The National Consortium
of Interpreter Education Centers

RID/NCIEC Mentoring Program

Round 2

Post-Participation Survey Analysis

August 2009

(This page left blank intentionally)

Contents

RID/NCIEC Mentoring Survey Analysis

This report seeks to summarize and provide insight into mentoring programs funded by the Registry of Interpreters for the Deaf (RID)/National Consortium of Interpreter Education Centers (NCIEC) joint mentoring support program. Under the second round of this program funding, four interpreter mentoring programs were awarded $2,500 to $5,000 each to support either traditional or peer mentoring. As a condition of funding, the grantees agreed to complete three sets of surveys: a program survey, mentor surveys, and mentee surveys. Each survey was designed by the NCIEC Effective Practices Team to assist mentoring programs in examining program outcomes and quality, and to obtain structured information about the nature of the mentoring experience.

The report seeks to provide answers to the following questions:

- What are the basic components of the funded programs?
- How do the mentoring programs differ from one another? What common and divergent elements comprise the programs?
- Did programs that relied exclusively on RID/NCIEC funding differ in substantial ways from those that were multi-funded?
- What differences, if any, did the various program approaches have on the experience of mentoring or being mentored?
- What self-reported outcomes did mentors and mentees identify from the experience?
- Did these outcomes differ by program or program type?
- What lessons can be learned from the mentors and mentees about future mentoring programs?

Programs

There were four grant recipients in the second round of funding for this mentoring support program. Only two of those grantees completed a program survey. Therefore, we will focus our discussion on the survey responses of those two programs and will include summary descriptions from the proposals of the other two programs.

Three of the mentoring programs were sponsored by a regional RID chapter, while the fourth program was a summer workshop for pre-certified and newly certified interpreters. One of the RID chapter programs offered peer mentoring, while the other three programs offered traditional mentoring. Table 1: Mentoring Programs identifies funding levels, number of mentors/mentees, and the length of each program. Program 4 is notable in that it has a short duration of two weeks and is only offered in the

summer. Program 2 has conducted mentoring training but has not matched any mentors with mentees. During the first year of Program 1, the team designed the program and developed the implementation process for the second year, with a goal of matching 5 mentors and mentees in the second year. All programs rely on additional funding to supports its mentoring training.

Table 1: Funded Mentoring Programs in Second Round

Program	Total Funding	RID/NCIEC Funding	# Mentors	# Mentees	Duration
Program 1	6,600	4,000	0	0	12 months
Program 2	26,500	5,000	25	0	10 months
Program 3	15,100	5,000	3	24	10 months
Program 4	16, 750	2,500	5	11	2 weeks

Each program differed in its focus. According to their proposal, Program 3 sought to focus on minority populations and/or new interpreters in educational settings. Program 1 planned in its proposal to focus its program on recent interpreting program graduates in the second year.

Program 2 and 4 responded to the survey so we discuss their goals and additional program features in relation to those responses. Individual results are reported in Appendix A: Program Survey Results. Program 4, which integrates fine arts, had a goal of ASL language enhancement and addressing the gap between interpreter education programs and certification. Program 2, on the other hand, focused on increasing the pool of qualified interpreters through mentoring. Table 2: Program Goals summarizes information about program goals for each grantee.

Table 2: Program Goals of Survey Respondents

	Cert. Prep	Addressing the gap between IEP's and certification	Specialized interpreting skill dev	ASL language dev/ enhancement	Other, please specify	If specialized interpreting skill development, please describe:
Program 4		X		X		
Program 2					X	Program 2s' overarching goal is to improve the quality of interpreter services to the Deaf Community by increasing the pool of qualified interpreters via mentorship. The programmatic goal is to increase the pool of qualified mentors to provide mentorship via this training workshop series.

Mentor Identification and Recruitment

The mentoring programs identified potential mentors through self-selection and professional networks. Program 2 offered its training to any interested RID members and all were new mentors to this project. The director of program 4 identified potential mentors through professional networking and one of the mentors had previously served as a mentor with program 4.

Programs selected mentors based on requirements unique to the organizations needs. For example, program 2 selected its mentors based on those who attended all three of the all-day Saturday workshop series. Once the training was completed, the interpreters were listed on the website for program 2 as a mentor. Program 4 selected its mentors based on a preference for age, history of cooperation and working effectively on a team, availability, and background in theater.

Training Focus for Mentors

Program 4 focused its training on mentor roles and responsibilities, areas of conflict, and a general orientation to program 4. Mentors participated in minimal pre-project training and daily half-hour meetings for the two weeks of Program 4. The training was required for mentors, but not all participated.

Program 2 reported the following training:

- Highly interactive and will offer many opportunities for hands-on practice and application of tools for:
    - Analyzing the protégé's work

- o Talking about interpreting using non-evaluative language
- o Creating dialogue that is protégé driven
- o Identifying aspects of interpreting that are suited/not suited to the mentoring process
- o Dealing with boundary issues

- Group discussion and activities about:
  - o Philosophy of the program
  - o Goals of the program
  - o Roles and responsibilities of the mentor and protégé
  - o Options (scheduling, type of mentorship, etc.)
  - o Code of conduct for mentors and protégé
  - o Support mentors need
  - o Defining successful mentorship

For Program 2, this training was mandatory and all mentors participated. Program 2 mentor participants also earned 1.8 CEU's upon completion.

Program Components

Each program established specific expectations for the mentoring process. Table 3: Program Components summarizes the key mentoring expectations of each project. For the duration of the Program 4 project, mentors were in contact with mentees. Program 2 will pair up mentors and mentees now that all training is completed. Although programs report for question 25 that they did not utilize any mentee assessment and feedback mechanisms, they do report having evaluative artifacts in question 32.

Table 3: Program Components of Survey Respondents

Program	Question 24: If yes, please describe those expectations:	Question 25: Did the project require use of specific mentee assessment and feedback mechanisms?	Question 26: Expected frequency:	Question 26: Actual frequency:
Program 2	• Analyzing the protégé's work • Talking about interpreting using non-evaluative language • Creating dialogue that is protégé driven • Identifying aspects of interpreting that are suited/not suited to the mentoring process • Dealing with boundary issues	No	In 2009 we will begin to pair up mentors and mentees	Same

Program	Question 24: If yes, please describe those expectations:	Question 25: Did the project require use of specific mentee assessment and feedback mechanisms?	Question 26: Expected frequency:	Question 26: Actual frequency:
Program 4	Mentors would participate in activities with mentees - sometimes as co-creators, sometimes as the person providing critique. In addition, mentors participated in discussion groups focused on culturally-based "hot topics" - sharing the perspective of the Deaf community and themselves	No	80 contact hours over two weeks	80 contact hours over two weeks

Grantees reported both personal and institutional outcomes associated with the funding, as displayed in Table 4: Self-Reported Program Outcomes. Both grantees have additional artifacts in support of these outcomes. Grantees did not report, however, how these outcomes would be shared to support future program continuation.

