

Office of Diversity and Multicultural Affairs

**AHANA Peer Mentoring Program
Assessment Report**

Individual Completing Report: Serreta Y. Archer, Program Manager

The Office of the Vice President for Minority Affairs and Community Relations (OMACR) now the Office of Diversity and Multicultural Affairs (ODAMA) established the CLASS (Cooperative Learning and Academic Success System) Program in 1990 to foster recruitment and retention of minority students, particularly through the first year. In 2001, the eight-week summer bridge program was restructured into a peer-mentoring program, designed to assist first year minority students in identifying and utilizing campus resources to achieve their academic, career, and personal goals. The program continues to monitor and support students through graduation.

In the summer of 2004, the Colleges of Liberal Arts and Social Sciences were combined to form (CLASS), thus prompting us to change our name to AHANA (African, Hispanic, Asian and Native Americans). This acronym is used widely at colleges and universities across the nation. Also in the spring semester of 2004 the AHANA staff was reduced from three (3) to two (2) full time staff, requiring some modifications in the delivery of program services.

Based upon the recommendations of the committee and modifications in the delivery of program services, the following changes were implemented beginning Summer 2006.

Goal 1 (Revised Goal): To identify and recruit 60 incoming freshmen-level AHANA (African, Hispanic, Asian and Native Americans) students for participation in the AHANA Peer Mentoring Program. Hispanic student participation should reflect 10% of program enrollment each year.

Based on the assessment results for the last four years and the current staffing of the program, it was decided that **Goal 1** and **3** will be combined to reflect the maximum number of students that can be serviced by the program for an academic year. The goal of 20%, which was the percentage of AHANA students enrolled in the University for fall semester, was modified to the number 60 (the maximum number of students that can be serviced in an academic year with current staffing). Hispanic student participation will now reflect 10% of the program enrollment number each year. The AHANA Peer Mentoring program reached these new goals with an increased focus on the identification/contact process and additional outreach activities. One of the greatest gains in reaching this number was the addition of the mini Summer Bridge Program: Running S.T.A.R.T. (Striving Toward Academic Readiness Together). This program netted AHANA nearly a third of its participants.

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Goal 2: Increase the first-year retention rate to 65% for program participants.

To ensure that we continue to consistently meet our goal, enhance retention and re-enrollment of students, a Summer Bridge (Running S.T.A.R.T.) Program focusing on retention and academic success was designed and implemented in the Summer of 2006. A series of ongoing workshops/activities were continued throughout the academic year that focused on intrusive intervention strategies. Weekly F.O.C.U.S. (Friends on Campus United to Study) Groups were organized to show students how to study. A supplemental instruction course (History 215) was piloted for a core group of students during the Fall and Spring semesters. About 25% of the students that participated in SI were AHANA program students. Based on the evaluations and focus groups, SI participants reported better study habits, higher confidence levels and a greater likelihood to study within a smaller group setting. The development of a supplemental instruction class for Psychology 101 is being explored for implementation in Fall 2007.

The AHANA program evaluations reflected that 82% of the participating students were satisfied/highly satisfied with their peer mentoring relationship, an increase of 12% over last year. However our goal of 90% was not met. The goal is obtainable and the AHANA staff will continue to focus on improving the structured peer mentor/mentee relationship.

Goal 3: AHANA mentees will utilize the AHANA Peer Mentoring program resources to develop effective time management plans. (To be implemented Fall 2007)

The AHANA Peer Mentoring Program will continue to improve services to its participants by seeking additional collaboration with campus departments to ensure the successful transition of first-year AHANA students.

AHANA Peer Mentoring Program Assessment Plan Fall 2006-Spring 2007

Program: _____ AHANA Peer Mentoring Program _____	Completed by: _____ Serreta Y. Archer _____
Department: _____ Office of Diversity and Multicultural Affairs _____	Date: _____ 21-May-07 _____

Goal 1

To identify and recruit 60 incoming first-year AHANA (African, Hispanic, Asian and Native Americans) students for participation in the AHANA Peer Mentoring Program. Hispanic student participation should reflect 10% of the program enrollment number each year.

Outcomes	Research Methods	Findings	Review	Actions
#1 Identification of incoming AHANA (African, Hispanic, Asian and Native Americans) first-year level student who are eligible for program.	Contact information (mailing and telephone lists) for all incoming program eligible students is generated beginning March to August and is updated in	FY 02-03: The appropriate lists are generated and disseminated to the peer mentors for contact and mailings on time FY 03-04: Findings similar to	The AHANA Program manager ensures that the contact information has been received by program personnel (graduate assistants and peer	FY 02-03: After review, the CLASS program staff concluded that the identification and contact process should be continued as currently practiced.
	December for the Spring semester intake.	FY 02-03 FY 04-05: Continued to disseminate list to peer mentors with follow up contact by AHANA Staff.	mentors). Program staff verifies through random phone calls, personal interactions and mailings, that at least three contact attempts were	FY 03-04: No change from FY 02-03 actions FY 04-05: Continue current practice with additional outreach targeting Hispanic and Native
		FY 05-06: Appropriate lists were generated and disseminated timely to peer mentors, second year AHANA Program Participants and Graduate	made to all potential mentees.	American Students. FY 05-06: Continue current practice with additional outreach dormitories, library, recreation center, etc... Initiate a faculty
		Assistants. FY 06-07: Findings similar to FY 05-06 with the addition of the referrals from the Running S.T.A.R.T. program		and staff referral campaign for AHANA students beginning Summer 2006 semester. Updated AHANA program brochures were produced.
		participants and applicants.		FY: 06-07: Initiated summer bridge program - targeting local AHANA students and continued with current outreach practices.

