

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

Full Program Assessment
Comprehensive Report

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EXECUTIVE SUMMARY

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 Holt High School and Timberland 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.

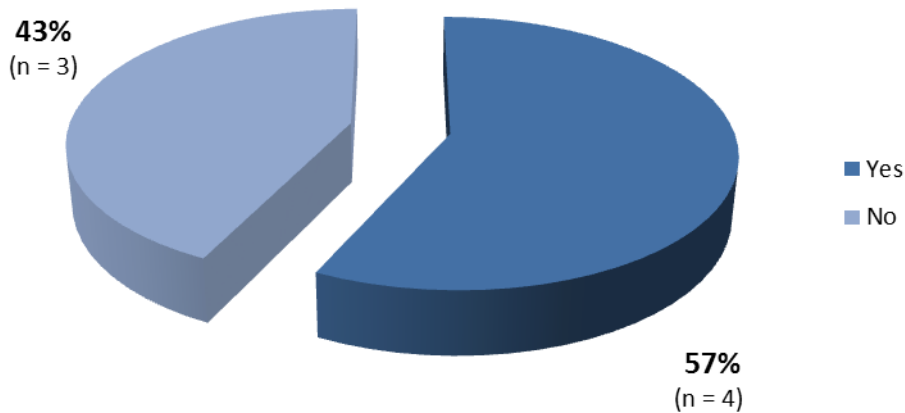
Student Relationships with Mentors

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:

- *“My mentor always gave me great advice and encouragement throughout this project.”*
- *“The best part of working on this project with my mentor was messaging back and forth with her. She always had a lot of good things to say and helpful advice for whatever project I was on at that time.”*

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 57% of students involved in this project at the selected schools are now taking more ownership of their academic futures.



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.

Summary

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.

About the Researcher

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 chance.lewis@uncc.edu.

Teacher Perceptions of the ITP Program within the state of Missouri

To assist with the evaluation process, teachers directly involved with the International Telementor Program (ITP) within the state of Missouri 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: Holt High School
Teacher: Charlotte Gray
Students: 7

Project Date: 1/15/14 – 5/20/14

Student Responses

Working Relationship with Mentor

Q1: Please describe the best part about working on this project with your mentor

Selected Student Responses:

“Being able to have someone there and have someone give me advice.”

“My mentor always gave me great advice and encouragement throughout this project.”

“The best part of working on this project with my mentor was messaging back and forth with her. She always had a lot of good things to say and helpful advice for whatever project I was on at that time.”

Students from Holt 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 advice. Additionally, students noted that receiving encouragement 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:

“English to improve my grammar skills.”

“I think it would be difficult to work with a mentor on many other subjects. The only other subject I think would benefit anyone would be creative writing because the mentor could better your quality of writing.”

“If I was paired with someone who was actually in the field I am looking into would have been a lot more helpful.”

In Question 2 Holt High School students working on this project were asked about other academic areas where they wanted assistance. A sampling of student responses overwhelmingly focused on the academic area of English. Additional areas included Creative Writing and Career-

specific 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:

“Always be nice and give them advice.”

“I would suggest that the mentor treats the student with respect, but not to be too formal. When working with high school students, you don't need to be fancy to get through to them.”

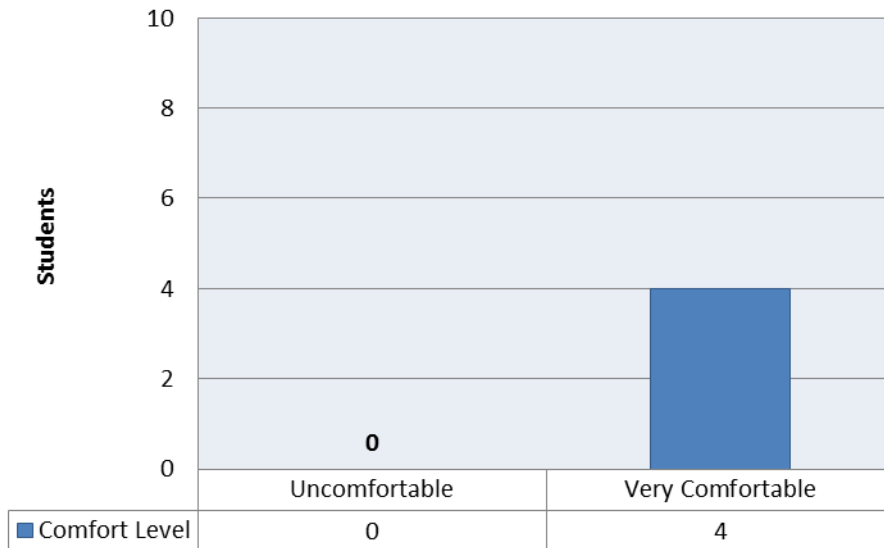
“Work with students in career paths that you are more familiar with. My mentor was nice, but she knew little about elementary education.”

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 treat students with respect and give good advice. Students also recommended that mentors work with students in a career area in which they are knowledgeable. This data highlights that students view communication and mentor-student matching 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 = 7¹

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, four (4) of the seven (7) 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.

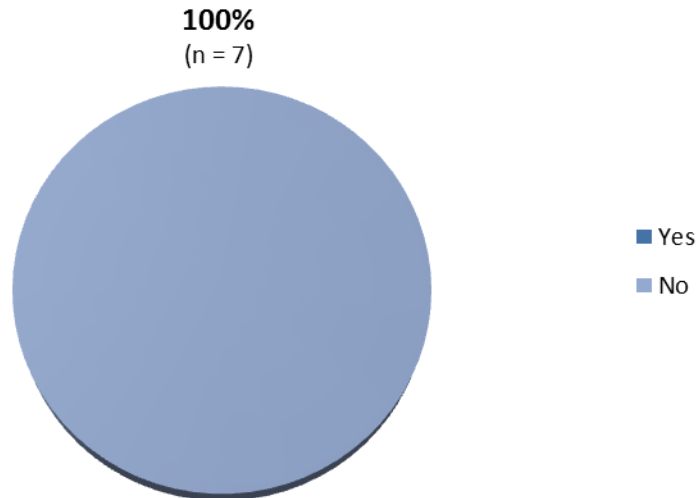
¹ Missing data is noted for one (1) student participant. Either this individual chose not to participate in the survey, or their responses were omitted.

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 = 7

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

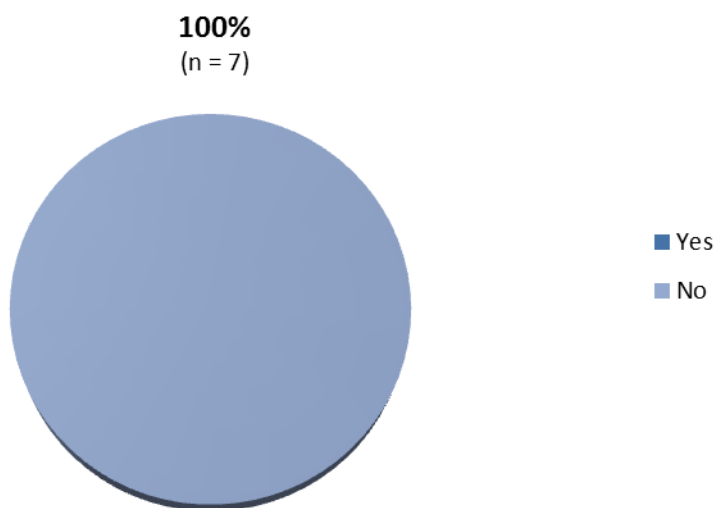


In Question 5, students were asked in a Yes/No question format if they had a better understanding of doing well in math as a result of this project. Based on the results, seven (7) or 100% of the student respondents reported that they did not have a better understanding of the importance of doing well 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 = 7

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

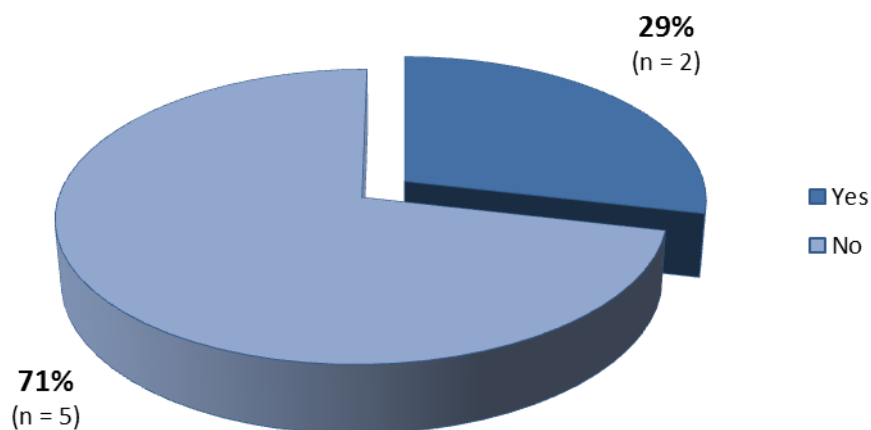


Question 6 asked the student respondents on this project if they had a better understanding of the importance of doing well in science. In analyzing the results in Figure 3, all seven (7) of the student respondents reported that they did not had a better understanding of the importance of doing well in science as a result of this project. 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 = 7

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

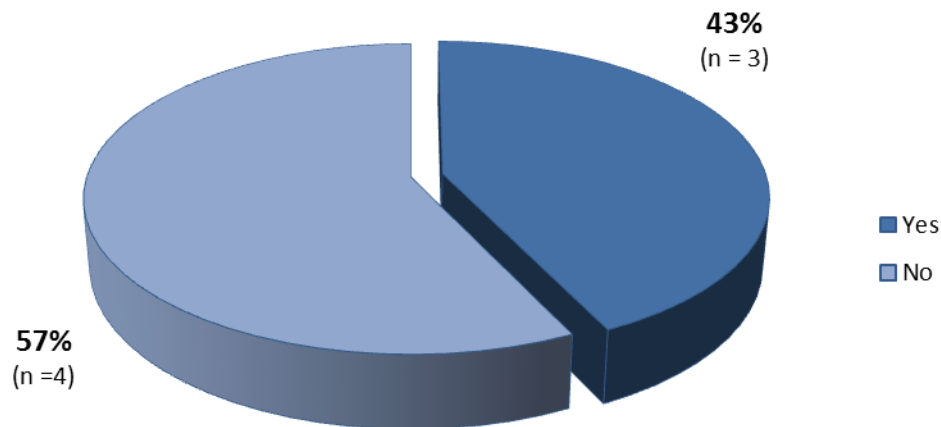


In a similar question, students were asked if they had a better understanding of doing well in reading and writing. Five (5) or 71% of the student respondents reported that they did not recognize the importance of doing well in reading and writing as a result of this project. However, two (2) or 29% of the student respondents reported that they had a better understanding of the importance of doing well in this area. 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 = 7

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

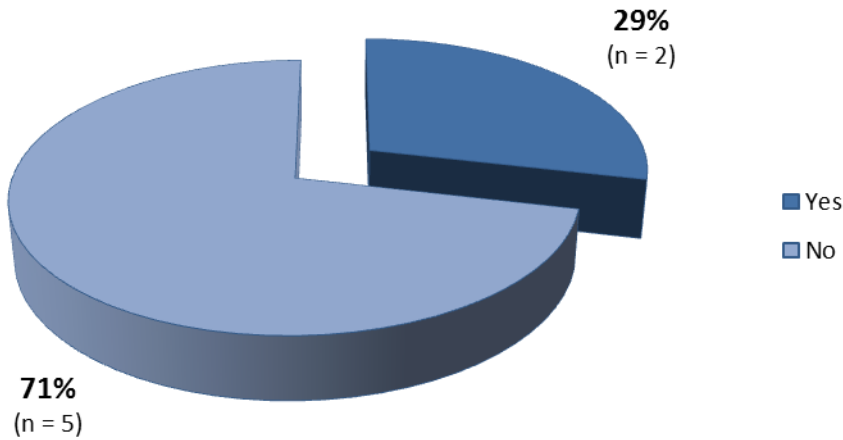


Question 8 asked the student respondents on this project if their writing skills had improved as a result of working on their project with their mentor. In analyzing the results in Figure 5, four (4) or 57% of the student respondents reported that their writing skills had not improved as a result of this project. Three (3) or 43% of the student respondents reported that their writing skills had improved. These results highlight the need for IPT, along with teachers and mentors, to continue to work with these students so that they can recognize their growth during these projects.

Q9: My teamwork skills have improved.

