



# Biennial Review of Ashford University's Alcohol and Other Drug Program 2014-2016

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## Introduction

The Drug Free Schools and Campuses Regulations (34 CFR Part 86) of the Drug-Free Schools and Communities Act (DFSCA) require an institution of higher education (IHE) such as Ashford University (“University”) to certify it has adopted and implemented programs to prevent the abuse of alcohol and use or distribution of illicit drugs both by students and employees both on its premises and as a part of any of its activities.

The University acknowledges its obligation to conduct a biennial review of compliance with the Drug-Free Schools and Communities Act, and authorized an administrative review to be conducted to determine if the college fulfills the requirements of these Federal regulations. The Division of Student Affairs, together with University Services and Policy, Human Resources, and Security & Safety, is responsible for conducting the review and reporting on the findings.

The intention of this document is to summarize and evaluate the effectiveness of the programs and activities related to alcohol and drug prevention during the 2014-2015 and 2015-2016 academic years.

### Review Committee Membership

Poppy Fitch, AVP, Student Affairs, Ashford University

Matt Galloway, Manager, Student Access and Wellness, Ashford University

Sean Mullen, Associate Director of Security & Safety, Bridgepoint Education

Lindsay Bollman, Director, Human Resources, Bridgepoint Education

Steven Salter, Director, Student Access and Wellness, Ashford University

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Amanda Celauro, Assoc. Director, Federal Regulatory Affairs & Compliance, Bridgepoint Education

Carmel Hernandez, Manager, Compliance and QA for Student Affairs, Ashford University

Joseph Allen, Director Student Development and Engagement, Ashford University

The following University departments provide information for the biennial review:

- Student Affairs (Student Access and Wellness, Student Development & Engagement, Student Activities, Residence Life)
- Human Resources
- Security and Safety
- Athletics
- Academics

## Compliance with Drug Free Schools and Communities Act

The University continued to remain in compliance with the requirements of the Drug-Free Schools and Communities Act and adopted and implemented programs to prevent the abuse of alcohol and use or distribution of illicit drugs by its students and employees as demonstrated by this biennial review. The University maintained written policies on alcohol and other drugs and developed a thorough method for distributing this policy to every student and employee.

The written materials were annually distributed in the [Ashford University Drug Free Schools Communities Act Program](#) and contain the following information:

- ✓ Standards of conduct that prohibit unlawful possession, use or distribution of illicit drugs and alcohol on its property or as a part of its activities
- ✓ A description of the health risks associated with the use of illicit drugs and abuse of alcohol
- ✓ A description of applicable legal sanctions under local, state or federal law
- ✓ A description of counseling or treatment programs
- ✓ A clear statement and description of the disciplinary sanctions the institution will impose on students and employees.

As a part of the biennial review, the following data, resources and programs were examined:

- Complying with The Drug-Free Schools and Campuses Regulations (EDGAR Part 86), A Guide for University and Campus Regulations prepared by the Higher Education Center
- The Higher Education Amendments of 1998 (P.L. 105-244) and the Drug-Free Schools and Communities Act Amendments of 1989 (P.L. 101-226) and related commentary and general provisions
- Higher Education Center for Alcohol and Other Drug Prevention
- Regulatory changes to the Higher Education Opportunity Act in Section 107, which require future reports of the number of drug and alcohol related violations and fatalities that have occurred on the institutions campus as a part of the institutions activities that are reported to campus officials
- State and Federal Drug and Alcoholic Beverage Laws
- [Ashford University Drug Free Schools and Communities Act Program](#)
- Alcohol and Other Drug Policy documents distributed to all faculty, staff and students for Clinton, Iowa campus and online modalities
- Summary review of the educational programs provided to Clinton, Iowa campus and online students
- *Ashford University Academic Catalogs & Supplements 2014-2015, 2015-2016*
- *Student Athlete Handbook* and policies related to drug and alcohol use and the sanctions imposed for failure to comply
- *Residence Life Guidebook* and policies related to drugs and alcohol use and the sanctions imposed for failure to comply *Ashford University Academic Catalog policy on [Violations of Law](#)*

- *Ashford University Academic Catalog procedures for [Student Community Standards Committee Formal Hearing Procedures](#)*
- *Ashford University Academic Catalog procedures for [Student Community Standards sanctions](#)*
- Student referral data to the Student Assistance Program for drug and alcohol related issues
- Human Resource employee actions for possible infractions of the drug and alcohol policy presented to faculty and staff
- Employee policies related to drug and alcohol use by college employees and the sanctions imposed for failure to comply
- Student policies related to drug and alcohol use and the sanctions imposed for failure to comply
- The Ashford University Community Standards Sanctioning Chart

In compliance with the Drug-Free Schools and Communities Act, the University implemented a program to prevent the illicit use of drugs and the abuse of alcohol by students and employees. The Program included annual distribution of information to students and employees concerning the possession, use, or distribution of alcohol and illicit drugs at the University.

The Federally Mandated Policy about alcohol and other drugs was distributed annually to each staff member and student as follows:

The faculty and staff Alcohol and Drug-Free Campus and Workplace Policy was distributed regularly in the Employee Handbook and to all new employees during orientation.

The student Alcohol and Other Drug Policy was distributed upon enrollment and annually via email in the [Academic Catalog](#) and was available to staff, students, and the general public at [Ashford University Drug Free Schools and Communities Act Program](#).

The University utilized a four part framework to address alcohol and other drug use by implementing the following strategies: Policy, Enforcement, Education, and Intervention. An overview of each strategy is described in this document.

