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Mentoring & Tutoring Assessment Tool

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Background

During the 2018-2019 school year I worked as a mentor for undergraduate students in the STEM fields. The goal of this role is to help students develop professionally by reaching their academic and personal goals.

There are many conversations students in college do not have. Conversations that would help them prepare for today, tomorrow, and their future. For many students, a mentor can help them have those dialogues and expose them to resources and opportunities otherwise left undiscovered. What better way to do so than through local mentoring programs and graduate student mentors?¹

Through the STEM Instructional program I learned different tools and methods to assess my teaching practices and to refine my teaching approaches to be a more effective mentor.

Over the course of the STEM program and my mentor-mentee relationship I was able to:

- Handle difficult situations with mentees more effectively
- Empathize with mentees by noticing verbal and nonverbal cues
- Redirect mentee requests that are outside the boundaries of the mentor-mentee relationship
- Help mentees identify their options and provide recommendations without judgment or coercion

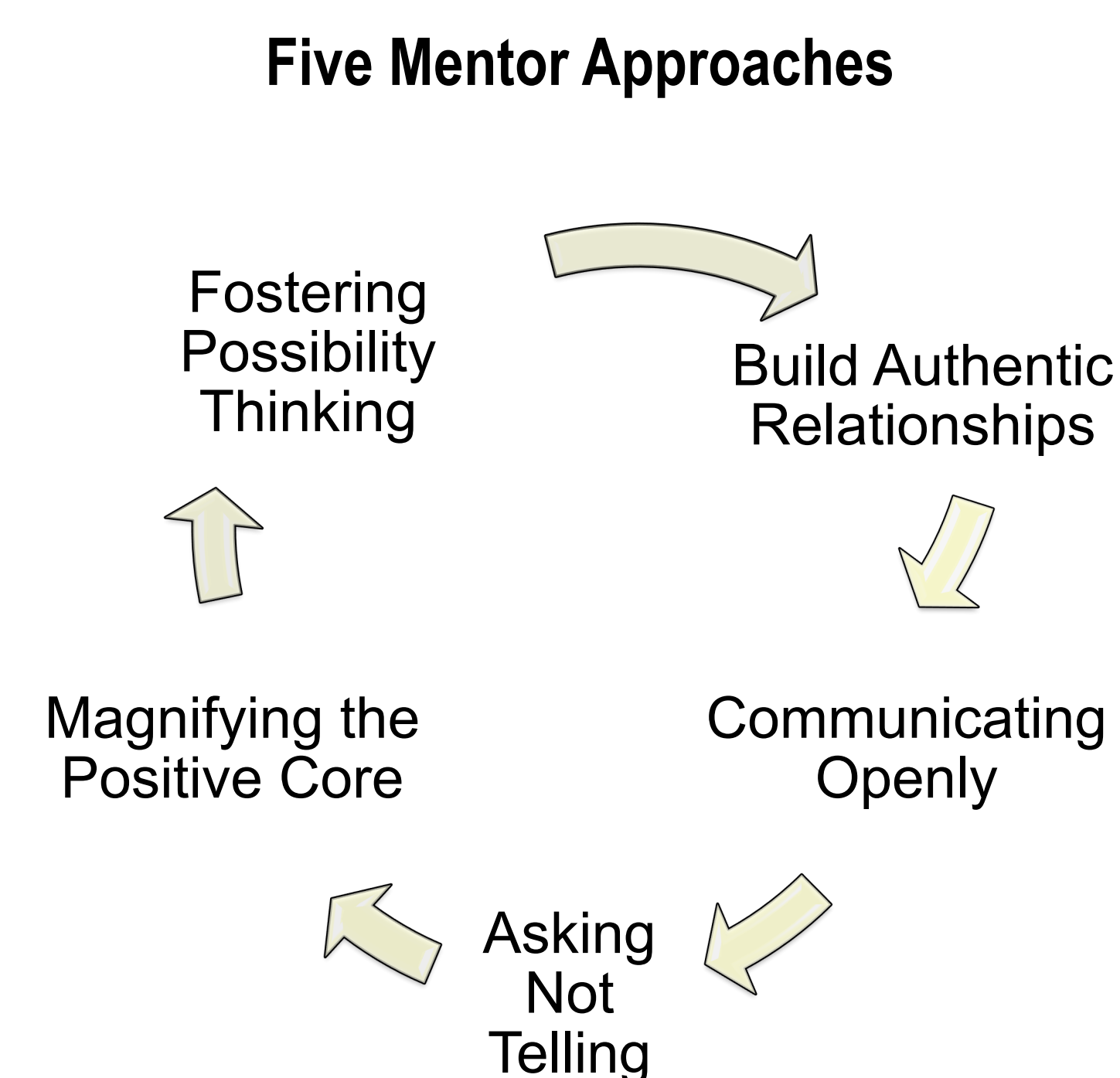
Introduction

