

Division of Student Affairs | Division of Academic Affairs

The Mentoring Project Annual Report (2015-2016)

1. Executive Summary - (1-2 pages)

Points of Pride: Major Accomplishments

The Mentoring Project's (TMP) most significant accomplishments for academic year (AY) 2015-16 were achieved in the first five months as the department, a grant-funded collaboration between Student and Academic Affairs (working with Lead and Serve and the CLASS assistant deans), was established, a comprehensive mentoring initiative was created, and multiple departments across FAU were engaged to build an infrastructure amongst many mentoring programs. **For AY 2015-16, TMP served a total of 888 unduplicated clients which includes 618 mentees and 270 mentors.**

In the first month, TMP created a workspace and completed the hiring its staff to include two Co-Directors, a Mentoring Project Assistant, and three Graduate Assistants. TMP then created its mission, vision and values statement along with project goals. To begin branding the project, a logo, [website](#), office email, listservs and promotional materials were created. In the spring, TMP further established its brand by enhancing the webpage to include a list of campus resources, a spotlight for testimonies, an events calendar, social media feeds, and webpage banners to advertise program events and campaigns. Additionally, new marketing materials were created for brochures, postcards, and a pull-up banner.

Within the first six weeks of funding TMP created the *Connections* mentoring initiative – a university-wide mentoring program for first-year and transfer students designed to help them make the most of their college experience. The program provides students an opportunity to build connections with an FAU faculty or staff member, graduate student or peer mentor who have similar academic interests, passions and hobbies. TMP developed and executed processes to include recruitment, application development, matching, professional development, match support/engagement, and evaluation processes.

TMP also hosted its inaugural meeting with representatives from 22 programs across FAU who are now working together as The Mentoring Council to achieve common goals and establish shared best practices as it relates to mentoring.

In February, TMP was featured on FAU's webpage. "FAU Making a Difference through Mentoring," which included an interview with faculty mentor Dr. Sue Graves and her mentee Mary-Elizabeth Estrada who shared reflections on how mentoring has made a difference in their lives. In March, FAU awarded TMP with a \$78,817 technology fee grant to purchase mentoring software and to integrate iPad's into the delivery services model of the project. The mentoring software will increase efficacy in the matching process while reducing both man hours and matching time-frame ultimately allowing participants to connect three-four weeks earlier in the semester. ***Students participating in Connections academically outperformed (GPA, hours earned) their counterparts who did not participate in the initiative (see Chart 1). It should also be noted that students who completed the Connections program academically outperformed (GPA, hours earned) students who did not (see Charts 2 and 3).***

Contributions to Student Learning & Development

TMP contributes to student learning and development through three primary methods: 1) course SDS 3483, 2) hosting trainings and professional development workshops for *Connections* peer and faculty/staff mentors, and 3) by engaging the Mentoring Council members in trainings and workshops.

SDS 3483 had 13 students enrolled in fall 2015 of which 100% completed the course. The course was not offered in the spring. Lower than anticipated course enrollment resulted in fewer peer mentors for TMP. To address this challenge, TMP will continue outreach efforts to students who completed the course, solicit feedback from the professor and students, and offer a stipend to incentivize student participation in the future.

TMP held 17 professional development workshops serving 93 mentors and 31 Mentoring Council members. A 30-page mentoring manual was developed for peer mentors to include: resources for mentors, participant expectations, communication tips, how to maximize the relationship, videos, and case scenarios. In fall 2015 and spring 2016, 58.8% and 50% of new peer mentors attended at least two workshops. Next year, TMP will enhance peer mentor training by developing a Peer Mentor Academy. The academy will deliver a series of workshops over a two-day period prior and be based upon a curriculum recommended by the College Reading and Learning Association. The academy will also be open to all FAU mentoring initiatives.

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Scope of Services

The purpose of TMP is two-fold: first, through the Mentoring Council, TMPs seeks to create a comprehensive clearinghouse for mentoring opportunities across FAU in order to increase engagement, retention, and graduation rates, especially in at-risk student populations. Secondly, the Connections program seeks to help students foster a sense of belonging to the FAU community by: 1) building strong mentor-mentee relationships; 2) encouraging participation in campus events, student clubs, research and internships; and 3) connecting students with campus resources and academic support services.

The Mentoring Council continued in the spring with 14 programs across FAU in attendance focusing on the essential elements of mentoring programs, best practices, and identifying training needs, gaps and opportunities for collaboration.

