



# **BJA Parent Satisfaction COVID-19 Response**

## **Research Report**

**June 2020**

Research Team: Joy Boudreau, Jennifer Donovan

Prepared by BJU Press Research & Analysis  
© 2020 BJU Press  
This material is for BJU Press internal use only.

Q:\\PressMKTGResearch\\01 RESEARCH\\05 Other BJU groups\\2020 BJA\\parent survey\\report

# Contents

Background Information .....	5
Research Findings.....	7
Recommendations.....	13
Appendix A: Questionnaire Charts .....	15
Questionnaire Charts .....	17
1. In which of the following grade level(s) did you have at least one student enrolled .....	17
2. Rate the overall clarity of official communication from BJA administration. ....	17
3. What is your opinion regarding the overall amount of official communication from BJA administration? .....	18
4. If you needed to communicate with an ES teacher, how available was the teacher? .....	18
5. Rate the overall clarity of communication coming from the elementary teacher(s).....	19
6. What is your opinion regarding the amount of communication coming from the ES teacher(s)?.....	19
7. Please rate the difficulty level of working with the SeeSaw platform .....	20
8. Please rate the clarity of instructions about class expectations .....	20
9. What was your overall opinion regarding ES class expectations / requirements? .....	21
10. What is your opinion regarding virtual social opportunities for students provided by BJA? .....	21
12. If you needed to communicate with a MS teacher, how available was the teacher?.....	22
13. Rate the overall clarity of communication coming from the middle school teachers.....	22
14. What is your opinion regarding the amount of communication coming from the MS teachers?.....	23
15. Please rate the difficulty level of working with the Google Classroom platform.....	23
16. Please rate the clarity of instructions about class expectations .....	24
17. What was your overall opinion regarding MS class expectations / requirements? .....	24
18. What is your opinion regarding MS virtual social opportunities for students provided by BJA?.....	25
20. If you needed to communicate with a HS teacher, how available was the teacher? .....	25
21. Rate the overall clarity of communication coming from the high school teachers.....	26
22. What is your opinion regarding the overall amount of communication coming from the HS teachers?.....	26
23. Please rate the difficulty level of working with the Google Classroom platform (HS level).....	27
24. Please rate the clarity of instructions about HS class expectations.....	27
25. What was your overall opinion regarding HS class expectations / requirements? .....	28
26. What is your opinion regarding HS virtual social opportunities for students provided by BJA?.....	28
30–32. How likely are you to recommend BJA to your friends or family? .....	29
33. At this point, do you plan that your elementary level student(s) will return to BJA in the fall?.....	30
34. At this point, do you plan that your middle school level student(s) will return to BJA in the fall? .....	31
35. At this point, do you plan that your non-graduating high school level student(s) will return to BJA?.....	31
Appendix B: Verbatim Responses .....	33



# Background Information

## Purpose

Given the current social environment brought on by COVID-19, BJA Administration requested that BJU Press Research & Analysis collect parent feedback and concerns regarding a return to the classroom in fall 2020. Specifically, BJA Administration requested feedback regarding the following.

- What percentage of students may not return to the Academy due to concerns or financial difficulties brought on by COVID-19?
- What concerns do parents have regarding the health and safety of students in the classroom?
- Are there any changes parents would like to see in the future based on the recent online schooling experience?

## Methodology

- In May 2020, Research & Analysis supplied an open link for dissemination via email by Bob Jones Academy. Approximately 650 families were invited to take the survey.
- 341 respondents<sup>1</sup>
- 52.4% response rate based on total respondents

Research & Analysis is 95% confident that this research can be applied to a greater population of BJA families with a 3.7% margin of error.

The following report is based on responses gathered May 27 through June 1, 2020.

Note: Throughout this report, BJA refers to Bob Jones Academy; “ES” refers to grades K3–5; “MS” refers to grades 6–8; and “HS” refers to grades 9–12. Items in grey refer to the entire group of respondents with no filters.

---

<sup>1</sup> While the assumption is that 341 respondents represents 341 families, the possibility exists of more than one person per family answering the questionnaire.

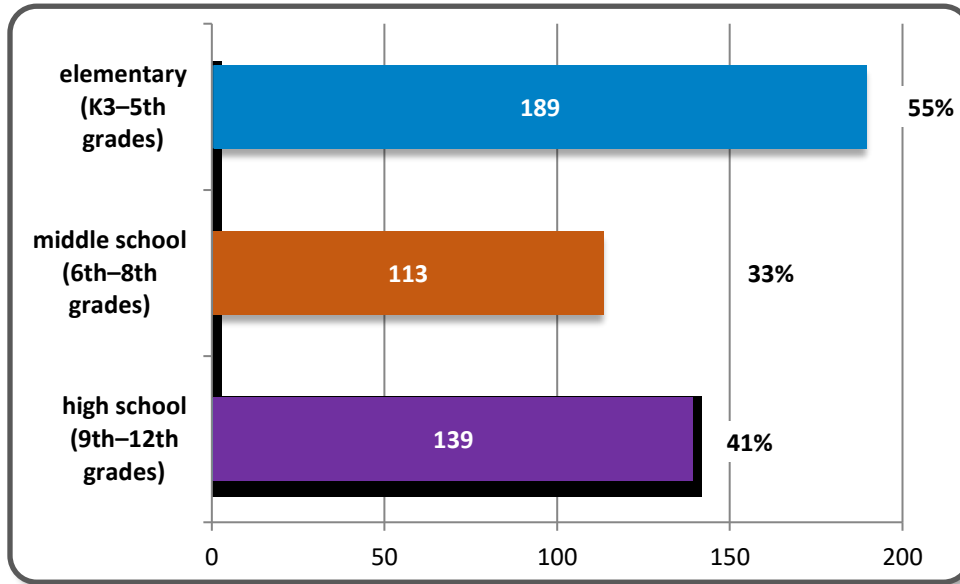


# Research Findings

This survey was largely a response to the recent online learning experience made necessary by restrictions put in place due to COVID-19. Therefore, respondents answered questions within the context of the accommodations made to provide online learning. While some questions focused on what BJA did well or could have done differently, other questions focused on whether any changes should be made for the future.

## Demographics (Q1)

When taking the survey, respondents were directed to indicate in which grade level(s) they had at least one student enrolled during the 2019–2020 school year.



341 respondents

## Communication from the administration (Q2–3)

On a scale of 1–5 (1 = “unclear”; 5 = “very clear”), respondents overall indicated that communication coming from the administration was clear (mean score of 4.52) and a “just right amount” (88%).

## Elementary level (Q4–11)

### Communication

Overall, **ES** respondents indicated that they were able to contact teachers as needed (89% indicated that teachers were “completely available”) and that communication coming from **ES** teachers was very clear (74%). Additionally, 90% **ES** respondents indicated that the overall amount of communication from **ES** teachers was “just right.” Respondents also wrote that the teachers did a great job communicating (18x).

### SeeSaw

Respondents were asked to use a 1 to 5 scale (“1” = “very difficult”; “5” = “very easy”) to indicate how difficult or easy they felt it was to use the SeeSaw app for classwork. While **ES** respondents indicated that **SeeSaw was easy to use** (mean score of 4.14), several parents described some issues they experienced with the platform (13x).

- ~ difficulty uploading documents
- ~ difficulty finding the correct videos due to cluttered feed

### Class Expectations

Using a similar scale (“1” = “very confusing”; “5” = “very clear”), **ES** respondents gave an overall score of 4.24 for instructions given regarding class expectations.

When asked regarding the difficulty level of class expectations, a majority indicated that the work required of students was “**just right**” (69%). However, nearly a quarter of the respondents indicated that the requirements were “somewhat” or “much too hard” (22%).

Parents mentioned three specific challenges.

- ~ Working at home while facilitating online classes (10x)
- ~ Completing all the worksheets, projects, and homework (9x)
- ~ Keeping up with related arts (6x)

### Virtual Social Opportunities

Overall, **ES** respondents indicated that either an “adequate” number of virtual social opportunities were offered (57%) or that “more would have been better” (31%). Comments left by **ES** respondents gave indicated that Zoom was great (13x), but that there were not enough (14x). Additionally, five respondents explained that they did not like the use of Facebook<sup>2</sup> and three respondents expressed that they would like to have seen at least periodic class instruction done via Zoom.

### Keep or strengthen

Overall, more respondents seemed interested in having school “return to normal” than incorporating significant social distancing measures or converting to online learning. However, the following suggestions were given.

- ~ Improve parent/teacher communication (11x)
- ~ Improve technology integration (6x)
- ~ Students will need heavy review in the fall (5x)

How can  
BJA elementary  
school improve?

---

<sup>2</sup> Two respondents specifically noted that the use of social media in general was negative.



## Middle school level (Q12–19)

### Communication

Overall, **MS** respondents indicated that they were able to contact teachers as needed and that the communication to both student and parent was overall “clear.”

- ~ **83%** indicated that teachers were “somewhat” or “completely available”
- ~ On a scale of 1 to 5 with “5” being “very clear,” an overall score of **4.34** was given to communications between **teacher and student**
- ~ On a scale of 1 to 5 with “5” being “very clear,” an overall score of **4.09** was given to communications between **teacher and parent**

**MS** respondents overall indicated that the amount of communication between **teacher and student** was an appropriate amount (**87%**), but one third **MS** (**33%**) respondents indicated that there could have been more communication between **teacher and parent**.

Overall, respondents indicated that the quality of communication depended on the individual teacher. However, **nine** respondents indicated that the communication between teacher and parent could have been better.

### Google Classroom (MS)

Respondents were asked to use a 1 to 5 scale (“1” = “very difficult”; “5” = “very easy”) to indicate how difficult or easy they felt it was to use Google Classroom. **MS** respondents indicated that Google Classroom was somewhat easy to use (mean score of **3.79**).