Total Number of Student Respondents = 7

Figure 6. Improvement in Teamwork Skills, Telementor 2013-2014

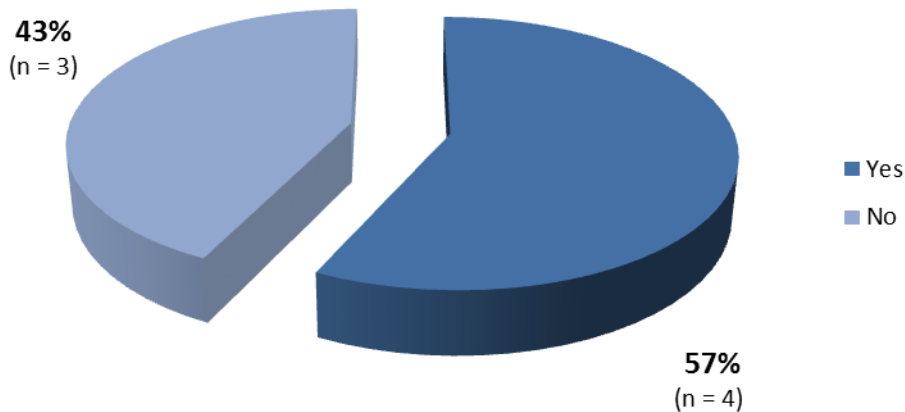


In Question 9, students were asked in a Yes/No question format if they had noticed an improvement in their teamwork skills while working on this project. We see approximately 29% with favorable responses related to an increase in teamwork skills. Based on the results, two (2) or 29% of the student respondents reported that they had improved teamwork skills. However, five (5) or 71% 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 Holt 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 = 7

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

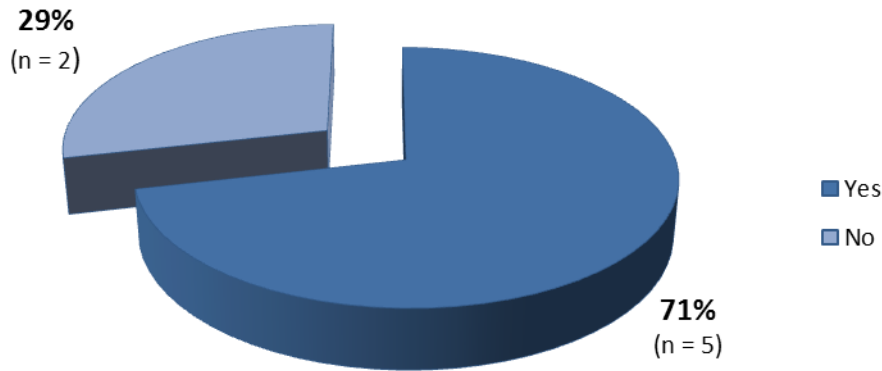


Question 10 is one of the more important questions asked of students in this survey. The goal of students taking control of academic success is very important to the ITP. In Figure 7, we find that four (4) or 57% of the student respondents reported that they are now taking more control of their own academic success. Three (3) or 43% of the student respondents 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 = 7

Figure 8. Education Plans Beyond High School, Telementor 2013-2014

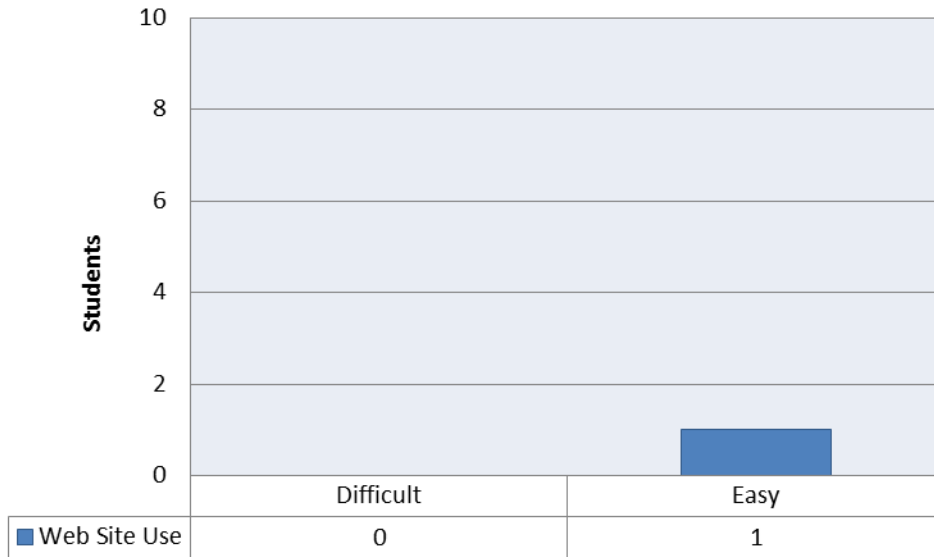


Student respondents in Question 11 of the survey were asked if they had planned to further their education beyond high school as a result of being involved in the ITP. Five (5) or 71% of the student respondents indicated that they had planned to pursue some postsecondary option. Two (2) or 29% noted 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 = 7

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

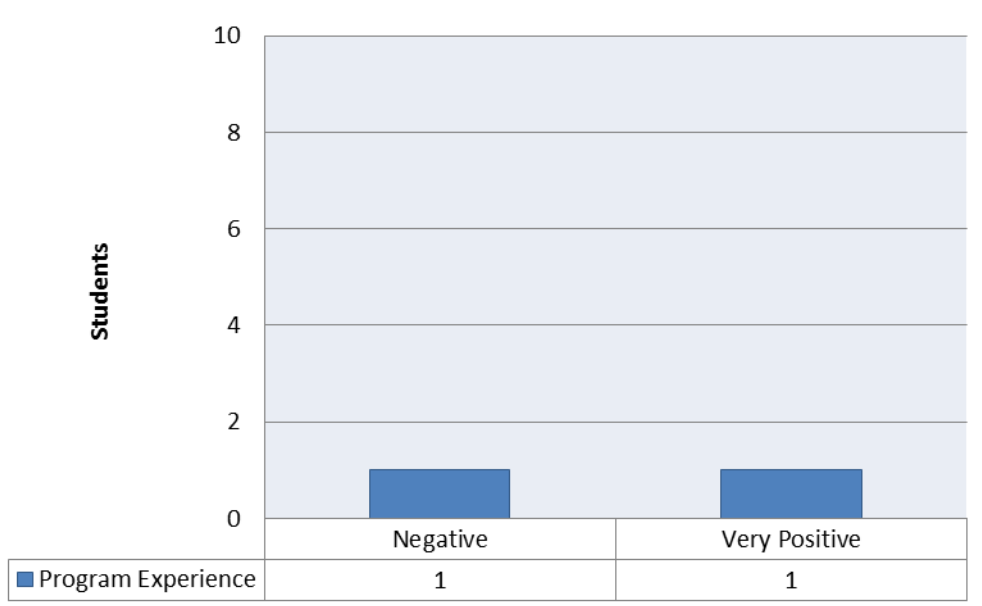


In Question 12 students respondents were asked about their overall experience using the ITP website. One (1) student reported that they had an easy experience using the program website. No students reported that the website was difficult to use. The ITP should continuously upgrade the website for greater accessibility and ease of use.

Q13: Please rate your overall experience in the program.

Total Number of Student Respondents = 7

Figure 10. Overall Program Experience, Telementor 2013-2014

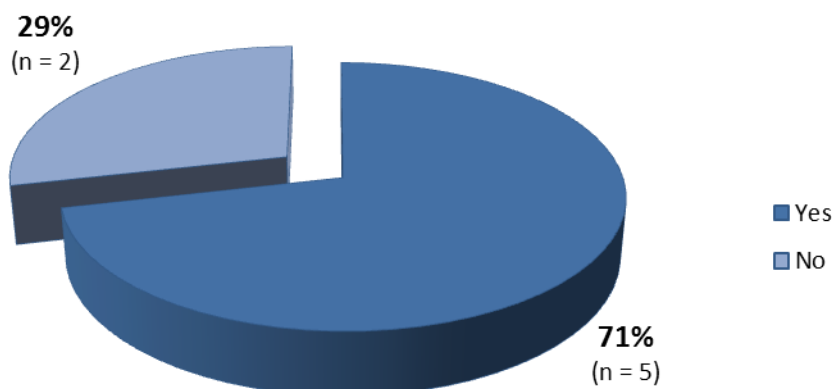


In Question 13 student respondents were asked about their overall experience in the ITP. One (1) student reported they had a very positive experience in the ITP. One (1) student also reported that they had a negative experience in the program. It is highly recommended that the ITP continue to monitor 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 = 7

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



Q15: Please describe why or why not. (Reference to Question 14)

Selected Student Responses:

“I think it is a wonderful program, and having another person's input is always very helpful.”

“I already knew what I wanted to do after high school, so I did not learn much. I felt like a lot of the steps were very unnecessary.”

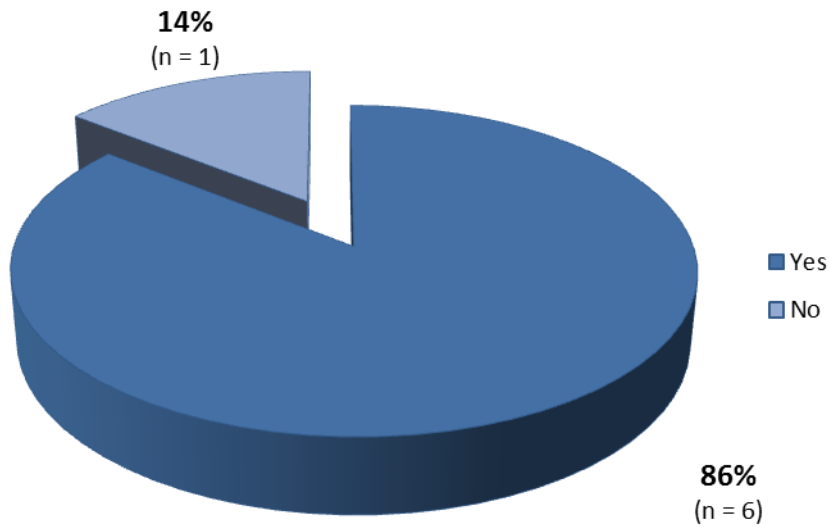
“Because this program really helped me and it helped me pursue what I really want to go into.”

In Questions 14 and 15 student respondents were asked about their interest in receiving future mentoring support in the ITP. Five (5) or 71% 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). Two (2) or 29% of the student respondents 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 = 7

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



Question 16 provides pertinent data for the ITP. Figure 12 notes that six (6) or 86% of the student respondents were first-time participants in this formal mentoring program. One (1) student participant 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 time, I honestly was struggling with the time and corresponding with my mentor in a timely fashion.”

“I think the most difficult part of this project was the need for constant correspondence. It sometimes was difficult to communicate on a regular basis from both ends of the computer.”

“The most difficult part of working on this project was uploading my projects.”

“I felt like i [I] was teaching my mentor about my career path, rather than her teaching me, or giving me advice.”

Q18: Did we miss something?

Selected Student Responses:

“No, for what we used the program for, it worked wonderfully.”

“You should assign mentors to students who have similar career paths. It was not very helpful to have a mentor who knew little about what I was doing.”

Mentor Responses on the College and Career Exploration Project

School: Holt High School
Teacher: Charlotte Gray
Mentors: 8

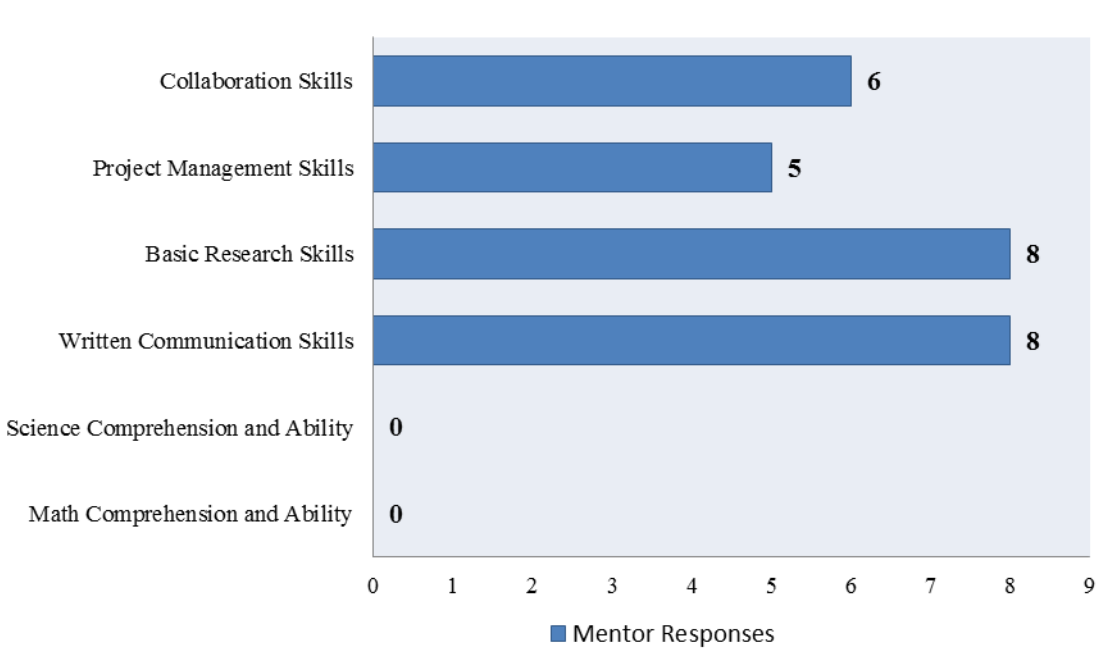
Project Date: 1/15/14 – 5/20/14

Mentor Responses

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

Total Number of Mentor Respondents = 8

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

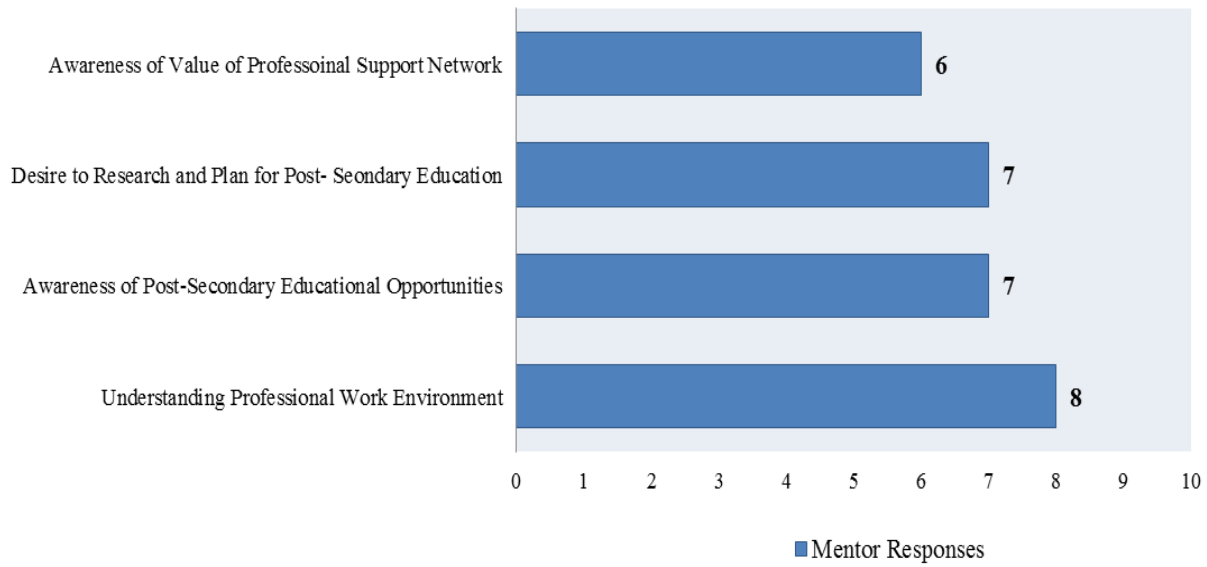


In Question 1 mentors were asked to indicate the student skill areas that they felt they influenced through this project. According to Figure 1, 6 mentors indicated they influenced *collaboration skills*; 5 mentors indicated they influenced *project management skills*; 8 mentors indicated they influenced *basic research skills*; and 8 also indicated they influenced *written communication*. None of the mentors indicated they influenced *science* or *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 areas of influence were science and math comprehension. It is highly recommended that the ITP continue to work with mentors on effective ways to influence science and 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 = 8

