

## Survey: Beyond the Numbers

### 2021 Beyond the Numbers Survey

The Bureau of Labor Statistics continually strives to improve the data products we produce. We are requesting your feedback on **Beyond the Numbers**. Beyond the Numbers is an online publication that provides additional insight, or a deeper look, behind headline numbers.

Please take a few minutes to let us know about your experience using this online publication.

Thank you for your support and feedback on our publications!

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**Q1. Is your visit today to *Beyond the Numbers* for work, school, or personal interest?**

- a. Work
- b. School
- c. Personal interest

**Q2. Which of the following best describes your role while visiting *Beyond the Numbers*?**

- a. Business
- b. Media/Press
- c. Educator/Teacher
- d. Student
- e. Government
- f. Something else

--- page break---

**Q3. How easy or difficult is it to find topics of interest in *Beyond the Numbers*?**

- a. Very easy
- b. Somewhat easy
- c. Neither easy nor difficult
- d. Somewhat difficult
- e. Very difficult

**Q4. In general, do articles in *Beyond the Numbers*:  
Select all that apply.**

- a. Answer questions you have
- b. Hold your attention
- c. Clearly explain the topic discussed
- d. Generate interest in the topic discussed
- e. Generate interest in other BLS data

**5. In general, do you find articles in *Beyond the Numbers* easy to understand?**

- a. Yes [GO TO 7]
- b. No [GO TO 6]

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**6. What about *Beyond the Numbers* articles would you say is difficult to understand?**

**Select all that apply.**

- a. Topic is not explained well
- b. Articles are not well organized
- c. Articles are too technical
- d. Tables, charts, or maps are not clear
- e. Some other reason

--- page break---

**7. In general, how well do tables in *Beyond the Numbers* explain the information discussed?**

- a. Very well
- b. Moderately well
- c. Somewhat well
- d. Not well at all

**8. In general, how well do charts in *Beyond the Numbers* explain the information discussed?**

- a. Very well
- b. Moderately well
- c. Somewhat well
- d. Not well at all

--- page break---

**9. What improvements would you like to see in tables or charts that are included in *Beyond the Numbers* articles?**

[open text entry]

--- page break---

**10. Do you read the Related Articles that are suggested within *Beyond the Numbers* articles?**

- a. Yes, I read them [GO TO 11]
- b. No, I do not read them [GO TO 12]
- c. No, I did not see them [GO TO 12]

--- page break---

**11. After reading the suggested related articles from *Beyond the Numbers*, do you find them relevant?**

- a. Yes
- b. No

**12. What article topics interest you the most?**

**Select all that apply.**

- a. Employment and unemployment
- b. Prices
- c. Demographics
- d. Productivity
- e. Pay
- f. Benefits
- g. Time use
- h. Consumer spending
- i. Workplace injuries, illnesses, and fatalities
- j. Occupational requirements
- k. Employment projections
- l. Current events
- m. Other (please specify)

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**13. Please provide any additional feedback you would like to provide about *Beyond the Numbers*?**

[open text entry]

## Survey: Spotlight on Statistics

### 2021 Spotlight on Statistics Survey

The Bureau of Labor Statistics continually strives to improve the data products we produce. We are requesting your feedback on **Spotlight on Statistics**. Spotlight on Statistics is an online publication that features graphics, maps, and brief written analysis to illustrate data that examine the U.S. labor market and economy.

Please take a few minutes to let us know about your experience using this online publication.

Thank you for your support and feedback on our publications!

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**Q1. Is your visit today to *Spotlight on Statistics* for work, school, or personal interest?**

- a. Work
- b. School
- c. Personal interest

**Q2. Which of the following best describes your role while visiting *Spotlight on Statistics*?**

- a. Business
- b. Media/Press
- c. Educator/Teacher
- d. Student
- e. Government
- f. Something else

--- page break---

**Q3. Using a scale from 1 to 5 where 1 is poor and 5 is excellent, how would you rate the slideshow layout of articles in *Spotlight on Statistics*?**

- a. 1
- b. 2
- c. 3
- d. 4
- e. 5

**Q4. In general, how would you rate the length of articles (number of slides per article) in *Spotlight on Statistics*?**

- a. Too long
- b. About the right length
- c. Too short

**Q5. How many slides is the optimal number to use in *Spotlight on Statistics*?**

- a. (drop down with number of slides ranging from 5 – 25)

