

Friend Not Foe: Using Theory to Develop Impactful Programs

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JAMES MADISON UNIVERSITY



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)

American College Personnel Association (ACPA) & National Association of Student Personnel Administrators (NASPA). (2015). *ACPA/NASPA professional competency areas for student affairs practitioners*. Washington, DC: Authors.

Council for the Advancement of Standards in Higher Education (2015). *CAS professional standards for higher education* (9th ed.). Washington, DC: Author.

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)

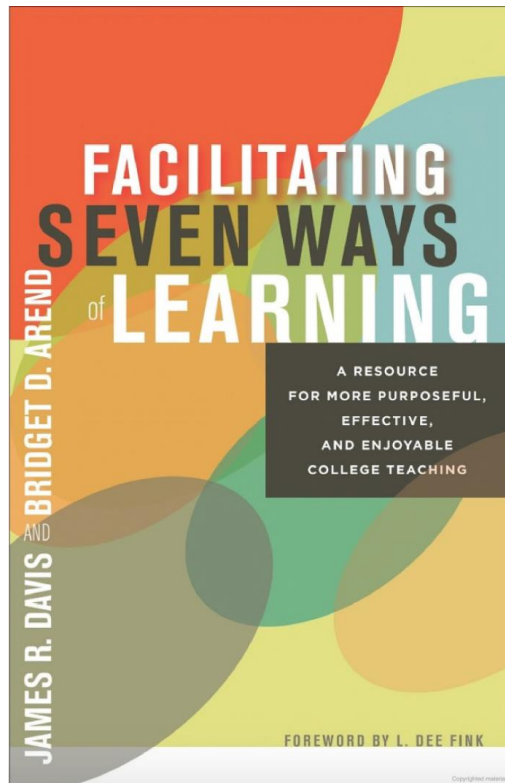
Moving Beyond Chickering

“...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.”

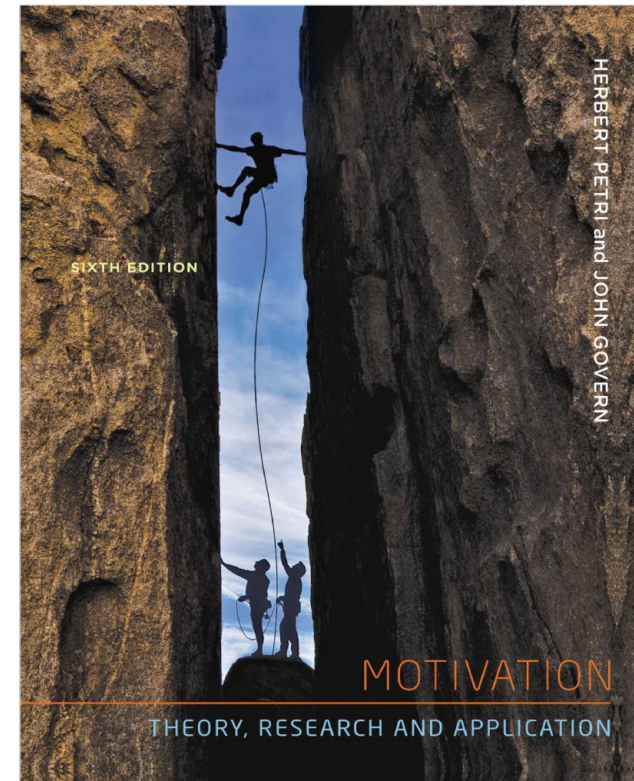
-Evans, Forney, Guido, Patton, & Renn, 2010

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

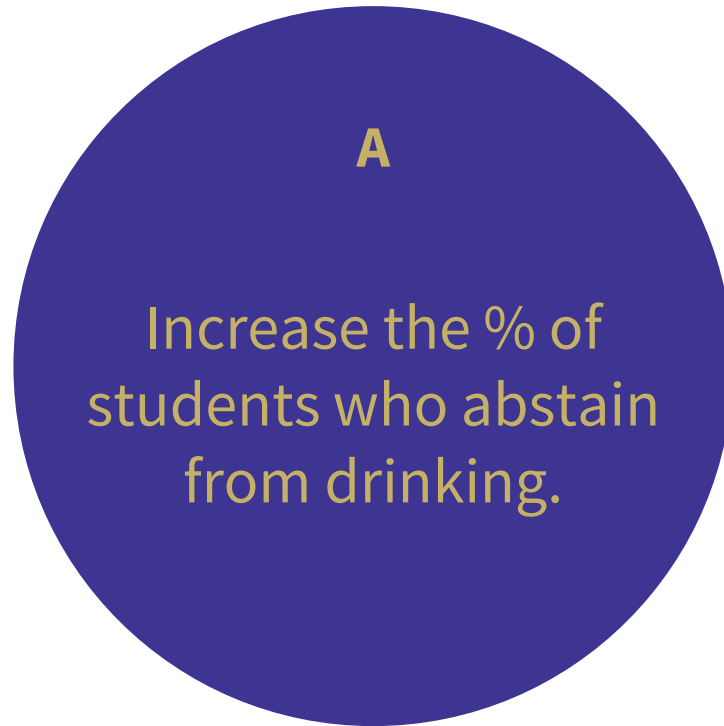
1. Identify an Appropriate Distal Outcome

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

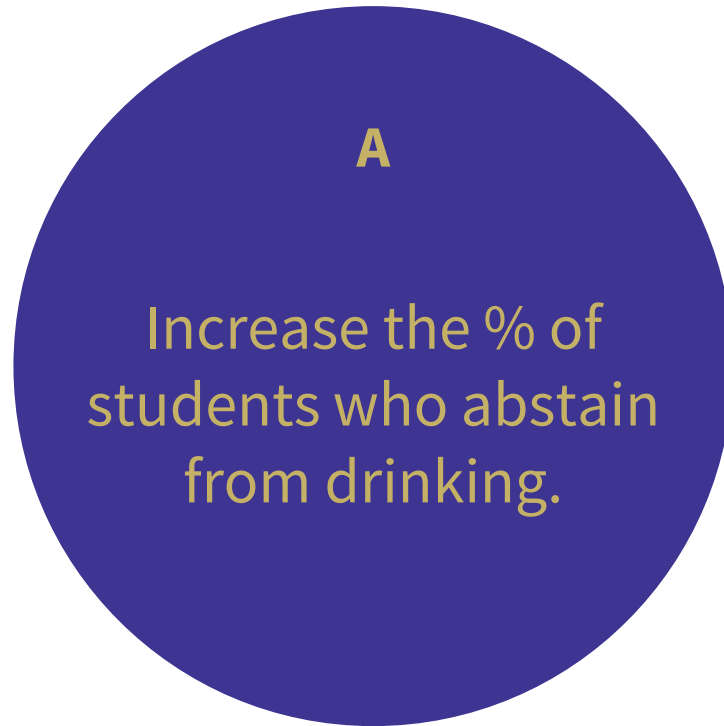
Binge DRINKING EXAMPLE

1. Identify an Appropriate Distal Outcome



Binge DRINKING EXAMPLE

1. Identify an Appropriate Distal Outcome



(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.)

Binge DRINKING EXAMPLE

1. Identify an Appropriate Distal Outcome

Increase
students w
from d

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

idences of
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

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

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Increase students' knowledge of drinking norms on campus.

(e.g., U.S. Department of Health and Human Services. (2002). *How to reduce high-risk college drinking: Use proven strategies, fill research gaps*. Retrieved from <https://www.collegedrinkingprevention.gov/media/finalpanel2.pdf>)

Binge DRINKING EXAMPLE

BEING THE
CHANGE.

2. Specify *Intermediate* Student Learning Outcomes

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

Increase
knowledge
physical
drin

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

students'
of drinking
campus.

