

2023-24

College of Liberal Arts

MENTORING PROGRAM

ANNUAL REPORT



College of
Liberal Arts



MENTOR
COLLECTIVE

SPONSORED BY SHARON TAYLOR, CLA '76

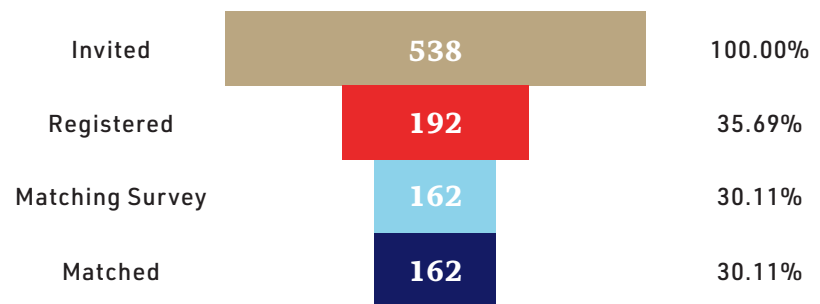
2023-24

In the first year of CLA's mentoring program, powered by Sharon Taylor in partnership with the Mentor Collective, we were able to match 162 incoming first-year students with mentors. As you will see in the graphs, 30% of incoming first-year students in the fall of 2023 completed the matching survey.

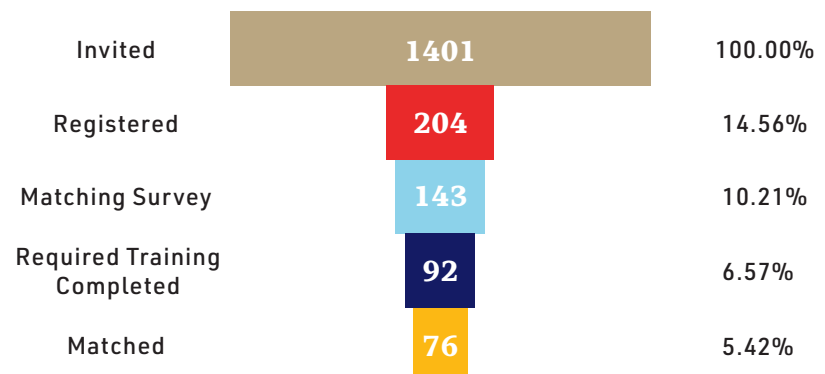
We also enjoyed an enthusiastic response from prospective mentors, with more than 10% of invited students completing matching surveys. This is particularly noteworthy given the fact that we were not able to begin mentor recruitment until the week of spring final exams.



MENTEE FUNNEL



MENTOR FUNNEL

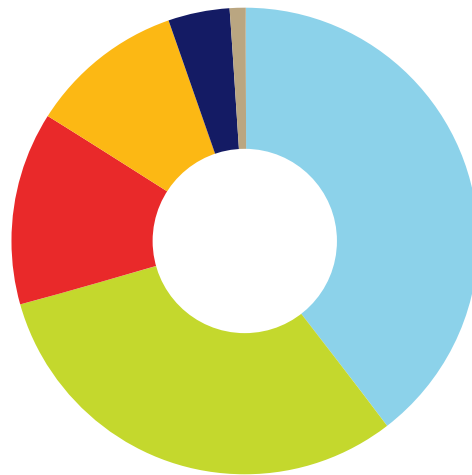


This report, which covers the inaugural year of CLA's mentoring program, will provide greater detail regarding the following:

- Race and gender breakdowns of participating mentors and mentees.
- How mentees and mentors were matched.
- The nature and extent of the participation and engagement witnessed in mentorships.
- Testimonials from mentors and mentees regarding their participation in the program.
- Next steps for AY 2024-25.

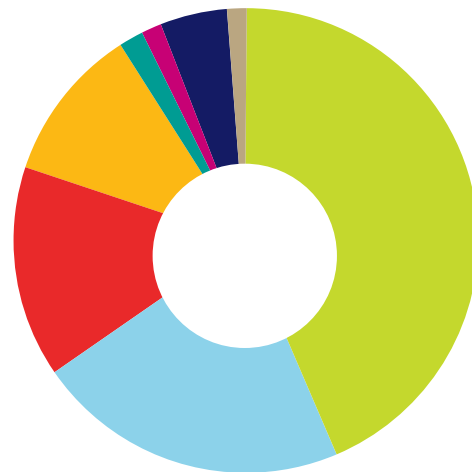
It is worth noting that the information discussed herein was collected via the Mentor Collective app. Any texts, conversations, or meetings that occurred outside the app are not represented. While it is likely that many mentors and mentees exchanged cell phone numbers and engaged in activities outside those that occurred in the app, we are unable to track those interactions. Given those circumstances, it was quite remarkable to find that **mentors and mentees logged more than 750 conversations and exchanged more than 3,500 text messages.**

