Assessment Application

Please submit answers to all of the questions. If you have questions while filling out the form, please contact Amanda Thomas at amanda.thomas@case.edu or 216.368.2976.

SUBMITTED BY
Judith Hammer
jko2@case.edu
Apr 24, 2015, 06:30AM EDT

Coordinator Information

[Required] Assessment project title
ESS Annual Strategic Plan Assessment

[Required] What is the purpose of the assessment project?
The purpose of the ESS Annual Plan Assessment instrument is to fulfill the approved three-year ESS Strategic Plan process of assessing our marketing of ESS services and programs, the students' impressions of the helpfulness of our programs and services, and the students' reflection on how our programs and services have had on their overall learning process.

What type of assessments have you considered? [ X ] Evaluation/survey

What type of assessment would you like to use? [ X ] Evaluation/survey

Why do you believe this form of assessment is the best way to answer your question(s)?
We gather formative assessment at the time of the program. We are looking for more summative (reflective) assessment.

[Required] Your phone number
216-368-8825

[Required] Your department/unit:
[ X ] Student Affairs - Educational Services for Students

[Required] Are you collaborating with anyone else on this project? [ X ] No

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

Study Assistance

The Director of Student Affairs Assessment can help guide you through the study process. Would you like help with any of the following: (check all that apply)

No answer submitted.

Overview

Who will benefit from the results? How will they benefit?
The ESS professional and support staff will view the results of this questionnaire at our annual ESS summer planning meeting. We will use the results to adjust, amend, delete, and/or add to our ESS marketing process as well as our programs and services.

What existing data have you already considered?
(e.g., data from Institutional Research, transcript/Registrar data, previous survey results, data from other campus departments, journal articles, external research studies, etc.)
We have looked carefully at the reports provided by other avenues and through our existing ESS assessment measures.

Which assessments from outside of CWRU did you consider when developing/choosing this assessment? Please be as specific as possible.
A review of external assessments improves the quality of the instrument and may reduce the amount of time required to create an instrument. It may be possible to use an external survey (or external survey questions) at CWRU if the designer or owner grants their permission. Some survey designers sell their instruments to companies and turn their ownership rights over to the company. Once a survey is published in a journal, the journal owns the survey.
We have not looked beyond our department since this instrument comes from our year-long examination of data from focus groups and the ESS Advisory Council.

Has this assessment been administered at CWRU in the past? [ X ] No

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

Data Collection/Storage

What person or group designed the assessment and/or currently owns it?
ESS staff in a collaborative effort has constructed this instrument.
Has the designer/owner given their permission for the assessment to be administered at CWRU?
Permission would not be required if the survey was created by someone at CWRU

[X] Permission has been requested and granted

Do you plan to pilot the project before administering it full-scale?  
[X] Yes

When do you plan to begin collecting data?  
Apr 28, 2015

When do you plan to finish collecting data?  
May 15, 2015

Most student surveys need to be administered for at least three weeks in order to get a response rate that adequately represents the views of the larger population.

How do you plan to collect the data?  
[X] Baseline

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.

What program do you plan to use to analyze the data?  
[X] Baseline

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.

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

[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?  
ESS department drive

(insert location)

What methods will be used to ensure the data is not compromised? (e.g., secured server, limited access to the data files, locked file cabinets, locked offices, etc.)  
ESS department drive has limited access to only full-time staff.

Do you plan to conduct this project again in the future?  If so, when?  
We plan to conduct this survey annually.

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

Marketing Plans

Approximately how many people will be asked to participate in the project?  
1000

Who will be asked to participate in the project?  
We have a wide variety of students who participate in our programs across campus.  
(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.)

What are your plans for marketing the assessment to potential participants?  Please be as specific as possible.  
(e.g., newsletter/newspaper articles, word-of-mouth, posters, social media posts, flyers, class announcements, listserv announcements, meeting announcements, etc.)

We will send an email from the ESSInfo@case.edu email box.

What incentive, if any, will people receive for participating?  What will be the dollar value of the incentive?  Please be as specific as possible.  
(e.g., gift card, coupon, special privilege/recognition, tickets to an event, tangible item, etc.)

We will offer 3 $50 gift certificates to Barnes and Noble Bookstore.

