

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 2:45 p.m., Tuesday, July 23, 2013
Glenn S. Dumke Auditorium

Roberta Achtenberg, Chair
Debra S. Farar, Vice Chair
Rebecca D. Eisen
Douglas Faigin
Margaret Fortune
Lupe C. Garcia
Steven M. Glazer
William Hauck
Peter G. Mehas
Lou Monville
J. Lawrence Norton
Cipriano Vargas

Consent Items

Approval of Minutes of Meeting of May 21, 2013

Discussion

1. California State University Alcohol Policies and Prevention Programs: Sixth Biennial Report, *Information*
2. Update on SB 1440: Student Transfer Achievement Reform Act, *Information*
3. Update on California's Transition to Common Core State Standards and Smarter Balanced Assessment in K-12 Schools, *Information*
4. Update on Baccalaureate Unit Limits, *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 21, 2013

Members Present

Debra S. Farar, Chair
Peter G. Mehas, Vice Chair
Roberta Achtenberg
Bernadette Cheyne
Margaret Fortune
Lupe C. Garcia
Steven M. Glazer
William Hauck
Lou Monville, Acting Chair of the Board
J. Lawrence Norton
Ian Ruddell
Timothy P. White, Chancellor

Trustee Debra S. Farar called the meeting to order.

Three speakers addressed the committee. Steve Teixeira from the Academic Professionals of California commented on online learning and the need for advisers from the CSU not just from outside companies. Kayla Coriatry, a CSU Fullerton student, and Erin Leach, a CSU San Bernardino student, both supported online classes but stressed the need to research the best methods so the value of a CSU degree remains high and the campuses continue with traditional classes in many areas.

Approval of Minutes

The minutes of March 19, 2013, were approved as submitted.

Solution Strategies for Enrollment Bottlenecks and Student Success

Executive Vice Chancellor and Chief Academic Office Ephraim P. Smith provided the board with a brief history of a 2009 presentation on the CSU's framework for online learning. At that time there were 57 fully online and hybrid programs, a 26 percent increase from the previous two years. Academic Affairs looked at the strategic benefits to students; identified exemplary campus practices; defined design principles for student access and support, faculty professional

development, pedagogy and program management; and recognized the challenges of building a solid foundation for online courses. Significant changes have occurred since 2009, he said, with mobile devices such as the iPad, Massive Open Online Courses (MOOCs), streaming video to all devices, and a consumer culture familiar with using technologies in everyday life.

Chancellor Timothy P. White said what interests him is the hypothesis that one size does not fit all. Everything at the California State University has to be nuanced and tailored to each campus. Bottlenecks are not a monolithic problem because some campuses have found ways to manage the curriculum differently than others through resources, majors, staffing and facilities. A systemwide initiative has to recognize campus differences. The question is how to add value to each campus and not force campuses to do things that do not bring value. The CSU does have experience in the area, he said, citing the CalStateTEACH program and open educational resources as one of many affordable learning solutions. The clarity of vision is not 20/20; there are cloudy glasses with many changes, some known and some unknown. As leaders, the CSU must continue to experiment, evaluate and fail at a couple of things so as to lead to true innovation. If everything touched is successful, the CSU probably is not pushing hard enough. Bringing technology, faculty, staff and students together in the changing environment is an opportunity. The CSU will try to find programs that work in one place and determine whether they can be scaled at other campuses if it makes sense to do so, he said. The CSU is a national leader when it comes to many innovations in higher education and influences thousands of campuses across the country. Rather than just develop strategies from the top down, the Chancellor's Office send out a request for proposals for good ideas from the campuses for sharing among all of the campuses. This is a very exciting time, but not without controversy, he said.

Currently there are 75 fully online programs and 29 hybrid programs for a total of 104, said Dr. Smith. The CSU graduated more than 2,800 students in 2011-2012 from these programs and currently has a significant number of students enrolled in fully online programs. He pointed to a PowerPoint slide listing all online programs by campus, by bachelor's or master's degrees, by state or self-support, by Cal State Online, and how many students are in each program as well as the number of graduates. Campuses are expanding online offerings this year. Budget cuts the past few years have meant that the CSU admitted fewer students; student services such as advising were reduced; faculty development was curtailed and there is more campus and program impaction. With \$10 million funding from the governor's budget and \$7.2 million from Chancellor White, the CSU believes it can reduce bottleneck courses using technology, leading to student success and graduation.

Gerry Hanley, senior director of academic technology services, pointed out the technological expertise within the CSU. He said the goals of the \$10 million program to reduce bottlenecks are to (1) increase access to courses needed to complete a degree; (2) reduce repeatable grades without compromising academic standards; and (3) increase campus collaboration so the CSU can scale advising and instructional best practices. When the funds were announced, the CSU put out a request to the campuses to ask how they wanted to participate. Twenty-two high-

enrollment, low-success courses were identified in which 20 percent or more of the students were getting a grade of C-, D, F or a withdrawal, which meant they had to retake that course for it to count toward their major. Campuses were asked to identify online courses in which students successfully completed the student learning outcomes. He gave an example of a CSU Northridge student who was place-bound and not able to travel. While CSUN did not have the course needed, CSU Long Beach did, so the student could take it online and complete it for the major. Campuses also identified 44 courses redesigned by the faculty that led to high student success through the use of technology. The Chancellor's Office set a timeline for campuses to participate in the broad strategy, asking them to determine if they would adopt the identified proven and promising practices and scale them on their campuses. They also were asked about adopting e-advising to help students with their schedules and timely guidance on what course options they have leading to their graduation. The e-advising tool can work with the face-to-face advisers as another pathway for the institution to schedule classes based on the student's projection of what courses they are going to need in the future rather than designing schedules by history. Campuses were asked to provide their plans by June 30, so that summer institutes can be developed to share practices across the CSU. By fall 2013, there will be a concurrent enrollment registration for students across the CSU to sign up for the online courses.

Mr. Hanley then moved to the second set of projects around the \$7.2 million supporting the CSU Graduation Initiative. Campuses have made great progress in analyzing where students have been successful, and they have examined and evaluated best practices and have a number of solutions. Those include freshman seminars, community service courses, undergraduate research and writing-intensive programs. The campuses are providing the proposals by May 31, the proposals will be reviewed in June, and by July, the programs will begin to deliver access and a quality learning experience for CSU students in 2013-14.

Two students participated in the committee discussion. Scott Silviera from CSU San Marcos said *general biology* was full for three years before he could register for it and the only way he was able to register was when he was on the campus orientation team with priority registration. He also gave an example of a student in her fourth year who had to take *general biology* finally in the summer so she could graduate in the spring. He said some classes only are offered once a year which means students have to stay an extra year before graduating which costs them and the state money. Shanice Jackson from CSU Stanislaus shared her experience with two bottleneck courses, *principles of biology* and *operations management*. She said the former was full because so many people had to repeat the class, which meant she had to take it as a senior, and the latter was required of all business majors but only two or three sessions were offered.

Faculty Trustee Bernadette Cheyne said she appreciated the presentation because of the number of times faculty were mentioned, and she encouraged that focus to continue. Trustee Douglas Faigin, while supporting e-advising and redesigned courses, expressed a concern about the redesigned courses being mentioned far more in the board report than the addition of more online courses. He also asked about the extent of bottleneck courses, and wanted a timeline with online solutions to eliminate the bottlenecks. Dr. Smith said it is difficult to quantify all the physical

bottleneck courses, but that the CSU looked at all enrollments in the courses with high numbers of failing grades. That is how the 22 courses were determined, with biology at the top of the list. He said that when students register in August for the online courses that should give the CSU a better handle on the numbers. Mr. Hanley added that May 31 would identify the bottlenecks at the campuses and how the campuses plan to solve the problems. There are many reasons why students cannot get classes, which makes it difficult to get exact numbers. Dr. Smith said data collected when students register in the fall will provide some of the estimated numbers that Trustee Faigin was seeking. Dr. Smith also suggested actually surveying students, as was done several years ago. Chancellor White said there are moving variables that make collecting the data difficult because of student choices, the need for remedial classes and other factors. Additionally, it takes enormous amounts of human time to collect and analyze all the data. Both the campuses and the system office have suffered tremendous staff cuts over the years because of the recession and budget deficit. Dr. White cautioned that if the CSU is going to collect data to base policy decisions on, the numbers must be accurate which will take time to collect. He said the new dollars from the governor have spurred the campuses to move faster than ever to make things better for students beginning this fall and show the governor what the CSU can do.

Trustee Rebecca Eisen described the problem as complex but said the CSU has to move forward. She asked how the funds will be accounted, and Dr. Smith said there is a built-in assessment component to the program that will detail students served. Trustee Steven Glazer asked about the e-advising. Mr. Hanley said there are new advising and scheduling technologies that can be used in concert with a human adviser to schedule into the future and give options to students. He said the new systems would empower current staff to assist students. Trustee Larry Norton asked for a future report on the e-advising and empowering staff project. Chancellor White mentioned different kinds of advising, such as technical advising to get classes scheduled, and faculty enrichment advising about substance, such as career options, which is why measuring such things can be difficult. Trustee Cheyne said staff should ask the chairs of campus departments for information on bottleneck courses because they are the ones who deal with those situations.

CSU Monterey Bay President Eduardo Ochoa said there are some structural reasons for bottlenecks. For example, if you have a certain number of majors, but have to cut spending and reduce enrollment, the campus becomes constrained and cannot offer a full menu of classes as they did before the budget cuts of the past several years. CSU Long Beach President King Alexander said the Graduation Initiative has focused the campuses to get the resources to where the bottlenecks are, adding that the campuses are not starting from scratch on the problems. CSU East Bay President Leroy Morishita said there are many definitions of bottlenecks, which is why it makes it a bit difficult to collect the exact data the trustees are requesting. He cited not having enough sections; students not passing or withdrawing from the class; students unable to take a course at the time they want because of their work schedules; and the lack of adequate lab space.

Update on SB 1440, the Associate Degree for Transfer Act

Dr. Smith said the CSU is making steady progress in receiving additional Transfer Model Curriculum (TMCs) from the community colleges and then having the TMCs reviewed by faculty and matched with CSU degree programs. The two systems knew it would take time for students to learn about the program and obtain associate's degrees, which is why there will be more outreach to students in the next several months. Ken O'Donnell, senior director for student engagement and academic initiatives and partnerships, presented a PowerPoint showing the latest number of programs, including pending matches. The CSU has asked business faculty to review their programs in particular since business is the CSU's most popular transfer major. He showed an increase in the number of similar programs, going from 103 in March to 129 in May, which is good news. The community colleges have conferred an estimated 644 associate's degrees thus far, with 426 students applying for transfer to a CSU campus. That means two-thirds of the student applied to the CSU, which is quite high, proportionally. As for growing the program, Mr. O'Donnell said they are focusing on marketing and driving traffic to the website.

Trustee Cheyne called the progress gratifying. She helped with the TMC for theater, and knew they could not fit with every theater major across the system, yet a dean told someone on a campus to make it fit. Mr. O'Donnell said the rules have not changed, and the CSU will not compromise quality education. There is a lot of pressure to make it work but not to make every concentration fit, because that is not possible. Trustee Monville asked about electronic transcripts from the community colleges. Eric Forbes, assistant vice chancellor for student academic support, said it remains a problem because some community colleges still use paper transcripts, which puts those students behind in the application process. Chair Monville suggested a comparison of the districts that use electronic transcripts versus those that use paper to see which students are falling through the cracks.

Amendment to the Constitution of the Academic Senate, California State University (REP 05-13-04)

Associate Vice Chancellor for Academic Affairs Ron Vogel said the senate is requesting an amendment to its Constitution to include a statement that advances the principals of academic freedom. The request has been vetted and approved by the Division of Academic Affairs and the Office of General Counsel. Senate Chair Diana Guerin said the amendment was written by the Senate's Faculty Affairs Committee in spring 2012, and submitted to the campus academic senates for faculty ratification during fall 2012 and spring 2013. Twenty-two campuses and 93 percent of the faculty voted in favor of the change. She asked for the board to approve the resolution. The vote was unanimous.

The Campus as a Living Lab

Mr. O'Donnell began the presentation speaking about high-impact practices and how they impact student learning and success. These are hands-on experiences such as peer mentoring,

service learning, undergraduate research and internships. The challenge is that some students cannot take advantage of the practices because of work, family, etc. The Campus as a Living Lab project brings the experiences directly to the students and is focused on sustainability. Vi San Juan, assistant vice chancellor for capital planning, design and construction, said her office has been working on incorporating sustainability across all divisions on the campuses, but this project extends that further by integrating sustainability into the curriculum. Academic Affairs, the Academic Senate and Ms. San Juan's office are partnering on this initiative. They are redesigning credits and creating new courses with high-impact learning practices. They have received proposals from 20 campuses as part of the initiative.

Judy King, a lecturer in earth sciences at CSU Dominguez Hills, and Ken Seeton, manager of the CSUDH central plant, described how 30 students worked on projects dealing with water/energy efficiency in one of the campus buildings. Both said the level of student engagement was extremely high, and the students received real world experiences they can use when they graduate. Plus, it gave students a connection with the campus as more than just a place to go to class. The campus also benefited with support and donations from local energy companies. CSUDH President Willie Hagan said this project would serve as a model for other joint projects involving students, staff and faculty in sustainability issues across campus.

Trustee Farar adjourned the Committee on Educational Policy.

COMMITTEE ON EDUCATIONAL POLICY

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

Presentation By

Timothy P. White
Chancellor

John D. Welty
President
California State University, Fresno

Ray Murillo
Associate Director, Student Programs
Academic Affairs, Student Academic Support

Summary

The California State University (CSU) Board of Trustees approved a resolution at the July 10-11, 2001, meeting to adopt and implement the recommendations of the Alcohol Policies and Prevention Programs Committee final report consistent with the individual missions of each campus. 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 report is the sixth 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 from the most recently published biennial report.

CSU's alcohol policy is recognized as the most comprehensive alcohol policy of any university system in the country. The policy is 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 was signed February 13, 2002, involving six state agencies and the CSU to fight alcohol abuse on- and off-university campuses: the Business, Transportation, & 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).

A number of CSU campuses have received grants to fund alcohol education, prevention and enforcement programs. More than \$1,000,000 in grants was received for the 2011-2013 period. 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 Against Drunk Driving (RADD) supported designated drivers programs and campus-wide outreach programs to avoid the danger of drinking and driving. The National Institute of Health, through funding from the American Recovery and Reinvestment Act, provided funds to develop and assess communications of nutrition and alcohol contents to encourage individuals to effectively monitor alcohol consumption and drinking in moderation. 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 private, state and national agencies.

Finally, many campuses have expanded efforts related to prescription use and abuse. Some of the activities identified include distributing educational materials, hosting educational programs, providing substance-free social events, developing lists of community resources, referring students to substance abuse programs, monitoring prescriptions for drug-seeking behaviors, and training programs for peer health educators, resident advisers and student affairs staff.

Campuses reported the following:

- A decrease in students driving after consuming alcohol;
- A reduction in alcohol-related misconduct;
- 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;
- An increase in alcohol-free events;
- An increase implementing online personal drinking assessments;
- 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, firmly enforcing 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, chaired by Fresno State President John Welty, included presidents, students, vice presidents of student affairs, faculty, staff and alumni. The committee concentrated on broad policies that would be realistic and effective at CSU's 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.

