Mentor Orientation Training
Activities/Agenda/Roles & Expectations

(Welcome Readings)— (10 min)

**Activity I.** Icebreaker: Introductions (30 minutes)

**Activity II.** Roles of a Mentor (30 minutes)

**Activity III.** Overview of Program (40 minutes)

**Activity IV.** Payroll / Timesheet Requirements
(15 min.)

**Activity V.** Introduction to Blumen Data- Tracking Program (30 min)

**Activity VI.** Campus Resources (10 minutes)

**Activity VI.** Question & Answers-- Wrap up
AN ICE BREAKER
ACTIVITY
ACTIVITY I.

ICEBREAKER: INTRODUCTIONS

OBJECTIVES:
- To help participants begin to know each other and become involved in the session
- To provide an experience that is somewhat parallel to the first meeting with their mentees
- To introduce the idea of "roles"

LENGTH: About 30 minutes

MATERIALS INCLUDED:
- Handout: "Who I Am"

YOU WILL NEED TO SUPPLY:
- Name tags (do not distribute them until the end of the activity)

STEPS:
1. Tell participants you want them to introduce themselves to one another. Organize the group into pairs. (Pair people who do not know each other.) Then distribute the handout "Who I Am." Ask each pair to use the handout as a guide for having a conversation in which they introduce themselves and learn about one another. Tell them that each person will then introduce his/her partner to the whole group. Allow about 10 minutes for pairs to complete their conversations.

2. Have each person very briefly—allowing about one minute per person—introduce his/her partner.

3. Lead a discussion about how this activity is similar to starting a new relationship with a mentee. You can include these points:
   - How did it feel to reveal things about themselves to a stranger?
   - Did their partner do or say anything to help them open up? If so, what?
   - What did they try to do to help their partner feel more comfortable?
   - What would they do differently if they did this exercise again?

Note that this exercise provides practice in sharing information with another person and in helping that person share information with you. Those are key first steps in beginning a relationship. The exercise should also have helped participants think about some of the roles they play in life. For many of them, being a mentor will be a new role.

HANDOUT
Activity I: Icebreaker

WHO I AM

1. My name is

2. My most important role in life is as a

3. At work, I

4. My favorite way to spend my free time is

5. One thing about me that is important for people to know is

6. Some of the strengths that I will bring to a mentoring relationship are

7. One of my worries about being a mentor is

8. One thing I hope to gain from being a mentor is

9. The most important thing I hope my mentee will gain is
ROLE OF A MENTOR

ACTIVITY
ACTIVITY II.
ROLES OF A MENTOR

OBJECTIVES:
- To identify qualities of effective mentors
- To explore roles that mentors can play in the lives of children and youth

LENGTH: About 30 minutes

YOU WILL NEED TO SUPPLY:
- 3” X 5” index cards
- Newsprint and markers

STEPS:
1. Give each participant an index card. Ask them to think back to when they were a child or youth. (Suggest an age range that is the same as the ages of the children or youth they will be mentoring.) Ask them to silently:
   - Identify one person, preferably someone who is not a relative, who was a kind of mentor for them
   - Think about why that person was important to them and the result for them of that person’s interest
   - Recall the qualities of that person that made her or him so valued, and write down two or three of those qualities on the index card

2. Have participants talk briefly about the mentor they identified and the qualities they valued. As they speak, list those qualities on the newsprint. When a quality is repeated, put a check mark next to it each time it is mentioned. (For example, the first time someone says “good listener,” write that phrase. Each time someone else identifies this quality in his or her mentor, put a check mark by the phrase.)

3. Review the items on the list. Note which were mentioned most often. Then have the participants identify which of the qualities might be categorized as “communication skills,” such as listening, talking, asking questions, and being nonjudgmental. (Later training activities focus specifically on helping mentors develop communication skills, but their importance should be emphasized immediately.)

