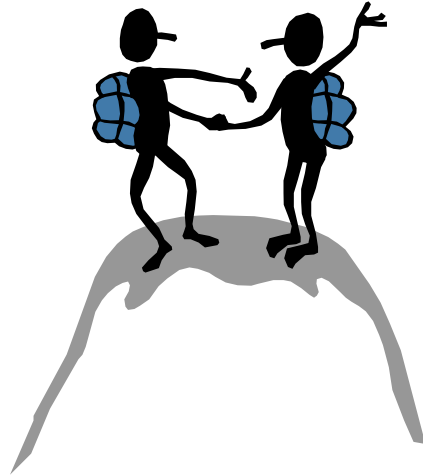


Peer Mentor Profiles

An Instructional Model to Promote Retention



**National Conference on Students in Transition
November 7, 2005
Costa Mesa, California**

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Class Website: <http://www.people.memphis.edu/~pakrech/prehealth.html>

AGENDA

- Introductions
- Research
- Goals
- Peer Mentor Orientation and Instruction Process
- Legal Process- Peer Mentor Confidentiality Statement
- Supplementary Resources
- Group Activity
- Closing Comments

Research in Support of Peer Mentoring

Peer Mentors:

- Improve student success and comfort level**
- Teach academic coping skills**
- Serve as a bridge between faculty and students**
- Provide feedback for faculty about student concerns**

-Portland State University

http://www.pdx.edu/unst/mentor_impact.html

An Institution with a Staying Environment:

- Provides students with a sense of belonging**
- Offers opportunities for social integration**
- Helps students create a positive identity and high self-esteem**

-American College Testing Program

"We believe freshmen succeed when they make progress toward fulfilling their educational and personal goals:

- developing academic and intellectual competence**
- establishing and maintaining interpersonal relationships**
- developing an identity**
- deciding on a career and life-style**
- developing an integrated philosophy of life."**

-Upcraft & Gardener, "A comprehensive approach to enhancing freshman success," 1989

Goals for Utilizing Peer Mentors in Freshman Orientation

- **Assisting instructors in connections with freshmen in orientation course**

Social

Academic

Career

- **Increasing retention of students**

Attendance monitoring

Contacts via e-mail or telephone

Connection with acclimated, successful students

- **Facilitating freshman students' adjustment to university life**

Awareness of campus resources

Sources for connections to campus sponsored events

Opportunity for friendship with sophomores

Knowledge of community service options

PEER MENTOR INSTRUCTION PROCESS

- **Congratulatory letter with invitation to orientation and training**
- **Biography on faculty**
- **Peer Mentor Profile: Job Description & Responsibilities**
- **Peer Mentor Information Sheet**
- **Goals: Personal and Professional**
- **Syllabus for Semester**
- **Peer Mentor Schedule of Activities**
- **Class E-Mail List**
- **Class Activity Follow-Up**
- **Student Attendance Follow-Up**
- **Peer Mentor Journal Reflections**
- **Peer Mentor Entrance Interview**
- **Peer Mentor Mid-Term Evaluation**
- **Peer Mentor ACAD Faculty Evaluation**
- **Peer Mentor Exit Interview**
- **Checklist for Peer Mentors**
- **Academic Calendar**
- **Articles on Learning Communities & Teaching**

April 19, 2004

Ms. _____
ADDRESS

Dear _____:

We would like to personally congratulate you upon your selection as a peer mentor for the ACAD 1100 program in Fall 2004. Your outstanding academic performance, interpersonal skills, and leadership ability are highly commendable and merit your recognition and selection for this appointment. We are excited about this pilot program and feel most fortunate to have you as a mentor and valuable resource for our entering freshmen students. Your guidance and your expertise in helping these students to meet the academic and social challenges of university life will be invaluable as we work diligently together to retain and graduate our students.

