International Telementor Program
Program Evaluation for Student and Mentor Surveys
(**Louisiana**)
August 2013- June 2014

Full Program Assessment

Comprehensive Report

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<div align="center">**EXECUTIVE SUMMARY**</div>

Program Overview

The International Telementor Program (ITP) creates matches between industry professionals from ITP sponsor companies and students while targeting specific communities around the world. ITP creates project-based online mentoring for students and teachers in classroom and home school environments with a focus on serving a diverse student population. Since 1995, over 28,000 students have been served through nine countries.

Parameters of this Program Evaluation Research

This independently conducted program evaluation covers the time period of August 2013 – June 2014 by participating students and mentors. Specifically, this program evaluation research includes student results from the aforementioned years at Parkway High School, Benton High School and Haughton High School. This program evaluation report is divided into three specific areas: (a) student relationships with mentors, (b) impact in core content areas and (c) overall experience in the ITP program.

Student Relationships with Mentors

Based on the comments in this report, students reported positive relationships with mentors in the ITP programs. More specifically, students documented that their mentors were primary reasons for the academic success and renewed interest in their education. Based on the positive relationships with their mentors, students highlighted the following comments:

- *"The best part of working with my mentor was being able to connect with him and having him be able to help me on the project by helping me find articles, find professionals and just overall helping me throughout the project."*

- *"I learned a lot more about my career and I knew that if I ever needed help with anything, he'd help me."*

Student Quantitative Results

Students were asked during this program evaluation process if they were taking greater control of their academic success as a result of being in this program. According to Figure 7 in this report, over 89% of students involved in this project at the selected schools are now taking more ownership of their academic futures.

11%
(n = 1)

89%
(n = 8)

■ Yes
■ No
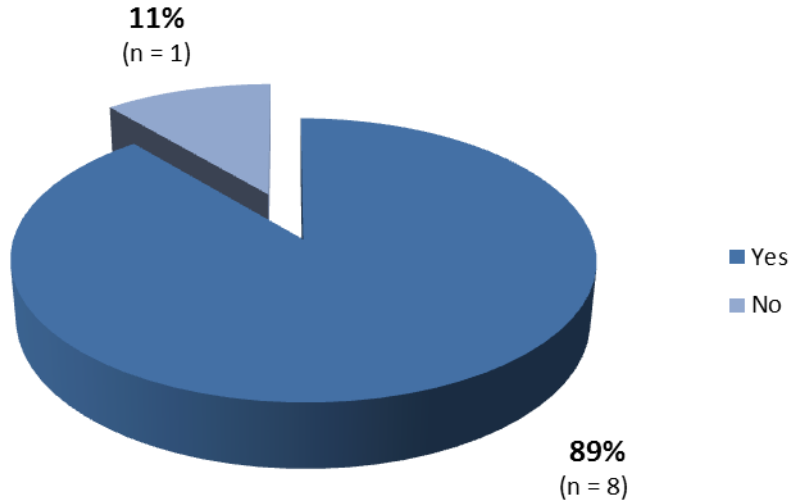
This data should be exciting for the ITP program and all of the constituents involved given that these students are now excited about their educational endeavors. Additionally, students are seeking to understand ways they can change the world through their pursuit of knowledge in their hands-on projects with their mentors.

<u>**Summary**</u>

In summary, after evaluating the student survey responses from the aforementioned time period, it appears that the ITP program has been highly successful in assisting students to become more 'proactive learners. With a large number of students involved in this program, all data indicates that this program is doing very well in relation to impact on student growth.

<u>**About the Researcher**</u>

Chance W. Lewis, Ph.D. is the Carol Grotnes Belk Distinguished Professor and Endowed Chair of Urban Education at the University of North Carolina at Charlotte. Also, he is the Director of the Urban Education Collaborative. If there are any questions related to the research results, Dr. Lewis can be contacted at (704) 743-4207 or by e-mail at <u>chance.lewis@uncc.edu</u>.

Teacher Perceptions of the ITP Program within the state of Louisiana

To assist with the evaluation process, teachers directly involved with the International Telementor Program (ITP) within the state of Louisiana were asked to identify areas where they witnessed significant improvement for student participants. Listed below is a snapshot of the teachers' perceptions of the areas that were improved as a result of the ITP program's impact.

Teacher A Comments
Areas Improved: ▪ Math Comprehension and Ability   ▪ Registration for Advanced Math Courses   ▪ Science Comprehension and Ability   ▪ Registration for Advanced Science Courses   ▪ Communication Skills (Written and Oral)   ▪ Subject Grades   ▪ Standardized Test Scores   ▪ Critical Thinking Skills   ▪ Teamwork   ▪ School Attendance   ▪ Self-Directed Learning   ▪ Integration of Knowledge across Subject Areas and Interest Areas   ▪ Knowledge of the Workplace   ▪ Desire to become a Proactive Learner   ▪ Desire to Go to College   Content Areas Not Improved: ▪ None identified

Student Perceptions of the College and Career Exploration Project

School: Parkway High School   **Project Date**: 9/9/13 – 12/1/13
Teacher: Joan Turek
 # Students: 9

Student Responses

Working Relationship with Mentor

Q1: Please describe the best part about working on this project with your mentor
Selected Student Responses: *"The amount of information I was able to obtain and the amazing guidance that I had."*   *"The best part of working with my mentor was being able to connect with him and having him be able to help me on the project by helping me find articles, find professionals, and just overall helping me throughout the project."*   *"I learned a lot more about my career and I knew that if I ever needed help with anything, he'd help me."*

Students from Parkway High School highlighted that their experience with their mentor on this particular project was very enjoyable. Students noted that they were excited to have mentors that offered guidance. Additionally, students noted that receiving communicating with, and learning from, their mentors was another enjoyable component of the program.

Q2: Please share any other academic areas where you'd like to receive help from a mentor
Selected Student Responses: *"I would love to receive help from a mentor in academic areas such as science or math."*   *"Another academic area I'd like to receive help from a mentor is in English so I could have someone proofread my papers."*

In Question 2 Parkway High School students working on this project were asked about other academic areas where they wanted assistance. A sampling of student responses focused on the academic area of Math. Additional areas included English and Science classes. These responses indicate that students perceive their mentor as a person that can provide additional assistance in other content areas.

| Q3: What advice would you give your mentor as he/she works with a new student |
|---|
| Selected Student Responses:

"I would recommend that he/she stresses the importance of completing the work at the deadline, or else it will be a lot harder on the student."

"Keep connecting with your student on a personal level and keep helping them throughout the project like you did with me."

"I would advise my mentor to provide more grammatical support." |

Question 3 asked students to provide advice to mentors as they work with new students in the future. Based on the sampling of the responses, students noted that mentors should establish a relationship with students. Students also recommended that mentors assist them with meeting deadlines and provide grammatical support. This data highlights that students view relationships and project support as especially important to their success in the program.

Q4: How comfortable were you communicating with your mentor about your project?

Total Number of Student Respondents = **9**

Figure 1. Student Comfort Level with Mentor, Telementor 2013-2014
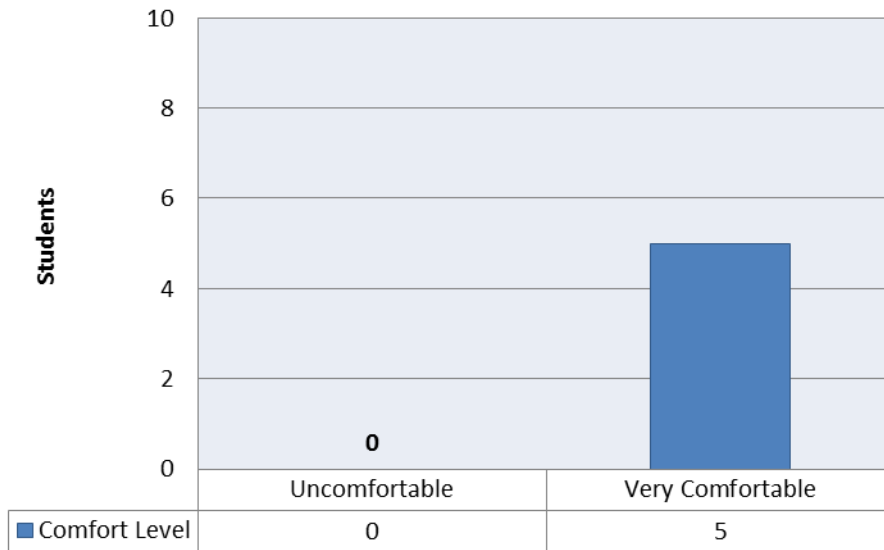

Question 4 asked students about their level of comfort with their mentors. The information provided in Figure 1 only highlights the data that was provided on the ends of the spectrum on the Likert-scale. Based on the results, five (4) of the nine (9) students involved in this project indicated that they were very comfortable communicating with their mentors about their particular project. None of the student respondents indicated that they were uncomfortable. This is encouraging for the ITP as it seeks to build into the future.

Student Perceptions of Connections to Content Area Courses

Q5: I have a better understanding of the importance of doing well in math.

Total Number of Student Respondents = **9**

Figure 2. Better Understanding of the Importance of Doing Well in Math, Telementor 2013-2014
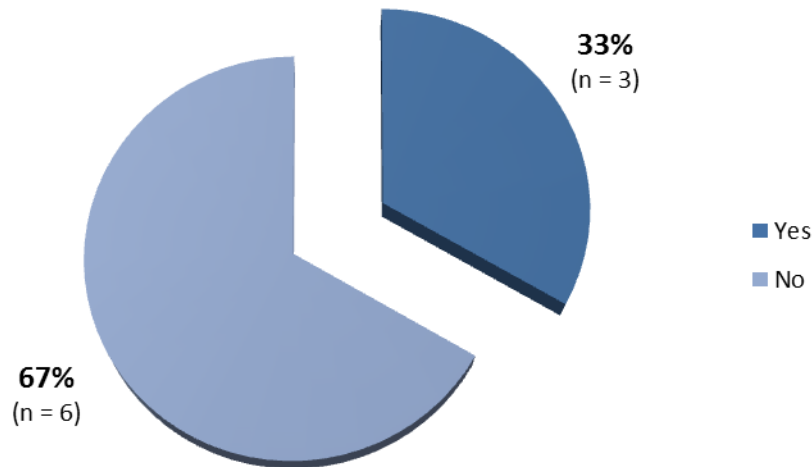

In Question 5, students were asked in a Yes/No question format if they had a better understanding of doing well in math as a result of this project. Based on the results, six (6) or 67% of the student respondents reported that they did not have a better understanding of the importance of doing well in math. Three (3) or 33% of the students indicated that they did have a better understanding of the importance of doing well in math. Altogether, these results should be taken lightly as not all students see the connection between their projects and doing well in a core content area such as mathematics.

Q6: I have a better understanding of the importance of doing well in science.

Total Number of Student Respondents = **9**

Figure 3. Better Understanding of the Importance of Doing Well in Science, Telementor 2013-2014
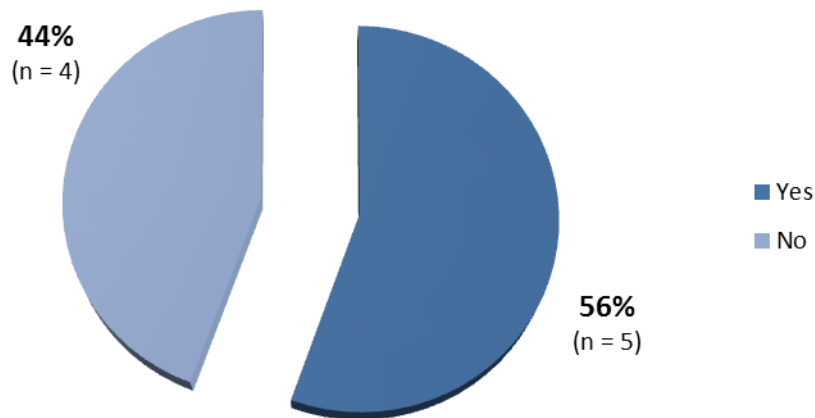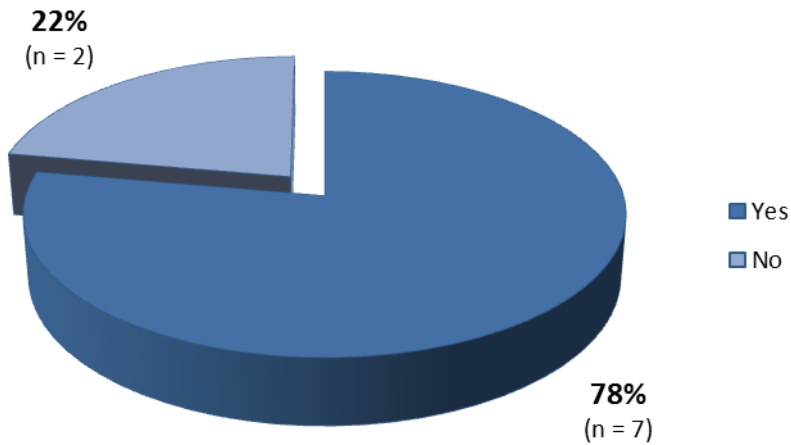

Question 6 asked the student respondents on this project if they had a better understanding of the importance of doing well in science. In analyzing the results in Figure 3, four (4) or 44% of the student respondents reported that they did not had a better understanding of the importance of doing well in science as a result of this project. Five (5) or 56% of the students indicated that they did have a better understanding of the importance of doing well in science. These responses indicate that the ITP, along with teachers and mentors, should continue to work with students to help them make the necessary connections between project outcomes and doing well in core content areas.

Q7: I have a better understanding of the importance of doing well in reading and writing.

Total Number of Student Respondents = **9**

Figure 4. Better Understanding of the Importance of Doing Well in Reading/Writing, Telementor 2013-2014
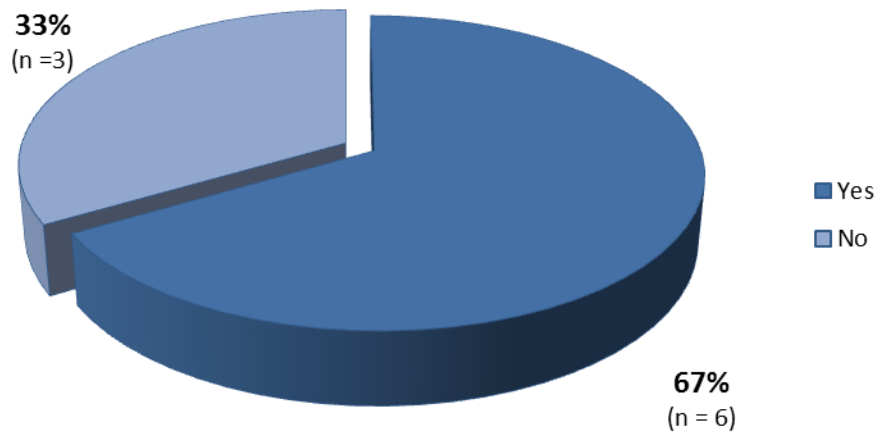
22%
(n = 2)

78%
(n = 7)

■ Yes
■ No

In a similar question, students were asked if they had a better understanding of doing well in reading and writing. Two (2) or 22% of the student respondents reported that they did not recognize the importance of doing well in reading and writing as a result of this project. However, seven (7) or 78% of the student respondents reported that they had a better understanding of the importance of doing well in these areas. Though these findings are positive, we recommend that the ITP, along with teachers and mentors, continue to emphasize the importance of content courses as they work with students on these projects.

Q8: My writing skills have improved.

*Figure 5.* Improvement in Writing Skills, Telementor 2013-2014

Question 8 asked the student respondents on this project if their writing skills had improved as a result of working on their project with their mentor. In analyzing the findings in Figure 5, three (3) or 33% of the student respondents reported that their writing skills had not improved as a result of this project. However, six (6) or 67% of the student respondents reported that their writing skills had improved. While the majority of students indicated that they witnessed an improvement in their writing, we recommend that the IPT, along with teachers and mentors, continue to work with these students so that their growth during these projects is clear.

Q9: My teamwork skills have improved.

