Discussion Of CollegeAIM: What It Is, And How To Use It

Jason R. Kilmer, Ph.D., University of Washington

Discussion of CollegeAIM: What’s New?

Jessica M. Cronce, Ph.D., University of Oregon

How schools are using CollegeAIM

Alicia Baker, MA, MPH, CHES, University of Florida
Before we get started...

◦ Thank you to:
  ◦ Beth Bagwell, Susan Stafford, and ITGA
  ◦ Fred Donodeo, Deb Langer, and NIAAA
  ◦ Cindy Clouner, Anthony Gonzalez, Logan Davis, Jim Lange, and the Higher Education Center for Alcohol and Drug Misuse Prevention and Recovery
  ◦ Thank you to all of you for making the time today

Overarching Goal of College AIM

Increase the likelihood that research will inform interventions to address drinking on campuses by providing a framework for schools to compare and select evidence-based intervention strategies.
Two Development Teams: NIAAA CollegeAIM initial development

**Individual Strategies**
- Mary E. Larimer
- Jessica M. Cronce
- Jason R. Kilmer

**Environmental Strategies**
- Traci L. Toomey
- Toben F. Nelson
- Kathleen M. Lenk

University of Washington

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University of Washington and University of Oregon

University of Minnesota
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Development Process

• Phase I: identifying interventions to be included in CollegeAIM, finalizing dimensions on which they would be evaluated, and developing coding system

• Phase II: Identifying, reviewing, and rating the substantial research literature on college alcohol interventions
  - Ultimately, rated nearly 60 interventions on multiple dimensions
Decision Parameters

- **Relative Effectiveness** – insufficient, not effective, limited, moderate, higher
- **Amount /Quality of Research** – 0, +, ++, ++++, ++++
- **Relative Monetary Costs for Program and Staff for Adoption and Implementation/ Maintenance** – lower, mid-range, higher
- **Relative Magnitude of Barriers** – higher, moderate, lower
- **Staffing Expertise** – policy advocate, coordinator, health professional
- **Strategy Level** – federal, state, local, college
- **Public Health Reach** – broad vs. limited
- **Targeted Population** – underage, all students, individuals, small groups
- **Research Population** – college vs. general
- **Short/Long-term Effects (individual-level only)** – short-term effects (yes/no), long-term effects (yes/no), not assessed
- **Primary Modality (individual-level only)** – individual, group, online

Development Process

- **Phase III: Iterative review process**
  - 10 additional college alcohol researchers reviewed ratings, applied their knowledge and professional judgment, and provided detailed feedback
  - Through multiple rounds of review and revision, consensus process distilled decades of research and hundreds of studies into a user-friendly decision tool
### Strategies

**CAMPUS-ONLY (ENV)**
- Alcohol-free campuses
- Prohibition of alcohol use/service/sales at campus social events
- Prohibition of alcohol use/service/sales at sporting events
- Standards for alcohol service at social events
- Requirement of Friday morning classes
- Campus-wide social norms campaign
- Substance-free residence halls
- Amnesty policies
- Requirement of alcohol-free programming

**COMMUNITY-BASED ONLY (ENV)**
- Increase alcohol tax
- Retain state-run alcohol retail stores (where applicable)
- Dram shop liability laws pertaining to:
  - Sales to underage
  - Sales to intoxicated
- Retain age-21 drinking age
- Require unique design for state IDs for age <21
- Responsible beverage service training laws
- Increase cost of alcohol license
- Limit number/density of alcohol establishments
- Prohibit home delivery of alcohol
- Keg registration laws
- Safe-rides program

**CAMPUS OR COMMUNITY-BASED (ENV)**
- Prohibition of beer kegs
- Restriction of alcohol sponsorship and advertising
- Retain ban on Sunday sales (where applicable)
- Retain restrictions on hours of alcohol sales
- Restrictions on happy hours/price promotions
- Beverage service training programs:
  - Sales to underage
  - Sales to intoxicated
- Minimum age requirements to serve/sell alcohol
- Enforcement of age-21 drinking age, e.g. compliance check campaigns
- Party patrols

**EDUCATION/AWARENESS PROGRAMS (IND)**
- Information/knowledge/education alone
- Values clarification alone
- Normative re-education: In-person norms clarification alone
- Electronic/mailed Personalized Normative Feedback (PNF):
  - Event Specific Prevention (21st birthday cards)
  - General PNF programs

**COGNITIVE-BEHAVIORAL SKILLS-BASED (IND)**
- Expectancy challenge interventions (ECI):
  - In vivo / experiential expectancy challenge
  - By proxy / didactic / discussion expectancy challenge alone
  - Self-monitoring/self-assessment alone
- Goal/intention-setting alone
- BAC feedback alone
- Multi-component alcohol skills training:
  - Alcohol Skills Training Program (ASTP)
  - Alcohol 101 Plus
  - Parent-based alcohol communication training
  - General life skills training/lifestyle balance/coping

