

Student Life and Learning ASSESSMENT PLAN AND REPORT

Instructions:

1. This document should be completed and turned into the Dean of Students Office no later than 3 months before the assessment date is to occur.
2. The Dean or Associate Dean will review the procedures, measurement tools, and make suggestions.
3. If a measurement tool is to be created in-house, the interested parties will meet to review objectives and potential assessment formats.
4. Once approved, the form will be returned to the director/staff member.
5. Once completion of the assessment has occurred and reports created and disseminated, this document along with a copy of all reports generated from the data should be turned into the Student Life and Learning Office.

Initial Submission Date:

7/8/16

Signature and Date of Approval:

Lisa Cradit 7/22/16

Final Submission Date:

PROGRAM TITLE:

Developing Scholars Mentor Program

SEMESTER & YEAR:

Fall 2016

CONTACT PERSON/POSITION:

Lisa Cradit

STUDENT L&L DEPARTMENT:

Academic Support

PROGRAM DESCRIPTION *(Use the space provided to summarize the program you plan to assess):*

Developing Scholars Mentors are students who have previously participated in the Developing Scholars program and who have successfully returned to good standing. They are nominated become mentors to students who are currently on probation and in the Developing Scholars program.

TARGET POPULATION *(Use the space provided to describe the population you hope to assess as well as the response rate you hope to attain. (e.g. 100%, 80%, 50%, etc...).*

All Developing Scholars Mentors: 100%.

PROGRAM OUTCOMES *(What do you hope to accomplish? What do you want students to learn?):*

The students will:

- Learn coaching and mentoring techniques
- Learn how to create a professional but friendly relationship with their mentees
- Learn to support their mentees in returning to good academic standing by providing appropriate encouragement and advice

STUDENT LIFE & LEARNING GOALS & OBJECTIVES *(Which goal/objective will this event address?):*

- ☐ **Goal 1: Advance Student Learning**
 - ☐ Connect Curricular and Co-Curricular
 - ☐ Advance Attainment of General Education Competencies
 - ☐ Link Social and Intellectual Learning
- ☒ **Goal 2: Promote Student Engagement**
 - ☐ Stimulate Student Initiated Programming
 - ☒ Promote Identity and Relationship Building
 - ☒ Provide Leadership Development
 - ☐ Coordinate Holistic Initiatives
- ☐ **Goal 3: Enhance Positive Community & Climate**
 - ☐ Promote Cultural Diversity & Understanding
 - ☐ Foster Active Citizenship and Personal Integrity
 - ☐ Provide a Safe and Accessible Environment
 - ☐ Provide Student Centered Services

MEASUREMENT PROCEDURES

NAME OF MEASUREMENT TOOL	Developing Scholars Mentor Evaluation
FORMAT OF TOOL	<input checked="" type="checkbox"/> Survey <input type="checkbox"/> One-on-One interview <input type="checkbox"/> Focus Group <input type="checkbox"/> Multiple Choice Test <input type="checkbox"/> Other (Describe):
AUTHOR OF TOOL	<input checked="" type="checkbox"/> Developed in-house <input type="checkbox"/> Commercial Measurement Tool <input type="checkbox"/> Adapted from other university <input type="checkbox"/> Other (Describe):
HOW AND WHEN WILL THIS ASSESSMENT BE ADMINISTERED?	<input type="checkbox"/> Online <input type="checkbox"/> Recorded on Cassette; Transcribed with Paper and Pencil <input type="checkbox"/> Other (Describe): <input type="checkbox"/> Pre-test/Post-test format <input checked="" type="checkbox"/> At the end of the activity <input type="checkbox"/> Email <input type="checkbox"/> Internet service <input type="checkbox"/> Other (Describe):

WHO WILL SCORE THE INSTRUMENT, DEVELOP THE REPORT, AND DETERMINE OUTCOMES OF ASSESSMENT?	Lisa Cradit
HOW WILL THE DATA BE REPORTED?	In a written report at the end of the semester
WHO WILL RECEIVE REPORTING?	Student Life and Learning offices
HOW WILL THIS DATA BE USED TO MAKE DECISIONS FOR THE FUTURE?	Report will be used to decide if training and support for the DS Mentors program are adequate or need to be revised.

This section is to be completed after assessment and reporting have occurred.

ACTION TO BE TAKEN (*What information did you learn? How will the results affect future programming? Was the assessment helpful? Are there any changes that need to be made in future assessment? Were there any limitations to your assessment that you have to fix next time?*)

Changes to be implemented for Fall 2016:

For training—

- Alexis will help with co-presenting some of the training lessons, specifically a session on do's and don'ts.
- We need to emphasize the importance of taking the meetings with the Mentors seriously, and not committing to the program if they don't plan to follow through.
- I will revise the mentor training—resources to use: For mentor training: p. 373 in CRLA training handbook: Establishing Goals for the Mentoring Session, also the whole chapter. Will also use UMKC mentoring booklet.

