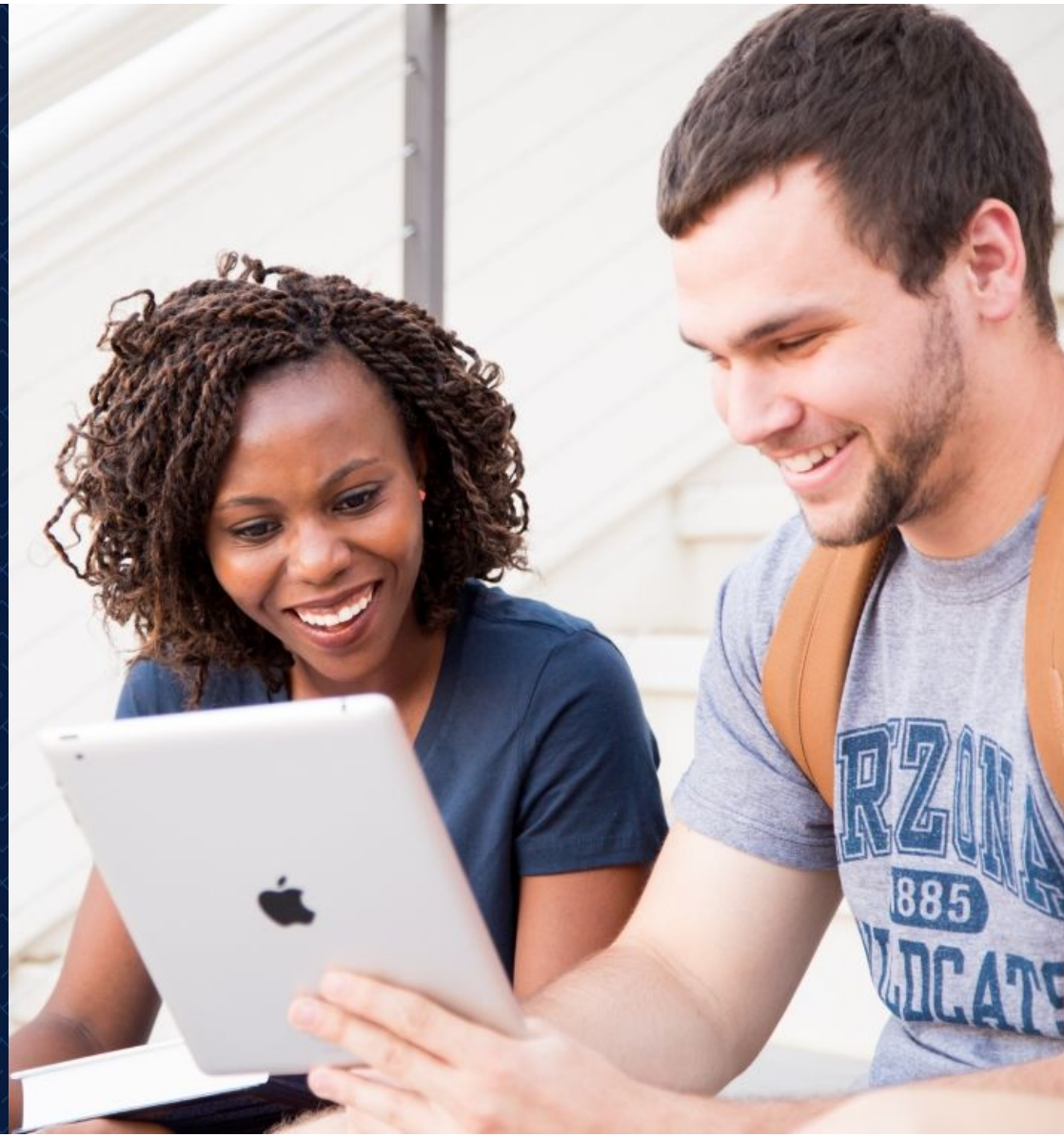
MENTOR COLLECTIVE

Assess the Impact of Mentorship on SENSE OF BELONGING

A guide to best practices and tips to make your virtual experience seamless

- Upon entry, audio is on mute
- Ensure your camera is on
- Adjust your video layout to speaker view
- Chat your name and institution!
- Q&A at the end



During this event, you'll learn:

- How to **conduct your own** impact analysis
- Multiple approaches to using your data within your institution to **enhance the effectiveness** of your mentorship programs and **student success strategy**
- **Practical ways to translate data** findings into initiatives that create stronger, more inclusive learning environments

Let’s get to know each other

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Meet the Research Team

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What we know:

- Student belonging is a **key factor in student success.**
- Students with peer mentors **report higher levels of belonging.**
- Students in mentoring relationships have **higher self-efficacy, GPA, resource utilization, persistence and retention.**
- Sense of belonging is also connected to **increased academic progress and reduced symptoms of distress** for underrepresented and first-generation college students.

