

**Associated Colleges of Illinois:
Peer Mentoring Initiative**

**A collaboration between Augustana College,
Dominican University and North Park University**

What brings you to this session today?

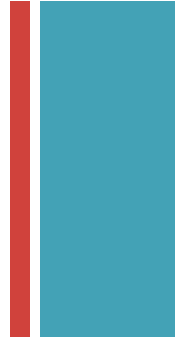
+ Your most hoped-for “take aways”



Plicker Poll:
Which statement BEST
describes you?

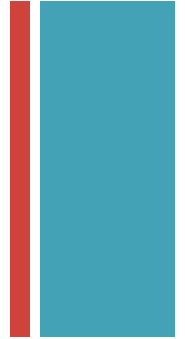
- A. My organization already implements a peer mentoring program now
- B. I/we don't now, but would like to implement a peer mentoring program at my organization
- C. I'm just starting to learn or think about peer mentoring programs
- D. None of the above

+ About the Associated Colleges of Illinois



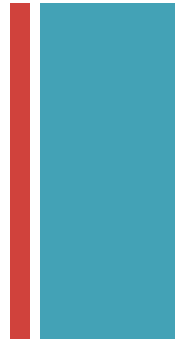
- A network of 23 private, non-profit, residential colleges and universities that collaborates to support and design collaborative programs to:
 - Help low-income, minority and first-generation students prepare for and successfully graduate from college
 - Help students develop the professional skills they need to successfully launch careers
 - Support college and university leadership in their efforts to increase the effectiveness and efficiency of higher education

+ Core commitments of ACI colleges and universities



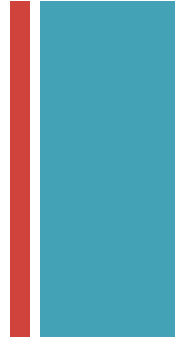
- Values-based education in small, supportive environments
- Personalized, high-quality education with faculty whose primary commitment is to teaching
- Diversity
- Business partnerships

+ ACI's long history of college access and success programming



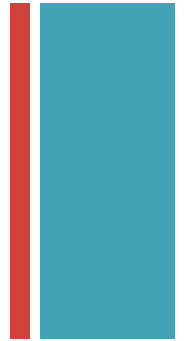
- **1996:** launched ACI College Readiness Program - one of Illinois' first college access programs connecting at-risk high school students to college campuses in a 4-year, year-long program
- **2006:** launched College Success Network creating cohorts of comprehensive campus services for at-risk college students
- **2012:** determined resources are best placed in MENTORING elements and through an RFP approach, launched the Peer Mentoring Initiative by creating 3 cohorts serving 120 students across 3 member colleges
- **2015 and beyond:** aim to establish Peer Mentoring cohorts across all ACI member colleges

+ ACI Peer Mentoring Theory of Change



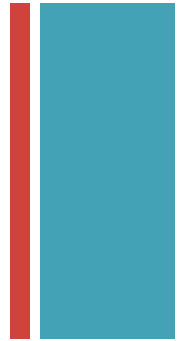
- College persistence among low-income, first-generation college freshmen increases when trained and supervised peer mentors from similar high school backgrounds provide intentional and personalized connections to campus support services, building a bridge to the campus community and providing an early alert, individual intervention approach

+ In other words...



Relationships matter

+ Campuses agreed to common elements



- Name a coordinator with skills and appropriate position authority to manage and support the program
- Recruit, select, train and support Peer Mentors at a 5 freshmen to 1 mentor ratio
- Select and orient freshmen to the program
- Administer a \$2500 scholarship per mentor and \$500 book voucher per freshman; administer programming funds
- Develop and maintain a curriculum that included individual and whole-cohort success programming
- Participate in data-sharing with ACI

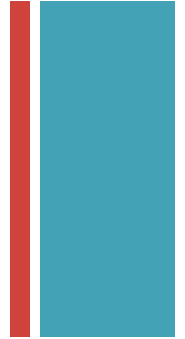
About our 3 Peer Mentoring Cohorts

+ Augustana College
Dominican University
North Park University

+ Augustana College

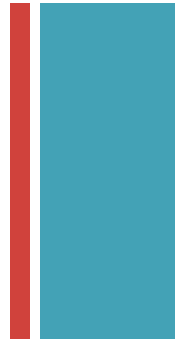
Mary Windeknecht, Director of First Year Advising and
Patricia Santoyo-Marin, Office of Multicultural Student Life

- Program Objective: to increase persistence and graduation rates of students recruited from Chicago high schools.



