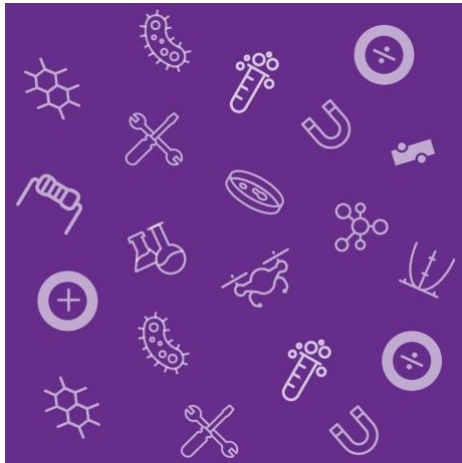
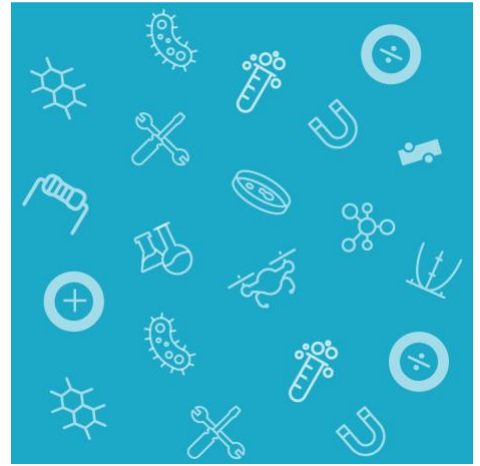


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ARMY EDUCATIONAL OUTREACH PROGRAM

JSHS

2018 Annual Program Evaluation Report

Appendix

August 2019



1 | AEOP Consortium Contacts

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3 | Appendix A – FY18 JSHS Evaluation Plan

Questionnaires

As per the approved FY18 AEOP APP, the external evaluation of JSHS (conducted by Purdue University) includes three post-program questionnaires:

1. AEOP Youth Regional Questionnaire to be completed by student participants of the JSHS regional events; and
2. AEOP Youth National Questionnaire to be completed by student participants of the JSHS national event; and
3. AEOP Mentor Questionnaire to be completed by research mentors, competition advisors, chaperones, teachers, or others who supported students as they prepared for or participated in JSHS national and regional events.

Questionnaires are the primary method of data collection for AEOP evaluation and collect information about participants' experiences with and perceptions of program resources, structures, and activities; potential benefits to participants; and strengths and areas of improvement for programs.

The questionnaires were aligned with:

- Army's strategic plan and AEOP Priorities 1 (STEM Literate Citizenry), 2 (STEM Savvy Educators) and 3 (Sustainable Infrastructure);
- Federal guidance for evaluation of Federal STEM investments (e.g., inclusive of implementation and outcomes evaluation, and outcomes of STEM-specific competencies, transferrable competencies, attitudes about/identifying with STEM, future engagement in STEM-related activities, and educational/career pathways);
- Best practices and published assessment tools in STEM education, STEM informal/outreach, and the evaluation/ research communities;
- AEOP's vision to improve the quality of the data collected, focusing on changes in intended student outcomes and contributions of AEOPs like CQL effecting those changes.

The use of common questionnaires and sets of items that are appropriate across programs will allow for comparisons across AEOP programs and, if administered in successive years, longitudinal studies of students as they advance through pipelines within the AEOP. Because the questionnaires incorporate batteries of items from existing tools that have been validated in published research, external comparisons may also be possible. All AEOPs are expected to administer the student and mentor questionnaires provided for their program.

Focus Group Site Visits

As per the approved FY18 AEOP APP, the external evaluation of JSHS includes site visit/onsite focus groups at the national JSHS events

Site visits provide the evaluation team with first-hand opportunities to speak with students and their mentors. We are able to observe the AEOPs in action. The information gleaned from these visits assists us in illustrating and more deeply understanding the findings of other data collected (from questionnaires). In total, evaluators' findings are used to highlight program successes and inform program changes so that the AEOPs can be even better in the future.

Evaluation Activities during JSHS Site Visits:

- One or two 45-minute focus group with 10-15 youth participants;
- One 45-minute focus group with 6-8 mentors;
- 30-60 minutes to observe the program (specifically, to see students engaged in program activities, preferably with their mentors); and
- 10-15 minute transitions between each evaluation activity for moving groups in and out and providing evaluators with time to organize paperwork and take nature breaks.

Selecting Focus Group Participants:

Evaluators appreciate event administrators' assistance in helping to assemble a diverse group of focus group participants who can provide information about a range of experiences possible in the JSHS. Ideally, this assistance is in the form of pre-event notifications of the focus groups, including scheduled dates, times, and locations.

Ideally, each student focus group will be inclusive of

- males and females (equal representation if possible),
- range of grade levels of students,
- range of race/ethnicities of students served by the program, and
- range of STEM interests (if known).

We prefer that students volunteer themselves after receiving the invitation to participate in the focus group, but will pursue students nominated by program staff or mentors. Participants may RSVP to evaluators privately or simply show up at the focus group location; however, sign-up sheets should not be used--if they are publically displayed, they breach participant confidentiality.

A number of different adult participants of JSHS--regional directors, national judges, chaperones, and even parents – are invited to participate in focus groups. We encourage any of these groups to participate in the adult focus group and have geared questions to be applicable across groups.

Data Analyses

Quantitative and qualitative data were compiled and analyzed after all data collection concluded. Evaluators summarized quantitative data with descriptive statistics such as numbers of respondents, frequencies and proportions of responses, average response when responses categories are assigned to a 6-point scale (e.g., 1 = “Strongly Disagree” to 6 = “Strongly Agree”), and standard deviations. Emergent coding was used for the qualitative data to identify the most common themes in responses.

Evaluators conducted inferential statistics to study any differences among participant groups (e.g., by gender or race/ethnicity) that could indicate inequities in the JSBS program and differences between students who participated only in R-JSBS and students who participated in both R-JSBS and N-JSBS. Statistical significance indicates whether a result is unlikely to be due to chance alone. Statistical significance was determined with t-tests, chi-square tests, and various non-parametric tests as appropriate, with significance defined at $p < 0.05$. Because statistical significance is sensitive to the number of respondents, it is more difficult to detect significant changes with small numbers of respondents. Practical significance, also known as effect size, indicates the magnitude of an effect, and is typically reported when differences are statistically significant. The formula for effect sizes depends on the type of statistical test used, and is specified, along with generally accepted rules of thumb for interpretation, in the body of the report.

4 | Appendix B – Student Focus Group Protocol

Facilitator: My name is [evaluator] and I'd like to thank you for meeting with us today! We are really excited to learn more about your experiences in JSHS. In case you have not been in an evaluation interview before, I'd like to give you some ground rules that I like to use in interviews. They seem to help the interview move forward and make everyone a little more comfortable:

1. What is shared in the interview stays in the room.
2. It is important for us to hear the positive and negative sides of all issues.
3. Only one person speaks at a time.
4. This is voluntary - you may choose not to answer any question, or stop participating at any time.
5. We will be audio recording the session for note-taking purposes only. Audio will be destroyed.
6. Do you have any questions before we begin?

Key Questions

1. Why did you choose to participate in JSHS this year?

- How did you hear about JSHS?
- Who did you hear about it from?

The Army Educational Outreach Program (AEOP) is a primary sponsor of JSHS. We do these interviews to help the AEOP create reports and defend funding for the program. They need specific information to defend the money for the program.

