Friend Not Foe: Using Theory to Develop Impactful Programs

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Come on Down!

- Divide into teams of 3-4
- You are all SA professionals in the Office of Residence Life
- Each team has won $25,000 thus far!
- You have FIVE MINUTES to come up with a program or intervention to address the following issue in the residence halls:

  Binge Drinking

How much of your winnings are you willing to bet on the effectiveness of your program?
Presentation Overview

- An Emphasis on Theory & Research in the Field
  - Barriers to Developing Theory-Based Programs
  - A Three-Step Approach to Building Theory-Based Programs
  - Logic Models: A Useful Tool
An Emphasis on Theory & Research

Student Affairs programs should be intentionally designed based on theory and/or evidence to achieve meaningful outcomes.

- “Programs and services must be guided by theories and knowledge of learning and development” – CAS Standards (2015)

- Student affairs professional should be able to ”design programs and services to promote student learning and development that are based on current research on student learning and development theories.” – ACPA/NASPA Professional Competencies (2015)
Ask the Audience

How often does your office use theory/research to guide program development?

A. Almost Always
B. Sometimes
C. Rarely
D. Never

Regardless of how you responded, what are some barriers to the use of theory/research for program development?
Barriers to Use of Theory

Two major barriers to the use of theory/research to guide program development are practitioners’…

▪ Knowledge of Relevant Theory
▪ Ability to Apply Theory to Practice
Barrier #1: Knowledge of Relevant Theory

In one minute, list all the theories you know/use that are related to student affairs practice.
Moving Beyond Chickering

Foundational student development theories (e.g., Chickering’s Theory of Identity Development) are typically better for describing where students are, not prescribing how to move them from one developmental stage to the next through programming.

It is equally important to also be familiar with the theories/research related to your specific program area (e.g., civic engagement, student leadership, inter-cultural competence, alcohol interventions, career development).
Moving Beyond Chickering

“...many student affairs educators have inappropriately elevated student development theory to something resembling icon status. If this has happened or is happening in the student affairs profession, the act deserves to be challenged. No single resource stands alone as the foundation for professional practices. Student development theory, for example, is one of several knowledge bases that can inform student affairs practice.”

-Evans, Forney, Guido, Patton, & Renn, 2010
Examples of Other Relevant Knowledge Bases

Science of Teaching & Learning Literature

Motivation Theory & Research
Barrier #2: Applying Theory to Practice

“...despite the continual advocacy of student development theory as essential for program planning, very little of a practical, nuts-and-bolts nature, is presented for translating theory into campus programs.”

-Bloland, Stamatakos, & Rogers, 1994
Barrier #2: Applying Theory to Practice

Together, we will develop a theory-based program to address:

**Binge Drinking** in residence halls

Three-Step Approach

1. Identify an appropriate distal outcome
2. Specify *intermediate* student learning outcomes
3. Develop specific program components
1. Identify an Appropriate Distal Outcome

A *distal outcome* articulates the ultimate goal of your program. It answers the question: if the program were successful, what would be the mid- to long-term impact(s) on students/the university/other relevant stakeholders?

- Increase students’ cumulative GPAs
- Increase retention rates
- Develop more environmentally conscious students
- Decrease incidences of sexual assault on campus
- Improve relations between the university and the local community
1. Identify an Appropriate Distal Outcome

A. Increase the % of students who abstain from drinking.

B. Reduce incidences of high-risk drinking.
1. Identify an Appropriate Distal Outcome

A. Increase the % of students who abstain from drinking.

B. Reduce incidences of high-risk drinking.

1. Identify an Appropriate Distal Outcome

Use theory/research to specify evidences of distal outcomes that are feasible.

Increase the % of students who abstain from drinking.

Reduce incidences of high-risk drinking.

(e.g., Marlatt, G. A., & Witkiewitz, K. (2002). Harm reduction approaches to alcohol use: Health promotion, prevention, and treatment. Addictive behaviors, 27(6), 867-886.)
2. Specify Intermediate Student Learning Outcomes

Intermediate SLOs articulate how your program will achieve the distal outcome. They answer the question: what specific knowledge, attitudes, skills, and/or behaviors will the program cultivate to help achieve the distal outcome identified in Step 1?