As a reward for your participation in our program, we would like to afford you the following benefits:

- \$250.00 University Store Gift Certificate
- Registration priority to accommodate your class schedule and your assigned ACAD class
- Letter of recognition from Dr. Shirley Raines, President, University of Memphis
- Letter of recommendation from the ACAD Instructor for your portfolio

We will also have a training session on (April 28, 1:00 p.m., in Manning 411 to better acquaint you with your responsibilities and the resources that you will need during your classroom experiences. Lunch will be provided. You will be asked to attend 7 classes and to respond to students' e-mails. There will be an evaluation of your performance, which will be shared with you during the orientation session. Your assigned section will be ACAD 1100-041, which meets from 8:00-9:25 a.m. on Tuesdays and Thursdays, and you will be working with Ms. Krech.

We look forward to your participation in our peer mentor program and greatly value your ability to be a role model for our incoming freshmen. You are indeed an asset for the ACAD 1100 program, and we feel most fortunate to have you as a student at the University of Memphis.

Sincerely,

Patsy Krech
Academic Advisor
College of Arts and Sciences
pakrech@memphis.edu, 678-3374

Peggy Quinn
ACAD 1100 Consultant
University College
maquinn@memphis.edu, 678-3111

PEER MENTOR PROFILE

JOB DESCRIPTION: Peer Mentors are an instructional support resource for ACAD 1100 (Introduction to the University) for first time entering freshmen. They have been appointed by an ACAD administrator or instructor because they have performed well in their ACAD 1100 course. Academic success has been demonstrated by a GPA of 3.0 or higher in their first semester of university life. Peer Mentors will assist instructors by helping students to meet the academic and social challenges of university life. They will assist students in developing:

- On-campus friendships
- Awareness about campus sponsored activities
- Connections to academic and student affair resources
- Sense of community with peers, faculty and administrators
- Knowledge about community service options

RESPONSIBILITIES:

- Attend an orientation meeting for Peer Mentor training
- Develop personal and professional goals for your service
- Develop an e-mail distribution list for your class and instructor
- Turn in a follow-up report for each assigned class activity
- Evaluate the peer-mentor/instructor relationship and performance
- Follow-up on students not attending class and keep a log
- Mid-Term Assessment meeting with instructor(s)
- Plan an end of semester class meeting
- Be responsible for attending and participating in instruction for six class meetings; dates and material to be discussed with and approved by instructor (you can attend as many sessions as you wish)
- Turn in your notebook to document assignments, follow-ups, correspondence, and evaluations
- Outside class activities (3) – one to include e-mails to class and two other activities (ex: meet for lunch at Tiger Den or suggest a movie or play on campus that you all can go to- large group or small)
- Record personal reflections of peer mentor experience in journal
- Complete Exit Interview

PEER MENTOR INFORMATION

NAME: _____

ADDRESS: _____

CITY: _____ **STATE:** _____ **ZIP:** _____

PHONE: _____ **CELL:** _____

E-MAIL: _____

Student ID: _____

Academic Advisor: _____ **Phone:** _____

Current GPA: _____ **Classification:** _____

Major: _____ **Minor:** _____

Campus

Activities: _____

Community

Activities: _____

Awards/Honors: _____

DUE DATE: _____

GOALS

INSTRUCTIONS: Make sure that your goals are simple, measurable, achievable, realistic, and timely. Use the beginning of Fall 2004 to the last week of Fall 2004 semester as your timeline for achieving goals.

Personal:

Activities to Achieve Goal:

- 1.
- 2.
- 3.
- 4.

Professional Goal:

Activities to Achieve Goal:

- 1.
- 2.
- 3.
- 4.

PEER MENTOR SCHEDULE OF ACTIVITIES

- 8/31/04 Introduce Self- Bring sample of Service Project and your biography
- 9/5/04 Contact students who are on roll but not present
- 9/7/04 Lifeline Activity – Bring your Lifeline to class and a list of 10 things freshmen need to know. Discuss college dreams and fears.
- 9/21/04 Service Project Update- Discuss Service Project challenges and professor/TA expectations and experiences.
- 11/16/04 TBA – Diversity Activity
Monitor group sessions for Service Projects
- 12/14/04 8:00-10:00 a.m. – Lead an ending class activity.

