



Developing Systemic Peer Mentor Trainings for Successful Student Support Programs

LARK CRUMPLER, DR. ERIC MARINEZ, DR. ERIKA KATO

Strengthening the Impact by Providing Undergraduate Educational Development Opportunities

HSI STEM & Articulation Programs; Award #: P031C160085; PD: Dr. Eric Marinez

California State University, Long Beach



Strengthening the Impact by Providing Undergraduate
Educational Development Opportunities

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HSI STEM & Articulation Programs*

Collaboration with College of Natural Sciences and
Mathematics & College of Engineering

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Today's Learning Outcomes

- Examine fundamental questions to consider when developing a peer mentor training.
- Discuss the value of the process and reflection model of learning.
- Reflect on examples of peer mentor training content and activities to apply at respective institution.

Student-Centered Activities

Freshmen

- STEP into STEM
- EXCEL Learning Community
- Bienvenida



Transfer

- Summer Bridge to the Beach
- EXCEL Learning Community
- Transfer Orientation



Student-Centered Opportunities

STEM Mentors

- Summer STEM Mentors
(Summer only)
10-35 hours/week *(varies)*
Starting Pay: \$14.50/hr
- EXCEL Peer Mentors
(Academic Year)
10 hours/week
Starting Pay: \$14.50/hr



Sí Puedo EXCEL Learning Communities

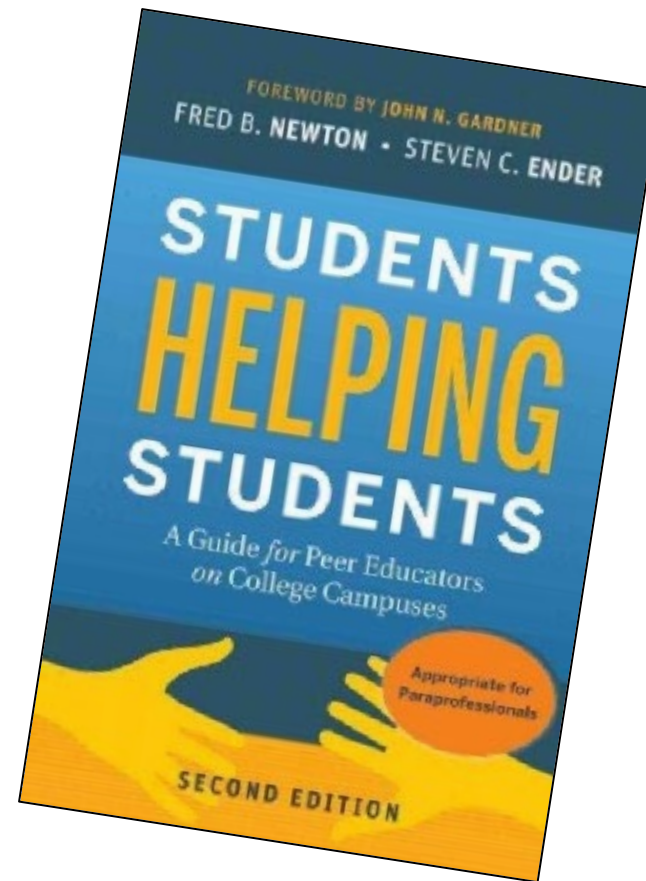
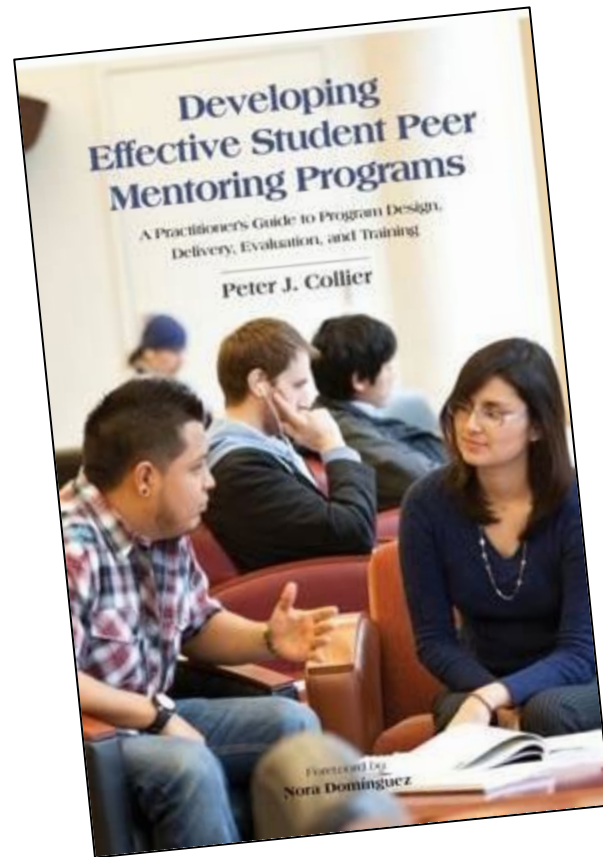
Students participating in the one year STEM EXCEL program will be part of a learning community cohort of 26 students rooted in course clusters consisting of:

