Multicultural Mentoring Program Using Logic Model as an Integrative Framework

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Abstract. This study describes logic model of the multicultural mentoring program of “I” University and presents evaluation of this multicultural mentoring program which is identified as a model of best practice sponsored by government. The evaluation was conducted as four steps of the logic model: resources, activities, outputs, and outcomes. This result provides an integrative framework of evaluation considering context and condition.

Keywords: Multicultural mentoring program, Logic model, Students from multicultural backgrounds, Evaluation of mentoring program

1 Introduction

As the increase of foreign migrants in Korea and globalization, there was growth in the number of students who has multi-ethnic backgrounds. Currently, they are being emphasized as new minority or socially disadvantaged group in Korea. Many of mentoring programs pay closely attention to these students who are from multicultural family. From few years, mentoring program has targeted young people who have multicultural background. The implementation of this mentoring is a relatively recent phenomenon so, there has been minimal research regarding multicultural mentoring programs. Furthermore, relatively little research has been carried out on effectiveness of multicultural mentoring program with integrative framework. Therefore, this study will focus on the multicultural mentoring program through using logic model as integrative framework.

2 Mentoring program for youth from multicultural backgrounds

In 2010, Ministry of Education set up goals relating multicultural education. These goals include narrowing academic achievement gap, enhancing competencies of parents of multicultural family, and promoting multicultural education. Under these policy goals, customized education supporting programs also set up for student of multicultural family. One of the specific supporting programs was mentoring program which university students as mentors are matched with adolescents as mentee.
The multicultural mentoring program has been operating since 2009. This program was initially conducted by 13 universities in all across the country. “I” University in Incheon has implemented this mentoring program from 2011 to 2014. This study focuses on the mentoring case of “I” University because it is a best model of the multicultural mentoring program. Compared to other programs, multicultural mentoring program of “I” University has unique structure and professional in managing.

In this case, operation period is divided into two semesters. Annually first semester starts in May and ends up August, also second semester starts in September and ends up February of next year. In 2011, total mentoring hours of each mentor were maximum 90 hours, however, as stabilized the mentoring program over the years, now mentors can have meeting with mentee maximum 120 hours in a year.

Operation system is following: from March to April center recruits and selects mentors. When mentees are selected by Incheon Metropolitan city office of Education, center matches mentor-mentee according to one-to-one format. In 2011, there were only 28 mentor-mentee pairs, but 40 pairs in 2012, 50 pairs in 2013 and 100 pairs in 2014.

3 Logic model as a research tool

Logic model is useful to identify how a program operates under the specific condition in order to achieve goals ([3]). According to Julian, the logic model provides a tool for conceptualizing the relationships between short term outputs produced by programs and long term outcomes. The logic model describes a logical series linking resources, activities, outputs, and outcomes in a specific condition. Thus the logic model is beneficial to simply describing a program and establishing process and outcome goals ([4], [5], [6]).

3.1 Multicultural mentoring program and logic model

The logic model of the multicultural mentoring program was built by the following five steps: (1) collecting the relevant information, (2) clearly defining the problem and its context, (3) defining the elements of the logic model, (4) drawing the logic model, and (5) verifying the logic model with stakeholders [7].
First, resources include physical and non-physical resources. It usually means human and financial resources as well as other inputs required to support the program. In case of multicultural mentoring program, operating expenses and scholarship for mentors are financial resources, also supervisor, operators, tutors, mentors, mentee, school teachers, and parents are personnel resources. Second, activities include all action steps necessary to produce program outputs. Like shown figure 1, multicultural mentoring activities are constructed by three activities: staff activity, prior activity, and participant activity. Third, outputs are the result of activity provided to the programs directly. In this case, outputs are produced as two results. First result is mentoring hours and second one is tutoring hours. Lastly, outcomes are characterized as changes or benefits resulting from activities and outputs. Programs typically have multiple outcomes across the full program performance. In this mentoring case, outcomes occur according to multiple subjects of the program. Main participants of mentoring, mentors and mentees, have changed positively as well as tutors and school teachers.

3.2 Evaluation of multicultural mentoring program

Due to short experiences of the multicultural mentoring program, there is ambiguity in operating program. Many programs generally have determined effectiveness of their own program through observation or formal evaluation procedure such as surveys and interviews of participants. This tendency has lead to focus certain part of mentoring program without conducting integrative evaluation. However, by using integrative framework, the logic model, implicit process, relations, and theory could become explicit. Therefore, this study can offer the foundation for evaluation of the multicultural mentoring program [8].
3.2.1 The program resources

Although program resources were not an obscure part of the evaluation, there are some points to be focused. They include: (1) inadequate mentoring place; (2) too much reliance on particular individuals for program success; (3) lack of funding; and (5) inadequate resourcing and valuing of volunteers.

3.2.2 The program activities

The evaluation of activities include in staff dimension: (1) inadequate recruiting, screening, and selecting of mentors; (2) inadequate matching; (3) simplifying administrative procedures. In prior activity dimension, the criteria of evaluation include: (1) questioning effectiveness of orientation; (2) need education program for school teachers. In participant dimension, the criteria of evaluation include: (1) inadequate frequency, time, place, contents and method of teaching and counseling; (2) inadequate contents and method of tutoring; (3) ineffectiveness of short-term activity such as camp and final reporting.

3.2.3 The program outputs

Outputs can be measured with data. Mentor should record their activity on Internet webpage also tutors have to write and submit a paper recording their tutoring to mentoring office. The records of two main activities are gathered once in a month and supervisor and operators manage their activities. Except these two outputs, evaluation has to include (1) retention of mentor and mentee; (2) verifying mentoring activities; (3) quality of contents and methods; and (4) ongoing feedback between mentoring and tutoring.

3.2.4 The program outcomes

Outcomes of the program pay attention to change of participants. In flow of logic model chart, important participants include mentees, mentors, tutors, and school teachers. The criterion of evaluation has to set up under the context and condition of program. Furthermore, relationships between participants should be considered. Mentoring is a reciprocal relationship where all participants can benefit from sharing knowledge, thinking and experience. Even community can change by these positive relationships.

4 Conclusion

The research examined the multicultural mentoring program conducted by “I” university through using the logic model and made evaluation of this program with an integrative framework. “Mentoring is simple in principle but extremely complex in
practice. Good intentions aren’t enough [9]”. With more integrative perspective, feedback and reflection would operate well-functioned multicultural mentoring program.

References