In general—

- Have a meeting at the beginning of the semester for all DS Mentors and mentees.
- Have a total of 4 meetings per semester: 1. Group orientation, 2. Meeting with mentor/mentee 3. Meeting with mentor/mentee 4. Group/exit meeting
- I should meet individually with each mentor at the end of each month; they should meet with their mentees at the beginning of each month.



TEXAS LUTHERAN UNIVERSITY

DEVELOPING SCHOLARS MENTOR PROGRAM EVALUATION SPRING 2016

Please answer the following questions based on your participation in the Developing Scholars (DS) Mentor program this semester.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Not Applicable
1. The training workshop at the beginning of the semester prepared me to work with my DS student(s).	1 ^{33%}	2 ^{66%}	0	0	0	0
2. I understand the goals of the Developing Scholars Mentor Program.	1 ^{33%}	2 ^{66%}	0	0	0	0
3. I had enough information and support to fulfill my DS Mentor responsibilities.	0	3 ^{100%}	0	0	0	0
4. I met at least twice this semester with each DS student who was assigned to me.	0	2 ^{66%}	0	1 ^{33%}	0	0
5. I understand how to refer my DS student(s) to other campus resources as necessary, (SI/CLA sessions, Financial Aid Office, Registrar, Residence Life Office, professors' office, etc.)	0	3 ^{100%}	0	0	0	0
6. I felt confident in my communication skills when working with my DS student(s).	0	3 ^{100%}	0	0	0	0
7. I felt confident recommending time management strategies.	0	3 ^{100%}	0	0	0	0
8. I felt confident recommending strategies to help my DS student(s) become more successful academically.	0	3 ^{100%}	0	0	0	0
9. I felt the number of required meetings with my DS student (3) was a good number.	0	3 ^{100%}	0	0	0	0
10. Meeting for lunch with my DS student(s) worked well.	0	2 ^{66%}	1 ^{33%}	0	0	0
11. Lucky's was a good venue for meetings.	0	3 ^{100%}	0	0	0	0
12. Having specific questions provided before our meetings was useful in starting the conversation with the DS student(s).	1 ^{33%}	2 ^{66%}	0	0	0	0
13. The time I devoted to the DS Mentor program made it difficult for me to get my own work done.	1 ^{33%}	0	2 ^{66%}	0	0	0
14. I felt my experience as a previous DS student was useful in helping me support my DS student(s) this semester.	0	3 ^{100%}	0	0	0	0
15. I would like to volunteer as a DS Mentor again in the future.	1 ^{33%}	0	2 ^{66%}	0	0	0

The following three questions (19, 20, 21) are copied from the DS Evaluation, that is completed by students in the DS program. These three questions are answered only by students who had a DS Mentor.

19. The DS Mentor program was beneficial in helping me return to good academic standing.	3 ^{75%}	1 ^{25%}	0	0	0	3
20. I learned important tips from my DS Mentor that helped me become academically successful.	3 ^{75%}	1 ^{25%}	0	0	0	3

DEVELOPING SCHOLARS MENTOR PROGRAM

SPRING 2016 RESULTS AND REPORT

Developing Scholars (DS) Mentors are students who have previously been on academic probation, participated in and successfully completed the Developing Scholars program, and have returned to good standing. Based on recommendations by the Developing Scholars supervisors, those who show potential are nominated to participate in the Mentor program and work with students who are on academic probation in succeeding semesters and who participate in the Developing Scholars program.

The pilot program began in Fall 2015 and continued into Spring 2016. In Spring 2016, 4 mentors participated and began with 11 DS students. In Fall 2015, the DS students were chosen based on whether their DS supervisor felt they would take the program seriously and would benefit from it. Care was taken to make sure that none of the mentors and mentees were enrolled in the same classes.

After a group DS Mentor training meeting at the beginning of the semester, the mentors arranged to meet twice during the semester with their mentees for lunch in Lucky's, paid for by Academic Support. The mentors then also met with the Director of Academic Support for a followup meeting after each of their meals with their mentees. At the end of the semester, the mentors met for breakfast tacos with the Director of Academic Support and the mentors reflected on their experiences as mentors and provided suggestions for improving the program.

Developing Scholars Mentors for Spring 2016 were Alexis Cordova, James, Morris, Avier Saldivar, and Zachary Sullivan.

Number of DS Mentors: 4	
GPA of Mentors	
Fall 2015	Spring 2016
2.04	2.04
2.74	2.74
3.02	3.02
3.14	3.2

Number of mentees who began/number who dropped out	8	3	
Grade level of mentees	6 FR	3 SO	
Status of mentees who successfully met with mentor (6)	4 GS	2 PC	
Status of mentees who did not complete meetings with mentor (3)		1 PC	2 SUSP
Status of participants without a mentor at end of semester (51)	15 GS	14 PC	19 SUSP, 3 W