Faculty Student Mentor Program

ACADEMIC YEAR 2015-2016

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Executive Summary

The Faculty Student Mentor Program (FSMP) is one of several educational equity programs designed to provide students with the academic support and encouragement needed to accomplish their educational goals. FSMP is designed to offer academic and personal support to students from traditionally low-income communities.

Faculty and Peer Mentors are key elements to goal attainment. Teams of faculty and peer mentors from the respective Colleges assist the students in integrating into campus life and assist their development as scholars in their academic major.

The teams may organize study sessions and give assistance by providing advice and referrals to advisors within the departments and other on campus resources. The teams also plan activities supportive of the students’ interests and needs. The students are matched with Faculty and Peer Mentors by academic major.

This academic year 2015-2016, FSMP students interfaced with peers, faculty, and staff through academic based mentoring. During spring 2016, the Sac State GPA for FSMP students was 2.91 compared to 2.96 for non-FSMP students.

The staff and faculty of the College of Education participated in outreach efforts to increase the number of student participation. Students sought advising and mentoring that emphasized and reinforced learning expectations. The impact of services is determined from performance on required tests and interviews.

The College of Engineering and Computer Science (ECS) provided Professional Development Seminars to students. Tutors also visited key classes to let students know of the ECS Tutoring Services program available to them.

The College of Natural Science and Mathematics (NSM) provided different activities and workshops. Students from NSM21 – First Year Seminar became a gateway to actively promote the Science Educational Equity (SEE) program.

The College of Social Sciences and Interdisciplinary Studies (SSIS) assessed the peer mentor’s training needs. They directly advised students on time management, stress management, and study skills. In addition, they reached students through campus events, and gave presentations in order to increase student participation. As a result, students reported that the peer mentor services were beneficial.
Mission Statement

At Sacramento State, we are committed to the growth development, retention and graduation of our students.

Program Goals

- To increase the retention and graduation rates of students
- To promote excellence
- Gain support for academic pursuits and personal development
- To promote students’ self-confidence
- To advance students’ knowledge of campus resources
- To encourage students’ development of supportive relationships with other students, faculty and staff (community building)
- To introduce the students to an academic discipline
- To help students develop the knowledge, skills and attitudes necessary for successful completion of their academic goals
- To develop leadership skills to enable the students to become future peer mentors and leaders
- To connect the students with professional and academic organizations

Program Benefits

- Have the opportunity to meet new and continuing students with similar academic, cultural, and social interests.
- Have the opportunity to have a collaborative relationship with a Faculty Mentor within the discipline of choice.
- Gain support for academic pursuits and personal development.
- Be able to get assistance to improve academic skills such as writing, note-taking, time management, and stress management skills.
- Become aware of campus student organizations and clubs, activities and services.
- Receive assistance with course selections, majors and referrals to major advisors.
- Receive assistance with test preparation (TEAS, CBEST, CSET, and WPJ).
- Opportunity to enroll in a mentoring class in the College of Social Sciences and Interdisciplinary Studies (ID 96, Soc Connect 196A & 196B; Odyssey/Government ID 198).

Staffing

Marie Torregrosa – FSMP Coordinator
Juan Carlos Arrieta – Lead Peer Mentor & Program Assistant
Demographic Information of FSMP Students

FSMP students are from one or both low-income and/or first generation to attend college. During the academic year 2015-2016, there were 6,082 students who were identified meeting the criteria for FSMP. Table 1 shows the demographic information of FSMP students from all colleges. Figures 1 and 2 show the overall gender and ethnicity of FSMP students.

Figure 1

![Gender of FSMP Students (N=6,082)](image)

Source: Cognos extract on 07/22/16.
The table below shows the breakdown of eligible students who received direct service by college.

<table>
<thead>
<tr>
<th>Primary College</th>
<th>Number of Students Served during AY 15-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>300</td>
</tr>
<tr>
<td>Engineering and Computer Science (ECS)</td>
<td>1003</td>
</tr>
<tr>
<td>Natural Science and Mathematics (NSM)</td>
<td>761</td>
</tr>
<tr>
<td>Social Sciences and Interdisciplinary Studies (SSIS)</td>
<td>750</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,814</strong></td>
</tr>
</tbody>
</table>

Each college has different types of services provided to FSMP students during this academic year. This includes opportunities to interface with peers, faculty and staff through academic-based mentoring (advising, tutoring, mentoring, e-mentoring, test preparation, community building, etc).

