



Quick Polls Library & Handbook

Guidelines to Crafting an Impactful Quick Poll Strategy



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Quick Poll Overview

What are Quick Polls? How Can I Best Leverage Polls?

Quick Polls Defined

Quick Polls are questions sent to get a real time gut-check during pivotal moments throughout the year. Students' responses are available to staff users of Navigate as advanced search filters and flags on the student profile within the "path" tab.

Quick Polls Shed Light on Immediate, Self-Reported Data

Quick polls allow institutions to collect data and hear from students more broadly, swiftly and concisely throughout the year.

Quick poll answers are dynamic, moment-in-time responses that we hear directly from students in the moments that matter most. Institutions use quick poll responses on their own or in combination with other factors to create strategic outreach plans.

Information collected in intake and other surveys or tracked in student information systems is not necessarily acknowledged by students themselves and are standing reference points that staff can leverage throughout the year.

Recommended Quick Polls

You will find a library of recommended quick poll questions and a few examples of sample scripting on the next pages. The quick polls have been divided into the following topic areas:

Please note that requests to run a quick poll must be sent to your consultant at least 2 weeks before the start of the poll date.

- Supporting Academic Concerns
- Supporting Academic Planning and Registration
- Supporting Engagement and Belonging
- Supporting Concerns Across Offices on Campuses

Use the icons below for the following question/concern types:



Start of Year



End of Year



Graduation









Pivotal Moments



Quick Poll Question Guide



QP Question	Intervention Purpose
It's been a couple weeks...how are classes going so far?	Provide resources for students that feel overwhelmed or concerned about upcoming exams. Inform students about ability to drop/withdraw from classes. 
Midterms season is finally over! How do you think you did?	Provide resources for students that are not performing up to institutional or personal academic standard. 
Are you repeating any courses this semester? If yes, how are you feeling about your performance in that class?	Provide proactive support to students taking critical courses or that are on academic warning/probation.
Congratulations, you're done with exams! How do you think that went?	Reach out to students who are worried that they may have failed a course, need to repeat a course, or have another concern that they need help with before the close of the semester. 
How many hours/week are you studying for your classes?	Reach out to students that are not studying adequately at the beginning of the semester and meet with students who may be spending too much time on their classwork.
Classes are officially in session! Have you been able to attend all your classes so far?	Flag students having a difficult time getting to class, feeling overwhelmed, or overcoming external barriers preventing them from attending class regularly. 
Exams are around the corner. How are you feeling?	Provide resources to students feeling overwhelmed with studying or general stress management.
Final grades are in! How are you feeling?	Notify students to check their grades. Reach out to students that are concerned about their performance. Potentially flag high flyer students that are feeling disengaged. 
How do you feel about this term's schedule?	Prompt students that are unhappy with their schedules to add/drop courses before the deadline. 

Sample Scripting

It's been a couple weeks...how are classes going so far?






- Really well- no complaints!
- I'm having a tough time making it to all my classes.
- I'd like to get some help from tutoring.
- I am considering dropping one or more classes.
- I'm feeling overwhelmed.

Exams are around the corner. How are you feeling?

- Great so far!
- A bit stressed, but I think I have a handle on things.
- I'm feeling overwhelmed. I'm not sure where to start.
- Okay, but having a tutor would help
- I think I need to improve my [writing/math] skills.

How many hours/week do you spend studying for class?

- 0-5 hours
- 6-10 hours
- 11-15 hours
- 16-20 hours
- 21+ hours

QP Question	Intervention Purpose
Have you talked to an advisor about your degree plan? Do you feel good about next steps to stay on track?	Ensure that students are on track and regularly discussing progress with advisor.
How many credits do you plan on taking next term?	Reach out to students considering part-time status, and discuss financial and academic consequences 
Have you registered for classes? If no, what's stopping you?	Identify students that need immediate help with course scheduling or making decisions about returning for the next term. 
Do you feel confident about graduating in your major of choice?	Identify and facilitate change of major earlier. 
Do you feel confident that you will graduate on time?	Discuss students' progress and course load. Reach out to help students map out degree plan. 
How are you feeling about your declared major?	Identify and reach out to students that may want to switch majors earlier, thereby preventing a delay in graduation or transfer risk.
Are you planning on applying for [selective major]? If yes, do you need help applying?	Help students preemptively plan coursework for selective majors. Meet with students that do not meet major requirements sooner to keep them on track and find alternative options.
Have you declared a major? If yes, are you considering changing majors? If no, what's stopping you?	Identify and provide preventative support to students that have yet declared a major or interested in changing their major to ensure that they do not fall astray.
Have you applied for graduation?	Reach out to students with sufficient credits to graduate in order to surface student concerns earlier. 

Sample Scripting

(1) Have your registered for classes? (2) If no, what's stopping you?

- I don't know which classes to take.
- I am concerned about paying for my next term.
- I am feeling overwhelmed or stressed.
- I just haven't gotten to it yet.
- I may not return for the next term.
- Other





How are you feeling about the major that you have declared?

- Really great
- Okay, but I need to figure out which classes I need to take
- I am considering switching majors.
- I'm struggling with my classes for this major.

How many credits do you plan on taking next term?

- I am aiming for 15.
- Between 12-15 credits
- Between 9-12 credits
- Less than 9 credits
- I'm not sure that I will be here next term.