Full citations available in our Partner Knowledge Center article.

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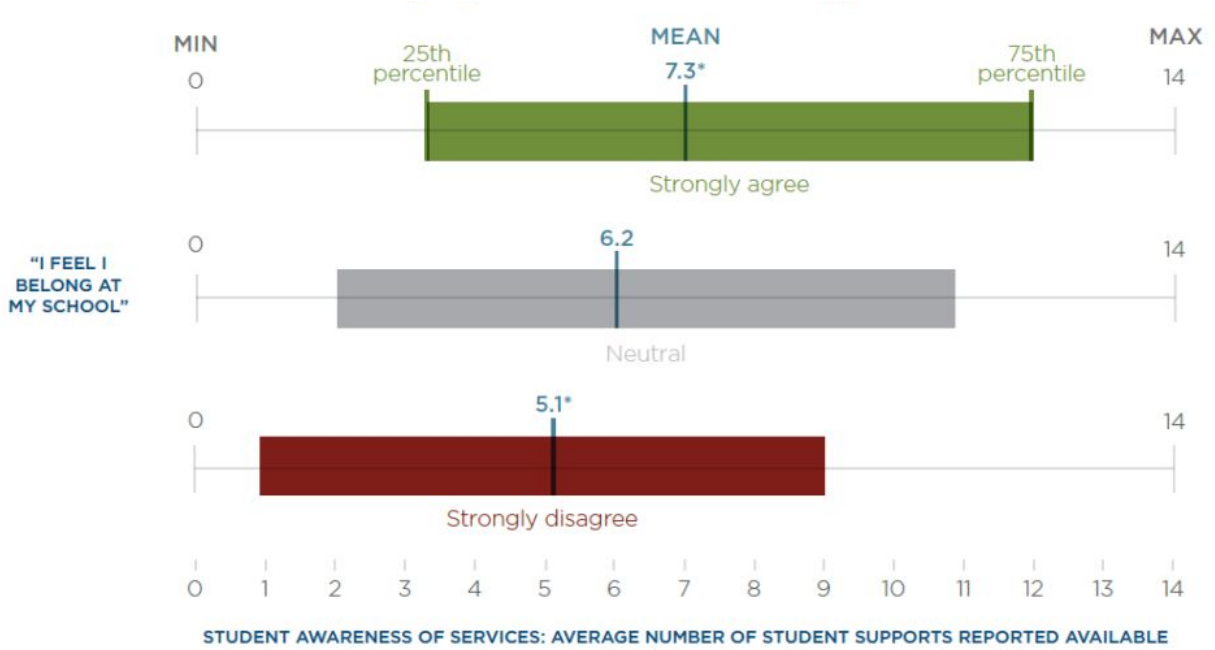
Belonging & Awareness of Support Services



*Notes: Survey question: "To what extent do you agree or disagree with the following statements? I feel like I belong at my school." "Which of the following support services are available to you at your institution? Select all that apply." (14 options provided); student n=2,056, *statistically significant difference of means at p<.001.*

Sources: Driving Toward a Degree 2023, Tyton Partners analysis

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NSSE's Research

Table 1. First-Year Relationship Between Sense of Belonging and Engagement and Perceived Gains

Topic	Correlation
Higher-Order Learning	+ +
Reflective & Integrative Learning	+
Quantitative Reasoning	+
Learning Strategies	+ +
Collaborative Learning	+
Discussions with Diverse Others	+
Student-Faculty Interaction	+
Effective Teaching Practices	+ +
Quality of Interactions	+ +
Supportive Environment	+ + +
Perceived Gains	+ + +

Key: + $r > .1$ (small), ++ $r > .3$ (medium), +++ $r > .5$ (large); All correlations are positive and significant at $p < .001$

Source: National Survey of Student Engagement. (2020). Sense of Belonging: Annual Results 2020. Indiana University. https://nsse.indiana.edu/research/annual-results/2020/belonging-story/index.html

