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**University of South Dakota
Howard Hughes Medical Institute Grant
Program Evaluation 2019 - 2020
Prepared by the Government Research Bureau
Updated | August 2020**

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Introduction

In September 2017, the HHMI project contracted with USD's Government Research Bureau (GRB) to conduct an evaluation of grant performance. Our annual evaluation includes two primary elements, the reporting of three essential institutional data points and a quantitative summary of research productivity from the grant. Typically, we also include the results of a campus wide survey of faculty and staff, however, due to transitions resulting from the Covid-19 pandemic, the survey was not administered in 2020. This report also includes summary evaluations of project activities. This third annual report will summarize available data for this year while also drawing comparisons with data from last year when appropriate.

Institutional Data

In developing grant goals, the project team decided on the following essential outcomes for the project:

- An increase in the number of American Indian, black and Hispanic students enrolled in science majors, with an annual average growth of 6-8% during and immediately after the funded period (annual increase based).
- An increase in the retention of American Indian, black and Hispanic students in the sciences, with an annual average growth in the First-time Full-time retention rate of 10-15% during and immediately after the funded period.
- An increase in the number of science degrees awarded to American Indian, black and Hispanic students, with an annual average growth of 6-8% during and immediately after the funded period.

To assess progress toward these goals going forward, we established a baseline for each of these data points for fall 2017. Table 1, on the next page, provides the data for each of these measures for the fall 2017 compared to fall 2018 and fall 2019. For each measure we include both a narrow interpretation of science degrees (labeled as N) including just Biology, Chemistry, Medical Biology, Physics, and Sustainability majors as well as a broader interpretation of STEM fields (labeled as B) which includes all of the above as well as Addiction Studies, Communication Sciences and Disorders, Computer Science, Health Sciences, Mathematics, Medical Laboratory Science, Nursing, Political Science, Psychology, Social Work and Sociology. All data is reported for undergraduate (UG) students only.

Table 1: Institutional Data on Minority Representation in UG Science Degrees Fall 2017 – Fall 2019

	American Indian		Black		Hispanic		White	
	N	B	N	B	N	B	N	B
Enrollment in science majors								
2017	11	45	16	69	23	102	473	1896
2018	10	43	15	65	22	104	472	1930
2019	6	46	9	73	21	111	516	2171
First year retention for science majors¹								
2017	71.4%	57.4%	66.7%	60.3%	70.0%	60.7%	82.8%	79.2%
2018	63.3%	52.8%	64.1%	68.5%	77.8%	72.3%	80.6%	73.8%
2019	60.7%	47.7%	61.1%	66.7%	72.7%	63.0%	83.0%	80.7%
Fourth year retention for science majors								
2017	50.0%	36.8%	50.0%	40.9%	45.0%	36.8%	72.5%	66.6%
2018	46.2%	30.7%	50.0%	44.3%	52.6%	41.3%	69.4%	55.2%
2019	52.4%	38.9%	47.6%	47.2%	43.3%	36.6%	73.9%	69.9%
Number of science degrees awarded								
2017	1	7	0	9	3	14	89	534
2018	5	14	0	10	3	19	80	459
2019	2	14	1	17	1	25	84	600

It would be unrealistic to expect significant change in these specific student outcomes during the first years of grant implementation. The data in Table 1 are consistent with that expectation. However, there are some discouraging trends. First year retention for science majors decreased both years for all underrepresented student categories, while increasing slightly for white students, though the fourth-year retention data looks somewhat more encouraging. It is important to exercise caution in interpreting changes with these relatively small groups though.

¹ Data for retention rates includes initial enrollments from fall 2006 to fall 2018. The percentage includes students who are still enrolled or have completed a Bachelor's degree.

