

Appendix A: Survey Data

Student Participants and Comparison Group Survey Data Tables

These tables contain data from four surveys: 1) a survey administered in 1995 to the 1994 and 1995 participants; 2) a survey administered in 1996 to the 1996 participants composed of most of the questions on the first participant survey plus additional ones which arose out of the first-year analysis; 3) a survey administered in 1995 to a comparison group matched to the 94-95 participants, and 4) a survey administered in 1996 to a comparison group matched to the 1996 participants, and comprised of most of the questions on the original comparison group survey plus additional ones.

Thus, for any given question there may be data for all student survey respondents (participant and comparison group from all three years) or just from the 1996 respondents. In addition, on page 6 we present tracking data for 1994-1996 program participants.

Due to round-off error percentages may not total 100%.

Ethnicity of Students in the DMP

	1994-1995 combined		1996		Aggregate	
	Total	Percent	Total	Percent	Total	Percent
Caucasian	24	75%	16	80%	40	77%
Asian	4	13%	3	15%	7	13%
African American	1	3%	0	0%	1	2%
Hispanic	1	3%	0	0%	1	2%
Indian	0	0%	1	5%	1	2%
Native American	1	3%	0	0%	1	2%
No Answer	1	3%	0	0%	1	2%
Grand Total	32	100%	20	100%	52	100%

Class Rank When Applying for the DMP

	1994-1995 combined		1996		Aggregate	
	Total	Percent	Total	Percent	Total	Percent
Junior	13	41%	9	45%	22	42%
Senior	8	25%	7	35%	15	29%
Sophomore	8	25%	3	15%	11	21%
Freshman	1	3%	0	0%	1	2%
Returning adult	1	3%	0	0%	1	2%
No Answer	1	3%	1	5%	2	4%
Grand Total	32	100%	20	100%	52	100%

Type of Undergraduate Institution *

	1994-1995 combined		1996		Aggregate		Comparison Group	
	Total	Percent	Total	Percent	Total	Percent	Total	Percent
Engineering College	0	0%	0	0%	0	0%	1	4%
Bachelor's I	5	16%	0	0%	5	10%	6	21%
Bachelor's II	3	9%	1	5%	4	8%	3	11%
Master's I	5	16%	2	10%	7	13%	3	11%
Master's II	0	0%	0	0%	0	0%	1	4%
Doctoral I	2	6%	0	0%	2	4%	0	0%
Doctoral II	1	3%	1	5%	2	4%	1	4%
Research I	14	44%	11	55%	25	48%	13	46%
Research II	2	6%	4	20%	6	12%	0	0%
Unknown	0	0%	1	5%	1	2%	0	0%
Grand Total	32	100%	20	100%	52	100%	28	100%

Undergraduate Major(s) of DMP Participants

	1994-1995 combined		1996		Aggregate	
	Total	Percent	Total	Percent	Total	Percent
CS	20	63%	12	60%	32	62%
CS and Math	6	19%	4	20%	10	19%
CS and Biology	1	3%	1	5%	2	4%
Information Science	1	3%	1	5%	2	4%
CS Engineering	1	3%	0	0%	1	2%
CS and Economics	0	0%	1	5%	1	2%
CS and Engineering	1	3%	0	0%	1	2%
CS and Electrical Engineering	0	0%	1	5%	1	2%
Electrical Engineering	1	3%	0	0%	1	2%
Physics	1	3%	0	0%	1	2%
Grand Total	32	100%	20	100%	52	100%

Overall Grade Point Average **

	1994-1995 combined		1996		Aggregate	
	Total	Percent	Total	Percent	Total	Percent
4.0	3	9%	2	10%	5	10%
3.9-4.0	5	16%	5	25%	10	19%
3.8-3.9	8	25%	2	10%	10	19%
3.7-3.8	6	19%	3	15%	9	17%
3.6-3.7	4	13%	5	25%	9	17%
3.5-3.6	2	6%	1	5%	3	6%
Below 3.5	2	6%	2	10%	4	8%
No Answer	2	6%	0	0%	2	4%
Grand Total	32	100%	20	100%	52	100%

* These types were established by using the Carnegie Foundation for the Advancement of Teaching's, *Classification of Institutions of Higher Education* (1994 edition). This ranking system clusters institutions with similar purposes and programs. For example, Research I institutions emphasize research most heavily, whereas Bachelor I and II institutions are primarily four-year colleges without research programs. See this report for a full explanation of the classification system.

** Intervals include lower bound. The minimum grade point average was 3.15; the maximum grade point average was 4.0.

Major(s)

	Comparison Group	
	Total	Percent
CS	19	68%
Computer Engineering	1	4%
CS and Engineering	2	7%
CS and Math	2	7%
CS and Psychology	1	4%
Math	2	7%
Information Science	1	4%
Grand Total	28	100%

Class Rank

	Comparison Group	
	Total	Percent
Junior	7	25%
Senior	17	61%
Graduated	1	4%
First Year Graduate Student	3	11%
Grand Total	28	100%

Ethnicity

	Comparison Group	
	Total	Percent
Caucasian	22	79%
Asian	3	11%
Indian	2	7%
Blank	1	4%
Grand Total	28	100%

Overall Grade Point Average

	Comparison Group	
	Total	Percent
4.0	1	4%
3.9-4.0	2	7%
3.8-3.9	4	14%
3.7-3.8	3	11%
3.6-3.7	3	11%
3.5-3.6	3	11%
Below 3.5	12	43%
Grand Total	28	100%

Top 4 Factors Important in Choosing to Study CS&E*

	1994-1995 combined		1996		Aggregate		Comparison Group	
	N=32		N=20		N=52		N=28	
	Total	Percent	Total	Percent	Total	Percent	Total	Percent
Computer science is enjoyable and interesting	19	59%	17	85%	36	69%	15	54%
Good at math and science	21	66%	14	70%	35	67%	18	64%
Computer science affords many career opportunities	20	63%	14	70%	34	65%	15	54%
Computer science is challenging	20	63%	13	65%	33	63%	16	57%
Computer science jobs pay well	5	16%	9	45%	14	27%	14	50%
Teacher encouraged me	8	25%	4	20%	12	23%	15	54%
Like the idea of being a computer scientist	7	22%	4	20%	11	21%	13	46%
Relative in computer science	2	6%	3	15%	5	10%	14	50%
Friend is in computer science	1	3%	3	15%	4	8%	15	54%

In 1994-1995 students ranked factors from high to low importance. The top four factors (ranked 1-4) are used for this table. In 1996 students identified important factors and ranked the top four 1-4.

Top Factor Important in Choosing to Study CS&E*

	1994-1995 combined		1996		Aggregate		Comparison Group	
	N=32		N=20		N=52		N=28	
	Total	Percent	Total	Percent	Total	Percent	Total	Percent
Computer science is enjoyable and interesting	11	34%	11	55%	22	42%	8	29%
Good at math and science	8	25%	6	30%	14	27%	1	4%
Computer science affords many career opportunities	4	13%	3	15%	7	13%	3	11%
Computer science is challenging	4	13%	0	0%	4	8%	2	7%
Relative in computer science	1	3%	1	5%	2	4%	8	29%
Teacher encouraged me	1	3%	0	0%	1	2%	7	25%
Friend is in computer science	0	0%	1	5%	1	2%	8	29%
Computer science jobs pay well	0	0%	0	0%	0	0%	1	4%
Like the idea of being a computer scientist	0	0%	0	0%	0	0%	3	11%

Factors identified with a "1" (indicating greatest importance).

*Percents may total more than 100% because respondents could choose more than one option.

As a freshman, were you planning to major in CS?

	1996 Participants		1996 Comparison Group	
	Total	Percent	Total	Percent
Yes	12	60%	2	15%
No	8	40%	11	85%
Grand Total	20	100%	13	100%

I feel that I "fit" in the field of computer science.

	1996 Participants		1996 Comparison Group	
	Total	Percent	Total	Percent
Strongly agree	2	10%	1	8%
Agree	12	60%	6	46%
Neither agree nor disagree	2	10%	3	23%
Disagree	4	20%	2	15%
Strongly disagree	0	0%	1	8%
Grand Total	20	100%	13	100%

Do you plan to stay in the field of computer science long-term?

	1996 Participants		1996 Comparison Group	
	Total	Percent	Total	Percent
Yes	17	85%	8	62%
No	1	5%	2	15%
Undecided	2	10%	3	23%
Grand Total	20	100%	13	100%

Computer Science research requires a lot of creativity.

	1996 Participants		1996 Comparison Group	
	Total	Percent	Total	Percent
Strongly agree	7	35%	4	31%
Agree	5	25%	7	54%
Neither agree nor disagree	5	25%	1	8%
Disagree	3	15%	1	8%
Strongly disagree	0	0%	0	0%
Grand Total	20	100%	13	100%

I am a creative person.

	1996 Participants		1996 Comparison Group	
	Total	Percent	Total	Percent
Strongly agree	1	5%	4	31%
Agree	13	65%	7	54%
Neither agree nor disagree	4	20%	1	8%
Disagree	2	10%	1	8%
Strongly disagree	0	0%	0	0%
Grand Total	20	100%	13	100%

Of 66 students enrolled in the program from 1994-1996, 62 were tracked in August of 1996.