+ Augustana College

Hiring and Recruiting

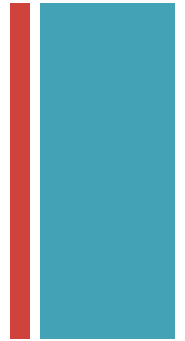


- We interviewed eight students for four mentor positions
- Candidates recommended by faculty, staff and administrators
- Candidates shared characteristics with mentee group: ethnically underrepresented on campus, first generation college students, some single parent households , financial challenges (Pell eligible), cultural challenges on a predominantly white campus, graduated from Chicago high schools or other urban area
- Four mentors selected for 20 mentees
- Mentees invited via email, phone, and at Multicultural Orientation prior to start of fall term
- 20 students/mentees enrolled in the program originally.

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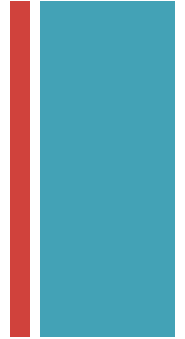
Strategies

- Provide a positive, successful role model for mentees.
- Support mentees in their transition from high school to college.
- Help mentees understand the language and culture of the college, especially as it relates to expectations, policies, and practices.
- Help mentees establish early social connections.
- Promote college and life skills development: time management, study skills, test-taking, etc.
- Help mentees learn how to monitor performance and grades and ask for help when needed.
- Develop a support network and establish awareness of college resources that are designed to support our students.
- Connect mentees with opportunities outside the classroom for active engagement and leadership.
- Foster interaction with faculty and staff, especially as it relates to academic success.



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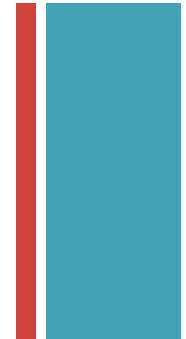
Peer Mentor training



- Three days of training prior to start of fall term with other student mentors
- Three hours of training specifically for this mentoring program covered goals, role of mentor, expectations, challenges unique to mentees, common signs of academic/social struggling, reporting guidelines, compensation
- Mentors played a role in assigning mentees based on common classes, background, academic or extra-curricular interests, residence hall, etc.

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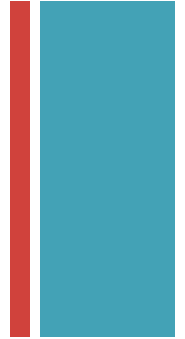
Program elements



- Weekly individual meetings between mentor and mentee at an established time and place
- Personal invitation to a talk by Brenda Barnes in September, first-generation Augustana alum who was President of Sara Lee and Pepsi-Cola among other companies.
- Individual interviews with mentees in December to gauge value and interest in the program
- Formal dinner with a dining etiquette expert, attended by college President, Provost, and key administrators from student services offices. January.
- Formal dinner followed by presentation by an Augustana alum to whom our mentees and mentors could identify; he spoke about his educational journey, successes and advice for mentors and mentees
- “Celebrating African American Chicago Trip” in January; mentors and mentees invited to join Chicago field trip for soul food, DuSable Museum of African American History, and tour of historic African American neighborhood.
- Pizza with the President and an alum in May; informal pizza dinner gathering of mentors and mentees at the college President’s home; casual chat with an alum who earned her MSW and works in social services.

+ North Park University

Barrington Price, Director of Student Success



COMPASS Program

Program Design

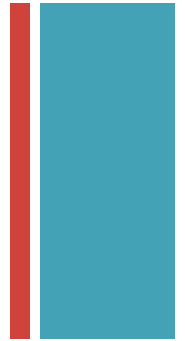
- Structured approach that was created in step with the Model of Student Departure to address the needs of the at risk student population

Mission

- To foster a model of relational leadership that will help first year students adjust to the academic and social demands of college life at North Park University

+ North Park University

COMPASS Learning Objectives and Outcomes

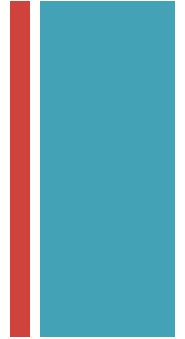


The COMPASS program strives to:

- **Cultivate** emerging urban leaders who aspire to be successful in college and vocation.
- **Equip** students to persist by taking advantage of all available support services.
- **Provide** academic and social support during the college years.
- **Develop** leaders who will lead a life of significance and service.
- **Discern** individual gifts and vocational direction.
- **Inspire** students to give back and make a difference in the lives of others.

