

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 3:30 p.m., Tuesday, September 20, 2011
Glenn S. Dumke Auditorium

8:00 a.m., Wednesday, September, 21, 2011
Glenn S. Dumke Auditorium

Debra S. Farar, Chair
Carol R. Chandler, Vice Chair
Roberta Achtenberg
Steven Dixon
Kenneth Fong
Margaret Fortune
Steven M. Glazer

Melinda Guzman
William Hauck
Linda A. Lang
Bob Linscheid
Peter G. Mehas
Lou Monville
Glen O. Toney

Meeting: 3:30 p.m., Tuesday, September 20, 2011
Glenn S. Dumke Auditorium

Consent Items

Approval of Minutes of Meeting of July 12, 2011

Discussion Items

1. California State University Alcohol Policies and Prevention Programs: Fifth Biennial Report, *Information*
2. Report on Voluntary Self-Monitoring of Equal Opportunity in Athletics for Women Students, *Information*
3. Report on SB 1440 Implementation and Oversight Committee, *Information*
4. Academic Plan Update for Fast-Track Program Development, *Action*
5. International Programs in the California State University, *Information*
6. The California State University: From Local to Global Engagement, *Information*

****NOTE**

Meeting: 8:00 a.m., Wednesday, September, 21, 2011
Glenn S. Dumke Auditorium

Consent Items

Approval of Minutes of Meeting of July 12, 2011

Discussion Items

1. California State University Alcohol Policies and Prevention Programs: Fifth Biennial Report, *Information*
2. Report on Voluntary Self-Monitoring of Equal Opportunity in Athletics for Women Students, *Information*
3. Report on SB 1440 Implementation and Oversight Committee, *Information*
4. Academic Plan Update for Fast-Track Program Development, *Action*
5. International Programs in the California State University, *Information*
6. The California State University: From Local to Global Engagement, *Information*

****NOTE: Depending on the length of discussions on Tuesday, September 20, 2011, Educational Policy items may have to be carried over to Wednesday, September 21, 2011, for consideration.**

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

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

July 12, 2011

Members Present

Debra S. Farar, Chair
Carol R. Chandler, Vice Chair
Roberta Achtenberg
Steven Dixon
Kenneth Fong
Margaret Fortune
Steven M. Glazer
Melinda Guzman
William Hauck
Bob Linscheid
Peter G. Mehas
Lou Monville
Charles B. Reed, Chancellor

Chair Debra S. Farar called the meeting to order.

Approval of Minutes

The minutes of May 10, 2011 were approved as submitted.

The committee heard from three speakers who addressed agenda item five concerning Title 5 changes to the American Institutions requirement. Raphael Sonenshein, chair of the Division of Politics, Administration and Justice at California State University, Fullerton said he spoke for 500 CSU and community college faculty members. He called American Institutions fundamental to the CSU mission, with the purpose being to ensure that students acquire the skills to help them comprehend American democracy. He opposed the Title 5 changes, which would grant exceptions to the requirement. Greg Washington, chair of the California State Student Association (CSSA), voiced support for the changes, citing CSSA's title sponsorship of SB 1440, which will make the transfer process much easier for community college students. James Postma, chair of the statewide CSU Academic Senate, restated the Senate's request that the item

be postponed because the Senate wanted more time for faculty discussion. However, he said the Senate also strongly supported the implementation of SB 1440. He thanked the chancellor and the academic affairs staff for their cooperation in responding to the Senate's concerns and issues.

Recommended Changes to Title 5, California Code of Regulations, Related to Post-Baccalaureate Admission and Nursing Programs

The presentation was made by Christine Mallon, state university dean, Academic Programs and Policy, who first gave the trustees background on Title 5 of the California Code of Regulations, the administrative law that governs the CSU. She noted the trustees have the authority to change Title 5. Title 5 cannot contradict the Education Code, the law governing all aspects of education in the state.

The item was prompted by legislation that already has been passed and chaptered as of 2007. The CSU puts admission priorities in place when campuses experience enrollment pressure. During those times, students who have not yet earned a bachelor's degree are given priority admission over those who already have earned a degree. Legislators passed a law that prohibits the CSU from denying admission to a prospective nursing student solely based on that same student having previously earned a bachelor's degree. When the law was passed, there was a tremendous demand for nurses. Currently, graduates from nursing programs are having a more difficult time finding jobs. The Title 5 change states that the CSU cannot automatically reject these students or prevent them from completing a nursing program just because these students already have a bachelor's degree. This item will be presented for action at the September meeting.

Recommended Changes to Title 5, California Code of Regulations, Related to Baccalaureate Degrees Earned in Post-Baccalaureate Standing

Dr. Mallon presented this proposed amendment, which is designed to streamline the process for students who already have completed bachelor's degrees and are returning for another degree. It will make the CSU more responsive to a changing workforce that is seeking professional retraining through a second or subsequent program. This proposed amendment applies the language from Education Code section 66055.8 (regarding bachelor's holders seeking nursing baccalaureate degrees) to all students who are seeking a second or subsequent bachelor's degree.

The changes would require these individuals (commonly referred to as "second bac" students) to complete only those courses required for the major, and exempt them from completing further General Education courses and other graduation requirements. It will accept that the courses completed in the first degree represent an appropriate breadth of education.

Trustee Melinda Guzman asked about students who had taken courses years ago, and whether they could still get credit for those courses or would they have to retake courses. Dr. Mallon said the limitation (seven years) holds for graduate programs; on the whole, undergraduate programs

and credit can be reconsidered and can be included in the second bachelor's degree. There is not a set limit at the undergraduate level. Trustee Carol Chandler asked if the amendment applied to any first bachelor's degree or just those from a CSU campus. Dr. Mallon said any bachelor's degree could be considered if it represented the appropriate amount of breadth, no matter where the courses were taken and the degree awarded. **(REP 07-11-03)**

Recommended Changes to Title 5, California Code of Regulations, Related to Doctor of Nursing Practice Degree Programs

Dr. Mallon said former Governor Schwarzenegger signed into the law the bill that authorized the CSU to provide instruction and award Doctor of Nursing Practice (DNP) degrees, which will prepare postsecondary nursing faculty and will train graduates for advanced nursing practice. These degree programs will be implemented in fall 2012. Section 40050.2 formalizes the CSU's authority to offer three pilot DNP degree programs, independently of other institutions; section 40100.1 will allow CSU campuses to offer joint doctoral degree programs; section 40513 establishes DNP degree programs as defined in the Education Code; section 41021 specifies admission requirements for DNP programs; and section 40514 establishes DNP degree requirements. **(REP 07-11-04)**

Recommended Changes to Title 5, California Code of Regulations Doctor of Physical Therapy Degree Programs

Dr. Mallon said these recommended changes will allow the CSU to provide instruction and award Doctor of Physical Therapy (DPT) degrees. This degree program prepares physical therapists to serve health care needs in the state. Following consultation with faculty and administrators, the changes now clarify that an assessment to candidacy and the defense of the doctoral project shall be mandatory elements not left to the discretion of each program. Section 40050.3 establishes the CSU authority to offer DPT degree programs; section 40515 establishes DPT degree programs as defined in the Education Code; section 40516 defines DPT degree requirements; and section 41022 specifies admission requirements for DPT programs. **(REP 07-11-05)**

Recommended Changes to Title 5, California Code of Regulations, Related to Requirements in United States History, Constitution and American Ideals

Executive Vice Chancellor and Chief Academic Officer Ephraim P. Smith introduced San Francisco State University President Robert Corrigan and CSU Long Beach President King Alexander to speak on the item. President Corrigan, who holds a doctoral degree in American Civilization, spoke in support of American Institutions. He said there were at least six different ways campuses can develop curriculum to meet the requirements of the STAR Act, including how double-counting American Institutions courses or completing American Institutions courses in lieu of requirements in the degree major. He said the CSU should be able to find a solution that ensures the American Institutions requirement remains an important part of the CSU

curriculum and still supports SB 1440. He pledged San Francisco State support, with a focus on the campus's General Education requirements.

President Alexander, who holds a bachelor's degree in political science, said CSULB's commitment to American Institutions is not declining. CSU campuses have an obligation to review these requirements so that campuses can meet the needs of SB 1440 transfer students. CSU campuses have the faculty and the knowledge and ability to handle these changes, while also remaining committed to the American Institutions requirement. He expressed concern that if the changes were not approved, additional legislative action on SB 1440 might occur and take away the CSU's ability to make changes. He noted that Chancellor Reed has worked on transfer issues for 13 years. The CSU owes its students a way to graduate as quickly as possible so they are not acquiring high debt, while at the same time providing access for future students to get into CSU institutions in greater numbers.

Dr. Smith emphasized that the CSU maintains its commitment to American Institutions and reiterated that the proposed amendment does not eliminate the American Institutions requirement, nor does it waive the requirement for all transfer students, not even for all SB 1440 transfer students. Students are required to take no more than 120 units: 60 at the community college and 60 at the CSU. The focus is on facilitating transfer, upholding the law, and serving the needs of students. Faculty at the CSU and the community colleges have been working on implementation of the transfer project since the summer of 2010, and the American Institutions issue has been discussed throughout that time. Because this requirement is unique to the CSU, community college faculty are not requiring that American Institutions courses be taught within the 60 lower-division units at the community colleges. This uniquely CSU requirement therefore forces faculty to fit the American Institutions courses into the 60 units allowed under SB 1440. Some majors with a large number of requirements are finding it difficult to include these courses and stay within the 60 units. He presented several options that faculty and campuses could consider as a means of including American Institutions within the CSU 60 units. This amendment would allow the chancellor to grant an American Institutions exception for the purposes of complying with the law and facilitating efficient transfer for students. Other exceptions in the item refer to cases of demonstrable hardship, as for a posthumous degree (when a student dies just short of a few units of degree completion); exceptions proposed by campus faculty and approved by the chancellor for high-unit majors; and exceptions for second baccalaureate degrees.

Dr. Mallon concluded the presentation and restated that the recommended amendment will not be a blanket exception or waiver, but will be applied only if every other curricular development device and strategy fails to maintain the authorized 120 units. It is up to the campus faculty to decide how to get the requirements down to 120 units. SB 1440 was drafted to support efficient transfer and degree-completion, and the draft amendment was put together to ensure fairness and consistency in CSU policies. An executive order updating the American Institutions requirement has been drafted and is being circulated for Executive Staff approval. The policy would supersede EO 405 and would specify various implementation strategies that would allow faculty

to meet the transfer law requirements and include American Institutions in the STAR Act degree programs. There is no language in this item to eliminate the American Institutions graduation requirement. The recommended amendment introduces provisions that allow the authority to grant American Institutions exceptions and those exceptions already exist for General Education. It is expected that exceptions, if utilized at all, would be granted very sparingly. Currently, American Institutions is the one degree requirement that has no campus authority to grant waivers.

Trustee Monville said that transfer is one of the CSU's top priorities and anything trustees can do to streamline that process is valuable. American Institutions is important for students, and trustees have no disagreement with that. He recalled California Community Colleges Chancellor Jack Scott having said (while serving as a state Senator) that if the CSU does not figure transfer out, the legislature will figure it out for the system. Trustee Monville urged support of the resolution.

Trustee Chandler expressed concern about the waiver process for general education. Dr. Mallon explained that there is language in Title 5 citing "appropriate campus authority," which varies by campus depending on the situation. Once it is approved on campus, the recommendation goes to the chancellor for his consideration.

Dr. Smith stated that at this point we do not know how many exceptions will be granted since the CSU is still in the process of implementing SB 1440's degree programs. This option would enable the chancellor to ensure the system abides by SB 1440.

Trustee Robert Linscheid requested the chancellor bring back to the board once or twice a year how many waivers have been actually received. Chancellor Reed agreed, and said he has not granted a waiver in four years for General Education, so it does not occur often. He noted that this can be worked out on the campuses. The history faculty and the general education faculty can get together and count the courses in both places. Trustee Farar thanked Dr. Mallon, Dr. Smith and the presidents for the informative comments, and clarity provided for board members.
(REP 07-11-06)

Trustee Farar adjourned the meeting.

COMMITTEE ON EDUCATIONAL POLICY

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

Presentation By

Charles B. Reed
Chancellor

John D. Welty
President
California State University, Fresno

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

Summary

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

This report is the fifth biennial report on the implementation of the Trustees' Alcohol Policies and Prevention Programs. It summarizes activities that have occurred on campuses in the last two years since the fourth biennial report was presented.

CSU's alcohol policy is recognized as the most comprehensive alcohol policy of any university system in the country. The policy is visionary and ambitious. To be successful in its effort to address student alcohol abuse, the CSU must collaborate and cooperate with others, including public agencies. In the first compact of its kind in California, a memorandum of understanding was signed February 13, 2002, involving six state agencies and the CSU to fight alcohol abuse on- and off-university campuses: the Business, Transportation, & Housing Agency, Alcoholic

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

The OTS awarded eight CSU campuses with \$750,000 for 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 OTS two-year grant that funded 10 CSU campuses with \$750,000 for February 1, 2005, through December 31, 2006. This grant was 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 addressed 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 supported by the California Office of Traffic Safety, state of California and the National Highway Traffic Safety Administration.

The third OTS grant focusing on the CSU's 23 campuses was administered by California State University, Fresno and ended September 30, 2009. The \$701,259 OTS grant targeted alcohol-related incidents at the college level, particularly driving under the influence and incidents related to alcohol abuse. The grant supported the management approach by the Campus Alcohol Safety Councils via mini-grants which included social norms marketing, safe ride programs and/or peer education activities. The CSU campuses participating in the final grant included: Channel Islands, Fresno, Humboldt, Los Angeles, Maritime Academy, Northridge, San Francisco, and San José.

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

Campuses reported the following:

- A decrease in students driving after consuming alcohol;
- A reduction in alcohol-related misconduct;
- A reduction in the number of underage students who consume alcohol;

- A reduction in the number of students who reported binge drinking (5 or more drinks in one sitting);
- An increase in the number of students who seek medical assistance for intoxicated friends;
- An increase in alcohol-free events;
- An increase implementing online personal drinking assessments;
- A reduction in the number of DUIs;
- An increase in the number of students receiving beverage service training; and
- An increasing number of campuses partnered with local law enforcement agencies, firmly enforcing alcohol-related laws.

Statement of the Problem

Recognizing that alcohol abuse is not just a national higher education problem but also a CSU problem, Chancellor Charles B. Reed appointed a committee in November 2000 to review the CSU's alcohol policies and prevention programs to help prevent alcohol-induced deaths and alcohol poisoning of CSU students. The CSU Alcohol Policies and Prevention Programs Committee, chaired by CSU 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 23 unique campuses. Many CSU campuses serve traditional-aged students (18- to 22-years-old), many of whom reside on campus. The majority of CSU campuses are campuses to which students commute and where the average age is 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 trustees' policy requires each campus to design programs that are appropriate for its institution, student population and location. Additionally, the federal Drug-Free Schools and Campuses Act of 1989 requires all colleges and universities receiving federal funds to maintain alcohol and other drug prevention programs and to review their effectiveness at least every two years.

Guiding Principles

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

- Provide a safe and secure environment for all students;
- Encourage student health and wellness in an environment supportive of learning;
- Promote healthy choices for students;

Ed. Pol.

Agenda Item 1

September 20-21, 2011

Page 4 of 23

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

The 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 trustees that campuses and the CSU system are expected to follow to create and strengthen their alcohol-related policies and programs.

General Recommendations

1. The chancellor should require campuses to develop comprehensive alcohol policies and programs that are consistent with each campus mission, have a commitment to holding individuals and student organizations accountable for their behavior and a commitment to offering effective education programs that are regularly assessed.
2. Each campus should actively apply its policies.
3. Each campus should communicate alcohol policies to new students and their parents before and when they arrive on campus.
4. Each campus should create a university-wide alcohol advisory council, including community membership, which annually develops and reviews programs and goals, assesses the effectiveness of the campus program, and makes recommendations to the president. These councils should be under the direction of the vice presidents for student affairs.

5. Each campus should gather data every two years to determine if its policies and programs are achieving the desired outcomes. Findings should be reported to the chancellor and trustees.
6. The CSU should sponsor conferences in which campuses share best practices, policies and programs as well as feature state and national experts.
7. State laws should be reviewed by the campus alcohol advisory councils and recommendations made to trustees and presidents for any changes that can enhance and support campus policies.
8. The campuses and the CSU Chancellor's Office should devote sufficient campus and system resources to ensure the effectiveness of programs and policies.
9. Partner with the community and law enforcement agencies to provide a safe off-campus environment, to enforce applicable legal sanctions, and to encourage legal and responsible behavior among students.
10. Develop effective training, intervention and treatment programs that will work on all campuses.

Role of Vice Presidents for Student Affairs

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

Campus Compliance with CSU Alcohol Policy

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

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

Ed. Pol.

Agenda Item 1

September 20-21, 2011

Page 6 of 23

- 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. This high-level council provides California with leadership continuity to advance alcohol and other drug prevention. This council deals exclusively with prevention issues unlike similar councils in other states that address all substance abuse issues including treatment. The Council provides coordinated direction and actions to alcohol, tobacco, and other drug prevention efforts that are delivered through a broad range of disparate public and private sources attempting to address continually changing alcohol, tobacco, and other drug problems in various populations and settings. Activities include sharing prevention data, identifying effective approaches, establishing high-level prevention objectives, identifying means of working more efficiently with alcohol and other drug-related issues, leveraging or redirecting opportunities to achieve objectives, and partnering with law enforcement, ABC, and community organizations.

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

Campus Funding

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

CSU Annual Alcohol and Education Conferences

CSU has sponsored eight annual alcohol and other drugs education conferences since the implementation of the Alcohol Policies and Prevention Programs was adopted by trustees. More than 200 staff and students attended the eighth conference hosted by CSU Dominguez Hills and CSU Los Angeles in April 2011. The 2011 theme *Building Healthy Campus Communities Through Powerful Programming* featured sessions and speakers around the idea that targeted, educational and fun programming can make a difference in the lives of students. Because the issue of student alcohol and other drug use and abuse is an issue that affects all students in higher education, the University of California, California Community Colleges and private colleges were invited to attend the CSU conference. Conference participants shared their best practices, policies, and programs that promote responsible alcohol use and alcohol and other drug abuse prevention.

To recognize exceptional leadership and exemplary programs, award recipients are recognized at the annual conference: (1) the Student Leadership Award honors students who have been effective leaders in alcohol and other drug prevention on their campuses; (2) the Student Club or Organization Award recognizes a student organization or club that is committed to educating others on the effects of alcohol or other drugs in an effort to create a healthier campus environment; (3) the Alcohol and other Drug Champion Award honors an administrator, faculty or staff person who has served as “champion” for alcohol and other drug initiatives on the campus, in the community or organization; (4) the Violence Prevention Champion Award honors an administrator, faculty or staff person who has served as “champion” for violence prevention initiatives on the campus, in the community or organization; and (5) the Innovation Award recognizes an individual who has created an innovative event, activity, or strategy to improve and more effectively serve students and/or the community.

CSU ALCOHOL AND TRAFFIC SAFETY (ATS) PROJECT OCTOBER 2007 – SEPTEMBER 2009

Final Six Months of the CSU Alcohol Traffic and Safety Project

September 30, 2009, marked the end of a series of grants received from the Office of Traffic Safety (OTS) totaling more than \$2 million. Over the past six years funding was made available to all 23 CSU campuses by way of mini-grants to reduce the incidence of driving after consuming alcohol by 18-25 year-old CSU students and to reduce the incidence of alcohol-related misconduct on campuses. These mini-grants supported new approaches and interventions including safe rides programs, social norms marketing, peer education activities, online personal drinking assessment, classroom presentations in Alcohol 101, promotion of a student alcohol safety pledge, Mock DUI Check Points, launching of a “Stall Seat Journal.” The programs and activities were well received by the students and attendance for the events ranged from 100-1,500 students.

The third and final grant participants were: Channel Islands, Fresno, Humboldt, Los Angeles, Cal Maritime, Northridge, San Francisco and San José. The diversity of the eight campuses and their student populations necessitated a variety of strategies to accommodate residential or commuter populations, small or large campuses, or special populations such as athletes, Greek Life and freshmen.

