peer Leaders is a member group of the national **peer education** student organization BACCHUS Initiatives of NASPA.

## SAVIP Presentations and Training

Other presentations given by SAVIP staff, graduate students, and peer educators include:

**Healthy Relationships, Communication, and Consent:** designed for University 101 classes, this presentation covers consent and healthy relationship characteristics; warning signs of unhealthy relationships, definitions of the three types of interpersonal violence (sexual assault, relationship/intimate partner violence and stalking); the relationship between alcohol and sexual assault; and resources on campus for interpersonal violence survivors.

**How to Support a Survivor:** this presentation includes an in-depth overview of SAVIP services, strategies to assist interpersonal violence survivors, and on- and off-campus resources for interpersonal violence survivors.

**SAPU:** an online sexual assault prevention education course that presents realistic and interactive skill-building scenarios. All incoming students are required to complete the SAPU and Alcohol EDU courses.

Victims and witnesses can receive confidential services through the **Counseling and Psychiatry Department** (803) 777-5223, Student Health Services, and SAVIP (803) 777-8248 (24/7). SAVIP staff can explain the reporting process, the rights of victims and witnesses, and options. Confidentiality will be maintained when speaking to any of these offices, except under very rare circumstances.

Other University personnel, however, may have reporting and response obligations. University staff, depending on their role, may be required to share information regarding sexual harassment or misconduct with administrative authorities for investigation and follow up. The University wishes to support students who have experienced assault, harassment, or abuse in pursuing justice, to the extent possible.

The University will protect the confidentiality of an alleged victim by not disclosing the alleged victim's information to anyone outside the University, to the maximum extent permitted by law. The University must balance a victim's request for confidentiality with its responsibility to provide a safe and non-discriminatory environment for the University community. When the University cannot take disciplinary action against someone accused of discrimination or harassment because of a victim's wish for confidentiality, the University will pursue other steps to limit the effects of the alleged sexual misconduct and attempt to prevent its recurrence.

SAVIP can provide safe and confidential support, explain common reactions to crises, and discuss coping methods that may assist immediately following the assault and later. SAVIP advocates will not reveal the victim's identity to anyone without the victim's permission, except under very limited exceptions (e.g. if an immediate threat to the victim or others is present, if the alleged is a repeat offender, or if the victim is a minor).

**Mandatory reporters** are afforded the opportunity to submit a report through the Office of Civil Rights and Title IX's website. However, the reporter should know that, during the course of an investigation, his/her identity may be discovered. If that occurs, the reporter will receive the same confidentiality safeguards offered to those who make a formal report. Reports submitted through any of the entities listed above are included in the University's Annual Security and Fire Safety Report.

Anonymous tips regarding criminal activity can be made to the **Midlands Crimestoppers** by dialing 1-888-CRIME-SC or by visiting <http://www.midlandscrimestoppers.com>. Individuals may also use the RAVE Guardian app to send anonymous tips or to provide law enforcement with concerns regarding suspicious activity. DLES does not generally investigate anonymous allegations of criminal activity outside of CRIMESTOPPERS and the RAVE Guardian app. Anonymous tips without further corroboration are not included in the University's Annual Security and Fire Safety Report.

The University does not have procedures to encourage pastoral or professional counselors to inform persons they are counseling of how to report Clery crimes on a voluntary, confidential basis for inclusion in the University's Annual Security and Fire Safety Report. The University does not prohibit pastoral or professional counselors from doing so when those individuals deem such advice appropriate.

The University's Annual Security and Fire Safety Report does not include personal identifying information of victims or reporters. Further, South Carolina law prohibits the publication of the name of a sexual assault victim.





# Crime Prevention



## Role of DLES in Crime Prevention

The Division of Law Enforcement and Safety (DLES) conducts crime prevention and safety presentations throughout the year to faculty, staff and students. Additionally, DLES distributes educational and crime prevention materials at display tables during campus events throughout the year. This also provides opportunities for students to ask questions, register property, and obtain important safety information.

The following programs are designed to inform students and employees about the prevention of crimes:

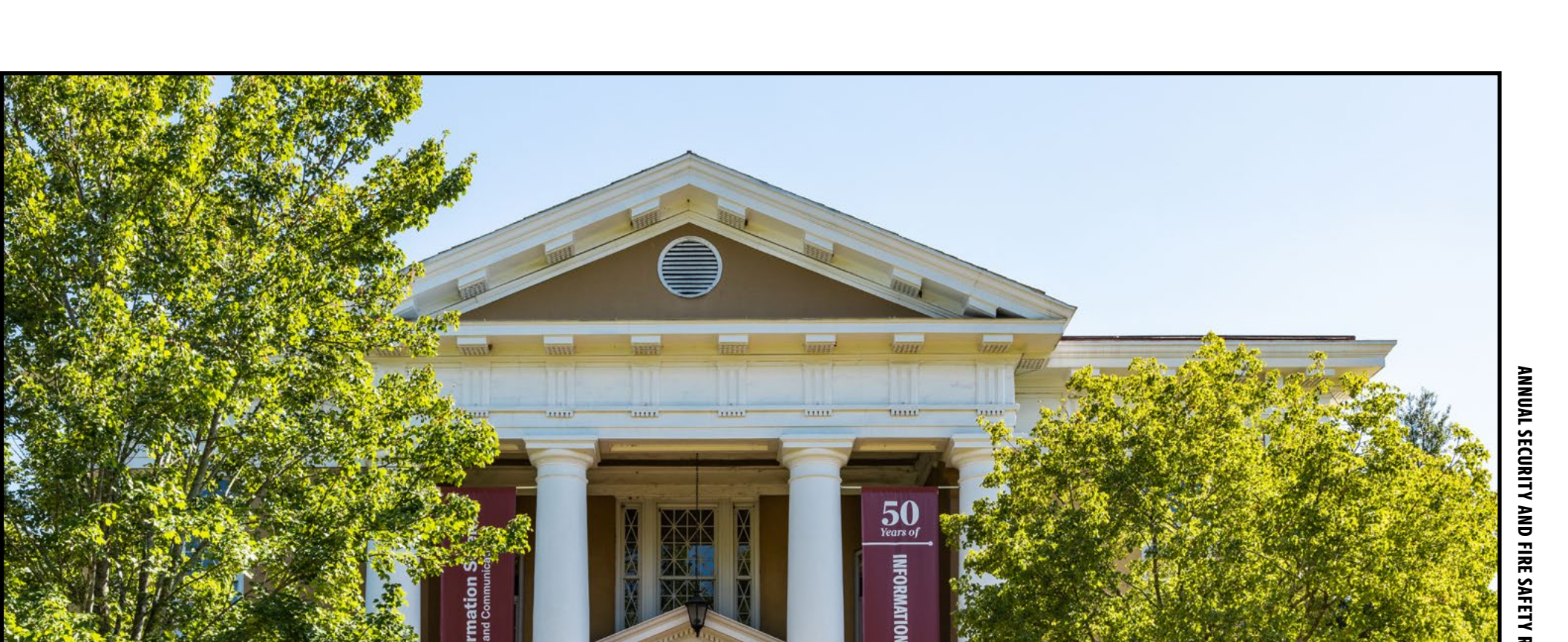
- **Residential Safety and Security:** methods of securing resident living space both on-campus and off-campus and the process of reporting suspicious activity and people.

- **Building Safety and Security:** methods and procedures for keeping the workplace and classroom safe and the process of reporting suspicious activity and persons.
- **Garage/Parking Lot Safety:** precautions for preventing theft and vandalism of parked vehicles and risk reduction to increase personal safety in and around garages and parking lots.
- **Campus Safety:** general and specific methods of personal protection and risk reduction. Identifies areas that are safe for the community, identifies tools available to enhance personal safety, and outlines the process of reporting suspicious activity and individuals.
- **Active Shooter Workshops:** identifies what behaviors to avoid in an active shooter situation and teaches personal safety in a shooting event.
- **Property Registration:** offers free engraving and registration for personal and University property. DLES also maintains a database of engraved items in order to help individuals protect their valuables from property theft.
- **Women's Self Defense Workshops:** increases recognition and response to potentially dangerous situations, increasing confidence in everyday activities and encouraging risk reduction practices. The University's Sexual Assault and Violence Intervention & Prevention (SAVIP) Office has partnered with DLES to offer a Women's Self Defense Workshop. Call 777-8248 to sign up.

To get more information about these programs or to schedule a program, contact the DLES **Community Services Unit** at 803-777-4215.

The DLES Community Services Unit also assists in providing safety education to all incoming freshmen and new students through University 101 (U101).





DLES assigns police officers to specific campus areas and buildings through the Community Resource Officer Program. Community Resource Officers (CROs) interact with students and residence life staff. CROs offer direct support from a familiar face, providing educational programs, and serving as mentors. The CROs use community policing and problem solving to address quality-of-life issues and build positive relationships that help students understand how the resources we offer can help keep them and their property safe.

Residential communities are a priority under the CRO program with CROs assigned to academic and administrative buildings, as staffing allows. These officers build partnerships and improve safety by attending community meetings (residence hall meetings, employee safety committees, etc.) and by making positive community contacts and disseminating crime trend and safety information. CROs pay special attention to their assigned communities and actively solicit input and information from community members on perceptions of crime and safety issues.





## Role of Housing Staff in Crime Prevention

It should be noted that violent crime on campus is not common. The most prevalent crime our community experiences is **theft**. University Housing advises resident students that they should lock residence hall rooms and that anyone parked on campus should remove valuables from their vehicles. It is also noteworthy to remember that several facilities around campus are open to the public, like the Thomas Cooper Library. It is not uncommon to see non-students in these areas. Care should be taken in these areas to keep personal property under close watch.

The following security awareness and training programs are offered by University Housing to train/educate Housing staff and students residing on campus about campus security procedures.

## Training for Housing Staff

All staff members are required to complete an online training course on **Crisis Management and Emergency Procedures**. At the end of each session, employees are required to pass a test on the materials presented.

All Housing staff members participate in another seminar during formal job training on crisis management and University-specific procedures.

All Housing staff members participate in experiential sessions where they problem-solve through different situations and must discern when to apply the procedures they have learned. Training scenarios include: roommate issues; fire safety; alcohol overdose; suicidal students; drugs; sexual assault; and medical emergencies.

All Housing staff members are trained on the emergency and safety protocol and procedures specific to the building where they work. Also included are the security systems in each area, including cameras and card access devices.



All full-time staff and graduate staff members who live and work in a residence hall are required to complete and pass Incident Command System (ICS) training offered through the Federal Emergency Management Agency (FEMA).

All staff members who serve in an emergency response capacity are trained in the Housing duty system.

Housing staff members are trained on how to identify and report security issues they discover when working within their assigned buildings.

Housing staff members are trained on the **Visitation Policy** for their specific buildings.

## Crime Prevention Education for Residential Students

All residential buildings on campus have an orientation that covers many topics, including campus safety. When students move into residential halls on campus, each hosts an orientation that addresses campus safety. Residential hall floors continue to meet during the academic year to reinforce safety information and discuss new topics and concerns as needed.

Several methods are used to distribute and reinforce information given to students to educate them on safety matters. They include: one-on-one meetings with students; video boards located in residence halls; email blasts sent to students; print newsletters; flyers; programs and activities; brochures; and room inspections. Housing staff conduct room inspections in residence halls, during which they check for prohibited items and look for any health and safety concerns. Traditional residence halls are inspected twice a semester by Housing staff, while apartment-style residence halls are inspected monthly. **Fire extinguishers** are checked monthly in apartment style residences.

All students are informed about the Visitation Policy for their specific residence, and held accountable for violations of the policy.

Students who violate Housing policy, or who create safety hazards, are met with individually to be held accountable for their actions and to reinforce their roles as responsible members of our Housing and University Community.

## Other Crime Prevention Programs

The University does not have any official student organizations that have housing facilities off-campus. There are several recognized student organizations that occupy privately owned houses within the campus boundaries of **Greek Village**; DLES responds to calls for services from these houses.

Some official student organizations, including faith-based organizations, own private, non-residential facilities off campus. If a local law enforcement agency is called to respond to one of those facilities, they may notify the DLES of the situation, although this would be done as a courtesy and not obligation. DLES works with neighboring jurisdictions in identifying criminal activity by students at non-campus locations. Reporting procedures are established between neighboring jurisdictions and DLES to allow for the documentation of criminal activity by University students in those jurisdictions so that information can be provided to the **University's Office of Student Conduct and Academic Integrity**.

## Access to Campus Facilities

### Residence Halls

Most residence hall entrances are staffed with Housing personnel. These employees are charged with the responsibility of checking the identification of those entering the residences and have direct contact with the Division of Law Enforcement and Safety (DLES) by telephone. Some residence halls, such as DeSaussure, Thornwell, and Woodrow, are apartment-style and have no security guard or Housing staff at their entry. All residence halls are within a designated patrol sector and patrolled by DLES officers day and night. The Greek Village is also patrolled by **campus police officers** day and night, and some of the houses located there are equipped with access control systems. They are locked at night and can only be accessed by authorized students and staff.

## Classrooms

Classroom buildings and individual rooms are under the protection of the DLES. These buildings are within designated patrol sectors and are patrolled twenty-four hours a day, seven days a week. Academic buildings with access control systems can only be entered by authorized persons after hours.

## Libraries and Other Public Buildings

To maintain a secure campus environment, DLES gives extra attention to University areas open to the public in the routine patrol plan. Staff located in these areas assist with monitoring the campus environment as well. The Thomas Cooper Library uses **Closed Circuit TV (CCTV)** cameras and staff check packages and bags as visitors exit the building. All public buildings on campus are staffed with University personnel who are instructed on the best method of contacting DLES. DLES patrols all public areas and buildings on campus, providing a twenty-four hour law enforcement presence.

## Athletic Stadiums, Coliseums, and Arenas

CCTV and/or alarm devices monitor most of the areas in which athletic contests are held. Before, during, and after events, DLES officers and/or contract security personnel patrol and maintain a presence in the area to promote a safe environment and report any security issues. Suspicious activity observed by contract security personnel is reported to DLES by two-way radio or telephone. Security measures are customized for the activity to be held.

## Garages/Parking Lots

Some garages and parking lots have CCTV cameras, and most have Emergency Call Boxes placed in conspicuous locations. People using the garages and parking lots are encouraged to report any suspicious activity to DLES. Officers regularly patrol the University's garages and lots.

## General Campus

In addition to the routine patrol plan of the Division of Law Enforcement and Safety, certain days of the week and weekends are chosen in which **high visibility patrols** are implemented. These patrols are designed to exhibit a concentrated law enforcement presence in areas of the campus frequented by students at night. Special campus events are also common sites of high visibility patrols. DLES officers and/or contract security, at the request of organizations sponsoring events, provide security at many campus activities.

## Security Considerations in the Maintenance of Campus Facilities

Facilities and landscaping are maintained in a manner that minimizes hazardous or unsafe conditions. DLES regularly patrols the campus and reports unsafe physical conditions to **Facility Services** or Housing for correction. Housing residents or other members of the University Community also report equipment problems or potentially hazardous conditions to DLES, Housing, or Facility Services.







## Reporting Missing Students

When anyone has reason to believe that a student who resides in campus housing is missing, they should immediately **notify DLES** at 803-777-4215 or **call 911**. DLES will generate a missing person report and initiate an investigation.

When a resident student is missing, reports should be made immediately to any **Residence Life** staff member or directly to DLES. In the event that Residence Life staff is made aware that an on-campus residential student is missing, they will immediately contact DLES and file a missing person report.

Housing staff are required to provide law enforcement with the following information:

- The name, building, and room number of the student who is considered missing;
- The name(s) of those who initially reported the student missing (friends, roommates, family, etc);
- Contact information of person(s) provided by student in the event the student is determined to be missing (which is optionally given and kept confidential) as listed in the assignment database; and
- Emergency contact information of the missing student (which is kept confidential).

## Courtesy and Student Welfare Inspections

Parents or legal guardians of a resident student who are unable to contact their child and, who believe that the student may be in danger or have suffered a medical debilitating condition may contact DLES. DLES will dispatch an officer to the student's on-campus address to determine whether he/she needs emergency assistance. The parent or legal guardian will be informed of the student's status subject to any limitations under federal or state law.

## Policies for Making Timely Warning Reports to Members of the Campus Community

The University of South Carolina makes **timely warnings** to the University Community regarding certain crimes considered to be a serious or continuing threat to students, faculty, staff, and visitors when reported to the Division of Law Enforcement and Safety (DLES), and such warnings will not compromise an on-going criminal investigation.

Generally, DLES will issue a timely warning for the following crimes, when there is reason to believe that perpetrators of crime may present a threat to the University Community and such disclosures would not harm the investigation of the incident or apprehension of the subject:

- Murder and non-negligent manslaughter;
- Manslaughter by negligence;
- Sex offenses;
- Robbery;
- Aggravated assault;
- Burglary;
- Motor vehicle theft; and
- Arson.





A number of factors are considered to determine if there is an ongoing threat to the University Community that would make it necessary to issue a timely warning. Although the University is not required to provide notification for non-*Clery Act* crimes or when the incident does not occur within *Clery Act* geography, DLES may decide that a warning must be issued if a crime has the potential to compromise the safety of the University.

## Circumstances for Which a Warning Will Be Issued

The following factors and circumstances will be considered when issuing a timely warning:

- The nature of the crime;
- The continuing danger to the campus community; and
- The possible risk of compromising law enforcement efforts.

When determining the content of the warning, the University will include as many available details as possible, including:

- Type of alert;
- Location;
- Suspect(s) description;
- Incident summary; and
- Any information that promotes safety and aids in the prevention of similar crimes

***“DLES may decide that a warning must be issued if a crime has the potential to compromise the safety of the University.”***



## Ways Warnings are Disseminated

The University may send timely warnings by various communication media including:

- University e-mail;
- Carolina Alert social media;
- Carolina Alert RSS feed;
- Carolina Alert website; and
- DLES website.

Additionally, warnings or advisories affecting the University Community will be posted on the DLES website on the crime alert page: <http://bit.ly/1JGV46m>.

The DLES Associate Vice President-Chief of Police or his/her designee will be responsible for authorizing and issuing timely warnings, on behalf of the University.