(e.g., U.S. Department of Health and Human Services. (2002). *How to reduce high-risk college drinking: Use proven strategies, fill research gaps*. Retrieved from <https://www.collegedrinkingprevention.gov/media/finalpanel2.pdf>)

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

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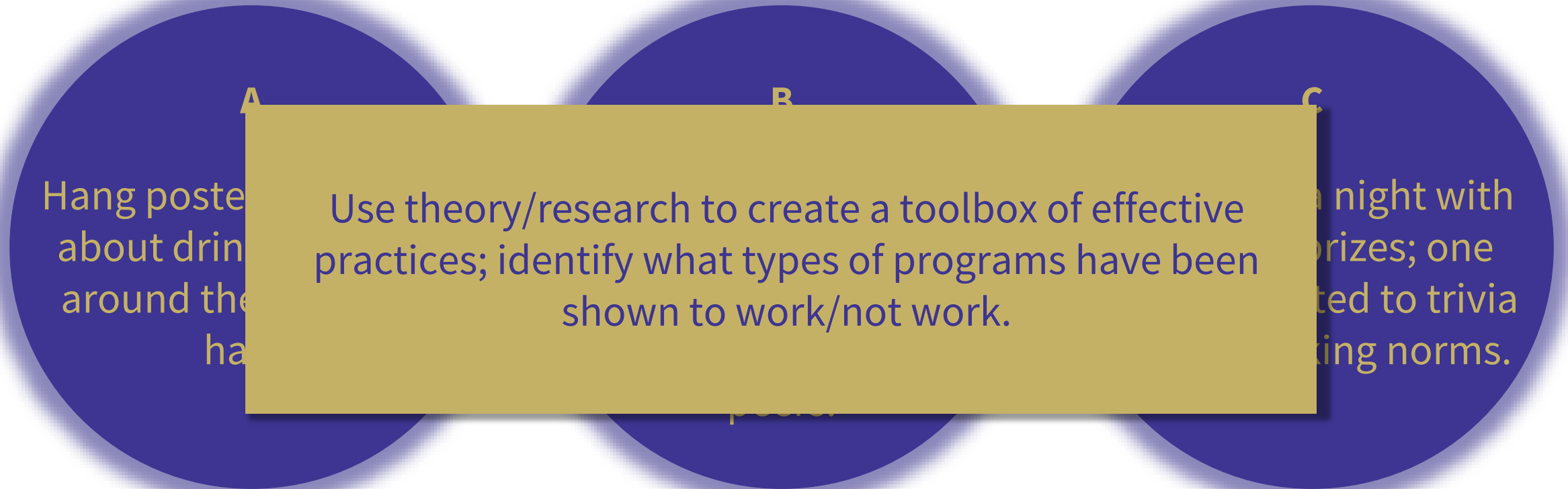
Host a trivia night with food and prizes; one round devoted to trivia about drinking norms.

(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.)

Binge Drinking Example

3. Develop Specific Program Components

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



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Summing it Up with a Logic Model

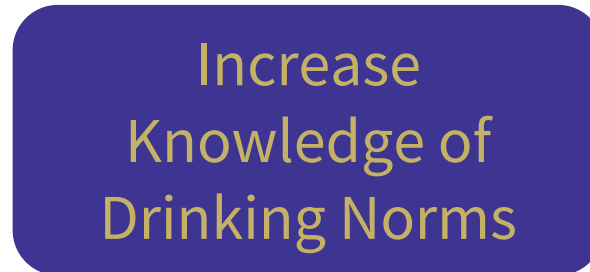


1. Identify an Appropriate Distal Outcome

Program Component(s)



Intermediate Outcome(s)

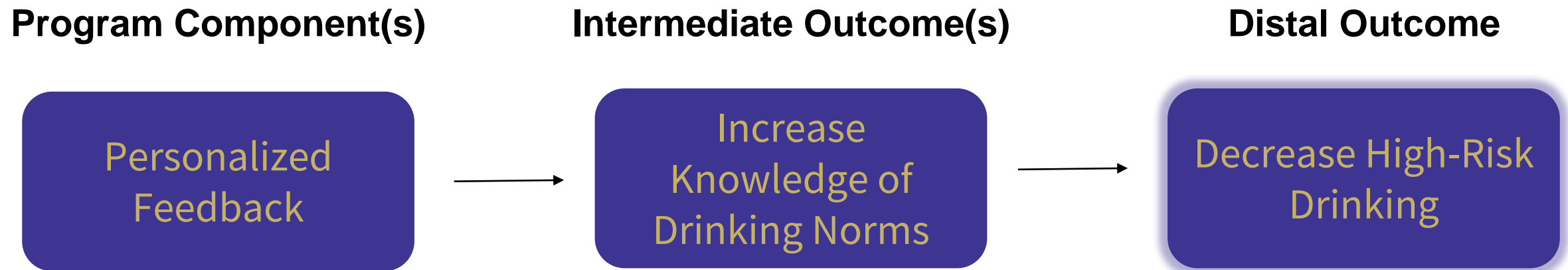


Distal Outcome



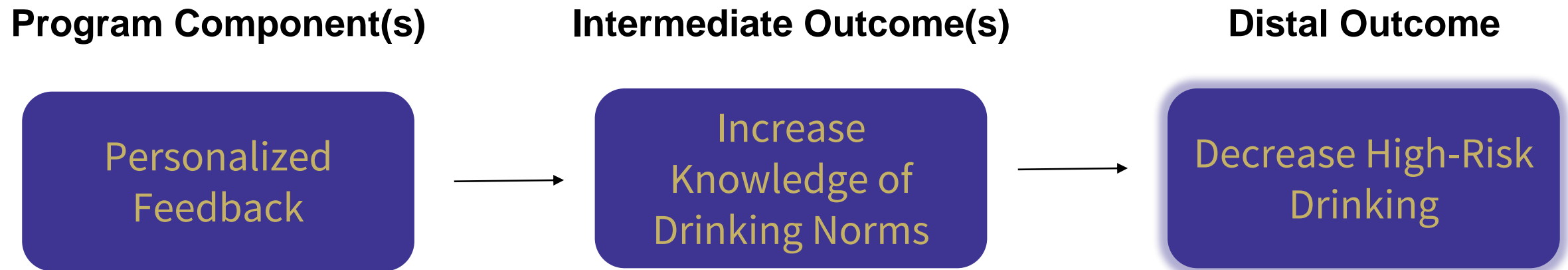
(Marlatt &
Witkiewitz, 2002)

2. Specify Intermediate SLOs



(U.S. Department of Health
and Human Services, 2002)

3. Develop Specific Program Components



(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)

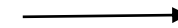
Intermediate Outcome(s)

Distal Outcome

Personalized
Feedback



Increase
Knowledge of
Drinking Norms

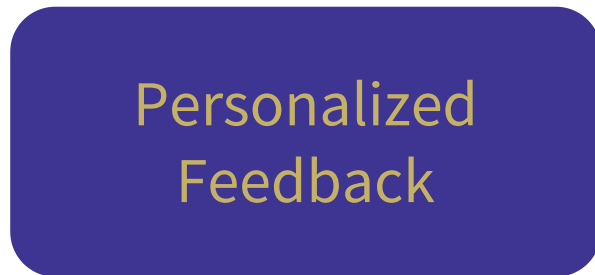


Decrease High-Risk
Drinking

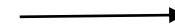
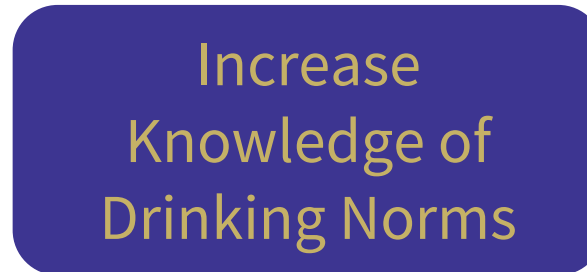


Example 2: Ineffective Programming

Program Component(s)



