

Team Project 2: Survey Findings & Revisions

HCI 541: Survey Design & Analysis

March 9, 2025

Professor Craig Miller

Group 1: Rick Courtney, Shannon Dang, Joshua Mathew, Rahul Singh

1) Executive Summary	3
2) Survey Description	4
2.1) Goals & Inquiry Objectives	4
2.2) Resource Effectiveness	4
2.3) Confidence in Making Decision	4
2.4) Course Satisfaction	4
2.5) Challenges Encounter while Selecting Courses	4
2.6) Comparative Analysis	4
2.7) Target Population	5
2.8) Recruitment Methods	5
2.9) Survey Design	5
3) Summary of Method	7
4) Results	8
4.1) Terminology Confusion	8
4.2) Frequency Scaling Issue	8
4.3) Scale Wording Issues and Missing Not Applicable Option	8
4.4) Question Logic Issue for No-Challenge Response	9
4.5) Question Structure Causing Cognitive Burden	10
5) Findings	11
5.1) Terminology Confusion	11
5.2) Frequency Scaling Issue	11
5.3) Scale Wording Issues	12
5.4) Question Logic Issue for No-Challenge Response	12
5.5) Question Structure Causing Cognitive Burden	12
6) Appendix	13
6.1) Cognitive Interview Script	13
6.2) Cognitive Interview Data	15
6.3) Survey Draft	15
6.4) Final Survey	27
6.5) Participant Demographics	38
6.6) Contributions	39

1) Executive Summary

This survey evaluates currently-enrolled DePaul University students' course selection process through assessing the effectiveness of available resources, measuring their confidence and satisfaction with their selected courses, and identifying any key challenges along their course selection journey. To garner accurate survey results and insights, it is essential to understand how a small sample size of our target population interprets each question of the survey to ensure it is aligned to our actual intent. We conducted nine cognitive interviews amongst consenting participants from our intended demographic to examine how each survey question was perceived, interpreted, and answered. It was evident that there were key areas for improvement in our survey as participants struggled with unclear terminology, vague timeframes, and confusing answer scales. We collaborated to reframe the questions and their respective answer options to mitigate these issues prior to full scale distribution. Through this collaborative effort, we added descriptive language to specify key terms amongst the applicable answer options, explicit timeframes that participants should keep in mind while answering questions, and concise scaling options that resonated more accurately.

2) Survey Description

2.1) Goals & Inquiry Objectives

The primary objectives of this survey research are to:

- Assess effectiveness of course selection resources
- Measure confidence in course selection decisions
- Measure satisfaction with course selection
- Identify challenges in the course selection process

2.2) Resource Effectiveness

To examine the role and effectiveness of available resources in shaping students' course selection, we'll investigate:

- Which resources do students frequently use when selecting courses?
- How helpful students find different resources when making course selection decisions?

2.3) Confidence in Making Decision

By measuring how confident students feel when selecting courses, we address the following research questions:

- How confident do students feel when making course selection decisions?
- Does confidence in course selection correlate with overall course satisfaction?

2.4) Course Satisfaction

To assess students' satisfaction with their selected courses, we explore:

- How satisfied are students with the courses they took in the past 12 months?
- Which aspects of the courses meet or fail to meet student expectations?

2.5) Challenges Encounter while Selecting Courses

To identify key challenges students encounter in the course selection process, we ask:

- What challenges do students face when selecting courses?
- How do these challenges impact students' academic experiences?
- What improvements do students suggest for enhancing the course selection process?

2.6) Comparative Analysis

Depending on the data collected, we might investigate the following relationship:

- Is there a significant difference in confidence in making course selection decisions between undergraduate and graduate students or upperclassmen and lower classmen?
- Is there a difference between different student classification (full-time, part-time, online, in-person & hybrid) and their confidence in selecting a course?
- Do students with higher confidence in their course selection decisions report higher satisfaction with those courses?
- Are certain resources associated with both higher confidence and higher satisfaction?