Using a similar scale (“1” = “very confusing”; “5” = “very clear”), **MS** respondents gave an overall score of **3.81** to instructions given regarding class expectations.

### Class expectations (MS)

When asked regarding the difficulty level of class expectations, a majority indicated class **expectations and requirements were “just right”** (**61%**). However, nearly a third of the respondents indicated the requirements were “somewhat” or “much too hard” (**30%**).

In comments, respondents indicated that whether or not work load was manageable depended on the teacher (**6x**). Specifically, respondents gave feedback regarding the following.

- ~ Middle school students do not have enough self-motivation to successfully complete online schooling (**4x**)
- ~ 6<sup>th</sup> grade was too hard (**4x**)


Additionally **two** respondents specifically indicated that student grades dropped.

### Virtual social opportunities

Close to one third of **MS** respondents were not aware that there had been virtual social opportunities (**29%**). Of the **59 MS** respondents who were both aware of virtual social opportunities and also had students who participated in the opportunity, **59%** indicated that the virtual opportunities were adequate, while **37%** indicated that more would have been better.

### Keep or Strengthen

Overall, **MS** respondents indicated that they prefer for school to either have “no changes” or to return back to normal (**10x**). **Six** respondents gave support for a greater incorporation of technology within “normal school.”



How can  
**BJA middle  
school improve?**

## High school level (Q20–27)

### Communication

Overall, **HS** respondents indicated that they were able to contact teachers as needed and that the communication to both student and parent was “clear.”

- ~ 74% indicated that teachers were “somewhat” or “completely available”
- ~ 25% indicated that they did not need to communicate with a teacher regarding a specific matter
- ~ On a scale of 1 to 5 with “5” being “very clear,” an overall score of 4.36 was given to communications between **teacher and student**
- ~ On a scale of 1 to 5 with “5” being “very clear,” an overall score of 4.13 was given to communications between **teacher and parent**

A majority of **HS** respondents indicated that there was an appropriate amount of communication between both **teacher and student** (87%) and **teacher and parent** (72%). However, nearly one third **HS** (27%) respondents indicated that there could have been more communication between **teacher and parent**. Respondents did comment that the quality and quantity of communication varied according to teacher (8x).

### Google Classroom (HS)

Respondents were asked to use a 1 to 5 scale (“1” = “very difficult”; “5” = “very easy”) to indicate how difficult or easy they felt it was to use Google Classroom. **HS** respondents indicated that Google Classroom was easy to use (mean score of 4.12.)

### Class expectations (HS)

Using a similar scale (“1” = “very confusing”; “5” = “very clear”), **HS** respondents gave instructions given regarding class expectations an overall score of 4.06.

When asked regarding the difficulty level of class expectations, greater than half indicated class **expectations and requirements were “just right”** (67%). The remaining respondents were fairly equally divided between those who indicated the requirements were too hard and those who indicated requirements were too easy.

### Virtual social opportunities

Of the 72 **HS** respondents who were both aware of virtual social opportunities and also had students who participated in the opportunity, 69% indicated that the virtual opportunities were adequate, while 29% indicated that more would have been better.

### Keep or Strengthen

Overall, **HS** respondents indicated that they prefer for school to either have “no changes” or that in-class instruction is better than online instruction (15x). Five respondents gave support for an overall lesser amount of required assignments/homework.

How can  
BJA high school  
improve?

### Returning to BJA?

In May 2020, USA Today reported that 30% of parents are “very likely” to “pursue at-home learning options instead of sending back their children this fall.”<sup>3</sup> On the other hand, this survey found that only 2–3% of respondents on all levels are planning to not reenroll their student(s) in the fall.<sup>4</sup>

Realizing that events scheduled for the last part of the school year were either canceled or greatly modified, respondents were asked if BJA should maintain any of the adjustments when such adjustments would no longer be necessary.

- ~ 45 respondents specified that they would like to have no changes or have things back to normal.
- ~ 12 respondents mentioned that graduation was done well.
- ~ An additional 26 respondents specifically highlighted aspects of graduation that they would like to see done differently. Most notably mentioned was future inclusion of parents in the ceremony (9x), loosening the overall ceremony formality (10x), and maintaining a graduation parade (5x).
- ~ 14 respondents indicated that they do not wish masks to be required and/or do not wish to incorporate social distancing.

Respondents were given opportunity to comment regarding their indicated choice on reenrolling students in the fall or not. Fifteen respondents indicated that they would not reenroll their children if BJA moves to online learning, hybrid learning, or does not return to school “as normal.”<sup>5</sup>

### Concerns<sup>6</sup>

Respondents were given open text boxes labeled 1<sup>st</sup> concern—5<sup>th</sup> concern and asked to indicate their top concerns regarding school in the fall.<sup>7</sup>

#### First concern

Many respondents indicated either that they would like for school in the fall to be completely or mostly normal (at least 91x), and/or gave suggestions that overall indicated a desire for students to return with some limited precautions, including the following.

- ~ Do not require masks (at least 18x)
- ~ Carefully follow the standard (or enhanced) sick policies (13x)
- ~ Emphasize personal hygiene/use of hand sanitizer (10x)
- ~ Implement enhanced cleaning policies (10x)
- ~ Do not overdo the protections and safety rules (10x)
- ~ Do not implement social distancing (8x)

---

<sup>3</sup> <https://www.usatoday.com/story/news/education/2020/05/26/coronavirus-schools-teachers-poll-ipsos-parents-fall-online/5254729002/>

<sup>4</sup> On the high school level, 18% HS indicated that their only or last student graduated this May.

<sup>5</sup> Respondents’ definition of “return to normal” includes full on-site classes, no social distancing, no masks, etc.

<sup>6</sup> Comments left in these sections

<sup>7</sup> To gain the best understanding of respondents’ concerns and fears, the verbatim in Appendix B should be read in its entirety.

## Second concern

Secondary concerns included a desire for clear communication regarding policies, changes, etc. The following is a partial list of issues mentioned by respondents.

- ~ Need for proper hygiene and hand-washing to be taught and enforced (11x)
- ~ Need to ensure the buildings are properly and continuously cleaned (11x)
- ~ Need for continuing of extra-curricular activities, such as sports, related arts, recess, etc. (9x)
- ~ Desire that masks not be required (9x)

Four respondents specifically mentioned that they are worried BJA will create regulations based on fear.

## Third concern

In the area of third concerns, several respondents indicated a sense of fear that things will not return to normal. They mentioned fear that there will be no related arts or physical education classes (4x), fear that they will need to return to the e-learning scenario (3x), fear the children will have to be “social distanced” (at least 3x), fear that masks will be required (2x), and other fears. While overall more respondents indicated fear of not returning to normal, four respondents specifically mentioned the fear of sick children coming to school.

## Fourth and fifth concerns

Fewer overall respondents listed fourth (41) or fifth concerns (24). These respondents overall indicated the same concerns as were mentioned in the top first–third concerns.

## NPS

Respondents were asked to rate on a scale of 0 to 10 how likely they were to recommend Bob Jones Academy. Each respondent was able to answer regarding each level in which they had students enrolled in the 2019–2020 school year. The Net Promoter Score is calculated by first labeling respondents as promoters (9–10), passives (7–8), or detractors (0–6) and then subtracting the percentage of detractors from the percentage of promoters.

The range for an NPS is –100 to 100. A positive score is considered good since zero is the midpoint of this scale. A score that is over 50 is excellent, and above 70 is considered world class.

- ~ Elementary school NPS = **57**
- ~ Middle school level = **57**
- ~ High school level = **64**

# Recommendations

## Concerns for classroom instruction

- Consider returning to school as “normally” as possible, with sensitivity to high risk families.
- Consider safety of students while still allowing “normal” student interaction.
  - ~ Consider implementing a stricter cleaning regimen.
  - ~ Consider allowing more opportunities for hand washing and provide hand sanitizer.
  - ~ Consider allowing, but not requiring the use of masks.
  - ~ Consider a temperature screen at the beginning of each day.
  - ~ Keep normal related arts and other extra curricular activities, providing for cleaning between classes.
  - ~ Strongly teach and/or emphasize good hygiene to students of all levels.
- Communicate with parents regarding plans and contingency plans as soon as possible.

## Communication

Continue emphasizing good communication; however consider the following possibilities.

- Work to simplify the overall information given to parents in emails.
- Work to streamline communication in order to allow parents consistency in how they receive pertinent information, particularly in the MS and HS levels.
- Emphasize to teachers standard information that should be sent to parents in digital format, particularly as concerns projects, events, sign-up information, and deadlines.
- Consolidate digital information on the MS and HS levels in one location, whether email, Google Classroom, or Sycamore, etc.

## Class expectations

Throughout the survey, respondents gave indication that they would like to see more assignments able to be completed during the school day rather than at home.

- Consider replacing a portion of worksheet assessments with projects that allow students to discover and learn appropriately while building on concepts they already understand.
- Consider incorporating methods of assessments that can be completed during the school day.

## Technology

- Consider using technology tools in a way that makes sense to digital natives, such as completing assignments digitally.
- Consider providing short video explanations of topics for students to review later as needed.

## Graduation and other events

- Consider loosening some formality of the traditional high school graduation.
- Consider allowing parents to continue to have input in high school graduation.
- On all levels, consider livestreaming graduation events in order for relatives to also enjoy the ceremonies.
- Consider streamlining the awards ceremony programs.



