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A Guide to Evaluation Strategies for Mentoring Programs and the Mentoring Center

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The University-Oakland Metropolitan Forum is a partnership of the University of California at Berkeley; California State University, Hayward; Mills College; Holy Names College; the Peralta Community College District; and the Oakland community.

University of California at Berkeley
Institute of Urban and Regional Development

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I. EXECUTIVE SUMMARY

Mentoring is gaining support as an innovative way to address some of the poverty issues surrounding children of the poor. Planned mentorship programs can be a way to bridge the chasm between low-income youth and the caring adult from a variety of backgrounds who can make a difference in their lives.

Many fine mentorship programs exist in Oakland and around the country; however, they lack the resources to get the latest mentoring theory and practice. Hence, the Oakland Mentoring Center (**the Center**) has been created to find cost-effective ways for these programs to get access to mentoring theory and practice. The Center provides technical assistance and conducts workshops on various topics such as recruiting and retaining mentors, making mentor/mentee matches, and administering effective programs. The Center has been in existence for a year and a half and has been serving over 100 mentorship programs in the Bay Area. Written on behalf of the Center, this document will serve as a guide to evaluation for mentorship programs.

The evaluation models discussed are the **Input and Outcomes Evaluation** and the research design is comprised of quantitative and qualitative methodology. These evaluation models pose the questions: "What services should clients be receiving? To what extent are current services appropriate to client needs? To what extent are desired outcomes being attained? and What are the effects of the program on clients?" To begin answering these questions, mentorship programs should define their mission statement and then determine the relevant criteria upon which an evaluation is based. The criteria can range from fostering increased self-esteem to improving reading skills.

The research design will allow mentorship programs to gather and analyze both hard quantitative data and rich, descriptive qualitative data to support the outcomes of the evaluation.

The quantitative methodology consists of setting up control and experimental groups to measure any statistical significance between young people who receive mentoring services and those who do not. The qualitative methodology entails using in-depth interviews and questionnaires to obtain full descriptions of the effect mentorship programs have on their participants.

Analysis and interpretation of the data consists of creating case studies and identifying important patterns. The most difficult aspect of analysis is creating the link between processes and outcomes; hence, a process/outcomes matrix has been provided as a mechanism for organizing and describing the themes, patterns, activities, and content of the program.

After analysis is completed, the findings should be described in a report. The report cannot and should not include everything but should be focused and concise. Sufficient description and direct quotations should be included to allow readers to understand fully the program and the thoughts of the people represented in the report.

Recommendations should be easily identifiable from the report, and a plan of action should be designed accordingly. However, evaluation should not end with the implementation of the recommendations. Evaluation is an ongoing, continuous process and should be an integral part of any program.

II. INTRODUCTION

Definition of Mentoring

"Mentoring is a one-to-one relationship between a pair of unrelated individuals, usually of different ages, and is developmental in nature: 'A mentor is an older, more experienced person who seeks to further the development of character and competence in a younger person...'"¹ Mentors can provide friendship and companionship, give encouragement when it is needed, offer advice helpful to career development, and can open personal or professional doors. Such roles serve to achieve one of mentoring's ultimate goals -- to increase the self-esteem and confidence of the young person. It is assumed that high self-esteem and confidence can lead to a more productive and successful life for the young person.

More recently, Americans have been discovering poverty through children of "the poor" growing up in the inner cities. Mentoring is being portrayed as a strategy for increasing young people's sense of self worth, keeping them in school, helping them overcome the huge obstacles of poverty, and assuring a quality workforce in the 21st century. Mentoring is an expression of society's interest in providing young people with relationships with adults they so badly need, and is becoming the means through which adults are reaching out with advice and encouragement to the sometimes neglected youth of society.

"Unlike mentorships built on personal acquaintanceships, friendships, or family relationships, those established in a planned program are contrived...What is gained is mutual commitment to the relationship from the beginning, clearly defined objectives based on the needs of the mentee and the abilities of the mentor to meet those needs, and a plan by which the

¹ Marc Freedman, The Kindness of Strangers: Reflections on the Mentoring Movement, Public/Private Ventures, Inc., Fall 1991, p. 11.

objectives can be met."² Mentoring is studied as a skill and art, in terms of being a mentor, securing a mentor for oneself, and receiving mentoring. All participants of the program, including the program staff, the mentor, and the mentee, must be committed to making the relationship and the mentoring work. Skill is involved in effectively administering the program and art comes into play when trying to making "good" matches and ensuring that the relationships work out.

The Oakland Mentoring Center

In Oakland and across the country, concern about the growing isolation of low-income young people has inspired a search for ways to link these youth with caring adult role models. Many studies have concluded that the best youth programs are distinguished by their ability to provide a one-on-one relationship with an adult -- whether it be a job training instructor, apprenticeship supervisor, case manager, or teacher who takes an interest in the individual young person and increases their sense of confidence and self-worth. Well-run projects can succeed in reducing the isolation of young people by expanding their relationships with adults and the wider community. The key elements of quality programs for community groups who want to launch a mentoring effort of their own are: 1) a thoughtful planning period, 2) clearly defined goals, 3) training for mentors and students, 4) an adequate support structure for the program and 5) on-going monitoring of the progress of the adult-youth "matches." Unfortunately, many programs trying to tackle the complicated business of mentoring are hampered by inadequate resources and a lack of information about the components of quality programs. The Urban Strategies Council, the Marcus Foster Educational Institute, and the University Oakland Metropolitan Forum (the Forum) have identified the need for a "Mentoring Center" in the City of Oakland to provide

² Ibid., p. 11.

technical assistance to groups starting or maintaining adult-youth mentoring programs. To meet this need, **The Oakland Mentoring Center (the Center)** has been created to serve as a clearinghouse, research center, and technical assistance provider to mentorship programs in the City of Oakland in particular and the Bay Area in general.

The specific responsibility of the Center is to provide a cost-effective way for resource-short programs to get access to expertise on mentoring theory and practice. Another very important function of the Center is to provide a means for mentorship programs to evaluate and improve their programs. This is an especially difficult task for many programs since mentoring is a new subject and relevant research is new and oftentimes scarce.

Purpose of this Guide

This document provides methods for mentorship programs to conduct meaningful and helpful program evaluations in the hopes that they will be able to improve and expand the scope of their services. Although traditional evaluation may stress quantitative analysis of the program with recommendations for efficiency, this guide will stress the usefulness of both quantitative and qualitative evaluation and make recommendations about the best uses of this evaluation. Rather than adhere strictly to every recommendation, programs should choose methods best-suited for their individual programs.

Methodology for Determining the Structure and Content of Evaluation Guide

After researching the different types of program evaluation, I decided that the best way to begin was to ask program directors of mentorship programs what would be useful to them. I interviewed staff of about 30 programs, 8 at depth, to learn what kinds of information was useful and how they use this information. I also interviewed funding agents of mentorship programs

and evaluators of different youth programs to see how they conduct evaluation. Analyzing the information, I tried to come up with a common theme. Evaluation has to provide a mechanism for measuring and reporting qualitative outcomes, such as increased self-esteem, that may not be quickly apparent. I researched for relevant evaluation literature that would complement and support all the interviewees' needs.

This document begins with the importance and consequences of evaluation, the criteria with which to judge the programs, and continues with the evaluation model and the research methodology that mentorship programs should use for evaluation.

The Importance and Consequences of Evaluation

Evaluation is used for a variety of reasons. Evaluation of mentorship programs will help determine the outcomes, effectiveness, and appropriateness of the program. The findings and recommendations of the evaluation will affect the way in which a program continues to operate. It will also shed light on areas for improvement and guide in resource allocation. Resource-deficient programs, in particular, need to make the best use of their budget, staff, and volunteers. As recognition of the value of mentoring programs for helping at-risk youth increases, so too will the need for accurate and meaningful evaluation.

Moreover, evaluation can legitimize and advance the field of mentoring. It can demonstrate the significant role mentoring can play in improving the lives of at-risk young people by illuminating the outcomes and impacts that mentoring has on the youth, the adult volunteer, and the community. Also, successful accomplishments can be highlighted for future reference and failing elements can be recognized and discarded with the money and energy channeled to new purposes, even a new mission. In particular, evaluators of mentoring programs will ask, "Why do we need mentoring and how does it help at-risk youth?" Answers to these questions

can begin the debate about why mentoring has struck a responsive chord. Furthermore, evaluation can determine the best strategies other social and educational programs can use to intervene in the lives of at-risk youth.

To facilitate thinking about mission and strategies and how these relate to evaluation, I have described in the next section a sample list of mentoring programs by their mission statements and information needs. The key element in evaluation is the supportive data that is gathered and analyzed. The criteria on which to base the evaluation model can be inferred from these examples.

III. TYPOLOGY OF MENTORING PROGRAMS TO DETERMINE CRITERIA

Types of Mentoring Programs

Mentoring programs vary as much as the clients they serve. However, more and more, mentoring programs are being used to provide mature contacts for youth who are isolated from adults in their schools, homes, communities and workplaces. The Center has been giving technical assistance to more than 100 programs in the Bay Area and has conducted workshops for at least 50 of these programs.

Generally, the Center works with programs that match at-risk youth with caring members of the community. Some programs have very specific goals such as improving the reading skills of youth and others have very broad goals such as improving self esteem. But all are attempting to improve the lives of these youth through meaningful one-on-one relationships with adults.

The variety and quantity of mentoring programs available to meet the needs of distinct groups of youth contributes to the diversity of mentoring missions, goals, and program components. A general evaluation for mentoring programs has to account for these differences in order to be an effective tool.

Separating mentoring programs categories will help create a list of criteria against which an evaluation should be designed. This paper will focus on criteria and outcomes of programs that deal mainly with at-risk youth. First, listed below are descriptions of programs that are representative of the types of programs in the Bay Area; all programs tend to be non-profits, funded primarily through foundations and donations. Then, the criteria gleaned from these examples are listed and described.