To highlight the last component of this grant (January 2009 – September 2009) the eight CSU campuses, with their health educators and alcohol peer educators, provided on-campus alcohol-free events, learning activities, and produced educational material that offered CSU students opportunities to exhibit responsible choices. They formed partnerships with law enforcement, conducted the “TIPS” training program, and integrated alcohol education into freshman orientation. To enhance the educational component, health educators and peer educators distributed promotional items with powerful social messages, encouraged the use of free online alcohol assessment programs, and conducted surveys to gather feedback for planning purposes and program compliance, and to gather ideas to sustain their programs.

Overall, the grant goals and objectives were met. There were many indicators of success noted in reducing alcohol-related incidents on the campuses. The wide geographic distances among the CSU campuses did not allow for face-to-face program meetings, educational updates, and nationally recognized speakers to meet with the campus teams. Communication was primarily via email and telephone. The campuses ranged as far north as Humboldt and as far south as Los Angeles.

One of the commitments made upon accepting the last OTS grant was that each campus would sustain alcohol education activities for one year after the grant ended. All eight campuses continued activities supporting the goals of the grant and submitted evidence to the project director. A final third-year report was submitted to OTS in September 2010.

Establishing baseline data was difficult as each university had different survey tools and implementation dates. A suggestion for future grants would be to identify and fund a national survey, such as National Collegiate Health Assessment (NCHA) or CORE Drug and Alcohol Survey (CORE) and to indicate survey implementation dates.

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 and workshops focused on the effects of alcohol drinking and binge drinking, relationship between alcohol and unwanted, non-consensual sex, negative effect of alcohol use on personal and academic success, and consequences of drunk driving;
- Provide alcohol- and drug-free social activities on-campus during days and times associated with collegiate alcohol consumption (e.g., pool parties, video game tournaments, concerts, dances, comedy shows, and movie nights on Thursday through Saturday evenings);
- Develop service learning and community engagement opportunities as an alternative to the traditional college break "party" experience;
- Provide online alcohol education courses such as AlcoholEdu for College, Alcohol Wise, and MyStudentBody.com;

Ed. Pol.

Agenda Item 1

September 20-21, 2011

Page 10 of 23

- Training all those who regularly interact with students, such as faculty advisers, resident advisers, coaches, peers, faculty, and student affairs professionals to understand and identify alcohol-related problems and to link students with intervention services;
- Develop and mandate social host training for student clubs and organizations;
- Targeting alcohol education and prevention programs with high-risk groups such as fraternities, sororities, athletes, housing residents, student organizations, and first-time offenders of campus alcohol policies;
- Limiting the sale of alcohol on campuses, e.g., reducing the number of hours alcohol is sold, reducing the size of drinks, implementing one-drink per ID rule;
- Notifying parents and legal guardians about students who violate campus drug or alcohol-related policies;
- Reducing the number of alcohol-related items sold in the campus bookstores (shot glasses and beer tankards, often super-sized and bearing the seal of the university, may contribute to the myth that drinking alcohol in larger quantities is an indispensable part of the college experience);
- Establishing and continuing working relationships among campuses, municipal law enforcement, and ABC, e.g., to set up DUI checkpoints in and around campus;
- Engaging ABC licensing hearings to impose health and safety conditions on nearby alcohol licenses;
- Engaging alcohol retailers in continuing dialogue to promote sales and service practices (e.g., less reliance on low-drinking prices as a marketing ploy to students) on a voluntary basis;
- Encouraging adoption of responsible beverage service practices by bars and restaurants on campus and in the surrounding community;
- Establishing community-collegiate alcohol prevention partnerships that encompass wide participation from representatives of other area institutions of higher education;
- Establishing peer-education programs that provide alcohol and other drug awareness presentations and workshops; and
- Establishing safe-ride programs for students who are need of an alternative for drunk driving or a way out of an unfavorable situation.

Tobacco Initiatives

Each campus was asked to provide a brief summary of its activities related to tobacco use. The activities identified include smoke-free campus policies, compliance with state and CSU

smoking in public building policy and secondhand smoke policy, smoking policy review committees, cessation programs, educational resources and programs, training and student surveys. All campuses reported being in compliant with the state and CSU smoking policies and having at least one other activity for students. The tobacco initiatives are listed by campus on Attachment C.

Prescription Drug Use Initiatives

The 2011 biennial report represents the first time each campus was asked to provide a brief summary of its activities related to prescription use and abuse. The activities identified include distributing educational materials, hosting educational orientations and programs, providing substance-free social events for students, partnerships with county services, non-profit organizations and law enforcement agencies, developing lists of community resources, referrals to substance abuse programs, monitoring prescriptions for drug-seeking behaviors, random drug testing for student athletes, developing controlled substances policies, and training programs for peer health educators, resident advisers and student affairs staff. The prescription drug use initiatives are listed by campus on Attachment D.

Measurable Outcomes

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

Assessment Instruments

- Several online alcohol interventional and personalized feedback tools have been introduced on CSU campuses.
 - Alcohol.Edu
 - AlcoholEdu is an online, science-based course that provides detailed information about alcohol and its effect on the body and mind.
 - College Wise
 - Alcohol Wise includes an assessment component used to measure the impact the program has on student knowledge and behaviors.
 - E-Chug and e-Toke

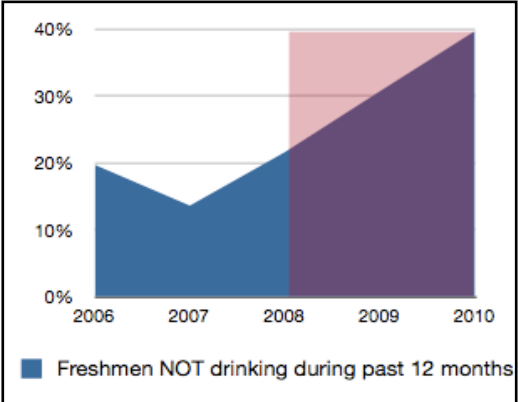
- Developed by counselors and psychologists at San Diego State University, these were designed as personalized “interventions” to reduce levels of hazardous use and the tragic consequences that too often follow, e.g., sexual assault, alcohol poisoning, DUI injuries and death, violence, unwanted pregnancies and poor academic performance.
- E-Check Up to Go
 - Developed by counselors and psychologists at San Diego State University, the eCHECKUP TO GO programs are designed to motivate individuals to reduce their consumption using personalized information about their own drinking and risk factors. The programs were designed and are updated with the most current and reliable research available.
- MyStudentBody.com
 - MyStudentBody’s comprehensive primary prevention program addresses the most relevant health-related issues on college campuses today, covering drug and alcohol abuse, sexual health, nutrition, tobacco and stress.
- BASICS (Brief Alcohol Screening and Intervention for College Students)
 - BASICS is a preventive intervention for college students 18- to 24-years-old. It is aimed at students who drink alcohol heavily and have experienced or are at risk for alcohol-related problems such as poor class attendance, missed assignments, accidents, sexual assault and violence.
- Campus-based survey
 - Several campuses have developed their own survey instruments, which involve a random sample of students. Surveys involve pre-test and post-test assessments to track longitudinal behavior trends.
- CORE Alcohol and Drug Survey
 - The CORE Drug and Alcohol Survey was developed in the late 1980s by the U.S. Department of Education and advisers from several universities and colleges. The survey is used by universities and colleges to determine the extent of substance use and abuse on their campuses. The survey is now administered by the CORE Institute at Southern Illinois University - Carbondale (SIUC).
- National Alcohol Screening Day each April
 - Students are asked to complete an Alcohol Use Disorders Identification Test (AUDIT), which is reviewed by counseling center staff.
- National Collegiate Health Assessment (NCHA)

- This survey is coordinated by the American College Health Association, which initiated the survey in 1998.
- This survey is based upon a random sample to assess changes in drinking behavior and to determine attitudes, feelings and perceptions of the students on campuses related to health and other issues. Campuses are transitioning from a paper-only survey to a web-based survey.
- It consists of 58 questions dealing with six areas of student health and 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
- Ping my Health Online Assessment Tool
 - Data collected includes lifetime tobacco use, quit attempts, perceptions of tobacco use, and use of tobacco products other than cigarettes.
- Screening, Brief Intervention, Referral to Treatment (SBIRT)
 - SBIRT is an evidence-based method that gives health care providers skills to discuss health behavior changes with their patients. It has proven to be particularly effective at motivating individuals to change harmful substance use. The three parts of SBIRT are:
 - Screening:** determines the severity of substance use
 - Brief Intervention:** builds motivation through a collaborative conversation
 - Referral to Treatment:** directly links patient with appropriate, requested services
- Prevention Research Center's California Safer Universities Survey
 - The primary purpose of the survey was to collect data on alcohol and other drug use on college campuses in the CSU and UC and to evaluate the efficacy of a "Risk Management" approach to alcohol problem prevention.

- This assessment utilized an internet survey as its mode of data collection.
- Each campus provided approximately 1,000 undergraduate students above the age of 18 for the study sample.
- The questionnaire asked up to 434 questions of each respondent, with skip logic used to minimize the number of questions.
- Questions included student demographic information, alcohol use, settings where alcohol was consumed, ease in obtaining alcohol, other drug use, and perceived use by other students.
- Campuses were paired with a campus with similar demographics and divided into control and intervention sites.

Trends

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

- SDSU's office of AOD Initiatives regularly surveys undergraduate students about their AOD use. These surveys are the basis for most evaluation of programmatic needs and success. An example of the changes in AOD use among our students that has been documented with this survey is presented in the chart. Most of the programming has been aimed at freshmen entering the SDSU community. Thus, we expected to find our most substantial effects among this subpopulation. The survey shows that indeed there is a dramatic rise in freshmen reporting that they have not consumed *any alcohol* during the first three months of the fall semester (also extending back 12 months) when they are asked to report on drinking in the November surveys.

Year	Freshmen NOT drinking during past 12 months (%)
2006	20
2007	15
2008	22
2009	32
2010	40
- CSU Chico administers AlcoholEdu for College, which is mandatory for the entire first-year student population. The desired result is to create a community with a common educational experience that will foster the development of a campus culture that supports healthy decision-making and increases the students' ability to take care of each other in risky social settings. By completing this course students become better educated on the risks of drinking alcohol, learn to make better decisions, and learn to change their drinking behavior. These positive outcomes are measured in surveys that are administered before, during and after the course. Due to the fact that the course is mandatory with consequences, CSU Chico had a 99 percent completion rate on Part I and a 90 percent

completion rate on Part I and II combined. There are many positive statistical outcomes from our students taking AlcoholEdu. For example, the 2010 survey indicates that 51 percent of high-risk drinkers who saw “no need to change the way they drink” before taking AlcoholEdu, then changed their attitudes, resulting in 49 percent indicating their readiness to change after completing the course.

- AlcoholEdu for College

- Fall 2010 Online Freshman Survey

- N=1,474

- The following are reported positive behavior intentions from students after they have completed part one of AlcoholEdu:*

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

- AlcoholEdu for College

- Fall 2009 Online Freshman Survey

- N=1,227

- 72 percent were prepared to help in a situation where they have identified an alcohol overdose.
 - 50 percent reported that their current understanding of Blood Alcohol Concentration (BAC) will change the way they consume alcohol.
 - 49 percent intend to reduce the number of drinks they drink per occasion.
 - 46 percent will reduce the number of times they will drink per week.
 - 32 percent of drinkers reported that (getting in trouble with authorities) was among the most important reasons for not drinking.

- Following is a summary of the key findings from Sonoma State University’s 2009 first-year student pre-matriculation implementation of AlcoholEdu for College. These findings are based on self-report data obtained from 1,021 first-year students at the campus who completed three surveys, a pre-test, and an exam.

All entering freshmen are required to take an online educational program, AlcoholEdu. The program is to be completed prior to the start of classes in the fall with a 45-day follow-up survey, which is also mandatory for incoming freshmen. From the 2009-2010 executive report, students have reported:

- **Learning outcomes related to blood alcohol concentration (BAC):** 60 percent of drinkers reported that the course changed the way they thought about their previous use of alcohol. Specifically, these students reported that they “probably had a higher blood alcohol concentration (BAC) when drinking” than they thought before.
 - **Learning outcomes related to social responsibility:** 80 percent of students reported that AlcoholEdu prepared them to help in situations where they have identified an alcohol overdose.
 - **Positive social intentions:** After completing the course, 83 percent of students reported that they intend to “support the choice not to drink” and 78 percent intend to “contribute to a healthier and safer campus environment regarding alcohol use.”
 - **Intentions and actual actions regarding protective behaviors:** In Survey 1, regarding their behavior over the next 30 days, 67 percent of drinkers reported their intention to alternate alcoholic drinks with non-alcoholic beverages and 70 percent reported their intention to set a personal limit on the number of drinks they will have per occasion.
 - **Risk behaviors:** In Survey 3, drinkers reported a prevalence of certain risk behaviors, such as doing shots (41 percent), and playing drinking games (68 percent).
 - **Drinking rates:** The number of students who identified as non-drinkers went from 59 percent in Survey 1 to 51 percent in Survey 3. During that same time frame, heavy-episodic drinkers went from 27 percent to 18 percent and remained at 6 percent reporting being problematic drinkers.
 - **Type of alcohol consumed:** In Survey 3, of those students who identified as drinkers, the majority reported consuming beer (44 percent), mixed drinks (14 percent), or shots (30 percent) the last time they drank.
 - **Method of obtaining alcohol:** In Survey 3, drinkers reported that they obtained their alcohol mainly at parties (41 percent), or from someone they know who is 21 or older (33 percent).
 - **Location where drinking occurs:** Sonoma State University students reported drinking mainly at an off-campus residence (69 percent), or at an on-campus residence (15 percent).
- Cal Poly San Luis Obispo has continued to participate in the **Safer California Universities** grant, which surveys 1,000 randomly selected students each year. The campus evaluated the difference in drinking among sophomores living on- and off-campus. The sample from 2008 and 2009 contain 158 sophomores, 90 living on- campus and 68 living off-campus. The table shows that students living on-campus drink almost

three days fewer in a 28-day period than students living off campus. Students living off-campus reported the same number of drinks on average on days when they did drink. However, students living on-campus reported a somewhat lower number than off-campus students in terms of the most drinks consumed in one day in the last four weeks. This speaks to the value of the on-campus living for helping to minimize the impact of alcohol use on the lives of students.

	On campus	Off campus
In the last 28 days, on how many days did you have at least one drink	4.4	7.0
In the last 28 days, what is the greatest number of drinks you had in one day	6.7	7.4
Of those last 28 days when you did drink an alcoholic beverage, how many drinks did you USUALLY have at any one time?	3.7	3.7

- The National College Health Assessment (NCHA) is a self-report questionnaire administered to approximately 10,000 students, via student email, each spring before spring break. The survey addresses many health behaviors, including alcohol use. The NCHA administered in 2010 found the following:
 - CSU Fullerton Results:
 - 40 percent of CSUF students have never used alcohol, or abstained from alcohol within the last 30 days.
 - Less than 1 percent of CSUF current drinkers (used alcohol within the last 30 days) use alcohol daily.
 - 77 percent of CSUF students who use alcohol had 4 or fewer drinks the last time they consumed alcohol.
 - 99 percent of CSUF students who use alcohol reported participating in one or more preventive behaviors, such as avoiding drinking games or having a designated driver, while drinking.

- Fresno State Results: Positive Indicators – 2009 compared to 2008
 - *More than half of respondents* (both, males and females) reported receiving alcohol/drug use prevention information from the university. In total the proportion that received information increased from 40 percent to 54 percent.
 - “Never drinkers” increased to *almost a third* of female respondents (27 percent to 31 percent).
 - The distribution of “number of drinks” on their last occasion again appears to have “thinned” at the higher number of drinks levels (4+, 5+, 6+, 8+). *Almost three-quarters* of respondents fall into the “0-3” range in 2009 compared to roughly two-thirds in 2008.
 - The *decrease in the average number of drinks* is also visible according to class year. First-year, third-year and fifth-year students had significantly fewer drinks the “last time” socialized/partied than comparable classes in 2008.
 - Self-reported *heavy drinking (5+ drinks/occasion)* decreased between 2008 and 2009. The decreased prevalence was statistically significant among first-year, third-year and graduate/professional students.
 - The proportion who perceived *daily drinking* by the “typical student” *halved* (36 percent to 16 percent) to the lowest level in all years of the project. The largest decrease in “daily drinking” perception occurred among males (36 percent to 14 percent).
 - Similarly the perception of the “typical quantity” consumed by the “typical student” showed a modest downward drift in the higher quantity ranges.
 - Imputed blood alcohol concentration (BAC) levels from the last occasion of drinking while socializing/partying *dropped significantly for both males and females*.
 - *Driving-after-drinking was less prevalent among women* in 2009 than in 2008 (24 percent to 15 percent), including a decline in driving-after-heavy-drinking (2.7 percent to 0.7 percent). There was no significant change (positively or negatively) among men.
 - *Significantly fewer respondents attributed difficulties with academic to problems with alcohol* (5.8 percent decreased to 3.0 percent). Alcohol did not rank in the “Top 10” of academic impediments.
- CSU Northridge Results:
 - Comparison of selected highlights from Northridge 2006 and 2009 NCHA data indicate a positive shift in several drinking behaviors, with only a small increase in academic impact. Cal State Northridge will continue its collaborative education efforts with an emphasis on freshmen through the University 100 courses to ensure continued improvement in alcohol-related measurements.

- Only 5.5 percent of surveyed students indicated that alcohol had an academic impact within the last school year (5.2 percent - 2006 CSUN NCHA results).
 - 97.8 percent of students reported usually or always performing one or more protective behaviors when drinking alcohol during the last school year, such as: using a designated driver; eating before/and or during drinking; and avoiding drinking games (97.6 percent - 2006 CSUN NCHA results).
 - 81 percent of students used a designated driver when they partied or socialized during the last school year (73.2 percent - 2006 CSUN NCHA results).
 - 3.5 percent of college students reported driving after having 5 or more drinks in the last 30 days (4.4 percent - 2006 CSUN NCHA results).
- CSU East Bay Results and Implications for Programming:
- Information gathered from the health assessment was compiled in a Statistical Package for Social Sciences (SPSS) database. Frequencies were the primary data measure, with additional reliance on cross-tabulation for comparison of data frequencies. These frequencies were compared to national level data conducted by NCHA-ACHA. This year, longitudinal analysis was unavailable because ACHA-NCHA changed the survey structure of the survey; however subsequent surveys conducted in the future can be used to compare to the data collected in spring 2010. Current data will serve as baseline comparisons in the future.

Overall, the CSUEB student drinking rate (50.7 percent) is much lower than the national student drinking rate (65.1 percent). The primary reason is most likely because the average CSUEB student age (26.0 years) is higher than the national average college student age (22.36 years).

Some key findings include:

- 50.7 percent of CSUEB students currently drink, defined as those who reported using alcohol within the past month

Of those students who reported currently drinking...

- 17 percent of CSUEB underage students used alcohol within the past month
- 26.3 percent of CSUEB students reported driving a vehicle after drinking alcohol
- 12 percent of CSUEB students engaged in heavy episodic drinking 1-2 times in the past month*

*Heavy episodic drinking is defined as five or more drinks in one sitting in the past two weeks

Table 1 refers to sample characteristics of the students who responded to the survey compared to actual CSUEB student data.

Table 1: Sample Characteristics

Item	Category	NCHA 2008 (%) N=1,598	Spring CSUEB (%) N=12,508
Gender	Male	28.6	39.0
	Female	71.0	61.0
	Transgender	0.4	NA
Age (Years)	Mean	26.0	27
Year in School	Undergraduate	80.4	81.4
	Graduate	19.6	18.6
Status	Part-time	7.6	26.5
	Full-time	92.4	73.5
International	Yes	12.1	9.5
Race/Ethnicity	White-not Hispanic	28.3	31.5
	Black-not Hispanic	9.2	13.4
	Hispanic or Latino	14.2	19.6
	Asian or Pacific Islander	35.3	32.3

Implications for Programming

The 2010 NCHA health assessment revealed that CSUEB continues to undergo significant demographic changes as CSUEB accepts larger freshman cohorts with each passing year. The majority of students on campus now fall within the 18-25 year age. Data analysis shows that those most likely to engage in high-risk drinking behavior are self-identified white undergraduate males. Based on the data analysis results, CSUEB has tried to implement multiple prevention approaches as recommended by the National Institute on Alcohol Abuse and Alcoholism (NIAAA). In fall 2008, CSUEB implemented Alcohol Wise from 3rd Millennium Classrooms, which represents one of many efforts to promote a more comprehensive alcohol prevention program.