- Distal Outcome: Increase students’ cumulative GPAs
  - Knowledge: Academic support resources, content knowledge?
  - Attitudes: Sense of belonging, academic self-confidence?
  - Skills: Time management, goal setting, study skills?
  - Behaviors: Visits to the writing center, use of office hours, # of hours studying?
2. Specify *Intermediate* Student Learning Outcomes

*Distal Outcome: Reduce incidences of high-risk drinking.*

- **A**
  - Increase students’ knowledge of the physical effects of drinking.

- **B**
  - Decrease students’ favorable perceptions of the social outcomes of drinking.

- **C**
  - Increase students’ knowledge of drinking norms on campus.
2. Specify Intermediate Student Learning Outcomes

**A**
Increase students’ knowledge of the physical effects of drinking.

**B**
Decrease students’ favorable perceptions of the social outcomes of drinking.

**C**
Increase students’ knowledge of drinking norms on campus.

*Distal Outcome: Reduce incidences of high-risk drinking.*

2. Specify *Intermediate* Student Learning Outcomes

*Distal Outcome: Reduce incidences of high-risk drinking.*

- Increase students’ knowledge of drinking norms on campus.
- Increase students’ knowledge of the physical effects of drinking.
- Decrease students’ favorable perceptions of the social outcomes of drinking.

*Use theory/research to specify intermediate outcomes that theoretically *should* lead to the achievement of the distal outcome.*

3. Develop Specific Program Components

Program components are the activities, discussions, presentations, materials, etc. that comprise your program. Each component should be intentionally designed to help students achieve the intermediate SLOs specified in Step 2.

- Distal Outcome: Increase students’ cumulative GPAs
  - Intermediate Outcome: Improve time management skills
    - Lecture on time management systems?
    - Hands-on activity using planners?
    - Q&A panel with students that successfully manage their time?
3. Develop Specific Program Components

*Intermediate Outcome: Increase students’ knowledge of drinking norms on campus.

A. Hang posters with facts about drinking norms around the residence halls.

B. Give students personalized feedback about their levels of consumption vs. their peers.

C. Host a trivia night with food and prizes; one round devoted to trivia about drinking norms.
3. Develop Specific Program Components

*Intermediate Outcome: Increase students’ knowledge of drinking norms on campus.

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3. Develop Specific Program Components

*Intermediate Outcome: Increase students’ knowledge of drinking norms on campus.

A. Hang posters with facts about drinking norms around the residence halls.

B. Use theory/research to create a toolbox of effective practices; identify what types of programs have been shown to work/not work.

C. Host a trivia night with food and prizes; one round devoted to trivia about drinking norms.

(e.g., Walters, S. T., Bennett, M. E., & Noto, J. V. (2000). Drinking on campus: What do we know about reducing alcohol use among college students? Journal of Substance Abuse Treatment, 19(3), 223-228.)
Summing it Up with a Logic Model

- Program Component(s)
- Intermediate Student Learning Outcome(s)
- Distal Outcome
1. Identify an Appropriate Distal Outcome

- **Program Component(s)**: Personalized Feedback
- **Intermediate Outcome(s)**: Increase Knowledge of Drinking Norms
- **Distal Outcome**: Decrease High-Risk Drinking

(Marlatt & Witkiewitz, 2002)
2. Specify Intermediate SLOs

- **Program Component(s):** Personalized Feedback
- **Intermediate Outcome(s):** Increase Knowledge of Drinking Norms
- **Distal Outcome:** Decrease High-Risk Drinking

(U.S. Department of Health and Human Services, 2002)
3. Develop Specific Program Components

Program Component(s): Personalized Feedback

Intermediate Outcome(s): Increase Knowledge of Drinking Norms

Distal Outcome: Decrease High-Risk Drinking

(Walters, Bennett, & Noto, 2000)
Bonus! Step 4: Evaluating Program

If you’ve used theory/research in your program development process, it makes assessment easy (well, easier).

