Spring 2018

Creating a sustainable mentoring program

Laura L. Sanchez
Eastern Washington University

CREATING A SUSTAINABLE MENTORING PROGRAM

A Thesis

Presented to

Eastern Washington University

Cheney, Washington

In Partial Fulfillment of the Requirements

for the Degree

Master of Science in Communications

By

Laura L. Sanchez

Spring 2018

THESIS OF LAURA L. SANCHEZ APPROVED BY

Date_____

Jeffrey Stafford, PhD, Chair

Date_____

Robert Zinke, PhD, Member

Date_____

Shari Clarke, PhD, Member

ACKNOWLEDGMENTS

TABLE OF CONTENTS

CHAPTER 1
INTRODUCTION 1

CHAPTER 2
REVIEW OF LITERATURE 7

CHAPTER 3
METHODOLOGY 18

CHAPTER 4
RESULTS 25

CHAPTER 5
DISCUSSION 48

LIST OF FIGURES

LIST OF TABLES

CHAPTER 1
INTRODUCTION

PURPOSE

In post-secondary education, whether it is a state university, private college, technical school or community college, mentoring continues to be a popular concept. This is not surprising news since the benefits of having a mentor in just about any point in one's life has been researched, discussed, and shared repeatedly. Within higher education, mentorship has direct benefits in line with common goals of post-secondary institutions, including improved student retention and academic achievement (Putsche, Storrs, Lewis, & Haylett, 2008). Though it seems the consensus from higher education professionals is that mentoring works, identifying and providing resources has been slow-moving. Positive feedback from surveys and inspiring anecdotes keeps the conversation going and triggers initiatives for providing mentoring opportunities to students. What has become a common occurrence in higher education is for new mentoring programs to pop-up, some getting to a point of being able to demonstrate positive outcomes, only to fizzle out after a year or two. Incomplete program design that does not clearly detail the tasks and roles, beyond the process of pairing mentors with mentees, may contribute to the reason for this. The components of a sustainable program and the resulting workload tends to be realized after the program has begun rather than prior. A complete program design that details the program structure, support for the mentoring relationships, and program assessment could lead to better preparation, including workload distribution, at

the front-end, prior to the launch of a program. A complete program design could also provide reasons to *not* begin a program, ensuring that minimum resources are first provided. That being so, the goal is to increase the number of long-standing mentoring programs and decrease the number of programs that dissolve.

The purpose of this thesis is to identify best practices for establishing formal mentoring programs in postsecondary institutions that will increase the likelihood for the programs to persist over time. In an attempt to identify factors that lead to the sustainability of formal mentoring programs in higher education, three questions are posed:

RQ 1: How does structure relate to the sustainability of formal mentoring programs?

RQ 2: How does support relate to the sustainability of formal mentoring programs?

RQ 3: How does assessment relate to the sustainability of formal mentoring programs?

To assist in answering the three questions we will look at relevant studies as well as the practical application of structure, assessment, and support for several programs in two state universities, Eastern Washington University and Central Washington University.

IMPORTANCE

Combing through mentoring literature, it quickly becomes clear, there is a substantial amount of research that investigates mentoring relationships, primarily the

benefits of successful mentoring. A literature review that analyzed over 300 research

articles on formal mentoring programs consistently revealed positive outcomes and

benefits for both mentors and mentees, such as personal and professional development,

and emotional support (Ehrich, Hansford, & Tennent, 2004). Though not as easily found

as the positive aspects of mentoring, the review of literature identified factors that

contributed to unsuccessful relationships as well, such as lack of time for the mentor and/

or mentee, lack of commitment, and unrealistic expectations.

    One of the areas of research that is in short supply is inquiry that seeks to explain

why mentoring programs in higher education institutions dissolve regardless of the

success or failure of individual mentoring relationships within the program. In other

words, and more specifically, investigating the factors that influence program

sustainability. With piling evidence supporting the benefits of mentoring, determining

how to create programs that provide mentoring opportunities for students in higher

education that is stable, consistent, and with the appropriate resources in place is needed.

DEFINITIONS

    For this thesis, formal mentoring programs that serve students in postsecondary

institutions, and offer traditional mentoring, will be reviewed. A successful mentoring

program is dependent on program longevity, in addition to positive results. Because of

the various forms and types of mentoring relationships and their interpretations, terms as

they will be used in this paper have been defined for clarity and consistency.

Mentoring. Across the literature, a recurring concern is the lack of an agreed upon definition for mentoring. The difficulties arise when trying to find a one-size-fits-all description. In an attempt to condense and clarify, one researcher created a table that demonstrated 15 varying definitions found throughout their research for the term mentoring (Jacobi, 1991). However, a more recent literature review still found over 50 definitions spanning 1990 to 2007 and concluded that there is not one agreed upon definition (Crips, Cruz, 2009). A third study done in 2011 had similar results, identifying 40 definitions in their review of literature starting in 1980 (Haggard, Dougherty, Turban & Wilbanks, 2011). The last study determined primary characteristics of mentoring relationships and encouraged researchers to consider those rather than an all-encompassing definition. According to Haggard et al. (2011), the key attributes that define mentoring is a reciprocal relationship between the mentor and mentee, developmental benefits associated with the mentee's career or work as a result of the mentoring relationship, and regular and consistent interaction. This is the concept that will serve as the definition of mentoring for this thesis.

Formal Mentoring. There is a distinction between informal and formal mentoring. Formal mentoring exist within structured programs. The structure consists of a specific time-frame, recruitment of participants, and systematic matching of mentors with mentees (Weinberg, Lankau, 2011). On the other hand, informal mentoring relationships are considered to occur naturally or without participation in a program structured to initiate and facilitate mentorship.

Traditional Mentoring. The term, traditional mentoring, is used to delineate itself from other types of mentoring such as peer mentoring, which has become increasingly popular over the years in post-secondary institutions. Traditional mentoring is comprised of a mentor who is further along in their profession and more experienced than their mentee (Ensher, Thomas, & Murphy, 2001). Often time the mentor is older than the mentee.

The following second set of terms are described to ensure a clear understanding of the questions posed in the introduction:

Structure. For this paper, structure is the framework and timeline agreed upon by all partners overseeing the mentoring program and includes tools used for creating the program design.

Support. Support includes the training, resources, and tools provided to the mentor and mentee, as well as the mode of delivery. Most importantly, support is interpersonal. It is establishing relationships between support staff and participants and nurturing the growth between the mentor and mentee relationship.

Assessment. Assessment refers to the tools used by the mentoring programs for gathering and evaluating information which provide quality control and measurable proof of outcomes.

PREVIEW OF THE CHAPTERS

Chapter 1, the introduction, states the importance of the topic and provides a clear purpose which leads to the research questions. There has been a lack of research on the sustainability of mentoring programs in higher education and the factors that create program longevity, and this paper is seeking to better define the factors by pulling from successful, practical application of tried and true best practices, in addition to academic literature. In chapter 2, a review of past relevant research will be looked at, providing a theoretical background, followed by chapter 3, the methodology section, which describes the practical application of best practices used for developing four mentoring programs. The four mentoring programs are based at Eastern Washington University and Central Washington University. The program at Eastern is the EWU Career Mentoring Program and is still thriving, four years later, and was the first formal mentoring program launched using an approach based on the research and data gathered for this thesis. At Central the programs are Student Alumni Association (SAA) Career Mentoring, Wildcat Student Employment Leadership Program (WSELP) Mentoring, and Douglas Honors Alumni Mentoring. Next, chapter 4, the results section, will detail the outcomes of the reviewed programs, followed by the final chapter. Chapter 5 is the discussion section, which will cover what the outcomes of the observed mentoring programs mean and to what extent the results answer the questions presented in the introduction.

CHAPTER 2
REVIEW OF LITERATURE

The review of literature is organized into sections that will examine three aspects of formal mentoring programs in higher education:

1. formal mentoring program design, with a focus on structure and support

2. program assessment

3. why mentoring programs dissolve

The three areas coincide with the three research questions (how does structure relate to the sustainability of formal mentoring programs? How does support relate to the sustainability of formal mentoring programs? How does assessment relate to the sustainability of formal mentoring programs?) with the goal of shedding light on and identifying factors that contribute to the overall sustainability of mentoring programs launched and maintained in post-secondary institutions with the intent of being long-term, established programs that offer college students traditional mentorship year after year.

In examining the relevant literature, academic as well trade and business journals, suggestions for developing program design and implementation are revealed. Reviewing literature that includes assessment will explain how the success of the programs were measured and what factors were considered. Informal, or naturally occurring mentorship is excluded from the review of literatures, as well as the effects or results of mentorship on participants within formal mentoring programs- whether positive or negative- keeping

the focus on tools and resources for establishing a formal mentoring program that can

sustain over time.

FORMAL MENTORING PROGRAM DESIGN: STRUCTURE AND SUPPORT

Information regarding the importance of structure, training, and follow-up can be

found in bits and pieces throughout mentoring literature. In a study done by Nick J,

Delahyode T, Pratro D, et. al. (2012) six components were identified for creating a formal

mentoring program:

1. Appropriately match dyads.

2. Establish clear mentorship purpose and goals.

3. Solidify the relationship.

4. Advocate and guide the mentee.

5. Integrate the mentee into academic culture.

6. Mobilize institutional resources.

Aspects of the six themes speak directly to how structure and training is defined

in this paper. For example, component one states that a process for creating appropriate

matches should be part of the planning process when creating the framework. The article

states the importance of matching appropriately rather than the process for doing that in

any detail, but it does include the need to gather input from both the prospective mentors

and prospective mentees. While creating the program structure, deciding *how* to gather

input from prospective mentors and mentees should be outlined.

