

Methods

PROPOSITION:

The Granada Hills Charter High School Activities Office wants to know student opinions regarding Gaggle, Home Access Center, and various forms of social media used by the school. We have been asked to research various questions that pertain to these topics so the Activities Office may learn how to better serve GHCHS students and alumni.

SETTING OF DATA COLLECTION:

Data was directly gathered in a natural setting for the target population of Granada Hills Charter High School seniors, randomly selected Government/Economics classes during normal class periods. The survey was non-disguised, so subjects were aware of the data collection process. The subjects were anonymous. All responses were confidential.

SAMPLING METHOD:

A stratified cluster sample was chosen for this observational study. Since all seniors presently take a Government or Economics course, these classes form “natural” clusters that did not require imposition of grouping strategies on our part. Each class reflects the diversity found in the general senior population except approximately 20% of the students take the Advanced Placement version of the courses. To insure these students were proportionately represented, the study stratified the population to insure approximately 25% of the sample reflected the opinions of Advanced Placement students, and the remaining 75% of the sample reflected the opinions of College Prep students.

SELECTION OF CLUSTERS:

The name of each College Prep Government or Economics class was written on a 3X5 note card. The cards were placed in a box, and then thoroughly mixed. A student unconnected to the survey blindly selected three cards, and surveys were distributed to every member of these three classes (69 students). A similar process was used for the random selection of one AP class (24 students).

While not perfect, this blended selection method insured that all members of the population were equally likely to be chosen for the survey, and the requisite inference condition of random selection was met.

RESPONSE RATE:

About 95%. Teachers for all four randomly selected classes agreed to participate. Upon distribution of the survey, less than 6 students chose not to participate or turned in incomplete forms. This high response rate was positively influenced by professional production, and clear concise instructions.

DATA GATHERING METHODS:

Human collection was chosen. The interviewer provided each subject a copy of the survey, and students recorded their responses directly on the survey itself. Close monitoring of respondents kept them from communicating during the five-minute survey. Once the survey was complete, the respondents deposited the survey form directly into a folder without prior examination of the Government/Economics teacher or interviewer. This procedure insured confidentiality, and avoided social forms of bias.

STATISTICAL PROCEDURES:

All data was formatted into an Excel Spreadsheet, organized by teacher and period number. Due to time restrictions, our study was limited to a graphical analysis of student perceptions and attitudes on social media and school communications. Qualitative responses were left on the original copies of the survey for future review by the Activities Office.

POTENTIAL SOURCES OF BIAS/MITIGATION MEASURES:

Question Wording Bias; Questions worded objectively showing no preference to any of the topics presented in the survey.

Non-response Bias; Kept the survey short, and distribution to subjects in a convenient classroom location.

Social Desirability Bias; Encourage students to answer their surveys in isolation in an attempt to prevent environmental influences from affecting his or her answer.

Selection Bias; We randomly selected senior students for the survey. No students were allowed to volunteer to participate.

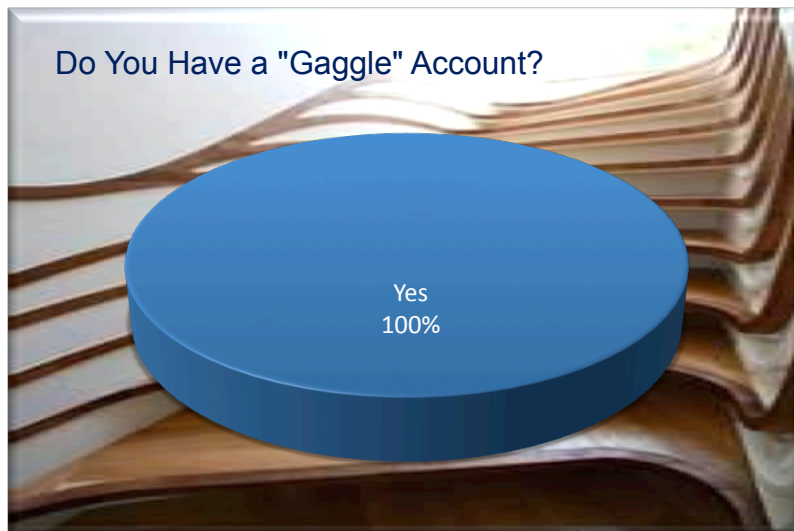
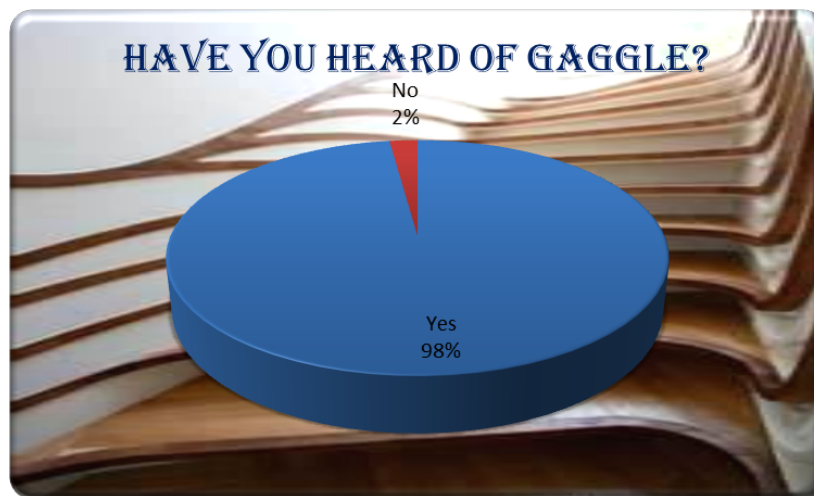
Voluntary Response Bias; Survey was not voluntary, only seniors selected through the randomization process were allowed to participate.

PILOT TEST:

A pilot test of a few classmates identified unforeseen bias in the wording of the questions, estimated the standard deviation for determining the sample size, and refined our estimate of response rates that may be required to insure meaningful results. These responses were not considered in our final results.

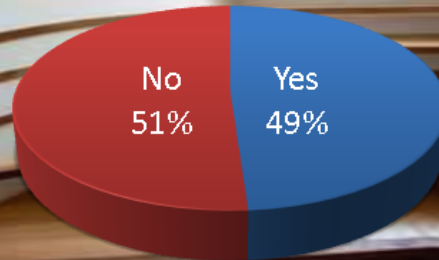
Summary of Findings

GAGGLE

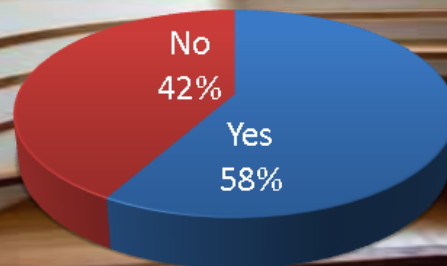


All GHCHS students have a Gaggle account, and virtually all students know about it.

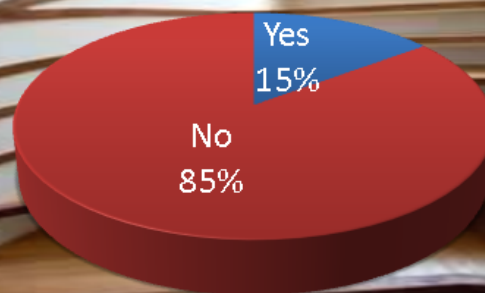
DO YOU LIKE HOW GAGGLE IS ORGANIZED?