Guiding Principles

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

- Provide a safe and secure environment for all students;
- Encourage student health and wellness in an environment supportive of learning;
- Promote healthy choices for students;
- Enforce laws and policies consistently 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 Network, 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:

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 responsibility for developing and implementing campus alcohol education, prevention, and enforcement programs. In response to this charge, the vice presidents for student affairs appointed an Alcohol Policy Implementation Steering Committee that has met regularly since the summer of 2001 and provides guidance to campuses about effective policy implementation strategies.

- Paul Oliaro, Chair, Fresno
- Sue Borrego, Dominguez Hills
- Jim Kitchen, San Diego
- Frank Rincon, San Bernardino
- Doug Robinson, Long Beach
- Greg Sawyer, Channel Islands
- Drew Calandrella, Chico
- Peg Blake, Humboldt
- Eric Forbes, Chancellor's Office

Campus Compliance with CSU Alcohol Policy

Since adoption of the trustees' alcohol policy, campuses and the CSU system have continued to create, implement, and strengthen alcohol-related policies and programs in response to the following key recommendations developed by the committee chaired by President Welty:

- Campuses developed comprehensive alcohol policies and programs that were consistent with their campus missions.
- Campuses held individuals and student organizations accountable for their behavior and offered effective education programs that were regularly assessed.
- Campuses communicated alcohol policies to new students and their parents before and when they arrived on campus.
- Campuses created university-wide alcohol advisory councils, including community membership, which annually developed and reviewed programs and goals, assessed the effectiveness of the campus program, and made recommendations to the president.
- Campuses assessed the effectiveness of their policies and programs to determine if they were achieving the desired outcomes.
- The CSU sponsored 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.

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 & 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 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, CSU Fresno vice president for student affairs, and Ray Murillo, CSU Chancellor's Office associate director, student programs, academic affairs, student academic support, to represent CSU on this council.

Campus Funding

A number of campuses applied for and received additional funding in the form of grants totaling over \$1,000,000 to support campus alcohol and other drug education, prevention, and enforcement programs. These grants are listed by campus on *Attachment A*.

CSU Annual Alcohol and Education Conferences

CSU is committed to sponsoring the annual alcohol and other drugs education conferences since the trustees adopted the implementation of the Alcohol Policies and Prevention Programs. Fresno State hosted the April 12-13, 2012, conference with more than 260 participants from all four sectors of higher education in California (community colleges, University of California, privates and the CSU). Keynote speakers included Dr. John D. Clapp, director of the U.S. Department of Education Higher Education Center for Alcohol, Drug Abuse and Violence Prevention.

CSU Chico hosted the 10th annual alcohol and other drug education conference with 285 conference attendees and keynote speakers, Jason Kilmer, assistant director of Health and Wellness for Alcohol & Drug Education in the division of Student Affairs at the University of Washington, and Victor DeNoble, subject of the documentary film *Addiction Incorporated*, who became the first whistleblower to testify before Congress about his research conducted within the tobacco industry. 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. Even as travel budgets decreased and resources were limited, participation and engagement continued to grow at the annual conference.

To recognize exceptional leadership and exemplary programs, award recipients are recognized: (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 “champion” for alcohol and other drug 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 “champion” for violence prevention initiatives on the campus, in the community or organization; and (5) the Innovation Award recognizes an individual who has created an innovative event, activity, or strategy to improve and more effectively serve students and/or the community. These are listed at www.calstate.edu/AOD.

Campus Biennial Reports

CSU campuses provided biennial reports assessing the outcomes of their alcohol policies and prevention programs. Campuses provided data that are associated with the biennial reviews that are required in the Drug-Free Schools and Communities Act 1989 Amendments. The act’s regulations extend the scope of earlier federal legislation to require that, as a condition of receiving any funds under any federal program, an institution of higher education must certify that it has adopted and implemented a program to prevent the unlawful possession, use, or distribution of drugs, and the abuse of alcohol, by its students and employees.

Campuses used the “Drug-Free Schools and Campuses Regulations Compliance Checklist” to help determine whether they are satisfying the minimum legal requirements of the act regulations. The reporting requirements found in the act are very similar to most of the recommendations found in the CSU Alcohol Policies and Prevention Programs Committee Final Report. The act’s checklist includes (1) reporting on campus alcohol and drug prevention policy, (2) distribution of the policy, (3) description of campus programs, services and leadership, (4) development and consistent enforcement of sanctions, and (5) evaluation and assessment of the program’s effectiveness.

Campus Activities

CSU campuses engage students in experiential, innovative alcohol and other drug education, prevention and enforcement programs. While the following list provides a few examples of campus activities, each CSU campus’ single, most effective alcohol education, prevention, and enforcement program that has affected student behavior in a positive way is provided in *Attachment B*.

- 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 around the goals of creating awareness and education around the issues of alcohol and other drug abuse during a very active time that alcohol is abused;
- Regularly sponsoring education and prevention programs, e.g., during new student orientation programs, prior to spring breaks, and during “Greek Week”;
- Sponsoring “alcohol awareness weeks” or similar programs 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 on 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, program and sanctioning.
- Increased collaboration between Housing/Residential Life, Greek Life and Office of Student Conduct in addressing issues of alcohol and other drugs;
- Campuses are increasingly utilizing technology (electronic assessments, outreach, intervention tools) in their student development practices in orientation, housing, Greek Life, Office of Student Conduct, Student Health Center, Student Health Centers and Counseling & Psychological Services.

- Provide online alcohol education courses such as AlcoholEdu for College, Alcohol Wise, and MyStudentBody.com;
- Training all those who regularly interact with students, such as faculty advisers, resident advisers, coaches, peers, faculty, and student affairs professionals to understand and identify alcohol-related problems and to link students with intervention services;
- Develop and mandate social host training for student clubs and organizations;
- 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;
- Notifying parents and legal guardians about students who violate campus drug or alcohol-related policies;
- 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 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 students who are need of an alternative for drunk driving or a way out of an unfavorable situation.

Campus Initiatives Related to Tobacco

Each campus was asked to provide a brief summary of its activities related to tobacco use. The activities identified include smoke-free campus policies, compliance with state and CSU smoking in public building policy and secondhand smoke policy, smoking policy review committees, cessation programs, educational resources and programs, training and student surveys. All campuses reported being in compliance with the state and CSU smoking policies and having at least one other activity for students. The tobacco initiatives are listed by campus on *Attachment C*.

Prescription Drug Use Initiatives

The 2011 biennial report represents the first time each campus was asked to provide a brief summary of its activities related to prescription use and abuse. The activities identified include distributing educational materials, hosting educational orientations and programs, providing substance-free social events for students, partnerships with county services, non-profit organizations and law enforcement agencies, developing lists of community resources, referrals to substance abuse programs, monitoring prescriptions for drug-seeking behaviors, random drug testing for student athletes, developing controlled substances policies, and training programs for peer health educators, resident advisers and student affairs staff. Student Health Centers have taken a role in monitoring prescription medication abuse through use of surveys, education, outreach and reevaluating practices and protocols including not carrying Schedule II medications in campus pharmacies. The prescription drug use initiatives are listed by campus on *Attachment D*.

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 Instruments

Several online alcohol interventional and personalized feedback tools have been introduced on CSU campuses.

- Alcohol.Edu
 - AlcoholEdu is an online, science-based course that provides detailed information about alcohol and its effect on the body and mind.
- 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
 - MyStudentBody's comprehensive primary prevention program 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)
 - BASICS is 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 assault and violence.
- Campus-based survey
 - Several campuses have developed their own survey instruments, which involve a random sample 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 advisers 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.
- National Alcohol Screening Day each April
 - Students are asked to complete an Alcohol Use Disorders Identification Test (AUDIT), which is reviewed by counseling center staff.
- National Collegiate Health Assessment (NCHA)
 - This survey is coordinated by the American College Health Association, which initiated the survey in 1998.
 - This survey is based upon a random sample to assess changes in drinking behavior and to determine attitudes, feelings and perceptions of the students on campuses related to health and other issues. Campuses are transitioning from a paper-only survey to a web-based survey.
 - It consists of 58 questions dealing with six areas of student health and demographics.
 - The survey provides the largest known comprehensive data set on the health of college students, providing the college health and higher education fields with considerable research on student health.
 - Campus survey findings are compared with national norms (reference group).

- Findings are used to achieve the following outcomes:
 - Determine priority health issues among student populations
 - Measure progress and effectiveness of intervention strategies
 - Support institutional policies and local laws that affect the health of a campus community
 - Monitor prevalence and care for specific chronic disease groups
 - Monitor acute illness and prevention efforts
 - Identify students' level of self-knowledge about health protection practices and illnesses
 - Identify students' perceptions about peer behavior
 - Assess the impact of health and behavior factors on academic performance
- 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:
 1. Screening: determines the severity of substance use
 2. Brief Intervention: builds motivation through a collaborative conversation
 3. 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 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.
 - Each campus provided approximately 1,000 undergraduate students above the age of 18 for the study sample.
 - The questionnaire asked up to 434 questions of each respondent, with skip logic used to minimize the number of questions.
 - Questions included student demographic information, alcohol use, settings where alcohol was consumed, ease in obtaining alcohol, other drug use, and perceived use by other students.
 - Campuses were paired with a campus with similar demographics and divided into control and intervention sites.

Trends

Based upon the surveys administered by CSU campuses, the following trends have been identified:

Bakersfield hosts an annual OkSoberFest and collects assessments on student behaviors. They found the following after completing the activities:

- 80 percent of students could identify the standard size of a drink.
- 97 percent of students indicated they know the legal Blood Alcohol Content (BAC) of California.
- 90 percent of students were able to identify how many drinks put them at the legal limit.
- 86 percent of students indicated they were more likely to keep track of the number of drinks they consume.
- 82 percent of students indicated they were more likely to obtain a designated driver or call Designated Driver Incorporated (DDI). The Alcohol and Drug Education Committee partnered with DDI to give CSUB students a \$10 discount if they show their student identification card. DDI is a program that will drive the student and their car home if they have been drinking. For more information about DDI, please refer to <http://www.ddiofbako.com/>.

Channel Islands facilitates the AlcoholEdu survey annually with all incoming residential freshmen. During the 2011-2012 academic year, 674 residential students participated and completed AlcoholEdu. Highlights from the data collected were:

- When measured prior to their arrival on campus, CI students' drinking rates continue to rank below the national average.
- CI's Housing and Residential Education Freshmen group is largely comprised of non-drinkers (74 percent as compared to a national average of 64 percent).
- When measured midway through the fall semester, 14 percent of CI students reported drinking in a high-risk way. The percentage of self-reported high-risk drinkers prior to arrival on campus was 16 percent.
- The decrease in percentage of high-risk drinkers midway through the fall semester runs counter to the typical drinking patterns followed nationally, "where generally alcohol use rises the summer before a student enters college and then increases substantially after arriving on campus" (2012 Ever Fi Inc.).
- CI students are most commonly drinking at off-campus residences or in outdoor settings. (The AOD committee attributed this statistic to lack of alcohol access on campus and expressed concern over the number of students who may be driving under the influence).
- The most common drinking-related risk behaviors that CI students engage in are doing shots and pregame drinking.
- Drinking rates differ for men and women. Women are drinking in a high-risk way more frequently than men.

- After completing AlcoholEdu, students reported increases in positive behavioral intentions. Among high-risk drinkers who did not see a need to change their drinking behavior before the course, 48 percent indicated a readiness to change their drinking after completing the course.
- When asked about positive engagement ideas, CI students selected the following: Movie nights (246), fitness classes (212), outdoor adventures (207), live music (202) and bowling (171).

Chico administers AlcoholEDU for College, which is mandatory for the entire first-year student population. The desired result is to create a community with a common educational experience that will foster the development of a campus culture that supports healthy decision-making and increases the students' ability to take care of each other in risky social settings. By completing this course students become better educated on the risks of drinking alcohol, learn to make better decisions, and learn to change their drinking behavior. These positive outcomes are measured in surveys that are administered before, during, and after the course. The campus has a 99 percent completion rate of Part I and a 90 percent completion rate of Part I and II combined. There are many positive statistical outcomes from Chico students taking AlcoholEDU. For example, the 2010 survey indicates that 51 percent of high-risk drinkers who saw "no need to change the way they drink" before taking AlcoholEDU, changed their attitudes, resulting in 49 percent indicating their readiness to change after completing the course.

AlcoholEDU for College
Fall 2010 Online Freshman Survey
N=1,474

The following are reported positive behavior intentions from students after they've completed part one of AlcoholEDU:

- 52% reduce frequency of drinking.
- 53% reduce number of drinks.
- 63% to set a limit.
- 45% avoid drinking games.
- 85% were prepared to identify and/or help someone who has alcohol poisoning.
- 79% were helped to establish a plan for responsible decisions around alcohol.
- 60% changed their perceptions of others' drinking related behaviors.
- 60% were stimulated to reflect on their personal attitudes and behaviors

AlcoholEDU for College
Fall 2009 Online Freshman Survey
N=1,227

- 72% were prepared to help in a situation where they have identified an alcohol overdose.
- 50% reported that their current understanding of Blood Alcohol Concentration (BAC) would change the way they consume alcohol.

- 49% intend to reduce the number of drinks they drink per occasion.
- 46% will reduce the number of times they will drink per week.
- 32% of drinkers reported that (getting in trouble with authorities) was among the most important reasons for not drinking.

Fresno utilizes the National College Health Assessment (NCHA) to assess both changes in drinking behaviors and perceptions. In spring, 2011 more than 3,800 students were randomly sampled with a 29 percent response rate. Results did not show significant change from the 2009 survey and the campus data is more favorable than national reference data with the exception that Fresno State students who reported using pain killers and antidepressants that were not prescribed to them is higher than the national reference data.

Fullerton has participated in the Safer California University Study since July of 2003. This study includes an annual survey of approximately 10,000 undergraduate students from CSUF. The study collects data on self-report drinking and drug use rates, as well as contextualizes where and in what settings student use alcohol and other substances. Data gleaned assist the campus in establishing priorities for educational programs, interventions and training for students and staff.

The survey was conducted in November of 2010, 2011 and 2012. Each year, a random sample of approximately 10,000 undergraduates was gathered from admissions and records. The sample was sent to Prevention Research Center to administer the survey instrument via student email addresses. Two reminder emails were sent to students who had not responded. Data from the study show that while annual and monthly prevalence of drinking among CSUF students has slightly increased, high risk or “binge drinking” rates have remained unchanged over the course of the study. 2012 was the final implementation year of this study.

Humboldt students participated in the alcohol portion of the online Mental Health Screening.

