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Belonging Beyond the Classroom: Establishing Sense of Purpose with Mentoring
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Abstract

The major topics covered in research gathered for this report are central to purpose building in higher education. The results of the research gathered for this report provide the rationale for treating alumni as an integrated part of student success, specifically in relation to female mentoring programs. One instrumental way to prepare women for life after college is to connect them, while they are still undergraduates, with alumnae who have navigated post-graduations pathways.

According to Gallup and Bates, alumni or unaffiliated practitioners primarily visit their alma maters to share career journeys and professional evolution with students. In some cases, alumni may give a guest lecture to a class and in doing so; they provide insight into the practices and strategies they employ in emerging and evolving work fields. Gallup's (2019) qualitative research with undergraduates and graduates underscores the value college students place on approaches to enhance their visibility in the dynamic twenty-first century workplace. When alumni contribute to these efforts, the prospects increase for their giving back and forging ever-deeper connections to their alma mater.

Additionally, alumni networks extend opportunities for students to enhance their experience through mentorship, career conversations, internships and job shadowing. When colleges create outlets for students to gain real-world experiences through activities such as mentoring, they impart relevant skills and knowledge while helping students evaluate and navigate their paths to purposeful work (Gallup, 2019).

This report focuses on ways colleges can intentionally create spaces for alumni and student knowledge exchange while building a deeper sense of community.

It includes an event case study for mentoring with intentionality providing guidelines intuitions might find valuable benefiting their students through enhanced alumni engagement.

Belonging Beyond the Classroom: Establishing Sense of Purpose with Mentoring

Problem Statement

A growing body of research has linked students' sense of belonging on college campuses to a number of important outcomes, including their persistence in college and well-being post-graduation. Two particular avenues of research address "Experiences with Diversity and Students' Satisfaction and Sense of Belonging at Research Universities," which are based on data from the 2014 survey conducted by The Chronicle of Higher Education on "Student Experience at the Research University." The survey results analyzed data collected from multiple institutions. The research investigates links between measures of student satisfaction, belonging, and experiences with diverse peers in connection to an overall sense of the campus climate (Supiano, 2018). Supiano defines mattering as "the feeling that someone counts or makes a difference because others depend on him or her" (2018).

This project highlights a case study project as a product/ deliverable for this research report. The case study focuses on the Brown Women's Launch Pad (WLP) mentoring program and illustrates how alumni engagement is leveraged in a way that is integral to student success. The program creates mentor relationships between Brown University alumnae and undergraduate juniors and seniors as they prepare for transition to life after college. The program cultivates meaningful engagement opportunities for alumnae to contribute to the Brown community at-large and stay connected to campus life while nurturing and empowering young women as they launch their careers. [See Appendix A for WLP program summary]

In the 2018-2019 academic year, the program paired 406 alumnae and female students creating 203 mentoring relationships. Of this population, forty-three percent of the students identified as white and fifty-seven percent identified as women of color. Additionally, seventeen percent of the students in the program identified as first-generation college students. Within this

population, the top areas of need as self-reported by students were: creating a career vision, networking, and women in the world today. The top careers of interest included health/public health, communications/media, and social impact.

This report will address the following questions: Why is a sense of belonging important to institutions of higher education? Specifically, how can alumni and student knowledge exchange build a sense of community and why is this especially important for female mentoring in programs like the Women's Launch Pad?

Literature Review & Major Points

The major conclusions of this report draw on prior research central to student identity, validation theory, and establishing intrinsic purpose, noting gaps in existing knowledge that pertain to the report's recommendations.

Student Identity

With the growth in student populations and diverse student identities, the ability to relate to diverse peers is, for many students, a large predictor for inclusivity and belonging (Dixon-Rayle & Chung, 2007). With the increased number of female scholars, first-generation college students, minority students, veterans, adult learners, students identifying as LGBTQ (Lesbian, Gay, Bisexual, Transgender and Queer or Questioning) and other important identities, it is not viable for colleges to rely solely on faculty and staff to provide the resources for mentorship, guidance, and knowledge needed to make meaningful identity based connections. Rather the ability for students to connect with others around identity-based relationships involves insight into many factors including; biology, psychology, experience, identity, and culture connections. Specifically, research has shown that when female students (mentees) from under-represented groups, such as first-gen, international, low-income, undocumented, minority, women in STEM (Science, Technology, Engineering, Math) concentrations, women of color, etc. are connected to

alumnae mentors who share their identities, persistence and overall sense of belonging is increased (Education Technology, 2019).

All students go through a transition when moving from high school to college, but students lacking in cultural capital (access to people who promote social mobility), and resources find it harder to establish a sense of belonging and are therefore less likely to graduate if they do not feel they or their education matters to anyone. Essentially, campuses become collaborative when college climates focus on one goal namely “mattering”. The article “Why Mattering Matters to College Students” by Brian Peddle (2016) explains how mattering and intrinsic belonging is vital for student success, particularly for populations that have historically had trouble persisting in college, such as women, minority students or first-generation scholars.

The concept of intrinsic belonging in higher education encompasses various aspects of connectivity, such as one-to-one or group, inter-generational, peer-to-peer, long-term or short-term, face-to-face or long distance/technology-aided, alumni to alumni, and student to alumni. These connections serve as vessels for mobilizing the campus community, and in so doing a culture of moralizing is achieved which generates unique student support for success, retention, and value-added.

Educational communities need to support social values of authenticity and belonging; they do this by promoting independence, critical thought, and expression of diversity. When an entire campus community collaborates around a commitment to holistic education, it creates an environment that gives students a greater probability of developing into well-rounded human beings, as well as contributors to society. *The Handbook for Student Leadership Development*, notes, “One might argue that any return to college at any age assumes an element of identity reformation that may be occurring for a variety of reasons” (Killam, 2011, p. 203).

In the literature on higher education, the term “value added” refers either to the value associated with having a college degree, income, job, and life satisfaction (Krueger, 2000) or to

the benefits derived from alternative programs, courses of study, and experiences within an institution (Astin, 1993).

Laura Rendón is a Professor at the University of Texas-San Antonio. Her current research focuses on access, retention and graduation of low-income, first-generation college students and the transformation of teaching and learning to emphasize wholeness and social justice. Rendón known for her work with “validation theory,” which refers to positive affirmation of students both in- and out-of-class to validate students as valuable members of their college community and to foster their personal and social development. Rendón’s validation theory recommends that colleges ask faculty and staff to take initiative in reaching out to students by offering guidance on maneuvering their college experience. This includes believing in themselves as learners and understanding what is needed to have a positive college experience (Rendón, 2006), however, this theory neglects to include college alumni as resources and partners in student success.

Additionally, leadership development theories depict intrinsic worth as finding one’s purpose, such as with student development; however, these theories should be expanded to include actualizing one’s purpose, as with alumni generating a feeling of “we-ness.” In *Chickering’s Theory of Identity Development - The Seven Vectors* (1993), each vector builds upon the other. In comparison, Rendón’s Validation Theory neglects to conceptualize how one matures through validation and contributes to society by helping to validate others, hence generating a new level of validation. [See Appendix B].

