

Academic Senate
Agenda for the Meeting of
Tuesday, March 5, 2013
Centennial Dining Room, Rankin Center
10:00 - 11:50 am

1. Call to Order and Roll Call
2. Approval of Minutes
 - A. Feb. 5, 2013 minutes
3. Open Forum
4. Reports
 - A. Senate President – Michael Berghoef
 - B. Senate Vice President – vacant
 - C. Senate Secretary – Melinda Isler
5. Committee Reports
 - A. University Curriculum Committee – Sandy Alspach
 - B. General Education Task Force – Fred Heck
 - C. Student Government – Byron Williams
 - D. Health Promotion Committee - Smoke Free Campus Initiative – Daisy Daubert
6. Old Business
 - A. Senate Vice President Election – Chuck Drake, Election Committee Chair
7. New Business
 - A. New Minor – Computer Information Technology – Sandy Alspach
 - B. Associate Degree – Marketing – Sandy Alspach
8. Conversation with the Senate
 - A. Campus Labs Course Evaluation System – Dr. Roberta Teahen
 - B. NSSE Update – Dr. Roberta Teahen
 - C. Academic Affairs Budget Process – Dr. Fritz Erickson
9. Announcements
 - A. FSU President - David Eisler
 - B. Provost – Fritz Erickson
 - C. Senate President – Mike Berghoef
10. Open Forum
11. Adjournment

**Ferris State University
Academic Senate Meeting-draft**

February 5, 2013

Members in Attendance: Alspach, Amey, Baker, Berghoef, Cook, dakkuri, Daubert, Dixon, Drake, Fox, Griffin, Hanna, Isler, Jewett, Jiao, Joyce, Klatt, Marion, Moore, Nagel, Nystrom, Prakasam, Richmond, Sanderson, Schmidt, Stone, Thapa, Todd, Wancour, Yowitz

Members absent with cause: Abbasabadi, Lovsted, Nazar

Members absent: Boncher, Ciaramitaro, Dinardo, Luplow, McLean, Reynolds

Ex Officio and Guests: Blake, Durst, Eisler, Erickson, Garrison, Heck, Johnston, Nicol, Potter, Scoby, Teahen, McKean, Urbanic, Baumgartner, Karafa, Raglin, Bitzinger, Quigley, Wright, Krueger, Rumpf

1.	President Berghoef called the meeting to order at 10:08 a.m.
2.	Approval of Minutes. Senator Alspach moved to approve the minutes. Senator Griffin seconded. The motion passed.
3.	Open Forum. Senator Marion asked Vice President for Administration and Finance Jerry Scoby about the dependent audit information that had been sent out. Vice President Scoby said the decision came out of a recommendation by Aon Consulting as a way to see how the \$18 million in health insurance is spent yearly. Senator Marion asked how frequently the audit would occur and did the cost of the audit outweigh the potential benefits. Vice-President Scoby said the recommendation was for every 5-10 years and not annual. Senator Moore noted it was a lot of hoops to jump through and Senator Nystrom commented on Aon's poor ratings. Senator Dakkuri noted it was inappropriate to provide information on spouses of many years- and if it resulted from abuse of the system go after the individual. President Berghoef suggested that the comment be continued during the conversations with the Senate. Bob Krueger, representing the Emeriti Association discussed their activities, including more ways to include emeriti in campus activities. They are looking at ways to make sure they are aware of events including faculty lectures and coming up with college level policies on the participation of emeriti.
4.	Officer Reports. President Berghoef thanked the Senate for their patience in dealing with his hearing loss at the next meeting. He introduced Marie Yowitz as the new Senator from the Retention and Student Success Unit. He also noted that University Photographer Bill Bitzinger was there to take shots for the website and reiterated the upcoming research related deadlines that Karen Strasser mentioned at the January meeting. He also commented on the Academic Program Review Committee/ Senate Executive Committee with the deans where the suggestion was made that more Senate input was needed into developing standing metrics for APR and how he felt the Senate should work on this. Secretary Isler had no report.
5.	Committee Reports Senator Alspach said that the University Curriculum Committee (UCC) they held a workshop on the new manual February 4 th , and she hopes to have similar meetings every semester. Senator Cook asked about the vote and send process- some items for clarification are being caught at the college level committees, but instead of holding up the vote- they are being sent with comments to the UCC. It appears sometimes those issues are not being addressed before they reach the UCC. Senator Drake asked about the changes to the calculus sequence and Senator Alspach said all of those courses are now 4 credit courses. Dr. Fred Heck, chair of the General Education Task Force, said presentations on identifying learning outcomes have been made to three colleges and there is now a graphic representation. Senator Prakasam asked how co-

	<p>curricular outcomes are tracked- in FSUS? Dr. Heck said that co-curricular are part of the process, but not in FSUS and possibly in another course. Senator Cook said some financial literacy outcomes could be met in their business courses. Senator Wancour asked how this would work with accreditation and the need for course outcomes/objectives. Senator Alspach said that happens on the modified Form #. Senator Hanna asked if General Education would still be only 40 ours or if that was up for discussion? Dr. Heck said there was no intention to increase it but the where of courses happen can be seen on the graphical interpretation. Senator Hanna asked what benchmarking had been used.</p>
6A.	<p>Election of Senate Vice-President Senator Drake introduced the new Elections Committee member and discussed the process. He opened the floor for nominations.</p> <p>Senator Griffin nominated Senator Marion for Vice-President. Seconded by Senator Alspach. Senator Marion accepted.</p> <p>Senator Nagel nominated Senator Thapa for Vice-President. Seconded by Senator Dakkuri. Senator Thapa accepted.</p> <p>Senator Nagel moved to close nominations. Senator Griffin seconded.</p> <p>Two rounds of balloting occurred. There was a tie of 15 votes for each candidate.</p> <p>Senator Alspach moved to postpone the vote until the March Senate meeting. Senator Nagel seconded. Senator Dakkuri suggested a coin-toss to end the standoff. Senator Hanna made a friendly amendment to add that the ballot would be frozen to the two current candidates for the office if postponed until the March meeting. The friendly amendment was accepted.</p> <p>The postponement motion passed with a 20-8 vote.</p>
6B	<p>Rules Committee Election Guidelines Rules Committee chair Melinda Isler presented the guidelines for electing at-large members of the Senate Executive Committee. These rules presented some clarification on the section in the 2011 charter revisions. She moved to accept these guidelines and it was seconded by Senator Drake. Senator Jewett made a friendly amendment to add a section “4. If a ballot does not follow these guidelines, it will not be counted,” which was accepted. The motion passed with some opposition.</p>
7.	<p>Conversations with the Senate- Jerry Scoby, Vice-President for Administration and Finance Vice-President Scoby reviewed the original Campus Master Plan which was created in 2008-2009. Current capital outlay request priorities include a new College of Education and Human Services building and a renovation of automotive services. They are reviewing new housing and may be moving sooner from a 2 year to a 1 year residency requirement. Top Taggart Field will remain in current location but other buildings may be demolished. The plan may be officially updated in 2014. He opened the discussion for questions.</p> <p>Senator Klatt asked why two buildings (Masselink/Carlisle) were being replaced by a giant parking lot. Vice-President Scoby said this was to provided needed parking for the New University Center and add 190 spaces of commuter student parking. Senator Schmidt asked for clarification of what project in the College of Engineering Technology projects and Vice-President Scoby said the Automotive Center, not Swan building. Senator Alspach pointed out that Johnson Hall was also poor classroom space and housed many programs. Senator Thapa said both Carlisle/Masselink were solidly constructed building and why take them down? Vice-President Scoby said they did not meet the current needs of residential students. Senator Schmidt asked what the traffic pattern changes would do to those living on the east side of campus. Vice-President Scoby said a town forum was planned to discuss it with those residents. Senator Cook and Marion noted the curve near the Timme Building had several safety issues and should also be considered. Senator Klatt said that in his experience, roundabouts led to more traffic problems. Senator Baker asked if the intent in removing housing was to create more of a community college approach. Vice-President Scoby said they have 3500 beds on campus and students will still choose to live on campus. Senator Alspach asked about the demolition of the music center and Vice-President Scoby said it was not on the current plan.</p>

	<p>Senator Nystrom asked for clarification about how Ferris finances education costs- particularly adjuncts which are not counted into college budgets (and therefore may be cut more easily). Provost Erickson responded that all budget costs are now counted into office budgets and Senator Nystrom asked about how online courses were budgeted. Provost Erickson said he would be happy to provide the Senate in the future with a general v. non-general fund budget and the process to clarify it. He said budgets this year were roughly the same as last years. President Berghoef asked Provost Erickson to do so at a future meeting.</p> <p>Senator Jewett noted his concerns with the audit process and the University’s policies regarding data security. He encouraged people not to release that information to third parte vendors.</p> <p>Senator Nystrom said that there should be an opt-out clause for the process. Senator Marion noted that the information was held by HR and his ide had already been stolen. President Jim Rumpf, of the Ferris Faculty Association said that the union was looking into the issue and will be submitting FOIA request. One of the issues was the original letter looked like a phishing scam. Senator Moore said these types of audits are common in the workplace. Senator Hanna asked whether the managerial issue of risk had been considered and a legal opinion gotten. Senator Jewett said the third party vendor would be the liable one.</p>
8.	<p>Announcements. President Eisler had no report. Provost Erickson had no report.</p>
9	<p>Open Forum. There were no comments in open forum.</p>
10.	<p>The meeting was ended at 11:52 a.m.</p>

FSU Smoke Free Campus Initiative

Presented by the Colleges Against Cancer
Ferris State University Chapter

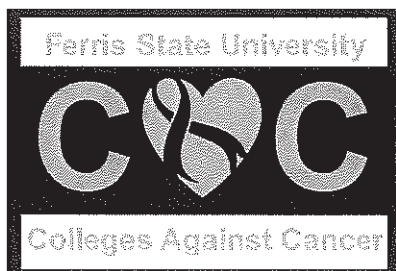


Table of Contents

FSU's Current Smoking Policy

Precedence - Who is Smoke Free?

- *New York State Colleges Expel Tobacco*
- *University of Michigan Smoke Free Initiative*
- *U.S. Colleges and Universities with Smoke Free and Tobacco Free Policies*

Research - Why Should We Be Smoke Free?

- *The Effects of Secondhand Smoke on Worker Health*
- *MHealthy Tobacco Fact Sheet*
- *FSU Students Make Good Choices – Alcohol, Tobacco, & Other Drug Use*

Tools & Materials - How Can We Be Smoke Free?

- *Steps For Enacting a Smoke Free College Campus Policy*
- *Tobacco Policy Planner*

FSU's Current Smoking Policy

BUSINESS POLICY LETTER

TO: All Members of the University Community

2004:11

DATE: October 2004

SMOKING POLICY

(Supersedes 2001:06 and 2003:04)

I. Purpose

This policy statement represents Board of Trustees approved policy in accordance with, and in addition to, Public Act 198 of 1986, otherwise known as The Michigan Indoor Clean Air Act, MCL 333.12601 et. seq.; MSA 14.15 (12601) et. seq. (hereinafter "Act").

II. Policy

It is the policy of Ferris State University to, at a minimum, abide by the Act, and any amendments that may be adopted under the Act, which generally prohibit smoking in public places as defined in the Act.

Smoking is prohibited within twenty-five (25) feet of the exterior doors of all Ferris State University facilities unless officially designated otherwise by the University.

Smoking is prohibited in all enclosed indoor areas at Ferris State University, which are used by the general public or serve as a place of work for University employees, except in designated, pre-approved and posted smoking areas. This prohibition does not apply to:

A University apartments.

B. A room, hall or building used for private functions where the seating arrangements are under the control of the sponsor of the function, not the University.

C. A food service establishment or to licensed (liquor) premises.

III. Procedures. The Office of Human Resource Development shall maintain records of complaints. A procedure shall be developed to receive, investigate and take action on all complaints.

IV. Additional Smoking Prohibitions and Authority.

- A. Any University building housing a child caring institution or child care center, as defined in the Act, shall be completely smoke free, as shall the surrounding grounds.
- B. Smoking is prohibited in University and State owned vehicles.
- C. Authority is delegated to the President or his/her designee(s) to designate any and/or all University outside areas as completely smoke-free, or to limit smoking to designated smoking areas. Further the President or his/her designee(s) shall issue campus regulations to implement this policy.
- D. Violators of this policy are subject to discipline up to and including termination from employment or discharge from the University. Student violators should be reported to Student Judicial Services, and employee violators should be reported to their direct supervisor or other supervisor, as appropriate.

Richard P. Duffett
Vice President for Administration & Finance

CONTACT: Human Resource Development

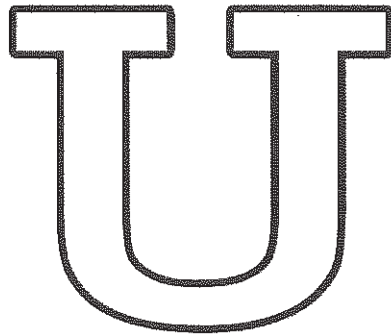
Cross-Reference:

Board Policy, Subpart 8-3, *Smoking Policy*

Precedence

In this section you'll find information on the number of schools in the United States that have already enacted a smoke free or tobacco free campus. Also, you will find examples of schools that have recently gone smoke free, including the University of Michigan.

TOBACCO-FREE



NEW YORK STATE COLLEGES
EXPEL TOBACCO



November 2011

EXECUTIVE SUMMARY

Smoke-free (SF) or tobacco-free (TF) campus policies are a growing trend across the country. Almost 600 colleges have implemented a SF/TF campus policy in the U.S. Public and private institutions of higher education are recognizing the important health and economic benefits of having a SF/TF campus policy. Secondhand tobacco smoke is classified by the Environmental Protection Agency as a Class A carcinogen, the same as asbestos, and there is no safe level of exposure. Recent evidence suggests that even short term exposure to secondhand smoke outside puts those with cardiac and pulmonary disease at risk. In addition to reducing exposure to secondhand smoke, SF/TF campus policies help to reduce initiation of tobacco use among young people and assist youth and adults trying to quit smoking. College age youth in New York have a smoking prevalence rate (23.1%) that is 83% higher than high school students (12.6%) suggesting that a large number of youth are beginning to smoke in college.

Unfortunately, the NYS Tobacco Control Program's Colleges for Change Program, which was charged with addressing the smoking problem at colleges, was eliminated this past year because of budget cuts. Meanwhile, the state takes in more than \$1.5 billion each year from tobacco settlement and tobacco taxes but is spending only 4 cents on the dollar to help people quit, reduce secondhand smoke exposure, and assisting institutions like colleges to become tobacco free.

Methods

The American Cancer Society gathered data for *Tobacco-Free U* over the course of one year from 98 percent of college campuses across New York State (192 out of 194 colleges).

Findings

- 17 percent have implemented a tobacco-free or smoke-free campus policy.
- 23 percent are in the process of adopting/implementing a tobacco-free or smoke-free policy in the near future.
- Overall, 40 percent of college campuses either have implemented or are in the process of implementing a SF/TF policy.
- There was a sixteen-fold increase in the number of NYS colleges that have adopted SF/TF policies since the mid 2000s.

Recommendations

- All NYS colleges should adopt a Tobacco Free Campus policy to protect the entire campus community. Colleges should not be supporting the initiation of a lifelong addiction to tobacco as a result of weak policies that put young and vulnerable people at risk.
- NYS should better support SF/TF campus policies by increasing funding to the NYS Tobacco Control Program incrementally to the Centers for Disease Control and Prevention's recommended level of \$254 Million per year.
- New York should follow the lead of two other states by requiring that all private and public colleges have in place and enforce a tobacco-free campus policy.

BACKGROUND

College campuses are an important target of the tobacco industry due to the number of young adults they can reach with their products. Each year cigarette manufacturers need to addict more than 400,000 new users in the U.S. to replace those who have died from the long term use of tobacco.⁶

The tobacco industry attempts to take advantage of college age youth, understanding that this period is when many long-term lifestyle choices are made and solidified. This period has been labeled as a dynamic time in the lives of college students.¹ Use of tobacco for the first time and use of tobacco regularly has been seen to increase while in college from freshman to senior year.² Not only does this put the 18-24 age group at a higher risk for initiating or strengthening an addiction to tobacco but it simultaneously endangers non-smokers on campus.

Tobacco-free campuses are a growing trend for private and state run colleges across the country. Five-hundred and eighty-six colleges are 100% smoke-free with no exceptions as of October 2011.³ This TF campus trend in the U.S. is correlated with the increase in states that have enacted strong clean indoor air legislation and recent scientific studies detailing the harmful effects of even short-term exposure to secondhand tobacco smoke.⁴ Secondhand tobacco smoke is classified by the Environmental Protection Agency as a Class A carcinogen, the same as asbestos, and there is no safe level of exposure. Recent evidence suggests that even short term exposure to secondhand smoke outside puts those with cardiac and pulmonary disease at risk. In addition to reducing exposure to secondhand smoke, SF/TF campus policies help to reduce initiation of tobacco use among young people and assist youth and adults trying to quit smoking.⁴ The adoption of tobacco-free college campus policies may also be facilitated by the increased focus of large employers on employee wellness to reduce spiraling healthcare costs. Studies indicate that businesses experience higher healthcare costs and lower rates of productivity as a result of tobacco using employees.⁵ A tobacco-free policy on college campuses may lead to a reduction in upper respiratory infections and other tobacco-related illnesses among students, lower rates of smoking among employees and students, higher class attendance, lower maintenance and cleaning costs, lower risk of fires, a more attractive campus, and reduced insurance rates.⁶

Over the past decade, there have been various grassroots efforts in New York State to enhance tobacco related policies in the college setting. In 2001, the American Cancer Society (ACS) initiated a two year project called the NYS College Alliance Against Tobacco which began working with many campuses across the state to change tobacco related policies. At that time the major focus was to make dormitories smoke-free. Later that year ACS conducted a survey of all colleges in NYS regarding their smoking policies. The survey suggested that no colleges had a SF/TF campus policy in place. By 2006, there were only two colleges in central New York with a smoke-free property policy: one a small private school and the other a state medical school and hospital. A state law was enacted in 2008 that mandated that all dormitories at public and private colleges be completely smoke-free.⁷ In 2009, the NYS Tobacco Control Program began funding an initiative called Colleges for Change (C4C). Seven contractors were funded to work with college students to promote tobacco-free norms and policies. ACS and C4C created the NYS Colleges Tobacco-free Initiative in 2010 to work with partners across the state to encourage and help support tobacco-free campus policies. Unfortunately the C4C program was terminated in 2011 due to state budget cuts.

In New York State, rates of smoking in the 18-24 age group is 83% higher (23.1%) compared to high school youth (12.6%)⁹ suggesting that more young people are starting to smoke while in college. A tobacco-free policy ensures that campuses are not unintentionally supporting the initiation of lifelong tobacco addiction among students as a result of weak smoking policies. Studies have found tobacco-free policies to be an effective way to reduce tobacco use among college students.⁸

The purpose of this research was to determine to what extent have colleges in New York State adopted smoke-free or tobacco-free campus policies.

METHODS

The American Cancer Society developed a survey instrument to gather information on current college campuses tobacco policies in New York State. The survey took place between July 2010 and July 2011. The second and third round of data collection focused on follow-up of previous answers to delineate progress toward the establishment of a tobacco-free policy and to validate previous findings.

The survey tool inquired about each college campus policy related to tobacco. Questions included (1) current policy regarding tobacco use on campus, (2) the policy on the use of tobacco products in any college owned multi-unit housing, (3) the process and participation in changing current tobacco policy, (4) and tobacco sales and whether tobacco industry sponsorship of events is allowed. This report focuses on SF/TF policies. A college was deemed “smoke-free” if smoking was not allowed anywhere on property owned or leased by the college. If there were no areas on campus or occupied by the college where smoking any tobacco products or using smokeless tobacco products were allowed, the school was considered “tobacco-free”.

