

Appendix A  
**On-line Survey Items Mapped to Research Questions and Original Source**

Question	Research Question	Source
<b>FILTERING QUESTIONS</b>		
<p>The Division of Student Affairs offers a variety of programs believed to influence what students know, value, feel, and can do. Some examples of these outcomes include,</p> <ul style="list-style-type: none"> <li>• <b>knowledge</b> such as that related to healthy behaviors, career opportunities, campus resources, study strategies, etc.;</li> <li>• <b>attitudes or feelings</b> such as sense of belonging, self-efficacy/confidence, anxiety, appreciation of differences, psychological well-being, etc.;</li> <li>• <b>skills</b> such as leadership, advocacy, oral communication, group facilitation, bystander intervention, creation of career-related products, etc.; and</li> <li>• <b>behaviors</b> such as civic engagement, responsible drinking, time-management, sustainability actions, persistence in college, ethical behavior, etc.</li> </ul> <p>Do you currently oversee or have you ever overseen (either directly or indirectly) the development or facilitation of educational student affairs programs that are intended to impact student learning, development, or skills (i.e., what students know, value, feel, and can do)? (Y/N)</p>	Filtering	Newly developed
<p>In the past 3 years, have you developed/ revised or facilitated educational programs intended to impact student learning or development? (Developed/Revised Programming, Facilitated Programming, Both, Neither)</p>	Filtering	Newly developed
<b>RESEARCH CONSUMPTION</b>		
<p>Student affairs professionals have a limited amount of time each month to accomplish a large number of tasks. In a <b>typical month</b>, how many <b>hours</b> do you typically spend engaging in each of the following behaviors? (It may be helpful to reflect on the last 30 days to inform your estimate.) (Sliding scale, 0 to 40 hours)</p> <ul style="list-style-type: none"> <li>• Reading peer-reviewed empirical research studies (e.g., quantitative, qualitative, mixed methods studies) in journals (e.g., JSARP, JCSD)</li> </ul>	RQ 1	Sriram & Oster, 2012

Question	Research Question	Source
<ul style="list-style-type: none"> <li>• Reading thought or opinion pieces in academic publications, professional magazines, and/or newsletters (e.g., About Campus, The Chronicle, Inside Higher Ed)</li> <li>• Reading educational books related to student learning and development</li> <li>• Consulting other web-based sources of information about student learning and development (please describe):</li> </ul>		<p>Newly developed</p> <p>McCarty et al., 2013 (Adapted)</p> <p>McCarty et al., 2013 (Adapted)</p>
<p><b>EIP BEHAVIORS</b></p> <p>Reflect on the educational student affairs programs (i.e., programs intended to impact student learning or development) that you have either developed or revised in the last 3 years.</p>	RQs 4-9	
<p>When <b>creating student learning/development outcomes</b> (SLOs) for these programs, please indicate how often you consulted the following types of literature/research. (1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Always)</p>		
<ul style="list-style-type: none"> <li>• Created SLOs informed by <u>foundational student development theories</u> (e.g., Chickering, Baxter-Magolda, Perry)</li> <li>• Created SLOs informed by <u>other theoretical literature bases</u> (e.g., motivation theory, health behavior models, leadership literature)</li> <li>•</li> </ul>		<p>Newly developed</p> <p>Newly developed</p> <p>Newly developed</p>
<p>Reflect on the educational student affairs programs (i.e., programs intended to impact student learning or development) that you have either developed or revised in the last 3 years.</p>	RQs 4-9	
<p>When <b>developing program components (e.g., activities, discussions, lectures) to impact stated student learning outcomes</b> (SLOs), please indicate how often you consulted the following types of literature/research. (1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Always)</p>		
<ul style="list-style-type: none"> <li>• Developed program components informed by <u>foundational student development theories</u> (e.g., Chickering, Baxter-Magolda, Perry)</li> <li>• Developed program components informed by <u>other theoretical literature bases</u> (e.g., motivation theory, health behavior models, leadership literature)</li> </ul>		<p>Newly developed</p> <p>Newly developed</p>