Alcohol Wise is an online alcohol abuse prevention course that educates students about the harmful effects of alcohol, raises retention rates, and acts as

a prevention tool for future alcohol-related violations. Alcohol Wise also includes e-CHUG which is endorsed by Student Affairs Administrators in Higher Education (NAPSA). E-CHUG includes comparative social norms and encourages responsible behavior within the course and is non-confrontational and encourages students to make positive personal choices. Alcohol Wise also incorporates pre- and post-tests to provide important measurements of knowledge gained.

In addition to Alcohol Wise, CSUEB has launched Brief Alcohol Screening Intervention for College Students (BASICS) which is Substance Abuse and Mental Health Services Administration (SAMHSA) and NASPA approved. Since its initiation, two students have gone through the program. Also CSUEB started Al-Anon and Alcoholics Anonymous Meetings on campus as a resource for students who might need group support.

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.

- Channel Islands achieved its most successful AlcoholEdu program implementation since the inception of the online course four years earlier. One hundred percent of residential students completed both Part 1 and Part 2. The campus was one of only 16 institutions out of 266 nationwide to have reached this milestone in 2010. This was made possible through the collaborative efforts of Housing and Residential Education, Academic and Information Technology, Personal Counseling Services and Resident Assistant follow-up.
- Dominguez Hills continued with its educational poster campaign that was launched in fall 2008 and remains one of its most visible education tools. Awareness posters with messages about drinking and the consequences of drinking were addressed through graphic messages. The saying on each poster is:
 - Don't Drink and Drive and Take Bad Pictures
 - Letting Her Sleep it Off Could Kill Her
 - One Shot, Two Shots, Three Shots, Floor (was added in fall 2010)
- Fresno State's University Health & Psychological Services launched a Screening, Brief Intervention and Referral for Treatment (SBIRT) pilot project in the fall 2010 semester. A total of 262 Alcohol Use Disorders Identification Test (AUDIT) questionnaires were completed and alcohol safety educational materials were provided. The average score on the AUDIT was 2.5 (low risk to normal usage).

Ed. Pol.

Agenda Item 1

September 20-21, 2011

Page 22 of 23

- Long Beach produced two animated short films to further educate CSULB students, specifically those living in housing, about health and safety related to alcohol use. To date the films have been used by Housing and Residential Life, Athletics, Student Health Services and the ATOD Program.
- Monterey Bay sponsors *Otter Late Night Presents*, which is a monthly series of late night alcohol free programs that began in the fall of 2009. The events are held between 9:00 p.m. and 1:00 a.m. on Friday or Saturday nights. The events have included Karaoke nights; indoor soccer and dodge ball tournaments; pool and ping pong tournaments. All events are free and most include food and beverages. These events are designed to provide activities as an alternative to the local party scene.
- Northridge hired a certified addiction specialist/substance-use counselor (“wellness coach”) in the Klotz Student Health Center’s Health Promotion Department. Most of the students identified as alcoholic have started to attend 12-step meetings and have either maintained sobriety or reduced their drinking patterns significantly. Most of these students continue to adhere to follow-up visits or maintain telephone contact with the wellness coach.
- Sacramento’s Alcohol, Tobacco, Other Drug and Sexual Assault Peer Health Educators conducted follow-up interviews with students who had been referred to the policy violators’ class. The goals of these interviews were to supplement the alcohol assessment, as well as to increase the student response to follow-up surveys.
- San José sponsored *Besides the 1st Thursday Program* that conducted alcohol education presentations and programs by Peer Health Educators and the ATOD coordinator for various student populations (i.e., Greeks, University Housing residents, Health Science classes, I-House residents, athletes) throughout 2009 and 2010.
- San Diego implemented PREP (Peer Resource Education Program), which is a program designed to train Peer Health Educators to be program development specialists and resource aids to resident advisers with their education planning and subsequent educational programs. PREP was first implemented in fall of 2009. The goal of the program is to enhance effectiveness in residential education efforts, particularly with AOD harm reduction efforts.
- San Luis Obispo continued to expand and grow *Fall Launch*, a successful program designed in 2008 to target first-year students living on campus with increased activities and student involvement. The program is designed to keep students on campus the weekend after move-in but before classes begin. This effort encourages students to participate in planned campus activities and stay away from off-campus parties where alcohol is freely available. More than 1,200 students participated.
- Sonoma implemented *Casey's Pledge* that encourages youth to live a healthy lifestyle by committing their lives to staying alcohol-free or never drinking and driving, and never getting into a car with a drinking driver. *Casey's Pledge* was designed to provide young people with a toolkit of resources and project ideas to implement the project in schools, and communities at large.

Conclusion

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

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

These measurable outcomes have been achieved by strengthening alcohol-abuse training programs, using social norms theory marketing strategies, strengthening partnerships with local enforcement agencies, increasing peer training, creating feeder school training programs and changing student perceptions about their peers' alcohol-related behaviors.

The 23-campus CSU system continues to establish partnerships to promote safe, healthy and learning-conducive environments. The alcohol policy adopted by the CSU Board of Trustees in 2001 has generated additional resources from state and federal governments and shown progress in reducing alcohol-related problems.

**GRANTS RECEIVED BY CALIFORNIA STATE UNIVERSITY CAMPUSES
TO SUPPORT ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT
2009-2011**

Campus	Grant	Purpose	Grant Period	Amount
Bakersfield	NCAA CHOICES Program	Concluded a three-year grant that focused on the elimination of high-risk consumption of alcohol on college campuses by promoting low-risk choices.	Sept. 2006 - June 2009	\$30,000
Chico	National Institute of Alcohol Abuse and Alcoholism (NIAAA)	The multi-campus alcohol prevention study is designed to help identify the most effective ways of preventing and dealing with heavy alcohol consumption by college students.	2009 - 2010	\$19,200
	California Coalition for Safer Universities	The goal is to provide training and to collaborate with institutions of higher education throughout the state. The campus received an award to implement Wildcat Watch Training. The five-hour training consists of a prevention curriculum designed to empower students with the knowledge and skills to intervene if they notice someone who is suffering from alcohol or drug poisoning.	2009 - 2010	\$5,000

**GRANTS RECEIVED BY CALIFORNIA STATE UNIVERSITY CAMPUSES
TO SUPPORT ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT
2009-2011**

Campus	Grant	Purpose	Grant Period	Amount
Fresno	CSU Alcohol and Traffic Safety	To reduce drinking and driving as well as alcohol-related misconduct among CSU students. Eight CSU campuses are participating. Fresno State is the grant administrator.	October 2007 – September 2009	\$701,259*
	Social Norms Project	To conduct social norms marketing activities designed to reduce alcohol abuse and alcohol-related consequences among Fresno State students.	2009 – One year no cost extension	\$9,831
	Aetna Wellness Outreach Grant	To create a mobile wellness unit to further reach Fresno State's students.	2009	\$33,000
	Donaghy Sales, Inc.	Unrestricted contribution to continue funding the Fresno State Stall Seat Journal (SSJ).	2009	\$5,000
	Fresno State Instructionally-Related Activities (IRA)	To send Fresno State student representation to the: (1) 2009 Annual California Higher Education Alcohol and Other Drugs Education Conference hosted by CSU East Bay and (2) 2011 Annual California Higher Education Alcohol and Other Drugs Education Conference hosted by CSU Los Angeles and Dominguez Hills.	2009 & 2010	\$8,718

*This amount was for a two-year grant. Of the total grant amount, \$440,000 was allocated to the eight CSU campuses in the form of mini-grants.

**GRANTS RECEIVED BY CALIFORNIA STATE UNIVERSITY CAMPUSES
TO SUPPORT ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT
2009-2011**

Campus	Grant	Purpose	Grant Period	Amount
Fullerton	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), was designed to help identify the most effective ways of preventing and responding to heavy alcohol consumption by college students. CSU Fullerton was a control group campus.	2009-2010	\$9,600
	Safer California Universities: A Multi-Campus Alcohol Problem Prevention Study in partnerships with the Prevention Research Center, Berkeley, California	Projects will focus on enforcement of current state and campus alcohol policies, especially related to underage drinking and drinking and driving. This project will focus on raising awareness of alcohol policies and consequences for violations, as well as increased community enforcement of DUI. CSU Fullerton is now an experimental group.	2010-2011	\$9,600
	Computerized Alcohol Screening and Intervention (CASI), Funded by the University of California, Irvine	Funded a computerized self-assessment of high-risk alcohol use behaviors, which will be conducted in the Student Health and Counseling Center.	2009 - 2010	\$5,000

**GRANTS RECEIVED BY CALIFORNIA STATE UNIVERSITY CAMPUSES
TO SUPPORT ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT
2009-2011**

Campus	Grant	Purpose	Grant Period	Amount
Humboldt	CSU Office of Traffic Safety (CSU OTS) mini-grant	<p>To reduce the incidence of driving after consuming alcohol by 18-25 year-old CSU students 5 percent from each campus' 2005 base year total by September 30, 2009.</p> <p>To reduce the incidence of alcohol-related misconduct by CSU students by 5 percent from each campus' 2005 base year total by September 30, 2009.</p>	2007 - 2009	\$51,105
Long Beach	Safer California Universities: A Multi-Campus Alcohol Problem Prevention Study in partnerships with the Prevention Research Center, Berkeley, California	<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>In 2008, the grant was renewed for another five-year replication study, with CSULB reassigned from an implementation site to a control site, supplying student data.</p>	2008 - 2010	\$28,000

**GRANTS RECEIVED BY CALIFORNIA STATE UNIVERSITY CAMPUSES
TO SUPPORT ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT
2009-2011**

Campus	Grant	Purpose	Grant Period	Amount
Los Angeles	Safe & Sober @ Cal State L.A. (CSU Alcohol Traffic and Safety Project mini-grant)	To reduce the incidence of driving under the influence and campus alcohol policy violations through the enhancement of current prevention, intervention, and policy enforcement efforts and the implementation of new (to the campus) environmental management and individual prevention and intervention strategies.	2007 - 2009	\$57,632
	Driving Under the Influence College Corridor, Phase III: California Office of Traffic Safety	To develop an impaired driver prevention program that incorporates extensive awareness campaigns centered on student activities both on and off campus, combined with enhanced enforcement on sections of roadway surrounding the communities which are most affected by drinking and driving behaviors of students.	2009 - 2010	\$42,800
Northridge	CSU Office of Traffic Safety (CSU OTS) mini-grant	To reduce alcohol abuse, alcohol-related vehicle accidents and alcohol-related misconduct among college students.	2009-10	\$63,810

**GRANTS RECEIVED BY CALIFORNIA STATE UNIVERSITY CAMPUSES
TO SUPPORT ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT
2009-2011**

Campus	Grant	Purpose	Grant Period	Amount
Sacramento	RADD College DUI Awareness Program Mini-Grant	The purpose of the grant is to implement a designated driver program through the recruitment of local off- and on-premise retailers to provide incentives for sober designated drivers, as well as to promote the program on campus to encourage students to use sober drivers and the retailers who support the program.	2010	\$5,000
	Safer California Universities Project—Extension	The purpose of the original project (2003) was to study the effects of an environmental prevention and risk management approach on college student drinking. The original project ended in spring 2008, but the project was extended for five more years to measure the impact of implementing environmental management strategies on campus control sites.	2008-2013	\$9,600 per year (through 2013)
San Diego	ARRA Stimulus Grant, NIH	To develop and assess brief communications of nutrition facts and alcohol contents so that individuals can effectively monitor their alcohol consumption and be motivated to drink moderately.	2009-2011	\$492,900
	Investigating Collegiate Natural Drinking Groups Grant	This project investigates collegiate drinking-group construction, motivations and dynamics. The goal of the research is to advance our ability to measure and understand the dynamics of natural drinking groups within the context of college drinking behavior.	2009-2011	\$177,531

**GRANTS RECEIVED BY CALIFORNIA STATE UNIVERSITY CAMPUSES
TO SUPPORT ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT
2009-2011**

Campus	Grant	Purpose	Grant Period	Amount
San Diego (continued)	Aztec Parent Association Grant	To develop a Bystander Intervention Training Program targeting members of the Greek community. Goal of the program is to encourage students in fraternities and sororities to become more aware of their surroundings and provide strategies to intervene when they observe an event or behavior(s) that may be putting another individual or others at risk, such as high episodic alcohol consumption and/or potentiality for sexual assault.	2009	\$3,950
	Aztec Parent Association Grant	To fund a collaborative effort between Student Health Services and Student Life and Leadership, specifically Fraternity and Sorority Life, to create a collegiate peer education program focusing on student health and safety issues. Greeks Advocating for Mature Management of Alcohol (GAMMA) acts as the platform in this effort. Purpose of this effort is to train and support a group of Greek men and women who will act as role models and resources to their chapters to assist with more effective programming efforts, and increase the probability that chapters will make more responsible decisions concerning high-risk health behaviors.	2010	\$13,500
	California Coalition for Safer Universities	To support implementation of Safe Ride initiatives. Funds originate from a Department of Education stimulus grant that UC Irvine received.	2010-2011	\$10,000

**GRANTS RECEIVED BY CALIFORNIA STATE UNIVERSITY CAMPUSES
TO SUPPORT ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT
2009-2011**

Campus	Grant	Purpose	Grant Period	Amount
San Francisco	CSU Office of Traffic Safety (CSU OTS) mini-grant	Many of the initiatives that were developed during the two-year grant period have been institutionalized. The emphasis on incorporating the DUI prevention message into as many of the campus' prevention efforts as is appropriate has continued with the idea that finding alternatives to driving if the students plan to drink can become as second nature for our students as fastening a seat belt.	2007-2009	\$61,062
San Jose	CSU Office of Traffic Safety (CSU OTS) mini-grant	Goals of the grant are to reduce by 5 percent the incidence of driving after consuming alcohol and to reduce by 5 percent the incidence of alcohol-related misconduct.	2009	\$20,468 (Total 2-year grant amount was \$54,206)
	Safer California Universities	Goal of the grant is to evaluate the efficacy of a "Risk Management" approach to alcohol problem prevention. The aim is to reduce intoxication and harm related to intoxication.	2009-2011	\$19,200 (Total 5-year grant amount was \$48,000)
San Luis Obispo	Safer California Universities: A Multi-Campus Alcohol Problem Prevention Study in partnerships with the Prevention Research Center, Berkeley, California	This study, funded by the National Institute on Alcohol Abuse and Alcoholism (NAIAAA), is designed to help identify the most effective ways of preventing and responding to heavy alcohol consumption by college students.	2009 - 2011	\$9,000
Sonoma	Instructionally Related Activities (IRA) funding	The purpose of funding activities that highlight responsible alcohol use, sexual assault prevention and sexual health education.	2009-2011	\$28,860

**EFFECTIVE CAMPUS-INITIATED
ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT PROGRAMS
2009-2011**

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

Campus	Program	How Student Behavior Influenced
Bakersfield	Peer Education Program	The Peer Education program provides alcohol awareness presentations and workshops to current students. During the past two years, Peer Educators have conducted 82 presentations. Pre- and post-tests are distributed to all student participants for a total of 224, yielding a 51percent increase in intent to incorporate responsible choices regarding drinking and an increase in those students who can identify signs and consequences of alcohol misuse.
Channel Islands	Alcohol Awareness Week	Alcohol Awareness Week provides experiential and interactive learning opportunities that address alcohol abuse, impaired driving prevention and also provides health and safety strategies for a safe spring break. Alcohol Awareness Week is a three-day event that offers a variety of health awareness activities in order to educate the CI students and community on "how to have a safe spring break." The following is a list of the events/activities that are provided on campus: <ul style="list-style-type: none"> • National Alcohol Screening Day (NASD) (March 8-9-10, 2009) • Mock DUI (March 9, 2009) • Safe Spring Break Pledge (March 8-9-10, 2009) These events/activities were implemented in collaboration with CI Public Safety, Student Health Services, and Personal Counseling Services.

**EFFECTIVE CAMPUS-INITIATED
ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT PROGRAMS
2009-2011**

Campus	Program	How Student Behavior Influenced
Chico	California Safer Universities Project	<p>The California Safer Universities Project, funded by NIAAA, has implemented a prevention program that CSU Chico has continued to participate in over the last eight years. This study was designed to evaluate the potential impacts with a “risk management” approach to preventing alcohol-related problems. Several risk management strategies have been used during this project, including risk assessment, risk prevention and reduction and risk monitoring.</p> <p>The Campus Alcohol and Drug Education Center’s involvement with this study has created stronger connections between Chico State students, University and City Police departments. Law enforcement has conducted DUI checkpoints, compliance checks, shoulder tap operations, and party dispersals. CADEC has collaborated with these agencies on these interventions and has conducted Walking Under the Influence Tabling (WUI). CADEC has continued to collect data from Chico Police Department, University Police, and Alcohol and Beverage Control (ABC) to demonstrate the effectiveness of the interventions.</p> <p>One of the most positive outcomes of this project has been the revision of the Joint Public Safety Agreement between the city of Chico and California State University, Chico (2009). This is a very detailed mutual aid agreement between the two law enforcement agencies: University Police and City of Chico Police Department. They signed an agreement concerning mutual aid boundaries, jurisdictional discrepancies, and operational protocols. One of the most important outcomes is the sharing of incident reports by both agencies. This practice helps expedite the criminal process and the adjudication of students who have broken the law. The arrests of Chico State students at off-campus locations are referred to University Student Judicial Affairs for further investigation and sanctions if appropriate.</p>

**EFFECTIVE CAMPUS-INITIATED
ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT PROGRAMS
2009-2011**

Campus	Program	How Student Behavior Influenced
Dominguez Hills	Alcohol Awareness Coordinating Team (AACT) Educational Videos	<p>The Alcohol Awareness Coordinating Team (AACT) developed two educational videos that were expanded upon and used with various campus groups in the past two years. The purpose was to increase the awareness of and knowledge about responsible drinking practices among CSUDH freshmen, athletes, fraternity and sorority members, and University Housing residents. Topics related to responsible drinking practices included blood alcohol content (BAC), binge drinking, and drunk-driving prevention.</p> <p>In addition to use with Greek week and housing programs, the program expanded to include student athletes. Students were provided with a pre-test and then shown the video. After viewing the video, they were asked to complete the post-test. Upon conclusion of the exercise, students were provided a fact sheet on alcohol awareness which included campus and community resources and directed them to the AACT web site for more information. In addition, student athletes experienced a lecture on safe driving practices and an interactive demonstration of alcohol and sports using Wii Sports and beer goggles. We were able to reach about 75 percent of our Greek student community and about 80 percent of our student athletes.</p>

**EFFECTIVE CAMPUS-INITIATED
ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT PROGRAMS
2009-2011**

Campus	Program	How Student Behavior Influenced
East Bay	<i>ALCOHOL WISE</i> ONLINE PROGRAM (Fall 2008 – Present)	<p>Alcohol Wise, provided by 3rd Millennium Classrooms, is an online alcohol abuse prevention course which educates students about the harmful effects of alcohol, raises retention rates, and acts as a prevention tool for future alcohol-related violations. Alcohol Wise also includes e-CHUG which is endorsed by Student Affairs Administrators in Higher Education (NASPA). E-CHUG includes comparative social norms and encourages responsible behavior within the course, is non-confrontational and encourages students to make positive personal choices. Alcohol Wise also incorporates pre- and post-tests to provide important measurements of knowledge gained.</p> <p>In Fall 2009, 86 percent of first time freshmen completed the Alcohol Wise program. In Fall 2010, 90 percent of first-time freshmen and 76 percent of transfer students completed the program.</p>

**EFFECTIVE CAMPUS-INITIATED
ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT PROGRAMS
2009-2011**

Campus	Program	How Student Behavior Influenced
Fresno	Fall Harvest Fest	<p>Over the past two years, Fresno State has celebrated National Collegiate Alcohol Awareness Week by implementing the annual Fall Harvest Fest. The purpose of the event is to present alcohol education and wellness messages that promote responsible drinking and healthy behaviors to students in a fun carnival-like atmosphere. In 2009, the Fall Harvest Fest reached 800-plus students (see Appendix B for the 2009 Fall Harvest Fest poster.) In 2010, the Fall Harvest Fest incorporated a Halloween birthday party theme in honor of Fresno State’s Centennial and reached 1,500-plus students (see Appendix C for the 2010 Fall Harvest Fest poster.)</p> <p>Highlights from the evaluation of the most recent Fall Harvest Fest in 2010 are as follows:</p> <ul style="list-style-type: none"> • Seventy-four percent of the attendees were females; • Seventy-one percent of the students fell between the ages of 17-20; • Twenty percent were freshmen and ninety-one percent of attendees lived off campus; • The majority of attendees found out about the event by just walking by the site; • Students reported that their favorite aspects of the event included the following: <ul style="list-style-type: none"> ○ Alcohol awareness/turning drinking games into “regular” (non-alcoholic) games; ○ The live music and the enthusiasm of the people working the event; ○ The haunted maze with the fatal vision goggles; and ○ Activities that incorporated alcohol safety messages.

