CREATING AN EDUCATIONAL CLIMATE THAT WELCOMES AND

ENCOURAGES STUDENTS IN THE VIRTUAL WORLD USING EXIT

SURVEYS

by

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A Doctoral Capstone Project Presented in Partial Fulfillment

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Abstract

The reflection project addresses a suggested change management policy plan to a chosen site of study in the form of a deliverable website. This suggested policy change is for the chosen site to begin utilizing exit surveys when students complete their coursework. Exit surveys were suggested to address the lack of data pertaining to student satisfaction, 21st century learning, curriculum, and teacher effectiveness. The intention of the deliverable website provided to the chosen site in order to educate site leadership about the research behind, business and educational examples of, and how to create exit surveys to address the needs of the chosen site.

The chosen site is an online educational provider within a district containing 62,000 students, is in the southern United States, and has been functioning for less than 10 years. There is research that needs further study within the discussion of the chosen site's needs. It is noted throughout this reflection and the deliverable website that all growth minded, online educational providers may benefit from the implementation of exit surveys since effective communication and collection of data are keys to continued success.

Keywords: exit surveys, student experience, online learning.

Dedication

This is dedicated to my husband, my two daughters, and my mother. One of our family's most used quotes to one another has been to "Never, never, never quit" by Winston Churchill. I have appreciated my family's support throughout this process and am grateful for a loving family. Finally, I gratefully acknowledge the Creator of peace, love, and strength as the center of my being and the catalyst behind my desire to always improve.

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SECTION 1. BACKGROUND

Overview of Doctoral Capstone Project

The author began her teaching career in a district within the United States in 1992.

Virtual learning, at this time, consisted of computer classes that taught the basics of code and

maneuverability on both Apple MacIntosh, and Microsoft computers. Beginning as a teacher in

a small southern city working with a socially diverse student body. The city was an upstart

community that had a large Hispanic population, as well as a large learning-disabled community.

The world-wide-web was in the early stages of introduction to homes by such providers as

America Online, but utilized in limited ways. Homeowners would be able to sign on and search

the World Wide Web for knowledge and joined others to chat. It was seen as more fun than

functional.

It was not long before virtual education in the southern United States would be birthed

through a two hundred thousand dollar grant that created opportunity to meet the diverse needs

of students. Early virtual schools promised to open the doors of education to the diverse society

of learners, and many of those providers believed that students should not be prisoners of time,

but, rather, they should be able to choose their own curriculum and complete schooling work

anytime, anyplace, and anywhere. In fact, it became a popular educational alternative that

altered statewide graduation rates, test scores, and opportunities in the southeast and beyond.

Beginning with very little resources, growing virtual educational providers boasted more than

two million course completions within the United States over the past ten years. This remarkable growth was made possible by incredible visionaries who have been able to manage the exponential student growth, raise accountability, academic integrity standards, and provide rigorous, high touch education having sought to always put the student first.

During this time, the researcher earned her Master of Arts in Education from Cumberland University and began her Doctoral studies through the Capella University's Educational Leadership and Management degree program. Being able to experience education within the brick and mortar environment and the virtual environment as both teacher and student has allowed for knowledge and perspective that is unique and relevant to this capstone project. It was a natural process to make application of the learned knowledge as a student of educational leadership and management specializing in the P-12 environment. For the purposes of this capstone project, the mention of the researcher's background has enhanced her understanding of the challenges facing the brick and mortar school environment as well as the virtual instruction institution of which there are many. Additionally, the background is provided to identify the gained knowledge and qualify this capstone project

Evidence/Data Used to Establish Rationale for Deliverable

Through the years, the focus of the public educational environment has experienced ebbs and flows. When education became compulsory during the Progressive Era of the United States, the focus was on literacy, as well as, basic math and social studies. Science was experiential for the most part in rural areas. During planting and harvesting seasons, the rural area schools were closed in order to allow children to contribute to the family farm without their children's help, it may not have survived. For larger cities such as New York, Detroit, Chicago, and Philadelphia, children no longer learned experientially through working because of eventual child labor laws.

They sat in one room school houses, or settlement houses such as the Hull House founded by Jane Addams through which they learned basic English, math, social studies, and some degree of environmental and/or biological science. For many years, the focus was strictly on these academic subjects. In 1918, progressive thinkers within the National Education Association challenged the structure by proposing seven aims within their report, *Cardinal Principles of Secondary Education.* These included (a) health, (b) command of the fundamental processes, (c) worthy home membership, (d) vocation, (e) citizenship, (f) worthy use of leisure, and (g) ethical character (Kliebard, 1995). This was a departure from the single focus on the "3R's of reading, writing and 'rithmatic."

    After World War II, and the eventual proxy wars of Korea and Vietnam, the United States broadened its worldview and began making changes to the P-12 educational curriculum. It now wanted to teach the whole child, aiming to focus on creative thinking, new inventions, cooperative learning with accompanied democratic participation (Silberman, 1973). More recently, Noddings (2003) suggested the new aim of education was happiness as defined by those ideals and values such as intellectual stimulation, enriching relationships, home life, good character, parenting, balanced spirituality, and employment that one finds enjoyable. To bring about a society that values those things that foster happiness as well as innovation has become the focus of education. More recently, Noddings challenged the educational realm to consider how important caring for the whole child must be (2005). Noddings, citing Shipler's work in 1994, looked to local, state, and national policy makers as healthcare providers to improve housing conditions so that healthy children would be able to come to school. Shipler acknowledges that early learning is accompanied by healthy families (1994). Simon (2001) suggests that in order to accommodate this whole child values objective, teachers should

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incorporate it into their curriculum. The academic subjects such as math, science, English, and social studies curricula can include character education. Morality, society and social, as well as emotional and aesthetic discussions, can observe respectful and sensitive objectives (Simon, 2001). This tug of war between academia and character education has been present since the works of Plato, Socrates, Galileo, and Aristotle were published. All works were challenged, discouraged by the church, and ultimately accepted as being notions of truth not just grandeur. The educational system that evolved within the United States attempted to incorporate whole child learning more so in the 1970s because of the perceived decline in values, and challenges to government resulting from a period of great mistrust. Meanwhile, the population of the United States has continued to grow and so has the demand upon the educational institution. With the changing of the family unit (increasing divorces, separations, two parents working) over the past century, the educational institution has had to embrace the education of the whole child, often perceived as the absent parent, dedicating trillions of dollars that was challenged by the No Child Left Behind Act in 2001. Students in reading and math would be tested, measured, and required to remediate before advancing in response to the United States performance as compared to other leading industrial nations. In efforts to bring accountability to the national, state, and local governing bodies, the United States government budgeted already restricted funds for testing, reinforcement for failing schools, and successful schools. More recently, the funds were dedicated to a strict grading system established by testing standards in order to reward successful schools and identify failing schools. Within the guidelines of the testing system and, more recently, the clarified state standards, schools would be given monies if their academic focus was proven through math and reading scores. Therefore, although the public expectations have continued to request whole child learning, academia has taken a sharp turn away from such by

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the removal of funding of programs such as music education, physical education, sports, and clubs. In addition, capital expenditures have been limited throughout the years so much that schools have experienced over-crowding, lack of commitment to 21st century technology, and the character education which brought about the highly inventive and socially aware society filled with individuals such as Bill Gates, Steve Jobs, Stephen Hawking, Mark Zuckerburg, and Warren Buffet (to name a few). Education is valued within the United States but not supported overall because of the perception that money and wealth is supreme. Values have changed and society does not wish to pay the salaries of educators commiserate with experience and knowledge. The cost of living adjustments have not come to fruition and the field of teaching has been de-valued so much that prestigious higher education institutions such as Stetson University have discontinued their Secondary Education major. Academia and the proponents of the No Child Left Behind Act should now realize the larger systemic problems as well as the necessity of virtual education that can provide both academic and whole child education. To thrive in such arenas as described earlier, stakeholders must keep a finger on the pulse of students, teachers, parent/guardians, administrators, and staff through climate surveys, including exit surveys utilized as formative components of measuring organizational climate. This will ensure connection with organizational challenges and goals as well as customer (student) satisfaction.

The brick and mortar school environment has been the go-to educational environment which allowed (and currently allows) for a high-touch relationship between all stakeholders (students, teachers, parent/guardians, administrators, staff). The variables which are so important to the "climate" of the brick and mortar world include stakeholder perceptions of safety, rigor, security, and support. Although climate surveys have had a long presence within the educational

environment, the consistent use of surveys amongst a majority of districts is still gaining ground.

School leadership has become much more aware of the value of fostering an organizational

climate that produces success on many levels. School climate is directly related to teaching and

learning effectiveness. Many districts are seeking to increase the staff effectiveness as well as

build teacher morale (Bryk & Driscoll, 1988) to prevent high teacher turnover, (Mowday, Porter

& Steers, 1982), and/or absenteeism (Patall, 2007), stronger student performance (Shindler,

Jones, Williams, Taylor & Cardenas, 2009), decrease student absenteeism (Reid, 1983),

discipline problems (Wu, Pink, Crain, & Moles, 1982), as well as dropout prevention (Anderson,

1982). School climate (or some measure such as exit surveys) must, therefore, be utilized within

the educational environment if brick and mortar leadership is to maintain an efficient and

effective setting that seeks to educate a diverse learning group. The virtual instruction institution

is not exempt from the utilization of some form of climate surveys. Typically, the climate

surveys utilized within the brick and mortar environment are not applicable in many respects to

the virtual environment. As a result of this need, the author has been able to apply her work

background and recent studies with Capella University to create the capstone deliverable project.

Alignment to the Specialization

Part of understanding leadership and management from the educational perspective includes
understanding change, and the importance of action science. Virtual climate surveys or other
types may serve as a source of valuable data to be mined by leadership. Capella University
offers doctoral learners a degree in educational leadership and management that specializes in
P12 (from Pre-K through twelfth grades). The center of the specialization is towards leading and
affecting change within an educational environment. The ability to lead and manage the process
of change effectively for this particular deliverable would utilize action research science
methodology mastered by Harvard professor, Chris Agyris. The dynamics of organizations and
how to accomplish change management in a way that fosters future success are clearly a part of
the specialization of public schools Kindergarten through twelfth grades. A particular site was
chosen (Figure 1.3). The chosen site serves students from Pre-Kindergarten through 12th grade
within the chosen School District. The site was chosen for the following reasons:
- It is an online learning institution

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- Serves a student population of 62,000
- Needs assistance because of their data gap (i.e. feedback from stakeholders with regards to accountability, certainty of course benefit, more well defined organizational goals and possible need for change).

The other virtual providers within a 60-70 mile radius include a very large national virtual provider and a neighboring district. These schools were not asked to be a part of this study for several reasons:

- The researcher works, and resides within the chosen School District,

- To support the local organization in its quest to gather more student experience data, this research deliverable was a nice fit,

- Another popular virtual provider already has an exit survey for its students and therefore does not require assistance with student experience surveys,

- Another local school district has a virtual program that is a franchise of a large online educational provider which has an exit interview already in use.

Therefore, the chosen site was the perfect choice to collaborate, study, and create a working deliverable in the form of a website. Discussions with the Director and Curriculum Specialist lead to the decision to work with the site and to research what questions that needed to asked in order to understand and learn from a component of a climate study such as an exit survey. For this P12 institution that delivers curriculum through an online platform, it made sense to create a professional development product that would supplement and could enhance the site's knowledge about its organizational climate. The site and the district agreed to accept a suggested change management plan.

Historical Background of the Problem

The aforementioned site was chosen for which to create the deliverable product. Since the change in funding to reduce the amount paid for extra period electives for virtual institutions in 2013, the site has seen the numbers of students taking courses increase exponentially (Gartner, 2013). The funding threatened the vitality of the top virtual educational providers within the southeastern region of the United States, but held new promise for county level programs who invested in their own infrastructure such as the author's chosen site. Regional virtual providers took drastic measures. Some cut their workforce by 30 percent to brace for the adjustment and transition of students to county programs. This is why the author was released from her assignment as a virtual instructor, and resumed teaching within the brick and mortar environment both as an instructor for a local high school and an adjunct virtual instructor for the chosen site.