Since most of these programs advocate one-on-one mentoring relationships, the kinds of activities in which the mentee and their mentors engage are varied and numerous. Generally, however, most matches engage in activities that can be divided into categories such as:

1) academic -- tutoring, reading, etc., 2) cultural events -- going to the museum, watching a play, etc., 3) sports -- attending sporting events, playing tennis, etc., 4) "hanging out" -- eating, going to the movies, etc. Most programs require that mentors and mentees meet at least once a month to do something, even if it is just spending the afternoon at a park.

1. **Big Brothers/Big Sisters of San Francisco, Inc.**

Background: One of the oldest mentoring programs, Big Brothers/Big Sisters has been in San Francisco for the past 30 years.

Purpose: One-on-one relationships are created with the general hope that the child will improve through their special friendship with a caring adult. The program attempts to help the child and their adult mentor have the best relationship possible.

Funding: BB/BS of SF is funded by the United Way, donations, and fundraisers.

Evaluation: Evaluations are conducted through questionnaires to the mentees and mentors and through social worker assessment of the relationship. Outside evaluation is conducted by a local accounting firm. In addition, the national Big Brothers/Big Sisters evaluation is conducted every 5 years. They attempt to make changes and/or work with the matches if problems are detected.

Success?: They have observed improvement in the child in most cases.

2. **SIMBA**

Background: Started in September 1988 by Roland Gilbert in Oakland, CA.

Purpose: SIMBA attempts to empower African-American men and boys and to increase self-image, self-esteem, and achieve and maintain successful lives. A program with a holistic view about mentoring, mentors are required to go through an intense 40 hour training to get in touch with themselves before they are allowed to take on a mentee. The training continues for another 13 weeks through weekly 2 hour meetings. Currently there are 4 operating chapters of SIMBA with a fifth to be started shortly.

Funding: The program is self-funded by the 50 current mentors -- they have money taken automatically from their monthly paychecks. They are waiting for funding from the San Francisco foundation and Jubilee West so that they may purchase a building which will serve as the national SIMBA headquarters.

Evaluation: Evaluation is conducted continuously, with an eye for constant and rapid improvement. At every weekly meeting, the mentors talk about each child's problems and areas of improvement. They then modify the program to fit the moment.

Success?: They feel the program is absolutely successful. Above all else, they want to ensure that the African-American male takes responsibility for what he thinks, feels, and acts.

3. **Project Interface**

Background: In April 1991, a mentoring program was added to Interface, a community development corporation, to provide positive role models to the youth of East Oakland.

Purpose: Children are matched on a one-on-one basis so that they can see for themselves that other people of color are positive role models.

Funding: Funded mainly by foundations and the City of Oakland, this non-profits incorporates an extensive evaluation process to their program.

Evaluation: Monthly reports are analyze how often the mentees see their mentors, how the mentee-mentor relationship is going, problems, the relationship with parents and the community. These are mainly conducted through weekly phone calls with the parents, meetings with extended family members, and questionnaires to mentees and mentors which ask about the benefits of the program and improvements.

Success?: Success is determined by the number of people calling to enroll in the program.

4. **Court Appointed Special Advocates (CASA)**

Background: A national program from Washington, D.C., CASA was founded to address a need for information about the living and guardianship conditions of children in the juvenile justice system.

Purpose: Currently mentors are supposed to do whatever it takes to become knowledgeable about the child in order to write a rich description about what is going on in the child's home life. They try to act as advocates for these children to the judge and work until the child is permanently placed, placed back with the parents, or adopted. The mentors are charged to love their mentees in order to improve self-esteem.

Funding: CASA is funded mainly by corporations, foundations, and the judicial council.

Evaluation: The program is evaluated on 40 goals. Generally, evaluators look at improvement, functions of the program, and ratio of dollars to services provided.

Success?: Success is determined by the number of children placed in a home, whether it be with the natural parents or adoptive parents.

5. **Enterprise for High School Students**

Background: For the last 23 years, Enterprise has been helping San Francisco high school students find opportunities for job experience and supplying the community with skilled workers.

Purpose: Students are provided with internships and mentors in areas of job interest and are given career mentoring.

Funding: Enterprise is funded primarily by foundations and corporations.

Evaluation: Evaluation is conducted mainly through questionnaires. The student, mentor, and volunteers are asked in a 4-page questionnaire about meeting goals and on-the-job performance.

Success?: Success is defined by the mentees getting jobs in their chosen field after graduation.

6. **Companions of Alameda**

Background: In early 1971, a grassroots effort was begun by the Hayward School District and the Children Protective Services to help children from low-income single families who were having problems in school. College students were recruited to help these children increase self-esteem. Low self-esteem is believed to be at the root of low achievement.

Purpose: Currently kids are matched on a one-on-one basis with college students for a 19-month commitment. The main objectives for members are to pay attention to these mentees and build self-esteem.

Funding: Companions is funded mainly by foundations and fundraising.

Evaluation: Self-evaluation and outside evaluation are integral components of the program. Self-evaluation is added to an initial case file every 6 months. The staff conducts home visits with the family to chart improvement and perform informal questionnaires to the mentee, mentor, and the family. They look at improvement in schools, relationships with teachers, peers, siblings, and family, improvement in appearance, and a willingness to try new things. Mentees are also surveyed to determine attitudinal and behavior changes. These reports are put in the case file of each individual child. For outside evaluation, quarterly and annual reports describing the overall program performance and completion of tasks are conducted.

Success?: They look at the responses to the questionnaires and surveys to determine whether the mentees have increased their self-esteem.

7. **HAWK - High Achievement Wisdom Knowledge**

Background: Catering only to African-American boys, HAWK was started 5 years ago by Dr. Wade Nobles.

Purpose: The HAWK mentoring program attempts to develop a sense of confidence, consciousness, and commitment to race and family among young African-American boys. The development of traditional and historical African values are also part of the curriculum. Counselors work with the young men 3 times a week through a combination of individual meeting, advocacy with school and the justice system, and group meetings at 3 different sites. They teach these boys how to become confident African-American men. HAWK also has started a substance abuse prevention program. The IMHOTEP project which helps uninfected individuals to initiate and/or sustain behavior that will reduce or eliminate their risk of becoming infected with the HIV virus.

Funding: They are funded mainly through foundations, the California Department of Education, and the Center for Disease Control.

Evaluation: A combination of self-evaluation and outside evaluation helps HAWK determine its strengths and weaknesses and areas of improvement. For self-evaluation, the staff uses pre-tests and post-tests, questionnaires, and observations to determine attitudes of the boys toward family, community, and substance abuse. For outside evaluation, they turn in quarterly reports, have site visits, and annual program evaluations by their funders.

Success?: They feel they are making an impression on the boys with whom they work. However, they feel that they have a long way to go.

8. **Big Brothers and Sisters of the East Bay, Inc.**

Background: Originally affiliated with the San Francisco chapter of the Big Brothers/Big Sisters program, BB of the East Bay, Inc. branched off in 1977 to create its own program, adding a BS component in 1987, serving both Alameda and Contra Costa counties.

Purpose: They provide one-to-one relationships between a child, ages 7-14, and an adult volunteer, 21 years and over. The matches meet between 3-6 hours per week for one year. The main purpose of the program is to provide an adult friendship to the child. Potential mentors go through an intense screening process which includes fingerprinting and reference checks. Home assessments are done for the mentees and their families, many which are female-headed households. Boys who participate in the program have to see their fathers less than one time ever three months. There is a waiting list currently of 400 boys.

Funding: The organization is funded 27% by the United Way and the rest through fundraisers.

Evaluation: Evaluation is conducted by both external and internal evaluators. The United Way conducts an audit once a year through forms and site visits. The regional office of the BB/BS of America, Inc. conducts its own site visit and evaluation once every 3 years to determine whether local chapters are compiling with national standards. Internally, the program committee, which consists of several board members and the program director, conducts its own evaluation to determine compliance with national standards and to report to the board on any policy changes. In addition, the program director and the executive director conduct evaluation and random audits of case workers during monthly meetings to ensure compliance of national standards. Moreover the case work is audited twice a years. They also work with the case worker to update, reevaluate forms and processes. For each individual match, an evaluation is conducted on meeting the 4 goals set during the beginning of the relationship. These goals target improvement of 4 weaknesses unique to each individual mentee. At the end of 6 months, the mentee, mentor, and parents are interviewed extensively to determine if any positive changes advance toward goals has occurred. At the end of one year, there is another evaluation. Evaluation is based on meeting all four goals by the end of one year.

Success?: BB/BS of the East Bay, Inc. believes it is doing a great job.

Criteria for Evaluation

Similarities exist between all these programs and the others with which the Center works. Generally, all the programs strive to somehow improve the lives of the young people they are serving. At the same time, mentors gain benefits such as feeling part of a community, contributing to the future of his or her society, getting rid of guilt, helping someone else less fortunate, learning from their mentees, etc. Hence, mission translates into a criteria upon which an evaluation model is based. Separated into eight categories, this criteria necessarily points to the type of information that should be gathered and analyzed during evaluation.

The evaluation model and research methodology is necessarily dependent on the criteria and the information needs of the mentorship programs. For instance, the criteria of one program may be qualitative outcomes-oriented and point to information that is descriptive and anecdotal. A Cost/Benefit Analysis then would not be an appropriate evaluation model because it is heavily quantitative and demands that many qualitative outcomes be converted into

quantitative terms. Described below are some outcomes that can be used as part of a criteria upon which an evaluation is based. The next section then briefly elaborates on the criteria list.