**EFFECTIVE CAMPUS-INITIATED
ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT PROGRAMS
2009-2011**

Campus	Program	How Student Behavior Influenced
Fullerton	<i>Titan Up the Party</i> Campaign	<p>The “Titan Up the Party” campaign was created as part of the California Safer Universities Project. The campaign aims to educate students about the policies and enforcement activities relating to alcohol consumption, possession and drinking and driving. The campaign included banners, posters, brochures, flyers and promotional items distributed to new students via Student Life Orientation and at Residence Hall Move-in activities. Materials were displayed on campus during the first 10 weeks of the fall 2009 semester, and press releases were distributed to campus and local media. The project collaborated with Residence Life to offer a kick-off event during the weekend of Residence Hall Move-in. The project also collaborated with Greek Life to offer an Alcohol Awareness Week during the month of October, where various activities throughout the week educated students about the dangers of drinking and driving. The campaign worked with campus and local police agencies to conduct “Party Patrols” to cite individuals involved in underage drinking, and Saturation Patrols to cite drivers under the influence. It is estimated that the project reached approximately 5,000 students. All together, the campaign educated students about the dangers of irresponsible alcohol use, as well as the heightened alcohol-related enforcement activities occurring around campus during the fall 2009 semester.</p>

**EFFECTIVE CAMPUS-INITIATED
ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT PROGRAMS
2009-2011**

Campus	Program	How Student Behavior Influenced
Fullerton (continued)	<i>CHOICES</i>	The Health Education and Promotion department has collaborated with Judicial Affairs and Residence Life to provide CHOICES, an educational workshop, as an intervention for students who have violated the campus alcohol policies. The workshop is provided for first-time offenders of campus alcohol policy, including the residence halls. CHOICES is a nationally recognized model program under the U.S. Department of Education, and uses motivational interviewing and journaling as a way to assist students in identifying how they can avoid problems by making informed and educated choices regarding alcohol use. The program was successfully implemented in February 2010, with workshops offered monthly during the academic term. While data analysis of the project is not complete, anecdotal feedback from residence halls staff indicate that students find the workshop helpful, and have experienced a decrease in the number of residents who re-offended. CHOICES will continue to be offered by the Health Education and Promotion department each month during the academic year.

**EFFECTIVE CAMPUS-INITIATED
ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT PROGRAMS
2009-2011**

Campus	Program	How Student Behavior Influenced
Humboldt	An alcohol-awareness and safe driving campaign titled - <i>Option B: Choose to Drive Sober</i>	The campaign promotes safe-and-sober motor vehicle operation, informing students of the risks of using alcohol and driving under the influence; offering them safe alternates and options. Thus the campaign is called <i>Option B</i> , the other option to DUI. This campaign has developed a unique logo and a three- part approach to lower the instance of drinking and driving on and adjacent to the university. The three parts of this campaign include educating students about the physiological and psychological effects of alcohol and other drugs, engaging students in alcohol-free social and recreational activities, and enhanced enforcement of motor-vehicle laws. The concept for the <i>Option B</i> campaign was generated from a student and staff campus committee. The success of the program is due to the collaboration among the local California Highway Patrol, the Arcata Police Department, HSU Police Department and on-campus educational/social programming.
	<i>Randy Haveson's "Know the Code 0-1-2-3 Party with a Plan"</i>	Alcohol Education risk reduction program facilitated for 1,500 first-year and transfer students, all student-athletes, and housing staff at Humboldt's Orientation Program.

**EFFECTIVE CAMPUS-INITIATED
ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT PROGRAMS
2009-2011**

Campus	Program	How Student Behavior Influenced
Long Beach	<i>e-CHUG</i>	<p>Beginning in fall 2008, all students who intended to live in CSULB-owned housing were recommended to complete the e-CHUG electronic assessment regarding alcohol use. Although the e-CHUG & e-TOKE are indeed 'educational', they were not designed to improve student's knowledge about alcohol/drugs...they were designed as personalized 'interventions' to reduce levels of hazardous use and the tragic consequences that too often follow (e.g., sexual assault, STD's, alcohol poisoning, DUI injuries and death, relationship violence, unwanted pregnancies, poor academic performance, probation and disqualification from college). The students all received instruction on how to complete e-CHUG with the housing applications. The ATOD coordinator then received verification via email when each student completed the assessment. If a student did not complete the assessment, the housing office would send them a reminder to do so. In order to examine the effect of students in housing completing e-CHUG, the ATOD coordinator analyzed the results of CORE survey responses from students who received alcohol policy violations from The Housing Office. After the fall 2008 implementation of the e-CHUG recommendations, the following changes in survey data were noted: (1) students that reported binge drinking (five or more drinks in a row) decreased from 33 percent in fall 2008 to 26 percent in fall 2009, (2) students that reported having 7 or more drinks per week decreased from 38percent in fall 2008 to 24percent in fall 2009, (3) students that reported driving under the influence of alcohol decreased from 29 percent in fall 2008 to 18 percent in fall 2009, (4) students that reported experiencing memory loss due to drinking decreased from 57 percent in fall 2008 to 41 percent in fall 2009.</p>

**EFFECTIVE CAMPUS-INITIATED
ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT PROGRAMS
2009-2011**

Campus	Program	How Student Behavior Influenced
Maritime Academy	AlcoholEdu for College	Data prior to fall 2010 is unavailable due to numerous personnel changes. There was excellent response to the Beer Goggle Program, which was held in conjunction with the Career & Community Expo in fall 2010. Although it was aimed at the student audience, the local community members and recruiters also tried their skills. All new students are required to take AlcoholEdu prior to arrival and the disciplinary officer uses that data in working with students facing alcohol and other drug violations. Additionally, the Maritime Academy is in the second year of a program that provides transportation to alcohol-free events and activities on the weekend. This was started due to not allowing first-year students to have cars in the fall 2009.
Monterey Bay	CSUMB Decision Making Workshop	Beginning with new student orientation in summer 2009, the Office of Judicial Affairs and the Personal Growth and Counseling Center have partnered to present a workshop titled: "Myth Busters: Facts about Alcohol and College Students." The 40-minute interactive session is required of all first-time freshmen attending orientation and is designed to challenge the in-coming student's knowledge about alcohol and their perceptions about alcohol use on the campus. The session assists students in having a more realistic understanding of CSUMB's drinking patterns and campus policies regarding alcohol use.

**EFFECTIVE CAMPUS-INITIATED
ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT PROGRAMS
2009-2011**

Campus	Program	How Student Behavior Influenced
Northridge	DUI Checkpoints	Sponsored by a grant from the California Office of Traffic Safety, California State University Northridge Police Services collaborated with the California Highway Patrol and the Los Angeles Police Department to provide a DUI Checkpoint in September 2009 along the perimeter of the university. DUI checkpoints are an important part of the campus comprehensive plan for alcohol-abuse prevention and community relations. Targeted to university students and community residents, checkpoints are held during the evening for approximately five hours. Using a system to ensure random selection, officers contacted 412 vehicles. Officers made one DUI arrest. Officers handed out several other violations including allowing a minor to drive a vehicle without a license and driving on a suspended license. Officers also handed out information and educational pamphlets to motorists stopped at the checkpoint.
Pomona	<i>B.E. S.M.A.R.T. Alcohol Awareness Fair (Better Educated Students Managing Alcohol Responsibly Together)</i>	To provide a festive venue for professional and peer education on responsible use of alcohol through visual displays, interactive games, and resource/information booths were combined with the annual wellness fair. Attendance at the B.E. S.M.A.R.T. (<i>Better Educated Students Managing Alcohol Responsibilities Together</i>) event was estimated at 1,000 students; 216 students completed a brief onsite survey that revealed; 59 percent learned about the size of a standard alcoholic drink; 68 percent learned about the risks of drinking and driving; 62 percent were educated about the dangers of alcohol and energy drinks; 59 percent stated they learned about enjoying beverages without alcohol; 45 percent indicated they learned about the risk of intoxication when playing drinking games; and 94 percent strongly or moderately agreed that they would recommend next year's event to their friends.

**EFFECTIVE CAMPUS-INITIATED
ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT PROGRAMS
2009-2011**

Campus	Program	How Student Behavior Influenced
Sacramento	<i>Alcohol, Zombies and You</i>	Mandatory online alcohol abuse prevention course for all incoming, first-year students that provides information about standard drink size, moderate drinking guidelines, social norms, alcohol abuse factors, potential consequences of overconsumption, refusal skills, alcohol poisoning symptoms and more. The program also uses motivational interviewing techniques to engage students and encourage them to think more critically about their attitudes and behaviors regarding alcohol consumption. In order to effectively pass the course and receive credit for completion students must receive a 75 percent on a post-test, or re-test until they do.
San Bernardino	<i>Dancing in the Dark Program</i>	Students were exposed to activities to highlight how easily someone can slip something into your drink and the side effects that can result if faced with that experience. Also discussed were the dangers of new alcohol/energy drinks. More than 84 students participated in this brand-new program.
San Diego	<i>Aztec Nights</i>	The Aztec Nights program was instituted to provide students with alcohol- and drug-free social activities, concentrated in the first five weeks of the semester. Each weekend, large free events were planned, attracting between 150 and 4,500 students. Evaluation results demonstrated that alcohol violations and medical transports were reduced more than 50 percent after implementing this program.

**EFFECTIVE CAMPUS-INITIATED
ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT PROGRAMS
2009-2011**

Campus	Program	How Student Behavior Influenced
San Francisco	Workshop Program: <i>Creating a Culture of Consent & Use Your Advantage</i>	The sexual violence prevention team and the alcohol and other drugs prevention team joined together for a campaign to address the relationship between alcohol and unplanned, unwanted, and non-consensual sex. Activities targeted groups who were identified in our CORE survey to be particularly vulnerable to high-risk behaviors while drinking (athletes, fraternities/sororities and freshmen). “Creating a Culture of Consent” workshops led by our prevention specialists and students were given to each of the fraternities and men’s athletic teams while “Use your Advantage” workshops were provided for sororities and women’s athletic teams. Workshops focused on building community responsibility based on shared values and experiences, how can students look out for each other and build strength through their communities.
San José	<i>1st Thursday program</i>	The 1 st Thursday program, sponsored by the Alcohol and Drug Abuse Prevention Committee, provides alternative activities for students to participate at 4pm. At many of these events, peer health educators engaged students in interactive activities, providing resources for them to raise awareness about the risks of alcohol abuse, drunk driving, and binge drinking. Also included was a campaign to promote utilization of designated drivers and taxicabs. All 1 st Thursday programs were well attended with 50 – 1,500-plus students in attendance.
San Luis Obispo	<i>Fall Launch</i>	Fall Launch, a successful program designed in 2008 to target first-year students living on campus, continued to expand and grow during 2010 with increased activities and student involvement. The program is designed to keep students on campus the weekend after move-in but before classes begin. This effort encourages students to participate in planned campus activities and stay away from off-campus parties where alcohol is freely available. More than 1,200 students participated.

**EFFECTIVE CAMPUS-INITIATED
ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT PROGRAMS
2009-2011**

Campus	Program	How Student Behavior Influenced
San Marcos	Guest Speaker, Toren Volkmann	Fourteen campus departments and organizations collaborated to present guest speaker, Toren Volkmann. The purpose of the program was for students to learn the genetic predisposition and damage that alcohol has on developing brains. Toren also called on campus student leaders to keep each other accountable in maintaining a substance-free group environment. Of the 345 participants, most were students representing fraternities, sororities and intercollegiate athletic teams.
Sonoma	<i>Save a Seawolf Program</i>	<p>The Save a Seawolf Program is a safe-ride home contracted with a local taxi cab service. Vouchers are purchased for \$5 at the Student Union and are good for one taxi ride back to campus or a local residence. Students are able to have as many individuals in the car as there are seatbelts to accommodate for each voucher. Students are informed upon purchase the vouchers are only to be used for transport back to campus or residence. The agreement with the taxi company clearly states the only campus pick-up allowed is to take students to recovery group meetings. Students must present student identification upon purchase and when the voucher is presented to the driver. This program is funded through sanction fees paid to the university from the Alcohol and Drug Education Program.</p> <p>Another unique program is the coalition between Sonoma State University and the cities of Rohnert Park and Cotati that is committed to addressing underage drinking and adult high risk drinking in the Rohnert Park, Cotati and Sonoma State University communities.</p>

**EFFECTIVE CAMPUS-INITIATED
ALCOHOL EDUCATION, PREVENTION, AND ENFORCEMENT PROGRAMS
2009-2011**

Campus	Program	How Student Behavior Influenced
Sonoma (continued)		<p>Some of the coalition’s accomplishments include:</p> <ul style="list-style-type: none"> • The adoption of ordinances that establish performance standards for businesses that sell or serve alcoholic beverages • The adoption of an ordinance in the city of Rohnert Park that addresses loud parties and disruptions • Providing Responsible Beverage Service (RBS) for all employees of on-sale and off-sale businesses in the area • Promoted a “preferred” renters training for SSU students • Work with landlords and property managers in Rohnert Park and Cotati to develop model rental agreement language that addresses alcohol and neighborhood disturbances
Stanislaus	Student Judicial Response	<p>Alcohol violations are handled in a two-tiered system, with first-time minor offenses in the residence halls handled through the housing staff. The typical sanction for first-time offenses in housing is a mandatory alcohol education seminar, which the student takes online (for a fee). Second offenses in the residence halls, more serious first-time offenses, and all non-housing alcohol violations are handled through the Judicial Coordinator in the vice president’s office. Sanctions range from alcohol education, community service and research papers. By addressing alcohol policy violations at the first instance, we have found that our overall incidence of alcohol violations has decreased by 63 percent from 2008 to 2010.</p>

**CAMPUS INITIATIVES RELATED TO TOBACCO USE
2009-2011**

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

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

**CAMPUS INITIATIVES RELATED TO TOBACCO USE
2009-2011**

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

*Proposal is awaiting president's approval.

1 – Smoking is prohibited within stadium seating areas, tennis courts, and other recreational facilities. Smoking also is prohibited in outdoor dining areas posted as smoke-free.

2 – Smoking banned throughout student housing complex.

3- Smoking is prohibited at outdoor public events where people are seated in close proximity to one another such as outdoor concerts, sporting events and celebrations such as commencement.

**CAMPUS ACTIVITIES RELATED TO PRESCRIPTION DRUG USE
2009-2011**

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

Campuses	Activities
Bakersfield	The Alcohol and Drug Education Committee has created flyers concerning prescription drug use and has conducted outreaches and presentations focusing on the dangers of abusing prescriptions. The Committee is seeking to enhance this program by engaging the peer educators in this process and developing additional resources.
Cal Maritime	Maritime industry and U.S. Coast Guard standards prohibit the use of many prescription drugs, including those related to Ritalin and opiate derivatives. Students with prescriptions for these medications are closely monitored in the Health Center. The Health Center works closely with students in license track programs, and their prescribing physicians, to gradually wean and discontinue their use prior to the licensure process. All students participate in a random drug testing program which would detect opiate derivatives, marijuana (medical or otherwise), and illegal drugs. Students testing positive are referred to an outside medical review officer and may face separation from the institution for one year on a first offense for use of non-prescribed and/or illegal drugs. The NCHA Survey, currently underway, will also assess prescription and illegal drug use.
Channel Islands	The CI AOD Committee is in the process of developing recommendations related to prescription drug use. Research on potential resources and educational programs are being reviewed and considered.

**CAMPUS ACTIVITIES RELATED TO PRESCRIPTION DRUG USE
2009-2011**

Campuses	Activities
Chico	<p>CSU Chico is very aware of the problem of students using prescription drugs that are not prescribed to them. The increase in the recreational use of prescription drugs has affected our campus in a very personal and visual way due to the fact that we have had three student deaths related to prescription drug overdoses. The campus Alcohol & Drug Education Center has seen an increase in students coming into the office seeking help and requesting referrals to treatment centers.</p> <p>The campus has responded to this crisis by increasing the educational outreach and programming. A Prescription Drug Forum was held on March 3, 2010. This was a campus/community event with speakers from the District Attorney's Office, Chico Police Department, Skyway Recovery House and two students in recovery from prescription drug use. There was standing room only at this event held in our student union. Students created several posters to educate about the dangers of using prescription drugs and educational programs were conducted in the residence halls, fraternity and sorority chapters, and in the sanction classes.</p> <p>There is no special policy in place regarding prescription drug misuse on our campus but university police would use the penal code to arrest students if found under the influence of a substance that was not prescribed to them.</p>
Dominguez Hills	Educational materials were distributed by the Alcohol Awareness Coordinating Team (AACT) throughout the year as well as by the Health Center at their bi-annual health fairs.
East Bay	CSU East Bay currently has no prevention program in place for prescription drug use.

**CAMPUS ACTIVITIES RELATED TO PRESCRIPTION DRUG USE
2009-2011**

Campuses	Activities		
Fresno	According to the results of the National College Health Assessment conducted in 2009, data showed the percentage of students reported taking prescription drugs not prescribed to them in a twelve month period of time.		
	Type of Prescription	Percentage (Fresno State Data)	Reference Group (National Data)
	Antidepressants	2.9 %	3.1%
	Erectile Dysfunction Drugs	1.3%	1%
	Pain Killers	10.5%	8.9%
	Sedatives	3.1%	4.2%
	Stimulants	2.1%	6.8%
	<p>In March 2010, the Alcohol Safety Council (ASC) welcomed speaker, Flint Anderson, from an organization titled P.A.I.N. (Prescription Abusers in Need). Mr. Anderson gave a short testimony of his prescription drug use and nine years of sobriety. He created this organization with the goal of educating young people across the state about the problems associated with prescription drug abuse. He gave the ASC membership an overview of the problem in the local area. In October 2010 at a subsequent ASC meeting, guest speaker Rolando Valero presented an overview of the “Lock It Up Project,” funded by the Fresno County Department of Behavioral Health, Substance Abuse Service. The project is aimed at increasing awareness of illicit use of prescription painkillers primarily among individuals ranging in age from 12-20 years. At that same meeting, discussion ensued as to whether or not ASC members felt that the topic of prescription drug abuse should be a regular agenda item or perhaps the topic of a new subcommittee to stay on top of this issue with help from and collaboration with both the <i>P.A.I.N.</i> and <i>Lock It Up</i> Programs. A volunteer has not yet been identified to take on the leadership of this new ASC subcommittee.</p> <p>At the University Health & Psychological Services, the pharmacist in charge monitors prescriptions for falsification or alterations, observes for potential “doctor shopping” and notes whether the student has been seen by one provider or multiple providers and receiving an excess amount of controlled medications. Students are counseled on how to take medication appropriately and the pharmacist uses resources such as the CURES program to identify misuse.</p> <p>If the pharmacist or provider staff suspects a student is abusing prescription medications or inappropriate prescribing is taking place, the medical chief of staff is notified immediately. An ad hoc “Patient Care</p>		

**CAMPUS ACTIVITIES RELATED TO PRESCRIPTION DRUG USE
2009-2011**

Fresno (continued)

Committee” is assembled and the case is discussed. A care plan is developed; the student is notified by the appropriate person who may be the medical chief of staff, a provider or an administrator of the plan of care. A notation is made in the electronic medical record so that all providers are aware that controlled substances are not to be prescribed for this student.