Question	Research Question	Source
<ul style="list-style-type: none"> <li>Developed program components informed by <u>current empirical research</u> (e.g., quantitative, qualitative, mixed methods studies)</li> </ul>		Newly developed
<p>Reflect on the educational student affairs programs (i.e., programs intended to impact student learning or development) that <b>you have facilitated in the last 3 years.</b></p>	RQs 4-9	
<p>When facilitating these pre-existing programs, please indicate how often you engaged in the following behaviors. (1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Always)</p>		
<ul style="list-style-type: none"> <li>Evaluated whether pre-existing programming reflected current theory</li> </ul>		Newly developed
<ul style="list-style-type: none"> <li>Evaluated whether pre-existing programming reflected current empirical research</li> </ul>		Newly developed
<ul style="list-style-type: none"> <li>Contributed to changing pre-existing programming by integrating current theory</li> </ul>		Newly developed
<ul style="list-style-type: none"> <li>Contributed to changing pre-existing programming by integrating current empirical research</li> </ul>		Newly developed
<p><b>EIP VALUE</b></p>		
<p>Please indicate the extent to which you agree or disagree with each of the following statements. (1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Neither Agree nor Disagree, 5=Slightly Agree, 6=Agree, 7=Strongly Agree)</p>	RQs 2, 5-9	
<ul style="list-style-type: none"> <li>Engaging in evidence-informed programming is important for the credibility of the student affairs profession</li> </ul>		McCarty et al., 2013 (Adapted)
<ul style="list-style-type: none"> <li>Engaging in evidence-informed programming will limit my creativity and/or professional autonomy (Reverse Scored)</li> </ul>		McCarty et al., 2013 (Adapted)
<ul style="list-style-type: none"> <li>Evidence-informed programming does not take into account individual student needs and/or preferences (Reverse Scored)</li> </ul>		McCarty et al., 2013 (Adapted)
<ul style="list-style-type: none"> <li>Evidence-informed programming has a higher probability of being effective (i.e., improving student learning) than programming not informed by evidence</li> </ul>		Newly developed
<ul style="list-style-type: none"> <li>Evidence-informed programming requires time and resources that would be better spent on more important aspects of my job (Reverse Scored)</li> </ul>		Newly Developed
<ul style="list-style-type: none"> <li>Evidence-informed programming is necessary for high-quality student affairs practice</li> </ul>		Newly developed
<ul style="list-style-type: none"> <li>I do <i>not</i> see the value of using research to inform student affairs programming (Reverse Scored)</li> </ul>		Newly developed

Question	Research Question	Source
<ul style="list-style-type: none"> <li>• Current research and theory is useful when <b>specifying student learning outcomes</b> for programs intended to impact student learning and development</li> </ul>		Newly developed
<ul style="list-style-type: none"> <li>• Current research and theory is useful when <b>developing programming components</b> (e.g., activities, discussions, lectures) to impact student learning and development</li> </ul>		Newly developed
<ul style="list-style-type: none"> <li>• The adoption of evidence-informed programming places unreasonable demands on my day-to-day practice (Reverse Scored)</li> </ul>		McCarty et al., 2013 (Adapted)
<ul style="list-style-type: none"> <li>• It is important for student affairs professionals to spend at least one to two hours per week reading current research on student learning and development</li> </ul>		Leo et al., 2012 (Adapted)
<ul style="list-style-type: none"> <li>• Evidence-informed programming does not take into account the needs of marginalized or under-served student populations (Reverse Scored)</li> </ul>		Newly developed
<ul style="list-style-type: none"> <li>• Before implementing a program, student affairs professionals should consult current research and theory regarding program effectiveness</li> </ul>		Leo et al., 2012 (Adapted)
<ul style="list-style-type: none"> <li>• Remaining current with research pertaining to higher education or student affairs is important to me</li> </ul>		Sriram & Oster, 2012 (Exact)
<p><b>EIP SELF-EFFICACY</b></p>		
<p>Please indicate the extent to which you agree or disagree with each of the following statements about <b>finding</b> research. (1 = Strongly Disagree, 2=Disagree, 3=Slightly Disagree,, 4=Neither Agree nor Disagree, 5=Slightly Agree, 6=Agree, 7=Strongly Agree)</p>	RQs 3, 5-9	
<p>I feel confident in my ability to...</p>		
<ul style="list-style-type: none"> <li>• find <b>peer-reviewed journal articles</b> related to a broad student learning outcome of interest (e.g., civic engagement, multicultural competence, sense of belonging)</li> </ul>		Newly developed
<ul style="list-style-type: none"> <li>• find <b>systematic reviews and/or meta-analyses</b> that synthesize the research on a broad student learning outcome of interest (e.g., civic engagement, multicultural competence, sense of belonging)</li> </ul>		Newly developed
<ul style="list-style-type: none"> <li>• find research to answer the question, “What types of programming will help students attain desired knowledge, attitudes, and skills?”</li> </ul>		Newly developed
<ul style="list-style-type: none"> <li>• find research to answer the question, “What knowledge, attitudes, and skills do students need to achieve broad outcome X (e.g., civic engagement, multicultural competence, sense of belonging)?”</li> </ul>		Newly developed

