

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 12:10 a.m., Tuesday, July 21, 2015
Glenn S. Dumke Auditorium

Debra S. Farar, Chair
Margaret Fortune, Vice Chair
Silas H. Abrego
Kelsey M. Brewer
Douglas Faigin
Lupe C. Garcia
Lillian Kimbell
J. Lawrence Norton
Steven G. Stepanek

Consent Items

Approval of Minutes of Meeting of May 20, 2015

1. California State University Alcohol Policies, Other Substances and Prevention Programs: Seventh Biennial Report, *Information*

**MINUTES OF 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 20, 2015

Members Present

Debra S. Farar, Chair
Margaret Fortune, Vice Chair
Talar Alexanian
Rebecca D. Eisen
Douglas Faigin
Lillian Kimbell
Lou Monville, Chair of the Board
J. Lawrence Norton
Steven G. Stepanek
Timothy P. White, Chancellor

Trustee Farar called the meeting to order.

Approval of Minutes

The minutes of March 24, 2015, were approved as submitted.

Cal State Online Initiative: Update

Gerry Hanley, assistant vice chancellor for academic technology services, presented the update by first stating that Cal State Online provides students additional online avenues to complete their degrees in a timely manner. Cal State Online's services apply to a wide range of CSU's education programs-fully online, hybrid or partially online, and face-to-face-enabling the California State University (CSU) to leverage these Cal State Online investments to support CSU's success broadly. Dr. Hanley reported that collectively, the CSU has 118 fully online degree programs with various concentrations and 76 hybrid degree programs. He explained that there is a wide variety of programs that fall into the "hybrid" category and the general definition is that over 50 percent of the program is not delivered on the campus. In 2013-2014, CSU campuses graduated over 4,320 students through fully online programs and 1,045 students through hybrid programs representing approximately five percent of all CSU graduates annually.

Dr. Hanley presented a chart depicting the number of both fully online and hybrid CSU degree programs that has continued to increase since 2013. He noted that the CSU offers more fully online degree programs than Arizona State University (which offers 93 comparable programs) and UmassOnline, which offers 72 comparable programs. Additionally, enrollments in CSU hybrid and fully online programs has almost doubled in the last two years, from 2,803 students in 2013 to 5,265 students in 2015.

The primary focus of Cal State Online aims to deliver quality online degree programs but individual online courses are also a part of this initiative. Dr. Hanley said that last summer marked the first time that a single schedule of classes was created listing over 700 fully online courses offered by Extended Education divisions on CSU campuses. This summer, CSU campuses have doubled the number of fully online courses offered to 1,400 courses, with almost 500 already filled.

He stated that these courses are open to anyone who wishes to enroll (given they have met the course prerequisites), inside or outside the CSU. An additional cross campus enrollment program, CourseMatch, allows eligible CSU students to enroll in a fully-online course from another CSU campus for credit at their home campus. These courses are a select group of courses that are transferable for General Education credit, and have a track-record of student success. Students enrolling in CourseMatch must be full-time students, in good academic standing, and not first-time freshman or first-time transfer students. Dr. Hanley said a major accomplishment within the CourseMatch program this year is the automation of the application process which will enable the CSU to scale the cross-campus enrollment program. Assembly Bill 386 (Levine) requires that the CSU provide a searchable database of all CSU fully-online courses offered each semester. It is expected that over 3,000 course will be available for students to enroll in across the CSU.

Dr. Hanley explained that Cal State Online has successfully leveraged the collection of fully and mostly online degree programs, providing students with a one-stop shop website at CalStateOnline.net for the almost 200 fully online and hybrid programs and about 900 fully online summer courses. He added that the Chancellor's Office is also launching a system-level marketing campaign, in collaboration with local campus marketing efforts, that includes video, radio, ePosters, social media and paid search. He then presented a sample video representing the new strategy for the Cal State Online Initiative. Communication with campuses is critical as the next phase of Cal State Online develops and each campus has a Cal State Online Campus Coordinator that meet virtually every month. The Chancellor's Office also established the Commission for Online Education, composed of campus presidents, provosts, CIOs, Director of Academic Technology, Statewide Academic Senators, and students, which provides recommendations on policies and strategies related to online education to the Executive Vice Chancellor of Academic Affairs. Dr. Hanley said that to further support broad communication and transparency, a comprehensive communications portal was developed within the CSYou intranet. He concluded the presentation noting that strategies to support quality online programs, lower overall costs, and increase enrollments moving forward, will be managed centrally by Academic Technology Services through a number of systemwide contracts that are expected to save the CSU millions of dollars.

President Richard Rush, CSU Channel Islands, provided brief remarks regarding the work of the commission which is a policy board that provides recommendations for implementation of Cal State Online. The commission is collecting all the policies from all the campuses to ensure the

consistency and transparency in the processes that the commission is pursuing. The commission expects to have the information compiled by fall 2015.

Trustee Morales asked if the fees for Cal State Online courses are the same as campus courses and if there is input from the commission on all aspects of online programs in the CSU. Addressing the fees, Dr. Hanley explained that the online programs are provided by two components, state supported programs and extended education. State supported programs have the same fees incurred by any student, while extended education consists of self-support programs that can vary in fees depending on the program. Regarding input from the Commission, Dr. Hanley confirmed that it covers the full agenda for all online activities and that Cal State Online is just one initiative among many. The Commission also helps with transparency and communication to ensure there is no competition of programs across the CSU.

Trustee Faigin stated that Cal State Online has gone through many incarnations over the years. He wanted to know if the current redesign is the final vision from what was envisioned previously. Dr. Hanley said that online education will continue to transform over time and as such Cal State Online will remain flexible, at both the campus and system level, to adapt to evolving workforce and student demands.

Trustee Faigin asked about the proportion of traditional on-campus students taking online courses to supplement their coursework relative to non-CSU students taking extended education courses.

Dr. Hanley confirmed that extended education is still a significant portion of Cal State Online. Extended Education summer courses are now all organized in a single place where students can complete courses no matter where they are geographically. CourseMatch is another fully online program that matches courses across campuses to allow currently matriculated CSU students options to complete needed courses faster.

Trustee Faigin also asked if it was possible to quantify how Cal State Online is addressing bottleneck courses. Dr. Hanley said that CourseMatch definitely addresses the bottleneck issue. Dr. Smith said that 60 percent of degree programs run through extended education which is open to all students. AB 386 requires that the CSU list all 3,000 online courses by fall 2015 and this will provide further course options for students to take their required coursework and remain on the path to a timely degree.

Trustee Faigin asked about faculty involvement and reaction to Cal State Online. Dr. Hanley reiterated that Cal State Online is a representation of existing campus programs run by campus policies and guidelines, and provides support for faculty to be successful online instructors. In the past 10 months, Cal State Online has had over 700 faculty members voluntarily participate and there is also faculty representation on the Commission for Online Education.

Trustee Taylor inquired as to which campuses have been successful and which ones have delayed adoption and if there are individual goals set for each campus. He further asked for clarification regarding the differentiation of undergraduate versus graduate online programs. Dr. Hanley said that Cal State Online has 31 fully online and 39 hybrid undergraduate programs, while there are 87 fully online and 37 hybrid graduate programs. Trustee Taylor said he liked the marketing video presented though noticed that an explicit reference to student support was absent from the video and asked if there were additional marketing pieces that address this. Dr. Hanley confirmed that the Cal State Online marketing campaign is a cross-campus collaborative effort that includes multiple, targeted marketing pieces and the video was only one component of a broader online education campaign.

Trustee Taylor asked how the system is reconciling leveraging their size to maximize cost savings and efficiencies while also allowing campuses discretion in choosing their own learning management systems. Dr. Hanley said that migration towards a common Learning Management System (LMS) is in process. The CSU is working towards a single contract, which is already saving \$1.4 million in a consolidated contract for BlackBoard. San José State President Mo Quoyami added that the maturity of the LMS technology is improving and will become more sophisticated over time allowing integration with the varying levels of capabilities at the different campuses. President Rush of CSU Channel Islands said that the Commission is in the early stages of compiling policies to identify consistencies and inconsistencies in order to address this very question.

Trustee Eisen asked if Cal State Online is intended to be a large platform pulling together online programs and courses currently available along with extended education courses. Dr. Hanley said yes it is and to think of it as a systemwide aggregator—a comprehensive one-stop shop of all CSU online degree offerings. Trustee Eisen asked how a student can ensure their online course will be transferable for degree credit. Dr. Hanley said CourseMatch, which is only available to CSU students, is highly selective of the courses offered and only courses that are transferable back to the home campus to fulfill either a GE or major course requirement is included.

Speaker Atkins requested that data regarding student success rates, particularly among underprepared and low-income students, as well comparisons between the numbers of CSU vs. non-CSU students taking online courses, be provided in future reports when available.

Trustee Norton asked how many campuses are currently participating in CourseMatch. Dr. Hanley said 11 campuses are providing selective courses, but that participation can also be by sending students to take the courses and the majority of campuses have students taking courses.

Trustee Morales asked to what extent these online initiatives are addressing access for rural students. Dr. Hanley said Cal State Chico has been a leader in providing customized, distance education services for more than 35 years and continues to serve as a model for best practices in online education delivery.

Academic Efficiencies and Effectiveness

Ephraim Smith, executive vice chancellor and chief academic officer, introduced the item reminding the board that this presentation was in response to the discussion from the Committee on Finance item on administrative efficiencies at the March meeting. Trustees requested staff to prepare a similar report for the Committee on Educational Policy, outlining the efficiencies in academic affairs. Ken O'Donnell, senior director for student engagement and academic initiatives and partnerships, presented the report by first stating that the academic efficiencies to be discussed do not always result in dollar savings, but the value to the CSU-students, faculty, staff, and community-are often realized beyond mere fiscal efficiencies. The item focused on not only the efficiency side of the house, but also on ensuring that within these efficiency frameworks the CSU continues to provide quality, effective educational opportunities.

Mr. O'Donnell organized the presentation in terms of inputs on the academic side that include faculty energy and attention, the commitment of students and their families, as well as time and money. Savings on the input side consist of reduced time and units to degree, which were housed under a broader umbrella of student success initiatives employed throughout the system to reduce student attrition and improve academic performance. On the output side, metrics would include number of degrees produced for example, but Mr. O'Donnell noted the importance of recognizing the harder-to-quantify outputs such as educational opportunity, quality, and success for all students. Gains in any of these areas, without commensurate increase in costs, represent efficiency as well. Mr. O'Donnell provided many examples of how a large-scale system like the CSU is able to successfully leverage economies of scale, including bulk purchasing and shared support for infrastructure, to maximize efficiencies and cost-savings for system and students. He noted, for example, the Affordable Learning Solutions Initiative which has been successful driving down the cost of instructional materials like textbooks resulting in nearly \$30 million in savings. As was discussed in the preceding item on Cal State Online, Mr. O'Donnell quantified the savings from efficient business practices for the initiative totaling millions of dollars in savings to the system. The Office of the Chancellor further leverages the CSU's size with shared academic services in faculty professional development (e.g. the Institute for Teaching and Learning), international programs, academic technology, student academic support, and community engagement. He said the system also sponsors entire programs at the state level that otherwise would not exist, including CSU Summer Arts, Cal State TEACH, and the pre-doctoral program to recruit minority students into advanced study. Finally, there are the economies of consolidating course offerings, with online delivery and regional consortia to offer programs that are too specialized or expensive for a single campus to mount. He also noted the science-based CSU affinity groups' efforts in awarding seed grants for students and faculty to pursue large-scale grants that have resulted in over \$52 million in follow-on funding from external sources. Taken together he said, such economies of scale enhance the student experience and quality of a CSU education, at relatively little additional cost to the state.

In terms of student success efforts, the CSU focuses on targeted initiatives at every possible point of a student's educational pathway, beginning before they even enter the CSU with high school

placement testing in the junior year and Early Start to ensure they arrive fully prepared to succeed at the college-level, to streamlining transfer pathways with the Associate Degrees for Transfer, and reducing overall baccalaureate units to 120 semester or 180 quarter units. An additional area of emphasis within student success focuses on course redesign with technology. Three videos were presented highlighting promising practices using hybrid labs in undergraduate biology courses (CSU Los Angeles) and elementary math (CSU Northridge) and the successful implementation of Supplemental Instruction (SI) at CSU Fullerton. Mr. O'Donnell said that early data from the hybrid labs at CSU Los Angeles had improved rates of student success in terms of overall academic performance and even on improved attitudes towards the course material. Both the initiatives at CSU Northridge in elementary math and SI at CSU Fullerton are being scaled to other campuses throughout the system. He noted the positive effects of SI on all students, but particular its success with Under-Represented Minority (URM) students and closing achievement gaps. He summarized that all of these student success initiatives taken together are working to address course bottlenecks, but they must be in tandem with continued outreach and advocacy efforts to ensure resources are allocated to support higher education.

Mr. O'Donnell concluded the presentation by emphasizing the effectiveness of the strategies discussed and how incorporating High-Impact Practices, like service learning and community engagement for example, help to deepen learning and improve student persistence while also closing achievement gaps. Of importance to note in terms of research, particularly in the STEM disciplines, he said that the CSU's success of its faculty's extensive external grant awards totaling more than half a billion dollars has helped provide CSU students with a high-quality, affordable educational experience. Finally, taking in all the efficiencies presented, when looking at gains in additional bachelor degrees earned resulting from the various coordinated efforts under the Graduation Initiative, the next phase of the initiative is expected to yield further gains (estimating an additional 171, 000 degrees earned) at no additional cost to the state as a result of the efficiencies already under way.

Trustee Faigin again asked again about bottleneck courses and requested that additional follow-up information from the 2013 study be provided at a subsequent meeting.

Trustee Taylor asked about the graduation rate targets for the next phase of the initiative and how the bar is set so that the CSU is maximizing efficiencies while also serving as many students as possible. Mr. O'Donnell said the optimal grad rate is a difficult target and how to balance the metrics to also take into account targets such as closing achievement gaps will continue to be of utmost importance in the next phase of the initiative.

Trustee Eisen asked about programs to reconnect with students that have stopped out along the path to degree. Mr. O'Donnell mentioned that campuses have numerous programs and outreach efforts in place to identify those students, recover them, and inform them of their options to complete their coursework. Additionally, eAdvising software provides predictive analytics that assists in identifying at-risk students in order to offer proactive, intrusive advising. Also, Dr.

Hanley added that Cal State Online offers a reconnect program for students to complete coursework and earn their degree.

Student Trustee Brewer asked if supplemental instruction (SI) has shown to help close achievement gaps and how many campuses are using SI. Mr. O'Donnell said SI in some form is available on all campuses and is scaling very quickly throughout the system as early data has revealed dramatic outcomes and success closing achievement gaps. Modeled after the International SI Program at the University of Missouri at Kansas City, the SI program at CSU Fullerton has been one of the first to successfully scale this model and training in this model is planned for five additional CSU campuses.

Trustee Farar adjourned the Committee on Educational Policy.

COMMITTEE ON EDUCATIONAL POLICY

California State University Alcohol Policies, Other Substances and Prevention Programs: Seventh Biennial Report

Presentation By

Loren J. Blanchard
Executive Vice Chancellor
Academic and Student Affairs

Ray Murillo
Director
Student Programs, Student Academic Support

Background

The California State University (CSU) Board of Trustees approved a resolution at their July 10-11, 2001 meeting to adopt and implement the recommendations of the Alcohol Policies and Prevention Programs Committee's final report consistent with the individual missions of each campus. In addition, the resolution called for a report to the trustees every two years assessing the outcomes of campus alcohol education and prevention programs. The resolution also specified that the chancellor report on the success of obtaining external funding for system and campus programs.

This is the seventh biennial report on the implementation of the Trustees' Alcohol Policies and Prevention Programs. It summarizes activities that have occurred on campuses in the last two years specific to the following areas: (1) summary of grants received (external funding); (2) description of successful campus program(s) implemented over the past two years; (3) summary of activities related to tobacco use; (4) activities related to prescription use and misuse; (5) annotated information on successful assessment activity including methodology and results; and (6) highlights of any special accomplishments.

The CSU's alcohol policy is comprehensive, visionary and ambitious. To be successful in its effort to address student alcohol abuse, the CSU must collaborate and cooperate with others, including local and statewide partners as well as public agencies. In the first compact of its kind in California, a memorandum of understanding (MOU) was signed February 13, 2002, involving six state agencies and the CSU to fight alcohol abuse on- and off-university campuses. These agencies include: the Business, Transportation, and Housing Agency; Alcoholic Beverage Control (ABC); Alcohol and Drug Programs (ADP); the California Highway Patrol (CHP); the Department of Motor Vehicles (DMV); and the Office of Traffic Safety (OTS). The MOU focused on addressing student alcohol abuse, sharing information on grant funding, cooperating

on a legislative agenda, and developing joint alcohol education, enforcement, training and prevention programs for campus and community leaders. In addition to these cooperative agreements to successfully address and implement student alcohol and other drugs policies, a number of CSU campuses have also received grants to fund alcohol education, prevention and enforcement programs. Over \$900,000 in grants was received for the 2013-2015 period with an increased amount received by faculty specific to research and assessment.

In recent years, there has been increased programming to expand efforts related to prescription use and abuse. Increased outreach and training programs for peer health educators, resident advisors and student affairs staff, changes to protocols for distribution of pharmaceuticals, and education on monitoring and storing of prescription medications are just a few examples of the efforts specific to addressing abuse of prescription medication taking place on CSU campuses. CSU Sacramento has added prescription drug abuse information to its Athletics Department Life Skills seminar while CSU Stanislaus has partnered with its local and regional agencies in coordinating "Drug Take-Back" events in providing a controlled and safe place to dispose of prescription medications.

