

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 9:15 a.m., Wednesday, July 20, 2005
Glenn S. Dumke Auditorium

Roberta Achtenberg, Chair
Herbert L. Carter, Vice Chair
Carol R. Chandler
Moctesuma Esparza
Debra S. Farar
Robert G. Foster
George G. Gowgani
Melinda Guzman Moore
William Hauck
Corey Jackson
Kathleen E. Kaiser
Kyriakos Tsakopoulos

Consent Items

Approval of Minutes of Meeting of May 11, 2005

Discussion Items

1. California State University Alcohol Policies and Prevention Programs: Second Biennial Report, *Information*
2. Proposed Title 5 Revision of Student Conduct Code, *Information*
3. Community Service Learning in the California State University, *Information*
4. Facilitating Graduation, *Information*
5. Recognition of California State University Faculty Leadership and Support for Trustee Graduation Initiatives, *Action*

**MINUTES OF THE MEETING OF
COMMITTEE ON EDUCATIONAL POLICY**

**Trustees of the California State University
Office of the Chancellor
Glenn S. Dumke Conference Center
401 Golden Shore
Long Beach, California**

May 11, 2005

Members Present

Roberta Achtenberg, Chair
Jeffrey L. Bleich
Herbert L. Carter
Carol R. Chandler
Moctesuma Esparza
Debra S. Farar
Bob Foster
Murray L. Galinson, Chair of the Board
George Gowgani
Eric Guerra
Melinda Guzman Moore
William Hauck
Kathleen Kaiser
Charles B. Reed, Chancellor

Chair Roberta Achtenberg called the meeting to order.

Approval of Minutes

The minutes of March 15-16, 2005 were approved by consent as submitted.

**Proposed Title 5 Amendments to Expand Bases of Prohibited Discrimination for
Recognized Student Groups**

Christine Helwick, Esq., General Counsel, reviewed the proposed amendments to Title 5 to expand the bases of prohibited discrimination for recognized student groups, consistent with the law and other statements of university policy.

The resolution was adopted (REP 05-05-03).

California State University Student Borrowing

Allison Jones, Assistant Vice Chancellor for Student Academic Support, provided information about the means by which students finance their postsecondary education. His presentation was in response to Trustee interest and request.

Several trustees and CSU Los Angeles President James M. Rosser raised follow-up issues related to the demographic breakdown of aid recipients, the types of aid available to graduate students, and the policy implications of encouraging students to take advantage of financial aid so that they can move more expeditiously to the baccalaureate degree. Chair Achtenberg asked Mr. Jones to provide a supplemental report to the Board that addresses these issues. Trustee Bleich asked staff to also determine the feasibility of a survey of CSU students and recent alumni regarding their attitudes about student loan burdens and benefits.

Achieving the Baccalaureate Degree

Executive Vice Chancellor David S. Spence presented a plan for renewed efforts to improve graduation rates in the CSU.

Trustees expressed particular interest in issues related to the affordability of freshman orientation, the most effective way to advise students, and the most appropriate way to hold campuses accountable for meeting the goals set forth in the proposed plan. Trustee Esparza suggested that it would be useful to do a cost-benefit analysis of Summer Bridge programs. He said that if there is evidence that these programs improve graduation rates, then it would be to the system's advantage to strengthen them.

Trustee Bleich and Chair Achtenberg reassured the presidents that the board would not play campuses against each other by comparing graduation rates. Trustee Bleich said that trustees would instead work with individual campuses to accomplish the CSU's overall goal of getting students to graduate more quickly and efficiently. Chair Achtenberg, noting that most of the items in the proposed plan were guidelines not prescriptions, said that the trustees would be very interested in seeing the implementation plans of the various campuses.

Dr. David McNeil, Chair of the Academic Senate CSU, expressed concern about funding and workload issues and the campuses' ability to hire and retain faculty to teach the courses that appear on the master schedules envisaged in the proposed plan. He said the Academic Senate CSU would make suggestions regarding how the recommendations in the proposed plan might be implemented.

The resolution was adopted (REP 05-05-04).

Just for the Kids and California State University: A Partnership

Dr. Jim Lanich, President of California Business for Education Excellence, made a presentation on Just for the Kids-California (JFTK-CA), an organization that provides data that help schools to identify how they are doing in comparison to other schools on the California Standards Test for Language Arts and Mathematics and to learn what the highest-performing schools are doing to raise test scores.

Chancellor Reed said CSU formed a partnership with JFTK-CA in 2003 and that the alliance has been beneficial to the system's teacher preparation programs. He said that CSU and JFTK-CA have put on a series of workshops statewide for teachers and education deans that emphasize best practices. President Rosser said the information provided by JFTK-CA underscores why the Early Assessment Program is so critical and why CSU needs to continue developing and utilizing it.

Adjournment

Chair Achtenberg adjourned the meeting.

COMMITTEE ON EDUCATIONAL POLICY

California State University Alcohol Policies and Prevention Programs: Second Biennial Report

Presentation By

Charles B. Reed
Chancellor

John D. Welty
President
California State University, Fresno

Summary

The Board of Trustees approved a resolution at its July 10-11, 2001 meeting to adopt and implement the recommendations of the Alcohol Policies and Prevention Programs Committee Final Report consistent with the individual missions of each campus and that a report be made to the Board of Trustees every two years assessing the outcomes of campus alcohol education and prevention programs. In addition, the resolution called for the Chancellor to report at that time on the success of obtaining external funding for system and campus programs.

This report is the second biennial report on the implementation of the Trustees' Alcohol Policies and Prevention Programs adopted in July 2001. It summarizes activities that have occurred on campuses in the last two years since the first biennial report was presented to the Board of Trustees in July 2003.

CSU's alcohol policy is called the most comprehensive alcohol policy of any university system in the country. The policy is visionary and ambitious. In order for the CSU to be successful in its effort to address student alcohol abuse, collaboration and cooperation with others, including public agencies, is necessary. In the first compact of its kind in California, a memorandum of understanding was signed on February 13, 2002 involving the following six state agencies and the CSU to fight alcohol abuse on and off university campuses: the Business, Transportation, & Housing Agency, Alcoholic Beverage Control, Alcohol and Drug Programs, the California Highway Patrol, the Department of Motor Vehicles, and the Office of Traffic Safety.

The Office of Traffic Safety funded eight CSU campuses totaling \$750,000 for the period of October 1, 2002 through December 31, 2004 to (1) reduce alcohol abuse and alcohol-impaired

driving by 18 to 39 year old college students; (2) strengthen peer education programs related to alcohol abuse and driving under the influence of alcohol; (3) strengthen peer education programs, utilizing social norms marketing strategies, focusing on reducing alcohol-impaired driving; and (4) offer responsible beverage service training.

Some campuses reported a decrease in alcohol abuse-related incidents and a reduction in the number of DUIs as a result of the following programs sponsored as part of the Sober Driver Initiative:

- Campuses created new or strengthened peer education programs using partnerships with local enforcement agencies, the Office of Traffic Safety, and Alcohol and Beverage Control.
- Social norms marketing strategies that employed posters, promotional items, and other media, were used by all campuses to correct misperceptions about peer alcohol consumption and alcohol-impaired driving.
- Campuses effectively offered beverage service training.
- Campuses partnered with local law enforcement agencies, firmly enforced alcohol-related laws, and conducted decoy operations.

Statement of the Problem

Recognizing that alcohol abuse is not just a national higher education problem but also a CSU problem, Chancellor Charles B. Reed appointed a committee in November 2000 to review the CSU's alcohol policies and prevention programs that would help to prevent alcohol-induced deaths and alcohol poisoning of students who attend CSU. The CSU Alcohol Policies and Prevention Programs Committee, chaired by California State University, Fresno President John Welty, included presidents, students, vice presidents of student affairs, faculty, staff, and alumni. The committee concentrated on broad policies that would be realistic and effective at CSU's twenty-three unique campuses. Many CSU campuses serve traditional-aged students who are 18 to 22 years old, many of whom reside on campus. The majority of CSU campuses are campuses to which students commute and where the average age of the students are older.

Alcohol abuse is a threat to the health and academic success of CSU students, but prohibition of alcohol is not a realistic response to the problem. There is no single response to the issue that will solve the problem. Therefore, the Board of Trustees' policy requires each campus to design programs that are appropriate for its institution, student population, and location. Additionally, the federal Drug-Free Schools and Campuses Act of 1989 requires all colleges and universities receiving federal funds to maintain alcohol and other drug prevention programs and to review their effectiveness at least every two years.

Guiding Principles

Effective alcohol education and prevention programs being developed and implemented by campuses respond to the following principles adopted by the Board of Trustees in July 2001:

- Provide a safe and secure environment for all students;
- Encourage student health and wellness in an environment supportive of learning;
- Promote healthy choices for students;
- Enforce laws and policies consistently as regards the use of alcohol;
- Support safe, legal, responsible, moderate consumption of alcohol for those who choose to drink; do not punish responsible, legal behavior;
- Encourage students to take responsibility for each other; Good Samaritan behavior should be supported and recognized, and students should be supplied with the tools to help others practice safe and responsible behavior;
- Provide assistance, if appropriate, to those students who need support, treatment, and services;
- Involve students in all steps of the process and program development;
- Focus alcohol abuse prevention efforts on campus and community environments since the university is part of the surrounding community that influences students' behavior; and
- Use social norms principles and peer education as core components of an education and prevention program. (The Social Norms approach uses informational campaigns to correct widespread student misperception of peers' drinking. Peer educator programs, such as the BACCHUS and GAMMA Peer Education Network, use students to encourage their peers to develop responsible habits and attitudes regarding alcohol and related issues.)

