

Office of Diversity and Multicultural Affairs

**AHANA Peer Mentoring Program  
Assessment Report**

**Individual Completing Report:** Serreta Y. Archer, Program Manager

The Office of the Vice President for Minority Affairs and Community Relations (OMACR) now the Office of Diversity and Multicultural Affairs (ODAMA) established the CLASS (Cooperative Learning and Academic Success System) Program in 1990 to foster recruitment and retention of minority students, particularly through the first year. In 2001, the eight-week summer bridge program was restructured into a peer-mentoring program, designed to assist first year minority students in identifying and utilizing campus resources to achieve their academic, career, and personal goals. The program continues to monitor and support students through graduation.

In the summer of 2004, the Colleges of Liberal Arts and Social Sciences were combined to form (CLASS), thus prompting us to change our name to AHANA (African, Hispanic, Asian and Native Americans). This acronym is used widely at colleges and universities across the nation. Also in the spring semester of 2004 the AHANA staff was reduced from three (3) to two (2) full time staff, requiring some modifications in the delivery of program services.

Based upon the recommendations of the committee and modifications in the delivery of program services, the following changes were implemented beginning Summer 2006.

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**Goal 1 (Revised Goal): To identify and recruit 60 incoming freshmen-level AHANA (African, Hispanic, Asian and Native Americans) students for participation in the AHANA Peer Mentoring Program. Hispanic student participation should reflect 10% of program enrollment each year.**

Based on the assessment results for the last four years and the current staffing of the program, it was decided that **Goal 1** and **3** will be combined to reflect the maximum number of students that can be serviced by the program for an academic year. The goal of 20%, which was the percentage of AHANA students enrolled in the University for fall semester, was modified to the number 60 (the maximum number of students that can be serviced in an academic year with current staffing). Hispanic student participation will now reflect 10% of the program enrollment number each year. The AHANA Peer Mentoring program reached these new goals with an increased focus on the identification/contact process and additional outreach activities. One of the greatest gains in reaching this number was the addition of the mini Summer Bridge Program: Running S.T.A.R.T. (Striving Toward Academic Readiness Together). This program netted AHANA nearly a third of its participants.

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**Goal 2: Increase the first-year retention rate to 65% for program participants.**

To ensure that we continue to consistently meet our goal, enhance retention and re-enrollment of students, a Summer Bridge (Running S.T.A.R.T.) Program focusing on retention and academic success was designed and implemented in the Summer of 2006. A series of ongoing workshops/activities were continued throughout the academic year that focused on intrusive intervention strategies. Weekly F.O.C.U.S. (Friends on Campus United to Study) Groups were organized to show students how to study. A supplemental instruction course (History 215) was piloted for a core group of students during the Fall and Spring semesters. About 25% of the students that participated in SI were AHANA program students. Based on the evaluations and focus groups, SI participants reported better study habits, higher confidence levels and a greater likelihood to study within a smaller group setting. The development of a supplemental instruction class for Psychology 101 is being explored for implementation in Fall 2007.

The AHANA program evaluations reflected that 82% of the participating students were satisfied/highly satisfied with their peer mentoring relationship, an increase of 12% over last year. However our goal of 90% was not met. The goal is obtainable and the AHANA staff will continue to focus on improving the structured peer mentor/mentee relationship.

**Goal 3: AHANA mentees will utilize the AHANA Peer Mentoring program resources to develop effective time management plans. (To be implemented Fall 2007)**

The AHANA Peer Mentoring Program will continue to improve services to its participants by seeking additional collaboration with campus departments to ensure the successful transition of first-year AHANA students.

# AHANA Peer Mentoring Program Assessment Plan Fall 2006-Spring 2007

<b>Program:</b> _____ AHANA Peer Mentoring Program _____	<b>Completed by:</b> _____ Serreta Y. Archer _____
<b>Department:</b> _____ Office of Diversity and Multicultural Affairs _____	<b>Date:</b> _____ 21-May-07 _____

## Goal 1

To identify and recruit 60 incoming first-year AHANA (African, Hispanic, Asian and Native Americans) students for participation in the AHANA Peer Mentoring Program. Hispanic student participation should reflect 10% of the program enrollment number each year.