Of the participants, September, n = 6 (five women, one man; 66.67 percent Caucasian):

- 33.33% no symptoms of severe alcohol use; 100% of these said they would not seek further evaluation
- 33.33% harmful or hazardous use; 100% of these said they would not seek further evaluation
- 33.33% harmful use with dependence; 100% had no response to whether they would seek further evaluation

October, n = 12 (9 women, 3 men; 58.33 percent Caucasian)

- 33.33% no symptoms of severe alcohol use; 75% of these said they would not seek further evaluation

- 41.67% harmful or hazardous use; 25% of these said they would seek further evaluation
- 25% harmful use with dependence; 50% of these said they would seek further evaluation

November, n = 6 (all women; 66.67 percent Caucasian)

- 100% harmful use with dependence; 40% of these said they would seek further evaluation

December, n = 1 Caucasian male

- 100% harmful or hazardous use; said he would seek further evaluation

Long Beach conducted the ATOD Health & Risk Behavior assessment for special populations of students (student athletes, fraternity and sorority members, members of student government and students in residence halls). The purpose was to analyze the differences in the behaviors of these students and the behaviors reported from a random sample of the entire CSULB population on the 2010 Health Status Survey (HSS), to determine if this special population engaged in more high-risk behaviors. A total of 800 students from these special populations responded to the survey over two years. The findings concluded that while the gender of the respondents was similar for both surveys, students in the special populations were more likely to be younger and live on campus. Additionally, students from both surveys reported similar GPAs. Regarding alcohol, students from the special populations were less likely (43 percent vs. 53 percent) than HSS 2010 participants to be non-drinkers. Additionally, 68 percent of special group students and 51 percent of HSS 2010 respondents reported always using a designated driver. Also, students from the HSS 2010 survey were more likely (85 percent vs. 53 percent) than special group participants to not have driven under the influence of alcohol during the past year.

Los Angeles participated in the National College Health Assessment during the fall 2012 quarter. Information from the assessment will be used to guide future programming.

The Maritime Academy began collecting the National Collegiate Health Assessment, (NCHA) from the American College Health Association, ACHA in fall 2010. Results will be utilized to design and implement health education, prevention, and promotion services, materials and programs centered on alcohol, tobacco and other drugs.

Monterey Bay uses an online alcohol intervention and feedback tool, AlcoholEdu, for all incoming freshmen. The campus is entering the second year of administration. Therefore, 2012 will yield the first comparative data with approximately 85 percent completion rate each year. The campus has seen the positive results in its education efforts as seen in the data related to self-reported drinking behaviors midway through the fall semester. (Mid-fall 2012 data is not yet available.)

	<u>2010</u>	<u>2011</u>
Non-drinkers	63%	70%
Light to moderate	11%	13%
High risk	20%	18%

These data also indicate that the percentage of CSUMB non-drinking students is above the national average and that the percentage of moderate and high-risk drinkers is below the national average.

Northridge randomly selected 10,000 students to participate in the National College Health Assessment with a 15.5 percent response rate. The executive summary of CSUN 2011 data can be found online at www.csun.edu/shc/pdfs/ncha_health_assessment_exec_2011.pdf

Comparison of CSUN and national NCHA spring 2011 data indicate parallel or positive results in most alcohol-related behaviors and consequences resulting from drinking. Notable exceptions include use of designated drivers and driving after consuming any alcohol. CSUN will continue its collaborative education efforts with an emphasis on high-risk behaviors (e.g., impaired driving, binge drinking) and targeted student groups (e.g., freshmen, athletes, etc.) to ensure continued improvement in alcohol-related measurements. In addition, CSUN has initiated a study of substance-free campus housing.

Selected highlights are listed below.

- Only 2.9% of CSUN students identified alcohol as an academic impact within the last school year compared to 4.4% of students nationally.
- 98.0% of CSUN students reported using one or more protective behaviors “most of the time or always” when they “partied” or socialized during the last 12 months as compared to 97.5% of students nationally. Protective behaviors include using a designated driver; eating before/and or during drinking; and avoiding drinking games.
- 2.8% of CSUN students reported driving after having *5 or more drinks* in the last 30 days as compared to 3.1% students nationally.
- 29.2% of CSUN students reported driving after having *any alcohol* in the last 30 days as compared to 23.0% students nationally.
- 38.6% of CSUN students reported consequences (negative) occurring in the last 12 months as a result of their own drinking as compared to 50.1% nationally.

Number of Times College Students Consumed Five or More Drinks in a Sitting Within the Last Two Weeks

	CSUN	National
N/A don't drink	25.3%	22.6%
None	55.0%	43.3%
1-2 times	15.0%	22.7%
3-5 times	3.6%	9.3%
6 or more times	1.1%	2.1%

Cal State Northridge requested the following question regarding substance use be added to the spring 2011 NCHA.

Would you support a designated substance-free floor or building in Student Housing?

Yes	77.6%
No	22.4%

Pomona conducted the Greek Alcohol Survey in January of 2012. The survey consisted of questions taken by permission from the National College Health Assessment (NCHA) that were particular to alcohol use. Survey items included frequency of alcohol consumption, number of drinks consumed, negative consequences associated with drinking, and binge drinking. The Greek population of 729 individuals was surveyed with a 26 percent response rate. Results were compared to NCHA data collected in 2010 for the general student population. The comparison indicated that students at Cal Poly Pomona who were part of the Greek system were more likely to have used alcohol than the general student population. They were also more likely to engage in binge drinking and to have reported a negative consequence of their alcohol use. However, the median number of drinks consumed the last time the student “partied” was the same for the Greek population and the general student population. In January 2013, an identical survey was administered to student-athletes at Cal Poly Pomona. Data from both targeted surveys will be used to design educational and outreach programs that will be specific to these unique populations on our campus.

The **Sacramento** Student Health & Counseling Services (SHCS) implemented the Student Success Tutorial: *Zombies, Alcohol and You* for all incoming students. The majority of students self-reported that they had no prior alcohol education. On average, 45 percent of the students reported not drinking alcohol. In the area of knowledge of college drinking, alcohol and consequences, approximately 70 percent of students identified alcohol and high-risk drinking as significant problems on college campuses, but only a small percent were aware of the prevalence and frequency of drinking on campus. Most college students do not engage in high-risk drinking patterns. By overestimating the prevalence of drinking on campus, students run the risk of being motivated to drink by a false sense of needing to fulfill that stereotype or feel that drinking is the only way to relieve stress or have fun. However, in post-test assessment over 80 percent of

students were able to correctly report drinking prevalence on college campuses, except for the prevalence of high-risk drinking that was recognized by a slight majority. In addition, the number of students able to correctly recognize facts about alcohol and its effects rose from 73 percent to 93 percent on all but two facts. These data were very encouraging, as it showed a possible shift in motivators that can lead to irresponsible or dangerous drinking patterns. In addition students reported an increased willingness to take proactive steps when they saw friends drinking too much.

Finally, in the evaluation of the program section, 83–90 percent indicated that the program helped them understand how much drinking occurs on college campuses, the effects and consequences of alcohol use/abuse, how to assess the amount they are drinking, and how to stand up to peer pressure to drink. In total, the data helped SHCS staff focus their outreach and training efforts. They learned that most students subscribe to myths surrounding alcohol consumption and the college campus. They also learned that students did not have much education concerning alcohol prior to arriving at Sac State. These findings helped shape SHCS outreach and education efforts to emphasize designated driver programs, intervention strategies and dispelling myths about college and drinking.

San Bernardino conducted a CSUSB Student Health Risk Survey, which touched upon alcohol, tobacco and drug use in selected Health Science classes; 312 students were surveyed. The summary of self-reported health behaviors of CSUSB students was as follows:

Alcohol, Tobacco and Other Drugs (Use in the past 30 days)

- | | | |
|---|-----|-------------------|
| • Used Tobacco | 11% | down 4% from 2007 |
| • Used Marijuana or other Illegal Drugs | 24% | down 2% from 2007 |
| • Drink alcohol | 67% | down 1% from 2007 |
| • Binge Drink (5 or more drinks in one sitting) | 31% | down 5% from 2007 |
| • Drinking & Driving | 28% | up 2% from 2007 |

The ATOD Advisory Council will review these results and see how they can better educate CSUSB students around issues of drinking and driving.

During the past several years at **San Diego**, the office of Alcohol and Other Drugs (AOD) Initiatives Research has run a survey of students' health, alcohol use and other drug use. Most semesters, 5,000 students were contacted via email and asked to participate in that survey. The survey has now been moved from the research office of AOD Initiatives, to the Student Health Services department of SDSU Student Affairs. In so doing, the scope of the survey is changing to include not only the AOD related behaviors, but also health information. The survey is now deployed by Student Testing, Assessment and Research.

San Francisco's Personal Assessment Program (PAP) are students primarily referred by the Office of Student Conduct, Residential Life, Student Health Services medical providers, or Counseling & Psychological Services. Their high-risk drinking behavior is assessed using a short answer "High Risk Drinking" questionnaire developed by PEP. The questionnaire will be administered during the first session and again in the final session to measure change in high-risk drinking patterns using percentage change of Blood Alcohol Content (BAC). To maintain confidentiality of students, the counselors will complete these questionnaires without identifying information.

Results from 2011 – 2012 academic year:

Students participating in the Prevention Education Program's Personal Assessment Program experienced an average of 77 percent decrease in estimated Blood Alcohol Content (BAC) when they consumed alcohol at the end of their program. These results point to the effectiveness of the systemic response to students who have been identified as "high risk drinkers" on the campus. Other factors that may also influence change in drinking pattern include the student's interactions with the office of Student Conduct, Residential Life or the University Police.

San José administers the American College Health Association National-College Health Assessment (NCHA) II to a random sample of 10,000 undergraduate and graduates. The online survey received a total of 2,260 respondents. The survey consisted of 65 multiple-choice questions that addressed a variety of health issues including alcohol, tobacco and other drug use. Incentives were given to survey participants in a randomized drawing of submitted surveys. The survey results have helped to inform the emphases of subsequent health education programming and interventions related to Alcohol Tobacco and Other Drug (ATOD). For example, the ATOD was split to provide more resources for education related to over-the-counter drugs, marijuana and tobacco. Additionally, the related curricula were updated with SJSU population-specific data gathered from NCHA. Further, graduate level psychology students are currently analyzing the NCHA data to help better understand some of the correlations between alcohol use and other destructive behaviors such as violence.

In spring 2011, the president launched a Presidential Task Force on Substance Abuse and Sexual Assault (PTF) at **San Luis Obispo**. The PTF was charged with conducting a "360 review" on the problem of sexual assault and alcohol use; and to make recommendations that will bring about behavioral change and changes in campus culture as it relates to attitudes and beliefs that influence the occurrence of alcohol use and sexual assault. The PTF held three broad assessment retreats, interviewed students, faculty, staff and community members resulting in interviews with 23 university individuals or groups and 19 community individuals or groups, and collected and reviewed campus documents, reports, literature, fliers and educational materials. From the assessment results, the PTF developed 47 campus recommendations in categories such as Student Affairs, Academic Affairs and Policy. Each campus area is expected to review the recommendations relevant to its area and collaborate and work with others on campus and in the community to implement effective and measurable change. This is an on-going initiative with

expected progress, assessment reports and continual efforts to address this issue. The entire report is at:

www.studentaffairs.calpoly.edu/sites/studentaffairs/files/documents/TaskForceReport.pdf.

San Marcos' Alcohol, Tobacco, and Other Drugs (ATOD) Task Force implemented the American College Health Association's (ACHA) National College Health Assessment II (NCHA II) in Spring 2011. 3,000 undergraduate students were randomly selected to complete the ACHA NCHA II. 655 surveys were returned, yielding a 22% return rate. Results of the assessment guided ATOD to focus on preventative education related to alcohol binge drinking and promoting healthy behavior. Specifically, ATOD increased student awareness and education regarding bystander intervention. Students Talking about Relationships and Sex (STARS) is a peer education program utilizing interactive theater and dialogue to promote bystander intervention in the context of binge drinking and sexual assault. Moreover, two CSUSM staff members attended the Step Up! conference at the University of Arizona and plan to implement bystander intervention training for students. Results also indicated that CSUSM students utilize designated drivers more than the national average. Designated driver utilization by CSUSM students supports ATOD's continued efforts to promote the RADD program. CSUSM will continue to partner with local bars/restaurants to support sober driving by providing free non-alcoholic beverages and/or free food to CSUSM student designated drivers.

As part of the *eCHECKUP TO GO* program, **Sonoma State** will be able to engage in longitudinal assessments of students and alcohol. Following is a summary of the key findings from Sonoma State University's 2012 all student pre-matriculation implementation of the eCheck-up to Go Alcohol Education program. Almost 2,430 students completed the survey (out of 2786) including 892 males and 1538 females.

eCHECKUP TO GO:

- 1,238 students self-reported that they consume 0 drinks/month
- Average BAC during the heaviest drinking episode was .08 with a median of .02
- Average drinks per month was 10.36
- Average family risk was 3.20 and that indicated medium risk of family history with alcohol/alcoholism
- Thursday is just as much a "drinking day" as Friday and Saturday. Anecdotally, this is known, but it is effective to have the data.

Stanislaus Student Health Center is the primary resource for data pertaining to patterns of alcohol use and consumption within the campus community. The department uses a variety of means to collect data, with an emphasis on the American College Health Association-National College Health Assessment (ACHA-NCHA) survey, most recently in 2009 and scheduled for spring 2013. This standardized survey sought to determine students' feelings and perceptions regarding health and other issues.

Special Accomplishments

Campuses were asked to highlight any other special or unique programs and/or accomplishments that the campus believed helped implement the CSU Alcohol Policy that had a positive, measurable, impact on students. The following examples are representative of the types of unique programs offered by campuses.

Bakersfield

The continued relationship with the Educational Counseling-Master of Counseling program to ensure a quarterly recruitment of new peer educators has resulted in the ability to continue to offer presentations throughout the academic year to classes and students groups as well as educational outreaches over the school year. The committee is looking to add the E-Chug program as a means to educate all first-year students about alcohol by the 2014 school year.

Channel Islands

CI campus alcohol policy is strictly enforced and widely published both online as well as in printed postings throughout campus. Campus alcohol policy is addressed both formally and informally, through presentation sessions delivered to and discussions with all incoming freshmen and parents during each two-day freshman orientation. The alcohol policy adherence expectations and non-adherence consequences are presented and discussed in the “Student’s Rights and Responsibilities” Q&A session for parents and students.

Dominguez Hills

The Office of Student Life and the AACT teamed up to bring back the X-Factor program. Approximately 50 students and staff wear a black shirt with a large X on the front. Once these shirts are seen on numerous people around various parts of the campus, students begin to ask what they represent. When asked, the person wearing the shirt who has a supply of X’ed-out cards provides cards with scenarios in which someone lost their life to drinking and driving, alcohol abuse, or drug abuse. Another card that is magnetized is also handed out with resource referral and contact information and six statements for “Ways to Refuse a Drink” and educational information.

Fresno

Screening, Brief Intervention, Referral to Treatment (SBIRT) continued in 2011 and 2012 at five different events including the Spring Break Extravaganza and the National Collegiate Alcohol Awareness Week activities. A total of 273 *Alcohol Use Disorders Identification Test (AUDIT)* questionnaires were completed and collected.

Fullerton

Representatives from across the campus assisted in planning a week of activities designed to raise awareness of the dangers of alcohol use, offer safer drinking strategies and provide resources for students to seek additional help or treatment related to alcohol problems during the annual Alcohol Awareness Week.

Humboldt

Health Educators presented the program, “Sex, Drugs & Rock-n-Roll,” addressing issues of alcohol and other drugs among other college health issues to more than 1,200 first-year students at orientation. They were invited to text their questions to the Health Educator; 413 texts were received and responded.