- a freshman & transfer introductory course;
- a low completion pre-requisite STEM course;
- a supplemental instruction (SI) course;
- a Success Hour where peer mentoring, tutoring, and networking take place;
- three one-on-one meetings with their assigned peer mentor;
- a minimum of four student success workshops each semester.

Sí Puedo Peer Mentorship Goal

Offer near peer role models (*upper division STEM students*) to first year students (*freshmen and transfer*) in an effort to provide academic and social support, as part of a larger first-year experience aimed to increase campus connectedness, social belonging, academic preparedness, confidence, and persistence.

Planning Resources



Why Peer Mentors?

- The peer helper is slightly ahead in experience and awareness of what a student seeking help may be going through, but not so removed as to seem unable to identify and understand his or her situation. (*Lockspeiser, O'Sullivan, Teherani, & Muller, 2008*)
- Peer influence in many situations may be stronger than that of adults such as teachers, parents, and other experts. (*Mellanby, Rees, & Tripp, 2000*)
- Peer mentors have been demonstrated to be effective helpers *when provided systemic training in interpersonal communication and relationship skills*. (*Carkhuff, 1969; Daniels & Ivey, 2007; Terrion & Leonard, 2007*)

Peer Mentors can:

- Increase mentee campus engagement & involvement;
- Increase mentee's feelings of campus connection;
- Provide emotional support, as appropriate;
- Help mentees navigate college;
- Help mentees identify and use campus resources to alleviate adjustment issues.

Peer Mentors are:

- Exemplary Student Role Models
- Campus Ambassadors for the Colleges
- Tutors
- Peer Mentors
- Advocates
- Friends
- Resources
- Student Assistants



Peer Mentor Criteria & Benefits

Criteria of EXCEL Peer Mentors

- Declared undergraduate Engineering or Natural Sciences and Mathematics ONLY.
- Minimum 3.0 GPA and above preferred.
- Preferably completed at least 60 (CNSM) or 90 (COE) units by end of Spring 2020 semester.
- Able to tutor upper and lower division courses in your college.
- Interest in mentoring freshmen and transfer students.
- Desire to represent the College of Engineering, the Engineering Student Success Center, or the College of Natural Sciences and Mathematics, the Jensen SAS Center, and CSULB during outreach and orientation activities.
- Must be able to commit to the academic year.

If accepted to the EXCEL Peer Mentor Program, you must:

- Assist in a **mandatory** ENGR or NSCI course (Fall 2020).
- Make individual contact with assigned first-year mentees monthly.
- Devote approximately 5-6 hours per week to tutoring in the Engineering Student Success Center or the Jensen SAS Center.
- Organize and/or participate in regular events/activities for mentees.
- Commit to a total average of approximately 10 hours each week during the academic year.
- Be available for mandatory paid summer & spring training, bi-monthly check-in meetings, community building activities, and potentially other summer opportunities.
- Maintain regular communications with your supervisor.
- Attend workshops for professional development as available.
- Complete other duties as assigned.

EXCEL Peer Mentor Program Benefits

- Receive training in growth mindset, communication, group dynamics, and leadership skills.
- Utilize the acquired skills in outreach and designated activities.
- Create connections with COE or CNSM students, staff, faculty, administrators, and industry members.
- Receive training in academic mentoring and tutoring techniques.
- Maintain skills in subject matter through tutoring.
- Starting pay rate: \$14.50/hour.

Peer Mentor Commitment

Attend Mandatory Summer and Spring Trainings

ENGR 101 or NSCI 390 Course Attendance (1 hour/week. Dates & times TBD)

Success Hour Attendance (1 hour/week. Dates & times TBD)

Tutoring (approximately 5 hours/week)

- Schedule will be set before the start of classes in August.
- Tutoring will take place from (TBD)
- Kiosk training required

Mentoring (approximately 2 hours/week)

- Meet with each assigned mentee for one hour per month.

