

SB 860 (2015): CAREER MENTORING 2017 Progress Report



PROGRESS REPORT ON RESULTS OF CAREER MENTORING PILOT PROGRAMS per SB 860 (2015)

Table of contents

Executive Summary: SB 860 Career Mentoring Progress Report	1
Table 1. Student and Alumni Impact of SB 860	2
Introduction	3
Oregon State University	5
Western Oregon University	5
Higher Education Coordinating Commission	5
Institutional Collaboration	5
Selected literature	6
Software	6
Coordinator Collaboration	7
National Best Practices	8
Oregon State University	9
Background	9
Meeting the Objectives	11
OBJECTIVE 1: Mapping and Gap Analysis	11
OBJECTIVE 2: Training for Alumni Mentors	13
OBJECTIVE 3: Organize Metrics for Program Improvement	14
OBJECTIVE 4: Share Knowledge	15
OBJECTIVE 5: Expand Access	15
Western Oregon University	18
Background	19
Meeting the Objectives	20
OBJECTIVE 1: Needs Assessment	20
OBJECTIVE 2: Identify Existing Opportunities	22
OBJECTIVE 3: Recruit Alumni Mentors	26
OBJECTIVE 4: Program Improvement	30
OBJECTIVE 5: Expand Access	32
2017 and Future	33
Oregon Statewide Mentoring Symposium	33
Oregon Mentoring Network	35
Conclusion	36

Appendices	37
Appendix A: Benchmarking with Other Institutions	37
Appendix B: Questions Asked to Other Institutions	38
Appendix C: OSU Developmental Network Map Guide	39
Appendix D: Budgets	40
Appendix E: WOU Needs Assessment Questions and Results	42
Appendix F: WOU Assessment Questions for On-Campus Events	47

EXECUTIVE SUMMARY: SB 860 CAREER MENTORING PROGRESS REPORT

Western Oregon University Priorities:

- Serving underrepresented students - specifically those who are first-generation and low-income, as they may not have support system or means to participate in high-impact practices such as career mentoring;
- Creating a seamless, collaborative campus environment in which identified students receive career advising and mentorship based on their needs and stages of career development;
- Expand alumni networks to offer mentorship opportunities by connecting the alumni back to the institution and to current students;
- Ensure all participants (students and alumni) have the tools to successfully navigate and feel confident in the mentoring relationship so it is mutually beneficial;
- Use an iterative process to receive feedback and adjust the program as necessary, with the intention of expanding the program to include all students in the future.

Oregon State University Priorities:

- Improve career services provided to underrepresented Ecampus students paying specific attention to the ethnic minority students who identify as first-generation. First-generation students traditionally lack the support network students with parents who attended college have so providing access to a developmental network is key to the student's career development and success;
- Build bridges between the various Ecampus and on-campus services to provide the best mentoring and career services to meet the diverse needs of the OSU underserved population;
- Increase the engagement of the Ecampus alumni to feel more connected to OSU and have a higher value for their degree. Particular recruiting efforts for the underrepresented ethnic minority alumni in order to provide a diverse alumni pool for the students to have available to them;
- Design a sustainable, centrally managed student/alumni mentoring program that meets the diverse career development needs of students and alumni;
- Expand the virtual mentoring program in 2019 to include the on-campus underrepresented student population using the virtual platforms to increase access for students and alumni.

Higher Education Coordinating Commission Priorities:

- Focus on students who are underrepresented in higher education in our state so that they may be successful through postsecondary persistence, graduation, and successful transition to the workforce;
- Support collaboration among public higher education institution in the state on career mentor networks and the particular recruitment and engagement of alumni in these activities.

Table 1 , on the next page, provides a summary of student demographics at the two institutions, populations the programs have targeted, and the students who have already participated.

TABLE 1. STUDENT AND ALUMNI IMPACT OF SB 860

Population by Race/Ethnicity and Non Resident Alien Status	Total Number of Persons (N)	Non-Resident Alien, Int-nal	American Indian/ Alaska Native	Asian	Black non-Hispanic	Hispanic	Pacific Islander	2+ races, Underrepresented	2+ races, NOT Underrepresented	White Non-Hispanic	Unknown
Oregon State University											
Total student population Fall 2016	30,354	3,529	154	2,168	418	2,536	82	1,011	835	18,831	790
Total alumni population	176,919	n/a	1,162	6,702	1,295	3,766	3,223	161	n/a	73,488	87,122
Students Program Intends to Serve Ecampus Students**	5,682	34	23	38	22	471	7	<6	n/a	699	4,435
Alumni Program Intends to Recruit Ecampus Alums	3,687	n/a	30	69	37	212	12	<6	n/a	1,493	1,826
Students Served as of January 2017	137	10	0	5	1	8	0	6	0	62	39
Alumni Recruited as of January 2017	30	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30
Western Oregon University											
Total student population Fall 2016	5,382	315	88	223	196	705	145	<6	<6	3,507	196
Total alumni population	22,069	920	257	416	250	1,191	139	179	n/a	17,551	1,166
Students Program Intends to Serve (MSSP and SEP only*)	593	27	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	593
Alumni Program Intends to Recruit (MSSP and SEP only)	353	3	6	7	22	174	6	n/a	n/a	116	19
Students Served as of January 2017	112	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	112
Alumni Recruited as of January 2017	64	0	<6	0	<6	0	<6	<6	n/a	n/a	55

n/a = not available as of January 25, but will be forthcoming; <6 = less than six individuals, exact number suppressed for privacy. * The Multicultural Student Services Program and the Student Enrichment Program are included here. Abby's House and the Academic Advising and Learning Center student data were not available at the time the report was produced. **These are students who are enrolled exclusively through the extended campus. A high percentage of Ecampus students do not use federal aid and do not disclose their race/ethnicity when registering.

INTRODUCTION

The 78th Oregon Legislative Assembly in SB 860 directed the Higher Education Coordinating Commission (HECC) to solicit applications from public universities listed in ORS 352.002 to participate in a pilot program whereby an on-campus coordinator would foster student career advising and mentorship opportunities. The HECC selected one public university with less than 10,000, and one public university with more than 10,000, enrolled undergraduate students, according to statute, to participate in the pilot program. A selection committee scored the applications based on the criteria set out in statute. Four areas were scored based on the applications submitted – and no other information – these were, Clarity and Commitment, 35 points; Underserved Populations, 35 points; Cost Effectiveness, 20 points; and Infrastructure, 10 points. The committee scored applicants and two universities were selected. Consideration was also given to the degree to which each university has demonstrated:

1. A commitment to providing career services as part of its student advising processes;
2. The infrastructure necessary to effectively and efficiently fulfill the goals of the pilot program as set forth in statute.
3. The ability to use the pilot program to assist students from traditionally underserved populations.

HECC awarded the Career Mentoring Pilot Program grants in January 2016. Western Oregon University (WOU) was awarded \$184,320 and Oregon State University (OSU) was awarded \$243,180.¹ The institutions were responsible for initial needs assessment and design of the pilot program using the framework and outcomes they had included in the proposals and subsequent Intergovernmental Grant Agreements (IGA). The institutions proceeded to hire coordinators to design and administer their respective career mentoring programs.

WOU hired Annie Friedman in June 2016. While the hope was to have the coordinator for this program hired as early as February 2016, WOU faced challenges in filling this position. First, the skillset required for designing and implementing a mentoring program along with having a career services background made it difficult for WOU to find qualified candidates. Additionally, with the grant funding guaranteed through June 2017, it could only be advertised as a one-year position, which is believed to have potentially deterred potential applicants. Having campus support and an evaluator on the grant proved to be beneficial in this case, as WOU was able to start work on the project without a coordinator including conducting the needs assessment with students. The completed needs assessment allowed the coordinator to focus on other objectives once she was hired.

The following is a brief summary of the program coordinator's duties. The position will coordinate opportunities for student career advising and mentorship available through WOU by:

¹ Institutional budgets are available in Appendix D.

- Identifying current mentorship and practicum opportunities available to students;
- Assisting departments with strategies to incentivize students to participate in mentorships and practicums;
- Creating trainings, outreach, processes and policies that meet best practice standards for alumni to engage;
- Expanding the Service Learning and Career Development (SLCD) online module that helps facilitate student and mentor connections through a searchable database that provides students the ability to search for mentors that fit their area of interest, live nearby, or otherwise match the students' search criteria; and
- Working with the Alumni Relations Coordinator to expand mentorship networks, usage of the online mentor module and increased connections of students with mentorship opportunities.

Collaborate with Academic Advising and Learning Center (AALC) Director, SLCD Director and Alumni Relations Coordinator to establish a system for ensuring students are aware of and have access to career advising and mentorship opportunities at WOU.

The hiring process at Oregon State was also late. Oregon State University hired Jennifer Edwards in October 2016. The Career Development Center (CDC) director posted the position March 2016 with a closing date in April 2016. The anticipated appointment date for this posting was June 1, 2016. During this original posting, the CDC director extended the closing date in order to expand the original applicant pool. Unfortunately, the director was out of the office beginning mid-March and on June 13, 2016, an interim director was announced. The interim director reviewed the position description and with input from the authors of the grant proposal, decided to close the initial search and repost with a revised position description in the hopes of attracting a pool of candidates qualified to both efficiently launch and subsequently manage the new initiative successfully. The updated position description was posted in July 2016 with a closing date of August 2016 and an anticipated start date of September 1, 2016. This hiring process was successful and a highly qualified candidate was offered the position; however, due to unforeseen family circumstances for the candidate, the candidate withdrew and this led to a second failed search.

At this time, Jennifer Edwards, one of the authors of the SB 860 grant application for Oregon State University, accepted a position as an Assistant Director for the Career Development Center after being the Director of Alumni Career Services for the OSU Alumni Association. Due to her understanding of the value this program for the university and knowledge of tasks to be accomplished for the university to meet objectives in the Intergovernmental Grant Agreement, the interim director asked for special dispensation to be allowed to offer Jennifer the position and received approval to do so in October with a start date of October 17, 2016.

The coordinators are currently developing methods for students to participate in the pilot program. Student participants will engage in these opportunities for career advising and mentorship through the university's academic advising center, career services center, and alumni

network or alumni foundations. Funds are distributed through quarterly invoices. Both programs bring tremendous value to Oregon’s public postsecondary sector by providing career and life skills around networking to current students.

OREGON STATE UNIVERSITY

Oregon State University’s program focuses on Ecampus students; providing OSU’s online students with mentoring opportunities equal to those available to on-campus students. The vision of OSU’s career mentoring pilot program is to create a system of metrics to monitor the effectiveness of OSU’s online career mentoring programs for Ecampus and on-campus students, while giving special attention to the deployment of alumni in mentoring services.

WESTERN OREGON UNIVERSITY

Western Oregon University plans to provide mentoring to 500 students based on their individual student needs and developmental stages. Using institutional programs such as TRIO-SSS, Multicultural Student Services Program, Abby’s House, Academic Advising and Learning Center and the Alumni Relations Office, the university will engage underserved populations to identify student needs and develop a pilot targeting these groups to best provide career services and mentoring.

HIGHER EDUCATION COORDINATING COMMISSION

The HECC’s Office of Public University Coordination has acted as facilitator and convener for developing the programs initiated by SB 860. HECC staff administered the grant, providing information on the agreement and invoicing process and other resources when available. HECC staff assisted with initial communication between the institutions.

Resources include connecting the newly hired institutional coordinators with the HECC office of Student Access and Completion statewide mentoring program –ASPIRE. The program staff exchanged ideas with program coordinators around engagement of community colleges and other postsecondary partners.

There have been biweekly and monthly check-ins between HECC and university coordinators, to dialogue on grant activities and prepare this legislative progress report. Additionally, starting in fall 2016, both institutions set aside time to meet regularly on process and outcomes and in order to ensure the success of the career mentoring pilot programs. During these meetings the coordinators discussed lessons learned and shared best practices for both in-person and virtual mentoring programs. There is a clear commitment to sharing best practices between the institutions and further with partners statewide.