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, 6 mentors indicated their mentorship aided students in the *awareness of the value of a professional support network*; 7 indicated their mentorship supported a *desire to research and plan for post-secondary education*; 7 also indicated their mentorship aided an *awareness of post-secondary educational opportunities*; and 8 indicated that 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.²

(4.13)

1 = “Poor Quality”

5 = “Above Average Quality”

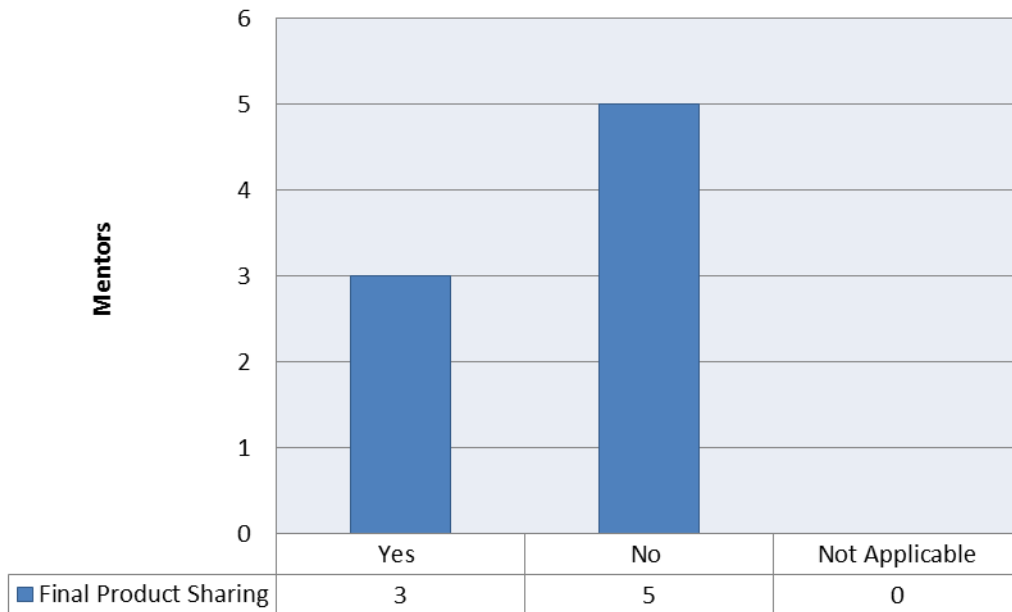
In Question 3, mentors were asked about the quality of messages received from students throughout the project. Based on a scale of 1 = “Poor Quality” and 5 = “Above Average Quality,” the mentors’ average quality rating was 4.13. This data indicates that mentors believed the messages received from students 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.

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?

Total Number of Mentor Respondents = 8

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



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.

(4.38)

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 4.38. This data indicates that the frequency and quality of assistance received from the ITP staff was above average. Based on these results, the ITP should continue to 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:

“Encourage students to upload their work earlier and more frequently. We can review in 'chunks.'”

“I don't know if the student and teacher discuss what the mentor suggests or not, so wasn't sure if I was 'on track' with my comments and suggestions. More communication would be helpful.”

“The teacher's messages were helpful in this project but were infrequent so it was sometimes hard to keep track of where the students were up to. We did always get a message when a deadline had changed though and that was great. ITP messages/calls were helpful - Kim is doing a great job and I really like the tone of her messages - understanding that we're all juggling multiple responsibilities, but still firmly nudging us to GET TO IT! ITP staff were also v helpful during the time I needed medical treatment. My mentoring contact was a bit up and down this semester due to the medical issues so I appreciate the patience on the part of ITP. Hoping things will be more steady next term.”

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

Selected Mentor Responses:

“Really good correspondence no issues the project was great.”

“I thought my student's final project was very well organized and don't have any improvement suggestions. I hope she did well on the oral presentation.”

“I did not see the final project. I know that my student was grateful for my comments on drafts, but I did not see the final edits. That would have been nice.”

Q9: Overall experience in the program.

(4.88)

1 = “Negative”

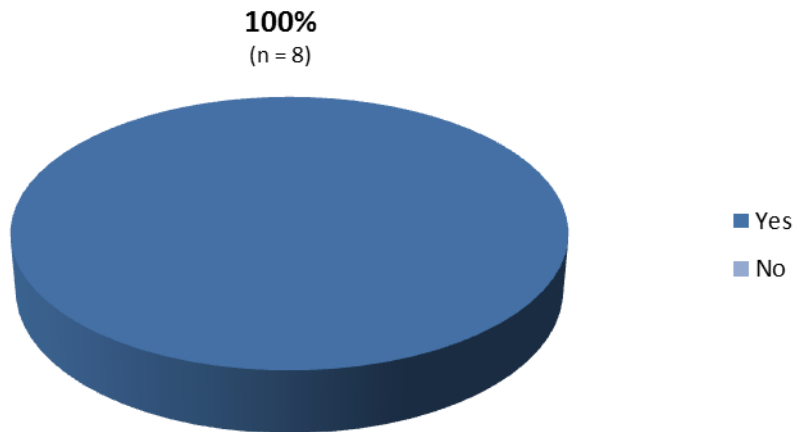
5 = “Positive”

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 4.88. 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 = 8

Figure 4. Future Mentor Considerations, Telementor 2013-2014



Q11: Why or why not? (Reference to Question 10)

Selected Mentor Responses:

“It is rewarding to “watch” the young people develop their skills and become more mature. I enjoy being a part of that. Thank you for the opportunity.”

“I really enjoy working with the gifted students... Helping a struggling student is important - but working with a student who communicates well and also is interested in discussing wider issues is very rewarding and I feel I am making a difference in a different way from with a student who struggles. It's fun and a challenge to me to raise my own game to provide answers to these students.”

Question 10 asked mentors if they would consider mentoring new students in the future. All eight (8) 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:

“Building the relationship and trust with the student and, in turn, having them take my advice and grow from it.”

“Just supporting someone work towards goals.”

“The most rewarding aspect of telementoring is to be able to have impact on the student, knowing these students are the future for our country.”

Q13: The most difficult aspect of participating.

Selected Mentor Responses:

“Due to work schedule, there were a few times that I as unable to respond to student with immediate responses.”

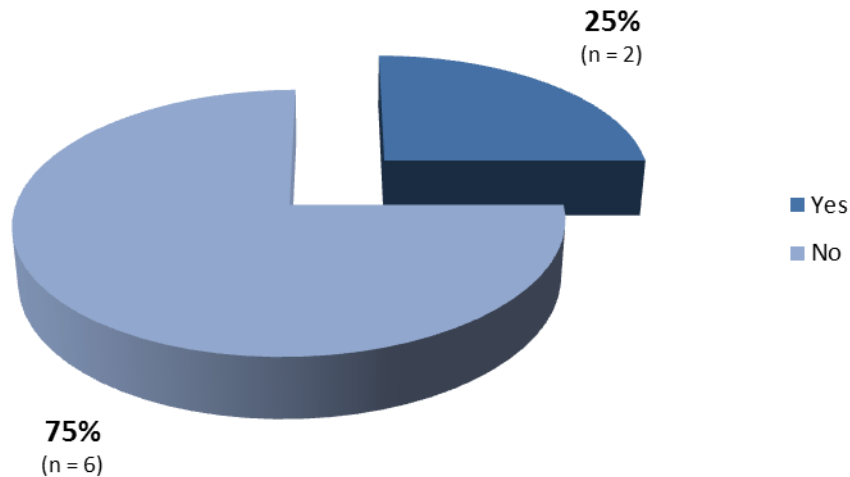
“The most difficult aspect was setting time aside on busiest weeks to do research.”

“The most difficult aspect of telementoring is knowing if the suggestions are taken well, and the impact. Not being able to see someone's face and reactions was difficult for me.”

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

Total Number of Mentor Respondents = **8**

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. Two (2) or 25% of the mentor respondents indicated that this was their first time participating in a formal mentoring program. Six (6) or 75% 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.

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(Missouri)
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Full Program Assessment
Comprehensive Report

Chance W. Lewis
Bettie Ray Butler
University of North Carolina Charlotte

Chance W. Lewis, Ph.D. is the Carol Grotnes Belk Distinguished Professor of Urban Education and Director of The Urban Education Collaborative in the College of Education at The University of North Carolina at Charlotte. Dr. Lewis can be reached by e-mail at chance.lewis@uncc.edu or on the web at <http://www.chancewlewis.com>.

Bettie Ray Butler, Ph.D. is an assistant professor of urban education in the College of Education at The University of North Carolina at Charlotte.

Student Perceptions of the Business Operations Research Project

School: Holt High School
Teacher: Jolene Wofford
Students: 21

Project Date: 9/23/13 – 2/6/14

Student Responses

Working Relationship with Mentor

Q1: Please describe the best part about working on this project with your mentor

Selected Student Responses:

“My mentor was very helpful and helped me a lot with my project and we enjoyed the same things so it was very easy to talk to each other”

“The professionalism/firsthand knowledge of business”

“My mentor had very good tips and contributed his ideas enthusiastically.”

“The new skills that my mentor taught me through editing my papers.”

Students from Holt 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 provided help. Additionally, they noted that working with a professional 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:

“Forensic Science.”

“I would like to receive help from a mentor in Math or English.”

“I think it would be cool to get help from like foreign language and other subjects like that.”

In Question 2 Holt 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 Math. An additional area of interest included English, Forensic Science, and Foreign

Language. 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:

“Make sure you are always replying to your student and giving relevant and helpful information, also if you will be gone for a period of time, let your student know.”

“I would advise her to critique more of the material in the paper in comparison to the grammatical issues.”

“Advice that I would give my mentor is to try and respond quicker and more frequently.”

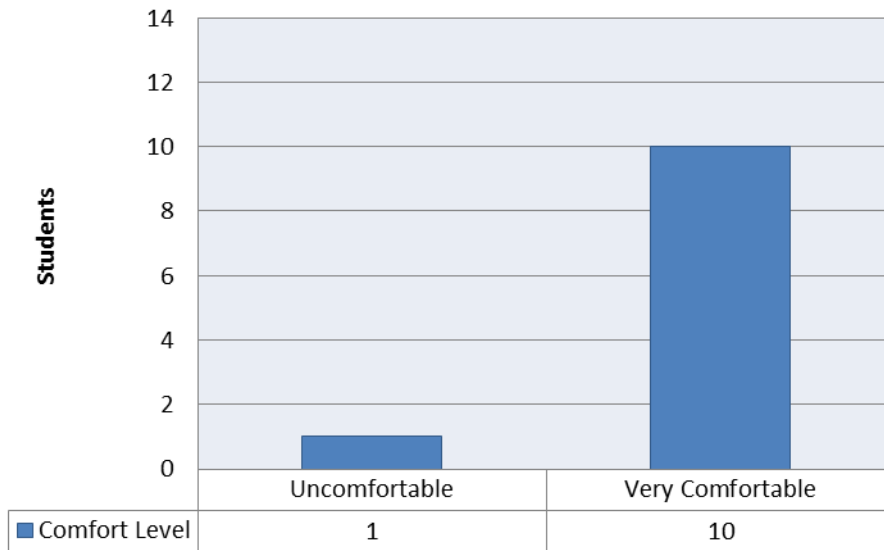
“Be more social and think of more to talk about.”

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 clear and frequent communication. Students also recommended that mentors attempt to build a relationship when working with their assigned student. This data highlights that students view communication and relationship building 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 = **21**

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



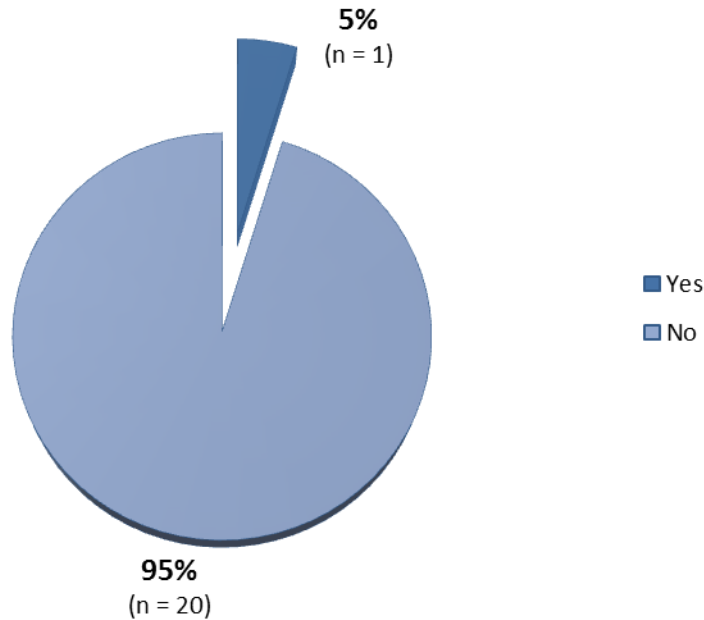
Question 4 asked students about their level of comfort with their mentors. The data provided in Figure 1 only highlights the data that was provided on the ends of the spectrum on the Likert-scale. Based on the results, ten (10) of the twenty-one (21) students involved in this project indicated that they were very comfortable communicating with their mentors about their particular project. Only one (1) student indicated that they were uncomfortable. Overall, this finding is encouraging for the ITP as it seeks to build into the future. However, we recommend that the ITP continue to monitor students' comfort level during the program.