Check-in Meetings (twice monthly, dates & times TBD)

Assist with recruitment and outreach events

Attend campus events and HSI STEM activities

EXCEL Peer Mentors

42 undergraduate students hired annually

21 in COE
(18 freshmen, 3 transfers)

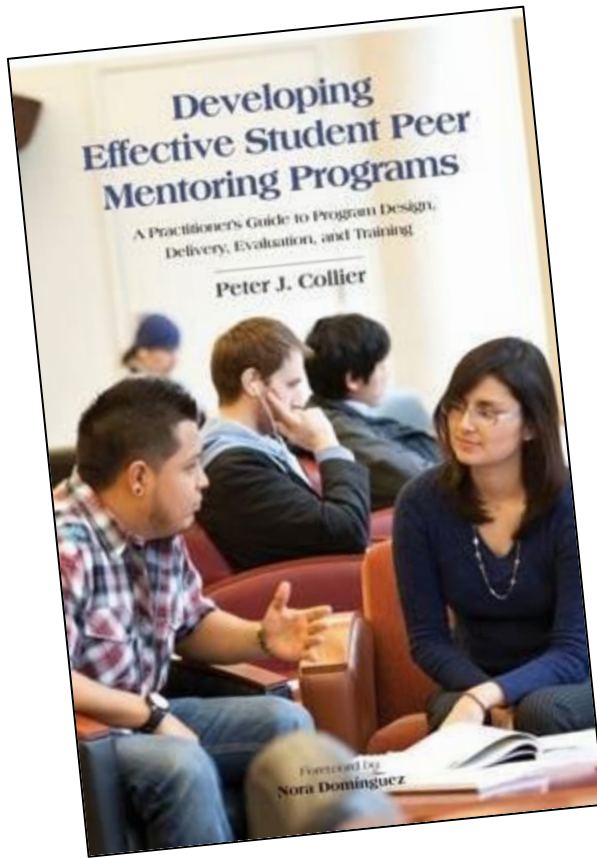
21 in CNSM
(18 freshmen, 3 transfers)

312 freshmen and **50** transfer students

1:9 - Mentor to mentee ratio



Developing the Training Content



Six Fundamental Questions:

1. What do you want to accomplish with the training?
2. What kind of timeline are you operating on?
3. What information should be covered?
4. What resources will be necessary?
5. Will you need assistance from other campus or community offices, programs, or trainers?
6. Will current or past mentors and mentees be included in the training?

Sí Puedo Peer Mentorship Goal

Offer near peer role models (*upper division STEM students*) to first year students (*freshmen and transfer*) in an effort to provide academic and social support, as part of a larger first-year experience aimed to increase campus connectedness, social belonging, academic preparedness, confidence, and persistence.

Question #1:

What do you want to accomplish with the training?

PEER MENTOR ROLE



Exemplary Student Role Model
Campus Ambassador
Tutor
Peer Mentor
Advocate
Friend
Resource
Student Assistant

TRAINING FOCUS & THEMES

Program Policies and Procedures	Awareness of Self and Others
Campus Services and Referrals	Advocacy
Mentorship	Teamwork
Connection	Planning for Academic Year
Leadership	Application and Practice
Motivation	Communication
	Self-Reflection



Turn, Talk, & Write

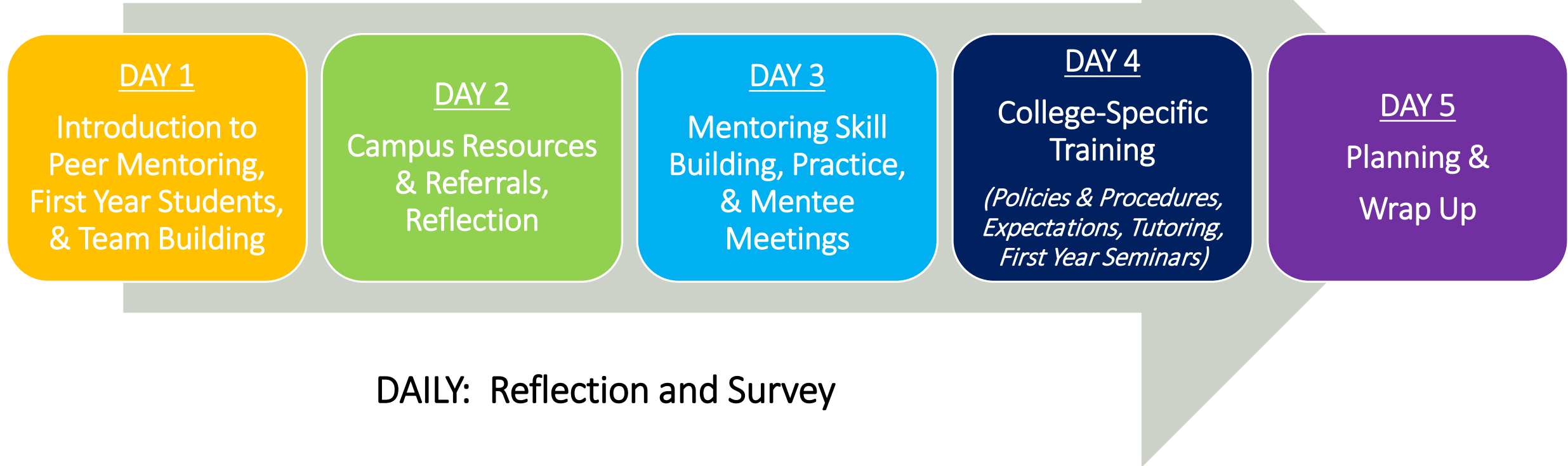
Developing the Peer Mentor Training Content *Six Fundamental Questions (Collier, 2015)*