NOTE: Periodic e-mails to class, journal reflections, follow-up class activities assessment, and check-up on students not attending are on-going.

E-MAIL CLASS LIST

Student Name: _____ E-mail: _____

Student Name: _____ E-mail: _____

Student Name: _____ E-mail: _____

Student Name: _____ E-mail: _____

Student Name: _____ E-mail: _____

Student Name: _____ E-mail: _____

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Student Name: _____ E-mail: _____

Student Name: _____ E-mail: _____

CLASS ACTIVITY FOLLOW-UP

Date: _____ **Activity:** _____

Comments: _____

Date: _____ **Activity:** _____

Comments: _____

Date: _____ **Activity:** _____

Comments: _____

STUDENT ATTENDANCE FOLLOW-UP

Student: _____ **Phone:** _____ **E-Mail:** _____

Dates Absent: _____

Contacted by: **Phone:** _____ **E-mail:** _____ **Personal Visit:** _____

Comments: _____

Student: _____ **Phone:** _____ **E-Mail:** _____

Dates Absent: _____

Contacted by: **Phone:** _____ **E-mail:** _____ **Personal Visit:** _____

Comments: _____

Student: _____ **Phone:** _____ **E-Mail:** _____

Dates Absent: _____

Contacted by: **Phone:** _____ **E-mail:** _____ **Personal Visit:** _____

Comments: _____

PEER MENTOR JOURNAL REFLECTIONS

DATE: _____

DATE: _____

DATE: _____

Assessment of Peer Mentor Programs

- **Pre-Assessment**
 - Peer Mentor Entrance Interview**

- **Midterm Assessment:**
 - Peer Mentor Mid-term Evaluation**
 - Student Peer Mentor Assessment**

- **Post-Assessment**
 - Peer Mentor Faculty Evaluation**
 - Peer Mentor Exit Interview**

Program Outcomes

- **Comparison of class attendance for group with peer mentors and group without peer mentors**

- **Comparison of semester to semester retention and year to year retention of group with peer mentors and group without peer mentors**

- **Comparison of grade point averages for entering semester for group with peer mentors and group without peer mentors**

PEER MENTOR ENTRANCE INTERVIEW

This survey will help the ACAD program to assess what you know about peer mentoring and what you expect from the experience. Please give detailed and candid responses.

1. Have you ever had a class or been in a setting that included peers as mentors?
 Yes No
If so, please describe the class or setting.
2. From what you have been told so far, what do you think your role as a peer mentor will be?
3. Obviously, you were selected as a peer mentor because your faculty member believed you would be excellent in this role. What do you think will be your greatest asset as a peer mentor?
4. Based on what you have been told so far, how much time per week do you think should be required of you as a peer mentor?
5. What if anything do you expect to gain from your experience as a peer mentor?

PEER MENTOR MID-TERM EVALUATION

This evaluation will help the ACAD faculty member with whom you are working to assess how the peer mentor experience is progressing. Please give detailed and candid responses.

1. Briefly describe the two best experiences you have had as a peer mentor.
2. Briefly describe the two greatest challenges you have faced as a peer mentor.
3. What can the ACAD program or faculty member do to help with these challenges?
4. Did your peer mentor training provide you with appropriate information to be an effective mentor? _____ Yes _____ No
If you marked NO, what other training do we need to provide?
5. What additional resources could the faculty member or the ACAD program provide for a better peer mentor experience?
6. Has anything surprised you about working with this year's first-year students? If so, what has surprised you and how?
7. Please share anything you want us to know about your experience as a peer mentor.
8. Please write any additional comments on back.

