Social-Belonging for College Students
A free, evidence-based program designed to support a sense of belonging on campus

Brought to you by
Thank you for your interest in Social-Belonging for College Students!

The College Transition Collaborative and PERTS have been working hard to rigorously test and improve this program, with the ultimate goal of making it freely and easily available to colleges across the country. We believe that all schools should have access to the best research-based education programs, and we’re tremendously excited to bring you this program for the first time.

This Program Information Packet is intended for college administrators and faculty who are interested in learning about or implementing Social-Belonging for College Students on their own campus. (We hope that’s you!) The information provided here will help you understand the research behind the program and the process for implementing it. This packet also provides guidance for introducing your colleagues to Social-Belonging for College Students and information about where to find other helpful documents, such as FAQs.

We’re looking forward to collaborating with you and your school. Together, we can support more students to thrive in college and achieve their true potential.

Sincerely,
The CTC and PERTS Teams

Contributors

Social-Belonging for College Students was created by researchers at Stanford University, the University of Texas at Austin, Indiana University, and the University of Waterloo, including Drs. Greg Walton, David Ycager, Mary Murphy, Christine Logel, and Dave Pauneska with contributions from a team of graduate students, researchers, and collaborators as well as school partners. The software, logistical processes, and materials used to help colleges run Social-Belonging for College Students were created by PERTS in partnership with the College Transition Collaborative, an organization that brings together scientists and higher education leaders to create learning environments that produce more equitable post-secondary outcomes. Thanks to generous support from the Joyce Foundation and the Raikes Foundation, PERTS is thrilled to make Social-Belonging for College Students available to all 4-year colleges in the United States. In doing so, we hope to advance our mission to empower educators everywhere to implement evidence-based strategies effectively.
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60-Second Overview

Here’s the “60 second” description of Social-Belonging for College Students. The rest of the packet goes into considerable detail about each of the sections below.

The 30-Minute Module: Research, Content, and Impact

All incoming first-year students are likely to experience challenges and setbacks as they transition to college. In the face of challenges and setbacks, negative stereotypes and underrepresentation can cause members of socially disadvantaged groups to wonder if they – or people like them – belong in college. Social-Belonging for College Students is an evidence-based program designed to instill in students an adaptive mindset that normalizes difficulties experienced in the transition to college and helps students feel a greater sense of belonging at their school. By exposing students to stories portraying challenges and setbacks as normal, improvable with time and effort, and not indicative of a lack of belonging, students are more likely to remain socially and academically engaged (e.g., attending office hours, joining student groups, etc.) and ultimately demonstrate greater academic persistence and achievement. The online module takes only 30 minutes for students to complete and consists of brief reading passages, writing exercises, and survey questions. In previous randomized controlled studies, Social-Belonging for College Students has led to both greater social and academic engagement on campus as well as improved academic outcomes—including higher GPAs and greater student retention—among students from socially disadvantaged backgrounds.

Program Implementation Guide

Schools provide incoming first-year students a link to access the program. Students can complete the 30-minute online module any time between June and October. It typically takes about 2-4 weeks to finalize the program logistics for your school and less than one hour to register and get set up on our online platform. In a nutshell, program implementation looks like this:

1. **Learn and Discuss.** Download this Program Information Packet to learn how participation works and discuss your options with your colleagues. Wow — you’re already on top of it! Amazing!
2. **Sign up.** Enter your email at [perts.net/social-belonging](http://perts.net/social-belonging), create a user account, review our Terms of Use and Privacy Policy, and decide how your students will participate. The Registration and Setup section goes into considerable detail about how to get your college set up to participate using our online platform.

*Once our team approves your participation, your spot is secured.*

3. **Participate.** Once you’ve completed all pre-launch tasks, students complete the 30-minute module independently before arriving on campus, or in a supervised setting during new student orientation week.

4. **Track Impact.** Track participation in real time to see how many students completed the program, and come back on November 1st to download a report about the program’s impact on student survey outcomes.

**FAQ**

We’ve created this packet to provide you with detailed information about the program, and most of the answers to your questions can be found in the relevant section of this packet. Just in case, we’ve also compiled answers to the most commonly asked questions in the FAQ section on [perts.net/social-belonging](http://perts.net/social-belonging). If you can’t find the answer to your question there, please contact us at support@perts.net.