Question	Research Question	Source
Please indicate the extent to which you agree or disagree with each of the following statements about <b>using</b> research. (1 = Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Neither Agree nor Disagree, 5=Slightly Agree, 6=Agree, 7=Strongly Agree)	RQs 3, 5-9	
I feel confident in my ability to...		
<ul style="list-style-type: none"> <li>• use existing research to determine if a broad student learning outcome (e.g., civic engagement, multicultural competence, sense of belonging) <b>is malleable</b> (i.e., can be impacted through programming).</li> </ul>		Newly developed
<ul style="list-style-type: none"> <li>• use existing research to determine if a broad student learning outcome (e.g., civic engagement, multicultural competence, sense of belonging) <b>can be feasibly achieved</b> given time and resource constraints</li> </ul>		Newly developed
<ul style="list-style-type: none"> <li>• use existing research to <b>identify effective programming</b> that could be implemented at JMU</li> </ul>		Newly developed
<ul style="list-style-type: none"> <li>• use existing research to <b>evaluate if existing programming</b> at JMU should help students gain desired knowledge, attitudes, and skills</li> </ul>		Newly developed
<ul style="list-style-type: none"> <li>• use existing research to <b>build new programming</b> designed to help students gain desired knowledge, attitudes, and/or skills</li> </ul>		Newly developed
Please indicate the extent to which you agree or disagree with each of the following statements about <b>evaluating</b> research. (1 = Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Neither Agree nor Disagree, 5=Slightly Agree, 6=Agree, 7=Strongly Agree)	RQs 3, 5-9	
I feel confident in my ability to...		
<ul style="list-style-type: none"> <li>• interpret the findings of a research study</li> </ul>		?
<ul style="list-style-type: none"> <li>• determine if a research study supports the use of a particular program or intervention</li> </ul>		Newly developed
<ul style="list-style-type: none"> <li>• evaluate if or not a research study is high-quality</li> </ul>		Leo et al., 2012 (Adapted)
<ul style="list-style-type: none"> <li>• evaluate if the findings of a research study are applicable to my student population</li> </ul>		Newly developed
<ul style="list-style-type: none"> <li>• interpret the basic statistics commonly presented in research studies (e.g., means, standard deviations, <i>p</i>-values, confidence intervals, effect sizes)</li> </ul>		Leo et al., 2012 (Adapted)

