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OBM Thesis Project: Composing an Undergraduate Thesis Manual

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Organizational Behavior Management Thesis Project: Creating an Effective Thesis
Manual Using Performance Management Contingencies
Western Michigan University
William Strong

Behavioral Research Supervisory System Mission Statement

Behavioral Research Supervisory System (BRSS) is a subsystem within Dr. Malott's Behavior Analysis Training System (BATS). BRSS manages performance of five groups of students; research and teacher assistants, undergraduate thesis students, graduate mentors, and the graduate student's senior managers. The timely completion of tasks allows the students to maintain and improve these projects over the course of an entire semester. BRSS focuses on promoting productive work habits and reducing procrastination of graduate and undergraduate students. This is done through grade contingencies placed on task completion.

The subsystems of BATS included under BRSS are; Preliminary, Intermediate and Advanced Practicum, Graduate School Prep Course, Self-Management, Project Performance Management System, Kalamazoo Autism Center, Picture Exchange, Media: photo, video, and DickMalott.com. Undergraduates involved with these systems help with classes, update course materials, and improve the system through continuous quality improvement.

Ultimate Goal of OBM Thesis Project

The BATS program consists of first and second year graduate students working to complete a Master of Arts thesis project. These graduate students are required to assist an undergraduate student in the development of an undergraduate thesis; therefore, the graduate students serve as supervisors to these undergraduate students. Students completing the thesis option then complete a six credit-hour-course over a two-semester period. The course consists of completing weekly tasks toward the completion of an

Honors Thesis and attending monthly meetings for BRSS. In completing this course, the undergraduate student is eligible to graduate with departmental honors. Also, the Honors Thesis students and the second year graduate students present their completed projects to colleagues and guests of the psychology department.

According to data, at Western Michigan University, only 60 % of the Ph.D. students complete their dissertations, and those that do, do not finish in a timely manner. However, Ph.D. students that complete their theses using performance management have a significant advantage over students completing their theses on their own. (Dr. Malott) These performance management contingencies are used in BRSS to help both Master and undergraduate students complete their goals. Students in BRSS complete weekly performance contracts consisting of recurring and nonrecurring tasks, leading to the completion of their research. The students attend monthly meetings with their research supervisor to go over the work they've accomplished during that week and discuss their tasks to do for the following week. The system works well in helping students complete high-quality projects and graduate in a timely manner.

A grade in the BRSS class is earned via accumulating weekly points. These weekly points are contingent on weekly tasks and proof of completing these tasks, weekly system evaluations, and the timely submission of these materials during weekly Friday meetings. The undergraduate student provides BRSS with a task verification form (TVF document, see Appendix A) proving that they have completed their weekly tasks. These undergraduate students also provide BRSS with submissions of their on-going thesis work. The graduate student oversees their undergraduate student, provides the

undergraduate with weekly tasks and writing assignments, and monitors their completion of those assignments and weekly tasks,

The problem with the current theses materials is that job aids meant to guide undergraduates through their thesis projects lack information to build outstanding theses. I will be assisting Christina Henderson to create a new thesis manual composed of superior student examples and non-examples, checklists with explicit components of each section of the thesis, and technical details of a thesis. The ultimate goal of our thesis project is to create a better manual for undergraduate students to reference while working on their thesis projects and to provide a systematic grading system for their graduate student supervisors.

Roles and Responsibilities in BRSS

BRSS requires many students to work together in order to make BATS a successful graduate program. All subsystems, including BRSS, report to Dr. Richard Malott. BRSS consists of two BRSS system managers and one undergraduate teaching assistant supervising the work of the Master student mentors, undergraduate thesis students, undergraduate research assistants, and/or undergraduate teaching assistants.

As mentioned above, the first level of BRSS includes the first and second year master students. The first year master students are responsible for providing tasks for the undergraduate teaching assistants, on system maintenance, and continuous quality improvement. Second year master students are responsible for overseeing and giving weekly tasks to first year master students, facilitate a relationship with their mentee, and make revisions on undergraduate thesis students' weekly writing assignments.

Another level of BRSS is a six credit, two semesters, thesis option course for undergraduate students. Students participating as undergraduate thesis students are required to complete weekly system tasks, complete weekly writing assignments, attend a monthly meeting, and complete an Honors Thesis alongside a graduate student from the BATS program. In completing an Honors Thesis, the undergraduate students are able to graduate with departmental honors in psychology.

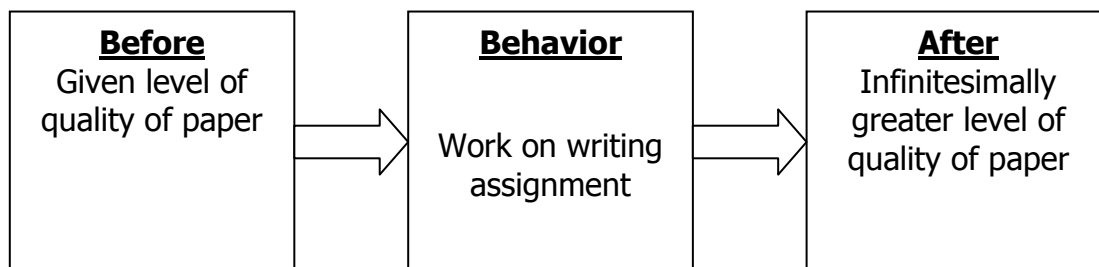
Another level of BRSS is the undergraduate teaching assistant. The undergraduate teaching assistant is a non-thesis option, three credit course, lasting for one semester. Students participating as undergraduate teaching assistants are required to complete system tasks on a weekly basis and attend weekly meetings. These students have the option to be teaching assistants in courses such as GRE/Grad School Prep, Pre-Practicum, or Self-Management.

