**Assessment Checklist**

The assessment checklist will help you develop an assessment plan from start to finish. It must be completed and approved by your director and the director of Student Affairs assessment before you can begin collecting data. The checklist will be published on the Student Affairs Assessment website once it is completed.

The checklist is your assessment plan and addresses the following topics:

- How the results will be shared or used
- University policies and requirements related to sharing results
- What help you would like with the assessment, if any
- General rules for using external assessments
- Alternative assessment options, including data that may already be available
- Data collection, storage, and security
- Marketing plans
- Data analysis and reporting

At the end of the form, you will be asked to provide a copy of the assessment instrument, timeline, consent form, invitation messages, marketing materials (if applicable), and resource page (if you plan to use one). Please use the template that has been developed to help reduce the amount of time it takes to create these forms.

*If this is your first time completing the assessment checklist, please contact Amanda Thomas at 216-368-2976 about working on the form together. This will make the process go easier and faster.*

For additional information about the assessment checklist and a list of completed checklists, please visit the Student Affairs Assessment website.

**Status:** Approved

**Submitted By**
Robin Hedges

Apr 04, 2016, 02:33PM EDT

**Decided By**
Amanda Thomas

Apr 04, 2016, 02:44PM EDT

**General Information**

<table>
<thead>
<tr>
<th>Assessment project title: [Required]</th>
<th>Career Connections Alumni-Host Program Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment coordinator:</td>
<td>Robin Hedges, Laura Papcum</td>
</tr>
<tr>
<td>Assessment coordinator's department/unit: [Required]</td>
<td>[X] Student Affairs - Career Center</td>
</tr>
</tbody>
</table>

**Questions?** Please contact Amanda Thomas (amanda.thomas@case.edu, 216.368.2976)

**IRB Requirements**

I plan to share the results of this project with... (check all that apply)

- [X] CWRU staff
- [X] CWRU undergraduate students
- [X] CWRU alumni

If you plan to share the results of this assessment with people outside of CWRU (e.g., publication, presentation, poster session, discussion at a conference, etc.), your project falls under CWRU's definition of research. CWRU's policy indicates that all research projects must be approved by the Institutional Review Board (IRB) before data collection can begin. Here's some additional information you should know:

The Institutional Review Board's role is to ensure that research projects are ethical and participants' rights are protected. The director of Student Affairs assessment and/or Associate Vice President for Planning and Operations review and sign off on all of the IRB applications that are submitted by Student Affairs offices. Before submitting an IRB application, all project staff working with identifiable information and/or directly with participants (recruitment, consent, data collection, etc.) must be certified in CWRU's Continuing Research Education Credit (CREC) Program. Once certified, all project staff will be required to complete 12 additional hours of education every three years in order to maintain their certification.
IRB approval is typically required for national assessments that are conducted at CWRU. The director of Student Affairs assessment is available to help guide you through the IRB application process. You are not required to submit an assessment checklist in addition to the IRB application, although continuing the assessment checklist may help you prepare for your IRB application. Like the IRB application, the assessment checklist focuses on ethical procedures and the protection of participants' rights. The assessment checklist also helps with developing a project plan, identifying instruments and materials that are of good quality, meeting common assessment/research standards, and thinking through some of the logistics that may not have been considered yet.

For more information about IRB applications, please contact Amanda Thomas (amanda.thomas@case.edu, 216.368.2976).

### Request for Help

Would you like help with any of the following: (check all that apply)  
[ X ] No help needed

### Overview

The purpose of this assessment is to... [Required]

To gather feedback from alumni/employer host participants in the Career Connections spring break shadowing program.

I have reviewed other sources of information related to this topic: No answer submitted.

This assessment been administered at CWRU in the past.  
[ X ] Yes

I have received permission to use the instrument from the person(s) or organization(s) who own it.  
[ X ] Yes

It is important to receive permission prior to using an instrument (e.g., surveys, evaluations, scripts, focus group questions, rubrics, etc.) developed by someone else, especially if the instrument is copyrighted. It also important to receive permission to use specific questions from someone else's instrument.

Other types of assessment methods I have considered include the following:  
[ X ] None

I plan to use this instrument again in the future.  
[ X ] Yes

Questions? Please contact Amanda Thomas (ast27@case.edu, 216-368-2976)

### Use of Previous Results

How were the results of the previous assessment shared? What changes were made as a result of the previous assessment?

Results of the assessment are discussed by the Asst. Director of Alumni Career Services and her supervisor (Assoc. Dir. of Employer Relations) and the executive director. Based on prior year’s feedback from alumni hosts, we’ve made some adjustments to the prep session for students that is offered each January, to ensure that participating students know what is expected of them prior to and leading up to their shadow experience.