In your own opinion, what percentage of the population will choose to participate in the study?  
30

For surveys and evaluations, a response rate of 30% is typically considered representative of the responses of the larger population.  Other types of assessments vary in terms of what level of response rate is considered representative of the larger population.

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

gender, race/ethnicity, citizenship, major, year, undergraduate/graduate/professional, first language, current/overall GPA, commuter/resident, age, veteran status, Greek, whatever else can be used based on data from the Registrar
Do you plan to share the results of the project with... (check all that apply)

- [ X ] CWRU staff
- [ X ] CWRU administrators

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

### Attachments

<table>
<thead>
<tr>
<th>Category</th>
<th>Submitted File</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope of Work</td>
<td>ESS2015Assessment Time Line.docx</td>
</tr>
<tr>
<td>Assessment Instrument</td>
<td>ESS2015AssessmentGroup-SpecificQuestions.docx</td>
</tr>
<tr>
<td>Invitation to Participate</td>
<td>No answer submitted.</td>
</tr>
<tr>
<td>Consent Form</td>
<td>No answer submitted.</td>
</tr>
<tr>
<td>Marketing Materials</td>
<td>No answer submitted.</td>
</tr>
<tr>
<td>Resource Page</td>
<td>No answer submitted.</td>
</tr>
<tr>
<td>Institutional Review Board Application (if applicable)</td>
<td>No answer submitted.</td>
</tr>
<tr>
<td>Other Attachments</td>
<td>No answer submitted.</td>
</tr>
</tbody>
</table>

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

### Additional Notes

| Additional Information   | No answer submitted.                                |

### Agreement

**[Required] Assessment Terms and Conditions**

- [ 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.

### Approvals

**[Required] Director Approval**

gdp2@case.edu

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

**Additional Supervisor Approval**

gdp2@case.edu

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

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Completed?</th>
<th>Person(s) Responsible</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finalize instrument, messages, consent form</td>
<td>4/20/15</td>
<td>Yes</td>
<td>ESS team</td>
<td></td>
</tr>
<tr>
<td>Pilot instrument</td>
<td>4/20/15</td>
<td>Yes</td>
<td>ESS team</td>
<td></td>
</tr>
<tr>
<td>Submit assessment application for approval</td>
<td>4/20/15</td>
<td>4/24/15</td>
<td>Judy</td>
<td></td>
</tr>
<tr>
<td>Program instrument in CampusLabs</td>
<td>4/20/15</td>
<td>Yes</td>
<td>Judy</td>
<td>CampusLabs</td>
</tr>
<tr>
<td>Gather list of CWRU e-mail addresses</td>
<td>4/20/15</td>
<td>Yes</td>
<td>ESS team</td>
<td>For those who have participated in ESS programs and services</td>
</tr>
<tr>
<td>Finalize e-mail list</td>
<td>4/21/15</td>
<td>Yes</td>
<td>Amanda</td>
<td></td>
</tr>
<tr>
<td>Review evaluation in CampusLabs</td>
<td>4/24/15</td>
<td>Yes</td>
<td>ESS team/Amanda</td>
<td></td>
</tr>
<tr>
<td>Assessment application approval</td>
<td>4/25/15</td>
<td>4/24/15</td>
<td>Amanda/Dean</td>
<td></td>
</tr>
<tr>
<td>Review evaluation in CampusLabs and make changes</td>
<td>4/28/15</td>
<td>Yes</td>
<td>ESS team/Amanda</td>
<td></td>
</tr>
<tr>
<td>Finalize e-mail list</td>
<td>4/28/15</td>
<td>Yes</td>
<td>ESS team/Amanda</td>
<td>Combine all lists into one, remove duplicate e-mail addresses, make sure all are CWRU e-mail addresses</td>
</tr>
<tr>
<td>Send e-mail invitation</td>
<td>4/29/15</td>
<td>4/29/15</td>
<td>Jim</td>
<td>From ESS team</td>
</tr>
<tr>
<td>Review response rate</td>
<td>4/29/15</td>
<td>4/30/15</td>
<td>ESS team/Amanda</td>
<td>Goal: 30%</td>
</tr>
<tr>
<td>Send reminder e-mail</td>
<td>5/4/15</td>
<td></td>
<td>Jim</td>
<td>From ESS team</td>
</tr>
<tr>
<td>Review response rate</td>
<td>5/4/15</td>
<td></td>
<td>ESS team/Amanda</td>
<td>Goal: 30%</td>
</tr>
<tr>
<td>Start thinking about how results will be reported/shared</td>
<td>5/4/15</td>
<td>5/4/15</td>
<td>Judy/Amanda</td>
<td></td>
</tr>
<tr>
<td>Send final e-mail reminder</td>
<td>5/8/15</td>
<td></td>
<td>Jim</td>
<td>From Dean Patterson</td>
</tr>
<tr>
<td>Review response rate</td>
<td>5/8/15</td>
<td></td>
<td>ESS team/Amanda</td>
<td>Goal: 30%</td>
</tr>
<tr>
<td>Close evaluation</td>
<td>5/15/15</td>
<td></td>
<td>Judy/Amanda</td>
<td></td>
</tr>
<tr>
<td>Review response rate</td>
<td>5/15/15</td>
<td></td>
<td>ESS team/Amanda</td>
<td>Goal: 30%</td>
</tr>
<tr>
<td>Begin data analysis/reporting</td>
<td>5/15/15</td>
<td></td>
<td>ESS team/Amanda</td>
<td></td>
</tr>
<tr>
<td>Review results and determine how to use them</td>
<td>6/5/15</td>
<td></td>
<td>ESS team</td>
<td>ESS Summer Planning Retreat</td>
</tr>
<tr>
<td>Share results with Dean Patterson</td>
<td>6/30/15</td>
<td></td>
<td>Judy</td>
<td></td>
</tr>
<tr>
<td>Share results with students</td>
<td>Fall 2015</td>
<td></td>
<td>ESS team</td>
<td></td>
</tr>
</tbody>
</table>

