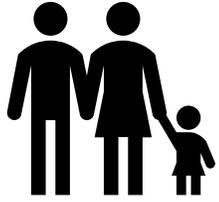


# MENTORING FOR SUCCESS



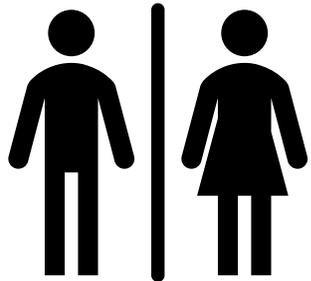
Leveraging Mentorship for Students in  
Academic Risk of Dismissal

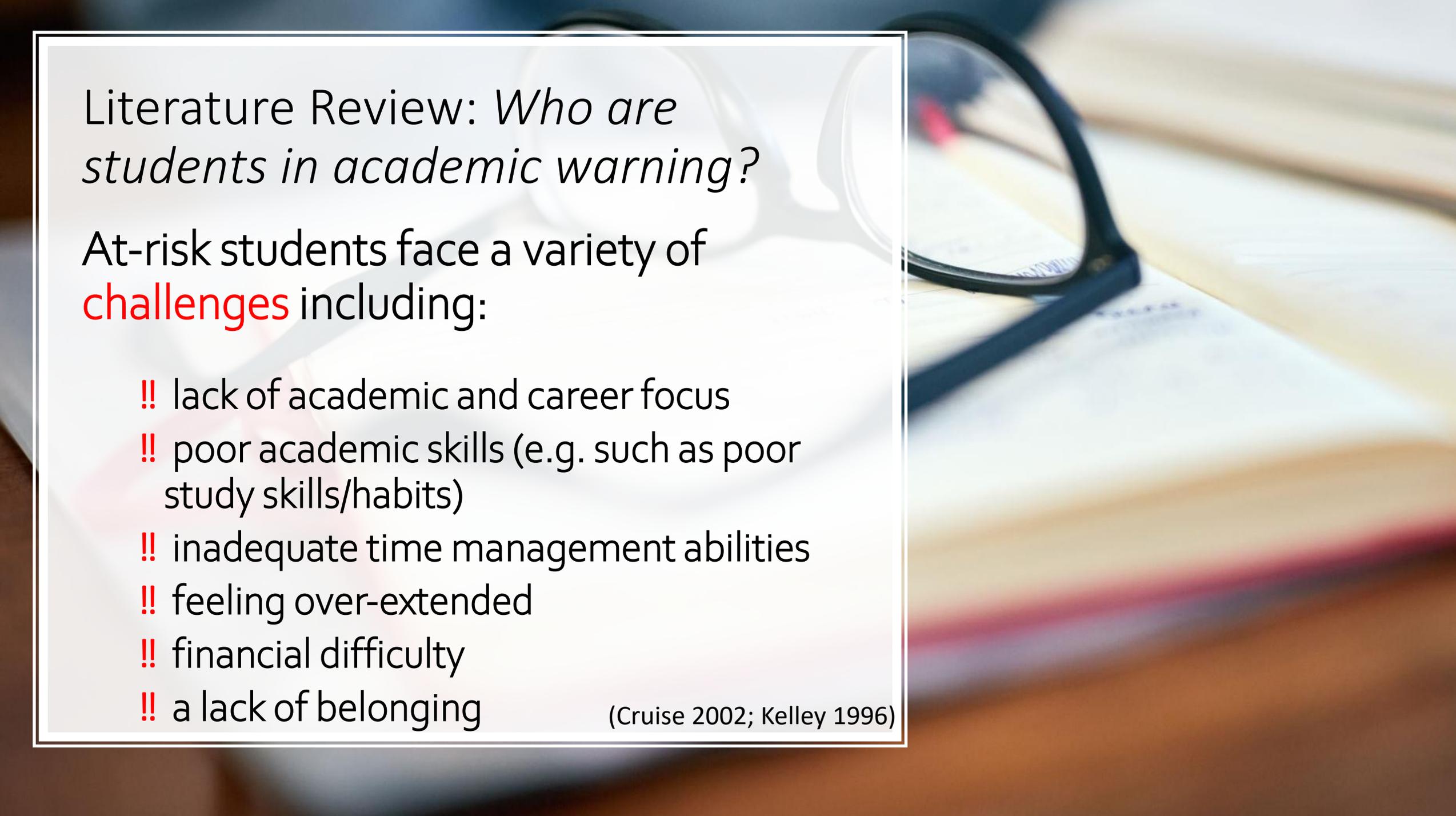
Shana Clarke, Brendaly Drayton, Joan Miller