## Emergency Response, Notifications and Evacuations

When it is determined that there is a **dangerous situation** that poses an imminent threat to the safety or health of the Carolina Community, in accordance with University Policy LESA 4.2, specific University personnel are responsible for activating the **Carolina Alert System**. The University will immediately notify the appropriate segment(s) of campus using one or more of the communication mediums in the Carolina Alert System.

Upon receiving a report or notification regarding a significant emergency or dangerous situation involving an immediate threat to the safety or health of the University of South Carolina Community, the University will confirm the emergency or dangerous situation and determine the content before initiating an emergency notification. Notification may not be made if it would compromise or impede efforts to assist victim(s), or contain, respond to, or mitigate the emergency.

### Activation Authority

It is the responsibility of the following authorized persons to confirm an emergency, determine the appropriate segment(s) of the campus community to receive a notification, determine the content of the message, and initiate the selected communication media within the **Carolina Alert** emergency notification system:

- University's Division of Law Enforcement and Safety On-Duty Supervisor;
- University's Division of Law Enforcement and Safety (DLES) Emergency Management Coordinator;
- DLES Officer with the rank of Lieutenant or above;
- DLES Deputy Chief;
- DLES Associate Vice President/Chief of Police; and
- Chairperson, University's Executive Policy Group.

When it is appropriate, the authorized individuals (or their designees) will consult the next person in the chain of communication before sending an emergency message. However, if the next person is unavailable, or if time does not allow for a delayed warning, approval is not necessary.

## Confirmation of an Emergency

If the person(s) authorized to send a message has not confirmed the emergency first-hand, they will contact the DLES on-duty shift supervisor to receive an update. They may also choose to contact surrounding law enforcement agencies and emergency response agencies for more information.

## Determining Where on Campus to Send Notifications

Those authorized to send a message will also determine which segment(s) of campus will be notified.

The entire campus community may be notified if there is the potential for a very large segment of the community to be affected by the situation, or when the situation threatens the operation of the entire campus.

If **emergency conditions** are isolated to a specific part of campus, notifications may be made to that specific area instead of notifying the entire campus. As the incident progresses, personnel will monitor the situation and notify additional areas of the campus if needed.

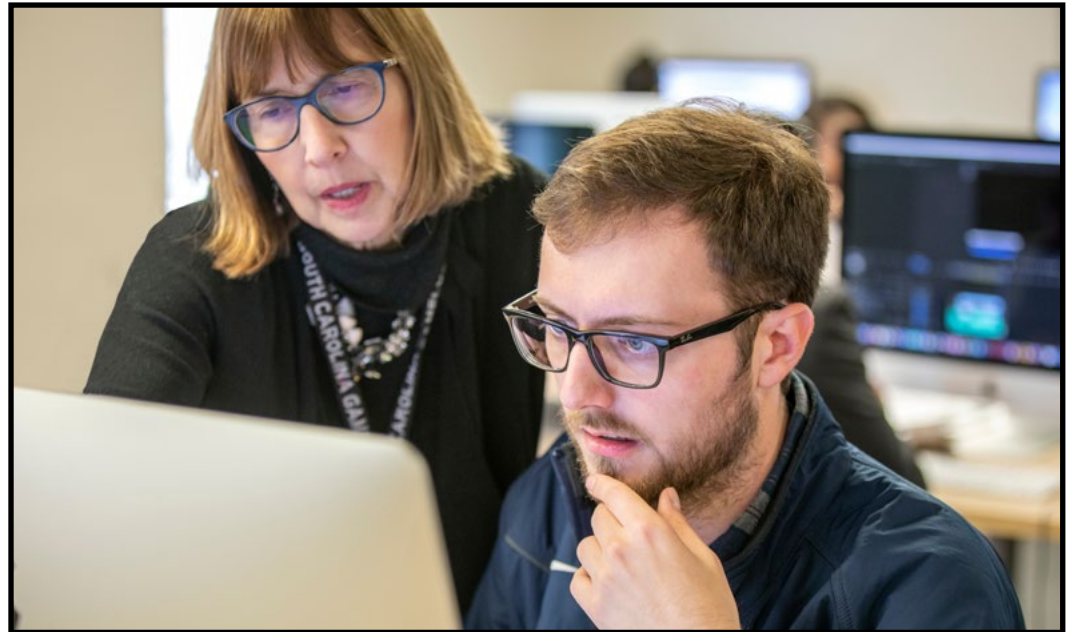




# Communication Media

The following is a list of communication media the University may use to send an emergency notification:

- Carolina Alert Website: <https://www.sc.edu/CarolinaAlert>;
- Facebook;
- Twitter;
- University Website: <https://www.sc.edu>;
- Outdoor Warning Sirens;
- Tone Alert Radios;
- Voice Over Fire Alarms;
- Digital Signage;
- Alert FM;
- Text Alerts;
- E-mail;
- Emergency Information Line;
- 90.5 WUSC Radio;
- Blackboard Announcement;
- Fire Alarm;
- Vehicle Public Address Speakers;
- Bullhorns; and/or
- Media Advisory.



Not all media will be used for every notification. **Every incident is unique**, and authorized personnel will use communication methods based on their reach, effectiveness, and location.

The following guidelines are used to assist authorized personnel with selecting communication media, and to provide the community an understanding as to which forms of communication may be used in different scenarios.

## Requires Action

If a situation exists that poses an immediate safety risk and requires persons to change their behavior (e.g. seek shelter, evacuate), information may be pushed using disruptive media (e.g. sirens, Alert FM, text messages).

## Public Notification

If a situation exists where persons should be notified about an incident that is not immediately life threatening (e.g. crime alerts, situations that have already been contained), media such as the Carolina Alert website, social media, or others may be used to communicate the information.

## Determination of Message Content

The person(s) authorized to send a message will also determine the content of the message. There are a number of pre-scripted, pre-approved messages from which authorized person(s) may choose from.

## Initiating the Notification System

Once the authorized person has confirmed the emergency, selected the areas of campus that need to be notified, chosen the appropriate communication media to use, and determined the content of the message, he/she will call the personnel responsible for physically activating each individual communication method.

**Immediate safety risk = disruptive media.**

## Follow-Up Communication

Once a **mass notification** is issued, the person who authorized the notification will immediately contact the University Emergency Management Team Executive Policy Group.

The initial notification should be followed by a subsequent message(s) that provides greater detail of the incident and/or protective action recommendations. If the incident requires an extended response time, subsequent information releases should be done so at the discretion of the **University Public Information Officer** or designee.

## Disseminating Information to the Surrounding Community

If a dangerous situation exists on campus that has the potential to affect the surrounding Columbia community, the person who authorized the alert will notify DLES dispatch to call **Columbia – Richland Emergency Communications Center**, or the appropriate authority dependent on the nature and type of emergency, to make the determination to initiate its community notification process.

## Emergency Notification Tests

The Carolina Alert System is **tested** at least once a year to ensure the system is operational and to introduce members of the Carolina community to the methods in which they can receive notifications during an emergency. The test also provides information regarding what to do in the event of an actual emergency.

A summary of the University's emergency response and evacuation procedures is distributed in conjunction with at least one annual test per year. After each test or activation of the Carolina Alert system, a brief after action report is written to evaluate the event against measurable goals.

This document includes: purpose, date / time, whether the test was announced or unannounced, participants, description, successes, shortcomings, and corrective action recommendations.

Additional information concerning Carolina Alert can be found at: <https://www.sc.edu/CarolinaAlert>.

## Policies and Programs To Prevent Alcohol and Drug Abuse

Maintaining health and wellness is critical to meeting the mission of the University of South Carolina. The possession or use of illegal drugs, or the misuse of drugs that may otherwise be legally possessed, negatively impacts the University environment, as well as the individual potential of our students, faculty, and staff. The University is in compliance with the Drug Free Schools and Communities Act of 1989 and has established the Office of Substance Abuse Prevention and Education (SAPE), under the guidance of the Vice President for Student Affairs and Academic Support.

The University's drug and alcohol policy is available at <https://sc.edu/policies/ppm/staf302.pdf>. Students, faculty, and staff are notified of the policy and campus resources twice each year. The University provides a comprehensive spectrum of substance misuse services, including prevention, education, early intervention, referral to treatment, and recovery support. Additional information is available by calling (803) 777-3933 or at <https://www.sc.edu/sape>.

Our **standards of conduct** prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees. The Division of Law Enforcement and Safety (DLES) works closely with the Office of Student Conduct and Academic Integrity (OSC) and SAPE to educate the student population concerning the responsible use of alcohol. Although every situation is different, officers typically refer student violators of the state's alcohol laws to OSC for brief educational interventions, counseling and student discipline. Violations of the state's underage drinking laws may be enforced through filing appropriate criminal charges and are usually handled by OSC with a referral from law enforcement. Violations of drug laws are usually handled through the local criminal justice system. The vast majority of first-time offenders are usually allowed to enter a diversionary program, referred to as Pre-Trial Intervention, which is coordinated by the local solicitor's office. Student violators of drug laws are also referred to OSC.

## Policy Regarding the Possession, Use, and Sale of Alcoholic Beverages

No person under the **age of 21** may purchase, possess, or consume any alcoholic beverages, and no person shall sell or give alcoholic beverages to anyone under 21 years of age anywhere at the University of South Carolina – Columbia.

Persons and their guests 21 years of age and older may possess and consume alcoholic beverages in individual campus residence hall rooms or apartments on campus, but not in the communal areas of a residence hall on campus such as lounges, balconies, decks, or bathrooms.

Common source containers of alcohol (e.g., kegs) are not permitted on the University of South Carolina – Columbia premises any time.

All events sponsored by a university entity that involve alcoholic beverages in university owned, -leased or -controlled buildings, grounds or other facilities must be registered through the Office of Substance Abuse Prevention and Education by submitting the **Alcohol Event Registration Form**. All events with alcohol must include monitoring for legal age, provide food and non-alcoholic drinks, and last no longer than four hours.

Events on campus must purchase and serve alcohol through the contract of a trained, qualified and properly insured caterer or bartender with an appropriate liquor license from the Department of Revenue. University faculty, staff or students are not permitted to serve alcohol unless employed by the contracted bartending service.

No alcohol may be served or consumed in any University building or open space except as provided in the Alcohol Event Registration Form. This includes personal consumption as well as consumption at a private party event.

Any container of alcohol being transported must be sealed and covered while on University premises.

No person, organization or corporation may sell any kind of alcoholic beverage on the campus of the University, unless there is an alcohol permit to do so.

## Guidelines for Students

Students must adhere to the **Student Code of Conduct** and the General Guidelines for the University Community as well as all federal, state, and local laws and ordinances. In addition, students should be aware that under the Family Educational Rights and Privacy Act (“FERPA”), the University may disclose the result of a disciplinary proceeding to a parent or guardian so long as the student is under the age of 21 at the time of the incident and the proceeding has resulted in a violation of University drug or alcohol policies or any federal, state, or local law. The University may also notify a parent or guardian of a student under the age of 21 of any sanction that places the student on housing or conduct probation (official notice that any additional offense may affect the student’s ability to live on campus or attend the University), or that results in removal from University Housing or the institution (e.g., housing removal/relocation, suspension, or expulsion).

The University may also notify a parent or guardian upon a **second violation** of the University alcohol policy. Finally, the University’s Student Care and Outreach Team will notify a parent or guardian of a student under the age of 21 where the consumption of alcohol has resulted in the hospitalization of the student. For more information or for the Consent to Release Information waiver, refer to the Office of Student Conduct.





## Policy Regarding the Possession, Use, and Sale of Illegal Drugs

The University of South Carolina – Columbia supports strict enforcement of laws concerning the possession, consumption, and distribution of illegal drugs and controlled substances, as set forth in the South Carolina Code of Laws, Title 44, Chapter 53. Students, as citizens, are responsible for knowing about and complying with South Carolina laws concerning illegal drugs and the use of other controlled substances.

Students are responsible for abiding by the Student Code of Conduct and local, state, and federal laws whether on or off campus. Failure to do so can result in criminal, civil, and University proceedings and sanctions. Students and student organizations that are in violation of the law are also violating the Student Code of Conduct and can be held accountable under both separate systems. Violations of the University's drug policy as well as other regulations contained in the Carolina Community will be referred to appropriate University offices.

The risks associated with the misuse of alcohol, illegal drugs, prescription medications, and other substances are numerous and include physical and mental impairment, emotional and psychological deterioration, addiction, infectious disease, and adverse effects on pregnancy. There are obvious risks, such as suffering a hangover, driving under the influence or committing other crimes, and sustaining or causing personal injury. There are a number of less obvious risks associated with alcohol and other drug misuse that students and employees may not realize, including: poor academic and/or job performance, initiating nonconsensual sexual activity, and jeopardizing future career prospects. In addition, alcohol and other drug misuse puts the user at considerable health risk, which can include nausea, vomiting, cancer, liver damage, elevated blood pressure, psychotic episodes, hallucinations, and overdose leading to death. A chart on the uses and effects of controlled substances can be found <https://bit.ly/2VkeJJb>.

***“The risks associated with the misuse of alcohol, illegal drugs, prescription medications, and other substances are numerous.”***

## Substance Abuse and Prevention

The Substance Abuse Prevention and Education Office (SAPE) is located on the third floor of the Strom Thurmond Wellness and Fitness Center and Carolina Coliseum 4001 and is open Monday through Friday during regular business hours. SAPE provides a comprehensive spectrum of substance misuse services, including prevention, education, early intervention, referral to treatment, and recovery support. Additional information is available by calling (803) 777-3933 or at <https://www.sc.edu/sape>.

## Educational Programs

**Students Taking Initiative and Responsibility (STIR):** the purpose of STIR is to help students identify high-risk behavior, reflect on their substance use, and reduce potential negative consequences. Using the BASICS model, STIR includes two individualized meetings with trained facilitators. Participants are typically sanctioned to the STIR program by their conduct administrators for an alcohol or drug violation, but students may also voluntarily take part to explore their choices about substance use.

**AlcoholEdu:** AlcoholEdu is a required educational program. This highly interactive and engaging training educates students on creating a safe and healthy campus environment and reducing their risks related to alcohol. The course is taken in two parts, both of which are completed online. Part I takes about two hours to complete, and is done before the student arrives on campus. Part II takes approximately 15 minutes, and is taken 45 days after the first part is completed. All new and transfer undergraduate students must complete AlcoholEdu. Failure to complete both parts may result in a registration hold.

**Gamecock Recovery:** promotes a nurturing campus and community environment to ensure that all students in recovery can achieve academic and personal success. Our student community supports one another through peer support meetings, social events, informal gatherings, and participation in campus traditions. Individual recovery coaching is also available for students in recovery, seeking recovery, and impacted by addiction in their relationships.

Gamecock Recovery also offers regular speakers, campus events, and the Recovery Ally program to help build a more inclusive campus environment for people in recovery.

**Sexual Assault Prevention:** this program is a required educational and training module about sexual assault prevention. The course uses realistic scenarios and skill-building exercises. Similar in structure to AlcoholEdu, it is broken into two parts. Part I takes around an hour to complete. After a 45 day waiting period, students must complete Part II, which takes about 15 minutes. All new and transfer undergraduate and graduate students must complete Sexual Assault Prevention. Failure to complete both parts may result in a registration hold.



## How We Compile These Statistics

A primary part of the **Annual Security and Fire Safety Report** is the statistics related to crime that have occurred at the University during the preceding calendar year. To assist in evaluating the statistics in context, the preceding three calendar years are provided for your review.

DLES, in compiling the annual statistics, coordinates with law enforcement partners as well as University Campus Security Authorities. DLES, along with the Richland County Sheriff's Department and the City of Columbia Police Department, share information about criminal incidents through the **Lexis/Nexis Community Crime Map**.

## Community Crime Map

The Community Crime Map (<https://www.communitycrimemap.com>) is a crime mapping program made available to both the general public and law enforcement. The program allows site visitors to see crime data over a map of the county. Through the Community Crime Map system, DLES, the Richland County Sheriff's Department, and City of Columbia Police Department can share crime data, crime intelligence, and criminal reports. This program also allows DLES, when compiling the Annual Security and Fire Safety Report, to directly retrieve information about crimes occurring off campus or on public property investigated by another agency.

A public version of the **Community Crime Map** program is also available. The public system allows a user to search crimes by address or by clicking on Columbia, South Carolina. The user interface shows a map of a particular area with incidents clearly marked. By clicking on the incident location pin, the user obtains basic information about the incident such as: type of crime; location type; block-level address; and incident date and time.

## Sex Offender Data

Sex offender data is maintained and provided by the South Carolina Law Enforcement Division (SLED), which may be accessed via the following link: <https://scor.sled.sc.gov>.

Registered sex offenders are prohibited from living in Campus Student Housing. Individuals found in the registry are not necessarily students, faculty, or staff. Individuals registered may carry on a vocation at the University of South Carolina such as a contractor or subcontractor.

## Crime Data

The *Clergy Act* requires the University to report data regarding specific crimes that happen within a defined geographical

area to the United States Department of Education and then disclose the data to the general community. This area is referred to as “Clery Geography” and encompasses On-Campus (including the subset of On-Campus Residence Halls), Non-Campus, and Public Property. These terms create consistency in the way crime data is collected and reported across college campuses.

For purposes of the *Clery Act* and understanding disclosed data, the following definitions are used:

1) On-Campus is defined as either –

a. Any property –

Owned or controlled by the University;

That is reasonably contiguous to other University owned property; and

That is used by the University in direct support or in relation to the University’s educational purpose.

OR

b. Any property –

Owned but not controlled by the University;

That is used frequently by University students; and

That is used to support the University’s educational purpose.

2) Non-Campus is defined as either –

a. Any property –

Owned or controlled by the University;

That is used by the University to support its educational purposes;

That is frequently used by students; and

Is not considered part of the core campus.

OR

b. Any property –

Owned or controlled by a student organization; and

That the student organization is officially recognized by the University.

3) Public Property is defined as any property

Owned or controlled by governmental entities such as thoroughfares, streets, sidewalks, and parking facilities;



That is within the campus, or immediately adjacent to and accessible from the campus.

An example of On-Campus property would be many of the University classrooms and buildings located throughout its core campus. Non-Campus areas include Williams-Brice Stadium. Public property would be the public sidewalk located in front of the Horseshoe.