Depending on our data collected, one direction we could go is to compare how confidence levels in course selection relate to course satisfaction. To test this we would split the groups into two groups, high confidence vs low confidence, and then conduct a t-test to compare satisfaction level between these two groups with an alpha level of 0.05. The null hypothesis states that there is no significant difference in course satisfaction between high vs low confidence groups. Thus, a p-value lower than the alpha level of 0.05 would indicate there is a significant difference. This analysis would help us determine whether student confidence in the selection process is a meaningful predictor of their ultimate satisfaction with courses, potentially highlighting the importance of decision-making clarity in the overall course experience.

2.7) Target Population

This study is inclusive of students from all backgrounds. Participation is not restricted based on age, gender, religion, marital status, student status (full-time or part-time), program type, or academic level. Our goal is to capture a diverse range of experiences within the DePaul student community.

Acceptance Criteria:

- Currently enrolled at DePaul University during the Winter quarter.
- Actively taking at least one course at the time of participation.
- Able to provide informed consent to participate in the survey.

Exclusion Criteria:

- Not currently enrolled at DePaul University
- Students who are on leave of absence or have deferred their enrollment.

2.8) Recruitment Methods

We will employ multiple recruitment methods to reach a diverse sample of DePaul students:

- Team members will individually reach out to their networks of current DePaul students
- One elected team member will post the survey on DePaul's internal participant research tool
- Distribution through university-affiliated social media platforms

To maintain data integrity, the survey includes a screening question confirming current enrollment status at DePaul University.

2.9) Survey Design

The survey opens with an introduction that orients students and sets clear expectations. Students learn about the survey's purpose, its roughly 10-minute time commitment, and its role in educational research. The introduction emphasizes that participation is voluntary. The survey begins with a screening question to identify and filter out respondents who are not current DePaul students.

The survey's first section explores course selection processes. It examines the resources students use for selecting courses, asking about which resources they utilize, frequency of use, perceived helpfulness, and their confidence in making course selections. This systematic assessment helps understand how students currently navigate the course selection process.

The next section focuses on students' overall satisfaction and dives into specific factors and whether those factors met their expectations. Students are then asked about challenges they encounter during course selection and how these challenges affected them. An open-ended question concludes this section, allowing students to suggest improvements to the course selection process.

The survey ends with demographic questions about students' academic level, college/school affiliation, enrollment status (full-time or part-time), and whether they are a transfer student.

The survey follows a deliberate psychological structure, beginning with straightforward resource-based questions, then progressing to more thought-provoking questions about satisfaction and challenges in the middle, and concluding with simple demographic questions. This "easy-difficult-easy" structure helps maintain respondent engagement and ensures participants begin and end the survey on a positive note, which can improve completion rates and response quality. The survey's organized progression from understanding course selection decision-making to satisfaction assessment, followed by demographic information, creates a thorough evaluation of student experiences with course selection at DePaul.

3) Summary of Method

To refine our survey before distribution, we conducted cognitive interviews to assess how participants understood, processed, and responded to the survey questions. One team member conducted three cognitive interviews whereas the other three team members conducted two each, totaling nine participants. These interviews were held via Zoom/Microsoft Teams, with verbal consent obtained from all participants for both participation and recording. Each interview lasted 30 to 45 minutes and was designed to capture real-time feedback on the clarity and usability of the survey.

A semi-structured interview approach was used, guided by a pre-developed script based on the CASM (Comprehension, Recall, Judgment, and Response) framework. Participants were encouraged to think aloud while completing the survey, allowing us to observe their decision-making processes and any difficulties they encountered in interpreting questions or selecting responses.

Following the interviews, we recorded our observations in a structured spreadsheet and logged individual participant responses along with interviewer notes. During a team discussion, we reviewed the collected data to identify common patterns and recurring issues across participant feedback. This process led to a set of refinements to improve survey clarity, response accuracy, and alignment with our research objectives. With these revisions implemented, the survey is now finalized and ready for distribution to DePaul students.

4) Results

Our cognitive interviews (see Google Sheet: [Cognitive Interview Data](#)) revealed valuable insights into areas of improvement in the survey.

4.1) Terminology Confusion

The question about resources used, Participant C and G struggled to differentiate between "Course Catalog" and "Information on Course Website," what these terms mean and how they differ from each other.

