

MENTOR EVALUATION RUBRIC

COMMUNICATION

CRITERIA	OUTSTANDING	GOOD	NEEDS IMPROVEMENT	POOR
Communication with Students				
Appropriate rate & volume	Clearly displays confidence while speaking, as well as uses enthusiastic speech. Appropriate rate and volume.	Speaks clearly, and at an appropriate rate and volume.	Speaks at an inadequate volume and rate.	Speaks at an inadequate volume and rate. Speech is unclear.
Uses varying learning styles to communicate	Addresses content questions by using all learning styles if needed.	Addresses content questions using two of learning styles.	Explains content questions with one learning style.	Does not illustrate content question with a clear learning style. Mentor uses a lecture format of answering.
Addressing student needs	Mentor addresses all students' questions during the session and follows up with the students to ensure that no one else has the same concern. Mentor may remain after session has ended to address student needs.	Addresses all students' questions during the session.	Address student's questions and concerns during the session 50% of the time.	Does not address students concerns and questions during the session.
Addressing and redirecting questions	Mentor restates the question, clarifying it, then gives class time to answer or comment. Directs them to location of answer, and after student input, clarifies any remaining questions.	Mentor restates the question and asks for student input. After student input, clarifies any remaining questions.	Mentor gives short comment, not clearly answering question. Does not attempt to redirect questions to students.	Mentor ignores or avoids questions or changes the subject.
Use of language	Mentor uses appropriate verbal and non-verbal language that is encouraging, engaging, and respectful to students.	Mentor uses appropriate verbal and non-verbal language and is respectful to students.	Mentor uses inappropriate verbal or non-verbal language on one or two occasions.	Mentor uses inappropriate verbal or non-verbal language on three or more occasions and may use disrespectful language toward students.
Use of student names	Mentor uses all the student's names and needs no other resources to remember student names.	Mentor is on a first name basis with all their students. Mentor uses sign-in sheet/name cards to remember names.	Mentor uses 50% - 75% of student names.	Mentor uses less than 50% of student names.
Knowledge of the subject displayed	Demonstrates an exceptional use and application of course material and is able to relate that to the students easily. In addition, mentor demonstrates knowledge pertinent to the course which cannot be found in the text.	Mentor displays knowledge of the subject, and uses correct terminology.	Mentor displays little knowledge of the subject, and struggles to use correct terminology.	Mentor does not display knowledge of the subject, and is not capable of using correct terminology.
Email communication	Checks Oncourse or Webmail on a daily basis and responds to emails within 12 hours. If no answer is known, mentor responds that they are querying other sources and assures the student of a quick response.	Checks Oncourse and Webmail on a daily basis and responds to students within 24-36 hours of receiving the email. If no answer is known mentor queries other sources for response.	Checks Oncourse and Webmail on a semi-daily basis and/or responds to students within 36-48 hours. If no answer is known mentor directs student to another source.	Checks Oncourse and Webmail on a weekly basis and/or responds to students after 48 hours. If no answer is known mentor does nothing.
Content of communications	Mentor never discusses anything besides academic topics and makes an effort to correct any off-topic conversations in recitation as well as during sessions.	Mentor maintains a professional conversation with the students and/or makes an effort to correct any off-topic conversations going on in the session.	Mentor occasionally ventures off-topic and/or will occasionally allow students to conduct their own off-topic conversations.	Mentor consistently ventures off-topic, discussing personal and non-applicable topics with students. Mentor sets poor example for in-class conversation.
Communication with BLC Staff				
Expressing ideas and concerns	Mentor respectfully expresses any concerns with policy and allows reasonable amount of time for concerns to be addressed.	Mentor clearly expresses concerns with policy and follows up respectfully.	Mentor displays difficulty sharing ideas and information in an effective manner and often has to be approached by their coordinator or director to address concerns.	Mentor does not express concerns to appropriate staff or expresses concerns to inappropriate sources.