4. Ask participants—again thinking back to the person they identified—to identify the roles a mentor can play in a child’s or youth’s life. List their responses on the newsprint. (These might include: friend, big brother, big sister, positive role model, resource, guide.) Lead a brief
discussion about what each of these roles might involve. Be sure participants see that a mentor is NOT a parent, teacher, or counselor.

5. Allow time for participants to talk about their hopes and concerns in their new role. For example, which of the qualities that they admired in their "mentors" do they feel fairly confident they possess? Which do they need to work on developing? What other concerns do they have about their role?

As a transition to the next activity, note that program staff are there to provide support to the mentors.
ACTIVITY III.
OVERVIEW OF THE PROGRAM

If you have not had a separate orientation to present information about the program, this is a good point in the training session to cover the material. (If your mentoring program is school-based, be sure there is also an orientation session that introduces volunteers to the school where they will be meeting with their mentees.)

OBJECTIVES:
- To help mentors feel connected to your program
- To be clear about the program's requirements and ground rules
- To understand the forms of support the program will provide for mentors

LENGTH: About 25 minutes

YOU WILL NEED TO SUPPLY:
- A handout: written materials that contain the information you cover during this activity
- Newsprint and markers

STEPS:
1. Distribute the handout you have prepared. Then briefly describe your program's history and structure. This will help volunteers feel they are part of the organization.

2. Discuss your organization's expectations of mentors. This could include, for example: time requirements (both the frequency of meetings with their mentee and the length of commitment); telephone or in-person meetings with the program supervisor or school coordinator; requirements for preservice and ongoing training; any paperwork that mentors are required to complete.

3. Describe the support that mentors can expect from program staff. Be sure mentors understand now they can communicate with program staff, and that they feel comfortable doing so. Include a description of community resources, if any, that are available for the mentee and mentee's family, and the program's process for accessing those resources.

4. Discuss legal/liability and confidentiality issues as they relate to your program.

5. Describe the program's ground rules and the reason for each rule. (For example, your program might have a rule about limits on gifts to mentees; or if you have a school-based program, your mentors might be allowed to meet with their mentees only at the school.) If you have a site-based program—at a school or some other institution—also describe rules that mentors must adhere to in relation to that site. (For example, they might be required to sign in each time they visit the school.)

6. Allow time for mentors to ask questions.
TRiO/SSS/WaTEP
MENTOR GUIDELINES &
CODE OF CONDUCT
MANUAL

2010-2011
Central Washington University
Katrina Tuttle
CONGRATULATIONS AND WELCOME ABOARD!!

As a TRiO mentor, you are about to begin one of life’s most rewarding and fulfilling experiences. Your commitment indicates that you believe in others. You recognize the magnitude of the responsibility that you accepted in choosing to work with incoming freshmen and agree to interact/contact appropriately with your mentees according to the highest ethical standards. Most of all, be yourself and enjoy this enriching opportunity.
WHAT IS A MENTOR?

Mentoring— which comes from the Greek word meaning “enduring”—is defined as a trusted and sustained relationship between two or more people. With this definition in mind, the TRiO program will group several mentees with one mentor with a goal of creating enduring and successful relationships.

A TRiO mentor is a special kind of person. A person who has walked through many of the same trials and tribulations in which their mentees have gone through—or are about to go through—and is a person who has been successful in getting through those endeavors. TRiO mentors are inspirational guides who will help show incoming TRiO freshmen how to become successful in their academic careers and how to achieve their own goals and dreams.
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YOUR ROLE AS A MENTOR

- In the beginning stages of mentor/mentee matches – some of your mentees may appear hesitant and uncertain of this new mentor relationship. This guarded attitude is simply a manifestation of each of their insecurities about the mentor relationship and college itself. We know because we have been there ourselves—right? 😊 Your mentees’ insecurities will gradually transform to more positive ones, especially once you have helped them become somewhat familiar with you and college life.