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Belonging Uncertainty

- Uncertainty students might feel about their belonging when entering a new social and academic situation
- Most pronounced during times of transition (e.g., entering college)
- Affects how students make sense of daily adversities
- May result in disengagement and poor academic outcomes

Source: Fostering a Sense of Belonging in College, Maithreyi Gopalan, 2023

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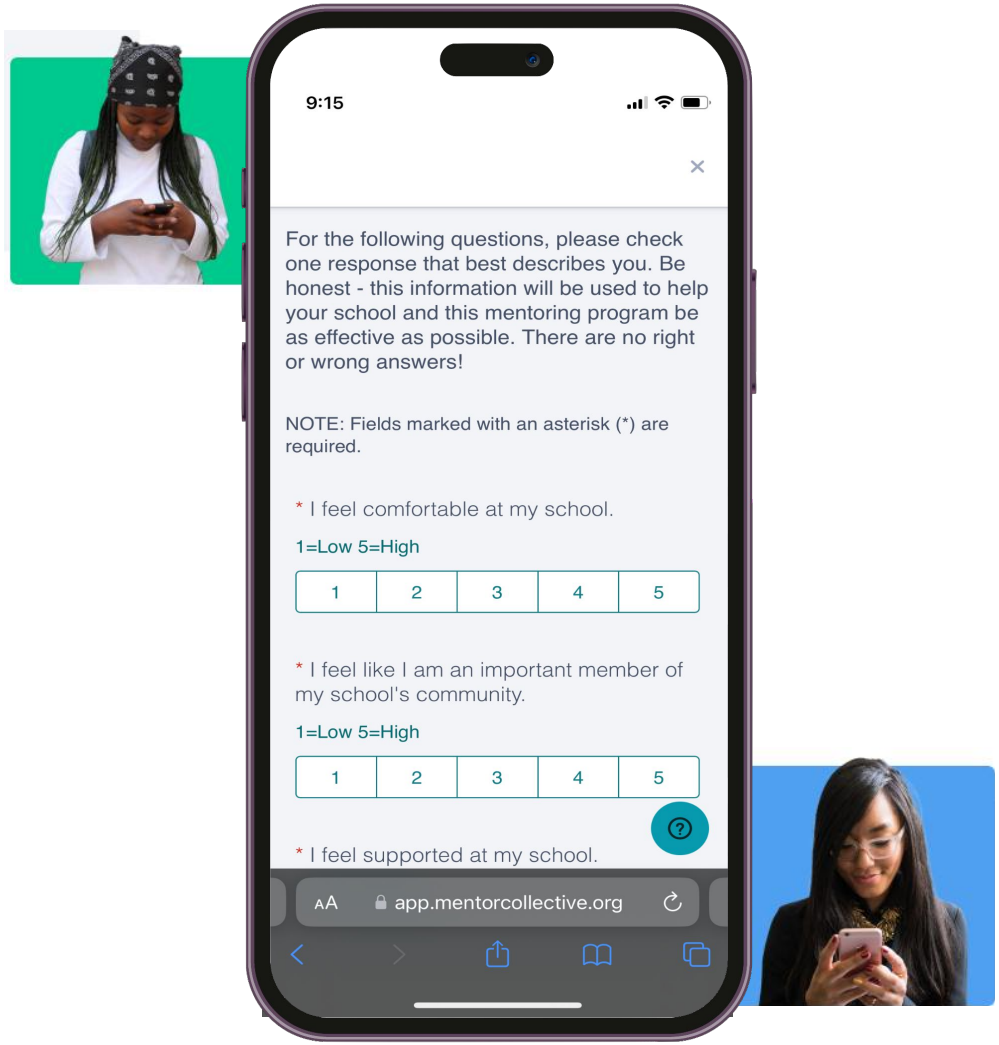
Where Does Your Data Come From?

Research-backed Surveys



Sense of Belonging Data Collection

On a 5-point likert scale (1 = low and 5 = high)

- I feel comfortable at my school.
- I feel like I am an important member of my school's community.
- I feel supported at my school.

