

**K-12 MENTORING AND OUTREACH
SURVEY RESULTS**

**Julia Pet-Armacost
Kathleen Coleman**

**OEAS-SR-00-002
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Operational Excellence and Assessment Support
University of Central Florida
12424 Research Parkway, Suite 225
Orlando, FL 32826-3207
(407) 275-4330
FAX: (407) 275-4339

Approved: _____

Dr. Julia Pet-Armacost
Interim Director

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**Julia Pet-Armacost
Kathleen Coleman**

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June 17, 2000**

ABSTRACT

The Governor has recently requested that Florida universities be involved in volunteer mentoring of K-12 students. There has been little information collected to identify the existing level of UCF faculty, administrator, and staff involvement in mentoring and other K-12 volunteer outreach activities (e.g., tutoring and coaching). President Hitt is interested in developing a clearer understanding of the current K-12 involvement by the UCF workforce. The Office of Diversity Initiatives within the President's Division was asked to coordinate the effort to collect this information. The sponsor requested that the office of Operational Excellence and Assessment Support (OEAS) be engaged to develop a survey instrument and to conduct this assessment. The OEAS office designed and tested the survey, developed the protocol for its distribution, distributed the survey, and analyzed the results of the survey. The primary objective of the developed survey was to determine the current involvement of the UCF workforce in outreach activities for K-12 students in order to help design appropriate support policies and procedures within UCF.

230 faculty members, 134 administrators, and 409 staff members (USPS & OPS) completed the survey. In general, it was found that... Details of the results are provided in this report.

Acknowledgements

Special thanks go to Valarie King who provided an initial draft of the survey, Amy Barnickel who provided background materials on the Governor's statements, and to all the faculty, administrators, and staff that participated in the survey.

OPERATIONAL EXCELLENCE AND ASSESSMENT SUPPORT

Dr. Julia Pet-Armacost, Interim Director

Ms. Angela Albert, Interim Associate Director
Ms. Laura Cleaver, Secretary

Ms. Kathleen Coleman, Program Assistant
Ms. Evelyn Conigliaro, Administrative Assistant

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ASSESSMENT OF THE UCF FACULTY INTERNATIONAL STUDIES SUMMER INSTITUTE 2000

1.0 INTRODUCTION AND BACKGROUND

The Governor of Florida, Jeb Bush, has recently requested that Florida universities be involved in the mentoring of K-12 students (see Appendix A for several examples of related communications from Governor Bush). There has been very little information collected to date on UCF faculty, administrator, and staff involvement in this activity. The Faculty Activity reporting system is currently being revised to include a new field to collect FTE faculty data on K-12 involvement. It is expected that the FTE estimate provided by this reporting system will be an underestimate of the actual UCF involvement because it will not include administrative or staff involvement. In addition, the faculty will be required to report a percentage of their time (out of the 2% service area) devoted to this activity that will also result in underreporting. President Hitt has requested that the Director of Diversity Initiatives conduct a survey of the organization to develop a clearer understanding of the current K-12 mentoring, tutoring, and other outreach activities provided by UCF administrators, faculty, and staff. This information will be used to develop strategies, policies, and procedures to better respond to the Governor's request.

The Director of Diversity Initiatives has requested that the OEAS office be engaged to design, administer the survey instrument, and analyze the results. The work proposed by OEAS involved designing the survey instrument, testing the survey, developing the protocol for distribution, distributing the survey, and analyzing the results of the survey (see Appendix B for the Engagement Agreement between Diversity Initiatives and OEAS). The Office of Diversity Initiatives was responsible for reviewing the survey and distribution protocols prior to distribution. The primary objective of the survey is to determine the current involvement of the UCF workforce in outreach activities for K-12 students in order to help design appropriate support strategies, policies, and procedures within UCF that will result in an increase in K-12 mentoring. This technical report provides the details of the results of the survey.

Section 2 provides the list of research questions and the resulting survey that was developed. Section 3 provides a discussion of the methodology used for distribution. The results are provided in graphical and tabular form in Section 4. A description of the major findings is provided in Section 5 and the conclusions and recommendations are found in Section 6.

2.0 DESCRIPTION OF THE SURVEY

This section describes the research questions and resulting survey instrument.

2.1 Research Questions

The University of Central Florida currently does not have a means of assessing the involvement of faculty, staff, and administrators in K-12 mentoring and outreach activities. A survey was developed to try to answer the following research questions:

1. Is volunteer mentoring considered to be beneficial to UCF?
2. Is there a difference in the benefit to UCF if administrators, faculty, or staff are involved?
3. Do administrators, faculty, and staff view the benefits differently?
4. Is volunteer mentoring considered to be personally valuable or rewarding to faculty, staff, or administrators?
5. What percent of faculty, staff, or administrators currently volunteer their time to work with children (not their own)?
6. In what types of volunteer outreach or mentoring activities are faculty, staff, and administrators involved?
7. How many K-12 students are assisted?
8. How much time is spent with the K-12 students?
9. Are there differences in the level of involvement based on gender, ethnicity, employment, whether the respondent is a parent with school-age children, position classification, or college/unit of employment?

The answers to these questions would provide indications of the level of current involvement, the types of involvement, and the desire to be involved. This information will be useful in formulating a response to the Governor's request.

2.0 The K-12 Involvement Survey

It was desirable to develop a short (one-page survey) that would address the preceding questions. The developed survey consisted of three parts (see Appendix C). Part 1 examined whether or not K-12 volunteer activities were considered to be beneficial to UCF and whether or not these activities would be rewarding to the respondent. The second section was to be completed only by those respondents that currently volunteered their time working with K-12 students and asked for the type of involvement (checklist), the number of students, and the hours per month spent on this activity. The third part requested demographics to be able to answer question 9 above.

The survey was formatted so that the respondents name and address could be removed. The respondent could then fold and staple or tape the survey so that a return address showed on the outside. It could then be placed in campus mail. Alternatively, the respondent could return the completed survey by fax.

The survey was reviewed by the sponsor and was tested by six individuals, including 2 faculty/administrators, 1 A&P, 2 USPS, and 1 OPS employee(s). Appropriate modifications were made based on the reviews.

3.0 METHODOLOGY FOR ADMINISTRATION OF SURVEYS

It was desirable to provide all faculty, staff and administrators with the opportunity to provide input on their K-12 involvement. Consequently, a census survey was used. It was essential that the survey be distributed prior to the end of the Spring semester to ensure that there would be the greatest opportunity for faculty to respond. The project began on April 4, 2000. The survey was developed, tested, and ready for distribution on April 7, 2000. Several options were considered for distribution, including use of email, web, and a paper survey. Due to the short time frame for distribution, it was determined that the paper survey would allow for the fastest response (the other

options required more design time). Mailing labels were ordered from Computer Services and received on April 12, 2000 for all current faculty, staff, and administrators. The total number of surveys distributed included 400 faculty, 1225 administrators, and 3250 staff (USPS and OPS).

An email message was sent to all faculty, staff, and administrators on April 14, 2000 (see Appendix D) to alert them that they would be receiving the survey by mail and asking for their participation. The surveys were labeled, sealed and sent through campus mail on April 14, 2000. After approximately 20 days, the OEAS office received approximately 749 responses. A second email was sent on May 9, 2000 thanking those that participated and requesting additional participation. The second email indicated that they could request a copy of the survey by email. 36 individuals requested copies of the survey and the OEAS office received approximately 59 additional responses.

The response to how beneficial it would be to the University for employees in each of the UCF employee groups to be involved in volunteer mentoring or outreach activities (e.g., tutoring, coaching, counseling) with K-12 students was coded using the convention in Table 1.

Table 1: Response Scale and Associated Codes Used for Benefit to University

Scale Item	Numeric Code
Extremely Beneficial	5
Very Beneficial	4
Moderately Beneficial	3
Somewhat Beneficial	2
Not Beneficial	1

The response to how rewarding or valuable it would be to volunteer to mentor or otherwise help K-12 students was coded using the convention in Table 2.

Table 2: Response Scale and Associated Codes Used for Value/Reward to Volunteer

Scale Item	Numeric Code
Extremely Rewarding	5
Very Rewarding	4
Moderately Rewarding	3
Somewhat Rewarding	2
Not Rewarding	1

4.0 SURVEY RESULTS

4.1 Demographics of the Respondents

There were 808 respondents to the K-12 Involvement Survey. The breakdown of respondents by classification within the University is provided in Figure 1. The largest response was primarily from employees classified as staff.

