



National Institutes of Health
National Institute of
General Medical Sciences
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TO: Office of Management and Budget (OMB)
Through: Reports Clearance Officer, DHHS¹
Project Clearance Chief, NIH ____
Project Clearance Liaison, Tammy-Dean Maxwell, NIGMS

FROM: Dr. Michael Sesma, Project Officer
National Institute of General Medical Sciences (NIGMS)

SUBJECT: Request for Change to Evaluation of the Enhancing Diversity of the NIH-funded Workforce Program for the National Institute of General Medical Sciences (NIGMS) (OMB#: 0925-0747; Expiration Date: 11/30/2019)

We are writing to request minor changes to the planned data collection for OMB#:0925-0747. The requested changes will (a) reduce respondent burden for the undergraduate students participating in this evaluation by merging items from the “Your First College Year” survey with the “Student Annual Follow-Up Survey”, creating a single, more focused instrument that will take less time to complete, and (b) reduce confusion through minor revisions to the wording and formatting of the annual student survey to more appropriately reflect the fact that only undergraduate students will be taking the survey. Below, we outline the proposed changes:

- 1.) Eliminate “Your First College Year” (YFCY) survey: This survey was to be administered to freshmen at the end of their first year of college. To reduce overall respondent burden and more selectively target data collection around highest priority information, only the core “Student Annual Follow-up Survey” will be administered for those students ending their freshman year. Selected items from the YFCY have been moved to the Annual Survey. Because the freshmen will skip out of other sections of the survey, the estimated time commitment is the same (25 minutes) as it is for other undergraduates (sophomores, juniors, non-graduating seniors) taking the Annual Follow-up Survey. This represents a 55% reduction in the time requirement for those freshman (25 minutes vs. 45 minutes for YFCY). As outlined in the revised burden table (see Table A.12.1 below), this change will result in a reduction of some 9,167 hours overall.
- 2.) Incorporate modest changes to the Annual Follow-up Survey. Changes fall into 3 categories:
 - a. Wording and ordering changes for flow, clarity and appropriateness for undergraduate respondents. Rewording in the Introduction is also meant to address human subjects’ protection issues by providing a clearer explanation of the project and what is being asked of respondents. These changes are based on pilot testing that indicated a need to clarify some items (adding some explanation/definition of terms) and to reformat some items (e.g., deleting options deemed inappropriate for undergraduates).

- b. *Items deleted* as irrelevant to undergraduates; note that some items are deleted only for freshmen to balance the burden of items added
- c. *Items added* from the YFCY (for the freshmen).

Attachment 12 reflects the originally approved Annual Student Follow-up Survey. Note that items have been deleted from pages 3, 4, 13, 14, 17, 18, 22, 25, 29, and 30 of this document. Attachment 12 (Revised 3.10.17) is the proposed revised Annual Student Survey. Note in this revised version of the survey, items on pages 39-48 are not administered to freshmen and items on pages 79-84 are items added from the YFCY that are ONLY administered to freshmen. Please also note that the DPC changed the project logo and the attachment with the revised survey reflects this.

We believe that these changes will result not only in a reduction of respondent burden without loss of key data (critical items for freshmen from the YFCY have been included in the Annual Survey) but will also facilitate completion of the surveys by the intended respondents. Having all students complete the Annual Follow-up Survey will enhance the overall data available to the Diversity Consortium and NIH for the planned evaluation. The changes prioritize the Annual Follow-up Survey items that are of significantly greater priority to the program evaluation than the YFCY items that were determined to be an extremely low priority.

A.12.1: Annualized Estimate of Hour Burden				
Type of Respondents	Number of Respondents	Frequency of Response	Average Time per Response (in hours)	Annual Hour Burden
BUILD Student - Entrance Survey (Version A:HERI Freshman Survey [Attachment 8a], Version B: HERI Freshman Survey for Non-Freshman Transfers [Attachment 8b])	15,000	1	45/60	11,250
BUILD Student – Follow-up survey at the end of the first attendance year (HERI Your First College Year; Attachment 10)	15,000	1	45/60	11,250
BUILD Student – Follow-up survey at graduation (HERI College Senior Survey; Attachment 11)	15,000	1	45/60	11,250
BUILD Student Annual Follow-up Survey (Attachment 12)				
a. 2015 Cohort	5,000	3	25/60	6,250
2016 Cohort (revised on next line)	5,000	2	25/60	4167
b. 2016 Cohort	5,000	3	25/60	6,250
c. 2017 Cohort	5,000	1	25/60	2,083
BUILD Faculty Survey (HERI Faculty Survey; Attachment 13)	500	1	45/60	375
BUILD Faculty Annual Follow-up survey (Attachment 14)	500	2	25/60	417
BUILD Mentee Mentor Assessment (Attachment 15)	1,000	3	10/60	500
BUILD Institutional Research & Program Data Requests (Attachment 25)	10	3	16	480
BUILD Implementation Reports (Attachment 26)	10	3	16	480
BUILD Site Visits (Attachment 23)	120	3	24	8,640
BUILD Case Studies Preparation (Attachment 23)	24	1	40	960
BUILD Case Study Interviews (Attachment 23)				
a. Undergraduate Students	170	1	90/60	255
b. Graduate/post-doctoral students	70	1	90/60	105
c. PI's, Program Managers/Directors, & Faculty	162	1	90/60	243
NRMN Mentee Annual Follow-up Surveys (Attachment 18)				
a. 2016 student cohort	375	3	25/60	469
b. 2016 faculty cohort	100	3	25/60	125
c. 2017 student cohort	375	2	25/60	313
d. 2017 faculty cohort	100	2	25/60	83
e. 2018 student cohort	375	1	25/60	156
f. 2018 faculty cohort	100	1	25/60	42
NRMN Mentor Annual Follow-up Surveys				

(Attachment 17)				
a. 2016 Cohort	375	3	25/60	469
b. 2017 Cohort	375	2	25/60	313
c. 2018 Cohort	375	1	25/60	156
NRMN Mentees – Program specific modules for tracking survey: Mentee Assessment of Mentor (Attachment 15), Research & Grant Writing (Attachment 20), Institutional Context (Attachment 22)				
a. 2016 student cohort	375	3	10/60	188
b. 2016 faculty cohort	100	3	10/60	50
c. 2017 student cohort	375	2	10/60	125
d. 2017 faculty cohort	100	2	10/60	33
e. 2018 student cohort	375	1	10/60	63
f. 2018 faculty cohort	100	1	10/60	17
NRMN Mentors – Program specific modules for tracking survey: Mentor Skills (Attachment 19), Coaching Training (Attachment 21), Institutional Context (Attachment 22)				
a. 2016 Cohort	375	3	10/60	188
b. 2017 Cohort	375	2	10/60	125
c. 2018 Cohort	375	1	10/60	63
NRMN site visits (Attachment 24)	1	6	16	96
NRMN Case Study Interviews (Attachment 24)				
a. Investigators	37	3	1	111
b. Mentors	30	1	1	30
c. Student mentees	15	1	1	15
d. Faculty mentees	15	1	1	15
Total	67,764	90,723		52,783 [9167 fewer hours]

