CALIFORNIA COMMUNITY COLLEGES
AND
STATE CENTER
COMMUNITY COLLEGE DISTRICT

#90-0029
### Campus and Community Mentoring Program

<table>
<thead>
<tr>
<th>FUNDING CATEGORY &amp; AWARD</th>
<th>ELIGIBLE PROGRAM</th>
<th>PROJECT CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant = $14,600</td>
<td>C --- Special Learning Needs Ed/Dis</td>
<td>Mentor Model</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROJECT PRODUCT</th>
<th>PROJECT TOPIC #1</th>
<th>PROJECT TOPIC #2</th>
<th>ACADEMIC SUBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workbook</td>
<td>Retention</td>
<td></td>
<td>Inter-Disciplinary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROJECT DIRECTOR</th>
<th>PROJECT SUPERVISOR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PROPOSAL DESCRIPTION**

The Fresno City College Campus and Community Mentoring Program provided volunteer faculty, staff administrators and community members to serve as mentors for two hundred underrepresented, high risk students. The program involved recruiting and training mentors, selecting and orienting mentees, matching mentors with mentees, monitoring and evaluating the program and acknowledging the participants. Training and Resource manuals were developed.
Campus and Community Mentoring Program

This program resource is designed to provide another human the high-risk, underrepresented student at Fresno City College. The most recent research studies to date have unanimously identified a genuine caring attitude exhibited by the faculty, staff, and the college administrators as another significant factor contributing to student persistence and success.

The Fresno City College Campus and Community Mentoring staff, Program will provide volunteer faculty, staff, administrators, and community people to serve as mentors for two-hundred, underrepresented, high-risk, students. Through the development of this program, a training manual and resource manual will be developed for dissemination and replication at other community colleges.

This program consists of recruiting and mentors; selecting and orienting mentees; matching mentors with mentees; monitoring the program; evaluating the program; and acknowledging the participants.
1. Specific Educational Program Being Addressed

SPECIFIC EDUCATIONAL PROGRAM OR SERVICES THE PROPOSAL IS ADDRESSING

The Campus and Community Mentoring Program has been designed to meet both AB 1173 and the Board of Governor's 1989-90 Basic Agenda as outlined in the Request for Proposal.

AB 1173
Programs addressing special learning needs of educationally disadvantaged students

The Campus and Community Mentoring Program will provide mentors to underrepresented, high-risk college students. These students will have an opportunity to be paired with both a community and campus mentor that will serve as role models.

1989-90 Basic Agenda Criteria

A. Transfer Education -
Intensify efforts to increase the numbers and success of underrepresented students in transfer programs

This program will focus on underrepresented students and encouraging them to consider transfer as a viable option. Both the campus and community mentor will work with the college Transfer Center.

B. Student Services -
Develop strategies to establish and maintain productive working relationships between student services personnel and instructional faculty.

The Campus and Community Mentoring Program relies on the faculty, staff, and administrators to volunteer to serve as mentors. A counselor will coordinate this effort and work through Faculty Senate, President's Augmented Cabinet, and Classified Council to secure the volunteers. As college staff mentor students and provide assistance, they will become more familiar with other operations on the campus.
SPECIFIC PROBLEMS BEING ADDRESSED
Numerous articles and studies have been conducted pertaining to retention of underrepresented students. The ACT Program in a study on "Serving the Underprepared Student", found that one of the most important factors for retention was having an individual who takes personal interest in the student. The most comprehensive retention studies to date have unanimously identified a genuine caring attitude exhibited by the faculty, staff, and the college administrators as another significant factor contributing to student persistence and success. Mentor programs are being created on college campuses nationwide as an excellent representation of this "caring attitude" concept. Research psychologists concur with the viability of the mentoring concept. Studies based upon programs implemented in four year institutions validate the success of mentoring programs for retaining students in college.

These findings should not be surprising. Evidence of the importance of a "genuine caring attitude" can be found in virtually every field of study. The campus and Community Mentoring Program will provide an additional person for the student to have contact with.

High-risk students are the last to seek any assistance. With the implementation of a mentoring program, the high-risk, underprepared students will be targeted as participants. We believe the feelings of alienation, loneliness, and discomfort experienced by many of our underrepresented students can be alleviated with the implementation of the mentoring program.
3. Population To Be Served

POPULATION TO BE SERVED
200 underrepresented Fresno City College students will be identified to participate in the mentoring program. Using English Placement Test Results, the majority of the students will place into developmental level English classes. These students will maintain their mentors even after the project is complete.
4. Objectives

[NO “OBJECTIVES” ACCOMPANIES THIS DOCUMENT.]
5. Workplan Narrative

[NO “WORKPLAN” ACCOMPANIES THIS DOCUMENT.]
6. Expected Outcomes

EXPECTED OUTCOMES

A. Project Objectives

1. Students enrolled in the mentor program either will maintain or increase their grade point average within one semester.
2. Students enrolled in the mentor program will on the average drop fewer than four units during the semester.
3. Students enrolled in the mentor program will identify increased satisfaction with the institution based upon a survey conducted by the Office of Institutional Research.
4. The link between counselors and teaching faculty, who serve as mentors, will be strengthened because each will work more closely with one another in assisting mentees. This will be measured by a survey conducted by the Office of Institutional Research.

B. Impact of the Project

As a result of this project, there will be improved retention and better academic achievement for underrepresented students that are mentees. Relationships between instruction and student services should be enhanced. Community mentors will have a better appreciation and understanding of our institution.

C. Potential for Continued Support

The beauty of this program is that it is so eloquently simple. It is an effective retention strategy which capitalizes upon the one key element that we feel we inherently do best - that is, genuinely care about our students. Because mentors volunteer their time, the cost of this student retention effort is minimal. Once the program is in place and the resource manuals have been developed through grant funds, the College is committed to the importance of building and developing a sense of community, which makes the Campus and Community Mentor Program both timely and relevant.

D. Adaptation to Other Institutions

Grant funds will be used to develop training materials including a manual on how to start and organize a mentoring program, staff development workshop outline, mentor resource manual, and mentor implementation package which describes a step-by-step approach for creating and implementing a mentor program.
7. Evaluation Plan

Evaluation Plan

A control group of students will be compared to the mentees on the basis of grade point average and number of units dropped. The control group will be compared to the mentees through a survey to compare their satisfaction with the college in general. The faculty mentors will be surveyed with a pre and post instrument to measure their satisfaction with student services. The community mentors will be surveyed with a pre and post instrument to survey their knowledge of the college and satisfaction with the college. The results of the surveys should be more positive after the mentoring experience.
8. Dissemination Plan

Dissemination Plan

Training materials identified in "D" request to any college requesting them. Mentorship Program will be presented at the California Association above will be sent upon The Campus and Community Articles on the of Community College Counselors Conference. Articles on the program will be published in the local campus newspaper and the local city newspaper.
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]