+ North Park University

COMPASS Student Characteristics



- Learners who take ownership for their academic responsibilities.
- Dedicated to supporting and helping other members of the cohort be successful.
- Committed to being fully involved in all aspects of the COMPASS Program in recognition of its formational value

COMPASS Curriculum

Year One	
Program Area of Focus	Term 1 <i>Curriculum Scope and Sequence</i>
3.a	Complete COMPASS summer program
3.a	Threshold Attendance
4.b	Monthly COMPASS meetings
5.d	Bi-monthly one-on-one meeting with Program Coordinator
5.c	Regularly attend group tutoring and/or supplemental instruction (SI)
5.e	Enroll and complete Career Development Course (ACSR 1005)
3.a	Attend NPU Student Diversity Leadership Conference
3.c	Participate in First Year Voyage
3.c/4.c	Attend 2 COMPASS scholar events with COMPASS Peer Mentors
4.a	End of the semester celebration
Term 2	
4.b	Monthly COMPASS meetings
5.d	Bi-monthly one-on-one meeting with Program Coordinator
5.c	Regularly attend group tutoring and/or supplemental instruction (SI)
3.a	COMPASS spring semester participation
2.b	Enroll and complete Career Development Course (ACSR 1030)
3.c/4.c	Attend 2 COMPASS Scholar events with Peer Mentors
4.a	End of the semester celebration

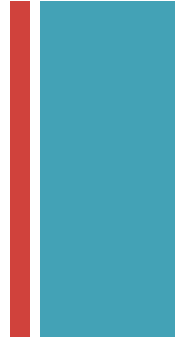
At Risk Categorization



Variable Name	Variable Description
Academic achievement	High school grade point average is a strong predictor of a student's ability to be retained
Preparedness for school	Academically prepared students display better graduation rates
Student Finance	Academic performance has significant relationship with amount of financial aid received
Student perception	Perception of self and others found to be a predictor of ability to be retained.
Academic self-concept	Students skewed perception of ability and fit within the institution.
Self-efficacy	Student's belief about their ability to successfully complete a task
Goal mastery	Performance avoidance concerned with masking their perceived or real lack of ability which prevents help seeking.
Career decidedness	Inability to commit to a career track increases likelihood of attrition
First generation	Students were the first member in their immediate family to attend college.
First/Second Year Students	75% students who leave a university do so in their first two years of college
Path of entry to college	65% of those who enter into college at a four year university will complete a degree as opposed to 27% of those entering a two year university
Race/Ethnicity	Research shows that minority retention is lower than that of their non-minority peers.
Homesickness	Found to exacerbate and lead to the presence of psychological symptomology increasing a student's vulnerability to attrition.
Personality	There is a relationship that was found to be significant with the presence of certain personality characteristics that may increase the likely hood of student attrition.

+ Dominican University

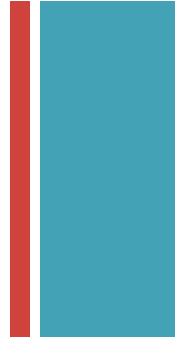
Angela Frazier, Assistant Dean of Advising Services



- Peer Mentoring Program curriculum goals
 - To improve retention
 - To provide a supportive and informative environment for all new students
 - To aid first generation students in their transition to higher education and to DU
 - To refer students to appropriate on and off campus resources
 - To encourage exploration of academic options (i.e. majors)

+ Dominican University

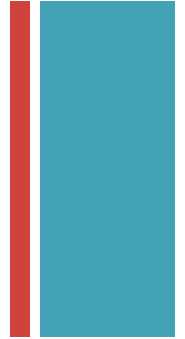
Mentor and freshmen selection and criteria



- Mentees are:
 - City of Chicago resident
 - First-generation college student
 - Pell-eligible
- Mentors are:
 - Upper class students with capacity and temperament suited to assisting new students
 - Assessed by their GPA and feedback from mentees, faculty and Assistant Dean

