Listening to Students: Focus on Student Diversity
Project Summary and Process Taken

While diversity is a wonderful gift to college learning and campus life, it also poses a real challenge to all institutions in terms of full awareness of the specific life-circumstances and educational needs of students of different academic, cultural, and linguistic backgrounds; financial, family, and immigration status; and age, ability, gender identity, sexual orientation, and more.

[Listening to Students](#) is the sharing of different types of students' perspectives campuswide. It is work done in belief in the power of student voices, and for the purpose of helping to make higher education and our world a better place for all.

How This Project Works

This project is based on a very simple premise: One of the best ways to learn about the different types of students that you teach or work with is to just ask. Accordingly, students were invited to take a survey asking them to share their thoughts and feelings regarding their education.

The First Project Survey

About 800 student responses were returned at the community college where this project commenced and 1,600 student surveys were returned at the university where this project was undertaken a year or so later here at California State University, Sacramento. Students answered the questions with one word, one sentence, one paragraph, or full pages. They wrote about their trials and tribulations in, hopes and aspirations for, and opinions and beliefs about getting their education.

The students' responses were then categorized into sections that include:

> Students Who Are: New, Transfer, and Reentry Students
> Students at Different Class Levels: Freshmen, Sophomores, Juniors, and Seniors
> Students of Different Ages: Teens, Twenties, Thirties, Forties, Fifties
> Students with Physical Disabilities: Health, Vision, Hearing, Speech, and Mobility Limitations
> Students with Learning Challenges: Learning Disabilities and ADHD
> Students with Psychological Disabilities: Depression, Anxiety, Post-Traumatic Stress Disorder,
>   Obsessive-Compulsive Disorder, Bipolar Disorder, Schizophrenia, and More
> Minority Underrepresented Students: African American, Latino, Native American, and
>   Pacific Islander and Asian American Students
> Students of Different Cultures: Students from Around the World, Multilingual Students, and
>   Students of Different Cultural Backgrounds
> Students Who Are: Athletes, Parents, Veterans, LGBT, First Generation College Students,
>   Dreamer Students, Students of Varying Financial Means, and More

Each of these sections contains four parts:

> (1) The stated perspectives of that type of student (from the survey responses)
> (2) Information regarding that type of student group
> (3) Suggestions for faculty and staff to better work with or teach that type of student
> (4) A list of applicable campus programs and services for that student group

At both institutions, one section per week was shared with the campus:

> At the first institution where this work was done, the sections were emailed directly to all faculty and staff over one semester.

> At the second institution, the sections were posted one by one to the campus website for the project and announced each week in the online employee news Briefing over three semesters.

The Second Project Survey

More recently, another project survey was launched in 2020 to two types of student groups striving to achieve their higher education online in a global pandemic, with the digital divide and paramount need for universal design, and grave societal racial unrest: Students with disabilities and students of color. These surveys asked questions regarding the students' online education and then questions regarding the students' experience as a person with disabilities or a person of color, respectively, at this time in society and higher education.

Students wrote about their experiences with online learning and the pandemic so severely disrupting their education and their lives, as well as thoughts and experiences bias, ableism, or racism. This work was then put into two sections, one for each of the two students groups surveyed. Each section contains the perspectives of the students, followed by further information, and suggestions and resources for better serving these two student groups in online learning at this time. These two completed sections followed the process outlined in the pages to come, and may be found at the project website:

> Students with Disabilities at This Time in Online Learning
> Students of Color at This Time in Online Learning

This second project survey segment has the same focus on student diversity and format followed as the first project survey segment, and the process taken for this work will be described in the page to follow.

The Value of the Project

The more we know about the students we serve, the better we can do our jobs. Who best to tell us what they need in their education than the students themselves? *Student voices can reach us and teach us in ways unlike any other.*

The objectives of this work are to:

- *Enhance diversity awareness and equity on campus and in the classroom.*
- *Provide useful information and concrete suggestions for working with and teaching many different types of students.*
- *Increase knowledge of the campus resources applicable to different types of student groups.*
- *Inspire faculty and staff to appreciate all the more the students they serve and the value of the jobs they do in the fight for student success.*

To meet the unique needs of your students, you need to know their unique perspectives. What sets the project apart from more general resources on student diversity is that this type of work is meant to be campus-specific—tailored to the institution on which it is done. The perspectives of the students who attend the campus would be featured, the specific school's facts and figures relevant to each student group would be provided, and student resources available on that specific campus highlighted.