The district chosen has attempted to adjust to the growth as well as develop a 21st century educational experience for students.   The district paid teachers on campus as well as virtual instructors to oversee student progress. The numbers of students who began utilizing the chosen site after the structure of payment for course completions was adopted by the state senate grew so much, that the site climate changed. Course completions grew exponentially but, site leadership found that there was an existing data gap. The deliverable was designed by the author to help rectify this. In context of this organization, the deliverable targeted exit surveys for students. The deliverable also introduces the ability to utilize resources useful for creating exit surveys for faculty and staff as well as students.

<div align="center">**Problem Statement and Purpose of the Deliverable**</div>

For the past few years, the District has collected survey responses from stakeholders including faculty/staff, parents, and students through the implementation of a climate survey. The purpose of the climate survey was to evaluate stakeholder experiences within their

respective brick and mortar schools. There were three different climate surveys that targeted

parents, students, and faculty/staff. This was a problem for the chosen site. The climate surveys

were designed for the brick and mortar environment, not the virtual environment. The questions

evaluate collaborative experiences with other students, classroom/school safety, rigor, teacher

involvement, sports, theatre, and after school activities (if applicable). Within the virtual

environment, the primary contact teachers have with students is through introduction/completion

letters, and feedback on assignments submitted. At times, the site contacts students through text

and/or phone calls if students are not performing well or meeting expectations. Currently, there

is not a requirement for weekly or monthly contact. However, it is expected if a student is not

progressing through the course, teachers within the site are to reach out to support and improve

the student's performance. Consequently, the minimal contact teachers are able to provide is not

utilized or accessed consistently by the students. Students may do things to circumvent such

communication efforts. They may provide old email addresses and phone numbers that have

been changed, or are not checked consistently. There are more ways to establish a relationship

with students (phone quizzes, required parent/student monthly contact); however, to this date,

current site students become familiar with the teacher through their online course,

introduction/completion letters, and assignment feedback. Although site leadership sought to

install a climate survey specific to the nature of their business, they were also interested in the

creation of a student experience exit survey. Site stakeholders spent time collaborating on the

best way to help introduce the exit survey concept to provide a collaborative experience for their

teachers, as well as serve as a source of data for future decision making. The creation of the exit

survey should also provide an opportunity for effective professional development. Site

leadership realized that the creation of an exit survey may help to drive data needs just as exit

slips (slips given to students at the end of class time to collect formative data) help drive classroom data for instructors. Classrooms have long been seen as a microcosm of society (Buchanon, E., 1997), and many teachers utilize exit slips as formative assessments of student learning (Alber, 2012). Site leadership recognized benefits to utilizing student experience exit surveys. Other online educational institutions utilized data both for formative and summative purposes to assist in their teacher evaluations and course effectiveness. It is reasonable to assume that the chosen online learning site would benefit from this deliverable for those same purposes, especially in light of district and organizational changes, as well as the challenge of continued anticipated growth.

Historically businesses as well as collegiate institutions, and (more recently) institutions which provide educational classes by virtual means, have been using exit surveys for the aforementioned reasons. Businesses have been especially interested in exit interviews in order to decrease turnover rates amongst their staff as well as keep a finger on the pulse of their organizational culture and climate (Nigam & Mishra, 2014). Upon completion of courses, it has been the practice of the largest providers to request exit surveys be completed by students. Students are asked to answer questions during their course and upon completion of each course in order to provide feedback such as (but not limited to) student experience, teacher effectiveness, the virtual setting, and collaboration with other students. Educational institutions such as The University of California at Los Angeles, Columbia, and Howard, along with many others have incorporated exit surveys to measure student experiences for the same purposes. As Argyris and Schon note in their Double Loop Learning model (1978), as well as their Change

Theory model (1985), that ensuring longevity in any organization requires anticipating and preparing for inevitable change.

The Higher Education Research Institute which administers the College Senior Survey on behalf of the University of California at Los Angeles implements the survey so that the university may connect academic, civic and diversity outcomes with a comprehensive set of college experiences, to measure how college has impacted the senior student (HERI, 2016). Columbia's Office of Institutional Studies employed a Teachers College Exit Survey designed to evaluate student experience and program effectiveness (Columbia, 2016). The results were studied and used to provide evidence for data based decision-making. Finally, Howard University, also incorporated an undergraduate survey for students applying for graduation (Howard University, 2013). There are numerous examples of organizational use of student experience exit surveys to make data informed decisions and it is the basis upon which a virtual institution such as the chosen learning site would seek to build data. The deliverable was designed to include several links to business exit surveys for review by the site leadership cadre to provide a variety of questions which could be incorporated into its own exit survey. A repository of questions was created and linked within the deliverable website to boost the site's viable options in the survey creation.

Organizational Context

Having one's finger on the pulse of the climate of an organization such as the chosen learning site is difficult to do without the proper tools to consistently, accurately, and effectively measure that climate. The context of the product (website) in light of the larger concern of the

organization is that it concerns itself with an element of determining climate that is largely

ignored by both brick and mortar and virtual educational organizations – the exit survey.

If budget allows, an organization such as this site may produce a climate survey to all

stakeholders or, their teachers may distribute their own surveys which can measure what site

leadership thinks will provide accurate, unbiased, and well-chosen data to help drive decisions

for the classroom. Even though the organization, such as the chosen district may have its own

climate survey, additional student exit and frequent classroom surveys should still be encouraged

as part as a consistent teacher reflective process (Stronge, 2012).

Theoretical Framework

Exit surveys within the context of the educational environment is grounded in and upon

sound change management action science, and reflective theory, such as that proposed by

Argyris and Schon (1978), Weiss (1995), Honig and Coburn (2008). The problem that the

chosen learning site is having stems from lack of data from students regarding their experiences.

Student experience is influenced by digital platform, course content, teachers, and guidance.

Other factors include site leadership, as well as external issues which may inhibit a positive

student experience such as health, overload of courses at school, family problems, and digital

difficulties with internet and computer access. The data needs of the chosen site were

established by three methods. Change theory and Reflective Theory were invaluable in allowing

the author to produce this action science final deliverable.

Other Scholarly Literature

Consistent and effective application of change theory is necessary for the effective

educational leader. Argyris and Schon (1978) advised that the best way to bring about long term

organizational goals is to look within the organization to implement action science research.

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Essentially, this method is the basis through which a change will occur within an organization. Within the context of the site, the creation of an exit survey can help to provide information to better answer specific questions helpful to informing future decisions. Here are some examples:

- What data can help set a precedent for a welcoming climate?

- What data can help students be honest and uninhibited in raising questions about:

   o Course rigor

   o Teacher Effectiveness

   o Ease of learn and navigate through the Learning Management System (LMS)

   o Appropriateness of Curriculum

   o Degree of curriculum engagement

Weiss (1995) stipulates that researching multiple perspectives is integral to change theory as it can contribute to multiple solutions. For the purposes of this capstone project, the principles of change theory have been utilized throughout the application of action research in order to address questions pertinent to the functioning of site leadership.

The chosen online learning site does not currently evaluate the student experience of their online population. Data collected primarily includes student performance and completion of courses offered through the site. Although this data is significant, a student experience exit survey can answer the questions noted in the above paragraph under Change theory. Since the site is not on rolling enrollment, leadership may capture completion percentages, and utilize student performance to measure course effectiveness through timely data pulls. Theoretically, however, site leadership can capture all data points to sustain growth and student/consumer
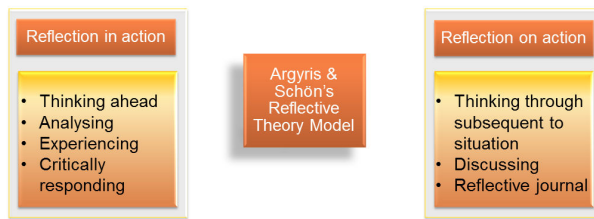
satisfaction in addition to what they already have. There are several components to sustaining

organizational growth and customer satisfaction. A few of these include:

- The ability to stay ahead of the competition.

- Measurement of organizational climate and culture.

- The use of surveys as instruments of measuring experience of exiting faculty, staff, and/or customers.

- Change as a continually accepted, integral component of organizational culture.

- Engaged management.

There is little difference between the data collected to ensure the provision of an excellent

education which will prepare the students for success in the future, and that data collected by a

business that strives for longevity. Data can be continually collected and reflected upon. It is

integral to change theory and reflective theory. A broader explanation of reflective theory

follows.

The researcher has observed that the educational institution (virtual and/or brick and

mortar) must operate continually within a reflective mindset. Educators benefit greatly when

they take time to reflect upon their curriculum, organizational culture, and climate. Without such

reflection, informed decision making may not occur. As a result, decisions that are made may

not be justified by evidence. One of the basic premises of Argyris and Schon's (1978) action

science theory is the Reflective Theory Model that calls for consistent reflection throughout the

experiential process of action research. (See Figure 1 that follows).

ARGYRIS & SCHÖN's
Reflective Theory Model

Reflection in action	Argyris & Schön's Reflective Theory Model	Reflection on action
• Thinking ahead • Analysing • Experiencing • Critically responding		• Thinking through subsequent to situation • Discussing • Reflective journal

(Argyris & Schön, 1978: Schön, 1983)

Figure 1. Argyris and Schon's reflective theory model. This figure illustrates how reflection plays an integral role in action theory. From Time to Reflect, by Sam Young, 2015, retrieved from http://www.samyoung.co.nz/2015/11/time-to-reflect.html.

Reflection on the action taken by leadership allows for a natural gathering of data that can provide essential evidence to support the decision making process. Honig and Coburn (2008) emphasize the necessity of arguments supported by evidence when focusing on school improvement. When an organization desires to sustain organizational growth, they can implement action research science which incorporates reflective theory throughout the action science process. Therefore, the use of exit surveys as a component of organizational climate (in context to attempts to perpetuate sustained organizational growth) can be an excellent application of change management theory, and reflective practice (Freiberg, 1998). The use of action science and reflection, overlap a great deal. Completing a proper action science paradigm without the reflection part (Figure 2 below), if possible, would be quite arduous.

Figure 2. Action science. This figure illustrates the theory of action
Science as a path to change management.

Within the action science and reflective theory paradigms, the significant problems

within the virtual instruction system can be addressed systematically through the use of exit

surveys given to students. The proposal of an exit survey will help to address these problems

and, perhaps point to relevant solutions.   Further study and an estimate of proportion is needed

to build open lines of communication between leadership, teachers and students regarding virtual

education and its importance to the future. The bottom line is that student success should be a

key factor and it exit surveys are a vital component of the action and reflective theories used

within this capstone project. One will clearly support the idea that exit surveys will help to

clarify the purpose and passion of the chosen site. The surveys may do well to provide much

needed data to help inform problems such as students who report that they did not receive

adequate benefit after taking virtual courses. With this knowledge, administrators would likely

take note and engage in steps to rectify the possible roadblocks, distractions, and/or other

elements which prevent the student from a satisfying experience.

Ethical Considerations

As per the American Psychological Association (APA) laws, guidelines were provided within the change management deliverable created to enable site leadership to observe the ethical treatment of human participants.   This report attempts to convey an unbiased evaluation, and protection of the chosen site as well as the district within which it resides.   All APA and Capella University ethical considerations have been followed as the project was created and discussed within this document.

SECTION 2. PROCESS

Introduction

Determining the scope and parameters of a dissertation appropriate to intellectual curiosity, background, work history, and interest was the intent. Because a true action science study was difficult, a change management deliverable was designed to address the individual needs of a particular institution was completed. The chosen site did not have the means by which to implement and provide data analysis results. Additionally, the district found it a challenge to allow the implementation of a full scale action research project. Therefore, analyzation of policies and procedures rendered the decision to create a deliverable that would address specific needs of the institution chosen as the research site.

