

Memorial Student Center: MSC CAMAC

MSC CAMAC Amig@s

2017-2018

Background

Per its website <http://camac.tamu.edu/about/> the purpose of the Memorial Student Center (MSC) Committee for the Awareness of Mexican-American Culture (CAMAC) is to unite students from diverse backgrounds, by presenting programs that enrich the awareness and understanding of Latina/o cultures and values. To meet the organizational mission, MSC CAMAC has a variety of sub-committees designed to provide oversight and planning for activities and events sponsored by the committee.

In 2016, MSC CAMAC was awarded a Division of Student Affairs College Completion Grant to fund two featured programs. Those programs include the current and growing Mi Casa es Su Casa, which provides a support system for Hispanic students through interaction with Hispanic professors as the latter prepares a home cooked meal in their home, and a new initiative, MSC CAMAC Amig@s. A peer mentoring program pairs current MSC CAMAC members with first-year and/or first-generation Latina/o students, and has established four core pillars; academics, identity, culture and legacy. Benefits to becoming an MSC CAMAC Amig@s mentor includes developing interpersonal relationship, time management skills, and gaining leadership experience. Mentees benefit from one on one meetings with their mentors, colegas (Texas A&M faculty or staff), and are given opportunities to develop transferable skills, like communication and time management skills. The grant money funds services such as retreats and trainings, and the MSC CAMAC advisor and leaders believe that involvement in the program will positively impact participants' persistence to their second year of college and beyond to graduation.

The MSC CAMAC graduate assistant met with Student Life Studies to develop assessments of all participants' experiences with the 2017-2018 MSC CAMAC Amig@s program. These included surveys offered to mentees in the fall and spring, and surveys provided to mentors to assess their experience with their fall orientation training and overall fall and spring experiences with the program. Although MSC CAMAC Amig@s staff assessed last year's participants' experiences with the program, those assessments differed from this year's assessments, thus result comparisons cannot be provided. However, demographics of all participants (mentees and mentors) for both 2017-2018 and 2016-2017 academic years and the persistence of the 2016-2017 participants from spring 2017 to fall 2017, and the persistence of the 2017-2018 participants from the fall 2017 to spring 2018 was evaluated.

Method and Sample

The five surveys developed to evaluate the mentees' and mentors' experiences were produced using Teleform®, a software program that creates scannable paper surveys and databases. The data resulting from all assessments was analyzed using SPSS®, a statistical software package, Microsoft Excel® and Microsoft Word®. Additionally, student demographics and reported persistence were gathered through the university student database from lists provided by MSC CAMAC staff of MSC CAMAC Amig@s participants' UIN.

The mentor fall 2017 orientation training survey included one quantitative question and three qualitative questions; it was distributed to mentors after their training on October 12, 2017. Eleven mentors received and completed the survey for a 100% response rate. The mentor's fall experience survey contained 16 quantitative questions and two qualitative questions; it was distributed to the 11 mentors February 6th through February 9th, 2018 and all took the survey for a 100% response rate. The spring experiences survey

contained nine quantitative and three qualitative questions; it was distributed between April 30th and May 9th, 2018. Eight mentors received the survey and four completed it for a 50% response rate.

The mentee's fall experiences survey included 12 quantitative and two qualitative questions, and was distributed to eight students (mentees) between February 6th and February 9th, 2018. All eight students completed the survey for a 100% response rate. The mentee's experiences spring survey contained 11 quantitative and three qualitative questions; it was distributed between April 30th and May 9th, 2018. Seven mentees received the survey and three completed it for a 43% response rate.

Results

Results include frequency percentages, means, and standard deviations (sd) for the number of people (n) who responded to the question. For ease of reading, frequency percentages have been rounded to the nearest whole percent, so totals may not add up to exactly 100%. Summary themes are contained within this report, while the full qualitative responses can be found in a separate document. This report is separated into three sections: Mentor Experiences, Mentee Experiences and Demographics/Persistence.