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Outcomes	Research Methods	Findings	Review	Actions
#2 Number of incoming AHANA (African, Hispanic, Asian and Native Americans) first-year students who complete the intake process.	The total number of new students program participants is tabulated upon the completion of AHANA intake process by the first Friday of October.	Fall 01: 50/279 = 17.9% Fall 02: 51/275 = 18.5% Fall 03: 57/291 = 19.6% Did not meet our increase target of 20%	The AHANA program staff reviewed Fall term recruitment efforts during the semester intersession. Interview fall applicants who did not	FY 02-03: The CLASS program staff increased the target recruitment percentage to 20% effective Fall 2003 FY 03-04: we will continue with current
	(Application, interview and orientation)	Fall 04: 52/313 = 16.6% Did not meet our target goal of 20% Fall 05: 40/297 = 13.5% Did not meet our target goal of 20%	complete intake process; help facilitate the completion of intake process. Review mentors' contact and randomly select mentees to participate in	recruitment practices and monitor outcomes. FY 04-05: Decrease the target recruitment from 20% to 15% effective Fall 2005.
		Fall 06: 61 of 78 new applicants completed the intake process. Goal met.	student led focus groups regarding recruitment strategies.	FY 05-06: Change the target recruitment from 20% to 60 students effective Fall 2006 FY 06-07: Continued with current recruitment practices monitor outcome and conducted student led focus groups.
Outcomes	Research Methods	Findings	Review	Actions
#3 First-year Hispanic students will comprise 10% of students who complete the intake process.	The total number of new Hispanic student program participants is tabulated upon the completion of AHANA intake process by the first Friday of October.	Fall 2001: 10 Fall 2002: 6 Fall 2003: 6 Fall 2004: 8 Fall 2005: 5	The AHANA program staff utilized linkage of Hispanic applicants from the Running S.T.A.R.T. program. Utilized program participants within the	FY 02-03: Increased awareness of the program is needed, information will be given to Latinos Unidos (student organization) and increased marketing to Hispanics will be undertaken
	(Application, interview and orientation)	Fall 2006: 7 of 7 new applicants completed the intake process. Goal met.	Hispanic community. Revisited fall enrollment list to identify potential program participants.	(mailings, etc.) FY 03-04: Continue FY 02-03 activities FY 04-05: Increase the number of direct contacts with eligible Hispanic students via letters, email and
				telephone. FY 05-06: Continue efforts of FY 04-05 and extend the recruitment areas to include recreation center, dormitories, library and student club meetings etc.
				FY 06-07: Increased the participation and outreach to incoming students through the Hispanic Retention Initiative's Big Brothers/Sisters and alumni.

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Goal 2

Increase the first-year retention rate to 65% for program participants.

Outcomes	Research Methods	Findings	Review	Actions
#1 65% of student participants will return the following Fall term.	Fall to Fall retention rates are calculated for program participants from the previous year by October 1 each year	Fall 2002: 34/50 (68%) program participants returned v. 127/279 (55.5%) of eligible non-participants Fall 2003: 25/40 (62.5%) program participants returned v. 120/234 (51.3%) of eligible non-participants Fall 2004: 22/42 (52.4%) program participants returned v. 115/271 (42.4%) of eligible non-participants Fall 2005: 27/40 (67.5%) program participants returned v. 125/297 of eligible (42%) non-participants Fall 2006: 25/33 (75.7%) program participants returned v. 122/255 (48%) of eligible non-participants.	FY 02-03: The CLASS program staff reviewed the retention rate of the 2001 program cohort Oct-02 FY 03-04: Review indicated that despite differences in return rates of participants v. non-participants the outcome target was not met. FY 04-05: Review indicated that that despite differences in return rates of participants v. non-participants the outcome target was not met. FY 05/06: Outcome target was met. FY 06-07: The program manager reviewed the retention rate of the 2005 program cohort in October. Goal was met.	FY 02-03: While the goal was met program staff decided to leave the target percentage unchanged and monitor the first year retention of the 2002 cohort prior to making any changes to the goal. FY 03-04: Although the goal was not met program staff will leave the target percentage at 65% and continue to monitor retention of the 2003 cohort before making any changes in present goal. FY 04-05: The goal was not met, however the target percentage of 65% will remain for another year. Increase referrals of deficient students to appropriate academic support services. FY 05-06: The goal was met. To enhance retention and re-enrollment of students, a Summer Bridge Program will be designed and implemented Summer 06. FY 06-07: Summer Bridge Program was designed and implemented Summer 06. Will continue efforts to encourage students who stopped out to return.
Outcomes	Research Methods	Findings	Review	Actions
#2 100% of program participants found to be in academic difficulty at mid-term (gpa below 2.0/ and class D or lower) will be referred to appropriate support services.	Reviewed and accessed mid-term grades of first-year participants	FY 03-04: 75% return rate on Mid-term progress reports for program participants FY 04-05: 24 tutoring referrals were made FY 05-06: 34 of 40 students were referred for tutoring based upon the mid-term grades. FY 06-07: 42 students were referred for tutoring based upon the fall mid-term grades. 11% of the 42 students utilized the referral at least three times. 35 students were referred for tutoring based upon the spring mid-term grades. 17% of the 35 students utilized the referral at least three times.	The AHANA Program staff reviews the mid-term grades in October and March to determine appropriate academic referrals and support.	FY 03-04: Based on feedback all students having academic difficulties were contacted and referred to appropriate support services FY 04-05: Continue to refer students to appropriate support services and monitor and track attendance at tutoring. FY 05-06: Continue efforts stated in FY 04-05 FY 06-07: Continue to refer students appropriate academic support services. Monitor and track the attendance at tutoring, extended in-office academic support and establish weekly study groups.