Wawokiya Mentoring Program

In the fall of 2019, the program continued the Wawokiya Mentoring Program that was designed to provide student to student mentoring experiences for non-white students with a focus on Native American students. The Wawokiya Mentoring Program occurred throughout the academic year with 11 mentors and 7 mentees. After the spring semester was completed, all seven mentees received an evaluation survey created by the GRB in coordination with the HHMI director, however only two of the seven students completed it.² Both of the students surveyed indicated that they met with their mentors weekly throughout the semester. Table 2 provides a summary of the responses to the multiple-choice questions and a full transcript of qualitative comments follows. However, since there are only two respondents, we should exercise caution in interpreting these data points.

Table 2. Mentee Survey Results

Please indicate your level of agreement with each of the following statements:	
Scale 1-5 (Strongly Disagree – Strongly Agree)	Mean
Because of the mentoring program, I learned and implemented new study techniques.	4.5
Meeting with my mentor in person (or over video chat) was worth my time.	4.5
Weekly meetings with my mentor motivated me to complete my work and study.	5
I believe the mentoring program helped me do better in my classes.	5
Participating in this program increased my ability to communicate effectively with students and faculty members.	5
Participating in this program increased my ability to set and work toward academic goals.	4.5
Overall, I enjoyed my experience of being in the mentor program.	5
Being in the mentor program made me a better student and will help me in future courses.	4.5
I would participate in the mentoring program again.	5
I would recommend the mentoring program to a friend.	5

Students were also asked a few open-ended questions in which they could provide more feedback. Overall, most students indicated satisfaction with their experience and would recommend it to other students. A full transcript of responses is provided below:

² This survey differs slightly from the one administered in 2019, so only the results from 2020 are presented here.

Wawokiya Mentee Program Qualitative Evaluations

1. **What interactions with your ISI Wawokiya Mentee were the most helpful?**
 - helping me find new study techniques and getting me through my hard times.
 - I liked it when we talked in the MUC.

2. **What interactions with your ISI Wawokiya Mentor were the least helpful?**
 - There never was a time when I didn't receive anything unhelpful
 - I wouldn't say my interacts with her weren't helpful

3. **What other steps did you take to improve your academic performance this semester? (for example: supplemental instruction, additional tutoring, ad hoc study groups, individual meetings with faculty) If none, you can indicate that as well.**
 - SI, study group, and individual meetings with my professors.
 - Advice with different classes that she had taken.

4. **Finally, what suggestions would you have for improving the mentoring program?**
 - Maybe Like a mentoring program event like a social
 - NA

The GRB also developed a survey for the Wawokiya peer mentors. Similar to the mentee survey, all student mentors received an evaluation survey at the end of the Spring 2019 semester, however, only four of the eleven students completed it. Once again, since there are few respondents (four), caution should be exercised in interpreting the results of the survey. Table 3, below, summarizes the mentors' responses to the multiple choice questions pertaining to the program and their training. A transcript of their qualitative answers directly follows. Overall, the mentors indicated a moderate level of agreement that the program's goals and objectives were clearly defined and they felt well-prepared to succeed in their role.

Table 3: Wawokiya Mentor Program and Training

Please indicate the extent to which you agree or disagree with the following statements:	
Scale (1-5) (Strongly Disagree – Strongly Agree)	Mean
The goals and objectives of the mentoring program were clearly defined.	3.75
The goals and objectives of the mentoring program were realistic	4
I was provided with the resources and materials I needed to succeed in my mentoring relationship.	4
I received enough training to succeed in my mentor role.	3.75
I would have liked to receive more mentoring training.	3.25
My mentorship responsibilities were clearly defined.	3.75
The mentor program coordinators were accessible and supportive throughout the semester.	4.25
The structure of the program made it easy to perform my role	4.5

Similar to the mentee survey, the mentors were also asked a few open-ended questions in which they could provide more feedback. Overall, the mentors indicated that a lack of communication were the biggest source of frustration in the program. Additionally, mentors suggested incorporating group activities to help foster mentor-mentee relationships and to improve the program.