This table shows the post-graduation progress of the 36 who had already graduated by August of 1996:

Post-graduate degree progress	1994	1995	1996	Total
Enrolled in graduate school in CS&E	7	7	5	19
Enrolled in graduate school in another field	2	0	0	2
Planning to go to graduate school	2	3	1	6
Not planning to go to graduate school	4	1	0	5
Undecided about graduate school	1	3	1	5
Grand Total	16	13	7	36

This table shows the post-graduation plans of the 26 students who had yet to graduate:

Post-graduate degree plans	1994	1995	1996	Total
Planning to go to graduate school immediately	0	6	7	13
Planning on working before going to graduate school	0	2	1	3
Undecided about graduate school	0	2	0	2
Grand Total	0	13	13	26

Of the 21 students currently enrolled in graduate school, the anticipated degrees were the following:

Anticipated degree	1994	1995	1996	Total
M.S. in Computer Science	2	2	4	8
Ph.D. in Computer Science	3	5	1	9
M.S. in Electrical Engineering	1	0	0	1
M.S. in Software Development	1	0	0	1
M.S. in a non-CS field	2	0	0	2
Grand Total	9	7	5	21

Of the 22 students planning to eventually go to graduate school in CS&E, the anticipated degrees were:

Anticipated degree	1994	1995	1996	Total
M.S. in CS&E	1	2	5	8
Ph.D. in CS&E	0	8	2	10
Either MS. or Ph.D. in CS&E	1	1	2	4
Grand Total	2	11	9	22

Encouraging Factors in Deciding Whether to Attend Graduate School*

	1996 Participants		1996 Comparison Group	
	N=20		N= 13	
	Total	Percent	Total	Percent
Success in undergraduate CS	16	80%	10	77%
Influence of family member	8	40%	4	31%
High school experience	2	10%	1	8%
Work experience	6	30%	7	54%
Career goals	15	75%	9	69%
Technical interests	10	50%	9	69%
Undergraduate advisor	12	60%	6	46%
Extra-curricular activity	4	20%	4	31%
DMP	16	80%	n/a	n/a
Other:				
Desire to solve problems	1	5%	0	0%
Love of learning	1	5%	0	0%
Degrees reflected in salaries	1	5%	0	0%
Need Engineering background	0	0%	1	8%

Discouraging Factors in Deciding Whether to Attend Graduate School*

	1996 Participants		1996 Comparison Group	
	N=20		N=13	
	Total	Percent	Total	Percent
Success in undergraduate CS	4	20%	4	31%
Technical interests	3	15%	1	8%
Work experience	2	10%	0	0%
Career goals	2	10%	3	23%
Influence of family member	1	5%	4	31%
Extra-curricular activity	1	5%	2	15%
DMP	1	5%	n/a	n/a
High school experience	0	0%	0	0%
Undergraduate advisor	0	0%	0	0%
Other:				
Cost	2	10%	1	8%
Too competitive	1	5%	0	0%
Fear of failure	1	5%	0	0%
Lack of skills	1	5%	0	0%
Conflicts with marriage plans	1	5%	0	0%
Being female in CS&E	0	0%	1	8%

*Percents may total more than 100% because respondents could choose more than one option.

**The Influence of the DMP on Deciding
Whether to Attend Graduate School***

	1994-1995 combined		1996		Aggregate	
	N=32		N=20		N=52	
	Total	Percent	Total	Percent	Total	Percent
The DMP encouraged me	21	66%	16	80%	37	71%
The DMP discouraged me	2	6%	1	5%	3	6%

*The percents do not total 100% because respondents did not have to choose this as a factor.

Satisfaction with Quality of Teaching at Undergraduate Major Department

	1994-1995 combined		1996		Aggregate		Comparison Group	
	Total	Percent	Total	Percent	Total	Percent	Total	Percent
Very satisfied	12	38%	5	25%	17	33%	8	29%
Satisfied	12	38%	10	50%	22	42%	12	43%
Somewhat satisfied	6	19%	4	20%	10	19%	7	25%
Not very satisfied	1	3%	0	0%	1	2%	1	4%
Not at all satisfied	0	0%	1	5%	1	2%	0	0%
No Answer	1	3%	0	0%	1	2%	0	0%
Grand Total	32	100%	20	100%	52	100%	28	100%

Satisfaction with Quality of Advising at Undergraduate Major Department

	1994-1995 combined		1996		Aggregate		Comparison Group	
	Total	Percent	Total	Percent	Total	Percent	Total	Percent
Very satisfied	7	22%	4	20%	11	21%	7	25%
Satisfied	11	34%	8	40%	19	37%	11	39%
Somewhat satisfied	9	28%	6	30%	15	29%	7	25%
Not very satisfied	3	9%	2	10%	5	10%	3	11%
Not at all satisfied	1	3%	0	0%	1	2%	0	0%
No Answer	1	3%	0	0%	1	2%	0	0%
Grand Total	32	100%	20	100%	52	100%	28	100%

**Satisfaction with Degree of Interaction with Faculty at
Undergraduate Major Department**

	1994-1995 combined		1996		Aggregate		Comparison Group	
	Total	Percent	Total	Percent	Total	Percent	Total	Percent
Very satisfied	17	53%	11	55%	28	54%	14	50%
Satisfied	8	25%	5	25%	13	25%	4	14%
Somewhat satisfied	4	13%	2	10%	6	12%	7	25%
Not very satisfied	2	6%	2	10%	4	8%	2	7%
Not at all satisfied	0	0%	0	0%	0	0%	1	4%
No Answer	1	3%	0	0%	1	2%	0	0%
Grand Total	32	100%	20	100%	52	100%	28	100%

**Satisfaction with Availability of Extracurricular Activities at
Undergraduate Major Department**

	1994-1995 combined		1996		Aggregate		Comparison Group	
	Total	Percent	Total	Percent	Total	Percent	Total	Percent
Very satisfied	3	9%	4	20%	7	13%	2	7%
Satisfied	8	25%	2	10%	10	19%	8	29%
Somewhat satisfied	6	19%	5	25%	11	21%	6	21%
Not very satisfied	5	16%	7	35%	12	23%	11	39%
Not at all satisfied	5	16%	0	0%	5	10%	1	4%
No Answer	5	16%	2	10%	7	13%	0	0%
Grand Total	32	100%	20	100%	52	100%	28	100%

Satisfaction with Department Climate at Undergraduate Institution

	1994-1995 combined		1996		Aggregate		Comparison Group	
	Total	Percent	Total	Percent	Total	Percent	Total	Percent
Very satisfied	8	25%	6	30%	14	27%	5	18%
Satisfied	10	31%	9	45%	19	37%	15	54%
Somewhat satisfied	9	28%	3	15%	12	23%	4	14%
Not very satisfied	2	6%	0	0%	2	4%	4	14%
Not at all satisfied	1	3%	2	10%	3	6%	0	0%
No Answer	2	6%	0	0%	2	4%	0	0%
Grand Total	32	100%	20	100%	52	100%	28	100%

Types of Interaction with Faculty Members at Undergraduate Institution*

	1996 Participants		Comparison Group	
	N=20		N=28	
	Total	Percent	Total	Percent
Advice on what courses to take	20	100%	24	86%
Advice about a research project	14	70%	17	61%
Advice about career decisions	14	70%	15	54%
Advice about graduate school	14	70%	16	57%
No interaction outside courses	1	5%	3	11%

Number of Female Faculty in CS Department

	1996		Comparison Group	
	Total	Percent	Total	Percent
0	0	0%	2	7%
1-2	12	60%	16	57%
3-5	5	25%	6	21%
More than 5	2	10%	0	0%
No Answer/Don't know	1	5%	4	14%
Grand Total	20	100%	28	100%

Minimum number of female faculty = 1; Maximum number of female faculty = 16

Types of Interaction with Female Faculty Members*

	1996 Participants		Comparison Group	
	N=20		N=28	
	Total	Percent	Total	Percent
Attended female faculty member's course	14	70%	22	79%
Advice on what courses to take	13	65%	15	54%
Advice about a research project	11	55%	4	14%
Advice about career decisions	10	50%	9	32%
Advice about graduate school	13	65%	8	29%
Issues about being female in CS&E	12	60%	6	21%
No interaction outside courses	1	5%	1	4%
Other	6	30%	6	21%

* Percents may total more than 100% because respondents could choose more than one option.

Types of Interaction with Graduate Students*

	1996 Participants		Comparison Group	
	N=20		N=28	
	Total	Percent	Total	Percent
Had a grad student as a CS&E TA	15	75%	16	57%
Discussed grad school with a CS&E graduate student	11	55%	12	43%
Friends who are CS&E grad students	12	60%	14	50%
No contact with grad students in CS&E	3	15%	6	21%

* Percents may total more than 100% because respondents could choose more than one option.

Source of Information About the Mentor Program

	1994-1995 combined		1996		Aggregate	
	Total	Percent	Total	Percent	Total	Percent
Professor or advisor	19	59%	14	70%	33	63%
Mailing list or news group	4	13%	3	15%	7	13%
CS department posting/brochure	6	19%	0	0%	6	12%
Friend in CS	1	3%	1	5%	2	4%
Reference book in library	0	0%	1	5%	1	2%
Relative	1	3%	0	0%	1	2%
No Answer	1	3%	1	5%	2	4%
Grand Total	32	100%	20	100%	52	100%

When Applied for the Program

	1996	
	Total	Percent
Before first deadline	6	30%
After first deadline, but before second deadline	8	40%
Don't remember	5	25%
No Answer	1	5%
Grand Total	20	100%

Characterize your research project

	1996 Participants	
	Total	Percent
Similar to a large class project	3	15%
Like real research	12	60%
A mix of both	3	15%
Other	2	10%
Grand Total	20	100%

First Experience with Research? (DMP Participants)

	1994-1995 combined		1996		Aggregate	
	Total	Percent	Total	Percent	Total	Percent
Yes	22	69%	14	70%	36	69%
No	9	28%	5	25%	14	27%
No Answer	1	3%	1	5%	2	4%
Grand Total	32	100%	20	100%	52	100%

Have you had experience with research? (Comparison Group)

	YEAR				
	1994	1995	1996	Combined	Percent
Yes	3	3	9	15	54%
No	2	6	4	12	43%
No Answer	1	0	0	1	4%
Grand Total	6	9	13	28	100%

Number of graduate students in mentor's research group

	1996 Participants	
	Total	Percent
Zero	1	5%
1 - 3	12	60%
4 - 6	4	20%
7 or more	1	5%
Blank	2	10%
Grand Total	20	100%

Types of interaction between mentors and students after the program

	1994-1995 combined		1996		Aggregate	
	Total	Percent	Total	Percent	Total	Percent
Continue work	5	16%	4	20%	9	17%
Email/discussions	18	56%	6	30%	24	46%
Reference	0	0%	3	15%	3	6%
Minimal/none	7	22%	3	15%	10	19%
Unsure	1	3%	3	15%	4	8%
Blank	1	3%	1	5%	2	4%
Grand Total	32	100%	20	100%	52	100%

This question has three parts. Of the following program outcomes, which ones did you:
 (a) WANT from the program?
 (b) Actually GAIN from the DMP?
 (c) VALUE MOST? (Indicate up to four items and include only outcomes that you gained from the DMP.)

Program Outcomes Wanted By Students*

	1996	
	N=20	
	Total	Percent
Developing better research skills	15	75%
Professional contacts	14	70%
Learning about career opportunities and options	14	70%
Information on building self-confidence	12	60%
Letter of reference	10	50%
Applying to graduate school	10	50%
Succeeding in graduate school	10	50%
Selecting a graduate school	9	45%
Information on publishing or making presentations at meetings	8	40%
Balancing work and personal life	8	40%
Information on fellowship opportunities	7	35%
Finding other research opportunities	7	35%
Balancing family and work	4	20%
Selecting a thesis/research topic	4	20%
Dealing with department politics	2	10%
Conducting job search	2	10%
Writing and developing a resume	2	10%
Information on successful interviewing	2	10%
Dealing with or identifying sexual harassment	1	5%
<i>Other: Learning to work more efficiently</i>	0	0%

* Percents may total more than 100% because respondents could choose more than one option.

