



BUILDING ASSESSMENT INTO GRANT FUNDING FOR COLLEGE PROGRAMS



Hope COLLEGE

FROST CENTER FOR
SOCIAL SCIENCE RESEARCH

Building Assessment into Grant Funding for College Programs

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Letter to a Colleague

Dear Colleague,

When we launched our grant-funded program, we naturally had some assumptions about what the program might do; how it might work. If we had only collected feedback forms and participant numbers for the program, we would likely still believe those original assumptions. Robust programmatic assessment was *the* way we were able to find that, surprisingly, a few parts of our program had no noticeable effect at our institution. When we found a statistically significant difference between program participants and others, we were able to locate the program's measurable impact and consider how we might capitalize on that part of the program.

Assessment may well be the broccoli of program design. It is good for our programs, but it is often less fun than dreaming up programmatic opportunities to cultivate vocation on campus. Yet assessment is not merely the key to designing a healthy, effective program, it can lead to other benefits such as the opportunity to publish findings, to add power to donor/institutional pitches to ensure a program's future is secure, and to add knowledge to the field.

When we received approval for our grant, research into its effectiveness was an early priority, but we lacked a clear sense of the time and cost needed to achieve our goals. Looking back, we under-estimated the resources we needed at every turn. Midway through our grant, we recognized an opportunity to re-appropriate grant funding that enabled us to partner with our college's social science research center. We hope this guidebook provides you with some early considerations that allow you to set your program's assessment up wisely and well. We wish you well as you allocate resources and look forward to your own program's implementation!

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Assessment in Grant-funded Program Development

The importance of assessment. Most program development grants require some form of assessment, but there may be a distinct difference between fulfilling your grant's assessment obligations and designing assessments that equip you to better understand your program's value and empower you to make careful decisions as the grant timeline unfolds—and as your work on the program extends beyond the grant. Assessment can provide justification for applying for future grant support. It is often key to garnering donor or internal support. It is the difference between *thinking* your program *probably* makes a positive difference and *knowing* there is *evidence* of a positive difference.

Research versus assessment. In our work, we have attempted to use our program assessment as a form of research, but considering the subtle difference between research and assessment will allow you to clarify what is best for your program. Assessment is conducted to improve a program and evaluate whether it fulfills its objectives or outcomes. Research is conducted to create knowledge that extends beyond the program itself. A project can sometimes serve both purposes, but the intended use of the findings is the key distinction. You can use assessment in ways that will lead to research findings, if you

wish, and so you will notice that, while we primarily reference “assessment” here, we often mean both assessment *and* research.

The difficulties of assessment. Engaging in the kind of assessment we have described may be challenging for those new to the work. Personnel is often necessary because of the time required to complete data collection, data cross checking, analysis, and reporting. Further, personnel must have the expertise needed to follow relevant rules and guidelines.

Adequate participation is also needed to successfully draw conclusions about your program.

Many assessment difficulties are outsized at the beginning of implementation. Once you have constructed assessment tools and find what works for your program and on your campus, you may find your assessment is much easier to administer in the future.

Assessment guidebook. This guidebook is designed to help anyone (but especially those writing program grants) incorporate meaningful assessment components into their projects. In order to accomplish this goal, we reference some of our experiences working to implement an assessment component into Hope College's recent Peer Advisor Program.

The guidebook overviews relevant funding and technical factors, study design and details, and running and analyzing the results to advance your program. It can serve as a potential aid and quick-reference to common questions about including a

program assessment as part of a grant-funded project.

Advance your mission. As you begin to think about your program's assessment, we recommend you revisit the distinctive mission of your college, and define the ways your project fits within the mission. Mission-centered assessment can powerfully shape your program. For example, we assessed our institution's vocational framework—a key component of our program. Doing so gave us new insight into how the framework works (and doesn't work) as it is used with our students. This understanding will likely help us use the framework both within our program and also in other areas of our institution.

Overview of the Peer Advisor Assessment Study. Hope College, a liberal arts college based in West Michigan, ran a Peer Advisor Assessment Study (PAAS) in 2026 as part of its Peer Advisor Program. This Peer Advisor Program was conducted as part of the college's First Year Seminar Program.