"Information on Course Website and Course Catalog are those different? I don't really know the difference." Okay, the course catalog is the course page DePaul publishes each quarter of the course offerings. The Course website is the individual links to each course. Is that right?" - Participant C

"I am also unsure of its [Course Catalog] meaning or how it differs from the course website at this point." - Participant G

4.2) Frequency Scaling Issue

The question about frequency of resource use, participants found the current scale options inadequate for capturing their actual usage patterns. Many noted that "once per quarter" was too infrequent while other options seemed excessive:

"I only register once per quarter, but I don't do it all in one sitting. A few times per month is too much. Once per quarter is too little. I think a few times per quarter would be accurate but I don't have that choice." - Participant C

"I wish there was 'a few times per quarter'." - Participant D

"It's not exactly once per quarter but the other options all feel wrong." - Participant E

"I'm gonna select Never since my answer is not in the options provided." - Participant H

Additionally, there was confusion about the relative frequency of options, Participant I interpreting "a few times per year" as more frequent than "once per quarter".

4.3) Expectation-Based Scale Issues and Missing Not Applicable Option

The question about whether certain aspects met student expectations, participants struggled with the expectation scale (far short of expectations to far exceed expectations). Participant C found it difficult to conceptualize how course elements could "exceed expectations" while Participant E and H felt that a Yes to No scale would be more appropriate:

"I'm not really sure how some of these would exceed my expectations. Most of these meets my expectations and is the highest I would rate something." - Participant C

"Feels like it should just be yes/no to meet expectations? I think it would have to be my favorite class or professor ever to really ever exceed expectations." - Participant E

"Some of these dropdown options don't feel right - I just wish there was a simple Yes, I agree. Yes, somewhat." - Participant H

For the first statement in this question about syllabi, 3 out of 9 participants noted they typically cannot access syllabi before enrolling in courses and suggested adding a "Not Applicable" option:

There should be an option that say never available [laughs] - Participant B

"I don't know if you are able to find course syllabi for courses, but I am never able to. It wasn't available for me. Maybe add an answer choice that says not available" - Participant C

"Wish there was a not applicable - I've never seen a syllabus prior to selecting a course." - Participant H

4.4) Question Logic Issue for No-Challenge Response

When reviewing our survey, we identified a logical issue with the question "What challenges, if any, did you face when selecting a course? (Select all that apply.)". For participants who select the "No challenges" option, the survey does not gray out other answer choices and does not skip the following question about effects of challenges. One participant noticed that this question is required but also has the no challenges option so it seems unnecessary to make this question required:

"Why is this one required AND has an option for No challenges?" - Participant E

4.5) Question Structure Causing Cognitive Burden

Our most challenging question in terms of cognitive load was "How did these course selection challenges affect you? (Select all that apply)." The matrix format combining both emotional responses and practical outcomes overwhelmed three participants:

"I'm getting a bit overwhelmed. I feel that I have so many options; I'm getting brain fatigued. I'm not able to process so much information." - Participant A

"I'm taking a while to process this question just because of my screen size." - Participant C

"These ones always stress me out." - Participant D

Two participants suggested restructuring this question into two separate questions as the answer choices show a clear divide between an emotional reaction and an outcome:

"Maybe break this question up into two separate questions (drop/switch/etc and satisfaction)." - Participant B

"Actually half of these have an action and half of them have an emotional reaction. I think that's why it feels odd. Like do you want to know what I did literally or how I felt emotionally? Maybe you can separate those?" - Participant E

5) Findings

5.1) Terminology Confusion

To address confusion around terminology in the question, “Which resources do you use when selecting your courses?”, we added clarifying descriptions to the options. We included parenthetical descriptions for Course Catalog (list of all course offerings for a quarter) and Course information website (detailed information about a course), and added examples for Online forums/social media discussions (e.g. DeHub, Reddit).

The question, “Based on your experience with course selection, how well did the following aspects meet your expectations?”, was largely noted as confusing in both the rating scale and the topic scope, thus we made structural changes. We rewrote it as “Based on your expectations of the courses you took in the past 12 months, to what extent do you agree or disagree with the following statements?” This revision grounds the question in specific experiences with the provided statements. Those statements represent effects that we can connect to specific resources that are referenced in earlier questions. This should create a more natural order of understanding as users move from the first section that is focused on resources, into the next section focused on experiences.

The draft survey contained multiple questions with “other (please specify)” options that allowed participants to give us more personal answers, but these answers were lost in follow-up questions on those topics. To address this, we reformatted the survey to capture and carry forward those user statements so that they could provide extra value in later questions.

