

# Novel application of an implementation science framework to refine a holistic student success program

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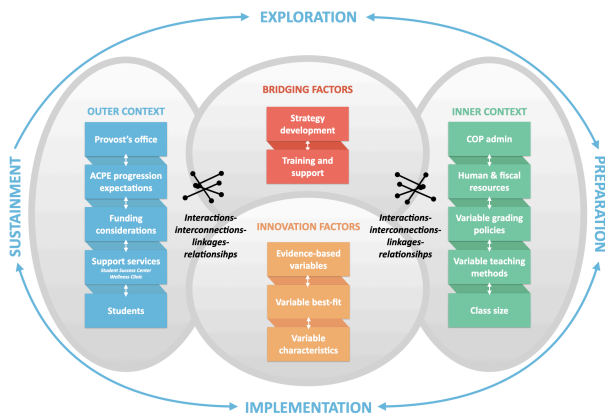
## OBJECTIVE

We are using the EPIS (exploration, preparation, implementation, and sustainment) framework<sup>1</sup> from the discipline of implementation science to guide the development of the next iteration of a student success approach

## BACKGROUND

- Our approach to student retention and success has evolved over the past several years
- Interventions have been developed from the experience of student success team members more than evidence-based practices
- We also need a structure that will improve the fidelity of our interventions regardless of the faculty members involved

### OVERVIEW OF EPIS FRAMEWORK



## REFERENCES

1. Moullin JC, Dickson KS, Stadnick NA, Rabin B, Aarons, GA. Systematic review of the exploration, preparation, implementation, sustainment (EPIS) framework. *Implementation Science*. 2019; 14(1):1-16.
2. Schneider M, Preckel F. Variables associated with achievement in higher education: A systematic review of meta-analyses. *Psychol Bull*. 2017 Jun; 143(6):565-600.

## METHODS & RESULTS

### Explore

#### FACTORS AFFECTING ACHIEVEMENT

Schneider and Preckel<sup>2</sup> describe 105 variables that have varying degrees of effect on student achievement and fall into the following categories.

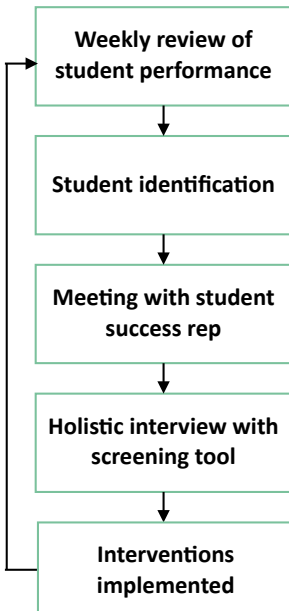
#### Instructional variables

- Assessment
- Extracurricular training programs
- Presentation
- Social interaction
- Stimulating meaningful learning
- Technology

#### Student variables

- Context
- Intelligence and prior achievement
- Motivation
- Personality
- Strategies

### Implement



### SCREENING TOOL

Question	Intervention
Tell me about your experience in the college in general. Do you have a good friend group? Are you in any student organizations? Do you feel like you can get the help you need to be successful?	Discuss organizations and their focus/emphasis. Identify 1-2 that are appealing and then set a goal of attending a meeting or two or attending an event!
Do you study with classmates? Do you seek help from classmates specifically for the classes in which you're struggling?	Emphasize seeking classmates who are excelling in this area in addition to your normal study group
Have you met with your instructors to discuss areas where you need help?	Make a plan to do that now
Are you attending class?	Reiterate the requirement and value of class attendance.
What types of study methods do you use?	Referral to Student Success Center, stream. Make it. Don't provide, share that with others, PMS.
Do you feel well prepared for this course? If not, where could you benefit from some additional learning?	Defined by their answer. Peer tutor, coordinator/instructor meetings
How much time do you spend preparing for each exam on average?	General recommendation of 4 hours per day. Remind. Make it. Don't provide of general practice. Emphasize the habit of studying rather than the goal of hitting a 4 hour per day number.
How well are you able to tell whether you know the material before the exam?	Active retrieval through various mechanisms. Questions you write for yourself. Flashcards. Responding to writing objectives, using a classmate ask you questions. Emphasize the need to attempt these from memory.
How are you doing with staying on track, meeting deadlines, and juggling everything?	Referral to Student Success Center or Wellness Clinic as appropriate
Are you able to stay focused during class or your own study time?	Peer tutor or referral to Wellness Clinic
Tell me about your stress or anxiety level. Could be related to class or life in general, work, exams, etc.	Referral to Wellness Clinic
Tell me about your motivation/your related to school?	Referral to Wellness Clinic

For more information on this screening tool and variables, see the document at the QR code.



### Prepare

Review factors affecting achievement

Schneider and Preckel describe and rank 105 variables affected student achievement by effect size

105 variables reviewed

Highest effect sizes? Ability to influence given our inner and outer contexts?

19 variables selected

How do they relate to each other? Can they be collapsed?

3 general groups

Social considerations  
Learning strategies  
Personal considerations

12 interventions defined

Representing a holistic approach

Screening tool developed

To be used by each student success meeting facilitator

Train team

Training to ensure fidelity between different members of student success team

### Sustain

#### MAINTENANCE AND FUTURE PLANS

- Maintenance of student success program
- Fidelity monitoring across student success representatives
- Adaptation of interventions based on student feedback
- Exploration of variables and interventions of variables affecting student achievement in the assessment and instruction
- Possible faculty development on the process