***Mentoring for***

***Student Success***

**Mentor’s Toolkit**



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**Purpose of the Mentoring Program**

* **Increase student access to support services and improve success rates, *particularly at-risk students***
* **Help overcome feelings of isolation and problems with adjusting to college and curriculum**
* **Help with the early detection of academic and social challenges, which may affect persistence**
* **Connect students to the College environment**
* **Enhance student experience by offering additional supportive services**

**Benefits to the Mentee**

* **Increase personal and academic confidence**
* **Guidance to maintain enrollment to meet their goals**
* **Ability to focus their concerns, worries, and insecurities**
* **Soft ear to express difficulties they may be having**
* **Need-based referrals to the College’s resources and support services**
* **Proactive intervention to help avoid academic problems**

**Expectations**

* **Be available to meet with mentee**
  + **Make initial contact (via telephone) within three days of receiving mentee assignment**
  + **Keep scheduled appointments and meetings with mentee**
* **Make at least 6-8 contacts with mentee throughout semester via phone, email or in person; *4 contacts in the Summer***
* **Establish a positive, personal relationship with a student**
* **Be accessible, flexible, and patient**

**Tips for Good Mentoring**

* **Be a good listener**
* **Plan ahead for meeting with mentee**
* **Be supportive of mentee’s ideas, suggestions, and aspirations**
* **Help mentee build confidence in their own expectations**
* **Maintain privacy, honesty, and respect for information shared**

**Mentor’s Frequently Asked Questions**

***I already have a student in mind who I would like to mentor. Can I have that student assigned to me?***

If you have a first year student with whom you have already made a connection, we can assign that student as your mentee. Please contact us to have the student registered for the mentoring program.

***May I have a student who has a specific major?***

We make matches based on the availability of the mentors and mentees. However, if you prefer a mentee with a particular major, we will try our best to make a match. This also applies to requests for mentees with a particular gender or ethnicity.

***I don’t have the answer to my mentee’s question, or I don’t know what resource to suggest. Who do I go to for help?***

Please contact the program coordinator with any questions or concerns. The coordinator will follow up with you in a timely manner so that you can share the information with your mentee.

***I have tried to contact my mentee several times with no response. What should I do?***

Make sure that when you call your mentee, you identify yourself as the student’s mentor from Cuyahoga Community College. If you have made at least three attempts to contact your mentee with no response, contact the program coordinator (see below), who will try to facilitate the connection.

***The telephone number for my mentee is wrong or disconnected.***

Contact the program coordinator immediately so that we can update our database and provide you with the correct information.

***How are mentees selected for the program?***

New students are recruited through classroom visits and campus events. Students request a mentor by completing a brief application. Any first year student is eligible to receive a mentor.

***What types of things will I discuss with my mentee?***

You will be provided with a bi-weekly communication plan with suggested discussion topics. The topics are simply suggestions. Your mentee will likely drive the conversations. You will also receive occasional emails with important updates and events that you should share with your mentee.

***How am I expected to communicate with my mentee, and how often?***

We strongly recommend that the first contact be through telephone (new students are less likely to check their campus email). Once you have made contact, schedule a face-to-face meeting with your mentee at the place and time of your choice. The communication plan gives weekly conversation topics; however, we suggest that you make at least six contacts with your mentee throughout the semester. After the first in-person meeting, most of your conversation will likely take place via phone or email.

***What is the purpose of the contact log?***

The contact log lets us know the how often you have communicated with your mentee. It is also a tool for you to keep track of your conversations. This is especially helpful if you are mentoring more than one student. Each mentee will also have a log. Your mentee will ask you to sign the log at the end of the semester and he/she will turn it in to the program coordinator.

***How long should I keep in contact with my mentee?***

The program is designed to guide students through the critical first semester. After the first semester, it is expected that your mentee will be more confident and independent- requiring less assistance. Once the semester and communication plan has ended, you and your mentee may continue communicating as much or as little as you like. You will receive a new mentee at the start of each semester.

