

# Sustainability Plan

Ohio's Strategic Prevention Framework – State Incentive Grant (SPF SIG)

**COLLEGE OF MOUNT ST. JOSEPH**

Ohio's Strategic Prevention Framework – State Incentive Grant is funded by the Substance Abuse and Mental Health Services Administration's (SAMHSA) Center for Substance Abuse Prevention (CSAP) and administered by the Ohio Department of Mental Health and Addiction Services (OhioMHAS).



## Strategic Prevention Framework – State Incentive Grant (SPF SIG): Sustainability Module

### Introduction

“The key element of sustainability is providing continued benefits, regardless of particular activities delivered or the format in which they are delivered.” –Mancini & Marek (2002)

There are four clarifying questions that need to be answered in order for sustainability planning to move forward:

1. *What* are you trying to sustain? (or, *What* needs to be sustained?)
2. **Public Value:** What *evidence* do you have that what you are doing is *worth sustaining*? (or, *Why* does this initiative *deserve* to be sustained?)
3. **Authorizing Environment:** What *institutional supports, structures, and/or policies* need to be in place to achieve sustainability?
4. **Operational Capacity:** What *capacity* is necessary to sustain this effort and *where* will that capacity come from?

### A. Building the Sustainability Team

Before these questions can be answered, it is essential that you *identify the key players*. It is very important to consider your authorizing environment (Moore, 1995).

Who are the individuals on your campus that need to be involved in conversations about sustainability?

Individuals from our College wide Alcohol, Tobacco and Other Drug (ATOD) Committee formed a sub-committee to address the sustainability of a preventive and educational program for Alcohol and Other Drug use. Other consultants to the sustainability task force served as consultants throughout the process. Our Sustainability Task Force included the following Faculty and Professional Administrative Staff members:

- Jon Bennett, Athletics
- Janet Cox, Dean of Students
- Stephen Craig, Coordinator for Campus Activities and Leadership
- Jayne Dipzinski, First Year Experience
- Mary Ann Edwards, Co-Chair to ATOD Committee, Faculty
- Linda Liebau, Consultant, Director of Corporate and Foundation Relations
- Patsy Schwaiger, Director of Wellness, Co-Chair of ATOD Committee

---

Suggested Citation:

Raffle, H. (2013). *Strategic Prevention Framework – State Incentive Grant (SPF SIG): Sustainability module*. Athens, OH: Voinovich School of Leadership and Public Affairs at Ohio University.

**B. Sustainability Question #1: What are you *trying* to sustain? (or, What *needs* to be sustained?)**

Weiss, Coffman, Bohan-Baker (2002) identified four categories related “initiative sustainability.” These categories are very broad and are very applicable to alcohol prevention initiatives. These categories may be helpful for your team as you plan for sustainability. If your team has already clearly articulated what you are trying to sustain, you may want to categorize your objectives. Please feel free to create your own category if you need to.

*Please remember that you do NOT need a sustainability objective/goal for each category. We are providing these categories as conversation catalysts, not as requirements.*

1. *Organizations and/or Projects*: securing additional funding for projects begun or supported under the initiative
2. *Ideas*: maintaining the initiative’s core principals, values, beliefs, and commitment
3. *Relationships*: maintaining connections among people and institutions
4. *Outcomes*: maintaining initiative results

Please choose the question that most appropriately applies to your project: What are you *trying* to sustain? (or, What *needs* to be sustained?) Please state your sustainability objectives/goals as bullet-point statements. Each objective/goal must be specific, measurable, and observable.

The intent of the Task Force focused on sustaining an online course that will be part of a comprehensive education program that would address hi risk behaviors associated with the use of alcohol and other drugs, relationship violence and bystander intervention. Our goals for establishing an online programs will:

- Increase in-coming students’ knowledge about the use of alcohol and other drugs and the negative impact the use of substances has on learning
- Educate students on the physiological and behavioral risks associated with alcohol and other drug use
- Decrease the potential for hi-risk behaviors associated with alcohol and other drug use
- Reduce underage drinking and binge drinking

We will utilize data gathered from CORE Surveys and the AlcoholEdu Executive Summaries as assessment tools. The online course will be a mandatory requirement for all first year, traditional age students and all transfer students attending the College of Mount St. Joseph and will be administered pre-matriculation and would include the following important aspects:

- Alcohol and other drug education using a harm-reduction approach
- Education to increase awareness regarding the correlation between AOD use and relationship violence
- Bystander intervention education that would give students basic tools to stay safe

The Sustainability Task Force from the ATOD College Committee was charged with researching online courses including AlcoholEdu for College for comparative features and costs. In addition, this Task Force was also responsible for proposing ongoing sustainability efforts in terms of funding the course. Future considerations for the ATOD Committee include the following:

- Establishing an Advisory Group from the ATOD College Committee that will continue to monitor and evaluate the implementation of the chosen online course.
- Exploring relationships with the consortium of participating colleges/universities and local community groups to enhance our campus programming efforts

---

Suggested Citation:

Raffle, H. (2013). *Strategic Prevention Framework – State Incentive Grant (SPF SIG): Sustainability module*. Athens, OH: Voinovich School of Leadership and Public Affairs at Ohio University.

Since the beginning of the 2013-2014 academic year, the Sustainability Task Force participated in calls with SPF-SIG Sustainability group to discuss and gather information regarding AOD education. In addition, we discussed with other colleges/universities in Ohio the possibility of sharing our resources regarding the purchase of an appropriate online course. We gathered information from colleges/universities who have partnered with EverFi for AlcoholEdu for College through the SPF-SIG grant, as well as colleges/universities who have used AlcoholEdu in the past.

In the course of these conversations, we learned about the “Think About It” program offered through Campus Clarity. The program is an online program that covers not only alcohol information/education, but also other drugs, sexual violence and bystander intervention at a more affordable cost for this institution. A number of staff members and students reviewed the demo models of the course and deemed it a comparable product to AlcoholEdu. Students in particular were able to review the program and compare it to their experience with AlcoholEdu. Their responses were more favorable to the “Think About It” program.

Our MSJ Sustainability Task Force established a relationship with the representative from Campus Clarity about the possibility of implementing this program as it will be more feasible to sustain the program in terms of cost. We received a proposal from EverFi (AlcoholEdu for College) for a 4 year contract including AlcoholEdu for College and Haven for \$9200 per year for four years. This totals \$36,800. The total subscription fee is not sustainable for this institution given the current fiscal climate. A similar proposal for a 3 year contract with Campus Clarity for “Think About It” is \$8,415 payable in 3 annual installments, which provided a more affordable alternative.

---

Suggested Citation:

Raffle, H. (2013). *Strategic Prevention Framework – State Incentive Grant (SPF SIG): Sustainability module*. Athens, OH: Voinovich School of Leadership and Public Affairs at Ohio University.

**C. Sustainability Question #2: Public Value - What *evidence* do you have that what you are doing is *worth sustaining*? (or, Why does this initiative *deserve* to be sustained?)**

We discussed the idea of *public value* (Moore, 1995). It may be helpful to frame this conversation among your planning team as such. For example, it may be useful to have your planning team respond to these questions (You do not need to write responses to these questions, these are just provided as conversation catalysts.):

- How is this alcohol prevention initiative positively impacting students?
- What results from this alcohol prevention initiative are valued by the campus community? The local community surrounding campus?
- What results from this alcohol prevention initiative are valued by the leadership team?

Once you have answered these questions, please respond to the overarching question (whichever form is most applicable to your situation): What evidence do you have that what you are doing is worth sustaining? (or, Why does this initiative deserve to be sustained?)

Prior to the utilization of AlcoholEdu for College made available to our institution in 2012 through the funding of the SPF-SIG Grant, we relied on passive programming and other programming targeting residence life and athletics and focusing on underage and binge drinking behaviors. In 2008 we conducted a CORE Survey and another in 2013. From comparing the two reports, we found that while consumption of alcohol, specifically underage drinking and binge drinking decreased, the use of other illegal drugs increased. The 2013 CORE indicated negative consequences of alcohol and other drug use had also decreased from 2008; however this institution’s problematic experiences regarding drinking while driving, being hurt or injured or experiencing sexual violence were higher than the national average for those incidents.