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 = 21

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

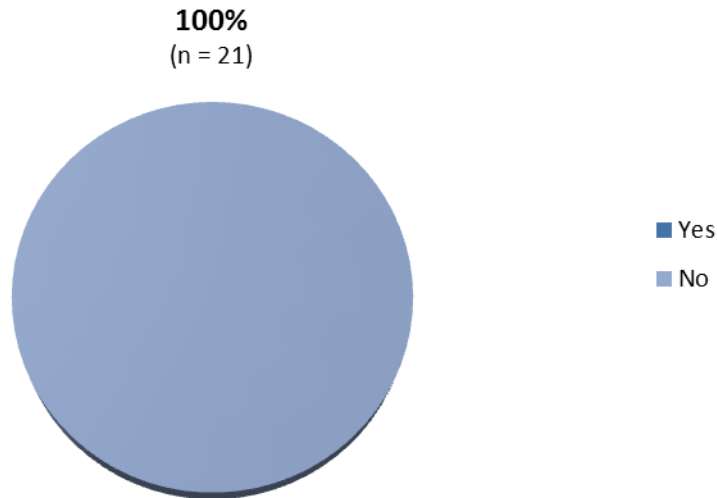


In Question 5, students were asked in a Yes/No question format if they had a better understanding of doing well in math as a result of this project. Based on the results, twenty (20) or 95% of the student respondents reported that they did not have a better understanding of the importance of doing well in math. One (1) student respondent reported that they did recognize the importance of doing well in math. The data is not clear as to how or if students are making connections between their respective projects and the content area of math. 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 = **21**

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

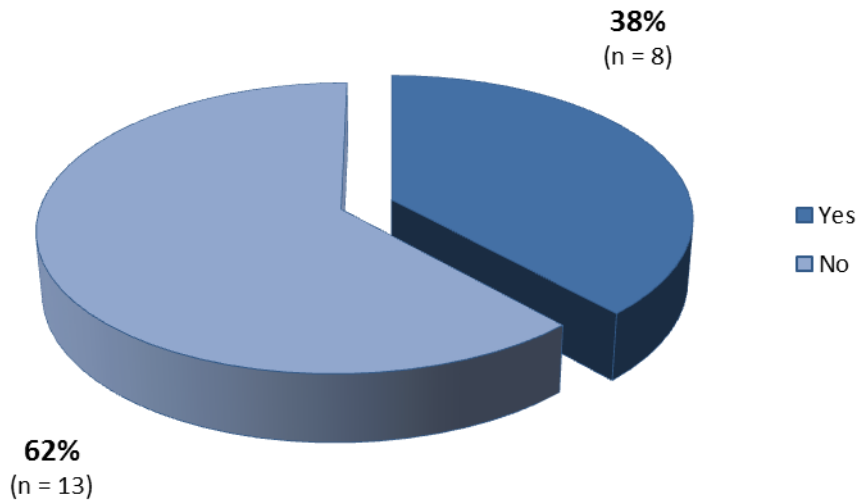


Question 6 asked the student respondents on this project if they had a better understanding of the importance of doing well in science. In analyzing the results in Figure 3, all twenty-one (21) of the student respondents reported that they did not have a better understanding of the importance of doing well in science as a result of this project. These responses suggest that students are not making the necessary connections between their project and the core content area of science. It is recommended that the ITP continuously work with students to help them make the 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 = **21**

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

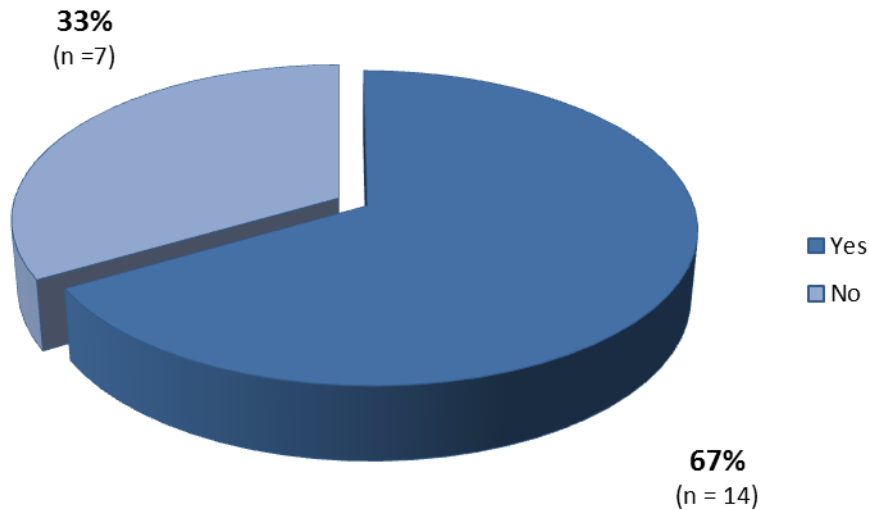


In a similar question, students were asked if they had a better understanding of doing well in reading and writing. Figure 4 highlights these findings. Thirteen (13) or 62% of the student respondents reported that they did not recognize the importance of doing well in reading and writing as a result of this project. Eight (8) or 38% of the student respondents reported that they had a better understanding of the importance of doing well in this area. These responses suggest that there is a need for the ITP, along with teachers and mentors, 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 = **21**

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

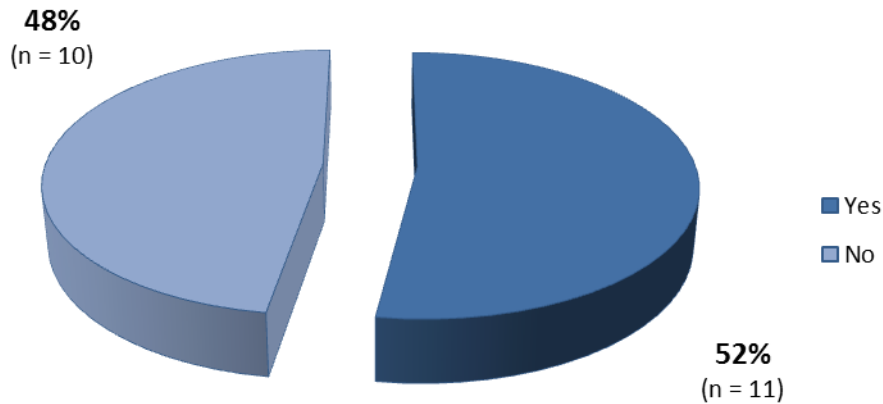


Question 8 asked the student respondents on this project if their writing skills had improved as a result of working on their project with their mentor. In analyzing the results in Figure 5, fourteen (14) or 67% of the student respondents reported that their writing skills had improved as a result of this project. Seven (7) or 33% of the student respondents reported that their writing skills had not improved while working on this project. These results highlight the need for the IPT, along with teachers and mentors, to emphasize the importance of working with these students so that they can recognize their growth during these projects.

Q9: My teamwork skills have improved.

Total Number of Student Respondents = **21**

Figure 6. Improvement in Teamwork Skills, Telementor 2013-2014

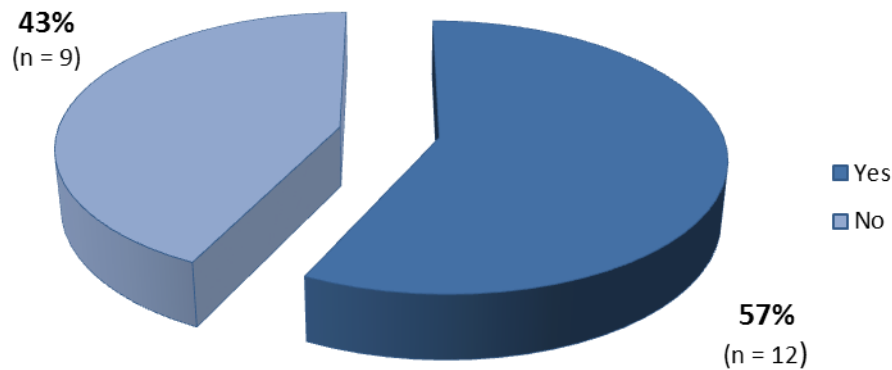


In Question 9, students were asked in a Yes/No question format if they had noticed an improvement in their teamwork skills while working on this project. We see approximately 52% with favorable responses related to an increase in teamwork skills. Based on the results, eleven (19) or 52% of the student respondents reported that they had improved their teamwork skills. Ten (10) or 48% of the student respondents reported that they did not see an improvement. The data suggest that the majority of students at Holt High School recognized improvement in their teamwork skills as a result of working of their participation on this project.

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

Total Number of Student Respondents = 21

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

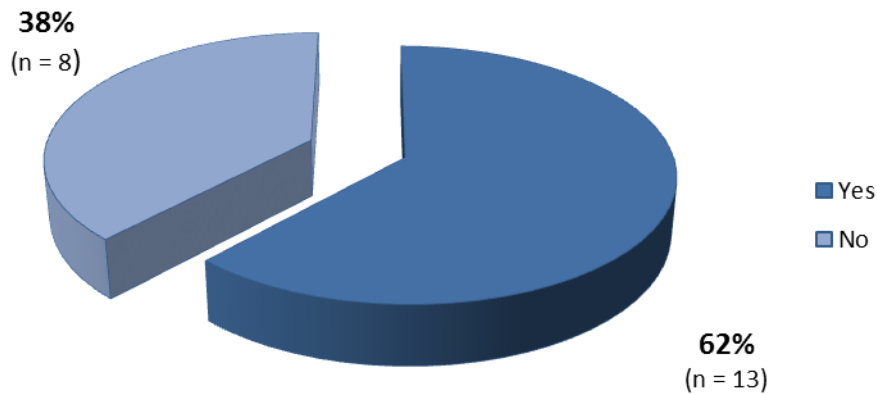


Question 10 is one of the more important questions asked of students in this survey. The goal of students taking control of academic success is very important to the ITP. In Figure 7, we find that twelve (12) or 57% of student respondents are reporting that they are now taking more control of their own academic success. Nine (9) or 43% reported they have not taken more control of their academic success at this point. Altogether, 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 = **21**

Figure 8. Education Plans Beyond High School, Telementor 2013-2014

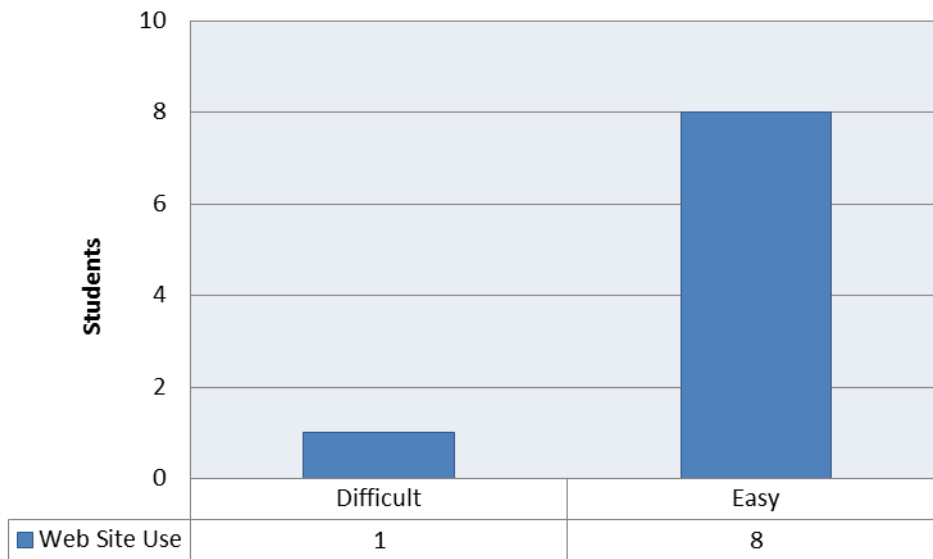


Student respondents in Question 11 of the survey were asked if they had planned to further their education beyond high school as a result of being involved in the ITP. The results are, overall, positive. Thirteen (13) or 62% indicated that they had planned to pursue some postsecondary option. However, eight (8) or 38% of the student respondents noted they had not planned to pursue postsecondary opportunities at the time of the survey. Given these results, the majority of students in ITP have decisively indicated that postsecondary options are in their future. However, we recommended that the ITP, along with teachers and mentors, consider ways to incorporate different types of postsecondary alternatives into the program so that students will understand all of their options.

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

Total Number of Student Respondents = **21**

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

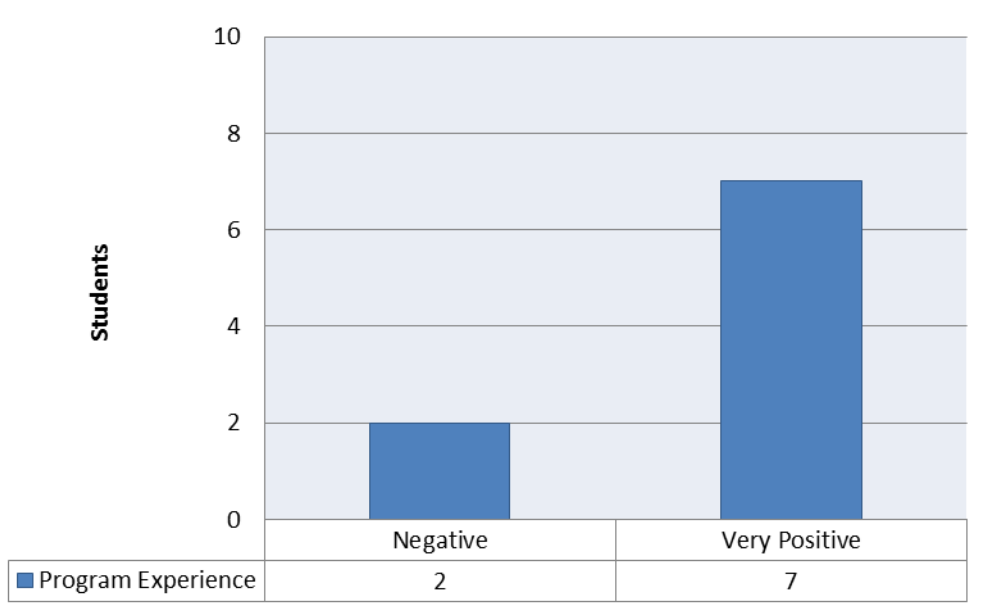


In Question 12 students respondents were asked about their overall experience using the ITP website. In a positive sense, eight (8) students reported that they had an easy experience using the program website. Only one (1) student reported that the website was difficult to use. The ITP should continuously upgrade the website for greater accessibility and ease of use.