INSTITUTIONAL COLLABORATION

The two grantees have collaborated since the initiation of the grant in several key areas. Beginning with the hiring of coordinators, described above, the institutions further collaborated in gathering relevant literature, professional best practices, researching software, and systems

for data tracking.

SELECTED LITERATURE

With the changing landscape of careers today, mentoring has evolved from the one-on-one concept to the notion of creating developmental networks, or a circle of mentors for success. OSU and WOU are focusing on both of these concepts to frame program curriculum for the alumni (mentors) and students (protégés or mentees). The following are the primary books, articles and journals used to guide the framework of the two related but distinct mentoring programs.

- Reconceptualizing Mentoring at Work: A Developmental Network Perspective; Monica C. Higgins and Kathy E. Kram (2012)²
- How Women (and Men) Can Find Role Models When None Are Obvious; Wendy Murphy (2016)³
- The New Rules of Mentoring; Wendy Murphy (2012)⁴
- Strategic Relationships at Work: Creating Your Circle of Mentors, Sponsors, and Peers for Success in Business and Life by Wendy Murphy and Kathy Kram; McGraw-Hill Education; 1 edition (June 27, 2014)
- Experience-Driven Leader Development: Models, Tools, Best Practices, and Advice for On-the-Job Development Cynthia D. McCauley, D. Scott Derue, Paul R. Yost, Sylvester Taylor John Wiley & Sons, November 22, 2013
- A Handbook for Managing Mentoring Programs; Starting, Supporting and Sustaining Effective Mentoring by Laura Gail Lunsford; Routledge; 2016
- Great Jobs. Great Lives. The Value of Career Services, Inclusive Experiences and Mentorship for College Graduates; Gallup-Purdue Index Report, 2016;⁵

SOFTWARE

Oregon public higher education institutions, including OSU and WOU, use CSO Research, which was recently acquired by a company called GradLeaders, as a career services platform. This product allows career services departments to collaborate with employers, students, and alumni by serving as a resource for students as they search for jobs and internships both on- and off-campus. An added component of this software is the mentoring module, which allows users outside of the university to create a mentor profile.

Depending on how the institution customizes this module, students may search for mentors and contact them anonymously within the platform or by using the contact information in the mentor

² Link to document: https://www.bu.edu/sph/files/2012/01/Higgins-Kram_Reconceptualizing-Mentoring-at-Work-A-Developmental-Network-Perspective.pdf

³ <https://hbr.org/2016/06/how-women-and-men-can-find-role-models-when-none-are-obvious>

⁴ <https://www.youtube.com/watch?v=U9xn8nJwglE>

⁵ http://www.gallup.com/reports/199172/gallup-purdue-index-report-2016.aspx?utm_source=Gallup-PurdueIndexReport2016LaunchEmail

profile. Within the profile, a mentor can indicate how many times they are ready to be contacted by students each month. A major drawback with this product is that institutional staff can see mentor requests from students within the system, but no additional information about the interaction, for example, whether the mentor accepted or not, is available.

OSU is currently using an additional platform, Brazen Connect, to better serve a targeted population of online students enrolled through Ecampus. This software enables the coordinator to host virtual networking events and career fairs to bring networking opportunities that connect alumni to students at a distance. Alongside current technology available to the WOU and OSU coordinators, it was deemed valuable to research other mentoring software on the market. Many companies market their products through published white papers, hosted webinars, and free demonstrations, providing a plethora of knowledge and partner reviews of mentoring resources and platforms. These connections enabled the WOU and OSU coordinators to learn about best practices including matching, relationship length, and analytics.

The coordinators learned that generally the platforms were expensive, cost at least \$20,000, and would require a separate login for student engagement. A separate login for students would direct them to one website for jobs and internships and another to connect with an alumni mentor. The coordinators found this to be a barrier for students seeking to engage in the mentoring pilot programs.

However, both institutions independent of coordinator input may launch a new career services platform using Handshake, intended to be an improvement over the current system. The new platform might be leveraged to also enhance the student experience with the alumni mentoring. In order to support the transition to a new Career Services Management (CSM) system, the Oregon Talent Council is providing a direct investment to support each Oregon public, private, and nonprofit college and university. Both WOU and OSU plan to transition to Handshake⁶ in 2017. The shift in software statewide should help streamline career services in a more consistent and technologically-relevant format. In addition to improved user interaction, Handshake allows for more robust data collection and reporting than was possible with CSO/GradLeaders.

COORDINATOR COLLABORATION

The coordinator representatives from OSU and WOU both attended two conferences in fall 2016 related to mentoring, and both are registered for one in winter 2017. This joint attendance has provided the opportunity for the coordinators to attend different sessions and to share and discuss the information gathered while considering alignment with their respective program goals. The conferences have also provided an opportunity for the coordinators to network with other mentor professionals in the state and nationally. The networking has enabled them to build robust professional networks.

⁶ <https://www.joinhandshake.com/>

The conferences attended or planning to attend for professional development are:

- October 14, 2016 Aspire Fall Conference, Eugene, Oregon
- October 24-28, 2016 UNM Mentoring Conference - Developmental Networks: The Power of Mentoring and Coaching, Albuquerque, New Mexico
- January 26-27, 2017 - Oregon Women in Higher Education Annual Conference, Bend, Oregon
- OSU and WOU have submitted proposals to jointly present on the work undertaken in Oregon to design and implement the two pilot mentoring programs at the following upcoming state and national conferences:
 - February 18, 2017, OSU Leadership Conference, Corvallis, Oregon (proposal accepted)
 - April 26-28, 2017, International Mentoring Association Annual Conference, Wilmington, North Carolina (proposal submitted)
 - June 6-8, 2017, National Association of Colleges and Employers, Las Vegas, Nevada (proposal submitted)
 - June 23, 2017, Oregon Academic Advising Conference, Corvallis, Oregon (proposal submitted)
- The coordinators will host a statewide mentoring symposium on June 22, 2017 for Oregon career mentoring professionals to share best practices statewide. The symposium will tentatively include presentations by the coordinators and ASPIRE partners.

NATIONAL BEST PRACTICES

In order to gather knowledge about best practices for career mentoring program delivery, the coordinators undertook an investigation of common mentoring mechanisms and strategies in order to benchmark themselves to other institutions. The knowledge gathered allowed for a comparison of populations to determine what enabled other schools to be successful and if similar programming might work for the WOU and OSU communities. The institutions⁷ surveyed were those with proposals submitted to the conference on alumni-student mentoring programs, signaling they met an industry standard and would be opportune counterparts for benchmarking. Using a survey inquiry method, the coordinators were able to identify best practices and receive insight on lessons learned. The following recurring themes were identified:

- Most programs did not have participation incentives for alumni or for students.
- Many felt students needed an in-person orientation to the program, but also felt it was a barrier to participating and were looking to online orientation options.
- Software capabilities played a large role in matching pairs and collecting data.
- Most did not have a full-time coordinator but said program required that much time to be successful.
- Many had split full time equivalent staff between alumni relations and career services.

⁷ Refer to Appendix A: Benchmarking with Institutions

- Many had structured programs to allow for scheduled evaluations.
- Best practices indicate a 3- to 6-month timeframe to build relationship.
- Most were student-driven, meaning the responsibility was on the student (mentee or protégé) to connect with the alumni (mentor).

OREGON STATE UNIVERSITY

Oregon State University was chosen to represent the large Oregon state public universities in piloting a virtual mentoring program designed to help Ecampus students connect virtually with alumni for their career development. In developing a more effective mentoring and career development program, OSU will be able to leverage its statewide presence, a large online population of nearly 20,000 learners associated with OSU through Ecampus, and its ranking as a top-10 school nationally in online education. The OSU coordinator hired through this pilot program will eventually develop and deliver online professional development services to all Schools and Colleges of the Corvallis, Cascades and Ecampus campuses – focusing especially on underserved populations.

BACKGROUND

OSU found the importance of any program to engage alumni in helping mentor students both online and on-campus is driven home by several factors, including:

High student debt: According to the Institute for College Access and Success, nearly 70% of all college seniors in the U.S. from public and nonprofit colleges graduated with an average student debt of \$28,950 in 2014.⁸ A year later, the Wall Street Journal found that 2015 graduates were the most indebted graduates in history.⁹ This has prompted educators to call for a new emphasis on learning and services that ensure students are more employable upon graduation.

Students lack mentors: Although research has shown that alumni networking and mentorship programs could be one of the most important efforts a university can offer to support the success of its future graduates, only about one in five college graduates have that support.

⁸ "Project on Student Debt." (2015). *The Institute for College and Student Success*. Retrieved from <http://ticas.org/posd/map-state-data-2015>

⁹ Sparshott, J. (2015). "Congratulations, Class of 2015. You're the Most Indebted Ever, For Now." *The Wall Street Journal*. Retrieved from <http://blogs.wsj.com/economics/2015/05/08/congratulations-class-of-2015-youre-the-most-indebted-ever-for-now/>

According to a 2014 Gallup-Purdue study, only 22 percent of college graduates strongly agree they have a mentor who encouraged their goals and dreams.¹⁰

Questions about degree value: The economic downturn of the late 2000s, with its shrinking job market and rising tuition costs, raised questions for many about the economic value of a college degree and drove home the importance to college administrators for the need to turn to their career centers to improve the return on investment for their students and their families.¹¹ To underscore the importance further, OSU's National Survey of Student Engagement Senior Transition Survey found that 48% of the student surveyed stated they had no job after graduation, and 30% stated they had some to very little networking skills.

Limited resources: In April 2015, Oregon State University employed four career consultants between two offices — the OSU Alumni Association and the Career Development Center. These four individuals were charged with serving a population of 28,000 enrolled students and more than 176,000 alumni. Although many Colleges and Schools at Oregon State offered career counseling in some form, but most often as a component of academic or faculty advising, clearly there was a need for overarching coordination of these various efforts. The need to expand the stakeholder base and engage more OSU alumni in the career development and mentoring effort was underscored by new research showing that successful graduates today need not just one mentor but a support network of multiple mentors. Emerging and best practices in the most effective mentoring programs have evolved the one-on-one concept of mentoring to the idea of creating developmental networks or a circle of mentors for success. OSU's Career Development Center's mentoring program is focusing on this concept to frame the program's curriculum for the alumni (mentors) and students (protégés).

Lack of engagement from online graduates: Although OSU's Ecampus has been delivering distance education since 1998 and served more than 17,000 students in 2014-15, OSU Foundation metrics reveal that less than 1% of the over 3600 Ecampus alumni volunteer and only 2.73% of Ecampus alumni are members of the Alumni Association. Any program that enlists the help and connection of these alumni will be valuable to OSU and its students on several levels: Ecampus alumni are aware of the special challenges of earning a degree online or partially online, and are in a perfect position to help those in an online program. These alumni — as well as their protégés — often come from underserved populations that would benefit greatly from the rewards mentoring brings to both advisors and students.

In response to these challenges and to the opportunities presented by SB 860, Oregon State University is developing an academic ecosystem that engages the entire university network in

¹⁰ Busteded, B. (2014). The Blown Opportunity. Inside Higher Ed. Retrieved from <https://www.insidehighered.com/views/2014/09/25/essay-about-importance-mentors-college-students>

¹¹ Gallup-Purdue Index 2015 Report; Great Jobs, Great Lives: The Relationship Between Student Debt, Experiences and Perceptions of College Worth

the support of student success and employability. A key component of this ecosystem is providing students access to career services, particularly given the growing diversity of OSU's students and growing population of online learners.