Table 4: Self-Reported Program Outcomes

Program	Question 28: What, if anything, about this specific project, or resulting from this specific project, is expected to last beyond the grant period?	Question 29: What do you believe to be the outcomes from this project?	Question 30: What evidence would you use to show that those outcomes were achieved?	Question 32: What tangible artifacts exist that might be available for further analysis about the effects of your project? (E.g. portfolios, logs, performances, etc.)
Program 2	We will continue to offer mentorship training for mentors. We are now moving into pairing up the mentors and mentee when they check the database of mentors and contact the mentor. We would like to provide a mentor training for CDI's as well as other CDI training. We are continually improving the database for mentors. We will continue to have a "spot light" series of gathers to come up with a best practices book for specific areas in our field. We would like to be able to have a deaf/hearing mentorship series as well to continue to improve and support the Deaf community in obtaining work.	Outcome one: The presenter would score a 4 or 5 on 80% of the RID evaluations. Outcome two: After conducting a mock mentoring session, 80% would be able to demonstrate the philosophy and principles taught in the training. Outcome three: 50% of the trainees would be willing to become mentors and would be added to the program mentorship Database. Outcome four: 80% of the participants would be willing to continue to attend the annual one day "share shop". Outcome five: 80% of the trainees would like to become mentees as well as mentors to continue growing as interpreters.	Outcome one: We have the RID evaluations showing an above 80% level 4 or 5. Outcome two: The mentors did demonstrate this in person during the training. Outcome three: We have had a 90% rate of trainees that are willing to be listed on the program mentorship database Outcome four: 100% said they were willing to attend. We have not set a date for the "share shop" continual trainings. Outcome five: 100% said they were willing to continue and become a mentee themselves as well as a mentor. We are in the process of pairing people up now.	Discussion or provide evaluations or feedback forms.

Program	Question 28: What, if anything, about this specific project, or resulting from this specific project, is expected to last beyond the grant period?	Question 29: What do you believe to be the outcomes from this project?	Question 30: What evidence would you use to show that those outcomes were achieved?	Question 32: What tangible artifacts exist that might be available for further analysis about the effects of your project? (E.g. portfolios, logs, performances, etc.)
Program 4	For mentees: deeper understanding of the Deaf experience and perspective, stronger command of ASL, particularly in articulation and grammar, increased comfort with the Deaf community and confidence in self. Mentors: learn mentoring approaches, deeper understanding of the interpreter experience and of hearing cultural norms, development of ASL literature skills, working more effectively with interpreters in the future	Same as question 28.	Have evaluations from 4 years of previous program that describe these outcomes, still maintain contact with previous participants and mentors, formative assessment discussions each day including what revelations the mentors and participants had after any given activity.	Videos of activities and performances from 2008 as well as the previous 3 programs. Web site, written summaries of mentor and participant feedback.

Table 5: Advice for Other Programs

Program	Question 31: What advice would you offer to others who sought to achieve the same outcomes or run a project similar to yours?
Program 2	Go for it. We need as many of these programs out there in several places in several states to unite together for a common goal of providing amazing services to the Deaf and hearing consumers.
Program 4	Focus on the process, not the product (the show), have the mentor's backgrounds be diverse (Deaf of Deaf, Deaf of hearing, mainstream, Deaf School, etc). Must have Deaf and hearing co-directors

Mentor Results

This section summarizes and presents results for post-participation surveys completed by three mentors in the funded programs. Two of the mentors participated in Program 4. The third mentor respondent participated in the Program 3. Summary results are reported in Appendix B: Mentor Post Survey Results.

Two of the three mentors reported that they received mentor training. Both reported that their training included relevant program features and they learned general strategies for working with mentees. Specific responses are reported in Table 6: Mentor Training.

5.	Did you receive mentor training as part of this project?		
Yes		2	67%
No		1	33%
	Total	3	100%

Table 6: Mentor Training

Project name:	Received training?	Question 6: If you responded yes above, please briefly describe the training you received:	Question 7: If you responded yes above, what did you learn from that training? What did you do differently because of it?
Program 3	Yes	Peer Mentor training conducted by directors.	Learned about active listening and working from the place where the mentee is at the moment.
Program 4	Yes	What to expect for the next 2 weeks and what to do	Learned a lot about different things and I changed my teaching thinking and methods
Program 4	No		

Both of the Program 4 mentors indicated that they worked with the mentee to develop a work plan. The respondent from Program 3 stated for their mentoring approach being "available to peer mentor dyads as a resource."

8.	How did you approach your work as a mentor?			
Guided the mentee through standard work			0	0%
Worked with the mentee to develop a work plan			2	67%
Determined the work of the mentorship within each session			0	0%
Other, please specify View Responses			1	33%
		Total	3	100%

One of the Program 4 mentors reported that assessment was part of the mentorship agreement. When asked to describe how s/he assessed the skills and proficiencies of their mentees, the mentor responded that it is based on the mentee's display of "developing confidence and trying to have a different perspective of thinking"

9.	Was assessment/diagnostics a part of the mentorship agreement?			
Yes			1	33%
No			2	67%
		Total	3	100%

The results below show the areas in which mentors observed growth. Mentors from both programs saw mentees grow in the areas of personal decision-making and increased confidence.

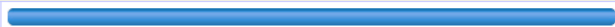| 10.	What specific areas of growth did you observe in your mentees throughout the project?			
Personal decision-making			3	100%
Increased confidence			3	100%
Signing skills			2	67%
Processing language			1	33%
Production/performance skills			2	67%
Other, please specify			0	0%

Reported evidence of these changes varied but was more likely to be based on casual observations. The extent of growth in mentees also varied by mentor, as shown in Table 7: Evidence of Growth.