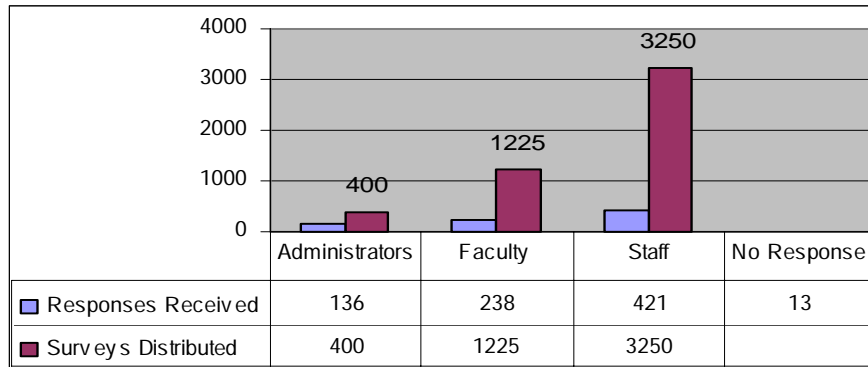


Figure 1: Classification of Respondents and Surveys Distributed

When compared to the total number of University employees, administrators had the greater number of respondents, with 30.7% of the total employees classified as administrators at the University, with Staff being 52.1% of the respondents. The total K-12 Survey Involvement Survey response was 15.5% of the total University employee population. (See Table 3)

Table 3: Classification of Respondents Compared to University Employees

	Responses Received	Total Respondents	University Employees	% of University Employees
Administrators	136	16.8%	443	30.7%
Faculty	238	29.5%	1883	12.6%
Staff (USPS/OPS)	421	52.1%	2887	14.6%
No Response	13	1.6%		
	808		5213	15.5%

The overall response to the K-12 Involvement Survey was from female employees, as indicated in Table 4.

Table 4: Survey Respondents by Gender and University Employees by Gender

	Survey Gender Totals		University By Gender Totals	
Female	527	65%	2621	50.3%
Male	278	34%	2592	49.7%
No Response	3	1%		
	808	100.0%	5213	100.0%

The K-12 Involvement Survey respondents were fairly representation of the University in terms of ethnicity, as shown in Table 5.

Table 5: Survey Respondents by Ethnicity and University Employees by Ethnicity

	Survey Ethnicity Responses		University Ethnicity	
Caucasian	615	76.11%	3735	71.65%
Hispanic	66	8.17%	383	7.35%

African American	64	7.92%	378	7.25%
Asian/Pacific Islander	32	3.96%	233	4.47%
American Indian	4	0.50%	14	0.27%
Other	13	1.61%	470	9.02%
No Response	14	1.73%		
Totals	808		5213	

Of the 808 respondents to the K-12 Involvement Survey, 54% of the administrators were female and 46% were male, representing 30% of the 246 female administrators and 31% of the 197 male administrators employed at UCF. Table 6 further indicates that Staff females were the most represented among the survey respondents. Administrator males represented the lowest response.

Table 6: Survey Respondents by Classification and Gender

	Survey Totals		University Totals		Respondent/University Comparison	
	Female	Male	Female	Male	Female	Male
Administrators	54%	46%	56%	44%	30%	31%
Faculty	50%	50%	41%	59%	16%	11%
Staff	77%	22%	56%	44%	20%	7%

K-12 Involvement Survey respondents from the various Colleges and Divisions at the University showed a fairly even distribution between the Academic and Administrative levels. Academic Affairs and the College of Arts & Sciences had the greatest number of responses as shown in Table 7.

Table 7: Survey Respondents by College/Division

College/Division	Respondents	% of Total Respondents
A & S	151	19%
Business Administration	51	6%
Education	50	6%
Eng & Comp Science	60	7%
COPHA	61	8%
Academic Affairs	163	20%
Administration & Finance	120	15%
Dev & Alumni Relations	12	1%
President's Division	39	5%
University Relations	15	2%
Other	67	8%
No Response	19	2%

In addition, the College of Arts and Sciences and the Division of Academic Affairs had the greatest number of respondents employed in a full-time status, as shown in Table 8.

Table 8: College/Division Employment Status

College/Division	Employment		No Response	Total
	Part-time	Full-time		
A & S	26	111	14	151
Business	10	41		51
Education	11	37	2	50
Engineering	14	42	4	60
COHPA	20	39	2	61
Academic Affairs	16	143	4	163
Admin & Finance	6	103	11	120
Alumni Relations	3	8	1	12
President's Division	2	34	3	39
University Relations	1	13	1	15
Other	6	57	4	67
No Response	1	16	2	19
Total	116	644	48	808

4.2 The Benefit and Value of K-12 Volunteer Activities

31% of the K-12 Involvement Survey respondents felt it would be extremely beneficial for administrators to be involved in volunteer mentoring or outreach activities with K-12 students. (See Figure 2)

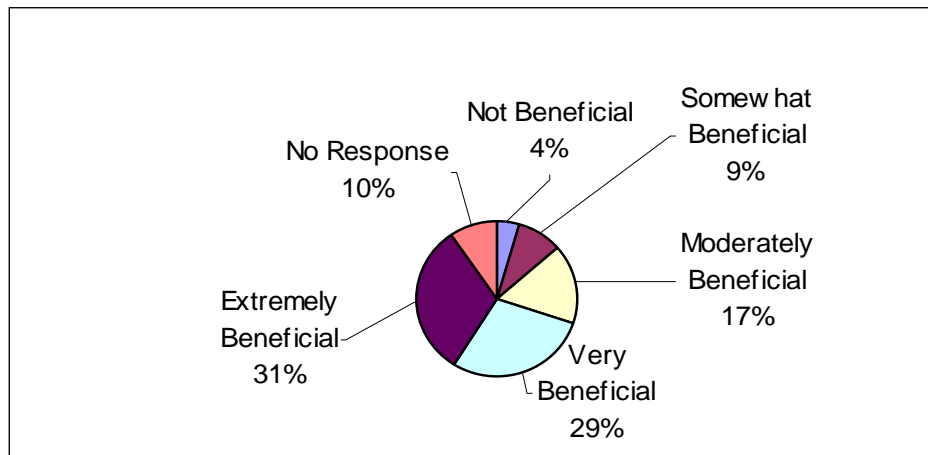


Figure 2: K-12 Involvement Benefit to Administrators

39% of the K-12 Involvement Survey respondents felt it would be extremely beneficial for faculty to be involved in volunteer mentoring or outreach activities with K-12 students, while only 3% felt it would not be beneficial. (See Figure 3)

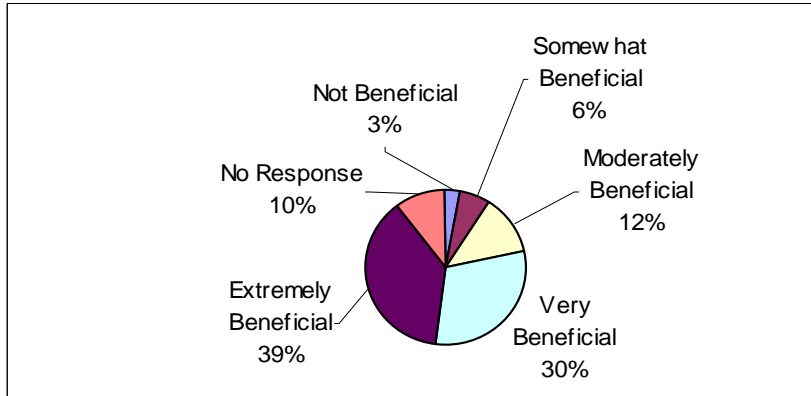


Figure 3: K-12 Involvement Benefit to Faculty

Only 28% of the K-12 Involvement Survey respondents felt it would be extremely beneficial for staff employees to be involved in volunteer mentoring or outreach activities with K-12 students. (See Figure 4)

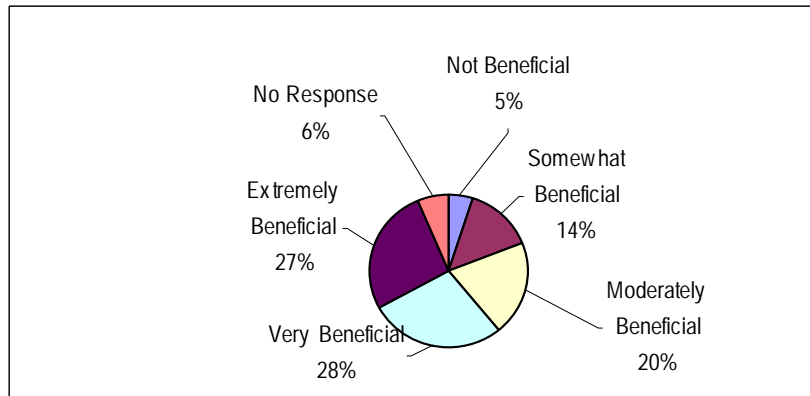


Figure 4: K-12 Involvement Benefit to Faculty

Figure 5 shows the overall benefit to be University for employees in each of the UCF employee groups to be involved in volunteer mentoring or outreach activities with K-12 students.

