First Year Mentor Program Learning and Programming Outcomes

Based on the National Survey of Student Engagement Benchmarks set by SOU’s Division of Student Affairs Five Year Plan

1. NSSE Benchmark- Supportive Campus Environment

a. By the end of the academic year, mentees will report that they are satisfied or extremely satisfied with their mentor’s ability to provide support and make them feel as though they belong at SOU.

Ia. By the end of fall training mentors will be able to evaluate transitional concerns and determine the proper kind of support that is needed to assist their mentees transition into university life.

Ib. By the end of fall training, mentors will be equipped to utilize a campus resource guide.

Ib. By the end of fall training, mentors will have generated a list of mentor/mentee activities based on FYMP learning objectives.

Ic. By the end of fall term, mentors will meet with their mentees at least once a week.

Id. After being assigned a mentee, mentors will contact their new mentee and arrange to meet.

IIa. After being contacted by a mentor, mentees will reply and arrange a time to meet their mentor.

IIb. By the end of the academic year, mentees will report that they met with their mentors at least once a week.

IIc. By the end of fall term, mentees will report that they feel as if they belong at SOU.

b. By the end of the academic year, mentees will report participating often or very often in co-curricular activities with and independently of their mentor.

Ia. By the end of fall training, mentors will be able to compile a list of FYMP sponsored programs and other campus activities to attend with mentees.

Ib. After mentors and mentees meet on one to two occasions, mentors will be able to determine what co-curricular activities most interest their mentee and construct future plans.

IIa. By the end of fall term, mentees will have attended at least two FYMP sponsored programs and one campus activity with their mentor.

IIb. By the end of the academic year, mentees will be able to articulate how co-curricular activities support their overall academic success.

IIc. By the end of the academic year, mentees will be able to identify campus involvement opportunities, and integrate them in to their schedule.

c. By the end of the academic year, mentees will report that they feel supported by SOU regarding their academic success.

Ia. By the end of fall training, mentors will recognize the importance of assisting mentees toward achieving academic success.

Ib. By the end of fall term, mentors will have shown mentees the locations and how to properly utilize academic support resources on campus.

Ic. By the end of fall term, mentors and mentees will have integrated two to three study sessions in to their weekly plans.

IIa. By the end of fall term, mentees will be able to independently locate the Writing Center, Math Tutoring Lab, Academic Support Programs, and the Enrolment Services Center.

IIb. By the end of the academic year, mentees will be able to recognize the importance of setting academic goals and establishing plans in order to accomplish said goals.

IIc. By the end of the academic year, mentees will be able to articulate their academic goals for their second year.

d. By the end of the academic year, mentees will report that they feel supported by SOU regarding their social needs.

Ia. By the end of training mentors will know how to recognize the signs of homesickness while utilizing techniques to offer support.

Ib. By the end of fall term mentors will collaborate with fellow mentors to arrange group outings in order to increase peer-to-peer interactions among mentees.

Ic. By the end of fall term mentors will be able to assess their mentee’s potential social needs that are not being met, and develop a strategy to offer support and guidance going in to the second term.

IIa. By the end of fall term mentees will be able to identify feelings of homesickness and utilize available resources on campus in order to help them transition from home to university life.

IIb. By the end of fall term mentees will have attended a social activity or program with fellow mentees and their mentors.

IIc. By the end of the academic year mentees will report having social interactions with fellow students on a weekly/daily basis.

2. NSSE Benchmark- Enriching Educational Experiences

a. By the end of the academic year, mentors will increase their mentee’s exposure to diversity on campus.

Ia. By the end of fall training, mentors will be able to locate and inform mentees about each Resource Center on campus.

Ib. By the end of winter training, mentors will be able to practice using inclusive language when engaging in conversation with mentees.

Ic. By the end of winter training, mentors will report engaging in one or more conversations with their mentee focusing on diversity that will contribute to making SOU an inclusive campus that celebrates diversity in all forms.

Id. By the end of the academic year, mentors and mentees will attend two or more programs hosted by the Resource Centers or the Multicultural Coalition.

IIa. By the end of winter term, mentees will be able to have a serious conversation with someone different from themselves.

IIb. By the end of the academic year, mentees will report increased exposure to diverse discussions, activities, and social interactions.

b. By the end of the academic year, mentor and mentees will participate in at least three service-learning or community-based projects.

Ia. By the end of fall training, mentors will be able to generate a list of service-learning and community based projects that occur on the SOU campus and in the Ashland community throughout the academic year.

Ib. By the end of the academic year, mentors will have arranged or participated in three or more service-learning and or community based activities with their mentee.

IIa. By the end of the academic year, mentees will be able to explain the positive impact that participating in service-learning and community-based projects has had on their first year at SOU.

3. NSSE Benchmark- Active and Collaborative Learning

1. By the end of the academic year, mentors and mentees will report that they discuss readings and ideas from class often or very often.

Ia. By the end of fall training, mentors will be able to describe the importance of discussing class readings and ideas outside of the classroom.

Ib. By the end of fall training, mentors will be able to develop and ask probing questions that foster critical thinking about class content.

Ic. By the end of fall term, mentors will be able to demonstrate active listening techniques.

IIa. By the end of fall term, mentees will be able to summarize information learned in class to their mentors.

IIb. By the end of the academic year, mentees will be able to summarize the benefits of discussing class readings and ideas outside of class.

1. By the end of the academic year, mentees will organize one to three study groups with peers outside of class time per term.

Ia. By the end of fall training, mentors will be able to outline the necessary steps in order to teach mentees how to assemble a study group with peers.

Ib. By the end of fall term mentors, will accompany their mentee to an organized study session.

IIa. By the end of the fall term, mentees will be able to recognize the benefits of organized study sessions.

IIb. By the end of the academic year, mentees will be able to initiate study groups with peers outside of class.

1. By the end of the academic year, mentor and mentees will participate in at least three service-learning or community-based projects.

Ia. By the end of fall training, mentors will be able to generate a list of service-learning and community based projects that occur on the SOU campus and in the Ashland community throughout the academic year.

Ib. By the end of the academic year, mentors will have arranged or participated in three or more service-learning and or community based activities with their mentee.

IIa. By the end of the academic year, mentees will be able to explain the positive impact that participating in service-learning and community-based projects has had on their first year at SOU.

4. NSSE Benchmark- Student-Faculty Interaction

a. By the end of the academic year, mentors and mentees will be able to articulate the benefits of a liberal arts education.

Ia. By the end of fall training, mentors will be able to define the term “Liberal Arts”.

Ib. By the end of fall term, mentors will be able to interpret the purpose of taking the foundational, explorations, and integration stands of University Studies requirements as part of receiving a public liberal arts education.

IIa. By the end of fall term, mentees will have spoken with their mentor about what University Studies courses would benefit their overall academic goals.

IIb. By the end of the academic year, mentees will be able to summarize the purpose of a liberal arts education.

b. By the end of fall term, mentors will go with their mentees to meet with faculty.

Ia. By the end of fall term, mentors will discuss the importance of faculty connections, and the benefits students gain from utilizing professor office hours.

IIa. By the end of the academic year, mentees will report meeting with faculty outside of class often or very often.

IIb. By the end of the academic year, mentees will be able to articulate how meeting with faculty has helped them meet their academic goals.