Chancellor White announced a partnership with the Aware, Awake, Alive program at the CSU Board of Trustees meeting on July 23, 2013. The Aware, Awake, Alive program-a toolbox of services to educate and reduce alcohol poisoning deaths-was formed by Mr. and Mrs. Starkey in memory of their late son, Cal Poly San Luis Obispo freshman, Carson Starkey, who died of alcohol poisoning in 2008 at the age of 18. All 23 campuses have initiated programs utilizing the toolbox with the goal of furthering efforts for students to make the right decisions when faced with an alcohol poisoning medical emergency.

Along with these systemwide efforts, CSU campuses reported the following:

- Increased collection of data profiling specific needs of students therefore creating and coordinating campaigns utilizing data-driven decision making;
- A decrease in students driving while under the influence;
- A reduction in alcohol-related student conduct issues;
- A reduction in the number of underage students who consume alcohol;
- A reduction in the number of students who reported binge drinking (5 or more drinks in one sitting);
- An increase in the number of students who seek medical assistance for intoxicated friends; while at the same time, a decrease in the number of alcohol-related transports;
- An increase in alcohol-free events, both on- and off-campus;
- Increased implementation of web-based assessments around alcohol/drug and sexual violence prevention and education tools;
- A reduction in the number of DUIs;
- An increase in the number of students receiving beverage service training; and
- An increasing number of campuses partnered with local law enforcement agencies to firmly enforce alcohol-related laws.

Statement of the Problem

Recognizing that alcohol abuse is not just a national higher education problem but also a CSU problem, Chancellor Emeritus Charles B. Reed appointed a committee in November 2000 to review the CSU's alcohol policies and prevention programs to help prevent alcohol-induced deaths and alcohol poisoning of CSU students. The CSU Alcohol Policies and Prevention Programs Committee, which was chaired by Fresno State President Emeritus 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 23 unique campuses. Many CSU campuses serve traditional-aged students (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 is above the traditional-aged student.

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 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. The campuses must maintain the biennial review report on file, so that, if requested to do so by the United States Department of Education, the campus can submit it.

Guiding Principles

Effective alcohol education and prevention programs developed and implemented by campuses respond to the following principles that were adopted by the CSU Board of Trustees July 2001 resolution:

- 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 regarding 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 Networks, use students to encourage their peers to develop responsible habits and attitudes regarding alcohol and related issues.)

The committee divided its work into six areas: (1) policies; (2) enforcement and legal issues; (3) education and prevention programs; (4) training, intervention and treatment; (5) assessment; and (6) resources. Below are the committee's recommendations adopted by the trustees that campuses and the CSU system are expected to follow to create and strengthen their alcohol-related policies and programs.

General recommendations by the CSU Alcohol Policies and Prevention Program Committee include:

1. The chancellor should require campuses to develop comprehensive alcohol policies and programs that are consistent with each campus mission, have a commitment to holding individuals and student organizations accountable for their behavior and a commitment to offering effective education programs that are regularly assessed.
2. Each campus should actively apply its policies.
3. Each campus should communicate alcohol policies to new students and their parents before and when they arrive on campus.
4. Each campus should create a university-wide alcohol advisory council, including community membership, which annually develops and reviews programs and goals, assesses the effectiveness of the campus program, and makes recommendations to the president. These councils should be under the direction of the vice presidents for student affairs.
5. Each campus should gather data every two years to determine if its policies and programs are achieving the desired outcomes. Findings should be reported to the chancellor and trustees.
6. The CSU should sponsor conferences in which campuses share best practices, policies and programs as well as feature state and national experts.
7. State laws should be reviewed by the campus alcohol advisory councils and recommendations made to trustees and presidents for any changes that can enhance and support campus policies.
8. The campuses and the CSU Chancellor's Office should devote sufficient campus and system resources to ensure the effectiveness of programs and policies.
9. Partner 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.

10. Develop effective training, intervention and treatment programs that will work on all campuses.

Role of Vice Presidents for Student Affairs

The vice presidents for student affairs were charged with developing and implementing campus alcohol education, prevention, and enforcement programs. In response to this charge, in the summer of 2001 the vice presidents for student affairs appointed an Alcohol Policy Implementation Steering Committee, which convenes quarterly to provide guidance to campuses about effective policy implementation strategies. The current membership includes:

- Greg Sawyer, Chair, Vice President for Student Affairs, CSU Channel Islands
- Drew Calandrella, Vice President for Student Affairs, CSU Chico
- Berenecea Johnson-Eanes, Vice President for Student Affairs, CSU Fullerton
- Peg Blake, Vice President for Enrollment Management & Student Affairs, Humboldt State University
- Ronnie Higgs, Vice President for Student Affairs & Enrollment Management, CSU Monterey Bay
- Eric Rivera, Vice President for Student Affairs, San Diego State University
- Keith Humphrey, Vice President for Student Affairs, Cal Poly San Luis Obispo
- Eric Forbes, Assistant Vice Chancellor, Student Academic Support, Chancellor's Office
- Ray Murillo, Director, Student Programs, Chancellor's Office
- Sabrina Sanders, Assistant Director, Student Programs, Chancellor's Office

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. This 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 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, leveraging or redirecting opportunities to achieve objectives, and partnering with law enforcement, Alcohol and Beverage Control (ABC), and community organizations.

Key state agency staff members have been appointed from the Office of the Attorney General, Superintendent of Public Instruction, Department of Alcohol and Beverage Control, Department of Health Services, Office of Criminal Justice Planning, Office of Traffic Safety, Office of the President of the University of California, and the CSU Office of the Chancellor. Upon the recommendation of former Chancellor Reed, the governor appointed Paul Oliaro, former vice president for student affairs, CSU Fresno, and Ray Murillo, CSU Chancellor's Office director of student programs, academic affairs, student academic support, to represent CSU on this council.

California State University 2013-2015 Biennial Report

CSU Alcohol and Education Conference

The CSU is committed to sponsoring Alcohol, Tobacco and Other Drugs (ATOD) Educational Conferences since the trustees adopted the implementation of the Alcohol Policies and Prevention Programs. Hosted by alternating campuses since 2002 and under the leadership of the Student Affairs Council (SAC), California State University Channel Islands hosted the 2014 CSU Alcohol, Tobacco and Other Drug Educational Conference on April 3-4, 2014. The conference had a record number of attendees (419), program submissions (22), sponsors (16), and student attendees (163). In alignment with the conference's theme entitled, *Forecasting the Future: Intervention Today, Prevention Tomorrow*, the ATOD conference planning committee highlighted programs such as *Aware, Awake, Alive*; tobacco prevention initiatives and education; policies and procedures to support ATOD prevention; student-involved prevention; and ATOD research and innovation.

Humboldt State University and California State University, Monterey Bay co-hosted the 2015 California State University ATOD Educational Conference on April 16-17, 2015 at the Monterey Marriott and Convention Center. The conference theme, *Exploring Best Practices*, brought together administrators, faculty, staff and students in an environment conducive to learning from colleagues across the system and from experts external to the CSU. The conference participants shared best practices, policies and exemplary programs that promote responsible alcohol use, and alcohol and other drug abuse prevention on campus and in the community.

To recognize exceptional leadership and exemplary programs, an awards program was developed to acknowledge outstanding leadership and best practices in the following categories: (1) the Student Leadership Award honors students who have been effective leaders in alcohol and other drug prevention on their campuses; (2) the Student Club or Organization Award recognizes a student organization or club that is committed to educating others on the effects of alcohol or other drugs in an effort to create a healthier campus environment; (3) the Alcohol and other Drug Champion Award honors an administrator, faculty or staff person who has served as a "champion" for alcohol and other drug education initiatives on the campus, in the community or organization; (4) the Violence Prevention Champion Award honors an administrator, faculty or

staff person who has served as a “champion” for violence prevention initiatives on the campus, in the community or organization; and (5) Peer Educator’s Advisor Award honors the hard work of a faculty or staff member who serves as an advisor to peer education programs at their institutions specific to alcohol, tobacco or other drug initiatives. These are listed at <http://www.calstate.edu/ATOD/>.

External Funding

Eleven campuses (Dominguez Hills, Fresno, Long Beach, Monterey Bay, Northridge, Pomona, Sacramento, San Bernardino, San Diego, San Francisco and Stanislaus) applied for and received additional funding in the form of grants totaling over \$900,000 to support campus alcohol and other drug education, prevention and enforcement programs. There was also a strong representation of research grants received to support data collection, analysis and direct interventions around issues of alcohol and substance abuse by CSU faculty to serve both their respective campuses and communities. The Coalition for Safer California Universities provided grants for alcohol prevention programs and training around topics related to recognizing and addressing the signs and symptoms of alcohol and drug poisoning. The Recording Artists, Actors and Athletes Against Drunk Driving (RADD), supported designated drivers programs and campus-wide outreach programs to avoid the danger of drinking and driving. Substance Abuse and Mental Health Services Administration (SAMSA) is supporting programs that develop and implement an alcohol screening protocol in primary care clinics. CSU Long Beach, San Diego State and CSU Stanislaus received the Stacy Matheson Foundation grant to initiate the start-up of collegiate recovery programs including support groups and programming specific to students in recovery. Finally, three campuses (Dominguez Hills, Sacramento and San Bernardino) received funding to support research in the area of addiction, statistical analysis, education, outreach and treatment programming. The CSU continues to facilitate and participate in national research initiatives and utilize data to address the prevention and education of students, faculty and staff on alcohol and other drug use and abuse. Grant opportunities have continued to support innovative programs and initiatives in the CSU and are key to continued partnerships with local, state, national and private agencies. A comprehensive list of grants by campus are included in Attachment A.

Campus Compliance with CSU Alcohol Policy

Since adoption of the trustees’ alcohol policy, the CSU system has continued to create, implement, and strengthen alcohol-related policies and programs in response to the following key recommendations developed by the CSU Alcohol Policies and Prevention Programs Committee:

- 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 and other drug advisory councils, which include community membership. These committees meet to develop and review programs and goals, assess the effectiveness of the campus programs, and make 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 Higher Education Alcohol & Other Drug Conference that facilitated campuses to highlight best practices, campus 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.

Campus Activities

CSU campuses engage students in experiential, innovative alcohol and other drug education, prevention and enforcement programs. Some campus examples of effective alcohol education, prevention and/or enforcement programs to highlight include:

- Development of Peer Education Programs in which students are trained to conduct outreach and educational programs to their peers;
- Campus-held week-long Safe Spring Break activities including service-learning and community engagement programs that focused on creating awareness and education around the issues of alcohol and other drug abuse during a very active time when alcohol is abused;
- Sponsoring “alcohol awareness weeks” or similar programs and workshops focused on the effects of alcohol drinking and binge drinking, relationship between alcohol and unwanted, non-consensual sex, negative effect of alcohol use on personal and academic success, and consequences of drunk driving;
- Provide alcohol- and drug-free social activities on-campus during days and times associated with collegiate alcohol consumption (e.g., pool parties, video game tournaments, concerts, dances, comedy shows, and movie nights Thursday through Saturday evenings);
- Campuses are working closer with their city police departments in adjudication of student conduct issues related to drugs and/or alcohol in data sharing, programming and sanctioning.
- Increased collaboration between Housing/Residential Life, Athletics, Greek Life and Office of Student Conduct in addressing issues of alcohol and other drugs;
- Campuses are increasingly utilizing technology (e.g., electronic assessments, outreach, intervention tools, etc.) in their student development practices in orientation, housing,

Greek Life, Office of Student Conduct, Athletics, Counseling and Psychological Services, and Student Health Centers.

- Training all those who regularly interact with students, such as faculty advisors, resident advisors, 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, student organizations, and first-time offenders of campus alcohol policies;
- 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);
- Reducing the number of alcohol-related items sold in the campus bookstores (e.g., shot glasses and beer tankards, often super-sized and 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 among campuses, municipal law enforcement, and the California Department of Alcohol Beverage Control (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;
- Establishing community-collegiate alcohol prevention partnerships that encompass wide participation from representatives of other area institutions of higher education;
- Establishing peer-education programs that provide alcohol and other drug awareness presentations and workshops; and
- Establishing safe-ride programs for who are in need of an alternative for drunk driving or a way out of an unfavorable situation.

Campus Initiatives Related to Tobacco

All campuses comply with smoke-free campus policies, state and CSU smoking regulations in public buildings and secondhand smoke policies. Campus strategies to reduce tobacco use include education and outreach activities, smoking policy review committees, cessation programs, educational resources and materials, and student assessments. The CSU has organized a systemwide workgroup to review the current policy on smoking and tobacco use on campus as it relates to the goals of decreasing exposure to secondhand smoke and tobacco use among college students.

Prescription Drug Use Initiatives

In 2011, the Chancellor's Office began requesting that campuses provide a brief summary of their activities related to prescription use and abuse in their biennial report. Campuses have hosted drop boxes for collecting unused/and expired prescription medication alongside local police agencies, conducted risk-assessments, performed random drug testing for student-athletes, provided training programs for peer health educators, resident advisors and staff, educated faculty and staff on issues related to prescription drug abuse and campus pharmacies have registered with the California Prescription Drug Monitoring Program (PDMP) designed to identify and report drug abuse through monitoring Schedule II through IV prescriptions. Student Health Centers have taken a role in monitoring prescription medication abuse through myriad means including surveys, education, outreach and reevaluating practices and protocols including not carrying Schedule II medications in campus pharmacies. A sample of campus activities related to prescription drug use initiatives are listed by campus in Attachment B.

Measurable Outcomes

The CSU Alcohol Policies and Prevention policy requires each campus to gather data every two years to determine if its policies and programs are achieving the desired outcomes. On the basis of these assessments, 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. In some instances, the assessment represents a longitudinal study of behavior change while other studies assess student behavior about the consequences of alcohol and drug use to guide campus risk reduction efforts. The following section provides more information about campus assessment activities.

Assessment Activities

Assessment activities throughout the CSU range from program reviews, student satisfactions, online intervention tools, and nationally recognized, benchmarking instruments. Campuses such as San Diego State are utilizing survey tools to profile their incoming first-time students to assess their behaviors and perceptions as it relates to health, wellness and at-risk behaviors related to ATOD. San Diego State has been assessing student behaviors, judicial violations and related at-risk behaviors since 2007 in relation to their annual Aztec Nights program. The campuses then utilize the data to strategically plan their programming to specific populations with specialized interventions for those who may engage in high risk behaviors. An example of this is the use of online prevention programs with evidence-based content, national benchmarking assessments and use of data by campus-wide leadership in directing campus policies and practices.

A number of CSU campuses—Channel Islands, Chico, Dominguez Hills, East Bay, Los Angeles, Monterey Bay, San Luis Obispo and San José—have launched AlcoholEdu, an online assessment tool for incoming freshmen that incorporates the latest evidence-based prevention methods to

inspire students to reflect on and consider changing their drinking behaviors. This tool is administered in two parts with Part 1 being completed during the summer and Part 2 being completed two-to-four weeks after school has begun. Part 1 consists of three major components; a pre/post survey that tests students' knowledge on responsible drinking and bystander intervention, a pre-test that measures attitudes and behaviors pertaining to drinking and bystander intervention, and an educational component that addresses these issues. Part 2 consists of a post-test that measures any changes in attitudes and behaviors that may have occurred since arriving at the campus. During the first year of implementation, specific populations (e.g., first-time new students) complete the education portion and follow up survey. Data gathered from this tool showcases the following results from San José State as one example:

- Drinking rates for incoming freshmen are below the national average with 50 percent identifying as abstainers. (Note that the campus retained 100 percent of their abstainers when measured midway through fall semester.)
- Of those that drink, most are drinking in off-campus residences and Greek housing.
- The most common risky drinking behavior reported among those that drink was “doing shots” with the intention of getting drunk. About 49 percent of drinkers reported engaging in this behavior which is higher than the national average.
- Average scores on the knowledge-based survey increased from 50 percent to 79 percent after completing the educational component of the tool.
- Of those that completed Part 1, 81 percent reported that the tool helped them establish a plan for responsible decisions around alcohol, 80 percent stated that the tool prepared them to identify and help someone who has alcohol poisoning, and 61 percent stated that the tool stimulated them to reflect on their own personal attitudes and behaviors.
- Among the 53 percent of high-risk drinkers who saw no need to change the way they drink before taking AlcoholEdu, 29 percent indicated their readiness to change after completing the course.

The survey results have helped to inform the emphases of subsequent health education programming and interventions related to ATOD. For example, new policies have been implemented stating that students affiliated with Greek Life must attend an alcohol education workshop or event each semester at San José. Additionally, education efforts in university housing have increased through in-depth resident assistant training, social norming, environmental management strategies, and educational programming. Furthermore, three new subcommittees have been formed within the Alcohol and Drug Abuse Prevention Committee to analyze current drinking policies, assess current programming efforts to align them with campus needs, and coordinate athletic events to include alcohol abuse prevention strategies.

A number of campuses—Bakersfield, Chico, East Bay, Fullerton, Northridge, Pomona, San Bernardino, San Marcos and Sacramento—are utilizing a nationally recognized research survey to collect data on student's health habits, behaviors and perceptions. The American College Health Association's National College Health Assessment (NCHA) II has been utilized to survey college students across a wide range of health and wellness issues, including questions about

alcohol, tobacco, and other drug use. Survey results are utilized to identify students' most common health and behavior risks, design ATOD education efforts, and engage in discussions with faculty, staff and administration regarding the need to augment health-related resources for students.

