

Thank you for your attention!



campus
 Dakota State University
 North Dakota, United States

Undergraduate	14,399
Graduate	11,911
Professional	342
Total	2,146
Faculty	6,208

to ease the transition
 to DSU. Students will
 be used by successful
 transition to introducing
 resources and
 include study
 management, test taking,
 wellness, stress
 orientation.

Statistics
 equipment
 to students
 mentored students
 and faculty has an
 on-line meeting

Program

DSU Peer Mentor
 The purpose of the Peer Mentor Program is to provide a supportive environment for new students and to help them adjust to college life. Peer Mentors are trained students who have successfully completed their first year of college and are currently in their second year. They will provide guidance and support to new students in various ways, including:

- Helping with campus navigation and orientation.
- Providing information about campus resources and services.
- Offering advice on academic success and time management.
- Assisting with social and extracurricular activities.
- Providing a safe and confidential space for students to share their concerns.

 Peer Mentors are trained by the Center for Student Success and are supervised by staff members. They are not paid, but they receive a variety of benefits, including:

- Stipend and travel expenses.
- Training and professional development opportunities.
- Access to campus resources and services.
- Recognition and awards.

 The Peer Mentor Program is a vital part of the DSU experience and helps to ensure that all students have a successful and enjoyable first year of college. For more information, please contact the Center for Student Success at (701) 785-8000 or visit our website at www.dsu.edu/center-for-student-success.



It's on the (Mentor) Syllabus: Practical Ideas on Getting Your Peer Mentor Involved





Melissa Vosen Callens, Ph.D.
North Dakota State University

The Campus

North Dakota State University
Fargo, North Dakota, United States

Enrollment.....	14,399
• Undergraduate.....	11,911
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• Graduate.....	2,146
Employees.....	6,208



The Class

University Studies 189:
Skills for Academic Success

- This course is designed to ease the transition for new students at NDSU. Students will learn skills and techniques used by successful college students. In addition to introducing the students to campus resources and governance, topics will include study techniques, time management, test taking, note taking, goal setting, wellness, stress management, and career orientation.

University 189 Statistics

For Fall Semester 2012

- 1 credit
- General education requirement
- 8 week course (most sections)
- 74 sections
- 21 sections for undeclared students
 - 4 instructors for undeclared sections
 - Each undeclared section has an academic peer mentor

The Mentor Program

JOB DESCRIPTION

Position Title: STUDENT ACADEMIC MENTOR
(*"Skills for Academic Success"* University 189)

Position Description: Student Academic Mentors will assist in easing the transition for new students at North Dakota State University. Student Academic Mentors will serve as role models, facilitate classroom discussion, provide student leadership, and serve as a member of the instructional team. This position will be responsible for creating an open, friendly, and mutually respectful classroom experience while modeling a responsible and professional manner. Student Academic Mentors must be available to attend training prior to mentoring the course.

Minimum Qualifications: Applicants must be undergraduate NDSU students, have achieved Sophomore status by Fall 2012, and have an accumulative GPA of 2.75.

Selection process: After a review of the applications is complete, selected students may be asked to participate in an individual interview for this position.

Training and commitment: A training schedule will be constructed to meet at times mutually convenient for all students and staff.

Credit: Students meeting the criteria may enroll in 1 credit of Educ 120. The mentoring experience may also be volunteer only.

Application Deadline:
Student Government Office
Memorial Union, Room 128

Purpose of the Program

Rosenthal and Shinebarger argue that “peer mentors can address issues that students may not wish to broach with their regular advisor, such as homesickness, roommate conflicts, test anxiety, and more” (25).

Ward, Thomas, and Disch agree; they reiterate how mentoring is a way of “enhancing student goal attainment and maintaining and increasing student retention” (170).

Terrion and Leonard's Definition of Peer Mentoring

"Peer mentoring is a helping relationship in which two individuals of similar age and / or experience come together, either informally or through formal mentoring schemes, in the pursuit of fulfilling some combination of functions that are career-related (e.g. information sharing, career strategizing) or psychosocial (e.g. confirmation, emotional support, feedback, friendship)" (150).