Q13: Please rate your overall experience in the program.

Total Number of Student Respondents = **21**

Figure 10. Overall Program Experience, Telementor 2013-2014

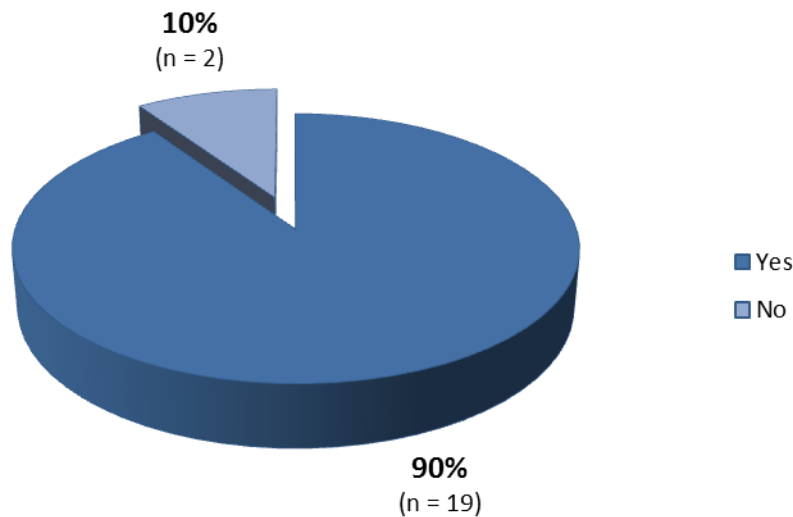


In Question 13 student respondents were asked about their overall experience in the ITP. Seven (7) students reported they had a very positive experience in the ITP. Two (2) students reported having had an, overall, negative experience. It is highly recommended that the ITP continue to monitor student perceptions as the program continues to grow.

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

Total Number of Student Respondents = 21

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



Q15: Please describe why or why not. (Reference to Question 14)

Selected Student Responses:

“This was a huge help for this project so I would love to use this system for future projects in all subjects. I think more teachers should use telementor.”

“I would be interested in receiving mentoring support because it is helpful to have someone guide you along with a project.”

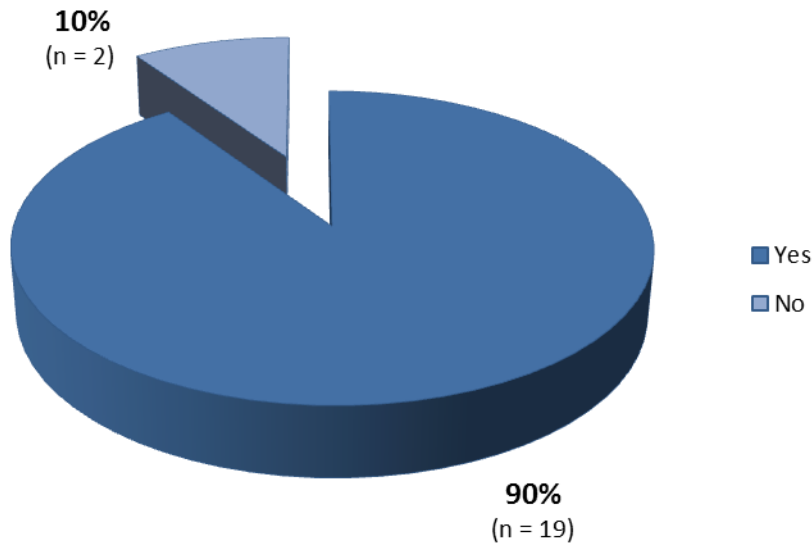
“I had a very bad experience with my mentor. Everything started out fine, but when I got into the actual research parts of my project my mentor disappeared...”

In Questions 14 and 15 student respondents were asked about their interest in receiving future mentoring support in the ITP. Nineteen (19) or 90% 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). Two (2) or 10% of the student respondents noted that they did not have an interest in receiving future mentoring (see sampled explanations provided in Question 15). It is highly recommended that the ITP match the students who have an interest in receiving mentoring with available mentors so that the students 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 = 21

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 nineteen (19) or 90% of the student respondents were first-time participants in this formal mentoring program. Two (2) or 10% 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 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:

“Sometimes we didn't communicate a lot and went a week without talking.”

“Probably the most difficult thing was waiting for a response which wasn't even that long and was never an issue, just me being impatient, or me slacking on replying.”

“The most difficult part of working with a mentor was timing. Several times the mentor would email me, and I would not get back for a few days, or the other way around.”

Q18: Did we miss something?

Selected Student Responses:

“Please make sure all of your mentors are going to be committed to the program. It becomes very stressful and unfair to a student when they are depending on the help from the mentor like everyone else in the class and they receive none.”

“She didnt [didn't] interact very well.”

“No, I think this program is an exceptional program.”

Mentor Responses on the Business Operations Research Project

School: Holt High School
Teacher: Jolene Wofford
Mentors: 19

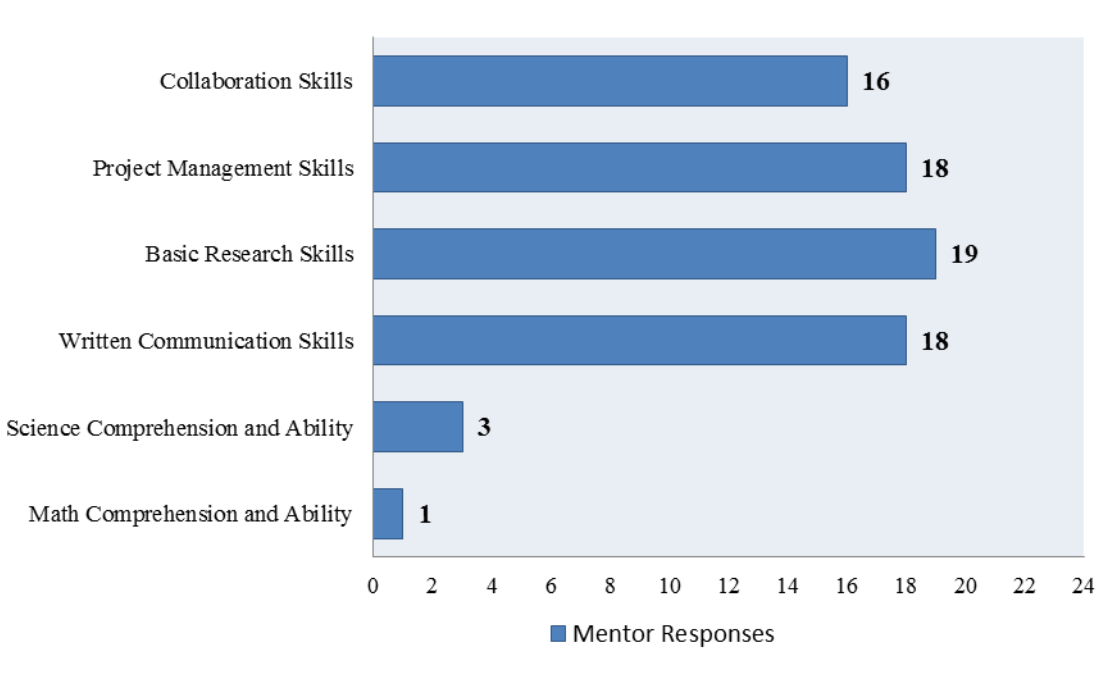
Project Date: 9/23/13 – 2/6/14

Mentor Responses

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

Total Number of Mentor Respondents = 19

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

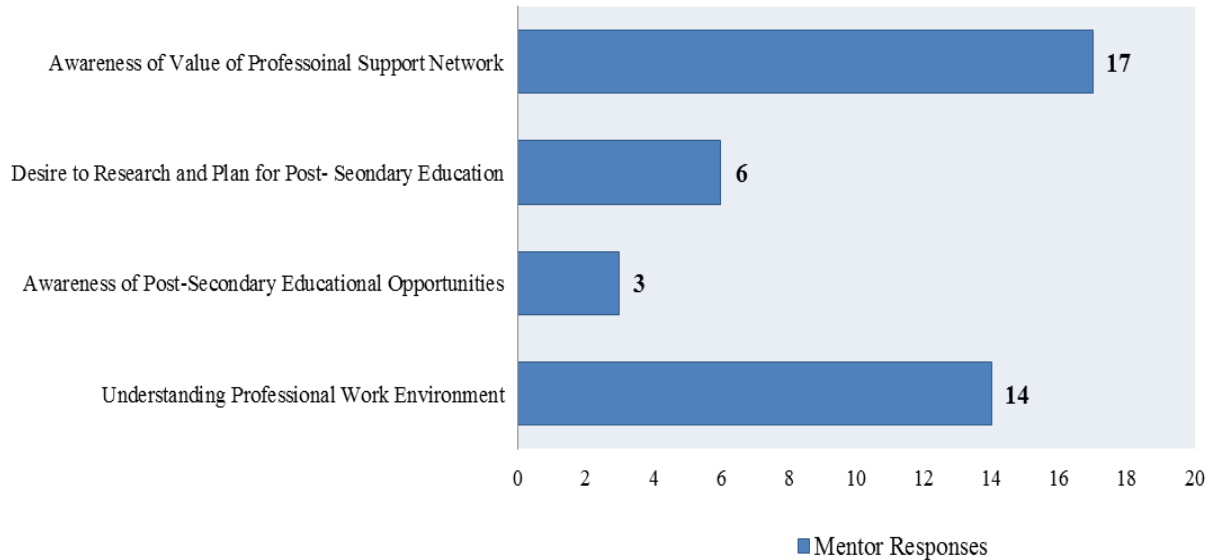


In Question 1 mentors were asked to indicate the student skill areas that they felt they influenced through this project. According to Figure 1, 16 mentors indicated they influenced *collaboration skills*; 18 mentors indicated they influenced *project management skills*; 19 mentors indicated they influenced *basic research skills*; 18 mentors indicated they influenced *written communication*; 3 mentors indicated they influenced *science comprehension*; and only 1 mentor 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 the area of 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 Student Respondents = 19

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, 17 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*; 3 indicated their mentorship aided an *awareness of post-secondary educational opportunities*; and 14 indicated that 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

(3.89)

1 = “Poor Quality”

5 = “Above Average Quality”

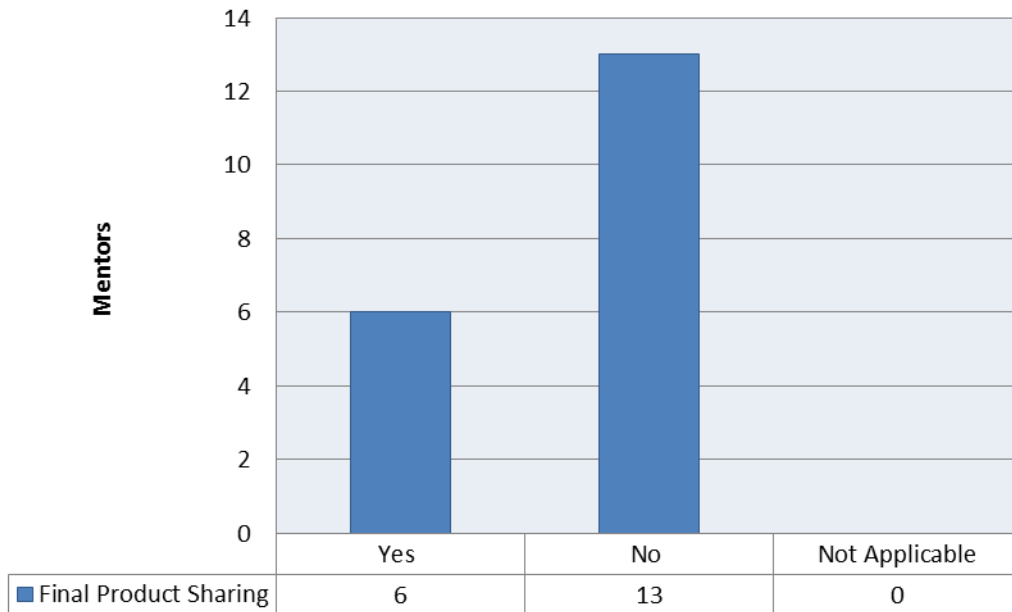
In Question 3 mentors were asked about the quality of messages received from students throughout the project. Based on a scale of 1 = “Poor Quality” and 5 = “Above Average Quality,” the mentors’ average quality rating was 3.89. This data indicates that mentors believed the messages received from students 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.

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 Student Respondents = **19**

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



Question 4 asked mentors if their student shared a final project (presentation, research, report, plan, etc.) with them for this project. According to Figure 3, thirteen (13) mentors indicated that their students did not share their final project with them at the conclusion of the program. Based on these results, it is recommended 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.

(3.89)

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 3.89. This data indicates that the frequency and quality of assistance from the teacher was of average quality. Based on these results, the ITP should 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.

(4.16)

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 4.16. This data indicates that the frequency and quality of assistance received from the ITP staff was above average. Based on these results, the ITP should continue to 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:

"[U]pdates on what should be finished are useful as often students are at quiet or at a different point;"

"Prep the students by emphasizing that they will be communicating with busy professionals. Careful writing and personal investment in the project will go a long way toward getting enthusiastic mentor support."

"A bit more of an orientation on this years project. I had mentored a student last year and the focus was on SWOT ... not pertinent this year, and having the DECA style guide earlier would be a great help."

"There was a lot of communication in the beginning with the student but as the project was winding down the communication was less and less. I understand that ITP wants us to write to the student 2x/week but if I don't get a response from the student I am not sure of what else to send them. I guess it's a combination of all of us."

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

Selected Mentor Responses:

"Excellent. My students final project was well organized and informative."

"I was disappointed that I did not see the final report. I did see bits and pieces of the project but the final report would have been great."

"Some more teaching on use of word functions to format projects, how to markup files in "review" mode, etc."

"...the presentation she submitted for class was well thoughtout [thought out]and included engaging [engaging] visuals as well as organized and thorough responses."

Q9: Overall experience in the program.