The American Cancer Society contacted colleges from two groups: (1) sixty State University of New York (SUNY) colleges and (2) one hundred and eleven private colleges. Colleges of the City of New York (CUNY) were to be contacted in a subsequent survey wave when resources became available. However, during the study period, the CUNY Board of Trustees voted to make all 23 of their campuses tobacco-free which will be implemented no later than September 4, 2012. No additional information was collected from the CUNY schools.



Contact was made via phone to specific departments on college campuses. These departments included residential life, health/wellness services, and student affairs. If a targeted college representative was not available, a voice message was left detailing the process and explaining the purpose of the call. Follow up e-mails and calls were made accordingly to increase participation and acquire accurate information. Any information not received from a campus contact was gathered via online student handbooks found on official college websites. The handbook collection process helped to clarify answers from college representatives and, in some cases, used as a main source of tobacco policy information if responses from a college was delayed or never received. Also, a web-based version of the survey was developed via “Survey Monkey” for college contacts that preferred to answer online.

For the purpose of this analysis, it was assumed that the three colleges without any available data do allow tobacco use outside since that is the most common status and the minimum standard imposed by state law. Additionally, any college that reported having an active group sanctioned by the administration to discuss strengthening their tobacco policy was assumed to be “in-progress” of establishing a SF/TF policy on their grounds. It was also assumed that all online student handbooks referenced for data collection were up to date at the time of data collection.

RESULTS

In New York State there are 194 colleges. ACS was able to acquire at least the current smoking policy at one hundred ninety-two or 98% of schools. In New York State, there are 194 colleges; 83 public and 111 private. Thirty-three colleges (17%) have adopted a completely smoke-free or tobacco-free campus policy (Table 1) while 45 (23%) of colleges were “in-progress or preparing to implement the policy in the near future. Overall 78 out of 194 or 40% of college campuses were either SF/TF or in the progress of pursuing a SF/TF policy. Private campuses in NYS were more likely to be SF/TF with 23 reporting a policy in place while 10 public colleges met the criteria for a SF/TF campus policy.

When colleges were analyzed by type, SUNY, CUNY, or Private colleges (Table 2), CUNY schools had no campuses designated as SF/TF although all 23 CUNY campuses are in the progress of adopting a SF/TF policy by the next academic year.

Table 1	Public Colleges		Private Colleges		Total	
	#	%	#	%	#	%
Total Colleges	83	43	111	57	194	100
SF/TF	10	12	23	21	33	17
SF/TF In Progress	36	43	9	8	45	23
TOTAL SF/TF and In Progress	46	55	32	29	78	40

Table 1 – Tobacco-free or Smoke-free Colleges by Type of College

New York’s public colleges are more likely to be in the process of establishing a new SF/TF policy. Overall, 43% of public colleges compared to 8% of private colleges reported having an active tobacco committee working on a SF/TF policy. This is important to note because there are nearly twice the number of private colleges in the state than there are SUNY schools. With 100% of CUNY schools and 22% of SUNY schools in-progress, the trend portends that more publically funded campuses will have SF/TF policies in place than private colleges in the coming years.

Table 2	SUNY Colleges		CUNY Colleges		Private Colleges		Total	
	#	%	#	%	#	%	#	%
Total Colleges	60	31	23	12	111	57	194	100
SF/TF	10	17	0	0	23	21	33	17
SF/TF in Progress	13	22	23	100	9	8	45	23
TOTAL SF/TF and In Progress	23	39	23	100	32	29	78	40

Table 2 – Tobacco-free or Smoke-free Colleges by Affiliation

These data were also analyzed by regions in New York State (see Table 3). Six regions were identified: (1) Greater Capital Region, (2) Southern Tier, (3) Western, (4) Greater New York City Metro/lower Hudson Valley (NYC Metro/HV), (5) Rochester/Finger Lakes, and (6) Central/Northern region. NYC Metro/HV has the highest number of SF/TF colleges with 13 followed by Western with 6 colleges. Two regions each have 5 SF/TF colleges, Greater Capital and Central/Northern. The Western region of the state has the highest proportion of colleges in NYS that are SF or TF (55%) followed by the Greater Capital and the Rochester/Finger Lakes Regions (both with 21%). Amazingly, 82% of Western region colleges are SF/TF or in progress.

Table 3	Greater Capital (1)		Southern Tier (2)		Western (3)		Greater New York City Metro/ Lower Hudson Valley (NYC Metro/HV) (4)		Rochester/Finger Lakes (5)		Central and Northern (6)	
	#	%	#	%	#	%	#	%	#	%	#	%
Number of Colleges	24	12	7	4	11	6	101	52	14	7	37	19
SF or TF	5	21	1	14	6	55	13	13	3	21	5	14
In process of going SF/TF (in Progress)	5	21	1	14	3	27	28	28	2	14	4	11
TOTAL SF/TF and In Progress	10	42	2	28	9	82	41	41	5	35	9	25

Table 3 - SF/TF Colleges By Region in New York State

In terms of those colleges that are in the process of working on SF/TF policies, NYC Metro/HV has the greatest number (28) largely because of the decision by CUNY to make their 23 colleges TF. Capital Region is the next most active area by number with 5 colleges identified as being in progress (21%).

DISCUSSION

Over the past decade, numerous colleges in New York State have established policies that curb tobacco use and protect students and staff from secondhand smoke. The major finding of this study of New York State is that 33 or 17% of colleges have implemented SF/TF campus policies to date. That trend appears to be accelerating. In the past five years New York State has seen a sixteen-fold increase in SF/TF campus policies. Even more dramatic is the change in the number of colleges that are expecting to go TF on their campus in the near future. The data suggest that 40% of all colleges in the state will likely be SF/TF within the next few years. So far, 45 colleges are involved in a formal process to review and strengthen their tobacco policies. It is not unreasonable to assume that all of those colleges will establish SF/TF policies given that the majority of campuses already have designated smoking areas outside or smoking restrictions within 25-50 feet from and entranceway or buildings.

Colleges in the NYC Metro/HV area are more likely to be SF/TF or in progress. That is not surprising given that the area has the greatest number of colleges in the state (101) and many of them have little or no campus property where the policy would require enforcement. With fewer open areas and courtyards on campus where students or faculty would gather to smoke, colleges should have an easier time implementing SF/TF policies. The areas' position is also strengthened by the 23 schools within the CUNY system planning to become completely tobacco-free in 2012.

Approximately half of the campuses with 100% bans on smoking or tobacco use are SF and the other half has TF policies. However more tobacco-free policies have been established in the past two years compared to SF policies. The tobacco-free trend seems to reflect the desire to treat tobacco products consistently since all tobacco products are addictive and harmful. Colleges may also want to avoid potential smokeless tobacco problems on campus and the need to amend a smoke-free policy in the future.

The rapid pace of tobacco-free policy adoption in New York and elsewhere does raise questions about what may be driving the strong trend. The work of many tobacco control advocates and students over the past decade probably laid the groundwork for many of the changes. Statewide policy changes such as clean indoor air laws, tobacco tax increases, and tobacco self service display bans have helped to reduce smoking rates in all age groups, but especially among youth.⁹ Other factors creating a snow ball effect may include the benefit of having local tobacco-free models and competitive pressure if a similar college in the area adopts the policy, as well as significant changes in societal norms for smoking. In NYS the high school student smoking rate has declined by more than 50% in the past decade to 12.6%⁹ of youth so the opposition to a policy has been diminished while supporters of such a policy are more empowered. Also cost pressures and the need to identify savings in an economic downturn may also be reducing opposition from college leadership. Anecdotally, parents seem to be very supportive of tobacco-free



campus policies as well. More research is needed to identify the strongest predictors for the establishment of SF/TF campus policies and the impact of these policies on college communities.

With many new SF/TF policies being adopted, New York State may soon represent the largest voluntary uptake of SF/TF campus policies in the country. When the CUNY system implements their tobacco-free policy by the Fall of 2012 it will likely be the largest system of colleges to voluntarily adopt a tobacco-free campus rule. Likewise, the State University of New York has instituted a collaborative process to improve student and employee health and wellness. A system-wide tobacco-free campus policy is one possible outcome of this initiative. If this happens, SUNY would be the first statewide system of colleges to voluntarily adopt a tobacco-free policy on all 60 of their campuses. Notwithstanding what the SUNY system ultimately does, 18% of SUNY campuses are already SF/TF and more than a quarter of SUNY institutions are working towards implementing the policy in the future.

With so many of the state's colleges choosing to make their campuses SF/TF, the NYS legislature may eventually decide to mandate the policy for all public and private colleges as Iowa and Arkansas have done through legislation. A similar scenario took place in 2008 when the legislature and governor enacted a law after there was a clear trend in NYS colleges prohibiting smoking in residence halls.

The trend in SF/TF college campuses is the latest but perhaps one of the most salient steps toward a tobacco-free society. Colleges represent what has been called the latest battleground in the tobacco wars. New York has largely been successful at delaying smoking initiation among high school age children. Young adults are now major targets for the tobacco industry who count on attracting new legal customers as early as possible. SF/TF policies provide fewer opportunities for youth to become addicted, essentially weakening the tobacco industry's recruitment strategy. Moreover, tobacco use restrictions help to denormalize the behavior, further attenuating the impact of aggressive marketing by tobacco manufacturers and retailers.

With so many colleges choosing to develop tobacco-free policies, it is unfortunate that the state has cut nearly 50% from its Tobacco Control Program budget in recent years. Institutions of higher education need a great deal of guidance, support, and access to resources to transition to a tobacco-free environment. Consider the increased needs for training staff, signage, and consultation to enhance or create cessation services on campus and improve access to cessation pharmacotherapy treatments. All of these services, especially those pertaining to the college setting, have been cut or eliminated recently. Meanwhile, the state takes in more than \$1.5 billion each year from tobacco settlement and tobacco taxes but is spending only 4 cents on the dollar to help people quit, reduce secondhand smoke exposure, and assisting institutions like colleges to become tobacco free.⁹ Cost-saving initiatives like tobacco control should be spared and even expanded to reduce healthcare costs and boost productivity. New York should also consider following the lead of Arkansas and Iowa by requiring that all colleges have a tobacco-free campus policy

This study has some limitations. First, the data collected was largely self-reported by college staff. It is possible that some interviewees or respondents may have provided inaccurate information. However, when possible, the information was validated using other means such as an online student handbook or an individual in the tobacco control community who works with that particular school. Second, there may have been some inconsistencies between how data was collected and recorded. Finally, institutional changes seem to be happening quickly and a policy change process could have

been initiated in some colleges after being interviewed. Yet, that is not likely since the American Cancer Society works closely with the NYS Tobacco-free Community Partners who would likely be involved or at least hear about the policy change effort.

REFERENCES

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BACKGROUND



In our ongoing effort to create an environment that is healthy for all members of our community, the University of Michigan will become a smoke-free university. This will help ensure a healthier environment for faculty, staff, students and visitors.

- All campuses of the University will be smoke-free by July 2011. This extends the smoke-free environment of our University buildings to the campus grounds.
- A steering committee, co-chaired by Kenneth Warner, dean of the School of Public Health, and Dr. Robert Winfield, chief health officer and director of the University Health Service, is developing an implementation plan. Subcommittees have been formed and are meeting. View [Committee Members](#).
- The Dearborn and Flint campuses have representatives participating in all subcommittees, but will be responsible for their own implementation plans.
- Committee recommendations will be made to President Coleman by Fall 2010 to guide the implementation of a smoke-free campus.

Why we made the decision—and what you should know about how we're proceeding:

- The decision to become a smoke-free University aligns perfectly with the goals of MHealthy to improve the health of the U-M community.
- We'll make the change gradually, with input from the campus community on how best to put our new policy into practice.
- Subcommittees are carefully considering the implications for student life, human resources, grounds and facilities, human resources and visitors to the University.
- Committee work will be thorough and includes representatives from all campuses, students, the local community, and smoking cessation experts. Within these work groups are smokers, former smokers and never-smokers.
- Students are involved as committee members and reflect varied opinions. More than 1,500 students have provided feedback and participated in focus groups and surveys about the initiative, with many supporting the plan to make all U-M campuses smoke-free by July 2011.
- We want to be sensitive to smokers, former smokers and never-smokers in the implementation of this policy, as well as the surrounding community. Community members are involved in the work of the committees.
- This is another step along a path set in the 1987 when the university adopted a ban on smoking in buildings (except some residence halls). Our Health System has been smoke-free since 1998, and the Residence Halls Association, a student-representative organization, eliminated smoking from all residence halls in 2003.
- More than 260 campuses in the U.S. are now smoke free, including our Big Ten counterparts, University of Iowa and Indiana University. Even campuses in states with substantial tobacco production, such as the University of Kentucky, have enacted similar policies.

[Read an informational letter from President Mary Sue Coleman about the Smoke-Free Initiative](#)

Health Information

Smoking has long been known to be a primary cause of lung cancer, and the

Information about the Smoke-Free University Initiative

Smoking has long been known to be a primary cause of lung cancer, and the list of other diseases caused by smoking includes certain aortic aneurysms, myeloid leukemia, cataracts, cervical cancer, kidney and pancreatic cancer, pneumonia, periodontitis and stomach cancer.

The Surgeon General's 2004 and 2006 reports, *The Health Consequences of Smoking* and *The Health Consequences of Involuntary Exposure to Tobacco Smoke*, warned that no level of smoke is safe. Other conclusions included benefits of smoking cessation to both the smoker and his/her family due to second-hand smoke:

- Pooled evidence indicates a 20-30 percent increase in the risk of lung cancer from secondhand smoke exposure associated with living with a smoker.
- Evidence is sufficient to infer a causal relationship between exposure to secondhand smoke and increased risks of coronary heart disease morbidity and mortality among both men and women.
- Workplace restrictions are highly effective in reducing secondhand smoke exposure.
- Quitting smoking has immediate as well as long-term benefits, reducing risks for diseases caused by smoking and improving health in general.

Working Toward a Smoke-Free Environment

The University of Michigan first adopted a University-wide smoking policy ([SPG 601.4](#)) in 1987, which banned smoking in buildings (except designated residence halls) and University vehicles. In 1998, the U-M Health System prohibited smoking on the grounds and in public spaces. In 2003, the Residence Hall Association eliminated smoking from all residence halls. The policy has been revised periodically and now includes all U-M campuses.

Smoking cessation assistance is available from the [Tobacco Consultation Service](#), established by the U-M Health System.



U.S. Colleges and Universities with Smokefree and Tobacco-Free Policies*January 2, 2013*

While it has become relatively common for colleges and universities to have policies requiring that all buildings, including residential housing, be smokefree indoors, this list only includes those colleges and universities with entirely smokefree campuses.

+ = 100% Tobacco-Free campus (no forms of tobacco allowed). Otherwise policy is smokefree only (other forms of tobacco allowed).

There are now at least 1,129 100% smokefree campuses with no exemptions. Residential housing facilities are included, where they exist. Of these, 766 have a 100% tobacco-free policy.

Please note, these policies have been enacted but are not necessarily yet in effect. Please contact the school itself to verify the status of its policy.

U.S. States/Territories/Commonwealths Requiring 100% Smokefree College and University Campuses, Indoors and Out (Required 100% Tobacco-Free Campuses Marked +)

Below is a list of states/territories/commonwealths that have adopted laws requiring all college and university grounds within the jurisdiction to be 100% smokefree with no exemptions.

Arkansas (33 campuses)*
Iowa (66 campuses)
Commonwealth of the Northern Mariana Islands (1 campus)*
Oklahoma (29 campuses) +*

**Public institutions only*

Colleges and Universities with Smokefree Policies: Entire Campus, Indoors and Out (100% Tobacco-Free Campuses Marked +)

Below is a list of U.S. colleges and universities that have enacted 100% smokefree campus policies.

Alabama	<u>Auburn University</u> <u>Calhoun Community College (2 campuses) +</u> <u>Faulkner University +</u> <u>Troy University (4 campuses) +</u> <u>Wallace State Community College (2 campuses) +</u>	Alaska	<u>Wayland Baptist University - Anchorage +</u>
		Arizona	<u>A.T. Still University - Mesa +</u> <u>Embry-Riddle Aeronautical University, Prescott +</u>

	<u>Maricopa Community College District (10 Colleges) +</u>		<u>American University (3 campuses) +</u>
Arkansas* <i>*all public institutions smokefree by law; listed institutions are private and/or have tobacco-free policies</i>	<u>National Park Community College +</u> <u>North Arkansas College +</u> <u>NorthWest Arkansas Community College +</u> <u>Ozarka College +</u> <u>Phillips Community College +</u> <u>SAU Tech +</u> <u>University of Arkansas +</u> <u>University of Arkansas Community College at Morrilton +</u>	District of Columbia	<u>Georgetown University Medical Center</u>
California	<u>Cuyamaca Community College</u> <u>Fresno Pacific University +</u> <u>Fullerton College</u> <u>Grossmont Community College +</u> <u>Imperial Valley College +</u> <u>Laney College</u> <u>Loma Linda University +</u> <u>Mesa College</u> <u>MiraCosta College +</u> <u>Palomar College +</u> <u>Point Loma Nazarene University +</u> <u>San Jose City College</u> <u>Santa Rosa Junior College</u> <u>Simpson University +</u> <u>Solano Community College District (4 campuses)</u> <u>Stanford University Medical School</u> <u>University of California (9 campuses) +</u> <u>Woodland Community College +</u>	Florida	<u>Edison State College +</u> <u>Edward Waters College</u> <u>Embry-Riddle Aeronautical University, Daytona Beach +</u> <u>Florida Hospital College of Health Sciences +</u> <u>Florida International University +</u> <u>Florida State College of Jacksonville (5 campuses) +</u> <u>Gulf Coast State College +</u> <u>Hillsborough Community College (8 campuses) +</u> <u>Miami Dade College (8 campuses) +</u> <u>Nova Southeastern University +</u> <u>South Florida Community College +</u> <u>University of Central Florida</u> <u>University of Florida +</u> <u>University of Florida Health Sciences/Shands +</u> <u>University of Miami Medical Campus</u> <u>University of South Florida Health +</u> <u>Valencia College</u> <u>Warner University +</u>
CNMI* <i>*all institutions smokefree by law; listed institutions have tobacco-free policies</i>	<u>Northern Marianas College +</u>	Georgia	<u>Armstrong Atlantic State University +</u> <u>Altamaha Technical College +</u> <u>Athens Technical College +</u> <u>Chattahoochee Technical College +</u> <u>College of Coastal Georgia +</u> <u>Columbus Technical College +</u> <u>Darton College +</u> <u>Emory University +</u> <u>Gainesville College +</u> <u>Georgia Highlands College +</u> <u>Georgia Health Sciences University (2 campuses; includes Augusta State/Walton Way) +</u> <u>Georgia Northwestern Technical College (6 campuses) +</u> <u>Georgia Piedmont Technical College (formerly Dekalb) +</u> <u>Gordon State College +</u> <u>Gwinnett Technical College +</u> <u>Medical College of Georgia +</u> <u>Mercer University +</u> <u>Morehouse School of Medicine +</u> <u>Oglethorpe University +</u> <u>Piedmont College +</u> <u>Shorter University +</u> <u>Southwest Georgia Technical College +</u>
Colorado	<u>Colorado Christian University +</u> <u>Colorado Mountain College Summit Campus +</u> <u>Denver School of Nursing +</u> <u>Northeastern Junior College</u> <u>UC-Denver, Anschutz Medical Campus +</u>		
Connecticut	<u>Quinnipiac University - North Haven Campus +</u>		
Delaware	<u>Delaware Technical & Community College +</u> <u>Widener University +</u>		

