

# Compass 101

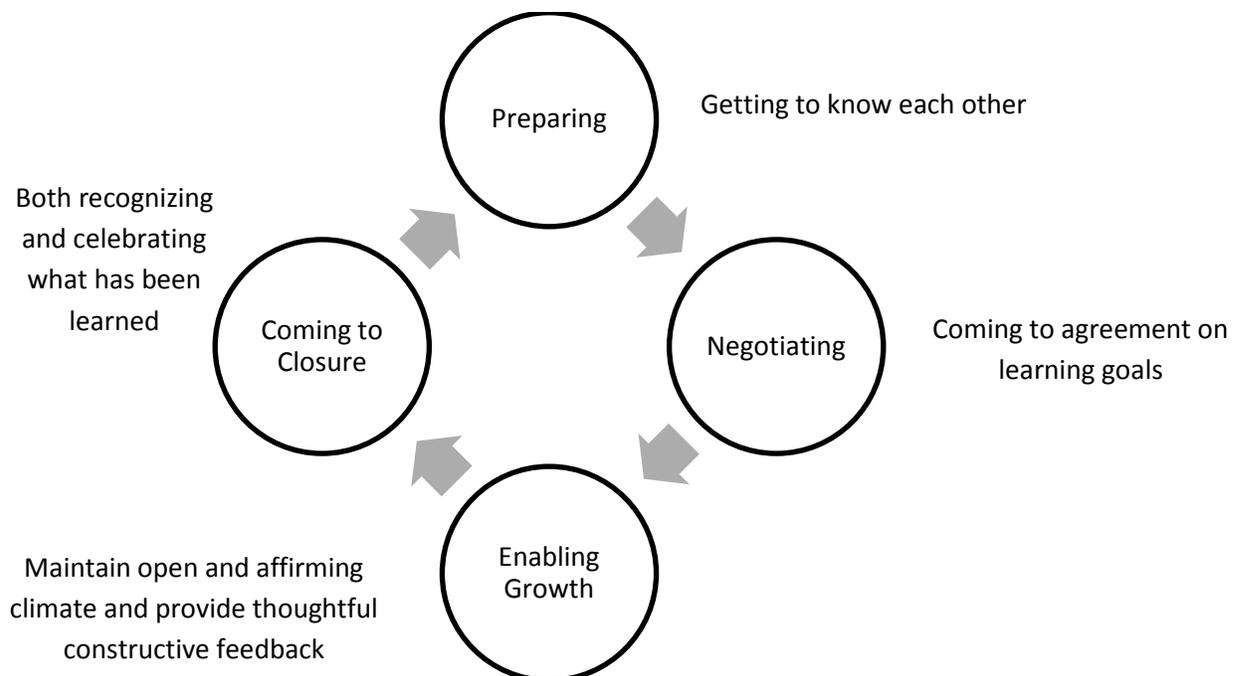
Compass 101 is the mentoring component of the program. Students are asked to meet with a faculty/staff mentor a minimum of **6** times over the course of the semester. Mentors are trained and given materials to use in each session. At the end of the semester, the mentor is asked to evaluate the student's performance. This evaluation is used by the Dean of the student's college to determine academic standing for the following semester if the student failed to achieve good standing. The students who participate each spring consistently list the mentoring component as the most valuable portion of the program.

## Expectations of Mentors

Mentors will...

- meet with students regularly
- work with students to set goals for the semester
- encourage students to meet with their academic advisor
- follow-up with non-responsive students
- be knowledgeable of campus resources and know when to refer students to those resources
- keep all student information confidential

## The Mentoring Cycle



# **Mentor/Mentee Meetings**

## **Scheduling**

- Mentors will receive a list of students considered academically deficient.
- Mentors should contact those students for an initial meeting. At that meeting all appointments for the semester should be set.
  - An introductory email or phone call should be made. In email, the Mentor should introduce themselves including information on their function and activities at TCU and in the community. If possible, attach a photo. Always leave contact information for the student to be able to reach you.

## **The Meeting**

Mentors will meet with student:

- During these meetings, Mentors will make a general statement acknowledging the student's academic status, and then express a desire to help. Mentors should approach students with care and sensitivity.
- Discussions will include getting to know one another and setting goals.
- Mentors should have an understanding of the many resources available on campus.
- Mentors will ensure a date and time has been selected for the next meeting prior to the close of the current meeting.