Total Number of Student Respondents = **9**

*Figure 6.* Improvement in Teamwork Skills, Telementor 2013-2014
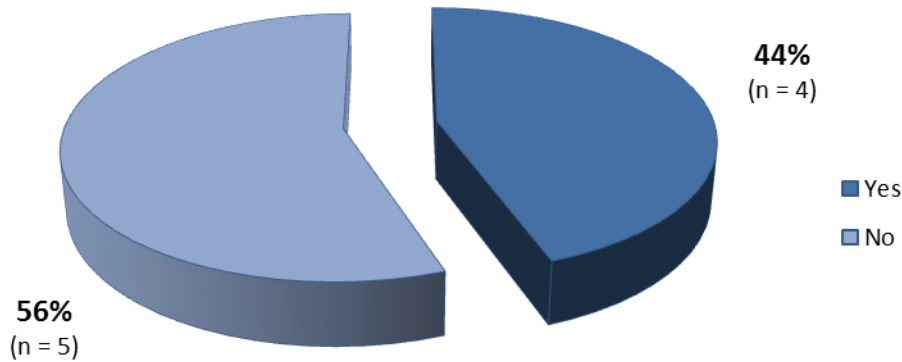
In Question 9, students were asked in a Yes/No question format if they had noticed an improvement in their teamwork skills while working on this project. We see approximately 44% with favorable responses related to an increase in teamwork skills. Based on the results, four (4) or 44% of the student respondents reported that they had improved teamwork skills. However, five (5) or 56% of the student respondents reported that they did not have improvement. The findings on this question are unclear. We recommend that the ITP and affiliated constituents continue to work with Parkway High School students so that they will be able to recognize improvement in their teamwork skills.

Q10: I'm taking more responsibility for my own academic success.

Total Number of Student Respondents = **9**

Figure 7. Taking More Responsibility for Academic Success, Telementor 2013-2014
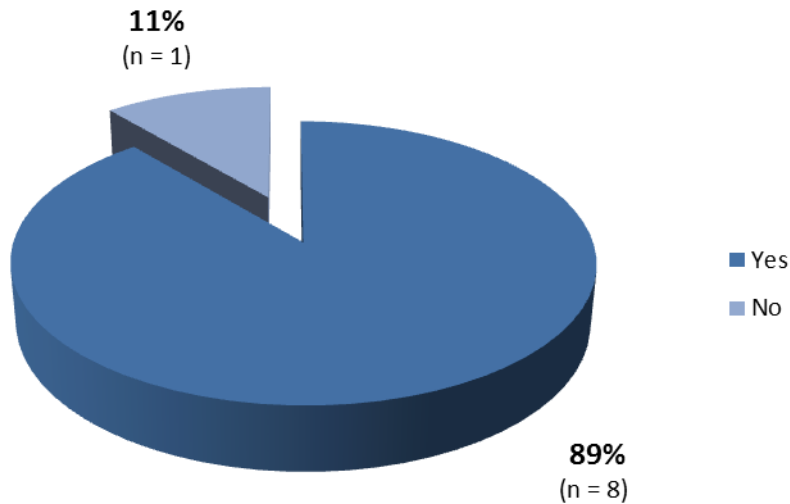
**11%**
(n = 1)

89%
(n = 8)

Yes
No

Question 10 is one of the more important questions asked of students in this survey. The goal of students taking control of academic success is very important to the ITP. In Figure 7, we find that eight (8) or 89% of the student respondents reported that they are now taking more control of their own academic success. Only one (1) student indicated at the time of the survey that they had not taken more control of their academic success. This data should be encouraging for the ITP and all of the affiliated constituents given that the majority of the students, after completing this project, are excited about their educational endeavors.

Q11: I plan to further my education beyond high school (trade school, community college, university).

Total Number of Student Respondents = **9**

Figure 8. Education Plans Beyond High School, Telementor 2013-2014
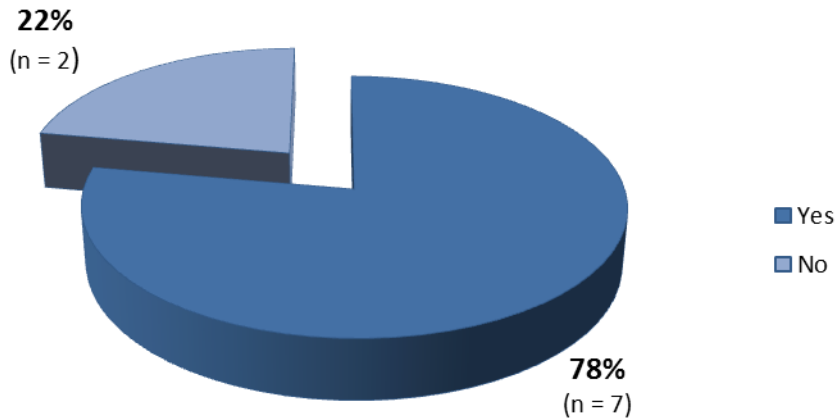
22%
(n = 2)

78%
(n = 7)

■ Yes
■ No

Student respondents in Question 11 of the survey were asked if they had planned to further their education beyond high school as a result of being involved in the ITP. Seven (7) or 78% of the student respondents indicated that they had planned to pursue some postsecondary option. Two (2) or 22% noted they had not planned to pursue postsecondary opportunities at the time of the survey. Given these results, the majority of students in the ITP have decisively indicated that postsecondary options are in their future. It is highly recommended that the ITP continue to build upon this momentum and incorporate, within the program, different types of postsecondary alternatives that are available to students.

Q12: What was your overall experience using the International Telementor Program Web site?

Total Number of Student Respondents = **9**

Figure 9. Overall Experience Using the International Program Web site, Telementor 2013-2014

|	Difficult	Easy
■ Web Site Use	0	7
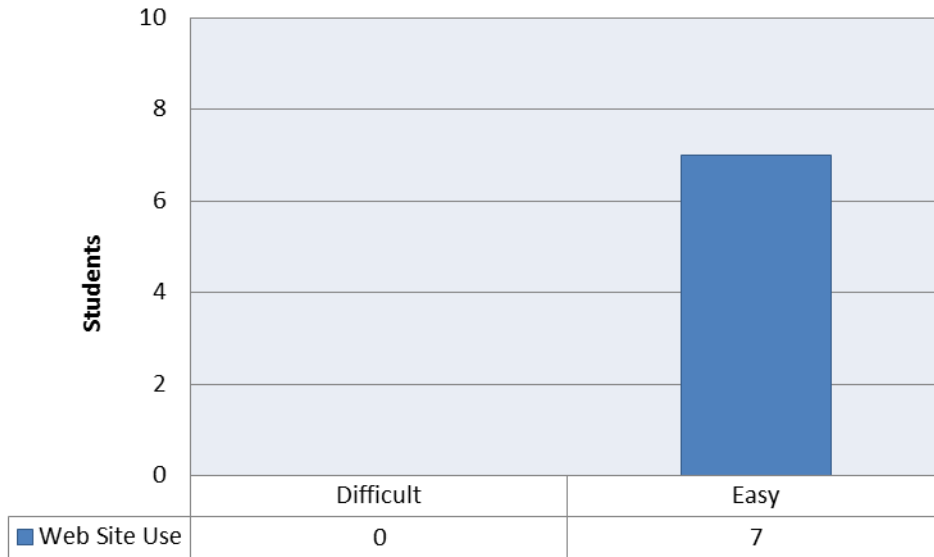
In Question 12 students respondents were asked about their overall experience using the ITP website. Seven (7) student respondents reported that they had an easy experience using the program website. No students reported that the website was difficult to use. The ITP should continuously upgrade the website for greater accessibility and ease of use.

Q13: Please rate your overall experience in the program.

Total Number of Student Respondents = **9**

Figure 10. Overall Program Experience, Telementor 2013-2014
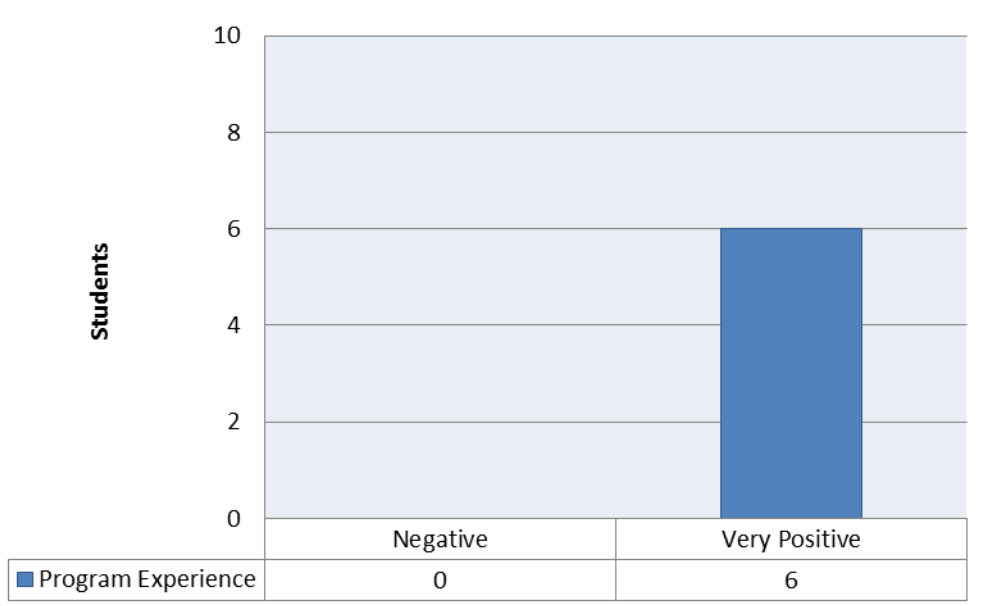

In Question 13 student respondents were asked about their overall experience in the ITP. Six (6) student respondents reported they had a very positive experience in the ITP. None of the students reported any negative experiences in the program. It is highly recommended that the ITP continue to monitor student perceptions of the program as it continues to grow.

Q14: Would you be interested in receiving mentoring support from professional in the future?

Total Number of Student Respondents = **9**

Figure 11. Interest in Receiving Future Professional Mentoring Support, Telementor 2013-2014

11%
(n = 1)

89%
(n = 8)

- ■ Yes
- ■ No
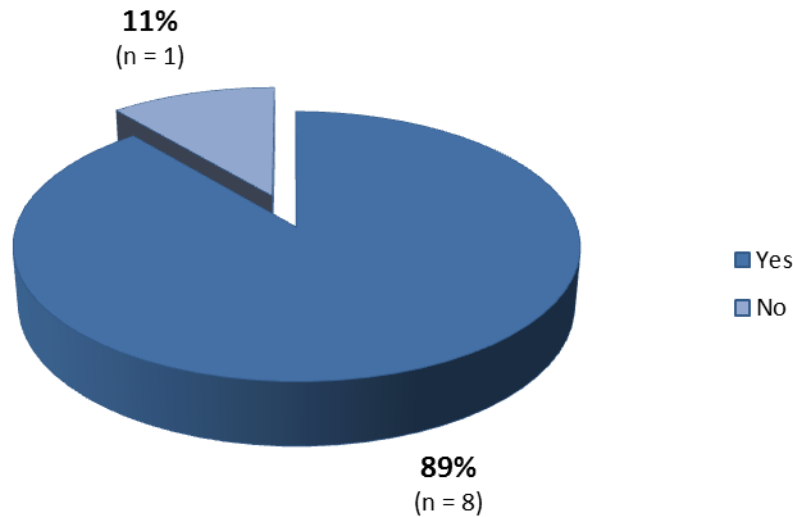
| Q15: Please describe why or why not. (Reference to Question 14) |
|---|
| Selected Student Responses:

 "I would appreciate this because being in contact with other professionals would be an amazing opportunity that will assist me in my own success of the career."

 "I would love to receive help from a mentor, as they do a great job of keeping with you during your studies and giving their amazing advice."

 "I simply do not feel the need for someone to consistently monitor all the work I do. I have enough self motivation and dedication to perform tasks without constant reminder and pressure. However, I would appreciate always having someone willing to criticize my writing." |

In Questions 14 and 15 student respondents were asked about their interest in receiving future mentoring support in the ITP. Eight (8) or 89% of the student respondents reported that they were open to receiving mentoring in the future in this program (see sampled explanations provided in Question 15). Only one (1) student noted that they did not have an interest in receiving future mentoring (see sampled explanation provided in Question 15). It is highly recommended that the ITP continue to match students who have an interest in receiving mentoring with available mentors so they can continue to reach their academic goals.

Q16: Was this the first time you have been part of a formal mentoring program?

Total Number of Student Respondents = **9**

Figure 12. First-Time Participants in a Formal Mentoring Program, Telementor 2013-2014

100%
(n = 9)

- Yes
- No
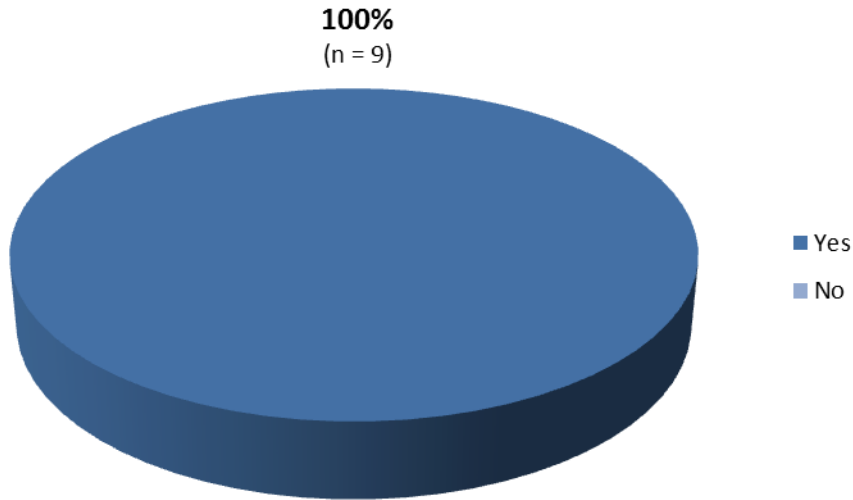
Question 16 provides pertinent data for the ITP. Figure 12 notes that all nine (9) or 100% of the student respondents were first-time participants in this formal mentoring program. None of the students reported that they had previously participated in a formal mentoring program. This data is very important given that, for the majority of the students, this was the first mentoring program in which they participated. In a positive sense, having this form of exposure will allow students to grow and improve academically.

Q17: Please describe the most difficult parts of working on this project with your mentor.

Selected Student Responses:

"Some times [Sometimes] my mentor and I would miss-communicate in the messages, but we were always able to correct the communication error and remain on the same page."

"The beginning when we were getting to know each other and the rigorous research we did."

"The most difficult thing was keeping up with the due dates because they came really quickly. I was working a little fast and forgot some things when I was working, but I managed to work through it."

Q18: Did we miss something?

Selected Student Responses:

"You missed nothing - This program is amazing."

"No, I do not believe that there is anything you missed."