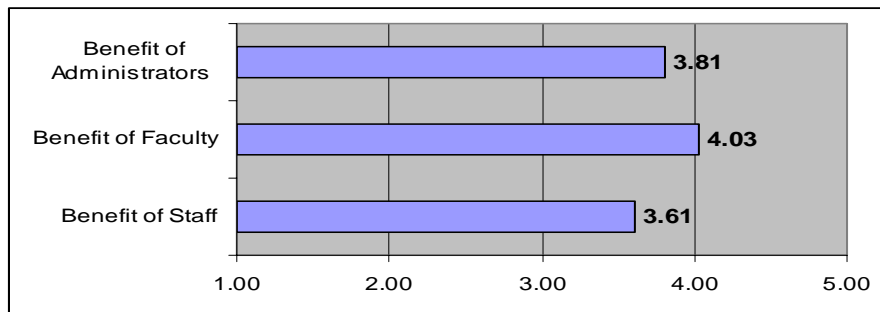


Figure 5: Benefit to Administrators, Faculty, and Staff

It was extremely beneficial to the University for Administrators, Faculty and Staff to be involved in volunteer activities with K-12 students according to the responding female employees, while responding male employees felt it was more beneficial of faculty as shown in Tables 9.

Table 9: Benefit to University by Gender

Benefit of Administrators Involvement	Female		Male	
Not Beneficial	15	2.86%	21	7.55%
Somewhat Beneficial	40	7.59%	32	11.51%
Moderately Beneficial	80	15.18%	56	20.14%
Very Beneficial	148	28.08%	85	30.58%
Extremely Beneficial	177	33.59%	74	26.62%
No Response	67	12.71%	10	3.60%

Benefit of Faculty Involvement	Female		Male	
Not Beneficial	13	2.47%	12	4.32%
Somewhat Beneficial	26	4.93%	26	9.35%
Moderately Beneficial	49	9.30%	48	17.27%
Very Beneficial	153	29.03%	89	32.01%
Extremely Beneficial	213	40.42%	94	33.81%
No Response	73	13.85%	9	3.24%

Benefit of Staff Involvement	Female		Male	
Not Beneficial	21	3.98%	17	6.12%
Somewhat Beneficial	59	11.20%	55	19.78%
Moderately Beneficial	97	18.41%	67	24.10%
Very Beneficial	153	29.03%	70	25.18%
Extremely Beneficial	159	30.17%	55	19.78%
No Response	38	7.21%	14	5.04%

Female respondents to the K-12 Involvement Survey felt the benefit to the University for employees in each of the employee groups to be involved in volunteer work with K-12 students as shown in Figure 6.

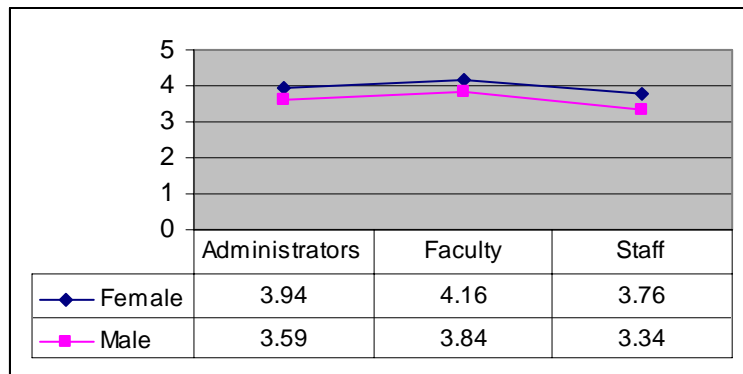


Figure 6: Male-Female Comparison of Averages

The results of the K-12 Involvement Survey show that the benefit to the University by administrators, faculty and staff were rated very beneficial of by

Caucasians for administrators and staff, and extremely beneficial by faculty, as shown in Table 10.

Table 10: Beneficial to Administrators, Faculty and Staff by Ethnicity

Beneficial of Administrators

	Not Beneficial	Somewhat	Moderately	Very	Extremely	No Response
African American	0%	0%	0%	2%	4%	0%
American Indian		0%			0%	0%
Hispanic	0%	1%	1%	3%	3%	1%
Asian/Pacific Islander	0%	0%	1%	1%	1%	1%
Caucasian	3%	7%	14%	23%	22%	7%
Other	0%	0%		0%	1%	0%
No Response		1%	0%	0%	1%	0%

Beneficial of Faculty

African American	0%		0%	2%	5%	1%
American Indian		0%			0%	0%
Hispanic	0%	0%	1%	2%	4%	1%
Asian/Pacific Islander	0%	0%	1%	1%	1%	1%
Caucasian	2%	5%	10%	25%	27%	7%
Other	0%	0%		0%	1%	0%
No Response		0%		0%	1%	1%

Beneficial of Staff

African American	0%		1%	3%	4%	0%
American Indian		0%			0%	0%
Hispanic	0%	1%	1%	2%	3%	0%
Asian	0%	0%	1%	1%	1%	0%
Caucasian	3%	12%	17%	21%	17%	5%
Other	0%	0%		0%	0%	
No Response		0.25%	0.25%	0.25%	0.74%	0.25%

African American survey respondents strongly agree that UCF employee involvement with K-12 activities and mentoring is extremely beneficial to the University by administrators, faculty and staff, as indicated in Figure 7.

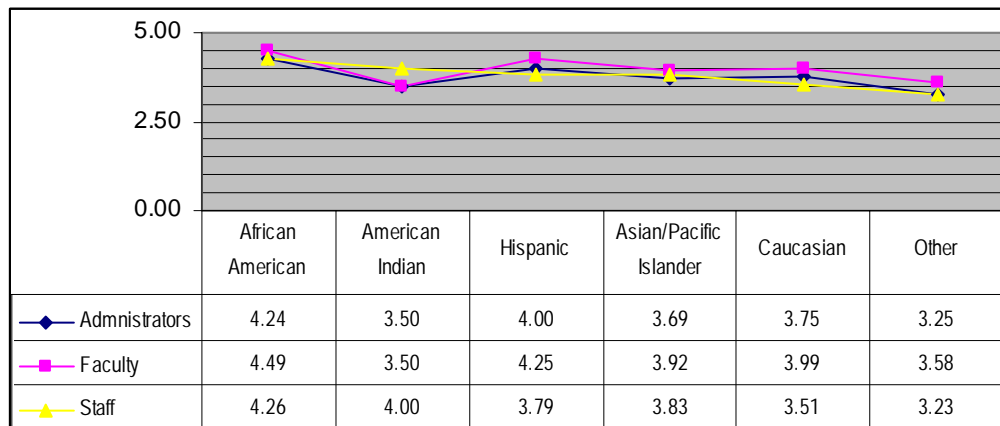


Figure 7: Comparison of Overall Benefit to University

The K-12 Involvement Survey found that the benefit to the University for employees in each of the employee groups to be involved in volunteer mentoring or outreach activities was felt to be extremely beneficial by both part time and full time employees for all employee groups. (See Table 11)

Table 11: Benefit of Administrators, Faculty and Staff by Employment Status

Beneficial of Administrators	Part-time	Full-time	No Status Given
Not Beneficial	4%	5%	2%
Somewhat Beneficial	10%	9%	6%
Moderately Beneficial	26%	15%	15%
Very Beneficial	28%	29%	27%
Extremely Beneficial	26%	32%	35%
No Response	5%	10%	15%
Beneficial of Faculty			
Not Beneficial	4%	3%	4%
Somewhat Beneficial	6%	6%	13%
Moderately Beneficial	15%	12%	10%
Very Beneficial	34%	30%	23%
Extremely Beneficial	34%	39%	33%
No Response	8%	10%	17%
Beneficial of Staff			
Not Beneficial	3%	5%	0%
Somewhat Beneficial	12%	14%	15%
Moderately Beneficial	29%	19%	21%
Very Beneficial	27%	28%	23%
Extremely Beneficial	25%	27%	27%
No Response	3%	6%	15%