Sample Scripting

QP Question	Intervention Purpose
Now that it's been a few weeks, how is your semester is going?	Reach out to students about specific issues early in the semester to prevent dropping out, low engagement, or poor performance. 
Classes start soon! What's on your mind?	Address concerns weighing students down outside of the classroom- finances, personal struggles 
Which of these would you say is your top priority this semester?	Point students towards resources to achieve their social, career, or academic goals. 
How many campus events have you attended so far?	Reach out to students who have attended 5 or less campus events by the end of the term or 3 or less events by midterms. 
How many of the following offices have you met with at least once?	Ensure that students are engaging with support resources and extracurricular opportunities earlier, particularly those students who are showing signs of struggling in their coursework.
Do you feel involved in campus life? What activities or organizations would you like to learn more about?	Catch students early on who are experiencing personal issues or need additional help in finding their place on campus.
Is there an office listed below that you'd like to reach out to you?	Provide students with an avenue to indicate interest in reaching out to an office that they may otherwise be hesitant to contact or have not had time to visit.
How are you feeling about your current housing situation?	Surface issues of housing insecurity, discomfort, or roommate issues with students, particularly if they are in campus dorms.

Now that it's been a few weeks, how is your semester is going?

- Great so far- no complaints!
- I'm dealing with some personal issues that have been tough.
- I'm struggling with classes right now.
- I'm having a difficult time financially.
- Other

Is there an office that you'd like to hear from listed below?

- Financial Aid Office
- Counseling Center
- Multicultural Center
- Career Center
- Tutoring Center

Which of these would you say is your top priority this semester? You can select more than one.

- Getting more involved with student organizations on campus
- Landing an internship/job
- Keeping up with my grades
- Figuring out my major/career options
- Getting more involved in the community



QP Question	Intervention Purpose
Do you have any concerns about paying for next term's tuition?	Surface student concerns about tuition ahead of registration and tuition payment deadlines. Refer to financial aid office. 
Have you completed the FAFSA? If not, how can we help?	Send referral to financial aid office to support students who may need hands-on support to complete FAFSA. 
How are you feeling about finding a job post-graduation?	Meet with students that feel overwhelmed/have not started their search. 
How many hours do you dedicate to a part-time job per week?	Reach out to students that are working >10 hours with tips for success. Meet with students working >20 hours to provide support.
Are you concerned about academic/athletic eligibility?	Talk to students who may be at risk of losing eligibility for special benefits based on academic performance or other issues.
Have you met with [support office] at least once? How many times have you visited support [office]?	Direct students to resources that they should use more often, or towards specific resources that they should use more often moving forward.
How many internships, jobs, or research positions have you had while at [institution]?	Identify opportunities for underclassmen earlier and nudge upperclassmen students to meet with the career office in order to build some work experience before graduating.
Summer is almost here! Have you found an internship/opportunity yet?	Help students who are looking to make extra money or get work experience under their belt find on and on campus opportunities.
Do you have plans for summer/ break?	Remind students to leverage breaks as time to study abroad, take classes, volunteer, or work.
During this past year, did you ever experience not knowing where to sleep/where you could get your next meal?	Reach out to students that may be experiencing homelessness or food insecurity to provide special assistance.

Sample Scripting

Have you completed the FAFSA? If not, how can we help?

- I don't plan on doing the FAFSA this year.
- I am still collecting the paperwork that I will need.
- I haven't had time.
- I don't understand all the questions.
- I don't feel comfortable sharing more information.

How many times have you had a tutoring appointment this year?

- Never, I don't think I need tutoring
- Never, I keep meaning to drop by
- A couple times when I needed help
- I'm there all the time!

How are you feeling about finding a job post-graduation?

- Overwhelmed- I don't know where to start
- I haven't started applying for positions, but I plan to start soon.
- I've started applying to some jobs already
- I have one or more offers, but I'm not interested in accepting
- I have at least one offer that I am considering accepting!



Quick Poll Question: **[INSERT QUESTION HERE]**

Quick Poll Timing: **[INSERT TIMING FOR QUICK POLL HERE]**

Poll Response	Intervention	Planned Outreach	Point Person	Date



EAB

Creating An Action Plan To Quantify Impact of Your Intervention

When you are considering which quick polls to send out to students, think about the issue area that you are hoping to tackle.

Once you've determined the issue area, work backwards to create a question with responses that will allow support staff on campus to follow up, intervene, and track the impact of the intervention(s).

Issue Area:

Students that are not satisfied with their major at the end of their first year are less likely persist to the next semester. These student stop-outs contribute to a significant drop in persistence across the board.

Quick Poll Question & Audience

How are you feeling about the major that you have declared? Send to first year students.

Timeline:

Poll is published during middle of the term. All interventions (campaigns) begin within one week after polls close. Interventions should close within a month after polls close.

Response Choices:

- Okay, but I need to figure out which classes to take
 - **Intervention:** Advising campaign to walk through course planning and degree audit with these students; results to be documented with radio button question in advising summary report.
- I am considering switching majors
 - **Intervention:** Advising campaign to talk about major options. Results of appointment are documented in "Next Steps" free form text box in Advising Summary Report.
- I'm struggling with my classes for this major
 - **Intervention:** Advising campaign to talk about why student is having trouble in courses. Advisor issues an alert to appropriate office- counseling, tutoring, etc as needed.

Quantifying Impact

Use the "Reporting" functionality in Navigate to determine how many students that flagged being concerned about their major had an advising appointment within xx weeks after poll closed.

Send a message to students with question about major satisfaction towards end of semester. Based on student responses, determine effectiveness of intervention. Track the persistence of these students and overall persistence of first year students compared to historic first-second year retention rates. Use these metrics to quantify overall success of these efforts.