A website was chosen as the change management deliverable for several reasons. First, the institution being researched was a virtual instruction institution. The site delivers instruction strictly over the World Wide Web. The learning management system is utilized by parents, students, teachers, and administrators online and there is hardly a venue by which paper products are utilized except for marketing purposes in the form of leaflets, business cards, and other smaller items. Creating a deliverable that was presented on the same platform through which the site provided their educational product (World Wide Web) was much faster and more efficient.

Virtual instruction has taken root over the past 20 years for delivering content to students of various ages. Professional development is heavily dependent upon delivering instruction that utilizes the internet. In addition to being the proper and pertinent platform, the website can be explored independently of the creator. The site can create their own exit survey, or they may contribute to the online repository of suggested useful questions. It is the author's experience that progress and ongoing development are the key ingredients for the continual improvement of

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exit surveys. The repository can be configured to allow the site, as well as other institutions, to edit the content so that they may continue to add useful questions. This repository provides the impetus for an exit survey project that has the potential to improve existing surveys or create new ones. Additionally, the variables which affect an institution's ability to financially afford creation, implementation, and analysis of a student experience exit survey will not apply because the deliverable makes an exit survey possible at very little to no cost to the institution. This creative process was demonstrated by Fast Company, Inc. They featured an article by Carr, Lidsky, McCorvey, McCracken and Wilson (2016) about Google's newly reformed corporation *Alphabet*. The most poignant challenge was Google's attempts to stay relevant, and that in order to do so, recognizing that innovative and revolutionary ideas constantly push the envelope of big growth. According to Carr, et al. (2016), in order to accomplish this, a company has to be a bit uncomfortable to stay relevant. Indeed, discomfort often leads to change. Google's use of open source contribution has allowed for changes to occur across many sectors of society including science and technology.

Organizational climate measured through student experience exit surveys can accomplish this and should be strongly considered not only by brick and mortar institutions but, by virtual instruction institutions as well. The use of an exit survey will be an innovative and relevant resource of data for the site that can bring about needed changes and improvements. Without informed decision making, one is blindly leading the team thereby increasing risk, possibly losing the ability to stay ahead of the curve and provide a relevant education. Many schools (both brick and mortar as well as virtual) are attempting to encourage all stakeholders to invest in the idea of having a growth mindset instead of a fixed mindset (Dweck, 2006). A growth mindset is the belief that organizational intelligence can always be developed and increased if the

stakeholders are supported, and belief in their abilities are consistently reinforced. This can only happen through a culture consisting of hands on, action research inquiry methodology when it comes to recognizing and responding to needed change. The Association for Supervision and Curriculum Development (ASCD) stresses that action research inquiry is created by and for those seeking to improve and/or refine their actions (Sager, 2000). It would seem that it is impossible to have a growth mindset without an action research inquiry base; hence, any program should consider including climate and/or exit surveys within their organizational evaluation system for data and other purposes.

Project Design Method

Having spent five years working for a virtual school within the southern region of the United States, the researcher was immersed in the culture and climate of the online virtual school provider. The researcher's employer clearly demonstrated during this time that leadership was growth mindset oriented, forward thinking, and fiscally sound. The chosen site is a growing virtual educational provider within which the researcher previously taught. It was discussed (at that time) with several instructors how successful the site had been as it adjusted to the recent exponential growth. Without delving into the legal changes, the bottom line was the local district was gaining students, and earning more money since the district was favored by recent government legislation. Consequently, the numbers of students who were being assigned to the chosen site (instead of competitors) grew continually, challenging the assets of the chosen online learning site as it had to adjust all facets to accommodate the student demand. The growth has taken place so quickly, that the chosen site had to scramble and push the district to provide the needed technology and monies for updating curriculum to stay relevant and ahead of the curve. At the time, the Director of the chosen online learning site did a wonderful job at juggling the

growth from all aspects and waited for the sluggish public system to meet the growth demands. Over the years, all data seems to have been on point, yet, when the chosen district began the use of a climate survey, the chosen site did not have a survey that was conducive to the virtual environment. Since the gap was reasonably obvious, the focus regarding the measurement of quantitative and qualitative data changed to that of meeting the data needs of the chosen site.

After several Emails and phone calls, it was decided by the researcher, the Director, and Curriculum Specialist of the chosen online learning site that the deliverable product would focus on exit surveys, and providing a deliverable that would help the site instructors to understand the value of exit surveys as well as create one for their institutional purposes. This way, organizational climate could be measured utilizing some of the questions provided by the district climate survey and other data could be collected through the use of an exit survey. Further, the creation of the exit survey would be minimal and efficient. A product manual was considered, along with the creation of powerpoints and online learning sessions. This was not feasible for the chosen site because of the time constrains of site instructors. Therefore, creating a website that could be browsed and utilized at any time, and any place became the deciding factors for the author.

Project Outcomes

If the eyes are the windows to the soul, so, too, are the teachers the gateway to understanding the heart of the student. In order to truly create an exit survey that results in relevant data that brings longevity to the chosen site, the author had to create a well-designed website that would educate the teachers, and get the teachers involved in the process as well. The exit survey created (or purchased) will generate the data needed and the teachers may find a far reaching effect within their own classrooms. Teachers will have the knowledge to create

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their own classroom exit surveys from which they may be able to gather data that will be helpful to them.

It is recognized that there are similarities between the evaluative process of construction management and educational management. A teacher who utilizes an exit survey to measure student satisfaction is similar to a project manager meeting with a client at the completion of a project to rate the degree of the client's satisfaction. Completing this process within the reflection paradigm of a project is essential for longevity of the corporation just as exit surveys are essential for a teacher. The quality and amount of data derived from exit surveys by any corporation can be used to address needed changes and improvements. The exit survey for both Construction corporations and educational organizations will provide honest and valuable feedback, addressing issues that need to be explored and perhaps changed.

Even more so than the brick and mortar organization, the virtual institution should keep students at the heart of everything it does and, therefore, be in contact with students frequently through formative and summative course surveys. This is what businesses call a high touch environment. Likewise, there must be more contact (touch) with students in order to ensure transfer of knowledge between educational stakeholders (students, teachers, parents, and administrators).

The problem with high touch is that the cost-sensitive reasons battle the risk-sensitive world of administration. If it requires high touch, there is a high cost to consistently contacting students and providing services that meet their specific needs. In this context, it is less costly to implement a short exit survey towards the end of the course as a component of a high touch regimen than to pay to gather qualitative data through phone contact and mailed letters. The website deliverable instructs site administration on how to gather cost efficient data, and how to

utilize a student survey as a component for a high touch educational experience. This can bring about long term success.

Development Process

The deliverable product is a fully functional, social media (Twitter and Facebook) connected website. As mentioned, a website was chosen as the deliverable because within the context of the virtual environment, it was best to provide the deliverable on a virtual platform the chosen site community utilizes daily (i.e. the World Wide Web). The landing home page (Figure 3) fully describes the intent of the website.

Figure 3. Website landing home page. This figure illustrates the home page of the deliverable product.

The website deliverable was designed to advise the chosen site of the following:

- Survey Value

- Needed Research

- Theoretical framework

- Business/ educational examples

- Current providers of student experience exit surveys

The website also demonstrates to the user how to build an exit survey. As an additional benefit, the website deliverable links the user to Twitter and Facebook pages entitled "Exit Stories" where a community of online teachers and leaders can discuss process and challenges in creating surveys.

The target audience includes administration and instructors of a virtual instruction institution (the chosen site) as can be seen in Figure 4.
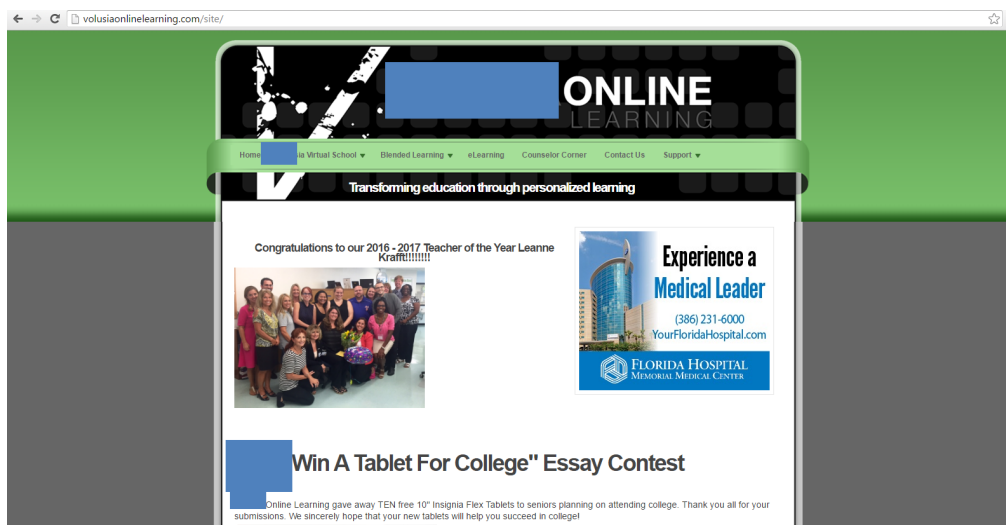
Figure 4. Site landing page. This is the chosen virtual online learning site's website landing page. From chosen site's landing page, 2016.

The district of the site chosen currently served over 62,000 students, and employs over 7,300 faculty and staff. The district county educates these students within the district's 45 elementary schools, 14 middle schools, and nine high schools. The site served pre-kindergarten through twelfth grade students who are public, charter, homeschooled, and/or homebound. Because virtual instruction has been in demand since the early 1990s, the site's county began a small online learning organization. In 2011, the state's legislature required that all high school students must take a least one course online as part of their graduation requirements.

Additionally, the legislature prevented brick and mortar schools from denying a student the right to take an online course by law. This statute stipulates that all students are permitted to take online courses towards graduation requirements and can not be denied the right to take online courses with an online instructional company of their choosing. The site has experienced exponential growth because of these changes over the past five years and expects continued growth as blended classrooms become more prevalent amongst teachers in the chosen district. In order to sustain this growth and produce an educational experience that district students are satisfied with, an exit survey for students can be introduced and utilized by site leadership. Our society has become more autodidactic and virtual schools can facilitate this changing population.

As mentioned previously, the site was chosen for many logistical reasons. Online learning has become the focus of the start of the 21st century. Currently, a high touch, blended environment is becoming the focus of the present and foreseeable future of online learning. Because of this transition, the data collection techniques of online instructional providers such as the site discussed should be expanded to include exit surveys that measure the student's experience. While online learning is ideal for some students, it can be difficult for others. Students, in general, do not like the disconnect between classroom and teacher. Students have difficulty finding the time in their schedules to complete coursework, and for some, the curriculum is dull. Most local virtual institutions such as this site have not had the financial means to support the purchase or creation of exit surveys. This is another important reason that the exit survey website is of great value because, ironically, it cost nothing.

Student satisfaction is an ever-changing, evolving, fluid variable, and therefore difficult to measure. Since all educational institutions are required to presented curriculum to a diverse group of people with fidelity, it would be necessary to know what is working and not working

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with students. The chosen site does not currently have the ability to find out how students feel about the course content, course delivery, learning management system maneuverability, teacher contact, effectiveness and their overall experience. The website was created in order to enable the chosen site to produce (or hire someone to produce) an exit survey specific to the needs of their diverse online population.

Although brief explanations have been provided regarding the decision to produce a website for the purposes of the capstone project, a more detailed description that encapsulates the direction and reason for this study is provided here. The selection of a topic for research and study should be grounded in the need for the information to be acquired and the researcher's ability to provide such. The broader outline below details both of these requirements.

