

**CaRES Preceptor Evaluation Results, 2017**

Summary by Dr. Allison Litton with light editing by Dr. John Waterbor, and Revised February 5, 2018

N= 75% (27 of 36 preceptors) Responded

**Administration of the CaRES program**

<i>Strongly Agree= 5, Agree= 4, Neutral= 3, Disagree =2, Strongly Disagree=1</i>	Mean
High quality applicants to interview	4.62
Interviews were effective	4.74
CaRES allowed me to accelerate my research	4.69

	Min	Mean	Max
How many applicants did you interview?	1	4	9
How many applicants did you offer a position?	1	4	10
How many students did you mentor?	1	1	4

<i>Not a problem= 3, Minor problem= 2, Serious/frequent problem= 1</i>	Mean
Communications with CaRES faculty and staff	2.96
Allowing flexibility with intern hours	3
Responsiveness with CaRES faculty	3
Adequacy with stipend support	3
Expectations of preceptors and interns	2.96
Overall administration of the program	3

**Benefits to you as a Preceptor**

<i>My intern was invaluable= 4, very helpful =3, somewhat helpful =2, not helpful =1.</i>	Mean
Conceptualizing research methods	2.43
Designing the research plan	2.14
Analyzing data	2.91
Interpreting results	2.65
Writing a final report or paper	2.89

**CaRES intern evaluation by Preceptor**

<i>Excellent =4, Good =3, Adequate=2, Poor=1</i>	Mean
<b>Intern work ethic</b>	
Work hours kept	3.70
Research tasks accomplished	3.77
Meeting deadlines	3.62
<b>Intern research abilities and contributions</b>	
Conceptualizing and designing research	3.64
Understanding methodology	3.58
Analysis and interpretation of data	3.47
Writing quality	3.38

**Preceptor interest in returning to CaRES** All preceptors currently employed by UAB are interested in participating as preceptors next year. One faculty member retired, and another has moved out of state.

**Project Completion Goals** Did you and your student meet the goals listed in your Mentoring Contract?  
Yes: 19 (70%) Yes, but not completely: 8 (29%) No: 00 (0%)

### ***End of Statistical Results***

#### **CaRES Preceptors Responses to Questions, Comments and Suggestions**

##### **Please describe any problems that CaRES faculty should address**

The initial interview process was a bit hectic and a free-for-all. A lot of applicants to wade through. It would be nice if there could be a process in which the CaRES applicants picked their top choices and initially applied to those instead of interns applying to every spot.

Poster presentation seemed too early. They didn't have much data but just put lots of results from others' in the lab. May work better toward the end of the summer.

I do not know if the student felt their stipend support was enough or not.

The intern's commitment to working 40 hours/week was questionable.

This was my 2nd year as part of CaRES program and I thought it went much smoother. I enjoyed the poster presentation.

##### **Please describe any delays with IRB approval and the effect on CaRES students**

(Only 1 preceptor stated that an amendment was required. No delay to student.)

##### **Regarding students from Auburn, Samford, and South Alabama, describe any difficulties that they encountered; for the two students working at HudsonAlpha, any difficulties that they encountered.**

The University of South Alabama student had a shorter summer break. Although she was able to complete her 8 weeks, being able to extend to 10 weeks might have improved the experience for her.

Samford student--no problems.

This was the 2nd year I worked with Auburn pharm student, great experience.

##### **Additional comments about interns (de-identified):**

Student learned quickly, worked well with a collaborator. He was independent and hardworking and managed his time well. He worked late hours when needed. He sought appropriate advice and help with trouble-shooting when needed. He plans to expand on his CaRES project to complete his thesis to satisfy requirements for his graduation.

Student was an excellent intern this summer. He routinely devoted >40 hours per week to his project in our department and spent additional time at home. He has exceeded all our pre-defined goals and I anticipate that he will be able to act as lead author on multiple abstracts at national meetings and likely be the lead author on a peer-reviewed manuscript. His interest and commitment this Summer have helped him to gain a much better understanding of the clinical research process which will certainly help him in his future career to better interpret others' research and perform his own.

Student did an outstanding job. Was extremely efficient and well organized. Always had task completed and provided a very solid initial analysis.

Student did a superior job on his CaRES project, and this summer he found himself, career-wise. He has changed his career plans from getting an MD to earning a PhD in Epidemiology. He is entering a PhD program at another university this fall. Bravo! CaRES helped him make career choices.

Student helped us achieve several critical benchmarks in our lab this summer.

Student was flexible about project reassignment required to accomplish the original goals. She was instrumental in developing a dilution protocol for the tumor immunity flow cytometry.

Hopefully, the paper that I cited will be accepted - will let you know. Student was terrific.

Student was fantastic. She met all the goals that we set for her. She demonstrated a phenomenal work ethic. She was the best CaRES student I have ever had.

Student was an outstanding intern. She is very self-motivated and has truly been an asset to our team. I have offered her the opportunity to continue working with us as an irregular employee once her internship obligation is completed.

Student worked very hard to improve recruitment numbers for our project and was very self-driven and successful in bringing these projects and quasi-experiments to fruition.

Student is very hardworking.

Student did a great job with specific tasks and for scheduled meetings and training sessions. However, it did not seem that he put in the expected hours when "off-site".

Great student, productive and enjoyed working with her.

Student appeared interested in the project, but she has a long way to go to improve her responsiveness (in terms of timeliness and professionalism in communicating with mentors), and show more enthusiasm for assigned tasks. While she appears to have long-term goals of medical school, it will benefit her to recognize that improving her research/analytic skills and having excellent interactions with mentors will significantly enhance her chances of success.

Student worked hard and relatively independently. He sought help very efficiently from me and from other lab members. His work was organized, and he accomplished a lot. He is interested in continuing his work during the school year as he considers transferring from the MD program into the MD/PhD program.

Student was so good that I hired her.

Student was crucial in coordinating data collection. He also developed and presented a meaningful research question for his CaRES project.

**THE END**