Mentor Experiences

The mentor fall 2017 orientation training survey taken in October opened with asking mentors to rate how prepared they felt in becoming a mentor after the orientation training. The rating scale was 5=very prepared, 4=well prepared, 3=somewhat prepared, 2=somewhat unprepared and 1=unprepared. Of the 11 responses, 55% selected very prepared, and 46% selected well prepared (mean=4.55, sd=.52). No one selected somewhat prepared, somewhat unprepared or unprepared.

Mentors were next asked what they were most confident about in becoming an MSC CAMAC Amig@s mentor. The responses were quite varied among the 11 mentors, included being a role model, making an impact, helping the mentee to thrive, devoting time to the program, and confidence about their helping and listening skills. One mentor mentioned being prepared to address the four components of the program with their mentee. Next, mentors were asked what they still needed help with as they became an MSC CAMAC Amig@s mentor. A few indicated nothing was needed, but some indicated feeling like they needed more information about resources at the university and help seeking out resources if needed.

The last question on the orientation training survey asked mentors to share any further comments regarding the MSC CAMAC Amig@s mentorship program or the training. Most expressed excitement to begin. One suggested an Amig@s calendar be sent out to both mentors and mentees, another wanted to see the program talked about at GCM (General Committee Meeting) to promote it to all members. Lastly, one student indicated they found the training helpful and that it provided good guidance.

The MSC CAMAC Amig@s mentorship program fall 2017 evaluation survey for mentors opened by informing the mentors they were to meet with their mentee at least once a month, then asked them how many times per month during the fall semester they actually met with their mentee. Thirty-six percent (36%) of the mentors indicated they met with their mentee three times per month, 18% indicated meeting with their mentees twice per month, 18% selected four or more times per month, and 18% indicated that they did not meet with their mentor monthly but met an inputted number of times over the semester. The two (18%) who made that selection, wrote in their response. One indicated meeting zero times, and the other wrote in that they did not have a mentee although they were a mentor. Another 9% indicated meeting with their mentee once per month.

Next mentors were asked to rate their level of agreement with a series of statements regarding their role as mentor and its impact on their conversational abilities. Illustrated in Table 1, mentors were most in agreement with the statement which asked about their experience as a mentor improving their ability to engage their audience when conversing.

	Strongly Agree (5)	Agree (4)	Neither agree nor disagree (3)	Disagree (2)	Strongly Disagree (1)	Fall 2017 Mean (sd)
Being a mentor has improved my ability to engage my audience when conversing	18%	82%	--	--	--	4.18 (.41)
Being a mentor has improved the structure of my conversations with others	27%	55%	18%	--	--	4.09 (.70)
Being a mentor has improved the context of my conversations with others	18%	73%	9%	--	--	4.09 (.54)
Being a mentor has improved my ability to achieve the purpose of my conversation	18%	73%	9%	--	--	4.09 (.54)

Table 1: Impacts on Mentors' Conversational Abilities (n=11)

Mentors were then requested to rate their agreement with statements that reflected interpersonal communication skills that their role as mentor impacted. Table 2, on the next page, shows that the mentors most agreed that being a mentor most improved their ability to face and maintain eye contact with those who were speaking without being distracted.

	Strongly Agree (5)	Agree (4)	Neither agree nor disagree (3)	Disagree (2)	Strongly Disagree (1)	Fall 2017 Mean (sd) [n]
Face and maintain eye contact with those who are speaking without being a distraction	46%	46%	9%	--	--	4.36 (.67) [11]
To be fully aware of my audience i.e. I change language, demeanor, and delivery to best match my audience	30%	60%	10%	--	--	4.20 (.63) [10]
Attentive to others when they speak and not get distracted	36%	55%	9%	--	--	4.18 (.87) [11]
Asks relevant questions when I do not understand what is being said	18%	73%	9%			4.09 (.54) [11]
Interrupt only when interruption helps deliver a message	--	82%	18%	--	--	3.82 (.41) [11]
Interrupt others only with their permission	--	73%	18%	9%	--	3.64 (.67) [11]

Table 2: Impacts on Mentors' Interpersonal Communication

Mentors were also asked about their experiences attending the fall MSC CAMAC Amig@s Gatherings. In a select-all-that-apply question, they were asked to identify which resources they had used as a result of their participation in the first fall Gathering. As noted in Table 3 on the next page, TAMU Libraries was most frequently selected as the resource used as a result of participating in the Gathering. No one said they were not familiar with those resources that they did not select and were unsure of what those resources offer.