DID YOU KNOW THAT GAGGLE HAS A CHAT FEATURE NOW?

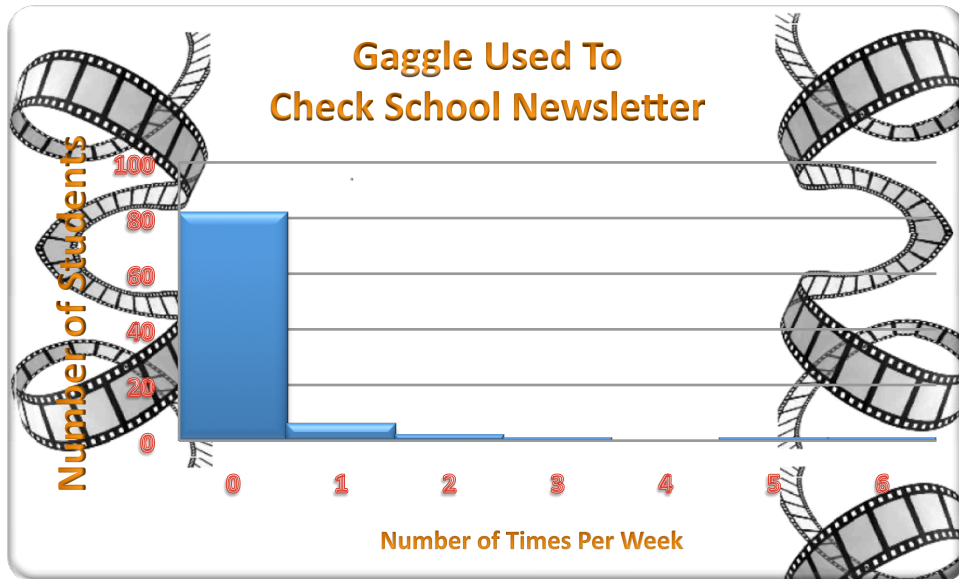
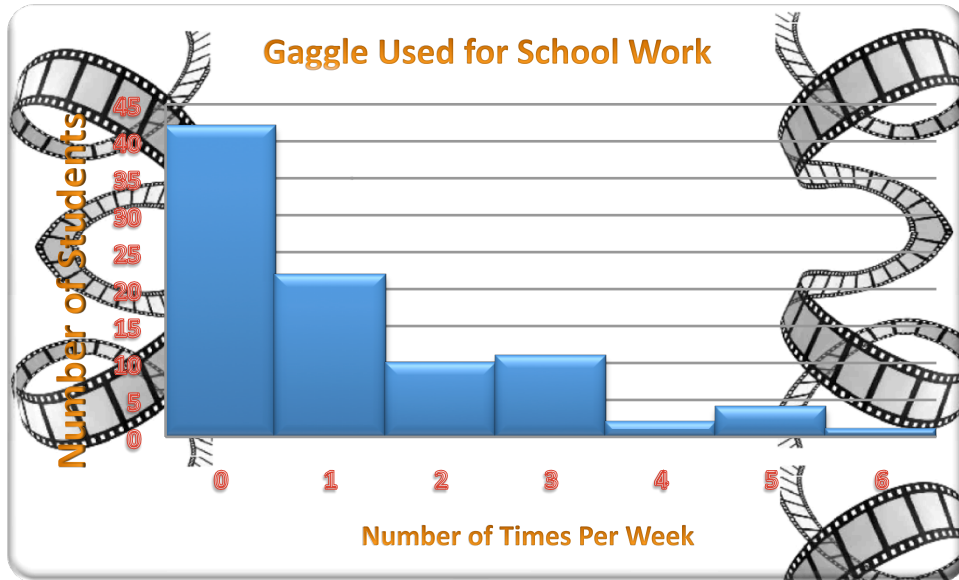


WOULD YOU LIKE TO KEEP YOUR GAGGLE ACCOUNT POST-GRADUATION?



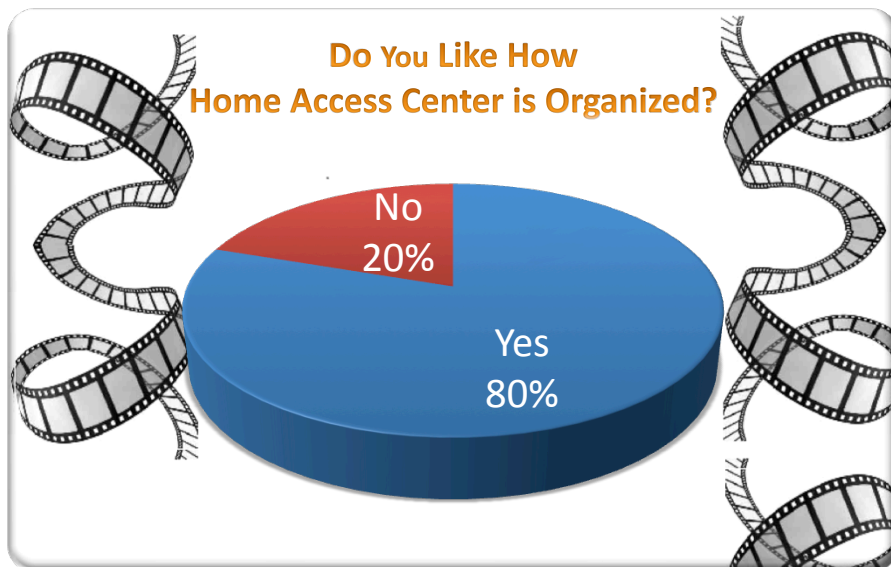
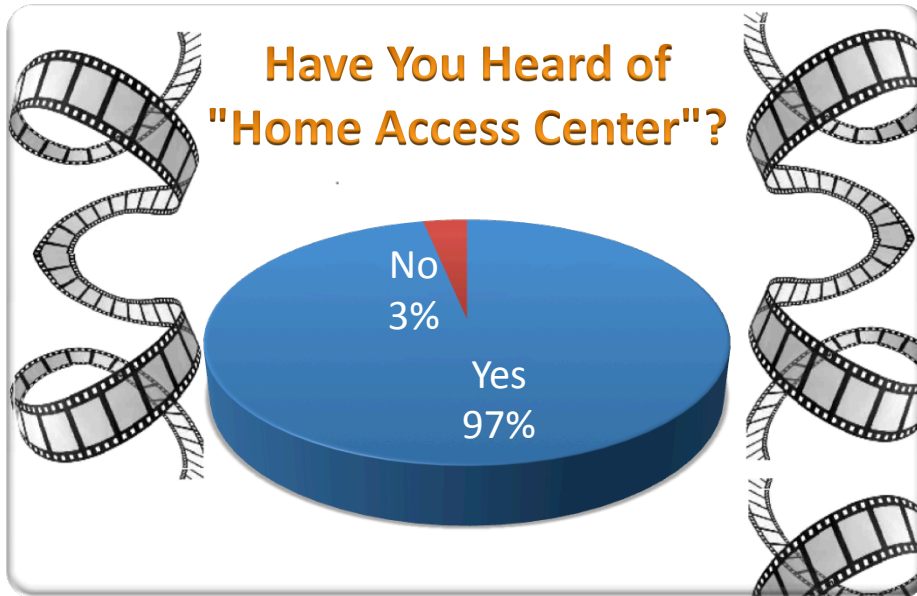
About half of GHCHS students like Gaggle's organization, and about half do not. More than half of GHCHS students know Gaggle has a chat feature. Most GHCHS students would not like to keep their Gaggle account post-graduation.