Most campuses will survey their undergraduate students with results tabulated and analyzed by the American College Health Association and provided to the campus. The following findings are shared by CSU Monterey Bay, which identified outliers in its students' behaviors from national averages:

- Eight percent of respondents reported that alcohol and/or other drug use negatively affected their individual academic performance, compared with 4.8 percent nationally;
- 65.5 percent reported using alcohol within the last 30 days, compared with 62 percent nationally;
- 22.7 percent reported using marijuana within the last 30 days, compared with 15.3 percent nationally; and
- 11.6 percent reported using other drugs (not including prescription drugs) within the last 30 days, compared with 12.8 percent nationally.

Additionally, results from the NCHA indicate that students who report using alcohol appear to be making healthier choices in regard to their consumption. While national data shows that 40.7 percent of college students reported consuming 5 or more drinks the last time they "partied" or socialized, the rate for example at CSU Monterey Bay was 24.1 percent. These results are consistent with those gathered from freshmen students completing surveys associated with the AlcoholEdu online education course.

The use of gathering data, developing and implementing programs and practice was highlighted amongst a number of CSU campus reports. Cal Poly San Luis Obispo, CSU Chico and CSU Stanislaus report that their Alcohol Advisory Committees, comprised of campus-wide leadership, regional and local law enforcement and local community partners, review such survey findings and make recommendations to policy and programming as a result of the rich data they gather from such assessment efforts.

The list below provides a number of additional online alcohol interventional and personalized feedback tools utilized on CSU campuses for education, data collection and interest inventory for students.

- College Wise - Alcohol Wise: Includes an assessment component used to measure the impact the program has on student knowledge and behaviors.
- E-Chug and e-Toke: Developed by counselors and psychologists at San Diego State University, these were designed as personalized "interventions" to reduce levels of hazardous use and the tragic consequences that too often follow, e.g., sexual assault, alcohol poisoning, DUI injuries and death, violence, unwanted pregnancies and poor academic performance.

- eCHECKUP TO GO: Developed by counselors and psychologists at San Diego State University, the eCHECKUP TO GO programs are designed to motivate individuals to reduce their consumption using personalized information about their own drinking and risk factors. The programs were designed and are updated with the most current and reliable research available.
- MyStudentBody.com: A comprehensive primary prevention program that addresses the most relevant health-related issues on college campuses today, covering drug and alcohol abuse, sexual health, nutrition, tobacco and stress.
- BASICS (Brief Alcohol Screening and Intervention for College Students): A preventive intervention for college students 18 to 24 years old. It is aimed at students who drink alcohol heavily and have experienced or are at risk for alcohol-related problems such as poor class attendance, missed assignments, accidents, sexual assaults and violence.
- Alcohol Use Disorders Identification Test (AUDIT): Short question screening test used in the clinical setting to determine if a person's alcohol consumption may be harmful.
- Marijuana 101 ("3rd Millennium Classrooms"): Fast paced, six lesson course that specifically addresses marijuana use and includes an intervention component. The course is used to measure changes in student attitudes and behavior.
- Haven: Online tool to assist with understanding aspects of sexual assault.
- Campus-based surveys: Several campuses have developed their own survey instruments involving random samples of students. Surveys involve pre-test and post-test assessments to track longitudinal behavior trends.
- CORE Alcohol and Drug Survey: The U.S. Department of Education and advisors from several universities and colleges developed the CORE Drug and Alcohol Survey in the late 1980s. The survey is used by universities and colleges to determine the extent of substance use and abuse on their campuses. The CORE Institute at Southern Illinois University-Carbondale (SIUC) now administers the survey.
- Ping my Health Online Assessment Tool: Data collected includes lifetime tobacco use, quit attempts, perceptions of tobacco use, and use of tobacco products other than cigarettes.
- Screening, Brief Intervention, Referral to Treatment (SBIRT): SBIRT is an evidence-based method that gives health care providers skills to discuss health behavior changes with their patients. It has proven to be particularly effective at motivating individuals to change harmful substance use. The three parts of SBIRT are:
 - Screening: determines the severity of substance use;
 - Brief Intervention: builds motivations through a collaborative conversation; and
 - Referral to Treatment: directly links patient with appropriate, requested services.
- Prevention Research Center's California Safer Universities Survey: The primary purpose of the survey was to collect data on alcohol and other drug use on college campuses in the CSU and University of California (UC) and to evaluate the efficacy of a "Risk Management" approach to alcohol problem prevention. This assessment utilized an Internet survey as its mode of data collection.

Student Alcohol and Other Drug Programming: Highlights of Special Accomplishments in the California State University

The CSU continues to be a national leader in ATOD programming. The following highlights a few of the accomplishments and best practices from campuses over the past two years. A full description of programs can be reviewed in Attachment C. An increasing number of campuses including Chico's *Collegiate Recovery Center*, Stanislaus's *Warriors for Recovery*, San Diego State's *Collegiate Recovery* and Long Beach's *Collegiate Recovery Community (CRC)*, have initiated support programs for students in recovery. CSU Long Beach's established *Collegiate Recovery Community (CRC)* is a university sanctioned and supported collegiate recovery program for students recovering from addiction. Through a CRC, the program aims to educate people about addiction to help remove the stigma and teach the community about the disease of addiction. This program helps to build upon the significance of a university campus providing a nurturing, affirming environment in which students seeking recovery or are in recovery can find peer support as well as other recovery support services while attaining a college education. Students participating in this community have educational, academic, advisory, community building, and programmatic opportunities that support their decision to maintain their recovery as well as improve their academics and general life skills. Activities include weekly support meetings, evening candlelight 12-Step meetings, and YogaMed, a weekly event that promotes healthy recovery behaviors while practicing yoga and meditation. The holistic approach to supporting students in recovery not only emphasizes the importance of maintaining sobriety, but also increases student involvement, highlights that addiction is treatable and increases a student's college completion.

A number of campuses have implemented screening programs for students visiting the health centers on-campus or in their immediate communities or through national events hosted on campus. For example, Maritime Academy facilitates a National Alcohol Screening Day event for their campus community. Also, Sonoma State highlighted the integration of the Alcohol Use Disorder Identification Test (AUDIT-C) into clinical practice in the primary care clinic to screen students for alcohol abuse. The objective of the screening program is to screen at most patients seen in primary care. Student Health Center (SHC) staff are trained to provide Brief Alcohol Screening and Intervention for College Students (BASICS) in order to increase the capacity to provide brief treatment to students who screen positive or are referred to the SHC for alcohol-related sanctions by other campus departments. Based on clinical judgment or the severity of the sanction, students are referred either to a ninety-minute "Substance Use Seminar" class provided by a health educator or BASICS sessions provided by a counselor. The Substance Use Seminar is an educational class focused on reducing the risk of negative alcohol-related consequences. Students are required to complete the e-CHUG online alcohol questionnaire prior to attending. The discussion-based seminar is informed by principles of motivational interviewing. Counselors then work with the student to determine next steps, which may include treatment, continuation of counseling sessions, or referral to community resources. Upon implementation of Screening and Brief Intervention and Referral for Treatment (SBIRT), there is follow up with the

student by appropriate staff. CSU Northridge's SHC has an ATOD counselor who meets with high-risk students who have been referred and/or sanctioned or self-referred, which has been an extremely effective resource for the campus.

Bystander Intervention programs have continued to flourish across the system—including CSU Chico, San Francisco State, CSU Bakersfield, Fresno State, CSU Fullerton, CSU East Bay and Humboldt State—in response to intervening when observing an emergency or a situation where someone may need assistance. Programs range from two-hour trainings to long-term program commitments where program participants are provided CPR and first aid training, in-depth bystander intervention training via the Step-UP Bystander Intervention training created by the University of Arizona, alcohol awareness training, and discrimination/harassment/sexual assault awareness training. Goals of the program include the ability of participants to: (a) recognize alcohol poisoning and overdose; (b) identify and report discrimination and/or harassment, including sexual assault; (c) learn how to effectively intervene with their peers; and (d) empower students to take care of themselves.

Next Steps

Moving forward from the CSU Alcohol Policies, Other Substances and Prevention Programs Seventh Biennial Report, the necessity for systemwide data and research will remain critical to direct the next steps. This became apparent recently during a discussion with CSU vice presidents of student affairs and a number of the ATOD leaders as they assessed the systemwide ATOD educational conference.

Coincidentally, the need for systemwide data and assessment was also a priority for the CSU Systemwide Student Mental Health Services Advisory Committee this past year. Following a year of reviewing nationally recognized research models and garnering input from constituents, the recommendation to use the American College Health Association (ACHA) National College Health Assessment (NCHA) as the systemwide survey instrument was approved by the advisory committee and vetted by the Student Health Services Advisory Committee, and vice presidents of student affairs. The NCHA is a nationally-recognized research survey that will assist the CSU in collecting precise data about students' health habits, behavior and perceptions. While other health surveys of college students cover a single topic area, the NCHA collects data on the widest range of health issues: alcohol, tobacco and other drugs; sexual and reproductive health; weight, nutrition, and exercise; mental health; and personal safety and violence. The CSU will initiate the administration of the NCHA in the 2015-2016 academic year.

Following the data collection, a systemwide committee will review and evaluate the results. The CSU Council of Presidents, vice presidents of student affairs and provosts/vice presidents of academic affairs will collectively engage in reviewing and discussing the findings, and how they connect to campus and systemwide policies and practices. The CSU remains committed to providing a leadership role in this critical area and will utilize the enhanced data findings to direct next steps as it relates to campus and systemwide planning efforts.

**Grants Received to Support Alcohol Education,
 Prevention, and Enforcement
 2013-2015**

Campus	Grant	Purpose	Amount	Grant Period
Dominguez Hills	Research, Scholarly and Creative Activity Internal Awards Program	Three unit release for data analysis by faculty, publication, incentives, and the registration fee for survey tools. CSUDH partnered with Academic Affairs to conduct a climate survey to understand student's usage, interaction, and knowledge of resources surrounding alcohol, other drugs, and tobacco. The survey was administered Fall 2014 with 799 students participating. The data analysis occurred in Spring 2015 and we look forward to sharing the results with our campus community.	\$10,000	2014
Fresno	Anheuser Busch Foundation / National Social Norms Institute – University of Virginia	To implement the eCHECKUP TO GO survey for all incoming freshman and transfer students beginning Summer 2013.	\$2200	2013
Fresno	California Health Collaborative	For the Drug and Alcohol Awareness and Wellness Guides to conduct a video contest among Fresno State Students to produce a home-made video on alcohol safety.	\$2975	2013-2014
Fresno	Fresno State – Instructionally Related Activities (IRA)	Sent 25 students to 2013 Annual Higher Education Alcohol and Other Drugs Conference hosted by CSU Chico.	\$4471	2013
Fresno	Fresno State – Instructionally Related Activities (IRA)	Sent 25 students to 2014 Annual Higher Education Alcohol and Other Drugs Conference hosted by CSU Channel Islands.	\$5000	2014
Fresno	Fresno State – Instructionally Related Activities (IRA)	CPR Certification for 200 students taking the WATCHDOG trainings.	\$7000	2014-2015
Fresno	Fresno State – Instructionally Related Activities (IRA)	Sent 25 Fresno State student representatives to the 2014 Alcohol and Other Drug Education Conference hosted by CSU Monterey Bay and Humboldt State University.	\$5000	2015
Long Beach	Stacie Mathewson Foundation	CSULB Beach Recovery - focuses on addiction recovery and prevention for young people, and committed to erasing the social stigma associated with addiction and alcoholism. We support and	\$10,000	2013

Campus	Grant	Purpose	Amount	Grant Period
Long Beach	Student Learning Outcomes	<p>collaborate with those who transform lives while transforming the very perception of recovery. The Foundation is currently conducting a national study to identify the community assets that can help college students in recovery to thrive. Their goal is to support 100 new collegiate recovery programs over the next three years.</p> <p>CSULB Sexual Assault Facts & Empowerment (SAFE) Bystander Program - Students participating in the HRC Peer Educator Sexual Assault Facts & Empowerment (SAFE) Bystander Program will increase knowledge of sexual assault, contributing factors and prevention techniques and provide the SAFE Bystander presentation to CSULB college students.</p>	\$1000	2013
Monterey Bay	California Mental Health Services Authority's (CalMHSA) Student Mental Health Initiative	<p>This grant was specifically used to strengthen the CSUMB POWER (Promoting Other Wellness through Education and Resources) Peer Education Program in regards to mental health stigma reduction and suicide prevention efforts. Since there is a proven correlation between AOD use and the mental health of college students, much of our CalMHSA-funded programming focused on informing students of this relationship and assisting them in developing coping strategies that do not include the use of alcohol and/or other drugs. To contribute to this, a portion of CalMHSA funding was also used to send student and staff representatives to the 2013 and 2014 CSU Alcohol, Tobacco, and Other Drugs Educational Conferences.</p>	Unreported amount	2012-2014
Northridge	Substance Abuse and Mental Health Services Administration (SAMHSA)	<p>Three-year \$833,570 grant for the "CSUN/TTC START: Services for Telehealth and Rapid Testing: A campus and community partnership to serve those at risk for substance abuse and HIV." Aims to reduce the numbers of CSUN students reporting excessive use of alcohol, and to increase the numbers of students and community young adults completing an HIV rapid test. Goals:</p> <ol style="list-style-type: none"> 1) Increase awareness of campus counseling regarding alcohol-use and rapid HIV testing through development and implementation of a culturally-responsive outreach campaign promoting access to alcohol use and HIV prevention services and reduce potential concerns about stigma associated with such services. 	\$555,713	2013

Campus	Grant	Purpose	Amount	Grant Period
Northridge	California Office of Traffic Safety (OTS) through the National Highway Traffic Safety Administration (NHTSA) (housed at University of California, Irvine)	<p>2) Expand CSUN's alcohol use prevention and counseling services currently offered at the Klotz Student Health Center by adding a Telehealth counseling option provided by TTC; increasing the numbers of students who are screened for alcohol use and subsequently referred and counseled for treatment if needed.</p> <p>3) Increase the utilization of TTC and its state-certified HIV counselors, and expand campus and community HIV rapid oral testing, prevention, and HIV counseling services for CSUN students and local community young adults.</p> <p>4) Increase community awareness of responsible alcohol sales and consumption by utilizing environmental strategies, such as the certification and integration of local vendors' responsible sales of alcoholic beverages and the implementation of half-yearly police DUI check-points near campus. By expanding CSUN's Department of Police Services DUI checkpoint program to schedule DUI check-points each semester, START aims to cultivate a robust cultural shift on campus and in the surrounding community about the dangers of excessive alcohol use and behaviors, and to promote the demand for greater campus and community-wide substance abuse prevention. Grant was in the amount of \$555,713.32.</p>	\$5000	2012-present
	<p>UCI/RADD: College DUI Awareness Program Mini-Grant - \$5,000 mini-grant from the University of California, Irvine. Funding was provided by a grant from the California Office of Traffic Safety (OTS) through the National Highway Traffic Safety Administration (NHTSA). Funds were provided to implement a Designated Driver Rewards Program. Goals:</p> <ol style="list-style-type: none"> 1. To reduce the number of persons killed in traffic collisions. 2. To reduce the number of persons injured in traffic collisions. 3. To reduce the number of persons killed in alcohol-involved traffic collisions. 4. To reduce the number of persons injured in alcohol-involved traffic collisions. 			