	Quantitative Outcomes	Qualitative Outcomes
Short-term Benefits of Mentoring Relationship	● increase in GPA ● increase in regular school attendance ● increase in number of college-bound students ● matches meeting "regularly" ● number of mentees and mentors in the program ● number of mentees completing the program ● length of commitment by mentor and mentee ● number of cultural events attended ● turnover rates of mentors/mentees	● defining effective intervention ● defining at-risk ● reaching targeted youth ● mentees feel good about the program ● mentors get self-satisfaction from helping young person
Long-term Benefits of Mentoring Relationship	● ratio of \$ to services rendered ● income ● future employability ● years of education pursued	● increase in self-esteem ● better coping skills ● better relationship with family, peers, teachers, etc. ● change in attitude ● behavioral changes in mentees ● change in appearance (i.e., better dressed, better hygiene) ● willingness to try new things ● increase in self-confidence
Individual Benefits from Overall Program	N/A	● the program's effect on the individual mentee
Aggregate Benefits in terms of the Community	● decrease in neighborhood crime ● decrease in number of juvenile delinquents	● community feels better about living conditions ● sense of pride in the neighborhood ● better image

Some of these benefits, however, may not be observed until a reasonable amount of time has passed. There are some really short term benefits that both the mentor and the mentee may begin to observe immediately. These are changes in:

Health:	weight gain/loss/fat content; height gain; whiter teeth; mental well-being; pimples; cuts and bruises; clean hair
Appearance:	clean clothes; clean smell; toenails/fingernails cut; walk/sit straight; smiles; expresses emotion -- anger, happiness, etc.; groomed hair
School/Grades:	higher attendance; grades; attentive; participatory; involved in school events/activities; on time; regular; increase or better quality; penmanship
Friends:	increase in friends; difference in friendships (more nurturing?)
Vocabulary:	increase in vocabulary words; new words; better grammar; more articulate; more vocal
Eating Habits:	eats healthier foods/less "junk food"
Books:	reads more/different
Extracurricular:	involved in sports; involved in school activities; cultural groups; dance; etc.
Psychology:	shows interest in new things; curious about the world; career-oriented; sets goals; future-oriented; vocalizes desires

Evaluation, however, should not be based solely on the above criteria. Described below are general definitions of each criterion. Program evaluators should try to think of how their mission, goals, and objectives translate into a criteria for evaluation.

Quantitative Short-term Benefits

Quantitative short-term benefits are those that can be measured within a reasonable amount of time and can be presented as numerical data. This would include such results as increased GPA, school attendance within a given year, and number of college-bound students and increase in literacy. Short-term outcomes are also easier to measure since a result can be tracked back to a source or cause.

An evaluation model also can be confined to just measure program components to determine how effectively plans and policies are being implemented. Rather than test the outcomes

against the goals of the program, program elements can be evaluated to determine effectiveness. This can include number of kids completing the program, ratio of dollars to services, number of mentors signing up for the program, the timely fashion in which plans are implemented, and other elements affecting the program implementation.

Qualitative Short-term Benefits

Program directors should be concerned with how the mentees/mentors feel about the program and what they are experiencing. This can include information gathering on how mentors feel about the program, how mentees feel about the program, how parents and siblings react towards the program, and any other descriptions of attitudinal and behavioral changes.

Quantitative Long-term Benefits

Long-term benefits such as increased self-esteem and better coping skills are evident over a long period of time and may be the most desirable outcome a mentorship program can achieve. Whether the outcome is sustainable over a participant's lifetime is difficult to predict but this criteria is definitely measurable through psychological surveys and questionnaires.

Qualitative Long-term Benefits

Similar to quantitative long-term benefits, qualitative long-term benefits are apparent over a long period of time. However, these outcomes cannot be measured statistically but rather through questionnaires and interviews that question the quality of the outcome. Although these descriptions may appear subjective in nature, they will illuminate general quality issues that surround mentoring.

Quantitative and Qualitative Individual Benefits

This outcomes corresponds to how the program affects each individual youth. If a youth feels happy and confident that the program has been a benefit to him, then the program can be considered a success for this particular mentee.

Quantitative Aggregate Benefits

Mentoring can be viewed as a community development device and showing how it helps to improve the overall viability neighborhood may also be a way to evaluate program effectiveness. Decrease in neighborhood crime statistics or decrease in the number of juvenile delinquencies may be ways to measure the effect mentoring has had in communities.

Qualitative Aggregate Benefits

These benefits include the way a community feels about the change in the quality of life that has occurred because of mentoring. This would include issues such as better community self-image and pride and improved living conditions such as safer streets.

To illustrate how criteria affect information needs, we can use one of the sample programs described before. **Companions of Alameda** wants to increase the self-esteem of their low-income mentees. This is considered a qualitative long-term benefit and the information needs should be based on this criteria. Therefore, **Companions** would want any and all pertinent data like evidence of a better attitude towards school, willingness to try new things, and better hygiene and physical appearance.

By reviewing the criteria list, it is apparent that evaluation models have to be geared more towards examining qualitative outcomes and the relevant services. However, this does not preclude program officers from using quantitative methods to measure and report the success or failure of their programs. Showing how many children are served for a certain amount of money will allow funders and other interested parties to gage exactly how much they are contributing to this field and also can be used as a marketing tool to get other people and organization involved.

Accordingly, the next section describes evaluation models and research methodology that is most effective at measuring the outcomes and services of mentorships programs.

IV. EVALUATION MODELS

Evaluation is the systematic collection, analysis, and interpretation of information about the activities and outcomes of actual programs. Evaluation results enable interested persons to make judgements about specific aspects of program performance and to improve the program. For example, program executives make decisions about how to allocate and distribute funding among different program elements. An evaluation result may reveal that one activity is reaching kids more than another, thus influencing the program executive to direct more funds to the better activity. Similarly, decisions about support structure for the mentors and the mentees may be crucial to a program's success and an evaluation result may show that one type of structure is more conducive to achieving mentoring's goal.

Every conceivable evaluation model cannot be discussed in one paper. For mentoring, however, there appears to be certain types of evaluation that are the most doable and yield the most useful information. They are:

INPUT EVALUATION

This model asks, "What services should clients be receiving? To what extent are current services appropriate to client needs?" If mentorship programs are looking for ways to improve their services, this may be an appropriate model.

OUTCOMES EVALUATION

This model asks, "To what extent are desired client outcomes being attained? What are the effects of the program on clients?" This model would not necessarily look at program costs and/or benefits but rather the outcomes that have been achieved. The relationship between input and outcomes can be examined but a causal relationship may not be readily apparent.

Judging from the criteria list, most mentorship programs have specific goals and objectives that have to be met in order to consider their program a success. If goals are general in nature, then they must evaluate their services to determine the effectiveness of their programs. The above two evaluations are probably the most useful because they address both goals and

services and allow for the diversity of criteria. The research design and methodology discussed below will facilitate the evaluation process and help programs determine exactly how they want to conduct their individual program evaluation.

Research Design

The research design are the methods by which data is gathered, analyzed, and presented as support for the evaluation outcome. Two methods stand out as the most appropriate means for analyzing mentorship programs:

1. Qualitative Methods - A typical evaluation report will provide the following:
 - detailed description of program implementation;
 - analysis of major program processes;
 - description of different types of participants and different kinds of participation;
 - descriptions of how the program has affected participants;
 - observed changes (or lack thereof), outcomes, and impacts; and
 - analysis of program strengths and weaknesses as reported by people interviewed (e.g., participants, staff, funders, key informants in the community).

Strength: Qualitative methods permit the evaluator to study selected issues, cases, or events in depth and detail; the fact that data collection is not constrained by predetermined categories of analysis contributes to the depth and detail of qualitative data.

2. Quantitative Methods - This would involve gathering statistics about programs, including costs (inputs) and benefits (outputs, outcomes), analyzing the data, interpreting the analysis, and then either describing the analysis and/or making recommendations. This could include:

- pre-test, post-tests
- in-depth surveys
- setting up experimental and control groups
- data collection and questionnaire about program characteristics such as how long do mentors usually commit to a mentee, how long do mentees stay in the program, etc.

Strength: Quantitative methods use standardized measures that fit diverse various opinions and experiences into predetermined response categories. The advantage of the quantitative approach is that it measures the reactions of a great many

people to limited set of questions, thus facilitating comparison and statistical aggregation of the data. This gives a broad, generalizable set of findings.

3. Combination of qualitative and quantitative methods - using interviews and questionnaires as well as pre-test and post-test to determine the outcomes and appropriateness of the program.

Strength: Provides a richer, fuller database with which to measure and evaluate program goals. Evaluators gain benefits of both quantitative and qualitative methods and the ability to be creative in data gathering and research.

When deciding whether to begin with a quantitative or qualitative methodology, mentorship programs should first ask themselves:

1. Who is the information for and who will use the findings of the evaluation?
2. What kinds of information are needed?
3. How is the information to be used? For what purposes is evaluation being done?
4. When is the information needed?
5. What resources are available to conduct the evaluation?

Answers to these questions will determine the kinds of data that are appropriate in a particular evaluation. For instance, if a program has to provide hard data such as GPA scores and school attendance records, then it must go to the schools and get this data. Time and money constraints also may force programs to conduct quick interview/questionnaires to get the necessary data (designed well, a short questionnaire can provide a wealth of information). In addition, programs should ask themselves the following questions to decide whether qualitative methods is the best approach for evaluation:

1. **Individualized Outcomes.**
Does the program emphasize individualized outcomes, -- that is are different participants expected to be affected in qualitatively different ways? And is there a need or desire to describe and evaluate these individualized client outcomes?
2. **Program Processes.**
Are decision makers interested in elucidating and understanding the internal dynamics of programs -- program strengths, program weaknesses, and overall program processes?
3. **Certain Client Cases or Program Sites.**
Is detailed, in-depth information needed about certain client cases or program sites, for example, particularly successful cases, unusual failures, or critically important cases for programmatic, financial, or political reasons?
4. **Measuring Diversity of Programs and Clients.**
Is there interest in focussing on the diversity among, idiosyncrasies of, and unique qualities exhibited by individual clients and programs (as opposed to comparing all clients or programs on standardized, uniform measurers)?
5. **Program Implementation.**
Is information needed about the details of program implementation: What do clients in the program experience? What services are provided to clients? How is the program organized? What do staff do? Do decision makers need to know what is going on in the program and how it has developed?
6. **Stakeholder Input.**
Are program staff and other stakeholders interested in the collection of detailed, descriptive information about the program for the purpose of improving the program (i.e., is there interest in formative evaluation)?
7. **Program Quality.**
Is there a need for information about the nuances of program quality -- descriptive information about the quality of program activities and outcomes, not just levels, amounts, or quantities of program activity and outcomes?
8. **Making Evaluation Personal.**
Is there a need and desire to personalize the evaluation process by using research methods that emphasize personal, face-to-face contact with the program -- methods that may be perceived as "humanistic" and personal because they do not label and number the participants, and feel natural, informal, and understandable to participants?
9. **Measuring Goal-Free Programs.**
Are the goals of the program vague, general, and nonspecific, indicating the possible advantage of a goal-free evaluation approach that would gather information about what effects the program is actually having rather than measure goals attainment?

