

Are Our Mentors and Mentees Developing Positive Relationships?



Last semester, two mentors quit Super Scholars at the midpoint because they felt they weren't making a difference. From its process evaluation, Super Scholars learned that mentors and mentees were consistently meeting twice a week, as planned, and that the curriculum was being delivered correctly. So, what else could be affecting relationship development between mentors and mentees? Concerned by the departure of the two mentors, Super Scholars decided to learn more about what defines quality relationships in the context of the program.

Identifying a Tool to Measure Relationship Quality



Using the National Mentoring Resource Center's [Measurement Guidance Toolkit](#), Super Scholars identified [research-based instruments](#) it could use to measure the quality of mentoring relationships, including a survey for mentors and a survey for mentees. From administering these surveys, Super Scholars learned that 60 percent of mentors did not feel confident in their ability to provide the academic support their mentees need.

After surveying mentors and mentees using a research-based instrument, Super Scholars gained insight into the characteristics that define quality relationships in its program. For instance, Super Scholars learned that, for mentors, feeling confident in their ability to support their mentees' academic needs was important to their overall commitment to the relationship. As a result of this discovery, program staff members increased the number of support contacts with mentors from two to four per semester.