

AWE Mentee Instrument Instructions

Before Use with Students

- Obtain IRB approval. See the IRB section under AWE Products on AWEonline.org for more information.
- You may wish to review the AWE suggestions for **Recruiting Students to Participate in Surveys**, available on the AWE products web page at aweonline.org.
- Using Adobe Acrobat, make any desired allowed adjustments to this instrument. The allowed adjustments are described in the table below. In all cases detailed below, to add your own items simply highlight the adjustable item and enter your customized item over the existing data. Use the table below to identify flexible items.
- Note: Flexible items allow you to adapt the survey to your institution or activity and to add formative items. Items in the survey that are tested and validated are not flexible. If these are changed, the survey results will not have the validity or reliability that we obtained through our testing of the instruments.

AWE Undergraduate Engineering Mentee Pre-Participation Survey – Flexible Items				
Location	Item	Flexible items	How to Change	Remember
Coversheet	Your major as of today	Major choices are changeable so that you can adapt items to fit your institution.	<ul style="list-style-type: none"> ➤ To change a current major choice, highlight and type in your new choice. ➤ To completely delete a major from the list highlight and press the delete button on your keyboard. 	<p><i>When adding / deleting/changing the majors, keep in the mind to keep them in alphabetical order and keep any empty boxes at the end of the list. This will give your survey better eye appeal</i></p> <p><i>If you do not use the flexible areas for this question, delete the major(s) unused from the answer choices.</i></p>

AWE Undergraduate Engineering Mentee Post-Participation Survey – Flexible Items				
Location	Item	Flexible items	How to Change	Remember
Coversheet	Your major as of today	Major choices are changeable so that you can adapt items to fit your institution.	<ul style="list-style-type: none"> ➤ To change a current major choice, highlight and type in your new choice. ➤ To completely delete a major from the list highlight and press the delete button on your keyboard. 	<p><i>When adding / deleting/changing the majors, keep in the mind to keep them in alphabetical order and keep any empty boxes at the end of the list. This will give your survey better eye appeal</i></p> <p><i>If you do not use the flexible areas for this question, delete the major(s) unused from the answer choices.</i></p>
Page 6	Question #21	The last three options on this question are changeable so that you can adapt items to fit your institution.	<ul style="list-style-type: none"> ➤ To change the filler question to a real question, highlight the filler question and type your new question. ➤ To completely delete a question highlight the question and press the delete button on your keyboard. 	<p><i>If you do not use the flexible areas for this question, delete the filler text “This is a space for you to add your own question, delete the space if you do not use it” from the answer choices. (There are three)</i></p> <p><i>Also, remove the letters “I” or “J” and the number 0 to 4 by highlighting them and pressing the delete button on your keyboard, if you choose not to use these additional space for your own questions.</i></p>

When Distributing to Students

- Distribute and collect IRB Informed Consent forms from students.
- Distribute instrument.
- Ask students to print their student number on **both the cover sheet and in space provided on each survey page**. (This is critical for you in collection and tracking of any data, particularly longitudinal data. When you begin data entry, you will separate the cover sheet from the completed survey to maintain the anonymity of respondents. The student number holds the data together for subsequent analysis.)
- Tell students that their input is important and will be used to improve the current and future activities.

For Post instruments

- Explain that the students may recall that you asked them the same questions **before** the activity.
- Explain that you are interested in their perceptions about these questions at the present time now that they have experienced the activity; that you know that their responses may be the same, but it is possible they may change.