Wawokiya Mentor Program Qualitative Evaluations

1. What was the most satisfying thing about the mentor program?

- Seeing the mentees improve
- Building a relationship with my mentee! I was definitely able to see her grow throughout the year, especially in her improvement of study skills that we worked on as well as her confidence.
- Meeting with my mentee was the most satisfying thing about the program this semester. I got a good mentee who was interested in having a little help.

2. What was the most frustrating thing about the mentor program?

- When the mentees don't communicate
- I feel like some of the mentees are not really interested in having a mentor but they have to because an advisor assigned one to them. My mentee this semester was good about getting back to me, but last semester my mentee eventually stopped emailing me back. That was a frustrating part of the program, but besides emailing their advisors, there isn't much to do about it.

3. What would you suggest to improve the mentor program?

- More mentor training and methods to make mentee more accountable
- I think the goals/objectives of the program could be more defined. I think it would also be helpful to have a group activity (e.g. bowling) that could help foster mentor-mentee relationship as well as get to know others in the program. This would also be helpful for collaboration.
- I think a little more communication between the program coordinator and the mentors would have some benefit. I think a monthly meeting to check in and maybe an activity for the mentors to participate in would be a nice addition. Isaac had also talked about events that would be organized for the mentor and mentee to go to together. I think that would be nice so that the mentor/mentee relationships could have more context than just academics. I also liked the idea of us holding a bias workshop/event. Obviously it was canceled because of COVID-19, but if there is a plan to host a similar event again, I would recommend that the mentees that do not have a mentor work on the event. Although I did not do any work on the event, I think that mentoring and trying to plan an event might be too much for one person to work on. I felt stressed about the amount of responsibilities that were being added to my plate when Isaac mentioned the event.

In addition to evaluating their training and the program, the mentors were asked to assess their relationship with their mentee. Table 4 sheds light on these relationships using the same scale utilized in Table 3. Generally, the mentors indicated there was a shared understanding of the purpose of the program. Also, the mentors' responses suggested the relationships between the mentor and mentee were both helpful and amiable.

Table 4: Wawokiya Mentor-Mentee Relationship

Please indicate the extent to which you agree or disagree with the following statements:	
Scale (1-5) (Strongly Disagree – Strongly Agree)	Mean
My mentee and I had a shared understanding of the purposes of the mentoring program.	4.5
My mentee and I had a shared understanding of our roles and the ground rules and expectations for our relationship.	4.5
I would have liked to have met with my mentee for longer periods of time.	3
I would have liked to have met with my mentee more frequently.	3
The time we spent together was helpful for my mentee.	4.5
My mentee and I were able to establish a good relationship.	4.5
My mentee and I were a good match.	4.5
My mentee and I are going to stay in contact.	3.5

The mentors were also asked about the nature of their interactions with the mentees. Of the four respondents, 75% indicated they met more than once per week while 25% said they met at least once per week. Table 5 details how the mentee and mentor interacted and the duration of these meetings. No mentors interacted with their mentee via a phone call, 50% interacted via email, and 100% interacted via a face-to-face meeting and texting. Mentors estimated face-to-face interactions to be the most prevalent method of interaction between mentors and mentees making up 61% of total interactions. The remaining 39% was comprised of email (5%) and texting (34%). The duration of these interactions were mostly over 45 minutes as mentors indicated 45% of interactions to be between 45 minutes and an hour and 19% to be longer than an hour.

Table 5: Mentor-Mentee Interaction

How did you interact with your mentee?	
Phone call	0%
Email	50%
Face-to-face meetings	100%
Other: (Texting)	100%
Please estimate what percentage of your interactions with your mentor used each of the following: (Average)	
Phone call	0%
Email	5%
Face-to-face meetings	61%
Other: (Texting)	34%
Please estimate what percentage of your interaction with your mentee used each of the following: (Average interaction duration)	
Less than 15 minutes	14%
Between 15 and 30 minutes	11%
Between 30 and 45 minutes	11%
Between 45 minutes and an hour	45%
More than an hour	19%

When asked about what topic (Academics, Extracurricular activities, Program-related events, Personal challenges, Professional plans, Finances, or Other) the mentor and mentee discussed most often, all four mentors answered that academics were most often discussed. Of those topics, 100% said they regularly discussed academics, 75% regularly discussed personal challenges, 50% regularly discussed extracurricular activities and professional plans, 25% regularly discussed finances, and 0% of mentors regularly discussed program-related events.

