CTE CoLab CCP Student Survey Considerations

Purpose

The Urban team has developed this 3-page resource with tips and potential themes for a student survey. At the end of the guide, we include sample questions from prior student surveys we have administered. We offer them as examples that may be relevant for your survey efforts. The survey(s) you design should be adapted based on who is administering it, your knowledge goals, and the local context and lived experiences of your student population. We hope this document is a useful starting point in determining an approach that makes sense for your program and students.

Survey tips and questions to consider before you start

- **What do you want to know?**
    - What are your knowledge goals from the survey?
    - Are these goals appropriate for a survey, or would discussion groups or other forms of input work better?
        - → A survey is useful to get discrete pieces of information through closed-ended or short-answer questions
        - → You may be able to ask one or two longer-form questions on a survey, but surveys are not a good way to surface detailed explanations or nuances
        - → In-depth qualitative information about student experiences may not work well in a survey – you may want to consider interviews, discussion groups, or other feedback mechanisms
- **Which students do you want to reach?**
    - All students in the program? Students in certain classes? New students vs. returning students?
        - → For students under the age of 18, you may need to obtain parent/guardian consent, as well as student assent
- **When and how do you plan to administer the survey?**
    - How will you primarily administer the survey? On what platform?
        - → Considerations of the platform may intersect with confidentiality considerations, discussed below
        - → Different platforms also have different levels of mobile compatibility and different levels of sophistication about skip logic, question branching, formatting, etc.
    - Timing: At the start and end of the semester or program (pre/post) to assess changes over time, early semester/program, mid-semester/program, or at the end of the semester/program to inform the next term or cohort?
    - On the students' own time?
        - → Aim to be short (less than 10 minutes)
    - In class with the support of instructors?
        - → Then it can be slightly longer (e.g., 15 minutes)
    - Will there be an incentive for students to complete it (e.g., cash or gift cards – universal or raffle, bonus points in class, etc.)?
        - → Consider how you will track who completed the survey and how you will administer the incentives
    - What changes can students expect to see as a result of completing the survey?
        - → Help students understand the benefit of participation by being transparent about how the data will be used and how it will help them or future students
- **What is the right content?**

- o Given knowledge goals and the mode of administration, what is reasonable to cover?
- o If you have concerns about length, how do you prioritize potential content?
- o Which demographics or other characteristics do you need to ask about to disaggregate the results?
- o Who will you engage in the design of the survey? Can students help design?
  - ▪ → Community-Engaged Methods is an approach where students help with design (and possibly administration)
- o Will there be follow-up with students to understand more about their experiences?
  - ▪ → You can include a question in the survey asking if they might be willing to talk more about their experiences, perhaps for an additional incentive
    - • It is a good idea to offer *yes, no,* and *maybe* as response options
    - • Those who say they might be willing can give their contact information for further follow-up (if you don't already have it)
  - ▪ → Follow-up interviews a subset of survey respondents, selected based on their perspectives and characteristics, allows you to dig into issues in detail
    - • In this case, you may not need to include all of your in-depth question in the survey itself, but save them for the follow-up conversations
  - ▪ → Consider who and how to reach out for follow-up
- **Are there special accommodations needed for students to respond?**
  - o Additional time? Translation needs? Paper versions?
  - o Will you test the survey with students first for content, language, and functionality?
- **Is protecting student confidentiality important for this survey?**
  - o Is survey content sensitive? Is responding to sensitive questions optional?
    - ▪ → Identifying someone other than an instructor or administrator to run the survey, such as the institutional research department or a third-party firm, can create a safe space for more open or honest feedback
      - • The trade-off of using another office or entity to run the survey is that the program staff and instructors may not be able to link back issues raised with particular students' experiences
  - o Can students expect their responses to remain deidentified? If not, how might the lack of anonymity pose a risk, from the perspective of the student surveyed?
    - ▪ → Be transparent about how the information will be used.
    - ▪ → There are some advantages to *not* de-identifying students to follow up on issues (substantive issues, technical issues, or incomplete responses), but they may be more hesitant to participate or provide candid answers
    - ▪ → Being able to identify students and link to college records (e.g., with a student ID) can also allow the program to track their outcomes over time
- **How will you make sense of the findings? Who will you share the findings with?**
  - o Who will analyze the survey results?
  - o How do you want to disaggregate findings by student characteristics, courses, etc.?
    - ▪ → You need to make sure you have enough respondents in each subgroup, so you're not generalizing from only one or two students' experiences – this may mean combining groups that are similar in some way in analysis/reporting
  - o How will you share the insights? Is there a reasonable way to share back the findings with the students themselves? What about instructors? Others at the college?
    - ▪ → Think about useful visuals to summarize key points
    - ▪ → It is good to convey data findings three ways: visually, in text, and verbally
    - ▪ → You may want to explore the options for a Data Walk – Urban can help support Data Walk design and planning
  - o Is there a plan to publish the results?

