



Full Steam Ahead

LEVERAGING OUR WINS TO FUEL SYSTEM CHANGE

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The following presentation was given at the 22nd Annual Conference for the National Institute for the Study of Transfer Students. Please cite responsibly and direct questions to the original presenter(s).

Facilitated Discussion

3297 - ENGAGE: Multi-Institution Mentoring

Supporting Diverse and Special Populations, Fostering Inclusion, Engagement, and Community

Mentoring provides important benefits to both the mentees and the mentors. Benefits of a mentoring relationship fall into three possible categories: instrumental, socio-emotional and cultural. As part of this session, we share the mentoring model of the ENGAGE program used across Cal Poly, San Luis Obispo, Allan Hancock Community College and Cuesta College as part of a transfer student success program. This mentoring model draws heavily upon Torie Weiston-Serdan's Critical Mentoring, shifting the narrative that mentees often need to be "fixed" to one of "critical consciousness" and joint mentor-mentee struggle for transformation.

John Oliver, *Professor*

Fred DePiero, *Professor*

Jane Lehr, *Professor*

Lizabeth Thompson, *Professor*

Daniel Almeida, *Professor*

Cal Poly, San Luis Obispo

Eva Schiorring, *Staff Consultant*

STEMEVAL

ENGAGE: MULTI-INSTITUTION MENTORING



DUE 1834128, 1834154

ENGAGE NSF S-STEM

Engineering Neighbors: Gaining Access, Growing Engineers

1. Increase retention, student success, transfer, and graduation of low-income talented students with financial need who begin their engineering or CS education at Allan Hancock or Cuesta College, transfer to Cal Poly
2. For these students: advance understanding of strategies that affect recruitment, retention, transfer, student success, academic/career pathways to the STEM workforce
3. Contribute to the implementation and effective evidence-based curricular and co-curricular activities for these students.

Central Coast ENGAGE

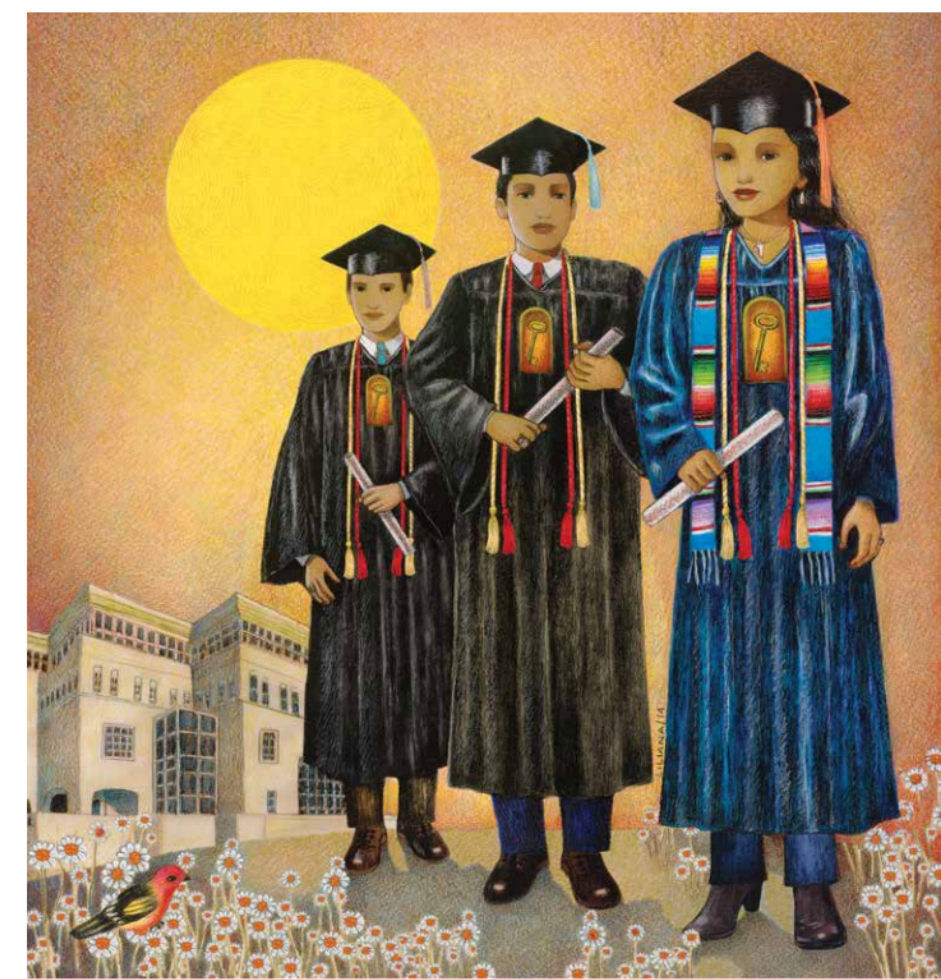
A Cohort-Based Scholarship & Mentoring Program