- This mentor-mentees relationship has an initial phase. This phase is where your mentees are more interested in getting to know how “real” you are and how much they can trust you. Establish how you can reach your mentees by email, texting, phone, or face to face meetings. Experience proves that emailing or phoning your mentees is usually the best way to make contact. Establish a contact schedule that you will be able commit to. This will build your mentees trust in you, especially by showing them that you’re trustworthy and dependable.

- Please don’t try to be teacher, disciplinarian, therapist, or advisor. Your role is just to be a dependable, consistent friend and role model. Present information clearly and give all points of view a fair hearing. Listen carefully and offer possible solutions without passing judgment. Do not criticize or preach. Instead, think of ways to problem solve together without telling them what to do. Never say “should have” or “I told you so” to your mentees.

- Always respect the uniqueness and honor the integrity of your mentees and influence them through constructive feedback. The mentor empowers the mentees to make the right decisions without actually deciding for the mentee. Identify your mentees’ interests and take them seriously. Be alert for opportunities and mentoring moments. Always help your mentees explore both positive and negative consequences.
• Help your mentees set realistic expectations and goals and make achievement fun for them. Remember there is a difference between encouraging and demanding. Your main goal is to encourage and help your mentees to continue on to their 2nd year of college and further. Assist them in making connections between their actions today and reaching their goals and dreams of tomorrow. Encourage them to believe in themselves and to know that it’s possible for them to achieve their goals and dreams. After all, you’re a perfect example that it is possible, which is inspirational to your mentees. Don’t get discourage if some of your mentees are having a difficult time turning their lives around or making improvements. Mentors have a great deal of impact; it’s not always immediately evident. Look for simple signs, such as increased attendance, improved grades, increased contact with you, and increased expression of their appreciation.

• As a friend, you can share information, but know your limitations—you are not an advisor. Problems that your mentees may share with you regarding substance abuse, or abuses of any kind, are best handled by the professionals. If you have any concerns, contact the mentor coordinator immediately.

• Sometimes you may have involvement with some of your mentees parents. Be supportive of the parents, even when you disagree. Don’t ever take sides or make judgments concerning any family conflict or situation.
Code of Ethics

Rules—Guidelines—Expectations
**DOs and DON’Ts**

**Peer Mentors should...**

- Collaborate with your Mentor Coordinator and Advisors in the design and adjustment of your mentoring activities. Include the mentor coordinator on emails regarding questions about and changes in mentoring activities. Coordinate, as needed, with other peer mentors in the program, as well.

- Engage in professional, ethical mentoring behavior with students that are in line with the philosophy of the TRiO program and the Peer Mentoring roles discussed in this orientation manual.

- Be respectful of the expertise and authority of all TRiO staff. Be assertive and take initiative in suggesting ideas, in arranging meetings, or resolving problems related to your peer mentoring role.

- Engage in regular, responsible record-keeping in logs, surveys, and other paperwork.

- Provide advance notice to mentor coordinator, advisors, and students regarding your lateness, illness, etc. and any other issues that may impinge on your peer mentoring services.

- If you are, or become, a personal friend to a student in your mentor mentee relationship, you must draw a clear line between friendship and performing in your peer mentoring role (See DON’T s).

- If you witness or you suspect a case of student misconduct --report to mentor coordinator or advisors immediately.

- Point out to students any instances of plagiarism; discuss the importance of doing original work, and offer solutions to the problem, such as proper documentation of sources.

**Peer Mentors should NOT...**

- Do NOT criticize your mentees in any way, on any subject matter, whether it is personal, cultural, or academically related.

- Do NOT discuss any particular mentee’s grades or personal information with another student. Student grades are private and confidential between students and instructors.
• Do NOT comment negatively to mentees about any instructors' teaching methods, assignments, personality, or grading policies. Do not slander staff and programs of this university. Your role should enhance student morale and equip students to overcome challenges and work through misunderstandings.

• Do NOT provide mentees with the official answers on course content. Refer mentee to the tutoring program in TRiO. Offer assistance and engagement with course material that is more appropriate to your role.