Campus	Grant	Purpose	Amount	Grant Period
Pomona	California Mental Health Services Authority's (CalMHSA) Student Mental Health Initiative	<p>The Student Mental Health Initiative (SMHI) at Cal Poly Pomona (CPP) utilizes collaborative prevention and early intervention strategies that are inclusive of campus stakeholder input and seek to improve cultural competence at all levels of programming and implementation. The goals are to reduce the stigma of mental illness, increase the awareness of risk factors, and to provide students, faculty and staff with the skills and abilities to assist and help those they know. Much of the focus is on peer-to-peer training.</p> <ul style="list-style-type: none"> • Registration and travel for 7 professional staff and 7 students to attend the 2013 CSU ATOD Conference. • Registration and travel for 12 professional staff and 13 students to attend the 2014 CSU ATOD Conference. • Registration and travel to the 2014 NASPA Alcohol, Other Drug , and Violence Prevention Conference for 6 professional staff members. • The purchase of monitors to display mental health and alcohol prevention and smoking cessation messages in the Student Health Services and Wellness Center. • BACCHUS Certified Peer Education Training provided to 39 students. • Signage on the back of 1,000 room doors in University Housing Services with Suicide Prevention and Signs of Alcohol Poisoning. 	\$26,107	2013
Pomona	Tri-City Mental Health Services	<p>Prevention and Early Intervention Student Wellbeing Program-Campus Campaign for Strengthening Student Emotional Health and Resiliency</p> <ul style="list-style-type: none"> • Administration of 2013 American College Health Association-National College Health Assessment Survey. Research survey to collect data about students' health habits, behaviors, and perceptions. • Development and distribution of the "Family Guide" brochure addressing common mental health issues that may impact college students including substance abuse. 	\$22,840	2011-2013

Campus	Grant	Purpose	Amount	Grant Period
Pomona	Tri City Mental Health Services Cal	<ul style="list-style-type: none"> • Speaker Jordan Burnham shared his struggles with depression and suicide attempt along with the role of substance abuse and his road to recovery. 	\$1000	2013
Sacramento	Substance Abuse & Mental Health Services Administration (SAMHSA)	<p>Provide keynote speaker at 21st Annual Unity Luncheon hosted by CPP ACCESS and disability ALLIANCE - Keynote speaker Terri Cheney's address de-mystifies stereotypes and increased awareness about mental illness and emotional well-being. Ms. Cheney shared her experiences, including alcohol and drug substance abuse and recovery efforts.</p> <p>Be Well: Sacramento State's University-Wide Suicide Prevention & Mental Wellness Project - The purpose is to increase student awareness and skills related to mental health issues through social marketing, outreach, and skills-based workshops; to increase campus capacity to identify and address suicidality by providing gatekeeper training programs; and to coordinate care for mental health issues through improved screening, referral, and tracking mechanisms. Alcohol-specific activities include developing and implementing an alcohol screening protocol for use in the primary care clinic.</p>	\$7000	2012
Sacramento	Prevention Research Center Pacific Institute of Research and Evaluation	Safer California Universities Project (Extension Grant) - The purpose of the original Safer California Universities project (2003) was to study the effects of an environmental prevention and risk management approach to college student drinking. The project assessed student drinking in different settings (bars and restaurants, Greek houses, outdoor settings, house parties, residence halls) and implemented environmental management strategies to work toward affecting student alcohol consumption. The original project ended in spring 2008, but was extended for five more years to further measure the effects of environmental management strategies on campus control sites.	\$9600	2013

Campus		Grant		Purpose		Amount		Grant Period	
San Bernardino	Diversity-promoting Institutions Drug Abuse Research Program (DIDARP)	Professor LaChausse has two DIDARP grant-funded projects that target Jurupa Valley Community youth via offering drug prevention and awareness, tobacco cessation programs and classes for first-time offenders. The grant was in the amount of \$625,000.	----	2013					
San Bernardino	Diversity-promoting Institutions Drug Abuse Research Program (DIDARP)	Professor Crawford's project serves to expand the drug abuse and addiction research program on campus. These activities include providing research funding and statistical advisement to faculty and the development of a bi-monthly seminar on drug addiction research. The grant was in the amount of \$2,055,881.	----	2013					
San Bernardino	California Mental Health Services Authority's (CalMHSA) Student Mental Health Initiative	THR!VE program - Though the grant focused on suicide awareness, alcohol and other drugs were addressed as a factor in prevention.	\$249,000	2013-2015					
San Diego	Alcoholic Beverage Medical Research Foundation	Provide student-athletes with alcohol use targeted intervention and resources for maintaining overall wellness.	\$10,000	2013					
San Diego	Stacy Mathewson Foundation	Collegiate Recovery - To support development of a collegiate recovery student organization, offer outreach to the university and wider community regarding recovery support needs of college students and the existence of the group, and create a support group and sober activities.	\$10,000	2013					
San Francisco	California Mental Health Services Authority's (CalMHSA) Student Mental Health Initiative	<p>The Peer-to-Peer Program (P2P) was developed in Summer/Fall 2012 and implemented in Spring 2013 through the campus Student Mental Health Initiative, "Prevention Education Programs (PEP). The goal of the SMHI Peer to Peer Program was to train a diverse network of peer mental health advocates, peer educators and mentors to:</p> <ul style="list-style-type: none"> • Reduce the stigma associated with mental illness; • Identify the signs and symptoms of emotional distress; • Assist at-risk individuals in accessing appropriate services; and • Develop and provide workshops, groups, mentorship support, and print and online media. 	Unreported amount	2012-2014					

Campus	Grant	Purpose	Amount	Grant Period
Stanislaus	Stacie Mathewson Foundation	<p>Alcohol and other drug related issues and sexual violence were integrated into the training of the student mental health advocates and they partnered with PEP's alcohol and other drugs program, CEASE and the SAFE Place, the sexual violence prevention program in training and campus-wide programming. Over three semesters, the P2P program:</p> <ul style="list-style-type: none"> • Trained 68 student mental health advocates through a semester-long peer training course where they received Mental Health First Aid certification; • Provided internship opportunities for the students in areas targeted by the grant (the Veterans Services Center, the Office of International Programs, Student Success Program, Disability Programs & Resource Center, and in the second year, AB 540/Undocumented Students where they worked with a peer leader and staff from each area; • Created and presented 13 peer advocate-led community workshops for 246 students (See Table I for workshop evaluations), and 12 media advocacy video projects for SF State Students presented on the SF State Cares social media networks (Facebook, Instagram, Twitter) with over 1,250 followers, and You Tube. 	\$10,000	2014
		<p>Funded by the Stacie Mathewson Foundation and administered by Transforming Youth Recovery, a \$10,000 seed grant was awarded to CSU Stanislaus in April 2014 to establish early-stage recovery efforts and capacity building for students in recovery. Current activities are underway including creating a "Warriors 4 Recovery" website (www.esustan.edu/warriors-for-recovery), building an assets map identifying recovery services in and around our community (http://collegiaterecovery.capacity.com/node/742), reserving space for regularly occurring meetings for students in recovery, and securing a meeting facilitator.</p>		

----- Not clear on portion of grant specific to ATOD activities designated for currently enrolled students.

Campus Activities Related to Prescription Drug Use 2013-2015

The following table identifies campus activities addressing issues related to prescription drug use – policy, education, student use, survey results and enforcement initiatives.

Campuses		Activities
Bakersfield	<p>The results of the spring 2014 CORE survey gave us strong numbers in terms of student use of prescription drug use on campus. The Committee in conjunction with the Student Health Services has developed programming to include outreach events and presentations.</p>	
Channel Islands	<p>The President's Council reviewed the revised CI "University Drug Policy" in March of 2013. Updates included the development of drug and alcohol awareness programs to educate employees and students. The University policy states that when drug use is suspected anywhere on campus, the matter is to be referred to campus police. Incidents involving alcohol use are also referred to campus police if any participants are under 21. Additionally, Housing and Residential Education or Campus Police refer violations involving drug and alcohol abuse to the Dean of Students. The University Drug Policy is strictly enforced.</p>	
Chico	<p>Beginning in April 2014, the first-ever Prescription Drug Awareness Week at CSU Chico was coordinated by CADEC. This week of events and activities, led by student peer educators, included educational outreach to students, staff and faculty on prescription drug misuse, the screening of a prescription drug misuse related film followed by a discussion with a panel of experts and patients and an "open-mic" night for students during which students shared their experiences utilizing spoken word, poetry, rap and musical talents. The week culminated with a joint effort with the National Drug Enforcement Agency. Agency's Prescription Drug Drop-off event in which individuals could turn in any unused over-the-counter or prescription drugs for safe disposal. The drug disposal drop off event was promoted across the campus community as well as to the local community.</p> <p>The CSU Chico Student Health Center team of providers has developed and implemented policies which have vastly reduced the use of sedative hypnotics, opioid-based cough syrups and opioid pain relievers. Also in place is an on-going quality assurance program and a Peer Review procedure to ensure that clinicians are adhering to the policies. The Student Health Center has also developed a strict protocol for the prescribing of stimulants to students for Attention Deficit Disorder (ADD) that includes students having to sign a contract to receive their prescriptions. Clinicians also run a CURES report for any student being prescribed stimulants for ADD which reveals all prescriptions filled by that student at any pharmacy. In this way, clinicians can assure that students are not "doctor-shopping" to obtain multiple stimulant prescriptions.</p>	
Dominguez Hills	<p>Fall 2013, spring 2014, and fall 2014 CSUDH implemented Mental Health First Aid Training (MHFA). The final section of MHFA is on Substance Use Disorder, designed to break down understanding on why individuals may misuse drugs, tobacco or alcohol. This section aims to educate participants that substance use frequently co-occurs with other mental health problems,</p>	

Campuses	Activities
<p>East Bay</p>	<p>substance use is a real illness, the signs that a person may have a substance use disorder, and ways to support someone dealing with a substance use disorder. Substance use disorder is when an individual has become dependent on the substance, their abuse leads to problems at work or home, or the abuse has caused damage to their health. Over 400 faculty, staff, community members and students have attended this training.</p> <p>CSUEB's comprehensive program of alcohol and other drugs education combined with enforcement and sanctioning reflects compliance with the Drug-Free Schools and Communities Act (DFSCA) as articulated in the U.S. Education Department General Administration Regulations (EDGAR) Part 86-the Drug-Free Schools and Campuses Regulations. This comprehensive program is based on clear theory and firm practice. The program will continue to undergo timely and thorough review to ensure continued effectiveness.</p> <p>Alcohol and other drug abuse contribute to personal health problems, diminish the overall quality of campus life, and impair the occupational and educational abilities of staff and students. The negative impact of substance abuse is often felt in the broader community as well. CSUEB is committed to creating and maintaining a safe and healthy learning environment for all members of the campus community. In keeping with this commitment, the goal of our ATOD Advisory Council is to educate the campus community about alcohol and other drugs and prevent and reduce problems associated with alcohol and other drugs by CSUEB students, faculty, and staff. Particular attention is made to decreasing the amount of high risk drinking behaviors and the potential harm caused by such behaviors as well as to decrease the amount of drug usage (particularly marijuana) and the potential harm cause by such usage.</p> <p>The CSUEB University Police Department and the Drug Enforcement Administration gave the university community and the general public opportunities to dispose of unused and expired prescription drugs and medications thus helping to prevent pill abuse and theft when such items are removed from homes. This initiative addresses a vital public safety and public health issue. Studies show that a majority of abused prescription drugs are obtained from family and friends, including from the home medicine cabinet. In addition, we are now advised that their usual methods for disposing of unused medicines—flushing them down the toilet or throwing them in the trash—both pose potential safety and health hazards.</p>
<p>Fresno</p>	<p>Lock It Up Prescription Drug Abuse Prevention Project - Has been collaborating with Fresno State's ATODSC and Health Promotion & Wellness Services to prevent and raise awareness regarding prescription drug use and misuse on campus. This program is part of the California Health Collaborative and is funded through the Fresno County Department of Behavioral Health, Substance Abuse Services to serve the Fresno State campus. Lock It Up staff continued to collaborate with Fresno State to plan and implement large scale events to educate Fresno State students on the dangers and consequences of prescription drug abuse including events in honor of National Collegiate Alcohol Awareness Week and spring break safety.</p> <p>Partnered with the College of Health and Human Services to put on annual 'Thrills Without Pills' events which are town hall meetings organized by Fresno State students with the purpose to educate their college community about the dangers and consequences of prescription drug abuse and proper disposal of prescription medication.</p>

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	<p>Became part of Health PAWS presents program and offered educational presentations to classrooms whereby a total of 646 students received information about the dangers of prescription drug abuse, emerging trends, risks and consequences and proper disposal.</p> <p>A total of 32 Fresno State students from all grades, majors and interests became peer educators hosting educational presentations, in-service trainings, tabling events, and created public service announcements both on campus and for the community at large.</p> <p>Collaborated with Fresno State's CAMP program, providing educational presentations over the summer for high school students entering Fresno State in the fall. Students participated in interactive activities learning about refusal skills, ways to say no to pressured situations, dangers and consequences of prescription drug abuse and importance of proper disposal. A total of 79 students were educated.</p> <p>In a community effort to reduce access to un-sued/expired prescription medication and to reduce the abuse of prescription medication among youth in Fresno County, Fresno State campus police participated by hosting and managing a disposal unit for the collection of prescription medication. The unit was in operation for about two years. Due to miss-use of the box and lack of resources to maintain the box, campus police decided to permanently remove the box in the fall of 2014. Although the box is no longer in operation, campus police continues to support Lock It Up Project efforts. Most recently, campus police representative sat on a board of panelist for Lock It Up Project Peer Education Program in-service training held on November 21, 2014. This event reached an estimated 28 Fresno State students and community partners.</p> <p>Participated in four community service opportunity fairs during calendar year 2013-2014 reaching out to a total of 1,150 Fresno State students with information on Lock It Up Project services and opportunities for volunteer/community service projects. Many peer educators were recruited through these events as well as other students looking to complete community service projects.</p>
Fullerton	<p>The National College Health Assessment collects data related to prescription drug use and marijuana use (some overlap is assumed between these two categories) at CSUF. The NCHA survey administered in spring 2014 revealed that 13.5% students using prescription drugs not prescribed to them (an increase from 11% in 2012). 14.7% of students reported using marijuana (an increase from 12% in 2012).</p> <p>The Health Education and Promotion department conducts campus-wide education about prescription drug abuse and marijuana through presentations, campus wide events, and a daily outreach PHUN Hut. The PHUN Hut, started in August 2013, is a peer education booth that offers pamphlets, interactive demonstrations, games, and activities on campus five days per week. Trained peer educators deliver a new health message each week. Past topics include prescription drug abuse, marijuana, drugged driving, study drugs, and club drugs. The PHUN Hut had 9,222 visitors during the 2013-2014 academic year, and 10,000 during the fall 2014 semester.</p>

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	<p>In addition, the Dean of Students sends campus drug policies to all students' campus email addresses three times a year. Policies are also provided in the Student Handbook, which is distributed to all incoming students at mandatory new student orientation sessions. Students who violate this policy and who may benefit from substance abuse counseling are referred to Counseling and Psychological Services and the Health Education and Promotion department for a Performing Above the High (PATH) counseling session. PATH appointments are conducted by a Health Educator, who uses a self-assessment tool and motivational interviewing to assess the students risk behaviors and motivation to change.</p>
Humboldt	<p>The Health Education department offers workshops for Housing staff to help them learn how to recognize prescription drug misuse. Peer Health Educators do outreach about the effects of prescription drug misuse at our annual Recreation and Wellness Fair.</p>
Long Beach	<p>The ATOD Program coordinates two prescription drug awareness activities throughout the year, Prescription Awareness Month in March, and National Substance Abuse Prevention Month in October. The activities include campus outreach by providing educational materials to students about prescription drug use, misuse, and resources, interactive activities related to prescription drug use and misuse, and providing promotional items to students.</p> <p>As a follow-up to the ATOD Program's "411 on Alcohol" newsletter, the ATOD Program is working on a "411 on Prescription Drugs" newsletter.</p> <p>The PAUSE Bystander Intervention Program is working on a brochure that highlights the use and misuse of prescription drugs when mixed with alcohol. Information will also incorporate the 3Ds: Direct, Distract, and Delegate, and how students can utilize the 3Ds in different situations.</p> <p>The ATOD Program includes questions about prescription drug use on the ATOD Health & Risk Behavior Survey conducted every two years.</p>
Los Angeles	<p>Prescription (and over-the-counter) drug misuse and abuse education was conducted by Athletics, the Center for Student Involvement, Housing Services, and Student Health Center.</p> <p>Athletics: Risk assessment was implemented through the careful tracking of the number and types of positive drug tests. No unusual use patterns among student-athletes were identified.</p> <p>Center for Student Involvement: Fraternity and sorority risk assessment was conducted through the administration of the Alcohol EDU online education program.</p> <p>Housing Services: Risk assessment activities for residents were conducted through the administration of the Alcohol EDU and Alcohol-Wise online prevention tool. Programming, education and intervention tools were then tailored to meet the needs of Housing's specific student population. In addition, Housing services conducted an annual student survey of program effectiveness plus individual program assessments.</p>

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<p>Monterey Bay</p>	<p>Results from the Spring 2013 National College Health Assessment indicated that 15.4% of CSUMB respondents reported using prescription drugs not prescribed to them at least once within the 12 months prior to completing the survey. This is compared with 12.8% of college students nationally.</p> <p>Information about prescription drug use – including referrals for information about treatment and recovery – is included in AOD presentations conducted by Health Promotion and Education staff and the Peer Educators. Campus Health Center medical staff and Personal Growth and Counseling Center clinical staff provide patient education whenever drug abuse (prescription, over-the-counter, or illegal) is reported by a student during the intake process or initial evaluation. On those occasions when drug abuse is indicated and found to be interfering with academic success, referrals to addiction specialists and/or substance abuse programs are made.</p> <p>Other campus departments have developed policies that address the use and misuse of prescription drugs. In particular, Student Housing and Residential Life policy states: “The misuse of any over-the-counter or prescription drugs is strictly prohibited. This includes distribution or selling of over-the-counter or prescription drugs.” The Athletics Department has adopted a sanction process for student athletes testing positive for NCAA banned substances, which includes some prescription and over-the-counter drugs. This consists of required participation in a drug education class, loss of eligibility for a minimum of 10% of the official playing season, and a referral to counseling and/or treatment programs. These departments, however, also recognize the importance of prevention and are committed to collaborating with Health Promotion and Education Program staff to provide information about prescription drug abuse to their students. This is provided during annual orientation sessions, substance abuse prevention education seminars, and training sessions with professional and student staff.</p>
<p>Northridge</p>	<p>Policy/Enforcement - Consistent with its mission of enabling students to reach their educational goals, California State University, Northridge is committed to creating a campus environment that is free from both the illegal and the harmful use of alcohol and other drugs. Cal State Northridge maintains a comprehensive “Use of Alcohol and Illicit Drugs Policy” (#900-06, effective 11/07/2006).</p> <p><i>“Except as permitted by the California State University, Northridge Use of Alcohol and Illicit Drugs Policy, the manufacture, possession, distribution, sale or use of alcohol, illicit drugs or drug related paraphernalia, and the misuse of legal pharmaceutical drugs on-campus, or off-campus while on university business or participating in University sponsored functions, is prohibited. Drugs and drug-related paraphernalia may be possessed or used as permitted by law and campus policy, or when lawfully permitted for the purpose of research or instruction.”</i> (Complete text is available by clicking on the following link: www.csun.edu/sites/default/files/900-06-policy_0.pdf</p>

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The purpose of the policy is to delineate university regulations concerning alcohol and other drugs, provide procedural guidelines, communicate the consequences of failing to adhere to established policies, and provide guidance as to available resources. This policy shall be included in the University Catalog, appropriate University contracts, recruitment information for new employees and other informational publications. This policy is also communicated to parents online and in the Parent Handbook provided at Parent Orientation.