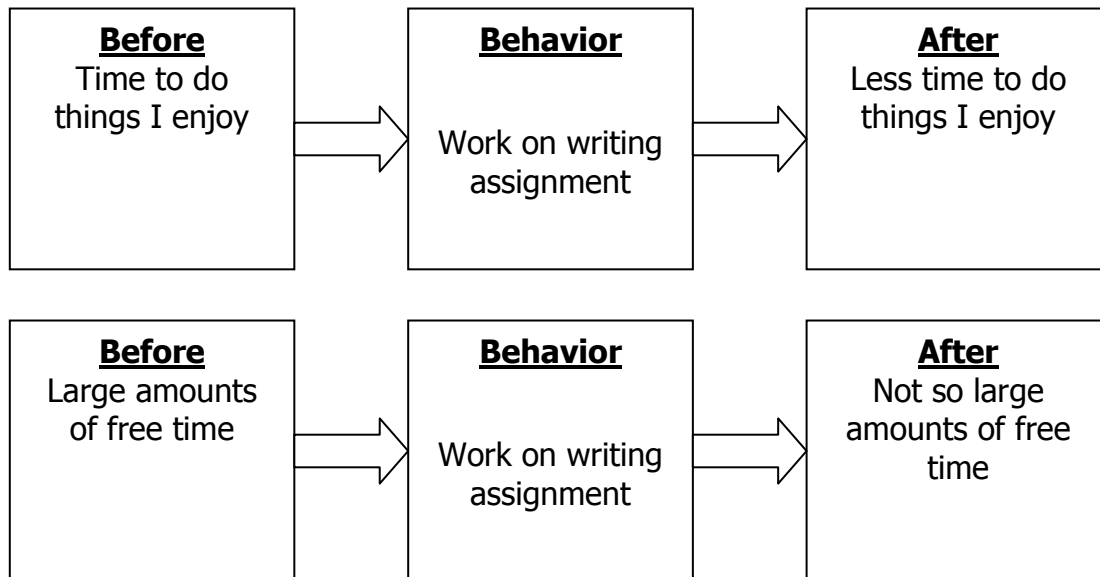
Analyzing the Natural Contingencies

One of the most difficult tasks college students will undergo in their quest to graduate is completing their thesis project. The statistic stated above that only 60% of Ph.D. students at Western Michigan University complete their dissertation and those that do, do not complete their project in a timely manner is puzzling (Dr. Malott). Raising the question, “How can someone complete so much work towards graduation and fall short, due to not completing a thesis project?” The answer to this question is quite simple and that is because of procrastination.

Students, along with all human beings fall victim to procrastination. According to Dr. Malott, the reason being is that “Our natural inclination is to do things that have produced sizable, probable reinforcers, and stop doing things that have produced sizable, probable aversive conditions.” Completing the required work for a thesis project does not produce immediate, sizable reinforcers and thus, students become inclined to spend their time on other things that will produce these immediate and sizable reinforcers. In short, completing the required work for a thesis project is full of ineffective natural contingencies. A few examples of these contingencies are as follows:

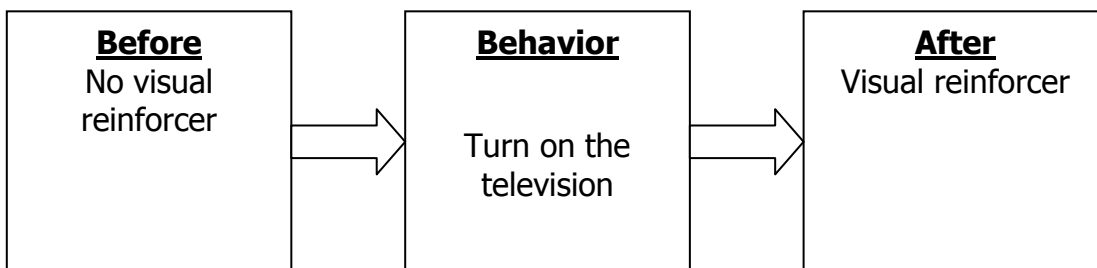
Ineffective Natural Contingency:





Since, the outcomes of these above contingencies are not sizable and probable; the student will most likely find other ways to fulfill their natural inclination to do things that produce these sizable and probable reinforcers. Such as the following natural reinforcement contingency:

Reinforcement Contingency:

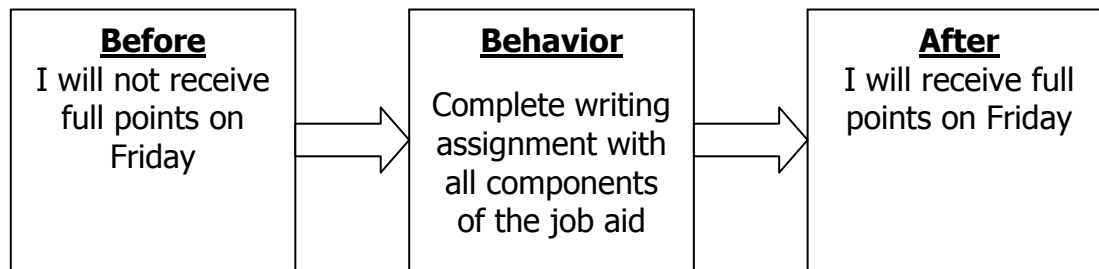


To stop procrastination and increase the effectiveness of the contingencies that occur to complete the required work of a thesis project, a student must have a deadline. This is where BRSS comes into effect. BRSS places each thesis student with a graduate

student mentor. The mentor then assigns weekly tasks for the student to complete before Friday at 3 P.M., forcing the student to complete their required tasks or points are deducted. These points are both a sizable and probable aversive condition, something that humans (good students) are naturally inclined to avoid. This effective performance management contingency would look like the following:

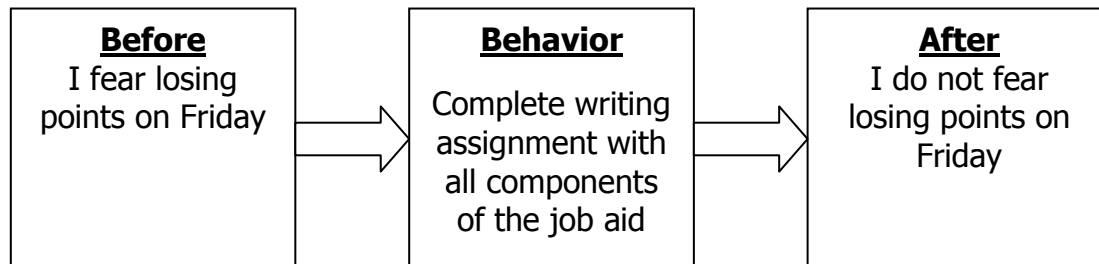
Effective Performance Management Contingency:

SD: Friday at 3 P.M.

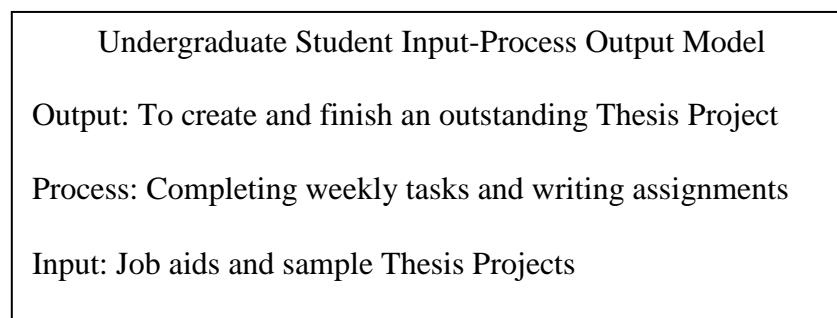


Inferred Theoretical Contingency:

SD: Friday at 3 P.M.



