

Mentoring Program
Narrative for Assessment Report
Stephanie Triplett, Manager
May 30, 2007

The Mentoring Program has helped new students become part of the University since 1986. The program is voluntary for participants and works with three campus entities; students, faculty, and staff. This program contributes to the University's retention initiative. This year, the Mentoring Program was transferred from Student Life to the Comprehensive Learning Center. The changes in the program's assessment goals reflect a greater emphasis on student learning outcomes and college persistence. Consequently, all of the goals written in this year's assessment report are new. Previous year goals emphasized student program participation. These goals were:

1. New students will participate in the Mentoring Program
 - 1a) 14.5% of new students participated
 - 1b) 15.2% less faculty and staff participated
 - 2a) 26.7% fewer mentors reported less than the 8 minimum contacts with students
 - 2b) .06% increase in student returned evaluations
 - 2c) 16.7% increase in mentors' returned evaluations

2. New students will find the Mentoring program beneficial (based on an 80% outcome measure)
 - 1) 84.2% reported satisfaction with mentoring
 - 2) 95.3% reported being more connected to the University
 - 3) 79.4% reported being satisfied with the mentoring relationship
 - 4) Fall to fall retention is calculated on October 1 for the previous year

An assessment goal related to retention was removed from the Mentoring Program in 2004. Additional measures have been incorporated into the programs administrative processes to better track program mentees' level of participation in relationship to their academic progress. For example, by the utilization of PeopleSoft Groups, we can analyze and learn more about program participants' academic success and career interests. Lastly, the PeopleSoft groups will allow us to incorporate back into our plan a goal for tracking and comparing Mentoring Program participants' college persistence.



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Department: <u>Comprehensive Learning Center</u>	Date: <u>May 30, 2007</u>

Goal 1: The Mentoring Program provides students with opportunities to gain additional information about their perspective career paths

Outcomes	Research Methods	Findings	Review	Actions
#1 100% of students indicating a major area on their application will be matched to a mentor with the same academic background. Note: Undecided students will be matched according to an academic interest.	Both mentors (faculty/staff) and students will indicate a major on their applications. This information will be entered in a spreadsheet and matches will be made using the data.	2006-07: N=137 N=55/137 (40.1%) Matched by academic background. N=62/137 (45.3%) Not matched by academic background. N=7/137 (5.1%) Undecided. N=12/137 (8.8%) Non-participating.	The Mentoring Program Manager and the Director of the Comprehensive will review the data at the end of the program year.	2007-08: Information collected from mentors for matching purposes reflects department's not academic background. The program's database will be modified to include additional mentors' demographics such as specific academic background.
#2 Program workshops developed in collaboration with the Career Services Department will result in students having a better understanding of procedures for gaining co-operative and internship experiences.	Data from program evaluations ⁱ .	2006-07: N=25 Student attendance. N=8 Returned evaluations. N=8/8 (100%) Have better understanding.	The Mentoring Program Manager and the Director of the Comprehensive will review the data at the end of the program year.	Evaluation forms and assessment procedures are being reviewed and changed to measure this outcome more accurately. Additionally, more emphasis will be placed on collection of the evaluation
Program workshops developed in collaboration with the FOCUS Center will result in students attending workshops in their declared majors or possible areas of interest.	Data from program evaluations ⁱⁱ .	Data not available for 2006-2007.	The Mentoring Program Manager and the Director of the Comprehensive will review the data at the end of the program year.	Evaluation forms and assessment procedures are being reviewed and changed to measure this outcome more accurately.



Goal 2: Students will express that participation in the Mentoring Program led to an increase in interpersonal relationships with other students, faculty and staff.

Outcomes	Research Methods	Findings	Review	Actions
#1 ___% of program participants reported an increase in their interpersonal relationships as a result of participating in the Mentoring Program.	Data will be compiled & reviewed using the end of the year evaluation, attendance data and feedback form Reflective Prompts ⁱⁱⁱ	2006-07: Data not available	The Mentoring Program Manager and the Director of Comprehensive Learning Center will review the data at the end of the program year.	Evaluation forms and assessment procedures are being reviewed and changed to measure this outcome more accurately.



Goal 3: Students will identify and set personal and professional goals

Outcomes	Research Methods	Findings	Review	Actions
#1 Students and mentors will develop and discuss academic and career goals within the first month of participation using the Mentoring Agreement form.	Using the Mentoring Agreement Form, data will be compiled and reviewed within the first two months of the academic year. *In the past, the Mentoring Agreement form was used as a template to provide structure for the mentoring relationship.	2006-07: N=30/137=21.9% Returned Agreement forms. Baseline data.	The Mentoring Program Manager and the Director of the Comprehensive Learning Center will review the data at the end of the program year.	2007-08: During the orientation for mentors, the importance of assisting students with goal setting will be emphasized as well as the importance of returning forms to the Mentoring Manager. A short workshop about goal setting will be developed and implemented during the orientation. Also, we will be exploring better methods of data collection.



Goal 4: The Mentoring program will assist students with achieving their educational goals through appropriate intervention and service referrals

Outcomes	Research Methods	Findings	Review	Actions
#1 Mentors will discuss academic progress with their students and make recommendations about support services.	Data will be compiled and reviewed using the end of the year evaluation.	2006-07: N=39/137=28.5% Returned evaluations. N=27/39=69.2% Discussed academic concerns.	The Mentoring Program Manager and the Director of the Comprehensive Learning Center will review the data at the end of the program year.	Evaluation forms and assessment procedures are being reviewed and changed to measure this outcome more accurately. Additionally, more emphasis will be placed on collection of the evaluation
#2 The Mentoring Program will intervene with students and make appropriate referrals to support services based on students' midterm grade report.	Query of midterm grades for all Mentoring Program participants. From that information: 1) letters will be sent to students with information about appropriate services; 2) Mentors will be sent letters as a follow-up noting that they need to contact their student about their midterm progress.	No data available for 2006-07.	The Mentoring Program Manager and the Director of the Comprehensive Learning Center will review the data at the end of the program year.	2007-08: Create data loop with appropriate service offices.
#3 The Mentoring Program will keep participants updated about deadlines, academic calendar dates, programs and services.	Track the number of letters, emails and other forms of communication to students regarding deadlines, etc.	No data available for 2006-07.	The Mentoring Program Manager and the Director of the Comprehensive Learning Center will review the data at the end of the program year.	Evaluation forms and assessment procedures are being reviewed and changed to measure this outcome more accurately

ⁱ Future data will be analyzed from CLC program evaluations and student email responses to learning outcome questions gathered (Reflective Prompts) along with attendance data.

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ⁱⁱⁱ As of fall 2007