In describing component two, the purpose and goals Delahyode and Pratro (2012) include a determined start and end point for the mentoring relationship, and state the importance of identifying a set time commitment is imperative to ensuring outcomes are obtained in a realistic timeframe. In this section, the authors also included components that fall into the category of training: planning activities and reciprocity. The mentor and mentee understanding expectations and agreeing on the activities and topics they work on should be included in an orientation, in addition to program leads providing examples of activities and when they would occur. Ideally, activity and topic ideas would be provided to the mentors and mentees throughout their time with the program.

Components three, four, and five explain the necessity of establishing the appropriate support to ensure the progression of the mentoring relationships and the personal and academic growth of the mentees, which leads to the final component that explains the importance of institutional buy-in and advocacy.

In the sixth component, which discusses resources, the authors again include elements that emphasize structure and training. The authors state, securing administrative support is critical for a stable program. In developing a program structure stakeholders should be identified and their roles should be clearly outlined. Lastly, the article highlights the importance of mentor training. The authors specifically encourage workshops for mentors that would increase the quality of mentors as well as the number of mentors.

A point brought up in another study, as a best practice, encouraged designing the program so that mentor and mentee participation is voluntary and allows for the participants to offer input on their prospective match (Allen, Eby, & Lentz, 2006). The authors go on to state that a standard recommendation is to provide training for the mentor and mentee. The researchers recommend a program design that incorporates voluntary participation, match input, and participant training to ensure commitment and understanding of the program.

Unlike the previous study, Allen, Eby, and Lentz provide some practical suggestions for their recommendation. As an example, match input can be done through an application process, in which both mentors and mentees would be required to complete and submit. The mentors and mentees may review each other's responses prior to introductions. Mentors and mentees could also be interviewed with questions regarding the qualities they would like the mentor or mentee to have. More informally, they suggest a social where prospective mentors and mentee can interact with each other prior to matching.

One study whose research included the implementation of a mentoring program designed specifically for female undergraduate students, also described the matching process, which required submitted applications from prospective mentees and mentors, and feedback from the mentees on the qualities they would prefer their mentor to have (Putsche, Storrs, Lewis, & Haylett, 2008). The program coordinator used the information and feedback to match the participants. Once the pairing was decided,

separate trainings for the mentors and mentees was provided that explained the program

objectives, data on the benefits of mentoring, best practices, and the program

coordinator's role. At this point, mentors and mentees were finally introduced to each

other. To encourage continued engagement the program coordinator informally checked-

in with the participants by sending emails of activities and events they could attend

together. The emails served as reminders for the mentor and mentee to interact and

schedule time to meet.

A rare study described in an article titled, Reflections on Developing an

Employment Mentoring Program for College Students Who Are Blind, made certain to

state that the primary objective was not to assess outcomes but to review a mentoring

program that the researchers, Jamie O'Mally and Anne Steverson, developed, launched

and evaluated, focusing on the resources acquired for designing the program. The

mentoring program and study was able to take place because of a grant awarded by the

U.S. Department of Health and Human Services. Their criteria for participation was

limited to students who were within a year of graduation, under the age of 35, and legally

blind. The researchers identified recruiting participants (particularly student mentees), the

matching process, and retention as most labor intensive in regards to the amount of time

required for the success of the program. They had two part-time and one full-time staff to

assist them and state that funding must be considered for implementing a mentoring

program.

The program had matching criteria that was adjusted, as needed, along the way.
For example, one criteria required the mentor to be currently employed, but this limited
their mentor pool by not allowing otherwise ideal volunteers from being mentors, so the
criteria was changed to include retirees as well. Ultimately, the program had 24 pairs as a
result of their recruitment and matching efforts. Training included a handbook, for both
the mentors and mentees, and separate group orientations. During the mentorship there
was little staff oversight, but participants suggested staff provide feedback and more
involvement throughout the program.

Similarly, Phillip Dawson (2016) focused on design elements to create the
framework for mentoring models and what mentoring implies. Dawson states that the
research may be helpful if trying to create a mentoring program, or what is referred to in
the article as "mentoring interventions" (P. 144). Dawson combed through mentoring
literature to uncover essential program design elements. 16 elements were summarized
and then applied to two mentoring programs to demonstrate practical application. What is
revealed are similarities that substantiate the components identified by Nick J, Delahyode
T, Pratro D, et. al. (2012):

- defining the objective and roles;
- length of program and frequency of contact;
- selection and matching process;
- activities;
- resources;

• training;

• guidelines;

• match oversight.

The author states that clear objectives allows for effective program assessment and improvements. Likewise, a clear outline of responsibilities for each role will assist with a better understanding of the program as a whole. Role descriptions should not only include mentor and mentee responsibilities but also anyone else involved, such as program supervisor or coordinator. Establishing the length of the formal match relationship and frequency of contact is helpful for the mentor and mentee to understand expectations, but Dawson points out another benefit- to assist other researchers in assessing the validity of the design, methods, and outcomes stated, as well as possible application. In regards to matching, the author points out an additional interesting benefit to establishing the selection and matching process that other studies did not, uncovering possible bias in selecting participants.

Activities, resources, training, guidelines, and oversight create a strong support system for the mentor and mentee. Each continue to reinforce program clarity, expectations and benefits. Dawson discovered a range of training offered, from in-person to online and varied durations, yet it was noted that training was typically developed for the mentors. The two programs in which these elements were applied to, both arranged orientations and introductions prior to the start of the mentorship. Ongoing training did not take place though the author's research did identify ongoing training as a best

practice. Additionally, if training is provided, rules and guidelines are usually a part of the

pre-mentorship orientation. The author decided to include this piece as a separate

element. Besides guidelines, Dawson identified additional elements that others have

rolled into one or more of the other components just reviewed. However, an extra step

was taken to pull out and clarify more elements rather than assume that the reader would

include those pieces within the other elements. For example, defining mentor/mentee

ratio (i.e. one-to-one, one-to-many), technology use, participant compensation or

rewards, and process for closing a match (P. 140). Though recruitment was not identified

as a separate element, the author's description of the selection and matching process

states that there were referrals for participation.

In seeking out information concerning mentor and mentee support while active in

the program, according to Dawson, the literature encourages monitoring of the match

relationships. Interestingly, the research also states that this best practice is costly in both

time and money. One of the two programs applying the 16 elements incorporated

oversight in which each mentor and each mentee met separately with the coordinator,

three times during the semester. A separate study found that the amount of time the

mentor and mentee spent engaging with each other affected the level of mentorship, and

because of that the researchers recommend regular follow-up with participants. Weinberg

and Lankau (2011) state, ". . . it appears important for program coordinators to design

programs in such a way that the coordinators continually monitor the amount of time

mentors and protégés spend together throughout the different natural stages of their

formal relationship" (p. 1548).

Another reason to intentionally include monitoring of the relationships is to gain

feedback that would provide awareness for the coordinator to intervene and offer

assistance if difficulties arise that may hinder the relationship from progressing, which

could lead to the participants having a negative experience and negative view of the

program.

MENTORING PROGRAM ASSESSMENT

Little is found in relevant literature that demonstrate assessment or evaluation

methods and practice embedded within a mentoring program. O'Mally and Severson

(2017) included an end-of-program survey to evaluate their pilot program with was

created to provide mentors to legally blind college student pursuing employment, post-

graduation. They received both quantitative and qualitative feedback from participants

that could be used to improve the program or confirm which methods were most

productive and useful. For example, according to the survey, 83.4% of mentors and

86.3% of mentees found the manual helpful, and 100% of mentors and 95.8% of mentees

found the orientation helpful. Another survey question discovered the participants' desire

for more involvement and feedback from program staff, while responses from another

question produced the idea of using social media platform for online groups, as an

additional way to interact.

Research by Crisp, Baker, Griffin, Lunsford, & Pifer conclude that evaluating

mentoring programs is crucial. Though the researchers primarily focused on the

mentoring experience and effectiveness of formal mentoring, and not the vehicle that

drives the mentorship (program design, structure, and support), the need for additional

inquiry on program support, as well as activities and results, is clearly stated. They advise

to go beyond satisfaction surveys to gather higher quality information that can measure

relationship quality.

WHY MENTORING PROGRAMS DISSOLVE

According to a literature review on mentoring programs for underrepresented

students in higher education, Haring (1997, 1999) concluded that despite industrious

beginnings, many programs fail to endure over time. Amongst the reviewed programs,

she noticed similar program designs and proposed that the similar designs may contribute

to a program's failure to persist. In addition, she also noted understaffing as a

contributing factor. Enrich, Hansfor, & Tennent (2004) echo this sentiment, stating that

according to the literature, it seemed that the implementation of mentoring programs

were done precipitously due to the idea that mentoring was beneficial, and proceeding in

this manner created challenges that obstructed potential positive outcomes. They

identified the challenges as a lack of awareness, program support, mentor training,

evaluation, and diversity of mentees.

The need for a program to become institutionalized was determined in Putsche, Storrs, Lewis, & Haylett's (2008) research. The mentoring program of focus successfully launched and functioning for one year, but the following year the program coordinator managing the program was no longer involved, which resulted in the program not being able to continue. They stated that if the program was institutionalized then staff turnover would be less of a concern. The new program coordinator maintained records and details on all aspects of the mentoring program's functions and processes including research, assessments, applications, manuals, conflict, and contacts. The purpose of such thorough documentation was to ensure future coordinators would have all the information needed to begin managing the program successfully. Additionally, the information gathered was used for updates and reports to administrators which created a greater awareness of the positive outcomes of the program, which resulted in further support of the program.

