



# Igniting Growth: How to Scale Your Mentorship Initiative

June 24, 2026

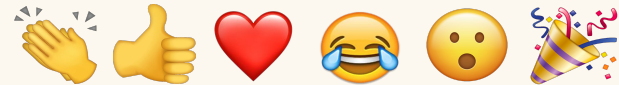


# Audience Engagement



1. Upon entry, audio is on mute
2. Adjust your video layout to speaker view
3. Chat your **name** and **organization**
4. Submit your questions via the Chat or Q&A features in Zoom

Like what you hear? Let us know with reactions!



# Moderator

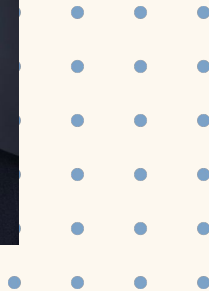
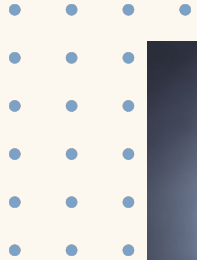
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**Jennifer Kious, M.Ed.**  
Director of Marketing,  
Mentor Collective

# Today's Panelist

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**Kelly Wenig, Ph.D.**  
Director, Blue Devil  
Achievement Center,  
University of  
Wisconsin-Stout  
Polytechnic

# Poll

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# Agenda

- University of Wisconsin-Stout Polytechnic MentorLink
- The Decision to Scale
- Scaling Without Scaling Your Team
- Maintaining Quality at Scale
- Visibility, Buy-In, and Making the Case
- Looking Ahead

Partner Spotlight

# University of Wisconsin-Stout Polytechnic

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UW-Stout  
Polytechnic

StoutProud

## GOALS

- Create high quality engagement between students and their mentors to increase sense of belonging for first year students
- Gain insights from the student voice to provide context for advisors, identify gaps in resources, and increase campus collaboration
- Improve fall-to-spring and fall-to-fall retention

"I became a Peer Mentor to help new students ease into their new chapter of university. When I was in my senior year of high school, I was terrified of beginning this new chapter. I didn't know what to expect and how to adjust to a new environment...As a peer mentor, I want to be able to help those who felt the same as me."

- *Loganie, Peer Mentor*



**Mentee Population:**  
Incoming first year students

**Mentor Population:**  
Upperclass students (must have 2.5+ cumulative GPA and be sophomore level+ standing)

# **The Decision to Scale**

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## The Decision to Scale

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*What led you to move MentorLink's start date to the spring? Why was **shifting the timeline** critical to MentorLink's success?*

# The Decision to Scale

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*What went into the decision to scale for the **entire incoming class**?*

# The Decision to Scale

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*How **realistic** is it to scale an initiative—particularly **mentor capacity**—within just a few years?*

# Scaling Without Scaling Your Team

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# Scaling Without Scaling Your Team

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*What allowed you to grow the program  
**without growing your headcount** at the same  
rate?*

# Scaling Without Scaling Your Team

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What's ***the tipping point*** where a scrappy approach actively limits how many students can be served?

# Maintaining Quality at Scale

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# Maintaining Quality at Scale

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*What did you have to **change operationally** to make sure **match quality** didn't suffer as the numbers grew?*

# Visibility, Buy-In, and Making the Case

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# Visibility, Buy-In, and Making the Case

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What *resonated with decision-makers* when you made the case to scale?

# Visibility, Buy-In, and Making the Case

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*How do students **find out** about the program?  
How has this **changed** since scaling?*

# Looking Ahead

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# Looking Ahead

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*How might **mentorship change** as UW-Stout Polytechnic's broader advising model shifts?*

# Looking Ahead

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*Is scaling worth it to **maximize student success** impact?*

# Poll

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# Upcoming Events

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# Upcoming Events

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<b>Date</b>	<b>Event</b>	<b>Location</b>
May 17–20	1890 Centers of Excellence: Student Success and Workforce Development (SSWD) Spring Symposium	University of Arkansas at Pine Bluff
June 4	Massachusetts SUCCESS Symposium	Greenfield Community College

**Mentor**  
**Collective**

**Thank You!**

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