The crimes are collectively referred to as “Clery Crimes”, The Clery Crimes consist of four categories of offenses: 1) Index Crimes; 2) Violence Against Women Act crimes; 3) Hate Crimes; and 4) Possession Crimes.

The **Index Crimes** include: 1) Murder/Non-Negligent Manslaughter; 2) Manslaughter by Negligence; 3) Sexual Assault 4) Robbery; 5) Aggravated Assault; 6) Burglary; 7) Motor Vehicle Theft (including Mopeds); and 8) Arson. The Violence Against Women Act Crimes include: 1) Domestic Violence; 2) Dating Violence; and 3) Stalking. Hate Crimes are defined as “a criminal offense committed against a person or property which is motivated, in whole or in part, by the offender’s bias.” Where hate is a motivating factor, the University is required to report Hate Crimes that involve any Index Crime as well as any of the following: 1) Larceny-Theft; 2) Simple Assault; 3) Intimidation; or 4) Destruction/Damage/Vandalism of Property.

Possession arrests and referrals include violations of law for the following crimes: 1) Weapons Possession; 2) Drug Offenses; and 3) Alcohol Offenses.

## Criminal Statistics for Index Crimes

Criminal Offenses	Total On-Campus			On-Campus Residence Halls			Non-Campus			Public Property		
	'20	'21	'22	'20	'21	'22	'20	'21	'22	'20	'21	'22
Murder/Non-negligent manslaughter	0	0	0	0	0	0	0	0	0	0	0	0
Manslaughter by Negligence	0	0	0	0	0	0	0	0	0	0	0	0
Rape	9	8	13	9	8	9	0	0	0	0	0	0
Fondling	1	4	4	1	3	2	0	0	0	0	1	0
Incest	0	0	0	0	0	0	0	0	0	0	0	0
Statutory Rape	0	0	0	0	0	0	0	0	0	0	0	0
Robbery	0	0	1	0	0	0	0	0	0	0	0	0
Aggravated Assault	1	1	2	0	1	1	0	0	1	0	0	0
Arson	0	0	0	0	0	0	0	0	0	0	0	0
Burglary	10	8	13	0	1	5	0	0	0	0	0	0
Motor Vehicle Theft	12	19	19	0	0	0	0	0	2	2	4	0

## Criminal Statistics for VAWA Offenses

Criminal Offenses	Total On-Campus			On-Campus Residence Halls			Non-Campus			Public Property		
	'20	'21	'22	'20	'21	'22	'20	'21	'22	'20	'21	'22
Domestic Violence	1	2	0	0	0	0	0	0	0	0	1	0
Dating Violence	3	2	12	2	2	10	0	2	0	0	2	0
Stalking	4	11	17	2	3	7	0	0	0	0	0	0

## Criminal Arrests for Violations for Illegal Weapons, Drugs & Alcohol

Criminal Offenses	Total On-Campus			On-Campus Residence Halls			Non-Campus			Public Property		
	'20	'21	'22	'20	'21	'22	'20	'21	'22	'20	'21	'22
Illegal Weapons Possession	0	6	4	0	1	0	0	0	0	5	11	16
Drug Law Violations	9	6	4	5	0	0	0	1	1	19	27	13
Liquor Law Violations	2	4	1	2	1	1	0	2	1	16	16	5

## Disciplinary Referrals for Illegal Weapons, Drugs & Alcohol

Criminal Offenses	Total On-Campus			On-Campus Residence Halls			Non-Campus			Public Property		
	'20	'21	'22	'20	'21	'22	'20	'21	'22	'20	'21	'22
Illegal Weapons Possession	2	3	1	2	3	0	0	0	0	0	0	0
Drug Law Violations	79	112	119	54	70	65	0	17	0	0	17	3
Liquor Law Violations	773	564	770	705	455	662	12	3	0	0	6	2

## Hate Crimes

In 2022, the following Hate Crimes were reported to the University:

Someone drew antisemitic symbols and words into existing dirt on the rear window of a car. The incident occurred at the Bull Street Garage at 611 Bull Street, Columbia SC on 11/07/22. The case was assigned for investigation and no suspect could be identified.

## Unfounded

The University's Division of Law Enforcement and Safety unfounded or determined the following number of crimes, otherwise reportable were unfounded:

2020 = 2 Unfounded Cases; 2021 = 0 Unfounded Cases; 2022 = 2 Unfounded Cases (One on campus, one non-campus)





# Annual Fire Safety Report



## Fire Log

The Housing facility fire log is kept at the DLES Records Unit located at 1415 Henderson Street, Columbia, South Carolina 29208. The log includes the nature, date, time, and location of each fire.

## Education, Training, Drills, Evacuation, Reporting

All **Resident Mentors** for each housing facility are trained in the use of fire extinguishers (to include use of with a live fire exercise), building evacuation, proper reporting of fires, the prohibitive use of extension cords and oversized light bulbs, blocking of fire sprinklers, and fire alarm equipment. The training each Resident Mentor receives is then provided to residents of each residence hall in the first weekly meeting after move-in.

**DLES Fire Safety** provides training to faculty, staff, students, and food service vendors on campus. The training is tailored to the audience to provide the most applicable information related to their environment. The training consists of how to safely evacuate a building during a fire situation or other emergency, by outlining exit awareness and potential obstacles. The training also includes how to minimize the opportunity for fire and the proper procedures for reporting a fire. The class is finalized with fire extinguisher training that includes a summary on the types of fire extinguishers and the proper technique for discharging them, with the participants having the opportunity to discharge a fire extinguisher on a controlled fire.

In accordance with state law and for the safety of students, fire drills are conducted at various times throughout the semester. All persons must vacate the building during drills and remain outside until instructed to return by residence hall staff. Evacuation procedures are posted in each residence hall.

DLES holds an annual **“Fire Safety Awareness Day”** to coincide with **“National Fire Safety Week”** in October of each year. During the event a mock residence hall room is constructed and fire hazards are intentionally created within the room. Students are encouraged to identify the hazard to win prizes. The Columbia Fire Department assists and displays equipment and rescue techniques. The room is set on fire at the end of the event to demonstrate how quickly a room will burn and how important it is to follow established fire safety policies and procedures.

All students and employees must evacuate the building or residence hall in the event of a fire and follow the below procedures:

Some of these actions can be taken simultaneously:

- The building shall be evacuated. In those buildings that have coded alarm systems in which the alarm rings only on the floor where the pull station is activated, the general alarm shall be sounded to alert all occupants to evacuate;
- DLES shall be notified by dialing 911;

- Supervisory personnel should search the area in which the alarm was activated to determine the location of the fire;
- The determination if an alarm is a “nuisance fire alarm” shall be made by Columbia Fire Department. If the fire department is not present, this determination shall be made by a representative from DLES – Fire Safety Office; and
- The fire alarm shall be silenced and reset only by a representative from the Columbia Fire Department or DLES when directed to do so by one of the aforementioned entities.

The University requires any fire to be immediately reported to the appropriate local authorities to include DLES.

## Portable Electrical Appliances and Open Flames

The cooking of food in residence halls is primarily restricted to **established kitchens**. The only cooking equipment allowed in rooms are Underwriters Laboratories (UL) approved appliances that have no exposed heating coils (such as coffee pots and sandwich makers), and microwave ovens which do not exceed one cubic foot and/or 700 watts of power. One privately owned refrigerator per resident is permitted, provided it does not exceed limitations established by the University. Extension cords and multiple socket plugs are prohibited due to electrical circuitry design limitations as well as health, fire, and safety regulations. Surge protectors with a circuit breaker and an on/off switch are approved for use in rooms or apartments. Only one **surge protector** may be plugged into a socket and at no time may one surge protector be plugged into another surge protector.

In conjunction with University Policy, **smoking** and the use of tobacco products is prohibited on all campus property. All members of the University residence hall community, including visitors and vendors working on campus, are expected to comply with this policy.



No person shall start a fire or create a fire hazard on University property without University authorization. This regulation is also intended to prohibit the possession and/or use of candles, torches, incense burners, other open flame apparatus, as well as extension cords and other devices or materials which may create a fire hazard if used without authorization or in unauthorized areas including, but not limited to, residence hall rooms.

## Misuse of Fire Alarms and Safety Equipment

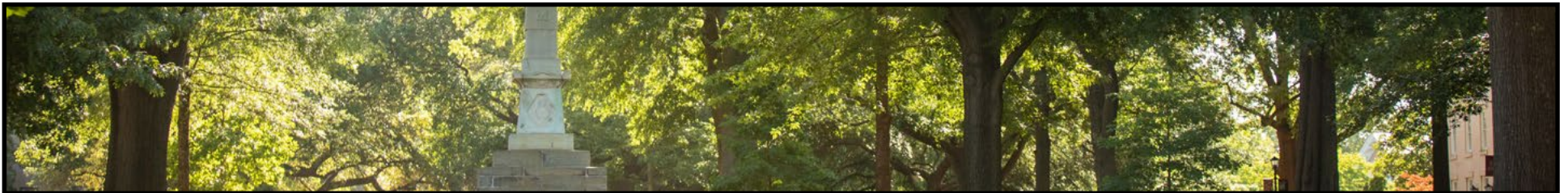
No person shall make, or cause to be made, a false fire alarm, or emergency report of any kind. No person shall tamper with, damage, disable or misuse fire safety equipment including, but not limited to, fire extinguishers, fire hoses, fire alarms, and fire doors.

## Plans for Future Improvement

There are no current plans to modify the University's residential fire detection and warning systems at this time.

## Fire Alarm System Monitoring and Fire Extinguishers

All fire alarm systems in residence halls are monitored through central reporting. All residence halls have fire extinguishers installed per national standards and undergo four fire drills per year.



## University Residential Facilities

The following residential facilities have fire safety systems with addressable fire alarms and are fully sprinkled. The term “addressable fire alarm” as used in these statistics includes devices that provide exact location, for example, suite number, bedroom number, flow switch location, etc. of alarm initiation. The location of the residence facility is also provided with the name of the facility. All University residential facilities undergo four **fire drills** per calendar year.

- Harper/Elliott (902 Sumter St.)
- Sims (1501 Devine St.)
- Delta Zeta (514 Lincoln St.)
- Thornwell (1420 Pendleton St.)
- Patterson (1520 Devine St.)
- Kappa Kappa Gamma (520 Lincoln St.)
- Nada Apartments (820 Henderson St.)
- South Tower (614 Bull St.)
- Beta Theta Pi (527 Lincoln St.)
- McClintock (720 Bull St.)
- South Quad (500 Sumter St.)
- Phi Mu (6 Fraternity Circle)
- Preston College (1323 Greene St.)
- East Quad (1500 Wheat St.)
- Sigma Nu (515 Lincoln St.)
- Rutledge College (902 Sumter St.)
- Green Quad A (1216 A Wheat St.)
- Sigma Alpha Epsilon (509 Lincoln St.)
- Maxcy (1332 Pendleton St.)
- Green Quad B (1216 B Wheat St.)
- Alpha Delta Pi (508 Gadsden St.)
- DeSaussure (902 Sumter St.)
- Green Quad C (1216 C Wheat St.)
- Kappa Delta (514 Gadsden St.)
- Capstone (902 Barnwell St.)
- Park Place (506 Huger St.)
- YOUnion/SAGA (1000 Whaley St.)
- Alpha Gamma Delta (502 Lincoln St.)
- Bates House (1423 Whaley St.)
- Delta Delta Delta (520 Gadsden St.)
- Columbia Hall (918 Barnwell St.)
- Bates West (1405 Whaley St.)
- Pi Beta Phi (526 Gadsden St.)
- Woodrow (1415 Greene St.)
- Wade Hampton (1528 Greene St.)
- Chi Psi (508 Lincoln St.)
- Pinckney/Legare (902 Sumter St.)
- Honors Residence (1215 Blossom St.)
- Gamma Phi Beta (527 Gadsden St.)
- McBryde A (1309 Blossom St.)
- Alpha Chi Omega (515 Gadsden St.)
- Pi Kappa Phi (4 Fraternity Circle)
- McBryde B (1311 Blossom St.)
- Chi Omega (509 Gadsden St.)

- Kappa Alpha (521 Lincoln St.)
- McBryde C (1313 Blossom St.)
- Kappa Sigma (808 Mark Buyck Way)
- McBryde F (611 Marion St.)
- Zeta Tau Alpha (814 Mark Buyck Way)
- 650 Lincoln Building A/B (650 Lincoln St.)
- 650 Lincoln Building D (700 Lincoln St.)
- McBryde G (613 Marion St.)
- Alpha Xi Delta (820 Mark Buyck)

## Fires at University Residential Facilities

2022 = 4; 2021 = None; 2020 = None

Fires	Case Number	Description	Location	Address	Summary
01/15/22	22-00144	Air Fryer caught on fire	East Quad	1400 Blossom Street, Columbia, SC	No injuries or death , less than \$200 in damage
04/06/22		Candle caught some items on fire	McBryde C Building	1313 Blossom Street, Columbia, SC	No injuries or death, less than \$500 in damage
08/03/22	22-01065	Fire on the outside of the building in the air conditioning unit	509 Lincoln/Sigma Alpha Epsilon	509 Lincoln Street, Columbia, SC	Fire in the air conditioning unit, approximately \$10,000 in damage no injuries or death.
09/24/22	22-01393	Candle caught blanket on fire	Capstone	902 Barnwell Street, Columbia SC	No injuries or deaths, less than \$200 in damage





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**University of South Carolina | Columbia**  
Annual Security and Fire Safety Report 2020-2022



## **USC POLICE**

1415 Henderson Street  
(1600 Hampton Street Annex Building)  
Columbia, SC 29208

## **CONTACT INFORMATION**

803-777-4215 (24/7 call center)

[sc.edu/uscpd](https://sc.edu/uscpd)

@uscpd

<b>ADMINISTRATIVE DIVISION</b> STAF Division of Student Affairs		<b>POLICY NUMBER</b> STAF 3.02
<b>POLICY TITLE</b> Alcohol Policy and Guidelines for the University Community		
<b>SCOPE OF POLICY</b> Columbia Campus	<b>DATE OF REVISION</b> July 31, 2019	
<b>RESPONSIBLE OFFICER</b> Vice President for Student Affairs and Academic Support	<b>ADMINISTRATIVE OFFICE</b> Division of Student Affairs and Academic Support	

## PURPOSE

This policy governs the consumption, possession, distribution and sale of alcoholic beverages (including beer, wine and distilled spirits) on the University of South Carolina Columbia campus, in or at any university-owned, -leased or -controlled building, grounds or other facility and by members of the university community.

## DEFINITIONS

For the purposes of this policy, these terms are defined as follows:

**Alcohol Event Registration**: The process through which an individual or organization must participate in order to host any function involving the consumption of alcohol in a university-owned, -leased or -controlled building, grounds or other facility.

**Behavioral Intervention Team (BIT)**: A group of qualified UofSC professionals whose mission is to balance the individual needs of the student and those of the greater campus community, provide a structured positive method for addressing student behaviors that impact the university community and may involve mental health and/or safety issues, manage each case individually, initiate appropriate intervention without resorting to punitive measures and enhance quality of care for students, as defined in [STAF 1.07 Student Suicide Attempts, Threats, or Gestures](#).

**Campus**: Buildings, grounds or other facilities that are owned, leased or controlled by the University of South Carolina Columbia.

**Faculty**: All employees who hold a tenure-track or non-tenure track title as defined by university policy ACAF 1.06 Academic Titles for Faculty and Unclassified Academic Staff Positions.

**Guest**: A person who is not a student, faculty or staff of the university who is attending an event or participating in an activity on campus.

**Off Campus**: Buildings, grounds or other facilities that are not owned, leased or controlled by the University of South Carolina Columbia.

**Registered Student Organization:** a student organization that is currently active on the University of South Carolina Campus, has fulfilled all responsibilities of a student organization and represents a group of students who desire to come together to support a particular view, explore common interests or accomplish identified tasks.

**Staff:** All employees who hold a classified State title and a State class or an unclassified academic staff title as defined by university policy ACAF 1.06 Academic Titles for Faculty and Unclassified Academic Staff Positions.

**Student:** A person who is currently enrolled at the university, or who is accepted for admission or readmission to the university, or who has been enrolled at the university in a prior semester or summer session and is eligible to continue enrollment in the semester or summer session that immediately follows, or who is attending an educational program sponsored by the university while that person is on campus, or who engaged in prohibited conduct at a time when the individual met the above criteria. Individuals who are not currently enrolled at the university remain subject to the disciplinary process for conduct that occurred while they were enrolled.

## **POLICY STATEMENT**

As an institution in higher education and in compliance with the Drug-Free Schools and Communities Act of 1989, the University of South Carolina Columbia places significant value on the concepts of healthy and responsible decision-making for all members of the community. The university supports enforcement of South Carolina's laws in regard to consumption, possession and sale of alcoholic beverages. This policy applies to every function or event, including, but not limited to, receptions, dinners, banquets and campus-wide activities sponsored by organizations or individuals associated with the University of South Carolina Columbia.

## **PROCEDURES**

### **A. General Guidelines for the University Community**

1. No person under the age of 21 may purchase, possess or consume any alcoholic beverages anywhere on the University of South Carolina Columbia campus.
2. Persons of any age may not sell or give any alcoholic beverage to a person under 21 years of age.
3. Persons and their guests 21 years of age and older may possess and consume alcoholic beverages in individual campus residence hall rooms or apartments on campus but not in the common areas of a residence hall on campus (e.g., lounges, lobbies, hallways, balconies, decks, bathrooms, study areas, etc.).
4. Common source containers of alcohol (e.g, kegs or punch that is self-served) are not permitted on the University of South Carolina Columbia campus at any time.