The Mentee Initiation Assessment Tool was created to measure mentees' level of knowledge in the classes they need help with, and their strength and need areas. The purpose of the assessment is to provide mentors with the information they need to guide their mentees and to help them achieve their academic and career goals. I was a mentor for two students in the process of the the assessment development, as well as, the author of the assessment.



Research and Methods

During this study the Five Mentor Approaches were used to help create the Mentee Initiation Assessment Tool that would improve the mentor-mentee relationship. Additionally, observations were conducted on two mentees to test for the assessment validly and reliability. Included below are the five mentor approaches:



The Five Mentoring Approaches focuses on building relationships with mentees, coaching, encouraging, guiding and providing feedback. Mentors are guides that illuminate a path and prepare the mentee for what it is they are about to see and learn.²

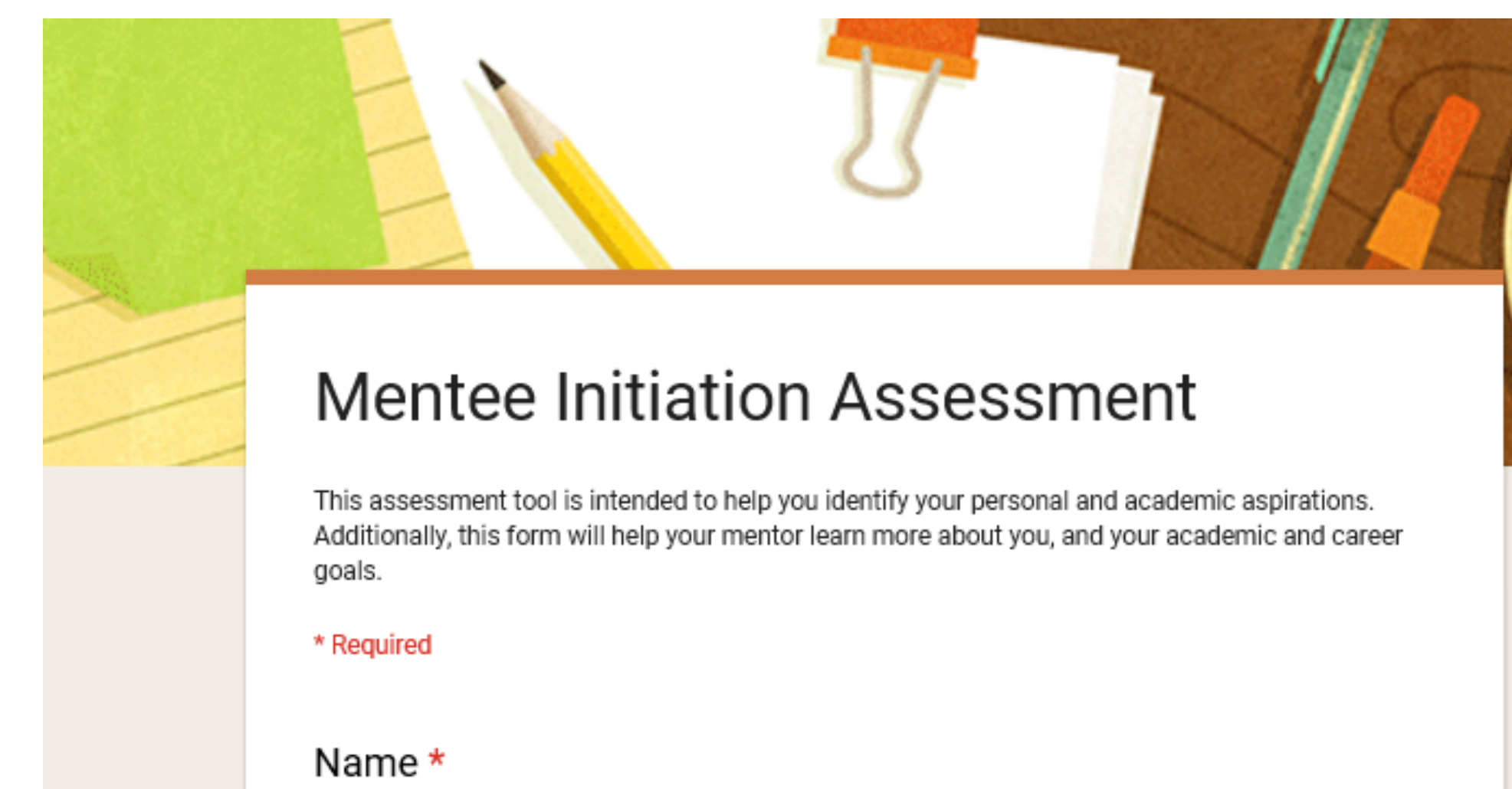
After the implementation of the assessment tool the mentees' performance were measured during the Spring 2019 semester to determine if there was any significant different in their grades. Additionally, interviews were conducted to gather feedback on both the mentor's and mentee's perception of the assessment. Among the questions that were asked were:

- Did you find this assessment useful?
- Do you know what are mentee's needs areas?
- Can you articulate your career and academic goal better now that you had to write them down?
- If you did not use a planner and then started using one, did you see any different in meeting your deadlines?

This information was collected and analyzed to prove the validity and reliability of Mentee Initiation Assessment Tool, as well as, the mentee's performance.

Mentee Initiation Assessment Tool

Listed below are the questions used in the Mentee Initiation Assessment Tool, as well as a photo of the online tool.



1. Are you the first generation in your family to attend college?
2. Do you have any other mentors or somebody you admire?
3. List your academic and career goals?
4. What is the biggest challenge you are facing this year that is on the way of your career goal?
5. List the topics you're struggling with in your current classes?
6. What is something that is currently hindering your learning?
7. Do you use a planner or calendar to keep track of your assignments?
8. Do you study by yourself or with other friends or classmates?
9. Do you get nervous or anxious while taking exams?
10. What do you expect from our mentor-mentee relationship?



Results

The Mentee Initiation Assessment Tool was tested during the Spring 2019 semester on two students. Listed below are the results after using the assessment tool:

- ✓ **The mentor was able to better understand the mentee's family background and career aspirations.**
- ✓ **The mentee was able to articulate and write down her academic goals and aspirations.**
- ✓ **Both mentee and mentor clearly knew the expectations from their mentor-mentee relationship from the beginning of the relationship.**
- ✓ **Mentee's engagement and participation in the class improved.**
- ✓ **Mentee's overall satisfaction and positive outlook toward college increased throughout the mentoring sessions.**
- ✓ **Mentee's grades on in class assignments had a significant improvement.**

Further Studies and Recommendations

This assessment was tested with two students. From the preliminary results of testing the assessment tool and the implementation of the mentorship, we find that the relationship between the mentor and the mentee was significantly improved. Additionally, the mentees' in class performance and grades improved. However, further study is needed to make this assessment more effective.

References

- ¹ Retrieved on [date] from <https://www.michigan.gov/mentormichigan/0,4618,7-193-27047-228324--,00.html>
- ² Retrieved on [date] from <http://info.wartburg.edu/Portals/0/Pathways/Mentoring/The%20Five%20Mentor%20Approaches.pdf>