Discussions at clinical staff meetings have taken place over the last few years to raise awareness of the rise in the number of students seeking prescription drugs for non-medical reasons. Referrals to the University’s Counseling Center and to specialists in Pain Management are more frequent now than in the past for those students who have addiction issues. The interim medical director currently is developing a policy for prescribing of controlled substances that will emphasize the importance of monitoring for inappropriate use and referral for long-term pain management.

**CAMPUS ACTIVITIES RELATED TO PRESCRIPTION DRUG USE
2009-2011**

Campuses	Activities
Fullerton	<p>While CSUF acknowledges that the illegal use of prescription drugs is occurring among students, there is no quantifiable data available to determine the extent of the problem. Neither survey conducted on campus addresses prescription drug use. However, CSUF partners with a non-profit organization, Community Service Programs, Project PATH, to provide education regarding the dangers of misusing prescription medication. The campaign is called “Good Meds, Bad Behavior” and has been featured across campus, in the Residence Halls and in the Student Health and Counseling Center. The purpose of the campaign is to educate students on the dangers of misusing prescription medicines and improperly disposing of prescription medicine. The campaign included informational brochures and posters.</p> <p>The Substance Abuse Awareness and Prevention Student Association (SAAPSA) is a newly established student organization on campus. SAAPSA has provided several workshops and outreach events on the dangers of prescription drug use, including a panel presentation with Pills Anonymous. SAAPSA is represented on CSUF’s Alcohol and Other Drug Advisory Committee (AODAC).</p> <p>CSUF’s policy on the illegal use of drugs, which encompasses prescription drugs, can be found at the following link: http://www.fullerton.edu/senate/PDF/300/UPS330-231.pdf</p>
Humboldt	<p>Our Health Educator conducts health jeopardy game/presentations that include questions and answers about prescription drug use, resources and consequences of use and abuse.</p> <p>Fall 2009 we offered a Wellness Fair which addressed the issues prescription drug use and abuse. More than 350 students participated in the Wellness Fair.</p> <p>Alcohol and Other Drug Speaker Randy Haveson addresses drug use in his orientation presentation.</p> <p>We continue to provide community resource lists as well as web resources.</p>

**CAMPUS ACTIVITIES RELATED TO PRESCRIPTION DRUG USE
2009-2011**

Campuses	Activities
Long Beach	Regarding prescription drug use, the CSULB ATOD Program began monitoring the reported rates of student use with the 2006 Health Status Survey. The Health Status survey is a biennial survey designed to report CSULB students health behaviors including alcohol and drug use. The 2008 survey results showed that 12 percent of respondents had used prescription drugs recreationally. The ATOD program has developed new health education materials regarding prescription drugs distributed at all events. The ATOD program has also included a section about the negative consequences of using prescription drugs in the Step 1 Mandatory Class (for cited students) curriculum.
Los Angeles	
Monterey Bay	Discussion points about prescription drugs are included in all AOD presentations provided by Health and Wellness Services. The Health Center medical staff educate all patients when any drug (prescription, over-the-counter or illegal substances) use is self-reported on their Health History form or during evaluation. When drug abuse is indicated, staff make referrals to a specialist and/or to substance abuse programs as appropriate.

**CAMPUS ACTIVITIES RELATED TO PRESCRIPTION DRUG USE
2009-2011**

Campuses	Activities
Northridge	<p>Policy/Enforcement</p> <p>Consistent with its mission of enabling students to reach their educational goals, California State University, Northridge is committed to creating a campus environment that is free from both the illegal and the harmful use of alcohol and other drugs. Cal State Northridge maintains a comprehensive “Use of Alcohol and Illicit Drugs Policy” (#900-06, effective 11-07-2006).</p> <p>“Except as permitted by the California State University, Northridge Use of Alcohol and Illicit Drugs Policy, the manufacture, possession, distribution, sale or use of alcohol, illicit drugs or drug related paraphernalia, and the misuse of legal pharmaceutical drugs on-campus, or off-campus while on university business or participating in University sponsored functions, is prohibited. Drugs and drug-related paraphernalia may be possessed or used as permitted by law and campus policy, or when lawfully permitted for the purpose of research or instruction.” Complete text can be viewed on the Division of Student Affairs website.</p> <p>The purpose of the policy is to delineate university regulations concerning alcohol and other drugs, provide procedural guidelines, communicate the consequences of failing to adhere to established policies, and provide guidance as to available resources. This policy shall be included in the University Catalog, appropriate university contracts, recruitment information for new employees and other informational publications. This policy also is communicated to parents online and in the Parent Handbook provided at Parent Orientation.</p> <p>Prescriptions provided by the Klotz Student Health Center (SHC) are strictly controlled as per SHC policy. No incidents of fraud or misuse have been identified in the past year. The Klotz Center does not provide stimulants such as Adderall or Ritalin to patients and limits prescription of controlled substances. The SHC Controlled Substances policy has been forwarded to the Chancellor’s Office in 2010 via the SHS listserv as a policy template, and is available on request.</p> <p>Education</p> <ul style="list-style-type: none"> • The Klotz Center Health Promotion Department’s Certified Addiction Treatment Counselor (CATC) assists students with prescription drug abuse on an individual basis. • All SHC patients are screened for ATOD use as well as prescription drug use. Students identified as being “at risk” are referred to education and intervention resources. • The Health Promotion Department’s Alive and Well Peer Educators, the campus peer education resource for alcohol, tobacco, and other drug abuse prevention receive training on prescription drugs. • In fall 2010, a Health Promotion intern made a presentation on prescription drugs to approximately 50

**CAMPUS ACTIVITIES RELATED TO PRESCRIPTION DRUG USE
2009-2011**

Northridge (continued)	<p>members of the Resident Advisor staff. In addition, the intern contacted campus Police Services to discuss the possibility of implementing a “Prescription Drug Drop-Off Day.” The suggestion was well received and the discussion will be continued between the Health Promotion Department and Police Services.</p> <ul style="list-style-type: none"> • Prescription drug literature is available to students at presentations, in the Klotz Student Health Center and at the Living Well Lounge, a satellite of the health center at the University Student Union. <p>Survey Results/Student Use The latest version of the American College Health Association’s National College Health Assessment (NCHA II) includes questions related to prescription drug use as well as perceived use. The NCHA II will be administered in Spring 2011 at Cal State Northridge.</p>
Pomona	<p>The American College Health Association National College Health Assessment II (ACHA-NCHA II) was administered to 426 Cal Poly Pomona students in April 2010. Data revealed that 12 percent of CPP students reported using prescription drugs that were not prescribed to them within the last 12 months. Because the survey instrument had changed from the last time it was implemented, no data comparisons could be made.</p> <p>Prevention efforts to address prescription drug abuse have included educational training provided to University Housing Residential Advisor Staff and distribution of “Taking Action to Prevent & Address Prescription Drug Abuse” materials from the National Council on Patient Information and Education.</p> <p>Policies are in place at CPP that specifically address the misuse of prescription drugs. The University Housing Services 2010-2011 Student Housing License Agreement Policies and Regulations clearly states, “The misuse of any drug, including prescription or over-the-counter medications, is prohibited.”</p>

**CAMPUS ACTIVITIES RELATED TO PRESCRIPTION DRUG USE
2009-2011**

Campuses	Activities
Sacramento	<p>In spring 2010, Sacramento State conducted the American College Health Association’s National College Health Assessment online survey. Some 434 Sacramento State students responded.</p> <p>Based on these survey results, Sacramento State students are approximately three times more likely to abuse pain killers than other prescription drugs. In order to address this, as well as the national increase in student prescription drug abuse, Sacramento State’s Alcohol, Tobacco and Other Drug Education program has incorporated the following into educational efforts:</p> <ul style="list-style-type: none"> • Since 2005 Sacramento State has included prescription drug abuse information in the Message to Sac State, a document emailed to all students, staff and faculty as a supplement to our Safe and Drug Free Schools Act Annual Policy Notification requirement • Since 2006, Sacramento State Resident Advisors have received annual training on the prevalence of prescription drug abuse among Sacramento State students, signs and symptoms of prescription drug abuse, possible consequences of prescription drug abuse, and what to do if they suspect a friend or resident is abusing prescription drugs. • Since 2006, Alcohol, Tobacco, Other Drug and Sexual Assault Peer Health Educators have received training on prescription drug abuse trends in higher education, signs and symptoms of prescription drug abuse, and how to help a friend who they suspect is abusing prescription drugs. • Hornet Athletes are screened for banned substances through random drug tests administered throughout the year. Any athlete who tests positive for prescription drugs who does not have a valid prescription is subject to disciplinary action including a meeting with the campus alcohol and drug educator, suspension from practice and/or games, and/or dismissal from the team

**CAMPUS ACTIVITIES RELATED TO PRESCRIPTION DRUG USE
2009-2011**

Campuses	Activities
San Bernardino	There are no current programs on prescription drug use/abuse for students but the Student Health & Psychological Counseling Center will be adding this type of programming later in the year according to the Health Educator/Wellness Coordinator.
San Diego	<ul style="list-style-type: none"> • On campus, substance-free events are regularly available via the extraordinarily successful Aztec Nights, as well as other efforts. Coordinated by a variety of organizations such as the Associated Students, Centers for Student Involvement, Fraternity Life, and the Office for AOD Initiatives, activities range from movies to lively parties to sporting events. • Online student surveys are routinely conducted to assess self-report data regarding prescription drug use. Findings drive campus program planning efforts and administrative policy considerations. • An ongoing study is examining student intent to use prescription drugs, motivation, timeframes, dose, manner of administration, and places of use. These data will guide methods for more effective prevention programming. • Student Health Services discontinued prescribing and subsequently supplying, via the onsite pharmacy, prescription drugs used to treat Attention Deficit Hyperactivity Disorder. This policy change effectively helps to reduce access to stimulant pharmaceutical products that are widely abused/misused by students. • The Office of AOD Initiatives partnered with El Cajon and La Mesa Police Departments, as well as the U.S. Drug Enforcement Agency to coordinate local efforts for the first ever national drug TAKE BACK day on September 25, 2010. The AOD Health Educator, AOD Peer Health Educators, and members of Phi Kappa Psi volunteered at this event. • Educational presentations have been developed and presented to many student groups. These presentations are provided by the AOD Health Educator or the AOD Peer Health Educators specially trained to provide these trainings. • SDSU Police Department regularly sponsors and/or provides workshops for relevant Student Affairs staff on drug diversion tactics, behavioral patterns and recent trends. These workshops help staff to target areas for programmatic endeavors and potential administrative policy changes. • The Coordinator of AOD Initiatives serves on the County Prescription Drug Task Force. His input on this task force influences enforcement and prevention programs throughout all of San Diego County.

**CAMPUS ACTIVITIES RELATED TO PRESCRIPTION DRUG USE
2009-2011**

Campuses	Activities
San Francisco	In collaboration with Residential Life, Prevention Education Programs/CEASE designed and developed informational “club-cards” and posters on prescription drug use that were distributed in housing and around campus; the cost of the campaign was shared by both departments. The most recent campaign focused on mixing prescription drugs and alcohol. In addition, each semester, in collaboration with the Richard Oakes Multicultural Center, CEASE presents <i>Blurred Lines</i> , a panel of students who share their struggles with alcohol and other drugs. The past two years have included student panelists talking about their prescription drug abuse and recovery. These panels are presented in intimate settings (50 – 60 students) with interaction between the panel and the audience. Last semester the panel targeted the Residential Life community. Prevention Education Programs Counselors provide services for students who are grappling with prescription drug abuse that include counseling, assessment and referrals.
San Jose	Through our pharmacy operation we are hyper-vigilant to any indications of drug misuse or abuse, and use all available surveillance and reporting methods if any concern should arise. In addition, the Alcohol Tobacco and Other Drugs team within Wellness and Health Promotion is beginning to explore this topic with Peer Health Educators. We have reviewed the newly launched kit developed by the National Council on Patient Information and Education (NCPPIE) and will look for ways to incorporate those materials into our educational efforts, including curriculum for workshops, tabling, web materials, online magazine articles, etc.
San Luis Obispo	Activities related to campus prescription drug use are included in general information and education on campus alcohol/drug policies and prevention efforts. There is no formal effort to specifically intervene and educate outside of general counseling, information on prescription drug use as provided by campus health care professionals, and the University Housing newsletter, to residents outlining the dangers of sharing prescription drugs.

**CAMPUS ACTIVITIES RELATED TO PRESCRIPTION DRUG USE
2009-2011**

Campuses	Activities												
San Marcos	<p>The Alcohol, Tobacco, and Other Drugs (ATOD) Task Force implemented the American College Health Association's (ACHA) National College Health Assessment II (NCHA II) in spring 2009. Approximately 3000 undergraduate students were randomly selected to complete the ACHA NCHA II; 659 surveys were returned yielding a 22 percent return rate. One question on the NCHA II related to prescription drugs. Here is the question:</p> <p style="padding-left: 40px;">“Within the last 12 months, have you taken any of the following prescription drugs that were not prescribed to you?” (Please mark the appropriate column for each row).</p> <table style="margin-left: 40px; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>Drug</u></th> <th style="text-align: right;"><u>Percent</u></th> </tr> </thead> <tbody> <tr> <td>Antidepressants (e.g., Celexa, lexapro, Prozac, Wellbutrin, Zoloft)</td> <td style="text-align: right;">3.1</td> </tr> <tr> <td>Erectile dysfunction (e.g., Viagra, Cialis, Levitra)</td> <td style="text-align: right;">1</td> </tr> <tr> <td>Pain killers (e.g. OxyContin, Vicodin, Codeine)</td> <td style="text-align: right;">8.9</td> </tr> <tr> <td>Sedatives (e.g. Xanax, Valium)</td> <td style="text-align: right;">4.2</td> </tr> <tr> <td>Stimulants (e.g. Ritalin, Adderall)</td> <td style="text-align: right;">6.9</td> </tr> </tbody> </table> <p>The present practice of our campus pharmacy is based on Executive Order 943 and standard medical/pharmaceutical practice. According to E.O. 943, our “pharmacy formulary is to be limited to medications that are necessary to provide quality health care and are representative of those medications most effective in terms of treatment. Quantities dispensed per prescription should reflect current standard medical and pharmaceutical practice and appropriate patient monitoring.”</p> <p>Pharmaceuticals are classed (given a schedule number) indicative of the substance abuse potential. Schedule I medications have the highest potential for abuse and are illegal to possess; with Schedule V medications having a low potential for abuse relative to other substances in the other categories (II – IV). Schedule II medications also have a high potential for abuse and examples of these medications/substances include Morphine, Cocaine, Methadone, Ritalin and Adderall.</p> <p>Given this, our practice and protocol is not to maintain any Schedule II medications in the pharmacy. Our pharmacy only carries medications in Schedules III-V.</p> <p>Our psychiatrist does have some students who have been prescribed Schedule II medications, Ritalin or</p>	<u>Drug</u>	<u>Percent</u>	Antidepressants (e.g., Celexa, lexapro, Prozac, Wellbutrin, Zoloft)	3.1	Erectile dysfunction (e.g., Viagra, Cialis, Levitra)	1	Pain killers (e.g. OxyContin, Vicodin, Codeine)	8.9	Sedatives (e.g. Xanax, Valium)	4.2	Stimulants (e.g. Ritalin, Adderall)	6.9
<u>Drug</u>	<u>Percent</u>												
Antidepressants (e.g., Celexa, lexapro, Prozac, Wellbutrin, Zoloft)	3.1												
Erectile dysfunction (e.g., Viagra, Cialis, Levitra)	1												
Pain killers (e.g. OxyContin, Vicodin, Codeine)	8.9												
Sedatives (e.g. Xanax, Valium)	4.2												
Stimulants (e.g. Ritalin, Adderall)	6.9												

**CAMPUS ACTIVITIES RELATED TO PRESCRIPTION DRUG USE
2009-2011**

San Marcos (continued)	<p>Adderall; however, they are closely monitored by the psychiatrist and prescriptions follow the current federal regulations for prescriptions written for medications within this schedule.</p> <p>ATOD plans to increase educational programming efforts regarding responsible prescription drug use. NCHA II results will guide ATOD's prescription drug educational priorities. With 8.9 percent of students self-reporting use of prescription pain killers not prescribed to them, ATOD will focus educational efforts on student use of non-prescribed pain killers. ATOD also will address responsible use of all other prescription drugs.</p>
Sonoma	<p>Alcohol, tobacco, prescription drug and other substance use education and content as an integral part of nearly all Student Health Center interactions with students including medical and pharmacy visits as well as with more traditionally structured health education and outreach activities and programs.</p> <p>Intake at each medical visit includes questions about current medications, as well as the frequency and quantity of tobacco, alcohol, marijuana and other substance use. Information about prescribed or recommended medications, as well as other substances, is provided by the clinician as appropriate. Patients reporting the use of tobacco or the inappropriate use of alcohol, prescription drugs, and/or other substances are offered additional information (verbal and written) about potential short and long term impacts on health, as well as college and personal success. The patient is offered print/web resources and/or a return visit to assist with quitting or reducing this behavior. When substance use can be related to the primary reason for the medical visit, additional medical intervention and advice is provided (e.g. current respiratory illness and smoking, potential interactions). All information on the use status for each patient and clinician interventions is documented in the patient record. Clinician- initiated dialogue with the student typically persists over subsequent patient visits as time during a particular visit allows, even when there is another primary medical reason for the visit.</p> <p>Prescription drug misinformation, misuse, or over-use can be a frequent issue with college students, and obtaining medication may be the primary reason for the patient to make a medical appointment... Circumstances can range from students requesting unnecessary antibiotics to students requesting unnecessary or ill advised prescriptions for stimulants, sedatives, pain medication, or similar drugs. In these instances, SSU Student Health Center clinical staff members provide face-to-face patient education, often supplemented by written materials or recommendations for further intervention including possible mental health referrals. Student Health Center clinical staff and pharmacy have access to the online CURES sites – which allows staff to check on the degree to which a patient has filled prescriptions for such drugs at other pharmacy locations. The Student Health Center pharmacy reports data into this system for prescriptions filled at the Student Health Center, as is required by law.</p>

**CAMPUS ACTIVITIES RELATED TO PRESCRIPTION DRUG USE
2009-2011**

Sonoma (continued)

The Student Health Center is careful to limit the type and quantity dispensed when a medication has potential for abuse. Proper use and quantity of such medication by SHC prescribers is part of a regular SHC continuous monitoring quality improvement program.

The Student Health Center is in the process of initiating additional steps to prevent and address prescription drug abuse in our population using resources developed by the NCPIE and SAMHSA
www.talkaboutrx.org/college_resource_kit.jsp

Each patient interaction with the Student Health Center Pharmacy includes information about proper medication use, potential side effects, hazards and precautions, and potential interactions with other drugs and substances provided by a pharmacist-client consultation (or in his absence by a licensed MD or NP) which is accompanied by a printed patient handout for medications new to the patient.

Posters, brochures, handouts, and links from the Student Health Center website also provide information about medication, and substance related topics to the campus community.

**CAMPUS ACTIVITIES RELATED TO PRESCRIPTION DRUG USE
2009-2011**

Campuses	Activities
Stanislaus	<p>Programs to address the use of prescription drugs currently are done in conjunction with alcohol programs. The “Thirsty Thursday” events include information on types of drugs, effects of drugs on your body and mixing alcohol with prescription drugs.</p> <p>In 2009 the Student Health Center administered the ACHA-NCHA survey, representing 6 percent of the campus population. The survey indicated that 13percent of the university students have used a prescription drug not prescribed to them (antidepressants, erectile dysfunction drugs, pain killers, sedatives, and/or stimulants). In addition, 12 percent of students used pain medication; 3 percent used sedatives; 3 percent used antidepressants; and 1 percent used stimulants. This survey was conducted under the purvey of the University Student Health Center with all associated data used to inform clinical, as well as programmatic planning within the unit.</p>

COMMITTEE ON EDUCATIONAL POLICY

Report on Voluntary Self-Monitoring of Equal Opportunity in Athletics for Women Students

Presentation By

Charles B. Reed
Chancellor

John D. Welty
President
California State University, Fresno

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

Brief History and Introduction

In 1976, the California Legislature adopted Education Code Sections 89240 through 89242. This law expressed a legislative intent concerning intercollegiate athletics, stating “that opportunities for participation in athletics be provided on as nearly an equal basis to male and female students as is practicable, and that comparable incentives and encouragements be offered to females to engage in athletics.” This article of the code further called upon the California State University Board of Trustees to ensure that reasonable amounts of General Fund monies would be allocated to male and female students, “except that allowances may be made for differences in the costs of various athletic programs.” These California statutes echoed federal legislation (Title IX, Education Amendments of 1972), which prohibits discrimination based on sex, including in the athletics programs of educational institutions.