Mentor Responses on the College and Career Exploration Project

School: Parkway High School   **Project Date**: 9/9/13 – 12/1/13
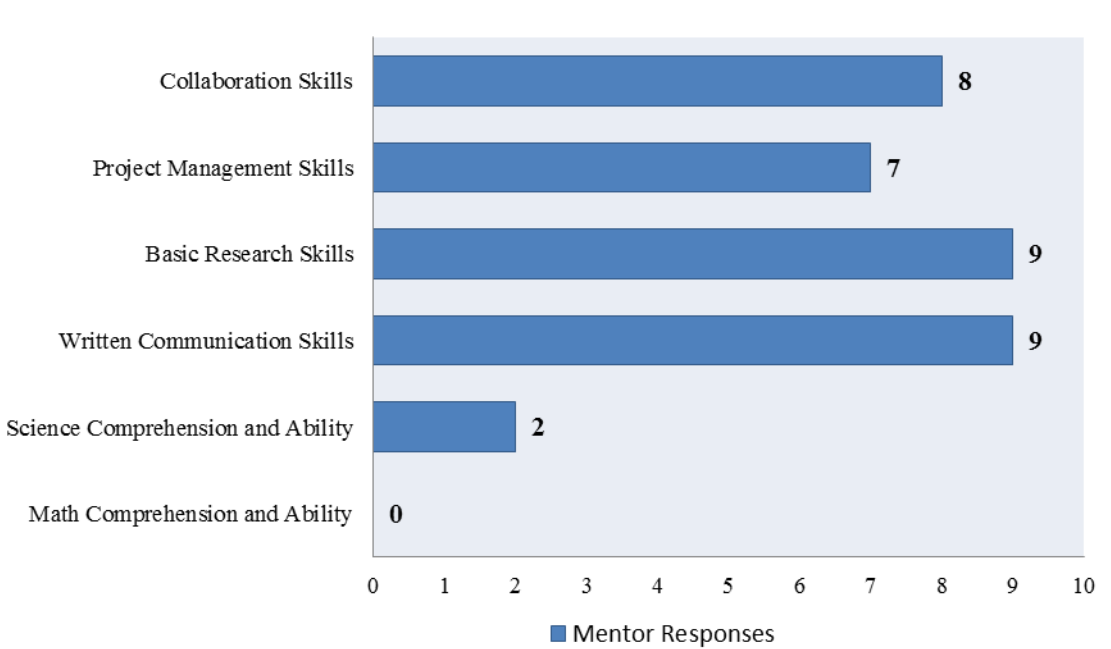**Teacher**: Joan Turek
 # Mentors: 9

Mentor Responses

Q1: Please indicate the student skill areas that you feel you influenced through this project.

Total Number of Mentor Respondents = **9**

*Figure 1.* Most Influenced Student Skill Areas, Telementor 2013-2014

In Question 1 mentors were asked to indicate the student skill areas that they felt they influenced through this project. According to Figure 1, 8 mentors indicated they influenced *collaboration skills*; 7 mentors indicated they influenced *project management skills*; 9 mentors indicated they influenced *basic research skills*; and 9 also indicated they influenced *written communication;* 2 mentors indicated they influenced *science comprehension;* and none of the mentors indicated they influenced *math comprehension*. Based on these results, mentors highlighted that they believed their mentorship on this project improved some significant skill areas. However, the data does show that the lowest area of influence was math comprehension. It is highly recommended that the ITP continue to work with mentors on effective ways to influence math comprehension and ability through project-based learning.

Q2: Please indicate if your mentoring support aided your student in the following areas.

Total Number of Mentor Respondents = **9**

Figure 2. Areas Aided by Mentoring Support, Telementor 2013-2014
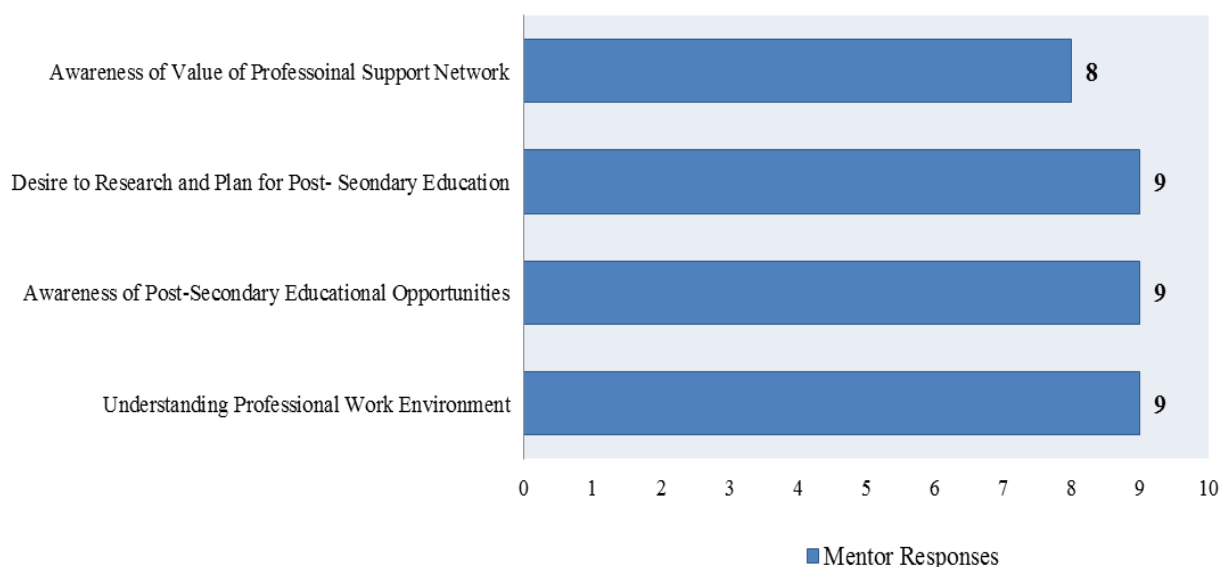
Question 2 asked mentors to indicate if their mentoring support aided their students in the areas highlighted in Figure 2. According to Figure 2, 8 mentors indicated their mentorship aided students in the *awareness of the value of a professional support network*; 9 indicated their mentorship supported a *desire to research and plan for post-secondary education*; 9 also indicated their mentorship aided an *awareness of post-secondary educational opportunities* and an *understanding of the professional work environment*. Based on these results, mentors highlighted that they provided support in significant areas. It is highly recommended that the ITP continue to build on these strengths with mentors to further enhance the students' experience.

Q3: The _average_ quality of the messages received from students throughout the project.[1]

    (4.56)

   **1** = "Poor Quality"
    5 = "Above Average Quality"

In Question 3, mentors were asked about the quality of messages received from students throughout the project. Based on a scale of 1 = "Poor Quality" and 5 = "Above Average Quality," the mentors' average quality rating was 4.56. This data indicates that mentors believed the messages received from students throughout the project was above average. Based on this information, the ITP should continue to work with students on their writing skills to improve the quality of messages sent to mentors.

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[1] Individual data on mentor responses were not provided in the *Mentor Survey Summary*.

Q4: Did you student share a final project (presentation, research report, plan, etc.) with you for this project?

Total Number of Mentor Respondents = **9**

Figure 3. Student Sharing of Final Product with Mentor, Telementor 2013-2014
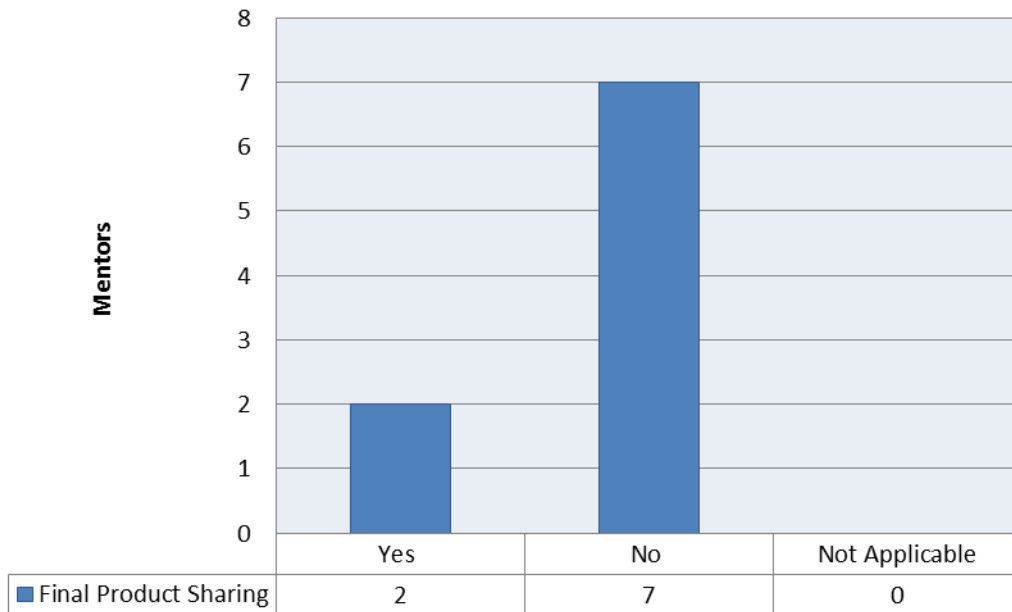
	Yes	No	Not Applicable
Final Product Sharing	2	7	0

Question 4 asked mentors if their students shared a final project (presentation, research, report, plan, etc.) with them for this project. According to Figure 3, the majority of mentors (7) indicated that their students did not share their final project with them at the conclusion of the program. From these results, we recommend that the ITP consider building in a component that requires students to share their final projects with the mentors who have assisted them with the projects creation.

Q5: *Average* level and quality of assistance received from the teacher throughout the project.

(4.67)

1 = "Low Quality, Infrequent"
5 = "High Quality, Frequent"

In Question 5 mentors were asked about the level and quality of assistance received from the teacher throughout the project. Based on a scale of 1 = "Low Quality, Infrequent" and 5 = "High Quality, Frequent," the mentors average quality rating was 4.67. This data indicates that the frequency and quality of assistance from the teacher was above average. Based on these results, the ITP should continue to work with teachers to increase the frequency and quality of assistance provided to mentors throughout the project.

Q6: _Average_ level and quality of assistance you received from ITP staff throughout the project.

(3.78)

1 = "Low Quality, Infrequent"
5 = "High Quality, Frequent"

In Question 6 mentors were asked about the quality of assistance received from the ITP staff throughout the project. Based on a scale of 1 = "Low Quality, Infrequent" and 5 = "High Quality, Frequent," mentors average quality rating was 3.78. This data indicates that the frequency and quality of assistance received from the ITP staff was of average quality. Based on these results, the ITP should work with their staff on increasing the frequency and quality of assistance provided to the mentors.

Q7: Things either the teacher or the ITP staff do to make a similar project more successful.

Selected Mentor Responses:

"Great project. Continue to support and encourage students (and mentors) to explore outside of the lesson plan."

"This project went very smoothly and the student really seemed to benefit from our work together, both from what the student wrote and from what the teacher has shared with me. I think having the teacher share all the careers students in the class are interested in with all the mentors was a great addition to this project. I think in many cases other mentors were able to help students obtain the requested interviews based on their own personal contacts. I would recommend doing this in the future. You never know what contacts different mentors have."

Q8: Feedback regarding the quality of the student's final project as well as suggestions for improvement.

Selected Mentor Responses:

"I know my student prepared a final project and was supposed to present it to his class, but I never saw the presentation or heard how it went."

"My particular student was exceptional. He was intelligent and self-motivated to complete assignments in a thorough and timely manner."

"Working with students who are held accountable for meeting their project goals, and who actively participate without the mentor having to pull teeth makes the partnership truly work."

**Q9**: Overall experience in the program.

(4.89)

1 = "Negative"
5 = "Positive"

In Question 9 mentors were asked about their overall experience in the program. Based on a scale of 1 = "Negative" and 5 = "Positive," mentors average overall experience was 4.89. This data indicates that the mentors' overall experience was above average. Based on these results, the ITP should continue to work with mentors on ways to continually improve their experience in the program.

Q10: Would you consider mentoring new students in the future?

Figure 4. Future Mentor Considerations, Telementor 2013-2014

100%
(n = 9)

- Yes
- No
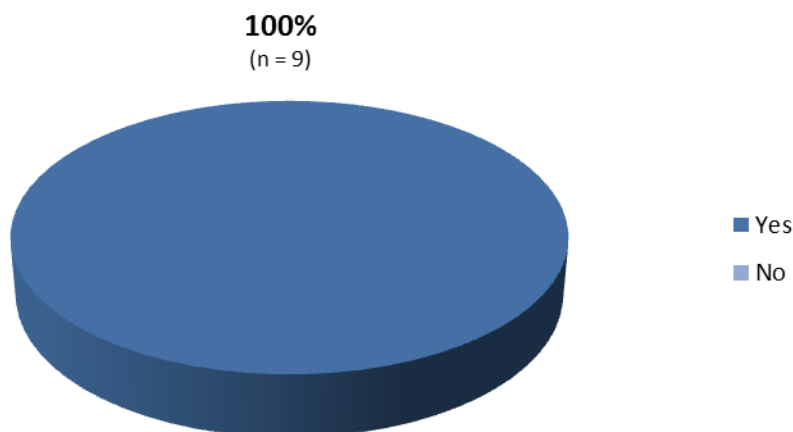
Q11: Why or why not? (Reference to Question 10)
Selected Mentor Responses: *"Absolutely! I really enjoy working with students, especially college & career research because I believe that it helps them to get a more realistic picture of different careers, what they need to do to obtain them and help motivate them to do their best in school."*   *"It is an important part of helping groom children for their role in the world they will be responsible for managing."*

Question 10 asked mentors if they would consider mentoring new students in the future. All nine (9) of the mentor respondents noted that they would mentor new students in the future. Selected responses from the mentors suggest that they enjoyed their experience in the program. Based on these results, it is highly recommended that the ITP develop an exit survey with mentors to ascertain the specific reasons for their decisions.

Q12: The most rewarding aspect of participating.

Selected Mentor Responses:

"Getting my student to expand their horizons just a bit."

"Seeing growth in a student."

"The students happiness in achieving goals."

Q13: The most difficult aspect of participating.

Selected Mentor Responses:

"Sometimes, it is hard to gauge the skills and/or interest of a student. It usually takes a while to get to know their capability before you can ask more detailed questions. At times, I wish I could continue my relationship with a student."
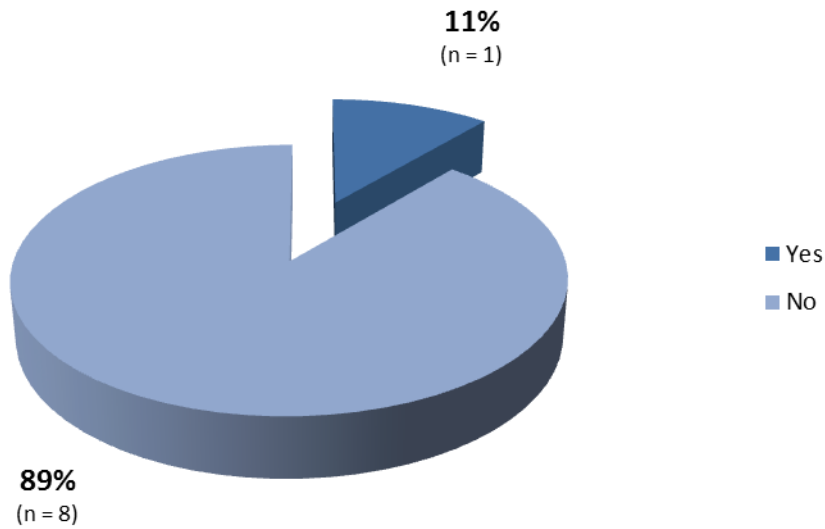
"Getting student to see the importance and detail required of editing their work."

"Managing my own time to be consistent with my messages. Still trying to find a system that works for me."

Q14: First time you've been part of a formal mentoring program.

Total Number of Mentor Respondents = **9**

Figure 5. First-Time Mentors, Telementor 2013-2014

11%
(n = 1)

Yes

No

89%
(n = 8)

Question 14 asked mentors if this was the first time they had been a part of a formal mentoring program. One (1) mentor respondent indicated that this was their first time participating in a formal mentoring program. However, eight (8) or 89% of the mentor respondents reported that they had previously participated in a formal mentoring program. Based on these results, we recommended that the ITP continue to recruit new mentors for student projects.

Student Perceptions of the College and Career Exploration Project

School: Haughton High School   **Project Date**: 1/20/14 – 5/8/14
Teacher: Michael Martson
 # Students: 4

Student Responses

Working Relationship with Mentor

Q1: Please describe the best part about working on this project with your mentor
Selected Student Responses: *"Sharing ideas and receiving feedback was one of the best part with my mentor."* *"She helped me get interviews with people. It was fun talking with these successful people."*

Students from Haughton High School highlighted that their experience with their mentor on this particular project was very enjoyable. Students noted that they were excited to have mentors that shared their ideas. Additionally, students noted that receiving help from their mentors was another enjoyable component of the program.