5. All events sponsored by a university entity that involve alcoholic beverages in university-owned, -leased or -controlled buildings, grounds or other facilities must be registered through the Office of the Dean of Students by submitting the [Alcohol Event Registration Form](#). All events with alcohol must include monitoring for legal age, provide food and non-alcoholic drinks, and last no longer than four hours. All events with alcohol must have a trained Event Supervisor from the sponsoring entity who has attended an [Alcohol Policy Training Workshop](#).
6. No alcohol may be served or consumed in any university-owned, -leased or -controlled building, grounds or other facility except as provided in the [Alcohol Event Registration Form](#).
7. Any container of alcohol being transported must be sealed and covered while on the University of South Carolina Columbia campus.
8. No person, organization or corporation may sell any kind of alcoholic beverage on the University of South Carolina Columbia campus, unless there is an alcohol permit to do so.
9. Events on campus must purchase and serve alcohol through the contract of a trained, qualified and properly insured caterer or bartender with an appropriate liquor license from the Department of Revenue. University faculty, staff or students are not permitted to serve alcohol unless employed by the contracted bartending service.
10. Co-sponsorship with an alcohol distributor, charitable organization or tavern (an establishment generating more than half of its annual gross sales from alcohol) where alcohol is given away, sold or otherwise provided to those present is prohibited.

#### B. Guidelines for Students

Students (as defined above) must adhere to [STAF 6.26 Student Code of Conduct](#) and the General Guidelines for the University Community (Section A of this policy), as well as all federal, state and local laws and ordinances. In addition, students must be aware of the following:

1. FERPA/Parental Notification: In the following circumstances, the university may disclose the result of a disciplinary proceeding to a parent or guardian if the student is under the age of 21 at the time of the incident, and the proceeding has resulted in a violation of university drug or alcohol policies or any federal, state or local law:
  - a. a sanction that places the student on housing or conduct probation (official notice that any additional offense may affect the student's ability to live on campus or attend the university) or that results in removal from University Housing or the university (e.g., suspension or expulsion).

- b. the second violation of this Alcohol Policy and/or the alcohol- and drug-related misconduct behaviors in [STAF 6.26 Student Code of Conduct](#).
- c. any incident in which the use of alcohol has resulted in hospitalization. Notification will come from the [Behavioral Intervention Team](#) chair or designee.

For more information or for a [FERPA Waiver to Release Information](#), refer to the [Office of Student Conduct](#).

2. Students arrested off campus may be subject to university disciplinary action when their conduct violates university standards. Failure to report this information to the [Office of Student Conduct](#) can result in a “Failure to Comply” charge and may result in further disciplinary action.

### 3. Sanctions

- a. Students and/or student organizations are responsible for abiding by university policies, including the [STAF 6.26 Student Code of Conduct](#), as well as all state and federal laws and ordinances, whether on or off campus. Failure to do so can result in criminal, civil and university proceedings and sanctions.
- b. Students and student organizations that are in violation of the law are also violating the [STAF 6.26 Student Code of Conduct](#) and can be held accountable under both the legal system and the university.
- c. Suspected violations of the Alcohol Policy, as well as the [STAF 6.26 Student Code of Conduct](#), will be referred to appropriate university offices.
- d. Sanctions for the violation of university policies are based on the severity and frequency of the violation. Sanctions may include, but are not limited to:
  - completion of educational and risk reduction programs
  - fines
  - community service
  - probation
  - individual screenings
  - research papers
  - educational counseling groups
  - suspension of student organization status
  - suspension from use of university facilities for a designated time period
  - appropriate probation conditions in order to maintain one's student or organizational status

### C. Guidelines for Student Organizations

1. Student organizations hosting an event must adhere to the General Guidelines for the University Community (Section A of this policy), as well as all federal, state and local laws and ordinances.
2. For guidelines on promoting events, please refer to Section I of this policy, located below.
3. These guidelines are minimum standards. Student organizations and groups are encouraged to adopt standards that go beyond the minimum requirements of this policy.
4. Sanctions for student organizations failing to abide by these policies are listed above in the student section and noted accordingly.

#### D. Guidelines for Faculty, Staff and University Guests

1. Faculty and staff must adhere to the General Guidelines for the University Community (Section A of this policy) and [HR 1.01 Drug-Free Workplace](#).
2. Guests occupying university-owned, -leased or -controlled buildings, grounds or other facilities must abide by university policies and federal, state and local laws.
3. Failure to follow established guidelines and policies will be addressed by the faculty or staff member's department or law enforcement, as appropriate.

#### E. Funds

1. No student activity fee or other university-collected fee will be used to purchase alcohol for use on or off campus.
2. No other funds of an officially-recognized student organization deposited or administered through the [Leadership and Service Center](#) may be used to purchase alcohol for use on or off campus.

#### F. Promotional Guidelines

1. Advertisements that promote or allude to alcohol use as an incentive to attract participants (e.g., bar nights, free alcohol, drink specials, etc.) are prohibited in all university publications and other media, whether print or digital.
2. Materials posted or distributed may not glorify, edify, promote or support the use, sale or consumption of alcohol and illegal drugs. These materials may not display trademarks and/or brand names of alcohol or illegal drug products.



3. The printed (or implied) advertising message for an event may not promote the consumption or frequency of consumption of alcohol, the presence of any quantity of alcohol or the price of any alcoholic beverages.
4. If a non-university outlet is utilized for the support of advertising an event, the content of the advertisement or promotion must clearly promote the student organization's or campus organization's name and function as the central message. This includes all flyers, posters, ads, banners, digital displays, social media posts, endorsements, sponsorships, etc.

**RELATED UNIVERSITY, STATE AND FEDERAL POLICIES**

[ACAF 1.06 Academic Titles for Faculty and Unclassified Academic Staff Positions](#)

[HR 1.01 Drug-Free Workplace](#)

[STAF 1.07 Student Attempts, Suicide Threats, or Gestures](#)

[STAF 3.10 Student Organizations](#)

[STAF 6.26 Student Code of Conduct](#)

[Alcohol Event Registration Form](#)

[Alcohol Policy Training Workshop](#)

[South Carolina Code of Laws Section 63-19-2440 and 2450](#)

**HISTORY OF REVISIONS**

<b>DATE OF REVISION</b>	<b>REASON FOR REVISION</b>
June 1, 1992	New policy approval
July 15, 2014	Non-substantive revision to update office names, contact information and website links.
July 31, 2019	Policy was reorganized and reworked to be clearer and student friendly.

<b>ADMINISTRATIVE DIVISION</b> STAF Student Affairs and Academic Support		<b>POLICY NUMBER</b> STAF 3.11
<b>POLICY TITLE</b> Student Organization Code of Conduct		
<b>SCOPE OF POLICY</b> USC Columbia	<b>DATE OF REVISION</b> August 14, 2024	
<b>RESPONSIBLE OFFICER</b> Vice President for Student Affairs	<b>ADMINISTRATIVE OFFICE</b> Office of the Dean of Students	

**PURPOSE**

The purpose of the Student Organization Code of Conduct is to articulate the university’s authority to initiate disciplinary action against a Student Organization in accordance with procedure and due process protections. The Student Organization Code of Conduct also identifies prohibited conduct and outcomes for violations of prohibited conduct.

**DEFINITIONS AND ACRONYMS**

**Administrative Conference:** A meeting between a conduct administrator and the Student Organization Representative to discuss the alleged code violation, explain the University process, and potentially adjudicate violations of the Student Organization Code of Conduct.

**Advisor:** A single individual whom the charged student, complainant, or Student Organization Representative may elect to accompany that individual to an administrative conference regarding an alleged violation of university policy. Because the accused student or organization is solely responsible for presenting their case during the disciplinary process, an advisor may confer with and advise the accused student but may not advocate for the student or organization. If an advisor is directly related to the conduct case or if the advisor’s presence poses a conflict of interest, the chair of the Carolina Judicial Council panel, or the conduct administrator, may dismiss the advisor from the administrative conference. Advisors may be dismissed from any proceedings if they disrupt the process.

Student Organizations may have volunteers who serve their organizations in a capacity that would fit under the advisor definition:

**Fraternity or Sorority Life Volunteer:** An individual selected, identified, or who volunteers to serve as a local or inter/national advisor for a fraternity or sorority organization governed by the Office of Fraternity and Sorority Life.

**Registered Student Organization Volunteer:** An individual selected, identified, or who volunteers to serve in a support capacity for a Registered Student Organization governed by the Leadership and Service Center.

**Sport Club Volunteer:** An individual who is selected, identified, or volunteers to serve in a support capacity for sport clubs governed by the Sports Programs office within Campus Recreation (e.g., a coach, mentor, instructor, etc.).

**Campus:** Buildings, grounds or other facilities that are owned, leased, or controlled by the University of South Carolina Columbia.

**Carolina Judicial Council (CJC):** A group of students, faculty, and staff who are selected and then trained to provide both educational outreach on behalf of the Office of Student Conduct and Academic Integrity as well as serve on panels to adjudicate allegations of student misconduct.

**Carolina Judicial Council Hearing:** A meeting between the Carolina Judicial Council and a Student Organization Representative to discuss the alleged code violation and adjudicate potential violations of the Student Organization Code of Conduct.

**Common Source:** Any alcoholic beverage made available whether in bulk quantity, common container, or individual servings (e.g., beer, wine, liquor, or mixed drink) that is provided by a Student Organization, Student Organization member, or guest at any Student Organization event.

**Constitution:** A document containing the fundamental principles that outline the purpose, structure, and limits of a Student Organization.

**Co-Sponsor:** The act of two or more Student Organizations hosting a Student Organization event.

**Critical Incident Investigation Team (CIIT):** A team comprised of University staff members from across the institution who volunteer to be trained investigators for certain organizational conduct cases.

**Day:** A University business day is one in which both the University is open and classes are in session. This excludes University holidays, Saturday and Sunday, Reading Day and final exam periods. Student Organization Representatives may elect to participate in the conduct process during times when the university is open but classes are not in session. In extraordinary circumstances in which timely resolution is necessary, a required administrative conference may be scheduled on a date in which the university is open but classes are not in session.

**Decision/Finding:** The final disposition as to whether the weight of the information/evidence meets the preponderance standard of “Responsible” or “Not Responsible” for an alleged violation of the Student Organization Code of Conduct.

**Guest:** As defined by STAF 3.02, a guest is a person who is attending an event or participating in an activity and who is not a student, faculty, or staff of the University. For purposes of the Student Organization Code, the definition also encompasses a University student, faculty, or staff who attend a Student Organization event and may or may not be a member of the Student Organization.

**Incident Report:** Written narrative documentation of an incident that involves potential violations of the Student Organization Code of Conduct. Examples include, but are not limited to, the conduct incident report, interpersonal violence incident report, or a police report.

**Inter/National Organization Governing Body:** Any known or designated association or body affiliated with any Associated Student Organization or Registered Student Organization.

**Member:** Any person who has joined or gained membership into a Student Organization or is in the process of joining or gaining membership in the Student Organization.

**Off-Campus:** Buildings, grounds or other facilities that are not owned, leased, or controlled by the University of South Carolina - Columbia.

**Preponderance of the Evidence:** The standard used for a university conduct administrator or a Carolina Judicial Council hearing board to reach a decision or finding in a disciplinary case. A preponderance of evidence exists when a reasonable person, after evaluating all credible information available at the time of the investigation, would conclude that it is more likely than not that a violation has occurred.

**Prospective Student Organization:** A group of students that express their intent to register as a Student Organization to the Leadership and Service Center.

**Student:** A person who is currently enrolled at the university, or who is accepted for admission or readmission to the university, or who has been enrolled at the university in a prior semester or summer session and is eligible to continue enrollment in the semester or summer session that immediately follows, or who is attending an educational program sponsored by the university while that person is on campus, or who engaged in prohibited conduct at a time when the individual met the above criteria. Individuals who are not currently enrolled at the university remain subject to the disciplinary process for conduct that occurred while they were enrolled.

**Student Leader:** Any student appointed, elected, or serving in a leadership role within their Student Organization (e.g., officer, committee chair, etc.).

**Student Organization Representative:** The elected/appointed leader of a Registered Student Organization. The University will generally direct communication to the student on file with the University as the elected/appointed leader of the Registered Student Organization (e.g., president or team captain); however, the Registered Student Organization may choose any student member to serve as the official representative of the Registered Student Organization at any time during the process as outlined in this Student Organization Code of Conduct. If the individual designated is no longer eligible to serve in that role (e.g., the student withdraws from the University or is no longer a member of the Registered Student Organization) or if the Registered Student Organization dissolves prior to or during the investigation/adjudication process as outlined in this Student Organization Code of Conduct, the University may designate a Registered Student Organization representative of their choosing.

**Student Organization:** A student group that maintains active status on the University of South Carolina campus, governed by the Leadership and Service Center, has fulfilled all responsibilities of a Student Organization, and represents a group of students who desire to come together to support a particular view, explore common interests, or accomplish identified tasks.

Student Organizations must be student-initiated and student-led. Two types of Student Organizations exist at the University of South Carolina:

**Associated Student Organization (ASO):** Student organizations to which the University has delegated certain limited authority to perform specific tasks aligned with the University's mission. These groups are required to maintain a University Advisor acting within the context of their University employment. An ASO may serve as a governing body over other RSOs. A Student Organization that meets the criteria listed below for Sports Club Organizations must comply with additional requirements mandated by their University office.

**Sport Club Organization:** An Associated Student Organization governed by the Sports Programs office within Campus Recreation.

**Registered Student Organization (RSO):** Student Organizations that are independent legal entities from the University, have no delegated authority from the University, and do not perform functions on the university's behalf. These groups are not required to maintain a University Advisor. The University views RSOs as private affiliations and does not endorse the mission, goals, or purpose of the organization. A Student Organization that meets the criteria listed below for Fraternity and Sorority Life Organization must comply with additional requirements mandated by their University office.

**Fraternity and Sorority Life Organization:** A Registered Student Organization and Title IX exempt social Greek-letter fraternity or sorority chapter (as defined under the provisions of Section 1681 of the U.S. Education Act of 1972) which meets membership requirements of the Interfraternity Council, Multicultural Greek Council, National Pan-Hellenic Council, or the College Panhellenic Association. A Student Organization meeting these criteria will be automatically assigned as a Fraternity and Sorority Life Organization and must comply with additional requirements mandated by the University's Office of Fraternity and Sorority Life.

**Student Organization Event:** Any on- or off-campus gathering or activity planned and/or enacted by a Student Organization. In considering whether a Student Organization Event occurred, factors including, but not limited to, planning, terminology used, communication, funding, location, attendance, etc., shall be considered. A list of considerations can be found in the 'What Constitutes an Event' document linked in the appendices section below.

**University Advisor:** A faculty or administrative staff member acting in an advisory capacity, as opposed to a directive relationship, to an Associated Student Organization. They are designated by the appropriate Dean, Associate Vice President, or their designee to advise the Associated Student Organization on their activities and University policies and procedures. A University Advisor is not a faculty or administrative staff member who volunteers beyond the scope of their employment to serve as an advisor with a Registered Student Organization.

**University Official:** An employee of the university including faculty members and staff members. Student employees may be considered university officials when acting in the performance of their duties.

**Unrecognized Student Organization:** A Student Organization that is not registered in accordance with STAF 3.10 and/or a Student Organization that has had their registration suspended or dismissed through the Office of Student Conduct.

**Witness:** A person who was present during the incident and observed what occurred; an instructor for the course in which the allegation occurred, or in limited circumstances, a person to whom a respondent or complainant interacted with regarding the incident. Character witnesses are not permitted.

## **POLICY STATEMENT**

The University of South Carolina's mission includes providing students with the knowledge, skills, and values necessary for success and responsible citizenship in a complex and changing world. The University's aspirational set of values that will guide student behavior are encompassed in the Carolinian Creed ([www.sc.edu/creed](http://www.sc.edu/creed)). Consistent with procedural and due process protections, however, this policy outlines specific prohibited conduct that can result in the disciplinary process being initiated with a student organization.

### **A. Authority**

The Board of Trustees and the President of the University are ultimately responsible for governing the University. The Student Organization conduct system is administered by the Division of Student Affairs and Academic Support. The Vice President for Student Affairs and Academic Support, in turn, designates the Office of the Dean of Students and the Office of Student Conduct with administrative authority and responsibility for Student Organization conduct policies and procedures. This responsibility includes: (a) formulating and implementing conduct-related policies and procedures in cooperation with other appropriate university bodies; and (b) the imposition of outcomes in an efficient, consistent, fair, legal, and educationally meaningful manner. The Office of Student Conduct may further delegate its adjudicatory responsibility to various student conduct bodies and administrative staff including, but not limited to, University Housing staff, Fraternity and Sorority Life staff, and the Carolina Judicial Council.

### **B. Application and Jurisdiction**

1. The Student Organization Code of Conduct (Org Code) and the Student Organization conduct process apply to the conduct of Associated Student Organizations (ASO) and Registered Student Organizations (RSO). A Student Organization that has lost university recognition may still be subject to provisions in this Org Code.

Individual students who are members of a Student Organization are still subject as individuals to the Student Code of Conduct (Student Code) and may be held individually accountable for behaviors also attributed to the Student Organization.

Individuals who are members and/or guests of a Student Organization may, through their actions, subject the Student Organization to disciplinary action under the Org Code,



regardless of whether those individuals are also adjudicated under the Student Code.

If suspended, Student Organizations, members, and/or guests remain subject to discipline for prohibited conduct that occurs while suspended from the University.

2. Nothing in this policy prohibits the involvement of external agencies for the investigation and resolution of conduct that may violate local, city, state, or Federal law.
3. Student Organizations who co-sponsor an event with one or more Student Organization(s) or other entities may, through their actions, subject any or all co-sponsoring Student Organizations or members to disciplinary actions under this Org Code. No Student Organization may co-sponsor an event with a Student Organization currently suspended from participating in such an event.
4. The Org Code applies to behaviors that take place on- or off-campus at University or Student Organization events, including virtual activities, that are aided, approved, sponsored, or supervised by the University or a Student Organization, and may also apply to other off-campus behaviors when the Dean of Students or Designee determines that the off-campus conduct affects a university interest or when the behavior is prohibited by University policy.
5. The Org Code may be applied to behavior conducted online, via email, or other electronic mediums. Student Organization members should also be aware that online postings such as blogs, web postings, chats, and social networking sites are in the public sphere and are not private. These postings can subject a Student Organization to allegations of conduct violations if evidence of policy violations is posted online. The University does not regularly search for this information but may act if and when such information is brought to the attention of University officials.
6. University disciplinary action occurring under the Org Code will be based on the preponderance of evidence standard.
7. Adjudication of any alleged violation of prohibited conduct will advance under established policies that are in effect on the day that the University receives notification of the alleged violation and not the date on which the purported infraction is noted to have occurred.
8. Though anonymous complaints are permitted, doing so may limit the University's ability to investigate and respond to a complaint. Those who are aware of misconduct are encouraged to report it as quickly as possible to the Dean of Students and/or to University Police.
9. University email is the University's primary means of communication with Student Organization Representatives. Official University correspondence related to this Org Code will be transmitted to the official University email address of the Student Organization Representative. Student Organization Representatives are responsible for all

communication delivered to their University email address. In addition, the University may notify Student Organization volunteers and/or any Inter/National Organization governing body associated with the Student Organization.

