MISSION STATEMENT

The Village Mentor Program (VMP) at Palomar College seeks to enhance the retention and completion rates of First-Year Experience (FYE) students by facilitating intentional, integrated, collaborative, and academic support.

“I did then what I knew how to do. Now that I know better, I do better.” — Maya Angelou
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About the Village Mentoring Program (VMP)

MISSION STATEMENT

The Village Mentoring Program (VMP) at Palomar College seeks to enhance the retention and completion rates of First-Year Experience (FYE) students by facilitating intentional, integrated, collaborative, and academic support.

PURPOSE

- The purpose of VMP is to recruit mentors from the ranks of Palomar College’s administrators, faculty, staff, and students and match them with mentees recruited from the current year’s FYE students.
- The purpose of the mentoring relationship is to provide FYE students support and guidance in one or more of the following domains: academic support, goal setting and career path support, emotional support, and support as a role model.
- These mentoring relationships are intended to help FYE students feel more comfortable in their roles as college students and to help improve FYE students’ retention and completion rates.

MENTOR RESPONSIBILITIES

With a mind toward building a successful mentoring relationship, mentors are expected to
- attend VMP training sessions (including Clery training).
- schedule a minimum of three face-to-face sessions with the mentee(s) during the semester(s) that should last for 30 minutes.
- maintain contact with the mentee(s) via electronic means throughout the semester(s).
- celebrate mentee success.
- evaluate and provide feedback on each session via webform.
- maintain contact with the VMP coordinator via email.
- encourage mentees to take advantage of campus services.

EVENTS

VMP will inform mentors of campus events (workshops, discussions, resources, etc.) that can assist mentors in achieving the mission of VMP. VMP will also host events designed to enrich the mentoring relationship.

HISTORY

VMP research was funded by the STEM II workgroup and helped along by a group that includes Cindy Anfinson, Melinda Carrillo, Carmelino Cruz, Beth Pearson, and Shayla Sivert. VMP was placed under the purview of the Faculty Resource Center Coordinator in Fall 2014. VMP builds on work done by other professionals invested in mentoring programs on the Palomar College campus and other college campuses.
More Mentoring Programs on Campus

ESL Mentoring Program

On the San Marcos, Fallbrook, and Escondido campuses, students within the non-credit ESL program are selected to be student mentors. For eight weeks during the semester, student mentors help their peers in the classroom with activities, classwork, and teacher-designed tasks. Student mentors complete reports on their work at the end of each week. If student mentors complete enough reports during the semester, they receive a certificate celebrating their achievement. Successful student mentors are recognized during an end-of-semester ceremony.

Faculty Mentoring Program

Palomar College has a strong commitment to teaching excellence and to its faculty. The Mentor Program facilitates the orientation and induction of new faculty members by teaming new faculty with experienced faculty in a non-supervisory relationship. Faculty mentors are experienced full-time faculty members who have been recognized as having special knowledge or skills. The goals of the Mentor Program are as follows:

1. To provide instructional support for new faculty,
2. To improve communication of curriculum guidelines,
3. To strengthen professional relationships, and
4. To provide experienced faculty the opportunity to develop their instructional support skills.

STEM Mentoring Program (Scholar-Instructor Mentoring Program)

This is a year-long program where Faculty mentor Palomar STEM Scholars to enhance academic success, transfer, and entry into STEM careers and research programs. Palomar STEM Scholars are matched based on academic and personal interest. Participants will be invited to STEM-related events and college activities. Upon completion of the program, each mentee will receive a certificate of recognition at an end-of-year celebration.

More information can be found at: [http://www2.palomar.edu/stem/peer.htm](http://www2.palomar.edu/stem/peer.htm).
Palomar College Village Mentoring Program

What the Research Says about Mentoring

Students are more likely to persist and graduate in settings that provide academic, social, and personal support. Support may be provided in structured forms such as in summer bridge programs and mentor programs.


After one year of mentoring by faculty, students with mentors have higher GPAs and are more likely to stay in college compared to students who do not have mentors.


Mentoring increased students' GPA, mentored students failed fewer courses, and mentored students were much more likely to be in good academic standing after one year of college than non-mentored students (88.5% vs. 57.1%).


Mentored first year students are significantly more likely to return to college for a second year.


Having a mentor in college helps students with identity formation, coping skills, stress reduction, and persistence to graduation.

Mentored minority college students are twice as likely to persist as non-mentored minority students. They also have higher GPAs than non-mentored students.


- Formal and informal mentoring programs are conducive to the transition, retention, and success of minority students in higher education.
- Students who participate are much more satisfied with their college experience than those who did not participate in mentoring programs.
- Establishing multiple levels of mentoring programs—faculty, peers, staff, and administrators—is important in providing success mechanisms for minority students.


Having a mentor in college helps students with identity formation, coping skills, stress reduction, and persistence to graduation.


Which research “pull quote” are you the most excited/intrigued about? Why?
MENTOR DOMAINS

1) EMOTIONAL SUPPORT

• active listening
• providing moral support
• identifying problems
• providing encouragement
• establishing a supportive relationship
• building mentee's self-confidence

2) GOAL SETTING AND CAREER PATH SUPPORT

• review and exploration of mentee's interests and abilities
• developing personal and professional potential
• facilitating reflection on goals and progress toward them
• facilitating the idea that achievement of mentee's goals dovetails with degree and career goals

3) ACADEMIC SUPPORT

• advancing mentee's knowledge relevant to their chosen field of study
• helping mentee identify campus resources that would aid academic achievement

4) SUPPORT AS A ROLE MODEL

• help mentee learn from mentor's present and past actions, achievements and failures

Successful Mentoring Programs Are:

• intentional (planned, proactive, and mandatory)
• integrated (not random or disconnected)
• collaborative (mentors from all levels of college)
• academic

Palomar College Village Mentoring Program

Being a Mentor

Please read and initial each statement.

A **VMP** mentor *is* a ‘guide on the side,’ an active listener, a fervent supporter, an advice-giver, and a trustworthy role-model; the mentor is **not** a pontificator, dictator, counselor, academic adviser, or decision-maker.

A **VMP** mentor *can* be a sympathetic listener and work with the mentee to generate possible solutions to the mentee’s problem, but the mentor *cannot* make decisions for the mentee.