# Who are students in academic warning?



First-generation students	Black	White	Latinx	Asian	Native American
Rich students	Middle class students	Poor students (low SES)	Students from poor backgrounds	Students with disabilities	Heterosexual
Same-gender loving/homosexual	Transgender	Cisgender	Students from rural backgrounds	Students from urban backgrounds	Students from suburbs backgrounds
	International students	DACA recipients	Legacy kids	With the right set of circumstances, these students could be <b>me</b> , <b>you</b> or your brother or sister	



Literature Review: *Who are students in academic warning?*

At-risk students face a variety of **challenges** including:

- !! lack of academic and career focus
- !! poor academic skills (e.g. such as poor study skills/habits)
- !! inadequate time management abilities
- !! feeling over-extended
- !! financial difficulty
- !! a lack of belonging

(Cruise 2002; Kelley 1996)

# Literature Review: What are the advantages of peer mentorship programs?

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- Participants in peer mentorship programs report feeling **more supported** within the higher education setting, **increased academic performance**, and an **increased sense of community** (Beltman and Schaeben, 2012; Snowden and Hardy, 2012; Shook and Keup, 2012; Asgari and Carter Jr., 2016; McBride, Cambell, Woods, Manson, 2016).
- After conducting a review of intervention programs in higher education, Damahek (2003) asserts that “to foster a sense of acceptance and belonging, students on probation need a mentoring program to encourage strong interpersonal connections to other students.”



# The Structure of the Academic Peer Mentoring Program - EDUC 295



Meeting	Class Date	Topic, Assignments and Readings <small>(All assignments are due prior to class)</small>
1		Topic: Syllabus review. Mentoring overview. Strengths, personality and methods of connecting with others
2		Topic: Who are students on academic warning?
3		Topic: Motivation
4		Topic: Learning Theory I
5		Topic: Learning Theory II
6		Topic: Study skills, the learning cycle and metacognition
7		Topic: Test anxiety and test taking strategy; revisit metacognition
8		Topic: Identity and Student Populations I
9		Topic: Identity and Student Populations II
10		Topic: Active listening and motivational interviewing
11		Topic: Building rapport and setting healthy boundaries and motivation; Difficult situations and how to deal with them
12		Topic: Difficult situations and how to deal with them – ethics & Understanding various laws and reporting structure II
13		Topic: Student presentation
14		Topic: Student presentation

COURSE LEARNING OBJECTIVES. Students will:

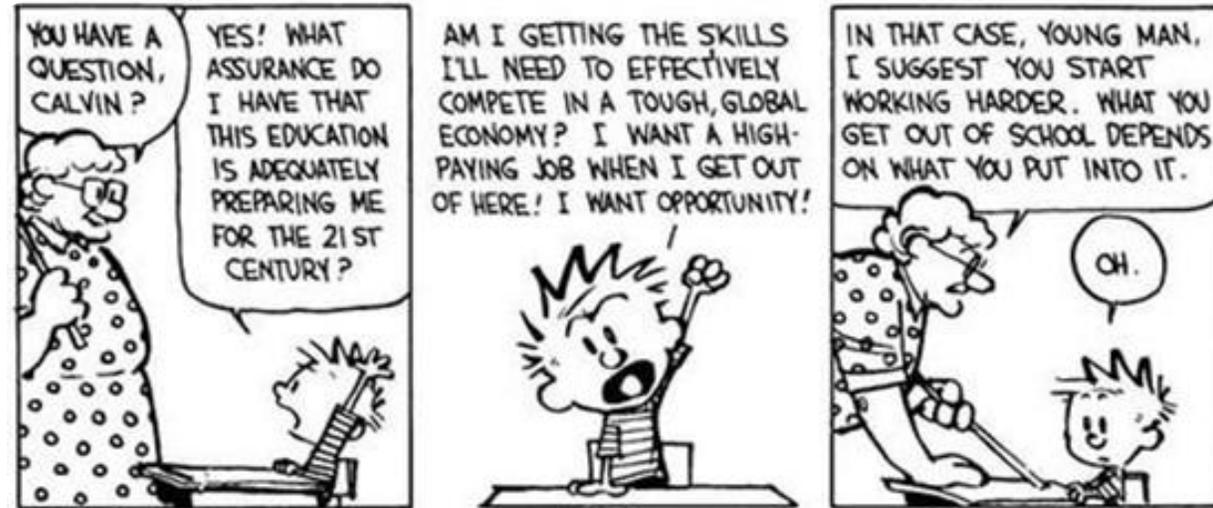
- **LO1:** learn how they perceive, understand and interact with the world to better understand themselves, as well as connect with their mentees.
- **LO2:** learn study skills, time management techniques and relevant academic resources to increase self-awareness and teach help-seeking behavior.
- **LO3:** learn student development and learning theories to help them understand their mentees and appropriately address their needs.
- **LO4:** learn active listening, motivational interviewing and professional communication skills.
- **LO5:** develop an understanding of The Family Educational Rights and Privacy Act (FERPA).
- **LO6:** learn how to apply FERPA and engage in good note taking through the University's official academic advising note system.

