

PROGRAMMER: AIM FOR 700 COMPLETES, WITH QUOTA OF 175 COMPLETES PER SEGMENT

Intro - Introduction

Market Connections is conducting research on behalf of the U.S. Department of Education's office of Federal Student Aid (FSA). FSA would like your input and feedback on information and communications related to financial aid for college or career school. This survey is voluntary and should take only about 12 minutes to complete. Your responses will remain anonymous and will be reported only in summary form. Thank you in advance for your time. Your input is very important. Click the "Next" button below to begin the survey.

Screener1_Received Student Loans

S1. Which of the following **best** describes your circumstances?

- Parent or Guardian** of someone planning to enroll in a college, university, or career school in the next year as a first-year student [CLASSIFY AS PARENT. GO TO S2.]
- High School Student:** Currently enrolled in high school and planning to enroll in a college, university, or career school in the year after graduation, as a first-year student [CLASSIFY AS HIGH SCHOOL STUDENT. GO TO S4.]
- Potential Adult College Student:** Not currently enrolled, but in the next year seriously considering attending a college, university, or career school, either full-time or part time as an undergraduate or graduate student. [CLASSIFY AS POTENTIAL ADULT COLLEGE STUDENT. GO TO S2.]
- Borrower in Repayment:** Have received and are currently repaying federal student loans [CLASSIFY AS BORROWER IN REPAYMENT. GO TO S2]
- Other (please specify): _____ [THANK & TERMINATE]

STOP

Screened – Termination Screener Thank You

Thank you for your willingness to participate in this survey. We have met our quota for respondents in your category and do not need any additional information.

Screener2_Financial Decisions

S2. Are you primarily or jointly responsible for making the financial decisions in your household?

- Yes (1)
- No (2) [THANK AND TERMINATE]

STOP

Screened –Making Financial Decisions in Household Screener Thank You

Thank you for your willingness to participate in this evaluation. We have met our quota for respondents in your category and do not need any additional information.

Screener3_Previous Student Financial Aid

ASK S3 TO POTENTIAL ADULT COLLEGE STUDENTS ONLY

S3. In the past five years, had you ever applied for or received any financial aid, such as student loans, to help finance your college education?

- Yes (1) [THANK AND TERMINATE]
- No (2)

STOP

Screened – Previous Student Financial Aid Screener Thank You

Thank you for your willingness to participate in this evaluation. We have met our quota for respondents in your category and do not need any additional information.

Screener4_Intererst in Financial Aid/Loan Information

S4. To what extent are you interested in getting information on financial aid for college or career school and/or information on the repayment of student loans? Are you...

- Very interested (1)
 Somewhat interested (2)
 Not very interested (3) **[THANK AND TERMINATE]**
 Not at all interested (4) **[THANK AND TERMINATE]**

STOP

Screened – Interest in Financial Aid Repayment Screener Thank You

Thank you for your willingness to participate in this evaluation. We have met our quota for respondents in your category and do not need any additional information.

Ways to Receive Federal Student Aid/Loan Information

1. Have you ever searched for information about how to pay for college or career school, whether for yourself or for others? (For example, you may have searched for information about student loans or about federal student aid in general.)

- Yes (1) **[GO TO Q2]**
 No (2) **[GO TO Q3]**
 Unsure (3) **[GO TO Q3]**

2. What are some of the ways you have looked for information about paying for college or career school, about federal student aid, or about student loans?

(Select all that apply)

[RANDOMIZE]

- Internet search engine (e.g., Google) (1)
 Website (2)
 Social media (e.g., Facebook, Twitter, YouTube) (3)
 Video (4)
 Infographic (e.g., a visual image such as a chart or diagram used to represent information or data) (5)
 Face-to-face meeting with college advisors or high school counselors (6)
 Workshop or information session held by school/college (7)
 Booklet/brochure (8)
 Other (please specify): _____ (97)

3. Have you ever watched an informational video, on any topic?

- Yes (1)
 No (2)

4. The U.S. Department of Education's office of Federal Student Aid provides information and advice on preparing for college, the types of federal financial aid available, how to qualify and apply for aid, and how to manage repayment of any federal student loans. With this in mind, what are the most important qualities you would prefer to see in an informational video put out by the U.S. Department of Education's office of Federal Student Aid?

(Select up to 3)

[RANDOMIZE]

- Reasonable length (1)
- Relevant topic (2)
- Quality of narration (3)
- Informative (4)
- Step-by-step instructions (5)
- Believable message (6)
- Style (e.g., animation or live action) (7)
- Office of Federal Student Aid sponsorship of video (8)
- U.S. Department of Education sponsorship of video (9)
- Understandable terminology (10)
- Use of graphics/other visual aids (11)
- Gives a clear idea of what to do next (12)
- Provides full explanations (13)
- Other (specify) _____ (97)

Infographic and Video Evaluation

You will now be asked to rate three different videos which FSA is using to help share information with current or potential federal student aid recipients or their families.