For the Peer Advisor Program, roughly 30 Hope College students who had completed at least one year of study at Hope College were hired as peer advisors. These students received training and ongoing mentoring as part of their role. They were each assigned to a first-year seminar class and co-advised alongside the course's professor. Peer advisors shared vocational stories and connected their first-year peers to student life opportunities, academic assistance, and more. They asked first-year students about their strengths, interests, and college transition, acting as resources for students throughout their first semester.

The PAAS evaluated both peer advisors and first-year students, investigating whether participation in the program was associated with differences in students' perspectives and knowledge over time, particularly with regard to students' understandings of the concept of vocation.

The PAAS is an example of a project that incorporated an assessment component into a grant that was aimed at helping to develop a program (the Peer Advisor Program). We share information about this project to highlight some actions we think worked well, challenges we encountered, and knowledge we gained through the undertaking of this study that could help to make integration of assessment into a project easier or more effective for others.

Pre-semester and post-semester surveys were sent out to three groups of students: (1) all first-year students, including those who did and those who did not have a peer advisor in their first-year seminar class, (2) the peer advisors, and (3) a control group for comparison with the peer advisors.

First-year student surveys' purpose was to establish a baseline: How did first-year students understand their strengths, interests, and context (that make up our vocational framework)? To what extent could they connect to college resources in the first semester? We compared the relative changes in the knowledge and perspectives held by first-year students who did and did not have a peer advisor in their first-year seminar class.

Peer advisor and peer advisor control group surveys gathered information about the

relative changes over time in peer advisors' vocational perspectives and knowledge between the beginning and end of their time as peer advisors and then compared their responses and relative change in responses to those of similar students who did not have the experience of being peer advisors. In particular, these surveys focused on gathering data that could be used to assess the peer advisors' understanding of their vocation and related concepts, and how, if at all, these changed between the beginning and of the end of the semester.

Focus groups with (1) first-year students and (2) peer advisors were also utilized to get a deeper understanding from a few students who agreed to participate.

From this assessment and data, the Peer Advisor Program gained a clearer understanding of how the program worked, places where data show a measurable difference, and, therefore a clearer sense of what programmatic elements to keep (and change) in order to advance the program.

Building Assessment into the Grant Proposal

Funding for data collection, analysis, and reporting. Program assessment is important, but—as highlighted above—it requires resources. We recommend building assessment into your grant proposal to facilitate data collection, analysis, and reporting.

External research support. If you decide to write an external research partner into your grant proposal, you may or may not

have access to a research center on your campus. The Frost Center for Social Science Research that we utilized provides research support to partners outside of Hope College, and there are certainly others like it with whom you may be able to secure initial estimations of research cost as you evaluate the best options for your program's research.

It may also be worthwhile to consider whether a faculty member with relevant expertise would be well suited to the type of assessment you hope to conduct.

What might an external partner contribute to your program evaluation? The Frost Center helped us with everything from survey question construction, to focus group coding, to data collection, analysis, and report writing. A more detailed description of the benefits of external research support can be found in the External Research Support section.

What funding will you need? Funds for assessment can be included in your application. There is an outsized amount of work involved in assessment design and approval. Consider whether course buy-outs or stipends are appropriate for your project. Well into our grant, when we realized how time consuming our assessment plans had become, we requested a redistribution of funds and partnered with the Frost Center for Social Science Research. With colleagues to collect data and analyze the results, our time for program administration increased, and we could better balance other work demands. What funding will you need? As you write your grant proposal, identify which colleagues or centers are well positioned to support your work. Initiate

early outreach to ask for pricing and course buyout interest that can be evaluated.

External Research Support

The benefits of using a neutral or external research team to collect and analyze data may seem obvious: added objectivity and expertise, however the value of these gains is nuanced and worth exploring as you determine what kind of assessment collaboration makes sense for your program.

Unbiased perspective. When an external researcher or group is not directly involved in the project or assessment, it allows them to approach the collection and analysis of data with fewer preexisting assumptions or beliefs. Likewise, a third-party research team has no stake in the results and will, therefore, be less likely to nudge participant responses toward certain outcomes. Assessment programs can more easily gather opinions impartially when using external research teams to create questions, collect data, and analyze the results, providing your findings with added credibility.

Participant anonymity. External researchers can also help to protect the anonymity of the participants. When allowing an outside source to collect data, the participants have no connection to the researchers. The challenge of an internal research team collecting data, such as a program director surveying their colleagues or students, is that participants may be identifiable to the program director and

furthermore, participants may feel pressure to answer the survey or interview questions in a certain manner. An external team allows participants to provide honest responses.

