

International Telementor Program
Program Evaluation for Student and Mentor Surveys
(**Colorado Teachers**)
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.

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 Preston Middle School and Westview Middle 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.

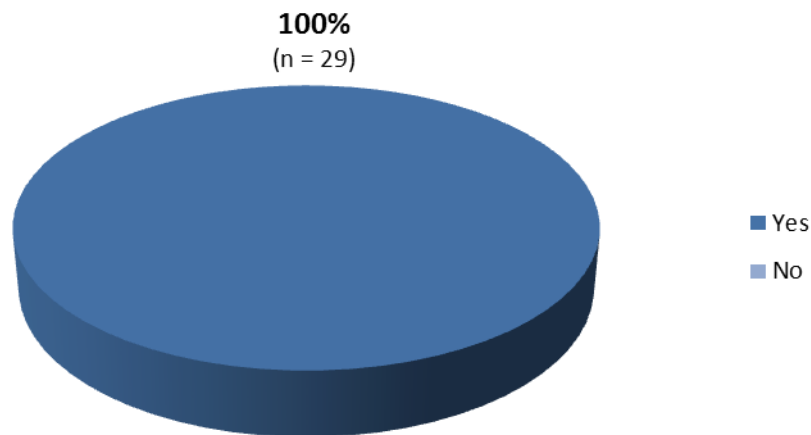
Student Relationships with Mentors

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 on this project with my mentor was that she really helped me think deeper about it and how it could affect others.”*
- *“The best part of working with my mentor was knowing that you had someone there to help.”*

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, 100% 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 Colorado

To assist with the evaluation process, teachers directly involved with the International Telementor Program (ITP) within the state of Colorado that 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
<p>Areas Improved:</p> <ul style="list-style-type: none">▪ 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 <p>Content Areas Not Improved:</p> <ul style="list-style-type: none">▪ None identified

Student Perceptions of the Writing with Impact Project

School: Preston Middle School

Project Date: 9/9/13 – 12/20/13

Teacher: Cameron Shinn

Students: 29

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 with my mentor was that she really helped me think deeper about it and how it could affect others.”

“The best part of working with my mentor was knowing that you had someone there to help.”

“The best part of working on my project with my mentor(s) is all the great advice they gave me. When i [I] had trouble with things like finding experts they always helped me.”

Students from Preston Middle 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, they noted that working with someone who helped them to think more critically 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 like to receive help in math, even though I don't need it. But I am sure they could teach me new tricks.”

“I might like a mentor in studying the Japanese language and culture. The Japanese have always interested me with their complex culture and language.”

“In Greek Mythology.”

“Music because I have always been interested in music.”

In Question 2 Preston Middle 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 Foreign Language (Japanese), Greek Mythology, and Music. 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:

“To email them as fast as you can.”

“Maybe persuade them a little more because I was off topic sometimes and I needed a little help and he helped me but if he would have pushed me a little more that would of gotten me going more.”

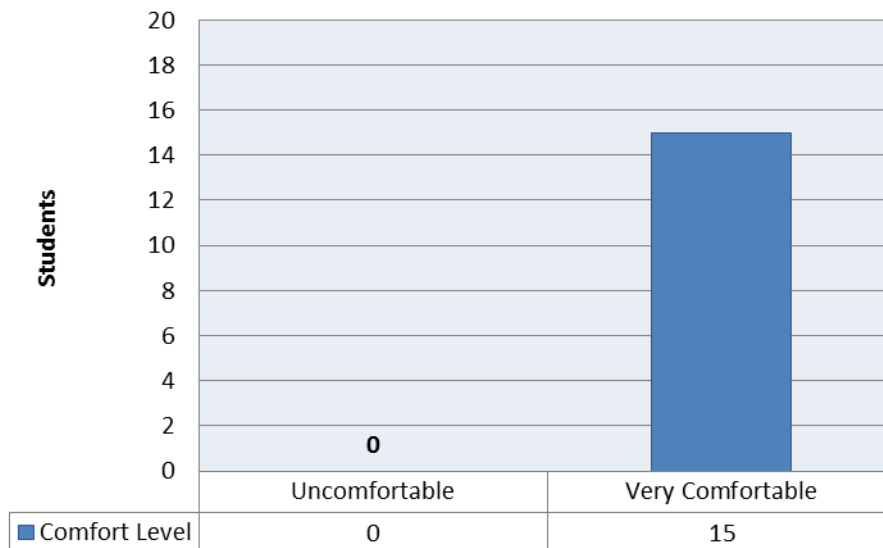
“I think they should continue to have great communication with the student.”

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 respond to emails in a timely manner. Students also recommended that mentors offer encouragement. This data highlights that students view communication with their mentors 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 = **29**

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



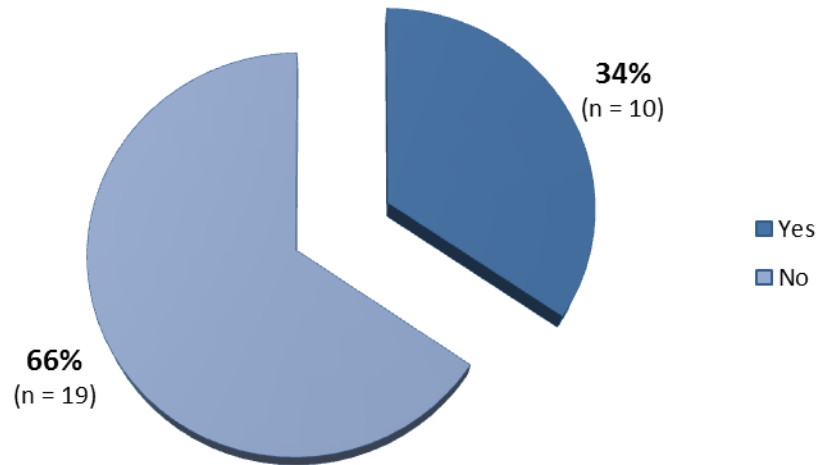
Question 4 asked students about their level of comfort with their mentors. The information provided in Figure 1 only highlights the data that was provided on the ends of the spectrum on the Likert-scale. Based on the results, fifteen (15) of the twenty-nine (29) students involved in this project indicated that they were very comfortable communicating with their mentors about their particular project. 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 = 29

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 66% of the student respondents reported that they did not have a better understanding of the importance of doing well in math. However, ten (10) or 34% of the student respondents reported that they did recognize the importance of doing well in 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 = **29**

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

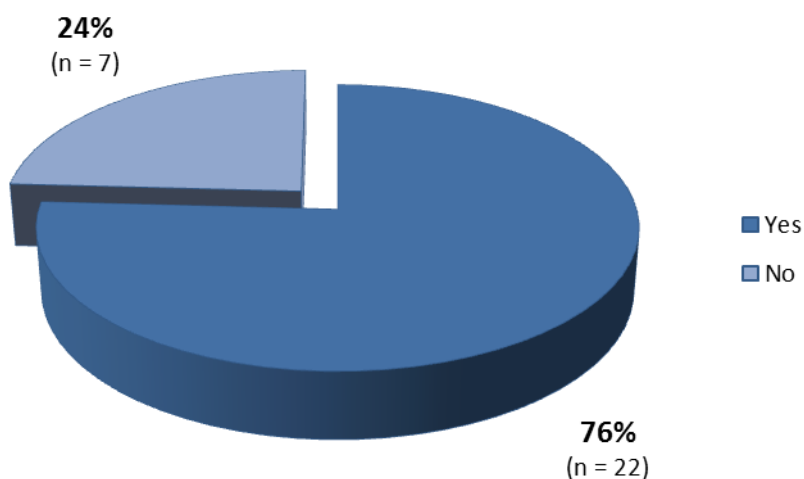


Question 6 asked the student respondents on this project if they had a better understanding of the importance of doing well in science. In analyzing the results in Figure 3, fifteen (15) or 52% of the student respondents reported that they had a better understanding of the importance of doing well in science as a result of this project. Fourteen (14) or 48% of the student respondents reported that they did not recognize 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 = **29**

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

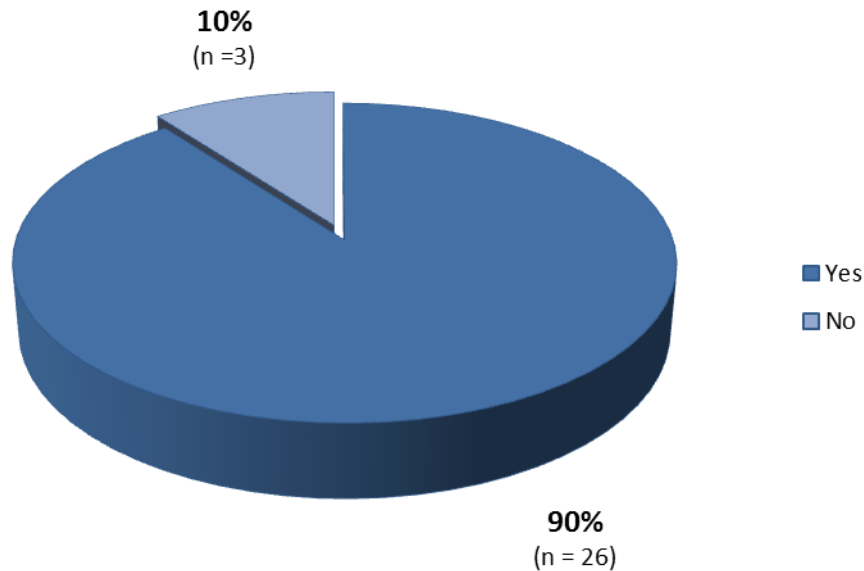


In a similar question, students were asked if they had a better understanding of doing well in reading and writing. Seven (7) or 24% of the student respondents reported that they did not recognize the importance of doing well in reading and writing as a result of this project. Twenty-two (22) or 76% 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 = 29

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

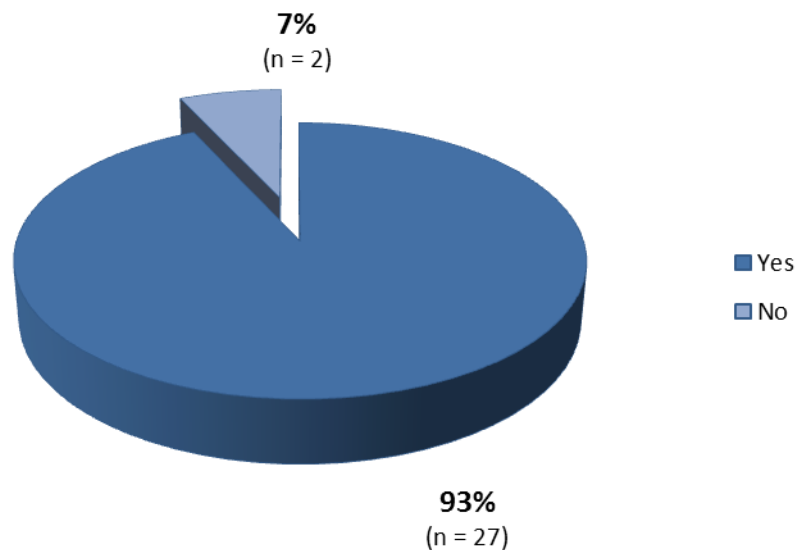


Question 8 asked the student respondents on this project if their writing skills had improved as a result of working on their project with their mentor. In analyzing the results in Figure 5, twenty-six (26) or 90% of the student respondents reported that their writing skills had improved as a result of this project. Three (3) or 10% of the student respondents reported that their writing skills had not 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 = 29

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

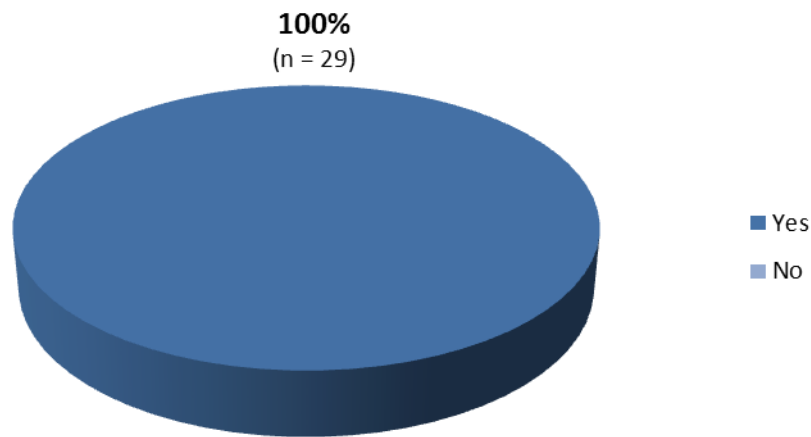


In Question 9, students were asked in a Yes/No question format if they had noticed an improvement in their teamwork skills while working on this project. We see approximately 93% with favorable responses related to an increase in teamwork skills. Based on the results, twenty-seven (27) or 93% of the student respondents reported that they had improved teamwork skills. Only two (2) or 7% of the student respondents reported that they did not have improvement. The findings on this question are overall positive. The majority of students at Preston Middle School recognized improvement in their teamwork skills.