From an organizational standpoint, Erich, Hansford, and Lee (2004) say issues arise with formal mentoring programs when there is not adequate support, appropriate alignment with the goals and initiatives of the organization, and when costs and needed resources are realized. In reviewing literature the authors discovered that several studies brought up a lack of support from higher education leaders and upper administration within the institutions. They go on to state, "It is difficult for a midlevel administrator to drive a program if the staff members are aware that he or she is not supported at the most senior levels" (p. 535).

Though there is a limited amount of literature that focus or include research on the process of developing and establishing formal mentoring programs, particularly in a post-secondary setting, themes from available relevant literature suppose that formal mentoring programs work best when there is awareness of what needs to be in place prior to the launch of a program and what is needed to maintain the program. Research reveals that establishing a structure, which includes purpose, expectations, roles, timeframe, and match process; mentor and mentee support, which includes training and staff follow-up; and program assessment is essential to creating an environment that fosters successful mentorship.

CHAPTER 3
METHODOLOGY

In order to assess the research questions two methodologies were applied, the review and analysis of two mentoring organizations and ethnography in the form of observation of four mentoring programs. The data gathered in the review of Big Brothers Big Sisters of America and MENTOR The National Mentoring Partner (MENTOR) helped define the elements that would be used in creating the design and procedures applied in implementing four mentoring programs- EWU Career Mentoring Program, Student Alumni Association (SAA) Career Mentoring, Wildcat Student Employment Leadership (WSELP) Program Mentoring, and Douglas Honors College (DHC) Alumni Mentoring. Additionally, an ethnographic approach was applied to observe and analyze the four programs.

ORGANIZATIONAL RESEARCH: BIG BROTHERS BIG SISTER AND MENTOR

The EWU Career Mentoring Program was launched as a pilot program in 2012 at Eastern Washington University and is now in its fourth year. SAA Career Mentoring, WSELP Mentoring, and DHC Alumni Mentoring were pilot programs launched in the 2016-2017 academic year at Central Washington University. Prior to the launch of the EWU Career Mentoring Program, information on best practices for formal mentoring programs was gathered from well-known establishments such as Big Brothers Big Sisters of America and MENTOR The National Mentoring Partner (MENTOR), as well as from

academic literature and industry journals that focused on career mentoring and mentoring in higher education settings.

Big Brothers Big Sisters of America, and MENTOR are two of the most widely recognizable mentoring establishments in the United States. Though Big Brothers Big Sisters serve youth, which means that the volunteer screening process is the priority in order to ensure the safety of the children and teenagers they aim to serve, volunteer screening was not reviewed for the purpose of this research. Rather, the focus was on structure, support, and assessment. In addition to information provided from their national website, information was gathered through observation and anecdotes from staff employed at Big Brothers Big Sisters of the Inland Northwest based out of Spokane County and Kootenai County. Information gathered from MENTOR came solely from their website and *How to Build a Successful Mentoring Program Using the Elements of Effective Practice* toolkit. The information gathered was most relevant to program structure. It is important to point out that information gathered from Big Brothers Big Sisters and MENTOR assisted in creating the foundation for the mentoring program that was established at Eastern which then served as the model for Central Washington University's pilot programs.

The EWU Career Mentoring Program, is the only program of the four in which we have data not only from the pilot year, but the following year as an established program. The program staff lead, with input from stakeholders and colleagues, decided to focus on programs within the College of Business and Public Administration and the

College of Science, Technology, Engineering and Math. Mentees were recruited by academic program, and outreach was done via email to students, invite to an information sessions, and by staff and faculty referrals. Based on the student submissions, the appropriate number of mentors, with the appropriate experience, were recruited by staff and faculty referrals.

Prior to mentors and mentees matching and introductions, all participants were required to submit applications and sign a program agreement that outlined expectations. The application consisted of questions that would assist in the matching process. Once the program lead staff arranged the mentoring groups, the mentors received background information on each mentee. The majority of mentees reviewed the mentor biography prior to submitting their mentee application. Three to five mentees were grouped with one mentor, with the idea to mentor the students as a team.

Beginning with identifying partners and stakeholders and creating a program design that included details of the framework and timeline, Student Alumni Association (SAA) Career Mentoring, Wildcat Student Employee Leadership Program (WSELP) Mentoring, and Douglas Honors College (DHC) Alumni mentoring were launched. SAA Career Mentoring was solely managed by the designated staff under the Alumni and Constituents Office. The other two program were co-managed by the Alumni and Constituents Office and designated staff from the partnering departments. Other stakeholders included the Career Services Office which provided and paid for the web-based system that was used to track the mentoring relationships and their corresponding

data (i.e. updates, issues). All programs provided one-on-one mentoring rather than group

mentoring. Staff paired mentors and mentees according to information on their

applications, and when there was not an appropriate mentor or mentee in the pool, staff

would begin outreach to recruit more mentors or mentees. SAA Career Mentoring was

open to any student who was a paid member of the student group. WSELP Mentoring

was open to students who attended three leadership workshops organized by the Student

Employment Office. This ensured a small group of participants since an average of 20

students a year completed that many workshops. DHC Alumni Mentoring was open only

to students from the Douglas Honors College, and only DHC alumni could participate as

mentors.

OBSERVATION

An ethnographic case study approach was applied to examine the existing

programs and their participants. The author engaged in participant observation as a

method for collecting information. The author established the four mentoring programs

and had active roles during the academic year each program was launched. As the

designated program manager and mentor support lead, the author was able to collect data

first-hand (Denzin & Lincoln, 1994).

EWU and CWU used a mix of quantitative and qualitative methods to gather data

to evaluate their programs, such as surveys, end-of-year debrief, and regular participant

follow-up requesting updates. All participant updates were documented, and the survey

results and notes were provided for the purpose of this paper's research. Additional

information provided include the processes and planning tools used for developing the

mentoring programs, the key piece being the program design model. The program design

model was adapted from the research conducted on best practices for formal mentoring

programs and serves as a guide for creating a framework for a proposed mentoring

programs that includes the program description, framework, timeline, and task roles. The

mentoring program design model, which was used by all for mentoring programs, is

shown below in Figure 3.1.

Figure 3.1
Formal Mentoring Program Design Model

Program Overview

Holistic summary of your program:

Snapshot of your program (i.e. frequency of contact, type of contact, example of activities):

Program Framework

Population Served:
Structure: (i.e. group, e-mentoring, peer)
Who can be a Mentor:
Purpose of Mentoring:
Program Goals:
Expected Outcomes for Mentors:
Expected Outcomes for Mentees:
Expected Outcomes for Sponsoring Organization:
Program Stakeholders:
How Often Mentors/Mentees will Meet:
Expected Length of Mentoring:
The Setting of Mentoring:
How to Promote Program:
How to Evaluate Program Progress & Success:
Protocol to Ensure Sufficient Support is Provided:

Timeline

Date	What	How	Who
	Mentee recruitment and outreach		
	Mentor recruitment and outreach		
	Enroll Mentees		
	Enroll Mentors		
	Match		
	Mentorship begins: introductions and training		
	Mentor/Mentee follow-up	Call/email every 4-6 weeks	
	Endpoint Survey	email/paper	
	Mentorship ends & debrief		

Support Lead Roles

Mentor Support Lead
Take mentor referrals/applications, follow-up, and answer questions
Send match email (incudes mentee info)
Invite to or schedule a time for introductions/orientation
Conduct scheduled mentor follow-up

Mentee Support Lead
Take mentee referrals/applications, follow-up, and answer questions
Send match email (incudes Mentor info)
Invite to or schedule a time for introductions/orientation
Conduct scheduled mentee follow-up

Mentorship Begins & Orientation
Either Mentor Support Lead or Mentee Support Lead can facilitate the
introductions/orientation (or both, or other designee)

Additional best practices and standards set by Big Brothers Big Sister of America and MENTOR were applied in implementing and managing EWU and CWU's formal mentoring programs. Examples of best practices from Big Brothers Big Sister include checking-in and obtaining updates on a consistent basis from all individuals considered an integral part of the program. For Big Brothers Big Sisters that would include the parent or guardian who enrolled their daughter or son as a mentee, the mentee, and the volunteer mentor serving as the Big Brother or Big Sister. For EWU and CWU, that included the volunteer mentor and the current student mentee. Key aspects of the mentor, mentee, and parent orientation and introductory meeting were also applied, such as program overview that included guidelines, and introductions facilitated by staff. The standards advised in the MENTOR resources were also practically applied, particularly with the foundational pieces such as determining program goals, purpose, outline, and timeline.

CHAPTER 4
RESULTS

An ethnographic case study approach was applied to evaluate the EWU and CWU

mentoring programs and included data from surveys, questionnaires, and documented

updates provided by mentors and mentees throughout the duration of the mentorship. The

four mentoring programs utilized the mentoring program design model, as outlined in the

methodology section, and resulted in the two universities using almost identical

techniques in establishing their programs, creating structure, providing support, and

strategizing assessments. Prior to the evaluation of the mentoring programs, observation

and review of two premiere mentoring organizations- Big Brothers Big Sisters of

America and MENTOR- took place, and the results of the review is outlined in this

chapter.

PRELIMINARY DATA

Big Brothers Big Sisters

Every Big Brothers Big Sisters organization, in any city across the United States,

apply standard procedures and processes established at the national level by Big Brothers

Big Sisters of America. Though the focus is on mentoring youth under the age of 18,

primarily boys from single-parent households, the structure they have in place for on-

boarding their mentors, matching, assessment, and ongoing support provided throughout

the mentoring relationship is undisputedly effective and backed by decades of data. Big

Brothers Big Sisters of America in not only the most recognized formal mentoring

program in the United States, but it is also the oldest, established 114 years ago in 1904.