In fall 2016, OSU had a population of approximately 30,000 students from all 50 states and more than 100 countries with 22% students of color and 11% international students. OSU's Ecampus served more than 19,000 students in 2015-16 and over 3,600 students have earned a degree. According to the OSU Registrar's database, OSU has over 5600 degree-seeking students currently enrolled. Distance students who enroll with Ecampus are from all 50 states and nearly 40 countries. Approximately 54% of OSU's distance students are women and 27% of distance students live in Oregon. Approximately 60% of students taking Ecampus courses are "hybrid" students who also take courses at OSU campuses. Of all the Ecampus students, including distance and hybrid, 4% are veterans, 22% are racial minorities excluding 6% categorized as non-resident aliens, and 42% are over the age of 24. Additionally, 13% of the students self-identified as first generation and the Disability Access Services currently serves 112 Ecampus students.¹²

OSU began their design by developing relationships with campus partners, gaining buy-in and identifying cross-promotional opportunities. The partners include: Ecampus, OSU Alumni Association, OSU Foundation, OSU academic advisors and counselors, Disability Access Services, Veteran Affairs, Professional and Continuing Education (PACE), Student Affairs Marketing, Government Relations, College of Business, and College of Public Health and Human Sciences.

In preparation for designing and implementing this student/alumni virtual mentoring program, OSU's Online Professional Development Coordinator has attended a week-long mentoring conference at the University of New Mexico's Mentoring Institute in Albuquerque, participated in several webinars, and consulted numerous journals and books to formulate the best virtual program based on the most up-to-date research and information. In their initial proposal and in the intergovernmental grant agreement, OSU laid out five overarching goals to guide them for creating a successful pilot project targeting Ecampus students from January 2017 to July 2019. Beginning in July 2019, their goal is to expand the program to include Cascade and Corvallis campuses in-person OSU students using the most up to date virtual platforms to best connect students and alumni.

MEETING THE OBJECTIVES

OBJECTIVE 1: Mapping and gap analysis

Objective 1 is to map current online career services programs and conducting a gap analysis,

¹² OSU Enrollment Summary for fall 2016: <http://oregonstate.edu/admin/aa/ir/sites/default/files/enroll-fall-2016.pdf>

with specific attention to the deployment of alumni in providing mentoring services. For the gap analysis, OSU discovered 17 different career services programs with two more in development. These programs vary — from assisting first-year, non-traditionally-aged women to be successful, to the College Assistance Migrant Program, which helps students whose history includes migrant/seasonal agricultural work with achieving success in college¹³. Most of these programs are peer-to-peer and do not include alumni in their program design.

In addition, the College of Business and the College of Public Health and Human Sciences are developing mentoring programs. These programs are considering having alumni mentors but are focused on industry-specific mentor recruiting strategies. The Career Development Center is connecting with these programs for collaborative efforts, sharing of best practices, and leveraging technical and personnel resources for the Ecampus students within these colleges. They see an opportunity to use this collaboration with these two colleges programming as a means to pilot the expansion to the on-campus population in July 2019 and beyond.

In 2015, OSU used Brazen Connect, an interactive communication platform used by hundreds of universities, associations, companies and membership organizations for recruiting, expanded networking, and audience engagement. Brazen's cloud-based, mobile-ready, interactive networking event platform connects individuals from around the globe in text-based, timed conversations that allow users to make many connections over a short period of time to build their networks. Within the platform, users can rate their connections, take notes for follow-up, view and download resumes, transcripts, and LinkedIn profiles, connect on social media, and view conversation transcripts.

Using Brazen, OSU's Career Development Center and Alumni Association had four virtual career fairs in 2015 and 2016 with 859 total registrants. Of those, 318 participated and 162 of those were Ecampus students. Additionally, there were two virtual networking events specifically designed to connect current students with alumni. Attendance for these events dropped dramatically to 47 total registrants and 19 total participants (12 alumni and seven students). With this information, OSU is aware their marketing strategies for the pilot mentoring program needs to change to promote the virtual networking opportunities. OSU's Career Development Center contracting with student affairs marketing team to assist with a marketing strategy to engage more students and partnering with the OSU Alumni Association to improve alumni participation.

In FY 2015-2016, the OSU Alumni Association hosted four different Business Roundtable luncheons in Portland. Fifty OSU alumni mentors participated. For these in-person events, alumni arrive at 10:30 a.m., one hour prior to the luncheon, and meet individually with students from the College of Business, College of Engineering or Athletics. During the one-hour session, alumni review the student's resume and ask any career-related questions. Once the hour is over,

¹³ Additional Information: <http://eo.oregonstate.edu/student-mentoring-resources>

the alumni are asked to help the student with networking at the luncheon and introduce the students to their tables.

Based on this gap analysis, OSU has identified several mentoring programs available for students on campus, but no current programs for in-person or Ecampus students designed to connect students to alumni. Additionally, Ecampus students are underserved for career development programming with no mentoring programs. In fact, there is little to no engagement of the Ecampus alumni through the Foundation or Alumni Association. They feel the implementation of the student/alumni mentoring program will meet the needs identified in this analysis.

OBJECTIVE 2: Training for Alumni Mentors

Objective 2 is continuing to develop, procure, and offer mentoring training to an engaged network of alumni interested in working directly with students seeking employment and internship opportunities relevant to the entire spectrum of degrees offered by OSU.

More than 1,000 OSU alumni recruiters have shown an interest in working with the University. Six hundred of these alumni are already in the Career Development Center's Beaver Careers database — approximately 10% of total number of employers in the database. This percentage is lower than the national average, suggesting an opportunity to increase that number significantly. Of those 600, 132 alumni have registered for career events in recent years, but only one has registered for a virtual event. This represents an opportunity to increase participation. Additionally, there were 543 alumni who participated in career fairs since September 2015. These individuals are outside of the Beaver Careers registration, and including them in an effort to quantify and increase their engagement is another opportunity.

The value of being an alumni mentor was clearly expressed by John Mohler '81, a graduate of the College of Business.

"Mentoring students from OSU is my way of letting the students know they are supported by a much larger network of alumni who are willing and eager to help them succeed, initially with career advice and input on how to land a great job," Mohler said. "An additional benefit for me as an active and engaged alum, is that it provides contact with the students who are participating in programs and activities offered by the university. That additional knowledge of their activities helps me advise others along with providing me more information to help promote OSU overall."

Mohler is one of five alumni to volunteer to be part of a future Alumni Advisory Board at OSU for the design and implementation of the short-term and long-term mentoring program. The Advisory Board will be assisting with goal-setting and assessment questions. The development of such a board will be administered by the Coordinator of this pilot program. This is currently in the development phase.

Because this is a new way of thinking about mentors — and the need for a network instead of just one advisor — the Career Development Center is partnering with OSU’s Professional and Continuing Education (PACE) program to create an online course with “badgification” that mentors can add to their LinkedIn profile and resumes to demonstrate competencies in helping students create their developmental networks. The curriculum will train alumni based on the Career Development Center’s Career Trail.¹⁴ The Career Trail is designed to help students “know themselves,” “get familiar with the world of work,” “develop tools and skills,” and “learn how to connect.” Four short modules will help mentors learn the best practices for each area and provide the alumni with links to the Career Development Center’s resource pages. Additionally, the training will have a module describing the history of mentoring and why OSU has chosen to use the developmental networking model. Finally, the training will have a section regarding the expectations of appropriate behavior and suggestions on what to do should the mentor feel the need to end their mentoring relationship due to uncomfortable or inappropriate circumstances. Alumni will also be encouraged to help students identify how best they would fit in a student’s developmental network to help them succeed. OSU’s goal is to have the program designed and launched by July 1, 2017 through OSU’s Canvas online platform. The training will be free and required for all alumni interested in participating in the long-term mentoring opportunities. Additionally, the Career Development Center is designing a student program through the Career Trail curriculum to include a training on helping students identify who is currently in their developmental network and what areas need to be further expanded upon. The short-term programming coupled with the long-term mentoring pool will provide the students the opportunities to find alumni mentors to meet the students’ developmental network needs.

OBJECTIVE 3: Organize Metrics for Program Improvement

Objective 3 is to create and implement a comprehensive system of metrics for monitoring the effectiveness of OSU’s online career services programs to Ecampus and on-campus students, with specific attention to the deployment of alumni in providing mentoring services.

As mentors, alumni will be given credit in the OSU Foundation’s database for being a volunteer. The Foundation categorizes alumni as participants, volunteers and donors. At the end of one full biennium, OSU will compare the number of volunteers who mentored and see if this leads to donations for the university. The Foundation has identified the Ecampus alumni as an underserved population and is excited about the opportunity to engage this alumni group back with the university.

For the short-term mentoring program, OSU will design an assessment that will include involvement numbers from alumni and students. This will be coupled with a formative assessment — an ongoing evaluation of the participants’ development in relationship to

¹⁴ <http://career.oregonstate.edu/students-alumni/career-trail>

networking — following each short-term mentoring program. The formative assessments will be followed by a general evaluation of the participants' advancements in creating mentorship relationships over the 6 months of programs to be given to all participants following the final program in June 2017. The assessments will primarily use a Likert scale assessment coupled with questions asking for short responses.

Mentors who participate in the short-term program will be surveyed to determine:

- Their willingness to participate in a long-term program;
- Their understanding and expectations of such a program;
- Their understanding of the idea of developmental networks and how they contribute to mentoring.

OBJECTIVE 4: Share Knowledge

Objective 4 is to provide technical assistance to other universities that are interested in implementing online career services programs that have significant alumni engagement.

Western Oregon University and Oregon State University are collaborating on designing an Oregon Mentoring Symposium to be held in June 2017. This symposium will provide all 2- and 4-year higher education institutions a free one-day symposium focusing on the information gleaned from both institutions' pilot projects. At this symposium, OSU and WOU will be inviting representatives from Brazen and either CSO or Handshake to present about their virtual platforms for mentoring.

Additionally, WOU and OSU are submitting proposals to present at state and national conferences in order to share their knowledge and experience designing and implementing an in-person mentoring program at a small university and virtual programming at a large university.

Finally, OSU is partnering with their Professional and Continuing Education (PACE) to provide other university partners access to the mentors' training program and schedule a webinar in the second biennium to discuss the successes and improvements of the short-term and long-term mentoring programs.

OBJECTIVE 5: Expand Access

Objective 5 is to develop new systems and programs to extend to online and on-campus students in order to take full advantage of OSU's statewide, national and international footprint.

The purpose of the OSU mentoring program is to facilitate opportunities for students and alumni to cultivate developmental networks through short and long-term mentorship relationships. From 2017-19 our expected outcomes for our short- and long-term programs are to:

- Increase participation from students and alumni with each program;
- Identify any informal mentoring connections that occur due to short-term virtual events;
- Increase the number of alumni signing into mentor portal before promoting to students in September 2017;
- Increase engagement of alumni to the university;
- Increase success in students graduating and gaining employment in a chosen field or continuing on to graduate school within 12 months of graduation.

In addition, OSU will use the Brazen platform to host targeted virtual career fairs, career development workshops, and networking opportunities. The Career Development Center will also use the platform to recruit the students and alumni participating in the programs for the long-term programming scheduled to launch in July 2017 for alumni and September 2017 for students. For the 2016-17 virtual career fairs, the Career Development Center has completed two fairs and has scheduled more industry-specific fairs, including:

- November 2, 2016 - Natural Resources Virtual Career Fair
- November 3, 2016 - Federal and State Agencies Virtual Career Fair
- February 23, 2017 - Hospitality & Recreation Virtual Career Fair
- May 3, 2017 - Computer Science Virtual Career Fair
- May 4, 2017 - Business and Finance Virtual Career Fair

In order to best prepare the students for the remaining virtual career fairs and provide a demonstration platform to the alumni recruiters, the Career Development Center is scheduling "Prepare for the Fair" workshops on February 20, 2017 and May 1, 2017. They are going to encourage alumni recruiters to participate in helping the students with resume reviews and mock text-based interviews.