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

Total Number of Student Respondents = **29**

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

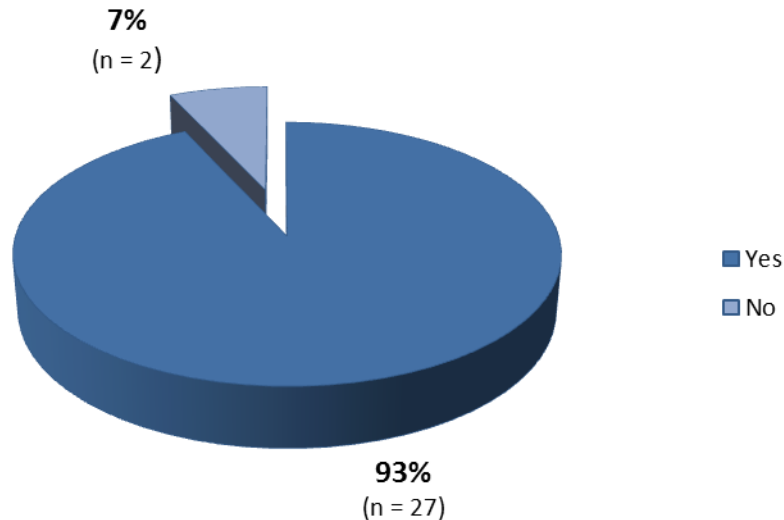


Question 10 is one of the more important questions asked of students in this survey. The goal of students taking control of academic success is very important to the ITP. In Figure 7, we find that twenty-nine (29) student respondents reported that they are now taking more control of their own academic success. Altogether, this data should be extremely encouraging for the ITP and all of the affiliated constituents given that all 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 = **29**

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

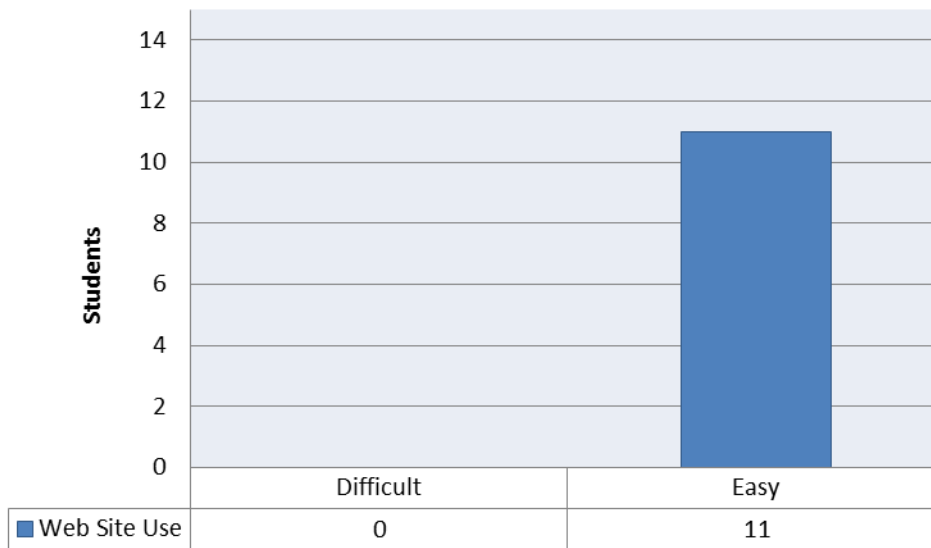


Student respondents in Question 11 of the survey were asked if they had planned to further their education beyond high school as a result of being involved in the ITP. Twenty-seven (27) or 93% of the student respondents indicated that they had planned to pursue some postsecondary option. Two (2) or 7% noted they had not planned to pursue postsecondary opportunities at the time of the survey. Given these results, 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 = **29**

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

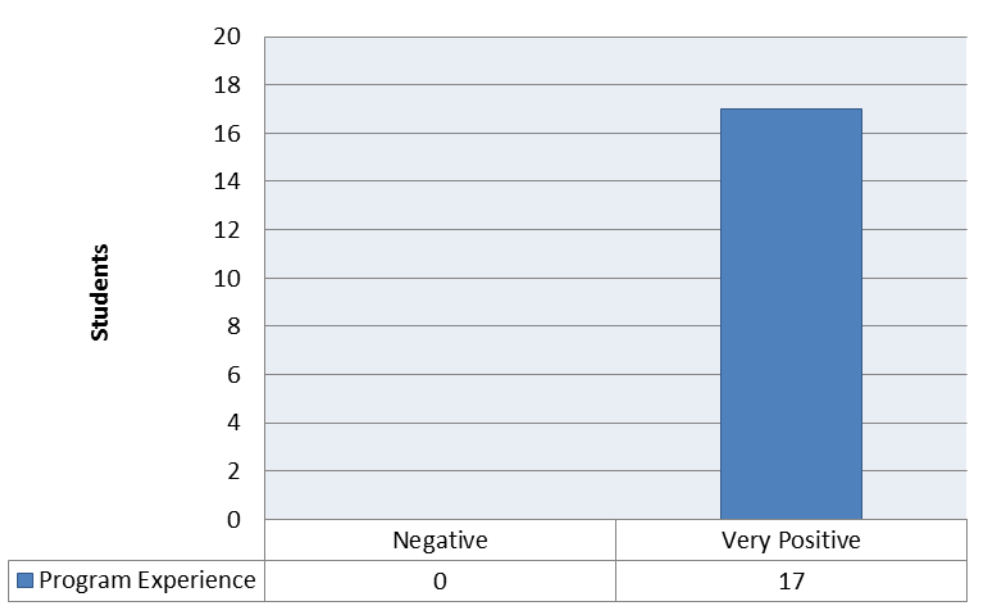


In Question 12 students respondents were asked about their overall experience using the ITP website. Eleven (11) students reported that they had an easy experience using the program website. No students reported that the website was difficult to use. The ITP should continuously upgrade the website for greater accessibility and ease of use.

Q13: Please rate your overall experience in the program.

Total Number of Student Respondents = **29**

Figure 10. Overall Program Experience, Telementor 2013-2014

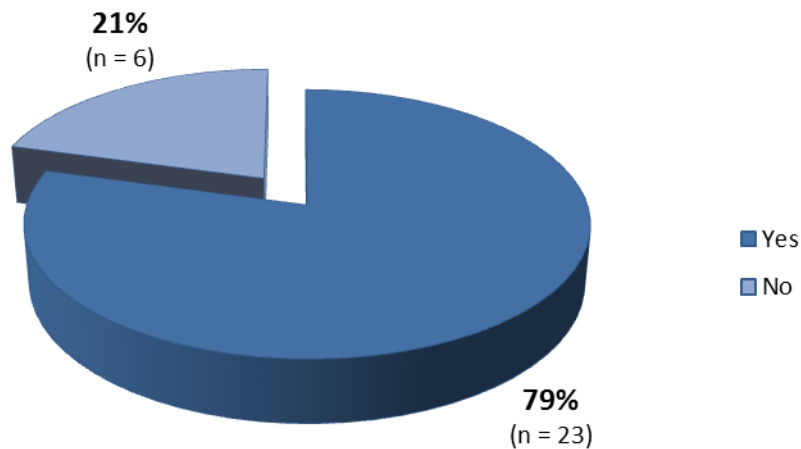


In Question 13 student respondents were asked about their overall experience in the ITP. Seventeen (17) students reported they had a very positive experience in the ITP. No students reported any negative experiences. It is highly recommended that the ITP continue to monitor student perceptions of the ITP as it continues to grow.

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

Total Number of Student Respondents = 29

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, definitely it helped me so much...”

“Yes, because I love the support and help that I get, but the only thing I would wish to have is a mentor that was more interested and involved in my topic.”

“Yes because in my opinion I work better when I can collaborate with an educated mentor that I can receive not just help from, but a second opinion on how I can change and improve my work, through the process of a project.”

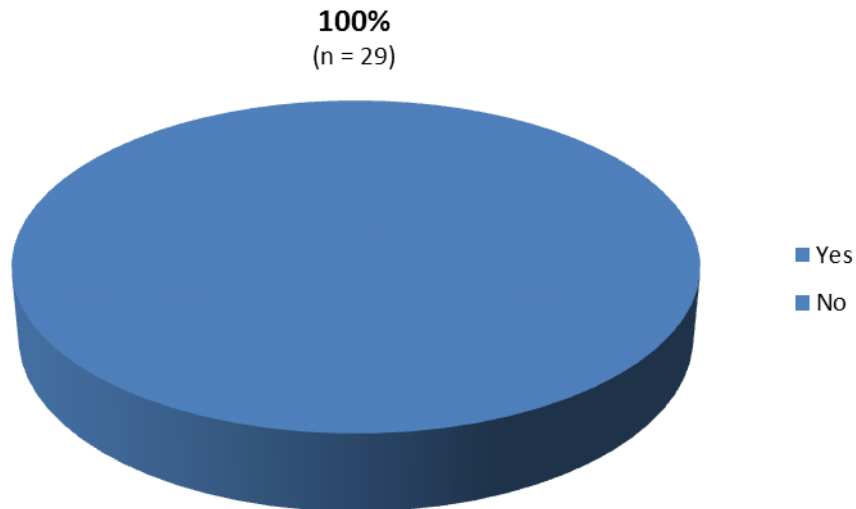
In Questions 14 and 15 student respondents were asked about their interest in receiving future mentoring support in the ITP. Twenty-three (23) or 79% of the student respondents reported that they were open to receiving mentoring in the future in this program (see sampled explanations provided in Question 15). Six (6) or 21% of the student respondents noted that they did not have an interest in receiving future mentoring. 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 = **29**

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 twenty-nine (29) or 100% of the student respondents were first-time participants in this formal mentoring program. This data is very important given that these students have only been exposed to this mentoring program. This exposure will allow students to continue to grow and improve academically.

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

Selected Student Responses:

"Sometimes it was hard to communicate."

"The difficult parts of working with my mentor are that she didn't always email me back when I needed the help."

"I think it was only difficult when I sent an email and my mentor couldn't respond for awhile [a while] based on there [their] schedule, other than that we had solid helpful communication."

Q18: Did we miss something?

Selected Student Responses:

"...it would be helpful if we could have a phone call of something along those along those lines to help communicate.."

"Presenting this in front of a room full of people can be very nerve racking so maybe you could find a way to make this less scary."

"I think it would be better if you sent the message saying you got and [an] email to one's phone because not everyone checks there email."

Mentor Responses on the Writing with Impact Project

School: Preston Middle School

Project Date: 9/9/13 – 12/20/13

Teacher: Cameron Shinn

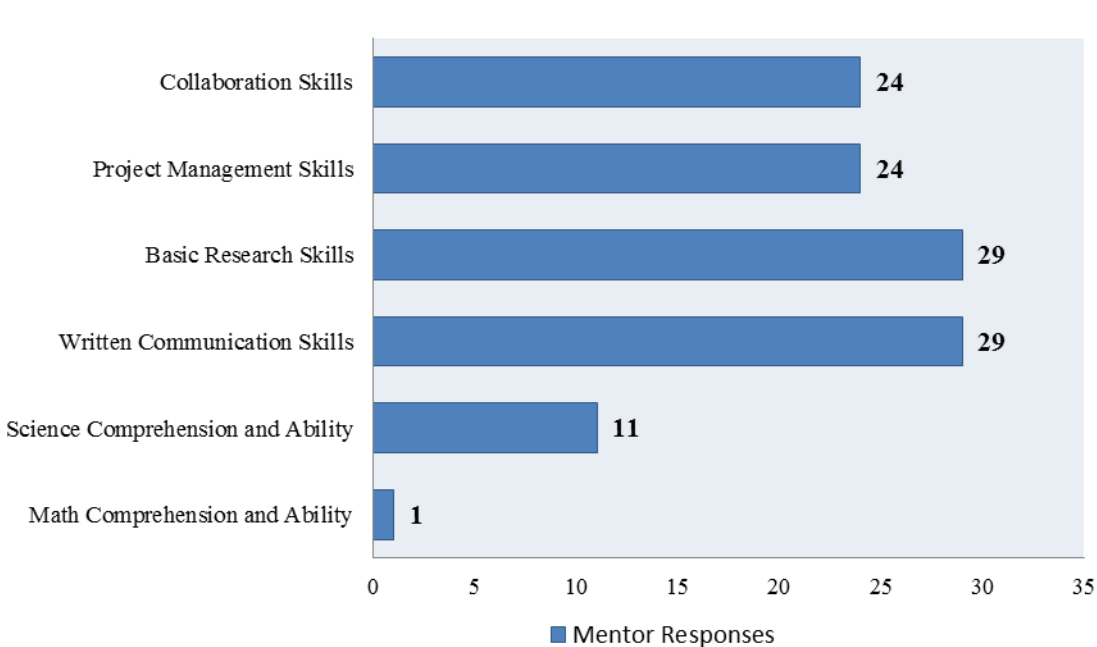
Mentors: 29

Mentor Responses

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

Total Number of Mentor Respondents = 29

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



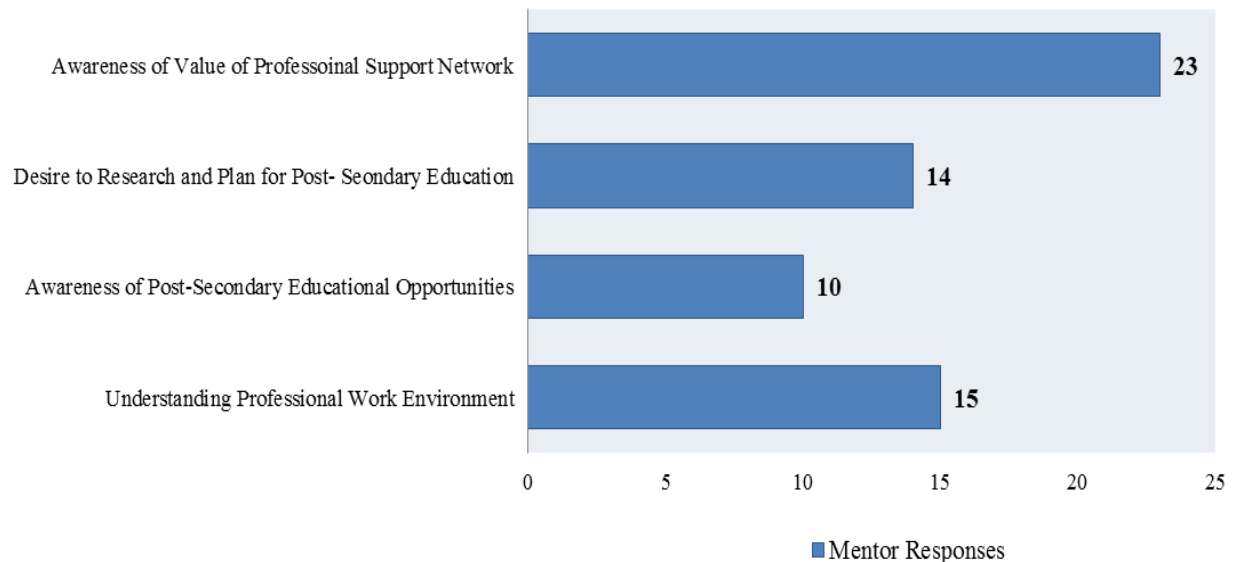
In Question 1 mentors were asked to indicate the student skill areas that they felt they influenced through this project. According to Figure 1, 24 mentors indicated they influenced *collaboration skills*; 24 mentors also indicated they influenced *project management skills*; 29 indicated they influenced *basic research skills*; 29 also indicated they influenced *written communication*; 11 indicated they influenced *science comprehension*; and 1 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 = 29