race and gender of **MENTEES AND MENTORS**



MENTEE RACE

- Black/African-American (74)
- White (58)
- Asian/Asian-American (25)
- Hispanic/Latino (18)
- Other (8)
- Prefer not to answer (2)



MENTOR RACE

- White (73)
- Black/African-American (37)
- Asian/Asian-American (25)
- Hispanic/Latino (18)
- Middle Eastern (3)
- American Indian or Alaska Native (2)
- Other (8)
- Prefer not to answer (2)

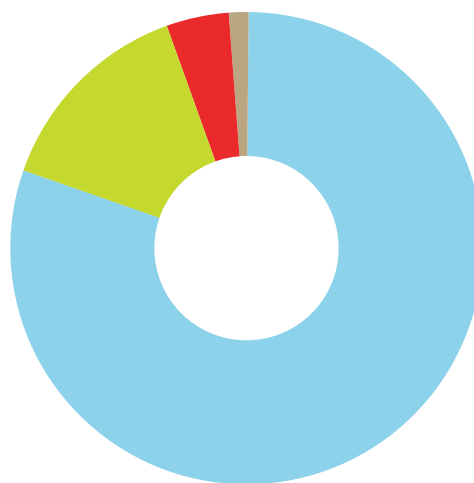
SUMMARY NOTES REGARDING RACE AND GENDER OF PARTICIPANTS

American students represented more than 45 percent of all mentees.

Unfortunately, Black/African-American students comprised just under 26 percent of the mentor pool, so recruitment of Black/African-American mentors is a point of emphasis as we prepare for the second year of the program.

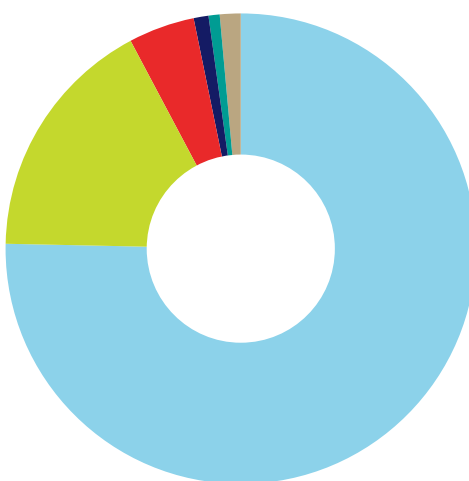
While more than 70 percent of CLA students identify as female, we were still surprised to see such a low level of participation among mentors and mentees who identify as male. Men were underrepresented among mentees, with just over 14 percent, and among mentors, with a participation rate of less than 17 percent. Recruiting higher levels of male mentors and mentees will also be a point of emphasis for year two of the program.

race and gender of MENTEES AND MENTORS



MENTEE GENDER

- Female (130)
- Male (23)
- Non-binary (7)
- Prefer not to answer (2)