In addition to informational purposes, this work was further used in a number of ways on the campuses where the project was done: Faculty and staff training, institutional reports, campus webpages, committee work, reform efforts, and student course readings and assignments. The work would also prove helpful in Accreditation work, as well as the Guided Pathways movement occurring at many institutions of higher education. Students can tell you best what works and what doesn't in their educational journeys: Their perspectives can reaffirm and reinvigorate campus policies and practices that work, help to identify and improve those that don't, increase understanding and equity for the many different students we serve in the classroom and out on campus, and spark greater institutional dialogue and meaningful change for student success.

Last, but most certainly not least: *Student voices matter.* They have so much to say, and they deserve to be heard far more in higher education. **Listening to Students** gives students greater opportunity to be heard— and gives us greater opportunity to learn from them. It is work to honor students, illuminate their journeys in college life, help in the fight for their success in higher education, and let the power of student voices shine.

How to Bring the Project to Your Own Campus

Given that it has been done at both the two-year college and four-year university level, the project is entirely scalable to a variety of institutions across the country. The work may also be done in a variety of ways, in shorter or different formats, and by a range of campus employees.

For those wanting to bring the project to your institution, please see:

The Project—

The ***Listening to Students*** website for this work provides a way forward for other institutions to follow, in whole or in part, by offering what has been called a "blueprint for inspiration." There, you will see a way to gather student voices and share them campus-wide in a meaningful framework, and in this document next, you will see the specific steps taken to do so.

To follow, you will find:

The Process—

A description is given of the process taken for completing each of the four parts of the sections featuring a type of student group:

Part I: Student Perspectives (of a Type of Student Group)
Part II: Information Regarding that Type of Student Group
Part III: Suggestions for Faculty & Staff to Better Work with or Teach that Type of Student
Part IV: List of Applicable Campus Resources for that Student Group

This description is based on the different ways this project was done on two separate college campuses, with suggestions for doing the work in other ways also offered.

The Documents—

The survey and other forms used in this process are provided, which may be adapted to your own campus:

Appendix One:	Cover Letters for First Survey to All Students: Online and Paper
Appendix Two:	First Survey to All Students
Appendix Three:	Request for Colleagues' Assistance in Getting First Survey Out
Appendix Four:	Campus Resources List Format
Appendix Five:	Request for Colleagues' Feedback on Section Drafts
Appendix Six:	Email Out to Campus to Introduce the Project and Example of Weekly Email with New Section Attached
Appendix Seven:	Campus News Briefing to Introduce the Project and Weekly News Briefing Announcement of Each Section
Appendix Eight:	Email of Invitation to Take Second Survey for Students of Color and for Students with Disabilities
Appendix Nine:	Second Survey for Students of Color and Students with Disabilities

The Process: *Completion of the Project Sections*

Part I of Each Section: The Student Perspectives

How This Work Was Done:

Listening to Students begins with a survey to students, to be taken anonymously, that asks for the students to first provide some demographic information about themselves, and then to write about what it is like to be a student with that particular background by answering four open-ended questions about their perspective, experiences, likes, and dislikes regarding their education. (Please see Appendix One: Cover Letters for the Online and Paper Survey, and Appendix Two: First Survey to All Students. For the more recent work, please see Appendix Eight: Emails of Invitation to Take Second Survey for Students of Color and Students with Disabilities and Appendix Nine: Second Survey for Students of Color and Students with Disabilities.)

> The survey was disseminated in various ways, and typically in the last month of the semester, for best results. To ensure that the perspectives of specific demographic groups were obtained, an email with a link to the online survey was sent to those student groups (e.g., minority underrepresented students, student veterans) and/or sent to faculty and staff with key contact with those student groups in order to facilitate taking the online survey or to administer the "pen and paper" in-class version of the survey. The survey was also sent out more broadly to some faculty and staff to obtain a wide variety of student perspectives. (Please see Appendix Three: Request for Colleagues' Assistance in in Getting Survey Out.)