Peer Mentor Program Goal: What is the purpose of the peer mentorship program? What do you hope to accomplish? What population is the program serving?
Peer Mentor Characteristics: Who are the peer mentors? What are their academic and psychosocial characteristics? Are there specific requirements they need to meet?
Peer Mentor Role/Responsibilities: In what capacity do they serve? What are their specific responsibilities? What are they to accomplish with their mentees? What is the expectation?
Question #1: What do you want to accomplish with the training? What is the training objective? How can the training content help achieve your mentorship goal? What themes emerge?

Questions #2-3:

What is your coordinating and planning timeline?

What information should be covered?



2019 Training Week Agenda

Theme	Time	Activity	Presenter	Location	
MONDAY August 12TH					
INTRO TO PEER MENTORING FIRST YEAR STUDENTS TEAM BUILDING	9:00 am – 9:45 am	Welcome & Introductions/My Brand/Connected Stories		LA2-120	
	9:45 am – 10:15 am	What is Mentoring?		LA2-120	
	10:15 am – 10:45 am	The Life of a Peer Mentor		LA2-120	
	10:45 am – 11:15 am	Marshmallow Challenge - Team Building		LA2-120	
	11:15 am – 12:15 pm	Growth Mindset		LA2-120	
	12:15 pm – 1:15 pm	LUNCH			
	1:15 pm – 2:15 pm	Effective Communication Strategies		LA2-120	
	2:15 pm – 2:30 pm	BREAK			
	2:30 pm – 3:45 pm	First Year Students – Adjustment Issues & Themes		LA2-120	
	3:45 pm – 4:00 pm	Daily Reflection		LA2-120	
	4:00 pm	Submit Daily Survey w/ Fun Fact & Dismissal		LA2-120	
	TUESDAY, August 13TH				
CAMPUS RESOURCES & REFERRALS REFLECTION	9:00 am – 9:15 am	Welcome & Fun Fact Bingo		LA2-120	
	9:15 am – 10:00 am	Counseling and Psychological Services		LA2-120	
	10:00 am – 10:20 am	HSI STEM		LA2-120	
	10:20 am – 10:30 am	BREAK			
	10:30 am – 11:00 am	Student Food & Housing Insecurity Resources		LA2-120	
	11:00 am – 11:30 pm	Leadership		LA2-120	
	11:30 am – 12:00 pm	Working with BMAC Students		LA2-120	
	12:00 pm – 1:00 pm	LUNCH			
	1:00 pm – 1:45 pm	Career Development Center		LA2-120	
	1:45 pm – 2:45 pm	Health, Wellness, and Stressing Less – Student Health Services		LA2-120	
	2:45 pm – 3:30 pm	The Learning Center		LA2-120	
	3:30 pm – 3:45 pm	BREAK			
	3:45 pm – 4:00 pm	Daily Reflection		LA2-120	
	4:00 pm	Submit Daily Survey & Dismissal		LA2-120	



Turn, Talk, & Write

Developing the Peer Mentor Training Content *Six Fundamental Questions (Collier, 2015)*

Question #2: What is your coordinating and planning timeline?

What are you asking the mentors to do? The more sophisticated the expectations, the more detailed the training.
How will mentors be compensated? If mentors are volunteers, training will likely be less extensive.
How much time do you have available for a peer mentor training?

Question #3: What information will be covered?

What information must the peer mentor know, should know, and could know to successfully carryout their responsibilities?
Must know – primary information
Should know – incorporate into training time
Could know – cover in additional trainings throughout semester

Questions #4-5:

What resources will be necessary?

Will you need assistance from other campus or community offices, programs, or trainers?