The AlcoholEdu Executive Summary for 2012/2013 containing data from the 2012 implementation of AlcoholEdu for College also shed light on drinking behaviors for incoming freshman. Forty-three percent of the incoming freshman class completed the entire AlcoholEdu for College course and 39% of those who completed the course were indicated as high-risk drinkers. To quote from the Summary “When measured at the beginning of the semester, your students’ drinking rates are slightly above the national average. When measured midway through the fall semester, 12% reported drinking in a high risk way.” Problematic behaviors that concerned college administrators included a high prevalence of doing shots, pre-gaming and drinking off campus. Other negative consequences that were even more alarming were the following: Eleven percent (11%) of students participating in this online course chose to drink and driving after binge drinking and another 15% chose to drive with another who had been drinking. For the students at greatest risk for negative consequences related to drinking (43 students), 10 students indicated a readiness to change behaviors in a positive way after taking the course. Positive behavior intentions were also noted as students indicated that they were thinking more seriously about pacing drinks, setting limits, reducing frequency and number of drinks.

The AlcoholEdu Executive Summary for 2013-2014 containing data from the 2013 implementation of AlcoholEdu for College gave us additional information. The implementation of the 2013-14 AlcoholEdu course occurred during Orientations resulting in greater participation in the course with 71% of the incoming first year students completing the course with 20% of those students drinking in a hi-risk way when measured midway through the fall semester. While comparable to the national average of those students participating in the AlcoholEdu course, this indicated an increase in hi-risk drinking in our first-year students compared to last year’s statistics. The targeted behaviors of doing shots and pre-gaming continued to be problematic behaviors for the MSJ students. Other negative consequences that continued to be alarming were the following: Eleven percent (11%) of students participating in this online course chose to drink and driving after binge drinking and another 14% chose to drive with another who had been drinking, both above the

---

Suggested Citation:

Raffle, H. (2013). *Strategic Prevention Framework – State Incentive Grant (SPF SIG): Sustainability module*. Athens, OH: Voinovich School of Leadership and Public Affairs at Ohio University.

national average. In addition the negative consequences resulting in relationship violence also increased from the prior year. Eleven percent (11%) of MSJ students reported that they were taken advantage of sexually and seven percent (7%) reported that they took advantage of someone sexually. While below the national average, this was an increase of 7% and 3% respectively.

Although we have little data, it is specific enough to convince us that our efforts in the past three years to address the negative behavioral impact of drinking have been instrumental in increasing personal awareness and taking responsibility for actions. In November, 2013, our college also experienced the deaths of two students who were driving under the influence of alcohol. This tragic event poignantly pointed out to our administration that our efforts to find ways to provide effective programming for the abuse of alcohol and other drugs are needed. In addition, it raised awareness among our student body. Student engagement is also a goal for us as this factor will be a key element in engaging student participation in planning and implementing any future programming efforts.

The theme “For the Common Good” is central to our academic Core Curriculum at the College of Mount St. Joseph. Those of us in Student Affairs are convinced that sustaining an online course for incoming freshmen and transfer students promotes the “Common Good”. For many students it will be the first learning experience that addresses making healthy choices regarding the use of alcohol and other drugs. It will give them an understanding of the role that alcohol and other drugs play in engaging in hi-risk behaviors, and also give them an opportunity to practice wise interventions for themselves and others. While this course is a good starting point, it will hopefully give us good data to continue to provide relevant education throughout the academic year that will reinforce the learning experience of an initial course.

In addition our top four strategic priorities of Vision 20/20, the strategic plan for the College of Mount St. Joseph, are the following:

- Increase enrollment and net tuition revenue
- Increase the value of a Mount education
- Enhance athletics, student life, and co-curricular experiences
- Enhance and expand marketable programs

We believe that our efforts to sustain an alcohol prevention program increase the value of a Mount education and enhance athletics, student life and co-curricular experiences. Providing data to support this from our past CORE surveys and the Executive Summary provided from our utilization of the AlcoholEdu for College program will be a key factor in gathering support from our Cabinet to sustain our efforts financially. We hope to strengthen our relationships across the Student Affairs Division to find ways to collaborate in this important endeavor.

---

Suggested Citation:

Raffle, H. (2013). *Strategic Prevention Framework – State Incentive Grant (SPF SIG): Sustainability module*. Athens, OH: Voinovich School of Leadership and Public Affairs at Ohio University.

### D. Sustainability Question #3: Authorizing Environment - What *institutional supports, structures, and/or policies* need to be in place to achieve sustainability?

We discussed the idea of *authorizing environment* (Moore, 1995). It is important to determine who holds the ability to make key decisions regarding the sustainability of the project.