10. Additional rules and regulations may be put in place and will be updated to the university's website upon adoption without notice.
11. While intent is not an element of violation, it may be considered in the application of outcomes.
12. The following standards will be considered when deciding whether conduct is associated with a Student Organization:
  - a. The conduct is endorsed by the Student Organization or any of its officers ("endorsed by" includes, but is not limited to, the following: active or passive consent or support, having prior knowledge that the conduct was likely to occur, or helping to plan, advertise, or promote the conduct);
  - b. The conduct is committed during the course of an activity paid for by the Student Organization, or paid by one or more members of the Student Organization contributing personal funds in lieu of organizational funds to support the activity or conduct in question;
  - c. The conduct occurred on property owned, controlled, rented, leased, or used by the Student Organization or any of its members for an organizational event;
  - d. The purpose of the activity was related to initiation, admission into, affiliation with, or as a condition for new or continued membership in the Student Organization;
  - e. Non-members of the Student Organization learned of the activity through members, advertisements, or communications associated with the Student Organization, or otherwise formed a reasonable belief that the conduct or activity was affiliated with or endorsed by the Student Organization;
  - f. Members of the Student Organization attempted to conceal the activity or protect other members who were involved; or
  - g. One or more officer(s) of the Student Organization had prior knowledge or reasonably should have known that the conduct would take place.

#### C. Unrecognized Student Organizations

Under STAF 3.10, Associated Student Organizations (ASO) and Registered Student Organizations (RSO) have privileges which are not afforded to student groups that are not recognized by the University.

Student groups not registered in accordance with STAF 3.10 and/or Student Organizations that have had their registration suspended or dismissed through the Office of Student Conduct:

1. Are not permitted to utilize or reserve university space or facilities designated for organization purposes including events, meetings, and programs.
2. Are not permitted to partner with officially registered University events held on or off-campus and by organizations, departments, or colleges.
3. Are not permitted to utilize University monies or funds for organizational purposes including events, meetings, and programs.
4. Are not permitted to use University facilities or resources for fundraising.
5. Are not permitted to use University facilities or resources for promotions or advertising for organizational purposes.
6. Are not permitted to participate in any official University sponsored event or program or participate in any event or program registered at the University.
7. Are not permitted to participate in University intramural sports as an organization.
8. May not adopt a name which is either the same as, or deceptively similar to, the name of an existing ASO or RSO, an ASO or RSO with revoked or unregistered status, the University, or any division or department of the University.
9. May not utilize any logo created by the University or by any University official.

Failure to adhere to this policy will result in a violation of the Student Code and/or denial of future organization registration submissions.

D. Policy Against Discrimination, Harassment & Sexual Misconduct (CR1.00)

It is the policy of the University of South Carolina that all students should be able to learn and live in an educational and campus environment that is free from discrimination and harassment on the basis of race, color, national origin, religion, sex, gender, age, disability, sexual orientation, genetics, veteran status, or any other category protected by law, in all programs, activities, and services of the University.

E. Prohibited Conduct

1. **Abuse of Process:** The Student Organization directly or indirectly abuses or interferes with the University investigation/adjudication process by engaging in one or more of the following:

- a. Destruction of Evidence
    - i. Destroying or concealing information in any form.
  - b. Misrepresenting the Truth
    - i. Dishonesty or misrepresenting the truth in the investigation/adjudication process or furnishing false information or withholding information to any University Official which interferes with University processes or procedures.
  - c. Retaliation
    - i. Student Organizations will not participate in, tolerate, or condone any retaliation actions as defined in STAF 6.26.
  - d. Intimidation
    - i. Harassing or intimidating (verbally or physically) any person involved in the University processes before, during, and/or following proceedings (including up to, throughout, and after any outcome).
  - e. Unauthorized Disclosure
    - i. Disclosing a reporting party's identifying information.
    - ii. Distributing or otherwise publicizing materials created or produced during an investigation as a part of these policies or procedures, except as required by law or as expressly permitted by the University.
  - f. Undue Influence
    - i. Attempting to discourage an individual's proper participation in the investigation/adjudication process.
    - ii. Influencing or attempting to influence another person to commit abuse of process.
2. **Aiding in Academic Misconduct:** Student Organizations are prohibited from aiding, abetting, organizing, approving, or otherwise participating in behaviors that would constitute cheating, plagiarism, misrepresentation (e.g., having another organization member check into a class or take an exam), and/or other violations of the Honor Code (STAF 6.25).
  3. **Alcohol Related Misconduct:** A Student Organization that aids, abets, incites, organizes, approves, or otherwise participates in any behavior that would constitute a violation of the University alcohol policy (STAF 3.02 and STAF 6.26) would constitute a violation of this policy. Additional prohibited behaviors include but are not limited to:

- a. Common Source
  - i. Providing common sources of alcohol, including bulk quantities not served by a licensed and insured third-party vendor (i.e., amounts of alcohol greater than what a reasonable person should consume over an event) is prohibited.
- b. Co-Sponsorship
  - i. Co-sponsorship with an alcohol distributor, charitable organization, or tavern, defined as an establishment generating more than half of its annual gross sales from alcohol, where alcohol is given away, sold, or otherwise provided to those present is prohibited.
- c. Funds
  - i. No Student Organization funds may be used to purchase alcohol.
- d. Promotional Guidelines
  - i. Advertisements that promote or allude to alcohol use as an incentive to attract participants (e.g., bar nights, free alcohol, drink specials, etc.) are prohibited in all Student Organization publications and other media, whether print or digital.
  - ii. Materials posted or distributed may not glorify, edify, promote, or support the use, sale or consumption of alcohol and/or illegal drugs. These materials may not display trademarks and/or brand names of alcohol or illegal drug products.
  - iii. The printed (or implied) advertising message for an event may not promote the consumption or frequency of consumption of alcohol, the presence of any quantity of alcohol, or the price of any alcoholic beverages.
- 4. **Damage/Destruction of Property:** Damage or destruction of property, whether on or off-campus, is prohibited.
- 5. **Disruptive Activity:** The Student Organization aids, abets, incites, organizes, approves, or otherwise participates in any behavior that would constitute a violation of the University disruptive activity policy (STAF 6.26) would constitute a violation of this policy. Such prohibited behaviors include, but are not limited to, non-compliance with reasonable time, place, and manner restrictions on activities and making, causing, or continuing any loud, unnecessary, or unusual noise that disrupts the normal operations of the University or infringes on the rights of other members of the University community or in off-campus living communities.
- 6. **Drug Related Misconduct:** Any conduct in which the Student Organization aids, abets, incites, organizes, approves, or otherwise participates in that would constitute a violation

of the University drug policy (STAF 3.18, STAF 6.26, and UNIV 5.00) would constitute a violation of this policy and is prohibited.

7. **Failure to Comply:** Prohibited behaviors include:
  - a. Failure to comply with and respond appropriately to the reasonable and lawful requests of University Officials in the performance of their duties.
  - b. Failure to properly comply with or complete an outcome or obligation resulting from a conduct or academic integrity administrative conference.
8. **Financial Obligations:** Failure of a Student Organization to promptly meet financial responsibilities to the University, including, but not limited to knowingly passing a worthless check or money order in payment to the University or to an official of the University acting in an official capacity, or misusing funds obtained through the University (e.g., student activity fees) is prohibited.
9. **Fraudulent Behavior:** Prohibited behaviors include:
  - a. Forgery, alteration, or misuse of any document, record, or officially issued identification information from university processes and/or officials, including parking permits and athletic tickets.
  - b. Fraudulent behavior in any oral or written transaction with the University.
10. **General Safety:** Student Organizations are prohibited from intentionally obstructing or restricting in a way that unreasonably interferes with freedom of movement (including, but not limited to, pedestrian or vehicular obstruction).
11. **Harassing Behavior:** Repeated conduct of a harassing nature that reasonably interferes with one's ability to succeed in an academic setting or major life activity and that persists after such conduct has been requested to stop.
12. **Harassment:** Student Organizations will not participate in, tolerate, or condone any prohibited actions defined in CR 1.00.
13. **Hazing:** Student Organizations will not participate in, tolerate, or condone any actions defined in STAF 3.05.
14. **Health and Safety Concerns:** Prohibited behaviors include:
  - a. Conduct that threatens or endangers the health or safety of another living being.
  - b. Physical, verbal, or electronic threats of violence or placing a reasonable person in fear of imminent physical injury or danger.



- c. Physical abuse, physical intimidation, coercion, and/or other conduct that threatens or endangers the health or safety of another person.
- d. Observation of activities that might endanger the safety, health, or well-being of any living being by any Student Organization members with knowledge that a specific incident has occurred, and knowingly failing to report such knowledge to the University.

**15. Misuse of University Resources**

- a. Prohibited behaviors include:
  - i. Violating, attempting to violate, or assisting the violation of any established rule or regulation of the University not specifically included in the Org Code.
  - ii. Unauthorized entry into, presence in, or use of University operated facilities, equipment, or property which has not been reserved or accessed through appropriate University Officials. The entry into or presence in a University facility in which a Student Organization has been previously restricted by a University Official is also prohibited.

**16. Sex Discrimination, Sexual Misconduct, and Title IX:** Student Organizations will not participate in, tolerate, or condone any prohibited actions defined in CR1.00.

**17. Stalking:** Student Organizations will not participate in, abet, tolerate, or condone any actions defined in CR 1.00.

**18. Theft and Burglary:** Prohibited behaviors include:

- a. Theft of any kind, including obtaining academic materials or services through deceptive means or possessing public, private or University property that was removed without authorization.
- b. Burglary, the unlawful entry of a structure to commit a theft.
- c. Knowingly giving assistance or information to aid in the action of theft.
- d. Sale, possession, appropriation or attempt to appropriate property without the consent of the owner or the person to whom it belongs.
- e. Selling or attempting to sell textbooks not owned by the student or Student Organization.

**19. Trademark/Copyright Violations:** Student Organizations will not engage in unauthorized use (including misuse) of University or organizational names and images defined in BUSA 3.06.

20. **Violent Conduct:** Student Organizations are prohibited from aiding, abetting, inciting, organizing, approving, or otherwise participating in any behavior constituting violent conduct, including fighting, assaults, or actions which inflict bodily harm upon any person or animal or threaten force of bodily harm against any person or animal.

## 21. Other Violations

- a. Individual University offices have the right to implement and enforce additional requirements.
- b. Student Organizations will not engage in, tolerate, or condone the violation of; or the aiding, abetting, furthering, conspiring, soliciting, inciting, or attempting to commit any of the following:
  - i. Violation of Federal or State law, local ordinance, or laws of other national jurisdictions.
  - ii. Violation of any other University regulation or policy.
  - iii. Violation of the Honor Code defined in STAF 6.25.
  - iv. Violation of any policy contained in STAF 6.26.
  - v. Violation of policy of local or Inter/National Organizational governing bodies; including, but not limited to, member councils and Inter/National Organizations.

## F. Procedures

The set of processes and procedures that involve the receipt of allegations of Student Organization misconduct, the investigation of such allegations, and the resolution of such allegations is maintained online by the Office of Student Conduct; see [https://sc.edu/about/offices\\_and\\_divisions/student\\_conduct\\_and\\_academic\\_integrity/index.php](https://sc.edu/about/offices_and_divisions/student_conduct_and_academic_integrity/index.php)

## G. Findings

The outcome of an Informal Resolution, Office of Student Conduct (OSC) Administrative Conference, or Carolina Judicial Council (CJC) hearing shall be one of the following:

1. **Not Responsible:** Insufficient information exists to establish a preponderance of evidence that the Student Organization was responsible for the alleged violation.
2. **Responsible:** Information sufficient to satisfy the preponderance of evidence standard has established that the alleged violation occurred.

## H. Outcomes

One or more of the following outcomes may be utilized to provide educational interventions and to hold the Student Organization accountable. The severity of the outcomes will align with the severity of the offense, community standards, and will increase with subsequent violations of the Org Code. Although not an exhaustive list, the following are examples of outcomes that may be applied:

### 1. Status Outcomes

- a. **Written Warning:** A notice in writing to the Student Organization that the group is violating or has violated University expectations for behavior and that further violations may result in more severe disciplinary action.
- b. **Conduct Probation:** A period of review during which a Student Organization is on official notice that subsequent violations of the Org Code are likely to result in more severe outcome, including suspension or dismissal.
- c. **Deferred Suspension of Registration:** A status used in situations where the conduct is severe enough to justify suspension but mitigating circumstances exist to permit the Student Organization an opportunity to correct behavior. During this period of time, Student Organizations who fail to follow all requirements of their restrictions will almost always be immediately suspended. Like conduct probation, deferred suspension is imposed for a certain period of time and may be contingent upon completing additional requirements.
- d. **Suspension of Registration:** A status for a specified period of time that includes, but is not limited to, the revocation of the University's registration of the Student Organization for a stated or an indeterminate period of time, cessation of University funding, restriction of all operations at the University, and restriction of use of University resources.

If the Student Organization also holds a charter from an Inter/National Organizational governing body, the University may also request that the Inter/National Organizational governing body revoke the charter of the Student Organization.

- e. **Dismissal of Registration:** Permanently excludes the Student Organization from the University without any recourse to reapply for registration. Any Student Organization whose registration is permanently revoked must, from the date of the notice of dismissal, cease all organizational activities, surrender balances of all organizational funds granted by Student Government, and vacate office or housing space assigned by the University.

### 2. Active Outcomes

- a. **Restriction of Privileges:** Restriction of privileges precludes a Student Organization from participating in certain activities or may require a Student Organization to forfeit specific privileges. Restriction of privileges may include, but are not limited to:
  - i. Access to specific or all buildings, grounds or other facilities on campus.
  - ii. Funding
  - iii. Resources
  - iv. Social Events
  - v. University Activities/Events: Student Organizations may not be eligible for participation in university facilitated/sponsored events (e.g., ASO sponsored events, Campus Recreation, Dance Marathon, Greek Week, Homecoming, Student Org Fair, etc.)
- b. **Community Service:** Compensatory hours of unpaid service to a non-profit organization or University office to facilitate self-awareness. Hours must be documented and signed by a site supervisor.
- c. **Educational Requirements:** A provision to complete a specific educational requirement directly related to the violation committed. Such educational requirements may include, but are not limited to, completion of an alcohol education workshop, a diversity awareness workshop, presentations or guest speakers, essays, reports, etc. The provision will be clearly defined.
- d. **Restitution:** For theft, misappropriation, or damage to property, Student Organizations may be required to reimburse the entity for the loss, which may also include cost of materials and labor for repairs.

#### I. Retention and Release of Conduct Records

The Office of Student Conduct maintains its educational records for six years from the last day of the academic year of the offense. Records of suspension and dismissal are permanently retained and reported.

The university believes in transparency related to Student Organization conduct. The Tucker Higgs Transparency Act requires the university to publish a report on actual findings of violations involving alcohol, drugs, sexual assault, physical assault, and hazing by Student Organizations formally affiliated with the institution. At the discretion of the Dean of Students or Designee, additional findings not required by the Act may be reported. The report includes the name of the responsible organizations; the dates of the incident, report, charge, investigation, and resolution; and a general description of the incident and the subsequent charges, findings and outcomes placed on the organization.

The report can be found at:

[https://www.sc.edu/about/offices\\_and\\_divisions/leadership\\_and\\_service\\_center/student\\_organizations/student\\_organization\\_conduct/student\\_organizational\\_conduct/index.php](https://www.sc.edu/about/offices_and_divisions/leadership_and_service_center/student_organizations/student_organization_conduct/student_organizational_conduct/index.php)

**RELATED UNIVERSITY, STATE AND FEDERAL POLICIES**

[BUSA 3.06 Trademark and Licensing](#)

[STAF 3.02 Alcohol Policy and Guidelines for the University Community](#)

[STAF 3.05 Hazing](#)

[STAF 3.10 Student Organizations](#)

[STAF 3.19 Overdose Medical Treatment](#)

[STAF 6.25 Academic Responsibility – The Honor Code](#)

[STAF 6.26 Student Code of Conduct](#)

**HISTORY OF REVISIONS**

<b>DATE OF REVISION</b>	<b>REASON FOR REVISION</b>
Date 1	New policy approval
Date 2	Justification

**APPENDICES**

[What Constitutes an Event?](#)

NUMBER: STAF 3.18  
SECTION: Division of Student Affairs and Academic Support  
SUBJECT: Drug Policy for University Students  
DATE: December 9, 2010  
REVISED: October 18, 2016  
Policy for: Columbia Campus  
Procedure for: Columbia Campus  
Authorized by: Vice President for Student Affairs  
Issued by: Student Life and Development

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## I. Policy

The purpose of this policy is to educate the University of South Carolina – Columbia Campus on the expectations and guidelines regarding the use of illegal and controlled drugs. (For the purposes of this policy, the University of South Carolina – Columbia may also be referred to as the “university.”) This policy governs the consumption, possession, distribution, and sale of illegal and controlled drugs on the University of South Carolina – Columbia campus, in or at any university owned or controlled facility, and by members of the university community.

The University of South Carolina – Columbia is concerned with both the welfare of the university community and the academic and personal development of each student. The university strives to create a healthy environment where the illegal and/or improper use of drugs does not interfere with learning, performance or development. Abuse of drugs disrupts this environment and places at risk the lives and well-being of the members of the university community as well as the potential for students to contribute to society. It is important for all members of the university community to take responsibility for preventing the illegal and/or improper use of drugs from negatively affecting the community's learning environment and the academic, physical and emotional well-being of its students. Since there are numerous means by which the use of drugs may adversely affect both students and the university community, it is important that the university issue to all students a clear statement of policy concerning the illegal and/or improper use of drugs. This policy is intended to accomplish the following:

1. To promote a healthy and safe learning environment;
2. To demonstrate the commitment of the university to the provision of:
  - a. Education and prevention services designed to help prevent illegal and/or improper use of drugs;
  - b. Referral services related to the illegal and/or improper use of drugs;



3. To encourage and facilitate the use of treatment and support services by those students who seek or are in need of assistance;
4. To define expectations for student behavior with respect to the illegal and/or improper use of drugs;
5. To identify appropriate disciplinary procedures for those students who engage in illegal and/or improper drug-related behaviors.