# Appendix A

## Questionnaire Charts



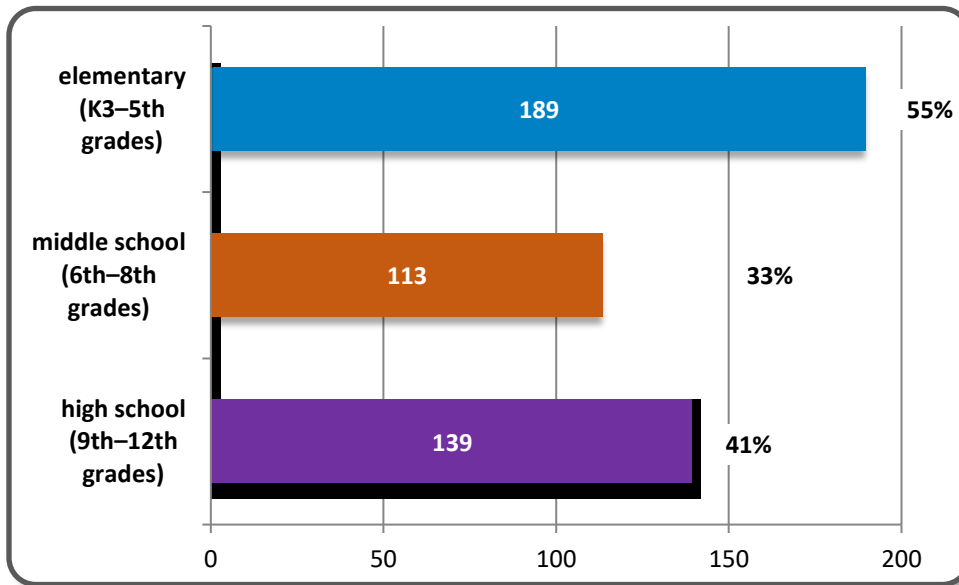


# Questionnaire Charts

The BJA Parent survey was sent to all BJA families. Due to the distinct nature of each group, responses from **Elementary level responses (ES)** are highlighted in **blue**, **Middle school level (MS)** responses are **orange**, and **High school level responses** are highlighted in **purple**. Combined responses are in gray.

## 1. In which of the following grade level(s) did you have at least one student enrolled during the 2019–2020 school year?

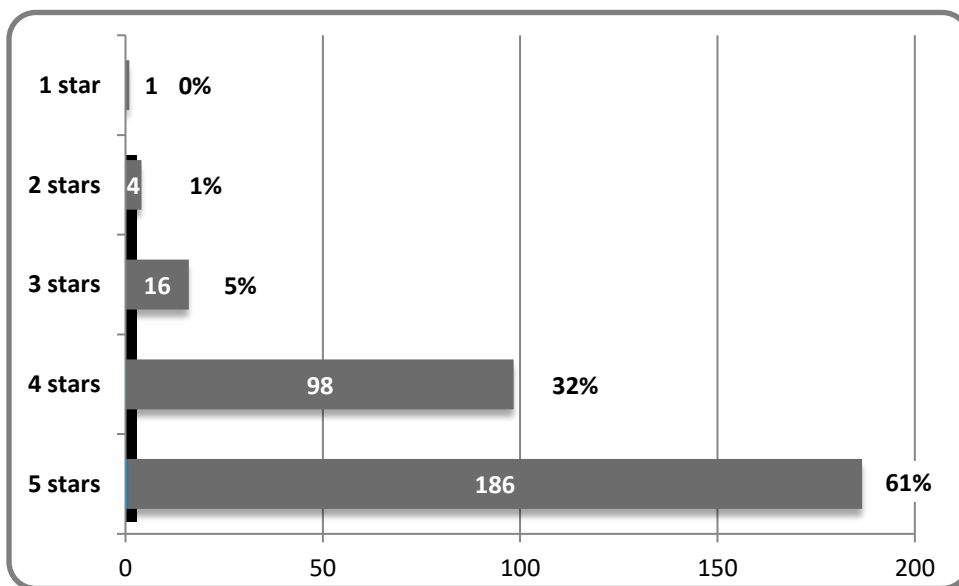
(Respondents could choose only a single response.)



341 respondents

## 2. Rate the overall clarity of official communication from BJA administration. 1 star = unclear 5 stars = very clear

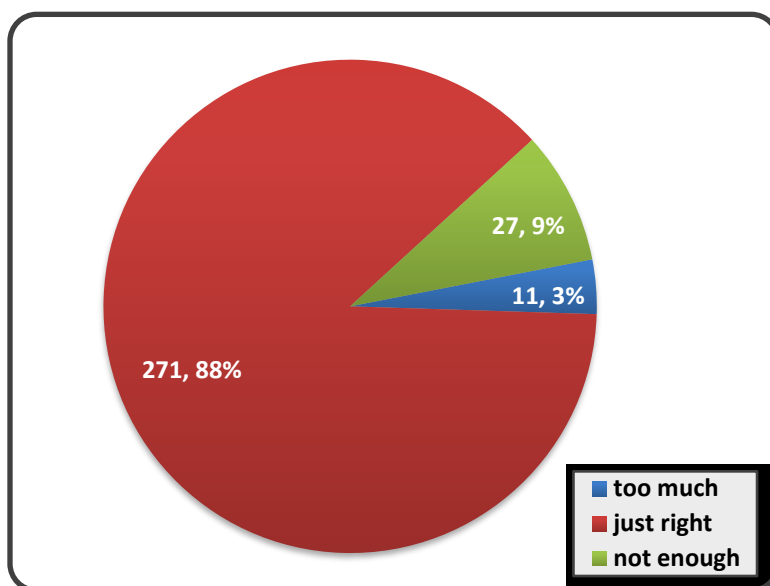
(Respondents could choose only a single response.)



305 respondents

**3. What is your opinion regarding the overall amount of official communication from BJA administration?**

(Respondents could choose only a single response.)

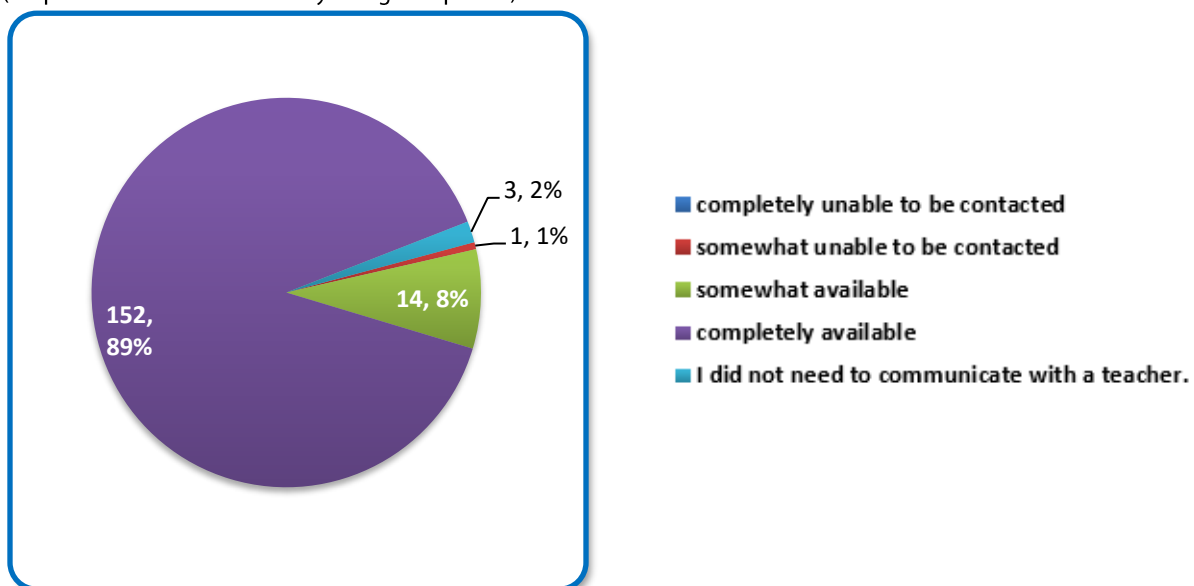


309 respondents

**Elementary level respondents**

**4. If you needed to communicate with a teacher about something specific, how available was the teacher?**

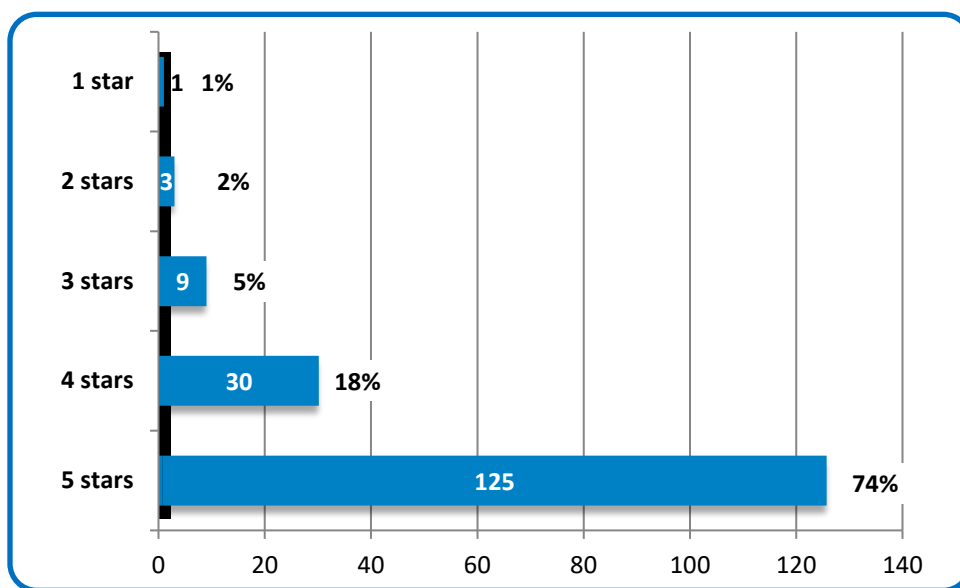
(Respondents could choose only a single response.)