## Policy

The University's policy on alcohol and drugs was implemented across the University community. Most commonly, it was articulated in the [Academic Catalog](#), Employee Handbook, [Ashford University Drug Free Schools and Communities Act Program](#), Student Athlete Handbook and Residence Life Guidebook, and in other specific University Regulations on possession of alcohol and other drugs. Key excerpts from the policies are shown below. The University's Student Affairs Office provided overall coordination of the Drug-Free Schools and Communities Act Program and coordinated with other departments in the oversight of University policy, including:

For Student Disciplinary Actions: Residential Life Staff, Dean of Student Affairs (Clinton, Iowa Campus students) and the Director of Student Development and Engagement (Online Students)

For Employee Disciplinary Actions: Human Resources/Employee Relations

***University Student Alcohol Use Policy:***

The University neither condones nor sanctions the use of alcohol. All individuals are expected to observe the applicable local, state and federal laws. The University strictly prohibits the use, consumption, possession, and distribution of alcohol by any student, regardless of legal age, within the residence halls, on campus grounds, or at University-sponsored activities.

For certain University events or functions, alcohol may be served only to those persons of legal drinking age who, if so requested by the event sponsor, are able to verify their age with a state issued identification, passport or similar document. Written permission from the Campus Director or University President to serve alcohol, and any legally required alcohol permits must be obtained prior to the function.

***University Student Drug Use Policy:***

The unlawful possession, use, sale, or distribution of illegal drugs or controlled substances is prohibited within the residence halls, on campus grounds, or at University-sponsored events. Drug paraphernalia is not permitted within the residence halls, on campus grounds, or at University-sponsored activities.

***Student Athlete Drug, Alcohol and Tobacco Policy:***

Ashford University prohibits the unlawful possession, use, or distribution of drugs, alcohol, or tobacco by student athletes, on or off campus. The University and Athletics Department oppose the misuse or abuse of alcohol, which it defines as “any alcohol related behavior that adversely affects a person’s life in regard to physical health, feelings of self-esteem, personal or family relationships, educational, occupational goals or one’s standing in regard to local, state or federal laws.” All student athletes are to abide by Ashford University standards and the Student Community Standards as defined in the current Academic Catalog and any additional standards as determined by their coach via team rules. Students who violate the Ashford University Student Community Standards are subject to sanctions that may be independent of and/or in addition to those described below, per Catalog policy.

***Residence Hall Policies on Drugs & Alcohol:***

It is the University’s intent to provide a drug-free, healthy, safe, and secure academic environment. The University’s Residence Hall policies on drugs and alcohol track the university policies. The following policies and guidelines have been established to uphold the University’s obligation to its students, faculty, and surrounding community:

The University neither condones nor sanctions the use of alcohol. All individuals are expected to observe the alcoholic beverage laws of the State of Iowa. The University strictly prohibits the use, consumption, possession, and distribution of alcohol by any student, regardless of legal age, within the University housing facilities, on campus grounds, or at University-sponsored activities.

The possession, unlawful use, sale, or distribution of illegal drugs is prohibited on the University campus. Also, drug paraphernalia is not permitted on the University campus.

For certain University events or functions, alcohol may be served only to those persons of legal drinking age. Written permission from the Campus Director or University President to serve alcohol and an alcohol permit must be obtained prior to the function.

***Intercollegiate Athletics Drug Education and Testing Program Policy:***

Ashford University hereby adopts a policy for drug education and the prevention of drug abuse. This policy includes the testing and education of student athletes involved in intercollegiate athletics at Ashford University. This policy is based on a presumption against the use of any artificial chemical substances that are not medically necessary (i.e., taken under orders of a physician, with notice to the athletic training staff). If an athlete has any questions about a given substance, then he/she should consult the Athletic Director.

***Employee Policies:***

The University prohibits the manufacture, distribution, dispensation, sale, purchase, or transfer of any controlled substance by its employees on University premises or while conducting University business. The University prohibits the unlawful possession or use of any controlled substance by its employees on University premises or while conducting University business. Employees may not report to work under the influence of an unauthorized controlled substance.

Controlled substances include those drugs listed in the federal Controlled Substances Act. The University also prohibits the use, possession, distribution, transfer or sale of any drug paraphernalia on University premises or while conducting University business. In addition, the University prohibits employees from reporting to work under the influence of, dispensing, possessing or using alcohol on University premises or while conducting University business except as permitted at specific University events.

**Enforcement**

The University sought to uphold University drug and alcohol-related policies and laws, and would impose disciplinary sanctions against those students and/or employees who violate said policies and laws consistent with local, State or Federal law. Enforcement of the University's Drug and Alcohol policy was facilitated by Safety and Security, Student Affairs, and Employee Relations. As part of the disciplinary process, the University may have also requested that the student or employee complete a rehabilitation program. A focus on educational and intervention support opportunities continued to remain a priority of the University.

**Students**

Sanctions for students included: warnings, reflective essays, module-based developmental instruction, written assignments, conduct probation, and suspension, and expulsion. The University maintained a progressive sanctioning protocol. It demonstrated a commitment to

ensuring evenly imposed sanctioning processes through the development and implementation of the Community Standards Sanctioning Chart. Data regarding student Alcohol and Drug violations were recorded in accordance with reporting periods for the [Jeanne Clery Campus Crime Reporting requirements](#) and were representative of the time period of January 2014 – December 2014 and January 2015 – December 2015 and are listed below:

Persons Referred for Campus Disciplinary Action	Year	On-Campus	Residence Halls	Non-Campus	Public Property	Total
Liquor Law Violations	2014	9	9	0	0	9
	2015	11	11	0	0	11
	2016	1	1	0	0	1
Drug Law Violations	2014	6	6	0	0	6
	2015	6	6	0	0	6
	2016	4	4	0	0	4

In July of 2015 Ashford University announced its plan to discontinue its residential campus in Clinton Iowa at the end of the 2015-2016 academic year. For this reason, the population of the residential campus began to diminish effective Fall 2015. It is our interpretation that the significant and ongoing decline of the overall student population is reflected in the overall significant decline of drug and alcohol violations from the 2015 to 2016 data.