On a scale of 1.00 to 5.00, full time respondents felt it more beneficial to the University for Faculty to be involved in volunteer mentoring or outreach activities with K-12 students with a rating of 4.08. (See Figure 8)

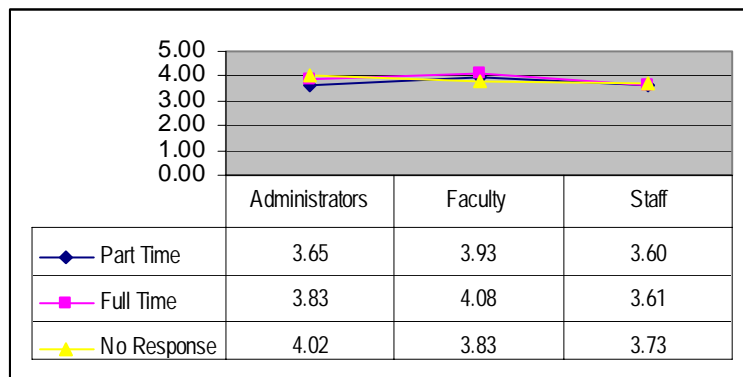


Figure 8: Overall Benefit to University by Employee Status

4.3 K-12 Involvement Reward

The overall K-12 involvement to be considered personally valuable or rewarding to volunteer to mentor or otherwise help K-12 students was rated extremely rewarding by all University employee groups. (See Table 12)

Table 12: Personally Valuable or Rewarding

Extremely Rewarding	30.45%
Very Rewarding	34.65%
Moderately Rewarding	15.10%
Somewhat Rewarding	9.53%
Not Rewarding	6.31%
No Response	3.96%
	100.00%

The overall K-12 Involvement Survey reward average for those who currently volunteer with K-12 age group is 4.01 out of 5.00. Table 13 indicates that those who do currently volunteer find it overall very rewarding. Those who do not currently volunteer find it extremely rewarding for those who do volunteer.

Table 13: K-12 Involvement Reward by Current Volunteers

Currently	Not Rewarding	Somewhat	Moderately	Very	Extremely	No Response
Yes	8%	11%	17%	34%	25%	5%
No	2%	7%	11%	36%	43%	1%
No Response		20%		40%		40%

According to those respondents who do volunteer services to K-12 students, it is rewarding to volunteer their time to “work with” children, not their own, within the K-12 age group as shown in Figure 9. Those respondents who do not currently volunteer their time find it over rewarding for volunteers, rating 3.58 on a scale of 1.00 to 5.00.

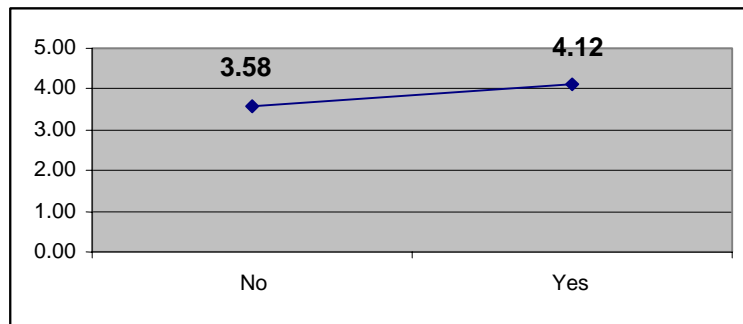


Figure 9: Average Value of Volunteering

More than 30% of the female respondents find it to be extremely rewarding to volunteer their time to “work with” children not their own, within the K-12 age group compared to approximately 21% of the male respondents. (See Figure 10)

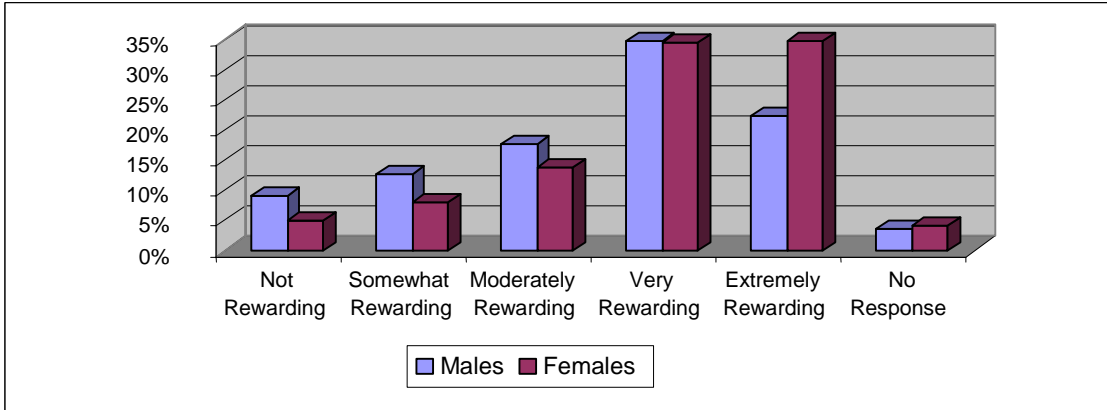


Figure 10: K-12 Volunteering Involvement Reward by Gender

More than one half of the responding African American and American Indian respondents found volunteering to be extremely rewarding. 45% of the Hispanic respondents found volunteering to be extremely rewarding as well, as shown in Table 13 below.

Table 14: K-12 Volunteering Involvement Reward by Ethnicity

Rewarding By Ethnicity	Not Rewarding	Somewhat Rewarding	Moderately Rewarding	Very Rewarding	Extremely Rewarding	No Response
African American	2%	2%	9%	31%	53%	3%
American Indian	0%	25%	0%	0%	50%	25%
Hispanic	3%	6%	11%	30%	45%	5%
Asian/Pacific Islander	9%	16%	13%	28%	34%	0%
Caucasian	7%	10%	16%	37%	26%	4%
Other	15%	15%	15%	15%	38%	0%
No Response	0%	21%	21%	14%	43%	0%

The average response to how rewarding or valuable it would be to volunteer to mentor or otherwise help K-12 students was rated 4.23 on a scale of 1.00 to 5.00 by African Americans and 3.95 by Hispanics. (See Figure 11)

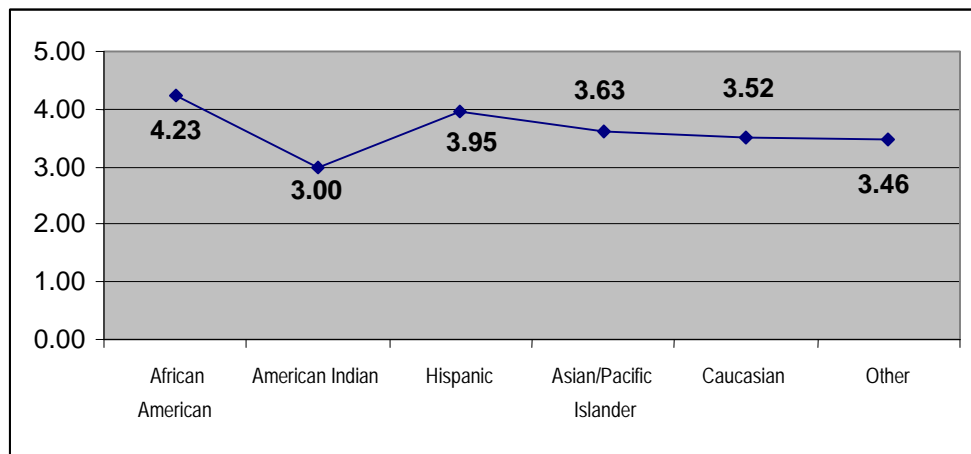


Figure 11: Overall Average Reward by Ethnicity

The value or reward of volunteering was relatively equal when comparing full time employees' responses to those responses of part time employees.