**MOTIVATIONAL/FEEDBACK-BASED (IND)**
- In-person Brief Motivational Intervention (BMI) (e.g., BASICS):
  - BMI - Individual
  - BMI - Group
- Electronic/mailed Personalized Feedback Intervention (PFI):
  - e-CHECKUpToGo (formerly e-CHECKUp;
  - CheckYourDrinking.net (beta 2.0 version);
- College Drinkers CheckUp (CDCU);
- General PFI programs
- Multi-component education-focused programs:
  - AlcoholEdu for College
  - General MCEFP

**INTERVENTIONS DELIVERED BY HEALTH CARE PROFESSIONALS (IND)**
- Screening and Behavioral Treatment
- Medications for Alcohol Use Disorder

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### NIAAA’s CollegeAIM

- **How can campuses and/or coalitions use CollegeAIM?**
  - **Review individual and environmental strategies to compare approaches**
  - **Find new evidence-based options to replace less effective strategies or address gaps**
  - **Anyone reviewing CollegeAIM can use the interactive strategy planning worksheet to select a combination of approaches based on needs and budget**
Where does College AIM fit in the planning process?

Assess behavior on campus and set priorities

Select

Assess

Take action

Plan
Where does College AIM fit in the planning process?

- Assess behavior on campus and set priorities
- Select strategies after exploring evidence-based interventions
- Select
- Plan how to carry out strategies and measure results
- Take action
- Plan

Assess
Select
Plan
Take action

Assess behavior on campus and set priorities
Select strategies after exploring evidence-based interventions
Plan how to carry out strategies and measure results
Where does College AIM fit in the planning process?

- **Assess**: Assess behavior on campus and set priorities
- **Select**: Select strategies after exploring evidence-based interventions
- **Plan**: Plan how to carry out strategies and measure results
- **Take action**: Implement the chosen strategies, evaluate them, and refine the program

Start with a compilation of what is already offered
COVID-19 is an emerging, rapidly evolving situation. Get the latest public health information from CDC: https://www.cdc.gov/coronavirus. Get the latest research information from NIH: https://www.nih.gov/coronavirus. If you need alcohol treatment while practicing physical distancing, there are several professionally led treatment and mutual-support group options available to you.

What Is CollegeAIM and Why Is It Needed?
Developed by the National Institute on Alcohol Abuse and Alcoholism (NIAAA) with leading college alcohol researchers and staff, CollegeAIM—the College Alcohol Intervention Matrix—is an easy-to-use and comprehensive booklet and website to help schools identify effective alcohol interventions. While there are numerous options for addressing alcohol issues, they are not all equally effective. CollegeAIM can help schools choose interventions wisely—boosting their chances for success and helping them improve the health and safety of their students.

www.collegedrinkingprevention.gov/CollegeAIM

STRATEGY PLANNING WORKSHEET

Use this worksheet to capture your thoughts about your current strategies and new ones you’d like to explore. Keep in mind:

Priorities: Which alcohol-related issues are of most concern to your campus? Make sure you school’s needs and goals are well defined, and keep them front and center as you fill in the worksheet.

Effectiveness: Does research show that your current strategies are effective in addressing your priority issues? Might others be more effective?

Balance: What balance do you want to achieve with your available resources? Strike a balance, if possible, between individual- and environmental-level strategies, and between strategies that face the barriers and can be put in place quickly and others that may take longer to implement. Consider the financial and relative to the program’s expected effectiveness and the approximate percentage of the student body that the strategy will reach.

CURRENT STRATEGIES

<table>
<thead>
<tr>
<th>Strategy Name</th>
<th>Individual or Environmental?</th>
<th>CollegeAIM Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Effectiveness</td>
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</table>

POSSIBLE NEW STRATEGIES

<table>
<thead>
<tr>
<th>Strategy Name</th>
<th>Individual or Environmental?</th>
<th>CollegeAIM Ratings</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Effectiveness</td>
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</tbody>
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www.collegedrinkingprevention.gov/CollegeAIM
Then, consult College AIM!

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### INDIVIDUAL-LEVEL STRATEGIES: Revised and Updated*

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Estimated Relative Effectiveness</th>
<th>Costs</th>
<th>Barriers</th>
<th>Public Health Reach</th>
<th>Research Amount</th>
<th>Primary Modality</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COSTS:</strong> Combined program and staff costs for adoption/implementation and maintenance</td>
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</tr>
</tbody>
</table>

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*Note: Effectiveness ratings are based on the most current and available peer-reviewed research. Some strategies may have more than one effectiveness rating.

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**Effectiveness**: Success in achieving targeted outcomes.

