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PORTLAND STATE UNIVERSITY
annual assessment report 2010 - 2011



MENTOR PROGRAM ASSESSMENT

TOOLS AND METHODS

FRINQ End-of-Year Survey

Purpose: The FRINQ End-of-Year Survey asked students to rate their experiences in their FRINQ course over the 2010-2011 academic year. Students responded to questions about the course format, faculty pedagogical practices, and mentor contribution to the course. The survey also asked about experiences with advising, comfort on campus, and plans for the fall term. The results provide information to individual faculty about their courses and to the program about students' overall experience in FRINQ. Students were also asked about their experiences assembling and constructing their ePortfolio.

Method: During the final 3 weeks of Spring Term 2011, FRINQ students completed the End-of-Year Survey. This online survey was administered during mentor sessions. 924 students responded to the survey for a response rate of 70%.

KEY

- A Displayed a personal interest in students and their learning
- B Made it clear how mentor session work fits into the course
- C Related course material to real life situations
- D Inspired students to set and achieve goals which really challenged them
- E Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own
- F Encouraged interaction outside of class (phone calls; e-mail; etc.)
- G Provided opportunities to help students complete assignments successfully
- H Help students feel more comfortable at PSU
- I Helped students improve their academic skills
- J The mentor sessions connected well with the class.

YEARS '06-07 '07-08 '08-09 '09-10 '10-11

MA = MODERATE AGREEMENT HA = HIGH AGREEMENT

Percentage of courses where students agreed that the mentor...

| | '06-07 | | '07-08 | | '08-09 | | '09-10 | | '10-11 | |
|---|--------|------|--------|------|--------|------|--------|------|--------|------|
| | MA | HA | MA | HA | MA | HA | MA | HA | MA | HA |
| A | 12.5 | 87.5 | 8.1 | 89.2 | 7 | 93 | 2 | 98 | 4.7 | 95.3 |
| B | 31.3 | 62.5 | 13.5 | 83.8 | 16.3 | 81.4 | 14.3 | 89.8 | 16.3 | 83.7 |
| C | 18.8 | 65.6 | 18.9 | 78.4 | 23.3 | 74.4 | 16.3 | 87.8 | 20.9 | 76.7 |
| D | 37.5 | 43.8 | 37.8 | 62.2 | 30.2 | 67.4 | 26.5 | 73.5 | 25.6 | 72.1 |
| E | 12.5 | 84.4 | 8.1 | 89.2 | 14 | 86 | 8.2 | 91.8 | 4.7 | 95.3 |
| F | 31.3 | 50 | 40.5 | 59.5 | 39.5 | 60.5 | 12.2 | 87.8 | 18.6 | 79.1 |
| G | 18.8 | 81.3 | 8.1 | 89.2 | 9.3 | 90.7 | 6.1 | 93.9 | 2.3 | 97.7 |
| H | 12.5 | 87.5 | 16.2 | 81.1 | 11.6 | 88.4 | 14.3 | 87.8 | 9.3 | 90.7 |
| I | 28.1 | 59.4 | 24.3 | 73 | 25.6 | 72.1 | 18.4 | 83.7 | 11.6 | 88.4 |
| J | 34.4 | 46.9 | 37.8 | 56.8 | 34.9 | 60.5 | 26.5 | 71.4 | 34.9 | 65.1 |

*In courses with high agreement 75-100% of students agreed or strongly agreed with the statement. Moderate agreement represents 50-74% of students and low agreement indicates that less than half of students agreed with the statement.

MENTOR PROGRAM ASSESSMENT

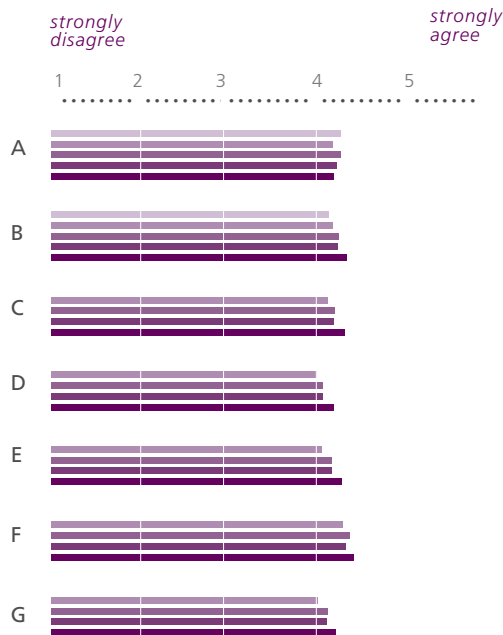
KEY

- A Displayed a personal interest in students and their learning
- B Provided opportunities to help me complete assignments successfully
- C Clearly stated expectations of students in mentor session
- D Helped me understand the resources available to me at PSU
- E Clearly stated the learning objectives for the mentor session
- F Created an atmosphere that encouraged active student participation
- G Used activities and assignments that allowed me to feel personally engaged in my learning

YEARS '06-07 '07-08 '08-09 '09-10 '10-11

MA = MODERATE AGREEMENT HA = HIGH AGREEMENT

The mean responses for SINQ mentor course end-of-year surveys.



