

To: Dr. Stewart Whittemore
From: Kaylen Michaelis and Jasey Herrington
Date: December 1, 2024
Subject: Final Design Rationale Memo- Multilingual Survey

Introduction

Our client, Metropolitan Community College, is based in Omaha, Nebraska. This college hosts an adult education program that serves non-traditional students such as those seeking their GED and English for speakers of other languages (ESOL) students.

The program, funded by the Workplace Innovation and Opportunity Act, assists students in becoming financially literate, earning secondary and postsecondary certifications, and aids immigrants in learning English and developing workplace skills.

The idea to work with this program originally began with Kaylen, who currently works as an instructor in MCC's Transitional Learning Communities (TLC). These communities are personalized to student goals and capabilities and give students a structured way to complete required documentation. Activities include but are not limited to: government paperwork, career pathway surveys and activities, class placement testing, computer skills practice, and curriculum tools orientation.

Client Meetings

Initially, based on Kaylen's suggestion, we proposed designing a training manual for TLC instructors, providing them with strategies for managing course material and adding adaptations based on individual student needs.

However, after having a meeting with the client and better understanding their priorities and needs, they requested that we get to work designing a multilingual survey that would assist in collecting follow-up data about program participants' compensation, employment status, and housing. These survey results assist the funding body for the adult education program in determining the efficacy of the program and its impact on participants.

Currently, the surveys are conducted over the phone, which presents unique issues relating to language barriers and collecting personal, sensitive information about each student. Many of the program participants are not fluent English speakers, which presents obvious obstacles due to difficulty in comprehension. Personal questions relating to a student's salary, employment status and living situation can also put a respondent on edge if they are not familiar with the survey and/or the surveyor.

Design Process

Before we could begin our design process, we had to understand the audience, purpose and context of our project. This has also been referred to as the “rhetorical triangle” of a document (Ehses, Lupton, 1996.). In this case, the rhetorical situation was defined by our client’s specific needs and can be represented as follows:

- The **audience** of this survey are the respondents who will be asked to take the survey. It can also be said that the audience includes our client, Metropolitan Community College.
- The **purpose** of our document is to encourage program participants and graduates to feel comfortable providing sensitive and personal information.
- Our document’s **context** is in the form of a digital survey, sent out to eligible students at select times during the year, providing Metro Community College with data they can use to determine the benefits and areas of improvements in their adult education program.

In Chapter 10 of *Document Design* from Kimball and Hawkins, they discuss different ways to manage collaborative projects, particularly the Planned Rapid Document Development (PRDD) model. This model has five stages and “each stage is accompanied by a series of either formal or informal reports to document the design process and ensure clear communication between the design team and the client” (Kimball, Hawkins, 2007, pp. 317.).

The first stage of PRDD is Research. This portion of the design process requires an initial design meeting to determine the expectations of the client and discuss how designers’ skills can be best utilized. Our first client meeting, held over Zoom in October, assisted us in understanding what the supervisors of the Adult Education program wanted from our team in terms of goals. We then conducted industry research on survey software and best design practices for digital formats.

In the second stage, Design Planning, we wrote a design proposal and sent it both to the client and Dr. Whittemore. This memo included what we recognized as the main problem to be solved, our strategic plan and the deliverables we wanted to present to our client. We also provided them with a timeline of how long we expected it to take us to develop a usable survey ready for usability testing.

Iterative Prototyping is the third stage of PRDD. We used this stage to test out different survey softwares and held another client meeting to determine our path forward. We analyzed software based on multiple factors, including accessibility by the respondents and MCC. We also checked them for the ability to translate the survey into multiple languages, one of the main requirements given to us by our client. After showing our clients the top two choices, they gave us guidance on how to move forward.

The fourth and fifth stages, Specification and Implementation, is where we finalized our design plan and created the survey in Jotform. We then conducted user testing with our draft and received feedback from our target audience. Based on this feedback, we communicated further with our client and finalized the design of the survey to include the college’s logo, make

adjustments to the verbiage of the survey and confirm the client's satisfaction with the formatting.

Accessibility

In the case of this survey, accessibility was the largest motivation for translating the survey into other languages. For many ESOL students, it is difficult to converse solely in English and an English phone interview about their financial and living status was a barrier to getting accurate, comprehensive data on the survey.

Utilizing the tools already available through our survey softwares (Jotform and Qualtrics), we translated the required questions into Spanish and checked the capability to translate the survey into other necessary languages such as Russian and Arabic.

User Experience (UX) and Testing

User testing was conducted in two ways: 1) a current ESOL class was asked to take the survey under the supervision of an instructor—the instructor took notes on when they needed to step in and help, how long it took students to finish the survey, and any comments or feedback the students had and 2) the survey was sent out to ten survey-eligible.