Prescriptions provided by the Klotz Student Health Center (SHC) are strictly controlled as per SHC policy. No incidents of fraud or misuse have been identified in the past year. The Klotz Center does not provide stimulants such as Adderall or Ritalin to patients and limits prescription of controlled substances. The SHC Controlled Substances policy has been forwarded to the Chancellor's Office in 2010 via the SHS listserv as a policy template, and is available on request.

Education

- The Klotz Center Health Promotion Department's ATOD Counselor assists students with prescription drug use on an individual and/or group basis. CSUN's ATOD Counselor works with students challenged by prescription drug use and prescription drugs in combination with alcohol or other drugs. The ATOD Counselor is also available to work with other campus departments to provide prescription drug use education and services.
- At the Klotz Center, health care providers screen all patients for ATOD use as well as prescription drug use. Students identified as being "at risk" are referred to education and intervention resources at the Klotz Center and beyond as appropriate.
- From January 2013 through December 2014, 123 University 100 classes (approximately 2,500 freshmen) visited the health center and received ATOD resources including prescription drug resources.
- The Health Promotion Department's Alive and Well Peer Educators, the campus peer education resource for alcohol, tobacco, and other drug abuse prevention, receive training on prescription drugs.
- Prescription drug literature is available to students at presentations and outreaches, in the Klotz Student Health Center and at the Living Well Lounge, a satellite of the health center at the University Student Union.

National College Health Assessment (NCHA) Results

The latest version of the National College Health Assessment is the NCHA II, which CSUN used in Spring 2013. (The executive summary of Cal State Northridge's 2013 data can be found online: <http://www.csun.edu/shc/national-college-health-assessment>).

The following selected highlights compare CSUN 2013 and National 2013 data.

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Within the last 12 months, have you taken any of the following prescription drugs that were not prescribed to you: Antidepressants (e.g., Celexa, Lexapro, Prozac, Wellbutrin, Zoloft)?

CSUN		National	
No	97.1%	No	96.9%
Yes	2.9%	Yes	3.1%

Within the last 12 months, have you taken any of the following prescription drugs that were not prescribed to you: Erectile dysfunction drugs (e.g., Viagra, Cialis, Levitra)?

CSUN		National	
No	98.9%	No	99.0%
Yes	1.1%	Yes	1.0%

Within the last 12 months, have you taken any of the following prescription drugs that were not prescribed to you: Pain killers (e.g., OxyContin, Vicodin, Codeine)?

CSUN		National	
No	91.4%	No	92.4%
Yes	8.6%	Yes	7.6%

Within the last 12 months, have you taken any of the following prescription drugs that were not prescribed to you: Sedatives (e.g., Xanax, Valium)?

CSUN		National	
No	96.1%	No	95.8%
Yes	3.9%	Yes	4.2%

Within the last 12 months, have you taken any of the following prescription drugs that were not prescribed to you: Stimulants (e.g., Ritalin, Adderall)?

CSUN		National	
No	95.8%	No	92.2%
Yes	4.2%	Yes	7.8%

Cal State Northridge requested the following questions regarding prescription drugs be added to CSUN's Spring 2011 and 2013 NCHA.

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Since becoming a student at Cal State Northridge, have you used prescription medications for studying/cramming/"all-nighter" purposes?

2011

No	92.5%
Yes	7.5%

2013

No	94.4%
Yes	5.6%

If you currently take a prescription medication, have any of your friends or peers ever asked to take your medicine?

2011

No	95.0%
Yes	5.0%

2013

No	94.4%
Yes	5.6%

If you currently take a prescription medication, have you ever given away or sold any of your medicine?

2011

No	97.1%
Yes	2.9%

2013

No	96.2%
Yes	3.8%

Conclusions and Recommendations - CSUN reported use for prescription drugs paralleled national data with the following exceptions. Sedative and stimulant use was higher nationally. Pain-killer use was higher at CSUN. CSUN will continue its vigilance, educational outreaches, and professional development efforts with regard to prescription drugs. In addition, the data received in response to CSUN's additional prescription drug questions resulted in the promotion of further education including cross-over areas such as stress reduction and time management.

Pomona

Cal Poly Pomona Student Health & Counseling Services' Wellness Center addressed prescription drug abuse and misuse during the delivery of 38 Alcohol and other Drug educational presentations provided to campus stakeholders including: University Housing Services, Greek Life, Academic Affairs, Foundation Housing and the Office of Student Life and Cultural Centers. Student Health & Counseling Services staff participated in professional development opportunities addressing prescription drug abuse including webinars sponsored by SAMHSA and attendance at program sessions by the CSU Alcohol

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<p>and Other Drug Educational Conferences and the NASPA Alcohol, Other Drug , and Violence Prevention Conference. In addition, Student Health Services Clinicians and Pharmacist are registered with the California Prescription Drug Monitoring Program (PDMP) which is designed to identify and deter drug abuse and diversion through accurate and rapid tracking of Schedule II through IV controlled substances.</p>	<p>In order to address drug use at Sacramento State, the Alcohol, Tobacco, and Other Drug Education Program (ATOD) has incorporated the following into its educational efforts:</p> <ul style="list-style-type: none"> • Since 2005, Sacramento State has included prescription drug abuse information in the Message to Sac State, a document covering the health effects of alcohol and drugs as well as campus and state policy (see Attachment 3). Sacramento State’s protocol is to distribute this document annually by mail, email, and/or new student orientation to all students, faculty, and staff, as required by the Safe and Drug Free Schools Act. • Since 2006, Sacramento State Resident Advisors have received annual training on the prevalence of prescription drug abuse among Sacramento State students, signs and symptoms of prescription drug abuse, possible consequences of prescription drug abuse, and what to do if they suspect a friend or resident is abusing prescription drugs. • Since 2006, Alcohol, Tobacco and Other Drug (ATOD) and Sexual Assault Prevention Peer Health Educators have received training on prescription drug abuse trends in higher education, signs and symptoms of prescription drug abuse, and how to help a friend who they suspect is abusing prescription drugs. • Since 2010, Student Health & Counseling Services (SHCS) has provided chain of custody drug screenings for Sacramento State students completing internships as part of the Physical Therapy, Nursing, Dietetics, and Speech Pathology academic programs. These screenings test for a range of substances, including tetrahydrocannabinol, cocaine, methamphetamine, amphetamine, Ecstasy, morphine, heroin, codeine, phencyclidine, benzodiazepines, barbiturates, methadone, and propoxyphene. Some placements also require screening for ETOH at time of testing. Sanctions for a positive test result vary by department and are largely decided by policies at the facility supervising the internship hours. • In 2011, prescription drug abuse information was added to the Alcohol Education portion of the annual Greek New Member Education sessions, which are mandatory for all students joining the Greek system on the Sacramento State campus. Topics covered include general prescription drug information, signs and symptoms of prescription drug abuse, possible consequences of prescription drug abuse, and what members should do if they suspect a friend or fellow chapter member is abusing prescription drugs. • In 2011, prescription drug abuse information was added to the Alcohol Education component of the Athletics Department Life Skills seminar, which is required for all new Sacramento State athletes. Topics covered include general prescription drug information, signs and symptoms of prescription drug abuse, possible consequences of prescription drug abuse, and what student-athletes should do if they suspect a friend or teammate is abusing prescription drugs.

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	<ul style="list-style-type: none"> • Sacramento State student-athletes are screened for banned substances through random drug tests administered either by the NCAA or institutionally, throughout the year. Any student-athlete who tests positive for prescription drugs and/or who does not have a valid prescription for any drug for which he or she tests positive is subject to disciplinary action. In the fall of 2014, the Sacramento State Intercollegiate Athletics Substance Abuse Guidelines were reviewed and updated. The most significant changes were the sanctions for positive drug tests. • Since June 2012, the SHCS medical clinic has been providing point of service CLIA waived ICup Drug Screening for patients requesting or requiring ADHD medication. This strategy will assist providers in determining appropriate use and in identifying abuse. • In spring 2014, SHCS Pharmacy collaborated with the California Northstate College of Pharmacy (CNUCOP) and the DEA to present a two-day seminar on prescription drug diversion. On April 29th, the DEA presented “Drug Trends and Prescription Drug Abuse” to CNUCOP students and local pharmacists. On April 30th, Sacramento State hosted a seminar for faculty, students, and staff, including two presentations by the DEA: “Drug Trends and Prescription Drug Abuse” and “Generation RX,” which addressed drug abuse and drug diversion. • Sacramento State brought Jon Daily LCSW, CADC II, local addiction treatment expert and founder of Recovery Happens counseling Services, in to train athletes, coaches, and healthcare providers. As a result, the Athletics Department developed a contract with Recovery Happens to provide addiction recovery counseling to student athletes dealing with substance abuse issues beginning in fall 2014.
<p>San Bernardino</p>	<p>Policy - CSUSB’s Drug Free Policy for employees is available at Hrd.csusb.edu/drugFreeWorkplace.html. The policy is pursuant to provisions of the Drug Free Workplace Act of 1988 and provides an overview of the Employee Assistance Program, which serves to refer employees to local professionals or agencies for support with drug abuse and education. The OHRL has its policies posted for residential students: housing.csusb.edu/docs/PoliciesRegulations_11-12.pdf and this document includes an overview of expectations as it relates to use of drugs and controlled substances (page 3, number 15). Education - CSUSB offers dozens of online and instructor-led educational courses for employees which include courses on health and well-being and understanding addictions. An overview of the curriculum is available at https://training.csusb.edu/hrtraining/reg/curriculum.php</p> <p>CSUSB includes the story of Samantha Aarts in our annual first year and transfer student orientation. Ms. Aarts, a CSUSB student, died of an accidental overdose from morphine that she ingested at a party. Her mother, Mary Pope, shares the story and its outcomes. A short film of the incident is also available on the CSUSB Student Health Center website as ‘The Samantha Aarts Story’ at http://healthcenter.csusb.edu/.</p> <p>Student Use - During Fall 2013, CSUSB participated in the American College Health Association National College Assessment II. The results of CSUSB 559 student surveys provided insights into student prescription drug misuse. During a 12-month period, 1.6% of students reported using antidepressants that had not been prescribed to them; .9% of students reported using erectile dysfunction drugs that had not been prescribed to them; 8.7% of students reported using painkillers that</p>

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	<p>had not been prescribed to them; 2.9% of students reported using sedatives that had not been prescribed to them and 1.3% of students reported using stimulants that had not been prescribed to them.</p> <p>Enforcement Initiatives - OHRL and University Police work on a 24/7 cycle to enforce local, state and federal laws related to the enforcement of legal use of prescription drugs. CSUSB UPD has been invited by the Institute for Public Strategies in San Bernardino to join the CSV Safer Communities Initiative (www.cvs.com/content/safer-communities). In brief, the initiative provides prescription drug drop boxes for unwanted medications, including controlled substances. The retirement of the Chief of Police has postponed this effort but CSUSB intends to explore this partnership upon hiring the new Chief. The annual Clergy Act Report includes 55 on-campus drug law violations reported in 2013. Of these, none were identified as prescription drug misuse. This report is available at http://police.csusb.edu/documents/University_Police_Safety_Report.pdf.</p>
San Diego	<p>During the reporting year, we have worked with the community to help develop ways of addressing the misuse of prescription medications. The San Diego County Prescription Drug Abuse Task Force has brought together law enforcement, hospitals, pharmacies and prevention professionals to create sustainable policies and programs to prevent prescription drug abuse. SDSU's involvement has included making presentations to the task force on the college student risk factors, and has helped the leadership of the task force create a college subgroup to link campuses together to work together on the issue. The SDSU Health Promotion department has embedded within the health education presentations information on prescription drug abuse risks, and important information for those who may encounter a student in medical distress resulting from prescription medication overdose.</p>
San Francisco	<p>As described in the previous biennial report, PEP's CEASE designed and developed informational "club-cards" and posters on prescription drug use that have been updated and are distributed in housing and around campus; the cost of the initial campaign was shared by both departments. Prevention information about prescription drugs including mixing prescription drugs with alcohol has been integrated into most prevention efforts including workshops and presentations and peer education tabling at outdoor events; the CEASE website has a page focusing on prescription drug use. Each semester, CEASE presents <i>Blurred Lines</i>, a panel of students who share their struggles with alcohol and other drugs. Each panel for the past four years has included at least one student describing prescription drug abuse and recovery. These panels are presented in intimate settings where there is interaction between the panel and the audience of around 40 students.</p> <p>In Spring 2012, CEASE peer educators developed a workshop focusing on drugs students commonly used for studying including prescription stimulant medication and the dangers of mixing these drugs with alcohol, other prescription drugs, and illicit drugs commonly used to counter the effects. These workshops also cover caffeine and a discussion of safer and more productive ways of approaching the demands of college without the use of stimulant medication or over-consumption of caffeine.</p>

Campuses	Activities
	<p>Although the CORE Alcohol and other drug survey for higher education last administered in Spring 2013 indicated a small percentage of students use stimulants, information from students indicates that prescription stimulant medications are readily available in the community.</p>
San Jose	<p>Through our pharmacy operation, we are hyper-vigilant to any indications of drug misuse or abuse and use all available surveillance and reporting methods if concerns should arise. In addition, a Marijuana and other Drugs (MOD) educational team within Wellness and Health Promotion has begun to explore said topic with Peer Health Educators. We have reviewed the newly launched kit developed by the National Council on Patient Information and Education (NCPIE) and have incorporated those materials into our educational efforts, including curriculum for workshops, tabling, web materials, and online magazine articles. Wellness and Health Promotion is in the process of fine-tuning an educational workshop addressing marijuana use/misuse, modeled after the aforementioned alcohol workshop. The target audience is students who violate related campus policies.</p>
San Luis Obispo	<p>PULSE, the Peer Health Education Program integrates the dangers of the misuse of prescription drugs within the ATOD Educational Seminar. The Peer Health Educators have done an additional five prescription drug presentations to student residents in Housing, Greek Life organizations and also a health class in the Kinesiology Department. Campus Health Center Staff strive to continually educate on using prescription drugs as prescribed and the dangers of mixing prescriptions with alcohol, and the illegality of sharing, or selling, prescription drugs to those to whom they are not prescribed.</p>
San Marcos	<p>ATOD collaborated with community partners to present information to regional real estate agents regarding the risks associated with open houses and people having access to prescription drugs contained within unsecured medicine cabinets. This has been found to be a source of prescription drugs for students. Community partners distribute appropriate storage bags for their prescription drugs and advise home owners to secure them in an offsite location during open houses.</p> <p>The present practice of our campus pharmacy continues to be based on Executive Order 943 Policy on University Health Services and standard medical/pharmaceutical practice. According to this Executive Order, our “pharmacy formulary is to be limited to medications that are necessary to provide quality health care and are representative of those medications most effective in terms of treatment. Quantities dispensed per prescription should reflect current standard medical and pharmaceutical practice and appropriate patient monitoring.” Pharmaceuticals are classed (given a schedule number) indicative of the substance abuse potential. Schedule I medications have the highest potential for abuse and are illegal to possess; Schedule V medications have a low potential for abuse relative to the substances in the other categories (II – IV). Schedule II medications also have a high potential for abuse and examples of these medications/substances include Morphine, Cocaine, Methadone, Ritalin, and Adderall. Given this, our practice and protocol is not to maintain any Schedule II medications in the pharmacy. Our pharmacy only carries medications in Schedules III-V. Our psychiatrist does have some students who have been prescribed Schedule II medications, including Ritalin and Adderall; however, they are closely monitored by the psychiatrist and prescriptions follow the current federal regulations for prescriptions written for medications within this schedule. These medications are not maintained within our pharmacy.</p>

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Sonoma

Prescription drug and other substance-use education is integral to nearly all Student Health Center interactions with patients. Intake at each medical visit includes questions about current medications, as well as the frequency and quantity of tobacco, alcohol, marijuana, and other substance use. Information about prescribed medications and other substances as well as potential short and longer term impacts on health is provided by the clinician as appropriate. When substance use relates to the primary reason for the medical visit (e.g. respiratory illness, drug interactions, patient seeking of medications with potential for abuse, behavioral or mental health issues) a more comprehensive level of medical intervention and discussion is provided.

Similar interventions occur in conjunction with client interactions at SSU Counseling and Psychological Services. Each student interaction with the SHC Pharmacy includes information about the proper use of medications, potential side effects, hazards, precautions, and potential drug and substance interactions. Over the past three years, the Student Health Center has worked with the Sonoma County Water Agency and Russian River Watershed Association to sponsor periodic, on-campus, SHC monitored collection/take back of unused or expired medications under the “Safe Medicine Disposal” program. This year the Student Health Center was able to maintain a “Safe Medicine Disposal” for the entire academic year. The purpose of this effort is to prevent the contamination of environmental and water resources with these medications and also to prevent prescription drug misuse by reducing the amount of unused or discarded medication that could be redirected for illicit use.

Stanislaus

Stanislaus County BHRS Education Series - During the Fall 2014 semester, Stanislaus County Behavioral Health & Recovery Services implemented a two-part education series on campus. The first educational workshop was on prescription drug abuse and the second workshop was on meth use in the Central Valley. These workshops were open to the campus community including students, staff and faculty.

