

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 1:30 p.m., Tuesday, July 10, 2007
Glenn S. Dumke Auditorium

Herbert L. Carter, Chair
Carol R. Chandler, Vice Chair
Jeffrey L. Bleich
Debra S. Farar
George G. Gowgani
William Hauck
Peter G. Mehas
Lou Monville
Jennifer Reimer
Craig R. Smith
Glen O. Toney

Consent Items

Approval of Minutes of Meeting of May 15, 2007

Discussion Items

1. Proposed Title 5 Revision: California Code of Regulations, Impacting California State University Student Housing Operations, *Action*
2. California State University Alcohol Policies and Prevention Programs: Third Biennial Report, *Information*
3. Report of Peer Visits Focused on Campus Actions to Facilitate Graduation, *Information*
4. Doctor of Education in Education Leadership—Implementation Update, *Information*
5. Developing a Faculty Pipeline, *Information*
6. California State University Contributions to Building Science, Technology, Engineering, and Mathematics (STEM) Workforce: Focus on the Mathematics and Science Teacher Initiative (MSTI) and the Professional Science Master's (PSM) Programs, *Information*

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

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

May 15, 2007

Members Present

Herbert L. Carter, Chair
George G. Gowgani, Vice Chair
Roberta Achtenberg, Chair of the Board
Jeffrey L. Bleich
Carol R. Chandler
Debra S. Farar
Kenneth Fong
William Hauck
Lou Monville
Charles B. Reed, Chancellor
Craig R. Smith

Approval of Minutes

The minutes of March 13, 2007 were approved by consent as submitted.

Recommended Changes to Title 5, California Code of Regulations, Impacting California State University Student Housing Operations

In response to a systemwide internal audit completed in May 2006, a task force of CSU campus student housing directors reviewed provisions of Title 5 and the State University Administrative Manual (SUAM) related to student housing operations. Executive Vice Chancellor and Chief Financial Officer Richard West presented this item for information which recommends changes to the California Code of Regulations (Title 5). It is anticipated that after public comments are heard, documented, and considered, an action item for Title 5 changes will be presented at the July 2007 Trustees meeting.

**Early Assessment Program
Evaluation of the Professional Development Activities for English Preparation
Reading Institutes for Academic Preparation (RIAP)
and the Expository Reading and Writing Course (ERWC) Workshops**

The Early Assessment Program (EAP) is a collaborative effort among the California State University, the California Department of Education, and the California State Board of Education. The EAP program includes professional development initiatives for high school teachers. The key goal is to equip teachers to help their students to meet CSU expectations in English and in Mathematics. Executive Vice Chancellor and Chief Academic Officer Gary W. Reichard and Assistant Vice Chancellor, Academic Affairs Beverly Young presented findings of an external independent evaluation on two major CSU professional development efforts focused on student achievement in English (Reading Institutes for Academic Preparation and the Expository Reading and Writing). The two programs have had a positive impact in improving teachers' instructional practices and student levels of English proficiency. Dr. Young discussed Los Angeles Unified School District's district wide implementation of the program. Chancellor Reed pointed out that Long Beach Unified School District is the only school district in the nation to be a finalist twice for the \$1 million National Broad Prize for Urban Education, the largest education prize in the nation. Lieutenant Governor John Garamendi questioned UC's current program involvement.

Faculty-Student Research and Mentorship Special Focus: Life Sciences

Assistant Vice Chancellor for Research Initiatives and Partnerships Elizabeth Ambos, President Rollin Richard, Humboldt State University, Professor, Biological Sciences Jacob Varkey, Humboldt State University, and students Jonathan Gent (Stanford University) and Vonna Britz (Humboldt State University), President James Rosser, CSU Los Angeles, and Carlos Gutierrez, Professor, Chemistry and Biochemistry, CSU Los Angeles, Associate Professor Eric Martinez and student Amber Valencia (both from CSU Long Beach) presented their research and mentoring accomplishments as CSU faculty and students engaged in life sciences. Each further endorsed research as a crucial part of the educational process. It is anticipated that Executive Vice Chancellor Reichard will bring further such reports, focused on learning successes via faculty-student research collaborations, to the board from time to time for information.

Committee on Educational Policy took a brief recess in order to allow for the recall of the Committee on Institutional Advancement and the introduction of Agenda Item 2.

Report of Peer Visits Focused on Campus Actions to Facilitate Graduation

In furtherance of the Board's graduation initiative, campuses have welcomed teams of peer visitors to review campus actions to facilitate graduation. These campus peer review teams have been brought together in a successful partnership between the Division of Academic Affairs in the Chancellor's Office and the Academic Senate CSU. Executive Vice Chancellor and Chief Academic Officer Gary Reichard introduced President Ortiz who presented—among other best

practices at California State Polytechnic University, Pomona—a look at the synergy between Academic and Student Affairs at the university.

Recommended Changes to Title 5, California Code of Regulations, Non Resident Tuition (Minor Aliens)

It has been determined that Title 5 Section 41916, which establishes the residency of students for purposes of tuition and financial aid, is contrary to the intent of the California Education Code and should be changed. General Counsel Christine Helwick presented the purpose of the policy and the proposal to repeal the amendment. The committee unanimously recommended approval by the board of the proposed resolution (REP 05-07-04).

Chair Carter adjourned the Committee on Educational Policy.

COMMITTEE ON EDUCATIONAL POLICY

Proposed Title 5 Revision: California Code of Regulations, Impacting California State University Student Housing Operations

Presentation By

Richard P. West
Executive Vice Chancellor and
Chief Financial Officer

Summary

This item proposes an update to the California Code of Regulations Title 5 sections pertaining to student housing operations. The changes are recommended to be responsive to changes in on-campus operations in an increasingly changing environment. The proposed changes were previously presented to the Committee on Educational Policy in the May 15-16, 2007 meeting as an Information Item.

Background

Various Title 5 regulations and SUAM provisions govern CSU on-campus housing. The majority of regulations have not been updated in more than 30 years. During that time, student lifestyles have changed dramatically, and Title 5 and SUAM student housing regulations should be reviewed and updated to keep pace with student cultural shifts as well as advances in technology and institutional-specific changes. In the mid-1970's for example, some campuses still had 'dorm mothers.' The late 1980's brought the transition from 'dorm mothers' to professional live-in staff managing facilities, with the trend in higher education to entrust the residential community to student services staff holding graduate degrees in counseling. The recommendations are directed at the following general areas:

- Clarity in definitions
- Title 5 relationship to "Landlord-Tenant Law"
- More flexibility and leeway in filling all campus housing facilities
- Greater ability to balance significant logistical, administrative and financial challenges
- Realistic and effective administrative policies
- Consistency between Title 5 and system or campus policies and procedures
- Allowing campuses to best serve its campus stakeholders

The review of Title 5 and SUAM was conducted by a task force of student housing directors drawn from CSU campuses working in conjunction with Financing and Treasury staff in the

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Chancellor's Office, and was initiated because of a system-wide internal audit completed in May 2006. In order to respond to that audit, the task force was convened, but it soon became evident that changes beyond those addressed in the audit were necessary.

Proposed Revision

The following resolution, which was presented for information at the May 15-16, 2007 meeting of the Board of Trustees, is recommended for approval:

RESOLVED, By the Board of Trustees of the California State University, acting under the authority prescribed herein and pursuant to Section 89030.1 of the Education Code that the Board hereby amends as follows:

Title 5. Education

Division 5 – Board of Trustees of the California State Universities

Chapter 1 – California State University

Subchapter 5 – Administration

Article 5 – Housing

§ 42000. Definitions.

Unless the context otherwise requires, the definitions hereafter set forth shall govern the construction of Articles 5 and 6 of this Subchapter.

(a) Licensee. Licensee means any student or other person who has executed a license and who has been granted permission to use a housing facility for a fee period. Where the context requires it, the term licensee also means any student or other person who has a reservation for a housing facility.

(b) License. License means the document approved by the president which grants permission to use a housing facility and which contains the terms and conditions upon which such use is permitted. The license shall have imprinted thereon the words, "The use of housing facilities is subject to Articles 5 and 6 of Subchapter 5 of Chapter 1 of Part V (Sections 42000 through 42103) of Title 5 of the California Administrative Code of Regulations."

(c) Campus. Campus means any campus issuing licenses to students or other persons for the use of housing facilities.

(d) Housing Facility. Housing facility includes, but is not limited to, any individual or group living unit in a state owned or operated residence hall, family dwelling, apartment, trailer or trailer space which is operated under the authority of Sections 90000-90002 or Section 90012 of the Education Code.

(e) President. President means the campus president or his or her authorized representative or representatives.

(f) Student. Student means any individual currently ~~enrolled in six (6) or more semester units of instruction, or an equivalent number of quarter units of instruction, matriculated and/or enrolled~~ in the regular program of the campus where the student housing facility is located or any individual currently enrolled in one or more courses during a special session ~~of such campus provided enrollment is during the summer.~~

(g) Fee Period. Fee period means a period for which a license is granted and may extend for an academic year, semester, quarter, or other period or session established by the president.

(h) License Fee. License fee means the consideration required of a licensee for the right to use a campus housing facility for a fee period.

(i) Service Fee. Service fee means a non-refundable fee required of a licensee to cover the added costs incurred in collecting and processing a license fee by installments.

(j) Late Fee. Late fee means a payment required of a licensee who fails to pay any fee when due.

(k) Advance Payment of Fees. Advance payment of fees means the receipt by the president of the license fee and any security deposit or service fee from a licensee on or before the first day of the fee period or due date of any payment by installment.

(l) Reservation. Reservation means a confirmation by the president, upon receipt of the designated advance payment of fees, that a housing facility will be made available in accordance with this Article.

(m) Cancellation. Cancellation means the termination of a reservation by the licensee as provided in this Article, prior to the beginning of the fee period.

(n) Vacating. Vacating means the termination of a license by the licensee as provided in this Article, on or after the beginning of the fee period.

(o) Revocation. Revocation means the termination of a reservation or license by the president as provided in this Article, whether before, on, or after the beginning of a fee period.

(p) Visitor. Visitor means any person permitted by the licensee or president to visit a housing facility.

(q) Guest. Guest means any person, ~~including a visitor but other than a licensee~~ other than a Licensee, who is permitted by a Licensee and approved by ~~or the campus president or designee~~ to ~~make use~~ occupy and/or reside in ~~of any housing facility. Such use shall be deemed to mean the use of any housing facility for sleeping or bathing purposes.~~

(r) Guest Fee. Guest fee means the consideration required of a guest for the use of a campus housing facility.