Table 15: K-12 Volunteering Valuable or Rewarding by Employment Status

	Part-Time	Full-Time	No Response
Not Rewarding	3.45%	6.68%	8.33%
Somewhat Rewarding	7.76%	9.63%	12.50%
Moderately Rewarding	22.41%	13.82%	14.58%
Very Rewarding	32.76%	34.78%	37.50%
Extremely Rewarding	31.90%	31.06%	18.75%
No Response	1.72%	4.04%	8.33%

Table 16: K-12 Volunteering Valuable or Rewarding by Classification

	Not Rewarding	Somewhat Rewarding	Moderately Rewarding	Very Rewarding	Extremely Rewarding	No Response	Grand Total
Administrator	7%	10%	13%	35%	35%	1%	100%
Faculty	7%	12%	18%	32%	25%	5%	100%
Staff	6%	8%	14%	35%	32%	4%	100%
No Response			8%	62%	31%		100%

On a scale of 1.00 to 5.00, Administrators, Faculty and Staff rated the reward level of volunteering to mentor or otherwise assist with K-12 students approximately the same, as shown in Figure 12.

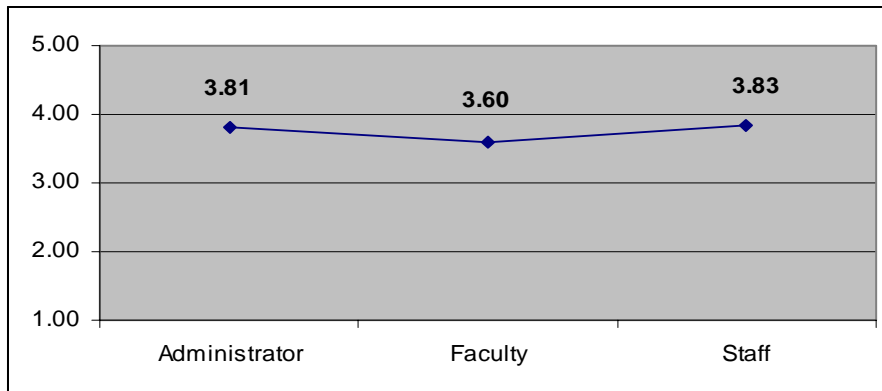


Figure 12: Volunteering Reward by Respondent's Classification

The College of Education respondents have the greatest number of volunteers with 58% as compared to University Relations and the College of Business who have the least with only 27% of respondents volunteering as shown in Table 16.

Table 17: K-12 Involvement by College/Division

Currently Volunteering By College/Division	No	Yes
A & S	66%	34%

Business	73%	27%
Education	40%	58%
Engineering	65%	35%
COHPA	62%	35%
Academic Affairs	69%	29%
Admin & Finance	72%	28%
Alumni Relations	75%	25%
President's Division	69%	31%
University Relations	73%	27%
Other	63%	37%
No Response	74%	26%

4.4 Types of Volunteer Activities

Figure 13 indicates the percentage of school related, non-school related and other school related activities respondents participate in when involved in mentoring or other outreach activities, with school related activities having the highest volunteer rate with 56%.

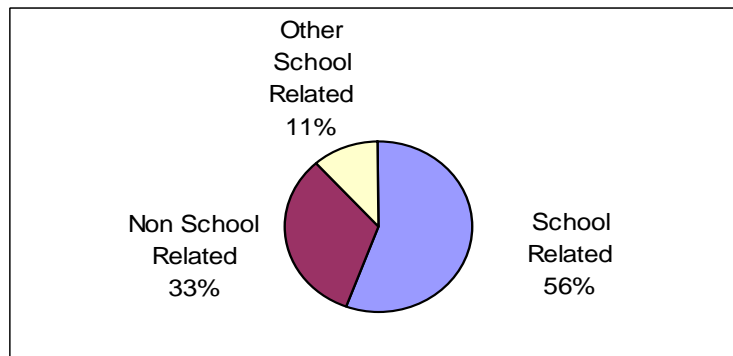


Figure 13: K-12 Volunteer Involvement by Type of Interaction

Mentoring students was the activity most currently involved in by responding participants, with Classroom Helper and Tutoring Students being the next most popular activity. (See Figure 14)

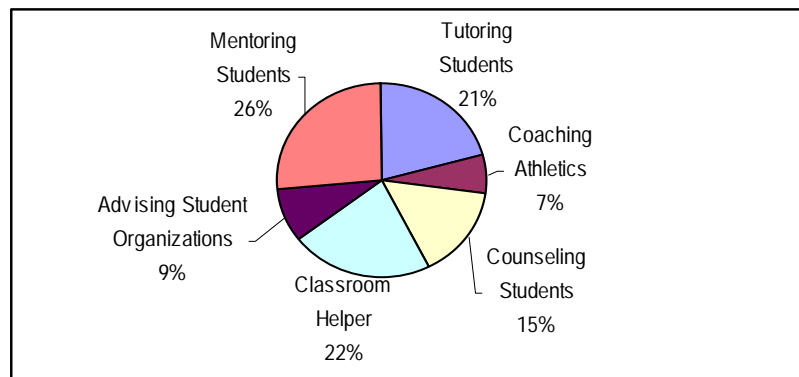


Figure 14: School-related (direct student interaction)

Teaching children (e.g., Religion classes, etc.) was the volunteer activity most currently involved in by K-12 Involvement Survey respondents. Leading Clubs and Organizations was second, with Coaching Sports being third with only 22% of the respondents participating. (See Figure 15)

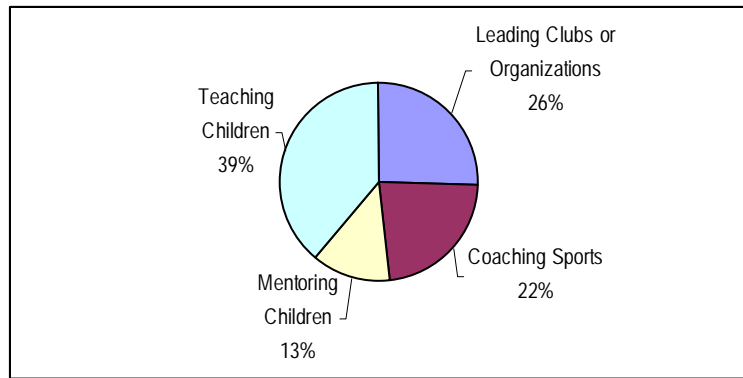


Figure 15: Non-school-related (direct student interaction)

K-12 Involvement Survey respondents participated in other school-related volunteer or mentoring activities but did not have direct student interaction. K-12 Teacher Workshops had the majority of participants with 65%. (See Figure 16)

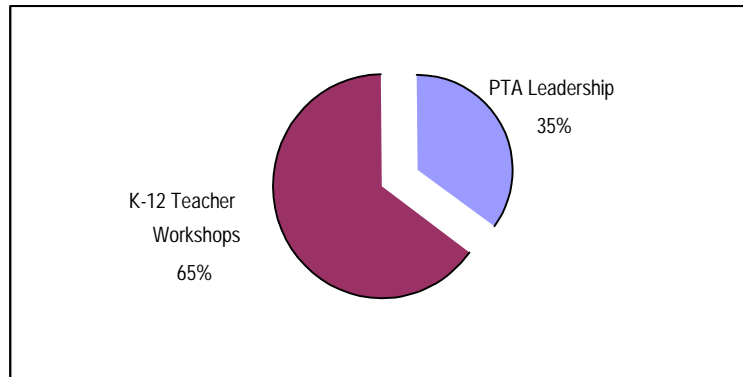


Figure 16: Other School-related (indirect student interaction)

Overall, University employees responding to the K-12 Involvement Survey are fairly distributed between the various school-related (director student interaction, non-school related (direct student interaction), and other school-related (indirect student interaction) mentoring and outreach volunteer activities as shown in Figure 17.