	<u>University of Georgia Health Sciences Campus</u> +		<u>AIB College of Business</u> +
Commonwealth of Guam	<u>Guam Community College</u> <u>University of Guam</u> +	Iowa* <i>*all institutions have smokefree grounds by law; listed institutions have 100% tobacco-free policies</i>	<u>Briar Cliff University</u> + <u>Des Moines Area Community College</u> + <u>Des Moines University</u> + <u>Graceland University</u> + <u>Hawkeye Community College</u> + <u>Indian Hills Community College</u> + <u>Iowa Lakes Community College</u> + <u>Iowa Valley Community College District</u> (5 campuses) + <u>Loras College</u> + <u>Luther College</u> + <u>Maharishi University of Management</u> + <u>Mercy College of Health Sciences</u> + <u>North Iowa Area Community College</u> + <u>St. Ambrose University</u> + <u>Southeastern Community College</u> + <u>Southwestern Community College</u> + <u>Western Iowa Tech Community College</u> +
Idaho	<u>Brigham Young University–Idaho</u> + <u>College of Southern Idaho</u> <u>Idaho State University</u>		
Illinois	<u>Aurora University</u> <u>Blessing-Rieman College of Nursing</u> <u>City Colleges of Chicago</u> (7 colleges) + <u>College of DuPage</u> + <u>Danville Area Community College</u> + <u>Greenville College</u> + <u>Hannibal LaGrange University</u> <u>McHenry County College</u> + <u>Olivet Nazarene University</u> + <u>Rush University</u> + <u>University of Illinois at Urbana-Champaign</u> <u>Waubonsee Community College</u> <u>Wheaton College</u>		
Indiana	<u>Anderson University</u> <u>Associated Mennonite Biblical Seminary</u> <u>Bethel College</u> + <u>Crossroads Bible College</u> + <u>Franklin College</u> + <u>Goshen College</u> + <u>Grace College</u> + <u>Huntington University</u> <u>Indiana University Southeast</u> + <u>Indiana University – East</u> <u>Indiana University – IUPUI</u> + <u>Indiana University – Kokomo</u> + <u>Indiana University – Northwest</u> + <u>Indiana University – Southeast</u> + <u>Indiana University – South Bend</u> + <u>Indiana Tech</u> + <u>Indiana Wesleyan University</u> ITT Technical Institute (146 campuses nationwide) <u>Ivy Tech State College System</u> (23 campuses) + <u>Martin University</u> <u>Purdue University - Calumet</u> <u>Purdue University - North Central</u> + <u>Taylor University</u> + <u>University of Indianapolis</u> <u>University of Saint Francis</u> + <u>Valparaiso University</u> +	Kansas	<u>Barclay College</u> + <u>Butler Community College</u> – <u>Andover</u> + <u>Central Christian College</u> + <u>Flint Hills Technical College</u> <u>Kansas City College and Bible School</u> + <u>Kansas Wesleyan University</u> + <u>Labette Community College</u> (2 campuses) + <u>Manhattan Christian College</u> + <u>MidAmerica Nazarene University</u> + <u>Pratt Community College</u> + <u>Salina Area Technical College</u> + <u>University of Kansas Medical Campuses</u> (2 campuses) +
		Kentucky	<u>Ashland Community and Technical College</u> + <u>Bellarmino University</u> + <u>Hopkinsville Community College</u> + <u>Kentucky Wesleyan College</u> <u>Morehead State University</u> + <u>Owensboro Community and Technical College</u> (3 campuses) + <u>Pikeville College</u> + <u>Spalding University</u> <u>St. Catharine College</u> + <u>Union College</u> + <u>University of Kentucky</u> + <u>University of Louisville</u>
		Louisiana	<u>Louisiana Delta Community College</u> + <u>LSUHSC Shreveport</u>

	<u>LSUHSC New Orleans</u> + <u>Nicholls State University</u> + <u>Our Lady of the Lake College</u> <u>Southern University</u> (5 campuses) +		<u>Jackson Community College</u> + <u>Lansing Community College</u> + <u>Monroe County Community College</u> <u>Montcalm Community College</u> + <u>Mott Community College</u> (4 campuses) + <u>Muskegon Community College</u> + <u>North Central Michigan College</u> + <u>Northwestern Michigan College</u> + <u>Oakland Community College</u> (5 campuses) + <u>Spring Arbor University</u> + <u>University of Michigan</u> <u>University of Michigan Medical School</u> <u>Washtenaw Community College</u>
Maine	<u>Kennebec Valley Community College</u> + <u>University of Maine, Orono</u> + <u>University of Maine, Framington</u> + <u>University of Maine, Augusta</u> (2 campuses) + <u>University of Southern Maine</u> (3 campuses) +		
Maryland	<u>Carroll Community College</u> + <u>Chesapeake College</u> + <u>Frostburg State University</u> <u>Garrett College</u> + <u>Harford Community College</u> + <u>Howard Community College</u> + <u>Maryland Bible College and Seminary</u> + <u>Montgomery College</u> + <u>Salisbury University</u> <u>Towson University</u> <u>Washington Adventist University</u> (formerly Columbia Union College) +	Minnesota	<u>Argosy University – Twin Cities</u> <u>Bemidji State University</u> + <u>Bethel University</u> + <u>Century College</u> + <u>College of St. Scholastica</u> (5 campuses) + Cook County Higher Education – North Shore + <u>Dakota County Technical College</u> + <u>Itasca Community College</u> + <u>Lake Superior College</u> + <u>Mesabi Range Community & Technical College</u> (2 campuses) + <u>Minnesota State University - Mankato</u> + <u>Minnesota State University - Moorhead</u> + <u>Minnesota West Community and Technical College</u> + <u>North Central University</u> + <u>Northwest Technical College</u> + <u>Northwestern College</u> + <u>Northwestern Health Sciences University</u> + <u>Rainy River Community College</u> + Rasmussen College - Moorhead Campus and St. Cloud Campuses <u>Ridgewater College</u> + <u>Riverland Community College</u> (3 campuses) + <u>Rochester Community and Technical College</u> + <u>South Central College</u> (2 campuses) + <u>Southwest Minnesota State University</u> + <u>St. Catherine University</u> (2 Campuses) + <u>St. Cloud State University</u> + <u>St. Cloud Technical & Community College</u> +
Massachusetts	<u>Boston University Medical Campus</u> <u>Bridgewater State University</u> + <u>Bristol Community College</u> + <u>Cape Cod Community College</u> <u>Harvard Medical School</u> <u>Harvard School of Dental Medicine</u> <u>Harvard School of Public Health</u> <u>Holyoke Community College</u> <u>Massachusetts Maritime Academy</u> + <u>North Shore Community College</u> <u>Salem State University</u> (3 campuses; formerly Salem State College) + <u>Tufts University – Boston campus</u> + <u>University of Massachusetts – Amherst</u> + <u>University of Massachusetts Medical School</u> +		
Michigan	<u>Alpena Community College</u> + <u>Baker College</u> + <u>Bay College</u> + <u>Delta College</u> + <u>Glen Oaks Community College</u> + <u>Grand Rapids Community College</u> + <u>Great Lakes Christian College</u> + <u>Henry Ford Community College</u> (3 campuses) <u>Hope College</u>		

	<u>University of Minnesota - Crookston</u> + <u>University of Minnesota - Duluth</u> <u>Winona State University</u> +	New Jersey	<u>Bergen Community College</u> <u>Berkeley College</u> + <u>Brookdale Community College</u> + <u>Burlington County College</u> <u>Camden County College</u> + <u>County College of Morris</u> <u>Essex County College</u> (3 campuses) <u>Gloucester County College</u> <u>Middlesex College</u> <u>Middlesex County College</u> <u>Salem Community College</u> + <u>Sussex County Community College</u> +
Mississippi	<u>Blue Mountain College</u> + <u>Delta State University</u> + <u>Itawamba Community College</u> (2 campuses) + <u>Mississippi College</u> <u>Mississippi Gulf Coast Community College</u> (4 campuses and 4 centers) + <u>Northeast Mississippi Community College</u> + <u>University of Mississippi - Oxford</u>	New York	<u>Barnard College</u> <u>Broome Community College</u> <u>Cayuga Community College</u> + <u>Cazenovia College</u> <u>City University of New York</u> (24 campuses) + <u>College of Saint Rose</u> + <u>Cornell Cooperative Extension</u> + <u>Corning Community College</u> + <u>Davis College</u> + <u>D'Youville College</u> <u>Maria College</u> <u>Paul Smith's College</u> <u>Queens College</u> + <u>Rensselaer Polytechnic Institute</u> + <u>Sage College</u> (2 campuses) + <u>St. Francis College</u> + <u>State University of New York - Buffalo</u> <u>SUNY Canton</u> + <u>SUNY College of Optometry</u> <u>SUNY Cortland</u> + <u>SUNY Erie Community College</u> + <u>SUNY Rockland Community College</u> <u>SUNY Upstate Medical University</u> <u>Stony Brook University Hospital</u> <u>Union Graduate College</u> + <u>University at Buffalo</u> <u>University of Rochester School of Medicine & Dentistry</u> + <u>Wells College</u> <u>Westchester Community College</u> (11 campuses) +
Missouri	<u>A.T. Still University of Health Sciences</u> + <u>Drury University</u> + <u>East Central College</u> + <u>Evangel University</u> + <u>Fontbonne University</u> <u>Hannibal-LaGrange University</u> + <u>Harris-Stowe State University</u> <u>Maryville University</u> <u>Metropolitan Community College</u> (5 campuses) + <u>Missouri Western State University</u> + <u>North Central Missouri College</u> + <u>Northwest Missouri State University</u> <u>Ozarks Technical Community College</u> + <u>St. Charles Community College</u> + <u>St. Louis Community College</u> (7 campuses) + <u>St. Louis University Medical Center</u> <u>University of Missouri - Columbia</u> <u>University of Missouri - St. Louis</u> + <u>Washington University in St. Louis</u> + <u>Westminster College</u>		
Montana	<u>Montana State University</u> (4 campuses) + <u>Montana Tech</u> + <u>University of Montana</u> + <u>University of Montana Western</u> +		
Nebraska	<u>Bellevue University</u> + <u>College of St. Mary's</u> + <u>Clarkson College</u> <u>Creighton University</u> + <u>Mid-Plains Community College</u> + <u>Nebraska Methodist College</u> + <u>University of Nebraska Medical Center</u> + <u>York College</u> +	North Carolina	<u>Asheville-Buncombe Technical Community College</u> + <u>Barber-Scotia College</u> <u>Beaufort County Community College</u> + <u>Bennett College</u> + <u>Blue Ridge Community College</u> + <u>Cabarrus College</u> + <u>Cape Fear Community College</u> + <u>Carolinas College of Health Sciences</u> +

Catawba Valley Community College +
Central Carolina Community College +
Central Piedmont Community College +
Cleveland Community College +
College of The Albemarle +
Davidson County Community College +
Durham Technical Community College +
 ECPI University, Greensboro +
Edgecombe Community College +
Forsyth Technical Community College +
Gardner-Webb University +
Gaston College +
Greensboro College +
Guilford Technical Community College +
Halifax Community College +
Haywood Community College +
High Point University +
Laurel University (formerly John Wesley College) +
Lees-McRae College +
Lenoir Community College +
Louisburg College +
Mayland Community College +
Montgomery Community College +
Montreat College +
Peace College +
Pfeiffer University (3 campuses) +
Randolph Community College +
Richmond Community College +
Roanoke-Chowan Community College +
Rockingham Community College +
Rowan-Cabarrus Community College +
Southeastern Community College +
Southwestern Community College +
Stanly Community College +
Surry Community College +
Vance-Granville Community College +
Wayne Community College +
Wayne County Community College +
Wake Technical Community College +
Western Piedmont Community College +
Wilkes Community College +
Wingate University +

North Dakota

Bismarck State College +
Dakota College +
Dickinson State University +
Jamestown College +
Lake Region State College +

Mayville State University +
Medcenter One College of Nursing +
Minot State University +
North Dakota State College of Science +
North Dakota State University +
Trinity Bible College +
University of Mary +
University of North Dakota +
Valley City State University +

Ohio

Christian Cedarville University +
Dwight Schar School of Nursing, Ashland University +
Hocking College +
Malone College +
Miami University +
Mount Carmel School of Nursing +
Mount Vernon Nazarene University +
Northeast Ohio Medical University +
Notre Dame College of Ohio +
Ohio Christian University +
Ohio Dominican University (3 campuses) +
Ohio State University Wexner Medical Center College of Medicine +
University of Toledo - Health Science Campus +

Oklahoma*
**all public institutions tobacco-free by law; listed Institutions are private*

Oklahoma Baptist University +
Oklahoma Christian University +
Oklahoma City University +
St. Gregory's University +
Southern Nazarene University +

Oregon

Chemeketa Community College +
Corban College +
East West College +
Mt. Hood Community College +
Multnomah University +
National College of Natural Medicine +
Northwest Christian University +
Oregon Coast Community College (3 campuses) +
Oregon College of Oriental Medicine +
Oregon Health & Science University +
Oregon State University – Corvallis +
Pacific University – Health Professions Campus +
Portland Community College, Cascade campus +
Portland Community College, Rock Creek campus +
Tillamook Bay Community College +

	<u>University of Oregon +</u> <u>Walla Walla University – Portland</u> <u>Warner Pacific College +</u> <u>Western States Chiropractic College</u>		<u>Austin Community College (10 campuses)</u> <u>Blinn College (4 campuses) +</u> <u>Collin County Community College (7 campuses)</u> <u>Huston-Tillotson University +</u> <u>Lamar Institute of Technology +</u> <u>Midwestern State University +</u> <u>North Central Texas College (5 campuses) +</u> <u>Paul Quinn College</u> <u>San Jacinto College - South Campus</u> <u>Sul Ross State University (4 campuses) +</u> <u>Tarrant County College +</u> <u>Texas Southmost College +</u> <u>Texas State University - Round Rock +</u> <u>Texas State University - San Marcos +</u> <u>Texas Tech University Health Sciences Center (6 campuses) +</u> <u>Tyler Junior College</u> <u>University of North Texas - Denton</u> <u>University of Texas - Arlington +</u> <u>University of Texas - Brownsville +</u> <u>University of Texas Health Science Center - San Antonio +</u> <u>University of Texas Health Science Center – Houston +</u> <u>Victoria College</u> <u>Weatherford College +</u>
Pennsylvania	<u>Baptist Bible College +</u> <u>Community College of Beaver County +</u> <u>Eastern University +</u> <u>Lackawanna College +</u> <u>Lehigh Carbon Community College</u> <u>Montgomery County Community College +</u> <u>Reading Area Community College +</u> <u>Widener University (4 campuses) +</u>		
South Carolina	<u>Aiken Technical College +</u> <u>Allen University</u> <u>Charleston Southern University +</u> <u>Converse College +</u> <u>Claflin University</u> <u>Clinton Junior College</u> <u>Francis Marion University</u> <u>Lander University +</u> <u>Medical University of South Carolina +</u> <u>Orangeburg-Calhoun Technical College</u> <u>South Wesleyan University +</u> <u>University of South Carolina - Upstate +</u> <u>Piedmont Technical College System (7 campuses) +</u> <u>York Technical College +</u>		
		Utah	<u>Brigham Young University +</u>
		Virginia	<u>Eastern Virginia Medical School +</u> <u>Regent University +</u> <u>Jefferson College of Health Sciences +</u>
South Dakota	<u>Dakota State University</u> <u>Dakota Wesleyan University +</u> <u>Mount Marty College +</u> <u>Oglala Lakota College +</u> <u>South Dakota School of Mines and Technology +</u> <u>University of Sioux Falls +</u> <u>University of South Dakota</u>	Washington	<u>Corban University +</u> <u>Everett Community College +</u> <u>Green River Community College +</u> <u>Lower Columbia College +</u> <u>Moody Bible Institute +</u> <u>Northwest University +</u> <u>Pacific Lutheran University +</u> <u>Seattle Pacific University</u> <u>South Puget Sound Community College +</u> <u>Walla Walla University +</u> <u>Washington State University Spokane – Riverpoint campus +</u>
Tennessee	<u>Belmont University +</u> <u>Dyersburg State Community College +</u> <u>East Tennessee State University +</u> <u>Freed-Hardeman University +</u> <u>Libscomb University +</u> <u>Milligan College +</u> <u>Tennessee Technological University +</u>		
Texas	<u>Abilene Christian University +</u> <u>Alamo Community College District (5 colleges)</u> <u>Angelina College (3 campuses) +</u>	West Virginia	<u>Marshall University Health Sciences Campus +</u> <u>West Liberty University +</u> <u>West Virginia Northern Community College (3 campuses) +</u>

	<u>West Virginia School of Osteopathic Medicine +</u>	<u>Milwaukee Area Technical College (4 campuses) +</u>
	<u>West Virginia University Health Sciences Campus +</u>	<u>Moraine Park Technical College +</u>
Wisconsin	<u>Alverno College +</u>	<u>Nicolet Area Technical College +</u>
	<u>Carroll University +</u>	<u>University of Wisconsin - Baraboo/Sauk County +</u>
	<u>Bellin College of Nursing (Bellin Health)</u>	<u>University of Wisconsin - Stout +</u>
	<u>Chippewa Valley Technical College +</u>	<u>University of Wisconsin Health Sciences Campus +</u>
	<u>Gateway Technical College (10 campuses) +</u>	<u>Waukesha County Technical College +</u>
	<u>Madison College +</u>	<u>Western Technical College +</u>
	<u>Marian University +</u>	<u>Wisconsin Indianhead Technical College – Superior Campus +</u>
	<u>Medical College of Wisconsin +</u>	

In creating this document, the American Nonsmokers' Rights Foundation relied on information found on the internet, information in student and campus administration handbooks and news articles, and information obtained from other tobacco prevention agencies. This information is accurate to the best of our knowledge; however, there may be some discrepancies due to incomplete information.

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[LS-17]

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Research

This section will provide you with facts and figures related to the health benefits of going smoke free as well as the immediate effects of quitting smoking. We have also included information from the Ferris Students Make Good Choices program survey.



The Effects of Secondhand Smoke on Worker Health

Former U.S. Surgeon General Jesse Steinfeld first exposed the health risks of secondhand smoke in 1971,^{1, 2} but it was not until the late 1980s that we learned the extent of the public's secondhand smoke exposure. At that time, 91.7 percent of Americans were found to have an indicator of secondhand smoke exposure on their bloodstream,³ and only 3 percent of workers nationally reported a "no smoking" policy at their place of employment.⁴ Policymakers began to take steps to minimize the impact of secondhand smoke. Laws prohibiting smoking in certain public venues were enacted at the local, state, and national levels.

Today, smoke-free policies have effectively reduced the number of people exposed to secondhand smoke in the workplace.⁵ The proportion of nonsmokers with detectable levels of a secondhand smoke indicator has dropped to 40 percent.⁶ More than 40 years after the first Surgeon General's report on the health consequences of smoking, the most recent reports, the 2006 *Health Consequences of Involuntary Exposure to Tobacco Smoke: A Report of the Surgeon General* and the 2010 *How Tobacco Smoke Causes Disease: The Biology and Behavioral Basis for Smoking-Attributable Disease: A Report of the Surgeon General*, unequivocally state that there is no risk-free level of exposure to tobacco smoke.^{7, 8}

Unfortunately, not all workers have the same level of protections. Although now 63 percent of the U.S. population are covered by smoke-free workplace laws, 75 percent are covered by smoke-free restaurant laws, and 64 percent are covered by smoke-free bar laws, still less than half of the population (48%) are covered by smoke-free laws in all three types of venues.⁹

The American Cancer Society Cancer Action Network (ACS CAN) believes that all Americans have the right to breathe smoke-free air. No one should have to choose between their livelihood and their health.

