

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

December 15, 2016

Location:

ML2001

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, Joi Callahan, Aaron Gulyas, Nancy Metcalfe, Lauren Ruffin, Jennie Welliver, Amanda Burleson

Absent: Robin Brinch, Janette Cartagena, Michelle Glenn, Andretta Newton, Theron Williams, Amy Witham

Agenda:

1. Explore Current Role of Academic Advisors
2. Discuss Meta-Majors, how to incorporate within mentoring program
3. Recap of mentoring model
4. Next Meeting: **January 26, 2017 3:00 pm - 4:30 pm, Location TBD**

Notes:

1. Explore Current Role of Academic Advisors (Jennie):
 - a. First-time Freshman need to meet with an advisor prior to registration, explore options, discuss degree pathways, course selection
 - b. Emphasis on enrollment, retention and completion
 - c. Encourage non-first time freshman to self-register using degree pathways
 - d. Career and Enrollment Center (Registration) cannot recommend courses, but can assist with self-registration.
2. Discuss Meta-Majors (Aaron):
 - a. undecided/developmental students
 - b. Broader categories based on the Michigan Career Categories
 - c. Helps student complete General Education requirements and move toward a major of interest
 - d. 6 groups + 7th developmental ed. Group, (ex) Arts/Humanities/Communications

3. Re-cap of Mentoring Model (Joi, Amanda) – What do mentors do?

(Included from previous notes, Added comments underlined)

- a. *Every student assigned a mentor (optional participation, not mandatory)*
- b. *Mentor is a faculty/staff member*
- c. *Student may develop peer relationships/natural connections through the program.*
- d. *Mentoring program has monthly meetings or Meet 3-4 times/semester*
- e. *Includes presentations on college functions, MCC Backpack, FAFSA, resources, other topics of interest. Group presentations and workshops, stress important dates (FAFSA, drop deadlines, etc..)*
- f. *Student is also able to contact mentor individually (referral to resources, able to follow up with student.)*
- g. *Opportunities to mentor soft-skills, increase levels of cognitive effort Personal assistance/soft-skills training*
- h. *Mentor recruitment: Initially voluntary, may need release time*
- i. *Mentor resources – Job aid and resources, framework for mentoring Resources are prepared for the mentor ahead of time, less preparation, consistent across mentoring groups. (Aaron)*
- j. *Guide, Lead, Encourage (Amy)*
- k. *Interested staff/faculty can visit mentoring meetings to learn more, then decide.*
- l. *Follow-up with student about absences*
- m. *Role/responsibility of student = Student code of conduct.*
- n. *Change title of “Mentor” to Campus Community Contact*
- o. *Refer to counseling and other resources when necessary*
- p. *Mentoring rotation (Aaron)*
 - i. *Always have a mentor, may not be the same mentor, former mentors are on reserve*
 - ii. *Less feelings of abandonment, but not overwhelming volunteers*
 - iii. *Mentors can form long-term mentoring relationship, but not required.*
- q. *Incorporate mentoring with course syllabus (Nancy)?*
- r. *Accessibility: Specific times vs. Scheduled times (Joi)*

4. Constraints:

- a. Understaffing
- b. Students not using Mott e-mail
- c. Mentors can get overwhelmed, too many students
- d. Mentoring new vs. existing students?
- e. Mentor attrition (burn-out, other obligations)
- f. How long are mentors expected to mentor?
- g. Faculty/staff availability: By e-mail, office hours/engagement hours (not violating CBA)
- h. Training about professional ethics/boundaries, protocols and guidelines

Agenda for next meeting:

1. Charter IV.c: How will you develop an improvement theory?

- a. Reach consensus on model
- b. Items for consideration
 - i. *What level of student participation?*
 - ii. *How many students will show up?*

- iii. *How many faculty/staff will volunteer?*
- iv. *How many students in each pathway/division/meta-major?*
- v. *How to sell the program? Bring people on board?*
- vi. *How to we organize the program to include staff mentors? i.e. assigning staff based on their department and its connection to a division?*
- vii. *Lead mentor as in "Train the Trainer" model?*
- viii. *How to get students involved?*

2. Charter V: Constraints – What limitations are known/Expected? (Continue)