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
Randy W Blackford
Aug 21, 2015, 02:57PM EDT

Decided By
Amanda Thomas
Aug 21, 2015, 03:58PM EDT

General Information

Assessment project title: [Required] Diversity 360

Assessment coordinator: Randy Blackford

Assessment coordinator's department/unit: [Required] [ X ] Student Affairs - Multicultural Affairs

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)

After all of the work and resources that go into an assessment, it's important to share the results in as many ways as possible. This means sharing with everyone who was involved in the project, especially the participants. As a university, we rely on students to provide feedback. In order to maintain their goodwill, we need to share at least some of the assessment results with them and explain how their responses have been used (or will be used) to make change. Otherwise, we run the risk of losing their voice in the future.

[ X ] CWRU staff
[ X ] CWRU faculty
[ X ] CWRU administrators
[ X ] CWRU undergraduate students
[ X ] CWRU graduate students
[ X ] CWRU professional students

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. Once your application is submitted, it may take 4-6 weeks to receive approval from the Institutional Review Board.
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)  
No answer submitted.

Overview

The purpose of this assessment is to... [Required]  
Assess the Diversity 360 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 ] No

I have received permission to use the instrument from the person(s) or organization(s) who own it.  
No answer submitted.

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 ] Observation  
[ X ] One-on-one interviews  
[ X ] Focus group interview

I plan to use this instrument again in the future.  
No answer submitted.

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

Data Collection/Storage

What program(s) will be used to collect and analyze the data?  
[ X ] Paper

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]

[ X ] 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? (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.

Division of Student Affairs server  
Locked file cabinet in locked storage room

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

Who will be asked to participate in the project?
(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.)

new students graduate/professional, and all incoming undergraduate
then additional upperclass groups as request the program

Approximately how many people will be asked to participate in the project? 2500

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%.

No answer submitted.

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 plans to market the instrument because it is part of a program we are marketing.

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.

No incentive

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?
gender, race/ethnicity, citizenship

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

Assessment Instrument [Required]
Submitted File: D360 UG student Evaluation.pdf
(e.g., survey, evaluation, interview questions, observation form, rubric, etc.)

Other Attachments [Required]
Submitted File: Assessment Checklist Attachments - Diversity 360.pdf

Required attachments: scope of work, messages, consent form, and marketing materials
Optional attachment: resource page

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)

Additional Notes
### Agreement

**Assessment Terms and Conditions [Required]**

[X] I Agree

I understand assessment instruments, data, and results created using CWRU's resources belong to the university. I agree to share this information with the Director of Student Affairs Assessment and other administrative offices at CWRU upon request.

### Assessment Feedback

**Assessment Feedback [Admin Use Only]**

In order to be consistent across the division, the agreement scale should be changed to "strongly disagree, somewhat disagree, neutral, somewhat agree, and strongly agree" when you print the forms next time. Otherwise, all looks good.

Amanda

### Approvals

**Director Approval [Required]**

Naomi Sigg

Enter the email address of your Director (i.e. abc123@case.edu) to route this request for approval.

**Additional Supervisor Approval**

No answer submitted.

Enter the e-mail address (e.g., abc123@case.edu) of another supervisor that must approve your request (if applicable)