

Select Evidence-Based Strategies

“Evidence-based” means that a sufficient number of research studies have shown that the program does decrease high-risk drinking and consequences.

When you have completed your **Campus Self Study** and established specific goals and objectives, you will be ready to decide what evidence-based individually-or environmentally-focused programs or policies to implement to make the desired changes.

The National Institute on Alcohol Abuse and Alcoholism (NIAAA) periodically presents updated summaries of the research evidence and has consistently recommended that “successful efforts typically involve a mix of prevention, intervention, and treatment strategies that target individual students, the student body as a whole, and the broader college community.” As part of the National Institutes of Health, NIAAA leads the nation’s research efforts on alcohol use and abuse. NIAAA’s CollegeDrinkingPrevention.gov website was created as a one-stop resource for comprehensive, research-based information on issues related to alcohol abuse and binge drinking among college students.

In September of 2015, NIAAA released the College Alcohol Intervention Matrix (CollegeAIM), which reviews over sixty individual and environmental strategies and rates them primarily by their effectiveness and relative cost. This allows schools to compare evidence-based strategies and consider which may be the most appropriate for campus implementation, in light of local needs and resources. After completing the Campus Self Study, consult CollegeAIM to consider what is currently being offered on your campus that is considered effective versus what might have limited or no effectiveness. If budget is an issue, consider relative costs as a function of effectiveness (i.e., is there something expensive with limited effectiveness that could be replaced by an equally, or more, effective strategy with a lower cost?). Additionally, consider potential gaps in your existing campus plans, establish your specific goals and objectives, and consider what mix of strategies will be most useful for your campus.

360 Proof includes an intervention tool to be used with the entire student body, or any segment of the student body, if the campus selects the PFI as a strategy to include in its comprehensive plan. The 360 Proof Personalized Feedback Index, or PFI, is a web-based assessment and feedback tool where students answer a series of questions about their alcohol use behavior, and are presented with individual feedback about their alcohol use and the consequences they experience. A PFI implementation resource is included on page 30.

360 Proof also includes a “For Coaches” resource that discusses the nature of student-athlete alcohol use, including the powerful influence coaches have on student-athletes’ behavior and on behavioral norms. A series of video modules, a tip sheet, and additional resources describe the purpose of the 360 Proof program and provide a tutorial for coaches on how to communicate with students about their alcohol use.



Action Items:

- A. Review Recommended Strategies. Look at the NIAAA Resource to learn which strategies have demonstrated effectiveness.
- B. Conduct Team Meeting and Record Strategies. Use the Step 5 Sample Meeting Agenda (page 33) or your own agenda to discuss with your team the strategies most likely to achieve campus goals and objectives. Then, record selected strategies in the Step 5 Worksheet (page 34).
- C. Explore 360 Proof PFI. Determine if they should be included in the campus’ strategies for implementation. Review the PFI implementation resource (page 30) and view the sample PFI and resources on 360Proof.org



Sample Meeting Agenda: Select Evidence-Based Strategies

Select the most helpful items from the following list of questions to discuss with your planning team. The overall aim is to review the goals and objectives you have already recorded and then identify specific NIAAA Recommended Strategies that have a likelihood of meeting your goals and objectives.

→ Record possible strategies in *The Step 5 Worksheet*.

- What strategy is most likely to address each problem?
- At what level should the strategy be implemented (e.g., at athletics facilities, campus wide, community wide)?
- How can environmental and individually-focused approaches complement each other?
- Are your strategies founded on solid, research-based findings? And are those strategies reaching the vast majority of your student population?
- Would enforcement of existing policies be more effective than implementing new policies?
- What resources are needed to implement new strategies? Are resources available?
- How will new strategies be evaluated and fine-tuned to maximize their effect?
- Which strategies will have the most impact in meeting the objective?
- Is one strategy sufficient, or will multiple strategies be required?
- Will one strategy help meet more than one of our objectives?
- What strategies have worked well on campuses like ours?
- Which strategies are we already skilled enough to implement?
- What strategies are we already using, and if successful, can they be expanded or enhanced?
- Are there strategies that students could take the lead on implementing?
- Are there already structures — e.g., departments, groups—in place that can take on the strategy?
- Which strategies take the fewest resources to implement?
- Which strategies will cause the least resistance?
- Should the strategies be implemented in stages — and if so, in what sequence?

Adapted from What Colleges Need to Know: An Update on College Drinking Research, NIAAA, 2012. Original source: Toomey, T.L. and Wagenaar, A.C. Environmental policies to reduce college drinking: Options and research findings. Journal of Studies on Alcohol (Suppl. 14):193-205, 2007, Updated January 2007 for NIAAA.

Step 5 Worksheet



<p>Example Objective: <i>By the end of their first year, at least 75% of students will be able to identify the campus policy on possession of alcohol.</i></p>	<p>Objective:</p>
<p>Example Strategy: <i>Inform new students and parents about alcohol policies and penalties.</i></p>	<p>Strategy:</p>
<p>Example Strategy: <i>Increased enforcement of minimum drinking age laws.</i></p>	<p>Strategy:</p>
<p>Example Strategy: <i>Implementation, increased publicity, and enforcement of laws to reduce alcohol-impaired driving.</i></p>	<p>Strategy:</p>

<p>Objective:</p>	<p>Objective:</p>
<p>Strategy:</p>	<p>Strategy:</p>
<p>Strategy:</p>	<p>Strategy:</p>
<p>Strategy</p>	<p>Strategy:</p>

Expand the worksheet as needed to accommodate additional objectives.

Adapted from "Writing Goals and Objectives: A Guide for Grantees of the Smaller Learning Communities Project" downloaded June 11, 2014 from <http://www2.ed.gov/programs/slc/slc-wgandobj-book-f.pdf>