+ Dominican University

Program activities and components

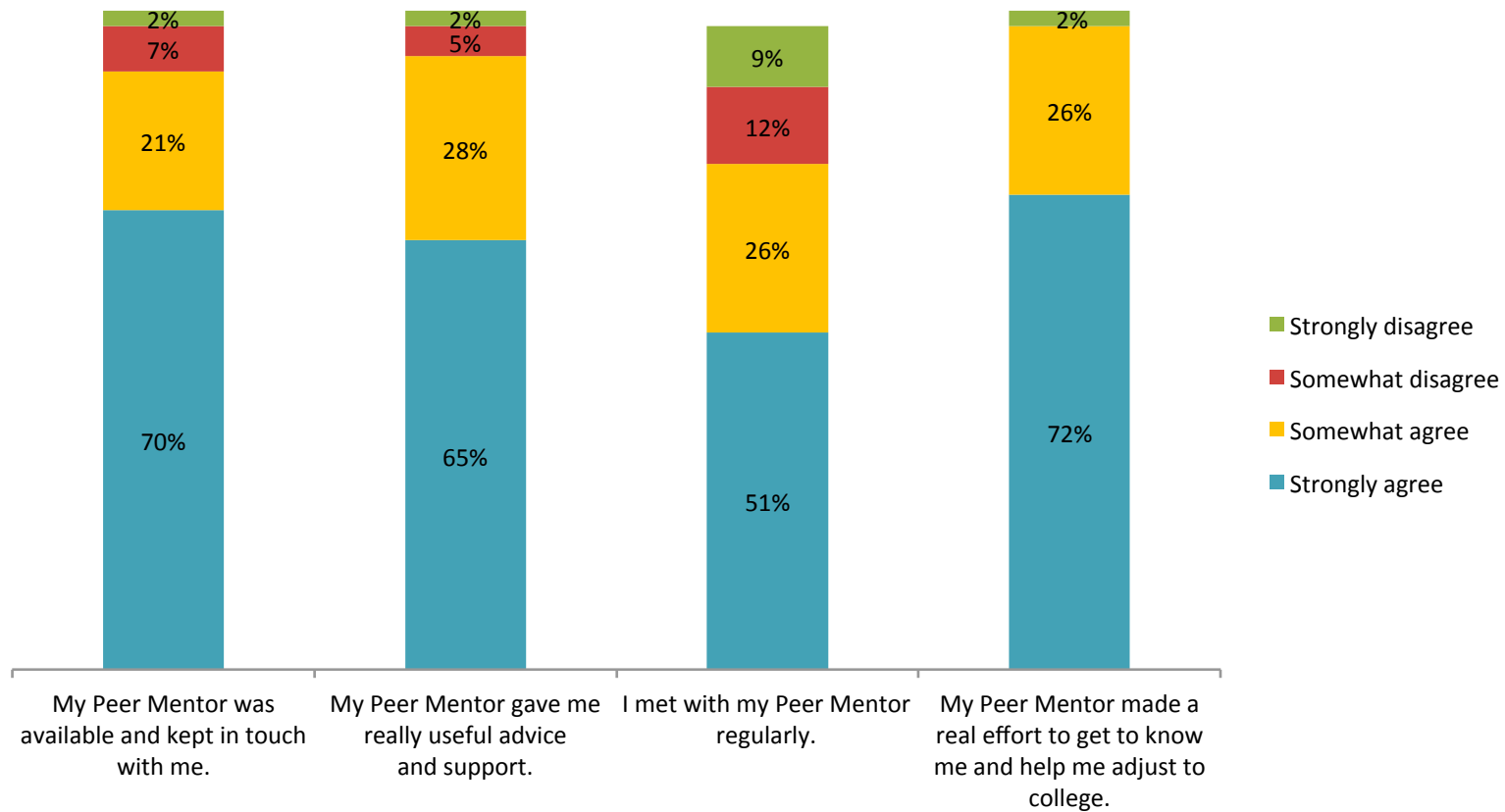
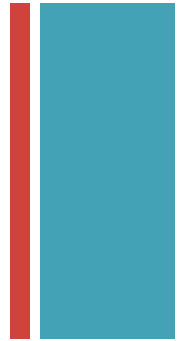