Validation Theory

Rendón’s Validation Theory regards validating experiences as being both academic context (through teaching) and interpersonal context (2002); however, this idea should be challenged. Validating experiences can exist solely as an interpersonal experience. Classroom education and learning in general are stronger when they are interpersonal, not separated. For example, students tend to view learning as accumulating facts and thus believe instructor lead

lectures that focus on exploring different conceptions and attitudes are a waste of time (Lazerson, 2010). If learning involved personal connections to academic topics, scholars could view it as more than “accumulating facts.”

University students often view college as a means to an end: earn a degree to get a job. However, should it not be more? In his book “How, Then, Shall We Live? Four Simple Questions That Reveal the Beauty and Meaning of Our Lives”, Wayne Muller (1996), founder of *Bread for the Journey*, a nonprofit charity serving the poor and underprivileged, offers four simple, evocative questions which help frame the true purpose and meaning of our lives: Who am I? What do I love? How shall I live, knowing I will die? What is my gift the earth? These simple, yet profound questions allow for an intrinsic analysis of our character, the things we hold most dear, our commitment to personal and social responsibility, and how we desire to live our lives.

Essentially, when students are clear on the meaning underlying their work, they will be clear on the direction of their future and their life. More importantly, when students find meaning in their work, they are not only more apt to learn, but they become personally invested in what they are learning, hence establishing their purpose; leading them to generate passion for personal interests. This is how students begin to validate their experiences and their lives.

In an article describing validation theory, mattering and marginality theory are closely related to belonging, interpersonal validation and identifying with others” (Rendón Linares & Muñoz, 2011, p.23). It is in this space that the co-curricular and knowledge exchange of alumni to students is lacking in higher education. Alumni are the best resources higher education can offer to help students learn about the journey ahead of them.

Establishing Purpose

Ninety percent (90%) of Americans would take a pay cut for a more meaningful job (Harvard Business Review, 2018). This statistic belies a major challenge to higher education

institutions, namely how can they enhance students' education to establish a sense of purpose and belonging so that post-graduation, students have a greater probability of choosing meaningful careers? Additionally, how can colleges and universities reaffirm meaning, purpose, and mattering within alumni communities?

To begin answering these questions, Purdue University in partnership with Gallup and the Lumina Foundation, released the "Gallup-Purdue Index" in May 2014. "The Index" is the largest study of college graduates in the history of the U.S. The study was designed to measure the outcomes of higher education and provides insight for colleges and universities to create meaningful performance improvements that are linked to a student's overall feeling of belonging at a school. "The initiative aims to create a national movement toward a new set of measures, created by and for higher education, and to help foster a new level of accountability" (Purdue, 2018). Below are the six college experiences tracked by "The Index" which lead to engagement and life preparedness:

- Taking a course with a professor who makes learning exciting.
- Working with professors who care about students personally.
- Finding a mentor who encourages students to pursue personal goals.
- Working on a project across several semesters.
- Participating in an internship that applies classroom learning.
- Being active in extracurricular activities.

In its assessment of nearly thirty thousand U.S. adults who completed at least a bachelor's degree, only three percent (3%) of all college graduates reported having all six of the above "Big Six" experiences (Gallup, 2015). This represents a serious discrepancy between the goals espoused by higher education and the actual outcomes.

Research Design and Methodology

Although there is general evidence supporting a positive impact for mentoring on people's lives, there is a lack of convincing proof that mentoring programs establish a sense of belonging. Part of the problem seems to rest in the research methodology itself (i.e., a lack of consistent operational definitions and variables), as well as the wide range of mentorship activities encountered. For example, some mentoring programs arise organically; others are formally structured or evolved into different types of relationships over time. In addition, it is clear that no one mentoring program fits every situation (Martinelli & Erzikova, 2016). What if one program offered multiple outlets for connectivity so that personal connections could be authentic tailored to participant's needs and abilities?

This report utilizes an event case study as a research project to highlight the design of a multi-layered mentoring program adopted by the Women's Launch Pad program at Brown University, Providence RI. Each year the program hosts a fall kickoff celebration that serves as an opportunity for mentees and mentors for meet in-person for the first time, connect with others in the program, and contribute towards building a stronger Brown community, see Appendix C for details on the full project event case study. Below is a description of the steps taken in executing the program, according to *The Kemmis and McTaggart (1988) Action Research Spiral/Cycle*. [See Appendix G]

Step 1: Planning:

- Recruit mentees and mentors for the program.
- Monitor mentee & mentor registrations – specifically analyze incoming data for women of color, first-generation, and what industries mentees are identifying with.
- Actively recruit additional mentors to fill gaps where mentee identities are not fully represented by the mentor community.
- Analyze information from the 2019 program survey to identify the needs and expectations of the Women's Launch Pad population.

- Connect with 2018-2019 program participants (mentees & mentors) to gather programmatic feedback.

Step 2: Action

- Pair mentees & mentors – send welcome notifications.
- Send a welcome message to mentees – share mentor bio and contact information. ([see sample communication](#))
- Send a welcome message to mentors – share mentee information (activities, concentration, what they are looking for in a mentor, what they would like guidance on, contact information). ([see sample communication](#))
- Review programmatic kickoff event feedback from 2013 to 2018.
- Identify the learning outcomes of the program kickoff event.
- Identify topics of interest from mentee needs connected to mentors area of expertise.

Step 3: Observing

- Review registered mentees and mentors and invite constituents to the event.
- Based on past event feedback, identify how to best communicate new event format.
- Monitor mentor feedback and recruit mentor table hosts via Google form with options for selecting preferred networking topics.
- Monitor mentee feedback and host program orientation with mentees to address their programmatic needs and begin preparing them for the event. Explain the value of mentoring. Encourage connection to newly paired mentor.
- Observe initial mentee-mentor connections and teach mentees not to rely on one mentor for all needs, emphasize the resources of the program: peer mentoring, career & wellness coaching, mentoring community, mentee workshops, & one-on-one mentoring relationship ([See mentoring blog post](#)).

- Provide mentors with an opportunity to observe the program via a [mentor-training](#) video; prepare mentors for understanding what they have to offer mentees regarding career choice and life management.

Step 4: Reflecting

- Monitor event response and registrations. Connect with mentees and mentors, letting them know that their pair would be attending and encourage their participation.
- Observe how initial mentee/mentor interactions are forming based on connections with mentees and mentors in-person and via email exchange.

Step 5: Revised Planning

- Adjust seating and event space to accommodate registered attendees and preferred table topics.
- Adjust topics and communications based on programmatic observations.