(s) Administrative Necessity. Administrative necessity exists when any condition not reasonably foreseen at the time of confirming a reservation, issuing a license, or renewing a license occurs and prevents the campus from making or continuing to make a housing facility available to the licensee. Such conditions shall include, but not be limited to, damage caused by floods, slides, fire, earthquake, other natural disasters and vandalism; civil disorder; compliance with state or federal law; or interruption of basic services because of labor strife. Such conditions shall also include a drop in the rate of cancellations not reasonably foreseen by the campus, if such drop results in an overbooking of available housing facilities.

(t) Shall and May. The word "shall" means that the action is mandatory. The word "may" means that the action is permissive.

§ 42002. Assignment of Priority.

Students of a campus shall have first priority to use student housing facilities of that campus, with the exception of space granted to special programs by the campus president as outlined in ~~The president may permit others, including groups as authorized by Section 42003, to use such facilities only when student demand is insufficient to fill all campus housing facilities.~~

§ 42003. Special Group Arrangements.

University ~~H~~housing facilities may be made available to individuals and groups, ~~provided a representative authorized to do so executes~~ by the campus president or designee. Groups must authorize a representative to execute an appropriate agreement on behalf of the group, which agreement shall set forth the fee established by the Chancellor to be charged of such groups. Any group may, at the discretion of the campus president or designee, be ~~excepted~~ exempted from the payment of a security deposit. A charge in addition to the fee established by the Chancellor pursuant to Section 42004 may be made by the campus of individuals or of groups to cover additional costs whenever ~~the group requires~~ additional services, materials, goods, or special supervision are required.

§ 42004. Schedule of Fees.

All fees authorized by this Article shall be charged in accordance with a schedule of fees periodically established by the Chancellor.

§ 42005. Approved Guests.

(a) Guests of a Licensee. Licensees shall secure such approval as is required by the campus president or designee prior to inviting any person to be a guest of the Licensee. ~~The president may charge a guest fee of any guest for the first two days of housing facility use per calendar month and shall charge a guest fee of all guests for each day of such use in excess of two days per calendar month.~~

(b) ~~Guests of a Campus. Guests of a campus shall be charged fees in accordance with the schedule of fees established pursuant to Section 42004.~~

Guest-related policies and approved length of stay shall be in accordance with the guest-related policies as determined by the campus and stated in the Housing License Agreement. Licensee will be responsible for non-compliance of guest registration and may be held responsible for the behavior of his/her guest (registered or not).

§ 42006. Non-Approved Guests.

Non-approved guests of a Licensee ~~shall~~ may be charged a fee established pursuant to Section 42004 of this Article. If a Licensee knew or should have known that one of his ~~or~~/her ~~invites~~ invitees would make use of a housing facility their assigned living space and failed to secure approval of the campus president or designee prior to such use, that Licensee shall be ~~jointly and severally~~ jointly and severally liable for the fees and other guest-related charges. ~~charged of such guest.~~

§ 42007. Licensee's Responsibility for Conduct of Visitors and Guests.

A Licensee ~~shall~~ may be jointly and severally liable with guests or visitors of such Licensee for all negligent or intentional damage to any university housing facility caused by such guests or visitors as described within the Housing License Agreement of said campus.

§ 42008. Advanced Payment of Fees.

Except as authorized by Section 42010, all fees are due and payable in advance. A late fee ~~shall~~ may be charged of a Licensee who fails to pay any fee when due.

§ 42009. Installment Payments.

A campus president or designee may permit a Licensee to pay license fees in installments, provided each installment is paid in advance of the period covered by the installment, and provided further that the Licensee pays the service fee established pursuant to Section 42004.

§ 42010. Deferment of Fee Payment.

A ~~resident~~ campus president or designee may defer payment of license fees for Licensees who are able to demonstrate that they will receive federal, state, or other financial aid and that such aid will be distributed to the Licensee subsequent to the beginning of the fee period. A demonstration of this kind shall include appropriate verification by the campus financial aid office. The Chancellor shall establish terms and conditions for the administration of this section.

§ 42011. Failure to Pay Fees.

Except as authorized by Section 42010, any Licensee who fails to pay all fees and charges in advance shall have his or her license revoked as of the last day covered by any prior license fee period.

§ 42012. Termination of Use of the Facility.

~~Every~~ The Licensee shall vacate the student housing facility to which the Licensee is assigned ~~used by that licensee~~ on the expiration of the license period, or upon termination of his or her license to use the facilities, whichever is sooner. Any Licensee who does not vacate the student housing facility as required by this section shall be evicted ~~there from~~ in the manner provided by the laws of the State of California and charged a daily rate through the length of stay. ~~The campus may charge any other applicable fees or charges. for the eviction of a licensee whose license has been terminated.~~ The matter shall be referred to the CSU Office of General Counsel either to a small claims court with jurisdiction over such matters or to the Attorney General of

~~the State of California~~ for appropriate legal action. Any property of the Licensee remaining in the student housing facility may be removed ~~without force and stored by the campus at the expense and risk of the licensee~~ and stored by the campus at the expense and risk of the Licensee and will be disposed of pursuant to the laws of the State of California as outlined in Title 5, Section 42375, entitled Care, Restitution, Sale or Destruction of Lost Property, and Section 42376, entitled Proceeds of Sale.

§ 42013. Revocation of Reservation or License.

A campus president or designee may revoke a reservation or license for the following reasons:

- (a) Disciplinary action taken against the licensee pursuant to Sections 41301- 41304 of Article 2 of Subchapter 4 of this Chapter;
- (b) Because of administrative necessity of the campus;
- (c) Licensee's failure to maintain status as a student as defined by Section 42000 (other than pursuant to discipline);
- (d) Licensee's breach of any of the terms and conditions of the license, including failure to pay required fees.

Whenever the campus president or designee revokes a reservation or a license, he or she shall give the licensee reasonable notice of the revocation. Notice of revocation of a license shall be served in the manner prescribed by Section 1162 of the Code of Civil Procedure.

§ 42018. Waiver of Notice.

Any notice period described in Sections 42015, 42016, or 42019 ~~shall~~ may be waived by the campus president or designee when the reason for the cancellation, vacating, or withdrawal is due to a cause beyond the control of the Licensee and the specified notice could not otherwise have been given. The campus president or designee shall determine whether such cause exists; based on verified documentation and his/ ~~er~~ her determination shall be final.

§ 42019. Cancellation, Vacating, or Revocation -Obligation of the Licensee.

The following table indicates the obligation of the licensee (as specified in Subsection C of this Section 42019) under conditions of cancellation, vacating or revocation.

	Amount of Obligation
A. Prior to beginning of fee period.	
1. Request by licensee to cancel reservation.	
a. with 30 day notice	1
b. with less than 30-day notice	
1) president waives notice	1

- 2) president does not waive notice but does grant request to cancel 3
- 3) president does not waive notice and does not grant request to cancel 2
- 2. Revocation of reservation by the president, all instances 1

B. On or after beginning of fee period

- 1. Request by a licensee to vacate
 - a. with 30-day notice
 - 1) president approves the request 3
 - 2) president denies the request 4
 - b. with less than 30-day notice
 - 1) president approves the request and waives notice 5
 - 2) president approves the request but full notice .. 3
 - 3) president denies the request 4
- 2. Revocation of license by the president.
 - a. as a result of disciplinary pursuant to Sections 41301-41304 of Article 2 of Subchapter 4 of this Chapter 4
 - b. because of administrative necessity. 5
 - c. because licensee is no longer a student (other than pursuant to discipline):
 - 1) academically dismissed..... 5
 - 2) all other withdraws:
 - a) with 30-day notice of withdraw 3
 - b) with less than 30-day notice of withdraw
 - (1) president waives notice 5
 - (2) president does not waive notice 3
 - d. breach of terms or conditions of the license, including nonpayment of fees 4

C. Amount of obligation to the licensee.

- 1. Licensee has no financial obligation other than the non-refundable service fee.
- 2. Except as provided in Subsection D of this Section, licensee shall owe the amount due under the full fee period of the license.
- 3. Except as provided in Subsection D of this Section, licensee shall owe an amount equal to a prorated charge for each day from the beginning of the fee period, through the end of the required notice period, plus any charge authorized by Section 42021 of this Article.
- 4. Except as provided in Subsection D of this Section, licensee shall owe the amount due under

the full fee period of the license, plus any charge authorized by Section 42021.

5. Licensee shall owe an amount equal to a prorated charge for each day from the beginning of the fee period through the last day of occupancy, plus any charge authorized by Section 42021.

D. Mitigation. The campus president or designee shall minimize the obligation of a Licensee by applying a prorated credit for each day during the fee period that the campus has been able to cover its damages. Factors to be considered in determining whether the campus has been able to cover its damages for purposes of this Subsection ~~shall~~ may include, but not be limited to: (1) whether the ~~president has been~~ campus is able to re-license the student housing facility to someone else prior to the end of the fee period; (2) the amount of the fee at which the student housing facility is re-licensed; ~~and~~ (3) the vacancy rate of the residence hall (or other state owned or operated dwelling) within which the housing facility is located; and (4) financial considerations of the campus housing system.

COMMITTEE ON EDUCATIONAL POLICY

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

Presentation By

Charles B. Reed
Chancellor

John D. Welty
President
California State University, Fresno

Allison G. Jones
Assistant Vice Chancellor Student Academic Support
Academic Affairs

Summary

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

This report is the third biennial report on the implementation of the Trustees' Alcohol Policies and Prevention Programs adopted in July 2001. It summarizes activities that have occurred on campuses in the last two years since the second biennial report was presented to the Board of Trustees in July 2005.

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

and Drug Programs (ADP), the California Highway Patrol (CHP), the Department of Motor Vehicles (DMV), and the Office of Traffic Safety (OTS).

The Office of Traffic Safety (OTS) funded eight CSU campuses totaling \$750,000 for the period of October 1, 2002 through December 31, 2004 to (1) reduce alcohol abuse and alcohol-impaired driving by 18 to 39 year old college students; (2) strengthen peer education programs related to alcohol abuse and driving under the influence of alcohol; (3) strengthen peer education programs, utilizing social norms marketing strategies, focusing on reducing alcohol-impaired driving; and (4) offer responsible beverage service training.

CSU received a second Office of Traffic Safety (OTS) two-year grant that funded ten CSU campuses totaling \$750,000 for the period of February 1, 2005 through December 31, 2006. This grant is designed to reduce by 5 percent the incidence of driving after consuming alcohol by 18 to 25 year-old CSU students by December 30, 2006 and to reduce by 5 percent alcohol-related misconduct by CSU students by December 30, 2006. This grant addresses alcohol-related incidents at the college level, particularly driving under the influence of alcohol and general incidents related to alcohol abuse. The CSU Alcohol and Traffic Safety (ATS) Project was part of the California Traffic Safety Program and was made possible through the support of the California Office of Traffic Safety, State of California, and the National Highway Traffic Safety Administration.