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, 23 mentors indicated their mentorship aided students in the *awareness of the value of a professional support network*; 14 indicated their mentorship supported a *desire to research and plan for post-secondary education*; 10 indicated an *awareness of post-secondary educational opportunities*; and 15 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.¹

(3.76)

1 = “Poor Quality”

5 = “Above Average Quality”

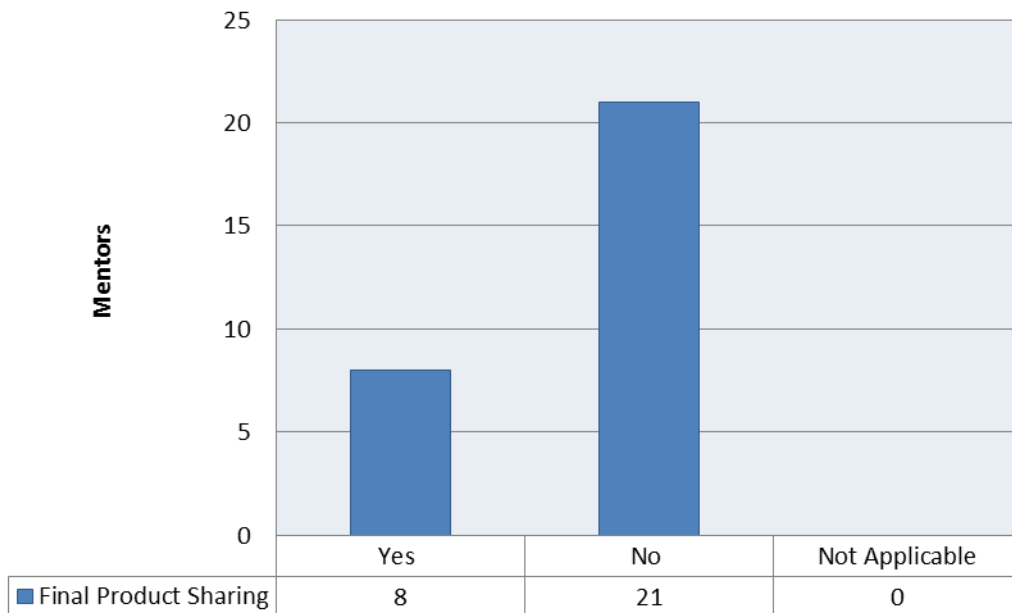
In Question 3, mentors were asked about the quality of messages received from students throughout the project. Based on a scale of 1 = “Poor Quality” and 5 = “Above Average Quality,” the mentors’ average quality rating was 3.76. This data indicates that mentors believed the messages received from students 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.

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 = **29**

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 (21) 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.

(4.24)

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 4.24. This data indicates that the frequency and quality of assistance from the teacher was above average. 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.

(4.21)

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 4.21. 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 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:

"Having the capability to save unsent messages would be nice. I sometimes start a long message and I am afraid to lose it by closing my browser or navigating away (it has happened). Can mentors have access to the survey results? That would simplify the sharing of replies received."

"More frequent interaction with the teacher early in the project would be helpful. The messages the teacher sent were very helpful for keeping the student on track, but these were relatively few and far between for the first weeks of the project."

"One suggestion is to stress to the students the importance of steady class attendance and participation. They need to know that frequent absences are frowned upon in the workplace."

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

Selected Mentor Responses:

"Student's final project was great. She listened to my feedback and did a great job at following my recommendations. By listening to other's presentation, you realize what works or not (too verbose, not enough visuals,...)."

"I felt the student was very engaged and the prezi showed this. Her passion for the topic was contagious. Job well done."

"As often seems to be the case - many of the students run out of time as the final deadlines approach and cut out the step of reviewing their final project with their mentor. I really do think that it should be part of the project schedule to deliver the final project to the mentor a week before the final deadline so that there is time for actual review and comment so we can help out with this last large part of the project - especially as I would love to see the final work that we've been building up to all term!"

Q9: Overall experience in the program.

(4.41)

1 = “Negative”

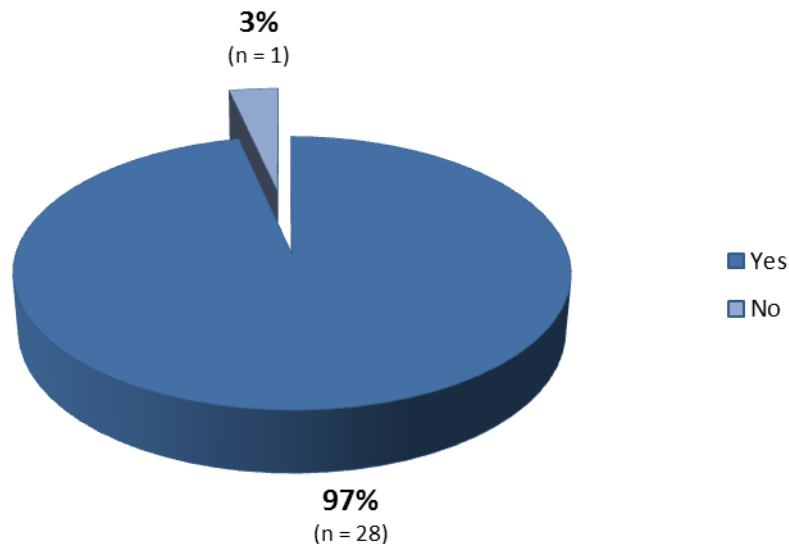
5 = “Positive”

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 4.41. 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 Mentor Respondents = 29

Figure 4. Future Mentor Considerations, Telementor 2013-2014



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

Selected Mentor Responses:

"This is a very worthy endeavor. It is a great mechanism of reaching students and bridging professional/student gap."

"Absolutely - even if it makes a small difference to someone, I think it is a wonderful opportunity to give back to the society."

"I enjoy working in the program and get a lot out of guiding students, hearing about their passions and helping them convert ideas into concrete work/projects that have an impact on others."

Question 10 asked mentors if they would consider mentoring new students in the future. Twenty-eight (28) or 97% of the 29 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. Only one (1) of the 29 mentors indicated that they did not have an interest in mentoring new students. Based on these results, it is highly recommended that the ITP develop an exit survey with mentors to ascertain the reasons for their decisions.

Q12: The most rewarding aspect of participating.

Selected Mentor Responses:

"Positive feedback from the student and the teacher that I am making a difference."

"Seeing a students [student's] skills grow in so short a period of time."

"It's always great to share ideas and experiences."

"As always getting to know the student and providing mentoring is quite fulfilling. I always come away with a sense of satisfaction from working with a student."

Q13: The most difficult aspect of participating.

Selected Mentor Responses:

"Balancing work schedule with timely emails!"

"Interestingly, the asynchronous nature of communication with the student. Would have been almost easier to set aside a block of time each week (though I realize I could have done this myself)."

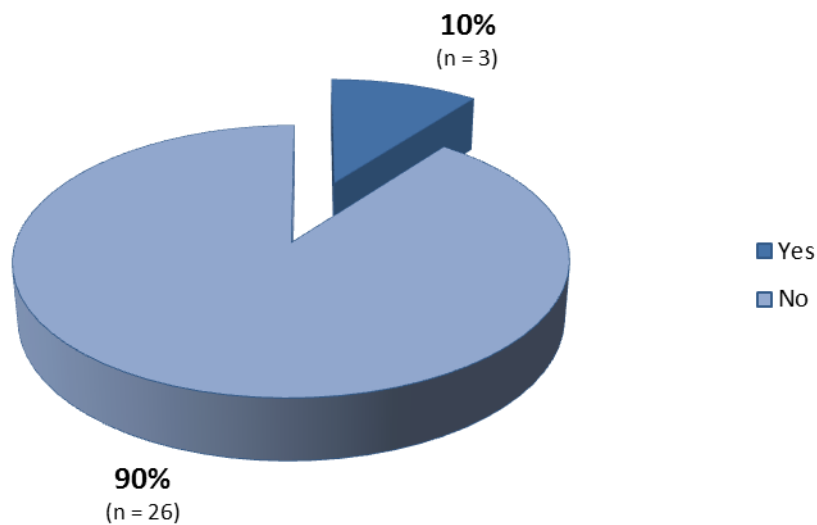
"Finding the time to respond regularly."

"The inability to have the student correspond with anything meaningful can be frustrating. As all correspondence is via email, the mentor does not have the ability to look the student in the eye and tell them "You matter to me. I want to help, but I need this to be a real partnership". As a Type A person, it is hard not to see a successful conclusion of every endeavor ;-)"

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

Total Number of Mentor Respondents = **29**

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. Twenty-six (26) or 90% of the 29 mentor respondents indicated that this was not their first time participating in a formal mentoring program. Only three (3) or 10% of the remaining 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.

Student Perceptions of the Continue the Vision Project

School: Preston Middle School

Project Date: 9/16/13 – 12/20/13

Teacher: Rachael Ibanez

Students: 15

Student Responses

Working Relationship with Mentor

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

Selected Student Responses:

“Talking with her and hearing her advice.”

“My mentor was so helpful. The collaboration taught me a lot about working with other people. I also liked that I got to choose what I learned about and support, and I got have someone with the same interests as me help.”

“The best part of working with my mentor as all the great feedback that she gave me, she was really awesome and I really thought she was great with replying.”

“The best part about working on this project with my mentor was moral support..”

Students from Preston Middle 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 moral support. Additionally, they noted that receiving helpful feedback and advice 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:

“Civil Engineering is another are of intrest [interest] that a mentor could help me.”

“There are no other academic areas, but we would like to go deeper into other types of coding.”

“Engineering mainly because that what I what to be when I grow up.”

In Question 2 Preston Middle 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 Engineering. An additional area of interest included Coding. 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:

“Keep up the great work! You were so helpful and very efficient with your responses. Whenever I needed help you gave me help without doing the whole project for me. The in-depth interview questions you helped me write really helped me understand more about my project.”

“Just be you and keep them focused but at the same time be like a friend.”

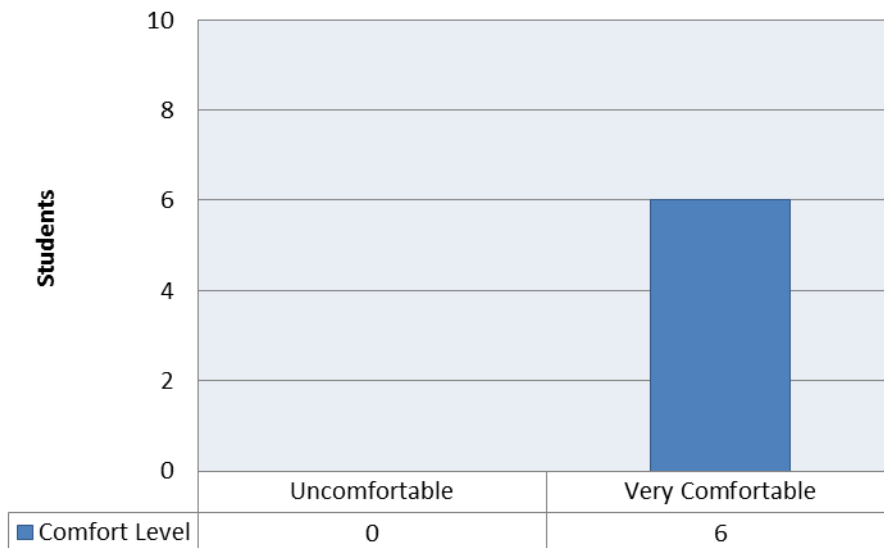
“Communicate more. We were in touch at the beginning of the semester, but as it went on, communication was becoming less frequent.”