> All of the returned survey responses were then placed into one document, edited for any information explicitly identifying the student, as well as any specific reference to an individual or department on campus, when appropriate. The responses were then categorized into sections on different types of student groups (e.g., student parents, students with learning disabilities), based on the demographic information and/or stated responses to the survey questions given by the student.

> For each of these sections, the individual student responses were arranged as much as possible in a way that was: (1) *meaningful* (e.g., beginning the section on new students with comments about orientation or the first day and ending with comments about what the first semester was like as it neared the end, or the section on students of different ages presented in order from the perspectives of students in their late teens, twenties, thirties, forties, fifties) and (2) *inspirational* (e.g., balancing any more negative comments with positive ones on any one page of a section, and starting each section with some of the more typical types of student comments and building to a strong finish with the student perspectives that are especially powerful or inspirational).

Other Ways to Do the Work:

> With regard to surveying students: More or different questions might be asked in the survey (e.g., "What would you like your instructors or campus staff to know about what it is like for you to be a student here?" or "What was your best/worst class—and why?"). Alternative response gathering methods for some student groups might also prove helpful (e.g., recorders that transcribe for interviewing students with sight, hand, arm or other disabilities that might preclude their full survey responses otherwise). Adding a QR code to an online survey is helpful to increase student survey participation and ease of response.

> With regard to the types and number of different student group sections: The project website shows the specific student group sections completed for this work (also listed prior in this document), but other student categories might also be created (e.g., current/past foster care students, formerly incarcerated students, students with Autism, students with varying religious/spiritual beliefs). Alternatively, for some institutions a more narrow targeting of the survey to fewer types of student groups might be a good option (e.g., a more specific focus on the student groups that are the most at-risk, the least known, or the largest on their campus), rather than seeking the perspectives of a wide variety of student groups.

With regard to the number of student responses in any one section: The more student voices the better, but even a very few can be incredibly powerful! A smaller survey response rate can still be highly beneficial, as work done in this way has shown to be true.

Please note that just gathering and sharing the student perspectives (Part I described prior) can be transformative in and of itself, without completing any of the other sections described to follow (Part II, III, and IV). For those wishing to simply share the student voices, please proceed to the next page on "Dissemination of Each Section."

Part II of Each Section: Information about That Type of Student Group

How This Work Was Done:

> The campus facts and figures specific to the student group featured in each section were found in institutional fact books and other documents (e.g., population numbers, success rates).

> The more general information regarding the student group written for the sections was based on the writer's knowledge and/or research conducted on that type of student group.

Other Ways to Do the Work:

> Campus research departments might be asked to provide campus facts and figures regarding each of the student groups, in as easily understandable formats as possible.

> Campus individuals/groups most knowledgeable about a type of student group might be asked to write the general information portion.

Part III of Each Section: Suggestions for Teaching or Working with That Type of Student Group

How This Work Was Done:

> The suggestions for faculty and staff to better teach or work with that type of student group were formulated based on the writer's knowledge and experience and/or research conducted.

Other Ways to Do the Work:

> Campus individuals/groups most knowledgeable about a type of student group might be asked to provide suggestions.

> Alternatively, and with regard to both Parts II and III: Campus individuals/groups most knowledgeable about a type of student group might be asked to write the more general information on the type of student group (Part II) and/or suggestions for working with or teaching that student group (Part III), either as a longer-length discussion or shortened by asking those folks to share the top things they think faculty and staff most need to understand about a student group [e.g., "Key Things to Know and Do for This Student Group," "Top Three Suggestions to Help (Name of Student Group) Succeed in College"]. As you can see, Parts II and III may be combined, or only one or the other done.

Part IV of Each Section: Campus Resources Applicable to the Student Group

How This Work Was Done:

> A comprehensive list of campus resources formatted with easy-to-read categorization of student programs and services for different types of student groups and needs was put into place, making it then easy to draw from there the specific campus resources for each of the different types of student groups, as each section was completed. (Please see Appendix Four: Campus Resources List Format.)

Other Ways to Do the Work:

> Campus resources might simply be identified for each type of student group as each section is drafted, by the project leader(s) and/or the campus individuals/groups most knowledgeable about a type of student group.