Table 7: Evidence of Growth per Mentor Respondents

Project name:	Question 11: What evidence would you provide to substantiate that this growth occurred?	Question 12: The extent of growth I saw in my mentees:
Program 3	Participants took turns providing interpreting for an interpreter workshop. Each interpreter was more confident when they were the "on" interpreter. Personal decision-making, I observed one participant in particular think about how she did things and how she reacted to people based on her experience during the peer-mentor training.	Missed my expectations for growth
Program 4	It helped me to decide what I want for my college majors.	Exceeded my expectations for growth
Program 4	We did a short skit at the end of the 2 weeks and can tell there is a lot of improvements	Met my expectations for growth

Mentoring Process

The Program 3 respondent interacted with peer mentors on a monthly basis, while the Program 4 mentors interacted daily with their mentees. Communication took place using a variety of means, including email, online mentor logs, with one respondent also using Facebook and text messages, as shown in the answers to question 14 below. The Program 3 respondent reported that the majority of mentoring was done through online mentor logs or discussion groups. Mentoring was exclusively done in person for the mentors in Program 4.

14.	By what means did you communicate with your mentee (check all that apply):		
In person		3	100%
Telephone		0	0%
Email		3	100%
Video phone or other two-way video		1	33%
Online mentor logs or discussion groups		1	33%
Other, please specify View Responses		1	33%

One of the Program 4 mentors reported using a variety of materials as shown in the answers to question 16 below. Other specific sources used by this mentor included self-generated materials and general mentor information not specific to interpreting. The only resource reported by the Program 3 respondent was direct observation.

16.	What resources did you use to support your work as a mentor?		
Textbook(s) (please provide titles and authors below)		0	0%
Handouts, articles and other print materials (please provide titles and authors below)		0	0%
Mediated materials for source language stimulus		1	50%
Mediated materials for observation, modeling, discussion		1	50%
Mediated materials for recording work samples and providing feedback		1	50%
Direct Observation (both of mentee and mentee observed mentor)		2	100%
Online programs		0	0%
Digital materials		0	0%
Other, please specify		0	0%

Program 4 mentors worked with their mentees using different strategies for reviewing mentee work or observing mentee performances. Question 25 below summarized the types of work samples and performances reviewed. We have no data on this item from the Program 3 respondent. One of the mentors reported using the work samples most often to set goals and priorities

25.	Please describe any mentee work samples, observations or performances that were a part of your mentoring process:		
Mentee recorded sample(s) of actual/live work that was unrehearsed		0	0%
Mentee recorded sample(s) of live but staged work that was rehearsed		0	0%
Mentee recorded sample(s) of interpretations of mediated stimulus that was unrehearsed		1	50%
Mentee recorded sample(s) of interpretations of mediated stimulus that was rehearsed		1	50%
Mentor engaged in direct observation of mentee during actual/live work		1	50%
Mentor engaged in direct observation of mentee during interpretation of mediated stimulus		2	100%
Mentee submitted a self assessment of performance		2	100%
Mentor submitted an assessment of performance to mentee		2	100%
Mentor and mentee work collaboratively during assignments (team interpreted)		2	100%

All mentors reported that a lasting effect of this project for the mentees is an improved level of confidence. Additionally, one of the mentors reported strong growth in their own ability to guide entering practitioners toward improved practice. Evidence of these areas of growth is summarized in Table 8: Evidence of Growth, but is primarily informal/anecdotal evidence.

Table 8: Additional Evidence of Growth per Mentor Respondents

Project name:	Question 33: Please provide additional detail on the items you selected:
Program 3	Having observed mentees interpret in front of their peers, their confidence level greatly improved. In terms of other lasting effects, individually, I believe some were also able to better discuss the interpreting work and to better reflect and make decisions. This is evidenced by observations and conversations with interpreters sharing their experience with me.
Program 4	Mentee start off was very shy, and after all project finish, we had a final show, I can watch them become more understanding of others and aware of their actions.
Program 4	All the list that I have selected was done in group discussion. You can tell the difference from day 1 till the 10th day of in 2 week workshop. There is so much improvements and have experience with them.

Mentors had advice for new mentors and recommendations for changing the project. Table 10: Mentor Advice and Recommendations provides detailed responses. All of the mentors said that they would return for another round of the same program.

Table 9: Mentor Advice and Recommendations

Project name:	Question 34: What advice would you give to new mentors who enter this program?	Question 35: If it were up to you, what changes would you make to the project?
Program 3	Both parties in a peer mentoring partnership need to be committed to the process and the time commitment.	If I could have changed this particular project, I would have paired individuals up differently. I would have also liked to see the peer mentor dyads changed at least once during the course of the program. I would have required more documentation by the peer mentoring dyads.
Program 4	Enjoy it so much and don't be shy.	The project itself was so awesome, but I think we should change our location as in the classroom will weary us out.
Program 4	Just have fun, be yourself, be firm and honest.	There isn't much change I would make. New ideas would be welcome

Mentee Results

This section reports on the results of 9 Mentee responses to post-participation surveys. Mentees overall reported that they had a positive experience in the program. Mentees also reported on specific aspects of the program and their participation. Each is discussed in turn, below.

As seen in Appendix C: Mentee Survey Summary, Question 5, 66% of mentees reported that they met their goals for participating in the mentorship, 67% reported that their mentor had deep knowledge and experience in the field, and 77% of mentees considered this mentorship as a positive experience. Mentees were slightly less likely to agree strongly that they had a clear understanding of the structure of the mentorship or that they were being assessed accurately. However, we do not have sufficient data to determine whether any differences between the programs occurred by chance or selection bias, or as an outcome of the program.

Mentee Skills and Proficiencies

Skills and proficiencies were assessed through a combination of guided self-assessment and mentor observations. Self-assessment was a component of both the peer mentoring (Program 3) and traditional mentoring project (Program 4). The results reported in Table 10 below are the per-respondent answers regarding assessment strategies.

Table 10: Assessment Strategies

Project name:	Question 6: How were your skills and proficiencies assessed in the areas where you were mentoring?
Program 3	I had a situation with a mentor group of 3, it was difficult to equally assess and be assessed.
Program 3	We measured our growth by our confidence and our ability to self analyze.
Program 4	One-on-one feedback with mentors as well as feedback from the whole group and self-reflection.
Program 4	Different deaf mentors observing, feedback from interpreter peers, watching myself on video etc
Program 4	Through activities and feedback from mentors.
Program 4	Critique and feedback from the mentors
Program 4	The group was small enough that we all received individual feedback and specific attention - I mentioned a few specifics in my work that I know are "habits" and asked the mentors to watch when I did these particular things (then assess why I do them)
Program 4	Through observation of various exercises.
Program 4	The great thing about story blend was that it did not assess your skills with a paper and

Project name:	Question 6: How were your skills and proficiencies assessed in the areas where you were mentoring?
	pencil. You were assessed with support of your abilities threw practice of getting up in front of an audience and signing. To express yourself without being embarrassed or afraid. The mentors would have you practice until it was right or clear. It was wonderful one on one mentoring.