After consulting with the OSU Alumni Association and OSU's Ecampus academic advisors, the Career Development Center has designed other virtual networking opportunities under thematic prompts. Here are the current titles for the 2017 winter and spring terms:

- Jan. 26, 2017 - Translating your military experience to the civilian workplace
- February 9, 2017 - Returning to the workplace after time out
- March 9, 2017 - Networking strategies from a distance

- April 6, 2017 - Translating your transferable skills
- May 11, 2017 - Conversations for career changers
- June 1, 2017 - Tips for your first year out

Using the short-term programs as a means to recruit alumni, OSU will connect with the previous alumni participants in July 2017 to sign up through the Beaver Careers' mentoring portal. This portal is designed to allow mentors to designate how they would like to be contacted and how often. Mentors entering a busy work period can also suspend their accounts for a limited time.

When the mentor signs up, they can determine if s/he would like to do "flash mentoring" or one-off or short-term encounters, such as resume reviews, job shadows, or informational interviews. A mentor can also sign up for a long-term program designed to encourage a long-term connection between one term to one year. Mentors will be encouraged to participate in the online training program through OSU's Professional and Continuing Education program.

While many have been to in-person career fairs, virtual mentoring fairs are quite different and can best be explained with a hypothetical scenario. Here is a scenario for a hypothetical Ecampus sophomore named Sally, who is majoring in Political Science in an effort to prepare for law school:

Sally is a first-generation student using her G-I Bill to pay for her college. Her career consultant and her academic advisor have suggested she do some informational interviews, but she's not sure how to get started. Sally sees the "Translating your military experience to the civilian workplace" online program and decides to log in to the event. After the program, she connects with two alumni— one who is working for the state as an auditor and another works as a warehouse manager for Amazon. After the program, Sally receives an email encouraging her to follow up with the connections she made. So she thanks the alumni and asks them for any referrals related to her interest in law. She is pleasantly surprised to see how willing the alumni are to help. After three informational interviews, Sally decides she no longer wants to be a lawyer and instead wants to explore more about what jobs were available in the state auditor's office. She reconnects with the alumni from the first program for an informational interview and then a job shadow. Using the knowledge she's gained, she's able to get a summer internship.

When the fall term begins, Sally receives an email with information about the new mentoring portal and access to a short training program about developmental networks. Upon completing the short program, Sally realizes she has a good start on her network but is lacking one or two to complete her developmental network map. She logs into the mentoring portal and connects with four different alumni. Two of the alums signed up for "flash mentoring," which includes resume reviews, mock interviews, or informational interviews, and two were willing to connect for more long-term relationships.

In November, Sally participates in a virtual career fair for state and federal jobs and is excited to see the auditor's office recruiting. She sees there are other offices she had not known about and

uses the fair to gain another internship. She also realizes that a minor in computer science and more statistics classes would help her be more competitive for jobs if she wanted to work and not go to graduate school.

Sally participates in further short-term programs and expands her network even further through the long-term program. By March 2018, Sally secures a job to start upon her graduation in June as a staff auditor for the Secretary of State's Office and has an amazing reference list to support her.

The hypothetical story about Sally is repeated by other OSU students who have been involved in mentoring opportunities, such as the Business Roundtable (BRT). Benny Kuo, who is earning his master's in Business Administration at OSU, said the networking opportunities are "a crucial part of professional development."

"I was referred for a summer internship from a connection I met during the BRT experience," Kuo says. "My mentor was supportive and helpful guiding me through some of his experiences. He really tried to understand where I was coming from and helped me plan some paths to succeed in the future. In addition, from our discussion, he will be connecting me with some contacts in the industries I am interested in to conduct informational interviews and job shadows. It is amazing to hear the varied experiences from different mentors and attendees. It is not every day you have the chance to meet and have a meal with high-ranking Beavers in the city while they help connect students with career opportunities themselves or through their network. I encourage all students to take advantage of this opportunity."

Student experiences also suggest that good mentoring experiences can help make any mentoring network program sustainable as successful students become successful professionals who also want to help future students.

"I learned the importance of having good networking skills, being prepared to make connections, and mentorship," said Ellen "Reilly" Collins, who participated in the BRT as a computer science major with a business and entrepreneurship minor. "As I get older and my network grows, I will be on the other side of the fence. I will be the one young professionals are trying to meet. I think part of professionalism is helping the next generation be successful, so I would definitely like to pursue mentoring opportunities in my future leadership practice. The alumni I met had so much to offer me as a student, and I want to be able to give back when I have the ability to do so."

WESTERN OREGON UNIVERSITY

Western Oregon University (WOU) was chosen to represent the public universities with less than 10,000 students with the long-term outcome of providing all WOU students with career advising services that align with their needs and stage of career development. As stated in the proposed mission for 2017–2023, WOU "creates lasting opportunities for student success through transformative education and personalized support in an accessible collaborative community."

After just three months, the Career Mentoring Program has embraced this challenge and has already connected 86 students with 19 alumni. Rex Fuller, the President of WOU stated, "The Career Mentoring Program affords Western [Oregon University] an opportunity to expand its services to underrepresented graduates who are ready to enter the Oregon workforce. Western [Oregon University] educates many first-generation college students and this program prepares them to enter their chosen professional fields ready to contribute and lead."

BACKGROUND

With slightly more than 40% of incoming students being the first in their family to attend college, 29% of the student population identifying as non-white, 47% receiving Federal Pell Grants, and 67% relying upon loans, WOU is well-positioned to pilot this program with traditionally underserved populations before expanding it to all students.

To help ensure these populations are assisted, the following programs are committed to participating in the pilot:

- **Student Enrichment Program (SEP)**, a federally funded TRIO-SSS¹⁵ program focused on providing supports for first-generation¹⁶ college students and those from traditionally underserved backgrounds;
- **Multicultural Student Services Program (MSSP)**, focused on providing educational opportunities and services to ethnically and culturally diverse students;
- **Abby's House, Center for Women and Families**, focused on providing educational resources and referrals to promote equity and non-violence, serves a number of students with children as well as those from diverse backgrounds;
- **Academic Advising and Learning Center (AALC)**, through the exploratory advising track, engages students in identifying and pursuing their educational, career, and life goals through personalized learning experiences; and
- **Alumni Relations Office**, focused on connecting WOU graduates with ongoing opportunities at the university (including career services).

The guiding philosophy in creating this program is a collaborative effort with an exploratory approach to a variety of mentoring methods to best fit the needs of our students. WOU recognizes that students have a variety of needs and are at different stages of career development, so one program will not work for all. In order to meet WOU students where they

¹⁵ Provides opportunities for academic development, assists students with basic college requirements, and motivates students toward the successful completion of their postsecondary education.

¹⁶ A college student with neither parent holding a bachelor's degree

are, each department must be invested in this endeavor, have a sense of ownership, and recognize the benefits of such a program to make it as successful as possible.

In the first six months of WOU piloting the program, it has become evident that there is much excitement around this program and the impact it can have on the community and, most importantly, the students. In general, the campus seems to understand the value of mentoring, but there has not necessarily been a culture of mentoring previously. WOU students who are involved tend to be over-involved in extracurricular activities, with many taking a full load of classes and working either part-or full-time. With this in mind, it was important to create a mentoring program that allows students to explore and helps them develop skills to be successful after college while acknowledging how much time they have to dedicate to something additional. The full schedules of students also raised the point that it was critical to ensure those who may not normally participate in such a program or may not understand what mentoring entails were included in the recruitment of students.

To begin the exploratory approach in order to determine what mentoring methods would work best for the community, the coordinator's first step was to analyze the results of our needs assessment and then research the concept of mentoring, especially as it relates to higher education and alumni mentoring of current college students. Aside from reading articles and reviewing national research such as the Gallup-Purdue Index 2015 Report, Adry Clark, director of Service Learning and Career Development at WOU, made connections at the annual National Association of Colleges and Employers (NACE) conference with other institutions who have similar programs. Learning from campuses who have already implemented a mentoring program and could share their challenges and successes was incredibly beneficial. Wake Forest University Mentoring Resource Center was another valuable resource that offers a program coordinator handbook for setting up a new mentoring program on a college campus.

Additionally, connecting with WOU faculty and staff provided insight into campus as a whole in terms of what mentoring was already happening and what people want to see from an alumni career mentoring program. The overwhelming response was that this opportunity would certainly fill a void on campus and would be beneficial for students by equipping them with the tools necessary to be successful in the world after WOU. To fulfill the needs of the WOU community, the coordinator collaborated with the campus community to set about accomplishing five main goals and has made significant progress under the oversight of the Retention Committee.¹⁷

MEETING THE OBJECTIVES

OBJECTIVE 1: Needs Assessment

¹⁷ The WOU Retention Committee comprises representatives from Academic Advising and Learning Center (AALC), Service Learning and Career Development (SLCD), Student Enrichment Program (SEP), Multicultural Student Services Program (MSSP), and Alumni Relations.

Objective 1, is to conduct a needs assessment through the Student Enrichment Program (SEP), Multicultural Student Services and Programs (MSSP), Abby's House, the Academic Advising and Learning Center (AALC), and Alumni Relations to determine student needs and preferred delivery mechanisms for career advising and mentorship.

WOU conducted a needs assessment (pre-survey with students) in spring 2016 with current undergraduate and graduate students. The 27-question survey was distributed via email by Adry Clark, director of Service Learning and Career Development, to the above-mentioned programs (SEP, MSSP, Abby's House, and AALC) as well as to faculty and staff to share with students. WOU received 374 responses. The demographics of respondents were consistent with the larger makeup of campus, with 68.4% identifying as White and 16.8% identifying as Hispanic/Latino. Additionally, 40.4% said they were the first person in their family to go to college. It should also be noted the largest percentage of respondents identified as first-year students.

To best determine student needs, a series of questions were asked about careers, majors, and mentoring. The following are some highlights that are worth noting. Of the students who responded, 71.7% said they were interested in meeting a WOU graduate in a career that interests them. A demonstration of the need on campus for a career mentoring program, just over half (56.5%) of respondents agree or strongly agree they understand effective ways to develop their career.

In order to understand preferred delivery mechanisms for such a program, when asked if they were interested in having a mentor to help them explore future career options, 280 (74.3%) of the 377 students who responded said Yes, they would be interested in having a mentor, while 6 (1.6%) said No, 84 (22.3%) said Maybe, and 7 (1.9%) said that they were Unsure.

Respondents were also asked in which ways they would like to interact with a mentor. Face-to-face and one-on-one was the highest percentage at 78.3%, followed by email at 69.1% and texting at 45.4%. Students who selected Yes, Maybe, or Unsure when asked if they were interested in having a mentor help them explore future career options were then asked how much time they would be willing to spend with a mentor and one time per month was the most popular option with 41.6%.

Students agreed that a mentor could help them with their future career by helping connect them to other people and opportunities (79.9%), providing advice on making career decisions (75.2%), and helping them build the skills they need for a career. The needs assessment was an essential first step to help guide decisions to create a mentoring program.¹⁸

After trying various mentoring methods in Fall 2016—bringing alumni to an on-campus networking event, having alumni speak to classes, and group mentoring—it was evident it would be beneficial for the institution to offer students a structured, one-on-one program where students would be able to suggest mentors they'd like to connect with, but the matching would

¹⁸ Complete results of the needs assessment can be found in the Appendix

be done manually and pairs would be required to connect a minimum of one time per month over two terms (five months). While 58.4% of respondents had indicated they had someone in their life they would call a mentor, a majority of them indicated that person was a teacher, parent, professor, or supervisor, so it would be necessary to give them skills and resources around networking to ensure they understand the difference between making connections and asking for a job or internship.

OBJECTIVE 2: Identify Existing Opportunities

Objective 2 is to identify mentorship and practicum opportunities to develop a centralized resource for disseminating this information.

In reviewing the extent of mentoring and practicum programs or opportunities already on campus at WOU, it was evident that campus interchanges and defines these terms in very different ways. It will be important to create universal definitions for future conversations.

