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
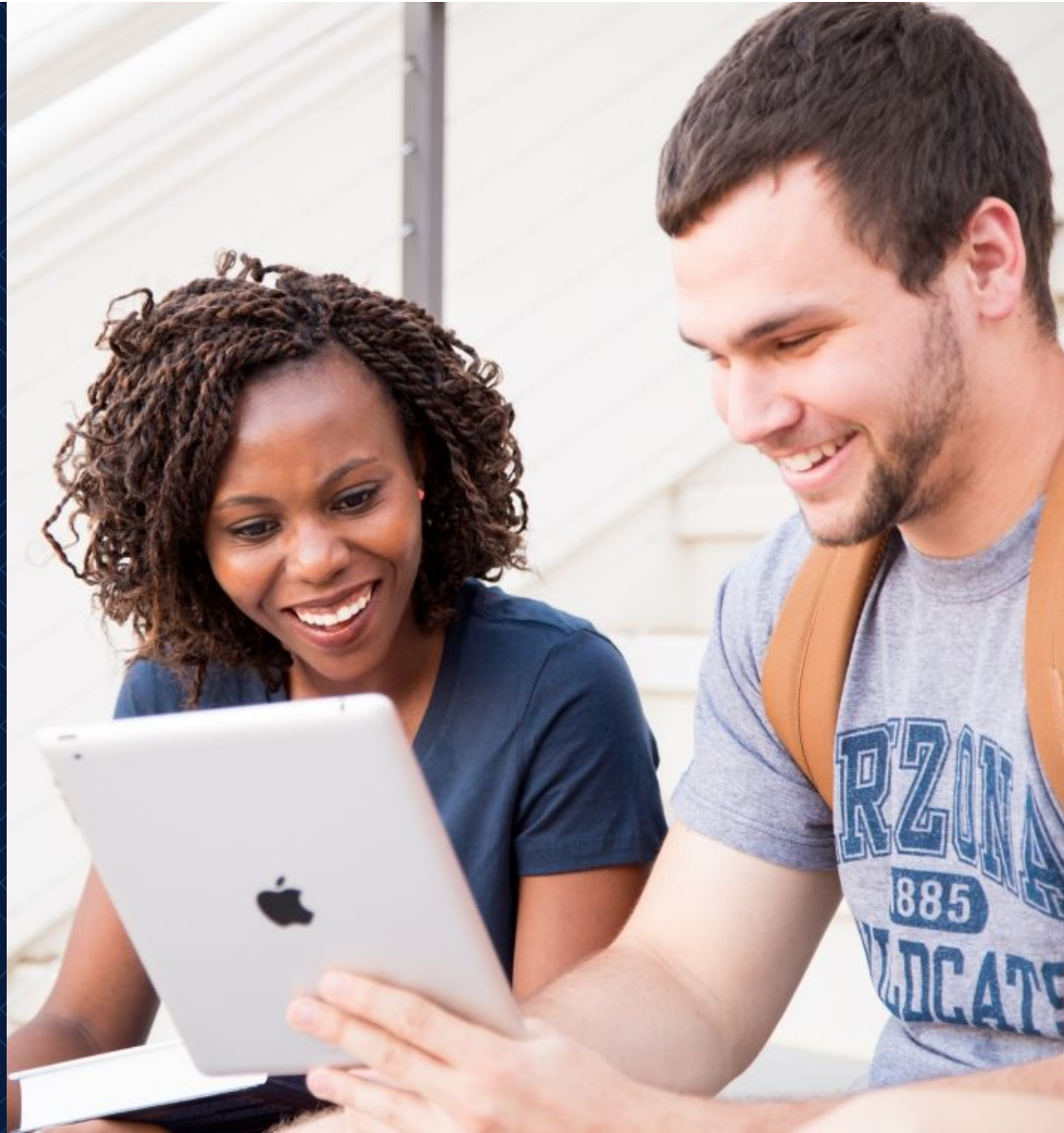
During this event, you'll learn:

- How to **conduct your own impact analysis** connecting mentorship to academic progress

- 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

Ciji Heiser, Ph.D.
Founder, Co-Creating Action
American University
New England College

Annemieke Rice, M.S.
Vice President, Partner Success
Mentor Collective

How do we measure academic progress?

