

THREE GEN MENTORING: Connecting First-year Students, Peer Mentors, & Alumni

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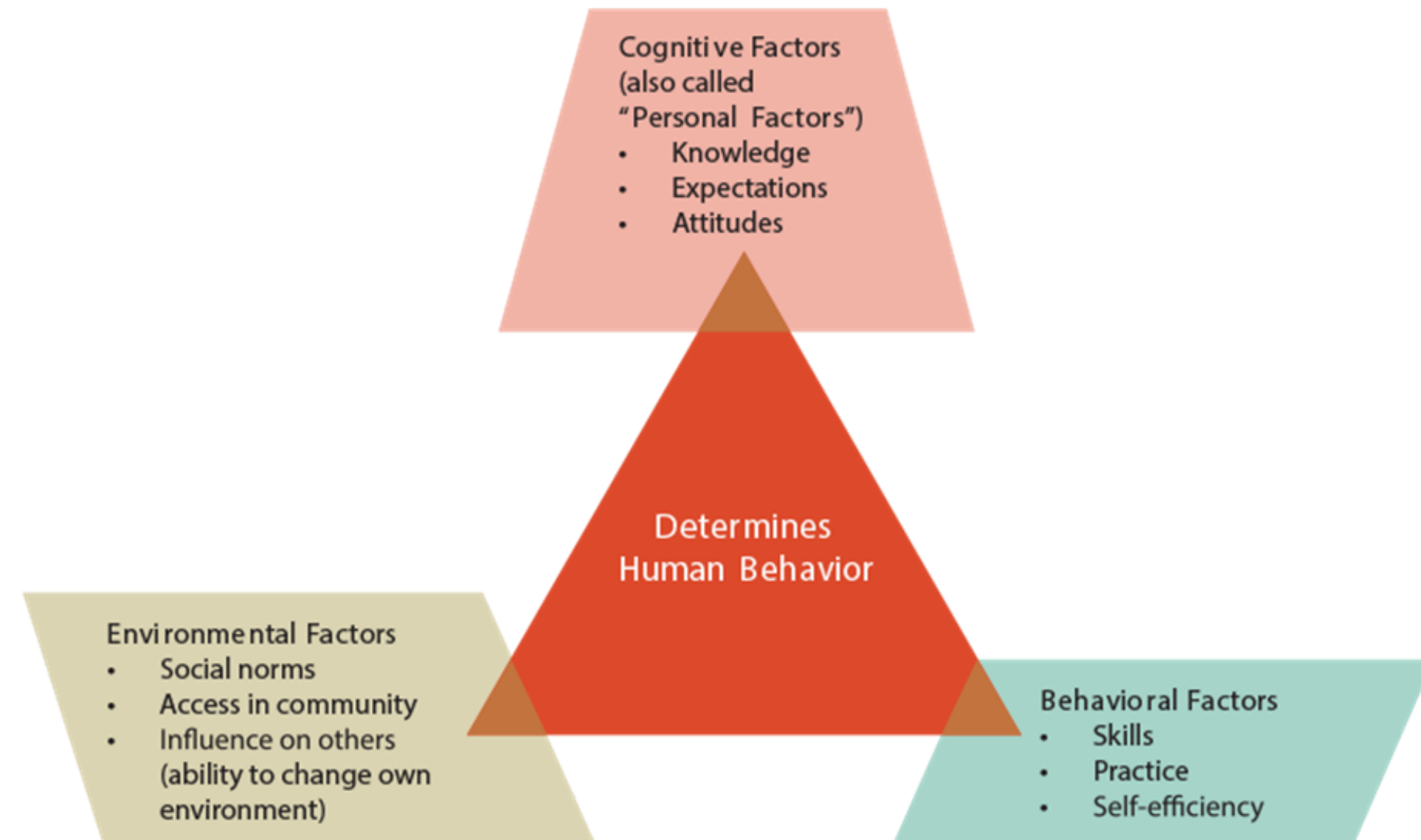
SUPPORTING FIRST-YEAR STUDENTS

Social Learning Theory (Bandura, 1986)

Importance of observing & imitating the behaviors, attitude, and reactions of others.