Review of Drafts of Each Section – Strengthening the Sections

How This Work Was Done:

> For each section on a different type of student group, a fairly well-completed draft comprised of Parts II, III, and IV was sent to campus individuals/groups most knowledgeable about that type of student group to look over and provide as much input as they wanted and could share in the time they were given, in light of busy schedules. All of the feedback given was valuable, whether one point or multiple edits and perspectives, and incorporated into the sections to strengthen understanding of each student group. (Please see Appendix Five: Request for Colleagues' Feedback on Section Drafts.)

Other Ways to Do the Work:

> If campus individuals/groups most knowledgeable about a type of student group are taking responsibility for writing the informational parts of the section, then the type of review used (above) may not be necessary. Ideally, though, seeking feedback from more people (e.g., other faculty and staff, the students themselves) would strengthen the section all the more.

Dissemination of Each Section – The Sharing of the Sections

How This Work Was Done:

> At both institutions, one section per week was shared with the campus:

> At the first institution where this work was done, a section was emailed directly to all faculty and staff weekly over one semester, with the new section attached. (Please see Appendix Six: Email Out to Campus to Introduce the Project and Example of Weekly Email with New Section Attached.)

> At the second institution, the sections were posted one by one to the campus website for the project and announced each week in the online employee news briefing over three semesters. (Please see Appendix Seven: Campus News Briefing to Introduce the Project and Weekly News Briefing Announcement of Each Section.)

Other Ways to Do the Work:

> A combination of the two methods above may prove ideal: A direct send-out via email each week to all campus employees that announces the type of student group featured, with that weekly section attached to the email, and a link to a campus website given for the project provided, as well, where all of the other sections thus far shared may be found.

Considerations Before Beginning the Project

Institutions may need the project leader(s) to lay some groundwork in terms of introducing the project to key campus organizations or individuals prior to commencement of it. The first two pages of this document provide a short summary of the work and discussion of its use and value, and this may be helpful in sharing with others to lay that groundwork. The ***Listening to Students website*** shows the full work (all of the different sections), a Project Introduction, and an Invitation to Others Wanting to Do This Work.

Institutions may also have in place an Institutional Review Board process for research projects to receive approval prior to commencement of it.

Inspiration for Taking On This Project

If you want to better understand the diverse students you teach or work with, then hearing directly from the students is a wonderful way to learn more—and do more in the fight for greater student equity and success in higher education.

Listening to Students

Information about this Online Survey

Hi—

My name is Donna Knifong, and I teach here at California State University, Sacramento. You are being invited to participate in a study that I am conducting on what students think about, feel, need, and want from their college education.

The purpose of this study is to help faculty and staff learn more about the students they serve—you! Below you will find a link to a short survey asking for your perspective regarding your education here. The survey is to be taken anonymously; you will not be asked for your name so that you may feel free to share your thoughts. Survey responses will be shared with the educational community here. The better our understanding of students, the better our ability to teach and work with students on the campus. The survey responses may also be used at a later date.

Your participation is completely voluntary. All students are welcome to share their thoughts, but are never required to do so.

If you would like to take this survey, then please click on the link that follows and answer any of the questions that you would like:

(Link to Survey) webapps2.csus.edu/saseep/EOPEnrollVerification/listeningsurvey.asp

Completion of this survey implies your informed consent, meaning you were given information regarding the purpose and nature of this study (provided for you above). Any questions or comments about this study may be directed to me at the contact information provided below.

Thank you so much for any feedback that you may provide.

Sincerely,

Donna Knifong
Lecturer
Department of Communication Studies
California State University, Sacramento
6000 J Street
Sacramento, CA 95819
donna.knifong@csus.edu

Listening to Students

Information about this Survey

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The purpose of this study is to help faculty and staff learn more about the students they serve—you! Attached you will find a short survey asking for your perspective regarding your education here. The survey is to be taken anonymously; you will not be asked for your name so that you may feel free to share your thoughts. Survey responses will be shared with the educational community here. The better our understanding of students, the better our ability to teach and work with students on the campus. The survey responses may also be used at a later date.

Your participation is completely voluntary. All students are welcome to share their thoughts, but are never required to do so.

Please answer any of the questions on the attached survey that you would like and then return this form by placing it in the manila envelope of the faculty or staff member who administered the survey. Completion and return of this survey implies your informed consent, meaning you were given information regarding the purpose and nature of this study (provided above for you).