Campus Compliance with CSU Alcohol Policy

Since adoption of the CSU Board of Trustees' alcohol policy, campuses and the CSU system have continued to create, implement, and strengthen alcohol-related policies and programs in response to the following key recommendations developed by the Alcohol Policies and Prevention Programs Committee chairs by President John Welty:

- Campuses developed comprehensive alcohol policies and programs that were consistent with their campus missions.
- Campuses held individuals and student organizations accountable for their behavior and offered effective education programs that were regularly assessed.

- Campuses communicated alcohol policies to new students and their parents before and when they arrived on campus.
- Campuses created university-wide alcohol advisory councils, including community membership, which annually developed and reviewed programs and goals, assessed the effectiveness of the campus program, and made recommendations to the president.
- Campuses assessed the effectiveness of their policies and programs to determine if they were achieving the desired outcomes.
- The CSU sponsored an annual alcohol conference that enabled campuses to share best practices, policies and programs.
- Campuses partnered regularly with the community and law enforcement agencies to provide a safe off-campus environment, to enforce applicable legal sanctions, and to encourage legal and responsible behavior among students.
- Campuses developed effective training and intervention programs.
- The vice presidents for student affairs Alcohol Policy Implementation Steering Committee continued to meet bi-monthly to assess the development and implementation campus alcohol education, prevention, and enforcement programs.

Governor's Interagency Coordinating Council for the Prevention of Alcohol and Other Drug Problems

Established in 2002, the Governor's Interagency Coordinating Council for the Prevention of Alcohol and Other Drug Problems coordinates California's strategic efforts to reduce the inappropriate use of alcohol and other drugs. California's high-level Council provides California with leadership continuity to advance alcohol and other drug prevention. This council deals exclusively with prevention issues unlike similar councils in other states that address all substance abuse issues including treatment. The Council provides coordinated direction and actions to alcohol, tobacco, and other drug prevention efforts that are delivered through a very broad range of disparate public and private sources attempting to address continually changing alcohol, tobacco, and other drug problems in various populations and settings. Activities include sharing prevention data, identifying effective approaches, establishing high-level prevention objectives, identifying means of working more efficiently with alcohol and other drug-related issues, and leveraging or redirecting opportunities to achieve objectives.

Key state agency staff have been appointed from the Office of the Attorney General, Superintendent of Public Instruction, Department of Alcohol Beverage Control, Department of Health Services, Office of Criminal Justice Planning, Office of Traffic Safety, the Office of the President of the University of California, and the Office of the Chancellor, California

State University. Upon the recommendation of Chancellor Charles B. Reed, the Governor appointed Dr. Paul Oliaro, Vice President for Student Affairs, CSU Fresno, and Mr. Allison G. Jones, Assistant Vice Chancellor, Academic Affairs, Student Academic Support, Chancellor's Office to represent CSU on this council.

***CSU SOBER DRIVER INITIATIVE
OCTOBER 2002 – DECEMBER 2004***

The Office of Traffic Safety funded eight CSU campuses totaling \$750,000 for the period of October 1, 2002 through December 31, 2004 for an alcohol education, prevention, and enforcement program known as the Sober Driver Initiative. Each campus seeking to participate was required to demonstrate that it had in place an alcohol advisory council, prevention staff, peer education programs, and baseline data on alcohol use and alcohol-impaired driving among its students. Campuses were required to certify that they were in compliance with all state of California DUI and Alcohol Beverage Control laws. CSU campuses Chico, East Bay, Fresno, Long Beach, Monterey Bay, Sacramento, San Bernardino, and Sonoma were selected to participate in this project.

In addition, the Department of Alcoholic Beverage Control provided two \$360,000 grants totaling \$720,000 to local law enforcement agencies to partner with the eight campuses selected to receive OFFICE OF TRAFFIC SAFETY grants. While the OFFICE OF TRAFFIC SAFETY grant focused on campus activities, the ABC grant addressed enforcement, prevention, and education in the communities surrounding the campuses, e.g., bars, restaurants, etc., working with the California Highway Patrol and local enforcement agencies.

The Sober Driver Initiative was part of the California Traffic Safety Program and was made possible through the support of the Office of Traffic Safety and the National Highway Traffic Safety Administration. CSU Fresno was selected as the project administrator, and the director, Perry Angle, oversaw all aspects of the project, including designing trainings, budget, and monitoring the completion of goals and objectives.

The CSU Sober Driver Initiative was a project in which the eight CSU campuses implemented a coordinated Driving Under the Influence prevention program. The project included fostering partnerships with local law enforcement agencies such as the Alcoholic Beverage Control agency as well as local high schools. The overarching goals of the program included the following:

- Implementing a coordinated DUI prevention program on the eight participating campuses,
- Reducing by 5 percent the incidences of alcohol abuse and impaired driving by CSU students through behavior modification strategies based on Social Norms Theory, peer education initiatives, and Responsible Beverage Service training, and
- Developing model programs that included partnerships with “feeder” high schools and local community agencies to combat alcohol abuse and alcohol-impaired driving.

Data and documentation were examined to determine if the seventeen objectives of the project had been met. Fourteen objectives were met fully, one was partially met, and two were not met. Participating campuses generally reported a pattern of reduced alcohol abuse and driving under the influence. However, some campuses reported increases, which were attributed to increased enforcement and/or increased student population. The last student survey took place in April 2005, but the results from this evaluation are not yet available.

Summary of Key Outcomes

The Center for Research, Evaluation, Assessment and Dissemination (CREAD) at California State University, Fresno evaluated the CSU Sober Driver Initiative. The following summary of the key events, activities, and outcomes of the CSU Sober Driver Initiative were drawn from this report:

Goal To implement a coordinated DUI prevention program that includes the California State University, Alcoholic Beverage Control, and local law enforcement agencies as collaborative partners.

Outcome *Utilizing campus Alcohol Advisory Councils as catalysts, CSU SDI projects established positive working relationships with both Alcoholic Beverage Control and local law enforcement agencies. Local law enforcement agencies worked closely with CSU campuses. Sober Driver Initiative peer educators worked side-by-side with law enforcement. SDI coordinated more than thirteen (13) times the target number of beverage servers trained in conjunction with ABC. This is evidence of a solid partnership that will last beyond the grant timelines. In addition, campus coordinators were trained on effective Social Norms marketing strategies, posters and other media materials were developed and distributed.*

Goal To reduce by 5 percent the incidence of alcohol abuse and impaired driving by California State University students on the eight participating campuses.

Outcome *Some campuses achieved this goal by correcting misperceptions about student alcohol consumption to positively influence behavior through (1) social norms marketing*

campaigns, (2) peer education initiatives, and (3) Responsible Beverage Service. Baseline data were determined by pre-program surveys conducted on each campus.

Several campuses reported marked reductions in alcohol-related activities. For example, CSU, Long Beach reported a 14.7 percent reduction in binge drinking and a 5.8 percent reduction in driving after drinking. CSU Monterey Bay reported a 13 percent reduction in driving after drinking while San Bernardino reported a 15.7 percent decrease in binge drinking. Campuses reported that some of the decreases were directly related to the partnerships that were formed with law enforcement and/or the tightening of alcohol policies on their campus. In instances when increases in certain activities occurred, the increases were a result of increased enforcement efforts, and in some cases, an enrollment increase.

Goal To develop a model partnership program with substance abuse prevention efforts in “feeder” high schools and/or community-based youth service organizations through the provision of speakers, networking opportunities with university peer educators, and impaired driving prevention materials to combat alcohol abuse and alcohol-impaired driving.

Outcome *Whereas the CSU SDI initially tapped CSU, Sacramento for this charge, CSU East Bay also provided the project with an excellent feeder school project. Created in conjunction with and under the guidance of the Office of Traffic Safety, the feeder school projects designed a curriculum (meeting high school state standards) that was conducted at a feeder high school. Pre- and post-survey data measured the effectiveness of changing students’ misperceptions about alcohol consumption amongst their peers as well as misperceptions about alcohol consumption at the college level. The materials designed and utilized by the campuses have been shared with other CSU campuses in order to assist them in the design and implementation of similar programs.*

Goal To develop and implement a Social Norms campaign on participating campuses that address alcohol abuse and impaired driving.

Outcome *Each campus designed, field tested, and distributed campus-specific posters, newspaper ads, and other materials to support these campaigns. At least 20 percent of the materials focused on traffic safety as required by the Office of Traffic Safety grant. Materials were submitted to Office of Traffic Safety for approval prior to printing and distribution.*

Social norms marketing used for the reduction of alcohol abuse and/or the reduction of DUI is relatively new. CSU SDI hired a well-known social norms consultant, Ms. Koreen Johannessen, University of Arizona, to guide campus leaders. Ms. Johannessen provided training and individual consultation based on research and personal experience. The result was one of the largest social norms projects ever to take place on college campuses. Michael

Haines, a noted social norms national expert indicated that he knew of no other project of this capacity and volume.

Goal To provide eight on-site consultation days (FY2002-03) and eight distance consultation days (FY2003-04) for CSU prevention professionals in the social norms model and process as an effective tool for prevention of alcohol abuse and impaired driving.

Outcome *Numerous contacts both by the SDI Director and the Social Norms Consultant via emails, phone calls, group and individual personal contacts proved to be a major contributing factor to the success of the social norms campaigns. These complex and exacting campaigns must be executed precisely or the validity and reliability of their impact are impacted.*

Providing a constant, immediate means of communication between host campus/grant director and campus coordinators also provided for better explanation of the OFFICE OF TRAFFIC SAFETY regulations pertaining to media, incentives, and deliverables.

