

AY 2019- 2020 / SSI ANNUAL REPORTING PLAN 2020

UGS Student Mentoring Program

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Plan Item was last modified on 6/23/20, 2:15 PM

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Template:

SSI Annual Report

Dept./Program/Project Name: :

UGS Student Mentoring Program

University Division::

Academic Affairs

Name of person Responsible for overseeing SSI project/activities::

Carolina Meza

Email Address::

carolina.meza@csusb.edu

Title::

Student Success Coordinator

Funding Type:

Recurring funding,

Extension::

73036

Total SSI amount allocated this year::

\$60,771

Total SSI amount expended this year::

\$26,225.56

Number of unique students served (July1-Winter Quarter):

641

SSI Program/Project Overview :

The student mentoring Program (SMP), a program housed within Coyote PLUS Programs (Peer Led Undergraduate Success), provides peer-to-peer academic success services to support first time freshmen and incoming transfer students transition to CSUSB. Student mentors serve as role models and advocates during the first year at CSUSB by connecting protégés to campus resources, academic advisors, clubs and organizations, and more. We serve a large underrepresented minority (80%) and Pell grant recipient (70%) population. The primary goals of the SMP is to foster the success of undergraduate students through peer to peer support programs that promote academic excellence, campus connectedness and engagement, and the personal growth and development of participating students. While our supplemental instruction and tutoring programs promote cognitive development, SMP focuses on the psychosocial development and sense of belonging during the first year of college. As CSUSB prepares for the quarter to semester transition, the role of the student mentors increases in importance, especially for protégés who will start on the quarter (Q2S) system and graduate on the semester system. As advocates, mentors are situated to share important Q2S transition information and talk through concerns related to the double transition; college transition and Q2S transition. Mentors work with students on time management planning, major exploration, goal setting, campus engagement, school/life balance, ways to engage with campus resources and services, and more.

In addition to the SMP – first year experience program, we successfully grew the program by creating LINK (Lead, Innovate, Network, Know). LINK serves continuing and transfer students beyond the first year at CSUSB. IR data shows that students who participate in SMP during their first year of college are retained, at slightly higher rates, than non-participants. Retention from second to third, however decreases

significantly. The goal of the program is to support academic progress during their Sophomore year to increase retention from second to third year. Additionally, mentors, otherwise known as LINK Leaders work with students and focus on career readiness by helping to identify co-curricular experiences that complement academic programs. LINK Leaders will work closely with students to prepare and plan for experiential opportunities that promote professional development during the third and fourth years of college. For example, LINK Leaders work with mentees known as members, the career center, and academic departments to gain an understanding of their major's internship/practicum requirements, identify potential internships, and become familiar with the application process. Students who are interested in study abroad work with LINK Leaders and the study abroad office to gain familiarity of the program options, application process, and planning strategies. Students are also introduced to clubs and organizations, based on individual interest. Finally, members develop and engage in ongoing work on creating and revising their online professional portfolios, via portfolium. So while the FYE programming focuses on the transition from postsecondary or community college to secondary four year institution, the LINK program aligns student experiences with career and professional goals so that by the third/fourth year students are engaging in their academic and professional development.

In addition to supporting the psychosocial needs of our student protégés and members, the SMP program employee's student assistants as mentors. This year we employed 45 student mentors for the SMP-FYE program and 9 Leaders during the LINK program pilot year. Professional development of our student assistants is extensive and ongoing. This year we incorporated one leadership development and one educational experience that was open to student mentors first and then protégés. Professional and leadership development opportunities enrich the overall college experience.

Program Goals:

The primary goal of our SMP-FYE is college transition and student success. While, the primary goal of the SMP - LINK is commitment to major and experiential planning to promote professional identity development, campus engagement, career readiness and gainful employability. The collective goals of the mentoring programs are as follows:

1. Academic excellence engagement
2. Personal growth and development of participating students
3. Support academic excellence
4. Encourage networking and career enhancement
5. Provide sense of belonging on campus

Outcomes

1.1 Students who participate in SMP will demonstrate an understanding of campus resources and proactively seek support.

1.2 Students who participate in the SMP will be engaged learners.

1.3 Students who participate in SMP will connect with faculty as mentors and advisors.

2.1 Students who participate in SMP will demonstrate a growth mindset.

2.2 Students who participate in SMP understand the importance of goal-setting for adult learners.

2.3 Students who participate in SMP will demonstrate organization and time management skills.

3.1 Students will utilize campus resources to enhance academic journeys, guide their academics and network with staff and faculty.

3.2 Students will navigate successfully throughout their CSUSB journey to graduation.

3.3 Increase retention rates for second year and continuing students

4.1 Students will attend at least one career center workshop.

4.2 Students will develop a career plan and E-portfolio.

4.3 Increase students confidence in establishing transferable skills to build professional development and post-graduation outcomes

5.1 LINK leaders will provide an immersive experience for students to engage in campus activities to foster a sense of belonging, personal development, and leadership skills.

5.2 Students will demonstrate personal agency and confidence to reach their goals.

5.3 Increase student awareness of campus resources to continue to foster a sense of belonging through personal agency

Alignment to ILOs: To which of the following Institutional Learning Outcomes (ILOs), if any, do you feel as though your SSI-funded project aligns? (Check all that apply.) Details regarding the ILOs can be found on Office of Academic Programs website.

[x] Breadth of Knowledge

- Depth of Knowledge
- Critical Literacies
- Ways of Reasoning and Inquiry
- Creativity and Innovation
- Integrative Learning
- Engagement in the Campus, Local, and Global Communities
- Diversity and Inclusion
- This project does not readily align to any of these.