Today's Discussion

Psychosocial Mentoring Activities

- Mentor Q and A
- Out of Class Activity
- Discussion Board Responses

Career-Related Mentoring Activities

- Resume Building Class Hour
- Major Decision Event

The Mentor Syllabus

Course Schedule—Always Subject to Change

Topic	Readings / Assignments Due (For Students)	Due (For Mentors)
Instructions / Syllabus / Glogster Assignment	Familiarize yourself with Blackboard.	Mentor Prep: Participate in introduction activities. Come to class with four statements: one lie, three truths. Share with class. Class will guess lie.
Computer Policies in XX (see syllabus).	Read Chapter Three	Mentor Prep: Help students log in / navigate BB. Take to Help Desk if students have trouble. Introduce “Safe Computing / Illegal Download” video.
Campus Orientation Prep for Meeting with the Mentor	Read Chapter Two Discussion Board Post One due by 11:59 p.m.	Mentor Prep: No need to attend class. Respond to student posts.
	Read Chapter Four Glogster Assignment due by class time. Post to Blackboard discussion board.	Mentor Prep: Glog. Be prepared to share your glog with the class. Respond to student glogs. Pass around a list of activities that students can attend with you outside of class (bowling, MU Live, downtown campus tour, Redhawks baseball game, movie, etc.). See Melissa if you need additional ideas.
Classroom and Responsibilities Discussion. Attend outside speaker 1.	Read Chapter 12 before attending outside speaker	Mentor Prep: No class. Keep responding to glogs.
Skills	Discussion Board Post Two due by 11:59 p.m.	Mentor Prep: Answer questions collected from students on 9 / 4. Be prepared to talk about your study habits. Bring in your method of organization? Planner? Smartphone?

4 9 / 14	Library Skills Meet in Library Lobby, Bring Textbook		Mentor Prep: No need to attend class. Take students on the outings they signed for.
5 9 / 19	Library Skills—exam day. Meet in XX (see syllabus)	Read Chapter Seven	Mentor Prep: No need to attend class. Take students on the outings they signed for.
5 9 / 21	Money Management	Read Chapter Eight	Mentor Prep: Create and share a top 10 tips on surviving on a college student’s budget for students
6 9 / 26	Managing Time / Stress	Read Chapter Nine	Mentor Prep: Answer questions collected from students on 9 / 25.
6 9 / 28	Career Planning	You must have attended your advisor meeting by this date.	Mentor Prep: Mentor lesson day. Bring your resume. Share with the class. Talk about things you are involved in now that you think will help your resume. Find 2-3 friends to talk about “resume boosters” to the class: student government, study abroad, internships, etc. Answer questions asked by the class.
7 10 / 3	Majors and Careers	You must have attended your mentor meeting by this date.	Mentor Prep: No need to attend class. Students should have attended their mentor meeting by this point.
7 10 / 5	Academic Advising	Read Chapter 10 Discussion Board Post Three Due by 11:59 p.m.	Mentor Prep: Be prepared to talk about the role of your academic advisor. How often do you see him / her? What types of questions do you ask during an appointment?
8 10 / 10	Academic Advising Meet in XX (see syllabus)	Read Chapter 11 Discussion Board Post Four Due by 11:59 p.m.	Mentor Prep: Demo use of Campus Connection to students.
8	Wrap Up	Read Chapter 13	Mentor Prep: Help Melissa

Q and A Period(s)

Objectives:

1. Get questions answered
2. Feel more comfortable on campus

Where can I get football tickets?
How do I change my meal plan?
What was your favorite class?
How much do you study?
What do you do in Fargo for fun?



In this activity, peer mentors answer questions submitted anonymously by students.

Out of Class Activity

Objectives:

1. Learn about extra curricular activities
(What do you do for fun?)
2. Build relationships with classmates and peer mentor
3. Get questions answered

Sample Activities

- Bowling
- Movie night
- Tour of downtown campus
- Sand volleyball tournament

In this activity, peer mentors take students on an out-of-class activity.

Sample Activities

- Bowling
- Movie night
- Tour of downtown campus
- Sand volleyball tournament



Sporting Events



Rock Climbing at Wellness Center



Discussion Board Responses

Objectives:

1. Reflect on their experiences and choices
2. Get reassurance and feedback

In this activity, peer mentors respond to student posts (similar to a journal entry).

Sample Discussion Board Questions

1. What has been most difficult, most enjoyable, most surprising, most gratifying, part of your first week at NDSU?
2. Why have you chosen to attend NDSU? What goals do you plan to accomplish as a result of this decision? Compare your decision to attend college with the alternative of entering the work force after high school, attending a technical school, or other alternatives available to you.
3. Pick a major to research. What types of careers are available with this major? Is this a career with many job opportunities (see Occupational Outlook Handbook)? How many NDSU students graduate with this major a year? What is the average salary range? What strengths do you possess that might make this career a good option?