Email communication	Mentor checks and utilizes Oncourse and email consistently. Mentor typically responds within a 24 hour period.	Mentor checks and utilizes Oncourse and email daily. Mentor usually responds within 24-48 hours.	Checks and utilizes Oncourse and email every few days. Mentor responds to emails within 3-4 days.	Mentor checks and utilizes Oncourse and email once a week. Mentor waits an entire work week to respond to email or doesn't respond at all.
Coordinator meetings	Mentor arrives early to discuss more topics than just what is planned for the meeting with additional questions and comments for their coordinator.	Mentor arrives on time, brings all required materials if required by coordinator, and actively participates in open dialogue with coordinator.	Mentor arrives 5-10 minutes late, forgets to bring requested materials, displays a lack of enthusiasm, or passively participates in meetings.	Mentor arrives more than 10 minutes late or misses a meeting unexcused. Mentor is belligerent or argumentative about meeting with coordinator.
Problem solving skills	Mentor provides insightful solutions and ideas to the Learning Center. Mentor is able to foresee potential problems and resolve them before they escalate.	Mentor is able to handle problems in an efficient manner as problems arise.	If mentor is unsure of how to resolve problem, he or she does not seek proper assistance in finding a solution.	Mentor ignores problems or is argumentative and further complicates problems rather than attempting to be helpful.
Communicates respectfully	Mentor uses appropriate verbal and non-verbal language that is encouraging, engaging, and respectful to staff.	Mentor uses appropriate verbal and non-verbal language and is respectful to staff.	Mentor on one or two occasions has communicated in an unprofessional manner, interrupted, or not exhibited attentiveness. Mentor can be demanding or abrasive with BLC staff.	Mentor on 3 or more occasions has communicated in an unprofessional manner. Often uses vulgar language, rudely interrupts, or does not exhibit attentiveness. Mentor is overly demanding.

Communication with Faculty

Expressing ideas and concerns	Mentor respectfully expresses any concerns with either course content or policy and allows reasonable amount of time for concerns to be addressed.	Mentor clearly expresses concerns with either course content or policy and follows up respectfully.	Mentor displays difficulty sharing ideas and information in an effective manner and often has to be approached by the instructor to address concerns.	Mentor does not express concerns to the instructor or expresses concerns to inappropriate sources.
Email communication	Mentor checks and utilizes Oncourse and email consistently. Mentor frequently responds within a 24 hour period.	Mentor checks and utilizes Oncourse and email daily. Mentor usually responds within 24-48 hours.	Checks and utilizes Oncourse and email every few days. Mentor responds to emails within 3-4 days.	Mentor checks and utilizes Oncourse and email once a week. Mentor waits an entire work week to respond to email or doesn't respond at all.
Faculty meetings	Meets with the instructor on a weekly basis. Mentor consults with faculty on session issues.	Meets with the instructor on a regularly scheduled basis, as mutually arranged by the instructor and the mentor.	Meets with the instructor on an irregular schedule.	Mentor and instructor have a poor working relationship with little communication about the program.
Problem solving skills	Mentor provides insightful solutions and ideas to the instructor. Mentor is able to foresee potential problems and resolve them before they escalate.	Mentor is able to handle problems in an efficient manner as problems arise.	If mentor is unsure of how to resolve problem, he or she does not seek proper assistance in finding a solution.	Mentor ignores problems or is argumentative and further complicates problems rather than attempting to be helpful.
Communicates respectfully	Mentor uses appropriate verbal and non-verbal language that is encouraging, engaging, and respectful to the instructor.	Mentor uses appropriate verbal and non-verbal language and is respectful to the instructor.	Mentor on one or two occasions has communicated in an unprofessional manner, interrupted, or not exhibited attentiveness. Mentor can be demanding or abrasive with the instructor.	Mentor on 3 or more occasions has communicated in an unprofessional manner. Often uses vulgar language, rudely interrupts, or does not exhibit attentiveness. Mentor is overly demanding.

SESSION PROFESSIONALISM AND PREPARATION

CRITERIA	OUTSTANDING	GOOD	NEEDS IMPROVEMENT	POOR
Dress Code				
Appropriate attire	Mentor always follows dress code. Mentor dresses in business-casual or professional attire.	Mentor wears appropriate dress which includes, but is not limited to, jeans with button-up shirts, polo shirts, sweaters, pull-overs, or otherwise appropriate and neat T-shirts.	On one or two occasions, the mentor has worn inappropriate clothing which includes, but is not limited to, cut-off shorts, miniskirts, tube tops or tank tops, shirts with low-cut necklines or	Mentor has received a written warning from the Director for wearing inappropriate clothing which includes, but is not limited to, cut-off shorts, miniskirts, tube tops or tank tops, shirts with low-cut