Q2: Please share any other academic areas where you'd like to receive help from a mentor
Selected Student Responses: *"I'd like to receive getting to the right path for my career."* *"[N]non [None] at this time."*

In Question 2 Haughton High School students working on this project were asked about other academic areas where they wanted assistance. A sampling of student responses did not focus on any specific academic area. One student (1) mentioned that they would like to receive additional assistance with charting their career path. These responses, though not specific, indicate that students perceive their mentor as a person that can provide additional assistance.

| Q3: What advice would you give your mentor as he/she works with a new student |
| --- |
| Selected Student Responses:

 "Always be positive about things and just try your best."

 "Talk with the student about the career he or she is working in." |

Question 3 asked students to provide advice to mentors as they work with new students in the future. Based on the sampling of the responses, students noted that mentors should be encouraging and supportive (i.e., positive). Students also recommended that mentors discuss the students' career path. This data highlights that students view communication as especially important to their success in the program.

Q4: How comfortable were you communicating with your mentor about your project?

Total Number of Student Respondents = **4**

Figure 1. Student Comfort Level with Mentor, Telementor 2013-2014
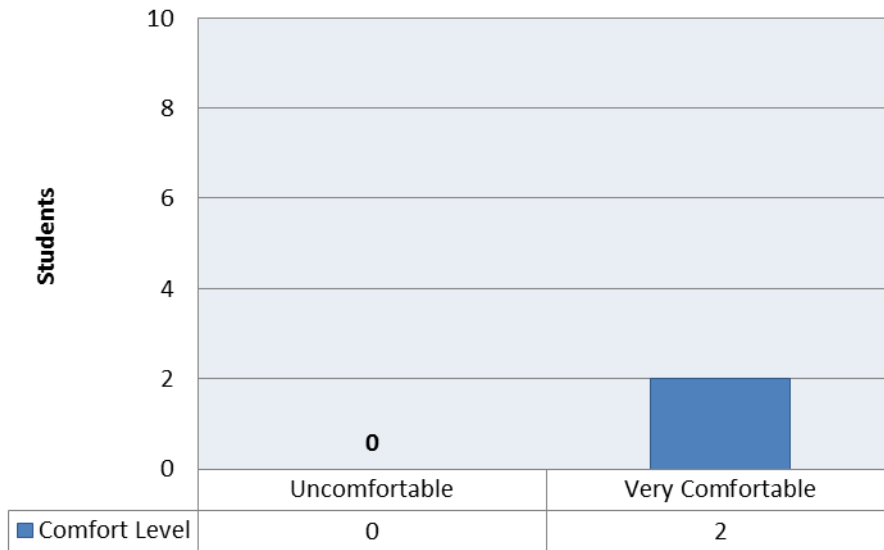
	Uncomfortable	Very Comfortable
Comfort Level	0	2

Question 4 asked students about their level of comfort with their mentors. The information provided in Figure 1 only highlights the data that was provided on the ends of the spectrum on the Likert-scale. Based on the results, two (2) of the four (4) students involved in this project indicated that they were very comfortable communicating with their mentors about their particular project. None of the student respondents indicated that they were uncomfortable. This is encouraging for the ITP as it seeks to build into the future.

Student Perceptions of Connections to Content Area Courses

Q5: I have a better understanding of the importance of doing well in math.

Total Number of Student Respondents = **4**

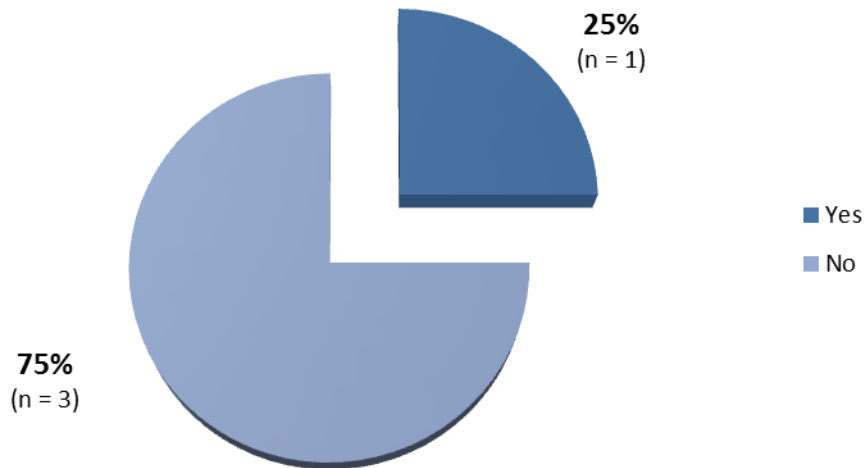*Figure 2.* Better Understanding of the Importance of Doing Well in Math, Telementor 2013-2014

In Question 5, students were asked in a Yes/No question format if they had a better understanding of doing well in math as a result of this project. Based on the results, two (2) or 50% of the student respondents reported that they did not have a better understanding of the importance of doing well in math. The remaining half (50%) of the student respondents indicated that they did have a better understanding of the importance of doing well in math. Altogether, these results should be taken lightly as not all students see the connection between their projects and doing well in a core content area such as mathematics.

Q6: I have a better understanding of the importance of doing well in science.

Total Number of Student Respondents = **4**

Figure 3. Better Understanding of the Importance of Doing Well in Science, Telementor 2013-2014
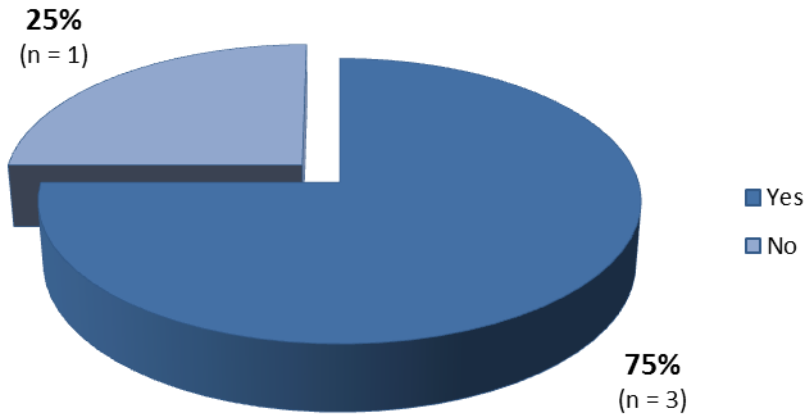

Question 6 asked the student respondents on this project if they had a better understanding of the importance of doing well in science. In analyzing the results in Figure 3, three (3) or 75% of the student respondents reported that they did not had a better understanding of the importance of doing well in science as a result of this project. Only one (1) student indicated that they had a better understanding of the importance of doing well in science. These responses indicate that the ITP, along with teachers and mentors, should work with students to help them make the necessary connections between project outcomes and doing well in core content areas.

Q7: I have a better understanding of the importance of doing well in reading and writing.

Total Number of Student Respondents = **4**

Figure 4. Better Understanding of the Importance of Doing Well in Reading/Writing, Telementor 2013-2014


In a similar question, students were asked if they had a better understanding of doing well in reading and writing. Three (3) or 75% of the student respondents reported that they recognized the importance of doing well in reading and writing as a result of this project. Only one (1) student reported that they did not have a better understanding of the importance of doing well in these areas. Though these findings are positive, we recommend that the ITP, along with teachers and mentors, continue to emphasize the importance of content courses as they work with students on these projects.

Q8: My writing skills have improved.

Total Number of Student Respondents = **4**

Figure 5. Improvement in Writing Skills, Telementor 2013-2014
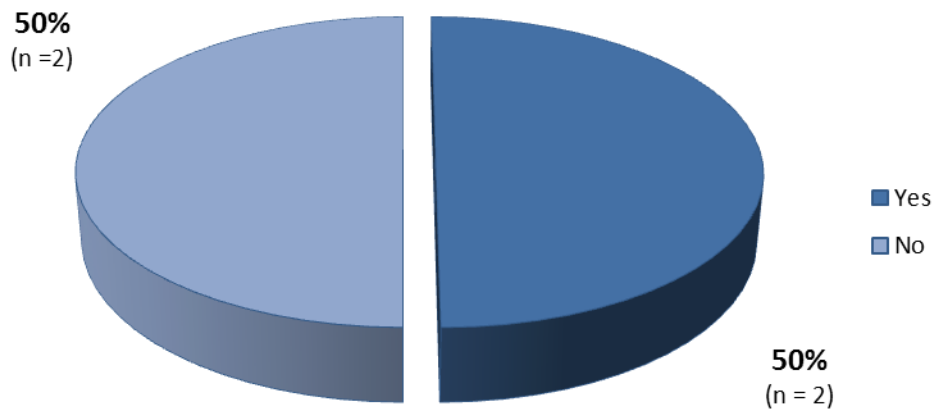
50%
(n =2)

Yes
No

50%
(n = 2)

Question 8 asked the student respondents on this project if their writing skills had improved as a result of working on their project with their mentor. In analyzing Figure 5, the results are unclear. Two (2) or 50% of the student respondents reported that their writing skills had not improved as a result of this project. The remaining half (50%) of student respondents reported that their writing skills had improved. Based on the data, we recommend that the IPT, along with teachers and mentors, work with these students so that they can recognize the growth they have made during these projects.

Q9: My teamwork skills have improved.

Total Number of Student Respondents = **4**

*Figure 6.* Improvement in Teamwork Skills, Telementor 2013-2014
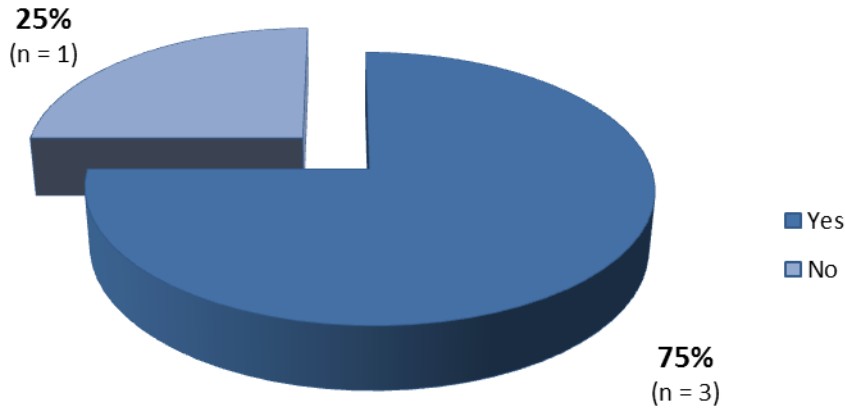
In Question 9, students were asked in a Yes/No question format if they had noticed an improvement in their teamwork skills while working on this project. We see approximately 75% with favorable responses related to an increase in teamwork skills. Based on the results, three (3) or 75% of the student respondents reported that they had improved teamwork skills. Only one (1) student respondent reported that they did not have improvement. Though these findings are positive, we recommend that the ITP and affiliated constituents continue to work with Haughton High School students so that they will be able to recognize improvement in their teamwork skills.

Q10: I'm taking more responsibility for my own academic success.

Total Number of Student Respondents = **4**

Figure 7. Taking More Responsibility for Academic Success, Telementor 2013-2014
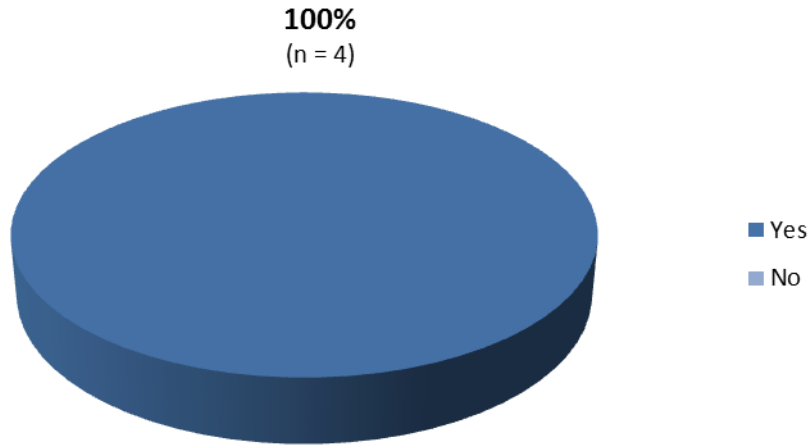
100%
(n = 4)

■ Yes
■ No

Question 10 is one of the more important questions asked of students in this survey. The goal of students taking control of academic success is very important to the ITP. In Figure 7, we find that all four (4) or 100% of the student respondents reported that they are now taking more control of their own academic success. None of the students indicated at the time of the survey that they had not taken more control of their academic success. This data should be encouraging for the ITP and all of the affiliated constituents given that each of the students, after completing this project, are excited about their educational endeavors.

Q11: I plan to further my education beyond high school (trade school, community college, university).

Total Number of Student Respondents = **4**

Figure 8. Education Plans Beyond High School, Telementor 2013-2014
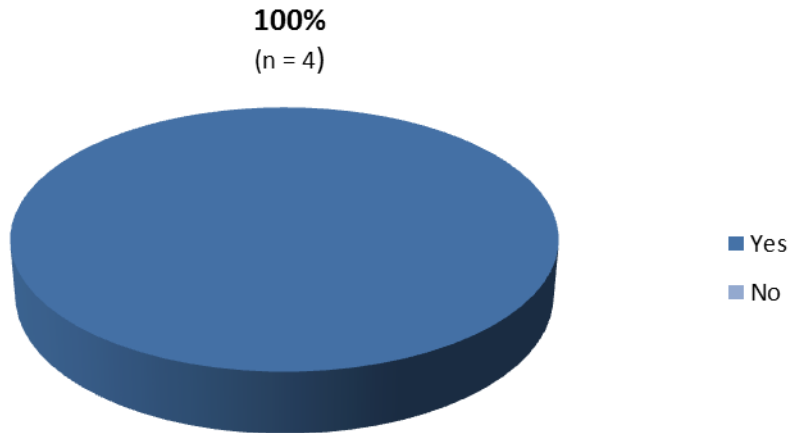
100%
(n = 4)

■ Yes
■ No

Student respondents in Question 11 of the survey were asked if they had planned to further their education beyond high school as a result of being involved in the ITP. Once again, all four (4) or 100% of the student respondents indicated that they had planned to pursue some postsecondary option. None of the students noted they had not planned to pursue postsecondary opportunities at the time of the survey. Given these results, each of the students in the ITP have decisively indicated that postsecondary options are in their future. It is highly recommended that the ITP continue to build upon this momentum and incorporate, within the program, different types of postsecondary alternatives that are available to students.

Q12: What was your overall experience using the International Telementor Program Web site?

Total Number of Student Respondents = **4**

Figure 9. Overall Experience Using the International Program Web site, Telementor 2013-2014

|	Difficult	Easy
■ Web Site Use	0	0
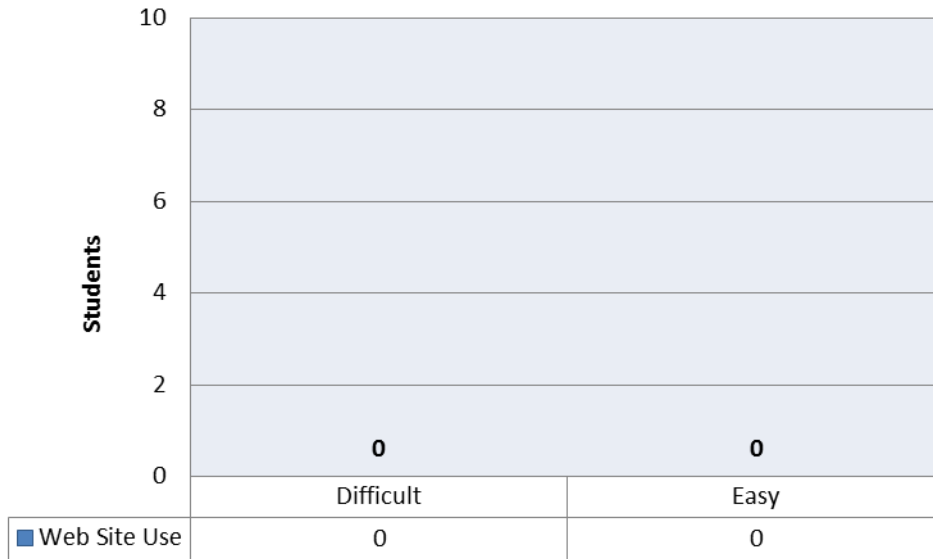
In Question 12 students respondents were asked about their overall experience using the ITP website. The results are unclear. None of the student respondents reported that they had an easy nor difficult experience using the program website. Based on this information, we recommend that the ITP upgrade the website for greater accessibility and ease of use.