Program Outcomes Actually Gained By Students*

	1996	
	N=20	
	Total	Percent
Developing better research skills	14	70%
Information on building self-confidence	13	65%
Professional contacts	12	60%
Information on publishing or making presentations at meetings	11	55%
Letter of reference	10	50%
Learning about career opportunities and options	10	50%
Applying to graduate school	8	40%
Information on fellowship opportunities	7	35%
Selecting a graduate school	6	30%
Finding other research opportunities	6	30%
Succeeding in graduate school	5	25%
Balancing work and personal life	5	25%
Dealing with department politics	4	20%
Balancing family and work	3	15%
Selecting a thesis/research topic	1	5%
Conducting job search	1	5%
Writing and developing a resume	1	5%

Commitment to Graduate School Before the Mentor Program

	1994-1995 combined		1996		Aggregate	
	Total	Percent	Total	Percent	Total	Percent
Certain right for me	3	9%	1	5%	4	8%
Committed	6	19%	6	30%	12	23%
Tentatively committed	10	31%	2	10%	12	23%
Considering it	10	31%	8	40%	18	35%
Not considering it	2	6%	2	10%	4	8%
No Answer	1	3%	1	5%	2	4%
Grand Total	32	100%	20	100%	52	100%

Commitment to Graduate School After the Mentor Program

	1994-1995 combined		1996		Aggregate	
	Total	Percent	Total	Percent	Total	Percent
5	8	25%	4	20%	12	23%
4	8	25%	8	40%	16	31%
3.5	0	0%	1	5%	1	2%
3	8	25%	2	10%	10	19%
2	4	13%	4	20%	8	15%
1.5	1	3%	0	0%	1	2%
1	2	6%	0	0%	2	4%
No Answer	1	3%	1	5%	2	4%
Grand Total	32	100%	20	100%	52	100%

**Changes in Commitment to Graduate School After Mentor Program
(After score "minus" Before score)**

	1994-1995 combined		1996		Aggregate	
	Total	Percent	Total	Percent	Total	Percent
3	0	0%	1	5%	1	2%
2	8	25%	3	15%	11	21%
1	10	31%	8	40%	18	35%
0.5	0	0%	1	5%	1	2%
0	9	28%	6	30%	15	29%
-1	3	9%	1	5%	4	8%
-2.5	1	3%	0	0%	1	2%
-4	1	3%	0	0%	1	2%
Grand Total	32	100%	20	100%	52	100%

Note: The scores represent the difference between each student's after and before score. A positive score represents an increased commitment to graduate school following the program. Similarly, a negative score represents a decreased commitment to graduate school and a score of zero represents no change in commitment.

Value of Research Experience

	1994-1995 combined		1996		Aggregate	
	Total	Percent	Total	Percent	Total	Percent
Very valuable	15	47%	7	35%	22	42%
Valuable	7	22%	6	30%	13	25%
Somewhat valuable	8	25%	6	30%	14	27%
Not very valuable	1	3%	0	0%	1	2%
Not at all valuable	0	0%	0	0%	0	0%
No Answer	1	3%	1	5%	2	4%
Grand Total	32	100%	20	100%	52	100%

Value of Mentoring Experience

	1994-1995 combined		1996		Aggregate	
	Total	Percent	Total	Percent	Total	Percent
Very valuable	19	59%	7	35%	26	50%
Valuable	6	19%	7	35%	13	25%
Somewhat valuable	3	9%	4	20%	7	13%
Not very valuable	2	6%	0	0%	2	4%
Not at all valuable	1	3%	0	0%	1	2%

Did you work with graduate students on the research project?

	1994-1995 combined		1996		Aggregate	
	Total	Percent	Total	Percent	Total	Percent
Yes	17	53%	12	60%	29	56%
No	14	44%	7	35%	21	40%
Blank	1	3%	1	5%	2	4%
Grand Total	32	100%	20	100%	52	100%

Grad Student Role in Research Project*

	1996 Participants	
	N=20	
	Total	Percent
Answered questions	11	55%
Gave support	11	55%
Taught information	6	30%
Oversaw all research	4	20%
Other	4	20%

* Percents may total more than 100% because respondents could choose more than one option.

Satisfaction with Grad Student Supervision

	1994-1995 combined		1996		Aggregate	
	Total	Percent	Total	Percent	Total	Percent
Not at all satisfied	0	0%	0	0%	0	0%
Not very satisfied	1	3%	1	5%	2	4%
Somewhat satisfied	2	6%	1	5%	3	6%
Satisfied	9	28%	2	10%	11	21%
Very satisfied	5	16%	2	10%	7	13%
Blank	15	47%	14	70%	29	56%
Grand Total	32	100%	20	100%	52	100%

Interacted with Graduate Students Outside of Research Project

	1994-1995 combined		1996		Aggregate	
	Total	Percent	Total	Percent	Total	Percent
Yes	18	56%	15	75%	33	63%
No	5	16%	4	20%	9	17%
Very little	7	22%	0	0%	7	13%
No Answer	2	6%	1	5%	3	6%
Grand Total	32	100%	20	100%	52	100%

Value of Interaction with Grad Students Outside of Research Project

	1994-1995 combined		1996		Aggregate	
	Total	Percent	Total	Percent	Total	Percent
Not at all valuable	0	0%	0	0%	0	0%
Not very valuable	1	3%	0	0%	1	2%
Somewhat valuable	5	16%	3	15%	8	15%
Valuable	12	38%	7	35%	19	37%
Very valuable	11	34%	5	25%	16	31%
Blank	3	9%	5	25%	8	15%
Grand Total	32	100%	20	100%	52	100%

How prepared do you feel for graduate school?

	1996 Participants		1996 Comparison Group	
	Total	Percent	Total	Percent
Very prepared	3	15%	2	15%
Prepared	9	45%	2	15%
Somewhat Prepared	5	25%	6	46%
Not very prepared	3	15%	3	23%
Not prepared at all	0	0%	0	0%
Grand Total	20	100%	13	100%

Do you feel you have an understanding of graduate school life?

	1996 Participants		1996 Comparison Group	
	Total	Percent	Total	Percent
Thorough understanding	0	0%	0	0%
Adequate understanding	15	75%	7	54%
Somewhat understanding	5	25%	6	46%
Very little understanding	0	0%	0	0%
No understanding at all	0	0%	0	0%
Grand Total	20	100%	13	100%

How often met with mentor during program

	1996 Participants	
	Total	Percent
More than twice a week	10	50%
1 - 2 times each week	6	30%
Once every two weeks	2	10%
Once every three or four weeks	1	5%
Blank	1	5%
Grand Total	20	100%

Types of contact between students and mentors

	1996 Participants	
	Total	Percent
Email	5	25%
Individual research discussions	12	60%
Group research discussions	6	30%
Social activities	2	10%
Personal discussions	2	10%
Blank	1	5%
N=	20	n/a

Satisfaction with Mentor Contact

	1994-1995 combined		1996		Aggregate	
	Total	Percent	Total	Percent	Total	Percent
Satisfied with amount of contact	23	72%	9	45%	32	62%
Would have liked more contact	6	19%	9	45%	15	29%
Would have liked less contact	1	3%	1	5%	2	4%
No Answer	2	6%	1	5%	3	6%
Grand Total	32	100%	20	100%	52	100%

Satisfaction with Mentor-Student Match

	1994-1995 combined		1996		Aggregate	
	Total	Percent	Total	Percent	Total	Percent
Very satisfied	15	47%	8	40%	23	44%
Satisfied	10	31%	5	25%	15	29%
Somewhat satisfied	2	6%	2	10%	4	8%
Not very satisfied	2	6%	4	20%	6	12%
Not at all satisfied	0	0%	0	0%	0	0%
No Answer	3	9%	1	5%	4	8%
Grand Total	32	100%	20	100%	52	100%

Overall Satisfaction with Mentor Program

	1994-1995 combined		1996		Aggregate	
	Total	Percent	Total	Percent	Total	Percent
Very satisfied	15	47%	6	30%	21	40%
Satisfied	10	31%	11	55%	21	40%
Somewhat satisfied	4	13%	2	10%	6	12%
Not very satisfied	0	0%	0	0%	0	0%
Not at all satisfied	1	3%	0	0%	1	2%
No Answer	2	6%	1	5%	3	6%
Grand Total	32	100%	20	100%	52	100%

Did you use the email discussion forum?

	1996 Participants	
	Total	Percent
Yes	11	55%
No	8	40%
Blank	1	5%
Grand Total	20	100%

In what ways did you use it?*

	1996 Participants	
	N=20	
	Total	Percent
Post message to student forum	7	35%
Post message to mentor/student forum	6	30%
Responded to message from student forum	4	20%
Responded to message from mentor/student forum	1	5%
Read messages	11	55%

If not, why?*

	1996 Participants	
	N=20	
	Total	Percent
Lack of time	6	30%
Lack of confidence that the message would be confidential	2	10%
Not enough interaction on forum	4	20%
Did not know about it	0	0%
Do not regularly participate in email forums	6	30%
Other	1	5%

* Percentages are based on total number of respondents, although 11 participated in the forum and 8 did not. Percents may total more than 100% because respondents could choose more than one option.

Mentor Survey Data Tables

In 1995, the mentors who participated in 1994 and 1995 were surveyed. In the fall of 1996, the 1996 mentors were surveyed. The later survey consisted of most of the questions on the earlier survey with some additional questions which emerged out of the analysis presented in the first DMP evaluation report. Thus, some tables present data from all three program years, and others present data for only the 1996 mentors. Due to round-off error percentages in charts may not total 100%.