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 = **15**

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



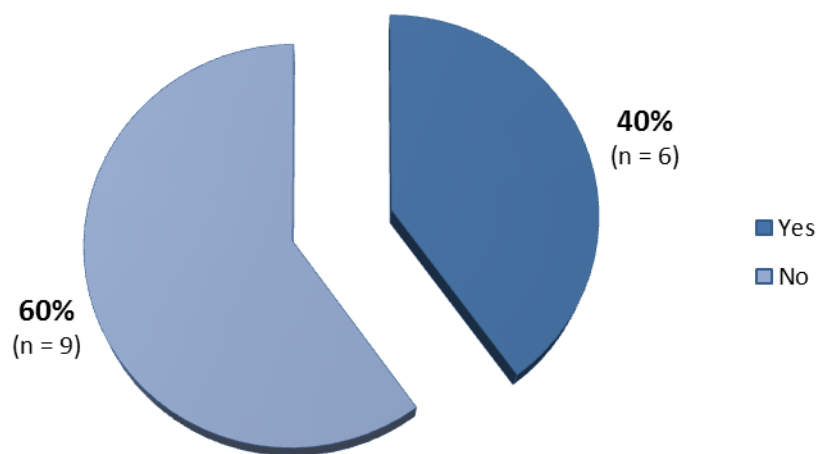
Question 4 asked students about their level of comfort with their mentors. The data provided in Figure 1 only highlights the data that was provided on the ends of the spectrum on the Likert-scale. Based on the results, six (6) of the fifteen (15) students involved in this project indicated that they were very comfortable communicating with their mentors about their particular project. 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 = 15

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

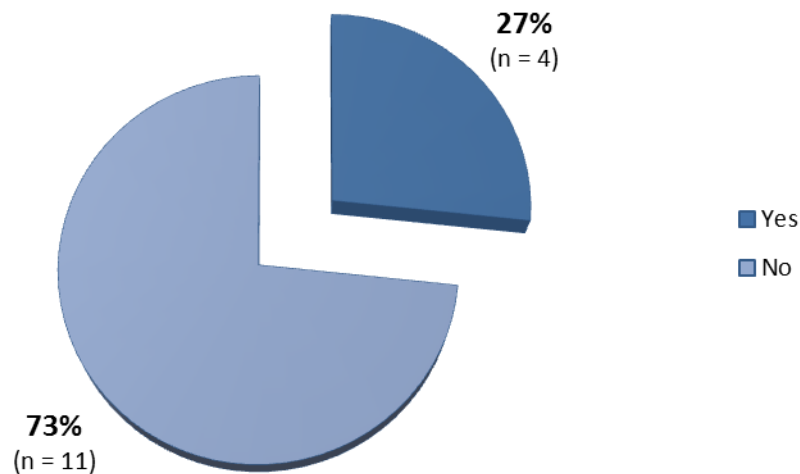


In Question 5, students were asked in a Yes/No question format if they had a better understanding of doing well in math as a result of this project. Based on the results, nine (9) or 60% of the student respondents reported that they did not have a better understanding of the importance of doing well in math. Six (6) or 40% of the student respondents 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. However, 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 = **15**

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

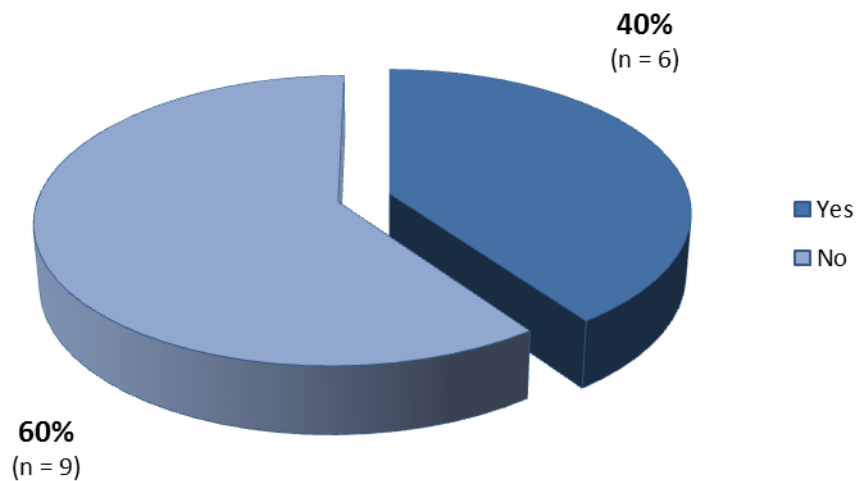


Question 6 asked the student respondents on this project if they had a better understanding of the importance of doing well in science. In analyzing the results in Figure 3, four (4) or 27% of the student respondents reported that they had a better understanding of the importance of doing well in science as a result of this project. However, eleven (11) or 73% of the student respondents reported that they did not recognize 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 = **15**

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

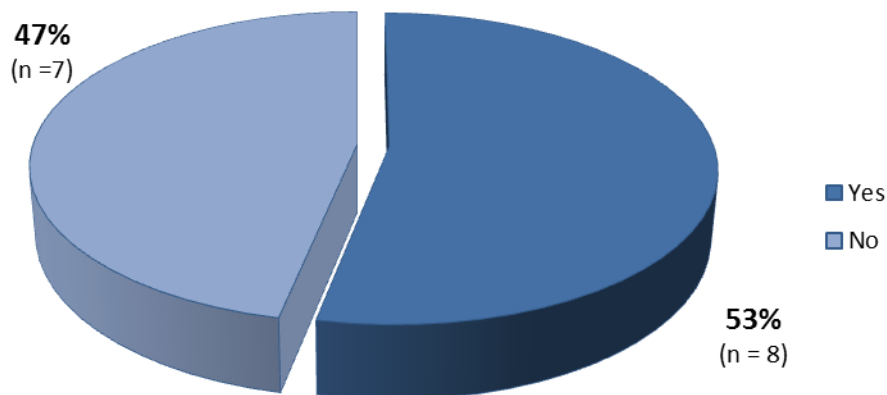


In a similar question, students were asked if they had a better understanding of doing well in reading and writing. Figure 4 highlights these findings. Nine (9) or 60% of the student respondents reported that they did not recognize the importance of doing well in reading and writing as a result of this project. Six (6) or 40% 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 = **15**

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

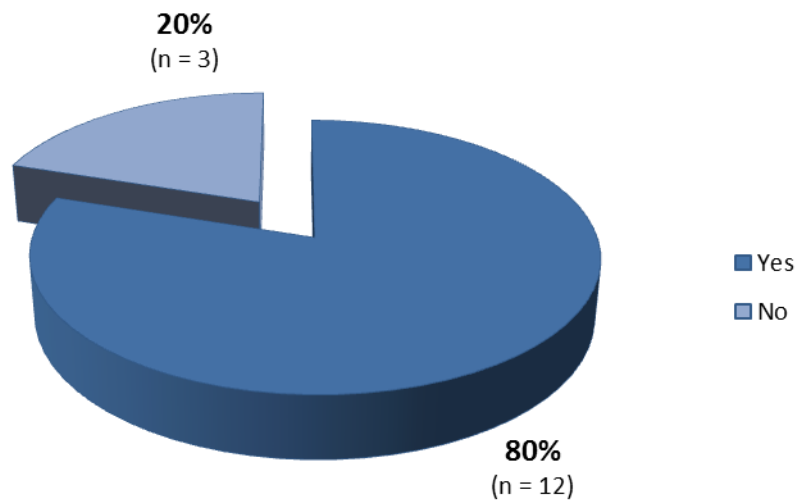


Question 8 asked the student respondents on this project if their writing skills had improved as a result of working on their project with their mentor. In analyzing the results in Figure 5, eight (8) or 53% of the student respondents reported that their writing skills had improved as a result of this project. Seven (7) or 47% 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, continuously, 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 = **15**

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

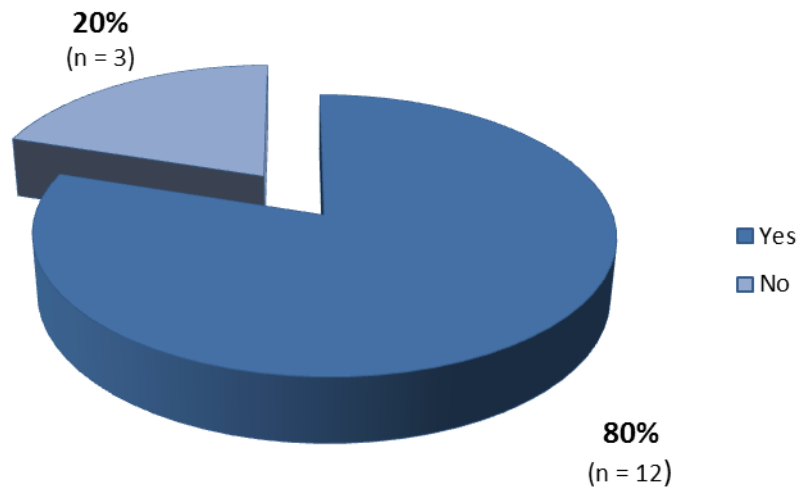


In Question 9, students were asked in a Yes/No question format if they had noticed an improvement in their teamwork skills while working on this project. We see approximately 80% with favorable responses related to an increase in teamwork skills. Based on the results, twelve (12) or 80% of the student respondents reported that they had improved their teamwork skills. Only three (3) or 20% of the student respondents reported that they did not see an improvement. The findings on this question are overall positive. Students at Preston Middle School recognized improvement in their teamwork skills as a result of working on this project.

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

Total Number of Student Respondents = **15**

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

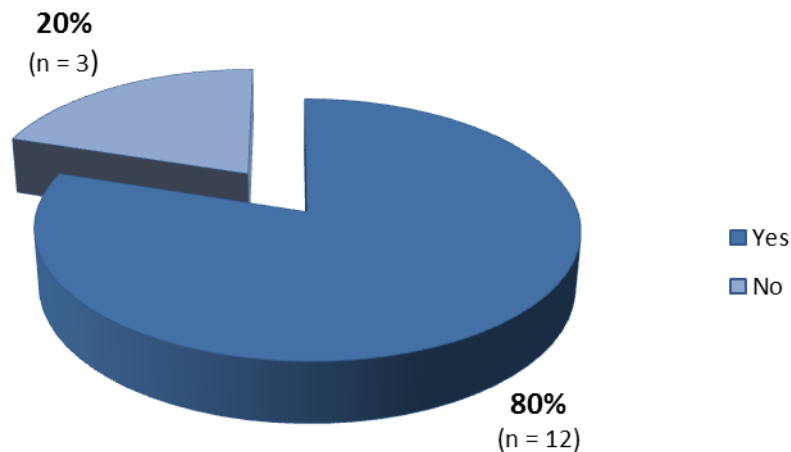


Question 10 is one of the more important questions asked of students in this survey. The goal of students taking control of academic success is very important to the ITP. In Figure 7, we find that twelve (12) or 80% of student respondents are reporting that they are now taking more control of their own academic success. Three (3) or 20% 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 = **15**

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

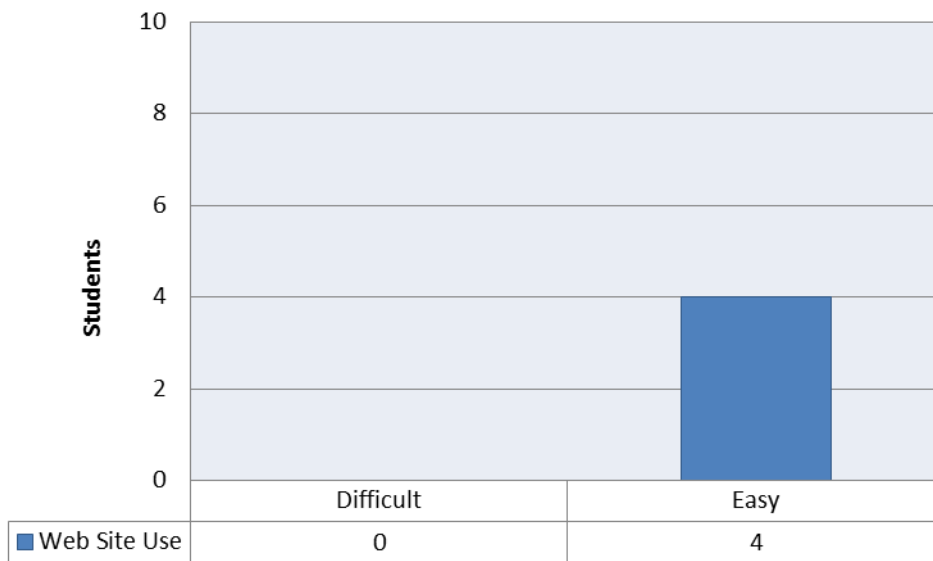


Student respondents in Question 11 of the survey were asked if they had planned to further their education beyond high school as a result of being involved in the ITP. The results are, overall, positive. Twelve (12) or 80% indicated that they had planned to pursue some postsecondary option. Three (3) 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 better understand all of their options.

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

Total Number of Student Respondents = **15**

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

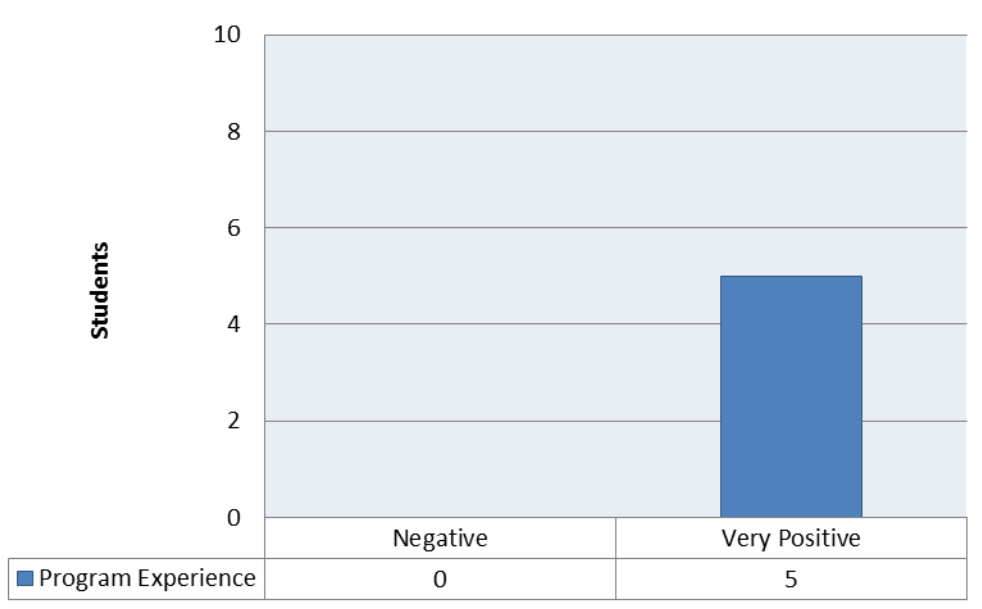


In Question 12 students respondents were asked about their overall experience using the ITP website. In a positive sense, four (4) students reported that they had an easy experience using the program website. No students reported that the website was difficult to use. The ITP should continuously upgrade the website for greater accessibility and ease of use.