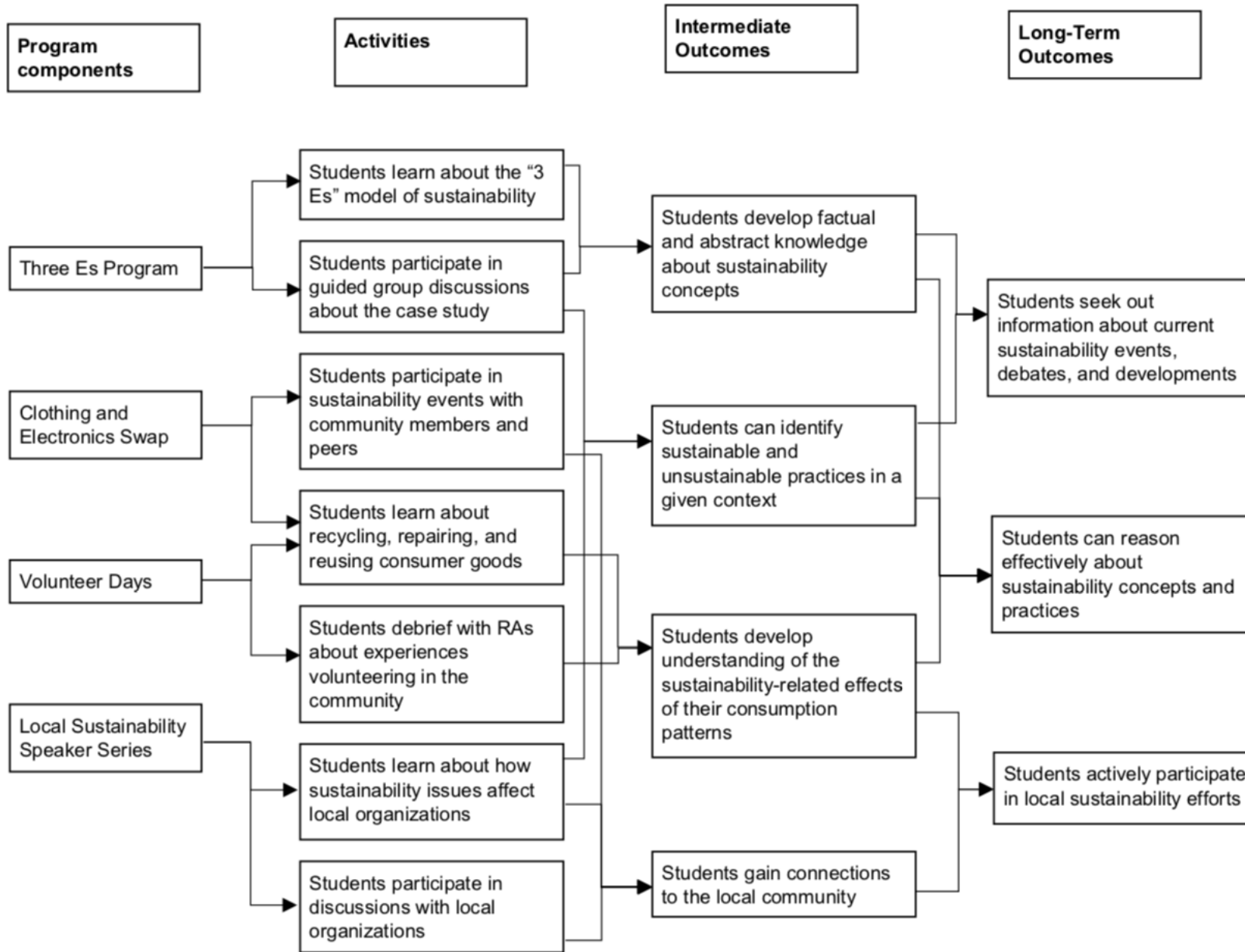
Intermediate Outcome(s)