Specialized expertise. Logistically, external research teams have specialized expertise and experience in research collection and analysis. They can provide helpful feedback about the study design or survey questions. Also, they are well trained and efficient in research methods and protocols.

Example of the External Research

Partner Role. The PAAS hired and used the Frost Center for Social Science Research to collect and analyze data. Instead of having the Peer Advisor Project staff gather and analyze the data, the Frost Center provided an unbiased perspective, specialized expertise, and protected participants' anonymity. Furthermore, the Frost Center created the survey questions, coded the focus groups, handled the recruitment of sample groups (both experimental and comparison), ran data collection and analysis, and wrote the report! External research support is very beneficial and worth the consideration.

Yet, it is important to note that there can be difficulties using external research support, such as high financial costs, integration difficulties, and loss of direct control over the study.

IRB/HSRB Protocol

Ethical standards. If you are assessing your program but do not wish to disseminate findings beyond your institution, you may not need to receive approval from your

institution's Institutional Review Board (IRB) or Human Subjects Review Board (HSRB). However, if your assessment will be used for research, the first priority—when conducting a research study that includes human subjects—is to ensure that your data collection and data usage meet ethical standards. Approval from your college's IRB or HSRB is a safeguard for human subjects. These committees work to ensure that research meets ethical guidelines of respect of persons, beneficence, and justice. Common steps for submitting an IRB/HSRB protocol are explained below.

Expandable knowledge. An important benefit of receiving IRB/HSRB approval for an assessment study is the opportunity to present or publish results from the data collected by it. This is because academic presentations and publications on human subject research must be done in accordance with an IRB/HSRB protocol.

Step by step guide. The following section provides an outline of the steps involved in the IRB/HSRB protocol process for a research study involving human subjects.

1. Complete CITI training

Before starting your IRB/HSRB protocol application, you need to complete CITI training and obtain CITI certification. CITI (Collaborative Institutional Training Initiative) is a web-based training program that provides training in ethics, compliance, and safety for human subject research. It focuses on a few different research areas including Human Subjects Research

(HSR), Responsible Conduct of Research (RCR), and Biosafety & HIPAA. HSR trains you on ethical principles, like the Belmont Report, as well as informed consent, and protecting vulnerable populations. RCR deals with research integrity, and Biosafety & HIPAA help you to understand research safety protocols and the importance of protecting participants' personal information.

2. Fill out IRB/HSRB protocol application

Next, begin filling out your IRB/HSRB protocol application. As part of this process, you should provide details about different aspects of the study, including the recruitment plan, study personnel, data storage, security plan, and the study's risks and benefits.

3. Wait for IRB/HSRB Committee review and resubmit if needed

After the IRB/HSRB Committee reviews your application, they will respond with feedback. You may need to update your protocol based on their comments and resubmit if needed. You will then hear back if your updates are satisfactory. Once approved, you are ready to begin your assessment.

4. Follow protocol closely!

Now that your IRB/HSRB protocol was been approved, you can begin your assessment study. Make sure to follow your protocol closely, and to

not make any changes or revisions to your plan. If changes must be made, you will need to submit a request to the IRB/HSRB Committee, and they may or may not approve your changes.

Overall, remember that this whole process takes time! Plan ahead and prepare to wait ensure your application is approved in time along with the advised changes.

Building Assessment into the Program

Plan ahead. High response rates are critical to thorough assessment. How will you encourage assessment participation? Could surveys be built into class time, work hours, or other programmatic elements? We realized that we could have taken more steps to do this in our PAAS project by requesting professors to survey students during class time and using peer advisor's work time to conduct surveys.

If we had planned ahead, we could have requested IRB/HSRB approval in advance of our program's launch. If students are asked to complete an assessment as part of their work or class time, it is important that this is done in a way that is not coercive, and that your IRB/HSRB has provided approval.

Provide Time for Assessment. It can be difficult to secure adequate participation when time to complete assessment components is not built into the program. We recommend you set aside time for assessment, whether in a class, retreat, or

work hours. Even those students and faculty with the best intentions may not remember to participate if assessments are limited to a link in an email.

Assessment Options

Have you considered your assessment options? We will overview surveys, focus groups, and interviews, noting key differences to help you determine the best fit for your program.