Long Beach

To address recent alcohol poisoning events, the ATOD Program took a proactive approach and created door hangers for distribution to housing residents. The door hangers provide information on alcohol poisoning signs and symptoms and resources on what to do in the event of an alcohol poisoning. Because the door hangers have become such a positive source of information for students, the door hangers are also distributed to students during orientations (RA Training, SOAR, Week of Welcome) and various outreach events (Greek presentations, athletics’ presentations, Spring Break events and health fairs) throughout the semester.

Maritime Academy

The Alcohol, Tobacco, and Other Drug Advisory Committee was reinstated in fall 2010 and serves as a broad, campus-wide advisory group for education and prevention, as well as policy review and revision. The campus may reinstate its BACCHUS chapter.

Monterey Bay

CSUMB presents “Myth Busters: the Truth About Alcohol Use at CSUMB” to all incoming freshmen at summer orientation. Health and Wellness Services and the Office of Judicial Affairs and Community Standards present this 30-minute program. The program uses data from the previous year’s AlcoholEdu course and other harm-reduction information to engage these new students with basic information related to campus alcohol norms. Additionally, the program presents information on campus resources, policy and sanctions.

Northridge

CSUN’s Health Promotion, Housing and Intercollegiate Athletics department with student support implemented a Safe Spring Break program in March 2012. The program was an alternative event targeted to student athletes and housing residents and marketed to the entire student body. The program was designed to help students learn about the risks and consequences of alcohol overuse and abuse – especially driving under the influence - and how to avoid these risks.

Pomona

Student Health & Counseling Services (SHCS) created a 90-minute “Substance Use Seminar” class for students engaging in low-level alcohol student conduct violations and having no prior history of alcohol-related incidents in the residence halls. The 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 seminar.

San Bernardino

“Watch Where You’re Going...” Alcohol Program encourages students to be intentional and cognizant about their decisions to drink alcohol. Students drive a golf cart through a mini obstacle course while wearing Virtual Intoxication Goggles (“Beer” goggles). This BAC education and DUI prevention program is held during NCAAW (National Collegiate Alcohol Awareness Week) each year in October.

San Diego

SDSU has successfully sustained a campus-wide comprehensive approach to AOD prevention efforts. The model for comprehensive AOD strategies includes elements from five interacting domains (see Figure). This model puts into place a system whereby (1) student attitudes and motivations to use or abuse AODs are changed through *Individual Focus* programs, (2) opportunities for students to act responsibly while fulfilling developmental and social needs are provided through *Behavioral Alternative* programs, and (3) access to AODs or risky ancillary behaviors are reduced to limit excessive consumption or harm through *Enforcement & Access Limiting* programs. These domains act both within the campus and at the broader community level thereby often requiring community action and involvement. Finally, all programmatic activity should be developed and evaluated within an environment of rigorous *Research* using scientific methods that enable measurement of improvements in individual and public health outcomes, cost-efficiencies, program sustainability, and program improvement. Continuation of the successful implementation of the multi-prong Comprehensive plan during the 2011-2012 reporting period includes the following programs in the table below.



Individual Motivational Focus Programs	Behavioral Alternatives	Policy and Access Control
e-Check Up To Go Mandate	Aztec Nights	Restriction of wet fraternity parties first 5 weeks
ASPIRE individual counseling for mandated and self-referred students		Enhanced processing and sanctions for alcohol violations
Parent Discussion Guide		Continued enhanced collaborative police enforcement
Continuation of Peer Health Educator, RA and other student-led presentations		Housing alcohol, marijuana and other drug restrictions
Orientation Presentations to students and parents		
Wellness workshop presentations for freshman residence		
Pre-Rush Hazing Education		
Continuation of ASPIRE C/PS Program		

Community action elements have been particularly active during the 2011 and 2012 period. SDSU has become a leader within two important county task forces: (1) Binge and Underage Drinking Initiative, and (2) Prescription Drug Abuse Task Force. Further, SDSU will join the County Marijuana Task Force in 2013. On the state level, SDSU remains a member of the RADD California Coalition, supporting efforts to reduce drunk driving by highlighting responsible alternatives.

San Francisco

In collaboration with Student Life and the Dean of Students offices, San Francisco State is coordinating a number of late-night programming activities both on- and off-campus to engage students.

San José

A variety of alcohol presentations and programs were conducted by Peer Health Educators and the ATOD coordinator for various student populations (i.e., Greeks, university housing residents, health science classes, I-House residents [International students] and athletes) throughout 2011 and 2012, reaching more than 7,500 students. The aim was to educate students on the basics of alcohol, myths and facts, alcohol effects and consequences. These presentations, programs and workshops helped with the implementation of the CSU Alcohol Policy as students were educated on a range of topics such as drunk driving, binge drinking, the link between

alcohol and sexual assault, federal and state laws on drinking and driving and the benefits of utilizing designated drivers and taxicabs.

San Luis Obispo

University housing has an expectation that every on-campus community will host an alcohol-free alternative social programming every Friday and Saturday night during the academic year. This program reinforces the value of fun activities without the use of alcohol. It also provides a structured and increasingly popular program for students interested in forming friendships, having fun and socializing with others having similar values. University housing is currently comparing the number of students participating in this program over the last several years. Based on this data, staff will look to strengthen the appeal of the program and encourage even greater participation.

The Student Life and Leadership Safer program developed two unique alcohol and sexual assault videos to address the issue of alcohol use, consent, reporting sexual assault, and campus and community resources. One video speaks to faculty and staff and the other video was made for student audiences. The goal of the videos is to increase awareness of the nexus between alcohol use and sexual assault, to increase reporting, and to encourage survivors to seek campus assistance and support. The videos are online through the Cal Poly Safer program website. Safer presenters use the videos in classrooms, campus presentations, and orientation programs and during the fall gathering for student affairs staff.

San Marcos

CSUSM continued to assess student understanding of the Standards for Student Conduct and the CSU Alcohol Policy through student organization leadership conference presentations facilitated by Student Life and Leadership and the Dean of Students office. In addition to policy information, student leaders are provided with NCHA II data and hazing education to serve as resources for their membership. The framework of the presentation also challenges leaders to reflect on individual and group values and behaviors that may result in legal, conduct and organizational consequences.

Sonoma

Associated Students Productions (ASP) hosted “The Debate on Lowering the Drinking Age” with Barret Seaman, author of “Binge: Campus Life in an Age of Disconnection and Excess” and William DeJong, a professor in the department of Social and Behavioral Sciences at Boston University School of Public Health. The debate included a discussion of their views, video material, and arguments for the merits of each side so students could learn both sides of the issue and continue meaningful dialogues on campus. Between 200 and 300 students attended and participated in this event.

Stanislaus

Behavioral Health and Recovery Services (BHRS) collaborated with CSU Stanislaus to fund the "Thirsty Thursdays" campaign. This campaign promoted awareness of drug and alcohol abuse. Each week focused on a specific topic: types of drugs, effects of drugs on your body, violence and sexual harassment, mixing alcohol with prescription drugs, alcohol and energy drinks, etc. Students were provided with refreshments during the hour-and-a-half long presentation.

Conclusion

In general, campuses report a trend toward less alcohol use by students and a reduction in alcohol-related incidents. Specifically, campuses report the following:

- There is a pattern of reduction in alcohol abuse and driving under the influence of alcohol.
- Several efforts, such as the training of beverage servers, implementation of alcohol policies, and increased law enforcement operation in and around stadiums, combined to reduce alcohol-related problems at home football games.
- Fewer students report driving after drinking.
- Student misperceptions of peer alcohol consumption (quantity-per-occasion and prevalence) were reduced, which leads to more responsible drinking.
- Those who drink do so less frequently and are drinking smaller amounts.
- Campuses report a decline in the number of drinks consumed per week.
- The number of student alcohol-related misconduct incidents is declining.
- Campuses inform local retailers each fall about their obligations to the laws regarding sales of alcohol.

These measurable outcomes have been achieved by strengthening alcohol-abuse training programs, using social norms theory marketing strategies, strengthening partnerships with local enforcement agencies, increasing peer training, creating feeder school training programs and changing student perceptions about their peers' alcohol-related behaviors. The 23-campus CSU system continues to establish partnerships to promote safe, healthy and learning-conducive environments. The alcohol policy adopted by the CSU Board of Trustees in 2001 has generated additional resources from state and federal governments and shown progress in reducing alcohol-related problems.

**GRANTS RECEIVED BY CALIFORNIA STATE UNIVERSITY CAMPUSES
TO SUPPORT ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT
2011-2013**

Campus	Grant	Purpose	Grant Period	Amount
Chico	Coalition for Safer California's Universities - UC Irvine's U.S. Dept of Education	The goal is to provide training and to collaborate with institutions of higher education throughout the state. The Coalitions provide Prevention Awards to support campuses in their implementation of evidence-based alcohol prevention programs. The Campus Alcohol & Drug Education Center received an award to implement Wildcat Watch Training . The five-hour training consists of a prevention curriculum designed to empower students with the knowledge and skills to intervene if they notice someone who is suffering from alcohol or drug poisoning. The students learn the signs and symptoms of alcohol and drug poisoning, the role the hospital plays in saving someone's life, and law enforcement's role in helping in crisis situations. They also participate in the Red Cross Certified CPR training. Grant provides Wild Watch Trainings per year.	2011-2012	\$10,000
Fresno	Social Norms Project	To conduct social norms marketing activities designed to reduce alcohol abuse and alcohol-related consequences among Fresno State students.	2012-2013	\$2,200
Fresno	Fresno State Instructionally-Related Activities (IRA)	Fresno State student representation to the: (1) 2011 Annual Higher Education Alcohol and Other Drugs Conference hosted by CSU Dominguez Hills and CSU Los Angeles and (2) 2012 Alcohol and Other Drug Education Conference for Institutions of Higher Learning hosted by Fresno State	2011 & 2012	\$5,721
Fresno	Donaghy Sales, Inc. (Beverage Distributor)	Unrestricted contribution to continue funding the Fresno State Stall Seat Journal (SSJ)/alcohol and wellness-related education newsletter	2011	\$5,000
Fullerton	Safer California's Universities: A Multi-Campus Alcohol Problem Prevention Study in partnerships with the Prevention Research Center, Berkeley, California	This study, funded by the National Institute on Alcohol Abuse and Alcoholism (NIAAA), was designed to help identify the most effective ways of preventing and responding to heavy alcohol consumption by college students. CSU Fullerton was a control group campus. Projects will focus on enforcement of current state and campus alcohol policies, especially related to underage drinking and drinking and driving. This project will focus on raising awareness of alcohol policies and consequences for violations, as well as increased community enforcement of DUI. CSU Fullerton is now an experimental group.	2011-2012	\$9,600

**GRANTS RECEIVED BY CALIFORNIA STATE UNIVERSITY CAMPUSES
 TO SUPPORT ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT
 2011-2013**

Fullerton	Recording Artists Against Drunk Driving (RADD)	Funded by UC Irvine. Recruited approximately 10 Fullerton alcohol establishments to participate in a designated driver program; provided two (2) campus-wide outreach events about the dangers of drinking and driving among CSUF students.	1/1/11-12/31/11	\$5,000
Long Beach	Coalition for Safer California's Universities - UC Irvine's U.S. Dept. of Education	During the 2010-2011 and 2011-2012 academic years, CSU Long Beach (CSULB) completed its eighth and ninth years as a participant in the Prevention Research Center's Safer California Universities Grant. As part of the grant requirements, CSULB participated in the Safer California Universities Study survey that was conducted by a team of researchers at the Prevention Research Center (PRC), a center of the Pacific Institute for Research and Evaluation (PIRE). The main purpose for this research is to collect data on alcohol and other drug use on collaborating campuses within the University of California and California State University systems. In 2008, the grant was renewed for another 5 year replication study, with CSULB reassigned from an implementation site to a control site, supplying student data.	2010-2012	\$19,200
Northridge	Coalition for Safer California's Universities - UC Irvine's U.S. Dept. of Education mini-grant University of California, Irvine and State of California Office of Traffic Safety RADD: College DUI Awareness Program Mini-Grant	<p>Purpose: <i>"...to support environmental prevention activities. Examples of eligible activities include developing a strategic plan for alcohol prevention, build up a community/campus coalition, create a communication and skill-building network for implementing responsible beverage service assessment, training and accountability measures to reduce youth access to alcohol or focus on management of large campus events where alcohol use has been a problem in the past."</i> (CCSU, 2011 http://californiacoalition.org/apply.htm)</p> <p>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.</p> <p>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. <p>To reduce the number of persons injured in alcohol-involved traffic collisions.</p>	<p>April - August, 2011</p> <p>February 1, 2012 - June 30, 2012</p>	<p>\$10,000</p> <p>\$5,000</p>

**GRANTS RECEIVED BY CALIFORNIA STATE UNIVERSITY CAMPUSES
TO SUPPORT ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT
2011-2013**

Pomona	Coalition for Safer California Universities - UC Irvine's U.S. Dept of Education	The CCSU Award was used for two training programs: the BACCHUS Network Certified Peer Educator (CPE) training and a one-day Brief Alcohol Screening and Intervention for College Students (BASICS) training. These trainings provided crucial information and skill building for key campus personnel to be better equipped to address issues of alcohol use on campus. The purpose of the Recording Artists, Athletes and Actors Against Drunk Driving (RADD) grant is to implement a designated driver program through recruiting local on and off campus retailers to provide incentives for sober designated drivers, and to encourage students on campus to use sober drivers and support the retailers who support the program.	July 2010	\$5,000
	University of California, Irvine and State of California Office of Traffic Safety RADD: College DUI Awareness Program Mini-Grant Coalition for Safer California Universities - UC Irvine's U.S. Dept of Education	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 the project was extended for five more years to further measure the effects of environmental management strategies on campus control sites.	October 2008-2013	\$9,600/year
San Diego	Coalition for Safer California Universities - UC Irvine's U.S. Dept. of Education	Funds originate from a Department of Education stimulus grant that UC Irvine received. Grant funding assisted in the organization and implementation of SDSU's participation in drunk driving prevention efforts. These efforts included outreach to students to inform them about drunk driving avoidance options. One such option is the RADD Designated Driver's License (DDL) program. That program is a part of the RADD California Coalition (RCC), of which SDSU is a founding member. The RCC activities include recruitment of businesses to participate in the coalition and asking those businesses to offer rewards for those who carry the DDL.	2011-2012	\$14,889
San Diego	American Recovery & Reinvestment Act Stimulus Grant, National Institute Health	Awarded to develop and assess brief communications of nutrition facts and alcohol contents so that individuals can effectively monitor their alcohol consumption and be motivated to drink moderately.	2010-2012	\$658,545

**GRANTS RECEIVED BY CALIFORNIA STATE UNIVERSITY CAMPUSES
 TO SUPPORT ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT
 2011-2013**