Step 6: Action

- Monitor attendance and send pre-event messages to registered mentees and mentors.
- Recognize promotional needs of the event and prepare event materials: promotional pens to show program visibility, networking cards for mentees and mentors to use in place of “business cards”, Table topic cards and table host cards with program branding, table number cards for clear identification.
- Monitor alumnae attendance and assign table hosts (two per table, reserved seating across from each other).
- Monitor table host topic designations and prepare a map of tables with topic descriptions and table hosts represented at each table.
- Demonstrate an understanding of the community by observing the needs of program constituents. When communicating with mentees and mentors, be prepared to identify

outlets to enhance and support the mentoring culture. Event response is “high touch” with personal and programmatic questions and support for both mentees and mentors.

Step 7: Observing

- Monitor all attendance and prepare event nametags: separate nametag batches for mentees and mentors. Indicate table topic on back of table host nametag. Nametags should be a badge for guests to put on their upper left side so that name and identities are visible (note: while sitting at networking tables names and identities are no longer visible when using a nametag with lanyard).
- Recognize key industries for alumnae participants and use “networking” ribbons with nametags for mentors to indicate their career identities. This is important for both mentees and mentors to see identities for most productive networking; being able to quickly identify with the people working or connected to topics of interest.
- Observed programmatic needs and establish event roles: staff set up & breakdown, greeting, speaking roles, networking instruction announcement, management of guests.
- While event is in process, monitor networking tables to determine most visited (popular) table topics.

Step 8: Reflecting:

- Assess program participation and highlight the existing strength of the kickoff event with story sharing.
- Assess the impact of the event by reviewing event objectives.
- Prepare recommendations for additional programmatic support for the remainder of the 2020 academic year.
- Assess and evaluate event using participant feedback.

These eight steps are designed to accomplish the following objectives:

- 1) Create a culture and mindset for women helping women.

- 2) Listen and learn from the mentoring community (student, alumni, & staff).
- 3) Facilitate engagement across a diverse community cross-section.
- 4) Create a space for intentional knowledge exchange and celebration.

Reaching each of these objectives requires intentional layering of programmatic support.

- 1) Create a culture and mindset for “women helping women”.
 - Intentional programming established to connect student’s “wants” with mentors “areas of expertise.”
 - Below is an example of “wants” identified from the mentee application:

Mentees are given the opportunity to attend events specifically created for their benefit throughout the course of the program. Discussions feature topics such as networking and life after Brown. Please tell us some issues or topics that you would be interested in learning more about.

- Creating a career vision
- The role of working women today
- Understanding the world of work for women today
- Networking
- Interviewing skills
- Informational interviews
- Personal finance
- Resume and cover letter writing
- Identifying potential employers and opportunities in the job market
- Managing life after Brown
- Navigating the grad school application process
- What to do when your options after graduation are limitless/very specific
- Career coaching
- Information for international students
- Information for first-generation students

- Below is an example of “ areas of expertise” identified from the mentor application:

Please indicate the areas in which you feel most comfortable offering guidance as part of the overall mentoring experience.

- Career Field
- Concentration
- Cover Letter
- Emotional Support
- Ethnicity/Racial identity
- Graduate School Application (please specify):
- Networking
- Mock Interview
- Professional Coaching
- Resume
- Being a Woman in a Male-Dominated Workforce
- Other (please specify):

- By connecting mentee “wants” and mentor’s “area of expertise,” twenty-seven (27) key networking topics were identified, specific to the event population.
 - At the event, the volume of participation at each table, each round was monitored to determine topics of high interest.
- 2) Listen and learn from the mentoring community (student, alumni, & staff).
- Evaluated past kickoff event feedback from mentees and mentors with an internal staff team.
- 3) Facilitate engagement across diverse intersectionality’s.
- Ensured diversity of student attendees was reflected by alumnae table hosts. Two table hosts were assigned to each topic for diverse experience and point-of-views.
- 4) Create a space for intentional knowledge exchange and celebration.
- Specifically called the event a “Kickoff Celebration” rather than “Kickoff Network Dinner”.
 - Provided opportunities for alumnae to connect and learn from each other by pairing them as table hosts for a topic they shared in common.
 - Facilitated networking rotations for increased conversational exchange.

- Created an event map for topic identification, location, name recognition, and ease of transition from one topic to another.

Evaluation and Assessment

The learning outcomes for this report are based on Laura Rendón's concept of validation theory. Validation theory refers to the intentional, proactive practice of 1) validating students as creators of knowledge and as valuable members of the college learning community and 2) fostering personal development and social adjustment (Rendón, 2011).

The Women's Launch Pad mentoring program strives to create comprehensive, holistic, and impactful experiences for students. Due to programmatic expansion each year, attendance at the event was roughly unchanged for several years; however, when evaluating overall participation, it was clear that the Thursday night in mid-October, which was reserved for the event for the last fourteen years conflicted with Brown's reading period prior to mid-terms. This timing consistently presented a challenge for students to attend.

It was also evident that mentees were less likely to attend the event if their mentor was not attending. For mentors, a Thursday night was reportedly not ideal for those outside of New England or those with an early workday starting on Friday.

How could the Women's Launch Pad broaden its reach by engaging more mentees and mentors with this signature kickoff event and honor the feedback received from survey participants while creating space for community support, celebration, and women's empowerment?

Below are the key objectives of the event case study project and the learning outcomes achieved from event participation.

- Attendees gain experience entering and exiting professional conversations gracefully at an event.

- Attendees gain experience talking about their work, interests, and goals professionally with others.
- Attendees establish and build upon mentoring relationships.
- Attendees experience networking as interactive and mutually beneficial, not an intimidating exercise.

Brown University's Office of Alumni Relations implemented a networking model to successfully engage large audiences of two-hundred or more attendees. Through their event participation, mentors demonstrated how to incorporate validation theory into mentoring relations with students. The images in Appendix A and C combined provide an example of navigating intrinsic worth. Appendix A identifies the stages of intrinsic worth. The first stage is "finding purpose" at the student/mentee level and "actualizing purpose" at the alumna/mentor level. Students/mentees may be struggling to connect academic studies with passion or identifying what environments energize them; whereas, a trained alumna/mentor will have a stronger sense of actualizing their purpose. This person will have the ability to help students/mentees connect with their passions and help others understand what environments they thrive in. Appendix C provides a rubric connecting the various stages a person undergoes as they advance through "beginner", "intermediate", and "advanced" stages of validation theory.

As seen in Appendix B, the Brown Women's Launch Pad kickoff event example described in this report is an example of validation theory in action. Mentors were given the following instructions and information to support their role as a table host.

Your Role:

- Serve as table host for designated topic.
- Table host will remain at a designated table, and every fifteen (15) minutes students will rotate to a different table/industry. There will be three rotations. At the beginning of each rotation, introduce yourself.

Follow suggested timeline:

- (2 mins) Each alumna at the table introduces herself (name, class year, current work role)
- (2 mins) Ask students to introduce themselves (name, class year, concentration)
- (5 mins) Facilitate conversation by answering the specific questions associated with your topic.
- (5 mins) Ask students questions about their interests and encourage conversation as time permits.

