

## Purpose of Assessment

The staff of the African American Student Center launched a pilot peer mentor program to assist Black/African American/first year and transfer students with their transition into the Cal Poly Pomona community through engagement, identity development, leadership, personal & professional development, and institutional capital.



**The Symbol of the African American Student Center**

*Sankofa is depicted on many of our publications. The Sankofa is derived from the West African Akan people. "SE WO WERE FI NA WOSANKOFA A YENKYI" translated means, "It is no taboo to return and fetch it when you forget." This symbol of Wisdom and Learning teaches us that, "in order to move forward, one must reclaim the past."*

## Targeted Learning Outcomes

### Mentors

- To increase competency of interpersonal skills required of students who serve as a peer resource.
- To increase success and engagement with the knowledge and skills developed through mentorship

### Mentees

- To increase understanding of the importance of curricular learning and student engagement by having a mentor (student leader) in the black community.

## Assessment Methodology

Methods	Outcomes
Pre and Post Assessment (Mentees)	The assessment measured the student growth over time (from the enrollment date of the program until completion of the program).
Mentor Feedback (Mentors)	The main purpose of the feedback was to draw upon the mentors' attitudes, feelings, beliefs, experiences and reactions in a way in which would not be feasible using other methods. The survey focused on the behavior impact of the mentors' participation, and the data analysis involved established the identification of themes.

## Results and Conclusion

Areas	Outcomes
Leadership and Student Engagement	<p>83% of participants said that they considered themselves a leader in the black community after being a part of the peer mentor program</p> <p>100% of the participants said that they are engaged with the campus through involvement as a result of the peer mentor program</p>
Academic Success	<p>100% of participants (mentees) said that their involvement in the program contributed to their increased academic success</p> <p>67% of participants' Grade Point Average (GPA) increased during their time in the peer mentor program</p>
Impact on Mentors and Mentees	<p>"Being a mentor is what truly made my college experience come full circle. Knowing I could help someone else with the knowledge I've learned by just being a friend to first year college student is fulfilling" -Mentor</p> <p>"This program has helped me feel more at ease with my academic career here at Cal Poly Pomona. It feels great knowing that there is someone who is actively trying to get to know you while supporting your academic achievements and just asking how your day went." -Mentee</p>

## Implications for Practice

- Develop a programming model to disseminate evaluation findings through the African American Student Center and implement new program designs derived from the findings
- Seek opportunities to collaborate with academic affairs to better support Black/African American students on campus
- Review institutional data to seek special populations who are in need of additional support and guidance. (i.e. Early Start students, students who are on academic probation, undeclared students)