5.2) Frequency Scaling Issue

Test participants noted confusion in the frequency and timeframes of several questions. We implemented a global timeframe of “last 12 months” that is referenced in section header instructions and in specific questions. We believe this will help participants to answer with specific experiences in mind that are recent enough to avoid unnecessary cognitive overload.

One large point of confusion in the draft survey was with the question, “How often did you use these resources when selecting courses?” Participants noted confusion in the answer choices of this question, which appeared to have answers in different time scales referencing both calendar times (week, month, year) and school calendar times (quarter). After adding the “in the past 12 months” qualifier to the question, we felt that the answers should be in a numerical format based on that scale. We presented answer options as ranges to avoid requiring users to count a specific number, but that were still meaningful as data points for our analysis.

5.3) Expectation-Based Scale Issues

The changes we made to “based on your experience with course selection, how well did the following aspects meet your expectations” to address terminology confusion above were also

designed to address issues of scale in the original question which asked if the statements exceeded, met, or didn't meet their expectations. With the updated version, the expectations of the users are being used as a reference point in the question and the new statements ask if the experience is aligned to the expectations. We believe this lets participants understand the question more easily and answer in a more decisive way.

5.4) Question Logic Issue for No-Challenge Response

The draft survey allowed for an odd response possibility where a user could answer that they faced no challenges from a list of potential challenges, and then have to answer a follow-up question asking what impact that challenge had. This issue felt inconsistent to some participants, and we were concerned by the ability of a participant to select it alongside other challenge options. By adjusting this section to first ask participants if they experienced any challenges, we were able to direct them to a follow-up for the specific challenges or skip to the end of the section, saving the participant time and mental energy. We also added "prefer not to answer" options to demographic questions to better support our stated promise that participation was anonymous for all respondents.

5.5) Question Structure Causing Cognitive Burden

The original version of the question on the impact of challenges had a range of selection options that included both discrete actions and emotional responses. We decided that the emotional response was already being captured throughout the survey, and elected to focus the response choices to practical outcomes caused by those challenges. We believe this reduces the cognitive burden on participants by showing a reduced number of options and no longer requiring them to consider choices across multiple mental models.

6) Appendix

6.1) Cognitive Interview Script

Hi, [participant's name]. Thanks for participating in this cognitive interview to help us understand how people interpret our survey questions before public launch.

This survey aims to understand how DePaul University students make decisions about course selection, the challenges they face, and their satisfaction with the courses they select. Your answers will remain confidential.

I request you to talk aloud what's going through your mind as you're reading each question. If you stop speaking aloud, I may nudge you to do so. I'll also ask you questions based on your understanding of these questions. Your feedback is highly valuable, and ensures that the survey is clear for all respondents.

Please keep in mind that there are no right or wrong answers, or interpretations, of these 14 survey questions. You also can skip any question that you don't want to answer without any explanation, and reserve the right to stop at any time or withdraw from the study.

This interview will take around 30 minutes. Please avoid using your phone.

Do I have your consent to record this interview?

Do you have any questions before we begin?

I'll start recording now.

Here's the link to the survey:

https://depaul.yul1.qualtrics.com/jfe7/preview/previewId/f9de92b3-f945-47c6-9a77-892d013f691b/SV_8D0um1Qrkflf6uO?Q_CHL=preview&Q_SurveyVersionID=current

Probing Questions *[Skip questions that do not apply]*

Comprehension Probes:

Paraphrasing: **"Can you repeat the question in your own words?"**

- *Justification: This checks if the respondent understands the question as intended.*

Term Clarification: **"What does the term '[specific term]' mean to you?"**

- *Justification: Ensures clarity of specific terminology used in the survey.*
- #### Retrieval Probes:

Recall Process: **"How did you go about remembering [specific information]?"**

- *Justification: Explores the respondent's memory retrieval strategies.*

Memory Confidence: **“How certain are you about the details you recalled?”**

- *Justification: Assesses the confidence level in their recollection.*

Judgment Probes:

Decision-Making: **“What factors influenced your answer to this question?”**

- *Justification: Identifies considerations affecting their response.*

Sensitivity Check: **“Did you find any part of this question uncomfortable or intrusive?”**

- *Justification: Detects potential sensitivity issues that could bias responses.*

Response Probes:

Answer Formulation: **“Was it easy or difficult to select an answer? Why?”**

- *Justification: Evaluates the ease of choosing a response option.*

Response Option Clarity: **“Were the answer choices clear and sufficient for your response?”**

- *Justification: Ensures that provided options align with the respondent's perspective*

Closing

That wraps up all the questions I have for you today. Before we finish, do you have any final thoughts you'd like to share, or any questions you'd like to ask?