This overall decline may be indicative of the effectiveness of the Ashford University Drug Free Schools and Communities Act Program, however, in the absence of survey or environmental impact data, it is difficult to assess. Additionally, the overall Ashford University student population has declined from 2014 to 2016, which may be a factor in the decline.

### Employees

Sanctions for employees included: Coaching, Mandatory EAP Referral, and Termination. In addition, some employees chose to voluntarily resign. Employees may self-refer or have a Human Resource’s referral to the Employee Assistance Program for assistance in dealing with the use of alcohol or a controlled substance. The Employee Relations group, including the Vice President of Human Resources, managed staff corrective action. The findings of each investigation were reviewed against past precedents and recommended sanctions were imposed consistent with those comparisons.

Data from Employee Relations for the time period of July 2014 – June 2015 and July 2015 – June 2016, are listed below:

Dates	Number of drug violations	Number of alcohol violations	Number of Sanctions	Sanctions consistently enforced?	Need to review sanctions?

7/1/2014 – 6/30/2015	5	2	3	Yes	No
7/1/2015 – 6/30/2016	6	4	1	Yes	No

In 2015-16 the number of drug and alcohol violations maintained or showed slight decline over 2014-15. This decline may be indicative of the effectiveness of the Ashford University Drug Free Schools and Communities Act Program, however, in the absence of survey or environmental impact data, it is difficult to assess. Additionally, the overall Ashford University staff population has declined from 2014 to 2016, which may be a factor in the decline. In May 2015, a restructuring resulted in several employee moves from Ashford University to Shared Services roles, and therefore now employed by Bridgepoint Education. However, as they continue to provide support to Ashford University, they are reflected in the data above.

## Education

In its development and implementation of educational interventions, the University acknowledged the diverse needs of its community of learners – both students who physically attended the campus in Clinton, Iowa, and those who attended online. The Ashford University Clinton, Iowa, ground student population represented traditional aged college students in a primarily residential setting. The Ashford University online student population was typically comprised of non-traditional aged students, primarily working adults, accessing their learning environment remotely and in an exclusively online modality.

Recognizing the unique experiences and needs of the respective learners’ audience, the University approached prevention education and support services with an eye to the population being served. As a result, alcohol and other drug prevention education efforts that have been developed were responsive to their audience. An example of tailored educational programming was demonstrated by the editorial development of two versions of its health promotion magazine, [Ashford Student Health 101 magazine TR](#) (traditional – Clinton, Iowa ground campus students) and [Ashford Student Health 101 NT](#) (non-traditional- online students). Since its first publication in 2010, the development and review process has included two distinct versions of the publication, which were responsive to the needs of the audience and include key stakeholders from each learning modality.

## Prevention for Online Students

The University provided both optional alcohol and other drug prevention education to its online students, faculty and staff. Examples of AOD programming within Ashford Student Health 101:

*Personal Mixology?* From the [April 2015](#) publication included the following learning outcomes:

1. Be aware of risk factors that impact alcohol tolerance and effects.



2. Understand how risk factors can present challenges to managing alcohol consumption.
3. Identify actionable strategies for managing alcohol intake.

*When is Marijuana Use a Problem* from the [May 2016](#) publication included the following learning outcomes:

1. Recognize the potential impacts of marijuana use on social and emotional development.
2. Understand the risks of marijuana relation to driving; academic, athletic, employment opportunities; and encounters with law enforcement.
3. Identify resources on managing consumption.

For a comprehensive list of Online Student educational programming, see **Appendix A**.

### **Prevention for Clinton, Iowa Ground Campus Students**

The University provided both mandatory and optional training and educational opportunities for alcohol and other drug prevention education to its ground campus students, faculty and staff. Special populations supported by programming efforts included athletes, residential, and student government leaders.

An example of required curricular education for incoming freshmen was included in the first year, Freshman Experience course. University personnel and community partners were invited into the classroom to discuss campus and community resources, and education related to alcohol and other drugs. These experiences reinforced the course outcomes/objectives of gaining knowledge of University resources and address University compliance with DSFCA.

The required text, *The Naked Roommate: And 107 Other Issues You Might Run Into in College*, Cohen, H (2013) 5<sup>th</sup>Ed. provided information for students related to the use of alcohol and other drugs. Student development surrounding decision making regarding the use of alcohol and other drugs, addressing the myths associated with AOD, and the relationship of use to risky sexual behaviors was a primary outcome of the curriculum. An example of AOD prevention within the curriculum is as follows:

*Naked Exercise #101*

*Myth #1: Hanging out with people who do drugs will have no impact on you*

*Myth #2: Drugs are safe*

*Myth #3: Doing Drugs is no big deal*

*Naked Journal #101: A drug report:*

*It's time to do some research and really get to know your favorite drugs. Do a report using information from a trusted source (that would be a government agency or medical clearinghouse, not a good friend who does a lot of drugs) to find out the following information about the three drugs.*

1. *A brief description of the drug*
2. *Street names*
3. *Effect of the drug*
4. *Risks of the drug*

5. *Statistics and trends*
6. *What surprised you?*

The University acknowledges the critical importance of AOD prevention and education. In approaching prevention and education to the community, the University has adopted a wide variety of audience appropriate approaches to the delivery of prevention education with an eye to the community being served.

