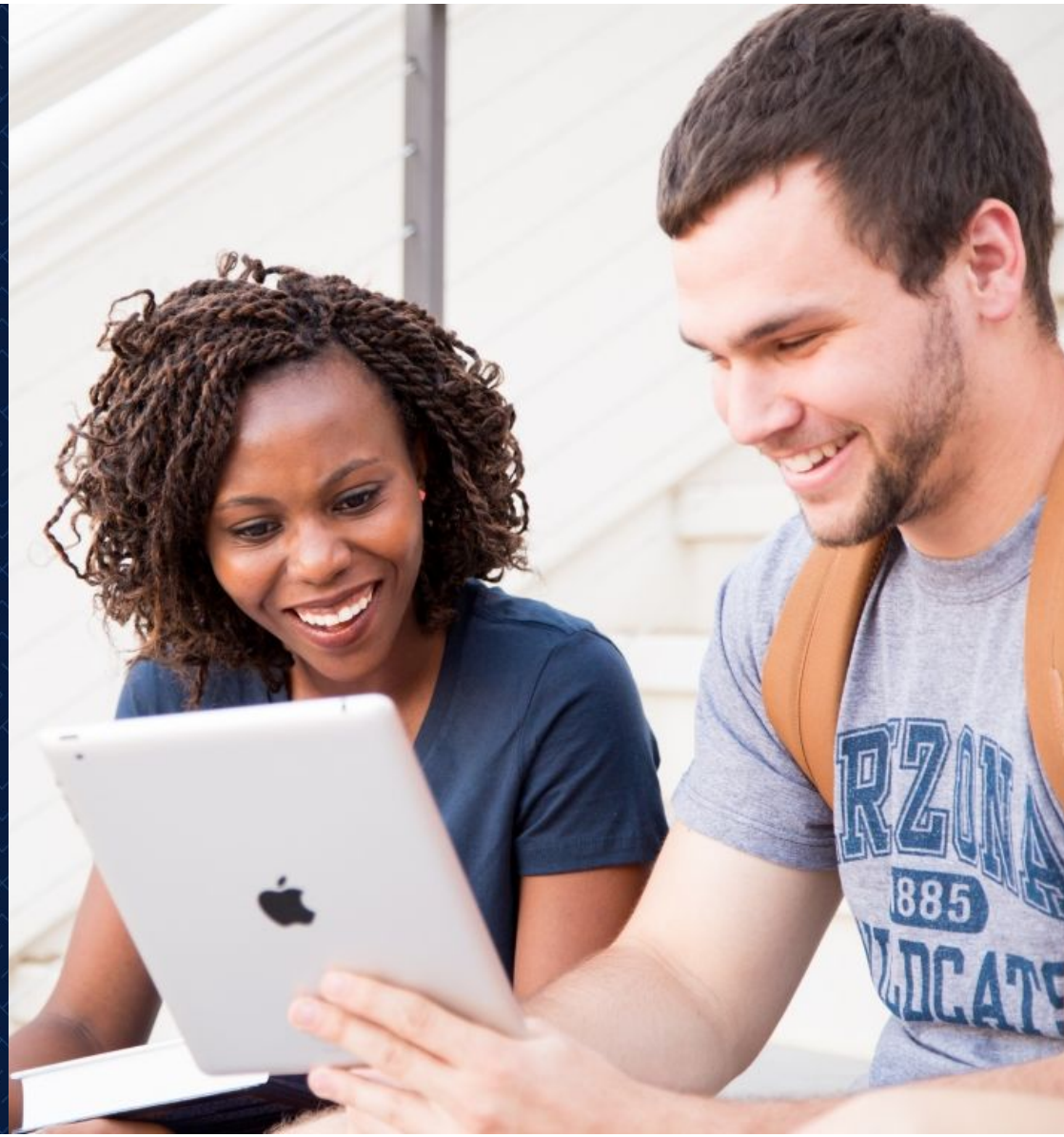
MENTOR COLLECTIVE

Assess the Impact of Mentorship on Melt & Term-to-Term Persistence

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** connecting mentorship to retention
- 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

Meet the Research Team

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What is melt?

- **How many students who decided to go to your college did not actually matriculate?**
- Deposit is most often the indicator used for a decision
- Not to be confused with yield, which looks at how many accepted students decide to attend

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

How to calculate melt:

MELT RATE =

[(# deposited - # enrolled) / # deposited] x 100

Ex. If 100 students deposit, but only 90 enroll, our melt rate is 10%.

What is term-to-term persistence?

