

Data Results: Mentor Survey for Help Yourself Academy (HYA)

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Part 1: Organization: Supplies, Facilities and Time

Findings for the physical aspects of the program including supplies and facilities, as well as the amount of time as variables for adequacies by which the program is run can be found Tables 1 -3 Each figure shows the total data collected from participants' responses and aggregated in total percentages. The findings show a majority of the responses to indicate a positive experience in the areas of having adequate supplies, facilities and time.

Table 1 - Results regarding Supplies

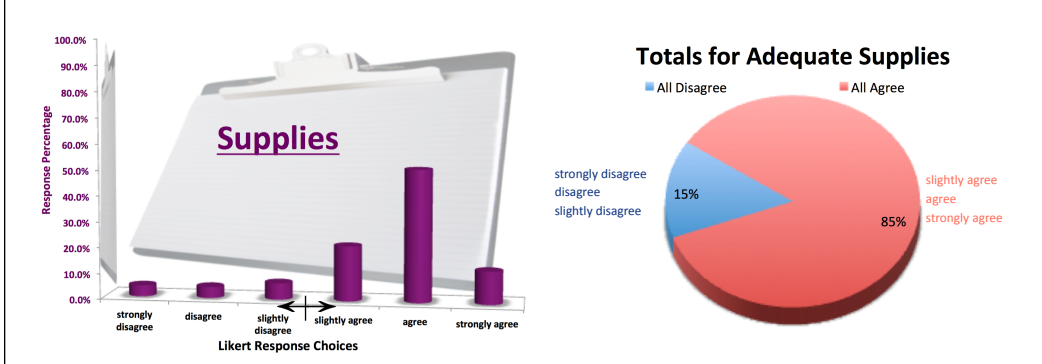


Table 2 - Results regarding Facilities

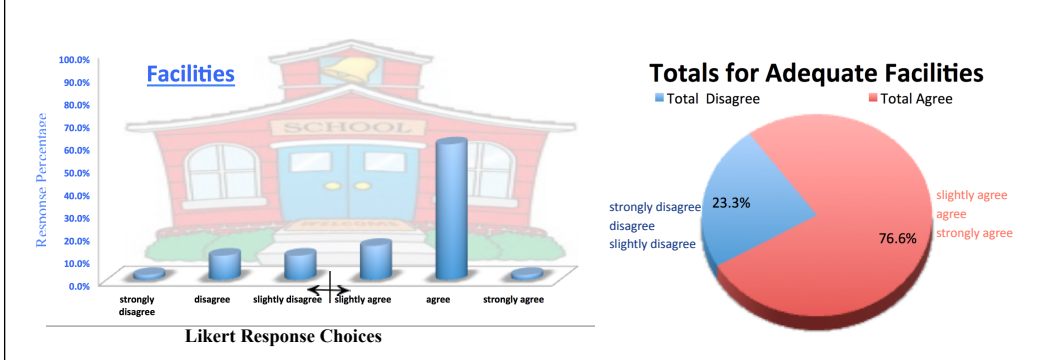


Table 3 - Results regarding Time

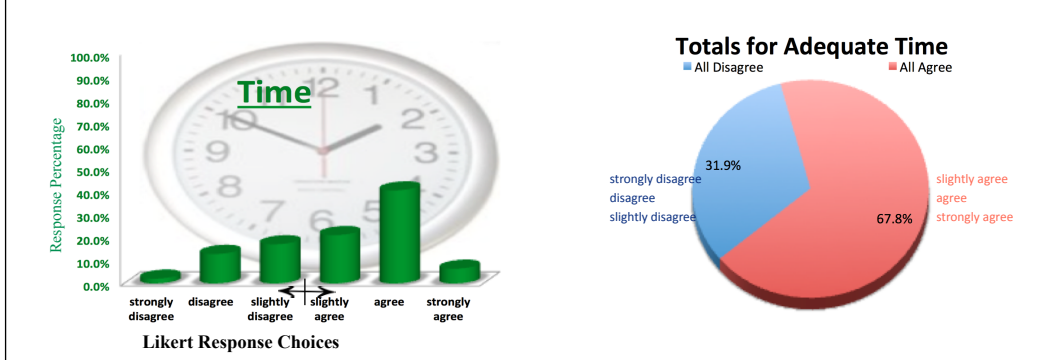
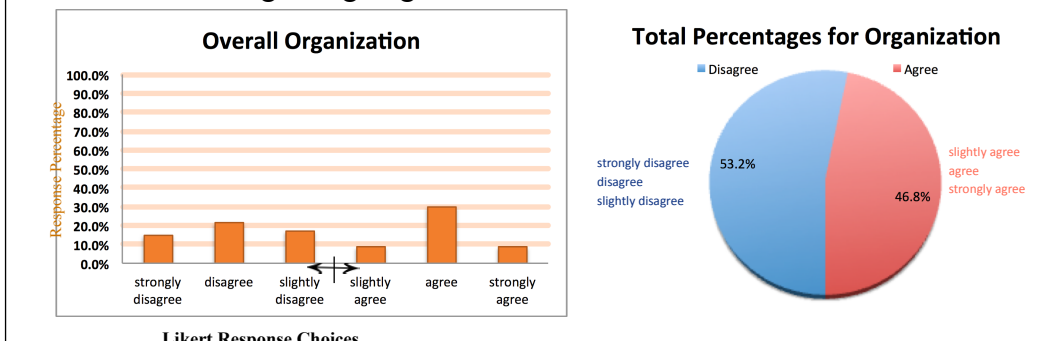