## E-mail Message 1

Dear (First name):
ESS serves the CWRU campus community by providing academic mentoring in many different ways! ESS needs your impressions from your interactions with them in order to improve the quality of their programs and services, including:

- Consultations on Study Skills
- Disability Resources
- Peer Tutoring
- Peer Writing Crew
- Spoken English Language Programs (SELP)
- Supplemental Instruction (SI)

I have enclosed a link to their 2015 ESS Evaluation of Programs and Services, available at (insert link).

The last day to complete the evaluation is Friday, May 15

At the conclusion of this brief evaluation, you can enter to win a $50 gift certificate for Barnes and Noble Bookstore. Winners will be notified on Friday, May 22.

I hope that completing this evaluation will prompt you to think about your own learning process--how you have changed and how you might enhance your skills for the coming year.

ESS appreciates your feedback! These results will be used in their marketing efforts as well as their program and services planning process.

Thank you,

ESS Team
Jim Bradford               Sara Gaines
Grace Clifford            Elise Geither
Martina Croft            Judy Hammer
Jennifer DeSantis         Eboni Porter
James Eller

Sara Gaines
Elise Geither
Judy Hammer
Eboni Porter
E-mail Message 2

Dear [First Name],

Whew, we’ve almost made it through finals! I know this is a busy time for you as a student, however I am hoping that you will take a few minutes to complete the 2015 ESS Evaluation of Programs and Services, including:

- Consultations on Study Skills
- Disability Resources
- Peer Tutoring
- Peer Writing Crew
- Spoken English Language Programs (SELP)
- Supplemental Instruction (SI)

Your feedback about the ESS office is valuable to them as they plan for the coming year.

I have enclosed a link to their 2015 ESS Assessment of Programs and Services, available at (insert link).

The last day to complete this evaluation is Friday, May 15.

At the conclusion of this brief evaluation, you can enter to win a $50 gift certificate for Barnes and Noble Bookstore. Winners will be notified on May 22.

I hope that completing this evaluation will prompt you to think about your own learning process--how you have changed and how you might enhance your skills for the coming year.

Your feedback is greatly appreciated! These results will be used in their marketing efforts as well as their program and services planning process.