First-year Students & Peer Mentors:

- Community
- Identity
- Campus Resources
- Academic Experience
- Psychosocial Development



OUR PROGRAM

PROGRAM OVERVIEW

- Started apx. 2009, in conjunction with first-year seminar
- 18 Peer Mentors for a class of 90 first-year students
- First-year students are put in groups of 5-8 & paired directly with a trained Peer Mentor from July-December
- Semi-structured weekly meetings allow for great growth, encouragement, support, & community
- Formal leadership training prepares Peer Mentors
- Alumni Mentors were added in 2018 with great success

MONDAYS

Peer Mentor
Training

WEDNESDAYS

First-Year
Seminar Lecture

FRIDAYS

Small Group
Breakouts



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"AS A FRESHMAN, HAVING A MENTOR REALLY HELPED. SHE WAS A GREAT HELP IN EXPLAINING ASSIGNMENTS AND KEEPING US ON TOP OF THINGS! SHE ALSO WAS AMAZING AT GIVING ADVICE ON THINGS AROUND CAMPUS; SUCH AS TIPS ON HOW TO ADJUST TO COLLEGE LIFE AND WHAT CLASSES SHE HAS TAKEN. SHE IS AN ALL AROUND GREAT HELP."

DEVELOPING MENTORS & MENTEEES

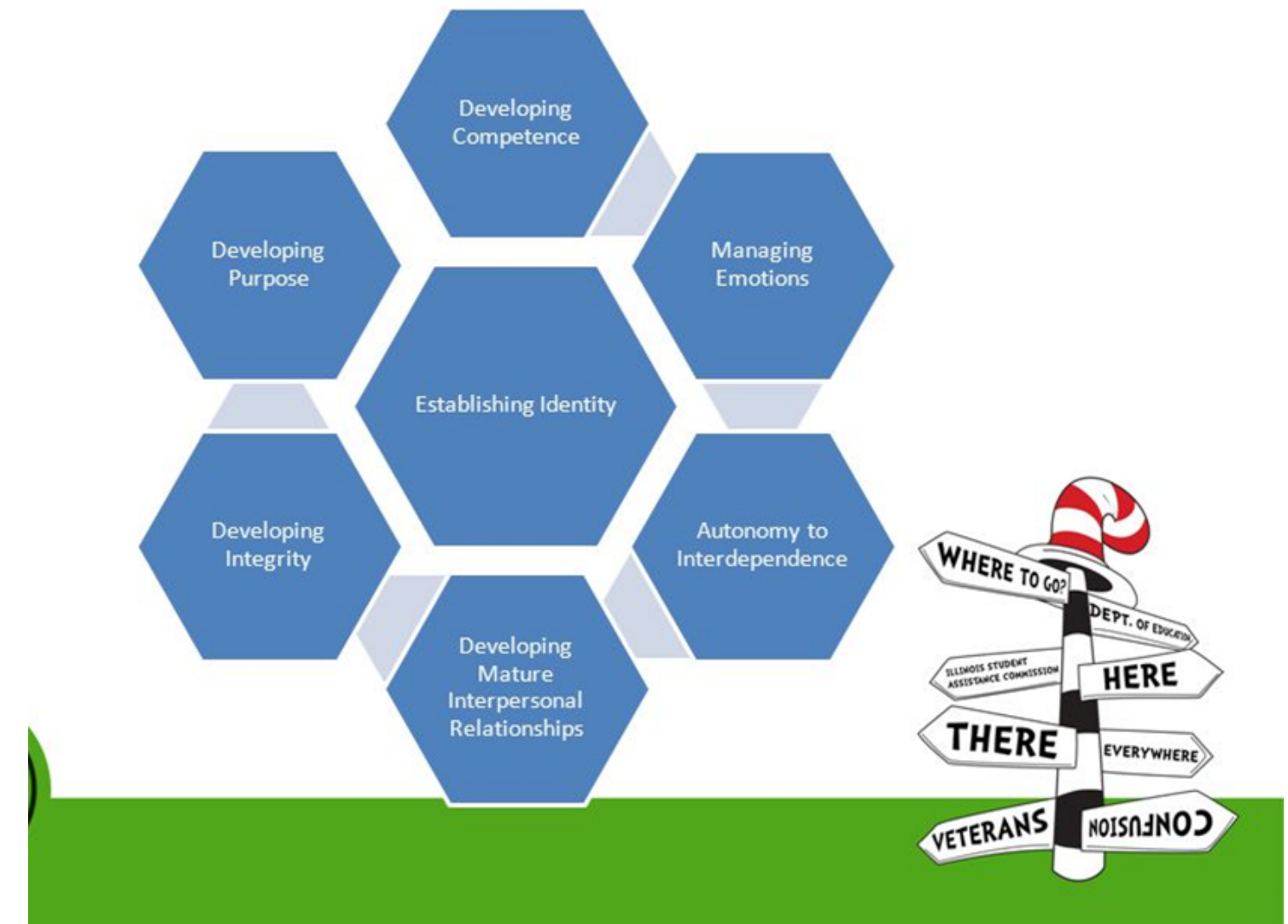
STUDENTS. LEADERS. PROFESSIONALS. PEOPLE.