Hospitality Workers are at Higher Risk for Secondhand Smoke Exposure

- The workplace is a major source of secondhand smoke exposure for adults, and secondhand smoke exposure in the workplace has been linked to an increased risk of heart disease and lung cancer among nonsmoking adults.¹⁰
- Blue collar and service workers are exposed to more secondhand smoke at the workplace than white collar workers and are less likely to be covered by smoke-free policies.^{11,12}
- According to one study, prior to the implementation of a smoke-free law, employees working full-time in restaurants or bars that allowed indoor smoking were exposed to levels of air pollution 4.4 times higher than safe annual levels established by the U.S. Environmental Protection Agency because of their occupational exposure to tobacco smoke pollution.¹³
- Compared to other workers, bartenders, waiters, and waitresses are less likely to be protected by smoke-free policies and more likely to breathe secondhand smoke even when smoke-free policies are in effect.¹⁴
- Without smoke-free policies in effect, bars and lounges have among the highest concentrations of secondhand smoke of all public spaces – exposing bartenders to even greater levels of secondhand smoke than waiters and waitresses.¹⁵

- When there are not smoke-free policies in effect, levels of secondhand smoke in bars are 3.9 to 6.1 times higher than levels measured at office worksites and up to 4.5 times higher than levels in homes with at least one smoker.¹⁶
- In a San Francisco, CA, study that took place before the state had a comprehensive smoke-free restaurant and bars law, 74 percent of bartenders surveyed reported respiratory symptoms (e.g., wheezing, cough, etc.), and 77 percent reported sensory irritation symptoms (e.g. red, teary, or irritated eyes, runny nose, sneezing, sore or scratchy throat, etc.).¹⁷
- Casino workers are exposed to high levels of secondhand smoke in the workplace and are at higher risk for secondhand smoke related illness.
 - The National Institute for Occupational Safety and Health (NIOSH) conducted a health hazard evaluation at an Atlantic City, N.J., casino. When compared with the results of other surveys, workers had exceptionally high levels of a secondhand smoke exposure indicator in their bloodstreams.¹⁸
 - The study found that casino workers who staffed nonsmoking tables did not have lower levels of secondhand smoke exposure than workers who staffed smoking tables.¹⁹
 - Researchers found generalized exposure to secondhand smoke throughout the entire gaming area, suggesting that casino patrons as well as casino employees who did not participate in the study (e.g. waitresses, cashiers, security personnel) incurred the same levels of exposure to secondhand smoke demonstrated by the dealers and supervisors in the study.²⁰
 - NIOSH found occupational exposure to secondhand smoke increased workers' risk of lung cancer and other diseases. The agency recommended that workers be protected from involuntary exposure to secondhand smoke.
 - A more recent study of nonsmokers' exposure and risk from secondhand smoke in casinos exempted from Pennsylvania's smoke-free law found that smoke particles were 4 to 6 times greater inside casinos than outside, even with ventilation and few people smoking at the time.²¹ Additionally, the secondhand smoke in the casinos was not confined to the smoking areas.²²
- Tobacco smoke is a complex mixture.¹ When compared to mainstream smoke, sidestream smoke emits higher amounts of several toxic chemicals.^{23,24} For each cigarette smoked, a nonsmoking employee inhales:
 - as much benzene as one who has smoked six cigarettes;
 - as much 4-aminobiphenyl as one who has smoked 17 cigarettes; and
 - as much N-nitrosodimethylamine as one who has smoked 75 cigarettes.²⁵

Smoke-Free Policies Improve Workers' Health

- Although secondhand smoke exposure declined among all worker groups between 1988 and 2002, the decline was greatest among blue collar and service workers, who each experienced a 76 percent decrease in a secondhand smoke indicator during that 14-year time period.²⁶ Also during

¹ For more information on the composition of secondhand smoke, please see the American Cancer Society's factsheet "The Facts About Secondhand Smoke."

that time, the number of local 100% smoke-free ordinances in effect nationwide increased from 0 to 47.²⁷

- The evidence shows that implementing smoke-free policies has immediate benefits on restaurant and bar workers' health. Hospitality workers experienced an 89 percent decline in secondhand smoke exposure just 5 months after New York state passed its Clean Indoor Air Act.²⁸ In the District of Columbia, implementation of their smoke-free law effectively reduced secondhand smoke exposure for restaurant and bar employees.²⁹ Similarly, in Wisconsin, three to six months after the implementation of the statewide smoke-free law, nonsmoking bar workers experienced a significant decline in respiratory symptoms caused by secondhand smoke.³⁰
- The percentage of hospitality workers exposed to secondhand smoke declined from 91 percent to 14 percent one year after New York's smoke-free law went into effect. The amount of time that hospitality workers were exposed to secondhand smoke on the job decreased 98 percent (12.1 hours to 0.2 hours).³¹
- Nonsmoking bar and restaurant employees in Oregon communities without smoke-free laws had higher levels of a tobacco-specific lung carcinogen than similar workers in communities with a smoke-free law in effect. Workers in communities without smoke-free laws also had higher levels of the carcinogen after their workshift than they did before.³²
- Restricting or banning public smoking reduces nicotine concentration levels in office and non-office worksites.³³
- Concentrations of a secondhand smoke indicator among New York City hospitality workers decreased significantly (from 4.7 ng/ml to 0.8 ng/ml) one year after the city went smoke-free. In addition, reports of one or more sensory symptoms (eyes, nose, throat) declined from 88 percent to 38 percent one year after the smoking ban.³⁴
- A 2008 study of Minnesota hospitality workers showed that after implementation of a smoke-free law, concentrations of a secondhand smoke indicator decreased by over 80 percent.³⁵
- Smoke-free laws also prompt many smokers to quit. During the three months following the passage of Nebraska's smoke-free law, 16 percent of callers to the state's Quitline said that they were influenced to call as a result of the smoke-free law.³⁶ The Oregon Quitline also reported that during the 11 months following the implementation of the state's smoke-free law, almost one in 10 callers said they were motivated to stop smoking due to the new law.³⁷
- Further, smoke-free policies may reduce workers' long-term risk of lung cancer and cardiovascular disease.^{38, 39, 40, 41, 42} Following implementation of Massachusetts' statewide smoke-free law, heart attack deaths declined in cities and towns that previously did not have local smoke-free laws in place. There was no significant change in heart attack deaths in jurisdictions that previously had a local law, suggesting that the decline in heart attack deaths was due to the smoke-free law.⁴³
- According to a 2011 study, cotinine levels among bar employees significantly decreased down to close to 0 and employees reported "significant improvement in general health and six respiratory symptoms" after implementation of Michigan's smoke-free law.⁴⁴

Smoke-Free Policies Improve the Bottom Line

- Smoke-free policies are associated with reduced cigarette consumption.^{45, 46} Policies that encourage smokers to quit or to cut back their tobacco consumption ultimately save employers money.
 - Smoking increases both employer and employee medical care costs.

- Employers bear a large share of the health care costs for tobacco users through employer-provided health insurance.
 - After analyzing the number and type of paid claims from a large group indemnity health plan, researchers found that tobacco users had more admissions to the hospital, longer hospital stays, higher average outpatient payments, and higher average insured payments.⁴⁷
- Smoking employees have significantly higher absentee, injury, accident, and disciplinary rates than their nonsmoking colleagues.^{48, 49, 50, 51}
- Other costs associated with smoking in the workplace are increased housekeeping and maintenance costs. The Environmental Protection Agency (EPA) found that if most businesses nationwide implemented smoking restrictions, the savings in operating and maintenance costs would total between \$4 billion and \$8 billion a year.⁵²
- In 1994, the EPA estimated that eliminating secondhand smoke in all indoor workplaces would reduce premature deaths and tobacco-related illness enough to save between \$35 billion and \$66 billion a year.⁵³
- The tobacco industry has aggressively campaigned for ventilation alternatives to 100% smoke-free laws.⁵⁴ But the evidence is clear: ventilation is ineffective and costly.
 - No U.S. science agency has found that ventilation systems reduce occupational exposure to secondhand smoke to an acceptable level.^{55, 56, 57}
 - In a 2005 position statement, the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) said “the only means of effectively eliminating health risk associated with indoor exposure is to ban smoking activity.” ASHRAE acknowledges that no current engineering approaches can control health risks from secondhand smoke exposure.⁵⁸
 - The U.S. Surgeon General determined that separating smokers from nonsmokers, cleaning the air, and ventilating buildings cannot eliminate exposures of nonsmokers to secondhand smoke.⁵⁹
- By allowing smoking in the workplace, business owners increase their costs of doing business. Employers pay increased health, life, and fire insurance premiums, make higher workers’ compensation payments, incur higher worker absenteeism, and settle for lower worker productivity.^{60, 61, 62, 63, 64, 65, 66, 67}

Conclusion

Secondhand smoke has become an occupational hazard for many workers, including casino, restaurant, bar, and hotel employees. Job-related exposure to secondhand smoke may be a significant, but entirely preventable, cause of premature death among U.S. workers.^{68, 69, 70} According to Dr. Donald Shopland and colleagues, “smoke-free workplace policies are common sense public health measures that cost virtually nothing to implement, are largely self-enforcing—especially when accompanied by public education efforts—and have no negative economic consequences, while making places of employment healthier and safer places to work and visit.”⁷¹

ACS CAN urges policymakers and community leaders to support smoke-free efforts, so we can save the lives of those most vulnerable to secondhand smoke.

November 2012



Tobacco fact sheet

You Can Stop Smoking

Cigarette Substitutes

What to take along

Remember all the reasons you used to reach for cigarettes!

- To have something to do with your hands
- To fill time spent waiting
- As a way to relax
- As a reward
- To change the taste in your mouth
- To collect yourself in an uncomfortable situation

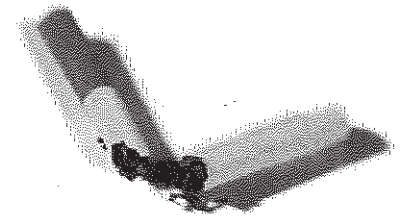
Be prepared for these situations by having substitutes available. Before you quit, pack replacements for cigarettes in all the same places you used to keep your cigarettes and ashtrays. Here are some ideas of things you could use:

- Sugar free candy, gum or mints
- Toothpick
- Your favorite book or magazine
- A journal to collect your thoughts
- Your favorite music
- Pocket sized game or activity book
- Playing cards
- Healthy snacks

Picture your success! You'll probably do better if you have a plan. A plan will help you deal with stressful situations, urges, familiar places and people that you smoke with. Here are some tips to help you get ready to quit.

Getting ready:

- Set a quit date.
- Tell your family, friends and coworkers about your quit plan.
- Ask for support.
- Stock up on healthy snacks such as fruits, vegetables and sugarless gum.
- Begin an exercise program.



On and after your quit date:

- Get rid of all your cigarettes or tobacco products.
- Hide your ashtrays.
- Call a friend to give you help.
- Drink lots of water.
- Take deep breaths slowly when you have the urge to smoke.
- Wait. The urge to smoke lasts about five minutes. Give yourself time and the urge will go away.
- Find things you can use as cigarette substitutes.
- Go places where smoking is not allowed.

The Effects of Smoking:

- Increases blood pressure and heart rate.
- Decreases energy.
- Hardening of the arteries may occur, possibly leading to a heart attack or stroke.
- Increases risk of developing cancer of the lungs, mouth, bladder and pancreas among others.
- Increases risks during pregnancy, such as still birth and low birth rate.
- Increases chances of getting sick.
- Shortens life span.

Also, it has been proven that second-hand smoke is a health risk. You put your spouse, children, friends, and co-workers at risk for health problems when you smoke.

Changes Your Body Goes Through When You Quit Smoking:

There are many benefits to quitting smoking. You'll have more money and energy for the things you enjoy! Most importantly, you will improve your health within the first 20 minutes of quitting:

Within 20 minutes of your last cigarette, blood pressure and heart rate begin to return to normal and circulation to hands and feet improves.

Within 8 hours, oxygen level in the blood increases to normal.

Within 24 hours, your risk of heart attack decreases.

After 48 hours, nerve endings begin to re-grow.

By 72 hours, breathing becomes easier.

At 2 weeks to 2 months, walking becomes easier and circulation improves.

In 3 to 5 years, the risk of dying from a heart attack decreases to that of a non-smoker.

At 10 years, the risk of dying from lung cancer decreases to that of a non-smoker.

After 10 years, risk of cancer of the mouth, bladder, kidney and pancreas decreases.

5 to 15 years after quitting, stroke risk decreases to that of a non-smoker.



Ferris State University

Executive Summary

Spring 2011

American College Health Association
National College Health Assessment II



ACHA-NCHA II

The ACHA-NCHA II supports the health of the campus community by fulfilling the academic mission, supporting short- and long-term healthy behaviors, and gaining a current profile of health trends within the campus community.

Table of Contents

I. Introduction	2
II. Findings	
A. General Health of College Students	3
B. Disease and Injury Prevention	4
C. Academic Impacts	5
D. Violence, Abusive Relationships and Personal Safety	5
E. Alcohol, Tobacco, and Other Drug Use	6
F. Sexual Behavior	10
G. Nutrition and Exercise	12
H. Mental Health	13
I. Sleep	16
III. Demographics and Student Characteristics	17

ACHA, the nation's principal advocate and leadership organization for college and university health, represents a diverse membership that provides and supports the delivery of health care and prevention and wellness services for the nation's 18 million college students. For more information about the association's programs and services, visit www.acha.org, and www.acha-ncha.org.

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Introduction

The ACHA-National College Health Assessment II (ACHA-NCHA II) is a national research survey organized by the American College Health Association (ACHA) to assist college health service providers, health educators, counselors, and administrators in collecting data about their students' habits, behaviors, and perceptions on the most prevalent health topics.

ACHA initiated the original ACHA-NCHA in 2000 and the instrument was used nation wide through the spring 2008 data collection period. The ACHA-NCHA now provides the largest known comprehensive data set on the health of college students, providing the college health and higher education fields with a vast spectrum of information on student health.

The revised survey, the ACHA-NCHA-II, was developed following a thorough pilot testing process. Although the general categories of information for which data are collected remain the same between the original ACHA-NCHA and this revised survey, a number of questions have been modified, and new questions have been added to monitor a variety of health constructs. Specific revisions include updated lists of illegal drugs, contraceptive methods, and vaccines. New items have been added to capture sleep behaviors, self-injury, the use/abuse of prescription drugs and additional mental health issues.

Please note the ACHA-NCHA II is not appropriate for trend comparison of items from the original ACHA-NCHA survey. A new baseline for ACHA-NCHA II began in the fall of 2008. Directly comparing pre- and post-redesign estimates on similar data points, without taking into account the impact of the survey's redesign, might lead to an erroneous conclusion. Documentation regarding the results of the pilot study and differences between the instruments can be obtained at the ACHA-NCHA website, www.acha-ncha.org.

For additional information about the survey's development, design, and methodology, email Mary Hoban, PhD, CHES, (mhoban@acha.org), E. Victor Leino, PhD (vleino@acha.org), or visit www.acha-ncha.org.

Note on use of data:

Missing values have been excluded from analysis. Students responding "not applicable" were excluded from several analyses, which are specifically noted throughout this document. All response categories were included, including "don't know" or "0" unless otherwise noted.
--

This Executive Summary highlights results of the ACHA-NCHA II Spring 2011 survey for Ferris State University consisting of 1,382 respondents. The overall response proportion was 10.6%.

Findings continued

College students reported feeling *very safe* :

	Percent (%)	Male	Female	Total
On their campus (daytime)		88.9	82.5	84.4
On their campus (nighttime)		54.2	23.2	32.4
In the community surrounding their school (daytime)		75.8	62.2	66.2
In the community surrounding their school (nighttime)		39.5	17.5	24.0

E. Alcohol, Tobacco, and Other Drug Use

Reported use versus perceived use - reported use for all students within the past 30 days compared with how often students perceived the typical student on campus used substances within the same time period. The last line of each table combines all categories of any use in the last 30 days.

Alcohol

	Percent (%)	Actual Use		
		Male	Female	Total
Never used		15.8	20.5	19.3
Used, but not in the last 30 days		14.3	16.6	15.9
Used 1-9 days		45.4	52.8	50.6
Used 10-29 days		21.7	9.7	13.1
Used all 30 days		2.8	0.4	1.1
<i>Any use within the last 30 days</i>		69.9	62.9	64.8

Perceived Use		
Male	Female	Total
3.1	1.8	2.4
2.3	1.4	1.7
30.6	26.8	28.2
46.5	47.0	46.6
17.4	23.0	21.2
94.5	96.8	95.9

Cigarette

	Percent (%)	Actual Use		
		Male	Female	Total
Never used		55.2	67.1	63.9
Used, but not in the last 30 days		25.8	16.9	19.3
Used 1-9 days		7.7	6.3	6.7
Used 10-29 days		4.3	2.7	3.1
Used all 30 days		6.9	7.0	7.0
<i>Any use within the last 30 days</i>		18.9	16.0	16.8

Perceived Use		
Male	Female	Total
4.2	3.6	3.9
5.7	6.0	6.1
32.7	23.8	26.5
27.8	25.8	26.1
29.6	40.8	37.5
90.1	90.4	90.0

Marijuana

	Percent (%)	Actual Use		
		Male	Female	Total
Never used		62.5	70.7	68.6
Used, but not in the last 30 days		21.1	18.2	18.9
Used 1-9 days		10.0	7.6	8.2
Used 10-29 days		3.6	2.3	2.6
Used all 30 days		2.8	1.2	1.7
<i>Any use within the last 30 days</i>		16.5	11.1	12.5

Perceived Use		
Male	Female	Total
6.8	5.8	6.3
9.4	7.2	8.0
46.8	42.3	43.6
24.7	29.1	27.5
12.5	15.6	14.5
83.9	86.9	85.7

Findings continued

Tobacco from a water pipe (hookah)

<i>Percent (%)</i>	Actual Use		
	Male	Female	Total
Never used	63.2	73.7	70.8
Used, but not in the last 30 days	25.1	18.9	20.6
Used 1-9 days	10.5	6.9	7.9
Used 10-29 days	1.0	0.3	0.5
Used all 30 days	0.3	0.2	0.2
<i>Any use within the last 30 days</i>	11.8	7.4	8.6

Perceived Use

Male	Female	Total
8.4	9.4	9.2
16.8	12.6	13.8
54.1	52.5	53.1
13.1	18.4	16.7
7.6	7.1	7.2
74.8	78.0	76.9

All other drugs combined*

<i>Percent (%)</i>	Actual Use		
	Male	Female	Total
Never used	45.9	69.7	63.0
Used, but not in the last 30 days	27.6	20.3	22.4
Used 1-9 days	14.0	8.1	9.7
Used 10-29 days	6.1	0.9	2.4
Used all 30 days	6.4	0.9	2.5
<i>Any use within the last 30 days</i>	26.5	9.9	14.6

Perceived Use

Male	Female	Total
5.2	4.9	5.2
9.8	9.5	9.6
40.6	38.6	39.2
26.1	26.0	25.8
18.3	20.9	20.1
85.0	85.5	85.2

* Includes cigars, smokeless tobacco, cocaine, methamphetamine, other amphetamines, sedatives, hallucinogens, anabolic steroids, opiates, inhalants, MDMA, other club drugs, other illegal drugs. (Excludes alcohol, cigarettes, tobacco from a water pipe, and marijuana).

■ 3.4 % of college students reported driving after having **5 or more drinks** in the last 30 days.*

■ 25.1 % of college students reported driving after having **any alcohol** in the last 30 days.*

*Students responding "N/A, don't drive" and "N/A don't drink" were excluded from this analysis.

Estimated Blood Alcohol Concentration (or eBAC) of college students reporting 1 or more drinks the last time they "partied" or socialized. **Students reporting 0 drinks were excluded from the analysis.** Due to the improbability of a student surviving a drinking episode resulting in an extremely high eBAC, all students with an eBAC of 0.50 or higher are also omitted from these eBAC figures. eBAC is an estimated figure based on the reported number of drinks consumed during the last time they "partied" or socialized, their approximate time of consumption, sex, weight, and the average rate of ethanol metabolism.