For a comprehensive list of Clinton, Iowa Ground Campus Student Co-curricular preventions activities see **Appendix B**.

## **Intervention and Support Services**

The University provided services related to drug and alcohol use and abuse for its staff, faculty and students. Student Affairs provided an overall coordination of the Drug-Free Schools and Communities Act Program and coordinated with other departments in the implementation of programs, including counseling intervention and support service referrals made by the Office of Student Access and Wellness and Employee Relations.

Employees requiring assistance in dealing with the use of alcohol or a controlled substance could have received such assistance in two ways: self-referral and Company referral. Employees were encouraged to voluntarily seek confidential information and referral assistance from the Employee Assistance Program. Employees and their dependents had access to unlimited telephonic services (24 hours a day/7 days a week) and up to three (3) face to face sessions with in-network referrals in to appropriate programs (either in patient or outpatient). The contracted behavioral health professionals would work with the employee/dependent to develop a comprehensive, efficient and effective treatment plan. Employees and their dependents also had access to articles and references to treatment centers, AA groups, etc. Employees may have obtained information regarding the Employee Assistance Program on the Company Intranet. Employees were also advised to check with their medical plan administrator for coverage information. An employee's off-work use of alcohol or drugs could have caused excessive absenteeism or tardiness, or caused accidents or poor work performance. If the Company suspected that the excessive absenteeism or tardiness was due to alcohol or drugs, the employee may have been counseled to seek assistance.

Clinton, Iowa Ground Campus students were afforded access to mental health and rehabilitation services through the WellConnect Student Assistance Program. These services included telephonic assessment and brief counseling and resource support, face to face counseling services, and access to a comprehensive self-service student health and wellbeing online portal, [CUTHRIVE](#).

When online learners experienced escalated circumstances and intervention is appropriate, support services were provided by the Student Advocates through the Ashford University Student Advocate HELpline (HELpline). Utilizing a case management approach, Student Advocates provided short-term

support and resource identification to include both local and national resources. In this way, Student Advocates addressed the impact of substance abuse and action planned with students in order to coordinate support and recovery efforts.

University staff and faculty utilized the Ashford University HELP Resources to identify support resources and appropriate response to escalated psycho-social issues, including drug and alcohol abuse. This resource, developed by clinically trained staff of the Office of Student Access and Wellness, included information, suggested language, email templates, and additional resources focused on a variety of issues known to impact students, including but not limited to Sexual Assault and Drug and Alcohol Abuse.

Finally, the [Emergency Assistance page](#) of the Ashford University website included contact information on national counseling, treatment, and rehabilitation programs for drug and alcohol resources for students, prospective students and the community to access in a confidential manner. This resource was maintained by the Office of Student Access and Wellness and resources were reviewed at annual intervals to ensure relevance and accuracy of information.

### Student Utilization

Academic Year	Alcohol and Other Drug (Presenting Issue)	Alcohol and Other Drug (Cases Closed)	Student Advocate HELPLine (referrals received)
2014 – 2015	3	1	10
2015 -2016	0	1	5

Reported utilization of the WellConnect Student Assistance Program consisted of both self-service CU Thrive portal access, as well as counseling services. Recognizing that alcohol and other drug abuse was often a contributing factor for additional impacts (ex. Domestic violence), this graph represents instances where alcohol and other drug was identified by the student as the primary concern for which the student was seeking services.

As was recommended in the previous review, Substance Abuse was added as a primary category of Student Advocate support. This graph represents identified referrals made to the Student Advocate HELPLine where substance abuse was the primary impact.

### Staff Utilization

Disaggregated information regarding employee usage of the Employee Assistance Program by self-referral for drug and alcohol issues was not provided by the EAP vendor for evaluation. The Institution is currently working with the vendor to explore avenues to obtain this data in the future.

## Evaluation of Plan

### Program Strengths

The University provided clear and comprehensive guidelines for students, faculty and staff regarding its alcohol and other drug policies.

The University maintained records of student and staff violations and sanctioning processes that are consistently implemented.

The University implemented previous recommendation to add Substance Abuse as a primary category of Student Advocate support for more accurate tracking.

The University provided AOD prevention to its students and acknowledges the distinctions between the Clinton, Iowa ground campus and online populations by developing alcohol and other drug prevention education efforts that are responsive to the audience.

The University employed staff with appropriate training and credentials to address issues of alcohol and other drug use/abuse by students and staff and/or maintained contracts with third party vendors to provide support services.

The University maintained and/or contracted with third party vendors to maintain online web resources for students and staff related to drug and alcohol use and abuse.

The University included AOD prevention into the curriculum in its Freshman Experience course, required for all incoming freshman students of its Clinton, Iowa campus.

### Program Weaknesses

The University did not survey or conduct environmental assessment in order to have a clear understanding of the scope of the problem. This lack of data acts as a barrier to trend analysis.

### Program Recommendations

The university should advance its development of a comprehensive Prevention Plan that will unite the prevention and wellness initiatives the university currently facilitates including Alcohol and Other Drugs, Sexual Violence Prevention, Physical and Electronic Security, and Health & Wellness. The new Student Health Portal launching in 2017 will support the unification process to ensure access and utilization of resources to support prevention and wellness initiatives.

The University should explore collecting disaggregated employee utilization data of its Employee Assistance Program for drug/alcohol related concerns.

The University should explore utilizing social media toward AOD prevention efforts as this platform can be leveraged to reach both traditional and online students.