1. Surveys

Survey research is the least time consuming, expensive, and interactive. Therefore, surveys are often the most feasible assessment option. A survey typically requires creating questions, inserting them into a platform, and distributing your survey. Monitoring your survey as it goes out is recommended to make sure your survey is being taken only by your intended audience, and that the release and termination of the survey go accordingly. After your survey is closed, you can download your results to begin evaluation. Surveys are a good way to get your assessment out to a large audience and get results back quickly without having to take a lot of time to collect data. You can choose to give an incentive for your survey or not. Incentives could be drawings for a gift card, credit (if it is built into a course), or some sort of prize.

Qualtrics. Qualtrics is a reputable platform utilized by many colleges. When choosing a survey platform, check on data security and platform design and reputation. Unreliable platforms could result in leaked links for your survey for bots to take or allow for

respondents outside your intended audience to take your survey to try to obtain the incentive.

Good practices. Since surveys deal with human test subjects, it is important that you keep your participants and data safe. Good practices include maintaining all IRB/HSRB guidelines and CITI certification guidelines, especially confidentiality, consent forms, and debriefing participants. It is important to communicate all the necessary details of your study to your participants, to let them know their information will be kept confidential, and then to maintain that confidentiality. Among other things, common steps used to help maintain confidentiality include removing identifying information, not talking about some aspects of the study with those outside of the study administration, and not reporting information with low cell numbers where a participant could be identified. For example, if there are only two women in a 18-23 age range, then don't report these demographics together.

Change over time. Another option when developing surveys, is to evaluate change over time. This often includes pre-treatment and post-treatment surveys, assessing participants before and after the treatment or program. Although this process can be more time consuming and cost more than just using a single survey, the results can be more revealing and show how data change over time. Before-and-after surveys show the bigger picture and direct impact of the intervention or program. Similarly, longitudinal surveys assess data over an extended period of time. Longitudinal

surveys can assess participants at the beginning and end of treatment, as well as during the treatment or months after the treatment to see how effects withstand time. It is also key to keep in mind that surveying individuals more than once can lead to a decreased retention rate, see section on Challenges with Data Collection for more details on this issue.

Control group. Another skillful way to capture more of a big picture is with a control group. Control groups allow for comparisons between treatment and non-treatment (the control) groups, making differences more apparent. This allows for a better understanding of the treatment's effectiveness. The logistics of a control group involve the recruitment of a group of participants similar to the treatment group, but they do not go through the treatment. The difference in responses between the two groups will help you get a better understanding of how well your treatment worked. Without a control group, it would be difficult to show your treatment is the reason for a change when there is no baseline with which to compare. This also involves a higher cost as it would be a larger group to evaluate.

2. Focus groups

Focus groups involve a moderator asking a small group of participants questions about the treatment/program. Focus groups acquire in-depth information from participants and allow them to speak with each other, providing more insight and information. This is time intensive as it involves sitting and interviewing a number of people, recording the responses, and coding the

responses. It is also more expensive because of the extra time it takes to gather data, but can be less costly than an interview as you have multiple participants talking during a focus group session.

3. Interviews

Another way to get more in-depth data is by interviewing participants. This is a very involved way of gathering information as it requires time spent with individual participants asking them questions and recording their responses. It also takes time to transcribe the responses and to code and analyze the data. Interviews are a good way to get very individualized and extensive information from participants. Interviews also remove the risk of putting the survey online. Furthermore, interviewers are able to ask clarifying questions and make sure all of the information is acquired. Yet, interviewing is the most expensive and time consuming of the three assessment options.

Qualitative versus quantitative data.

When deciding which assessment option to use, it is important to consider what type of data is most beneficial. Qualitative data provides in-depth contextual insights. Participants are able to explain their responses and are not limited to response options, seen in the focus groups and interviews. Quantitative data measures variables quickly, and statistical tests are easily run on the data, more typically found from surveys.

Challenges with Data Collection

Sample size. The sample size can easily get confused with the population size, but they represent different groups. The population size is the entire group of individuals being studied, while the sample size is a smaller representative subset of the population. The sample size is the group of individuals that are being directly surveyed. For example, at a college, the population size could be the entire student population, and the sample size is a randomly selected group of students asked to participate in the study.