MENTOR GENDER

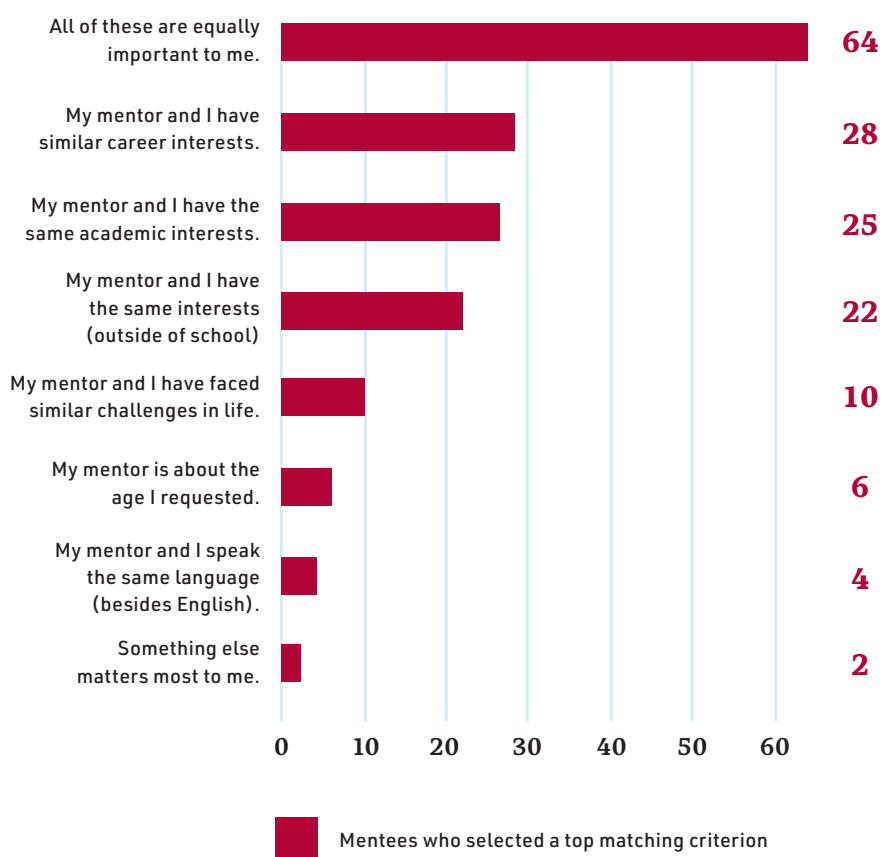
- Female (108)
- Male (24)
- Non-binary (7)
- Male or Female (1)
- Trans Man (1)
- Prefer not to answer (2)

Please note for mentor graphs, that this is data from all who filled out the matching survey. 143 completed the matching survey, 92 completed training, and 76 were ultimately matched.

The Mentee MATCHING PROCESS AND ENGAGEMENT



Mentor Collective's matching surveys consider more than 80 dimensions of identity, affinity, and experience. Giving students the agency to choose what they want most in a mentor provides more opportunities for meaningful interactions; thereby increasing the likelihood of student engagement and positive student success outcomes. Both mentees and mentors complete matching surveys designed to further the program's goals.