“Drop the Drugs” - Drop the Drugs is a prescription drug abuse prevention program that provides campus and community members a controlled and safe place to dispose of medications that may have accumulated in their homes with the aim of diverting potential abuse, overdose and environmental impacts. This training was planned in conjunction with the national drug take-back date which fell on September 27, 2014. This is the first time in four years that this event has been hosted at CSU Stanislaus. CSU Stanislaus partnered with County Behavioral Health and Recovery Services, the local Drug Enforcement Agency, Modesto Police Department, the Department of Environmental Resources, and a local radio station. The CSUS site collected approximately 140 pounds of medications and 158 pounds of sharps. The sponsoring agency considered the event a success and will offer this program again for future Drug Take-Back events.

Student Use - We determine student drug use via The ACHA-NCHA II survey. This survey includes the question: “Within the last 30 days, how many days did you use “other drugs?” In response, 77.2% of students indicated they had never used “other drugs,” 15.3% indicated use but not in the last 30 days, and 5.3% of students used 1-9 days, 1.4% used 10-29 days, and 0.8% used all 30 days. The category “other drugs” includes: cigars, smokeless tobacco, cocaine, methamphetamine, other amphetamines, sedatives, hallucinogens, anabolic steroids, opiates, inhalants, MDMA, other club drugs, and other illegal drugs. It excludes alcohol, cigarettes, tobacco from a water pipe and marijuana.

Effective Campus-Initiated Alcohol Education, Prevention, and Enforcement Programs 2013-2015

The following table summarizes the California State University campus' 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 just one of the most effective programs for each campus.

Program		How Student Behavior Influenced
Campus Bakersfield	OkSoberFest	The week-long event is held each October during the National Collegiate Alcohol Awareness Week and is now in its 9 th year at CSUB. The Committee utilized the results from the spring 2014 CSUB CORE survey results to help guide and make changes to the programming that was offered to students. This year the Committee co-sponsored the event with several offices on campus like the Student Health Services, Counseling Center, Student Rights and Responsibilities, Title IX, Services for Student with Disability, Student Housing and Resident Life and ASI. This event utilized a hands-on approach to engage the students in a learning opportunity. The programming was offered to address many of the issues that presented itself in the CORE survey such as: consent, DUI, using to ineffectively cope with depressive systems, and binge drinking.
Channel Islands	Safe Spring Break	<p>The purpose of the Safe Spring Break event is to provide experiential and interactive learning opportunities that increase students' awareness and encourage healthy behavior during spring break. "Safe Spring Break" is a two-day event intended to increase student safety awareness and to encourage responsible behavior when engaging in spring break recreational activities. This year, our 2014 Safe Spring Break event began on Tuesday, March 11, 2014 and ended on Wednesday, March 12, 2014. The following activities were offered on both days:</p> <ul style="list-style-type: none"> ● Safe Spring Break DUI Prevention: <ul style="list-style-type: none"> ○ A "Crash Car" was made available for viewing. ○ Students used beer goggles to gain a better understanding of the difficulties and dangers of driving under the influence of alcohol. This activity was sponsored and facilitated by the CI University Police Department and California Highway Patrol. ● Handouts distributed at tabling in the South Quad included: Safe Spring Break tips, access information for the online interactive Student Suicide Prevention education module in Kognito, information on relaxation techniques, a resource guide highlighting relevant services offered both on and off campus, information on CI counseling services and a safety app. Collateral materials were funded by the CalMHSA Grant and sponsored by Personal Counseling Services (PCS).

Campus Program		How Student Behavior Influenced
Chico	Wildcat ROAR! Reach Out & Respond	<ul style="list-style-type: none"> o Additional materials and services sponsored by CI Student Health Services (SHS) and funded by the CalMHSA grant included: STD information; free condoms; information on Student Health 101; information on Covered California provided by the local United Way; and information on SHS. o Safe Spring Break Pledge registration and the distribution of pledge cards was facilitated by PCS staff. o Project Safer sponsored a table where students received alcohol consumption safety information and designated driver information. o Sexual assault prevention and treatment information was sponsored and hosted by the Coalition for Family Harmony. o Aware, Awake, Alive collateral materials were sponsored by the Aware Awake Alive organization and hosted by CI Housing and Residential Education. o Safe Spring Break awareness bracelets were distributed on both days, sponsored and hosted by Associated Students, Incorporated. <p>Safe Spring Break events were made possible through the collaborative efforts of CI students, faculty and staff from several campus departments including University Police, Personal Counseling Services (PCS), Associated Students, Inc. (ASI), Housing and Residential Education (HRE), Student Life, Campus Recreation, CI Multicultural Programs and Student Health Services.</p> <p>CSU Chico began implementation of a new, peer-led Bystander Intervention and Alcohol Overdose Prevention model program entitled Wildcat ROAR! Reach Out & Respond! This program was developed in response to feedback from students, staff, faculty and community members during on-campus forums (Call to Community Action; Campus Commitment to Action) related to continued alcohol and drug misuse problems. Originally titled and modeled after the national Red Watch Band program, this program has now evolved to become unique to CSU Chico. Taught by trained student peer educators to their peers (and also open to anyone on campus or in the community) the goals of the program include increasing knowledge, skills and awareness of alcohol overdose signs and symptoms as well as bystander intervention skills in order to create a safer campus climate in which students look out for one another and are willing and able to intervene in emergency situations. The program also seeks to reduce the stigma of substance misuse and, therefore, increase access to campus resources.</p> <p>The response to this program has been overwhelmingly positive from all segments of the campus community and the Chico community. Within one year from its inception 1,000 students were certified in the Wildcat ROAR! Reach Out & Respond program and to date 1,398 students have been certified. These students serve as visible advocates of a safe, responsible and compassionate campus culture and their peers also know that they are trained and willing to help in an alcohol/drug related emergency.</p>

Campus Program		How Student Behavior Influenced
Dominiquez Hills	Alcohol Awareness Coordinating Team (AACT)	<p>The Alcohol Awareness Coordinating Team (AACT) with major support from our Athletics Department brought Adam Ritz to campus in April 2014. Adam Ritz is a radio personality and former athlete, who focused his conversation towards student-athletes. His message talked about alcohol and drug usage, social media while under the influence, bystander behavior, and sexual assault. While intoxicated, Adam Ritz sexually assaulted his children's babysitter and went to prison. Adam Ritz was able to share his story on how his usage of alcohol led to an unacceptable decision that not only ruined his life but his children's babysitter. It is Adam's hope by sharing his story he can attempt to make sure this doesn't happen to anyone else. The main targeted audience was student athletes and university housing residence staff. The committee felt this particular population was important for them to understand their roles as leaders on campus and making safer decisions when it comes to the usage of alcohol.</p>
East Bay	Thursday Night Takeover (TNT)	<p>The Thursday Night Takeover (TNT) is a weekly program sponsored by Student Housing and Residence Life (SHRL) that occurs every Thursday night in the residence halls at 10:00 p.m. during the academic year, in collaboration with Student Life and Leadership Programs, the Residence Hall Association student club, Associated Students, Inc., Pioneer Athletics, Student Health & Counseling Services, a wide range of student clubs/organizations, and other campus partners. Designed to provide campus residents with fun, but safe alternatives to the Thursday night party/alcohol scene, examples of past TNT programs include talent showcases, poetry slams, glow-in-the-dark events, game tournaments, pool parties, on- and off-campus movies, and bowling events.</p> <p>Concept In 2009, it was determined that there was an increased number of marijuana and alcohol policy violations on Thursday nights in the residence halls, accompanied with a large number of residents leaving campus to "find the party scene." In an attempt to address this concern, TNT was created. TNT's objective is to provide safe alternatives to alcohol consumption and rival the party scene by encouraging students to stay on (or come to) campus for fun/stress relief, avoiding the use of drugs and alcohol on Thursday nights.</p> <p>Planning During TNT's past five years of operations, there have been numerous staffing/planning models. Past planning committees have included a TNT coordinator, Resident Assistants, and Residence Life Coordinators. However, the planning model that seems to be most effective includes one TNT coordinator (an upper division student assistant), 4-6 TNT student assistants, and one graduate assistant supervisor to facilitate the coordination and planning process.</p>

How Student Behavior Influenced	
Campus	Program
	<p>Learning Outcomes</p> <ol style="list-style-type: none"> 1. Students will be exposed to healthy alternatives to consuming drugs and/or alcohol and will learn to adopt/incorporate these alternatives into their lives as a means of managing stress and social needs. 2. Students will learn social skill building through low-risk participation. 3. Through applied learning, student staff members will develop event planning, implementation, and assessment skills. <p>Participant surveys, program evaluations (completed by staff), and the conduct database are used as instruments for collecting data. Conduct statistics are extracted to determine if there is an effect (positive or negative) on the frequency and severity of alcohol/drug related policy violations that are being documented on Thursday nights. Additionally, TNT participants self-report about personal enjoyment/development through completion of electronic and paper surveys following TNT events. Lastly, TNT staff complete a comprehensive program evaluation to discuss the outcomes of each event.</p>
Fresno	<p>Representatives from the Fresno State Student Involvement Office continued to offer TIPS training for Fresno State as a 2.5 hour program that helps students make sound choices when faced with difficult decisions about alcohol use. TIPS training provides students with the knowledge and confidence necessary to reduce high-risk drinking behavior among their peers. Throughout the 2013 and 2014 year, they conducted seventeen presentations and trained 259 people including, but not limited to, concessions program for the Alumni Association volunteers to their special events as well as for groups volunteering to serve at the Vintage Days beer and wine garden.</p> <p>An ad-hoc Subcommittee of the ATODSC developed an amnesty policy and guidelines for Fresno State students when faced with an urgent situation such as an alcohol overdose. Known as the Call Stay Cooperate Response Action Practice, it provides protection to the student caller for revealing information about unsafe action or conduct on the Fresno State campus. Students are educated about this Responsible Action Practice during the WATCHDOG trainings as well as by the DAAWG volunteers during their classroom presentations.</p> <p>WATCHDOG, Student Health & Counseling Center - This alcohol overdose intervention education program was developed in spring and summer of 2013 after much research into existing programs across the country including, but not limited to, the Red Watch Band program out of Northwestern University. This program consists of a one-day training that is comprehensive and skills-based, providing students</p>

Campus Program	How Student Behavior Influenced
	<p>with hands-on experience in dealing with alcohol emergencies. The goal of the training is to reduce drinking death due on and around campus. Students are educated on the dangers of alcohol overdose and provided with the skills, tools, and prevention strategies necessary to take action and intervene to save a life. The training covers various topics including the bystander effect, alcohol's effect on the body, symptom identification, step by step intervention procedures, how to make a 911 call, what to expect from emergency personnel, and CPR certification training. Trainings attract a diverse group of students from all class levels and majors, including many student leaders. Since the program's inception, eleven trainings have been offered and a total of two hundred students have been trained, including forty-four Greek Life students, fourteen student athletes, and eighty-two student club/organization members. Knowledge was assessed at training's end and in a follow-up at the end of the semester. Overall, 93% of trainees correctly identified the signs of alcohol overdose and 94% correctly identified at least three safe drinking behaviors, a preventive strategy. This program has been nominated for a NASPA Excellence Award.</p>
<p>New Student Orientation Alcohol Video</p>	<p>As part of the ATODSC, two representatives from the Fresno State Student Involvement Office created a 7-minute video that has been shown as part of a 30-minute presentation on alcohol safety during the summer of 2013 and 2014. Through the use of a very realistic vignette as well as student testimonials, over 14,000 incoming freshmen, transfer students and their parents/family members were shown this video that begins their alcohol safety education here at Fresno State. It has been very well received and there are plans to update this video with footage of interviews with the family and friends of a student who died of alcohol poisoning at Fresno State in 2012.</p>
<p>Athletics</p>	<p>The Athletic department continued to be successful in monthly drug testing and enforcement.</p> <ul style="list-style-type: none"> • All incoming freshmen and transfer student-athletes are tested as they arrive on campus. • After they pass a physical, a random selection of 10% of student-athletes from each team on a monthly basis are tested. • In addition, any student-athlete who has tested positive on a prior test are tested monthly. • Any student-athlete that has been identified by reasonable suspicion is tested monthly. • A portion of enforcement includes a referral and assessment to Avante Behavioral Health. Avante specializes in assessments of student athletes' drug or alcohol use and referrals to a provider that will best fit the student athletes' needs. • A change was made to the 2014-2015 Substance Abuse Education and Testing Program with a clarification that the random test schedule can be followed in the summer.

Campus Program		How Student Behavior Influenced
		<p>Education/Awareness Events:</p> <ol style="list-style-type: none"> 1. During the fall of 2013 the freshmen classes as well as a few additional student athletes completed a TIPS certified workshop. TIPS certifications empower student-athletes to reduce high risk drinking behavior and help them make smart choices when faced with unruly situations. 2. January 2014, one staff member and four student-athletes attended the APPLE Conference. 3. In February 2014, Fresno State Athletics contracted with Robert Stutman to put together a presentation addressing the dangers of underage drinking, alcohol over-consumption, and drug abuse (prescription and street drugs); as well as their effects on student-athlete performance. Mr. Stutman covered many areas within these topics, including statistics on drug type use and age groups, the dangers of prescription drug abuse, as well as long term and short term effects of substance abuse. A lot of positive feedback was received from student-athletes on this presentation, particularly the effects on student-athlete performance following substance abuse. 4. In the spring of 2014, Student-Athlete Advisory Committee (SAAC) formed & implemented a student-athlete wellness program to address physical, mental, emotional and psychological wellness & development for our student-athletes; intending to set them on the path to success during and after college. 5. In spring and fall of 2014, student-athletes participated in WATCHDOG training. This program taught valuable skills such as bystander intervention techniques, CPR and provided additional information on the dangers of alcohol. The feedback from student-athletes that participated was overwhelmingly positive.
Fullerton	CHOICES	<p>The Health Education and Promotion department collaborates with Student Conduct and Residence Life to provide CHOICES, a peer-facilitated intervention for students found to have violated the campus alcohol policies. The workshop is provided for first-time offenders of the campus alcohol policy, including the residence halls. CHOICES is a nationally recognized Model Program under the U.S. Department of Education, and uses motivational interviewing and journaling as a way to assist students in identifying how they can avoid problems by making informed and educated choices regarding alcohol use. Pre- and post- tests are administered with each workshop. Results show an increased knowledge in dangers and consequences of alcohol use, as well as improvements in perceptions of risk behaviors. The CSUF program was significantly updated in 2012 to bring the curriculum and facilitator training program in line with national evidence-based program standards. CHOICES sessions are offered monthly during the academic term by the Health Education and Promotion department's Peer Health Educators.</p>

Campus Program		How Student Behavior Influenced
Humboldt	The Carnival of S-Care	<p>This year Humboldt State University expanded our annual Halloween event both in scale and content. The Carnival of S-Care took place on October 24th and focused on harm reduction education about sexual health, sexualized violence, and alcohol and other drug use, which are all areas of high concern on college campuses during holidays like Halloween. The HSU Peer Health Educators worked in collaboration with the CHECK-IT program and the Recreation 220 class to host the event. The Peer Health Education program's ATOD events all use strong harm reduction models of education and specifically avoid the use of shame, fear, and guilt as educational tools.</p> <p>Our target audience was students, mostly freshmen, who are underage and might seek out house parties on Halloween. We had an amazing turnout of about 350 students, most of whom were freshmen. The event was set up like a Halloween carnival with interactive games, a haunted house, and food. The games all included ATOD trivia and challenged students to think critically about their Halloween plans as a method of preempting poor health choices on Halloween. Students made "Party Plans" for Halloween that targeted the areas of sexual health, sexualized violence (in the form of our bystander intervention education model CHECK-IT), and ATOD use. Students were also given supplies and resources in goodie bags and had access to peer health educators for questions about health and wellness issues.</p> <p>Previously this event focused heavily on drinking and driving. After evaluating previous years' events we determined that this wasn't an area that needed as much focus and instead decided to spend more energy on ATOD use and sex, as well as binge drinking, mixing alcohol and drugs, and alcohol poisoning. While it is difficult to assess the direct impact of the event, 80% of the students who completed evaluations indicated that they gained new tools for staying safe on Halloween and 92% of the respondents learned something new about ATOD use/abuse.</p>
Long Beach	Prevention Awareness Uniting Students with Empowerment (PAUSE) Bystander Intervention Program	<p>Prevention Awareness Uniting Students with Empowerment (PAUSE) Bystander Intervention Program seeks to actively train and empower individuals with knowledge and skills to effectively assist in the prevention of sexual assaults, intimate partner violence, and stalking at CSULB. It is the goal of PAUSE that by equipping all members of the campus community with tools to recognize, intervene, and report offenses, our community will be more unified and a safer place for all of us to thrive.</p> <ul style="list-style-type: none"> • Walk a Mile in Her Shoes- This event is an international event that raises awareness in local communities about the serious causes and effects of men's sexualized violence against women. • Presentations to campus organizations (Men's Success Initiative, CHOICE USA, Greek Life) - The PAUSE Bystander Intervention is presented to various campus groups throughout the semester. The peer to peer interaction allows students to discuss ways to become an active bystander.