Day 1: Introduction to Peer Mentoring, First Year Students, & Team Building

RESOURCES

Reserve Location

Breakfast/Beverages

Activities/Presentations

Handouts

- Agenda
- Journals
- Daily Survey

Supplies

- Run Sheet
- Name Badges
- Sign-in Sheet/AV Release Form
- For activities
- General office supplies
- Technology

ACTIVITIES/PRESENTATIONS

Welcome and Introductions

My Brand

Connected Stories – Team Building

The Life of an EXCEL Mentor

Marshmallow Challenge – Team Building

Growth Mindset

Effective Communication Strategies

First Year Students – Adjustment Issues
& Themes

Daily Reflection

Daily Survey w/Fun Fact Dismissal

CAMPUS ASSISTANCE

Growth Mindset presentation- CNSM



Lark Crumpler

My Program Coordinator Mission: Inspiring students to impact the world by exploring, understanding, and celebrating their personal, academic, and professional calling.

<i>About Me</i>	<i>Impactful Experiences</i>	<i>Strengths</i>	<i>Areas for Growth</i>	<i>Dedicated Most of My Life to</i>	<i>You Can Expect</i>
❖ Single Momma	❖ Only Child	❖ Passionate	❖ Self-love	❖ K-12+ Education	❖ Support
❖ Educator	❖ COAA	❖ Communicator	❖ Confidence	❖ UPR	❖ Enthusiasm
❖ Historian	❖ HS/College Peer Counselor	❖ Insightful	❖ Self-care	❖ Self-improvement	❖ Candor
❖ Gardener	❖ Cancer Survivor	❖ Positive	❖ KIT	❖ Learning	❖ Heart
❖ Saints Fan		❖ Organized	❖ Reading		❖ Silliness



Connecting Stories
Facilitated By Lark Crumpler

Connecting Stories is a fun team-building activity and get-to-know-you game that is all about finding common experiences or themes between people. This activity works best in small groups of 6-8 people.

Materials required: Pens and Post-it Notes. Notecards or other small slips of paper will also work.

Setup for Connecting Stories

Have everyone divide into small groups of 6-8 people. Ensure each table has several post-it notes and pens. The goal of the game is to connect mini-stories in an interesting way. Each person must share at least one item that connects to the other mini-stories. The longer the chain of items that can be created, the better. Write down a few words on a post-it note to keep track of each part of the story.

The first player begins by sharing an interesting memory or experience that they have. For example, one player can say: "One time, I accidentally locked myself out of the house. So then I spent the entire day at a coffee shop."

Any other person can tell a related story that has any similar themes or elements to the previous story. For example, the next person can say, "I am a total coffee addict. Every day I drink 3 cups of coffee and it sometimes prevents me from being able to sleep at night."

The next player, based upon the previous story shared, can say something related, such as: "I don't sleep much at night because I play lots of computer games until early morning."

Any person can then add to the story, by saying something like, "I also love computer games."

To help the group remember each part of the story, write a few words on a post-it note for each part of the story chain. The more interesting or funny the story, the better.

At the end of the game, the group with the longest connected chain of stories is the winner. You may ask the group to share the entire story with the whole group. This activity is a fun way to get people to share stories, while helping people learn similarities or common interests.

The Marshmallow Challenge

Materials:

- 13 large pieces of newspaper
- 13 paper bags
- 13 scissors
- 1 measuring tape
- Timer
- 13 bags of the following:
 - 20 sticks of uncooked spaghetti
 - 1 large marshmallow
 - 1 yard of string
 - 1 yard of blue painters' tape

Purpose: Help mentors reflect on processes of working in groups and team building.

Instructions:

Create 13 teams of 3-4 mentors. Each team receives a bag of materials.

Teams compete to build the tallest freestanding structure following these rules:

- Build the tallest freestanding structure as measured from the surface to the top of the marshmallow. The structure may not be suspended from another structure.
- The entire marshmallow must be on top of the structure. Cutting or eating part of the marshmallow disqualifies the team.
- Use as many or as few of the supplies as your team chooses, with the exception of the marshmallow (*which must be placed on top of the structure*) and the paper bag (*which may not be used as part of the structure*). The paper bag includes 20 sticks of spaghetti, one yard of tape, one yard of string, and one marshmallow.
- Teams may break the spaghetti and cut the tape and string as needed to create the structure.
- Complete the challenge in 20 minutes. Teams may not hold the structure in place when time is up. Touching or supporting the structure at the end of the exercise disqualifies the team.

Afterward, explore the following questions together:

- How well did your team work together?
- What helped the group pursue its goal?
- What roles did you observe group members playing as you constructed your tower?
- What did you learn about yourself during this activity? About others?
- What would you do differently if you could begin again?