# The Structure of the Academic Peer Mentoring Program – EDUC 395

## COURSE LEARNING OBJECTIVES

Students will:

- **LO1:** practice skills learned in EDUC 295—OARS, motivational interviewing, active listening, addressing stereotype threat—with mentees
- **LO2:** teach study skills, time management techniques and relevant academic resources to mentees, as appropriate
- **LO3:** practice professional documentation of weekly meeting notes in the University's note system guided by FERPA
- **LO4:** build their professional experience and strengthen their communication skills



# Process Challenges

- Incentives to Attract Mentors
- Recruitment of Mentees
- Sustained Engagement of Mentees
- Garnering Qualitative Feedback from Mentees

# Program Assessment Outcomes

- Improve/increase CGPA
- Return to Good Standing
- Develop habits/skills to maintain Good Standing status
- Develop academic resilience and reduce use of late drop and alternative grading
- Increased advocacy skills: use of office hours, tutoring and other services.

Spring 2020 Semester

Student	Academic Standing at Beginning of SP20	Current Academic Standing	CGPA at Beginning of SP20	CGPA at end of SP 20	CGPA at end of FA20	Current CGPA (end of SP21)	Alternative Grade Credits <u>Prior to or After</u> Mentoring	Alternative Grade Credits During Mentoring Semester	FA 21 Enrollment Status
1	AW	GS	1.92	2.63	No classes	2.63	0	0	Enrolled
2	AW	GS	1.83	2.0	2.2	2.21	17	5	Not Enrolled
3	AW	GS	1.77	2.23	2.47	2.58	3	0	Enrolled
4	AW	GS	1.75	2.74	No classes	2.74	0	0	Enrolled
5	GS	GS	3.0	2.92	3.0	3.2	7	0	Enrolled
6	GS	GS	2.83*	3.21	3.22	3.26	11	10	Enrolled
7	GS	GS	2.15	2.14	2.7	2.79	6	0	Enrolled
8	GS	GS	2.63*	2.99	3.21	3.3	0	3	Enrolled
9	AW	GS	1.95	1.95	No classes	2.15	3	9	Not Enrolled
10	GS	GS	3.0*	3.15	3.17	3.2	8	4	Enrolled
11	AW	GS	1.44	2.11	No classes	2.11	0	3	Not Enrolled
12	AW	GS	1.98	2.27	2.53	2.53	6	10	Enrolled
13	AW	AW	1.76	W	W	1.76	0	0	Withdrew
14	GS	GS	2.2	2.76	2.96	3.0	0	0	Enrolled



## Mentee Outcomes – Spring 2020

N = 13

100% improved their CGPA from SP 20 to present.

100% moved from AW to Good Standing and have maintained this status to the current semester.

- 1/3 of these used more than 3 credits of alternative grades.

Success is shown by the growth of student CGPA from SP20 (mentoring semester) to SP21 (most previous semester) with limited use of alternative grades (77%)

Fall 2020 Semester

Student	Academic Standing at Beginning of FA20	Current Academic Standing	CGPA at Beginning of FA20	CGPA at end of FA 20	Current CGPA (end of SP21)	Alternative Grade Credits Prior to or After Mentoring	Alternative Grade Credits During Mentoring Semester	FA 21 Enrollment Status
1 (returner)	GS	GS	2.92	3.02	3.24	7	0	Enrolled
2 (returner)	GS	GS	2.99	3.21	3.32	0	3	Enrolled
3	GS*	GS	3.0	3.68	3.65	0	0	Enrolled
4	GS	GS	2.0	2.11	2.29	16	0	Enrolled
5	GS	GS	2.20	2.42	2.18	0	0	Enrolled
6	AW	GS	1.38	1.83	2.25	0	0	Enrolled
7	AW	GS	1.69	1.97	2.08	3	0	Enrolled
8	AW	GS	1.11	1.72	2.17	0	0	Enrolled
9	AW	GS	0.00	2.04	2.04	28	7	Enrolled
10	GS*	GS	2.67	2.57	2.45	0	0	Enrolled
11	AW	GS	0.00	0.00	2.22	23	11	Not Enrolled
12	AW	GS	1.67	2.50	2.64	11	3	Enrolled
13	AW	AW	1.47	1.72	1.91	3	0	Enrolled
14	AW	GS	1.34	2.75	3.05	0	4	Enrolled
15	GS	GS	2.0	2.33	2.63	0	0	Enrolled
16	AW	AW	1.36	0.92	No classes	6	0	Not enrolled
17	AW	AW	1.71	1.72	1.7	10	0	Not enrolled



# Mentee Outcomes

## Fall 2020

N = 17

82% (14) ended the semester in Good Standing.