I really appreciate you taking the time to speak with me today. If anything else comes up or if you have any questions in the future, please feel free to reach out. You can contact me through the email we've been using.

6.2) Cognitive Interview Data

Click [here](#) to view where we aggregated our cognitive interview data.

6.3) Survey Draft

Start of Block: Introduction

Introduction

Course Selection Survey at DePaul University

Goal This survey examines how DePaul students make course selection decisions and their overall satisfaction with the process. It consists of 14 questions (1 screener, 8 closed-ended, 1 open-ended, 4 demographic) and will take approximately 10 minutes to complete.

Voluntary Participation Your participation is voluntary, and you may exit the survey at any time before submission. Since responses are anonymous, they cannot be removed after submission. There are no consequences for choosing not to participate or withdrawing from the survey.

Research Context This survey is conducted for educational purposes in HCI 451 (Survey Design & Analysis) and will not be used in published research. Thus, it has not and will not be reviewed by an institutional review board.

End of Block: Introduction

Start of Block: Screener

Q1 Are you a current DePaul student?

- ☐ Yes
- ☐ No

End of Block: Screener

Start of Block: Course Process

Q2 Which resources do you use when selecting your courses? (Select all that apply)

- ☐ Academic advisor recommendations
- ☐ Previous experience with the professor

[illegible]

[illegible]

Q4 How helpful were these resources when selecting your courses in the past 12 months?

	Helpfulness				
	Not helpful at all	Slightly helpful	Moderately helpful	Very helpful	Extremely helpful
Academic advisor recommendations	☐	☐	☐	☐	☐
Previous experience with the professor	☐	☐	☐	☐	☐
Degree Progress Report	☐	☐	☐	☐	☐
Class Syllabi	☐	☐	☐	☐	☐
Course Catalog	☐	☐	☐	☐	☐
Course Evaluations	☐	☐	☐	☐	☐
Information on Course Website	☐	☐	☐	☐	☐
Feedback from peers/friends	☐	☐	☐	☐	☐

Professor
review websites
(e.g.,
RateMyProfess
or)

☐

☐

☐

☐

☐

Online
forums/social
media
discussions
(e.g. DeHub)

☐

☐

☐

☐

☐

Other (please
specify):

☐

☐

☐

☐

☐

Q5 How confident are you when making course selection decisions?

- ☐ Not confident at all
- ☐ Slightly confident
- ☐ Moderately confident
- ☐ Very confident
- ☐ Extremely confident

End of Block: Course Process

Start of Block: Course Experience

Q6 How satisfied are you with your course selections in the past 12 months?

- ☐ Extremely dissatisfied
- ☐ Somewhat dissatisfied
- ☐ Neither satisfied nor dissatisfied
- ☐ Somewhat satisfied
- ☐ Extremely satisfied

Q7 Based on your experience with course selection, how well did the following aspects meet your expectations?

	Expectation				
	Far short of expectatio ns	Short of expectatio ns	Meet expectatio ns	Exceeds expectatio ns	Far exceeds expectatio ns
The syllabus (if available) provided a clear understanding of the course structure	☐	☐	☐	☐	☐
The course description accurately reflected what was covered	☐	☐	☐	☐	☐
The professor's teaching matched their reputation from reviews/friends/p ast experiences	☐	☐	☐	☐	☐
The course aligned with my academic/career goals	☐	☐	☐	☐	☐

The course
difficulty matched
my expectations

☐☐☐☐☐

The class format
(online, hybrid,
in-person)
matched my
expectations

☐☐☐☐☐

The prerequisites
prepared me for
the course

☐☐☐☐☐

Q8 What challenges, if any, did you face when selecting a course? (Select all that apply.)