Thank you so much for any feedback that you may provide. Any questions or comments about this study may be directed to me at the contact information provided below.

Sincerely,

Donna Knifong
Lecturer
Department of Communication Studies
California State University, Sacramento
6000 J Street
Sacramento, CA 95819
donna.knifong@csus.edu

Listening to Students

Survey

We would like to know more about the many different types of students we have here on campus and what they think about, feel, need, and want from their college education.

Students can vary in so many ways, but here are just some of the key areas of difference:	We also have students on this campus who are:

<div style="display: flex;">

Students can vary in so many ways, but here
are just some of the key areas of difference:

Culture
Gender Identity
Age
Sexual/Romantic Orientation
Learning Challenges (dyslexia, AD/HD, etc.)
Psychological Challenges (depression, anxiety, etc.)
Physical Challenges (loss of hearing, sight, mobility,)
                    medical conditions, etc.)

We also have students on this
campus who are:

New to College
Returning to School
Veterans
Parents
International Students
Athletes
and SO MUCH MORE . . . .

</div>

We can learn so much from all of you.

Please look over the following questionnaire (front and back) and then complete any of the questions that you would like. You may answer with one word, one sentence, one paragraph, or more. Your personal perspective and honesty would be truly appreciated—and no names are ever required.

****

From the perspective of a student who is _____

> *(Please provide whatever demographic information about yourself you would like. It would be helpful to be as specific as you possibly can: if culture—what race or ethnicity, if age—give the years, if a challenge—what type, etc.)*

1. What is it like to be a student with that perspective stated above (for example, from that culture, of that age, with that challenge, a vet, etc.) here at Sacramento State?

2. From that perspective, what experience(s) at Sacramento State would you like to share?

3. What do you like about/has worked for you at Sacramento State?

4. What don't you like about/has not worked for you at Sacramento State?

Thank you for taking the time to share your thoughts—your feedback is sincerely valued.

Dear Colleagues,

I started a project called ***Listening to Students****,* and am writing to ask for assistance in getting out a quick survey to students.

One of the best ways to learn about the different types of students that you teach or work with is to just ask them. Accordingly, this survey asks four questions regarding what the students think and feel about their education at Sacramento State. The students may share their views freely because the survey would be taken anonymously. The purpose of this project is to help faculty and staff better understand the students they serve, and, therefore, the students' stated perspectives, as well as further information regarding different types of students, would ultimately be shared with the educational community here. This work is intended to inform and inspire those in higher education. It is a worthy goal, and one I hope to do justice to with your valued help.

If you are able to help to get this survey out to students, then please let me know by sending me an email telling me how many surveys you would need for your classes, and I will be sure to get those to your campus mailbox or office. Even doing so in one class would be of great help; even having one student complete a survey has proven tremendously valuable.

If, however, the final month of the semester is chaotic enough without adding one more thing to do, then I most certainly understand. Truly! But if you are able to get the survey out, then I would be deeply appreciative.

Sincerely,
Donna Knifong
Lecturer, Department of Communication Studies
donna.knifong@csus.edu

Sacramento State University Campus Resources for Students
2024-2025

Hello,

I am writing regarding a project that I am doing, called *Listening to Students,* where each week the perspectives of a certain type of student group (as taken from surveys) are posted to the campus website for faculty, staff, and students. I have provided the link below, if you would like to get more of an idea of what this project is about: *Listening to Students* Website https://www.csus.edu/student-affairs/retention-academic-success/spotlights/listening-to-students.html.

Specifically, I will be posting a section, called (Name of Student Group), in a month or so, and I thought you might be just the person (or group) to see if you would like to offer any feedback on the draft of this section (attached). I always like to offer the opportunity to the folks who know the students best.

If you would like to and have time to offer feedback, then please let me know in the next week or two. I welcome corrections, additions, further information, points, and thoughts, any and all. Some folks like to do so via email or telephone, while others may prefer to meet. I am happy to do whatever is most convenient for you.

The project is intended to inform and inspire all who work with students at Sac State, so it is a good opportunity to make more known the educational needs and experiences of this very special group of students on our campus. However, if the demands of the semester are too great, then I will most certainly understand.