10. **Measuring Unanticipated Outcomes.**

Is there the possibility that the program may be affecting clients or participants in unanticipated ways and/or having unexpected side effects, indicating the need for a methods of inquiry that can discover effects beyond those formally stated as desirable by program staff (again, an indication of the need for some form of goal-free evaluation)?³

This list of 10 questions demonstrates the wide variety of situations in which qualitative methods can be used. However, quantitative methods should not be ruled out as a method for data gathering and analysis. This guide focuses on using both qualitative and quantitative methods to gather and analyze information based on the mission and goals of the program. The best approach would be to use a combination of both, but with heavy emphasis on the qualitative methodology. The following section goes through step by step the process of evaluation. Mentorship programs should feel free to modify these general guidelines according to their individual program needs.

³ Michael Quinn Patton, How to Use Qualitative Methods in Evaluation, Newbury, CA: Sage Publications, 1987, pp. 40-42.

V. DOING THE EVALUATION

Step 1:

All mentoring programs must first define their mission, and the goals and/or objectives by which to achieve the mission. As Ada Cole of the Marcus Foster Educational Institute says, "knowing and defining your mission and goals are the keys to evaluation; this way, you can continually see whether you are meeting your goals and also determine the effectiveness of your program."⁴ They also should determine the kinds of outcomes they would like to reach (all the better if programs can determine this for each individual mentee). For instance, the **SIMBA's** mission statement says that it wants African-American boys to become confident African-American men, willing to try new things and achieve any goal they have set for themselves. But to achieve this, its goals may range from fostering literacy programs to self-esteem programs. It also may target attainment of different levels of African-American awareness for each boy, depending on the level at which each boy has started. A 6 year old cannot be expected to be as confident as a 14 year old mentee.

Although this may be hardest part of the evaluation process, it will illuminate the criteria against which to judge the program. Defining the mission means a program deciding what it is all about and what it is not about. Career programs, such as **Project Enterprise** must determine whether providing young people with job opportunities is the end outcome or whether it is a means to raising a young person's self-esteem. Other mentoring programs, such as **Big Brothers/Big Sisters of San Francisco, Inc.**, must also decide whether improving self-esteem is its ultimate mission or whether providing a relationship for these mentees is the real mission.

⁴ Interview with Ada Cole, Director of the Marcus Foster Educational Institute, Inc., a non-profit agency based in Oakland.

Mission, goals, and objectives should be translated into outcomes and categorized into a criteria list of qualitative long-term benefits, quantitative long-term benefits, qualitative short-term benefits, etc. This will determine the data to be gathered and the type of research methodology to be used. For example, if **SIMBA** wants to make African-American boys grow up to be confident African-American men, it has to decide whether it can achieve this through increased self-esteem (qualitative long-term benefit) and/or through literacy programs and cultural events (short-term quantitative benefits). Evaluation will then demonstrate whether it has accomplished its set mission. Depending on which criteria category(s) it chooses to focus, one research methodology may be more useful and thus more dominant.

Step 2:

Once the mission, goals, and objectives are established, program directors have to determine what type of evaluation model they are going to implement. Most likely, mentorship programs will want to ask one or all of these questions:

- 1) To what extent are desired client outcome being attained?
- 2) What are the effects of the program on clients?
- 3) What services should clients be receiving?
- 4) To what extent are current services appropriate to client needs?

All these questions have to be asked in the context of the goals and objectives of each individual program.

For example, the **HAWK** program will want to determine whether its mentees are really achieving a sense of confidence, consciousness, and commitment to race and family and whether they are developing traditional African-American values. Is the program having the desired effect on both the men and the boys. Are the services they are providing appropriate or is there a better way of achieving their goals? This will be more apparent as they conduct the evaluation

(practical advice to be given later in step 4). On the other hand, **CASA**, may want to determine whether using advocates is the right intervention method for children awarded to the juvenile courts.

Step 3:

After defining the mission and determining the type of evaluation to implement, programs have to determine the type of research methodology they want to use. This comprises of choosing a way of gathering and analyzing data and reporting the findings to support the outcome of the evaluation. Mentorship programs do not have to choose between qualitative and quantitative methods but can use both as complements. Rich descriptive qualitative statements are made much more believable if supported by strong quantitative figures. The same logic applies to quantitative data -- rich qualitative descriptions add color to otherwise seemingly boring statistics. Programs should look over the previous section (IV. Evaluation Models under Research Design) to decide exactly how quantitative and/or qualitative they want to be.

For example, **Project Enterprise** may have figures that show it has successfully placed 50% of their mentee graduates in good jobs. They should compare this figure to their previous year's success rate and determine whether they have improved in this area. This quantitative measure of program success, however, can be more persuasive if supplemented with quotes about how satisfied the mentees are in their current jobs and how positive they are about their future. An example of the opposite would be if **CASA** could back up its descriptive outcomes such as how secure their placed children are in their new homes with low recidivism rates (going back to juvenile court).

Step 4:

Gather the data, analyze and interpret the data, present the findings, and make recommendations. Below are prescriptions for using instruments I thought would be the most helpful and useful for gathering the information a mentorship program would need.

Instruments Used to Gather Data

Mentorship programs should use 1) non-experimental control group and 2) interviews and questionnaires as the primary instruments for gathering data. In addition, mentorship programs should know how to gather statistics and other relevant numerical data such as GPA and school attendance records.

The comparison approach using control and experimental groups will yield the most information about quantitative differences between mentorship programs. Questionnaires and interviews work best for gathering data about increased self-esteem, qualitative results such as changes in attitudes, and reflections of participants (the mentee, the mentor, the volunteers, the family, and/or the school). These interviews/questionnaires should be conducted as pre-tests and post-tests for comparison.

Hard data should also be gathered if evaluating short-term and quantitative results. This could include looking at grades before and after the youth has been involved with a mentorship program, school attendance, punctuality, etc.

1) Setting Up Control and Experimental Groups for Comparison

The main reason to use this instrument is to get quantitative information about how mentorship programs affect the mentee as compared to those who do not receive mentoring. The best approach would be to use the Non-Equivalent Control Group Design. Two groups which are similar, but which were not formed by random assignment, are measured both before and after one of the groups gets the program or the experimental treatment, in this case

mentoring. (See Table 1 on next page).⁵ To make this experiment as objective as possible, mentorship programs must control for differences among the two group when setting up the design (this can be done statistically through regression or by selection). This could include:

- ethnicity
- income
- family background
- educational background
- economic factors
- student ability on achievement tests

The pre-test, which is required by this design, serves as a check on whether the groups are at least comparable on whatever the program intends to change. Because the pre-test is used in this way, it should be a measurement as closely related to the post-test as possible, preferably the same test or an equivalent or parallel form of it.

For example: **Big Brother/Big Sisters of San Francisco, Inc.**, has a waiting list of 400 boys which could serve as the control group. The boys who are already in the program could be designated as the experimental group. The program should try to make these two groups as similar as possible and control for things such as demographics and income. Once these two groups are set up, the program should determine the types of differences or similarities they want to uncover. For instance, they may find out that boys who go through their program are reading at higher levels and are doing better in school.

HAWK, on the other hand, may use their mentees as the experimental group but then use a group of African-American boys not necessarily on their waiting list as their control group. This may make it difficult for them to control for certain things like income and family background which could affect the outcome of the experiment. However, they should try to get the groups to be as similar as possible and then ask questions that pertain to their mission -- helping African-American boys to be in control of their thoughts, actions, and future.

⁵ Carol Taylor Fitz-Gibbon and Lynn Lyons Morris, How to Design a Program Evaluation, Newbury, CA: Sage Publications, 1987, p. 86.

Table 1:
The Non-Equivalent Control Group,
Pretest-Posttest Design

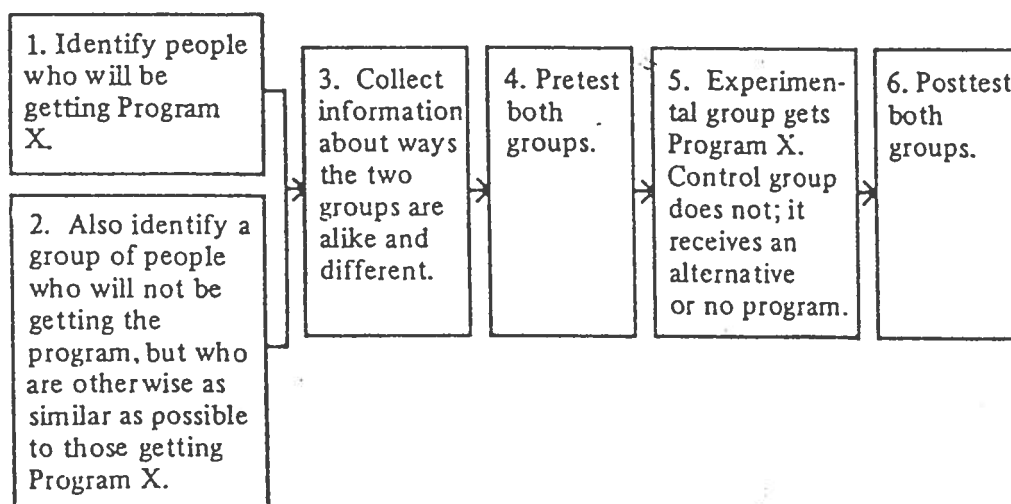
Diagram

	Time	
	1 (pre)	2 (post)
Experimental Group	O X O	
Control Group	O O	

Summary

Two groups which are similar, but which were *not* formed by random assignment, are measured both before and after one of the groups gets the program or the experimental treatment.