It is critical that the sample size is large enough to draw conclusions. The statistical power to detect real effects relies on the sample size; larger sample sizes can help avoid errors. Furthermore, a large enough sample size is needed to generalize and apply results to the broader population.

Population size. The population size is not usually an issue in data collection, but if a population size is not large enough it can also create similar issues as the sample size. Small population sizes occur when measuring the effects of size limited groups. This was an issue with the PAAS, there were only so many peer advisors, making both the population and sample size quite small. Colleges may also encounter this issue when testing a specific program or group of individuals.

Yet, there are a few different ways to combat the small sizes. First, when administering surveys or asking questions, put more care and thought into getting

useful data. Additionally, be strategic with incentives and timing of data collection to optimize data results.

Response rate. Another common issue with data collection is the response rate, the percentage of participants that responded to the survey. For example, in the PAAS, 32 students were invited to do the pre-semester peer advisor survey, 17 completed the survey, resulting in a 53% response rate.

Retention rate, the percent of participants that continued participation across time, is the number of participants that complete the pre-survey versus the post-survey. It is normal to have a decrease in retention and, therefore, important to encourage participants to continue participation and keep the retention rate as high as possible. If the study does not need to compare variables before and after the study, or does not need to assess changes longitudinally, a single survey assessment can be effective on its own.

Recruitment. As you identify, engage, and enroll participants in the study, you will determine who to recruit. Researchers often use random selection to select which individuals in the population should be in the sample size. Random selection reduces selection bias and increases the likelihood that results are representative of the population.

However, it can be especially challenging to get an adequate number of participants to engage and participate. Factors such as timing, incentive, and accessibility affect the completion of the study.

PAAS experienced a few issues with recruitment when we were measuring the peer advisor's responses. It was difficult to get an adequate number of peer advisors to participate in the survey and focus group. Our recruitment challenges may be valuable for you to consider as you plan for your recruitment. We found that:

- Students were very busy (many had sports and extracurricular activities on top of academic workloads)
- The sample group was quite small
- The incentive was not large enough
- The time of year was not ideal. The survey/focus group happened at the end of the year near exam week.

The next section breaks these issues down further and explains how to succeed at recruitment.

Succeeding at Recruitment

Build assessment into the program. As explained above in the Building Assessment into the Program section, colleges can build assessments into their program to help increase recruitment. This can be done, for example, by using the assessment as a class activity or homework assignment.

Make surveys accessible. Another strategic way to increase recruitment is by dedicating class or work hours to completing the survey and assessment activities. This lowers the bar and makes the assessment more accessible. Other ways to increase accessibility include using QR codes or hyperlinking the assessment.

Provide incentives. Incentives also can increase recruitment. Some incentive options are monetary rewards, gift cards, free coffee, or merchandise. When working with incentives, be sure to write enough funding into the grant. The PAAS's pre-semester and post-semester survey incentives were raffles for \$30 gift cards to the Hope College Bookstore.

Work with your institution. Another tip in recruitment is to work with your institution to access larger lists of students so that you can build a more representative sample. The PAAS was able to work with Hope College to receive student lists that were used to create the first-year student and comparison-group samples for this study.

Timing is important. Lastly, a large part of recruitment is the timing. This is especially key for colleges because it can be hard to get students to take surveys and participate in focus groups at the end of the year or during exam week. Colleges can administer the assessment a few weeks in advance of the end of the semester, or use some of the techniques mentioned above to counteract the timing of the year. Pay attention to timing and academic breaks as you plan.

Developing Survey Questions

While the assessment design and recruitment are critical, so is developing the survey questions. There are many ways to write questions that are leading or confusing, and cause incorrect responses. It can be helpful to have external research

teams develop the survey questions and create research instruments. Below are a few common errors to look out for when writing survey questions.

Leading questions. Survey questions should be neutral and should not “lead” the participant to a certain answer. Leading questions suggest or force an answer rather than a true response. For example, asking someone, “How much did you benefit from this program? Some or a lot?” is not neutral, and forces the participant to choose between two positive responses.

Double-barreled questions. Avoid double-barreled questions such as, “Did you learn a lot and enjoy this class?” This question is poorly written because it is assessing two different things! Researchers will not be able to tell if the response is about the amount learned or the enjoyment of the class. Questions should only assess one idea to avoid confusion.

Negative-worded questions. Questions with negative wording can easily confuse participants. These questions usually include the word “not”, especially when paired with options of agree or disagree.