2. We need to understand more about how JSHS is teaching students about STEM career opportunities in the Army and Department of Defense.

- During JSHS, did you learn anything about STEM careers in the Army or Department of Defense?
- How did you learn about them (e.g., field trips, invited speakers, other activities, etc.)?
- Are you interested in pursuing a career in STEM with the Army or Department of Defense?

3. The AEOP sponsors a wide range of national STEM outreach programs other than JSHS. You are definitely eligible to participate in some of these programs and we need to know if you learned about them during JSHS.

- During JSHS, did you learn about any of the outreach programs that the AEOP sponsors? (SMART, NDSEG, HSAP, etc.)
- How did you learn about them?
- Do you think that you will try to participate in any of those programs?

4. Tell us about your experiences in JSHS this year.

- What, specifically do you think you got out of participating in JSHS?
- How do your experiences in JSHS compare to your school experiences in STEM?
- What would you say was the biggest benefit you gained from participating in JSHS?

5. How did your experiences at the regional JSHS event you participated in compare to the experience you've had here at national JSHS?

6. Outside of the oral presentations and judging, what activities at national JSHS did you find most useful or enjoyable?
7. How would you describe your interaction with other JSHS participants at national JSHS?
8. Describe how you think that your JSHS participation might help you in the future.
9. Last Chance - Have we missed anything? Tell us anything you want us to know that we didn't ask about.

5 | Appendix C – Mentor Focus Group Protocol

Facilitator: My name is [evaluator] and I'd like to thank you for meeting with us today! We are really excited to learn more about your experiences in JSHS. In case you haven't been in a focus group before, I'd like to give you some ground rules that I like to use in focus groups. They seem to help the group move forward and make everyone a little more comfortable:

1. What is shared in the room stays in the room.
 2. Only one person speaks at a time.
 3. If you disagree please do so respectfully.
 4. It is important for us to hear the positive and negative sides of all issues.
 5. We will be audio recording the session for note-taking purposes only. Audio will be destroyed.
 6. Do you have any questions about participating in the focus group?
1. **When you think about JSHS, what kind of value does this program add?**
- How do you think students benefit from participating in JSHS?
 - Can you think of a particular student or group of students that benefit the most from JSS?
 - How have you benefited from participating in JSHS?

One of the primary sponsors of the JSHS program is the Army Educational Outreach Program (AEOP). The AEOP needs specific information to create reports and defend funding for its outreach programs.

7. **We need to understand more about how JSHS is helping students know more about STEM career opportunities in the Department of Defense, especially civilian positions.**
- Have you seen any efforts by JSHS to educate participants about the Army, DoD, or careers in the DoD?
 - What strategies seem to be the most effective for JSHS students?
 - Do you have any suggestions for helping JSHS teach students about careers in the DoD?

The AEOP sponsors a wide range of national STEM outreach programs that these students qualify for.

8. **The AEOP needs to know if JSHS is teaching students about the other STEM outreach programs that it sponsors.**
- First, are you aware of the other programs offered by the AEOP? (e.g., REAP, CQL, SMART, etc)
 - Have you seen any efforts at JSHS to educate adults or students about the other AEOP programs?
 - What seems to work the best? The worst?
 - Any suggestions for helping the AEOP educate these students about the other programs?
9. **The AEOP is trying to make sure that its programs become more effective at reaching adult and youth participants from underserved and underrepresented groups (racial/ethnic groups, low SES, etc.).**
- Have you seen any efforts by JSHS to help engage underserved or underrepresented groups of adults and youth?
 - What strategies seem to work the best? The worst?
 - Any suggestions for helping JSHS reach new populations of adult and youth participants?
10. **What suggestions do you have for improving JSHS?**
11. **Last Chance - Have we missed anything? Tell us anything you want us to know that we didn't ask about.**

6 | Appendix D – N-JSHS Participant Questionnaire

1. What was your level of participation in the national JSHS event?
 - a. Poster presenter
 - b. Research paper presenter
 - c. Other
2. How many times have you participated in JSHS nationals?
 - a. Once (this year)
 - b. Twice
 - c. More than Two Times
3. How did you learn about JSHS and why did you decide to participate?
4. What were your overall impressions of participating in the JSHS National Event?
5. How successful was the JSHS National event this year? (options: not very successful, somewhat successful, very successful, outstanding)
6. Rank your impressions of the following NJHS national event components (poor, fair, good, great, outstanding, N/A)
 - a. R&D Lab Tour – USS America
 - b. R&D Lab Tour - Fleet Readiness Southwest
 - c. R&D Lab Tour – Naval Health Research Center
 - d. R&D Lab Tour – Naval Medical Center
 - e. R&D Lab Tour – National Marine Mammal Foundation
 - f. R&D Lab Tour – Space and Naval Warfare Systems Center
 - g. DoD STEM Experience – exhibits (Thursday)
 - h. DoD STEM Experience - seminars
 - i. DoD STEM and JSHS Alumni Meet Up
7. Share your impressions of the quality of student oral sessions by rating each of the following (options: strongly disagree, disagree, neutral, agree, strongly agree, N/A)
 - a. The National JSHS office provided me with judging criteria and presentation guidelines in preparation for the competition.
 - b. The time to deliver my presentation was sufficient.
 - c. The judges' questions were appropriate.
 - d. There was sufficient time to answer the judges' questions.
8. Share your impressions of the student poster sessions by rating each of the following: (options: strongly disagree, disagree, neutral, agree, strongly agree, N/A)
 - a. The National JSHS office provided me with judging criteria and presentation guidelines in preparation for the competition.
 - b. The time to deliver my presentation was sufficient.
 - c. The judging process following my presentation was appropriate.
 - d. At least two judges visited my poster, asked questions and provided me with feedback on future work.
9. Describe the support you received from your teachers/mentors in JSHS this year. For example – did mentoring occur as part of a class or was it outside of class, etc.

10. What are some suggestions you have for improving the mentoring that participants receive from their teachers/mentors?
11. Do you feel like the regional competition helped to prepare you for the JSHS nationals? Explain why or why not.
12. What are your overall impressions of the regional judging process? How could it be improved?
13. What are your overall impressions of the national judging process? How could it be improved?
14. After you participated in JSHS, how far do you want to go in school?
 - a. graduate from high school
 - b. go to a trade or vocational school
 - c. go to college for a little while
 - d. finish college (get a bachelor's degree)
 - e. get more education after college
 - f. get a master's degree
 - g. get a Ph.D.
 - h. get a medical related degree (M.D.), veterinary degree (D.V.M.) or dental degree (D.D.S.)
 - i. get a combined masters/Ph.D.
 - j. get another professional degree
15. Do you plan to pursue an advanced degree (beyond a bachelor's degree) in a STEM field?
 - a. yes
 - b. no
16. Do you plan to pursue a bachelor's degree in a STEM field?
 - a. yes
 - b. no
17. How interested are you in participating in the following programs in the future? (options: I've never heard of this program, not at all, somewhat interested, very interested)
 - a. Unite
 - b. JSHS
 - c. SEAP
 - d. REAP
 - e. HSAP
 - f. CQL
 - g. GEMS Near Peer
 - h. URAP
 - i. SMART
 - j. NDSEG
18. How many jobs/careers in STEM did you learn about during the JSHS National Event experience?
 - a. none
 - b. 1
 - c. 2
 - d. 3
 - e. 4
 - f. 5 or more
19. How many Army/DoD STEM jobs/careers did you learn about during the JSHS National Event experience?
 - a. none
 - b. 1
 - c. 2
 - d. 3