170 ES respondents

5. Rate the overall clarity of communication coming from the elementary teacher(s). 1 star = unclear 5 stars = very clear

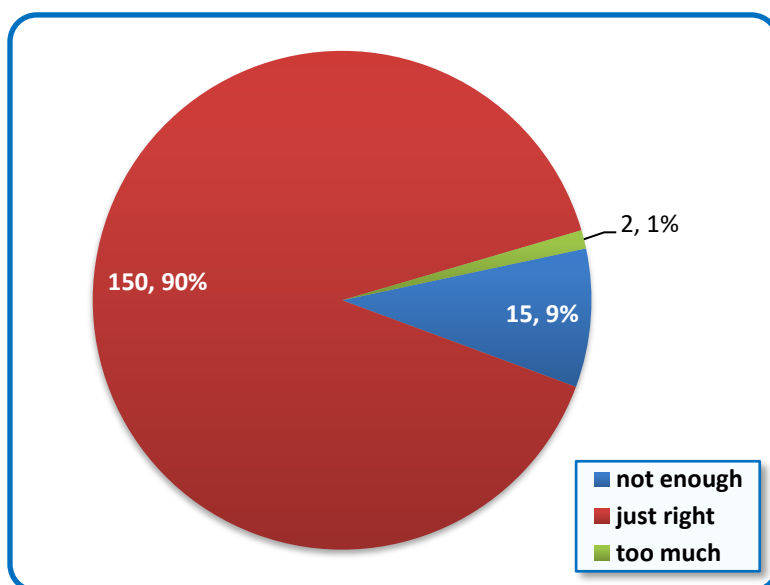
(Respondents could choose only a single response.)



168 ES respondents

6. What is your opinion regarding the overall amount of communication coming from the elementary teacher(s)?

(Respondents could choose only a single response.)



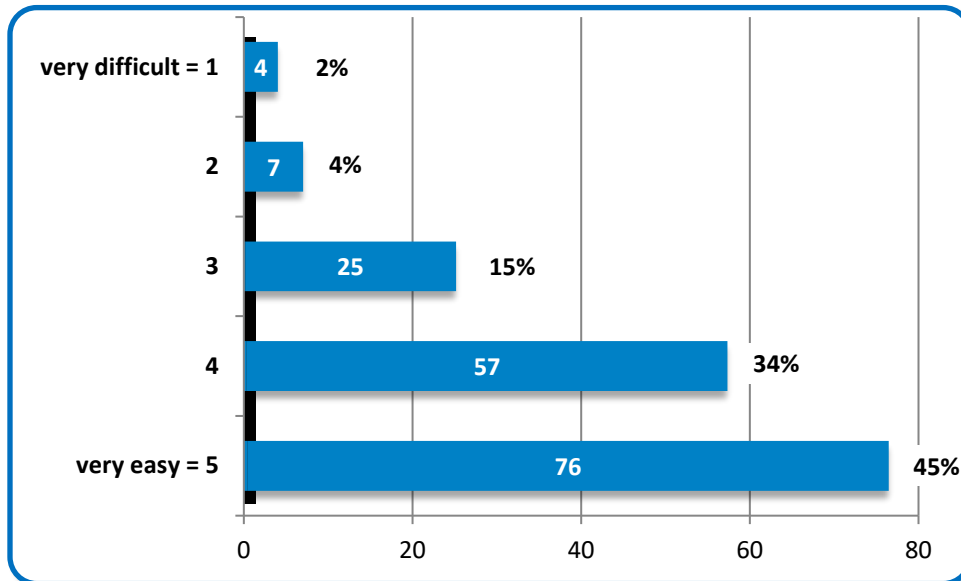
167 ES respondents

See Appendix B for verbatim

While we realize that your opinion may vary between different teachers, we would like to know your overall opinion regarding your e-learning experience. Please rate the following aspects.

### 7. Difficulty level of working with the SeeSaw platform

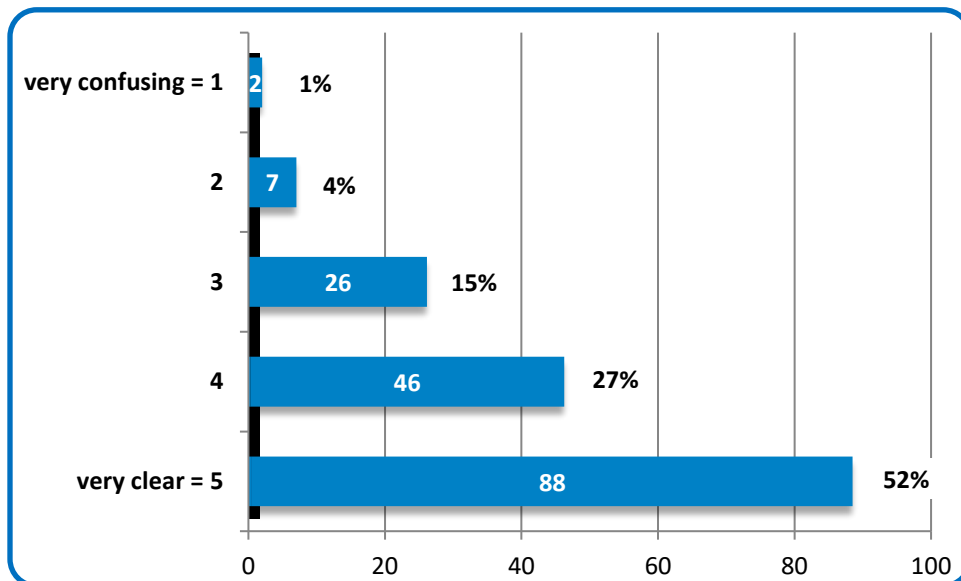
(Respondents could choose only a single response.)



169 ES respondents

### 8. instructions about class expectations

(Respondents could choose only a single response.)

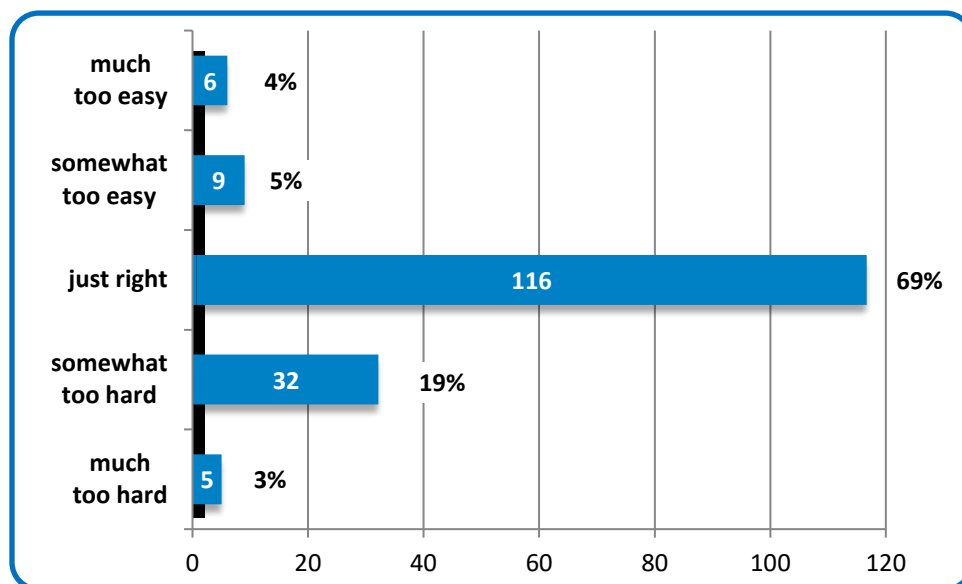


169 ES respondents

See Appendix B for verbatim

### 9. What was your overall opinion regarding class expectations / requirements?

(Respondents could choose only a single response.)

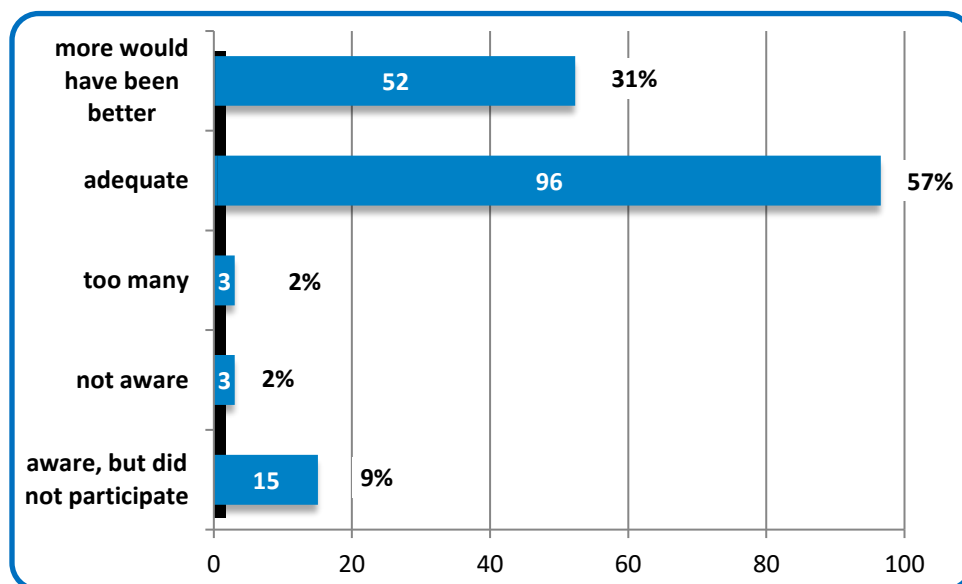


168 ES respondents

[See Appendix B for verbatim](#)

### 10. What is your opinion regarding virtual social opportunities for students provided by BJA via varying platforms (Facebook, Zoom, etc.)?

(Respondents could choose only a single response.)