Table 6, below, summarizes the mentors' evaluation of their mentees. Overall, the mentors indicated the mentee were confident in their academic abilities and had a clear plan or goals for their academic future. Additionally, the mentors believed this program to be a valuable experience for their mentee.

Table 6: Wawokiya Mentor Evaluation of Mentees

Please indicate the extent to which you agree or disagree with the following statements:	
Scale (1-5) (Strongly Disagree – Strongly Agree)	Mean
My mentee has a clear plan or set of goals for his/her academic future.	4.25
My mentee seems confident in his/her academic abilities.	4.25
The mentorship program has been a valuable experience for my mentee.	4.25

Respondents were also asked to reflect on their own experiences as a mentor. Their responses are summarized in Table 7 below. Overall, the mentors responses suggest they felt able to fulfill the responsibilities associated with being a mentor. Additionally, the mentors responses indicate they received some personal or professional benefit from being involved in the program.

Table 7: Mentor Self-Evaluation

Please indicate the extent to which you agree or disagree with the following statements:	
Scale (1-5) (Strongly Disagree – Strongly Agree)	Mean
I responded to my mentee quickly.	4.75
I was able to answer all of my mentee's questions.	4.25
I was consistently able to provide my mentee with outside or additional resources.	3.75
I feel confident in my role and abilities as a mentor	4.75
I needed additional training or support to be an effective mentor.	2.75
I enjoyed being a mentor.	4.5
My mentoring experience made me feel more confident about my own career.	4.5
My mentoring experience helped me grow personally and professionally.	4.5
As a mentor I was accessible and approachable.	4.5
As a mentor I demonstrated professional integrity.	4.75
As a mentor I provided constructive and useful feedback.	4.25
As a mentor I was supportive and encouraging.	4.25
As a mentor I challenged my mentee to push themselves.	4.25
As a mentor I was able to provide direction or guidance in professional issues.	4

Biology Peer Mentoring Evaluations

A survey was developed for the Biology Peer Mentoring Program mentees in which 9 students completed the survey. As a result of few responses, caution must be exercised in interpreting the results of the survey. On average, mentees reported meeting with their mentors weekly to once every two weeks. Table 8 provides a summary of the multiple-choice questions and is followed by full transcript of comments. Overall, there were mentees held strong, positive feelings toward the program. Nearly all of the responses were in the 4-5 range.

Table 8: Biology Peer Mentee Survey

Please indicate the extent to which you agree or disagree with the following statements:	
Scale (1-5) (Strongly Disagree – Strongly Agree)	Mean
Because of the mentoring program, I learned and implemented new study techniques.	4.38
Meeting with my mentor in person (or over video chat) was worth my time.	4.43
Weekly meetings with my mentor motivated me to complete my work and study.	4.00
I believe the mentoring program helped me do better in Biology 153.	4.13
Participating in this program increased my ability to communicate effectively with students and faculty members.	4.00
Overall, I enjoyed my experience of being in the mentor program.	4.25
Being in the mentor program made me a better student and will help me in future courses.	4.38
I would participate in the mentoring program again.	3.88
I would recommend the mentoring program to a friend.	4.25
Expanding mentoring groups from 2 students to a 4 students would improve my experience in the program.	4.38
Which of the following best reflects your assessment of your individual mentor?	3.25

The mentees were asked to rate their individual mentor from 1-4 with 1 indicating “very helpful” and 4 indicating “not helpful at all.” The average response was 1.375 suggesting that the mentors were very helpful to their mentees. Mentees were also asked a few open-ended questions to provide additional feedback on the program. Overall, most of the students were satisfied with their experience with the primary exception being complications induced by COVID-19.