Issues Discussed with the Student*

	1994-1995 combined		1996		Aggregate	
	N= 33		N=14		N=47	
	Total	Percent	Total	Percent	Total	Percent
Career opportunities	31	94%	12	86%	43	91%
Succeeding in graduate school	28	85%	13	93%	41	87%
Selecting a graduate school	27	82%	13	93%	40	85%
Research opportunities	25	76%	8	57%	33	70%
Applying to grad school	23	70%	10	71%	33	70%
Developing research skills	20	61%	11	79%	31	66%
Balancing family	17	52%	11	79%	28	60%
Self-confidence	21	64%	7	50%	28	60%
Balancing Work	17	52%	11	79%	28	60%
Publishing	18	55%	7	50%	25	53%
Fellowship opportunities	15	45%	8	57%	23	49%
Selecting thesis/research topic	14	42%	7	50%	21	45%
Sexual harassment	7	21%	4	29%	11	23%
Resume	8	24%	2	14%	10	21%
Dealing with politics	6	18%	4	29%	10	21%
Interviewing	4	12%	2	14%	6	13%
Conducting job search**	n/a		14	100%	n/a	

* Percents may total more than 100% because participants could choose more than one option.

** Not asked on the 1994-1995 survey.

**Importance of Selecting Particular Groups
of Students for Program Participation**

	1996	
Attend Smaller Schools	Total	Percent
Very important	14	100%
Important	0	0%
Not very important	0	0%
Should not be included	0	0%
No answer	0	0%
Grand Total	14	100%
Have Great Credentials	Total	Percent
Very important	9	64%
Important	4	29%
Not very important	0	0%
Should not be included	0	0%
No answer	1	7%
Grand Total	14	100%
Need Additional Credentials	Total	Percent
Very important	11	79%
Important	2	14%
Not very important	1	7%
Should not be included	0	0%
No answer	0	0%
Grand Total	14	100%
Already Accepted into Graduate School	Total	Percent
Very important	3	21%
Important	4	29%
Not very important	5	36%
Should not be included	1	7%
No answer	1	7%
Grand Total	14	100%

Student Had Same Area of Interest as Mentor

	1994-1995 combined		1996		Aggregate	
	Total	Percent	Total	Percent	Total	Percent
No	10	30%	8	57%	18	38%
Yes	19	58%	6	43%	25	53%
No Answer	4	12%	0	0%	4	9%
Grand Total	33	100%	14	100%	47	100%

Importance of Student Having Similar Research Interests

	1994-1995 combined		1996		Aggregate	
	Total	Percent	Total	Percent	Total	Percent
Very important	10	30%	6	43%	16	34%
Important	14	42%	4	29%	18	38%
Somewhat important	8	24%	4	29%	12	26%
Not important	1	3%	0	0%	1	2%
Grand Total	33	100%	14	100%	47	100%

Satisfaction with Mentor-Student Match

	1994-1995 combined		1996		Aggregate	
	Total	Percent	Total	Percent	Total	Percent
Not at all satisfied	3	9%	0	0%	3	6%
Not very satisfied	0	0%	1	7%	1	2%
Somewhat satisfied	4	12%	0	0%	4	9%
Satisfied	6	18%	7	50%	13	28%
Very satisfied	18	55%	6	43%	24	51%
No Answer	2	6%	0	0%	2	4%
Grand Total	33	100%	14	100%	47	100%

Expected Mentee Contribution to Research Project

	1994-1995 combined		1996		Aggregate	
	Total	Percent	Total	Percent	Total	Percent
None at all	4	12%	1	7%	5	11%
Very little	7	21%	5	36%	12	26%
Somewhat	13	39%	5	36%	18	38%
A fair amount	5	15%	3	21%	8	17%
A lot	4	12%	0	0%	4	9%
Grand Total	33	100%	14	100%	47	100%

**Extent to Which Student's Work Matched
Expected Contribution to Research Project**

	1994-1995 combined		1996		Aggregate	
	Total	Percent	Total	Percent	Total	Percent
Much more than expected	6	18%	1	7%	7	15%
More than expected	11	33%	3	21%	14	30%
What expected	10	30%	7	50%	17	36%
Less than expected	2	6%	0	0%	2	4%
Much less than expected	4	12%	3	21%	7	15%
Grand Total	33	100%	14	100%	47	100%

Satisfaction with Student Preparedness

	1996	
	Total	Percent
Not at all satisfied	1	7%
Not very satisfied	1	7%
Somewhat satisfied	1	7%
Satisfied	6	43%
Very satisfied	5	36%
Grand Total	14	100%

Satisfaction with Student Technical Abilities

	1994-1995 combined		1996		Aggregate	
	Total	Percent	Total	Percent	Total	Percent
Not at all satisfied	3	9%	2	14%	5	11%
Not very satisfied	3	9%	1	7%	4	9%
Somewhat satisfied	0	0%	1	7%	1	2%
Satisfied	11	33%	4	29%	15	32%
Very satisfied	16	48%	6	43%	22	47%
Grand Total	33	100%	14	100%	47	100%

Satisfaction with Level of Support and Recognition for Participation in the Program

	1994-1995 combined		1996		Aggregate	
	Total	Percent	Total	Percent	Total	Percent
Not at all satisfied	6	18%	2	14%	8	17%
Not satisfied	9	27%	4	29%	13	28%
Somewhat satisfied	3	9%	3	21%	6	13%
Satisfied	5	15%	4	29%	9	19%
Didn't expect any	9	27%	0	0%	9	19%
No Answer	1	3%	1	7%	2	4%
Grand Total	33	100%	14	100%	47	100%

Overall Satisfaction with the Program

	1994-1995 combined		1996		Aggregate	
	Total	Percent	Total	Percent	Total	Percent
Not at all satisfied	2	6%	0	0%	2	4%
Not very satisfied	1	3%	0	0%	1	2%
Somewhat satisfied	2	6%	2	14%	4	9%
Satisfied	21	64%	9	64%	30	64%
Very satisfied	7	21%	3	21%	10	21%
Grand Total	33	100%	14	100%	47	100%

Feelings of Effectiveness as a Mentor

	1994-1995 combined		1996		Aggregate	
	Total	Percent	Total	Percent	Total	Percent
Not at all effective	2	6%	1	7%	3	6%
Somewhat effective	1	3%	5	36%	6	13%
Effective	22	67%	6	43%	28	60%
Very effective	8	24%	2	14%	10	21%
Grand Total	33	100%	14	100%	47	100%

Interaction with Student After the Program

	1996	
	N=14	
	Total	Percent*
Email	13	93%
Helping student with present research	1	7%
Phone	2	14%
Working on publication	2	14%
None	1	7%

Participation in Email Forum

	1996	
	Total	Percent
No	8	57%
Yes	6	43%
Grand Total	14	100%

In What Ways Did You Use The Email Forum?*

	1996	
	N=14	
	Total	Percent*
Posted a message to mentor forum	2	14%
Posted introduction to mentor/student forum	5	36%
Posted a message to mentor/student forum	1	7%
Responded to message on the mentor forum	2	14%
Read messages	5	36%

If You Did Not Use It, Why Not?*

	1996	
	N=14	
	Total	Percent*
Not enough interaction	2	14%

Value of Email Discussion Forum

	1996	
	Total	Percent
Very valuable	0	0%
Valuable	2	14%
Not very valuable	5	36%
Blank	7	50%
Grand Total	14	100%

* Percents may total more than 100% because participants could choose more than one option.

** Although only 6 respondents participated in the email forum, percentages are based on total number of respondents.

Appendix B: Interview Protocols for Student Participants and Mentors

Distributed Mentor Project Evaluation Protocol for Second Interview with 1996 Student Participants (Conducted 1-4 Weeks After Program Completion)

Overview

1. So you just finished the program. Tell me about your experience.
2. Did this program turn out to be what you had expected?
3. How has the program influenced you, if at all?

Research Aspect

4. Tell me about your research project.
5. What kind of research does your mentor do? How did your research fit in with your mentor's research?
6. How did you get started on the project? If you could go back to the beginning of the summer, could you walk me through how you got started?
 - a) How much time did you have to spend preparing to work on a project?
 - b) Who decided what you would work on?
 - c) Did you work on a single project throughout the summer?
 - d) Was your research part of a larger project?
7. Did you feel like you were really doing research?
8.
 - a) How was your mentor involved in your research?
 - b) Did other people (*undergraduates? graduate students?*) play a part in your research? If so, how?
9.
 - a) When you had questions about the project, who did you turn to?
 - b) How available was that person to you?
10. Were there any pivotal moments or breakthroughs in your research?

If so, please describe and explain what brought this about.

11. Did you finish the project this summer?
12. What will you do with your research results for this project?
 - a) Will the results of your research be published or presented at a conference, either on its own or as part of a larger project?
 - b) Before the program started, did you expect that you might end up with a publication?
13. Do you feel that the work that you did this summer was important?
 - a) Do you think that it has real world applications? Is that important to you?
 - b) Did you learn anything new about the process of doing research?

Probe: If so, what? If not, why?
14. Based on your experience this summer, what are your feelings about doing research?

Probe: Is this what you expected?

Mentor Aspect

15. When you first walked into your mentor's office, what did you do? Tell me about the first meeting.

Probe: Can you compare this with the last meeting?
16. What were your meetings like?
 - a) What were they about?
 - b) Who led them? (What role did you play in them?)
 - c) How did you feel?
17. What was your mentor like?
18. How did you interact with her?
19. Was this what you had expected?
20. How often did you see your mentor?

Probe: In what context did you see your mentor? (in a group once a week, socially, etc.)
21. Did you talk to your mentor about her own experiences in graduate school and in her career?

If yes, was talking to her about those kinds of things a topic of interest for you? What did that mean for you?

If no, would you have liked to have talked about these kinds of things with your mentor?

- 22. Would you want to be like your mentor?
- 23. What did it mean for you to have a female mentor?

{If the student mentions feeling more comfortable with a female mentor}

- 24. I would like to understand better why you feel more comfortable with a woman. Can you compare and contrast your experience interacting with your mentor with interacting with male faculty members?

University Aspect

- 25.
 - a) Where were you living during the program?
 - b) Who arranged the housing?
 - c) Did you live with graduate students?
 - d) If yes, were any of them in your area?
- 26. What do you think of the housing arrangements?
- 27. Describe the social aspect of the program.
- 28.
 - a) Did you meet many graduate students? How?
 - b) What did you think of them? How did you interact with them?
 - c) Did you talk with them about their experience in graduate school?
- 29. What is your impression of graduate school?
- 30. Has participating in this program changed your view of graduate school at all?
- 31. Do you feel you can succeed in graduate school?
- 32.
 - a) Did you meet many faculty members? How?
 - b) What did you think of them?
- 33. What do you think of *{this university}* as a place to go to graduate school?

Overall Program

- 34. Is there anything that would have made the program better for you?

35. How helpful was the Guide in creating a successful mentoring project?
36. Were you aware of the email discussion forum which was set up for the students in the CRA-DMP?

If yes, for what purpose did you use it? How helpful was it?

If no, why not?

