



**COUNCIL FOR THE ADVANCEMENT OF STANDARDS
IN HIGHER EDUCATION**

**CAS Alcohol and Other Drug Program Standards
Criteria Rating Summary Sheet**

After completing the worksheet rating process, write the sum of the ratings for each component in the space provided and divide by the Total Possible Rating value immediately to the right. Then write the resulting percentage in the Component Compliance Score space on the right. That Compliance value reflects the difference between the highest possible rating and the self-assessment team's ratings. The larger the resulting percentage, the greater the component's compliance with the standards.

	Component Total Rating		Total Possible Rating		Component Compliance Score
Part 1. MISSION	46	÷	60	=	77%
Part 2. PROGRAM	177	÷	220	=	80%
Part 3. LEADERSHIP	120	÷	125	=	96%
Part 4. ORGANIZATION and MANAGEMENT	74	÷	75	=	99%
Part 5. HUMAN RESOURCES	91	÷	105	=	87%
Part 6. FINANCIAL RESOURCES	15	÷	15	=	100%
Part 7. FACILITIES, TECHNOLOGY, and EQUIPMENT	39	÷	45	=	87%
Part 8. LEGAL RESPONSIBILITIES	23	÷	25	=	92%
Part 9. EQUAL OPPORTUNITY, ACCESS, and AFFIRMATIVE ACTION	40	÷	40	=	100%
Part 10. CAMPUS and COMMUNITY RELATIONS	18	÷	20	=	90%
Part 11. DIVERSITY	17	÷	30	=	57%
Part 12. ETHICS	75	÷	80	=	94%
Part 13. ASSESSMENT and EVALUATION	26	÷	30	=	87%

INTERPRETING THE CRITERIA SUMMARY RATINGS

A Component Compliance Score **less than 50%** of the Total Possible Rating value indicates need for action plans to substantially improve the component.

A Component Compliance Score **greater than 50% but less than 75%** of the Total Possible Rating value indicates need for action plans targeting improvement in that area.

A Component Compliance Score **greater than 75% but less than 100%** of the Total Possible Rating value indicates the component is functioning in a reasonably adequate way, but action plans should be developed to strengthen the area.

A Component Compliance Score of **100% of the Total Possible Rating** value indicates that the component meets all essential standards, although action plans might be considered to increase program effectiveness.

Program Strengths and Areas Requiring Improvement

Healthy Alternatives Program Strengths:

Part Two: Program:

This area is stronger than the CAS score of 80% indicates. The Healthy Alternatives Program is broad based and involves many segments of the campus community, from alcohol & drug education/prevention workshops, to encouraging recreation and intramural involvement, to usage of the bowling center. An area of strength is our peer to peer emphasis through the TIPS Program. This coming academic year, it is very likely that all new members of Greek Organizations will be required to complete the TIPS Certification Program as part of the IFC/Panhel Recruitment Program. Additional strong program areas include our outreach efforts to parents (Parents Alcohol Brochure), as well as IGSD workshops that incorporate an international focus to our education & prevention efforts.

The addition of the NCAA Choices Grant will enhance our program, and allow us to do some new things, including marketing strategies and new programming. In addition, we'll continue to facilitate programs and activities that are simply the norm for WPI (Dining/Nutrition Series, Greek Bid Night Food, Madness Celebrations, etc), but would be new to other campuses.

A new area of emphasis will be a smoking cessation program, in conjunction with the Tobacco Free Massachusetts Program. WPI is one of two schools in this pilot program, which will involve a poster campaign and other strategies, culminating with the Great American Smokeout in November. One of our strategies will be to try and link smoking behavior with alcohol consumption, thereby addressing two issues simultaneously.

Part Three: Leadership:

Although the Healthy Alternatives Program is a single person office, our program model is intentionally set-up to leverage complimentary relationships with Student Life and other campus departments. Recruiting student employees to help support the program functional areas will be a major focus this fall, and leveraging student interest and energy in these areas will significantly strengthen our overall program.

Part Four: Organization and Management

Strong top-level administrative support is evident for the Healthy Alternatives Program from the President's Office. The organizational structure currently in place allows the Healthy Alternatives Program to positively impact the campus community with regards to alcohol and drug education & prevention, as well as with wellness oriented activities, such as Yoga.

Part Five: Human Resources:

Although a single person office, only through regular interactions with the many areas of Student Life can we reach our audience. However, with the loss of a dedicated support staff position, it is very likely that greater emphasis needs to be placed on a student employee to help create posters and marketing materials for Healthy Alternatives programs and initiatives.

Part Six: Financial Resources:

WPI provides strong support for the Healthy Alternatives Program. Professional Development funding and encouragement, as well as education and prevention funding, help encourage students to make wise choices about their alcohol consumption decisions.

Part Seven: Facilities, Technology and Equipment:

The Healthy Alternatives Program Model integrates Athletics, Recreation and Club Sports involvement together with education and prevention, making the physical location for the program a seamless fit. However, the Program uses recreation and intramural involvement as major pieces of the program, and the recreation facilities are simply not adequate to meet student needs/desires. The lack of recreation space may very well be negatively impacting the overall Healthy Alternatives Program.

Part Eight: Legal Responsibilities:

Regular interaction with Mike Curley and Danielle Cove makes this a strong area. Sound and pertinent guidance is the norm; the challenge is effectively communicating this information to students, who sometimes have difficulty understanding legal ramifications or preventative processes and procedures.

Part Nine: Equal Opportunity, Access and Affirmative Action:

Healthy Alternatives services are available to all members of the WPI community, and hours of operation are scheduled to meet the needs of the community.

Part Ten: Campus and Community Relations:

This is one of our stronger areas. Campus relations are strong due to our outreach efforts (Yoga classes, Pilates classes, Faculty/staff Yoga, support for diverse campus organizations, etc), coupled with efforts to showcase varsity athletic events and student-athlete academic success.

Strong external campus relations are evident through our involvement with the NCAA (Choices Grant Award, Betty Ford Professional in Residence Program, NCAA Speakers Grant Program), Massachusetts Department of Public Health Statewide College and University Coalition on Underage and Problem Drinking, and the Worcester Consortium AOD Group.

Part Twelve: Ethics:

WPI's Healthy Alternatives Program is a part of "The Network", a group of 1500 colleges that focus on addressing issues associated with alcohol, drugs and violence. WPI's Healthy Alternatives Program adheres to the five standards that provide the framework for action to reduce alcohol, other drug and related violence problems among students. The standards are organized within five areas: Policy, Education and Student Assistance, Enforcement, Assessment, and Campus Community Collaboration.

Part Thirteen: Assessment and Evaluation:

This is an area of strength for the Healthy Alternatives Program. We have assessment data for the past ten (10) years regarding student alcohol consumption behaviors. This data is used as part of our overall marketing and evaluation piece.

Areas Requiring Improvement:

Part One: Mission:

To more adequately meet this guidelines, the staff of Healthy Alternatives needs to more effectively inform the WPI community about the role of the Program and it's support services. This communication needs to occur twice per year. The program also needs to actively encourage the abstinence from alcohol and drug use.

Part Eleven: Diversity:

Other than the International DUI series and IGSD workshops, little effort has been focused on enriching cultural understanding among the WPI community. As noted in this section's Action Plan, an effort to interact with international students, and request their assistance to help educate other students going abroad may be one of the best strategies to achieve this goal.