What *institutional supports, structures, and/or policies* need to be in place to achieve sustainability of your alcohol prevention initiative? It may be helpful to frame your answer to this question using the following sub-questions:

- What current *institutional supports, structures, and/or policies* support your alcohol prevention initiative?
- Of these structures, which could be strengthened to ensure sustainability of your alcohol prevention initiative?
- What structures are blocking or obstructing your alcohol prevention initiative?
- Which structures are still needed to ensure sustaining your alcohol prevention initiative?

At the College of Mount St. Joseph, we have established an Alcohol, Tobacco, and Other Drug Committee. Beginning as a Task Force in 2007, its status was changed to a college-wide committee in 2012. The Committee is charged with reviewing and keeping current campus wide alcohol, tobacco and other drug policies, implementing preventive and education programming for alcohol, tobacco and other drug use/abuse, and addressing the federal requirements outlined for institutions of higher education regarding Title IX and the Campus SaVE Act. One policy change directly related to the use of AlcoholEdu for College was adding a Good Samaritan/Medical Amnesty Policy to our ATOD policy in our student handbook.

The ATOD Committee also evaluates ATOD programming on a biennial basis per federal requirements. This latter Biennial Review is mandated by the Department of Education's Drug Free Schools and Communities Act. Our next Review is due December 31, 2014. All of the efforts afforded us through the SPF-SIG grant will be noted in this review. The Committee membership is comprised of 3 faculty members serving 3 year rotating terms with one of those members acting as Co-Chair of the Committee. There are also 5 ex officio members of the Committee: the Director of the Wellness Center (Co-chair); the Dean of Students; the Coordinator of Campus Activities; the Advisor for the Student Athletic Association; and a member of First Year Experience. Two other staff members are recommended by the Administrative Assembly for 3 year rotating terms. Three Students round out the Committee Membership representing Student Government, Residence Life and Athletics and serve 1 year renewable terms.

This Committee structure is one that will be instrumental in ensuring the sustainability of our AOD programming efforts, both online and co-curricular. This structure allows for the collaboration of both Academic Affairs and Student Affairs as and furthers our institution's mission to provide the integration of life and learning. In addition, this committee will also take into consideration the importance of addressing the Federal Requirements regarding Title IX and the Campus SaVE Act.

It is very important to have administrative support for sustaining any efforts afforded us through the SPF-SIG initiative. After considering both proposals presented by EverFi and Campus Clarity, our Sustainability Task Force proposed to our VP of Student Affairs a request to consider the "Think About It" program for utilization on our campus. We proposed a number of different possibilities for paying for the program:

- Dividing cost between Student Affairs departments
- Using a portion of the student fee
- Raising the Orientation fee for students
- Using Departmental Budgets to pay for the course

---

Suggested Citation:

Raffle, H. (2013). *Strategic Prevention Framework – State Incentive Grant (SPF SIG): Sustainability module*. Athens, OH: Voinovich School of Leadership and Public Affairs at Ohio University.

Our VP of Student Affairs took our proposal to our Chief Financial Officer, who approved the purchase of “Think About It” from Campus Clarity, with the initial cost for the program added to the Wellness Center Budget for the next 3 years. This budget was reviewed in February 2014 and approved by the College of Mount St. Joseph Cabinet members. The Director of the Wellness Center who is also the Co-Chair of the ATOD Committee will work out the details with the representative from Campus Clarity for the purchase of the “Think About It” program for a three year contract beginning in June 2014. At the time of this writing, the Director of the Wellness Center is also charged with administering the course.

During the three-year contract, the ATOD Committee, along with an advisory group to be established, will explore other options for sustaining the “Think About It” program should it continue to meet the needs of this institution. This institution is already considering raising the Orientation fee or the Student Health fee to cover the costs of licensing the product.

A structure still needed to help the sustainability of future alcohol prevention and education initiatives that will complement any online endeavor is student engagement. We hope to establish a peer education group on campus within the next year who will be instrumental in addressing alcohol and other drug education as well as other wellness/health related issues that aid in student success.

---

Suggested Citation:

Raffle, H. (2013). *Strategic Prevention Framework – State Incentive Grant (SPF SIG): Sustainability module*. Athens, OH: Voinovich School of Leadership and Public Affairs at Ohio University.