PEER MENTOR MID-TERM EVALUATION ASSESSMENT

1. Briefly describe the two best experiences you have had as a peer mentor.

- Getting to know other students in the pre-health field
- Being able to answer questions on professional schools and prerequisites
- Sending class e-mails to give advice and encourage attendance
- Knowing what I did actually helped another student

2. Briefly describe the two greatest challenges you have faced as a peer mentor.

- Coming up with an interesting outside class activity that students will attend
- Not getting to know all of the students well
- Not knowing what to expect in class

3. What can the ACAD program or faculty member do to help with these challenges?

- Nothing
- Provide a list of students in the class
- Let the peer mentor know what the class is doing that day and what he or she needs to do that day

4. Did your peer mentor training provide you with appropriate information to be a peer mentor? _____ Yes _____ No

If you marked No, what other training do we need to provide?

- All peer mentors replied yes

5. What additional resources could the faculty member of the ACAD program provide for a better peer mentor experience?

- More detailed syllabus
- Faculty member has provided necessary resources

6. Has anything surprised you with working with this year's first-year students? If so, what has surprised you and how?

- Students saw me on campus and asked me questions
- Nothing really surprised me

7. Please share anything you want us to know as a peer mentor.

- Thanks for the opportunity
- Beneficial for me and the ACAD students
- Fun experience
- Saw lots of students on campus, at work, and other places

Other Comments:

- NONE

Mid-Term Peer Mentor Assessment

Please complete this anonymous assessment to help analyze the peer mentor program of ACAD.

1. Has the peer mentor for your ACAD class contacted you by e-mail this semester? Yes No

2. Have you e-mailed your peer mentor for information or advice this semester? Yes No

Please rank the following items according to the scale.

| | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
|--|----------------|-------|----------|----------|-------------------|
| 3. Having a peer mentor for my ACAD class has been helpful. | 5 | 4 | 3 | 2 | 1 |
| 4. It is important for the peer mentor to e-mail students. | 5 | 4 | 3 | 2 | 1 |
| 5. Having a peer mentor seems unnecessary for the ACAD course. | 5 | 4 | 3 | 2 | 1 |
| 6. The information and discussion in class by the peer mentor(s) has been useful for me. | 5 | 4 | 3 | 2 | 1 |
| 7. Peer mentors should attend and take a teaching role in more of our ACAD classes. | 5 | 4 | 3 | 2 | 1 |
| 8. I feel free to contact the peer mentor at any time with questions. | 5 | 4 | 3 | 2 | 1 |

9. What can we do to improve peer mentor involvement in the ACAD program?

10. Other comments:

(Created as free assessment tool at the website: <http://www.getfast.ca/>)

PEER MENTOR FACULTY EVALUATION

Please evaluate your experience of working with the ACAD faculty member for your section. We appreciate your detailed and candid responses.

1. Did the ACAD faculty member to whom you were assigned value your input?
 Yes No
If no, what could the faculty member have done differently?

2. Did the faculty member's expectations of you exceed the responsibilities given to you during the training session? Yes No
If yes, what extra responsibilities were you assigned?

3. Was the faculty member available to help you with any problems you experienced as a peer mentor? Yes No
Please explain.

4. What could the faculty member have done to make this experience better?

5. Would you be willing to serve as a peer mentor with this faculty member in the future?

PEER MENTOR EXIT INTERVIEW

This evaluation will help the ACAD faculty member with whom you worked to assess the peer mentor experience. Please give detailed and candid responses.

1. What do you think are the most positive outcomes of your mentorship with the students in your ACAD section?

2. What did you consider to be the most challenging experience you encountered and why?

3. Did the students in your ACAD section expect too much of you? Did they ask for any assistance that made you uncomfortable?

4. Do you think that the time required of you to fulfill your assigned responsibilities was too much? If so, what took too much time?

5. How would you assess your preparation for this experience? Comment on training, handouts, and instructor/peer mentor relationship.