GAGGLE USAGE QUANTITATIVE DATA



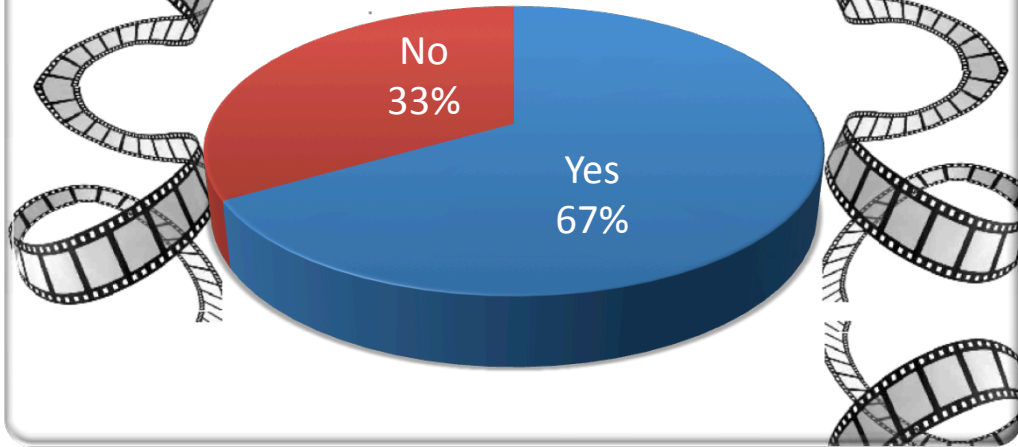
Approximately half of the students access their Gaggle accounts regularly for school assignments, but very few view the school newsletter by Gaggle.

HOME ACCESS CENTER

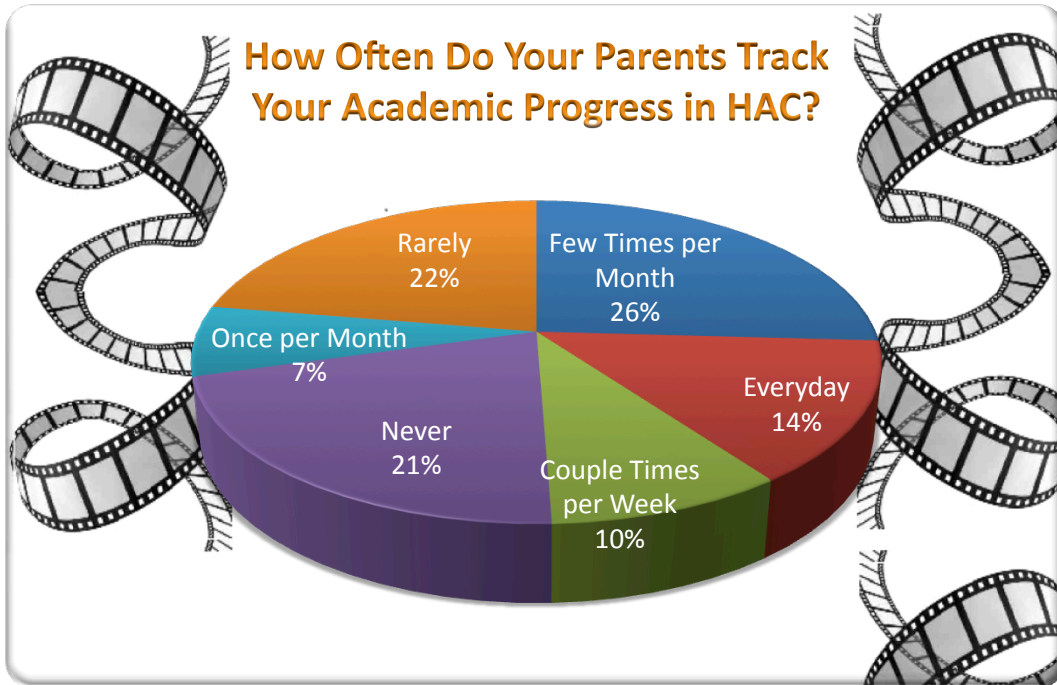


Virtually all GHCHS students know of Home Access Center, and most students like how it is organized.

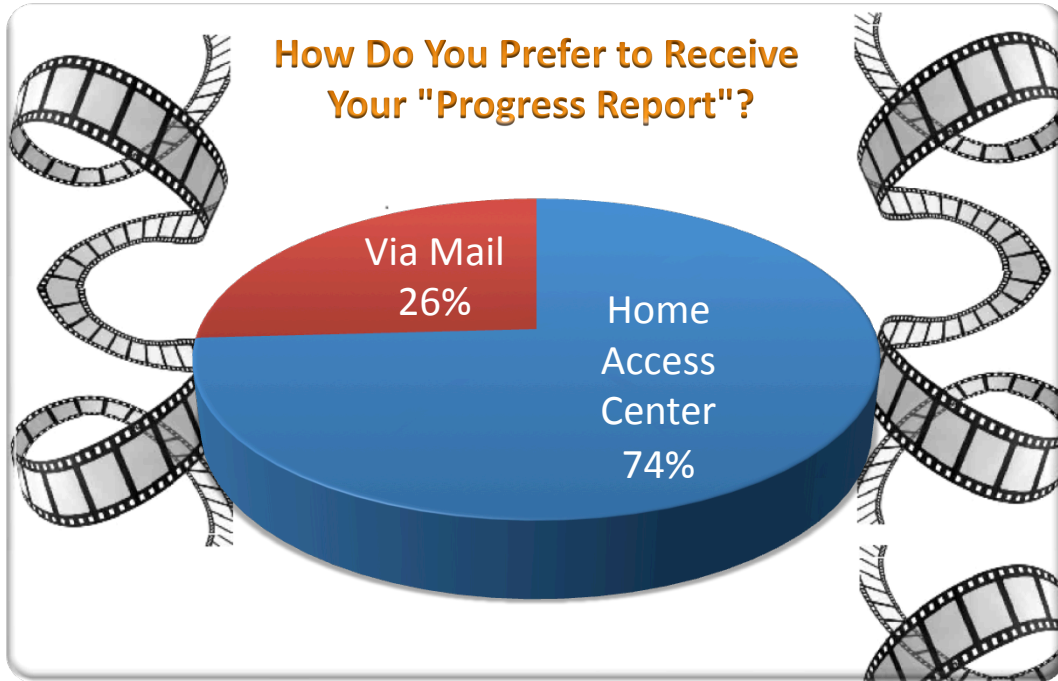
Are Either of Your Parents Familiar with Home Access Center?



How Often Do Your Parents Track Your Academic Progress in HAC?