Sincerely,

Donna Knifong
Lecturer, Department of Communication Studies
donna.knifong@csus.edu

Appendix Six:
Email Out to Campus to Introduce the Project
and
Example of Weekly Email with New Section Attached

Email Out to Campus to Introduce the Project:

Hello All,

We can learn so much about our students *from our students….*

This year, I will be sharing a project done over the past few years to collect our students' thoughts on their college experience via survey. Specifically, each week you will see the stated perspectives of different types of students grouped in terms of such things as enrollment status, age, cultural background, and so on.

In the attachments each week you will find:

1. Student Perspectives (and further information regarding that particular type of student group).
2. Project Summary (if you would like to know more).

I think that what you will find, over the weeks to come, is this: Some of the students say things that we most likely already know, but perhaps need reminding. Some offer perspectives that may help us to better appreciate and empathize with all that students experience in their education. And some voice perspectives that may be entirely new and powerfully illuminating, and these insights will benefit greatly our work with students.

We are a campus community serving students. The better our understanding of the many different types of students we have here, the better our ability to assist, support, and encourage them in their college education.

I call this work *Listening to Students* because I am hoping that we each truly listen and take to heart what they have chosen to share with us.

As we commence the new semester, it seemed appropriate to begin with the section "Listening to New Students" this week.

Sincerely yours,

Donna Knifong
Lecturer, Department of Communication Studies
donna.knifong@csus.edu

Older people are treated a little differently.
                              —No student specifics stated

It feels good to be young and in college.
                              —Younger Mexican male

The challenge is the difference in age I carry as a student. Trying to keep up with all the minds and changes of high schoolers.
                              —Older

I like all of my teachers and it has played out well so far even though I am so young here.
                              —Someone who has come here during their senior year in HS.

I feel that I can connect to a lot of the students because I am young. I can also connect to older students because I can understand how having a full time job, supporting a family, and going to school is a hard balance.
                              —A young married white male.

It is good at this age to be in college. It is just the right age.
                              —No student specifics stated

**They range in age from
fresh out of high school and can't even vote yet
to
older than you are, possibly, and with a lifetime of experience….**

This week the perspectives of students of different ages will be featured.

In the attachments you will find:

1. Student Perspectives (and information regarding that particular type of student group).
2. Project Overview (if you would like to know more).

I call this work *Listening to Students* because I am hoping that we each truly listen and take to heart what they have chosen to share with us.

Sincerely yours,

Donna Knifong
Lecturer
Department of Communication Studies
donna.knifong@csus.edu

Campus News Briefing to Introduce the Project
and
Weekly News Briefing Announcement of Each Section

Campus News Briefing to Introduce the Project:

Results of the *Listening to Students* Study available online
Student success as a top priority for the campus is about serving students and serving them well. To learn more about the needs of students from a variety of backgrounds and educational paths, the ***Listening to Students*** study was undertaken in Spring 2014. The study examined, over the course of three years, the educational experiences of Sacramento State students. To disseminate the study's key findings, a website has been created as a vehicle for sharing students' voices about their journeys so that valuable information reaches faculty and staff who work each day to serve the students.

Please visit the ***Listening to Students Website*** https://www.csus.edu/student-affairs/retention-academic-success/spotlights/listening-to-students.html to learn more about the study and to draw upon helpful resources to promote student success in your various spheres. Over the course of this year, sections on different types of students will be shared there. This week's section is "Listening to Freshmen" and can be found with further information at the site stated above.

Weekly News Briefing Announcement of Each Section:

Results of the *Listening to Students* Study available online
To learn more about the needs of students from a variety of backgrounds and educational paths, including this week's section, "Name of the Student Group," please visit the ***Listening to Students Website*** https://www.csus.edu/student-affairs/retention-academic-success/spotlights/listening-to-students.html.

Listening to Students of Color

Information about this Online Survey

Hi—

My name is Donna Knifong, and I teach here at California State University, Sacramento. You are being invited to participate in a study that I am conducting on what students of color think about, feel, need, and want from their college education at this unprecedented time in our society of global pandemic and racial unrest, and the huge shift to online learning.

The purpose of this study is to help faculty and staff learn more about the students they serve—you! Below you will find a link to a short survey asking for your perspective regarding your education here. The survey is to be taken anonymously; you will not be asked for your name so that you may feel free to share your thoughts. Survey responses will be shared with the educational community here. The better our understanding of students, the better our ability to teach and work with students effectively. The survey responses may also be used at a later date, to spread awareness and learning.