6. What do you think students should know before becoming a peer mentor?

7. Would you recommend being a peer mentor with an ACAD class to other students?
_____ Yes _____ No
Why or why not?

8. Briefly relate your overall perception of the peer mentor program and your own personal experience.

Checklist for Peer Mentor Status

Goals submitted and met _____
8/31 Biography and Service Project _____
9/7 Lifeline Activity _____
9/7 10 Things Freshmen Need to Know _____
9/21 Service Project Challenges and Experiences _____
11/16 Activity (TBA) _____
12/14 Class Ending Activity _____
Student Contacts made and recorded _____
Journal Completed _____
Mid-term and Final Evaluations completed _____
Faculty Evaluation completed _____
Class Activity Follow-up Reports submitted _____
Notebook submitted _____

COMMENTS:

\$250 Bookstore Certificate Issued _____
Priority Registration Arranged _____
Letter from President _____
Letter from Instructor _____

Peer Mentor Confidentiality Statement

I _____, understand that as a peer mentor I may be working with and have access to students' personal and class attendance information. Furthermore, I understand that I may hear conversations about students that are personal in nature. I am aware that this information is CONFIDENTIAL, and that if I discuss/disclose this personal information with/to anyone other than the student, or the course professor, it may result in termination of my position and may be punishable by law.

Therefore, I _____, agree not to disclose personal/confidential information of a student.

Signature: _____

Date: _____

Witness (if under 18): _____

SUPPLEMENTARY RESOURCES

Syllabus

Articles on Teaching and Learning Communities

“Teaching College Freshmen”: <http://www.radford.edu/~cte-web/mjtr/freshmen.html>

“Why Do First-Year Undergraduates Require Special Attention?”:
<http://www.cmu.edu/teaching/documents/bestpractices.htm>

Contact with faculty through e-mail and phone calls

Textbook

Campus Resource Directory

Class and University Websites

<http://www.people.memphis.edu/~pakrech/prehealth.html>

<http://www.memphis.edu>

Free Assessment Tool Website: <http://www.getfast.ca/>

Campus Resource Directory

Wilder Tower 003 – Registrar

Late Add/Drop/Withdrawal – Schedule adjustments after the Add/Drop date – Monday through Thursday 7:30-5:30, Friday 7:30-4:30 **678-2810**

Student biographic data updates – Monday through Thursday 7:30-5:30, Friday 7:30-4:30 **678-2810**

Transcripts – Monday through Friday 7:30-4:30 **678-3927**

Enrollment certification & degree verification – Monday through Friday 7:30-4:30 **678-2676**

Veteran advising – Monday through Friday 8:00-4:30 **678-2996**

Website- www.enrollment.memphis.edu/registrar/index.html

Wilder Tower 101 – Admissions**678-2111**

Undergraduate and graduate admissions and readmissions

Transfer Credit Requests

New Student and Transfer Student Orientation

Recruitment

Hours- Monday through Friday 8:00-4:30

Website- www.memphis.edu/admissions.html

Wilder Tower 103 – Financial Aid and Student Employment**678-4825**

Financial aid

Scholarships

Loans

Hours- Monday through Thursday 8:00-5:30, Friday 8:00-4:30

Website- www.enrollment.memphis.edu/FinancialAid/

Wilder Tower 110 – Student Disability Services**678-2880**

Assistance with strategic class scheduling to enhance academic success

Semester plan for accommodations and services

Memos to faculty about disability needs

Advocacy relating to disability access issues

Information and guidance on academic, social, career, and personal issues

Hours- Monday through Friday 7:30 A.M. - 4:30 P.M. Fall and Spring Semesters

Monday through Friday 8:00 A.M. - 4:30 P.M. Summer and Semester Breaks

After hours appointments available until 6:30 P.M. upon request

Website- www.people.memphis.edu/~sds/index.html

Wilder Tower 115 – Bursar**678-5579**

Fee payment questions including scholarships and financial aid

ID cards made

Hours- Monday through Thursday 8:00 - 5:30, Friday 8:00 - 4:30

Website- bf.memphis.edu/finance/bursar/

Wilder Tower 115G – Cashier**678-2058**

Fee payment

Deposits to TigerFunds (money applied to UM ID card for Tiger Den & UC dining services)

