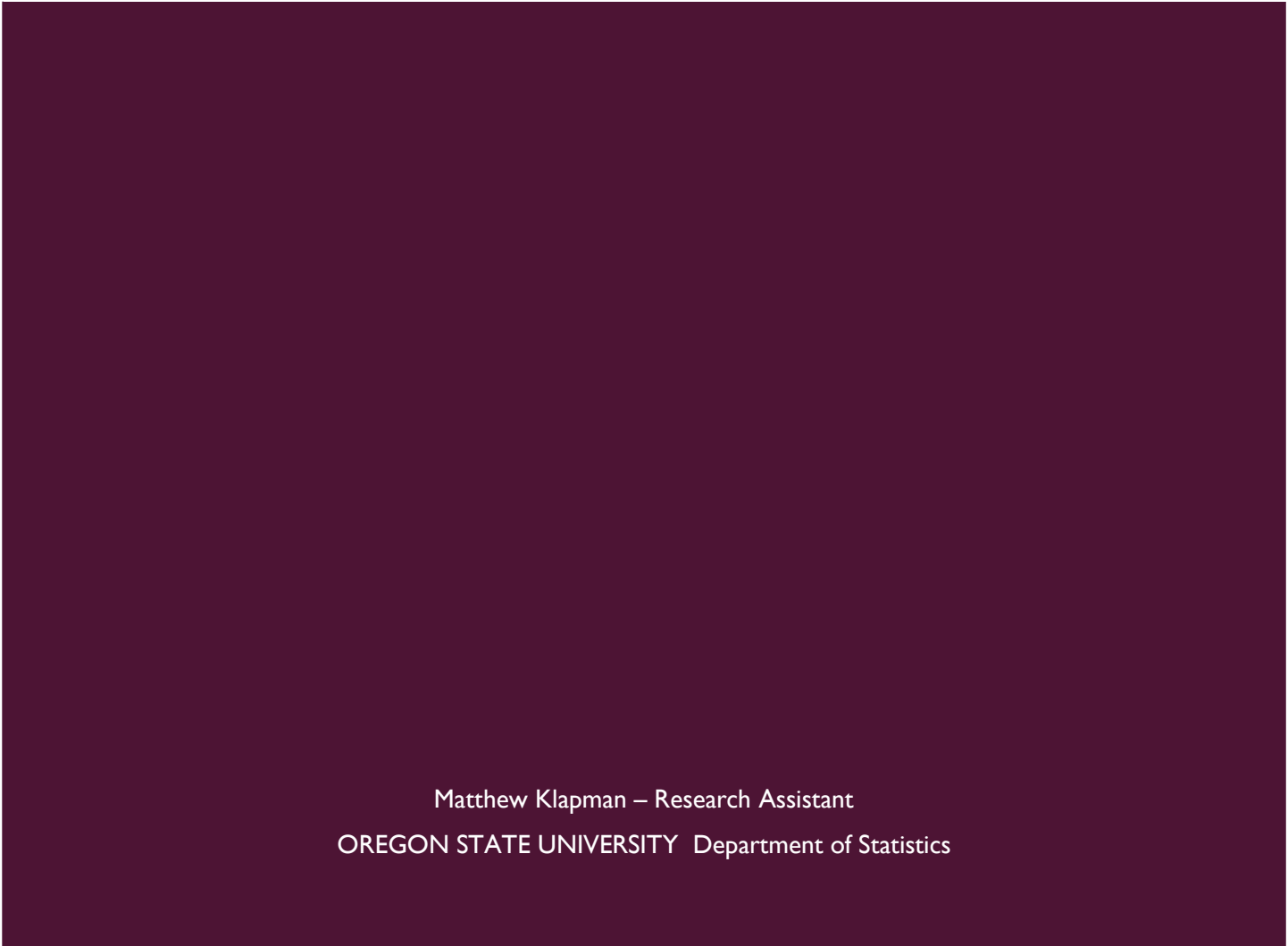


2019 OSU UNDERGRADUATE STATISTICS STUDENT SURVEY



Matthew Klapman – Research Assistant
OREGON STATE UNIVERSITY Department of Statistics

Overview

In 2019, the Statistics Department at OSU commissioned a survey of all E-campus undergraduate statistics majors who are to be graduating at the end of the Winter 2019 Term. I have put together a recruitment schedule, questionnaire, and initial contact email for this survey to be sent via email to all E-campus undergraduate statistics students who will be graduating.