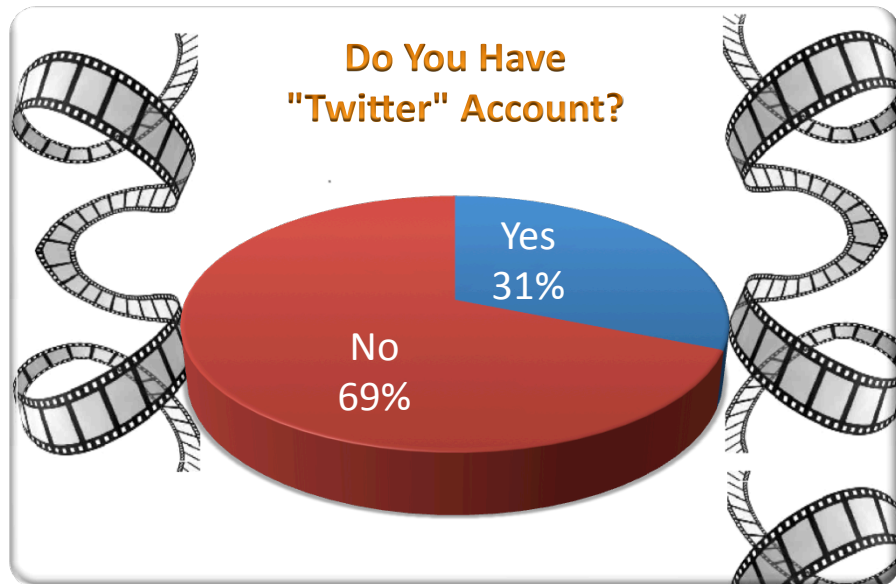
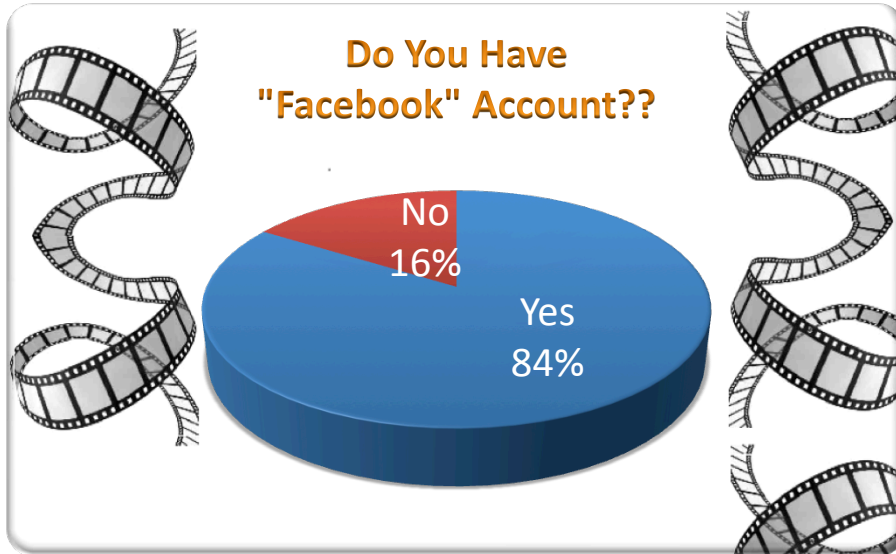


Most parents are familiar with Home Access Center, and half of them track their child's academic progress in Home Access Center at least a few times per month.

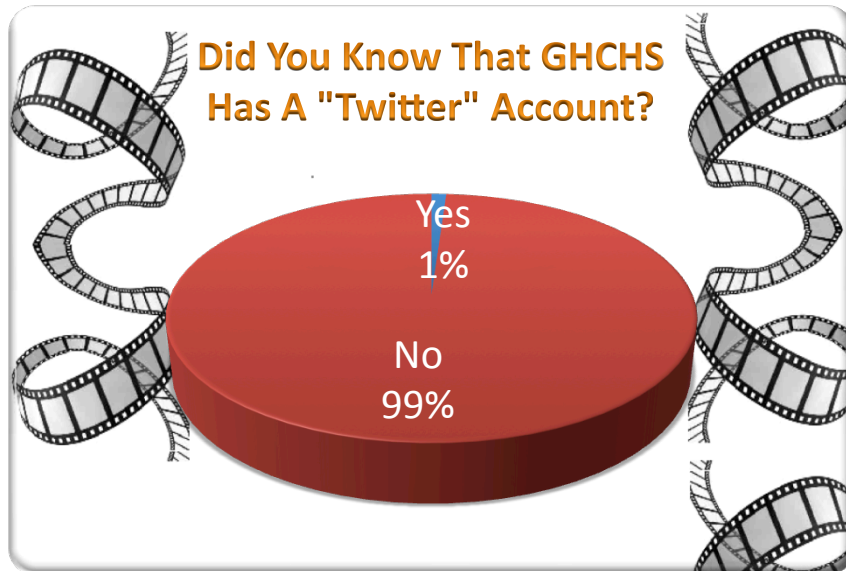
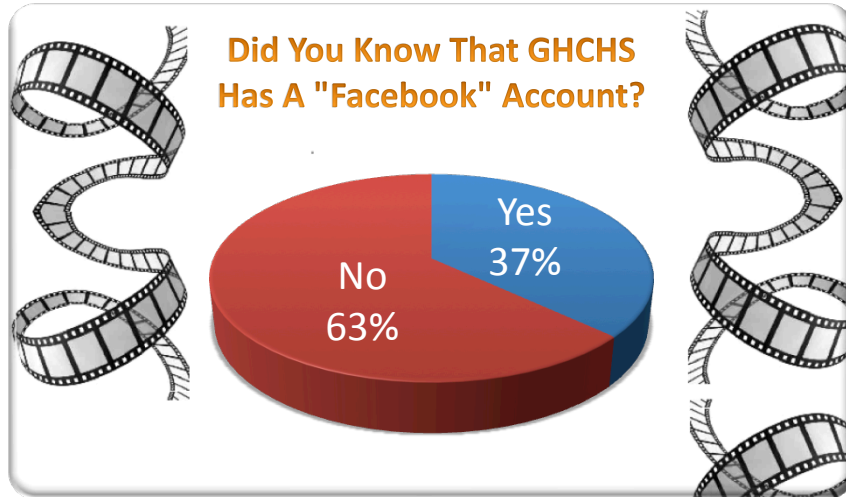


Most students prefer to receive their progress report through Home Access Center.