## Summary

Ashford University organized a cross departmental workgroup for the purpose of engaging in a

biennial review of compliance with the Drug-Free Schools and Communities Act, and conducted a review in order to summarize and evaluate the effectiveness of the University's programs and activities related to alcohol and drug prevention during the 2014-2015 and 2015-2016 academic years.

The University continues to remain in compliance with the requirements of the Drug-Free Schools and Communities Act and has adopted and implemented programs to prevent the abuse of alcohol and use or distribution of illicit drugs by its students and employees as demonstrated by its comprehensive, environmental approach to addressing alcohol and other drug issues in its community. Ashford University remains committed to creating a safe and healthy environment for its students.

The Biennial Review of Ashford University's Alcohol and Other Drug Program has been prepared under the leadership of Poppy Fitch, Associate Vice President of Student Affairs, and has been reviewed and acknowledged by the University President, Dr. Craig Swenson.

Poppy Fitch

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Poppy Fitch, Associate Vice President, Student Affairs  
Ashford University



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Dr. Craig Swenson, President  
Ashford University



**2014-2016 AOD Prevention Education**

**Co-Curricular Activities Online Students**

<b>Drug and Alcohol Prevention Programs/Activities</b> <b>Ashford University, 2014 – 2016</b> <b>Online Students</b>	
Activity	Event: Promoting Awareness and Wellness (PAWs) Program: Women’s History Month Date: March 2014 Attendance: N/A – Hosted on the Ashford University Website and distributed to All Students electronically
Program Goals	<ol style="list-style-type: none"> <li>1. Understand the significance of Title IX as it relates to women’s rights and gender equality</li> <li>2. Recognize that Title IX is not solely about athletics</li> <li>3. Identify ways to build a culture of support</li> </ol>
Activity	Event: Student Health 101, Online Magazine Program: Article – What is Consent: How to Understand and Talk About Personal Boundaries Date: April 2014 Attendance: N/A – Distributed to All Students
Program Goals	<ol style="list-style-type: none"> <li>1. Understand what sexual consent is and is not</li> <li>2. Understand the role of AOD in consent</li> <li>3. Develop skills to have a discussion about personal</li> </ol>
Activity	Event: Student Health 101, Online Magazine Program: Article – Profile of a Perpetrator Date: September 2014 Attendance: N/A – Distributed to All Students
Program Goals	<ol style="list-style-type: none"> <li>1. Increase awareness of factors contributing to sexual assault, including AOD</li> <li>2. Identify resources for survivors, perpetrators, and advocates</li> </ol>
Activity	Event: Student Health 101, Online Magazine Program: Article – Top 10 Tips for Better Nights Date: September 2014 Attendance: N/A – Distributed to All Students
Program Goals	<ol style="list-style-type: none"> <li>1. Increase awareness of approaches to improved sleep</li> <li>2. Understand the positive and negative effects of varying strategies, including impact of AOD on sleep</li> </ol>

Activity	Event: Student Health 101, Online Magazine Program: Article – Academic Hangover - How Your Brain is Affected by Drinking Date: October 2014 Attendance: N/A – Distributed to All Students
Program Goals	<ol style="list-style-type: none"> <li>1. Recognize the effects of binge drinking on brain development</li> <li>2. Understand the effects of drinking on academic performance</li> <li>3. Identify resources to help with problematic alcohol use</li> </ol>
Activity	Event: Student Health 101, Online Magazine Program: Article – Profile of a Bystander Date: October 2014 Attendance: N/A – Distributed to All Students
Program Goals	<ol style="list-style-type: none"> <li>1. Recognize environmental and behavioral factors relative to bystander intervention</li> <li>2. Understand what bystander intervention looks like in action</li> <li>3. Identify resources for bystanders, advocates, survivors, and perpetrators</li> </ol>
Activity	Event: Student Health 101, Online Magazine Program: Article – E-Cigarettes Unhealth-E or OK? Date: November 2014 Attendance: N/A – Distributed to All Students
Program Goals	<ol style="list-style-type: none"> <li>1. Identify resources for smoking cessation</li> <li>2. Identify common misconceptions about E-Cigarette usage</li> </ol>
Activity	Event: Student Health 101, Online Magazine Program: Article – Profile of a Friend Date: November 2014 Attendance: N/A – Distributed to All Students
Program Goals	<ol style="list-style-type: none"> <li>1. Understand the steps involved in supporting sexual assault and abuse survivors</li> <li>2. Identify resources for survivors, friends, and others in a supportive role</li> </ol>
Activity	Event: Student Health 101, Online Magazine Program: Article – No Blurred Lines - Clarifying Consent Date: February 2015 Attendance: N/A – Distributed to All Students
Program Goals	<ol style="list-style-type: none"> <li>1. Understand affirmative consent</li> <li>2. Identify ways to talk about consent in various scenarios</li> <li>3. Understand the role of AOD in consent</li> </ol>

Activity	Event: Student Health 101, Online Magazine Program: Article – Marijuana Laws and Why They Matter Date: February 2015 Attendance: N/A – Distributed to All Students
Program Goals	<ol style="list-style-type: none"> <li>1. Recognize potential consequences of marijuana legalization</li> <li>2. Understand health effects of marijuana use</li> </ol>
Activity	Event: Student Health 101, Online Magazine Program: Article – Suicide Prevention – What to Do When a Friend Needs Help Date: March 2015 Attendance: N/A – Distributed to All Students
Program Goals	<ol style="list-style-type: none"> <li>1. Recognize indicators that can foreshadow suicidal feelings or intent (including substance use and abuse)</li> <li>2. Identify strategies for addressing barriers to accessing help</li> </ol>
Activity	Event: Student Health 101, Online Magazine Program: Article – Personal Mixology Date: April 2015 Attendance: N/A – Distributed to All Students
Program Goals	<ol style="list-style-type: none"> <li>1. Understand factors that impact alcohol tolerance and effects</li> <li>2. Consider how risk factors can present challenges to managing alcohol consumption</li> <li>3. Identify actionable strategies for managing alcohol intake</li> </ol>
Activity	Event: Student Health 101, Online Magazine Program: Article – 9 Steps to Sexual Empowerment Date: April 2015 Attendance: N/A – Distributed to All Students
Program Goals	<ol style="list-style-type: none"> <li>1. Understand the concept of sexual empowerment</li> <li>2. Increase awareness of strategies for self-empowerment</li> <li>3. Understand the relationship of AOD to sexual empowerment</li> </ol>
Activity	Event: Student Health 101, Online Magazine Program: Article – True Grit – How to Push Through and Move Forward Date: April 2015 Attendance: N/A – Distributed to all Online Students