The Essential Steps in Implementing Design



2) and 3) In-Depth Interviewing and Questionnaires

For qualitative data gathering, in-depth interviewing involves asking open-ended questions, listening to and recording the answers, and then following up with additional relevant questions. Interviewing highlights the quality aspect of mentoring program and helps to distinguish special aspects of the program that may not be so apparent with quantitative testing. It is accepted that there are three basic approaches to collecting qualitative data through in-depth, open-ended interviews.⁶ The three approaches involve different types of preparation, conceptualization, and instrumentation. Each approach has strengths and weaknesses, and each serves a somewhat different purpose. The three choices are: 1) the informal conversational interview, 2) the general interview guide approach, and 3) the standardized open-ended interview.

- 1) The informal conversational interview relies entirely on the spontaneous generation of questions in the natural flow of an interaction, typically an interview occurs as part of ongoing participant observation fieldwork.

Strength: allows the interviewer to be highly responsive to individual differences and situational changes.
Weakness: requires a great amount of time to get systematic information.
- 2) The interview guide consists of a list of questions or issues that are to be explored in the course of an interview. Same information is obtained from a number of people covering the same material.

Strength: ensures that the interviewer has carefully decided how best to use the limited time available in an interview situation.
Weakness: may not get as spontaneous a response because a specific guideline is being followed.
- 3) The standardized open-ended interview consists of a set of questions carefully worked and arranged for the purpose of taking each respondent through the same sequence and asking each respondent the same questions with essentially the same words.

⁶ Michael Quinn Patton, How to Use Qualitative Methods in Evaluation, p. 109.

Strength: minimized interviewer effects by asking the same question of each respondent; also makes data analysis easier because it is possible to locate each respondent's answer to the same question and to organize questions and answers that are similar.

Weakness: it restricts the pursuit of topics or issues that were not anticipated when the interview was written; constraints are also placed on the use of different lines of questioning with different people based on their unique experiences.

Fortunately, these three approaches can be combined. The common characteristic of all three qualitative approaches to in-depth interviewing is that the interviewees respond in their own words to express their own personal perspective. (See Table 2 on next page)⁷.

When interviewing or designing questionnaires, mentorship programs should gather data that provides information about program outcomes and effectiveness. Generally, they should ask questions such as those listed below:

- Qualitative Short-term Benefits

- Has the mentoring relationship helped you become more confident about yourself, enabling you to try new things?
- Have your experiences been positive or negative? How so?
- Are your relationships with family and friends improving?
- Are you willing to try new and different things? Like what?

- Qualitative Long-term Benefits

- Has the mentoring program help you establish or realize any long term goals for yourself? Do you feel like you can accomplish these goals?
- Do you have hope for the future in terms of employment and successful relationships with other people in society?
- Generally, do you notice any positive changes in your attitude or your behavior towards other people and towards your future outlook?

- Qualitative Individual Benefits

- Do you think this was a good program for someone like yourself?
- What is the best things that you got out of this program?
- What are the worst things about this program?
- Would you want to be a mentor someday?

⁷ Ibid., pp. 116-117.

TABLE 2
Variations in Evaluation Research Interview Instrumentation

<i>Type of Interview</i>	<i>Characteristics</i>	<i>Strengths</i>	<i>Weaknesses</i>
(1) Informal conversational interview	Questions emerge from the immediate context and are asked in the natural course of things; there is no predetermination of question topics or wording.	Increases the salience and relevance of questions; interviews are built on and emerge from observations; the interview can be matched to individuals and circumstances.	Different information collected from different people with different questions. Less systematic and comprehensive if certain questions do not arise "naturally." Data organization and analysis can be quite difficult.
(2) Interview guide approach	Topics and issues to be covered are specified in advance, in outline form; interviewer decides sequence and wording of questions in the course of the interview.	The outline increases the comprehensiveness of the data and makes data collection somewhat systematic for each respondent. Logical gaps in data can be anticipated and closed. Interviews remain fairly conversational and situational.	Important and salient topics may be inadvertently omitted. Interviewer flexibility in sequencing and wording questions can result in substantially different respondents, thus reducing the comparability of responses.
(3) Standardized open-ended interview	The exact wording and sequence of questions are determined in advance. All interviewees are asked the same basic questions in the same order.	Respondents answer the same questions, thus increasing comparability of responses; data are complete for each person on the topics addressed in the interview. Reduces interviewer effects and bias when several interviewers are used. Permits decision makers to see and review the instrumentation used in the evaluation. Facilitates organization and analysis of the data.	Little flexibility in relating the interview to particular individuals and circumstances; standardized wording of questions may constrain and limit naturalness and relevance of questions and answers.
(4) Closed quantitative interview	Questions and response categories are determined in advance. Responses are fixed; respondent chooses from among these fixed responses.	Data analysis is simple; responses can be directly compared and easily aggregated; many questions can be asked in a short time.	Respondents must fit their experiences and feelings into the researcher's categories; may be perceived as impersonal, irrelevant, and mechanistic. Can distort what respondents really mean or experienced by so completely limiting their response choices.

Source: Michael Quinn Patton, How to Use Qualitative Methods in Evaluation, pp. 116-117.

- Qualitative Aggregate Outcomes

- Do you think it has improved in safety and image?
- Do you feel better about living in your neighborhood?

These questions could be asked in the form of pre-tests and post-tests. This will give a better measurement of the change mentees and mentors have undergone while participating in the program. Because the above questions are general, outlined below are some topics that different mentorship programs could use as guides for formulating questions.

Career Programs:

- Job performance
- Relationship with career counselor and mentor
- Job placement after completion of program
- Focus of mentee on career remains strong
- Mentor recommendation

Self-Esteem Mentoring Programs:

- Improvement of relationship between the mentee and his/her parents, school, siblings, peers, and mentor improved over time
- Better school performance; regular class attendance
- Improved hygiene and physical appearance
- Better attitude toward the future
- Mentor observations of mentee
- Mentee self-evaluation

Cultural Mentoring Programs:

- Understanding of one's culture and ethnicity in relation to history
- Improved self-image and self-esteem through behavioral and attitudinal changes
- Confidence and willingness to try new things
- Participation in more school activities
- Increase in friendships of different races
- Better relationships with peers, siblings, parents, teachers, etc.

General Guidelines on How to Conduct Interviews:

1. Throughout all phases of interviewing, from planning through data collection to analysis, keep centered on the purpose of the evaluation. Let that purpose guide the interviewing process.
2. The fundamental principle of qualitative interviewing is to provide a framework within which respondents can express their own understandings in their own terms.

3. Understand the strengths and weaknesses of different types of interviews: the informal conversational interview; the interview guide approach; and the standardized open-ended interview.
4. Select the type of interview (or combination of types) that is most appropriate to the purposes of the evaluation.
5. Ask clear questions, using understandable and appropriate language.
6. Ask one question at a time.
7. Use probes and follow-up questions to solicit depth and detail.
8. Communicate clearly what information is desired, why that information is important, and let the interviewee know how the interview is progressing.
9. Listen attentively and respond appropriately to let the person know he or she is being heard.
10. Avoid leading questions.
11. Understand the difference between a depth interview and an interrogation. Qualitative evaluators conduct depth interview; police investigators and tax auditors conduct interrogations.
12. Establish personal rapport and a sense of mutual interest.
13. Observe while interviewing. Be aware of and sensitive to how the person is affected by and responds to different questions. This may give clues about whether the mentee and/or mentor are really telling the truth or saying what they think the evaluator wants to hear?
14. Maintain control of the interview.
15. Take notes to capture and highlight major points as the interview progresses.
16. Treat the person being interviewed with respect. Keep in mind that it is a privilege and responsibility to peer into another person's experience.
17. Practice interviewing. Develop your skills.

Using the above guidelines, mentorship programs should formulate the type of questions they want to ask, decide the method to ask these questions, set up the interviews with the relevant participants, practice interviewing, and then conduct the interview.

Questionnaires are the written forms of interviews without the personal contact. Like interviews, questionnaires should ask open-ended questions and also follow the interview guidelines described above. (See Appendix for sample interview questions and questionnaires).

3) Collecting Data for Quantitative Outcomes

As mentioned before, quantitative outcomes are those that can be measured numerically, with changes denoted by increases and decreases. A time period should be determined so that data collected in the beginning and at the end of this period can be compared uniformly. Below are some of the types of quantitative data with which mentorship programs should be concerned and the way in which it can be gathered.

Short-term Benefit:

- Increase in GPA - programs could either have the mentees present their report cards over time or they could actually go to the school (with permission of mentee and parents) and obtain their records; this also can be used as an actual activity of mentoring, which keeps both the mentor and the mentee involved with each other and which promotes mentoring itself
- Increase in school attendance - again, the program could ask for school report cards from the mentees or obtain the records through the school

Long-term Benefit:

- Future employability and income potential - this would involve keeping track of experimental and control groups over time to determine the difference in employment and income; this may be very difficult to accomplish but could be the most significant evidence supporting the merit of mentoring

Aggregate Benefit:

- Decrease in neighborhood crime - programs conceivably could go to the police station and get statistics and figures on crime over a period of time; however, measuring crime in itself is a difficult task because of such factors as underreporting -- the best a program can expect is a police report or neighborhood opinion describing the changes in neighborhood safety
- Decrease in juvenile delinquency - programs could either go to the police or juvenile court to determine the percentage of crime committed by young people and see if it has changed since institution of the mentorship program

Quantitative data, such as those described above, may not be the most reliable support for mentorship programs because one can debate the accuracy of the reporting and/or computation of the data; same applies for qualitative results. However, mentorship programs should use this data to complement and add to the other types of data gathered during evaluation.

