

Third Summative Evaluation of the Utah State University Statewide Faculty-to-Student Mentoring Program for Academic Years 2020-2021, 2021-2022, 2022-2023

This third summative evaluation highlights key findings from the Utah State University's (USU) Statewide Faculty-to-Student Mentoring program, hereafter referred to as "the mentoring program." This evaluation contains the following nine sections:

1. Section One: Impact Summary
2. Section Two: Program Milestones and Institutional Support
3. Section Three: Program Purpose and Goals
4. Section Four: Program Participants
5. Section Five: Program Results
6. Section Six: Conclusion, Lessons Learned, Future Directions
7. Section Seven: Dissemination Activities
8. Section Eight: Acknowledgments
9. Section Nine: Appendix A, Theory of Change Logic Model

Section One: Impact Summary

1. Impact #1: Students in the mentoring program for year 1 (2020-2021) had a fall-to-fall persistence rate of 78.57%, compared to 65.22% for the statewide control group and 61.36% for the propensity-matched group. Mentored students for year 2 (2021-2022) had a fall-to-fall persistence rate of 84.75%, compared to 77.12% for the statewide control group and 75.47 for the propensity-matched group. For year 3 (2022-2023) mentored students had a persistence rate of 97.43%, compared to 82.48% in the statewide control group and 74.46 and for the propensity-matched group. Because our research design included this propensity-matched control group, we have increased confidence that this 17.21% (year1), 9.28% (year 2), and 22.97% (year 3) increase in retention rates for the treatment group vs propensity group is attributed to students participating in the mentoring program. (see research question #1)
2. All comparisons of students who participate in the program show significant increases in their sense of belonging at USU. Most comparisons of managing the academic environment and obtaining their educational goals show significant improvement. (see research question #2)
3. Faculty mentors report that mentoring is a rewarding experience. The results of whether mentoring improves their job performance, or they receive recognition from others is mixed. (see research question #4)
4. Student mentees and faculty mentors report they are mostly satisfied with their mentoring relationships, the mentoring program, the effectiveness of the program, and their preparation to participate. (see research question #5)
5. An unintended positive impact is the amount of inter-campus scholarly collaboration between statewide faculty and staff. This program has resulted in ten different faculty/staff disseminating two journal articles, one book, six book chapters, and nine presentations. (p. 15)

Impact Summary: The USU Statewide Faculty-to-Student Mentoring program contributes to a culture of faculty engagement, student inclusion, and student success.

Section Two: Program Milestones and Institutional Support

The following are the milestones of this mentoring program and the institutional support received.

1. January 2017. With support and encouragement from Vice-Provost Rich Etchberger and Associate Vice-President James Taylor, faculty and staff at the Uintah Basin Campus began laying the foundation for the Uintah Basin faculty-to-student mentoring program. The purpose of this program was to improve retention rates.
2. January 2018. The Uintah Basin program was implemented.
3. Spring 2019. As part of USU's *Strategic Enrollment Management Planning*, Vice-President and chair Robert Wagner recommended the Uintah Basin program expand to all statewide campuses. Then Vice-President Dave Woolstenhulme and Rich Etchberger supported and encouraged this expansion.
4. Academic year 2019-2020. The steering committee, predominantly comprised of faculty from all statewide campuses, was formed. This committee was charged with designing, implementing, and evaluating this mentoring program. The IRB approval for the research portion of this program was received in June 2020, protocol #11217.
5. Academic year 2020-2021 to present. This mentoring program was implemented in the fall semester of 2020. This mentoring program continues to be supported by Interim Vice-President James Taylor and Vice-Provost Pam Dupin-Bryant, and the eight associate vice-presidents of the statewide campus system.

Section Three: Program Goals

The goals of the program and how they are achieved are lifted from the program's website <https://statewide.usu.edu/mentor>. They are written as if speaking to the student.

The goals of this program are to help students:

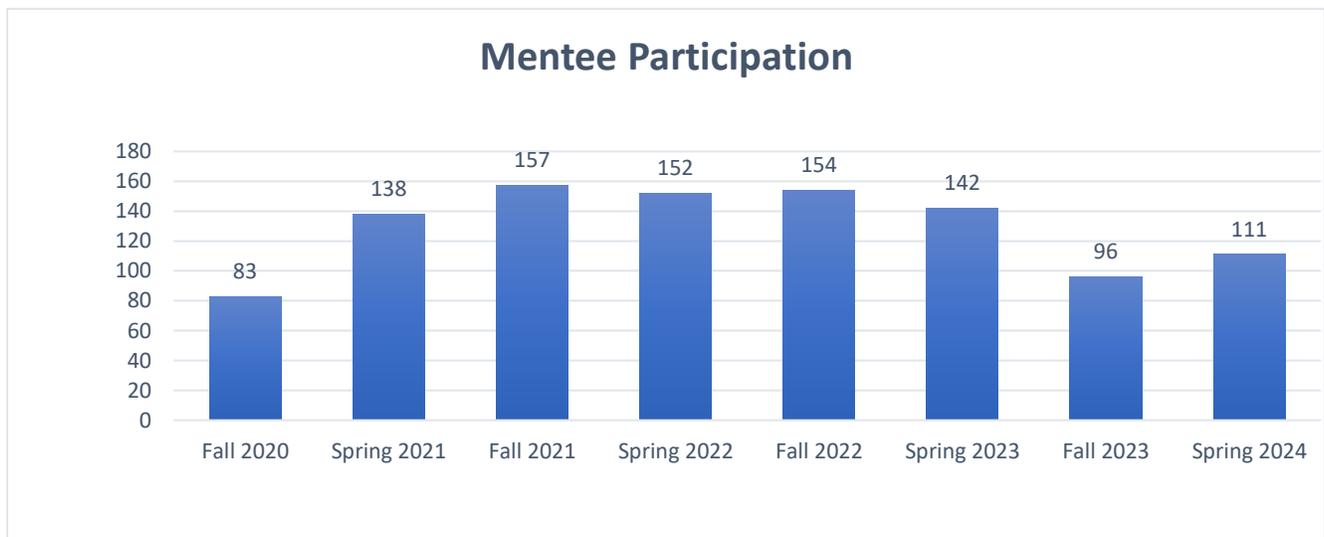
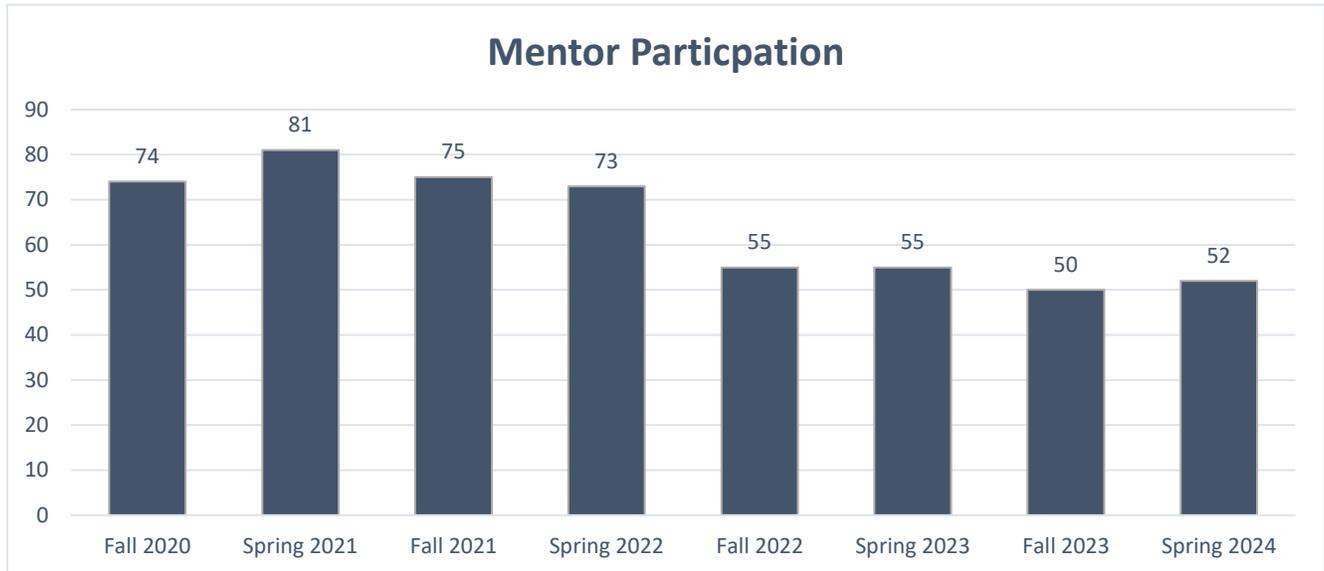
1. Successfully adjust to university life.
2. Feel like they are valued members of the university.
3. Achieve their educational goals.

These goals are achieved through a mentoring relationship where faculty offer students the following: **Academic Expertise.** Faculty can help you by 1) giving practical suggestions for improving your academic performance; 2) supporting your commitment to learning; 3) encouraging you to discuss and share your academic problems and brainstorm solutions; 4) helping you set realistic goals and map out strategies for achieving them, and 5) helping you think critically about your long-term aspirations and goals.

Career Guidance. Faculty can assist you with your career goals by 1) examining career options related to your field of study; 2) helping you reflect on competencies needed to achieve your goals, 3) strategizing the quickest route to career success; 4) helping you network with professionals in your career field, and 5) helping you set realistic career goals and map out strategies to achieve these goals.

Psychosocial Support. Faculty can support you psychosocially by 1) listening to your concerns, 2) providing moral support, 3) identifying and addressing problems, 4) connecting you with support services, and 5) providing encouragement.