Q13: Please rate your overall experience in the program.

Total Number of Student Respondents = **15**

Figure 10. Overall Program Experience, Telementor 2013-2014

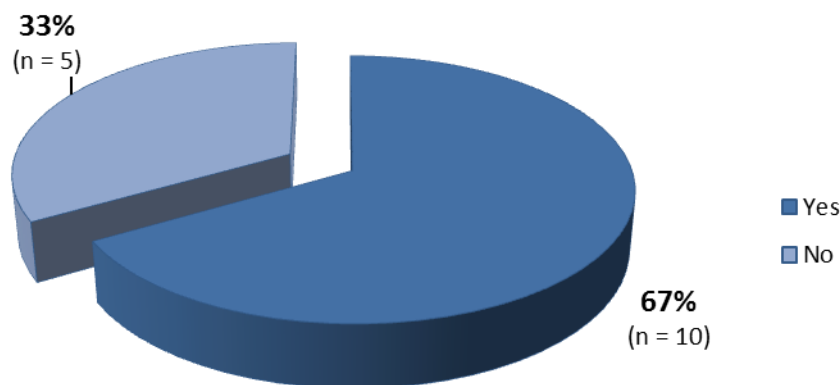


In Question 13 student respondents were asked about their overall experience in the ITP. Five (5) students reported they had a very positive experience in the ITP. No students reported any negative experiences. It is highly recommended that the ITP continue to monitor student perceptions as the program continues to grow.

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

Total Number of Student Respondents = 15

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:

"Because it was very helpful and I liked my mentor a lot."

"My mentor made me feel valued and special. Since I'm only a kid, that doesn't happen all the time. I really enjoyed this experience, and would love the chance to do it again."

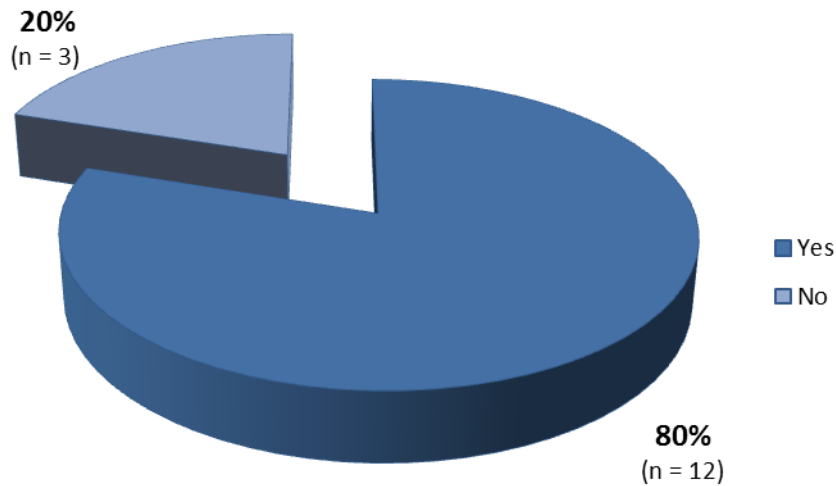
"I didn't feel that a mentor was real helpful, but it depends on the project that I am doing."

In Questions 14 and 15 student respondents were asked about their interest in receiving future mentoring support in the ITP. Ten (10) or 67% 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). Five (5) or 33% of the student respondents noted that they did not have an interest in receiving future mentoring. 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 = **15**

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 twelve (12) or 80% of the student respondents were first-time participants in this formal mentoring program. Three (3) or 20% 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:

“The most difficult part of working with my mentor was the fact that we had to email each other and could not communicate by a conversation. This was not a huge problem but I thought that some of my minor, quick questions (or ones that were hard to answer) would have been better suited if I had asked them in a conversation.”

“The most difficult part was communication with our mentor.”

“Replying and talking 2 times a week.”

Q18: Did we miss something?

Selected Student Responses:

“Occasionally I would be working on a lengthy message and the website would log me off. This was EXTREMELY aggravating because I had to redo my entire message.”

“No, I think the survey covered everything. I don't mean any disrespect, I just was not the person who this program was built to help.”

“I really liked this program I hope that it continues in the future to help more kids so that it can grow and expand.”

Mentor Responses on the Continue the Vision Project

School: Preston Middle School

Project Date: 9/16/13 – 12/20/13

Teacher: Rachael Ibanez

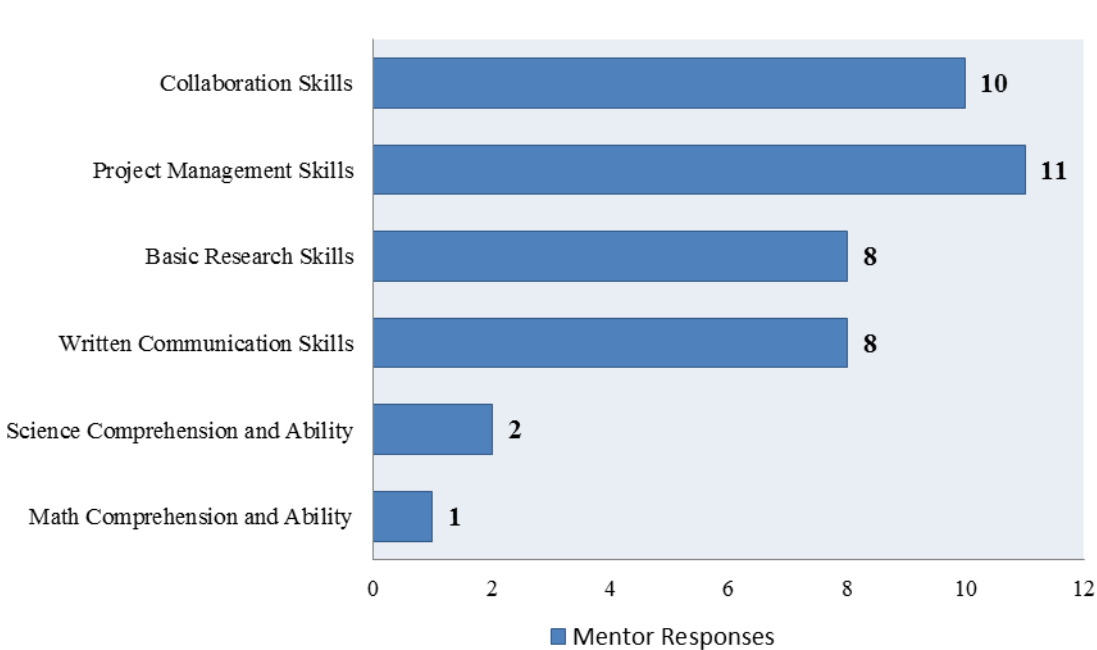
Mentors: 11

Mentor Responses

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

Total Number of Mentor Respondents = 11

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



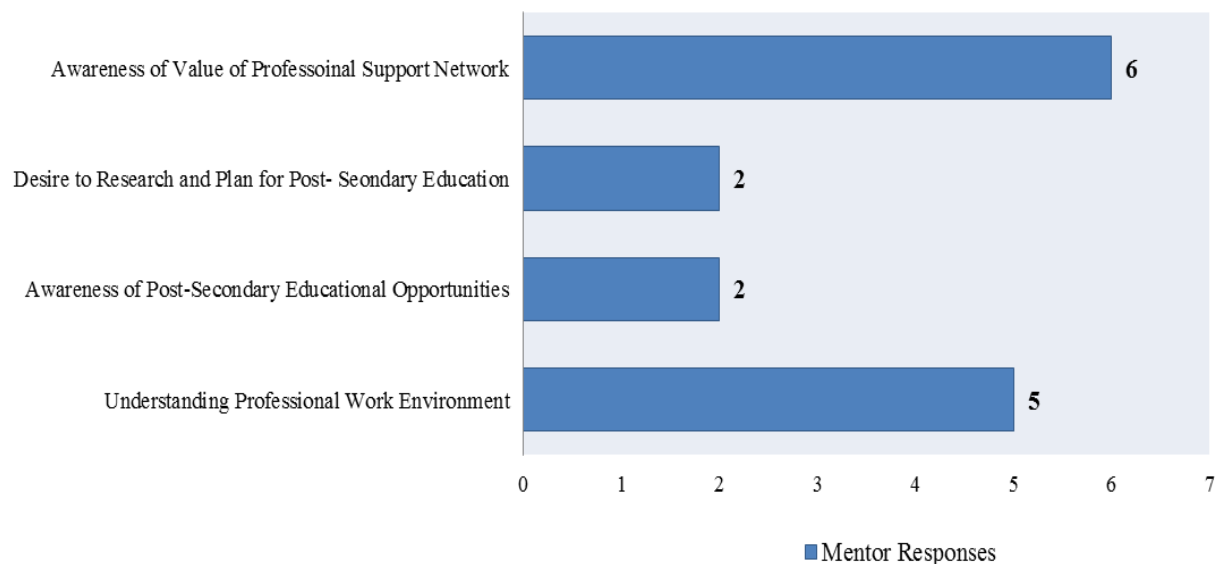
In Question 1 mentors were asked to indicate the student skill areas that they felt they influenced through this project. According to Figure 1, 10 mentors indicated they influenced *collaboration skills*; 11 mentors indicated they influenced *project management skills*; 8 mentors indicated they influenced *basic research skills*; 8 mentors also indicated they influenced *written communication*; 2 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 = 11

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*; 2 indicated their mentorship supported a *desire to research and plan for post-secondary education*; 2 indicated an *awareness of post-secondary educational opportunities*; and 5 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

(3.45)

1 = “Poor Quality”

5 = “Above Average Quality”

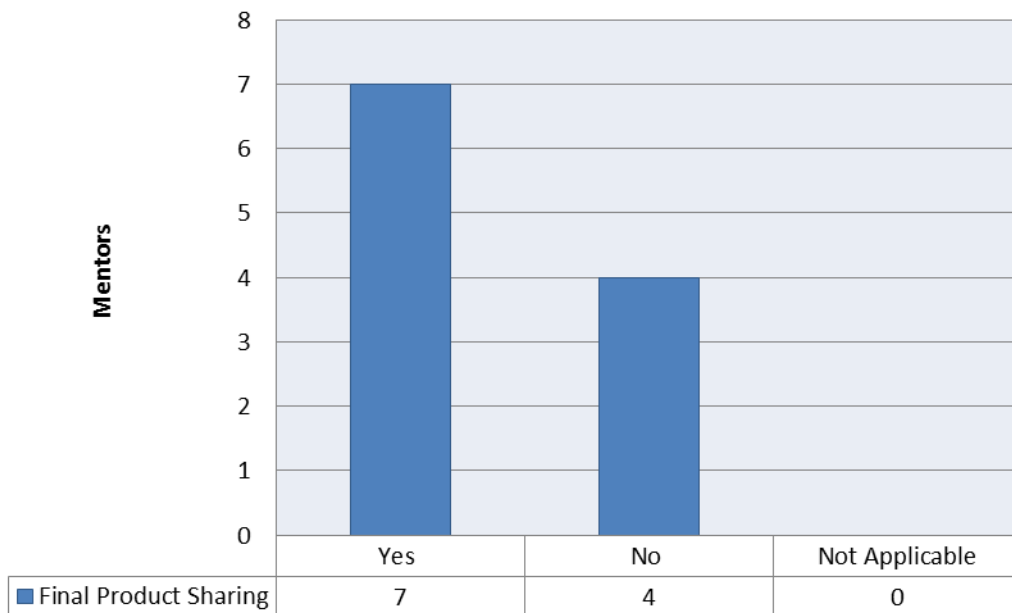
In Question 3 mentors were asked about the quality of messages received from students throughout the project. Based on a scale of 1 = “Poor Quality” and 5 = “Above Average Quality,” the mentors’ average quality rating was 3.45. This data indicates that mentors believed the messages received from students 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.

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 Student Respondents = **11**

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, four (4) 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.

(4.27)

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 4.27. This data indicates that the frequency and quality of assistance from the teacher was above average. 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.

(3.64)

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 3.64. 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:

"I truly appreciated messaging from teachers about students who may or may not have special issues related to the project including articulation of language, writing, collaboration, etc.. It helps me understand where the student(s) are coming from."

"Ms. Ibanez's messages are always of a high quality, very helpful and informative about project status and challenges/requests. She is another one of the top teachers in the project who really contribute to making collaboration successful and pleasurable. I thoroughly enjoy working with her. The ITP staff is always helpful and supportive. One quick suggestion - I replied to an email that said that if I needed help with mentoring I should email. I did so to indicate that I needed a backup mentor that week and unfortunately due to some crossed wires I think - I didn't get any backup for my student until about 7 days had gone by. I think the issue is resolved now and backup mentoring is happening more efficiently, so not really a complaint at all, just a note that it happened."

