

CAC Pre-Survey Administration

Instructions:

The first page of this document provides background information and tips for administering the survey. **Please read this information to yourself before you administer the survey to students - you do not need to read this page to students.** If you have questions about the survey or how to administer it, please ask your CAC Program Supervisor ahead of time.

Pages 2-3 of this document provide instructions and wording for you to use while you administer the actual survey to students. Your wording is provided in quotes (“”) and instructions are provided in red, all-caps text. Please review these pages before you begin the survey administration process, to familiarize yourself with the process.

Survey Background Information:

This set of surveys has been created for the College Access Corps Program, based upon the guidelines set by the Corporation for National and Community Service (CNCS). *CNCS currently requires that programs use pre-post assessments for their evaluation.* They will not accept any other form of evaluation response (eg: open-ended or narrative questions, retrospective questions).

College Access Corps staff recognize that other forms of evaluation may be better suited to your programs, and to young students in general. They are also aware that students often overestimate their knowledge at the beginning of a program, and therefore underreport what they have learned at the end of a program. This phenomenon is called “response shift bias.” In order to account for possible response shift bias, a set of retrospective and open-ended questions are included *at the end of the post-test survey.* CNCS will not use the data from these questions, but Americorps members and site supervisors can use this information for program improvement purposes, and to compare their results with the pre-post responses.

In addition, while it would be easier to administer this survey online, many CAC programs do not have access to the technology needed for students to complete an electronic survey. Thus, the paper version is the only accessible option for all programs at this time.

Tips for administering survey:

The language on the next page is provided for people to use as they administer the survey. Please try to stay as close to the wording as possible, but also take your student population into consideration. If you need to adjust the wording for your audience, feel free to do so – just stay true to the intent of the instructions.

Also – be sure to explain things in the survey that students may not understand. For example, if students don’t realize that you are “adults” or “grown-ups” (as described in the survey language), please tell them before you hand out the survey. If there are any other questions or points of confusion, you are welcome to clarify them as students take the survey. This is not an SAT or other standardized test, so it is fine for you to explain things or clarify terminology, if they don’t understand a question.

Pre-Survey Administration Wording

Instructions for students in grades 6-10 and 11-12

(DO NOT HAND OUT THE SURVEY UNTIL YOU HAVE READ THESE INSTRUCTIONS)

“In a minute, I will be handing out a short survey about school and college information. This is not a test, and there are no right or wrong answers.”

“When you get the survey, you will see that each question is written as a sentence. Please take a minute to read each sentence carefully, and decide how much you agree or disagree with that sentence. Then circle the matching answer. Remember, this is not a test, and there are no right or wrong answers – we just want to know what information you already have about college. No one will see what you write because your name is not attached to the survey. So please be honest with your answers.”

(HAND OUT SURVEY)

“Take a quick look at the survey. There may be some questions where part of it is true for you, but part of it isn’t. For example, you might have learned about some things in a particular question, but not all of the things listed (for example, question 3). In those cases, you can just say that you disagree with that statement, because not all of it is true.” **(ASK THEM IF THIS MAKES SENSE, AND CLARIFY IF NEEDED).**

“Take another look at the survey items. Does anyone have any other questions about any of the items?” **(PAUSE FOR A MINUTE AND GIVE THEM TIME TO THINK ABOUT IT).**

(ANSWER ANY QUESTIONS THAT THEY HAVE, AND LET THEM BEGIN FILLING IT OUT. WALK AROUND DURING THE SURVEY AND BE SURE TO ANSWER INDIVIDUAL QUESTIONS. IT IS IMPORTANT THAT THEY UNDERSTAND THE SURVEY ITEMS AND ANSWER ACCORDINGLY.)

“When you are done, you can turn your survey in to me.”
(COLLECT SURVEYS)

Instructions for students in grades 4-5

(DO NOT HAND OUT THE SURVEY UNTIL YOU HAVE READ THESE INSTRUCTIONS)

“In a minute, I will be handing out a paper that has a few questions about what you think about school. This is not a test, and there are no right or wrong answers.”

“When you get the survey, you will see that each question is written as a sentence. Please take a minute to read each sentence carefully, and then put an X in the box that matches your answer. Remember, there are no right or wrong answers, and no one will see what you write because your name is not attached to the survey. So make sure you answer honestly.”

(HAND OUT SURVEY)

“Take a quick look at the survey. Does anyone have any other questions about anything on the survey?” (PAUSE FOR A MINUTE AND GIVE THEM TIME TO THINK ABOUT IT).

(ANSWER ANY QUESTIONS THAT THEY HAVE, AND LET THEM BEGIN FILLING IT OUT. WALK AROUND DURING THE SURVEY AND BE SURE TO ANSWER INDIVIDUAL QUESTIONS. IT IS IMPORTANT THAT THEY UNDERSTAND THE SURVEY ITEMS AND ANSWER ACCORDINGLY.)

“When you are done, you can turn your surveys in to me.”
(COLLECT SURVEYS)