- Specify SLOs: Provides a roadmap
- Data Collection: You’ll know exactly what to measure
- Interpretation of Results: If the program doesn’t work, you’ll have clear hypotheses about what went wrong
Example 1: Problematic SLOs

Program Component(s) | Intermediate Outcome(s) | Distal Outcome
--- | --- | ---
Personalized Feedback | Increase Knowledge of Drinking Norms | Decrease High-Risk Drinking
Example 2: Ineffective Programming

Program Component(s) | Intermediate Outcome(s) | Distal Outcome
--- | --- | ---
Personalized Feedback | Increase Knowledge of Drinking Norms | Decrease High-Risk Drinking
Sustainability

Program components

Activities

Intermediate Outcomes

Long-Term Outcomes

Three Es Program

- Students learn about the “3 Es” model of sustainability
- Students participate in guided group discussions about the case study
- Students participate in sustainability events with community members and peers
- Students learn about recycling, repairing, and reusing consumer goods
- Students debrief with RAs about experiences volunteering in the community
- Students learn about how sustainability issues affect local organizations
- Students participate in discussions with local organizations

- Students develop factual and abstract knowledge about sustainability concepts
- Students can identify sustainable and unsustainable practices in a given context
- Students develop understanding of the sustainability-related effects of their consumption patterns
- Students gain connections to the local community

- Students seek out information about current sustainability events, debates, and developments
- Students can reason effectively about sustainability concepts and practices
- Students actively participate in local sustainability efforts

Clothing and Electronics Swap

Volunteer Days

Local Sustainability Speaker Series

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Self-Efficacy Theory

Cognitive modeling that includes verbalization of task strategies, the intention to persist despite problems, and confidence in achieving eventual success

Explicit training in strategies for accomplishing tasks

Performance feedback that points out correct operations, remedies, errors, and reassures students that they are developing content mastery

Attributional feedback that emphasizes the successes being achieved and attributes these successes to the combination of sufficient ability and reasonable effort

Encouraging students to set goals prior to working on tasks (goals that are challenging but attainable, phrased in terms of specific performance standards, and oriented toward immediate short-term-outcomes

Incorporating vicarious experiences or modeling by others that students may see as similar to themselves

Theory-Based Program Components

Identify students’ natural strengths and develop strategies for using strengths to enhance academics

Content focused on time management, organization, and study strategies

Individualized feedback on each assignment that involves articulating what was done well, opportunities for improvement, and encouragement

Reflection on past academic success and what helped students achieve success; motivation identification strategies; affirmation of effort exerted on classwork

Content focused on how to set S.M.A.R.T. academic goals; students set weekly goals related to their participation in ASP

Bring a panel of successful ASP graduates to discuss their journeys to academic success; have ASP graduates teach a class

Intermediate Outcome

Increase Academic Self-Efficacy

Desired Distal Outcome

Academic Success: Increase GPA to 2.0
Questions?

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Meet Your Match:
How Theory-Based Measures Help Connect Outcomes and Programming

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JAMES MADISON UNIVERSITY
LAND ACKNOWLEDGEMENT

Related to our mission of supporting and fostering learning through the generation and dissemination of knowledge, ACPA-College Student Educators International would like to acknowledge that the land we are meeting on today is the original homelands of the Mashpee Wampanoag, Aquinnah Wampanoag, Nipmuc, and Massachusetts tribal nations. We acknowledge the painful history of genocide and forced removal from this territory, and we honor and respect the many diverse Indigenous peoples still connected to this land on which we gather.
Presentation Overview

- Overview of the Traditional Assessment Cycle
- Story of Re-Creating a Student Success Program
- How to Use Theory-Based Measures to Structure Outcomes & Programming
- How to Find Theory-Based Measures
Polling the Room

Raise your hand if you:

- Are familiar with the assessment cycle.
- Have designed or redesigned a program using the assessment cycle?
- Have felt limited by the “steps” in the assessment cycle?
A Brief Review of the Assessment Cycle
A Brief Review of the Assessment Cycle

Specifying Student Learning Outcomes:

What do we want students to know, think, or do as a result of our program?
A Brief Review of the Assessment Cycle

Creating & Mapping Programming to Outcomes:

Designing intentional, theory-based interventions to achieve the articulated outcomes.
A Brief Review of the Assessment Cycle

