

NASA STEM Gateway Evaluation Surveys

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EVALUATION SURVEYS

1. NASA Engineering Design Challenge (EDC) Passive Consent Notice – 21st Century Community Learning Centers **Parent Consent Notice will be sent to parents of students to be surveyed**

2020 - 21 NASA & U.S. Department of Education 21st Century Community Learning Centers Collaboration Phase 4: NASA Engineering Design Challenges

Passive Consent for Student Data Evaluation

Dear Parent:

Thanks for registering your child(ren) to participate in the NASA and U.S. Department of Education 21st Century Community Learning Collaboration Phase 4 Out-of-School Time Science, Technology, Engineering, and Math (STEM) Engineering Design Challenge program. As part of this program, we will be collecting information in order to evaluate the program's overall goals and objectives: increasing students' interest and motivation in STEM while also working as a team to showcase their skills by participating in an exciting engineering science and space project. The information that we obtain through the evaluation will enable NASA and the U.S. Department of Education to understand how best to deliver the course content in out-of-school environments.

The survey is anonymous and voluntary there will be no identifying information on the survey your child completes. Your child(ren)'s participation in the course does not depend on answering the questions. Your child does not have to fill out any part of the questionnaire that makes him or her feel uncomfortable or that you think your child should not answer. The program will benefit from this survey to the extent that we can identify best practices in the delivery of STEM-related programs that have the greatest chance of increasing students' interest and motivation in STEM classes and careers. If for any reason you do not wish your son or daughter to participate in the evaluation, please sign this form and return it within the first 72 hours of the program.

NASA Privacy Statement: This notice provides NASA's policy regarding the nature, purpose, use and sharing of any information collected via this form. The information you provide on this NASA-issued form will be used only for its intended purpose. NASA will protect your information consistent with all applicable Federal laws, statutes, Government-wide and NASA Policies and Procedural Requirements. Submitting information is strictly voluntary and, by doing so, you are giving NASA your permission to use the information for the specific purpose of planning, implementing and assessing STEM engagement activities. Additionally, the data collected is used by NASA staff to support STEM engagement activity continuous improvement processes and to respond to federally mandated and Agency reporting on STEM engagement activities. If you do not want to give NASA permission to use your information, simply do not provide it. However, not providing the requested information may result in NASA's inability to provide you with the information or STEM engagement services you desire. For additional details regarding NASA Privacy Policy and Procedures, and other related information including published NASA Privacy Impact Assessments (PIAs), please visit the NASA Privacy Policy and Important Notices Web site at http://www.nasa.gov/about/highlights/HP_Privacy.html.

Paperwork Reduction Act Statement: This information collection meets the requirements of 44 U.S.C. §3507, as amended by section 2 of the Paperwork Reduction Act of 1995. You do not need to answer these questions unless we display a valid Office of Management and Budget (OMB) control number. The OMB control number for this collection is XXXX-XXXX and expires DD/MM/YYYY. We estimate that it will take 20 minutes to read the instructions and answer the questions. Send only comments relating to this time estimate to: insertaddress@nasa.gov.

1. Student's Name (please print): _____
2. Parent Signature: _____
3. Date: _____
4. Site Name: _____
5. State Name: _____
6. We would like to ask some demographic questions about you.

Are you....(Select only One).

- Female
- Male

7. Are you Hispanic or Latino/Latina?
 Yes
 No
8. What is your Race (one or more categories may be selected)?
 American Indian or Alaska Native
 Asian
 Black or African American
 Native Hawaiian or other Pacific Islander
 White or Caucasian

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2. Welcome Page and Instructions

1. Educators and Facilitators will be provided the welcome page and instructions

Congratulations! You completed a NASA and Department of Education 21st Century Community Learning Collaboration Phase 4 - Engineering Design Challenge (EDC) learning activity!

We would like to know if you enjoyed our activity or if we need to do something different. You can help by completing this survey below. There are no "right" or "wrong" answers to any of the questions. We want your honest answers. We will not state your name or describe you in any way that anyone could tell that it is you. Please do not write your name on this survey.

On this survey we are asking you to write down the time you start and the time you finish.

Thank you very much for your help!

If you wish to participate in this survey, please continue.

Instructions

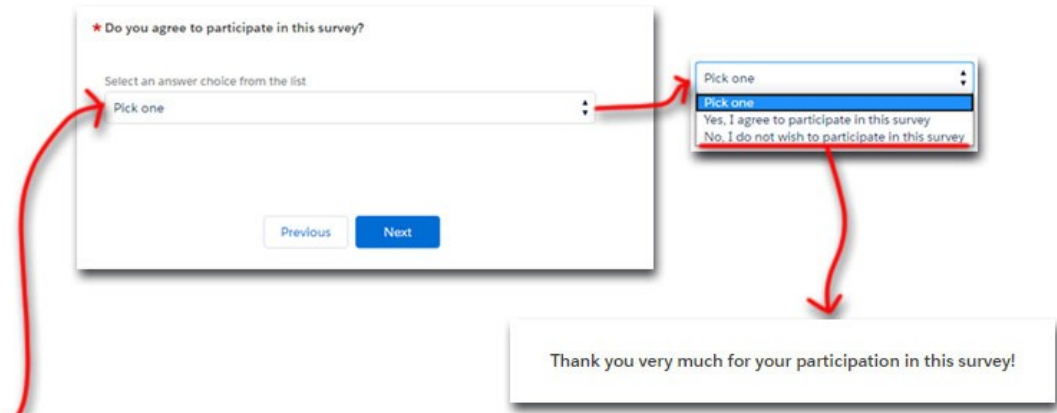
There are lists of statements on the following pages about your NASA Engineering Design Challenge (EDC) learning activity. Please mark your answer sheets by telling us how you feel about each statement. For example:|

Select 😊 for agree 😐 for maybe 😞 for not sure 😡 for disagree for each row that says Before EDC and AFTER EDC.