Be prepared to:

- Talk a little about your professional path—from the time you were an undergraduate student to now.
- Share advice you have for building meaningful relationships with mentors.
- Explain how networking has made a difference in your career and life.
- Talk about what you know now, that you wish you had known earlier in your career.
- Share what you love about your work and what inspires you.

Tables hosts were assigned the following networking topics and asked to share information in connection to the questions associated with each topic.

- **Mentoring 101:** How have you benefited from mentorship? What tips can you share with mentees to get the most out of their mentoring relationship?
- **Finding Your Purpose:** How have you found balance in your life? How have you connected the intersectionality's of your life? How did you learn to love what you do?
- **Breaking Barriers:** When have you been the only “one” in a room? How have your identities presented barriers and how have you managed those barriers? Quote: “If they don’t have a seat at the table, bring a folding chair.” - Shirley Chisholm

- **Networking**: How has networking and the Brown community helped shape your career? What is your best piece of networking advice? How would you advise networking inside and outside of the Brown community?
- **First Job Experience**: What was your first “real” job? How did you promote yourself professionally? How did you develop your leadership skills? What tips do you have for mentees searching for their first job?
- **Informational Interviews**: How have informal interviews helped to open doors for you? How have you used informal interviews to learn about a role or job? Idea: Sometimes learning more about something we are interested in helps us to get closer to what we really want.
- **Personal Finance**: Money Matters - Negotiating your first salary & establishing a budget
- **Navigating Brown**: How did you manage your student experience at Brown? What resources are helpful?
- **Your Online Image**: What tips can you share for putting your professional self forward in online platforms? How are students struggling in this area?
- **Identifying Future Opportunities**: How have you used volunteerism and personal experience to set yourself up for future opportunities? How can mentees use their undergraduate experience in the working world?
- **Life Management**: What have been your biggest professional challenges so far? How do you find balance? What tips can you provide to mentees?
- **Post-Graduation Navigation**: What steps did you take to manage your transition from Brown? What advice can you share with mentees?
- **Navigating a New City**: What ideas do you have for mentees to get acclimated to a new city?

- **Consulting**: How has your career path differed from how you imagined it when you graduated from college?
- **Women in STEM**: Working in Science, Technology, Engineering, and Math fields who can share their experience with mentees
- **Women in Arts**: Women working in the arena of arts and how you have navigated your career
- **First-Generation Students**: Identifying with the first-gen experience and how you have established a support system for yourself
- **Career Advice**: What do you wish you had known prior to entering your career field? Tell us about your first job outside of Brown and how it has impacted your career today?
- **Difficult Conversations**: How can you empower mentees to advocate for their beliefs. How to discuss what matters most
- **Emotional Intelligence Tools**: How to increase your capacity for self-awareness, empathy, and emotional regulation. What were your strengths and weaknesses when you graduated? How do you perceive these strengths and weaknesses to have changed since then?
- **Leadership Development**: How can mentees build on leadership skills? What does leadership mean?
- **Career Path**: How has your career path differed from how you imagined it when you graduated from Brown
- **Interviews**: What is your favorite interview question? What does your organization look for in a new hire? How would you recommend preparing for an interview?

- **Internships**: How have internships impacted your career & life experience? What are some qualities of successful interns within your organization? What can interns do to stand out
- **Graduate school: MBA** - How did you manage the graduate school process and what tips can you share?
- **Graduate school: Law** - How did you manage the graduate school process and what tips can you share?
- **Graduate school: Medicine** - How did you manage the graduate school process and what tips can you share?

After discussing specific topic questions, table hosts were encouraged to ask questions of the students in connection to their topic as a way to engage students and learn together. Additional questions were:

- What resources were helpful?
- What questions do your table attendees have? How can they help each other?

For this report, Women's Launch Pad attendance data was tracked for five years. As seen in Appendix D, the current year (2019) proved to yield the highest return for event participation. From the 2019 Women's Launch Pad Kickoff (230 event participants: 60 alumnae/170 students), ninety percent (90%) of participants indicated that they were highly satisfied with the event overall compared to 80% of participants in the previous year.

In both 2018 and 2019, program participants were most satisfied with the networking component of the event, however with the new event format the majority of event participants identified as being highly satisfied with the networking experience. Due to the new format, in 2019 participants were asked to share their experience with feeling more connected to the Women's Launch Pad community from attending the kickoff celebration. Ninety-nine percent (99%) of event attendees identified with feeling more connected to the community post event. It

was also shared that at the event, no one person awkwardly stood alone; everyone was constantly talking to someone. [See Appendix H for capstone self-evaluation and explanation]

Discussion and Reflection

Institutions must recognize the importance of what it means for students to exist and have a sense of belonging. It is imperative for colleges to make an impact with learning outcomes and cultivate continued learning post-graduation. Alumni are under-valued in higher education and ignored as part of the educational experience. The educational experience addressed in this report will not only help students learn through co-curricular involvement, but will also benefit alumni through life-long learnings. Formal and informal exchanges, such as mentoring, builds knowledge exchange and collaborative principles.

By bringing like-minded people together to learn, they find purpose in their lives and as a result, they meaningfully contribute to the communities they join. This contributes to people being better for themselves, for each other, and for our world. In cultivating a sense of purpose and belonging, a growth-mindset develops. It is with a growth-mindset that people expand their minds, ideas, and become smarter outside of classrooms. A college education should not start and stop with a classroom; rather when colleges bring people together to learn from each other, they create opportunities for connections to happen organically.

Dr. Leo Buscaglia, American author, motivational speaker, and a former professor in the Department of Special Education at the University of Southern California stated, “The minute we stop learning we begin death, the process of dying. We learn from each other with every action we perform. We are teaching goodness or evil every time we step out of the house and into the street.” Buscaglia stressed, “There is a lot of focus on education now,” he said, “on internal as well as external education, how to make ourselves better”. Buscaglia’s definition of education encompassed helping each person find his or her uniqueness and how to share it with others.

Buscaglia believed each person perceives the world in a different way; each has a different view of the world (Vils, 1985).

This report includes empirical and theoretical works on college student persistence, sense of belonging, and mattering/validation. Each area of this report contributes to the overall theme of providing moral, emotional, social, and academic support to students so that scholars are able to persist through college and have the greatest probabilities to build upon life skills with a growth-mindset post-graduation.

In conclusion, student and alumni communities must receive the best possible return on investment from their colleges. This means not only learning academically, but developing as a leader, learning how to learn, learning how to process information, and learning how to continue your education past graduation. It is when we impart to our students how to teach themselves, we provide them with a lifetime of education; this is residual value and the best skill colleges and universities can teach to prepare students for post-college life.

Overall, student development is an aspect of learning where learning is defined as “a comprehensive, holistic, transformative activity that integrates academic learning and student development” (Schuh, 2016, p.62). When higher education curricula have intentional outcomes, this will guide planning and lead to holistic assessments. Holistic assessments are created when colleges support a collaborative campus, this is developed through 1) creating campus climate assessment, 2) listening and learning from the campus community (student, alumni, faculty, & staff), 3) facilitating engagement across diverse intersectionality’s, and 4) creating spaces for community support and celebration (Schuh, Jones, S. R., & Torres, 2016, p.83-84).