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**Legend**

- **Highly effective**: Significant positive impact on targeted outcomes.
- **Moderate effect**: Moderate positive impact on targeted outcomes.
- **Not effective**: Little or no positive impact on targeted outcomes.

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**Interim management**

- **Highly effective**: Significant positive impact on targeted outcomes.
- **Moderate effect**: Moderate positive impact on targeted outcomes.
- **Not effective**: Little or no positive impact on targeted outcomes.

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**Too few studies to rate effectiveness**: Insufficient data to rate effectiveness.

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**Notes**

- **Highly effective**: Significant positive impact on targeted outcomes.
- **Moderate effect**: Moderate positive impact on targeted outcomes.
- **Not effective**: Little or no positive impact on targeted outcomes.

---

**Informational rating**

- **Highly effective**: Significant positive impact on targeted outcomes.
- **Moderate effect**: Moderate positive impact on targeted outcomes.
- **Not effective**: Little or no positive impact on targeted outcomes.

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**Institutional rating**

- **Highly effective**: Significant positive impact on targeted outcomes.
- **Moderate effect**: Moderate positive impact on targeted outcomes.
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**Institutional rating**

- **Highly effective**: Significant positive impact on targeted outcomes.
- **Moderate effect**: Moderate positive impact on targeted outcomes.
- **Not effective**: Little or no positive impact on targeted outcomes.

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**Institutional rating**

- **Highly effective**: Significant positive impact on targeted outcomes.
- **Moderate effect**: Moderate positive impact on targeted outcomes.
- **Not effective**: Little or no positive impact on targeted outcomes.
Select a strategy to see ratings, references, and potential resources

www.collegedrinkingprevention.gov/CollegeAIM
Click on strategies to print for reference or discussion

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While there are numerous options for addressing alcohol issues, they are not all equally effective.

CollegeAIM can help schools choose interventions wisely—boosting their chances for success and helping them improve the health and safety of their students.

See detailed answers to frequently asked questions
“Consider a mix of strategies.

Your best chance for creating a safer campus could come from a combination of individual- and environmental-level interventions that work together to maximize positive effects (p. 5).”

Some of the most effective strategies are carried out in the communities and states surrounding the campuses, such as enforcing the minimum legal drinking age. Campus leaders can be influential in bringing about off-campus environmental changes that protect students.

To achieve success off campus, partner with leaders and coalitions in your community and state. Building these partnerships takes time, so you may want to make it part of a long-term plan. For models of campus-community collaboration, see the Frequently Asked Questions section of the CollegeAIM website (see URL below).
NIAAA’s CollegeAIM – anecdotal feedback and reactions

- Direct access to articles
- Worksheet
- FAQ page
- HTML vs. PDF
- Helpful in prioritizing in a tough budget climate
- So useful, people wish there were similar tools for cannabis as well as sexual assault prevention efforts

CollegeAIM: What’s New, What’s Changed, What’s on The Horizon

Jessica M. Cronce, PhD
## Ratings

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Environmental-Focused</th>
<th>Individual-Focused</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Effectiveness</strong></td>
<td>*<strong>Higher</strong></td>
<td>***≥ 75% of studies</td>
</tr>
<tr>
<td></td>
<td>** Moderate**</td>
<td><strong>≥ 50% to &lt; 75% of studies</strong></td>
</tr>
<tr>
<td></td>
<td>* Lower</td>
<td>* ≥ 25% to &lt; 50% of studies</td>
</tr>
<tr>
<td></td>
<td>? Too few studies to rate</td>
<td>X &lt;25% of studies</td>
</tr>
<tr>
<td><strong>Relative Costs</strong></td>
<td>Higher, Mid-range, Lower</td>
<td>Higher, Mid-range, Lower</td>
</tr>
<tr>
<td><strong>Barriers</strong></td>
<td>### Higher</td>
<td>### Higher</td>
</tr>
<tr>
<td></td>
<td>## Moderate</td>
<td>## Moderate</td>
</tr>
<tr>
<td></td>
<td># Lower</td>
<td># Lower</td>
</tr>
<tr>
<td>C/S/L: Barriers at the college/state/local levels</td>
<td></td>
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</tr>
<tr>
<td><strong>Amount/Quality of Research</strong></td>
<td>**** 5 or more longitudinal studies</td>
<td>**** 11 or more studies</td>
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<tr>
<td></td>
<td>***5 or more cross-sectional studies, or 1 to 4 longitudinal studies</td>
<td>***7 to 10 studies</td>
</tr>
<tr>
<td></td>
<td>** 2 to 4 studies, none longitudinal</td>
<td>** 4 to 6 studies</td>
</tr>
<tr>
<td></td>
<td>* 1 study, not longitudinal</td>
<td>* 3 or fewer studies</td>
</tr>
<tr>
<td></td>
<td>0 No studies</td>
<td></td>
</tr>
</tbody>
</table>