For *Connections*, mentors offer advice and link students to campus life, academic resources and assist with transitioning to college. Mentees are recruited through numerous Admissions recruiting events and student Orientations. Mentors are recruited through faculty/staff presentations while peer mentors were recruited through 16 information sessions. This year, 92.3% of TMP mentees were first-year students while 70% were also STEM, underrepresented minorities, first-generation, or some combination thereof. *Connections* retained 32.2% of the targeted mentee population while noting a 14% increase from fall to spring. The goal of retaining 80% of mentors to continue into a second year was ambitious. In reality, 62% of mentors beginning in the fall completed the academic year. TMP is still in the process of receiving mentor applications to increase this outcome.

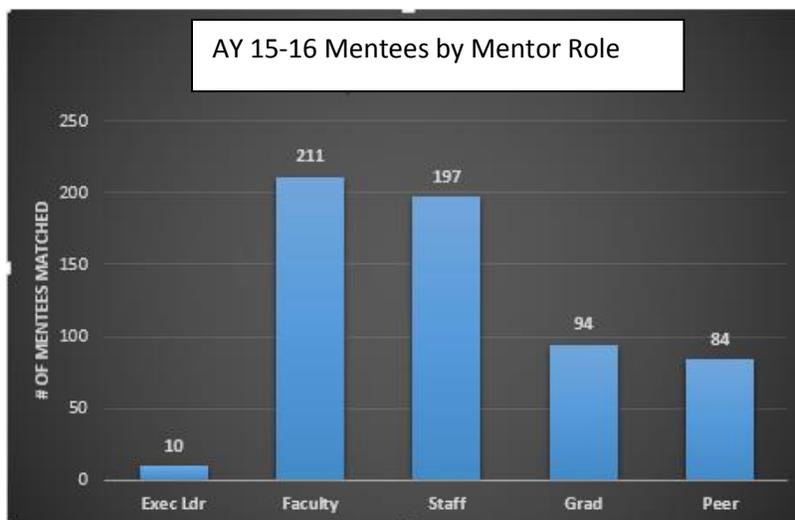
Connections matched 258 mentors with 596 mentees totaling 854 participants this year while noting an increase in mentee program retention from fall 2015 (69.4%) to spring 2016 (82.8 %) as a result of better matches through targeted recruitment, collecting more profile information, and earlier matching with more detailed match notifications. However, only 46% (274 of 596) of mentees in AY15-16 completed program.

To support participants, six monthly check-ins yielded 1,570 survey responses throughout the year. All mentors (faculty, staff, graduate and peer) held 809 face-to-face visits with an additional 2,651 contacts made via email, telephone, or text during 2015-2016. TMP also held events for participants to connect and engage with one another such as Who's Your Match, an Ice Cream Social, and mentor appreciation during National Mentoring Month. Finally, *Connections* hosted its inaugural End of Year Awards Celebration with over 70 attendees. This event recognized outstanding mentors/mentees while acknowledging those who completed the program with certificates. The Mentoring Council was also recognized.

TMP has modified its recruitment by opening applications in the semester prior to being matched which allows matches to be made earlier in the semester. Moving forward, match agreements will migrate to an online form to accommodate digital signatures and improve the efficacy of the match. TMP graduate assistant mentee caseloads will be reduced from 15 to five. An online form for advisors to refer students will be launched. Finally, TMP will explore reducing the length of its assessments to increase completion rates.

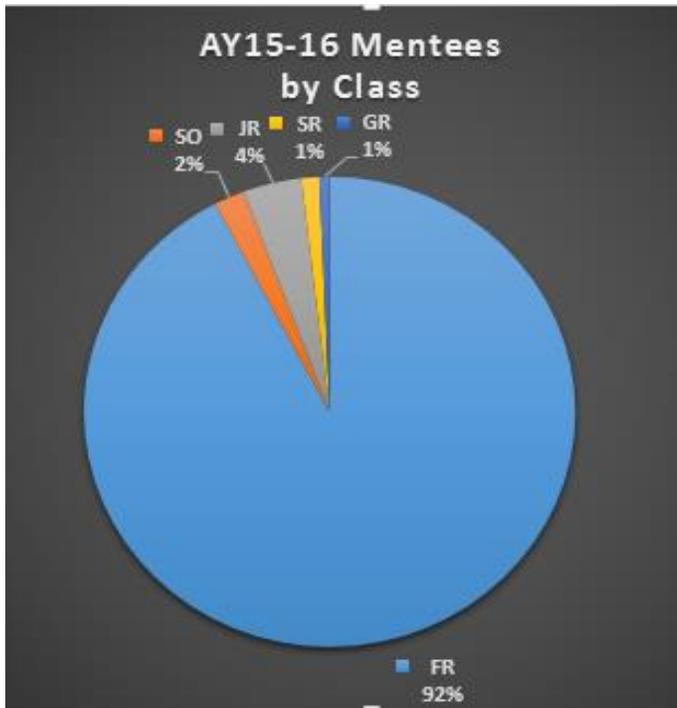
Did You Know? (Highlight interesting statistics, demographics, facts)