In addition to building purpose and belonging beyond the classroom for students and alumni, another theme of this project is gender. Trends in higher education are showing females are graduating college at a higher rate than males. One might question why female centric mentoring is necessary in the twenty-first century. According to data from the Department of

Education on college degrees by gender (2017), the US college degree gap favoring women started back in 1978, when for the first time ever, more women than men earned Associate's degrees. Five years later in 1982, women earned more bachelor's degrees than men for the first time, and women have increased their share of bachelor's degrees in every year since then (Digest of Education Statistics, 2017). See Appendix E for data from the Digest of Education.

On October 2, 2019, Melinda Gates announced a one-billion dollar pledge over the next decade to promote gender equality in the United States. Gates is co-chair of the Bill & Melinda Gates Foundation and founder of the investment firm Pivotal Ventures (Gender Equality, 2019). According to Development Dimensions International (DDI), "In the United States, women currently make up nearly half of the workforce (48%), but hold less than a quarter (24%) of tech jobs and 18 percent (18%) of leadership roles at top tech companies" (DDI, 2017). Commitments like that of Melinda Gates are significant because they demonstrate how female leaders can come forward to promote equity and economic mobility for other women. The Gates Foundation reports, "In 2018, there were more men named 'James' running Fortune 500 companies than there were women. This year, only one CEO on that list of 500 is a woman of color. Women are 51 percent (51%) of the population but hold only twenty-four percent (24%) of the seats in Congress" (Gates M., 2019). Gates continues, by stating, "We need to create new pathways that will open more entry points for women from all backgrounds." For example, "a survey of over two thousand A Level and university students found that only twenty-seven percent (27%) of women would consider a career in technology and a mere three percent (3%) think of it as a first choice. A lack of visible role models is a major issue; only twenty-two percent (22%) of all students could name a famous woman working in technology" (Education Technology, 2019). For example, Eleanor Bradley, Chief Operating Officer (COO) at Nominet (the .uk domain name registry in the United Kingdom) stated, "Tech industry workplaces must proactively create an environment that is appropriate and welcoming to females as much as males to ensure women

are not dissuaded by what they may perceive as a ‘male’ environment, where progression could be hindered” (2019).

Female mentoring programs, such as the Brown Women’s Launch Pad, help to dismantle barriers to women’s professional advancement by helping women form connections with alumnae who share their identities; serving as positive role models and advocates early on in a woman’s career. With data trends showing fewer female leaders than male leaders, establishing connections with female leaders and college-educated women early on will allow for years of relationship building rather than women starting to forge new relationships with peers or role models later in their professional journeys. Even though most women now work full-time (or more), they still shoulder the majority of caregiving responsibilities; they face pervasive sexual harassment and discrimination; they are surrounded by biased and stereotypical representations that perpetuate harmful gender norms. Female mentoring programs are a solution towards creating equitable standing for women. The sooner mentoring relationships can enter a women’s life, the more resources she will have for herself as she navigates personal and professional pathways.

Another recommended solution, to help women with intrinsic and extrinsic empowerment is to train alumnae mentors as “purpose guides” with “purpose finding” pedagogies infused into current mentoring programs. Trained mentors help students develop constructive and effective approaches to finding purpose in their academic and extracurricular activities. Additionally, trained mentors will apply purpose building to their own lives. Mentors see the connection with being intentional about life (friendships, health, hobbies, relationships, etc.) in a way that helps them see their own purpose in life after college.

When alumni associations cultivate a community of trained alumni, a sense of purpose and belonging will be developed and strengthen overall knowledge sharing as part of the learning environment. Ultimately, this will help to ensure student retention, success, and return on

investment. The establishment of culturally competent, identity-sensitive mentoring will provide mentees with opportunities to seek guidance and support from mentors who embrace issues of cultural identity, diversity, and inclusion and recognize them as integral to the mentee's lived experience. As seen with the Brown Women's Launch Pad mentoring program, and specifically with the event case study "Mentoring with Intentionality," intrinsic mentoring programs offer mentees options for finding mentors on a range of intersectionality's, whether related to identity, transitioning to life at Brown, or to life and career beyond college. The mentoring approach should be holistic with an eye towards building a purposeful life, which brings identity, values, actions, and goals into alignment. It is critical for these programs to not be perceived as a "safety net" for students at risk, but rather as an investment.

David Kolb's "Experiential Learning Theory" (ELT) is "the process whereby knowledge is created through the transformation of experience" (D.A. Kolb, 1984, p.41). Kolb's theory explains how knowledge results from the combination of grasping and transforming the experience. ELT describes how a student's commitment to learning should be a student-centered and active process in which students engage in a hands-on experience (A. Y. Kolb & Kolb, 2005). According to Kolb, the way students experience, reflect, think, and act as they learn, process, relearn, identify conflict, engage as a whole person, and interact is what creates the holistic development of students. This theory is also applicable to alumni as they continue their post-graduation journey as life-long-learners.

Conclusion

This project report and event case study provides examples and recommendations for campuses to establish measurements for purpose building in higher education, specifically through a reimagined networking event designed with intentionality for mentees and mentors in an existing mentoring program. The content in this report demonstrates how outlets for strengthening female communities in real-world situations builds connectivity, knowledge

exchange, personal validation, and community. The following three recommendations are suggested for higher education as a result of this research:

1. Use the example of the Brown Women's Launch Pad mentoring program to develop and/or strengthen female mentoring programs.
2. Strengthen alumni associations by training mentors around student identity, validation theory, and establishing purpose.
3. Implement events with mindfulness, using the example provided in the case study "Mentoring with Intentionality".

Mentoring can foster a sense of belonging. This is seen with college students who are on their own and far from home and may be particularly important for minority, first-generation, and international students, who are experiencing a new or different culture as well as possible loneliness, feelings of isolation, and/or imposter syndrome. According to the book, *Mentoring Around Cross-Cultural Experiences* (2015), mentors must work to establish rapport with students and help them create specific goals and objectives. In addition, mentors should encourage active reflection on what mentees have learned from their challenges and how they plan to apply those learnings in the future. Zachary (2009) notes, "who we are shapes our thinking, our conversations, our relationships, and our behaviors ..." (p. 37). Becoming aware of personal and cultural expectations and perspectives, and working to understand those of mentees', opens up vast learning possibilities for both (Martinelli & Erzikova, 2016).

Every campus environment has a distinct identity based on a number of aspects. It is when these identities are intentionally infused into programs and event outcomes that we create more mission-driven cultures; which are connected to universal standards, diversity, inclusivity, and culture. Student affairs, in connection with alumni affairs, must play a synonymous role in supporting a collaborative campus through purpose building that is tracked through assessment, evaluation, implementation, and commitment.