A **VMP** mentor *can* recommend reductions in the academic or employment load of a struggling mentee, but the mentor *cannot* make those changes for the mentee.

A **VMP** mentor *can ask* questions that can guide mentees toward self-realization and reflection, but the mentor *won’t always* provide, or even know, the answers. A **VMP** mentor understands that struggling with questions often teaches more than being provided with all of the answers.

A **VMP** mentor *has* a respect for individuals and individuality, and the mentor *does not* believe that the only way to proceed is the “mentor’s way.” A **VMP** mentor conveys a sense of dignity and respect that encourages a trusting relationship.

A **VMP** mentor *handles* sensitive information appropriately and refers the mentee to necessary services in sensitive situations. [Local resources listed in this manual.]

A **VMP** mentor *sees* solutions as well as barriers, balancing respect for real and serious problems with the optimism one needs to find realistic solutions.

A **VMP** mentor *is* flexible, open, and communicative.

A **VMP** mentor *does not* provide support for the mentee 24/7.

A **VMP** mentor is not a VaMPire. [Just checking if you’re still reading.]

A **VMP** mentor *is not* automatically the mentee’s best friend. Through discussions with the mentee, a mentor and mentee build a friendly but professional relationship.

A **VMP** mentor *is not* a parent, tutor, academic counselor, financial supporter, or an intimate partner of the mentee.
# Role of a Student Success Peer Mentor

**What are the Qualities of a Good Mentor?**
- The ability to listen and communicate
- A motivation to help others
- An awareness of personal boundaries
- An understanding of the importance of maintaining confidentiality
- The ability to be non-judgmental
- The ability to limit personal views and opinions when necessary
- A willingness to ask for help
- The ability to complete any paperwork required of the program

**Mentors should possess:**
- Willingness to volunteer time and energy needed to provide support to others in need.
- A willingness to attend a mentor training workshop
- Insight into one’s own personal limitations and strengths

## Mentor Characteristics

<table>
<thead>
<tr>
<th>Acknowledges</th>
<th>Shares</th>
<th>Affirms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respects</td>
<td>Educates</td>
<td>Facilitates</td>
</tr>
<tr>
<td>Supports</td>
<td>Guides</td>
<td>Inspires</td>
</tr>
<tr>
<td>Understands</td>
<td>Listens</td>
<td>Models</td>
</tr>
<tr>
<td>Nurtures</td>
<td>Enables</td>
<td>Has an insider’s view</td>
</tr>
<tr>
<td>Knows the ropes</td>
<td>Tells it like it is</td>
<td></td>
</tr>
</tbody>
</table>

**A mentor is someone who is...**

<table>
<thead>
<tr>
<th>Enthusiastic</th>
<th>Insightful</th>
<th>Loyal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sincere</td>
<td>Confidential</td>
<td>Interested</td>
</tr>
<tr>
<td>Patient</td>
<td>Caring</td>
<td>Sensitive</td>
</tr>
<tr>
<td>Flexible</td>
<td>Dependable</td>
<td>An Ally</td>
</tr>
</tbody>
</table>

**A mentor does:**

- Facilitate trust, openness and empathy
- Accept people as they are
- Help people see alternatives for decision-making
- Give support and encouragement to take positive action
- Validate people without being phony
- Respect confidentiality
- Refer student to the appropriate resources, services

**A mentor does not:**

- Dominate or preach
- Judge people or try to change them
- Tell people what to do
- Give advice
- Impose his/her own solution (i.e. What worked for me)
- “Rescue”, that is, do for a person what he/she can do independently
- Gossip about what was said in confidence by a partner
- Put people down
- Realize that not all problems can be “fixed” and not all people want to be “helped”
- Expect all problems to be “fixed” quickly and easily

---

From: SDCC Student Success Peer Mentor Booklet [http://tinyurl.com/m3jup52](http://tinyurl.com/m3jup52)
TRAINING ACTIVITY 1: “What's My Role?” Role-Play*

This role-play meeting shall represent the first time a mentor and mentee are going to meet. All they know about each other is that they share an interest in the same hobby and the mentor is studying [has studied] the same major that the mentee also likes. The shared goal for this meeting is that the mentor and the mentee want to feel comfortable with each other.

Identify ways in which this role-play went poorly

How would you improve upon the mentor's effort?

What differences did you notice between the first role-play and the second role-play?

How can these ideas help you make your first mentoring session successful?

*Adapted from: SDCC Student Success Peer Mentor Booklet  http://tinyurl.com/m3jup52
Palomar College Village Mentoring Program

**Village Mentoring Program Components**

The Village Mentoring Program (**VMP**) is part of the First Year Experience program and is housed in the San Marcos Teaching and Learning Center. The Faculty Resource Center Coordinator is the lead for **VMP**.

The components of **VMP** are as follows:

1. **VMP Training [+Clery Training]**
2. **Initial Contact with Mentee**
3. **Meet with Mentee on Campus [Minimum of Thrice a Semester]**
4. **Complete Post-Meeting Evaluation [For Each Session]**
5. **Respond to Feedback Communication from VMP Lead**
6. **Attend Semester-End Wrap Up**
7. **Get Ready for Next Semester!**

2-Contact will happen over email. You and your mentee(s) will schedule your first meeting at that time. Please email the **VMP** Lead the day and time of your meetings once you schedule them. Meet at least thrice for 30 minutes per session.

3-Meetings **must** occur on campus—faculty offices, cafeteria, TLC, Faculty Resource Center in TLC, and other campus spaces.

4-Post-Meeting Survey [called “Evaluation Submission”] can be found on our website.

7-Mentoring relationships are shown to be truly impactful when they persist for 6-12 months, so you are encouraged to keep mentoring your mentee(s) through to the end of the Spring 2015 semester.
TRAINING ACTIVITY 2: The Biggest Component

1. On your piece of paper, write something about yourself that you haven’t really told anyone. No one will read it.
2. Fold the paper, put it in the envelope, seal the envelope, write your name on the envelope, and pass the envelope to the VMP Lead.
3. Pay close attention to what the VMP lead says next.