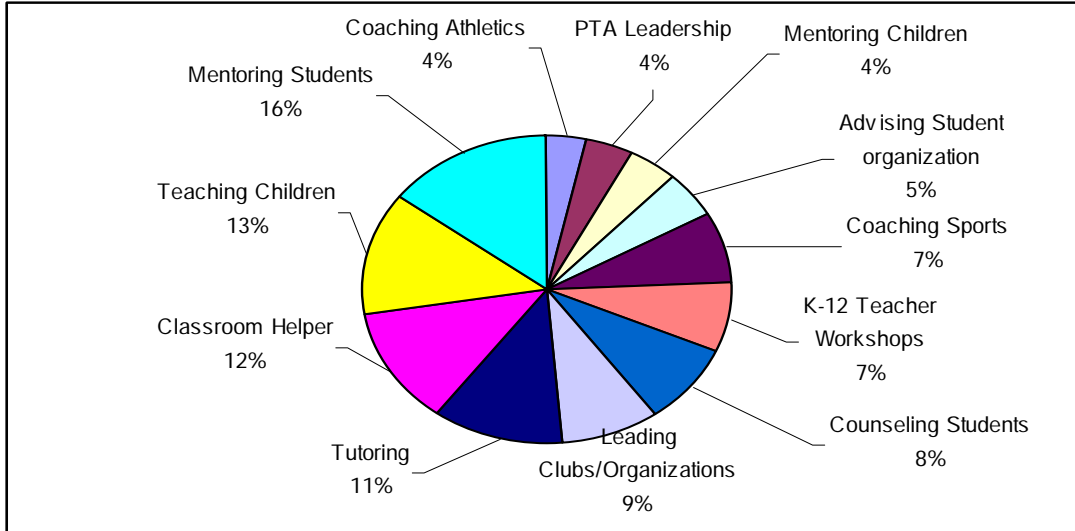


Figure 17: K-12 mentoring and outreach volunteer activities.

4.5 K-12 Involvement and Gender

62% of the K-12 Involvement Survey respondents currently volunteering in mentoring or outreach activities with children in grades K-12 are female and 38% are male. Teaching children is the volunteer activity of choice for female respondents to the K-12 Involvement Survey. Male respondents revealed that mentoring students was their activity choice, followed closely by tutoring students. (See Table 18)

Table 18: K-12 Involvement by Survey Respondent Gender

Data	Gender		Total
	Female	Male	
Sum of Tutoring Students	25	26	51
Sum of Coaching Athletics	4	12	16
Sum of Counseling Students	20	17	37
Sum of Mentoring Children	11	8	19
Sum of Classroom Helper	40	14	54
Sum of Advising Student Organization	10	12	22
Sum of Leading Clubs or Organizations	24	14	38
Sum of Coaching Sports	13	20	33
Sum of Mentoring Students	34	31	65
Sum of PTA Leadership	14	4	18
Sum of K-12 Teacher Workshops	19	14	33
Sum of Teaching Children	42	16	58

Table 19 indicates the number of students directly or indirectly assisted by male and female respondents to the K-12 Involvement Survey, totaling 5935 students overall.

Table 19: Number of Students Directly Assisted

Gender	Female	Male	Total
Total	3153	2782	5935

4.6 K-12 Involvement and Ethnicity

Table 20 indicates the number of responding volunteers in specific volunteer activities by ethnicity. African Americans and Caucasians volunteered most frequently mentoring students, while Hispanics volunteered in the non-school related area of teaching children.

Table 20: Volunteer Activities by Ethnicity

Ethnicity/Race	Ethnicity/Race						No Response	Total
	African American	American Indian	Hispanic	Asian	Caucasian	Other		
Coaching Athletics	2				13		2	17
Coaching Sports	1		1	1	30		1	34
Counseling Students	5	1	3	1	24	1	3	38
Mentoring Children	5		3		11		1	20
Tutoring Students	7		1	4	35	2	3	52
Teaching Children	9		5		41	1	2	58
PTA Leadership	1		1		16		1	19
Mentoring Students	14	1	3	2	44	1	1	66
Advising Student Organization	5	1	1		14	1	1	23
K-12 Teacher Workshops	2		1	2	28		1	34
Leading Clubs or Organizations	1		3		33	1	1	39

Caucasians directly assist 4409 children while participating in K-12 mentoring or volunteer activities, while African Americans directly assist 851 and Hispanics rate third by directly assisting 501. (See Table 21)

Table 21: Total Number of Children Assisted by UCF Employees

Sum of How Many Students Ethnicity/Race	Ethnicity/Race						No Response	Total
	African American	American Indian	Hispanic	Asian	Caucasian	Other		
Total	851	5	501	115	4409	23	31	5935

4.7 K-12 Involvement and Employment Classification

K-12 Involvement Survey respondents assist 5935 students directly or indirectly, with 38% of the students assisted by Faculty, 33% assisted by USPS/OPS Staff employees, and 18% assisted by are Administrators as shown in Figure 18.

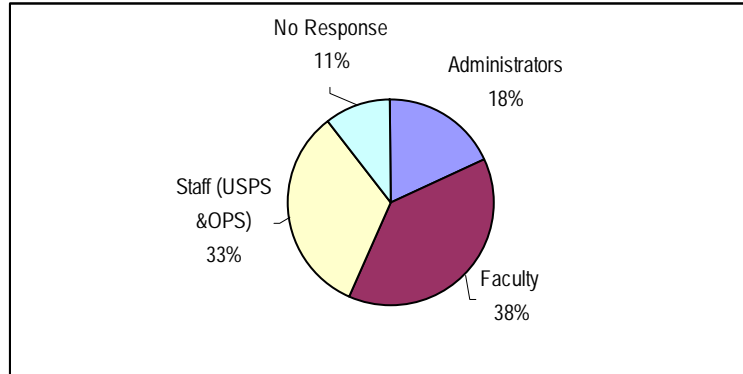


Figure 18: Students Directly Assisted by UCF Employment Classification

Of the 5935 students directly or indirectly assisted by UCF employee volunteer efforts, 1089 are assisted by Administrators, 2252 are assisted by Faculty and 1962 are assisted by Staff. (See Table 22)

Table 22: Students Directly Assisted by UCF Employment Classification

Administration	Faculty	Staff	No Response	Total
1089	2252	1962	632	5935

Table 23 indicates the spread of Ethnic groups among the UCF employee classification groups of the K-12 Involvement Survey respondents.

Table 23: Percentage by Classifications of Each Ethnic Group Responding

	African American	American Indian	Hispanic	Asian	Caucasian	Other	No Response
Administrators	10%		9%	3%	76%	2%	1%
Faculty	3%	0%	7%	5%	83%	1%	0%
Staff	10%	1%	9%	4%	72%	1%	3%
Not Defined			8%		77%	8%	8%

4.8 K-12 Involvement and Parenting

Of the 136 Administrators responding to the K-12 Involvement Survey, 75.74% of them have zero children in grades K-6, while 85.29% of them have zero children in grades 7-9 and 86.76% of zero children in grades 10-12. Faculty and Staff employees have similar responses as shown in Table 24.

Table 24: K-12 Involvement by Classification with Children in Grades K-12

Children in Grades K-6				
	Administrators	Faculty	Staff	No Response
0 Children	75.74%	79.83%	83.37%	92.31%
1 Child	13.97%	13.03%	13.54%	7.69%
2 Children	9.56%	6.30%	2.38%	
3 Children		0.42%	0.71%	
4 Children	0.74%	0.42%		

Children in Grades 7-9				
	Administrators	Faculty	Staff	No Response
0 Children	85.29%	88.66%	88.12%	92.31%
1 Child	13.97%	9.24%	10.69%	7.69%
2 Children	0.74%	2.10%	0.95%	0.00%
4 Children	0.00%	0.00%	0.24%	0.00%

Children in Grades 10-12				
	Administrators	Faculty	Staff	No Response
0 Children	86.76%	88.24%	89.31%	84.62%
1 Child	9.56%	10.08%	9.26%	15.38%
2 Children	2.94%	1.68%	1.43%	0.00%
3 Children	0.74%	0.00%	0.00%	0.00%

Of the 268 respondents currently involved in K-12 volunteer mentoring or outreach activities, approximately 66% have zero children in grades K-6, approximately 82% have zero in grades 7-9, and approximately 85% have zero children in grades 10-12 as shown in Table 25.

Table 25: Current K-12 Involvement with Children in School

Children in Grades K-6			
	Not Currently	Currently	No Response
0 Children	88.41%	66.79%	80.00%
1 Child	9.91%	20.52%	0.00%
2 Children	1.50%	10.82%	20.00%
3 Children	0.19%	1.12%	0.00%
4 Children	0.00%	0.75%	0.00%
	100.00%	100.00%	100.00%

Children in Grades 7-9			
	Not Currently	Currently	No Response
0 Children	90.65%	82.46%	80.00%
1 Child	8.22%	15.67%	20.00%
2 Children	0.93%	1.87%	0.00%
4 Children	0.19%	0.00%	0.00%
	100.00%	100.00%	100.00%

Children in Grades 10-12			
	Not Currently	Currently	No Response
0 Children	89.91%	85.45%	100.00%

1 Child	8.04%	13.06%
2 Children	2.06%	1.12%
3 Children	0.00%	0.37%

4.9 K-12 Involvement and Employment

K-12 Involvement Survey respondents working in a full time status at the University, currently volunteer their spare time to work with approximately 5281 children, not their own, within the K-12 age group. (See Table 26)

Table 26: Current K-12 Involvement by Employment Status

Sum of How Many Students			
Part-Time	Full-Time	No Response	Total
610	5281	44	5935

4.10 K-12 Involvement and College/Division

808 K-12 Involvement Survey respondents indicated their current volunteer efforts with K-12 mentoring and outreach activities. Of those 808, Academic Affairs had the most respondents currently volunteering, while the College of Arts & Sciences had the second highest participants as shown in Table 27.

