

2019-20 INVESTMENT FUNDS FULL APPLICATION ▶ #172

PROPOSAL SUMMARY

Project Lead Name	Zaula Kennedy
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Project Lead Division	Enrollment Management and Student Affairs
Project Lead Department	Academic Success Center
Proposal Title	APS Peer Mentor Program

A. PROPOSAL DESCRIPTION

A-1. Describe the proposed project/initiative

The currently existing Peer Mentor Program for the Academic Planning Seminar (APS) course consists of a partnership between 50 or more student peer mentors and APS instructors who are faculty and staff from different departments throughout campus. APS is a course required of first-year students to develop college life skills and build academic resilience as they transition in their first semester as college students. Our peer mentors are student leaders that receive elective credits during the same semester they are in this role. In the peer mentoring course (GEP 398) students earn two credits, which enhances their leadership skills while attending, participating, and collaborating with the instructors and APS classes they are assigned to.

As a first-year retention tool, we strive to create a better Brockport together by encouraging connections for our first-year students to have a "sense of belonging" to our campus in their first semester. Our peer mentor program is an opportunity for students after their first year to maintain a connection to campus by becoming student leaders among our first year students and collaborate with instructors in the APS courses. Peer mentors gain leadership experience by being a resource for their mentees as first-year students develop those initial connections in their first several weeks on campus. Peer mentors help our APS instructors bridge communication gaps among our first-year students by becoming that liaison, or student-to-student peer connection, in the event a first-year student has hesitations in communicating with their instructors.

As peer mentors lead in the APS classroom, they enroll in GEP 398 to discuss their experiences and build leadership skills, which coincides and complements their personal development as they progress in this role. Coursework for the peer mentoring course allows the peer mentors to navigate challenging situations, discuss similarities and differences between their class dynamics and strengthen relationships with their instructors as they continue guiding their first-year students. The peer mentor program also works collaboratively with the Student Leader Experience and Engagement Team (SLEET) to develop training based on student leader competencies.

The APS Peer Mentor Program already exists and has shown measureable success from previous surveys and qualitative feedback. We are asking for funding to enhance the professional development of our student leaders by creating more opportunities for networking, training, leadership and personal growth through a keynote speaker. We would also like to create concrete opportunities for peer mentors and APS instructors to engage in collaboration and team building in workshop or activity-based events. Additionally, we also developed three new Peer Mentor Student Coordinator (PMC) roles within the past year, which are student leader positions that provide behind-the-scenes support to the peer mentors and Second Year Experience Coordinator. We would like to increase work hours for the PMC position and provide more opportunities to have tangible experience and create meaningful work. PMC job responsibilities are attached with this application.

B. TYPE OF FUNDING

B-1. What type of funding have you been invited to apply for?	Strategic Priorities Fund - to provide one-time temporary funds for projects that directly address a measure of success in the strategic plan identified as a funding priority by Goal Groups for the 2019-20 funding cycle.
B-2. Applications for <u>Strategic Priorities</u> funds must indicate which ONE of the following measures of success the project/initiative addresses:	1.5 Ensure that all undergraduate students, including transfer students and non-traditional students, have the opportunity to undertake multiple HIPs & CHIPs & have these experiences identified on their academic & co-curricular transcripts.

C. STRATEGIC ALIGNMENT

C-1. Outline the ways in which the proposed project will contribute to the College Strategic Plan, and the specific Measure of Success you selected in question B-2.

Your narrative must:

(1) Identify the measure of success you selected in question B-2 above, and

(2) Be explicit in describing *how* the project contributes to that measure.

The measure of success selected: 1.5 Ensure that all undergraduate students, including transfer students and non-traditional students, have the opportunity to undertake multiple HIPs & CHIPs & have these experiences identified on their academic & co-curricular transcripts.

The Peer Mentor Program has an indirect impact on High Impact Academic Practices (HIPs), because of its relationship with the First-Year Seminar (APS) course and the overall first-year experience. The peer mentor's primary focus is to improve the experience for both the instructor and first-year student dynamic.

Peer mentoring, listed as one of the High Impact Co-curricular Practices (CHIPs), directly impacts Brockport's strategic goals as it fosters student engagement and creates opportunities for students to find a "sense of belonging" from multiple perspectives. One perspective includes the student leader role as they build their network of social relationships from how they connect with their first-year students. Another perspective of building their network comes from their professional relationships with their APS instructors and relationships they gain from collaborating or training with other student leaders.