Selecting/Designing Instruments:

Identifying a theory-based measure that will help you assess whether your students achieved the stated outcomes as a result of your program.
A Brief Review of the Assessment Cycle

Examining Implementation Fidelity:

Is the program that you designed the program the students received?
A Brief Review of the Assessment Cycle

Collecting Outcomes Information:

What most people think of when they hear “assessment”. Where you administer the measure to students.
A Brief Review of the Assessment Cycle

Analyzing Data, Reporting Results, and Maintaining Information:

Analyze the outcomes data to evaluate whether programming impacted student’s learning.
A Brief Review of the Assessment Cycle

Using Results for Program-Related Decision:

How will you use your results to make programmatic changes in hopes to improve student learning?
The Academic Success Program

JAMES MADISON UNIVERSITY
Original Structure of Academic Success Program
Original Academic Success Program Design

- Mandatory 8-week course for students on academic probation (not for credit)
- Coordinated by Graduate Assistant
- Taught by fellow-students
- No clear learning outcomes articulated
- Activities:
  - Resource scavenger hunts
  - Developing a time-management schedule
  - Taking the VARK assessment
  - Doing a presentation
  - Writing workshop
  - Professor relationships
This isn’t how it worked for the redesign of the Academic Success Program.
Re-Designing the Academic Success Program

The Problem


**Step 1: State Appropriate Distal Outcome**
- What is the distal outcome for the Academic Success Program?
  - To help students get off academic probation and achieve academic success

**Step 2: Specify Intermediate Outcomes**
- What do students really need to achieve academic success?
  - We didn’t know, which complicated our process.

**Step 3: Develop Program Components**
- If we don’t know what our intermediate outcomes are, it is almost impossible to develop a program to achieve the distal outcome.
Re-Designing the Academic Success Program
The Work

- Researched theory of what supports academic success
- Talked to colleagues, used Google Scholar, etc.
- The Jackpot:
  - ETS SuccessNavigator
Re-Designing the Academic Success Program

SuccessNavigator
SuccessNavigator

The Research

• Consulted 9 studies
• Found 4 major themes necessary for student success:
  • Academic Skills
  • Commitment
  • Self-Management
  • Social Support
• Additionally, each theme is broken down into more specific knowledge, skills, or attitudes necessary

List of Research


Re-Designing the Academic Success Program

SuccessNavigator

- **Academic Skills**
  - Meeting Class Expectations
  - Organization

- **Commitment**
  - Commitment to College Goals
  - Institutional Commitment

- **Self-Management**
  - Sensitivity to Stress
  - Academic Self-Efficacy
  - Test Anxiety

- **Social Support**
  - Connectedness
  - Institutional Support
  - Barriers to Success

**Main Goal:**
Academic Achievement & Increased Retention
# Re-Designing the Academic Success Program

## Articulating Intermediate Outcomes

<table>
<thead>
<tr>
<th>General Skill</th>
<th>Subskill</th>
<th>Student Learning Outcomes</th>
<th>Assessment Measure of Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sensitivity to Stress</td>
<td>Be able to identify 2 stress management techniques to help minimize the effects of stress.</td>
<td>Create measure with SASS</td>
</tr>
<tr>
<td>Self-Management</td>
<td>Academic Self-Efficacy</td>
<td>Achieve a satisfactory score* on Academic Self-Efficacy subscale of SuccessNavigator.</td>
<td>ETS SuccessNavigator Assessment Measure</td>
</tr>
<tr>
<td>Reactions to academic and daily stress</td>
<td>Test Anxiety</td>
<td>Be able to identify 3 symptoms of test-anxiety and list 3 strategies to minimize its effects.</td>
<td>Create measure with SASS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Achieve a satisfactory score* on the Test Anxiety subscale of SuccessNavigator.</td>
<td>ETS SuccessNavigator Assessment Measure</td>
</tr>
</tbody>
</table>
Research-based theories that support college student's academic success and increase student retention.

Program funding for materials & facilitators.

Trained facilitators.