Table 27: Current K-12 Involvement by College/Division

	Currently Volunteering
Arts & Science	18.69%
Business	6.31%
Education	6.19%
Engineering	7.43%
COHPA	7.55%
Academic Affairs	20.17%
A & F	14.85%
Alumni Relations	1.49%
President's Division	4.83%
University Relations	1.86%
Other	8.29%
No Response	2.35%
	100.00%

4.11 Current Involvement

268 of the 808 total, or 33%, of the K-12 Involvement Survey respondents currently volunteer their time in mentoring or outreach activities, whether directly or indirectly, with K-12 student. 535 of the 808, or 66%, responded that they do not volunteer at this time. (See Table 28)

Table 28: Current Involvement by K-12 Involvement Survey Respondents

Not Currently Volunteering	Currently Volunteering	No Response	Total
535	268	5	808

Caucasians make up the largest group of UCF employee groups of respondents currently involved in K-12 mentoring and outreach activities. 75% of the part time and 77% of the full time volunteer respondents are Caucasian. (See Table 29)

Table 29: Part-time and Full-time Ethnic K-12 Involvement

	Part Time	Full Time	No Response
No Response	3%	1%	4%
African American	3%	9%	10%
American Indian	1%	0%	4%
Hispanic	9%	8%	8%
Asian/Pacific Islander	5%	4%	4%
Caucasian	75%	77%	67%
Other	3%	1%	2%

Of the part time and full time respondents to the K-12 Involvement Survey, 67% of the part time respondents were female and 33% were male. (See Table 30)

Table 30: Current Involvement by Gender

	Part Time	Full Time	No Response
Female	67%	66%	56%
Male	33%	34%	44%
No response		0%	

5.0 MAJOR FINDINGS

6.0 CONCLUSIONS AND RECOMMENDATIONS

APPENDIX A
Governor's Statements

Published Saturday, February 19, 2000, in the Miami Herald

Bush: Colleges must mentor kids at low-achieving schools
BY PHIL LONG
plong@herald.com <mailto:plong@herald.com>

ORLANDO -- Insisting that no other element of his One Florida plan will have as much impact on future college success, Gov. Jeb Bush on Friday challenged the state's universities and community colleges to form "partnerships" with students and staffers in 130 of the state's lowest-performing schools.

Children in many low-achieving schools "have lost the ability to dream big dreams," the governor said. . . . But if you will give them an hour a day, an hour a week, that will change everything."

The governor spoke at the end of a meeting during which the Board of Regents unanimously endorsed his controversial Talented 20 plan for university admission. The measure goes to the Cabinet Tuesday.

Leaders at South Florida's state universities, Florida International in Miami and Florida Atlantic in Boca Raton, say they already have such partnerships and plan to expand them.

Mentoring has emerged as one of the most effective ways of helping children raise their horizons and keeping them from dropping out. Universities and community colleges have long partnered with schools on a smaller scale.

"We will intensify those partnerships in response to the governor's request," FIU President Modesto Maidique said.

From: Jeb Bush

Sent: Friday, October 29, 1999 10:14 PM

To: ahopkins@unf.edu; cantanese@acc.fau.edu; fhumphries@famu.edu;

hitt@ucflvm.cc.ucf.edu; maria@ufnet.mail.ufl.edu;
umarx@uwf.cc.uwf.edu;

dalember@mailier.fsu.edu; wcmmerwin@fgcu.edu; Adam Herbert (E-mail)

Subject: mentoring

One hour a week with a child. It can make a difference. Leaders lead by example. Imagine if the leaders lead and thousands upon thousands followed spending an hour a week with a child. Imagine helping a child by giving guidance on life's journey, helping them read, understand math and teaching them to write.

I spend an hour with a 14 year old boy and it is the best hour I spend each week. I humbly ask that you consider doing the same. If each of you do so, others will follow and children will have a better chance to gain a year's worth of knowledge in a year's time. What say you?

Jeb Bush

PS if you are interested, you can write me and I will get Liza McFadden to get in touch.

FOR IMMEDIATE RELEASE CONTACT:

Elizabeth Hirst
January 14, 2000
(850) 488-5394

GOVERNOR BUSH HELPS KICK-OFF THE CITY OF JACKSONVILLE'S MENTORING
INITIATIVE

JACKSONVILLE- -Governor Jeb Bush and Jacksonville Mayor John Delaney were joined by civic, business and community leaders, along with their mentees, to help kick-off the city of Jacksonville's Mentoring Initiative today.

"Each of us has a responsibility to help promote excellence within Florida's schools and to improve the lives of our children," Governor Bush said. "I am asking Floridians to give one hour a week to provide guidance and friendship to Florida's children."

Under the leadership of the Governor and the Lt. Governor, and in coordination with Florida's state agencies, businesses, nonprofit organizations and Florida schools, the Governor hopes to recruit up to 200,000 volunteers across the state to become mentors.

National studies confirm that mentoring has many positive effects on students including: achievement of higher grades in school, better attendance of classes, improved behavior in school, a reduction in use of illegal drugs and alcohol and an improvement in self-confidence and personal skills.

For more information on how Floridians can register for the Governor's Mentoring Initiative, visit the Governor's website at <<http://www.flgov.com>> or call 1-800-825-3786.

APPENDIX B
Engagement Agreement between Diversity Initiatives and OEAS

OEAS ENGAGEMENT AGREEMENT

Title: K-12 Mentoring and Outreach Analysis

Sponsor: Dr. Valarie King, Director of Diversity Initiatives

Overview: The Office of Diversity Initiatives within the President's Division is interested in obtaining a better understanding of the current K-12 mentoring, tutoring, and other outreach activities provided by UCF administrators, faculty, and staff. The sponsor has requested that the office of Operational Excellence and Assessment Support (OEAS) be engaged to develop a survey instrument to conduct this assessment. This involves designing and testing the survey, developing the protocol for its distribution, distributing the survey, and analyzing the results of the survey. The primary objective of the survey is to determine the current involvement of the UCF workforce in outreach activities for K-12 students in order to help design appropriate support policies and procedures within UCF.

Background:

The Office of Diversity Initiatives is part of the President's Division. The mission of the Office of Diversity Initiatives is to foster a university culture that values and manages similarities and differences, enhances productivity, and affords all individuals with opportunities to realize their full potential. The office has six main goals: (1) establish structures and procedures to support UCF's goal of becoming more inclusive and diverse; (2) create a pedagogically sound curriculum that reflects the pluralism of our society; (3) design a comprehensive faculty, USPS, and A&P recruitment and retention process; (4) develop a better understanding of and support for student diversity, inclusiveness, and retention; (5) engage in diversity research programs and creative projects that advance knowledge and enhance opportunities; and (6) develop diversity partnerships with organizations external to UCF (extracted from the UCF website).

The Governor of Florida, Jeb Bush, has recently requested that Florida universities be involved in the mentoring of K-12 students. There has been very little information collected to date on UCF faculty, administrator, and staff involvement in this activity. The Faculty Activity reporting system is currently being revised to include a new field to collect FTE faculty data on K-12 involvement. It is expected that the FTE estimate provided by this reporting system will be an underestimate of the actual UCF involvement because it will not include administrative or staff involvement. In addition, the faculty will be required to report a percentage of their time (out of the 2% service

area) devoted to this activity which will also result in underreporting. President Hitt has requested that the Director of Diversity Initiatives conduct a survey of the organization to develop a clearer understanding of the current K-12 mentoring, tutoring, and other outreach activities provided by UCF administrators, faculty, and staff. This information will be used to develop strategies, policies, and procedures to better respond to the Governor's request.

The Director of Diversity Initiatives has requested that the OEAS office be engaged to design the survey instrument. The work proposed by OEAS involves designing the survey instrument, testing the survey, developing the protocol for distribution, distributing the survey, and analyzing the results of the survey. The Office of Diversity Initiatives will be responsible for reviewing the survey and distribution protocols prior to distribution. The primary objective of the survey is to determine the current involvement of the UCF workforce in outreach activities for K-12 students in order to help design appropriate support strategies, policies, and procedures within UCF that will result in an increase in K-12 mentoring.