Respondents reported growth in specific skill sets and in overall confidence while interpreting. Mentees in Program 4 reported growth in comfort and expressive and receptive skills in ASL. Participants in each program reported some degree of increased confidence. Respondents were also asked to report whether their growth missed, met or exceeded their expectations (see, e.g. question 9 in Appendix C and in Table 11 below). One respondent, from Program 3, reported that their expectations for growth were not achieved. All respondents from Program 4 reported that their expectations were met or exceeded.

Table 11: Reported Growth

Project name:	Question 7: What specific areas of growth did you achieve through the project?	Question 8: What evidence might substantiate that this growth occurred?	Question 9: The extent of growth I achieved:
Program 3	I was hoping to gain information from my mentors to help me improve my interpreting delivery.	We were able to discuss various strategies.	Missed my expectations for growth
Program 3	Self confidence and deeper understanding of my process time	My product through the use of videos I have recorded since the beginning of this program to measure that growth	Met my expectations for growth
Program 4	This project brought up my skills across the board including ASL receptive skills, non-manual markers usage, use of space, HVG, use of appropriate register, etc. It also made me more confident in my sign and interpreting abilities.	There were times that we did activities, then received feedback and were asked to incorporate that into doing it again. I also received feedback from a separate mentor from outside of Program 4 that she could see marked improvement in my skills throughout the project.	Exceeded my expectations for growth
Program 4	Learning to be comfortable with the language, learning that ASL has rules yet is very flexible at the same time	In my work as an interpreter - I can remember tips from my mentors that I can apply for future jobs in the field	Exceeded my expectations for growth
Program 4	Better understanding of American Sign Language.	Increase of interpreting skills.	Met my expectations for growth
Program 4	more confidence, adding more emotion and enthusiasm into my work	feedback from deaf friends	Met my expectations for growth
Program 4	I noticed my signing became more fluid and natural, my vocabulary increased, and I put my self in situations where I wasn't always comfortable in order to gain a certain growth through the program	Seeing my work before this program, and comparing it to work after the program. Program 4 really helped "open" my eyes to different points of view	Exceeded my expectations for growth

Project name:	Question 7: What specific areas of growth did you achieve through the project?	Question 8: What evidence might substantiate that this growth occurred?	Question 9: The extent of growth I achieved:
Program 4	ASL expressive and receptive skills, voicing practice, working as a group to achieve goals	In my work interpreting, I am definitely producing better ASL since Program 4. I am also reminded of different activities and things I learned and trying to adjust my skills.	Met my expectations for growth
Program 4	My receptive skills improved because of the time spent in the deaf world. My ability to be more comfortable with signing in-front of hearing and deaf audiences. My skill in signing a story to show and not to explain so much of the information.	I have an interpreting job this year and when stories are read or things need to been expanded; I think to what I had learned in Program 4. How to show and it is true it is much easier and becomes so with practice and confidence. I may not be the best interpreter, but this workshop gave me a lot of confidence.	Met my expectations for growth

Mentee Process

Consistent with what we found from mentors, Program 4 mentees interacted with mentors on a daily basis, while Program 3 mentees interacted on a monthly basis. All Program 4 mentees thought that this was an appropriate frequency of interaction. Both Program 3 mentees would have liked more frequent interactions and one of them added: "Having the group of 3, we were not able to get together face to face as often as we wished." The other Program 3 respondent reported only email and online communication with mentor.

Mentees reported using a variety of supplemental materials ranging from books, supplemental readings to videos, and music. It is difficult to discern the extent to which these resources were recommended by mentors (many appear to have been), and the extent to which these are the general resources on which interpreters depend for their continued education. Table 14: Supplemental Materials provides user responses regarding additional resources, by project.

Table 12: Supplemental Materials

Project name:	Question 15: In addition to interaction with your mentor, what additional resources (books, programs, online video, other experts, etc.) did you use to work toward your goals for the mentorship?
Program 3	We were all assigned to read "The Art of Possibility".
Program 3	workshop
Program 4	we did a lot of interaction with others as well looked at books and online videos to use as supportive examples for what we were trying to achieve
Program 4	We had numerous mentors.
Program 4	online videos, group work and group discussion
Program 4	some video, books, computers, props
Program 4	Books, exercises, games, practice, skits, improv, discussion groups, large group and small group activities, indoor and outdoor activities, watching others, others watch us.
Program 4	Books, videos, music. Acting, making skits

Structured Work Samples were reported to be an integral component of each mentoring program. For Program 4, the work sample serves as their culminating event. Table 15: Work Sample Use provides user feedback on this issue.

Table 13: Work Sample Use

Project name:	Question 16: Please describe any work samples, observations or performances that were a part of your mentoring process:	Question 17: How were these used within the mentoring process?
Program 3	A video interpreting sample of the 2 folks that were in my group.	We could discuss various aspects of the interpreting sample, and offer suggestions and encouragement.
Program 3	samples we have on dvd show how we team together as well as the area of focus at that given time	review these to measure growth
Program 4	At the end of the two-weeks, we had a performance for family and friends.	We incorporated several of the things we had worked on throughout the 2-weeks into the performance.
Program 4	we had a final performance at the end of the 2 weeks in front of many peers, family and friends	we had the goal to do a performance at the end of the two weeks so it was nice to have a deadline and something to aim for
Program 4	Video of performances.	To observe ourselves within the process.
Program 4	there was a final performance the last day which lasted about 40 min. and gave the audience a preview on what our group had worked on for the last 2 weeks	gave us something(a goal) to work on and improve on
Program 4	at the end of the program, we put on a performance like a series of short plays describing our experience	work samples from the previous days was compiled and used for ideas (or actual parts of the play)
Program 4	We would observe other groups, and other groups would observe us doing skits, voicing, discussion groups, etc. The directors chose several of the skits we made up and turned it into a show.	We acted out in ASL and voiced the scenes, Mentors also gave us feedback on our work: Cultural and Grammatical. We also got to watch the Deaf mentors do some performances.
Program 4	There is a performance that the whole group puts on at the end of the two weeks in front of a deaf and hearing audience.	

As reported below, mentees see improved confidence, increased skills, and newly formed relationships as lasting effects of the project. Interestingly, a mentee from Program 3 and another from Program 4 expressed an improvement in being a mentor/mentee. Table 16: provides user responses regarding program effects.