Biology Mentee Program Qualitative Evaluations

1. What interactions with your mentor were the most helpful?

- Just talking to him for our first meeting getting to know each other and listening to me.
- Learning different techniques
- I think the fact that on top of our weekly sessions, my mentor was always available via text and would often reach out to see how studying was going / if I needed anything.
- Haley would encourage me to make sure I was getting my notecards done on time, so I would not fall behind. She also taught me new study techniques such as rewriting my notes into more organized fashion which turned out to be very useful for me personally.
- My mentor made sure that I stayed on top of my school work not only in this singular class but in other classes as well. She created multiple ways to reorganize study material to help me succeed in a test.
- The study guides she would help us make.
- Meeting face to face and spending a good hour just doing work or studying and having them there to ask questions.

2. What interactions with your mentor were the least helpful?

- None.
- In the beginning she had no idea what to do
- With the current Covid-19 circumstances it was harder to meet over video chat, but it was also no one's fault. I honestly do not have any complaints about this program.
- I found this mentoring program very helpful and I do not have any complaints. I thought everything helped me one way or another. The only thing that was negative about my experience was switching to online classes, but my mentor handled this in the best way possible.
- Not as much communication due to being home for the remainder of the semester.
- After covid it just became too hard to stay in contact. None of my computers worked with zoom and finding time where I could call or ask questions was hard. I worked during the day and did school in early morning and late in the evening.

3. What other steps did you take to improve your academic performance this semester? (For example: supplemental instruction, additional tutoring, ad hoc study groups, individual meetings with faculty) If note, you can indicate that as well.

- Additional tutoring with any subject because my mentor was a very smart student.
- Learning the new techniques. And asking professors for advice
- I went to SI, had my tutor, created many flash cards, and began studying starting from lecture day 1.

- I would go to SI meetings as much as I possibly could because those also helped me a lot. I also met with Dr. Kerby after the exam to look it over and see what questions I got wrong and I would ask him on those questions about why they were wrong.
 - I attended most of the SI classes and I worked on gradually studying rather than studying a couple of nights before a test. I also got better about communicating with my professors. It makes a difference when you get to talk and ask questions to your professors directly.
 - Attended more SI sessions than in the fall. Making flashcards earlier in the unit.
 - None
4. **Finally, what suggestions would you have for improving the mentoring program?**
- I think having a basis of how to improve your studying for a biology class like maybe have a consensus of what you should do to help your grade.
 - Have them know what they're doing right away. Give them ideas on what to say to us.
 - I do not think anything really needed to be improved on. I liked how we met once week for about an hour and I loved what Haley suggested to me about different techniques to use to study. I also like how we only had three people in our group because it wasn't too big or too small. Overall I saw a huge difference in my grades in all of my classes because of this program and I would definitely recommend it to anyone who is struggling with biology or even students that are not struggling as much because it really pushes you to get things done earlier than later. Thank you for everything!!
 - I can't think of anything that I would personally change.
 - Maybe have it in the Fall semester too.
 - Having more structure. Instead of just meeting and asking "do you have questions." At times I didn't know where to start with asking questions. Go over some of the harder stuff in lecture and just break it down more.

A survey was also developed and disseminated to the Biology Mentoring Program peer mentors. Seven of the peer mentors completed the survey. Table 9 outlines the mentors' responses to the multiple choice questions pertaining to the program and their training followed by a full transcript of their qualitative answers. Overall, the mentors responses indicate they felt well-prepared to be a mentor and the program was well-coordinated.

