# UC RET Project

**Post RET Site: Professor Rating Scale**

Below is a series of statements asking about your relationship with the professor (Faculty Mentor) and/or professors (Faculty Mentors) with whom you worked the closest. Consider each statement using the scale below and indicate your level of agreement.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item** | **Strongly****Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| 1. Interactions with my RET Faculty Mentorand/or Mentors was/were intellectually challenging. |  |  |  |  |
| 2. Interactions with my RET Faculty Mentor and/or Mentors was/were interpersonally rewarding. |  |  |  |  |
| 3. My RET Faculty Mentor and/or Mentorswas/were easily accessible to answer questions about my project or discuss research ideas. |  |  |  |  |
| 4. My RET Faculty Mentor and/or Mentorsmodeled the process of scientific inquiry in a manner that improved my understanding. |  |  |  |  |
| 5. My RET Faculty Mentor and/or Mentorsmodeled the engineering design process in a manner that improved my understanding. |  |  |  |  |
| 6. My RET Faculty Mentor and/or Mentors modeled the challenge instruction process in a manner that improved my understanding. |  |  |  |  |
| 7. My RET Faculty Mentor and/or Mentorsmodeled critical research skills in a manner that improved my understanding. |  |  |  |  |
| 8. My RET Faculty Mentor and/or Mentorsshowed interest in the research I was conducting. |  |  |  |  |
| 9. My RET Faculty Mentor and/or Mentors supplied me with needed materials and supplies in a timely manner. |  |  |  |  |
| 10. My RET Faculty Mentor and/or Mentorsprovided appropriate background information (reading, lecture, individual discussions) which helped me to understand and prepare my research project. |  |  |  |  |
| 11. My RET Faculty Mentor and/or Mentorshelped to minimize anxieties I had concerning the research process. |  |  |  |  |
| 12. My RET Faculty Mentor and/or Mentors didan excellent job of mentoring during the RET program. |  |  |  |  |

# UC RET Project

# Post RET Site: Graduate Research Assistant Rating Scale

Below is a series of statements asking about your relationship with the Graduate Research Assistant with whom you worked most closely. Consider each statement using the scale below and indicate your level of agreement.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item** | **Strongly****Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| 13. Interactions with the RET Graduate ResearchAssistant was intellectually challenging. |  |  |  |  |
| 14. Interactions with the RET Graduate ResearchAssistant was interpersonally rewarding. |  |  |  |  |
| 15. The RET Graduate Research Assistant waseasily accessible to answer questions about my project or discuss research ideas. |  |  |  |  |
| 16. The RET Graduate Research Assistantmodeled the process of scientific inquiry in amanner that improved my understanding. |  |  |  |  |
| 17. The RET Graduate Research Assistantmodeled the engineering design process in a manner that improved my understanding. |  |  |  |  |
| 18. The RET Graduate Research Assistantmodeled the challenge instruction process in a manner that improved my understanding. |  |  |  |  |
| 19. The RET Graduate Research Assistantmodeled critical research skills in a manner that improved my understanding. |  |  |  |  |
| 20. The RET Graduate Research Assistant showedinterest in the research I was conducting. |  |  |  |  |
| 21. The RET Graduate Research Assistant suppliedme with needed materials and supplies in atimely manner. |  |  |  |  |
| 22. The RET Graduate Research Assistantprovided appropriate background information (reading, lecture, individual discussions) which helped me to understand and prepare my research project. |  |  |  |  |
| 23. The RET Graduate Research Assistant helpedto minimize anxieties I had concerning the research process. |  |  |  |  |
| 24. The RET Graduate Research Assistant did anexcellent job of mentoring during the RET program. |  |  |  |  |

# UC RET Project

# Post RET Site: Research Training Environment Scale

Below is a series of statements asking about your research training. Please respond to the following statements in terms of your experience during the RET program.