70% (7) of students who began in AW moved to Good Standing. Approximately 1/2 of these used more than 3 credits of alternative grades.

Focus is on growth in CGPA from FA20 to SP21 moving back to good standing with limited use of alternative grades  
(77%)

## Spring 2021 Semester

Student	Academic Standing at the end of FA 20	Current Academic Standing at the end of SP21	CGPA at the end of FA20/credits toward CGPA	SP 21 Semester GPA	CGPA at the end of SP 21	Alternative Grade credits Prior to or After Mentoring	Alternative Grade credits during the mentoring semester	Current Enrollment Status
1	AW	AW	1.6 /38.5	2.53	1.86	0	0	Enrolled
2 (returner)	AW	GS	1.72 /61	3.78	2.17	0	0	Enrolled
3	GS	GS	2.56* /9	2.38	2.44	9	0	Enrolled
4	GS	GS	2.0* /3	3.0	2.5	9	0	Enrolled
5 (returner)	AW	AW	1.72 /99	1.44	1.7	10	0	Not enrolled
6	GS	GS	2.86* /7	3.61	3.35	10	0	Enrolled
7	GS	GS	2.33* /3	3.59	3.35	10	0	Enrolled
8	GS	GS	3.04* /4.5	3.0	3.02	8	11	Enrolled
9	GS	AW	2.40* /15	0.00	1.5	13	6	Not enrolled
10	AW	AW	1.33 /9	2.34	1.73	14	6	Enrolled
11	GS	GS	2.66* /5	3.0	2.94	6	0	Enrolled
12	GS	GS	2.89* /9	3.41	3.2	10	4	Enrolled
13	GS	GS	2.29* /7	0.00	2.29	15	14	Enrolled
14	AW	GS	1.84 /8	2.28	2.0	9	7	Enrolled
15	NO GPA	GS	0.00 /0	3.19	3.19	16	0	Enrolled
16	GS	GS	3.75* /4	2.3	2.72	12	6	Enrolled
17	GS	GS	3.25* /4	3.1	3.14	11	4	Enrolled
18	GS	GS	2.31 /16	2.9	2.54	3	6	Enrolled
19	AW	GS	1.78 /9	2.5	2.07	10	7	Enrolled
20	NO GPA	NO GPA	0.00 /0	0.00	0.00	14	14	Enrolled
21	GS	GS	3.34* /6	2.38	2.68	13	0	Enrolled
22	GS	GS	2.34 /6	3.0	2.56	14	11	Enrolled



# Mentee

## Outcomes – SP 2021

N=22

15 students (68%) had a satisfactory semester GPA with limited (less than 8) alternative grade credits.

6 students started the semester in AW; 2 moved to good standing (33%)

13/22 students raised their CGPA (59%)

15/22 reduced the number of alternative grade credits used (68%)

20/22 students used alternative grades to manage their CGPA prior to or after mentoring (90%); 12/22 did with mentoring (54%).

# Overall Mentor Outcomes

## Growth in Various Transferrable Skills:

- Cooperation/Partnering/Teamwork
  - Communication
  - Active Listening
  - Organization
    - Empathy
    - Ethics
  - Advocacy



