



Attachment 15:
Mentee Mentor Assessment

<Name of institution> is involved in a large effort funded by the National Institutes of Health (NIH) to support students and faculty in science, technology, engineering, and mathematics (STEM) fields. This effort, the NIH Diversity Consortium, is seeking to understand what programs and strategies can benefit students interested in STEM careers.

The University of California, Los Angeles (UCLA) will be collecting information about these programs. For some analyses, it will be important to compare students and faculty in STEM majors at <Name of institution> to those at other institutions as well as students and faculty interested in other fields.

Your mentor provided your name as part of a survey about mentoring. Your mentor will not have access to any of the information you provide. **All of the information you provide will be protected and secured to the extent permitted by law.** We ask for your name and address so that the researchers at UCLA can contact you at some later date for follow-up study.

Public reporting burden for this collection of information is estimated to average 10 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. **An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.** Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: NIH, Project Clearance Branch, 6705 Rockledge Drive, MSC 7974, Bethesda, MD 20892-7974, ATTN: PRA (0925-xxxx*). Do not return the completed form to this address.

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Student Survey: Assessments of Mentor

1. How would you rate the overall quality of the mentoring you received?

	Very low			Average			Very high
a. How would you rate the overall quality of the mentoring you received	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	Not at all			Moderately			Completely
b. To what extent do you feel this mentor is meeting your expectations	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7

2. Please rate how skilled you feel your primary mentor is in each of the following areas:
 [We understand that you can only speak from your personal experience. Please try to rate a skill whenever possible, reserving the 'not observed' category for cases where you have no basis for assessment].

Mentoring Competency Assessment								
	Not at all						Extremely	Not observed
a. Active listening	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> N/A
b. Providing constructive feedback	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> N/A
c. Establishing a relationship based on trust	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> N/A
d. Identifying and accommodating different communication styles	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> N/A
e. Working with mentees to set clear expectations of the mentoring relationship	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> N/A
f. Aligning your expectations with your mentees'	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> N/A



g. Considering how personal and professional differences may impact expectations	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> N/A
h. Working with mentees to set research goals	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> N/A
i. Helping mentees develop strategies to meet goals	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> N/A
j. Accurately estimating your mentees' level of scientific knowledge	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> N/A
k. Accurately estimating your mentees' ability to conduct research	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> N/A
l. Employing strategies to enhance your mentees' knowledge and abilities	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> N/A
m. Motivating your mentees	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> N/A
n. Building mentees' confidence	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> N/A
o. Stimulating mentees' creativity	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> N/A
p. Acknowledging mentees' professional contributions	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> N/A
q. Negotiating a path to professional independence with mentees	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> N/A
r. Taking into account the biases and prejudices they bring to the mentor/ mentee relationship	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> N/A
s. Working effectively with mentees whose personal background is different from their own (age, race, gender, class, region, culture, religion, family composition etc.)	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> N/A
t. Helping mentees network effectively	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> N/A
u. Helping mentees set career goals	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> N/A

v. Helping mentees balance work with their personal life	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> N/A
w. Helping mentees acquire resources (e.g. grants, etc.)	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> N/A

3. Please respond to the following statements regarding your primary mentor:

Mentor Actions				
Skill	My mentor did not do this	My mentor tried to do this but was ineffective	My mentor did this sometimes, and was effective	My mentor did this frequently, and was effective
a. My mentor gave me an overview of how my research fit into an overall research project.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
b. My mentor helped me develop my research skills.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
c. My mentor showed interest in my research project.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
d. My mentor was available to me when I had problems or questions about my research.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
e. My mentor offered constructive feedback when necessary.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
f. My mentor and I developed a relationship based on trust.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
g. My mentor understood how I learn best.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
h. My mentor created an environment that allowed me to achieve my goals.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
i. My mentor seemed so busy that I was afraid to interrupt her/him.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
j. My mentor had an effective mentoring style.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
k. My mentor had an effective mentoring style.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4



l. My mentor acted as a positive role model.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
m. My mentor showed interest in me as a person.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
n. My mentor fostered my independence.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
o. My mentor fostered confidence in my skills.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
p. My mentor appreciated my contributions.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
q. My mentor encouraged me to be creative.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
r. My mentor made me enthusiastic about my project.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
s. My mentor helped me feel curious about my project.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
t. My mentor treated me as a colleague.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
u. My mentor helped me decide on a career path.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
v. My mentor communicated his/her expectations of me.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
w. My mentor respected my goals.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
x. My mentor allowed me to take ownership in my research.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
y. My mentor created an environment where I felt safe to make mistakes.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
z. My mentor made me feel included in the lab.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
aa. My mentor regularly assessed skills and knowledge that I gained in the lab	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4

4. In your mentoring relationship, how important is it to you that your primary research mentor

	Not at all important	Somewhat important	Very important
Is willing to discuss diversity	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
Considers their own cultural background, as well as yours	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
Values and respects cultural differences	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3



<i>In your mentoring relationship, how skilled is your primary research mentor...</i>	Not at all	Somewhat	Very
Discussing diversity	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
Considering their own cultural background, as well as yours	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
Valuing and respecting cultural differences	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3

How satisfied are you with the mentoring you are receiving from your primary mentor?

Very Low		Average			Very High	
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7

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