Looking deeper into experiences available to WOU students around mentorship, internships, and practicums, the coordinator found that many were likely established and certainly maintained in silos. An additional part of the conversation involved department connections with alumni, and while there are some exceptions, the contact with alumni is generally very limited and informal. It is usually based on a handful of personal relationships and few have a formal database or list with up-to-date information. The institution understands many alumni want to remain involved with their alma mater and WOU wants to help them have that interaction—recognizing a connection with students is the ideal way of giving, continuing that relationship, and maintaining the essence of the WOU community. In order to help facilitate that connection back to the institution, WOU must unite around a mentoring culture on campus.

It became clear WOU students have opportunities to volunteer as mentors in the community through detailed conversations with division chairs. The only identified program that directly serves WOU students is peer-to-peer mentoring offered by the Multicultural Student Services Program (MSSP) On-Track. This program provides first-generation, low-income, and culturally underrepresented college students with a support program that will assist in ensuring academic and personal success. Such mentoring initiatives are evidence that the university sees value in such programs and there are conversations happening around mentoring structures, benefits, and resources.

However, a common thread is that none of the existing programs serve all students as opposed to specific populations, nor do they include WOU alumni. This Career Mentoring Program (CMP) is a unique offering that will eventually be extended to include the whole student body, allowing them to connect with WOU graduates to develop career readiness through exploration, skill building, and networking.

A key partner in the pilot mentoring program, the MSSP, and more specifically, their On-Track peer mentoring program, is a critical connection the coordinator has tapped into by recognizing the importance of working with a department who values mentoring and has students who have been mentees and/or mentors so they have an understanding of the roles, expectations, and benefits of mentorship. In order to help with the skill and leadership development of the Multicultural Representatives (MCR) who support and mentor new students from first-generation, low-income and underrepresented backgrounds, the coordinator intends to recruit these students as participants in piloting our one-on-one formal mentoring program, since they have mentoring experience. This will help establish a pipeline of mentoring at the institution as these MCRs can serve as mentors to their peers while being themselves mentored by an alumnus on transitioning out of college. To ensure solid connections between students and alumni, the coordinator will recruit MSSP alumni to match these students with someone who has that additional level of commonality. This partnership with MSSP will help take students to the next step of professionalism in a program that is already helping them develop skills and will assist WOU in establishing a culture of mentoring and collaboration on campus.

Internship and practicum opportunities

WOU has a handful of majors on campus that include practicums, which our students may be informally finding professional mentors through. However, they are also likely identifying and making these connections by participating in internships, which is a high-impact practice in which all students are encouraged to partake. To help students navigate the process of researching, applying for, and succeeding in internships, SLCD hosts an annual internship and volunteer fair in which the majority of people who come to recruit students are WOU alumni. It is always the goal of the university to bring relevant, engaging professionals to campus, and the Career Mentoring Program has allowed the institution to more intentionally connect students and alumni.

While research shows that mentoring can lead to opportunities such as internships and practicums, best practices indicate that it is best for students to build relationships and extend their network as opposed to asking someone they already know for a position or referral. By providing opportunities for students to interact with alumni, it allows them to develop skills around social networking, building a developmental network, and maintaining relationships.

One great aspect of our CSO software, called WolfLink and used by Service Learning and Career Development, is that jobs, internships, and the alumni mentor database are in one location. Students may use this resource to search for on-campus and off-campus jobs and internships, but they can also meet with a SLCD staff member. The mentor module in WolfLink has enabled us to have a central database with current information on alumni who want to help current students, whether through mentoring, on-campus events, or both. When these alumni are brought in to talk about importance of internships and practicums, students seem to be listening to what they have to say and giving the ideas more credibility when it comes from someone with whom they can relate. In honor of internship week this February, SLCD and CMP will host an

internship panel in which alumni are invited to campus to talk about internships they participated in and the benefit of doing so. As with fall term events, to have additional feedback on the mentor programming efforts, WOU will evaluate the panel from the perspectives of both alumni and students.

Centralized Resource

The first of its kind at WOU, there is a strong philosophy that by making this program sustainable and creating a culture of mentoring on campus regardless of students' years or majors, the coordinator position will become a resource center for the institution. The first step in working toward this initiative is indicated by our approach of getting input from departments and finding out what they see as lacking and how such a resource can best benefit students. Through pilot programming done thus far, the institution has already begun testing out ways to turn this program into a centralized resource for the campus. In order to disseminate information about the similarities and differences of practicum, internship, and mentorship opportunities available on campus, and the process by which students may engage in them, the intention is to have this one accessible location. By using the same software that students are used to using for their career development, WOU is already setting this program up as a centralized place and will need to continue working with departments to ensure they are posting jobs and internships there along with promoting the resource to students. WOU envisions this program expanding to offer resources and support to any departments within the areas of academic and student affairs looking to incorporate mentoring components. This will help meet the needs of a variety of programs and students.

As an example of how having this program and coordinator has already started to accomplish this, Paul Disney, an instructor in business, contacted us to see about ways to incorporate alumni mentors into two courses he teaches, International Management and Leadership Development. Additionally, the coordinator has collaborated with MSSP to determine how to better serve their students around career readiness. In a continued effort to keep momentum behind this initiative, existing partnerships will be expanded and new partnerships will be developed, specifically with students exploring majors within the Academic Advising and Learning Center.

Strategic Connections

As previously mentioned, WOU is currently working on the strategic plan for 2017–2023. A large part of where the institution envisions itself in the future is highlighted by aspects of the Career Mentoring Program, such as its goals to:

- Create opportunities for all undergraduate programs to include at least one high-impact practice (i.e., mentorship, internships, and practicums).
- Create and enhance educational partnerships with local communities, particularly for underrepresented student groups.

- Articulate internship or service learning opportunities for all academic programs.
- Increase community and alumni participation in, and support for, campus activities.
- Develop and promote sustainability focused programs and opportunities for WOU, the community, alumni, and university partners.

Additionally, the Career Mentoring Program aligns with University Learning Outcomes:

- Quantitative Literacy
- Written Communication
- Inquiry & Analysis
- Integrative Learning
- Diversity (Intercultural Knowledge & Competency/Global Learning)

Integrative Learning assessment questions were incorporated into the Business pilot where two alumni mentors each worked individually with a separate group of three students to serve a total of six students in the International Management course. A theme in the class was teamwork, and student feedback about how the alumni mentors were able to reinforce the ideas being taught in the classroom is listed under Goal 4.

Campus partners

In order to understand our campus climate and initiatives around mentoring, a key piece of accomplishing this goal was to contact the different departments on campus to see what they are doing well in areas of student success, determining if they have some sort of mentoring program in place and, if not, what they would like to see from one. Using appreciative inquiry and a conversational approach, there was not a set list of questions asked of each department. However, as stated previously, the responses validated the student needs assessment, as it was clear faculty and staff were excited about this pilot opportunity and recognized the benefit of working collaboratively to establish a sustainable mentoring program. Here is a list of the departments who provided insight from an administrative perspective and, for some of them, how the coordinator currently or intends to work with them in the future:

- Multicultural Student Services Program (including Multicultural Representatives (MCR) in one-on-one mentoring program)
- Academic Advising and Learning Center (working with exploratory students)
- Office of Student Engagement
- Alumni Relations (connecting with alumni to recruit for the program)

- Athletics (meeting unmet career development need for students with strenuous athletic schedule)
- Student Enrichment Program (bringing alumni to classes)
- Exercise Science
- Behavioral Sciences—Gerontology and Psychology
- Business (alumni mentors a group)
- Spanish
- Education

Software

As a result of conducting software research, it became evident the intended structure of the mentoring module within our current system, WolfLink, could be adapted to better fit our exploratory approach and needs. The system is set up so that mentors fill out an online profile and enter how many times per month they are willing to be contacted by students (i.e., four max contacts per month means four different students can reach out to that person in a given month). However, the system does not have tracking capabilities as to who students reach out to or what happens after a connection was made, which was recognized as a disadvantage to both students and alumni.

By using the system strictly as a database, there is now an option to try a formal mentoring program where students can look through available alumni mentors and let the coordinator know who they might want to work with. The coordinator will then formally match them with someone and set the expectation they connect once per term (in person or virtually). Resources will be on the website and a monthly newsletter will be sent to help generate conversation and guide participants. The goal is to equip mentors with the tools to knowledgably discuss internships and practicums with students in addition to other career development topics based on the student's need. An added benefit of using the platform in this manner is the coordinator can send mid-point and final evaluations along with any necessary check-ins that arise to ensure both parties are benefitting from the experience.

OBJECTIVE 3: Recruit Alumni Mentors

Objective 3 is to expand alumni networks providing mentorship opportunities.

Progress thus far includes WOU moving from having no alumni networks providing mentorship opportunities to now having a database of over 60 alumni who want to be involved in mentoring current students.

The Alumni Relations Coordinator, Emily Lafon, has already seen the benefits of the new program in reaching students on campus, "The Career Mentoring Program (CMP) has been extremely beneficial and important for engagement with WOU alumni. It provides opportunities for alumni to work with students and show their enthusiasm, passion and dedication to their field or career choice and allows opportunities to build relationships with students. Alumni value WOU students and look for ways to give back, and having the CMP has helped provide those opportunities."

Alumni Mentor Recruitment

It was mentioned previously that very few departments have a system for keeping track of where their alumni go after graduation and faculty/staff tend to not keep in touch except on what is usually an informal basis. However, in discussing the mentoring program with them, many were open to sharing this new student success initiative and opportunities to get involved with the alumni contacts they did have. The Multicultural Student Services Program was one such department, and the Student Enrichment Program allowed the mentoring program coordinator to email all alumni who had graduated from WOU and its program since 1990.

Another recruitment method was using the list from the graduate survey sent to students one year after finishing at WOU, with our current records dating back to graduates from 2012. Some schools show the more recent the alumni, the better for the mentoring program since they are more likely to be able to relate to a student. An alternative argument is those who are at least five years out have had time to navigate the job search and provide insight that benefits from a few years of experience. However, in taking an exploratory approach to this pilot program, there are not any set limitations on when an alumnus must have graduated to participate in mentoring activities.

To better understand our alumni and what they might want to see from a mentoring program, the coordinator scheduled regular meetings with the Alumni Relations Coordinator, Emily Lafon. A solid relationship with this office has been instrumental in the success thus far as Emily has a great pulse on what alumni are looking for and what networks to connect with. An added benefit is being able to share ideas and work collaboratively to benefit both students and alumni.

A new initiative within Alumni Relations at WOU is to meet alumni where they are to make it easier for them to engage. As part of this effort, President's Receptions were held in Hermiston, Oregon, and Sacramento, California, with another planned for the end of February in southern Oregon. The purpose of these events is to give alumni an opportunity to meet President Rex Fuller, who joined WOU in 2015, hear updates about what's happening on campus, and network with fellow alumni. To talk about the new Career Mentoring Program and help promote the opportunity for alumni to get involved, the coordinator traveled with the Alumni Relations

Coordinator to these events. Many alumni indicated this program is something they wish had been around while they attended WOU and were excited about the opportunity to be involved. WOU connected with a total of about 20 alumni through these events and were better able to determine their interest and suggestions for a mentoring program.

In addition to the President's Receptions, both coordinators were at alumni homecoming events, including a Through the Decades Dinner and the Alumni and Student Government Tailgate, where attendees were able to network with one another and learn more about the Career Mentoring Program. The efforts of the Alumni Office and outreach regarding this new program to other alumni connections have enabled connections with alumni who were not previously engaged and expanded our alumni networks, contributing to the more than 60 mentors in our database.

World After WOU

Another way the reach of alumni network has been extended is through intentionally inviting alumni to student programming where WOU graduates are invited. The first of these programming events was World After WOU, which is a networking opportunity for students and alumni. This is a great opportunity for students to recognize alumni are a valuable resource and practice networking. The students are encouraged to review information about how to network, to dress in business casual, to visit SLCD for additional networking tips, and to create business cards. Students were also invited to pick up thank-you notes on their way out to send to alumni in order to continue communication.