Input/Output Model Diagram & Description



The overall goal of BRSS is to help undergraduate students create and finish outstanding thesis projects. This is a process that is completed over two-semester, but their performance is monitored weekly by completing tasks and writing assignments. Breaking these tasks and assignments, into weekly assignments, the undergraduate student remains focused and on pace to complete their thesis project in a timely manner.

Master Student Input-Process Output Model

Output: To help revise undergraduate student's work and finish an outstanding Thesis Project

Process: Revising an undergraduate student's weekly writing assignments

Input: Job aids and sample Thesis Projects

The overall goal of the master student in BRSS is to monitor an undergraduate student by helping them compose a thesis. Master students help guide an undergraduate's writings and revise the work on their thesis, in order to finish an outstanding thesis project. The master student goes through a process of revising the undergraduate student's weekly writing assignments, in order to accomplish their overall goal. In revising their undergraduate student's work, the master student moves forward in accomplishing an outstanding thesis project.

Goal Directed Systems Design

The output of this system is to create and finish an outstanding thesis project. In order to obtain the overall goal of the system, the undergraduate student working on their

project must meet certain requirement standards. The current standards include: complete all weekly tasks and assignments (quantity standard) by 3 P.M. every Friday (timeliness standard), consuming a minimum of 4 to 5 hours of time each week (cost standard).

However, there are no current standards in which to measure the quality of a student's weekly tasks and assignments. Therefore, the ideal situation would include a quality standard, in which the student would be graded on the completeness of their tasks and assignments, the amount of work turned in, and how well they met the requirements for each task and assignment.

In order to create and finish an outstanding thesis project, the undergraduate student must go through a research and design process of completing weekly tasks and writing assignments, while using job aids and sample thesis projects (input) to assist in the completion of weekly tasks. To make sure these students remain on task, front line personnel (first year master students) and management personnel (second year master students) are employed. The first year master students assign and check undergraduate student's weekly tasks and assignments, using job aids, folders, computers, email, phones, and the Engrade website as tools, to check these tasks and assignments. Second year master students assign and check first year master student's weekly tasks, using job aids, folders, computers, email, and phones, to check these weekly tasks. However, there are currently no contingencies in place to monitor the success of these personnel groups. Therefore, ideally, there would be contingencies in place with points contingent on the completion of weekly tasks and assignments by each personnel groups' subjects.

Analyze the Natural Contingencies: Accomplishments and Disconnects

Prior to beginning my work on composing an undergraduate thesis manual for the system of BRSS, BRSS had several good accomplishments. Such as: a good measure for the quantity standard, a good measure for the timeliness standard, and a good measure for the cost standard. The quantity standard previously in place was that all weekly tasks and assignments must be completed for the full amount of points. The timeliness standard established a deadline, that all assignments and tasks must be turned in on the Engrade website every Friday by 3 P.M. Finally, the cost standard states that a student must spend a minimum of 4 to 5 hours each week, working on weekly tasks and assignments. Another accomplishment set in place was the current system of checks and balances, with the second year master students overlooking the first year master students that overlook the undergraduate thesis students.

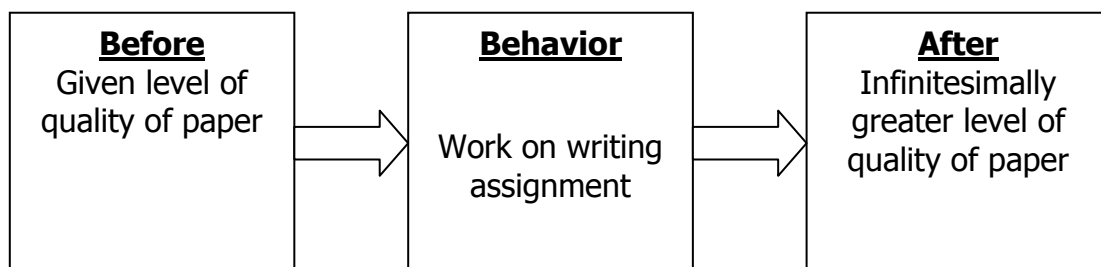
With all of these accomplishments already in effect, there appears to only be one major disconnect within the system of BRSS, which is that there are no current standard measures of quality for weekly tasks and assignments. Therefore, a new standard must be put into place to monitor the thesis students' progress towards completing a thesis that meets quality standards and not just quantity standards. This semester we have created several job aids and criteria checklists for several different aspects of the thesis writing process, to assist undergraduate thesis students in writing their thesis projects and to assist master students on grading and revising those students' thesis projects. Thus, by using these job aids and criteria checklists undergraduate thesis students have a guide to follow when working on the quality of their thesis papers. Also, the master students

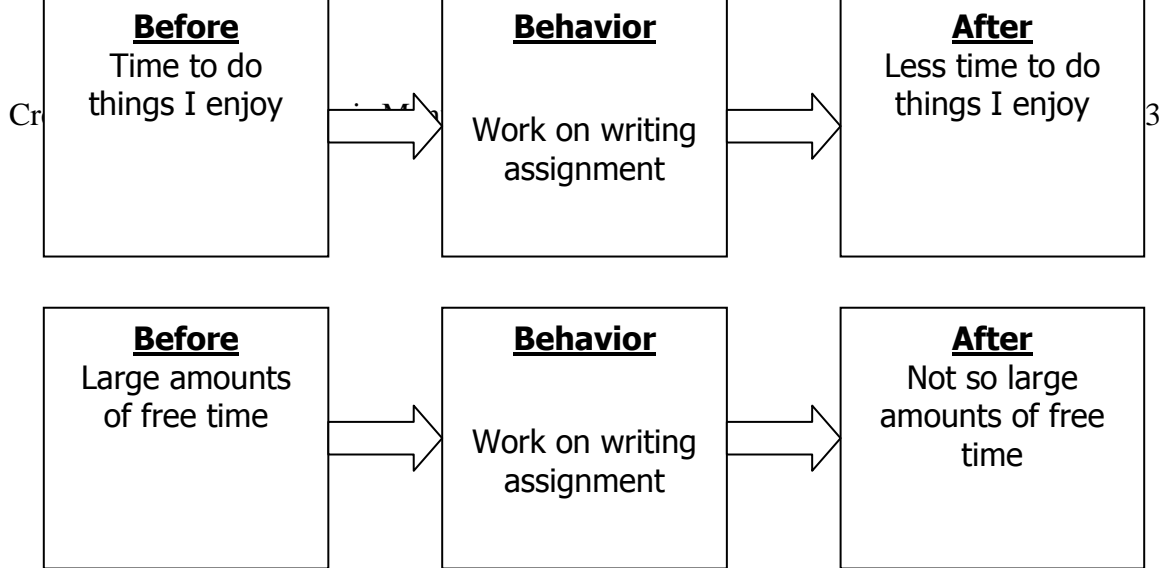
grading and revising those papers have a guide to follow when grading those papers, based on quality.