- Weekly Emails by Mentor to Mentee to discuss what was happening on campus and different tips on surviving their first year of college
- Monthly one-one meetings: each mentor and mentee are required to meet monthly to discuss the transition to college; provide individual attention
- Quarterly Presentations: Time Management, How to Study in College, How to give a Speech in College and the Registration process
- Social Activities: Fright Fest, movies, dinner, on campus comedy show and sporting events;
- FAFSA Completion Party designed to assist students with completing their FAFSA by February 15th (93% of mentees participated)
- Finals Celebration - pizza party at the end of fall and spring semester to give tips on how to prepare for finals

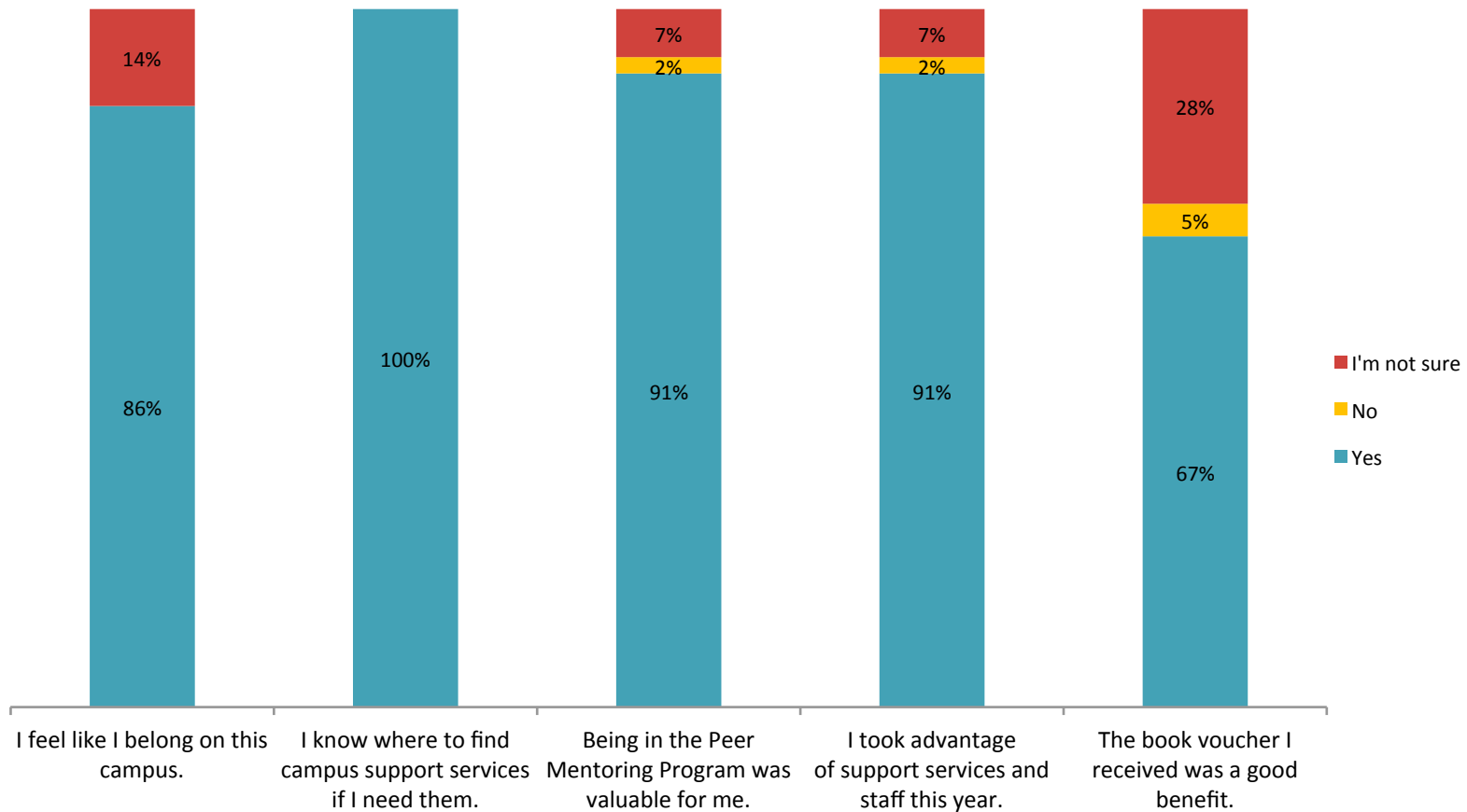
Program Outcomes

+ So what's become of our efforts?