According to a study conducted by Public/Private Venture, researchers found that the

paired "bigs" and "littles" had more engagement and remained matched for a longer

length of time compared to paired mentors and mentees the researchers studied in other

formal mentoring programs (Grossman, Resch & Tierney, 1995). Based on that research,

it seemed that the same or similar practices could have comparable results for formal

mentoring programs focused on providing mentorship for different populations. In this

case, college students.

In order to participate in Big Brothers Big Sisters the prospective big and the little

(and/or parent of the little) must complete and submit an application, followed by in-

person interviews. The prospective big's interview is usually conducted during the

mandatory home visit by an Enrollment Specialist. For the little, an interview with the

parent and child, together, is conducted, in addition to separate one-on-one interviews

with the child and with the parent. The responses to the interview questions are

documented and kept in their files. The Enrollment Specialist will match a little with a

big based on the application and interview.

Prior to introductions, the big and the little and parent will review each other's

information and give approval to move forward with the match. Introductions always

take place in-person and include an orientation where the big and little/parent are walked

through a "match agreement" that outlines expectations and rules. The agreements must

be signed and dated, and each participant is provided a copy. From the start of the process

the length of the commitment and frequency of interaction is communicated: 18 months, 2-

3 times per month for 2-3 hours. The big and little will then spend one-on-time together

without the parent or staff.

Once a big and little are officially matched, the Match Support Specialist will

follow-up with them, by phone, two weeks after the match start date and once a month

thereafter. Check-in questions, like the interviews, are predefined and well documented.

The regular follow-up is essential since it continually verifies that rules and expectations

are being followed, the mentoring relationship is progressing, and most importantly, that

the little is physically and emotionally safe. Additionally the Match Support Specialist

will provide ideas for activities and engagement, and the organization sponsors activities

that provide all mentors and mentees the opportunity to interact with other bigs and

littles.

Bigs and littles have the opportunity to stay matched within the program until the

little turns 18 years and/or graduates high school. As would be expected, the relationships

do not just end at that point. Often times mentors and mentees who have been paired in

the program together for years will continue in an informal mentoring relationship.

Within the formal program, match relationships are reviewed every year. The big, little,

and parent are asked more in-depth questions compared to the check-in questions. If the

Match Specialist agrees that the match is positively progressing, and there are no safety

concerns or other red flags, the big and little can recommit for another year with each

other, if they so choose.

Components adapted for the EWU and CWU mentoring programs include an

application process, matching done by staff with cross-approval by the mentor and

mentee, staff facilitated introduction, orientation, program agreement, obtaining regularly

scheduled updates using predefined questions, and providing activity ideas. Looking at

the review of literature, studies emphasized the importance of an application process,

mentee and mentor feedback on their match, and staff oversight and involvement. These

elements were identified as the support beams for both a successful and sustainable

program. However, finding the resources (staffing, in particular) would need to happen

first in order to move forward.

MENTOR: The National Mentoring Partnership

MENTOR: The National Mentoring Partnership (MENTOR), is similar to Big

Brothers Big Sisters in that they focus on youth and their outlined best practices apply to

most, if not all types of formal mentoring programs. However, MENTOR is not a

mentoring program in and of itself. Rather, it offers resources and advocacy. According to

their website, MENTOR is the "unifying champion for expanding quality youth

mentoring relationships in the United States. For more than 25 years, MENTOR has

served the mentoring field by providing a public voice; developing and delivering

resources to mentoring programs nationwide; and promoting quality for mentoring

through evidence-based standards, innovative research and essential tools" ("About

MENTOR", 2017). How to Build a Successful Mentoring Program Using the Elements of

Effective Practice for Mentoring was the particular resource used for creating the

program design for Eastern Washington University and Central Washington University's

mentoring programs. The toolkit was developed under an advisory council, with staff

support and many contributors, and was designed for public use on the MENTOR

website. It is now in its fourth edition.

PROGRAM RESULTS

This section will detail the results of applying best practices, compiled from the

research, to four mentoring programs at two public universities. Table 4.1 provides a

quick comparison of the mentoring programs.

Table 4.1
EWU and CWU Participation Numbers

Program Year	Program Type	Mentors	Mentees
EWU Pilot Year 2013-2014	Group Mentoring	7	27
EWU Year Two 2014-2015	Group Mentoring	14	54
CWU Pilot Year 2016-2017	One-on-One Mentoring	25	25

Eastern Washington University

In the pilot year there were at total of seven mentoring groups, with 27 mentees

that were mentored by seven professionals. All but one professional was an alumnus of

the university, and the students were in either the College of Science, Technology,

Engineering, and Math or the College of Business and Public Administration. The

mentor-mentee introductions were facilitated by the program staff lead and included a

program overview. The majority of mentors lived within an hour of the main campus in

Cheney, WA or the downtown Spokane, WA campus, so most introductions were done in

person. The meeting initiated the start of the mentorship, which would formally close at

the end of the academic year. Mentors and mentees were then contacted every four to six

weeks to get an update on the progress of the mentoring relationship. Additional

communication to participants came in the form of an e-newsletter. The e-newsletter was

tailored for the mentors and mentees, so there were two versions that was sent via email

each month. The e-newsletter was meant to serve as a resource and included best

practices and a professional development theme that would change with each email.

EWU Mentor and Mentee Program Updates

The regular updates from the mentors and mentees were generally positive, but a

couple issues were brought to light, and the program staff assisted with the concerns. In

one instance, the mentor was not quite sure if she was providing one of her mentees

useful or needed career advice and professional development, nor was she certain

whether he would accept her coaching as he often responded negatively. As it turned out,

the mentee needed advice on social interactions, and once the program staff made this

clear with the mentor, their relationship was able to progress to a point that the mentee

continued to keep in touch after graduation, and he even had his girlfriend talk to her for professional advice, according to the mentor. In another instance, a mentee was not responding to the mentor's correspondence. This was an issue that could not be rectified by the program staff, so the mentoring relationship officially closed and the mentor could move forward with mentoring the other two students in his mentoring group. The request for updates were always sent via email that included the same set of questions for the mentors and mentees. If a mentee or mentor did not respond to the email, a second email was sent, and if there was still no response the support lead would then call to receive the update by phone. If the support lead saw the mentor or mentee in person, they would request an update with the questions in mind but delivered conversationally. The following are the questions that were used to obtain updates on the mentoring relationships from both the mentor and mentee perspective (See Fig. 4.1):

Figure 4.1
EWU 4-6 Week Mentor and Mentee Check-In Questions

Mentor Update

•How often have you been in communication and how (email, phone, text, Skype, social media, etc)?

•What professional development/coaching has been done (topics discussed, resources shared, questions answered, etc.)?

•Are there any issues or anything else you'd like to share?

Mentee Update

•How often have you been in communication with your mentor and how (in-person, email, LinkedIn, phone, Skype)?

•What have you done or discussed?

•What would you like to do or discuss that you haven't yet?

•What has been most valuable or interesting?

•Anything else you'd like to mention?

EWU End-of-Program Mentor and Mentee Debrief

Participants were provided another opportunity to provide feedback at an end-of-year wrap-up event which included a debrief meeting where the mentees and mentors were separated in order to share their thoughts openly with the other mentors and program staff lead. The mentors said that it would be helpful to have a similar mentor

gathering toward the beginning of the program, to share ideas and stories from their

previous year of mentoring. The mentees said that they would like more events with all

mentors and mentees in attendance. This sentiment from the students was echoed in the

end-of-year survey responses, which was conducted using Survey Monkey, as were all

EWU mentoring program surveys and questionnaires.

EWU Mentor and Mentee Surveys

For the pilot year, the complete mentee survey results were provided for review

for this thesis. More data was shared for the following year. In addition of the mentee

survey results, the mentor survey results, and the results for a mid-year mentor and

mentee questionnaire was provided. The pilot year mentee survey was sent to all 27

mentees and 20 mentees completed it. The survey consisted of six questions, two of

which were open-ended. 80% of mentees reported that, during the mentorship, they were

in contact with their mentor at least once a month. The majority of mentees reported that

they felt more knowledgeable about their chosen career field, felt more confident in their

ability to network, felt more confident in their ability to find a job in their career field,

felt more confident in their interviewing skills, and felt more certain of their career path.

In asking about specific items mentors helped with, 94% of mentees stated their mentors

improved their resume or portfolio, 88% said their mentor prepared them for interviews,

81% said they were introduced to professionals in their career field, and 25% said their

mentor helped them get a job or internship. 84% of mentees rated the value of the

program as either good or excellent, while the remaining mentees rated the value as fair

or poor. The last two, open-ended questions were intended to gather feedback for

improving the program. The theme from the handful of comments related to staff initiated

events and mentor/mentee activities.

The following year, the program moved from the pilot stage to a full program

rollout, expanding to 12 mentoring groups with 14 mentors and 54 mentees. Of the 54

mentees only half responded. The same questions were used in the year-end survey with

similar results. Responses from the open-ended questions focused on mentor/mentee

activities. A mentor end-of-the-year survey was also distributed this go-around, with 10

of the 14 mentors responding. The survey asked nine questions, with three being open-

ended questions (see Table 4.2).

Table 4.2
EWU Mentee Response from Pilot Year (20 respondents)
and Second Year (27 respondents)

Areas Mentees Reported Receiving Help From Mentors	2013-2014	2014-2015
Resume/Portfolio	93.75%	80%
Interviewing	87.50%	64%
Meet Career-Related Professionals	81.25%	56%
Find Job/Internship	25%	8%
Other	N/A	24%

When asked what they worked on with their mentee, many of the answers aligned with mentee responses: all respondents stated that they helped their mentees with interviewing. 90% of respondents said they assisted them with their resume or portfolio, networking, and they provided their mentees with information on their chosen career field. 70% of respondents said they assisted their mentees with job or internship opportunities or how to find them. To get more specific, a question was posed to find out what opportunities they provided their mentees either directly or through connecting them with other professionals. 75% said they provided their mentee with opportunities to interview for a job or internship, and 63% said they provided their mentees with opportunities that led to a job or internship. Interestingly, only 25% of mentees attributed obtaining a job or internship to their mentor. Overall, 80% of mentors rated the quality of their experience as very good or excellent.

