

# AQIP Student Mentoring Committee

## Meeting Notes

**Project Charge:** *The Student Mentoring project will explore, study, and recommend the design of a mentoring program scaled to serve all MCC students and involving the entire campus community.*

**Goal Statement:** *To increase credit attainment, retention and completion rates by providing guidance to our students to enhance their college experience and achieve their educational goals.*

### *...To Guide, Lead and Encourage*

**April 6, 2017**

**Location:**

**ML3012**

**Time:**

**3:00 pm – 4:30 pm**

**Co-Chair(s):** Ronda Brinch, Jimmie Baber

**Note Taker:** Amanda Burleson

**Liaisons:** Aaron Gulyas, Michelle Glenn

**In Attendance:** Jimmie Baber, Ronda Brinch, Joi Callahan, Janette Cartagena, Michelle Glenn, Aaron Gulyas, Nancy Metcalfe, Andretta Newton, Lauren Ruffin, Theron Williams, Amanda Burleson

**Absent:** Jennie Welliver, Amy Witham

**Agenda:**

1. Review consensus from last session (mentor assignment, pilot program)
2. Review Campus Community Contact Model on the board
3. What does the Mentor Team (Campus Community Contact Team) do?
4. Determine agenda for next meeting
5. Next Meeting: **April 27, 2017 3:30 – 5:00 pm, ML 3012**

**Notes:**

1. Janette read aloud the consensus items reached from the previous session.
  - a. Joi – How mentors are assigned (able to volunteer rather than assigned where they are needed) may affect the diversity of the mentoring pool.
  - b. Michelle – Strongest mentors may be gathered in one spot after scaling up from the pilot program. Mentees may also develop relationships with mentor and would not want mentor to be reassigned when scaling up.
  - c. Ronda – Discuss pros/cons of assigning mentor vs. mentor's choice
  - d. Joi – emphasized it is about the mentees and not about the mentor's preference.
  - e. Janette – The group has not yet reached consensus on if the pilot project will involve one or more division.
  - f. Aaron – Mentoring will differ in regards to style and focus depending on department. Suggestion to keep the numbers small, yet broad in representation. Use departments rather than pathways, too many pathways, some with small amount of students, some with large.
  - g. Ronda – Could be too simplistic if there are only one or two programs in the division.
  - h. Janette- Fine Arts and Social Sciences may be an ideal department to begin with because it has many different and diverse programs.
  - i. Ronda – Process question – when the team reports out to board, can we state which department we want to use? Or is that too detailed? Do we need to specify?

- j. Aaron – The team is making the recommendation – it does not necessarily mean it will be implemented in the way it is planned.
  - k. Michelle – the team will want to be very specific so it can be implemented as planned. The team can use the report out to develop a steering committee which can shepherd the process of implementation. AQIP members can participate in steering committee.
  - l. Janette – Will we present to the board as a campus-wide program or pilot program?
  - m. Amanda – Present to the board as a model that can be used on a small scale at first and then implemented campus-wide
  - n. Andretta – Suggested piloting the program and then once a small version has been established, we may be able to find more volunteers, have more visibility.
  - o. Ronda – If we do a pilot of one division, it may not be a true sample of the college population.
  - p. Michelle – It may help to think about what will the program look like when it is fully implemented?
2. Campus Community Contact Model (drawn on the board) – Lauren
- a. Campus Community Contact Coordinator (Project Manager/Program Chair)  
Oversees the mentors, plans events, evaluates, reports on program, improvements and feedback.
  - b. Campus Community Contact Team
    - i. Group of mentors, Faculty remain in their division, staff are assigned as needed
    - ii. CCCC (Coordinator) assigns mentors as needed
3. What does the Mentor Team (Campus Community Contact Team) do?
- a. Guide, lead and encourage
  - b. Refer back to goal statement:  
*To increase credit attainment, retention and completion rates by providing guidance to our students to enhance their college experience and achieve their educational goals.*
  - c. Host monthly meetings/activities
  - d. Share info about important dates, clubs, events on campus
  - e. Cultivate relationships with student
  - f. Refer to appropriate services and resources as needed (on/off campus, housing, food, academics, etc)
  - g. Contact students at critical milestones in semester – enrollment, FAFSA, mid-term
  - h. Starfish and role of advising:
    - i. Advisor can be resource to mentor
    - ii. Starfish – tool to see how a student is doing in school
    - iii. Mentor can follow-up with students flagged as “under-served” or has many absences
4. AQIP process:
- a. Design, implement
  - b. Gather evidence
  - c. Document fidelity

**Agenda for next meeting:**

- 1. Continue - What does the Campus Community Contact Team do?
- 2. How are faculty and staff assigned?
- 3. Determine amount of contacts?