Finally, many campuses have expanded campus policies on alcohol and other drugs to include the use of tobacco as well.

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;
- 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 Charles B. Reed appointed a committee in November 2000 to review the CSU's alcohol policies and prevention programs that would help to prevent alcohol-induced deaths and alcohol poisoning of students who attend CSU. The CSU Alcohol Policies and Prevention Programs Committee, chaired by California State University, Fresno President John Welty, included presidents, students, vice presidents of student affairs, faculty, staff, and alumni. The committee concentrated on broad policies that would be realistic and effective at CSU's twenty-three unique campuses. Many CSU campuses serve traditional-aged students who are 18 to 22 years old, many of whom reside on campus. The majority of CSU campuses are campuses to which students commute and where the average age of the students are older.

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

Guiding Principles

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

- Provide a safe and secure environment for all students;
- Encourage student health and wellness in an environment supportive of learning;
- Promote healthy choices for students;
- Enforce laws and policies consistently as regards the use of alcohol;
- Support safe, legal, responsible, moderate consumption of alcohol for those who choose to drink; do not punish responsible, legal behavior;
- Encourage students to take responsibility for each other; Good Samaritan behavior should be supported and recognized, and students should be supplied with the tools to help others practice safe and responsible behavior;
- Provide assistance, if appropriate, to those students who need support, treatment, and services;
- Involve students in all steps of the process and program development;

- Focus alcohol abuse prevention efforts on campus and community environments since the university is part of the surrounding community that influences students' behavior; and
- Use social norms principles and peer education as core components of an education and prevention program. (The Social Norms approach uses informational campaigns to correct widespread student misperception of peers' drinking. Peer educator programs, such as the BACCHUS and GAMMA Peer Education Network, use students to encourage their peers to develop responsible habits and attitudes regarding alcohol and related issues.)

The Alcohol Policies and Prevention Programs 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 Board of 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 which 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 the 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 which has met bi-monthly since the summer 2001 and has provided guidance to campuses about effective policy implementation strategies.

Campus Compliance with CSU Alcohol Policy

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

- Campuses developed comprehensive alcohol policies and programs that were consistent with their campus missions.
- Campuses held individuals and student organizations accountable for their behavior and offered effective education programs that were regularly assessed.
- Campuses communicated alcohol policies to new students and their parents before and when they arrived on campus.
- Campuses created university-wide alcohol advisory councils, including community membership, which annually developed and reviewed programs and goals, assessed the effectiveness of the campus program, and made recommendations to the president.
- Campuses assessed the effectiveness of their policies and programs to determine if they were achieving the desired outcomes.
- The CSU sponsored annual alcohol conferences that enabled campuses to share best practices, policies and programs.
- Campuses partnered regularly with the community and law enforcement agencies to provide a safe off-campus environment, to enforce applicable legal sanctions, and to encourage legal and responsible behavior among students.

- Campuses developed effective training and intervention programs.

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

Established in 2002, the Governor's Interagency Coordinating Council for the Prevention of Alcohol and Other Drug Problems coordinates California's strategic efforts to reduce the inappropriate use of alcohol and other drugs. California's high-level Council provides California with leadership continuity to advance alcohol and other drug prevention. This council deals exclusively with prevention issues unlike similar councils in other states that address all substance abuse issues including treatment. The Council provides coordinated direction and actions to alcohol, tobacco, and other drug prevention efforts that are delivered through a very broad range of disparate public and private sources attempting to address continually changing alcohol, tobacco, and other drug problems in various populations and settings. Activities include sharing prevention data, identifying effective approaches, establishing high-level prevention objectives, identifying means of working more efficiently with alcohol and other drug-related issues, leveraging or redirecting opportunities to achieve objectives, and partnering with law enforcement, 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, the Office of the President of the University of California, and the Office of the Chancellor, California State University. Upon the recommendation of Chancellor Charles B. Reed, the Governor appointed Dr. Paul Oliaro, Vice President for Student Affairs, CSU Fresno, and Mr. Allison G. Jones, Assistant Vice Chancellor, Academic Affairs, Student Academic Support, Chancellor's Office to represent CSU on this council.

Campus Funding

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

CSU Annual Alcohol and Education Conferences

CSU has sponsored six annual alcohol and other drugs education conferences since the implementation of the CSU Alcohol Policies and Prevention Programs was adopted by the Board of Trustees. Over 200 campus staff and students attended the 6th annual conference hosted by CSU, Monterey Bay in April 2007. Its theme *Alcohol and Other Drug Education: Planning and Practices for Engaging Students* recognized the significance of students in the process of educating their peers. Because the issue of student alcohol use and abuse is an

issue that affects all students in higher education, the University of California was invited to participate in CSU's conference. Conference participants share their best practices, policies, and programs that promote responsible alcohol use and alcohol abuse prevention.

The theme of engaging students focused on five core areas: (1) prevention efforts to change student attitudes, motivation, and knowledge about alcohol and other drugs issues (Social Norms marketing, counseling programs), (2) prevention efforts that provide a channel for safer, less destructive behaviors (safe ride programs, substance-free parties, themes living area), (3) efforts to restrict access to alcohol to reduce harmful behaviors associated with excessive drinking (DUI checkpoints, shoulder tap enforcement, advertising restrictions), (4) activities to establish a supportive environment for achieving responsible drinking (town/gown coalitions, coordinated enforcement task force), and (5) systematic data collection and analysis that identify problem areas, and provide new ideas for program innovation and evaluation.

To recognize exceptional leadership and exemplary programs, the recipients of three awards are announced at the annual conference: (1) the Student Leadership Award, (2) the Champions Award that recognizes students, staff, and administrators who exhibit exceptional leadership in promoting alcohol and other drug initiatives on their campus, in their community, or for the CSU, (3) the Innovation Award for those who have created an innovative event, activity, or strategy to better and more effectively serve CSU students and the community.

CSU ALCOHOL AND TRAFFIC SAFETY (ATS) PROJECT
FEBRUARY 2005 – DECEMBER 2006

Purpose of the Grant

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

interventions that could include such programs as safe rides programs, social norms marketing, and/or peer education activities. It is worthy to note that with the most recent grant, the ten campuses above agree to continue most if not all elements of this project for a third year using institutional funding.

The project objectives include the following:

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

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

Project Goals

To reduce the incidence of driving after consuming alcohol by 18-25 year-old CSU students 5% from each campus' 2003 base year total by December 30, 2006

Results:

- Accomplished*
 - *CORE or NCHA data pending at three campuses*
- ATS campuses reported an overall reduction of 14.60% in incidence of driving after drinking.

To reduce the incidence of alcohol-related misconduct by CSU students by 5% from each campus' 2003 base year total by December 30, 2006.

Results:

- Accomplished
- ATS campuses reported an overall reduction of 5.50% in incidence of alcohol-related misconduct.

Other Major Objectives

To improve and/or develop partnerships with law enforcement

- ATS campuses collaborated with ABC to train 203 beverage servers via Licensee Education on Alcohol and Drugs (LEAD) training
- Law enforcement officers provided 12 on-campus presentations to students
- Campuses reported 23 new partnerships with law enforcement and community agencies

To assist campuses in developing or improving on-line personal drinking assessment programs similar to e-CHUG

- ATS campuses utilized 144 peer education, 32 awareness, and 104 marketing and publicity events and activities to promote on-line assessment programs
- 500 students participated in internet/web-based training
- One campus, San Marcos, administered MyStudentBody.com to 2,025 students in fall 2005 and 2006. This administration of MyStudentBody.com was funded by the grant in 2005 and 2006 and will be continued annually by the campus from its own resources.

To work with ten CSU campuses to identify strategies to reduce availability and accessibility of alcohol, particularly minors

- 191 ATS staff and peer educators attended conferences to learn about new and effective strategies to reduce alcohol accessibility/availability to minors
- 47 beverage servers participated in TIPS training to curb alcohol sales to minors

To organize, schedule, and promote guest speakers on CSU campuses

- 35 presentations, 9 guest speakers, 7 staff sessions, and 12 law enforcement sessions were provided at ATS campuses
- Notable speakers included Randy Havenson, Mark Sterner, David Lee and Jim Merritt (former star athletes), and Katie Rubin (CSU Alcohol Conference)
- Webinar, "Understanding the Alcohol Blackout" was broadcast at several campuses

To provide support to campus peer educators (Health Centers, Bacchus & Gamma clubs, SADD, etc.) through training and information dissemination

- MADD/SADD presented 11 sessions to ATS campuses reaching an average of 775 students per session
- 144 peer education presentations were provided reaching 3,004 students
- 30 peer educators participated in trainings
- ATS campuses distributed over 16,200 pieces of information

To work with media throughout the state and at each campus to publicize the funding of the project and keep the public informed of its intent and progress

- ATS campuses created 78 PSAs, 13 promotional events, and 13 press conferences or news releases

Continuing Project Gains

Each campus committed to furthering ATS goals and objectives after OTS funding was completed. These campus commitments are reflected in the following activities, which represent a significant commitment of campus-based funding:

- 1 campus is establishing an alcohol education office
- 1 campus is establishing an AA chapter
- 4 campuses are designing safe rides programs
- 8 campuses will continue to meet with existing partners and to plan new programs
- 3 campuses will continue peer education and beverage server training
- 2 campuses will develop training videos (peer education, beverage server)
- 1 campus is purchasing an alcohol education program
- 4 campuses will expand on-line alcohol assessments
- 6 campuses will continue at least one ATS program or event
- 1 campus will extend project activities through grant development

Trends

- Campuses with lower initial (base year) rates produced lower rates of change (even increases).

- Campus with higher initial rates produced greater reductions in incidence of driving while under the influence of alcohol.
- Programs with a peer education and outreach focus generally achieved greater reductions.

Other ATS Campus Highlights

- Bakersfield 50% reduction, campus misconduct
- Chico 4.7% reduction, incidence of driving after drinking
- Dominguez Hills engaged 5,320 students via ATS activities
- Fullerton 50% reduction, incidence of driving after drinking
- Pomona trained 21 beverage servers via LEAD trainings
- San Diego 18.8% reduction, incidence of driving after drinking
- San Luis Obispo 24% reduction, alcohol-related misconduct
- San Marcos 25.5% reduction, alcohol-related misconduct
- Sonoma 7.7% reduction, incidence of driving after drinking
- Stanislaus trained 15 beverage servers via TIPS training

Conclusion

CSU ATS was successful in the completion of its two major goals. The project made 49,658 student contacts through the creation of 453 events and activities. The average change in the incidence of students driving after consuming alcohol was a mean reduction of 14.60%. The project-wide mean reduction for alcohol related misconduct by students was 5.5%.