San Francisco	"The Student Mental Health Initiative (SMHI), funded by the Mental Health Services Act (MHSA)"	SF State's Peer-to-Peer program (P2P) was developed during the summer and fall of 2012 and will be fully implemented in spring 2013. The P2P program will: 1) train peer educators through a semester-long peer training course; 2) provide opportunities for trained peer educators to serve as interns in a variety of targeted areas (e.g., the Veterans Services Center; the Office of International Programs; Student Success Program; Disability Programs and Resource Center; and Student Involvement; 3) create and offer mental health training modules for underserved and at-risk student populations; and 4) develop mental health related web-based and social media designed specifically for SF State students. These programs will train a diverse network of peer educators and mentors to: 1) reduce the stigma associated with mental illness; 2) identify the signs and symptoms of emotional distress; 3) assist at-risk individuals in accessing appropriate services; and 4) develop and provide workshops, groups, mentorship support, and print and online media. Alcohol and other drug related issues will be a part of the training for all of the peer educators. Thirty students have enrolled in the 3-unit course for Spring 2013.	2011-2014	\$40,000
San Luis Obispo	"Avoid the 14"	University Police participated in the countywide "Avoid the 14" DUI grant. This grant funds a sober driving program that provides for DUI checkpoints and saturation patrols during a designated period of time. The final assessment report will be completed later this year. Early figures, according to San Luis Obispo Police Department, suggest an increase in DUI arrest, which is consistent with the increase in checkpoints.		\$160,000
San Luis Obispo	Coalition for Safer California Universities - UC Irvine's U.S. Dept. of Education	This grant supports the collection of data on alcohol and other drug use on collaborating campuses. The grant additionally supported keynote alcohol education speakers, alcohol and other drug educational programs, and conference attendance. The executive summary below is designed to present highlights from the survey data in a conventional format. Some features of the Safer California Universities study are unique, however. For example, whereas many surveys measure alcohol or drug use in the past year, our emphasis on behavior while on campus leads us to measure use or problems just during the academic year (since the semester or quarter began).	2011-2013	\$9,600

**GRANTS RECEIVED BY CALIFORNIA STATE UNIVERSITY CAMPUSES
TO SUPPORT ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT
2011-2013**

San Marcos	AVOID the 14 Impaired Driving Campaign"	The University Police are now partners in the San Diego County "AVOID the 14 Impaired Driving Campaign." Along with their County Law Enforcement Partners, CSU San Marcos Police participate in a number of activities directed at reducing impaired driving in our community. These include DUI Saturation Patrols, DUI Check Points, and on-campus educational programs and promotions. Aimed at reducing deaths and injuries among college students by increasing road safety awareness and promoting sober driving or use of designated drivers with the RADD rewards program.	2011-12	\$5,000
San Marcos	Coalition for Safer California Universities - UC Irvine's U.S. Dept. of Education RADD		2011-2013	\$5,000
Sonoma	Instructionally Related Activities (IRA)	SSU's Student Advocates for Education (SAFE) program received funding for activities highlighting responsible alcohol use, sexual assault prevention and sexual health education. This funding was used for the E Check-up to Go alcohol education program for all entering students – coordinated through Residential Life.	2010-2011	\$14,430

**EFFECTIVE CAMPUS-INITIATED
 ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT PROGRAMS
 2011-2013**

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 only the most effective program for each campus.

eCampus	Program	How Student Behavior Influenced
Bakersfield	Peer Education Program	The CSUB Alcohol and Drug Education Committee's Peer Education Program has been a big part of the committee's success. This program consists of conducting alcohol awareness presentations and workshops to current CSUB students. During the past two years, the peer educators have conducted 53 presentations. At each presentation, a pre- and post-test is distributed to students to complete. The total of pre and post evaluated test amounts to 187 completed tests. Thus far, the results are showing an 81% increase in intent to incorporate responsible choices regarding drinking.
Maritime Academy	Beer Goggle Program	Held in conjunction with the Career & Community Expo, programs were aimed at the student audience; however the local community and recruiters also tried their skills. All new students are required to take <i>Alcohol.Edu</i> prior to arrival and the Disciplinary Officer uses the data in working with students facing alcohol and other drug violations. the campus is in the second year of a program that provides transportation to alcohol-free events and activities on the weekend. This was started due to not allowing first-year students to have cars in fall 2009.
Channel Islands	Alcohol Awareness/Safe Spring Break Week	Alcohol Awareness/Safe Spring Break Week is a four-day event intended to educate CI students on safe Spring Break practices. Safe Spring Break Week began on Monday, March 12, and ended on Thursday, March 15, 2012. The following week-long activities were offered: <ul style="list-style-type: none"> • Safe Spring Break and Travel Safety (March 12-2012) – Facilitated by CI PD • Safe Spring Break and Sexual Safety (March 13, 2012) - Facilitated by Housing and Residential Education (HRE) • Safe Spring Break and Alcohol Awareness (March 14, 2012) - Facilitated by HRE • Safe Spring Break and Health & Wellness (March 15, 2012) - Facilitated by Nursing Department These events were made possible through the collaborative efforts of students, faculty and staff from several areas of campus including Housing and Residential Education (HRE), Personal Counseling Services (PCS), Campus Police, CI Nursing Program, Student Health Advisory Committee and Student Programming Board (SPB).

Safe Spring Break Pledge: This event was offered daily from 11:00 am until 2:00 pm during all four days. Safe Spring Break educational materials containing information on responsible alcohol use, the hazards of

**EFFECTIVE CAMPUS-INITIATED
 ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT PROGRAMS
 2011-2013**

		<p>binge drinking, the importance of having a designated driver, "Safe Sex" practices and Sexual Assault were distributed to all participants. Students also received Safe Spring Break bracelets, a pledge card encouraging them to drink responsibly during spring break and condoms. A large "Pledge" poster was signed by each student as recognition of her/his commitment to adopting Safe Spring Break practices.</p> <p><u>"Expressions" of a safe spring break:</u> Students were asked to create a poster about their concerns regarding spring break. Students were given multiple media tools (pens, pencils, crayons, stickers, etc.) to express themselves through writing or with imagery.</p> <p><u>Legal considerations during spring break:</u> Several police agencies were invited to present or provide information related to law enforcement issues that arise during spring break celebrations. Channel Islands Police (CIPD) officers, California State Patrol (CSP) and Ventura County Sheriff's Deputies were asked to participate. Emphasis was placed on responsible drinking and driving practices, the hazards of illegal drug use and other safety topics related to spring break.</p>
Chico	California Safer Universities Project	<p>The California Safer Universities Project, funded by NIAAA, has implemented a prevention program that the campus has continued to participate in during the last eight years. This study was designed to evaluate the potential impacts with a "risk management" approach to preventing alcohol-related problems. Several risk management strategies have been used during this project, including risk assessment, risk prevention and reduction, and risk monitoring.</p> <p>The Campus Alcohol and Drug Education Center's (CADEC) involvement with this study has created stronger connections between Chico State students and University and City Police Departments. Law enforcement has conducted DUI checkpoints, compliance checks, shoulder tap operations, and party dispersals. CADEC has collaborated with these agencies on these interventions and has conducted Walking Under the Influence Tabling (WUI). CADEC has continued to collect data from Chico Police Department, University Police, and Alcohol and Beverage Control (ABC) to demonstrate the effectiveness of the interventions.</p> <p>One of the most positive outcomes of this project has been the revision of the Joint Public Safety Agreement with the City of Chico and California State University Chico (2009). This is a very detailed mutual aid agreement between the two law enforcement agencies: University Police and City of Chico Police Department. They signed an agreement concerning mutual aid boundaries, jurisdictional discrepancies and operational protocols. One of the most important outcomes is the sharing of incident reports by both agencies. This practice helps expedite the criminal process and the adjudication of students who have broken the law. The arrests of Chico State students at off-campus locations are referred to University Student Judicial affairs for further investigation and sanctions if appropriate.</p>

**EFFECTIVE CAMPUS-INITIATED
 ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT PROGRAMS
 2011-2013**

<p>Dominguez Hills</p>	<p>Alcohol Awareness Coordinating Team (AACT)</p> <p>The Alcohol Awareness Coordinating Team (AACT), with major support by the Loker Student Union Director and staff, planned, coordinated, delivered and hosted the 2011 Alcohol and other Drugs Education Conference for Institutions of Higher Learning on April 14 & 15. The purpose of the conference was to provide the opportunity for interested students and staff members throughout the CSU and beyond to learn about alcohol education and prevention efforts on behalf of their respective institutions and students.</p> <p>The Target audience was students, staff, and even administrators of the 23 CSU campuses, particularly those with involvement with Alcohol Education, Health Educations, Security and Police, and Student Affairs professionals including Athletics, Housing and Greek Life. Students and student leaders involved campus life and leadership via clubs and organizations, Greek sororities and fraternities, athletics and health education also were targeted specifically for conference attendance.</p> <p>More than 275 students, faculty and staff from throughout the CSU system and other colleges attended the conference at CSU Dominguez Hills. The 2011 theme <i>Building Healthy Campus Communities Through Powerful Programming</i> featured major activities such as sessions and speakers around the idea that targeted, educational and fun programming can make a difference in the lives of students. Conference participants shared their best practices, policies, and programs that promote responsible alcohol use and alcohol and other drug abuse prevention.</p> <p>To recognize exceptional leadership and exemplary programs, award recipients are recognized at the annual conference: (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 “champion” for alcohol and other drug 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 “champion” for violence prevention initiatives on the campus, in the community or organization; and (5) the Innovation Award recognizes an individual who has created an innovative event, activity, or strategy to improve and more effectively serve students and/or the community.</p> <p>The conference was a great success for attendance, user satisfaction, program delivery and idea/information and best practices exchanged. There were vendors and agencies that participated as well who rated the conference top-notch based on displayed interest in their services, products and presentations by the conference attendees.</p>
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**EFFECTIVE CAMPUS-INITIATED
 ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT PROGRAMS
 2011-2013**

Fresno	FREAKS (Finding Responsible and Entertaining Activities on KampusS)	<p>FREAKS (Finding Responsible and Entertaining Activities on KampusS) provides students the opportunity for fun and safe activities on campus. Held Friday nights from 5 p.m. to midnight in the Residents Dining Hall, students, colleagues and community members play board games and socialize.</p> <p>They have a wide variety of games. Party, Strategy, Dexterity, Kids, Dice-based, Card-based, Sports, Racing and War-based games are always available. Most of these games are referred to as <i>Euros</i>. These German-style board games are a broad class of tabletop games that generally have simple rules, short to medium playing times (20 minutes to 3 hours), indirect player interaction and attractive physical components. The games emphasize strategy, downplay luck and conflict, lean towards economic rather than military themes, and usually keep all the players in the game until it ends. German-style games are sometimes contrasted with American-style games, which generally involve more luck, conflict, and drama.</p> <p>Initiated in 2009, the program has grown from 17 original members to more than 450 during the past three years. Increasing its membership by more than 250 in the past year alone, this now formal university “club” is intended to reduce the health-risk taking behaviors of students by providing social events centered on board gaming.</p> <p>In a pilot evaluation of effectiveness, the program demonstrated improved critical thinking of its members as well as reduced alcohol use, binge drinking, and marijuana use when compared to a control group of non-participant Fresno State students. The FREAKS program has already spread to local high schools as well as CSU Fullerton, with other schools and universities expressing interest in starting programs. A manual for beginning local gaming programs was developed with the hope of more sites implementing the program.</p>
Fullerton	CHOICES	<p>The Health Education and Promotion department collaborates with Judicial Affairs and Residence Life to provide CHOICES, an educational workshop, as an 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. The program was expanded in 2011 to include educational opportunities for Greek Life students found to violate chapter and/or campus alcohol policies. 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 increased knowledge of campus alcohol policies. Workshops continue to be offered monthly during the academic term. CHOICES will continue to be offered by the Health Education and Promotion department, which now includes facilitation by trained student peer health educators.</p>

**EFFECTIVE CAMPUS-INITIATED
 ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT PROGRAMS
 2011-2013**

Humboldt	Arrive Alive: Driving Under the Influence Simulator	<p>On Oct 13, 2011, Student Health and Wellness Services executed a large scale alcohol and other drug education event. The event was strategically planned just prior to Halloween as an effort to address high-risk drinking, driving under the influence, and to provide essential resources.</p> <p>Highlights included: Arrive Alive: Driving Under the Influence Simulator - The purpose of this program was to allow students to become aware of the dangers of driving under the influence of alcohol. Although the target audience was students, HSU staff, faculty and administrators were welcome to participate. More than 100 students experienced the simulator while 300 students observed their peers. There was a passenger eye view set up so that students standing around the simulator were able to experience what the driver experiences from the passenger's point of view. Students were given a mock ticket after their simulation so that they could physically see the legal dangers of drunk driving.</p> <p>Students were invited to sign a pledge that read, "If I Choose to Drink I Will Do So Responsibly." They were given a popular handout, "Remember What you Did Last Night"? Contained in this handout was information about responsible alcohol consumption, tips on throwing a house party, alcohol poisoning, fines, and important phone numbers. Student also received wristbands with the message, "Designated Driver, I Choose to Drive Sober."</p> <p>Feedback from students was positive and suggested that they were more likely to think twice before drinking and driving.</p>
Long Beach	E-CHUG electronic assessment	<p>During the evening, "Uppers, Downers and All Arounders" was presented. This is a presentation that the Health Educator offered to Community Advocates (commonly known as Resident Assistants). This program addressed alcohol and other drugs, what to look for, how to intervene, and how to offer resources for students with misuse and abuse issues.</p> <p>All students that intended to live in CSULB Housing were recommended to complete the E-CHUG electronic assessment regarding alcohol use. Although the E-CHUG is 'educational,' it was not designed to improve student's knowledge about alcohol/drugs. The assessment was designed as personalized 'interventions' to reduce levels of hazardous use and the tragic consequences that too often follow (e.g., sexual assault, STD's, Alcohol Poisoning, DUI injuries and death, relationship violence, unwanted pregnancies, poor academic performance, probation and disqualification from college). While there has been no formal assessment of the E-CHUG electronic assessment, the ATOD Program has received praise from students, campus faculty and staff.</p>

**EFFECTIVE CAMPUS-INITIATED
 ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT PROGRAMS
 2011-2013**

<p>Monterey Bay</p>	<p>POWER (Promoting Otter Wellness through Education and Resources) Peer Education Program</p>	<p>Spring 2011 witnessed the implementation of CSUMB's Peer Education Program. The POWER (Promoting Otter Wellness through Education and Resources) Peer Education Program utilizes a peer-based reduction approach to promote healthy living among CSUMB students. POWER peer educators present dynamic, interactive workshops to their CSUMB peers and conduct outreach activities that encourage responsible lifestyle choices by increasing awareness. As friends, educators, activists, role models, and team members, POWER peer educators strive to make a difference at CSUMB and within surrounding communities. POWER Peer Educators focus education and outreach efforts in three primary areas: alcohol awareness, sexual assault prevention, and suicide prevention. Learning outcomes are measured utilizing pre-/post-assessments. In regards to alcohol education, assessment results have consistently indicated an overall increase in student knowledge and awareness related to the following: identification of the manners in which alcohol consumption affects physical and mental health; strategies for safer drinking; and knowledge of campus and community resources for those concerned about their alcohol use or the use of a friend or family member.</p>
<p>Northridge</p>	<p>Alcohol, Tobacco, and Other Drugs (ATOD) Seminar</p>	<p>A highlight of this year's comprehensive alcohol, tobacco, and other drug education and prevention efforts is the new Alcohol, Tobacco, and Other Drugs (ATOD) Seminar. Student Housing uses a variety of judicial interventions to address ATOD violations. Interventions are often educational in nature. For relatively minor infractions, students might be asked to write a reflection paper or develop an ATOD educational brochure. For more serious cases, students might be referred to the Kloiz Student Health Center for substance use counseling. In fall 2011, a Housing Assistant Community Director and the Kloiz Student Health Center ATOD Counselor collaborated to create and facilitate a highly interactive ATOD monthly seminar to complement existing sanctions.</p> <p>The goals of the seminar are education and prevention. Seminars focus on social norms, skills building and role play. Spring 2011 National College Health Assessment yielded social norms data for both alcohol and marijuana, which were incorporated into the seminar. Students participate in scenarios involving how to decline a drink and how to help someone who has had too much to drink. Other topics include housing policies, safer partying, alcohol poisoning and campus resources.</p> <p>Seminar effectiveness is continually assessed. Initially, assessments were focused on satisfaction and self-reported skills building. Since then, objective assessment of learning outcomes through pre- and post-tests has been added. There have been 12 seminars to date. Since testing has been implemented, students have increased their pre- to post-test scores by an average of approximately 40 percent; while post-test results are averaging 80 percent. Evaluations show that many students are receptive to moderating alcohol use, incorporating protective behaviors, and engaging in bystander behavior. Sample qualitative feedback includes:</p>