A combination of the above three instruments can be used to obtain a full data set. Most likely, mentorship programs will find interviews and questionnaires as the best source for data gathering because it provides personal accounts of the effect mentoring has on the participants.

Data gathering is followed by data analysis; it will yield the common trends and themes that support the program's mission. The next step gives suggestions on how to analyze such data.

Analyzing and Interpreting Data

Analysis is the process of bringing order to the data, organizing what is there into patterns, categories, and basic descriptive units. Interpretation involves attaching meaning and significance to the analysis, explaining descriptive patterns, and looking for relationships and linkages among descriptive dimensions. Steps:

1. Organize data - includes all interviews, pre-test and post-test results, and quantitative data

2. Assemble the raw case data, construct a case record, write a case study narrative. (See Table 3 on next page).⁸

3. Identify coherent and important examples, themes, and patterns in the data.

For example: Project Interface, whose main mission is to improve the self-esteem of children of color by providing role models of color, may realize through interview responses that this is the first time these mentees have come in contact with positive role models of color and that what they are doing is a good thing.

4. Conduct inductive analysis which means looking for patterns, themes, and categories of analysis that come from the data; they emerge out of the data rather than being decided prior to data collection and analysis. The analysis looks for natural variation in the data.

Inductive analysis can be conducted by:

Developing Category System (looking for recurring regularities).

1. Categorizing data that dovetails in a meaningful way

For example: BB/BS of SF, Inc., may notice that its younger mentees are not as satisfied with the program. The interview data shows that these mentees are not meeting with their mentors as frequently as the older mentees - apprehension about calling their mentors or not being reliable about returning phone calls may be the reasons. Questionnaire responses by the mentor also relates disappointment with the younger mentees and a desire to meet more frequently. These responses can be put into a single category.

2. Categorizing data through differences that are bold and clear

For example: Data that concerns mentor/mentee satisfaction with the program should be separated from those that deal with program directors analysis of the program effectiveness.

3. Categorizing by fleshing out data

For example: Some data shows that mentors benefit from support systems; however, low mentor turnout at support meetings and lack of responses to questionnaires contradicts this conclusion. Hence, mentorship programs should go through their data and explore ways of combining data that points to these observations. It may discover that mentors do indeed benefit from the support meetings but only if it is made convenient for them to attend.

⁸ Ibid., p. 149.

Analyzing and Interpreting Qualitative Data

TABLE 3
The Process of Constructing Case Studies

Step 1: *Assemble the raw case data.*

These data consist of all the information collected about the person or program for which a case study is to be written.

Step 2: *Construct a case record.*

This is a condensation of the raw case data organizing, classifying, and editing the raw case data into a manageable and accessible package.

Step 3: *Write a case study narrative.*

The case study is a readable, descriptive picture of a person or program that makes accessible to the reader all the information necessary to understand that person or program. The case study is presented either chronologically or thematically (sometimes both). The case study presents a holistic portrayal of a person or program.

5. Link Process to Outcomes

The linkage between processes and outcomes is a fundamental issue in many program evaluations. Sometimes, the outcomes are meant to be individualized; sometimes the mentorship program is simply uncertain about what the outcomes will be; and in many programs neither processes nor impacts have been carefully articulated. Under such conditions one purpose of the evaluation may be to help articulate program processes, program impacts, and the linkages between the two. This task can be facilitated by constructing a process/outcomes matrix to organize the data. (See Table 4 on next page)⁹. This matrix will help answer some of the evaluation questions posed before such as: "1) What services should clients be receiving? and 2) What are the effects of the program on the clients?" The process/outcomes matrix is also aimed at providing a mechanism for organizing and describing the themes, patterns, activities, and content of the program, rather than at elucidating causal linkages between processes and outcomes. Sometimes, however, there is a fine line between description and causal interpretation. It is okay to suggest causal linkages described by program staff and participants.

Using the process/outcomes matrix, programs should list the outcomes they observe among their mentees and try to link it to a service or process they provide.

For example: Big Brothers/Big Sisters may find out that the amount of time a mentor spends with a mentee has an effect on how quickly the mentee's self-esteem increase. They can construct this process/outcome matrix for each individual mentee, using the same measurement and then figure out exactly what component of the program is affecting what outcome.

⁹ Ibid., p. 157.

Table 4

Analyzing and Interpreting Qualitative Data

		Types or Levels of Program Outcomes			
		a	b	c	d
Program Processes or Implementation Components	1				
	2				
	3				
	4				

LINKAGES EXPRESSED AS THEMES
 PATTERNS, QUOTATIONS, PROGRAM
 CONTENT OR ACTUAL
 ACTIVITIES

Table 4: Matrix of linkages between program processes and impacts.

6. Put Numerical Value on Qualitative Results - this would entail making a value judgement about certain outcomes; a simple yet effective way of doing this would be to create a scale of 1 to 7, with 7 representing the highest value.

For example: CASA could create a questionnaire that asks questions about the quality of the program but also requires the participants to attach a numerical value to their answer, ranging from 1 to 7. This makes tallying the answers quite easy but not without meaning. For instance, within the context of a questionnaire, CASA could ask mentees to describe their mentors while at the same time choose a number to represent them: 1 = horrible, 2 = bad, 3 = tolerable, 4 = satisfactory, 5 = good, 6 = outstanding, 7 = truly exceptional. Individuals responses could be aggregated to determine the level of satisfaction mentees have with their mentors.

After analysis, interpretation involves considerations of causes, consequences, and relationships. Oftentimes, however, interpretations about the causes of certain effects and the relationship between process and outcomes are speculation, conjecture, and hypothesizing. Yet, if data gives rise to ideas about causal linkages, there is no reason to deny these insights simply because they cannot be "proven." However, it is important that such statements be clearly qualified as data-based speculation and conjecture.

For example:

HAWK, after going through all the above steps, may begin to realize that older African-American males are better at mentoring about African-American history and values than non-African-American men or younger African-American men. This is an interpretation of data from interviews and may be conjecture but conjecture based on real responses and should not be ignored.

Big Brothers/Big Sisters, on the other hand, may realize that college students make the best mentors for their mentees and may want to start heavy recruitment in that direction. Patterns may emerge through interviews that college students relate to their mentees better, which in turn helps increase their self-esteem which meets one of the objectives of the program. This is interpreted to mean that college-age mentors are sometimes better. With this information, **BB/BS** can do several things: 1) it can recruit more college students as mentors, 2) it can figure out why college students make better mentors and then hold training sessions with other mentors, or 3) it can continue with what it is doing now, thinking that the results were an aberration.

Reporting Findings

The actual content and format of an evaluation report will depend on the purpose of the evaluation. Even a comprehensive report will have to omit a great deal of the data collected by the evaluator. Selection is essential. By including everything, programs risk losing their readers in the sheer volume of the presentation.

In reporting the results of a non-equivalent control group design, present the finding first, then how the results could have been better, and last discuss the extent to which the design was adequately implemented. Since groups are not random, mentorship programs will need to present all the evidence they can find or produce to show that the groups were initially alike in the characteristics that might affect the results. A major source of convincing evidence will be non-significant difference among pre-test scores, but mentorship programs should present other characterizations of the groups as well, such as socioeconomic status and ability levels.

If the design has been adequately implemented, mentorship programs will then present results and discuss whether or not the post-test difference between E- and C-groups are statistically significant. If performance differences between the E- and C-groups are statistically significant, mentorship programs should consider their practical or educational significance. This may be a big indication that mentoring has some positive (and negative) effects on the mentee.

Detailed description and in-depth quotations are the essential qualities of qualitative reporting. Sufficient description and direct quotations should be included to allow readers to understand fully the program and the thoughts of the people represented in the report. Description should stop short, however, of becoming trivial and mundane and should be balanced by analysis and interpretation. The purpose of analysis is to organize the description in a way that makes it manageable.

Another important issue confronted during reporting of findings is how to make the report objective. The most common concern about qualitative methods is the subjectivity of the evaluator and the interview and questionnaire questions the evaluator asks. More and more, the possibility of attaining objectivity and truth in any absolute sense has become an untenable position in evaluation. "The practical solution may be to replace the traditional search for truth with a search for useful and balanced information, and to replace the mandate to be objective with a mandate to be fair and conscientious in taking account of multiple perspectives, multiple interests, and multiple possibilities."¹⁰

Another common concern about qualitative methods is the small sample size usually involved and the possibility of generalizing. A middle ground can be found in the methodological paradigms debate over generalizability and the relevance of evaluations.

"Cronbach argues against experimental designs that are so focused on carefully controlling cause and effect that the finds are largely irrelevant beyond that highly controlled experimental situation. On the other hand, he is equally concerned that entirely idiosyncratic case studies may yield little that is useful beyond the case study setting. He is doubtful that highly specific generalizations will hold up across time and space. He suggests instead that designs balance depth and breadth, realism and control so as to permit reasonable "extrapolation" (pp. 231-235)."¹¹

Making Recommendations

The issues involved in making recommendations are similar to those that deal with objectively and persuasively reporting the findings. Recommendations should reflect the analysis and the interpretation but with suggestions for translating the findings into usable directions for improvement.

¹⁰ Ibid., p. 167.

¹¹ Ibid., p. 168.

If improvement is not an important objective, recommendations still should make comments about how the program is doing and what it needs to work on. This should be backed up with evidence from the analysis. If possible, recommendations should include specific courses of actions, with references to resources and sources of information.