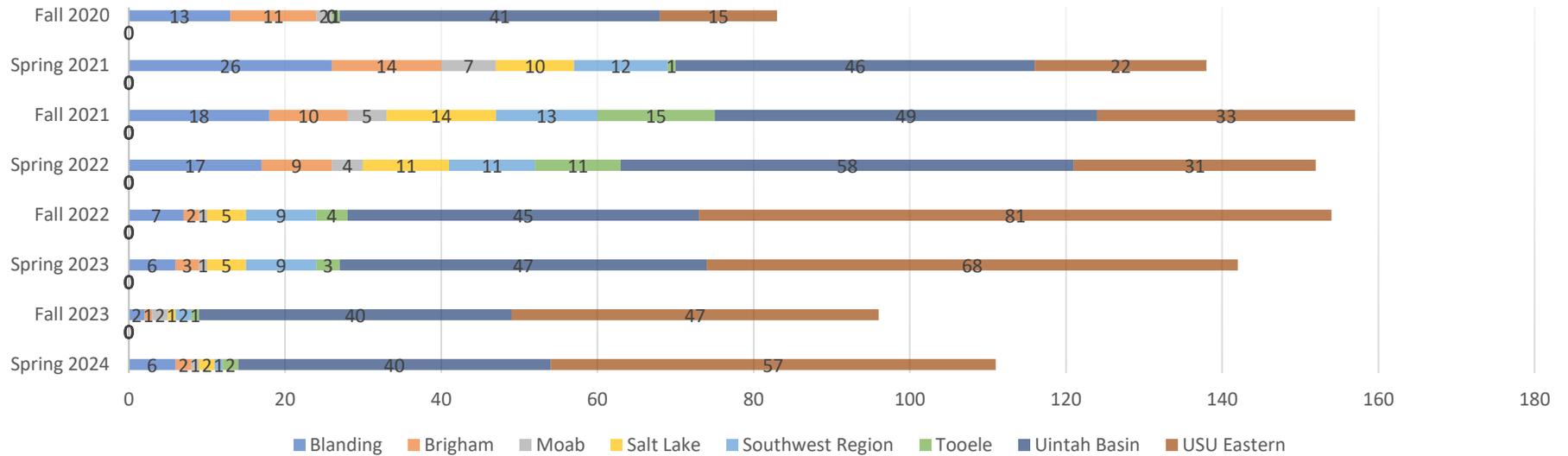
Section Four: Program Participants



The data for section four is from academic years 2020-2021, 2021-2022, 2022-2023 and 2023-2024.

We attribute the dip of mentee participation from Fall 2022 to Fall 2023 to less blanket enrollment procedures and helping mentees understand the program and program expectations.

NUMBER OF MENTEES BY CAMPUS



Spring 2024

% of Mentees per Non-Concurrent Headcount at each Campus

Blanding	1.98 %
Brigham	0.66 %
Moab	1.10 %
Salt Lake	0.52 %
Southwest Region	0.75 %
Tooele	1.05 %
Uintah Basin	10.8 %
USU Eastern	6.33 %

The data for section four is from academic years 2020-2021, 2021-2022, 2022-2023, and 2023-2024.

The bar graph represents the number of matched mentors and mentees. In 2022-2023, USU Eastern surpassed the Uintah Basin in mentoring. USU Eastern began recruiting in its Connection classes. During the study period, participation has decreased at Blanding, Brigham, Southwest, Moab, Tooele, and Salt Lake Campuses. Participation has remained consistent in the Uintah Basin and has grown and leveled off in the East.

Section Five: Program Results

Program Persistence

Fall 2020 to Fall 2021	Fall 2021 to Fall 2022	Fall 2022 to Fall 2023
Statewide Control Group	Statewide Control Group	Statewide Control Group
<i>n</i> = 3605 Expected return = 3200 Actual return = 2087 Persistence Rate = 65.22 %	<i>n</i> = 3376 Expected return = 2200 Actual return = 1727 Persistence Rate = 77.12 %	<i>n</i> = 2925 Expected return = 1695 Actual return = 1398 Persistence Rate = 82.48 %
Statewide Treatment Group	Statewide Treatment Group	Statewide Treatment Group
<i>n</i> = 47 Expected return = 42 Actual return = 33 Persistence Rate = 78.57%	<i>n</i> = 80 Expected return = 59 Actual return = 50 Persistence Rate = 84.75%	<i>n</i> = 67 Expected return = 39 Actual return = 38 Persistence Rate = 97.43%
Statewide Propensity Matched Control Group *	Statewide Propensity Matched Control Group *	Statewide Propensity Matched Control Group *
<i>n</i> = 47 Expected return = 44 Actual return = 27 Persistence = 61.36%	<i>n</i> = 80 Expected return = 53 Actual return = 40 Persistence = 75.47%	<i>n</i> = 67 Expected return = 47 Actual return = 32 Persistence = 74.46%

The results of question #1 is likely of most interest to consumers of this report. The first column compares fall enrollment 2020 to fall enrollment 2021. The second column compares fall enrollment 2021 to fall enrollment 2022. The third column compares fall enrollment 2022 to fall enrollment 2023.

The top number in each box represents the total number enrolled for each group during that particular fall semester. The expected return number means that the students did not graduate, and they did not complete a leave of absence, thus they would be expected to return to USU the following fall semester. The actual return number is students who returned the following fall semester.

The persistence rates are the actual return number divided by the expected return. For example, for the treatment group for fall 2021, the persistence rate is $50/59 = 84.75\%$.

The idea behind the propensity group is that they are similar to the treatment group in important characteristics. Our propensity group was matched based on the covariates of age, sex, ethnicity, year in school, college, majority campus, and first-generation status.

A glaring weakness in academic mentoring programs is the lack of methodological rigor. While caution should always be exercised when interpreting data, including this propensity-matched control group, give us more confidence that the differences in persistence rate for mentored students can be attributed to the mentoring program.

Graduation Rates

Graduation rates for 3 rd & 4 th year students 2020-2022
Statewide Control Group
<i>n</i> = 1017
Graduates = 654
Graduation Rate = 64.31%
Statewide Treatment Group
<i>n</i> = 23
Graduates = 16
Graduation Rate = 69.57%
Statewide Propensity Matched Control Group *
<i>n</i> = 23
Graduates = 15
Graduation Rate = 65.22%

When evaluating graduation rates, it is important to understand that many of the students in the mentoring program are at the beginning of their academic journey. Therefore, it is expected that students in the mentoring program will have a lower graduation rate in earlier summative evaluations. An accurate graduation rate of the treatment group will not be available until year four or five of the evaluation.

From the National Center for Education Statistics.