Thank you,

Dean Patterson

G. Dean Patterson, Jr.
Associate Vice President for Student Affairs and Dean of Students
Case Western Reserve University
Adelbert Hall #110
10900 Euclid Avenue
Cleveland, Ohio 44106
216-368-2020
216-368-6957 fax
e-mail: dean.patterson@case.edu
Dear [First Name],

Finally, summer is upon us. Before you begin your summer activities, we are hoping that you will take a few minutes to complete our 2015 ESS Evaluation of Programs and Services, including:

- Consultations on Study Skills
- Disability Resources
- Peer Tutoring
- Peer Writing Crew
- Spoken English Language Programs (SELP)
- Supplemental Instruction (SI)

Your feedback about our office is valuable to us as we plan for the coming year.

We have enclosed a link to our 2015 ESS Assessment of Programs and Services, available at (insert link).

The last day to complete this evaluation is Friday, May 15

At the conclusion of this brief evaluation, you can enter to win a $50 gift certificate for Barnes and Noble Bookstore. Winners will be notified on May 22.

We hope that completing this evaluation will prompt you to think about your own learning process—how you have changed and how you might enhance your skills for the coming year.

We appreciate your feedback! These results will be used in our marketing efforts as well as our program and services planning process.

Thank you,

The ESS Team

Jim Bradford          Sara Gaines
Grace Clifford        Elise Geither
Martina Croft        Judy Hammer
Jennifer DeSantis     Eboni Porter
James Eller
Consent Form

The purpose of the 2015 ESS Evaluation of Programs and Services is to collect feedback regarding your interactions with ESS.

If you agree to participate, you will be asked to complete our online 2015 ESS Evaluation of Programs and Services. This evaluation will take no more than 15 minutes of your time.

Confidentiality: The information you provide is completely confidential. Individual participants will not be identified with their evaluation information. Data from this evaluation will be saved on the department’s secure drive.

Voluntary Participation: Your participation in this evaluation is voluntary. You may choose not to take part in this evaluation, or if you decide to take part, you can change your mind later and withdraw from the evaluation. You are free to not answer any questions or withdraw at any time.

Additional Information: Contact the Amanda Thomas, Director of Student Affairs Assessment, at 216-368-2976 or ast27@case.edu if you have questions about your rights or complaints towards your treatment as an evaluation participant.

For more information about the evaluation or evaluation procedures, contact Judy Hammer at 216-368-5230 or (jko2@case.edu).

To voluntarily agree to take part in this evaluation, you must be 18 years of age or older. By signing the form, you are giving your consent to voluntarily participate in this evaluation.

Do you agree to participate in this evaluation?

Yes

No (skip directly to thank you page)
# Educational Services for Students Evaluation

<table>
<thead>
<tr>
<th>I used the following services:</th>
<th>Never (skip to next section if not marked)</th>
<th>Occasionally (skip to relevant section if marked)</th>
<th>Frequently (skip to relevant section if marked)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultations on Study Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disability Resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Tutoring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Writing Crew</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spoken English Language Programs (SELP)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplemental Instruction (SI)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Consultations
I met with an ESS staff member to discuss: (check all that apply)

- Time management
- Goal setting
- Note-taking strategies
- Reading strategies
- Test-taking strategies
- Other, please specify: (textbox with unlimited characters)

<table>
<thead>
<tr>
<th>To what extent do you agree or disagree with the following statements?</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My academic needs were addressed during my meeting with the ESS staff member.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I left the ESS meeting with specific recommendations on how to improve my academic status.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>These recommendations helped me with my studies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would recommend Educational Services for Students to my classmates.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Why were the recommendations helpful or unhelpful? (textbox with unlimited characters)
Why would/wouldn’t you recommend ESS to your classmates? (textbox with unlimited characters)
Disability Resources

How were you referred you to Disability Resources? (check all that apply)

- Academic advisor
- Admissions
- Area coordinator
- Athletics
- Auxiliary Services (e.g., food service, housing, parking, transportation)
- Faculty
- Orientation
- Peer
- Resident Assistant (RA)
- Staff
- Supplemental Instruction
- Undergraduate Studies
- University Counseling (UCS)
- University Health Center (UHS)
- Other, please specify: (textbox, unlimited number of characters)

<table>
<thead>
<tr>
<th>To what extent do you agree or disagree with the following statements?</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I had reservations about disclosing my disability to Disability Resources (if strongly disagree or disagree is marked, go to question __).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My accommodations meet my needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disability Resources has helped increase my confidence in my ability to advocate for myself.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I had reservations about disclosing my accommodations to faculty (if strongly disagree or disagree is marked, go to question __).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have had positive experiences when notifying my faculty members about my accommodations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty members have been good about accommodating my disability.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I’m glad I disclosed my disability to Disability Resources.