- e. 4
 - f. 5 or more
20. How much do you agree or disagree with the following statements about Department of Defense (DoD) researchers and research?
- a. DoD researchers advance science and engineering fields
 - b. DoD researchers develop new, cutting edge technologies
 - c. DoD researchers solve real-world problems
 - d. DoD research is valuable to society
21. Which of the following statements describe you after participating in JSHS National Event (options: disagree – this did not happen, disagree- this happened but not because of JSHS, agree JSHS contributed, Agree – JSHS was the primary reason)
- a. I am more confident in my STEM knowledge, skills, and abilities
 - b. I am more interested in participating in STEM activities outside of school requirements
 - c. I am more aware of other AEOP programs
 - d. I am more interested in participating in other AEOP programs
 - e. I am more interested in taking STEM classes in school
 - f. I am more interested in earning a STEM degree
 - g. I am more interested in pursuing a career in STEM
 - h. I am more aware of Army or DoD STEM research and careers
 - i. I have a greater appreciation of Army or DoD STEM research
 - j. I am more interested in pursuing a STEM career with the Army or DoD
22. What were the most beneficial aspects of participating in JSHS this year for you?
23. Do you have suggestions for improving the JSHS program overall?

7 | Appendix E – R-JSHS Participant Questionnaire

Contact Information		
Please verify the following information:		
*First Name:	<input type="text"/>	
*Last Name:	<input type="text"/>	
*Email Address:	<input type="text"/>	
<i>All fields with an asterisk (*) are required.</i>		

*1. Do you agree to participate in this survey? (required)(*Required)		
<i>Select one.</i>		
<input type="radio"/>	Yes, I agree to participate in this survey	
<input type="radio"/>	No, I do not wish to participate in this survey	Go to end of chapter

*2. What grade are you in at this time? (select one)(*Required)

Select one.

<input type="radio"/>	9th
<input type="radio"/>	10th
<input type="radio"/>	11th
<input type="radio"/>	12th
<input type="radio"/>	College freshman
<input type="radio"/>	Other, (specify):: <div></div>

*3. What is your gender?(*Required)

Select one.

<input type="radio"/>	Male
<input type="radio"/>	Female

*4. What is your race or ethnicity?(*Required)

Select one.

<input type="radio"/>	Hispanic or Latino
<input type="radio"/>	Asian
<input type="radio"/>	Black or African American
<input type="radio"/>	Native American or Alaska Native
<input type="radio"/>	Native Hawaiian or Other Pacific Islander
<input type="radio"/>	White
<input type="radio"/>	Other race or ethnicity, (specify):: <input type="text"/>

*5. Do you get free or reduced lunches at school?(*Required)

Select one.

<input type="radio"/>	Yes
<input type="radio"/>	No
<input type="radio"/>	Choose not to report

*6. Which best describes the location of your school?(*Required)

Select one.

<input type="radio"/>	Frontier or tribal school
<input type="radio"/>	Rural (country)
<input type="radio"/>	Suburban
<input type="radio"/>	Urban (city)

*7. What kind of school do you attend?(*Required)

Select one.

<input type="radio"/>	Public school
<input type="radio"/>	Private school
<input type="radio"/>	Home school
<input type="radio"/>	Online school
<input type="radio"/>	Department of Defense school (DoDDS or DoDEA)
<input type="radio"/>	I am not sure

*8. What was your JSHS regional site? (Select ONE)(*Required)	
<i>Select one.</i>	
<input type="radio"/>	Alabama
<input type="radio"/>	Alaska
<input type="radio"/>	Arizona
<input type="radio"/>	Arkansas
<input type="radio"/>	California—Northern California & Western Nevada
<input type="radio"/>	California—Southern California
<input type="radio"/>	Illinois - Chicago
<input type="radio"/>	Connecticut
<input type="radio"/>	DoD Dependent Schools-Europe
<input type="radio"/>	DoD Dependent Schools-Pacific
<input type="radio"/>	District of Columbia – Washington DC
<input type="radio"/>	Florida
<input type="radio"/>	Georgia
<input type="radio"/>	Hawaii
<input type="radio"/>	Illinois
<input type="radio"/>	Indiana
<input type="radio"/>	Intermountain—Colorado, Montana, Idaho, Nevada, Utah
<input type="radio"/>	Iowa
<input type="radio"/>	Kansas—Nebraska—Oklahoma

<input type="radio"/>	Kentucky
<input type="radio"/>	Louisiana
<input type="radio"/>	Maryland
<input type="radio"/>	Michigan - Southeastern
<input type="radio"/>	Missouri
<input type="radio"/>	New England—Northern New England
<input type="radio"/>	New England—Southern New England
<input type="radio"/>	New Jersey-- Northern
<input type="radio"/>	New Jersey— Southern
<input type="radio"/>	New York—Long Island
<input type="radio"/>	New York—Metro
<input type="radio"/>	New York—Upstate
<input type="radio"/>	North Carolina
<input type="radio"/>	North Central—Minnesota, North Dakota, South Dakota
<input type="radio"/>	Ohio
<input type="radio"/>	Oregon
<input type="radio"/>	Pennsylvania
<input type="radio"/>	Philadelphia
<input type="radio"/>	Puerto Rico
<input type="radio"/>	South Carolina
<input type="radio"/>	Southwest

<input type="radio"/>	Tennessee
<input type="radio"/>	Texas
<input type="radio"/>	Virginia
<input type="radio"/>	Washington
<input type="radio"/>	West Virginia
<input type="radio"/>	Wisconsin-Western Wisconsin & Upper Michigan
<input type="radio"/>	Wyoming—Eastern Colorado

9. Have you participated in any of the following AEOP programs previously and if so, how many times?				
<i>Select one per row.</i>				
	<i>I have not participated in this program</i>	<i>Once</i>	<i>Twice</i>	<i>Three or more times</i>
Gains in the Education of Mathematics and Science (GEMS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Junior Solar Sprint (JSS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
eCybermission	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UNITE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Junior Science & Humanities Symposium (JSHS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research & Engineering Apprenticeship Program (REAP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science & Engineering Apprenticeship Program (SEAP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High School Apprenticeship Program (HSAP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GEMS Near Peer Mentor Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science Mathematics, and Research for Transformation (SMART) College Scholarship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

National Defense Science & Engineering Graduate (NDSEG) Fellowship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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10. How often did you do each of the following in STEM classes at school?

Select one per row.

	<i>Not at all</i>	<i>At least once</i>	<i>Monthly</i>	<i>Weekly</i>	<i>Every day</i>
Work with a STEM researcher or company on a real world STEM research project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with a STEM researcher on a research project topic assigned by my teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design my own research or investigation based on my own question(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Present my STEM research to a panel of judges from industry or the military.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interact with STEM researchers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use laboratory procedures and tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify questions or problems to investigate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design and carry out an investigation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze data or information and draw conclusions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work collaboratively as part of a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Build or make a computer model	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solve real world problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. How often did you do each of the following in preparation for or as part of the program components for JSHS this year?

Select one per row.

	<i>Not at all</i>	<i>At least once</i>	<i>Monthly</i>	<i>Weekly</i>	<i>Every day</i>
Work with a STEM researcher or company on a real world STEM research project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with a STEM researcher on a research project topic assigned by my teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design my own research or investigation based on my own question(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Present my STEM research to a panel of judges from industry or the military.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interact with STEM researchers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use laboratory procedures and tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify questions or problems to investigate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design and carry out an investigation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze data or information and draw conclusions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work collaboratively as part of a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Build or make a computer model	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solve real world problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. How much did each of the following resources help you learn about Army Educational Outreach Programs (AEOPs)?

