



# Collaboration for Student Success

A Unique  
Mentoring  
Approach

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# Presentation Outline



- Background
- Creation
- Implementation and Program Specifics
- Assessment and Outcomes

# Guilford College

- ▶ 1837 – Quaker Heritage, Quaker governance
- ▶ Three student populations
- ▶ Faculty advising model
- ▶ Enrollment & retention history and strategic plan
- ▶ Academic dismissal had been the category most responsible for loss of students



# Idea Development

## Proposal to President's Senior Staff

- Identified “holes” in our student support program
- Proposed solutions
  - Admission “contract”
  - Academic Advisor Liaison - AAL (“Super Advisor”)
  - Fulltime professional hall directors (HD) for FY residence halls (3)
    - Each HD to also serve as a Student Success Mentor (SSM)
  - Early detection system and follow up
    - Supplement existing interim report identification and follow-up system
- Evaluated financial cost / benefit for more employees  
Students who are not academically suspended / dismissed following their first semester / year, may stay 3 (or more) additional *years*. (\$\$\$)
- Supported – for one trial year - by President's contingency funds

# Admission Contract



- Each “contractually” admitted student must:
  - Meet with Student Success Mentor SSM  $\geq$  1/2 hour each week
  - Attend all classes
  - Attend all meetings with college personnel
  - Obtain all the necessary books and supplies for courses
  - Earn a grade of B- or better in *Learning Strategies*
  - Adhere to college’s honor code and judicial policies

# Student Success Program



- Admission identifies and admits
- Hall Directors hired
- Training
- SSP orientation
- Mentor matching and Outreach
- Educating faculty to SSP and “Early Alert”

# Mentor Training

- In collaboration with Residence Life training
- Topics:
  - Mentoring/Intrusive Advising
  - Contract, policies, procedures, resources (campus and for mentors)
  - Helping skills; Student development; motivational interviewing
  - How to use technology to aide students
  - Learning about our students – Admission, FB coaches
  - Working with International Students

# Student Success Program

- Weekly Mentor/Mentee meetings
  - Contract overview and review
  - Communications between SSMs and SSP students
  - Time management and organization
  - Referrals and resources
  - Intrusive advising





# Student Success Team



- Weekly meetings
  - Share information on a “need to know” basis
  - SSM debriefing
  - Follow-up needed? By whom?
  - College policies, upcoming deadlines, issues to expect (e.g., panic before midterms)
  - New folks on the radar!

# Involving Campus

- First-year advisors & SSP students
- Campus Life and SSP
- TASC Team
- Collaboration with DR, LC, CDC, Counseling, and others!



# Academic Progress Reports

- Faculty sent up to 4 questionnaires during the 4<sup>th</sup> week of each semester
  - Beginning Traditional students
  - Beginning Adult Students
  - Probationary Traditional students (names protected)
  - Probationary Adult students (names protected)
- Personalized lists for faculty
- Reminders sent manually
- Questionnaire designed for easy – alphabetic – navigation

# Sample Progress Form

5. Please indicate the areas in which you have **CONCERNS** about **EACH** student and **COMMENT** on your concerns below.

	Attendance / tardiness	Behavioral, social, etc.	Engagement with material	Work quality	Work timeliness
Boyette, Barbara	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eilbacher, Craig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shapiro, Steven	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please add comments about your concerns about these students. Please begin each comment with the student's name.

# Interim Grades



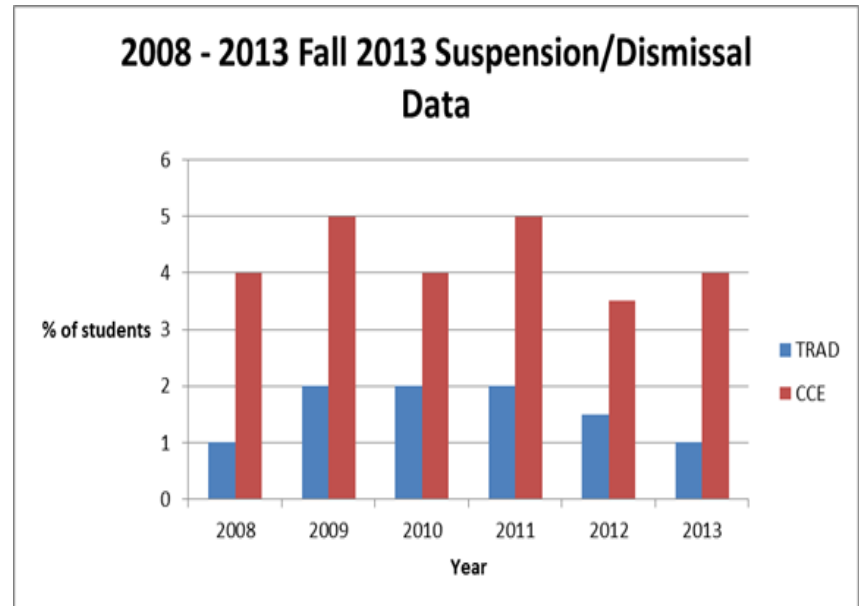
- Letters to students and advisors
- Staff follow-up
- My Role – with advisors and parents
- SSP students meet with their SSM to check and review progress

# Evaluations

- Evaluations every semester
- Overwhelmingly positive
- The mentor relationship most significant
- *“Brian and I are close. He is my HD as well so I feel comfortable with him. I legit love him.”*
- *“My relationship with my mentor is great. I look at my mentor where I can tell him anything and not get judged. He's like my older brother.”*

# Outcomes

- On average, 96% of SSP students eligible to return for fall/spring.
- Retention of group lower than average (by 10 points)
- Higher yield rate in admission



# Byproducts of SSP



- Academic Probation mentoring
- Follow-up with sophomore to seniors
- Peer educators
- Campus retention planning