

Fall 2011

Undergraduate Mentor Demographic Summary

Jacob Coppola
Portland State University

Rowanna L. Carpenter
Portland State University, carpenterr@pdx.edu

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Citation Details

Coppola, Jacob and Carpenter, Rowanna L., "Undergraduate Mentor Demographic Summary" (2011).
University Studies Assessment Research. 7.

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Undergraduate Mentor Demographic Summary

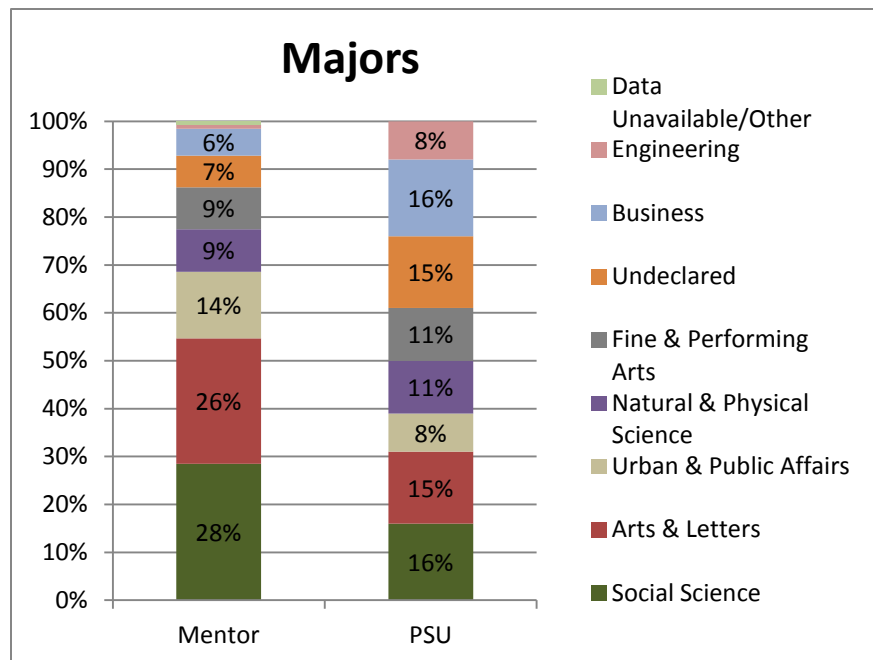
Undergraduate (UG) mentors in UNST’s Freshman Inquiry (FRINQ) are placed in a unique position of influence. With each spending one entire year working with a single class, mentors will color the educational experience of over 1,200 Portland State freshmen each year. Given this significant role, it is important that mentors are demographically representative of the PSU student body. By compiling this report, we hope to better understand the composition of the UG mentor population, as well as identify possible areas of representational imbalance. This report is descriptive in nature and does not propose solutions; its purpose is to present information that may then be used to inform decisions. It is also important to note that we are reporting on mentors who were offered and accepted positions—we did not examine application information. As such, this report alone cannot determine whether representational imbalances are the result of lack of applications, or lack of success in the hiring process. While mentors in the UNST program may be undergraduate or graduate students, ‘mentors’ as used in this report solely concerns UG mentors.

The information presented for mentors represents students who began mentoring during the fall terms of 2007-2010 (approx 30 per year). Information about Portland State’s undergraduate student body is from the *Office of Institutional Research and Planning, Factbook 4th* week of Fall, 2010. The sample size for each group is:

<i>UG Mentors, 2007-2010</i>	120
<i>Portland State, Fall 2010</i>	20,428

Major

Examining the composition of majors may help ensure that a wide variety of academic interests are being represented. As shown in the figure at right, the majority of mentors at Portland State study either a Social Science or a discipline within Arts & Letters. These two areas represent 54% of the mentors, but only 31% of overall UG PSU students. With respect to PSU proportions, relatively few mentors are enrolled in business and engineering (7 & 6%, respectively).