Additionally, the peer mentor program enhances student engagement by providing leadership opportunities for a diverse set of students, including transfer students, and non-traditional students. The program also encourages meaningful work through discussion, dialogue and collaboration within their two-credit peer mentoring course (GEP 398), which builds student confidence by giving them the space to connect with other peers.

Lastly, with the development of Peer Mentor Coordinators, this position allows for more opportunities for students to follow up on their leadership role and build another level of engagement. In this role, students are able to make connections from their previous peer mentor experience and development new trainings or different projects for the peer mentoring program to grow.

D. OBJECTIVES & ASSESSMENT MEASURES

Successful applications must include well-defined assessment plans that include clear measurable objectives and specify the measures/data that will be used to determine if each objective has been met.

D-1. Short-term Goals/Objectives:

What measurable goals or objectives do you hope to achieve with this project in the short-term, meaning within the one-year time frame for which funds are available (fiscal year 2019-20)?

In the one-year time frame, the peer mentor program will enhance the student experience by implementing the following new objectives:

1. To build experience and create a better place to learn. This includes inviting and hosting a keynote speaker for all student leaders to experience on campus during collaborative training in Fall 2019. Strengths-Based Assessment would also enhance the leadership styles of our Peer Mentors through self-reflection and understanding team dynamics through strengths.
2. To build a professional network by establishing a team dynamic between the peer mentor and APS instructor. This would include the 2-3 team-building, social workshops to encourage discussion and relationship building, as well as an opportunity to collaborate with other APS sections.
3. To establish more tangible experience for Peer Mentor Coordinators (PMCs), which would also increase their paid work hours to 3-4 hours per week in the Fall and Spring. Right now, PMCs work 2 paid hours per week. This would include the following responsibilities:
 - a. Coordinate 2-3 activity-based team-building workshops during the fall semester for peer mentors and instructors to build dialogue, strengthen relationships, and collaborate with other APS classroom teams
 - b. Coordinating a Strengths-Based Assessment Workshop during trainings or class for Peer Mentors and APS instructors
 - c. Creating a prepared environment for peer mentors to be ready for their classrooms by having the following:
 - i. 5 Presentation Kits to borrow
 - ii. Professional Development Kit—a diverse set of material for first-year needs.

D-2. In the previous question, you identified the measurable short-term objectives you hope to achieve with your project. For each objective listed, explain what measures or data you will use to determine if that goal has been met.

Pre-Evaluation/Post Evaluation— The Peer Mentor Program has survey-based evaluations currently in place that provide feedback on the satisfaction and effectiveness of the peer mentor program from multiple perspectives:

1. The peer mentor evaluating their own experience
2. The instructor evaluating the peer mentor
3. The first-year students evaluating their peer mentor and the peer mentor/APS instructor dynamic

1. We will have a survey for Peer Mentors (PMs) to evaluate their Peer Mentor Coordinators to show the impact and value of the PMC role and incorporate a survey for PMCs to share their experience and their impact on mentoring the peer mentors.
2. We will implement a pre-evaluation from the peer mentor perspective, which would show any previous perspectives and levels of growth during the semester. This would also include preparedness level comparisons from the year before.
3. We will also create surveys for the instructor/peer mentor workshops during the semester, which will measure the value and effectiveness of building a team dynamic. This would include how effective the Strengths Assessment applies and the level of satisfaction between the teams at the end of the semester.
4. SLEET has a survey evaluation in place for collaborative training day, which is part of peer mentor training week. Within this survey, we will evaluate the effectiveness of the keynote address/workshop by asking the appropriate questions, including level of value, take-away information, and how students may apply what they learned to their roles in their community.

D-3. Long-term Goals/Objectives:

What measurable long-term goals or objectives (if any) do you hope to achieve with this project in the long-term, meaning beyond the one-year time frame for which funds are available (fiscal year 2019-20)?

The objectives listed before are all new objectives to build a better APS peer mentor program and create stronger team dynamics. These objectives are a pilot to see if it is worth doing beyond the 2019-2020 academic year.