**College of Education:**

The Equity Coordinator and FSMP Peer Mentor/s provide the following:

- Diagnose and prescribe for tests, including the California Basic Skills Tests (CBEST) and the California Subject Matter Tests (CSET)
• Provide individual advising and instruction in needed areas; especially in math and writing
• Assist students in program applications; e.g. credential programs, graduate programs
• Provide workshops for CBEST and CSET
• Encourage participation at events such as EOP and CAMP events, Mini-Corps meetings, student organizations, Spring Sting, Preview Day, Career/Graduate Day, Grad Diversity Conference, and College of Education/FSMP
• Conduct individual meetings with students contracted through email and phone call follow-ups. The main target populations will be students who are bilingual in Spanish and Hmong, and students from low-income urban backgrounds
• Train peer mentors to be directly involved in all activities. The peer mentors will be representatives of the diversity of the Sacramento community.

**College of Engineering and Computer Sciences:**

The tutoring program is comprised of 12 tutors that provide services from 9 am to 6 pm, Monday through Thursday and 10 am to 2 pm on Friday in the ECS Academic Success Center located in Santa Clara Hall, room 1204 for students in engineering and construction management, and Riverside Hall for students in computer science. Tutors are upper division students in their major with high academic achievement that collectively represent all six fields in the College of ECS. Besides tutoring services, we offer other services including:

• counseling and peer advising sessions for students in support of their academic goals
• check-ins that help students on variety of issues not related to counseling or advising such as locker checkout, housing, financial aid, letters of reference, or interview refresher
• ECS Professional Development Seminars – each seminar was two hours in length and speakers covered topics essential for success in the workplace. Students who completed five or six of the seminars will receive a certificate signed by the Dean of ECS
• MEP Mentor program – Professional mentors (engineers) are assigned to freshmen mentees and academic mentors. The role of the academic mentor is to ensure that freshmen mentees receive academic guidance and support. The role of the professional mentors is to provide professional development to both the freshmen mentees and the academic mentors.
• MEP Workshops that cover academic and professional development
**College of Natural Science and Mathematics:**

The Science Educational Equity (SEE) Ambassador program is a peer mentoring program to provide guidance and mentoring to new and current students to the Science Educational Equity Program. Ambassadors will assist in delivering the goals of the SEE program, which is to support students from diverse ethnic, racial, and socioeconomic backgrounds in their pursuit of careers in the health professions, science research, and teaching. This is achieved by receiving guidance from senior members of the program, attending club meetings, engaging in SEE activities, and taking part in community outreach activities organized by the SEE Program.

The “Commit To Study Program” helps motivate STEM students to achieve the University's recommended three hours of study per one unit of math and science coursework. It provides the following:

- Media campaign to raise awareness of study hours needed for success
- Creation of STEM study space for group and individual use
- Study skills workshops, worksheets, and tutorials for science students
- Faculty workshops focused on incorporating study skills instruction in their classes
- Study skills clearinghouse webpage: www.csus.edu/indiv/p/paradisj/studyskills.htm

**College of Social Sciences and Interdisciplinary Studies:**

SSIS provides the following: 1) peer mentorship, 2) student peer mentor presentation & outreach to classes, 3) information distribution, outreach events & assistance with prospective students, and 4) student reception/outreach to highlight career transition, alumni experience, faculty advisors, student clubs and activities.

**Program Outcomes**

This academic year, the Vice President of the Division of Student Affairs decided to align department goals with the university's goals. The structure of this section will include the university's goals, the department goals, the strategies to achieve those goals, and the outcomes.

*University Goal #1 – Enhance student learning and success*

**Program Goal 1:** In support of the University’s Graduation and Retention Initiatives, we wanted FSMP students to maintain or increase the average GPA compared to undergraduate population.

The spring 2016 Sacramento State GPA for FSMP students was 2.91 compared to 2.96 for non-FSMP students.
Program Goal 2: Student mentors will develop knowledge, interpersonal and leadership skills.

College of SSIS: We sent out a survey to student peer mentors before a peer mentor training to determine what their needs were. The survey results demonstrated the following:

- 95% of student mentors requested information on mentoring transfer students.
- 52% requested information on mentoring students displaying at risk behaviors.
- 43% wanted to know more about Title IX.
- 38% asked to receive information on mentoring LGBTQI students.

The trainings were modified each semester based on the identified needs of the peer mentors, faculty mentors, and coordinators. Given the positive feedback, these trainings will continue to be offered every semester. We will continue to assess the peer mentor’s needs in order to maintain our training materials current and applicable.

Program Goal 3: Student mentees will develop knowledge, interpersonal and leadership skills.

College of Education: Relative to the baccalaureate learning goals, the Educational Equity Coordinator and Peer Mentors will do a limited amount of general education and major advising. We will do individual advising and mentoring of students that emphasize and reinforce the expectations of undergraduate learning as described in the document http://www.csus.edu/acaf/Portfolios/GE/lrngls.htm

Students will understand the importance of:

- being competent in at least one major field of study and understanding the relationship among all fields
- being able to analyze and solve problems using qualitative and quantitative data
- being able to read, write, speak and listen effectively
- being able to make effective and ethical use of information resources and technology for personal and professional needs
- having knowledge of history and an appreciation of the arts
- having knowledge and an appreciation of cultural and linguistic diversity

Impact of these learning expectations will be obtained from performance on required tests and interviews such as the California Basic Skills Test and the California Subject Examinations for Teachers (CSET), and teaching credential interviews.