--- page break---

**Q6. How easy or difficult is the article text (to the right of each chart/figure) to understand?**

- a. Very easy
- b. Somewhat easy
- c. Neither easy nor difficult
- d. Somewhat difficult
- e. Very difficult

**Q7. How effective are the figures (charts or graphs) in illustrating the article's findings?**

- a. Very effective
- b. Moderately effective
- c. Somewhat effective
- d. Not at all effective

**Q8. In general, within *Spotlight on Statistics* articles, what do you find more informative: the charts or the text?**

- a. Charts
- b. Text
- c. Both equally

--- page break---

**Q9. In general, do articles in *Spotlight on Statistics*:  
Select all that apply.**

- a. Answer questions you have
- b. Hold your attention
- c. Clearly explain the topic discussed
- d. Generate interest in the topic discussed
- e. Generate interest in other BLS data

**10. Please provide any additional feedback you would like to provide about *Spotlight on Statistics*.**

[open text entry]

## Survey: Monthly Labor Review

### 2021 Monthly Labor Review Survey

The Bureau of Labor Statistics continually strives to improve the data products we produce. We are requesting your feedback on the **Monthly Labor Review**. The Monthly Labor Review is an online journal publication by the Bureau of Labor Statistics that publishes research on a wide variety of topics covering the labor force and the economy.

Please take a few minutes to let us know about your experience using this online publication.

Thank you for your support and feedback on our publications!

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**1. Is your visit today to the *Monthly Labor Review* for work, school, or personal interest?**

- a. Work
- b. School
- c. Personal interest

**2. Which of the following best describes your role while visiting the *Monthly Labor Review*?**

- a. Business
- b. Media/Press
- c. Educator/Teacher
- d. Student
- e. Government
- f. Something else

--- page break---

**3. How easy or difficult is it to navigate within the *Monthly Labor Review*?**

- a. Very easy
- b. Somewhat east
- c. Neither easy nor difficult
- d. Somewhat difficult
- e. Very difficult

**4. In general, how would you rate the length of *Monthly Labor Review* articles?**

- a. Too long
- b. About the right length
- c. Too short

**5. In general, do articles in *Monthly Labor Review*:**

**Select all that apply.**

- a. Answer questions you have
- b. Hold your attention
- c. Clearly explain the topic discussed
- d. Generate interest in the topic discussed
- e. Generate interest in other BLS data

--- page break---

**6. In general, do you find *Monthly Labor Review* articles easy to understand?**

- a. Yes [GO TO 8]
- b. No [GO TO 7]

--- page break---

**7. What about the articles would you say is difficult to understand?**

**Select all that apply.**

- a. Articles are not explained well
- b. Articles are not well organized
- c. Articles are too technical
- d. Tables or figures are not clear
- e. Some other reason

--- page break---

**8. What research topics would you like to see covered in *Monthly Labor Review* articles?**

**Select all that apply.**

- a. Application of BLS data to current events
- b. BLS data by race, age, sex, etc.
- c. BLS economic history
- d. BLS data for metropolitan areas, states, regions, etc.
- e. High-frequency data (timely data that measures economic activity in close to real time)
- f. BLS survey methods
- g. BLS experimental research
- h. Relationships between different data published by BLS
- i. Statistical analysis
- j. Something else (please specify)

--- page break---

**9. In general, how well do tables in the *Monthly Labor Review* explain the information discussed?**

- a. Very well
- b. Moderately well

- c. Somewhat well
- d. Not well at all

**10. In general, how well do charts in the *Monthly Labor Review* explain the information discussed?**

- a. Very well
- b. Moderately well
- c. Somewhat well
- d. Not well at all

**11. What improvements would you like to see in charts or tables that are included in *Monthly Labor Review* articles?**

[open text entry]

--- page break---

**12. Do you read the Related Articles that are suggested within *Monthly Labor Review* articles?**

- a. Yes, I read them [GO TO 13]
- b. No, I do not read them [GO TO 14]
- c. No, I did not see them [GO TO 14]

--- page break---

**13. After reading the suggested Related Articles from the *Monthly Labor Review*, do you find them relevant?**

- a. Yes
- b. No

**14. Are you aware that the *Monthly Labor Review* publishes monthly book reviews and summaries of professional journal articles (referred to as: *Beyond BLS*)?**

- a. Yes, and I read them regularly
- b. Yes, but I don't read them regularly or at all
- c. No

**15. Please provide any additional feedback you would like to provide about the *Monthly Labor Review*.**

[open text entry]



## Survey: BLS Reports

### 2021 BLS Reports Survey

The Bureau of Labor Statistics continually strives to improve the data products we produce. We are requesting your feedback on **BLS Reports**. BLS Reports is an online publication providing short written analysis followed by statistical tables offering detailed information on economic conditions.