Campus Program		How Student Behavior Influenced
<p>Los Angeles</p>	<p>Shattering the Myths About Drugs</p>	<ul style="list-style-type: none"> • First Year Experience (FYE) - The First Year Experience (FYE) Program facilitates the successful transition of first year undergraduate students to the university through the provision of programs and services designed to introduce students to critical programs, services and resources as well as connect them to the university and fellow students. • Sexual Assault Recovery Panel - This event increases awareness of sexual assault, the healing process of survivors, and ways one can be an active bystander. • American College Health Association (ACHA) Conference - The PAUSE Bystander Intervention Program will be presented by CSULB ATOD staff at the 2015 ACHA Conference in Orlando, Florida. • Athletics: Ongoing drug and alcohol seminars and regular drug testing minimized incidents involving student-athletes. <p>Collaboration between the Center for Student Involvement, Student Health Center, Housing Services, and Public Safety: "Shattering the Myths About Drugs." The purpose was to provide education on the dangers of illegal drugs and prescription drugs as well as resources on how to obtain help for people who are struggling with drug use. Target audience was students, faculty, and staff. The main focus was students so activities were geared toward their interests. Highly interactive elements included reviewing a drug paraphernalia display to understand possible warning signs/materials of someone in their home using drugs; images of the impact of meth on drug users based on the "Faces of Meth" project conducted by the Multnomah County Sheriff's Office; and an interactive board asking students to identify why people use drugs and what alternatives are available to manage those triggers. The event was successful as many students asked questions, reviewed the materials, and participated. The event will be repeated in 2015.</p> <p>Housing Services: Student Resource Guide (provided to students at move in and covered in mandatory orientations). The purpose was to educate students on alcohol, drug, and student crisis awareness by providing a hard copy booklet of information for students. The target audience was all Housing Residents. The booklet was designed to help residents identify: 1) when they or fellow students are in crisis including alcohol/drugs; 2) how to seek help; 3) how alcohol affects the body; and 4) know the danger signs of alcohol/drug overuse, abuse, or overdose. This information was covered in detail during the mandatory orientation. Students shared that the booklet is helpful and is a useful reference. A brief assessment of the first quarter alcohol/drug violations have shown that referrals or violations numbers have decreased by nearly 10% compared to the previous two years.</p>

Campus Program		How Student Behavior Influenced
		<p>2014 was the first year in which attendance at the housing orientation was mandatory for all students, not just new students, and 785 students attended the first session. Make-up orientations were completed by the remaining students by the end of October. The mandatory orientation provided Housing Services with the opportunity to have meaningful contact with residents and highlight the importance of both safe or non-use of alcohol/drugs. Housing Services also used a different alcohol and other drug education online program this year – 3rd Millennium Classroom’s “Alcoholwise.” The decision to use this product gave Housing Services additional sanctioning tools that have been very useful.</p> <p>Student Health Center: The Student Health Center’s alcohol and other drug education was implemented primarily through its Quick Facts on Health guest lecture; an interactive presentation which assists students in choosing, achieving and maintaining a healthy lifestyle. The lecture was conceived, developed and conducted by the Center’s health educators. The presentation emphasized risk recognition and realistic risk reduction strategies. The lecture addressed: alcohol and other drugs; domestic and sexual violence; influenza; nutrition and fitness; relationships; sexual health; sleep; stress; and suicide. The guest lecture incorporated: Aware Awake Alive content to address alcohol risk recognition and reduction; bystander intervention in relation to alcohol, domestic and sexual violence, and suicide; and related services offered through the Student Health Center (including Counseling and Psychological Services), other campus entities and community resources.</p> <p>Quick Facts’ primary target audience was the University’s introduction to higher education courses for incoming freshman and transfer students. Over the course of the reporting period, more than 150 Quick Facts guest lectures were conducted for courses in the Colleges of Arts and Letters, Natural and Social Sciences, and Health and Human Services, reaching more than 4,500 new students. Evaluations indicated the majority of students learned new (or relearned) information relevant to their lives. For some students, the alcohol and other drug content was the most important component of the presentation.</p>
Monterey Bay	New Student Orientation & alcohol education & sexual assault prevention workshops	<p>During the 2013 and 2014 first time freshmen new student orientation sessions, 13 alcohol education workshops were facilitated by professional staff from the Health Promotion and Education Program and the Office of Judicial Affairs. These 30-minute workshops – reaching 1,931 students – were designed to correct misperceptions about alcohol use in college, provide strategies for recognizing and responding to alcohol poisoning (utilizing materials provided by “Aware, Awake, Alive”), and inform about campus and community resources. Data collected from CSUMB freshmen completing the AlchoLEdu online alcohol education course in previous years was used in the development of the workshop to ensure that information provided to new students was both relevant and accurate. Use of the Poll Everywhere online survey tool during the workshops also allowed facilitators to collect real time data from participants that assessed knowledge and guided the direction of discussions.</p>

How Student Behavior Influenced		
Campus	Program	How Student Behavior Influenced
Northridge	Alive and Well Peer Health Education Program	<p>Immediately following each of the alcohol education workshops, a 30-minute sexual assault prevention workshop facilitated by staff from the Monterey County Rape Crisis Center, our Dean of Students, and/or the Title IX Deputy Officer was held for the same participants. Holding these two workshops in succession proved to be ideal as students were clearly able to see the correlation between alcohol/other drug use and sexual assault. Evaluations conducted at the conclusion of new student orientation consistently indicated that the overwhelming majority of participants found the information to be useful in preparing them for their first year at college. These sessions also helped to correct some of the misperceptions they held about alcohol use among CSUMB students.</p> <p>One successful CSUN initiative is the Alive and Well Peer Education Program run by the Health Promotion Department of the Klotz Student Health Center. Alive and Well is the campus peer education resource for alcohol, tobacco, and other drug abuse prevention. A certified health educator supervises 10 to 15 volunteer Alive and Well Peer Educators who provide risk reduction presentations and programming for CSUN students. Peer Educators are trained utilizing the BACCHUS Network's Certified Peer Education program as well as via extensive training by the Alcohol, Tobacco, and Other Drugs (ATOD) Counselor. Alive and Well Peer Educators have partnered with CSUN's University Counseling Services, Career Center, Veterans Resource Center, and the Pride Center peer educators on a variety of outreach activities and workshops. Traditionally, Peer Educators connect with targeted groups across campus including housing, fraternities and sororities, and freshmen. The Peer Educators provide presentations and outreach events including the following. During the past two years, the Peer Educators volunteered more than 2,000 hours of service, most of which were spent staffing the Living Well Lounge.</p> <p>The Living Well Lounge, a satellite of the Klotz Student Health Center, is located in the University Student Union, and provides wellness services to address the relevant American College Health Association (ACHA) Academic Impacts identified in CSUN's National College Health Assessment. The Living Well Lounge is a student-run space where students can de-stress in a massage chair, and participate in nutrition counseling, aromatherapy, and meditation. This supportive environment allows Peer Educators the opportunity to engage students in discussions on stress reduction and responsible alcohol use, and to provide resources and referrals for students dealing with substance use issues. Additionally, during this two-year period, more than 6,000 students, including approximately 2,500 freshmen visited the Lounge. All freshman classes received "Aware, Awake, Alive" alcohol poisoning prevention information cards. More than 1,000 others received RADD designated driver program cards.</p>

Campus Program		How Student Behavior Influenced
		<p>Training - Alive and Well Peer Educators attend a four-day training during the summer, a one-day training during the winter, and weekly trainings during the fall and spring semesters. Training examples include:</p> <ol style="list-style-type: none"> 1. Bacchus Certified Peer Educator (CPE) Training 2. TIPs (Training for Intervention Procedures) 3. StrengthsQuest 4. Public Speaking 5. Alcohol, Tobacco, and Other Drugs <ul style="list-style-type: none"> o Mental Health First Aid o Stress Management o Sleep Hygiene <p>Presentations and Outreach - Health Promotion staff and Alive and Well Peer Educators participated in approximately 50 outreach activities, including Matador Nights, National Collegiate Alcohol Awareness Week, Great American Smokeout Safe Spring Break, Welcome to Wellness, and classroom presentations/workshops (e.g., “The 5 Ps of Partying”, a safer partying presentation).</p>
Pomona	New Student Orientation alcohol education & sexual assault prevention workshops	<p>Cal Poly Pomona’s Alcohol and Other Drug Council Programming subcommittee developed and implemented a multi-faceted alcohol prevention program targeting all 5,809 incoming 2014 first year students. This approach included online and in-person alcohol education for first year students and student leaders who have direct contact with these incoming students. Cal Poly Pomona implemented the commercial program “eCheckUpToGo,” created by San Diego State University, as an alcohol abuse prevention tool with incoming first year students during orientation programming beginning July 2013. Our goal was to have all first time students complete this online course. eCheckUpToGo has been evaluated and has earned the stamp of approval from NASPA as having positive outcomes in changing students’ behavior surrounding alcohol use and abuse. The program’s use of motivational interventions and comparisons to actual normative behavior specific to our campus can have positive impacts on our students’ behaviors.</p> <p>During the orientation programming for fall 2013, all incoming first year students were encouraged by Student Health and Counseling Services to complete the online course and be entered for a drawing for an iPad. However, the completion rate was a dismal .79% (46 out of 5,809). However in 2014, Orientation Services agreed to list completion of the course as a soft mandate before attending orientation programming for fall 2014. This information was disseminated as part of an email sent to all incoming students as well as a checklist item on the Orientation website. Further, the link was included</p>

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in the Orientation mobile app (Guidebook), which all students had the opportunity to download before Orientation. This change resulted in an 83% completion rate (5,211 out of 6,271).

Additional steps to educate incoming freshmen and Orientation Leaders were also initiated during orientation programming in June of 2014. All 45 Orientation Leaders were given a one-hour training on safe drinking practices, drink size and individual tolerance as well as the link between alcohol use and sexual violence. All Orientation Leaders also received a one-hour training from the Violence Prevention and Women’s Resource Center that covered topics related to facts and myths about sexual assault and dating violence, how to be an active bystander, and how to support students who disclose incidents of sexual assault or dating violence.

Developed in order to address Title IX compliance, all incoming freshmen students participated in a two hour, interactive educational session that focused on safe drinking practices, promoted the “Aware-Awake-Alive” campaign, and provided education on sexual assault and dating violence. The objectives of the alcohol training were for students to:

1. Identify when zero drinks is the best option for someone
2. Identify signs/symptoms of alcohol poisoning
3. Describe steps to take if alcohol poisoning is suspected
4. Identify one new piece of information that can be put into use
5. Identify high-risk drinking behaviors to avoid

An evaluation of the educational programming strategies revealed:

- 93% of students correctly identified all 4 circumstances in which zero drinks is the best option
- 57% of students correctly identified at least 4 signs/symptoms of alcohol poisoning
- 96% of students indicated they strongly agree or agree that they feel confident they would call for help if someone is showing signs of alcohol poisoning
- 91% of students correctly identified all 6 high risk drinking behaviors

This program complemented the 45-minute “It Takes a Village” presentation that was presented to all incoming students (Freshmen and Transfer) at each Orientation Program. This panel-style presentation which included representatives from Judicial Affairs, Student Health and Counseling Services, the Violence Prevention and Women’s Resource Center, and the University Police Department, focused on strategies that students could employ to become active, engaged, and safe members of the campus community. Self-care, bystander intervention and departmental services were covered in this presentation.

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Campus Program

Sacramento

Zombies, Alcohol, and You

Beginning in fall 2010, Sacramento State Student Health and Counseling Services (SHCS) implemented a mandatory online alcohol abuse prevention course for all incoming first-year students called *Zombies, Alcohol, and You*. The online alcohol abuse prevention program is offered by Student Success, and was created in partnership with The BACCHUS Network™, an international association of 1,000 college- and university-based peer education programs focusing on alcohol abuse prevention, tobacco issues, and other health and safety initiatives for students. The suite of online videos and tests are designed to educate students on the risks of alcohol abuse and to teach successful strategies for handling dangerous alcohol-related situations. The Student Success program provides information about standard drink size, moderate drinking guidelines, social norms, and alcohol abuse factors, potential consequences of overconsumption, refusal skills, and alcohol poisoning symptoms. The program also uses motivational interviewing techniques to engage students and encourage them to think more critically about their attitudes and behaviors regarding alcohol consumption.

The program is evaluated using a pre- and post- test to assess knowledge gain. In order to “pass” the course and receive credit for completion, students must score 75% on two of the knowledge portions of the post-test (Attachment 1). Students who do not receive a 75% are required to retake the post-test until they pass the course successfully. The program evaluation also includes collection of demographic information and questions about current drinking behavior and motivations (pre-test), and effectiveness of the program and behavioral intentions related to future alcohol use (post-test). Sacramento State piloted the use of this program in fall 2010 with incoming first-year undergraduate students using a “soft” mandate, with no registration holds placed on the records of students not completing the course. Since the first year, Sacramento State has increased the impact of the program by including all new transfer students beginning fall 2011, instituting a hard mandate in fall 2012 that automatically put a registration hold on the records of students who did not complete the course, and adding all international undergraduate students in fall 2014. Since Sacramento State began implementing the program, the number of students reached increased from 2,291 students completing the course in 2010-11 to 9,172 students completing it in 2013-14.

Responses from 2013-14 course participants of the Student Success program indicate that 62% of incoming Sacramento State students have not received any alcohol education prior to entering college, with another 24% of students only having received 1-3 hours of alcohol education before arriving on campus. These findings highlight the importance of providing alcohol abuse prevention programs to students as they transition into college. In terms of overall knowledge gain, the percentage of students receiving a passing grade changed from 2% on the pre-test to 77% on the post-test immediately

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Campus Program	
<p>San Bernardino</p>	<p>CSUSB's THR!VE Coyote Packs</p> <p>following the course. Participants showed significant improvement in all measures, including knowledge of alcohol, its effect on the body, and actual (vs. perceived or media representations of) peer alcohol use. At the pre-test, students reported several potentially negative motivations for drinking: 54% reported "having fun"; 26% reported "relieving stress"; and 15% reported "getting drunk" as strong or very strong motivations for drinking. After the program, all three of these motivations decreased. The only remaining strong or very strong motivation reported by more than 10% of students was having fun (28%), which decreased 26 percentage points. Motivations for drinking less or not drinking at all rose by at least 22 percentage points in most measures. Concern about academics, at 87%, was the most strongly cited motivation for not drinking or drinking less. In terms of future behavioral intentions as compared to past behavior, setting a limit on drinking before going out increased from 26% to 60%, and assigning a designated driver or otherwise arranging transportation before drinking rose from 44% to 72%. In addition, students' intention to intervene if they saw a friend drinking too much also rose. The most common intervention behaviors cited were making sure a friend got a safe ride home (93%) and keeping an eye on them (88%).</p> <p>CSUSB's THR!VE Coyote Packs serve as an example of a successful CSUSB alcohol and drug education and prevention initiative. The program was created and coordinated by the Health Promotion Department and is divided into four distinct groups or "Coyote Packs" (in honor of the CSUSB mascot) focusing on various college health issues:</p> <ul style="list-style-type: none"> • ATOD (Alcohol, Tobacco and Other Drugs) • Sexual Health • Behavioral Health (Mental Health issues) • Health & Wellness <p>The goals for all four Coyote Packs are to create a campus climate that:</p> <ul style="list-style-type: none"> • Reduces harm to students • Encourages dialogue regarding students' behavior • Facilitates skill-building and academic success • Demonstrates diversity and unique qualities to provide valuable university opportunities <p>The THR!VE—Health Promotion <i>ATOD Coyote Pack</i> at CSUSB aims to educate students about the potential negative consequences of drug and alcohol use and/or abuse. Through innovative programming, peer education, campus outreach, and community collaborations, the <i>ATOD Coyote Pack</i> serves to create a harm-free environment in which students can achieve their academic goals and acquire skills necessary for life-long success.</p>

Campus Program		How Student Behavior Influenced
San Diego	Aztec Choices	<p>ATOD Coyote Pack Campaigns: “AWAKE, AWAKE, ALIVE” – Aware, Awake, Alive prevents loss of life to alcohol poisoning by educating teens, young adults and parents on the dangers and symptoms of alcohol overdose. The program generates awareness and dialogue around amnesty-based policy and legislation, and creates an atmosphere of partnership in which young people, parents, educators, and like-minded student clubs and organizations share responsibility for supporting and educating one another. Aware, Awake, Alive is driven by a core belief and philosophy that lives can and will be saved simply by working together. The program coordinators partner with like-minded individuals and organizations while encouraging an atmosphere of shared responsibility among young people, their peers, parents, and educators.</p> <p>ATOD Coyote Pack Year-Round Campaigns:</p> <ul style="list-style-type: none"> • RADD (Rockers Against Drunk Driving) - RADD (Entertainment Industry's Voice for Road Safety) is a nonprofit organization that promotes road safety through a designated driver incentives program at participating establishments. • CSUSB Peer Health Educators (PHEs) provide the campus community with outreach and programming events including information and interactive activities that encourage responsible, healthy, and safe decision-making regarding alcohol consumption. The PHEs have interactive games for students to play, which includes “Gone in 60 Seconds” and “Drunk Woody.” Gone in 60 Seconds involves participants wearing beer goggles while trying to navigate a remote control car through an obstacle course. Most students wind up hitting all the obstacles and failing the test. This activity demonstrates how alcohol can affect motor skills and perception. Drunk Woody is another interactive game whereby the participant, wearing beer goggles, tries to put on a condom correctly onto a wooden condom demonstrator, hence Drunk Woody. Participants realize how difficult it can be to practice safer sex while under the influence of alcohol. <p>The Aztec Choices program was initiated in the Fall of 2013. It features a one-on-one intervention counseling session for all new student athletes. Student athletes received a one session <i>Motivational Enhancement</i> session with a trained counselor within our Counseling & Psychological Services department. The session focuses on providing personalized feedback on the student-athlete’s alcohol use and uses Motivational Interviewing techniques to increase motivation to reduce risky levels of alcohol use. Each session is personalized based on any presenting issues the student-athlete discussed. If appropriate, students may receive up to two additional sessions with the counselor.</p> <p>A six-week follow-up survey was administered via an online web-survey. Compared with the pre-test administration, the participants were more likely to abstain or drink minimally (monthly or less) on</p>