Recruitment Schedule

1. The purpose of this study is to gain information about the overall experience of undergraduate online Statistics students. We would like more specific information on the student's adviser's role in the overall success of the student. We also would like more specific information about how well prepared the student feels for joining the workforce after graduating at the end of this year.
2. The target population that we wish to study is currently enrolled Oregon State University undergraduate E-campus students that are scheduled to graduate after winter term with a degree in Statistics. We only want this specific population since we want to ask questions about how the course work prepared them for the real world. We also would like to ask them about their advisers. Finally, these students have now experienced some course work in person (high school) as well as online through OSU. So, they will be perfect for analyzing differences in preferences between the two experiences.
3. The recruitment I would like to use would be a web survey. If these students are both young and have been relying on internet communication throughout obtaining their degree, they most likely will be willing to respond to an email survey. As a last resort, I may want to send out a mail survey, but this would drastically increase my costs. So, I would like to just do the web-survey which should garner good response rates.
4. Since we aren't doing a prenotification, I think that 3 contacts should be the maximum for this project. The contacts are outlined in the following table. The dates I chose were in order to try to obtain responses before the busiest time of the term. If my population is graduating, they will most likely be very busy right at the end of the term. Therefore, starting as early as the 20th of February gives them plenty of time to respond. I also decided to choose days of the week which we know correspond with better response rates. The 20th is a Wednesday, which isn't too late in the week such that it would get pushed off, but not so early that it is forgotten about. The next reminder email will be sent out to those who hadn't completed the survey yet on the next Monday, hopefully catching those who maybe had a busy week and are starting fresh the next week. Finally, the last reminder will be sent out a week later to wrap up the study and get any last stragglers who had meant to complete the survey. This is also during Week 9 of the term, so it should catch people right before the busiest time of Week 10 and Finals week.

Recruitment / Contact Type	Recruitment Mode	Date
First	Email	February 20, 2019
Second	Email	February 25, 2019
Third	Email	March 6, 2019

5. I chose to recruit primarily through email. This is due to the fact that my entire population is e-campus students who have most likely received communication from the university almost solely through email. This will provide legitimacy to the study and persuade people to respond.

Sending a paper and pencil version of the study could be useful as a backup plan if I am getting a low response, but should only be used as a last resort. Including any type of mailed survey will increase costs dramatically and since my population is E-campus students, they should be open to responding to the survey online. The method on the final contact should be just email and should just wrap-up the study while also wrangling in stragglers who may have forgotten to respond.

Initial Recruitment Email

Date: February 20, 2019

To: **[insert email here]**

From: Klapman, Matthew (klapmanm@oregonstate.edu)

Subject: Graduating statistics student opinion needed

Hello [name],

My name is Matthew Klapman and I am a Research Assistant with the Oregon State University (OSU) Department of Statistics. The Department of Statistics is seeking the opinion of all **E-campus undergraduate statistics majors graduating at the end of the 2019 Winter Term**. We would like to know your overall opinion of your education at the OSU E-campus. We ask that you please fill out the survey so that we can learn about your experience and gain insights on areas of needed improvement and areas of strength.

We hope that you will complete the survey online because the department saves money if people use the Internet to respond to the survey, but we will send a paper copy in a couple weeks if we don't hear from you. The link to the survey is as follows: **[insert link here]**. Please type this link into the address bar of your web browser (Google Chrome, Mozilla Firefox, Safari, etc.)

After reaching the survey on the website, you will be asked to insert **your unique access code** provided below. Please type in your access code exactly as it is written (case-sensitive).

ACCESS CODE: [insert code here]

The survey will ask you about your experience with your advisor, your opinions on E-campus classes versus in-person classes, your perceived job readiness, and skills you may have gained during your time as a statistics major. All of your information will remain confidential and will be used only for the purpose of improving the department and our online statistics major program. All comments about the department and advisors will be unattributed to your name or any other form of identification.

If you have any questions about accessing the site or the contents of the survey, feel free to contact me by email at klapmanm@oregonstate.edu or by phone at **[phone number]**. Thank you for your participation.