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

Selected Mentor Responses:

"This time while I did receive feedback from the students, I didn't get enough feel for the final project. In a project like this (computer game), next time I think I'll ensure I ask for screenshots or something similar."

"I didn't see the final project before it was presented, but I thought the student had a great idea and seemed to complete it successfully. When I did get to see it, I thought it was good, but if I had seen it before he presented it, I could have given him some feedback to make it even better."

"As with the prior project, I didn't receive any final presentation in time to review it and offer input, or in fact at all. I understand that things get backed up at the end of projects and students may be running behind, but I really feel strongly that an interim deadline by which presentations MUST be to mentors would help. As it stands now, there is a sort of general recommendation from the teachers that students send presentations to mentors if

possible etc. I think it needs to be a much firmer deadline requirement to get students to see it as a mandatory part of the project that they share final work with mentors in time that they can provide input/feedback.”

Q9: Overall experience in the program.

(3.91)

1 = “Negative”

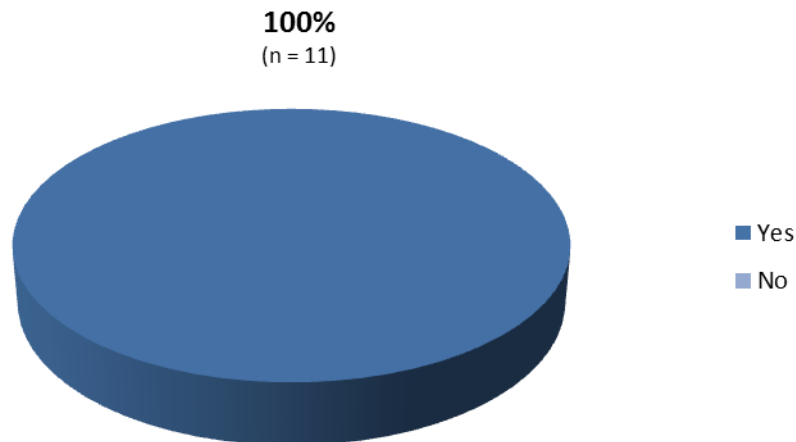
5 = “Positive”

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 3.91. This data indicates that the mentors’ overall experience was of average quality. 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 = **11**

Figure 4. Future Mentor Considerations, Telementor 2013-2014



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

Selected Mentor Responses:

"I think this is a great program that provides the student's professional aid while providing the mentors a rewarding project."

"I will definitely be back. I do think that I need to judge my participation ability better and not short-change the students because of unexpected issues that crop up."

"I think you probably have my answer on this now! I really enjoy it and get a lot out of helping the students. It helps me grow as a person just as much as I hope I help the students. Each experience is different as each student is different and I enjoy the challenge of that."

Question 10 asked mentors if they would consider mentoring new students in the future. Fifteen (15) 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 reasons for their decision to mentor students in the future.

Q12: The most rewarding aspect of participating.

Selected Mentor Responses:

"Knowing that I was helping someone expand their working knowledge and professionalism."

"The program has human value and the students are inspiring in the creativity and effort they display."

"I am very committed to tutoring and mentoring and have been since being in high school myself - so it was great to be able to work with another student passionate about peer tutoring and to provide guidance and personal experience about setting up such a program."

Q13: The most difficult aspect of participating.

Selected Mentor Responses:

"Communicating over the telementor portal."

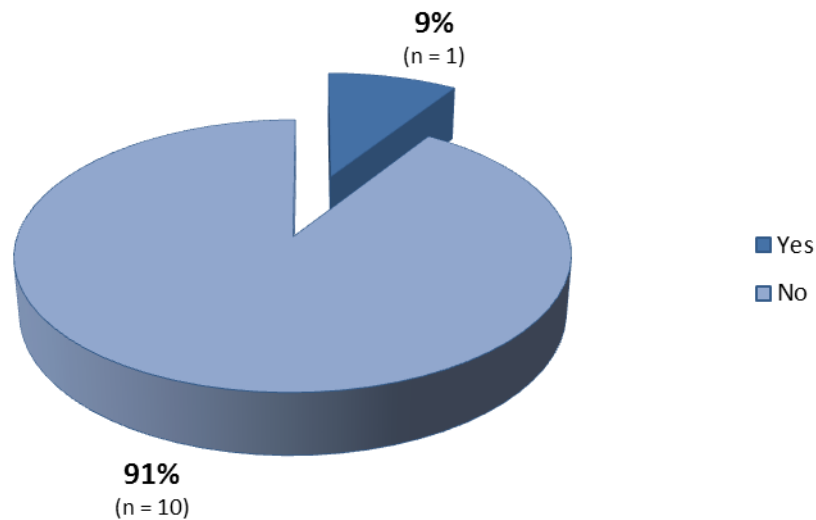
"I wish there was more band-width for larger projects to be uploaded to the site. It was difficult providing feedback since my student could not upload their project for review."

"It's a little difficult to be such a "bystander" and not really see any other aspect of the project except what I heard from Riley. I would have loved to hear feedback from others on how the project turned out."

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

Total Number of Student Respondents = **11**

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 91% of the 11 mentor respondents indicated that this was not their first time participating in a formal mentoring program. Only one (1) of the 11 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.

Student Perceptions of the Colorado Flood Conservation Project

School: Westview Middle School

Project Date: 9/23/13 – 5/23/14

Teacher: Jason Helmus

Students: 12

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 messaged me advice and information about projects and people that I need to know. I sent my mentor copies of my work and kept him up to date with what we were doing, while asking for any help I needed.”

“The best part of working on this project with my mentor was that I got the opportunity to collaborate with adults that I wouldn't normally get the privilege to have a digital conversation with. So, I just really enjoyed getting her ideas and incorporating them into my work.”

“It was nice knowing other people to help you through the project.”

Students from Westview Middle 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 collaborating 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:

“Maybe one area of academics where a mentor in person might be helpful is Spanish.”

“I have a few issues in writing/Language arts, and I would like help there, my mentor has already helped me with that a lot, but I still have trouble there.”

“Science and maybe even in English are the best places for a mentor.”

“MATH would be a great area to get mentoring in.”

In Question 2 Westview Middle 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 Foreign Language (Spanish), Writing/Language Arts/English, and Science. 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 ask that they try and write to me more often."

"[B]be consistent with messaging."

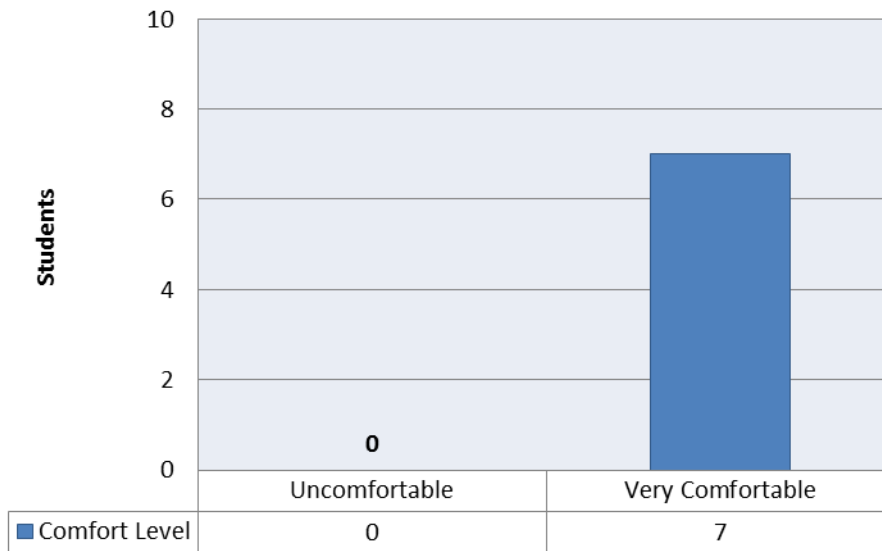
"Make sure your student can have a personal connection to you. Then your communications will be stronger and more valuable then a group with no relations."

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 have consistent and frequent communication with students. Students also recommended that mentors offer attempt to make a personal connection when working with students. 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 = **12**

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



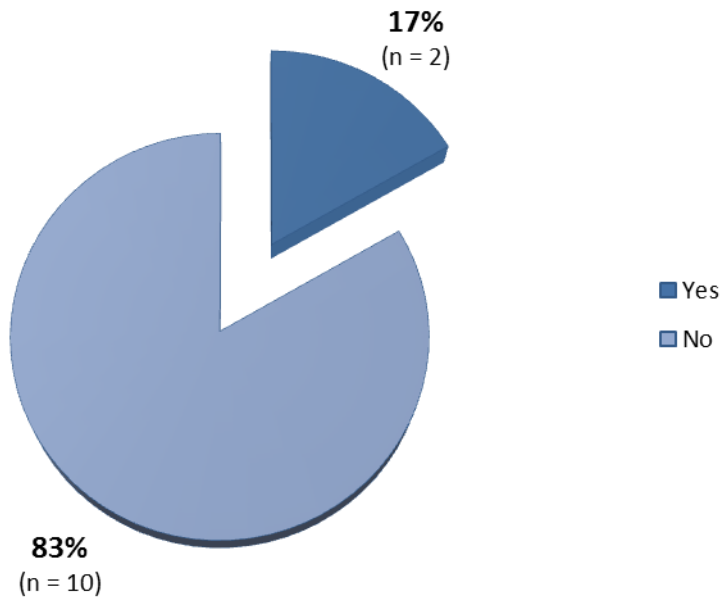
Question 4 asked students about their level of comfort with their mentors. The information provided in Figure 1 only highlights the data that was provided on the ends of the spectrum on the Likert-scale. Based on the results, seven (7) of the twelve (12) students involved in this project indicated that they were very comfortable communicating with their mentors about their particular project. 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 = **12**

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

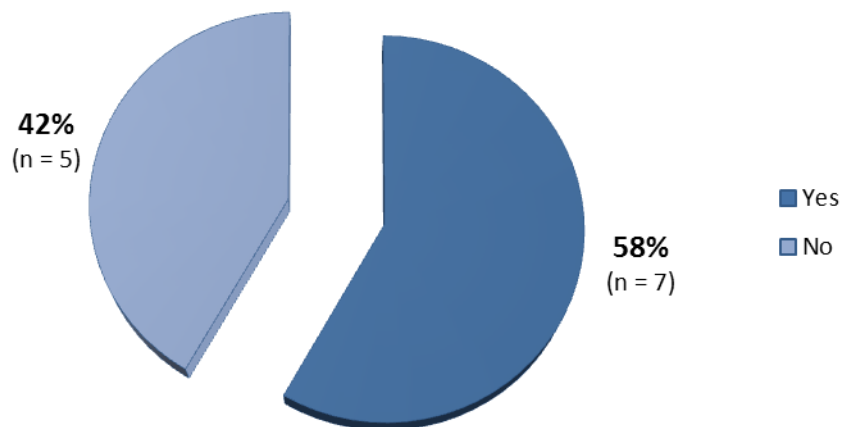


In Question 5, students were asked in a Yes/No question format if they had a better understanding of doing well in math as a result of this project. Based on the results, ten (10) or 83% of the student respondents reported that they did not have a better understanding of the importance of doing well in math. However, two (2) or 17% of the student respondents reported that they did recognize the importance of doing well in 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 = **12**

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

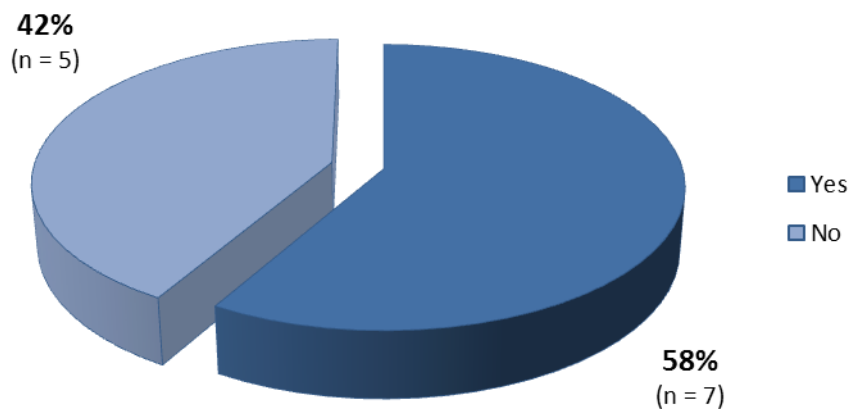


Question 6 asked the student respondents on this project if they had a better understanding of the importance of doing well in science. In analyzing the results in Figure 3, seven (7) or 58% of the student respondents reported that they had a better understanding of the importance of doing well in science as a result of this project. Five (5) or 42% of the student respondents reported that they did not recognize 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 = **12**

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

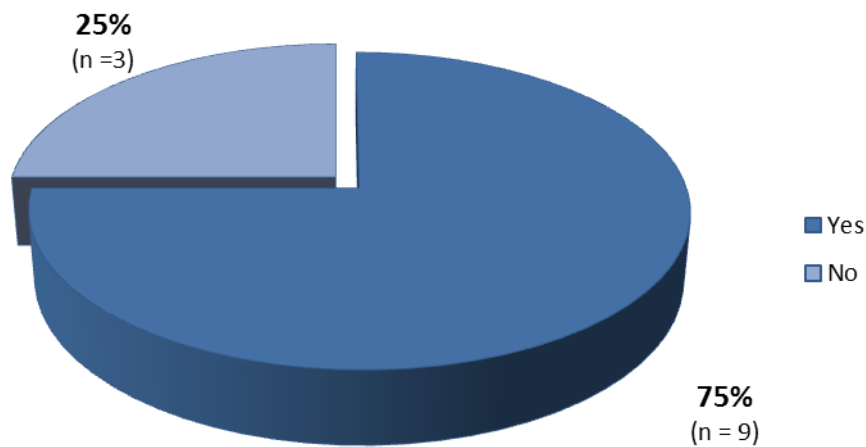


In a similar question, students were asked if they had a better understanding of doing well in reading and writing. Five (5) or 42% of the student respondents reported that they did not recognize the importance of doing well in reading and writing as a result of this project. Seven (7) or 58% of the 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 = 12