The “sense of belonging” non-cognitive factor is included in assessments for these mentorship program designs:

- Strategic Enrollment
- Student Success
- Adult Online

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Live Demonstration

Understanding Impact Through Analysis

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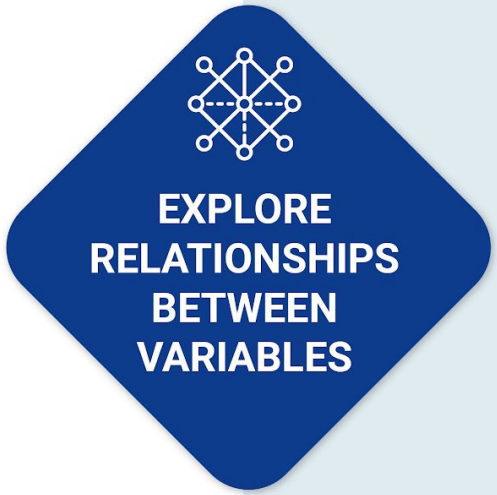
Suggestions for Understanding Impact

- What is your target for **student responses to the three** sense of belonging statements?
- What is your target response to the **average of all three** sense of belonging statements?
- What range of responses signals a **moment to celebrate** (e.g., average response of 4.5-5)?
- What range of responses signals the **need for intervention** (e.g., average response of 1-3)?

- What do you notice **overall** about student responses to each sense of belonging statement?
- What do you notice about the **average of all three** belonging statements?
- For **both mentors and mentees**, which sense of belonging statement responses are **higher or lower** than your target?
- For **each demographic group**, which sense of belonging statement responses are **higher or lower** than your target?
- Where do you have **opportunities to celebrate** sense of belonging?
- Where do you have **opportunities to provide interventions** to enhance sense of belonging?

For students who are mentored and matched, look at scores below 3, at 3, and above 3:



Sense of Belonging and Self-Efficacy

- What is the most recent average self-efficacy score?

Sense of Belonging and Help Seeking

- What is the most recent average academic help seeking self-efficacy score?

Sense of Belonging and term G.P.A.

- What is the average term G.P.A.?

Sense of Belonging and Persistence: Term-to-Term Enrollment

- What is the persistence rate?

Sense of Belonging and Retention: Fall-to-Fall Enrollment

- What is the retention rate?

MAKE AN ACTION PLAN

Actionable data	Strategies	Target	Person Responsible	Due Date
First-generation college students (FGCS) had an average belonging score of 4.58 in 2023.	Maintain our mentoring program to foster FGCS success. Share findings with next year's FGCS mentees, Provost's Council, Student Affairs Leadership Team, and Student Organizations.	Maintain a 4.5 for our FGCS.	FGCS program team. Dean of Student Success	5/30/2025 8/30/2024

Conduct Your Own Impact Analysis

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6 Steps for Impact Analysis

STEP 01

Clearly identify the populations and the timeframe

STEP 02

Identify the relevant fields needed

STEP 03

Obtain and merge data

STEP 04

Create a pivot table

STEP 05

Reduce the data

STEP 06

Articulate impact statements

Steps for Impact Analysis

Step 1: Clearly identify the populations and the timeframe.

Step 2: Identify the relevant fields needed.

Step 3: Obtain and merge data.

Step 4: Create a pivot table.

Step 5: Reduce the data.

Step 6: Articulate impact statements.