Potential Survey Themes

- **Program and college access**
  - Perception of college or program recruitment and outreach strategies
  - How students learned about the program or course
- **Digital access**
  - To physical devices and the internet
  - Effect of living circumstances (internet bandwidth, quiet or safe workspace, etc.)
- **Digital literacy**
  - Foundational/existing digital skills prior to the start of coursework online
  - Ability to apply foundational digital skills to complex tasks
- **Access to student supports (both online and in person)**
  - Knowledge and awareness of supports (e.g., personal, academic, and career-oriented)
  - Feasibility of access to supports
  - Use of support services – inside and outside the college
  - Usefulness of existing supports and gaps in needed supports
- **Student characteristics (those not available in student academic data)**
  - Marital status, age, child care, family and work commitments, language, other
  - Consider sensitivity around questions concerning employment/income, prior educational attainment, living circumstances, nativity (US born), citizenship, etc., including how that information will be used, and what it will be used for
- **Learning online**
  - Prior experiences learning online
  - Desired level of engagement from the instructor and other support staff
- **Course structure**
  - Desired experience and preferred learning methods (in-person, online, hybrid)
  - Student perceptions of actual experience of engagement/pedagogy style (flipped, blended, synchronous/asynchronous, etc.)
- **Course technology tools**
  - Familiarity with hardware and software used in coursework
  - Perceptions of the utility of tools used in coursework/program
  - Technical difficulties and glitches
  - Favorite features of tools and desired improvements
- **Expectations (pre) and experience (post) of coursework in program**
  - Expected burden/commitment in hours of self-directed learning
  - Actual burden/commitment in hours of self-directed learning
  - Thoughts on course design and impressions of course experience
- **Overall challenges, successes, and opportunities for improvement**
  - What went well and what did not
  - Where there are opportunities for improvement
  - Desire to take additional courses online
- **Desired education and employment outcomes**
  - Interest in further education and goals for the future (highest degree sought)
  - Perception of available work-based learning and career opportunities
  - Immediate and future employment goals following program or certificate completion

Sample Survey Questions

The Urban Institute has used questions like these in past related work. They can be used to adapt for your knowledge needs, student population, and survey conditions. They are not intended to be exhaustive. Instead, they provide potential examples.

You can jump to the section you're interested in by clicking on the page number below:

Program and college access

How did you learn about [CTE program]? *Please select yes for all that apply.*

	Yes	No
High school or GED program	○	○
Social media	○	○
Internet search	○	○
Friend or family member	○	○
Community outreach (e.g., from a local community-based organization, church, etc.)	○	○

Other (please specify) _____

Did anyone assist you with enrollment in [CTE program]? *Please select yes for all that apply.*

	Yes	No
High school guidance counselor	○	○
Community-based organization leader	○	○
Academic advisor at the college	○	○
College faculty member	○	○

Other (please specify) _____

Have you used any of the following types of assistance while enrolled in [CTE program]? *Please select yes for all that apply.*

	Yes	No
Financial assistance for basic needs (e.g., food and housing)	○	○
Financial aid for school costs (e.g., tuition support, textbook waivers or stipends, etc.)	○	○
Technology loan programs offered through campus (e.g., laptop or Chromebooks, etc.)	○	○
Academic assistance such as tutoring	○	○
College or career advising	○	○

Other (please specify) _____

Digital access

Do you own or have regular access at home to any of these devices with access to internet? *Please select yes for all that apply.*

	Yes	No
A desktop computer	○	○
A laptop computer	○	○
A tablet	○	○
A smartphone	○	○

Do you have reliable internet access where you live?