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Campus	Program
<p>San Francisco</p>	<p style="text-align: center;">Alcohol Poisoning Campaign/Step-up Bystander Intervention</p> <p>follow up (64% vs 78%). There was also an apparent decline in reported black outs from alcohol. The survey also demonstrated that as a result of the Aztec Choices program, the student-athletes felt more connected to resources on campus, had greater ability to reduce their use, and improved ability to resist peer pressure.</p> <p>Purpose: Reduce Incidence of Alcohol Poisoning on and off campus</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Students will develop the skills to identify alcohol-poisoning and know how get the individual in need assistance. 2. Students will learn the skills to: <ul style="list-style-type: none"> • Step-Up in situations with either the potential of an alcohol-poisoning occurring or to initiate action to assist help for someone who may be experiencing alcohol-poisoning. <p>Background: At the January 29, 2014 CSU Board of Trustees meeting, Chancellor Timothy P. White made a “commitment to expand the CSU’s efforts in educating our students, faculty and staff regarding [alcohol poisoning prevention] on our campuses”.</p> <p>The SF State Alcohol Responsibility Taskforce (ART) took on the challenge of developing a systematic campus-wide approach to provide both: (A) alcohol poisoning prevention information and (B) build bystander intervention skills for our students. ART, chaired by the Assistant Program Director of PEP/CEASE, includes student and staff representatives from such key areas as Residential Life, Student Involvement & Career Center (student activities), Athletics, CPSC, the PEP/SF State Cares social media team, SHS, fraternities/sororities, and others with support from the Dean of Students and the Associate Vice President (AVP) for Student Affairs & Enrollment Management (SAEM). In addition, the taskforce collaborated with the Coordinator of The SAFE Place to develop a sexual violence prevention/Title IX module which has been integrated into the Step-up Bystander Intervention training for Resident Advisors, Fraternities/Sororities, and peer educators.</p> <p>Integrating evidence based bystander intervention (Megehee, 2012) and alcohol-poisoning prevention has been a focus of SF State’s prevention efforts for some time in a variety of ways. The CEASE peer-developed <i>I Got You</i> campaign, discussed in the 2011-2013 biennial report has been incorporated into peer-led workshops and larger campus events for both alcohol and other drugs, and sexual violence prevention until it was supplanted by the current campaign. The peers developed a pledge card intended to be signed and given to a friend that states that the student will be there for their friend if she/he has had</p>

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too much to drink, is in a compromised situation, or needs a ride home. CEASE first developed a *Know the Signs of Alcohol Poisoning* club card in 2009 that has been widely distributed and information about the California 911 Lifeline Legislation has been integrated in programming since it was implemented.

At the CSU 2014 Alcohol, Tobacco and Other Drugs Educational Conference, PEP/CEASE and The SAFE Place presented a model for working with athletes that integrates alcohol and sexual assault prevention, as the vast majority of reported incidents of sexual assault on campus has included the use of alcohol by one or both of the individuals involved. Bystander intervention for both dangerous drinking and sexual assault has been a component of the workshops for athletes and fraternities/sororities. The workshops are gender specific. Workshops for the male athletes/fraternities are grounded in an examination of masculinity, fraternity, community, their perceptions of women and how these attitudes and beliefs influence their behavior. The workshops for both genders explore what facilitates intervening or presents barriers. The workshops discuss the role alcohol plays in inhibiting sound decision-making and the importance of having individuals present in party situations with bystander intervention skills who are not drinking. All of the workshops include Title IX information and role-play exercises involving situations of sexual harassment in a school setting and alcohol related sexual assault. During the last academic year all of the male and all but 2 of the female athletic teams received the trainings, team by team.

In January 2014, a team of Alcohol Responsibility Taskforce members attended the CSU/Aware Awake Alive *Plug 'n Play* conference and began the task of developing the cross-departmental systematic program to address alcohol-poisoning prevention for the SF State community.

Major activities: 1) Step-Up Bystander Intervention Trainings; and 2) Alcohol-poisoning media campaign.

Program: ART and the PEP media team developed a pilot alcohol-poisoning prevention media campaign initially borrowing heavily from the Aware Awake Alive tool box with adaptations for SF State. Subsequent media have been more SF State based and timely. The media campaign was launched just prior to move-in day for Residential Life with an 8.5x11 flyer, *Know the Signs: Save a Life from Alcohol Poisoning*, which was adhered to the inside of the front door in all of the University owned housing units. Two weeks later on Alcohol Awareness Day, *Drunk or Dying? Know the Signs: Save a Life from Alcohol Poisoning* table tents were placed in the Dining Center and Gator Watch: *Know the Signs, Save a Life from Alcohol Poisoning* posters were placed on sandwich boards at strategic locations around campus.

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	<p>The next phase targeted the upcoming Halloween and Fall break with a pumpkin poster <i>Don't Get Smashed: Know the Signs, Save a Life from Alcohol Poisoning</i> which was also placed on the e-display monitor in the César Chávez Student Center. Each set of posters was placed around campus for 2-week intervals.</p> <p>Assessment: Although 100% of students living in housing were exposed to the alcohol-poisoning information, reaching SF State's commuter students provides a greater challenge. At the end of the Fall 2014 semester, peer educators solicited students to participate in a brief survey at several locations on campus where commuter students are found. The Fall semester was a pilot for the media campaign and the end of semester survey provides valuable feedback. The results of the survey indicate that 40% of the students surveyed saw the posters and the topical and SF State focused designs, such as the Halloween pumpkin poster <i>Don't Get Smashed</i>, were more significantly effective; 70% remembered seeing the Halloween themed poster vs. 39% for the poster that was adapted from the <i>Aware Awake Alive</i> official website toolbox. Feedback also indicates that if the students noticed the poster, a majority recalled the theme. Results suggest that the posters should be more widely distributed and kept up for longer intervals.</p> <p>Next Steps: Social media will be utilized more and posters for the campus BART shuttles will be in place for the start of the spring semester. <i>Must Help! Drunk or Dying. You Make the Call</i> refrigerator magnets have been produced and are ready for start-of-the-semester events.</p>
San José	<p>Alcohol abuse prevention, bystander intervention and choices surrounding sexual activity workshops</p> <p>Through collaboration between Wellness and Health Promotion, Counseling Services, Student Conduct and Ethical Development, and University Housing an average of 10 alcohol education workshops are administered each semester for potential high risk students who have violated SJSU's alcohol policy. These workshops are co-facilitated by a health educator and a counselor trained in alcohol abuse prevention. The purpose of the workshop is to give students the skills and tools needed to make responsible choices regarding alcohol consumption, bystander intervention, and choices surrounding sexual activity.</p> <p>Throughout the workshop students are encouraged to participate in activities and engage in discussions about their personal drinking habits, standard drink size, protective strategies, alcohol poisoning, and drug-facilitated sexual assault. At the beginning of the workshop students are required to complete a pre-test that measures their knowledge on these topics. At the end of the 2-hour workshop students complete a post-test that aims to measure any change in knowledge. Below are some of the key findings from the pre/post-test administered in fall 2014:</p>

Campus Program		How Student Behavior Influenced
<p>Cal Poly San Luis Obispo</p>	<p>Student Community Success Program “PULSE” educational seminar</p>	<ul style="list-style-type: none"> • A total of 117 students participated in the workshops • The average score of the pre-test stood at 5.15 out of 23 possible points • The average score of the post-test stood at 18.22 out of 23 possible points indicating an increase in knowledge among participants • A two-tailed T-test showed a significance of 3.26 <p>Thirty days after the workshop is delivered students receive an invitation to complete an on-line survey that assesses change in behavior that may have occurred as a direct result of the workshop. Below are some key findings from fall 2014:</p> <ul style="list-style-type: none"> • 35 students participated in the survey • 100% of participants agreed or strongly agreed that the learning they obtained from the workshop was helpful • 94.28% of participants agreed or strongly agreed that they have been able to apply techniques learned in the workshop to their lives • 85.29% of participants agreed or strongly agreed that the workshop was a worthwhile investment in their development • 94.28% of participants agreed or strongly agreed that they are seeing positive results from the workshop <p>California Polytechnic State University hired an Off-Campus Coordinator to oversee the community liaison program. The Student Community Success Program, housed within Dean of Students, was introduced late 2013 to serve students who have received an alcohol arrest/citation or noise citation off-campus. This program is designed to inform and educate students on issues related to the San Luis Obispo Community and inspire students to make positive decisions off campus. The program interacts with students who have been identified as being disruptive in the community, through a 90-minute educational workshop. Cal Poly has recognized a need for this position to bridge the gap between off-campus, disruptive behavior and an on-campus discussion about unfavorable behavior in the community.</p> <p>Beginning fall 2014, subsequent to students violating alcohol and/or other drug policies they are mandated to the three-hour, peer-facilitated, PULSE Educational Seminar that is offered every Friday afternoon. The Educational Seminar has a \$65 fee associated with it; second campus policy and/or other drug violations are \$100. Research data supports that assigning a dollar amount to a sanction doubly reinforces the message of intolerable behavior and also generates discussion between supporter [parent] and student of why extra dollars are needed.</p>

Campus Program		How Student Behavior Influenced
Campus	Program	<p>The money generated by the PULSE Educational Seminar will be overseen by the SUAAC combined Programming and Steering sub-committees. Our Campus Fee Advisory Committee forbids establishing a “savings account.” This money will be re-filtered back into the campus community, financially supporting alternative events on high-risk holidays and for further prevention efforts hosted by student groups, clubs and organizations. To date the fee from the class resides in what is titled a Prevention Fund for which all student groups may apply. The SUAAC Fee sub-committee is reviewing the first round of applications.</p> <p>Awareness Week - Cal Poly has an integrated Orientation Program composed of three distinct areas: Open House, SOAR and Week of Welcome (WOW). To facilitate awareness of alcohol and other drugs, Cal Poly’s Orientation Program leaders developed a series of activities, presentations and collaborations designed to educate prospective students and newly- admitted students and their parents on the dangers associated with the inappropriate use and misuse of alcohol and other drugs. One activity included the implementation of an Awareness Gallery providing educational information about ATOD. During WOW the Activities Facilitators (highly-trained students) led groups of newly admitted students through the exhibit and facilitated discussions on the different topics presented, fielding questions, comments and concerns.</p> <p>Another Awareness Week program involved showing the newly-admitted students and parents the “Carson’s Story” video. This video recaps the night a Cal Poly freshman--Carson Starkey--died from being poisoned by alcohol (the birth of the Aware, Awake, and Alive program). Other events during Cal Poly’s comprehensive Awareness Week include the presentations: Personal Choices and Struggles, A Life Discovered, Drunk Sex and Date Rape. This multi-media approach to providing many opportunities for both parents and the newly-admitted students to discuss amongst themselves the importance of making responsible, healthy and dignified choices has proven to empower Cal Poly students to practice care-taking, lifesaving behaviors. Having parents involved in the discussion doubles our efforts of safety so they can talk to their student as well.</p>
San Marcos	Safer Spring Awareness Week	<p>In conjunction with the annual Safer Spring Awareness Week, Dr. Matt Ballace presented to a target audience of students representing sororities, fraternities, and intercollegiate athletic teams. Dr. Ballace’s interactive and humorous presentation focused on substance free-living, adolescent brain development, and seeking natural highs (e.g. laughing, running, and eating) rather than chemical highs. Of the 175 respondents:</p> <ul style="list-style-type: none"> ● 99% agree that natural highs are superior to chemical highs ● 98% were satisfied with the program

Campus Program		How Student Behavior Influenced
		<ul style="list-style-type: none"> ● 95% correctly identified healthy natural highs ● 91% feel the issues presented in the program were important to them ● 62% were interested in creating a substance-free student organization <p>Program results indicate that CSUSM should continue offering wellness programs that promote attainment of natural highs.</p> <p>Safer Spring Break Awareness Week also included a responsible drinking workshop and a campus and community fair featuring the RADD table. Other successful outcomes include:</p> <ul style="list-style-type: none"> ● 800 students participated ● 500 students completed a RADD card (designated driver program) ● 282 students pledged to have a safe and sober Spring break ● 200 students received educational packets and resources <p>These successful outcomes motivate CSUSM to continue offering Safer Spring Break Awareness Week as a means to facilitate a safe, sober, and healthy Spring Break for students.</p>
Sonoma	Alcohol Use Disorders Identification Test (AUDIT)	<p>Purpose: The Student Health Center (SHC) uses the AUDIT in both clinical and outreach settings to provide students with written information about the potential impact of their own alcohol use, with the intention of encouraging self-reflection.</p> <p>Target Audience: The AUDIT questionnaire and associated use information handout has been shared with others on campus including members of the Alcohol and Drug Advisory Council (ADAC) , faculty, staff, and student leaders with the intention of reaching more students.</p> <p>Major Activities: In outreach settings, students can self-score their questionnaire or discuss the result with the health educator or RN present. In the SHC clinical setting, an AUDIT screening is unlikely to interfere with the primary purpose of the visit. RNs and medical assistants administer the questionnaire in conjunction with the patient rooming and vital signs process. Patients typically have time to review the written information about potential impacts of alcohol use patterns consistent with their AUDIT score before the provider enters the exam room. The provider is able to use the AUDIT information to frame their interactions and discussion with the patient about alcohol use. The AUDIT is administered to an individual student no more than once per semester. The Student Health Center will also collect data for QI or learning outcomes review for this project.</p>

How Student Behavior Influenced	
Campus	Program
Stanislaus	<p>Outcome/Impact: Usage statistics indicate half the student population visits the Student Health Center at least once per academic year. As time allows in the clinic setting, an increasing number of students will receive individualized feedback, motivational interviewing interactions, and/or be referred for counseling or other interventions based on their AUDIT scores. Providers will use the patient's AUDIT response information to follow up with identified at-risk behavior on an on-going basis. Process among Student Health Center staff has been positive because of ease of use and positive feedback from students about their increased awareness. At outreach events in October 2014, 100 AUDIT questionnaires (with associated alcohol use pattern information) were administered to students by SHC RNs, MAs, and Student Health Advisory Committee (SHAC) trained volunteers. Because the AUDIT is written in a format that has resource information on the back side of the questionnaire, it is easy to reproduce and easy for health education volunteers to administer and provides immediate feedback to the participant. The interactive component with the administration of the AUDIT at tabling events provides an opportunity to reach students who would not seek medical care or have not considered themselves to be at risk for alcohol problems.</p> <p>The CSU Stanislaus Alcohol, Tobacco and Other Drug (ATOD) Program utilize a comprehensive approach to reducing problems on and around campus. Research suggests that individuals, groups, community factors and public policy all play a role in impacting environments and change. The ATOD Program focuses on enhancing policies and programs at the University, at the departmental level, and on an individual basis, as well as within the local community. The ATOD Program webpage (www.csustan.edu/health-ed) is available on the Student Health Center website and provides resources for the campus community regarding ATOD-related issues and solutions. The campus is currently updating its alcohol policy to reflect this philosophy.</p> <p>Alcohol Education Presentations:</p> <ul style="list-style-type: none"> • The CSU Alcohol Policies and Prevention Programs require campuses to provide orientation programs for student club and organization advisors and officers that outline policies, expectations, and information on alcohol use and abuse. This requirement is also outlined in Executive Order (EO) 1068. • To fulfill EO 1068, the Health Educator and Peer Health Educators created a presentation titled: <i>What CSU Stanislaus Students Should Know about Alcohol</i>. This presentation covers a variety of topics related to alcohol and college drinking including: drinking trends in college, standard drinks defined, low-risk vs. high-risk drinking, potential drinking consequences, alcohol overdose, California laws pertaining to alcohol, safer party tips and harm-reduction strategies, as well as alcohol misuse resources.

Campus	Program	How Student Behavior Influenced
		<p>A total of 176 students attended one of four presentations offered during the fall 2014 semester.</p> <ol style="list-style-type: none"><li data-bbox="277 195 626 1509"><p><i>Warriors Up At Night</i>: The philosophy of the <i>Warriors Up At Night</i> program is to offer students a variety of programs and events in a fun and interactive setting. The program has a strong focus on providing opportunities for students to be active on campus at times frequently associated with collegiate alcohol consumption. In support of this focus, the program is typically offered Friday evenings from 8:00 p.m. to 12:00 a.m. In addition to the themed programs sponsored during <i>Warriors Up At Night</i>, the University Student Union and Housing maintains extended evening hours and offers students additional activities including pool, ping-pong, foosball and various gaming consoles (Wii, PlayStation, etc.). Program participants are provided free food and refreshments throughout the evening. The program has been well-received by students and has developed a faithful participant base.</p><li data-bbox="662 195 938 1509"><p><i>SMART Day</i> <i>SMART Day</i> was conceived during the 2009-2010 academic year through a partnership between Housing and Residential Life, the University Police Department, and the Student Health Center. The name of the program (<i>SMART Day</i>) stands for <i>Students Managing Alcohol Responsibly Together</i>. The philosophy of the program is to provide an interactive format through which students receive information on the responsible consumption of alcohol, as well as the dangers and consequences which may arise as a result of impaired judgment. It is held shortly before the campus Warrior Day concert during the Spring semester.</p>