Please take a few minutes to let us know about your experience using this online publication.

Thank you for your support and feedback on our publications!

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**1. Is your visit today to *BLS Reports* for work, school, or personal interest?**

- a. Work
- b. School
- c. Personal interest

**2. Which of the following best describes your role while visiting the *BLS Reports* webpage today?**

- a. Business
- b. Media/Press
- c. Educator/Teacher
- d. Student
- e. Government
- f. Something else

--- page break---

**3. How easy or difficult is it for you to find the information that you are looking for in the *BLS Reports*?**

- a. Very easy
- b. Somewhat easy
- c. Neither easy nor difficult
- d. Somewhat difficult
- e. Very difficult

--- page break---

*BLS Reports* generally include written analysis (text discussing and presenting findings of the topic); statistical tables (providing detailed statistics of the topic); and technical notes (information on how the statistics were generated and definitions). Please rate how useful each of these elements of *BLS Reports* is to you.

**4. Written analysis, which is text discussing and presenting findings of the topic in *BLS Reports*.**

- a. Very useful
- b. Somewhat useful
- c. A little useful
- d. Not at all useful

**5. Statistical tables, these sometimes require clicking to expand detailed data tables.**

- a. Very useful
- b. Somewhat useful
- c. A little useful
- d. Not at all useful

**6. Technical notes, appearing at the bottom of each Report.**

- a. Very useful
- b. Somewhat useful
- c. A little useful
- d. Not at all useful

**7. Overall, how useful are *BLS Reports* to your needs?**

- a. Very useful
- b. Somewhat useful
- c. A little useful
- d. Not at all useful

--- page break---

**8. In general, do you find *BLS Reports* easy to understand?**

- a. Yes [GO TO 10]
- b. No [GO TO 9]

--- page break---

**9. What about *BLS Reports* would you say is difficult to understand? Select all that apply.**

- a. Topic is not explained well
- b. Reports are not well organized
- c. Reports are too technical
- d. Statistical tables are not clear
- e. Some other reason

--- page break---

**10. In general, how would you rate the length of *BLS Reports*?**

- a. Too long
- b. About the right length
- c. Too short

**11. How easy or difficult is it to understand the statistical tables in *BLS Reports*?**

- a. Very easy [GO TO 13]
- b. Somewhat easy [GO TO 13]
- c. Neither easy nor difficult [GO TO 13]
- d. Somewhat difficult [GO TO 12]
- e. Very difficult [GO TO 12]

--- page break---

**12. What do you find most difficult about the statistical tables?**

**Select all that apply.**

- a. Tables include too much information
- b. Tables are difficult to read
- c. Tables do not provide detail you need
- d. It is hard to find the right table you want
- e. Some other reason

**13. Please provide any additional feedback you would like to provide about *BLS Reports*.**

[open text entry]

## Survey: The Economics Daily

### 2021 The Economics Daily Survey

The Bureau of Labor Statistics continually strives to improve the data products we produce. We are requesting your feedback on **The Economics Daily (TED)**. The Economics Daily is an online publication with new articles each business day that provides fresh economic information and highlights often through charts and maps.

Please take a few minutes to let us know about your experience using this online publication.

Thank you for your support and feedback on our publications!