The success of the Women's Launch Pad mentoring program has grown steadily over the past fourteen years. The program's growth has been tracked each year by assessing and evaluating feedback from participants. It is because of the intentionality infused within the multiple aspects of the program that events, such as the 2019 Women's Launch Pad Kickoff, are successful. It is hoped that this program and event case study will cultivate creativity for higher education professionals to consider how their institutions are creating intentional spaces by establishing a culture of community, connectivity, intrinsic purpose, and belonging with the engagement of their alumni networks.

Overall, the lessons learned from this capstone project for higher education professionals is to, first of all, know the problem that is being solved within the existing program or pilot program. When the intended audience is known and intentional spaces are initiated, ensure there is an opportunity for program constituents to enter their identities so feedback is tracked within institutional database. Strong connections within the community will stem from multiple interactions. Knowing how the specific program community identifies will allow interactions to be more authentic.

Next, to build a sense of belonging within the intended community, program managers must know their community; know their challenges, their needs, and their resources. Additionally, because engagement work is relationship work it takes an extra special type of personal energy. Higher education professionals working to build communities must believe in their work and connect with "why" their work is important to them personally, not vocationally; recognize why this work is personally inspiring and personally believe in what is to be created. To be successful in purpose driven work higher education professionals must be able to link their own work with intrinsic purpose.

Lastly, higher education professionals must connect their work and program to at least three of their institution's priorities. When planning events and programs, higher education

professionals must consider what their program is generating or inspiring. Moreover, it is important to identify what would be missing at the institution if the program or initiative did not exist.

With these steps and processes in mind, higher education will see the notable difference intentional efforts make in creating a pipeline for engaged alumni leadership and institutional return on investment.

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Appendix A

[Summary of Women's Launch Pad](#)

Appendix B

Intrinsic worth: finding your purpose vs actualizing your purpose.

Finding Purpose (student) - Level 1 – Beginner	Actualizing purpose (alum) - Level 2 - Advanced
<ul style="list-style-type: none"> • What is fun? • What are you passionate about? • What brings you joy? • What energizes you? • What environments energize you? 	<ul style="list-style-type: none"> • In-line with self-worth • Knowledge • Growth • Dedication • Passion
Connection	Connection
<ul style="list-style-type: none"> • Who? • What? • How? 	<ul style="list-style-type: none"> • Offering • Imparting knowledge and understanding • Deepening concepts
Belonging	Belonging
<ul style="list-style-type: none"> • Finding space • Building a bond • Being understood/open to understanding • Feeling whole • Shared identity 	<ul style="list-style-type: none"> • Creating space • Enhancing topic • Guidance • Acceptance • Understanding identity
Mattering	Mattering
<ul style="list-style-type: none"> • Contributing to a space • Making a difference • Validation/Importance • Fulfillment • Accountability • How do we make meaning of these reactions? 	<ul style="list-style-type: none"> • Acknowledging how others matter • Giving attention • Investment • Reliable • How are we internalizing our connections?
Persistence (continuance)	Persistence (continuance)
<ul style="list-style-type: none"> • Applying passions to other areas of life • Finding connections outside of one environment • Expanding understanding • Positive self-worth / Positive outlook 	<ul style="list-style-type: none"> • Generating a feeling of “we-ness” • Coping mechanisms • Something greater than self • Self-reinforcement • Seeking out mentees
Theory of Validation	Theory of Validation
<ul style="list-style-type: none"> • Interpersonal validation • Identifying with others • Excitement for learning • Curiosity • Facilitates development • Competent membership 	<ul style="list-style-type: none"> • Enabling • Confirming • Supportive • Infused academically and interpersonally • Serve as an academic agent - without seeking personal validation opportunities

Appendix C

Link to [Event Case Study: Mentoring with Intentionality](#)

Appendix D

Advancing through validation theory rubric

WOMEN'S LAUNCH PAD	Mentor Training – Validation Theory “Belonging Beyond the Classroom: Establishing Sense of Purpose with Mentoring”		MENTORING ASSESSMENT RUBRIC Mentor: _____ DATE: _____	
	BEGINNER		INTERMEDIATE	
OVERALL MENTORING ASSESSMENT			ADVANCED	
Finding Purpose/Actualizing Purpose	<input type="checkbox"/> Unaware of how to find personal joy <input type="checkbox"/> Does not connect life to a passion <input type="checkbox"/> Has difficulty focusing on personal joy <input type="checkbox"/> Has difficulty connecting with personal energy <input type="checkbox"/> Unaware of environments that I thrive in	<input type="checkbox"/> Aware of how to find personal joy <input type="checkbox"/> Connects life to a passion <input type="checkbox"/> Is able to focus on personal joy <input type="checkbox"/> Is able to connect with personal energy <input type="checkbox"/> Aware of environments that I thrive in	<input type="checkbox"/> Ability to help others find personal joy <input type="checkbox"/> Ability to help others connect life to a passion <input type="checkbox"/> Ability to help others focus on personal joy <input type="checkbox"/> Ability to help others connect with personal energy <input type="checkbox"/> Ability to help others understand what environments they thrive in	
Connection	<input type="checkbox"/> Unaware of who to connect with regarding the topics I care about <input type="checkbox"/> Unable to identify what activities will bring me closer to the things I care about <input type="checkbox"/> Unaware of how to turn my passions into tangible outcomes	<input type="checkbox"/> I know who to connect with regarding the topics I care about <input type="checkbox"/> I am able to identify what activities will bring me closer to the things I care about <input type="checkbox"/> I know how to turn my passions into tangible outcomes	<input type="checkbox"/> I know how to help others connect with people regarding the topics they care about <input type="checkbox"/> I am able to help other identify what activities will bring them closer to the things they care about <input type="checkbox"/> I know how to help others turn their passions into tangible outcomes	
Belonging	<input type="checkbox"/> I am searching for people to connect with <input type="checkbox"/> I feel I need to be understood <input type="checkbox"/> I am searching for something to help me feel “whole” <input type="checkbox"/> I am looking for others who share my identities	<input type="checkbox"/> I am open to understanding others <input type="checkbox"/> I am a good listener <input type="checkbox"/> I enjoy building bonds with others around specific topics/ shared identities	<input type="checkbox"/> I am able to create a safe space for others to share topics/ identities <input type="checkbox"/> I am able to use my knowledge or understanding to enhance topics <input type="checkbox"/> I am accepting of different identities	
Mattering	<input type="checkbox"/> I feel that I contribute positively to the environments I participate in <input type="checkbox"/> I make a difference <input type="checkbox"/> I need to feel a sense of validation <input type="checkbox"/> I am looking for accountability	<input type="checkbox"/> I want to learn how to find my self-worth <input type="checkbox"/> I need to help others feel like they matter <input type="checkbox"/> I know that I make a difference in the world with my skills	<input type="checkbox"/> I acknowledge how others matter <input type="checkbox"/> I give energy and attention to others around specific topics <input type="checkbox"/> I am invested in the personal growth of others	
Persistence	<input type="checkbox"/> I want to learn how to apply passion to other areas of life <input type="checkbox"/> I enjoy finding connections to and with multiple environments	<input type="checkbox"/> I find connections within various intersectionality's <input type="checkbox"/> I tend to feel productive	<input type="checkbox"/> I build communities around specific topics <input type="checkbox"/> I am a natural connector <input type="checkbox"/> I seek out mentees within specific areas	
Validation	<input type="checkbox"/> Curiosity intimidates me <input type="checkbox"/> Unsure of where or how I belong <input type="checkbox"/> I am developing personal validation	<input type="checkbox"/> I am building my community <input type="checkbox"/> I need others to feel supportive	<input type="checkbox"/> I empower others <input type="checkbox"/> I provide support to others <input type="checkbox"/> I know how to self-reflect & self-assess	
COMMENTS				

Appendix E

Women’s Launch Pad Kickoff attendance tracking from Fall 2015 to Fall 2019.