Design the Intervention: The 3-Contingency Model

While working on a thesis project, the thesis student runs into several ineffective natural contingencies. In order for a behavior to be effective, it must bring about sizable, immediate, and probable reinforcers. However, while working on a thesis project the student's behaviors do not bring about immediate, sizable, and probable reinforcers. Thus, completing the required work for a thesis project is full of ineffective natural contingencies. A few examples of these ineffective natural contingencies are below:

Ineffective Natural Contingency:

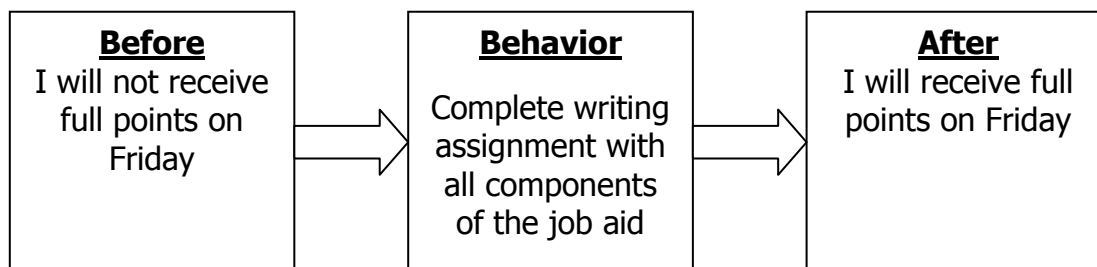




In order to increase the effectiveness for the behavior of working on the thesis project, the thesis student must be given a deadline. In BRSS, a deadline is set that a student must turn in all of their weekly tasks and assignments on Fridays by 3 P.M. If a student completes all tasks by the deadline, they will have the opportunity to receive full points for the week. However, if the student does not complete all tasks by the deadline then they will lose the opportunity to receive full points for the week. This effective performance management contingency acts as an avoidance of loss contingency and looks like the diagram below:

Effective Performance Management Contingency;

SD: Fridays at 3 P.M.

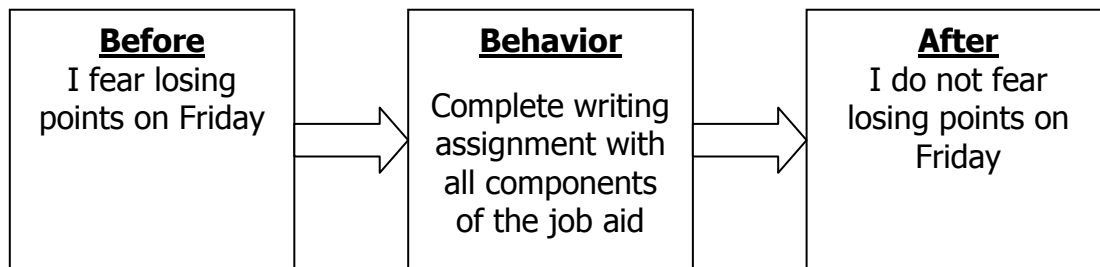


By adding a deadline to increase the effectiveness of thesis students completing work on their thesis projects, another contingency is set in place, the inferred theoretical

contingency. The inferred theoretical contingency is an example of an escape contingency, the student escapes the aversive feeling of fear by completing the required weekly tasks. The inferred theoretical contingency looks like the diagram below:

Inferred Theoretical Contingency:

SD: Fridays at 3 P.M.



Design the Intervention 2

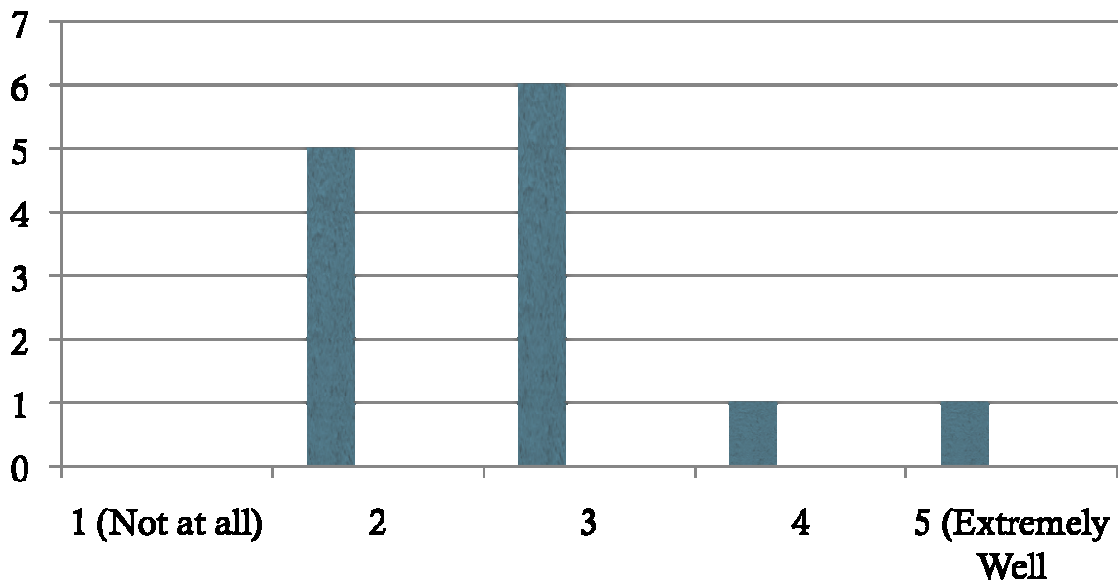
One of the main goals of BRSS is to help undergraduate and graduate students create and finish outstanding thesis projects. One of the more difficult aspects of creating and finishing an outstanding thesis project is writing a quality thesis paper. The expectations of the writing assignments were ambiguous and were uncharted. With minimal exposure to articles and theses, undergraduate students had little knowledge of what was expected of their own thesis projects. The undergraduate thesis manual was created to provide an insight to what each section of their thesis should be explaining and specific components of those sections. The new undergraduate thesis manual consists of job aids for each section of a thesis paper, including the requirements of each section, how to incorporate these requirements into the thesis paper, and awesome student examples for each section.

The job aids of the revised undergraduate thesis manual were created for autism thesis students to use as guidelines in writing each section of their thesis papers. These sections are broken up into weekly writing assignments in the BRSS syllabus and graded by the thesis student's mentor. These job aids provide thesis students with the criteria needed to complete their weekly writing assignments, along with the associated class points that are contingent with each criteria. Since points are contingent on the components in the job aids, the thesis students are more likely to use the job aids associated with each section of the thesis paper. Thus, allowing the thesis students to include all the components in order to create higher quality thesis projects. The job aids of the revised undergraduate thesis manual were also created to assist thesis student mentors in grading the weekly writing assignments of their thesis students. Since each job aid contains the requirements of each section and the associated point totals for each requirement, the thesis mentors now have valid tools for grading the quality of their thesis student's work.

