



Post-secondary Education and Training Grants

Creating Student/Trainee Surveys for Grant Programs

MLSC STUDENT SURVEY GOALS:

Our primary goal in requiring a pre- and post- program student/trainee survey is to gain insight on the impact of grant programs from the perspective of those directly affected by the programs and projects. We hope to gain an understanding of how programs affect the skills, knowledge, interests and attitudes of students or trainees as related to life sciences educational and career pathways. Particularly, we are interested in how these aspects change over time, before, during and after implementation of grant-funded programs.

A secondary objective in asking grantees to administer pre/post surveys is to facilitate information gathering required for MLSC Annual Reports (due one, two, and three years after grant funds cease). We hope that student/trainee surveys will provide a mechanism to more easily obtain program and grant impact data requested on reports and can be coordinated well in advance of report due dates.

Finally, student/trainee surveys are one way in which to collect information to evaluate the goals and outcomes of a particular project. We hope that they serve as a springboard for, or addition to, other evaluation metrics and methods grantees will determine for their projects. These student/trainee surveys can provide invaluable information to enhance and/or expand life sciences initiatives.

HOW TO USE THESE QUESTIONS TO CREATE YOUR STUDENT/TRAINEE SURVEYS:

While MLSC will require that grantees administer pre- and post- project/program surveys, there is a great deal of flexibility in this requirement. Below are questions that can be used for surveys. Some questions are mandatory because they align with the annual report program data questions. Including these questions should help grantees have this information ready for annual reports. Mandatory questions have an asterisk. *Please note if you already administer internally developed pre- and post- program surveys, you may use those formats and questions. However, ensure that the questions on your evaluations cover the same content as the mandatory questions listed here (as this program data is required for annual reporting). Please also feel free to adjust the language of all mandatory questions to be age appropriate for your students/trainees.*

Other question categories are suggested. These are provided because they align with the options for program evaluation included in annual reports. However, grantees have the flexibility to include only the categories that feel relevant to projects. Please add relevant categories of evaluation not suggested below as well.

Grantees may choose the format to deliver the survey. MLSC typically collects annual report data via SurveyMonkey. Similar digital platforms and tools may help to analyze and visualize results quickly. However, grantees can choose the format that would best serve individual programs and students served.

PLANNING FOR IMPLEMENTATION:

Be sure to coordinate with instructors administering the pre-survey to do so within the first few days of the program/project implementation. Post surveys should be completed within the last week of programming. MLSC will not require grantees to submit student/trainee survey responses after administering. All significant outcomes should be reported in annual reports. However, grantees must attach one copy of the pre-program survey and one copy of the post-program survey to annual reports.

***Mandatory Questions: Program Data**

1. Are you participating in STEM work-study programs or internships this school year:
 - a. If yes, please list the work-study programs or internships:
2. If you are enrolled in a degree-program, what is your major?
 - a. Biology
 - b. Chemistry
 - c. Biochemistry
 - d. Engineering
 - e. Mathematics
 - f. Computer Science
 - g. Neuroscience
 - h. Data Science
 - i. Health Sciences
 - j. Information Technology
 - k. Pharmaceutical Sciences
 - l. Physics
 - m. Pre-Medical Programs
 - n. Regulatory Affairs
 - o. Other (Specify)
3. During this course or program, what life science career awareness and exploration activities have you participated in? (**post-program survey only**)

Answer questions 3-6 if you are graduating from your post-secondary institution this year:

4. If you are graduating from your post-secondary institution this year, what do you plan to do after graduating?
 - ☐ Enter post-graduation training programs in life sciences.
 - ☐ Take a job in life sciences.

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- ☐ Take a job in a different field.
 - ☐ Other (Specify)
5. If you are graduating from your post-secondary institution this year and entering a life sciences training program upon graduation, what program will you enter and/or training will you receive?
6. If you are graduating from your post-secondary institution this year and planning to take a job in life sciences upon graduation, what type of job in life sciences are you taking? Which company (if applicable)?

Answer questions 7-9 if you are NOT graduating from your post-secondary institution this year:

7. What do you PLAN to do after graduating?
- a. Enter post-graduation training programs in life sciences.
 - b. Take a job in life sciences.
 - c. Take a job in a different field.
 - d. Other (specify)
8. If you PLAN TO enter a life sciences training program after graduating from your post-secondary institution, what program(s) and/or training are you interested in pursuing?
9. If you PLAN TO take a job in life sciences after graduating from your post-secondary institution, what type of job in life sciences are you looking for?

Suggested Evaluation Categories

The following categories are listed as possible evaluation metrics for grant-funded programs on the annual report. Grantees may include any suggested categories that are relevant to evaluation goals and aligned with proposals. Grantees may also include other categories and questions as needed.

Categories of Evaluation:

- A. Interest or plans for continuing education in STEM or life sciences fields
- B. Evaluation of student/trainee skills and knowledge
- C. Student/trainee satisfaction with the program
- D. Evaluation of student/trainee professional skills development (related to life sciences careers and/or workforce readiness)
- E. Student/trainee awareness and understanding of life sciences careers