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**1. Is your visit today to *The Economics Daily* for work, school, or personal interest?**

- a. Work
- b. School
- c. Personal interest

**2. Which of the following best describes your role while visiting *The Economics Daily*?**

- a. Business
- b. Media/Press
- c. Educator/Teacher
- d. Student
- e. Government
- f. Something else

--- page break---

**3. How often do you read *The Economics Daily*?**

- a. Nearly every day
- b. Once or twice a week
- c. A few times a month
- d. Rarely

**4. In general, how would you rate the length of articles in *The Economics Daily*?**

- a. Too long

- b. About the right length
- c. Too short

**5. In general, do articles in *The Economics Daily*:**

**Select all that apply.**

- a. Answer questions you have
- b. Hold your attention
- c. Clearly explain the topic discussed
- d. Generate interest in the topic discussed
- e. Generate interest in other BLS data

--- page break---

**6. What article topics interest you the most?**

**Select all that apply.**

- a. Employment and unemployment
- b. Prices
- c. Demographics
- d. Productivity
- e. Pay
- f. Benefits
- g. Time use
- h. Consumer spending
- i. Workplace injuries, illnesses, and fatalities
- j. Occupational requirements
- k. Employment projections
- l. Current events
- m. Other (please specify)

**7. Is there anything you would change about any tables, figures (charts or graphs), or maps that appear in articles in *The Economics Daily*?**

- a. Yes [GO TO 8]
- b. No [GO TO 9]

--- page break---

**8. Please describe what you would change.**

[open text entry]

--- page break---

**9. In general, do you find articles in *The Economics Daily* easy to understand?**

- a. Yes [GO TO 11]
- b. No [GO TO 10]

--- page break---

**10. What about the articles would you say is difficult to understand in *The Economics Daily*?**

**Select all that apply.**

- a. Articles are not explained well
- b. Articles are not well organized
- c. Articles are too technical
- d. Tables, figures, or maps are not clear
- e. Some other reason

--- page break---

**11. In general, how effective are tables, figures, or maps in illustrating the article's findings?**

- a. Very effective
- b. Moderately effective
- c. Somewhat effective
- d. Not at all effective

**12. How important do you feel the additional resources are that are provided at the bottom of *The Economics Daily* articles?**

- a. Very important
- b. Somewhat important
- c. A little important
- d. Not at all important

**13. Please provide any additional feedback you would like to provide about *The Economics Daily*.**

[open text entry]

## Survey: BLS Classroom Pages

### 2021 BLS Classroom Pages Survey

The Bureau of Labor Statistics continually strives to improve the data products we produce. We are requesting your feedback on the **BLS Classroom Pages (K-12 Student & Teacher Resources)**. The BLS Classroom Pages are online resources for students, teachers, and parents, offering information to help students explore different careers and better understand the economy.

Please take a few minutes to let us know about your experience using this online publication.

Thank you for your support and feedback on our publications!

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#### **1. Please select which of the following best describes your role while visiting the BLS Classroom (K-12) webpages:**

- a. As a teacher or other school staff [GO TO TEACHER OR OTHER SCHOOL STAFF]
- b. As a parent/guardian [GO TO PARENTS]
- c. Other [GO TO OTHER]

--- page break---

#### **Teacher or other school staff**

#### **2. What grade or level of school do you teach?**

*For other school staff select something else.*

- a. Kindergarten-2nd
- b. 3rd-5th
- c. 6th-8th
- d. 9th-12th
- e. College or university
- f. Something else

#### **3. Which portion of the BLS Classroom webpages do you visit?**

**Select all that apply.**

- a. Games & Quizzes
- b. Student's Desk
- c. Teacher's Desk
- d. History of BLS
- e. Questions & Answers

--- page break---

**4. BLS would like your help developing new classroom activities. Which of the following topics would you like to see be the focus of future activities?**

**Select all that apply.**

- a. Math skills
- b. Reading comprehension
- c. Understanding charts and tables
- d. Specific BLS data and concepts
- e. Geography or social studies
- f. Group activities

**5. Which of the following would you like to see more of?**

**Select all that apply.**

- a. Games
- b. Quizzes
- c. Classroom activities
- d. Posters
- e. Videos
- f. Something else (please specify)

--- page break---

**6. What format do you most prefer for administering activities to students?**

- a. Activities that require online access
- b. Activities that can be printed and completed offline

**7. Do you regularly use Classroom activities (available on the classroom pages under "Teacher's Desk")?**

- a. Yes [GO TO 9]
- b. No [GO TO 8]

--- page break---

**8. Please select the main reason you do not regularly use the Classroom activities.**

- a. You were not aware of these activities
- b. The content is not relevant to what you teach
- c. The content is difficult to follow
- d. The topics do not interest my students
- e. Something else (please specify)