- Credit accumulation

- Credit completion rate

- Selection of a program of study

- GPA

- Retention rate

- Persistence rate

What we know:

- **Academic self-efficacy** is closely associated with academic performance.

- Help-seeking behavior is tied to overcoming challenges and achieving academic outcomes, however there is evidence that students needing the most help may not seek it.

- Studies show that students receiving mentorship had **better average grades** and **passed more courses** in year one of their program of study

- Mentorship has been demonstrated to be an effective intervention in **increasing help-seeking behavior** through social normalizing and increased awareness of resources
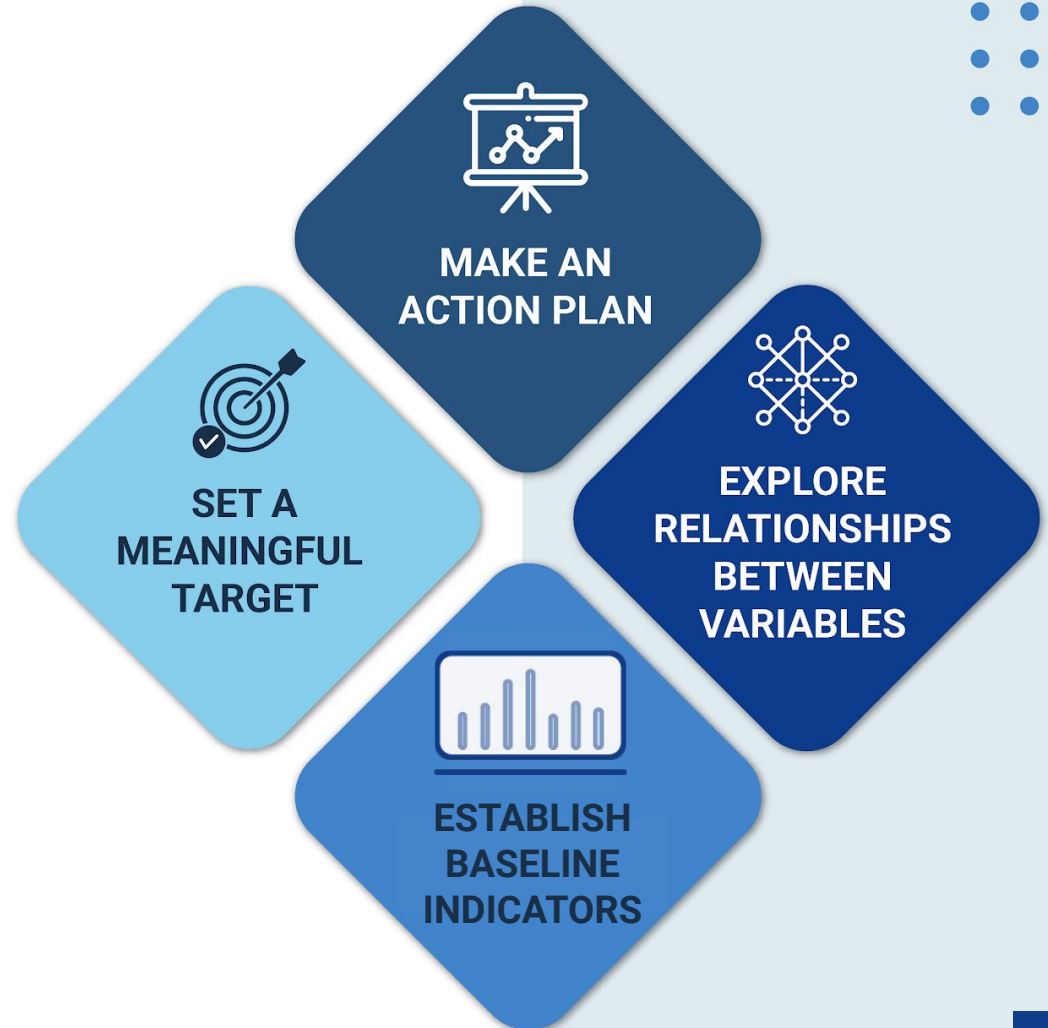
Understanding Impact Through Analysis

- What is the number of first-time, full-time, students who complete 80% of courses attempted each semester?