- ☐ Difficulty finding accurate course information (e.g., missing syllabi, unclear descriptions)
- ☐ Unreliable/conflicting professor reviews
- ☐ Difficulty understanding prerequisites/course sequencing
- ☐ Difficulty finding academic/career aligned courses
- ☐ Schedule conflicts/limited availability
- ☐ Ineffective advisor guidance
- ☐ Other (please specify):

☐ No challenges faced

Q9 How did these course selection challenges affect you? (Select all that apply)

[illegible]

Difficulty finding academic/career aligned courses	☐	☐	☐	☐	☐	☐	☐	☐
Schedule conflicts/limited availability	☐	☐	☐	☐	☐	☐	☐	☐
Ineffective advisor guidance	☐	☐	☐	☐	☐	☐	☐	☐
Other (please specify):	☐	☐	☐	☐	☐	☐	☐	☐
No challenges faced	☐	☐	☐	☐	☐	☐	☐	☐

Q10 What improvements would enhance your experience with the course selection process?

End of Block: Course Experience

Start of Block: Demographic

Q11 What is your current academic level?

- ☐ Freshmen
- ☐ Sophomore
- ☐ Junior
- ☐ Senior
- ☐ First-Quarter Graduate Student (Master's)
- ☐ First-Quarter Graduate Student (PHD)
- ☐ Second-Quarter or Later Graduate Student (Master's)
- ☐ Second-Quarter or Later Graduate Student (PHD)

Q12 What college/school are you primarily in?

- ☐ Driehaus College of Business
- ☐ College of Communication
- ☐ Jarvis College of Computing and Digital Media (CDM)
- ☐ College of Education
- ☐ College of Law
- ☐ College of Liberal Arts and Social Sciences (LAS)
- ☐ College of Science and Health (CSH)
- ☐ School of Music
- ☐ School of Continuing and Professional Studies (SCPS)
- ☐ The Theatre School

Q13 Are you a full-time or part-time student?

- ☐ Full-time
- ☐ Part-time

Q14 Are you a transfer student?

☐ Yes

☐ No

End of Block: Demographic

6.4) Final Survey

DePaul Course Selection Process Survey

Start of Block: Introduction

Course Selection Survey at DePaul University

Goal

This survey examines how DePaul students make course selection decisions and their overall satisfaction with the process. It consists of 14 questions (1 screener, 8 closed-ended, 1 open-ended, 4 demographic) and will take approximately 10 minutes to complete.

Voluntary Participation

Your participation is voluntary, and you may exit the survey at any time before submission. Since responses are anonymous, they cannot be removed after submission. There are no consequences for choosing not to participate or withdrawing from the survey.

Research Context

This survey is conducted for educational purposes in HCI 451 (Survey Design & Analysis) and will not be used in published research. Thus, it has not and will not be reviewed by an institutional review board.

End of Block: Introduction

Start of Block: Screener

Q1 Are you a current DePaul student?

- ☐ Yes
- ☐ No

End of Block: Screener

Start of Block: Course Selection Intro

Course Selection Process

This section asks about the resources you use when choosing courses and how these resources help you in your course selection process.

Please think about your experiences in the past 12 months.

End of Block: Course Selection Intro

Start of Block: Course Selection Process

Q2 Which resources did you use when selecting courses in the past 12 months? (Select all that apply)

- ☐ Academic advisor recommendations
 - ☐ Degree Progress Report
 - ☐ Class Syllabi
 - ☐ Course Catalog (list of all course offerings for a quarter)
 - ☐ Course Information website (detailed information about a course)
 - ☐ Course Evaluations
 - ☐ Feedback from peers/friends
 - ☐ Professor review websites (e.g., RateMyProfessor)
 - ☐ Online forums/social media discussions (e.g. DeHub, Reddit)
 - ☐ Other (please specify):
-

Q3 How often did you use these resources when selecting courses in the past 12 months?