--- page break---



**9. Using a scale from 1 to 5 where 1 is poor and 5 is excellent, how would you rate the look and feel (for example, logos, color scheme, ease of navigation, etc.) of the BLS Classroom webpages?**

- a. 1
- b. 2
- c. 3
- d. 4
- e. 5

--- page break---

**10. The BLS Classroom Student Desk webpage includes a number of different resources for students to explore. Please rate the usefulness of each of these.**

	Very useful	Somewhat useful	A little useful	Not useful at all	N/A – have not seen or used
Career Resource Guide					
Periodic Table of STEM Occupations					
Career Exploration					
Economy at a Glance					
Maps					
Charts and Tables					
Glossary					
Videos					

--- page break---

**11. How useful would you rate the BLS Classroom webpages overall?**

- a. Very useful
- b. Somewhat useful
- c. A little useful
- d. Not at all useful

--- page break---

**12. How did you first discover or hear about the Classroom webpages on the BLS website?**

- a. Colleague recommendation
- b. Browsing the BLS website
- c. Google or other search engine
- d. From a conference or workshop
- e. From students
- f. Social media
- g. Other

**13. Please provide any additional feedback you would like to provide about the BLS Classroom webpages.**

[open text entry]

--- page break---

**Parents**

**2. What is your main reason for visiting the BLS Classroom webpages today?**

- a. Help my child explore careers
- b. Help my child with their homework
- c. Help my child learn about BLS concepts and data
- d. Show my child games and activities that are available
- e. To see what is available for students and children
- f. Other (please specify)

**3. Using a scale from 1 to 5 where 1 is very difficult and 5 is very easy, how would you rate how easy or difficult it is to find what you want on the BLS Classroom webpages?**

- a. 1
- b. 2
- c. 3
- d. 4
- e. 5

--- page break---

**4. The BLS Classroom Student Desk webpage includes a number of different resources for students to explore. Please rate the usefulness of each of these.**

	Very useful	Somewhat useful	A little useful	Not useful at all	N/A – have not seen or used
Career Exploration					
Economy at a Glance					
Maps					
Charts and Tables					
Career Resource Guide					
Periodic Table of STEM Occupations					
Glossary					
Videos					

--- page break---

**5. How useful would you rate the BLS Classroom webpages overall?**

- a. Very useful
- b. Somewhat useful
- c. A little useful
- d. Not at all useful

--- page break---

**6. How did you first discover, or hear about the Classroom webpages on the BLS website?**

- a. Friends or other parents
- b. Browsing the BLS website
- c. Google or other search engine
- d. From children or their teacher
- e. Social media
- f. Other

**7. Please provide any additional feedback you would like to provide about the BLS Classroom webpages.**

[open text entry]

--- page break---

**Other**

**2. Are you 18 years of age or older?**

- a. Yes [GO TO 3]
- b. No [END]

--- page break---

**3. What is your main reason for visiting the BLS Classroom webpages today?**

- c. Just browsing
- d. Games and quizzes
- e. Posters
- f. Online classroom activities
- g. Some other reason

**4. Using a scale from 1 to 5 where 1 is very difficult and 5 is very easy, how would you rate how easy or difficult it is to find what you want on the BLS Classroom webpages?**

- a. 1
- b. 2
- c. 3
- d. 4
- e. 5

--- page break---

**5. The BLS Classroom Student Desk webpage includes a number of different resources for students to explore. Please rate the usefulness of each of these.**

	Very useful	Somewhat useful	A little useful	Not useful at all	N/A – have not seen or used
Career Exploration					
Economy at a Glance					
Maps					
Charts and Tables					
Career Resource Guide					
Periodic Table of STEM Occupations					
Glossary					
Videos					

--- page break---

**6. How useful would you rate the BLS Classroom webpages overall?**

- a. Very useful
- b. Somewhat useful
- c. A little useful
- d. Not at all useful

--- page break---

**7. How did you first discover, or hear about the Classroom webpages on the BLS website?**

- a. Colleague recommendation
- b. Browsing the BLS website
- c. Google or other search engine
- d. From a conference or workshop
- e. From students
- f. Social media
- g. Other

**8. Please provide any additional feedback you would like to provide about the BLS Classroom webpages.**

[open text entry]