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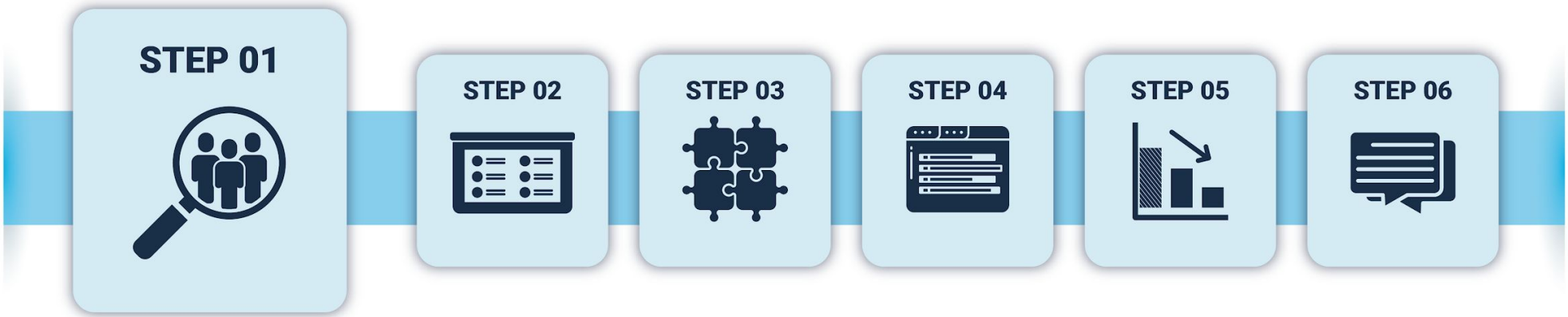
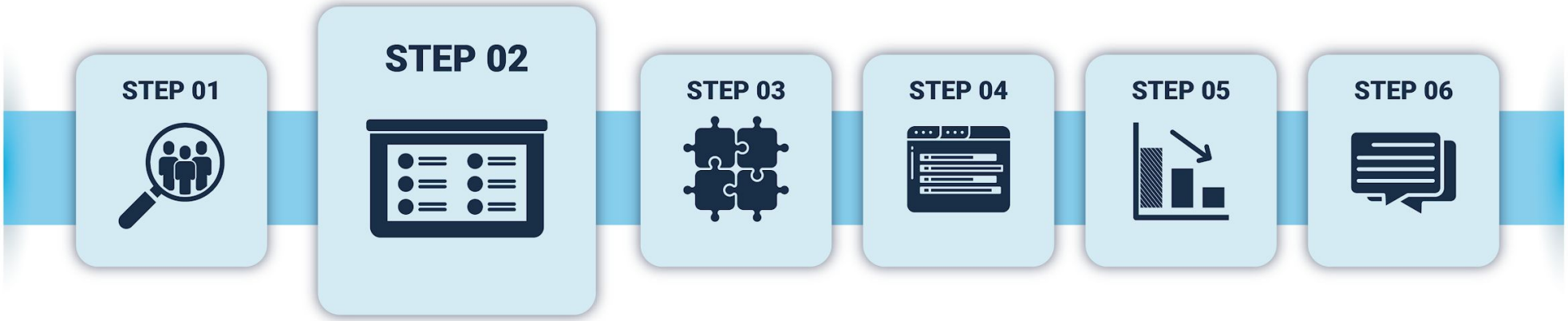


Identify populations and timeframe

- **Population:** We invited transfer students with less than 45 credit hours to engage in the peer mentoring program.

- **Timeframe:** The analysis includes students enrolled in fall of 2023 and spring of 2024.



Identify relevant fields

From SIS:

Institution ID*
Institution-Provided Email
Next Term Enrollment (Y/N)
Next Year Enrollment (Y/N)
Term GPA
Meaningful Demographic Variables

From MC:

Institution ID*
Role
Program Status
Most Recent SOB Average
Most Recent ASE Average
Most Recent AHS Average
Number of Conversations Reported

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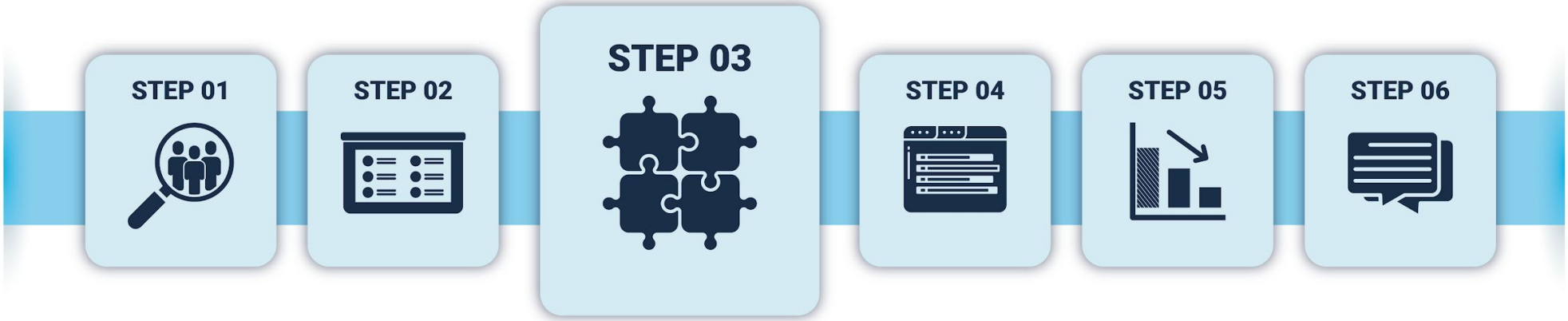