Ultimately, the recommendations should be usable and doable and should provide ways to improve the services mentorships are providing. Even hard recommendations, such as recommending termination of the program, should be made (although it should be backed up with some very strong evidence).

VI. CONCLUSION: AFTER THE EVALUATION

So, data has been gathered and analyzed, interpretations have been made, evaluation outcomes have been described, and recommendations put forth. What next? Most program directors will probably want to use the evaluation to implement changes and improve services. By now, the evaluation will have pinpointed the causes of certain outcomes, the effectiveness of the program, and the general changes that have occurred. Programs will have to make some hard decisions about how to implement some of the recommendations. For example, if **CASA** finds out that its advocates are burnt out after a few months of commitment, it must decide how to solve this issue: should it recruit more mentors for a shorter time commitment, provide support systems for the advocates, or both.

However, even after the recommendations have been correctly implemented, evaluation should not be looked as a static event that occurs once a year for reporting reasons or for clarity. Rather, evaluation should be a continuous permanent process, occurring as frequently as possible, even on an informal basis.

What mentorship programs do with the information will significantly affect the future of mentoring and the role it plays in the lives of at-risk youth. It will also have ramifications on other social and educational programs that administer to at-risk young people. Evaluation thus should be ongoing, conscientious, usable, and doable.

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Interview with Sally Mitchell of Enterprise for High School Students.

Interview with Mike Holland of SIMBA.

Interview with Betty DeForest of Companions of Alameda County.

Interview with Donnette Angelo of Big Brothers and Sisters.

Interview with Ada Cole of the Marcus A. Foster Educational Institute.

Interview with Marc Freedman of Public/Private Ventures, Inc.

Interview with Martin Jacks of the Oakland Mentoring Center.

Interview with Melanie Stiles of Public/Private Ventures, Inc.

Interview with Dianne Yamashiro-Omi of the Koret Foundation.

APPENDIX

ENTERPRISE

FOR HIGH SCHOOL STUDENTS

CAREER APPRENTICESHIP PROGRAM

ADVISER'S QUESTIONNAIRE

Please answer the following questions for each of the program components listed below. Please think in terms of A) How was it helpful in meeting the goals of the Program? B) How did the students like it? C) How did you like it? and D) Any suggestions for next year?

1. Handbooks: Student and Adviser.

2. Student orientation meeting (if you attended).

3. Small group discussions:

What were the difficulties in leading group discussions? Were any techniques particularly helpful? What, if anything, do you wish you had done?

4. Resource speakers: The best, the worst, who should be invited back?

5. Plans: Goals and Action Steps.

6. Journals.

OVER

ENTERPRISE

FOR HIGH SCHOOL STUDENTS

Supervisor _____

Hospital _____

Section A

Student _____

Dept. _____

1. Please evaluate the student in the categories below. Any comments would be helpful.
1=excellent, 2=good, 3=OK, 4=poor

_____ Regular attendance and punctuality

_____ Initiation of independent work

_____ Increased knowledge of career

_____ Overall evaluation of student as

_____ Completion of assigned work

_____ Maturity/Sensitivity in patient contact

_____ Adjustment to work routine, procedures,
co-workers.

Comments: an apprentice

2. Please indicate what you think your apprentice learned from the apprenticeship:

a. General knowledge of medical profession:

b. Skills:

c. Personal growth:

3. Was the calibre of your student appropriate to your placement?

_____ excellent, surpassed requirements and expectations

_____ satisfactory, met requirements and expectations

_____ unsatisfactory, fell below requirements and expectations

Comments:

4. If asked for a job reference, would you recommend this student?

_____ with great enthusiasm

_____ with confidence

_____ with some confidence

_____ with reservation

_____ would not recommend

Comments:

Section B The information will be used to refine the program next year.

1. Please list the names/titles of any others who acted as the student's supervisor:

2. How did you and/or your department benefit by having an apprentice?

3. What are the drawbacks or disadvantages to supervising a student for MAP?

4. You averaged ____ hours/week working directly with your student. This amount of direct supervision was:

- ____ satisfactory for me as well as the student
- ____ satisfactory for me although the student would have liked more
- ____ required too much of me
- ____ was not enough time for my satisfaction

Comments:

5. You structured the placement so that the student:

- ____ fit into the workload where needed
- ____ was assigned various tasks within the on going work
- ____ was assigned a special project created for him/her

6. What might you do differently in supervision of your student next summer?

7. What was helpful about the following program activities? Any suggestions?

a) Interview with student before program:

b) Supervisor Handbook:

c) Plan negotiated with student:

d) Advisor system:

e) Site visit by advisor:

f) Chairman/Director:

e) Any other suggestions for improvement?

ENTERPRISE

FOR HIGH SCHOOL STUDENTS

CAREER APPRENTICESHIP PROGRAM

STUDENT EVALUATION

This form must be in the Enterprise office BEFORE the final meeting on August 1, 1991.

Name: _____

Placement: _____

Supervisor: _____

1. Names/Titles of other people who acted as your supervisor:

2. How well did your supervisor understand and support the goals of the program?

_____very well, enthusiastically

_____fairly well, supportive

_____generally o.k.

_____not at all, assignments inappropriate
COMMENTS:

3. On the average you worked _____hours/week with your supervisor.
This was: _____too much time, would have liked more independent work;

_____satisfactory and appropriate;

_____not enough time with supervisor, needed more time.

4. List your major tasks and responsibilities:

5. You found the general level of your tasks to be:

_____challenging to learn;

_____satisfactory, interesting to learn;

_____o.k., easily learned;

_____dissatisfactory, tasks too simple -- please explain:

14. Listed below are various program components - please circle the ones which you found to be helpful. Space is provided for suggestions as to why these aspects of the program proved to be helpful. If you can think of any suggestions to improve or change any parts of the program, please comment.

- a. School Visit
- b. Interview/Application Process
- c. Interview with Supervisor
- d. Student Handbook
- e. Advisor
- f. Evening Meeting

---small group discussions

---resource speakers (best/worst)

g. Journals

j. Site Visits

What teachers and counselors in your school should we contact next year to recruit applicants?

What would be the most effective way of informing students of your school about the apprenticeship program?

Are you a registered student in the Enterprise Jobs Program?

GENERAL SUGGESTIONS FOR A MORE EFFECTIVE PROGRAM:
Please comment on back of this page

PARENT QUESTIONNAIRE

Date _____

Parent's Name _____

Child's Name _____

Volunteer's Name _____

On the average, how often does your child see his/her Companion?

_____ once a week

_____ once a month

_____ two times a month

_____ other - please specify.

What kinds of activities do they do together?

Is the relationship between your child and his/her Companion:

_____ Excellent

_____ Good

_____ Fair

_____ Poor

Have you noticed any improvement in your child in the following areas?

YES NO

improvement in school work/grades

improvement in getting along with teachers and others at school

improvement in getting along with peers

improvement in getting along with brothers/sisters

improvement in personal appearance

improvement in willingness to try new things

improvement in other area(s) _____

Have there been any problems with this match concerning the following areas?

YES NO

the time when child and volunteer would meet

the amount of time child and volunteer spend together

the activities child and volunteer have been doing together

the quality of time spent together

Any other problems _____

Additional comments or observations:

CONFIDENTIAL

COMPANIONS OF ALAMEDA COUNTY

VOLUNTEER QUESTIONNAIRE

Volunteer's Name _____ Date _____

Child's Name _____

Average number of hours spent with child per month _____

Please list those activities which you and your young friend usually do the most:

Please describe your child's behavior during your regular visits:

Please describe any particular change (positive or negative) in the child's attitude/behavior that you have observed.

Have you observed changes in the child's family environment?

Please answer the following questions by placing your response in the appropriate space:

	Yes	No	Somewhat
Did you have enough information about your child's situation before your first visit?	___	___	___
Do you feel that the staff did a satisfactory job in orientating you to the program?	___	___	___
Do you feel that the family has a clear understanding of your role as a Companion?	___	___	___
Do you feel your child appreciates having you as his/her Companion?	___	___	___
Have you received supportive guidance from staff when it was needed?	___	___	___
Do you feel that staff has had enough contact with child's family since you were matched?	___	___	___
A newsletter is sent to you monthly: do you read it? (We welcome suggestions for changes improvements.)	___	___	___
Have you participated in any of the activities which the program has sponsored? (if yes, how many?)	___	___	___

Please list suggestions for future group activities:

Mentor Evaluation

Pre _____

Post _____

To what extent do you feel confident (effective) in your ability to:

	Very Confident (Effective)	Above Average	Average	Below Average	Not Very Confident (Ineffective)
1. talk about your work					
2. talk about the work of others in your work unit, and how different jobs contribute to the total organization					
3. discuss how your work fits into your personal life (or vice versa)					
4. model personal attributes such as responsibility, initiative, leadership and fellowship					
5. model positive personal interaction with peers					
6. deal frankly with personal or social issues that come up with a student or protegee					

In which of the above components would you have liked more emphasis during training? (Circle all that apply.)

1

2

3

4

5

6

Student Evaluation of Mentorship

1. How much (or how often) did the following things happen during your time spent with a mentor?

	A Lot	Sometimes	Hardly at All
Talk or activities about: Your mentor's work			
Other people's work in your mentor's organization work unit			
Preparation for (or advancement in) this kind of career			
Preparation for other occupations that interest you			
Personal, social, or economic barriers that might stand in the way of a career			
Your attitude or actions in general			

2. Which of the above things "made a difference" for you?

3. What did you gain (learn) from the mentorship?

4. What effect will the experience have on your future work or school activities (examples: classes to take, summer jobs to look for)?

