Public Health Capstone Final Paper

**An Analysis of the Social Network of Campus Connections and its Relationship to Youth Outcomes**

**April 28, 2017**

PAPER OUTLINE

1. **Background Information**
   1. **Mentorship Programs & Adolescents**

Group based mentoring programs for at-risk youth may serve as an effective and cost-saving method to promote positive outcomes in adolescents. Due to the perceived benefits of group based mentoring in youth, an influx of nearly 5,000 programs have been established in the United States, serving millions of adolescent and youth (MENTOR/National Mentoring Partnership, 2006). These programs work at a national level, such as The Boys and Girls Club of America, which have served thousands of disadvantaged youth to date in an effort to provide positive outcomes.

1. **Campus Connections**

Additionally, At-risk adolescent mentoring programs also work on the more local community level. Campus Connections (CC) an at-risk youth mentoring program in which college students attending Colorado State University (CSU) mentor at-risk adolescents aged 11-18 years of old. An advantage of CC is that is has become a well-established program since its beginnings in 2010.The CC program serves at-risk youth once a week for twelve weeks. An advantage of the CC program is that it is highly structured, thus allowing for a controlled environment in order to measure the effectiveness of mentorship strategies and youth outcomes.

**Mentors**

CC mentors may vary in age from 19 to 40+. The mentors often times use CC as a method of obtaining course credit. During the first three weeks a mentor participates in the program, they are trained on proper mentorship techniques by trained staff and current Marriage and Family Therapist (MFT) graduate students before they meet their paired adolescent mentee.

**Mentees**

CC mentees range in age from 11 – 18 and live in the Fort Collins community. Some adolescents in the CC program are required to participate for being a first-time low-level offenders in the Larimer County justice department. Additionally, adolescents may be referred by school counselors and may self-refer themselves to the program. Therefore, a wide variety of youth from different backgrounds and varying risk levels are active within the social network of the program.

1. **Social Networks & Adolescents**

For this capstone project,

1. **Methods**
   1. **Survey Collection**
      1. **Measures**
      2. **Social Network data**
   2. **Hypotheses**
      1. Social network measures will serve as significant predictors of program outcomes such as depression.
      2. Youth participants in the Campus Connections Program who have higher degrees of centrality, inbound relationships, and outbound relationships will demonstrate more improvement in measured outcomes from program start to program end.
   3. **Statistical Methods**
      1. **Combining across cohorts**
         1. **Data Standardization**
2. **Results**
   1. **Demographic Information**
      1. **Gender**
      2. **Age**
      3. **Depression scores (Pre-Post)**
   2. **Statistical Results**
      1. **Partial F-test**
         1. **Reduced vs full model**
            1. **Table of statistics**
3. **Discussion**
   1. **Explain Results**
   2. **Implications**
   3. **Limitations**
   4. **Future research**

**REFERECNES**

MENTOR/National Mentoring Partnership. (2006). *Mentoring in America 2005: A snapshot of the current state of mentoring*.Alexandria, VA: Author.

**Background**

Within the past several years mentoring programs for youth have become a prominent way to provide more positive outcomes for youth. In addition, mentoring programs for at-risk youth serves as great interest to intervention researchers and policy makers because of its prevention towards delinquency (Tolan et al, 2013).

Campus Connections

**Methods**

**Data collection**

Five survey time points were administered during the 11 week CC program. Surveys were distributed at week 1 (baseline), week 3, week 6, week 9, and week 11. During each of the administered survey points many outcome measures such as depression (CESD-5; **CITATION**), and belongingness in the program.

Additionally, the program social network was measured by asking youth to choose pictures of both adults and other adolescent youth they know in the program. The social network was assessed in two in two steps:

Step1: Youth and staff were each given a series of pictures of other youth and staff in which they were asked to select all pictures that applied to the statement, “Do you have a friendship with any of the youth at Campus Connections.”

Step 2: For all of the selected photos adolescent youth and adults were asked to rank their relationship with the individual on a scale from 0-10, with 0 indicating a “Not Very Close Relationship” and 10 indicating a “Very Close” relationship.

**Sample**

**TABLE: Average Age, ethnicity breakdown, gender, etc.**

**Statistical methods**

Social network measures of inbound degree centrality, outbound degree centrality, network density, and degree reciprocity were obtained from the social network data collected from participants

All data was collected using Qualtrics Survey software (Qualtrics Cite)

Analysis Methods

**Demographics Table**

Results

Partial F-Test

Discussion

References

Tolan, P.H., Henry, D.B., Schoeny, M.S. et al. J Exp Criminol (2014) 10: 179. doi:10.1007/s11292-013-9181-4