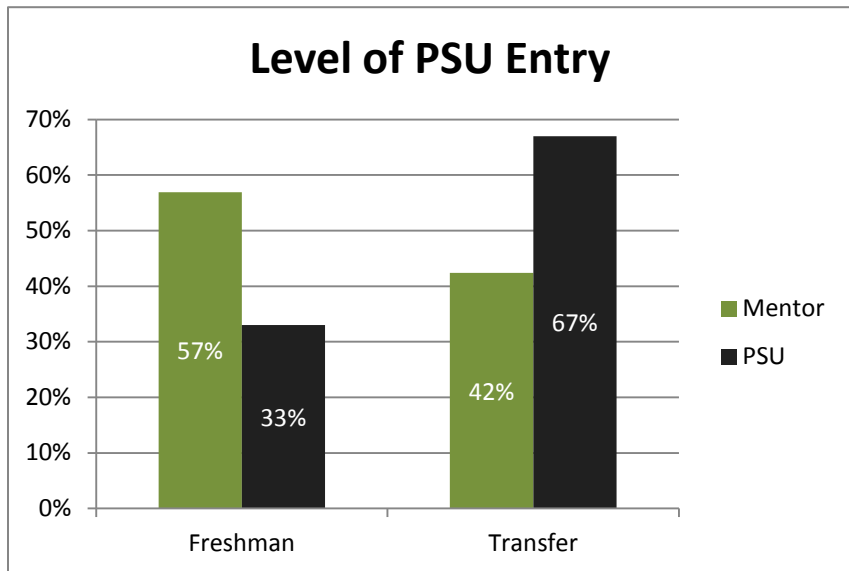
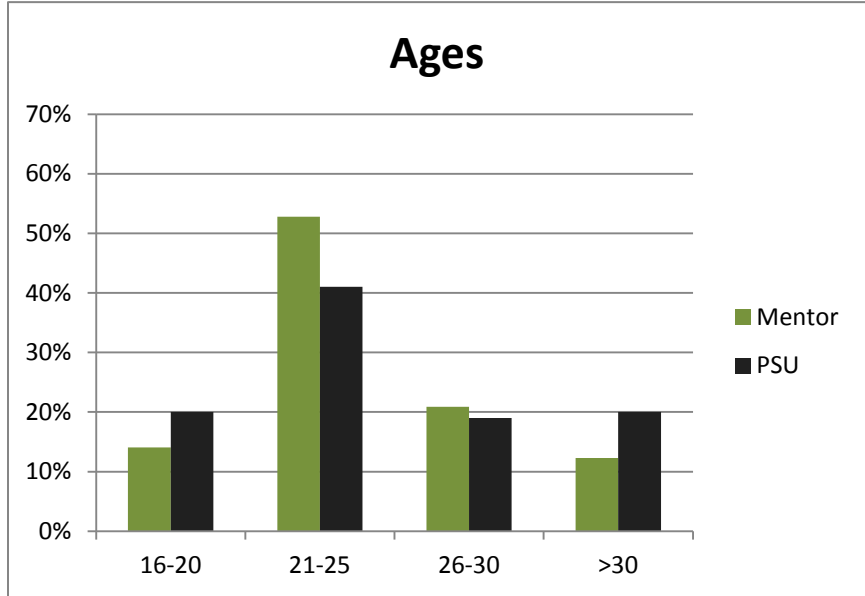


Age & Level of Entry

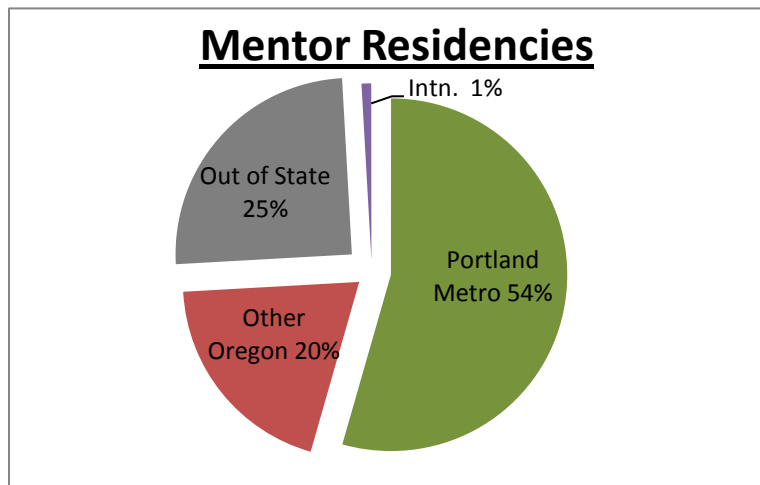
There are relatively few mentors in the 16-20 age group because mentors must have at least junior standing. Overall however, FRINQ mentors tended to be younger than the average Portland State student. This age discrepancy is related to the *Level of Entry* pattern for mentors. The majority of mentors enter PSU as freshman and remain enrolled until they are juniors or seniors when they can become a mentor, whereas the majority of Portland State students are transfers or returning students. Freshman entering PSU tend to be more “traditional”, with an average age of 19. The average age for a Portland State transfer student is 25.5 years. (OIRP)