*Adapted from: SDCC Student Success Peer Mentor Booklet  http://tinyurl.com/m3jup52
Getting Started as a Mentor

Technically, you've already gotten started, so: CONGRATULATIONS! That was easy!

Here's what's next:

1. Next week, the VMP Lead will email you the contact information for your mentee(s).
2. Contact your mentee(s) and schedule a time and place for your first meeting.
3. Once your meeting is scheduled, please email the VMP Lead the time, date, and location you've decided upon with your mentee(s). Use this email address: _____________________________________________.
4. Meet. Break the ice. Put your mentee at ease. See how your mentee's first semester at Palomar is going. Ask how their classes are going. Ask if they've visited a tutoring center yet. Ask if they've visited faculty office hours yet.
5. At the end of your meeting, schedule your next meeting. Pass the information on to the VMP Lead.
6. After the meeting, as soon as possible, please fill out the Mentoring Session Feedback Form:
   http://www2.palomar.edu/pages/village mentoring/evaluation-submission or http://tinyurl.com/otjp3hl.
7. Know that the first meeting or two is to get an understanding of each other in the mentor/mentee relationship. Sometimes, for a variety of reasons, the mentoring relationship might not work out and the VMP Lead will step in to “reassign the mentor or the mentee.” In order to provide feedback on a link that's not going well, please send an email to the VMP Lead or use the “Contact Us” form on the VMP website: www.palomar.edu/village mentoring.
8. Keep the relationship going! Keep in touch electronically and keep meeting up. You're required to meet thrice a semester for 30 minutes per session, but you can meet more often. The meetings must always occur on campus.
9. Keep in contact with the VMP Lead with concerns, questions, or feedback. We've designed the program to evolve and provide ongoing training. You'll be hearing from us throughout the semester!
Sample Email to Your Mentee

Dear ________________,

Welcome to Palomar College! My name is ________________ and I am ready to help mentor you through your first semester of College. I am ________________. (Fill in some information about yourself)

I am very excited that you are going to be a part of the Village Mentoring Program and the First Year Experience Program this fall. In addition to supporting you with your academic journey this fall, we will be working on ways to get you connected with campus resources to help you be successful!

Please be sure to respond to this email, as your initial check-in with me this fall. Then, we can decide on a time and place to meet for the first time (somewhere on campus). We’re required to meet three times this semester for 30 minutes per session, but we can also decide to meet more often if that’s best for you. I can be reached at the following email address, ________________. I am looking forward to meeting you!

If you have any questions, my contact information is: _______(email, phone, office location, etc.)

If you have any questions about the Village Mentoring Program, please email the Village Mentoring Program Lead, Lawrence Lawson, at llawson@palomar.edu.

Again Welcome!

Sincerely,

__________________________(name)
TRAINING ACTIVITY 3: **How Do I Do This?**

GROUP BRAINSTORM--TOPICS FOR THE FIRST MEETING:

<table>
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<th>GROUP BRAINSTORM: WHAT CAN I DO TO TURN AROUND A FALTERING MENTORING SESSION?</th>
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</thead>
</table>

How do I know if the pairing is just not working out?
Tips for Effective Listening

Hearing and listening are two different things. What do you think the differences are?

<table>
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<tr>
<th>HEARING</th>
<th>LISTENING</th>
</tr>
</thead>
</table>

When done, compare your answers with a partner.

DON’T LOOK DOWN HERE UNTIL YOU'VE COMPLETED THE TOP ACTIVITY.

Listening is an active skill whereas hearing is passive. When we listen, we pay close attention to what someone is saying, interpret their meaning, look for clues in body language that support our intuition, connect what someone is saying to what they’ve said before, and offer restatements of what we think we heard. Phew!

Hearing is a passive skill. Words go in, but we don’t really process them. Sometimes, hearing involves simply waiting for the other person to stop talking so that we may say what we wanted to say—hearing a pause and jumping in as opposed to listening to the words.

Of course, active listening is a skill that successful mentors exhibit. But how does one do it? Here are a few different ways of looking at it.
HEAR>INTERPRET>EVALUATE>RESPOND

HEAR the message:

Pay attention. Look at the speaker, stop other tasks, and don't allow interruptions. Let them know they are your top priority. Select the information that is important. Recognize emotional messages.

INTERPRET the message

Speakers do not always say exactly what they mean or mean exactly what they say. So you need to paraphrase and ask questions to ensure that your understanding of the speaker's message is accurate. Look for non-verbals that might contradict what the speaker is saying verbally. If verbals and non-verbals don't match, check it out with the speaker. Example: "I just failed my math mid-term, but it's no big deal." (smiling, but eyes moist, voice shaky, eyes downcast).

EVALUATE the message

Make sure that you have all of the important information before forming an opinion. Consider all available information carefully before making a final decision. Ask questions, don't jump to conclusions.

RESPOND to the message

Give feedback to let the speaker know what you heard and how you heard it. Responding allows you and the speaker to reach a common understanding. Example: "So, if I understand what you said, you will be meeting me at the west entrance of the Student Center at 5:15 p.m. If you aren't there, I am to park in the parking lot and go wait for you in the Hub. Is that correct?"

Sourced from: Utah State University http://www.usu.edu/arc/idea_sheets/pdf/active_listening.pdf
TIPS FOR EFFECTIVE LISTENING

Listen now, report later.
Report what you heard to someone else later. The act of speaking out loud what you heard and processed inside your head helps you to remember the information. It also provides a way you can identify what was not totally clear about what you heard.

Learn to want to listen.
We must be willing to focus on others when they are speaking. Learn to develop an interest in either the person and/or the topic. Practice concentrating on the speaker’s words and feelings. Practice shutting out distractions, not allowing them to interfere with your listening.

Be present.
Daydreaming is a nice way to take a mental vacation. It provides a comfortable private escape. But it is one of the major barriers to effective listening. Choose to "be present." Focus on the speaker and the message.

Become a "whole body" listener.
To be effective listeners, we must involve our whole body. Not only are our ears tuned in, but so are our eyes, our intellect, and our bodies. Good listeners give nonverbal and verbal signs that they are listening. They sit in an attentive posture; nod in acknowledgement; make good eye contact; convey a positive, encouraging attitude; give feedback.