Check cashing service for students and staff (up to \$100 per day)

Tickets for student guests for athletic events

Hours- Monday through Thursday 8:00-5:30, Friday 8:00-4:30

Wilder Tower 211 – Career Counseling**678-2068**

Individual career exploration and planning

Career assessment utilizing the following:

Strong Interest Inventory

Self-Directed Search

Myers-Briggs Type Indicator

Career Library Resource Center with DISCOVER access

Hours- Monday through Friday 8:00-4:30,

during Fall and Spring semesters open until 7:00 p.m. Monday through Thursday

Website- www.people.memphis.edu/~aetcpu/HTML/CAREER.HTM

Wilder Tower 212 – Academic Counseling Center

678-2062

Academic advising for students who have not declared a major and for students enrolled in developmental studies courses

Wilder Tower 214 – Psychological Counseling

678-2068

Confidential psychological counseling for students taking 6 hours or more

Psychological and education assessment for personality and learning disorders

Consultation services for campus groups, organizations

Crisis counseling

Hours- Monday through Friday 8:00-4:30,

during Fall and Spring semesters open until 7:00 p.m. Monday through Thursday

Website- www.people.memphis.edu/~aetcpu/HTML/PCU.HTM

Wilder Tower 400 – Career and Employment Services

678-2239

Part-time and full-time jobs

Individual counseling

Campus interviews

Resume publishing and e-Recruiting

Hours- Monday & Tuesday 8:00-5:00, Wednesday through Friday 8:00-4:30

Website- www.people.memphis.edu/~univplace/

Wilder Tower 500 – Students in Transition Center

678-1455

Advising for transfer students

ACAD office

Brister 112 – Testing Center

678-2428

Student-related testing

Information about nationally administered tests

Information about tests given: www.people.memphis.edu/~aetcpu/HTML/testing2.htm

Computer Based Testing- Brister 112E, 678-1457-- GRE, GMAT, PPST, TOEFL

Hours- Monday through Friday 8:00-4:30

Website- www.people.memphis.edu/~aetcpu/HTML/TESTING.HTM

University Center 425 – Student Activities Council

678-2035

Information regarding student organizations, events, and opportunities for leadership and involvement

Website- www.people.memphis.edu/%7Eesac/

Hudson Health Center

678-2287

Health care for students

Website- www.people.memphis.edu/%7Ehealth/

GROUP ACTIVITY

INSTRUCTIONS:

Break into groups as designated by speakers.

Appoint a group leader to share findings of group.

**Discuss current peer mentor programs on your campuses.
Consider the positive and/or negative experiences.**

Present your findings in the following order:

- **Locations and types of institutions (private, public, etc.) with peer mentor programs**
- **Positive and/or negative experiences (retention rates, graduation rates, administrative support, funding and budget issues, faculty resources, student recruitment and training, peer mentor professionalism, etc.)**

Group Responses in the Presentation “Peer Mentor Profiles: An Instructional Model to Promote Retention,” SIT conference, Nashville, November 9, 2004

Group A

Locations:

Public 4-year institution, 25,000 students, Australia
Public community college, 5,000 students, Illinois
Public 4-year institution, 9,000, Chattanooga, Tennessee
Public 4-year institution, 21,000, Memphis, Tennessee

Experiences:

Positive-

Learning community with mentors, paid tuition \$1700 each
Tiered mentored system plus mentor
Criteria 2.5, 3.0 GPA
Builds leadership and confidence in peer mentors

Negative-

Ensuring mentee involvement
Having mentors spent too thin

Group B

Locations:

Public master’s comprehensive
Public 4-year institution
Private university
Public 4-year institution
Public 4-year institution

Experiences:

Positive-

Helps make a connection to students
Another resource for students
Connection to some students who struggled through the same issues
Gives them another resource other than an RA who is in a cop role

Negative-

Many peer mentor groups on campus and lack of coordination between programs
Mentees not showing up