Your participation is completely voluntary. All students are welcome to share their thoughts, but are never required to do so.

If you would like to take this survey, then please go to
(Link to Survey)
and answer any of the survey questions that you would like.

Completion of this survey implies your informed consent, meaning you were given information regarding the purpose and nature of this study (provided for you above). Any questions or comments about this study may be directed to me at the contact information provided below.

This survey will close *(date).*

Thank you so much for any feedback that you may provide.

Sincerely,
Donna Knifong
Lecturer
Department of Communication Studies
California State University, Sacramento
6000 J Street
Sacramento, CA 95819
donna.knifong@csus.edu

Listening to Students with Disabilities

Information about this Online Survey

Hi—

My name is Donna Knifong, and I teach here at California State University, Sacramento. You are being invited to participate in a study that I am conducting on what students with disabilities think about, feel, need, and want from their college education at this unprecedented time right now in our society and with the huge shift to online learning.

The purpose of this study is to help faculty and staff learn more about the students they serve—you! Below you will find a link to a short survey asking for your perspective regarding your education here. The survey is to be taken anonymously; you will not be asked for your name so that you may feel free to share your thoughts. Survey responses will be shared with the educational community here. The better our understanding of students, the better our ability to teach and work with students effectively. The survey responses may also be used at a later date, to spread awareness and learning.

Your participation is completely voluntary. All students are welcome to share their thoughts, but are never required to do so.

If you would like to take this survey, then please go to: *(Link to Survey)* and answer any of the survey questions that you would like.

Completion of this survey implies your informed consent, meaning you were given information regarding the purpose and nature of this study (provided for you above). Any questions or comments about this study may be directed to me at the contact information provided below.

This survey will close *(date).*
Thank you so much for any feedback that you may provide.

Sincerely,
Donna Knifong
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Listening to Students of Color

Survey

Please look over the following questionnaire and then complete any of the questions that you would like. The survey is to be taken anonymously, so that you can feel free to share your thoughts. You may answer with one word, one sentence, one paragraph, or more.

We can learn so much from all of you. Our university has so much to learn and gain from all you might say! Thank you for taking the time to share your thoughts. Your feedback is sincerely valued.

From the perspective of a student who is: _____

Please provide here your race, ethnicity, or culture—and then any other demographic information about yourself you would like to share, such as your age, year in school, that you are a veteran or first generation college student, for example, or anything else.

*{Here was placed a box for student response to the above
and then the same for each of the questions below}*

1. What is it like for you right now, as a student of your race, ethnicity, or culture? Are there any experiences you would like to share?

2. What would you like faculty, staff, and students to know most about your race, culture, or ethnicity (e.g., Latinx culture, the Black community, your Native American tribe or heritage, being Pacific Islander or Hmong)?

3. Please describe any instance of ignorance, stereotyping, bias, or prejudice that you have experienced in your higher education.

4. What do you like about/is working for you in online learning at this time?

5. What don't you like about/has not worked for you/you are struggling with in online learning at this time?

6. What can Sacramento State University do better for you?

Listening to Students with Disabilities

Survey

Please look over the following questionnaire and then complete any of the questions that you would like. The survey is to be taken anonymously, so that you can feel free to share your thoughts. You may answer with one word, one sentence, one paragraph, or more.

We can learn so much from all of you. Our university has so much to learn and gain from all you might say! Thank you for taking the time to share your thoughts. Your feedback is sincerely valued.

First, please state here the type of disability or disabilities you have and any other demographics about yourself you would like to share, such as your age, race or culture, year in school, that you are a veteran or first generation college student, for example, or anything else.

{Here was placed a box for student response to the above and then the same for each of the questions below}

Then, please answer any or all of the following questions:

1. What is it like for you right now, as a student with your disability or disabilities? Are there any experiences you would like to share?

2. What would you like faculty, staff, and students to know most about your disability or disabilities?

3. Please describe any instance of ignorance, stereotyping, bias, or prejudice that you have experienced in your higher education.

4. What do you like about/is working for you in online learning at this time?

5. What don't you like/has not worked for you/you are struggling with in online learning at this time?

6. What can Sacramento State University do better for you?