Select one per row.

	<i>Did not experience</i>	<i>Not at all</i>	<i>A little</i>	<i>Somewhat</i>	<i>Very much</i>
Army Educational Outreach Program (AEOP) website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AEOP on Facebook, Twitter, Pinterest or other social media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My JSHS mentor(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentations or information shared at the JSHS competition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in JSHS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Invited speakers at JSHS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. How much did each of the following resources help you learn about STEM careers in the Army or Department of Defense (DoD)?

Select one per row.

	<i>Did not experience</i>	<i>Not at all</i>	<i>A little</i>	<i>Somewhat</i>	<i>Very much</i>
Army Educational Outreach Program (AEOP) website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AEOP on Facebook, Twitter, Pinterest or other social media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My JSHS mentor(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentations or information shared at the JSHS competition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in JSHS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Invited speakers at JSHS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. How USEFUL were the following resources from JSHS regional and national websites?

Select one per row.

	<i>I did not use this resource</i>	<i>Not at all</i>	<i>A little</i>	<i>Somewhat</i>	<i>Very much</i>
JSHS Groundrules for Student Presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paper Submissions and Competition Deadlines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sample Papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral Presentation Tips	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selected Articles – Conducting Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poster Guidelines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation Guideliens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. How SATISFIED were you with the following JSHS features?

Select one per row.

	<i>Did not experience</i>	<i>Not at all</i>	<i>A little</i>	<i>Somewhat</i>	<i>Very much</i>
Applying or registering for the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating with your JSHS host site organizers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The physical location(s) of JSHS activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The variety of STEM topics available to you in JSHS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching or mentoring provided during JSHS activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research abstract preparation requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research presentation process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. How SATISFIED were you with each of the following JSHS program activities?

Select one per row.

	<i>Did not experience</i>	<i>Not at all</i>	<i>A little</i>	<i>Somewhat</i>	<i>Very much</i>
Student Oral Presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Poster Presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Judging Process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback from Judges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback from VIPs and Peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Invited Speaker Presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tours or Field Trips	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team Building Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*17. What was your role at Regional JSHS? (Select ONE)(*Required)

Select one.

<input type="radio"/>	I was attending JSHS - I did not present my research	
<input type="radio"/>	I was a non-competitive poster presenter	(Go to question number 18.)
<input type="radio"/>	I was a competitive poster presenter	(Go to question number 18.)
<input type="radio"/>	I presented my research in an oral symposium	(Go to question number 18.)

18. Which of the following best describes your primary research mentor?

Select one.

<input type="radio"/>	I did not have a research mentor	(Go to question number 20.)
<input type="radio"/>	Teacher	(Go to question number 19.)
<input type="radio"/>	Coach	(Go to question number 19.)
<input type="radio"/>	Parent	(Go to question number 19.)
<input type="radio"/>	Club or activity leader (School club, Boy/Girl Scouts, etc.)	(Go to question number 19.)
<input type="radio"/>	STEM researcher (industry, university, or DoD/government employee, etc.)	(Go to question number 19.)
<input type="radio"/>	Other, (specify):: <div></div>	(Go to question number 19.)

19. The list below includes effective teaching and mentoring strategies. From the list, please indicate which strategies that your mentor(s) used when working with you in conducting your research and in preparation for the JSHS competition:

Select one per row.

	<i>Yes - my mentor used this strategy with me</i>	<i>No - my mentor did not use this strategy with me</i>
Helped me become aware of STEM in my everyday life	<input type="radio"/>	<input type="radio"/>
Helped me understand how I can use STEM to improve my community	<input type="radio"/>	<input type="radio"/>
Used a variety of strategies to help me learn	<input type="radio"/>	<input type="radio"/>
Gave me extra support when I needed it	<input type="radio"/>	<input type="radio"/>
Encouraged me to share ideas with others who have different backgrounds or viewpoints than I do	<input type="radio"/>	<input type="radio"/>
Allowed me to work on a team project or activity	<input type="radio"/>	<input type="radio"/>
Helped me learn or practice a variety of STEM skills	<input type="radio"/>	<input type="radio"/>
Gave me feedback to help me improve in STEM	<input type="radio"/>	<input type="radio"/>
Talked to me about the education I need for a STEM career	<input type="radio"/>	<input type="radio"/>

Recommended Army Educational Outreach Programs that match my interests	<input type="radio"/>	<input type="radio"/>
Discussed STEM careers with the DoD or government	<input type="radio"/>	<input type="radio"/>

20. How much input did you have in selecting your JSHS research project?

Select one.

- ☐ I did not have a project
- ☐ I was assigned a project by my mentor
- ☐ I worked with my mentor to design a project
- ☐ I had a choice among various projects suggested by my mentor
- ☐ I worked with my mentor and members of a research team to design a project
- ☐ I designed the entire project on my own

*21. How often was your mentor available to you during your preparation for the JSHS competition?(*Required)

Select one.

- ☐ I did not have a mentor
- ☐ The mentor was never available
- ☐ The mentor was available less than half of the time
- ☐ The mentor was available about half of the time of my project
- ☐ The mentor was available more than half of the time
- ☐ The mentor was always available

*22. To what extent did you work as part of a group or team in conducting your research for JSHS?(*Required)

Select one.

<input type="radio"/>	I worked alone (or alone with my research mentor)
<input type="radio"/>	I worked with others in a shared laboratory or other space, but we work on different projects
<input type="radio"/>	I worked alone on my project and I met with others regularly for general reporting or discussion
<input type="radio"/>	I worked alone on a project that was closely connected with projects of others in my group
<input type="radio"/>	I work with a group who all worked on the same project

23. How SATISFIED were you with each of the following:

Select one per row.

	<i>Did not experience</i>	<i>Not satisfied</i>	<i>Somewhat satisfied</i>	<i>Very satisfied</i>
My working relationship with my mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The amount of time I spent doing meaningful research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The amount of time I spent with my research mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The research experience overall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*24. Which of the following statements apply to your research experience in JSHS? (Choose ALL that apply)(*Required)

Select all that apply.

<input type="checkbox"/>	I presented a talk or poster to other students or faculty
<input type="checkbox"/>	I presented a talk or poster at a professional symposium or conference
<input type="checkbox"/>	I attended a symposium or conference
<input type="checkbox"/>	I wrote or co-wrote a paper that was/will be published in a research journal
<input type="checkbox"/>	I wrote or co-wrote a technical paper or patent
<input type="checkbox"/>	I will present a talk or poster to other students or faculty
<input type="checkbox"/>	I will present a talk or poster at a professional symposium or conference
<input type="checkbox"/>	I will attend a symposium or conference
<input type="checkbox"/>	I will write or co-write a paper that was/will be published in a research journal
<input type="checkbox"/>	I will write or co-write a technical paper or patent
<input type="checkbox"/>	I won an award or scholarship based on my research

25. Do you feel that you made any gains in the following areas as a result of your JSHS experience?

Select one per row.

	<i>No gain</i>	<i>Small gain</i>	<i>Medium gain</i>	<i>Large gain</i>
In depth knowledge of a STEM topic(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of research conducted in a STEM topic or field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of research processes, ethics, and rules for conduct in STEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of how scientists and engineers work on real problems in STEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of what everyday research work is like in STEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*26. Which category best describes the focus of your JSHS research project? (Select only one)(*Required)

Select between 1 and 1 choices.