Program Goals	<ol style="list-style-type: none"> <li>1. Understand resilience (grit)</li> <li>2. Increase awareness of resilience in driving academic, professional, and health outcomes</li> <li>3. Identify strategies to develop resilience</li> </ol>
Activity	<p>Event: Student Health 101, Online Magazine  Program: Article – Surviving Sexual Assault and Other Trauma  Date: May 2015  Attendance: N/A – Distributed to all Online Students</p>
Program Goals	<ol style="list-style-type: none"> <li>1. Identify steps for supporting recovery after sexual assault and other trauma</li> <li>2. Recognize common responses to trauma that can be harmful (including self medicating with AOD)</li> <li>3. Understand the emotional impact of sexual assault</li> </ol>
Activity	<p>Event: Student Health 101, Online Magazine  Program: Article – Why is Everyone Talking About Student Sexual Assault?  Date: September 2015  Attendance: N/A – Distributed to all Online Students</p>
Program Goals	<ol style="list-style-type: none"> <li>1. Increase awareness of sexual assault statistics and reporting barriers</li> <li>2. Consider how personal beliefs of sexuality can reinforce sexual assault stereotypes</li> </ol>
Activity	<p>Event: Student Health 101, Online Magazine  Program: Article – Are you a Social Engineer?  Date: October 2015  Attendance: N/A – Distributed to all Online Students</p>
Program Goals	<ol style="list-style-type: none"> <li>1. Recognize the association between alcohol use, events, and sexual assault</li> <li>2. Understand alcohol expectancies and their influence on decision-making</li> <li>3. Develop strategies for addressing social pressures to consume alcohol</li> </ol>
Activity	<p>Event: Student Health 101, Online Magazine  Program: Article – The New Smoking Scene  Date: November 2015  Attendance: N/A – Distributed to all Online Students</p>
Program Goals	<ol style="list-style-type: none"> <li>1. Understand the impacts of tobacco on health</li> <li>2. Increase awareness of health effects related to vaping and hookah use</li> </ol>

Activity	Event: Student Health 101, Online Magazine Program: Article – Building a Better Community – How and Why to Work the Small Stuff Date: February 2016 Attendance: N/A – Distributed to all Online Students
Program Goals	<ol style="list-style-type: none"> <li>1. Identify proactive strategies for building a culture of respect</li> <li>2. Understand cultural factors that can support tolerance of sexual violence</li> </ol>
Activity	Event: Student Health 101, Online Magazine Program: Article – What’s Batman Got to Do With Body Image and Eating Disorders? Date: February 2016 Attendance: N/A – Distributed to all Online Students
Program Goals	<ol style="list-style-type: none"> <li>1. Recognize common signs of eating disorders in men and women</li> <li>2. Identify resources and treatment options</li> </ol>
Activity	Event: Student Health 101, Online Magazine Program: Article – The Power of Placebo Date: April 2016 Attendance: N/A – Distributed to all Online Students
Program Goals	<ol style="list-style-type: none"> <li>1. Understand the influence of alcohol and drug outcome expectations and environmental cues</li> <li>2. Increase awareness regarding perceived effects of alcohol and drugs</li> <li>3. Recognize the implications of outcome expectancy for moderating use and recovery</li> </ol>
Activity	Event: Student Health 101, Online Magazine Program: Article – Let’s Talk About Sex Date: April 2016 Attendance: N/A – Distributed to all Online Students
Program Goals	<ol style="list-style-type: none"> <li>1. Develop skills and confidence for communicating about sex</li> <li>2. Recognize the importance of communication versus assumptions in romantic relationships</li> </ol>
Activity	Event: Student Health 101, Online Magazine Program: Article – Calling All Night Owls Date: April 2016 Attendance: N/A – Distributed to all Online Students
Program Goals	<ol style="list-style-type: none"> <li>1. Recognize the factors that contribute to poor sleep habits, including AOD use</li> <li>2. Understand personal sleep patterns and strategies for improving sleep</li> <li>3. Identify resources for improving sleep</li> </ol>

Activity	Event: Student Health 101, Online Magazine Program: Article – When is Marijuana Use a Problem Date: April 2016 Attendance: N/A – Distributed to all Online Students
Program Goals	<ol style="list-style-type: none"><li>1. Understand the implications of marijuana use for social and emotional development</li><li>2. Recognize the risks of marijuana use on driving; academic, athletic, employment opportunities; and encounters with law enforcement</li><li>3. Identify resources for managing consumption</li></ol>