The event was a great success with a total of 27 students and eight alumni from a variety of majors, industries, and interests. As one alumni, Cori Frauendiener, shared, "the alumni represented a great multigenerational mix for students with varied approaches to what and how to share. So valuable for the students." She added, "I am pleased that a student has reached out to me for a follow up meeting. We plan for me to come to campus early next semester for a meeting."

Another alumna stated, "Connecting with the students who are preparing to start their careers is very fulfilling; it helps remind me how far I have come but also helps give me firsthand knowledge of how things have changed over the years. The program reinforces the need to continue learning no matter what stage you are in your life and/or career." Student feedback on this event is discussed in Goal 4.

Career Connect Events

Studies by the National Association of Colleges and Employers show that students prefer highly-targeted opportunities to develop their networks, so SLCD and CMP are also offering more career-specific events called Career Connect programs. This fall, the two programs hosted the Public Service Career Connect program on November 16. The purpose of this event was to offer students the opportunity to meet and talk with alumni in their field of interest, many of whom

work for local, state, or federal government. Students spent the first 10 minutes of the event learning about networking best practices from Adry Clark, director of Service Learning and Career Development, which seemed to give them a better sense of the event's purpose and how to best engage. This event had 23 students and six alumni in attendance.

For winter term, the plan is to invite students to connect with alumni on February 22 at a Helping Professions Career Connect program. Having these targeted events is beneficial for students and allows us to engage various alumni in different industries. A Marketing and Public Relations Career Connect program is planned for the spring term. By intentionally targeting specific interests, WOU is able to leverage mutual interest between students and alumni so they then have an additional commonality related to industries and careers as opposed to just institutional connection.

Alumni Feedback

From all the mentoring interactions (World After WOU, Business, and SEP), an online survey was sent to alumni at the end of term. The five-item survey asked what information would have been helpful to have prior to participating, what the alumni personally gained, and any suggestions for improvement. It was found that alumni wanted more information about the students they would be interacting with, questions students might ask and in general, and the purpose of the event or what messages students should hear. Many appreciated the connection back to WOU and students, evaluating their own progressive development and sharing lessons learned and experiences they wish someone had told them. In regards to improving World After WOU, alumni recommended better enforcing the structure of five to eight minutes at each table before notifying students to switch tables. They also suggested grouping students by academic level, either freshman entering college or upperclassmen looking for guidance. The opportunity to meet the other alumni in attendance was also recommended, so that is a piece that will be incorporated in the future. For the group mentoring, alumni suggested to make the introductions between the mentor and students earlier in the term to establish the relationship earlier. In general, alumni enjoyed the opportunity to be involved and their honest feedback will be integral in improving future mentoring events.

Future Events

Other events slotted for the spring term to facilitate career mentoring from alumni to students are the annual Etiquette Dinner on April 10 and another Career Mentoring Program event, likely a networking opportunity for alumni and graduating seniors, which will be held off campus.

Moving forward, in collaboration with Alumni Relations and the Foundation, the hope is to have a more solid database of all alumni and to develop engagement scores regarding gifts of time, talent, and money or donations to allow for more purposeful invitations to programs such as mentoring based on previously attended events. The long-term benefits of this program are already visible from the student's perspective. Becca LaPorte, Communications Major and Class of 2017 said, "Once you have an established relationship with someone it's easier for them to

critique you and for you to receive feedback. Going into the business world, it's difficult to get honest feedback without having that relationship and it's important to receive it early in my professional development for improvement and success."

OBJECTIVE 4: Program Improvement

Objective 4 is to use an iterative process in which students in the identified programs engage in the activities and provide feedback for improvement.

The first step in this process was the needs assessment, as the data from the populations the program is trying to serve helped in determining what mentoring activities to offer. At each point students had contact with alumni, the experience was assessed. This was done to capture feedback as often as possible to be in a constant mode of continually improving.

The fall term has allowed for attempts at different methods of mentoring, including an in-person student-alumni networking event, bringing alumni into classrooms, and group mentoring both virtually and in person. The Student Enrichment Program (SEP), which is partially TRiO-funded at WOU, was a partner in the first round of piloting, and will continue to be even as the program expands to include other identified programs, advising, MSSP, and Abby's House.

For World After WOU, the on-campus networking event that took place on November 1, student feedback was assessed by pre-loading an exit survey onto six iPod touches. The seven-question survey asked students about how many alumni they met with, how many they intended to follow up with, and general impressions of the event. Students were asked to complete the survey before leaving the event. Twenty-three out of the 27 students who attended completed that survey.

When asked what was the most valuable information learned at the event, many students stated the importance of networking and communication. Other valuable information included building relationships, getting involved in the community and participating in internships, the sharing of general life experiences from the alumni, and being open to potential opportunities.

One student commented on the environment, stating, "I appreciate how it was set up, very casual and comfortable." The overwhelming majority were at least somewhat interested in engaging the mentoring program in the future, with over 30% being very interested. Overall, the feedback was very positive and students seemed to want more offerings of similar programming.

In the SEP classroom, a three-item survey was used to receive feedback. Students were asked what were the most valuable things they learned from the alumni, what information provided by the alumni was most useful, and what questions came to mind for the student because of the visit from alumni. Out of about 20 students total in the SEP First Year Experience, responses were received from 11. The transfer SEP class only had 10 students. Those students had more

time with the alumni and had more time to complete the survey, resulting in a 100% response rate.

The main takeaways students said they got from the alumni visit were first, that uncertainty about the future is normal; second, to ask questions; and finally, that you can achieve goals despite obstacles. The most useful information was the importance of graduate school, acceptance of uncertainty about the future, and early preparation and involvement. Questions that arose as a result of the visit were how to find resources, general uncertainty about the future, and more information about how the transition after WOU went for the alumni.

The FYE class will continue on through winter and spring terms, so, using the student feedback, this effort will be repeated with the alumni having the full class period to talk with students. This will allow alumni more time to share their stories and address student questions. The SEP alumni visit will be expanded to all six sections of FYE, as the fall term only included two sections. The transfer class was only offered in the fall term, but an interest sheet for being further involved with the Career Mentoring Program was circulated and every student wrote their name down. The coordinator is hopeful these students will further engage with the program in the future.

The other smaller pilot WOU tried in the fall term was with a class, BA 484: International Management, an elective course in the Business program taught by Paul Disney, a strong advocate for CMP in addition to serving on the strategic planning committee and as vice president for the Faculty Senate. To incorporate alumni mentoring into the learning objectives of the course and the institution, two teams, each with three students, were offered an alumnus to help them navigate teamwork as it related to a term-long assignment concluding with a final 30-minute presentation to the class.

The mentors were able to see their team's communication online through a platform called Yammer, and each had an opportunity to meet with students as the term concluded. One mentor was local and was able to meet with the team on-campus while the other was located in Eastern Oregon, so Google Hangouts was used to host a virtual meeting between the alumni and students. To assess the success of this group mentoring, students were asked the same three questions that were asked of the SEP students. Professor Disney also had all students do a pre- and post- self-assessment of their ability to be a team player in addition to requiring them to keep a journal throughout the term about working as part of team, and had each student evaluate the contributions of their team members.

Students found the presentation preparation and the concept of focusing on your own strengths to be the most valuable information from the alumni mentor. The most useful information regarding teamwork was to be flexible, that flexibility is a key skill in all positions, and that it is important to have good communication and get to know people. One student stated, "her real-world views on the importance of teamwork was key to our work as a group." Questions that came up for students as a result of connecting with the alumni mentor were how realistic college assignments were to professional duties, the importance of graduate school, and how to best utilize the mentor to ensure the students' time with this person is useful.

Future Directions

With the excitement about the potential impact mentoring can have on each WOU student and to ensure it touches as many lives as possible, the coordinator will continue offering various methods while using them as learning opportunities. Although not all students will participate in the one-on-one formal mentoring program starting in the winter term, students in the identified programs will be invited, making mentoring accessible to many, especially as partnerships with SEP and Business are expanded. The program will also have more specific connections with advising, MSSP, and Abby's House to ensure students within those programs are served.

The one-on-one formal mentoring is a program WOU hopes to expand and have on campus for a long while, so there is much intention about generating buy-in from students by offering them introductory mentoring encounters. In order for a student to feel ready for a more formal mentoring relationship, it is important to expose them to the concept of mentoring and to the population they will be mentored by. Furthermore, students must be given tools to be successful in building their own networks after their time at WOU.

OBJECTIVE 5: Expand Access

Objective 5 creates a sustainable system for all students to have the opportunity to access career advising and mentorship opportunities.

Progress: As WOU continues to explore what works for our students, there will be a stronger alignment especially between SLCD, MSSP, and Advising. Mentoring supports the philosophies of these departments about careers happening through and with people, by engaging with others and gaining experience. The coordinator recognizes there are other ways of doing career advising and there are opportunities to connect these three departments in a stronger way, specifically around mentorship.

Currently, the Academic Advising and Learning Center (AALC), through its exploratory advising track, provides students a multitude of resources to guide them through the career decision-making process. These resources include referrals to SLCD and web-based decision-making tools. In the future, the intention is to provide all incoming WOU students, not just those in the exploratory advising track, detailed information about career advising services and mentorship opportunities. To start piloting what this might look like, the coordinator will start with smaller groups of incoming students in the winter and spring terms and then expand upon this work in Fall 2017.

Discussion about how to sustain this program, which our assessments show is needed by and beneficial for students, are already underway. The first realization for WOU was the use of the mentoring module. This module is designed for a loosely structured program where students may use the resource as they wish, logging in and contacting mentors as they see fit. The biggest downside of this model is not being able to collect any data on the connections.

Recognizing this model was not efficient for piloting the first year has helped WOU in the decision to switch to using the module as a database for alumni mentors. This way, students may browse through and suggest who they would like to work with, but the coordinator is able to provide more structure and build in assessments to better evaluate the program.

WOU is also looking to switch from WolfLink to a software company, Handshake, which has mentoring components built in to allow for more seamless analytics. After becoming familiar with this platform, it will be easier to determine what mentoring methods will be most sustainable. However, the coordinator is committed to expanding partnerships and continuing to offer a variety of mentoring opportunities to all WOU students to provide them with career advising services that align with their needs and stage of career development.

2017 AND FUTURE

OREGON STATEWIDE MENTORING SYMPOSIUM

In addition to the two mentoring pilot projects, OSU and WOU are jointly coordinating a statewide mentoring symposium in order to share the lessons learned and best practices for designing and implementing a student/alumni mentoring program for the other postsecondary institutions in Oregon.

When evaluating the best timing and audience for the symposium, the OSU and WOU coordinators asked to partner with the Oregon Academic Advising Conference on June 23, 2017. Because academic advisors are identified as a key partner in the success of the mentoring programs, it was determined that partnering with this established successful statewide conference would enable the universities to leverage their resources on marketing, registration, website development and participants for this new symposium.

Oregon Higher Education Mentoring Symposium¹⁹

June 22, 2017

8:00 A.M. - 5:00 P.M. with optional networking that evening
Attendees are welcome to come and go as their schedules permits

Oregon State University
CH2M HILL Alumni Center
Corvallis, OR

Free to all Oregon public higher education representatives

¹⁹ Link: <http://blogs.oregonstate.edu/orprofdev2017/>

Overview

This inaugural symposium will bring together all of Oregon's public higher education partners interested in designing, building or sustaining a mentoring program. This event is funded by the Senate Bill 860 student/alumni career mentoring pilot program.

In January 2016, Oregon State University and Western Oregon University were awarded state funding to design and implement diverse mentoring programs. The mentor coordinators have been working to pilot these at their respective universities and designed this symposium to share best practices with colleagues throughout Oregon.

Audience

Higher education professionals who are associated with career services, internship coordination, advising, academic counseling, employer relations and alumni relations/development.