Q13: Please rate your overall experience in the program.

Total Number of Student Respondents = **4**

Figure 10. Overall Program Experience, Telementor 2013-2014
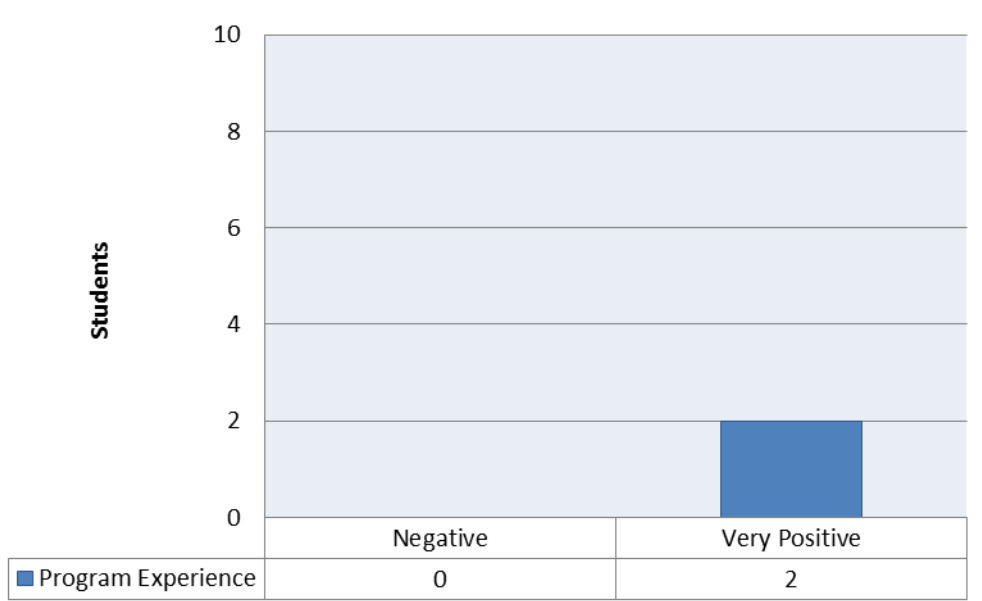

In Question 13 student respondents were asked about their overall experience in the ITP. Two (2) student respondents reported they had a very positive experience in the ITP. None of the students reported any negative experiences in the program. It is highly recommended that the ITP continue to monitor student perceptions of the program as it continues to grow.

Q14: Would you be interested in receiving mentoring support from professional in the future?

Total Number of Student Respondents = **4**

Figure 11. Interest in Receiving Future Professional Mentoring Support, Telementor 2013-2014

100%
(n = 4)

■ Yes
■ No
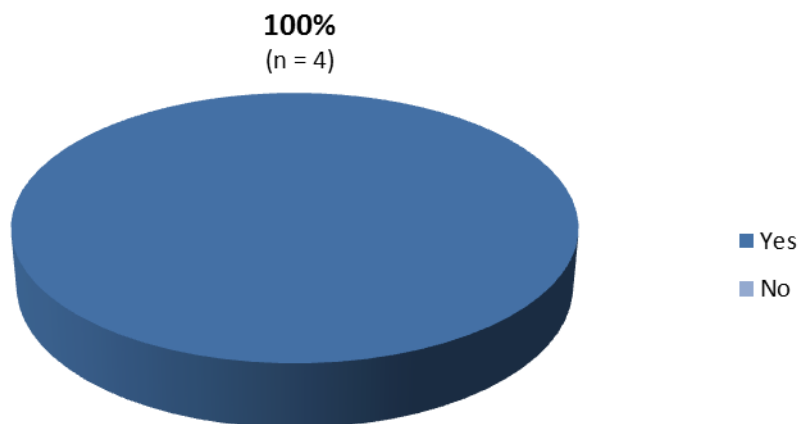
| Q15: Please describe why or why not. (Reference to Question 14) |
| --- |
| Selected Student Responses:

"I wanna [want to] be on the right path and feel like I'm doing the right thing for a successful career and life."

"I would like help in other careers I would choose in the future." |

In Questions 14 and 15 student respondents were asked about their interest in receiving future mentoring support in the ITP. All four (4) or 100% of the student respondents reported that they were open to receiving mentoring in the future in this program (see sampled explanations provided in Question 15). It is highly recommended that the ITP continue to match students who have an interest in receiving mentoring with available mentors so they can continue to reach their academic goals.

Q16: Was this the first time you have been part of a formal mentoring program?

Total Number of Student Respondents = **4**

Figure 12. First-Time Participants in a Formal Mentoring Program, Telementor 2013-2014
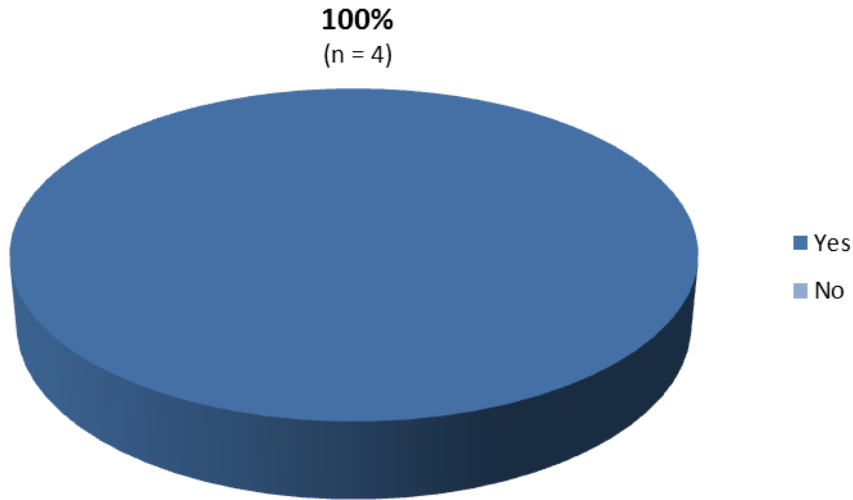
Question 16 provides pertinent data for the ITP. Figure 12 notes that all four (4) or 100% of the student respondents were first-time participants in this formal mentoring program. None of the students reported that they had previously participated in a formal mentoring program. This data is very important given that, for the majority of the students, this was the first mentoring program in which they participated. In a positive sense, having this form of exposure will allow students to grow and improve academically.

Q17: Please describe the most difficult parts of working on this project with your mentor.
Selected Student Responses: *"It was hard talking to successful designers."*   *"[P]presenting"*

Q18: Did we miss something?
Selected Student Responses: *"No, everything was okay."*   *"This program helped me a lot I know tons of things about my career."*

Mentor Responses on the College and Career Exploration Project

School: Haughton High School   **Project Date**: 1/20/14 – 5/8/14
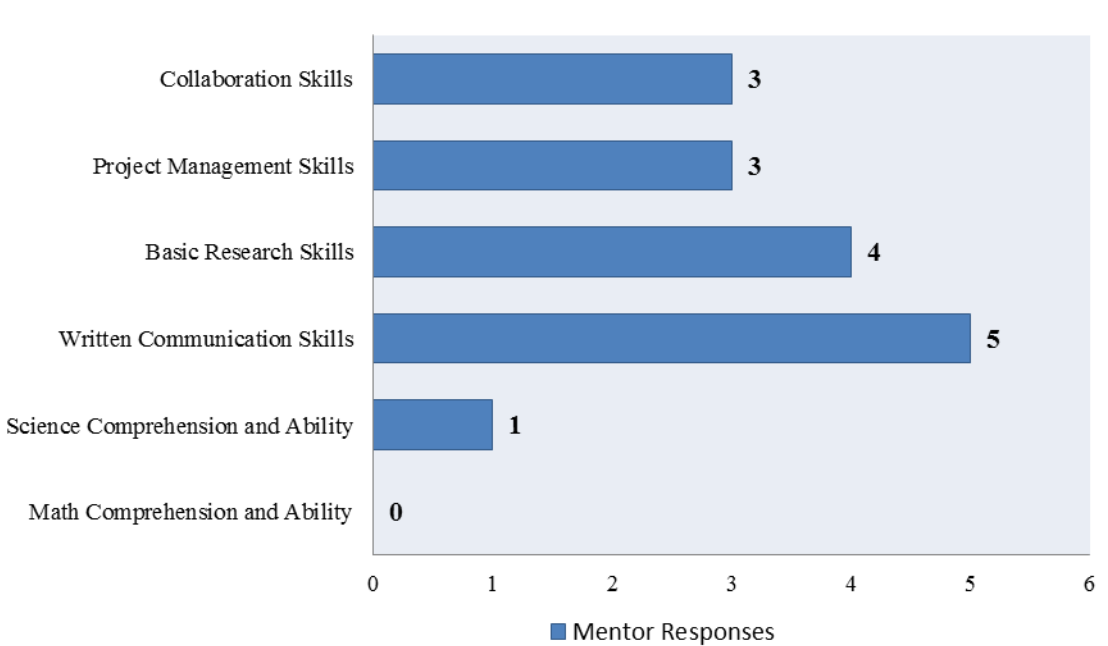**Teacher**: Michael Martson
 # Mentors: 6

Mentor Responses

Q1: Please indicate the student skill areas that you feel you influenced through this project.

Total Number of Mentor Respondents = **6**

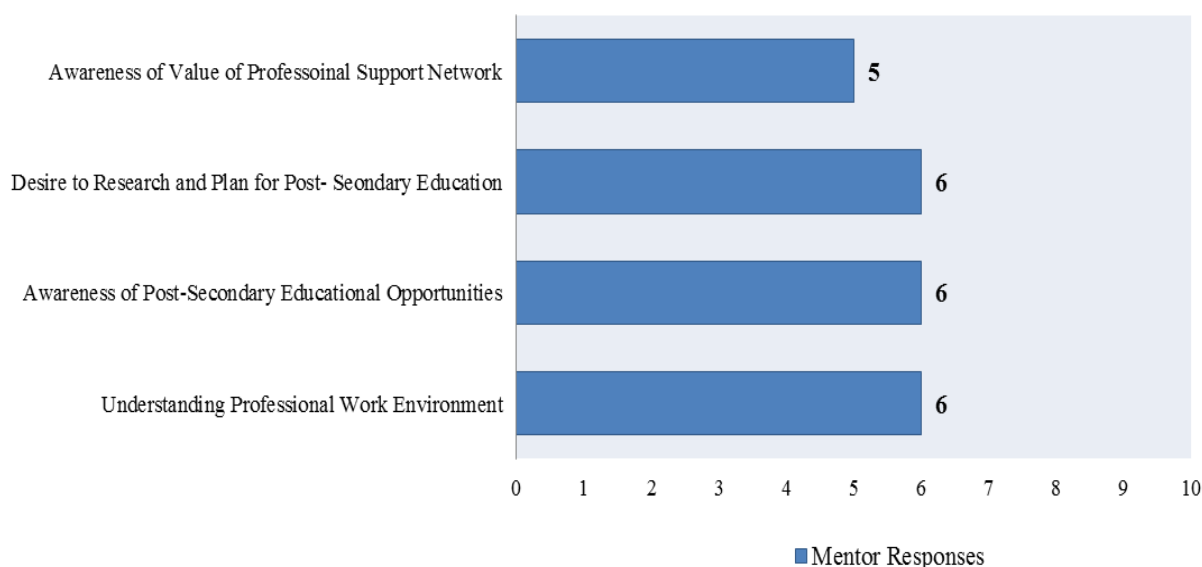*Figure 1.* Most Influenced Student Skill Areas, Telementor 2013-2014

In Question 1 mentors were asked to indicate the student skill areas that they felt they influenced through this project. According to Figure 1, 3 mentors indicated they influenced *collaboration skills*; 3 also indicated they influenced *project management skills*; 4 indicated they influenced *basic research skills*; 5 indicated they influenced *written communication;* 1 indicated they influenced *science comprehension;* and none of the mentors indicated they influenced *math comprehension*. Based on these results, mentors highlighted that they believed their mentorship on this project improved some significant skill areas. However, the data does show that the lowest area of influence was math comprehension. It is highly recommended that the ITP continue to work with mentors on effective ways to influence math comprehension and ability through project-based learning.

Q2: Please indicate if your mentoring support aided your student in the following areas.

Figure 2. Areas Aided by Mentoring Support, Telementor 2013-2014

Question 2 asked mentors to indicate if their mentoring support aided their students in the areas highlighted in Figure 2. According to Figure 2, 5 mentors indicated their mentorship aided students in the *awareness of the value of a professional support network*; 6 indicated their mentorship supported a *desire to research and plan for post-secondary education*; 6 also indicated their mentorship aided an *awareness of post-secondary educational opportunities* and an *understanding of the professional work environment*. Based on these results, mentors highlighted that they provided support in significant areas. It is highly recommended that the ITP continue to build on these strengths with mentors to further enhance the students' experience.

Q3: The _average_ quality of the messages received from students throughout the project.[2]

   (3.33)

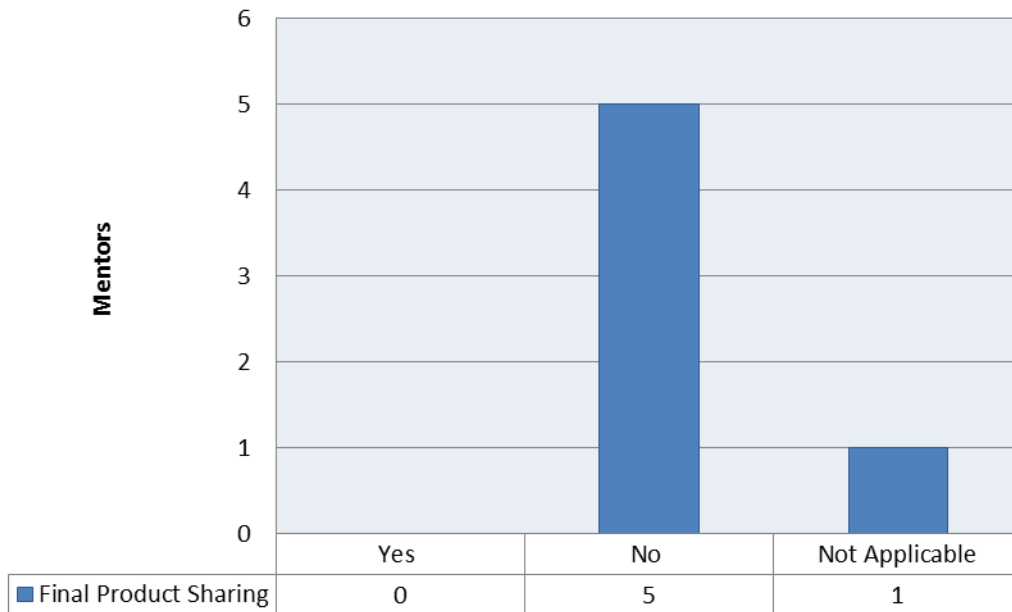   **1** = "Poor Quality"
   5 = "Above Average Quality"

In Question 3, mentors were asked about the quality of messages received from students throughout the project. Based on a scale of 1 = "Poor Quality" and 5 = "Above Average Quality," the mentors' average quality rating was 3.33. This data indicates that mentors believed the messages received from students throughout the project was of average quality. Based on this information, the ITP should work with students on their writing skills to improve the quality of messages sent to mentors.

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[2] Individual data on mentor responses were not provided in the *Mentor Survey Summary*.

Q4: Did you student share a final project (presentation, research report, plan, etc.) with you for this project?