USU Graduation Rate is 47%

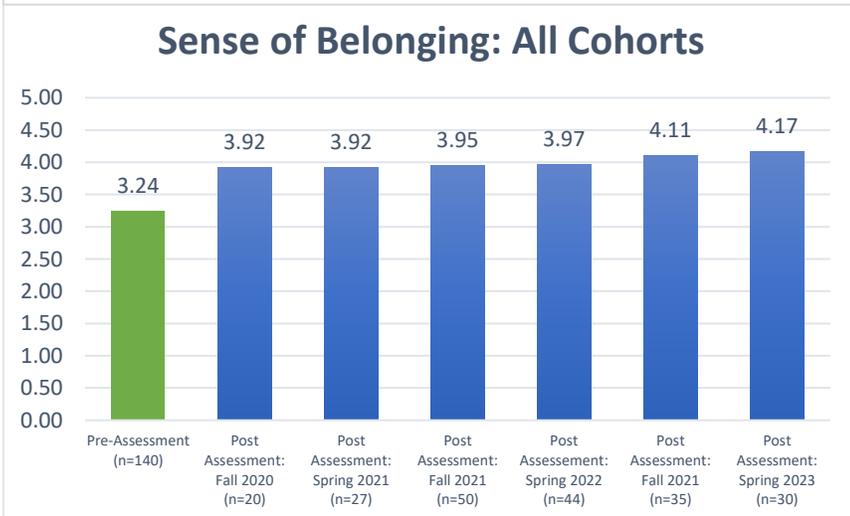
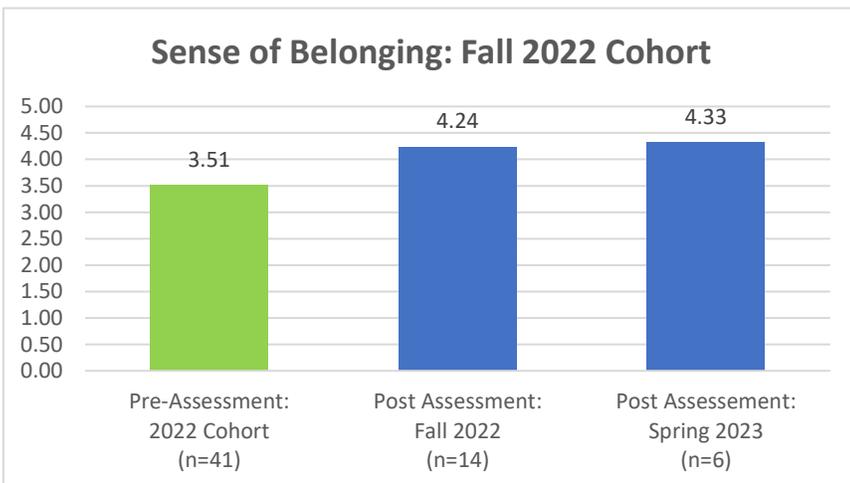
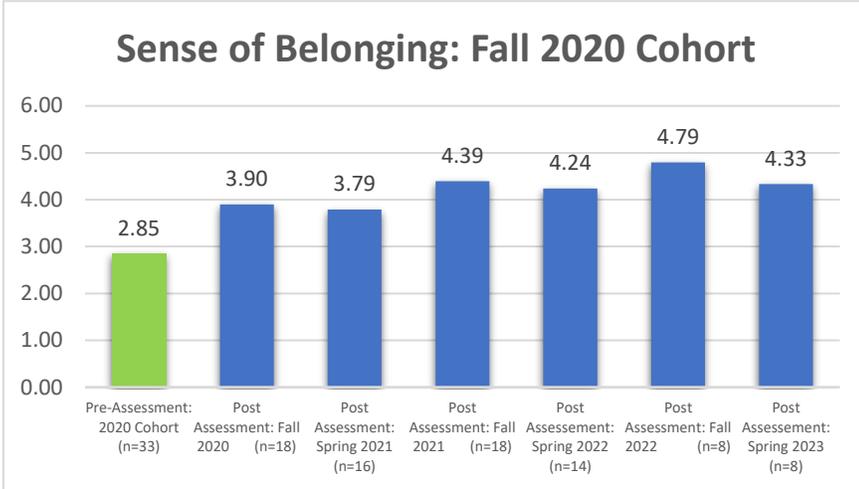
Average USU Student takes 4.66 years to graduation with their Bachelors

4-year Graduation rate: 32%

6-year Graduation rate: 47%

8-year Graduation rate: 54 %

Research Question #2. Do mentees experience pre/post changes on: (1) Sense of belonging, (2) Adjustment to the university, and (3) Educational Goals? (Year 1 & 3 cohorts presented)



Sense of Belonging: Fall 2020 Cohort

In the pre-assessment, the Fall 2020 cohort of mentees reported closest to neither disagree or agree to that they have a sense of belonging to the university. In subsequent post-assessments, this cohort reported closest to somewhat agree to strongly agree that they have a sense of belonging to the university. There are three questions rated on a five-question Likert-type Scale. The changes from pre to post-assessments are significant (t ranges from 6.5 to 19.8, $p < .05$).

Sense of Belonging: Fall 2022 Cohort

In the pre-assessment, the Fall 2022 cohort of mentees reported closest to neither disagree or agree to that they have a sense of belonging to the university. In subsequent post-assessments, this cohort reported closest to somewhat agree that they have a sense of belonging to the university. There are three questions rated on a five-question Likert-type Scale. The changes from pre to post assessment are significant (t ranges from -2.7 to -3.4, $p < .05$).