<input type="checkbox"/>	Science
<input type="checkbox"/>	Technology
<input type="checkbox"/>	Engineering
<input type="checkbox"/>	Mathematics
<input type="checkbox"/>	Integrated STEM - more than one STEM area

27. Do you feel that you made any gains in the following areas as a result of your JSHS experience?

Select one per row.

	<i>No gain</i>	<i>Small gain</i>	<i>Medium gain</i>	<i>Large gain</i>
Asking a question that can be answered with one or more scientific experiments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using knowledge and creativity to suggest a testable explanation (hypothesis) for an observation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using knowledge and creativity to suggest a solution to a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making a model of an object or system showing its parts and how they work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Designing procedures for an experiment that are appropriate for the question to be answered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying the limitations of the methods and tools used for data collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carrying out procedures for an experiment and recording data accurately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using computer models of objects or systems to test cause and effect relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizing data in charts or graphs to find patterns and relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Considering different interpretations of data to decide if a solution to a problem works as intended	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Considering different interpretations of data when deciding how the data answer a question	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supporting an explanation for an observation with data from experiments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supporting an explanation with relevant scientific, mathematical, and/or engineering knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supporting a solution for a problem with data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying the strengths and limitations of explanations in terms of how well they describe or predict observations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Defending an argument that conveys how an explanation best describes an observation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying the strengths and limitations of data, interpretations, or arguments presented in technical or scientific texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying the strengths and limitations of solutions in terms of how well they meet design criteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrating information from technical or scientific texts and other media to support your explanation of an observation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating about your experiments and explanations in different ways (through talking, writing, graphics, or mathematics)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrating information from technical or scientific texts and other media to support your solution to a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. Do you feel that you made any gains in the following areas as a result of your JSHS experience?

Select one per row.

	<i>No gain</i>	<i>Small gain</i>	<i>Medium gain</i>	<i>Large gain</i>
Learning to work independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Setting goals and reflecting on performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sticking with a task until it is finished	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making changes when things do not go as planned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working well with people from all backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Including others' perspectives when making decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating effectively with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Viewing failure as an opportunity to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. Do you feel that you made any gains in the following areas as a result of your JSHS experience?

Select one per row.

	<i>No gain</i>	<i>Small gain</i>	<i>Medium gain</i>	<i>Large gain</i>
Interest in a new STEM topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deciding on a path to pursue a STEM career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sense of accomplishing something in STEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling prepared for more challenging STEM activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confidence to try out new ideas or procedures on my own in a STEM project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Patience for the slow pace of STEM research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Desire to build relationships with mentors who work in STEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connecting a STEM topic or field to my personal values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. AS A RESULT OF YOUR JSHS experience, are you MORE or LESS likely to engage in the following activities in science, technology, engineering, or mathematics (STEM) outside of school requirements or activities?

Select one per row.

	<i>Much less likely</i>	<i>Less likely</i>	<i>About the same before and after</i>	<i>More likely</i>	<i>Much more likely</i>
Watch or read non-fiction STEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tinker (play) with a mechanical or electrical device	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work on solving mathematical or scientific puzzles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a computer to design or program something	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk with friends or family about STEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentor or teach other students about STEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help with a community service project related to STEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in a STEM camp, club, or competition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take an elective (not required) STEM class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Work on a STEM project or experiment in a university or professional setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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*31. After you have participated in JSBS, how far do you want to go in school?(*Required)	
<i>Select one.</i>	
<input type="radio"/>	Graduate from high school
<input type="radio"/>	Go to a trade or vocational school
<input type="radio"/>	Go to college for a little while
<input type="radio"/>	Finish college (get a Bachelor's degree)
<input type="radio"/>	Get more education after college
<input type="radio"/>	Get a master's degree
<input type="radio"/>	Get a Ph.D.
<input type="radio"/>	Get a medical-related degree (M.D.), veterinary degree (D.V.M), or dental degree (D.D.S)
<input type="radio"/>	Get a combined M.D. / Ph.D.
<input type="radio"/>	Get another professional degree (law, business, etc.)

*32. Do you plan to pursue an advanced degree (beyond a bachelor's degree) in a STEM field?(*Required)

Select one.

<input type="radio"/>	Yes
<input type="radio"/>	No

*33. Do you plan to pursue a bachelor's degree in a STEM field?(*Required)

Select all that apply.

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

34. How interested are you in participating in the following programs in the future?

Select one per row.

	<i>I've never heard of this program</i>	<i>Not at all</i>	<i>Somewhat interested</i>	<i>Very interested</i>
Unite	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Junior Science & Humanities Symposium (JSHS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science & Engineering Apprenticeship Program (SEAP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research & Engineering Apprenticeship Program (REAP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High School Apprenticeship Program (HSAP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College Qualified Leaders (CQL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GEMS Near Peer Mentor Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Undergraduate Research Apprenticeship Program (URAP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science Mathematics, and Research for Transformation (SMART) College Scholarship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National Defense Science & Engineering Graduate (NDSEG) Fellowship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

35. How many jobs/careers in STEM did you learn about during the JSHS program experience?

Select one.

<input type="radio"/>	None
<input type="radio"/>	1
<input type="radio"/>	2
<input type="radio"/>	3
<input type="radio"/>	4
<input type="radio"/>	5 or more

*36. How many Army or Department of Defense (DoD) STEM jobs/careers did you learn about during the JSHS program experience?(*Required)

Select one.

<input type="radio"/>	None
<input type="radio"/>	1
<input type="radio"/>	2
<input type="radio"/>	3
<input type="radio"/>	4
<input type="radio"/>	5 or more

37. How much do you agree or disagree with the following statements about Department of Defense (DoD) researchers and research:

Select one per row.

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
DoD researchers advance science and engineering fields	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DoD researchers develop new, cutting edge technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DoD researchers solve real-world problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DoD research is valuable to society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

38. Which of the following statements describe you after participating in the JSHS program?				
<i>Select one per row.</i>				
	<i>Disagree - This did not happen</i>	<i>Disagree - This happened but not because of JSHS</i>	<i>Agree - JSHS contributed</i>	<i>Agree - JSHS was primary reason</i>
I am more confident in my STEM knowledge, skills, and abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more interested in participating in STEM activities outside of school requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more aware of other AEOPs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more interested in participating in other AEOPs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more interested in taking STEM classes in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more interested in earning a STEM degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more interested in pursuing a career in STEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I am more aware of Army or DoD STEM research and careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a greater appreciation of Army or DoD STEM research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more interested in pursuing a STEM career with the Army or DoD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

39. What are the three most important ways that JSHS has helped you?	
	Benefit #1: <input type="text"/>
	Benefit #2: <input type="text"/>
	Benefit #3: <input type="text"/>

40. What are the three ways that JSHS should be improved for future participants?	
	Improvement #1: <input type="text"/>
	Improvement #2: <input type="text"/>
	Improvement #3: <input type="text"/>

41. Please tell us about your overall satisfaction with your JSHS experience.

8 | Appendix F – JSHS Mentor Questionnaire

Contact Information		
Please verify the following information:		
*First Name:	<input type="text"/>	
*Last Name:	<input type="text"/>	
*Email Address:	<input type="text"/>	
<i>All fields with an asterisk (*) are required.</i>		

*1. Do you agree to participate in this survey? (required)(*Required)		
Select one.		
<input type="radio"/>	Yes, I agree to participate in this survey	(Go to question number 2.)
<input type="radio"/>	No, I do not wish to participate in this survey	Go to end of chapter

*2. Please provide your personal information below: (required)(*Required)

	*First Name::	<input type="text"/>
	*Last Name::	<input type="text"/>

3. Please provide your email address: (optional)

<input type="text"/>

*4. What is your gender?(*Required)

Select one.