(4.74)

1 = “Negative”

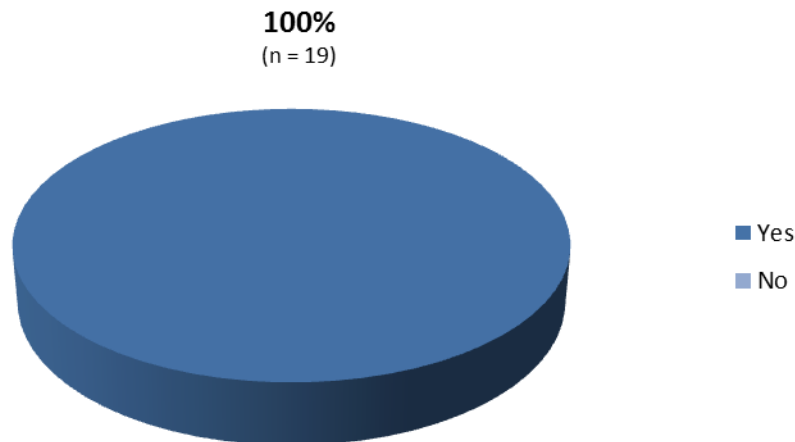
5 = “Positive”

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 4.74. This data indicates that the mentors’ overall experience was above average. Based on these results, the ITP should 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 Student Respondents = **19**

Figure 4. Future Mentor Considerations, Telementor 2013-2014



Q11: Why or why not? (Reference to Question 10)

Selected Mentor Responses:

“It is a rewarding experience.”

“In addition to imparting my experience and knowledge to helping students, it also keeps my knowledge alert and bring back to work my experience as applicable.”

“This program provides positive exposure to the business world, that most students in the program would not other wise [otherwise] receive.”

Question 10 asked mentors if they would consider mentoring new students in the future. All nineteen (19) or 100% 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 continue to survey mentors in an effort to better understand the specific reasons for their decision to mentor students in the future.

Q12: The most rewarding aspect of participating.

Selected Mentor Responses:

“Knowing that I'm helping and providing value to the student.”

“Being able to share professional experiences with those yet to enter the work environment.”

“Seeing the natural progression of the student during the project.”

Q13: The most difficult aspect of participating.

Selected Mentor Responses:

“Maintaining a dialogue that mirrored the class timeline.”

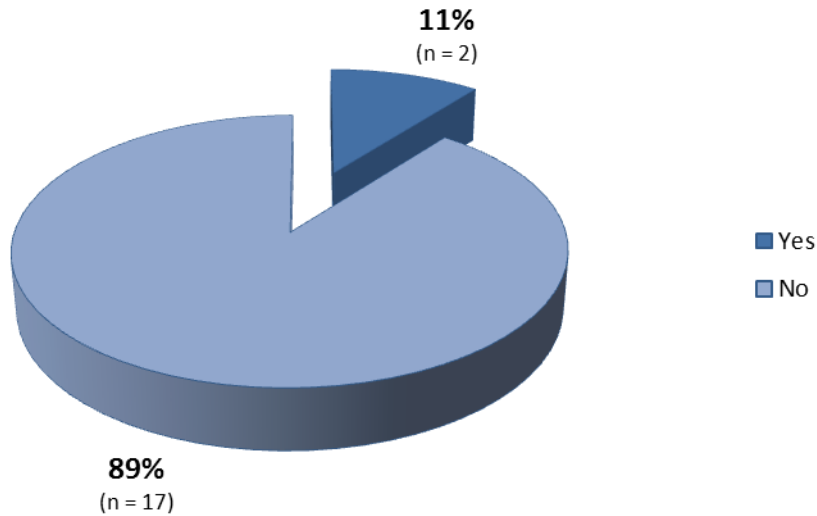
“Finding ways to contribute as the student was very prepared and doing well with the project.”

“Not being quite sure of what the baseline should be in this type of project. Meaning, what does a good, "A" level project entail?”

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

Total Number of Student Respondents = **19**

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. Seventeen (17) or 89% of the 19 mentor respondents indicated that this was not their first time participating in a formal mentoring program. Two (2) of the 19 mentor respondents indicated that this was their first experience in a formal mentoring program. Based on these results, it is highly recommended that the ITP continue to recruit new mentors for student projects.

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

Full Program Assessment
Comprehensive Report

Chance W. Lewis
Bettie Ray Butler
University of North Carolina Charlotte

Chance W. Lewis, Ph.D. is the Carol Grotnes Belk Distinguished Professor of Urban Education and Director of The Urban Education Collaborative in the College of Education at The University of North Carolina at Charlotte. Dr. Lewis can be reached by e-mail at chance.lewis@uncc.edu or on the web at <http://www.chancewlewis.com>.

Bettie Ray Butler, Ph.D. is an assistant professor of urban education in the College of Education at The University of North Carolina at Charlotte.

Student Perceptions of the Business Operations Research Project

School: Timberland High School
Teacher: Michael Oliva
Students: 21

Project Date: 10/11/13 – 12/20/13

Student Responses

Working Relationship with Mentor

Q1: Please describe the best part about working on this project with your mentor

Selected Student Responses:

“The best part of working on this project [project] with my mentor was receiving input and advice from someone with experience in marketing.”

“I was provided with helpful insights that I would not of found on my own.”

“My mentor provided valuable feedback and was always willing to help me make my paper better. He was very encouraging, which motivated me to follow his suggestions and improve my paper.”

Students from Timberland 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 provided valuable input and advice. Additionally, they noted that working with a professional 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:

“English and Science.”

“Calculus.”

“I would like to receive help from a mentor in fine art classes such as theater, music, or drawing.”

In Question 2 Timberland 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 Math (Calculus). An additional area of interest included English, Science, and Fine Arts 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 advise my mentor to continue being kind and understanding. My mentor was super sweet and really made me feel that I was accomplishing something great with my project.”

“To set a day that he will respond by every week.”

“Try to communicate more often.”

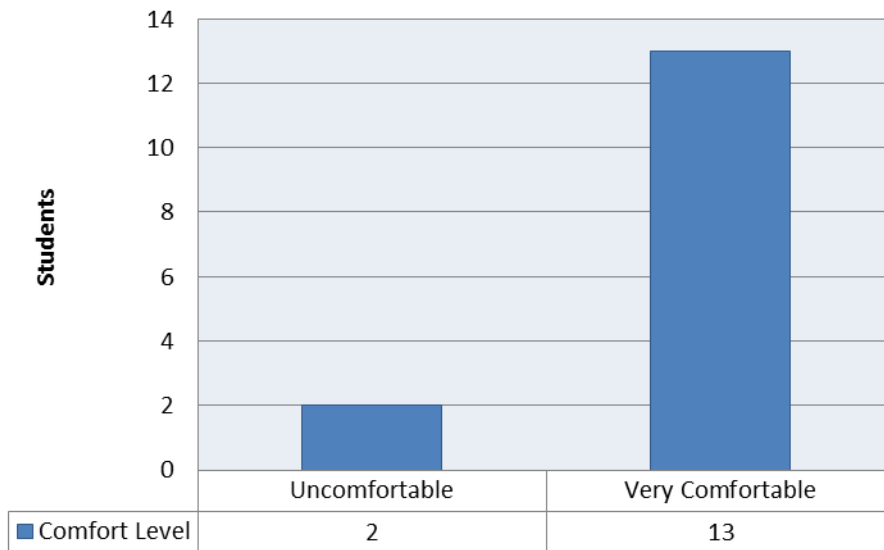
“Look more in depth at the work and make sure to advise the same way they would in their workplace.”

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 clear and consistent communication. Students also recommended that mentors attempt to critically assess the students’ work. This data highlights that students view communication and constructive criticism 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 = **20**

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



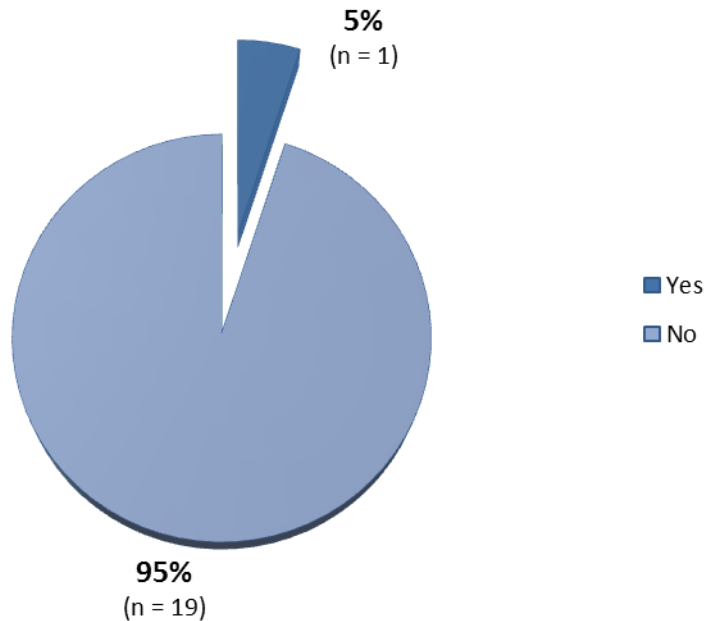
Question 4 asked students about their level of comfort with their mentors. The data provided in Figure 1 only highlights the data that was provided on the ends of the spectrum on the Likert-scale. Based on the results, thirteen (13) of the twenty (20) students involved in this project indicated that they were very comfortable communicating with their mentors about their particular project. Two (2) students indicated that they were uncomfortable. Overall, this finding is encouraging for the ITP as it seeks to build into the future. However, we recommend that the ITP continue to monitor students' comfort level during the program.

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 = **20**

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

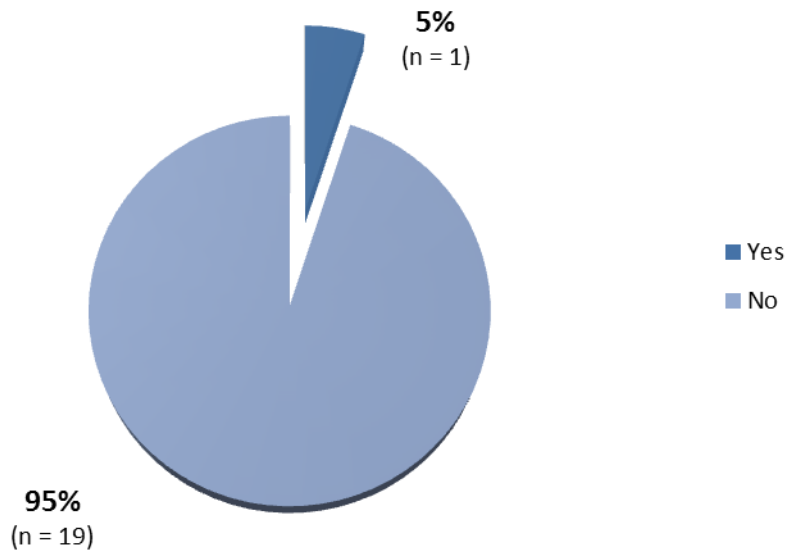


In Question 5, students were asked in a Yes/No question format if they had a better understanding of doing well in math as a result of this project. Based on the results, nineteen (19) or 95% of the student respondents reported that they did not have a better understanding of the importance of doing well in math. One (1) student respondent reported that they did recognize the importance of doing well in math. The data is not clear as to how or if students are making connections between their respective projects and the content area of math. 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 = **20**

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

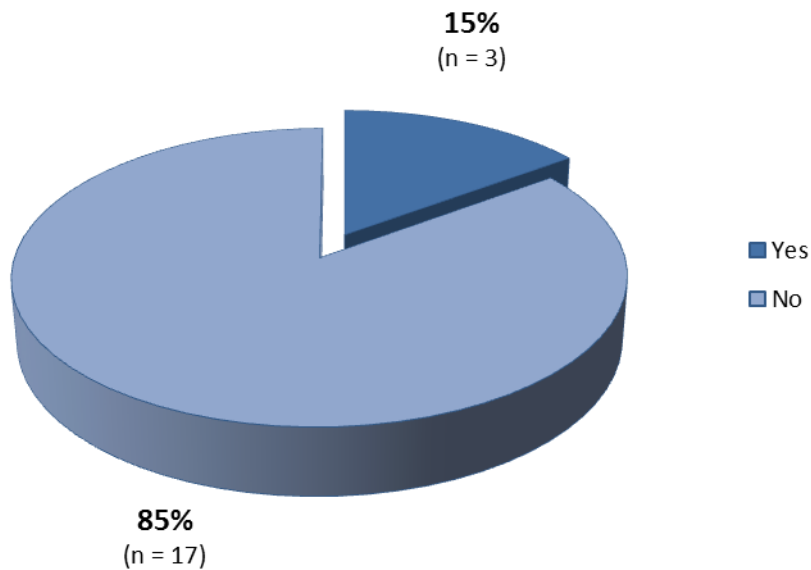


Question 6 asked the student respondents on this project if they had a better understanding of the importance of doing well in science. In analyzing the results in Figure 3, nineteen (19) of the student respondents reported that they did not have a better understanding of the importance of doing well in science as a result of this project. Only one (1) student indicated that they did have a better understanding of the importance of doing well in science. These responses suggest that students are not making the necessary connections between their project and the core content area of science. It is recommended that the ITP continuously work with students to help them make the 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 = **20**

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

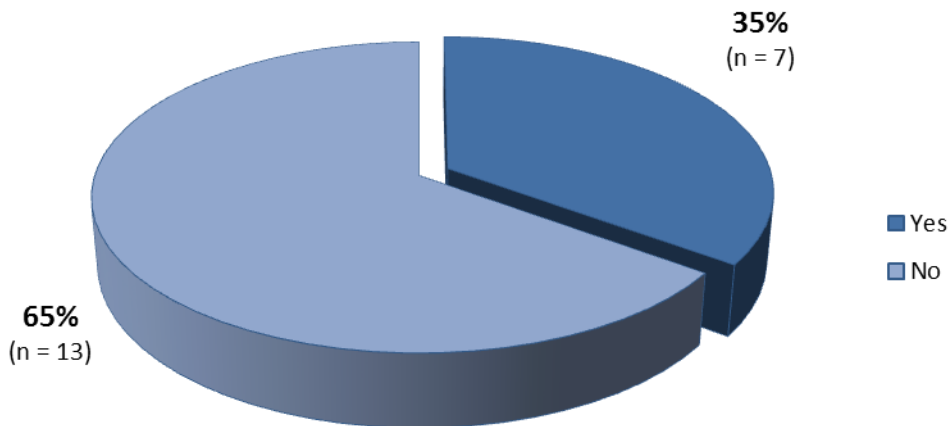


In a similar question, students were asked if they had a better understanding of doing well in reading and writing. Figure 4 highlights these findings. Seventeen (17) or 85% of the student respondents reported that they did not recognize the importance of doing well in reading and writing as a result of this project. Three (3) or 15% of the student respondents reported that they had a better understanding of the importance of doing well in this area. These responses suggest that there is a need for the ITP, along with teachers and mentors, 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 = **20**