*Note:* We’re a small team, so while we aim to respond to questions in 2 working days, during high volume times it may take up to 5 days. Please wait 5 days before submitting a follow-up.

**Supporting Documents**

On our website you can also find several supporting documents for you to reference as you get this program set up at your school, including: a shareable brochure, sample facilitator instructions covering both implementation options (independent completion over the summer or supervised completion during new student orientation), communication guidelines, and a printable implementation checklist.
The Research: An Introduction to Social Belonging

All students face challenges and setbacks in the transition to college, from making new friends, to failing a test, to building relationships with professors. For students from socially disadvantaged backgrounds (such as racial/ethnic minority students or first generation college students), awareness of negative stereotypes and underrepresentation can affect their interpretation of difficulties and prompt them to wonder if they, or people like them, belong or will be able to succeed in college. When these students encounter common challenges in the critical first weeks and months—like feelings of loneliness or receiving negative feedback—these challenges can seem like proof they don’t belong or can’t succeed. That inference can then become self-fulfilling.

The Social-Belonging program grew out of classic research showing that the presence of a negative stereotype about the ability of one’s group in academic contexts can create a psychological threat termed stereotype threat (Steele, 1997, 2010; Steele et al., 2002). When people worry that poor performance might be seen as evidence confirming a stereotype about their group, this concern can cause distraction and anxiety and undermine academic performance (Schmader et al., 2008; Spencer et al., 1999; Steele & Aronson, 1995; Steele et al., 2002; Steele, 2010). When a person enters a setting where their group has been negatively stereotyped, they may wonder again and again if they will truly belong in that setting—if other people will respect, value, and include them. Cues in the setting that signal one’s group is not normative there—such as the numeric underrepresentation of their group (Murphy, Steele, & Gross, 2007)—can continually raise and re-raise questions of belonging.

Thus, worries about belonging (called “belonging uncertainty”) carry an important psychological consequence: they provide students a lens through which to make sense of their experiences in school (Walton & Cohen, 2007). When students fear that school could be a place where they may be devalued or excluded, everyday challenges can take on a threatening meaning. When a student already worried about belonging fails a first-semester midterm, has a brusque interaction with a professor, has a conflict with a roommate, or feels homesick, she may infer that she or people like her
simply do not belong in college in general. This inference in response to early difficulties can lead to social and academic withdrawal which, in turn, leads to lower academic achievement and persistence. Thus, these concerns can become self-fulfilling and deprive students of the supports needed to succeed in a challenging academic environment in the long-term.

What can help, then, is information that helps students understand that worries about belonging are normal in the transition to college, do not indicate a lack of belonging, and improve with time. To share this message, the Social-Belonging program uses carefully written stories from diverse older students to convey that worries about belonging in a new school—about interacting with peers, joining study groups, talking with professors, etc.—are common at first but dissipate with time as students reach out to others and come to feel at home. This message provides students a new narrative with which to understand adversities: that they are normal and can be overcome.

The Social-Belonging program aims to get students out of a yes/no fixed mindset, in which daily experiences are viewed as evidence for/against their belonging in school, and into a process mindset, where they view belonging as a process that develops over time over which they have some control.
Program Content (The Online Module)

This module consists of a 30-minute online activity for students to complete prior to coming to campus or during orientation. Participating students will read stories that are presented as being from older students and complete a brief writing activity and survey.

Introduction

The program is introduced to students as a way for them to learn more about what the transition to college will be like, and as an opportunity for them to share their own experiences. They are told their institution is hoping to hear their perspective in order to help provide future students better insight into what coming to college is like. This framing puts students in the role of the benefactor, not beneficiaries—the latter is a potentially stigmatizing role that could undermine the effectiveness of the program.
Student Stories
The core content of the program consists of short stories from older students describing their experiences in the academic transition—challenges they faced, and how they overcame them to belong and succeed. The stories are introduced in the context of a larger survey of students that focused on students’ transition to college. The results from this survey are summarized as finding that, while almost all students reported a positive experience in college, they also reported worrying at first about whether they fit in or belonged in college but came to feel that they belonged over time.