IDENTITY DEVELOPMENT

- Developing Competence
- Managing Emotion
- Moving Towards Interdependence
- Developing Mature Interpersonal Relationships
- Establishing Identity
- Developing Purpose
- Developing Integrity

Chickering's Seven Vectors



THE CORNERSTONE OF IT ALL: PEER MENTORS



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"This program allowed for forward-thinking, goal-setting, positivity, and growth. It made me realize that I need to work on myself before I can help others. This program gave the mentors their own curriculum. The speakers and activities provided me with support."

- ON-BOARDING
 - interview
 - spring leadership retreat
 - assessments
 - summer leadership programming
- YEAR ONE: LEADING SELF WELL
- YEAR TWO: LEADING OTHERS WELL
- IMA PARTNERSHIP



Peer Mentor Manual

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Lead to inspire. Inspire to lead.
Empowering students to lead self and others well.

What the Peer Mentor Gives

- BADM 100 Guidance
- Encouragement
- Campus Information
- Academic Advice
- Transitional Support
- Structure
- Resource Information
- Project Management

What the Peer Mentor Gains

- Clearer mission & calling
- Personal & Professional Development
- Experience Working in Teams
- Experience Managing People and Projects
- Personal Assessment
- Advice and Encouragement
- Networks - Relationships and Connections
- Alumni Mentor

Pillars of the Mentor Program

- Personal Development
- Ability to Lead & Inspire Others
- Professional Skills & Real-world Application
- Campus Involvement and Community Service

Program Outcomes

- Students will explore their personal skills, style, values and mission in order to feel confident in their future goals and best lead others with purpose.
- Students will learn how to support and guide others in a variety of ways; including college transition, motivation, self-exploration, delegation, and engagement.
- Students will experience hands-on leadership through our Freshmen Seminar, where they will be responsible for a small group of freshmen.

Leadership Training

Leading others

Training - Leading Others & Building Rapport

August 22 – Tartan

August 29 - What Do I Need to Know Before I Start? (Mentoring 101, Ch. 1)

September 5 – Labor Day: Setting Goals

September 12 - How Do I Adopt a Mentor's Mindset & People Development (Mentoring 101, Ch. 2)

September 19 - Whom Should I Mentor? (Mentoring 101, Ch. 3)

September 26 - How Can I Set Them Up for Success (Mentoring 101, Ch. 4)

October 3 - How Do I Help Them Do Better Work (Mentoring 101, Ch. 5)

October 10 - How Do I Create the Right Environment? (Mentoring 101, Ch. 6)

October 17 - How Do I Help them Be Better People (Mentoring 101, Ch. 7)

October 24 - Service

October 31 - What Should I Do if They Pass Me By? (Mentoring 101, Ch. 8)