Environmental-focused Strategies...
3 “new” strategies:
- Establish minimum unit pricing (midrange cost, higher effectiveness)
- Conduct “reward & reminder” or “mystery shopping visit” (midrange cost, moderate effectiveness)
- Enact false/fake ID laws (midrange cost, moderate effectiveness)

1 strategy that moved to a higher level of effectiveness:
- Restrict alcohol sponsorship and advertising (higher cost, moderate effectiveness)

1 strategy that moved to a lower level of effectiveness:
- Retain ban on Sunday sales (where applicable) (lower cost, moderate effectiveness)
Individual-focused Strategies...

4 “new” strategies:
- Decisional-balance exercise alone (lower cost, moderate effectiveness)
- Protective behavioral strategies alone (lower cost, moderate effectiveness)
- Alcohol-Wise (midrange cost, moderate effectiveness)
- Drinking Assessment and Feedback Tool for College Students (DrAFT-CS) (too few studies to rate)
1 strategy that moved to a higher level of effectiveness:
• In-person norms clarification alone (moderate effectiveness)

2 strategies that previously had “too few studies to rate”:
• Alcohol 101 Plus™ (lower-effectiveness)
• Blood alcohol concentration feedback alone (not effective)
What are the options for efficacious prevention that doesn’t involve in-person “face-to-face” interaction?

**LOWER COST STRATEGIES**

- Self-monitoring/assessment alone
- Personalized Feedback Intervention (PFI) or Personalized Normative Feedback (PNF)

**Goal-/intention-setting alone**
**Midrange Cost Strategies**

**Group:**
Alcohol Skills Training Program (ASTP)

**Individual:**
Brief motivational intervention (BMI)
(e.g., Brief Alcohol Screening and Intervention for College Students [BASICS])

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**Higher Cost Strategies**

AlcoholEdu for First Year Students
PRACTITIONER USE OF COLLEGE AIM

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COLLEGE AIM IS PREVENTION. PERIOD.

- Caplan/Cowen’s Levels of Prevention
  - Primary, Secondary, and Tertiary
- IOM Protractor
  - Universal: entire population
  - Selective: Targeted subpopulations identified for elevated risk
  - Indicated: Targeted individuals identified for increased vulnerability/risk
COLLEGE AIM AND OTHER FRAMEWORKS

SOCIOECOLOGICAL MODEL

- PUBLIC POLICY: national, state, local laws, and regulations
- COMMUNITY: relationships between organizations
- ORGANIZATIONAL: organizations, social institutions
- INTERPERSONAL: families, friends, social networks
- INDIVIDUAL: knowledge, attitudes, skills

STRATEGIC PREVENTION FRAMEWORK

- Assessment
- Evaluation
- Sustainability and Cultural Competence
- Capacity
- Planning
- Implementation

COLLEGE AIM AND SEM

- Identifies effective interventions that *when combined* address all levels of SEM
- Justifies practitioner time spent on environmental and policy interventions
COLLEGE AIM AND SPF

- AIM can help guide the planning aspect of the SPF framework
- When using evidence-based interventions, the rest of the pieces of SPF can become easier over time

COMPLYING WITH THE DRUG-FREE SCHOOLS AND CAMPUSES REGULATIONS

[EDGAR Part 86]
According to DFSCA...

In order to certify its compliance with the Part 86 Regulations, an IHE (Institutions of Higher Education) must adopt and implement a drug prevention program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by all students and employees both on school premises and as part of any of its activities.

College Aim and Biennial Review

- Overview of ATOD prevention programs, policies, and their effectiveness
- “Checking the box” vs. impactful, effective programs
- Ideally, should have data to back up impact and effectiveness
- “Best practice” is to conduct DFSCA work as a standing committee/work group
TIPS ON USING COLLEGE AIM

- Try to fill out the Strategy Planning Worksheet as a team
  - Coalition? Task Force? Standing Committee? Work Group?
- Cheat Sheet? Use your Biennial Review!
  - Then use College AIM as a cheat sheet for writing your next Biennial Review
- Try to have a mix of individual and environmental strategies
- Use the website! Interactive, provides citation links, and has a substantial FAQ section

EXAMPLES OF HOW TO USE COLLEGE AIM

- Providing structure to committees and/or coalitions
- Prioritizing resources towards effective strategies
- Justify maintaining and allocating resources to enforcement of alcohol policies
- Justify BASICS program creation to substitute for lower effectiveness strategies
- Advocacy and guidance around alcohol sales in sporting venues
- Building partnerships with community coalitions to support effective environmental strategies
  - Advocating to mandate vendor training
  - Re-establishing mystery shopper compliance checks
Thank you!

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