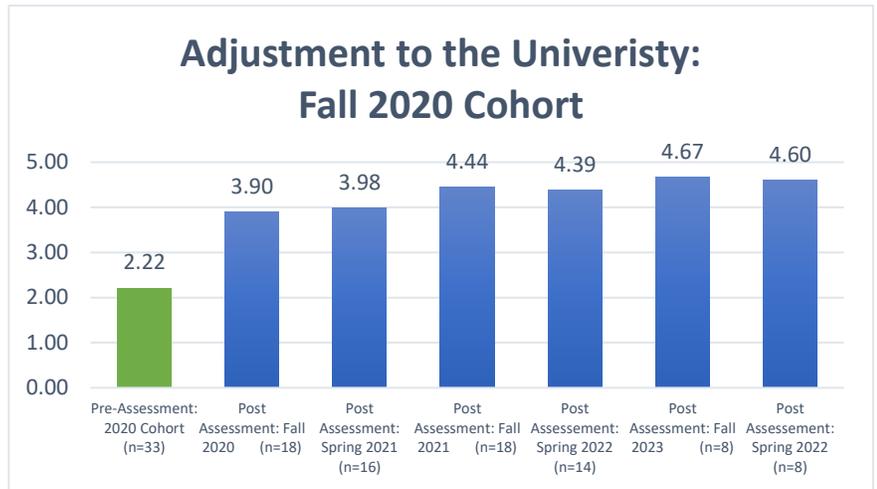
Sense of Belonging All Cohorts.

In the pre-assessment, all mentee cohorts (starting Fall 2020, Spring 2021, Fall 2021, Spring 2022, Fall 2022 and Spring 2023) reported closest to neither disagree or agree to that they have a sense of belonging to the university. In subsequent post-assessments, these cohorts reported closest to somewhat agree that they have a sense of belonging to the university. There are three questions rated on a five-question Likert-type Scale. The changes from pre to post-assessments are significant (t ranges from 4.4 to 8.1, $p < .05$).

* Difference is not statistically significant

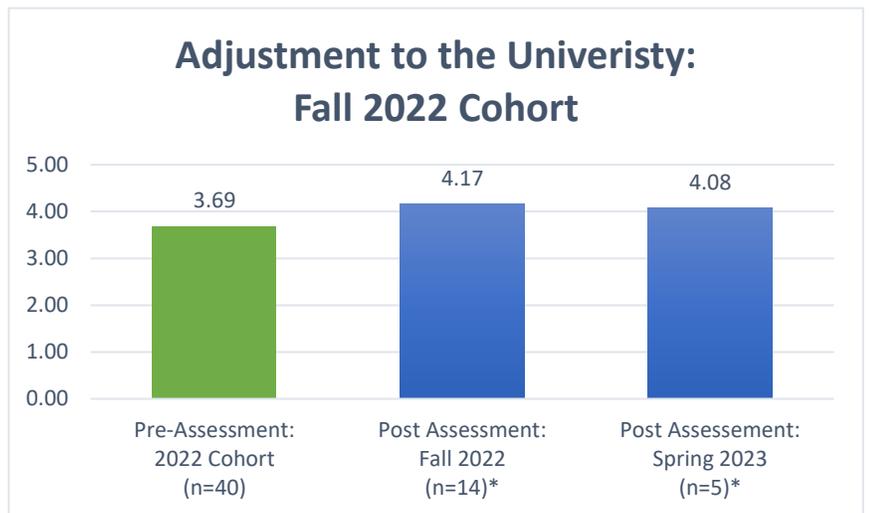
Adjustment to the University Fall 2020 Cohort:

In the pre-assessment, the Fall 2020 cohort of mentees reported closest to being unsuccessful in successfully managing the academic environment. In subsequent post-assessments, this cohort reported closest to somewhat successful and between some somewhat successful to very successful that they are managing the academic environment. There are five questions rated on a five-question Likert-type Scale. The changes from pre- to post-assessments are significant (t ranges from 3.9 to 15.7, $p < .05$).



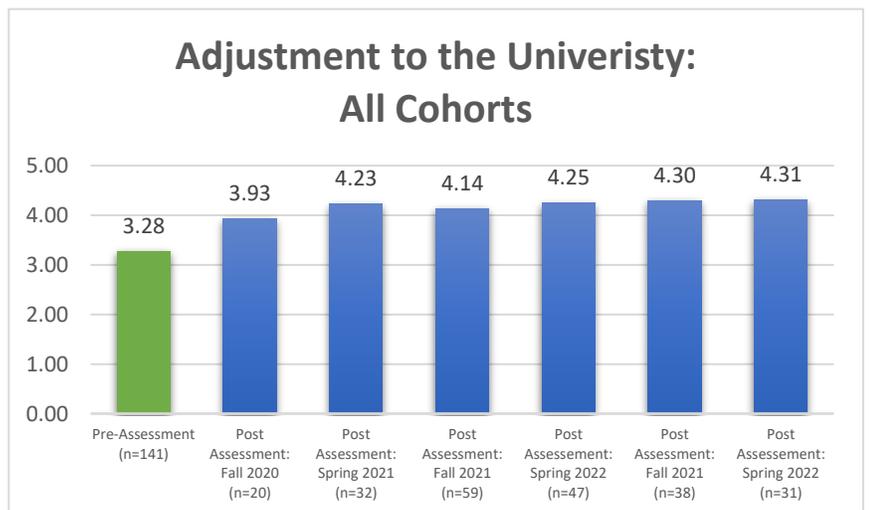
Adjustment to the University Fall 2022 Cohort:

In the pre-assessment, the Fall 2023 cohort of mentees reported closest to being somewhat successful in managing the academic environment. In subsequent post-assessments, this cohort reported closest to somewhat successful in managing the academic environment. There are five questions rated on a five-question Likert-type Scale. There are five questions rated on a five-question Likert-type Scale. The changes from pre- to post-assessment are not significant (t ranges from -1.0 to 1.5, $p > .05$).