More specifically, participating students read nine stories in which older students describe their experiences and what they have learned along their path to belonging. These stories are portrayed as coming from a diverse group of students at a variety of different institutions. Importantly, the activity emphasizes that the experiences described by students in the activity are representative of common struggles that many students report. They address a variety of barriers students can face to feeling a sense of belonging including academic failures, difficulty forming close friendships, financial barriers, and other common concerns.

Writing Exercise: Saying-is-Believing
After reviewing the student stories, participating students are asked to describe how the themes they read about have played out in their own experiences so far and/or what they expect to experience in the transition to college. Participating students are told these materials may be shared with future students to help them better understand what to expect in the transition. We refer to this activity as “saying-is-believing” because it gives students the opportunity to articulate how the primary message of the program relates to their own experience, personalizing it and helping students to internalize the message.

Survey
At the end of the program, participating students complete a short survey for us to assess their anticipated change in feelings of belonging over time as well as related attitudes and behaviors, such as their excitement about coming to college and how
difficult they expect the transition to college to be. You’ll be able to download a report summarizing findings from these survey questions to learn more about your students’ experiences as they enter college.

Program Impact

In previous implementations, the Social-Belonging program has led to greater academic persistence and achievement, as well as greater social and academic integration among racial/ethnic minority students and first-generation college students:

**13 percentage point increase in full-time enrollment (Yeager, Walton, Brady, et al., 2016)**

In a trial with 584 college-admitted charter-school students planning to matriculate at various universities (primarily broad-access institutions), a Social-Belonging program at the end of the students’ senior year of high school increased the percentage of students who stayed full-time enrolled in college over the next year from 32% to 45%. The program reduced the persistence and achievement gaps between advantaged and disadvantaged students by 35-50%. The program also increased engagement on campus – it increased the percentage of students who chose to live on campus, who used academic support services, and who joined student groups.
Four percentage point increase in full-time enrollment (Yeager, Walton, Brady, et al., 2016)

In a trial with 7,418 incoming college students at a large public university, a Social-Belonging program in the summer before entering college increased the percentage of ethnic minority and first-generation college students who completed the first year and remained enrolled full-time from 69% to 73%, reducing the achievement gap compared to non-minority, continuing-generation students by 40%.
A .09 increase in first-year GPA (Yeager, Walton, Brady, et al., 2016)

In a trial with 1,596 incoming college students at a selective private university, a Social-Belonging program in the summer before entering college increased the mean GPA of ethnic minority and first-generation European American college students from 3.33 to 3.42, reducing the achievement gap compared to non-minority, continuing-generation students by 31%. The program also reduced the percentage of these students in the bottom quarter of their class from 50% to 37%. The program also supported minority and first-generation students in making more friends, participating more in extracurricular activities, seeking out academic support services more, and being more likely to develop mentor relationships.
The Social-Belonging program aims to help students view social challenges in school as normal and improvable and, as a consequence, sustain their social and academic engagement in the face of challenges. For a summary of this process, see Figure 1.

When students see challenges as normal difficulties that can be overcome, they stay more engaged in school. The Social-Belonging program can thus increase students’ reports of the extent to which they email professors, attend office hours, meet with study groups, access other supportive services (e.g. advisors, tutors), participate in class, and study. It can make students more likely to live on campus, and more willing to take on academic challenges that pose a risk of failure but will promote learning (Walton & Cohen, 2007; Yeager, Walton et al., 2016). In turn, these changes in behavior help students develop close friendships on campus, get more involved in student groups, and develop mentor relationships, which can contribute to lasting improvements in achievement (Walton, Logel et al., 2015; Yeager, Walton et al., 2016).
In one study, a Social-Belonging program delivered in the first-year of college improved African American participants’ life and career satisfaction as young adults 7-9 years later. This effect was explained by an increase in participants’ reported mentorship in college (Brady et al., in prep). Consider this report from a participant as a young adult who had received the intervention in their first years of college.

**Written response from a past student who participated in the program**

“The first semester of my freshman year was very difficult for me. I was struggling academically, didn’t feel like I fit in, and was unhappy with my major...I began to spend more time speaking with my freshman counselor. We really bonded, and she helped me to realize that I did belong at [school]. Thanks to her, I was able to better connect with my peers and perform better academically. We’ve kept in touch ever since.”