Table 9: Biology Mentor Program and Training

Please indicate the extent to which you agree or disagree with the following statements:	
Scale (1-5) (Strongly Disagree – Strongly Agree)	Mean
The goals and objectives of the mentoring program were clearly defined.	4.57
The goals and objectives of the mentoring program were realistic.	4.71
I was provided with the resources and materials I needed to succeed in my mentoring relationship.	4.43
I received enough training to succeed in my mentor role.	4.14
I would have liked to receive more mentoring training.	3
My mentorship responsibilities were clearly defined.	4.14
The mentor program coordinators were accessible and supportive throughout the semester.	4.86
The structure of the program made it easy to perform my role	4.86

Similar to the mentee survey, the mentors were also asked a few open-ended questions in which they could provide more feedback. The most commonly cited frustration from the mentor’s point of view was the lack of communication by mentees. To improve the program, 50% of the mentor’s suggested increasing the group size.

1. What was the most satisfying thing about the mentor program?

- It was awesome to hear that my mentee was doing better on the exams the further we got into the semester. I loved seeing the improvements and getting told that the study tips and tool were helping them.
- I think this program allows the mentees to have another form of support. I think the mentees having a mentor allows them to be more comfortable asking questions since we are both students. I enjoyed seeing my mentees learn what skills work best for them to improve their grades.
- It was satisfying to see the mentees grow and learn
- The most satisfying thing was that it gave me the opportunity to connect with another student that I knew I could help in some way, even if it was just with little things.
- Being able to see improvement in my mentees.
- Personally, I felt that the most rewarding thing about the mentoring program was the positive feedback I got from my mentees. It was nice to hear that they took the studying and learning techniques that we discussed and used them to help them succeed to their desired level in the course. I thought it was rewarding to be someone that others could look up to for advice and model f what it looks like to be a successful student at USD. I also enjoyed the connections that I made with my mentees.

- Being able to see mentees grow as a student was a great aspect of this program. I was also able to reevaluate different studying methods and introduce better ways to learn the material.

2. What was the most frustrating thing about the mentor program?

- I think the only frustrating thing was that one of my mentee didn't really communicate with me, so it was hard to know if I was helping her. She didn't ask questions and didn't give me feedback, so it was hard to know what to do to help her.
- The mentor program was harder to do online since my mentees became less available.
- It was frustrating when the mentees didn't respond or didn't seem super invested.
- The most frustrating thing was the lack of communication from my mentee.
- Not knowing exactly what to talk about every meeting.
- I would not say that anything particularly frustrated me, however, sometimes the lack of communication of the mentee end about when they would show up or not was slightly frustrating. However, this was not particularly a huge deal as I was not losing the compensation on my end and I was still able to meet with at least one individual from the group.
- The most frustrating part was at the beginning when trying to schedule times to meet. As the semester went on, it was frustrating when mentees would cancel right before meeting time and I was already waiting for them to come. When we transitioned to online, there was harder to keep mentees engaged.

3. What would you suggest to improve the mentor program?

- I would suggest having bigger groups like group of four mentees per mentor. This might help the students communicate more during the sessions and feel more comfortable.
- We could do a group study session where we reserve a room for all the mentees to study before a test that week. Then we could provide snacks or something like that.
- Have every mentor get more mentees.
- I would suggest keeping the groups small, 2, maybe 3 people max, and making sure mentees who really want to be part of the program have been identified.
- Maybe a little more structure/guidance as to what to go over every meeting. Otherwise I think it worked well.
- I would suggest slightly larger groups (around 4-5) so that the students are able to work more extensively with one another. I think adding those few extra people in would just help them bounce ideas around with one another more and would add another perspective as a student from the same course.
- An improvement for the program would be to have larger groups so there are more ideas for learning how to study. There would also be potential for study groups without me present.

In addition to evaluating their training and the program, the mentors were asked to assess their relationships with their mentees. Table 10 sheds light on these relationships using the same scale utilized in Table 9. Generally, the mentors indicated there was a shared understanding of the purpose of the program. The mentors' responses suggest the meetings are sufficient in their frequency and duration. Also, the mentors' responses indicate the relationships between the mentor and mentee were helpful.