Vague and ambiguous questions.

Questions that are vague or ambiguous can be misinterpreted and answered incorrectly. Survey questions should avoid using broad terms, jargon, or confusing acronyms. Questions also should not assume that the participant has prior knowledge about a more advanced topic.

Additionally, it is important to define the period of time and the quantity. Consider the

question, “How often do you meet with your peer advisor?” Responses will likely vary due to the vagueness of the question: is “how often” referring to the past week or the entire semester? Should they report the number of meetings, hours, or days? A better worded question would be, “On average, how many days a week do you meet with your peer advisor?” Overall, make sure that the subject and purpose of the question are easy to understand and answer.

Inadequate response options. When using questions with a range of responses ensure that all ranges are present and do not overlap. Consider this common mistake in which participants are asked to choose between: “1-5 years,” “5-10 years,” or “10-15 years.” The first problem is that there is no option of less than 1 year or over 15 years. If someone needs to answer 5 or 10 years they have to choose between two options. Therefore, the correct response options should be: “less than 1 year,” “1-5 years,” “6-10 years,” “11+ years.” This allows for all response options and none of them are overlapping.

Avoid survey fatigue. The length of the survey correlates to survey fatigue. Survey fatigue can cause participants to skip questions completely or not finish the survey due to its length. Therefore, it is important to avoid excessive open-ended and complex questions. It can be helpful to let participants know about how long a survey will take them before they begin, so they are mentally prepared for the number of questions or length.

Additionally, avoid unnecessary questions. To check if a question is essential, first ask yourself what the question is assessing and determine if another question is assessing the same thing. Next, ask yourself if that variable is necessary and needs to be assessed.

Although it is important to avoid survey fatigue and ambiguity, open-ended questions and a wide variety of response options are useful. These sorts of questions allow for different viewpoints and for participants to express their perspective. This can be difficult to achieve, but when it is done correctly the data are the most beneficial.

Focus group questions. Focus group questions can generally follow the same guidelines as listed above. But since these questions are being asked aloud, they should be more open-ended, allow for conversation, and more detailed, in-depth, personal answers. Other tips include avoiding “yes” and “no” responses. Instead, start with a broad question, and then ask more specific, follow-up questions.

Validity and reliability. Validity measures whether a question is accurate, meaning does it measure what it intends to measure. Reliability measures consistency, whether a question yields the same results under similar conditions. It increases the likelihood that the data are stable and repeatable, making the questions ready to be administered to a large group of people. To assess validity and reliability the questions should be reviewed by experts in the field, then the questions should be tested on a pilot group. Finally, the results from the pilot group should be run through statistical

analyses to guarantee that the questions are valid and reliable.

Test your questions. Testing your questions for their validity and reliability is important. Identify a group with similar demographics as your sample to evaluate their responses and pinpoint any confusing language or misunderstandings.

Qualitative Coding

Coding framework. There are different approaches to coding depending on the project. One option is inductive coding, which builds the code from the bottom-up, creating the code directly based on the participants' responses. Another option is deductive coding, which creates a preliminary codebook based on research questions and existing theories. Once a codebook is created, define each code, so that all coders understand what qualifies a response for a certain code.

Steps for Coding. The following list outlines common steps for coding.

1. Transcribe interviews, focus group responses, or open-ended questions
2. Create coding framework
3. Have two to four coders code the entire dataset
4. Compare each code and talk through discrepancies to come to a final code
5. Calculate interrater reliability if needed

Findings

Analyzing the results of your data is often the moment when you realize the hard work was worthwhile and reap its benefits. You will want to plan for who will clean the data, code focus verbal or written responses, run statistical analyses, and summarize the results. Again, you might add these elements to your budget, if it is possible.

When we received our findings, we saw that students at our institution were successfully locating and using college resources, whether or not they had a peer advisor. Originally, our program was designed with an emphasis on first-year students' transition to college, and so there was a significant programmatic element in which peer advisors trained on college resources and were instructed to share resources with their advisees. Several years of findings allowed us to see how that particular element of the program was unnecessary at our institution, a program element we can now change in accordance with our findings.

Peer advising has limited research; often the research on it is on models used by larger institutions with single-role advisors. We hope our findings might be helpful to others outside ourselves and plan to continue our efforts. We extend the same wish to you as you begin your own programmatic journey.