Obtain and merge data

Mentor Coll	Role	Program Sta	Age At Time	First Genera	Gender	Race Or Eth	Language	Most Recen	Most Recen	Most Recent	Number Of	GPA
2550336	Mentee	completed-onb	18	TRUE	Female	Hispanic/Latinc	English					2.3
1971531	Mentor	completed-onb	22	FALSE	Female	White (non-His	English					1.5
1971298	Mentor	completed-onb	50	TRUE	Female	White (non-His	English					#REF!
1990167	Mentee	exited_after_being_unmatched									0	2.3
1973780	Mentee	exited_after_b	32	TRUE	Female	White (non-His	English				8	2.3
1991692	Mentee	exited_after_b	18	TRUE	Female	White (non-His	English				2	2.3
1973585	Mentee	exited_after_b	18	TRUE	Female	White (non-His	English				11	2.3
1973551	Mentee	exited_after_b	18	FALSE	Male	White (non-His	English	3	3.67		0	3.7
1973735	Mentee	exited_after_b	18	FALSE	Female	White (non-His	English				1	2.9
2011969	Mentee	exited_after_b	18	TRUE	Female	White (non-His	English				0	#REF!

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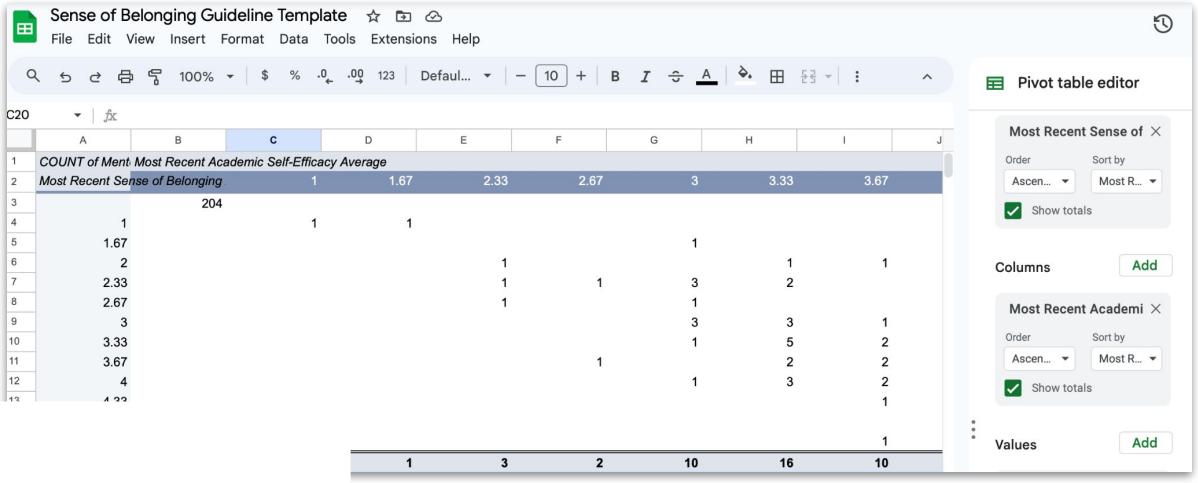
STEP 01 | STEP 02 | STEP 03 | **STEP 04** | STEP 05 | STEP 06

Create a pivot table



COUNT of Ment	Most Recent Academic Self-Efficacy Average						
Most Recent Sense of Belonging	1	1.67	2.33	2.67	3	3.33	3.67
204							
1	1	1					
1.67					1		
2			1			1	1
2.33			1	1	3	2	
2.67			1		1		
3					3	3	1
3.33					1	5	2
3.67				1		2	2
4					1	3	2
							1
							1
	1	3	2	10	16	10	

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STEP 01 | STEP 02 | STEP 03 | STEP 04 | **STEP 05** | STEP 06

Reduce the data

G.P.A.	Blank	Average below 3	Average at 3	Average above 3	Grand Total
0.0-1.0	15	2	2	13	32
1.01-2.0	55	9	2	25	91
2.01-2.50	31	5	0	12	48
2.51-3.0	43	3	6	21	73
3.01-3.50	34	1	2	15	52
3.51-4.0	26	5	2	10	43
Grand Total	204	25	14	96	