Figure 3. Student Sharing of Final Product with Mentor, Telementor 2013-2014

Final Product Sharing	Yes	No	Not Applicable
	0	5	1

Question 4 asked mentors if their students shared a final project (presentation, research, report, plan, etc.) with them for this project. According to Figure 3, the majority of mentors (5) indicated that their students did not share their final project with them at the conclusion of the program. From these results, we recommend that the ITP consider building in a component that requires students to share their final projects with the mentors who have assisted them with the projects creation.

Q5: *Average* level and quality of assistance received from the teacher throughout the project.

(3.83)

1 = "Low Quality, Infrequent"
5 = "High Quality, Frequent"

In Question 5 mentors were asked about the level and quality of assistance received from the teacher throughout the project. Based on a scale of 1 = "Low Quality, Infrequent" and 5 = "High Quality, Frequent," the mentors average quality rating was 3.83. This data indicates that the frequency and quality of assistance from the teacher was of average quality. Based on these results, the ITP should continue to work with teachers to increase the frequency and quality of assistance provided to mentors throughout the project.

Q6: *Average* level and quality of assistance you received from ITP staff throughout the project.

(3.83)

1 = "Low Quality, Infrequent"
5 = "High Quality, Frequent"

In Question 6 mentors were asked about the quality of assistance received from the ITP staff throughout the project. Based on a scale of 1 = "Low Quality, Infrequent" and 5 = "High Quality, Frequent," mentors average quality rating was 3.83. This data indicates that the frequency and quality of assistance received from the ITP staff was of average quality. Based on these results, the ITP should work with their staff on increasing the frequency and quality of assistance provided to the mentors.

Q7: Things either the teacher or the ITP staff do to make a similar project more successful.

Selected Mentor Responses:

"Create a mobile app to communicate via Social media so student can communicate with mentor and don't have to wait for next time either one checking email or logging into telementor website."

"Please alert us from the start what general levels of secondary education are likely appropriate for the students we are mentoring - it would have helped to know that even more upfront."

"Provide context/outline on what the students are taught during the first day - orientation/kickoff/guidelines."

Q8: Feedback regarding the quality of the student's final project as well as suggestions for improvement.

Selected Mentor Responses:

"Excellent report and follow-through. Fayth definitely has good ambition and drive and focused on her design."

"I think JD's final project showed a very good grasp on career path and the education needed. It also showed a lot of passion!"

"Nolan's project showed a good closure on the project, and made me feel better about what he'd been doing."

**Q9**: Overall experience in the program.

(4.50)

1 = "Negative"
5 = "Positive"

In Question 9 mentors were asked about their overall experience in the program. Based on a scale of 1 = "Negative" and 5 = "Positive," mentors average overall experience was 4.50. This data indicates that the mentors' overall experience was above average. Based on these results, the ITP should continue to work with mentors on ways to continually improve their experience in the program.

Q10: Would you consider mentoring new students in the future?

Total Number of Mentor Respondents = **6**

Figure 4. Future Mentor Considerations, Telementor 2013-2014

100%
(n = 6)

■ Yes
■ No
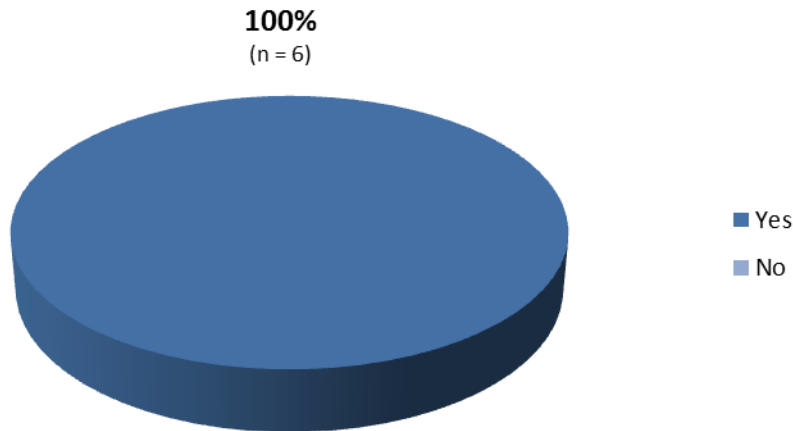
Q11: Why or why not? (Reference to Question 10)
Selected Mentor Responses: *"I learn from my students. I will continue to be a mentor"*   *"Yes - so long as I feel that I am making a positive difference for the students"*

Question 10 asked mentors if they would consider mentoring new students in the future. All six (6) of the mentor respondents noted that they would mentor new students in the future. Selected responses from the mentors suggest that they enjoyed their experience in the program. Based on these results, it is highly recommended that the ITP develop an exit survey with mentors to ascertain the specific reasons for their decisions.

Q12: The most rewarding aspect of participating.
Selected Mentor Responses: *"When student listen to your suggestions"* *"Seeing the student's understanding and commitment grow."*

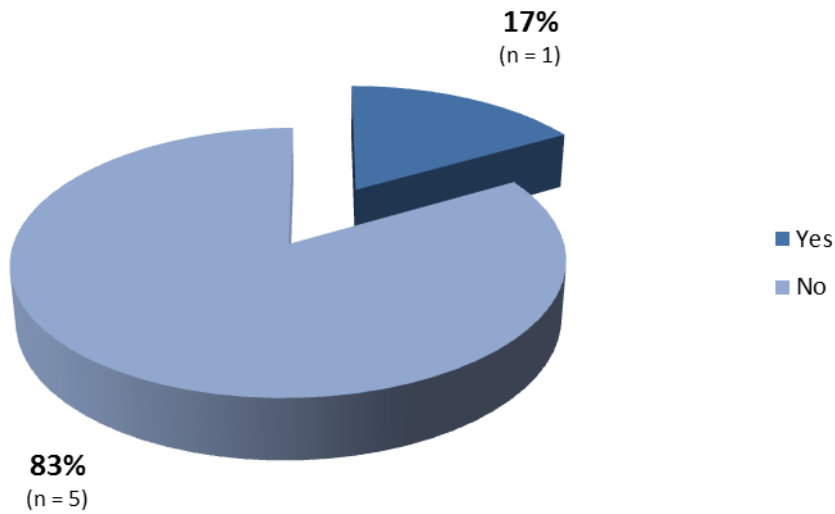| Q13: The most difficult aspect of participating. |
| --- |
| Selected Mentor Responses:

"[W] when student is not very responsive."

"Finding professionals from afar in a field that does not rely as much on e-mail." |

Q14: First time you've been part of a formal mentoring program.

Total Number of Mentor Respondents = **6**

Figure 5. First-Time Mentors, Telementor 2013-2014

17%
(n = 1)

■ Yes
■ No

83%
(n = 5)

Question 14 asked mentors if this was the first time they had been a part of a formal mentoring program. One (1) mentor respondent indicated that this was their first time participating in a formal mentoring program. However, five (5) or 83% of the mentor respondents reported that they had previously participated in a formal mentoring program. Based on these results, we recommended that the ITP continue to recruit new mentors for student projects.

Student Perceptions of the College and Career Exploration Project

School: Benton High School   **Project Date**: 2/11/14 – 5/9/14
Teacher: Nick Moore
 # Students: 8

Student Responses

Working Relationship with Mentor

Q1: Please describe the best part about working on this project with your mentor
Selected Student Responses: *"The amazing advice he gave me."* *"The best part of working on this project with my mentor was having someone more experienced provide advice on my career choices. Because of this I have a clearer understanding of exactly what my career goals are."* *"The best part of working on this project with my mentor was how comfortable I was talking to her. She was very warm and encouraging. I didn't feel like I had to impress her but I did want to show her my very best. We could openly talk about things going on in our life while easily staying on track with the project."*

Students from Benton High School highlighted that their experience with their mentor on this particular project was very enjoyable. Students noted that they were excited to have experienced mentors that provided useful advice. Additionally, students noted that building a relationship with their mentors was another enjoyable component of the program.

Q2: Please share any other academic areas where you'd like to receive help from a mentor
Selected Student Responses: *"The only area I need a mentor in is Computer Science…"* *"Science."*

In Question 2 Benton High School students working on this project were asked about other academic areas where they wanted assistance. A sampling of student responses focused on the area of Science. One student (1) mentioned that they would like to receive additional assistance, specifically, with Computer Science. These responses indicate that students perceive their mentor as a person that can provide additional assistance.

| Q3: What advice would you give your mentor as he/she works with a new student |
|---|
| Selected Student Responses:

"I would advise to get more involved in the student's life, it's easier to connect with the student if you know more about their life."

"I would suggest offering more help. Some of that might have been me not asking for much help." |

Question 3 asked students to provide advice to mentors as they work with new students in the future. Based on the sampling of the responses, students noted that mentors should attempt to build a relationship when working with students. Students also recommended that mentors provide additional help as needed. This data highlights that students view relationship building and project assistance as especially important to their success in the program.

Q4: How comfortable were you communicating with your mentor about your project?

Total Number of Student Respondents = **8**

Figure 1. Student Comfort Level with Mentor, Telementor 2013-2014
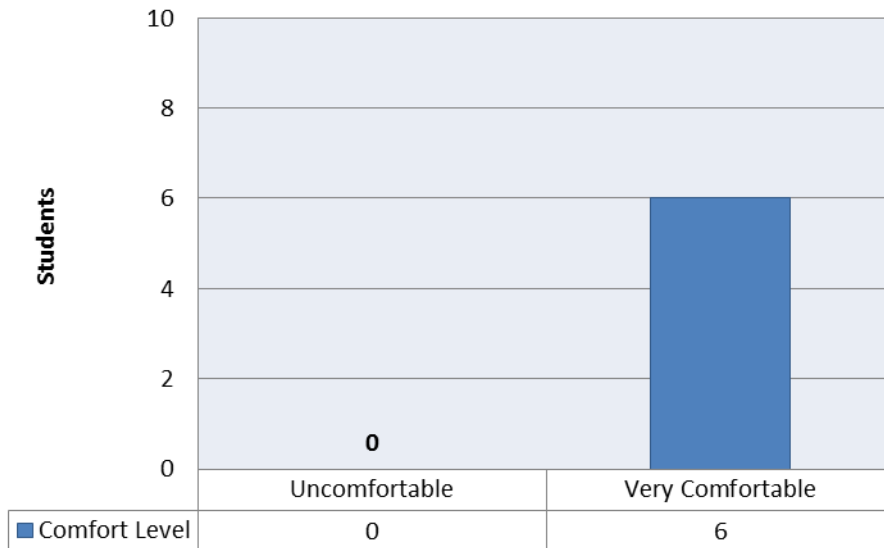
| Comfort Level	Uncomfortable	Very Comfortable
Comfort Level	0	6

Question 4 asked students about their level of comfort with their mentors. The information provided in Figure 1 only highlights the data that was provided on the ends of the spectrum on the Likert-scale. Based on the results, six (6) of the eight (8) students involved in this project indicated that they were very comfortable communicating with their mentors about their particular project. None of the student respondents indicated that they were uncomfortable. This is encouraging for the ITP as it seeks to build into the future.

Student Perceptions of Connections to Content Area Courses

Q5: I have a better understanding of the importance of doing well in math.

Total Number of Student Respondents = **8**

Figure 2. Better Understanding of the Importance of Doing Well in Math, Telementor 2013-2014
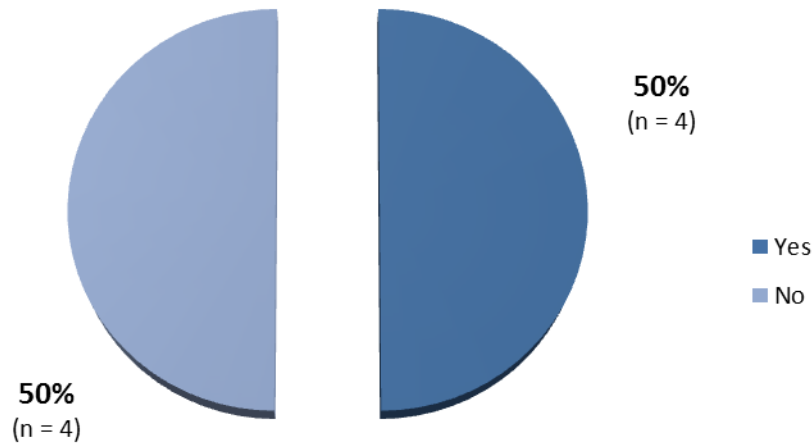
In Question 5, students were asked in a Yes/No question format if they had a better understanding of doing well in math as a result of this project. Based on the results, four (4) or 50% of the student respondents reported that they did not have a better understanding of the importance of doing well in math. The remaining half (50%) of the student respondents indicated that they did have a better understanding of the importance of doing well in math. Altogether, these results should be taken lightly as not all students see the connection between their projects and doing well in a core content area such as mathematics.

Q6: I have a better understanding of the importance of doing well in science.

Total Number of Student Respondents = **8**

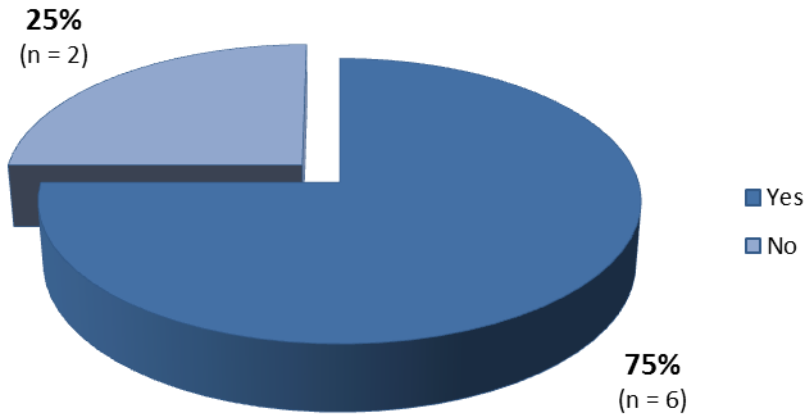*Figure 3*. Better Understanding of the Importance of Doing Well in Science, Telementor 2013-2014

Question 6 asked the student respondents on this project if they had a better understanding of the importance of doing well in science. In analyzing the results in Figure 3, four (4) or 50% of the student respondents reported that they did not had a better understanding of the importance of doing well in science as a result of this project. The remaining half (50%) of the students indicated that they had a better understanding of the importance of doing well in science. These results are unclear. Based on the data, however, we recommend that the ITP, along with teachers and mentors, work with students to help them make the necessary connections between project outcomes and doing well in core content areas.

Q7: I have a better understanding of the importance of doing well in reading and writing.

Total Number of Student Respondents = **8**

Figure 4. Better Understanding of the Importance of Doing Well in Reading/Writing, Telementor 2013-2014

25%
(n = 2)
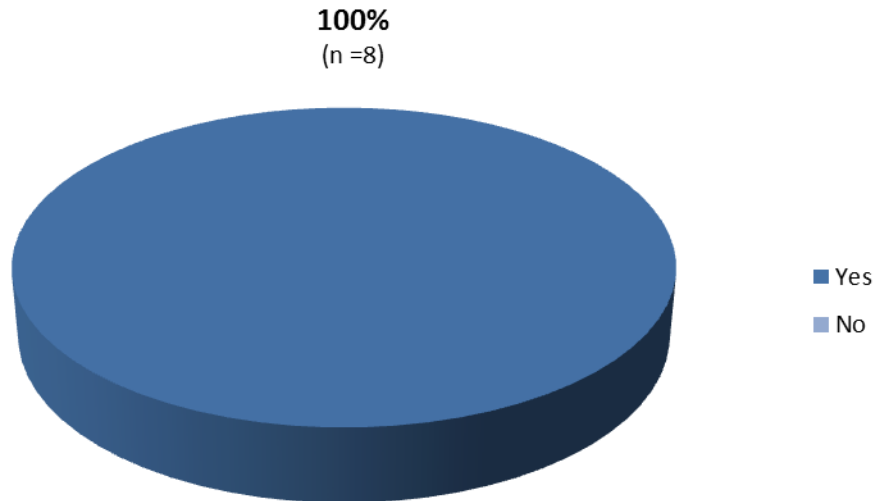
■ Yes
□ No

75%
(n = 6)

In a similar question, students were asked if they had a better understanding of doing well in reading and writing. Six (6) or 75% of the student respondents reported that they recognized the importance of doing well in reading and writing as a result of this project. However, two (2) students reported that they did not have a better understanding of the importance of doing well in these areas. Though these findings are positive, we recommend that the ITP, along with teachers and mentors, continue to emphasize the importance of content courses as they work with students on these projects.