#### PREFERENCES FOR SOURCES OF INFORMATION FOR EVALUATING PROGRAM SUCCESS

Question	Research Question	Source
<p>How important are each of the following to you when determining the success of an educational student affairs program (i.e., <b>a program intended to impact student learning or development</b>)? (1=Not at all Important, 2=Slightly Important, 3=Moderately Important, 4=Very Important, 5=Extremely Important)</p> <ul style="list-style-type: none"> <li>• a large number of participants attend the program</li> <li>• a diverse group of students attend the program, including students from underserved populations</li> <li>• the program is considered fun by participants</li> <li>• assessment results show, on average, students learn or develop</li> <li>• colleagues and/or upper administration provide positive feedback</li> <li>• one or more students share that the program had a significant impact on them</li> <li>• program facilitators develop meaningful, lasting relationships with participants</li> </ul>	RQ 6	<p>Newly developed</p> <p>Newly developed</p> <p>Newly developed</p> <p>Newly developed</p> <p>Newly developed</p> <p>Newly developed</p>
<p>Please rank what you believe to be <b>the two most important indicators of success</b> for an educational student affairs program (i.e., a program designed to impact student learning or development)? (Response options are the items from the previous questions, e.g., “a large number of participants attend the program”)</p>	RQ 6	Newly developed
<p>Imagine you have been tasked with deciding whether to retire a long-standing program in your office or continue implementing it. To help you make this difficult decision, you are presented with three pieces of information:</p> <ul style="list-style-type: none"> <li>• Research has been released that suggests the current approach is outdated and a new, drastically different approach may be more effective.</li> <li>• Consistent feedback from student participants indicates they “love” the program and think it is a “transformational experience”.</li> <li>• Assessment results for the program show negligible gains with respect to stated student learning outcomes.</li> </ul>	RQ 6	Newly developed
<p>How would you rank the importance of these three pieces of information in making your decision about whether to continue implementing the program? (Research, Student Feedback, Assessment Results)</p>		

#### PREFERENCES FOR SOURCES OF INFORMATION FOR DEVELOPING A PROGRAM

Question	Research Question	Source
<p>Imagine you are tasked with <b>developing a program</b> to target an important student learning/development outcome (e.g., sexual assault prevention, diversity &amp; inclusion, retention).</p> <p>How likely would you be to refer to each of the following sources of information when developing the program? (1=Extremely Unlikely, 2=Moderately Unlikely, 3=Slightly Unlikely, 4=Neither Likely nor Unlikely, 5=Slightly Likely, 6=Moderately Likely, 7=Extremely Likely)</p> <ul style="list-style-type: none"> <li>• Your professional experience</li> <li>• Advice/perspectives from on-campus colleagues you respect</li> <li>• Advice/perspectives from experts in the field</li> <li>• Online resources (e.g., educational blogs, news articles)</li> <li>• Books related to the outcome of the program</li> <li>• Empirical research (e.g., quantitative, qualitative, mixed methods studies) published in scholarly journals</li> <li>• Published evaluations of existing programs (e.g., an article published in JSARP about the effectiveness of a program)</li> <li>• Unpublished evaluations of existing programs (e.g., an assessment report posted on an institution’s website)</li> <li>• Conference sessions/materials</li> <li>• Resources from professional associations (e.g., ACPA, NASPA, ACUHO-I)</li> </ul>	RQ 6	<p>Kitto et al., 2007 (Adapted)</p> <p>Kitto et al., 2007 (Adapted)</p> <p>Newly developed</p> <p>Kitto et al., 2007 (Adapted)</p> <p>Kitto et al., 2007 (Adapted)</p> <p>Newly developed</p> <p>Newly developed</p> <p>Newly developed</p> <p>Newly developed</p>
<p>Please rank <b>which two sources of information</b> you believe would be <b>most useful</b> for developing a program to target an important student learning/development outcome (e.g., sexual assault prevention, diversity &amp; inclusion, retention). (Response options are all of the items from the previous questions, e.g., “your professional experience”)</p>	RQ 6	Newly developed