**EFFECTIVE CAMPUS-INITIATED
 ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT PROGRAMS
 2011-2013**

Pomona	Alcohol Education Programs	<ul style="list-style-type: none"> • "I will know what to do in case I am put in a certain situation. I know who to call or what to say." • "I know what to do if I am placed in a situation with peer pressure." • "Next time a friend drinks and tries to drive I will stop him or her...." • "YES! I actually will apply this information into my daily life, SIMPLY by avoiding bad or pressure situations and just say no – something I struggled with." • "I'll know the symptoms of alcohol poisoning and be able to detect it." <p>The workshop has been embraced by all levels of Student Housing. To ensure the program's sustainability, professional housing staff co-facilitates the seminar on a rotating basis.</p> <p>eCheckUpToGo. This online educational program has been used since May 2012, resulting in 233 completions by first- year students, as well as students in academic courses and for alcohol sanctions. The second option is <i>Alcohol-Wise</i>, another online education tool. It has been utilized for alcohol sanctions by residential housing, Greek organizations, and Judicial Affairs, and was completed by 79 students. The third option is <i>Under-the-Influence</i>, an online course specific to those who violate alcohol policy, and it has been used on campus by 85 students, completed fully by 74. The fourth option is <i>Marijuana 101</i>, used on campus for marijuana violations by 59 students, 49 of who fully completed the 30-day follow-up. The fifth option is <i>Alcohol 101</i> plus, a free resource that is a combination of in-person and online education. The sixth option is <i>BASICS counseling</i> provided by a Health Educator. This option is available for students sent for alcohol sanctions. In addition, Screenings for Mental Health offers an anonymous online assessment to determine if someone needs assistance with her/his alcohol abuse. Finally, both on- and off-campus resources are available for those students who identify as high-risk users.</p>
Sacramento	Alcohol, Zombies and You	<p>During fall 2010, Sacramento State Student Health and Counseling Services (SHCS) implemented a mandatory online alcohol abuse prevention course for all incoming transfer and first-year students called <i>Alcohol, Zombies and You</i>. The online alcohol abuse prevention program is offered by Student Success, and was created in partnership with <u>The BACCHUS Network</u>[™], 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 is designed to educate students on the risks of alcohol abuse and to teach successful strategies for handling dangerous alcohol-related situations. Sacramento State piloted the use of this program in fall 2010 due to the Sacramento State Alcohol, Tobacco, and Other Drug Education program's long-standing participation in The BACCHUS Network.</p> <p>After successfully introducing the Student Success training program to all first-year students at Sacramento State in 2010-2011, Sacramento State expanded requirements to include all new transfer</p>

**EFFECTIVE CAMPUS-INITIATED
 ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT PROGRAMS
 2011-2013**

San Bernardino	Aware, Awake, Alive program	<p>students beginning fall 2011. Responses from participants in the fall 2010 implementation of the Student Success program indicate that almost 51 percent of incoming Sacramento State students have not received any alcohol education prior to entering college, with another 32 percent 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.</p> <p>The ATOD Advisory Council helped sponsor the Aware, Awake, Alive program in conjunction with the office of Housing and Residential Life. The program consisted of a dance-a-thon which raised awareness about driving under the influence of alcohol. The Aware, Awake, Alive organization provided giveaways to encourage student participation; 168 students attended the event. The students included those from clubs and organizations, students living in the Residence Halls, athletes and the general student population.</p>
San Diego	Aztec Nights	<p>Aztec Nights provide students with alcohol and drug free social activities, concentrated in the first five weeks of the semester. Each weekend, large free events are planned that attract between 150 and 4,500 and students. Evaluation results demonstrated that alcohol violations and medical transports were reduced by more than 50 percent after implementing this program. Survey data from randomly selected students participating in anonymous web surveys indicates that freshmen alcohol-abstinence rates have risen substantially, since the initiation of Aztec Nights.</p>
San José	DUI Court	<p>On Tuesday, April 10, 2012, and Wednesday, September 27, 2012, a Superior Court judge presided over two driving under the influence (DUI) sentencing and panel presentations at San José State University. This was the actual sentencing of two different defendants who had been found guilty of operating a motor vehicle under the influence of alcohol. At each DUI Court, a total of 450 students, a majority of them are involved in Greek organizations, learned about the defendant's arrest, jailing, and imposed fines and penalties. Once the sentencing was complete, the defendant, judge, attorneys, SJSU's Chief of Police, and a special guest speaker made up a panel of speakers that addressed students about various aspects of drinking and driving from their personal and professional points of view. Students had an opportunity to ask questions of the panelists.</p> <p>Open to all students, this program was a collaborative effort between the SJSU Student Health Center - Wellness & Health Promotion, the Alcohol and Drug Abuse Prevention Committee, the Public Health Department Traffic Safe Communities Network, Superior Court of Santa Clara County, Public Defender Office, and the Office of the District Attorney. This program is funded by a grant from the California Office of Traffic Safety through the National Highway Traffic Safety Administration.</p>
San Francisco	Peer led workshops	<p>Peer-led workshops have been a component of Prevention Education Program's efforts for many years. Each year, an average of 50 students are trained as peer educators and an additional 10 to 15 participate as advanced peer educators. the Counseling and Psychological Services' Prevention Education Programs has further developed the training program the past two years for the peer educators to include the</p>

**EFFECTIVE CAMPUS-INITIATED
ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT PROGRAMS
2011-2013**

		<p>development of a series of peer-led workshops in a variety of settings. Students have developed a workshop series presented each semester for small groups of students in settings as diverse as, the Cesar Chavez Student Center, the Residential community, the library, the Student Services Building and the Richard Oakes Multicultural Center. Workshops are presented to an audience small enough that attendees could participate in hands-on experiences. An example is <i>Know How Much You Are Drinking or Know What's in Your Red Cup</i> exercise that was incorporated into many of the AOD workshops. Workshop leaders had students pour themselves "shots" (of water) into red cups, which are commonly used by our students for drinking games. "Shots" were then measured to determine the number of 1.5-ounce standard shots the student had poured. BAC cards then are used to measure the students' estimated blood alcohol level (BAC) that would be attained by consuming the shots had they been alcohol. Students very often had poured themselves 4 or 5 or 6 shots when they intended to pour 2, thus greatly underestimating their level of intoxication. Students then were challenged to share this with their friends.</p>
<p>Cal Poly San Luis Obispo</p>	<p>Awareness Week</p>	<p>To facilitate awareness of alcohol and 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 inappropriate usage of alcohol and drugs. One activity included the installation of an Awareness Gallery, providing educational information on alcohol and other drugs. This gallery was installed in the University Union. During WOW activities facilitators led groups of incoming students through the exhibit and facilitated discussions on the different topics presented. Another Awareness Week program involved showing newly admitted students and parents the "Carson's Story" video. This video recaps the night a Cal Poly freshman died of alcohol poisoning. In addition, a panel of students discussed the video, other students facilitated audience discussions, and attendees received wallet-size cards noting the signs of alcohol poisoning and local emergency contact information. Other Awareness Week presentations included: Personal Choices and Struggles; A Life Discovered; Drunk, Sex and Date Rape. This is a comprehensive multi-media approach to providing many opportunities for students and parents to discuss with one another and others the importance of making healthy choices and supporting each other, bystander intervention, and what it means to be a "Mustang."</p>

**EFFECTIVE CAMPUS-INITIATED
 ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT PROGRAMS
 2011-2013**

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.</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	Student Health 101	<p>One successful new program is Student Health 101, an electronic newsletter health education and outreach program with interactive features that includes information on healthy lifestyle and mental health issues pertinent to college student success. Its articles address a broad array of health related topics, including illness, injury, nutrition, public health, social adjustment, financial, and career issues as well as such alcohol, tobacco, and other substance issues. An electronic copy of each monthly issue of SSU Student Health 101 is distributed to all SSU students via their SSU email account and also available to them through mobile device applications. It is also available on a sign-up basis to their parents. The parent edition includes tips for conducting parent-student discussions on health and college adjustment related topics. SSU receives monthly statistical reports about student utilization as well as individual feedback from SSU students about their learning outcomes. Usage statistics through December 31, 2012, show that SSU students have accessed Student Health 101 some 3,187 times, reading an average of 16-17 pages of each 30-40 page newsletter at each contact. Given that SSU is a relatively small CSU campus, this number of participations is substantial. The newsletter has an interactive component that each month encourages and allows students to comment on their perceptions and responses to articles and record their own learning outcomes. Several hundred SSU students have been participating in this activity each month.</p>
Stanislaus	SMART Day (Students Managing Alcohol Responsibly Together)	<p>SMART Day is a partnership between Housing and Residential Life, University Police Department and Student Health Center. The name of the program (SMART Day) stands for <i>Students Managing Alcohol Responsibly Together</i>. The philosophy of the program is to provide an interactive format where students receive information on the responsible consumption of alcohol, as well as the dangers and consequences that may arise as a result of impaired judgment. It is held shortly before the campus Warrior Day concert.</p>

**EFFECTIVE CAMPUS-INITIATED
ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT PROGRAMS
2011-2013**

	<p>during the spring semester. Program events have included:</p> <ul style="list-style-type: none"> • Free barbeque • Alcohol jeopardy • Representation from various campus departments (Psychological Counseling Services, Student Health Center, University Police Department, Associated Students Inc., etc.) • Distribution of informational brochures about alcohol consumption • Navigating an obstacle course wearing "drunk" goggles that mimic different levels of intoxication • "Drunk" goggle basketball • Written testimonials (Wall of Remembrance, poems, stories, etc.) • Live music • Mocktails • Raffles • Alcohol awareness interactive games • Car destroyed as a result of an alcohol-related accident • Simulation activity of what a night out drinking entails (DUI Walk-Thru Booth) • Car simulator to demonstrate driving while intoxicated • Various freebies all relating to alcohol abuse prevention education (i.e. magnets, car fresheners, t-shirts, posters, pens, etc.)
	<p>This program is planned by Resident Advisor and Wellness Committee members working closely with a university police officer and Student Health Center. The central concept of this program is to have students involved in the core program schedule, hence improving their own knowledge as well as providing legitimacy to the event in the eyes of the target participant group.</p>

CAMPUS INITIATIVES RELATED TO TOBACCO USE 2011-2013

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

Campuses	State/CSU Policy Compliance	Smoke-free/ Designated Area Policy	Draft Smoke-free Policy	Policy Review/ Committee	Cessation Programs	Educational Resources and Programs	Training	Survey
Bakersfield	X				X	X		
Cal Maritime	X	X			X	X		X
Channel Islands	X	X						
Chico	X	X*	X		X	X	X	X
Dominguez Hills	X				X	X		
East Bay	X	X			X	X	X	
Fresno	X				X			X
Fullerton	X	X		X	X	X		
Humboldt	X	X				X		
Long Beach	X	X				X		
Los Angeles	X				X			
Monterey Bay	X				X	X		X
Northridge	X	1			X	X	X	X
Pomona	X				X	X		X
Sacramento	X	X	X	X	X	X		X
San Bernardino	X	X		X	X			
San Diego	X	X			X		X	
San Francisco	X	X		X	X			X

**CAMPUS INITIATIVES RELATED TO TOBACCO USE
 2011-2013**

Campuses	State/CSU Policy Compliance	Smoke-free/ Designated Area Policy	Draft Smoke-free Policy	Policy Review/ Committee	Cessation Programs	Educational Resources and Programs	Training	Survey
San Jose	X			X	X	X		X
San Luis Obispo	X	2			X	X		
San Marcos	X	2		X	X	X		
Sonoma	X			X		X		X
Stanislaus	X	3				X		X

*Proposal is awaiting President's approval

- 1 – Smoking is prohibited within stadium seating areas, tennis courts, and other recreational facilities. Smoking also is prohibited in outdoor dining areas posted as Smoke-Free.
- 2 – Smoking banned throughout student housing complex.
- 3- Smoking is prohibited at outdoor public events where people are seated in close proximity to one another such as outdoor concerts, sporting events and celebrations like Commencement.

**CAMPUS ACTIVITIES RELATED TO PRESCRIPTION DRUG USE
2011-2013**

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

Campus	Activities
Bakersfield	<p>The Alcohol and Drug Education Committee has created flyers concerning prescription drug use and has completed outreach presentations focusing on the dangers of abusing prescriptions. The committee is seeking to enhance this program by engaging the peer educators and developing additional resources.</p>
Channel Islands	<p>In the fall 2012 semester, the AOD committee discussed focusing on the topic of inappropriate use of prescribed medications. It was noted that improper use of pain medications is on the rise and that the committee should address this potential issue. However, based on current CI Judicial Affairs records, there is no evidence to indicate that the misuse of prescription drugs is a campus problem at this time. Rather, during the past 3 years, AlcoholEdu data and Judicial Affairs records have consistently revealed more of a problem with students' continued use of marijuana.</p> <p>The AOD committee chair suggested that it would be beneficial for CI to determine the entry point for student use of prescription drugs and how the campus can best heighten awareness of this issue and implement preventative programming. Suggested resources for collecting future CI data were: judicial files, police reports and AlcoholEdu Executive Summary.</p> <p>Committee members agreed that through the recent receipt of the Student Mental Health Initiative (SMHI) grant, CI has been afforded a part-time health educator. Changing this position to full-time in the future would not only benefit health services but is key to CI health programming and needs research (i.e. Peer education program, reproductive health counseling, and customized educational literature). It was suggested that there are also opportunities for the Nursing Department to work collaboratively with other areas to achieve educational/promotional goals.</p> <p>Gathering further information and resources as it relates to use and misuse of prescription drugs and its effect both on- and off-campus are a high priority topic for the spring 2013 AOD committee. Issues to address are:</p> <ul style="list-style-type: none"> • Preventive programming to discourage marijuana use on campus. • Develop an official statement related to possession and use of "medical marijuana" on campus. Once finalized and approved by President's Council, the official statement acknowledging the law (state and federal) and CI's policy prohibiting possession and use of marijuana of any kind on campus will be distributed across campus, as well as to incoming freshmen and parents. • Statistical data collection and the development of preventive programming to discourage the misuse of prescription drugs.