The end-of-year mentor survey included additional questions that were meant to acquire insight on the program structure and support. 78% of mentors responded that the orientation, which took place during the mentor's introduction to their mentees, was helpful, but 70% stated they'd like an additional, separate orientation or kick-off with mentors only. What may seems as somewhat contradictory, 50% of mentors stated that they would not have liked additional mentor training. Three open-ended questions wrapped up the survey, asking the mentors what they considered most satisfying and least satisfying about the program, and what suggestions for improvement they could offer. The majority of mentors gained the most satisfaction when they thought the mentees

were enthusiastic and developing. Similarly, mentors gained the least satisfaction when,

from their perspective, mentees were not engaged or developing. When asked what could

improve the program, the theme was encouraging mentee engagement, though one

returning mentor stated the "regularly encouraging correspondence between mentors and

mentees has helped".

**EWU Program Midpoint Mentor and Mentee Questionnaires**

A midpoint questionnaire was also implemented with the idea of gaining mentor

and mentee feedback that could improve the program while in progress, and focused on

program structure and support. For example, mentees were asked if they felt staff had

helped them stay connected with their mentor, whether they felt they could go to staff

with questions or issues about their mentors, and if they felt that staff provided them with

solutions or advice on questions or issues about their mentor. 26 of the 54 mentees

responded. Respectively, 88% felt staff helped them stay connected to their mentor, 96%

felt they could go to staff with questions or concerns, and the same percentage of mentees

felt staff offered solutions or advice on their questions or issues (see Fig. 4.2).

Figure 4.2
EWU Program Midpoint Mentee Questionnaire (26 of 54 Respondents)
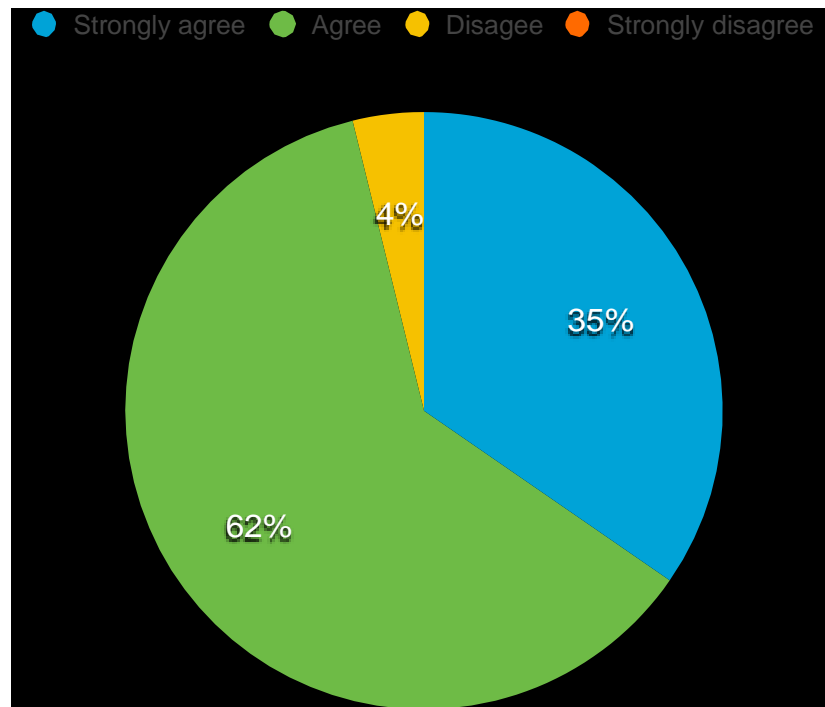
Q4: I feel mentoring staff helped me stay connected with my mentor
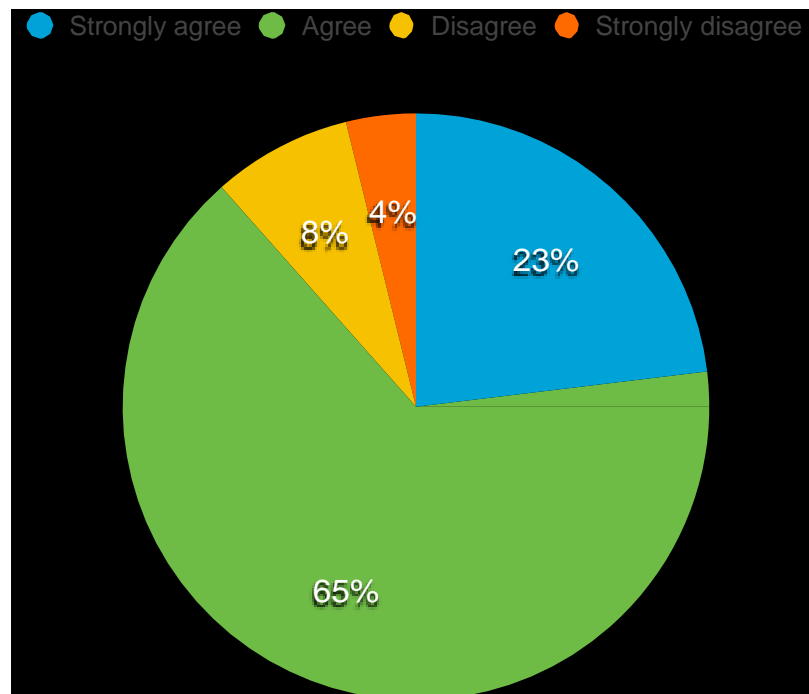
Q5: I feel I can go to mentoring staff with questions or issues about my mentor (26 of 54)
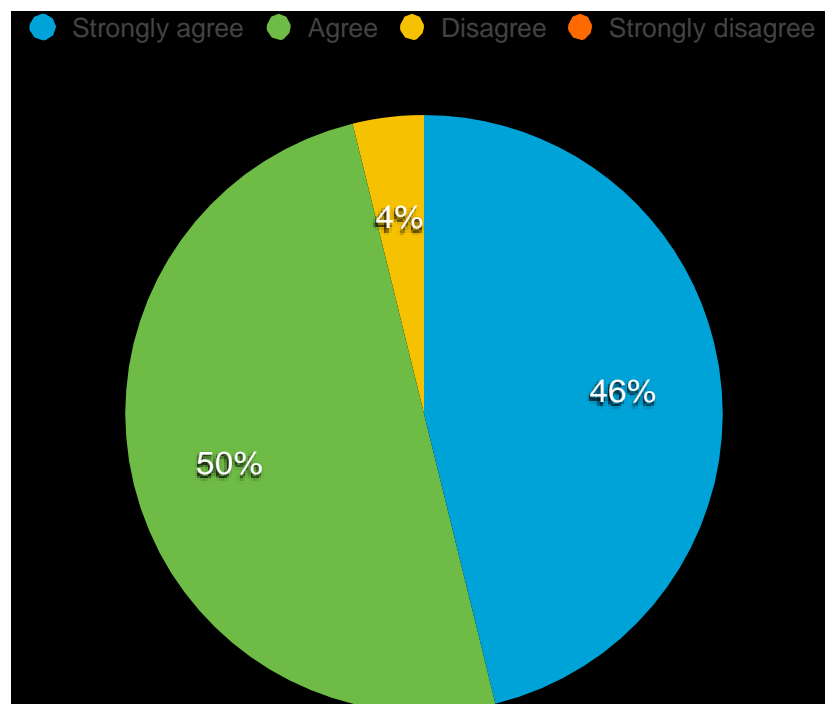
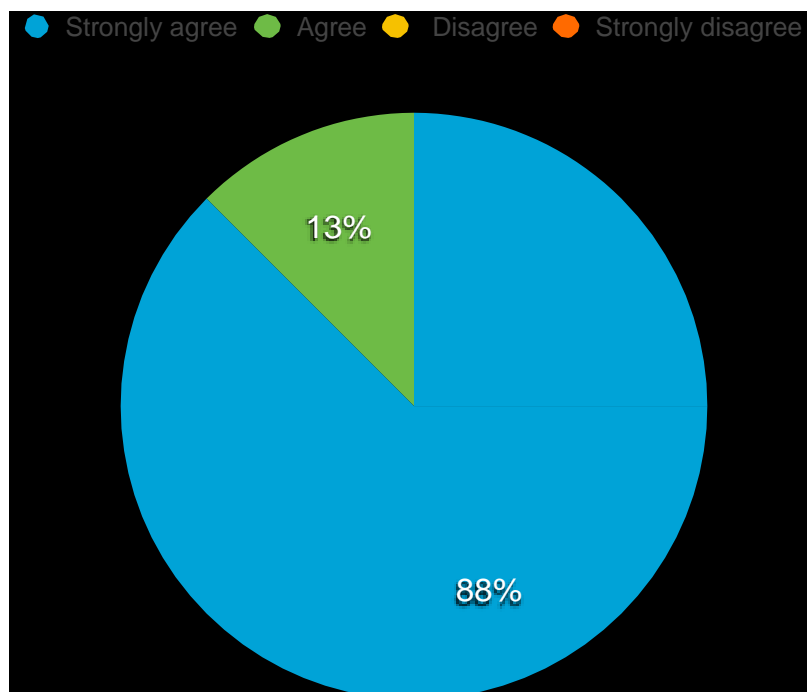Q6: I feel mentoring staff offer solutions or advice on questions or issues about my mentor (26 of 54)

The midpoint mentor questionnaire also focused on structure and support with similar questions to the ones posed to mentees. Eight of the 14 mentors responded. 75% of respondents stated that the frequency at which staff checked in with them was enough-more or less was not needed. All respondents strongly agreed or agreed that they could go to staff with questions or issues concerning their mentees, and that staff offered useful advice or solutions to questions or issues (see Fig. 4.3).