Date	Attended	No Shows	General Feedback
10/15/2015	163	120	60 alumnae / 60 students did not attend
10/20/2016	182	118	35 alumnae / 83 students did not attend
10/12/2017	192	112	45 alumnae / 67 students did not attend
10/18/2018	223	100	40 alumnae / 60 students did not attend
9/20/2019	230	18	all alumnae attended / 18 students did not attend

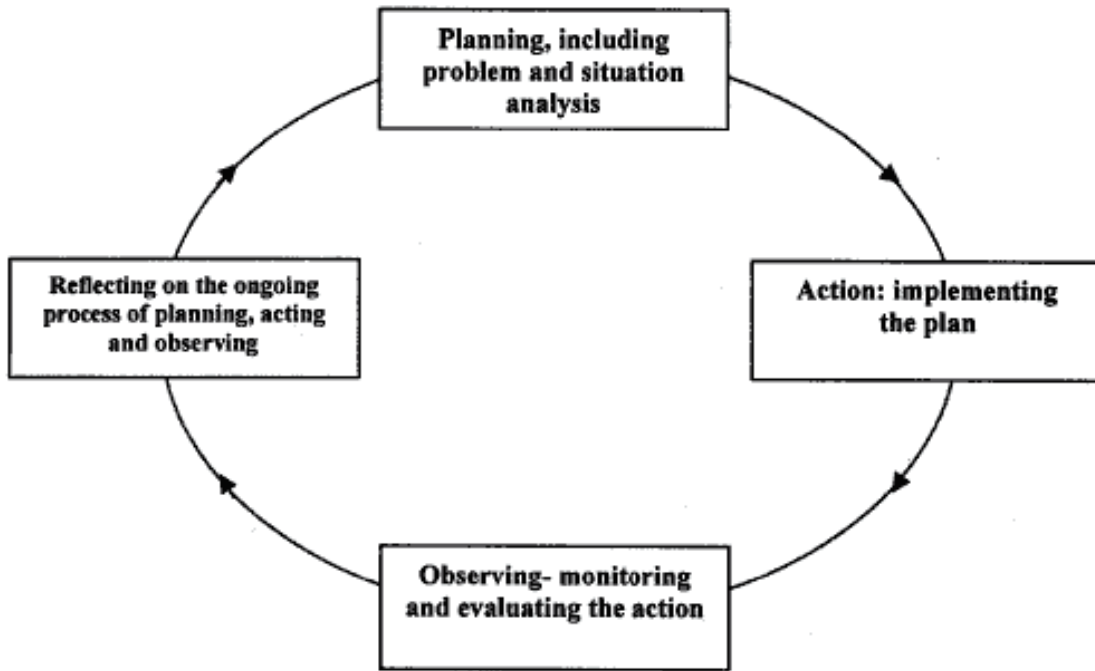
Appendix F

Degrees conferred by postsecondary institutions, by level of degree and sex of student: Selected years, 1869-70 through 2027-28 (Digest of Education Statistics, 2017).

