

2014-2015 Cycle

## Assessment Findings

### Finding per Measure

#### Women's Resource Center Outcome Set

##### Goal

###### Goal 1

Promote mentoring between female faculty/staff and female students

▼ **Measure:** Broadcast mentoring success through digital narratives  
Direct - Other

**Details/Description:** Collect artifacts from mentors and/or mentees who agree to share their mentoring success on our website.

**Acceptable Target:** At least 3-4 mentoring digital narratives published on our website.

##### Findings for Broadcast mentoring success through digital narratives

**Summary of Findings:** We collected 4 mentoring digital narratives from female students and alumni that highlight the benefits of finding a female mentor (faculty or staff) in college. Based on specific experiences of student mentees, these mentoring videos encourage female students to seek out female faculty/staff mentors to help them succeed and reach their academic/professional goals. These videos are published on our website.

**Results:** Acceptable Target Achievement: Met

**Actions to be Taken:** We will add more digital narratives to our collection and possibly invite female mentors and professional women to share their experiences. We also expect to build on these narratives in multimodal form (e.g., short video clips, podcast, or text) throughout the following schoolyear to bolster our mentoring project.

##### Substantiating Evidence:

 Mentoring Success Narratives (Web Link)

Distinct from peer-to-peer mentoring or having a course advisor, four former female student mentees identified a female faculty or staff to serve as role models and nurtured their academic/professional success.

[http://dixie.edu/wrc/mentoring\\_and\\_support.php](http://dixie.edu/wrc/mentoring_and_support.php)

##### These Findings are associated with the following Actions:

###### Mentoring Digital Narratives

(Action Plan; 2014-2015 Cycle)

▼ **Measure:** Offer practical mentoring workshops once a semester  
Indirect - Survey

**Details/Description:** Collect participants' feedback on the success of mentoring workshops through evaluation sheets

**Acceptable Target:** At least 80% of qualitative feedback received should indicate what they liked about the mentoring workshop

##### Findings for Offer practical mentoring workshops once a semester

**Summary of Findings:** We offered practical mentoring workshops once a semester and had great turnout (attendance, feedback) in the fall of 2014 semester because it was offered simultaneously before the first day of class during the faculty in-service workshops. In contrast, our spring 2015 event was offered with lunch to entice more people to attend -- overall, we also had good attendance rate though it fell short in comparison to our fall event.

100% of each event's participants indicated what they liked about the mentoring workshop. For example, 32% indicate they liked the opportunity to share ideas, 9% felt meeting new people from other departments was valuable, and the rest noted 'brainstorming, new ideas/questions, opening the conversation on campus, discussion of DSU faculty concerns' in our fall workshop; for spring 2015, 100% loved the variety of experiences shared by our invited mentor/mentee panel members as well as the open discussion that transpired during the presentation. These feedback reflect the effectiveness of these mentoring events.

**Results:** Acceptable Target Achievement: Exceeded

**Actions to be Taken:** We intend to continue offering practical mentoring workshops that cater to the needs of the participants (e.g., best practices). We also hope to increase our budget for the spring luncheon event to accommodate more participants, strengthen our publicity to garner more audience interest, and choose a day with the least amount of scheduled conflicts.

**Substantiating Evidence:** Available in Taskstream

▼ **Measure:** Track female faculty/staff and student mentoring practices  
Indirect - Other

**Details/Description:** Collect data of female faculty/staff and student mentoring relationships through WRC-sponsored mentoring connections and activities.

**Acceptable Target:** Baseline data will be established at the first measurement (e.g., 8-10 mentoring relationships per year)

### **Findings** for Track female faculty/staff and student mentoring practices

**Summary of Findings:** For SY 2014-2015, we recorded a total of 33 female faculty/staff mentors who engaged in mentoring relationships with a total of 112 DSU female student mentees based on mentoring surveys conducted during WRC-sponsored fall 2014 and spring 2015 mentoring events and end-of-spring 2015 online follow-up survey. The mentors surveyed met with their mentees an average of 46 times throughout the schoolyear. The results indicate that female faculty/staff mentors are actively engaged in female student mentoring relationships.

Since the data collected from our mentoring events were anonymous, there was no way to identify the respondents' identities and exclude any duplication; both face-to-face and online surveys did not indicate the identity of the mentees as well.

**Results:** Acceptable Target Achievement: Met

**Actions to be Taken:** To supplement our current data, we need to track specific mentoring relationships through a WRC-sponsored mentoring connection. Perspectives from each mentor-mentee pair need to be monitored to reflect more holistic mentoring practices. Application forms for prospective female student mentees will be collected and paired with potential female faculty/staff mentors based on

matching goals/needs. These WRC-sponsored mentoring connections will be done by WRC committee.

**Substantiating Evidence: Available in Taskstream**

**These Findings are associated with the following Actions:**

**Female Faculty/Staff and Student Mentoring Practices**

(Action Plan; 2014-2015 Cycle)

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\* The Status Report for 2014-2015 assessment will be submitted through Taskstream in 2016 following SY 2015-2016 cycle.

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