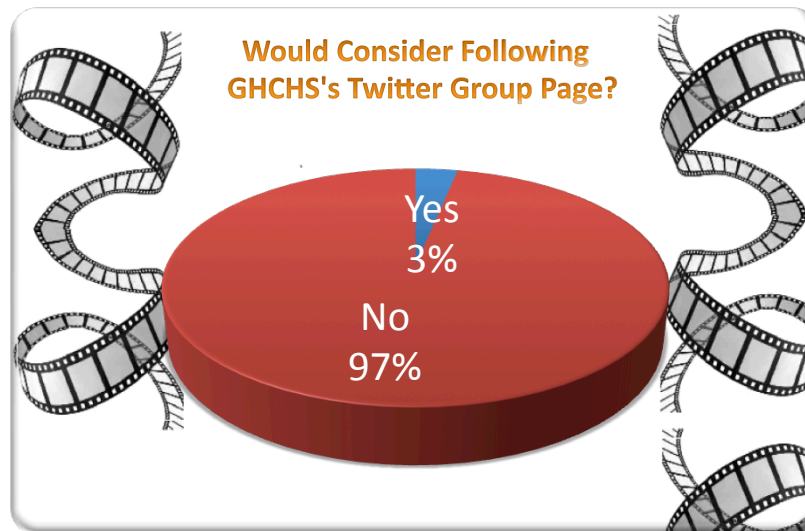
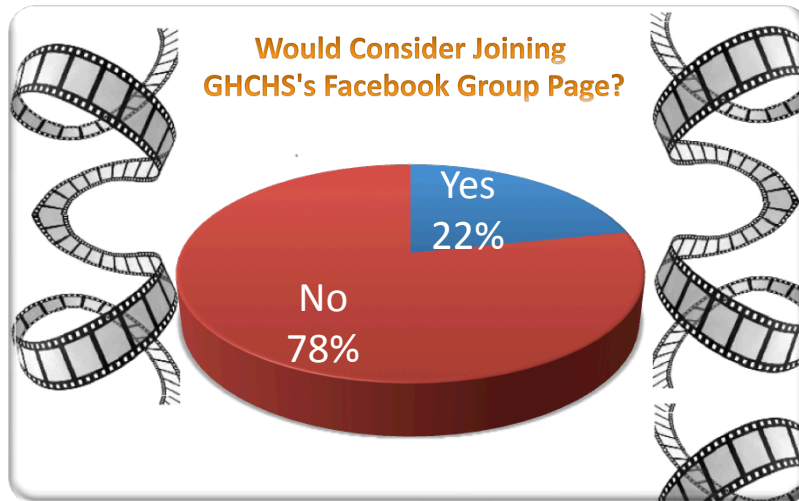
SOCIAL NETWORKING SITES



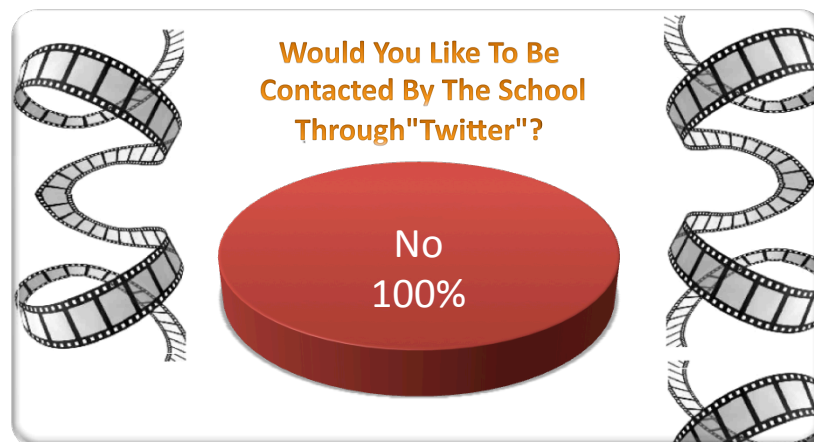
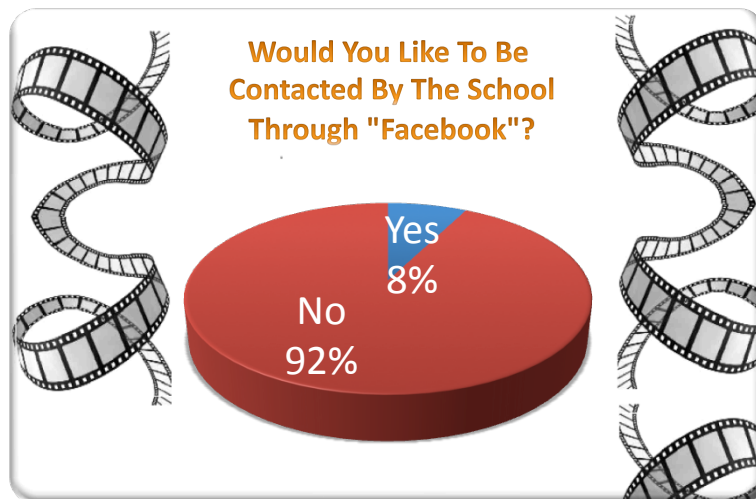
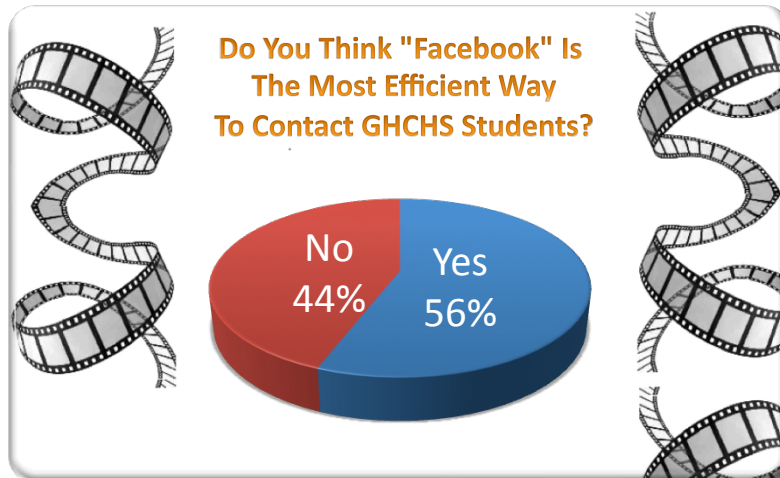
Most GHCHS students have a Facebook account, but only about one-third have a Twitter account.



Only one GHCHS student knew that GHCHS has a Twitter account, while a larger percentage (about one-third) of the senior population knew that the school has a Facebook account.



Virtually all GHCHS students would not consider following GHCHS's Twitter Group Page, while a larger percentage (yet less than a quarter) of the GHCHS student population would consider following the school's Facebook Group Page.



Most students think Facebook is the most efficient way to contact them, but almost all would not like to be contacted by the school through Facebook. It was unanimous that GHCHS students would not like to be contacted by the school through Twitter.