## From Our Mentors:

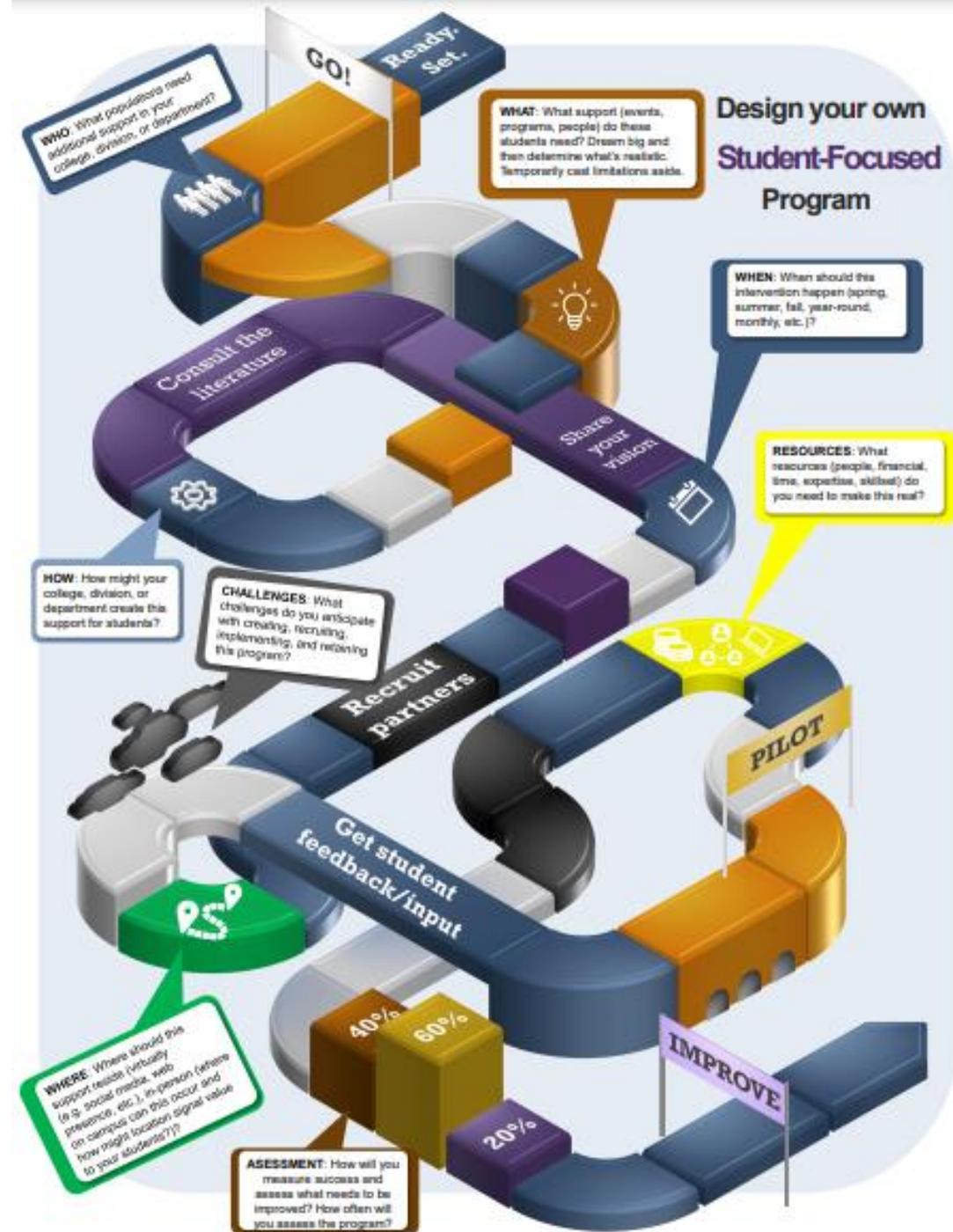
"Throughout this process, I have become a better version of myself. This program undoubtedly benefits the mentor as well as the mentee. The Academic Peer Mentoring Program made me step out of my comfort zone, giving advice to someone who was a stranger at first. Through weekly meetings, activities, and personal conversations I have established rapport with my mentee. The program has also helped me to focus on my own studies."

"Overall, I feel as though I have grown a lot in the process. First, I feel like I have become a much better active listener. I have been able to practice listening to someone's entire thought, taking a moment to process, and then responding. This has helped slow my conversations down and helped me remember things at a deeper level. I have also gotten practice getting other people to talk about themselves. This extends beyond just asking them questions and them answering. I have learned how to get people to open up without saying much more than what is necessary. An example of this is just a statement of reflection or just keeping quiet until they continue to elaborate."

"I've also learned how to be more patient and to understand that sometimes this means accepting that I will not be able to understand everything that my mentee is experiencing. This is a skill I have been able to apply to my life outside of peer mentoring as well as a skill I am going to continue working on for the rest of my life. Another way I've grown is by knowing to admit that I don't know everything—even when I am in a teaching position. I've learned that in many cases, even though I am in the mentor or teacher position, I am the one doing the most learning."

# Creating Your Own Program

- What population needs support?
- What type of support do they need ?
- How might your college/department create support for these students?
- What resources do you need for this to happen?
- Where would you house the resources?
- What challenges do you anticipate?
- How would you assess success?
- (Breakout groups – 10 mins)



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