On October 15, 1993, the California State University and the California National Organization for Women (CA NOW) entered into a consent decree to increase participation of female students in intercollegiate athletics on National Collegiate Athletic Association (NCAA)-member campuses, to increase expenditures for women’s athletic programs, and to increase grants-in-aid and scholarships for female student athletes. The CSU entered into this decree because it believed strongly that female and male students should have an equal opportunity to participate in intercollegiate athletics.

In March 2000, following a review of the 1998-1999 systemwide and campus data, it was agreed by CA NOW and the CSU that major progress had been made in each of the areas of participation, expenditures and grants-in-aid for female athletes. In March of 2000, it was determined that the consent decree had been satisfied.

In the spring of 2000, CSU Chancellor Charles B. Reed and the CSU presidents made the decision to implement voluntary self-monitoring of the former CSU/CA NOW consent decree in order to continue to assess progress in the area of female athletes' participation, expenditures and grants-in-aid. This 2009-2010 academic year report is the 11th annual report issued following the decision to implement voluntary self-monitoring.

2009-2010 Report Summary

The CSU report for 2009-2010 includes data taken from the NCAA/Equity in Athletics Disclosure Act (EADA) 2010 Reports, submitted January 15, 2011, to the NCAA with a copy to the CSU. During 2007, the CSU Monitoring Committee agreed to a recommendation made by the CA NOW to require campuses to submit the current year corrective action plan with the NCAA/EADA report. The corrective action plans are listed in Part V in this report. In addition, the CSU currently has 20 NCAA-member campuses.

Under the consent decree, each CSU campus was required to achieve gender equity in its campus intercollegiate athletic program within five years by addressing specific goals and taking specific actions related to those goals. The following are goals for each category.

Participation: Participation by female and male athletes on each campus will be within 5 percentage points of the proportion of NCAA eligible women and men undergraduates on that campus;

Expenditures: Expenditures will be within 10 percentage points of the proportion of NCAA-eligible female and male undergraduates, with the deduction for non-comparable expenses for two men's and two women's sports; and

Grants-In-Aid: Grants-in-aid will be within 5 percentage points of the proportion of NCAA-eligible female and male undergraduates.

Systemwide Impact

At the CSU systemwide level, the number of female participants in intercollegiate athletics has increased from 1,862 in 1992-93 to 4,202 in 2009-2010, on the 20 NCAA-member campuses, an increase of 125.7 percent during the past 17 years. During the previous year, 37 more females participated in intercollegiate athletics, a one-year increase of 1.0 percent.

In 1992, the CSU had a female undergraduate student enrollment of 53.2 percent and a female student athlete participation of 34.7 percent, which resulted in a female enrollment/athletic participation difference of 18.5 percent. As of fall 2009, the CSU had a female undergraduate student enrollment of 56.5 percent and a female student athlete participation of 56.0 percent resulting in a female enrollment/athletic participation difference of 0.5 percent.

Overall, CSU expenditures for women's athletics increased from \$11.2 million in 1992-93 to \$95.2 million in 2009-2010. In 2009-2010, women's and men's athletic programs had decreases in expenditures. The women's athletic programs had a 0.001 percent decrease in expenditures representing \$81,000, while men's athletic programs had a 1.5 percent decrease in expenditures, representing \$1.5 million.

Funds allocated for grants-in-aid for female athletes increased from \$2.5 million in 1992-93 to \$17.4 million in 2009-2010. The increase in grants-in-aid during the past year was just above \$1.97 million, for a 12.8 percent increase.

Campus Impact

Participation - During the 2009-2010 year, 19 of the 20 NCAA-member campuses met or exceeded their target goals in participation.

One campus did not meet its target goal: Sonoma, -0.3 percent.

Expenditures - All 20 campuses met or exceeded their target goals in expenditures for women's athletic programs.

Grants-In-Aid - Seventeen campuses met or exceeded their target goals in grants-in-aid: Bakersfield, Chico, Dominguez Hills, East Bay, Fullerton, Humboldt, Long Beach, Los Angeles, Monterey Bay, Northridge, Pomona, Sacramento, San Bernardino, San Francisco, San Luis Obispo, Sonoma, and Stanislaus.

Three campuses did not meet their target goals: Fresno, -1.5 percent San Diego, -2.5 percent; and San José, -2.7 percent.

Campus Challenges in Achieving Target Goal for Grants-in-Aid

Three campuses experienced difficulty in achieving the target goal for grants-in-aid. The contributing factors impacting the campuses' ability to achieve grants-in-aid compliance are the CSU enrollment increase in female student undergraduates from 1992 to 2009 and the NCAA grants-in-aid maximum limit for each sport.

The CSU female undergraduate enrollment increased from 147,566 female students in 1992-1993 to 203,930 in 2009-2010. This reflects a 38 percent increase for female undergraduate students compared to a 21 percent increase for male undergraduate students during that same time period. The rise in female undergraduate enrollment results in campuses increasing female student athlete grants-in-aid at a faster pace.

According to the NCAA Operating Bylaw 15.5, campuses are prohibited to award grants-in-aid above the maximum limit for each sport. Several campuses, particularly those with football, are issuing the maximum allowable number of grants-in-aid but remain unable to achieve their target goal.

NCAA Member CSU Campuses Not Meeting Target goals for Two Consecutive Years (2008-09 and 2009-10)

The CSU Presidential Monitoring Committee on Gender Equity in Athletics has recommended that the annual self-monitoring report identify campuses that do not meet their target goals for two consecutive years.

Participation: There were no NCAA-member CSU campuses that did not meet their target in participation for women's athletic programs for the two consecutive reporting academic years 2008-2009 and 2009-2010.

Expenditures: There were no NCAA- member CSU campuses that did not meet their target in expenditures for women's athletic programs for the two consecutive reporting academic years 2008-2009 and 2009-2010.

Grants-In-Aid: Three NCAA member CSU campuses did not meet their target in grants-in-aid for women's athletic programs during the 2008-2009 and 2009-2010 academic years:

Campus	2008-2009	2009-2010
Fresno	-7.1 percent	-1.5 percent
San Diego	-2.8 percent	-2.5 percent
San José	-1.4 percent	-2.7 percent

These campuses were required to submit a corrective action plan at the same time the report was due to the Office of the Chancellor indicating how the campus plans to meet its target goals in the future. Campus corrective plans are provided in the attached report.

2009-2010 Final Report

The following pages include the full details of the Voluntary Self-Monitoring Report regarding Equal Opportunity in Athletics for Women Students, which was publicly issued on September 1, 2011.

Voluntary Self-Monitoring Report regarding Equal Opportunity in Athletics for Women Students

Annual Report
2009-2010

September 1, 2011

Table of Contents

Executive Summary

Summary of 2009-2010 Data – System Level

Summary of 2009-2010 Data – Campus Level

Part I: Report for Academic Year 2009-2010: NCAA Campuses

Part II: Report for Academic Year 2009-2010: Non-NCAA Campuses

Part III: Eleven Year Review of the NCAA Member CSU Campuses Meeting
Target Goals

Part IV: NCAA Member Campuses Not Meeting Target Goals for Two
Consecutive Years (2008-2009 and 2009-2010)

Part V: Corrective Action Plans from Non-Compliance Campuses for
Results in 2010-2011 Reporting

Gender Equity Voluntary Self-Monitoring Committee

Table 1: NCAA Eligible Men and Women

Table 2: Athletics Participants by Campus 2009-2010

Table 3: Expenditures by Campus 2009-2010 (NCAA Campuses)

Table 3a: Expenditures by Campus 2009-2010 (Non-NCAA Campuses)

Table 4: Scholarships/Grants-In-Aid 2009-2010 (NCAA Campuses)

Table 4a: Scholarships/Grants-In-Aid 2009-2010 (Non-NCAA Campuses)

Table 5: California Community Colleges: Six-Year Comparison on Men's
And Women's Sport Participation

High School Participation Numbers & Most Popular Sports

Executive Summary

Report on Voluntary Self-Monitoring of Equal Opportunity in Athletics for Women Students (former CSU/CA NOW Consent Decree)

The California State University 2009-2010

Background Information

On October 15, 1993, the California State University (CSU) and the California National Organization for Women (CA NOW) entered into a consent decree to increase participation of female students in intercollegiate athletics on NCAA-member campuses, to increase expenditures for women's athletic programs, and to increase grants-in-aid and scholarships for female student athletes. The CSU entered into this decree because it believed strongly that female and male students should have an equal opportunity to participate in intercollegiate athletics.

Annual reports on progress made within the CSU and on NCAA-member campuses were completed for the 1994-1995, 1995-1996, 1996-1997, 1997-1998 and 1998-1999 academic years. These reports were reviewed annually by the CSU Gender Equity Voluntary Self-Monitoring Committee and by CA NOW representative Linda Joplin. In March of 2000, following a review of the 1998-1999 systemwide and campus data, it was agreed by CA NOW and the CSU that major progress had been made in each of the areas of participation, expenditures and grants-in-aid for female athletes (see CSU/CA NOW Report for 1998-1999, the final report established under the consent decree). In March of 2000, it was determined that the consent decree had been satisfied.

In the spring of 2000, CSU Chancellor Charles B. Reed and the CSU presidents made the decision to implement voluntary self-monitoring of the former CSU/CA NOW consent decree in order to continue to assess progress in the area of female athletes' participation, expenditures and grants-in-aid. This 2009-2010 academic year report is the 11th annual report issued following the decision to implement voluntary self-monitoring.

It should be noted that, beginning with the 2001-2002 report, the Presidential Monitoring Committee for Gender Equity in Athletics made the decision to compile data for the CSU's annual gender equity reports based on data submitted by campuses annually according to the Equity in Athletics Disclosure Act (EADA). This decision was made in order to streamline data collection and reporting requirements. Data not included in the NCAA/EADA survey but collected by campuses are reported in Table 3, Non-Comparable Expenses.

At the suggestion of the CA NOW in October of 2004, the CSU Monitoring Committee decided to revise the calculation of non-comparable expenses. Campuses may report certain non-comparable expenses, recognizing that certain sports have expenses that are unique or are,

because of circumstances beyond campus control, much more expensive than similar services for other sports. Fan attendance, market differences and equipment costs are a few examples of these unique costs. For the purpose of calculating non-comparable costs, a campus should total legitimate non-comparable expenses for football and men's basketball and subtract them from the total costs of the men's program. The non-comparable costs for women's basketball and the other sport for which the highest non-comparable expenses are identified should be subtracted from the costs of the women's program. Once calculated, amended men's and women's expenses are added together and percentages are computed for men's and women's expenditures.

Starting in the fall of 2004, the NCAA decided that it would no longer utilize the Excel-based EADA reporting tool to collect revenues and expenses related to athletic programs. A new online system has replaced the Excel-based tool that streamlines the overall collection and reporting processes and integrates with changes made to the NCAA agreed-upon procedures. The NCAA extended the deadline for submitting data to January 15th following each fiscal year. NCAA changed its report date because of changes to its reporting procedures.

The CSU report for 2009-2010 includes data taken from the NCAA/EADA 2010 reports, submitted January 15, 2011, to the NCAA with a copy to the CSU. Beginning with the 2007-2008 reporting, the CSU Monitoring Committee agreed to a recommendation made by the CA NOW to require campuses to submit the current year corrective action plan with the NCAA/EADA report. The corrective action plans are in Part V in this report. In addition, the CSU currently has twenty NCAA-member campuses.

The Office of the Chancellor will continue to report the systemwide efforts regarding equal opportunity in athletics for women students to the CSU Board of Trustees.

Questions concerning the Voluntary Self-Monitoring Report regarding Equal Opportunity in Athletics for Women Students may be addressed to Eric Forbes, assistant vice chancellor, Academic Affairs, Student Academic Support, at (562) 951-4744 or eforbes@calstate.edu or Ray Murillo, associate director, Student Programs, Academic Affairs, Student Academic Support, at (562) 951-4707 or rmurillo@calstate.edu.

Summary of 2009-2010 Data – CSU System Level

The system level data are the cumulative totals of participation, expenditures and grants-in-aid from NCAA-member campuses. Beginning in 2006-2007 the data represent 20 NCAA-member campuses. Reports from 2005-2006 and earlier years included data reported by 19 CSU NCAA-members.

1. Participation

At the systemwide level, the number of female participants in intercollegiate athletics within the CSU increased from 1,862 in 1992-93 to 4,202 in 2009-2010 on the 20 NCAA-member campuses, an increase of 125.7 percent over the past 17 years. During the previous year, 37 more females participated in intercollegiate athletics, a one-year increase of 1.0 percent. During this same 17-year period, male intercollegiate athletic participation decreased 11.6 percent from 3,733 in 1992-93 to 3,301 in 2009-2010. During the 2009-2010 year, 59 more males participated in intercollegiate athletics than in 2008-2009, a one year increase of 1.8 percent. The 2009-2010 athletics participants by campus can be found on table 2.

The data also indicate that 56.0 percent of all intercollegiate athletic participants within the CSU in 2009-2010 were female, compared to 34.7 percent in 1992, the year before the CSU entered into the consent decree with the CA NOW. In 1992, the CSU had a female undergraduate student enrollment of 53.2 percent and a female student athlete participation of 34.7 percent, which resulted in a female enrollment/athletic participation difference of 18.5 percent. As of fall 2009, the CSU had a female undergraduate student enrollment of 56.5 percent and a female student athlete participation of 56.0 percent resulting in a female enrollment/athletic participation difference of 0.5 percent.

Community college comparison data supplied by the California Community Colleges Athletic Association were updated in 2010-2011. The 2010-2011 data reflect participation rates at 65 percent for male athletes and 35 percent for female athletes.

The California Interscholastic Federation (CIF) administers a biennial CIF participation survey of high school athletes. The 2011 survey results were made available in August 2011.

The 2011 CIF participation survey is included in this report. The 2011 high school participation numbers for male and female athletes are found at the end of the report. The participation percentage for high school male student athletes is 59.8 percent and the percentage for female student athletes is 40.2 percent.

2. Expenditures

Expenditures for women's intercollegiate athletic programs on the CSU's 20 NCAA-member campuses increased from \$11.2 million in 1992-1993 to \$95.2 million in 2009-2010. This represents an increase of 750 percent during the past 17 years. During this same period, expenditures for men's athletic programs grew from \$33.4 million to \$94.1 million, an increase of 181.7 percent.

In 2009-2010, women's and men's athletic programs had decreases in expenditures. The women's athletic programs had a 0.001 percent decrease in expenditures representing \$81,000, while men's athletic programs had a 1.5 percent decrease in expenditures, representing \$1.5 million.

In October 2004, the CA NOW and the CSU Gender Equity Voluntary Self-Monitoring Committee agreed to a revision in the calculation of non-comparable expenses as discussed in the background information section on page 1 of this item. The expenditures reported above are the adjusted totals, which are total expenditures minus the non-comparable expenditures. The total non-comparable expenditure for women's athletic teams is \$1,729,604, and the total non-comparable expenditure for men's athletic teams is \$10,629,710. The 2009-2010 expenditures by campus can be found on tables 3 and 3a.

3. Grants-In-Aid

Funds allocated for grants-in-aid for female athletes on the CSU's 20 NCAA-member campuses within the CSU increased from \$2.5 million in 1992-1993 to \$17.4 million in 2009-2010. This represents an increase of 596 percent over a 17-year period. The increase in grants-in-aid over the past year was \$1,971,575, for a 12.8 percent increase. Grants-in-aid for male student athletes during the same period increased from \$4.6 million to \$15.7 million, which represents an increase of 241 percent. The increase over the past year was \$1,672,687 for an 11.9 percent increase. The 2009-2010 grants-in-aid by campus can be found on tables 4 and 4a.

Summary of 2009-2010 Data – Campus Level

Under the consent decree, each CSU campus was required to achieve gender equity in its campus intercollegiate athletic program within five years by addressing specific goals and taking specific actions related to those goals. The following are goals for each category.

Participation: Participation by female and male athletes on each campus will be within 5 percentage points of the proportion of NCAA-eligible women and men undergraduates on that campus;

Expenditures: Expenditures will be within 10 percentage points of the proportion of NCAA-eligible female and male undergraduates, with the deduction for non-comparable expenses for two men's and two women's sports; and

Grants-In-Aid: Grants-in-aid will be within 5 percentage points of the proportion of NCAA-eligible female and male undergraduates.

1. Participation

At the campus level, during the 2009-2010 academic year, the report indicated that 19 of the 20 NCAA-member campuses met or exceeded their target goals in the area of women's participation in intercollegiate athletics.

2. Expenditures

In the area of expenditures, 20 of the 20 NCAA-member campuses met or exceeded their target goals in expenditures for women's athletic programs.

3. Grants-In-Aid

In the area of grants-in-aid, 17 of the 20 NCAA-member campuses met or exceeded their goals for scholarship and grant-aid to female student athletes.

4. Campuses Meeting Target Goals in All Areas

Sixteen campuses met their target goals in all three areas: participation, expenditures and grants-in-aid during the 2009-2010 academic year.

Part I: Report for Academic Year 2009-2010 – NCAA Member Campuses (20) – Based on the NCAA/EADA Report for 2010, submitted to the NCAA on January 15, 2011

Participation, Expenditures, and Grants-In-Aid

Sixteen campuses met their target goals in all three areas: participation, expenditures, and grants-in-aid during the 2009-2010 academic year.

Bakersfield	Monterey Bay
Chico	Northridge
Dominguez Hills	Pomona
East Bay	Sacramento
Fullerton	San Bernardino
Humboldt	San Francisco
Long Beach	San Luis Obispo
Los Angeles	Stanislaus

Four campuses did not meet at least one of the three target goals:

Fresno	San José
San Diego	Sonoma

Participation

Nineteen campuses met their target goals in participation in 2009-2010.

Bakersfield	Northridge
Chico	Pomona
East Bay	Sacramento
Dominguez Hills	San Bernardino
Fresno	San Diego
Fullerton	San Francisco
Humboldt	San José
Long Beach	San Luis Obispo
Los Angeles	Stanislaus
Monterey Bay	

One campus did not meet its target goal for participation:

Sonoma	-0.3 percent
--------	--------------

Expenditures

All twenty campuses met their target goals in expenditures in 2009-2010.

Bakersfield	Northridge
Chico	Pomona
East Bay	Sacramento
Dominguez Hills	San Bernardino
Fresno	San Diego
Fullerton	San Francisco
Humboldt	San José
Long Beach	San Luis Obispo
Los Angeles	Sonoma
Monterey Bay	Stanislaus

Grants-In-Aid

Seventeen campuses met their target goals in grants-in-aid in 2009-2010.