Best regards,

Matthew Klapman

--

*Research Assistant
Oregon State University
Department of Statistics*

Survey Questionnaire

The questionnaire was written using the Qualtrics software at OSU. A link to the online version of the survey can be found [**here**]. I have also printed a .pdf version of the questionnaire attached at the end of the report. The questionnaire asks questions regarding the student's opinion on their undergraduate coursework in statistics, their advisor, their job outlook, and the department in general.

Introduction

2019 OSU E-campus Statistics Student Survey

The purpose of this survey is to gain the opinions of graduating students in the Oregon State University (OSU) E-campus undergraduate statistics program. The information provided by this survey will remain confidential.

Please put your unique access code found in the initial email in the box below before moving forward.

If you have any questions about taking the survey or the contents of the survey, feel free to contact me by email at **klapmanm@oregonstate.edu** or by phone at **317-726-7267**. Thank you for your participation.

Access Code:

Statistics Major

Please rank your top **three** reasons for why you decided to be a Statistics major. Enter the values 1, 2, and 3 in the following boxes to submit your first, second, and third top reasons for becoming a statistics major.

- ☐ Salary
- ☐ Ability to work anywhere
- ☐ Good job prospects
- ☐ Enjoy applied mathematics
- ☐ Enjoy problem solving
- ☐ Interested in data analysis
- ☐ Other

Advising Questions

The following questions are regarding your current OSU Statistics Advisor. Answers will not be reported to the advisor themselves.

Do you agree or disagree with the following statements about your advisor?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Prefer not to answer
My advisor was able to provide adequate resources when needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor kept me on track in order to complete my degree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor treated me with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor provided me with guidance to reach future goals in either school or work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often was your advisor available when needed?

- ☐ Always
- ☐ Most of the time
- ☐ Half of the time
- ☐ Sometimes
- ☐ Never
- ☐ Don't know

How informed or uninformed was your advisor about degree requirements?

- ☐ Very informed
- ☐ Informed
- ☐ Neither informed nor uninformed
- ☐ Uninformed
- ☐ Very uninformed
- ☐ Don't know

What is your **overall rating** of your advisor?

- ☐ Excellent
- ☐ Good

- ☐ Average
- ☐ Poor
- ☐ Terrible

Do you have any other general comments about your advisor?

Undergraduate Coursework

Do you think you have gained skills **from your undergraduate coursework in statistics** that will be applicable to your future career?

- ☐ Yes
- ☐ No
- ☐ Don't know

For each of the following skills, mark whether you have or have not adequately acquired them through your required E-campus statistics courses.

	Have acquired	Have not acquired	Don't know
Writing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computational skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizational skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Verbal/communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematical skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How confident are you about starting a career in statistics or a statistics related field?

- ☐ Very confident
- ☐ Confident
- ☐ Somewhat confident
- ☐ Not at all confident
- ☐ Don't know

Do you have any general comments about your required E-campus course work?

Do you have any general comments about your job preparedness?

Online vs. In-class

The following questions are in regards to your opinion on in-person classes vs. online classes.

Did you take any traditional in-class courses during your time in the OSU statistics program?

- ☐ Yes
- ☐ No
- ☐ Don't know

Do you prefer online courses or in-person courses?

- ☐ Prefer online
- ☐ No preference
- ☐ Prefer in-person

What are 3 things you **liked** most about taking **online** courses?

- ☐ Instant feedback
- ☐ Ability to be anywhere geographically
- ☐ Flexible schedule
- ☐ Allows me to have a job
- ☐ Accommodates different family situations

- ☐ Ability to learn at my own pace
- ☐ Accommodates my learning style
- ☐ Saves on cost
- ☐ Other

What are 3 things you **disliked** most about taking **online** courses?

- ☐ Inability to ask questions immediately during lectures
- ☐ Discussion boards
- ☐ Difficulty in reaching instructor
- ☐ Online exams
- ☐ Lack of accountability
- ☐ Lack of communication with other students
- ☐ Other

Job and Time Commitments

The following questions are in regards to other time commitments during your time in the statistics program.

Did you have a job *at any point* during your time in the undergraduate statistics program?

- ☐ Yes
- ☐ No
- ☐ Don't know

When you did have a job, how many hours would you work on average during a normal week?

Demographics

What is your **age**?

What is your marital status?

- ☐ Married
- ☐ Widowed
- ☐ Divorced
- ☐ Separated
- ☐ Never married
- ☐ Other

Comments

Do you have any other general comments about your time in the OSU E-campus undergraduate statistics program?