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

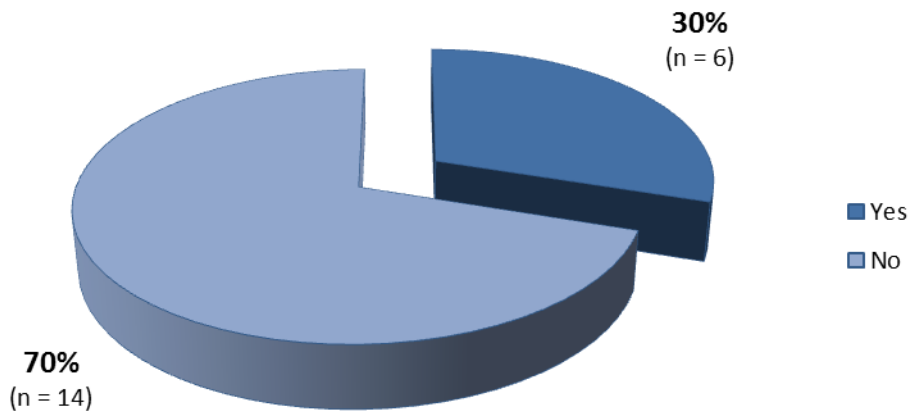


Question 8 asked the student respondents on this project if their writing skills had improved as a result of working on their project with their mentor. In analyzing the results in Figure 5, thirteen (13) or 65% of the student respondents reported that their writing skills had not improved as a result of this project. Seven (7) or 35% of the student respondents reported that their writing skills had improved while working on this project. These results highlight the need for the IPT, along with teachers and mentors, to emphasize the importance of working with students so that they can recognize their growth during these projects.

Q9: My teamwork skills have improved.

Total Number of Student Respondents = **20**

Figure 6. Improvement in Teamwork Skills, Telementor 2013-2014

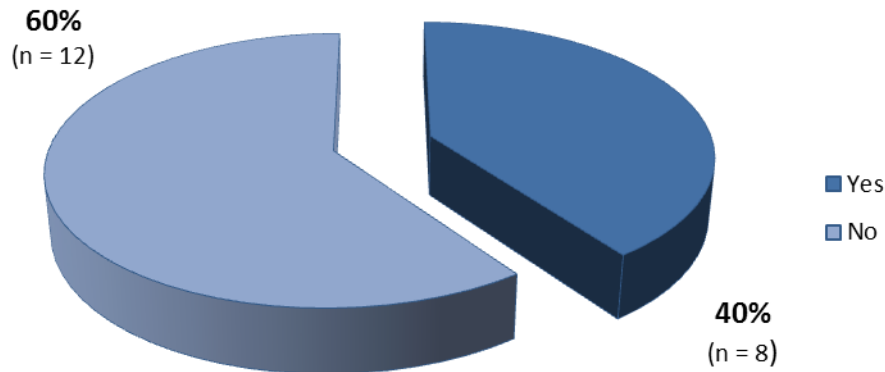


In Question 9, students were asked in a Yes/No question format if they had noticed an improvement in their teamwork skills while working on this project. We see approximately 30% with favorable responses related to an increase in teamwork skills. Based on the results, six (6) or 30% of the student respondents reported that they had improved their teamwork skills. However, fourteen (14) or 70% of the student respondents reported that they did not see an improvement. The data suggest that the majority of students at Timberland High School did not recognize improvement in their teamwork skills as a result of working of their participation on this project. We recommend that ITP, and affiliated constituents, work closely with students to help them see the connection between their project and teamwork skills.

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

Total Number of Student Respondents = **20**

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

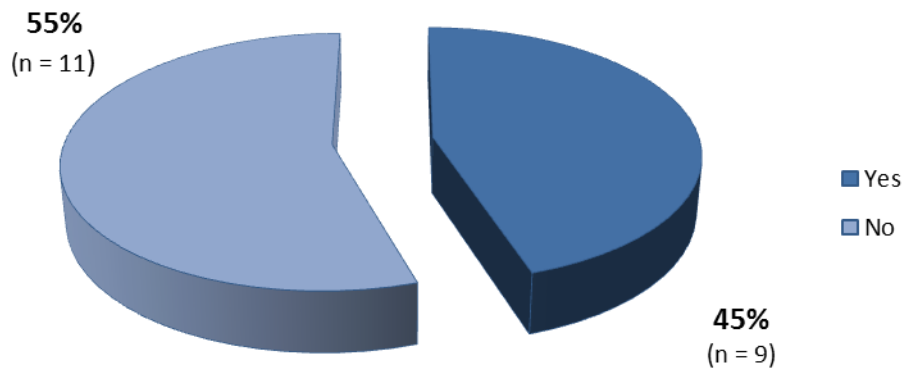


Question 10 is one of the more important questions asked of students in this survey. The goal of students taking control of academic success is very important to the ITP. In Figure 7, we find that eight (8) or 40% of student respondents are reporting that they are now taking more control of their own academic success. Twelve (12) or 60% reported they have not taken more control of their academic success at this point. Altogether, this data should be encouraging for the ITP and all of the affiliated constituents given that nearly half of the students, after completing this project, reported being 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 = **20**

Figure 8. Education Plans Beyond High School, Telementor 2013-2014

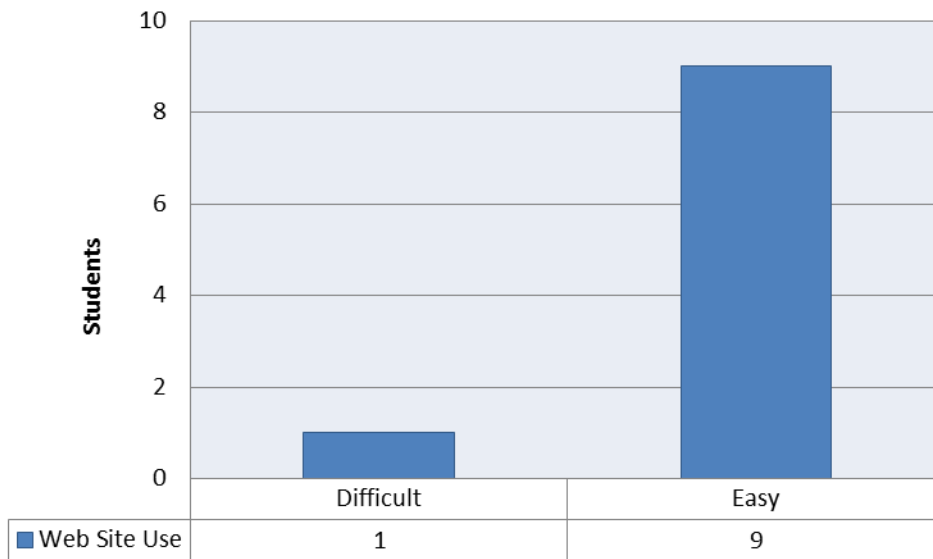


Student respondents in Question 11 of the survey were asked if they had planned to further their education beyond high school as a result of being involved in the ITP. The results are unclear. While nine (9) or 45% of the students indicated that they had planned to pursue some postsecondary option; eleven (11) or 55% reported that they had not planned to pursue postsecondary opportunities at the time of the survey. Given these results, we recommended that the ITP, along with teachers and mentors, consider ways to incorporate different types of postsecondary alternatives into the program so that students will understand all of their options.

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

Total Number of Student Respondents = **20**

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

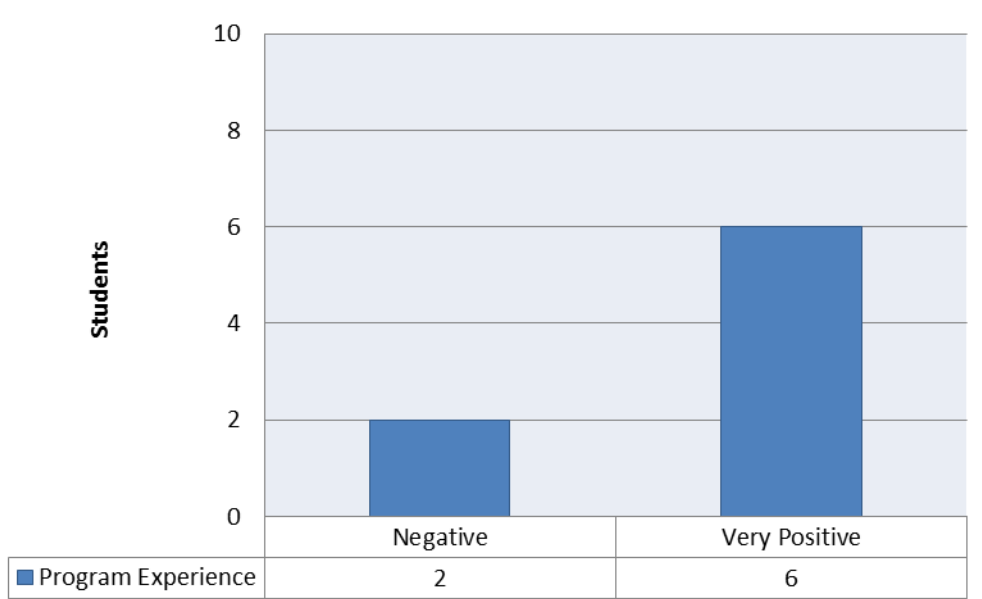


In Question 12 students respondents were asked about their overall experience using the ITP website. In a positive sense, nine (9) students reported that they had an easy experience using the program website. Only one (1) student reported that the website was difficult to use. The ITP should continuously upgrade the website for greater accessibility and ease of use.

Q13: Please rate your overall experience in the program.

Total Number of Student Respondents = **20**

Figure 10. Overall Program Experience, Telementor 2013-2014

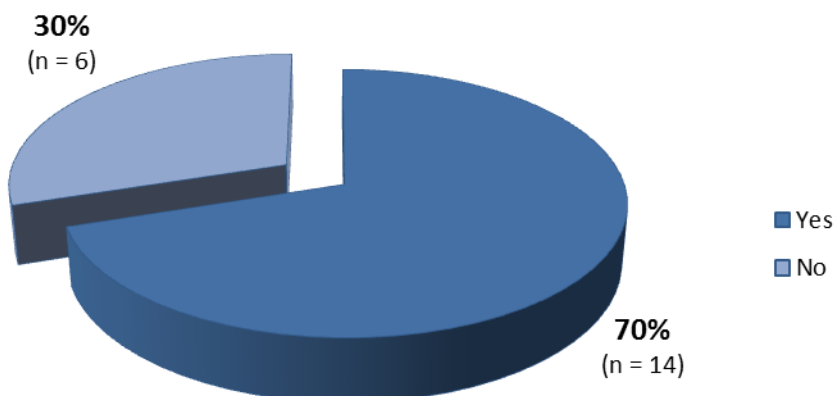


In Question 13 student respondents were asked about their overall experience in the ITP. Six (6) students reported they had a very positive experience in the ITP. Two (2) students reported having had an, overall, negative experience. It is highly recommended that the ITP continue to monitor student perceptions as the program continues to grow.

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

Total Number of Student Respondents = 20

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



Q15: Please describe why or why not. (Reference to Question 14)

Selected Student Responses:

“Yes, I had a great experience and think that anytime I had the opportunity to receive mentor support from professionals would be very beneficial to me in the future!”

“I really enjoyed having someone there to give me guidance and a second opinion! This program made our paper DECA international worthy.”

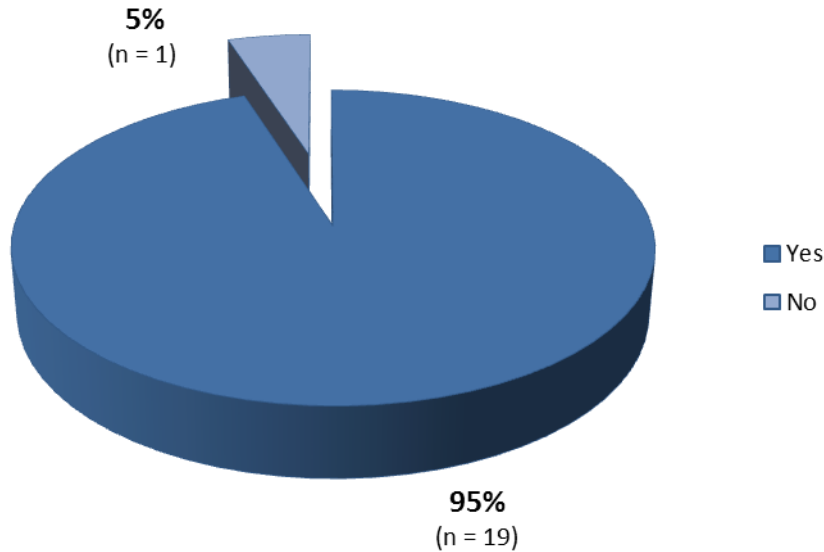
“No, I’ll be done with high school after this semester and I don’t I will have a large enough project to warrant a mentor.”

In Questions 14 and 15 student respondents were asked about their interest in receiving future mentoring support in the ITP. Fourteen (14) or 70% 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). Six (6) or 30% of the student respondents 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 match the students who have an interest in receiving mentoring with available mentors so that the students 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 = **20**

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 nineteen (19) or 95% of the student respondents were first-time participants in this formal mentoring program. Only one (1) student 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 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:

“My mentor took a long time to respond sometimes.”

“Online communication was sometimes difficult because I struggled to explain a concept just through text.”

“Working with my mentor was sometimes difficult because I had no reminder and notification that my mentor had responded. This process would be made more easier if I could recieve [receive] emails when I recieve [receive] a response.”

