

## MEMORANDUM



**Date:** January 8, 2004

**To:** \_\_\_\_\_  
Evaluator

**From:** Dr. Laura Wimberley  
Program Coordinator, Aggie Access

A handwritten signature in black ink, appearing to read 'Laura Wimberley', is written over the printed name and title.

Kate Parks  
Graduate Assistant, Aggie Access

\_\_\_\_\_ is applying to become a mentor for the Texas Aggie Access Program. Part of the selection process includes evaluation of the applicant's past performance and applicable skills. The applicant has requested that you complete one of the recommendation forms for him/her.

The attached recommendation form is designed to evaluate past performance and draw conclusions as to the candidate's future ability to serve as a student leader in the Texas Aggie Access Program learning communities. In a year-long program, Aggie Access seeks to create a bond between freshmen and the campus, foster a sense of belonging and adaptation to the campus, retain the student at Texas A&M, and reinforce the commitment to graduate from Texas A&M. Additionally, Access provides opportunities to develop the habits of lifelong learning through participation in academic inquiry, leadership and citizenship development, diversity awareness, and community service. Access Mentors assist Access Staff and faculty in creating the full learning community experience while enjoying it as student-leader participants.

An Access Mentor, a.k.a. one of the FAM or Fabulous Access Mentors, is a student leader who volunteers his or her time, energy, emotions, and enthusiasm to create a welcoming and enriching learning community for the freshmen and their families in the Texas Aggie Access Program. An Access Mentor willingly serves many roles for the learning community: role model, friend, host, older sibling, representative, tutor, study group leader, team leader, team builder, communicator – a mentor in a variety of ways and over time. Primarily, Access Mentors show freshmen, parents, faculty and staff that they care about what happens to each student and the learning community as a whole. This commitment is a serious and important one, calling for maturity and flexibility, and lasts for a year after the mentor training concludes.

On the recommendation form, you are asked to rate the applicant with respect to qualities and characteristics that are important to the learning communities and to elaborate on the particular strengths and weaknesses of the applicant in the comments section. Feel free to attach pages if necessary. After completing the form, please place the Recommendation Form in an envelope, seal it, and sign over the seal of the envelope. Please return the signed and sealed envelope to the applicant for inclusion in his or her application packet. The Access Mentor application packets are due to our office by February 3; the applicant will arrange to get your recommendation from you in a timely manner to meet this deadline.

If you have any questions, please call either Dr. Wimberley or Kate Parks at 845-5916. Your time and effort is greatly appreciated.



## Access Mentor Recommendation Form

**To be completed by the applicant:**

Applicant: \_\_\_\_\_ Appraiser's Name: \_\_\_\_\_

In accordance with federal regulations, materials in student files, such as recommendation forms or letters, are open to inspection upon request, unless the student has waived the right of access in advance. Please indicate your wish by completing and signing the statement below. Your right to view this form is considered waived if you do not circle a response. Your decision will in no way affect the decision on your application.

I (circle one)      DO              DO NOT              waive access to this recommendation

Applicant's Signature: \_\_\_\_\_

**To be completed by the evaluator:**

The following are qualities and characteristics that are important to the Access learning communities and Access Mentors. Please rate the applicant on each of the following, referring to the definitions. The rating system begins with an unable to comment section (NA), then 1 (one) as the unacceptable ranging to 5 (five) as exemplary, in comparison to other students of a similar age and education level.

Traits and Characteristics	NA Unable to Comment	1 <u>Unacceptable</u>	2 Poor	3 Average	4 Good	5 <u>Exemplary</u>
Leads by example – emulates the values espoused						
Teambuilding – cooperative and able to work with groups works well with peers and subordinates, works well with partners						
Decision making – thinks through problems, investigates solutions						
Plans – researches possibilities, thinks out steps, executes and follows through						
Delegating – able to hand tasks off to appropriate people with trust						
Written communication – able to write appropriately for a variety of audiences						
Oral communication – able to express thoughts clearly and concisely						
Interactive listening – able to put aside self to interact with peers, parents, faculty, etc.						
Motivating – inspires others to act, enthusiasm spills over to others						
Learning – willing and eager to learn new ideas, new skills						
Problem solving – applies critical thinking to tasks or situations						
Administration –organized, proper resource use, good time management						

Traits and Characteristics	NA Unable to Comment	1 <u>Unacceptable</u>	2 Poor	3 Average	4 Good	5 <u>Exemplary</u>
Empowering – able to encourage self or others when needed, allows others to reach decisions alone						
Committed to success – goal-oriented, interested in excellence, seeks personal improvement						
Sensitivity – aware of diversity or emotional issues, able to give priority to another's situation						
Personal integrity – conducts self with honor, academically and ethically, accepts responsibility for own actions						
Dependable -- Ability to meet commitments and follows through on projects						
My overall assessment of this applicant is:						

1. Cooperation and Group Dynamics: Address the applicant's attitude and ability to work with others as a partner and in a group. Is he or she receptive to criticism or suggestions?
2. Initiative and Motivation: Discuss the applicant's level of self-starting or initiating action and how the applicant motivates others.
3. Civility: How open is this applicant to diverse populations? How is this applicant an appropriate role model for others in this area?
4. Interpersonal Relationships and Professionalism: How well will this applicant relate to and create a positive and professional environment for students, families and faculty?
5. Responsibility: To what degree is this applicant dependable, prompt and conscientious?
6. Please summarize the applicant's suitability for a mentor position:

How long, and in what capacity have you known the applicant? \_\_\_\_\_

I interact with the applicant, at least (circle one): Daily Biweekly Weekly Bimonthly Monthly Annually

I have reported this information honestly and to the best of my knowledge.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Please place this form in an envelope, seal, sign it on the seal and return it to the applicant. Thank you.

Texas Aggie Access Program learning communities, General Academic Programs  
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