**CAMPUS ACTIVITIES RELATED TO PRESCRIPTION DRUG USE
 2011-2013**

	<ul style="list-style-type: none"> • Address the need and provide support for a CI Health Educator. • Revisit the CI smoking policy in terms of: <ol style="list-style-type: none"> 1. A no-Hookah policy 2. Better signage 3. Explore creating a campus smoker zoning map as a phone application • Explore collaborative promotional and educational programming opportunities with the Nursing Department.
Chico	<p>CSU Chico is very aware of the problem of students using and abusing prescription drugs that are not prescribed to them. The increase in the use and abuse of prescription drugs has affected the campus in a very personal and visual way due to the fact they experienced four student deaths and another in fall 2012 related to prescription drug overdoses. The Campus Alcohol & Drug Education Center and the Student Health Center have seen an increase in students seeking help for prescription drug abuse and addiction and requesting referrals to treatment.</p> <p>Education</p> <p>CSU Chico continues to respond to this crisis in the community by expanding outreach in the community and strengthening relationships and referral resources with Butte County Behavioral Health Department and all local/regional substance use disorder treatment providers. The campus continues to host a Prescription Drug Abuse Forum--most recently on December 6, 2012. These are campus/community events with speakers from local treatment programs, local law enforcement, regional addiction experts and students in recovery from prescription drug use.</p> <p>Policy</p> <p>There is no special policy in place regarding prescription drug misuse on campus but university police would use the Penal Code to arrest students if found under the influence of a substance that was not prescribed to them.</p> <p>Student Use</p> <p>Prescription drug use by students has been measured by the University of Michigan – School of Public Health: Healthy Minds Study 2012 N = 818 Substance use, past 30 days: Barbiturates or sedatives Substance use, past 30 days: Tranquilizers Substance use, past 30 days: Other opiate type prescription drugs</p> <p>Pamphlets were distributed by the AACT committee throughout the year as well as by the Health Center at biannual health fairs.</p>
Dominguez Hills	
Fresno	According to the results of the National College Health Assessment (NCHA) conducted in 2011, data showed the

**CAMPUS ACTIVITIES RELATED TO PRESCRIPTION DRUG USE
 2011-2013**

percentage of students reported taking prescription drugs not prescribed to them in a 12-month period.

The percentage of Fresno State students who reported using pain killers and antidepressants that were not prescribed to them is higher than the national reference data.

Type of Prescription	Percentage (Fresno State Data)	Reference Group (National Data)
Antidepressants	3.3%	3.2%
Erectile Dysfunction Drugs	1%	1%
Pain Killers	8.7%	7.5%
Sedatives	2.2%	4.3%
Stimulants	1.7%	7.8%

Fresno State also added in a few custom questions to the 2011 survey pertaining to prescription drug usage and here are the results:

Within the last 30 days, have you **purchased/acquired illegal and/or prescription drugs** in the following locations:

Residence hall	Fraternity/Sorority	Classroom Building	On Internet	Socializing in bars/ clubs	Other sources
.5 (5/1058)	.8 (8/1057)	.6 (6/1056)	.4 (4/1057)	1.0 (11/1057)	5.4 (57/1052)

Since becoming a student at Fresno State, how many times have you **intentionally used prescription medications for recreational or "partying"** purposes?*

	Frequency	Percentage
Never used	982	92.6
Have used but not since coming to Fresno State	41	3.9
1-2 times	17	1.6
3-5 times	6	.6
6-9 times	6	.6
10 times or more	8	.8

*Valid responses = 1060

Since becoming a student at Fresno State, how many times have you **intentionally used prescription medications for studying/cramming/"all nighter"** purposes?*

**CAMPUS ACTIVITIES RELATED TO PRESCRIPTION DRUG USE
 2011-2013**

	Frequency	Percentage
Never used	996	94.1
Have used but not since coming to Fresno State	22	2.1
1-2 times	20	1.9
3-5 times	9	.8
6-9 times	3	.3
10 times or more	9	.8

*Valid responses = 1059

- At the Student Health Center, the Pharmacist in Charge monitors prescriptions for falsification or alterations, observes for potential “doctor shopping” and notes whether the student has been seen by one provider or multiple providers and receiving an excess amount of controlled medications. He counsels students on how to take a medication appropriately and uses resources such as the CURES program to identify misuse.
- If a pharmacist or provider staff suspects a student is abusing prescription medications or inappropriate prescribing is taking place, the Medical Chief of Staff or administrator is notified immediately. An ad hoc “Patient Care Committee” is assembled and the case is discussed. A care plan is developed; the student is notified by the appropriate person who may be the Medical Chief of staff, a provider or an administrator of the plan of care. A notation is made in the electronic medical record so that all providers are aware that controlled substances are not to be prescribed for this student.
- In spring 2012, a Prescription Drug Abuse educational panel discussion, *Thrills Without Pills*, was held in the free speech area of campus. The intent of the program was to provide students insight into the developing problem of misuse. Community experts from many different areas (prevention, treatment, law enforcement, medical community, etc.) were present to answer questions and provide information from their personal experiences dealing with this fast growing issue. More than 2,000 informational fliers were distributed to campus students and more than 400 students attended the community panel.
- The *Lock It Up* Prescription Drug Abuse Prevention Project has been collaborating with Fresno State 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. In collaboration with the Fresno State Alcohol Safety Council Student Sub-Committee – now known as the Drug & Alcohol Awareness and Wellness Guides (the DAAWG) -- *Lock It Up* staff met frequently throughout both years to plan and implement the large scale events in honor of National Collegiate Alcohol Awareness Week (the “Fall Harvest Fest” in 2011 and the Oktober Wellness Fest in 2012) as well as the “Spring Break Extravaganza” in 2012. During all of these events, *Lock It Up* Project staff set out an informational table with educational materials regarding prescription drug abuse, opportunities to volunteer, as well as interactive activities for students to participate in to learn more about the issue and have the opportunity to win promotional items or other incentives. The *Lock It Up* Project also provided educational presentations and trainings to the DAAWGs

**CAMPUS ACTIVITIES RELATED TO PRESCRIPTION DRUG USE
2011-2013**

	<p>volunteers in both 2012 and 2013. fall semester 2012, the <i>Lock It Up Project</i> launched its first semester of Peer Education Program, recruiting eight students to become peer educators. Students provided education to their peers on campus by conducting presentations, setting up information booth, and distributing program materials, to heighten awareness of the issue. Further, students created a series of fliers and Public Service Announcements, with the purpose to educate their peers and the community at large of prescription drug abuse.</p>
Fullerton	<p>While CSUF acknowledges that the illegal use of prescription drugs is occurring among students, the campus has limited data available to determine the extent of the problem. The NCHA survey administered in spring 2012 collected data on students using prescription drugs not prescribed to them. 11% of CSUF students reported engaging in this behavior.</p> <p>CSUF partners with Community Service Programs, Inc. (CSP) to provide education and awareness of prescription drug use through the use of posters, fliers, and newspaper advertisements. With the opening of the new residence halls in fall 2011, targeted interventions began with first-year students living on campus.</p> <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.</p>
Humboldt	<p>In 2012, on-campus housing at Humboldt State University revised its illegal drug policy to encompass more than just illegal substances such as marijuana. This policy was renamed "Drugs and Controlled Substances" to incorporate a wide range of other substances that may be misused or abused. The policy now prohibits the "abuse, misuse, or distribution of legally prescribed drugs," and "use or intoxication by other substances such as salvia or synthetic marijuana." This new policy enables housing staff to address these concerns in a student conduct setting focused on educational outcomes.</p> <p>Health Education conducts "Health Jeopardy" game/presentations which include questions and answers about prescription drug use, resources and consequences of use and abuse: 50+ presentations since 2011. Health Education presents on this topic to all incoming first-year students. In fall 2011, spring 2012 and fall 2012, Health Education offered the Wellness Fair & Sports Clubs Showcase that addresses the issues of prescription drug use and abuse. More than 350 students participate in the Wellness Fair each semester. HSU continues to provide community resource lists as well as web resources. Alcohol and Other Drug Prevention Team (ADAPT) continues to meet as a committee to address campus policies.</p>

**CAMPUS ACTIVITIES RELATED TO PRESCRIPTION DRUG USE
 2011-2013**

<p>Long Beach</p>	<p>The CSULB ATOD Program began monitoring the reported rates of students' prescription drug use with the Health Status Survey. The Health Status Survey is a biennial survey designed to report CSULB students health behaviors including alcohol and drug use. The 2010 survey results showed that 12 percent of respondents had used prescription drugs recreationally. The ATOD Program has developed new health education materials regarding prescription drugs distributed at all events. The ATOD Program has also included a section about the negative consequences of using prescription drugs in the Step 1 Mandatory Class (for cited students) curriculum and during various outreach presentations throughout the semester.</p>
<p>Los Angeles</p>	<p>Cal State L.A. does not have a prescription drug use and misuse policy. It should be noted, however, that Intercollegiate Athletics' Drug Education and Substance Abuse Policy incorporates use of non-therapeutic drugs. Based on Cal State L.A. student response to the fall 2012 National College Health Assessment, approximately one of every 10 students may misuse prescription medications. Eleven percent of students used prescription medications that had not been prescribed to them within the last 12 months. These medications included antidepressants, erectile dysfunction drugs, pain killers, sedatives and stimulants.</p> <p>The Student Health Center is the primary department that provides prescription (and over-the-counter) drug misuse education. This education is primarily through the Center's guest lecture <i>Quick Facts on Health that targets Introduction to higher education classes</i>. Over the course of the reporting period, 138 sessions were conducted which reached 4,086 students enrolled in Arts and Letters 101, Natural and Social Sciences 101 and 301, Health and Human Services 101 and 301 and University 101.</p>
<p>Monterey Bay</p>	<p>Brief information about prescription drug use is included during all AOD presentations provided by Health & Wellness Services. Campus Health Center medical staff and Personal Growth & 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>Northridge</p>	<p>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 was forwarded to the Chancellor's Office in 2010 via the SHS listserv as a policy template, and is available on request.</p> <p>Education</p> <ul style="list-style-type: none"> • The Klotz Center Health Promotion Department's ATOD Counselor assists students with prescription drug use on an individual and/or group basis. From January 2011 through December 2012, the ATOD Counselor saw 13 students for prescription drug use. 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

**CAMPUS ACTIVITIES RELATED TO PRESCRIPTION DRUG USE
2011-2013**

use. Students identified as being “at risk” are referred to education and intervention resources at the Klotz Center and beyond as appropriate.

- From January 2011 through December 2012, about 115 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 implemented in spring 2011. (The executive summary of Cal State Northridge’s 2011 data can be found online at http://www.csun.edu/shc/pdfs/ncha_health_assessment_exec_2011.pdf) Previously, CSUN used the NCHA I. CSUN has been advised that the differences between the two versions are significant enough as to not allow comparison. CSUN will benchmark the 2011 data for comparison to CSUN data in spring 2013 when the NCHA II will be repeated.

The following selected highlights compare 2011 CSUN and national data.

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	96.7%	No	96.8%
Yes	3.3%	Yes	3.2%

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	99.1%	No	99.0%
Yes	0.9%	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	91.0%	No	92.5%

**CAMPUS ACTIVITIES RELATED TO PRESCRIPTION DRUG USE
 2011-2013**

Yes	9.0%	Yes	7.5%
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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	95.7%
Yes	3.9%	Yes	4.3%

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 NCHA.

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

No	92.5%
Yes	7.5%

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

No	95.0%
Yes	5.0%

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

No	97.1%
Yes	2.9%

Conclusions and Recommendations

CSUN's 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.

**CAMPUS ACTIVITIES RELATED TO PRESCRIPTION DRUG USE
2011-2013**

	<p>CSUN will increase its vigilance, educational outreach and professional development efforts with regard to prescription drugs. In addition, the data received in response to CSUN's additional prescription drug questions indicate the need for further education including cross-over areas such as stress reduction and time management. CSUN will consider adding prescription drugs to the Alcohol Policy Advisory Committee's charge or create a separate, but equally significant venue.</p>
<p>Pomona</p>	<p>Prevention efforts to address prescription drug abuse have included educational training provided to University Housing Residential Adviser Staff and the inclusion of educational information in Alcohol and other Drug outreach presentation and lectures.</p> <p>Policies are in place at CPP that specifically address the misuse of prescription drugs. The University Housing Services 2012-2013 Student Housing License Agreement Policies and Regulations clearly states- "The misuse of any drug, including prescription or over-the-counter medications, is prohibited."</p>
<p>Sacramento</p>	<p>In order to address this issue, the Sacramento State 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 distributed at Transfer and New Student Orientation as a requirement of the Safe and Drug Free Schools Act Annual Health Notification. • 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, tri-cyclic antidepressants, and oxycodone. 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

**CAMPUS ACTIVITIES RELATED TO PRESCRIPTION DRUG USE
 2011-2013**

	<p>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.</p> <ul style="list-style-type: none"> • 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. • Sacramento State athletes are screened for banned substances through random drug tests administered throughout the year. Any 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 including a meeting with the campus ATOD Health Educator, suspension from practice and/or games, and/or dismissal from the team. • Since June 2012, the SHCS clinic has been providing point of service CLIA waived I-Cup Drug Screening for patients requesting or requiring ADHD medication. This strategy will assist providers in determining appropriate use and in identifying abuse.
<p>San Diego</p>	<p>On campus, substance free events are regularly available via the extraordinarily successful Aztec Nights, as well as other efforts. Coordinated by a variety of organizations such as the Associated Students, Centers for Student Involvement, Fraternity Life, and the Office for AOD Initiatives, activities range from movies to lively parties to sporting events.</p> <ul style="list-style-type: none"> • Online student surveys are routinely conducted to assess self-report data regarding prescription drug use. Findings drive campus program planning efforts and administrative policy considerations. • An ongoing study is examining student intent to use prescription drugs, motivation, timeframes, dose, manner of administration, and places of use. These data will guide methods for more effective prevention. • The Office of AOD Initiatives partnered with El Cajon and La Mesa Police Departments, as well as the U.S. Drug Enforcement Agency to coordinate local efforts for national drug TAKE BACK day in April and October 2011 and April 2012. • Educational presentations have been developed and presented to many student groups. These

**CAMPUS ACTIVITIES RELATED TO PRESCRIPTION DRUG USE
 2011-2013**

	<p>presentations are provided by the AOD Health Educator or the AOD Peer Health Educators specially trained to provide these trainings.</p> <ul style="list-style-type: none"> • SDSU Police Department regularly sponsors and/or provides workshops for relevant Student Affairs staff on drug diversion tactics, behavioral patterns, and recent trends. These workshops help staff to target areas for programmatic endeavors and potential administrative policy changes.
<p>San Francisco</p>	<p>The SDSU Coordinator of AOD Initiatives serves on the County Prescription Drug Task Force. His input on this task force influences enforcement and prevention programs throughout all of San Diego County.</p> <p>Four years ago, in collaboration with Residential Life, Prevention Education Programs' 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 campaign is shared by both departments. Prevention information about prescription drugs including mixing prescriptions and peer education tabling at outdoor events; the 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, in collaboration with the Richard Oakes Multicultural Center, 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 including Residential Life, The Cesar Chavez Student Center and the Library. In spring 2012, CEASE peer educators developed a workshop focusing on drugs students commonly use for studying including prescription stimulant medication and the dangers of mixing these drugs with alcohol, other prescription, and illicit drugs commonly used to counter the effects.</p>
<p>San Jose</p>	<p>Through the pharmacy operation, the campus is hyper-vigilant to any indications of drug misuse or abuse and uses all available surveillance and reporting methods if concerns arise. In addition, a Marijuana and other Drugs (MOD) educational team has been formed within Wellness and Health Promotion. This team is beginning 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 will look for ways to incorporate those materials into educational efforts, including curriculum for workshops, tabling, web materials, and online magazine articles.</p>
<p>San Luis Obispo</p>	<p>In spring 2012, a prescription drug program featuring Rocky Herron from the Drug Enforcement Administration, Aaron Ruben from Rollin' with Ruben, and Samantha, a recovering prescription drug addict, attracted more than 300 students. Results of the program assessment included:</p> <ul style="list-style-type: none"> • 88 % reported that the presentation will encourage students to stop using Rx drugs • 87% reported that they will encourage others to change their behavior • 86% reported that prescription drug abuse is an important or very important topic to them personally

