



Maintaining Quality During Growth: Strategies for your Mentoring Program



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Today's Session

1. Brief Literature Review
2. About IUPUC
3. History of the IUPUC Peer Mentor program
4. The Current Model
5. Lessons Learned & Recommendations
6. Goal Setting & Discussion
7. Questions and Survey Time



Session Goals

As a result of attending this session, participants will be able to:

1. Identify areas for potential growth in their own mentor program(s)
2. Identify best practices for program development
3. Create at least one goal that will contribute to the development of their own program(s)



Review of Literature

- According to Bean and Eaton (2001), mentoring programs may be the best intervention strategy for avoidant students.
- Bean and Eaton (2001) also note that mentoring programs are great strategies to help shift students from an external to an internal locus of control and can help with both social and academic self efficacy.

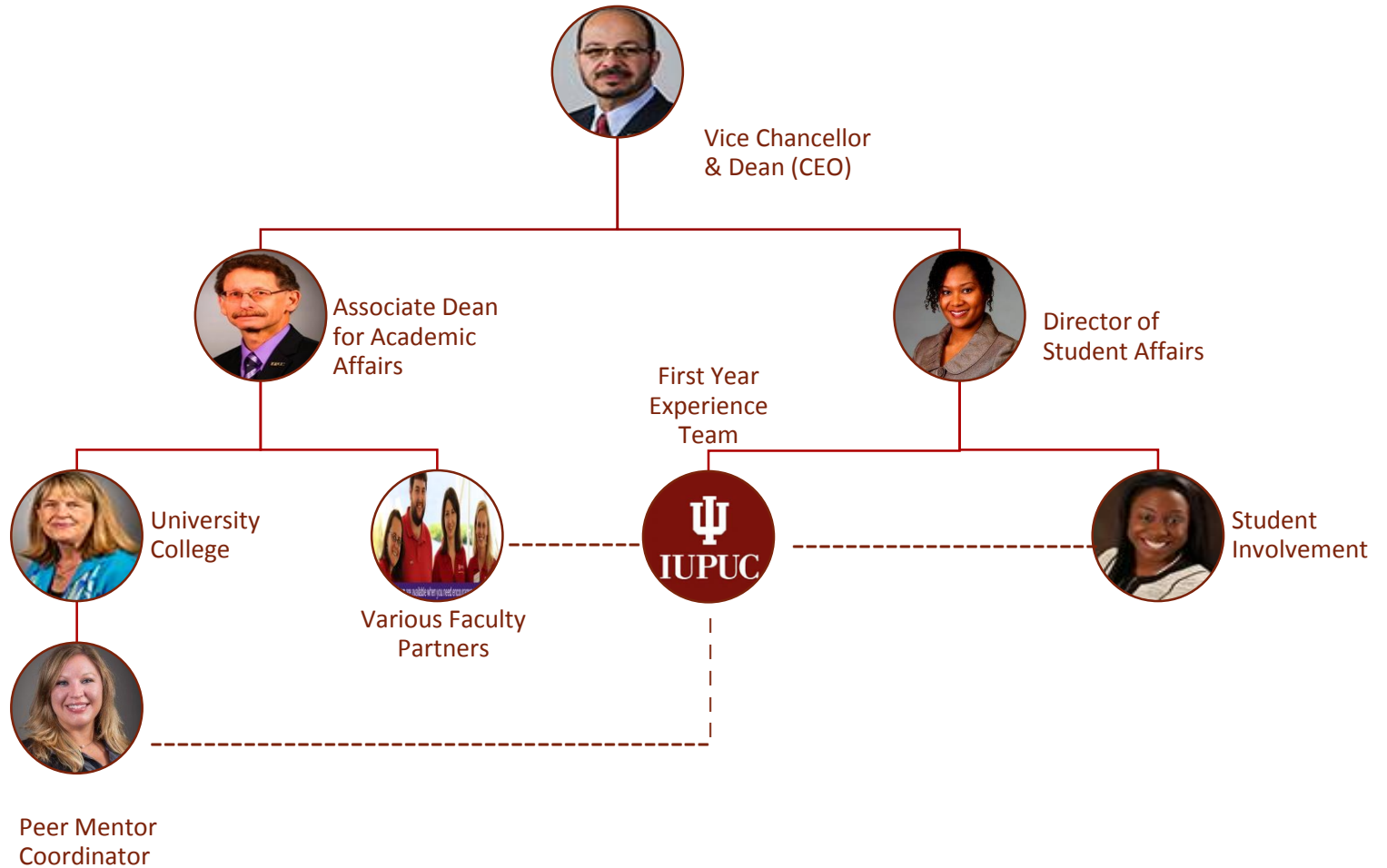


Review of Literature

- Good, Halpin, and Halpin (2000) found that students involved in mentoring programs geared specifically towards students of color reported positive gains in their academic success and study skills as a result of their involvement.
- The primary potential limitation of voluntary Peer Mentor programs for first year students is program attrition and/or lack of participation (Glaser, Hall, and Halperin, 2006).



About IUPUC





IUPUC Demographics

Campus opened in 1970 to serve southeastern Indiana counties

Fall 2014 Enrollment: 1783

- 61.4% in top half of high school class
- 63.6% aged 24 or younger
- 60.2% enrolled full-time
- 67.7% female
- 92.5% white
- 100% commute

Serve a large number of first-generation and low SES students



Peer Mentor Program

- Started in 2009
- Sophomores, juniors, and seniors co-teach the first-year seminar courses
- Coordinated by a full-time advisor in University College
- Provide support for first-year students
- Provide leadership development for Peer Mentors



Old vs. Current

	Old Model	Current Model
First-Year Seminar	Univ. College only	All divisions
Remuneration	Paid hourly	Scholarship
Minimum GPA	2.5	3.0
Recruitment	Word-of-mouth, recommendations	Comprehensive recruitment plan
Application	Paper only	Online only
Interviews	Individual	Groups
Training/Development	3 hours	13+ hours
Assessment	None	Assessment plan in place



Current Model: Format

- Extrinsic motivation = **Financial**
 - Commuter campus implication
 - Scholarship moved the focus from “campus job” to “student leadership opportunity”.
 - Increased accountability