**2014-2016 AOD Prevention Education**

**Co-Curricular Activities, Iowa Campus**

<b>Drug and Alcohol Prevention Programs/Activities</b> <b>Ashford University, 2014 – 2016</b> <b>Iowa Campus Students</b>	
Activity	Event: Promoting Awareness and Wellness (PAWs) Program: Women’s History Month Date: March 2014 Attendance: N/A – Hosted on the Ashford University Website and distributed to All Students electronically
Program Goals	<ol style="list-style-type: none"> <li>1. Understand the significance of Title IX as it relates to women’s rights and gender equality</li> <li>2. Recognize that Title IX is not solely about athletics</li> <li>3. Identify ways to build a culture of support</li> </ol>
Activity	Event: Student Health 101, Online Magazine Program: Article – What is Consent: How to Understand and Talk About Personal Boundaries Date: April 2014 Attendance: N/A – Distributed to all Campus Students
Program Goals	<ol style="list-style-type: none"> <li>1. Understand what sexual consent is and is not</li> <li>2. Develop skills to have a discussion about personal boundaries</li> </ol>
Activity	Event: Student Health 101, Online Magazine Program: Article – Exploring Problem Drinking Date: April 2014 Attendance: N/A – Distributed to all Campus Students
Program Goals	<ol style="list-style-type: none"> <li>1. Recognize the difference between long-term alcohol abuse patterns and isolated incidents with negative consequences</li> <li>2. Develop strategies for preventing negative consequences</li> <li>3. Identify resources that can assist with addressing chronic patterns of problem drinking</li> </ol>
Activity	Event: Student Health 101, Online Magazine Program: Article – Profile of a Perpetrator Date: September 2014 Attendance: N/A – Distributed to all Campus Students

Program Goals	<ol style="list-style-type: none"> <li>1. Increase awareness of factors contributing to sexual assault</li> <li>2. Identify resources for survivors, perpetrators, and advocates</li> </ol>
Activity	<p>Event: Student Health 101, Online Magazine  Program: Article – Top 10 Tips for Better Nights  Date: September 2014  Attendance: N/A – Distributed to all Campus Students</p>
Program Goals	<ol style="list-style-type: none"> <li>1. Increase awareness of approaches to improved sleep</li> <li>2. Understand the positive and negative effects of varying strategies</li> </ol>
Activity	<p>Event: Student Health 101, Online Magazine  Program: Article – How Your Brain is Affected by Drinking  Date: October 2014  Attendance: N/A – Distributed to all Campus Students</p>
Program Goals	<ol style="list-style-type: none"> <li>1. Recognize the effects of binge drinking on brain development</li> <li>2. Understand the effects of drinking on academic performance</li> <li>3. Identify resources to help with problematic alcohol use</li> </ol>
Activity	<p>Event: Student Health 101, Online Magazine  Program: Article – Profile of a Bystander  Date: October 2014  Attendance: N/A – Distributed to all Campus Students</p>
Program Goals	<ol style="list-style-type: none"> <li>1. Recognize environmental and behavioral factors relative to bystander intervention</li> <li>2. Understand what bystander intervention looks like in action</li> <li>3. Identify resources for bystanders, advocates, survivors, and perpetrators</li> </ol>
Activity	<p>Event: Student Health 101, Online Magazine  Program: Article – E-Cigarettes Unhealth-E or OK?  Date: November 2014  Attendance: N/A – Distributed to all Campus Students</p>
Program Goals	<ol style="list-style-type: none"> <li>1. Identify resources for smoking cessation</li> <li>2. Identify common misconceptions about E-Cigarette usage</li> </ol>
Activity	<p>Event: Student Health 101, Online Magazine  Program: Article – Profile of a Friend  Date: November 2014  Attendance: N/A – Distributed to all Campus Students</p>

Program Goals	<ol style="list-style-type: none"> <li>1. Understand the steps involved in supporting sexual assault and abuse survivors</li> <li>2. Identify resources for survivors, friends, and others in a supportive role</li> </ol>
Activity	<p>Event: Student Health 101, Online Magazine  Program: Article – Clarifying Consent  Date: February 2015  Attendance: N/A – Distributed to all Campus Students</p>
Program Goals	<ol style="list-style-type: none"> <li>1. Understand affirmative consent</li> <li>2. Identify ways to talk about consent in various scenarios</li> </ol>
Activity	<p>Event: Student Health 101, Online Magazine  Program: Article – Marijuana Laws and Why They Matter  Date: February 2015  Attendance: N/A – Distributed to all Online Students</p>
Program Goals	<ol style="list-style-type: none"> <li>1. Recognize potential consequences of marijuana legalization</li> <li>2. Understand health effects of marijuana use</li> </ol>
Activity	<p>Event: Student Health 101, Online Magazine  Program: Article – Suicide Prevention – What to Do When a Friend Needs Help  Date: March 2015  Attendance: N/A – Distributed to all Campus Students</p>
Program Goals	<ol style="list-style-type: none"> <li>1. Recognize indicators that can foreshadow suicidal feelings or intent</li> <li>2. Identify strategies for addressing barriers to accessing help</li> </ol>
Activity	<p>Event: Student Health 101, Online Magazine  Program: Article – Personal Mixology  Date: April 2015  Attendance: N/A – Distributed to all Campus Students</p>
Program Goals	<ol style="list-style-type: none"> <li>1. Understand factors that impact alcohol tolerance and effects</li> <li>2. Consider how risk factors can present challenges to managing alcohol consumption</li> <li>3. Identify actionable strategies for managing alcohol intake</li> </ol>
Activity	<p>Event: Student Health 101, Online Magazine  Program: Article – 9 Steps to Sexual Empowerment  Date: April 2015  Attendance: N/A – Distributed to all Campus Students</p>