A. General Guidelines and Definitions

For the purposes of this policy, the following terms are defined as follows:

1. Student - A student is defined as any person who is admitted, enrolled, or registered for study at the University of South Carolina – Columbia for any academic period, is participating in any university sponsored academic or preparatory programs, and/or resides in a University of South Carolina – Columbia residence facility. Persons who are not officially enrolled for a particular term but who have a continuing student relationship with, or an educational interest in, the University of South Carolina – Columbia are considered "students". A person shall also be considered a student during any period that follows the end of either the Spring or Fall semester that the student has completed until the last day for registration for the next succeeding semester. A person shall also be considered a student during any period while the student is under suspension from the institution or when the person is attending or participating in any activity preparatory to the beginning of school including, but not limited to, fraternity or sorority recruitment, orientation, placement testing, and residence hall check-in.
2. Illegal Drug - any drug or controlled substance which is (1) not legally obtainable or (2) is legally obtainable but was not legally obtained.
3. Controlled Substance - a drug which has been declared by federal or state law to be illegal for sale or use, but may be dispensed under a physician's prescription.
4. Improper Use – the use of a drug for something other than for what it was prescribed and issued by a licensed medical practitioner.
5. Paraphernalia - any instrument, device, article, or contrivance used, designed for use, or intended for use in ingesting, smoking, administering, manufacturing, or preparing a controlled substance

B. State Laws

The University of South Carolina – Columbia supports strict enforcement of laws concerning the possession, consumption, and distribution of illegal drugs and controlled substances as set forth in the [South Carolina Code of Laws, Title 44, Chapter 53](#). Students, as citizens, are responsible for knowing about and complying with South Carolina laws concerning illegal drugs and the use of other controlled substances. Important points covered in Chapter 53 include:

1. SECTION 44-53-370. It shall be unlawful for any person:
  - a. to manufacture, distribute, dispense, deliver, purchase, aid, abet, attempt, or conspire to manufacture, distribute, dispense, deliver, or purchase, or possess with the intent to manufacture, distribute, dispense, deliver, or purchase a controlled substance or a controlled substance analogue.
  - b. to create, distribute, dispense, deliver, or purchase, or aid, abet, attempt, or conspire to create, distribute, dispense, deliver, or purchase, or possess with intent to distribute, dispense, deliver, or purchase a counterfeit substance.
2. SECTION 44-53-391. It shall be unlawful to advertise for sale, manufacture, possess, sell or deliver, or to possess paraphernalia with intent to sell or deliver,

#### C. Programs and Services

The university's first obligation in addressing drug abuse is to educate the University community on expectations and available resources concerning drug use. This obligation is addressed by a variety of prevention and education programs that are offered. Please visit the [Office of Substance Abuse Prevention & Education](#).

A second responsibility of the university is to promote an atmosphere where students seeking assistance will be offered information on, or referral to appropriate services which address the improper use of drugs, including the misuse of prescription or over the counter drugs. For more information, please refer to the [Office of Substance Abuse Prevention and Education](#). Available services may include structured groups, counseling, inpatient treatment, and self-help groups. Please visit [Counseling and Psychiatry](#) for more information.

This policy is not intended to create obligations or restrictions that may interfere with the confidential nature of counseling, clinical or therapeutic relationships. Confidentiality will be maintained in accordance with state and federal laws.

#### D. Enforcement, Student Conduct Process and Consequences

1. Students are responsible for abiding by the [Student Code of Conduct](#) and state/federal laws whether on or off campus. Failure to do so can result in criminal, civil, and university proceedings and sanctions. Students and student

organizations that are in violation of the law are also violating the [Student Code of Conduct](#) and can be held accountable under both separate systems. Violations of this campus Drug Policy as well as other published regulations will be referred to appropriate university offices. In addition, students should be aware of the following:

a. Off-Campus Accountability

Students arrested off campus may be subject to university disciplinary action when their conduct violates university standards. Failure to report this information to the Office of Student Judicial Programs can result in a “Failure to Comply” charge and may result in further disciplinary action.

b. FERPA/Parental Notification

The university may disclose the result of a disciplinary proceeding to a parent or guardian so long as the student is under the age of 21 at the time of the incident and the proceeding has resulted in a violation of university drug or alcohol policies, or any federal, state, or local law or under any of the following conditions:

- i. following a sanction that places the student on housing or conduct probation (official notice that any additional offense may affect the student's ability to live on campus or attend the university), or that results in removal from University Housing or the institution (e.g. housing removal/relocation, suspension, or expulsion).
- ii. following the second violation of university policy regarding drug use.
- iii. following any incident in which the use of illegal drugs and/or the improper use of controlled substances has resulted in hospitalization. Notification will come from the [Behavioral Intervention Team](#) Chair or designee.

For more information or for a Consent to Release Information waiver, refer to the [Office of Student Conduct](#).

2. The university considers any violation of the drug policy to be a serious offense. The university will respond to all reported violations of this policy in accordance with the Student Code of Conduct. The sanctions imposed by the university include, but are not limited to drug screens (at student's expense), psychoeducational group counseling, fines, probation, community service, removal from University Housing, suspension, and expulsion.

F. Guidelines for Types of Drug Violations

All drug policy cases will have outcomes determined on case by case basis. However, in certain types of cases, additional guidelines may apply:

1. Possession or Use of Illegal Drugs: In the adjudication of all cases involving the possession or use of illegal drugs, the university's presumptive response will be suspension (as defined within this section). Residents of University Housing suspected to be in violation of any drug related policy will also be subject to immediate removal in keeping with [Student Code of Conduct](#) .
2. Trafficking in Illegal Drugs
  - a. Prior to hearing: Because the distribution of illegal drugs is a threat and danger to the health and safety of the community, when available facts indicate that the student represents an immediate threat to the safety, health, or welfare of herself/himself, other persons, or property, the university will immediately suspend alleged offenders prior to a hearing. Students who are immediately suspended may have restricted access to campus including University Housing while suspended. The continued enrollment of students not immediately suspended may be subject to conditions and restrictions.
  - b. Following the hearing: Students found responsible for the illegal distribution of drugs or controlled substances will likely be suspended or expelled.
  - c. For information on the hearing process, please contact the Office of Student Conduct at 777-4333 or [www.sc.edu/osjp](http://www.sc.edu/osjp).

#### G. Financial Aid Eligibility

Students found in violation of the drug policy jeopardize their ability to receive federal financial aid for which they might otherwise be eligible.

#### H. Drug-Free Workplace

Faculty, staff, and administrators must adhere to the [Drug-Free Workplace Policy](#).

#### I. Resources

Members of the university community who are concerned about the use or abuse of alcohol or other drugs (by themselves, colleagues or their friends) may receive assistance from the following contacts:

1. Lexington/Richland Alcohol & Drug Abuse Council (LRADAC): (803) 726-9300

2. USC Counseling and Psychiatry: (803) 777-5223
3. USC Department of Student Life: (803) 777-6688
4. USC Division of Law Enforcement and Safety: (803) 777-4215
5. USC Office of Student Conduct (803) 777-4333
6. USC Office of Substance Abuse Prevention and Education: (803) 777-7716
7. USC Thomson Student Health Center: (803) 777-3175

## II. Related Policies

University Policy STAF 6.26 Student Code of Conduct <http://www.sc.edu/policies/staf626.pdf>

## III. Reason for Revision

Policy organization, content, and accuracy reviewed. Non-substantive changes include updating office names.

<b>ADMINISTRATIVE DIVISION</b> STAF Division of Student Affairs		<b>POLICY NUMBER</b> STAF 3.19
<b>POLICY TITLE</b> Overdose Medical Treatment		
<b>SCOPE OF POLICY</b> Columbia Campus		<b>DATE OF REVISION</b> July 31, 2019
<b>RESPONSIBLE OFFICER</b> Vice President for Student Affairs and Academic Support		<b>ADMINISTRATIVE OFFICE</b> Division of Student Affairs and Academic Support

## PURPOSE

This policy outlines the process by which the university will consider the forbearance of disciplinary sanctions in situations where students or student groups seek medical assistance in situations involving a drug or alcohol-related overdose; this is often referred to as amnesty in some law enforcement and higher education agencies.

## DEFINITIONS

**Controlled substance:** a substance meeting the definition set forth in Section 44-53-110 of the South Carolina Code of Laws.

**Drug or alcohol-related overdose:** an acute condition, including mania, hysteria, extreme physical illness, coma, or death resulting from the consumption or use of a controlled substance, alcohol, or another substance with which a controlled substance or alcohol was combined, that a layperson would reasonably believe to be a drug or alcohol overdose that requires medical assistance.

**Seeks medical assistance:** seeking medical assistance by contacting university personnel, the 911 system, a law enforcement officer, or emergency services personnel.

**Registered Student Organization:** a student organization that is currently active on the University of South Carolina Campus, has fulfilled all responsibilities of a student organization and represents a group of students who desire to come together to support a particular view, explore common interests or accomplish identified tasks.

**Student:** A person who is currently enrolled at the university, or who is accepted for admission or readmission to the university, or who has been enrolled at the university in a prior semester or summer session and is eligible to continue enrollment in the semester or summer session that immediately follows, or who is attending an educational program sponsored by the university while that person is on campus, or who engaged in prohibited conduct at a time when the individual met the above criteria. Individuals who are not currently enrolled at the university remain subject to the disciplinary process for conduct that occurred while they were enrolled.



## **POLICY STATEMENT**

The University of South Carolina values the health and safety of all students. Bystander intervention is a crucial component of the university's comprehensive approach to alcohol and other drug prevention, intervention, and education. The university encourages students and student groups to ensure the well-being of others by taking responsible steps to seek medical assistance for individuals at risk of overdose (including themselves). When such medical assistance is sought, the university honors that care by prioritizing educational and supportive measures over disciplinary sanctions. The university will not hold students or student groups who seek or receive medical assistance in perceived overdose situations accountable for violations of the university's Student Code of Conduct related to alcohol or drug related misconduct with the exception of violations related to manufacturing, selling or distribution of alcohol and/or controlled substances. This policy is separate from the state law on Drug or Alcohol-Related Overdose Medical Treatment; law enforcement agencies, including the University of South Carolina Police Department, are not influenced by this internal university policy. The university cannot grant an exemption for consequences associated with a violation of Federal, State, or local law.

## **PROCEDURES**

### **A. Conditions**

1. A student or student group seeking medical assistance for another individual (student or non-student) may be eligible under the overdose medical treatment policy if all of the conditions are met:
  - a. Acts in good faith when seeking medical assistance, upon a reasonable belief that the individual was the first person to call for assistance and that someone present is suffering from an apparent drug-or alcohol related overdose;
  - b. Actively seeks medical assistance by contacting university personnel, the 911 systems, a law enforcement officer, or emergency services personnel and provides the individual's own name to the responding agent;
  - c. Remains with the person(s) until help arrives and is told that assistance is no longer needed;
  - d. Cooperates with responding university and/or emergency personnel, including all requests for information or assistance; and
  - e. Did not seek medical assistance during the course of a housing inspection or execution of an arrest warrant, search warrant, or other lawful law enforcement activity.
2. In situations where a student takes responsible action (for themselves or for others) and meets the criteria outlined above, the responding party will fully document the incident.

Students will be asked to provide their name, ID number, and contact information to the responding party(ies). Students and, if applicable, student groups will receive a notice from the office of student conduct and academic integrity and are expected to attend a meeting with a staff member regarding the incident.

#### B. Decisions of Applicability

1. If it is determined through a meeting with a representative from student conduct that the student or student group met the overdose medical treatment policy criteria, the student or student group will not be found responsible for an alcohol or other drug policy violation. Determinations as to when this policy will apply to student groups will be made by the conduct office or delegate for recognized student organizations based on the totality of the circumstances.
2. Criteria to be considered include but are not limited to: role of group leadership in providing coordinated response and assistance during the incident; role of group leadership in providing an environment during the incident with safety and/or risk management practices already in place prior to the call for assistance; and role of leadership in cooperating with official during and following the incident.

#### C. Educational Interventions

1. The student who experienced the overdose may still be asked to complete an alcohol or other drug intervention and to complete educational activities (i.e., Students Taking Individual Responsibility “STIR” assessment or Carolina Awareness on Alcohol Policies and Safety Class “CAAPS” – charges associated with interventions may apply).
2. Student groups may be asked to participate in educational activities as means of reducing further risk. The overdose medical treatment policy only applies to alcohol and other drug related policies. If other policy violations are alleged to have occurred, the student, students, or student groups will participate in the student conduct process related to those policies and may be found responsible.

#### D. Parental Notification

1. As with any incident involving alcohol or drugs, parents of students may be notified.
2. A group that facilitates the acquisition of alcohol may also be required to notify its advisor, provide an educational program for its members, and/or change its processes for hosting events.

#### E. Failure to Complete/Subsequent Violations

1. In the event that a student who receives medical assistance fails to complete the required course of action or exhibits a pattern of problematic behavior with alcohol or other drugs,

that student or associated student group may be subject to formal disciplinary action under the code of conduct or student organization policy.

2. If the student who received treatment, or student group where the student who received treatment is a member, is found responsible for a subsequent violation of the overdose medical treatment policy, the office of student conduct or Carolina Judicial Council may be informed of such for the purposes of determining an appropriate outcome, which may include the first incident and any resulting charges being treated as an alleged second offense.

**RELATED UNIVERSITY, STATE AND FEDERAL POLICIES**

[STAF 3.02 Alcohol Policy and Guidelines for the University Community](#)

[STAF 3.10 Student Organizations](#)

[STAF 6.26 Student Code of Conduct](#)

[South Carolina Code of Laws, Chapter 53, Title 44, Article 19: South Carolina Drug or Alcohol-Related Overdose Medical Treatment](#)

**HISTORY OF REVISIONS**

<b>DATE OF REVISION</b>	<b>REASON FOR REVISION</b>
July 31, 2019	New policy

<b>ADMINISTRATIVE DIVISION</b> STAF Division of Student Affairs	<b>POLICY NUMBER</b> STAF 6.26
<b>POLICY TITLE</b> Student Code of Conduct	
<b>SCOPE OF POLICY</b> USC Columbia	<b>DATE OF REVISION</b> August 14, 2024
<b>RESPONSIBLE OFFICER</b> Vice President for Student Affairs and Academic Support	<b>ADMINISTRATIVE OFFICE</b> Office of the Dean of Students

**PURPOSE**

The purpose of the Student Code of Conduct is to articulate the university’s authority to initiate disciplinary action against a student in accordance with procedure and due process protections. The Code of Conduct also identifies prohibited conduct and outcomes for violations of prohibited conduct.

**DEFINITIONS**

**Administrative conference:** meeting between a conduct administrator and a student to discuss the alleged code violation, explain university process, and potentially adjudicate violations of the Code of Conduct.

**Advisor:** a single individual whom the charged student or complainant may elect to accompany that individual to an administrative conference or a hearing regarding an alleged violation of university policy. Because the accused student is solely responsible for presenting their case during the disciplinary process, an advisor may confer with and advise the accused student but may not advocate for the student. If an advisor is directly related to a disciplinary case or if the advisor’s presence poses a conflict of interest, the hearing chair of the Carolina Judicial Council panel, or the conduct administrator may dismiss the advisor from the administrative conference or hearing. Advisors may be dismissed from any disciplinary proceedings if they disrupt the process.

**Carolina Judicial Council (CJC):** a group of students, faculty, and staff who are selected and then trained to provide both educational outreach on behalf of the office of student conduct and academic integrity as well as serve on hearing panels to adjudicate allegations of student misconduct.

**Carolina Judicial Council hearing:** a meeting between the Carolina Judicial Council and a student to discuss the alleged code violation and adjudicate potential violations of the Code of Conduct.

**Common sources:** common sources of alcohol, including bulk quantities, which are not being served by a licensed and insured third party vendor, (i.e., amounts of alcohol greater than what a reasonable person should consume over the duration of an event).

**Day:** a university business day is one in which both the university is open and classes are in session. This excludes university holidays, Saturday and Sunday, Reading Day and final exam periods. Students may elect to participate in the conduct process during times when the

university is open but classes are not in session. In extraordinary circumstances in which timely resolution is necessary, a required hearing may be scheduled on a date in which the university is open but classes are not in session.

**Decision/Finding:** the final disposition as to whether the weight of the information/evidence meets the preponderance standard of “Responsible”, “Responsible with Diversion” or “Not Responsible” for an alleged violation of the Code of Conduct.

**Incident report:** written narrative documentation of an incident that involves potential violations of the Code of Conduct; examples include, but are not limited to the conduct incident report or the interpersonal violence incident report.

**Preponderance of the evidence:** the preponderance of evidence is the standard used for a university conduct administrator or a Carolina Judicial Council hearing board to reach a decision or finding in a disciplinary case; using the preponderance of evidence standard, the university will weigh whether or not the information supports that a violation occurred or not.

**Recognized student organization:** a student organization that is currently active on campus, has fulfilled all responsibilities of a student organization and represents a group of students who desire to come together to support a particular view, explore common interests or accomplish identified tasks.

**Student:** a person who is currently enrolled at the university, or who is accepted for admission or readmission to the university, or who has been enrolled at the university in a prior semester or summer session and is eligible to continue enrollment in the semester or summer session that immediately follows, or who is attending an educational program sponsored by the university while that person is on campus, or who engaged in prohibited conduct at a time when the individual met the above criteria. Individuals who are not currently enrolled at the university remain subject to the disciplinary process for conduct that occurred while they were enrolled.

**University official:** an employee of the university including faculty members and staff members. Student employees may be considered university officials when acting in the performance of their duties.

**University operated facility/University property:** any buildings or properties that are owned or controlled by the university, reasonably contiguous to one another and directly support or relate to the university’s educational purpose.