- What is the number of first-time, full-time students who earn 30 credit hours each academic year?

- What is the number of undecided students in term 2, term 3, and term 4?

- What percent of students choose a major after one semester?

- What percent of students choose a major after one year?

ESTABLISH BASELINE INDICATORS

- What would be a meaningful difference from baseline?

- What results would you expect or hope for from mentees? Mentors?

- How does that target differ by subpopulation?

SET A MEANINGFUL TARGET

For students who are mentored and matched…

Academic progress and academic self-efficacy
- What is the most recent academic progress score for students with low, medium, or high academic self-efficacy?

Academic progress and academic help-seeking
- What is the most recent academic progress score for students with low, medium, or high academic help seeking?

Academic progress and demographic status
- What is the most recent academic progress score for participating students based on demographic status, such as gender, versus non-participating students by the same demographic status?

EXPLORE RELATIONSHIPS BETWEEN VARIABLES

MENTOR COLLECTIVE

Actionable data	Strategies	Target	Person Responsible	Due Date
Transfer students who are mentored have higher academic progress indicators than the five-year institutional average.	Maintain our mentoring program to foster transfer student success. Share findings with this year's mentees and mentors, next year's mentees, Provost's Council, Student Affairs Leadership Team, and Student Organizations.	Maintain our current academic progress indicators targets.	Mentor program coordinator Dean of Student Success	5/30/2025 8/30/2024

MAKE AN ACTION PLAN

Conduct Your Own Impact Analysis
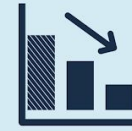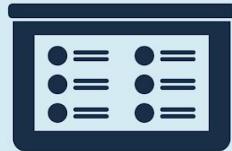
Identify populations and timeframe

- **Population:** First-time, full-time students in their first term of enrollment were given a mentor.

- **Timeframe:** The analysis includes students enrolled in fall of 2023 and spring of 2024.
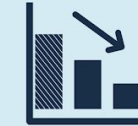
STEP 01   STEP 02   STEP 03   STEP 04   STEP 05   STEP 06

Identify relevant fields

From MC:

Institution ID*

Role

Program Status

(Any other data you want to relate!)

From SIS:

Institution ID*

Institution-Provided Email

Courses (or Credits) Attempted

Courses (or Credits) Completed

First Term of Enrollment

Current Term of Enrollment

Declared major (y/n)

Term G.P.A.

Cumulative G.P.A.

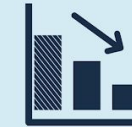Meaningful Demographic Variables

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

Obtain and merge data

University ID	Campus Add	Mentor Colle	Role	Program Sta	Race/Ethnic	Gender	First Genera	Credits Atter	Credits Earn	Courses Cor	Courses Atte	Delcared Ma
599988	sonia.abraham@	2056599	Mentee	matched	White	Male	N	15	12	4	5	Y
368618	diane.allan@upli	1973959	Mentee	matched	White	Male	N	3	3	1	1	Y
944929	gordon.allan@up	423157	Mentee	matched	White	Female	N	12	12	4	4	Y
304165	stephen.allan@u	1971029	Mentee	matched	Hispanic/Latino	Male	N	6	6	2	2	Y
643411	harry.alsop@upli	1973699	Mentee	matched	White	Male	N	3	0	0	1	Y
469016	tracey.alsop@up	718740	Mentee	matched	White	Female	Y	6	6	2	2	Y
581327	alexander.anders	984037	Mentee	invited	White	Female	N	6	3	1	2	Y
876933	kevin.anderson@	830303	Mentee	matched	White	Male	N	6	6	2	2	Y
710486	heather.anderso	1971074	Mentee	matched	White	Female	Y	3	3	1	1	Y
223819	rachel.anderson	423120	Mentee	invited	White	Female	N	6	6	2	2	Y
310049	elizabeth.anders	1971462	Mentee	matched	Hispanic/Latino	Female	N	6	6	2	2	Y
410643	nicholas.anderso	1971354	Mentee	matched	White	Male	N	15	15	5	5	Y