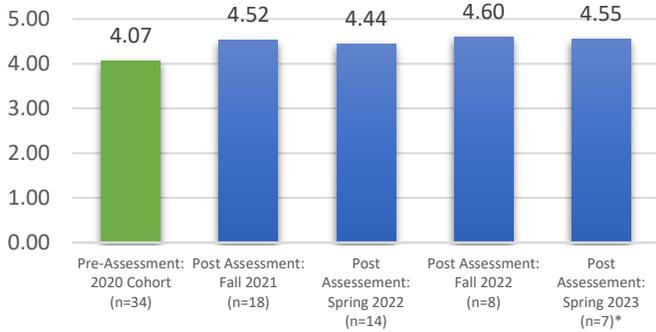
Adjustment to the University All Cohorts:

In the pre-assessment, all mentee cohorts (starting Fall 2020, Spring 2021, Fall 2021, Spring 2022, Fall 2022 and Spring 2023) reported closest to neither unsuccessful or successful in managing the academic environment. In subsequent post-assessments, all mentees reported closest to somewhat successful that they are successfully managing the academic environment. There are five questions rated on a five-question Likert-type Scale. The changes from pre- to post-assessments are significant (t ranges from 3.79 to 15.7, $p < .05$).



* Difference is not statistically significant

Educational Goals: Fall 2020 Cohort



Educational Goals Fall 2020 Cohort

In the pre-assessment, the Fall 2020 cohort of mentees agreed somewhat that they have a sense of their educational goals. In subsequent post-assessments (Fall 2020 and Spring 2021 were not surveyed), this cohort reported between somewhat agree to strongly agree that they have a sense of their educational goals. There are five questions rated on a five-question Likert-type Scale. The change from pre- to post-assessments are significant in Fall 2021, Spring 2022, and Fall 2022 (t ranges from -3.2 to -5.4, $p < .05$). The difference is not significant in Spring 2023 (t of -2.3, $p > .05$)

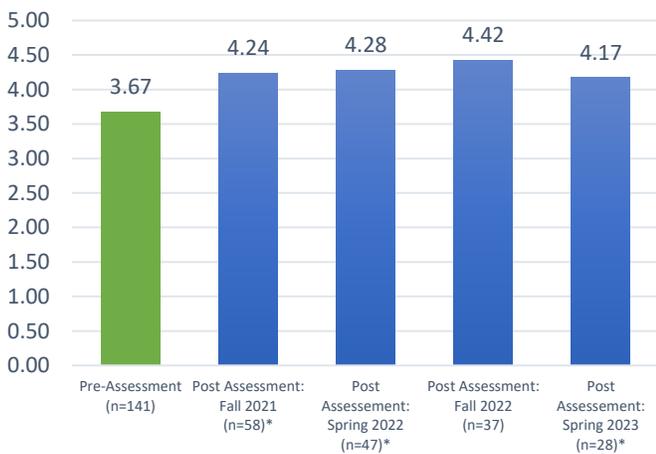
Educational Goals: Fall 2022 Cohort



Educational Goals Fall 2023 Cohort

In the pre-assessment, the Fall 2022 cohort of mentees reported closest to somewhat agreeing that they have a sense of their educational goals. In subsequent post-assessments, this cohort reported that they somewhat agree that they have a sense of their educational goals. There are five questions rated on a five-question Likert-type Scale. The changes from pre- to post-assessments are significant (t ranges from 2.8 to 4.4, $p < .05$).

Educational Goals: All Cohorts



Educational Goals Fall 2023 Cohort

In the pre-assessment, all mentee cohorts (starting Fall 2020, Spring 2021, Fall 2021, Spring 2022, Fall 2022 and Spring 2023) reported they are in between neither unsuccessful or successful to somewhat successful in managing the academic environment. In subsequent post-assessments, all mentees reported closest to somewhat successful that they are successfully managing the academic environment. There are five questions rated on a five-question Likert-type Scale. The change from pre- to post-assessments are significant in Fall 2022 (t is -4.8, $p < .05$). The difference is not significant to Fall 2021, Spring 2022, and Spring 2023 (t ranges from -.8 to -1.9, $p > .05$)

* Difference is not statistically significant



Research Question #4. What are the benefits for mentors such as (1) rewarding experience, (2) loyal base of support, (3) Improved job performance, and (4) recognition by others

Findings for mentors benefiting from a rewarding experience:

Overall, mentors report that they agree that mentoring is a rewarding experience in all four assessment periods.

Fall 2020 (n=22)	Spring 2021 (n=34)	Fall 2021 (n=57)	Spring 2022 (n=42)	Fall 2022 (n=29)	Spring 2022 (n=34)	Mean of Means (n=50)*
4.10	4.19	4.00	4.05	4.08	3.98	4.02

Findings for mentors benefiting from a loyal base of support

Overall, mentors report that they are in between neither disagreeing nor agreeing that participating in mentoring leads to developing a loyal base of support in all four assessment periods.

Fall 2020 (n=22)	Spring 2021 (n=34)	Fall 2021 (n=57)	Spring 2022 (n=42)	Fall 2022 (n=29)	Spring 2022 (n=34)	Mean of Means (n=50)*
3.70	3.65	3.59	3.56	3.66	3.66	3.56

Findings for mentors benefiting from improved job performance:

Overall, Mentors are reporting that they are in between neither disagree or agree to agree that participating in mentoring is leading to improved job performance in all four assessment periods.

Fall 2020 (n=22)	Spring 2021 (n=34)	Fall 2021 (n=58)	Spring 2022 (n=42)	Fall 2022 (n=29)	Spring 2022 (n=34)	Mean of Means (n=50)*
3.65	3.81	3.60	3.60	3.64	3.59	3.61

Findings for mentors benefiting from recognition by others

Overall, Mentors are reporting that they are closest to neither disagree or agree that participating in mentoring is receiving recognition by others.