Goal To conduct annual campus surveys on the eight participating CSU campuses to assess student norms regarding alcohol use and impaired driving, an essential element of successful social norms programming.

Outcome *Each campus surveyed its students to determine alcohol use and its effect on driving. Each campus selected a survey instrument that it believed was most effective in assessing its student body. However, while the use of multiple surveys responded to individual campus needs, it was difficult to compare the outcomes across campuses.*

Goal To strengthen campus-based peer education programs by supporting student peer educators on the eight participating campuses. Peer educators will make at least 8,000 education contacts during the period of the grant.

Outcome *SDI hired a peer education consultant from Bacchus and Gamma who provided an initial peer educator training in Sacramento. Sixty peer educators were trained and certified. The table below demonstrates the number of campus-based peer education contacts made by each campus. SDI peer educators exceeded the project goal.*

Campus	Peer Educator Contacts	
	Project	Goal
Chico	17,953	
East Bay	5,083	
Fresno	3,857	
Long Beach	22,598	
Monterey Bay	1,248	
Sacramento	15,350	
San Bernardino	774	
Sonoma	6,300	
	Project 8,000	Goal
	Final 73,163	Total

Goal To support social norms and peer education programming through the development, production, and distribution of materials and promotional items to be used in conjunction with alcohol abuse and impaired driver prevention programs. At least 40,000 items will be distributed. Materials must be submitted to OFFICE OF TRAFFIC SAFETY for approval prior to printing and distribution. Items will include those that target high-risk periods in the collegiate setting, such as spring break and new student orientation, and will have a traffic safety message.

Outcome *Each of the eight campuses was originally concerned about the responsibility to distribute 5,000 social norms materials. However, after the first year, it became clear that the goal would be surpassed. However, it was never anticipated that the SDI project would generate and distribute nearly 300,000 items to CSU students. The list below breaks down the items distributed by each campus over the project period.*

Campus	Promotional Items Distributed	
	Project	Goal
Chico	13,325	
East Bay	64,680	
Fresno	20,250	
Long Beach	114,063	
Monterey Bay	3,250	
Sacramento	53,500	
San Bernardino	11,100	
Sonoma	5,700	
	40,000	
	Final	Total
	285,868	

Goal To provide, in collaboration with ABC trainers, Responsible Beverage Service training to at least 60 servers employed by establishments that serve substantial numbers of CSU students in the first year of the project, and 60 additional servers in the second year.

Outcome CSU campuses entered into partnerships with the Alcohol Beverage Control Licensee Education on Alcohol and Drugs (LEAD) trainings. The LEAD Program is a free, voluntary prevention and education program for retail licensees, their employees and applicants that provides the licensee and applicant with practical information on serving alcoholic beverages safely, responsibly, and legally, and preventing illicit drug activity at the licensed establishment. The number of trainings was substantial and significant. These partnerships will last beyond the project period, which was a non-written objective of this grant.

It should also be noted that although some campuses utilized Training for Intervention Procedures (TIPS) prior to or during the grant period, TIPS training was not counted in the totals below. LEAD and TIPS training teaches servers of alcohol how to prevent intoxication, drunk driving, and underage sales of alcohol in bars, restaurants, and any establishment or event that sells alcohol on site, e.g., student unions, athletic events, social events.

Campus	Number of Servers Who Completed LEAD Training
Chico	444
East Bay	12
Fresno	162
Long Beach	22
Monterey Bay	17
Sacramento	35
San Bernardino	13
Sonoma	90
	Two Year Goal 60
	Total to Date 795

***CSU ALCOHOL AND TRAFFIC SAFETY INITIATIVE
 FEBRUARY 2005 – DECEMBER 2006***

The Office of Traffic Safety funded ten CSU campuses totaling \$750,000 for two years (2005 and 2006) to reduce by 5 percent the incidence of driving after consuming alcohol by 18 to 25 year-old CSU students by December 30, 2006 and to reduce by 5 percent alcohol-related misconduct by CSU students by December 30, 2006. CSU campuses Bakersfield, Chico, Dominguez Hills, Fullerton, Pomona, San Diego, San Luis Obispo, San Marcos, Sonoma, and Stanislaus were selected to participate in this project. This grant addresses alcohol-related incidents at the college level, particularly driving under the influence of alcohol and general incidents related to alcohol abuse. The CSU Alcohol and Traffic Safety Initiative supports and stimulates the environmental management approach by campus Alcohol Advisory Councils via mini-grant/special project funding. These mini-grants support interventions that could include such programs as safe rides programs, social norms marketing, and/or peer education activities.

The CSU Alcohol and Traffic Safety program was funded as part of \$74.2 million in traffic safety funds awarded last year to 277 California state departments and communities that are committed to improved traffic safety. Sunne Wright McPeak, Secretary of the Business, Transportation and Housing Agency, which administers the funds through the Office of Traffic Safety, indicates that this program works to change an environment from one where

binge drinking is socially acceptable to one that encourages more responsible behavior. The end result will be increased awareness that translates into lives saved. Through a series of mini-grants, the new CSU Alcohol and Traffic Safety funds will promote anti-DUI initiatives created by campus Alcohol Advisory Councils. The program addresses alcohol-related incidents at the college level, particularly driving under the influence and campus misconduct. The Office of Traffic Safety data show that fatalities in alcohol-involved collisions increased 8.3 percent - up from 1,308 in 2001 to 1,416 in 2002. Since 1998, California has experienced a 32 percent increase in persons killed in alcohol-involved collisions, according to the OFFICE OF TRAFFIC SAFETY. However, in OFFICE OF TRAFFIC SAFETY grant-funded cities, alcohol-involved fatal and injury collisions decreased 26.3 percent. In 2003, 1,445 people were killed and 31,337 injured in alcohol-related crashes in California -- the fifth consecutive year of increases in alcohol-related fatalities after more than a decade of decline.

The project objectives include the following:

- To improve and/or develop partnerships with law enforcement to increase DUI checkpoints, and campus policy enforcement;
- To assist campuses in developing or improving on-line personal drinking assessment programs similar to e-CHUG (Check Up to Go) and MyStudentBody.com;
- To work with each campus to identify strategies to reduce the availability and accessibility of alcohol, particularly to minors;
- To organize, schedule, and promote a minimum of four guest speakers for the CSU and/or CSU ATS campuses;
- To provide support to campus peer educators (Health Centers, Bacchus & Gamma clubs, SADD, etc.) through training and information dissemination efforts; and
- To work with media throughout the state and at each campus to keep the public informed about the intent and progress of the CSU Alcohol and Traffic Safety Initiative.

With this new traffic safety program, both Office of Traffic Safety grants have served sixteen CSU campuses (Chico and Sonoma are the only two CSU campuses to participate in both OFFICE OF TRAFFIC SAFETY grant programs).

Campus Funding

Several campuses applied for and received other grants to support campus alcohol education, prevention, and enforcement programs. These grants are listed by campus on Attachment A.

Campus Programs

While sixteen CSU campuses have received funding from OFFICE OF TRAFFIC SAFETY, all CSU campuses have been active in developing and implementing alcohol education, prevention, and enforcement programs. The following list provides a few examples of campus activities.

- Regularly sponsoring education and prevention programs, e.g., during new student orientation programs, prior to spring breaks, and during “Greek Week”;
- Sponsoring “Alcohol awareness weeks” or similar programs;
- Training all those who regularly interact with students, such as faculty advisers, resident advisers, coaches, peers, faculty, and student affairs professionals to understand and identify alcohol-related problems and to link students with intervention services;
- Targeting alcohol education and prevention programs with high-risk groups such as fraternities, sororities, athletes, housing residents, and student organizations;
- Limiting the sale of alcohol on campuses, e.g., reducing the number of hours alcohol is sold, reducing the size of drinks, implementing one-drink per ID rule;
- Requiring wristbands during sponsored events on campus to designate customers over age 21;
- Notifying parents and legal guardians about students who violate campus drug or alcohol-related policies;
- Modifying policies at football games to control tailgating and use of alcohol in the stadium thus resulting in a decline in alcohol related problems, e.g., moving the last call for alcohol sales from the end of the third quarter to half time, stopping the sale of alcohol altogether at athletic events;
- Allowing renters of campus facilities to serve only beer and wine but not hard-alcohol;
- Eliminating drink specials such as 2-for-1;
- Reducing the number of alcohol-related items sold in the campus bookstores (shot glasses and beer tankards, often super sized, bearing the seal of the university, may contribute to the myth that drinking alcohol in larger quantities is an indispensable part of the college experience);
- Establishing and continuing working relationships between campuses, municipal law enforcement, and ABC, e.g., to set up DUI checkpoints in and around campus;

- Engaging ABC licensing hearings to impose health and safety conditions on nearby alcohol licenses;
- Engaging alcohol retailers in continuing dialogue to promote sales and service practices (e.g., less reliance on low drinking prices as a marketing ploy to students) on a voluntary basis;
- Encouraging adoption of responsible beverage service practices by bars and restaurants on campus and in the surrounding community; and
- Establishing community-collegiate alcohol prevention partnerships that encompass wide participation from representatives of other area institutions of higher education.

Each CSU campus' single, most effective alcohol education, prevention, and enforcement program that has affected student behavior in a positive way is provided in Attachment B.

Measurable Outcomes

Campuses report reductions on a variety of measures of alcohol abuse and alcohol-related incidents, including a reduction in alcohol use by students and a reduction in negative, alcohol related incidents.