• Do NOT do mentees learning, thinking, reading, and research for them. Instructors should feel confident that they are evaluating a student's own work on exams and papers. However, if you can't help but contribute some of your own ideas in conversation, avoid letting students depend on your ideas in ways that relieve them of their own intellectual responsibility and effort.

• Do NOT do mentees' writing, editing or proofreading for them. Again refer them to the tutoring program or the writing center.

• Do NOT try to mediate complicated or serious disputes between mentees and others, nor should you provide intensive counseling services to distressed students. Refer students to their advisor to resolve disputes directly or to campus counseling services.

• Do NOT relay private messages, doctor's notes, or assignments from mentees to instructors or vice versa.

• Do NOT fraternize with your mentees and maintain appropriate conduct at all times.

• Do NOT falsify your time logs or other program records.

• Do NOT except any gifts of monetary value from your mentees.
HEALTH and SAFETY

Keep in mind the health, safety, and well-being of your mentees. Seek advice from school faculty or program staff whenever in doubt about the appropriateness of an event or activity. Central Washington University has strict codes that must be abided by, which are listed below for your information:

- CWU Codes and Policies can be found at the following website:

  http://www.cwu.edu/~saem/index.php?page=policies
requirements / expectations / commitments

- Be at a junior or senior level status
- Have a GPA of 3.0 or higher
- Be committed to the program for the entire academic year, (F/W/S quarters)
- Be honest, act respectfully, and model integrity
- Have a one on one meeting with the mentor coordinator every month and input mentor contacts into Blumen tracking system twice a month
- Be in contact with your mentees a minimum of once every week
- Conduct at least three face to face meetings with your mentees per quarter (required)—this can include workshops or group social events
- Attend all training sessions
- Fill out progress surveys when required to do so and keep a log of meeting sessions with each of your mentees. Tracking logs will be provided for you
- Keep weekly journals reflecting on the past weeks mentor/mentee experiences (e.g., a short paragraph)—this will prove to be helpful to you when filling out the year end evaluations
- Participate in the spring Leadership Conference—April 22nd & 23rd, 2011
- Participate in at least one volunteer and service learning activity which will be arranged by the mentor coordinator
- Write a one page reflection paper at the end of your term —due before middle of spring quarter
- Comply with all rules and procedures of CWU and the TRiO program
- Enjoy this experience and have fun 😊
Mentor Training

Mentor Training Policies: New mentors will have approximately 9-10 hours of training the first quarter (fall) of the academic year, during the first week of classes in a one and half day group workshop setting. Working mentors will have continued training hours (approximately 6-8 more hours) throughout the following winter and spring quarters. Training is a crucial aspect of professional mentoring. Mentors are paid for their training and are required and expected to attend all sessions. Training sessions can be administered in small or large group workshop settings, individually, and online.

A mentor’s eagerness and attentiveness in their participation of training sessions is key indicator to their participation in the program and will be highly noted in review for future program participation, employment, and end of year mentor.

Goals of Mentor Orientation and Training:

- To welcome and inform mentors of, procedures, policies and job responsibilities and expectations in working for the TRiO mentor program.
- To define the roles of a mentor and to provide instruction that will help mentors acquire the skills that will enable them to assume each role efficiently while employing effective communication skills.
- To obtain and record information from the mentors during mentor staff meetings (that are held monthly) that will enable the supervisory staff to organize the mentoring program so that it efficiently meets the needs of the population it serves.
- To evaluate the effectiveness of the training program and to assess the knowledge that was gained by each individual mentor through end of quarter evaluations.
- To inform and update mentors of all available resources in our program and on campus to help them perform their mentoring duties, and to pass on those services and resources to their mentees.
- To provide the kind of assistance for first year students that will help them become successful students and continue on into their 2nd year and to their
graduation.

- To provide mentors with the opportunity to continue their own growth and development in life-management skills, study techniques, and interpersonal skills that will prove invaluable after graduation from college.
- To help mentors meet mentor certification requirements.