			that reveal the midriff, undershirts as tops, beachwear, lingerie-style clothing, or clothing advertising alcohol, tobacco, drugs, or containing obscenities or foul language.	necklines or that reveal the midriff, undershirts as tops, beachwear, lingerie-style clothing, or clothing advertising alcohol, tobacco, drugs, or containing obscenities or foul language.
Handouts and Materials				
Resource materials	Mentor requests materials from Resource before the sessions. Mentor provides their own auxiliary materials (food, props, etc.).	Mentor requests materials from Resource before the sessions. They utilize the materials that Resource has available.	Mentor forgets one to two times to request copies, handouts or props for session from Resource.	Mentor forgets on three or more occasions to request materials from resource. Session time is wasted gathering materials.
Resource requests (if utilized)	Mentor turns in request to resource two days or more in advance.	Mentor turns in request to resource 24 hours prior to the date needed.	Mentor has requested Resource to make copies immediately on one or two occasions.	Mentor has demanded copies from Resource immediately on three or more occasions.
Paperwork				
Meets deadlines	Mentor turns in assignments a day or more before the deadline.	Mentor turns in assignments on the day of deadline.	Mentor has turned in two to three paperwork assignments late.	Mentor has turned in 4 or more assignments late.
Session planning form content (if applicable)	The mentor's SPFs reflect exceptional use of learning objectives, CoLTs and study skills, and on average, he or she receives the full 30 points, including frequent bonuses for using CATs.	The mentor produces acceptable SPFs and receives 26 to 30 points on average.	The mentor exhibits some difficulties in tying together learning objectives, CoLTs and study skills, and receives 21 to 25 points on average on his or her SPFs.	The mentor displays little concern when planning a session, and typically earns 20 points or less on his or her SPFs.
Completeness	Mentor completes assignments fully. Comments are connected to explain mentor's intention and position.	Mentor completes assignments fully.	Content is incomplete on one or two assignments.	More than two assignments are incomplete in content.
Motivation				
Mentor goals	Mentor always takes positive and progressive steps toward becoming a better mentor. Mentor wants to improve constantly and obtain personally set goals.	Mentor has personal goals, is aware of his/her own performance, and desires to improve.	Mentor is lacking in self-motivation and goals are set by director/coordinators. Mentor is capable of reaching goals with ample assistance from director/coordinators.	Mentor does not create any personally set goals and mentor does not follow through on goals set for them by their superiors.
Attitude	Mentor always encourages and motivates others with a strong, positive and professional attitude.	Mentor maintains a positive outlook.	Mentor seems apathetic with no positive or negative attitude.	Mentor has a negative attitude.

SESSION MANAGEMENT

CRITERIA	OUTSTANDING	GOOD	NEEDS IMPROVEMENT	POOR
Attendance				
Arrival time	Mentor arrives 10 to 15 minutes prior to session.	Mentor arrives 5 to 10 minutes prior to session.	Mentor arrives at time of mentoring session.	Mentor arrives after session time begins.
Remaining in session area	Remains in the session area throughout the entire session.	Mentor excuses him or herself from session area on one or two occasions.	Mentor excuses him or herself from the session area on three or four occasions.	Mentor has left the session area on more than five times occasions.
Departure time	Stays in the session area to answer all student questions after the scheduled session times.	Mentor polls class for possible questions for future discussion, and session adjourns at the scheduled time.	Mentor concludes session at the scheduled time and leaves session area without asking for any possible concerns.	Mentor ends session early and does not ask for any possible concerns from the students.
Conflict				
Conflict resolution skills	Mentor resolves conflict and maintains professionalism. Mentor addresses student concern immediately without becoming defensive or making the student feel defensive.	Mentor resolves conflict and maintains composure and professionalism without becoming defensive.	Conflict resolution reached. Student feels as though they have to be defensive at some point during conflict or mentor became defensive and interrupted session to prove themselves right.	No conflict resolution reached. Session was extremely disrupted by conflict or mentor became defensive and belligerent towards the student.