Year	Associate's degrees				Bachelor's degrees				Master's degrees				Doctor's degrees ¹			
	Total	Males	Females	Percent female	Total	Males	Females	Percent female	Total	Males	Females	Percent female	Total	Males	Females	Percent female
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1869-70	—	—	—	—	9,371 ²	7,993 ²	1,378 ²	14.7	0	0	0	—	1	1	0	0.0
1879-80	—	—	—	—	12,896 ²	10,411 ²	2,485 ²	19.3	879	868	11	1.3	54	51	3	5.6
1889-90	—	—	—	—	15,539 ²	12,857 ²	2,682 ²	17.3	1,015	821	194	19.1	149	147	2	1.3
1899-1900	—	—	—	—	27,410 ²	22,173 ²	5,237 ²	19.1	1,583	1,280	303	19.1	382	359	23	6.0
1909-10	—	—	—	—	37,199 ²	28,762 ²	8,437 ²	22.7	2,113	1,555	558	26.4	443	399	44	9.9
1919-20	—	—	—	—	48,622 ²	31,980 ²	16,642 ²	34.2	4,279	2,985	1,294	30.2	615	522	93	15.1
1929-30	—	—	—	—	122,484 ²	73,615 ²	48,869 ²	39.9	14,969	8,925	6,044	40.4	2,299	1,946	353	15.4
1939-40	—	—	—	—	186,500 ²	109,546 ²	76,954 ²	41.3	26,731	16,508	10,223	38.2	3,290	2,861	429	13.0
1949-50	—	—	—	—	432,058 ²	328,841 ²	103,217 ²	23.9	58,183	41,220	16,963	29.2	6,420	5,804	616	9.6
1959-60	—	—	—	—	392,440 ²	254,063 ²	138,377 ²	35.3	74,435	50,898	23,537	31.6	9,829	8,801	1,028	10.5
1969-70	206,023	117,432	88,591	43.0	792,316	451,097	341,219	43.1	213,589	130,799	82,790	38.8	59,486	53,792	5,694	9.6
1979-80	400,910	183,737	217,173	54.2	929,417	473,611	455,806	49.0	305,196	156,882	148,314	48.6	95,631	69,526	26,105	27.3
1980-81	416,377	188,638	227,739	54.7	935,140	469,883	465,257	49.8	302,637	152,979	149,658	49.5	98,016	69,567	28,449	29.0
1981-82	434,526	196,944	237,582	54.7	952,998	473,364	479,634	50.3	302,447	151,349	151,098	50.0	97,838	68,630	29,208	29.9
1982-83	449,620	203,991	245,629	54.6	969,510	479,140	490,370	50.6	296,415	150,092	146,323	49.4	99,335	67,757	31,578	31.8
1983-84	452,240	202,704	249,536	55.2	974,309	482,319	491,990	50.5	291,141	149,268	141,873	48.7	100,799	67,769	33,030	32.8
1984-85	454,712	202,932	251,780	55.4	979,477	482,528	496,949	50.7	293,472	149,276	144,196	49.1	100,785	66,269	34,516	34.2
1985-86	446,047	196,166	249,881	56.0	987,823	485,923	501,900	50.8	295,850	149,373	146,477	49.5	100,280	65,215	35,065	35.0
1986-87	436,304	190,839	245,465	56.3	991,264	480,782	510,482	51.5	296,530	147,063	149,467	50.4	98,477	62,790	35,687	36.2
1987-88	435,085	190,047	245,038	56.3	994,829	477,203	517,626	52.0	305,783	150,243	155,540	50.9	99,139	63,019	36,120	36.4
1988-89	436,764	186,316	250,448	57.3	1,018,755	483,346	535,409	52.6	316,626	153,993	162,633	51.4	100,571	63,055	37,516	37.3
1989-90	455,102	191,195	263,907	58.0	1,051,344	491,696	559,648	53.2	330,152	158,052	172,100	52.1	103,508	63,963	39,545	38.2
1990-91	481,720	198,634	283,086	58.8	1,094,538	504,045	590,493	53.9	342,863	160,842	182,021	53.1	105,547	64,242	41,305	39.1
1991-92	504,231	207,481	296,750	58.9	1,136,553	520,811	615,742	54.2	358,089	165,867	192,222	53.7	109,554	66,603	42,951	39.2
1992-93	514,756	211,964	302,792	58.8	1,165,178	532,881	632,297	54.3	375,032	173,354	201,678	53.8	112,072	67,130	44,942	40.1
1993-94	530,632	215,261	315,371	59.4	1,169,275	532,422	636,853	54.5	393,037	180,571	212,466	54.1	112,636	66,773	45,863	40.7
1994-95	539,691	218,352	321,339	59.5	1,160,134	526,131	634,003	54.6	403,609	183,043	220,566	54.6	114,266	67,324	46,942	41.1
1995-96	555,216	219,514	335,702	60.5	1,164,792	522,454	642,338	55.1	412,180	183,481	228,699	55.5	115,507	67,189	48,318	41.8
1996-97	571,226	223,948	347,278	60.8	1,172,879	520,515	652,364	55.6	425,260	185,270	239,990	56.4	118,747	68,387	50,360	42.4
1997-98	558,555	217,613	340,942	61.0	1,184,406	519,956	664,450	56.1	436,037	188,718	247,319	56.7	118,735	67,232	51,503	43.4
1998-99	564,984	220,508	344,476	61.0	1,202,239	519,961	682,278	56.8	446,038	190,230	255,808	57.4	116,700	65,340	51,360	44.0
1999-2000	564,933	224,721	340,212	60.2	1,237,875	530,367	707,508	57.2	463,185	196,129	267,056	57.7	118,736	64,930	53,806	45.3
2000-01	578,865	231,645	347,220	60.0	1,244,171	531,840	712,331	57.3	473,502	197,770	275,732	58.2	119,585	64,171	55,414	46.3
2001-02	595,133	238,109	357,024	60.0	1,291,900	549,816	742,084	57.4	487,313	202,604	284,709	58.4	119,663	62,731	56,932	47.6
2002-03	634,016	253,451	380,565	60.0	1,348,811	573,258	775,553	57.5	518,699	215,172	303,527	58.5	121,579	62,730	58,849	48.4
2003-04	665,301	260,033	405,268	60.9	1,399,542	595,425	804,117	57.5	564,272	233,056	331,216	58.7	126,087	63,981	62,106	49.3
2004-05	696,660	267,536	429,124	61.6	1,439,264	613,000	826,264	57.4	580,151	237,155	342,996	59.1	134,387	67,257	67,130	50.0
2005-06	713,066	270,095	442,971	62.1	1,485,242	630,600	854,642	57.5	599,731	241,656	358,075	59.7	138,056	68,912	69,144	50.1
2006-07	728,114	275,187	452,927	62.2	1,524,092	649,570	874,522	57.4	610,597	242,189	368,408	60.3	144,690	71,308	73,382	50.7
2007-08	750,164	282,521	467,643	62.3	1,563,069	667,928	895,141	57.3	630,666	250,169	380,497	60.3	149,378	73,453	75,925	50.8
2008-09	787,243	298,066	489,177	62.1	1,601,399	685,422	915,977	57.2	662,082	263,515	398,567	60.2	154,564	75,674	78,890	51.0
2009-10	848,856	322,747	526,109	62.0	1,649,919	706,660	943,259	57.2	693,313	275,317	417,996	60.3	158,590	76,610	81,980	51.7
2010-11	943,506	361,408	582,098	61.7	1,716,053	734,159	981,894	57.2	730,922	291,680	439,242	60.1	163,827	79,672	84,155	51.4
2011-12	1,021,718	393,479	628,239	61.5	1,792,163	765,772	1,026,391	57.3	755,967	302,484	453,483	60.0	170,217	82,670	87,547	51.4
2012-13	1,007,427	389,195	618,232	61.4	1,840,381	787,408	1,052,973	57.2	751,718	301,552	450,166	59.9	175,026	85,080	89,946	51.4
2013-14	1,005,155	391,474	613,681	61.1	1,870,150	801,905	1,068,245	57.1	754,582	302,846	451,736	59.9	177,587	85,585	92,002	51.8
2014-15	1,014,341	396,782	617,559	60.9	1,894,969	812,693	1,082,276	57.1	758,804	306,615	452,189	59.6	178,548	84,922	93,626	52.4
2015-16	1,008,314	392,152	616,162	61.1	1,920,718	821,779	1,098,939	57.2	785,595	320,444	465,151	59.2	177,867	84,089	93,778	52.7
2016-17 ³	945,000	367,000	578,000	61.2	1,963,000	838,000	1,125,000	57.3	793,000	320,000	473,000	59.6	180,000	85,000	95,000	52.7
2017-18 ³	1,029,000	398,000	631,000	61.3	1,875,000	798,000	1,077,000	57.4	775,000	322,000	453,000	58.5	181,000	85,000	95,000	52.7
2018-19 ³	1,034,000	400,000	634,000	61.3	1,882,000	800,000	1,081,000	57.5	780,000	325,000	455,000	58.4	182,000	86,000	96,000	52.7
2019-20 ³	1,040,000	402,000	638,000	61.3	1,889,000	803,000	1,086,000	57.5	786,000	327,000	459,000	58.4	183,000	87,000	97,000	52.7
2020-21 ³	1,041,000	402,000	639,000	61.4	1,891,000	804,000	1,087,000	57.5	789,000	329,000	460,000	58.3	184,000	87,000	97,000	52.7
2021-22 ³	1,043,000	403,000	640,000	61.4	1,893,000	804,000	1,089,000	57.5	794,000	331,000	463,000	58.3	186,000	88,000	98,000	52.7
2022-23 ³	1,045,000	404,000	641,000	61.4	1,895,000	805,000	1,090,000	57.5	798,000	333,000	465,000	58.3	187,000	88,000	98,000	52.7
2023-24 ³	1,049,000	405,000	644,000	61.4	1,898,000	806,000	1,092,000	57.								

Appendix G

The Kemmis and McTaggart (1988) Action Research Spiral/Cycle



Appendix H

[Self-Assessment Rubric](#) (Completed by Johanna Hussey)