Q18: Did we miss something?

Selected Student Responses:

“It would have been nice to be able to delete documents that I uploaded onto the website (sometimes I uploaded wrong document or uploaded the same thing twice).”

“The ability to connect people in the real workplace with students looking into the same field is awesome.”

“No you did not.”

Mentor Responses on the Business Operations Research Project

School: Timberland High School
Teacher: Michael Oliva
Mentors: 20

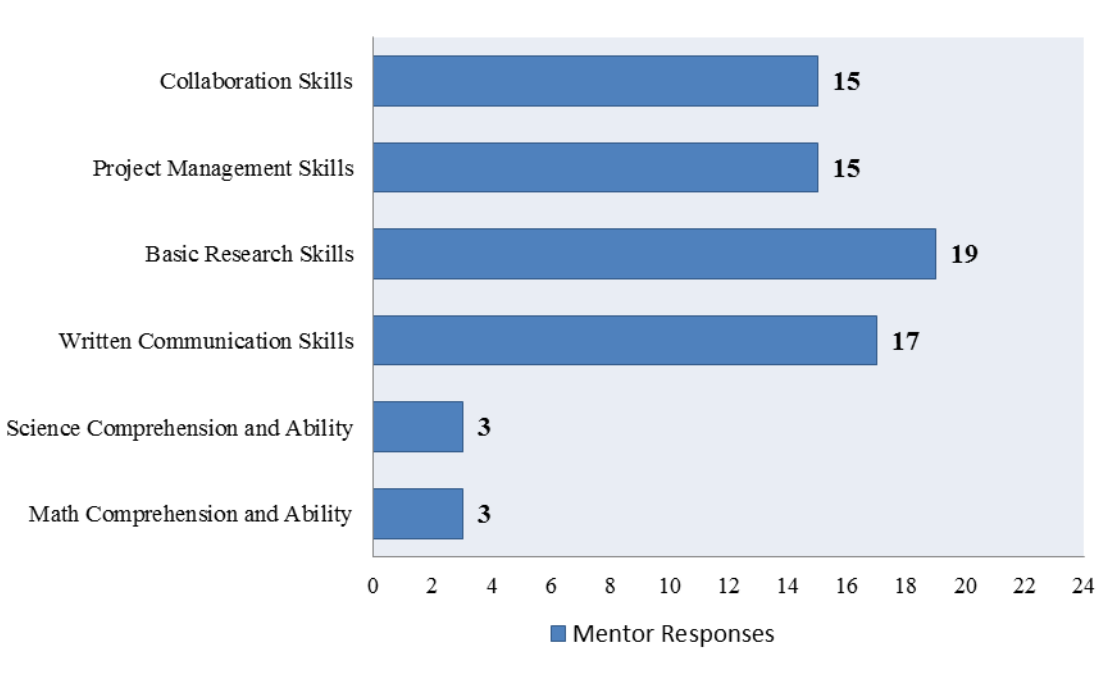
Project Date: 10/11/13 – 12/20/13

Mentor Responses

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

Total Number of Mentor Respondents = 20

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

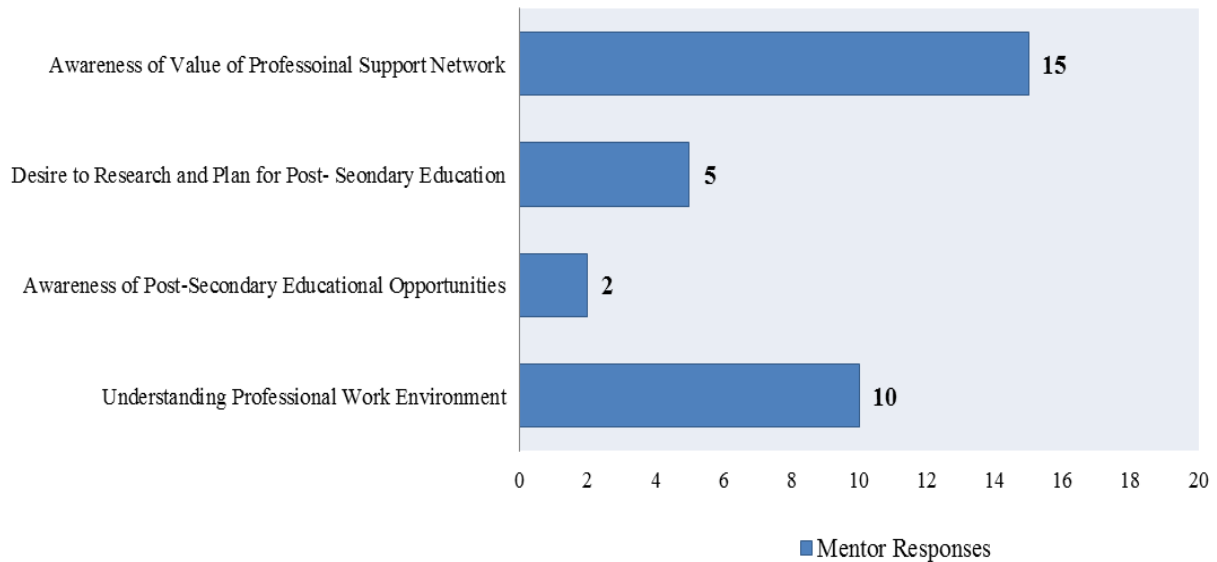


In Question 1 mentors were asked to indicate the student skill areas that they felt they influenced through this project. According to Figure 1, 15 mentors indicated they influenced *collaboration skills*; 15 mentors also indicated they influenced *project management skills*; 19 mentors indicated they influenced *basic research skills*; 17 mentors indicated they influenced *written communication*; 3 mentors indicated they influenced both *science* and *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 areas of influence were science and math comprehension. It is highly recommended that the ITP continue to work with mentors on effective ways to influence science and 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 Student Respondents = 20

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, 15 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*; 2 indicated their mentorship aided an *awareness of post-secondary educational opportunities*; and 10 indicated that 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.⁴

(4.05)

1 = “Poor Quality”

5 = “Above Average Quality”

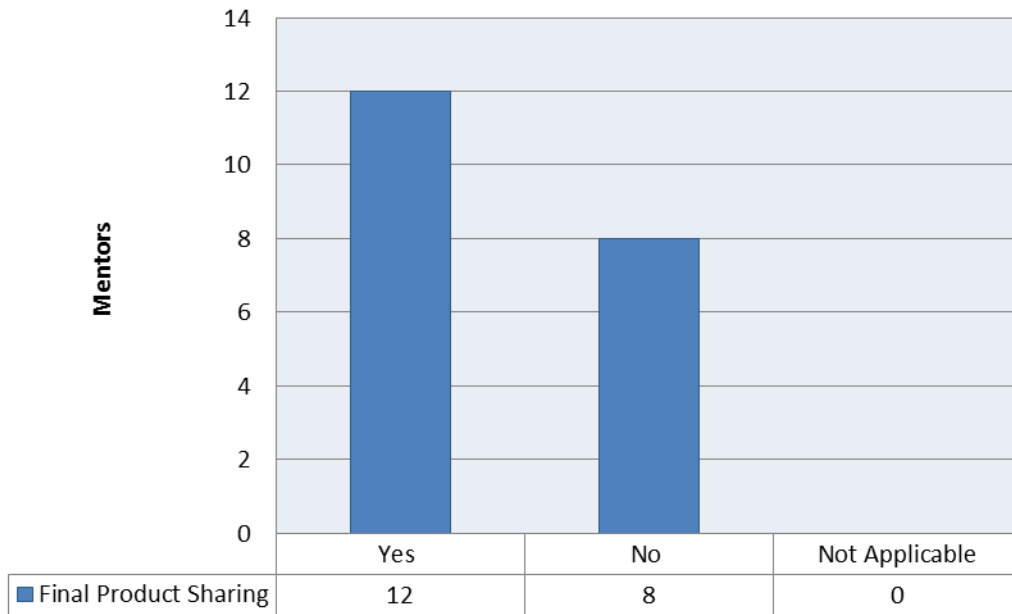
In Question 3 mentors were asked about the quality of messages received from students throughout the project. Based on a scale of 1 = “Poor Quality” and 5 = “Above Average Quality,” the mentors’ average quality rating was 4.05. This data indicates that mentors believed the messages received from students 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.

⁴ 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 Student Respondents = 20

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



Question 4 asked mentors if their student shared a final project (presentation, research, report, plan, etc.) with them for this project. According to Figure 3, eight (8) mentors indicated that their students did not share their final project with them at the conclusion of the program. Based on these results, it is recommended 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.

(4.10)

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 4.10. 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.

(3.90)

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 3.90. 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:

“Continue to have consistent communication and transparency with mentors. Engage students as frequently as possible to ensure high participation, excitement and commitment to the project.”

“Providing a project milestone chart would be helpful. I really didn't know what deliverables were due and when they were due.”

“I think more interaction with the teacher as well as the student would be beneficial [beneficial]. I found out there was an issue with the student and project towards the end. I was a bit caught off guard but maybe a bi weekly [weekly] note from teacher would be nice.”

“I felt like I did not have a substantial role in the students project. I felt more like a burden than a resource. He did not seek my advice on the project. This is not necessarily a bad thing, however, I do not feel I was necessary in the process.”

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

Selected Mentor Responses:

“Student's work throughout the project was exceptional and far beyond my expectations.”

“I was very impressed with my mentee's writing ability. She also had an energy throughout the project that shined through her emails. I sensed an outgoing quality as well when she dealt with customers 1 on 1 when distributing the survey.”

“I did not receive the final project results. I also kept asking to see the raw data collected, but it was never shared with me. The student should be encouraged to share this and maybe she was but did not follow through.”

“My student did a good job of incorporating feedback and of keeping me informed about what she was doing on her project. I enjoyed the whole process!”

Q9: Overall experience in the program.

(4.25)

1 = “Negative”

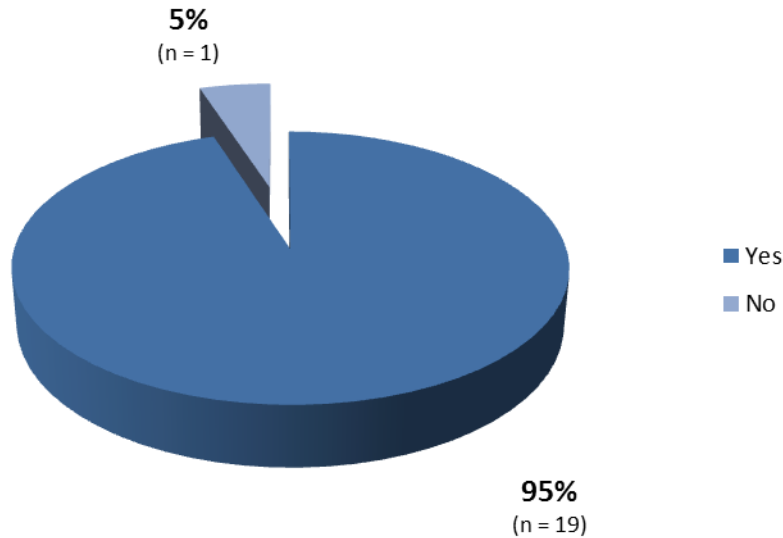
5 = “Positive”

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 4.25. This data indicates that the mentors’ overall experience was above average. Based on these results, the ITP should work with mentors on ways to improve their experience in the program.

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

Total Number of Student Respondents = 20

Figure 4. Future Mentor Considerations, Telementor 2013-2014



Q11: Why or why not? (Reference to Question 10)

Selected Mentor Responses:

“Very enjoyable program.”

“Absolutely! I, too, learned from my student. I'm looking forward to the next project.”

“It was nice to be able to support what the teacher is learning and to provide a business perspective.”

Question 10 asked mentors if they would consider mentoring new students in the future. Nineteen (19) or 95% of the mentor respondents noted that they would mentor new students in the future. Only one (1) mentor stated that they would not be interested in mentoring new students. 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 continue to survey mentors in an effort to better understand the specific reasons for their decision to mentor students in the future.

Q12: The most rewarding aspect of participating.

Selected Mentor Responses:

“Knowing I was making an impact on a student's life...by helping her through her studies but also connecting with her on a somewhat personal level to be a source of support and guidance more broadly.”

“Seeing the student get excited about the research”

“Being able to help the student and having the student be open to my suggestions.”

Q13: The most difficult aspect of participating.

Selected Mentor Responses:

“Time restraints on my end”

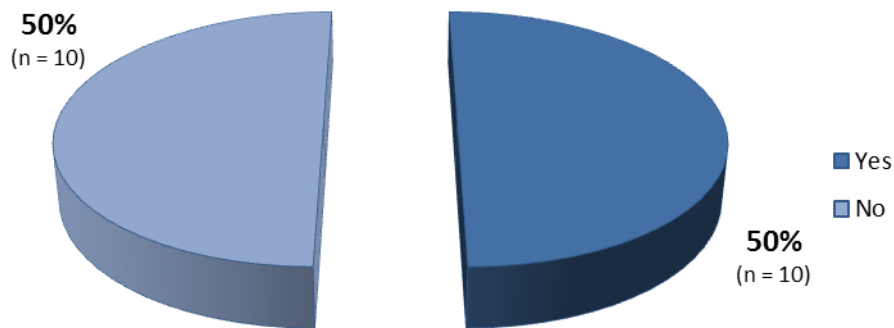
“Learning to get out of the way... She was on a mission and I just had to make some minor recommendations, but ultimately it was hers from start to finish. She did fantastic.”

“Not getting the information that I asked for to be able to provide more meaningful analysis.”

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

Total Number of Student Respondents = **20**

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. Ten (10) or 50% of the 20 mentor respondents indicated that this was not their first time participating in a formal mentoring program. The other half (50%) of the 20 mentor respondents indicated that this was their first experience in a formal mentoring program. Based on these results, it is highly recommended that the ITP continue to recruit new mentors for student projects.

CONCLUSION

This report documents data from Missouri. 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 housed at *Holt High School* (i.e., College and Career Exploration and Business Operations) and *Timberland High School* (i.e., Business Operations) 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 chance.lewis@uncc.edu or at the following webpage <http://www.chancewlewis.com>