Resources Used	Frequency %
TAMU Libraries	91%
I am aware of the resources above that I did not select, but had no need to utilize these resources.	64%
Career Center	55%
University Writing Center	46%
Scholarships and Financial Aid Office	46%
Academic Success Center	36%
Study Abroad Office	36%
Honors and Undergraduate Research Office (LAUNCH)	32%
Department of Multicultural Services	18%
Leadership and Service Center	9%
Corps Escort Service	9%
I am not familiar with those resources above that I did not select, and am unsure of what they can offer me.	--

Table 3: Mentor Resources Used (n=11)

The second fall MSC CAMAC Amig@s Gathering featured a speaker from the Academic Support Center who spoke about exam preparation. The mentors were asked their agreement with whether, as a result of attending that Gathering which featured the Academic Success Center, they felt more prepared for their finals. Slightly more than half of the 11 mentors (55%) agreed with that statement, 27% indicated they strongly agreed and 18% neither agreed nor disagreed. No one selected disagreed, or strongly disagreed (mean=4.09, sd=.70).

Mentors were asked to rate their level of satisfaction with features of the MSC CAMAC Amig@s program. Shown in Table 4, mentors reported being most satisfied with clarity of instructions and less satisfied with communication coming from MSC CAMAC Amig@s coordinators.

	Very Satisfied (5)	Satisfied (4)	Neutral (3)	Dissatisfied (2)	Very Dissatisfied (1)	Fall 2017 Mean (sd)
Clarity in the instructions	36%	55%	9%	--	--	4.27 (.65)
Your overall satisfaction with the program	36%	36%	27%	--	--	4.09 (.83)
Communication from MSC Amig@s Coordinators	27%	46%	18%	9%	--	3.91 (.94)

Table 4: Mentor Satisfaction with MSC CAMAC Amig@s Program (n=11)

Mentors were then asked to provide feedback about how the MSC CAMAC Amig@s program affected their experience at Texas A&M University (TAMU). All 11 responded and their feedback included that the program made them more responsible, become a role model for others, and they enjoyed giving back. They were then asked to share any further comments regarding the program, and five responded. Suggestions for improvement were given, such as send earlier communication about meeting dates, provide colegas by the first time mentors and mentees meet, more accountability for mentors and mentees, and more bonding group activities.

The MSC CAMAC Amig@s mentorship program evaluation survey distributed in spring 2018 began similarly to the fall survey by asking mentors how many times per month during the spring semester they met with their mentee. Of the three who responded, two indicated once and one indicated twice. The mentors were also asked in total, during the spring semester, how many times they met with their mentee. The responses were 0/na, 3, 1 and 8.

Mentors were next asked to rate their agreement with a series of statements regarding the impact MSC CAMAC Amig@s had on them. Shown in Table 5 mentors agreed most that participating in the Gatherings helped their time management skills and agreed least about the program helping them plan carefully and thoroughly and consider possible consequences before taking action.

	Strongly Agree (5)	Agree (4)	Neither agree nor disagree (3)	Disagree (2)	Strongly Disagree (1)	Fall 2017 Mean (sd)
Participating in Amig@s gatherings has helped me improve my time management skills.	25%	75%	--	--	--	4.25 (.50)
Participating in Amig@s helped me improve my ability to listen to others without interrupting.	25%	50%	25%	--	--	4.00 (.82)
Participating in Amig@s helped me improve my ability to provide accurate feedback or questions for what is being said.	25%	50%	25%	--	--	4.00 (.82) [11]
Participating in Amig@s have helped me take into consideration how my decisions may impact others in terms of their opinions, emotions, or needs.	25%	50%	25%	--	--	4.00 (.82)
Because of this experience I am more likely to stay in college.	50%	--	50%	--	--	4.00 (1.16)
Participating in Amig@s have helped me plan carefully and thoroughly, and consider possible consequences before taking action	25%	25%	50%	--	--	3.50 (.96)