November 7 - Review & Reflect

November 14 – Presentations

November 21 – Presentations

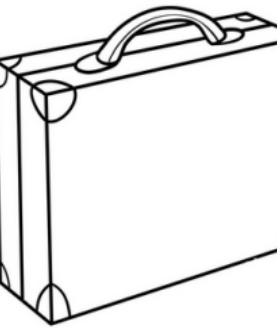


Alumni & First-Year Students Meeting Timeline

- September - Making the Most of your College Experience
 - Share Campbell journey
 - Engage the freshmen in their story.
 - What resources/activities/organizations on campus really helped?
 - What resources/activities/organizations should have been utilized more.
- October - Food Truck & Mid-Terms
 - Invite the group to share their food truck idea and pitch
 - Ask any questions relevant to the food truck and/or industry knowledge
 - Mid-terms are also a good time to check on mindset, mental health, etc.
- November - Major & Career
 - If it hasn't been done already, share the story of major selection and career.
 - Invite students to share their career thoughts and questions.

Your mentor journey

What makes you uniquely equipped to lead others?



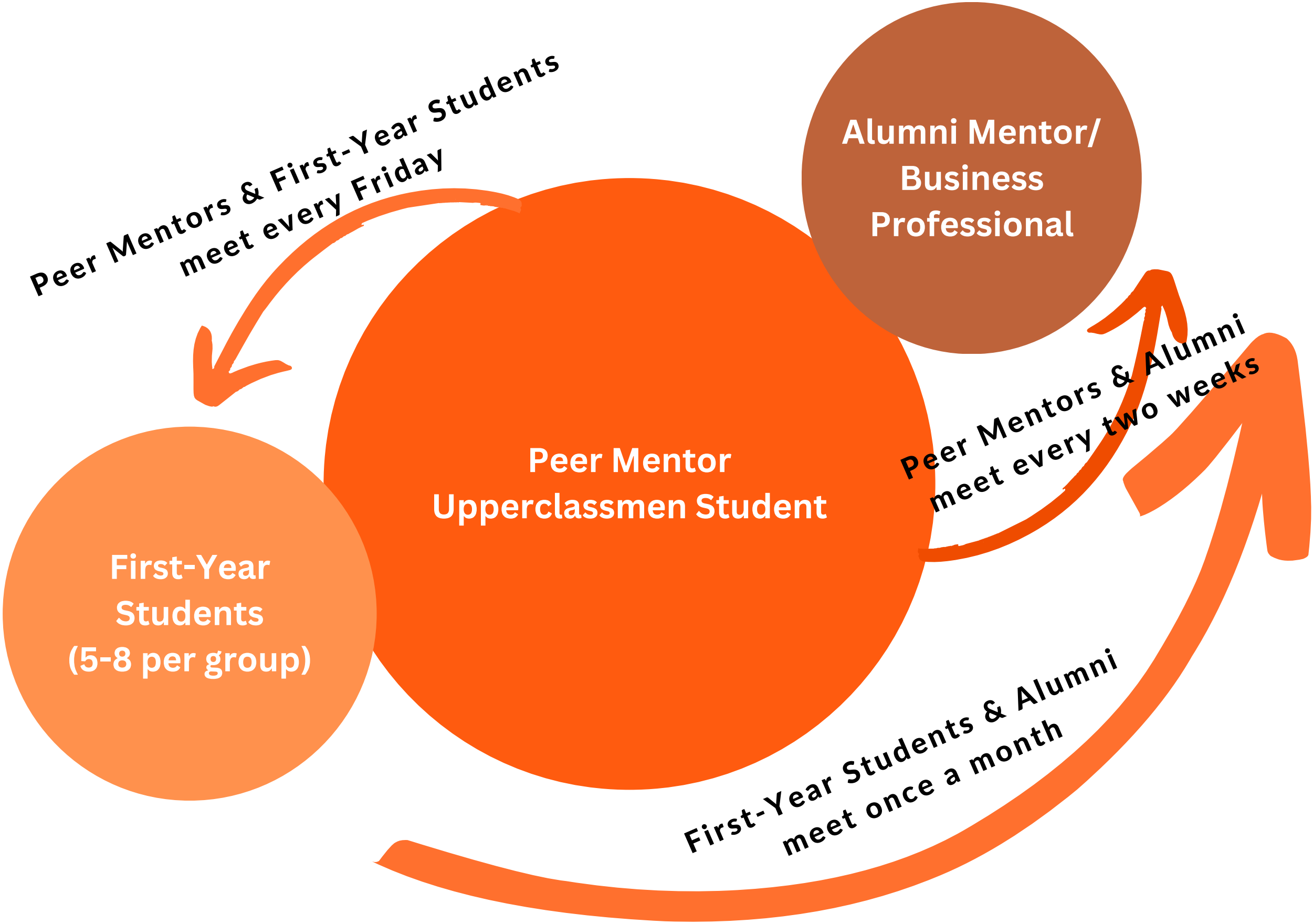
OTHERS. What did you learn about mentoring others?