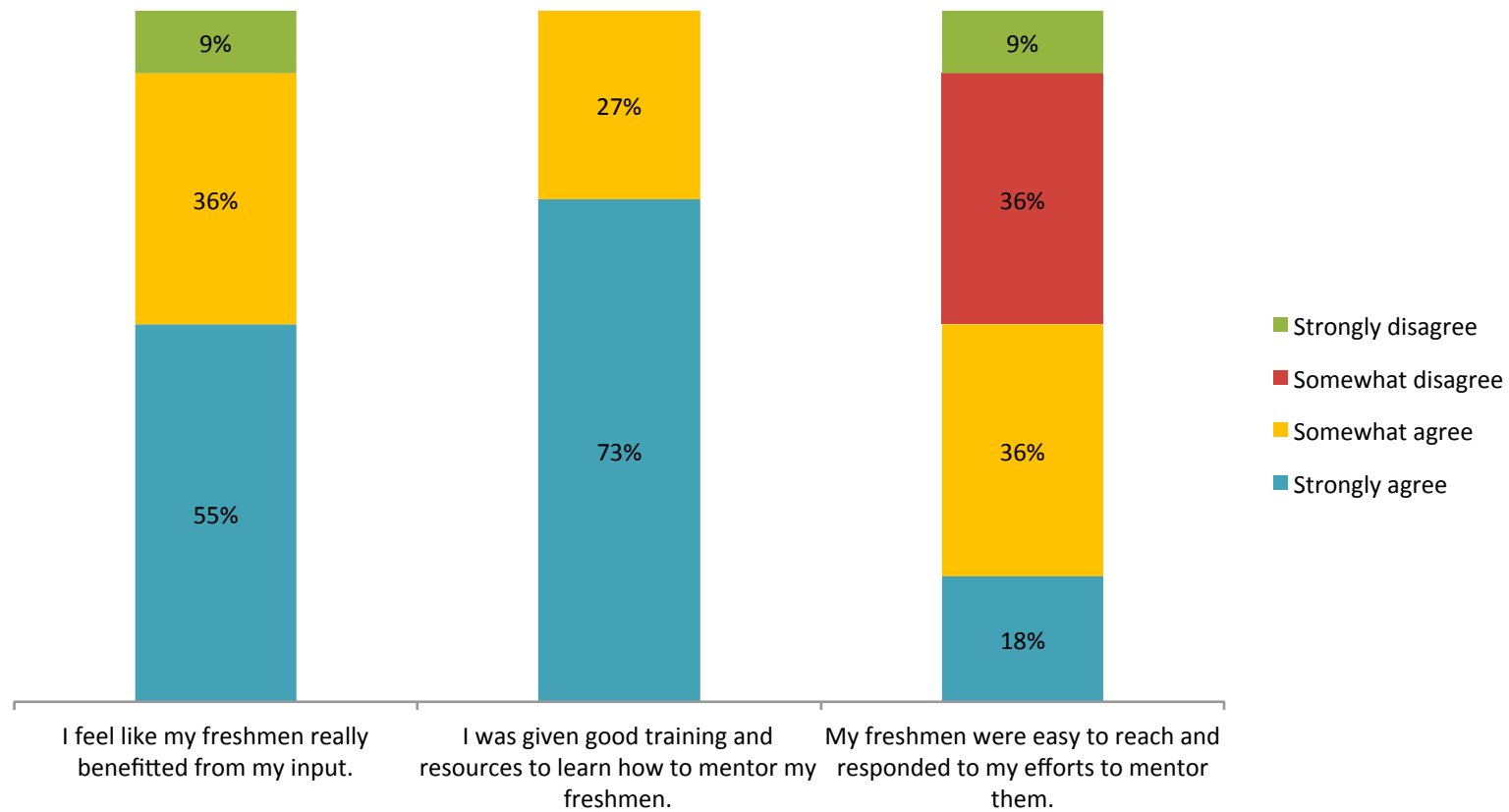
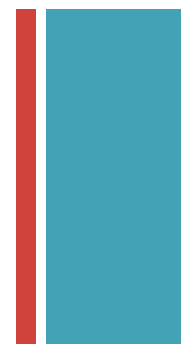
+ Mentee perception of program value