What concerns or barriers did you have in regards to disclosing your disability to Disability Resources? (Check all that apply.)

- I wanted to be self-sufficient.
- I wanted to try and be successful without accommodations first.
- I was worried about the stigma of registering.
- I didn’t want to be a burden to my faculty.
- I wasn’t aware of how the registration system worked.
- I was concerned that my disability would be disclosed to faculty.
- I felt accommodations were unfair.
- I didn’t think the accommodations would make a difference.
- The process to register for accommodations was too confusing or burdensome.
- I wasn’t sure what accommodations were available.
- I was worried that future employers or graduate/professional schools would hold the use of accommodations against me.
- I didn’t think I needed accommodations.
- Other, please specify: (textbox, no limit on number of characters)

How have your interactions with Disability Resources aided your success at CWRU? (textbox, no limit on number of characters)

Do you have any recommendations for improving Disability Resources? (textbox, no limit on number of characters)
## Peer Tutoring

<table>
<thead>
<tr>
<th>To what extent do you agree or disagree with the following:</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My goals for my peer tutoring session were met. (If strongly disagree or disagree is marked, go to question ___)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer tutoring has contributed to my success in the courses in which I received tutoring</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer tutoring helped me be successful in other classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would recommend peer tutoring to my classmates</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please tell us about your peer tutoring goals and why they were/were not met. (textbox, unlimited characters)

Peer tutoring (check all that apply):

- Helped me learn how to solve a specific type of problem
- Clarified course concepts and ideas
- Allowed me to practice and review course material
- Increased my confidence in my abilities as a learner
- Strengthened my critical thinking skills
- Helped me discover different ways to learn the material
- Provided me with strategies for studying for quizzes and exams
- Other, please specify: (textbox, unlimited characters)

Do you have any recommendations for improving future tutoring experiences for students? (textbox, no limit on the number of characters)
**Peer Writing Crew**

I met with a Peer Writing Crew member in person?

I used the Peer Writing Crew Dropbox?

I was referred to Peer Writing Crew by: (check all that apply)

- Academic Advisor
- Area Coordinator
- Career Services
- Classmate
- ESS Disability Resources
- ESS Staff
- Faculty
- International Student Services (ISS)
- Office of Multicultural Affairs (OMA)
- Peer Tutor
- Resident Assistant (RA)
- SAGES Instructor
- SELP Tutor
- Staff
- Supplemental Instruction (SI) Leader
- Undergraduate Studies Deans
- University Counseling
- Writing Resource Center (WRC)
- Other, please specify: (textbox, unlimited characters)

To what extent do you agree or disagree with the following statements?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My questions about my writing were addressed by the Crew member.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The comments that the Crew member provided were helpful.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I recommend the Crew to my classmates.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I discussed the following topics with the Crew: (check all that apply)

- citations (APA, MLA, etc)
- development
- editing for awkward wording
- organization
- proofreading for grammar errors
- thesis statement development
Please tell us why the comments that the Crew member provided were helpful or unhelpful. (textbox with unlimited characters)

Please tell us why you would or would not recommend Crew to your classmates. (textbox with unlimited characters)

Please list your recommendations for improving the Crew writing support. (textbox with unlimited characters)
Spoken English Language Programs (SELP)

I was referred to Spoken English Language Programs (SELP) by: (check all that apply)

- Academic Advisor
- Admissions
- Career Services
- Disability Resources
- Faculty
- Graduate Studies
- International Student Services (ISS)
- Office of Multicultural Affairs
- Orientation
- Peer
- Peer Tutor
- Program Director
- Staff
- Resident Assistant (RA)
- SAGES Instructor
- Undergraduate Studies Deans
- Writing Resource Center/Peer Writing Crew
- Other, please specify: (textbox, unlimited characters)