Control your emotional "hot buttons."
Words, issues, situations, and personalities can be emotional triggers for us. When these issues trigger our "hot buttons," we tend to distort, positively or negatively, the message we are hearing. We may tune out or pre-judge the message and/or the speaker.

Control distractions.
We must control our responses to distractions or they will control us. Distractions affect our ability to listen well because of their variety, novelty, or intensity (e.g., telephone, background noise, unfamiliar accent/vocabulary, lighting, headaches, hunger, fatigue).

Sourced from: Utah State University http://www.usu.edu/arc/idea_sheets/pdf/active_listening.pdf
TEN STEPS FOR CONTROLLING EMOTIONAL “HOT BUTTONS” OR MANAGING DISAGREEMENTS

Following is a list of coping skills for preventive maintenance when a "hot button" is activated or when a disagreement pops up:

1. **Listen attentively without interrupting.** Take several deep breaths to help you control your physical reactions.

2. **Make a conscious choice about your response.** You can get angry, try to solve the problem, or ignore it. Trying to solve the problem is the best way to keep it from happening again.

3. **Acknowledge the other person's feelings.** Make it okay for them to feel the way they do.

4. **Ask objective questions for clarification.** Open-ended questions are useful.

5. **Try to see the other person's point of view.** Agree where you can and give feedback about what you are hearing.

6. **Stick to the subject.** Define your problem and don’t let other issues interfere.

7. **Be patient.** Problems don’t always have immediate solutions. Be patient with the other person - and yourself.

8. **Express your point of view.** Present your evidence without being adversarial.

9. **Explain why.** A reasonable explanation can often take the sting out of an emotional issue.

10. **Work out a "win-win" plan.** Make sure your solution is fair and workable for the people involved.

Sourced from: Utah State University http://www.usu.edu/arc.idea_sheets/pdf/active_listening.pdf
TRAINING ACTIVITY 4: “Say What?” Role-Play

Find a partner. One person will play the mentor, and one person will play the mentee. The mentor will listen, actively, and the mentee will talk.

Mentee: Use one of the following topics to jumpstart your conversation.

First Week of Classes | Not Happy with a Grade | Terrible Parking Situation | Financial Aid Not Yet Received | Too Much Homework | Looking for Campus Resources | Tired of Being Mentored

Mentor: Use the following table to help yourself practice different types of “actions.”

<table>
<thead>
<tr>
<th>Type of Action</th>
<th>Purpose of Action</th>
<th>Implement</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encouraging</td>
<td>1. To convey interest in what the speaker is discussing</td>
<td>Don’t agree or disagree.</td>
<td>“I see…”</td>
</tr>
<tr>
<td></td>
<td>2. To keep the person talking</td>
<td>Use a noncommittal positive tone.</td>
<td>“Yes…”</td>
</tr>
<tr>
<td>Restating or</td>
<td>1. To show that you are listening and understand</td>
<td>Restate the other’s basic ideas, emphasizing</td>
<td>“If I understand, your idea is…”</td>
</tr>
<tr>
<td>Clarification</td>
<td>2. To check the listeners perception of the speaker’s message</td>
<td>the facts.</td>
<td>“In other words, this is…”</td>
</tr>
<tr>
<td>Reflecting or</td>
<td>1. To show that you are listening and understand</td>
<td>Restate the other’s basic feelings</td>
<td>“You feel that…”</td>
</tr>
<tr>
<td>Paraphrasing</td>
<td>2. To show your understanding of their feelings</td>
<td></td>
<td>“You must feel angry that…”</td>
</tr>
<tr>
<td>Summarizing</td>
<td>1. To pull important ideas, facts, etc. together.</td>
<td>Restate, reflect, and summarize major ideas</td>
<td>“These seem to be the key ideas…”</td>
</tr>
<tr>
<td></td>
<td>2. To establish a basis for further discussion</td>
<td>and feelings</td>
<td>“If I understand you, you feel that…”</td>
</tr>
<tr>
<td></td>
<td>3. To review progress</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table adapted from The Poynter Institute, 2002.
Sourced from: http://web.ewu.edu/groups/studentlife/Active_Listeners%20.pdf

Switch roles when you’ve completed your turn (about eight minutes for each side).
Maintaining Boundaries with Your Mentee

As you and your mentee(s) continue to work with each other, you'll grow more comfortable with each other (hopefully). Sometimes, however, people can take liberties with comfort. A mentee might see you as a friend and ask you for certain favors that aren't appropriate for a mentoring relationship or a mentee might show up late to a scheduled mentoring meeting because you're “cool with it,” even though you're not.

As well, a mentor might feel comfortable enough to ask questions that aren’t appropriate for a mentoring relationship. [We always want to keep the relationship warm but professional; mentor/mentee relationships are not allowed.]

So what do mentors do when a mentee is “crossing the line” and engaging in behavior that the mentor is not comfortable with (or happy about)? Contact the VMP Lead, of course. Also, Tom Ventimiglia, counselor at Palomar College, has developed a “boundary request model” that can help us in these instances.
TRAINING ACTIVITY 5: Ventimiglia’s Boundary Request Model

Your Personal Bill of Rights

Have you ever been insulted in conversation and not know you were insulted until you thought about it afterwards? We must be fully conscious when dealing with others so our self and our character are not degraded. Difficult people are merely opportunities to practice our skills. When you do assert yourself, speak clearly, briefly, and firmly. Don’t use run-on sentences and chatter. Don’t manipulate by asking in an over-sweet manner—express your true feeling by speaking from your “heart.” Don’t agree when you really disagree. Be congruent by using short phrases. After you practice for a period of time, then move to longer phrases. Ask how others are feeling while you do the same. Judge the act, not the actor. Affirm your personal bill of rights: I have the right to grieve over what I didn’t get in childhood; I have the right to follow my own values and standards. I have the right to say ‘no’ to anything when I feel I am not ready; I have the right to have my needs respected by others; I have the right to expect honestly from others; I have the right to forgive myself and others; I have the right to give and to receive unconditional love. The list goes on and on.