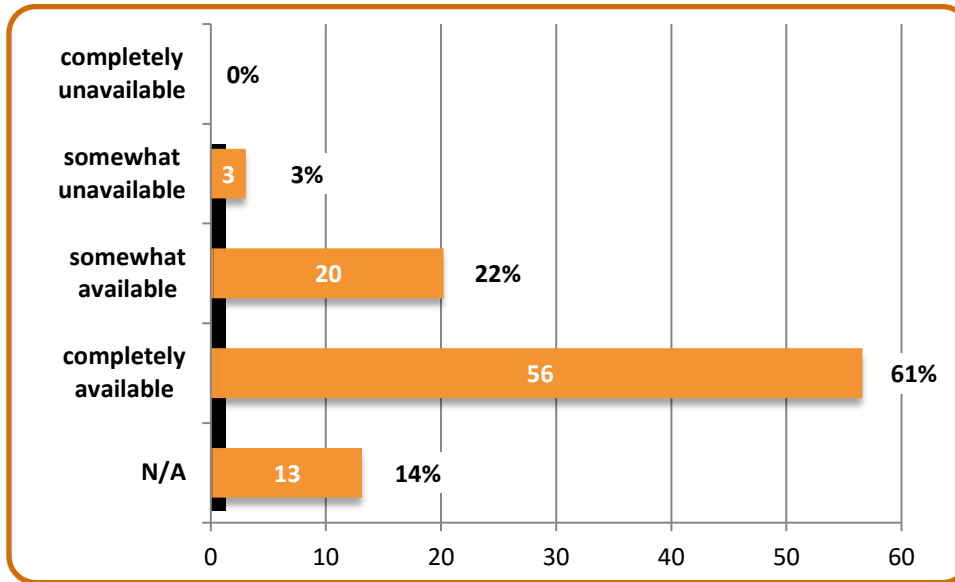
169 ES respondents

[See Appendix B for verbatim](#)

## Middle School level respondents

### 12. If you needed to communicate with a middle school teacher about something specific, how available was the teacher?

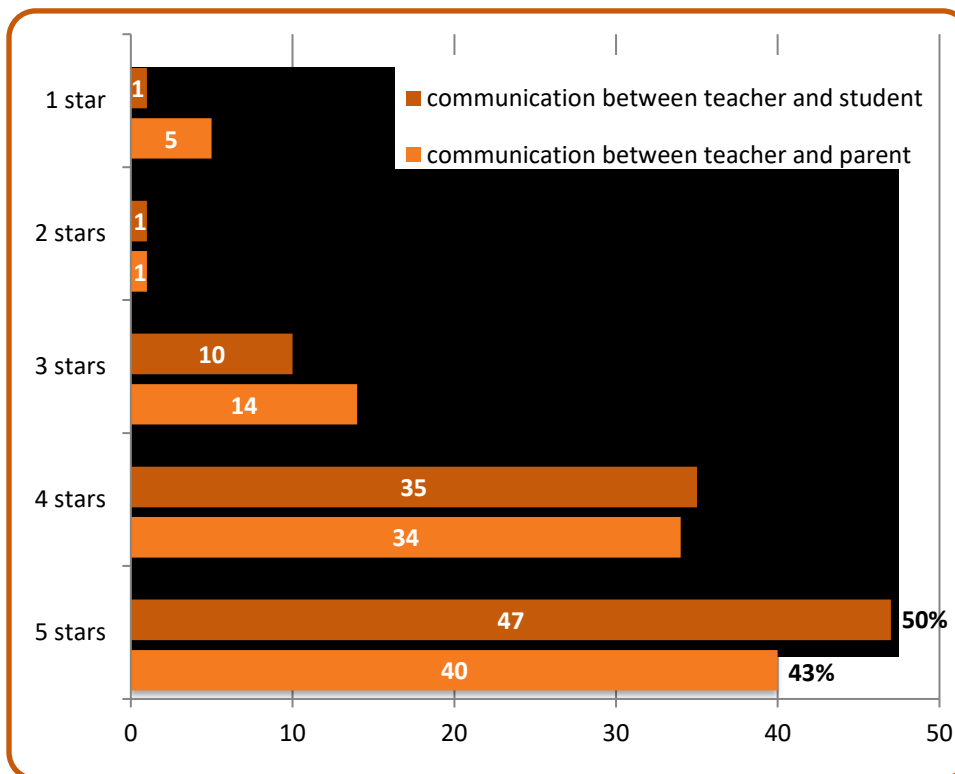
(Respondents could choose only a single response.)



92 MS respondents

### 13. Rate the overall clarity of communication coming from the middle school teachers. 1 star = unclear 5 stars = very clear

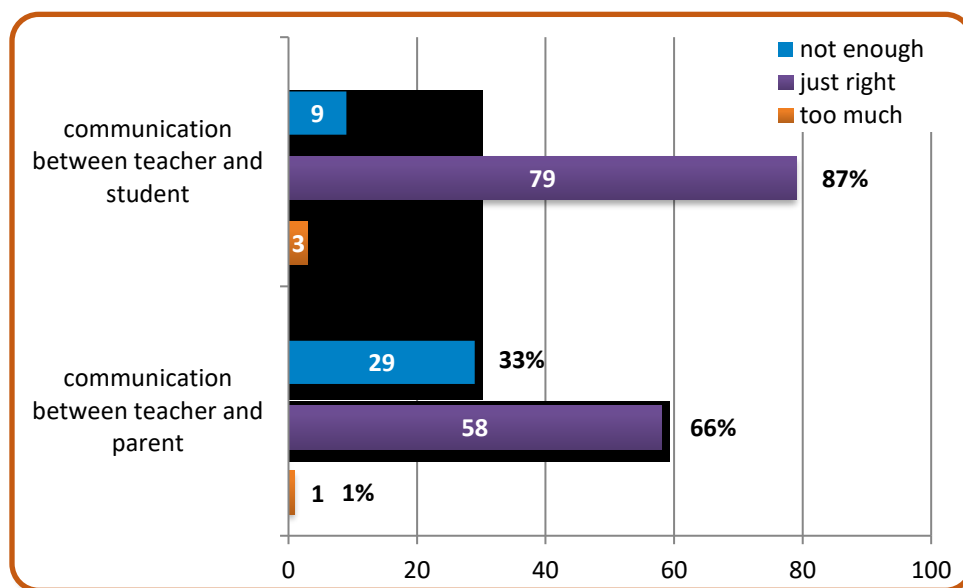
(Respondents could choose only a single response per line item.)



94 MS respondents

#### 14. What is your opinion regarding the overall amount of communication coming from the middle school teachers?

(Respondents could choose only a single response per line item.)

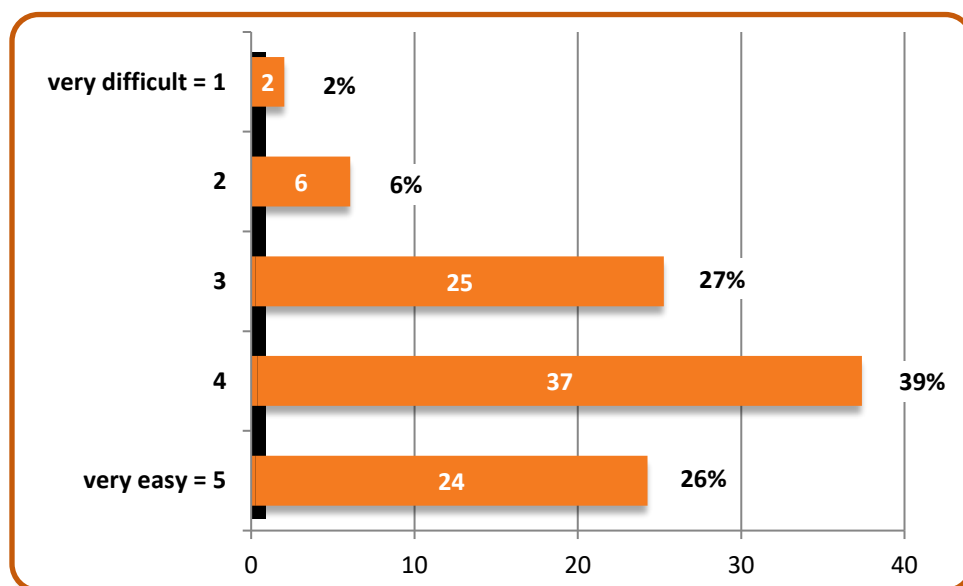


88–91 MS respondents

While we realize that your opinion may vary between different teachers, we would like to know your overall opinion regarding your e-learning experience. Please rate the following aspects.

#### 15. Difficulty level of working with the Google Classroom platform

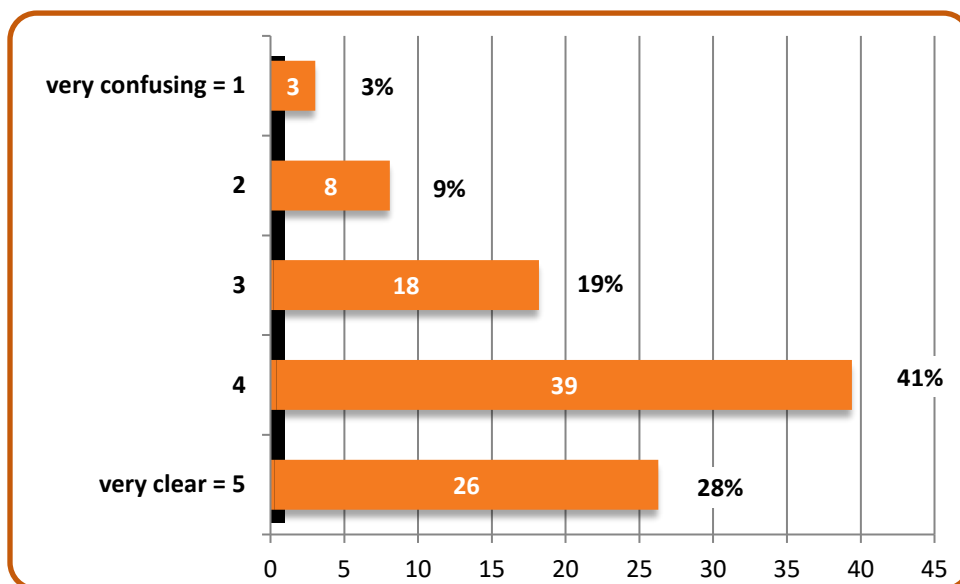
(Respondents could choose only a single response.)