Of the 9 program objectives, 8 were successfully accomplished. The only objective that was not reached was that of training 500 beverage servers via LEAD training. This objective and outcome number was originally intended as a mandatory component of each project, yet was later changed to optional as some campuses preferred TIPS or other trainings. Still, the 203 beverage students trained via LEAD was significant.

California State University, Fresno has submitted another grant to the Office of Traffic Safety in order to secure funding that will provide mini-grants to the remainder of CSU campuses that to this point have not received funding. Announcement of successfully funded projects for Fall 2007 is expected this summer.

CSU CAMPUS ACTIVITIES

Campus Programs

All CSU campuses have been active in developing and implementing alcohol 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.

- Regularly sponsoring education and prevention programs, e.g., during new student orientation programs, prior to spring breaks, and during "Greek Week";
- Sponsoring "Alcohol awareness weeks" or similar programs;
- Training all those who regularly interact with students, such as faculty advisers, resident advisers, coaches, peers, faculty, and student affairs professionals to understand and identify alcohol-related problems and to link students with intervention services;
- Targeting alcohol education and prevention programs with high-risk groups such as fraternities, sororities, athletes, housing residents, and student organizations;
- Limiting the sale of alcohol on campuses, e.g., reducing the number of hours alcohol is sold, reducing the size of drinks, implementing one-drink per ID rule;
- Notifying parents and legal guardians about students who violate campus drug or alcohol-related policies;
- Eliminating drink specials such as 2-for-1;
- Reducing the number of alcohol-related items sold in the campus bookstores (shot glasses and beer tankards, often super sized, bearing the seal of the university, may contribute to the myth that drinking alcohol in larger quantities is an indispensable part of the college experience);
- Establishing and continuing working relationships between campuses, municipal law enforcement, and ABC, e.g., to set up DUI checkpoints in and around campus;
- Engaging ABC licensing hearings to impose health and safety conditions on nearby alcohol licenses;
- Engaging alcohol retailers in continuing dialogue to promote sales and service practices (e.g., less reliance on low drinking prices as a marketing ploy to students) on a voluntary basis;

- Encouraging adoption of responsible beverage service practices by bars and restaurants on campus and in the surrounding community; and
- Establishing community-collegiate alcohol prevention partnerships that encompass wide participation from representatives of other area institutions of higher education.

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 on-line alcohol interventional and personalized feedback tools have been introduced on CSU campuses.
 - Alcohol-Edu (Channel Islands)
 - AlcoholEdu is an online, science-based course that provides detailed information about alcohol and its effect on the body and mind.
 - Alcohol 101 (San Bernardino)
 - College Wise
 - e-Chug and e-Toke (Humboldt, Sacramento, SDSU)
 - Residence hall students at Humboldt found to be responsible for first-time alcohol or drug violations are required to complete on-line education. Students complete several computer-based modules on alcohol or drug education and receive immediate feedback on their current and past use/abuse.
 - Developed by counselors and psychologists at SDSU, 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, poor academic performance.
- BASICS (Brief Alcohol Screening and Intervention for College Students)
 - Humboldt participates in this nationally-normed training process in which professional counselors are trained to engage students in three-sessions of an

alcohol and drug therapy program. Specifically, psycho-educational components are utilized as well as motivational interviewing techniques.

- Campus survey
 - Several campuses have developed their own survey instruments, which involved a random sample.
 - Surveys involve pre-test and post-test assessments to track longitudinal behavior trends.
- CORE Alcohol and Drug Survey (Bakersfield, Sacramento, Sonoma)
- National Alcohol Screening Day each April (Monterey Bay, Sacramento)
 - Students are asked to complete an Alcohol Use Disorders Identification Test (AUDIT), which is reviewed by Counseling Center staff.
- National Collegiate Health Assessment (NCHA) (Fresno, Northridge, Pomona, Sacramento, Stanislaus)
 - 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 demographic section.
 - 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

- Prevention Research Center's California Safer Schools Survey (Chico, Fullerton, Long Beach, Sacramento, San Jose, San Luis Obispo)
 - 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 over 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:

- The result from initial CORE surveys in 2005 identified issues about underage drinking, drinking and driving, unwanted consequences of student drinking patterns, and issues around alcohol dependence. The second survey administered in 2006 demonstrated a reduction in underage drinking, binge drink, drinking and driving, and unwanted consequences of students' drinking patterns. Campuses reported the decreases in the number of underage students who drink, who reported binge drinking, who drove while under the influence of alcohol, and other reductions. As an example, CSU Bakersfield reported the following reductions:
 - Number of underage (under 21) students who consumed alcohol in previous 30 days by 26.1%;
 - Number of students who reported binge drinking (5 or more drinks in one sitting) in prior two weeks by 4.2%;
 - Number of students who consumed alcohol in the past 30 days by 6.6%;
 - Number of students who experienced peer pressure to drink or use drugs by 10.5%;
 - Number of students who were hurt or injured as a result of drinking or drug use by 4.3%;
 - Number of students who have driven a car while under the influence by 6.8%;

- Number of students who performed poorly on a test or important project as a result of drinking or drug use by 7.1%; and
- (Sacramento) Data indicate a statistically significant reduction in problems related to drinking, including a 5.2% decrease in public misconduct (DWI/DUI, vandalism, trouble with police).
- Surveys that assess students' knowledge about alcohol and its effects on the body and mind, e.g., AlcoholEdu (CI), report the following key outcomes:
 - Students reported an increase in expressions of social concern through care-taking behaviors. An increase in care-taking behaviors can often contribute to increases in reported alcohol-related incidents. As a result of increased knowledge and social concern, students are more likely to seek medical assistance for intoxicated friends.
 - The percentage of students who reported thinking about their Blood Alcohol Concentration (BAC) while drinking increased substantially. Awareness of BAC is an important factor in moderating alcohol consumption and intoxication. Protective factors are behaviors likely to decrease the probability of experiencing alcohol problems.
 - The percentage of drinkers who developed an awareness of the need to change the way they drink alcohol increased from 18% in Survey 1 to 26% in follow-up Survey 3.
 - 63% of students said they knew more about Blood Alcohol Concentration (BAC) after taking the course. After having completed the AlcoholEdu the program resulted in: 63% of the students reported knowing more about BAC, 35% reported knowing the same and 2% reported knowing less.
 - 41% of the students said they knew more about the ways alcohol affects a person's ability to give consent for sex after completing AlcoholEdu.
 - Self-assessed knowledge about the effects of alcohol increased substantially after taking the course. When asked on a scale of one (1) know very little about the effects of alcohol to five (5) know very much about the effects of alcohol, the responses showed an increase of 44% and number five (5) showed an increase of 29%.
- Safer California University studies reported the following key findings on the consequences of alcohol and drug use that campuses use to guide risk reduction efforts:
 - 18.6% reported some form of public misconduct (trouble with police, fighting/argument/ DWI/DUI, vandalism) at least once during the past semester as a result of drinking (Fullerton).

- 28.0% reported experiencing some kind of serious personal problems, e.g., contemplation of suicide, sexual assault, at least once during the prior term as a result of drinking (Fullerton).
- 40.2% reported experiencing some kind of minor personal problems, e.g., missing class, memory loss, hangover, illness, at least once during the prior term as a result of drinking (Fullerton).
- On average, when students drink, they consume 2.36 drinks (Long Beach).
- 55% of students reported they had not engaged in binge drinking in the past month (Long Beach).
- 80% of students had not driven under the influence of alcohol during the past term (Long Beach).
- The data results taken in the first term of 05-06 indicated a rise in student alcohol use. However, a random stratified sample taken in the second term of 2007 reveals that there has been decreasing drinking across a variety of student groups to a significant level (San Luis Obispo).
- A 24% decrease in the number of students reporting consumption of five or more drinks in a row and an 8% decrease in the number reporting consumption of 4 or more in a row. From 2003 to 2006, the number of students reporting driving after consuming too much alcohol at a party decreased 26.6% (Sacramento).
- Campuses that use the National Collegiate Health Assessment to assess changes in drinking behaviors report the following:
 - The percentage of students whose estimated blood alcohol content was $\geq .10$ the last time they socialized declined significantly from 18% to 14% (Fresno).
 - Driving after having five or more drinks declined from 5.9% to 4.1% (not significant, but at least an indication of a downward trend) (Fresno).
 - 5.2% reported alcohol use as one reason why academic performance declined in the prior school year, e.g., received incomplete grades, dropped a course, received a lower grade in the class or an exam (Northridge).
 - When going to a party or when going out, 34.6% of the students alternate non-alcoholic with alcoholic beverages, 52.9% determine in advance not to exceed a set number of drinks, 34.4% choose not to drink alcohol, 73.2% use a designated driver, 78.8% eat before and/or during drinking, 69.1% keep track of the number of drinks consumed (Northridge).
 - When compared with national norms, Pomona students generally showed higher incidents of responsible drinking (Pomona).
 - 1.9% believe their academic performance was affected by alcohol/other drug use (Stanislaus).
 - 26.6% reported never using alcohol (Fresno).

- Based upon the National Alcohol Screening Day each April (Monterey Bay), survey results indicated the following:
 - The number of students requiring no follow up decreased from 84% of the participants (2005) to 71% (2006);
 - Of the remaining 16% (2005) and 29% (2006) who were provided feedback,
 - 36% and 32% respectively were advised to speak with their health provider (a reduction)
 - 91% and 64% respectively were advised to reduce their drinking levels (a reduction)
 - 27% and 43% respectively were advised to stop drinking (an increase)
 - 36% and 21% respectively were referred to an out-patient providers (a decrease)
 - .05% and .03% respectively were referred to the campus counseling center (a decrease)

Special Accomplishments

Campuses were asked to highlight any other special or unique programs and/or accomplishments that the campus believed helped to 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 established a full-time student conduct position within the division of student affairs to work closely with faculty, student services and the Alcohol Education Office in order to promote healthy, positive alternatives to drug/alcohol use among students.
- Fullerton began offering late night alcohol alternative events co-hosted by a collaboration of student groups including Peer Health University Network, Greeks Advocating Mature Management of Alcohol (GAMMA), and Resident Student Association (RSA).
- Fresno implemented strategies to create a better environment for football game day events through increased collaboration with on and off-campus law enforcement, creation of an alcohol-free family fun zone, development of PSAs on responsible alcohol use, and implementation of early restrictions on alcohol sales and advertising subsequently issued in Executive Order 966.
- In 2005, Humboldt State implemented a mandatory alcohol assessment survey for students who violated the alcohol policy. A resident student who is found to be in violation of the alcohol policy is required to complete an on-line alcohol assessment survey, e.g., e-CHUG.
- Monterey Bay Offices of Residential Life and Personal Growth and Counseling collaborated with a local non-profit prevention and resource center on the production of a short educational public service announcement geared towards reducing the number of student alcohol related accidents. The message is designed to reduce the number of

injuries and fatalities among the student population through anti-binge drinking education. The film, completed in the fall of 2006, is intended to be used by local high schools as well as the university.