Early on, character education within the climate continuum was considered. For example, educating students about character may help improve the climate of the virtual institution in such a way to produce more engagement, completion of courses, and increase overall satisfaction. Since character education can be evaluated through climate surveys, the researcher focused on the creation and usage of climate studies within the virtual instruction environment. However, the study was narrowed. Because the researcher was not in a leadership position with the chosen site, completing an action research study would have required resources beyond the means of site faculty and staff. Upon collaborative discussion with site leadership, it was decided to focus on creating a deliverable that centered upon exit surveys. The focus would be on the value, uses, method of creation, evaluation of exit surveys, and an emphasis on protection of participants. One area that fit site needs was a student exit survey. The chosen site acknowledged the fact that the organization had not yet implemented an exit survey. Various means by which the deliverable could be produced and decided the product should be either a

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paper manual or a website were considered. Because the chosen site operated strictly on the internet, it was decided that a website was the proper venue by which to recommend a policy change for the site. The value of a website within the professional development arena as well as the classroom was previously understood and applied to the development process. Having created several websites for business, educational, and personal reasons, the website platform seemed the best choice through which knowledge about exit surveys, may be promulgated. The challenges, however, lay in the delivery of the information. Specifically, the website structure and content that would correlate with the project grading rubric as well as meet the needs of the site was challenging.

A deliverable specific to the needs of the intended individual or organization can be quite a challenge. The world wide web has an infinite source of information that can overwhelm a website creator if the structure is not set, content not already decided upon, and (above all else within the context of the delivery) legalities are observed. For the purposes of this delivery, the structure of the website was a challenge as most of the content had already been thought out and prepared before the creation of the website pages. After creating the shell of the website and placing a small amount of content within the site, a civil engineer, and a website expert and recent Capella graduate was consulted. The civil engineer was requested because of her insight on infrastructure and attention to details. The website expert/Capella graduate was consulted because of her prior website experience and knowledge of website creation, and of the Capella capstone program, having been a recent graduate. As a result of discussions both on the phone and online resulting in continued addition of content, it was decided to make sure the website structure was set up to present content in easy steps, accompanied by links to pages of explanation. The structure and design of the website would include a simple background, easy to

find toolbar, and simple maneuverability (steps to success) as recommended by website design examples (Young, 2011). As a rule, teachers and leadership teams do not have very much time to spend on the learning curve. A website must be engaging and to the point in order to facilitate user involvement and especially purchase. To accomplish this, changes were implemented. Content was organized into two process steps which reduced content verbosity that resulted in a more streamlined presentation of topic choices. The efforts created two things. One was an easy to understand discussion of research. The second was a simplified presentation of how to create an exit survey.

With regards to content, there was a concern and commitment to making sure there was a degree of collaboration with site leadership. Although the site and researcher would have limited time to consult with one another, it was important to reach out to the new site leadership since it had experienced a recent change in administration. In addition, there were unique logistics in working with the site stakeholders.

Site leadership and instructors work at two locations within the district. Those instructors residing on the Eastern side of the district work at one of the brick and mortar high schools that is a central location. Those instructors residing in the western side of the district meet at a different high school that is central to their side. Since the leadership works from the East side, it was decided to present the website here. While creating the deliverable, the Curriculum Specialist was requested to review the website for any special needs the chosen site may be requiring as part of a collaborative venture. Allowing the mentioned specialist to review the website and provide immediate feedback was indicative of the relative ease instructors may find when researching and creating an exit survey for their organization and/or classrooms. The advisement of the specialist to ensure that the website was relevant and necessary to producing a

deliverable for the chosen site. First, she requested to refer to virtual education providers as virtual instruction providers as the previous name is out of date. Secondly, the specialist advised to change the organizational name from the previous to the current. Finally, the specialist expressed a desire to see what could be provided by the deliverable. This small interchange of thoughts helped to ensure relevance and possible significance to site leadership.

After structure was settled upon, and content written, and confirmation of relevance, the final step was to ensure that the deliverable met grading rubric and copyright laws. A careful review and comparison of the grading rubric was completed. The deliverable was submitted to a previous Capella graduate who recommended appropriate changes. Upon final review, it was recognized that the earlier advisement had been completed and that this action increased the value of the website presentation.   Additional pages, links, and content changes to make the user experience easy as well as complete. For example, when the website is reviewed by the site, it is important that the website was succinct, content rich, and interesting. In addition, the pages should be clearly referencing all research that had been done in order to create the website. Links to other pages within the content should work correctly, and all pages had the correct information properly linked. In summary, the website structure, content, collaborative, rubric, and legalities were met.

The central message of the website is that of teaching users the following:

- Defining the use and values of exit surveys.

- Providing examples of current business and educational surveys.

- Educating participant concerns.

- Providing a repository of sample questions.

- Educating participants how to create exit surveys.

- Providing resources to participants of companies that may produce or already have current accessible surveys.

Reference to the earlier image of the home landing page can be seen on Figure 1. All content was designed to increase the site leadership's understanding of the basic foundations of exit surveys to measure student experience. If this deliverable were a product manual, this information would constitute the content that appears at the beginning of the manual. Therefore, it is included in the step 1 landing page below (Figure 5). Images of the majority of pages for reference and further knowledge about the product created are included within Appendix A and B.

Figure 5. Deliverable website step 1 page. This is the page of the deliverable website that allows the site to begin discovery of why growth organizations seek to understand their clients.

The intention of this website deliverable includes presentation of information that addresses a recommended change management plan addressing the site policy that there currently is no implementation of a student experience exit survey. Delivering this information to the site through the creation of a website instead of a product manual ensured the same learning continuum site stakeholders access every day was being utilized. The product presents two steps to successfully creating a student experience exit survey, and includes a sampling of research behind the use of exit surveys, sample surveys, repository of survey questions, ethical standards as well as helpful videos and content.

<div align="center">**Plan for Evaluation**</div>

Several presentation and evaluative options were considered and it was decided that an evaluation survey would be used. Since the site operates on the web, the deliverable is presented on the web, the survey the site representatives complete should be available on the web. Considering the purpose of the deliverable was to introduce a suggestion to change site policy regarding evaluation of student satisfaction to include a course/program exit survey and the utilization of an online survey is appropriate.   Haslam (2008) established that online surveys are much simpler to utilize, as well as cost-effective to facilitate across the board. Online surveys, Haslam continues, are efficient and safe when coupled with attention to district policy and human participant law. To gather both quantitative and qualitative data, the survey will consist of participant demographics, ten Likert scale questions accompanied by two open-ended questions that evaluate the perceived benefits from the website/deliverable, and provide opportunity for suggestions of the participations on how to improve the website/deliverable (Figure 6). Better Evaluation emphasizes that this integrated design will allow for a more balanced review of participant opinions, and help to ensure a better understanding.

1. Your position at ▓▓▓▓

[▲▼]

Other (please specify)

[   ]

2. How long have you worked with ▓▓▓▓

[▲▼]

3. Have you been able to review the website www.exitsurveys.weebly.com in its entirety?

[▲▼]

4. With regards to the website www.exitsurveys.weebly.com, please rate the following:

	Strongly Disagree									Strongly Agree
Website is User Friendly	○	○	○	○	○	○	○	○	○	○
Presents Content in a Succinct Manner.	○	○	○	○	○	○	○	○	○	○
Clearly presents website purpose.	○	○	○	○	○	○	○	○	○	○
Clearly presents research behind website purpose.	○	○	○	○	○	○	○	○	○	○
Clearly presents how to access or create your own exit survey.	○	○	○	○	○	○	○	○	○	○
Website clearly explains the value of an exit survey.	○	○	○	○	○	○	○	○	○	○
Exit surveys may provide data VOL stakeholders may be interested in.	○	○	○	○	○	○	○	○	○	○
There is a benefit in utilizing this website to learn about the research, value, and use of exit surveys.	○	○	○	○	○	○	○	○	○	○
Content of website is clear, and easy to understand.	○	○	○	○	○	○	○	○	○	○

Exit surveys may provide data VOL stakeholders may be interested in.	○	○	○	○	○	○	○	○	○	○
There is a benefit in utilizing this website to learn about the research, value, and use of exit surveys.	○	○	○	○	○	○	○	○	○	○
Content of website is clear, and easy to understand.	○	○	○	○	○	○	○	○	○	○
Website clearly explains how an organization may either build or hire an outside provider to create an exit survey specific to the organizational data needs.	○	○	○	○	○	○	○	○	○	○

5. What do you perceive are the benefits to using this website?

6. Please share any suggestions you may have on improving this website.

Figure 6. Evaluation survey for the site. This figure is included to provide a visual of the survey that will be used to evaluate the deliverable product.

An appointment with the leadership, staff, and faculty to review the policy suggestion, and the website content will be made. While presenting the website/deliverable, the questions will continually be taken as well as suggestions from the participants. Upon completion of this appointment, a survey will be distributed to participants attending the presentation (Figure 6 above). Considering website functionality, the website will, also, be reviewed by a website builder. All data collected will be utilized as part of a reflection process that demands metacognitive approaches to learning in order to accomplish long term effects.

SECTION 3. APPLICATION

Introduction

Taking the broad historical view of the educational system in the United States, the application of change agendas and programs has been, at best, limited to fractious results. One example is the success/failure of the No Child Left Behind Act (NCLBA). There are many educators across the United States who view it as having hampered educational progress. On the other hand, there are many educators who believe in some ways the NCLBA set valuable overall school evaluation standards that had not been set before. Although the change that resulted from the NCLBA continues to elicit strong opinions, it still brings about some changes American society has needed. In light of the continual transmogrification of society, the educational institution (virtual or brick and mortar) has increasingly taken on many additional responsibilities. For example, fewer and fewer parents are able to invest enough time with their children because of the changing complexities in the learning process. Another complaint often expounded by parents who are trying to help their children is the difficulty in learning common core mathematics.

Educational institutions have been and continue to be led by change managers. These managers are constricted to varying degrees by laws, vaguely interpreted regulations, and challenging budgets. These change managers are forced to find out of the box forward thinking individuals who design methods by which their organizations can meet the demands of change. Statistical studies show that the United States must continue to bring much needed change in

order to meet the demands of an increasingly competitive educational world climate. Statistical studies abound showing that the United States spends more money per student than almost any other nation but ranks quite low in math and science skills when compared with the nations that spend so much less per student. Further discussion of these educational statistics will follow later.

Relevant Outcomes and Findings

From the beginning of the capstone project, application of work and findings has been present within this process. Methods used in applied research are geared toward application of knowledge for finding practical solutions to specific problems. In contrast, pure research or science is work done in the pursuit of new knowledge. One might argue that pure research provides the foundation for the application of practical, useful projects, methods, and ideas that may become functional in the here and now. Certainly providing a deliverable, a here and now tool for administrators, teachers and students meets the definition of application research.

Noteworthy is how the capstone project applies to the stakeholders, i.e. parents, students, teachers, and administrators. Teachers are at the heart of the educational process. The level of their competence, motivation, and dedication is critical to the success of the rapidly changing educational domain. Their inimitable role in formulating the changes and new direction in education must never border on a fortuitous involvement.