- **How many students re-enroll (at the same institution) the next term**
- Usually excluding ‘mini’ terms like winter minimester, summer
- Most often studied for first-year students, but can be leveraged on an ongoing basis
- Often reported alongside Year-over-Year retention (i.e. Fall-to-Fall enrollment)
- Also usually excluding (or noting) students who graduate
- Official IPEDS reports by IR define which population to include or exclude

How to calculate persistence:

PERSISTENCE RATE =
[# enrolled following term / # enrolled initial term] x 100

Ex. If 90 students enrolled in the fall, but only 75 returned in the spring, our term-to-term persistence rate is 83%.

What we know in relation to mentorship:

- Peer mentor outreach over the summer decreases melt, especially for historically marginalized students and particularly when mentor pairings take demographic data into consideration.
- Multiple studies show a positive relationship between peer mentorship and persistence, especially for cohorts such as first-generation students.
- Most research about the impact of mentorship on retention focuses on term-to-term persistence (or immediate effects) as opposed to year-over-year retention.

Full citations available in our Partner Knowledge Center article.

Understanding Impact Through Analysis

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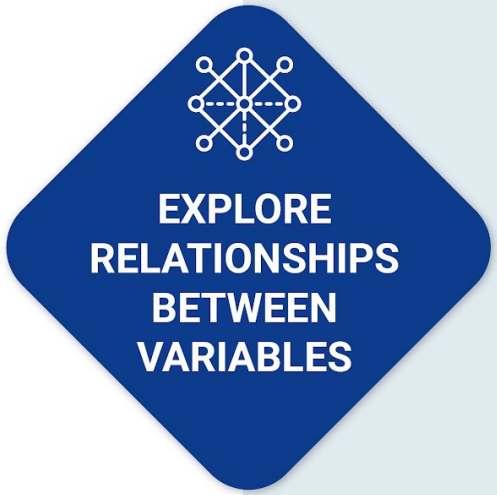
Suggestions for Understanding Impact

- What are your **current persistence and melt rates** for all students?
- How do these rates **differ by subpopulation**?
- What is your **target persistence (or melt) rate** for mentored students?
- What range of persistence (or melt) rates **signals a successful** mentoring intervention?
- What range of persistence (or melt) rates **signals a need for enhancing interventions**?

SET A MEANINGFUL TARGET

- What do you **notice overall** about the melt or persistence rate?
- For mentees, are rates **higher** than your target? **Lower** than your target?
- For each **demographic group**, are rates are higher or lower than your target?
- Where do you have **opportunities to celebrate**?
- Where do you have **opportunities to provide interventions** to improve enrollment?

For students who are mentored and matched…



Persistence and participant status

- What is the most recent melt or term-to-term persistence score for participating students versus non-participating students?

Persistence and demographic status

- What is the most recent melt or term-to-term persistence score for participating students based on demographic status, such as gender, versus non-participating students by the same demographic status?

Actionable data	Strategies	Target	Person Responsible	Due Date
Mentored students are significantly more likely to enroll in the fall.	Maintain our mentoring program to foster enrollment. Share findings with next year's orientation, Provost's Council, Student Affairs Leadership Team, and Student Organizations.	Maintain our target.	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