Probe: Would assurance of anonymity make you more likely to use it?

37. Is there anything that you wish you had known about the program before you started?
38. Did this program affect your future career plans?

If so, how?

If not, why?

(9/9/96)

Distributed Mentor Project Evaluation
Protocol for First Interview with 1996 Student Participants
(Conducted 1 Month Prior to Participation in Program)

Background

1. a) What year in school are you?
- b) When do you expect to graduate?

Specific Major/Area

2. What is your major? From your perspective, how difficult do you find your major?
Probe: How do you deal with a demanding major?
Probe: Do you have a specific area you are especially interested in?
3. What helped you to decide to go into that major/area?
Probe: Family influence? Teacher influence?
4. What are your concerns and expectations about majoring in *{this major}*? Do you have any concerns about a career in this major following graduation?
5. Is there a graduate program in your area at your school?
 - a) If so, what type of contact have you had with it?
 - b) If not, have you had contact with other graduate programs?
If so, what type of contact? (graduate students, etc.)

Family Support

6. What degree of involvement do your parents have in your choice of major?
Probe: What types of careers do they value?
7. What do your parents do? Have their career choices influenced yours?
Probe: Are there any family influences?

Previous Research Experiences

8. a) Have you had any previous experiences with research?

b) Can you describe those experiences?

Department Atmosphere

9. I want to get a feel for how you interact with other students in CS&E. Can you characterize this for me?

Probe: Do you ever study in groups?

If so, what kind and why? How were they formed and why?

If not, why not?

10. Do you spend any time in a computer lab?

a) If so, how much time do you spend in the lab? How would you describe the atmosphere in the lab?

Probe: Is it the type of atmosphere where you can ask others questions if you are having difficulties with whatever you are doing?

b) If not, where do you work?

11. Do you belong to any CS&E committees or organizations? How did you get involved? Why did you get involved?

12. Are there many women undergraduates in your department? How do you feel about this?

Classroom Behavior

13. Describe the atmosphere of your typical CS&E class.

Probe: What is the class composition?

14. How do you behave in the classroom setting? Has this changed over the course of your undergraduate education?

Probe: Do you ask questions and offer suggestions in class? Has the class composition and atmosphere influenced your behavior?

15. Are performance standards in your department made clear to you? Do you know what you need to do in order to be considered a good student?

If so, how did you know this?

16. How relevant do you view the information you learn in your CS&E classes to your future

career plans?

Interaction with Faculty

17. What types of interactions do you generally have with faculty members in your CS department?
18. Do you talk with anyone in your department about your major or your career options?
Probe: Who? What have you discussed?
19. Is there any faculty member in the department that you particularly identify with?
If so, why?
If not, why not?
20. a) Are there many women faculty members in your department?
b) How do you feel about this?

Identification with Major

21. What do you think it takes to be an academic computer scientist? A computer scientist in industry?
Probe: How do you see yourself relative to the descriptions you just gave?
22. If you think about your long-term goals, how would you rank the importance of a career in CS&E?
 - a) If you give it a high rank, what do you feel you have to do in order to succeed in the career you chose? How does this fit with other interests?
 - b) If you give it a low rank, what ranks high for you?
Probe: How do family and career fit into this?
23. Are there general characteristics of people who major in CS&E? If so, what are they? How do you fit in relative to those?
Probe: Do you see yourself as a computer scientist?
24. Do you think that your experience would have been different if you were a man?

Future Plans

25. At this point, do you have any plans for what to do after graduation?
26. How does the mentor program "fit" into your goals?

{If they are planning to go to graduate school at some point}

27. Why do you want to go to graduate school?
28. How much do you feel you know about graduate school?
29. Has anyone/thing influenced you in that decision?
30. How certain are you that you will go to graduate school?
31. What area are you planning to go into?
32. What degree are you planning to get?
33. What aspects of graduate school appeal to you?
34. Do you have any concerns about graduate school?
35. How will you find out about different graduate schools?
36. What kinds of things are important to you in a school?
37. Is there anything that has helped prepare you for graduate school?

{If they are planning to get a job}

38. What kinds of things are important to you in a job?
39. How will you find out about different jobs?
40. What aspects of *{this job}* appeal to you?
41. Do you have any concerns about *{this job}*?
42. What are you hoping to get out of your job?
43. Is there anything that has helped prepare you for *{this job}*?

Program Information

44. How did you hear about the mentoring program?
45. What aspects of the program motivated you to apply?
46. a) What are you hoping to get out of your experience this summer?
b) Why are those things important to you?

Probe: Ask about research/mentor/university culture.

47. Do you have any concerns about being in this program?

Probe: Why are these concerns? What do you think will happen if these things you are concerned about do actually occur?

48. Have you had any contact with your mentor? What was it?

49. Do you feel like you need to prepare for the program?

Probe: Why do you feel this way?

50. How often do you expect/hope to see your mentor?

51. a) How do you feel about the fact that all the mentors are women?

b) How do you feel about the fact that the program is only offered to female undergraduates?

Probe: Do you see any positive/negative aspects of each of the above? Has there been any reaction among your peers about the program?

52. What would you have done this summer if you had not been in this program?

53. Have you read the report or document for the students? What did you think about them?

Distributed Mentor Project Evaluation
Protocol for Second Interview with 1995 Student Participants
(Conducted 1 Year After Program Completion)

Post-Mentoring Program Impressions

1. Looking back after a year, what stands out about your mentoring program experience?
How would you describe the value of the mentoring program in your life today?
2. As you look over the past year, are there any things (*at school?*) that you have approached differently because of your experience in the mentoring program?

Impact on Interaction with Peers

3. I want to get a feel for how you interact with other students in CS&E. Can you characterize this for me? Has it always been this way? If so, what factors have influenced this change?
Probe: Do you study in groups? If so, what kind and why? How were they formed and why? If not, why?
Probe: If change has occurred, has the DMP had any effect?
4. Do you spend any time in a computer lab? How would you describe the atmosphere in the lab?
Probe: Is it the type of atmosphere where you can ask others questions if you are having difficulties with whatever you are doing?
5. Did you talk about your experiences last summer in the mentoring program with other CS&E students?
 - a) How did you describe it to them?
 - b) What were their reactions to your mentoring program experience?
Probe: Did you mention the female-only component of the program? Did males respond differently than females?

Probe: Did you give a talk about your mentoring program experience?
How did it go?

Impact on Classroom Behavior

6. Describe the atmosphere of your typical CS class. What is the class composition?
7. How do you behave in the classroom setting? Has this changed over the course of your undergraduate education? What factors influenced this? Has the mentoring program had any effect?

Probe: Do you ask questions or offer suggestions in class? If the composition of your class was different would you behave differently?

8. Did the mentoring program influence your commitment to your studies in CS? If so, how? If not, why?

Probe: Did it give them a sense of purpose, or context?

Impact on Interaction with Faculty

9. What types of interactions do you generally have with faculty members in your CS department? Has there been a change in the types of interaction over the course of your undergraduate career? What factors influenced this?

Probe: Was the mentoring program an influence?

Research Impact

10. Since the mentoring program, have you done or are you planning to do a research project?
If so, tell me about it. How did it come about? Was there any relationship between the mentoring program and your interest?

If not, why not?

11. Have you applied to participate in any other summer research programs?
12. Are there research topics you are interested in exploring now or in the future? How did you become interested in these topics?

Becoming a Computer Scientist: Fitting in

13. What do you think it takes to be an academic computer scientist? A computer scientist in industry?

Probe: How do you see yourself relative to the descriptions you just gave?

14. If you think about your long-term goals, how would you rank the importance of a career in CS&E?
- a) If you give it a high rank, what do you feel you have to do in order to succeed in the career you chose? How does this fit with other interests?
Probe: Do you feel you would have to give anything up for your career?
 - b) If you give it a low rank, what ranks high for you?
 - c) Has the mentoring program influenced your ranking of a career in CS&E?
15. Are there general characteristics of people you major in computer science? How do you fit in relative to those? Has this changed over the course of your undergraduate career? What factors have influenced this? Has the mentoring program influenced this?
Probe: Do you see yourself as a computer scientist?
16. Do you think your experience as an undergraduate in CS&CE would have been different of you had been male?
Probe: Be explicit. Do male students have a different experience in CS&E than you do? Are there differences in classroom behavior? Finding study groups? Faculty interaction?

Career/Graduate School Expectations

17. Did the mentoring program influence your perceptions of what you can accomplish?
If so, how?
Probe: Do you have different, or higher, career goals? (*a teaching career vs. research career; choice of better graduate schools, etc.*)
18. At this point, what are your post-graduation plans?
- a) If graduate school, when will you go? Have you applied? Has the mentoring program influenced your choice of whether to attend graduate school? *If so, how?*
If not, why?
Probe: Do you feel prepared? If so, what has helped you?

- b) If not graduate school, what will you do? Has the mentoring program influenced your choice of career? Will it help you achieve your career goals?

Post-Mentoring Program Contact: Forming a Network

19. Have you communicated with your mentor since the program finished?
- a) If so, what have you discussed? Who initiated the contact?
If it was the student, how did the mentor respond?
 - b) If not, why not?
 - c) Do you have plans to contact your mentor in the future? What for?
20. Have you communicated with any other people who you met through the program? If so, what have you discussed?

Comments on Report

21. Have you looked at the report by the LEAD Center?
- If so, did it fit your experience?
If so, how?
If not, why not?

Distributed Mentor Project Evaluation
Protocol for Second Interview with 1995 Student Participants
(Conducted 1-4 Weeks After Program Completion)

Overview

1. Overall, what stands out about the program for you?
2. Did this program turn out to be what you had expected?

Research Aspect

3. What kind of research does your mentor do?
4. Tell me about the project that you worked on.
Probe: How much time did you have to spend preparing to work on a project?
5.
 - a) Who decided what you would work on?
 - b) Did you work on a single project throughout the summer?
 - c) Was your research part of a larger project?
6. Did you work on your own, or with other people?
7. What was the role of your mentor in the research project?
8.
 - a) When you had questions about the project, who did you turn to?
 - b) How available was that person to you?
9. Did you finish the project this summer?
10. What will you do with your research result for this project?
 - a) Will the results of your research be published, either on its own or as part of a larger project?
 - b) Before the program started, did you expect that you might end up with a publication?
11. Do you feel that the work that you did this summer was important?
12. Did you learn anything new about the process of doing research?
If so, what?
If not, why?
13. Now that you've completed the summer, what are your feelings about research?

Probe: Is this what you expected?