In applying the findings of any research, the data must be from a reliable source and provide valid information. For example, the National Assessment of Educational Programs (NAEP), a reliable source, provides valid data regarding the disparity between their objective findings and state self-reports (51 unreliable sources rendered invalid information) (see Figure

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7). The cause of this discrepancy is most likely related to state/federal funding being contingent upon meeting proficiency standards to keep the needed funds flowing.
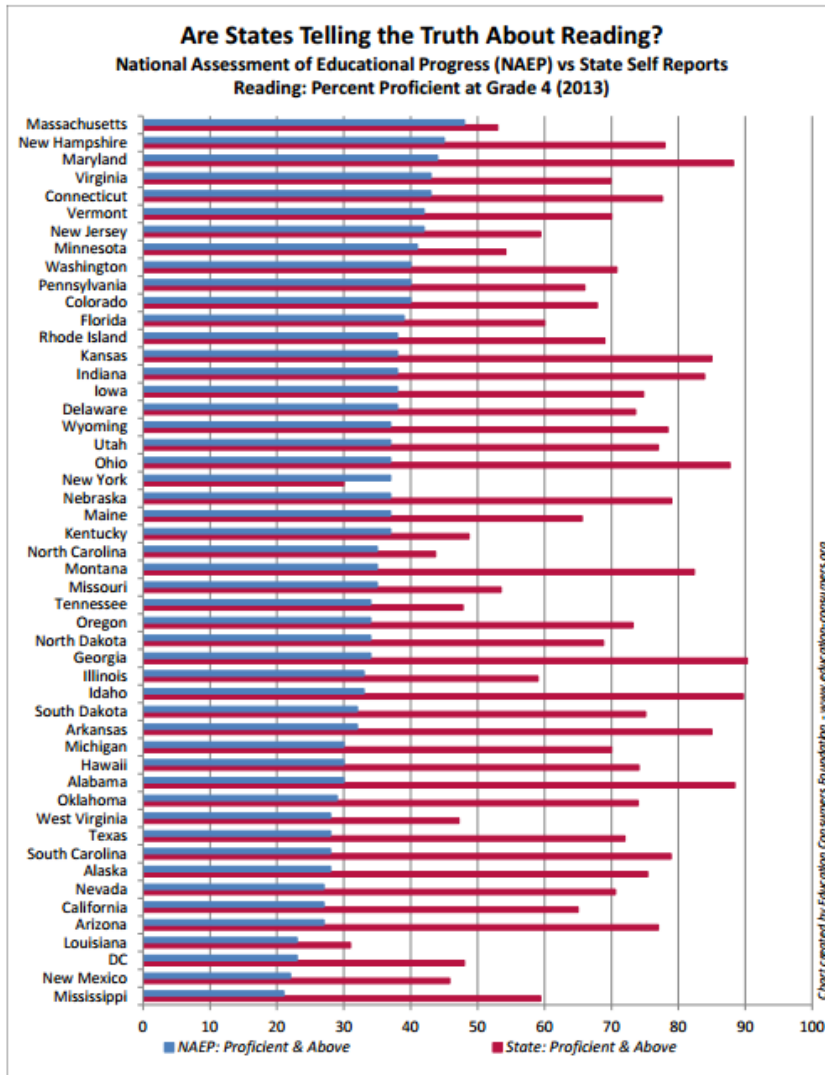

Figure 7. NAEP state self reports. This figure indicates the disparity in the self reports of the states as compared with the report of the NAEP. From NAEP state self reports, by the Educational Consumers Foundation, 2013.

A limitation of the study is that the deliverable (website) will be only as reliable and valid as the data provided by the respondents. To ascertain trustworthy data, efforts were directed at making the website responses:

- Non-threatening

- Voluntary

- Anonymous

- Logical

- Easy to Understand

- Interesting

- Focused

- No hint of right or wrong answer

- Inviting format

- Pertinent to their role as stakeholder

- No motive to misinform

As a result of the aforementioned, it was considered, under the guise of the capstone format, to be providing as reliable and as valid information as can be obtained with this website. Additionally, the website becomes an on-going format for others to expand and improve the original representation.

Application and Benefits

The application to current stakeholder respondents has faced validity as the concomitant data materializes, the website transformation will enhance the original work, thereby helping the stakeholders to understand the efforts of others and assist their own learning process directed at

the improvement of our enormous interlocking educational efforts. We can move the fair to good, the good to even better, and the best becomes only a temporary improvable condition.

Not only is further research desirable, the needed improvements in education demand it. A blend of competition and cooperation is needed to bring about the optimal changes. Change has been the hallmark of America's progress. Two hundred years ago it was said that it is not the strongest of the species that survive, nor the most intelligent, but the ones most responsive to change. In fact, a changing America has brought about the capacity and desire for improvement throughout our history. This bright light of change has dimmed in recent years. Our leadership should not allow us to fall even further behind while other nation's leaders are making quantum leaps forward with less resources.

This change oriented mentality, so important in America's history, has made America the greatest nation on earth in almost every way except basic education. However, even the greatest nation can have blind spots. America has a serious problem competing in the global educational arena as documented by the studies cited in this project.

In 2016, the United States has seen a great deal of globalization since the advent of the internet. Since the progressive era of the early 20th century, third world countries such as China and India have been competing vigorously for industrial expansion in their countries. This level of competition had not been seen before. In previous centuries, imperialists warred over land and wealth. Currently, the mass development and production of technology is the focus of the competition. America's major response to the growing technological and scientific skills in other nations has put a focus on science, technology, engineering, and math (STEM). The question becomes "is this an adequate response?" Some change agents believe that increasing the spending on education will bring about additional necessary changes that will allow American students to become more competitive. Throwing money at education has not worked in the past (Figure 8). We spend more than most every nation on earth. "What will be different now" is a question that needs to be answered before we go down this path. Answering these questions would be good for future research, but is beyond the scope of this project. However, it is obviously true that the brick and mortar approach by itself is not producing the results that would allow America to reclaim a leadership role in world class education.

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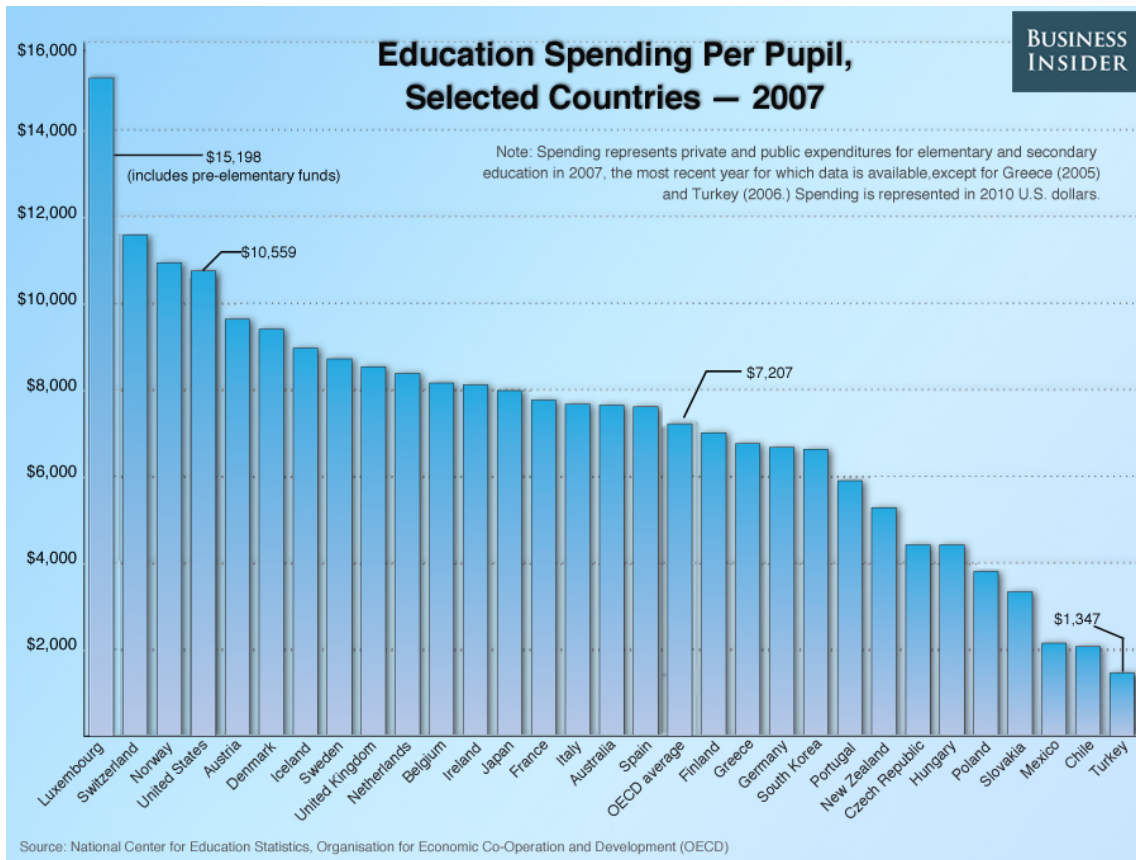
Figure 8. Educational spending per pupil (NCE & OECD, 2007). This figure is included to illustrate how the United States is one of the leading countries in per pupil educational spending. From Education Spending Per Pupil, Selected Countries – 2007, by the National Center for Education Statistics, Organization for Economic Co-Operation and Development published http://www.businessinsider.com/greg-ferenstein-suitsy-review-2015-5 2015 by Business Insider.

The National Center for Education (NCE) reported in 2007 that America was fourth in the world in per pupil spending. More recently in 2012, the NCE reports that the United States has moved into third place (Figure 9).

Expenditures per FTE student   [In current dollars]
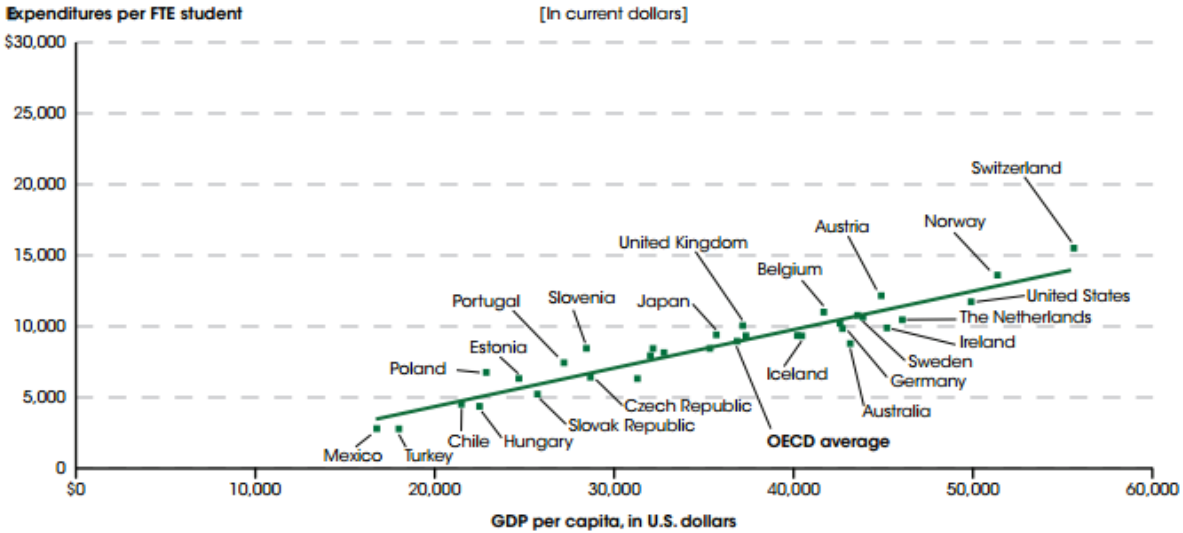
— Linear relationship between spending and country wealth for 32 OECD countries reporting data (elementary/secondary): r² = .90; slope = 0.27; intercept = -1022.
NOTE: Not all countries are labeled in the figure. The countries that are not labeled include Canada, Denmark, Finland, France, Israel, Italy, New Zealand, Spain, and The Republic of Korea. Data for those countries may be found in *Digest of Education Statistics 2015*, table 605.10. Data for Luxembourg are excluded from the figure because of anomalies in that country's GDP per capita data (large revenues from international finance institutions in Luxembourg distort the wealth of that country's population). Data for Greece are excluded because expenditure data are not available for 2011 and 2012. Expenditure and GDP data for Canada are for 2011. Expenditures for International Standard Classification of Education (ISCED) level 4 (postsecondary non-higher education) are included in elementary and secondary education unless otherwise noted. Expenditure data for Canada, France, Italy, and the United States do not include postsecondary non-higher education. Expenditure data for Ireland, Italy, Poland, Portugal, and Switzerland include public institutions only.
SOURCE: Organization for Economic Cooperation and Development (OECD), *Education at a Glance, 2015*. See *Digest of Education Statistics 2015*, table 605.10.

