Mentoring new registered nurses is important for the successful transition into professional practice due to the many technical and emotional demands of the nursing profession (Beecroft, Santner, Lacy, Kunzman, & Dorey, 2006). Mentors are role models that help to socialize and guide new registered nurses. Feedback from new registered nurses about the mentoring program will provide information to enhance or restructure mentoring programs. The purpose of this comprehensive summative analysis study is to evaluate a mentoring program for: new registered nurses’ satisfaction with the match of the mentor/mentee; perceptions of guidance and support; socialization into the profession; the benefits of role model acquisition of professional behaviors; maintenance of contact between the mentor/mentee over time, and satisfaction with the mentorship program. This is a modified replication of Beecroft et al.’s (2006) study. The framework is based on Yoder’s (1995) concept of mentoring, Gefke’s (1999) Six Phases of Mentoring model, and Borich and Jemelka’s (1982) Education Decision Model for Program Evaluation. The study will take place in one non-profit Level II Trauma Center in Fort Wayne, Indiana. The anticipated convenience sample is 50 new registered nurses who have participated in a mentoring program within the past 2 years. The instruments used will be the eight question questionnaire developed for the Beecroft et al.’s (2006)
study, Hinshaw and Atwood’s Anticipated Turnover Scale (1982), and Corwin’s Nursing Role Conception Scale (1961). Information about the new registered nurses’ perception of mentoring programs may be helpful in enhancing or restructuring future mentoring programs.