Residency

The regional residencies of mentors closely matched that of the Portland State student body.



Residency	Mentor	PSU
In-State	74%	70%
Out-of-State	25%	27%
Intl.	1%	3%

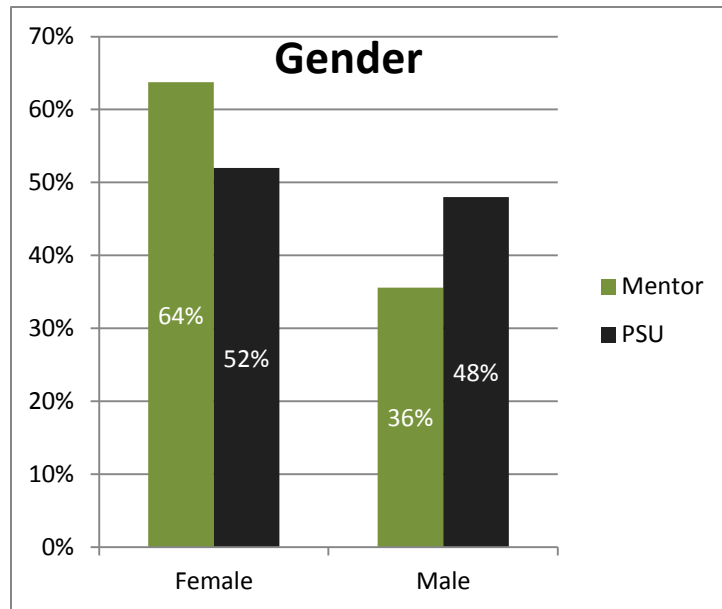


Gender

64% of the mentors identified as female, a significantly higher proportion than the 53% for PSU. 1% of mentors declined to respond.

Ethnicity

Exploring the diversity of human experience is an integral component of all FRINQ courses. As such, it is vital that the mentors helping to lead this inquiry represent a wide cross-section of the population. Analyzing the ethnic composition of mentors may help bring to light current under-representations, as well as track future improvements. Both mentors and the PSU student body had a high percentage of people who either declined to respond, didn't identify with the categories listed, or identified with unlisted ethnicities. OIRP does not record multiple ethnicities as an option.



Ethnicity	Mentor	PSU
American Indian	1%	1%
Asian or Pacific Islander	8%	9%
African American	0%	3%
European American	69%	65%
Hispanic/Latino	3%	6%
Multiple Ethnicities	3%	-
Unknown	3%	17%
Other/Declined to Respond	13%	

Closing Remarks

As expressed in its mission statement, University Studies will help students develop “an understanding of the rich complexity of the human experience through the studies of differences in ethnic and cultural perspectives, class, race, gender, sexual orientation, and ability.” (PSU) In order to fully develop this understanding in students, it is critical that FRINQ not only espouses diversity, but embodies it. In addition to this academic mission, a wide cross-section of mentors will ensure that UNST is providing leaders with which under-represented students can identify. Third, a diverse mentor population would reflect equal access to the experience, training, and scholarship awarded to mentors. By examining past conditions, we hope that this assessment may serve as another stepping stone in UNST’s continual path of development and improvement.

*Report Compiled By:
Jacob Coppola, UG Mentor
Rowanna Carpenter, Ph.D.
Coordinator of Assessment*