- Skills For Academic Success
- Announcements
- Syllabus
- Quizzes
- Discussion Board
- Tools
- Library Tutorial

- COURSE MANAGEMENT
- Control Panel
 - Files
 - Course Tools
 - Evaluation
 - Grade Center
 - Users and Groups
 - Customization
 - Packages and Utilities
 - Help

Thread Detail

The Thread Detail Page provides a complete view of the Thread and its contents. Options for viewing and managing the thread are located here. [More Help](#)

Search Refresh

< Jessica Radmann post 1 > Reply

Total Posts: 2 Unread Posts: 0

Message Actions Collect
Select: All None

<input type="checkbox"/>	[Redacted]	8/30/11 4:43 PM
<input type="checkbox"/>	[Redacted]	8/31/11 9:37 AM

Select: All None
Message Actions Collect

[Redacted] > Reply Quote Edit Set Flag Delete

Author: [Redacted] Total views: 10 (Your views: 4)
Posted Date: Tuesday, August 30, 2011 4:43:32 PM CDT
Edited Date: Tuesday, August 30, 2011 4:43:32 PM CDT

My first week at NDSU has been great! One of the most enjoyable parts about being here is the independence. I love being on my own and taking care of myself. I am about 4 hours from home which is a great distance because it really gives me a chance to have my own life. But along with being independent comes responsibility which can be difficult. I have to remember to pay my credit card bills, I have to manage my time well and make sure I give myself enough time for homework and make smart decisions so I get everything done. But waking up early for my morning class on Tuesday and Thursday has been the most challenging! I am definitely not a morning person so having a class at 8:00am is super hard for me, especially when it's biology, my least favorite subject. So making sure I set my alarm and get myself up has been hard. I no longer have the option to wait for my mom to wake me up and make sure I get to class on time.

My expectations at NDSU as far as academics go were high. I knew I would expect lots of homework and studying every night, but I never would have imagined this much homework! I am loaded up daily with homework and have weekly quizzes. So my expectations went through a little bit of a shock period. But one thing that was surprising is how well I am getting along with my roommate. She and I both went to the same high school, but hung out with different people so I never really knew her. But now we have become super close. Also I have found it pretty easy to make friends here, so I am really loving it here at NDSU.

Overall my experience so far as a freshman this first week has been really good. I have met many new people and have gotten involved in group things. I will probably join a club or intramural sport soon. I have really enjoyed it here at NDSU.

Jessica Radmann post 1 > Reply Quote Edit Set Flag Delete

OK

Resume Building

Objectives:

1. Learn about campus resources
2. Explore different majors[△]
3. Begin building a resume

In this activity, peer mentors plan a class period introducing students to study abroad, internships, and clubs and organizations on campus.

"Major Decision" Event

Objectives

1. Explore majors
2. Learn about resources available to aid in the decision-making process
3. Meet professional advisors

In this activity, mentors are available to talk to students about their major.

Major Decision is a 50 minute career exploration workshop for undeclared students. Students will learn more about the process of finding and declaring a major.

In this workshop, students will learn

- how normal it is to be undecided!**
- how to start researching different majors.**
- what resources are available to aid in the decision-making process.**
- who advises what major.**

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Program

DSU Peer Mentor

DSU Peer Mentors are students who have completed the Peer Mentor training and are currently serving as mentors for new students. They provide support and guidance to new students during their first semester at DSU.

Peer Mentor Training

Peer Mentors are trained in a variety of topics including campus resources, academic success, and social adjustment. They also receive ongoing support and training from the Peer Mentor Program staff.

Peer Mentor Responsibilities

Peer Mentors are responsible for providing support and guidance to new students, including helping them with course selection, campus navigation, and social adjustment. They also serve as a role model for new students and help them to feel welcomed and supported at DSU.

Peer Mentor Benefits

Peer Mentors receive a variety of benefits, including a stipend, training, and ongoing support. They also have the opportunity to develop leadership skills and gain valuable experience in a professional setting.

Peer Mentor Application

Interested students should apply for the Peer Mentor program through the Peer Mentor Program website. Applications are typically accepted in the fall semester.



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And one more thing...

Conclusion



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And one more thing...

Thank you for your attention!



References

Kram, Kathy. "Phases of the Mentor Relationship." *Academy of Management Journal* 26 (1983): 608-625. Print

Lennox-Terrion, Jenepher, and Dominique Leonard. "A Taxonomy of the Characteristics of Student Peer Mentors in Higher Education: Findings from a Literature Review." *Mentoring and Tutoring: Partnership in Learning* 15:2 (2007): 149-164. Print.

Rosenthal, Kimmo I., and Shelly H. Shinbarger. "Peer Mentors: Helping Bridge the Advising Gap." *About Campus* (March-April 2010): 24-27. Print.

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