- Pomona teamed with other non-profit organizations in the Inland Empire (Pomona Valley Hospital, Citrus Community College, MADD) to develop a safe-driving campaign for radio station KOLA (99.9 fm) on three occasions: holidays of late-December, St. Patrick's Day, and Memorial Day. Each 30-second spot was read by a prominent figure on campus. The messages were directed toward the greater community and campus that included the tagline "mixing drinking and driving is NEVER an educated decision." Though no formal assessment has been done on the effectiveness of this campaign, the response from the community has been positive.
- Sacramento has implemented a mandatory class for first-time violators of the university alcohol policy. Students are required to attend a three-hour educational course utilizing E-Chug assessment, group discussion, and personal journals to explore and reflect on their drinking behavior. Since implementation, there has been a 55% reduction in reported on-campus alcohol-related violations (despite increased enforcement efforts) and a 50% reduction in repeat policy violations.
- San Bernardino's Office of Housing and Residential Life implemented a large-scale alcohol program, which has led to a reduction in alcohol violations. In addition, there has been a reduction in repeat alcohol offenders because of a more stringent conduct process as well as the programs listed.
- San Diego State's *Operation Campus Sweep (OCS)* seeks to reduce advertising that does not comply with campus posting policies. Many of these advertisements are for alcohol-related activities, so reducing these unauthorized postings has the benefit of both improving campus appearance and reducing knowledge of, and thereby access to, heavy drinking locales.
- SFSU developed a Neighborhood Task Force with members of the on- and near-campus community represented as well as campus police. The Task Force is addressing the needs of the community through creating community events where students and non-students are invited to attend.

Alcohol Sales and Advertising Policy (Executive Order 966, December 23, 2005)

In response to the Board of Trustees approval of the CSU Alcohol Policy and Prevention Program in 2001 (REF 07-01-03), the CSU is constantly striving to enhance its alcohol education programs, reduce alcohol abuse, and strengthen its policy efforts to promote the legal and responsible use of alcohol. It is recognized that the majority of the students within the CSU, as well as faculty and staff, are of legal drinking age and use alcohol responsibly. For that reason, it is consistent with our systemwide policy to allow for the sale and advertising of alcoholic beverages on the campus as long as it is done legally and within guidelines that promote responsible use.

However, there has been a recent national trend to address the illegal use and abuse of alcohol at intercollegiate athletic events that has led to incidents of poor sportsmanship, disorderly conduct, and a negative game atmosphere for fans. For that reason, the CSU believes that service of alcoholic beverages at athletic events in university owned or operated facilities is contrary to its systemwide policy and to its purpose of promoting a safe and healthy learning environment for all members of the university community. In keeping with that purpose, the CSU believes that campuses should not engage in any sale of alcoholic beverages in conjunction with athletic events conducted in university owned or operated facilities.

On December 23, 2005, Chancellor Reed issued Executive Order 966, *Alcohol Sales and Advertising*, which prohibits the sale of alcoholic beverages at any athletic event held in university owned or operated facilities and which limits alcohol advertising to beer and wine on CSU campuses in compliance with policy guidelines consistent with the "Guidelines for Beverage Alcohol Marketing" distributed by the National Inter-Association Task Force on Alcohol Issues, a higher education coalition dedicated to the responsible use and advertising of beverage alcohol.

CSU Protocol Recommendations

Responding to a request of the Alcohol Policy Committee chaired by President John Welty, the Chair of the CSU Alcohol Steering Committee Dr. Paul Oliaro, requested student intervention protocols from each CSU campus. Based upon campus responses and discussions by the vice presidents for student affairs, a protocol template has been provided to campuses to serve as a reference as each campus formulates and develops individual campus procedures in coordination with health, law enforcement, and legal departments. The general guidelines provide helpful information for response to alcohol emergencies such as an unconscious student or a student with symptoms of alcohol poisoning. Also included is information that addresses working with minors, confronting a student who is intoxicated, and other significant situations that campus personnel may encounter. The following topics are addressed in the CSU Protocol Recommendation: protocol to assist students who abuse alcohol, handling alcohol emergencies, caring for unconscious students, working with intoxicated students, counseling students who are minors, addressing clubs and organizations that abuse alcohol, and disciplinary issues regarding alcohol violations.

Conclusion

In general, campuses report a trend toward less alcohol use by students and a reduction in alcohol-related incidents. Specifically, they 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 increase 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 California State University Board of Trustees in 2001 has generated additional resources from state and federal governments and reported progress in reducing alcohol-related problems.

**GRANTS RECEIVED BY CALIFORNIA STATE UNIVERSITY CAMPUSES
 TO SUPPORT ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT
 2005-2007**

Campus	Grant	Purpose	Grant Period	Amount
Bakersfield	NCAA CHOICES Program	To work toward the elimination of high-risk consumption of alcohol on college campuses by promoting low-risk choices.	Sept. 2006-June 2009	\$30,000
Channel Islands	Ventura County Behavioral Health Department Alcohol and Drug Programs	To assist the University Alcohol Advisory Council to plan and coordinate campus alcohol programs, especially in the areas of education and prevention.	2004	\$10,000
Chico	Prevention Research Center: Safer California Universities: A Multi-Campus Alcohol Problem Prevention Study in partnerships with the Prevention Research Center, Berkeley, California	To evaluate the risk management approach to preventing alcohol-related problems by implementing a variety of environmental interventions on campus and the campus community.	2003-08	\$150,000
	CSU Alcohol and Traffic Safety Campus Mini-Grant	To assist the campus to reduce the incidence of drinking and driving via a safe rides program and media campaign.	2005-06	\$38,757
Dominguez Hills	Office of Traffic Safety Alcohol and Traffic Safety Grant	To reduce by 5% the incidence of driving after consuming alcohol by 18-25 year-old CSU students and to reduce by 5% alcohol-related misconduct by CSU students by 12/30/06.	February 2005 – December 2006	\$38,460
East Bay	State Incentive Grant from the U.S. Department of Health and Human Services, Center for Substance Abuse Prevention, and the Department of Alcohol and Drug Programs	To reduce binge drinking among 18-25 year olds who attend CSU East Bay and the Hayward community (Alameda County).	2004-07	\$200,000 with \$100,000 sub-granted to community partner, CommPre.

**GRANTS RECEIVED BY CALIFORNIA STATE UNIVERSITY CAMPUSES
 TO SUPPORT ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT
 2005-2007**

Fresno	Social Norms Resource Center at Northern Illinois Grant	To conduct social norms marketing education activities designed to reduce alcohol abuse and alcohol-related consequences among campus students.	2005-2006	\$129,732
	Office of Traffic Safety Alcohol and Traffic Safety Grant – Program Grant Administrator on behalf of the CSU	To reduce drinking and driving as well as alcohol related misconduct among CSU students. Ten CSU campuses participating.	February 2005 – December 2006	\$750,000
	California Highway Patrol, Students, and Officers for Safety (SOS)	To reduce alcohol-related incidents in and around the stadium and the Save Mart Center.	March 2005 – December 2005	\$70,000
Fullerton	Office of Traffic Safety Alcohol and Traffic Safety Grant	To reduce by 5% the incidence of driving after consuming alcohol by 18-25 year-old CSU students and to reduce by 5% alcohol-related misconduct by CSU students by 12/30/06.	February 2005 – December 2006	\$46,500
	Safer California Universities: A Multi-Campus Alcohol Problem Prevention Study in partnerships with the Prevention Research Center, Berkeley, California	This study, funded by the National Institute on Alcohol Abuse and Alcoholism (NIAAAA), is designed to help identify the most effective ways of preventing and responding to heavy alcohol consumption by college students. CSU Fullerton is	2003-2008	\$150,000

GRANTS RECEIVED BY CALIFORNIA STATE UNIVERSITY CAMPUSES TO SUPPORT ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT 2005-2007

Fullerton (continued from previous page)	State Inventive Grant in partnership with Orange County Health Care Agency's Alcohol and Drug Education and Prevention Team (ADEPT) and the University of California, Irvine	a control group campus. Grant will provide funds to produce intervention programs intended to reduce binge drinking among college students, problems related to binge drinking on college campuses and in the surrounding community.	November 2005 – September 2007	\$309,000
	AAA Model Programs Award for Designated Driver/Sober Sidekick Program	Funding for general alcohol education	Ongoing	\$1,000
	Robbie Gordon Motor Sports through Century Council	Funding for general alcohol education	Ongoing	\$40,000
Humboldt	NCAA Alcohol Education Grant	To target alcohol education and alcohol abuse connected with athletics. This grant serves all students by using intercollegiate athletic contests as the venue for its education information dissemination.	2006-07	\$10,000
	California Alcohol Beverage Control (ABC) Grant	The campus police department partnered with the Arcata City Police, submitted, and received a renewed one-year alcohol education and enforcement grant from the California Alcohol Beverage Control.	2005-06	\$45,000
			2006-07	\$49,000
Humboldt County Grant	The campus received an alcohol education grant from Humboldt County to fund an alcohol education	October 2006	\$3,000	

**GRANTS RECEIVED BY CALIFORNIA STATE UNIVERSITY CAMPUSES
 TO SUPPORT ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT
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<p>Humboldt (continued from previous page)</p>	<p>Humboldt County Grant</p>	<p>program and keynote speaker for the campus. Many student organizations, sport clubs, and freshman orientation classes were required to attend the presentation in October 2006.</p> <p>The campus received a grant for alcohol binge-drinking education. Humboldt State University developed two related programs: (1) a non-alcohol dance and art contest in which students designed artistic drink-coasters with anti-binge-drinking themes and (2) the winning anti-binge-drinking coaster was mass-produced and distributed to local liquor-serving establishments where they were used to encourage alcohol-use in moderation.</p>	<p>2006</p>	<p>\$2,000</p>
<p>Long Beach</p>	<p>Safer California Universities: A Multi-Campus Alcohol Problem Prevention Study in partnerships with the Prevention Research Center, Berkeley, California</p>	<p>This study, funded by the National Institute on Alcohol Abuse and Alcoholism (NIAAAA), is designed to help identify the most effective ways of preventing and responding to heavy alcohol consumption by college students.</p>	<p>2003-2008</p>	<p>\$150,000</p>