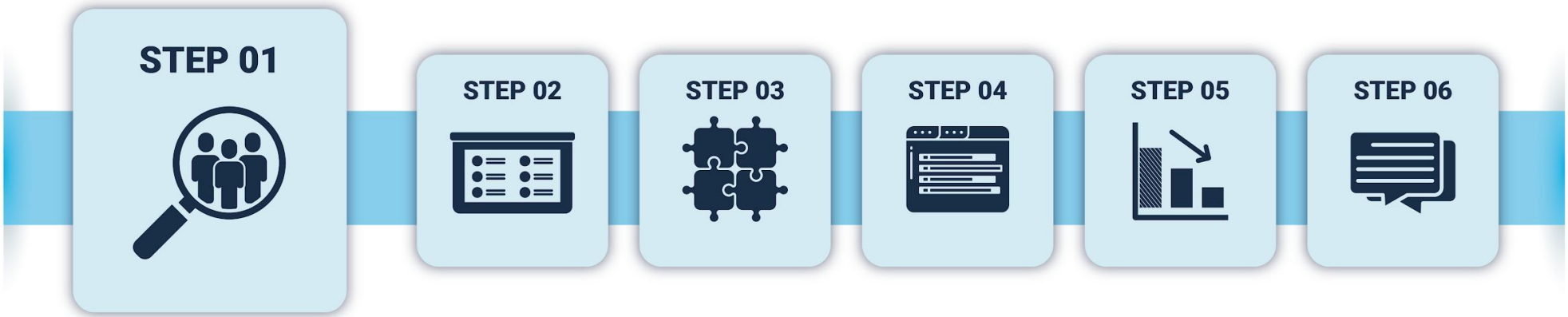
Create a pivot table

STEP 05

Reduce the data

STEP 06

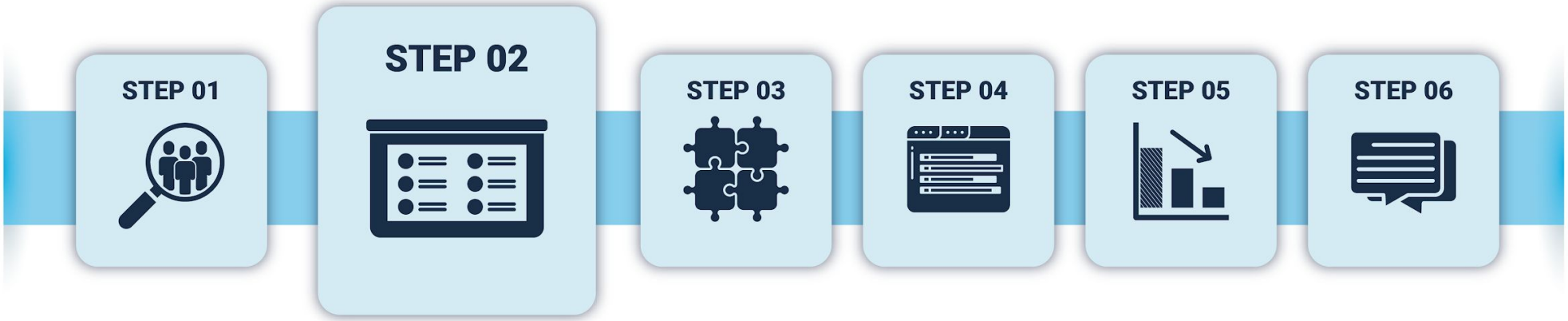
Articulate impact statements



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.



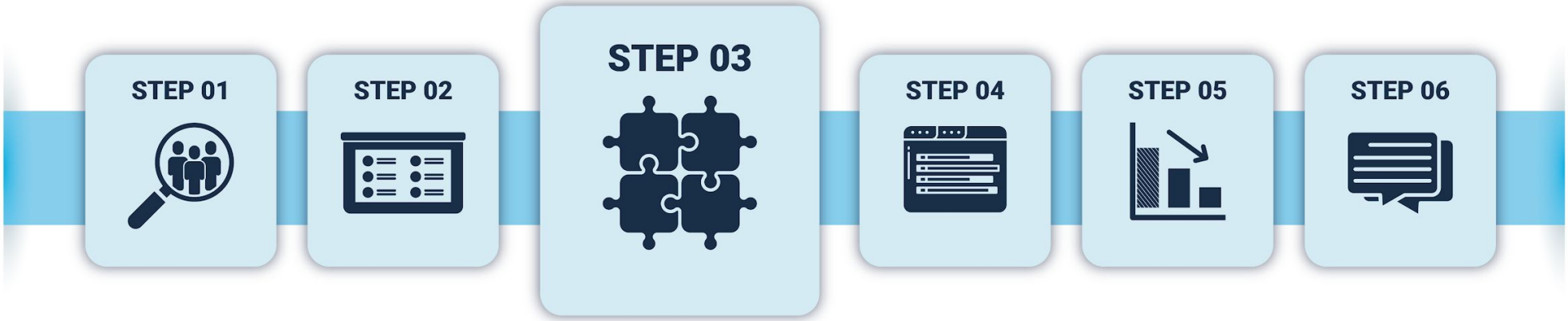
Identify relevant fields

From SIS:

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

From MC:

Institution ID*
Role
Program Status
(Any other data you want to relate!)



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!

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

Create a pivot table

COUNTA of Me	Melt		
MC status	0	1	Grand Total
0	516	226	742
1	264	14	278
Grand Total	**780**	**240**	**1020**

COUNTA of Melt		Melt		
MC status	Gender	0	1	Grand Total
0	F	298	161	459
	M	218	65	283
0 Total		516	226	742
1	F	196	10	206
	M	68	4	72
1 Total		264	14	278
Grand Total		**780**	**240**	**1020**

Reduce the data

Melt Rate by MC Participation					
MC Participation	Count of Enrolled in Fall 22	Count of melted	% Enrolled in Fall 22	% Melted	Grand Total
Participant	264	14	94.96%	5.04%	278
Non-Participant	516	226	70%	30.46%	742
Total	780	240			1,020

Articulate impact statements

Example:

- Mentored students are significantly **more likely to enroll in the fall** than students who are not matched and mentored.

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
- ❑ Add narrative to the numbers

How are we feeling?

Q&A

Additional Resources

- See the full **Impact Analysis Guidelines** in our Partner Knowledge Center.
- Join us for part three on October 23 to learn how **mentorship impacts academic progress.**
- 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.**

Thank you!