94 MS respondents

## 16. instructions about class expectations

(Respondents could choose only a single response.)

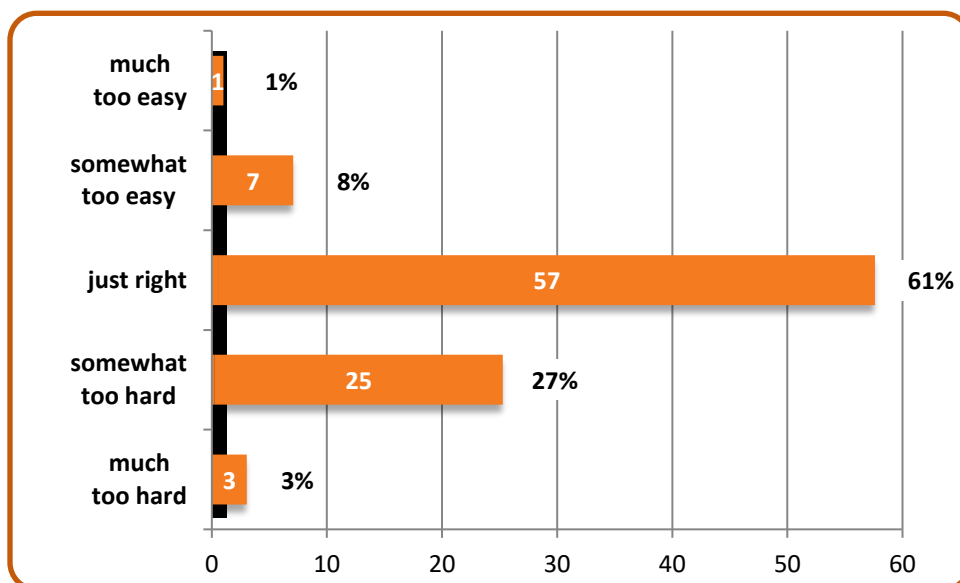


94 MS respondents

[See Appendix B for verbatim](#)

## 17. What was your overall opinion regarding class expectations / requirements?

(Respondents could choose only a single response.)



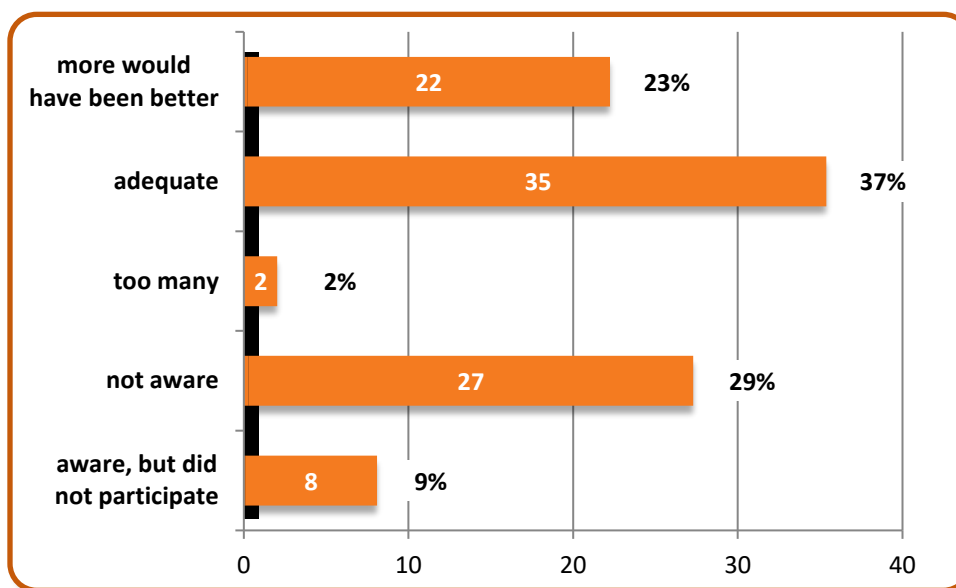
93 MS respondents

[See Appendix B for verbatim](#)



**18. What is your opinion regarding virtual social opportunities for students provided by BJA via varying platforms (Facebook, Zoom, etc.)?**

(Respondents could choose only a single response.)



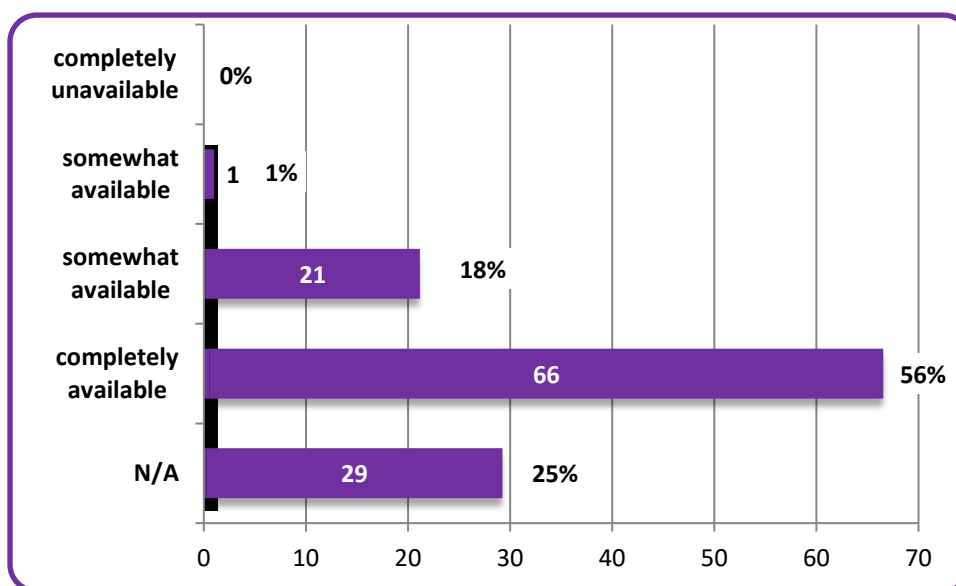
94 MS respondents

[See Appendix B for verbatim](#)

**High School level respondents**

**20. If you needed to communicate with a teacher about something specific, how available was the teacher?**

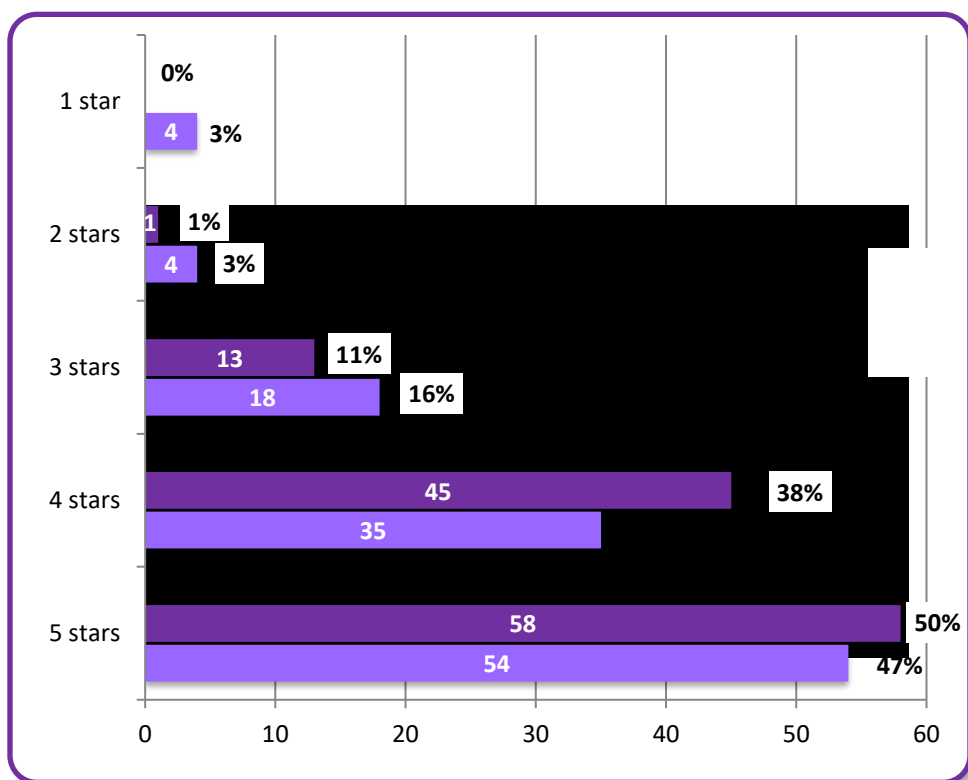
(Respondents could choose only a single response.)