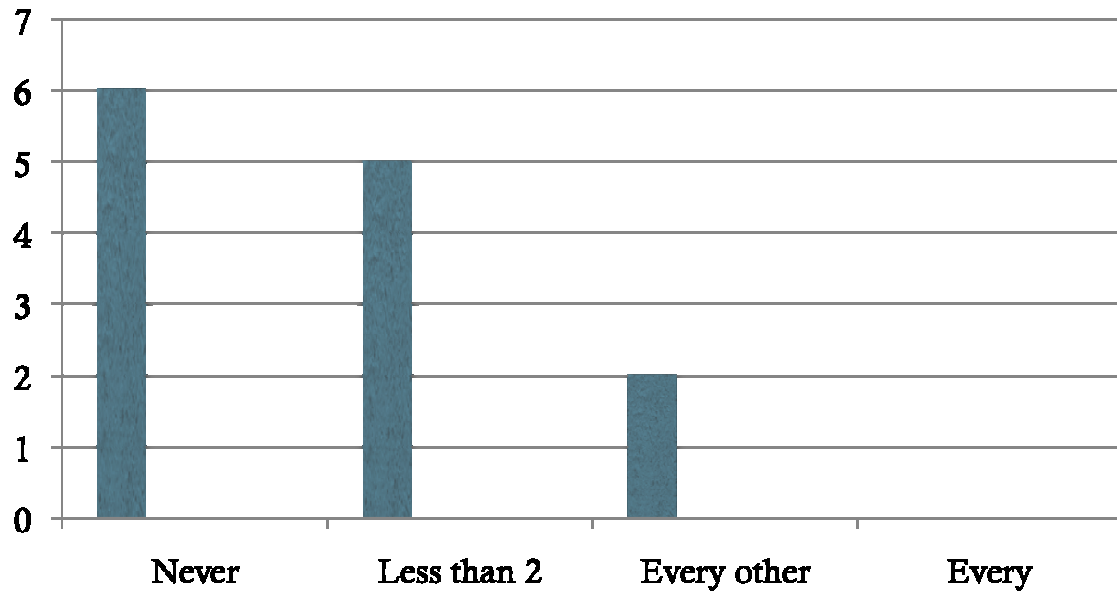
Prior to the implementation of the revised undergraduate thesis manual, there were job aids that existed to assist autism thesis students in the writing of their thesis papers. However, these previous job aids were not being put to use, were not complete or were out of date, and the previous undergraduate thesis manual was cluttered and difficult to navigate through. Thesis students were not aware of the requirements they needed to meet in the writing of each section of their thesis papers and their mentors had no tools to grade the quality of their thesis student's work. How do we know these statements are valid, regarding the previous undergraduate thesis manual? Before implementing the revised undergraduate thesis manual, a pre-manual survey was given out to mentors and

undergraduate thesis students (Appendix B). The results of the survey showed that mentors were not able to grade on quality of their thesis student's writing assignments efficiently, mentors were not using the manual, and undergraduate students were not using the manual more than once per month. Therefore, the quality of the autism student's thesis projects was suffering and a revised version of the undergraduate thesis manual was necessary, to facilitate the creation and completion of outstanding thesis projects. The results of the survey are listed below:

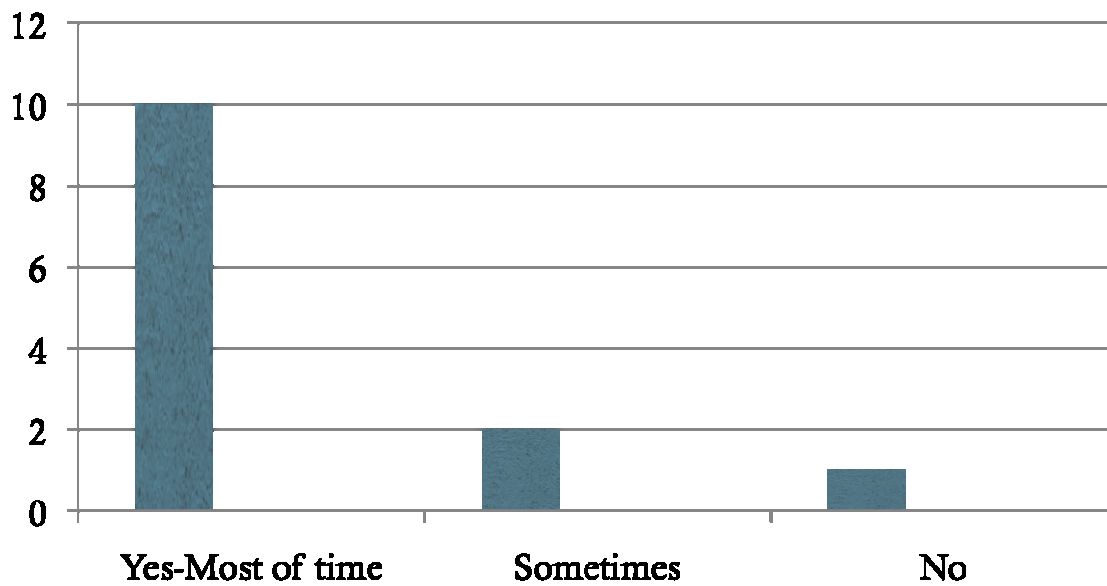
How well do you feel you were able to grade the quality of your UG's thesis?



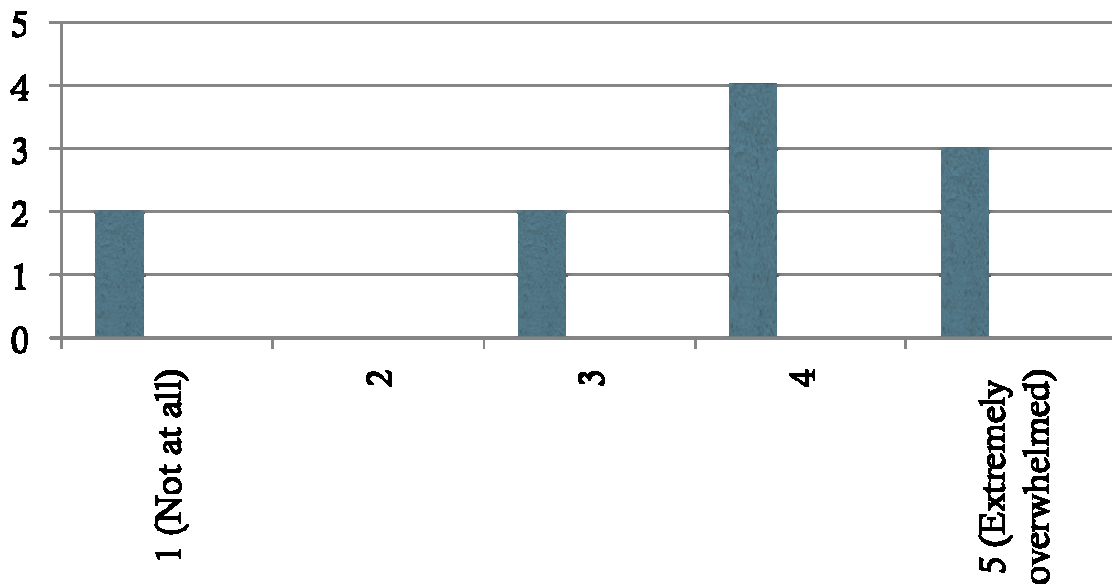
How often did you refer to the UG thesis folders/job aids while making revisions on your UG's thesis?