Use the Boundary Request Model to Strengthen Your Self-Assertion

Step 1 (Observation Statement) State the observable behavior. Do not mix your observation with your interpretation. State factual information, not your opinion. For example, “When I saw you talking with Lisa it looked like you were coming on to her,” is stating your opinion. It would be better for you to say, “When you were talking with Lisa, I saw you putting your faces close together while you were both smiling.” So, state the facts first before “getting into it.”

Step 2 (Feeling Statement) Stop and feel the feeling and identify it before speaking. Use feeling words only. See the list below. If you say, “I feel like.../that.../it.../you.../...” – you will be giving your thoughts or opinions and may invite opposition. Also note non-feeling words on the next page.

<table>
<thead>
<tr>
<th>SAD</th>
<th>MAD</th>
<th>SCARED</th>
<th>APATHY</th>
<th>LOVING</th>
<th>GLAD</th>
<th>OTHER</th>
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</thead>
<tbody>
<tr>
<td>Blue</td>
<td>Angry</td>
<td>Anxious</td>
<td>Bored</td>
<td>Affectionate</td>
<td>Amazed</td>
<td>Ashamed</td>
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<tr>
<td>Depressed</td>
<td>Bitter</td>
<td>Desperate</td>
<td>Detached</td>
<td>Compassionate</td>
<td>Cheerful</td>
<td>Engrossed</td>
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<tr>
<td>Disappointed</td>
<td>Disgusted</td>
<td>Envious</td>
<td>Distant</td>
<td>Fulfilled</td>
<td>Confident</td>
<td>Impatient</td>
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<tr>
<td>Distant</td>
<td>Disturbed</td>
<td>Fearful</td>
<td>Exhausted</td>
<td>Moved</td>
<td>Delighted</td>
<td>Impotent</td>
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<tr>
<td>Helpless</td>
<td>Enraged</td>
<td>Jealous</td>
<td>Helpless</td>
<td>Passionate</td>
<td>Excited</td>
<td>Interested</td>
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<tr>
<td>Hurt</td>
<td>Frustrated</td>
<td>Nervous</td>
<td>Helpless</td>
<td>Satisfied</td>
<td>Grateful</td>
<td>Remorse</td>
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<tr>
<td>Lonely</td>
<td>Irritated</td>
<td>Overwhelmed</td>
<td>Numb</td>
<td>Tender</td>
<td>Happy</td>
<td>Selfish</td>
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<tr>
<td>Regretful</td>
<td>Miffed</td>
<td>Terrified</td>
<td>Passive</td>
<td>Touched</td>
<td>Hopeful</td>
<td>Sensitive</td>
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<tr>
<td>Troubled</td>
<td>Resentful</td>
<td>Uneasy</td>
<td>Weary</td>
<td>Trusting</td>
<td>Pleased</td>
<td>Shocked</td>
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<tr>
<td>Unhappy</td>
<td>Upset</td>
<td>Worried</td>
<td>Withdrawn</td>
<td>Warmth</td>
<td>Proud</td>
<td>Surprised</td>
</tr>
</tbody>
</table>

Non-feeling words include: abandoned, abused, attacked, blamed, cheated, cornered, criticized, guilty, ignored, inadequate, insulted, intimidated, isolated, left out, neglected, pressured, provoked, ridiculed, smothered, stupid, threatened, tricked, unheard, unimportant, unloved, unworthy, violated, worthless.

Although these might seem like feelings, they are actually things you think are being done to you.
The activity part of the activity:

With a partner, practice the five steps of the boundary request model. If you need a jumpstart, imagine that you are responding to one of the following issues:

- Your mentee has arrived late for your meeting the 3rd straight time.
- Your mentee isn’t responsive to your questions or interested in the session.
- Your mentee has asked you, again, a personal question that you don’t want to answer.
- Your mentee has engaged you, again, in gossip about another faculty, admin, staff member, or student.
- Your mentee reveals intimate (or unfriendly) feelings toward you.
- Your mentee asks you for some sort of financial support.
- Your mentee asks you, again, for a ride somewhere.
# Referral Services and Resources

From off-campus dial 760 744-1150, then the appropriate extension number.

<table>
<thead>
<tr>
<th>Service</th>
<th>Extension or Phone Number</th>
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<tbody>
<tr>
<td>Admissions (Student Services Center)</td>
<td>760 891-7512</td>
</tr>
<tr>
<td>Assessment Office (SU-1)</td>
<td>x2383 or x2476</td>
</tr>
<tr>
<td>Associated Student Government (SU-102)</td>
<td>x2605</td>
</tr>
<tr>
<td>Boehm Gallery (D-31)</td>
<td>x2304</td>
</tr>
<tr>
<td>Bookstore (Student Union)</td>
<td>760 891-7520</td>
</tr>
<tr>
<td>Campus Police</td>
<td>x2289</td>
</tr>
<tr>
<td>Escorts/Security</td>
<td>x2289</td>
</tr>
<tr>
<td>Career Center (SU-17)</td>
<td>x2194</td>
</tr>
<tr>
<td>Cashier (A-2)</td>
<td>760 891-7514</td>
</tr>
<tr>
<td>Child Development Center/San Marcos</td>
<td>x2575</td>
</tr>
<tr>
<td>Child Development Center/Escondido</td>
<td>x8155</td>
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<tr>
<td>Cooperative Education (ST-55)</td>
<td>x2354</td>
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<tr>
<td>Counseling (Student Services Center)</td>
<td>760 891-7511</td>
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<tr>
<td>Disability Resource Center (DSPS Bldg.)</td>
<td>x2375</td>
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<tr>
<td>Educational Television (P-31)</td>
<td>x2431</td>
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<tr>
<td>English as a Second Language Center (H-116)</td>
<td>x2272</td>
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<tr>
<td>English Writing Center (H-102)</td>
<td>X2778</td>
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<tr>
<td>EOPS/Extended Opportunity Programs &amp; Services</td>
<td>x2449</td>
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<tr>
<td>Escondido Center</td>
<td>760 891-7810</td>
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<tr>
<td>Evaluations</td>
<td>760 891-7516</td>
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<tr>
<td>Evening Administrator (AA-116)</td>
<td>x3351</td>
</tr>
<tr>
<td>Financial Aid/Scholarships Office</td>
<td>760 891-7510</td>
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<tr>
<td>Health Services/San Marcos</td>
<td>x2380</td>
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<tr>
<td>Health Services/Escondido</td>
<td>x8105</td>
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<tr>
<td>International Education (SU-103)</td>
<td>x2167</td>
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<tr>
<td>Library/Media Center</td>
<td>x2612 or x2614</td>
</tr>
<tr>
<td>Lost and Found</td>
<td>x3289</td>
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<tr>
<td>Occupational &amp; Noncredit Programs (AA-136)</td>
<td>x2248</td>
</tr>
<tr>
<td>Planetarium</td>
<td>x2833</td>
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<tr>
<td>Student Activities (SU-202)</td>
<td>x2796</td>
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<tr>
<td>Student Affairs (SU-201)</td>
<td>x2594</td>
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<td>Theatre Box Office</td>
<td>x2453</td>
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<tr>
<td>Transcripts (Student Services Center)</td>
<td>x2169</td>
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<td>Transfer Center (SU-24A)</td>
<td>x2552</td>
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<tr>
<td>TRIO Program (TCB-1)</td>
<td>x2761</td>
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<tr>
<td>Tutoring (Library, LL Bldg.)</td>
<td>x2448</td>
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<tr>
<td>Veterans Services (Student Services Center)</td>
<td>x2173 or x2174</td>
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<tr>
<td>Village Mentoring Lead</td>
<td>x3712</td>
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<tr>
<td>Wellness/Fitness Center (WFC)</td>
<td>x2838</td>
</tr>
</tbody>
</table>
The Access & Crisis Line
Crisis Intervention, mental health information, referral, suicide prevention. Call 24/hrs day, 7 days week. Professionals will answer your call. Access to all languages.
(800) 479-3339
(619) 641-6992
TTY for deaf & hard of hearing