The Mentoring Project is the highest funded program (\$764,489) in the history of FAU's relationship with the Farris Foundation.

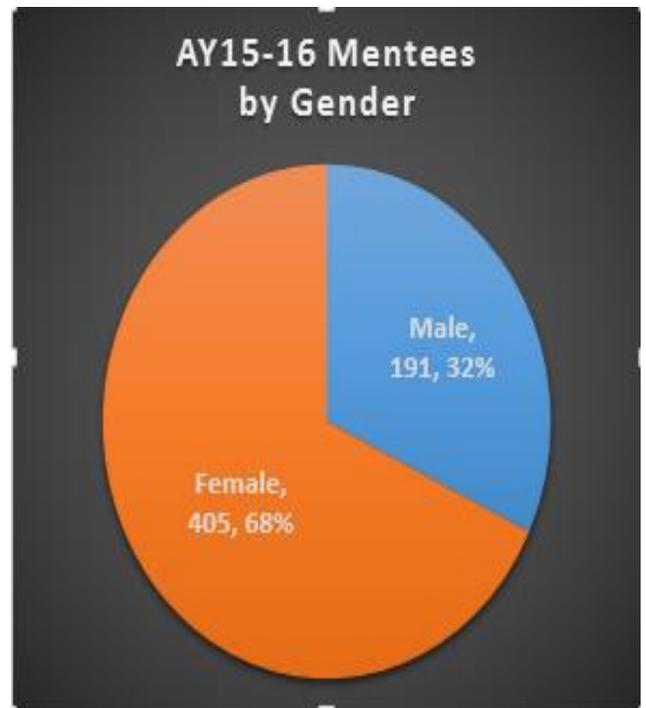


Graph 1. Provided from TMP Participation Tracking Data

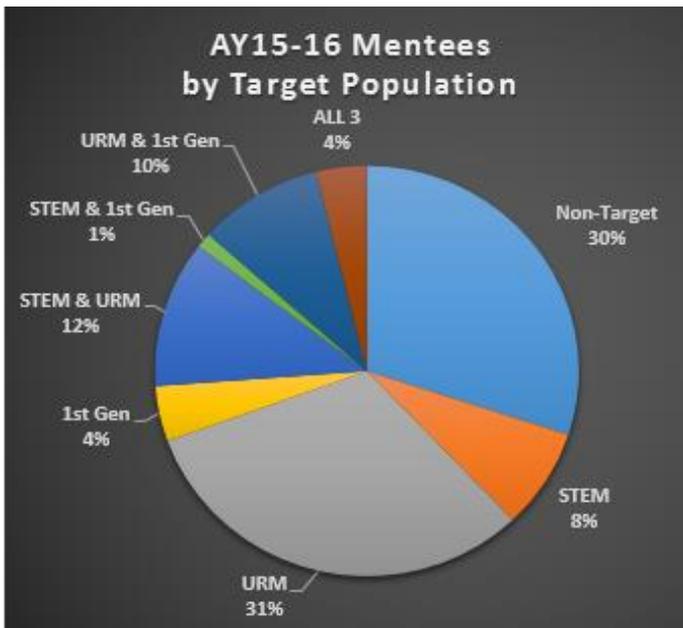
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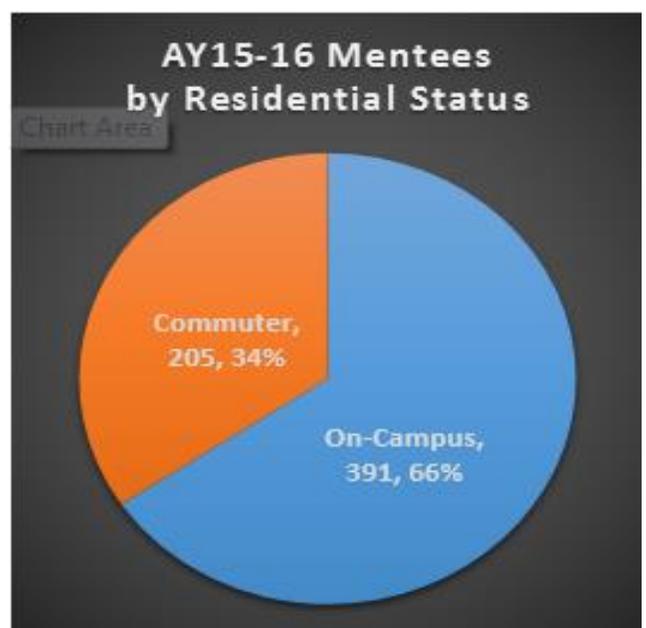
Graph 2. Provided from TMP Participation Tracking Data