SELF. In what ways did you grow the most?

SKILLS. What tangible skills are you taking away from this?

MENTORING. Who and how are you called to mentor in the future?

THREE GENERATIONS



VALUE OF ALUMNI MENTORS

Not only do students who are paired with an Alumni Mentor have a better chance of graduating with a job, but they also have a clearer picture of what life after college is like – and are able to prepare for and move into that next step more confidently (Dollinger, 2019).



Professional Development

According to Dollinger (2019), alumni mentoring programs make the most impact on career development & professional goals.

Connection

Alumni have the opportunity to reconnect with their University and grow as leaders (Priest, 2014).

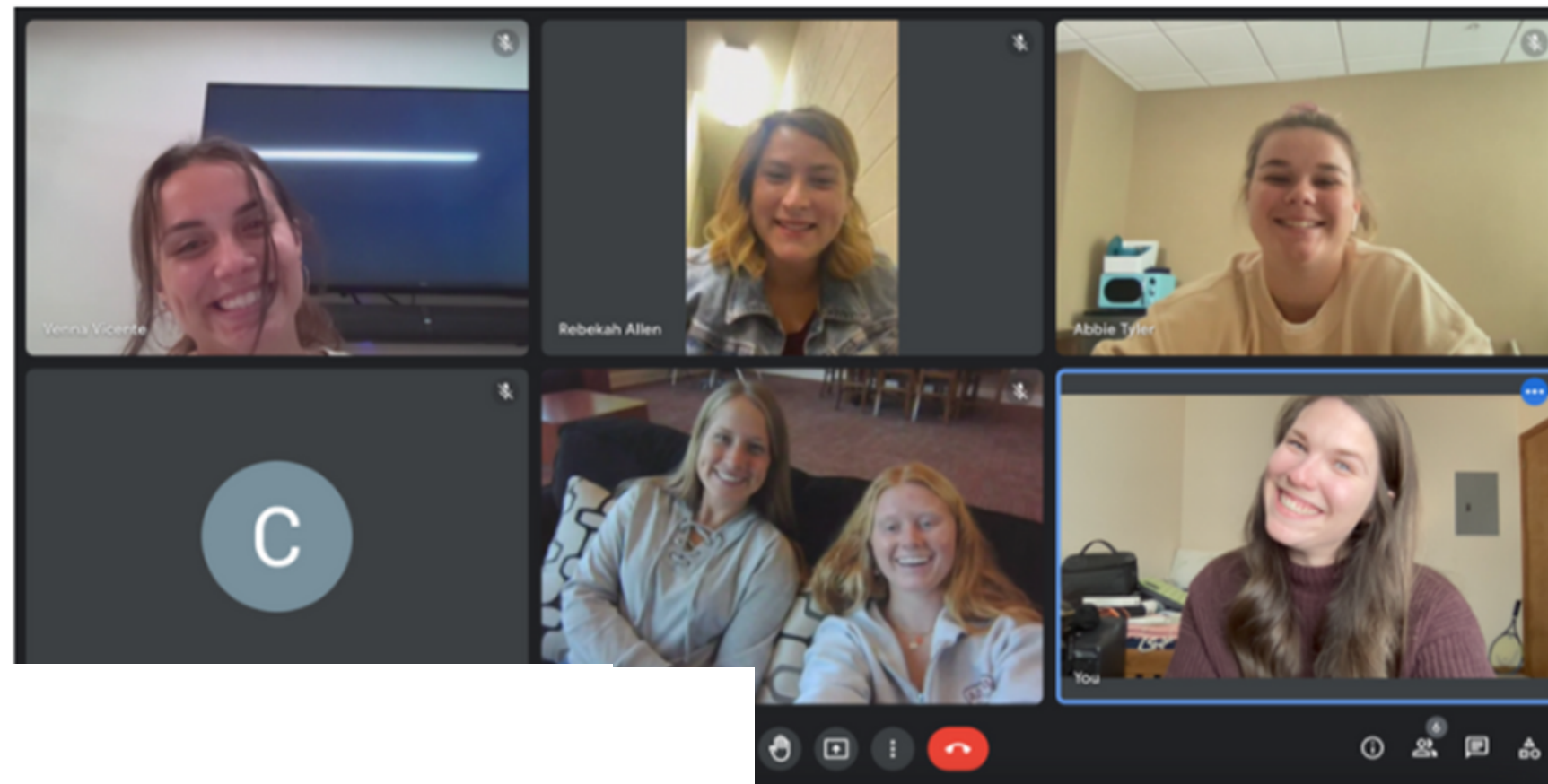
Factors to consider when pairing mentors:

- Academic program
- Career field
- Common values & interests

THREE GENERATIONS

Meet Rebekah

- Sophomore Marketing/Comm major
- Struggled with Time Management freshmen year
- In the band
- Peer Mentor



Meet Venna, Abbie, Casey, Hope, & Amanda

Meet Emily

- 2016 Healthcare Management graduate
- Changed majors
- Served as a mentor
- Has had three jobs since graduating
- Just finished her MBA
- Second-Generation Camel

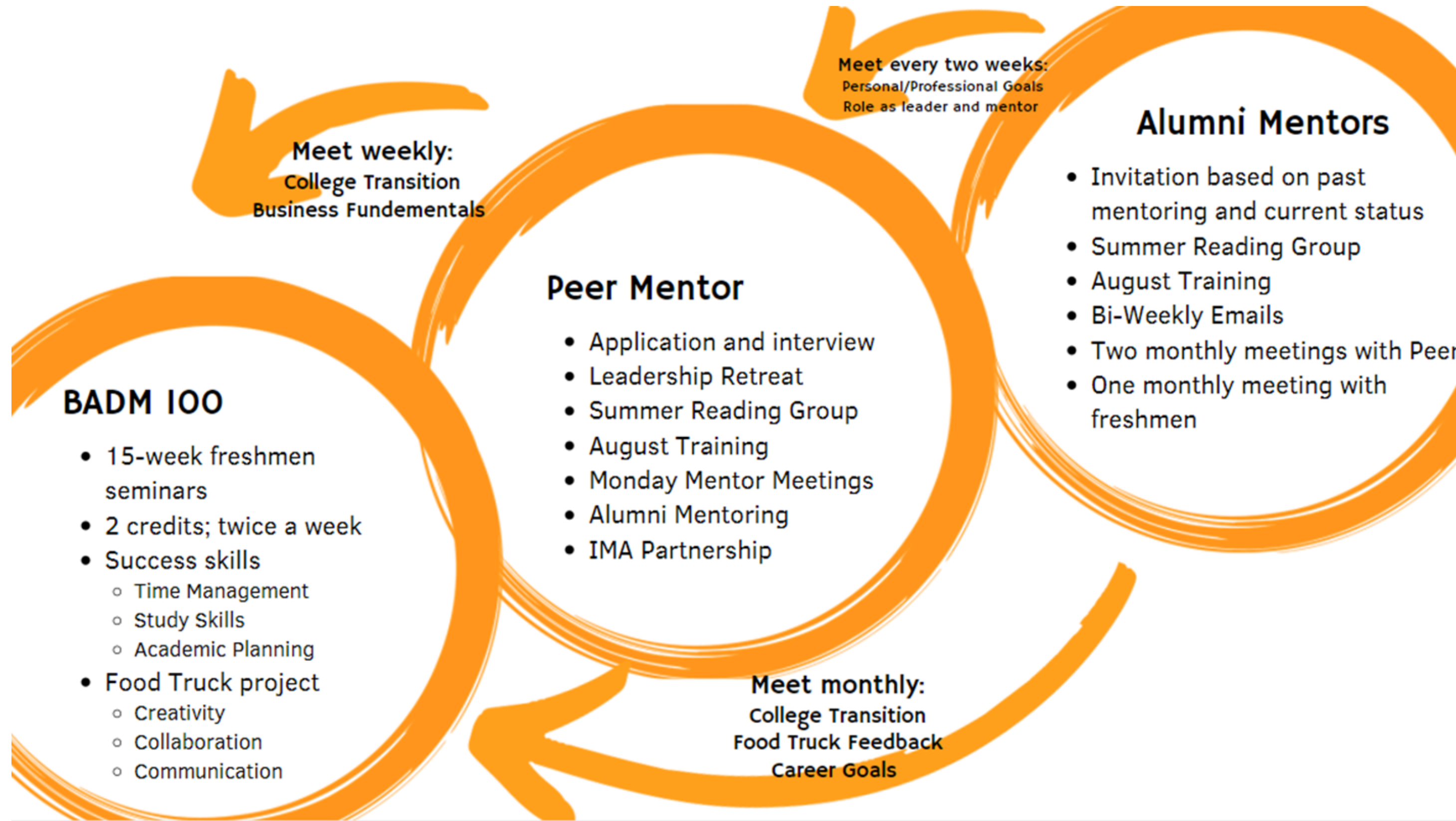
"I met Callie through email first, and immediately, I thought, 'This girl is going to be a fantastic help to me,'" Kitchings says. "We just clicked right away, and I can say that a year later, we're still very close. I go to her about a lot of things. This is the kind of networking experience that I'm going to have after I graduate. Making those connections now has made me realize that I'm in the right place, and this is what I'm here for."