#### EIP ORGANIZATIONAL CULTURE

Question	Research Question	Source
Please indicate the extent to which you agree (or disagree) with the following statements. (1 = Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Neither Agree nor Disagree, 5=Slightly Agree, 6=Agree, 7=Strongly Agree)	RQ 7	
<ul style="list-style-type: none"> <li>• My direct supervisor (e.g., Associate Director, Director, AVP, VP, President) asks me to explain the logic of why a particular program should be effective</li> </ul>		Newly developed
<ul style="list-style-type: none"> <li>• My direct supervisor (e.g., Associate Director, Director, AVP, VP, President) asks me to use theory/research to justify my programming (or the programming I oversee)</li> </ul>		Newly developed
<ul style="list-style-type: none"> <li>• My direct supervisor (e.g., Associate Director, Director, AVP, VP, President) expresses interest in whether students who participate in my programs attain desired student learning outcomes</li> </ul>		Newly developed
<ul style="list-style-type: none"> <li>• My direct supervisor (e.g., Associate Director, Director, AVP, VP, President) encourages me to spend time consuming research pertaining to higher education and student affairs</li> </ul>		Sriram & Oster, 2012 (Adapted)
<ul style="list-style-type: none"> <li>• If I asked my colleagues to explain why a particular program should result in stated student learning and development outcomes, most could justify the programming using current research and theory.</li> </ul>		Newly developed
<ul style="list-style-type: none"> <li>• My colleagues value the use of current research and theory to inform program development</li> </ul>		Newly developed
<ul style="list-style-type: none"> <li>• JMU does <i>not</i> encourage me to use research findings to improve my practice (Reverse Scored)</li> </ul>		Brown & Zhang, 2016 (Adapted)
<ul style="list-style-type: none"> <li>• Research is used to inform staff about strategies or programming that may be effective</li> </ul>		Brown & Zhang, 2016 (Adapted)
<ul style="list-style-type: none"> <li>• People in my office are eager to share current research and theory related to their work</li> </ul>		Brown & Zhang, 2016 (Adapted)
<ul style="list-style-type: none"> <li>• In the last year, I have discussed relevant research findings with my colleagues</li> </ul>		Brown & Zhang, 2016 (Exact)
<ul style="list-style-type: none"> <li>• My office has forums/mediums for sharing current research and theory among staff</li> </ul>		Brown & Zhang, 2016 (Adapted)
<ul style="list-style-type: none"> <li>• In my office, time is made available for reading current research and theory</li> </ul>		Brown & Zhang, 2016 (Adapted)
<ul style="list-style-type: none"> <li>• Remaining current with research pertaining to student learning/development in higher education is an expectation of my job.</li> </ul>		Sriram & Oster, 2012 (Adapted)



Question	Research Question	Source
<p><b>PERCEIVED BARRIERS TO EIP</b></p> <p>It is common for student affairs professionals to experience barriers that limit their engagement in evidence-informed programming.</p> <p>Please indicate the extent to which you believe each of the following statements reflects a barrier to <b>your current (or future) engagement in evidence-informed programming</b>. (1=Not a Barrier, 2=Slight Barrier, 3=Moderate Barrier, 4=Substantial Barrier)</p> <ul style="list-style-type: none"> <li>• I believe evidence-informed programming requires time and resources that would be better spent on more important aspects of my job (Value)</li> <li>• I do not know how to search effectively for relevant research (Self-Efficacy)</li> <li>• The applicability of research is limited due to sampling (e.g., data often collected on white, socioeconomically advantaged, traditional aged students) (Research Quality)</li> <li>• There is insufficient time on the job to read current research (Org Culture/Training)</li> <li>• I do not have enough authority to change programming to reflect theory and research (Org Culture/Training)</li> <li>• I am not interested in engaging in EIP (Value)</li> <li>• The research literature often reports conflicting results (Research Quality)</li> <li>• I have difficulty evaluating the quality of the research I encounter (Self-Efficacy)</li> <li>• There is not enough available research related to my practice (Research Quality)</li> <li>• There is insufficient time on the job to implement EIP (Org Culture/Training)</li> <li>• I do not think EIP is necessary for high-quality student affairs work (Value)</li> <li>• My direct supervisor is not supportive of EIP (Org Culture/Training)</li> <li>• I do not know how to apply research to the development of a program (Self-Efficacy)</li> </ul>	<p>RQ 10</p>	<p>Newly developed</p> <p>Newly developed</p> <p>Funk, et al., 1991 (Adapted)</p> <p>Funk, et al., 1991 (Adapted)</p> <p>Funk, et al., 1991 (Adapted)</p> <p>Funk, et al., 1991 (Adapted)</p> <p>Funk, et al., 1991 (Adapted)</p> <p>Funk, et al., 1991 (Adapted)</p> <p>Funk, et al., 1991 (Adapted)</p> <p>Funk, et al., 1991 (Adapted)</p> <p>Funk, et al., 1991 (Adapted)</p> <p>Newly developed</p> <p>Funk, et al., 1991 (Adapted)</p> <p>Newly developed</p>