Privacy Notice: This is an official NASA application hosted on SurveyMonkey.com. This is not a government application, the application is controlled and operated by a third party. NASA's Web Privacy Policy does not apply to this application. NASA will not maintain, use, or share Personally Identifiable Information (PII) that becomes available through the use of this third-party application unless expressly stated and consent is obtained from the user. For additional information on NASA's Third-Party Privacy Notice please go to http://www.nasa.gov/about/highlights/HP_Privacy.html.

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2. Student and Educator Respondents can decide if they would like to continue on with the survey. If the respondent chooses not to participate, the system will stop the survey at this point and will prevent them from moving forward. If they choose to participate in the survey, the system will route the respondent forward to the relevant survey questions.



3. NASA Student Attitudes Towards STEM Survey - Survey Questions

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1. Time started.

2. Enter your state's initials.

As you read or have read to you, the sentence, you will know whether you agree or disagree. Fill in one “face” that best describes how much you agree or disagree on each row. Even though some statements are very similar, please answer each statement. This is not timed; work fast, but carefully.

There are no “right” or “wrong” answers! The only correct responses are those that are true for you.

Whenever possible, let the things that have happened to you help you make a choice.





For each statement that follows, fill in one “face” that best describes your responses.

Select 😊 for agree 🤔 for maybe 😐 for not sure ☹️ for disagree

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Student respondents will move to a series of questions related to Math

3. Math

	 Agree	 Maybe	 Not Sure	 Disagree
Before EDC Math has been my worst subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After EDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before EDC When I am older, I might choose a job that uses math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After EDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before EDC I am the type of student who does well in math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After EDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before EDC I can understand most subjects easily, but math is difficult for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After EDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before EDC In the future, I could do hard math problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After EDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before EDC I can get good grades in math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After EDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before EDC I am good at math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After EDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>




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Student respondents will move to a series of questions related to Science

4. Science

	 Agree	 Maybe	 Not Sure	 Disagree
Before EDC I feel good about myself when I do science.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After EDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before EDC I might choose a career in science.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After EDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before EDC After I finish high school, I will use science often.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After EDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before EDC When I am older, knowing science will help me earn money.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After EDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before EDC When I am older, I will need to understand science for my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After EDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before EDC I know I can do well in science.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After EDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before EDC Science will be important to me in my future career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After EDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before EDC I can understand most subjects easily, but science is hard for me to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	 Agree	 Maybe	 Not Sure	 Disagree
After EDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before EDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the future, I could do harder science work.				
After EDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before EDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have fun learning science/engineering.				
After EDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student respondents will move to a series of questions related to Engineering and Technology





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Please read this paragraph before you answer the questions. Engineers use math and science to make things and solve problems. Engineers design and improve things like bridges, cars, machines, foods, and computer games. Technologists build, test, and take care of the designs that engineers create.

5. Engineering and Technology

	 Agree	 Maybe	 Not Sure	 Disagree
Before EDC I like to imagine making new products.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After EDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before EDC If I learn engineering, then I can improve things that people use every day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After EDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before EDC I am good at building or fixing things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After EDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before EDC I am interested in what makes machines work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After EDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before EDC Designing products or structures will be important in my future jobs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After EDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>


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	 Agree	 Maybe	 Not Sure	 Disagree
Before EDC Knowing how to use math and science together will help me to invent useful things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After EDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before EDC I believe I can be successful in engineering.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After EDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before EDC I enjoy playing games that teach me about science/engineering.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After EDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student respondents will move to a series of questions related to 21st Century Learning

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6. 21st Century Learning

	 Agree	 Maybe	 Not Sure	 Disagree
Before EDC I can lead others to reach a goal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After EDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before EDC I like to help others do their best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After EDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before EDC In school and at home, I can do things well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After EDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before EDC I respect all children my age even if they are different from me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After EDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before EDC I try to help other children my age.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After EDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before EDC When I make decisions, I think about what is good for other people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After EDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before EDC When things do not go how I want, I can change my actions for the better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After EDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before EDC I can make my own goals for learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After EDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 Agree  Maybe  Not Sure  Disagree

Before EDC I can use time wisely when working on my own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After EDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before EDC When I have a lot of homework, I can choose what needs to be done first.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After EDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before EDC I can work well with all students, even if they are different from me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After EDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Student respondents will move to a series of questions related to themselves

7. About Yourself

	 Agree	 Maybe	 Not Sure	 Disagree
Before EDC Do you know any adults who work as scientists?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After EDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before EDC Do you know any adults who work as engineers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After EDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before EDC Do you know any adults who work as mathematicians?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After EDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before EDC Do you know any adults who work as technologists?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After EDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How curious are you about these topics?

8. Curiosity

	 Agree	 Maybe	 Not Sure	 Disagree
Before EDC Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After EDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before EDC Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After EDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before EDC Engineering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After EDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before EDC Math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After EDC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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9. Demographic Information

What is your current age?

10. What grade did you enter this school year?

- 3rd 6th
 4th 7th
 5th 8th

11. Are you Hispanic or Latino/Latina?

- Yes
 No

12. What is your Race (One or more categories may be selected)?

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

13. Are you (Select only one)?

- Female
 Male

14. Time Finished