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Monterey Bay	The Joseph and Ida Family Foundation	To develop a pilot project to counsel and educate students who have violated the student code of conduct through improper use of alcohol or drugs. The pilot program would include the redevelopment of the campus prevention program, the development of an intervention program for judicial offenders, and the implementation of an assessment tool to measure the effectiveness of the program.	January 2007 – August 2007	\$5,000
Pomona	Office of Traffic Safety Alcohol and Traffic Safety Grant	To reduce by 5% the incidence of driving after consuming alcohol by 18-25 year-old CSU students and to reduce by 5% alcohol-related misconduct by CSU students by 12/30/06.	February 2005 – December 2006	\$49,491
Sacramento	Prevention Research Center (NIAAA)	To participate in a research study to evaluate environmental management strategies to address high-risk drinking behaviors.	2004-05	\$44,000
			2005-06	\$44,000
	State Incentive Grant	Community partnership with the County of Sacramento to address high-risk and underage drinking in Sacramento. Funds supported environmental management strategies lead by youth.	2004-05	\$60,000
			2005-06	\$60,000
	Speakers Grant	Support from Athletic Conference and MCAA for major speakers.	2004-06	\$2,500
	21 st Birthday Card Program Support			

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Sacramento (continued from previous page)	Project Help		2005-06	\$2,500
San Diego	National Institute on Alcohol Abuse and Alcoholism (NIAAA)	To study innovative Behavioral Alternative programs in selected universities.	2005-06	\$740,000
	Office of Traffic Safety Alcohol and Traffic Safety Grant	To reduce by 5% the incidence of driving after consuming alcohol by 18-25 year-old CSU students and to reduce by 5% alcohol-related misconduct by CSU students by 12/30/06.	February 2005 – December 2006	\$46,450
	RADD California Coalition Evaluation	SDSU is a founding member of this state-sponsored coalition to reduce drunk driving. The contract serves to support the provision of scientific expertise to the coalition and evaluate campaign effectiveness.	April 2006 – July 2007	\$57,735
San Jose	Safer California Universities: A Multi-Campus Alcohol Problem Prevention Study in partnerships with the Prevention Research Center, Berkeley, California	This study, funded by the National Institute on Alcohol Abuse and Alcoholism (NIAAA), is designed to help identify the most effective ways of preventing and responding to heavy alcohol consumption by college students.	2003-08	\$150,000
	Combined Alcohol-Awareness Measure to Protect University Students from the Office	To reduce the incidence of driving under the influence among SJSU students. Funds were used	October 2004 –	\$240,000

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San Jose (continued from previous page)	of Traffic Safety via the California Highway Patrol (CAMPUS) Grant	for additional education and additional enforcement hours from CHP, ABC, San Jose Police Department, and University Police Department.	September 2005	
San Luis Obispo	Safer California Universities: A Multi-Campus Alcohol Problem Prevention Study in partnerships with the Prevention Research Center, Berkeley, California	This study, funded by the National Institute on Alcohol Abuse and Alcoholism (NIAAAA), is designed to help identify the most effective ways of preventing and responding to heavy alcohol consumption by college students.	2003-08	\$150,000
San Marcos	Office of Traffic Safety Alcohol and Traffic Safety Grant	To reduce by 5% the incidence of driving after consuming alcohol by 18-25 year-old CSU students and to reduce by 5% alcohol-related misconduct by CSU students by 12/30/06.	February 2005 – December 2006	\$45,108
Sonoma	Office of Traffic Safety Alcohol and Traffic Safety Grant.	To reduce by 5% the incidence of driving after consuming alcohol by 18-25 year-old CSU students and to reduce by 5% alcohol-related misconduct by CSU students by 12/30/06.	February 2005 – December 2006	\$38,757
	State Incentive Grant from the California Department of Alcohol and Drug Programs to the County of Sonoma Department of Health Services	To develop a community partnership with the university and the cities of Cotati, Rohnert Park, and Petaluma to reduce youth and young adult binge drinking in South Sonoma County through community prevention strategies.	2005-07	No direct funding – funding provided to County \$2,000
	Michael Andretti Foundation	To provide support for campus-based alcohol	2005-06	\$20,000

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Sonoma (continued from previous page)	Sonoma County Community Partnership	prevention and education efforts. To assist with the implementation of the AlcoholEdu online education and assessment programs for students.	2007	\$18,000
Stanislaus	Office of Traffic Safety Alcohol and Traffic Safety Grant. State Incentive Grant: Stanislaus County Behavioral Health	To reduce by 5% the incidence of driving after consuming alcohol by 18-25 year-old CSU students and to reduce by 5% alcohol-related misconduct by CSU students by 12/30/06. CSU Stanislaus is one of the county stakeholders. It is helping to collect data regarding student alcohol use and perceptions. The campus has hosted several focus groups and will be conducting student surveys during the 2007 summer. The county has contracted with two university professors to conduct the initial assessment and develop the proposal for addressing the issues related to alcohol use of children and young adults in Stanislaus County.	February 2005 – December 2006 2006 2007	\$48,809 \$5,858 \$10,000

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

Campus	Program	How Student Behavior Influenced
Bakersfield	Establishment of Alcohol Education Office	In fall 2006, an Alcohol and Drug Education Office was founded, which demonstrates the strong commitment that the university has made in ensuring that alcohol education and abuse prevention programs will continue to be provided to students and the campus community. The office provides students the opportunity to have a centralized location they can visit to access alcohol and substance abuse prevention services, interventions, and programs.
Channel Islands	Housing and Residential Education Judicial Process	Because housing is relatively new at Channel Islands, the campus developed a judicial process based on a six step process that incorporates involvement from students, staff, and administrators. The system allows students to be aware of their status in the judicial process. The six steps progress from community disruption that result in a letter of admonition to severe violations that results in removal from housing, which also include probation, suspension, or expulsion.
Chico	AlcoholEdu On-line Alcohol Education Program	This on-line alcohol education program is a mandatory requirement for first-time freshmen. The program is administered to all first-time freshmen students during the fall term attending the university. Approximately 95% of the students complete the program. A total of 74% of the students indicate that they now know more about Blood Alcohol Concentration. Students who completed the program also report an increase in their expressions of social concern that is manifested in taking care of students who abuse alcohol.

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Dominguez Hills	X-Factor Program	The program helps students to become aware of the statistics about students who drink and introduces them the campus website. Students are encouraged to take the e-CHUG on line. The activity also included students and staff who wore a black t-shirt with a big, white "X" on the front. The student wearing the t-shirt was to represent one of the students negatively impacted by alcohol. Students handed out handbills that had specific information on the students they represented, general statistics about students nationwide and the campus website. Over 2,000 students received flyers in this program.
East Bay	First-Year Experience Program	This program communicates the biological, psychological, and social effects of alcohol to incoming freshmen through first-year, General Studies 1010 Clusters
Fresno	Alcohol Advisory Council's Student Subcommittee	The dynamic, 50 members of the Alcohol Advisory Council's Student Subcommittee have become leaders in alcohol education, presenting at many venues, including the 2005 and 2006 CSU systemwide Alcohol Conferences. Last year, 24 students from CSU Fresno attended the systemwide conference. The subcommittee also planned and initiated many high-profile, student-oriented activities that focus on social norms, alcohol safety, and moderation. Events such as the <i>Get Out the Fun Fair</i> , <i>OctoberFiesta!</i> , and <i>St. Patrick's Day Celebration</i> were held over the past two years, and each event reached an average of 700+ students.
Fullerton	Designated Driver/Sober Sidekick Program	The program was facilitated by GAMMA volunteers, the Peer Health Educator Program, Health Center, and Dean of Students' Office on Fraternity Row the night of all Greek parties. The party-goers who volunteered to be a designated driver or sober sidekick (those who would walk intoxicated party goers back to the university dormitories) signed a pledge card, a liability waiver, and received a wrist band that read "Be Brave." Designated drivers were provided non-alcoholic beverages and snacks at a table located on Fraternity Row. In pre and post assessments comparing parties without this program, there was a

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Fullerton (continued from previous page)		statistically significant decrease in the number of students who left the party drunk and the percentage of fraternity row party attendees who drove home drunk or with a drunk driver.
Humboldt	Designation Driver Program	This special alcohol awareness program targets drunk driving. A student campaign encouraged students to utilize designated drivers wherever alcohol is served. Poster presenting a photograph of student leaders wearing the designated driver wristbands was produced. The posters and wristbands were distributed and strategically placed across campus, in residence halls, and in every alcohol-serving establishment (bars, taverns, and restaurants) in Arcata. Local bar/tavern owners were contacted and informed of the designated driver campaign and their assistance solicited. All the local taverns adopted the program, which required that they serve no alcohol to the designated driver, but offer instead free non-alcoholic beverages. Bar owners indicated that the designated driver program is widely used by students, and they judge it a success. The Arcata and University Police indicate that the number of DUI citations and accidents decreased.
Long Beach	E-Chug/E-Toke	The E-Chug and E-Toke on-line assessments were made available to all CSULB students spring semester 2006. In contrast to the typical 'educational approach', with E-Chug/E-Toke, students are given personalized feedback that is particularly salient to them. Based upon their own reported use patterns, they receive feedback on how their drinking compares with other students on their campus, their personal risk factors, relationship and health consequences, unique family risk factors, and the amount of money they spend on alcohol and/or marijuana each month. Currently these assessments are mandatory for any students acquiring a second citation for violating campus alcohol/drug policy.
Los Angeles	Intervention Programs	University Police, Student Housing, and Human Resources Management offices provided referrals to students and employees in need. Alcohol and drug counseling and crisis intervention was provided by the campus Student Health Center. These services were provided primarily by the Center's professional

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Los Angeles (continued from previous page)		mental health staff who provided confidential counseling and therapy to students with alcohol and other drug problems, assistance and intervention services to students being sanctioned by the campus, consultations with faculty, staff, and resident assistants regarding student use of alcohol and other drugs.
Maritime Academy	Alcohol Educators Program	Student Development professional staff and members of the Alcohol Advisory Council are nationally certified trainers in an alcohol education course called "ServSafe Alcohol" created by the National Restaurant Association. The certification program was a six-hour training seminar with a web-based course. An assessment required a passing score of 90% or higher. The staff members then conducted four hours of alcohol awareness training for all student leaders, e.g., resident advisors and athletes, at the Student Leadership Retreat.
Monterey Bay	Substance Free Housing	Implemented in fall 2004 for freshmen and sophomores in one residence hall, the program was expanded in fall 2005 to a second housing area to meet the increased demand from sophomores, juniors, and seniors. These communities provide an opportunity for students to live in a residential community where residents and guests agree to keep the area free at all times from substances that have the potential to damage their health or the community. Residential Life staff delivers alternative weekend programming to ensure a healthy social setting. Students report that they choose to live in these residence halls to avoid roommate issues associated with drinking, to ensure a quiet atmosphere in which to study, and in response to family members with alcohol or drug issues. After living in the substance free housing, 80% reported that it enhanced their living experience and increased their awareness around healthy lifestyles, which helped them to meet their academic goals.