Table 5: MSC CAMAC Amig@s Program Impact on Mentors (n=4)

The survey then informed the mentors that the MSC CAMAC Amig@s program requires them to meet with their colega at least once a semester. When asked how many times per month during the spring semester they met with their colega, two of the three respondents answered once, and one answered twice. No one selected three times or four or more times. The mentors were also asked if they met with their colega individually or with their mentee. Of the three respondents, two indicated they always met individually, and one indicated they always met with their mentee. None indicated meeting their colega sometimes individually and sometimes with my mentee.

When asked how the MSC CAMAC Amig@s program had affected their experience, on the spring evaluation the mentors indicated it educated them on resources available to be more successful on campus, extended their circle of friends, and feel more comfortable with faculty. Finally, mentors were asked to share any further comments they may have regarding the program, and responses included that the program is a great program to create friendships and to help college “go” easier. One mentor recommended more interactive activities, goal setting by month and accounting towards meeting the set goals.

Mentee Experiences

The MSC CAMAC Amig@s mentorship program fall 2017 evaluation survey for mentees opened by informing the mentees they were to meet with their mentor at least once a month, then asked them how many times per month during the fall semester they actually met with their mentor. Thirty-eight percent (38%) of the eight responding indicated they met with their mentor three times per month, 38% indicated meeting with their mentors four or more times per month and 25% indicated that they met once per month with their mentor. No one selected that they did not meet with their mentor monthly but met an inputted number of times over the semester, nor did anyone select meeting with their mentor twice per month.

The mentees were next asked to rate their level of agreement with a series of statements associated with their experience with their mentor and the MSC CAMAC Amig@s program. Table 6 on the next page shows mentees were agreeable to all statements, but most agreeable about their mentor being approachable.

	Strongly Agree (5)	Agree (4)	Neither agree nor disagree (3)	Disagree (2)	Strongly Disagree (1)	Fall 2017 Mean (sd) [n]
My mentor was approachable	75%	25%	--	--	--	4.75 (.46)
Participating in Amig@s has made me feel comfortable with college experience	63%	38%	--	--	--	4.63 (.52)
My mentor was willing to meet and help whenever asked	50%	50%	--	--	--	4.50 (.54)
My mentor encouraged me to attend cultural events on campus	50%	38%	13%			4.38 (.74)
My mentor encouraged me to attend academic events on campus	38%	50%	13%	--	--	4.25 (.71)
My mentor encouraged me to attend social events on campus	25%	75%	--	--	--	4.25 (.46)

Table 6: Mentee Experience with their Mentor and MSC CAMAC Amig@s Program (n=8)

Like the mentors, mentees were also asked about their experiences attending the fall MSC CAMAC Amig@s Gatherings. In a select-all-that-apply question, they were asked to identify which resources they had used as a result of their participation in the first fall Gathering. As noted in Table 7, TAMU Libraries was most frequently selected as the resource used as a result of participating in the Gathering, similar to the mentors' selection.

Resources Used	Frequency %
TAMU Libraries	88%
Scholarships and Financial Aid Office	63%
I am aware of the resources above that I did not select, but had no need to utilize these resources.	50%
University Writing Center	38%
Academic Success Center	13%
Study Abroad Office	13%
Honors and Undergraduate Research Office (LAUNCH)	13%
Career Center	--
Department of Multicultural Services	--
Leadership and Service Center	--
Corps Escort Service	--
I am not familiar with those resources above that I did not select, and am unsure of what they can offer me.	--

Table 7: Mentee Resources Used

The second fall MSC CAMAC Amig@s Gathering featured a speaker from the Academic Support Center who spoke about exam preparation. The mentees were asked their agreement with whether, as a result of attending that Gathering which featured the Academic Success Center, they felt more prepared for their finals. Half of the eight mentees (50%) strongly agreed with that statement, 38% indicated they agreed and 13% neither agreed nor disagreed. No one selected disagreed, or strongly disagreed (mean=4.38, sd=.74).