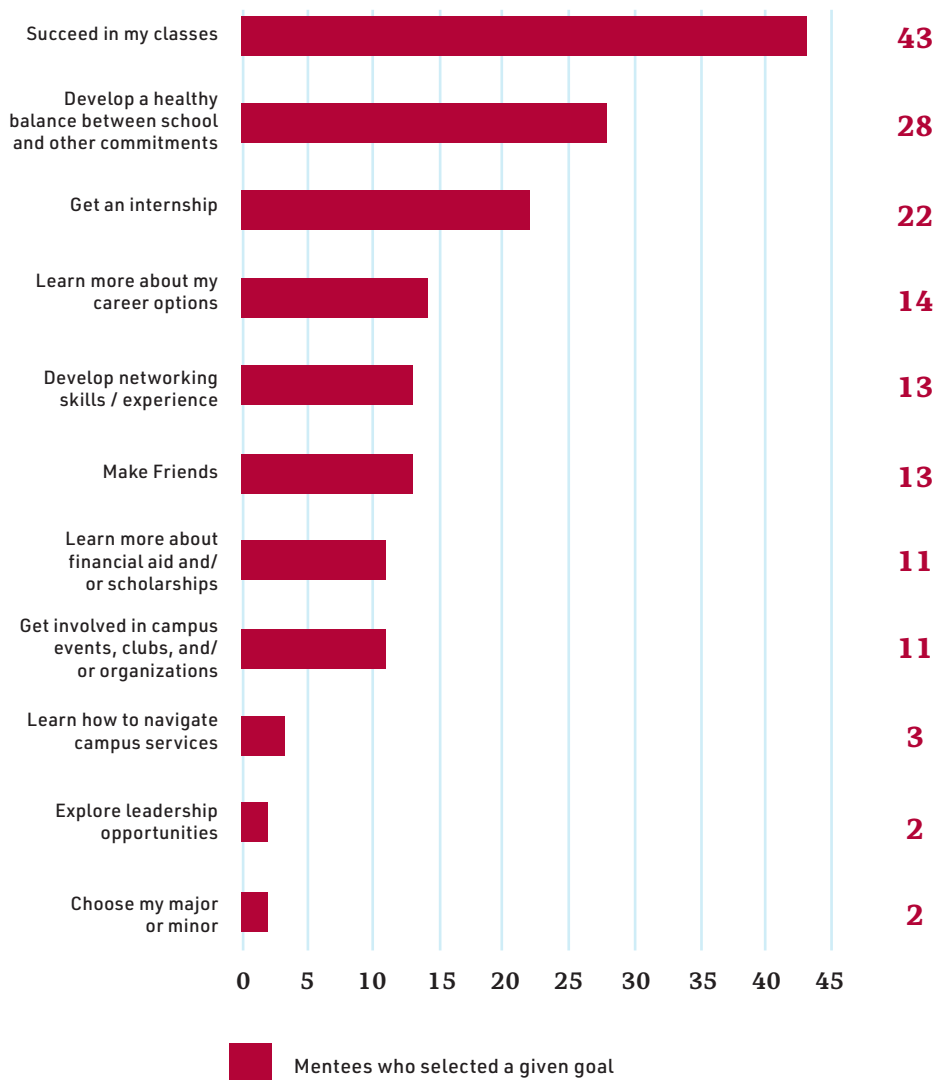


Total Number of Mentees Represented: **162 mentees**

This graph shows the total number of mentees who have selected a preference in a mentor with a specific criterion or skill. Mentees are encouraged to select a top matching criterion in the matching survey question, "Out of the preferences you just shared, which is the most important to you?"

The Mentee

MATCHING PROCESS AND ENGAGEMENT



Total Number of Mentees Represented: **162 mentees**

This graph shows the total number of mentees who have selected a specific goal on their matching survey. A mentee may be able to select multiple goals and can appear in multiple bars of this graph.