- There is a pattern of reduction in alcohol abuse and driving under the influence of alcohol.
- Several efforts, such as the training of beverage servers, implementation of alcohol policies, and increase law enforcement operation in and around stadiums, combined to reduce alcohol-related problems at home football games.
- Fewer students report driving after drinking.
- Decreases in the percent of alcohol-related fatal traffic collisions are reported by communities where CSU campuses reside. It is unclear to what extent this change results from CSU campus-initiated alcohol education and prevention programs, but there is consensus that these efforts by CSU campuses have contributed to the decrease.
- Student misperceptions of peer alcohol consumption (quantity-per-occasion and prevalence) were reduced, which leads to more responsible drinking.
- Those who drink do so less frequently and are drinking smaller amounts.
- Campuses report a decline in the number of drinks consumed per week.
- The number of student alcohol-related misconduct incidents is declining.

- On some campuses, increased enforcement is resulting in increases in DUI arrests on campus, increases in Minors in Possession citations, and increases in drunk-in-public citations. Other campuses are reporting decreases in these violations.
- Campuses inform local retailers each fall about their obligations to the laws regarding sales of alcohol.

Conclusion

In general, campuses report a trend toward less alcohol use by students and a reduction in alcohol-related incidents. These measurable outcomes have been achieved by strengthening alcohol abuse training programs, using social norms theory marketing strategies, strengthening partnerships with local enforcement agencies, increasing peer training, creating feeder school training programs, and changing student perceptions about their peers' alcohol-related behaviors.

The 23-campus CSU system is making great strides in renewing commitments and establishing partnerships to promote safe, healthy, and learning-conducive environments. The alcohol policy adopted by the California State University Board of Trustees in 2001 is yielding results in the form of greater campus attention, additional resources from state and federal governments, and reported progress in reducing alcohol-related problems.

**GRANTS RECEIVED BY CALIFORNIA STATE UNIVERSITY CAMPUSES
TO SUPPORT ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT
2003-2005**

Campus	Grant	Purpose	Grant Period	Amount
Bakersfield	Office of Traffic Safety Alcohol and Traffic Safety Grant	To reduce by 5% the incidence of driving after consuming alcohol by 18-25 year-old CSU students and to reduce by 5% alcohol-related misconduct by CSU students by 12/30/06.	February 2005 – December 2006	\$46,668
Channel Islands	Ventura County Behavioral Health Department Alcohol and Drug Programs	To assist the University Alcohol Advisory Council to plan and coordinate campus alcohol programs, especially in the areas of education and prevention.	2004	\$10,000
Chico	Office of Traffic Safety Alcohol and Traffic Safety Grant	To reduce by 5% the incidence of driving after consuming alcohol by 18-25 year-old CSU students and to reduce by 5% alcohol-related misconduct by CSU students by 12/30/06.	February 2005 – December 2006	\$38,757
	Prevention Research Center: Safer California Universities: A Multi-Campus Alcohol Problem Prevention Study in partnerships with the Prevention Research Center, Berkeley, California	To evaluate the risk management approach to preventing alcohol-related problems by implementing a variety of environmental interventions on campus and the campus community.	2003-08	\$150,000
	Office of Traffic Safety Sober Driver Initiative	To assist the campus to use social norms marketing to reduce among its students the incidence and prevalence of alcohol abuse and other traffic safety issues that are alcohol related.	October 2002 – December 2004	\$67,355
	Healthy Chico Youth Mini-Grant for Fun Without Alcohol Fair	To support an on-campus event that promotes substance-free, healthy lifestyles to young people in the community.	2004	\$2,700

**GRANTS RECEIVED BY CALIFORNIA STATE UNIVERSITY CAMPUSES
TO SUPPORT ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT
2003-2005**

Dominguez Hills	Office of Traffic Safety Alcohol and Traffic Safety Grant	To reduce by 5% the incidence of driving after consuming alcohol by 18-25 year-old CSU students and to reduce by 5% alcohol-related misconduct by CSU students by 12/30/06.	February 2005 – December 2006	\$38,460
East Bay	Office of Traffic Safety Sober Driver Initiative	To assist the campus to use social norms marketing to reduce the incidence and prevalence of alcohol abuse and other alcohol related traffic safety issues	2002-04	\$55,873
	Alcoholic Beverage Control (ABC) Grant provided to local law enforcement agencies to partner with the eight campuses receiving the Office of Traffic Safety Sober Driver Initiative Grant.	To fund enforcement, prevention, and education in the communities surrounding the campus, e.g., bars, restaurants.	2002-04	No direct funding to the campus.
	State Incentive Grant from the U.S. Department of Health and Human Services, Center for Substance Abuse Prevention, and the Department of Alcohol and Drug Programs	To reduce binge drinking among 12-25 year olds who attend CSU East Bay or UC Berkeley and the resulting negative impact on communities. One outcome is halting the proliferation of liquor stores in neighborhoods.	2005-08	Approximately \$60,000 to be allocated to the campus and a local community-based organization
Fresno	Social Norms Resource Center at Northern Illinois Grant	To conduct social norms marketing education.	3-yr grant ending in 2005	\$210,000
	Office of Traffic Safety Sober Driver Initiative	To assist the campus to use social norms marketing to reduce among its students the incidence and prevalence of alcohol abuse and other alcohol related traffic safety issues.	October 2002 – December 2004	\$55,872
	Office of Traffic Safety Sober Driver Initiative – Program Grant Administrator	CSU Fresno is the Grant Administrator for the OTS Sober Driver Initiative for the CSU.	October 2002 –	\$203,479

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Fresno (continued)	on behalf of the CSU.		December 2004	
	Alcoholic Beverage Control (ABC) Grant provided to local law enforcement agencies to partner with the eight campuses receiving the Office of Traffic Safety Sober Driver Initiative Grant.	To fund enforcement, prevention, and education in the communities surrounding the campus, e.g., bars, restaurants.	October 2002 – December 2004	No direct funding to the campus.
	Office of Traffic Safety Alcohol and Traffic Safety Grant – Program Grant Administrator on behalf of the CSU.	To reduce by 5% the incidence of driving after consuming alcohol by 18-25 year-old CSU students and to reduce by 5% alcohol-related misconduct by CSU students by 12/30/06. CSU Fresno is the Grant Administrator for the OTS Sober Driver Initiative for the CSU.	February 2005 – December 2006	\$300,000
	California Highway Patrol, Students, and Officers for Safety (SOS)	To reduce alcohol-related incidents in and around the stadium and the Save Mart Center.	March 2005 – December 2005	\$70,000

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Fullerton	Office of Traffic Safety Alcohol and Traffic Safety Grant	To reduce by 5% the incidence of driving after consuming alcohol by 18-25 year-old CSU students and to reduce by 5% alcohol-related misconduct by CSU students by 12/30/06.	February 2005 – December 2006	\$46,500
	Safer California Universities: A Multi-Campus Alcohol Problem Prevention Study in partnerships with the Prevention Research Center, Berkeley, California	This study, funded by the National Institute on Alcohol Abuse and Alcoholism (NIAAAA), is designed to help identify the most effective ways of preventing and responding to heavy alcohol consumption by college students. CSU Fullerton is a control group campus.	2003-08	\$150,000
	State Inventive Grant in partnership with Orange County Health Care Agency's Alcohol and Drug Education and Prevention Team (ADEPT) and UC Irvine	Grant will provide funds to produce intervention programs intended to reduce binge drinking among college students, problems related to binge drinking on college campuses and in surrounding community.	2005 with two year renewal option	\$50,000
Humboldt	NCAA Alcohol Education Grant	To target alcohol education and alcohol abuse connected with athletics.	2003-06	\$30,000
Humboldt (continued)	Partner with the Arcata City Police in its alcohol enforcement program.	To enforce underage drinking laws in a college community.	2003-04	\$40,000
Long Beach	Office of Traffic Safety Sober Driver Initiative	To assist the campus to use social norms marketing to reduce among its students the incidence and prevalence of alcohol abuse and other traffic safety issues that are alcohol related.	October 2002 – December 2004	\$54,995; additional \$11,000 December '04.
	Alcoholic Beverage Control (ABC) Grant provided to local law enforcement agencies to partner with the eight campuses receiving the OTS Sober Driver Initiative Grant.	To fund enforcement, prevention, and education in the communities surrounding the campus, e.g., bars, restaurants.	October 2002 – December 2004	No direct funding to the campus
	Prevention Research Center Safer California Schools	The study is designed to evaluate the potential of a "risk management" approach to preventing alcohol-related problems. The research will examine the effectiveness of	2003-08	\$30,000 per year plus \$14,000 as a

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		programs designed to identify the situations in which heavy drinking occurs and to prevent or minimize the risks associated with heavy drinking.		selected intervention site.
Monterey Bay	Office of Traffic Safety (OTS) Sober Driver Initiative	To assist the campus to use social norms marketing to reduce among its students the incidence and prevalence of alcohol abuse and other alcohol related traffic safety issues	October 2002 – December 2004	\$55,849
	Alcoholic Beverage Control (ABC) Grant provided to local law enforcement agencies to partner with the eight campuses receiving the OTS Sober Driver Initiative Grant.	To fund enforcement, prevention, and education in the communities surrounding the campus, e.g., bars, restaurants.	October 2002 – December 2004	No direct funding to the campus.
Pomona	Office of Traffic Safety Alcohol and Traffic Safety Grant	To reduce by 5% the incidence of driving after consuming alcohol by 18-25 year-old CSU students and to reduce by 5% alcohol-related misconduct by CSU students by 12/30/06.	February 2005 – December 2006	\$49,491