Program Goals	<ol style="list-style-type: none"> <li>1. Understand the concept of sexual empowerment</li> <li>2. Increase awareness of strategies for self-empowerment</li> </ol>
Activity	<p>Event: Student Health 101, Online Magazine  Program: Article – True Grit  Date: April 2015  Attendance: N/A – Distributed to all Campus Students</p>
Program Goals	<ol style="list-style-type: none"> <li>1. Understand resilience (grit)</li> <li>2. Increase awareness of resilience in driving academic, professional, and health outcomes</li> <li>3. Identify strategies to develop resilience</li> </ol>
Activity	<p>Event: Student Health 101, Online Magazine  Program: Article – Surviving Sexual Assault and Other Trauma  Date: May 2015  Attendance: N/A – Distributed to all Campus Students</p>
Program Goals	<ol style="list-style-type: none"> <li>1. Identify steps for supporting recovery after sexual assault and other trauma</li> <li>2. Recognize common responses to trauma that can be harmful</li> <li>3. Understand the emotional impact of sexual assault</li> </ol>
Activity	<p>Event: Student Health 101, Online Magazine  Program: Article – Why is Everyone Talking About Student Sexual Assault?  Date: September 2015  Attendance: N/A – Distributed to all Campus Students</p>
Program Goals	<ol style="list-style-type: none"> <li>1. Increase awareness of sexual assault statistics and reporting barriers</li> <li>2. Consider how personal beliefs of sexuality can reinforce sexual assault stereotypes</li> </ol>
Activity	<p>Event: Student Health 101, Online Magazine  Program: Article – Are you a Social Engineer?  Date: October 2015  Attendance: N/A – Distributed to all Campus Students</p>
Program Goals	<ol style="list-style-type: none"> <li>1. Recognize the association between alcohol use, events, and sexual assault</li> <li>2. Understand alcohol expectancies and their influence on decision-making</li> <li>3. Develop strategies for addressing social pressures to consume alcohol</li> </ol>

Activity	Event: Student Health 101, Online Magazine Program: Article – The New Smoking Scene Date: November 2015 Attendance: N/A – Distributed to all Campus Students
Program Goals	<ol style="list-style-type: none"> <li>1. Understand the impacts of tobacco on health</li> <li>2. Increase awareness of health effects related to vaping and hookah use</li> </ol>
Activity	Event: Student Health 101, Online Magazine Program: Article – Building a Better Community Date: February 2016 Attendance: N/A – Distributed to all Campus Students
Program Goals	<ol style="list-style-type: none"> <li>1. Identify proactive strategies for building a culture of respect</li> <li>2. Understand cultural factors that can support tolerance of sexual violence</li> </ol>
Activity	Event: Student Health 101, Online Magazine Program: Article – What’s Batman Got to Do With Body Image and Eating Disorders? Date: February 2016 Attendance: N/A – Distributed to all Campus Students
Program Goals	<ol style="list-style-type: none"> <li>1. Recognize common signs of eating disorders in men and women</li> <li>2. Identify resources and treatment options</li> </ol>
Activity	Event: Student Health 101, Online Magazine Program: Article – The Power of Placebo Date: April 2016 Attendance: N/A – Distributed to all Campus Students
Program Goals	<ol style="list-style-type: none"> <li>1. Understand the influence of alcohol and drug outcome expectations and environmental cues</li> <li>2. Increase awareness regarding perceived effects of alcohol and drugs</li> <li>3. Recognize the implications of outcome expectancy for moderating use and recovery</li> </ol>
Activity	Event: Student Health 101, Online Magazine Program: Article – Let’s Talk About Sex Date: April 2016 Attendance: N/A – Distributed to all Campus Students
Program Goals	<ol style="list-style-type: none"> <li>1. Develop skills and confidence for communicating about sex</li> <li>2. Recognize the importance of communication versus assumptions in romantic relationships</li> </ol>



Activity	Event: Student Health 101, Online Magazine Program: Article – Calling All Night Owls Date: April 2016 Attendance: N/A – Distributed to all Campus Students
Program Goals	<ol style="list-style-type: none"> <li>1. Recognize the factors that contribute to poor sleep habits</li> <li>2. Understand personal sleep patterns and strategies for improving sleep</li> <li>3. Identify resources for improving sleep</li> </ol>
Activity	Event: Topics for Discussion (Freshman Experience) Program: Dating and Intimate Relationships Date: Week 8 of Freshman Experience Attendance: Mandatory for all Freshman Experience Students
Program Goals	Awareness
Activity	Event: Topics for Discussion (Freshman Experience) Program: Sexual Health and Decision Making Date: Week 9 of Freshman Experience Attendance: Mandatory for all Freshman Experience Students
Program Goals	Awareness
Activity	Event: Speaker, Shaley Maher, Women’s Health Services Program: Sexually Transmitted Diseases and Contraception Date: Week 9 of Freshman Experience Attendance: Mandatory for all Freshman Experience Students
Program Goals	Awareness
Activity	Event: Classroom Video Program: Sexual Consent Date: Week 9 of Freshman Experience Attendance: Mandatory for all Freshman Experience Students
Program Goals	Awareness
Activity	Event: Topics for Discussion (Freshman Experience) Program: Drinking & Drugs on Campus Date: Week 12 of Freshman Experience Attendance: Mandatory for all Freshman Experience Students
Program Goals	Awareness

Activity	Event: Assigned Course Work Program: Composition on Drug and Alcohol Awareness Date: Week 12 of Freshman Experience Attendance: Required assignment for all Freshman Experience Students
Program Goals	Awareness, Application of Knowledge
Activity	Event: Class Debate Program: The Case of Amy Date: Week 12 of Freshman Experience Attendance: Participation Required for all Freshman Experience Students
Program Goals	Awareness