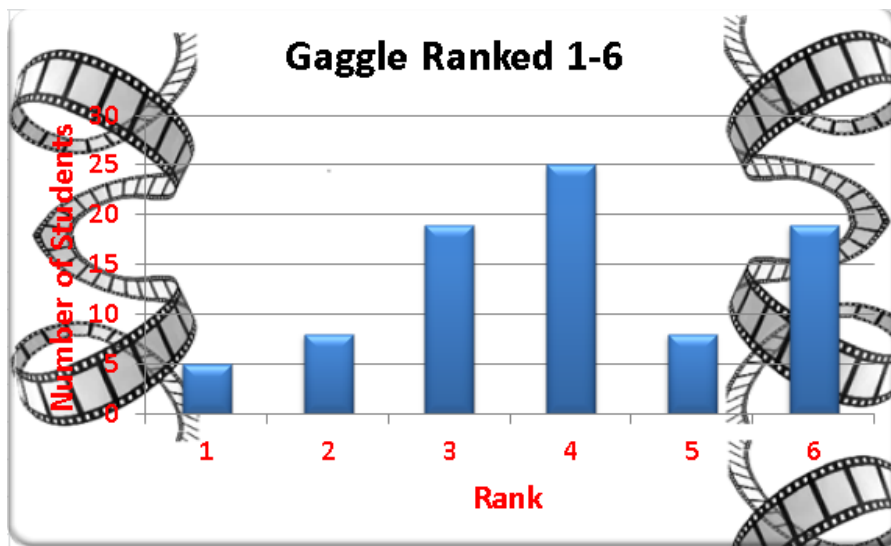
Miscellaneous

Facebook



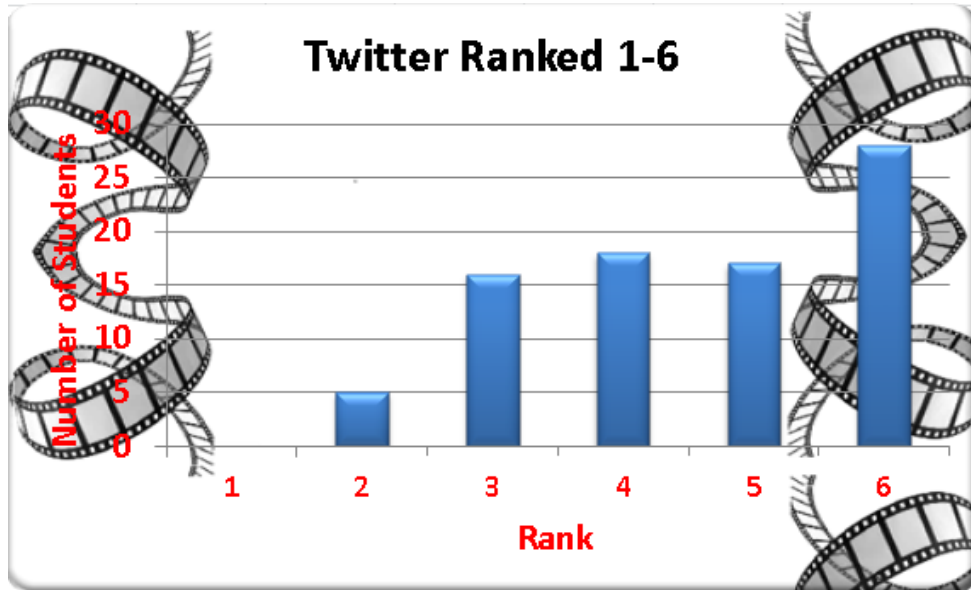
More students consider Facebook among the best form of student communication.

Gaggle



More students consider Gaggle among the worst form of student communication.

Twitter



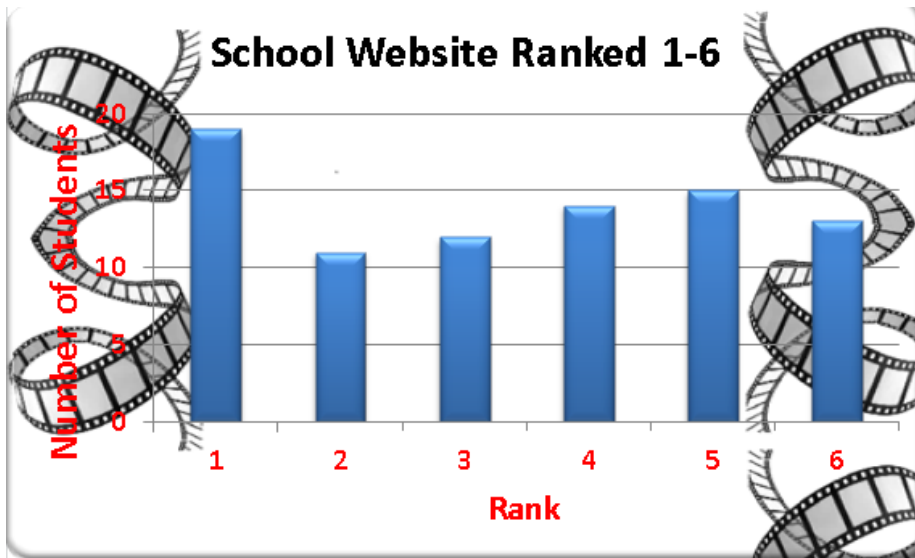
More students consider Twitter among the worst form of student communication.

Phone



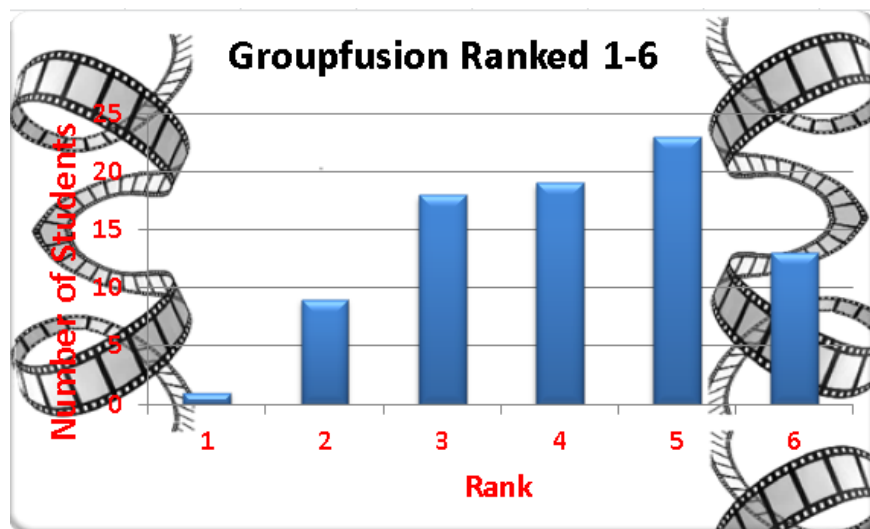
More students consider phone among the best form of student communication.

School Website



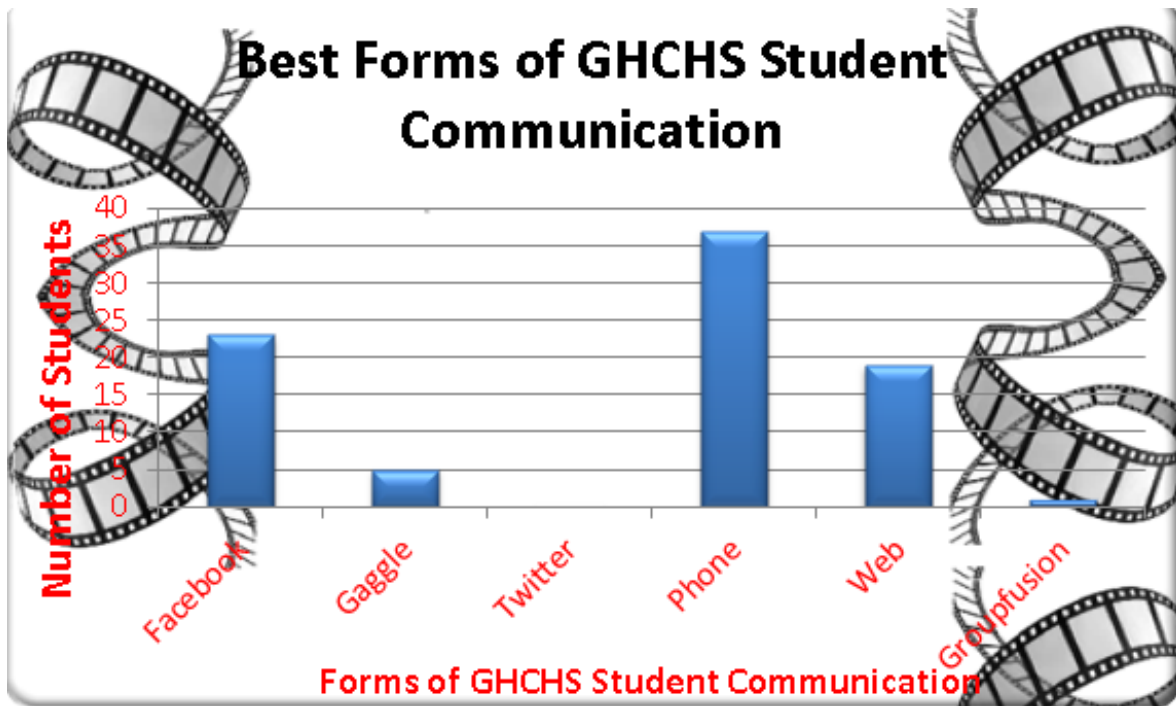
GHCHS students are evenly divided on whether the School Website is among the best or worst forms of student communication.