Mentors will have to sign in on an attendance sheet during each training session. A mentor’s training hours will be logged and kept in the program coordinator’s mentor files for tracking and verification purposes. Online trainings are tracked via email and by printed certificates upon completion of training sessions. Mentors are advised to read through the mentor orientation manual even after material is covered in the orientation training.
TRiO Mentor Program Training Syllabus

2010-2011

Mentor Orientation—September 24th at 3-6 PM……3 hours

- Session 1--Ice Breaker Activity
- Session 2-- Role of a mentor activity/workshop
- Session 3--Review of mentor program’s manual of policy and procedures
  - What is a mentor
  - Peer Mentoring Do’s and Don’ts
  - Health
  - Forms
  - Evaluations
  - Confidentiality/ Peer mentoring Ethics
  - Time cards
  - How enter data into Blumen tracking software
  - Signature of confidentiality and contract agreement form
- Session 4--Questions & Answers

Mentor Training Day—October 9th at 9 AM – 5 PM……7.5 hours

- Introductions, Participating programs, Campus/Community Mentor and Tutor resources and referrals (30 min)
- Session 1— Stages of and Effective Communication in the Mentor/Mentee Relationship/Establishing Rapport/Motivating Mentees (90 min.)
- Session 2--- Establishing and Maintaining Boundaries (60 min.)
- Session 3—Questioning and Listening Skills, Leadership Styles (90 min) Done by CEL
- Session 4---Study skills, Time Management, & Conflict Resolution (90 min) Done by CEL
- Session 5-- Goal Setting with Your Mentees (90 min.)
Mentor On-Line Training …. 6+ hours

- November 12th --“Sexual Harassment”……with certificate received. (60 min)
- February 11th --“Discrimination”……with certificate received. (90 min.)
- Student Lingo (additional online workshops) —
  - What It Takes To Be A Successful Student (30 min)
  - Stress Management (30 min)
  - Financial Literacy (30 min)
  - Study Tips and Note Taking- What Every Student Should Know (30 min)
  - Multiple Choice Test Taking Strategies (30 min)
  - Cash Course—optional training workshops/exercises

Ongoing Training… 2+ hours

- Video “A class Divided” (60 min.) --Exploring our Identity and Its Impact on the Mentor/Mentee Relationship (60 min.)
FORMS and SURVEYS

- Mentor evaluation forms—filled out every month
- Mentee evaluation forms—filled out every month
- Mentor performance evaluation—filled out by mentor coordinator
- Session tracking logs/activities forms (Record contact time in the after each contact with mentees and turn in twice a month)
- Student employment timesheet (turn in on the 15th and 30/31st each month)
- Relationship development questionnaires
- Annual evaluations/surveys
- One page reflection paper of your mentoring experience with the TRiO mentoring program—due sometime in the middle of spring quarter—not close to finals.
- You can also ask your mentees to write a reflection paper of their experience of being mentored or of their mentee/mentor experience.

** See forms in the Appendix of this manual.
CLOSURE:

When spring quarter 2011 ends or a decision has been made to end the formal mentoring relationship, some steps need to be taken in order to ensure a smooth closing process:

- Set a specific date for your last meeting and inform your mentees of this ahead of time
- Be honest, candid, and supportive, regardless of the reason for the termination
- Talk about the reasons for the relationship ending
- Talk about your thoughts and feelings for the mentees and discuss your positive experiences from this relationship
- Encourage your mentee to do the same
- Be positive and supportive, especially about what the future may hold for your mentees
- Don’t make any promises that you can’t keep (e.g., that you will keep in touch).
- Even though the mentoring relationship has ended, you may continue to be friends.
COFIDENTIALITY:

All information you are told about your student is strictly confidential and sharing that information with others is prohibited. However, tell your mentees that they are free to share confidential information with you, but that you are required to report certain situations. It is critical, not only for the welfare of your mentees, but also to protect yourself that you adhere to these exceptions.