Table 4 - Results regarding Organization



Most HYA mentors felt supplies and facilities were adequate. Supplies were most strongly agreed by the majority as being adequate. The facilities had fewer of those who felt strongly about the adequacy of the facilities, but still had a great many mentors who felt that the facilities were adequate. Though still a majority, less of the HYA mentors felt that there was adequate time. There was a greater amount of dissatisfied mentors in regards to time, yet still a majority of mentors felt that time was adequate.

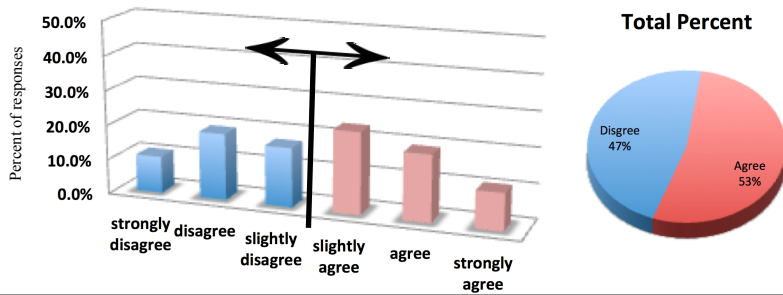
Yet, when asked about the overall organization, most HYA mentors felt the program was not well organized.

Part II: Program Goals

Findings in this section are directed toward the set goals of HYA, the first being to "provide children with engaging instruction (e.g., use of manipulative materials, discovery methods, problem-based learning) in science or math 2 days per week throughout the academic year to boost children's academic performance in school" and the second being "to provide each child with his or her own college student mentor who bonds socially with the child and encourages learning, motivation to achieve, and college attendance." (St. Rose Website). The questions that address these goals were questions #14 (quality of activities), #7 (math/science), #15 (skill assessment); and #9 (motivation toward attending college). This data is shown in Tables 4-8.

Table 5 - Question #14

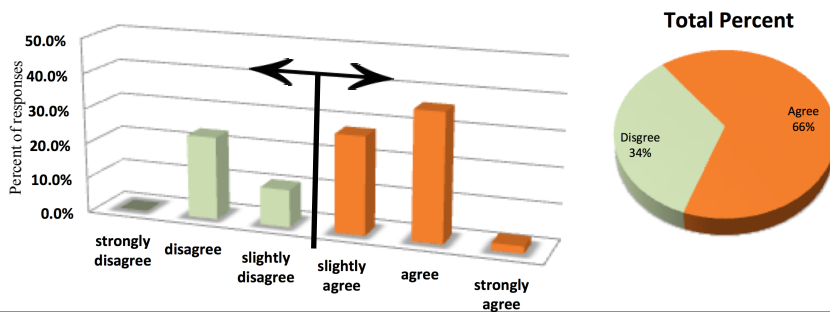
Activities were of high quality



Question #14 was a loaded question concerning the quality of activities. Mentors' responses to this question were almost evenly distributed. A t-test would help perhaps to determine if there was a relationship to grade levels and interest level of activities.