In mitigating worries about belonging, the intervention removed a barrier that prevented the student from reaching out and developing mentor relationships. These relationships empowered their growth and success into adult life.

**With which students and in which situations is the Social-Belonging program more or less likely to be effective?**

The Social-Belonging program addresses a specific problem experienced by students, particularly those from socially disadvantaged backgrounds: They want to belong in a setting but persistently wonder, often as a result of negative stereotypes and underrepresentation, that they might not. Therefore, the first key ingredient for the activity to be impactful is that students want to belong, which is typically the case for students in higher education.

Within the college setting, the program is most likely to be effective for members of socially disadvantaged groups, such as negatively stereotyped ethnic minority students or first-generation college students. Previous research has shown that the impact of the Social-Belonging program on students’ academic outcomes can vary depending on the degree of underrepresentation or disparities experienced. In one trial, a
Social-Belonging program tailored to women in STEM raised first-year engineering grades for women in male-dominated majors which had an average of 10% women, eliminating a large gender inequality. In contrast, the intervention had no effect on women enrolled in engineering majors with a critical mass of female students (an average of 33%); in these majors there was no gender difference in engineering performance among control students (Walton, Logel, et al., 2015).

Although the Social-Belonging program tends to have more pronounced benefits for socially disadvantaged students, members of socially advantaged groups can also benefit from participation in the program. For example, early evidence from ongoing randomized control trials across 23 schools suggests that members of both socially disadvantaged and advantaged groups come to view belonging as a process (i.e., they anticipate that their belonging will grow over time in their transition to college) and have more realistic expectations regarding how difficult college will be as a result of participating in the program.

The Social-Belonging program does not act independently. Its effectiveness is based on its ability to remove psychological barriers that would have otherwise prevented students from engaging in adaptive behaviors that promote academic achievement and persistence, such as becoming socially engaged (e.g., developing close friendships) and academically engaged (e.g., finding a mentor, making use of academic supports) on campus. All of the programs, mentors, and other supports your school already provides are integral to the success of this program.
Program Implementation Guide

We’re thrilled that you’re thinking about implementing Social-Belonging for College Students, and we have worked hard to make the process as easy as possible for you and your colleagues! In this section, you should find all the information you need to implement this program with ease.

We created a web-based Dashboard that will guide you through all the steps needed to implement Social-Belonging for College Students at your school (described in more detail below). This Dashboard is designed to make it as straightforward as possible for you to implement this program—if you follow the instructions, you should be able to implement Social-Belonging for College Students successfully without any support from PERTS staff, though we’re here to help if you need us! Our goal is to empower hundreds of colleges to implement this program successfully, and it would be cost prohibitive to do so if it were necessary for us to provide each college with personalized coaching. That’s why we’ve worked hard to automate everything we can and to provide you with all the resources you need to be successful without any face-to-face or phone support from us.

With that said, we’re still learning, and we’re sure we’ll get things wrong. If something is confusing, if you have a question, or if something doesn’t seem to be working, we want to know! If you have any problems at all or if you have ideas for how to improve Social-Belonging for College Students, please email us at support@perts.net. We’re counting on you to help us make this program better for your own school and for other schools around the country.

Read on to learn how to get your school set up to participate in Social-Belonging for College Students!
Before You Register Your College

You and your colleagues will need to make several important decisions about how to implement Social-Belonging for College Students. We recommend that you review this entire Program Information Packet with your colleagues so that everyone at your college is on the same page about what needs to happen and when, and so that everyone has the opportunity to raise potential implementation challenges and solutions.

This section of the packet will help you understand what those decisions are and what implications they might have. Some big ones to consider include:

**In what context will you administer Social-Belonging for College Students?**

How you deliver the Social-Belonging program to students can impact the way students perceive the program and their likelihood to participate. We recommend you choose one of two options, and have provided detailed implementation instructions for both:

**Option 1: Students complete the program independently before orientation week.**

In this option, students will be provided a link to independently participate in the program. Students will complete the program on their own computers.