Table 10: Biology Mentor-Mentee Relationship

Please indicate the extent to which you agree or disagree with the following statements:	
Scale (1-5) (Strongly Disagree – Strongly Agree)	Mean
My mentee and I had a shared understanding of the purposes of the mentoring program.	4.14
My mentee and I had a shared understanding of our roles and the ground rules and expectations for our relationship.	4.43
I would have liked to have met with my mentee for longer periods of time.	2.43
I would have liked to have met with my mentee more frequently.	3
The time we spent together was helpful for my mentee.	4.57
My mentee and I were able to establish a good relationship.	4.14
My mentee and I were a good match.	4.14
My mentee and I are going to stay in contact.	3

The mentors were also asked about the nature of their interactions with the mentees. On average, most mentors and mentees interacted once a week to more than once a week. Table 11 provides additional information on the methods used to interact and the duration of the meetings between mentees and mentors. All mentors interacted with their mentees via face-to face meetings, 57% interacted via email or via texting, and 14% interacted via phone call. Mentors estimated face-to-face interactions to be the most prevalent method of interaction between mentors and mentees making up 48.75% of total interactions. The next most prevalent method of interaction was email at 36.25% of total interactions. Texting made up the 15% of other interactions. The duration of these meetings were mostly between 45 minutes and an hour (48%).

Table 11: Biology Mentor-Mentee Interaction

How did you interact with your mentee?	
Phone call	14%
Email	57%
Face-to-face meetings	100%
Other: (Texting)	57%
Please estimate what percentage of your interactions with your mentor used each of the following: (Average)	
Phone call	0%
Email	36.25%
Face-to-face meetings	48.75%
Other: (Texting)	15%
Please estimate what percentage of your interaction with your mentee used each of the following: (Average interaction duration)	
Less than 15 minutes	11%
Between 15 and 30 minutes	11%
Between 30 and 45 minutes	29%
Between 45 minutes and an hour	48%
More than an hour	1%

When asked about what topic (Academics, Extracurricular activities, Program-related events, Personal challenges, Professional plans, Finances, or Other) the mentor and mentee discussed most often, all mentors answered that academics were most often discussed. Of those topics, 100% said they regularly discussed academics, 85.7% regularly discussed personal challenges and professional plans, 42.9% regularly discussed extracurricular activities, 28.6% regularly discussed program-related events, and 0% of mentors regularly discussed finances. Table 12, below, summarizes the mentors' evaluation of their mentees. Overall, mentors agreed that the mentorship program was a valuable experience for their mentee.

Table 12: Biology Mentor Evaluation of Mentees

Please indicate the extent to which you agree or disagree with the following statements:	
Scale (1-5) (Strongly Disagree – Strongly Agree)	Mean
My mentee has a clear plan or set of goals for his/her academic future.	3.57
My mentee seems confident in his/her academic abilities.	3.57
The mentorship program has been a valuable experience for my mentee.	4.29

Respondents were also asked to reflect on their own experiences as a mentor. Their responses are summarized in Table 13 below. Overall, there was a strong positive feeling of mentors regarding the program. Nearly all responses were in the 4-5 range.

Table 13: Biology Mentor Self-Evaluation

Please indicate the extent to which you agree or disagree with the following statements:	
Scale (1-5) (Strongly Disagree – Strongly Agree)	Mean
I responded to my mentee quickly.	4.86
I was able to answer all of my mentee’s questions.	4.29
I was consistently able to provide my mentee with outside or additional resources.	4.43
I feel confident in my role and abilities as a mentor	4.57
I needed additional training or support to be an effective mentor.	2.71
I enjoyed being a mentor.	4.86
My mentoring experience made me feel more confident about my own career.	4.57
My mentoring experience helped me grow personally and professionally.	4.71
As a mentor I was accessible and approachable.	4.57
As a mentor I demonstrated professional integrity.	4.57
As a mentor I provided constructive and useful feedback.	4.43
As a mentor I was supportive and encouraging.	4.57
As a mentor I challenged my mentee to push themselves.	4.29
As a mentor I was able to provide direction or guidance in professional issues.	4.14