Estimated BAC	<i>Percent (%)</i>	Male	Female	Total
< .08		64.7	69.7	68.1
< .10		69.0	76.2	73.9
Mean		0.08	0.07	0.07
Median		0.04	0.04	0.04
Std Dev		0.09	0.08	0.08

Tools & Materials

This section will provide guides on how to become a smoke free campus. This is a nationwide movement and for that reason we have a number of resources to help FSU become smoke free.

STEPS FOR ENACTING A SMOKEFREE COLLEGE CAMPUS POLICY

2009

- **Determine the decision-making channels on campus.** Who has the power to pass a smokefree campus policy? Who is the chief administrator and which other administrators are involved in the decision-making process?
 - Provide these administrators with information about secondhand smoke and smokefree policies on other campuses.
 - Request a meeting with the appropriate administrators about enacting a smokefree policy.
- **Decide on policy goals and dealbreakers.** Develop a written policy to present to the decision makers. See the [Model Policy for a Smokefree University](#) on our website. Be sure to choose a common-sense start date: the beginning of the year or term.
- **Survey students, faculty, and staff** to ascertain the level of support, both from smokers and nonsmokers. Identify any areas of particular concern. Understanding where people stand will help with implementation of the policy as well.
- **Generate campus support and encourage strong supporters to join your campaign.** Widespread support from students, faculty, and staff will help convince administrators that the policy is wanted and needed.
 - **Develop a relationship with reporters and editors** of the campus newspaper. Articles about secondhand smoke and smokefree policies can increase awareness on campus, leading to stronger support for a new policy.
 - If possible, **get written endorsements** from the student government and other student, faculty, and employee organizations.
 - Get supporters to **send emails and letters of support to the appropriate administrators.** Personal stories with anecdotal accounts of problems with the current smoking policy are best.
 - **Use social networking** to get the word out. Use all the online tools in your arsenal to recruit supporters and to let them know when to take action (send emails, letters to the editor, attend meetings or rallies, etc.).
 - Educate the entire campus early on about the dangers of secondhand smoke, benefits of smokefree air, tobacco use, litter problems, cessation options.
 - **Approach other student groups or associations** who may be supportive of a smokefree campus. Make presentations and see who jumps on board. For example, you can approach:
 - Students in health education or health policy classes
 - LGBTQ groups
 - Sororities and Fraternities
 - Student athletes or teams

- **Be prepared.** Find out how the decision making process works. Will there be a public vote? A hearing? Can students and others provide written or verbal testimony? If so, you will want to pack the room and prepare your talking points well.
- **Count your votes.** Assess how close you are to passing a 100% smokefree campus policy, and if you don't have widespread support, continue educating your decision makers and building your grassroots power base until you are ready to ask for a vote!

Once Your Smokefree Campus Policy Passes:

- ***Congratulations!*** Now it is time to prepare your campus for implementation and ensure people follow the new policy.
- Work with the school officials to **help notify everyone of the policy in advance.** Get information about the policy into your student newspapers, and encourage the administration to include information about the policy in preparation materials sent to students and faculty at the start of the term.
- **Post signs.** This is a major component of compliance. Frame the message in a positive way. People are more likely to adhere to the policy when they understand why it's in place and what is required of them to comply.
- **Establish a complaint procedure and enforce the policy** in a non-discriminatory way.
- Compliance with smokefree policies is generally not a problem if you are well prepared but there may be a short period of adjustment as people become aware of the new policy and how to comply. ***Enjoy the smokefree air!***



The American Cancer Society Tobacco Policy Planner

Test Company has successfully completed the *American Cancer Society Tobacco Policy Planner Survey*. As a result, your company is receiving the *Tobacco Policy Planner Recommendations Report*. The information within this report will assist you with the development and implementation of a tobacco ban*.

(*Also referred to as a tobacco policy; both carry the same meaning: a 100% tobacco free workplace.)

Within this report, you will find the following information:

- Tobacco prevalence in the United States.
- A business case for a tobacco ban.
- Best practices in workplace tobacco use policies and tobacco cessation support.
- Recommendations for workplace tobacco policy and tobacco cessation support.
- Information to assist with workplace tobacco policy implementation.
- Summary and American Cancer Society contact information.

Tobacco Prevalence

Tobacco is the single largest preventable cause of disease and premature death in the United States. Direct use increases the risk of cancers of the lung, mouth, nasal cavity, larynx, pharynx, esophagus, stomach, colorectal, liver, pancreas, kidney, bladder, cervical, ovary and myeloid leukemia. Those who do not smoke but are exposed to second hand smoke have an increased risk for lung cancer¹.

Smoking results in an estimated 443,000 premature deaths, of which 49,900 are nonsmokers once exposed to secondhand smoke. Nationally, smoking accounts for \$193 billion in health care expenditures and productivity loss². The American Cancer Society estimates that the national average of tobacco users is 20% (23% men and 18% women) and has set a goal to reduce the proportion of adults who use tobacco to 12% by 2015. Assisting your organization to implement a companywide tobacco restriction policy will help us achieve our goal.

The Business Case for a Workplace Tobacco Restriction Policy

Reducing the number of smokers in the workforce reduces smoking-related costs borne by the employer. For example, the average annual difference in healthcare costs between a smoker and a non-smoker is \$5,455^{3,4,5}. Additionally, in economic effectiveness analysis of a tobacco ban at the workplace, it was found that a tobacco-free workplace policy could prevent about 1,500 heart attacks and 350 strokes in one year with approximately \$55 million in direct medical cost savings⁶.



Tobacco policies at the workplace motivate smokers to quit⁷. Smokers who do not quit because of a new tobacco policy will often reduce the number of cigarettes they smoke a day. To produce maximum savings from a tobacco policy, we recommend that employers support employees who smoke by providing smoking cessation aids (nicotine replacement therapy, tobacco cessation medications, counseling) at the time of policy enactment. Cessation aids will serve as essential planning and preparation components for the purpose of reducing the number of tobacco users and the negative health outcomes that result from tobacco use⁷.

Cigarette smoke is also harmful to non-smokers. Environmental tobacco smoke (ETS), also known as secondhand smoke, causes an estimated 49,900 deaths annually in the United States.⁸ Exposure to ETS causes cancer, heart disease, poor pregnancy outcomes, respiratory illness, and stroke. A tobacco policy at your company will protect employees and customers from exposure to ETS in the workplace and protect you from liability.

Best Practices in Workplace Tobacco Use Policy and Tobacco Cessation

The American Cancer Society has identified best practice solutions to assist employers in eliminating tobacco as a health concern from the workplace, thus preventing cancer and other chronic diseases among employees. Our best practices are based on findings from four key scientific review boards: the US Preventive Services Task Force, the Task Force on Community Preventive Services, the Partnership for Prevention and The American Cancer Society. These boards have summarized the science of tobacco prevention and chronic disease prevention. The survey questions your company completed regarding workplace tobacco policy and cessation efforts allowed us to perform a gap analysis – comparing the current tobacco initiatives within your company to our tobacco best practices. This report describes opportunities to address the gaps we uncovered and offers guidance for implementing improvements.

Included in the information to follow is a brief summary of the tobacco control best practices that Test Company has in place.

Best Practices in Workplace Tobacco Use Policy:

√	Your company has surveyed employees about their interest in tobacco cessation programs.
---	---

Best Practices in Tobacco Cessation Support:



The American Cancer Society Tobacco Policy Planner

	Your company provides health plan coverage for the following tobacco cessation aids at no expense to the employee:
√	Tobacco cessation counseling (group, individual, telephone)
√	Your company provides telephone tobacco cessation counseling to employees through a vendor or insurance benefit.
√	Your telephone counseling service offers over-the-counter nicotine replacement therapy (NRT) to participants with no out-of-pocket expense.

Recommendations for Workplace Tobacco Policy and Tobacco Cessation Support

This section presents recommendations for the most effective changes in workplace tobacco policies and cessation efforts. It describes opportunities to address the gaps we uncovered through the survey process and offers guidance for implementing improvements. We are confident that you will find this section to be a valuable resource toward improving the health and well-being of your employees.

Recommendations for Workplace Tobacco Policy at Test Company:

Tobacco use is the single largest preventable cause of disease and premature death in the United States and accounts for at least 30% of all cancer deaths and 87% of lung cancer deaths¹. This means tobacco use is responsible for nearly 1 in 5 deaths, equaling about 443,000 early deaths each year from 2000 to 2004¹. Your company can help lower the number of tobacco deaths and save lives from cancer by developing a long term implementation plan for a smoke free workplace; one that promotes and supports quitting and avoiding tobacco products. Research shows that when employers implement a smoke-free policy, smokers are more likely to quit smoking⁹. In addition, a smoke-free policy within your organization will send a clear message to employees and the community that you care about the health and safety of your employees and their family members.

You indicated that your company aims to implement a ban on all indoor tobacco use; **permitting smoking in designated areas** on company grounds.

A tobacco ban prohibits tobacco use entirely, whereas tobacco restrictions limit use to designated areas. We recommend that you institute a **company-wide tobacco use ban** in order



to eliminate secondhand smoke exposure. Studies of worksite bans have observed reductions in exposure to smoke for all employees and reductions in tobacco consumption by employees who smoke⁹. Exposure to secondhand smoke is known to exacerbate illness and cause fatal respiratory disease and cancer among non-smokers. Secondhand smoke exposure at the workplace also poses liability concerns for employers.

We recommend **adopting a company-wide written policy regarding employee tobacco use**. Written tobacco policies can help managers control productivity losses associated with smoke breaks, and emphasize the company's commitment to curbing tobacco use^{10, 11}.

While practice has shown that tobacco bans are typically self-enforcing, **established enforcement of the tobacco ban** provides a policy to deal fairly with violations. If you have security, consider collaborating with the team to patrol areas where smoking has been prohibited. Treating violations of written tobacco policies in the same realm as violations of other company policies can streamline the process^{10, 11}.

We strongly recommend **prohibiting the sale of tobacco products at all worksites**. Removing the sale of tobacco products from worksites sends a message to your employees that your company cares about the health of employees and company visitors and that you are committed to the success of the tobacco policy.

IMPLEMENTING THE NEW POLICY

The date Test Company plans to implement the new tobacco policy is not yet determined. Implementing a tobacco policy at the workplace can seem like a daunting task. To assist you with your efforts, we have developed a customizable 6-month timeline to help your company with your development and implementation efforts:

<http://www.acsworkplacesolutions.com/tpp/documents/6%20month%20timeline.xls>

As you review the timeline, keep in mind the key components of implementing your new policy: **assessing need and interest, planning, promoting, implementing and evaluating success**. These main components will be integrated throughout your implementation efforts.

As your company gets started with the process, consider forming a planning committee to coordinate and implement the tobacco ban project. You may want your planning committee to include representation from a variety of disciplines within your organization. To assist in your efforts to establish a planning committee, considering referring to the following CDC resources:



<http://www.cdc.gov/nccdphp/dnpao/hwi/toolkits/tobacco/assessing.htm#Forming>

<http://www.cdc.gov/nccdphp/dnpao/hwi/toolkits/tobacco/planning.htm#Committee>

It's also helpful to learn from the experience of other companies who have implemented tobacco restriction (ban) policies. We encourage you to refer to these case studies throughout your development and implementation process.

<http://www.acsworkplacesolutions.com/documents/casestudies.pdf>

Building your case to provide or enhance cessation programs is important, therefore, understanding management interest early on in the planning process is one of the keys to successfully implementing workplace tobacco-free policies and programs. Consider assessing your Senior Management team before you begin to build your business case for a tobacco restriction policy. To perform the assessment, consider referring to the following CDC resource: <http://www.cdc.gov/nccdphp/dnpao/hwi/toolkits/tobacco/assessing.htm#Assessing>

In addition to a tobacco ban, components such as cessation programs (i.e. quitline; onsite counseling) and cessation aids (nicotine replacement therapy, Chantix, Wellbutrin, Zyban) are a critical part of the process. Cessation programs and aids offer the support your employees and their dependents need to quit tobacco during the organizational change; in addition, they send a message to employees and their dependents that your company cares about their health. A tobacco ban coupled with cessation programs and aids ensures that you are building a comprehensive tobacco program. Providing these components before, during, and after the implantation of a tobacco-free policy will be crucial to your success.^{10, 11}

Once you have assessed management interest, consider using the American Cancer Society "Build Your Case" PowerPoint Presentation

<http://www.acsworkplacesolutions.com/tpp/documents/BuildYourCase-TobaccoPolicy.ppt> to demonstrate to management the need and benefit of offering a comprehensive tobacco cessation program.

Understanding employee needs, interests and readiness to quit tobacco can prove to be very helpful when implementing tobacco-free policies and supportive workplace programs. This information can be used when planning how to write the policy, help bolster company-wide support, and to show the underlying needs of employees when promoting new policies and programs. Consider conducting a situation analysis by assessing employee readiness through a workplace survey or face to face outreach.



Consider writing the survey so that it includes information on your company's overall level of support for a tobacco-free workplace. You may elect to include tobacco information related to your company such as 1) the percentage of tobacco users within the organization 2) tobacco user's concerns and level of interest in quitting 3) tobacco user's level of interest in cessation products and services 4) additional tobacco issues that may arise. Use results from the survey and employee outreach to help your company foresee areas of challenge with policy implementation. Work with your planning committee to develop strategies to address each challenge.

To assist your company with survey assessment efforts, visit the following CDC resource:
<http://www.cdc.gov/nccdphp/dnpao/hwi/toolkits/tobacco/assessing.htm#Preparing>

Workplaces are typically diverse in nature (i.e. age, gender, blue collar, white collar, union). This should not deter your organization with the implementation of a company-wide tobacco ban. Lung cancer, or other cancers caused by tobacco use, does not discriminate.

In a recent study conducted to understand local unions' positions on tobacco control initiatives and factors related to these positions, it was determined that 48% of local unions supported worksite smoking bans or restrictions, and only 8% opposed both a ban and a restriction. In addition, 60% restricted smoking either in their own union offices or in meetings.¹²

The case studies within this resource (particularly studies one and six) could offer value to your business case, process planning and implementation when addresses worksite cultures:

<http://www.acsworkplacesolutions.com/documents/casestudies.pdf>

In addition, the Union Pacific Railroad business case study could also add value to your efforts:

<http://www.tcyh.org/employers/downloads/Union%20Pacific%20Railroad%20Case%20Study.pdf>

Cities and states offer a multitude of tobacco cessation programs that could be made available to your employees, family members, or contract employees. Program offerings include group counseling programs as well as state quitlines.

The following resource link(s) include tobacco cessation programs for each worksite zip code provided in the survey form:

[92111](#)



The following resource link(s) include tobacco quitline programs for each worksite state provided in the survey form:

CA

Your company may also find value in understanding the state laws for tobacco use in states where your company worksites are located. State laws could help strengthen your tobacco policy business case and serve as an asset when developing your company's policy. Refer to the following resources for more information:

- Interactive Tobacco Map: This Robert Wood Johnson map provides the latest data on state smoking laws: <http://www.rwjf.org/publichealth/product.jsp?id=56548>
- Smoke-free Lists, Maps and Data: This Americans for Nonsmokers' Rights resource provides detailed information on smoke free laws throughout the US. Refer to "Ordinance Lists – Municipalizes with local 100% smoke free laws:" <http://www.no-smoke.org/goingsmokefree.php?id=519>

TOBACCO CESSATION SUPPORT

Tobacco use remains *the* leading cause of preventable death among Americans.¹³ While smoking prevalence has declined gradually in recent years, many tobacco users are still struggling to quit. It turns out that more than 70 percent of adult smokers say they want to quit tobacco, but without help, fewer than five percent succeed. You can help employees quit using tobacco by **making cessation aids readily available and affordable** through health insurance. This investment offers near-term cost-savings through reduced health care expenditures and improved productivity.

Tobacco dependence is both physiological and psychological. Because of the clear cost effectiveness and profound health benefits, and to ensure your employees have the support they need in quitting tobacco, we recommend that your company **cover tobacco cessation non-nicotine prescription medications (Zyban®/Wellbutrin® and Chantix®) at 100% of allowed cost.** Prescription cessation aids treat nicotine addiction and greatly improve the chances of quitting successfully. Co-pays or co-insurance are designed to lower utilization of health care. In the case of tobacco cessation treatment, increasing utilization of the resources that help smokers quit generates savings.^{14, 15}

Dependence on tobacco is very difficult to manage, both physically and mentally. In order for your employees to be successful at quitting tobacco, we recommend that your company **cover tobacco cessation nicotine replacement therapy (NRT)—including nicotine gum, inhaler, lozenge, nasal spray, and patch—at 100% of allowed cost.** NRT dramatically improves quit



rates. Health plans can underwrite coverage of NRT even when members purchase it without a prescription from pharmacies.^{14,15} Increasing utilization of the resources that help smokers quit improves everyone's health and saves your company money, eliminate co-pays or co-insurance for these benefits.

Because of the clear cost effectiveness and profound health benefits, we recommend that you **make prescription cessation aids, nicotine replacement therapy (NRT), and counseling free to your employees and insured dependents.** Co-pays or co-insurance are designed to lower utilization of health care. In the case of tobacco cessation treatment, increasing utilization of the resources that help smokers quit generates savings.

State quitlines offer varying levels of support to tobacco users trying to quit. Although most state quitlines do not provide cessation medication support, many provide telephone coaching or counseling. To determine if the states in which your company offices are located offer free quitline services, visit the North American Quitline Consortium web site: <http://www.naquitline.org/> and view the interactive quitline map for the United States: http://www.naquitline.net/flash/map_world/map_world.html

Keep in mind that if you do choose to promote state quitlines, it is still best to provide no-cost Nicotine Replacement Therapy (NRT) through your health insurance benefit. Reason being, even if a state does provide NRT, funding could expire or be cut at any time, eliminating the NRT benefit. Also, once funds or NRT quantities are depleted, there is no guarantee of fulfillment. This could greatly hinder your employees and their family members' efforts and success in quitting tobacco. Also, keep in mind that state quitlines will not provide your company utilization reports for the purpose of tracking and evaluation. To learn more about the American Cancer Society Quit For Life program, managed and operated by Alere Wellbeing, click on the link or see the sales brochure in the Resource Library.

Providing cessation assistance to your employees' household members can help decrease health plan costs (when covered under the employee's plan) and help increase the chance that your employee will quit using tobacco as well. Studies show that partners' smoking behaviors and attitudes play an important role in cessation: partner pressure to stop smoking was associated with quit attempts¹⁷.

A critical component of understanding the effectiveness of your company's tobacco policy is through evaluation. Comprehensive tobacco programs that include counseling services should



be regularly measured for the purpose of understanding the program effectiveness, quality and value of service. One of the most important steps in evaluating quitlines is to determine how many callers actually quit using tobacco. Tobacco counseling program standards recommend a counseling program evaluate tobacco abstinence at 6 and 12 months.¹⁸

Employees spend more than half of their waking hours at work therefore making cessation services available at work and during working hours can eliminate some of the obstacles to quitting. In addition, employees are more likely to use cessation services if they are convenient, therefore your company should offer release time without loss of pay for employees to engage in cessation program offerings such as calling the quitline.