**Inputs**

**Activities**

- Time Management Strategies, Pick/Using Planners, Study Strategies*
- Attendance & Timeliness, Prioritizing Assignments, Purpose & Utility of Office Hours, Utilizing the Syllabus*
- Setting Academic Goals, Identifying Motivational Strategies*
- Stress Management Strategies, Mindfulness Techniques*
- TBA - Need further research to support practice
- Feedback: attributional, performance
- Cognitive modeling/Explicit training
- Goal Setting
- Verbal affirmation of improvement/rewards
- Study Strategies, 5 Day Study Plan, Test-Taking Strategies*
- TBA - Need further research to support practice
- Campus Resources
- TBA - Need further research to support practice

**Outcomes**

- Organization
- Meeting Class Expectations
- Commitment to College Goals
- Institutional Commitment
- Sensitivity to Stress
- Academic Self-Efficacy
- Test Anxiety
- Connectedness
- Institutional Support
- Barriers to Success
- Social Support

**Academic Skills**

**Commitment**

**Self-Management**

**Long-Term Outcome**

AS Program participants graduate * from JMU.

Medium Outcome

As a result of completing the AS program, students will see an increase in their cumulative GPA to a minimum of 2.0 by the end of the academic school year.

*These activities are not based in theoretical research to increase student non-cognitive skill sets and will be revisited to find more theoretically based interventions.
Theory of Self-Efficacy

Albert Bandura's Theory of Self-Efficacy

- Cognitive modeling that includes verbalization of task strategies, the intention to persist despite problems, and confidence in achieving eventual success
- Explicit training in strategies for accomplishing task
- Performance feedback that points out correct operations, remedies errors, and reassures students that they are developing mastery
- Attributional feedback that emphasizes the successes being achieved and attributes these to the combination of sufficient ability and reasonable effort
- Encouraging students to set goals prior to working on tasks (goals that are challenging but attainable, phrased in the terms of specific performance standards and oriented toward immediate short-term outcomes)
- Focusing feedback on how students' current performance compares with their prior attainments rather than on how they compare with other students
- Supplying rewards contingent on actual accomplishment (not task participation)

Activities

- Team Spaghetti Tower activity w/ changes made throughout to have students persist through challenges
- Strengths-Based study strategies to self-verbalize ability to succeed
- Time-management/organizational/study strategies
- Meeting class expectations
- Using professors' office hours
- Individualized feedback on each assignment on qualities of assignment they did well in, opportunities for improvement, and encourages growth seen
- Reflection activity of past academic successes and what helped them achieve success
- Motivation identification strategies
- Affirmation of effort exerted on assignments
- Setting academic SMART goals
- Creating goals with collaborative group for Campus Resource presentation before constructing their presentation
- Having SAS graduates that have achieved academic success come in to share their success
- Having SAS graduates facilitate SAS as Peer Instructors
- Telling SAS participants about their potential to be successful, leaders, and even Peer Instructors
- Awarding points to assignments based on quality of work (avoiding participation/completion points)

Outcomes

Short-Term Outcome

- As a result of completing the AS program students will achieve a satisfactory score** Academic Self-Efficacy subscale of SuccessNavigator.

Medium Outcome

- As a result of increased academic self-efficacy, students will see an increase in their cumulative GPA to a minimum of a 2.0 by the end of the academic school year.

Long-Term Outcome

- That students will graduate from JMU with an appreciation for the education and enter the workforce as engaged and enlightened.
Re-Creating the Academic Success Program

Reality


**Step 1: State Appropriate Distal Outcome**
- What is the distal outcome for the Academic Success Program?
  - To help students get off academic probation and achieve academic success

**Step 2: Specify Intermediate Outcomes**
- What do students really need to achieve academic success?
  - We had no idea, but through our research we found *SuccessNavigator* (a theory-based measure), which helped us to articulate this!

**Step 3: Develop Program Components**
- Once we knew what students actually needed (proven by theory) to be successful academically, we were then able to design our programming to align to our outcomes.
Finding Theory-Based Measures
Finding High-Quality Theory-Based Measures

Assessment/Testing Organizations
- ACT
- ETS

Organizations that provide Systematic Review of Interventions
- What Works Clearinghouse (WWC)
- Campbell Collaboration

Resources that Catalog Measures
- Mental Measurement Yearbooks
- PsycTests
Resources from Assessment Organizations

Not only create assessments, *but review existing measures*

- Review the **theory** (or lack of theory) underlying each measure!!!