Bakersfield	Northridge
Chico	Pomona
Dominguez Hills	Sacramento
East Bay	San Bernardino
Fullerton	San Francisco
Humboldt	San Luis Obispo
Long Beach	Sonoma
Los Angeles	Stanislaus
Monterey Bay	

Three campuses did not meet their target goals for grants-in-aid:

Fresno	-1.5 percent
San Diego	-2.5 percent
San José	-2.7 percent

**Part II: Report for Academic Year 2009-2010 – Non-NCAA Member Campuses (2) –
Based on Equity in Athletics Disclosure Act (EADA) report**

Participation – 2009-2010

Maritime Academy	Target met
San Marcos	Target met

Expenditures – 2009-2010

Maritime Academy	Target met
San Marcos	Target met

Grants-In-Aid – 2009-2010

Maritime Academy	Target met
San Marcos	Target met

Part III: Eleven-Year Review of the NCAA Member CSU Campuses* Meeting Target Goals

The following information provides an overview of the number of NCAA-member CSU campuses that met their target goals in one or more areas over the last 11 years:

	<u>Expenditures</u>
<u>Participation, Expenditures and Grants-In-Aid</u>	
1999-2000: 9 of 19 campuses	1999-2000: 17 of 19 campuses
2000-2001: 7 of 19 campuses	2000-2001: 13 of 19 campuses
2001-2002: 6 of 19 campuses	2001-2002: 12 of 19 campuses
2002-2003: 10 of 19 campuses	2002-2003: 19 of 19 campuses
2003-2004: 11 of 19 campuses	2003-2004: 18 of 19 campuses
2004-2005: 11 of 19 campuses	2004-2005: 15 of 19 campuses
2005-2006: 14 of 19 campuses	2005-2006: 17 of 19 campuses
2006-2007: 13 of 20 campuses	2006-2007: 18 of 20 campuses
2007-2008: 13 of 20 campuses	2007-2008: 19 of 20 campuses
2008-2009: 16 of 20 campuses	2008-2009: 20 of 20 campuses
2009-2010: 16 of 20 campuses	2009-2010: 20 of 20 campuses
	<u>Grants-In-Aid</u>
<u>Participation</u>	
1999-2000: 12 of 19 campuses	1999-2000: 13 of 19 campuses
2000-2001: 10 of 19 campuses	2000-2001: 11 of 19 campuses
2001-2002: 7 of 19 campuses	2001-2002: 13 of 19 campuses
2002-2003: 12 of 19 campuses	2002-2003: 13 of 19 campuses
2003-2004: 17 of 19 campuses	2003-2004: 14 of 19 campuses
2004-2005: 15 of 19 campuses	2004-2005: 15 of 19 campuses
2005-2006: 18 of 19 campuses	2005-2006: 14 of 19 campuses
2006-2007: 16 of 20 campuses	2006-2007: 17 of 20 campuses
2007-2008: 17 of 20 campuses	2007-2008: 15 of 20 campuses
2008-2009: 20 of 20 campuses	2008-2009: 16 of 20 campuses
2009-2010: 19 of 20 campuses	2009-2010: 17 of 20 campuses

(* Effective in 2006-2007, CSU Monterey Bay was moved to the NCAA-member table as a result of being a full NCAA member.)

Part IV: NCAA Member CSU Campuses Not Meeting Target Goals for Two Consecutive Years (2008-2009 & 2009-2010)

The CSU Presidential Monitoring Committee on Gender Equity in Athletics has recommended that the annual self-monitoring report identify campuses that do not meet their target goals for two consecutive years. These campuses were required to submit a corrective action plan at the same time the report was due to the Office of the Chancellor indicating how the campus plans to meet its target goals in the future.

Participation: There were no NCAA-member CSU campuses that did not meet their target in participation for women's athletic programs for two consecutive reporting academic years 2008-2009 and 2009-2010.

Expenditures: There were no NCAA member CSU campuses that did not meet their target in expenditures for women's athletic programs for two consecutive reporting academic years 2008-2009 and 2009-2010.

Grants-In-Aid: Three NCAA member CSU campuses did not meet their target in grants-in-aid for women's athletic programs during the 2008-2009 and 2009-2010 academic years:

Campus	2008-2009	2009-2010
Fresno	-7.1 percent	-1.5 percent
San Diego	-2.8 percent	-2.5 percent
San José	-1.4 percent	-2.7 percent

Part V: Corrective Action Plans from Non-Compliance Campuses for Results in 2010-2011 Reporting

Campuses that did not meet their target goals for two consecutive years (2008-2009 and 2009-2010) were required to submit a plan to the Office of the Chancellor indicating how the campus plans to meet its target goals in the future. Below are the corrective action plans from those campuses that were out of compliance for two consecutive years as reported in this annual self-monitoring report.

2009-2010 Reporting

<u>Fresno</u>	<u>2008-2009</u>	<u>2009-2010</u>
Grants-In-Aid	-7.1 percent	-1.5 percent

As in the past, the institution meets the participation and expense targets. Additionally, as noted in last year's response the institution is implementing a plan to meet Title IX Athletics financial aid compliance, which should also impact the progress of the institution in meeting the CAL NOW athletic grants-in-aid target.

In 2008-2009 Fresno State added two new women's sports: lacrosse and swimming and diving. The plan was to implement the full complement of scholarships in these sports over a three-year period. The 2009-2010 information represents the second year of that plan. With that, the CAL NOW athletics grants-in-aid (athletic scholarship dollars) target is to be within 5 percent of the institution's undergraduate representation of male and female students. Fresno State was 7.15 percent off that target last year and reports only a 1.50 percent disparity for 2009-10. With the completion of the scholarship plan in 2010-2011, the institution will meet the grants-in-aid target goal in the CAL NOW agreement.

<u>San Diego</u>	<u>2008-2009</u>	<u>2009-2010</u>
Grants-In-Aid	-2.8 percent	-2.5 percent

San Diego State University (SDSU) is submitting the following plan for meeting the target goals in the area of female grants-in-aid (GIA) rates.

As stated in the plan submitted last year, the university is proceeding with the addition of a women's lacrosse program starting competition during the 2011-2012 fiscal year. The head coach has been hired and is recruiting student-athletes for enrollment in the fall of 2011. The coach will form a coaching staff in the spring or summer of 2011 and has tentatively created a game schedule for the spring of 2012. The 12 grants-in-aid will be phased in beginning with approximately seven equivalencies awarded during the 2011-2012 fiscal year and 12

equivalencies awarded starting in 2012-13 fiscal year. With the addition of women's lacrosse, the GIA total would be compliant with the target goal.

In addition, as SDSU continues to review the addition of women's sand volleyball, which the NCAA recently approved, SDSU can meet its target relying on a three-part approach as follows:

1. Addition of women's lacrosse, with SDSU's progress outlined above;
2. Regulation of the number of out-of-state scholarships awarded to men and women athletes such that the budget targets are met; and
3. Recognition that the percentage of female students in our enrolled population has declined such that the university will be able to meet or exceed its compliance target.

San José	2008-2009	2009-2010
Grants-In-Aid	-1.4 percent	-2.7 percent

Please note that San José State University Athletics Department is fully committed to gender equity and the 1993 CAL NOW consent Decree. San José State University had been in compliance with the consent decree until 2007-2008 in regards to the grants-in-aid category. After historical academic progress report (APR) penalties and subsequent enhancements to our academic policies and procedures, all of our programs are returning to maximum levels of NCAA allowable scholarship allocations. Unfortunately, the penalties were in multiple men's sports compared to only one women's sport, which also lent to the target not being met. The following plan is an addendum to the 2008-2009 plan submitted.

Under the guidelines established by the president's monitoring committee, the university submits an addendum to its current plan of action to meet the financial aid levels established under the CAL NOW consent decree.

- A. San José Stat University will announce in fall 2011 that athletics will be adding women's lacrosse as its 17th NCAA-sponsored sport. The head coach position posting will likely happen in November for a January hire date. Once the head coach is in place, he/she will hire an assistant coach shortly thereafter and recruit heavily to ensure competition spring 2013.

The media release is in the planning phase with the idea of incorporating the SJSU women's lacrosse club team in helping us with some action video in Spartan Stadium. The goal with this media coverage is to tie women's lacrosse to SJSU, SJSU athletics and its brand, and Spartan Stadium.

- B. Financial aid efforts have focused on mandating that all head coaches in women's programs award the entire financial aid maximum allocated for their sports program. This is evidenced by a reduction in the non-allocated scholarships for women's sports, in particular those referenced in the 2008-2009 Improvement Plan submitted to the Chancellor's Office.

The table below speaks to those reductions.

Non-Allocated
 Scholarships

Sport	2008- 2009	2009- 2010	2010- 2011	2011- 2012
Women's Soccer	2.19	3.32	.27	.56*
Women's Tennis	2.0	0	0	1.0*
Swimming and Diving	1.98	1.31	0	0*
Women's Cross Country	.96	1.08	.28	.17*
Women's Golf	.92	1.18	.76	.90*

*All five teams are in an 11/12 signing period and look to add scholarships or disperse to current team members

- C. Continuous monitoring of the female programs recruiting and academic efforts has led to a drastic increase in retention rates, which directly correlates to aid being dispersed. In looking further into this prong of the plan, it was evident that retention rates were up and the need to disperse subsequent non-allocated aid due to departure was not as relevant. SJSU athletics does continue to mandate that aid of departed student-athletes be dispersed in the respective women's programs if NCAA permissible.

In addition to the submitted plan, SJSU athletics progressively monitors and addresses gender-equity issues on a continuous basis. A new summer school plan was implemented in which all female student-athletes eligible were offered the opportunity to attend summer school. Comparing gender equity within financial aid percentages from fiscal year 2010-2011 to 2011-2012, the increase of men's summer school aid expenditures increased by an estimated 28 percent where the female increase of women's summer school aid expenditures increased by an estimated 178 percent.

**The California State University
Gender Equity Voluntary Self-Monitoring Committee**

Dr. John D. Welty, Chair
President
California State University, Fresno

Dr. F. King Alexander
President
California State University, Long Beach

Dr. Ruben Armiñana
President
Sonoma State University

Dr. Milton A. Gordon
President
California State University, Fullerton

Dr. Dianne F. Harrison
President
California State University, Monterey Bay

Dr. Albert K. Karnig
President
California State University, San Bernardino

Dr. Jolene Koester
President
California State University, Northridge

Committee Staff

Mr. Eric Forbes
Assistant Vice Chancellor, Student Academic Support
The California State University
Office of the Chancellor

Mr. Ray Murillo
Associate Director, Student Programs
The California State University
Office of the Chancellor

**NCAA Eligible¹ Men and Women on CSU Campuses
2009-2010**

Table 1

NCAA Member Institutions

Campus	No. Women	No. Men	Total Eligible	% Women	% Men
Bakersfield	3,302	1,867	5,169	63.9%	36.1%
Chico	7,317	7,017	14,334	51.0	49.0
Dominguez Hills	4,355	2,391	6,746	64.6	35.4
East Bay	6,978	4,519	11,497	60.7	39.3
Fresno	8,887	6,533	15,420	57.6	42.4
Fullerton	13,239	9,676	22,915	57.8	42.2
Humboldt	3,524	3,005	6,529	54.0	46.0
Long Beach	14,185	9,488	23,673	59.9	40.1
Los Angeles	7,048	4,703	11,751	60.0	40.0
Monterey Bay	2,301	1,613	3,914	58.8	41.2
Northridge	16,547	12,728	29,275	56.5	43.5
Pomona	7,276	9,325	16,601	43.8	56.2
Sacramento	13,993	10,395	24,388	57.4	42.6
San Bernardino	7,872	4,426	12,298	64.0	36.0
San Diego	12,915	9,798	22,713	56.9	43.1
San Francisco	11,899	8,163	20,062	59.3	40.7
San José	12,612	11,661	24,273	52.0	48.0
San Luis Obispo	7,700	9,873	17,573	43.8	56.2
Sonoma	5,384	3,162	8,546	63.0	37.0
Stanislaus	4,581	2,506	7,087	64.6	35.4
Totals	171,915	132,849	304,764	57.5%	42.5%
Non-NCAA Member Institutions²					
Campus	No. Women	No. Men	Total Eligible	% Women	%Men
Maritime Academy	110	657	767	14.3%	85.7%
San Marcos	3,734	2,391	6,125	61.0	39.0
Totals	3,844	3,048	6,892	37.7	62.3

¹The term "NCAA-eligible" means full-time, baccalaureate, degree-seeking students as defined in the NCAA/EADA report.

²The non-NCAA member campuses began voluntary reporting of data beginning fall 1999. Enrollment data for non-NCAA member campuses are obtained from CSU Office of Analytic Studies, Statistical Reports.

Table 2

**CSU Intercollegiate Women and Men
 Athletics Participants by Campus 2009-2010**

NCAA Member Institutions

Campus	No. Women	%Women	No. Men	% Men	Total
Bakersfield	271	62.0%	166	38.0%	437
Chico	175	48.7	184	51.3	359
Dominguez Hills	144	62.9	85	37.1	229
East Bay	147	59.5	100	40.5	247
Fresno	308	58.1	222	41.9	530
Fullerton	202	54.9	166	45.1	368
Humboldt	197	49.3	203	50.7	400
Long Beach	241	56.4	186	43.6	427
Los Angeles	148	63.2	86	36.8	234
Monterey Bay	141	56.0	111	44.0	252
Northridge	280	55.0	229	45.0	509
Pomona	112	45.5	134	54.5	246
Sacramento	329	57.5	243	42.5	572
San Bernardino	154	65.5	81	34.5	235
San Diego	353	61.7	219	38.3	572
San Francisco	179	62.8	106	37.2	285
San José	223	50.8	216	49.2	439
San Luis Obispo	258	44.0	328	56.0	586
Sonoma	165	56.9	125	43.1	290
Stanislaus	175	61.2	111	38.8	286
Totals	4,202	56%	3,301	44%	7,503

Non-NCAA Member Institutions

Campus	No. Women	Percent Women	No. Men	Percent Men	Total
Maritime Academy	39	20.7	149	79.3	188
San Marcos	178	59.9	119	40.1	297
Totals	217	44.7%	268	55.3%	485

NCAA Member Institutions

**Expenditures by CSU Campuses on Men's and
 Women's Intercollegiate Athletics Teams 2009-2010**

Table 3

Campus	Women	Non-Comp.*	Adj. Total	Percent	Men	Non-Comp.*	Adj. Total	Percent	Total
Bakersfield	\$5,007,143		\$5,007,143	57.9%	\$3,638,331		\$3,638,331	42.1%	\$8,645,474
Chico	\$2,375,793		\$2,375,793	48.2	\$2,555,317		\$2,555,317	51.8	\$4,931,110
Dominguez Hills	\$1,366,791		\$1,366,791	59.5	\$931,210		\$931,210	40.5	\$2,298,001
East Bay	\$2,188,206		\$2,188,206	60.0	\$1,460,859		\$1,460,859	40.0	\$3,649,065
Fresno	\$12,492,133	\$426,564	\$12,065,569	52.2	\$14,198,391	\$3,163,894	\$11,034,497	47.8	\$23,100,066
Fullerton	\$5,001,673		\$5,001,673	51.2	\$4,759,761		\$4,759,761	48.8	\$9,761,434
Humboldt	\$2,375,978		\$2,375,978	47.0	\$2,678,906		\$2,678,906	53.0	\$5,054,884
Long Beach	\$6,995,017		\$6,995,017	52.6	\$6,307,092		\$6,307,092	47.4	\$13,302,109
Los Angeles	\$2,550,400		\$2,550,400	60.7	\$1,648,576		\$1,648,576	39.3	\$4,198,976
Monterey Bay	\$1,640,758		\$1,640,758	56.9	\$1,241,203		\$1,241,203	43.1	\$2,881,961
Northridge	\$4,858,853		\$4,858,853	52.7	\$4,365,257		\$4,365,257	47.3	\$9,224,110
Pomona	\$1,907,181		\$1,907,181	46.5	\$2,194,378		\$2,194,378	53.5	\$4,101,559
Sacramento	\$8,400,543	\$385,803	\$8,014,740	52.5	\$8,286,294	\$1,046,272	\$7,240,022	47.5	\$15,254,762
San Bernardino	\$2,205,039		\$2,205,039	60.6	\$1,434,246		\$1,434,246	39.4	\$3,639,285
San Diego	\$13,502,528	\$734,515	\$12,768,013	47.3	\$19,127,124	\$4,913,987	\$14,213,137	52.7	\$26,981,150
San Francisco	\$1,995,506		\$1,995,506	58.3	\$1,436,994	\$11,090	\$1,425,904	41.7	\$3,421,410
San José	\$8,650,575	\$182,722	\$8,467,853	44.3	\$12,135,132	\$1,494,467	\$10,640,665	55.7	\$19,108,518
San Luis Obispo	\$8,477,261		\$8,477,261	40.7	\$12,357,410		\$12,357,410	59.3	\$20,834,671
Sonoma	\$2,843,699		\$2,843,699	53.9	\$2,431,761		\$2,431,761	46.1	\$5,275,460
Stanislaus	\$2,069,396		\$2,069,396	58.0	\$1,497,923		\$1,497,923	42.0	\$3,567,319
TOTALS	\$96,904,473	\$1,729,604	\$95,174,869	50.3%	\$104,686,165	\$10,629,710	\$94,056,455	49.7%	\$189,231,324

For the purpose of calculating non-comparable costs, a campus should total legitimate non-comparable expenses for football and men's basketball and subtract them from the total costs of the men's program. The non-comparable costs for women's basketball and the other sport for which the highest non-comparable expenses are identified should be subtracted from the costs of the women's program. Once calculated, add the amended men's and women's expenses together and compute percentages for each. Total expenditures for campuses reporting non-comps are as follows: Fresno (\$26,690,524), Sacramento (\$16,686,837), San Diego (\$32,629,652), San Francisco (\$3,432,500), and San José (\$20,785,707)

Table 3a

**Expenditures by CSU Campuses on Men's and
 Women's Intercollegiate Athletics Teams 2009-2010**

Non-NCAA Member Institutions

Campus	Women	Non-Comp.*	Adj. Total	Percent	Men	Non-Comp.*	Adj. Total	Percent	Total
Maritime Academy	\$163,361		\$163,361	26.0%	\$463,991		\$463,991	74.0%	627,352
San Marcos	\$1,175,579		\$1,175,579	59.7	\$794,757		\$794,757	40.3	1,970,336
Totals	\$1,338,940	\$0	\$1,338,940	51.5%	\$1,258,748	\$0	\$1,258,748	48.5%	2,597,688

*Non-Comparable Expenses are based on the provision of the former consent decree that allowance may be made for differences in costs of certain programs, including, but not limited to, football.