**CAMPUS ACTIVITIES RELATED TO PRESCRIPTION DRUG USE
 2011-2013**

	<p>A spring 2012 pre-finals week email was sent to fraternity and sorority leaders referencing the prescription drug educational program, warning students about the negative impact of Ritalin and Adderall, and cited studies arguing that the use of stimulants does not result in better grades.</p> <p>ATOD plans to continue educational programming efforts regarding responsible prescription drug use. NCHA II results will guide ATOD's prescription drug educational priorities. ATOD will also address responsible use of all other prescription drugs.</p> <p>The present practice of the campus pharmacy continues to be based on Executive Order 943 and standard medical/pharmaceutical practice. According to this E.O., the "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."</p> <p>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.</p> <p>Given this, the practice and protocol is not to maintain any Schedule II medications in the pharmacy. The pharmacy only carries medications in Schedules III-V.</p> <p>The 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 the pharmacy.</p>
<p>Sonoma</p>	<p>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 directly or indirectly 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. Dialogue with the student typically persists over subsequent visits as time allows. Each student interaction with the Pharmacy</p>

**CAMPUS ACTIVITIES RELATED TO PRESCRIPTION DRUG USE
2011-2013**

	<p>includes information about the proper use of medications' potential side effects, hazards, precautions, and potential drug and substance interactions with other drugs and substances. Similar interventions occur in conjunction with client interactions at the Student Health Center Pharmacy and SSU Counseling and Psychological Services.</p> <p>The Student Health Center is careful to limit the type and quantity dispensed when a medication has potential for abuse. Proper use and quantity of such medication by SHC prescribers is part of a regular SHC continuous monitoring peer review based quality improvement program, which received recognition from the Accreditation Association for Ambulatory Health Care surveyor during a recent accreditation site visit to the campus. This study is under consideration to become a model benchmarking study employed by many of the other CSU student health centers.</p> <p>Over the past two years, the Student Health Center has worked with the County Water Agency and Russian River Watershed Association to sponsor bi-annual on-campus SHC monitored collection/take back of unused or expired medications under the "Safe Medicine Disposal" program. The purpose 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 casually stored or discarded medication that could be redirected for illicit use.</p> <p>The safe medicine disposal events are accompanied by the release on campus of various articles, email and web announcements, posters, brochures and outreach activities to address drug misuse issues. During the fall semester, safe medicine disposal events were correlated with National Drug Facts Week (see http://drugfactsweek.drugabuse.gov/resources.php) a nationwide effort by the National Institute on Drug Abuse. During this national observance and beyond, prescription and over-the-counter abused drug information is available in the Student Health Center and on flyers and bulletin boards to draw special attention to the subject.</p>
Stanislaus	<p>"Just say No!-vember"</p> <p>The Student Health Center also sponsors, in collaboration with the Kinesiology Department (Drugs in the Environment Class), "Just say No!-vember," a program aimed to educate the student body on drug and alcohol use/misuse and educate the students about the health effects of drugs and alcohol. The event focused on different topics including:</p> <ul style="list-style-type: none"> • health effects of prescription and street drugs • the amount of alcohol needed to be legally intoxicated • the effect of mixing energy drinks and alcohol • how alcohol affects sexual behavior and the sexual experience as a whole <p>Throughout the event, many activities were available for students. These include:</p> <ul style="list-style-type: none"> • myth vs. fact quiz • having students test their skills on pouring one standard drink wearing the simulation goggles

**CAMPUS ACTIVITIES RELATED TO PRESCRIPTION DRUG USE
2011-2013**

	<ul style="list-style-type: none">• walking a straight line while wearing simulation goggles• catching a ball while wearing simulation goggles
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COMMITTEE ON EDUCATIONAL POLICY

Update on SB 1440: Student Transfer Achievement Reform Act

Presentation By

Ephraim P. Smith
Executive Vice Chancellor
and Chief Academic Officer

Eric Forbes
Assistant Vice Chancellor
Student Academic Support

Ken O'Donnell
Senior Director
Student Engagement and
Academic Initiatives and Partnerships

Summary

Since the report to the Board of Trustees in May 2013, the California State University (CSU) and the California Community Colleges (CCC) have worked to implement SB 1440 on several fronts. Campus faculties have published additional transfer pathways in the most popular majors. In the first half of 2013, the community college segment has added around 50 new associate degrees monthly, and currently offers more than 750.

The Implementation and Oversight Committee met in early June to discuss pending Senate Bill 440 (Padilla) and other aspects of the Associate Degrees for Transfer. Leadership of the two faculty senates met in late June to discuss how many majors to include among the available Transfer Model Curricula (TMCs). To date, 25 TMCs have been published, serving nearly all of the state's transfer students. The most recent, in Film and Electronic Media, was published last month and is now under review at CSU campuses.

More transfer applicants to the CSU are reporting they hold Associate Degrees for Transfer. Numbers are considerably higher than they were a year ago, although these are still a minority of transfer applicants overall.

As the CSU verifies these applicants, the portion of "false positives" – those who claim they are earning a degree that does not exist or for which they don't have the required coursework – has

experienced a dramatic reduction. However, the hand-off of students from one segment to the other remains problematic: CSU offices of admission receive community college documentation by paper, often late. While currently 60 percent of community colleges offer some ability to send transcripts electronically, this is accomplished through at least six separate vendors, the exchanges exist only with a local CSU campus, and typically without SB1440 degree indicators.

Some students, admitted under the program, turn out not to have earned the degree after all, perhaps because they dropped a critical course in the last term before transfer. The CSU Chancellor's Office staff are working with CSU campuses to develop fair and consistent procedures for handling and assisting these students.

In the last two months, CSU faculty and staff have been working with legislators in Sacramento to strengthen proposed Senate Bill 440 (Padilla). SB 440 would bring welcome attention to some aspects of the transfer degree work, relating in particular to marketing and outreach. However, early drafts also sought to mandate curricular activity in both segments in ways that the CSU and community colleges believed would disadvantage students. Both systems continue to work with the relevant offices; the board will be informed as changes develop.

COMMITTEE ON EDUCATION POLICY

Update on California's Transition to Common Core State Standards and Smarter Balanced Assessment in K-12 Schools

Presentation By

Beverly L. Young
Assistant Vice Chancellor
Teacher Education and Public School Programs

Deb Sigman
Deputy Superintendent of Public Instruction
California Department of Education

Summary

In August 2010, California joined the majority of other states in adopting the Common Core State Standards (CCSS) in English/Language Arts and Mathematics. In June 2011, the state joined 20 other states as a Governing State in the Smarter Balanced Assessment Consortium (SBAC), designing the new system of K-12 testing aligned with the new curriculum standards. This item is an update on the progress of the transition to these systems, as well as a summary of how the California State University (CSU) is preparing for the impact of this major change in California's K-12 curriculum and testing system.

Background

Excerpted and adapted from *Common Core State Standards: Systems Implementation Plan for California* (April 2013, California Department of Education):

The Common Core State Standards

In 2009, the Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA) committed to developing a set of standards that would help prepare students for success in career and college. The CCSS Initiative is a voluntary, state-led effort coordinated by the CCSSO and NGA to establish clear and consistent education standards.

The CCSS exist for English-language arts and mathematics, kindergarten through grade twelve. They are founded upon the best state standards; the experiences of teachers, content experts and leading thinkers; and feedback from the general public. In addition, the standards are internationally benchmarked to the top performing nations to ensure that our students are

globally competitive. Parents, educators, content experts, researchers, national organizations and community groups from 48 states, two territories, and the District of Columbia all participated in the development of the standards. The CCSS are rigorous, research-based, and relevant to the real world. On August 2, 2010, the State Board of Education (SBE) voted unanimously to adopt the CCSS.

Common Core State Standards Systems Implementation Plan

California's adoption of the CCSS demonstrates its commitment to providing a world-class education to all of its students. California's implementation of the CCSS renews its vision that all students graduating from the public school system be lifelong learners and have the skills and knowledge necessary to be ready to assume their position in the 21st century global economy.

California is not only fully committed to the complete and successful implementation of the CCSS; it is now fully engaged in that process. Across all branches of the California Department of Education (CDE), within county offices of education, at every level of Local Education Agency (LEA) administrations, and in classrooms across the state, stakeholders are examining their education programs and preparing for full implementation of the CCSS.

There is much work to be done. Although California's 1997 academic content standards and the CCSS for English-language arts and mathematics share many similarities in content and design, there are a number of notable differences between the two sets of standards. For example, since students are often required to write, research and analyze non-literary texts in college and the workplace, the CCSS place an emphasis on developing literacy in history, science and technical subjects. The CCSS also focus on applying mathematical ways of thinking to real-world challenges, helping students develop a depth of understanding and ability to apply mathematics to novel situations.

In addition, the new CCSS require significant student collaboration, fluency with multimedia and technology, and the development of strong complex reasoning, problem solving and communication skills. Elements such as these transcend subject matter and demand a re-examination of the existing system of professional learning, curricula development, assessments and accountability. Further, California's active participation in new CCSS system-related multi-state collaborations present the state with additional opportunities to expand and improve upon previous standards implementation efforts.

The CDE and the SBE are the entities responsible for integration of the CCSS into the statewide educational system. They implement the law established by state and federal elected officials through administration of statewide programs. Working with state officials and local districts, the CSU can seek to cultivate student college readiness, and in working with the Commission on Teacher Credentialing (CTC), can ensure high-quality teacher preparation.

Guiding Strategies

As a structural framework for activities, and the phases into which they fall, the plan is grounded in seven guiding strategies for implementation. These strategies encompass all areas of the educational system, and while they provide focus to the work, they also reveal its highly integrated nature. The seven guiding strategies for CCSS systems implementation are:

- Facilitate high quality professional learning opportunities for educators to ensure that every student has access to teachers who are prepared to teach to the levels of rigor and depth required by the CCSS.
- Provide CCSS-aligned instructional resources designed to meet the diverse needs of all students.
- Develop and transition to CCSS-aligned assessment systems to inform instruction, establish priorities for professional learning and provide tools for accountability.
- Collaborate with parents, guardians and the early childhood and expanded learning communities to integrate the CCSS into programs and activities beyond the K–12 school setting.
- Collaborate with the postsecondary and business communities and additional stakeholders to ensure that all students are prepared for success in career and college.
- Seek, create and disseminate resources to support stakeholders as CCSS systems' implementation moves forward.
- Design and establish systems of effective communication among stakeholders to continuously identify areas of need and disseminate information.

Smarter Balanced Assessment Consortium

The Smarter Balanced Assessment Consortium is a state-led consortium working to develop next-generation assessments that accurately measure student progress toward college- and career-readiness. Smarter Balanced is one of two multi-state consortia awarded funding from the U.S. Department of Education in 2010 to develop an assessment system aligned to the CCSS by the 2014-2015 school year.

The work of Smarter Balanced is guided by the belief that a high-quality assessment system can provide information and tools for teachers and schools to improve instruction and help students succeed – regardless of disability, language or subgroup. Smarter Balanced involves experienced educators, researchers, state and local policymakers and community groups working together in a transparent and consensus-driven process.

The Smarter Balanced assessment system capitalizes on the precision and efficiency of computer adaptive testing for both the mandatory summative assessment and the optional interim assessments. This approach represents a significant improvement over traditional paper-and-

Ed. Pol.
Agenda Item 3
July 23, 2013
Page 4 of 4

pencil assessments used in many states today. Computer adaptive testing adjusts to a student's ability by basing the difficulty of future questions on previous answers, providing more accurate measurement of student achievement, particularly for high- and low-performing students.

COMMITTEE ON EDUCATIONAL POLICY

Update on Baccalaureate Unit Limits

Presentation By

Christine Mallon
Assistant Vice Chancellor
Academic Programs and Faculty Development

Summary

In 1996 the draft *Cornerstones* report introduced the concept of a standard minimum 120-unit California State University (CSU) degree, reducing the total units required from 124 semester units. Until this year, the focus has remained on the minimum number of units required. With board action in January of this year, Title 5 changes were instituted to achieve, as much as possible, a maximum of 120 units—the equivalent of four years of full-time study.

The work of reducing existing degree requirements was split into two waves. Campuses with programs requiring between 121 and 129 units were asked to report reduction progress to the Chancellor's Office by April 30, 2013; programs requiring 130 units or more will be reporting by January 31, 2014.

Curriculum development, review and modification are on-going processes, with regular deadlines for campus, system and accreditation purposes. The Academic Affairs division applauds the willingness of campus faculty and administrators to re-direct their regular activities to bring about these unit reductions within a short timeframe. The work represented here is more complex than simply outlining a course or courses to achieve lower unit counts. For each degree revision, program learning outcomes (including as appropriate those determined by licensure and accreditation requirements), need to be reviewed and amended as necessary. Then courses need to be designed so that they include sufficient opportunities for students to acquire and master those learning outcomes. The process can initiate a complex overhaul of many or all courses, which in turn involves research, analysis and crafting new courses. While many individuals have been working on this effort, the work cannot be done individually. The faculty share responsibility for the curricula they deliver, and so every reduction made reflects months of discussion, debate, negotiation, review, adjustment, reconsideration and finally approval.

As campuses began the work of reviewing baccalaureate curricula, some chose to consider all bachelor's programs this spring, even the higher-unit programs that they were not yet required to report. Additionally, while April 30 was the first-wave deadline, Academic Affairs has continued to accept curriculum reduction reports as changes are approved on campuses. The number of programs offered at the CSU changes frequently, and the number requiring no more than 120 units is expected to grow as approvals are rendered through curriculum-approval structures.

Analysis of campus reports reveals differences among discipline divisions. The following eight categories of baccalaureate programs require no more than 120 units:

1. Area studies
2. Communications
3. Foreign languages
4. Letters
5. Mathematics
6. Psychology
7. Public affairs and public services
8. Social sciences

Engineering programs require the most units, with about half requiring between 121 to 129 units, and slightly more requiring above 130 units. Engineering faculty and deans report that the highly technical training and balanced general education—both required for accreditation—result in the higher unit totals characteristic of most engineering programs. Among the following discipline divisions' programs, there is enough variation in total requirements to warrant further examination and discussion of best practices that can be adopted more widely:

1. Agriculture and natural resources
2. Architecture and environmental design
3. Biological sciences
4. Business and management
5. Computer and information sciences
6. Engineering
7. Environmental science and environmental studies
8. Physical sciences

It is expected that the ongoing consultation effort will result in additional downward adjustments. When all discussions and revisions have concluded, requests for exceptions to the Title 5 limits will be considered.