ENGAGE is a cohort-based scholarship & mentoring program designed for engineering and computer science students at Allan Hancock College and Cuesta College.

We want you to identify and achieve your educational and professional goals!

VENTAJAS/ASSETS Y CONOCIMIENTOS/KNOWLEDGE

Leveraging Latin@ Strengths to Foster Student Success



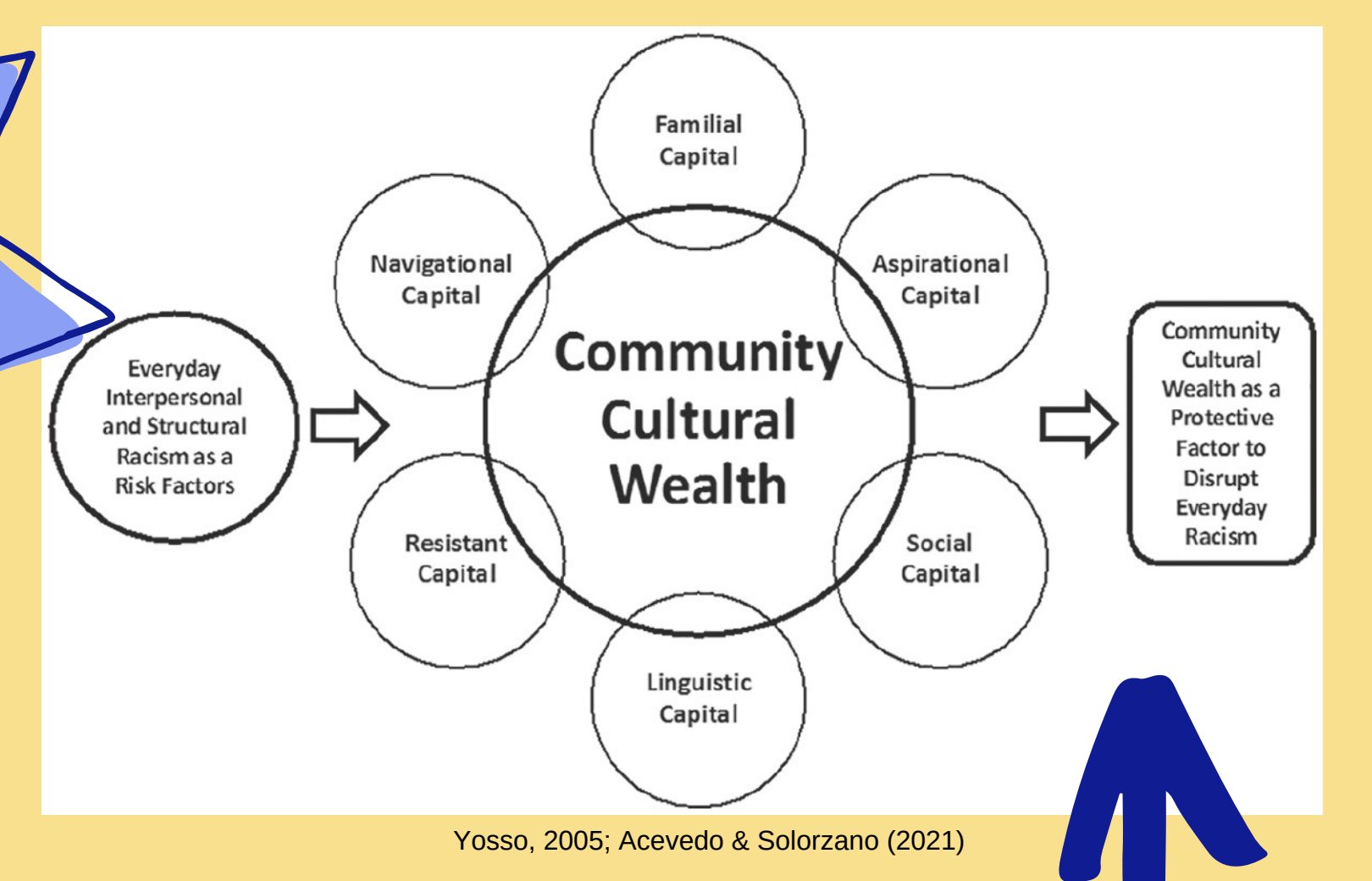
MAKE TRANSFER STUDENT SUCCESS A PRIORITY