Exploring the Relationship between Sense of Belonging and Self-Efficacy

Count of Mentored Matched Students	No Score	Recent ASE Score Average below 3	Recent ASE Score Average at 3	Recent ASE Score Average above 3	Total	Percent of Mentored Matched	Recent ASE Score Average below 3	Recent ASE Score Average at 3	Recent ASE Score Average above 3
No Score	204	0	0	0	204				
Recent SoB Score Average below 3	0	6	5	14	25	Recent SoB Score Average below 3	4.44%	3.70%	10.37%
Recent SoB Score Average at 3	0	0	3	11	14	Recent SoB Score Average at 3	0.00%	2.22%	8.15%
Recent SoB Score Average above 3	0	1	2	93	96	Recent SoB Average above 3	0.74%	1.48%	68.89%
Total	*	7	10	118	134				

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Articulate impact statements

Examples:

- Mentored students who report an average sense of belonging score above 3 are **substantially more likely to also report a self-efficacy score above 3.**
- **Our data signals a clear relationship** between increased sense of belonging and increased belief in their ability to be academically successful.
- **Mentoring helps students feel like they belong** and can improve a student's belief in their ability to be successful, also known as academic self-efficacy.

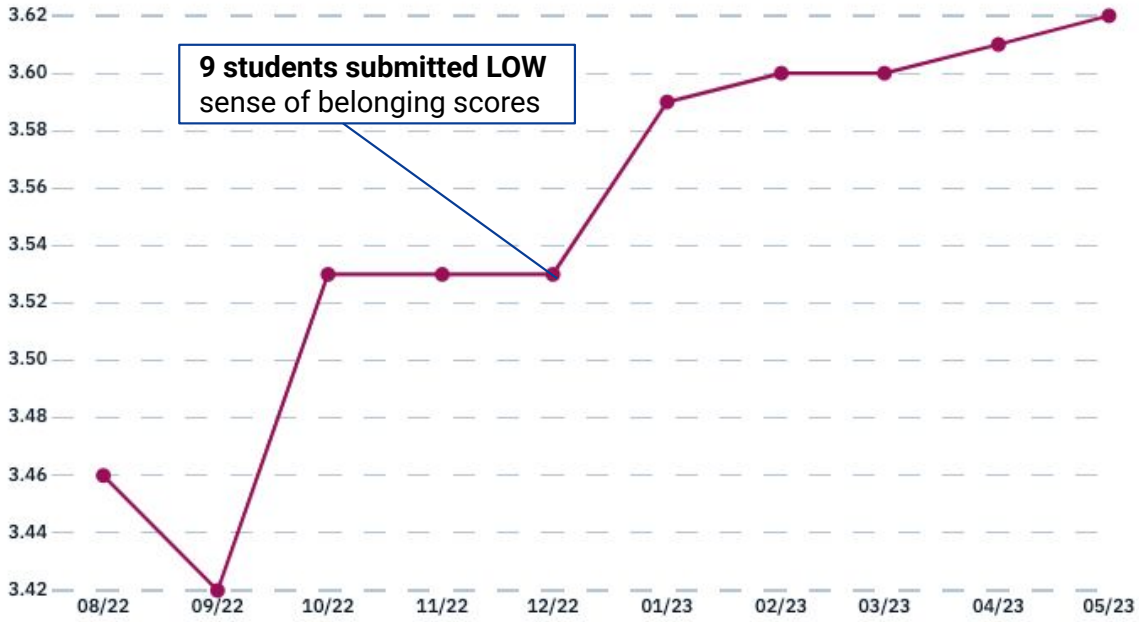
What Can You Do With These Findings?

Final Tips for Success

- ❑ Share the data
- ❑ Shift from sharing to collective problem solving
- ❑ Identify areas to celebrate
- ❑ Empower others with knowledge

Sense of Belonging
HOOSIER SCHOLARS (22-23)

HOOSIER SCHOLARS



+5.8%

Increase in Mentee Sense of Belonging from Start to End of Program

2023 Benchmarks
Average Sense of Belonging at the start of program 3.9 (4% with *low* sense of belonging)

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Qualitative Belonging Stories

HOOSIER SCHOLARS

*"**Participating in this mentorship program has strengthened my ties to the school community.** It hasn't demanded a significant amount of my time, ensuring that it hasn't had any adverse effects on my schedule. I take pleasure in assisting others, so it's rewarding to provide my mentee with helpful answers to her questions."* – Hoosier Scholar, Mentor

*"My mentor has been incredible! **One question they helped me figure out was how to manage the time commitments I could make to clubs.** They helped me by reminding me I can only take on so much as there are only so many hours in one week and I must prioritize whatever means the most to me."* – Hoosier Scholar Mentee

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How are we feeling?