**Witness:** a person who was present during the incident and observed what occurred; or in limited circumstances, a person to whom a respondent or complainant interacted with regarding the incident. Character witnesses are not permitted.

## **POLICY STATEMENT**

The University of South Carolina’s mission includes providing students with the knowledge,

skills, and values necessary for success and responsible citizenship in a complex and changing world. The university's aspirational set of values that will guide student behavior are encompassed in the [Carolinian Creed](#). The Carolinian Creed was developed in 1990 to establish a university values statement. The Creed is not an enforceable code of conduct. The Creed is an aspirational statement that reminds students of the importance of civil discourse while embracing mutual respect for everyone, even those we disagree with. Consistent with procedural and due process protections, however, this policy outlines specific prohibited conduct that can result in the disciplinary process being initiated with a student, group of students, or student organization.

#### A. Authority

The Board of Trustees and the President of the university are ultimately responsible for governing the university. The student conduct system is administered by the Division of Student Affairs and Academic Support. The Vice President for Student Affairs and Academic Support, in turn, designates the office of the dean of students and the office of student conduct with administrative authority and responsibility for student conduct policies and procedures. This responsibility includes: (a) formulating and implementing conduct-related policies and procedures in cooperation with other appropriate university bodies; and (b) the imposition of outcomes in an efficient, consistent, fair, legal, and educationally meaningful manner. The office of student conduct may further delegate its adjudicatory responsibility to various student conduct bodies and administrative staff including the Carolina Judicial Council, university housing staff, as well as fraternity and sorority life staff.

#### B. Application and Jurisdiction

1. The university may initiate disciplinary action for prohibited conduct that occurs on university property or within a university operated facility. The university may initiate disciplinary action for prohibited conduct that occurs while the student, students, or student organization is participating in off-campus activities sponsored by or affiliated with the university (including student organization functions, field trips, internships, rotations, and clinical assignments) or for any conduct that is deemed to potentially threaten the health/safety of the campus or disrupt the university learning environment no matter where such behavior may occur.
2. University disciplinary action may be instituted against a student or student organization charged with conduct that potentially violates both criminal/civil law and university policy without regard to the pendency of civil or criminal litigation in court or arrest.
3. The university's disciplinary process may be initiated prior to, simultaneously with, or following criminal/civil proceedings off campus and any disciplinary outcomes reached under the university's process will not be re-evaluated based on the results of a criminal/civil legal proceeding. Students or student organization conduct proceedings and actions are not subject to challenge or postponement on the grounds that criminal or civil charges involving the same/similar incident have been dismissed, reduced, or are pending in criminal/civil court.
4. University disciplinary action occurring under the Code of Conduct will be based on the



preponderance of evidence standard.

5. Students, guests of students, and student organizations remain subject to discipline for prohibited conduct that occurs while suspended from the university.
6. Adjudication of any alleged violation of prohibited conduct will advance under established policies that are in effect on the day that the university receives notification of the alleged violation and not the date on which the purported infraction is noted to have occurred.
7. Additional rules and regulations may be put in place during the year and will be updated to the university's website upon adoption.

C. Student Organization Misconduct:

Policy [STAF 3.10 Student Organizations](#), governs specific policies pertaining to the university recognition of student organizations as well as a number of specific regulations student organization must follow. Student organizations accused of violating the regulations contained in policy STAF 3.10 or the Code of Conduct, will follow the same disciplinary procedures outlined in this policy.

D. Findings

The outcome of an administrative conference or Carolina Judicial Council hearing will be one of the following:

1. Not Responsible: Insufficient information exists to warrant a responsible finding.
2. Responsible: Based on the preponderance of the evidence standard, a violation of the Code of Conduct occurred.
3. Responsible with Diversion: May be given when the weight of the information is just over the preponderance standard and there are extenuating circumstances. Code charges with a finding of Responsible with Diversion will be deemed as a non-reportable offense after a period of time, no less than one calendar year, designated by the office of student conduct, after the date of resolution when both of the following stipulations are met: educational outcomes are completed by the prescribed deadlines and there are no additional offenses. A non-reportable offense is a record that is not reportable outside of the university (i.e. graduate schools, background checks).

E. Prohibited Conduct

1. Compliance with General Laws and Arrests - Disciplinary action imposed by the university may precede and/or be in addition to any penalty imposed by an off-campus authority if a student engages in conduct that is determined by the institution to violate any provision of federal, state, or local laws.
2. Alcohol Related Misconduct

Prohibited behaviors include:

- a. Possession or consumption of alcohol by a person under the age of 21 or under the lawful age of the jurisdiction in which the student resides.
  - b. Possession or consumption of alcohol by students of legal age in non-designated areas at the university.
  - c. Public intoxication in a public place or gathering in a grossly intoxicated condition or otherwise conducting oneself in a disorderly or boisterous manner.
  - d. Possession of alcohol related paraphernalia (empty containers, beer pong table, etc.) or games that are specifically designed for alcohol consumption in any University operated facility unless approved by a university official acting within the line and scope of their duties.
  - e. Open containers of alcohol in vehicles or in open spaces, or public areas of residence halls or the Greek Village or university operated facilities (lobbies, hallways, etc.).
  - f. Possessing, manufacturing, distributing, dispensing or selling alcohol on university-controlled property or in connection with a university-affiliated activity unless expressly permitted by university policy.
  - g. Providing or distributing alcohol to individuals under the age of 21 or to an intoxicated person.
  - h. Common sources of alcohol, including bulk quantities, which are not being served by a licensed and insured third party vendor, (i.e., amounts of alcohol greater than what a reasonable person should consume over the duration of an event) are prohibited.
  - i. Students and student organizations must comply with the published regulations and applicable laws concerning the transport, display, provision, possession, and consumption of beer, wine, and other alcoholic beverages. Stipulations of the university alcohol policy can be found in policy [STAF 3.02 Alcohol Policy and Guidelines for the University Community](#).
  - j. Possession of fake or altered identification.
  - k. In the presence of alcohol under the age of 21 in university operated housing.
3. Drug Related Misconduct

Prohibited behaviors include:

- a. Possession or use of any illegal, counterfeit, or controlled drug or narcotic is prohibited. This includes the unauthorized use or possession of prescription medications, prescription medication that is not issued under your own name, and medical marijuana in any university operated facility.
- b. Possession of quantities of any illegal, counterfeit, or controlled drug or narcotic that meet the legal definition for distribution.
- c. Selling, transferring, giving away, or exchanging something in return for narcotics, prescription medications, or other illegal, controlled, or counterfeit substances.
- d. Possession of drug paraphernalia (i.e. pipes, bongs, rolling papers, grinder, scale, nicotine cartridges, etc.).
- e. Failing, missing, forging or submitting a dilute test or late test for a drug screen that is required by the university.

#### 4. Health and Safety Concerns

Intent is not an element of this violation, but will be considered in the application of outcomes. Prohibited behaviors include:

- a. Conduct that threatens or endangers the health or safety of another living being.
- b. The use of any object or instrument in a manner that a reasonable person in a similar situation would believe to be threatening.
- c. Driving while impaired under the influence of alcohol or drugs.
- d. The use of skateboards, bicycles, rollerblades or any motorized vehicle in unauthorized areas or in a manner that threatens physical safety, damages university or personal property, disrupts university classes or activities or disrupts normal pedestrian or vehicular traffic flow.
- e. Intentional obstruction or restriction which unreasonably interferes with freedom of movement (including but not limited to pedestrian or vehicular obstruction).
- f. Physical, verbal, or electronic threats of violence or placing a reasonable person in fear of imminent physical injury or danger.
- g. Physical abuse, physical intimidation, coercion, harassment as defined by South Carolina law, and/or other conduct that threatens or endangers the health or safety of another person or violates a legal protective order or No Contact directive.
- h. Throwing or dropping objects or substances out of university operated facilities.

- i. The entry or exit of any person through a window, balcony access, rooftop or any otherwise authorized/unsafe opening without cause for emergency.

## 5. Weapons

Prohibited behaviors include:

- a. Unauthorized use, possession, or storage on university property or in any university operated facility of any weapon since the university is designated as a school safety zone. Weapons may be defined as any object used or designed to inflict or attempt to inflict harm or injury or fear of harm or injury. Weapons include, but are not limited to firearms, any weapon designed or intended to propel a missile of any kind (this includes air soft, paintball, BB or pellet guns, potato guns and other such homemade devices), knives over two inches, slingshots, metal knuckles, explosives, fireworks, any dangerous chemical or biological agent, or any other object or material capable of causing harm.
- b. Possession of ammunition is not permitted in any university facility or on university property.

## 6. Disruptive Activity

Disruptive Activity is any conduct that impedes, interferes with, or disrupts any teaching, research, administrative, disciplinary, public service, learning, or other authorized behavior. Disruptive Activity may occur at functions on or off campus, or at other authorized non-university activities when the conduct occurs on university property.

Prohibited behaviors include:

- a. Behavior in a classroom or instructional program that unreasonably interferes with the instructor or presenter's ability to conduct the class or program after the instructor requests the activity to cease.
- b. Non-compliance with reasonable time, place, and manner restrictions on activities.
- c. Making, causing, or continuing any loud, unnecessary, or unusual noise that disrupts the normal operations of the university or infringes on the rights of other members of the university community or in off-campus living communities.

## 7. Violent Conduct

Prohibited behaviors include:

- a. Fighting, assaults, or actions which inflict bodily harm upon any person or animal or threaten force of bodily harm against any person or animal.

- b. Hazing as defined by the policy [STAF 3.05 Hazing](#).
8. Damage to Property
- a. Damage to or destruction of property
9. Protected Class Discrimination and Harassment
- a. No student shall engage in discrimination or harassment as defined in the university policy CR 1.00 “Policy against discrimination, harassment, and sexual misconduct” or other university policies related to discrimination or harassment.
10. Retaliation
- a. Retaliation against a person who reports a potential violation under the Code of Conduct, assists someone with a report of a violation, or participates in any manner in an investigation or in the resolution of a complaint made under the Code of Conduct is prohibited. Retaliation includes but is not limited to threats, intimidation, reprisals and/or adverse actions related to an individual’s employment or education. The university will take appropriate steps to assure that a person who in good faith reports, complains about, or participates in an investigation pursuant to this institutional rule will not be subjected to retaliation. Individuals who believe they are experiencing retaliation are strongly encouraged to file a complaint with the university.
11. Fire and General Safety
- Prohibited behaviors include:
- a. Starting a fire or creating a fire hazard on university property without university authorization.
  - b. The unauthorized possession and/or use of candles, torches, incense and/or incense burners, other open flame apparatus, extension cords, gasoline, propane tanks or lighter fluid in any university operated facility or on-campus location without written permission from a university official.
  - c. Unauthorized possession of or use of fireworks and explosive materials, the ignition or detonation of anything which could cause damage to persons or property or disruption by fire, smoke, explosion, noxious odors, stain, or corrosion.
  - d. Making or causing to be made, a false fire alarm or emergency report of any kind.
  - e. Tampering with, damaging, disabling or misusing fire safety equipment and/or warning systems including fire extinguishers, fire sprinklers, fire hoses, fire alarms and fire doors.
  - f. Failing to immediately evacuate any university building when a fire alarm or other emergency notification has been sounded or hindering or impairing orderly

evacuation.

- g. Disobeying a directive or command by any university or emergency official in connection with a fire, alarm, or other safety, security, or emergency matter.
- h. Misuse of emergency call boxes.

12. Theft and Burglary Prohibited Behaviors include:

- a. Theft of any kind, including obtaining academic materials or services through deceptive means or possessing public, private or university property that was removed without authorization.
- b. Burglary, the unlawful entry of a structure to commit a theft.
- c. Knowingly giving assistance or information to aid in the action of theft.
- d. Sale, possession, appropriation or attempt to appropriate property without the consent of the owner or the person to whom it belongs.
- e. Selling or attempting to sell textbooks not owned by the student.

13. Fraudulent Behavior

Prohibited behaviors include:

- a. Fraudulent behavior in any oral or written transaction with the university.
- b. Dishonesty or misrepresenting the truth before a hearing of the university or furnishing false information or withholding information to any university official which interferes with university processes or procedures.
- c. Forgery, alteration, or misuse of any document, record, or officially issued identification information from university processes and/or officials, including parking permits and athletic tickets.

14. Misuse of Identification or University Resources

Prohibited behaviors include:

- a. Violating, attempting to violate, or assisting the violation of any established rule or regulation of the university not specifically included in the Code of Conduct.
- b. Possession of fake or altered identification.
- c. Unauthorized entry into, presence in, or use of university operated facilities, equipment or property which has not been reserved or accessed through appropriate



university officials.

- d. Student identification cards and keys:
  - i. failing to present a Student ID/Carolina Card when requested by a university official acting in the performance of that individual's duties.
  - ii. possession of more than one Student ID/Carolina Card.
  - iii. lending a university Student ID/Carolina Card to anyone for reasons not authorized by the university Student ID/Carolina Card policy (violations may subject both the owner and the holder to disciplinary action).
  - iv. failure to report within 24 hours a lost ID/key to a secured facility.
  - v. unauthorized use, possession, or duplication of any university key.
- e. Unauthorized disclosure of confidential or proprietary information gained in the course of or by reason of the student's responsibilities or duties as a student employee.

#### 15. Misuse of Institutional Technology

- a. Failure to adhere to the policy [UNIV 1.52 Responsible Use of Data, Technology, and User Credentials](#).
- b. Engaging in disproportionate use of an information technology resource owned or controlled by the university or using an information technology resource for an illegal or intentionally destructive purpose. Prohibited conduct includes, but is not limited to, circumventing system or network security; committing copyright infringement; transmitting substantially disruptive, unsolicited email; sharing a university-issued password; falsifying an email header; and using resources for personal financial gain or profit.

#### 16. Failure to Comply

Prohibited behaviors include:

- a. Failure to comply with and respond appropriately to the reasonable and lawful requests of university officials (including resident mentors) in the performance of their duties.
- b. Failure to properly comply with or complete an outcome or obligation resulting from a conduct or honor code hearing.

#### 17. Shared Responsibility for Violations Prohibited behaviors include:

- a. Acting in concert to violate university policy.
- b. Attempting, assisting or promoting any act prohibited by university policy.
- c. Condoning, encouraging, or the collusion of behavior that violates university conduct regulations. Collusion is any action or inaction with another one or more individual(s) to intentionally violate university policy.
- d. Allowing, permitting or providing opportunity for a guest to violate university policy.
- e. Being an accessory to any act prohibited by university policy.

#### 18. Privacy Violation

- a. Engaging in surveillance or recording of any type without the subject's knowledge or consent in areas where there is a reasonable expectation of privacy and/or the broadcasting or distribution of such material.

#### F. Outcomes

One or more of the following outcomes may be utilized to provide educational interventions and to hold the student accountable. The severity of the outcomes will align with the severity of the offense, community standards and will increase with subsequent violations of the Code of Conduct. Although not an exhaustive list, the following are examples of outcomes that may be applied:

1. Educational workshops: seminar style educational sessions which may focus on alcohol, decision making, off-campus living, civility, etc. Workshops may include a pretest and posttest.
2. Conduct probation: a period of review during which a student is on official notice that subsequent violations of the Code of Conduct are likely to result in more severe outcomes, including suspension.
3. Reflection papers: a written response to prompts with the goal of promoting student learning reflection on their actions to determine what they have learned, how they impacted others, and how they may avoid future missteps. The topic and essay questions assigned will depend on the incident type.
4. Community service: compensatory hours of unpaid service to a non-profit organization or university office to facilitate self-awareness. A reflection paper is part of the community service assignment. Hours must be documented and signed by a site supervisor.

5. Restitution: for theft, misappropriation or damage to university property, students may be required to reimburse the university for the loss, which may also include cost of materials and labor for repairs.
6. Students Taking Initiative and Responsibility (STIR): Three one-on-one sessions with staff members from Substance Abuse Prevention and Education (SAPE) to assess their substance use and consider ways to avoid negative consequences in the future.
7. Drug testing: Required for students found in violation of the drug policy. Tests are available at off-campus licensed agencies. Students are responsible for the costs.
8. Anger management or substance use interventions and treatment: For times students may need higher level of services and may be referred to an off-campus provider for substance use or anger management assessments. Students are responsible for the costs.
9. Removal from an academic class: When permission has been granted by academic affairs, the student may be removed from a course(s).
10. Disciplinary withdrawal: under certain circumstances when it is impossible for a student to address disciplinary action due to specific mitigating factors and the incident in question does not require a suspension, the university may grant a student a disciplinary withdrawal. The decision to grant a disciplinary withdrawal will be made by the hearing officer or their designee(s), in consultation with the Executive Director of Student Conduct. The student will be permitted to withdraw from classes and a disciplinary hold will be placed on the student's registration and transcript. The student must understand that they will not be permitted to return to the university until the disciplinary matter has been resolved.
11. Access Restriction: Access restriction for a period of time to specific or all university operated buildings may be a part of outcomes imposed for a violation of the code of conduct.
12. Housing removal/cancellation of housing contract: an action requiring that a student be removed from that student's on-campus room either on a temporary, interim basis or permanently if found responsible for a Code of Conduct violation. Students removed from housing are restricted from university housing operated facilities.
13. Housing relocation: an action requiring that a student be either immediately moved to a newly assigned on-campus housing room on an interim basis during the time a disciplinary complaint is investigated, resolved, or relocated on a permanent basis if the student is found responsible for a Code of Conduct violation.
14. Delayed suspension: a status used in situations where the conduct is severe enough to

justify suspension but mitigating circumstances exist to permit the student an opportunity to correct behavior. During this period of time, students who fail to follow all requirements of their restrictions will almost always be immediately suspended. Like probation, delayed suspension is imposed for a certain period of time and may be contingent on completing additional requirements.

15. Suspension: Suspension results in denial of enrollment, attendance, and other privileges at the University for no less than one semester. Permission to apply for readmission upon the ending of the suspension period may be granted without condition/restrictions.
16. Expulsion: permanent dismissal from the university.
17. Degree revocation: the termination of a student’s degree based on a violation that occurs after a student graduates.

**G. Retention and Release of Conduct Records**

All records related to a student’s interaction with the office of student conduct are deemed educational records in accordance with university policy [ACAF 3.03 Handling of Student Records](#) and the release of such records is governed by that policy. The office of student conduct maintains its educational records for six years from the last day of the academic year of the offense. Records of suspension and expulsion are permanently retained and reported.