Table 14: Lasting Effects for Mentees

Project name	Question 18: What do you think the lasting effects of this project will be?
Program 3	I believe that those who were in the project have learned how to mentor someone without being critical.
Program 3	My confidence in knowing I have something to offer.
Program 4	My confidence and desire to constantly improve my skills were reinforced by this project. I would say that specifically, I am more aware of my affect in an interpretation or signing in general. I am also more comfortable working with Deaf mentors.
Program 4	a better understanding of deaf culture and the language of ASL, and being more comfortable in casual conversation as well as acting and improv
Program 4	Better understanding of languages used in interpreting process.
Program 4	incorporating my improved skills in my work on a daily basis
Program 4	lifetime, I have made friends and have ways of improving my skills
Program 4	New friends, production of ASL, and voicing.
Program 4	The connections and the experience of signing for 9 hours a day. The exposure is wonderful.

Respondents offered advice to other mentees as well as recommendations for changes to the project. Advice was typically: have an open mind, cooperate with mentor, and be a full participant. Both Program 3 mentees suggested more frequent communication to other mentees. For recommendations, respondents from Program 3 asked for closer proximity to peer mentors and those from Program 4 asked for more one-on-one time, expansion to certified interpreters, and program flexibility in payment or lunches.

Table 15: Mentee Advice and Recommendations

Project name:	Question 19: What advice would you give to new mentees who enter this program?	Question 20: If it were up to you, what changes would you make to the project?
Program 3	Come in with an open mind, and be paired with someone who lives within a one hour radius.	I would make sure that participants were in closer proximity to each other.
Program 3	Work hard together and contact more frequently	Come up with new avenues of communication. teaming up with those who live closer in distance

Project name:	Question 19: What advice would you give to new mentees who enter this program?	Question 20: If it were up to you, what changes would you make to the project?
Program 4	Be open-minded to try every activity. The more you are willing and able to loosen up and open yourself to the experience, the more you will take away from it, and don't be shy to ask for what you want - the co-ordinators are very friendly and open to suggestions.	Because this is marketed toward recent graduates, any way to bring down the price would be great. This program is worth the financial investment, but the cost is still prohibitive to some folks that could really benefit greatly from it. Maybe there could be an option for a payment plan.
Program 4	don't be scared - don't be shy - let loose and have fun	open it up to already certified interpreters - make a Program 4, Part 2 for already working interpreters because they would definitely benefit from it
Program 4	Trust your mentors, have fun, keep an open mind.	More one-on-one time with mentors.
Program 4	Take advantage of all of the time you have with the mentors and DONT BE SHY! dive right in on the first day and dont hold back	more one on one work with the mentors and more specific feedback from them
Program 4	Be open to everything! if you don't have an open mind, you will not achieve the desired potential	open lunches - have the option to eat at the location and pay a certain fee, or be able to bring own lunch or go somewhere and not be charged
Program 4	Jump in and give it your all.	I can't think of any.
Program 4	That they will love it and gain so much from it.	That there were different levels and you could go back every summer.

Respondents overwhelmingly responded (all but one) that they would participate in another mentorship, perhaps the strongest endorsement of the program. Nearly all said that they would like to continue with their same mentor, but many also said they would be happy to switch as well. We read this as an indication that they were pleased with their experience, believe that they could learn still more from their mentor, but that they trust the programs to provide other strong mentors as well.

Table 16: Continued Participation

Project name:	Question 21: Would you participate in another mentorship?	Question 21: If yes, with the same mentor or another?
Program 3	Yes	Yes - but just one person - not more.

Project name:	Question 21: Would you participate in another mentorship?	Question 21: If yes, with the same mentor or another?
Program 3	Yes	Another, new experiences with new people
Program 4	Yes	Absolutely with the same mentors! Nic Zapko and Patty Gordon are amazing mentors. They had great feedback that was offered in a very constructive, supportive, encouraging manner.
Program 4	Yes	Same mentors for sure
Program 4	Yes	Same or another.
Program 4	Yes	Either way would be fine. I loved the mentors there, but I am always excited about working with new people
Program 4	Yes	Definitely with the same mentors!! but I would be willing to work with others too
Program 4	Yes	Same program, I would love to have other Deaf mentors
Program 4	Yes	With the same or others

Appendix A: Program Survey Results Summary – Response 1: Program 4

6. Total project funding (in dollars):

$16, 750

7. RID/NCIEC portion of this funding (in dollars):

$2,500

8. Is this a peer-mentoring program?

No

9. If you responded Yes above, what is the total number of peer mentors in the program?

10. If you responded No above:

Total number of mentors in the project:

5

Total number of mentees in the project:

11

11. Timeline for project:

Project start date:

7/14/2008 8:30:00 AM

Project end date:

7/25/2008 9:00:00 PM

12. Are RID-NCIEC funds used for a specific component or purpose, or are they part of the overall funding for the project?

Included in overall project funding

13. If for a discrete component, please briefly describe the specific use of RID-NCIEC funds:

Project Objectives

14. What were the main components or activities of your mentoring project?

Addressing the gap between Interpreter Education Programs and certification

ASL language development/enhancement

15. If you selected specialized interpreting skill development above, please describe the specialized skills.

Please click Submit to continue on...

Project Details

16. How were mentors identified and recruited for the project?

One had done a play with the director, one had been in a play the director saw - he helped recruit another one, one from a video project - and the Deaf co-director has been with the program for 4 years

17. Have these mentors previously worked for your organization as mentors?

Yes

18. What were the selection criteria for mentors?

Criteria included (not all mentors needed all skills)

Artistic background, preferably theater

Age (wanted mentors ages to be close to the participant age)

History of cooperation and working effectively as part of a team

Interest and availability

19. Did your project provide mentor training?

Yes

Please click Submit to continue on...

Please describe the training:

20. Training focus?

Minimal training pre-project - mostly focused on mentor roles and responsibilities, potential areas for conflict and providing a general understanding of the process for the program. The Deaf co-director also participated in a one-week Deaf mentor training hosted at the College of St. Catherine in June, 2008

21. Training duration?

one meeting plus daily half-hour meetings each day

22. Was it required?

Yes

23. Did all mentors participate?

No

Please click Submit to continue on...