***Who do I contact with questions or concerns?***

Denise McCory (Program Coordinator) – [denise.mccory@tri-c.edu](mailto:denise.mccory@tri-c.edu) or x5544

**Planning the First Meeting**

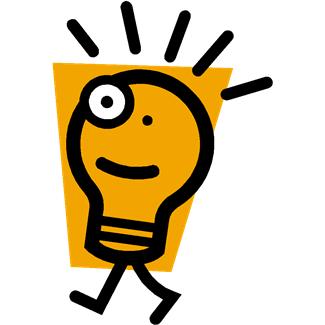
The first meeting allows the mentor and mentee to get to know each other, attach the face with the name, get comfortable, and learn how each other will interact in the mentoring relationship. We highly recommend that the first meeting be face-to-face meeting. Keep in mind that the first meeting may be the Mentoring Mixer if both you and your mentee plan to attend this event.

Think through a few things before your first conversation with your mentee. As you call your mentee, be prepared to discuss the following:

* The location, time and length of the first in-person meeting
* The first conversation should include the mentee questionnaire, time permitting. The questionnaire information may be used to develop student programs that help meet specific needs and interests.
* Think about what you may want to share about yourself. Think about what you would like to get out of the mentoring relationship.
* Finish each meeting/conversation with a plan on how (telephone, email, or in-person) and when you will talk again.

**TIP:**

*If you can’t make the mixer, try giving your mentee a quick campus tour as the first “meeting”. This is a great ice-breaker activity, and your mentee will learn more about the campus and its resources. Some campus “points of interest” are mentioned in the communication plan on Page 8.*



**Mentee Goal Worksheet**

Goal setting is an important exercise in planning and gauging student success. During your first or second meeting with your mentee, use this worksheet to discuss goals. Ask your mentee why he/she has decided to pursue an education; what is his/her educational philosophy; and why he/she decided to become a student? Help your mentee articulate their ideas about why college is important in his/her life and discuss how commitment is important to long-term success.

What are your long-term goals?

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What are your short-term goals?

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What do we want to achieve from this mentoring relationship?

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What do you want to gain from your experience at Cuyahoga Community College?

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What steps will you take to complete your short-term goals?

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**Mentee Questionnaire**

In your first contact, use this questionnaire to help gauge your student’s needs and refer them to the appropriate campus resources.

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| 1. How do you travel to campus (i.e., drive, bus, walk, ride with a friend)? |
| 1. How many classes are you taking? |
| 1. Are you taking any courses online? |
| 1. Do you have your books? |
| 1. How do you study for your classes? |
| 1. With which classes are you having difficulty? |
| 1. Are you familiar with our free tutoring services? |
| 1. Have you met with a counselor/academic advisor? |
| 1. What commitments do you have outside of class? (i.e. work, child care, etc.) |
| 1. Are you looking for work? If so, what kind? |
| 1. Do you qualify for federal work study? |
| 1. Did you serve in the military? |
|  |
| 1. Have you used your Tri-C email address yet? |
| 1. What do you like to do in your spare time? 2. What is the time/day for us to meet in person? |

**Fall Semester Communication Plan**

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| --- | --- |
| **Due Date** | **Suggested Topics** |
| Weeks 2-3 | **Check-in**:  Topic: Mentoring Mixer (September 22, 11am-2pm)  Topic: Campus Tour (Cafeteria, Recreation Center, TLC, Tutoring Center)  Topic: Goal Setting and Purpose (What would you like to gain from this mentoring relationship?)  Topic: Tour of My Tri-C Space (update alert number and contact information) |
| Weeks 4-5 | **Check-in**:  Topic: Campus Involvement/ Student Life Events  Topic: Personal and Academic Support (Tutoring, Writing Center, Success Workshops, Counseling) |
| Weeks 6-7 | **Check-in**:  Topic: Gear up for Midterms (Encourage mentee to make counseling appointment for spring semester planning. Spring semester registration begins October 17) |
| Weeks 8-9 | **Check-in**:  Topic: Plan for next semester registration (Has your mentee met with a counselor?) |
| Weeks 10-11 | **Check-in**:  Topic: How did midterms go?  Topic: Review online registration via My Tri-C Space |
| Weeks 12-14 | **Check-in**:  Topic: How’s it going?  Topic: Gear up for finals (remind mentee of free tutoring services) |
| Weeks 15-16 | **Check-in**:  Topic: Celebrate end of term success  Topic: Complete contact log |

**Mentor Contact Log**

**Mentor’s Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ S Number\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- |
| **Date** | **Contact Method** | **Comments** |
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**Please use this log to record at least six (6) contacts with your mentee. A contact can be in person, by phone or email.**