North Inland Mental Health
125 West Mission Avenue, Suite 103 Escondido (760) 747-3424

Neighborhood Healthcare Behavioral Health
425 North Date Escondido (760) 746-5857
Sliding Fee Scale and State Funding for qualifying persons.

Exodus Recovery
660 E. Grand Avenue Escondido (760) 746-1146
524 W. Vista Way, Vista (760) 758-1150

Palomar Family Counseling
1002 E. Grand Avenue Escondido (760) 741-2660

Psychiatric Centers - San Diego
221 W. Crest St. Suite 102 Escondido (760) 489-4930

Crisis Hot Lines
Battered Women’s Shelter Hotline (619) 234-3164
Center for Community Solutions All types of crises (888) 272-1767
Crime Victims Hotline Victim of a crime (619) 688-9200
Domestic Violence 24 hour Hotline (760) 633-1111
San Diego County All types of crises (800) 479-3339
Women's Resource Center Sexual/Abuse Counseling (760) 757-3500
1. **Academic Programs**

- **DRC**: The Disability Resource Center (DRC) is a department within the division of Student Services. Staff in the DRC are available to facilitate services for students with various documented disabilities which include physical, visual, auditory, communication, learning, psychological, and other. [http://www2.palomar.edu/drc/](http://www2.palomar.edu/drc/)

- **EAP**: Palomar College Early Acceptance Program (EAP) is an event designed to assist incoming high school graduates in assessment, orientation, and registration of classes at Palomar College. All members of the class of 2014 are invited to be part of this special program. If you are not graduating from high school this year, you are not required to participate in the EAP. Please refer to the Steps to Enroll page on the Counseling Department website for assistance. [http://www.palomar.edu/counseling/eap/Default.htm](http://www.palomar.edu/counseling/eap/Default.htm)

- **EOPS**: EOPS is a state-funded program designed for the orientation, recruitment and retention of California residents who are economically, socially, and educationally disadvantaged. EOPS assists students in reaching their educational goals through academic support and financial assistance. [http://www.palomar.edu/eops/](http://www.palomar.edu/eops/)

- **First-Year Experience**: First-Year Experience (FYE) is a year-long college program focused on providing first-year students with the resources and support needed to transition successfully to college. The program encourages academic achievement, social integration, and personal success with the assistance of a strong support network of peers, staff, and faculty. Students participate in an orientation and receive individual college planning and financial aid application assistance, referrals to college resources, mentoring, and tutoring support; they participate in academic enrichment, career, and social activities throughout the year as well. [http://www2.palomar.edu/pages/fye/](http://www2.palomar.edu/pages/fye/)

- **STEM Scholars**: The STEM program is funded by the Title V/HSI STEM Grant from the U.S. Department of Education, designed to assist Palomar College in increasing the number of STEM Bachelor's degrees awarded to low-income and underrepresented students. [http://www2.palomar.edu/stem/STEMScholar.htm](http://www2.palomar.edu/stem/STEMScholar.htm)

- **TRIO/SSS Program**: TRiO/SSS is a federally-funded program designed to support you in completing your post-secondary education at Palomar College, and to encourage you to transfer to a four year university. The goal of the TRiO/SSS Program is to increase the graduation and transfer rates of eligible students and to assist in the transition from Palomar College to a four-year university of the student’s choice. [http://www.palomar.edu/triosss/](http://www.palomar.edu/triosss/)

- **List of Departments**: [http://www.palomar.edu/ap.aspx](http://www.palomar.edu/ap.aspx)
2. **Academic Support** (includes Tutoring Resources)

- **CalWORKS**: The Palomar College CalWORKs Program assists welfare recipient students and those in transition off of welfare to achieve long-term self-sufficiency. We provide services on campus and help facilitate services through the County of San Diego. [http://www.palomar.edu/calworks/](http://www.palomar.edu/calworks/)

- **Career Center**: The Career Center staff is dedicated to providing Career Development services by applying a holistic approach. This includes taking into account all aspects of a student’s situation and developing comprehensive individual plans to best meet his/her needs. We are committed to inform, assist and support students to make informed career decisions to reach their goals. This is accomplished by offering available resources to explore and identify career options, and integrating student responsibility as the key component in the career development process. [http://www.palomar.edu/counseling/careercenter/](http://www.palomar.edu/counseling/careercenter/)

- **ESL Tutoring**: [http://www2.palomar.edu/esltutoring/students.htm](http://www2.palomar.edu/esltutoring/students.htm)