○ Yes

○ No

Is there another location where you can easily access reliable internet at any time of day (for example, on campus, a library, or a cafe)?

○ Yes

○ No

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Digital literacy

You can assess student readiness for online coursework (including essential computer and software skills and how to use technology in everyday life) from existing online tools, assessments, frameworks and standards, such as the ACT Work Keys Assessments, Northstar, and the Programme for International Student Assessment (PISA). Sample questions can be integrated into an online survey format or your survey can embed a link to an online assessment that students complete on an external site.

Access to student supports

Which of the following academic supports do you have access to as an online student? *Please select yes for all that apply.*

	Yes	No
Advising in your program of study	○	○
Advising for navigating your academic experience online	○	○
Subject-matter tutoring	○	○
Advising on future education opportunities, such as degree programs	○	○

Other (please specify) _____

Have you ever used any of the following academic supports? *Please select yes for all that apply.* (Can list only ones they said they have access to)

	Yes	No
Advising in your program of study	○	○
Advising for navigating your academic experience online	○	○
Subject-matter tutoring	○	○
Advising on future education opportunities, such as degree programs	○	○

Other (please specify) _____

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Which of the following career supports do you have access to as an online student? *Please select yes for all that apply.*

	Yes	No
Job search and placement support, including job fairs	○	○
Resume development	○	○
Career assessments	○	○
Mock interviews	○	○
Online job training	○	○
Technology or digital literacy training	○	○

Other (please specify) _____

Have you ever used any of the following career supports? *Please select yes for all that apply.* (Can list only ones they said they have access to)

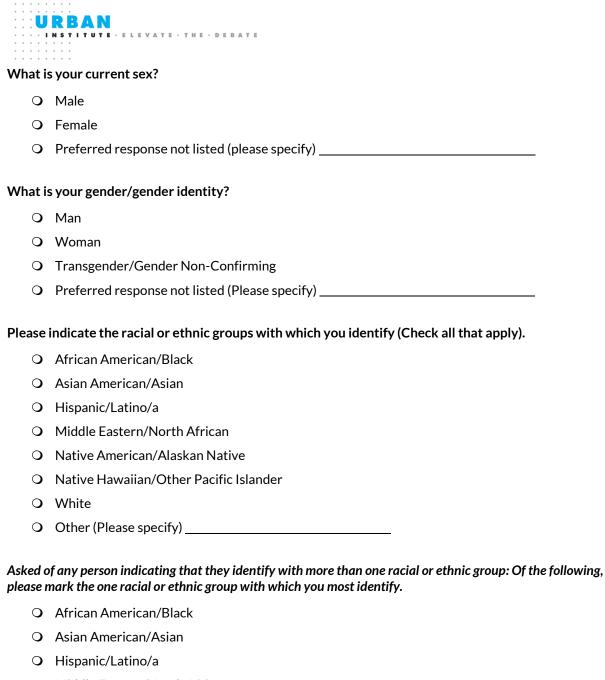|	Yes	No
Job search and placement support, including job fairs	○	○
Resume development	○	○
Career assessments	○	○
Mock interviews	○	○
Online job training	○	○
Technology or digital literacy training	○	○

Other (please specify) _____

Do you need additional academic or career-oriented supports that you do not have access to? *Please describe.*

_____

_____

_____

Student characteristics

Are you at least 18 years old? (Note that we often include this as a screening question at the beginning of a survey to ensure we are only collecting data on students age 18 or older)

○ Yes

○ No

What is your current sex?

- ○ Male
- ○ Female
- ○ Preferred response not listed (please specify) _____

What is your gender/gender identity?

- ○ Man
- ○ Woman
- ○ Transgender/Gender Non-Confirming
- ○ Preferred response not listed (Please specify) _____

Please indicate the racial or ethnic groups with which you identify (Check all that apply).