Fall 2019 Adjustment Issues

August & September (1st meeting):

- Dealing with independence (being away from family)
- Overwhelmed
- Fitting in
- Scared
- Questioning Major
- Questions about campus and campus resources
- What are college classes like?
- Communicating with professors
- First impression of professors
- Buying books
- Adding/dropping classes
- Week of Welcome
- Time management
- First midterm
- Health --> Freshman 15
- Parking
- Big classes

October (2nd Meeting)

- More midterms & tests
- Anxiety
- Thinking ahead
- Debating switching majors
 - Identity crisis
- Roommate problems
- FAFSA application
- Halloween Plans
- Financial problems
 - Work
- Reality setting in
- Comparing lives to friends
- Fraternities and clubs
- Dorms: can't leave easily, dining hall food

November & December (3rd meeting)

- FINALS!
 - Will I pass this course???
- Spring registration
- Preparing to go home again
 - Transportation
- Seasonal Depression

- Buying gifts
- Financial problems
- Office hours
 - The last minute plead
- Questioning major
- Finally using resources
- Losing focus
- Thanksgiving Break
 - Studying over break
- Final Projects
- Pressure
- Calculating grades
- Seeing old friends
- Breakups
 - New relationships
- Burnout
- Illness
- Applying for Programs
- Extracurriculars
 - Clubs
 - Research
- Christmas
- Studying Abroad

Day 2: Campus Resources & Referrals, Reflection

RESOURCES

Breakfast/Beverages

Activities/Presentations

Handouts

- Fun Fact Bingo
- Daily Survey

Training Supplies

- Run Sheet
- Sign-in Sheet
- For activities
- General office supplies
- Technology

ACTIVITIES/PRESENTATIONS

Welcome and Fun Fact Bingo

Campus Resources/How to Refer Presentations

Daily Reflection

Daily Survey

CAMPUS ASSISTANCE

Counseling and Psychological Services (CAPS)

HSI STEM

Student Food & Housing Insecurity

Leadership

Bob Murphy Access Center (BMAC – DSS)

Career Development Center (CDC)

Student Health Services

The Learning Center (TLC)

Fun Fact Bingo

Bingo Rules: Find someone in the group who identifies with one fun fact from the boxes below.
 Introduce yourself.
 Have them initial their fun fact. *Don't forget to initial your own.*
 No duplicate initials allowed.
 The first student to receive all initials within 5 minutes WINS!

I own a crested gecko.	I can read Arabic (at least I learned how to).	I am left-handed.	I was not born in the US.
I am blind in my right eye.	I am getting a hamster this week!	I am a dual citizen of El Salvador and the United States!	I hold the 400m dash record at Highland High School (49.43).
I'm a DJ.	Right now, sometimes I can't unlock my car.	I have a secret wish to ghost hunt.	Not as friendly when it comes to challenges and proving myself.
I like to organize everything on my free time.	I am a student athlete, playing Division I NCAA Beach Volleyball.	I have two big white fluffy dogs, so all my clothes have hair on them.	I watch a lot of anime everyday.
I love avocados.	I speak 3 languages: Farsi, German, and English.	My dad's name is mine, but backwards.	I love organization and having everything neat and clean.
I play Sudoku every morning before I get ready for my day.	I love to dance.	I have been to Coachella 4 times in the last 5 years.	I love love love national parks.
I was raised in Dubai.	I have a hot sauce collection.	I can't burp.	I lived in Beijing for 5 years.
I am working towards being fluent in 4 languages.	I like to Board (skate, surf, and snow).	I am bilingual. I speak English and Polish fluently.	My family said I was too dumb to be a doctor, so I am now in Engineering.

Day 3: Mentoring Skill Building, Practice, & Mentee Meetings

RESOURCES

Breakfast/Beverages

Activities/Presentations

Handouts

- Training Booklet
- Daily Survey

Training Supplies

- Run Sheet
- Sign-in Sheet
- For activities
- General office supplies
- Technology

ACTIVITIES/PRESENTATIONS

Welcome and Training Booklet

The Helping Interaction – Interpersonal Skills

Mentee Meetings

Diversity @ The Beach

Daily Reflection

Daily Survey

CAMPUS ASSISTANCE

Diversity @ The Beach presentation- CNSM

EXCEL

CSULB

2019 PEER MENTOR SUMMER TRAINING BOOKLET



CALIFORNIA STATE UNIVERSITY LONG BEACH

Steps for Interpersonal Communication

Skills of Preparedness

- Self-awareness
- Cultural Proficiency
- Open to Other's View



Skills of Attending

- Physical
- Psychological
- Listening



Skills of Understanding

- Open Questioning
- Paraphrasing & Reflection
- Empathic Response



Skills of Responding

- Clarification
- Summary
- Confrontation

Skills of Resolution

- Problem Solving
- Action Planning
- Monitor & Adjust

Figure 4| Incremental Steps for Helpful Interpersonal Communication.
Newton, F. B., & Ender, S. C. (2010). Students helping students: A guide for
peer educators on college campuses. San Francisco, CA: Jossey-Bass.