Mentees were asked to rate their level of satisfaction with features of the MSC CAMAC Amig@s program. Shown in Table 8, mentees rated highest their overall satisfaction with the program and like the mentors, were least satisfied with communication coming from MSC CAMAC Amig@s coordinators.

	Very Satisfied (5)	Satisfied (4)	Neutral (3)	Dissatisfied (2)	Very Dissatisfied (1)	Fall 2017 Mean (sd)
Your overall satisfaction with the program	36%	36%	27%	--	--	4.63 (.52)
Clarity in the instructions	36%	55%	9%	--	--	4.50 (.77)
Communication from MSC Amig@s Coordinators	27%	46%	18%	9%	--	4.25 (.71)

Table 8: Mentee Satisfaction with MSC CAMAC Amig@s Program (n=8)

Mentees were then asked to provide feedback about how the MSC CAMAC Amig@s program affected their experience at Texas A&M University (TAMU). All eight responded and they commented that their mentors were approachable, the program helped them connect to others, and that they really like having a mentor. Mentees also mentioned they learned about resources on campus and one said the program provided the support they needed to stay in school. They were then asked to share any further comments regarding the program, and three responded. All complimented the program, but one suggested the program should be more welcoming and inclusive of first year members.

The MSC CAMAC Amig@s mentorship program evaluation survey distributed in spring 2018 began similarly to the fall survey by asking mentees how many times per month during the spring semester they met with their mentor. Of the three who responded, two indicated once and one indicated four or more times. The mentees were also asked in total, during the spring semester, how many times they met with their mentor. The responses were 0, 5, and not sure.

Mentors were next asked to rate their agreement with a series of statements regarding the impact MSC CAMAC Amig@s program, their mentor and colega had on them. In Table 9, on the next page, mentees agreed most that their mentor and colega care about their academic success. They agreed least about the program helping them connect with other freshmen Latinx students and that the MSC CAMAC Amig@s Gatherings helped improve their time management skills.

	Strongly Agree (5)	Agree (4)	Neither agree nor disagree (3)	Disagree (2)	Strongly Disagree (1)	Fall 2017 Mean (sd) [n]
I feel my mentor cares about my academic success.	67%	33%	--	--	--	4.67 (.58)
I feel my colega cares about my academic success.	67%	33%	--	--	--	4.67 (.58)
Participating in Amig@s helped me meet successful Latinx upperclassmen	67%	33%	--	--	--	4.67 (.58)
Participating in Amig@s affirmed my ability to succeed academically	33%	67%	--	--	--	4.33 (.58)
Because of this experience, I am more likely to stay in college.	33%	67%				4.33 (.58)
Participating in Amig@s Gatherings improved my study strategies.	33%	67%				4.33 (.58)
Participating in Amig@s Gatherings has helped me improve my time management skills.	33%	33%	33%	--	--	4.00 (1.00)
Participating in Amig@s helped me connect with other freshmen Latinx students.	33%	33%	33%			4.00 (1.00)

Table 10: MSC CAMAC Amig@s Program Impact on Mentees (n=3)

When asked how had the MSC CAMAC Amig@s program affected their experience, on the spring evaluation the three mentees indicated it exposed them to valuable resources, helped improve time management and study skills, and that they knew more people. Finally, mentees were asked to share any further comments they may have regarding the program, and one responded with a thank you and that everything was great.

Demographics/Persistence

Mentor and mentee demographics are noted in Table 11 and Table 12 respectively, on the following two pages, for MSC CAMAC Amig@s participants this year (2017-2018) and last year (2016-2017). Classification is based on fall status. Frequency percentages are in descending order by the 2017-2018 participant demographics.