- **English Writing Center**: The English Department Writing Center offers support in any phase of the writing process for assignments in any Palomar College course. Whether you are a student seeking assistance on a writing assignment, a faculty member interested in how we can work with you and your students, or a tutor or potential tutor, please browse our website and let us know how we can help. [http://www.palomar.edu/english/English_Department_Site/Writing%20Center/Pages/index.html](http://www.palomar.edu/english/English_Department_Site/Writing%20Center/Pages/index.html)

- **Learning Communities**: A Learning Community (LC) is a group of students who take a common set of courses together and share a common experience around their academics. Learning community sections are linked courses that allow students to take related courses together. The curriculum is designed to link both professors and students to their peers as well as to each other. This learning environment creates communities of learners, students who develop a deeper commitment to learning and achieve greater academic success than students who enroll in “stand-alone” courses. In addition, because linked faculty teach the same students, instructors are able to maximize student achievement by sharing course goals, content, and activities. [http://www2.palomar.edu/pages/learningcommunities/](http://www2.palomar.edu/pages/learningcommunities/)

- **Mathematics Learning Center**: All students enrolled in a math class at Palomar College are eligible for free tutoring in the Math Center. Upon entering the Math Center, students should log in at the computers by the entrance by entering their Palomar ID number. When exiting students should log out the same way. For tutoring help students can either raise their hand or come to the Instructor or Tutor Counter. There are usually two tutors and one instructor on duty. [http://www2.palomar.edu/math/mlc/MthSuprVTut1.htm](http://www2.palomar.edu/math/mlc/MthSuprVTut1.htm)
• **Reading Center**: The Palomar College Reading Laboratory offers materials and resources to help students with their reading skills. Resources available include audio cassettes, printed materials, books, computer programs, CD's, videos, dictionaries, and other study aids. 
  http://www.palomar.edu/reading/lab.htm

• **STEM Center**: The STEM Center provides students with independent study space, limited group workspace, STEM academic planning and student counseling for STEM Scholars, laptop checkout, use of STEM reference materials and free walk-in tutoring in STEM subjects.
  http://www2.palomar.edu/stem/center.htm

• **TLC Escondido**: The Teaching & Learning Center (TLC) is a multifunctional space for students and faculty to use and exchange ideas. The large central area provides students with space where they may study or receive tutoring from the tutors on staff. The reception area is where students can ask questions, sign-in for tutoring, counseling, or workshops. Three smaller rooms provide students with a private space to have group-study sessions or to meet with a counselor or instructor. A larger Instructional Classroom provides instructors a space to conduct workshops for students and faculty. The TLC has up-to-date technologies like data projectors, an Intelliboard, wireless internet, and universal access services for students with disabilities. 
  http://www.palomar.edu/bsihsi/LeftNav/Teachand%20LearnCenter.html

• **TLC San Marcos**: The new TLC San Marcos is a state-of-the-art, multifunctional space for students and faculty to use and exchange ideas. The TLC provides students with ample study space with a large central study area, private study rooms, and a contemporary classroom designed to promote interactive and collaborative learning. The TLC houses the First-Year Experience program, Summer Bridge, Learning Communities, Former Foster Youth Services, Faculty Resource Center, and Village Mentoring. 
  http://www2.palomar.edu/pages/tlc-sm/

• **Transfer Center**: Palomar College Counselors are your best resources for transfer information. Call the Transfer Center (760) 744-1150, ext. 2552 or Counseling Services, (760) 891-7511 to make an appointment. The Palomar College Transfer Center offers a wide range of activities and counseling services to assist students in a successful transition from Palomar College to a 4-year college or university. 
  http://www.palomar.edu/counseling/transfercenter/

• **STAR Tutoring**: Free tutoring is available to all currently enrolled Palomar College students in the STAR Tutoring Center, located in LL-105. 
  http://www.palomar.edu/tutoring/
3. **Counseling Services**

- **Career Center:** The Career Center staff is dedicated to providing Career Development services by applying a holistic approach. This includes taking into account all aspects of a student’s situation and developing comprehensive individual plans to best meet his/her needs. We are committed to inform, assist and support students to make informed career decisions to reach their goals. This is accomplished by offering available resources to explore and identify career options, and integrating student responsibility as the key component in the career development process. [http://www.palomar.edu/counseling/careercenter/](http://www.palomar.edu/counseling/careercenter/)

- **Counseling Department:** Academic advisement, career guidance, and personal counseling related to academic success are provided in the Counseling Center. Careful course selection is key to a successful college experience. Consult with a counselor each semester as requirements are subject to change. [http://www.palomar.edu/counseling/Default.htm](http://www.palomar.edu/counseling/Default.htm)

- **DRC:** DRC offers counseling services by counselors who are trained to work with students who have disabilities. In addition to academic, vocational and limited personal counseling, counselors can also assist in disability management and recommend support services, accommodations and assistive technology. Counselors may also assist in advocacy and liaison with campus staff as well as off-campus agencies. [http://www2.palomar.edu/drc/services/counseling.htm](http://www2.palomar.edu/drc/services/counseling.htm)

- **EOPS:** EOPS is a state-funded program designed for the orientation, recruitment and retention of California residents who are economically, socially, and educationally disadvantaged. EOPS assists students in reaching their educational goals through academic support and financial assistance. EOPS students receive counseling through EOPS counselors. See [http://www.palomar.edu/eops/](http://www.palomar.edu/eops/)

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- **STEM Scholars:** The STEM program is funded by the Title V/HSI STEM Grant from the U.S. Department of Education, designed to assist Palomar College in increasing the number of STEM Bachelor's degrees awarded to low-income and underrepresented students. Students enrolled as STEM Scholars can receive counseling in the STEM Center. See [http://www2.palomar.edu/stem/STEMScholar.htm](http://www2.palomar.edu/stem/STEMScholar.htm)
Palomar College Village Mentoring Program

- **TRIO/SSS:** TRiO/SSS is a federally–funded program designed to support you in completing your post-secondary education at Palomar College, and to encourage you to transfer to a four year university. TRIO/SSS students receive counseling through the TRIO Counselors. See [http://www.palomar.edu/triosss/](http://www.palomar.edu/triosss/)