Outcomes	Research Methods	Findings	Review	Actions
#1 Identification of incoming AHANA (African, Hispanic, Asian and Native Americans) first-year level student who are eligible for program.	Contact information (mailing and telephone lists) for all incoming program eligible students is generated beginning March to August and is updated in December for the Spring semester intake.	FY 02-03: The appropriate lists are generated and disseminated to the peer mentors for contact and mailings on time FY 03-04: Findings similar to	The AHANA Program manager ensures that the contact information has been received by program personnel (graduate assistants and peer mentors). Program staff verifies through random phone calls, personal interactions and mailings, that at least three contact attempts were made to all potential mentees.	FY 02-03: After review, the CLASS program staff concluded that the identification and contact process should be continued as currently practiced.  FY 03-04: No change from FY 02-03 actions FY 04-05: Continue current practice with additional outreach targeting Hispanic and Native American Students.
		FY 04-05: Continued to disseminate list to peer mentors with follow up contact by AHANA Staff.  FY 05-06: Appropriate lists were generated and disseminated timely to peer mentors, second year AHANA Program Participants and Graduate Assistants.		FY 05-06: Continue current practice with additional outreach dormitories, library, recreation center, etc... Initiate a faculty and staff referral campaign for AHANA students beginning Summer 2006 semester. Updated AHANA program brochures were produced.
		<b>FY 06-07: Findings similar to FY 05-06 with the addition of the referrals from the Running S.T.A.R.T. program participants and applicants.</b>		<b>FY: 06-07: Initiated summer bridge program - targeting local AHANA students and continued with current outreach practices.</b>

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Outcomes	Research Methods	Findings	Review	Actions
#2 Number of incoming AHANA (African, Hispanic, Asian and Native Americans) first-year students who complete the intake process.	The total number of new students program participants is tabulated upon the completion of AHANA intake process by the first Friday of October.  (Application, interview and orientation)	Fall 01: 50/279 = 17.9% Fall 02: 51/275 = 18.5% Fall 03: 57/291 = 19.6% Did not meet our increase target of 20%  Fall 04: 52/313 = 16.6% Did not meet our target goal of 20% Fall 05:40/297 = 13.5% Did not meet our target goal of 20% <b>Fall 06: 61 of 78 new applicants completed the intake process. Goal met.</b>	The AHANA program staff reviewed Fall term recruitment efforts during the semester intersession. Interview fall applicants who did not complete intake process; help facilitate the completion of intake process. Review mentors' contact and randomly select mentees to participate in student led focus groups regarding recruitment strategies.	FY 02-03: The CLASS program staff increased the target recruitment percentage to 20% effective Fall 2003 FY 03-04: we will continue with current recruitment practices and monitor outcomes. FY 04-05: Decrease the target recruitment from 20% to 15% effective Fall 2005. FY 05-06: Change the target recruitment from 20% to 60 students effective Fall 2006 <b>FY 06-07: Continued with current recruitment practices monitor outcome and conducted student led focus groups.</b>
Outcomes	Research Methods	Findings	Review	Actions
#3 First-year Hispanic students will comprise 10% of students who complete the intake process.	The total number of new Hispanic student program participants is tabulated upon the completion of AHANA intake process by the first Friday of October.  (Application, interview and orientation)	Fall 2001: 10 Fall 2002: 6 Fall 2003: 6 Fall 2004: 8 Fall 2005: 5  Fall 2006: 7 of 7 new applicants completed the intake process. Goal met.	The AHANA program staff utilized linkage of Hispanic applicants from the Running S.T.A.R.T. program. Utilized program participants within the Hispanic community. Revisited fall enrollment list to identify potential program participants.	FY 02-03: Increased awareness of the program is needed, information will be given to Latinos Unidos (student organization) and increased marketing to Hispanics will be undertaken (mailings, etc.) FY 03-04: Continue FY 02-03 activities FY 04-05: Increase the number of direct contacts with eligible Hispanic students via letters, email and telephone. FY 05-06: Continue efforts of FY 04-05 and extend the recruitment areas to include recreation center, dormitories, library and student club meetings etc. <b>FY 06-07: Increased the participation and outreach to incoming students through the Hispanic Retention Initiative's Big Brothers/Sisters and alumni.</b>