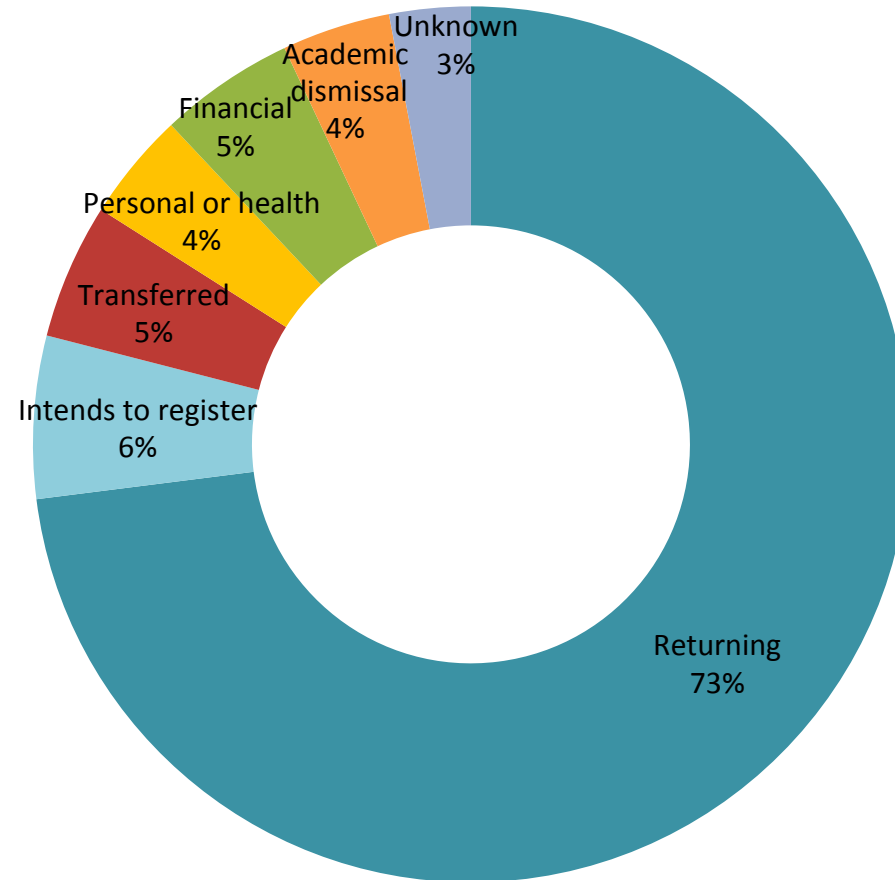
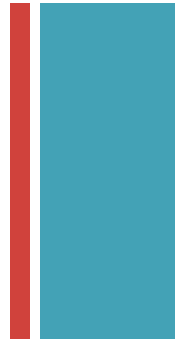
+ Mentee progress on intended outcomes



+ Mentor evaluation of program



+ Continuing enrollment and retention for 2014-15 freshmen

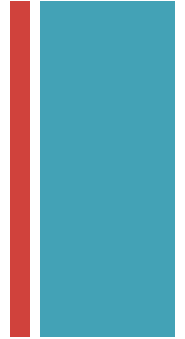


Now what?

+ Discussion of the lessons learned

+ Augustana College

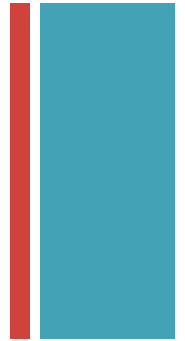
Lessons learned



- Students want more interaction opportunities with each other; want to be a Chicago cohort
- Students prefer to interact with alums in a casual rather than formal setting
- Students want to meet the other mentors and have opportunities to interact with them/learn from them
- Importance/value of set weekly meeting time and place
- Need a greater investment in training peer mentors
- Management of program will move to Director of Multicultural Student Services next year

+ Dominican University

Lessons learned



- Creating a participation contract made students accountable
- Students love when there is food involved
- Students will participate if there are tangible gifts (sweatshirts, t-shirts and Chipotle gift cards)
- Students really appreciated the help with completing their financial aid for 2015-2016
- Challenge: Helping students stay active during the spring semester

Summary themes

- + Dialogue about themes and experiences