Gillian (first-year student turned peer mentor)



"Rebekah's taught me that everybody's different, and there are different ways to connect to different people," Houck says. "In this program, I'll get five or six freshmen, and they're all unique. I need to find ways to connect with each of them on a personal level, and I'll need to use these skills in my career, too."

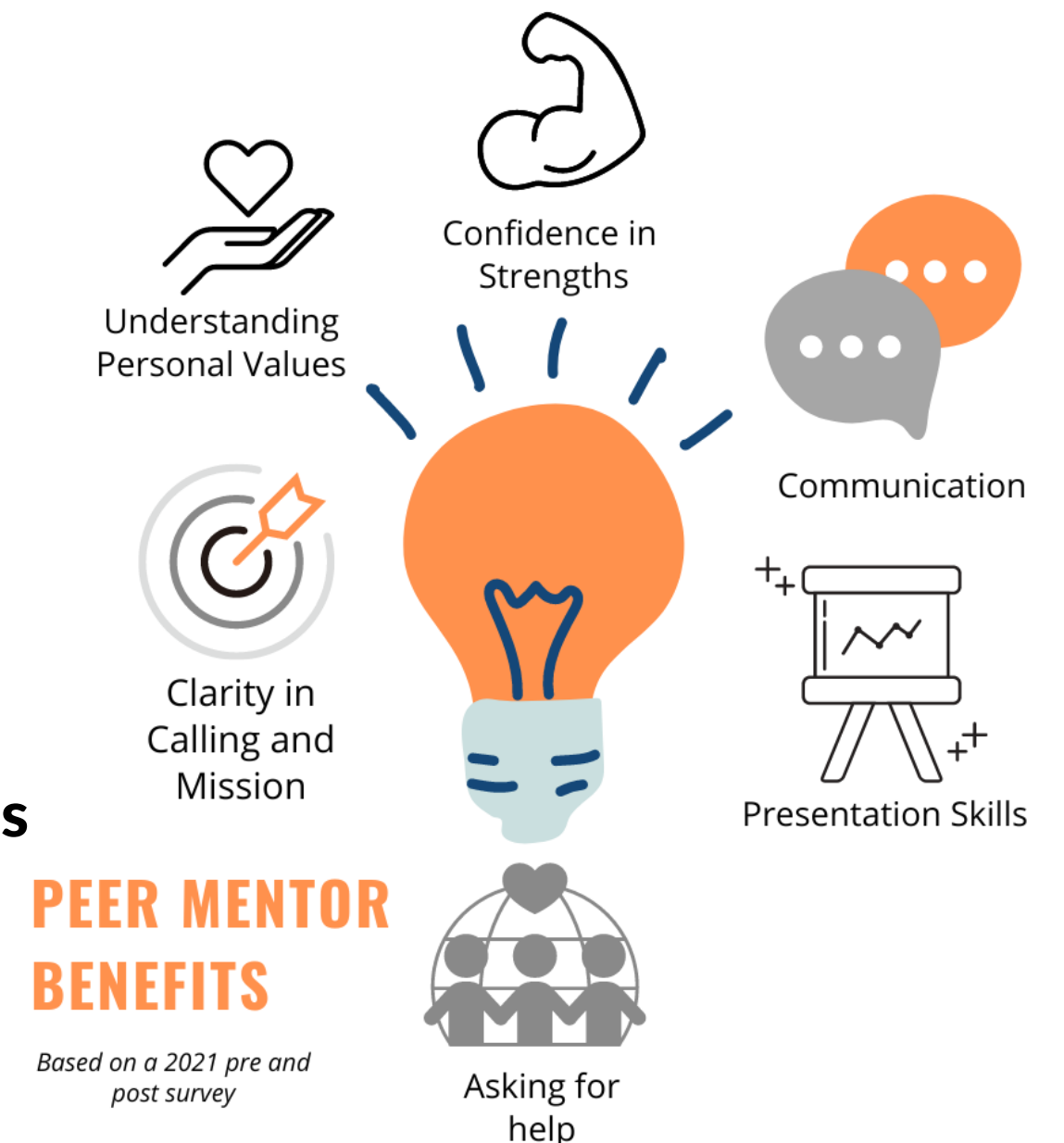
Callie (peer mentor)



OUR IMPACT

RESULTS

- **Retention rate of 79-83%** over the past ten years, which is higher than the recent university average of 74% and a 2019 national average of 67% (National Clearinghouse, 2020).
- A 2021 freshmen survey indicated that 95% reported their peer mentor provided support in these areas:
 - **offering encouragement**
 - **supporting the college transition**
 - **offering relevant feedback**
 - **offering overall support**
- At the end of the fall semester of 2022, **92% of Peer Mentors** reported feeling more confident in
 - major and career path
 - clarity of calling and mission
 - confidence of personal and professional values.



PEER MENTOR GROWTH