[PROGRAMMER: EACH SEGMENT WILL SEE A DIFFERENT SELECTION OF THREE VIDEOS. THE ORDER OF PRESENTATION IS TO BE RANDOMIZED]

SEGMENTS			
BORROWER IN REPAYMENT	POTENTIAL ADULT COLLEGE STUDENT	HIGH SCHOOL STUDENT	PARENT OF HIGH SCHOOL STUDENT
Q-Series: What is income-based repayment?	Q-Series: How long does it take to fill out the FAFSA?	Q-Series: How long does it take to fill out the FAFSA?	Q-Series: How can I keep track of my federal student loan balance
Animated: Repayment, what to expect	Animated: FAFSA Overview	Animated: FAFSA Overview	Animated: How to fill out the FAFSA
Matt and Mike: Awkward Restaurant Moment	Matt and Mike: Awkward Restaurant Moment	Matt and Mike: Awkward Restaurant Moment	Matt and Mike: Awkward Restaurant Moment

PROGRAMMER: Questions 5-8 pertain to this video only

5. Please watch the [TITLE] video, and then answer the follow-up questions indicating your level of agreement with each statement.

VIDEO A
(PLACE URL
HERE)

	1 – Strongly disagree	2 – Somewhat disagree	3- Neither agree nor disagree	4 – Somewhat agree	5 – Strongly agree
Overall, the video is appealing to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The video is credible/believable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content is informative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content is useful/relevant to my needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this video to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This video makes it clear where to go for more information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I would take action or seek additional information based on this video	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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6. Does the video make you feel the financial aid process is simpler than you thought, or more difficult than you thought, or does the video have no impact on your perception of the financial aid process?

- Simpler (1)
- More difficult (2)
- Has no impact (3)

7. Is there anything about this video that would cause you to stop watching it?

- Yes (1) [ASK Q8]
- No (2) [SKIP TO NEXT VIDEO. OR, IF THE THIRD VIDEO, THEN GO TO Q17]

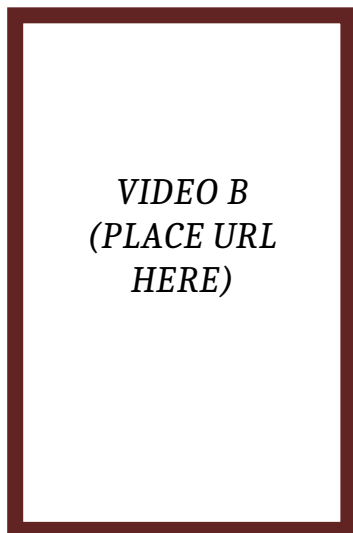
8. What exactly would cause you to stop watching it?
(Select all that apply)

[RANDOMIZE, BUT WITHIN RANDOMIZATION KEEP ITEMS 8 AND 9 ADJACENT TO EACH OTHER]

- Video is too long (1)
- Video has too much information to absorb (2)
- Video is too short (3)
- Regardless of its length, the video does not address my questions/needs (4)
- Complicated/unfamiliar terminology/jargon (5)
- Dislike the tone (6)
- Dislike the narrator’s voice (7)
- Prefer live action instead of animated video (8)
- Prefer animated instead of live action video (9)
- Background music too loud/louder than narrator (10)
- The video is not relevant to my circumstances (11)
- No/unclear instruction on next steps I should take (12)
- Other (please specify): _____ (97)

PROGRAMMER: Questions 9-12 pertain to this video only

9. Please watch the [TITLE] video, and then answer the follow-up questions indicating your level of agreement with each statement.



	1 – Strongly disagree	2 – Somewhat disagree	3- Neither agree nor disagree	4 – Somewhat agree	5 – Strongly agree
Overall, the video is appealing to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The video is credible/believable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content is informative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content is useful/relevant to my needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this video to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This video makes it clear where to go for more information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would take action or seek additional information based on this video	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Does the video make you feel the financial aid process is simpler than you thought, or more difficult than you thought, or does the video have no impact on your perception of the financial aid process?

- Simpler (1)
- More difficult (2)
- Has no impact (3)

11. Is there anything about this video that would cause you to stop watching it?

- Yes (1) [ASK Q12]
- No (2) [SKIP TO NEXT VIDEO. OR, IF THE THIRD VIDEO, THEN GO TO Q17]

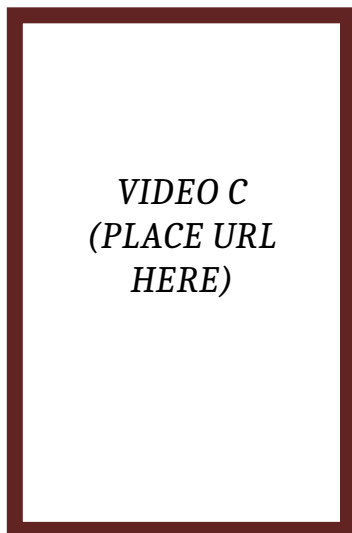
12. What exactly would cause you to stop watching it?
(Select all that apply)

[RANDOMIZE, BUT WITHIN RANDOMIZATION KEEP ITEMS 8 AND 9 ADJACENT TO EACH OTHER]

- Video is too long (1)
- Video has too much information to absorb (2)
- Video is too short (3)
- Regardless of its length, the video does not address my questions/needs (4)
- Complicated/unfamiliar terminology/jargon (5)
- Dislike the tone (6)
- Dislike the narrator’s voice (7)
- Prefer live action instead of animated video (8)
- Prefer animated instead of live action video (9)
- Background music too loud/louder than narrator (10)
- The video is not relevant to my circumstances (11)
- No/unclear instruction on next steps I should take (12)
- Other (please specify): _____ (97)

PROGRAMMER: Questions 13-16 pertain to this video only

13. Please watch the [TITLE] video, and then answer the follow-up questions indicating your level of agreement with each statement.