Mentor Aspect

14. a) Tell me about your relationship with your mentor.
b) Was this what you expected?
15. How often did you see your mentor?
Probe: In what context did you see your mentor? (*in a group once a week, socially, etc.*)
16. Did you talk to your mentor about her own experiences in graduate school and in her career?
If yes, was talking to her about those kinds of things an important part of the program for you?
If no, would you have liked to have talked about these kinds of things with your mentor?
17. Would you want to be like your mentor?
18. Was having a female mentor important to you?
If so, why?
If not, why not?

University Aspect

19. a) Where were you living during the program?
b) Who arranged the housing?
c) Did you live with graduate students?
d) If yes, were any of them in your area?
20. What do you think of the housing arrangements?
21. a) Did you meet many graduate students? How?
b) What did you think of them?
c) What did you think of their experiences at the university?
22. a) Did you meet many faculty members? How?
b) What did you think of them?

23. What is your impression of graduate school?
24. Has participating in this program changed your view of graduate school at all?
25. What do you think of {*this university*} as a place to go to graduate school?

Overall Program

26. Is there anything that would have made the program better for you?
27. Is there anything that you wish you had known about the program before you started?
28. Did this program affect your future career plans?
If so, how?
If not, why?
29. Do you feel you can succeed in graduate school?

(8/8/95)

Distributed Mentor Project Evaluation
Interview Protocol for 1996 Mentors

Background

1. Tell me a little bit about your academic career. How did you get into computer science?
2. What has been your experience in helping undergraduates to do research?
3. How would you define mentoring?
4. What has been your experience in mentoring undergraduates?

Mentoring Program

5. How did you hear about the mentoring program?
6. What do you view as the purpose of the program? Why, if at all, was it important that it was open only for female undergraduates?
7. Why did you get involved?
8. a) What, if anything, did you expect to get out of your experience?
Probe: Was the goal to get a research assistant, or simply to help undergraduate women?
b) Why were those things important to you?
9. a) Before the program started, did you have any concerns about participating?
b) Did those things happen?
10. How did you interact with the student?
11. How does your role as a mentor fit into your vision of the purpose of the program?

Research Aspect of Program

12. What was your mentee like?
13. Take me back to the beginning of the summer and walk me through how you got started.
 - a) How was it decided what the student would work on?
 - b) Why did you structure it that way?

Probe: Did the student's research fit into your research?

14. What were your initial impressions of the student?

15. a) Can you compare and contrast those impressions with your final impressions of the student?
b) In your opinion, what was the overall impact of the program on the student?
16. How much time did you spend with this student? Was this what you expected?
17. What role did you play in her research? Who supervised her research?
18. *{If someone else supervised the student}*
Did *{this person}* volunteer to work with an undergraduate, or did you assign them?
Probe: Why did you choose to have *{this person}* supervise the student?
19. a) What were your meetings like?
Probe: Were they group meetings? One-on-one?
b) How often did you meet?
c) What part did the student play in your meetings?
d) What was the purpose of the meetings?
20. Were there any pivotal moments or breakthroughs in the research?
If so, describe and explain what brought this about.
21. How did the student interact with the other people she was working with? How did they relate?
22. How did the other people's roles (*graduate students or undergrads working with the student*) differ from your role?
23. What did you think of the work that your student did?

Program Questions

24. Having been involved in this program, what do you think of it?
25. Why, if at all, do you think it is important for women to have this type of experience?
Probe: Are there issues of lack of confidence?
26. What, if anything, could be improved about the program to benefit you or the student?
27. Is ten weeks a long enough time for this program?
28. Do you think that there are key elements for success in the program?
29. a) Would you participate again?
b) If you did the program again, would you do anything differently?

30. What advice would you give to someone who was considering participating in this program as a mentor?
31. If a student was accepted into this program, how would you advise them to make the most of their summer experience?
32. Do you recall reading the guidebook for a successful experience in this program?
If so, how helpful do you feel it was?
33. Did you participate in the email discussion on Systems? What are your thoughts on the views expressed in that discussion?
34. Were you aware of the email discussion forum for mentors involved in this program? *If so, did you use it? Why or why not? If you used it, how did you use it?*
35. What is your department's attitude toward your participation in this program?
Probe: Do you receive recognition? Would this be viewed favorably in a tenure decision?
36. Are you aware that Anne Condon is sending or has sent a letter to someone in your department recognizing you for your participation in this program? What impact, if any, do you feel this letter might have?
37. Is there anything else you would like to share with me about your experience in the program?

(9/6/96)

Appendix C: Survey Forms

1996 DMP Participants' Survey

Dear 1996 Participant of the CRA-Distributed Mentoring Project,

The LEAD Center (Learning through Evaluation, Adaptation, and Dissemination) is conducting a three-year formative evaluation of the Distributed Mentor Project. The purpose of this evaluation is to learn what aspects of the project are successful and also to learn how the project can be improved. The following questionnaire is an important part of this evaluation. It will allow us to learn something about each participant's experience in the program. Your thoughtful response to this questionnaire will enable us to help administrators of the Distributed Mentor Project in future planning.

It should be noted that individual responses will be held confidential. When reporting the results of this questionnaire, care will be taken to ensure that no individual's response can be identified.

Would you please take some time to fill out the questionnaire and return it by November 1, 1996 to: penberth@engr.wisc.edu Note: The survey looks quite long, but should take only 10-15 minutes to complete.

We thank you for your time. If you have any comments or questions, feel free to email me at the above address.

Debby Penberthy
The LEAD Center

1996 DMP Participants' Survey

NOTE: The term "computer science" is used throughout this questionnaire to represent both computer science and engineering.

1. Name _____
2. Permanent address _____
3. Permanent phone _____
4. Local phone _____
5. Email address _____
6. Ethnic identity _____
7. Undergraduate institution _____
8. Class standing when applied for the CRA Distributed Mentor Program (Freshman, Sophomore, Junior, Senior) _____
9. Projected graduation date (month/year) _____
10. Major(s) 1st _____
 2nd _____
11. GPA in major(s) 1st _____
 2nd _____
12. GPA overall _____
13. a. Which of the following factors are most important in your choice to study computer science? (Please indicate each with an AX@ for each factor.)

b. Rank the top 4 factors in terms of their importance in choosing to study computer science, with a A1" indicating the most important factor.

Important Factors	Top 4
_____	_____ A teacher encouraged me
_____	_____ I am good at math and science
_____	_____ A relative is in computer science
_____	_____ A friend is in computer science
_____	_____ Computer science is enjoyable and interesting
_____	_____ Computer science affords many career opportunities
_____	_____ I like the idea of being a computer scientist
_____	_____ Computer science is challenging
_____	_____ Computer science jobs pay well
_____	_____ My work experience led me to choose to study CS&E
_____	_____ My employer encouraged me
_____	_____ Other (please specify)

14. When you were an in-coming first-year college student, were you considering computer science as a possible major?

- Yes (skip to question 16)
 No

15. If you answered no to question #14, were you planning to major in another field?

- Yes, I planned to major in _____.
 No, I was undecided.

16. How much do you agree with the following statement:

I feel that I "fit" in the field of computer science.(1=strongly agree, 2=agree, 3=neither agree nor disagree, 4=disagree, and 5=strongly disagree.) ____

17. Do you plan to stay in the field of computer science long-term?

- Yes
- No
- Undecided

18. Are you currently enrolled in graduate school in computer science?
 Yes No (skip to question 20)
19. If you are currently enrolled in graduate school in computer science,
- a. What type of degree are you seeking?(MS, Ph.D., or Undecided)
 - b. What is your long-term career goal?
20. If you are not currently enrolled in computer science graduate school, are you planning to go to graduate school in computer science?
 Yes, probably
 No (skip to question #24)
 Undecided (skip to question #25)
21. If you answered “yes” to question #20, are you most likely to:
 attend graduate school right after undergrad; or
 work first, then go to graduate school?
22. If you chose “attend graduate school right after undergrad,”
- a. What type of degree will you seek (MS, Ph.D., or Undecided)?
 - b. What is your long-term career goal?
23. If you chose “work first, then go to graduate school,”
- a. What type of job?
 - b. What type of degree sought (MS, Ph.D., or Undecided)?
 - c. What is your long-term career goal?
24. If you are planning not to go to graduate school in computer science, what are your most likely post-graduation plans?
 Job, in the field of _____

___ Graduate school in the field of _____
___ Other: Please explain

25. In deciding whether or not to go to graduate school in computer science, which of the following factors provide/provided ENCOURAGEMENT to go? (Indicate each factor with an "X.")

- ___ Level of success in undergraduate CS
- ___ Influence of family member
- ___ Experience/mentor during my high school years or earlier
- ___ Work experience
- ___ Career goals
- ___ Technical interests
- ___ Advisor/mentor at undergraduate institution
- ___ Extra-curricular activity at undergraduate institution (such as other research project, programming team)
- ___ Distributed Mentor Project experience
- ___ Other factors (please explain)

26. In deciding whether or not to go to graduate school in computer science, which of the following factors make/made you feel DISCOURAGED about going? (Indicate each factor with an "X.")

- ___ Level of success in undergraduate CS
- ___ Influence of family member
- ___ Experience/mentor during my high school years or earlier
- ___ Work experience
- ___ Career goals
- ___ Technical interests
- ___ Advisor/mentor at undergraduate institution
- ___ Extra-curricular activity at undergraduate institution (such as other research project, programming team)
- ___ Distributed Mentor Project experience
- ___ Other factors (please explain)

27. How much do you agree with the following statements? (Use a scale of 1=strongly agree, 2=agree, 3=neither agree nor disagree, 4=disagree, and 5=strongly disagree).
- a. I believe computer science research requires a lot of creativity. ____
- b. I am a creative person. ____

28. Parent(s)= or Guardian(s)= Occupation(s):

Experience at Undergraduate Institution

29. How would you rate your satisfaction with the following aspects of the department at your undergraduate institution using the following scale (1 = not at all satisfied; 2 = not very satisfied; 3 = somewhat satisfied; 4 = satisfied; 5 = very satisfied; N/A = not applicable)?