**E. Sustainability Question #4: Operational Capacity - What *capacity* is necessary to sustain this effort and *where* will that capacity come from?**

We discussed the idea of *operational capacity*. In order for your sustainability goals/objectives to become reality, your alcohol prevention initiative must have the *capacity* necessary to achieve those outcomes. Capacity is defined in many ways, including (but not limited to): securing diverse resources and acquiring the appropriate expertise. Basically, the purpose of this question is to determine the resources (e.g., time, personnel, funding, etc.) needed to achieve each sustainability goal/objective.

What operational capacity is necessary to achieve sustainability and where will the capacity come from to sustain your alcohol prevention initiative? It may be helpful to frame your answer to this question using the following sub-questions:

- What current resources are necessary to sustain your alcohol prevention initiative?
- Of these resources, which is insufficient or vulnerable?
- What current skills and expertise does your initiative rely on to sustain your initiative's positive outcomes?
- Of these skills and expertise, which could be strengthened to ensure sustained positive outcomes?
- Which skills and expertise are still needed to sustain positive outcomes?

Close collaboration with our First-Year Experience office, Admissions, Athletics and Residence Life will also be necessary to help sustain preventive and educational efforts regarding AOD programming. These relationships are already established through the ATOD committee and through the infrastructure of our institution. In addition, new endeavors to establish a culture of wellness within the campus community may provide other opportunities for sustaining preventive and educational efforts including the establishment of an ad hoc Task Force on Wellness Initiatives and the addition of two learning communities in the residence hall focusing on service learning and health sciences.

Finding ways to collaborate with Academic Affairs to promote any preventive and educational effort will also be important in sustaining our efforts on the MSJ campus. Historically, our faculty has been fairly supportive of prevention initiatives originating in the Wellness Center or Student Affairs. A new Health and Wellness Major beginning in the 2014-2015 academic year may provide more support for these efforts as well.

Technical support is the key to the implementation of any product requiring technical expertise. Communicating with our ITT department is another key factor in our sustainability efforts for an online course. Also, effectively utilizing our website to communicate how to access the course will require continued training for staff members responsible for managing the online AOD prevention efforts.

---

Suggested Citation:

Raffle, H. (2013). *Strategic Prevention Framework – State Incentive Grant (SPF SIG): Sustainability module*. Athens, OH: Voinovich School of Leadership and Public Affairs at Ohio University.

## F. Strengths/Challenges

In any projects, there are strengths and challenges. The purpose of the following questions is to help you identify ways you can capitalize on your strengths and prepare for probable or potential obstacles.

1. In what ways do you believe your alcohol prevention initiative is positioned to achieve sustainability?

2. What are the probable or potential obstacles to sustainability?

- Our smaller size is a strength for this institution. Strong relationships already exist that have allowed the ATOD Committee and the Wellness Center to promote AOD prevention on our campus. Our Vision 20/20 and Strategic Plan also support our efforts as does the vision of the Sisters of Charity, our institution's founder. Our institution is very mission driven, and the efforts that we have sustained for ATOD programming embody our endeavors to integrate life and learning. Stressing the importance of making healthy choices empowers students and impacts their goals to academically succeed.
- However, our size is also an obstacle as we face grim financial realities as a tuition driven institution with a small endowment. We are continually asked to do more with less, and encouraged to look for creative ways to manage our work. Therefore, having financial and staff resources available to sustain our efforts will continue to be a challenge for this institution.

---

Suggested Citation:

Raffle, H. (2013). *Strategic Prevention Framework – State Incentive Grant (SPF SIG): Sustainability module*. Athens, OH: Voinovich School of Leadership and Public Affairs at Ohio University.

## References

Mancini, J. A., & Marek, L. I. (2004). Sustaining community-based programs for families: Conceptualization and measurement. *Family Relations*, 53, 339-347. doi: 10.1111/j.0197-6664.2004.00040.x

Moore, M. H. (1995). *Creating public value: Strategic management in government*. Cambridge, MA: Harvard University Press.

Weiss, H., Coffman, J., & Bohan-Baker, M. (2002). *Evaluation's role in supporting initiative sustainability*. Retrieved from Harvard Kennedy School of Government website:  
<http://www.hks.harvard.edu/urbanpoverty/Urban%20Seminars/December2002/Weiss.pdf>

---

### Suggested Citation:

Raffle, H. (2013). *Strategic Prevention Framework – State Incentive Grant (SPF SIG): Sustainability module*. Athens, OH: Voinovich School of Leadership and Public Affairs at Ohio University.