117 HS respondents

**21. Rate the overall clarity of communication coming from the high school teachers. 1 star = unclear 5 stars = very clear**

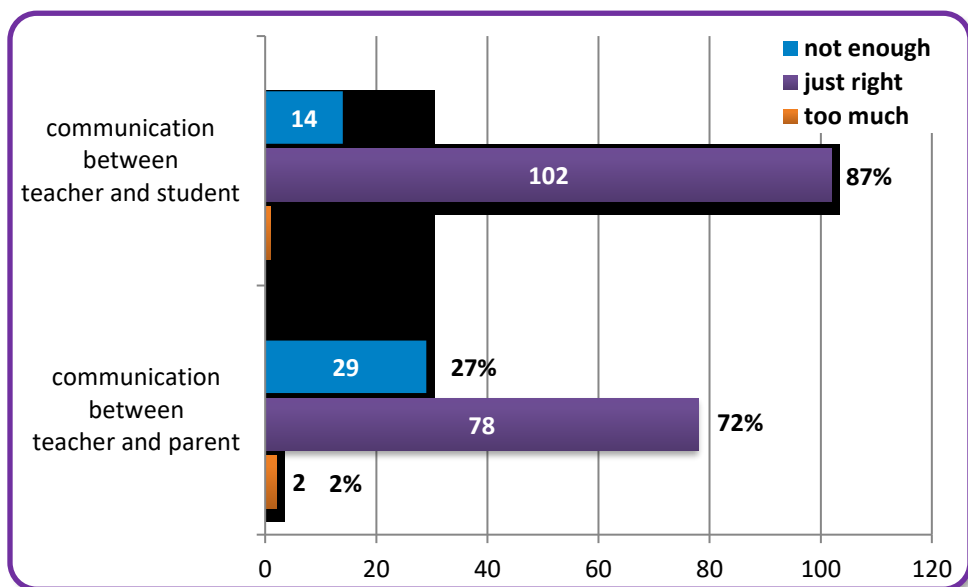
(Respondents could choose only a single response per line item.)



115–117 HS respondents

**22. What is your opinion regarding the overall amount of communication coming from the high school teachers?**

(Respondents could choose only a single response per line item.)



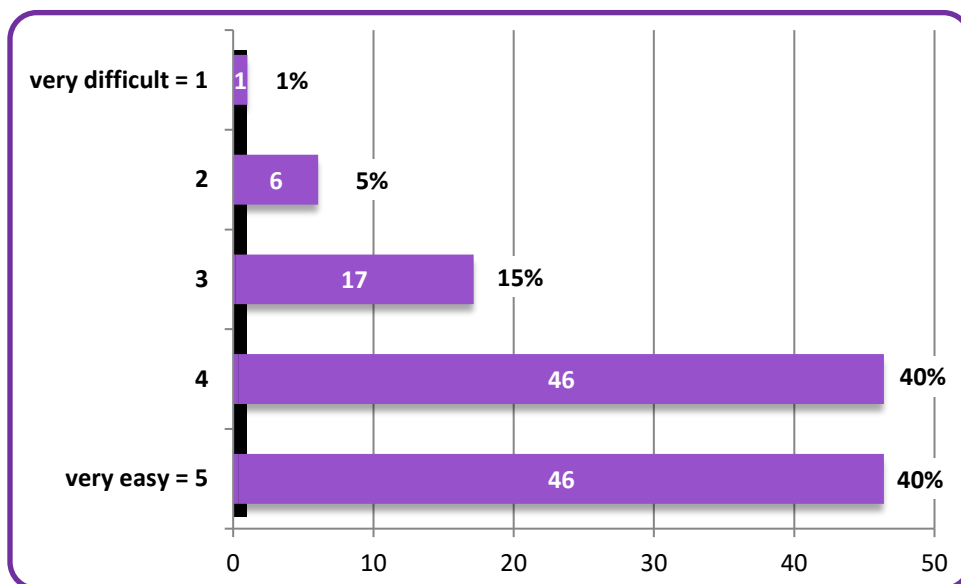
109–117 HS respondents

See Appendix B for verbatim

While we realize that your opinion may vary between different teachers, we would like to know your overall opinion regarding your e-learning experience. Please rate the following aspects.

### 23. Difficulty level of working with the Google Classroom platform

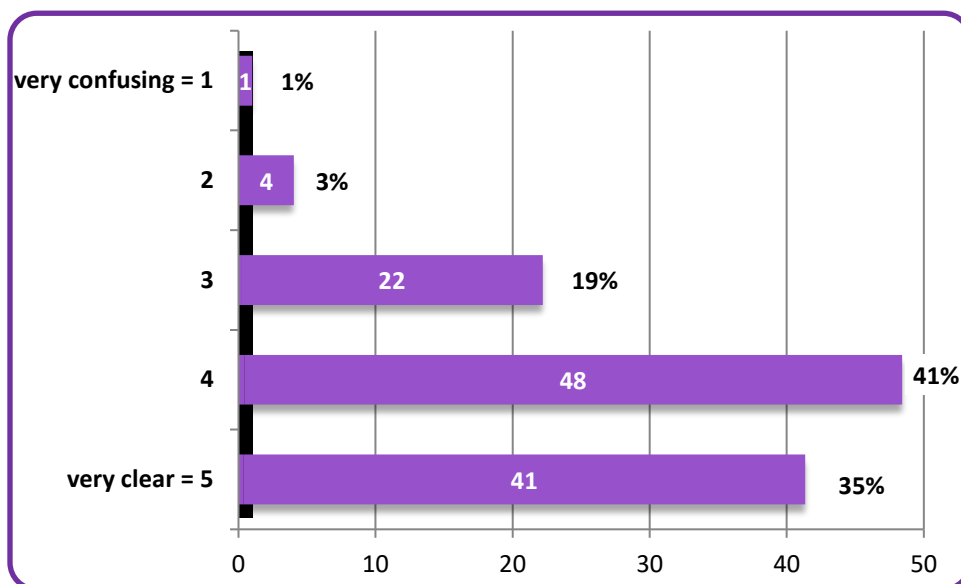
(Respondents could choose only a single response.)



116 HS respondents

### 24. instructions about class expectations

(Respondents could choose only a single response.)

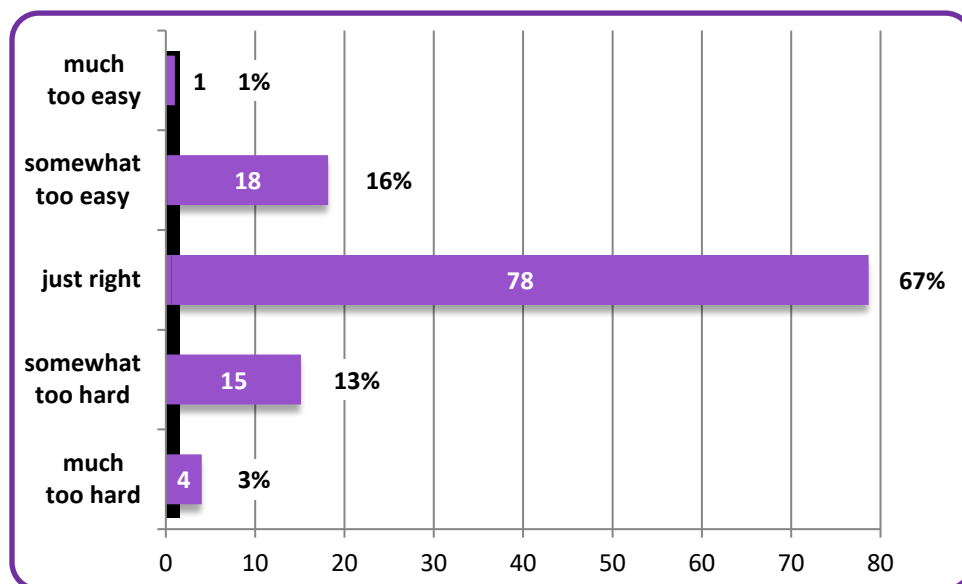


116 HS respondents

[See Appendix B for verbatim](#)

## 25. What was your overall opinion regarding class expectations / requirements?

(Respondents could choose only a single response.)

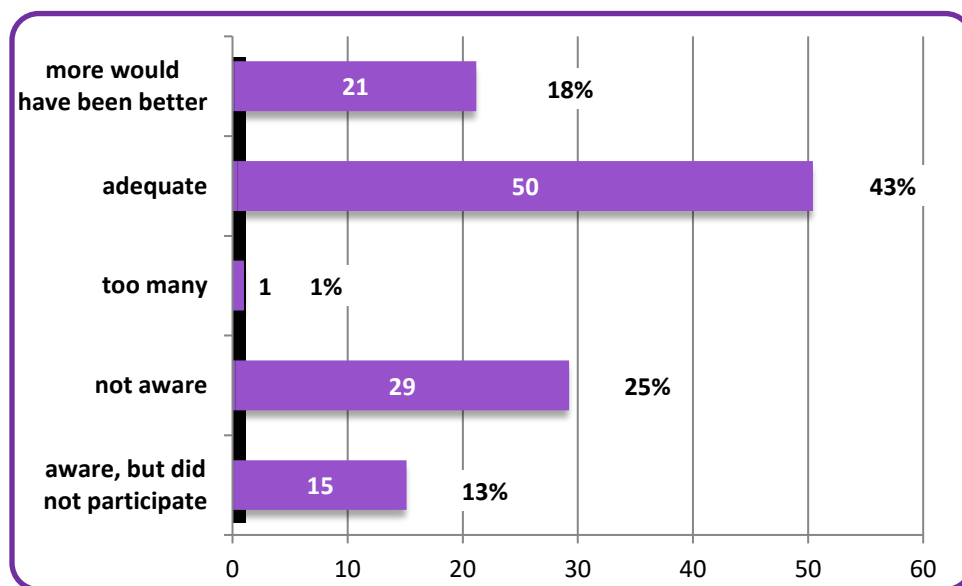


116 HS respondents

[See Appendix B for verbatim](#)

## 26. What is your opinion regarding virtual social opportunities for students provided by BJA via varying platforms (Facebook, Zoom, etc.)?

(Respondents could choose only a single response.)