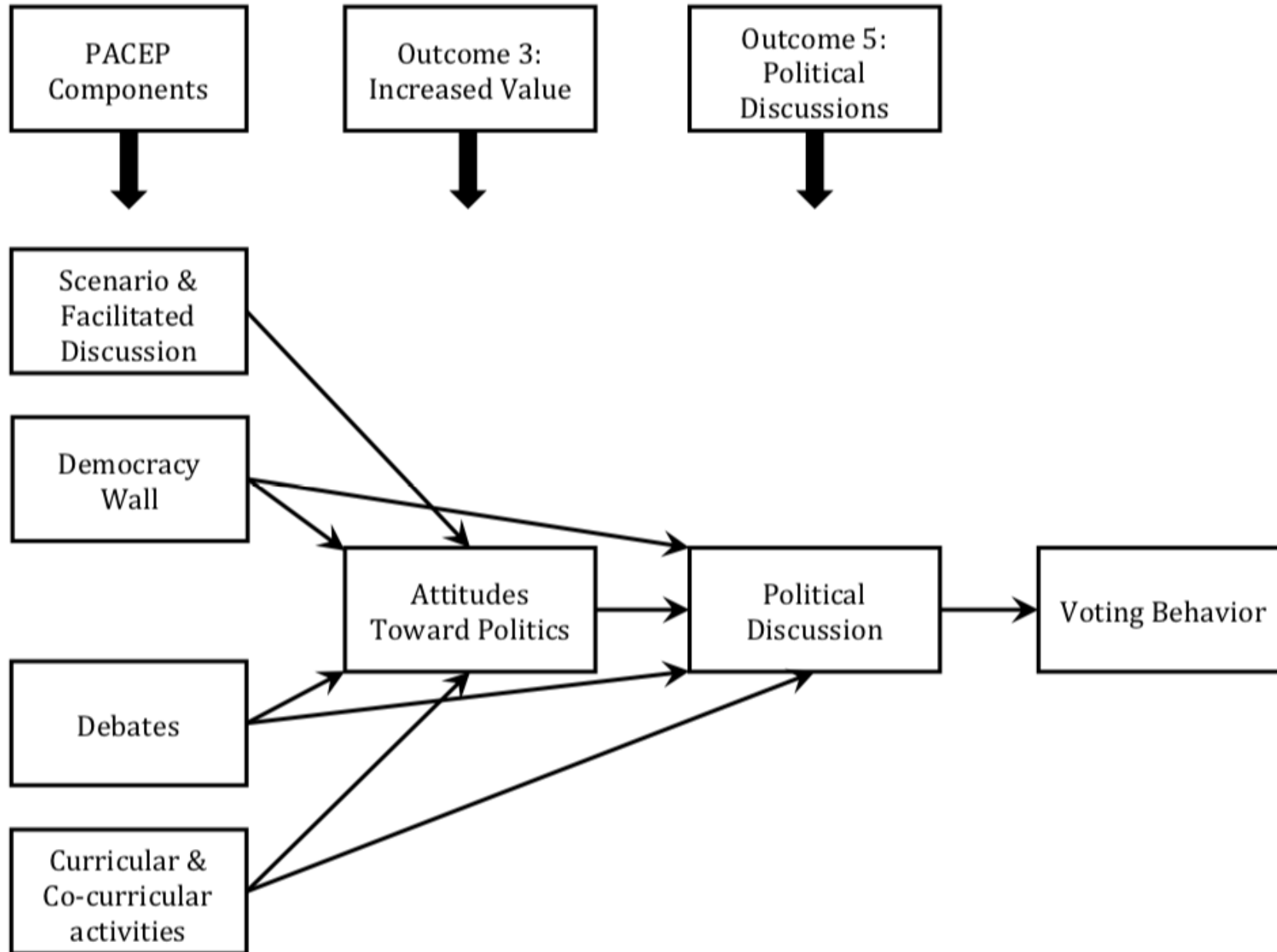
Distal Outcome



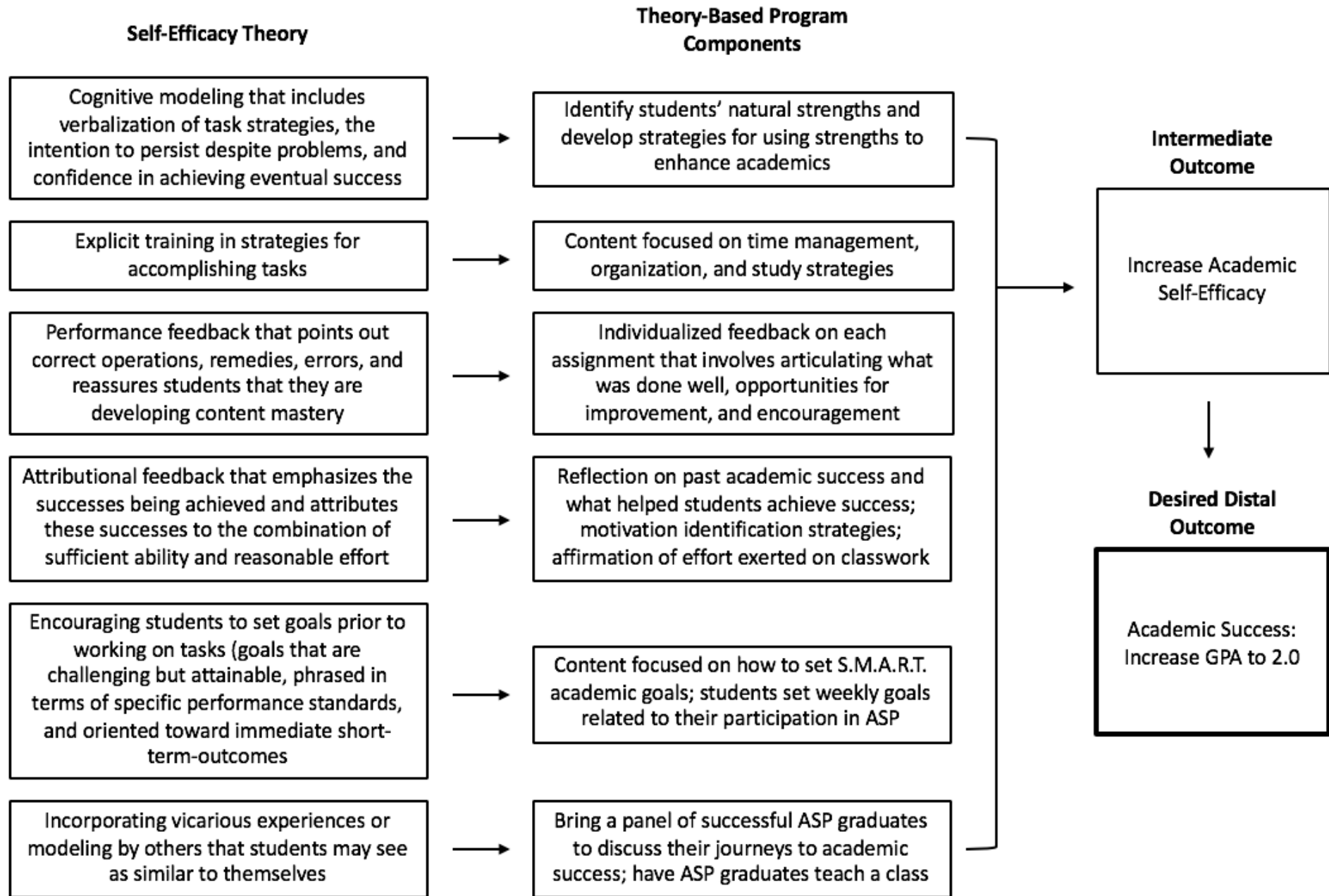
Sustainability



Civic Engagement



Academic Success





Questions?

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

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JAMES MADISON UNIVERSITY



CELEBRATING
95
years

Boston 3-6 MARCH, 2019
ACPA19

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.

#ACPA19



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?



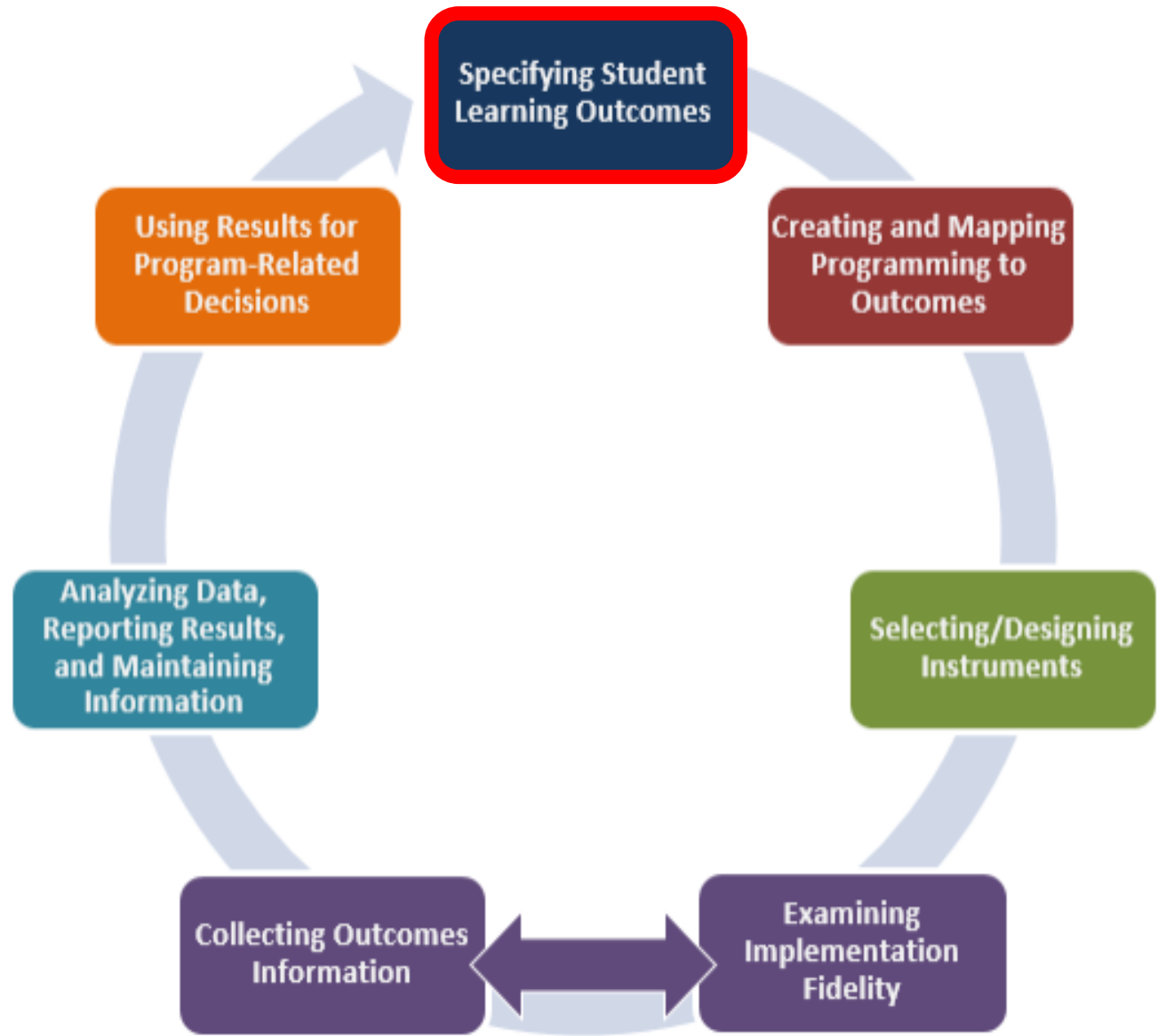
A Brief Review of the Assessment Cycle



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:

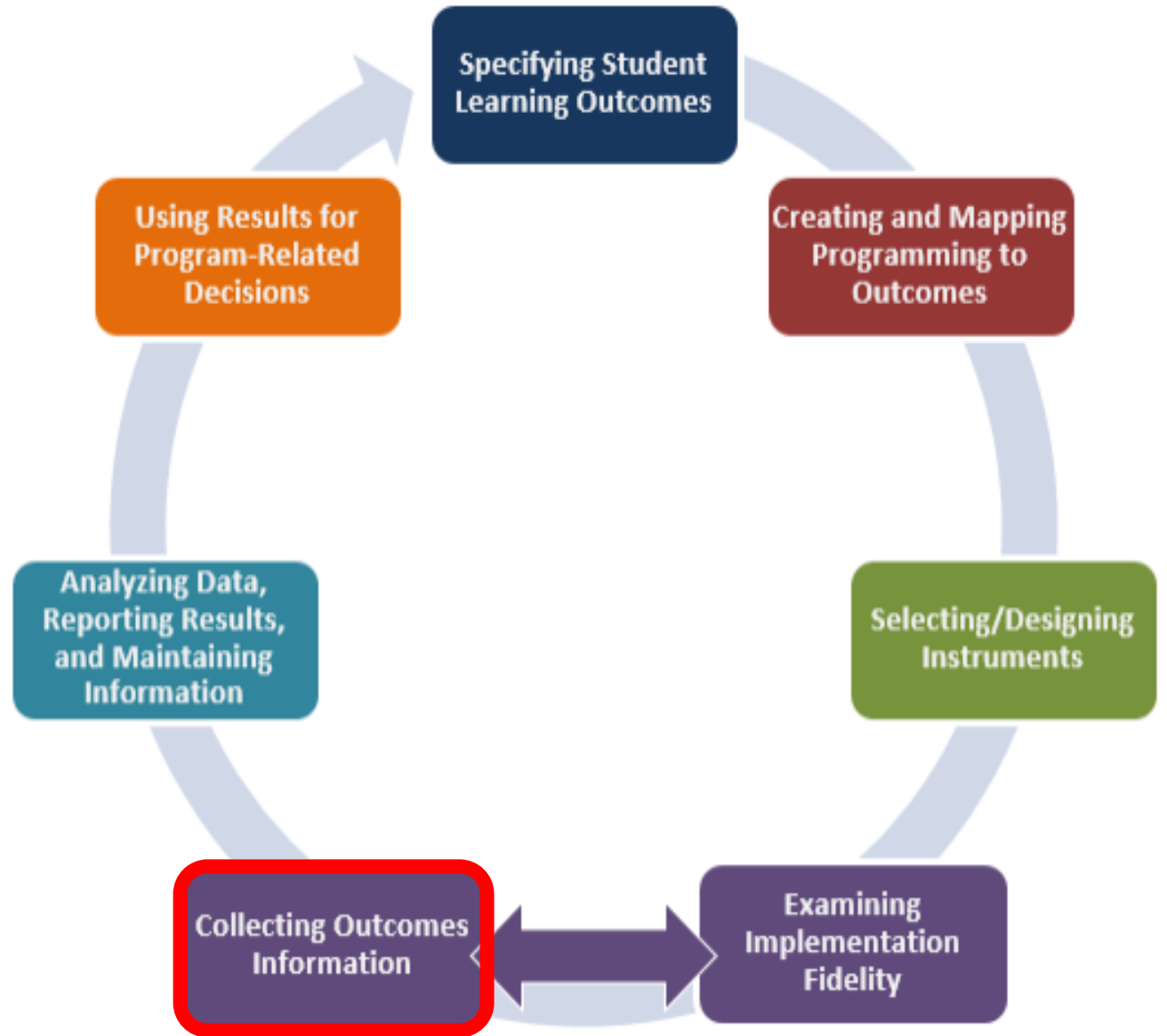
Is the program that you designed the program the students received?



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:

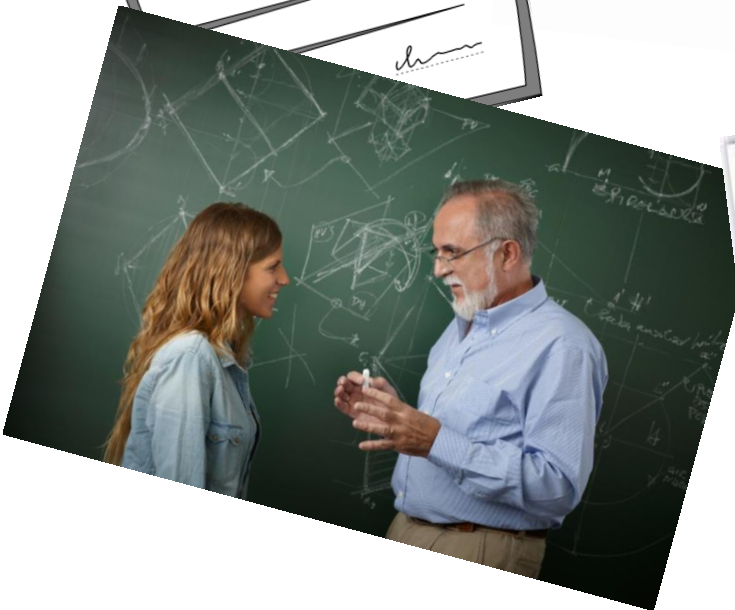
How will you use your results to make programmatic changes in hopes to improve student learning?



The Academic Success Program

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Original Structure of Academic Success Program **BEING THE CHANGE.**



Original Academic Success Program Design

BEING THE
CHANGE.



- 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

Re-Designing the Academic Success Program Considerations

This isn't how it worked for the redesign of the Academic Success Program.

the achievement of your distal outcome

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ramming to
Outcomes

Selecting/Designing
Instruments

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Re-Designing the Academic Success Program

The Problem

Pope, Finney & Bare (2019, March). *Friend, Not Foe: Using Theory to Develop Meaningful Programs*. Presented at national meeting of ACPA, Boston.

Step 1: State Appropriate Distal Outcome

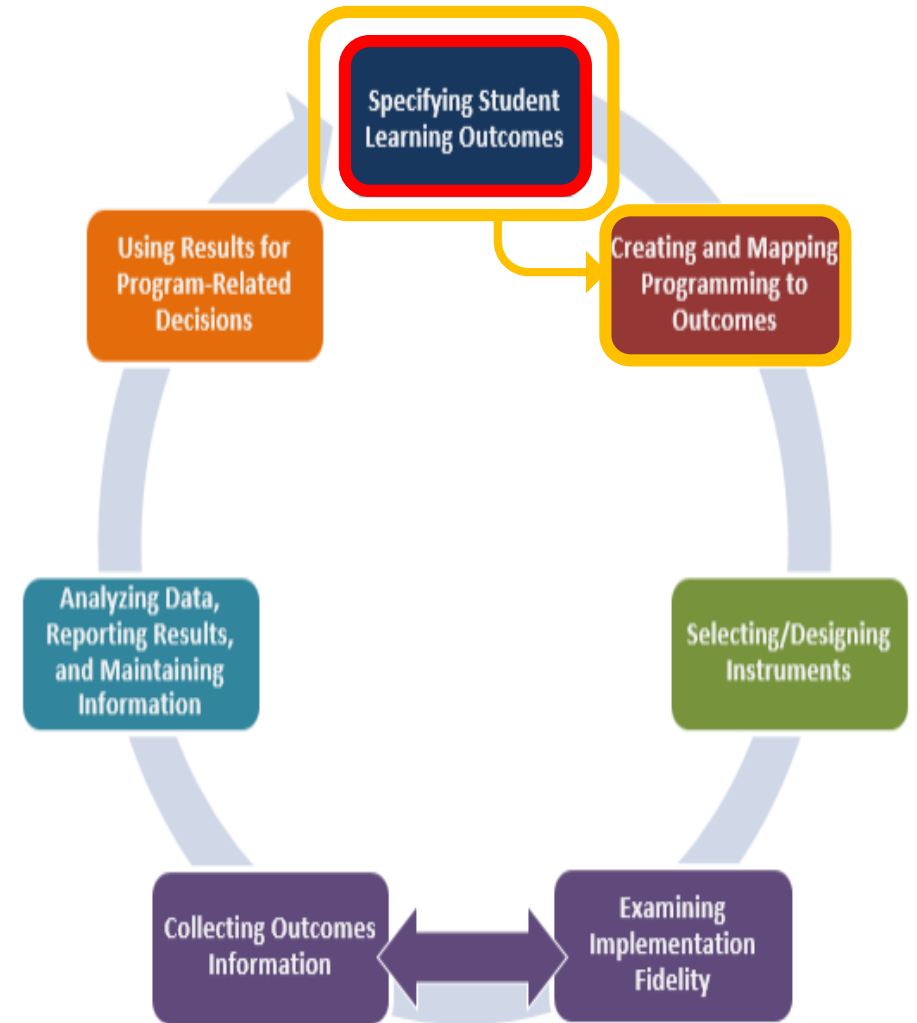
- What is the distal outcome for the Academic Success Program?
 - To help students get off academic probation and achieve academic success