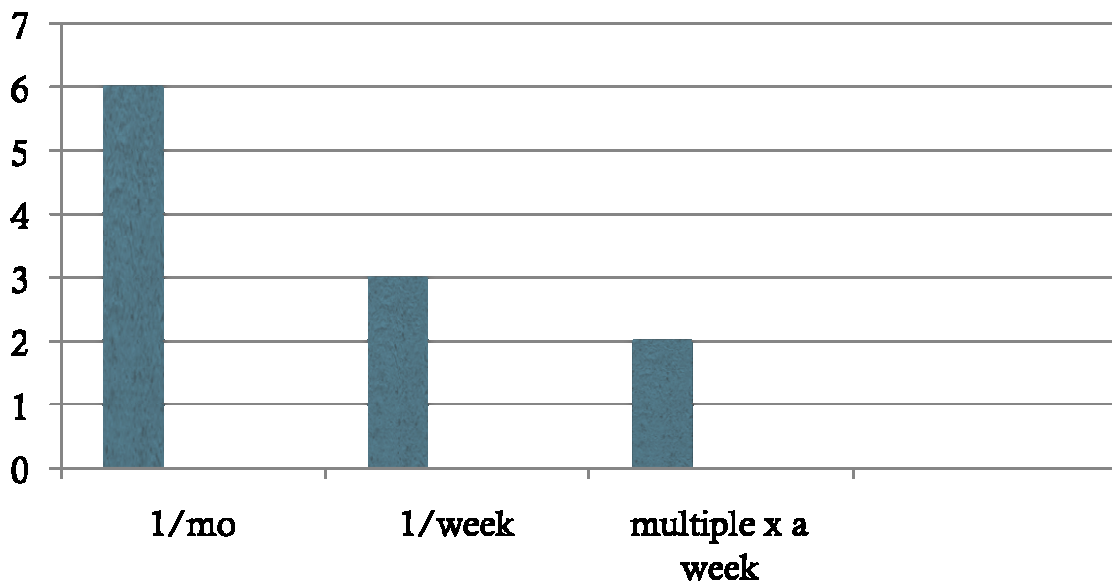
If there were a more detailed manual to grade the quality of your UG's thesis, would you have utilized it in your grading process?



How overwhelmed did you feel when you received the UG thesis files?



How often did you refer to the UG thesis folders while writing your thesis?



Implementing the Intervention

The first disconnect our project set out to solve was that undergraduate thesis students in BRSS were not using the undergraduate thesis manual while working on their thesis projects. In order to solve this disconnect, the new undergraduate thesis manual was implemented. The new undergraduate thesis manual was implemented to the BRSS population for undergraduate students completing an autism thesis project. The new undergraduate thesis manual was implemented in the Fall 2013 semester and a training session was given on how to use the manual on the first meeting of the BRSS class. Undergraduate thesis students are required to complete weekly writing assignments pertaining to their thesis project papers. The implementation of the new undergraduate thesis manual requires thesis students to use the manual in writing their weekly assignments, as each assignment has an associated job aid in the manual with the requirements of each assignment and the associated points towards the students' BRSS grades.

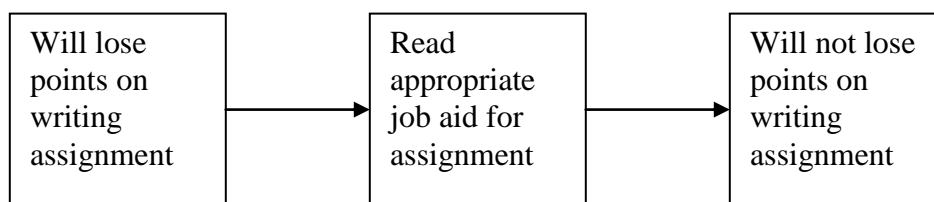
A second disconnect our project set out to solve was that mentor students had no tools to grade the quality of their thesis student's writing assignments. In order to solve this disconnect, mentor students were required to use the new undergraduate thesis manual to grade their thesis student's writing assignments. As stated above, each writing assignment has an associated job aid in the manual with the requirements of the assignment and associated points each requirement is worth. Therefore, by using these job aids in the new undergraduate thesis manual, the mentor students could grade the quality of their thesis student's assignments.

By implementing the new undergraduate thesis manual, undergraduate thesis students are more likely to use the manual in the writing of their thesis papers and mentor students are able to grade the quality of their undergraduate student's work. Thus, creating higher quality thesis projects. Also, the new undergraduate thesis manual helped to ease the workload of the mentor students.

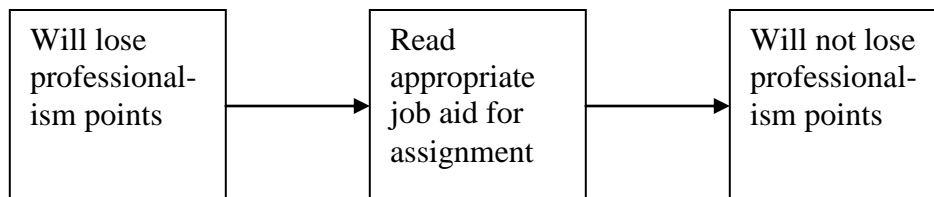
The cultural change model is used to show the effects of an intervention on different levels of a community. The cultural change model also shows how the contingencies of each level affect the level below and above them. The following shows a cultural change model for the implementation of the new undergraduate thesis manual on the BRSS system.