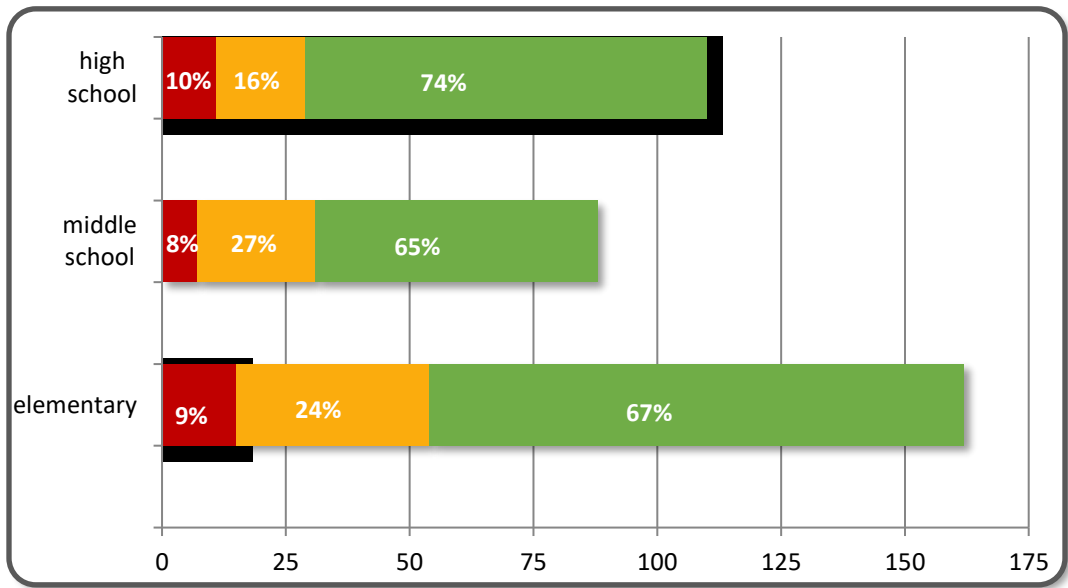
116 HS respondents

[See Appendix B for verbatim](#)

Returning to and referring BJA

30. Given your experiences with BJA's handling of the COVID-19 situation, how likely are you to recommend BJA elementary school to your friends or family?

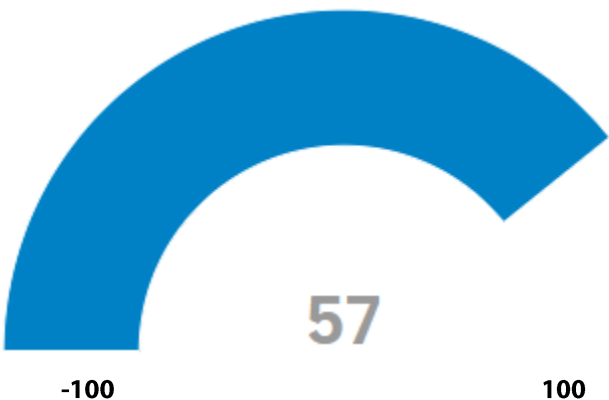
The following chart represents the spread of detractors (gave a rating of 0–6), passives (gave a rating of 7–8), and promoters (gave a rating of 9–10).



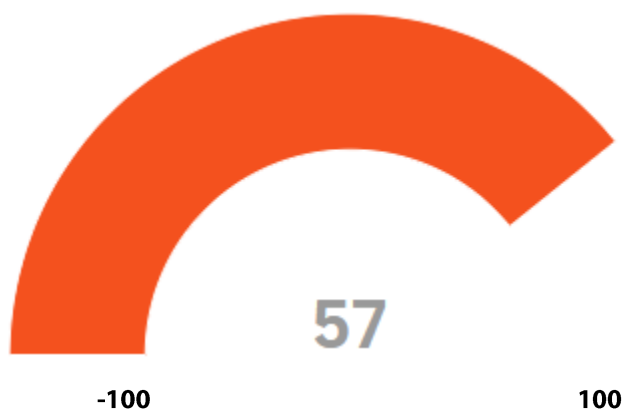
162 ES, 88 MS, and 110 HS respondents

The following gauge charts represent the Net Promoter Score (NPS). This value is calculated by subtracting the percentage of detractors from the percentage of promoters. The range for an NPS is – 100 to 100. A positive score is considered to be good. An NPS over 50 is excellent, and above 70 is considered world class.

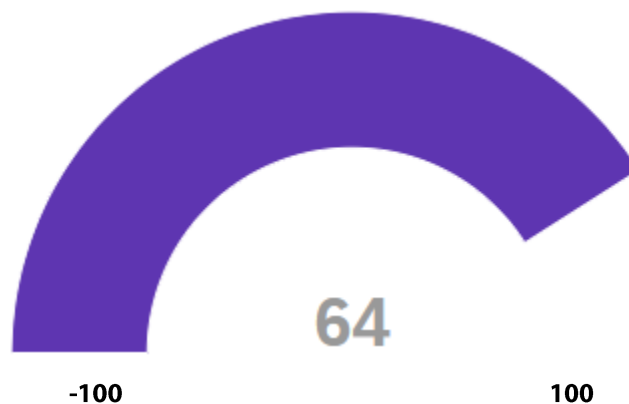
Elementary NPS



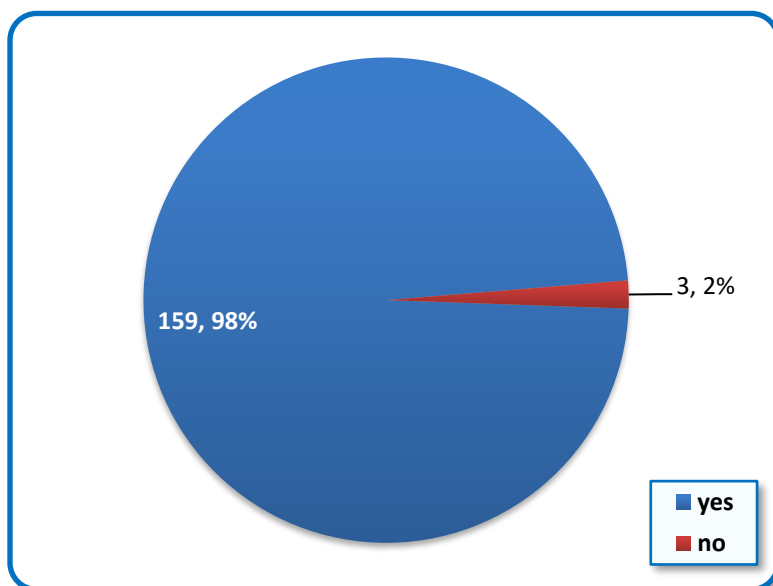
## Middle school NPS



## High school NPS



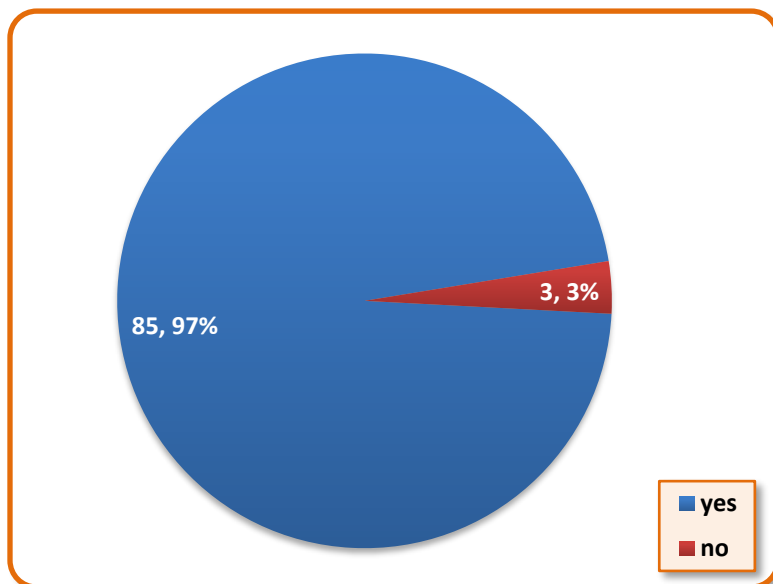
33. At this point, do you plan that your elementary level student(s) will return to BJA in the fall?  
(Respondents could choose only a single response.)



162 ES respondents

**34. At this point, do you plan that your middle school level student(s) will return to BJA in the fall?**

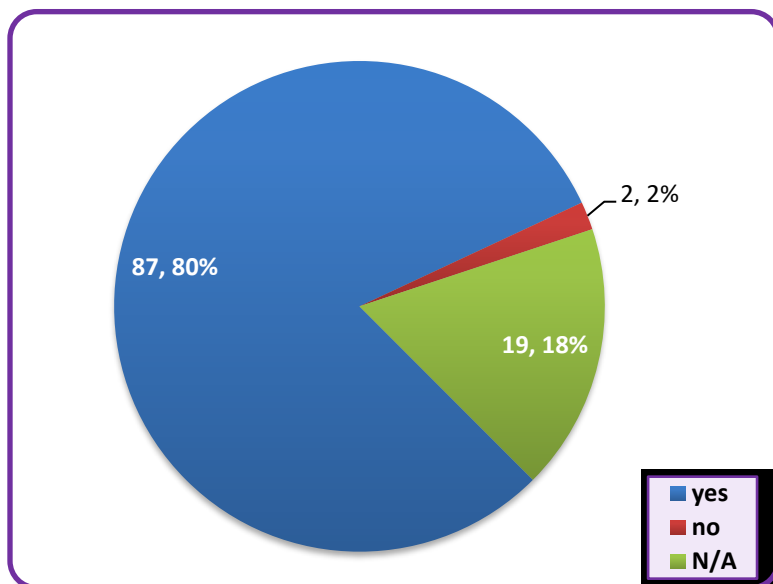
(Respondents could choose only a single response.)



88 MS respondents

**35. At this point, do you plan that your non-graduating high school level student(s) will return to BJA in the fall?**

(Respondents could choose only a single response.)



108 HS respondents

[See Appendix B for verbatim](#)