# 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 Mentor  and/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 Mentors  was/were easily accessible to answer questions about my project or discuss research ideas. |  |  |  |  |
| 4. My RET Faculty Mentor and/or Mentors  modeled the process of scientific inquiry in a manner that improved my understanding. |  |  |  |  |
| 5. My RET Faculty Mentor and/or Mentors  modeled 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 Mentors  modeled critical research skills in a manner that improved my understanding. |  |  |  |  |
| 8. My RET Faculty Mentor and/or Mentors  showed 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 Mentors  provided appropriate background information (reading, lecture, individual discussions) which helped me to understand and prepare my research project. |  |  |  |  |
| 11. My RET Faculty Mentor and/or Mentors  helped to minimize anxieties I had concerning the research process. |  |  |  |  |
| 12. My RET Faculty Mentor and/or Mentors did  an 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 Research  Assistant was intellectually challenging. |  |  |  |  |
| 14. Interactions with the RET Graduate Research  Assistant was interpersonally rewarding. |  |  |  |  |
| 15. The RET Graduate Research Assistant was  easily accessible to answer questions about my project or discuss research ideas. |  |  |  |  |
| 16. The RET Graduate Research Assistant  modeled the process of scientific inquiry in a  manner that improved my understanding. |  |  |  |  |
| 17. The RET Graduate Research Assistant  modeled the engineering design process in a manner that improved my understanding. |  |  |  |  |
| 18. The RET Graduate Research Assistant  modeled the challenge instruction process in a manner that improved my understanding. |  |  |  |  |
| 19. The RET Graduate Research Assistant  modeled critical research skills in a manner that improved my understanding. |  |  |  |  |
| 20. The RET Graduate Research Assistant showed  interest in the research I was conducting. |  |  |  |  |
| 21. The RET Graduate Research Assistant supplied  me with needed materials and supplies in a  timely manner. |  |  |  |  |
| 22. The RET Graduate Research Assistant  provided appropriate background information (reading, lecture, individual discussions) which helped me to understand and prepare my research project. |  |  |  |  |
| 23. The RET Graduate Research Assistant helped  to minimize anxieties I had concerning the research process. |  |  |  |  |
| 24. The RET Graduate Research Assistant did an  excellent 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 RET  program was intellectually challenging. |  |  |  |  |  |
| 26. The RET faculty rarely acknowledged the  achievements of the participants. |  |  |  |  |  |
| 27. Many of the RET faculty did not seem to be  very interested in doing research. |  |  |  |  |  |
| 28. The RET faculty did what it could to make  the research requirements of the program as  rewarding as possible. |  |  |  |  |  |
| 29. The RET faculty seemed to notice only a few  selected students in terms of reinforcing research achievements. |  |  |  |  |  |
| 30. The RET program provided concrete support  for students’ research (e.g., access to computers, access to lab facilities, research supplies). |  |  |  |  |  |
| 31. I feel the RET faculty expected too much  from my research project. |  |  |  |  |  |
| 32. There was informal sharing of research ideas  during the RET program. |  |  |  |  |  |
| 33. The RET faculty understood and accepted  that any piece of research would have its  methodological problems. |  |  |  |  |  |
| 34. I was encouraged to get involved in some  aspect of a research project from the very beginning of the RET program. |  |  |  |  |  |
| 35. I had the opportunity to learn about several  major research approaches (e.g., computer model simulations, laboratory work, experimental testing, statistical analysis, interpretations, and generalizations, reporting). |  |  |  |  |  |
| 36. There were opportunities to become part of  a 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 RET  program was one in which students were encouraged to pose questions they themselves were curious about. |  |  |  |  |  |
| 39. Different research methodologies were  modeled 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 received  training in how to design and logically design research studies. |  |  |  |  |  |
| 43. I got the impression during the RET program  that 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 was  insensitive 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 RET  program to collaborate with others as part of the research team. |  |  |  |  |  |
| 48. The RET faculty encouraged me to pursue a  research question in which I was interested. |  |  |  |  |  |
| 49. The RET faculty encouraged my research  activities and accomplishments. |  |  |  |  |  |
| 50. The RET faculty presented an extremely  narrow range of research methodologies. |  |  |  |  |  |
| 51. During the RET program, there was a focus  on understanding the logic of research design. |  |  |  |  |  |
| 52. The RET faculty stressed that it was  important to pursue research ideas that  were personally interesting. |  |  |  |  |  |
| 53. During the RET program, working as part of a  research 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 your  research project because you had limited opportunity to collaborate with the RET faculty. |  |  |  |  |  |
| 56. There seemed to be a general attitude that  there was one best way to do research. |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Item** | **Strongly**  **Agree** | **Agree** | **Disagree** | **Strongly Disagree** | **Not**  **Applicable** |
| 57. I had the feeling during the RET program  that my research project needed to be completely original and revolutionary to be acceptable. |  |  |  |  |  |
| 58. I received quality training in the use of  statistics in engineering research. |  |  |  |  |  |
| 59. I got the impression from the RET faculty  that 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 idea  that 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 if  participants were generally interested in research. |  |  |  |  |  |
| 62. During the RET program, participants were  introduced 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 of  interest to the RET faculty at the expense of my own interest. |  |  |  |  |  |
| 65. During the RET program, participants felt  that their personal research ideas were squashed during the process of collaborating with RET faculty. |  |  |  |  |  |
| 66. Participants seemed to get involved in  thinking about research from the very start of the RET program. |  |  |  |  |  |
| 67. The RET faculty were quite open in sharing  their research ideas. |  |  |  |  |  |
| 68. The RET faculty showed excitement about  research and scholarly activities. |  |  |  |  |  |

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