- Often discuss (or reference articles that discuss) what **interventions** influence the construct represented by the outcome measure
Notice the similarity across the ETS SN & ACT Engage outcomes related to academic success. Overlap due to high-quality reviews of the literature.
### Study Skills

**Scale Definition:** The extent to which students believe they know how to assess an academic problem, organize a solution, and successfully complete academic assignments.

**Sample Items:**
- I summarize important information in diagrams, tables, or lists.
- I organize my thoughts before I prepare an assignment.

**Students Who Score High:** Generally complete more assignments and thus perform better academically.

**Students Who Score Low:** Generally struggle with completing their work and subsequently perform less well academically.

**Possible Interventions:**
- Develop techniques to help students improve note-taking, outlining, problem-solving, and reading skills.

### Social Engagement (Getting Along)

**Social Activity**

- One’s comfort in meeting and interacting with other people.

**Sample Items:**
- I avoid activities that require meeting new people. (reverse-scored)
- I make friends easily.

**Students Who Score High:** May have trouble keeping up with coursework because they focus more on social activities than on their education, especially

**Students Who Score Low:** Feel shy and nervous when speaking with others, avoid social activities, and feel isolated, especially students who score very low.

**Possible Interventions:**
- Introduce students who score low to activities that increase assertiveness and reduce social anxiety.
- Introduce students who score very high to exercises in prioritization and

### Success Stories

See how educators are using ACT Engage College to help students persist and achieve academic success.

- **Taking the Guesswork Out of College Curriculum Design**
  - University of Minnesota
  - View Success Story (PDF)

- **The Real Impact of Increasing Student Retention**
  - University of North Texas
  - View Success Story (PDF)

- **At-Risk Identification and Intervention**
  - A Success Map from ACT
  - View Success Map (PDF)

- **How to Decrease Dropout Rates in 30 Minutes**
  - A Success Guide from ACT
  - View Success Guide (PDF)
Freely-accessed paper!

Presents a comprehensive review of existing frameworks, definitions, & assessments of civic-related constructs relevant to higher education.

Synthesizing information from review, they present an assessment framework to guide assessment of Civic Learning.

Their definition identifies 2 key domains of Civic Learning:
- Civic Competency: 3 areas of civic knowledge, analytic skills & participatory and involvement skills
- Civic Engagement: 3 areas of motivations, attitudes, & efficacy; democratic norms & values; and participation & activities

Proposed assessment framework has benefits for institutions who currently have students engaged in cocurricular activities who would find assessments of civic competency & engagement helpful in program development

Even if you don’t choose ETS measure, information in paper can result in:
- Selection of a high-quality theory-based FREE measure they reviewed
- Guidance in program development to impact outcome

Assessing Intercultural Competence in Higher Education: Existing Research and Future Directions

Richard L. Griffith
Leah Wolfeld
Brigitte K. Armon
Joseph Rios
Ou Lydia Liu

Resources from Organizations that Review Interventions

- **What Works Clearinghouse (WWC)**
  - For more than a decade, the WWC has been a central & trusted source of scientific evidence on education programs, products, practices, & policies. We review research, determine which studies meet rigorous standards, & summarize the findings.

- **Campbell Collaboration**
  - Better Evidence for a Better World
    - Campbell Collaboration vision statement
  - Campbell Collaboration promotes positive social and economic change through the production and use of systematic reviews and other evidence synthesis for evidence-based policy and practice.
    - Campbell Collaboration mission statement
  - Modern nations should be ready for an experimental approach to social reform, an approach in which we try out new programs designed to cure specific social problems, in which we learn whether or not these programs are effective, and in which we retain, imitate, modify or discard them on the basis of apparent effectiveness on the multiple criteria available.
    - Donald T. Campbell, Reforms as Experiments, 1969

- In the process of evaluating if programs are effective, outcomes are noted & linked to programming
Find it extremely helpful for identifying effective evidence-based practices

Materials explicate program theory, previous evidence, & exact intervention (along with implementation fidelity information)

Reviewers provide ratings of the quality of evidence & claims

Limited outcomes
- Focus on distal outcomes
- Lack of intermediate outcomes
First year experience courses

First year experience courses, often referred to as college success courses or freshman seminars, are courses for first-year students in 2-year and 4-year colleges. The general goals of first year experience courses are to support the academic performance, social development, persistence, and degree completion of college students. Additionally, first year experience courses often aim to increase students’ sense of campus community and connection to their institutions, while giving students the opportunity to interact with faculty and peers.