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Northridge	MyStudentBody.com	The campus launched this initiative to expand the breadth and reach of campus alcohol education efforts through the purchase and implementation of the interactive web-based program “MyStudentBody.com.” Among the components of this program are sections providing information about risks of alcohol overuse and abuse and the impact of high-risk drinking on health, safety, and academic performance. Four populations were identified for this alcohol outreach: students living in residence halls, athletes, members of social fraternities, and University 100 classes (freshmen). Students reported that their knowledge of alcohol was expanded. An important finding was that 93% of the visitors to the website would be likely to refer someone with a drinking problem to the website.
Pomona	Multi-media Advertisements	The campus Alcohol and Other Drug Committee teamed with the campus police and the Graphic Arts Students of the Associated Students to produce a multi-media series of advertisements in the student paper coupled with a dramatic video dealing with drinking and driving. The target audience was campus students and entailed a series of six color advertisements showing a typical evening of partying for a male student and how the choices he makes throughout the evening end up with him stopped, arrested, tested, and incarcerated. From these print ads came a 90 second video shown in regular rotation on the eight display screens throughout the student center during the last two weeks of quarter. Interspersed with ads for basketball games, brief new stories about current headlines, and notices about the academic schedule, the 90-second video graphically told the story in an entertaining, eye-catching style.
Sacramento	Comprehensive Educational Program	Developed a comprehensive educational program for students found responsible for violating campus alcohol-related policies that have demonstrated both student learning and a reduction in alcohol-related incidents on the campus. The program, facilitated by trained peer educators, begins with an online assessment e-CHUG. This personalized information is then utilized during an educational

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Sacramento (continued from previous page)		session in which students explore their alcohol use through facilitated discussions and a reflective workbook curriculum “ <i>Choices</i> .” Since implementing this program, campus alcohol violations were decreased by 55% from 2004 to 2005 even while enforcement efforts were increased. The number of repeat violations also decreased by 24%.
San Bernardino	Piñatas and Coladas Program	The Housing and Residential Life implemented this program in fall 2006 to reduce alcohol-related violations in housing. Students played a version of “drunkiest resident,” a spin-off of “Weakest Link,” in which students were challenged on the campus’ alcohol policy.
San Diego	Comprehensive Strategy Initiation	SDSU has now successfully launched a comprehensive strategy for Alcohol and Other Drugs prevention. Programs within the strategy fit within either one of three core elements: individually focused, behavioral alternative or access/enforcement focus, or within two supporting domains: community action or research. Examples of successful elements include the ASPIRE, an individualized intervention programs for students which violate the campus alcohol policy, e.g., numerous events sponsored within the residence halls, campus sweep, a program that uses students to enforce campus posting policy, coordinated agency enforcement periods, and active research programs.
San Francisco	Neighborhood Task Force	A subcommittee of the Alcohol Advisory Committee was created to address the growing on- and near-campus student population. The number of students living on or near campus has tripled in the past two years. The Neighborhood Task Force was developed with members of the on- and near-campus community as well as campus police. This task force is addressing the needs of the community by creating community events in which students and non-students are invited to attend. Students living in both university-owned and privately-owned properties are receiving written warnings by campus policy with a reminder that the student code of conduct applies to them regardless of being on- or off-campus.

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San Jose	BASICS with Alcohol Policy Violators	Students found responsible for violating alcohol policy on campus through the office of Student Conduct and Ethical Development are referred to the Student Health Center for completion of BASICS with a health educator. Since January 2005, 200 students have completed two sessions of BASICS.
San Luis Obispo	Under Four Campaign	The campus implemented this program that featured Dr. Drew Pinky, a noted and popular psychologist. Dr. Drew message appeals to 18-24 year olds and over 1,100 students attended. The program is interactive and informative, and more than 50% of the questions raised were related to alcohol use. The program was organized by student peer leaders mentored and supported by the Dean of Students Office.
San Marcos	Campus-Initiated Alcohol Education, Prevention, and Enforcement Program	All first-year students participated in the online program MyStudentBody.com. The campus requires all first-year students to complete this educational tool during the fall semester to raise awareness of the negative effect of alcohol on personal and academic success and to promote responsible alcohol use.
Sonoma	Seawolf Substance Intervention Program (SSIP)	SSIP provided comprehensive psychological services to students. The design of SSIP services is informed by research on harm reduction approaches to behavior change and by motivational intervention with college students. These approaches have been shown to significantly decrease risky behavior and improve academic functioning and social development. Harm reduction recognizes that students may drink but seeks to engage students in safe and healthy behaviors, including alternatives to alcohol use, teaching appropriate use of alcohol if a student chooses to drink at age 21 or older, and correcting misperceptions about alcohol use among college students. Components of motivational intervention in SSIP psycho-education include helping students understand their behavior and increase their readiness to change. Most students received services after referral by Judicial Affairs or Residential Life. A smaller percentage of students were self-referred. None of the students were referred for additional services after completing the program.

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Stanislaus	Late Night Stanislaus	Late Night Stanislaus offers alcohol-free entertainment and activities every Friday during the Fall and Spring semesters from 9:00 pm until 2:00 am. The program was launched through initial funding provided by the CSU system alcohol grants and has continued through partnerships with others on campus to produce innovative and exciting activity options for students. The program has become a mainstay for on-campus students and gradually for off-campus students as well. The program has become institutionalized inasmuch as the funding is provided from various departments in addition to external funding agencies. All programs offer free food and non-alcoholic beverages to all attendees.
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COMMITTEE ON EDUCATIONAL POLICY

Report of Peer Visits Focused on Campus Actions to Facilitate Graduation

Presentation By:

Gary W. Reichard
Executive Vice Chancellor
and Chief Academic Officer

Paul Zingg
President
California State University, Chico

Summary

Late last year, a peer review team visited California State University, Chico to review campus efforts to support success for students and to implement the 2005 Trustee “Facilitating Graduation” initiatives. The visit was a useful catalyst in a number of ways. The six member team met with a number of faculty, students, and campus administrators throughout the day and oral feedback was delivered to the president and other campus leaders noting commendations as well as areas where improvements could be considered. An overview of several initiatives promoting academic success at CSU Chico will be provided for information—in particular, advising strategies focused on at-risk students and academic support strategies for early success.

Background

In Fall 2002, the Board of Trustees adopted a graduation initiative with three parts: improving preparation to begin college, strengthening the transfer process, and helping enrolled students to progress toward the degree. Since that time, the Board has received regular progress reports on the general topic of campus efforts to facilitate graduation. At its May 10-11, 2005 meeting, Executive Vice Chancellor David S. Spence presented to Trustees a list of twenty-two recommendations that set forth strong campus practices for facilitating student progress to the baccalaureate degree. The Board reviewed the list and adopted a resolution directing the Chancellor to charge the campus presidents and faculty to implement the recommendations in Dr. Spence's report, and to file periodic reports on campus progress in meeting its stated goals.

Among the actions that the Board directed campuses to take was to welcome teams of peer visitors who supplied fresh and independent reviews of campus plans and progress. The general

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process was familiar to campuses, who regularly welcome teams of visitors for accreditation purposes.

In putting this Board mandate into effect, the Division of Academic Affairs in the Chancellor's Office has successfully partnered with the Academic Senate, CSU to recruit, train and deploy teams of visitors who bring to the task both many years of CSU experience, and practiced judgment. Drawn from a roster of distinguished faculty and administrators, teams of six visitors assemble on the evening prior to a visit to finalize logistics and identify points of emphasis. They then spend an intense day on the campus in interviews and observations that are informed by specific campus plans for facilitating graduation. The team finishes its day with a report-out meeting that includes the campus president, other senior administrators, and faculty and student leaders.

COMMITTEE ON EDUCATIONAL POLICY

Doctor of Education in Education Leadership—Implementation Update

Presentation By

Gary W. Reichard
Executive Vice Chancellor
and Chief Academic Officer

Summary

Summer 2005 brought a historic change to the 1960 Master Plan for Higher Education. At that time, the legislature passed SB 724, authorizing the CSU to offer Doctor of Education (Ed.D.) degrees in Education Leadership. These were to be three-year programs aimed at working professionals. The programs would provide rigorous doctoral training for the state's public school and community college administrators, preparing these professionals to initiate reform efforts based on the most current and valid research on effective leadership and practices for improving P-14 teaching and learning. From 2005 to 2006, CSU faculty and administration worked together to create policies and procedures that would guide the development of independent CSU Ed.D. programs, and the programs began to take shape.

While two specializations will be offered—in P-12 and community college educational leadership—CSU Ed.D. programs share core curricular concepts and combine theory, research, and practice. All programs conform to the requirements first established in SB 724 and later codified in Education Code 66040, Title 5, and CSU Executive Order 991. As specified in legislation, the programs emerged from meaningful partnerships between the CSU, P-12 institutions, and California Community Colleges. Partnership meetings identified the regional educational challenges that informed program development. Each of the seven programs is therefore somewhat distinct:

- CSU Fresno's program focuses on approaches through which educational reforms will contribute substantially to the growth of the Central Valley region.
- The CSU Fullerton program draws on the campus' strengths in developing instructional reforms to advance learning in its partner schools.
- CSU Long Beach doctorate draws on its nationally recognized community college program, which includes a strong focus on student development theory.

- CSU Sacramento's program emphasizes preparing leaders who will develop educational reforms in their own institutions and will contribute to improved public policy.
- CSU San Bernardino's program responds to the needs of educators in its large and dispersed geographic regions, utilizing innovative web-based support tools to facilitate doctoral research and educational activities.
- The San Diego State University program prepares educational leaders to examine intervention strategies for narrowing the achievement gap.
- The San Francisco State University offering is a unique interdisciplinary program that addresses the complex problems of leadership for diverse urban schools.

During the past year, faculty and administrators from seven CSU campuses were immersed in an intensive collaborative process of developing, reviewing, and revising degree program proposals. Five campuses proposed both P-12 and Community College specializations; while two campuses, CSU Fullerton and CSU San Bernardino, plan begin with a P-12 specialization and add a community college specialization in the future.

The diverse EdD proposals were reviewed and critiqued by:

- (1) Education Leadership experts from across the nation,
- (2) Statewide Academic Senate's *CSU Faculty Ed.D. Consultation Group*,
- (3) Chancellor's Office staff,
- (4) California Postsecondary Education Commission staff, and
- (5) Western Association of Schools and Colleges (WASC).

WASC review involved teams of experts in the field of education leadership. Team members conducted exacting proposal analyses and thorough site-visits that were informed by widely divergent perspectives and deep understandings of the key challenges facing public schools and community colleges. WASC encouraged development of specializations that were most strongly supported by campus strengths and resources, advising delayed implementation where resources could be developed over time. We are grateful for the respectful and demanding WASC reviews. Their suggestions for improvement contributed significantly to the high quality of these initial CSU Ed.D. programs.