### **During the Meeting:**

- Introduce yourself and thank student for coming in
- Get to know the student. Ask general questions about their situation
- Based on the information provided discuss the student's areas of concern

## Session 1: Getting to Know Each Other

Worksheets are provided with questions to get to know more about the student. In addition to the information you provided when signing up, there are additional questions you can answer for the student. You can initiate the questions or allow the student to ask the questions.

## Session 2: Goal Setting

You will serve as the student's accountability partner. Help them to set goals for the semester that you will help them to reach by following up on their progress. The goals do not have to focus on academics.

## Session 3: Student Engagement

You will help the student explore opportunities outside of the classroom and connect them to curricular experiences. These connections will serve to keep the student optimistic and connected to the campus.

#### Session 4: Goal Review and Getting to Know Professors

Look at the goals set at the beginning of the semester and chart the student's progress. Help the student reassess goals if necessary and make action plans to reach each by the end of the semester.

Make a plan for the student to meet at least one professor.

#### Session 5: Mid-Term Grade Check and Meeting with the Academic Advisor

You can contact professors directly or have your mentee set a meeting to go over grades, attendance and suggestions for improvement.

Help the student prepare questions for their academic advisor.

#### Session 6: Visions for the Future

Review the results of the goals set at the beginning of the semester and help the student set goals for the future.

#### **After the Meeting:**

- Make any notes
- Send an email to the student thanking them for coming in, reviewing the items to be completed for the next meeting and recommending any needed campus resources.

#### **For NO SHOW students:**

You are responsible for contacting your assigned students and encouraging them to meet with you one-on-one via email and/or phone. All mentors are expected to aim for 100% success rate of meeting with their given number of students.



# **Additional Questions**

## **Academic Concerns**

### **General Goals**

- Why are you in college? What are your long-range goals?

### **Academic Advising**

- Why have you chosen your major? What do you want to do with this degree?
- Do you know who your academic advisor is? How did your last meeting go?
- What are your expectations of your academic advisor?

### **Classes**

- Which classes did you enjoy last semester? Why?
- Which classes were difficult for you? Why?
- What do you think about your classes this semester?

### **GPA**

- How do you feel about your GPA?
- Do you know how to check your academic record on my.tcu.edu?

### **Financial Aid**

- Do you have financial aid or scholarships?
- Are you concerned about any financial aid requirements?

### **Study Habits**

- What are your natural tendencies to learning and studying, as well as your general attitudes and approaches to school work?
- What study strategies have helped you do well?

### **Time Management**

- How do you manage your time?
- On average how much time do you spend online? (Surfing the internet, Facebook, IM?) Has that impacted your course work?

## EXAMPLE 5.2

### Sample Mentoring Partnership Agreement

We have agreed on the following goals and objectives as the focus of this mentoring relationship:

- *To develop a leadership career pathway to prepare the mentee to assume a significant high-profile leadership position within the community*
- *To assist the mentee in depth analysis of leadership strengths and weaknesses*
- *To create a leadership development plan for the mentee*
- *To introduce the mentee to best-practice leadership experiences*

We have discussed the protocols by which we will work together, develop, and, in that same spirit of partnership, collaborate on the development of a work plan. In order to ensure that our relationship is a mutually rewarding and satisfying experience for both of us, we agree to:

1. Meet regularly. Our specific schedule of contact and meetings, including additional meetings, is as follows:
  - *We will meet twice a month and be in contact by telephone or e-mail at least once a week.*
2. Look for multiple opportunities and experiences to enhance the mentee's learning. We have identified, and will commit to, the following specific opportunities and venues for learning:
  - *Mentee will attend board meetings as mentor's guest. We will meet prior to each meeting and debrief following each meeting.*
  - *Mentee will attend a nonprofit institute with mentor.*
  - *Mentee and mentor will attend community leadership forum meetings.*
3. Maintain the confidentiality of our relationship. Confidentiality for us means that what we discuss remains between us.
  - *Mentor and mentee will agree ahead of time if specific information is to be shared with anyone else.*
4. Honor the ground rules we have developed for the relationship. Our ground rules will be:
  - *We will meet after business hours.*
  - *Mentee will assume responsibility for confirming meetings.*
  - *Mentee will pay own expenses.*
  - *Mentee will maintain an ongoing journal of mentoring experience.*
  - *At the conclusion of each meeting, we will target topics for discussion at the next session.*