Figure 4.3
EWU Program Midpoint Mentor Questionnaire (8 of 14 Respondents)
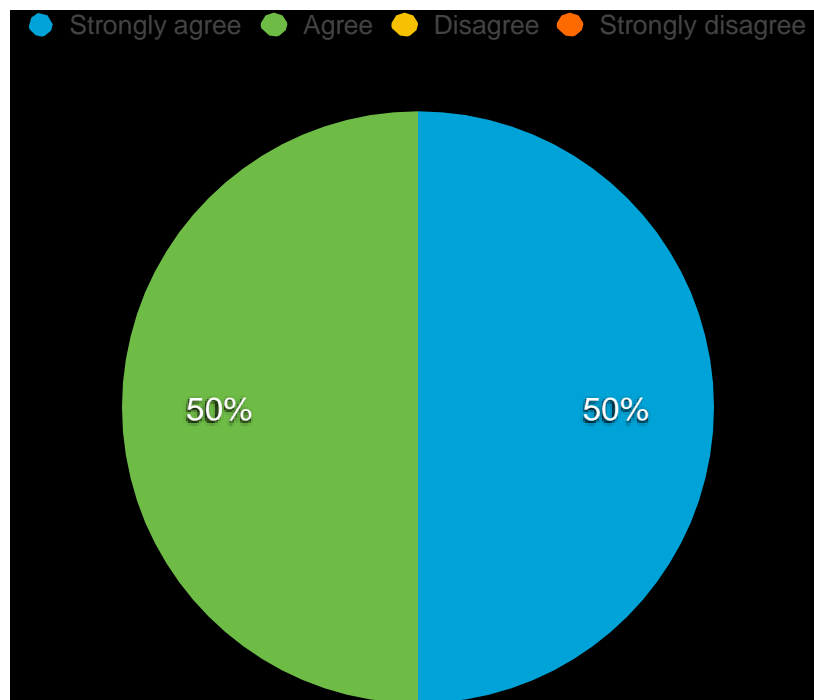
Q4: Frequency of support staff check-in

Too much Just enough Could be more
Not enough Not necessary
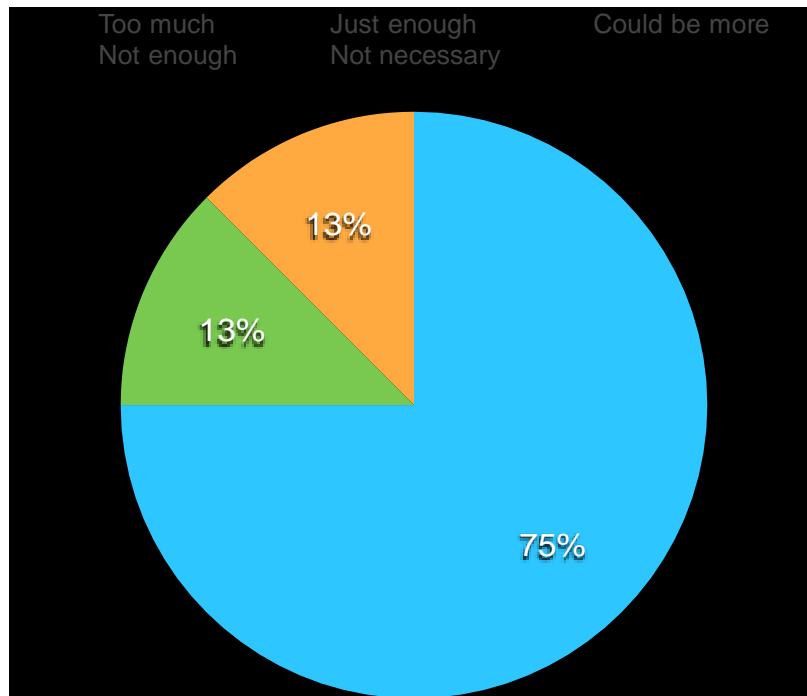
Q5: Mentors felt they could go to support staff with questions or concerns (8 of 14)

Strongly agree Agree Disagree Strongly disagree

Q6: Support staff offered useful solutions to questions or concerns (8 of 14)

Prior to the launch of the mentoring program, a structure was developed as a framework and timeline that was agreed upon by stakeholders; support was implemented by the designated mentor support lead and mentee support lead who provided orientations, resources, and regular contact; and assessment was incorporated with surveys, questionnaires, and obtaining and documenting mentor and mentee updates on their mentoring relationship. As a result, the program moved from the pilot stage to a full-fledged program in the next academic year. The second year of the program saw growth with a substantial increase of participants. The program is currently still in existence through EWU's Career Services, though data beyond the first two years was not provided.

Central Washington University

During the 2016-2017 academic year, three formal mentoring programs were

piloted using the same tools and process that were used to implement EWU's Career

Mentoring Program. Student Alumni Association (SAA) Career Mentoring and Wildcat

Student Employment Leadership Program (WSELP) Mentoring designated program staff

followed the timeline and began mentoring relationships the end of fall quarter and

continued pairing mentors and mentees through mid-winter quarter. The Douglas Honors

College (DHC) Alumni Mentoring timeline was not followed, which resulted in mentors

and mentees beginning their mentoring relationship during spring quarter, some as late as

mid-April. Because of the late start, mentors who were paired with mentees that were not

graduating were told that they would continue their mentorship the following academic

year. Additionally, parts of the program design was not adhered to, such as the program

targeting first year Douglas Honors College students and having the students in place,

with mentee applications submitted prior to recruiting mentors. Rather DHC students,

who were also student employees for DHC, were required to participate as mentees.

Mentee and mentor feedback suggested starting earlier. One of the graduating mentees

stated that she did not have enough time with her mentor before graduating. Though these

mentoring relationships started so late, all participants were still included in the end-of-

year survey.

The three programs supported 25 matches in total (see Table 4.3). Staff led

introductions, with orientation, kicked off each mentorship, and the regular mentor and

mentee follow-up requesting updates followed. As was done with the EWU Career

Mentoring Program, a mentor and mentee e-newsletter with a topic of the month and

suggested activities was emailed to participants. Because each program launched at

different times and pairing mentees with mentors continued from October to April, a

midpoint questionnaire was not conducted, but tailored mentor and mentee end-of-year

surveys were conducted. Participants from all three programs were asked to complete the

survey.

Table 4.3
CWU Mentoring Programs and Mentoring Pairs, Pilot Year

Mentoring Program Name	Mentoring Pairs
Student Alumni Association Career Mentoring	16
Wildcat Student Employment Leadership Program Mentoring	4
Douglas Honors College	5

CWU Mentor and Mentee Program Updates

The routine requests to mentors and mentees for updates on their mentorship

allowed staff to intervene with relationships that were struggling. There were two

mentoring relationships that had solid starts but quickly became stagnant. The

mentorships would pick up slightly with interference from staff, but eventually both

mentoring relationships had to formally close prior to the official end of the program for

the year. One other mentorship had a strong start but due to the mentee having medical issues, the relationship was not able to progress and also had to close. The updates were also a way to obtain useful anecdotes that could be used when providing reports to administrators, stakeholders, and potential partners. It was with the requested updates that several mentees told staff that their mentor helped them get an internship or a job. Two mentors ended up creating a first-time internship at their companies specifically for their mentees. The request for updates were always sent via email that included the same set of questions for the mentors and mentees. If a mentee or mentor did not respond to the email, a second email was sent, and if there was still no response the support lead would then call to receive the update by phone. If the support lead saw the mentor or mentee in person, they would request an update with the questions in mind but delivered conversationally. The following are the questions that were used to obtain updates on the mentoring relationships from both the mentor and mentee perspective (see Fig. 4.4):

Figure 4.4
CWU 4-6 Week Mentor and Mentee Check-In Questions

Mentor Update

•How often have you been in communication and how (email, phone, text, Skype, social media, etc)?

•What professional development/coaching has been done (topics discussed,

resources shared, questions answered, etc.)?

•Are there any issues or anything else you'd like to share?

Mentee Update

•How often have you been in communication with your mentor and how (in-person, email, LinkedIn, phone, Skype)?

•What have you done or discussed?

•What would you like to do or discuss that you haven't yet?

•What has been most valuable or interesting?

•Anything else you'd like to mention?

CWU Mentor and Mentee Surveys

Qualtrics was the online survey software used for the end-of-year surveys, which

garnered a high response rate, with 20 of 25 mentees and 22 of 25 mentors completing

the survey. 85% of mentees reported that they communicated with their mentor once a

month, or more, while 76% of mentors responded likewise. As summarized in Table 4.4,

the majority of mentees responded that they felt more knowledgeable about their chosen

career field (90%), more certain of their career path (85%), and more confident in their

ability to network (95%), their ability to find a job or internship (85%), and more

confident with their interviewing skills (80%).

Table 4.4
CWU Mentee Survey Response from Pilot Year (20 of 25respondents)

| Areas Mentees Reported Receiving Help From Mentors	2016-2017
Resume/Portfolio	65%
Interviewing	30%
Meet Career-Related Professionals	30%
Find Job/Internship	45%
Other	55%

80% of mentees rated the overall value of the program as excellent or good. An

open-ended question asking about changes they thought would improve the program

resulted in similar feedback from the mentees surveyed in the EWU Career Mentoring

Program. Mentees said they would like the opportunity to meet will all mentors and

mentees in one place.