Q8: My writing skills have improved.

Figure 5. Improvement in Writing Skills, Telementor 2013-2014

100%
(n =8)

■ Yes
■ No

Question 8 asked the student respondents on this project if their writing skills had improved as a result of working on their project with their mentor. In analyzing Figure 5, the results show that all eight (8) or 100% of the student respondents reported that their writing skills had improved as a result of this project. None of the students reported that their writing skills had not improved. Though these findings are positive, we recommend that the IPT, along with teachers and mentors, continue to work with these students so that they can recognize the growth they have made during these projects.

Q9: My teamwork skills have improved.

Total Number of Student Respondents = **8**

*Figure 6.* Improvement in Teamwork Skills, Telementor 2013-2014
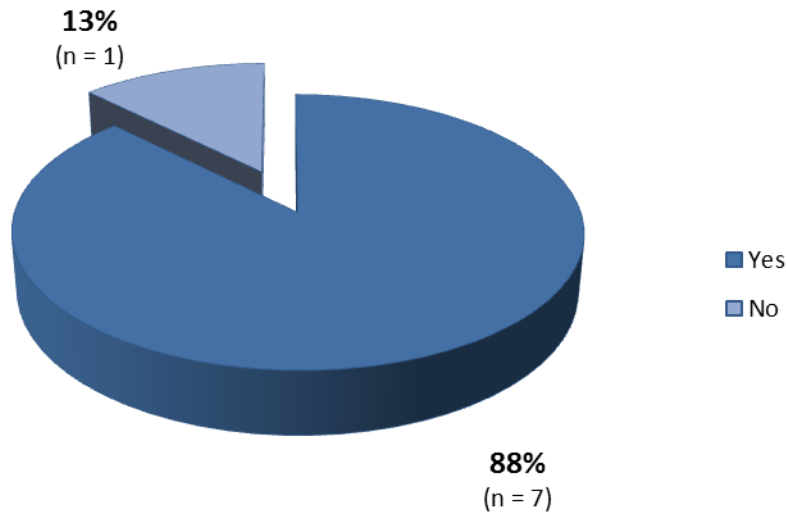
In Question 9, students were asked in a Yes/No question format if they had noticed an improvement in their teamwork skills while working on this project. We see approximately 88% with favorable responses related to an increase in teamwork skills. Based on the results, seven (7) or 88% of the student respondents reported that they had improved teamwork skills. Only one (1) student respondent reported that they did not have any improvement. Though these findings are positive, we recommend that the ITP and affiliated constituents continue to work with Benton High School students so that they will be able to recognize improvement in their teamwork skills.

Q10: I'm taking more responsibility for my own academic success.

Total Number of Student Respondents = **8**

Figure 7. Taking More Responsibility for Academic Success, Telementor 2013-2014
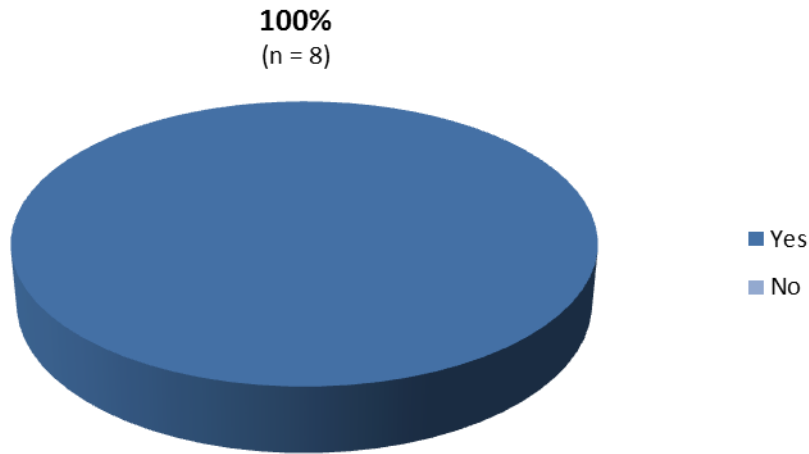

100%
(n = 8)

■ Yes
■ No

Question 10 is one of the more important questions asked of students in this survey. The goal of students taking control of academic success is very important to the ITP. In Figure 7, we find that all eight (8) or 100% of the student respondents reported that they are now taking more control of their own academic success. None of the students indicated at the time of the survey that they had not taken more control of their academic success. This data should be encouraging for the ITP and all of the affiliated constituents given that each of the students, after completing this project, are excited about their educational endeavors.

Q11: I plan to further my education beyond high school (trade school, community college, university).

Total Number of Student Respondents = **8**

*Figure 8.* Education Plans Beyond High School, Telementor 2013-2014
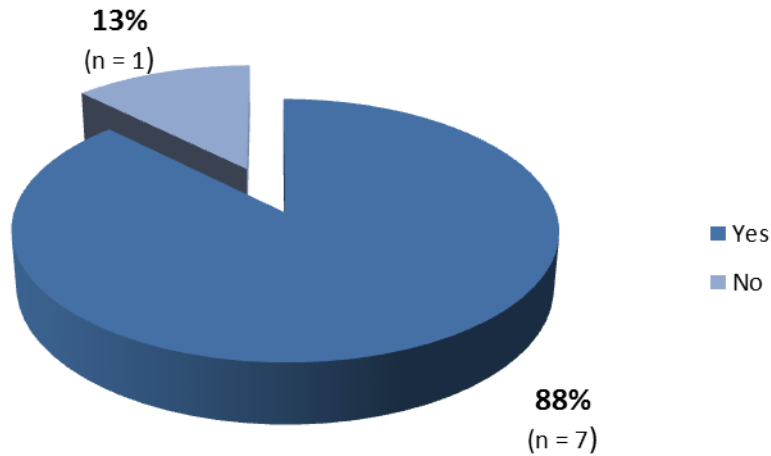
Student respondents in Question 11 of the survey were asked if they had planned to further their education beyond high school as a result of being involved in the ITP. Seven (7) or 88% of the student respondents indicated that they had planned to pursue some postsecondary option. Only one (1) of the students noted they had not planned to pursue postsecondary opportunities at the time of the survey. Based on these findings, the majority of the students in the ITP have decisively indicated that postsecondary options are in their future. However, tt is highly recommended that the ITP continue to build upon this momentum and incorporate, within the program, different types of postsecondary alternatives that are available to students.

Q12: What was your overall experience using the International Telementor Program Web site?

Total Number of Student Respondents = **8**

Figure 9. Overall Experience Using the International Program Web site, Telementor 2013-2014

|	Difficult	Easy
Web Site Use	0	3
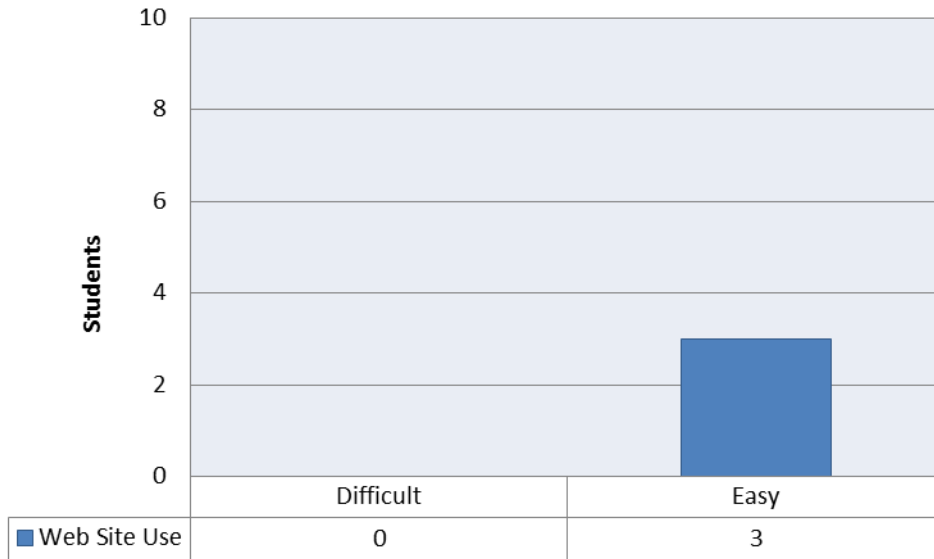
In Question 12 students respondents were asked about their overall experience using the ITP website. Three (3) of the student respondents reported that they had an easy experience using the program website. None the students indicated that the website was difficult to use. Based on this data, we recommend that the ITP upgrade the website for greater accessibility and ease of use.

Q13: Please rate your overall experience in the program.

Total Number of Student Respondents = **8**

Figure 10. Overall Program Experience, Telementor 2013-2014

|	Negative	Very Positive
■ Program Experience	0	5
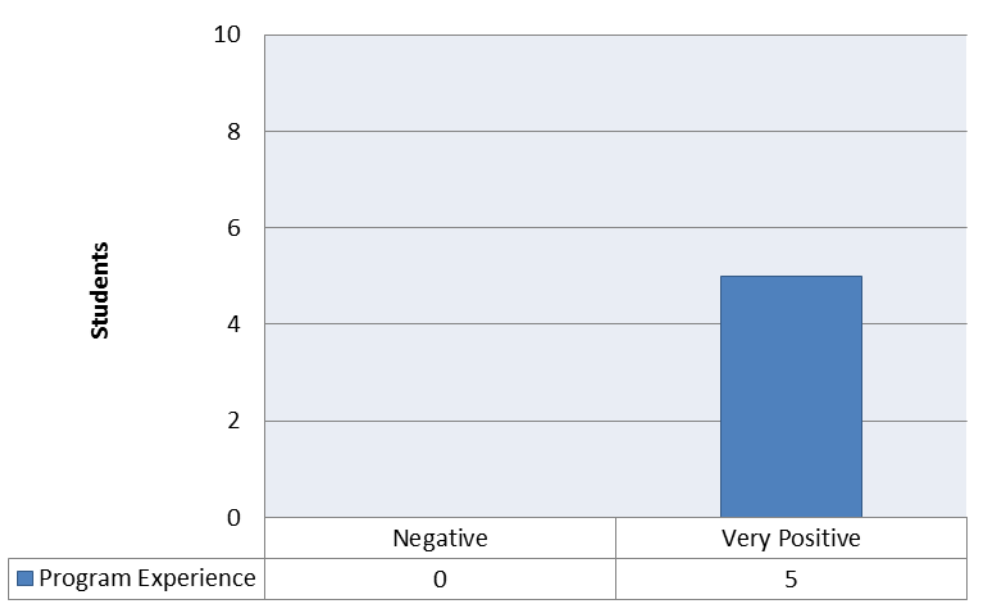
In Question 13 student respondents were asked about their overall experience in the ITP. Five (5) student respondents reported they had a very positive experience in the ITP. None of the students reported any negative experiences in the program. It is highly recommended that the ITP continue to monitor student perceptions of the program as it continues to grow.

Q14: Would you be interested in receiving mentoring support from professional in the future?

Total Number of Student Respondents = **8**

Figure 11. Interest in Receiving Future Professional Mentoring Support, Telementor 2013-2014

100%
(n = 8)

- Yes
- No
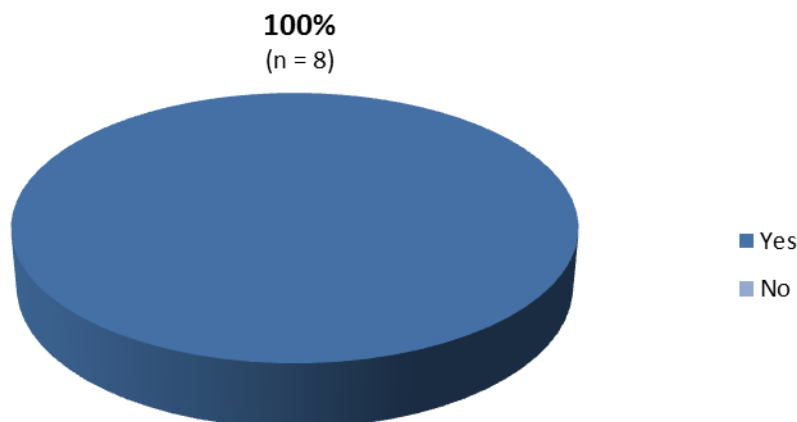
| Q15: Please describe why or why not. (Reference to Question 14) |
|---|
| Selected Student Responses:

"Yes, because it would be nice to have some one [someone] to guide you through my future and help me make the right decisions to lead me to a successful career."

"I would because I think that it gives me a better understanding of what I should expect realistically."

"I would be interested in receiving mentoring support from professionals in the future because it has helped me now and I'm sure it will help me in the future." |

In Questions 14 and 15 student respondents were asked about their interest in receiving future mentoring support in the ITP. All eight (8) or 100% of the student respondents reported that they were open to receiving mentoring in the future in this program (see sampled explanations provided in Question 15). It is highly recommended that the ITP continue to match students who have an interest in receiving mentoring with available mentors so they can continue to reach their academic goals.

Q16: Was this the first time you have been part of a formal mentoring program?

Total Number of Student Respondents = **8**

Figure 12. First-Time Participants in a Formal Mentoring Program, Telementor 2013-2014
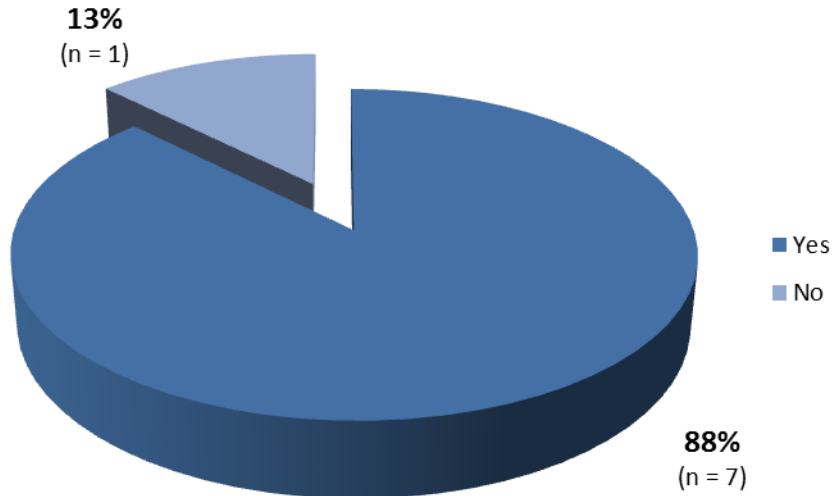
Question 16 provides pertinent data for the ITP. Figure 12 notes that seven (7) or 88% of the student respondents were first-time participants in this formal mentoring program. Only one (1) of the students reported that they had previously participated in a formal mentoring program. This data is very important given that, for the majority of the students, this was the first mentoring program in which they participated. In a positive sense, having this form of exposure will allow students to grow and improve academically.

Q17: Please describe the most difficult parts of working on this project with your mentor.

Selected Student Responses:

"The most difficult part of working with the mentor was when I would lose Internet and contact…"

"The most difficult part of this project was probably the very beginning. Searching for a career to pursue was very hard for me."

"The most difficult part was finding professionals specifically in my field to do research on."

Q18: Did we miss something?

Selected Student Responses:

"This was a very positive experience for me. I'm very glad I got to be a part of it."

"…I found the colleges myself, which was fine, but the only thing he could have done different was to find three colleges that would best fit my needs for my career."

