Making an IMPACT: A New Mentoring Program for Student Success

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HBU Demographics
Title V Grant
IMPACT Creation Process
Summer Launch
Dissertation Research
Formal and Informal Mentoring
Meeting Student Needs
Training, Programming and Workshops
Measuring Success
HBU Demographics

- Founded in 1960
  - Private, tuition-driven

- Undergraduates: 2,321
  - 77% minorities

- 531 First time freshmen
  - 26% First Generation
  - 41.81% Hispanic

- Pell-eligible HBU students: 50%
  - EFC in 2017: under $15,000
Hispanic undergraduate students are the largest minority on campus

Fall 2018
Ten Pillars: Recruit for National Influence

How?

By developing programs that attract and support first generation students, economically disadvantaged students, and Hispanic students.
Title V Grant

- HSI Status: 2013
- Title V Grant: 2014
- Grant awarded based on improving the first year experience and on increasing Hispanic student persistence
New Mentoring Program

- New Title V project
- Focus on retention
- Gaps in student needs
- Based on research
- What can we build on?
Mission statement:

*Summer Launch welcomes incoming freshman to HBU before the fall semester begins to prepare them academically for the rigors of college and connect them to students, faculty, and staff.*

- Students: At risk, denied admission, clean admits
- One week program; costs covered by university
- Students are paired with an upperclassman mentor
Goals:
- Increase academic preparedness
- Create community
- Increase retention

<table>
<thead>
<tr>
<th>Year</th>
<th>Number Attended</th>
<th>Number Who Began in Fall</th>
<th>Retained After One Semester</th>
<th>Retained After Two Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>21</td>
<td>16 (76%)</td>
<td>63%</td>
<td>31%</td>
</tr>
<tr>
<td>2016</td>
<td>27</td>
<td>27 (100%)</td>
<td>81%</td>
<td>78%</td>
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<tr>
<td>2017</td>
<td>38</td>
<td>34 (90%)</td>
<td>79%</td>
<td>62%</td>
</tr>
<tr>
<td>2018</td>
<td>47</td>
<td>45 (95%)</td>
<td>-</td>
<td>-</td>
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Dissertation Research

*Exploring the effect of mentoring in the degree attainment and career paths of first generation Mexican American women employed in senior leadership roles at Hispanic-Serving Institutions*

- Women had better relationships with informal mentors, but the work in formal mentoring relationships was very beneficial.
- Recommendation: Formal and informal mentoring should be staples throughout a mentee’s entire academic experience.
Formal and Informal Mentoring

Formal and informal mentoring can increase student persistence

- **Formal mentoring**: Artificially developed relationship wherein the organization matches mentors and mentees

- **Informal Mentoring**: Developed by mentors and mentees through informal relationships and interactions
Meeting Student Needs

- Post support program for students in Summer Launch
- Retention by connection
- Financial education
- Applying for scholarships
Question

What types of mentoring programs exist at your institution?
Innovative Mentoring Program Achieving College Transformation
Innovative Mentoring Program Achieving College Transformation (IMPACT) is a yearlong mentoring program designed to **motivate** students, help them apply for **scholarships**, assist them in focusing on their **academics**, and support them in achieving their **goals**. IMPACT uses formal and informal mentoring relationships to empower first year students to actively engage in all aspects of their academic journey. Faculty, staff, and upperclassmen provide students with accountability, and also partner with them to build positive self-efficacy.
Innovative Mentoring Program Achieving College Transformation (IMPACT) seeks to increase student success at Houston Baptist University, as measured by the persistence to graduation rates of first-year students.
4 Major Components

- Motivation
- Scholarships
- Academics
- Goals
How it Works

Senior Mentor:
- Faculty or Staff who meets with students at least 3x a semester for developmental purposes

Student Mentor:
- Upperclassman student who engages with students on a monthly basis and plans social events
  - Connects with students on a social level
  - Facilitates conversations on 7 Habits book
Programming and Training

- **Faculty/Staff Mentors: 20**
  - Monthly survey/check-up
  - Faculty/Staff Mentoring Handbook
  - Once a semester training

- **Student Mentors: 10**
  - Monthly student-led meetings
  - 3-day summer leadership camp
IMPACT Student Mentor Requirements

- Meet with mentees in person at least once a month
- Contact mentees at least once a week
- Lead monthly mentor meetings (rotate)
- Plan socials in teams (rotate)
- Monthly meeting with staff supervisors
  - Professional development opportunities
Student Mentees

- Students enrolled in program: 27
  - 1-2 students per faculty/staff mentor
  - 2-3 students per student mentor

- Student meetings
  - 3 meetings per semester with faculty/staff mentor
  - 1 meeting per month with student mentor
  - 3 workshops per semester
  - 2 socials per semester
Point System

- Point system created by student mentors
- One point given to students in each of the following areas:
  - Academics
  - Social
  - Spiritual
  - Workshops
- Students with the most points each semester earn a prize
Department Investments

- Books: 7 Habits of Highly Effective College Students

- Swag
  - IMPACT hats
  - IMPACT buttons

- Socials (4)
  - $100 per social
Student Workshops

FALL 2018

- September
  - Financing Your Education
- October
  - Goalsetting & Time Management
- November
  - Starting Your Scholarship Search

SPRING 2019

- February
  - Scholarship Applications
- March
  - Alumni Panel
- April
  - Financial Aid Q & A
Measuring Success

- Surveys
  - Pre and post program surveys
  - Monthly faculty/staff support survey
  - Student mentor monthly survey
  - Workshop surveys
Testimonials

DR. SAUL TREVINO
FACULTY MENTOR

“The program is progressing very well so far! Nestor and I meet each week for between 1 and 1.5 hours, and both of us are enjoying the time spent together. During our meetings, I ask him for any updates on how his previous week went. We also spend time reading and thinking through some of his course material, and we talk about learning strategies he could use for successfully learning his course material. Nestor is very receptive to mentoring, and he is very good about asking for advice not only from me, but also from his professors and fellow students.”

NESTOR
IMPACT STUDENT

“Dr. Trevino has helped me with time management. He has been able to help relieve the stress and anxiety of transitioning to college from high school. Dr. Trevino has also assisted me in developing better study habits as well as getting rid of bad ones. He has made me feel more confident in speaking about my faith. I definitely think IMPACT has benefited me.”
How can your department build mentoring programming to assist students in transition with financial needs?
What are some aspects of IMPACT that you can build into existing programs at your institution?
Questions?
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