**Invitation Logistics:** We encourage schools to frame the program as an important part of new student orientation for incoming students by embedding the participation link in orientation materials (e.g. checklists, online dashboards/portals), in addition to sending direct email invitations to students.
Resources Required: Lists of students to invite, school staff responsible for sending email invitations and embedding participation links in desired materials

Please review the Facilitator Instructions for tips and resources on how to implement the Social-Belonging program as an independent, pre-matriculation activity for students.

Option 2: Students complete the program in a supervised, in-person session during new student orientation, prior to the start of classes.
In this option, students will participate in the program during a supervised, in-person session as part of new student orientation. Students can either use their own computers or university-provided computers.

Invitation Logistics: Please coordinate with your new student orientation office as early as possible to ensure that students are invited or required to attend the in-person Social-Belonging session.
Resources Required: Facilitators to lead sessions, rooms to hold sessions in, computers for students to complete the program on, lists of students to invite

Please review the Facilitator Instructions for tips and resources on how to implement the Social-Belonging program as an in-person, supervised activity for students.

Who at your college will provide official approval for your implementation?
Your organization liaison must read and agree to our Terms of Use and Privacy Policy. We have also included below a suggested list of individuals and offices who you may want to involve in implementing the program. We encourage you to consider who else at your school might need to provide approval and involve those individuals as early as possible in your planning process. Additionally, we encourage you to involve other individuals at your institution who may be interested in reviewing your school report after this year’s implementation to consider how the Social-Belonging program can complement other student success efforts at your school.

Who will be involved in implementing Social-Belonging for College Students?
Depending on how you choose to administer the program at your school, you may need to involve colleagues from several offices at different points in time. Here’s how a typical “implementation team” might look at most schools:

- An organization liaison who will serve as the main point of contact between PERTS and your college. This person will also be listed as the main point of contact for questions about the program from your students or staff.
- A member of your IT department who can help set up and troubleshoot a custom portal through which students enter the program (if you elect this sign in method).
- A colleague who can provide the list of incoming students who will be invited to participate and any associated contact information required (e.g., email addresses).

We suggest you also involve or receive input from the following offices:

- Admissions and New Student Orientation, to coordinate how the program will be framed in relation to orientation activities more generally.
- Student Life, for suggestions on how to best invite students to participate
- Institutional Research, to facilitate any data processing or transfer required.

In general, we also encourage you to involve colleagues working on related research at your institution or working on designing and implementing other student success initiatives on your campus. You can share this Program Information Packet and/or your school report with them to discuss how the Social-Belonging program can complement and inform your school’s other student success efforts.

**Registration and Setup**

**When you have a handle on the above, start by creating a user account:**

- Go to [perts.net/social-belonging](http://perts.net/social-belonging) and enter your email address. A link to the online Dashboard will be sent to your email account. This link expires for security purposes, so please be sure to sign up when you have access to your email.
- After you’ve clicked on the link, you will enter your first name and last name, phone number, and you will create a password. User account setup, complete!
Dashboard Overview

After you create a user account, you will have access to your Dashboard. Your Dashboard outlines all of the steps involved in implementation, including preparing for participation, student participation tracking, and access to your college’s report after students have participated. As you’ll see, most of the steps don’t take much time to complete. You can leave the Dashboard and come back at any time, and your progress will be saved.

You can always sign back in to your Dashboard by going to perts.net/social-belonging and clicking the “Sign in” link, or by going directly to perts.net/login.

The green line at the top of the Dashboard will help you monitor your school’s progress with implementation. Below the green line, you will see buttons that correspond with key actions for your program. Below is a quick summary of each button:

- **Tasks**: Look at your implementation steps and their associated tasks.
- **Participation**: Track student progress in the program.
- **Reports**: Download your school’s report.
- **Organization**: View your school’s approval status and address.
- **Users**: Invite and manage other users on your team.

If you are managing multiple programs, locations, or years, they are all listed for you on your Dashboard.
The section below outlines each of the steps and tasks you’ll find on your Dashboard under the “Task” button. You can go out of order with some of these tasks, but you will need to complete all of them before students can participate. In some cases, the steps are required for legal reasons. In other cases, they are crucial for configuring the system appropriately for your students to have a smooth experience. We’ve created a short and sweet one page version of this Checklist on perts.net/social-belonging.

**Step 1: Organization**

The first set of tasks are about getting you and your organization set up in our system and making sure the right people have access to the Dashboard to help with program registration.