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Mentee Meetings

Mentors divide into as many groups as returning peer mentors.

Lark: Now we will focus on your mentee meetings. You will hear from our veteran peer mentors about their mentee meetings from last year. They will share highlights, challenges, suggestions, and tips for you to consider.

You will have the opportunity to ask them questions about their mentoring experience. I will first ask them to answer a series of questions. Feel free to ask the students to clarify or expand, if you would like more information.

Discussion Questions for Veteran Peer Mentors

Peer Mentors: Once you get into your groups, Lark will ask you each a question in the large group and allow you about 5-10 minutes to answer in your small group. If time, facilitate the discussion by helping the students continue the conversation. Ask probing questions that are consistent with the theme/topic of **The Mentee Meetings**. Share your insight, but also listen to the the new peer mentors' concerns and experiences. Make sure to give everyone a chance to speak at some point if they wish, and not allow one or two students to monopolize the small group discussion.

- Reintroduce yourself, college, major, transfer or freshmen mentor, and how long.
- What was being an EXCEL Peer Mentor like for you?
- Talk about your first meeting with each mentee. How did you build rapport? Trust? What did you talk about?
- How did you work with mentees who don't open up? Who don't want to meet? Or whose personality was just difficult?
- Besides face to face meetings, what are some other helpful ways you conducted your meetings?
- Talk about your last meeting with each mentee. What did you talk about?
- Think about your overall experience in your mentee meetings. What worked? What didn't? What would you do differently?
- Share a challenge that you have had to overcome as a peer mentor. How did you overcome it?
- Share what you learned about yourself during your year as a peer mentor.
- What should these new peer mentors expect and how should they prepare?
- What is something you wish someone had told you when you were a new mentor? Why?

Discussion Questions for Trainees

Peer Mentors: What are your thoughts, feelings, and questions about being a peer mentor?

CALIFORNIA STATE UNIVERSITY LONG BEACH

Help us improve this training by thoughtfully answering in **all** sections below.

Have you participated in any prior EXCEL Peer Mentor training? Yes No
If yes, which semester did you participate (ex. Spring 2019)? _____

Reflect on **today's** training and answer this question:

*What are your **thoughts, feelings, and questions** about each training topic?*

1. What is Mentoring?:

2. The Life of a Peer Mentor:

3. Team Builder – Marshmallow Challenge:

4. Growth Mindset:

5. Effective Communication Strategies:

6. First Year Students – Fall 2019

7. What was the most meaningful to you about today's training?

8. What worked and/or what improvements can we make to today's training regarding the topics, facilitators, food, or in general?

9. A Fun Fact about me is:

Rev8/6/19lc

Help us improve this training by thoughtfully answering in **all** ten sections below.

Have you participated in any prior EXCEL Peer Mentor training? Yes No
If yes, which semester did you participate (ex. Spring 2019)? _____

Reflect on **today's** training and answer these two questions for each campus resource:

*What was the **most important** piece you learned about this resource? Why would you **refer** your mentee?*

1. Counseling and Psychological Services:

2. Basic Needs Program:

3. Dream Success Center:

4. Bob Murphy Access Center:

5. Career Development Center:

6. Student Health Services:

7. The Learning Center:

8. HSI STEM:

9. The Leadership Academy:

10. What worked and/or what improvements can we make to today's training regarding the topics, facilitators, food, or in general?

Rev8/6/19lc

Help us improve this training by thoughtfully answering in **all** sections below.

Have you participated in any prior EXCEL Peer Mentor training? Yes No
If yes, which semester did you participate (ex. Spring 2019)? _____

Reflect on **today's** training and answer this question:

*What are your **thoughts, feelings, and questions** about each training topic?*

1. The Helping Interaction – Interpersonal Skills:

2. Mentee Meetings:

3. Diversity @ The Beach:

4. Team Building:

Rev8/6/19lc

Day 4: College-Specific Training

RESOURCES

Breakfast/Beverages

Activities/Presentations

Handouts

- First Year Seminar Materials

Training Supplies

- Run Sheet
- Sign-in Sheet
- For activities
- General office supplies
- Technology

ACTIVITIES/PRESENTATIONS

Policies & Procedures

Tutoring Expectations

First Year Seminars

- Instructors & Mentors Meet & Greet
- *Dear Self* Letters
- Time Log logistics

CAMPUS ASSISTANCE

COE/CNSM Associate Deans,
Advisors, Instructors

Dear Self: Succeeding in Year One

Transitions can be difficult - particularly the challenges experienced during the transition into college. Looking back at your freshman year and your ongoing academic journey, write a letter to yourself titled *Dear Self: Succeeding in Year One*.