Mentors must report to the appropriate authorities in the following situations:

1. If a student /mentee confide that he/she is the victim of sexual, emotional, or physical abuse, you must notify Katrina Tuttle or Linda Garcia, immediately.
   Initials:______
2. If a student tells you of his/her involvement in any illegal activity you must tell Katrina Tuttle or Linda Garcia, immediately.
   Initials:______

Note on your calendar when this information was reported and to whom it was given. Remember this information is extremely personal and capable of damaging lives, so do not share it with anyone except the appropriate authorities.

SUMMARY & CONTRACT AGREEMENT:

These procedures are designed to protect the students from harm and to prevent even the appearance of impropriety on the part of TRiO’s Mentor Program and its participating mentors, and students. One accusation could, at the very least, seriously damage the reputation of all those participating and endanger TRiO’s mentor program.

Please know that we appreciate your participation the TRiO mentor program and that we appreciate your adherence to these procedures and ethical standards of conduct. If you have any questions, please call TRiO at 509-963-2026.

I have read, understand and agree to strictly abide by the TRiO Mentor Procedures.

I understand that failure to adhere to these procedures may result in my removal from participation in the program.

Signature: ___________________________ Date: ________________________

Print Name: ___________________________
Appendix

(Mentor Orientation Manual)
Evaluation Form for Mentors

Fall ___ Winter ___ Spring ___

Year: ______

Dear Mentors: TRiO would like to know about your experience with our mentor program this quarter, how you and your mentees have benefited from the program. Your answers are confidential and will help us see what we have done well and where we can improve it. Please complete this evaluation and return it to your Mentor Coordinator--Katrina Tuttle, KTuttle@cwu.edu.

Name: ___________________________________ Student ID# ___________________

TRiO Program associated in: _______________________________

1. Overall, how would you rate your experience this quarter?

   Excellent _____ Satisfactory _____ Unsatisfactory _____

   Additional Comments:
   ________________________________________________________
   ________________________________________________________
   ________________________________________________________
   ________________________________________________________
   ________________________________________________________

3. Please rate your degree of satisfaction with the following aspects:

   The meaning of the numbers is as follows:

   1= Not Applicable 2= Unsatisfactory 3=Satisfactory 4= Excellent

   Peer-mentoring experience: 1 2 3 4

   Training from your faculty sponsor: 1 2 3 4
Communication with the Mentor Coordinator  1 2 3 4

Communication with your faculty advisor:  1 2 3 4

Level of paperwork and requirements for mentoring:  1 2 3 4

Additional comments:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

4. What did you find most valuable about your experience this quarter?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

6. What suggestions do you have to improve the program?
______________________________________________________________________________
______________________________________________________________________________

7. Are you interested in being a mentor next year? (Answer this Spring Quarter Eval.)

       Yes ____       No ____

6. How did you benefit from the mentoring experience? Please check all that apply.
AREAS OF BENEFIT

Increased my:

Personal and Social Growth and Development

A. Self-esteem (sense of personal worth or competence) ______
B. Self-understanding (insight into myself) ______
C. Sense of usefulness (doing something worthwhile) ______
D. Personal power (belief that I can make a difference) ______
E. Openness to new experiences ______
F. Understanding and appreciation of people with diverse backgrounds ______
G. Skills in caring for others ______
H. Confident in leadership skills / abilities ______

Academic and Intellectual Development

H. Knowledge of people ______
I. Higher level thinking skills (critical thinking, problem solving) ______
J. Application of academic knowledge skills to “real life” problems ______
K. Skills in learning from experience (asking questions, observing, synthesizing) ______
L. Communication skills (listening, providing feedback, articulating ideas) ______

M. Understanding of the importance of helping others / giving back to the community ______

N. Leadership skills and abilities ______

O. Possible interest in becoming CRLA certified ______

P. Civic engagement / volunteer skills ______

7. In which areas do you think your group of mentees benefited from the mentoring experience? Please check all that apply. Please indicate any concerns/thoughts/ or specific questions related to this topic in the space provided.
AREAS OF BENEFIT