	1 – Strongly disagree	2 – Somewhat disagree	3- Neither agree nor disagree	4 – Somewhat agree	5 – Strongly agree
Overall, the video is appealing to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The video is credible/believable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content is informative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content is useful/relevant to my needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this video to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This video makes it clear where to go for more information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would take action or seek additional information based on this video	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Does the video make you feel the financial aid process is simpler than you thought, or more difficult than you thought, or does the video have no impact on your perception of the financial aid process?

- Simpler (1)
- More difficult (2)
- Has no impact (3)

15. Is there anything about this video that would cause you to stop watching it?

- Yes (1) **[ASK Q16]**
- No (2) **[SKIP TO NEXT VIDEO. OR, IF THE THIRD VIDEO, THEN GO TO Q17]**

16. What exactly would cause you to stop watching it?
(Select all that apply)

[RANDOMIZE, BUT WITHIN RANDOMIZATION KEEP ITEMS 8 AND 9 ADJACENT TO EACH OTHER]

- Video is too long (1)
- Video has too much information to absorb (2)
- Video is too short (3)
- Regardless of its length, the video does not address my questions/needs (4)
- Complicated/unfamiliar terminology/jargon (5)
- Dislike the tone (6)
- Dislike the narrator's voice (7)
- Prefer live action instead of animated video (8)
- Prefer animated instead of live action video (9)
- Background music too loud/louder than narrator (10)
- The video is not relevant to my circumstances (11)
- No/unclear instruction on next steps I should take (12)
- Other (please specify): _____ (97)

Desired Places for Video Information

17. Where would you prefer to find the videos that you reviewed in this survey?

(Select all that apply)

- U.S. Department of Education website (1)
- Federal Student Aid (FSA) website (2)
- FAFSA website (3)
- Other website(s) (specify) _____ (4)
- Facebook (5)
- YouTube (6)
- Other social media site(s) (specify) _____ (7)
- School/college website (8)
- On site at a school or college (9)
- Other (Specify) _____ (97)

Objectivity and Credibility of Department of Education Information

18. How, if at all, is the credibility of the video impacted if it comes to you from the U.S. Department of Education, versus from private lenders, colleges, or other sources?

- Credibility is higher if from another organization (1)
- Credibility is higher if directly from the U.S. Department of Education (2)
- Makes no difference (3)

Demographics and Classifications]

The last few questions are for classification purposes only. These questions are not required. This information will be used only for research purposes only and reported anonymously.

19. What is your gender? **[NOT REQUIRED]**

- Male
- Female

20. Which of the following categories best describes your age? **[NOT REQUIRED]**

[DROP DOWN LIST]

- Under 16
- 16
- 17
- 18
- 19
- 20
- 21
- 22-24
- 25-34
- 35-44
- 45-54
- 55-64
- 65 or older

21. What category best describes the area in which you live? **[NOT REQUIRED]**

- Urban
- Suburban
- Rural

22. What is the highest level of education you have attained? **[NOT REQUIRED]**

- Some high school
- High school diploma
- Some college
- Associate degree (2-year)
- Bachelor's degree (4-year)
- Master's degree
- PhD or postdoctoral degree
- Trade/professional school or proprietary school diploma/certificate
- None of these

23. Which of the following categories best describes your annual household income before taxes? **[NOT REQUIRED]**

- Under \$20,000
- \$20,000 to \$39,999
- \$40,000 to \$59,999
- \$60,000 to \$79,999
- \$80,000 to \$99,999
- \$100,000 to \$149,999
- \$150,000 to \$199,999
- \$200,000 and over
- Don't know

24. Which of the following describes your ethnicity? **[NOT REQUIRED]**

- Hispanic or Latino
- Not Hispanic or Latino

25. Which of the following describes your race? **[NOT REQUIRED]**

Select all that apply

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White

26. What state do you live in?

[DROPDOWN MENU] [NOT REQUIRED]

Complete – Thank you

Thank you for your participation! FSA values your input. Please click the button below to submit your responses.

STOP

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1845-0045. Public reporting burden for this collection of information is estimated to average 12 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is voluntary. If you have comments or concerns regarding the status of your individual submission of this survey, please contact Federal Student Aid/Customer Experience Office/Customer Analytics Group at 830 First Street, NE Washington, DC 20202 or customersurveys@ed.gov directly. [Note: Please do not return the completed survey to this address.]

[REDIRECT TO <http://studentaid.ed.gov/home>]