Graph 3. Provided from TMP Participation Tracking Data



Graph 3. Provided from TMP Participation Tracking Data



Graph 4. Provided from TMP Participation Tracking Data

Connections Mentee vs. Non-mentee Academic Performance (by Semester)

Connections Participant	Academic Term	Mean GPA	Mean Credits Earned
Yes	Fall 2015	2.99	12.41
No	Fall 2015	2.83	11.57
Yes	Spring 2016	2.97	12.44
No	Spring 2016	2.88	11.68

Chart 1. Provided by FAU Institutional Effectiveness and Analysis

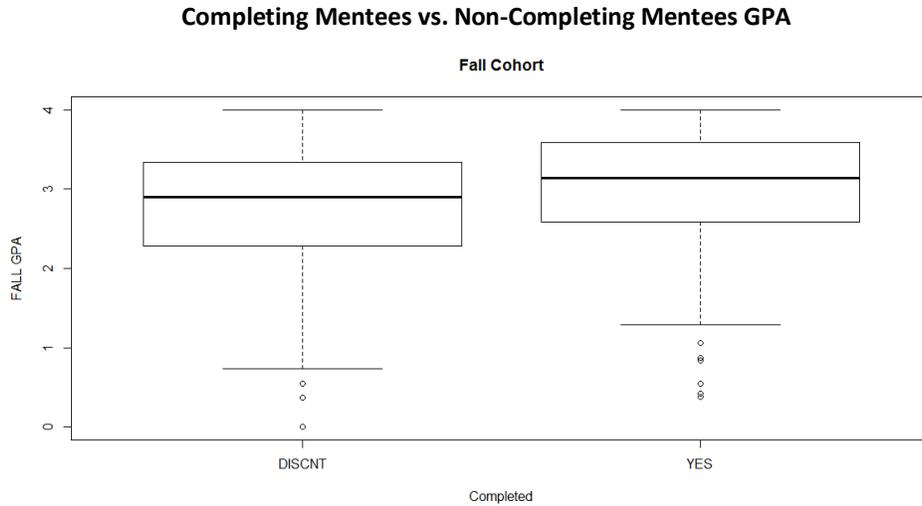


Chart 2. Provided by FAU Institutional Effectiveness and Analysis

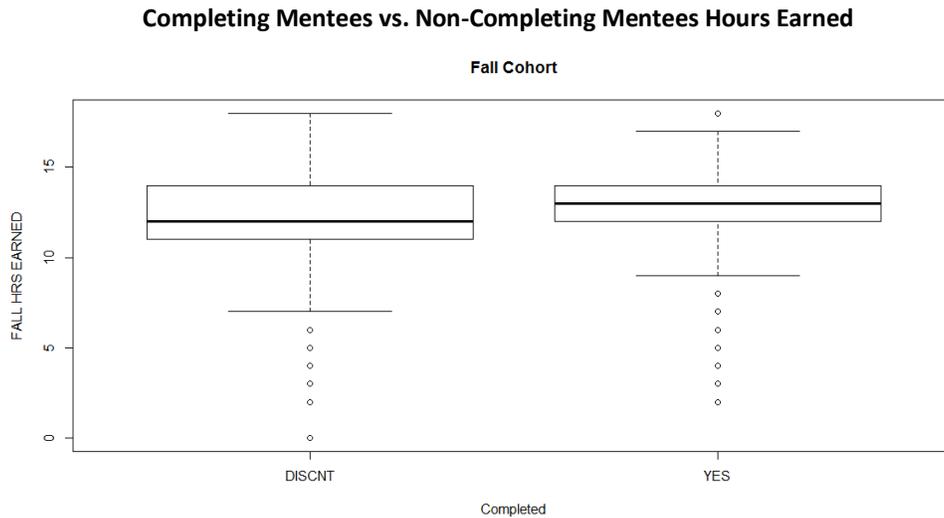


Chart 3. Provided by FAU Institutional Effectiveness and Analysis

2. Department mission, vision, and core values

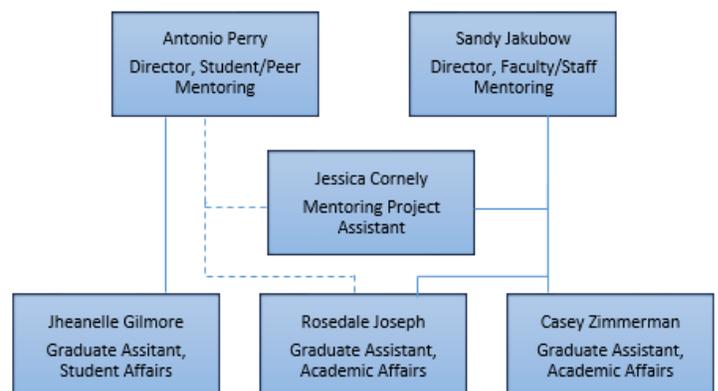
Mission Statement: To promote student success by increasing student engagement through mentoring programs.

Vision: Creating a campus environment where all students can confidently state who their mentor is and how mentoring has impacted their student success at FAU.

Value Statement: We value **I.M.P.A.C.T** – Integrity, Mutuality, Patience, Authenticity, Collaboration and Trust.

3. Organizational chart and list of staff members

- Antonio Perry - Director of Student/Peer Mentoring
- Sandy Jakubow - Director of Faculty/Staff Mentoring
- Jessica Cornely - Mentoring Project Assistant
- Jheanelle Gilmore - Graduate Assistant
- Rosedale Joseph - Graduate Assistant
- Graduate Assistant - Casey Zimmerman



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4. **Signature Achievements:** To that end, the 2015-2016 learning outcomes were as follows:

Learning Outcome 1: Have mentees engage with faculty, staff, and peer mentors

Summary: The implementation strategy was to develop a method for recording and tracking mentor/mentee visits and contacts. This was assessed by tracking the number of face-to-face visits and contacts during through the Check-in form. TMP met both criterion for success with 93.8% (257 of 274) of mentees having a minimum of one (1) face-to-face visit with their mentors each semester this year (85% goal) and 96.0% (263 of 274) of mentees will having a minimum of three (3) contacts with their mentor per semester (60% goal).

