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).
Indiana University of Pennsylvania

About

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

### ASMs at IUP

<table>
<thead>
<tr>
<th>YEAR</th>
<th>POSITION</th>
<th>PRIMARY ROLE</th>
<th>TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>Peer Mentors</td>
<td>living learning communities</td>
<td>Informal</td>
</tr>
<tr>
<td>2008</td>
<td>Residential Peer Mentors</td>
<td>living learning communities</td>
<td>Informal</td>
</tr>
<tr>
<td>2010-2012</td>
<td>Peers Assisting the Community Education of Residential Students</td>
<td>developing community</td>
<td>Informal</td>
</tr>
<tr>
<td>2012</td>
<td>Academic Success Mentors</td>
<td>Provide academic assistance and outreach</td>
<td>Attended Community Assistant Training</td>
</tr>
<tr>
<td>2016</td>
<td>Academic Success Mentors</td>
<td>Provide academic assistance and outreach</td>
<td>DVST 250</td>
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## SWOT

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
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<tbody>
<tr>
<td>• ASM position already established</td>
<td>• Maintaining ongoing contact</td>
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<tr>
<td>• Assist RDs and CAs</td>
<td>• Underutilized</td>
</tr>
<tr>
<td>• Budget for 10 office hours per week</td>
<td>• Undefined roles</td>
</tr>
<tr>
<td>• Maintaining ongoing contact</td>
<td>• Lack of training</td>
</tr>
<tr>
<td>• Underutilized</td>
<td></td>
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<tr>
<td>• Undefined roles</td>
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<tr>
<td>• Lack of training</td>
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<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Threats</th>
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<tbody>
<tr>
<td>• Collaborating with other departments</td>
<td>• Resistant to change</td>
</tr>
<tr>
<td>• Increase retention of residential students</td>
<td>• Per credit tuition model</td>
</tr>
<tr>
<td>• Assist students on academic probation</td>
<td>• Inconsistency in role</td>
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Results of SWOT

- Supervision
- Training
- Job Description
- Engagement of students
Supervision

Assistant Director of Residence Life

Resident Directors

Seasoned ASMs
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?
References