- ○ African American/Black
- ○ Asian American/Asian
- ○ Hispanic/Latino/a
- ○ Middle Eastern/North African
- ○ Native American/Alaskan Native
- ○ Native Hawaiian/Other Pacific Islander
- ○ White
- ○ Other (Please specify) _____

Asked of any person indicating that they identify with more than one racial or ethnic group: Of the following, please mark the one racial or ethnic group with which you most identify.

- ○ African American/Black
- ○ Asian American/Asian
- ○ Hispanic/Latino/a
- ○ Middle Eastern/North African
- ○ Native American/Alaskan Native
- ○ Native Hawaiian/Other Pacific Islander
- ○ White
- ○ Other (Please specify) _____

Source for Qs on this page: https://diversity.umich.edu/wp-content/uploads/2017/11/STUDENT-SAMPLING-SURVEY.pdf

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Where do you live? *Please choose the one answer that best describes your living situation.* (Note that there are better response categories for this question, but we worded it this way to align with other data collection we were doing.)

❍ I live with parent(s) or other guardian(s)

❍ I live with another adult family member or adult who is not my guardian

❍ I live independently without my parent(s) or other guardian(s) (with my own family, alone, or with roommates)

What is the approximate combined income of your parents before taxes?

❍ $0 to $49,999

❍ $50,000 to $99,999

❍ $100,000 to $199,999

❍ $200,000 or more

❍ Don't know

What is the approximate combined income of your household before taxes?

❍ $0 to $49,999

❍ $50,000 to $99,999

❍ $100,000 to $199,999

❍ $200,000 or more

❍ Don't know

Please indicate the highest level of education completed by your:

	Did not complete high school	High school diploma or equivalent (for example, GED)	Some college (less than Associates)	Associate's degree	Bachelor's or four-year degree	Graduate or professional degree	Don't know
Father (or parent/guardian #1):	❍	❍	❍	❍	❍	❍	❍
Mother (or parent/guardian #2):	❍	❍	❍	❍	❍	❍	❍

Are you married?

○ Yes

○ No

Do you have children or other dependents who are minors?

○ Yes

○ No

What is your native language?

○ English

○ English and another language about the same (please specify) _____

○ Another language (please specify) _____

What language do you prefer to learn in?

○ English

○ English and another language about the same (please specify) _____

○ Another language (please specify) _____

Were you born in the United States or its territories?

○ Yes

○ No

What month were you born?

○ January

○ February

○ March

○ April

○ May

○ June

○ July

○ August

○ September

○ October

○ November

○ December

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What year were you born?

_____

Learning online

How many prior <u>fully online courses</u> have you taken in high school or college that used a computer program to complete coursework or homework assignments?

○ None

○ One or two classes

○ Three or four classes

○ More than four classes

When you participated in online courses previously, how much did you like your experience? (Can condition on having taken a course online.)

○ 1 Strongly disliked it

○ 2

○ 3 Neither liked nor disliked it

○ 4

○ 5 Strongly liked it

Which type of classroom experience would best help you learn? Please rank the following options from 1 to 3, with 1 being the experience that helps you learn best:

○ _____ Instructor gives lectures in class and I can practice in a lab/discussion session or outside of class.

○ _____ I do self-paced work on a computer in class and the instructor is available to answer my questions as needed.

○ _____ I learn content on a computer outside of class and participate in activities in class that apply the concepts.

Course structure

How would you describe the structure of your [course name/number] class?

○ I was assigned [course] assignments after in-class lecture and would complete those assignments to review concepts learned in lecture.

○ I was assigned [course] reading and/or quizzes prior to in-class lecture. The lecture reviewed what I had already covered in the tool.

○ The [course] platform was the main teaching tool in class. The majority of class time was spent working on assignments in the tool. My instructor provided assistance while I worked in the platform independently or in small groups.

○ I was assigned [course] to learn content outside of class, and then my instructor facilitated activities in class to review what I had already covered outside of class.

○ Other (describe): _____

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Where do you typically first engage with new course concepts? Please enter your best estimate of the percentage for each setting. Percentages must sum to 100. (This question can be used to assess flipped classroom in a hybrid model.)

