

# SNAPSHOT

CAWG

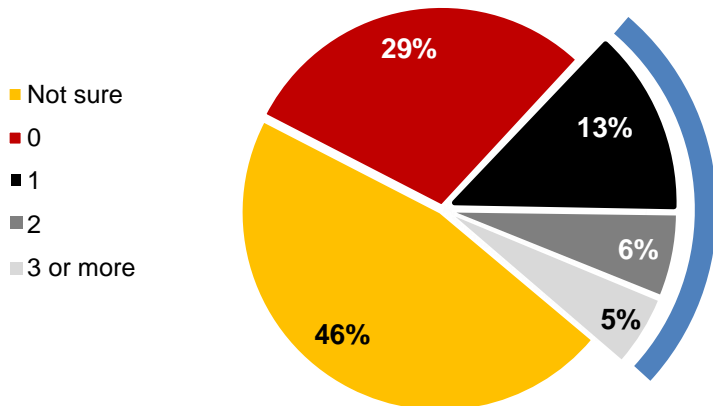
of  
Student Experiences

UNIVERSITY OF MARYLAND  
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## Mentorship Programs

This Campus Assessment Working Group (CAWG) Snapshot reports findings on freshman students' experiences with mentorship programs at the University of Maryland. The data included in this Snapshot represent results from the Beginning Student Survey (BSS), an annual survey administered by the CAWG Beginnings subgroup to freshmen approximately 8-10 weeks into fall semester during courses such as ENGL 101 and UNIV 100, among others. For the BSS 2011, out of 3994 first-time, full-time freshmen, 1498 (38%) completed the survey. Fifty-one percent of respondents were White; 18% were Black or African American; 12% were Asian; 10% were Hispanic; 4% were Foreign; 3% were Two or More races; 3% were Unknown; <1% were American Indian or Alaska Native; and <1% were Native Hawaiian or Other Pacific Islander. The data below represent only the responses of survey respondents, not all Maryland freshman students; therefore, use caution when generalizing.

**Number of UMD University-Sponsored Mentorship Programs Students Report Being Offered or Considering**

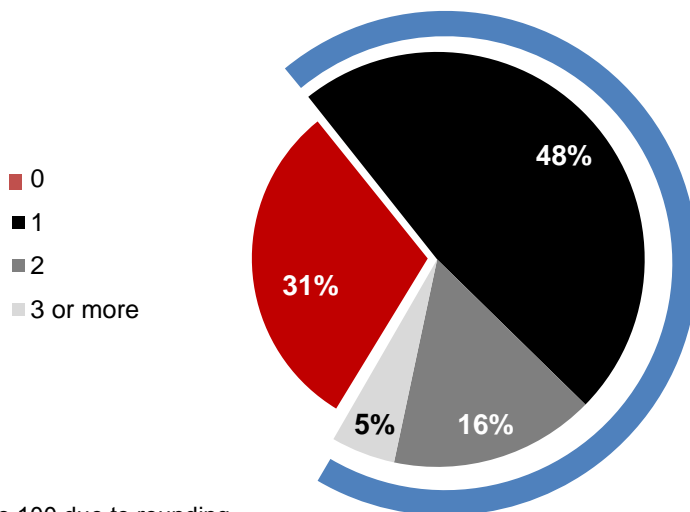


**University-Sponsored Mentorship Program Definition**

Assignment to a faculty member, staff member, or peer for guidance, excluding academic advising.

**24%** were offered or considered at least one program

**Number of Mentorship Programs in Which Students Report Participating**



Of those who were offered or considered at least one program  
**69%** chose to participate (17% of all respondents)

Note: Percentages may not sum to 100 due to rounding.

## Differences by Demographics

Analyses for differences by demographic groups were conducted, including those for race/ethnicity/citizenship and sex. Significant differences and trends are reported below:\*

- A higher percentage of Black or African American respondents than expected (35%) reported being offered or considering one or more University-sponsored UMD mentorship programs; conversely, fewer White students than expected (22%) reported being offered or considering one or more programs.
- Of the students who were offered or considered at least one mentorship program, no statistically significant differences emerged by race/ethnicity/citizenship as to whether or not they participated in a program.
- Although slight, there were some differences by sex. More females than expected (27%) reported being offered or considering one or more mentorship programs. Similarly, more of these females than expected (73%) reported participating in one or more programs.