College of ECS: During spring 2016, we invited students to attend the ECS Professional Development Seminars (ECS PDS) which consisted of six seminars. We believe that engineering success lies on technical development, career development, professional development and GRIT (relentless pursuit of goals). These seminars were:
- Core Competencies that STEM Employers Expect: Are you prepared?
- Making Good Choices: Ethics of STEM Professionals
- Storytelling for Impact and Action
- Project Management: What Does That Really Mean?
- The Quality Management Imperative for STEM Professionals
- Practical Leadership: Where Are the Leaders?

The total number of seminar visits from FSMP students was 27. Seven FSMP students participated in multiple seminars. Five FSMP students received a certificate of completion from the Dean of ECS.

**College of NSM:** We provided different activities and workshops each semester. A total of 584 attendees participated during the academic year. During fall 2015, peer mentors organized activities such as Time Management, Stress Management, and Healthy Eating as a College Student. In addition, during a SEE Family Meeting, an interactive activity called Growth Mindset was led by the NSM Commit to Study Program in order to provided students the ability to perceive and overcome challenges instead of letting it become a roadblock. Unfortunately, we did not evaluate the workshop at the end of each session and was unable to determine the success of the workshops.

During spring 2016, workshops were held including “Tips and Tricks to Networking,” and “SEE Connect” which allowed students to practice their networking skills and network with alums who are currently in graduate or professional schools and professionals in different science fields or health professionals. Both networking events were well received by students and we plan to continue to do this in the future.

In the fall semester, Ms. Montanez, in collaboration with Dr. Jeff Paradis, the faculty Director of Commit to Study Program, developed and piloted workshops on Growth Mindset and Study Skills. These workshops were delivered to students in leadership positions like PAL facilitators, and to students enrolled in NSM 21. In spring 2016, the Commit to Study Program trained new Ambassadors in delivering workshops, and learning how to administer the Learning Assessment and Study Skills Inventory (LASSI).

**College of SSIS:** We provided resources to students who utilized the student peer mentor office hours. Resources were utilized to provide directed advise on time management skills, stress management skills, study skills, getting involved on campus, preparing graduate program application, developing a resume or CV, and learning about campus resources amongst other academic opportunities.

**University Goal #5 – Engage students in a comprehensive university experience**

**Program Goal 4:** Student mentors will attend or participate in college outreach activities.
College of Education: Together with various staff and faculty, the Equity Coordinator and the Peer Mentors participated in outreach efforts including: tabling outside the College of Education building at the beginning of Fall and Spring semesters; Transfer Orientation tabling and workshops; Spring Stings at local community colleges; classroom presentations, presentations at student organizations (MEChA, MLK Scholars, Hmong Student Group, SCTA, Future Math and Science Teachers’ Club, CAMP, and Mini-Corp); Teacher Preparation Program Advising Sessions and Application Clinics; EOP Preview Day for future K-12 and transfer student/families.

College of ECS: Tutors visited the following key classes that students typically need the most assistance and they announced the ECS Tutoring Services program: CSc15, CSc20, EEE64 Lab, EEE117, Engr 1A, Engr17, Engr30, Engr45, Engr50, Engr124, Math 30, Math 31, and Phys11A. In addition, tutoring services were advertised by flyers posted in Riverside Hall and Santa Clara Hall. Tutoring services were also announced on the electronic bulletin board of Riverside Hall. Email messages were sent to both FSMP students and non-FSMP students in engineering and computer science.

College of NSM: The SEE program used NSM 21, First Year Seminar – Becoming an Educated Person, as a freshmen gateway to actively promote the program. Students participating in the course are first year students with expressed interest in entering the health professions and/or careers in science. The class involved the First year Experience (FYE) curriculum, an introduction to the SEE program, study skills necessary for success in the science disciplines, and independent projects on future health careers on the Sacramento State campus.

College of SSIS: We reached over 500 students through ASI college events, out-of-campus events, as well as through e-mail, distribution of flyers, and updated announcements in bulletin boards and department specific websites. Each department has compiled a list of on-campus and out-of-campus resources based on student needs. Student peer mentors met with different on-campus entities such as the First Year Advising program, the Multicultural Center, and several student clubs which increase awareness and visibility on each of their peer mentoring programs. The Anthropology, Gerontology, Psychology, Sociology, and Women’s Studies Department involved student peer mentors to outreach events such as Future Hornet Day, Spring Sting, and the Latina Youth Conference. These took place at American River College, Sacramento City College, Cosumnes River College, and Sierra College. Student peer mentors also attended New Student Orientation in order to assist with incoming transfer and freshmen students.