Mentor Demographics	2017-2018 Percentage (n=11)	2016-2017 Percentage (n=11)
Classification		
Senior	54%	82%
Sophomore	27%	--
Junior	18%	18%
Ethnic Origin		
Hispanic or Latino of any Race	100%	100%
Sex		
Female	82%	73%
Male	18%	27%
First Generation		
First Generation	82%	89%
Not First Generation	9%	11%
Unknown	9%	--
College		
Liberal Arts	46%	27%
Architecture	27%	9%
Education	18%	18%
Business	9%	9%
Agriculture	--	9%
Engineering	--	27%

Table 11: Mentor Demographics

Mentee Demographics	2017-2018 Percentage (n=10)	2016-2017 Percentage (n=9)
Classification		
Freshman	40%	33%
Sophomore	30%	68%
Junior	30%	--
Ethnic Origin		
Hispanic or Latino of any Race	100%	79%
Black Only or multi- racial including Black	--	11%
White Only	--	11%
Sex		
Female	80%	78%
Male	20%	22%
First Generation		
First Generation	80%	89%
Not First Generation	20%	11%
College		
Education	40%	11%
Liberal Arts	20%	33%
Architecture	20%	--
Geosciences	10%	
Public Health	10%	
Agriculture	--	11%
Engineering	--	11%
General Studies	--	11%
Science	--	11%
Veterinary Medicine	--	11%

Table 12: Mentee Demographics

Persistence of MSC CAMAC Amig@s 2016-2017 participants, both mentors and mentees, from spring 2017 to fall 2017 is noted in Table 13.

Persistence	2016-2017 Percentage
Aggregate Mentors and Mentees	n=20
Persisted to fall 2017	60%
Graduated	20%
Did not persist or graduate	20%
Mentors only	n=11
Persisted to fall 2017	55%
Graduated	36%
Did not persist or graduate	9%
Mentees only	n=9
Persisted to fall 2017	67%
Did not persist or graduate	33%
Graduated	0%

Table 13: 2016-2017 Participants Persistence

All MSC CAMAC Amig@s 2017-2018 participants, both mentors and mentees, persisted from fall 2017 to spring 2018.

Conclusions and Recommendations

Mentees and mentors reported being mostly satisfied and agreeable with the statements about their experiences in participating in MSC CAMAC Amig@s. Mentees indicated the program helped them feel more comfortable in college, and that their mentors and colegas cared about their academic success. They could identify and use academic resources that they learned about at the Gatherings and thought they were more prepared for their fall final exams because of the Gathering which featured the Academic Support Center

Mentors reported participation in the MSC CAMAC Amig@s program improved some of their interpersonal communication and leadership skills, as outlined in the program outcomes for mentors. However, they indicated the least agreement about the program improving their abilities to not interrupt others (interpersonal communication skills), and in their abilities to consider the impact of their decisions on others and the possible consequences of those decisions (ethical leadership skills). Providing activities in future mentor trainings that focus on these components may lead to the program being more impactful in these areas for the mentors. Also, all assessment of the mentors regarding their interpersonal communication and leadership skill improvements were self-reported measures within the mentor surveys. As the questions in the surveys pertaining to these skills seem to be drawn from the Student Leader Learning Outcome rubrics related to these skill components, MSC CAMAC leadership and advising staff may want to consider using the rubrics (or parts of the rubrics) as a direct measure by observing and recording the mentors' progress themselves.

Both mentor and mentees noted the least satisfaction with communication from MSC CAMAC Amig@s coordinators. Some made specific improvement suggestions, such as offering more interactive activities, involving colegas earlier in the program, and having earlier communication about meeting dates. These suggestions should be taken into consideration as MSC CAMAC Amig@s plans activities for the upcoming 2018-2019 year. MSC CAMAC Amig@s leadership and advising staff may also consider contacting other areas and departments on campus that serve similar populations of students, such as Residence Life and Multicultural Services to coordinate programming efforts. Doing so may specifically enhance the mentees ability to connect with other freshmen Latinx students.

MSC CAMAC leadership is encouraged to read all the qualitative comments provided to better understand and appreciate the mentor and mentee participants' feedback. They are also encouraged to share the results of this assessment with those involved in planning Amig@s programming, as well as other stakeholders involved. These results should also be shared with the students who participate and used within marketing materials geared toward recruiting future participants.

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