Reviewed Research

<table>
<thead>
<tr>
<th>Outcome domain</th>
<th>Effectiveness rating</th>
<th>Studies meeting standards</th>
<th>Grades examined</th>
<th>Students</th>
<th>Improvement Index</th>
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</thead>
<tbody>
<tr>
<td>Academic achievement</td>
<td></td>
<td>2 studies meet standards</td>
<td>PS</td>
<td>2,505</td>
<td></td>
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<tr>
<td>Attainment</td>
<td></td>
<td>1 study meets standards</td>
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<td>8,290</td>
<td></td>
</tr>
<tr>
<td>Credit accumulation and persistence</td>
<td></td>
<td>3 studies meet standards</td>
<td>PS</td>
<td>11,455</td>
<td></td>
</tr>
</tbody>
</table>
Better Evidence

The Campbell Collaboration’s vision is ‘Better Evidence for a Better World’. Here you can find details about Campbell’s various evidence publications.

Campbell Systematic Reviews:
Campbell Systematic Reviews are our flagship publications. These full-length research reports summarize all the high-quality evidence on a specific question.

Plain Language Summaries:
A plain language summary is a 500-600 word summary of a Campbell systematic review. The summary highlights the main findings, and gives details of the evidence base on which those findings are based.

Policy Briefs:
Policy Briefs are four-page summaries of evidence from Campbell reviews. A single policy brief will often report findings from several Campbell reviews.
Effects of bystander programs on the prevention of sexual assault among adolescents and college students: a systematic review

Heather Hensman Kettrey, Robert A

A Campbell Systematic Review
2019:1

Types of interventions

Eligible intervention programs were those that approached participants as allies in preventing and/or alleviating sexual assault among adolescents and/or college students. Some part of the program had to focus on ways that cultivate willingness for a person to respond to others who are at risk for sexual assault. All delivery formats were eligible for inclusion (e.g., in-person training sessions, video programs, web-based training, advertising/poster campaigns). There were no intervention duration criteria for inclusion.

Eligible comparison groups must have received no intervention services targeting bystander attitudes/behavior or sexual assault.

Types of outcome measures

We included studies that measured the effects of bystander programs on at least one of the following primary outcome domains:

- General attitudes toward sexual assault and victims (e.g., victim empathy, rape myth acceptance).
- Prerequisite skills and knowledge for bystander intervention as defined by Burn (2009) (e.g., noticing sexual assault or its warning signs, identifying a situation as appropriate for intervention, taking responsibility for acting/intervening, knowing strategies for helping/intervening).
- Self-efficacy with regard to bystander intervention (e.g., respondents’ confidence in their ability to intervene).
- Intentions to intervene when witnessing instances or warning signs of sexual assault.
- Actual intervention behavior when witnessing instances or warning signs of sexual assault.
- Perpetration of sexual assault (i.e., participants’ rates of perpetration).

Duration of follow-up

Studies reporting follow-ups of any duration were eligible for inclusion. When studies reported outcomes at more than one follow-up wave, each wave was coded and identified by its reported duration. Follow-ups of similar durations were analyzed together.

Types of settings

The review focused on studies that examined outcomes of bystander programs that target sexual assault and were implemented with adolescents and/or college students in educational settings. Eligible educational settings included secondary schools (i.e., grades 7-12) and colleges or universities. There were no geographic limitations on inclusion criteria. Research conducted in any country was eligible.