<table>
<thead>
<tr>
<th>To what extent do you agree or disagree with the following statements:</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel comfortable speaking English in my classes.</td>
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<tr>
<td>I feel comfortable speaking English outside my classes.</td>
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<tr>
<td>SELP tutoring sessions addressed my needs/objectives.</td>
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<tr>
<td>I left SELP meetings with specific recommendations/resources to continue practicing spoken English.</td>
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<tr>
<td>The recommendations were helpful.</td>
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</tr>
</tbody>
</table>

Please tell us why the recommendations were/were not helpful. (textbox, unlimited number of characters)
Please tell us the reasons you feel comfortable or uncomfortable speaking English. (textbox, unlimited number of characters)

Do you have any recommendations for improving SELP? (textbox, unlimited number of characters)
Supplemental Instruction (SI)

How often did you attend each type of Supplemental Instruction (SI) session did you attend? (never, occasionally, frequently)

- Regular sessions
- Exam reviews

What reasons influenced you to attend, or not to attend, SI sessions? (check all that apply)

- My professor encouraged me to attend.
- My SI leader invited me to attend.
- My friend(s) invited me to attend.
- I heard SI sessions were helpful from my peers.
- I am self-motivated to engage in academic activities.
- The session schedule conflicted with work or other classes.
- I didn't feel attending was necessary.
- I have been to similar kinds of study sessions for other courses and did not find them helpful.
- I intended to, but couldn't find the time.
- Inclimate weather.
- Other, please specify: (textbox with unlimited number of characters)

<table>
<thead>
<tr>
<th>To what extent do you agree or disagree with the following statements:</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>SI helped me be successful in other classes</td>
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</tr>
</tbody>
</table>
Other Comments

(for all participants to respond, textbox with unlimited characters)
Submission

This is the end of the evaluation. Please take a moment to review your responses and press submit when you are finished.

Submit
### Resource Page

Check out our ESS service and programs at ess.case.edu.

<table>
<thead>
<tr>
<th>Reason</th>
<th>Program or Service</th>
<th>Contact Information</th>
</tr>
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<tbody>
<tr>
<td>Accommodations: Academic</td>
<td>Disability Resources</td>
<td>Grace Clifford</td>
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<tr>
<td>Housing</td>
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<td>Eboni Porter</td>
</tr>
<tr>
<td>Testing</td>
<td></td>
<td>Sara Gaines</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="mailto:disability@case.edu">disability@case.edu</a></td>
</tr>
<tr>
<td>International students:</td>
<td>Spoken English Language Partners (SELP)</td>
<td>Elise Geither, <a href="mailto:ekg65@case.edu">ekg65@case.edu</a></td>
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<tr>
<td>Pronunciation</td>
<td></td>
<td>tutortrac.case.edu</td>
</tr>
<tr>
<td>Fluency</td>
<td></td>
<td></td>
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<tr>
<td>Presentation skills</td>
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<tr>
<td>Class participation</td>
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<td>Vocabulary acquisition</td>
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<tr>
<td>Study sessions for difficult</td>
<td>Supplemental Instruction (SI)</td>
<td>James Eller, <a href="mailto:james@cwru.edu">james@cwru.edu</a></td>
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<tr>
<td>courses</td>
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<tr>
<td>Study skills</td>
<td>Consultations with ESS staff</td>
<td>Appointment by calling 216-368-5230</td>
</tr>
<tr>
<td>Time management</td>
<td></td>
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</tr>
<tr>
<td>Tutoring</td>
<td>Peer Tutoring</td>
<td>Jennifer DeSantis,</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="mailto:jennifer.desantis@case.edu">jennifer.desantis@case.edu</a></td>
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<td>tutortrac.case.edu</td>
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<tr>
<td>Writing tutoring</td>
<td>Peer Writing Crew</td>
<td>Judy Hammer, <a href="mailto:jko2@case.edu">jko2@case.edu</a></td>
</tr>
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<td></td>
<td></td>
<td>Arthur Evenchik, <a href="mailto:ase7@case.edu">ase7@case.edu</a></td>
</tr>
</tbody>
</table>

For more information on programs or services:

Educational Services for Students (ESS) * 470 Sears * 216-368-5230 * ess.case.edu * essinfo@case.edu
Thank you page

Thank you for participating in this evaluation. We appreciate your feedback very much.