Cultural Change Model

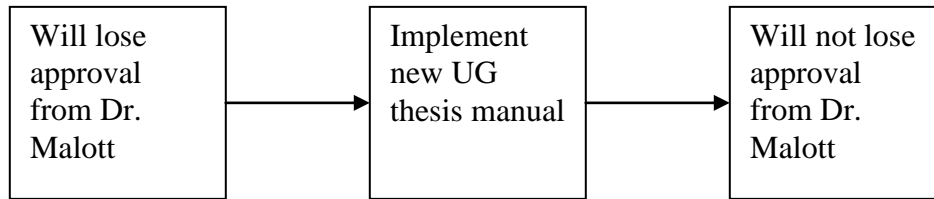
Undergraduate Thesis Student:



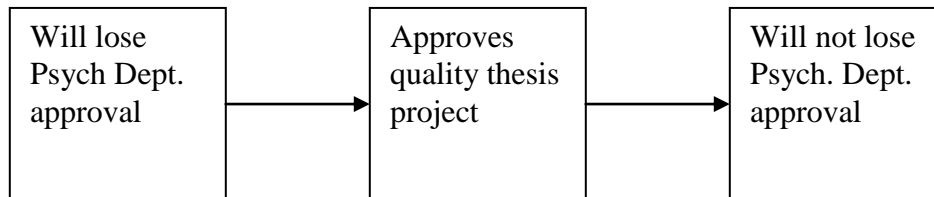
Grad Student Mentor:



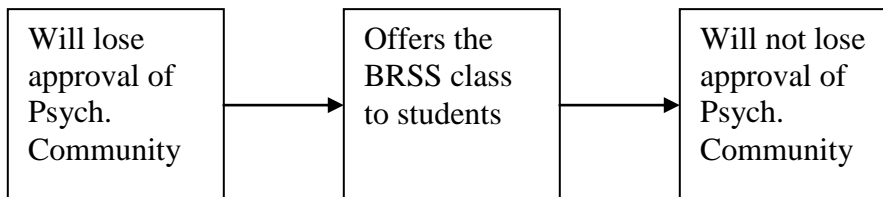
BRSS Supervisor:



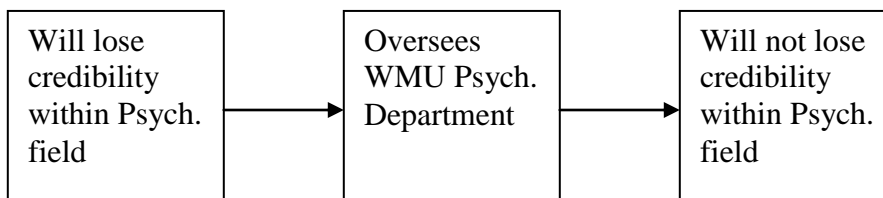
Dr. Malott:



WMU Psychology Department:



Psychology Community:



The first level of the cultural change model for the BRSS class is the undergraduate thesis student. The student losing points or not losing points on their writing assignments is contingent on the student completing each component of each job aid. Therefore reading the appropriate job aid for that assignment acts as a prompt, that the student must complete, to receive the full amount of points on their assignment.

The second level of the cultural change model for the BRSS class is the grad student mentor. The graduate student mentor uses the undergraduate thesis manual job aids in order to provide specific feedback and grade the necessary components of each

writing assignment. In using the job aids as a grading sheet, the graduate student mentor ensures the quality of the writing assignments by providing points contingent on each necessary component of these assignments.

The third level of the cultural change model for the BRSS class is the BRSS supervisor. The purpose of the BRSS supervisor is to make certain that quality grades are provided to the undergraduate thesis student contingent on the components of the undergraduate thesis manual. The BRSS supervisor provides a professionalism grade to each graduate student mentor based on the reliability of the grade provided to his or her undergraduate thesis student.

The fourth level of the cultural change model for the BRSS class is Dr. Malott. Dr. Malott ensures the BRSS supervisors are holding everyone accountable at the monthly R&D meetings. Therefore, approval from Dr. Malott towards the BRSS supervisors is contingent on them reporting quality thesis projects to Dr. Malott at the monthly meetings.

The fifth level of the cultural change model for the BRSS class is the Western Michigan University Psychology Department. The WMU Psychology Department offers the BRSS class to psychology students, which in turn allows students the opportunity to create outstanding thesis projects. The creation of outstanding thesis projects by these psychology students helps to create and solidify a good reputation for the WMU Psychology Department.

Finally, the sixth level of the cultural change model for the BRSS class is the psychology community. The psychology community oversees the WMU Psychology Department to monitor the credibility of the university's psychology department. Again,

the creation of outstanding thesis projects by these psychology students helps to create and solidify a good reputation for the WMU Psychology Department.

Evaluating the Intervention

Prior to the implementation of the new undergraduate thesis manual, undergraduate thesis students and master students were asked to complete a pre-manual survey. The pre-manual survey asked master students how often they referred to the thesis manual when grading the quality of their thesis students' work. The results of the survey showed that the majority of master students rarely used the thesis manual or never used the thesis manual at all, when grading their thesis students' work. The pre-manual survey asked undergraduate thesis students how overwhelmed they felt when they received the thesis manual and how often they used the thesis manual in completing their weekly writing assignments. The results of the survey showed that the majority of undergraduate thesis students felt overwhelmed with the unorganized information in the thesis manual and that the majority of these students rarely used the thesis manual in the completion of their weekly writing assignments. Since, the master students and undergraduate thesis students were not using the thesis manual, their thesis projects were suffering as a result.

The new undergraduate thesis manual was implemented at the beginning of the Fall 2013 semester. At the end of the Fall 2013 semester, the master students and undergraduate students will be asked to complete a post-manual survey, where they will be asked to answer the same questions from the pre-manual survey. The results that we expect to see in the post-manual survey are that the new undergraduate thesis manual is

being put to use much more often by master students and undergraduate thesis students. The majority of the master students should answer that they are using the new thesis manual on a weekly basis when they are grading the quality of their thesis students' writing assignments. Also, the majority of undergraduate thesis students should answer that they did not feel all that overwhelmed when they received the well-organized, new thesis manual and that they use the new manual on a weekly basis while completing their weekly writing assignments. Both of these assumptions can be made, as the BRSS weekly graded points are contingent on both the master students and undergraduate thesis students using the new thesis manual in completing their weekly tasks and writing assignments. As these master students and undergraduate thesis students use the new undergraduate thesis manual, the quality of their thesis projects will increase.

Inter-observer Agreement

In order to test the reliability of the job aids designed to assist the master students in grading the quality of their thesis students' work, an interobserver agreement (IOA) was conducted on (the number of complete) assignments. The IOA was set up that the master student would first grade the quality of their thesis student's work, then Christina Henderson would grade the quality of the thesis student's work, and finally I would grade the quality of the thesis student's work. Afterwards, the grading results of the master student, Christina Henderson, and myself would be compiled and compared to see how similar each person was able to grade the same student's work, using the thesis manual

job aids as a grading rubric. If the three graded results produce similar scores, then we know the thesis manual job aids serve as reliable rubrics for grading the work of the undergraduate thesis students' weekly writing assignments.

Recycle of 1st Semester

During the first semester of this thesis project, the undergraduate and master students' pre-manual survey was implemented and identified several major disconnects of the thesis manual. One of the first disconnects that was identified was that undergraduate students were not using the thesis manual, while writing their BRSS weekly writing assignments. A second disconnect that was identified, was that undergraduate students felt overwhelmed by the thesis manual and found it difficult to navigate through. A third disconnect that was identified was that master students were not using the thesis manual, when they were grading the quality of their undergraduate student's writing assignments. Also, another disconnect that was identified was that master students had no standard method in which to grade the quality of their thesis student's work.