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

Burrus, J., Elliott, D., Brennehan, M., Markle, R., Carney, L., Moore, G., Betancourt, A., Jackson, T., Robbins, S. B., Kyllonen, P. C., & Roberts, R. D. (in press). *Putting and keeping students on track: Towards a comprehensive model of persistence and goal attainment*. Educational Testing Service Research Report. Princeton, NJ: Educational Testing Service.

Habley, W., Bloom, J., & Robbins, S. (2012). *Increasing persistence: Research-based strategies for college success*. Jossey-Bass: San Francisco, CA.

Casillas, A., Robbins, S., Allen, J., Kuo, Y., Hanson, M. A., & Schmeiser, C. (2012). Predicting early academic failure in high school from prior academic achievement, psychosocial characteristics, and behavior. *Journal of Educational Psychology, 104*(2), 407–420.

Porchea, S., Allen, J., Robbins, S., & Phelps, R. (2010). Predictors of long-term enrollment and degree outcomes for community college students: Integrating academic, psychosocial, socio-demographic, and situational factors. *Journal of Higher Education, 81*(6), 750–778.

Robbins, S., Oh, I., Le, H., & Button, C. (2009). Intervention effects on college performance and retention, mediated by motivational, emotional, and social control factors: Integrated meta-analytic path analyses. *Journal of Applied Psychology, 94*(5), 1163–1184.

Robbins, S., Allen, J., Casillas, A., Akamigbo, A., Saltonstall, M., Cole, R., Mahoney, E., & Gore, P. (2009). Associations of resource and service utilization, risk level, and college outcomes. *Research in Higher Education, 50*(1), 101–118.

Allen, J., Robbins, S., Casillas, A., & Oh, I. (2008) Third-year college retention and transfer: effects of academic performance, motivation, and social connectedness. *Research in Higher Education, 49*(7), 647–664.

Robbins, S., Allen, J., Casillas, A., Peterson, C., & Le, H. (2006). Unraveling the differential effects of motivational and skills, social, and self-management measures from traditional predictors of college outcomes. *Journal of Educational Psychology, 98*, 598–616.

Robbins, S., Lauver, K., Le, H., Langley, R., Davis, D., & Carlstrom, A. (2004). Do psychosocial and study skill factors predict college outcomes? A meta-analysis. *Psychological Bulletin, 130*, 261–288.

[< Back to Research](#)

Re-Designing the Academic Success Program

SuccessNavigator

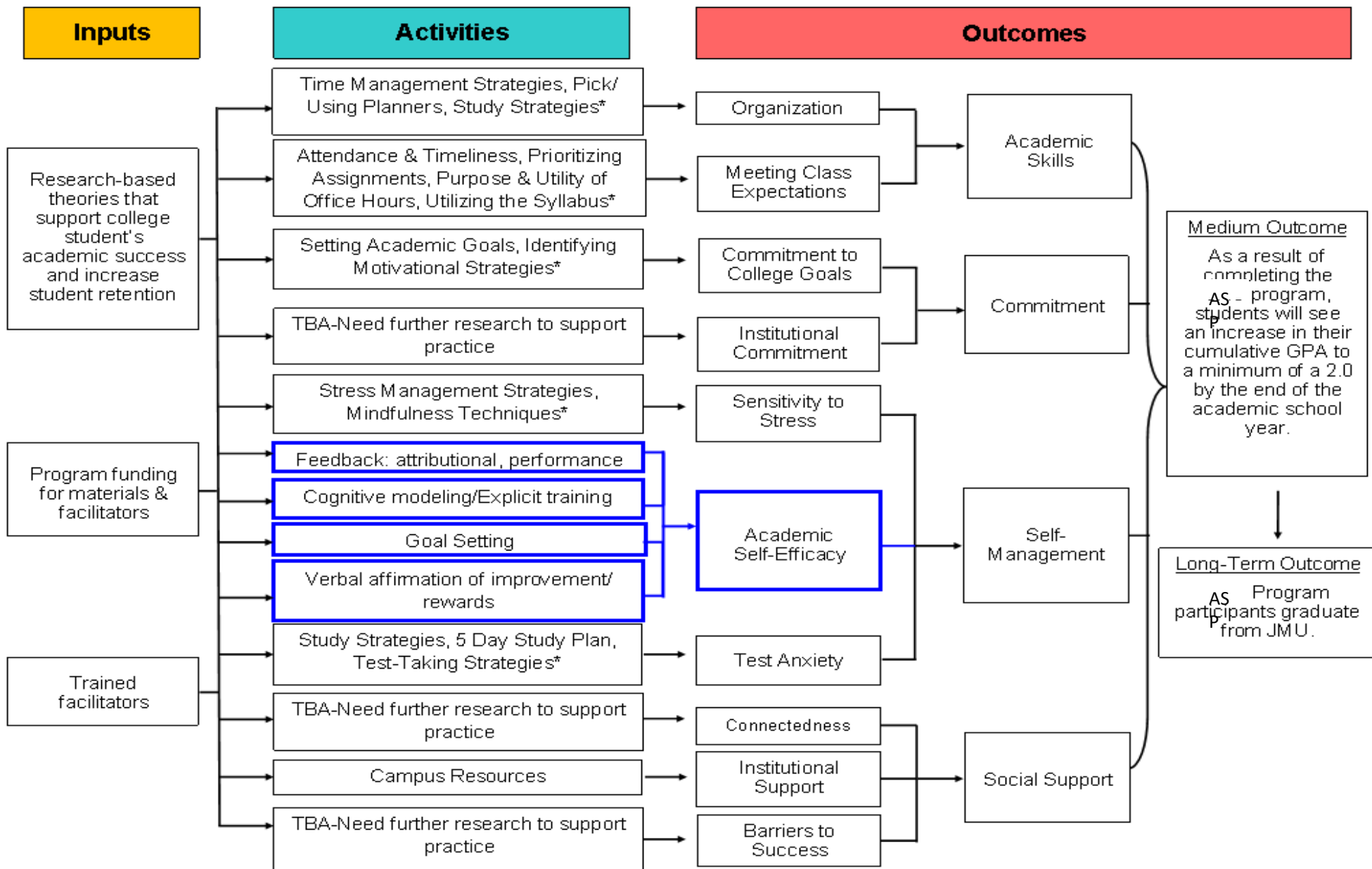
- **Academic Skills**
 - Meeting Class Expectations
 - Organization
- **Commitment**
 - Commitment to College Goals
 - Institutional Commitment
- **Self-Management**
 - Sensitivity to Stress
 - Academic Self-Efficacy
 - Test Anxiety
- **Social Support**
 - Connectedness
 - Institutional Support
 - Barriers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