	1 to 4 times	5 to 8 times	9 to 12 times	More than 12 times
Academic advisor recommendations	☐	☐	☐	☐

Degree Progress Report	☐	☐	☐	☐
Class Syllabi	☐	☐	☐	☐
Course Catalog (list of all course offerings for a quarter)	☐	☐	☐	☐
Course Information website (detailed information about a course)	☐	☐	☐	☐
Course Evaluations	☐	☐	☐	☐
Feedback from peers/friends	☐	☐	☐	☐
Professor review websites (e.g., RateMyProfessor)	☐	☐	☐	☐
Online forums/social media discussions (e.g. DeHub, Reddit)	☐	☐	☐	☐
Other (please specify):	☐	☐	☐	☐

Q4 How helpful were these resources when deciding which courses to take in the past 12 months?

	Not helpful at all	Slightly helpful	Moderately helpful	Very helpful	Extremely helpful
Academic advisor recommendations	☐	☐	☐	☐	☐
Degree Progress Report	☐	☐	☐	☐	☐
Class Syllabi	☐	☐	☐	☐	☐
Course Catalog (list of all course offerings for a quarter)	☐	☐	☐	☐	☐
Course Information website (detailed information about a course)	☐	☐	☐	☐	☐
Course Evaluations	☐	☐	☐	☐	☐
Feedback from peers/friends	☐	☐	☐	☐	☐
Professor review websites (e.g., RateMyProfessor)	☐	☐	☐	☐	☐

Online
forums/social
media
discussions
(e.g. DeHub,
Reddit)

Other (please
specify):

☐	☐	☐	☐	☐
☐	☐	☐	☐	☐

Q5 How confident did you feel about your course selection decisions after using these resources in the past 12 months?

- ☐ Extremely confident
- ☐ Very confident
- ☐ Moderately confident
- ☐ Slightly confident
- ☐ Not confident at all

End of Block: Course Selection Process

Start of Block: Course Experience Introduction

Course Experience

The next section focuses on your recent course satisfaction, and any challenges you experienced during your course selection process.

Please think about your experiences in the past 12 months.

End of Block: Course Experience Introduction

Start of Block: Course Experience

Q6 How satisfied were you with your course during the past 12 months?

- ☐ Very satisfied
- ☐ Satisfied

- Neither satisfied nor dissatisfied
- Dissatisfied
- Very dissatisfied

Q7 Based on your expectations of the courses you took in the past 12 months, to what extent do you agree or disagree with the following statements?

	Strongly disagree	Somewhat disagree	Neutral	Somewhat agree	Strongly agree
The course syllabus provided a clear understanding of what to expect.	○	○	○	○	○
The course description accurately reflected the course content.	○	○	○	○	○
The professor's teaching style matched their reputation from reviews or peers.	○	○	○	○	○
The course content aligned with my academic	○	○	○	○	○

or career goals.

The difficulty level of the course matched my expectations.

The class format (online, hybrid, in-person) was as expected.

The prerequisites provided adequate preparation for my course.

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Q8 In the past 12 months, have you encountered any challenges when selecting your courses?

☐ Yes

☐ No

End of Block: Course Experience

Start of Block: Improvements

Q10 What improvements would enhance your experience with the course selection process?

End of Block: Improvements

Start of Block: Demographic Introduction

Introduction

Demographics

This final section contains demographic questions.

You may select "Prefer not to answer" for any question you do not wish to answer.

End of Block: Demographic Introduction

Start of Block: Demographic

Q11 What is your current academic level?

- ☐ Freshmen
- ☐ Sophomore
- ☐ Junior
- ☐ Senior
- ☐ First-Quarter Graduate Student (Master's)
- ☐ First-Quarter Graduate Student (PHD)
- ☐ Second-Quarter or Later Graduate Student (Master's)
- ☐ Second-Quarter or Later Graduate Student (PHD)
- ☐ Prefer not to answer

Q12 What college/school are you primarily in?

- ☐ Driehaus College of Business
- ☐ College of Communication
- ☐ Jarvis College of Computing and Digital Media (CDM)
- ☐ College of Education
- ☐ College of Law
- ☐ College of Liberal Arts and Social Sciences (LAS)
- ☐ College of Science and Health (CSH)
- ☐ School of Music
- ☐ School of Continuing and Professional Studies (SCPS)
- ☐ The Theatre School
- ☐ Prefer not to answer

Q13 Are you a full-time or part-time student?

- ☐ Full-time
- ☐ Part-time
- ☐ Prefer not to answer

Q14 Are you a transfer student?