Project Details

24. Did the project have specific expectations for what mentors and mentees would do in their work together?

Yes

Mentors would participate in activities with mentees - sometimes as co-creators, sometimes as the person providing critique. In addition, mentors participated in discussion groups focused on culturally-based "hot topics" - sharing the perspective of the Deaf community and themselves

25. Did the project require use of specific mentee assessment and feedback mechanisms?

No

26. How often did mentors and mentees meet or communicate?

Expected frequency:

80 contact hours over two weeks

Actual frequency:

80 contact hours over two weeks

27. Frequency and nature of other major project activities: (you can fill in up to four different activities here)

Activity name:

My identity

Frequency:

throughout

Number of participants:

all

Activity description:

personal stories

Activity name:

creating a show

Frequency:

final 3 days

Number of participants:

all

Activity description:

developing a show in ASL and English

Activity name:

Hot topics

Frequency:

daily

Number of participants:

all

Activity description:

discussion of taboo and complex cultural issues

Activity name:

games

Frequency:

at least 2x a day

Number of participants:

all

Activity description:

games meant to enhance connect and visual skills

28. What, if anything, about this specific project, or resulting from this specific project, is expected to last beyond the grant period?

For mentees: deeper understanding of the Deaf experience and perspective, stronger command of ASL, particularly in articulation and grammar, increased comfort with the Deaf community and confidence in self.

Mentors: learn mentoring approaches, deeper understanding of the interpreter experience and of hearing cultural norms, development of ASL literature skills, working more effectively with interpreters in the future

29. What do you believe to be the outcomes from this project?

all of the above -

30. What evidence would you use to show that those outcomes were achieved?

Have evaluations from 4 years of previous programs that describe these outcomes, still maintain contact with previous participants and mentors, formative assessment discussions each day including what revelations the mentors and participants had after any given activity.

31. What advice would you offer to others who sought to achieve the same outcomes or run a project similar to yours?

Focus on the process, not the product (the show), have the mentor's backgrounds be diverse (Deaf of Deaf, Deaf of hearing, mainstream, Deaf School, etc). Must have Deaf and hearing co-directors

32. What tangible artifacts exist that might be available for further analysis about the effects of your project? (e.g. portfolios, logs, performances, etc.)

videos of activities and performances from 2008 as well as the previous 3 programs. Web site, written summaries of mentor and participant feedback.

Appendix A: Program Survey Results Summary – Response 2: Program 2

6. Total project funding (in dollars):

$26,500.00

7. RID/NCIEC portion of this funding (in dollars):

$5,000.00

8. Is this a peer-mentoring program?

No

9. If you responded Yes above, what is the total number of peer mentors in the program?

10. If you responded No above:

Total number of mentors in the project:

25, that have completed the training

Total number of mentees in the project:

Zero, we are not pairing up mentors yet.

11. Timeline for project:

Project start date:

9/1/2008 8:00:00 AM

Project end date:

6/1/2009 11:30:00 PM

12. Are RID-NCIEC funds used for a specific component or purpose, or are they part of the overall funding for the project?

Included in overall project funding

13. If for a discrete component, please briefly describe the specific use of RID-NCIEC funds:

Project Objectives

14. What were the main components or activities of your mentoring project?

See #15 answer, this field is too small.

15. If you selected specialized interpreting skill development above, please describe the specialized skills.

The program's Mentorship Programs' overarching goal is to improve the quality of interpreter services to the Deaf Community by increasing the pool of qualified interpreters via mentorship. The programmatic goal is to increase the pool of qualified mentors to provide mentorship via this training workshop series.

Please click Submit to continue on...

Project Details

16. How were mentors identified and recruited for the project?

We offered the "Enhancing the Mentorship Experience" mentor training to all program members whom were interested in becoming a mentor as well as the deaf interpreters.

17. Have these mentors previously worked for your organization as mentors?

No

18. What were the selection criteria for mentors?

The mentors needed to attend all 3 all day Saturday workshop series held over 3 months. Since mentors are not being paid by the program, any interpreter who completes the program-approved mentor training can be listed on the program website as a mentor. The training involves a common philosophy we would like our mentors to abide by.

19. Did your project provide mentor training?

Yes

Please click Submit to continue on...

Please describe the training:

20. Training focus?

This training is highly interactive and will offer many opportunities for hands-on practice and application of tools for:

• Analyzing the protégé's work
• Talking about interpreting using non-evaluative language
• Creating dialogue that is protégé driven
• Identifying aspects of interpreting that are suited/not suited to the mentoring process
• Dealing with boundary issues

There will be group discussion and activities about:

• Philosophy of the program

• Goals of the program
• Roles and responsibilities of the mentor and protégé
• Options (scheduling, type of mentorship, etc.)
• Code of conduct for mentors and protégé
• Support mentors need
• Defining successful mentorship

A total of 1.8 CEU's will be awarded to mentors who complete the program.

A participant's comment after the training was "This training really challenged assumptions about the field and about mentoring. We stretched ourselves and applied what we were learning. This will impact the way I discuss the work from now on"

21. Training duration?

We had a 3 all day workshop series over 3 months

22. Was it required?

Yes

23. Did all mentors participate?

Yes

Please click Submit to continue on...

Project Details

24. Did the project have specific expectations for what mentors and mentees would do in their work together?

Yes

• Analyzing the protégé's work • Talking about interpreting using non-evaluative language • Creating dialogue that is protégé driven • Identifying aspects of interpreting that are suited/not suited to the mentoring process • Dealing with boundary issues

25. Did the project require use of specific mentee assessment and feedback mechanisms?

No

26. How often did mentors and mentees meet or communicate?

Expected frequency:
We are not in this phase yet, in 2009 we will

Actual frequency:
begin to pair up mentors and mentees

27. Frequency and nature of other major project activities: (you can fill in up to four different activities here)

Activity name:
CDI training - May 31, 2009 Intro to Deaf Interpre

Frequency:
once

Number of participants:
7

Activity description:
Presenter was Stephanie Clark on Mirror, Sight Tra

Activity name:
"Spot Light Series" aka focus groups

Frequency:
setting them up for Fall of 2009

Activity description:
spot light a specific field, legal, medical, vrs

Activity name:
Mentorship Database

Number of participants:
25

Activity description:
Interpreter can search for a mentor online

Activity name:
ASL/English language mentoring

Frequency:
Setting up in Fall 2009

Activity description:
Actively recruiting mentors for this.

Please click Submit to continue on...

Project Expectations

28. What, if anything, about this specific project, or resulting from this specific project, is expected to last beyond the grant period?