TOOLS AND METHODS

SINQ End-of-Year Survey

Purpose: The SINQ End-of-term Survey asked students to rate their experiences in their SINQ course. Students responded to questions about the course format, faculty pedagogical practices, and mentor contribution to the course. The results provide information to individual faculty about their course and to the program about students' overall experience in SINQ.

Method: During the final 3 weeks of each term during the 2010-2011 academic year, SINQ students completed the End-of-Term Survey. This online survey was administered during mentor sessions. 3542 students responded to the survey.

Percentage of SINQ courses where students agreed that the mentor...

| | '06-07 | '07-08 | '08-09 | '09-10 | '10-11 |
|---|--------|--------|--------|--------|--------|
| A | 9.7 | 89.2 | 19.4 | 79.1 | 13.8 |
| B | 22.6 | 75.3 | 20.2 | 78.3 | 14.6 |
| C | NA | NA | 31.8 | 65.9 | 20.8 |
| D | NA | NA | 36.4 | 55.8 | 36.2 |
| E | NA | NA | 34.1 | 62.8 | 17.7 |
| F | NA | NA | 14.7 | 83.7 | 9.2 |
| G | NA | NA | 36.4 | 58.9 | 25.4 |

*In courses with high agreement 75-100% of students agreed or strongly agreed with the statement. Moderate agreement represents 50-74% of students and low agreement indicates that less than half of students agreed with the statement.

MENTOR PROGRAM ASSESSMENT

SUMMARY OF FINDINGS

FRINQ Mentors

The data for student ratings for FRINQ mentors reveals some areas of consistently strong or increasingly higher means and student agreement from years '06-07 through '10-11 years, including display of personal interest in students, providing opportunities to help students, asking students to share ideas and experiences with others across differences, and helping students feel more comfortable.

Areas remaining steady and relatively strong for means and agreement over these years include relating course materials to real-life situations, inspiring students to achieve goals and challenging them, and encouraging interaction outside of class.

Areas where the data shows a declining or steadily lower trend in student means and agreement are related to the connections of mentor session to main class.

SINQ Mentors

The data for student ratings for SINQ mentors reveals that a majority of these areas show consistently strong or increasingly higher means and student agreement from years '06-07 through '10-11 years.

Areas remaining steady and relatively strong (though could use improvement to be higher) for means and agreement over these years include helping students understand resources available at PSU.

There were no areas where the data shows a declining or steadily lower trend in student means and agreement.

REFLECTION

Regarding the FRINQ trends for areas of improvement, mentor training can be improved to address the mentor communication and lesson planning to increase the overt connections of the materials to main session. The Mentor Director will also discuss the data with the FRINQ Coordinator for improving faculty awareness of this from their side of curricular planning. It is not clear from the data why the connections are not clear to the students, so more attention will be placed in mentor training on the importance of communicating connections explicitly and planning sessions that connect to and enhance course content.

Additionally, FRINQ mentor training can be strengthened to address the steady or moderately increasing trends, such as relating materials to real-life experience and inspiring students to set goals and challenge themselves. One way we will address the goal-setting issue is by asking mentors to set their own goals using their ePortfolios throughout the year and to create steps and reflections on these each term.

Regarding SINQ trends, GR mentors will be further exposed to PSU resources in mentor training in Spring and Fall to increase their abilities to help students understand resources. It may be that they either are not as familiar with the resources UGs use (being GR mentors or being new to PSU as many GR mentors typically are), or it may also be that SINQs focus less in general on student support via resources and more on direct support of actual goals such as improving writing. SINQ mentor sessions also meet less regularly than FRINQs, so it could be that mentors and faculty make other choices for focusing those topics. However, it is easy to enhance mentor training to improve the capacity of SINQ mentors to support students at the level of resource connections at PSU for their development as students both academically and socially.

A final observation is that all FRINQ and SINQ mentors should receive a copy of the questions that students will be asked to respond to related to their mentor sessions. This should be offered early and overtly in training and reemphasized in Fall training with a focus on using evaluation data to improve mentoring.

Research Goals for '11-12 Year in Mentor Program

For '11-12, the Mentor Program will focus its research efforts on the analysis of online SINQ data, addition or improvement of the questions we ask students about their online experiences with mentors, comparisons of online SINQ mentoring to regular SINQs, and using the data to find evidence for improving training and best practices for online mentoring.

Additionally, the Mentor Program will examine retention and achievement data that is available for past and current mentor cohorts. In particular, we will explore the rates of graduation and retention for peer mentors in comparison to sample groups of PSU students who are not mentors. We will also assess any GPA comparisons we can make to non-mentor PSU cohort students.