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4. **Financial Resources**
- **California Dream Act:** [https://dream.csac.ca.gov/](https://dream.csac.ca.gov/)
- **Financial Aid:** [http://www2.palomar.edu/pages/fa/](http://www2.palomar.edu/pages/fa/)
- **Gene Jackson Loan:** this emergency loan program is to help students temporarily cover an unexpected expense. The loans are up to $50.00 for students who meet the minimum criteria. See [http://www2.palomar.edu/pages/studentaffairs/student-assistance/gene-jackson-loan-program/](http://www2.palomar.edu/pages/studentaffairs/student-assistance/gene-jackson-loan-program/)

- **Outside Scholarships:** [http://www2.palomar.edu/pages/fa/scholarship1/](http://www2.palomar.edu/pages/fa/scholarship1/)

- **Palomar College Food Bank:** The Office of Student Affairs maintains a food bank for Palomar College students. Students will need to complete the Food Bank application form and have their counselor, Health Services, EOPS, DRC or TRIO to sign for confirmation. See [http://www2.palomar.edu/pages/studentaffairs/student-assistance/palomar-college-food-bank/](http://www2.palomar.edu/pages/studentaffairs/student-assistance/palomar-college-food-bank/)

- **Palomar Scholarships:** [http://www2.palomar.edu/pages/fa/scholarships/](http://www2.palomar.edu/pages/fa/scholarships/)

- **Palomar College Foundation Book Loan:** the application is available at: [http://www.palomar.edu/foundation/pdf_files/Book_Loan_Application_2012.pdf](http://www.palomar.edu/foundation/pdf_files/Book_Loan_Application_2012.pdf)
5. Health Services

Health Services at Palomar College provides a basic medical clinic where a program of health education and services is available to improve student health and success in college. Your medical records and all discussions with the health center staff are confidential. Records will not be released without written consent of the student unless required by law. The Health Center is supported by the mandatory student health fee paid at the time of registration. You must be a registered student to be eligible for services. Family members are not eligible. Please call Health Services (760) 744-1150, Ext. 2380 or Escondido Ext. 8105 for more information or to make an appointment. See http://www.palomar.edu/healthservices/
6. Social Support

- **Athletics:** [http://www.palomar.edu/athletics/default.htm](http://www.palomar.edu/athletics/default.htm)
- **Former Foster Youth:** Services are provided to former Foster Youth to help navigate Palomar College. See [http://www2.palomar.edu/pages/tlc-sm/former-foster-youth-services/](http://www2.palomar.edu/pages/tlc-sm/former-foster-youth-services/)
- **International Students:** International Students may receive information and assistance at [http://www.palomar.edu/internationalstudents/](http://www.palomar.edu/internationalstudents/)
- **LGBTQ Center:** The members of the PC3H committee are faculty, administrators, staff, and students. We are committed to promoting respect for and sensitivity to all our students and staff including those who are lesbian, gay, bisexual, transgender, and queer. We are working towards creating a safe, secure environment for all LGBTQ people at Palomar College. We educate members of the Palomar community and speak out against anti-gay harassment on campus, so that open communication, trust, and acceptance of difference can continue to take root and grow. If at any time you or someone you know feels unsafe at Palomar, please contact the PC3H office. We will do our best to support you! [http://www.palomar.edu/pc3h/index.htm](http://www.palomar.edu/pc3h/index.htm)
- **Referrals:** see community referrals at [http://www.palomar.edu/counseling/Student_Resources/StudentReferral.pdf](http://www.palomar.edu/counseling/Student_Resources/StudentReferral.pdf)
- **Student Clubs:** See [http://www2.palomar.edu/pages/studentaffairs/clubs/](http://www2.palomar.edu/pages/studentaffairs/clubs/)
- **Veterans Center:** is located in SU-22. See [http://www.palomar.edu/veterans/Default.htm](http://www.palomar.edu/veterans/Default.htm)
Ongoing Evaluation and Feedback of Mentoring Sessions

At the end of each session with your mentee(s), mentors are asked to submit a Mentor Session Evaluation form. It’s a way for the VMP Lead to keep track of how your mentoring sessions are going. As well, it’s a way for mentors to be in contact with questions and concerns. Based on ongoing feedback, future (unobtrusive) trainings (in person or online) might be developed to meet ongoing concerns.

As well, mentees will be providing feedback to the VMP Lead on the sessions via email. This feedback will help the VMP Lead relink mentoring pairs, if needed; improve training components; and refine the mission of VMP—among other outcomes.

At the end of each semester, mentoring pairs will be asked to fill out a quick survey noting what went well with VMP and what could be improved about the program. Your feedback is valuable and will help us strengthen the program as we move forward.
Questions to Jumpstart Your Session

Guide on the Side: This is a list of suggested questions that will hopefully result in a healthy and productive conversation between you and your mentee. You might find it helpful to take notes for future reference. Your goal is to offer direction and encouragement to your mentee but not to be their personal counselor. If they delve into personal matters that you feel uncomfortable with, encourage them to take advantage of the resources available to them. [See the resource guide.] It is important that you maintain healthy boundaries with your mentee.

Background:

Where did you go to high school?

How did you do in high school?

What are your hobbies? What do you do in your spare time?

Academic Support:

Do you have a support system for your education? People who are supportive and encouraging?

Do your friends and family encourage you to excel? If not, what do you do?

Do you study with other students?

Do you get tutoring when you need it?

Do you know where to find tutoring? Writing workshops? Math help?

Financial Support:

Do you have the financial means to get to your academic goal?

Have you applied for financial aid? Scholarships? Board of Governors’ Waiver?

Do you have a job? Is it interfering with your education? If so, what’s your plan?
Academic Goals:
Have you identified a major?

Have you identified a career?

Does your educational plan match up with your career?

Does your career match up with the lifestyle you want to live?

Do you participate in activities that put you in contact with other professionals in your field of interest? Or students pursuing similar academic goals?

Are you taking and succeeding in the classes you need?

What does your time look like during the week?

How much of it is work? Class? Studying?

Do you keep a planner?

Do you commit yourself to blocks of time for studying?
VMP Contact Information

Website:

www.palomar.edu/villagementoring

VMP Lead:

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