Consider each statement using the scale below and indicate your level of agreement. Please select **Not Applicable** if the item does not apply to you. Please not that “RET Faculty” is used in a general sense and it includes graduate students as well as professors with whom you have interacted.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Item** | **Strongly****Agree** | **Agree** | **Disagree** | **Strongly Disagree** | **Not****Applicable** |
| 25. The research conducted during the RETprogram was intellectually challenging. |  |  |  |  |  |
| 26. The RET faculty rarely acknowledged theachievements of the participants. |  |  |  |  |  |
| 27. Many of the RET faculty did not seem to bevery interested in doing research. |  |  |  |  |  |
| 28. The RET faculty did what it could to makethe research requirements of the program asrewarding as possible. |  |  |  |  |  |
| 29. The RET faculty seemed to notice only a fewselected students in terms of reinforcing research achievements. |  |  |  |  |  |
| 30. The RET program provided concrete supportfor students’ research (e.g., access to computers, access to lab facilities, research supplies). |  |  |  |  |  |
| 31. I feel the RET faculty expected too muchfrom my research project. |  |  |  |  |  |
| 32. There was informal sharing of research ideasduring the RET program. |  |  |  |  |  |
| 33. The RET faculty understood and acceptedthat any piece of research would have itsmethodological problems. |  |  |  |  |  |
| 34. I was encouraged to get involved in someaspect of a research project from the very beginning of the RET program. |  |  |  |  |  |
| 35. I had the opportunity to learn about severalmajor research approaches (e.g., computer model simulations, laboratory work, experimental testing, statistical analysis, interpretations, and generalizations, reporting). |  |  |  |  |  |
| 36. There were opportunities to become part ofa research team. |  |  |  |  |  |
| 37. I was encouraged during the RET program to find and follow research ideas of interest to me. |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Item** | **Strongly****Agree** | **Agree** | **Disagree** | **Strongly Disagree** | **Not****Applicable** |
| 38. The research climate during the RETprogram was one in which students were encouraged to pose questions they themselves were curious about. |  |  |  |  |  |
| 39. Different research methodologies weremodeled during the RET program. |  |  |  |  |  |
| 40. The RET faculty enjoyed discussing ideas. |  |  |  |  |  |
| 41. The research was difficult to get started because it was organized in a way that was anxiety provoking. |  |  |  |  |  |
| 42. Teachers in the RET program receivedtraining in how to design and logically design research studies. |  |  |  |  |  |
| 43. I got the impression during the RET programthat my research work has to be of great value in the field to be worthwhile. |  |  |  |  |  |
| 44. The RET faculty is involved in the conduct and publication of quality research. |  |  |  |  |  |
| 45. Statistics were presented in a way that wasinsensitive to participant’s level of development as a researcher. |  |  |  |  |  |
| 46. The RET faculty did a good job of showing participants how statistics are actually used. |  |  |  |  |  |
| 47. There was the opportunity during the RETprogram to collaborate with others as part of the research team. |  |  |  |  |  |
| 48. The RET faculty encouraged me to pursue aresearch question in which I was interested. |  |  |  |  |  |
| 49. The RET faculty encouraged my researchactivities and accomplishments. |  |  |  |  |  |
| 50. The RET faculty presented an extremelynarrow range of research methodologies. |  |  |  |  |  |
| 51. During the RET program, there was a focuson understanding the logic of research design. |  |  |  |  |  |
| 52. The RET faculty stressed that it wasimportant to pursue research ideas thatwere personally interesting. |  |  |  |  |  |
| 53. During the RET program, working as part of aresearch team was fun. |  |  |  |  |  |
| 54. During the RET Program, working as part of a research team was intellectually challenging. |  |  |  |  |  |
| 55. It was difficult to get started on yourresearch project because you had limited opportunity to collaborate with the RET faculty. |  |  |  |  |  |
| 56. There seemed to be a general attitude thatthere was one best way to do research. |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Item** | **Strongly****Agree** | **Agree** | **Disagree** | **Strongly Disagree** | **Not****Applicable** |
| 57. I had the feeling during the RET programthat my research project needed to be completely original and revolutionary to be acceptable. |  |  |  |  |  |
| 58. I received quality training in the use ofstatistics in engineering research. |  |  |  |  |  |
| 59. I got the impression from the RET facultythat although a single study does not revolutionize thinking in the scientific community such a study can contribute a useful piece to an unfolding body of knowledge. |  |  |  |  |  |
| 60. The RET environment promoted the ideathat although parts of research must be done alone other parts may involve working closely with other colleagues. |  |  |  |  |  |
| 61. The RET faculty did not seem to really care ifparticipants were generally interested in research. |  |  |  |  |  |
| 62. During the RET program, participants wereintroduced to a wide range of research methodologies (e.g., specimen fabrication, laboratory test setup, experimental testing, statistical analysis, interpretation, generalizations and reporting). |  |  |  |  |  |
| 63. From the very beginning of the RET program,participants received mentoring from RET faculty that helped develop the skills and the confidence needed to engage in research. |  |  |  |  |  |
| 64. I felt I had to choose a research topic ofinterest to the RET faculty at the expense of my own interest. |  |  |  |  |  |
| 65. During the RET program, participants feltthat their personal research ideas were squashed during the process of collaborating with RET faculty. |  |  |  |  |  |
| 66. Participants seemed to get involved inthinking about research from the very start of the RET program. |  |  |  |  |  |
| 67. The RET faculty were quite open in sharingtheir research ideas. |  |  |  |  |  |
| 68. The RET faculty showed excitement aboutresearch and scholarly activities. |  |  |  |  |  |

***THANK YOU COMPLETING THIS SURVEY!***