Question	Research Question	Source
<ul style="list-style-type: none"> <li>• The research has methodological inadequacies (Research Quality)</li> <li>• Insufficient resources (other than time) are provided for engaging in EIP (Org Culture/Training)</li> <li>• I have received insufficient training in how to implement EIP (Org Culture/Training)</li> <li>• My colleagues are not supportive of EIP (Org/T)</li> <li>• The conclusions drawn by researchers in scholarly articles are not sufficiently justified (Research Quality)</li> </ul>		<p>Funk, et al., 1991 (Exact)</p> <p>Funk, et al., 1991 (Adapted)</p> <p>Newly developed</p> <p>Funk, et al., 1991 (Adapted)</p> <p>Funk, et al., 1991 (Adapted)</p>
<p>Of the barriers you deemed significant, please <b>rank the top 3 barriers</b> that impact your engagement in EIP. (Response options are all of the items from the previous question that were identified as a slight, moderate, or major barrier)</p>	RQ 10	Jette et al., 2003 (Adapted)
<b>DEMOGRAPHIC QUESTIONS &amp; TRAINING</b>		
<p>In what office/department do you work? (Career and Academic Planning, Center for Multicultural Student Services, Community Service-Learning, Counseling Center, Dean of Students Office, Disability Services, Office of Residence Life, Office of Student Accountability and Restorative Practices, Orientation, Student Life &amp; Involvement Office, University Health Center, University Recreation, University Unions, Wellness, Orientation, &amp; Multicultural Engagement Office, Other [please specify below])</p>	RQ 8	Newly developed
<p>What is your position? (Graduate Student, Entry-Level Professional [e.g., Coordinator, Hall Director], Mid-Level Professional [e.g., Associate Director, Area Director], Upper-Level Professional [e.g., Director, AVP, VP])</p>	RQ 8	Newly developed
<p>How many years have you worked in student affairs? (Sliding scale; 0 to 30+)</p>	RQ 8	Newly developed
<p>How many years have you worked in your current office? (Sliding scale; 0 to 30+)</p>	RQ 8	Newly developed
<p>What is your highest level of degree attainment? (High School, Associate's Degree, Bachelor's Degree, Master's Degree, Professional Degree [e.g., D.D.S., J.D.], Doctorate Degree)</p>	RQ 8	Newly developed

Question	Research Question	Source
Have you earned a degree or certificate from a student affairs (or related) program? (Yes, No, In Progress)	RQ 9	Newly developed
(If yes to previous question) To what extent were the following topics covered in your graduate or certificate program? (0=No Coverage, 1=Slight Coverage, 3=Moderate Coverage, 4=Major Coverage)	RQ 9	
<ul style="list-style-type: none"> <li>• Student development theory</li> <li>• Science of teaching and learning (SoTL)</li> <li>• Applying theory to practice</li> <li>• Building evidence-informed programs</li> <li>• Finding relevant research literature</li> </ul>		<ul style="list-style-type: none"> <li>Newly developed</li> <li>Newly developed</li> <li>Newly developed</li> <li>Newly developed</li> <li>Salbach &amp; Jaglal, 2011 (Adapted)</li> <li>Salbach &amp; Jaglal, 2011 (Adapted)</li> </ul>
Have you participated in formal training/professional development related to any of the following? (Y/N)	RQ 9	
<ul style="list-style-type: none"> <li>• Student development theory</li> <li>• Science of teaching and learning (SoTL)</li> <li>• Applying theory to practice</li> <li>• Building evidence-informed programs</li> <li>• Finding relevant research literature</li> <li>• Evaluating the quality of research literature</li> </ul>		<ul style="list-style-type: none"> <li>Newly developed</li> <li>Newly developed</li> <li>Newly developed</li> <li>Newly developed</li> <li>Salbach &amp; Jaglal, 2011 (Adapted)</li> <li>Salbach &amp; Jaglal, 2011 (Adapted)</li> </ul>