<input type="radio"/>	Male
<input type="radio"/>	Female
<input type="radio"/>	Choose not to report

*5. What is your race or ethnicity?(*Required)

Select one.

<input type="radio"/>	Hispanic or Latino
<input type="radio"/>	Asian
<input type="radio"/>	Black or African American
<input type="radio"/>	Native American or Alaska Native
<input type="radio"/>	Native Hawaiian or Other Pacific Islander
<input type="radio"/>	White
<input type="radio"/>	Choose not to report
<input type="radio"/>	Other race or ethnicity, (specify):: <div></div>

*6. Which of the following BEST describes the organization you work for? (select ONE)(*Required)

Select one.

- ☐ No organization
- ☐ School or district (K-12)
- ☐ State educational agency
- ☐ Institution of higher education (vocational school, junior college, college, or university)
- ☐ Private Industry
- ☐ Department of Defense or other government agency
- ☐ Non-profit
- ☐ Other, (specify):

*7. Which of the following BEST describes your current occupation (select ONE)(*Required)		
<i>Select one.</i>		
<input type="radio"/>	Teacher	(Go to question number 8.)
<input type="radio"/>	Other school staff	(Go to question number 8.)
<input type="radio"/>	University educator	(Go to question number 11.)
<input type="radio"/>	Scientist, Engineer, or Mathematician in training (undergraduate or graduate student, etc.)	(Go to question number 11.)
<input type="radio"/>	Scientist, Engineer, or Mathematics professional	(Go to question number 11.)
<input type="radio"/>	Other, (specify):: <div></div>	(Go to question number 11.)

*8. What grade level(s) do you teach (select all that apply)?(*Required)	
<i>Select all that apply.</i>	
<input type="checkbox"/>	Upper elementary
<input type="checkbox"/>	Middle school
<input type="checkbox"/>	High school
<input type="checkbox"/>	University

9. Which best describes the location of your school?

Select one.

<input type="radio"/>	Urban (city)
<input type="radio"/>	Suburban
<input type="radio"/>	Rural (country)
<input type="radio"/>	Frontier or tribal school
<input type="radio"/>	Home School
<input type="radio"/>	Online School
<input type="radio"/>	Department of Defense School (DeDEA or DoDDS) Choose not to report

10. Which of the following subjects do you teach? (select ALL that apply)

Select all that apply.

<input type="checkbox"/>	Upper elementary
<input type="checkbox"/>	Physical science (physics, chemistry, astronomy, materials science, etc.)
<input type="checkbox"/>	Biological science
<input type="checkbox"/>	Earth, atmospheric, or oceanic science
<input type="checkbox"/>	Environmental science
<input type="checkbox"/>	Computer science
<input type="checkbox"/>	Technology
<input type="checkbox"/>	Engineering
<input type="checkbox"/>	Mathematics or statistics
<input type="checkbox"/>	Medical, health, or behavioral science
<input type="checkbox"/>	Social Science (psychology, sociology, anthropology)
<input type="checkbox"/>	Other, (specify):: <div></div>

11. Which of the following best describes your primary area of research?

Select one.

<input type="radio"/>	Physical science (physics, chemistry, astronomy, materials science, etc.)
<input type="radio"/>	Biological science
<input type="radio"/>	Earth, atmospheric, or oceanic science
<input type="radio"/>	Environmental science
<input type="radio"/>	Computer science
<input type="radio"/>	Technology
<input type="radio"/>	Engineering
<input type="radio"/>	Mathematics or statistics
<input type="radio"/>	Medical, health, or behavioral science
<input type="radio"/>	Social Science (psychology, sociology, anthropology)
<input type="radio"/>	N/A - I am a teacher not STEM researcher
<input type="radio"/>	Other, (specify):: <div></div>

12. At which of the following JSHS sites did you participate? (Select ONE)	
<i>Select one.</i>	
<input type="radio"/>	Alabama
<input type="radio"/>	Alaska
<input type="radio"/>	Arizona
<input type="radio"/>	Arkansas
<input type="radio"/>	California—Northern California & Western Nevada
<input type="radio"/>	California—Southern California
<input type="radio"/>	Connecticut
<input type="radio"/>	DoD Dependent Schools-Europe
<input type="radio"/>	DoD Dependent Schools-Pacific
<input type="radio"/>	District of Columbia – Washington DC
<input type="radio"/>	Florida
<input type="radio"/>	Georgia
<input type="radio"/>	Hawaii
<input type="radio"/>	Illinois
<input type="radio"/>	Illinois - Chicago
<input type="radio"/>	Indiana
<input type="radio"/>	Intermountain—Colorado, Montana, Idaho, Nevada, Utah
<input type="radio"/>	Iowa
<input type="radio"/>	Kansas—Nebraska—Oklahoma

<input type="radio"/>	Kentucky
<input type="radio"/>	Louisiana
<input type="radio"/>	Maryland
<input type="radio"/>	Michigan
<input type="radio"/>	Missouri
<input type="radio"/>	New England—Northern New England
<input type="radio"/>	New England—Southern New England
<input type="radio"/>	New Jersey--Monmouth
<input type="radio"/>	New Jersey—Rutgers
<input type="radio"/>	New York—Long Island
<input type="radio"/>	New York—Metro
<input type="radio"/>	New York—Upstate
<input type="radio"/>	North Carolina
<input type="radio"/>	North Central—Minnesota, North Dakota, South Dakota
<input type="radio"/>	Ohio
<input type="radio"/>	Oregon
<input type="radio"/>	Pennsylvania
<input type="radio"/>	Philadelphia
<input type="radio"/>	Puerto Rico
<input type="radio"/>	South Carolina
<input type="radio"/>	Southwest

<input type="radio"/>	Tennessee
<input type="radio"/>	Texas
<input type="radio"/>	Virginia
<input type="radio"/>	Washington
<input type="radio"/>	West Virginia
<input type="radio"/>	Wisconsin-Western Wisconsin & Upper Michigan
<input type="radio"/>	Wyoming—Eastern Colorado

13. Which of the following describes your role during JSHS (choose all that apply)?	
<i>Select all that apply.</i>	
<input type="checkbox"/>	Research Mentor
<input type="checkbox"/>	Competition Advisor
<input type="checkbox"/>	Judge
<input type="checkbox"/>	Invited Speaker
<input type="checkbox"/>	Teacher
<input type="checkbox"/>	Other, (specify):: <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>

14. How many JSHS participants did you work with this year? (Teachers or mentors only)

students.

15. How did you learn about JSHS? (Check all that apply)

Select all that apply.

<input type="checkbox"/>	Academy of Applied Science (AAS) website
<input type="checkbox"/>	Army Educational Outreach Program (AEOP) website
<input type="checkbox"/>	AEOP on Facebook, Twitter, Pinterest, or other social media
<input type="checkbox"/>	A STEM conference or STEM education conference
<input type="checkbox"/>	An email or newsletter from school, university, or a professional organization
<input type="checkbox"/>	Past JSHS participant
<input type="checkbox"/>	A student
<input type="checkbox"/>	A colleague
<input type="checkbox"/>	My supervisor or superior
<input type="checkbox"/>	A JSHS site host or director
<input type="checkbox"/>	Workplace communications
<input type="checkbox"/>	Someone who works with the Department of Defense (Army, Navy, Air Force)
<input type="checkbox"/>	Other, (specify):: <input type="text"/>

16. How many times have YOU PARTICIPATED in any of the following Army Educational Outreach Programs (AEOPs) in any capacity? If you have heard of an AEOP but never participated select "Never." If you have not heard of an AEOP select "Never heard of it."