In the classroom: I am assigned reading/practice on new content after in-class lecture, activities, and discussion on those concepts: _____

Outside of the classroom: I am assigned to read about new content outside of class, then offered prepared lecture, activities, and/or discussions on that content in class: _____

Total: _____

Which of the following statements was true about your course this semester? *Please select yes for all that apply.*

	Yes	No
Attendance was part of my grade	○	○
My instructor gave me explanations of the material in class	○	○
I was able to get answers to specific questions in class	○	○
We went over practice problems or homework problems in class	○	○
There were discussions in class	○	○
We reviewed for the midterm or final exams in class	○	○

Course technology tools

Note: Where it says [tool], this line of questioning could be used to understand the efficacy of a textbook replacement tool/online platform used in the course

We want to understand your experiences with [tool].

Overall, how would you rate your experience with [tool] relative to other computer-based tools you have used in the past?

- ❍ 1 Much worse
- ❍ 2
- ❍ 3 About the same
- ❍ 4
- ❍ 5 Much better
- ❍ Don't know - I have never used another tool

Please rate the following statements using the scale below:

	Strongly disagree 1	2	Neutral 3	4	Strongly agree 5
The content on [tool] was aligned with material outlined in the syllabus.	❍	❍	❍	❍	❍
[Tool] built on the content taught during class.	❍	❍	❍	❍	❍
Instructors centered their lesson plans around [tool].	❍	❍	❍	❍	❍
Instructors used [tool] in a way that helped me understand the course content better.	❍	❍	❍	❍	❍
[Tool] adjusted to my learning needs in real time.	❍	❍	❍	❍	❍
Quizzes on [tool] gave me a good understanding of how much course material I knew.	❍	❍	❍	❍	❍
Using [tool] helped me easily identify the concepts I needed to work on.	❍	❍	❍	❍	❍
Overall, [tool] helped me learn course material.	❍	❍	❍	❍	❍

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How would you evaluate the following technical aspects of [tool]?

	Terrible 1	2	Okay 3	4	Excellent 5
Logging in to the tool	○	○	○	○	○
Navigating through the assignments	○	○	○	○	○
Quality of graphics and multimedia	○	○	○	○	○
Completeness of content	○	○	○	○	○
Ease of finding specific information	○	○	○	○	○
Ease of inputting and submitting answers	○	○	○	○	○
Technical support when difficulties arise	○	○	○	○	○
Ease of accessing grades on assignments	○	○	○	○	○
Compatibility with my device (laptop, phone, tablet, etc.)	○	○	○	○	○

How often did you have serious technical difficulties with [tool] that were severe enough to prevent you from progressing through a module or assessment (e.g., page would not load repeatedly, quiz would not work, a graphic was missing, correct answers were marked incorrect, etc.)? Please choose one of the following:

- ○ Never
- ○ Once or twice during the semester
- ○ Every few weeks
- ○ Once a week
- ○ More than once a week

Did the technical problems with the software improve over the course of the semester?

- ○ Yes
- ○ Somewhat
- ○ No
- ○ Don't know

What was your favorite feature of [tool]? P*lease describe.*

_____

_____

_____

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Which feature of [tool] do you think most needs to be improved? *Please describe.*

_____

_____

_____

Expectations (pre) and experience (post) of coursework in program

For each course you are enrolled in this semester—

Overall, how much time do you expect to spend on course work EACH week <u>for THIS course</u> outside of class?

- ❍ None
- ❍ Less than 1 hour
- ❍ 1-5 hours
- ❍ 6-10 hours
- ❍ 11-15 hours
- ❍ 16-20 hours
- ❍ Over 20 hours

Overall, how much time do you expect to spend on course work EACH week <u>for ALL of your courses</u> outside of class?

- ❍ None
- ❍ Less than 1 hour
- ❍ 1-5 hours
- ❍ 6-10 hours
- ❍ 11-15 hours
- ❍ 16-20 hours
- ❍ Over 20 hours

How difficult do you expect this course to be?

- ❍ 1 Very easy
- ❍ 2
- ❍ 3 Moderate
- ❍ 4
- ❍ 5 Very difficult

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How many hours do you plan to work at a job (either on-campus or off-campus) this semester?