### Data Collection/Storage

What program(s) will be used to collect and analyze the data?  
[ X ] Qualtrics (use for surveys)

The programs listed below have been approved for use by the Division of Student Affairs. Please contact Amanda Thomas if you would like to use an alternative program.

Do you plan to pilot the assessment before collecting data?  
[ X ] No, the assessment was piloted in the past
Piloting an assessment means asking others, who aren't familiar with the topic, to take the assessment from the perspective of a potential participant. The person(s) involved in designing the assessment should also take the assessment from the perspective of a potential participant. This helps you understand the participant's experience, refine the assessment, and is the best way to prevent errors in data collection.

When piloting an assessment, it's important to build trust with the person participating. Explain to them that they are not required to answer honestly and that you are more concerned about their feedback than with their actual responses. Ask the participant to take the assessment from a specific perspective (e.g., male, female, underrepresented minority, international student, student with a specific major, etc.). As they are taking the assessment, they should answer the questions below:

- Start time
- Stop time
- On what question did you get bored and feel like you wanted to stop participating?
- On what question would you stop participating if you were taking the evaluation for real?
- Was there anything in the directions or questions which was confusing, awkward, or uncomfortable?
- Did you find any of the questions to be redundant or unimportant?
- Were there any questions for which the available responses did not meet your needs?
- What concerns, if any, did you have about answering the questions truthfully?
- Other comments about the evaluation?

Will the participants' responses be... [Required]

[ ] Confidential? (identifiable through an ID, network ID, IP address, etc.; however, access to this information will be limited a small number of persons)

Where will the data be stored? What methods will be used to ensure the data is not breached? Qualtrics, Career Center H drive

(e.g., server, work computer, name of software program, secured server, limited access to the data files, locked file cabinets, locked offices, etc)

Data should not be downloaded/stored on personal equipment or shared via e-mail.

Questions? Please contact Amanda Thomas (amanda.thomas@case.edu, 216.368.2976)

Marketing Plans

Who will be asked to participate in the project? All alumni who hosted a student for Career Connections 2016 (approx. 50)

(e.g., undergraduates/graduate/professional students, men/women, specific racial/ethnic groups, international/US citizens, juniors, students enrolled in specific majors or schools, students housed in specific residential halls, Greek students, students who used a specific service/participated in a particular program, etc.)

Approximately how many people will be asked to participate in the project? 50

Did you know that at least 30% of students need to respond to a survey/evaluation before the results provide an adequate representation of the population being studied?
The response rate should be disclosed in all reports along with a recommendation that the results be interpreted with caution if the response rate is lower than 30%.

[ ] Yes

What are your plans for marketing the assessment to potential participants? Please be specific.

(e.g., newsletter/newspaper articles, word-of-mouth, posters, social media posts, flyers, class announcements, listserv announcements, meeting announcements, etc.)

No marketing. The survey will be emailed to participants.

What incentive, if any, will people receive for their participation? What will be the dollar value of the incentive? How many incentives will offered? Will the incentives be part of a raffle?

Incentives should not be coercive. Regardless of the cost, the more likely participants are to receive an incentive, the more likely they are to participate in an assessment. Immediate rewards also provide higher response rates.

None

Questions? Please contact Amanda Thomas (amanda.thomas@case.edu, 216.368.2976)

Data Analysis and Results

Do you plan to examine the responses of specific participant groups? If so, which groups? No

Groups may include gender, race/ethnicity, citizenship, class standing, school, GPA, residence hall, Greek chapter, etc.

Questions? Please contact Amanda Thomas (amanda.thomas@case.edu, 216.368.2976)

Attachments
The scope of work is the foundation of an assessment plan. It includes a list of tasks, due dates, and the name of the person responsible for completing each task.

Messages requesting participation are most effective when they are sent by someone who has an established relationship with potential participants, include links to relevant information, and use headings to break up the text. Messages should request that the person participate and provide information about the following:

• Purpose and importance of the study
• How/why they were chosen to participate
• How the results have been shared/used in the past to make change
• How the results will be shared/used in the future to make change
• Amount of time required to participate
• Last day to participate

Consent forms protect both the participant and the person conducting the assessment. The form provides the terms of the study and ensures the participant understands and agrees to the terms of the study. The consent form should be completed by the participant before they begin participating in the assessment.

A resource page provides information about where participants can go for further assistance. A resource page should be included if an assessment contains sensitive questions that may cause the participant to experience distress. Some examples of sensitive topics include assault, death, hate crimes, personal illness, sexual misconduct, sexuality, etc.

Participation rates may increase if the assessment is marketed well. Some examples of marketing materials include posters, flyers, social media messages, class announcements, and newsletter/newspaper articles.

Questions? Please contact Amanda Thomas (amanda.thomas@case.edu, 216.368.2976)