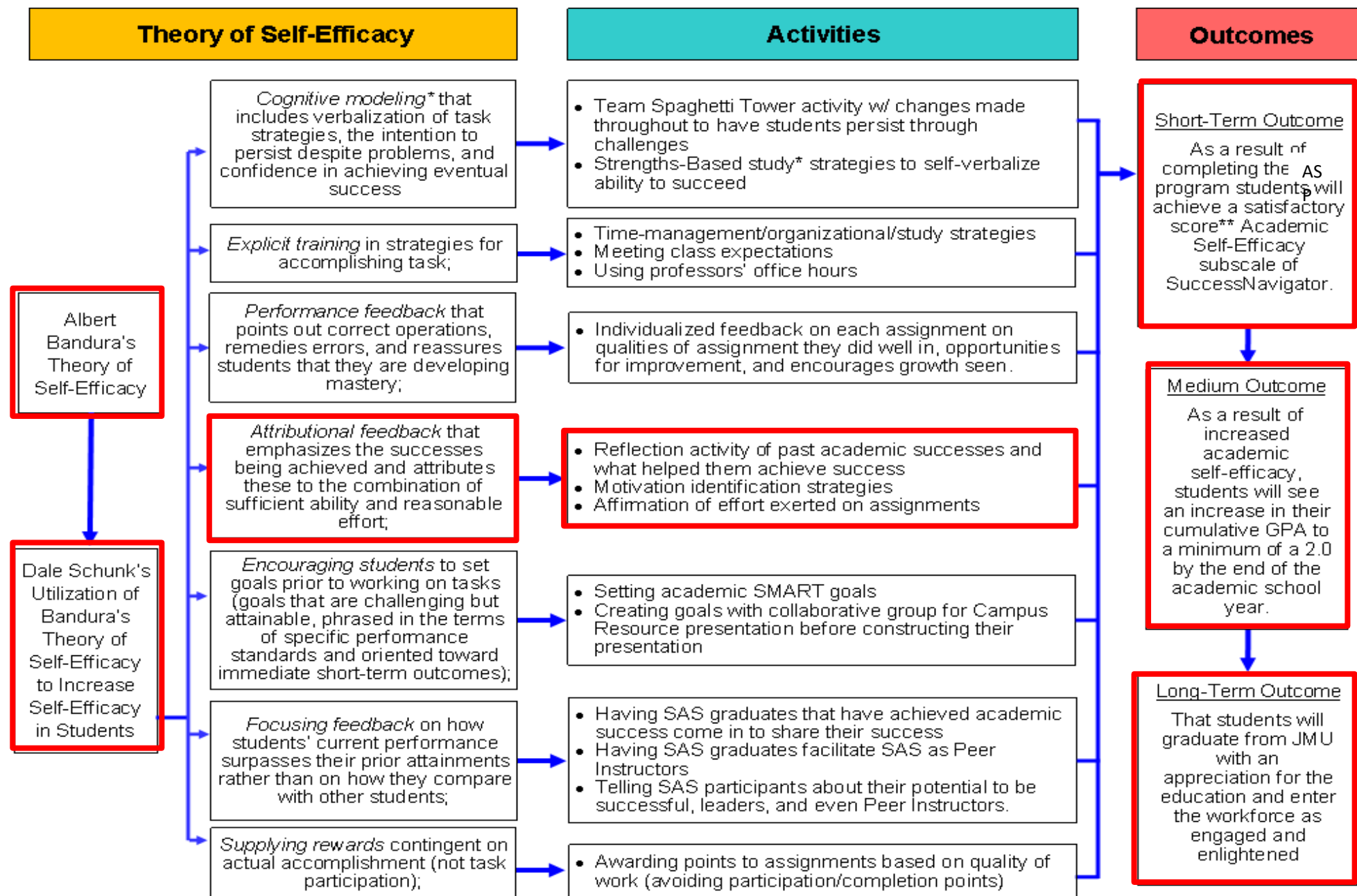
Re-Designing the Academic Success Program

Articulating Intermediate Outcomes

General Skill	Subskill	Student Learning Outcomes	Assessment Measure of Outcome
Self-Management Reactions to academic and daily stress	<i>Sensitivity to Stress</i>	Be able to identify 2 stress management techniques to help minimize the effects of stress.	Create measure with SASS
		Achieve a satisfactory score* on Sensitivity to Stress subscale of <i>SuccessNavigator</i> .	ETS <i>SuccessNavigator</i> Assessment Measure
	<i>Academic Self-Efficacy</i>	Achieve a satisfactory score* on Academic Self-Efficacy subscale of <i>SuccessNavigator</i> .	ETS <i>SuccessNavigator</i> Assessment Measure
	<i>Test Anxiety</i>	Be able to identify 3 symptoms of test-anxiety and list 3 strategies to minimize its effects.	Create measure with SASS
		Achieve a satisfactory score* on the Test Anxiety subscale of <i>SuccessNavigator</i> .	ETS <i>SuccessNavigator</i> Assessment Measure



*These activities are not based in theoretical research to increase student non-cognitive skills and will be revisited to find more theoretically based interventions.



Re-Creating the Academic Success Program Reality

Pope, Finney & Bare (2019, March). *Friend, Not Foe: Using Theory to Develop Meaningful Programs*. Presented at national meeting of ACPA, Boston.

Step 1: State Appropriate Distal Outcome

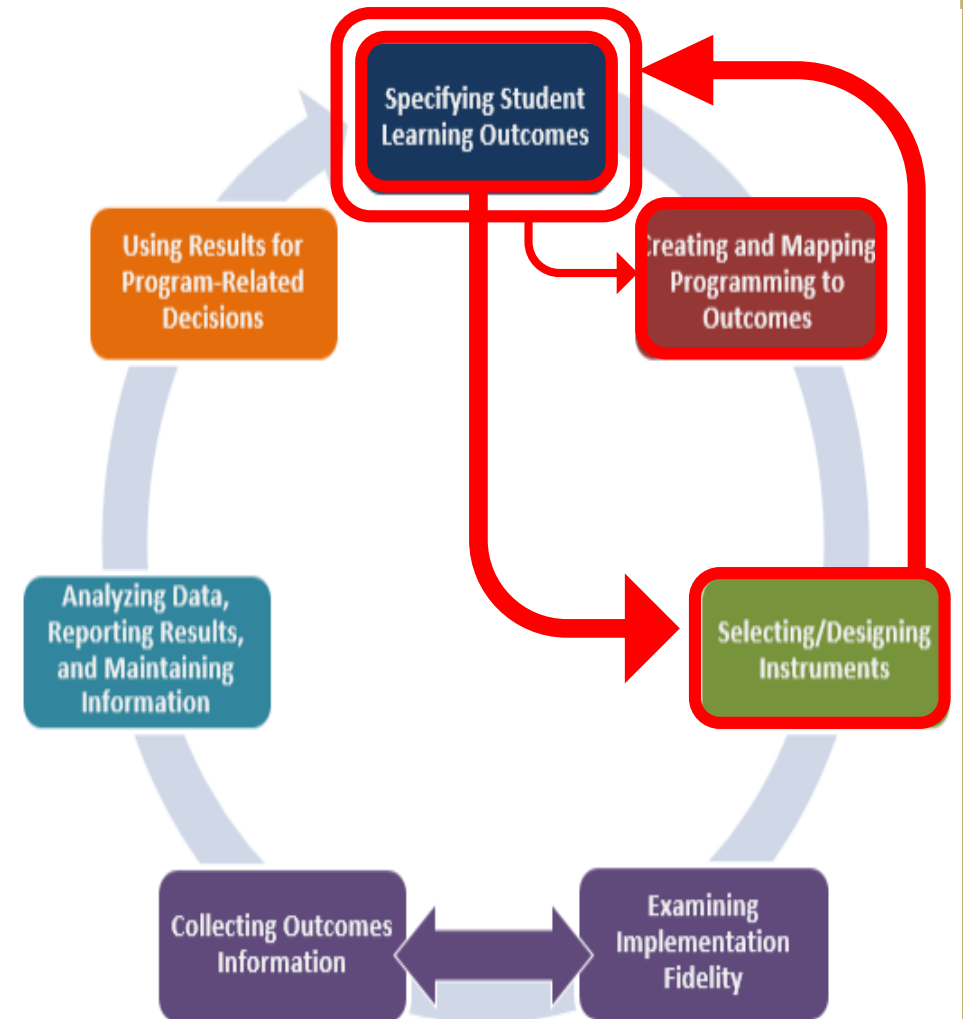
- What is the distal outcome for the Academic Success Program?
 - To help students get off academic probation and achieve academic success