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Sacramento	Office of Traffic Safety Sober Driver Initiative	To assist the campus to use social norms marketing to reduce among its students the incidence and prevalence of alcohol abuse and other traffic safety issues that are alcohol related.	October 2002 – December 2004	\$60,872
	Alcoholic Beverage Control (ABC) Grant provided to local law enforcement agencies to partner with the eight campuses receiving the Office of Traffic Safety Sober Driver Initiative Grant.	To fund enforcement, prevention, and education in the communities surrounding the campus, e.g., bars, restaurants.	October 2002 – December 2004	No direct funding to the campus.
	Project Activity Grants	To pay for Alcohol Test Strips in 21 st birthday cards To support the Natural High Fair	2003-04 2003-04	\$1,000 \$30,000
	Prevention Research Center	To support research data collection for Safer California Universities Study	2004	\$60,000
	State Incentive Grant	To support county-wide binge drinking prevention efforts	2004	\$2,000
San Bernardino	Office of Traffic Safety Sober Driver Initiative	To assist the campus to use social norms marketing to reduce among its students the incidence and prevalence of alcohol abuse and other alcohol related traffic safety issues.	October 2002 – December 2004	\$55,873
	Alcoholic Beverage Control (ABC) Grant provided to local law enforcement agencies to partner with campuses receiving the Office of Traffic Safety Sober Driver Initiative Grant.	To fund enforcement, prevention, and education in communities surrounding the campus, e.g., bars, restaurants.	October 2002 – December 2004	No direct funding to the campus.
	NCAA Speakers	To fund one nationally known speaker who will address alcohol issues with athletes and other students.	2003-04	\$500
San Diego	Center for Substance Abuse Prevention	To support the C-CAPP program and the use of science-	2002-04	\$50,000

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	(CSAP) and National Institute on Alcohol Abuse and Alcoholism (NIAAA) Grant to support the C-CAPP.	based approaches to identify and reduce alcohol-related problems. To reduce heavy episodic drinking among SDSU students.		
	National Institute on Alcohol Abuse and Alcoholism (NIAAA) Safe-Ride Program	To test the efficacy of safe ride programs for reducing college student DUIs.	2003-04	\$50,000
	Local Beer Distributors and Local Bar Owners Safe-Ride Program	To support safe-ride operations to reduce unsafe driving.	2004-05	\$22,500
	Change Company	To fund the Pilot of Choices education program which uses materials provided to test the effects of harm reduction education program.	2004-05	\$15,000 plus materials and in-kind
	Aztec Parents Association	To fund Alcohol and Other Drug Prevention/Harm Reduction programs with the goal of reducing heavy episodic drinking and alcohol-related violations and problems.	2004-05	\$10,000
	National Institute on Alcohol Abuse and Alcoholism (NIAAA)	To study innovative Behavioral Alternative programs in selected universities.	2004-05	\$400,000
	Office of Traffic Safety Alcohol and Traffic Safety Grant	To reduce by 5% the incidence of driving after consuming alcohol by 18-25 year-old CSU students and to reduce by 5% alcohol-related misconduct by CSU students by 12/30/06.	February 2005 – December 2006	\$46,450
San Francisco	Office of Traffic Safety and San Francisco Department of Public Health	To enhance SFSU's DUI prevention efforts.	2004-05	\$10,000

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San José	AlcoholEdu Grant Study-VPSA	To evaluate the efficacy of AlcoholEdu on freshmen	2003-04	\$17,000
San José (continued)	Safer California Universities: A Multi-Campus Alcohol Problem Prevention Study in partnership with the Prevention Research Center, Berkeley, California	Funded by the National Institute on Alcohol Abuse and Alcoholism (NIAAAA), this study is designed to identify the most effective ways of preventing and responding to heavy alcohol consumption by college students.	2003-08	\$150,000
	College Alc- Prevention Research Center	To evaluate the efficacy of College Alc program on first-year students.	2004	\$5,000
San Luis Obispo	Safer California Universities: A Multi-Campus Alcohol Problem Prevention Study in partnerships with the Prevention Research Center, Berkeley, California	This study, funded by the National Institute on Alcohol Abuse and Alcoholism (NIAAAA), is designed to help identify the most effective ways of preventing and responding to heavy alcohol consumption by college students.	2003-08	\$150,000
	Office of Traffic Safety Alcohol and Traffic Safety Grant	To reduce by 5% the incidence of driving after consuming alcohol by 18-25 year-old CSU students and to reduce by 5% alcohol-related misconduct by CSU students by 12/30/06.	February 2005 – December 2006	\$50,000
San Marcos	North Inland Community Prevention Program (NICPP)	To support campus alcohol promotion intervention and environmental management strategies utilized by the campus.	2002-04	\$26,000
	Office of Traffic Safety Alcohol and Traffic Safety Grant	To reduce by 5% the incidence of driving after consuming alcohol by 18-25 year-old CSU students and reduce by 5% alcohol-related misconduct by CSU students by 12/30/06.	February 2005 – December 2006	\$45,108
Sonoma	Office of Traffic Safety Sober Driver Initiative	To assist the campus to use social norms marketing to reduce among its students the incidence and prevalence of alcohol abuse and other alcohol related traffic safety issues.	October 2002 – December 2004	\$67,355
	ABC Grant provided to local law enforcement agencies to partner with the campuses receiving OTS Grant.	To fund enforcement, prevention, and education in the communities surrounding the campus, e.g., bars, restaurants and off-sale outlets.	October 2002 – December	No direct funding.

**EFFECTIVE CAMPUS-INITIATED
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2003-05**

The following table summarizes for each California State University campus its single, most effective alcohol education, prevention, and enforcement program that has affected student behavior in a positive way. It is important to note that campuses have initiated multiple programs. This chart identifies only the most effective program for each campus.

Campus	Program	How Student Behavior Influenced
Bakersfield	Oktoberfest Program	This program was sponsored during the National Collegiate Alcohol Awareness weeks of October 20-24, 2003 and October 18-22, 2004. Both week-long events were developed to support students who choose not to drink, promote drinking safety for those who do drink and are of legal age, and to show that there are nonalcoholic ways to have fun.
Channel Islands	Alcohol Policy	In January 2004, CSU Channel Islands created a task force to draft the campus' first alcohol policy. The President's Council approved the proposal in June 2004, and the university is diligently enforcing its alcohol policy, relying upon its training and intervention programs to educate and shape student behavior.
Chico	AlcoholEdu On-line Alcohol Education Program	This on-line alcohol education class is administered to high-risk groups on campus including first year students, Greeks and athletes, and as a judicial sanction for students who violate the campus alcohol and drug policy. Pre- and post-tests of students completing the course reveal increased levels of knowledge and readiness to change alcohol-related behaviors. 79 percent reported increasing their knowledge about Blood Alcohol Concentration. Students also reported positive experiences with the course. 89 percent reported that they found the course helpful and 78 percent found the course interesting.
Dominguez Hills	Mock Sobriety Check Points	CSUDH's Mock Sobriety Check Points had a significant impact on alcohol awareness. In conjunction with the campus' police, the Alcohol Awareness Coordinating Team set up several checkpoints in high foot-traffic areas on campus and conducted mock sobriety checkpoints. Fatal Vision "goggles" were used to simulate states of illegal blood alcohol content levels and the negative affects they have on mental and physical acuity. CSUDH's University Police have been trained to use this exercise to provide a "teachable moment" for its students to point out the risks of drinking and driving and the possible consequences. Alcohol education materials are also distributed at that time.

EFFECTIVE CAMPUS-INITIATED ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT PROGRAMS 2003-05

East Bay	A Peer Education Program "For Real"	A Peer Education Program "For Real" was developed for Hayward Unified School District Middle/High School classroom groups. This is a model feeder school program that works in conjunction with CSU East Bay programs to combat alcohol abuse and alcohol impaired driving. This interactive curriculum consists of presenting bio-psycho-social dimensions of alcohol use and abuse. Acting out scenarios, writing short journal entries, playing alcohol jeopardy, incorporating CSU East Bay social norm messages, using visual aids, discussing the media's role in alcohol advertising, and encouraging an open dialogue are all components which provide students with knowledge and skill-building opportunities. The ideas/themes were pilot tested on the Summer Bridge students (summer program that transitions high school to college student) and they provided feedback/suggestions that were incorporated into the curriculum. To date, Cal State East Bay Peer Educators have had 2,531 direct student contacts, and 5,062 contact hours.
Fresno	<i>Best Kept Secret</i> & <i>The Secret's Out</i> (Events developed and initiated by Fresno State students during the fall and spring)	These two multi-faceted outdoor events emphasized conviviality by offering food, music, and live performances, all infused with social norms messages. Several hundred students attended each of the two events. In addition, both events generated positive local coverage, built linkages among various student groups, and added momentum to student-led prevention activities.
Fullerton	Alcohol and Other Drugs Advisory Committee	These agencies, which are funded through state grants and contracts, work The Alcohol and Other Drugs Advisory Committee has continued to become more sophisticated in the working relationships and networking opportunities provided. Current membership includes student affairs professionals, faculty from a number of disciplines, campus police, food service, student leaders from student government, residence halls and Greek Life, and community partners from Orange County alcohol education networks and agencies. Working subcommittees include the Policy Committee, Assessment Committee, Programs Committee, Resources Committee and Curriculum Committee. All committees are functioning at a high level and several important initiatives are under way in each. As a part of the Student Affairs Self Study, the Alcohol and Other Drugs Advisory Committee leadership conducted a self study of alcohol education and prevention efforts utilizing the Council for the Advancement of Standards program guidelines in spring 2004.