According to the end-of-year mentor survey, the majority of respondents reported

that they helped their mentees with resume development (63%), networking skills (63%),

searching for jobs or internships (63%), and meeting or connecting their mentees to other

professionals (50%). The mentors had the same open-ended question requesting changes

that would improve the program, and again, the theme of getting all participants together

arose.

In addition to asking for suggestions for program improvement, mentors were

given questions to obtain feedback on program structure and support (see Fig. 4.5). They

were asked to rank the usefulness of support pieces as the staff facilitated introduction

and regular check-in. 95% said the introductions/orientation meeting was either very

useful or useful. 86% said the regular requests for updates were very useful or useful, and

exactly half of the respondents said the e-newsletter was very useful or useful.

Interestingly, the mentor e-newsletter, which is the most hands-off support piece, was

ranked as least useful in comparison to the other support provided.

Figure 4.5
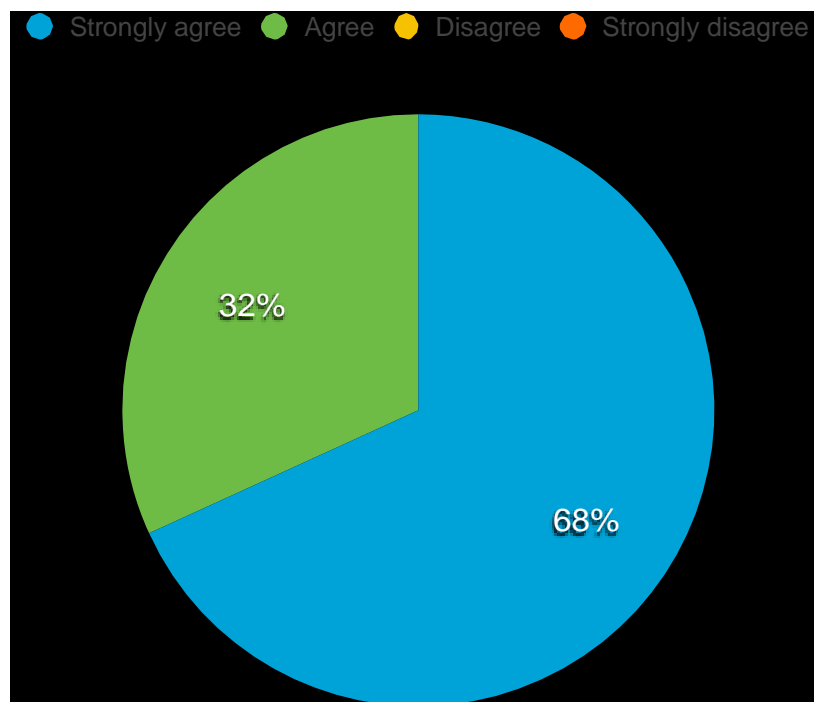**CWU Mentor Survey Response from Pilot Year (22 of 25 respondents)**

Q5: Rate how useful each item was
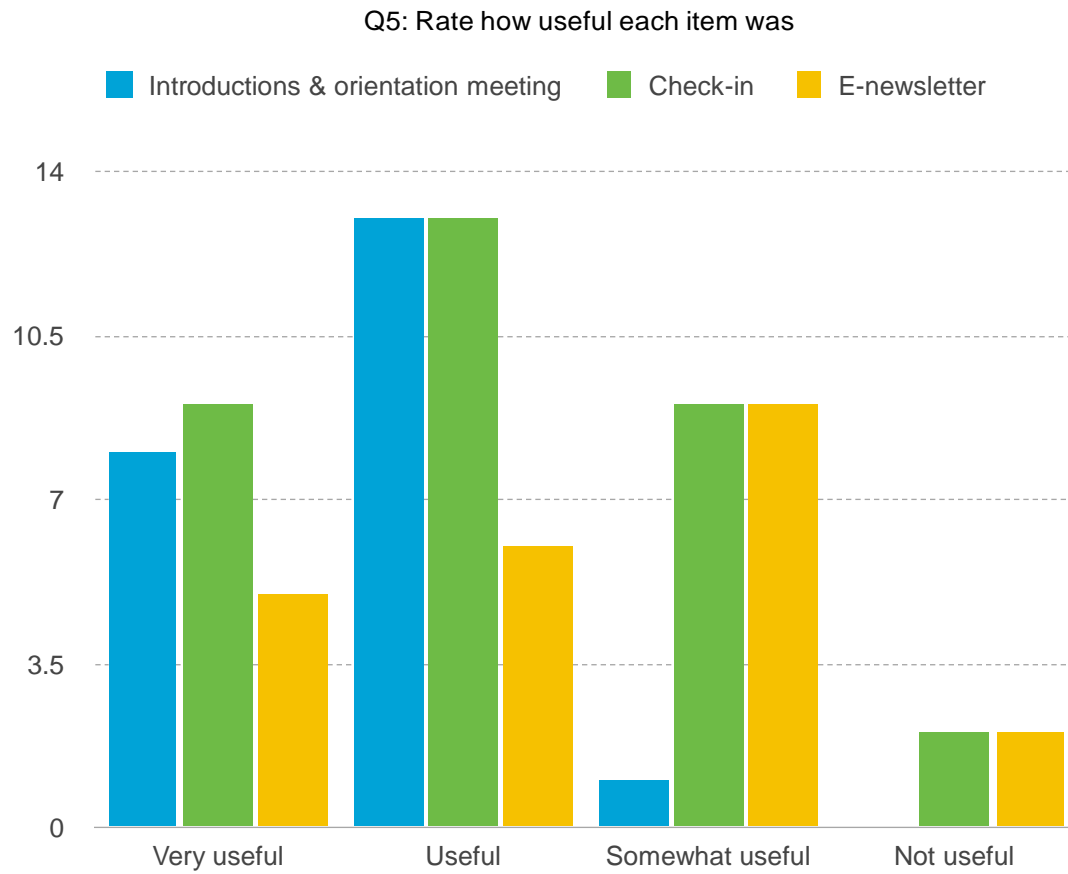
Q6: I would like staff support to check-in with me (22 of 25)
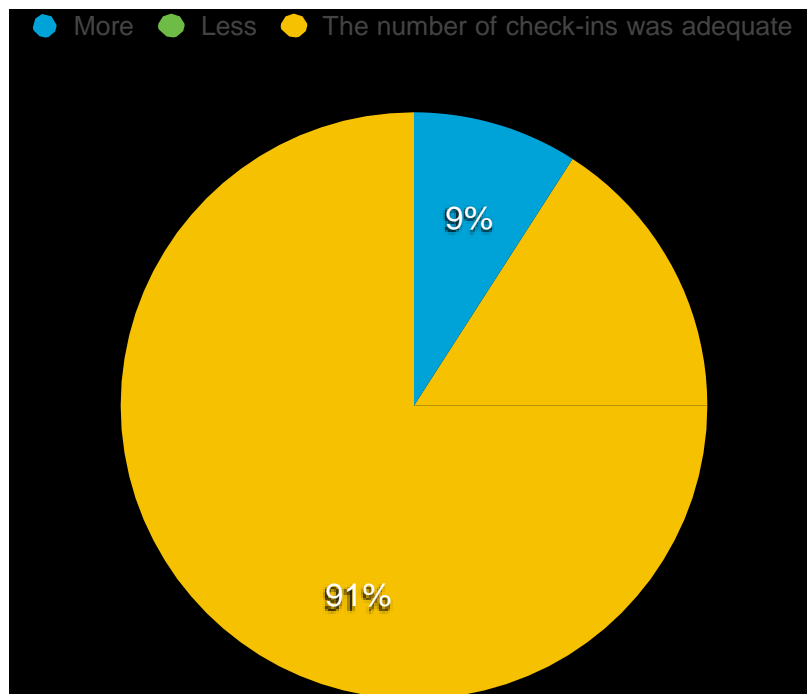
Q7: I feel could contact staff support with questions or concerns (22 of 25)

CWU Mentoring Program Outlook

Using almost the exact model to implement the three mentoring programs as the

EWU Career Mentoring Program, structure, support and assessment were developed,

agreed upon by stakeholders, and applied. With the three mentoring programs combined,

there was a similar number of participants as the EWU program, and similar results,

according to updates and survey responses. However, only two of the three programs

continued the following year.

The DHC Alumni Mentoring program had issues from the beginning and mentees

and mentors were introduced late in the year, which means the timeline was not followed.

Additionally, the mentee support lead was not able to fulfill the agreed upon tasks tied to

the role. On the other hand, WSELP Mentoring followed the framework and timeline, and

the mentee support lead and mentor support lead fulfilled their roles, but due to

administrative and budgetary changes within the department, the program was placed on

hold with plans to resume in the 2018-2019 academic year. SAA Career Mentoring,

which has the same staff person working as the mentor support lead and mentee support

lead, moved from the pilot stage to full-fledged program.

Due to what was considered successful pilot programs, the Alumni Relations

Office was approached by the College of Business and Student Development and

Achievement to partner on two new mentoring programs. Using the same process and

tools, CWU Business Mentoring and Transfer Student Mentoring were launched in the

2017-2018 academic year. Additionally, a new position was approved by the provost to

hire a staff to implement and manage a mentoring program for the College of Arts and

Humanities. The data from the three CWU mentoring programs contributed to the

provost's decision to financially support the position for two years, at which time, the

new data would be assessed and used to ideally continue the position as well as support

the reason to hire additional staff to implement mentoring programs within the

university's other three colleges.