ENGAGEMENT TOPIC DISTRIBUTION

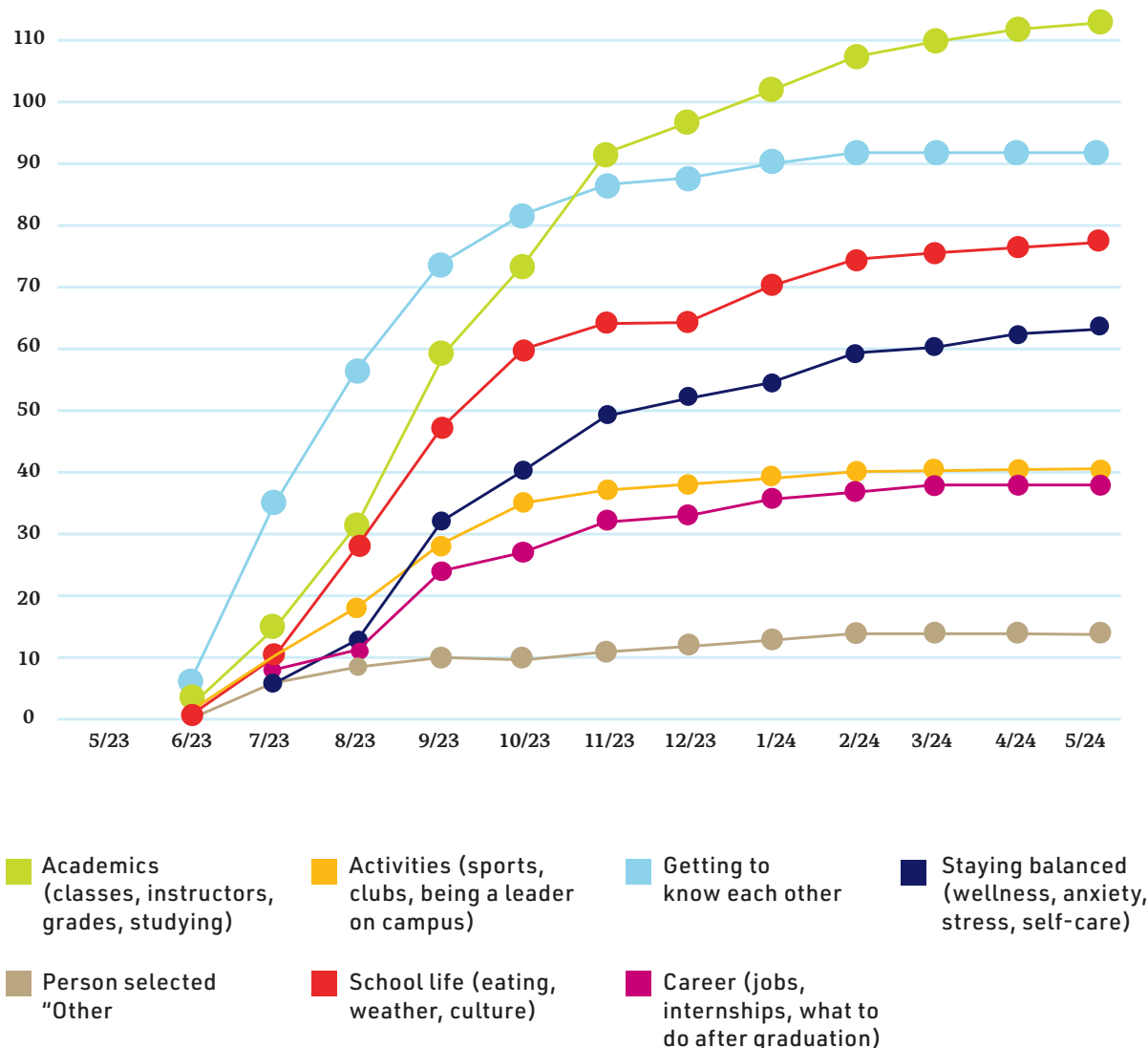


CONVERSATION TOPICS

- Academics (classes, instructors, grades, studying)
- Getting to know each other
- School life (eating, weather, culture)
- Staying balanced (wellness, anxiety, stress, self-care)
- Activities (sports, clubs, being a leader on campus)
- Career (jobs, internships, what to do after graduation)
- Person selected "Other"

This graph shows what topics mentees / mentors said they discussed when logging conversations with their counterpart. Because participants can select multiple topics for a single conversation, ONE conversation may show up under multiple slices of this chart.

ENGAGEMENT TOPICS OVER TIME



This graph shows the TOTAL number of conversations reported for your program, in each topic area, as of the given date. Because participants can select multiple topics for a single conversation, ONE conversation may show up under multiple lines in this chart.



“One challenge I have faced is anxiety about returning to school. My mentor has helped me with good advice including anxiety tools, campus resources, and reassurance that it’s okay to be nervous.”

“They helped me with the work-school-life balance of being a neuroscience major by letting me understand what the coursework is like.”

“My mentor taught me how to navigate DARS, which is very confusing.”

WHAT ARE MENTEES SAYING ABOUT THEIR EXPERIENCES WITH THEIR MENTORS?

“She really helped me navigate my first semester, and she helped a lot when I was super stressed out. She helped out in any way she could with tips and motivation.”

“My mentor helped me find the best study spaces on campus. She explained that she first figured out her best study environment for different subjects and moods; she studies at different places depending on what fits her best on that particular day.”

“My mentor helped me learn how to get involved and make friends.”

THE *value* OF SERVING AS *A mentor*



Mentees are not the only ones who gain invaluable experience through the mentoring relationship. Participating in a mentorship program also offers mentors a unique opportunity for personal and professional growth. By engaging in the mentoring process, mentors can:

- Refine their leadership and communication skills as they guide and support their mentees.
- Enhance their self-awareness and reflection skills, as they evaluate their own experiences and knowledge to effectively advise their mentees.
- Reignite their passion for their field of study or their university, as they see it through fresh eyes and gain new perspectives from their mentees' experiences and challenges.
- Take advantage of networking opportunities by connecting with mentees and other mentors
- within the program to expand their professional network
- Develop a greater sense of community and belonging within the College of Liberal Arts and Temple University.
- Become better informed about the various resources offered on campus and beyond.
- Gain confidence and agency that will help them make the most of their college experience.
- Feel the satisfaction of helping their peers navigate the often difficult transition to college.

Additionally, the intrinsic rewards of mentoring cannot be overlooked. Mentors often experience a profound sense of satisfaction and fulfillment from contributing to the personal and professional development of their mentees. Watching a mentee grow, overcome obstacles, and achieve their goals can be incredibly rewarding, reinforcing the mentor's own sense of purpose and accomplishment.

In the pages that follow, you will hear directly from mentors about their experiences with the program, including how their service has impacted their relationship with the university, how they feel they have contributed to the success of their mentees, and what they would share with a friend interested in becoming a mentor themselves.

"It's very fulfilling to help students as they're entering their college experience and be the help you wished to have when you were in freshman year."



"I would say it adds another type of purpose to life."



WHAT WOULD YOU TELL A FRIEND INTERESTED IN BECOMING A MENTOR?