**EFFECTIVE CAMPUS-INITIATED
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Humboldt	Alcohol Policy Enforcement	The single most effective program on student abuse of alcohol and drugs is Humboldt's consistent application of the rules: The first violation results in alcohol/drug intervention and education program; the second violation results in university probation, alcohol/drug counseling therapy (8-10 week program), and the possibility of up to 50 hours of community service (also, if a resident student the housing license may be revoked on the second violation); and the third violation results in suspension from university. These are minimum sanctions and would vary and be more severe if there were any sort of violence, vandalism, illegal sales, or other violations of campus policy or law.
Long Beach	Drug, Alcohol, and Tobacco Education (DATE) at "The Beach"	This program provides CSULB students with current, factual information regarding drugs, alcohol, and tobacco in order to facilitate wise decision-making. Representatives of the Alcohol, Tobacco and Other Drugs (ATOD) program provide informational tables in the dining commons, campus walkways, and campus events. Promotional items containing positive alcohol messages and educational brochures. Campus and community alcohol and drug resources are offered. Through this program, students are encouraged to educate themselves and consider consequences of their decision-making. Educational materials are provided prior to weekends, holidays, and vacations, enabling students to examine their planned behaviors and future choices. In 2003-2004, these outreach activities have resulted in 5,964 direct student contacts.
Los Angeles	CSULA Athletics Substance Abuse Policy	CSULA's Athletics Substance Abuse Policy and related athletic policies were enforced by monitoring student athlete conduct and by year-round drug testing.
Maritime Academy	My StudentBody.com	All first-year students participated in the on-line course My StudentBody.com. The campus' goal is to have all first-year students in the future begin their education at the Maritime Academy with an on-line education course.
Monterey Bay	Alcohol Free Events	Approximately 450 alcohol-free events are hosted on Thursday, Friday, and Saturday nights each year. Attendance ranges up to 450 per event and increases every year as students seek alternative activities.

EFFECTIVE CAMPUS-INITIATED ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT PROGRAMS 2003-05

Northridge	Social Norms Campaign	For the past two academic years, Cal State Northridge has mounted a social norms campaign in the campus residence halls. This year built upon lessons learned in the first year. Participation in the website, the self-assessment component of the site and the knowledge quiz, more than doubled. 283 students in participated in 2005, and 115 students participated in 2004. The increased participation is attributed to greater engagement in the project by resident assistants. Additionally, a one-day sober spring break activity occurred with the participation of University Police and the Student Health Center. The goal for the future is to expand the campaign from spring semester to a year round effort.
Pomona	Licensee Education on Alcohol and Drugs (LEAD) Training	The Alcohol Beverage Control's LEAD Training allows the campus Alcohol and Other Drugs Committee to work closely with the Collins School of Hospitality Management to train students and community members in alcohol management. Cal Poly Pomona students and staff becoming certified, and servers from area establishments are learning how better to identify fake identification cards, identify problem drinkers, and become more knowledgeable of the laws. Through this training and cooperation with the campus police department, knowledge of alcohol regulations will increase as well as enforcement.
Sacramento	Social Norms Campaign	The theme was "Most CSUS Students (78%) Have Zero to Three Drinks Per Week". Distribution locations included: coffee sleeves, classrooms, kiosks, monitors in the University Union, rotating screen savers in the computer labs, and postcards in all Hornet Bookstore textbook orders. Information was printed on water bottles, highlighters, pens, and lip balm and distributed at outreach events. More than 50,000 items with the message were distributed. The message was successful in correcting the misperceptions of Sac State students, students who participated in its high school outreach program, and parents and new students who attended Sacramento's summer orientation programs.
San Bernardino	Alcohol-Free Events	Student Union Program Board student volunteers organize and plan quarterly Friday night alcohol-free events in co-sponsorship with the Alcohol, Tobacco and Other Drugs Advisory Council. More than 300 students typically attend these alcohol-free events. Student volunteers have reported that by helping plan these events they have become more sensitive to alcohol and alcohol-related issues. In addition, Housing and Residential Life hosted two alcohol-free dinners during the Christmas and New Year's holidays, to give its residents options.

**EFFECTIVE CAMPUS-INITIATED
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San Diego	ASPIRE	ASPIRE is an individualized intervention program for students who violate the campus alcohol policies. The program is designed to reduce heavy episodic drinking and alcohol-related violations and problems.
San Francisco	Peer Educators: Collaborations and Cross Training	Forty peer educators from a variety of peer education programs on campus underwent a rigorous six-unit academic program in which they were cross-trained on the topics of alcohol & other drugs, sexual assault, sexual health, violence, HIV/AIDS/STDs, and multicultural issues for college students. These students then collaborated with other student organizations, groups and classes resulting in the infusion of alcohol prevention in a variety of campus programs including the following: a fashion show that was attended by 1,000 students, a collaboration with Biology students where 800 students participated, a fraternity sponsored Multicultural Aids Awareness event with a plethora of cultural acts and speakers where over 2,000 students attended, a summer-kick off barbeque with educational games attended by 900 students and an annual Queer Alliance cabaret attended by 200 students, open-microphones in housing and the Depot (next door to the pub) as well as other smaller events.
San José	Mini-Grant Program	Awarded approximately \$4,900 in grant money to student organizations that needed funding for programs that promoted safe sex and alcohol abuse prevention. Seventeen grant applications were submitted by various organizations; six were awarded. Attendance at events ranged from 200 to 500 students.
San Luis Obispo	Social Norms – “Cal Poly Reality”	The campus funded a Social Norms Marketing campaign run by senior marketing students in the Orfalea School of Business. This program, Cal Poly Reality, exemplifies Cal Poly’s commitment to “learn by doing.” This effort is designed to be a multi-year marketing campaign, utilizing marketing techniques to design, implement, review and redesign the campaign over the course of time. This class based its social norms campaign based on a survey of Cal Poly students. The campaign includes newspaper advertising, group presentations, posters, and other items. A follow-up survey and focus groups will be utilized to improve the campaign for next year.

EFFECTIVE CAMPUS-INITIATED ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT PROGRAMS 2003-05

San Marcos	AlcoholEDU	All first-year students participated in the on-line course AlcoholEDU. The campus requires all first-year students to complete this an on-line education course. The program is a population-based approach at reducing the negative alcohol consumption patterns of San Marcos students.
Sonoma	SAFE (Student Advocates for Education) Peer Educators	SAFE trained over 40 student peer educators in Fall 2004 to educate the campus community on health related topics including responsible alcohol use. SAFE peer educators facilitated educational programs and workshops on responsible alcohol use to more than 1200 students in fall 2004. This included Freshman Seminars, athletic teams, and fraternities and sororities. The number of alcohol related incidents on campus appear to be decreasing, particularly for freshmen.
Stanislaus	Late Night Stanislaus	Late Night Stanislaus offers alcohol-free entertainment and activities every Friday during the Fall and Spring semesters from 9:00 pm until 2:00 am. The program was launched through initial funding provided by the CSU system alcohol grants and has continued through partnerships with others on campus to produce innovative and exciting activity options for students. Examples of programs include the following: movie night, Monte Carlo casino night, comedians, basketball tournament, Jeopardy contests, etc. All programs provide free food and non-alcoholic beverages. Attendance ranges from 100 to 250 students, which is substantial considering the campus population. Assessments of the program confirm that it is effective in providing a diversion to what is often an alcohol-focused party night for college students. Furthermore, the behaviors modeled for responsible partying create positive examples for students to emulate.

COMMITTEE ON EDUCATIONAL POLICY

Proposed Title 5 Revision of Student Conduct Code

Presentation By

David Spence
Executive Vice Chancellor and
Chief Academic Officer

Christine Helwick
General Counsel

Summary

This information item proposes a complete overhaul of the Student Conduct Code contained in Title 5, which has not been significantly revised in many years. In addition to updating the language and amending various minor procedural issues, other questions that have emerged over the years have been addressed. This new version also extends to the campuses maximum flexibility to address inappropriate behaviors consistent with the limits of the law, and clarifies the reach of the university's authority to off-campus conduct. Overall the content is not a significant departure from the existing Title 5 provisions, but it is a clearer expression of the standards. This item will return to the Board for action at the September meeting.

Background

The Student Conduct Code sets the standard of expected behavior along with conduct that is unacceptable and subject to discipline through the university's processes. It has not been significantly revised in many years. Over time minor procedural issues and definitional questions have arisen. More recently there has been some uncertainty expressed regarding the extent of the university's reach into the off-campus behavior of CSU students. Moreover, some campus judicial affairs officers have felt constrained to address certain situations because of what was perceived to be limiting language in the existing version of Title 5.

This complete revision of the Code is an effort to respond to all of those issues, and to streamline and update language. Importantly, this new version also contains a statement of the positive expectations of student conduct, in addition to a listing of unacceptable behavior that can invoke the Code. The proposed new Code is not in substance a significant departure from what is already established, but a better expression of the standards.

This revision has been reviewed with Presidents, Academic Senate representatives, CSSA, Vice Presidents of Student Affairs, and Student Judicial Officers, all of whom have had an

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opportunity to provide input and comment. When adopted, the Student Conduct Code will be accompanied by a new Executive Order to give the campuses specific instruction on implementation and the disciplinary hearing process.

This item is presented for information and discussion at this meeting and will be presented for action in September. A copy of the proposed new version is attached, followed by a copy of the existing version that it would replace.

PROPOSED NEW CODE

Article 2. STUDENT CONDUCT

§ 41301. Standards for Student Conduct

The University is committed to maintaining a safe and healthy living and learning environment for its students, faculty, staff, and the greater campus community. Each member of the campus community has an obligation to engage in behaviors that contribute toward these common goals. Students are also expected to exhibit respect and civility for others. Therefore, while affiliated with the University, student behavior is enforced through a disciplinary process aimed at encouraging good citizenship but, when necessary, imposing consequences consistent with CSU's educational mission.