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

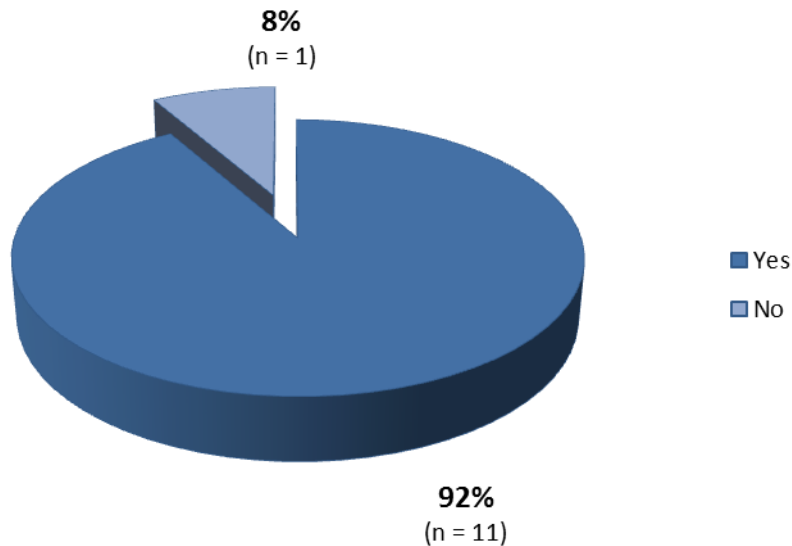


Question 8 asked the student respondents on this project if their writing skills had improved as a result of working on their project with their mentor. In analyzing the results in Figure 5, nine (9) or 75% of the student respondents reported that their writing skills had improved as a result of this project. Three (3) or 25% of the student respondents reported that their writing skills had not 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 = **12**

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

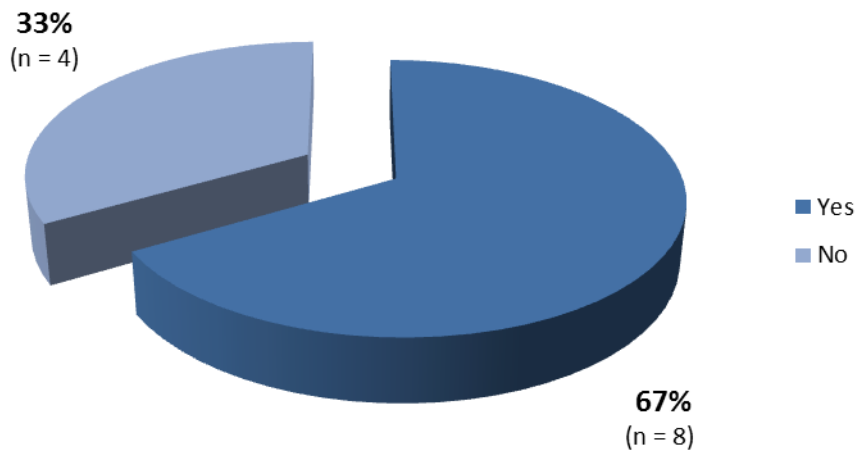


In Question 9, students were asked in a Yes/No question format if they had noticed an improvement in their teamwork skills while working on this project. We see approximately 92% with favorable responses related to an increase in teamwork skills. Based on the results, eleven or 92% of the student respondents reported that they had improved teamwork skills. Only one (1) student respondent reported that they did not have improvement. The findings on this question are overall positive. The majority of students at Westview Middle School recognized improvement in their teamwork skills.

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

Total Number of Student Respondents = 12

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

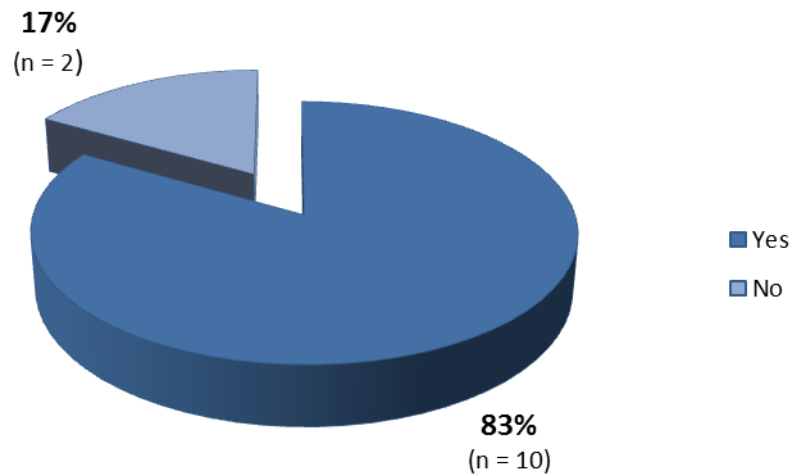


Question 10 is one of the more important questions asked of students in this survey. The goal of students taking control of academic success is very important to the ITP. In Figure 7, we find that eight (8) or 67% of the student respondents reported that they are now taking more control of their own academic success. Four (4) or 33% of the student respondents indicated at the time of the survey that they had not taken more control of their academic success. 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 = **12**

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

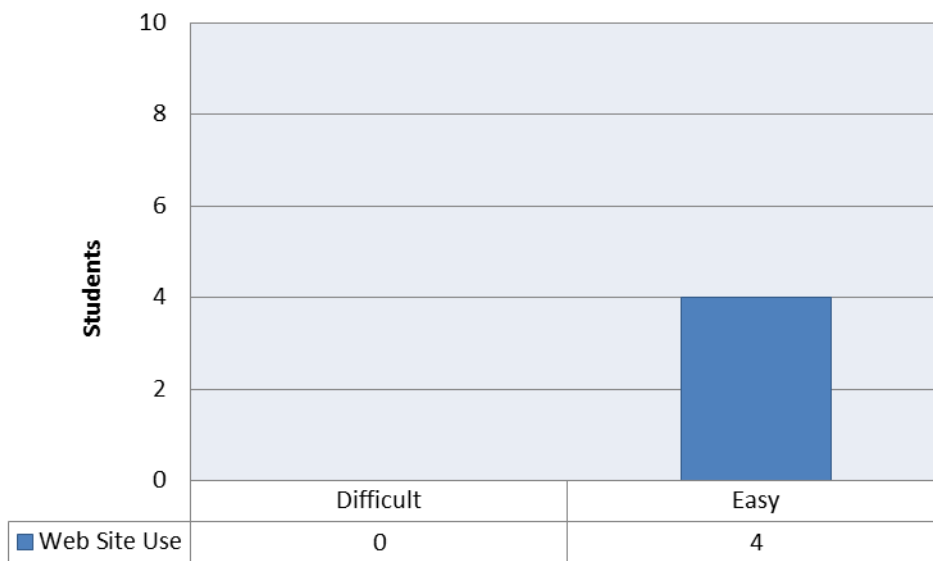


Student respondents in Question 11 of the survey were asked if they had planned to further their education beyond high school as a result of being involved in the ITP. Ten (10) or 83% of the student respondents indicated that they had planned to pursue some postsecondary option. Two (2) or 17% noted 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 = **12**

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

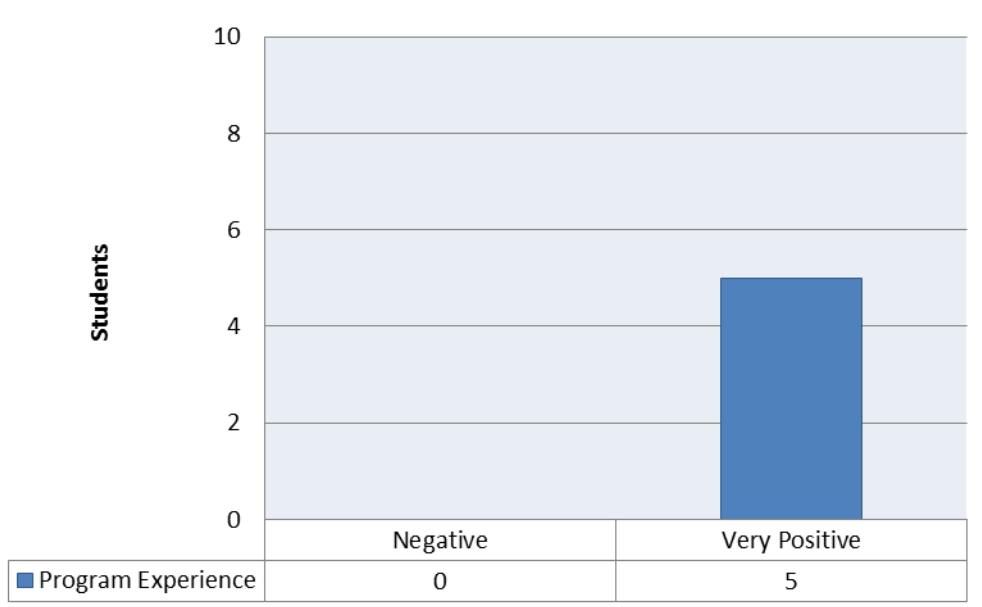


In Question 12 students respondents were asked about their overall experience using the ITP website. Four (4) students reported that they had an easy experience using the program website. No students reported that the website was difficult to use. The ITP should continuously upgrade the website for greater accessibility and ease of use.

Q13: Please rate your overall experience in the program.

Total Number of Student Respondents = **12**

Figure 10. Overall Program Experience, Telementor 2013-2014

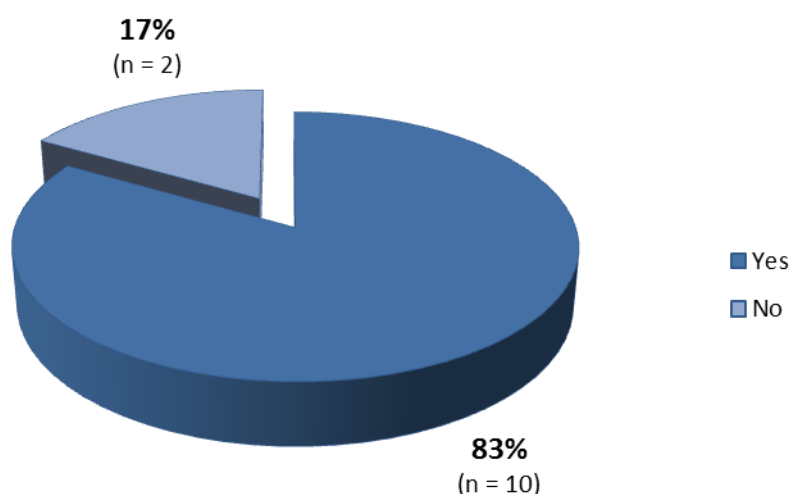


In Question 13 student respondents were asked about their overall experience in the ITP. Five (5) students reported they had a very positive experience in the ITP. No students reported any negative experiences. It is highly recommended that the ITP continue to monitor student perceptions of the ITP as it continues to grow.

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

Total Number of Student Respondents = 12

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 would like to receive mentor support in the future because it was very helpful throughout the entire project and it is just very enjoyable to have someone to communicate with."

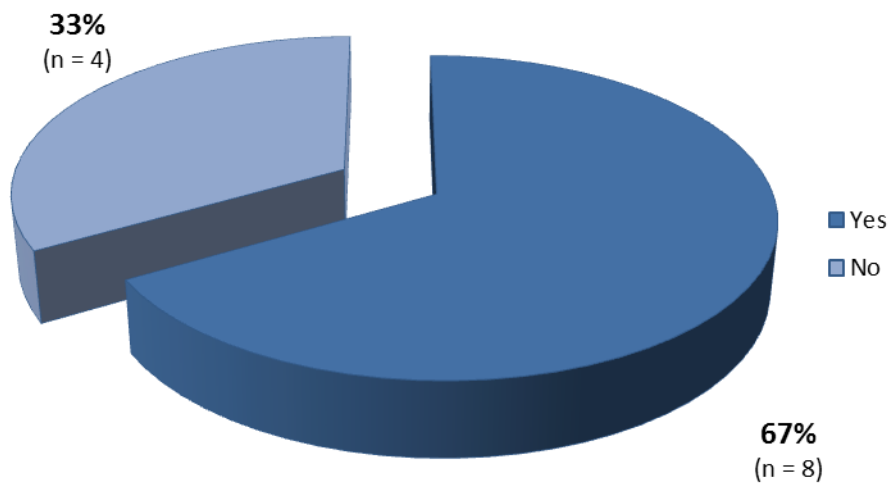
"I really enjoy this program. It has improved many of my academic skills, and I am no longer afraid of contacting experts who I may not know. I also understand the importance of contacting professionals. These are all very important skills to have later in life, so I am glad that I have them now."

In Questions 14 and 15 student respondents were asked about their interest in receiving future mentoring support in the ITP. Ten (10) or 83% 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 17% of the student respondents noted that they did not have an interest in receiving future mentoring. 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 = **12**

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 eight (8) or 67% of the student respondents were first-time participants in this formal mentoring program. Four (4) or 33% of the student participants 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 it is difficult when either the mentor or the student has something else going on that prohibits them from sending a message. It is also frustrating when the experts I contacted never responded.”