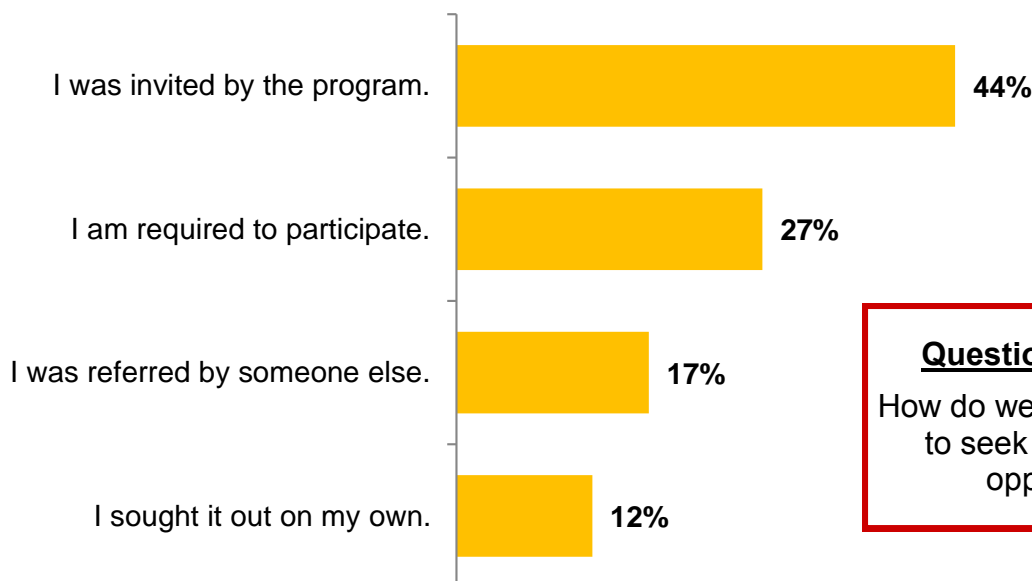
### \*Demographic Differences Explained

Differences (tested with chi square analyses) are reported where the responses across the demographic categories (e.g., male and female) are significantly different than expected relative to the overall response pattern. For example, if 70% of all respondents agreed with a statement, we would expect 70% of both males and females to agree, if sex were not a factor. However, if we found a significant difference with only 65% of males agreeing, then we would report that “fewer males than expected” agreed with the item.

*The American Indian/Native Hawaiian, Unknown, and Foreign racial/ethnic/citizenship groups were not included due to small sample sizes that make statistical analyses unreliable.*

## How Students Learn about Their Mentorship Program

Mentorship programs appear to be reaching out to potential participants. Of the respondents who reported participating in at least one UMD-sponsored mentorship program, the majority reported either being invited (44%) or required (27%) to participate in their respective program.

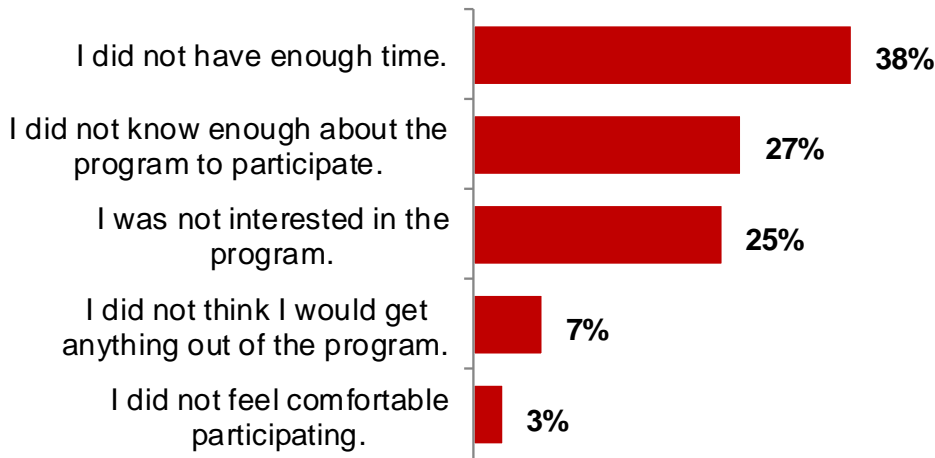


### Question to consider:

How do we motivate students to seek out mentorship opportunities?