Group fusion

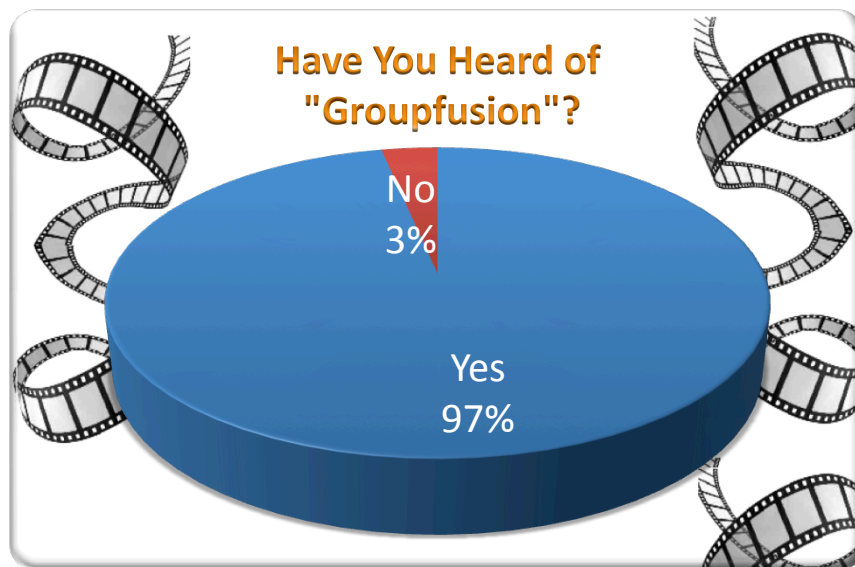


Most students consider Groupfusion among the worst form of student communication.

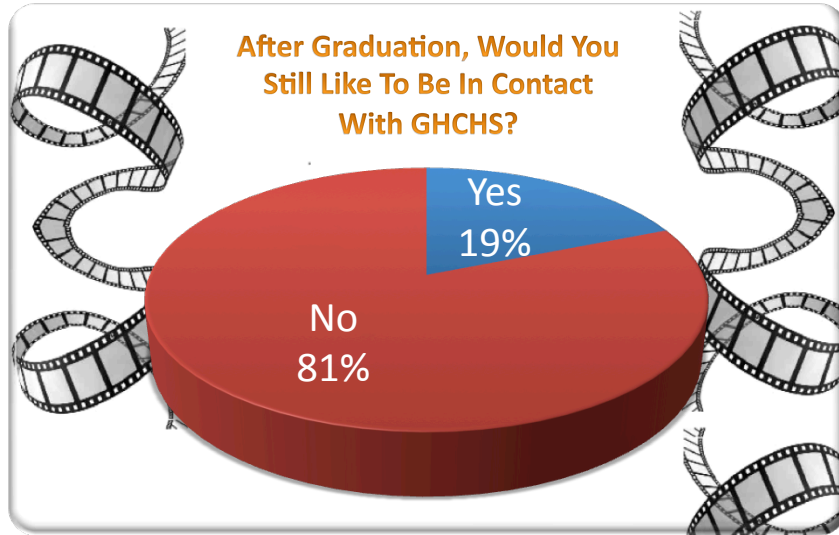
Best Method of Student Communication



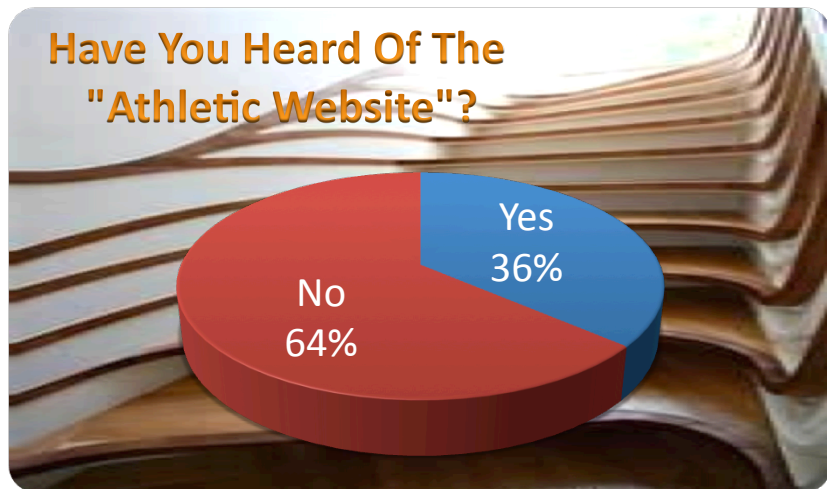
Most GHCHS students consider phone to be the best form of student communication.



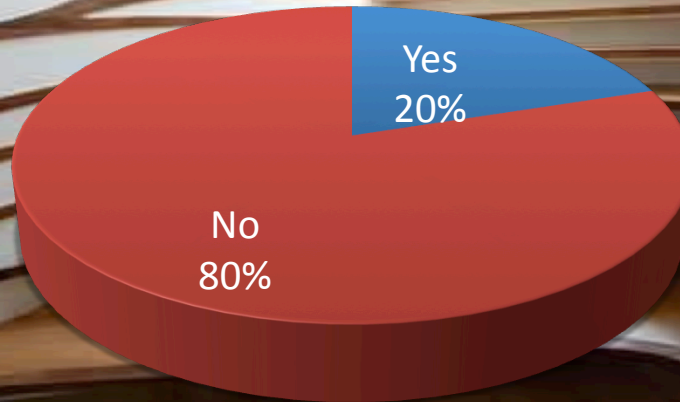
Virtually all GHCHS students have heard of Groupfusion.



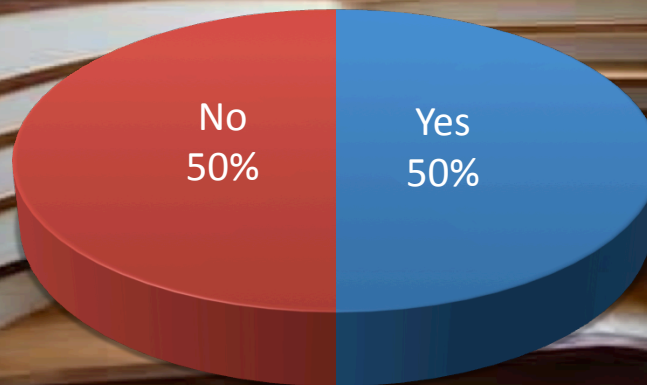
Most GHCHS students would not like to be in contact with GHCHS after graduation.



Do You Use the Athletic Website To Obtain Information?