Outcomes

Participants will learn:

- Mentoring initiatives throughout Oregon and the opportunities to collaborate statewide.
- Mentoring theories ranging from traditional one-to-one connections to the new concept of developmental networks.
- How to design and implement an effective mentoring program using in-person and virtual strategies.
- Various mentoring methods including one-to-one, group, flash, and long-term.
- Mentoring best practices in regards to recruitment, training, sustaining, and evaluation.
- Resources available for in-person and virtual mentoring platforms.

Tentative schedule

8:00am – 9:00am – Registration

9:00am – 10:30am – Breakfast – Lori Ellis, Oregon's C3: College Career Collaborative²⁰

10:45am – 11:30am – Session 1

11:45am – 12:30pm – Session 2

12:45pm – 2:15pm – Lunch – Dr. Laura Gail Lunsford - author of A Handbook for Managing Mentoring Programs; Starting, Supporting and Sustaining Effective Mentoring²¹

2:30pm – 3:15pm – Session 3

3:30pm – 4:15pm – Session 4

4:30pm – 5:00pm – Closing Remarks

5:00pm – 6:30pm – Optional Networking Event

²⁰ <http://www.c3oregon.org/about>

²¹ <https://www.amazon.com/Handbook-Managing-Mentoring-Programs-Supporting/dp/1472463226>)

Symposium topics

OSU and WOU are pleased to announce their lunch keynote speaker has confirmed and will be Laura Gail Lunsford - author of [A Handbook for Managing Mentoring Programs; Starting, Supporting and Sustaining Effective Mentoring](#). Additionally, they have received confirmation that Lori Ellis from Oregon's College Career Collaborative will be their breakfast keynote speaker to start off the symposium with a statewide discussion on the direction of mentoring and student success.

OSU and WOU coordinators will be discussing their lessons learned, but in order to design additional sessions to meet the needs of Oregon's public institutions, OSU and WOU are going to develop a Statewide Mentoring Advisory Board to meet in late February or early March 2017. The coordinators will invite representatives from each of the seven public four-year institutions to be a spokesperson for the university's' academic advising, career services and alumni relations. Discussions are also underway about how to best include the community colleges in these conversations. OSU and WOU are planning on using this gathering to also discuss the design and implementation of an Oregon Mentoring Network in order to assist with the Chief Education Office's goal to help more Oregonians be ready for rewarding careers.

Symposium budget

OSU and WOU have contracted with OSU's Conference Services to handle the administrative pieces of the conference in order to free up time for the coordinators to focus on designing the sessions and recruiting participants. Expected attendance is 150 advising and mentoring professionals.

OSU and WOU will use the difference in the symposium budget to host the Statewide Mentoring Advisory Board meeting(s) and develop and design the Oregon Mentoring Network discussed further in Future Collaborative Efforts below.

OREGON MENTORING NETWORK

In addition to partnering on the Higher Education Mentoring Symposium and jointly presenting at statewide and national conferences, the OSU and WOU coordinators are exploring efforts to create an Oregon Mentoring Network with the balance of the symposium budget. The coordinators have been invited to join Oregon's College Career Collaborative²² and ASPIRE²³ network to discuss the framework and benefits of an Oregon Mentoring Network.

²² <http://www.c3oregon.org/about>

²³ <http://oregonstudentaid.gov/aspire.aspx>

CONCLUSION

Western Oregon University and Oregon State University are paving the way for Oregon universities and colleges to increase the networking capability of students while they are still in school. The institutional coordinators, Annie Friedman (WOU) and Jennifer Edwards (OSU) have launched a statewide initiative that values career readiness and students graduating with a network of alumni contacts to support their career goals.

The short-term objective of the programs was to foster connections between alumni and students, and evaluate various strategies to then create a formal career network for future students. Leveraging a shared interest among partner institutions and stakeholders in the career mentoring field, the two programs have created statewide momentum around engaging students with alumni. The Oregon Mentoring Network will foster relationships between public universities and community colleges and accelerate the promotion of innovative practices around mentoring and advising.

The long-term vision for these and other career mentoring programs is to grow in capacity to serve all enrolled students. Serving more students and supporting interest and collaboration among fellow universities and colleges will promote lessons and skills learned during this pilot phase and serve as a strong foundation on which to launch our graduates into the labor market. There is a clear need for these positions at public universities in the state. SB 860 career mentoring coordinators have worked hard to introduce a program that fosters collaboration and sharing best practices, and are ready to support expansion.

APPENDICES

APPENDIX A: BENCHMARKING WITH OTHER INSTITUTIONS

This table provides a summary of what other institutions are doing to connect current students with alumni, including their campus software, mentoring methods, length of program and the assessment type.

Institution	Software	Mentoring Methods	Length	Assessment
Amherst College	Xinspire	2x/mo. Pair decides	Semester	Conclusion survey
Xavier University	Have own	1hr/mo. Pair decides	~1 year	Conclusion survey
University of Florida	Researching	Flexible	Open	Depends on software
Lake Forest College	CSO	Flexible	Open	None
Stanford University	PeopleGrove	Pair decides	6 months	Conclusion survey
Eastern Washington	None	Group mentoring	1 year	Email then call after 2 days
Northwestern University	Xinspire	Mentee requests, Aim for F2F	3-6 months	Automatically sent through platform & calls

APPENDIX B: QUESTIONS ASKED TO OTHER INSTITUTIONS

Questions for other schools with Alumni Mentoring Programs

1. What are the demographics of your institution (school size, number of registered students, number of mentors/mentees)?
2. What was the inspiration or motivation for your office to start looking into a mentor program?
3. What sort of research did you do and were there any resources you found particularly helpful?
4. Who funds the program and/or supports your office in offering this service?
5. Who is in charge of running the program? Is it a 1.0 FTE position?
6. Can you talk me through your implementation process?
7. How do you market the program and recruit mentors and mentees?
8. What is the process to get involved in the program and what are you looking for in potential participants (both mentors and mentees)?
9. Are mentors given some sort of incentive?
10. Is there a requirement for often the mentors and mentees must meet?
11. How do you match mentors and mentees?
12. What happens if a student isn't happy with their mentor or mentee?
13. What resources do you provide to those participating in the program?
14. What lessons did you learn?
15. How do you assess the learning outcomes or benefits of participants within the program?
16. What successes have you seen?
17. What would you recommend to a department just starting to explore a mentoring program?
18. Do you have a set list of topics that mentors follow when meeting with their mentee?
19. Is this a year by year program, or, once a student is in, does it follow them throughout their academic career?
20. How often do you refine your program, yearly or per term (per semester)?
21. How many matches (mentor/mentee) do you run in a typical year?

APPENDIX C: OSU DEVELOPMENTAL NETWORK MAP GUIDE

OSU Developmental Network Map Guide

Experience-Driven Leader Development: Models, Tools, Best Practices, and Advice for On-the-Job Development Cynthia D. McCauley, D. Scott Derue, Paul R. Yost, Sylvester Taylor John Wiley & Sons, November 22, 2013

Role	Definition	Ask someone in this role	Benefits
Mentor	Someone who takes an active interest in your career and provides career development and social benefits.	"How did you get to where you are today?" "What is the best path for me to take to get to where I want to go in my career?"	May become a reference for a job interview. Connect you with their network. Provide role modeling.
Feedback	Someone who provides feedback about your current and past performances.	"How am I doing?" "What went well?" "What could I do better next time?"	Points out potential improvements in behavior. Highlights the positive behaviors that should be repeated in the future.
Emotional Support	People from all areas of your life you trust and with whom you discuss the career and personal challenges that you face.	"I'm worried about ____." "I'm excited about ____." "Guess what happened to me today?"	Relieves stress and anxiety. Provides encouragement. Helps provide outside perspectives on situations. Bolsters confidence in decisions.
Advice and Coaching	Someone who provides present and future oriented help and insight about how to proceed with a particular task, obstacle, interaction or event.	"What worked for you in a similar situation?" "How can I get unstuck?"	Gain insight on how to solve problems. Boost motivation to press forward. Learn tips for accomplishing tasks leading up to goals.
New and different ways of thinking	Someone who stretches and challenges you to consider new and different options or viewpoints and who pushes you out of your comfort zone.	"How would an engineer look at this?" "What would be like if it were someone from a different country?" "Should I accept this offer across the country?"	Helps the leader consider multiple perspectives. Helps solve workplace and personal conundrums. Leads to creative and expanded solutions. Promotes learning.
How others perceive you?	Someone who constructively tells you what others think of how you are performing or who you come across so that you can use this information to shape your behavior, performance and social interactions.	"What is my reputation among my colleagues?" "How did people react to my presentation?"	Provides a competitive edge that accelerates personal development. Aids in establishing better relationships with other people and ultimately improves performance.

APPENDIX D: BUDGETS

OSU Student/Alumni Mentoring Pilot Project Budget

Biennium 2015 - 2017

Personal Services	\$139,547.00
Services and Supplies	\$85,453.00

FY 2016

Software Platform Leasing (Brazen)	\$14,000.00
------------------------------------	-------------

FY 2017

Personal Services

Staffing Salary, OPE, Search Costs	\$67,906.24
------------------------------------	-------------

Supplies and Services

Software Platform Leasing (Brazen and CSO)	\$16,000.00
Office supplies and start-up costs	\$10,000.00
Professional Development	\$10,000.00
Mentor Training Platform (P.A.C.E.)	\$20,000.00
Marketing, branding, web design	\$10,000.00
Off-Campus Travel for Meetings	\$2,000.00
IT/Phone/Copy Expenses	\$2,000.00
Miscellaneous	\$1,500.00

Biennium 2017 - 2019

Personal Services	\$194,519.00
Services and Supplies	\$119,280.00

FY 2018

Staffing Salary, OPE	\$95,822.00
Supplies and Services	\$58,987.00
Software Platform Leasing (Brazen and CSO)	\$16,000.00
Office supplies and start-up costs	\$5,000.00
Professional Development	\$10,000.00
Mentor Training Platform (P.A.C.E.)	\$20,000.00
Marketing, branding, web design	\$5,000.00
Off-Campus Travel for Meetings	\$1,000.00
IT/Phone/Copy Expenses	\$2,000.00

FY 2019

Staffing Salary, OPE	\$98,697.00
Supplies and Services	\$60,293.00
Software Platform Leasing (Brazen and CSO)	\$16,000.00
Office supplies and start-up costs	\$5,000.00
Professional Development	\$10,000.00
Mentor Training Platform (P.A.C.E.)	\$20,000.00
Marketing, branding, web design	\$5,000.00
Off-Campus Travel for Meetings	\$1,000.00
IT/Phone/Copy Expenses	\$2,000.00