Learning Outcome 2: Create and conduct a formalized training program for peer mentors

Summary: The implementation strategy was to develop a training curriculum according to the CRLA standards. This was assessed by evaluating the number of CRLA training sessions delivered according to Level 1 Certification. TMP met the first criteria for success by delivering seven (7), Level 1 CRLA training modules; 4 in FA15 and 3 in SP16 (the goal was 3). The second criteria of having 80% of peer mentors attend a minimum of two (2) CRLA training modules per semester was not met with 58.8% and 50% of new peer mentors attending two training modules in FA15 and SP16 respectively.

5. **Goals for the next year:** Include how you plan to improve/enhance current outcomes/programs and/or list new outcomes (for IEA). Please identify how the goal supports divisional goal(s), pillar(s) or platform(s), campus strategic plan, dashboard indicators, and/or BOG performance metric(s).

Goal 1: Have mentees engage with faculty, staff, and peer mentors utilizing the Chronus software.

Learning Outcome: as a result of participating in the Connections program within FAU Mentoring Project, mentees (FTIC students—direct recruits) and transfer students (indirect recruits) will engage in mentoring relationships inclusive of face to face meetings and various contacts with their faculty, staff or peer mentor as measured by and assessed with the Chronus software.

Connections: BOG performance metric(s) (6 year graduation rate) and divisional goal(s) – goal 3, campus life engagement

Goal 2: Create and conduct formalized training program, Peer Mentor Academy, for peer mentors.

Learning Outcome: a training curriculum according to the College Readiness and Learning Association (CRLA) will be created to enable the peer mentors engaged in Connections, and other mentoring initiatives on campus, to participate in a credentialed training experience and continued development opportunities.

Connections: Student learning

Goal 3: Enhance the role of the Mentoring Council.

Learning Outcome: Through mentee recruitment offerings, peer mentor academy/training resources, and other services, the FAU Mentoring Project will enhance the role of the Mentoring Council.

Connections: FAU Strategic Plan Values of teamwork, playing to win, and student success.