"I would share that it can be stressful sometimes, but the ability to help someone is a treat."



"I would share that the work is very rewarding and not to take it personally if your mentees don't need your help!"



"I would share that it can be difficult to get responses from freshmen, but they do need and appreciate support."



"I would tell them that it's a fun and unique way to help your community."

HOW HAS YOUR SERVICE AS A MENTOR IMPACTED YOUR RELATIONSHIP WITH TEMPLE UNIVERSITY?

“It makes me think of it more objectively and less inside of my experiences. When I’m telling someone else about what they can do on campus and makes me consider the things that I don’t usually do.”



“Getting excited about helping others succeed has gotten me more invested in my own success.”



“I’ve definitely been more involved. I’ve been finding out answers to things I otherwise might not have cared so much about previously and I also try my best to help out my mentee whenever she might need.”



“It has made me more excited to become involved with campus life.”



“It made me reflect on what I did well and didn’t do well, advice I wish I would have been given starting my freshman year. It also made me reflective of all of the good things I have done in college and ways that I can share these tips with others.”



“Participating as a mentor has definitely made me more appreciative of all the resources Temple has to offer.”



“I feel a lot more connected with the underclassmen through mentorship opportunities such as this!”



"I have been able to share resources that my mentee has not been able to find or may not know about. There are certain helpful temple resources that are harder to find that I can access easily because I have used them before."

"We have been able to come to the same page and work towards creating healthy habits and goals together."

"I have been able to guide my mentee towards resources and job opportunities, that can be harder to find if you don't have practice navigating Temple's resources and databases."

HOW HAVE YOU HELPED YOUR MENTEE BE MORE SUCCESSFUL?

"I told her not to let what other people want from her to stop her from doing that she wants for herself."

"Telling her that failures are an opportunity for learning."

"I have been able to provide her with more information regarding Temple's study abroad opportunities, and how to set up a semester doing study abroad."

"Providing check ins to ensure school was going well."

CONCLUSION *and* NEXT STEPS



For incoming first-year students in the College of Liberal Arts, participating in our mentoring program can be immensely valuable in navigating the academic and social transitions that come with starting college, particularly at a large university with a complex web of resources and bureaucratic hurdles. Our mentors, upperclassmen who have already experienced the challenges of adjusting to college life, provide essential guidance on managing coursework, choosing classes, and utilizing campus resources effectively. As such they complement the role of our academic advisors in providing front-line support. This type of support helps new students build confidence and develop effective study habits early on, laying a strong foundation for their academic success.