## Primary Reason for Not Participating

Of the respondents who were offered or considered a mentorship program, but chose not to participate, the majority do not appear to prioritize participation: 38% reported not having enough time; 25% reported not being interested; and 7% reported not thinking they would get anything out of the program. In addition, more than a quarter (27%) indicated they did not know enough about the program to participate.



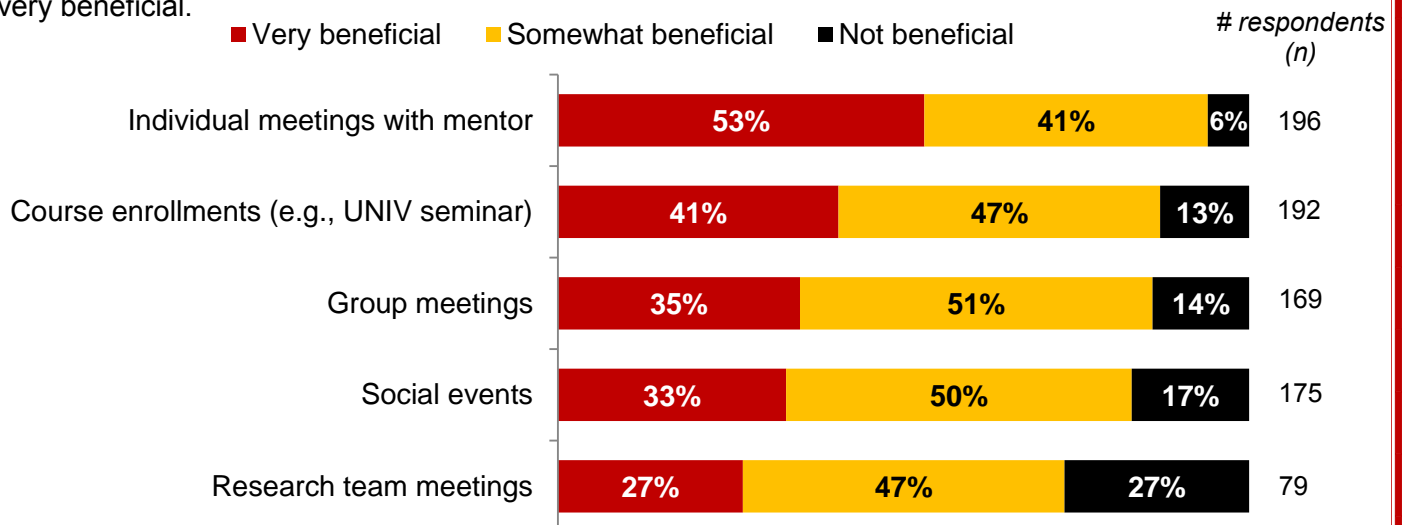
### Questions to consider:

How do we impart the value of mentorship so that students will make participation a priority?

In the growing world of social media, how can programs capitalize on new technologies to inform students about the value of mentorship programs?

## Benefit of Mentorship Program Activities

Students who reported participating in at least one mentorship program were asked about the benefits of the following activities in their program. Overall, they reported finding these activities to be relatively beneficial. Over half reported that individual meetings with a mentor were very beneficial (53%) and a third or more indicated course enrollments (41%), group meetings (35%) and social events (33%) were very beneficial.



### Recent Issues:

Academic Engagement: Student Hopes, Expectations, and Experiences  
 Advice to Undergraduates from the Graduating Class of 2010  
 Alumni Reflections on the UMD Undergraduate Experience

Campus Assessment Working Group (CAWG)  
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