5. How comfortable did you feel with your mentor? How much of that was you? How much was *your mentor*?

Registry Program Evaluation Survey

1. How many seminars did you attend?

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7

2. How many seminars did you attend with your mentor?

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7

3. Please indicate how useful the information presented to you was. (Circle the correct response.)

1 = Very useful 2 = Useful 3 = Somewhat useful 4 = Not very useful 5 = Not useful

4. Please indicate which session you attended:

_____ Expectations of Ourselves
 _____ Perceptions of Ourselves
 _____ Career Rap-Medical/Science
 _____ Career Rap-Business

_____ Interviewing
 _____ Your Physical Message
 _____ Time Management

5. On a scale of 1 to 5, please indicate how useful each seminar was to you. (Insert the correct answer for each seminar.)

1 = Very useful 2 = Useful 3 = Somewhat useful 4 = Not very useful 5 = Not useful

_____ Expectations of Ourselves
 _____ Perceptions of Ourselves
 _____ Career Rap-Medical/Science
 _____ Career Rap-Business

_____ Interviewing
 _____ Your Physical Message
 _____ Time Management

6. We are thinking of offering the following seminars next fall. On a scale of 1 to 5, please indicate how interested you would be in each. (Insert the correct answer for each seminar.)

1 = Very useful 2 = Useful 3 = Somewhat useful 4 = Not very useful 5 = Not useful

_____ SAT Preparation Workshop
 _____ Study Skills Workshop
 _____ How to Pay for College
 _____ Career Counseling
 _____ How to Select a College
 _____ Professional English Skills

7. What other seminar topics do you feel should be included? Please list them below.

8. The length of the seminar was (circle the correct response)

1 = About right 2 = Too long 3 = Too short

9. Other than the seminars, how many times did you meet with your mentor?

_____ 0-1 _____ 2-3 _____ 4-5 _____ 6-7 _____ 8 or more

10. What types of things did you do with your mentor other than attending the seminars? Please list them below.

11. How satisfied were you with your mentor?

1 = Very satisfied

2 = Satisfied

3 = Slightly satisfied

4 = Slightly dissatisfied

5 = Dissatisfied

12. Please indicate the reasons for your feelings about your mentor:

13. How much impact did your mentor have on your life (values, school performance, etc.)? Please circle your answer.

1 = Great impact

2 = Some impact

3 = Little impact

4 = No impact

14. As a result of the pilot program experience, I learned (circle the correct answer):

1 = More about myself and more about others

2 = More about others but little about myself

3 = More about myself but little about others

4 = Little about myself and little about others

5 = Nothing at all

15. Your relationship with your mentor is (circle your response):

1 = Great

2 = Good

3 = Fair

4 = Poor

5 = Nonexistent (awful)

16. Do you wish to continue to participate in the mentoring program in the fall?

_____ 1 = Yes, I would like the same mentor.

_____ 2 = Yes, but with a different mentor.

_____ 3 = No, I don't want to continue.

17. If you chose response 2 or 3 to question 16, please indicate the reason for your feelings:

18. How can the mentoring program be made more useful to you?

19. What was the most valuable part of the mentoring program experience?

20. How can the program be made more adaptable to your needs?

21. How helpful was it to have information about your mentor before you met him/her? Please circle the correct answer.

1 = Very helpful
4 = Not very helpful

2 = Helpful
5 = Not helpful at all

3 = Slightly helpful

22. Overall, the mentoring program has made me (check those which are applicable):

- ☐ Better understand the importance of education in my future.
☐ More aware of what is required for success.
☐ More willing to work hard in school.
☐ Feel better about myself.
☐ It made no impact on my life.
☐ Other (please indicate) _____

If you had a mentor with a different ethnic (racial) background from yours, please answer the next two questions:

23. Your race _____ Your mentor's race _____

24. How did this ethnic (racial) background difference influence your relationship.

1 = It was a good influence 2 = It was *not* a good influence
3 = It didn't make a difference

25. Please use the space below to provide general comments about the mentoring program.

Other comments:

Your name _____ Mentor's name _____

Please return this now.

Thank you.

Registry Program Evaluation Survey

1. How many seminars did you attend?

_____ 1 _____ 2 _____ 3

2. Which sessions were they?

_____ Cultural Sensitivity _____ Value Sensitivity _____ High School Life

3. Please rate the usefulness of these seminars in relating to your student (circle the correct response).

1 = Very useful 2 = Useful 3 = Somewhat useful 4 = Not very useful 5 = Not useful

4. Please rate the usefulness of these seminars in your daily work environment. (Circle the appropriate response.)

1 = Very useful 2 = Useful 3 = Somewhat useful 4 = Not very useful 5 = Not useful

5. What, if any, changes would you make in the mentor training sessions to make them more useful to you?

6. How many student seminars did you attend?

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7

7. How many seminars did you attend with your student?

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7

8. Please indicate how useful the information presented in the seminars *appeared* to be to your student (based on feedback):

1 = Very useful 2 = Useful 3 = Somewhat useful 4 = Not very useful 5 = Not useful

9. Please indicate which session you attended:

_____ Expectations of Ourselves
 _____ Perceptions of Ourselves
 _____ Career Rap-Medical/Science
 _____ Career Rap-Business

_____ Interviewing
 _____ Your Physical Message
 _____ Time Management

10. Please indicate how effective it is to have mentors attend the sessions (listed in question 9) with students. (Circle the correct response.)

1 = Very effective
 4 = Not very effective

2 = Effective
 5 = Not at all effective

3 = Somewhat effective

11. What other seminar topics do you feel should be included? Please list them:

12. In general, the length of the seminars was (please circle the appropriate response):

1 = About right

2 = Too long

3 = Too short

13. Other than the seminars, how many times did you meet with your student?

_____ 0-1 _____ 2-3 _____ 4-5 _____ 6-7 _____ 8 or more

14. What types of things did you do with your student outside of attending the seminars?

15. How satisfied were you with your student or mentor match?

1 = Very satisfied

2 = Satisfied

3 = Slightly satisfied

4 = Slightly dissatisfied

5 = Dissatisfied

16. Given your response to question 15, please indicate the reasons for your feelings (satisfaction or dissatisfaction):

17. How effective do you feel as a mentor? Please circle the appropriate response.

1 = Very effective

2 = Effective

3 = Somewhat effective

4 = Not very effective

5 = Not at all effective

18. What impact do you think you made on your student's life? Please circle your response.

1 = Great impact

2 = Some impact

3 = Little impact

4 = No impact

19. What could the Registry have done to enhance your effectiveness as a mentor?

20. As a result of the pilot program experience, I learned (circle the correct response):

1 = More about myself and more about others

2 = More about others but little about myself

3 = More about myself but little about others

4 = Little about myself and little about others

5 = Nothing at all

21. Do you wish to continue to participate in the mentoring program in the fall?

_____ 1 = Yes. I would like the same student.

_____ 2 = Yes. I would like the same student, but feel I could handle another student, too.

_____ 3 = Yes, but with a different student because my student does not need me any longer.

_____ 4 = Yes, but with a different student because of personality or value differences.

_____ 5 = No. I don't want to continue as a mentor.

_____ Other comments _____

22. What can be done to make the mentoring program more adaptable to your needs (time changes, etc.)?

23. In your view, what was the most valuable part of the mentoring program experience?

24. Overall, the mentoring program has made me (check those which are applicable)

- ☐ more aware of education-related issues.
☐ better able to relate to people from ethnic backgrounds different from my own.
☐ better able to relate to teenagers.
☐ better able to understand my values.
☐ feel better about myself for having influenced another person's life.
☐ other (please indicate) _____

25. Please indicate how you would describe your relationship with your student:

1 = Great 2 = Good 3 = Fair 4 = Poor 5 = Nonexistent

Why do you feel this way? _____

26. Overall, to what extent did the mentoring program meet your expectations? Please circle the correct response, and provide reasons for it below.

1 = It met my expectations

2 = It did not meet my expectations

Reasons for response _____

27. Mentors with students of ethnic backgrounds different from theirs, please answer the next two questions:

Your ethnic background _____ Your student's ethnic background _____

28. To what extent did the difference in ethnic background influence your relationship with your mentee? Please circle the correct response.

1 = It was a good influence 2 = It was a neutral influence 3 = It was a poor influence

What could the Registry staff have done to provide additional assistance in this area? _____

29. Other general comments _____

Thank you.

Your name _____

Student's name _____

Mentor's Final Evaluation

Mentor _____ Intern _____

Please complete and mail to Directions (1049 Market Street, Suite 505, San Francisco, 94103) by May 23.

1. How well did the intern and you reach the goals for the internship?

10	9	8	7	6	5	4	3	2	1
Excellent			Good			Okay		Poor	

2. Intern's overall performance:

10	9	8	7	6	5	4	3	2	1
Excellent			Good			Okay		Poor	

3. What did your intern do during the internship (major tasks or projects)?

- a. _____
- b. _____
- c. _____

4. Please list three job skills or procedures related to your career that your intern learned:

- a. _____
- b. _____
- c. _____

5. Please list three tools or types of equipment your intern learned how to use:

- a. _____
- b. _____
- c. _____

6. Please rate how well your intern learned the following qualities:

	Showed a great deal of improvement	Showed some improvement	Showed no improvement	Excellent throughout; needed no improvement
Punctual				
Reliable				
Conscientious in fulfilling assignments				
Does neat, accurate work				
Asks appropriate question				
Honest				
Flexible				
Friendly and courteous				
Follows directions				
Accepts criticism				
Exercises good judgment				
Self-motivated				
Self-confident; shows self-esteem				

7. Did your intern learn:

- a. various job titles within the career? _____ yes _____ no
 b. employment possibilities and outlook for the career? _____ yes _____ no
 c. what training/education/experience is required? _____ yes _____ no

8. What was your intern's greatest accomplishment?

9. What was the most important thing your intern learned about the work world?

10. What did you learn by being a mentor?

11. Please rate the support/information given by Directions staff:

10	9	8	7	6	5	4	3	2	1
Excellent			Good			Okay		Poor	

12. How can support/information from Directions staff be improved?

13. Any other comments:

Directions publications frequently use quotes from mentors. Please sign here if you are willing to have parts of your evaluation quoted.

Signature _____

Date _____