Fall 2020 (n=22)	Spring 2021 (n=34)	Fall 2021 (n=58)	Spring 2022 (n=42)	Fall 2022 (n=29)	Spring 2022 (n=34)	Mean of Means (n=50)*
3.32	3.59	3.09	3.05	3.20	3.14	3.18

* When calculating the mean of means, respondents needed to complete at least two post-assessments to be included.

Very Dissatisfied
Dissatisfied
Neither Dissatisfied or Satisfied
Satisfied
Very Satisfied

Research Question #5. How do mentors and mentees: (1) Rate their satisfaction with the mentoring relationship; (2) Rate their satisfaction with the mentoring program; (3) Rate the effectiveness of the mentoring program; and (4) Rate how well then understood their purpose and responsibilities.

Mentors and Mentees rate their satisfaction with the mentoring relationship

Overall, Mentors are reporting that they are in between neither disagree or agree to agree that they are satisfied with their mentoring relationship in all four assessment periods.

Fall 2020 (n=21)	Spring 2021 (n=34)	Fall 2021 (n=58)	Spring 2022 (n=42)	Fall 2022 (n=29)	Spring 2023 (n=34)	Mean of Means (n=50)*
3.65	3.85	3.69	3.46	3.98	3.45	3.53



Overall, Mentees are reporting that they agree that they are satisfied with their mentoring relationship in all four assessment periods.

Fall 2020 (n=20)	Spring 2021 (n=32)	Fall 2021 (n=58)	Spring 2022 (n=43)	Fall 2022 (n=36)	Spring 2023 (n=32)	Mean of Means (n=62)*
3.99	4.12	3.81	3.98	4.13	4.09	4.08



Strongly Disagree
Disagree
Neither Disagree or Agree
Agree
Strongly Agree

Mentors and mentees rate their perceived effectiveness:

Overall, Mentors are reporting that they are closest to agreeing that they perceive the mentoring program is effective.

Fall 2020 (n=20)	Spring 2021 (n=34)	Fall 2021 (n=58)	Spring 2022 (n=41)	Fall 2022 (n=29)	Spring 2023 (n=34)	Mean of Means (n=49)*
3.73	3.88	3.65	3.73	3.81	3.66	3.73



Overall, Mentees are reporting that they are closest to agreeing that they perceive the mentoring program is effective.

Fall 2020 (n=20)	Spring 2021 (n=32)	Fall 2021 (n=58)	Spring 2022 (n=44)	Fall 2022 (n=36)	Spring 2023 (n=31)	Mean of Means (n=61)*
3.76	3.77	3.73	3.75	3.96	3.91	3.87



* When calculating the mean of means, respondents needed to complete at least two post-assessments to be included.

Strongly Disagree
Disagree
Neither Disagree or Agree
Agree
Strongly Agree

Continued Research Question #5. How do mentors and mentees: (1) Rate their satisfaction with the mentoring relationship; (2) Rate their satisfaction with the mentoring program; (3) Rate the effectiveness of the mentoring program; and (4) Rate how well then understood their purpose and responsibilities.

Mentors and Mentees rate their satisfaction with the mentoring program.

Overall, Mentors are reporting that they agree that they are satisfied with the mentoring program

Fall 2020 (n=21)	Spring 2021 (n=34)	Fall 2021 (n=57)	Spring 2022 (n=42)	Fall 2022 (n= 29)	Spring 2023 (n=33)	Mean of Means (n=50)*
4.10	4.18	3.91	3.85	3.97	3.93	3.87



Overall, Mentees are reporting that they agree that they are satisfied with their mentoring program in all four assessment periods.

Fall 2020 (n=20)	Spring 2021 (n=32)	Fall 2021 (n=58)	Spring 2022 (n=43)	Fall 2022 (n=37)	Spring 2023 (n=32)	Mean of Means (n=61)*
4.06	4.16	3.98	3.83	4.04	3.99	4.02



Mentors and mentees rate how well they understand their purpose and responsibilities:

Overall, Mentors are reporting that they are between agreeing and strongly agreeing that they understand the mentoring program.

Fall 2020 (n=21)	Spring 2021 (n=34)	Fall 2021 (n=56)	Spring 2022 (n=42)	Fall 2022 (n=29)	Spring 2023 (n= 34)	Mean of Means (n= 50)*
4.63	4.60	4.30	4.49	4.56	4.44	4.45

Strongly Disagree
Disagree
Neither Disagree or Agree
Agree
Strongly Agree



Overall, Mentees are reporting that they are slight over agreeing that they understand the mentoring program.

Fall 2020 (n=20)	Spring 2021 (n=32)	Fall 2021 (n=58)	Spring 2022 (n=44)	Fall 2022 (n= 38)	Spring 2023 (n=31)	Mean of Means (n=62)*
4.19	4.29	4.17	4.28	4.04	4.12	4.24



* When calculating the mean of means, respondents needed to complete at least two post-assessments to be included

Section Six: Conclusion, Lessons Learned, Future Directions

This third summative evaluation of the statewide faculty-to-student mentoring program supports that the program is meeting its primary purpose. This program is helping students feel like they are valued members of USU, helping them adjust to university life, and helping them achieve their educational goals.

While we are delighted that the outcomes of this evaluation are supportive of the program, we are not viewing this program as static. Instead, we consider this program as a “work in progress.” Therefore, the steering committee meets monthly in our quest for constant program improvement. We also recognize some while the mentoring program is thriving at some campuses, it continues to struggle at others. We continue to address this in the steering committee meetings and the Statewide Administrative Council.