WOU Mentoring Program Budget

TR1174 TR 52211F AF 617 HECC FUND # 325261 FIS DATE: 10-31-16 IGA #16-020B		FINANCIAL STATEMENT - October 2016				
	Approved Budget	Completed Transactions	Pending Transactions	Balance	ACCT Code	
REVENUE	166,140.00	4,696.59	0.00	161,443.41		
03120 HECC IGA #16-020B	166,140.00	4,696.59	0.00	161,443.41	03120	
EXPENSE						
PERSONNEL						
10103 Staff Unclassified Salaries	64,732.50	25,677.90	39,929.60	(875.00)	10102	
10501 Student Pay	3,357.50	87.75	0.00	3,269.75	10501	
10900 OPE	34,667.00	14,247.17	21,943.51	(1,523.68)	OPE	
TOTAL LABOR	102,757.00	40,012.82	61,873.11	871.07	Labor	
TRAVEL	13,000.00	1,524.89	0.00	11,475.11	Travel	
39415 In-State Travel	2,000.00	404.86	0.00	1,595.14	39415	
39446 In-State Group Travel	1,000.00	171.80	0.00	828.20	39446	
39515 Out-of-State Travel	7,000.00	948.23	0.00	6,051.77	39415	
28601 Conference Registration	3,000.00	0.00	0.00	3,000.00	28601	
SUPPLIES	2,500.00	2,160.79	0.00	339.21	Supplies	
20101 Office Supplies	500.00	12.12	0.00		20101	
20102 General Operating Supplies	0.00	132.60	0.00		20102	
20201 Computer - Laptop	2,000.00	2,016.07	0.00		20110	
OTHER	13,600.00	6,755.14	(5,479.21)	12,324.07	Other	
22011 Telecom Usage Charges	60.00	18.54	2.29		22011	
22502 Postage/Delivery	100.00	0.96	1.42		22502	
24602 Duplication and Copying	2,000.00	639.97	0.00		24602	
24612 Advertising-Inst Promo	40.00	22.00	0.00		24612	
24998 Other Fees & Svcs	11,400.00	0.00	0.00		24998	
28611 Refreshments & Food	0.00	6,073.67	(6,073.67)		28611	
28612 Hosting Groups & Guests	0.00	0.00	590.75		28612	
TOTAL DIRECT COSTS	131,857.00	50,453.64	56,393.90	25,009.46	Direct	
F&A (INDIRECT) COSTS @ 26% TDC	34,283.00	13,118.02	14,662.34	6,502.64	70005	
TOTAL EXPENSE	166,140.00	63,571.66	71,056.24	31,512.10	Total	
CASH BALANCE		(58,875.07)				
TOTAL EXPENSE	166,140.00					
	Approved Budget	Current Programming	Completed Transactions	Pending Transactions	Current OPE Rate	OPE Pending
10101 SALARY FTE BUD/YR/MON						
Mary Ellen Dello Stritto 0.10/0.083/0.10	7,900.00	10,057.50	5,994.90	4,062.60	40.79	1,657.13
Annie Friedman 1.00/1.00/1.00	60,190.00	55,550.00	19,683.00	35,867.00	56.56	20,286.38
Totals 1.10/1.083/1.10 FTE	68,090.00	65,607.50	25,677.90	39,929.60		21,943.51
Travel Detail						
Annie Friedman	September	Sacramento	948.23	0.00	948.23	
Name	mo-da-yr	City	0.00	0.00	0.00	
Name	mo-da-yr	City	0.00	0.00	0.00	
Name	mo-da-yr	City	0.00	0.00	0.00	
Totals			948.23	0.00	948.23	

"I certify that I have reviewed this financial report."

Signature: _____ Date signed: _____

APPENDIX E: WOU NEEDS ASSESSMENT QUESTIONS AND RESULTS

Career Mentoring Program Needs Assessment Results Spring 2016

Total N=446

Completed N=374

Q1: The average age of the respondents was 23.4, with ages ranging from 16 to 62.

Q2: Of the 374 students who responded, 89 (23.8%) were male, 277 (74.1%) were female, 3 (0.8%) declined, and 5 (1.3%) selected open. Of those 5 who selected open, 2 wrote in genderfluid and 1 wrote in trans man.

Q3: Ethnicity:

	Frequency	Percent
Asian	20	4.9%
Black/African American	7	1.7%
Hispanic/Latino	68	16.8%
American Indian/Alaska Native	6	1.5%
Multi-Racial	11	2.7%
Native Hawaiian/Pacific Islander	6	1.5%
White	277	68.4%
Other	5	1.2%
No Response	5	1.2%
Total	405	

Q4: Year at WOU:

	Frequency	Percent
1 st Year	136	33.5%
2 nd Year	82	20.2%
3 rd Year	70	17.2%
4 th Year	55	13.5%
5 th Year	10	2.5%
6 th Year	8	2.0%
Other	45	11.1%
Total	406	

Q5: When asked if they were the first person in their family to go to college, 234 (57.6%) responded 'No', 164 (40.4%) responded 'Yes' and 8 (1.8%) said they were unsure.

Q6: 395 (97.3%) of the 406 who responded said they had chosen a major, with only 11 (2.5%) stating they had not chosen a major. Those who stated they had chosen a major were asked what that major was, those results are reflected in the table below.

Q7: Major: Top 7

Major	Frequency	Percentage
Psychology	54	12.1%
Education	46	10.2%
Business	28	6.3%
American Sign Language	21	4.7%
Criminal Justice	17	3.8%
Biology	16	3.6%
Communications	14	3.1%

Q8: Those who stated they had chosen a major were asked if they had ever changed their major. Of the 391 students who chose to respond, 154 (39.4%) said "Yes" they had changed their major, 230 (58.8%) said 'No' they had not changed their major, and 7 (1.8%) said that they were unsure if they had changed their major. Those who stated they had changed their major were then asked how many times they had changed their major, those responses are reflected below.

Q9: Changed Major:

	Frequency	Percent
Once	100	64.9%
Twice	29	18.8%
Three times	17	11%
More than three times	7	4.5%
Unsure	1	0.6%
Total	154	

Q10: Students who stated that they had not yet chosen a major were then asked what majors they were considering, the responses were: Biology, Business, Child Development, College Counseling, Computer Science, Criminology, Dance, Education, Exercise Science, History and Psychology.

Q11: When asked if they had completed an internship, practicum or fieldwork, 95 (23.6%) students said "Yes", 289 (71.9%) said 'No' and 18 (4.5%) said they were unsure.

Q12: Students who stated they had not completed an internship, practicum or fieldwork, or students who were unsure, were asked if they had plans to do an internship, practicum, or fieldwork. Of the 307 who responded, 191 (62.2%) said 'Yes', 32 (10.4%) said 'No' and 84 (27.4%) said they were unsure if they had plans to complete an internship, practicum or fieldwork.

Q13: How much have you been thinking about careers that you are interested in?

	Frequency	Percent
Not at all	5	1.2%
A little	17	4.2%

Some	40	10.0%
Quite a bit	154	38.3%
A great deal	186	46.3%
Total	402	

Q14: When asked if they had decided on a future job or career 402 students responded, 237 (59%) selected 'Yes', 86 (21.4%) selected 'No' and 79 (19.7%) stated that they were unsure.

Q15: 212 students responded and provided their description of their future career.

	Frequency	Percent
Sciences	102	48%
Education	73	34%
Language (Interpreters & Translators)	22	10%
Business & Communications	17	8%
Arts/Performing Arts	9	4%
Other	13	6%

Q16: 141 students responded with information about careers they were considering for a total of 198 responses. Students could list more than one career.

	Frequency	Percent
STEM Fields	48	24%
Liberal Studies	46	23%
Business & Communications	43	22%
Education	26	13%
Law	17	9%
Creative Arts	10	5%
Undecided	8	4%

Q17: Students who agreed with the written statements:

	Frequency*	Percent
I am certain of my career interests.	307	80.6%
I know my skills that are useful for my career.	335	87.9%
I know at least one person in a career that I find interesting.	277	72.7%
I know how the course work in my major fits with my chosen career.	302	79.2%
I understand effective ways to develop my career.	215	56.5%

*The responses 'Agree' and 'Strongly Agree' were combined to produce this frequency and percent of students who agree with the given statements.

Q18: Students were asked which of the following individuals they had discussed their career plans with, those results are reflected below.

	Frequency	Percent
Academic Advisor	253	56.6%
Faculty member who is not your academic advisor	184	41.2%
Coach	24	5.4%
Other advisor (SEP, MSSP)	54	12.1%
Work supervisor	90	20.1%
Service Learning and Career Development Office	44	9.8%
Other (no write ins)	83	18.6%
I have not discussed career plans with anyone	54	12.1%

Q19: When asked who they had discussed their career plans with, if students selected academic advisor as one of their responses, they were then asked how useful their discussions were with their academic advisors about their career plans. Of the 253 students who responded 10 (4.0%) stated that the discussion was 'not at all useful', 78 (30.8%) stated the discussion was 'somewhat useful', 107 (42.3%) stated the discussion was 'useful', and 58 (22.9%) stated the discussion was 'very useful'.

Q20: When asked if they ever had a person in their life that they would call a mentor, 222 (58.4%) of the 380 students who responded stated 'Yes' they have had someone in their life they would call a mentor, while 110 (28.9%) stated 'No', and 48 (12.6%) stated they were unsure.

Q21: The 222 students who responded 'Yes' they had a person in their life that they would call a mentor, were asked to provide an example of someone in their life that they would call a mentor, the top 7 responses are shown below.

Mentor Example: Top 7

	Frequency	Percent
Teacher (HS or other teacher)	37	18.4%
Parent	33	16.4%
Professor	25	12.4%
Supervisor	23	11.4%
Family Member (relatives)	17	8.5%
Religious Leader	12	6.0%
Friend	10	5.0%

Q22: How helpful would it be to talk to a person doing the job/career they want to do?

	Frequency	Percent
Not at all helpful	1	0.3%
Somewhat helpful	21	5.6%
Helpful	66	17.5%
Very helpful	289	76.7%

Q23: When asked if they were interested in having a mentor to help them explore future career options, of the 377 students who responded, 280 (74.3%) said 'Yes' they would be interested in having a mentor, 6 (1.6%) said 'No', 84 (22.3%) said 'Maybe' and 7 (1.9%) said that they were 'Unsure'.

Q24: Which of the following are ways you would like to interact with a mentor?

	Frequency	Percent
Face to face, 1 on 1	350	78.3%
Face to face group	169	37.8%
Skype	78	17.4%
Texting	203	45.4%
On-line messaging	143	32%
On-line hangout	47	10.5%
Phone call	150	33.6%
Email	309	69.1%
Other*	9	2%

*formal workshops, career fairs; job shadow; on job experience, projects that lead to developing skills useful to earning capacity in my line of work; prefer face to face, others are still good options, shadowing in a field, working side by side getting advice in the field.

Q25: Students who selected 'Yes', 'Maybe', or 'Unsure' when asked if they were interesting in having a mentor to help them explore future career options were then asked how much time they would be willing to spend with a mentor. The results are reflected in the table below.

	Frequency	Percent
One time per term	27	7.3%
One time per month	153	41.6%
One time per week	110	29.9%
Unsure	60	16.3%
*Other	18	4.9%

*Of the 18 who selected 'Other', 16 wrote in a specific response. Of those 16 responses, 8 were '2 times a month'.

Q26: Which of the following are ways that a mentor could help you with your future career?

	Frequency	Percentage
Provide advice on making career decisions	336	75.2%
Help connect me to other people and opportunities	357	79.9%
Help me learn about career paths	283	63.3%

Help me learn about the “real world”	228	51.0%
Provide honest feedback on how I’m doing	329	73.6%
Provide encouragement and motivation (cheering me on)	292	65.3%
Help me build the skills I need for a career	327	73.2%

Q27: When asked if they were interested in meeting with a WOU graduate in a career that interests them, of the 374 students that responded, 268 (71.7%) said ‘Yes’, 10 (2.7%) said ‘No’, 83 (22.2%) said ‘Maybe’, and 13 (3.5%) said they were ‘Unsure’.

APPENDIX F: WOU ASSESSMENT QUESTIONS FOR ON-CAMPUS EVENTS

Students – SEP and Business

1. What were the most valuable things you learned from the WOU graduate?
2. What information provided by the WOU graduate was most useful?
3. What questions came to mind because of their visit?

Students – World After WOU

1. How many alumni did you meet with at this event?
2. What was the most valuable information that you learned at the World After WOU event?
3. How likely are you to follow up with alumni you met at this event?
4. How many of the alumni do you intend to follow up with?
5. How interested are you in potentially connecting with other alumni through a formal mentoring program to further engage with them as you did at this event?
6. Would you recommend World After WOU to your friends?
7. Please provide additional comments about this event.

Alumni – SEP, Business, and World After WOU

1. What information would have been helpful prior to participating in a group or classroom mentoring event?
2. What did you personally gain from being an alumni mentor?
3. What suggestions do you have for improving group or classroom mentoring events in the future?
4. Comments or other information you would like us to know.