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

Create a pivot table

SUM of Courses Completed		
MC status	Courses Attempted	Courses Completed
Non-Participant	432	382
Participant	400	350
Grand Total	832	732

COUNTA of students who have declared major		
MC status	N	Y
Non-Participant	45	300
Participant	25	225
Grand Total	70	525

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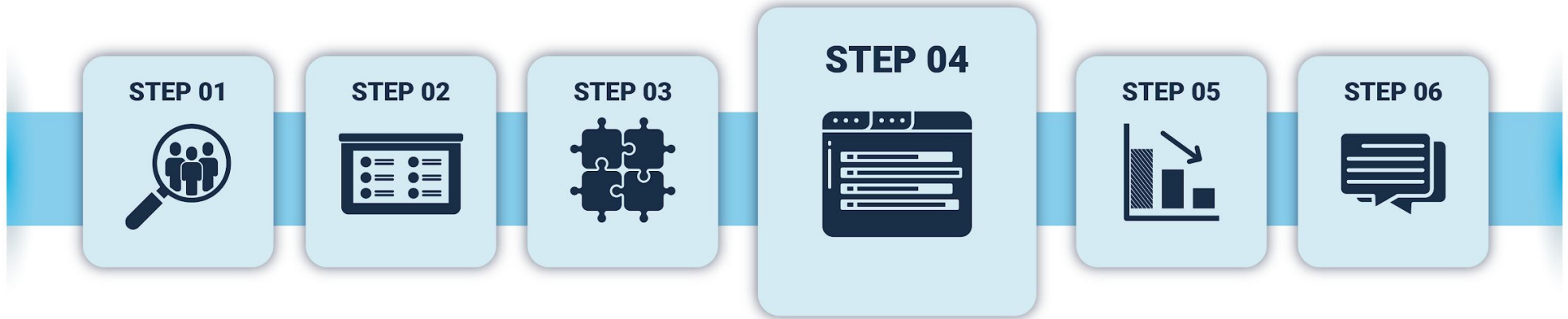
Calculations

Percent of Courses Completed =

Courses Completed / Courses Attempted

STEP 01

STEP 02

STEP 03
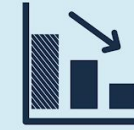
STEP 04

STEP 05

STEP 06

Articulate impact statements

Course Completion Rates by Term				
	Total Courses Completed	Total Courses Attempted	% Of Courses Completed	Completed 80% of Courses Attempted
MC Participant	350	400	87.50%	Yes
Institutional 5YR Average	650	950	68.42%	No

Students who are mentored have higher course completion rates in their first semester and in their first year than the overall five year average.
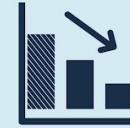
Articulate impact statements

Percent of Students Who Have Selected A Major							
	In the First Term and First Academic Year	Count of Students with a Selected Major	Count of Students without a Selected Major	Totals	% of Students who have Selected a Major	% of Students who have Not Selected a Major	80% of Students Declared Major
MC participant	First Term	225	25	250	90%	10%	Yes
	First Acdemic Year	125	10	135	93%	7%	Yes
Institutional 5YR Average	First Term	150	75	225	67%	33%	No
	First Academic Year	445	125	570	78%	22%	No

Mentored students are more likely to declare their major in the first term or first year than students typically do (when looking at the five year average).

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?

Additional Resources

- See the full **Impact Analysis Guidelines** in our Partner Knowledge Center.

- 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!