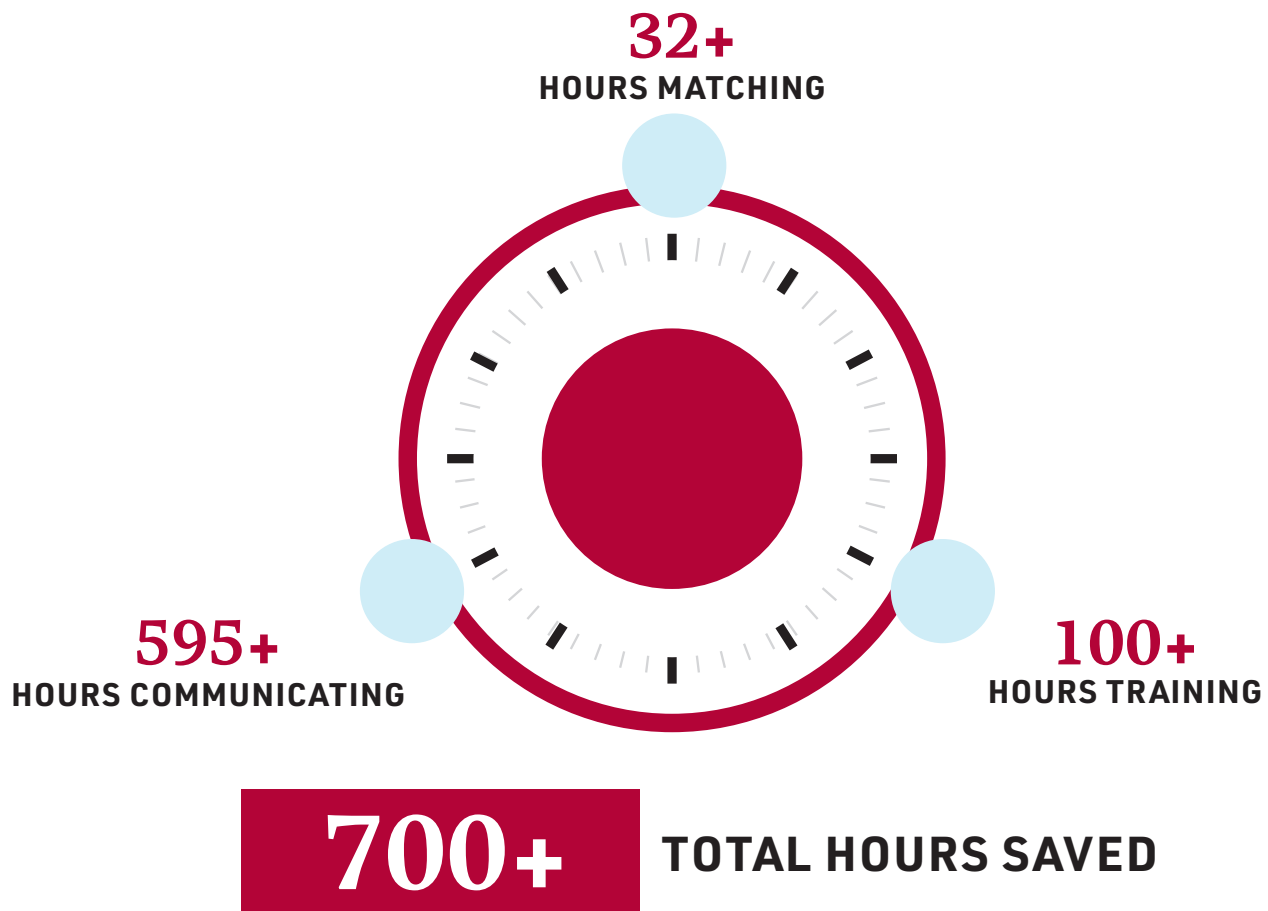
Beyond academics, the mentoring program helps to foster a sense of belonging and community among first-year students. Transitioning to college can be overwhelming, and having a mentor who offers emotional support and advice can significantly ease this process. Mentors introduce new students to social activities, clubs, organizations, and events, helping them form friendships and engage with the larger campus community. This peer-to-peer connection and involvement in extracurricular activities not only enriches the college experience but also promotes a more balanced and fulfilling student life.

Additionally, the mentoring program helps first-year students in the College of Liberal Arts to explore and clarify their academic and career goals. A liberal arts education offers a broad and diverse curriculum, and choices regarding academic programs and course offerings can be both exciting and daunting for new students. Our mentors, who are all continuing students in good academic standing, can share insights from their own academic journeys, discuss various majors, minors, and certificates, and help mentees identify their interests and strengths. This guidance is critical to enabling students to make informed decisions about their academic paths and future careers, ensuring that they make the most of their college experience and set themselves up for long-term success.

Given our experience in the first year of the program, there is clearly significant interest among our students in both mentoring and in being mentored. Through our partnership with the Mentor Collective, we are honoring the needs of those students through identity-based matching, seamless connection and continued conversation, and the resources to keep the engagement going.

Moreover, the human resources, time and money saved using the technology provided by the Mentor Collective is more than 700 hours throughout the academic year between identifying ideal matches, communicating with participants before and during the program, and training mentors to be prepared and equipped to support incoming students to the best of their ability.

The graphic below illustrates this point further.



Our mentors are trained and equipped to raise flags when they feel a mentee requires additional support. This year, mentors sent 76 flags through the Mentor Collective Dashboard, which helps ensure that our first-year students' concerns are addressed by our academic advising team, allowing us to intervene and capture student needs in real time.

As we prepare for the second year of the mentoring program, we hope to further the program's impact by:

- Acknowledge, recognize, and celebrate mentors to encourage returning participation and deepen value among upper-division students.
- Identify additional opportunities to promote the program prior to students' arrival on campus (orientations, welcome week activities, social media, etc.).
- Expand the number of mentees participating by extending the program to incoming transfer students.
- Incorporate the mentoring program into first-year experiences within CLA to reach more students and continue building a culture of mentorship.
- Run impact analysis of melt and retention, specifically comparing mentored and non-mentored students—among other demographics and engagement metrics.
- Add an academic advisor to program oversight to assist in monitoring flags, conducting outreach to mentees, collaborating with mentors, and raising the program's profile within the College of Liberal Arts.



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