(a) Jurisdiction

This section applies to behavior on University premises, at University-sponsored or related activities, and to off-campus behavior that adversely affects the campus community. The campus has discretion to exercise jurisdiction over student behavior that occurs off-campus against individuals or property not related to the campus community when the alleged misconduct threatens the safety or security of members of the campus community or campus property, or disrupts the normal functions or operation of campus programs or facilities. Nothing in this Code is intended to conflict with Education Code section 66301 that prohibits disciplinary action against students based solely on speech protected by the First Amendment.

Students are responsible for their behavior from the time of application for admission through the awarding of a degree, including behavior before classes begin and after classes end, during the academic year and periods between terms. This section includes inappropriate conduct by applicants, by individuals enrolled in course(s), by graduates awaiting their degrees, as well as students who withdraw from school while a disciplinary matter is pending.

(b) Student Responsibilities

Students should engage in responsible social behavior that reflects credit upon the university community and does not impinge upon the rights of others. Students should model good citizenship while engaging in their academic pursuits. Such behavior will contribute positively to student life and enrich the community in support of higher education.

(c) Unacceptable Student Behavior

Following procedures consonant with due process established pursuant to Section 41304, any student found to have engaged in or attempted to engage in the following behavior is subject to disciplinary sanctions:

(1) Dishonesty, including, but not limited to, the following:

(A) Cheating, plagiarism, or other forms of academic dishonesty which gain, or are intended to gain, an unfair academic advantage.

(B) Furnishing false information to any University and/or campus official, faculty member, or campus office.

(C) Forgery, alteration, or misuse of any University document, record, key, or instrument of identification.

(D) Misrepresentation of oneself, or of an organization, to be an authorized agent of the University or any office, auxiliary or employee thereof.

(2) Unauthorized entry into, presence in, use of, or misuse of University property.

(3) Willful, material and substantial disruption or obstruction of an educational or administrative process, or other University-related function or activity, or other on-campus non-University activity.

(4) Participating in an on- or off-campus riot, or activity that substantially and materially disrupts the normal operations of the University, or infringes on the rights of other members of the University community.

(5) Willful, material and substantial obstruction of the free flow of pedestrian or other traffic, on or leading to campus property, or an off-campus University related activity.

(6) Disorderly, lewd, indecent, or obscene behavior at a University related activity, or directed toward a member of the University community.

(7) Conduct that threatens or endangers the health or safety of any person within or related to the University community, on- or off-campus, including physical abuse, threats, intimidation, harassment, or sexual misconduct.

(8) Hazing, or conspiracy to haze, as defined in Education Code Sections 32050 and 32051:

"Hazing" includes any method of initiation or pre-initiation into a student organization, or any pastime or amusement engaged in with respect to

such an organization which causes, or is likely to cause, bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm, to any student or other person attending any school, community college, college, university or other educational institution in this state; but the term "hazing" does not include customary athletic events or other similar contests or competitions.

For purposes of this section, a group of students acting together may be considered a 'student organization' and need not be officially recognized by the University. The express or implied consent of a victim is not a defense to misconduct. Apathy or acquiescence in the presence of hazing is not a neutral act, and is also a violation of this section.

(9) Use, possession, manufacturing, or distribution of illegal drugs (e.g., marijuana, heroin, narcotics, or other controlled substances) or drug-related paraphernalia, or the misuse of any legal pharmaceutical drugs, except as expressly permitted by law and University regulations.

(10) Use, possession, manufacturing, or distribution of alcoholic beverages (except as expressly permitted by law and University regulations), or public intoxication while on campus. Alcoholic beverages may not in any circumstance be used or possessed by, or distributed to any person under 21 years of age.

(11) Theft of property, or services within the University community, possession of stolen property, or misappropriation of University resources.

(12) Unauthorized destruction of, damage to, or defacement of University property or the property of others in the University community or at a University related activity.

(13) Unauthorized possession or misuse of firearms, guns, or replicas, ammunition, explosives, fireworks, knives, other weapons, or dangerous chemicals on campus or at University related activities. Possession of such items on campus requires prior authorization of the campus president.

(14) Unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose.

(15) Misuse of computer facilities and resources, including:

(A) Unauthorized entry into any file, to use, read, or change the contents, or for any other purpose.

(B) Unauthorized transfer of any file.

(C) Use of another individual's identification or password.

(D) Use of computing facilities, campus network, or other resources to interfere with the work of another student, University employee or official.

(E) Use of computing facilities and resources to send obscene or intimidating and abusive messages.

(F) Use of computing facilities and resources to interfere with normal University operations.

(G) Use of computing facilities and resources in violation of copyright laws.

(H) Violation of a campus computer use policy.

(16) Violation of any published University policy, rule, regulation or presidential order.

(17) Failure to comply with directions of, or interference with, any University official or any public safety officer while acting in the performance of his/her duties.

(18) Any act chargeable as a violation of any federal, state, or local law when such acts pose a substantial threat to the safety or well-being of members of the University community, to property within the University community or pose a continuing threat of disruption or interference to normal University functions.

(19) Violation of the Student Conduct Procedures, including:

(A) Falsification, distortion, or misrepresentation of information related to a student discipline matter.

(B) Disruption or interference with the orderly progress of a student discipline proceeding.

(C) Initiation of a student discipline proceeding in bad faith.

(D) Attempting to discourage another from participating in the student discipline matter.

(E) Attempting to influence the impartiality of any participant in a student discipline matter.

(F) Verbal or physical harassment or intimidation of any participant in a student discipline matter.

(G) Failure to comply with the sanction(s) imposed under a student discipline proceeding.

(20) Encouraging, permitting, or assisting another to do any act that could subject him or her to discipline.

EXISTING CODE

Article 2. Student Discipline

§41301. Expulsion, Suspension and Probation of Students.

Following procedures consonant with due process established pursuant to [Section 41304](#), any student of a campus may be expelled, suspended, placed on probation or given a lesser sanction for one or more of the following causes which must be campus related:

- (a) Cheating or plagiarism in connection with an academic program at a campus.
- (b) Forgery, alteration or misuse of campus documents, records, or identification or knowingly furnishing false information to a campus.
- (c) Misrepresentation of oneself or of an organization to be an agent of a campus.
- (d) Willful, material, and substantial obstruction or disruption, on or off campus property, of the campus educational process, administrative process, or other campus function.
- (e) Physical abuse on or off campus property of the person or property of any member of the campus community or of members of his or her family or the threat of such physical abuse.
- (f) Theft of, or non-accidental damage to, campus property, or property in the possession of, or owned by, a member of the campus community.
- (g) Unauthorized entry into, unauthorized use of, or misuse of campus property.
- (h) On campus property, the sale or knowing possession of dangerous drugs, restricted dangerous drugs, or narcotics as those terms are used in California statutes, except when lawfully prescribed pursuant to medical or dental care, or when lawfully permitted for the purpose of research, instruction or analysis.
- (i) Knowing possession or use of explosives, dangerous chemicals or deadly weapons on campus property or at a campus function without prior authorization of the campus president.
- (j) Engaging in lewd, indecent, or obscene behavior on campus property or at a campus function.
- (k) Abusive behavior directed toward, or hazing of, a member of the campus community.

(l) Violation of any order of a campus president, notice of which had been given prior to such violation and during the academic term in which the violation occurs, either by publication in the campus newspaper, or by posting on an official bulletin board designated for this purpose, and which order is not inconsistent with any of the other provisions of this Section.

(m) Soliciting or assisting another to do any act which would subject a student to expulsion, suspension or probation pursuant to this Section.

(n) Unauthorized recording, dissemination, and publication of academic presentations for commercial purposes. This prohibition applies to a recording made in any medium, including, but not limited to, handwritten or typewritten class notes.

(1) The term “academic presentation” means any lecture, speech, performance, exhibition, or other form of academic or aesthetic presentation, made by an instructor of record as part of an authorized course of instruction that is not fixed in a tangible medium of expression.

(2) The term “commercial purpose” means any purpose that has financial or economic gain as an objective.

(3) “Instructor of record” means any teacher or staff member employed to teach courses and authorize credit for the successful completion of courses.

(o) For purposes of this Article, the following terms are defined:

(1) The term “member of the campus community” is defined as meaning California State University Trustees, academic, non-academic and administrative personnel, students, and other persons while such other persons are on campus property or at a campus function.

(2) The term “campus property” includes:

(A) real or personal property in the possession of, or under the control of, the Board of Trustees of the California State University, and

(B) all campus feeding, retail, or residence facilities whether operated by a campus or by a campus auxiliary organization.

(3) The term “deadly weapons” includes any instrument or weapon of the kind commonly known as a blackjack, sling shot, billy, sandclub, sandbag, metal knuckles, any dirk, dagger, switchblade knife, pistol, revolver, or any other firearm, any knife having a blade longer than five inches, any razor with an unguarded blade, and any metal pipe or bar used or intended to be used as a club.

(4) The term “behavior” includes conduct and expression.

(5) The term “hazing” means any method of initiation into a student organization or any pastime or amusement engaged in with regard to such an organization which causes, or is likely to cause, bodily danger, or physical or emotional harm, to any member of the campus community; but the term “hazing” does not include customary athletic events or other similar contests or competitions.

(6) The causes for discipline in this section shall, as appropriate, include computer-related crimes as provided in Section 502 of the Penal Code.

(p) This Section is not adopted pursuant to Education Code Section 89031.