Offering an onsite tobacco cessation group program can add one more tool to your comprehensive tobacco cessation program. Some tobacco users may prefer the small group, face-to-face format. You can find low-cost group programs from different organizations across the country. If your company is looking for an on-site tobacco cessation solution, the American Cancer Society offers Freshstart, a facilitator based program offering at: <http://www.acsworkplacesolutions.com/freshstart.asp>. The goal of Freshstart is for participants to make a quit attempt. Studies show that increases in quit attempts will decrease tobacco prevalence rates.¹⁹

Summary

Tobacco use remains the leading cause of preventable death among Americans.¹³ In fact, all cancers caused by cigarette smoking could be prevented completely.¹ Because of this, we are encouraged by your interest in the American Cancer Society Tobacco Policy Planner and hope that the work you are doing to improve the health of employees as well as the safety of your worksite is successful. Should you have questions regarding your tobacco initiatives or additional requests, please contact The American Cancer Society Workplace Solutions:

acsworkplacesolutions@cancer.org
www.acsworkplacesolutions.com



References

- ¹American Cancer Society Cancer Facts and Figures 2011
- ²American Cancer Society Cancer Prevention and Early Detection 2011
- ³Centers for Disease Control and Prevention. Annual Smoking-Attributable Mortality, Years of Potential Life Lost, and Economic Costs – United States, 1995 – 1999. MMWR 2002; 51(14): 300-03. Adjusted for annual healthcare inflation at a rate of 5% per year up through 2007.
- ⁴Bunn WB, et al. 2006. Effect of Smoking Status on Productivity Loss, JOEM 2006; 48:1099-1108. Productivity savings are based on the 2006 U.S. average annual salary of \$27.14 and are adjusted for an average annual productivity increase of 2.5%.
- ⁵Musich S, Napier D, Edington DW. The Association of Health Risks With Workers' Compensation Costs, JOEM. 2001; 43 (6):534-541.
- ⁶U.S. department of Health and Human Services Centers for Disease Control and Prevention, Wellness Councils of America, American Cancer Society. Making Your Workplace Smokefree: A Decision's Maker's Guide.
- ⁷Farrelly MC, Evans WN, Sfekas AE, The impact of workplace smoking bans: results from a national survey. Tob Control. 1999; 8: 272-277
- ⁸California Air Resources Board (CARB), Proposed Identification of Environmental Tobacco Smoke as a Toxic Air Contaminant - June 24, 2005. Available at <http://www.arb.ca.gov/toxics/ets/finalreport/finalreport.htm>
- ⁹The Task Force On Community Services. (2010). Recommendations for Worksite-Based Interventions to Improve Workers' Health. American Journal of Preventive Medicine 38 (2S); S232–S236



The American Cancer Society Tobacco Policy Planner

- ¹⁰ The Community Guide for Preventive Services: Reducing Exposure to Environmental Tobacco Smoke: Smoking Bans and Restrictions. February 7, 2011
<http://thecommunityguide.org/tobacco/environmental/smokingbans.html>
- ¹¹ The Community Guide for Preventive Services: Decreasing Tobacco Use Among Workers: Smoke-Free Policies to Reduce Tobacco Use. February 18, 2011
<http://thecommunityguide.org/tobacco/worksite/smokefreepolicies.html>
- ¹² Sorensen, G., Stoddard, A, Youngstrom, R., Emmons, K., Barbeau, E., Firuzeh, K., and Levenstein, C. (2000). Local labor unions' positions on worksite tobacco control. American Journal of Public Health. 90, (4); 618-620.
- ¹³ Mokdad AH, et.al. JAMA 2004 Mar 10; 291(10):1238-45.
- ¹⁴ The Community Guide for Preventive Services: Increasing Tobacco Use Cessation: Reducing Client Out-of-Pocket Costs for Cessation Therapies. February 7, 2011
<http://www.thecommunityguide.org/tobacco/cessation/outofpocketcosts.html>
- ¹⁵ Task Force on Community Preventive Services. Tobacco. In: Zaza S, Briss PA, Harris KW, eds. The Guide to Community Preventive Services: What Works to Promote Health? Atlanta (GA): Oxford University Press; 2005: 3 – 79.
<http://www.thecommunityguide.org/tobacco/Tobacco.pdf>
- ¹⁶ http://www.naquitline.org/resource/resmgr/docs/naqc_issuepaper_tobaccocessa.pdf
- ¹⁷ West, R., McEwen, A., Bolling, K., & Owen, L. (2001). Smoking cessation and smoking patterns in the general population: A 1-year follow-up. Addiction, 96, 891-902.
- ¹⁸ Telephone Quitlines: A resource for development, implementation and evaluation.
http://www.cdc.gov/tobacco/quit_smoking/cessation/quitlines/index.htm
- ¹⁹ Exploring Scenarios to Dramatically Reduce Smoking Prevalence: A Simulation Model of the Three-Part Cessation Process
<http://www.acsworkplacesolutions.com/tpp/documents/Quit%20attempts%20to%20reduce%20prevalence%20-%20Am%20J%20of%20PH.pdf>

THE OFFICIAL SPONSOR OF BIRTHDAYS:



The American Cancer Society
Tobacco Policy Planner

SAMPLE

PROPOSAL SUMMARY AND ROUTING FORM


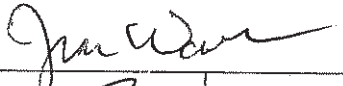


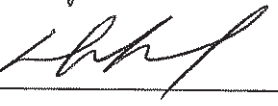
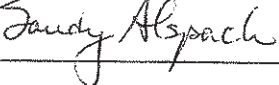
Proposal Title: Minor in Computer Information Technology

Initiating Individual: Clyde Hardman

Initiating Department or Unit: AFIS

Contact Person's Name: Clyde Hardman e-mail: hardmanc@ferris.edu phone: x2822

- Group I - A – New degree, major, concentration, minor, or redirection of a current offering
- Group I - B – Deletion of a degree, major, concentration, or minor
- Group II - A – New Course, modification of a course, deletion of a course
- Group II - B – Minor curriculum clean-up
- Group III – Certificates (College Credit Non-Credit)
- Group IV – Other Site Locations (College Credit Non-Credit)

	Signature	Date	Vote/Action * Number count **
Program Representative **			<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Department/School/Faculty Representative Vote **		10/24/12	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Department/School Administrator		10/22/12	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
College Curriculum Committee/Faculty		10/29/12	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Dean		10/29/12	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
University Curriculum Committee **		2/20/13	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Senate **			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Academic Affairs			<input type="checkbox"/> Support <input type="checkbox"/> Hold <input type="checkbox"/> Not Support

* Support with Concerns or Not Support must include identification of specific concerns with appropriate rationale.
 ** Number count must be given for all members present and/or voting.

To be completed by Academic Affairs		Date/Term of Implementation: _____
_____ President (Date Approved)	_____ Board of Trustees (Date Approved)	_____ Academic Officers of MI (Date Approved)

1. Proposal Summary

(Summary is generally less than one page. Briefly: state what is proposed with a summary of rationale and highlights.)

This proposal for a Computer Information Technology (CIT) minor will allow students from other majors to take a set of courses that will provide them with systems administration technology support skills. Since all careers use computers connected to networks (Internet, Intranet), this minor would be an asset to most any degree. This minor will not require additional courses outside the current CIT program. To clarify, this CIT minor differs from the Computer Information Systems (CIS) minor which supports the application development side of IT. The CIT minor will support the system administration and security side of IT. This minor will also offer students the opportunity to prepare for industry certification exams such as CompTIA A+, Network+, Linux+, Security +, and various Microsoft MCTS exams in addition to allowing CIS majors to take coursework that expands their IT background of applications development by adding systems administration and security skills that will enhance their job opportunity options.

2. Summary of Curricular Action (check all that apply to this proposal)

- Degree Major Minor Concentration Certificate Course
 New Modification Deletion

Name of Degree, Major, etc. : Minor in Computer Information Technology

3. Summary of All Course Action Required Contact Senate Secretary or UCC Chair if additional spaces are required.

a. Newly Created Courses to be Added to FSU Catalog:

Prefix	Number	Title
--------	--------	-------

b. Courses to be Deleted from FSU Catalog:

Prefix	Number	Title
--------	--------	-------

c. Existing Course(s) to be Modified:

Prefix	Number	Title
--------	--------	-------

d. Addition of existing FSU courses to program

Prefix	Number	Title
CITS	150	A+ Certification 1
CITS	160	A+ Certification 2
CITS	250	Windows Client Administration
CITS	255	Windows Server Active Directory
CITS	260	Windows Server Infrastructure
CITS	270	Network+
CITS	280	Linux+ Administration 1
CITS	320	Security+ Administration 1
CITS	360	Windows Server Administration
CITS	380	Linux+ Administration 2
PROJ	320	Project Management Fundamentals

e. Removal of existing FSU courses from program

Prefix	Number	Title
--------	--------	-------

4. Summary of All Consultations

Form Sent (B or C)	Date Sent	Responding Dept.	Date Received & by Whom
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5. Will External Accreditation be sought? (For new programs or certificates only)

Yes No

If yes, name the organization involved with accreditation for this program.

6. Program Checksheets affected by this proposal (check all that apply to this proposal)

Add Course Delete Course Modify Course Change Prerequisite Move from required to elective
 Move from elective to required Change Outcomes and Assessment Plan Change credit hours

List all Checksheets affected by this proposal:

College Department Program

N/A

Program Outcomes and Assessment Plan

Students will have technical understanding of computer hardware and software technology, networking and security, as well as the communication skills and professional knowledge required for an entry-level IT professional.

Assessment plan: Students will demonstrate competency by passing A+ Certification simulation industry exams in the CITS 150 & CITS 160 courses.

Students will have technician competency in managing, maintaining, troubleshooting, installing and configuring basic network infrastructure.

Assessment plan: Students will demonstrate competency by successfully completing a networking project in the CITS 270 course.

Students will be able to understand and manage various server administration tasks and responsibilities.

Assessment plan: Minor elective courses involve completion of various projects and lab exercises. Several also include opportunities for industry certification exams.

FERRIS STATE UNIVERSITY -- COLLEGE OF BUSINESS
COMPUTER INFORMATION TECHNOLOGY MINOR (18 CREDITS)

NAME: _____

ID#: _____

NAME OF STUDENT'S MAJOR: _____

INSTRUCTIONS FOR SETTING UP YOUR CIT MINOR:

1. Consult with your CIT faculty advisor for an alternative or custom track. All minors should be pre-approved by the CIT coordinator or AFIS department head.
2. It is **highly recommended** that the student consult with a faculty advisor to select appropriate elective courses.

MINOR REQUIREMENTS:

1. In addition to the three core courses, three elective courses are required to complete the 18 semester credit hour requirement of the minor.
2. All students in the CIT minor must demonstrate competency of the topics covered in ISYS 105 or must enroll and successfully complete ISYS 105 with a grade of C or better.

NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES

Students who return to the university after an interrupted enrollment (excluding summer) must normally meet requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when originally admitted.

NOTICE REGARDING GPA REQUIREMENTS FOR MINOR

A 2.00 cumulative GPA is required for completion of the Computer Information Technology Minor.

NOTICE REGARDING TRANSFERRED CREDITS & MAJOR/MINOR REQUIREMENTS

No more than 50% of the credits in this minor may be transferred from another institution, nor will this minor be granted if more than 50% of the minor credits are specifically required in the students major.

Student: _____

Date: _____

CIT Advisor: _____

Date: _____

AFIS Dept.
Head
Or Program
Coordinator:

Date: _____

FERRIS STATE UNIVERSITY
ACADEMIC MINOR DECLARATION/ CLEARANCE FORM

Name _____ Student Number _____

College _____ Major _____

Requirements for minor in _____ **CIT** _____ Effective Semester _____

A minimum of 18 semester hours of credit in the minor are required, with an overall 2.0 grade point average for the courses in the minor. The following courses are required for certification of the minor.

Course	Date Completed	Course	Date Completed
CITS 150			
CITS 160			
CITS 270			

Scheduling for the major takes the precedent over scheduling for courses in the minor. The University does not guarantee that courses required for the minor will be offered each semester. Certification that the student has met the requirements of the academic minor will not be entered in the academic record until the student has been certified for a bachelor's degree.

PROCEDURE

1. A declaration by a student to pursue an academic minor requires the student, in consultation with the minor advisor in the department offering the minor, to complete the top portion and declaration signature section of this form.
2. This completed form will be submitted by the student to the department head for approval. Upon approval, the form will be forwarded to the dean's office of the college offering the minor. One copy of the form will be kept in the department office, a second will be sent to the student's dean's office, a third to the Registrar's Office, and a final copy provided to the student.
3. When course requirements for the minor are successfully completed, the student will request clearance from the department granting the minor. Upon approval by the department and the dean's office of the college offering the minor, a copy of the form will be sent to the student's dean.
4. Once the student satisfies requirements for the bachelor's degree, the student's dean will notify the Registrar's Office to enter the completion note on the student's record.

Declaration Of Minor	Student	Date
	Minor Advisor	Date
	Department Head	Date

Clearance Of Minor	Minor Advisor	Date
	Department Head	Date
	Dean (of college offering the minor)	Date

Minor in CIT proposal

Sandra L Alspach

to:

Clyde W Hardman, Jim Woolen

02/09/2013 04:30 PM

Cc:

Tracey Boncher, Terrence J Doyle, Olukemi Fadayomi, Anita Fagerman, Steve Karnes, Kristen L Motz, Chrystal R Roach, Douglas Zentz, Paula L Hadley-Kennedy, Paul Blake, Elise M Gramza, Maureen Milzarski

Hide Details

From: Sandra L Alspach/FSU Sort List...

To: Clyde W Hardman/FSU@FERRIS, Jim Woolen/FSU@FERRIS

Cc: Tracey Boncher/FSU@FERRIS, Terrence J Doyle/FSU@FERRIS, Olukemi Fadayomi/FSU@FERRIS, Anita Fagerman/FSU@FERRIS, Steve Karnes/FSU@FERRIS, Kristen L Motz/FSU@FERRIS, Chrystal R Roach/FSU@FERRIS, Douglas Zentz/FSU@FERRIS, Paula L Hadley-Kennedy/FSU@FERRIS, Paul Blake/FSU@FERRIS, Elise M Gramza/FSU@FERRIS, Maureen Milzarski/FSU@FERRIS

Clyde and Jim,

First let me apologize for misadvising you last fall about the need for a PCAF for your proposal. I have been advised by Academic Affairs that in order to rectify the discrepancy between the UCC Manual narrative (Appendix A Procedures) and the Table of Actions, we need to review what kinds of proposals require consultation outside of the University by the Academic Officers of Michigan (see Form A.)

While your proposal to create a new minor using existing courses does not rise to the level of requiring a PCAF in terms of resource allocation needs, it does create a need to communicate with the other state universities.

I have asked Paul Blake to consult with us on whether we can approve your proposal without the accompanying PCAF, since it was my error to advise you that the PCAF was not necessary. Unfortunately timing is not in our favor, since the Academic Officers of MI meet this week and their agenda is already set. This body meets twice a year, however, so it is possible to move your proposal onto their fall agenda in time for you to officially enroll students in the minor for Spring 2014.

Please "stay tuned" for follow-up communication from Paul and me.

Minor in CIT

Sandra L Alspach

to:

Clyde W Hardman, Jim Woolen

02/26/2013 09:36 PM

Cc:

Tracey Boncher, Terrence J Doyle, Olukemi Fadayomi, Anita Fagerman, Steve Karnes, Kristen L Motz, Chrystal R Roach, Douglas Zentz, Paula L Hadley-Kennedy, Paul Blake, Elise M Gramza, Maureen Milzarski, Darlene J Waring

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Congratulations, Clyde (et al.); the UCC voted to support your proposal to create a minor in CIT. We apologize for the delay while we clarified whether your proposal warranted a PCAF. Thanks for your patience and persistence in seeing this proposal through.

This new minor will be presented to the Senate at the meeting Tuesday, March 5 at 10:00 AM in the Centennial Room, Rankin Center. It would be appropriate for someone to attend that meeting to address any questions the Senators have about this new offering.

We encourage you to continue conversation with related programs (CIS and CNS) to ensure that each program's learning outcomes are clearly articulated and collaboration is maximized wherever possible.

PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: AAS Marketing

Initiating Individual: L. Dix Initiating Department or Unit: Marketing Dept.

Contact Person's Name: Laura Dix e-mail: dixl@ferris.edu phone: X2795

- Group I - A – New degree, major, concentration, minor, or redirection of a current offering
- Group I - B – Deletion of a degree, major, concentration, or minor
- Group II - A – New Course, modification of a course, deletion of a course
- Group II - B – Minor curriculum clean-up
- Group III – Certificates (College Credit Non-Credit)
- Group IV – Other Site Locations (College Credit Non-Credit)

	Signature	Date	Vote/Action * Number count **
Program Representative **	<i>Laura Dix</i>	4/17/12	<u>5</u> Support <u>0</u> Support with Concerns <u>0</u> Not Support <u>0</u> Abstain
Department/School/Faculty Representative Vote **	<i>Laura Dix</i>	4/17/12	<u>20</u> Support <u>0</u> Support with Concerns <u>0</u> Not Support <u>0</u> Abstain
Department/School Administrator	<i>[Signature]</i>	11/30/2012	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
College Curriculum Committee/Faculty	<i>[Signature]</i>	12/4/12	<u>6</u> Support <u>0</u> Support with Concerns <u>0</u> Not Support <u>0</u> Abstain
Dean	<i>[Signature]</i>	12/6/12	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
University Curriculum Committee **	<i>Sandy Alspaich</i>	2/20/13	<u>6</u> Support <u>0</u> Support with Concerns <u>0</u> Not Support <u>0</u> Abstain
Senate **			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Academic Affairs			<input type="checkbox"/> Support <input type="checkbox"/> Hold <input type="checkbox"/> Not Support

* Support with Concerns or Not Support must include identification of specific concerns with appropriate rationale.

** Number count must be given for all members present and/or voting.

To be completed by Academic Affairs	Date/Term of implementation: _____
_____ President (Date Approved)	_____ Board of Trustees (Date Approved)
	_____ Academic Officers of MI (Date Approved)

1. Proposal Summary

(Summary is generally less than one page. Briefly: state what is proposed with a summary of rationale and highlights.)

Proposal: Create AAS degree program in Marketing – targeting (a) students wanting a solid marketing and business foundation at the associates degree level before laddering into a BS marketing or related program, (b) student pursuing a marketing or related program who are eligible for TIP funding, (c) students eligible for the AAS program but not for the BS program.

The program is designed to serve as a ladder for students wanting to continue in the BS Marketing or related programs including COB BS business programs in advertising/integrated marketing communications and public relations. The set of general education, business foundation, and program courses align closely to those required for admission to the FSU COB BS Marketing and mentioned related programs as well as those of other universities. This is consistent with easing inter-university transfers.

The proposal involves only existing FSU courses – no new courses are proposed.

Marketing AAS Program Outcomes

- Outcome 1: Develop a basic but complete marketing plan for a service or product business or organization
- Outcome 2: Create and present (i.e. role play) a basic individual sales call
- Outcome 3: Demonstrate an understanding of the essentials of an integrated marketing communication plan.
- Outcome 4: Develop and present a simple public relations plan

Marketing AAS Assessment Plan

Means of Assessment: Over a reasonable improvement cycle (e.g. one, two, or three semesters), program faculty will: (1) target at least two program outcomes; (2) select a sample of at least ten sophomore students (e.g. randomly or top five and bottom five performers); (3) assemble a body of student work demonstrating the level of mastery achieved for each targeted outcome; (4) rate each student’s performance for each outcome as hi, med, or low; (5) determine program performance against the Criterion for Success; (6) implement a program improvement plan for each outcome needing improvement

Criterion for Success: At least 70% of students achieve high or med performance

2. Summary of Curricular Action (check all that apply to this proposal)

Degree Major Minor Concentration Certificate Course

New Modification Deletion

Name of Degree, Major, etc. : _____

3. Summary of All Course Action Required Contact Senate Secretary or UCC Chair if additional spaces are required.

a. Newly Created Courses to be Added to FSU Catalog:

Prefix	Number	Title
--------	--------	-------

b. Courses to be Deleted from FSU Catalog:

Prefix	Number	Title
---------------	---------------	--------------

c. Existing Course(s) to be Modified:

Prefix	Number	Title
---------------	---------------	--------------

d. Addition of existing FSU courses to program

Prefix	Number	Title
---------------	---------------	--------------

See attached Checksheet

ACCT	201	Accounting Principles I
ACCT	202	Accounting Principles 2
AIMC	300	Principles of Advertising/IMC
BLAW	321	Contracts and Sales
COMM	121	Fundamentals of Public Speaking
ECON	221	Principles of Macroeconomics
ECON	222	Principles of Microeconomics
ENGL	150	English I
ENGL	250	English 2
MGMT	301	Applied Management
MKTG	231	Professional Selling
MKTG	321	Principles of Marketing
MATH	115	Intermediate Algebra
PREL	240	Public Relations Principles
PSYC	150	Introduction to Psychology
STQM	260	Introduction to Statistics

e. Removal of existing FSU courses from program

Prefix	Number	Title
---------------	---------------	--------------

4. Summary of All Consultations

Form Sent (B or C)	Date Sent	Responding Dept.	Date Received & by Whom
B	12/6/12	AFIS	J. Woolen
B	12/6/12	MGMT	D. Steenstra – 12/12/12
B	12/6/12	Lang & Lit	K. Harris – 12/10/12
B	12/6/12	Math	K. Weller – 12/19/12
B	12/6/12	Humanities	T. Williams - 1/03/13
B	12/6/12	Soc. Science	T. Behler – 12/06/12
C	12/6/12	FLITE	D. Scott

5. Will External Accreditation be sought? (For new programs or certificates only)

Yes No

If yes, name the organization involved with accreditation for this program.