Select one per row.

	<i>Never</i>	<i>Once</i>	<i>Twice</i>	<i>Three or more times</i>	<i>I've never heard of this program</i>
Camp Invention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
eCYBERMISSION	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Junior Solar Sprint (JSS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
West Point Bridge Design Contest (WPBDC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Junior Science & Humanities Symposium (JSHS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gains in the Education of Mathematics and Science (GEMS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GEMS Near Peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UNITE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science & Engineering Apprenticeship Program (SEAP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research & Engineering Apprenticeship Program (REAP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High School Apprenticeship Program (HSAP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

College Qualified Leaders (CQL)	○	○	○	○	○
Undergraduate Research Apprenticeship Program (URAP)	○	○	○	○	○
Science Mathematics, and Research for Transformation (SMART) College Scholarship	○	○	○	○	○
National Defense Science & Engineering Graduate (NDSEG) Fellowship	○	○	○	○	○

17. How SATISFIED were you with the following JSHS features?

Select one per row.

	<i>Did not experience</i>	<i>Not at all</i>	<i>A little</i>	<i>Somewhat</i>	<i>Very much</i>
Application or registration process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating with Academy of Applied Science (AAS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating with your JSHS site's organizers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support for instruction or mentorship during program activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support for instruction or mentorship during JSHS activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research abstract preparation requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The physical location(s) of JSHS activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. The following activities were common to many Regional JSHS symposia across the nation. How SATISFIED were you with each of the following Regional JSHS program activities?

Select one per row.

	<i>Did not experience</i>	<i>Not at all</i>	<i>A little</i>	<i>Somewhat</i>	<i>Very much</i>
Student Oral Presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Poster Presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Judging Process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback from Judges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Invited Speaker Presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Panel Discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tours or Field Trips	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team Building Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. The list below describes mentoring strategies that are effective ways to establish the relevance of learning activities for students. From the list below, please indicate which strategies you used when working with your student(s) in JSHS.

Select one per row.

	<i>Yes - I used this strategy</i>	<i>No - I did not use this strategy</i>
Become familiar with my student(s) background and interests at the beginning of the JSHS experience	<input type="radio"/>	<input type="radio"/>
Giving students real-life problems to investigate or solve	<input type="radio"/>	<input type="radio"/>
Selecting readings or activities that relate to students' backgrounds	<input type="radio"/>	<input type="radio"/>
Encouraging students to suggest new readings, activities, or projects	<input type="radio"/>	<input type="radio"/>
Helping students become aware of the role(s) that STEM plays in their everyday lives	<input type="radio"/>	<input type="radio"/>
Helping students understand how STEM can help them improve their own community	<input type="radio"/>	<input type="radio"/>
Asking students to relate real-life events or activities to topics covered in JSHS	<input type="radio"/>	<input type="radio"/>

20. The list below describes mentoring strategies that are effective ways to support the diverse needs of students as learners. From the list below, please indicate which strategies you used when working with your student(s) in JSHS.

Select one per row.

	<i>Yes - I used this strategy</i>	<i>No - I did not use this strategy</i>
Identify the different learning styles that my student (s) may have at the beginning of the JSHS experience	<input type="radio"/>	<input type="radio"/>
Interact with students and other personnel the same way regardless of their background	<input type="radio"/>	<input type="radio"/>
Use a variety of teaching and/or mentoring activities to meet the needs of all students	<input type="radio"/>	<input type="radio"/>
Integrating ideas from education literature to teach/mentor students from groups underrepresented in STEM	<input type="radio"/>	<input type="radio"/>
Providing extra readings, activities, or learning support for students who lack essential background knowledge or skills	<input type="radio"/>	<input type="radio"/>
Directing students to other individuals or programs for additional support as needed	<input type="radio"/>	<input type="radio"/>
Highlighting under-representation of women and racial and ethnic minority populations in STEM and/or their contributions in STEM	<input type="radio"/>	<input type="radio"/>

21. The list below describes mentoring strategies that are effective ways to support students development of collaboration and interpersonal skills. From the list below, please indicate which strategies you used when working with your student(s) in JSHS.

Select one per row.

	<i>Yes - I used this strategy</i>	<i>No - I did not use this strategy</i>
Having participant(s) tell other people about their backgrounds and interests	<input type="radio"/>	<input type="radio"/>
Having participant(s) explain difficult ideas to others	<input type="radio"/>	<input type="radio"/>
Having participant(s) listen to the ideas of others with an open mind	<input type="radio"/>	<input type="radio"/>
Having participant(s) exchange ideas with others whose backgrounds or viewpoints are different from their own	<input type="radio"/>	<input type="radio"/>
Having participant(s) give and receive constructive feedback with others	<input type="radio"/>	<input type="radio"/>

22. The list below describes mentoring strategies that are effective ways to support students' engagement in "authentic" STEM activities. From the list below, please indicate which strategies you used when working with your student(s) in JSHS.

Select one per row.

	<i>Yes - I used this strategy</i>	<i>No - I did not use this strategy</i>
Teaching (or assigning readings) about specific STEM subject matter	<input type="radio"/>	<input type="radio"/>
Having participant(s) search for and review technical research to support their work	<input type="radio"/>	<input type="radio"/>
Demonstrating laboratory/field techniques, procedures, and tools for my student(s)	<input type="radio"/>	<input type="radio"/>
Supervising participant(s) while they practice STEM research skills	<input type="radio"/>	<input type="radio"/>
Providing participant(s) with constructive feedback to improve their STEM competencies	<input type="radio"/>	<input type="radio"/>
Allowing participant(s) to work independently to improve their self-management abilities	<input type="radio"/>	<input type="radio"/>

23. This list describes mentoring strategies that are effective ways to support students' STEM educational and career pathways. The list also includes items that reflect AEOP and Army priorities. From this list, please indicate which strategies you used when working with your student(s) in JSHS.

Select one per row.

	<i>Yes - I used this strategy</i>	<i>No - I did not use this strategy</i>
Asking participant(s) about their educational and/or career goals	<input type="radio"/>	<input type="radio"/>
Recommending extracurricular programs that align with participants' goals	<input type="radio"/>	<input type="radio"/>
Recommending Army Educational Outreach Programs that align with participants' goals	<input type="radio"/>	<input type="radio"/>
Providing guidance about educational pathways that will prepare participant(s) for a STEM career	<input type="radio"/>	<input type="radio"/>
Discussing STEM career opportunities within the DoD or other government agencies	<input type="radio"/>	<input type="radio"/>
Discussing STEM career opportunities in private industry or academia	<input type="radio"/>	<input type="radio"/>
Discussing the economic, political, ethical, and/or social context of a STEM career	<input type="radio"/>	<input type="radio"/>
Recommending student and professional organizations in STEM to my student(s)	<input type="radio"/>	<input type="radio"/>
Helping participant(s) build a professional network in a STEM field	<input type="radio"/>	<input type="radio"/>

Helping participant(s) with their resume, application, personal statement, and/or interview preparations	<input type="radio"/>	<input type="radio"/>
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24. How useful were each of the following in your efforts to expose student(s) to Army Educational Outreach Programs (AEOPs) during JSHS?