- Intrinsic motivation = **Autonomy, Mastery, and Purpose** (Pink, 2009).
 - Created program learning outcomes
 - Advertised benefits of the program
 - Empowered mentors through training and frequent feedback
 - Trained instructors on mentor role



Current Model: Recruitment

“Overall, a successful peer leader program begins with creating a strong pool of interested applicants...”

- Esplin, Seabold, and Pinnegar, 2012



Current Model: Recruitment

- Peer-to-Peer marketing (Hunter and Heath, 2001)
 - Increase visibility of Mentors
 - Provide more opportunities for student interaction with Mentors
- Developed a strong online presence
- Nominations from faculty, staff, and Mentors
- “Personal touch”
 - Reach out to all GPA eligible students personally
- Created a program “brand”



Current Model: Recruitment





Current Model: Recruitment





Current Model: Screening/Selection

- Online Application
 - Requires essays and references
 - Increase ease of applying
- Group interviews with multiple reviewers
 - Allows students to demonstrate skills
 - Created rubrics for reviewers and discussed in advance



Current Model: Assessment

- Developed Program Learning Outcomes
 - Follows best practice
 - Guide assessment
- 360 Assessment of Outcomes (Surveys)
 - Co-instructors
 - Peer Mentors
 - FYS Students
- Collect data on training and resources from Mentors
- Created an annual assessment plan



Program Growth

	2013	2014
Applications Received	13	42
Interviewed	13	39
Mentors Selected	10	17
Alternate Offers	3	10
Alternates Used	3	1
Average GPA of Mentors	3.41	3.57

Implications of Program Changes

1. Greater visibility of the program overall
2. Less attrition of selected applicants
3. Higher quality of student



Recommendations for the Future

Recruitment

1. Work with other programs' timelines
2. Highlight current Mentors' stories
3. Build social media presence

Selection

1. Include Mentors in interview process

Assessment

1. Develop outcomes for first-year students
2. Collect more information on application

Coordination

1. Create a "lead" Mentor position



Goal Setting

1. What is one goal you have for your mentoring program?
2. Why is this goal important to the growth and/or success of your program?
3. How does this goal align with best practices?
4. What is one thing you can do within a week to contribute to this goal?
5. What do you hope to have accomplished within 2-4 months?
6. What about a year?

Please share!



What Questions Do You Have?

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Please feel free to contact us anytime!



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