“Sometimes, it was hard to fully communicate since we could only write messages. I wouldn't be able to explain things as well as I could. Also, I didn't always have enough time to write everything I wanted in my messages. On the other hand, it was easy to share documents this way.”

“Sometimes one of us wouldn't get to communicate for long periods of time and there was a long break between some communications.”

Q18: Did we miss something?

Selected Student Responses:

“Please, create an auto save feature like in g-mail, when it asks when you close if you want to save it as a draft. I had lots of problems with the saving of unfinished messages, and I probably lost 6 messages full of writing because of the clumsy saving. Part of it is a me problem, but I would still really like it if you could fix that.”

“I have found some problems with the telementor website that maybe should be addressed. First off, the login does not save your profile if you switch between tabs that is not part of your profile. I know you can go back to the previous window, but that doesn't work all the time. Second, while you do have this for student, teacher, and mentor messages, I think you should allow us to save this survey if we do not complete it. This is the second time I have filled out this form after the first did not save.”

“It would be really helpful if students could sign up to receive texts whenever their mentor messages them.”

Mentor Responses on the Colorado Flood Conservation Project

School: Westview Middle School

Project Date: 9/23/13 – 5/23/14

Teacher: Jason Helmus

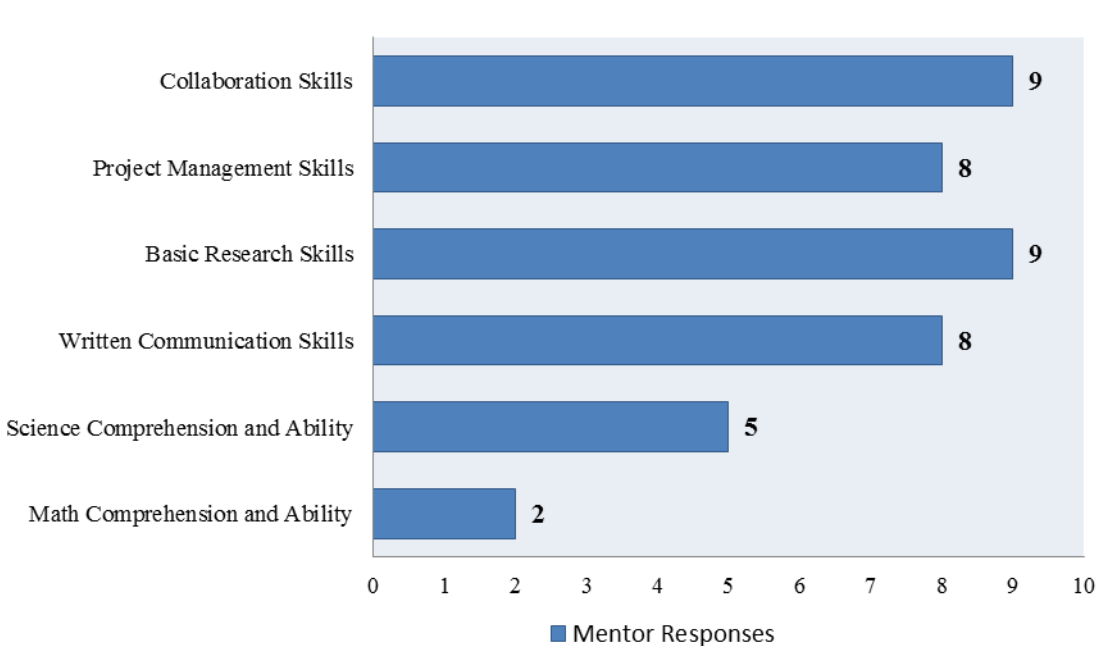
Mentors: 9

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

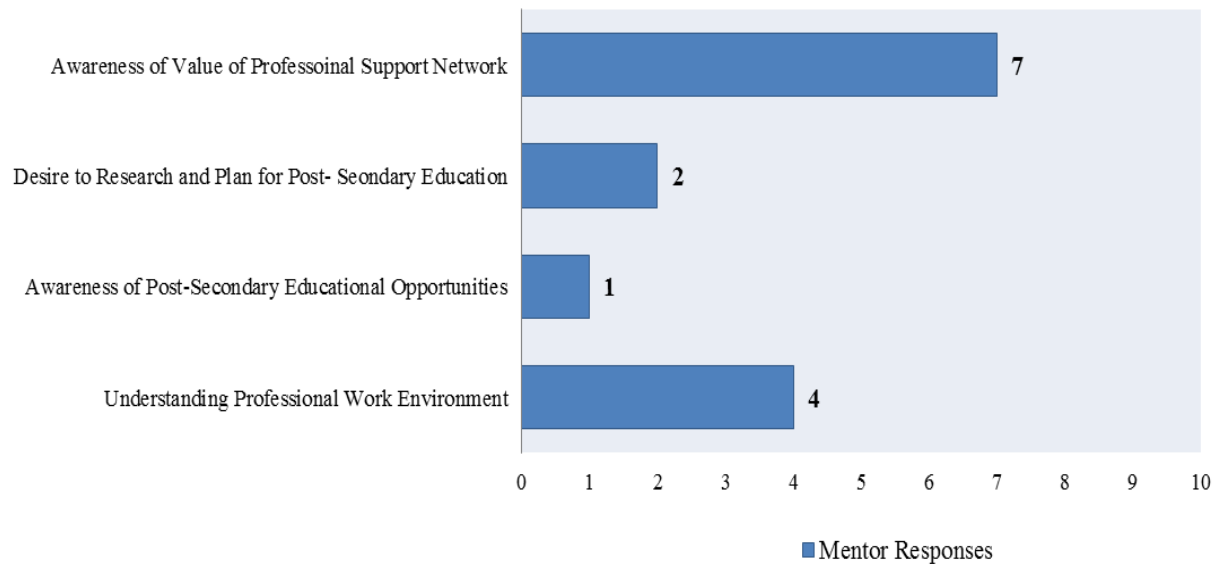


In Question 1 mentors were asked to indicate the student skill areas that they felt they influenced through this project. According to Figure 1, 9 mentors indicated they influenced *collaboration skills*; 8 mentors indicated they influenced *project management skills*; 9 indicated they influenced *basic research skills*; 8 indicated they influenced *written communication*; 5 indicated they influenced *science comprehension*; and 2 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, 7 mentors indicated their mentorship aided students in the *awareness of the value of a professional support network*; 2 indicated their mentorship supported a *desire to research and plan for post-secondary education*; 1 indicated an *awareness of post-secondary educational opportunities*; and 4 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

(4.00)

1 = “Poor Quality”

5 = “Above Average Quality”

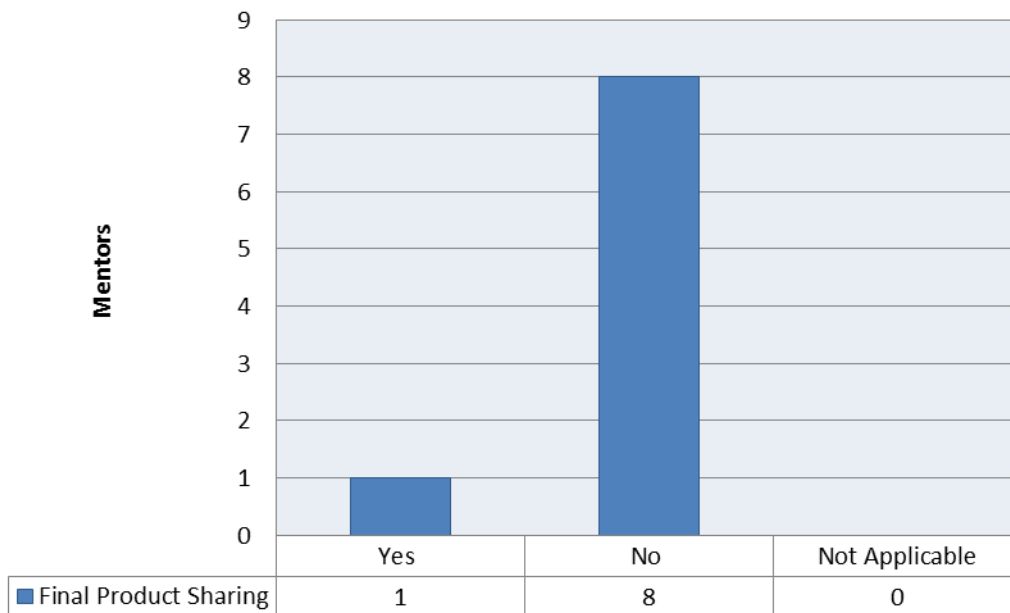
In Question 3, mentors were asked about the quality of messages received from students throughout the project. Based on a scale of 1 = “Poor Quality” and 5 = “Above Average Quality,” the mentors’ average quality rating was 4.00. This data indicates that mentors believed the messages received from students 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.

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 = **9**

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 (8) 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.

(4.22)

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 4.22. 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.

(4.11)

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 4.11. 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:

“Communication is always important - more communication between stake holders would be helpful (i.e. teacher to mentors, mentors to teacher, ITP staff to mentors)”

“Continue to communicate frequently with the mentors.”

“I would recommend that if a project will require funding or support from external subject matter experts that both of these are acquired prior to students starting work on the project. My student worked on two projects both of which were quickly cancelled due to either lack of funds or lack of response from the chosen subject matter expert. It was not clear to me that there was any investigation in to the feasibility of the projects before they were started. It must have been very frustrating for the students to have projects cancelled. It certainly was for me.”

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

Selected Mentor Responses:

“This student did not embrace the mentorship program, experienced difficulty collaborating and communicating virtually, and resisted providing the documentation requested of him. Only when the teacher prompted him did the student engage, and only then it was with minimal effort on the part of the student.”

“Eliott did a great job, he finished the project on time and did a great presentation.”

“Overall I thought Thomas did a good job and captured well his projects and the achievements he made. It's a shame these happen right at the end of the class because there's no time to really give them feedback and work with them for a next time.”

Q9: Overall experience in the program.

(4.44)

1 = “Negative”

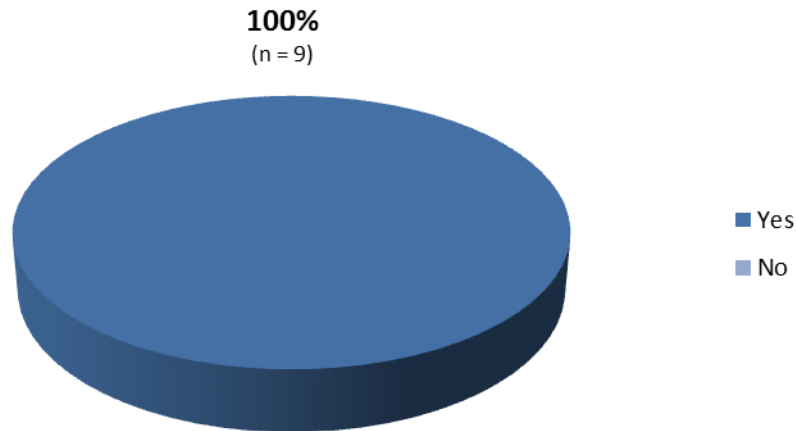
5 = “Positive”

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 4.41. 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 = 9

Figure 4. Future Mentor Considerations, Telementor 2013-2014



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

Selected Mentor Responses:

"It's easy enough to manage in my schedule and worth the effort."

"I will because I'd like to help and make a difference. But I will probably just do 1 mentee at a time because it's a lot to invest when you have no idea if you're even making a difference."

"I have mentored other students and always enjoy seeing the world through their eyes and learning along with them."

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 reasons for their decisions.

Q12: The most rewarding aspect of participating.

Selected Mentor Responses:

“Seeing the kids enthusiasm and help them achieve something.”

“Working with a student to complete a project with real world, tangible, results.”

“My student this year was very bright and his written communication was the level of a high school student. It was very enjoyable to work with such a good student.”

Q13: The most difficult aspect of participating.

Selected Mentor Responses:

“The student's lack of interest in participating in the mentor program.”

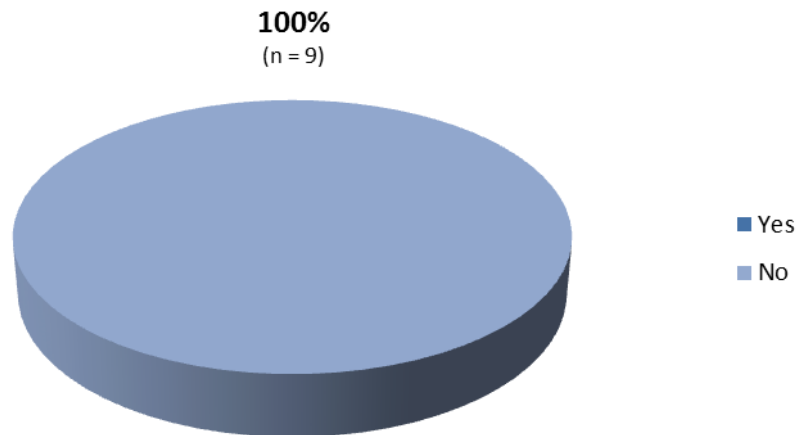
“[N]ot getting responses to messages or the content I shared. It was discouraging”

“Part way through the project my home responsibilities were unexpectedly complicated. This took some of my focus from the mentoring which was difficult for both my student and myself.”

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



Question 14 asked mentors if this was the first time they had been a part of a formal mentoring program. All nine (9) mentor respondents indicated that this was not their first time participating 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 Colorado. 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 *Preston Middle School* (i.e., Writing with Impact and Continue the Vision) and *Westview Middle School* (i.e., Colorado Flood Conservation) 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>