Figure 9. Annual expenditures per full time student (Kena, et al., 2016). This figure illustrates how the United States compares to other leading countries in **expenditures for students. From The Condition of Education by Kena, et al., 2016. Retrieved from http://nces.ed.gov/pubs2016/2016144.pdf.**

The funding for education is present within the United States and representative of a commitment of our country to help our students succeed. Yet, the United States continues to be challenged by the fact that our students are outperformed by other countries, for less money perr

student, in heavily valued areas such as math and science. (Figure 10).

Internationally, U.S. Stands in Middle of Pack on Science, Math Scores

Average scores of 15-year-olds taking the 2012 Program for International Student Assessment

● Score is significantly **higher** than U.S. ● Score is **not** significantly different from U.S. ● Score is significantly **lower** than U.S.

MATHEMATICS

Country	Score	Country	Score
Singapore	573	Russian Fed.	482
Hong Kong	561	Slovakia	482
Taiwan	560	**United States**	481
South Korea	554	Lithuania	479
Macao	538	Sweden	478
Japan	536	Hungary	477
Liechtenstein	535	Croatia	471
Switzerland	531	Israel	466
Netherlands	523	Greece	453
Estonia	521	Serbia	449
Finland	519	Turkey	448
Poland	518	Romania	445
Canada	518	Cyprus	440
Belgium	515	Bulgaria	439
Germany	514	U.A.E.	434
Vietnam	511	Kazakhstan	432
Austria	506	Thailand	427
Australia	504	Chile	423
Ireland	501	Malaysia	421
Slovenia	501	Mexico	413
New Zealand	500	Montenegro	410
Denmark	500	Uruguay	409
Czech Republic	499	Costa Rica	407
France	495	Albania	394
United Kingdom	494	Brazil	391
Iceland	493	Argentina	388
Latvia	491	Tunisia	388
Luxembourg	490	Jordan	386
Norway	489	Colombia	376
Portugal	487	Qatar	376
Italy	485	Indonesia	375
Spain	484	Peru	368

SCIENCE

Country	Score	Country	Score
Hong Kong	555	Luxembourg	491
Singapore	551	Croatia	491
Japan	547	Portugal	489
Finland	545	Russian Fed.	486
Estonia	541	Sweden	485
South Korea	538	Iceland	478
Vietnam	528	Slovakia	471
Poland	526	Israel	470
Liechtenstein	525	Greece	467
Canada	525	Turkey	463
Germany	524	U.A.E.	448
Taiwan	523	Bulgaria	446
Netherlands	522	Serbia	445
Ireland	522	Chile	445
Macao	521	Thailand	444
Australia	521	Romania	439
New Zealand	516	Cyprus	438
Switzerland	515	Costa Rica	429
Slovenia	514	Kazakhstan	425
United Kingdom	514	Malaysia	420
Czech Republic	508	Uruguay	416
Austria	506	Mexico	415
Belgium	505	Montenegro	410
Latvia	502	Jordan	409
France	499	Argentina	406
Denmark	498	Brazil	405
United States	497	Colombia	399
Spain	496	Tunisia	398
Lithuania	496	Albania	397
Norway	495	Qatar	384
Italy	494	Indonesia	382
Hungary	494	Peru	373

Note: Scale ranges from 0-1,000. Results for China are not shown because only Shanghai fully participated in PISA 2012.
Source: OECD, PISA 2012 via National Center for Education Statistics
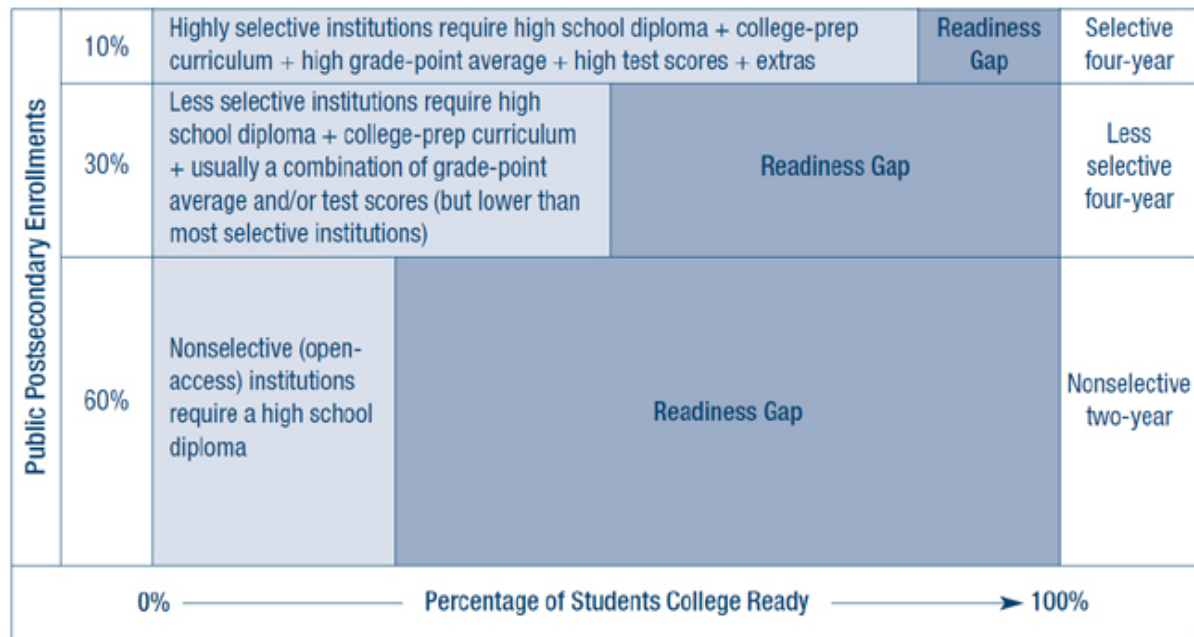
PEW RESEARCH CENTER

Figure 10. Program for international student assessment scores (DeSilver, 2012). This figure illustrates how the United States compares to other leading countries in science and math scores. From the Program for International Student Assessment Scores by DeSilver, 2012. Retrieved from http://www.pewresearch.org/fact-tank/2015/02/02/u-s-students-

Change in the 21st century is swift, harsh, demanding, and sometimes a blessing. Change has the ability to lift up or totally destroy an organization. Being an effective change manager (leader) requires decision making that is evidence based (precepts of the NCLBA) and focuses on organizational culture and climate. Change has far reaching effects. Intuitive change managers focus on fostering an organizational culture of learning, a growth mindset, a diverse, inclusive, and equitable population. The manager's learning organization must recognize the consistency of change and that it must be measured, evaluated, analyzed, and reflected upon through

consistent methodical, sometimes unconventional means such as climate and/or exit surveys. Within the educational organization, the requirement of administrators to be effective change managers as described above is just as imperative to ensure financial longevity and, more importantly, to prepare students for future decision making of their own. Daily, educational leaders act as these change managers and attempt to establish clear guidelines. However, gathering/tracking, measuring, evaluating, and reflecting upon the established guidelines and ensuing change is difficult at best because of staff limitations and financial limitations. Therefore, the type of product was evaluated and consideration was given to what product could outline a policy change of which the chosen site and the virtual industry could benefit.

The focus was the student being the center of all educational thought. How could change be brought about to the thousands of students who are completing courses yet, somehow feeling unfulfilled and unprepared for life after high school? Leal (2015) reported that fewer than half of all high school students across the country felt prepared for college and future careers. In the College and Career Readiness Survey conducted by YouthTruth, Fermin advises all Americans to consider the fact that students do not believe teachers are teaching courses they need to be successful after graduation. The National Center for Public Policy and Higher Education (NCPPHE) consistently informs educational leadership that high school students are not prepared for collegiate expectations (2010). Given the fact that millennials have been among those who were rewarded for insubstantial efforts, there is what the NCPPHE reports to be a large readiness gap (Figure 1.11).

Figure 1: The Readiness Gap by Institutional Sector

Public Postsecondary Enrollments				
10%	Highly selective institutions require high school diploma + college-prep curriculum + high grade-point average + high test scores + extras		Readiness Gap	Selective four-year
30%	Less selective institutions require high school diploma + college-prep curriculum + usually a combination of grade-point average and/or test scores (but lower than most selective institutions)	Readiness Gap		Less selective four-year
60%	Nonselective (open-access) institutions require a high school diploma	Readiness Gap		Nonselective two-year
	0% ———————— Percentage of Students College Ready ————————➤ 100%			

Figure 11. The readiness gap by institutional sector. This figure illustrates the fact that there is an increasing college readiness gap of high school students. From The Readiness Gap by Institutional Sector by the National Center for Public Policy and Higher Education, 2010. Retrieved from http://www.highereducation.org/reports/college_readiness/gap.shtml

It is evident that colleges that are highly selective will attempt to choose the best and the brightest whose readiness gap is minimal as compared to the larger population whose readiness gap is quite large.

Target Audience

It is strongly believed that this report requires further study. It did, however, influence the decision as to what would help the chosen site decrease the readiness gap for its students. It was important to know how the site could ignite change in the virtual world as it sought to put the student first. Since the researcher has been in both the brick and mortar environment as well as the virtual environment, the focus of how to engage students was the foremost concern. What better way to put the student first than to involve his or her input in the change and evaluation process? In essence, the question becomes "what do students think would decrease the readiness gap?" Therefore, the it was decided that the site and other virtual providers may possibly benefit from a policy change.

Institution/Setting

Since the chosen site is based upon a website platform, the organization can readily analyze the data. The fact that the site has an information technology team of only two was recognized. In addition, the administrative staff includes a Coordinator, a Curriculum Specialist, two Counselors, and one resource teacher. They are joined by 24 instructors and four support staff workers. To be able to strongly gather and analyze curriculum, teacher, and student data, the site is attempting to think outside the box. The site looks for ways to accomplish the necessary tasks with limited resources. The deliverable website allows for the site to do just that. The website offers opportunity for the site to measure the student experience unlike it has ever been measured. The implications for the use of such a survey, as previously described, are far reaching. If the site chooses to include an exit survey in their policy, the change that all virtual learners are looking for may find its home within the chosen site. As a learning and growing organization, the site is looking to be the agent of change in virtual instruction and an organization that drives technology in the classroom. In addition, the use of an exit survey to gather student experience data will help to answer questions regarding the following:
- Inclusion

- Diversity
- Equity
- Forward thinking
- Rigorous curriculum
- Community
- Support
- Security
- Exponential growth

The chosen site should benefit from the utilization of the exit survey to measure the student experience ensuring future organizational and student preparation success.

The deliverable website will provide the research and resources for a smaller virtual organization such as this chosen site to create and analyze a measure of the climate of their classrooms by teacher and administrative collaboration in a process that should culminate with the successful completion of an exit survey which meets the needs of their stone institution. The deliverable website is specific to the P-12 specialization and addresses the site needs with the added benefit of being able to create their own exit survey. The chosen site can use an exit survey to gather data for purposes outlined above. Additionally, the site may use this website to allow for a pure action research project implementation. The action research project which utilizes exit surveys within the P-12 institution allows for the true reflection component within the action research paradigm. The action research project (Argyris, Putnam, & Smith, 1985) first identifies the questions for the research that are needed, defines and implements a sequence of acceptable change(s) that may solve the problem in order to bring about desired results (i.e. 80% passing rate), tracks the data as it is collected, analyzes the results, and reflects upon the outcome. This method of inquiry, unlike the scientific method, provides for checks and balances throughout the data gathering procedure and the observation and analysis of that data. A valuable feature of action research is that this method of inquiry allows for frequent changes in methodology as a result of changes that occur during the process of discovery. Without doubt, the exit survey is a true instrument of action research.

It is typical for an organization with a growth mindset to search and live by data in order to either respond to, or anticipate change. Understanding change, being able to adapt to change, prepare for change, and possibly make change are just a few of the main components of change management theory that dictates how leaders can be effective.