CREATE CLEAR PROGRAMMATIC PATHWAYS WITH ALIGNED HIGH-QUALITY INSTRUCTION

PROVIDE TAILORED TRANSFER STUDENT ADVISING

Pre-Transfer Mentoring Model: CC+CPSLO

CliftonStrengths + Social Identity + Social Context + Disciplinary Context



Your CliftonStrengths by Domain

| EXECUTING | INFLUENCING | RELATIONSHIP BUILDING | STRATEGIC THINKING |
|---------------|----------------|-----------------------|--------------------|
| 8 | 15 | 13 | 11 |
| Activator | Maximizer | Adaptability | Includer |
| 27 | 14 | 26 | 3 |
| Command | Self-Assurance | Connectedness | Individualization |
| 16 | 1 | 24 | 19 |
| Competitor | Relator | Discipline | Context |
| 12 | 12 | 12 | 18 |
| Communication | Communication | Communication | Intellection |

You Lead with the Executing Theme

Your CliftonStrengths

Achiever | Communication | Focus | Relator | Discipline



Mentors

- All ENGAGE scholars assigned mentors based on their preference of disciplinary and personal identity
- Pre-transfer, mentors assigned both from community college and from Cal Poly
- Mentors given training: Asset model (Clifton Strength + Community Cultural Wealth)
- Mentors allocated small stipend