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

Scale	Scale Definition	Sample Items	Students Who Score High	Students Who Score Low	Possible Interventions
Motivation (Getting Work Done)					
Academic Discipline	Amount of effort a student puts into schoolwork and the degree to which a student sees himself/herself as hardworking and conscientious.	<ul style="list-style-type: none"> • If I don't feel like going to class, I skip classes. (reverse-scored) • People describe me as a hard worker. 			<ul style="list-style-type: none"> • Provide students access to assistance from professors or an advisor with setting goals, prioritizing, time management, and organizing tasks.
General Determination	The extent to which one strives to follow through on commitments and obligations.	<ul style="list-style-type: none"> • I give my undivided attention to something important. • I am serious about fulfilling my obligations. 			<ul style="list-style-type: none"> • Help students recognize the value of meeting their commitments. • Introduce students to trust-building skills.
Goal Striving	The extent to which one strives to achieve goals.	<ul style="list-style-type: none"> • I set goals for myself. • I work hard to achieve my goals. 			<ul style="list-style-type: none"> • Promote goal setting in individual classes. • Encourage students to engage in career/major identification and planning.
Commitment to College	One's commitment to attending college regardless of obstacles.	<ul style="list-style-type: none"> • I am committed to attending college regardless of obstacles. 			<ul style="list-style-type: none"> • Help students identify a career of interest that requires postsecondary education. • Provide assistance with financial planning. • Help students draw clear connections between college majors and careers. • Have students explore professional life values.
Communication Skills	Attentiveness to others' feelings and flexibility in resolving conflicts with others.	<ul style="list-style-type: none"> • I'm sensitive to other people's feelings. • I'm willing to compromise when resolving a conflict. 			<ul style="list-style-type: none"> • Promote conflict resolution and sensitivity training. • Help students practice good listening skills.

Notice the similarity across the ETS SN & ACT Engage outcomes related to academic success. Overlap due to high-quality reviews of the literature.

Guide to Using Results



Scale	Scale Definition	Sample Items	Students Who Score High	Students Who Score Low	Possible Interventions
Study Skills	The extent to which students believe they know how to assess an academic problem, organize a solution, and successfully complete academic assignments.	<ul style="list-style-type: none"> • I summarize important information in diagrams, tables, or lists. • I organize my thoughts before I prepare an assignment. 	Generally complete more assignments and thus perform better academically.	Generally struggle with completing their work and subsequently perform less well academically.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • I avoid activities that require meeting new people. (reverse-scored) • I make friends easily. 	May have trouble keeping up with schoolwork because they focus more on social activities than on their education, especially	Feel shy and nervous when speaking with others, avoid social activities, and feel isolated, especially students who score very low.	<ul style="list-style-type: none"> • 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
Social Connection	One's feelings of connection and involvement with the school community.				
Academic Self-Confidence	The belief in one's ability to perform well in school.				
Steadiness	One's responses to and management of strong feelings.				

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 \(PDF\)](#)

For additional resources (user's guide, case studies), v

- 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

Research Report

ETS RR-15-34

Assessing Civic Competency and Engagement in Higher Education: Research Background, Frameworks, and Directions for Next-Generation Assessment

Judith Torney-Purta

Julio C. Cabrera

Katrina Crotts Roohr

Ou Lydia Liu

Joseph A. Rios

<https://onlinelibrary.wiley.com/doi/epdf/10.1002/ets2.12081>

Research Report
ETS RR-16-25

BEING THE
CHANGE.

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

Richard L. Griffith

Leah Wolfeld

Brigitte K. Armon

Joseph Rios

Ou Lydia Liu

<https://onlinelibrary.wiley.com/doi/epdf/10.1002/ets2.12112>

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*

Select topics to **Find What Works** based on the evidence

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- 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

WELCOME TO THE WHAT WORKS CLEARINGHOUSE

The What Works Clearinghouse (WWC) reviews the existing research on different *programs, products, practices, and policies* in education. *Our goal* is to provide educators with the information they need to make evidence-based decisions. We focus on the results from *high-quality research* to answer the question “What works in education?” Find more information **about the WWC**.

HIGHLIGHTS



What Works Clearinghouse 2018 Year in Review

The WWC focused on creating **trainings, videos, infographics, and summaries to help users identify and apply relevant**

research. See our infographic to learn more.



9 Results filtered by:

Postsecondary x

Evidence of effectiveness	Intervention	Grades examined
	Dual Enrollment Programs	9-12
	Summer Counseling	12-PS
	First year experience courses	PS
	Summer Bridge Programs	PS
	Linked Learning Communities	PS
	Developmental Summer Bridge Programs	PS
	First Year Experience Courses for Students in Developmental Education	PS
	ACT Aspire™	
	Residential Learning Communities	

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

Supporting Postsecondary Success

July 2016

EVIDENCE SNAPSHOT

INTERVENTION REPORT (814 KB)

REVIEW PROTOCOL

Outcome domain	Effectiveness rating	Studies meeting standards	Grades examined	Students	Improvement index
Academic achievement		<u>2 studies meet standards</u>	PS	2,505	4
Attainment		<u>1 study meets standards</u>		8,290	9
Credit accumulation and persistence		<u>3 studies meet standards</u>	PS	11,455	9

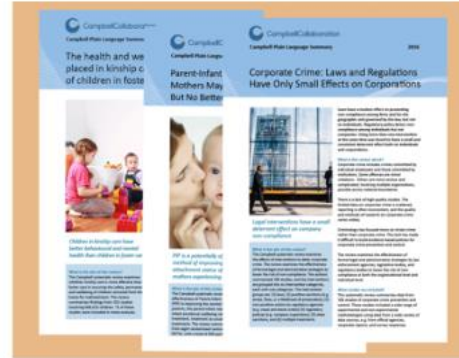
Better Evidence

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.

NEW Campbell Evidence and Gap Maps

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

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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



Grit Scale, 2007

Authors: Duckworth, Angela L.; Peterson, Christopher; Matthews, Mic
doi: <http://dx.doi.org/10.1037/t07051-000>

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 plateaus. Interests and Perseverance of Effort. To begin development of this scale, a pool of 12 items was generated. The authors intentionally wrote items that would be face valid in a particular life domain (e.g., work, school). Included were items that tap goal-directed persistence. In addition, several items were written to ask about the consistency of interest over time. Internal reliability coefficients, redundancy, and simplicity of items were also considered. In a sample of adults aged 25 and older, an exploratory factor analysis was conducted. A 12-item scale was obtained. Confirmatory factor analysis supported this solution. 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

I find the listing of the specific outcomes in **Relevant Variables** 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 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.**

- **Introduction:** provides rationale
- **Theoretical context:** high
- **Relevant variables & indicators:** offers outcomes of specific knowledge, skills, behaviors & attitudes expected of students; draws on literature
- **Assessment examples:** collection, & analysis techniques
- **Assessment, evaluation & research tools:** includes a list of tools with details (e.g., # of items, subscales, reliability); quality of assessment is proportional to quality of data collected via tool
- **Related websites:** location of additional materials (realize this document is dated 2006)
- **References:** sources for citations found in text of the FALDO (realize this doc is dated 2006)
- **Related materials & recommended readings:** “All good readings end with more stuff to read”