Grants-In-Aid by CSU Campuses for Men's and Women's Intercollegiate Athletics Teams 2009-2010

Table 4

NCAA Member Institutions

Campus	Women					Men				
	# of FTE Grants	Total Dollars	Avg. Grant	Percent of Grants	Percent of Dollars	# of FTE Grants	Total Dollars	Avg. Grant	Percent of Grants	Percent of Dollars
Bakersfield	78.07	\$1,086,761.00	\$13,920.34	61.9%	61.7%	47.99	\$673,631.00	\$14,036.90	38.1%	38.3%
Chico	23.52	\$305,730.00	\$12,998.72	47.2	46.9	26.26	\$346,306.00	\$13,187.59	52.8	53.1
Dominguez Hills	15.44	\$257,860.00	\$16,700.78	63.6	63.6	8.82	\$147,287.00	\$16,699.21	36.4	36.4
East Bay	14.97	\$181,991.00	\$12,157.05	56.3	62.2	11.62	\$110,801.00	\$9,535.37	43.7	37.8
Fresno	116.89	\$2,160,269.00	\$18,481.21	49.1	50.8	121.20	\$2,095,018.00	\$17,285.63	50.9	49.2
Fullerton	60.50	\$1,017,862.00	\$16,824.17	60.3	58.8	39.86	\$712,203.00	\$17,867.61	39.7	41.2
Humboldt	19.24	\$290,608.00	\$15,104.37	48.0	48.6	20.85	\$307,434.00	\$14,745.04	52.0	51.4
Long Beach	68.03	\$1,198,013.00	\$17,610.07	60.4	61.0	44.59	\$766,533.00	\$17,190.69	39.6	39.0
Los Angeles	39.38	\$605,564.00	\$15,377.45	63.3	63.3	22.81	\$350,691.00	\$15,374.44	36.7	36.7
Monterey Bay	20.84	\$178,398.00	\$8,560.36	60.2	59.8	13.77	\$119,900.00	\$8,707.33	39.8	40.2
Northridge	76.29	\$1,168,930.00	\$15,322.19	59.9	61.6	50.98	\$729,406.00	\$14,307.69	40.1	38.4
Pomona	17.98	\$286,647.00	\$15,942.55	48.5	47.5	19.07	\$316,606.00	\$16,602.31	51.5	52.5
Sacramento	107.85	\$1,831,048.00	\$16,977.73	50.9	52.1	103.95	\$1,681,576.00	\$16,176.78	49.1	47.9
San Bernardino	32.00	\$376,212.00	\$11,756.63	65.0	64.4	17.22	\$207,961.00	\$12,076.71	35.0	35.6
San Diego	122.08	\$2,758,120.00	\$22,592.73	50.8	49.7	118.31	\$2,789,751.00	\$23,580.01	49.2	50.3
San Francisco	11.13	\$201,059.00	\$18,064.60	57.4	57.9	8.27	\$145,980.00	\$17,651.75	42.6	42.1
San José	95.89	\$1,498,429.00	\$15,626.54	46.9	43.9	108.43	\$1,911,254.00	\$17,626.62	53.1	56.1
San Luis Obispo	74.51	\$1,415,376.00	\$18,995.79	40.8	42.0	108.10	\$1,953,878.00	\$18,074.73	59.2	58.0
Sonoma	14.49	\$277,450.00	\$19,147.69	57.2	66.0	10.83	\$143,152.00	\$13,218.10	42.8	34.0
Stanislaus	17.18	\$254,603.00	\$14,819.73	57.9	61.0	12.47	\$162,476.00	\$13,029.35	42.1	39.0
Totals	1,026.28	\$17,350,930.00	\$16,906.62	52.9 %	52.5%	915.40	\$15,671,844.00	\$17,120.21	47.1%	47.5%

**Grants-In-Aid by CSU Campuses for
 Men's and Women's Intercollegiate Athletics Teams
 2009-2010**

Non-NCAA Member Institutions

Campus	Women					Men				
	# of FTE Grants	Total Dollars	Avg. Grant	Percent of Grants	Percent of Dollars	# of FTE Grants	Total Dollars	Avg. Grant	Percent of Grants	Percent of Dollars
Maritime Academy	0.70	\$20,000.00	\$28,571.43	50.0%	50.0%	0.70	\$20,000.00	\$28,571.43	50.0%	50.0%
San Marcos	7.10	\$116,556.00	\$16,416.34	61.7	57.4	4.40	\$72,211.00	\$16,411.59	38.3	42.6
Totals	7.80	\$136,556.00	\$17,507.18	60.0%	59.7%	5.10	\$92,211.00	\$44,983.02	39.5%	40.3%



**Five-Year Comparison
 Men's and Women's Sport Participation**

SPORT	2005-06		2006-07		2007-08		2008-09		2009-10	
	MEN'S	WOMEN'S	MEN'S	WOMEN'S	MEN'S	WOMEN'S	MEN'S	WOMEN'S	MEN'S	WOMEN'S
Baseball	2523		2613		2724		2693		2696	
Badminton		98		100		110		131		127
Softball		1144		1176		1247		1250		1285
Basketball	1349	1060	1376	1123	1400	1113	1427	1191	1392	1187
Cross Country	593	546	613	489	668	597	730	609	703	590
Football	5638		5703		5664		5921		5879	
Golf	400	124	382	123	435	148	402	164	382	160
Soccer	1668	1579	1741	1538	1881	1662	1980	1724	1978	1857
Swimming	619	643	664	611	727	594	840	763	829	815
Tennis	368	390	378	359	390	384	421	433	433	392
Track & Field	1470	805	1442	790	1567	836	1784	971	1811	1034
Water Polo	563	558	530	595	613	522	599	567	639	617
Wrestling	428		435		510		501		479	
Volleyball	184	958	201	1022	192	998	215	1071	202	1123
Totals M or W	15803	7905	16078	7926	16771	8211	17513	8874	17423	9187
Totals M & W	23708		24004		24982		26387		26610	
Percentages	67%	33%	67%	33%	67%	33%	66%	34%	65%	35%



CALIFORNIA INTERSCHOLASTIC FEDERATION STATE MEDIA RELEASE

4658 DUCKHORN DRIVE • SACRAMENTO, CA 95834 • (916) 239-4477 • FAX (916) 239-4478 • CIFSTATE.ORG

FOR IMMEDIATE RELEASE
August 2, 2011

Contact: Rebecca Brutlag, Media Relations Officer
rbrutlag@cifstate.org

CALIFORNIA HIGH SCHOOL SPORTS PARTICIPATION ON THE RISE

SACRAMENTO – High school sports participation in California is on the rise according to the 2011 California Interscholastic Federation (CIF) Sports Participation Survey. Up by 2.9% since the previous survey in 2009, an additional 21,006 student-athletes are competing in California high school athletic programs; 757,733 boys and girls combined.

“The increased growth and interest in high school athletic participation is encouraging even during these hard economic times when some of our schools are forced to reduce their sports programs,” said CIF Executive Director Marie M. Ishida. “Athletics is an integral part of the high school experience and as more student-athletes decide to compete, the CIF will continue to foster the best possible experiences for all participants.”

Individually, both boys (14,476 or 3.3%) and girls (6,530 or 2.2%) participation increased from 2009. Collectively, track and field experienced the largest increase (9.8%) for both boys and girls for a combined 9,122 new participants (6,233 or 12.1% increase for boys; 2,889 or 6.9% increase for girls). Additionally, cross country also registered notable growth (9.4% increase) from 2009 for a combined 4,564 total increase of boys (2,814 or 10.5% increase) and girls (1,750 or 8.0% increase) competing.

Football continues to lead the top 10 boys' sports with 103,921 participants, followed by track and field (57,922) and soccer (47,078), which increased participation by 5.3% since 2009; basketball (43,176) and baseball (42,977) round out the top five boys' sports.

For girls, track and field continues reign as the top 10 sport with 44,625 participants. Soccer participation increased by 2.4 % (42,720) and comes in a close second followed by volleyball (39,122), basketball (32,839) and softball (32,816) rounding out the top five girls' sports.

The CIF's 1,517 member schools participated in the survey as part of the National Federation of State High School Associations (NFHS) nationwide survey that measures the number of students competing in sports in the country.

A chart indicating results from the last seven participation surveys follows. Only CIF-approved sports are listed individually. Also, a summary of the top 10 sports by gender, based on participation numbers, can be located on subsequent pages.

– more –

BOYS' PARTICIPATION BREAKDOWN

SPORT	BOYS 1998	BOYS 2001	BOYS 2003	BOYS 2005	BOYS 2007	BOYS 2009	BOYS 2011
Badminton	3,387	3,572	3,627	3,521	3,512	4,036	3,987
Baseball	40,102	42,942	41,392	40,676	42,835	42,064	42,977
Basketball	39,846	42,267	41,784	42,061	44,722	42,521	43,176
Cross Country	18,668	19,593	20,465	22,782	25,790	26,766	29,580
Field Hockey	12	36	36	52	193	123	76
Football 11-player	91,301	97,236	95,504	99,079	107,916	104,224	103,921
Football 9-player	190	246	251	166	246	0	0
Football 8-player	1,280	1,263	1,129	1,623	1,784	2,507	2,241
Football 6-player	9	82	96	47	0	0	0
Golf	10,783	11,990	11,764	11,459	11,897	11,295	11,288
Gymnastics	12	19	91	3	37	79	75
Lacrosse	0	0	2,240	3,608	5,323	7,365	8,288
Skiing	390	582	414	617	761	671	707
Soccer	35,537	38,053	38,501	39,453	44,730	44,705	47,078
Softball	580	1,129	963	456	743	311	26
Swimming & Diving	14,687	15,685	15,731	17,579	18,852	21,518	22,586
Tennis	15,380	15,804	16,716	17,238	19,139	19,266	19,514
Track and Field	39,262	40,843	41,349	45,038	49,911	51,689	57,922
Volleyball	11,660	13,326	12,156	13,133	14,532	15,638	16,087
Water Polo	10,725	11,411	11,500	12,570	14,064	14,852	15,666
Wrestling	23,163	24,326	22,007	23,318	25,896	27,469	27,833
Other	0	0	1,103	1,663	1,472	1,462	6,368
Total	356,974	**386,248	**382,108	**398,684	**437,592	438,561	**453,037

Whenever a school provides only a team for boys in a particular sport, girls are permitted to qualify for the "student" team(s).

**Note: As part of the NFHS survey, the CIF measures participation in all sports and activities.

The above list does not comprise all sports/activities sponsored by schools and required in the NFHS survey.

Top 10 Boys Sports	Participants	Increase or Decrease (Since 2009)
1. Football (11 players)	103,921	-0.3
2. Track & Field	57,922	+12.1
3. Soccer	47,078	+5.3
4. Basketball	43,176	+1.5
5. Baseball	42,977	+2.2
6. Cross Country	29,580	+10.5
7. Wrestling	27,833	+1.3
8. Swimming & Diving	22,586	+5.0
9. Tennis	19,514	+1.3
10. Volleyball	16,087	+2.9

GIRLS' PARTICIPATION BREAKDOWN

SPORT	GIRLS 1998	GIRLS 2001	GIRLS 2003	GIRLS 2005	GIRLS 2007	GIRLS 2009	GIRLS 2011
Badminton	4,462	4,722	4,929	4,500	4,491	5,219	5,119
Baseball	412	826	662	417	385	325	83
Basketball	30,979	33,831	33,912	33,596	34,991	32,980	32,839
Cross Country	14,245	16,060	16,618	18,159	20,873	21,901	23,651
Field Hockey	2,111	2,629	2,170	2,952	3,654	3,925	3,255
Football 11-player	200	313	236	253	149	141	179
Football 9 -player	0	0	0	0	0	0	0
Football 8 -player	0	0	0	1	15	46	73
Football 6 -player	1	55	3	30	0	0	0
Golf	1,447	4,588	5,547	5,972	6,652	7,017	7,022
Gymnastics	1,230	1,260	859	896	732	1,039	1,074
Lacrosse	0	0	1,834	2,286	3,154	4,956	5,108
Skiing	243	389	222	432	544	565	626
Soccer	30,222	34,663	35,380	37,424	40,895	41,727	42,720
Softball	28,979	31,992	30,118	30,055	31,306	31,801	32,816
Swimming & Diving	25,157	24,596	23,255	24,508	25,115	26,965	27,983
Tennis	17,383	18,812	19,496	19,847	21,818	22,908	22,460
Track and Field	29,682	33,153	34,378	36,113	38,817	41,736	44,625
Volleyball	30,879	34,194	32,756	34,015	36,499	38,920	39,122
Water Polo	9,487	12,257	12,185	13,099	13,482	13,871	14,040
Wrestling	494	752	957	1,230	1,142	1,493	1,910
Other	0	0	726	756	684	631	11,863
Total	227,613	**271,214	**270,225	**278,284	**297,911	298,166	**304,696

Whenever a school provides only a team for boys in a particular sport, girls are permitted to qualify for the "student" team(s).

**Note: As part of the NFHS survey, the CIF measures participation in all sports and activities.

The above list does not comprise all sports/activities sponsored by schools and required in the NFHS survey.

Top 10 Girls Sports	Participants	Increase or Decrease (Since 2009)
1. Track & Field	44,625	+6.9
2. Soccer	42,720	+2.4
3. Volleyball	39,122	+0.5
4. Basketball	32,839	-0.4
5. Softball	32,816	+3.2
6. Swimming & Diving	27,983	+3.8
7. Cross Country	23,651	+8.0
8. Tennis	22,460	-2.0
9. Water Polo	14,040	+1.2
10. Golf	7,022	+0.1

COMMITTEE ON EDUCATIONAL POLICY

Report on SB 1440 Implementation and Oversight Committee

Presentation By

Ephraim P. Smith
Executive Vice Chancellor
and Chief Academic Officer

Eric Forbes
Assistant Vice Chancellor
Student Academic Support

Summary

SB 1440, which authorizes the creation of Associate of Arts degrees for transfer to the California State University (CSU), was signed into law in the fall of 2010. The Implementation and Oversight Committee (IOC) was established in fall 2010 and has met six times since its establishment to address policy and processes for both segments. Discipline faculty from the CSU and California Community Colleges (CCC) have continued to develop Transfer Model Curriculum (TMC) for more than 20 academic programs. Associate degrees following the TMC have been submitted by 93 community colleges for approval.

In late spring 2011, CSU Chancellor Charles B. Reed and CCC Chancellor Jack Scott agreed to a set of principles regarding the implementation of SB 1440 that addressed consideration in admissions and enrollment processes and participation by campuses.

To accommodate data collection regarding Associate of Arts/Associates of Science (AA/AS) transfer degrees, enhancements have been made to the CSU degree database, CSU Mentor, and institutional reporting processes. In collaboration with the CCC, new websites supporting prospective students and community college counselors have been developed to address outreach and advisement regarding the new degrees. In August 2011, training sessions were conducted with CSU campus outreach, admissions, and advising staff. In September 2011, information will be disseminated at seven CSU counselor conferences across the state.

A comprehensive implementation of SB 1440 will require additional steps to improve communication and efficiency. Community colleges continue to work toward creating a method to identify candidates for the new AA/AS transfer degrees before graduation. To equitably offer

Ed. Pol.

Agenda Item 3

September 20-21, 2011

Page 2 of 2

priority consideration of students completing these degrees, CSU campuses will be dependent on verification of the degree objective and major. Local CSU campus processes will be reviewed and modified to allow transfer students, completing the AA/AS transfer degree, to complete the remaining baccalaureate requirements in 60 semester units. It is anticipated that a small number of students completing the new AA/AS transfer degrees will enroll at CSU campuses in spring 2012.

COMMITTEE ON EDUCATIONAL POLICY

Academic Plan Update for Fast-Track Program Development

Presentation By

Christine Mallon
State University Dean
Academic Programs and Policy

Summary

Each January, campuses may expand their academic plans by submitting for trustee approval a list of proposed projections for new degree programs. Subsequent to trustee approval in March, the campuses may begin developing corresponding degree program proposals. Policy also allows for the June submission of “fast-track” degree program projections for trustee consideration at the September meeting. Trustee approval at the September meeting allows the chancellor to authorize the program proposals for implementation, following a system-level review indicating that the degree program is appropriately planned and has sufficient resources.

This fast-track process is one of a handful of mechanisms that facilitate nimble program planning, allowing the campuses to provide a timely response to the state’s changing workforce needs.

To be proposed via fast-track, a degree program must meet all of the following six criteria:

1. The proposed program could be offered at a high level of quality by the campus within the campus’s existing resource base, or there is a demonstrated capacity to fund the program on a self-support basis.
2. The proposed program is not subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors, or it is currently offered as an option or concentration that is already recognized and accredited by an appropriate specialized accrediting agency.
3. The proposed program can be adequately housed without a major capital outlay project.
4. It is consistent with all existing state and federal law and trustee policy.
5. It is either a bachelor or master’s degree program.
6. The proposed program has been subject to a thorough campus review and approval process.

The following fast-track proposals have been submitted, meet fast-track criteria, and campuses have provided assurances that the programs will be supported by sufficient faculty, as well as facilities and information resources. Implementation is planned for no sooner than the following dates:

Bakersfield

MS Science Education (fall 2012)

San Diego

BA Comparative International Studies (spring 2012)

BA Lesbian, Gay, Bisexual, and Transgender Studies (spring 2012)

BA Sustainability (spring 2012)

San José

MS Biomedical Engineering (fall 2011)

Recommended Action:

The proposed resolution refers to the academic plans approved by the Board of Trustees in March 2011 and includes customary authorization for newly projected degree programs. The following resolution is recommended for adoption:

RESOLVED, by the Board of Trustees of the California State University, that the California State University, Bakersfield academic plan degree projections (contained in Attachment A to Agenda Item 1 of the March 21-22, 2011 meeting of the Committee on Educational Policy) be amended to include a projected Master of Science in Science Education, with implementation planned for fall 2012; and be it further

RESOLVED, by the Board of Trustees of the California State University, that the San Diego State University academic plan degree projections (contained in Attachment A to Agenda Item 1 of the March 21-22, 2011 meeting of the Committee on Educational Policy) be amended to include projections for a Bachelor of Arts with a major in Comparative International Studies; a Bachelor of Arts with a major in Lesbian, Gay, Bisexual, and Transgender Studies; and a Bachelor of Arts with a major in Sustainability. All three San Diego State University projections are planned for spring 2012 implementation; and be it further

RESOLVED, by the Board of Trustees of the California State University, that the San José State University academic plan degree projections

(contained in Attachment A to Agenda Item 1 of the March 21-22, 2011 meeting of the Committee on Educational Policy) be amended to include a projected Master of Science in Biomedical Engineering, with implementation planned for fall 2011.

COMMITTEE ON EDUCATIONAL POLICY

International Programs in the California State University

Presentation By

Ephraim Smith
Executive Vice Chancellor
and Chief Academic Officer

Leo Van Cleve
Director
International Programs

Summary

The California State University (CSU) mission to serve California includes the need to produce graduates with the global competence and international skills required to live and work in an interconnected and interdependent world. The CSU carries out that mission by providing opportunities in California and abroad, including study in another country. Recent research suggests that students who participate in study abroad have higher graduation rates than peers who have not. This effect is more pronounced for underrepresented students.

The CSU has since its inception provided study abroad opportunities for students to experience the world. Recent years have seen increasing student interest in these study abroad opportunities. Most CSU campuses have well-established international education offices that coordinate and administer study abroad activities for the campus. These programs include exchanges with universities abroad, faculty-led study programs abroad and travel-study opportunities through extended and continuing education programs. These programs undergo an approval process, offer courses that satisfy graduation requirements and include a plan for review and evaluation. The safety and well-being of CSU students is a primary concern, and programs must comply with systemwide policies on risk management.

One region of the world that has received relatively less attention in the discussion of study abroad has been Africa. This presentation will focus on CSU activities in Africa including study abroad (long- and short-term), faculty connections, development projects and resource-sharing projects.

COMMITTEE ON EDUCATIONAL POLICY

The California State University: From Local to Global Engagement

Presentation By

Ephraim P. Smith
Executive Vice Chancellor
and Chief Academic Officer

Judy Botelho
Director
Center for Community Engagement

Carlos Silveira
Professor of Art
California State University, Long Beach

Summary

The influence of globalization is widely felt in world economies, social networks and our educational systems. The blurring of boundaries and borders between people affects many aspects of higher education including student learning, curriculum, faculty research and institutional missions. The wide-ranging community engagement efforts of California State University faculty, students and their community partners serve to bridge the interdependent connection among local efforts, national priorities, and ultimately, our global environment.

This evolution from local to global engagement is rooted in more than 50 years of history. During the 1960s and 1970s, a boom within the experiential education movement with many educators promoted the value of experience as an important addition to the traditional classroom lecture and theory format. The “university without walls” movement emerged and institutions across the country were invigorated by the ideas of John Dewey and the progressive education movement. In addition, this period was marked by an explosion of community service and volunteerism, with the establishment of national service programs such as VISTA and the PeaceCorps. The 1980s witnessed the merger of these two movements and the birth of service learning.

In the 1990s, the CSU recognized the power of service learning as a vehicle to meet the state’s changing educational needs while imparting vital civic skills and knowledge to California’s future workforce.

Since that time, the CSU's reputation as a leader in community service learning and community engagement has risen to national prominence due to unique systemwide coordination and a community service and service-learning resolution passed by the CSU Board of Trustees in March 2000. Nationally, organizations such as the Association of American Colleges and Universities (AAC&U) have identified service learning as a high-impact educational practice. Research validates the profound effect of service learning on students: promoting deep and integrative learning, academic relevance, personal and civic engagement, increased multicultural understanding, retention and persistence to graduation, and career development. Additionally, in 2006, the Carnegie Foundation for the Advancement of Teaching introduced the elective classification "Community Engagement" as part of its new system. Since 2006, 13 CSU campuses have received this distinctive honor, joining an elite group of only 308 colleges and universities nationwide.

At the core of this movement are CSU faculty who demonstrate that universities, through engagement (such as service learning, community-based research and professional service to non-profits), can become anchors in community rebirth. CSU faculty are working to address the local, regional, national, and international needs of communities, while educating our future workforce, leaders and community participants.

In 2010-2011, CSU faculty provided opportunities for more than 61,000 students to participate in service learning at 2,272 community sites. Of the more than 2,735 courses offered systemwide, 11.8 percent were in the Science, Technology, Engineering and Math (STEM) disciplines. Additionally, through the CSU's Learn and Serve America grant, *Service Learning Transforming Educational Models in Science, Technology, Engineering and Math*, more than 6,000 K-12 students participated in STEM activities facilitated by CSU students and faculty. More than 30 STEM service-learning courses were created and will be offered during 2011-2012. Finally, more than 60 CSU faculty, staff, students and alumni served as volunteers, judges, interpreters and facilitators at the Intel International Science and Engineering Fair in April 2011.

The impact of the California State University is transformative, and the work of CSU faculty to help facilitate that impact is commendable and critical to student success