We will continue to offer mentorship training for mentors. We are now moving into pairing up the mentors and mentee when they check the

database of mentors and contact the mentor. We would like to provide a mentor training for CDI's as well as other CDI training. We are continually improving the database for mentors. We will continue to have a "spot light" series of gathers to come up with a best practices book for specific area's in our field. We would like to be able to have a deaf/hearing mentorship series as well to continue to improve and support the Deaf community in obtaining work.

29. What do you believe to be the outcomes from this project?

Outcome one:The presenter would score a 4 or 5 on 80% of the RID evaluations.

Outcome two: After conducting a mock mentoring session, 80% would be able to demonstrate the philosophy and principles taught in the training.

Outcome three: 50% of the trainees would be willing to become mentors and would be added to the program mentorship Database.

Outcome four: 80% of the participants would be willing to continue to attend the annual one day "share shop".

Outcome five: 80% of the trainees would like to become mentees as well as mentors to continue growing as interpreters.

30. What evidence would you use to show that those outcomes were achieved?

Outcome one: We have the RID evaluations showing an above 80% level 4 or 5.

Outsome two: The mentors did demonstate this in person during the training.

Outcome three: We have had a 90% rate of trainees that are willing to be listed on the program mentorship database

Outsome four: 100% said they were willing to attend. We have not set a date for the "share shop" continual trainings.

Outcome five: 100% said they were will to continue and become a mentee themselves as well as a mentor. We are in the process of pairing people up now.

31. What advice would you offer to others who sought to achieve the same outcomes or run a project similar to yours?

Go for it. We need as many of these programs out there in several places in several states to unite together for a common goal of providing amazing services to the Deaf and hearing consumers.

32. What tangible artifacts exist that might be available for further analysis about the effects of your project? (e.g. portfolios, logs, performances, etc.)

I could sit you with you or provide you with evaluations or feedback forms. Again, thanks you for you support this year!

27. Frequency and nature of other major project activities: (you can fill in up to four different activities here)
Activity name: CDI training - May 31, 2009 Intro to Deaf Interpre
Frequency: once
Number of participants: 7
Activity description: Presenter was Stephanie Clark on Mirror, Sight Tra
Activity name: "Spot Light Series" aka focus groups
Frequency: setting them up for Fall of 2009
Activity description: spot light a specific field, legal, medical, vrs
Activity name: Mentorship Database
Number of participants: 25
Activity description: Interpreter can search for a mentor online
Activity name: ASL/English language mentoring
Frequency: Setting up in Fall 2009
Activity description: Actively recruiting mentors for this.

28. What, if anything, about this specific project, or resulting from this specific project, is expected to last beyond the grant period?

We will continue to offer mentorship trainin for mentors. We are now moving into pairing up the mentors and mentee when they check the database of mentors and contact the mentor. We would like to provide a mentor training for CDI's as well as other CDI training. We are continually improving the database for mentors. We will continue to have a "spot light" series of gathers to come up with a best practices book for specific area's in our field. We would like to be able to have a deaf/hearing mentorship series as well to continue to improve and support the Deaf community in obtaining work.

29. What do you believe to be the outcomes from this project?

Outcome one:The presenter would score a 4 or 5 on 80% of the RID evaluations.
Outcome two: After conducting a mock mentoring session, 80% would be able to demonstrate the philosophy and principles taught in the training.
Outcome three: 50% of the trainees would be willing to become mentors and would be added to the PCRID Mentorship Database.
Outcome four: 80% of the participants would be willing to continue to attend the annual one day "share shop".
Outcome five: 80% of the trainees would like to become mentees as well as mentors to continue growing as interpreters.

30. What evidence would you use to show that those outcomes were achieved?

Outcome one: We have the RID evaluations showing an above 80% level 4 or 5.
Outsome two: The mentors did demonstate this in person during the training.
Outcome three: We have had a 90% rate of trainees that are willing to be listed on the PCRID Mentorship database found at pcrid.net
Outsome four: 100% said they were willing to attend. We have not set a date for the "share shop" continual trainings.
Outcome five: 100% said they were will to continue and become a mentee themselves as well as a mentor. We are in the process of pairing people up now.

31. What advice would you offer to others who sought to achieve the same outcomes or run a project similar to yours?

Go for it. We need as many of these programs out there in several places in several states to unite together for a common goal of providing amazing services to the Deaf and hearing consumers.

32. What tangible artifacts exist that might be available for further analysis about the effects of your project? (e.g. portfolios, logs, performances, etc.)

I could sit you with you or provide you with evaluations or feedback forms. Again, thanks you for you support this year!

Appendix B: Mentor Survey Results Summary

5. Did you receive mentor training as part of this project?

Yes		2	67%
No		1	33%
	Total	3	100%

8. How did you approach your work as a mentor?

Guided the mentee through standard work		0	0%
Worked with the mentee to develop a work plan		2	67%
Determined the work of the mentorship within each session		0	0%
Other, please specify View Responses		1	33%
	Total	3	100%

9. Was assessment/diagnostics a part of the mentorship agreement?

Yes		1	33%
No		2	67%
	Total	3	100%

10. What specific areas of growth did you observe in your mentees throughout the project?

Personal decision-making		3	100%
Increased confidence		3	100%
Signing skills		2	67%
Processing language		1	33%
Production/performance skills		2	67%
Other, please specify		0	0%

12. The extent of growth I saw in my mentees:

Missed my expectations for growth		1	33%
Met my expectations for growth		1	33%
Exceeded my expectations for growth		1	33%
	Total	3	100%

13. How often did you interact with your mentee?

Daily		1	33%
Weekly		0	0%
2-3 Times a month		0	0%
Monthly		1	33%

14.	By what means did you communicate with your mentee (check all that apply):		
In person		3	100%
Telephone		0	0%
Email		3	100%
Video phone or other two-way video		1	33%
Online mentor logs or discussion groups		1	33%

15.	By what means would you say the majority of your mentoring took place (choose one):		
In person		2	67%
Telephone		0	0%
Email		0	0%
Video phone or other two-way video		0	0%
Online mentor logs or discussion groups		1	33%
Other, please specify		0	0%
Total		3	100%
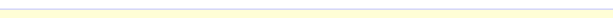
16.	What resources did you use to support your work as a mentor?		
Textbook(s) (please provide titles and authors below)		0	0%
Handouts, articles and other print materials (please provide titles and authors below)		0	0%
Mediated materials for source language stimulus		1	50%
Mediated materials for observation, modeling, discussion		1	50%
Mediated materials for recording work samples and providing feedback		1	50%
Direct Observation (both of mentee and mentee observed mentor)		2	100%
Online programs		0	0%
Digital materials		0	0%
Other, please specify		0	0%