**PROCEDURES**

The set of processes and procedures that involve the receipt of allegations of student misconduct, the investigation of such allegations, and the resolution of such allegations is maintained online by the office of student conduct; see

[https://sc.edu/about/offices\\_and\\_divisions/student\\_conduct\\_and\\_academic\\_integrity/index.php](https://sc.edu/about/offices_and_divisions/student_conduct_and_academic_integrity/index.php)

**RELATED UNIVERSITY POLICIES**

[ACAF 3.03 Handling of Student Records](#)

[CR 1.00 Policy Against Discrimination, Harassment & Sexual Misconduct STAF](#)

[3.02 Alcohol Policy and Guidelines for the University Community STAF 3.05](#)

[Hazing](#)

[STAF 3.10 Student Organizations](#)

[STAF 4.03 Campus Housing Policies and Regulations](#)

[UNIV 1.52 Responsible Use of Data, Technology, and User Credentials](#)

[UNIV 3.03 Quarantine and Isolation of Students, Faculty, and Staff UNIV](#)

[3.04 Communicable Disease Outbreak Mitigation Measures](#)

**HISTORY OF REVISIONS**

<b>DATE OF REVISION</b>	<b>REASON FOR REVISION</b>
June 1, 1992	New policy approval
March 4, 2014	More concise and specific

June 6, 2019	Updated to fit the new formatting and to be more concise, specific and accessible to students, faculty, and staff.
April 1, 2021	Updated to include accurate process, procedures and additional violations/outcomes in relation to EOP policies
August 3, 2023	Non-Substantive revision to reflect current organization structure, policy titles and URLs.
May 28, 2024	Revisions applied to achieve alignment with CR 1.00 and to clarify language based on advice from legal counsel.
August 14, 2024	Policy terminology and definitions updated. Revisions to the policy statement, processes and procedures.

<b>ADMINISTRATIVE DIVISION</b> HR Division of Human Resources		<b>POLICY NUMBER</b> HR 1.01	
<b>POLICY TITLE</b> Drug-Free Workplace			
<b>SCOPE OF POLICY</b> USC System		<b>DATE OF REVISION</b> April 12, 2021	
<b>RESPONSIBLE OFFICER</b> Vice President for Human Resources		<b>ADMINISTRATIVE OFFICE</b> Division of Human Resources	

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## **PURPOSE**

This document sets forth the University of South Carolina policy prohibiting the unlawful manufacture, distribution, dispensation, possession or use of illegal drugs, other controlled substances unless prescribed by a licensed medical practitioner, and alcohol on its property or as a part of any activities by faculty, staff and student employees regardless of status, pursuant to state and federal law. This policy is implemented in compliance with the Drug-Free Workplace Act of 1988, the Drug-Free Schools and Communities Act Amendments of 1989 and the South Carolina Drug Free Workplace Act of 1990.

## **DEFINITIONS**

**Employee:** Any person having an employment relationship with the university, regardless of the appointment type (e.g. classified, unclassified, full-time, part-time, temporary, student, intern).

**Illegal Drug:** Any illegal substance, including but not limited to narcotics, hallucinogens, cocaine, marijuana, and designer drugs, and any controlled substances, including but not limited to amphetamines and barbiturates, that are used either without being prescribed by a licensed physician or in excess of the amount prescribed by a licensed physician. Any drug that is not legally obtainable or that has not been legally obtained, to include prescribed drugs not legally obtained and prescribed drugs not being used for prescribed purposes or being used by an individual other than the person for whom prescribed.

**Workplace:** Any location on university property, including all offices and facilities (including all vehicles and equipment) whether owned, leased or otherwise used by the university or by an employee on behalf of the university from any location from which an individual conducts university business.



## **POLICY STATEMENT**

No employee shall report for duty or remain on duty under the influence of any illegal drugs, unauthorized prescription medication or alcohol.

Violation of this policy by academic employees, regardless of tenure status, will lead to disciplinary actions up to and including termination based upon the criteria in the Faculty Manual of the campus, and may have legal consequences.

Violation of this policy by staff employees will be cause for disciplinary actions up to and including termination, pursuant to university policy HR 1.39 Disciplinary Action and Termination for Cause and may have legal consequences.

Violation of this policy by student employees will lead to sanctions detailed in the Student Drug Policy of the campus.

Faculty, staff and students employed on a grant or contract are required to abide by the terms of this policy as a condition of employment on the grant or contract.

## **PROCEDURES**

A copy of this policy will be made available to each new employee of the University of South Carolina at the time of their orientation and annually to all employees.

Grant or contract employees are required to notify the Vice President for Human Resources or the Campus Human Resources Office, as appropriate, of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after the conviction. Federal law requires the university to notify the granting or contracting agency of a criminal drug statute conviction in the workplace within 10 days of the date the university received notification. Therefore, upon receiving notice, the Vice President for Human Resources will notify the Vice President for Research so the notice requirement to the granting or contracting agency may be satisfied.

The University of South Carolina recognizes drug and/or alcohol dependence as a treatable illness. Employees are encouraged to seek assistance for drug and/or alcohol problems before there is an incident which would cause the university to impose sanctions. Assistance may be sought through the university's Employee Assistance Program (EAP) or other programs and/or treatment facilities licensed by the State of South Carolina or by the state in which the program and/or treatment facility is located.

- A. Referrals to such programs may be self-referrals or supervisory referrals. If a supervisory referral is made which includes satisfactory participation in a rehabilitation program as a condition of continued employment, the referral must be made through the Division of Human Resources or the Campus Human Resources Officer.
- B. Referrals and records of referrals will be handled with the same degree of confidentiality as for medical records.

The University of South Carolina has established a drug-free awareness program to inform employees about the dangers of alcohol and/or drug abuse in the workplace, available drug counseling,

rehabilitation and employee assistance information and the penalties that may be imposed for alcohol and/or drug abuse violations.

**RELATED UNIVERSITY, STATE AND FEDERAL POLICIES**

- Drug-Free Workplace Act of 1988
- Drug-Free Schools and Communities Act Amendments of 1989
- [South Carolina Drug Free Workplace Act of 1990](#)
- [HR 1.95 Drug and Alcohol Testing](#)
- [HR 1.39 Disciplinary Action and Termination for Cause](#)
- [STAF 3.02 Alcohol Policy and Guidelines for the University Community](#)
- [STAF 3.18 Drug Policy for University Students](#)

**HISTORY OF REVISIONS**

<b>DATE OF REVISION</b>	<b>REASON FOR REVISION</b>
April 12, 2021	Updated to new format to include definitions and related laws and policies. Policy reviewed for accuracy, no substantive changes required.

<b>ADMINISTRATIVE DIVISION</b> HR Division of Human Resources		<b>POLICY NUMBER</b> HR 1.95
<b>POLICY TITLE</b> Drug and Alcohol Testing Policy		
<b>SCOPE OF POLICY</b> USC System	<b>DATE OF REVISION</b> May 28, 2020	
<b>RESPONSIBLE OFFICER</b> Vice President for Human Resources	<b>ADMINISTRATIVE OFFICE</b> Division of Human Resources	

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**PURPOSE**

The purpose of drug and alcohol testing is to prevent the hiring and/or continued employment of individuals in safety-sensitive or security-sensitive positions who, due to the abuse of alcohol or use of illegal drugs, may harm themselves or others, or cause damage to property.

**DEFINITIONS**

**Diluted Sample:** A urine specimen with creatinine and specific gravity values that are lower than expected for human urine.

**Drug and/or Alcohol Test:** Any evaluation used to detect the presence of illegal drugs and/or alcohol in an individual's system. Testing will usually consist of urine sampling for drugs and/or breath testing for alcohol.

**Employee:** Any person having an employment relationship with the university, regardless of the appointment type (e.g. classified, unclassified, full-time, part-time, temporary, student, intern, affiliate), who works in a safety-sensitive or security-sensitive position. This policy also will apply to volunteers working in safety-sensitive or security-sensitive positions.

**Illegal Drug:** Any illegal substance, including but not limited to narcotics, hallucinogens, cocaine, marijuana, and designer drugs, and any controlled substances, including but not limited to amphetamines and barbiturates, that are used either without being prescribed by a licensed physician or in excess of the amount prescribed by a licensed physician. Any drug that is not legally obtainable or

that has not been legally obtained, to include prescribed drugs not legally obtained and prescribed drugs not being used for prescribed purposes or being used by an individual other than the person for whom prescribed.

**Medical Review Officer (MRO):** A person who is a licensed physician and who is responsible for receiving and reviewing laboratory results generated by an employer's drug testing program and evaluating medical explanations for certain drug test results.

**Negative Result:** The result reported by a certified laboratory to an MRO when a specimen contains no drug or the concentration of the drug is less than the cutoff concentration for the drug or drug class and the specimen is a valid specimen.

**Non-Negative Specimen:** A urine specimen that is reported as adulterated, substituted, positive (for drug(s) or drug metabolite(s)), and/or invalid.

**Positive Result:** The result reported by a certified laboratory when a specimen contains a drug or drug metabolite equal to or greater than the cutoff concentrations.

**Reasonable Suspicion:** Belief based upon reliable, objective facts derived from direct observation of specific physical, behavioral, odorous presence, or performance indicators being of sufficient import and quantity to lead a reasonable person to suspect that an employee has used or may be impaired by drugs or alcohol.

**Safety-Sensitive or Security-Sensitive Position:** A position determined by the Vice President for Human Resources or their designee to contain duties of such a nature that a compelling university interest to keep the incumbent drug-free outweighs the employee's privacy interests.

**Unfit Condition:** Behavior including but not limited to: drowsiness, sleepiness or sleeping, slurred and/or incoherent speech, unusually aggressive behavior, unusually depressive behavior, unusual and rapid changes in mood, disorientation or inability to concentrate, or lack of coordination in walking or performing other tasks.

**Workplace:** Any location on university property, including all offices and facilities (including all vehicles and equipment) whether owned, leased or otherwise used by the university or by an employee on behalf of the university from any location from which an individual conducts university business.

## **POLICY STATEMENT**

Drug and alcohol testing applies to all employees of the university who are employed in safety-sensitive or security-sensitive positions and to employees who are required to have a Commercial Driver's License (CDL) in order to perform the essential function of their job.

Drug testing for employees required to have a CDL must conform to USDOT Regulation 49 CFR Part 40.

Job announcements for safety-sensitive or security-sensitive positions must contain language indicating that employees are subject to pre-employment and post-employment drug testing in accordance with this policy.

Every employee in a safety-sensitive or security-sensitive position shall be required to submit to random drug testing. Employees selected at random are required to report for testing within two hours after notification. All such testing shall, if practicable, occur during the selected employee's scheduled work hours and will be considered hours worked.

The university shall also require drug testing under the following conditions:

- A. Pre-employment – Each prospective employee accepting a safety-sensitive or security-sensitive position shall be required to submit to drug testing at a designated time and place following a job offer contingent upon a “negative” drug-testing result. A prospective employee who tests “non-negative” for the presence of drugs in the initial test shall be eliminated from consideration for employment. Prospective employees whose test results in a diluted sample may receive up to one re-test at the discretion of the hiring official. A subsequent diluted sample will result in the withdrawal of the job offer.
- B. Each current employee who is offered a safety-sensitive or security-sensitive position (as defined in this policy) shall be required to pass a drug test before being placed in such position, whether through appointment or promotion.
- C. Reasonable Suspicion – Any employee in a safety-sensitive or security-sensitive position shall be required to submit to a drug or alcohol test if there is reasonable suspicion (as defined in this policy) that the employee is using and/or under the influence of drugs and/or alcohol.
- D. Immediately following the discharge of a firearm or other weapon, or any use of physical force by a USC police officer that results in hospitalization, serious bodily injury, or fatality.
- E. Post-accident – Each employee in a safety-sensitive or security-sensitive position involved in an accident that occurs during the course and scope of employment shall be required to submit to a drug or alcohol test if the accident:
  - 1. Involves circumstances leading to a reasonable suspicion of the employee's drug or alcohol use; or
  - 2. Results in hospitalization, serious bodily injury, or fatality; or
  - 3. Results in or causes the release of hazardous materials.
- F. Rehabilitation Monitoring – Any employee in a safety-sensitive or security-sensitive position who is participating in a mandatory substance abuse after-treatment program (such as the Employee Assistance Program) following a “non-negative” test shall be required to submit to quarterly drug testing for a period of one year following completion of the treatment program.

An employee may not refuse to submit to substance abuse testing administered under the terms of

this policy. An employee who refuses to submit to such tests will be subject to corrective disciplinary actions and penalties up to and including termination of employment.

Employees in safety-sensitive or security-sensitive positions who test “non-negative” for illegal drugs and/or alcohol must be immediately removed from their safety-sensitive or security-sensitive duties. Employees who test “non-negative” will be subject to corrective disciplinary actions and penalties up to and including termination of employment and/or may be offered the opportunity for treatment depending on the facts/circumstances of the incident for which the test was required.

Section 56-1-2220 of the SC Commercial Driver’s License Drug Testing Act requires that all employers report to the SC Department of Motor Vehicles within three business days if an employee holding a CDL refuses to submit to a drug and/or alcohol test, tests positive for drugs and/or alcohol, or submits an altered drug and/or alcohol test.

Violation of this policy by staff will be cause for disciplinary actions up to and including termination, pursuant to university policy HR 1.39 Disciplinary Action and Termination for Cause, and may have legal consequences.

Violation of this policy by faculty will lead to disciplinary actions up to and including termination based upon the criteria in the Faculty Manual of the applicable campus, and may have legal consequences.

All information and/or test results received by the university through its drug and alcohol testing program are confidential communications, but may be used or disclosed in any civil or administrative proceeding as allowed by applicable law. Only university employees who have a need to know will have access to test results, and those employees shall keep test results confidential.

Supervisors have a significant role in establishing and maintaining the university's drug and alcohol testing program, including identifying positions that qualify as safety-sensitive or security-sensitive. Their understanding and support are key factors in establishing a successful program. Supervisors of safety-sensitive or security-sensitive positions will receive training on their responsibilities relating to alcohol and drug testing. Supervisor training is not intended to train supervisors to be drug- or alcohol-abuse experts, counselors, or to conduct medical evaluations.

The university will provide drug- and alcohol-awareness information to all employees. This is available to employees on the university’s website in the Cleary Annual Security Report provided by the Division of Law Enforcement and Safety.

The University of South Carolina recognizes drug and/or alcohol dependence as a treatable illness. Per HR 1.01 Drug-Free Workplace, employees are encouraged to seek assistance for drug and/or alcohol problems before there is an incident that would cause the university to impose sanctions.

## **PROCEDURES**

- A. Campuses/Departments must use the drug testing vendor under contract with the university’s Division of Human Resources, unless the Vice President for Human Resources has approved the campus/department to use an alternate vendor.



- B. Campuses/Departments employing safety-sensitive or security-sensitive positions will designate an employee who will be responsible for the drug testing function in their respective campus/departments, to include record keeping and report generation.
- C. Testing will be conducted by a certified drug testing laboratory that follows accepted standards of testing and chain-of-custody requirements. Testing will usually consist of urine sampling and/or breath testing for alcohol.
- D. All “non-negative” tests will be confirmed by a second test using the same sample. All “non-negative” tests will receive a professional medical review by a licensed Medical Review Officer (MRO) whose services will be provided by the certified drug testing laboratory (vendor), which includes the opportunity for employees to explain the result.
- E. Employees who test “non-negative” will be subject to disciplinary action and/or may be offered the opportunity for treatment depending on the facts/circumstances of the incident for which the test was required.
- F. The failure of an employee to take an alcohol or drug test is considered equivalent to a verified “non-negative” drug test and subjects the employee to the same adverse employment action up to and including termination of employment.
- G. An employee who refuses to submit to an alcohol or drug test is subject to adverse employment action up to and including termination of employment. Refusing to submit to testing may include any of the following:
  - 1. Expressly declining to submit to testing.
  - 2. Failure to appear for testing after proper notification.
  - 3. Failure to provide adequate breath for alcohol testing without a valid medical explanation.
  - 4. Failure to provide adequate urine for drug testing without a valid medical explanation.
  - 5. Providing a urine sample determined by the testing laboratory and/or the Medical Review Officer to have been tampered with or otherwise altered.
  - 6. Engaging in conduct that clearly obstructs the testing process.
- H. Prospective employees, or employees hired contingent upon a “negative” drug test, will not be offered employment or will be terminated immediately if they test “non-negative.”

The following are examples of safety-sensitive and security-sensitive positions:

- 1. Positions with duties that are required or are authorized to perform the safety inspection of a structure;
- 2. Positions with duties that are required or are authorized to carry a firearm or other weapon or

- are authorized to use physical force when necessary that could result in bodily injury or death;
3. Positions with duties that allow access to controlled substances (drugs);
  4. Positions involved in patient care, to include those providing direct patient care or those drivers of State vehicles who transport patients receiving care;
  5. Positions with duties that are required or authorized to inspect, handle, or transport hazardous materials;
  6. Positions with duties that are authorized to operate or exercise any responsibility over potentially heavy or dangerous equipment;
  7. Positions with duties that require the operation or supervision of heavy equipment or machinery;
  8. Employees who are required to have a CDL in order to perform the essential functions of their position.

**RELATED UNIVERSITY, STATE AND FEDERAL POLICIES**

- [USDOT Regulation CFR 39 Part 40](#)
- [Section 56-1-2220 of the SC Commercial Driver’s License Drug Testing Act](#)
- [HR 1.01 Drug-Free Workplace](#)
- [HR 1.39 Disciplinary Action and Termination for Cause](#)

**HISTORY OF REVISIONS**

<b>DATE OF REVISION</b>	<b>REASON FOR REVISION</b>
May 28, 2020	Updated to new format Added definitions of key terms Clarified pre-employment testing (diluted sample) Clarified Rehabilitation monitoring Clarification of results of “non-negative” test Added information regarding reporting requirements under the CDL Drug Testing Act Clarified role of supervisors Removed language provided in HR 1.01 Provide for approval of alternative drug testing vendors Provided information regarding what qualifies as refusal to submit to a test