Focus Area: First and Second Year Programs

Leader(s): Roshaunda Ross

Implementation Year: 2016-2017

Goal #5: Foster cohort communities built on knowledge and trust through continuous development of our Peer Mentor Program and ongoing training of our Peer Mentors.

Objective 1:	Implement comprehensive training and development curriculum for Peer Mentors that begins immediately after hire and continues throughout time of service
Action Items	➢ Identify professional and personal needs to be successful in Peer Mentor role ➢ Facilitate monthly in-service trainings for Peer Mentor development ➢ Reformat application and hiring process for Peer Mentors to emphasize ongoing training ➢ Give frequent feedback on Peer Mentor job performance
Indicators and Data Needed (Measures that will appraise progress towards the strategic objective)	➢ Regular 1:1 meetings by Peer Mentor supervisor ➢ Evaluations by faculty who work with Peer Mentors in classroom ➢ Classroom observations and feedback by Peer Mentor supervisor ➢ Performance evaluation by Peer Mentor supervisor
Responsible Person and/or Unit (Data collection, analysis reporting)	➢ Sean Smith, NSP ➢ NSP Staff
Milestones (Identify Timelines)	➢ Monthly in-service trainings ➢ End of semester evaluations
Desired Outcomes and Achievements (Identify results expected)	➢ Knowledgeable Peer Mentor staff ➢ 'Greatly exceeds' cumulative ratings on end of semester evaluations from both faculty and Peer Mentor supervisor

Objective 2:	Clarify and implement policies/expectations of the Peer Mentor role
Action Items	➢ Create clear goals with Peer Mentors at beginning of academic year ➢ Rewrite and clarify Peer Mentor contract ➢ Expand and clarify student staff application and process ➢ Clarify and document the definition of "good standing" for student staff ➢ Require frequent written reports from Peer Mentors ➢ Hold regularly scheduled 1:1 and whole staff meetings with Peer Mentors
Indicators and Data Needed (Measures that will appraise progress towards the strategic objective)	➢ Surveys of transfer juniors about campus climate and knowledge ➢ Feedback from juniors about educational and social quality and value of CJY programming ➢ Assessments of learning outcomes from various workshops
Responsible Person and/or Unit (Data collection, analysis reporting)	➢ Sean Smith, NSP ➢ NSP Staff
Milestones (Identify Timelines)	➢ Initial Peer Mentor trainings ➢ 1:1 and staff meetings with Peer Mentors
Desired Outcomes and Achievements (Identify results expected)	➢ Clear messaging about expectations/role of Peer Mentors ➢ More effective Peer Mentor staff