- **1.1 Find your organization:** Select your school/organization by searching for it and confirming that it is the correct organization. After you select your organization, you will see the rest of the tasks for this step listed below.
- **1.2 Invite Colleagues:** Next, you can send invitations to any colleagues who will help you oversee or who will be running Social-Belonging for College Students at your college. This will give them access to this Dashboard so they can help administer the program. You can return here anytime to invite more colleagues or to manage your team.
- **1.3 Organization Liaison:** Here you will be asked to confirm your organization’s liaison for this program. The liaison will be the main point of contact for your organization. They will be publicly listed at neptune.perts.net so that others can contact them with questions. You can return here and change the liaison at any time. *If you will not be the liaison, you must invite the liaison to the Dashboard in step 1.2 above.*

PERTS will review your organization and either approve or email you if there are any problems within 7 days. For now, you may skip to the next section.

**Step 2: Prepare to Participate**

In this set of tasks, you will be able to review our terms of use and make decisions about how your organization will implement Social-Belonging for College Students. The elections and agreements you make in this section will help us customize the program for your college and grant us official permission to provide you with services.
2.1 Read and Agree to the Terms of Use and Privacy Policy. This program is not part of a research study, but we are collecting student data and identifiers in order to facilitate a high quality experience for students and administrators and in order to provide reports and other data back to your school. Agreeing to our terms grants PERTS permission for such data to be collected, stored, and provided back to Authorized Users. Your college’s spot in the program is not secured until you agree to the Terms of Use and Privacy Policy and our team has verified that your college is eligible for the program you’ve signed up for.

2.2: Review the Information Packet. Carefully review the Program Information Packet (this document!) for Social-Belonging for College Students. Distribute it to any colleagues who will need to be familiar with the program.

*The packet includes answers to most questions colleges have about the program.*

2.3 Administration Method. At this step, you will select how you would like the 30-minute module to be administered to students. Here is an overview of the options; for more information, please refer to “In what context will you administer Social-Belonging for College Students?” earlier in this document:

- Option 1: Students are provided a link to independently participate in the program over the summer. Students will complete the program on their own computers prior to arriving on campus.
- Option 2: Students participate in the program during a supervised, in-person session as part of your new student orientation process. Students can either use their own computers or university-provided computers.

2.4 Sign In Portal. Here you will decide how you would like students to sign in to the program. Students can sign in through a custom portal created by your own college’s IT department or through a generic portal at comingtocollege.org. There are pros and cons to each approach listed below.

*A link to detailed instructions on how to create a custom portal are available at this step on your Dashboard.*

- Custom Portal. Choose this option if you want to implement the program on a custom portal with the help of your organization’s internal network authorization. Be sure to consult with your IT team before selecting this option.
○ Pros: This is the best option because your college's network will be in control of students' IDs and because sign in can be automated, eliminating common errors like typos.

○ Cons: Requires your IT staff to construct a special web page, for which we provide detailed instructions that you should share with your IT team.

● Generic Portal. Choose this option if your IT team will not set up a custom portal for your college.

○ Pros: Less work for your IT department, as your IT staff will not need to set up a special web page.

○ Cons: Increases the chances of identification errors as students enter the module, such as a student mistyping their student ID.

□ 2.5 Reserve Resources. You will need to reserve resources to complete the program as needed, particularly if you decide to implement in-person when students are on campus. This may include computer labs or laptop carts, or scheduled times and days for students to access the module. If you are implementing the program as an independent exercise over the summer, you should not need to reserve any resources for this step.

□ 2.6 Orient Your Team. This step reminds you to orient all colleagues and offices who will be involved in administering the program to students. Depending on how you choose to administer the program, this may include individuals responsible for sending out email invitations to students and promoting the program in orientation materials, or individuals who will administer the program to students in-person (e.g. instructors, computer lab staff, new student orientation staff). Obtaining buy-in from colleagues who will directly administer the program is critical to the program’s success. They must all understand what they are supposed to do and why it is important. Prepare these individuals for their duties by reviewing the appropriate Facilitator Instructions with them and by providing opportunities for them to ask questions and take part in planning. We also encourage you to provide all colleagues involved with the activity a copy of the Communications Guidelines.

