Designed to track whether a Demo Day experience influenced a student's post-graduation decision by checking in at two key moments: the fall of junior year and around Decision Day of senior year. Originally built around students who attended Demo Day as juniors, but works for any grade level with a small adjustment to timing, see Administration Guidance below.

Administration guidance

Designed to track whether a Demo Day experience influenced a student's post-graduation decision by checking in at two key moments: the fall of junior year and around Decision Day of senior year. Originally built around students who attended Demo Day as juniors, but works for any grade level with a small adjustment to timing, see Administration Guidance below.

When to administer

Tie this survey to two calendar milestones every student eventually reaches, rather than to a fixed number of months after their event. This lets the same instrument work no matter what grade a student was in when they attended Demo Day.

- **If a student attended as a freshman or sophomore:** administer at the fall of their junior year, then again around Decision Day of senior year.
- **If a student attended as a junior:** this is the case the survey was originally built around. Administer the first checkpoint in the fall of senior year, and the second around Decision Day.
- **If a student attended as a senior:** only the Decision Day checkpoint applies, since junior year has already passed.

A note on Decision Day. *If your school doesn't hold a formal Decision Day or signing-day event, pick a time in the spring before graduation that works for your school's calendar—ideally a moment when seniors have finalized or nearly finalized their post-graduation plans.* ***The goal is catching students at the point of decision.***

Student recall

The more time that's passed since a student's most recent Demo Day, the harder it is for them to connect it to their decision. A junior checking in after one year can point to Demo Day's influence more clearly than a freshman checking in three years later, it's simply easier to remember something that happened recently

If a student attends Demo Day more than once, say freshman year, then again as a sophomore or junior, this becomes less of an issue, since their most recent experience is always fairly recent by the time they reach a checkpoint. Either way, the responses are still worth collecting, just note whether a student attended once or several times when reviewing results.

Response rate

Not every student will be reachable at every checkpoint, some transfer schools, some become harder to contact as they gain more independence. Aim for a reasonable response rate rather than full participation. A partial but genuine response set is still valuable data. Document your response rate alongside your results so the numbers are read in context.

How to administer and compile results

For a survey given once, on the day of an event, paper works fine, but since this survey is given at two separate checkpoints, months or years apart, to a group of students who may be spread across different homerooms or classes by then, a digital form is worth the small setup effort.

A few practical options:

- Google Forms is free, easy to set up and automatically compiles every response into a spreadsheet you can filter and sort with no manual data entry required. If your school already uses Google Workspace, this is usually the simplest choice.
- SurveyMonkey offers a similar experience with some added reporting features, worth considering if you want built-in charts or summaries without building them yourself.
- A paper version still works if digital access is a barrier for your students, just plan for the extra step of manually entering responses into a spreadsheet for Google Form/SurveyMonkey afterward to compare fall and spring results side by side.

Whichever option you choose, keep the same format for both checkpoints, if you use a Google Form in the fall, use that same form again around Decision Day to ensure responses are consistent and easy to compare year over year and student over student.

Longitudinal Student Follow-up Survey: Demo Day

Name (first/last): _____

Grade: _____

Year: _____

Do you remember attending a Demo Day event?
□ Yes □ No □ Not sure

Since attending Demo Day, have you taken any steps related to a career you encountered that day? (research, a class, a conversation with someone in the field, a job shadow, etc.)
□ Yes, describe: _____ □ No □ Not sure

What are you currently planning to do after graduation?
□ Enter a skilled career pathway directly □ Attend a trade or technical program □ Attend a two-year college □ Attend a four-year college □ Enter the workforce in a different field □ Military □ Undecided □ Other: _____

Did Demo Day influence or reinforce your decision about what to do after graduation?
□ Yes, significantly □ Yes, somewhat □ Not really □ No

Is there anything you'd want to share about how Demo Day affected your thinking about your future? (Open response)

_____

_____

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