- ☐ Yes
- ☐ No
- ☐ Prefer not to answer

End of Block: Demographic

Start of Block: Challenges

Q9 How have any of the following challenges impacted you during the past 12 months?
(Select all that apply)

	Dropped the course	Switched to different course	Delayed taking course	None of these
Difficulty finding accurate course information (e.g., missing syllabi, unclear descriptions)	☐	☐	☐	☐
Unreliable/conflicting professor reviews	☐	☐	☐	☐
Difficulty understanding prerequisites/course sequencing	☐	☐	☐	☐
Difficulty finding academic/career aligned courses	☐	☐	☐	☐
Schedule conflicts/limited availability	☐	☐	☐	☐
Ineffective advisor guidance	☐	☐	☐	☐
Other (please specify)	☐	☐	☐	☐

End of Block: Challenges

6.5) Participant Demographics

Sample Composition					
ID	Interviewer	Academic Level	College	Full-Time Status	Transfer Student
<i>A</i>	<i>Shannon</i>	<i>Second-Quarter or Later Graduate Student (Master's)</i>	<i>CDM</i>	<i>Full-Time</i>	<i>Yes</i>
<i>B</i>	<i>Shannon</i>	<i>Second-Quarter or Later Graduate Student (Master's)</i>	<i>CDM</i>	<i>Full-Time</i>	<i>No</i>
<i>C</i>	<i>Shannon</i>	<i>Second-Quarter or Later Graduate Student (Master's)</i>	<i>CDM</i>	<i>Full-Time</i>	<i>No</i>
<i>D</i>	<i>Rick</i>	<i>Second-Quarter or Later Graduate Student (Master's)</i>	<i>Law</i>	<i>Full-Time</i>	<i>No</i>
<i>E</i>	<i>Rick</i>	<i>Second-Quarter or Later Graduate Student (Master's)</i>	<i>CDM</i>	<i>Full-Time</i>	<i>No</i>
<i>F</i>	<i>Rahul</i>	<i>Second-Quarter or Later Graduate Student (Master's)</i>	<i>CDM</i>	<i>Full-Time</i>	<i>No</i>
<i>G</i>	<i>Rahul</i>	<i>Second-Quarter or Later Graduate Student (Master's)</i>	<i>CDM</i>	<i>Full-Time</i>	<i>No</i>
<i>H</i>	<i>Josh</i>	<i>Second-Quarter or Later Graduate Student (Master's)</i>	<i>CDM</i>	<i>Part-Time</i>	<i>No</i>
<i>I</i>	<i>Josh</i>	<i>Second-Quarter or Later Graduate Student (Master's)</i>	<i>CDM</i>	<i>Part-Time</i>	<i>No</i>

6.6) Contributions

Team Members' Contributions	
Team Member	Contributions
<i>Rick Courtney</i>	• <i>Interviewed 2 participants</i> • <i>Brainstormed/discussed modifications to survey questions based on cognitive interviews</i> • <i>Finalized survey question and structure</i> • <i>Post and managing survey in the Participant Pool</i> • <i>Wrote Findings Section</i>
<i>Shannon Dang</i>	• <i>Interviewed 3 participants</i> • <i>Brainstormed/discussed modifications to survey questions based on cognitive interviews</i> • <i>Finalized survey question and structure</i> • <i>Modified Qualtrics survey</i> • <i>Created initial discussion post</i> • <i>Edited Survey Description from Team Project 1 and included it in Team Project 2</i> • <i>Wrote Results section</i> • <i>Reviewed report and added few edits</i>
<i>Joshua Mathew</i>	• <i>Interviewed 2 participants</i> • <i>Brainstormed/discussed modifications to survey questions based on cognitive interviews</i> • <i>Finalized survey question and structure</i> • <i>Reviewed/edited Shannon's initial discussion post</i> • <i>Reviewed/edited/reformatted entire document</i> • <i>Wrote Executive Summary section</i> • <i>Created Participant Demographics table</i>
<i>Rahul Singh</i>	• <i>Interviewed 2 participants</i> • <i>Brainstormed/discussed modifications to survey questions based on cognitive interviews</i> • <i>Finalized survey question and structure</i> • <i>Wrote Method section</i> • <i>Review Edited the overall report with a focus on the Results section.</i>