□ 2.7 How Did You Learn About this Program? Here, you will share how you learned about PERTS and Social-Belonging for College Students.
Step 3: About Your College

□ 3.1 – 3.6 Customize Activity. At this step you’ll be asked to fill out a few questions to help us customize portions of the module to your school context. These are:

- Your school’s full, formal name
- Your school’s informal name or nickname
- A sponsoring office for the activity to display (e.g. “Office of Undergraduate Studies”, “Department of Academic Affairs”)
- A contact email if students have questions
- Your school’s demographics by race/ethnicity; this will help us tailor the set of stories students see to be more appropriate for your school context
- Preferred terms for several minority groups at your school

□ 3.7. Expected Invitations. Please fill out approximately how many students will be invited to participate, how many you expect to participate, and how you plan to invite students to the program. This will help you gauge how successful you were at reaching your participation goals.

□ 3.8 Expected Participation. Please fill out approximately how many students you expect to participate.

□ 3.9: Expected Launch Date. Please fill out the approximate date you will be inviting students to participate in the program.

□ 3.10 Method of Invitation. Please fill in how you plan to invite students to the program. This will help you gauge how successful you were at reaching your participation goals.

□ 3.11 – 3.13 Other Related Efforts at Your School. Here you will be asked to describe—to the best of your knowledge—what surveys and assessments your school conducts to learn more about student experiences, particularly related to first-year students’ transition to college. You’ll also be asked to share when these surveys and assessments are typically sent out.

Step 4: Quiz
4.1 - 4.7 Quiz. At this milestone, you will be asked to take a short quiz to test your knowledge of the appropriate administration protocol so that you can be sure you are following this protocol appropriately. Social-Belonging for College Students should be administered following the specific protocol described in the Facilitator Instructions. Not following the protocol could cause the program to become ineffective.

You can also learn more about the research behind Social-Belonging interventions by reading *Social Psychological Interventions in Education: They’re Not Magic*, by David Yeager and Greg Walton.

**Step 5: Launch and Monitor**

On this page, you will be able to monitor and launch Social-Belonging for College Students, track students’ participation, and view the program’s results.

5.1 Monitor Module. At this step, you will be able to monitor program readiness and student participation.

*Program Readiness.*

- Not ready yet! We need more information to customize your students’ experience. Make sure you’ve done all previous tasks. You may also have to wait for approval from your PERTS account manager.
- On Your Mark: You’re ready to go as soon as the program opens for participation in June.
- Launched! You’re ready for program participation. Your students can participate any time between June and October. Just follow the Facilitator Instructions to invite them. When all students have completed the program, come back here and click “We’ve Finished the Module.”
- You marked this module as complete. Students can still participate if they need to make up a missed session.

*Monitor Participation.* Here you will be able to see how many students started the program and how many completed it. A participation table will be displayed when the module is ready.

5.2 Final Report. On November 1st, we will make available a report showing the impact of the program on survey outcomes at your college and across other
participating colleges. Return here to download the report once your students have completed the program.

Final Step: Learn and discuss

After you’ve received your school report, we encourage you to share the report findings with campus leaders and researchers who may be interested in learning about incoming students’ experiences of the transition to college. Findings from the report may be useful in informing other student success programs at your school, or prompt additional research questions about how first-year students experience the transition to college on your campus.

Program Launch Overview

The Facilitator Instructions provide detailed step-by-step instructions for day of program implementation. Students will go through the online module over the summer or in a supervised session during orientation week and will need access to a computer and an Internet connection. Program implementation will look a little different depending on how your school decides to administer the program to students (i.e., independently, over the summer vs. supervised during orientation week), but the general steps will be the same.

1. A designated individual introduces the program to students using language provided by CTC and PERTS. This individual may be you or someone else.
2. A designated individual provides students the program website URL and access code.
3. Students sign in to the program website and enter their Student ID.
4. Students go through the 30-minute online module on their own. Your college will be able to track how many students completed the program in real time.

To provide better security to our users, PERTS does not support some older browsers which are known to have serious vulnerabilities. These currently are: Internet Explorer version 10 or earlier, and Safari version 5 or earlier. Please make sure your participants have access to up-to-date browsers when planning PERTS programs.
References