Q&A

Additional Resources

- See the full **Impact Analysis Guidelines** in our Partner Knowledge Center.
- Join us next time on September 25 to learn how **mentorship impacts melt and term-to-term persistence.**
- Looking for 1:1 support? **Bring your data questions** to our small-group “Ask the Expert” session on October 28.
- Unsure how to do a **VLOOKUP or build a pivot table?** We’ve got you covered in our “Using Data Exports” Partner Knowledge Center article.
- Stay tuned for the recording and more follow-up content.
- Email Partner Support for quick responses to data questions: **partnersupport@mentorcollective.org.**

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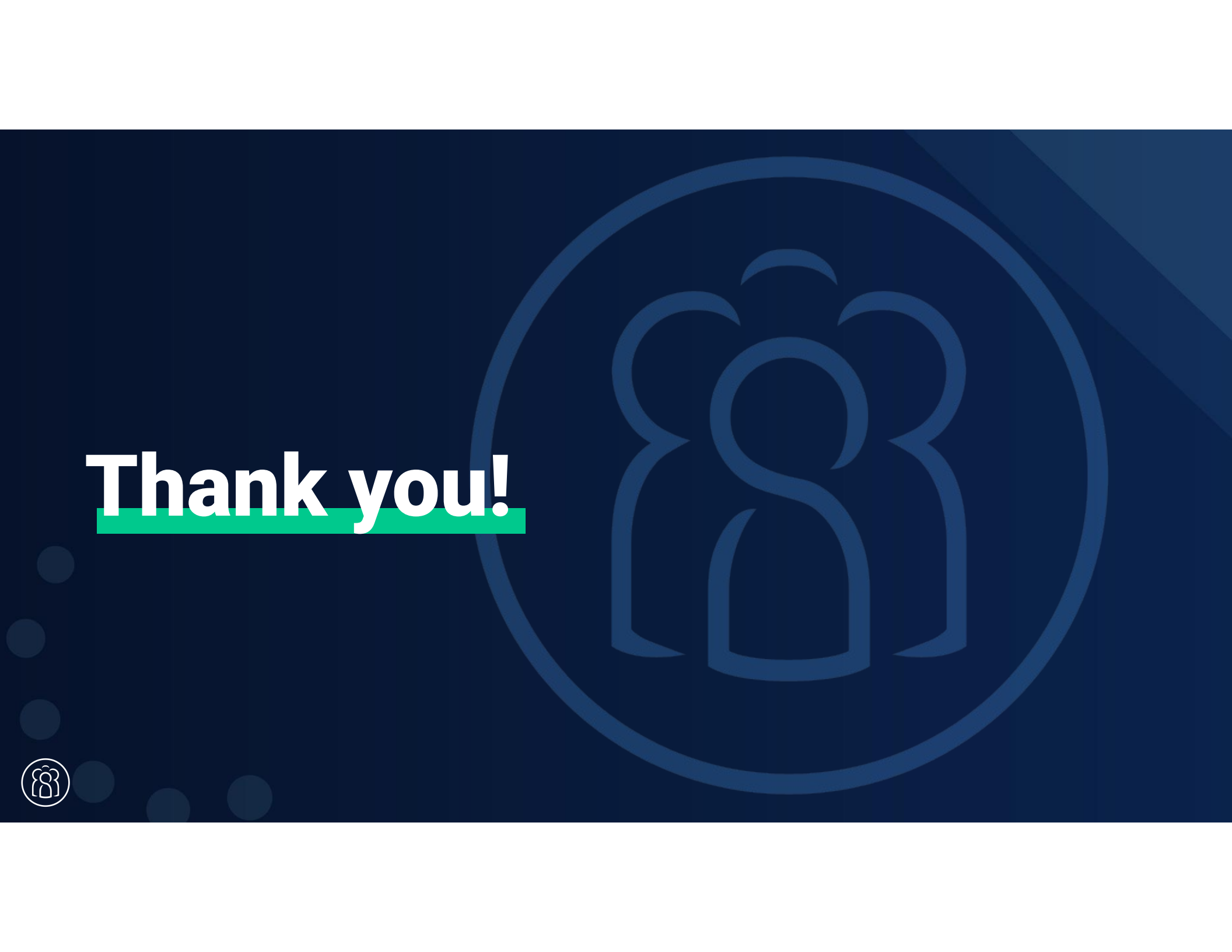
Thank you!