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Outcomes	Research Methods	Findings	Review	Actions
#3 100% of program participants will be assigned a peer mentor upon completion of intake process.	Reviewed the first Friday of October.	FY 02-03: Each of the first-year program participants was assigned a peer mentor. All of the first-year participants was contacted at least three times each term by their peer mentor.	The number and types of contacts made by the peer mentors were reviewed by the program staff. This oversight is to ensure an effective and	FY 02-03: The method for documentation of contacts made by peer mentors were reviewed by September 30, 2003. FY 03-04: The method for documentation of contacts made by
		FY 03-04: All of the first year participants were contacted at least three times each term by the graduate assistants or their assigned peer mentor. FY04-05: 100% of the first year	supportive mentoring relationship. In reviewing the contacts it was determined that email was the predominate form of contact of mentor/mentee contact.	peer mentors Fall 03 were reviewed December 12, 2003 and Spring semester contacts were reviewed by 30-Jun-04 FY 04-05: Documentation reviewed in
		participants were assigned a peer mentor within two weeks of completing their intake interview. Goal met. FY 05-06: Peer Mentees were assigned to a peer mentor or to a graduate		December 2004. FY 05-06: The method of documentation was changed from a check-up form to a narrative log for clarification and detailed information
		assistant within two weeks of completing their intake. Goal met. FY 06-07: Mentees were assigned to a peer mentor or to a graduate assistant within two weeks of		on mentees. FY 06-07: The method of documentation was revised to a combination narrative log/check-up sheet.
		completing their intake. Goal met.		
Outcomes	Research Methods	Findings	Review	Actions
#4 90% of the program mentees will report that they are satisfied/highly satisfied with their peer mentoring relationship.	Mentees will complete Fall and Spring program evaluations.	FY 03-04: 38/53 of program participants reported that they were highly satisfied with their mentor relationship FY 04-05: 64% (21/33 of active program participants) Did not met goal.	The AHANA Program staff reviewed the evaluations in December for any changes to be addressed during the peer mentors training in January.	FY 03-04: While the goal was not met the staff decided to leave the target percentage unchanged. FY 04-05: Based on feedback a training session was held in January
		FY 05-06: 23/33 active program participants reported they were satisfied with their mentor relationship. Did not meet goal. FY 06-07: 82% of the mentees reported		2005 to help peer mentors enhance communication skills to build effective rapport with program participants. FY 05-06: Expanded training sessions for peer mentors to include leadership,
		that they were satisfied/highly satisfied with their mentoring relationships. Goal not met. However, th		communication styles and diversity training. Will revamp evaluation tools and distribution methods to ensure 100% participation. FY 06-07: We moved the evaluation
				period up, by one week to ensure a greater capture rate. Goal not met. Again focused on mentor/mentee relationships in January mentors' training.

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Goal 3

AHANA mentees will utilize the AHANA Peer Mentoring Program resources to develop effective time management plans. New goal for 2007-08

Outcomes	Research Methods	Findings	Review	Actions
#1 100% of program participants will complete a term schedule.	Program staff will obtain a copy of a complete term schedule due the second Friday in September.			
Outcomes	Research Methods	Findings	Review	Actions
#2 100% of program participants will complete an initial weekly schedule.	Program staff will obtain a copy of a complete weekly schedule due the third Friday in September.			
Outcomes	Research Methods	Findings	Review	Actions
#3 50% of program participants will complete an initial daily schedule.	Program staff will obtain a copy of a complete daily schedule due the fourth Friday in September.			