CSU Academic and Student Success Awards, 2013-14 draft 1/7/2014

Draft rubric to characterize high-impact practices

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Minimum definition: The CSU defines all **Peer Mentor Services Programs** as including at least five of these six elements, each of which may be offered with different levels of intensity.

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|  | **low intensity** | **medium intensity** | **high intensity** |
| Navigation of campus processes/services | Office for students to drop in; a help desk; voluntary | Tailored for specific populations of students who may  opt in or opt out | Multiple one-on-one or course-based mandatory proactive meetings |
| ○ | ○ | ○ |
| Support for Mentors: initial training | One day or less of training | 2-5 days of training, | More than 5 days of training |
| ○ | ○ | ○ |
| Support for Mentors: continued training | One or two check-ins after training | Multiple check-ins but less frequently than weekly | At least weekly check-ins |
| ○ | ○ | ○ |
| Nature of mentor/mentee interactions | Interaction is rare or limited to fewer than 5 interactions per term | Mentor and mentee interact  5-10 times per term, | Mentor and mentee interact more than 10 times per term. |
| ○ | ○ | ○ |
| Building Community | Mentors work one-on-one with mentees for social interaction and/or to encourage participation in co-curricular activities | Mentors work with groups of students for social interaction and/or to encourage participation in co-curricular activities | Mentors work both one-on-one and with groups/classes for social interactions and/or to encourage participation co-curricular activities |
| ○ | ○ | ○ |
| Academic Support for Mentees | Mentors offer a couple of workshops on study skills a term | Mentors offer at least one of the following activities: study groups, workshops on study skills, supplemental instruction, and/or early warnings | Mentors offer at least two of the following activities: study groups, workshops on study skills, supplemental instruction, and/or early warnings |
| ○ | ○ | ○ |