In addition, student peer mentors gave in-classroom presentations inviting students to attend department and college specific events. These visits allowed the student peer mentors to also encourage program participation by making an appointment or visiting during office hours. Student mentor feedback suggests that these outreach events were successful as there was a significant increase in the amount of contacts especially for new
department peer mentoring programs in FSMP. Peer mentors also met with the department chair and faculty to seek and gain their support as well as increase the amount of student referrals.

**Program Goal 5:** Students will be satisfied with services.

*College of NSM:* Students who received services from the SEE/FSMP program were given program evaluation forms to provide feedback on the service they received. Table 1 shows the result of the program evaluation by semester.

<table>
<thead>
<tr>
<th>SEE/FSMP Ambassador Program Evaluation</th>
<th>Fall 2015 (N=32)</th>
<th>Spring 2016 (N=15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a good understanding of all SEE services.</td>
<td>78% agree/strongly agree</td>
<td>87% agree/strongly agree</td>
</tr>
<tr>
<td>I feel welcome into the SEE program.</td>
<td>88% agree/strongly agree</td>
<td>87% agree/strongly agree</td>
</tr>
<tr>
<td>The SEE/FSMP Ambassadors made me feel welcome into SEE.</td>
<td>N/A</td>
<td>93% agree/strongly agree</td>
</tr>
<tr>
<td>I know who the faculty and staff are that work in the SEE program.</td>
<td>63% agree/strongly agree</td>
<td>46% agree/strongly agree</td>
</tr>
<tr>
<td>I visited the SEE study room regularly.</td>
<td>50% agree/strongly agree</td>
<td>67% agree/strongly agree</td>
</tr>
<tr>
<td>I was contacted by my SEE/FSMP Ambassador at the beginning of the semester.</td>
<td>94% yes</td>
<td>100% yes</td>
</tr>
<tr>
<td>How many times have you met with your SEE/FSMP Ambassador this semester?</td>
<td>81% 1-3 times</td>
<td>93% 1-3 times</td>
</tr>
<tr>
<td>Scheduling appointments online was easy.</td>
<td>75% yes</td>
<td>80% yes</td>
</tr>
<tr>
<td>My SEE/FSMP Ambassador was easy to get a hold of.</td>
<td>91% yes</td>
<td>93% yes</td>
</tr>
<tr>
<td>I took part in activities in SEE.</td>
<td>N/A</td>
<td>67% agree/strongly agree</td>
</tr>
</tbody>
</table>
College of SSIS: Based on the data collected from the electronic post-test survey sent to students who sought out the peer mentoring services, students reported that the program was beneficial; 69% of the respondents indicated that:

- Their peer mentoring program was helpful in planning and accomplishing their academic goals
- The program provided them with useful resources
- Their mentor helped them gain a thorough understanding of the degree requirements for their major
- The program was beneficial to their overall growth and development
- They would recommend the services provided by the peer mentoring program to fellow students
## Appendix A

<table>
<thead>
<tr>
<th>University Goals</th>
<th>Program Goals</th>
<th>What will be the standard of performance?</th>
<th>Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1:</strong> Enhance Student Learning &amp; Success</td>
<td>1. Students will interface with peers, faculty, and staff through academic-based mentoring.</td>
<td>Maintain or increase in average GPA compared to non-eligible FSMP students</td>
<td>Spring 2016 Sac State GPA FSMP: 2.91 Non-FSMP: 2.96</td>
</tr>
<tr>
<td></td>
<td>2. Student mentors will develop knowledge, interpersonal and leadership skills. (Baccalaureate Learning Goal: Integrative Learning)</td>
<td>Increase in student mentor skills</td>
<td>SSIS: assessed the peer mentor’s training needs</td>
</tr>
</tbody>
</table>
| | 3. Student mentees will develop knowledge, interpersonal and leadership skills. (Baccalaureate Learning Goal: Intellectual and Practical Skills) | Increase in student mentee skills | **Education:** passing scores in required tests and interview  
**ECS:** provided Professional Development Seminar  
**NSM:** provided different activities and workshops  
**SSIS:** direct advise to students |
| **Goal 5:** Engage Students in a Comprehensive University Experience | 4. FSMP student mentors will attend or participate in college outreach activities. | Increase in number of attendance/participation of student mentors | **Education:** staff and faculty participated in outreach efforts  
**ECS:** tutors visited key classes  
**NSM:** SEE program used  
NSM21 – First Year Seminar  
**SSIS:** reached students through campus events, and gave classroom presentations |
| | 5. Students will be satisfied with services. | Maintain or increase levels of satisfaction | **NSM:** 91% (fall 2015) and 93% (spring 2016) of students responded that their SEE/FSMP Ambassadors was easy to get a hold of  
**SSIS:** students reported that the peer mentoring services were beneficial |