- ____ Quality of teaching
- ____ Quality of academic advising
- ____ Degree of interaction with faculty
- ____ Availability of extracurricular activities (program teams, etc)
- ____ Departmental climate
- ____ Overall satisfaction with the department

30. Do you feel like you are a part of the department? (1 = not at all; 2 = not very; 3 = somewhat; 4 = yes; 5 = very much) ____

31. What types of interaction do you have with the faculty members in your department? (Check all that apply.)

- ____ A faculty member has advised me about what courses to take
- ____ A faculty member has advised me on a research project
- ____ A faculty member has advised me about career decisions
- ____ A faculty member has advised me about graduate school
- ____ No interaction with faculty outside of course
- ____ Other (please explain)

32. a. How many female faculty members are in your department? ____

b. Please describe the type of interaction you have had with the female faculty members. (Check all that apply)

- I attended a female faculty member's course
- A female faculty member has advised me about what courses to take
- A female faculty member has advised me on a research project
- A female faculty member has advised me about career decisions
- A female faculty member has advised me about graduate school
- A female faculty member has advised me on issues relevant to being a female in CS&E
- No interaction with any female faculty member
- Other (please explain)

33. What type of contact have you had with graduate students in your CS&E department?

- I had a graduate student in CS&E as a TA in a course
- I have discussed graduate school with a graduate student in CS&E
- I have friends who are graduate students in CS&E
- I have had no contact with a graduate student in CS&E

Experience in the CRA-Distributed Mentor Project

34. Year participated in the mentor program

35. Mentor's name

36. Mentor's institution

37. Source of information about the mentor program?

38. When did you apply for the program?

- Before the first deadline
- After the first deadline, but before the second deadline
- Don't remember

39. Describe your research project(s):

40. How would you characterize your project?:
- Similar to a large class project (programming, executing a clearly defined plan, etc.)
 - Like real research, in that there was no known solution to the problem
 - Other: please explain.
41. Was this your first experience with research?
- Yes No
42. Number of graduate students in your mentor's research group
- Zero
 - 1-3
 - 4-6
 - 7 or more
43. What type of interaction do you plan to have with your mentor after participation in the program?
44. How would you describe your commitment to going to graduate school in computer science before participating in the mentor program? (1 = not considering it; 2 = considering the possibility; 3 = tentatively committed; 4 = committed; 5 = certain that graduate school in computer science is right for me) ____
45. How would you describe your commitment to going to graduate school in computer science after participating in the mentor program? (1 = not considering it; 2 = considering the possibility; 3 = tentatively committed; 4 = committed; 5 = certain that graduate school in computer science is right for me) ____

46. This question has three parts. Of the following possible program outcomes, which ones did you:
- WANT from the program?(Indicate each item with an “X” in the appropriate column.)
 - Actually GAIN from the DMP? (Indicate each item with an “X” in the appropriate column.)
 - VALUE MOST? (Indicate up to 4 items with an “X” in the appropriate column and include only outcomes that you gained from the DMP.)

	WANTED	GAINED	4 VALUED MOST
A letter of reference	_____	_____	_____
Professional contacts	_____	_____	_____
How to:			
Select a graduate school	_____	_____	_____
Find other research opportunities	_____	_____	_____
Succeed in graduate school	_____	_____	_____
Select a thesis/research. topic	_____	_____	_____
Develop better research skills	_____	_____	_____
Conduct a job search	_____	_____	_____
Write and develop a resume	_____	_____	_____
Balance family and work	_____	_____	_____
Balance work and personal life	_____	_____	_____
Deal with departmental politics	_____	_____	_____
Deal with or identify sexual harassment	_____	_____	_____
Information on:			
Applying to graduate school	_____	_____	_____
Career opportunities and options	_____	_____	_____
Fellowship opportunities	_____	_____	_____
Successful interviewing	_____	_____	_____
Publishing and/or making presentations at meetings	_____	_____	_____
Building self-confidence	_____	_____	_____

Other (please specify: _____)

47. Please rate the value of the research experience you had in the mentor program. (1 = not

at all valuable; 2 = not very valuable; 3 = somewhat valuable; 4 = valuable; 5 = very valuable) ____

48. Please rate the value of the mentoring experience. (1 = not at all valuable; 2 = not very valuable; 3 = somewhat valuable; 4 = valuable; 5 = very valuable)____

49. Please rate the value of having a female mentor.(1 = not at all valuable; 2 = not very valuable; 3 = somewhat valuable; 4 = valuable; 5 = very valuable)____

50. a. Did you work with graduate students on the research project?
____ Yes ____ No

b. If yes, what was the graduate student(s)' role(s) in interactions with you?

- ____ Oversaw all research activities
- ____ Answered questions
- ____ Gave support
- ____ Taught me necessary information
- ____ Other: _____

51. If a graduate student was directly supervising you and your work, rate your overall satisfaction with how this graduate student carried out his/her role. (1 = not at all satisfied; 2 = not very satisfied; 3 = somewhat satisfied; 4 = satisfied; 5 = very satisfied)____

52. Did you interact with graduate students outside of the research project?
____ Yes ____ No

53. How valuable were your interactions with these graduate students? (1 = not at all valuable; 2 = not very valuable; 3 = somewhat valuable; 4 = valuable; 5 = very valuable)____

54. How prepared do you feel for graduate school? (1 = not prepared at all; 2 = not very prepared; 3 = somewhat prepared; 4 = prepared; 5 = very prepared)____

55. Do you feel that you have an understanding of graduate school life? (1 = no understanding at all; 2 = very little understanding; 3 = somewhat of an understanding; 4 = an adequate understanding; 5 = a thorough understanding)____

56. How often were you in contact with your mentor over the course of the mentor program?

- ____ 3 or more than twice a week
- ____ 1-2 times a week
- ____ 1 time every two weeks
- ____ 1 time every three to four weeks

57. What was the primary type of contact between you and your mentor? (Place an AX@ by one of following.)

- Email
- One-on-one research discussions
- Group research discussions
- Social activities
- Personal discussions about non-research issues

58. Place an "X" next to statement below which you agree with most.

- I would have liked more contact with my mentor
- I would have liked less contact with my mentor
- I was satisfied with the amount of contact I had with my mentor

59. How do you feel about the match between you and your mentor? (1 = not at all satisfied; 2 = not very satisfied; 3 = somewhat satisfied; 4 = satisfied; 5 = very satisfied)___

60. Please rate the overall satisfaction with the mentor program (1 = not at all satisfied; 2 = not very satisfied; 3 = somewhat satisfied; 4 = satisfied; 5 = very satisfied)___

61. a. Did you use the email discussion forum?

- Yes
- No

b. If you answered yes to question #53, which ways did you use the forum?

- Posted a message to the student forum
- Posted a message to the forum for mentors and students
- Responded to a message posted to the student forum
- Responded to a message posted to the forum for mentors and students
- Read messages posted by mentors or students

62. If you did not use it, why not?

- Lack of time
- Lack of confidence that the message would be confidential
- Not enough interaction on the forum
- Did not know about it
- I do not regularly participate in email forums
- Other (please specify):

Additional Comments:

Thank you very much!

DMP Evaluation: 1996 Comparison Group Survey

Dear Student,

The Learning through Evaluation, Adaptation, and Dissemination (LEAD) Center at the University of Wisconsin--Madison is conducting a three-year evaluation of the Computing Research Association Distributed Mentor Project (DMP). The DMP is a NSF-sponsored program that matches undergraduate females in Computer Science & Engineering (CS&E) with female faculty members also in CS&E at Ph.D.-granting universities around the nation for ten weeks in the summer to work on a research project. The first report of this evaluation can be accessed at the URL address: <http://www.cs.wisc.edu/~condon/mentor.html>.

One aspect of the LEAD evaluation is to compare the attitudes about future career paths in CS&E of those students who participated in the program and those who were not program participants. A student at your undergraduate institution participated in the DMP in either 1994 or 1995. The chair of your department was contacted in order to find a similar student at your institution who would be willing to participate in a survey and s/he recommended that we contact you. Your participation in the evaluation would consist of filling out the following survey and a much smaller survey on a yearly basis over the next few years. The following survey should take no more than 10 minutes to complete.

You are under no obligation to participate in the survey. All responses will be held strictly confidential. When reporting the results of this survey, care will be taken to ensure that no individual's response can be identified. The chair of your department will not know whether you respond or the content of your response. Federal regulations stipulate that any participant in a research project must be informed of the above information. When we receive your completed survey we will mail to the address provided two copies of the AEvaluation Consent Form.@ When you receive these forms, please read the consent form and, if you agree with the terms, sign both copies. Place one signed copy in the pre-addressed, pre-stamped envelope that you will receive and mail it to us. The other copy is for your records.

Would you please take some time to fill out the questionnaire and return it as soon as possible to:
penberth@engr.wisc.edu

We thank you for your time. If you have any comments or questions, feel free to email me at the above address.

Debby Penberthy
Project Researcher
The LEAD Center

1996 Comparison Group Survey

1. Name:
2. Permanent address:
3. Permanent phone:
4. Local phone:
5. Email address:
6. Can we contact you in future years to follow up on these questions?

If so, what is the best way to contact you?
7. Ethnic identity:
8. Undergraduate institution:
9. Current class standing (Freshman, Sophomore, Junior, Senior):
10. Projected graduation date:
11. Major(s): 1st 2nd
12. GPA in major(s): 1st 2nd
13. GPA overall:
14. Parent(s)/Guardian(s) Occupations:
15. a. Which of the following factors are most important in your choice to study computer science? (Please indicate each with an AX@ for each factor.)

b. Rank the top 4 factors in terms of their importance in choosing to study computer

science, with a A1" indicating the most important factor.