CHAPTER 5
DISCUSSION

The purpose of this paper is to discern how structure, support, and assessment[1]

relate to the sustainability of formal mentoring programs implemented in a higher

education setting. In the results section, program progress and outcomes were provided in

the form of requested updates from participants as well as survey results. According to

the data, a link between program sustainability and structure can be identified. Taking

into account all four mentoring programs, two continued and two ended after the pilot

year. The two programs that ended had issues related to structure. The issues with

Douglas Honors College (DHC) Alumni Mentoring were clear: the program design were

agreed upon by all partners but implementation of a few key items did not happen. For

example, the submission of a mentee application was not required and was the only

program to not require one in order to participate. The timeline was not followed which

lead to mentors and mentees beginning their mentorship late in the academic year. With

the exception of graduates, mentees and mentors were told that a break would occur for

summer, and they would resume in the next academic year. However, the support lead

---

[1] **Structure:** For this paper, structure is the framework and timeline agreed upon by all
partners overseeing the mentoring program and includes tools used for creating the
program design.
Support: Support includes the training, resources, and tools provided to the mentor and
mentee, as well as the mode of delivery. Most importantly, support is interpersonal. It is
establishing relationships between support staff and participants and nurturing the growth
between the mentor and mentee relationship.
Assessment: Assessment refers to the tools used by the mentoring programs for
gathering and evaluating information which provide quality control and measurable proof
of outcomes.

could not commit to a start date, so the decision was made by the partnering department, which was in charge of mentor outreach, on-boarding, and support, to close the program indefinitely.

On the other hand, the partnering departments overseeing the Wildcat Student Employment Leadership Program (WSELP) Mentoring adhered to the program design, and the timeline was followed by both the mentee and mentor support leads, resulting in a program that had the potential to continue indefinitely. However, the resources shifted the following year. The partnering department providing all mentee support would no longer be overseeing the WSELP program nor its add-on mentoring program. Another department would be taking it over, and there was uncertainty whether the mentoring piece would continue with the overall program or not. In this case, not only did financial and staff resources shift, but the stakeholders changed as well. There was no choice but to close the program.

The two programs that continued on, following the pilot year, were able to adhere to the program design and timeline with no drastic change with funds or stakeholders, and with no instance of program staff being unable to follow through on designated tasks. However, it may be worthwhile to note that the mentor and mentee support leads were in the same department for the two continuing programs. Program staff for EWU Career Mentoring resided within the Career Services Office and program staff for Student Alumni Association (SAA) Career Mentoring came from the CWU Alumni and Constituent Relations Office.

The influence of support on sustainable programs is not as clear since all programs provided the agreed upon support pieces, which included staff led mentor-mentee introductions and orientations, anticipated check-ins requesting updates from participants, and regularly distributed e-newsletters. According to survey results, as well as research from the review of literature, mentors and mentees respond positively to all support pieces, with the e-newsletter receiving the least amount of positive survey responses. It may be important to note that the e-newsletter is the most hands-off interaction between program staff and participant.

According to the literature review, effective assessment tools could improve a mentoring program, but the line between implementing assessment tools and program sustainability is not clear cut solely based on observation and data gathered from the four programs. Each program utilized almost identical assessment tools, and program staff used the data obtained to showcase the program and garner support. Was that accomplished, and if so, did it contribute to the potential longevity of the program? What is known, EWU Career Mentoring has continued but little is known beyond that point by the author. The data gathered and assessed for SAA Career Mentoring, DHC Alumni Mentoring, DHC Alumni Mentoring, lead to other departments wanting to start new mentoring programs by using the same methods for establishing structure, support, and assessment. Additionally, at CWU, the data contributed to the decision from the institution's provost to financially support the creation of a new position description in order to hire staff whose primary responsibility would be to implement and manage a

mentoring program for the College of Arts and Humanities. The plan is to use the same

methods described in this paper. If results are favorable and goals are met, the position,

which is considered to be on trial for two years, would ensure the addition of a similar

position for the university's other three colleges and extend the trial two year position to a

fully supported position.

Additional studies on formal mentoring programs in higher education would help

substantiate and more clearly illustrate the influence structure, support, and assessment

have on program longevity, but this research serves to highlight the connection between

structure, support and assessment. There is overlap, rather than each item acting

independently. Therefore, it is difficult for effective support and assessment to take place

if it is not a part of the structure. In fact, these are foundational pieces to the structure and

if pieces of the structure breakdown, the program itself most likely will as well.

CONCLUSION

While there were only four cases in this study, the results indicate that

establishing appropriate structure, providing an appropriate amount of support, and

applying appropriate assessment can lead to a successful, long-lasting mentoring

program. Guidelines for developing sustainable mentoring programs should be tested

further, however, the following points will increase the probability of securing a

sustainable program with continued positive outcomes:

- **Structure:** Prior to launch, establish a solid program design by identifying partners, obtaining partner input for the program, and coming to an agreement on goals, outcomes, partner expectations, timeline, staffing, funding, and future resources needed to accommodate progress and growth.

- **Support:** Focus on the mentoring relationship from the start of the mentorship to the end of the program cycle. Support lead(s), as identified in the agreed upon program design, should facilitate the mentor-mentee introduction and include an orientation that outlines expectations, program support, and best practices. Support leads should be in regular contact with mentors and mentees, checking in every 4-6 weeks to obtain updates on their mentoring experience and addressing issues an needed. Additional support can be offered, such as regular emails with mentoring tips, advice, and activities, or using social media, such as LinkedIn, to create a group for participants which would serve as another place to provide tips, advice, and activity ideas.

- **Assessment:** Support leads should document all updates received when checking in on participants. Note feedback that support program goals, as well as red flags in which changes to the program could be useful. Additionally, an end-of-year survey should be used to further assess what could improve the program and participant experience, as well as to quantify proof of outcomes that can support the case for on-going and/or additional resources and funding.

REFERENCES

Putsche, L., Storrs, D., Lewis, A. E., & Haylett, J. (2008). The development of a mentoring program for university undergraduate women. *Cambridge Journal of Education, 38*(4), 513-528.

Haring, M. J. (1997). Networking mentoring as a preferred model for guiding programs for underrepresented students. H. T. Frierson (Ed.), *Diversity in Higher Education.* (63-76). Greenwich, Connecticut: JAI Press Inc.

Haring, M. J. (1999). The case for a conceptual base for minority mentoring programs. *Peabody Journal of Education, 74*, 5-14.

Ehrich, L. C., Hansford B., & Tennent, L. (2004). Formal mentoring programs in education and other professions: A review of the literature. *Educational Administration Quarterly, 40*, 518-540.

Jacobi, M. (1991). Mentoring and undergraduate academic success: A literature review. *Review of Educational Research, 61*(4), 505-532.

Crisp, G., Cruz, I. (2009). Mentoring college students: A critical review of literature between 1990 and 2007. *Research in Higher Education, 50*(6), 525-545.

Haggard, D. L., Dougherty, T. W., Turban, D. B., & Wilbanks J. E. (2011). Who is a mentor? A review of evolving definitions and implications for research. *Journal of Management, 37*(1), 280-304.

Weinberg, F. J., Lankau M. J. (2011). Formal mentoring programs: A mentor-centric and longitudinal analysis. *Journal of Management, 37*(6), 1527-1557.

Ensher, E. A., Thomas, C., & Murphy S. E. (2001). Comparison of traditional, step-ahead, and peer mentoring on proteges' support, satisfaction, and perceptions of career success: A social exchange perspective. *Journal of Business and Psychology, 15*(3).

Nick, J. M., Delahyde T. M., Del Prato, D., Mitchell, C., Ortiz, J., Ottley, C., Young, P., Cannon, S. B., Lasater, K., Reising, D., & Siktberg, L. (2012). Best practices in academic mentoring: A model for excellence. *Nursing Research and Practice*, doi 10.1155/2012/937906.

Denzin, N. K., & Lincoln, Y. S. (1994). *Handbook of qualitative research.* Thousand
Oaks, CA: Sage Publications, Inc.

O'Mally, J., & Severson A. (2017). Reflections on developing an employment mentoring
program for college student who are blind. *Journal of Visual Impairment & Blindness.
111*(3), 271-276.

Dawson, P. (2014). Beyond a definition: Toward a framework for designing and
specifying mentoring models. *Educational Researcher. 43*(3), 137-145.

Crisp, G., Baker, V., Griffin, K., Lunsford, L. G., & Pifer, M. J. (2017). Mentoring
undergraduate students. *ASHE Higher Education Report. 43*(1), 7-103.

Tierney, J. P., Grosman, J. B., Resch, N. L. (1995). Making a difference. Philadelphia,
PA. Public/Private Ventures.

MENTOR/National Mentoring Partnership. (2005). How to build a successful mentoring
program using the elements of effective practice for mentoring. Retrieved from
www.mentoring.org.

VITA

Author: Laura L. Sanchez

Place of Birth: Toppenish, WA

Undergraduate Schools Attended: Central Washington University

Degrees Awarded: Bachelor of Arts in Communication, 2001, Central Washington University
Bachelor of Arts in Sociology, 2001, Central Washington University

Professional
Experience: Alumni Relations Coordinator, Central Washington University, Ellensburg, Washington 2015-2018

Career Advisor, College of STEM & College of Health Science & Public Health Eastern Washington University, Cheney, Washington, 2012-2015

Admissions Advisor, Eastern Washington University, Cheney, Washington 2008-2012

Enrollment & Matching Specialist, Big Brothers Big Sisters of the Inland Northwest Spokane, Washington, 2005-2008

Membership Development Coordinator, Girl Scouts of Eastern Washington and Northern Idaho, Spokane, Washington 2002-2005