



**2002 – 2003 Program Evaluation
Highlights**

EVALUATION FINDINGS

Survey data, bolstered by students' individual descriptions of MentorNet outcomes, illustrate how important it was to have their mentor cheering them on from the sidelines as well as providing strategies for studying, time and stress management, and information on careers and fields of study based on "real-life" workplace experiences.

Satisfaction was high Evaluations prior to 2002 consistently found that close to 95 percent of students and mentors said they would recommend MentorNet to a friend or colleague. This study learned that the majority of students and mentors have actually done so.

Filling the "support gap" Mentor support and encouragement, including tips for balancing the various aspects of academic and personal lives, was the most highly valued benefit.

- Fully half the students felt that MentorNet mentoring filled a gap in their support system.
- This "gap" was more prominent for community college students, doctoral students, students of color, and non-citizens.
- For over half the students, mentoring increased student confidence that they are in the right major and can succeed in their field of study.
- Over 60 percent said their mentor makes them feel "Yes, I can do this."

Students of color benefit yet have unmet needs Students of color report benefits as much or more frequently than do Caucasian students but wish they could have an mentor to discuss issues particular to being a woman of color in a field where there are few.

- The desire to discuss issues related to race was most important for African/African American students but also important to Asian/Asian American and Hispanic/Latina students.
- Most students of color had mentors of another race: there was no difference in satisfaction for same-race versus cross-race mentoring pairs.

Learning the importance of mentoring Both students and mentors learned more about the value of mentoring and how to be mentored and/or be a mentor.

Mentors benefit too Mentors benefit by feeling good about their contribution to the next generation of students in their field and, for some, by learning how to find their own mentor, how to recruit talent to their organization, and what it is like to be a woman today studying in engineering and science-related fields.

- Some women of color found that their self-confidence increased because of mentoring.

Time committed to mentoring The typical mentoring pair emails two or three times a month but the amount of time spent reading and writing emails varies considerably, from 5- 10 minutes a week to 20 – 30 minutes a week.

- Mentors' feeling they made a positive difference in the life of their student and their belief that MentorNet was well worth their time was positively related to the amount of time they spent each week on email.

Employers attract candidates Close to 40 percent of students say they are considering employment with their mentor's company or agency when they are near to graduation as a result of their MentorNet experience. This pool of potential employees is largely female and includes women of color.

- By the end of academic year 2002 – 2003, 38 students had already applied for or begun a full-time job or internships at their mentor's employer.

Expectations matter Critical to the success of mentoring is upfront agreement regarding the student goals for the mentoring experience as well as the pattern of emailing (such as frequency and length).

- Students who volunteered for a chance to select their own mentor, which was a departure from past practices when MentorNet did all the matching, were the most satisfied. Those who volunteered but were randomly assigned to the traditional approach were least satisfied, even less than students also traditionally matched but who did not volunteer to test the self-matching method.

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