- We asked the Peer Mentors to rate their knowledge and/or confidence in 14 areas in August and asked the same set of questions in December.
- Significant raises in knowledge/confidence came in the areas of values, strengths, presentation skills, and asking for help. The most notable change was in the area of “Calling & Mission”. After a semester in our Peer Mentor leadership program, each Peer Mentors had a clearer sense of his or her calling/mission is and how to communicate that and live it.

	Personal Strengths	Values	Calling & Mission	Campus involvement	Campus Resources	Belonging on campus	Teamwork
August	4.11	4.22	2.88	4.0	4.1	4.11	4.33
December	4.57	4.71	4.29	4.29	3.71	4.43	4.71
	+ .46	+ .49	+1.41	+ .29	- .39	+ .32	+ .38

	Communication	Presentation Skills	Time Management	Mentoring	Leading	Motivating	Asking for Help
August	4.55	4.0	4.33	4.33	4.55	4.22	3.22
December	4.86	4.71	4.14	4.86	4.86	4.57	4.14
	+ .31	+ .71	- .19	+ .53	+ .31	+ .35	+ .92



"WHEN TRANSITIONING TO COLLEGE, MANY PEOPLE'S MAIN CONCERN IS HAVING A PERSON WHO YOU CAN RELY ON AND CAN HELP YOU WITH THE TRANSITIONING PROCESS. THIS IS SOMETHING THAT IS INSTANTLY AVAILABLE WITH THE MENTOR PROGRAM."



QUESTIONS?