Data collection and analysis

Selection of studies

JAMES MADISON
Grit Scale, 2007

Authors: Duckworth, Angela L.; Peterson, Christopher; Matthews, Mici

doi: http://dx.doi.org/10.1037/i07051-000

Other Versions:
9999-01598-000, Short Grit Scale, Revision
9999-55479-000, Grit Scale--German Version, Translation
9999-67559-000, Short Grit Scale--Turkish Version, Translation
9999-69594-000, Short Grit Scale--Spanish Version, Translation

Construct: Goal Commitment; Grit; Perseverance

Instrument Type: Rating Scale

Purpose: The purpose of the Grit Scale is to measure individual levels long-term goals.

Administration Method: Paper

Summary: The Grit Scale (Duckworth et al, 2007) is a brief, self-report and passion for long-term goals. This measure focuses on the extent to maintain effort and interest over years despite failure, adversity, and pi. Interests and Perseverance of Effort. To begin development of this scale generated. The authors intentionally wrote items that we face val particular life domain (e.g., work, school). Included were items that tap; addition, several items were written to ask about the consistency of int correlations, internal reliability coefficients, redundancy, and simplicity adults aged 25 and older, an exploratory factor analysis was conducted 12 items was obtained. Confirmatory factor analysis supported this sol the overall scale and for each factor. (PsycTESTS Database Record c

12- Item Grit Scale

Directions for taking the Grit Scale: Please respond to the following 12 items. Be honest – there are no right or wrong answers!

1. I have overcome setbacks to conquer an important challenge.
   - Very much like me
   - Mostly like me
   - Somewhat like me
   - Not much like me
   - Not like me at all

2. New ideas and projects sometimes distract me from previous ones.*
   - Very much like me
   - Mostly like me
   - Somewhat like me
   - Not much like me
   - Not like me at all

3. My interests change from year to year.*
   - Very much like me
   - Mostly like me
   - Somewhat like me
   - Not much like me
   - Not like me at all

4. Setbacks don’t discourage me.
   - Very much like me
   - Mostly like me
   - Somewhat like me
Thank You! Questions?

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What about the FALDO Learning Domains?

1. Intellectual growth
2. Effective communication
3. Enhanced self-esteem
4. Realistic self-appraisal
5. Clarified values
6. Career choices
7. Leadership development
8. Healthy behavior
9. Meaningful interpersonal relationships
10. Independence
11. Collaboration
12. Social responsibility
13. Satisfying & productive lifestyles
14. Appreciating diversity
15. Spiritual awareness
16. Personal & education goals

In 2006, CAS published *The Frameworks for Assessing Learning and Development Outcomes (FALDOs)*, which served as a practice-focused companion to the 2003 student learning outcomes.

FALDOs provide a resource enabling practitioners to conduct assessment focused on learning & development, rather than previous practices of simply reporting satisfaction with program.

FALDO’s remain a resource for student learning outcomes assessment, despite that specific learning domains became outdated in 2008 when CAS standards were revised in response to *Learning Reconsidered 2*. 
I find the rationale sections of Introduction helpful for considering why we should worry about these outcomes, but I don’t find the Theoretical Context helpful for creating a theoretically-based program that has clear logic. It is a review of theory & link to the outcome/learning domain (which is important), but no clear tie to why the program should impact the outcome. Also, very limited theories are mentioned & important theories are missing for learning domains.

The listing of the specific outcomes in Relevant Variables is very helpful. Can help when first articulating the intended learning & development outcomes. I find the Tools a good start, but many new instruments are not mentioned. Moreover, given the limited theories reviewed, many instruments linked to other theories aren’t listed. Again, this can provide a start for searching for measures: one can find additional, potentially more appropriate measures, by looking for articles that use listed measures & tracking other measures authors are using.

The Assessment Examples vary in quality. Some of them are focused on answering research questions, not evaluating the SLOs associated with programming. I think this can be confusing for novices—for example, there is a BIG difference between conducting exploratory research to examine what variables are related to retention versus assessing a program designed to increase retention. I find the following FALDOs the most aligned with Outcomes Assessment to evaluate program effectiveness (the logic presented in these examples can be generalized to your program): Career Choices, Appreciating Diversity, Intellectual Growth, Leadership Skills, Self-Esteem, Spiritual Awareness.