Select one per row.

	<i>Did not experience</i>	<i>Not at all</i>	<i>A little</i>	<i>Somewhat</i>	<i>Very much</i>
Academy of Applied Science (AAS) website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Army Educational Outreach Program (AEOP) website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AEOP on Facebook, Twitter, Pinterest or other social media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AEOP brochure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It Starts Here! Magazine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
JSHS Program administrator or site coordinator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Invited speakers or “career” events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in JSHS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. How USEFUL were each of the following in your efforts to expose your student(s) to Department of Defense (DoD) STEM careers during JSHS.

Select one per row.

	<i>Did not experience</i>	<i>Not at all</i>	<i>A little</i>	<i>Somewhat</i>	<i>Very much</i>
Academy of Applied Science (AAS) website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Army Educational Outreach Program (AEOP) website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AEOP on Facebook, Twitter, Pinterest or other social media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AEOP brochure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It Starts Here! Magazine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
JSHS Program administrator or site coordinator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Invited speakers or “career” events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in JSHS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. Which of the following AEOPs did YOU EXPLICITLY DISCUSS with your student(s) during JSHS? (check ALL that apply)

Select one per row.

	<i>Yes - I discussed this program with my student(s)</i>	<i>No - I did not discuss this program with my student(s)</i>
UNITE	<input type="radio"/>	<input type="radio"/>
Junior Science & Humanities Symposium (JSHS)	<input type="radio"/>	<input type="radio"/>
Science & Engineering Apprenticeship Program (SEAP)	<input type="radio"/>	<input type="radio"/>
Research & Engineering Apprenticeship Program (REAP)	<input type="radio"/>	<input type="radio"/>
High School Apprenticeship Program (HSAP)	<input type="radio"/>	<input type="radio"/>
College Qualified Leaders (CQL)	<input type="radio"/>	<input type="radio"/>
GEMS Near Peer Mentor Program	<input type="radio"/>	<input type="radio"/>
Undergraduate Research Apprenticeship Program (URAP)	<input type="radio"/>	<input type="radio"/>
Science Mathematics, and Research for Transformation (SMART) College Scholarship	<input type="radio"/>	<input type="radio"/>
National Defense Science & Engineering Graduate (NDSEG) Fellowship	<input type="radio"/>	<input type="radio"/>

I discussed AEOP with participant(s) but did not discuss any specific program	<input type="radio"/>	<input type="radio"/>
eCybermission	<input type="radio"/>	<input type="radio"/>

27. How much do you agree or disagree with the following statements about Department of Defense (DoD) researchers and research:

Select one per row.

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither Agree nor Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
DoD researchers advance science and engineering fields	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DoD researchers develop new, cutting edge technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DoD researchers solve real-world problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DoD research is valuable to society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. How often did YOUR STUDENT(S) have opportunities to do each of the following in JSHS?					
<i>Select one per row.</i>					
	<i>Not at all</i>	<i>At least once</i>	<i>A few times</i>	<i>Most days</i>	<i>Every day</i>
Work with a STEM researcher or company on a real world STEM research project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with a STEM researcher on a research project topic assigned by the teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design their own research or investigation based on the students' own question(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Present STEM research to a panel of judges from industry or the military	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interact with STEM researchers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use laboratory or field techniques, procedures, and tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify questions or problems to investigate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design and carry out an investigation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze data or information and draw conclusions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate with other students about STEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Work collaboratively as part of a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Build or make a computer model	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solve real word problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. AS A RESULT OF THEIR JSHS EXPERIENCE, how much did your student(s) GAIN in the following areas?

Select one per row.

	<i>No gain</i>	<i>A little gain</i>	<i>Some gain</i>	<i>Large gain</i>	<i>Extreme gain</i>
In depth knowledge of a STEM topic(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of research conducted in a STEM topic or field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of research processes, ethics, and rules for conduct in STEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of how professionals work on real problems in STEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of what everyday research work is like in STEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. Which category best describes the focus of your student(s) JSHS activities?

Select one.

<input type="radio"/>	Science
<input type="radio"/>	Technology
<input type="radio"/>	Engineering
<input type="radio"/>	Mathematics
<input type="radio"/>	Integrated STEM - more than one STEM area

31. AS A RESULT OF THEIR JSHS EXPERIENCE, how much did your student(s) GAIN in their abilities to do each of the following?

Select one per row.

	<i>No gain</i>	<i>Small gain</i>	<i>Medium gain</i>	<i>Large gain</i>
Asking a question that can be answered with one or more scientific experiments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using knowledge and creativity to suggest a testable explanation (hypothesis) for an observation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using knowledge and creativity to suggest a solution to a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making a model of an object or system showing its parts and how they work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Designing procedures for an experiment that are appropriate for the question to be answered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying the limitations of the methods and tools used for data collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carrying out procedures for an experiment and recording data accurately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using computer models of objects or systems to test cause and effect relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizing data in charts or graphs to find patterns and relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Considering different interpretations of data when deciding if a solution to a problem works as intended	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Considering different interpretations of data when deciding how the data answer a question	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Supporting an explanation for an observation with data from experiments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supporting an explanation with relevant scientific, mathematical, and/or engineering knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supporting a solution for a problem with data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying the strengths and limitations of explanations in terms of how well they describe or predict observations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Defending an argument that conveys how an explanation best describes an observation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying the strengths and limitations of data, interpretations, or arguments presented in technical or scientific texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrating information from technical or scientific texts and other media to support your explanation of an observation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating about your experiments and explanations in different ways (through talking, writing, graphics, or mathematics)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrating information from technical or scientific texts and other media to support your solution to a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. AS A RESULT OF THE JSHS EXPERIENCE, how much did your student(s) GAIN (on average) in the skills/abilities listed below?

Select one per row.

	<i>No gain</i>	<i>Small gain</i>	<i>Medium gain</i>	<i>Large gain</i>
Learning to work independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Setting goals and reflecting on performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sticking with a task until it is finished	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making changes when things do not go as planned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Including others' perspectives when making decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating effectively with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confidence with new ideas or procedures in a STEM project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Patience for the slow pace of research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Desire to build relationships with professionals in a field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connecting a topic or field with their personal values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. Which of the following statements describe YOUR STUDENT(S) after participating in the JSBS program?

Select one per row.

	<i>Disagree - This did not happen</i>	<i>Disagree - This happened but not because of SEAP</i>	<i>Agree - SEAP contributed</i>	<i>Agree - SEAP was primary reason</i>
More confident in STEM knowledge, skills, and abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More interested in participating in STEM activities outside of school requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More aware of other AEOPs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More interested in participating in other AEOPs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More interested in taking STEM classes in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More interested in earning a STEM degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More interested in pursuing a career in STEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

More aware of DoD STEM research and careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Greater appreciation of DoD STEM research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More interested in pursuing a STEM career with the DoD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34. What are the three most important strengths of JSHS?

	Strength #1:	<input type="text"/>
	Strength #2:	<input type="text"/>
	Strength #3:	<input type="text"/>

35. What are the three ways JSHS should be improved for future participants?

	Improvement #1:	<input type="text"/>
	Improvement #2:	<input type="text"/>
	Improvement #3:	<input type="text"/>

36. Please tell us about your overall satisfaction with your JSHS experience.

9 | Appendix G – NSTA’s Response to FY18 Evaluation