If effective leadership and management includes the recognition, anticipation, and possibilities of change, the deliverable website provided this needed insight through the introduction of an answer to the question which requests the site to produce information about student satisfaction.

Beyond the Local Setting

More specifically, the researcher asks the site to understand the value of exit surveys and challenges it to change its policy. The current policy does not include the surveying of students except through the use of the chosen site's district Climate Survey which, in many ways, does not apply specifically to the students. Changing the policy would mean creating an exit survey that targets the site's student experience. The use of the exit survey on an organizational level may inspire/encourage teachers to utilize a student experience survey within their own classrooms. For example, teachers may utilize the website for a mid-course survey, and/or

parent survey. Such surveys are not currently being implemented. The chosen site is genuinely interested in the student experience exit survey for various reasons such as curriculum effectiveness, curriculum rigor, climate, and teacher performance, among other things mentioned previously.

The preponderance of literature review indicates that it is no secret that leadership has increasingly been held accountable for the success of their students. Although the debate continues on how to measure the effectiveness within the confines of uncontrollable factors (Kruger, Bosker, & Witziers, 2003), the fact remains that if leadership captures a complete picture through the action inquiry process (which includes climate and student experience exit surveys), they will have a cost effective and efficient method to gather much needed tools to create the organizational change being pursued. Obviously, the more effective teaching strategies will result in more beneficial results from exit surveys and exit surveys can improve teaching strategies. This functional partnership along with student input can reduce the aforementioned readiness gap and can leave students feeling more prepared for their career direction.

Implications for the Professional Specialization

Leadership of P-12 virtual instructors around the world consistently gather data to find out the

most successful teaching strategies. They may consider exit surveys as a solution to filling any

number of identifiable data gaps. The deliverable website explains how to obtain or create such

a survey. It is recognized that changing the future of education may, indeed begin with letting go

of the Cold War Era of thinking that held tight to classroom authoritative power. Children were

to be seen and not heard. Improving classrooms by embracing stakeholder input through

classroom surveys and exit surveys will result in a global increase in overall rigor of education.

From the smallest classroom to the largest university, the common denominator is stakeholder

participation.

Recommendations

Most online educational providers do not have existing exit surveys and need a product that teaches them the value, as well as how to create an exit survey specific to their needs. The challenge to get inside the head of the most important stakeholder -the student- within the educational system is daunting and expensive for any educational institution. Exit surveys can be the key.

Thinking outside the box as to how to do this efficiently and effectively is one of the

ways that leadership can be successful at managing inherent change. The use of cost-effective

surveys should be strongly considered by leadership. Therefore, an exit survey was chosen to be the deliverable the chosen site may be able to utilize in order to address their specific data needs.

Conclusion

The more people are involved in crafting the future of education, the greater the prospects for intelligent and appropriate change. Our system in the United States must move forward at an accelerating pace. We cannot drift further behind other nations. Our direction must change if we are to continue being the leader of the free world.

Satchel Page of baseball fame was quoted saying "Don't look back. Something may be gaining on you" (Roberts, n.d.). More than 25 nations have not only gained on us, but have passed us. Educators, parents, students, administrators, and politicians, unfortunately, took this adage to heart. Lack of hindsight has resulted in the absence of foresight and our competitive edge has dulled.

A format, like the website created, is only a stepping stone in a forward direction, but it is in the ***right direction!***

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STUDENT EXPERIENCE EXIT SURVEYS

HOME   TWO STEPS TO SUCCESS!   ABOUT   CONTACT   CAPSTONE RUBRIC

Organizations That Work

Virtual Organizational Climate and the Exit Survey

Organizations that work - The Exit Survey as an Integral Part of Measuring Organizational Climate
Every organization strives to be the kind of organization that everyone wants to support, work with, brag on, learn from, and by which, be empowered (all aspects of a growing organizational climate). It doesn't matter if you're the local girl scout troop, the local school, or the next person running for the office of the Presidency! Positivism is contagious! A good thing is hard to find. A great organization even more difficult! It goes without saying that it would be unrealistic to assume that successful organizations don't have their own shallow waters (if you will) that give them pause-- times when they receive more criticism than praise, and depth of knowledge falls short.

However, the difference between good and great organizations lies in the fact that great organizations utilize difficulty in trans-versing the educational waters as teaching moments. Difficult weather (if you will) are seen as necessary to creating a map to success, and often provide data about the climate, and culture. Additionally, it helps to determine short term and long term navigation and/or organizational decisions. Swindoll advised many years ago that life is ten percent what happens to you, an ninety percent of how you react (N.D.). Great organizations have quick and responsive reactions but, even more-so, gather the answers that are needed to keep the organization thriving, thereby ensuring some degree of longevity.

The best organizations keep tabs on not only the bottom line, but anticipate as well as evaluate bumps in the road to drive successful decision making. The exit survey can be an integral part to effectively gathering feedback data/communication about stakeholder experience within the virtual educational organization - especially the stakeholder who is a student!

Back to Steps 1 and 2   Student Experience   Forward to Step 3

Climate, Culture, and
Stakeholder Data

Virtual Organizational Climate and the Exit Survey

Climate, Culture, and Stakeholder Data (a sidenote)

Let's take a side road for a minute and discuss stakeholder data so that we understand buzz words such as climate, culture, and stakeholder data. It is assumed that every forward thinking organization strives to meet the needs of all stakeholders to ensure informed decision making. Although most organizations cannot anticipate all trends which may affect future successfulness, many organizations commit to studying data and meeting the needs of all stakeholders to meet anticipated goals.

For our purposes, the stakeholders within the virtual instructional provider's (VIP) world include the administration, faculty, staff, parents, students, community, and governing bodies which regularly evaluate the effectiveness of the institution such as a county or districts. For the purposes of this website, we will concentrate on the student (stakeholder) experience. Therefore, this website will consider various forms of data that provide feedback on the student (stakeholder) experience. Many brick and mortar, and virtual schools attempt to utilize climate surveys in order to measure said experience and adjust, if necessary, according to the results of the data. Data is the driving force behind decision making since the No Child Left Behind Act and, as such, educational providers struggle to provide data to teachers in a way that is helpful (Means, Padilla, & Gallagher, 2010). Means, Padilla, & Gallagher continue the conversation noting that most teachers may use data to improve their classroom but rarely have cause (or request) to improve their institution (2010). The educational institution is, according to Thomas, very similar to other organizations yet, distinctly different (1976). It is interesting to note that Thomas recognizes scientific studies in education began in the 1950s and through the noted work of Halpin and Croft in 1963, educational institutions have increasingly paid closer attention to organizational climate. At about the same time (1969), Robert Owens spent time explaining and studying organizational climate. Owens defined organizational climate as characteristics which set an organization apart from others, and has impact upon the behavior of those within the organization. Climate is a part of the student experience and can be measured within student exit surveys.

Climate is not to be confused with organizational culture when considering, and studying the student experience. Kuppler states that climate focuses on perceptions and attitudes shared amongst stakeholders whereas culture concentrates on the shared beliefs and assumptions of the organizations expectations and values (N.D.). The Academy for SELinSchools (2015) advise that all educational institutions have a particular climate as well as a school culture (individual way of doing things – thinking, interacting, communicating). Therefore, many educational organizations, districts, have concentrated on measuring the climate of their organizations to gather data and drive decision making. Stakeholders have, usually on a yearly basis, completed climate surveys to help produce helpful data. This has been a challenge for districts who have their own VIP because of rolling enrollment, as well as stakeholder willingness, and the possibility that the district climate survey is geared towards the brick and mortar educational provider. Questions included with this type of climate survey are similar in some ways but, do not measure the climate of the VIP much less the student experience. Within the context of the virtual instruction environment, the students are the key to specific, and genuine feedback. Although that feedback is not without bias, it is (when properly created) a measure of the overall happiness and/or satisfaction of the student's experience. The most integral parts to student happiness include their perceptions of safety, security and support. But, other equally important facets of the experience include quality of instruction, support of instructors, and collegial work environment among others. The student experience exit survey can provide this for the virtual instructionalprovider. It may even behoove a VIP to do evaluations throughout the student experience so that educators and administrators may respond to the immediate needs of students.

For a more in depth conversation about school climate and culture, please view this **video** from Academy for SELinSchools
To get a feel for the difference between climate and culture within the school system, check out Lauren Dotson's video **HERE**
For a little more in depth conversation regarding organizational change regarding culture, climate and values, feel free to review Dr. Craig Seal's video **HERE**.
(These videos are included below)

What is School Culture?

The Organizational Climate of Schools
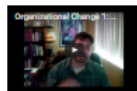
Organizational Change: Culture, Climate, Values

Click here for References

Back to Steps 1 and 2   Step 2 Create Your Own!

Student Experience

What was YOUR student's experience?

Student Experience as an Integral Part of Climate Within the Context of a Learning Organization.

The success of an organization largely depends upon the happiness of the worker. Within the context of the VIP, the happiness of the worker not only includes the administration, faculty, and staff, it also includes, arguably, the most important - the local community, parents and students. Downey, Helzregel & Al emphasized that job satisfaction is directly related to organizational success (1975). Jyoti furthers the depth of the discussion by noting that there is a direct relation between employee retention and organizational climate (2013). Since many now view all stakeholders as integral within the world of the VIP, it is reasonable to believe that in order to stay ahead of the competition, provide a 22nd Century, safe, secure and supportive learning experience, leadership must have it's finger on the pulse of the experience of the workers and stakeholders. With regards to the context of this website, it is requested that when we speak of the worker, we're speaking of the student worker. When we speak of the experience of the worker, we are speaking of the student experience with the online environment, the teachers, the administration, the coursework, the learning management system, the technology requirements as well as the evaluation of the technology utilized in delivering the content among others.

One of the pieces of the puzzle of the happiness of the worker/stakeholder is the ideology of a learning organization that has a growth mindset. The basics of a learning organization according to Garvin include the idea that an organization gathers knowledge, disseminates it, and if necessary makes needed changes to organizational behavior (1993). It would be an organization that is based upon action science change management theory. Bowen, Rose and Ware also attempt to explain a learning organization as one which appreciates, and gathers information as well as wisdom from stakeholders in order to design, put into action, and measure success and/or strategies that will ensure continued success toward organizational goals (2006). Ortenbald puts the entire picture together that includes a learning organization with a growth mindset when he wrote in 2002 that there were four perspectives to a learning organization. These perspectives include organizational learning, learning at work, learning climate, and learning structure. We may ascertain that it is relatively impossible to be a learning organization without considering climate, and that the happiness of the worker/stakeholder is paramount to a successful organization. Therefore, measuring the student experience through an exit survey is highly valuable to the learning organization attempting to keep tabs on the organizational climate, and the success of the organizational goals which, for the VIP, focus on student engagement, retention, and mastery.

For more on the importance of learning organizations, please visit this video by Harvard Business School professors David Garvin and Amy Edmondson (2008).
Peter Senge and "How do you define a learning organization?" (2015).
To get a feel for the ideas of Growth Mindset as compared to Fixed Mindset, take a look HERE at Matthew Metoyer's video (2014).

And the Student Experience Exit Survey:

A simple search on your favorite search engine demonstrates the use of rolling, open enrollment amongst VIPs. Since many of the leading VIPs such as Florida Virtual School and K12 now utilize a "rolling open enrollment" (where students enroll and attend at various enrollment periods throughout), it is often difficult to measure the climate of an institution from the perspective of the parent and student within the rolling enrollment spectrum utilizing an extensive climate survey. Thus, these larger organizations ensure data collection through the use of exit surveys to provide the answers to questions regarding student experience. When students discontinue early, or complete a course, upon their exit, they are invited to complete an anonymous exit survey to provide feedback about their experience. Teachers have, quite often, been apprised of the questions utilized within the exit surveys, and are encouraged to create their own classroom surveys, and to use many of the same questions within these surveys to help drive decision making within their classroom. Teachers will receive typical feedback about communication, online safety and security as well as grading and course feedback. The leadership, then, utilizes the exit surveys to answer their organizational questions but, also, evaluate not only organizational climate, and also teacher classroom climate, teacher effectiveness, and course effectiveness.