Important Factors	Top 4
_____	_____ A teacher encouraged me
_____	_____ I am good at math and science
_____	_____ A relative is in computer science
_____	_____ A friend is in computer science
_____	_____ Computer science is enjoyable and interesting
_____	_____ Computer science affords many career opportunities
_____	_____ I like the idea of being a computer scientist
_____	_____ Computer science is challenging
_____	_____ Computer science jobs pay well
_____	_____ My work experience led me to choose to study CS&E
_____	_____ My employer encouraged me
_____	_____ Other (please specify)

16. When you were an in-coming first-year college student, were you considering computer science as a possible major?

___ Yes ___ No

17. If you answered no to question #16, were you planning to major in another field?

___ Yes, I planned to major in _____.
___ No, I was undecided.

18. How much do you agree with the following statement: I feel that I "fit" in the field of computer science. (1=strongly agree, 2=agree, 3=neither agree nor disagree, 4=disagree, and 5=strongly disagree.) ___

Undergraduate Institution

19. How would you rate your satisfaction with the following aspects of the department at your undergraduate institution? (1 = not at all satisfied; 2 = not very satisfied; 3 = somewhat satisfied; 4 = satisfied; 5 = very satisfied)

- Quality of teaching
- Quality of academic advising
- Degree of interaction with faculty
- Availability of extracurricular activities in CS&E
- Departmental climate
- Overall satisfaction with the department

20. Do you feel like you are a part of the department? (1 = not at all; 2 = not very; 3 = somewhat; 4 = yes; 5 = very much)? _____

21. What types of interaction do you have with the faculty members in your department? (Check all that apply.)

- A faculty member has advised me about what courses to take
- A faculty member has advised me on a research project
- A faculty member has advised me about career decisions
- A faculty member has advised me about graduate school
- No interaction with faculty outside of course
- Other (please explain)

22. a. How many female faculty members are in your department? _____

b. Please describe the type of interaction you have had with the female faculty members.
(Check all that apply)

- I attended a female faculty member's course
- A female faculty member has advised me about what courses to take
- A female faculty member has advised me on a research project
- A female faculty member has advised me about career decisions
- A female faculty member has advised me about graduate school
- A female faculty member has advised me on issues relevant to being a female in CS&E
- No interaction with any female faculty member
- Other (please explain)

23. What type of contact have you had with graduate students in your CS&E department?

- I had a graduate student in CS&E as a TA in a course
- I have discussed graduate school with a graduate student in CS&E
- I have friends who are graduate students in CS&E
- I have had no contact with a graduate student in CS&E

24. Have you had any research experience? _____ If yes, please describe:

Future Plans

25. How interested are you in pursuing a career in research or teaching at a college or university? (1 = not interested at all; 2 = not very interested; 3 = somewhat interested; 4 = interested; 5 = very interested)
26. How interested are you in pursuing a career in industry or government? (1 = not interested at all; 2 = not very interested; 3 = somewhat interested; 4 = interested; 5 = very interested)
27. Do you plan to stay in the field of computer science long-term?
 Yes
 No
 Undecided
28. Are you currently enrolled in graduate school in computer science?
 Yes
 No (skip to question #30)
29. If you are currently enrolled in graduate school in computer science,
- What type of degree are you seeking?(MS, Ph.D., or Undecided)
 - What is your long-term career goal?
30. If you are not currently enrolled in computer science graduate school, are you planning to go to graduate school in computer science?
 Yes, probably
 No (skip to question #34)
 Undecided (skip to question #35)
31. If you answered “yes” to question #30, are you most likely to:
 attend graduate school right after undergrad; or
 work first, then go to graduate school?
32. If you chose “attend graduate school right after undergrad,”
- What type of degree will you seek (MS, Ph.D., or Undecided)?
 - What is your long-term career goal?

33. If you chose “work first, then go to graduate school,”
- What type of job?
 - What type of degree sought (MS, Ph.D., or Undecided)?
 - What is your long-term career goal?
34. If you are planning not to go to graduate school in computer science, what are your most likely post-graduation plans?
- Job, in the field of _____
- Graduate school in the field of _____
- Other: Please explain
35. In deciding whether or not to go to graduate school in computer science, which of the following factors provide/provided ENCOURAGEMENT to go? (Indicate each factor with an “X.”)
- Level of success in undergraduate CS
- Influence of family member
- Experience/mentor during my high school years or earlier
- Work experience
- Career goals
- Technical interests
- Advisor/mentor at undergraduate institution
- Extra-curricular activity at undergraduate institution (such as other research project, programming team)
- Other factors (please explain)
36. In deciding whether or not to go to graduate school in computer science, which of the following factors make/made you feel DISCOURAGED about going? (Indicate each factor with an “X.”)
- Level of success in undergraduate CS
- Influence of family member
- Experience/mentor during my high school years or earlier
- Work experience
- Career goals
- Technical interests
- Advisor/mentor at undergraduate institution
- Extra-curricular activity at undergraduate institution (such as other research project, programming team)

___ Other factors (please explain)

37. How much do you agree with the following statements? (Use a scale of 1=strongly agree, 2=agree, 3=neither agree nor disagree, 4=disagree, and 5=strongly disagree).

a. I believe computer science research requires a lot of creativity. ____

b. I am a creative person. ____

38. How prepared do you feel for graduate school? [Please answer regardless of whether or not you are planning to go.] (1 = not prepared at all; 2 = not very prepared; 3 = somewhat prepared; 4 = prepared; 5 = very prepared)

39. Do you feel that you have an understanding of graduate school life? [Please answer regardless of whether or not you are planning to go.] (1 = no understanding at all; 2 = very little understanding; 3 = somewhat of an understanding; 4 = an adequate understanding; 5 = a thorough understanding)

Additional Comments:

Thank you very much!

DMP Evaluation: 1996 Mentor Survey

Dear Faculty Participant in the Distributed Mentor Project,

The LEAD Center (Learning through Evaluation, Adaptation, and Dissemination) is conducting a three-year formative evaluation of the Distributed Mentor Project. The purpose of this evaluation is to learn what aspects of the project are successful and also to learn how the project can be improved. An important part of this evaluation includes the following questionnaire which will allow us to learn something about each participant's experience in the program.

We want to stress that this questionnaire is NOT intended to check on the performance of the individuals in the project. It should also be noted that individual responses will be held confidential, and when reporting the results of this questionnaire, care will be taken to ensure that no individual's response can be identified.

Would you please take some time to fill out the questionnaire and return it as soon as possible to:
penberth@engr.wisc.edu

We thank you for your time. If you have any comments or questions, feel free to email me at the above address.

Debby Penberthy
The LEAD Center

NOTE: Some questions refer to the student that you had in the project. If you had more than one student, please answer the questions for each student that you had.

Demographic Questions for Faculty:

1. Name

2. Permanent mailing address (if changed since application to DMP)

3. Email address (if changed since application to DMP)

4. Phone number (if changed since application to DMP)

5. Ethnic identity

6. Current institution (if changed since application to DMP)

7. Faculty rank during participation (Tenure, etc.)

8. Academic specialization(s)

9. Current extramural funding (NSF, other federal, industry)

10. Prior NSF funding

11. Source of information about DMP

Demographic Questions about Your '96 Mentee(s):

12. Class standing

Rising sophomore)

Rising junior)

Rising senior

Recent college graduate

13. Type of home institution:

Research I

Research II

Small liberal arts college

Questions about the Program:

14. What were the issues that you discussed with students in the mentor program? Check all that apply and add others not listed.

Selecting a graduate school _____

Finding other research opportunities _____

Succeeding in graduate school _____

Selecting a thesis/research. topic _____

Developing better research skills _____

Conducting a job search _____

Writing and developing a resume _____

Balancing family and work _____

Balancing work and personal life _____
 Dealing with departmental politics _____
 Dealing with or identifying sexual harassment _____
 Applying to graduate school _____
 Career opportunities and options _____
 Fellowship opportunities _____
 Successful interviewing _____
 Publishing and/or making presentations at meetings _____
 Building self-confidence _____

Other(s) (please specify)

15. How do you feel about the match between you and your student(s)?(1 = not at all satisfied; 2 = not very satisfied; 3 = somewhat satisfied; 4 = satisfied; 5 = very satisfied)_____

16. Was your student(s)' area of scientific interest in your field? ___ Yes ___ No

17. In your opinion, how important is it for the program to match mentors' and students' interests? (1=very important; 2=important; 3=somewhat important; 4=not important at all) _____

18. Rate your satisfaction with your student's overall preparedness for the program.(1 = not satisfied at all; 2 = not very satisfied; 3 = somewhat satisfied; 4 = satisfied; 5 = very satisfied) _____

19. Rate your satisfaction with your student(s)' technical abilities. (1 = not satisfied at all; 2 = not very satisfied; 3 = somewhat satisfied; 4 = satisfied; 5 = very satisfied)_____

20. How much did you expect your student(s) to contribute to your research project? (1 = none at all; 2 = very little; 3 = somewhat; 4 = a fair amount; 5 = a lot)_____

21. How closely did the student(s) fill your expectations for contributions to research? (1 = much less than expected; 2 = less than expected; 3 = what expected; 4 = more than expected; 5 = much more than expected)_____

22. Please rate your overall satisfaction with the student(s). (1 = not satisfied at all; 2 = not very satisfied; 3 = somewhat satisfied; 4 = satisfied; 5 = very satisfied)_____

23. Has your participation in the mentor project taken away from the progress on your own work? (1 = not at all; 2 = very little; 3 = somewhat; 4 = a fair amount; 5 = too much)_____

24. Was the amount of time you spent with your student what you expected? (1 = much less than expected; 2 = less than expected; 3 = what expected; 4 = more than expected; 5 = much more than expected) _____

25. How do you feel about the amount of time you spent with the student? (1 = didn't feel like spent enough time; 2 = spent the right amount of time; 3 = spent too much time; 4 = spent way too much time)_____

26. Are you satisfied with the level of support and recognition that you are receiving for your participation in the mentor program: (1 = not at all satisfied; 2 = not satisfied; 3 = somewhat satisfied; 4 = satisfied; 5 = very satisfied)_____

27. Please rate your overall satisfaction with the program (1 = not at all satisfied; 2 = not very satisfied; 3 = somewhat satisfied; 4 = satisfied; 5 = very satisfied)_____

28. How effective do you feel you were as a mentor this past summer? (1 = not at all effective; 2 = somewhat effective; 3 = effective; 4 = very effective)_____

29. How effective do you feel this program can be as a means to increase the number of women choosing to pursue higher degrees in computer science? (1 = not at all effective; 2 = somewhat effective; 3 = effective; 4 = very effective) _____

30. For each of the following groups of students, please indicate how important you feel it is for the program to include them as participants. (1=very important; 2=important, 3=not very important, 4=should not be included)

_____ Women whose credentials would probably ensure their acceptance into graduate school.

_____ Women who might not be accepted into graduate school without the benefits and additional credentials of the program.

_____ Women from smaller schools who might not have had exposure to research.

_____ Women who have already been accepted to graduate school.

31. What type of interaction have you had with your mentee(s) after the mentor program (phone, email, publication, conference, etc.)?

32. Did you participate in the email discussion forum for this program?

If so, how did you participate?

_____ Posted a message to the mentor forum

_____ Posted an introduction of myself on the forum for mentors and students

- _____ Posted a message (not an introduction) to the forum for mentors and students
- _____ Responded to a message posted to the forum for mentors and students
- _____ Responded to a message posted to the forum for mentors
- _____ Read messages posted by mentors or students

33. Please rate the value of the email discussion forum (1=very valuable, 2=valuable, 3=not very valuable).____

34. If you have time, please comment on the following question:

Is it important that this program be exclusively for female students and female mentors? Why, or why not?

Additional Comments:

Thank you very much!