**Section 5: Update for 2011-2012 Academic Year**

A significant component of the Albion Advantage centers on connecting students to alumni and other leaders with common academic and career interests. During the fall semester of 2011, sophomores in both the Ford Institute and the Institute for Premedical Professions and Health Sciences (IPPHS) will be matched with mentors external to the College. Although this mentoring program has been piloted with sophomores and juniors over the previous year, the assessment from the student perspective has not yet been fully developed. Ford and IPPHS students entering the mentor program will complete two assessments, one at the initiation of the relationship, and the second at the end of the semester. The assessment items are derived from those used by Susan Hurst at Philadelphia University as part of her master’s degree thesis, examining mentoring/preceptoring outcomes of nurse midwife students. Her work drew together two mentoring assessments (Freeman Mentoring Survey (FMS), Caine’s Quality of Mentoring Tool (CQM)), in conjunction with two examining self-efficacy and confidence (Hardin’s Self-Efficacy Scale (SES), and Grundy’s Confidence Scale (CS)). The resulting survey, with wording changes to fit the Ford and IPPHS environment are included along with this update document. At baseline, students will complete Section 4 (items 49-60) which assess self efficacy. At the completion of the semester, students will complete the entire survey. During the summer of 2011, the assessment will be reviewed by the Internal Advisory Committee members for input. A companion assessment for the mentors will also be constructed.

**Section 6: How will data be used?**

The assessment data will be analyzed to determine the following outcomes:

• What is the change in student self-efficacy and confidence associated with the mentoring period?

• Where are the strengths and potential weaknesses in the mentoring process?

• Can a strategy be defined for identifying strong mentors based on this data?

• Over time, what is the relationship of the mentoring assessment to academic and post-Albion success?