The student experience survey - why it's important for Educators
The student experience survey - why it's important for Students

Learning Organizations

Defining a Learning Organization

Growth vs. Fixed Mindset

Why is the Student Experience Survey important for Students?

Why is the Student Experience Survey important for Teachers

Click here for References

Back to Steps 1 and 2　　Climate, Culture, and Stakeholder Data　　Step 2

Website Page Student Experience. This is included to

provide a visual for the reader to see the content of the website that encourages the

online institution to value the student experience as it seeks to grow and stay ahead of

the competition.

Website Page Creating Your Own Student Experience Exit Survey. This is included to provide a visual for the reader to see the content of the website that centers on introducing the site to understanding how they may either purchase or create an exit survey that meets the needs of their institution.

Research Behind Exit Surveys

Research

To be sure, organizations who consider themselves as growing, and learning are constantly evaluating and reflecting upon their practices, culture, climate, and the experiences of their stakeholders.

Sometimes it is nice to know the "why behind the what". Below we have gathered research and articles for your review so that you may come to understand even more-so how students want to find success and they are looking for organizations that will take them there.

Capturing the Dimensions of Effective Teaching
· Student achievement gains
· Student Surveys
· Classroom Observations

Not Enough Students Are Success Ready
+Hopeful students take their education more seriously and bring positive ideas and energy to the learning process, making emotional engagement in school more likely.
· Having one teacher who instills excitement about the future can buffer students from hopelessness.
· Through developing students' strengths and promoting individualization, teachers can engage students in the learning process and build hope for the future.
· Gallup's research shows that students are best prepared for the rigors of life when they have high hopes for the future, are deeply involved in and enthusiastic about school, and feel emotionally and physically well enough to take advantage of learning opportunities.

Publications
· How Children Succeed: Grit, Curiosity, and the Hidden Power of Character
· Making Hope Happen: Create the Future You Want for Yourself and Others
· Student Experience Survey 2016 methodology: what do students care about?

Results of Previous Student Experience Surveys
· The City University of New York

Click here for References
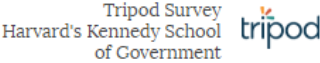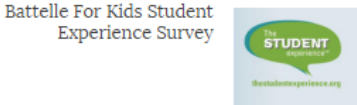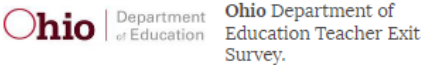
Back

Website Page Research Behind Exit Surveys. This figure is included to provide a visual for the reader to see the content of the website that explains to the site leadership the why behind the use of exit surveys.

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Exit Surveys in Education

Sample Student Experience Exit Surveys

Below are several examples of exit surveys from educational providers both brick and mortar and virtual. Please utilize these to help create the framework of your survey!

Florida Department of Education Student Exit Survey.

Ohio Department of Education Teacher Exit Survey.

Battelle For Kids Student Experience Survey

Gallop Student Poll

Tripod Survey Harvard's Kennedy School of Government

Surveyonics

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Website Page Exit Surveys in Education. This figure is included to provide a visual for the reader to see the content of the website that provides examples of current exit surveys being utilized by educational organizations.

Website Exit Surveys in Business. This figure is included to provide a

 visual for the reader to see the content of the website which provides examples

of current exit surveys being utilized by business organizations.

Creating an Exit Survey

Four things to consider......

The proper media by which you utilize to gather information from your stakeholders is essential to survey success. As an organization, evaluate what is the best way to reach your stakeholders, the length that would solicit a large representation, and what exactly your organization needs to know! If funds are available, perhaps you may utilize a survey service like Qualtrics, Gallop Student Poll, or The Student Experience. Should funds be limited, you may create your own using online providers such as SurveyMonkey, Zoomerang, or SurveyGizmo?

Adler suggests that if you create your survey online, be sure to download it, and print hard copies to have in hand/onsite to either provide (or mail) to stakeholders (2012).

First – Determine Organization Needs and Survey Platform

First, gather a cadre of leaders within your virtual organization. These should be outstanding professionals who have high expectations and high standards within their own virtual classroom as evidenced by their interaction with students, parents, administration and faculty. If your leaders have landing pages for your institution, it's a good bet that these are incredible learning spaces for students and indicative of the kind of instructor/leader that they are.

Second, ask these leaders what they believe to be the needs of the organization regarding data. What is necessary to make decisions that will stay ahead of the competition, bring about corporate buy in from students (besides credit requirements), and bring about a student experience second to none. Some questions may include (but are not limited to):

- What kind of data do you need to meet what organizations research goal?
- What information do you need from Whom?
- What exit surveys are needed from whom?
- Do you need more than a student experience exit survey for your organization? Do you need a parent, faculty, or staff exit survey to provide more in depth data?

Next – Determine the Length of the Survey

What is the length your exit survey? Consider your audience demographics and probability of survey completion.

On average, the percentage of survey takers runs around 30%. What length will capture their full participation? Visit the Sample Education and Business Exit Survey pages, and review current surveys to gain an idea of what length might work for your organization.

Survey Examples in Education

Survey Examples in Business

Then – Determine What Questions Meet your Organizational Data Needs

If you decide that you would like to create your own, click below for a Repository of Exit Survey Questions from which you may choose to create a tailored survey for your organization.

The questions included within the repository have come from various established survey companies and credit has been given within the document itself to the company which utilizes the questions. If you decide to create your own, consider these!

If you decide to hire an organization to survey your students, they will allow you to choose the kinds of questions you believe will help meet your data needs. Remember to keep length and depth at the forefront in order to gain a high rate of return surveys!

Repository

Finally – Creating your own?

If you chose to create your survey, the following organizations allow you to manipulate the types of questions, the format of the questions, the numbers of questions, choose the recipients, allow for protection of participants, and create a wonderful, useful data tool!

- Google Forms
- Surveymonkey
- Qualtrics
- QuestionPro
- Surveyonics

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Resources

Adler, K. (2012). *School exit surveys: What you should know before you start.* As retrieved from https://msu.edu/~adler/downloads12/pdfs/SchoolExitSurvey-v1.pdf

Creating An Exit Survey. This figure is included to provide a visual for the reader to see the content of the website that instructs the participating site on how to create or purchase their own exit survey(s).

Implementing and
Evaluating your
Student Experience
Exit Surveys

Implementing and Evaluating your
Student Experience Exit Surveys

Implementation Platforms

Your virtual environment will, naturally, implement your survey over the internet. You may want to consider motivational elements in order to solicit a large percentage of responses such as teacher rewards, and or teacher/student drawings (just to name a few. You will find that you have spent valuable time creating the PERFECT survey but without forethought on how to solicit responses, you may not receive the data that you desperately need.

Spend time with your cadre of leaders to decide ways in which you may be able to provide these incentives. Food is always a good start!

Evaluation of Data and Presentation of Data

Once you have collected your data, the fun part begins. If you have created your own survey via a survey company such as Google Forms, or Surveymonkey, you, no doubt, will have mounds of data to pour through. Both of these companies provide access to interpretive charts (which costs money).

You may choose to break down the data yourself using Excel. The reports which Google creates from your google form will create an Excel file by which you can manipulate and create the graphs and/or charts needed to figure out your companies trends. These charts, also, are colorful and more easily understandable.

Consider the audience of your charts and what information THEY will deem most important. Stakeholders such as administration, parents, and students all require a different type of database of charts. Be sure to choose the RIGHT chart for the RIGHT audience!

Don't forget to bring your cadre of leaders together to evaluate the survey questions, platform, and implementation one more time to decide if change is needed. Action research requires constant reflection and re-evaluation but, staying ahead of the curve requires a consistent mind set towards growth! Good luck!

Extending the Conversation...

Experience Surveys are multi-functional and can be utilized for many reasons within a virtual instruction institution. Not only can one use surveys for eliciting answers from students, but, also faculty and staff. Additionally, you may choose to survey organizational climate, culture, changes, classroom climate and other attitudes and/or opinions of your stakeholders. The buzz word lately is that these experience surveys are utilized as 'pulse' surveys to help supply data needs.
Consider extending the use of surveys within your virtual instruction environment. Your job is to stay ahead of the competition, and most of all put the student at the heart of everything you do.
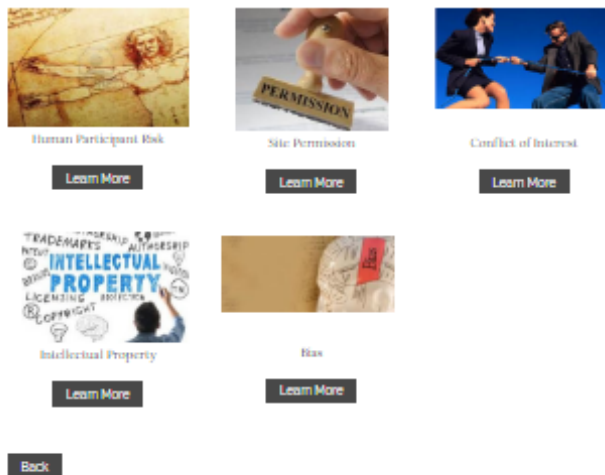
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Implementing and Evaluating Your Student Experience Exit Surveys.

This figure is included to provide a visual for the reader to see the content of the website that instructs the participating site on how to implement and evaluate their exit survey(s).

Ethical Standards to Guide the Exit Survey Process. This figure is

included to provide a visual for the reader to see the content of the website that instructs

the participating site of the ethical standards that should be adhered to when creating,

 implementing, and evaluating their own exit survey(s).

Website Navigation. This figure is included to provide a visual for the

Participating site how to navigate between pages of the deliverable website.

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STATEMENT OF ORIGINAL WORK

Academic Honesty Policy

Capella University's Academic Honesty Policy (3.01.01) holds learners accountable for the integrity of work they submit, which includes but is not limited to discussion postings, assignments, comprehensive exams, and the dissertation or capstone project.

Established in the Policy are the expectations for original work, rationale for the policy, definition of terms that pertain to academic honesty and original work, and disciplinary consequences of academic dishonesty. Also stated in the Policy is the expectation that learners will follow APA rules for citing another person's ideas or works.

The following standards for original work and definition of *plagiarism* are discussed in the Policy:

> Learners are expected to be the sole authors of their work and to acknowledge the authorship of others' work through proper citation and reference. Use of another person's ideas, including another learner's, without proper reference or citation constitutes plagiarism and academic dishonesty and is prohibited conduct. (p. 1)

> Plagiarism is one example of academic dishonesty. Plagiarism is presenting someone else's ideas or work as your own. Plagiarism also includes copying verbatim or rephrasing ideas without properly acknowledging the source by author, date, and publication medium. (p. 2)

Capella University's Research Misconduct Policy (3.03.06) holds learners accountable for research integrity. What constitutes research misconduct is discussed in the Policy:

> Research misconduct includes but is not limited to falsification, fabrication, plagiarism, misappropriation, or other practices that seriously deviate from those that are commonly accepted within the academic community for proposing, conducting, or reviewing research, or in reporting research results. (p. 1)

Learners failing to abide by these policies are subject to consequences, including but not limited to dismissal or revocation of the degree.

Statement of Original Work and Signature

I have read, understood, and abided by Capella University's Academic Honesty Policy (3.01.01) and Research Misconduct Policy (3.03.06), including Policy Statements, Rationale, and Definitions.

I attest that this dissertation or capstone project is my own work. Where I have used the ideas or words of others, I have paraphrased, summarized, or used direct quotes following the guidelines set forth in the APA *Publication Manual*.

Type	
Learner name and date	Rebecca L. Sampson 7/12/16/2016
Mentor name and school	Dr. Jeffrey Rector Capella University