ACBSP

6. Program Checksheets affected by this proposal (check all that apply to this proposal)

Add Course Delete Course Modify Course Change Prerequisite Move from required to elective
 Move from elective to required Change Outcomes and Assessment Plan Change credit hours

List all Checksheets affected by this proposal:

College Department Program

CURRICULUM CONSULTATION FORM

To be completed by each department affected by the proposed change, addition, or deletion. Potential duplication of coursework is reason for consultation.

1. This completed form must be forwarded with the proposal to the administrator of the department to be consulted.
2. The department must respond within 10 business days of receipt of this form to insure inclusion in the final proposal. The completed original is returned to the Academic Senate office to be inserted into the proposal and a copy is returned to the initiator.

The department must acknowledge receipt of this form and the proposal in writing to the initiator.

Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.

3. The Proposing Department must address any concerns raised by the consulted department. This response must be in writing and will be included in the proposal following the original consultation form.

RE: Proposal Title AAS Marketing

Initiator(s): Laura Dix

Proposal Contact: Laura Dix **Date Sent:** 12/5/2012

Department: MKTG **Campus Address:** BUS 212
(Please type)

Responding Department: Soc. Science

Administrator: Dr. G. Thomas Behler, Interim Department Head **Date Received:** 12/6/2012 **Date Returned:** 12/6/2012

Based upon department faculty review on 12/6/2012(date), we

- Support the above proposal.
- Support the above proposal with the modifications and concerns listed below.
- Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and/or faculty load for your department. Use additional pages, if necessary.

We foresee no major impact at this time.

CURRICULUM CONSULTATION FORM

To be completed by each department affected by the proposed change, addition, or deletion. Potential duplication of coursework is reason for consultation.

1. This completed form must be forwarded with the proposal to the administrator of the department to be consulted.
2. The department must respond within 10 business days of receipt of this form to insure inclusion in the final proposal. The completed original is returned to the Academic Senate office to be inserted into the proposal and a copy is returned to the initiator.

The department must acknowledge receipt of this form and the proposal in writing to the initiator.

Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.

3. The Proposing Department must address any concerns raised by the consulted department. This response must be in writing and will be included in the proposal following the original consultation form.

RE: Proposal Title AAS Marketing

Initiator(s): Laura Dix

Proposal Contact: Laura Dix **Date Sent:** 12/5/2012

Department: MKTG **Campus Address:** BUS 212
(Please type)

Responding Department: Lang & Lit

Administrator: Katherine B. Harris **Date Received:** 12/6/12 **Date Returned:** 12/10/12

Based upon department faculty review on 12/10/12(date), we

- Support the above proposal.
- Support the above proposal with the modifications and concerns listed below.
- Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and/or faculty load for your department. Use additional pages, if necessary.

The Department of Languages and Literature is well situated to handle any potential increase demand this program may cause.

CURRICULUM CONSULTATION FORM

To be completed by each department affected by the proposed change, addition, or deletion. Potential duplication of coursework is reason for consultation.

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2. The department must respond within 10 business days of receipt of this form to insure inclusion in the final proposal. The completed original is returned to the Academic Senate office to be inserted into the proposal and a copy is returned to the initiator.

The department must acknowledge receipt of this form and the proposal in writing to the initiator.

Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.

3. The Proposing Department must address any concerns raised by the consulted department. This response must be in writing and will be included in the proposal following the original consultation form.

RE: Proposal Title AAS Marketing

Initiator(s): Laura Dix

Proposal Contact: Laura Dix Date Sent: 12/5/2012

Department: MKTG Campus Address: BUS 212
(Please type)

Responding Department: MGMT

Administrator: _____ Date Received: _____ Date Returned: _____



Based upon department faculty review on 12/12/12 (date), we

- Support the above proposal.
- Support the above proposal with the modifications and concerns listed below.
- Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and/or faculty load for your department. Use additional pages, if necessary.

CURRICULUM CONSULTATION FORM

To be completed by each department affected by the proposed change, addition, or deletion. Potential duplication of coursework is reason for consultation.

1. This completed form must be forwarded with the proposal to the administrator of the department to be consulted.
2. The department must respond within 10 business days of receipt of this form to insure inclusion in the final proposal. The completed original is returned to the Academic Senate office to be inserted into the proposal and a copy is returned to the initiator.

The department must acknowledge receipt of this form and the proposal in writing to the initiator.

Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.

3. The Proposing Department must address any concerns raised by the consulted department. This response must be in writing and will be included in the proposal following the original consultation form.

RE: Proposal Title AAS Marketing

Initiator(s): Laura Dix

Proposal Contact: Laura Dix Date Sent: 12/5/2012

Department: MKTG Campus Address: BUS 212
(Please type)

Responding Department: MATH

Administrator: Kirk Weller Date Received: 12/06/12 Date Returned: 12/19/12

Based upon department faculty review on 12/19/12 (date), we

- Support the above proposal. KEW
 Support the above proposal with the modifications and concerns listed below.
 Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and/or faculty load for your department. Use additional pages, if necessary.

CURRICULUM CONSULTATION FORM

To be completed by each department affected by the proposed change, addition, or deletion. Potential duplication of coursework is reason for consultation.

1. This completed form must be forwarded with the proposal to the administrator of the department to be consulted.
2. The department must respond within 10 business days of receipt of this form to insure inclusion in the final proposal. The completed original is returned to the Academic Senate office to be inserted into the proposal and a copy is returned to the initiator.

The department must acknowledge receipt of this form and the proposal in writing to the initiator.

Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.

3. The Proposing Department must address any concerns raised by the consulted department. This response must be in writing and will be included in the proposal following the original consultation form.

RE: Proposal Title AAS Marketing

Initiator(s): Laura Dix

Proposal Contact: Laura Dix **Date Sent:** 12/5/2012

Department: MKTG **Campus Address:** BUS 212
(Please type)

Responding Department: Humanities

Administrator: Trinity Williams **Date Received:** 12/06/12 **Date Returned:** 1/3/13

Based upon department faculty review on 12/12/12 (date), we

- Support the above proposal.
- Support the above proposal with the modifications and concerns listed below.
- Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and/or faculty load for your department. Use additional pages, if necessary.

Below are comments from Communication Faculty:

We would suggest offering the option of either COMM 121 Public Speaking or COMM 221 Small Group Decision Making for this degree.

Rationale: students entering Business will work in teams (groups) more often than they will make presentations. Either oral communication skill set will be valuable in their careers.

Another argument for COMM 221: as students ladder up to the BS, there is enough foundation in interpersonal communication in COMM 221 to permit students to take upper-level COMM electives that would be valuable like COMM 365 Intercultural Communication, COMM 366 Diversity and Communication, or COMM 370 Communication and Conflict. Next semester we will be proposing modifications in the prerequisites so that these upper-level courses will include either COMM 105 or COMM 221.

FLITE SERVICES CONSULTATION FORM

To be completed by the liaison librarian and approved by the Dean of FLITE. FLITE must return the original form to the Academic Senate office to be inserted in the proposal and a copy to the initiator. FLITE must respond within 10 business days of receipt of this form to insure that the form is included in the final proposal.

Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.

RE: Proposal Title: AAS Marketing

Projected number of students per year affected by proposed change: 0

Initiator(s): Laura Dix
Proposal Contact: Laura Dix Date Sent: 12/5/2012

Department: MKTG Campus Address: BUS 212
(Please type)

Liaison Librarian Signature: *Dandy A. Scott* Date Received: 12-10-12
Dean of FLITE Signature: *[Signature]* Date Returned: 12/10/12

Based upon our review on 12-10-12 (date), FLITE concludes that:

- Library resources to support the proposed curriculum change are currently available.
- Additional Library resources are needed but can be obtained from current funds.
- Support, but significant additional Library funds/resources are required in the amount of \$ _____.
- Does not support the proposal for reasons listed below.

Comment regarding the impact this proposal will have on library resources, collection development, or other FLITE programs. Use additional pages if necessary.

**Ferris State University-College of Business
Associate in Applied Science Degree**

MARKETING – 60-61 Credits

Name: _____ ID #: _____

REQUIRED		COURSE TITLE-PREREQUISITES SHOWN IN BRACKETS ()	S.H.	GRADE	GR PTS
COMMUNICATION COMPETENCE – 9 Credits Required					
COMM	121	Fundamentals of Public Speaking (None)	3		
ENGL	150	English I (ENGL 074 or a minimum score of 14 on ACT or a minimum score of 370 on SAT)	3		
ENGL	250	English 2 (ENGL 150 with a grade of C- or better)	3		
SCIENTIFIC UNDERSTANDING – 3/4 Credits					
Consult the Ferris website: www.ferris.edu/htmls/academics/gened/scicourses.html					
Select one course from the scientific understanding subject area .					
		Lab Science Elective	3/4		
QUANTITATIVE SKILLS – 3 Credits Required					
MATH	115	Intermediate Algebra (MATH 110 with a grade of C- or better, or 19 on ACT or 460 on SAT) If MATH ACT is 24 or higher, substitute a general education elective.	3		
CULTURAL ENRICHMENT - 3 Credits Required					
Cultural Enrichment elective, consult the General Education category of the Ferris website: www.ferris.edu/htmls/academics/gened/cultcourses.html					
		Cultural Enrichment Elective	3		
SOCIAL AWARENESS – 9 Credits Required					
ECON	221	Principles of Macroeconomics - (MATH 110 w/ grade of C- or better or ACT of 19 or SAT of 460)	3		
ECON	222	Principles of Microeconomics - (ECON 221)	3		
PSYC	150	Intro to Psychology (ACT 17 READ or Verbal 430 SAT or READ 106 w/C or better)	3		
BUSINESS FOUNDATION – 18 Credits Required					
ACCT	201	Principles of Accounting 1 (MATH 110 w/ grade of C- or better, or 19 on ACT or 460 on SAT)	3		
ACCT	202	Principles of Accounting 2 (ACCT 201 with a grade of C- or better)	3		
BLAW	321	Contracts and Sales (None)	3		
MGMT	301	Applied Management - (None)	3		
MKTG	321	Principles of Marketing - (Sophomore Status or Higher)	3		
STQM	260	Intro to Statistics - (MATH 115 or MATH 116 w/ C- or better, or 24 on ACT or 560 on SAT)	3		
MARKETING MAJOR COURSES – 15 Credits Required					
AIMC	300	Principles of Advertising/IMC (ENGL 150, Soph. Standing)	3		
MKTG	231	Professional Selling (COMM 121 or COMH 121)	3		
PREL	240	Public Relations Principles (ENGL 150)	3		
		Marketing Directed Elective (advisor approval)	3		
		Marketing Directed Elective (advisor approval)	3		
<p>Students who return to the university after interrupted enrollment (not including Summer Semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.</p>					

Advising notes:

FSUS 100 requirement satisfied by _____.

Are you on track for graduation from AAS degree – it requires: 2.0 cumulative GPA

SUGGESTED SEMESTER COURSE COMPLETION**FIRST YEAR**

Fall Semester		CrHrs	Grade
COMM 121	Fund of Public Speaking	3	
ENGL 150	English 1	3	
MATH 115	Intermediate Algebra (if not needed, gen ed elective)	3	
MKTG 231	Professional Selling	3	
	Cultural Enrichment Elective	3	
FSUS 100	Ferris Seminar	1	
TOTAL		16	

Spring Semester		CrHrs	Grade
ECON 221	Principles of Macroeconomics	3	
PSYC 150	Introduction to Psychology	3	
PREL 240	Public Relations Principles	3	
STQM 260	Introduction to Statistics	3	
	Scientific Understanding elective w/lab	3 - 4	
TOTAL		15 - 16	

SECOND YEAR

Fall Semester		CrHrs	Grade
ACCT 201	Principles of Accounting 1	3	
ENGL 250	English 2	3	
ECON 222	Principles of Microeconomics	3	
MKTG 321	Principles of Marketing	3	
MGMT 301	Applied Management	3	
TOTAL		15	

Spring Semester		CrHrs	Grade
AIMC 300	Principles of Advertising/IMC	3	
ACCT 202	Principles of Accounting 2	3	
BLAW 321	Contracts and Sales	3	
	Marketing Directed Elective	3	
	Marketing Directed Elective	3	
TOTAL		15	

AAS Marketing Proposal

Laura,

Your proposal to create an Associates degree in Marketing was reviewed by UCC last week and is being held pending completion of the following items:

I. PCAF: because you are creating a new program/degree for Ferris, your proposal will need to be approved all the way to the Presidents' Council for the state of Michigan. Therefore it requires a Preliminary Curriculum Approval Form to be completed and signed before UCC can complete our review.

Response: The PCAF has been approved by the COB Dean and forwarded to VPAA office.

II. Form A: please use the titles for all courses as they appear in the Catalog and in Banner. For example, ACCT 202 is Accounting Principles 2 (no Roman numerals).

Response: Form A had been corrected and re-submitted.

III. Form D: include prerequisites for all courses. In the interest of full transparency to students and advisors, we are requiring that all coursework required for a major/program be clearly spelling out on the checksheet include the program outcomes and assessment strategies on the checksheets. We are asking programs to make the student learning outcomes for their programs, and the strategies by which these outcomes will be assessed, visible on checksheets.

Response: Dept. Secretary checked all pre-reqs in Banner. Form D has been corrected based on that review.

IV. We recommend that you design a typical term-by-term completion plan and make that plan available to students and advisors.

Response: A guideline is attached. Because students come in to the MKTG program with differing abilities the Marketing faculty designed a semester-by-semester completion plan several years ago. Laura Dix (the Marketing Programs Coordinator) uses the guideline (check sheet) to advise all freshmen or transfer students entering MKTG programs. She works with each advisee to develop a personalized semester-by-semester degree completion plan – based on the semester-by-semester guideline, projected slate of course offerings, and historical record of course offerings.

V. We are curious about the dates indicated on Form A. If there is a way we can help you expedite proposals, please advise.

Response: The Department approved the proposal Spring 2012 – but due to further discussion, unexpected emergencies, and then the summer break, the paperwork was not forwarded until Fall Semester

AAS Marketing proposal

Sandra L Alspach

to:

Laura Dix, Michael C Cooper

02/09/2013 03:18 PM

Cc:

Tracey Boncher, Terrence J Doyle, Olukemi Fadayomi, Anita Fagerman, Steve Karnes, Kristen L Motz, Chrystal R Roach, Douglas Zentz, Paula L Hadley-Kennedy, Paul Blake, Elise M Gramza, Maureen Milzarski

Hide Details

From: Sandra L Alspach/FSU Sort List...

To: Laura Dix/FSU@FERRIS, Michael C Cooper/FSU@FERRIS

Cc: Tracey Boncher/FSU@FERRIS, Terrence J Doyle/FSU@FERRIS, Olukemi Fadayomi/FSU@FERRIS, Anita Fagerman/FSU@FERRIS, Steve Karnes/FSU@FERRIS, Kristen L Motz/FSU@FERRIS, Chrystal R Roach/FSU@FERRIS, Douglas Zentz/FSU@FERRIS, Paula L Hadley-Kennedy/FSU@FERRIS, Paul Blake/FSU@FERRIS, Elise M Gramza/FSU@FERRIS, Maureen Milzarski/FSU@FERRIS

Folks,

Thank you for being patient with us as we negotiate your proposal for an Associates degree in Marketing through the "rocks" of the curricular process. I'm sorry you were inconvenienced by our delay in addressing your proposal at our meeting last Wednesday.

As soon as we know that there is a "green light" from the President's Council, we will vote on your proposal. Please wait for a call from either me or Paula Hadley before you trek over to CSS; we will be reviewing our agenda on Monday to determine if we will meet on Wednesday. The "snow day" has set us all back a day from our usual rhythms.

In the meantime, please check with Paula Hadley in the Academic Senate office to confirm that all requested materials have been received. We appreciate your desire to have this new degree in place for advising and registration for fall 2013.

**Ferris State University
Preliminary Curriculum Approval Form**

Directions: This form should be completed using 11-point font or larger, and should be no longer than six pages (excluding the signature/comment pages). For purposes of expediting the preliminary approval process, forms may be forwarded electronically by the initiator and from one administrative level to another.

Name(s) of proposal initiator(s):	Laura Dix (contact Laura or Mike Cooper)
Department(s)/College(s):	MKTG/COB

Type of curriculum change (check one)

<input checked="" type="checkbox"/>	New degree/major
<input type="checkbox"/>	New minor requiring new courses/resources
<input type="checkbox"/>	New concentration in existing degree program
<input type="checkbox"/>	Curricular customization of existing program for off-campus cohort group
<input type="checkbox"/>	New certificate requiring 3 or more new courses and/or new resources
<input type="checkbox"/>	Existing program redirection or shift in emphasis if 3 or more new courses and/or new resources are required

1. Name of degree, major, concentration, certificate, or minor. Briefly describe the curriculum plan/template.

Name: *AAS Marketing*

Plan/template: *The planned curriculum would consist of 22 GE credits; 18 business foundation credits; 15 marketing and related electives. The curriculum will be designed compatible with laddering into the BS Marketing and related programs including Advertising/Integrated Marketing Communications, and Public Relation. The proposal is expected to include only existing FSU courses.*

Note: *The proposed AAS is intended to replace the current Pre-mktg designation. Students who would currently be enrolled as Pre-mktg students for lack of academic eligibility in BS would be conditionally admitted to AAS program.*

2. Target date for implementation.

Fall 2013

3. Briefly explain the rationale for this initiative. If the initiative involves customization of an existing program for delivery to an off-campus cohort group, also explain the nature of the proposed curricular customization.

Create an AAS degree program in Marketing – targeting (a) students pursuing a marketing or related program who are eligible to take advantage of TIP funding, (b) students interested in pursuing a BS Marketing program but not yet eligible would be admitted conditionally to the AAS program, (c) students who would benefit from enrollment in a degree program intermediate to one of the marketing related BS programs (i.e. AIMC, MKTG, PREL).

The proposed program would be designed to serve as a ladder for students wanting to continue in the BS Marketing or related programs including COB BS business programs in advertising/integrated marketing communications and public relations.

The set of general education, ^{align or fulfill} business foundation, and program courses will be selected from existing courses that align closely to those required for admission to the FSU COB BS Marketing and mentioned related programs as well as those of other universities.

The proposal involves only existing FSU courses – no new courses are proposed. _{for the sake of transfer?}

4. Are there similar programs at other Michigan universities? If so, where?

No other four-year Michigan university is known to offer an AAS in Marketing – although some community colleges do (e.g. GRCC).

What is the enrollment in the other programs?

N/A

5. Briefly explain any similarities of the proposed initiative (program objectives and/or curriculum) with already established FSU or KCAD programs:

There are no other known AAS marketing programs at FSU or Kendal.