Task Structure:

The following tasks provide a general structure for the engagement.

- 1.0 Determine the goals of the survey, intended use, and dimensions of analysis.
- 2.0 Develop draft survey for review and approval by the Director of Diversity Initiatives.
- 3.0 Test the survey instrument and revise as appropriate.
- 4.0 Develop the protocol for distribution for review and approval by the Director of Diversity Initiatives. Distribute the survey.
- 5.0 Extract data from the surveys and conduct analyses. At a minimum, determine estimates of the number of faculty, staff, and administrators who volunteer their time in K-12 outreach activities, the gender and ethnicity of the volunteers, the UCF organizational units that are involved, the number of hours per month devoted to this activity, the types of activities performed, and the grade levels involved.
- 6.0 Develop recommendations on support strategies, policies, and procedures within UCF to help encourage and support K-12 mentoring and outreach activities.
- 7.0 Prepare written report and presentation on survey results.

Schedule:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Task 1.0	■							
Task 2.0		■						
Task 3.0		■						
Task 4.0		■	Survey Distribution					
Task 5.0					■	■		
Task 6.0						■	■	■
Task 7.0	■	■	■	■	■	■	■	■

Deliverables:

OEAS will deliver a written report and a final presentation that describes the findings and recommendations of the engagement. The draft final report and presentation will be offered approximately eight weeks after work is authorized to commence. The time may be longer or shorter depending on how long it takes to distribute and receive the survey responses.

Reports:

OEAS will deliver a final report in the format of the OEAS Technical Report series. The final report will be made available for distribution through OEAS subject to review and approval by the sponsor. OEAS will make periodic informal oral reports to the sponsor on the progress of the work based on a mutually agreed upon schedule.

Personnel:

Key Sponsor Contacts:

Dr. Valarie King

OEAS Personnel:

Dr. Julia Pet-Armacost, Director of OEAS

Ms. Kathleen Coleman, OEAS Program Assistant

Confidentiality:

The work conducted under this engagement agreement is intended for the sole use of the sponsor. OEAS will not disclose any information developed without the permission of the sponsor. Normally, the final report is published as a OEAS Technical Report and made available to the public. However, any such technical report must be approved by the sponsor. Because the OEAS office reports to Academic Affairs, periodic reports are made to the Provost and the President regarding the status of OEAS activities. Work on this project will likely be discussed in one or more of those periodic reports.

Agreement:

The undersigned agree that the structure presented above describes the nature and scope of the work to be accomplished during this engagement. Changes to the scope or direction of work will be accompanied by a modification to this agreement.

FOR:

OEAS:

Diversity Initiatives:

**Julia Pet-Armacost
Director of OEAS**

**Dr. Valarie King
Director**

Date

Date

APPENDIX C
K-12 Involvement Survey

K-12 Involvement Survey

The Governor has recently requested that Florida universities be involved in volunteer mentoring of K-12 students. There has been little information collected to identify the existing level of UCF faculty, administrator, and staff involvement in mentoring and other K-12 volunteer outreach activities (e.g., tutoring and coaching). President Hitt is interested in developing a clearer understanding of the current K-12 involvement by the UCF workforce. This information will be used to develop a response to the Governor's request. Please take a few minutes to complete this survey. Your participation in this survey is very important to obtain an accurate assessment of our volunteer support of K-12 students. Please fold and staple or tape the completed form and place in campus mail, or you may fax it to (407) 275-4339. **THANK YOU!**

----- PLEASE CLIP HERE TO REMOVE ADDRESS LABEL IF DESIRED -----

1. How beneficial would it be to the University for employees in each of the following UCF employee groups to be involved in **volunteer** mentoring or outreach activities (e.g., tutoring, coaching, counseling) with K-12 students?

	EXTREMELY BENEFICIAL	VERY BENEFICIAL	MODERATELY BENEFICIAL	SOMEWHAT BENEFICIAL	NOT BENEFICIAL
Administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. How rewarding or valuable would it be to you to **volunteer** to mentor or otherwise help K-12 students?

	EXTREMELY REWARDING	VERY REWARDING	MODERATELY REWARDING	SOMEWHAT REWARDING	NOT REWARDING
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Do you currently **volunteer** your time to "work with" children (not your own) within the K-12 age group?

Yes No (if no, please skip to question 7)

4. Consider each of the following K-12 mentoring and outreach **volunteer** activities. Mark each of the activities in which you are currently involved.

School-related (direct student interaction)

- Tutoring students
- Coaching school athletic teams
- Counseling students
- Classroom helper
- Advising a student organization
- Mentoring students

Non-school related

- Leading clubs or organizations (e.g., Girl Scouts)
- Coaching sports (e.g., Little League)
- Mentoring children (e.g., Big Brother)
- Teaching children (e.g., Religion classes)

Other School-related

- PTA leadership
- Conducting or facilitating K-12 teacher workshops

Other _____

5. Approximately how many K-12 students are you directly assisting? _____

6. Approximately how many **hours per month** do you spend doing K-12 volunteer activities? _____

Please mark the items that best describe you:

7. Gender	<input type="checkbox"/> Female	<input type="checkbox"/> Male	
8. Ethnicity/Race	<input type="checkbox"/> Black/African American	<input type="checkbox"/> Asian or Pacific Islander	
	<input type="checkbox"/> American Indian	<input type="checkbox"/> Caucasian/White	
	<input type="checkbox"/> Hispanic	<input type="checkbox"/> Other	
9. Employment	<input type="checkbox"/> Part-time	<input type="checkbox"/> Full-time	
10. Number of Children in school	Grades	Grades	Grades
	K-6	7-9	10-12
	_____	_____	_____
11. Classification	<input type="checkbox"/> Administrator	<input type="checkbox"/> Faculty	<input type="checkbox"/> Staff (USPS and OPS)
12. College/Division	<input type="checkbox"/> Arts & Sciences	<input type="checkbox"/> Health & Public Affairs	<input type="checkbox"/> President's Division
	<input type="checkbox"/> Business	<input type="checkbox"/> Academic Affairs	<input type="checkbox"/> University Relations
	<input type="checkbox"/> Education	<input type="checkbox"/> Administration & Finance	
	<input type="checkbox"/> Engineering & Computer Science	<input type="checkbox"/> Development & Alumni Relations	
		<input type="checkbox"/> Other _____	



OPERATIONAL EXCELLENCE
AND ASSESSMENT SUPPORT
12424 Research Parkway, Suite 225
Orlando, Florida 32826-3207

APPENDIX D
First Email Announcement

Email message:

The Governor has recently requested that Florida universities be involved in volunteer mentoring of K-12 students. There has been little information collected to identify the existing level of UCF faculty, administrator, and staff involvement in mentoring and other K-12 volunteer outreach activities (e.g., tutoring and coaching). President Hitt is interested in developing a clearer understanding of the current K-12 involvement by the UCF workforce.

Within the next few days, you will be receiving a one-page survey that will be used to assess the current level of K-12 volunteer involvement by the UCF workforce. This information will be used to develop a response to the Governor's request. When you receive the survey, please take a few minutes to complete this survey. Your participation in this survey is very important to obtain an accurate assessment of our volunteer support of K-12 students.

Thank you.

Dr. Julia Pet-Armacost, Interim Director
OPERATIONAL EXCELLENCE AND ASSESSMENT SUPPORT

APPENDIX E
Second Email Announcement

Email message:

Our sincerest appreciation goes to the more than 700 UCF employees who have taken some time to respond to the K-12 Involvement Survey administered by the office of Operational Excellence and Assessment Support. Your input will assist President Hitt in developing a response to the Governor's request for State Universities to be involved in volunteer mentoring of K-12 students. If you have misplaced your survey or did not have a chance to respond, it is not too late to participate. Another copy of the survey is attached as an MS WORD file. Please take a few minutes to complete the survey and mail or fax it back to us.

The UCF employees who have already responded represent approximately 15% of the workforce. We would like to have a significantly larger sample and need your help.

Thank you for your involvement.

Dr. Julia Pet-Armacost, Interim Director
Operational Excellence and Assessment Support
Research Pavilion, Suite 225
Orlando, FL 32816-3207
Fax: (407) 275-4339
Email: oeas@mail.ucf.edu