Personal and Social Growth and Development

A. Increase self-esteem (sense of personal worth or competence) ______
B. Increase self-motivation, self-discipline, and goal setting ______
C. Increase openness to new experiences ______
D. Increase sense of personal power ______
E. Increase knowledge of campus life and enhanced social networking skills ______

Academic and Intellectual Development

F. Understand academic functions better ______
G. Improve / Maintain good academic grades_______
H. Stay in college and went on to 2nd year ______
I. Improve communication with professors and other campus staff ______
J. Improve or develop study skills for courses_______
K. Increase communication skills _______
L. Increase problem solving and critical thinking skills ______
M. Enhanced leadership skills _______
N. Civic engagement / volunteer skills ______

9. Additional Comments:

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Thank you for your evaluation and your participation is greatly appreciated.
Katrina Tuttle, TRiO-Mentor Coordinator
Dear Mentees: TRiO would like to know about your experience with your mentor and the mentor program this quarter. Your answers are confidential and will help us to see what has worked well and where we could improve. Please complete this evaluation and return it to your Mentor Coordinator, Katrina Tuttle—Ktuttle@cwu.edu

Name: __________________________ Student ID# __________________________
Mentor’s Name __________________________ Program __________________________

1. Overall, how would you rate your experience with peer-mentoring this quarter?

   Excellent _____  Satisfactory _____  Unsatisfactory _____

   Additional Comments:

   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________

2. How did you benefit from the mentoring experience? Please check all that apply.

   AREAS OF BENEFIT
   Personal and Social Growth and Development
   A. Increase self-esteem (sense of personal worth or competence) ________
   B. Increase self-motivation, self-discipline, and goal setting ________
   C. Increase openness to new experiences ________
   D. Increase sense of personal power ________
   E. Increase knowledge of campus life and enhanced social-networking skills ________
   F. Created interest in leadership opportunities ________

   Academic and Intellectual Development
   F. Understand academic functions better ________
   G. Improve / maintain good academic grades ________
   H. Stay in college and went on to 2nd year ________
   I. Improve communication with professors/ faculty/ staff ________
   J. Improve or develop study skills for your courses ________
   K. Increase communication skills ________
   L. Increase problem solving and critical thinking skills ________
   M. Enhance leadership skills ________
   N. Civic Engagement / Volunteer skills ________

   Additional Comments:

   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________

3. What has been most helpful to you as a mentee with the program?

   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
5. What suggestions do you have to improve the program?

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

4. If you had an opportunity to be a mentor yourself, would you want to be one?
   Why or why not?

__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________

Thank you for participating in the TRiO Mentoring Program!
MENTOR WEEKLY SESSION LOG
(Start date-end date)

Mentor: ______________________      Date: ________________
Time: ______________________
Mentee (individual)/Group: ______________________
Activity: (email, training, mentor meeting, etc.)-- ______________________

Details of meeting:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Time: ______________________
Mentee (individual)/Group: ______________________
Activity: (email, training, mentor meeting, etc.)-- ______________________

Details of meeting:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Time: ______________________
Mentee (individual)/Group: ______________________
Activity: (email, training, mentor meeting, etc.)-- ______________________

Details of meeting:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
### TIMESHEET

Central Washington University

Complete in INK – employee and supervisor cross out and initial all errors

**Name:**

**Department:**

**Payroll Period:**

**CWU ID Number:**

<table>
<thead>
<tr>
<th>TEMPORARY HOURLY</th>
<th>Pay rate: $</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT</td>
<td>Pay rate: $</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLASSIFIED STAFF</th>
<th>Work Study? Yes</th>
<th>No</th>
</tr>
</thead>
</table>

- Extra hours at straight time (1:1) → Money (361) Time (196)
- Overtime (time and a half, 1:1.5) → Money (362) Time (195)
- Holiday on scheduled day off → Holiday Equivalent Time (155)

<table>
<thead>
<tr>
<th>DATE</th>
<th>Day of the Week</th>
<th>Start</th>
<th>End</th>
<th>Start</th>
<th>End</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>CLASSIFIED STAFF</th>
<th>Type of Hours Requested</th>
<th>Time or Code</th>
<th>Money or Time?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1:1 or 1:1.5?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**HOURS**

**Balance Forward:**

**Pay Period Total Hours:**

One workweek may encompass more than one pay period.

