

USING ACADEMIC SUCCESS MENTORS TO ENGAGE STRUGGLING STUDENTS

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INTRODUCTION

- Define peer mentor
- Overview literature related to use of peer mentors
- Overview of IUP
- History of our ASM Program
- Using ASM to engage students
- What are other campuses doing?

Peer Mentoring

WHAT?

- Academic service provided to students to support and provide guidance and assistance in academic and social matters including career counseling, mentorship, scheduling and registration, campus involvement, etc. (Hart, 1995).

WHY?

- Enriches student learning and personal development;
- Enhances the efficacy of academic advising;
- Promotes the value of advising;
- Encourages peer relationships among students (Hart, 1995).

What does the Literature Say?

Peer Mentoring

- Peer relationships help students develop cognitive and affective behaviors (Tenhouse, 2015), which enhance student autonomy, independence, self-confidence, and motivation.
- Peer advisors add value and complement academic advising systems (Latino & Unite, 2012).
- “Peer educators play an important role in facilitating group environments that promote a positive learning atmosphere where personal growth and learning are most likely to occur” (Newton & Ender, 2010, p.154).
- Peer support and positive peer contact influences a student’s sense of belonging and security within the institution (Newton & Ender, 2010).
- “Although peer advising programs typically address needs of first-year students, peer advising has proven to be a positive intervention for many student subsets, especially at-risk and minority groups” (Korring, 2005, para. 6).

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About

- 4 year, public institution
- 13,000 FTE
- PASSHE
- Doctoral granting
- 132 undergraduate degree programs
- First-year student residency requirement



HISTORY

ASMs at IUP

YEAR	POSITION	PRIMARY ROLE	TRAINING
2006	Peer Mentors	living learning communities	Informal
2008	Residential Peer Mentors	living learning communities	Informal
2010-2012	Peers Assisting the Community Education of Residential Students	developing community	Informal
2012	Academic Success Mentors	Provide academic assistance and outreach	Attended Community Assistant Training
2016	Academic Success Mentors	Provide academic assistance and outreach	DVST 250

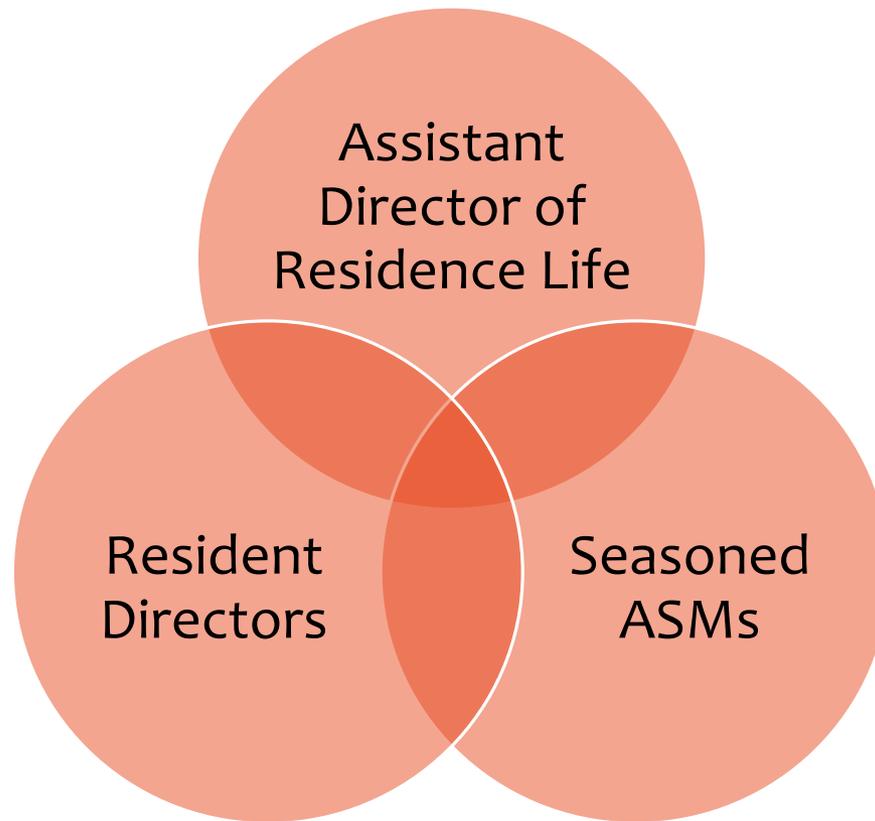
SWOT

Strengths	Weaknesses
<ul style="list-style-type: none">• ASM position already established• Assist RDs and CAs• Budget for 10 office hours per week	<ul style="list-style-type: none">• Maintaining ongoing contact• Underutilized• Undefined roles• Lack of training
Opportunities	Threats
<ul style="list-style-type: none">• Collaborating with other departments• Increase retention of residential students• Assist students on academic probation	<ul style="list-style-type: none">• Resistant to change• Per credit tuition model• Inconsistency in role

Results of SWOT

- Supervision
- Training
- Job Description
- Engagement of students

Supervision



Training

- 1 graduating credit
- Specific to role of ASM
- Incorporated:
 - ▶ Academic policies and using undergraduate catalog (LS requirements for a different major)
 - ▶ Student development theory (paper analyzing their own development)
 - ▶ Motivational interviewing
 - ▶ Study skills (hands-on activities)
 - ▶ Planning workshops (mock workshop)
 - Learning outcomes for workshops
 - Bloom's taxonomy

Job Description

- Creating and facilitating academic focused workshops
- Assisting students in development of study skills
- Providing need-based referrals
- Emphasized on-going communication

Engagement

- Elevator programs
- Workshops
 - ▶ Developmental Need
- Pop-up programs
- Subject based study skills
- Implementation of Academic Probation Plan
- Brag board – “Fill the Fridge”

Outcomes

- ASMs feel better prepared
- Role is more clearly defined
- Strong rapport with students
 - Higher # of students using ASMs
 - Increase in # of meetings per students

Effective Use of ASMs

What are other campuses doing?

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