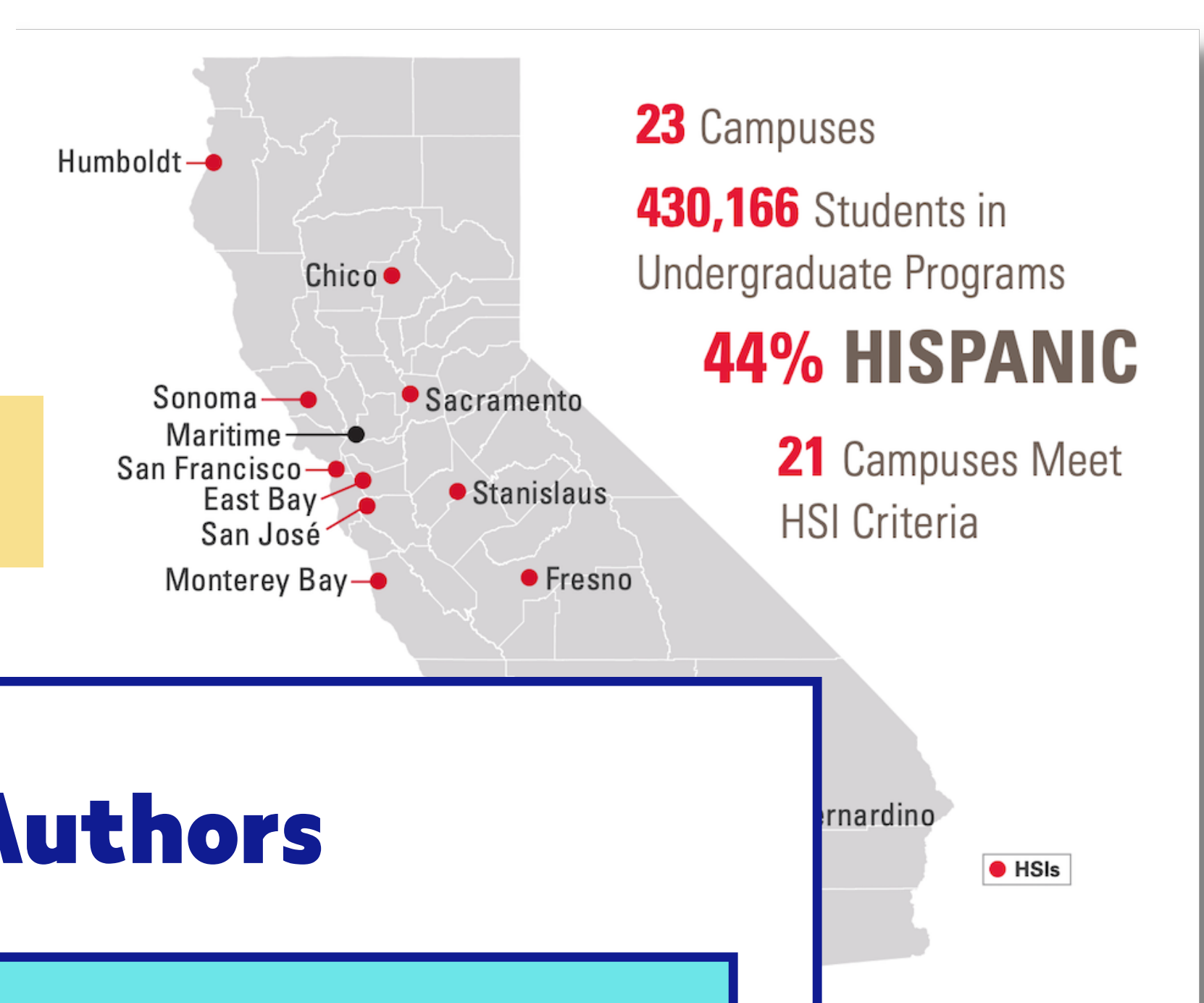
Research Project

- How have faculty mentors ...
- approached mentoring community college and transfer students?
 - utilized the "Strengths Training from a Social Justice Perspective in Engineering and Computer Science" mentoring model?
 - experienced barriers and/or enabling factors?

Initial Findings

- Mentor Interviews:
- not utilizing the ENGAGE model
 - not having mentoring discussions focused on strengths, social identity, social context, or engaging with justice, DEI
 - relying on students to "bring things up"
 - focused on engaging with mentees as "humans"

"I just tell them about my life. I'm just a person" (assimilationist)



Actions

- More training (including role playing)
- Shift responsibilities from student to mentor to "bring things up"
- Monthly ENGAGE Mentoring Model Prompts
- Challenging "colorblindness" as an equity strategy
 - equity-minded, color-conscious, & institutional accountability approaches (Bensimon, Dowd & Witham, 2016)
 - a revised mentor selection process
 - adding a Social Justice and Strengths coach

Results

- Mentors are one of the top-resources for ENGAGE students
- Mentors need more support and resources
 - Professional mentors at community college are often more successful when paired with MESA or other programs
 - Faculty mentors lack bandwidth compared to professional mentors

Authors

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ORGANIZATIONS:
1 University of California – San Diego
2 California Polytechnic State University
3 Cuesta College
4 Allan Hancock College
5 STEMEVAL