(q) Notwithstanding any amendment or repeal pursuant to the resolution by which any provision of this Article is amended, all acts and omissions occurring prior to that effective date shall be subject to the provisions of this Article as in effect immediately prior to such effective date.

COMMITTEE ON EDUCATIONAL POLICY

Community Service Learning in the California State University

Presentation By

David S. Spence
Executive Vice Chancellor
and Chief Academic Officer

Paul Zingg
President
California State University, Chico

Summary

In March 2000, the California State University Board of Trustees passed a landmark resolution in response to a request from the governor for a community service requirement for all students in California's public institutions of higher education. In a strong display of support for community service learning, the CSU Board of Trustees' resolution called for the chancellor and each CSU president to "ensure that all students have opportunities to participate in community service, service learning (deemed academically appropriate by faculty), or both."

While the CSU encourages all types of service opportunities, it has intentionally focused on service learning. Service learning is a teaching method that promotes student learning through active participation in meaningful and planned service experiences in the community that are directly related to course content. Through reflective activities, students enhance their understanding of course content, general knowledge, sense of civic responsibility, self-awareness, and commitment to the community.

In response to CSU's commitment to ensure all students have opportunities to participate in service, the State of California authorized \$1.1 million in the fiscal year 2003/2004 state budget to support the creation or expansion of service-learning offices on all CSU campuses. As a result of this investment, the CSU continues to develop new service-learning opportunities, support the implementation of existing service-learning courses, and maintain vital office infrastructure.

In 2003/2004, CSU campuses reported that they developed 168 courses with new service-learning components. As a result, there are new opportunities for nearly 6,000 students to

experience service learning. These numbers demonstrate what can be accomplished when there is infrastructure in place and convey the importance of continuing to provide systemwide funds for infrastructure. The range of the new service-learning courses is best illustrated by examining a few course titles: web design, world religions, creative writing, natural history of plants, Latino neighborhoods and urban development, advanced Chinese, and mathematical methods. For example, students in Sonoma State University's Business Freshman Interest Group participate in an integrated English, Economics and First Year Experience curriculum. In partnership with Rebuilding Together Rohnert Park-Cotati, the students help to improve the homes of the region's elderly, disabled and low-income residents through writing and research projects for the agency and light construction work.

These efforts supported by the State of California have been strengthened with external support as well. Across the system, nearly \$2 million from external sources was secured in 2003/2004 to support service-learning initiatives, which surpassed the goal of raising \$1.1 million.

Since passing the resolution on community service and service learning in 2000, the CSU has more than doubled the number of opportunities for students to participate in service-learning courses. In the 2004/2005 academic year, over 65,000 students will have the opportunity to participate in service learning. Collectively, combining service learning with other service programs, CSU students provide more than 30 million hours of service each year, which translates to an economic impact of over \$200.5 million.

During the 2004 calendar year, external groups also paid considerable attention to community service learning. In February 2004, Governor Schwarzenegger requested information about CSU's community service-learning programs, and Dr. Reed provided him with an extensive data that showcased how the CSU has taken bold steps to promote various forms of community engagement for *all* CSU students. This interest was furthered by the inclusion of community service in the Compact agreement between Governor Schwarzenegger and the CSU and UC. The CSU agreed to "strengthen programs to encourage students to participate in community service programs." The CSU believes that it can continue to bolster its programs effectively and efficiently through our current approach.

In September 2004, Dr. David Spence also provided testimony to the California Performance Review Commission on the community service requirement proposed in the California Performance Review report. Dr. Spence's remarks reiterated the CSU's commitment to community service learning while providing an opportunity for the Commissioners and the general public to hear about the CSU's innovative model.

COMMITTEE ON EDUCATIONAL POLICY

Facilitating Graduation

Presentation By

David S. Spence
Executive Vice Chancellor
and Chief Academic Officer

Summary

In Fall 2002, the Board of Trustees adopted a graduation initiative with three parts: improving preparation to begin college, strengthening the transfer process, and helping enrolled students to progress toward the degree. Since that time, the Board has received regular progress reports on the general topic of campus efforts to facilitate graduation. At their January 2005 meeting, the Trustees heard a report that drew upon information and perspective gathered during collegial visits to seven campuses undertaken in the week of January 11-18, 2005. Five themes emerged in this report, including (1) a recommended focus on reducing units to the baccalaureate, rather than reducing time to the undergraduate degree; (2) providing support for lower-division students in clarifying life and career goals, on the way to declaring a major; (3) using degree audits and similar strong advisement practices; (4) assuring class schedules that meet students' needs; and (5) reviewing and, where appropriate, tightening of campus policies governing course repetition. At its March 2005 meeting, the Board heard another report that was founded upon formal recommendations from the Academic Senate, CSU in describing a broad, multi-constituency consensus as to best practices.

At its May 10-11, 2005 meeting, Executive Vice Chancellor David S. Spence presented to Trustees a list of twenty-two recommendations that set forth strong campus practices for facilitating student progress to the baccalaureate degree. The Board reviewed the list and adopted a resolution directing the Chancellor to charge the campus presidents and faculty to implement the recommendations in Dr. Spence's report, and to file periodic reports on campus progress in meeting its stated goals.

Dr. Spence will continue the discussion of campus efforts to facilitate graduation, with a progress report together with plans for implementation of the Board's directive.

COMMITTEE ON EDUCATIONAL POLICY

Recognition of California State University Faculty Leadership and Support for Trustee Graduation Initiatives

Presentation By

David S. Spence
Executive Vice Chancellor
and Chief Academic Officer

Summary

California State University faculty support and CSU faculty leadership have been integral to the definition and to the implementation of the three-part graduation initiative adopted by the CSU Board of Trustees. In embracing and furthering policies designed to facilitate student achievement of the baccalaureate degree, CSU faculty have placed themselves in the vanguard of faculties nationwide who make student success their own priority.

In May 2002, a CSU Task Force on Facilitating Graduation began its work, with the express support of the statewide Academic Senate, and with then-Senate chair Jacquelyn Kegley acting as co-chair with Louanne Kennedy, then provost of CSU Northridge. Faculty input to the work of the Task Force was crucial to the development of recommendations for improving degree completion. The report provided the foundation for subsequent policy development and implementation.

The Board welcomed the support of the CSU Academic Senate when it adopted a graduation initiative in January 2003, calling for improvement in student academic preparation for college, in the efficiency of the community college transfer process, and in clarifying pathways to the degree for students matriculated at CSU campuses. As a part of this, with systemwide faculty support, campuses were asked to develop and to forward local plans for decreasing excess units taken by students on their paths to the degree, increasing the number of students who eventually achieved the baccalaureate, and achieving degrees in less total elapsed time. Campus plans, received and archived in the Chancellor's Office in late 2003, were developed in consultation with local faculty.

In developing the Early Assessment Program (EAP), CSU faculty have lent not only support but also expertise to the development of the instruments on which the EAP is based. As a means of increasing and improving secondary school students' academic preparation for college, mathematics and English language faculty from various CSU campuses have come

together to develop valid, appropriate tests that are aligned with K-12 standards for learning. These CSU faculty were joined by others with expertise in teacher preparation to develop instructional materials designed better to prepare secondary school students for success in college English and mathematics.

Faculty leadership has been essential to the development and implementation of CSU's Lower Division Transfer Patterns (LDTP) program. In March 2004, the CSU Academic Senate formally requested the Board to adopt policy with the essential architecture that was captured in SB 1785, and the Board's July 2004 changes to Title 5 of the California Education Code. Throughout 2004-05, the statewide faculty leadership spent considerable time and energy identifying disciplinary faculty to generate the needed curricular pattern statements, and local faculty achieved the work in less time than initially forecast. The result is thirty-one statewide disciplinary patterns now on the CSU web site. We confidently anticipate "marrying" these statewide specifications to local campus specifications – thus creating completed LDTP's by discipline and campus – by fall 2005. Local faculty have been diligent in creating and forwarding their local curricular specifications.

We note also that CSU Academic Senate work provided the essential foundation for the Board's May 2005 action that directs campuses to pursue local actions that facilitate undergraduate student achievement of the baccalaureate. Most of the named 22 campus actions recommended, requested or required in the Board item came directly from statewide Senate resolutions.

As the CSU looks forward to the 2005-06 academic year, further progress on all of the elements of the Trustees' graduation initiative will be sought, and a full partnership with CSU faculty will be critical to success. Faculty in systemwide leadership roles are leading the way in defining the next round of disciplines for which LDTP's will be sought. Statewide senate leaders are similarly in the vanguard of accomplishing necessary follow-on work to the 2004-05 LDTP construction, especially in the matter of refreshing the elaborating course descriptors. Chancellor's Office staff and senior leadership on CSU campuses will draw on both local and statewide faculty in moving ahead with renewed campus policy and practices for facilitating matriculated student progress to the degree. In addition, the further development of the EAP program will call for faculty creativity and hard work in equal measure, which may confidently be anticipated.

It is suitable that the Board be provided an opportunity to recognize this extraordinarily dedicated and high-quality faculty effort, which marks strong faculty support for Board goals designed to achieve improved service to the people of California. It is suitable also to say plainly that this work by faculty, together with work by campus and Chancellor's Office

leadership, has vaulted the California State University to national prominence in generating new policy approaches to facilitating student achievement of the baccalaureate.

The following resolution is proposed for adoption.

RESOLVED, That the Board of Trustees of the California State University, recognize, thank and commend the work by faculty at both systemwide leadership and campus levels in defining, in supporting, and in implementing with energy and high-minded purpose the CSU's graduation initiatives, in the service of CSU students, and of the People of California.