6. Briefly describe indicators of the employment market for students completing this initiative, including sources used for employment information/data.

Some entry level opportunities exist for graduates of an AAS program.

7. Briefly describe indicators of potential student interest/demand for the new initiative, including sources used for student market information/data.

There are currently about 35 students enrolled in Pre-Mktg: some interested in the AAS program (e.g. to receive TIP funding) and others eligible for conditional admission to the proposed AAS program.

8. To what extent will this initiative draw new students to FSU or KCAD? To what extent will it draw students from existing programs?

^{elaborate on the specific "design" intended and why}
The proposal program will be designed to attract (a) students desiring a marketing related degree and unsure of their specific marketing related path (e.g. MKTG, AIMC, PREL); (b) ^{it would be appealing to a/b.} students who desire an associates' degree in conjunction with TIP funding – either on their way to a BS degree or not. _{How will a be identified/realized?}

9. Approximately how many students are expected to enroll?

_15 in the first year? ___25-35 after three years?

10. At which FSU campuses/regional centers or other sites will the initiative be offered?

None anticipated.

11. Will internet or other distance learning technology be used for course/program delivery?
Describe.

Selected marketing courses may be delivered online as demand warrants.

*Specific locations?
Multiple location?*

Complete questions 12, 13, 14 in consultation with department head/chair and/or dean. *Is there an off-*

12. Provide a rough estimate of the resources needed to implement the initiative:

*campus component
to this? (My guess -- no)
If not, why online programming*

	Start-up	After Three Years
Supply and expense	\$1,000	\$1,000
Equipment	\$0	\$0
Full-time faculty	\$0	\$0
Overload/adjunct faculty	\$0	\$0
Other	0	0

*Why wouldn't existing resources
take care of this in terms of
this line item*

Estimate of Library Resources	X Adequate	Some new resources needed	Significant number of resources needed

13. Project the resources that could come from reallocation within the department or college and the new resources that would be required.

Initially - no reallocation or new resources will be needed. Initially the students enrolled are from the current small stream who enroll in Pre-mktg, Pre-business but follow a marketing checksheet. When demand beyond this stream is sufficient to warrant reallocation or request for new resources - those adjustments or requests will be made.

14. Are there new space needs? If so, how much? How would the space be used? Has existing space been identified? If so, where? Is renovation/remodeling necessary?

No new space needs are anticipated.

15. Is there professional accreditation for the program? Is it required or voluntary? Will accreditation be sought, and when? What will be the one-time and ongoing costs of accreditation?

No professional accreditation is known.

16. Has there been preliminary discussion with other departments/colleges that will be involved in course/program delivery? If yes, what was the feedback?

No - but support with suggestions for improvement is anticipated.

Department Head/Chair's signature: *[Signature]* Date 11/27/2012
If this is an interdepartmental initiative, include additional Department Head/Chair signatures

Comments:

Dean's or KCAD President's signature: *[Signature]* Date 1/2/13

- For cross-college initiatives, include additional signature(s) of Dean(s)
- For KCAD initiatives, include KCAD President's signature
- For existing FSU-Big Rapids programs customized for off-campus delivery to a cohort group, include College and UCEL Deans' signatures

Comments:

Please note margin comments on the PCAF itself

Vice President for Academic Affairs' signature: *Paul Blake* Date 1/23/11
or Chancellor/VP of FSU/GR's signature

Approved Approval indicates permission to develop the full proposal. It does not assure final approval.

Comments and/or suggestions: *Please note margin comments on the PCAF itself.*

Not approved

Explanation:

- c. Initiator(s)
Department Head/Chair(s)
Deans' Council and KCAD President
FSU University Curriculum Council
FSU Academic Senate and KCAD Senate

VPAA or Chancellor/VP of FSU/GR
FSU Intranet

AAS Marketing and MKTG program clean up

Sandra L Alspach

to:

Laura Dix, Michael C Cooper

02/26/2013 09:22 PM

Cc:

Tracey Boncher, Terrence J Doyle, Olukemi Fadayomi, Anita Fagerman, Steve Karnes, Kristen L Motz, Chrystal R Roach, Douglas Zentz, Paula L Hadley-Kennedy, Paul Blake, Elise M Gramza, Maureen Milzarski, Cami Sanderson

Hide Details

From: Sandra L Alspach/FSU Sort List...

To: Laura Dix/FSU@FERRIS, Michael C Cooper/FSU@FERRIS

Cc: Tracey Boncher/FSU@FERRIS, Terrence J Doyle/FSU@FERRIS, Olukemi Fadayomi/FSU@FERRIS, Anita Fagerman/FSU@FERRIS, Steve Karnes/FSU@FERRIS, Kristen L Motz/FSU@FERRIS, Chrystal R Roach/FSU@FERRIS, Douglas Zentz/FSU@FERRIS, Paula L Hadley-Kennedy/FSU@FERRIS, Paul Blake/FSU@FERRIS, Elise M Gramza/FSU@FERRIS, Maureen Milzarski/FSU@FERRIS, Cami Sanderson/FSU@FERRIS

Thanks for attending our meeting, Mike (and sorry for the inconvenience last week, Laura.) We finally got your two proposals "moved on".

A couple of items:

We'd like a clearer copy of the Form A for the MKTG cleanup, since the consultations on the third page are almost illegible.

As you work with your MKTG checksheets, we encourage you to include all prerequisites for each course and to provide students and advisors with information about when the course is typically offered. As you heard from Doug Zentz, your Minor and Certificate might have appeal for students in other colleges, and it would be helpful for them to be able to plan their programs appropriately. Also, a reminder to include COMH 121 Public Speaking (Honors) as an equivalent prerequisite wherever COMM 121 Public Speaking is listed.

As a COMM faculty member, I personally want to thank you for removing all references to COMM 205 Listening in your program. The decision to delete this course from our offerings was predicated on the argument that all of our COMM courses address listening skills directly or indirectly. We will be happy to work with you to identify the best COMM courses to meet your outcomes for your MKTG students. Cami Sanderson is the current Program Coordinator for Communication.

Note that the new AAS in Marketing will require Senate approval. Plan to attend the Senate meeting on Tuesday, March 5 from 10-11:45 AM in the Centennial Dining Room, Rankin Center so that you can answer any questions Senators might have about this proposal.

Course Evaluation/Student Assessment of Instruction

Questions you may be asking:

1. Why are we moving to an online course evaluation system?

With the large number of courses to be evaluated each semester and the competing demands on the time of individuals working in institutional research, for many years, course evaluation feedback has not been provided in time for the information to be useful to faculty in improving their courses. The new system will enable almost instant results, as the reports will be made available to faculty on the date specified, which we now plan will be the day after final grades are due each semester.

2. How are we going to assure high student response rates?

A series of reminders will be sent to students, and we will be posting announcements on MyFSU, in FerrisConnect, on bulletin boards, and wherever else we think students may notice. We also strongly encourage all faculty and academic leaders to emphasize the importance of this information to them and urge students to complete the forms. Having the option of using mobile devices to complete the evaluations may further prompt students' completion. We are also considering attractive incentives (random drawings) that will encourage high participation rates. Consideration is also being given to approaches by which individual faculty could reward high participation levels while assuring the anonymity of students.

3. What instrument/survey questions will be used?

The Campus Labs software product will be used with the current SAI form or any other instrument that a department or college plans to use. Those who have already adopted IDEA will continue to use that vehicle, as it provides many of the same benefits we seek with Campus Labs – including timely feedback and the ability to produce summary reports. A distinct advantage of using an electronic system is that individual faculty, departments, or colleges may also add some questions specific to their

areas that would be valuable to them. They may also decide to use a different form that better suits their needs. However, there will always be some required institutional questions. . . the determination of which will be forthcoming by fall 2013.

4. Will the system be integrated with Banner and/or FerrisConnect?

The names and required identifying information, such as e-mail addresses, for both students and faculty will be extracted from Banner. IT and Student Affairs personnel are working on that approach now and are on target to have the system operational by April 1. Within that week we plan that colleges/departments can begin to identify the courses to be surveyed during the spring semester of 2013.

5. What is the schedule for administration of the course evaluations for spring semester 2013?

Tentative schedule follows:

April 1 – System Operational

April 1-10 – Training available for users

April 2-15 – Colleges prepare their questions/courses

April 15 (Monday) – All course evaluations released to all students

April 23 (Tuesday) – first reminder to only those who did not respond

May 1 (Wednesday) – second reminder to those who did not respond

May 9 (Thursday) – Last Call Reminder

May 13 (Monday) – Grades due by 1 p.m.

May 13 (Monday) – Systems CLOSE at 11 p.m. (if can be set auto)

May 14 (Tuesday) – any time after midnight – Reports Available

May 15 (Wednesday) – Academic Affairs will run Institutional Summary Reports

6. Who will produce the reports for individual faculty members?

Faculty members will be expected to produce their own reports. Step-by-step instructions will be provided on a one-page flyer. This flyer will be distributed by all College representatives to all faculty in their colleges – both in paper form and electronically. The guide will be posted on an Academic Affairs website that will also be referenced on the flyer. Through the transition, some faculty may request some assistance, but it is not expected that colleges will assume this responsibility.

7. Who will produce reports for use by college leaders?

Designated college representatives will likely be asked to produce individual and summary reports for departments and the college. Each college will produce its own reports on the timelines that meet their needs and in the ways they wish to use the reports. Each dean will specify who has access to producing reports for each area.

8. Who will see these reports?

Only individuals with responsibility for overseeing academic integrity and those individuals supporting that work will be provided access to reports within the colleges. This typically includes the Dean, Department Heads, and the Dean's or Department's secretaries.

DRAFT

FERRIS STATE UNIVERSITY
OFFICE OF ACADEMIC AFFAIRS

2012 NSSE SUMMARY

PREPARED BY ROBERTA C. TEAHEN, PH.D.

Prepared by Associate Provost Roberta C. Teahen, Ph.D.
and Reviewed by the Academic Affairs Assessment Committee

November 2012

INTRODUCTION

NSSE OVERVIEW

According to NSSE publication, “The National Survey of Student Engagement (NSSE) annually surveys first-year and senior students at participating baccalaureate-granting colleges and universities to assess the extent to which they engage in and are exposed to proven educational practices that correspond to desirable learning outcomes. Institutions use the results to develop programs and practices that promote student engagement. Learn more at <http://www.nsse.iub.edu/>

FERRIS INVOLVEMENT WITH NSSE

Ferris has administered the NSSE in 2006, 2008, 2010, and 2012. We also had a trial administration in 2005. All of the data from all years is on the Ferris website at

<http://www.ferris.edu/HTMLS/administration/academicaffairs/assessment/nsse/> Each year has resulted in a higher number of respondents and a response rate above other institutions collectively and with consistent reports, providing increased confidence in the results. Although university-wide discussion sessions have been held for at least the 2008 and 2010 administrations, no interventions that have been specifically tied to the NSSE findings have been implemented.

WHO PARTICIPATED IN 2012?

- Overall Ferris response rate was 35%, with 36% of seniors and 34% of freshmen completing the survey; this compares to 22% in the Great Lakes Region and 25% for all NSSE responses. Higher response rates is attributed to attractive gift drawing incentives (I-Pad, Kindle Fire, and \$50 gift certificates)
- Total Populations of 855 Freshmen and 2718 Seniors (Number of freshmen in 2010 was 1835 and seniors numbered 2429)
- All responses were web-based
- 94% of first-year and 58% of senior respondents were enrolled full-time
- 54% of first-year and 60% of senior respondents are female (58 and 55% respectively in 2010)

- 80% of freshmen and 81% of seniors reported their race/ethnicity as White, while the second highest category were the 5% in each group that preferred not to respond
- 64% of the Freshmen lived on campus while only 6% of the seniors did
- 9% of the freshmen were transfer students and 65% of seniors were. For the Great Lakes region, just 45% of respondents were transfers, with 44% representing transfers in the total database. In 2010, 5% of first-year students identified themselves as transfer students while 53% identified themselves as transfer students in that year.
- Just 5% of the freshmen were 24 years of age or older, while 62% of the seniors were 24 and older; in 2010, 46% of seniors were 24 or older.
- Overall Sampling error is just 2.2%, meaning that the results may vary by + or – 2.2% but the rate is 4.7% for freshmen
- A total of 287 freshmen and 976 seniors responded.
- In the discipline area reports, the distribution was as follows:

Arts and Humanities	54 first-year students and 81 seniors
Biological Sciences	14 first-year students and 37 seniors
Education	16 first-year students and 96 seniors
Social Sciences	10 first-year students and 29 seniors
Business	37 first-year students and 136 seniors
Engineering	13 first-year students and 83 seniors
Physical Sciences	0 first-year students and 9 seniors
Other	65 first-year students and 250 seniors*

*Additional analysis of the discipline areas is being conducted to determine why so many are in the “other” category and what the actual program majors of students are.

HIGHLIGHTS OF OVERALL 2012 FINDINGS

Ferris students' reporting of their experiences have been quite consistent over time suggesting that the experiences are not very different for students over this six-year period and providing an opportunity for targeting improvement efforts.

- Among the five categories analyzed by NSSE, Ferris rates lowest in the area of enriching educational experiences, with a rating of 24.7 for freshmen and a 36.1 among seniors.
- For seniors, the level of enriching educational experiences is in the bottom 50% of all NSSE institutions, with a gap in the mean of 36.1 for Ferris seniors compared to a mean of 48.4 to be placed in the top 50% of institutions, while a mean of 56.0 would be needed to reach the top 10%
- The second lowest performance rating by students is in Student-Faculty Interaction, with seniors reflecting a mean of 43. To reach the mid-point of all NSSE institutions would require a mean of 50.3; to reach the top 10% would require 56.
- The third lowest performance rating is in the area of Active and Collaborative Learning where seniors report a mean of 54.4. To reach the top 50% would require a mean of 56.3; top 10% requires 60.6.
- The second highest ranking is in the area of Level of Academic Challenge (LAC), where the seniors' mean is 57.6. To be in the top 50% would require 61.8. In the entire NSSE database, LAC is the second highest rated category. To earn a spot in the top 10% would require a mean of 64.3.
- Ferris seniors rate a Supportive Campus Environment (SSE) as the greatest strength, with a mean of 58.8. Nationally SSE is also highest rated, with the top 50% rating a 65.4 and the top 10% at 69.2.
- Across all five categories, freshmen also report means in the lowest 50% of all institutions.
- Ferris picked the Great Lakes Region as its first comparison group. There were 12 institutions that reported within that group in 2012. Included are Ball State; Case Western; Central Michigan; Cleveland State; Indiana University – Purdue University Indianapolis; Lake Superior; Michigan Technological University; Northern Illinois University; Saginaw Valley State University; Southern Illinois University – Edwardsville; Southern Illinois University Carbondale; University of Akron.

- When benchmarking with different groups, Ferris *first-year* students exceed the mean of the Great Lakes Region slightly for Student-Faculty Interaction (34.8 vs. 34.6), while our Carnegie Class peers report 36.1 and the entire NSSE 2012 responses are 35.9.
- When benchmarking with different groups, Ferris *seniors* exceed the Great Lakes Region in Level of Academic Challenge with 57.6 while the Great Lakes Region reports 56.1; the Carnegie class reports 58.0; and the NSSE 2012 is 58.4.
- Ferris seniors also exceed the mean of the Great Lakes Region for Active and Collaborative Learning with a mean of 54.4 while the Great Lakes Region reports 51.3; Carnegie Class is 53; and NSSE 2012 is 52.1. This is the only category where Ferris seniors report a higher level of experience than all other groups, although the differences are small. As an area of potential strength, this could be an area to build further upon.
- Seniors also report a mean of 43.0 for Student-Faculty Interaction, while the Great Lakes Region mean is 41.6. However, this factor is approximately the same as the Carnegie Class at 43.7 and the NSSE 2012 of 42.9.
- Ferris seniors also report a supportive campus environment higher than the Great Lakes Region with 58.8 vs. 56.8. However, the Carnegie Class and NSSE 2012 figures are 60.8 and 60.6 respectively.

The table that follows provides a synopsis of some of the major characteristics of the NSSE findings for the 2012 administration:

Category	2010 First-Year Students	2012 First-Year Students	2010 Seniors	2012 Seniors	2012 Mean Required to be in Top 50% for Seniors
Level of Academic Challenge	51.6	50.4	55.2	57.6	61.8
Active and Collaborative Learning	44.6	41.8	53.3	54.4	56.3
Student-Faculty Interaction	37.0	34.8	41.7	43.0	50.3

Enriching Educational Experiences	25.9	24.7	36	36.1	48.4
Supportive Campus Environment	62	60.7	56.9	58.8	65.4

HIGHLIGHTS OF 2012 DISCIPLINARY FINDINGS

- In Arts and Humanities, First-Year students had a mean above the Great Lakes Region in the areas of Student-Faculty Interaction and Supportive Campus Environment, but below both the Carnegie Class and NSSE 2012 for these and the other three categories (LAC, ACL, EEE).
- Arts and Humanities Seniors rated above the Great Lakes Region in Active and Collaborative Learning; Student Faculty Interaction; and Supportive Campus Environment, but rated below the Carnegie Class and NSSE 2012 in all areas.
- Biological Sciences seniors had a higher mean than the Great Lakes Region in Active and Collaborative Learning, but fell below the mean for Carnegie Class and NSSE 2012 and below all comparison groups for all other categories.
- Education Seniors report a mean above the Great Lakes Region education seniors for each of the five categories. They also report a mean higher than the Carnegie Class and NSSE 2012 in four of the five other categories, with the exception of Supportive Campus Environment where the Carnegie Class is 62.5 and Ferris education is 62.1.
- Social Sciences seniors are significantly above all three comparison groups social science groups in all except one area, with LAC of 63.5 compared to 60.5; ACL at 61.2 vs. 51.9 for NSSE; 53.4 in SFI vs. 46.1 for NSSE; 49.9 in EEE vs. 45.4 in NSSE. The one exception is a 60.1 in Supportive Campus Environment at 60.1 vs. NSSE at 61.5, but they do exceed the Great Lakes Region of 57.2 here.
- Business Seniors exceed other business seniors in the Great Lakes Region (56.8 vs.55) for Level of Academic Challenge; and Supportive Campus Environment. They also exceed business seniors in all groups in Active and Collaborative Learning; Student-Faculty Interaction.
- Ferris Seniors in engineering surpass their peers in the Great Lakes Region in Level of Academic Challenge (56.8 vs. 55.9). They surpass both Great Lakes and NSSE 2012 in Active and Collaborative Learning (52.6 vs. 49.0 and 51.5 respectively); and they surpass all three

comparison groups for Faculty Student Interaction and Supportive Campus Environment. They fall below in all comparisons for Enriching Educational Experiences.

- “Other Profession” seniors exceed the Great Lakes Region in Level of Academic Challenge and exceed the Great Lakes, Carnegie, and NSSE in Active and Collaborative Learning, although just slightly. They fall short in all comparisons in student-faculty interaction, enriching educational experiences, and supportive campus environments. A total of 251 Ferris students classified themselves into this category. In the future we need to try to track individual program majors with student respondents for a better picture since we cannot determine where these 251 have experience.
- Physical Sciences: Report pending
- Within Ferris, here are the *Senior* groups reporting the highest overall means for seniors in each category:
 - Level of Academic Challenge (LAC): Social Sciences at 63.5 (n = 29 and institutional mean = 57.6)
 - Active and Collaborative Learning (ACL): Education at 62.4 (n = 96 and institutional mean = 54.4)
 - Student-Faculty Interaction (SFI): Social Sciences at 53.4 (n = 29 and institutional mean = 43.0)
 - Enriching Educational Experiences (EEE): Education at 42.9 (n = 96 and institutional mean = 36.1)
 - Supportive Campus Environment (SCE): Engineering at 63.5 (n = 83 and institutional mean = 58.8).