**Did you work this pay period for any other CWU department?**

- Yes
- No

If yes: _______ hours for _______________________________ department(s).

**NOTE TO TIMEKEEPER:** If yes, there may be an overtime issue. Contact other department(s) to verify employee's hours.

I certify that this is the true and correct record of the time I have worked this pay period as directed by my supervisor.

**Employee**

**Date**

**Supervisor**

**Date**
# Mentor Requirements Checklist

Name: ___________________________    Student ID: ___________________________

<table>
<thead>
<tr>
<th>TASK</th>
<th>DONE/ATTENDED</th>
<th>DATE (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted Application</td>
<td></td>
<td></td>
</tr>
<tr>
<td>References</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Background</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GPA</td>
<td></td>
<td></td>
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<tr>
<td>Interview</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attended Orientation</td>
<td></td>
<td></td>
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<tr>
<td>Attended 15 hours of Training (includes orientation)</td>
<td></td>
<td></td>
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<tr>
<td>Attended kick-off event</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fulfilled required amount of mentee contacts/hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three face to face contacts per quarter</td>
<td></td>
<td></td>
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<tr>
<td>Attended all check-ins with coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weekly Journal (for personal reference)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participated in a Civic Engagement Volunteer Service Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluations filled out and turned in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session Logs (turned in during check ins)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Input Data into Blumen (as required)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One page reflection paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attended / Participated in TRiO Leadership Conference</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentor Recognition Day</td>
<td></td>
<td></td>
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</tbody>
</table>

**Notes:**
_________________________________________________________________________________________
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Mentor’s Signature: ___________________________    Date: ___________________________

Coordinator’s Signature: ___________________________    Date: ___________________________
CAMPUS DEPARTMENTS:

Academic Advising
Hertz Hall 107
509.963.3523
www.cwu.edu/~acadadv

Career Services
Barge Hall 202
509.963.1921
www.cwu.edu/~career

Central Transit
509.933.2287
http://www.cwu.edu/~police/transit_map.html

Center for Disability Services
Bouillon Hall 205
509.963.2171
www.cwu.edu/~dss

Center for Student Empowerment
SURC 250
509.963.2127
www.cwu.edu/~ecenter

Connection Card Office
SURC 131
509.963.2711
www.cwu.edu/~card

CWU Health and Counseling Services
400 E. University Way
Corner of 11th and Poplar
Health: 509.963.1881
Counseling: 509.963.1391
http://www.cwu.edu/~shcc

Early Childhood Learning Centers
1900 Brooklane Suite 100
509.963.1744
www.cwu.edu/~ecenter/eclc

Family Resource Center
Michaelsen Hall 328
509.963.2785
www.cwu.edu/~frc

Financial Aid
Barge Hall 115
509.963.1611
www.cwu.edu/~finaid

Housing
Button Hall
509.963.1831
www.cwu.edu/~housing

IT Department
Bouillon Hall 112
509.963.2001
www.cwu.edu/~helpdesk

Registrar Services
Mitchell Hall, 1st Floor
509.963.3001
www.cwu.edu/~regi

TRiO Academic Achievement Programs
Hertz Hall 209
509.963.2026
www.cwu.edu/~sss

Veteran's Affairs Office
Psychology 463
509.963.1229 or 509.963.3028

University Writing Center
Hertz 101
509.963.1296
www.cwu.edu/~writingcenter

University Math Center
Hertz 101
509.963.1834
www.cwu.edu/~mathcenter