

Triton International Leaders Peer Mentor Program AY 2013-2014

 Public

Name of Assessment Project: Triton International Leaders Peer Mentor Program AY 2013-2014

Name(s) of Person(s) Responsible for Assessment Project:

Role

SEVIS and Analytical Studies Coordinator (Barry Fass-Holmes)

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Providing Department: International Center

Other Units/Departments Involved in Assessment Project:

Program, Service, or Event Related to Assessment Project

The assessment conducted was for the full academic year of the Triton International Leaders (TILs) Peer Mentor Program. The TILs Peer Mentor Program was developed in 2010-2011, and first implemented in Fall Quarter 2011. It is designed for incoming Freshmen and Transfer international students for their first year. They are matched as one of a group of 20 to an existing student paid mentor. One of the intentions of the program is to improve retention by providing students with a multi-faceted approach of having:

- an individual mentor,
- a small group to interact with,
- a larger group in the form of the program as a whole,
- information on resources available to them as provided by their mentor based on their needs as discussed in their interactions
- events designed to meet the goals of the program as outlined below in Number 10
- leadership and growth opportunities, as well as some professional development and preparation through the Leadership Certificate Program
- cross-cultural interactions to improve communication and success on campus and beyond through interactions in the program and also with other students on campus and the community outside
- continued networking opportunities and contact with the group with the TILs' Alumni Network

 TILS AY1314
 TILS report

Assessment Project Description

Our assessment project was designed based on our program goals, with questions related to them and designed to provide us answers on whether or not we are reaching those goals. We also wanted to determine whether or not the newly added Leadership Certificate Program was appreciated and useful, if there is interest in participating in the newly developed TILs' Alumni Network, and if students were volunteering since they had expressed interest in it. Lastly, we wanted to determine overall

satisfaction, if expectations were met, ideas for improvement, their favorite activities, and any additional feedback they might have.

We plan to use the results to improve and strengthen our program. We want to make sure that resources are being used in the best fashion possible in the areas most needed.

Unit/Program Specific Goals and Learning Outcomes

1. Encourage students to make friends outside of their culture/ethnic group- Meet people & Make friends
2. Provide students with knowledge of resources and opportunities available on campus- Know your Campus
3. Get students to be more involved/engaged in university life/ greater sense of belonging- Get involved with UCSD
4. Enhance quality of intercultural experience and appreciation for diversity- Cross-cultural experiences
5. Familiarize students with the city of San Diego- Explore San Diego
6. Provide students with opportunities to take on leadership roles and to gain leadership experience- Be a leader in your community

These goals and learning outcomes are addressed throughout our program through our events, our service projects, certificate program, and interactive experiences – our activities are aligned with the goals and developed to meet them. Each activity is supported by at least one program goal; and each program goal is supported by at least one activity throughout the entirety of the program. We strive to bring each of the individuals in to participate, and if they choose to do so, they will experience the full impact of the program.

In addition, the fact that we have multiple components – individual mentor-to-mentee relationship, group relationships, Leadership Certificate Program, TILs’ Alumni Network – helps strengthen all the existing elements and the layers build upon themselves and complement each other.

Relationship to Student Affairs Learning Outcomes: Think Critically and Solve Problems, Communicate Effectively, Advance a Plan for Personal, Academic, and Professional Success, Lead in a Diverse Global Society, Engage in a Healthy Lifestyle, Promote Social Justice and Community Responsibility

Assessment Project Start: 6/19/2014

Assessment Project End: 7/1/2014

Population/Sample

For the overall year-end assessment, we invited all the students from the full-year program to participate, approximately 180 student mentees. We received feedback from 16 students. However, throughout the year, we have a number of different programs, events, and interactions, some of which we also have assessment information from. In addition, we regularly ask for feedback in our personal interactions.

Type of Assessment: Student learning outcomes and/or behavioral outcomes, Satisfaction study, Assessment of culture/climate

Other Assessment

Type(s):

Assessment Methods: Interviews, Observation, Surveys, Visual Collection (e.g., photos, videos), Participant Counter

Other Assessment

Method(s):

Data Collection Tools

Campus Labs Baseline survey

Data Analysis Methods

The evidence was analyzed by compiling survey results, with some open-ended response data.

Presentation of Findings

Hannah Reese received the findings, they were presented in the form of survey results from Baseline.