After comparing survey results and evaluating budgets, we hope to continue increased opportunities for Peer Mentor Coordinators, maintain team building workshops within the APS program, and continue with strengths-based assessment by initially training professional staff within the 2019-2020 year. The initial training would allow staff to continue training without a cost after the first training.

E. IMPLEMENTATION PLAN

E-1. Identify the specific activities to be funded from the Investment Fund along with an estimated timeline for implementation. All activities and expenditures must occur within the stated one-year period of fiscal year 2019-20.

July/August: Purchasing Strengths-Based Assessment for participants and training professional staff facilitators; Presentation Materials for Kit; Peer Mentor Training and professional development materials; Team Building Supplies

August-May: 5 Presentation Kits and Resources for peer mentors made available to borrow at the Academic Success Center-- this will be managed by Second Year Experience Coordinator and

End of August: Keynote Address/Workshop Event on campus during collaborative training (contract and agreement will need to be negotiated throughout the Spring and Summer of 2019 and once collaborative training date is established)

August-November: Strengths-Based Assessment training will occur during training week before the first week of classes and throughout the semester for strengths-based follow up

September: 1st Team Building Workshop for Instructors and Peer Mentors

October: 2nd Team Building Workshop

November: 3rd Team Building Workshop

May 2020: Incorporate team building exercise within May training program for APS Instructors and new peer mentors for Fall 2020.

F. CONSULTATION & AUTHORIZATION FORMS

F-1. This proposal includes (check all that apply):

F-1b. Upload the signed Stipend Authorization Form here.

F-2. For requests involving technology. The Chief Information Officer (Bob Cushman or his designee) has reviewed this proposal.

Not Applicable


F-3. For requests involving alterations of facilities, the Vice President for Administration & Finance (Jim Wall or his designee) has reviewed this proposal.

Not Applicable

F-4. Upload the signed Technology and/or Facilities Consult Form(s) here.

G. BUDGET

G-1. Upload your itemized budget here. Use the Excel Budget Spreadsheet sent to you in your notification email.

 2019-20 Update APS Peer Mentor Budget.xlsx

G-2. Total Amount Requested from Investment Funds

\$17950.00

G-3. Please provide a narrative explanation for your budget. Provide further detail than what is included in the spreadsheet and offer a justification for expenses.

Supplies (\$3,000) are necessary for the Presentation Kits, which would include materials for facilitation or interactive presentations. This would also include a library of activity books that may help peer mentors to develop their presentations or ice breakers within the classroom. These will be available at the Academic Success Center for peer mentors to borrow/sign out when needed.

Additionally, we would like to implement a team dynamic by also providing an inclusive shirt or water bottle to encourage a team atmosphere. Peer mentors usually get t-shirts each year to show their presence on campus, especially for events to easily spot them and show that they're unified as a team. This would be a great addition and symbol of the APS TEAM if both instructors and peer mentors could benefit. We would incorporate appropriate wording for promoting that collaborative team dynamic from the program.

A storage cabinet with a lock for all the supplies are needed in order to maintain inventory and save financial resources by purchasing in bulk. This was quoted to match all the cabinets within the Academic Success Center in Brown Building.

Peer Mentor Coordinators would be paid around \$12.00 per hour, with the minimum wage increase.

Each PMC would earn \$60/week at 5 hours per week.

3 PMCs per week earn \$180.

In 16 weeks, 3 PMCs earn approximately \$2,880 (one semester). One year's worth of hiring 3 PMC's at 5 hours per week is nearly \$6,000. I included \$2,000 in case the minimum wage increases even more than anticipated.

An approximate quote of \$4,000 was shared from SwiftKick, which is where we're interested in getting a Keynote Workshop. This is not including travel.

For contractual services, we also incorporated Strengths Based Assessment Packages, which are approximately \$11.99 per student and \$200 for training professional staff.

G-4. Does your budget include an application for an internal loan?

No


G-5. Please explain why the proposed project cannot be self-funded from existing Department, School or Division resources.

There is no direct funnel of financial resources for the Peer Mentor Program, such as a program fee or student fee.

H. ADDITIONAL INFORMATION

H-1. Use this space to provide any additional information to assist in the review of the proposal.

Upload up to 3 supplemental files here.

 PMC Responsibilities Info 2019.pdf

Project Lead Signature



Entry Info

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IP Address

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