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Outcomes	Research Methods	Findings	Review	Actions
#3 100% of program participants will be assigned a peer mentor upon completion of intake process.	Reviewed the first Friday of October.	FY 02-03: Each of the first-year program participants was assigned a peer mentor. All of the first-year participants was contacted at least three times each term by their peer mentor. FY 03-04: All of the first year participants were contacted at least three times each term by the graduate assistants or their assigned peer mentor. FY04-05: 100% of the first year	The number and types of contacts made by the peer mentors were reviewed by the program staff. This oversight is to ensure an effective and supportive mentoring relationship. In reviewing the contacts it was determined that email was the predominate form of contact of mentor/mentee contact.	FY 02-03: The method for documentation of contacts made by peer mentors were reviewed by September 30, 2003. FY 03-04: The method for documentation of contacts made by peer mentors Fall 03 were reviewed December 12, 2003 and Spring semester contacts were reviewed by 30-Jun-04 FY 04-05: Documentation reviewed in December 2004. FY 05-06: The method of documentation was changed from a check-up form to a narrative log for clarification and detailed information on mentees. <b>FY 06-07: The method of documentation was revised to a combination narrative log/check-up sheet.</b>
		participants were assigned a peer mentor within two weeks of completing their intake interview. Goal met. FY 05-06: Peer Mentees were assigned to a peer mentor or to a graduate assistant within two weeks of completing their intake. Goal met. <b>FY 06-07: Mentees were assigned to a peer mentor or to a graduate assistant within two weeks of completing their intake. Goal met.</b>		
Outcomes	Research Methods	Findings	Review	Actions
#4 90% of the program mentees will report that they are satisfied/highly satisfied with their peer mentoring relationship.	Mentees will complete Fall and Spring program evaluations.	FY 03-04: 38/53 of program participants reported that they were highly satisfied with their mentor relationship FY 04-05: 64% (21/33 of active program participants) Did not met goal. FY 05-06: 23/33 active program participants reported they were satisfied with their mentor relationship. Did not meet goal. <b>FY 06-07: 82% of the mentees reported that they were satisfied/highly satisfied with their mentoring relationships. Goal not met. However, thi</b>	The AHANA Program staff reviewed the evaluations in December for any changes to be addressed during the peer mentors training in January.	FY 03-04: While the goal was not met the staff decided to leave the target percentage unchanged. FY 04-05: Based on feedback a training session was held in January 2005 to help peer mentors enhance communication skills to build effective rapport with program participants. FY 05-06: Expanded training sessions for peer mentors to include leadership, communication styles and diversity training. Will revamp evaluation tools and distribution methods to ensure 100% participation. <b>FY 06-07: We moved the evaluation period up, by one week to ensure a greater capture rate. Goal not met. Again focused on mentor/mentee relationships in January mentors' training.</b>

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**Goal 3**

AHANA mentees will utilize the AHANA Peer Mentoring Program resources to develop effective time management plans. New goal for 2007-08

Outcomes	Research Methods	Findings	Review	Actions
#1 100% of program participants will complete a term schedule.	Program staff will obtain a copy of a complete term schedule due the second Friday in September.			
Outcomes	Research Methods	Findings	Review	Actions
#2 100% of program participants will complete an initial weekly schedule.	Program staff will obtain a copy of a complete weekly schedule due the third Friday in September.			
Outcomes	Research Methods	Findings	Review	Actions
#3 50% of program participants will complete an initial daily schedule.	Program staff will obtain a copy of a complete daily schedule due the fourth Friday in September.			