SSI-Funded Activities :

Supported student assistant salaries, and half of the coordinator salary.

Program Activities:

1. Student Programming

- a. Peer to peer meetings
- b. Planning and attendance
- c. Recruitment for students interested in becoming mentors/leaders
- d. Recruitment, interviewing, and student mentor/leader hiring
- e. Participate in candidate selections and interviews
- f. Wellness Wheel
- g. Culture Shock
- h. Professionalism 101
- i. Anatomy of an Interview
- j. Becoming a Facilitator
- k. Intersectionality 101
- l. Transitioning to a New Life
- m. Essential Study Habits
- n. Test Anxiety
- o. Utilizing Campus Resources
- p. Mental Health Challenge
- q. Time management and goal setting coaching
- r. Relationship building activities
- s. Engaged in habits of successful student discussion with protégés during mentoring sessions
- t. Helped protégé engage in self-reflection (includes identifying personal strengths and weaknesses)
- u. Test preparation
- v. High school versus college coaching
- w. Engaged in relationship building with protégés
- x. Blackboard orientation and assistance
- y. Registration preparation
- z. School life balance activity coordination and implementation for protégés

1. Campus Program Partnerships/Collaborations

- a. Library Ambassador Program
 - i. SMP collaborated with library faculty to plan and pilot a library ambassador program for USTD 100 courses fall 2018 and continued the program winter 2019. During the 2019/2020 academic year the program grew and, in addition to USTD 100 supports first year communication studies courses, English composition, and History 146.
- b. CFS
 - i. Beginning summer 2018, Mentors participate in CFS (funded by CFS).
 - ii. Winter 2019, student mentors worked on planning the summer curriculum for CFS

1. Professional Development

- a. Conference presentations (Student Mentor Participation)
 - i. NACADA
 - ii. CARL
- c. MBTI and Holland assessments
- d. CSUSB Paraprofessional Training
- e. Two day SMP training

- f. LINK Summer Training (2 hours per week, presented by supervisor, graduate students, and other campus staff)
 - i. Mentoring vs. Advising
 - ii. The Role of a Mentor
 - iii. Formatting Professional Emails
 - iv. Building Respect and Rapport
 - v. MBTI Assessment
 - vi. Active Listening
 - vii. Enhancing and Maintaining the Relationship
 - viii. SMART Goals
 - ix. Holland Assessment
 - x. FERPA Training
 - xi. Cultural Wealth

Progress Toward Outcomes/Cumulative Findings::

Utilization

Outcome Findings	Fall 2018 – Winter 2019	Fall 2019 – Winter 2020
Unique Visits	481	641
Total Visits	5383	4957
Student Mentor Unique Visits	453	537
Student Mentor Total Visits	3354	4961
Computer Lab or Study Space Unique Visits	239	271
Computer Lab or Study Space Total Visits	1867	4954
Workshops Unique Participation	n/a	37
Workshop Total Participation	n/a	82
Other Unique Visits	91	101
Other Total Visits	164	4904

Retention Rates (SMP Participants v. Non-Participants)

Retrieved from Institutional Research

<https://dashboard.csusb.edu/idashboards/view?questuser=idashquest&dashID=675&dashId=675>

Survey Data

At the conclusion of the 2018/2019 academic year program participants received a satisfaction/experience survey. Participant responses are in line with program goals and reveal the following:

- Acquisition of time management skills
- Acquisition of goal setting skills
- Increased confidence
- Increased comfort visiting professors during office hours
- College navigation tools and skills
- Student development

Increased student engagement

Linked Documents

There are no attachments.

Attached Files[2018.2019 SMP Survey Data.pdf](#)[Budget Template.xlsx](#)[Utilization Data.xlsx](#)**Recommendations for Continuous Improvement Efforts: :**

We know that participation in the SMP improves retention rates and the number of participants has decreased since 2016. The decline in participation could be a result of the addition and growth of professional advisors. While peer advising exists on campus, the role of a peer advisor and peer/student mentor differ. As a result, we can improve upon our recruitment and outreach plan with the goal of increasing our cohort size for 2019/2020.

Additional areas for improvement are as follows:

- Outreach - due to the shift from in person to remote services, we will continue to improve and increase direct outreach and connections with students
- Improve social media presence to sustain and increase student engagement with SMP
 - Increasing our members
 - Providing more co-curricular professional growth (study abroad, clubs and organization engagement, internships and job opportunities)
- Recruitment and increasing members
- Marketing and Social Media presence

Resources for Continuous Improvement Efforts:

One additional support staff would help to provide the coordinators with some time to review current programming, make changes, and focus more on professional development opportunities.

Challenges:

Staffing has been a challenge for the program. Currently there is only one SMP program coordinator for FYE. The coordinator oversees 40 student mentors on a daily basis. This limits the coordinator's ability to engage focus on protégé retention and professional development opportunities for mentors. To address this, we hired a temporary staff member to support the SMP programming and students. Due to Covid and potential budget cuts we may not be able to extend the temporary appointment.

Budget Summary:

Please refer to the first **Plan Item Files** upload.

Linked Documents

There are no attachments.

Attached Files

There are no attachments.

Check-in/Utilization Data:**Linked Documents**

There are no attachments.

Attached Files

There are no attachments.

Feedback on Reporting:

This report reflect Fall and Winter 2019-2020.

Start:

7/1/2019

End:

3/27/2020

Progress:

completed

Responsible Users:

Providing Department:

Coyote Plus Programs

Related Items

No connections made