Following Learning Center established protocol	Utilizes UCLC established guidelines throughout conflict. If student becomes belligerent, mentor attempts to calm student down and then calls for a coordinator or the director.	Adheres to UCLC established guidelines. If student becomes belligerent, refers to a coordinator or director immediately.	Follows UCLC established guidelines during conflict, but does not refer an escalated situation to a coordinator or director.	Escalated situation was not referred to the coordinator or director, and mentor does NOT follow UCLC established guidelines.
Continuing session	After conflict resolution, mentor brings session back to order without having to adjust to what instigated the conflict. Mentor turns the conflict into a constructive experience for the session.	After conflict is resolved, mentor continues session as if no interruption occurred, without having to adjust to what instigated the conflict.	Mentor allows session to noticeably lag due to residual comments from the conflict.	Mentor is unable to effectively continue session and cannot bring the session back to any order at all.
Session Management				
Atmosphere	Mentor creates a session atmosphere that is relaxed, welcoming to new students, and focused on collaboration to meet the needs of all students.	Effectively creates a relaxed session atmosphere, primarily emphasizing collaboration and lecturing only in a few cases.	Session environment is not always focused on material or task to be completed. The mentor favors lecturing over collaboration about 25% of the time.	Mentor does not direct the session and students appear unsure of the session goals. Lecturing is utilized about 50% of the time.
Favoritism	Mentor displays no favoritism, and makes a visible effort to engage new and incoming students as well as regular attendees.	No favoritism is visible. Mentor is concerned for the well-being of all students.	Mentor shows some favoritism towards a student or group of students by repeatedly engaging those students in activities or using them as examples.	Mentor shows extreme favoritism towards some students and neglects to involve other students.
Flexibility / Responsiveness				
Modifying session according to student needs	Mentor picks up on students' non-verbal cues to accommodate their session to their students' needs and consistently uses CATs to evaluate the effectiveness of the adjustment.	Mentor presents students with the session goals and adjusts the session according to the students' stated needs. Mentor is prepared with and is willing to use an alternate session plan to accommodate the students' requests.	Conducts the session rigidly, allowing only a short period of time for students to ask questions. Mentor does not have a reasonable alternate plan for students who are still struggling and does not effectively utilize more advanced students.	Mentor has no alternate plan for session and is unable to satisfy student needs. Mentor becomes irritated and reprimands students who make suggestions about covering different material or activities.
Collaborative Learning				
Involvement and participation of students	Mentor is able to involve and retain the attention of the entire group. The CoLT is well thought out and is tied to the learning objectives set by the mentor for their session.	The CoLT is well thought out and is tied to the learning objectives set by the mentor for their session. Most students actively participate in collaborative learning.	Only 50% of student participation is observed and/or the CoLT is loosely organized and not very representative of the objectives set by the mentor.	Less than 50% student communication is observed and/or the CoLT is loosely organized and not very representative of the objectives set by the mentor.
Variety of learning styles used during collaborative learning	Mentor utilizes activities that involve more than two learning styles or presentation styles during collaborative learning.	Mentor utilizes activities that utilize two learning styles or presentation styles during collaborative learning.	Mentor utilizes only one learning style during collaborative learning activities.	Mentor does not utilize any learning style techniques or collaborative learning activities.
Time Management				
Allotted time for material and goals	Mentor allows adequate time for each activity and is able to accomplish all learning objectives.	Mentor is able to accomplish at least 75% of the learning objectives during the session time.	Mentor is able to accomplish 50% of the learning objectives set for the session.	Mentor is unable to utilize time effectively. Time is not properly allotted for material. No learning objectives are met.
Agenda				
Agenda	Agenda is always written on the board listing the mentor's name, email address, and detailed session activities.	Agenda is written on board, and the session appears well-planned and executed.	Agenda is not written on the board on one or two occasions, or is too vague for students to follow along.	Agenda is not written on the board three or more times or is generally not followed during the session.
Study Skills				
Utilization of study skills	Study skills are addressed, practiced during session activities, and students become proficient at using them. Handout from the rounder is given to reinforce the proper use of study skill.	Study skills are taught during session and students practice them. Handout is given from the rounder to reinforce the proper use of study skill.	Study skills are not used regularly or are not executed by students effectively in session. Handout may be at least given.	Study skills are not mentioned or practiced in session activities. No handout is given.