19.	Where did you obtain resources and information to support your work as a mentor?		
Personal library/inventory of materials		0	0%
Resources from formal training I completed (where?)		0	0%
Online resources (source?)		0	0%
Lending library (source?)		0	0%
Commercially produced and purchased materials (source?)		0	0%
Self-developed (what specifically?)		1	100%
Interpreter education program		0	0%
General mentor information not specific to interpreting		1	100%
Other, please specify		0	0%

25.	Please describe any mentee work samples, observations or performances that were a part of your mentoring process:		
Mentee recorded sample(s) of actual/live work that was unrehearsed		0	0%
Mentee recorded sample(s) of live but staged work that was rehearsed		0	0%
Mentee recorded sample(s) of interpretations of mediated stimulus that was unrehearsed		1	50%
Mentee recorded sample(s) of interpretations of mediated stimulus that was rehearsed		1	50%
Mentor engaged in direct observation of mentee during actual/live work		1	50%
Mentor engaged in direct observation of mentee during interpretation of mediated stimulus		2	100%
Mentee submitted a self assessment of performance		2	100%
Mentor submitted an assessment of performance to mentee		2	100%
Mentor and mentee work collaboratively during assignments (team interpreted)		2	100%

26.	If you selected Mentee submitted a self assessment of performance above, in what format was this information submitted?		
In written form		0	0%
During discussion, in person		2	100%
During discussion, via telephone		0	0%
Following an established system of analysis		0	0%
Other, please specify		0	0%

28.	If you selected Mentor submitted an assessment of performance to mentee above, in what format was this information submitted?		
In written form		0	0%
During discussion, in person		2	100%
During discussion, via telephone		0	0%
Following an established system of analysis		0	0%
Other, please specify		0	0%

30.	How did you use the mentor work samples you selected in question 25 within the mentoring process?		
To set goals and priorities for skill development		1	100%
To foster self-assessment skills		0	0%
To document growth and potential		0	0%
To foster reflective analysis and discussion skills		0	0%
To examine and enhance decision-making		0	0%
Other, please specify		0	0%

31. In addition to their work with you, what other resources did your mentees use to gain skill, knowledge, or practice in the areas related to their mentorship (check all that apply)?

Unknown		0	0%
Attended workshops		3	100%
Attended college classes		2	67%
Worked with a deaf language mentor		2	67%
Participated in a study group		1	33%
Teamed with other mentees in a support group		1	33%
Worked with an agency, supervised		1	33%
Worked with an agency, unsupervised		1	33%
Worked with a K-12 school, supervised		1	33%
Worked with a K-12 school, unsupervised		2	67%
Worked in a post-secondary institution, supervised		0	0%
Worked in a post-secondary institution, unsupervised		0	0%
Other, please specify		0	0%

32. What do you think the lasting effects of this project have been (check all that apply)?

Mentee's skills improved (how evidenced?)		2	67%
Mentee's level of confidence improved		3	100%
Mentee's commitment to the field improved (how evidenced?)		0	0%
Mentee's knowledge of resources improved (how evidenced?)		2	67%
Mentee's induction to the profession supported (how evidenced?)		1	33%
Mentee's ability to discuss the work improved (how evidenced?)		2	67%
Mentee's ability to reflect and make conscious decisions improved (how evidenced?)		0	0%
Stakeholders united to support mentees (how evidenced?)		0	0%
Mentor's ability to guide entering practitioners toward improved skills/practice enhanced (how evidenced?)		1	33%
Other, please specify		0	0%

32.	What do you think the lasting effects of this project have been (check all that apply)?		
Mentee's skills improved (how evidenced?)		2	67%
Mentee's level of confidence improved		3	100%
Mentee's commitment to the field improved (how evidenced?)		0	0%
Mentee's knowledge of resources improved (how evidenced?)		2	67%
Mentee's induction to the profession supported (how evidenced?)		1	33%
Mentee's ability to discuss the work improved (how evidenced?)		2	67%
Mentee's ability to reflect and make conscious decisions improved (how evidenced?)		0	0%
Stakeholders united to support mentees (how evidenced?)		0	0%
Mentor's ability to guide entering practitioners toward improved skills/practice enhanced (how evidenced?)		1	33%
Other, please specify		0	0%

36.	Will you continue to mentor?		
Yes		3	100%
No		0	0%
	Total	3	100%

Appendix C: Mentee Survey Results Summary

5. To what extent do you agree or disagree with the following statements:

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I met my goals for participating in the mentorship	2 22%	4 44%	2 22%	1 11%	0 0%
My mentorship was a positive experience	4 44%	3 33%	1 11%	1 11%	0 0%
My mentor had deep knowledge and experience in my field of interest	5 56%	1 11%	2 22%	0 0%	1 11%
I understood how the mentorship was structured	3 33%	4 44%	0 0%	1 11%	1 11%
I had appropriate levels of access to my mentor	3 33%	2 22%	1 11%	1 11%	2 22%
My mentor was able to accurately assess my skills and knowledge	3 33%	3 33%	2 22%	1 11%	0 0%
My mentor was nurturing and supportive	4 44%	2 22%	2 22%	0 0%	1 11%
My mentor actively encouraged me to self-guide and assess my mentorship	5 56%	2 22%	1 11%	0 0%	1 11%

9. The extent of growth I achieved:

Missed my expectations for growth		1	11%
Met my expectations for growth		5	56%
Exceeded my expectations for growth		3	33%
	Total	9	100%

10. How often did you interact with your mentor?

Daily		6	67%
Weekly		0	0%
2-3 Times a month		0	0%
Monthly		2	22%

11. Was this an appropriate frequency of interaction?

I would have been happy with less interaction		0	0%
It was about right		7	78%
I would have liked more interaction		2	22%
	Total	9	100%

13. By what means did you communicate with your mentor (check all that apply):

In person		8	89%
Telephone		1	11%
Email		4	44%
Video phone or other two-way video		0	0%
Online mentor logs or discussion groups		1	11%

14.	By what means would you say the majority of your mentoring took place (choose one):		
In person		7	78%
Telephone		0	0%
Email		2	22%
Video phone or other two-way video		0	0%
Online mentor logs or discussion groups		0	0%
Other, please specify		0	0%
	Total	9	100%

21.	Would you participate in another mentorship?		
Yes		9	100%
No		0	0%
	Total	9	100%