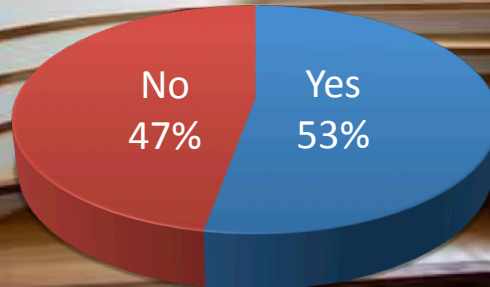


Do You Like How the Athletic Website Is Organized?



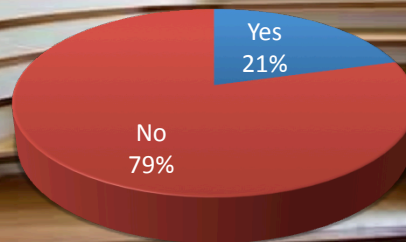
Most GHCHS students have not heard of the Athletic Website. Of those few students who have heard of it, most do not use it for a specific purpose such as obtaining information.

Would You Like GHCHS To Upload more Pictures To The Athletic Website?



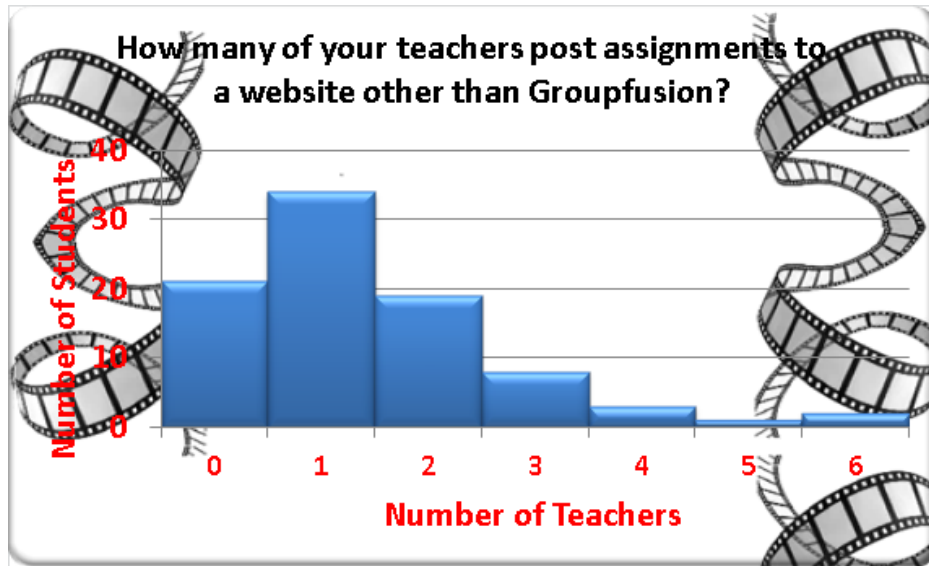
Roughly half of GHCHS students who have heard of the Athletic Website would like GHCHS to upload more pictures onto it.

Do You Participate On A GHCHS Team (Including Sports, Cheer, Or Dance)?

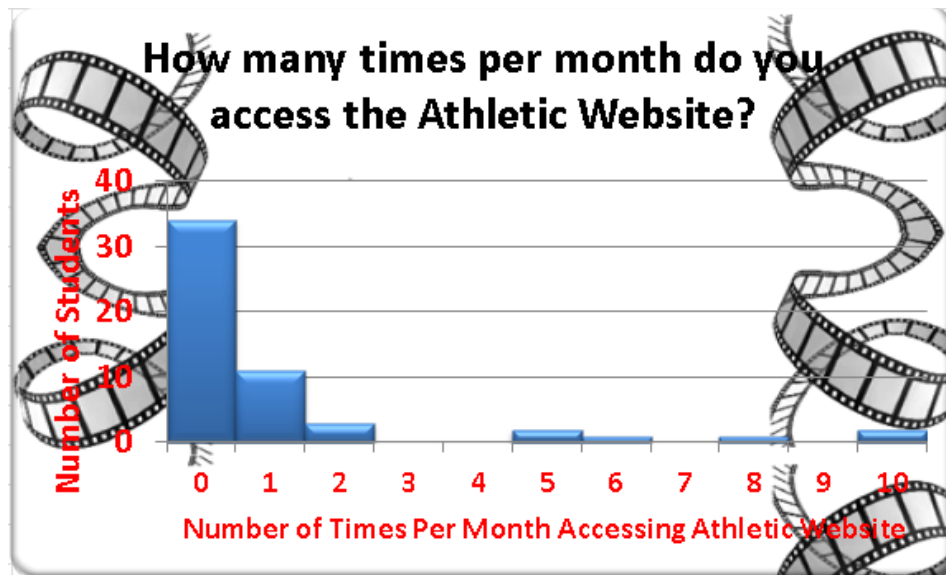


Most GHCHS students do not participate on a team. Thus, the large percentage of students who have not heard of the Athletic Website may be understandable.

Miscellaneous Quantitative Survey



Most GHCHS students have at least one teacher who posts assignments to a website other than Groupfusion.



Very few GHCHS students access the Athletic Website one or more times per month.

Conclusion

GAGGLE

GHCHS students are well aware of Gaggle and many use it for their schoolwork. However, many students do not check the school newsletter through Gaggle. Further research is required to determine the reason students do not use Gaggle for this purpose.

Students are evenly divided over their opinions of the organization of Gaggle. Student input along with format changes based on that input may lead to more positive attitudes toward Gaggle.

A little more than half of GHCHS students know that Gaggle has a chat feature, which has been added in the past year. How that affects student performance and attentiveness to work may be a quite interesting area for follow-up.

Most GHCHS students do not want to keep their Gaggle account post-graduation. If this is a viable option for the Activities Office, they may want to present benefits of having a Gaggle account for higher education.

HOME ACCESS CENTER

GHCHS students are well aware of Home Access Center (HAC) and many like its organization. About two-thirds of the parents of GHCHS students are familiar with HAC, with half of them tracking their child's progress at least a few times per month. Furthermore, most students prefer to receive their progress report by HAC.

SOCIAL NETWORKING SITES

Facebook is the most popular social media site for GHCHS students, with Twitter having very few GHCHS followers. Most students did not know that GHCHS has active pages on both Facebook and Twitter, but they would not like to join either page.

More than half of GHCHS students believe Facebook is the most efficient way to contact them, but most would not like to be contacted by the school through Facebook. It was unanimous that GHCHS students would not like to be contacted by the school through Twitter.

If the Activities Office is going to dip GHCHS even more into the social media age, Facebook would be the more viable option for the school communication with students and alumni.

Miscellaneous

GHCHS students ranked various forms of media used by the school for the purpose of student communication. Phone communication was ranked by the most students as the best. The Activities Office may want to expand phone communication to going to cell phones/text messages, although student input would be very beneficial to see how GHCHS students would respond to that option.

GHCHS students are well aware of Groupfusion. However, its usage may be going down as some teachers are posting assignments on their own websites.

Most GHCHS students have not heard of the Athletic Website, most likely due to the fact that most GHCHS students do not participate on a team. Those who have heard of the Athletic Website do not use it for any purpose besides looking at pictures.

Most students would not like to be in contact with GHCHS after graduation. While this may be an emotional statistic for staff members, addition and promotion of alumni events may increase the desire for remaining contact.