Just two years after receiving authorization to offer Ed.D. programs, the CSU is poised to initiate its new degree programs by fall 2007. The California Postsecondary Education Commission has concurred with Chancellor Reed's approval of the independent Ed.D. programs that will be

offered by: CSU Fresno, CSU Fullerton, CSU Long Beach, Sacramento State University, CSU San Bernardino, San Diego State University, and San Francisco State University.

WASC accreditation is the final step in this journey. On June 22nd, the Commission of the Western Association of Schools and Colleges considered the seven CSU campus Substantive Change proposals that would allow the campuses to offer doctoral degrees. The proposal from CSU San Bernardino will come before the Commission in July. The outcomes of Commission deliberations will be conveyed to campus Accreditation Liaison Officers, who will then notify the Chancellor's Office.

We look forward to WASC accreditation of our seven "first-wave" programs, through which CSU schools of education will expand their ongoing contributions to the quality of instruction and leadership in California's public schools and community colleges.

COMMITTEE ON EDUCATIONAL POLICY

Developing a Faculty Pipeline

Presentation By

Gary W. Reichard
Executive Vice Chancellor
and Chief Academic Officer

Jackie R. McClain
Vice Chancellor
Human Resources

Summary

Since 1988, the CSU has built and maintained programs that helped to prepare future faculty for the CSU. In concert, these three programs, the Forum for Diversity in Graduate Education, the California Pre-Doctoral Program, and the Chancellor's Doctoral Incentive Program (CDIP), have cultivated promising scholars and provided incentives for them to complete doctorates and return to the CSU as faculty members.

The Forum for Diversity in Graduate Education introduces students to the possibilities of graduate programs at research universities. The Pre-Doctoral Program identifies CSU upper-division students and master's students who demonstrate a high likelihood of being successful in doctoral programs and provides them with the support to achieve these aspirations under the guidance of a mentor. The CDIP provides loans to promising graduate students in doctoral programs who are interested in teaching our increasingly diverse student body. If they are subsequently hired as faculty, the CSU cancels portions of their loans for each year of qualifying service.

This process provides a diverse pool of prospective faculty committed to the mission of the CSU and more reflective of the CSU student body—a pool from which the CSU has already begun to recruit.

The California Forum for Diversity in Graduate Education

The California Forum for Diversity in Graduate Education is designed to acquaint first-generation college students with the career opportunities and academic challenges associated with advanced study in a wide range of disciplines. The purpose is to accelerate the flow of such

students into the research-oriented, advanced-level degree programs that typically provide the training required of college and university faculty. Outstanding undergraduate students are sought both for direct entry into doctoral work and for entry into thesis-based master's programs that can serve as stepping stones to the Ph.D.

The Forum was established by a coalition of California's leading graduate schools in 1991 to tap a growing pool of highly qualified undergraduate and master's-level students. Previously, adequate mechanisms did not exist to identify these students and encourage them to think in terms of advanced study leading to the Ph.D. degree. The Forum is intended to remedy this situation by bringing together promising students from California colleges and universities to acquaint them with all aspects of graduate study in the natural sciences and engineering, humanities and letters, social sciences, education, and health-related fields. Professional degree programs (medicine, dentistry, pharmacy, law, and MBA degrees in business) have their own recruiting networks, do not typically train future faculty members, and thus are not included in the Forum program.

There are two major components to the California Forum for Diversity in Graduate Education. The first is a program of workshops carefully designed to provide students with the information they need to make informed choices about graduate school. A listing of the workshop sessions planned for the Forum include:

- How to Select and Apply to Graduate School
- How to Finance Your Graduate Education
- How to Prepare for the Graduate Record Examination (GRE)
- How to Write a Winning Statement of Purpose
- Keys to Success and Survival in Graduate School: A Student Panel
- The Relationship of the Master's Degree to the Ph.D.
- Undergraduate Research Opportunities

Disciplinary Workshops on:

- Engineering and Computer Science
- Physical Sciences and Mathematics
- Life Sciences
- Business and Management
- Education
- Social Sciences
- Humanities
- Fine and Performing Arts

The second major component of the Forum is a graduate school recruiting fair. Representatives from almost all of the leading graduate schools in the United States set up tables where they can talk to individual students about the programs their campuses offer, the financial aid available, and admission requirements and procedures.

CSU Pre-Doctoral Program

The program is designed to increase the pool of university faculty by supporting the doctoral aspirations of individuals who are: current upper division or graduate students in the CSU, economically and educationally disadvantaged, interested in a university faculty career, U.S. citizens or permanent residents, and leaders of tomorrow.

Junior, senior, and graduate students in the CSU, especially those from environments where university teaching is not a common career goal, have unique opportunities to explore and prepare to succeed in doctoral programs. Working one-on-one with faculty members from both CSU and doctoral-granting institutions, students receive funding for activities such as:

- participation in a summer research internship program at a PhD-granting institution to receive exposure to the world of research in their chosen field
- visits to doctoral-granting institutions to explore opportunities for doctoral study
- travel to a national symposium or professional meeting in their chosen field; other related activities such as membership in professional organizations and journal subscriptions
- graduate school application and test fees

Any CSU faculty member may identify and sponsor a promising upper division undergraduate or master's degree student to the Pre-Doctoral Program. Applicants may include students who want to explore the possibility of pursuing a doctoral degree, as well as those who are already firmly committed to pursuing the doctoral degree.

As the student's "advisor," the faculty member guides the candidate through the program, including travel to accompany the student to UC and other doctoral-granting campuses for site visits, or to professional conferences. The advisor can personally acquaint the student with information about academic careers, identify appropriate academic books and journals, and insure that the student is prepared for doctoral study.

Faculty members at PhD-granting institutions have the opportunity to meet and mentor promising students who may be interested in doctoral work at their institutions. The summer internship component allows faculty in PhD-granting institutions to play crucial roles as mentors.

Students participating in the summer internship component are matched with professors according to their areas of interest, thus providing the faculty member with an opportunity to:

- involve the student in the research process;
- mentor the student through a crucial decision-making time which may then lead to pursuit of a doctoral degree; and

- assess the pre-doctoral student's readiness and ability to pursue a doctoral degree successfully.

CSU Chancellor's Doctoral Incentive Program

The CSU Chancellor's Doctoral Incentive Program is the largest program of its kind in the nation. The purpose of the program is to increase the number of individuals who show potential as doctoral students and who may be interested in potentially applying and competing for future CSU instructional faculty positions. The program seeks to accomplish this goal by providing financial aid in the form of loans to doctoral students with the motivation, skills, and experience needed to teach the diverse student body in the CSU.

As of August 2006, the program has loaned \$36 million to 1,575 doctoral students enrolled in universities throughout the nation, and 829 of these participants have successfully earned doctoral degrees. Among participants who have earned their doctoral degrees, 495 (59 percent) have subsequently obtained employment in CSU instructional faculty positions.

This program is open to applicants who will be new or continuing full-time students in doctoral programs at accredited universities anywhere in the world. Individuals who are selected to participate in the program may borrow up to \$10,000 annually to a limit of \$30,000 over a five-year period while enrolled in full-time doctoral study. There is no means test for eligibility, and students may receive other income from fellowships, assistantships, grants, loans, or employment.

Two criteria are used to make selections to the program:

1. Potential as a doctoral student and interest in teaching a diverse student population.

Considerations include:

- The applicant's academic record and professional qualifications.
- The quality of the proposed doctoral program.
- The applicant's relevant background, experience, skills, and motivation needed to educate the diverse student body in the CSU.
- A faculty advisor's statement by CSU tenure-track faculty member(s) that will enhance the student's academic experience and provide professional mentoring and networking opportunities.

2. Academic discipline: Primary consideration will be given to candidates whose proposed area of study falls where CSU campuses anticipate the greatest difficulty in filling potential future instructional faculty positions.

The process of growing our own faculty has several advantages:

- Hiring faculty who are aware of the high cost of living in California and who are therefore more likely to stay in the CSU;
- Hiring professors familiar with and committed to the mission of a comprehensive university;
- Most importantly, providing a pool of faculty that are committed to teaching our increasingly diverse student body.

COMMITTEE ON EDUCATIONAL POLICY

California State University Contributions to Building Science, Technology, Engineering, and Mathematics (STEM) Workforce: Focus on the Mathematics and Science Teacher Initiative (MSTI) and the Professional Science Master's (PSM) Programs

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Summary

The critical importance to the state and nation of expanding and diversifying the science, technology, engineering, and mathematics (STEM) pipeline has been recognized in close to a dozen major reports over the past few years. CSU's role in the STEM pipeline at the baccalaureate level has long been recognized and supported by such agencies as the National Science Foundation (NSF) and National Institutes of Health (NIH). In the last decade, several CSU campuses have been acknowledged as lead institutions in preparation and career success of groups underrepresented in the STEM disciplines.

Two relatively new CSU systemwide initiatives, the Mathematics and Science Teacher Initiative (MSTI), and the Professional Science Masters' (PSM) program, are addressing STEM pipeline issues at the post-baccalaureate level. Both initiatives are on track to produce significant results, and to have state and national impact.

Preparing more well-qualified mathematics and science teachers is fundamental to STEM pipeline expansion, and is an area in which CSU is exercising a significant leadership role nationally through its Mathematics and Science Teacher Initiative (MSTI). Since MSTI's inception in 2004, CSU campuses have increased production of math and science teachers by

37.6%. The CSU has focused its efforts in the severest shortage areas, increasing production of mathematics teachers by 63.9% and of chemistry and physics teachers by 42%. The 2007-08 Governor's Budget includes a permanent augmentation to CSU of \$2 million to continue and expand its successful efforts.

Increasing the training of professionals for the nation's science and technology industries is another critical dimension of sustaining the nation's economic strength. The National Governors' Association and the President's Council of Advisors on Science and Technology have pointed to the Professional Science Master's (PSM) degree as uniquely important in these efforts.

The CSU has initiated the largest systemwide PSM program in the nation and has received a grant of \$891,000 from the Alfred P. Sloan Foundation for expanding these programs, which combine rigorous Master's study in the sciences with industry-related skills. CSU has nine PSM programs on six campuses in fall 2007 and will have twenty programs on 15 campuses by 2009-10. The programs are in such high growth fields as biotechnology, bioinformatics, biostatistics, computational sciences, environmental sciences, forensics, and genetic counseling. Many of the CSU PSMs are innovative Master's degree programs in which students and faculty are involved in applied research that both prepares students for the workforce and contributes to primary areas of the state's economic growth.

The approaches CSU is engaging in as it expands the STEM pipeline through its undergraduate, credential, and graduate programs reflect its integrated approach to academic planning. Strategic inter-segmental collaborations and public-private sector partnerships are essential underpinnings to CSU's STEM priorities, and are typically paired with important research initiatives and partnerships.