Throughout the first semester of this thesis project, Christina Henderson and myself set out to fix the major disconnects that were identified with the current thesis materials. In order to do this, we had to create and revamp the thesis manual. I was assigned tasks to complete substantive amounts of research on each individual section of a research paper. Based on the research of these components, new job aids were created for each weekly writing assignment assigned to the thesis students. These job aids also include a rubric for the master students to use as a tool to grade the quality of their thesis

student's work. All of these tools were designed to ensure the manual was user-friendly and to not overwhelm the first semester undergraduate thesis students. The new undergraduate thesis manual was completed during the summer of 2013.

Recycle of 2nd Semester

After the thesis manual was completed in the summer of 2013, the new thesis manual was implemented to BRSS students at the beginning of the Fall 2013 semester. At the end of the semester, an undergraduate and master student post-manual survey will be implemented, asking the same questions from the pre-manual survey. The expected results of the post-manual survey for undergraduate thesis students are that these students will be using the new thesis manual on a weekly basis, while completing their writing assignments, and that these students will no longer feel overwhelmed by the thesis manual or consider the manual to be unorganized. The expected results of the post-manual survey for master students is that these students will be using the new thesis manual on a weekly basis, when grading the quality of their undergraduate thesis student's work, and that they will have a standard method, in which to grade the quality of their thesis student's work. Therefore, we hope disconnects from the first semester will no longer exist at the end of the second semester.

One variable that was overcome during the second semester was the removal of engrade and the addition of dropbox (online websites, where students submitted assignments by 3 PM on Fridays) midway through the semester. Therefore, at the beginning of the second semester, there was a lot of confusion between master students and undergraduate students on where to turn in their weekly assignments. This change

from engrade to dropbox may influence the results of the post manual survey on the turning in of assignments and revisions to be more difficult, than initially expected.

Mini Project Overview

During the second semester of my thesis project, I was given a mini project to complete. My mini project consisted of correcting the job aids and highlighting the requirements of each job aid, in the awesome student example of each job aid in the undergraduate autism thesis manual. Also, I was assigned to correcting the job aids, adding my writing samples for the awesome student examples, and highlighting the requirements of each job aid, for each job aid in the undergraduate organizational behavior management thesis manual. By highlighting the requirements of each job aid, thesis students can easily find these requirements in the awesome student example, and get a better idea of how to incorporate those requirements into their own writing assignments.

References

Malott, M.E. (2003). Paradox of Organizational Change: Engineering Organizations with Behavioral Systems Analysis. Reno, Nevada: Context Press.

Malott, R. W. & Harrison, H. (2006). I'll Stop Procrastinating When I Get Around to It: Plus Other Cool Ways to Succeed in School and Life Using Behavior Analysis to Get Your Act Together. Kalamazoo, Michigan: Department of Psychology, Western Michigan University.

Appendices

Appendix A: Task Verification Form (TVF)

Undergraduate Thesis Task Verification Form

Name:	Project:	Week of (Friday's Date):

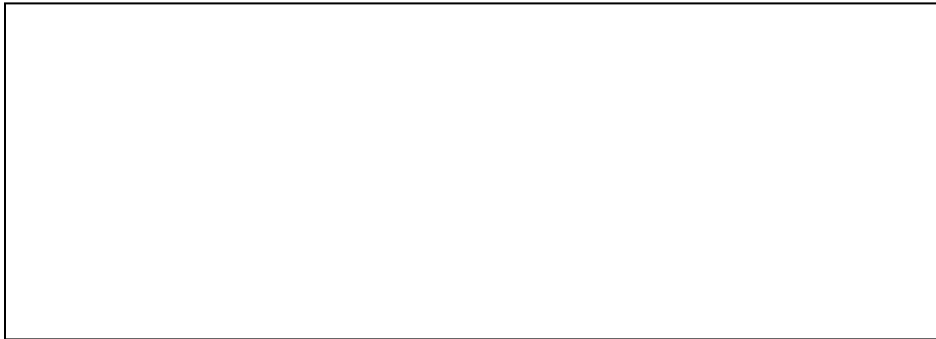
<i>Required Weekly Tasks (Recurring)</i>	<i># of Hours Spent</i>	<i>Proof of Completion</i>	<i>Points Earned</i>	<i>Deadline</i>
1. R&D Meeting		Attendance	/ 20	Fridays 3pm
2. Writing Assignments		Word Document (email to Mentor)	/ 20	Fridays 3pm
3. Revisions		Electronic Copy w/ track changes (email to Mentor)	/ 20	Thursdays 9pm

<i>Other Required System Tasks (40 pts, 4 tasks required)</i>	<i># of Hours Spent</i>	<i>Proof of Completion</i>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		

<i>Required Tasks for Next Week:</i>	<i>Proof of Completion</i>
1.	
2.	
3.	
4.	
5.	

All above tasks for this week and next are necessary and inclusive.

X _____ **Date:** _____
(By typing your name, you are stating that all of the above information is true and honest, to the best of your ability)

A large, empty rectangular box with a thin black border, intended for a signature or stamp.

Appendix B: Undergraduate and Master Students' Pre-Manual Survey

Undergraduate Thesis Survey
Behavioral Research Supervisory System
 Spring 2013

1. Did you refer to the manual before asking your mentor questions?
 - a) Yes-Most of the time
 - b) Sometimes
 - c) No
2. How overwhelmed did you feel when you received the UG Thesis Files?

1	2	3	4	5
(Not at all)				(Extremely)
Overwhelmed)				
3. How often did you refer to the UG thesis folders while writing your thesis?
 - a. Once a month
 - b. Once a week
 - c. Multiple times during the week
4. How helpful were the contents of the UG thesis folders?

1	2	3	4	5
(Not at all)				(Extremely)
Helpful)				
5. Could the job aids have been more descriptive?

1	2	3	4	5
(Not at all)				(Absolutely)
6. What was MOST helpful about the UG Thesis Files?

7. What would you have liked to see in the UG Thesis Files?

Mentor Survey
Behavioral Research Supervisory System
Spring 2013

6. How well do you feel you were able to grade the quality of your UG's thesis?

1	2	3	4	5
(Not at all well)				(Extremely well)

7. How often did you refer to the UG thesis folders/job aids while making revisions on your UG's thesis?

- a. Never
- b. Only one or two assignments
- c. Every other assignment
- d. Every assignment

8. If you did refer to the UG thesis folders/job aids, how helpful were the contents of the UG thesis folders?

1	2	3	4	5
(Not at all Helpful)				(Extremely Helpful)

9. If there was a more detailed manual to grade the quality of your UG's thesis, would you have utilized it in your grading process?

- d) Yes-Most of the time
- e) Sometimes
- f) No