Mentor Responses on the College and Career Exploration Project

School: Benton High School   **Project Date**: 2/11/14 – 5/9/14
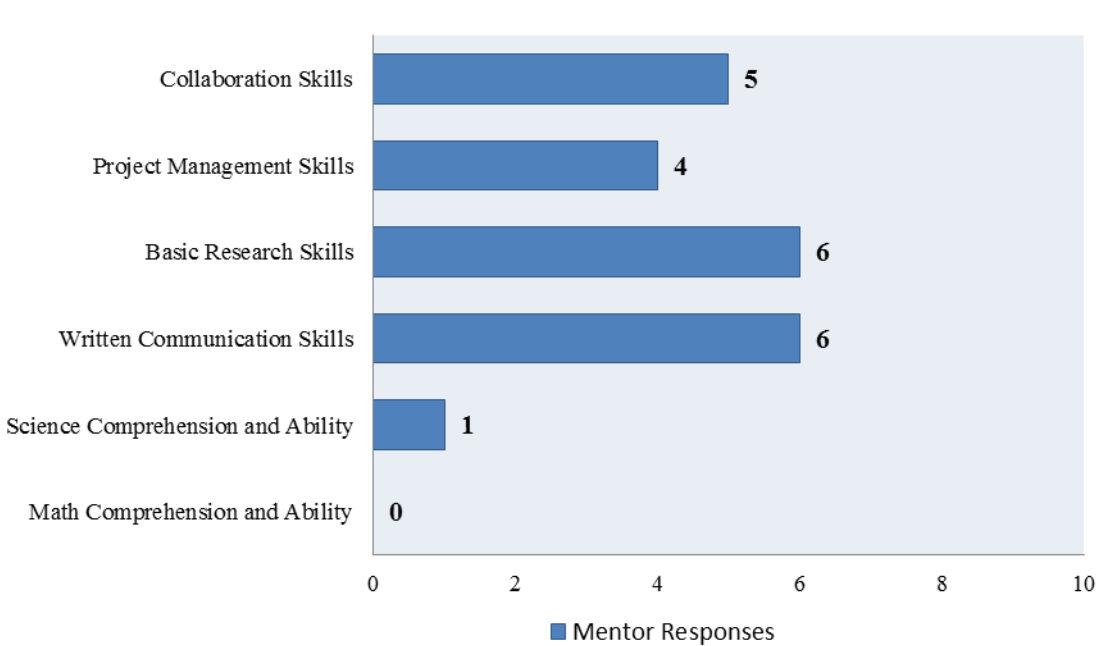**Teacher**: Nick Moore
 # Mentors: 6

Mentor Responses

Q1: Please indicate the student skill areas that you feel you influenced through this project.

Total Number of Mentor Respondents = **6**

Figure 1. Most Influenced Student Skill Areas, Telementor 2013-2014


In Question 1 mentors were asked to indicate the student skill areas that they felt they influenced through this project. According to Figure 1, 5 mentors indicated they influenced *collaboration skills*; 4 indicated they influenced *project management skills*; 6 indicated they influenced *basic research skills*; 6 also indicated they influenced *written communication;* 1 indicated they influenced *science comprehension;* and none of the mentors indicated they influenced *math comprehension*. Based on these results, mentors highlighted that they believed their mentorship on this project improved some significant skill areas. However, the data does show that the lowest area of influence was math comprehension. It is highly recommended that the ITP continue to work with mentors on effective ways to influence math comprehension and ability through project-based learning.

Q2: Please indicate if your mentoring support aided your student in the following areas.

Total Number of Mentor Respondents = **6**

Figure 2. Areas Aided by Mentoring Support, Telementor 2013-2014
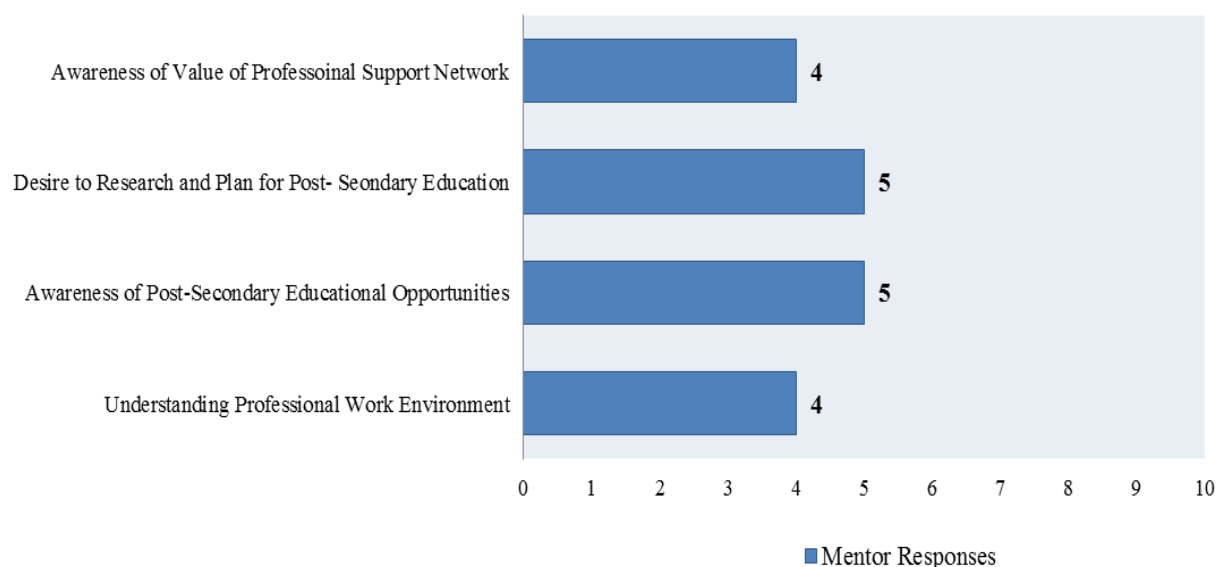
Question 2 asked mentors to indicate if their mentoring support aided their students in the areas highlighted in Figure 2. According to Figure 2, 4 mentors indicated their mentorship aided students in the *awareness of the value of a professional support network*; 5 indicated their mentorship supported a *desire to research and plan for post-secondary education*; 5 also indicated their mentorship aided an *awareness of post-secondary educational opportunities*; and 4 indicated their mentorship supported an *understanding of the professional work environment*. Based on these results, mentors highlighted that they provided support in significant areas. It is highly recommended that the ITP continue to build on these strengths with mentors to further enhance the students' experience.

Q3: The _average_ quality of the messages received from students throughout the project.[3]

(4.33)

1 = "Poor Quality"
5 = "Above Average Quality"

In Question 3, mentors were asked about the quality of messages received from students throughout the project. Based on a scale of 1 = "Poor Quality" and 5 = "Above Average Quality," the mentors' average quality rating was 4.33. This data indicates that mentors believed the messages received from students throughout the project was above average. Based on this information, the ITP should work with students on their writing skills to improve the quality of messages sent to mentors.

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[3] Individual data on mentor responses were not provided in the _Mentor Survey Summary_.

Q4: Did you student share a final project (presentation, research report, plan, etc.) with you for this project?

Total Number of Mentor Respondents = **6**

Figure 3. Student Sharing of Final Product with Mentor, Telementor 2013-2014
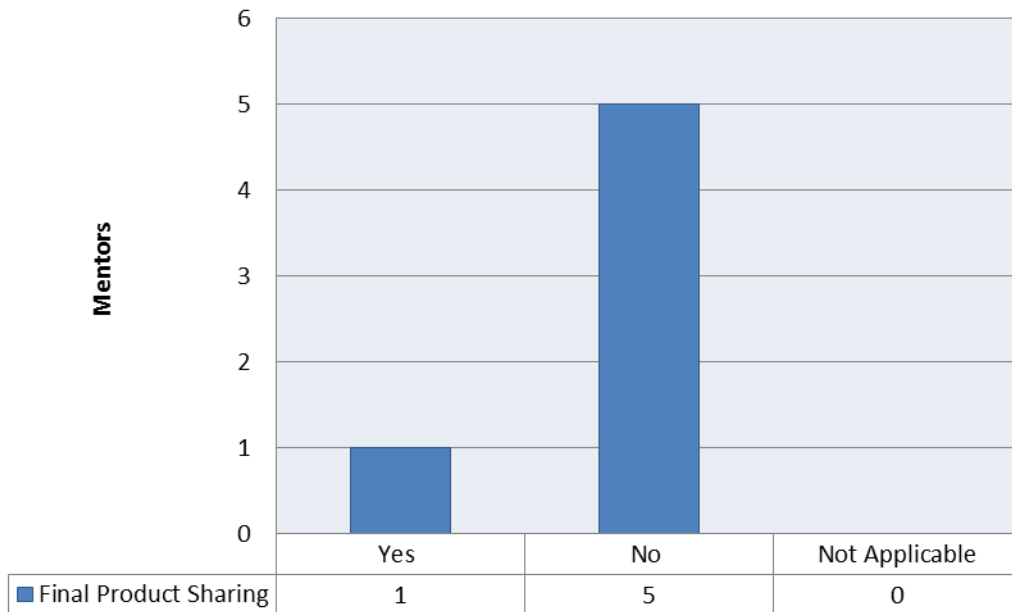
	Yes	No	Not Applicable
Final Product Sharing	1	5	0

Question 4 asked mentors if their students shared a final project (presentation, research, report, plan, etc.) with them for this project. According to Figure 3, the majority of mentors (5) indicated that their students did not share their final project with them at the conclusion of the program. From these results, we recommend that the ITP consider building in a component that requires students to share their final projects with the mentors who have assisted them with the projects creation.

Q5: _Average_ level and quality of assistance received from the teacher throughout the project.

(4.50)

1 = "Low Quality, Infrequent"
5 = "High Quality, Frequent"

In Question 5 mentors were asked about the level and quality of assistance received from the teacher throughout the project. Based on a scale of 1 = "Low Quality, Infrequent" and 5 = "High Quality, Frequent," the mentors average quality rating was 4.50. This data indicates that the frequency and quality of assistance from the teacher was above average. Based on these results, the ITP should continue to work with teachers to increase the frequency and quality of assistance provided to mentors throughout the project.

Q6: _Average_ level and quality of assistance you received from ITP staff throughout the project.

(3.83)

1 = "Low Quality, Infrequent"
5 = "High Quality, Frequent"

In Question 6 mentors were asked about the quality of assistance received from the ITP staff throughout the project. Based on a scale of 1 = "Low Quality, Infrequent" and 5 = "High Quality, Frequent," mentors average quality rating was 3.83. This data indicates that the frequency and quality of assistance received from the ITP staff was of average quality. Based on these results, the ITP should work with their staff on increasing the frequency and quality of assistance provided to the mentors.

Q7: Things either the teacher or the ITP staff do to make a similar project more successful.

Selected Mentor Responses:

"Maybe a less structured and non cohort based program will benefit the student by increasing the mentoring period and tailoring the telementoring to individual students."

"This was a great project. Perhaps it would help if the students looked at more than just two schools (maybe they could research as many as they want and then narrow it down to 3)."

Q8: Feedback regarding the quality of the student's final project as well as suggestions for improvement.

Selected Mentor Responses:

"The final project looked good from a power point perspective. I was unable to determine how affective the student would be in delivering the actual presentation. However, given the messages I received from him regarding his plans and preparations, I suspect he did very well."

"Quality was solid for a year 9 student."

"The student started off very strong and was able to absorb and assimilate all the extra reading I sent her way. Towards the end there was a dropoff in enthusiasm and the communications from the student reflected that. Maybe the program was too structured or too intense for this particular student."

**Q9**: Overall experience in the program.

(4.83)

1 = "Negative"
5 = "Positive"

In Question 9 mentors were asked about their overall experience in the program. Based on a scale of 1 = "Negative" and 5 = "Positive," mentors average overall experience was 4.83. This data indicates that the mentors' overall experience was above average. Based on these results, the ITP should continue to work with mentors on ways to continually improve their experience in the program.

Q10: Would you consider mentoring new students in the future?

Total Number of Mentor Respondents = **6**

Figure 4. Future Mentor Considerations, Telementor 2013-2014

100%
(n = 6)

■ Yes
■ No
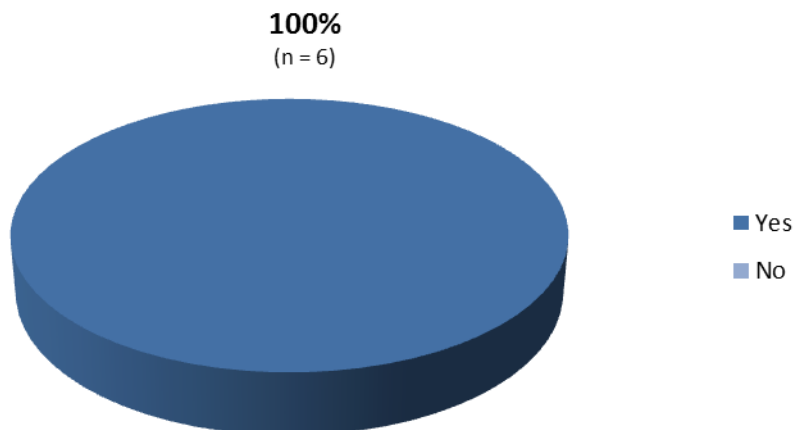
Q11: Why or why not? (Reference to Question 10)
Selected Mentor Responses: *"Overall, I enjoyed the experience, although unlike a live mentoring session I did not get to enjoy the feedback in person. That took a little getting used to."*   *"Feel satisfaction to assist in such an important milestone In the student's career and life. Happy to share or leverage my experience or networks to assist someone else's growth and professional development."*

Question 10 asked mentors if they would consider mentoring new students in the future. All six (6) of the mentor respondents noted that they would mentor new students in the future. Selected responses from the mentors suggest that they enjoyed their experience in the program. Based on these results, it is highly recommended that the ITP develop an exit survey with mentors to ascertain the specific reasons for their decisions.

Q12: The most rewarding aspect of participating.
Selected Mentor Responses: *"When I could feel the difference I was making in the students thinking by the students comments."* *"Seeing the journey experienced by the student. Being able to practically assist their tasks & project work."*

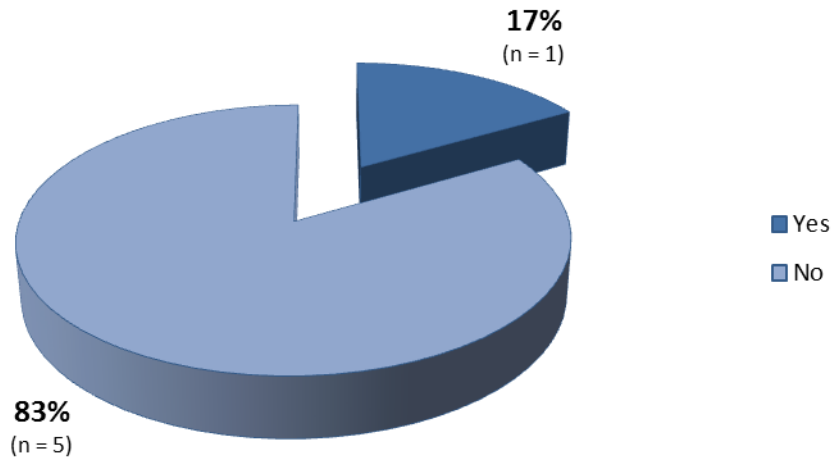| Q13: The most difficult aspect of participating. |
|---|
| Selected Mentor Responses:

"The remote connection made it a bit impersonal."

"It's always time management." |

Q14: First time you've been part of a formal mentoring program.

Total Number of Mentor Respondents = **6**

Figure 5. First-Time Mentors, Telementor 2013-2014

Question 14 asked mentors if this was the first time they had been a part of a formal mentoring program. One (1) mentor respondent indicated that this was their first time participating in a formal mentoring program. However, five (5) or 83% of the mentor respondents reported that they had previously participated in a formal mentoring program. Based on these results, we recommended that the ITP continue to recruit new mentors for student projects.

CONCLUSION

This report documents data from Louisiana. All data were provided by the International Telementoring Program (ITP) and were based on selected quantitative and qualitative measures for this specific project. Overall, the ITP *College and Career Exploration Project* housed at Parkway High School, Benton High School and Haughton High School were successful.

Any inquiries related to the content provided in this report should be addressed to the lead evaluator, Dr. Chance W. Lewis, Carol Grotnes Belk Distinguished Full Professor of Urban Education, Director, The Urban Education Collaborative, The University of North Carolina at Charlotte. Dr. Lewis can be reached via email at chace.lewis@uncc.edu or at the following webpage http://www.chancewlewis.com