- ○ I do not plan to work
- ○ I plan to work 1-9 hours each week
- ○ I plan to work 10-19 hours each week
- ○ I plan to work 20-29 hours each week
- ○ I plan to work 30-39 hours each week
- ○ I plan to work 40 or more hours each week

How difficult did you find [course name/number]? Please choose one of the following:

- ○ 1 Extremely easy
- ○ 2
- ○ 3 Moderate
- ○ 4
- ○ 5 Extremely difficult

On average, how many hours per week did you spend on coursework for [Course Number]? Coursework includes lecture, discussions or labs, reading, practice problems, assignments, and studying for exams.

_____ hours

Approximately what portion of [course name/number] assignments did you complete?

- ○ 1 None
- ○ 2
- ○ 3 About half
- ○ 4
- ○ 5 All

Approximately what portion of [course name/number] course meetings/lectures did you attend?

- ○ 1 None
- ○ 2
- ○ 3 About half
- ○ 4
- ○ 5 All

Approximately what portion of [course name/number] discussions/labs did you attend?

- ○ 1 None
- ○ 2
- ○ 3 About half
- ○ 4
- ○ 5 All

How would you rate the quality of the course meetings/lectures?

- ○ 1 Terrible
- ○ 2
- ○ 3 Okay
- ○ 4
- ○ 5 Excellent

How would you rate the quality of the discussion/lab?

- ○ 1 Terrible
- ○ 2
- ○ 3 Okay
- ○ 4
- ○ 5 Excellent

How often did you meet or talk with your instructor one-on-one during the semester? Please choose one of the following:

- ○ Never
- ○ Once or twice
- ○ Monthly
- ○ Weekly
- ○ More frequently than weekly

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How important was each of the following in your decision to attend class?

	Not important at all 1	2	Somewhat important 3	4	Very important 5
Attendance was part of my grade	❍	❍	❍	❍	❍
My instructor gave me explanations of the material in class	❍	❍	❍	❍	❍
I was able to get answers to specific questions in class	❍	❍	❍	❍	❍
We went over practice problems or homework problems in class	❍	❍	❍	❍	❍
There were discussions in class	❍	❍	❍	❍	❍
We reviewed for the midterm or final exams in class	❍	❍	❍	❍	❍

Overall challenges, successes, and opportunities for improvement

Overall, how would you rate your experiences in [course name/number] relative to other college courses you have completed to date?

- ❍ 1 Much worse
- ❍ 2
- ❍ 3 About the same
- ❍ 4
- ❍ 5 Much better
- ❍ No prior course experience

We want to know how this class compares with other college classes.

	Far below average 1	2	About average 3	4	Far above average 5
How much did you learn?	❍	❍	❍	❍	❍
How engaging was the class?	❍	❍	❍	❍	❍
How much time did the instructor spend lecturing?	❍	❍	❍	❍	❍
How much in-class time did you spend on activities?	❍	❍	❍	❍	❍
How available was your instructor to answer questions?	❍	❍	❍	❍	❍

Did [course name/number] increase or decrease your interest in [program name]?

- ❍ 1 Decreased interest a lot
- ❍ 2
- ❍ 3 No change
- ❍ 4
- ❍ 5 Increased interest a lot

How likely are you to take more classes in [program name]?

- ❍ 1 Definitely will not
- ❍ 2
- ❍ 3 Not sure
- ❍ 4
- ❍ 5 Definitely will

What are your favorite aspects of [this course/program]? *Please describe*

_____

_____

_____

Where do you see a need for improvement? *Please describe*

_____

_____

_____

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Please enter any other comments about the course/program here.

_____

_____

_____

Desired education and employment outcomes

What is the highest level of education you expect to complete in the future?

- ❍ Complete some college classes (less than a certificate)
- ❍ Complete a certificate program (less than an Associate's degree)
- ❍ Complete an Associate's degree
- ❍ Complete a Bachelor's degree
- ❍ Complete a Master's degree or equivalent
- ❍ Complete a Ph.D., M.D., J.D., or other advanced or professional degree
- ❍ Don't know

What are your career goals following completion of [this course/program]? *Please describe.*

_____

_____

_____

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