The ESOL class, on the whole, took 15 minutes or less completing the survey and were able to complete it easily without the help of an outside party. An issue revealed through this testing was that many students did not notice the option to change the survey language. Since this survey is targeted towards students that speak a variety of different languages, it is essential that this functionality is immediately evident. The students also had difficulty understanding the questions about postsecondary education.

Out of the 10 survey-eligible students that were sent the survey, there was only one response. The participant successfully completed the survey in Spanish. In the message sent out with the survey link, the location of the translation option was mentioned in the participant's language. Additionally, the survey does detect the language of the participant's browser, so this might have also assisted the participant in taking the survey in Spanish. Participants in the ESOL class would have been using school computers and so the survey presented to them would not have appeared in any other language than English.

Based on the testing results the following revisions are being considered, pending a response from the client:

- 1) Mention the option to change language on the survey welcome page (in English and in Spanish if possible)
- 2) Rewrite the questions about postsecondary education to be clearer
- 3) Add an additional question to help with identification of the student. Because of different naming conventions in cultures and marriage, it can be difficult to match the name on the survey to the name in MCC's system.

Conclusion

Our survey design has been created to meet MCC's needs of an editable living document that can compile and export results, and be translated in multiple languages. Throughout the process, we have designed for clarity and simplicity of questions. Our goal was to make a document that was as easy to complete as possible while still gathering the data that the client required. With the results of the user testing, it is evident that our survey is well on its way to accomplishing its purposes and, with a few tweaks, will be ready for use large-scale.

Works Cited

Ehses, H. H. J. (Compiler), & Lupton, E. (Ed.). (1996). Rhetorical handbook: An illustrated manual for graphic designers (2nd ed.). Nova Scotia College of Art and Design.

Kimball, M. A., & Hawkins, A. (2008). *Document design: A guide for technical communicators*. Bedford/St. Martin's.



Encuesta de resultados estudiantiles

MCC se está comunicando con personas que han asistido recientemente a clases en nuestros programas de educación para adultos para averiguar qué están haciendo después de dejar el programa. Completar esta encuesta no debería llevar más de 15 minutos.

28 Preguntas

COMENZAR →

¿Ha ocupado un puesto remunerado en los últimos seis meses?*

Sí

No

Me niego a responder

← ATRÁS

SEGUIR →



Fecha de inicio del cargo desempeñado dentro de los últimos 6
meses*

 mm/dd/aaaa[← ATRÁS](#)[SEGUIR →](#)

- 7 → IF Earning Type IS EQUAL TO "Weekly"
○ SHOW Weekly Earnings
- 8 → IF Earning Type IS EQUAL TO "Hourly"
○ SHOW Hourly Earnings
- 9 → IF Have you held a paid position within the last six ... IS EQUAL TO "No"
○ SHOW Employment Status
- 10 → IF Did you earn a Postsecondary Education or Training... IS EQUAL TO "Yes"
○ SHOW Completion date of credential
○ SHOW Enroll date at Postsecondary Institution
○ SHOW Postsecondary Institution Type
- 11 → IF Did you enroll in Postsecondary Education or Train... IS EQUAL TO "Yes"
○ SHOW Start date at postsecondary institution
○ SHOW Postsecondary Institution Type
- 12 → IF Did you receive a secondary school diploma or high... IS EQUAL TO "Yes"
○ SHOW Completion date of Diploma or Credential
○ SHOW Diploma or Credential Type
- 13 → IF Have you held a paid position within the last 12 m... IS EQUAL TO "Yes"
○ SHOW Start date of position held within last 12 months
○ SHOW Employment Type
○ SHOW Earning Type
- 14 → IF Have you held a paid position within the last six ... IS EQUAL TO "Yes"
○ SHOW Start date of position held within last 6 months
○ SHOW Employment Type
○ SHOW Earning Type

Student Outcomes Survey

All changes saved at 8:54 AM ⓘ

BUILD

SETTINGS

PUBLISH

EDIT WELCOME PAGE

Name*

Type a description

First Name

Last Name

NEXT →

Have you held a paid position within the last six months?*

Type a description

 Yes No Decline to respond

← PREVIOUS

NEXT →

Start date of position held within last 6 months*

Type a description

mm/dd/yyyy

Student Outcomes Survey

Encuesta de resultados estudiantiles

MCC is contacting people who have recently attended classes at our adult education programs to find out what they are up to after leaving the program. It should take no longer than 15 minutes to complete this survey.

MCC se está comunicando con personas que han asistido recientemente a clases en nuestro

START

COMENZAR

All items translated

Name

Name

Nombre

Prefix

Prefijo

First Name

Nombre

Middle Name

Segundo Nombre

Last Name

A. B. C.