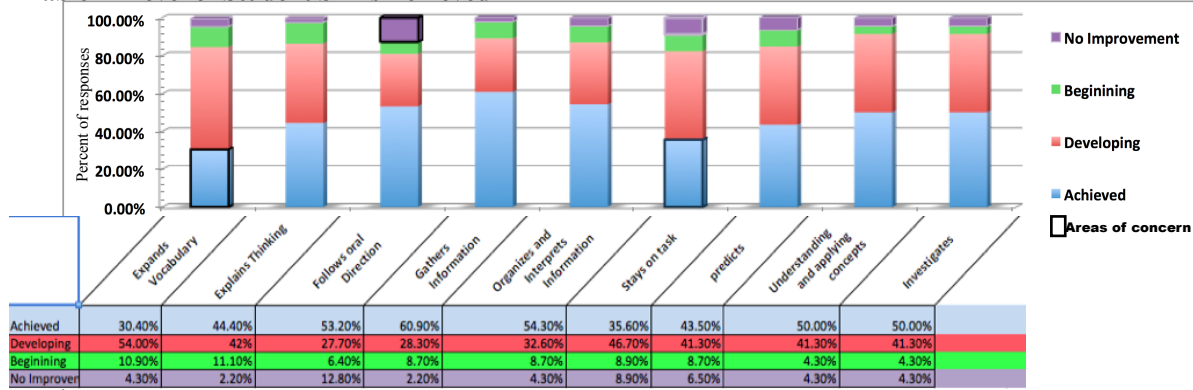
Table 6 - Question #7

Gained Knowledge Science/Math



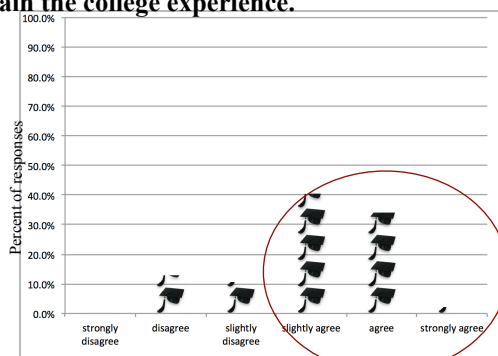
Even though activities were not deemed motivating by many mentors, it was felt by most mentors that the students gained knowledge in science and math during the mentoring sessions.

Table 7 - Level of Student Skills Achieved



Many skills have been achieved or are in the developing stages according to mentor responses. "Following directions" had the most mentors seeing no change at all, while "expanding vocabulary" had the fewest mentors reaching skill achievement. "Staying on task" was another area which saw no improvement and a lesser percentage of achievement.

Table 8 - Question #9 , Students gain the college experience.

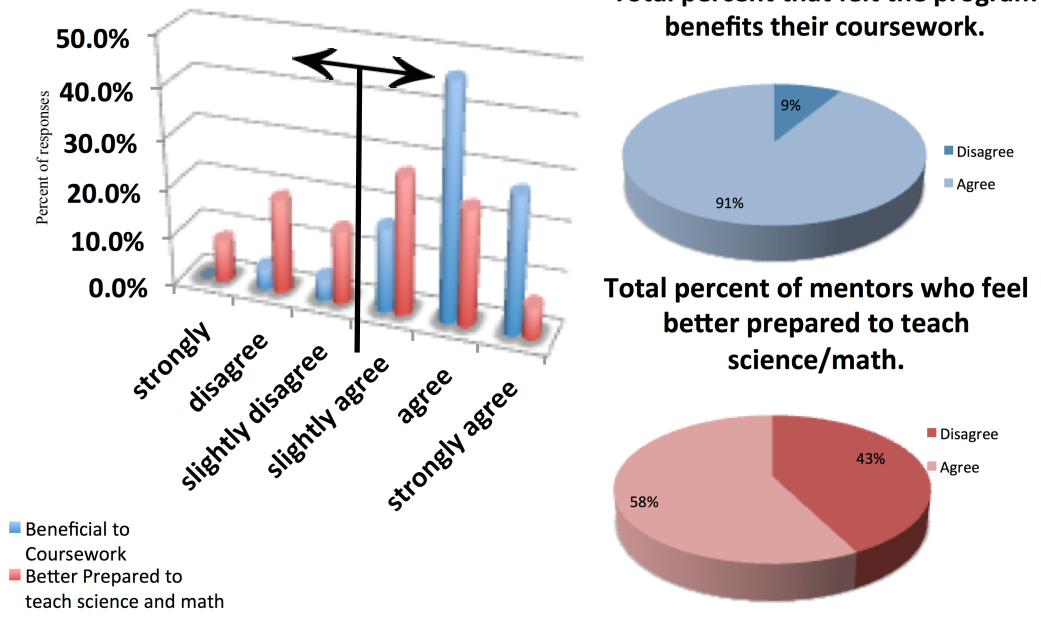


A large majority of mentors agreed that the program gave the mentees a better idea of what the college experience is like.

Part III: Professional Development for the Emergent Teachers

Findings in this section are directed toward the experience gained for the emerging teacher as part of his/her professional development and preparedness for the classroom. Table 9 shows how emerging teachers felt about the program's ability to help prepare them for the classroom and Table 9 shows how emerging teachers felt about the program's ability to help prepare them in areas of math and science.

Table 9 - Questions #11 & 12



The program overwhelmingly was felt to help the emerging teacher gain new perspectives of students which is a benefit to coursework. The bar graph skews showing a majority of teachers felt the program benefit their understanding of students.

However, the range was not as great when asked about preparedness to teach science and math. The responses were more evenly spread out, with only slightly more feeling the program helped to prepare them in areas of science and math.