We want to end this summary by thanking those students and faculty who have extended themselves to this program. A dedicated, engaged faculty member can help students develop their potential like few others. We also want to thank the steering committee for their tireless efforts to make this program impactful. Lastly, a program of this nature would not be possible without institutional support from the highest levels. This institutional support from the top administrators in the statewide system has been evident in three ways: 1) By providing funding, 2) By giving moral support and guidance, and 3) Reworking faculty and staff work plans to have the time necessary to implement this wide-scale program.

Section Seven: Dissemination Activities (USU Statewide Faculty in Bold)

Peer-Reviewed Journal Articles

Law, D., Busenbark, D., Hales, K., Taylor, J., Spears, J., Harris, A., and Lewis, H. M. (2021) "Designing and Implementing a Land-Grant Faculty-to-Student Mentoring Program: Addressing Shortcomings in Academic Mentoring," *Journal on Empowering Teaching Excellence*: Vol. 5 : Iss. 2 , Article 5. DOI: <https://doi.org/10.26077/320a-9d71>

Law, D., Hales, K., and Busenbark, D. (2020) "Student Success: A Literature Review of Faculty to Student Mentoring," *Journal on Empowering Teaching Excellence*: Vol. 4 : Iss. 1 , Article 6. DOI: <https://doi.org/10.15142/38x2-n847>
Available at: <https://digitalcommons.usu.edu/jete/vol4/iss1/6>

Book

Law, D. & Dominguez, N. (Eds.) (2023). *Making connections: A handbook for effective formal mentoring programs in academia*. Utah State University. <https://doi.org/10.26079/ff55-d7a0>

Book Chapters

Christiansen, M. & Busenbark, D. (2023). The crucial role and responsibilities of the mentoring program coordinator. In D. Law & N. Dominguez (eds.), *Making Connections: A handbook for effective formal mentoring programs in academia* (pp. 151-172). Utah State University. <https://doi.org/10.26079/ff55-d7a0>

Hager, M. H., **Hales, K.,** Dominguez. (2023). Recognizing Mentoring Program Identity and Applying Theoretical Frameworks for Design, Support, and Research. In D. Law & N. Dominguez (eds.), *Making Connections: A handbook for effective formal mentoring programs in academia* (pp. 200-221). Utah State University. <https://doi.org/10.26079/ff55-d7a0>

Hernandez, P. R., **Busenbark, D., Hales, K., Law, D.** (2023). Defining Recruitment, Selection, and Matching Strategies. In D. Law & N. Dominguez (eds.), *Making Connections: A handbook for effective formal mentoring programs in academia* (pp. 33-58). Utah State University. <https://doi.org/10.26079/ff55-d7a0>

Law, D.D., Vouvalis, N., Harris, A. & LaMuth, J. (2023). The mentoring program as a research project. In D. Law & N. Dominguez (eds.), *Making Connections: A handbook for effective formal mentoring programs in academia* (pp. 326-350). Utah State University. <https://doi.org/10.26079/ff55-d7a0>

Spears, J., Hales, K., & Lewis, H.M. (2023). Case study of the statewide faculty-to-student mentoring program at Utah State University. In D. Law & N. Dominguez (eds.), *Making Connections: A handbook for effective formal mentoring programs in academia* (pp. 359-368). Utah State University. <https://doi.org/10.26079/ff55-d7a0>

Taylor, J. Y., & Dart, G. (2023). The mentoring context: Securing institutional support and organizational alignment. In D. Law & N. Dominguez (eds.), *Making Connections: A handbook for effective formal mentoring programs in academia* (pp. 131-150). Utah State University. <https://doi.org/10.26079/ff55-d7a0>

Presentations

Busenbark, D., Hernandez, P., Hales, K., & Law, D. (25 October 2023) *Texas A&M University and Utah State University Defining Recruitment, Selection, and Matching Strategies*. [Breakout Session] 16th Annual University of New Mexico Mentoring Institute Annual Conference, Albuquerque, New Mexico.

Busenbark, D., Hales, K. & Law, D. (2020, August). *Faculty to student mentoring* [Breakout Session]. 2020 Empowering Teaching Excellence Conference, Utah State University, Logan, Utah.

Hales, Kim. K., Law, D., & Spears, J. (27 February 2024). *Mentoring 101: Using a Theory of Change Logic Model to Build and Keep Momentum* [Trend Talk]. Mentoring Momentum: Moving Forward and Building Traction/International Mentoring Association Bi-Annual Conference, Charlotte, North Carolina.

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Section Eight: Acknowledgements

Statewide Steering Committee: David Law, Pam Dupin-Bryant, Don Busenbark, Kim Hales, James Taylor, Hannah Lewis, Amanda Deliman, Melissa Lawrence, Jim LaMuth. Campus Chairs: Jen Evers, Paul Mickelson, Andy Harris, Jeff Spears, Karen Woolstenhulme, Amanda Deliman, Mike Christiansen, Clint Behunin, and Chad Painter

Statewide Administrators: Pam Dupin-Bryant and James Y. Taylor. Statewide Associate Vice Presidents: Kristian Olsen, Dan Black, David Vernon, Nancy Glomb, Jenn Van Cott, and Doug Miller

All faculty mentors and student mentees

This summative evaluation was prepared by David Law, who oversees the mentoring program, and Jim LaMuth, who manages the data and provides quality assurance. Inquiries about this evaluation or the mentoring program should be directed to David Law at david.law@usu.edu.

Section Nine: Appendix A, Theory of Change Logic Model

Theory of Change Logic Model of how Faculty-to-Student Mentoring Contributes to Culture of Student Success and Faculty Engagement: Constructs, Theoretical Frameworks, and Assessments USU Statewide Faculty-to-Student Mentoring Program—Revised 12 11 2019