Progress:  100%

Link Assessment Project in Campus Labs Baseline

Name	Source Type
Triton International Leaders Peer Mentor Program Assessment AY13-14	Baseline (All project data)

Summary of Findings

- 81.25% of the respondents to the question said they made friends outside of their cultural group because of the program (Baseline Survey #3)
- 81.25% of the respondents to the question said they have a better understanding of campus resources available to them because of the program (Baseline Survey #4)
- 75% of the respondents to the question said they are more engaged in university life because of the program (Baseline Survey #5)
- 68.75% of the respondents to the question said they have a stronger sense of belonging on campus because of the program (Baseline Survey #6)
- 81.25% of the respondents to the question said they have a greater appreciation for cultural diversity because of the program (Baseline Survey #7)
- 56.25% of the respondents to the question said they are more familiar with the City of San Diego because of the program (Baseline Survey #8)
- 68.75% of the respondents to the question said they are more familiar with San Diego transportation because of the program (Baseline Survey #9)
- 75% of the respondents to the question said they have strengthened their leadership skills because of the program (Baseline Survey #10)
- 71.43% of the respondents to the question are either Satisfied or Very Satisfied with the program (Baseline Survey #17)
- 100% of the respondents to the question said that they would theoretically participate in the program again (Baseline Survey #18)
- 92.85% of the respondents to the question volunteered at least one hour (Baseline Survey #15)
 - 7.14% volunteered more than 10 hours, and 35.71 % volunteered 6-10 hours

- 100% of the respondents to the question said they would recommend the program to their friends (Baseline Survey #22)

We improved in every category but one, which was 71.45% of the respondents to the question marked that they were either Satisfied or Very Satisfied with the program, compared to 75% of the respondents last year.

Last year we asked how likely students would be to participate in the program if a leadership certificate was offered, two-thirds of the respondents to the question said they were more likely to participate. This year since we implemented our Leadership Certificate, 68.75% of the respondents to the question completed the program, and another 18.75% attended some of the events related to the program but did not complete it.

In comparison to last year's results:

- Over half of the respondents to the question said they made friends outside of their cultural group because of the program
- Two-thirds of the respondents to the question said they have a better understanding of campus resources available to them because of the program
- Over half of the respondents to the question said they are more engaged in university life because of the program
- Over half of the respondents to the question said they have a stronger sense of belonging on campus because of the program
- Over half of the respondents to the question said they have a greater appreciation for cultural diversity because of the program
- Over half of the respondents to the question said they are more familiar with the City of San Diego because of the program
- Over half of the respondents to the question said they are more familiar with San Diego transportation because of the program
- One-third of the respondents to the question said they have strengthened their leadership skills because of the program
- 75% of the respondents to the question are either Satisfied or Very Satisfied with the program
- 87.5% of the respondents to the question said that they would theoretically participate in the program again
- 87.5% of the respondents to the question participated in volunteering
- 75% of the respondents to the question said they would recommend the program to their friends

Impact of Assessment

We will use these findings to try to strengthen our program by first of all trying to establish a higher level of communication with our participants, since one of our challenges is that even though we may have certain design elements included as components of the program, students are not aware of them, or do not have the time to take advantage of them.

Furthermore, as I will train staff this fall prior to the next school year, I will review the findings from this assessment in order that they are aware of the results. Since the inception of the program, we have been very fluid in trying to adapt to the needs of the students – we will continue to do so. Since we are going into the fourth year of the program, I am expecting that this is the year that it will begin to really establish itself; therefore, we are looking to strengthen our Leadership Certificate Program, our TILs Alumni Network, the relationships between the mentor and mentee, and the relationships between the mentees within each mentor group. Additionally, we are hoping to continue to build stronger relationships across campus on top of our existing programs and relationships (with PAO, I-House, the colleges, and different student orgs).

Lessons Learned

We learned that in general we are meeting our goals, though we would like a higher number of students to participate in the assessment. In order to address this, I will try to implement paper forms

as well as electronic. I would also like to ask what would encourage further engagement. Lastly, we will continue to use other means, such as video interviews to address additional questions not specifically captured in the survey.

Consistent issues that we have a hard time with are student engagement and students responding to our attempts at both interaction and inviting them to events. Feedback we have received is that they are busy with classes and that they have to study.

Going forward, as always, assessments are needed at the end of each year, as well as throughout the year. Again, as always, we will have informal interviews and gain feedback from students in this manner.

Supplemental Information

Videos:

- UC San Diego Triton International Leaders 2013-2014 Promotional Video, www.youtube.com/watch?v=A_ihvXJpbuQ
- Triton International Leaders 2013-2014 End of the Year Video, www.youtube.com/watch?v=24NRiK4LnG0&feature=youtu.be
- Triton International Leaders Peer Mentors on the Program Spring 2012, www.youtube.com/watch?v=6wXHksRBMPs
- Winter Quarter 2012 Video Summary, www.youtube.com/watch?v=PEwbYRrhw3c

Last modified 7/18/2014 at 5:04 PM by [Barry Fass-Holmes](#)

Created 7/18/2014 at 4:48 PM by [Barry Fass-Holmes](#)