Student Affairs 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
James Eller
Nov 22, 2016, 12:33PM EST

Decided By
Amanda Thomas
Nov 22, 2016, 02:42PM EST

General Information

| Assessment project title: [Required] | ESS Programs and Services Evaluation |
| Assessment coordinator: | James Eller |
| Assessment coordinator's department/unit: [Required] | [ X ] Student Affairs - Educational Services for Students |

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

IRB Requirements

How/with whom do you plan to share the results of this project? (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 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. 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]

The purpose of the ESS Programs and Services Evaluation is to fulfill the ESS Strategic Plan process of assessing 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.

I have reviewed other sources of information related to this topic: [ X ] Existing CWRU data/studies

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 ] Observation
[ X ] Focus group interview

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 are shared with our peer educators during end of semester meetings as feedback related to their performance and to inform training goals and programmatic improvements. Results from the spring survey were used to reinforce the process used by tutors to cancel or reschedule tutoring appointments and to modify the TutorTrac interface for students and tutors. Additionally, survey results were used to reinforce standards for how SI leaders prepared manipulative materials for their SI sessions and how they communicate with faculty.

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]
Where will the data be stored? What methods will be used to ensure the data is not breached? Qualtrics and a CWRU server.

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? Undergraduate and graduate students who have utilized our programs and services.

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%.

Approximately how many people will be asked to participate in the project? 2600

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.

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

**Attachments**


Other Attachments [Required] Submitted File: Assessment Checklist-ESS Survey.docx
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
- Why the survey was created
- 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
- How long the study will last
- 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

Additional Information

Hi Amanda,

I've updated the checklist to reflect information pertaining to the current SI and Peer Tutoring portions of the survey currently being administered. I've also added how the data was used to inform, improve, and/or modify the programs being assessed.

Thanks,
James

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]

- The additional attachment that is required is missing (see section under where you uploaded a copy of the survey). The attachments include the timeline, invitations, marketing materials, the resource list, etc. In the consent form section, go ahead and delete it and just say “see survey.”

- I know there hasn't been a review of other surveys outside of CWRU. Although the survey is intended to measure specific programs at CWRU, there are several similar programs at other universities across the country and I'm sure there are surveys for those programs that might offer additional questions that you might find valuable, could tweak, or haven't thought of yet. I would like to see ESS review other surveys before the survey is administered this coming spring. I would be willing to help do the research on this.

- If I recall correctly, last time the survey was administered it went to about 3,500 students. The current checklist indicates that it will go to 2,500. Is this correct?

- You may receive a higher response rate if you offer more incentives. The chances of winning look really slim as it currently stands.

- I'm not sure that students' first language is available through SIS. I've never seen it in there but I could be wrong.

- You plan to break down the data in several ways. While it would be idea to do this, I'm not sure how reasonable it is to do the data analysis, review all of the results, and make change. The checklist should be a true reflection of your plans, resources, and the amount of time available to complete the project.

- In terms of the survey, there are a minor changes I'd encourage you to consider:
  o The section about barriers to disclosing disability to Disability Resources doesn't flow as well as it could. You might want to take another look.
  o The part under SELP that says “Describe your skills in English” seems abrupt. Maybe change it to “How would you describe your skills in English?”

Approvals

Director Approval [Required] Judy Hammer
<table>
<thead>
<tr>
<th>Additional Supervisor Approval</th>
<th>No answer submitted.</th>
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Enter the e-mail address (e.g., abc123@case.edu) of another supervisor that must approve your request (if applicable)