Reflect on your personal transition into CSULB (whether as a freshman or transfer student). What was the transition like for you? What were some of the challenges that you had to overcome? How did you overcome those challenges?

What are some things you would advise your freshman self? How do you continue to grow and overcome challenges that come your way? Don't forget to celebrate your successes. What are some achievements that you have accomplished along the way? What or who has helped with those achievements?

This reflective piece should be written as if you were giving it to yourself during the summer before your first semester at CSULB. Narrate/share as much as you feel comfortable. This will not be graded nor shared without your permission.



Day 5: Planning & Wrap Up

RESOURCES

Breakfast/Beverages

Activities/Presentations

Handouts

- Evaluation Surveys (CEEE)

Training Supplies

- Run Sheet
- Sign-in Sheet
- For activities
- General office supplies
- Technology
- Camera (group photo)

ACTIVITIES/PRESENTATIONS

Interpersonal Skill Practice

Returning Peer Mentor Panel

- Question #6 - *Will current or past mentors and mentees be included in the training?*

Mentee Meeting Planning

- Scheduling Meetings
- Meeting Locations
- Preparing for Meetings
 - Breathe, Center, Affirmation
 - Boundaries in place
 - Use I Statements
- Taking Notes
- Calendar
 - Campus-wide
 - College events
 - Course deadlines
- Packing your Mentor Bag
 - Campus Resource Brochures
 - Contact Numbers & Referral Information
 - Notebook/Pen
- Reporting using the IRF

CAMPUS ASSISTANCE

Center for Evaluation & Effectiveness
(CEEE)



HSI STEM Meeting Agenda SUGGESTED Sample

Attendees: PM, student

- **Check In (5 minutes)**
 - o How's your semester going?
 - o How are you feeling in your classes?
 - o How much have you explored the campus? Where?
- **Classes Check In- 15 minutes**
 - o How often do you attend office hours?
 - o What concepts are covered? What would you like to review?
 - Intro Course, Math 111/113, Chem 90, English 100
- **Review Time Management Progress – 10 minutes**
 - o How are you managing your time?
 - Classes? Studying? Sleeping? Commuting? Relaxing?
- **Goal Check In – 10 minutes**
 - o What are your goals for this month? This semester?
 - o Talk about any progress with your goals.
 - o Let's revise this goal since you need more specific steps.
- **New Goal(s)/Plan- 10 minutes**
 - o What goal would you like to focus on next?
- **Events/Opportunities- 5 minutes**
 - o I'd like to share some events and opportunities coming up on campus with you. (include community building/success hour times, workshops, etc.)
- **Questions – 5 minutes**
 - o What questions/concerns do you have?
 - o What do you want to make sure to explore/talk about during our next meeting?
 - o Let's schedule our next meeting.



Individual Mentoring Report Form

Complete and upload to **beachboard** by the last day of each month.

MENTOR	MENTEE	DATE	MEETING #	TIME
COURSE(S) TUTORED				
MENTEE QUESTIONS/CONCERNS				
TOPIC(S) MENTORED (i.e. goal setting, time management, study skills, student involvement, etc.)				
CAMPUS RESOURCE REFERRALS				
MENTEE PROGRESS/GROWTH SINCE PREVIOUS MEETING				
NEW GOALS/TOPICS SET FOR NEXT MEETING				



Turn, Talk, & Write

Developing the Peer Mentor Training Content *Six Fundamental Questions (Collier, 2015)*

Question #4: What resources will be necessary?

Funding, handouts, activity supplies, binders, printing, food/beverages, space reservations, name badges, etc.

Question #5: Will you need assistance from other campus or community offices, programs, or trainers?

Which campus resources should be included? Which experts on campus can assist with presentations? How will the training be evaluated?

Question #6: Will current or past mentors and mentees be included in the training?

The credibility and experience these students bring to the training is invaluable. How will you incorporate them – panel discussion, small group discussion, Q&A forum, etc?

The Process and Reflection Model

“The combination of knowledge, skills, and personal integration acquired in [Peer Mentor] training may best be accomplished through a process and reflection model of learning.” (Borton, 1970)

Daily Reflection

What? – Reflecting Stage

What was the intention of today's peer mentor training?

What did I learn?

What did I think about it? How did I feel about it? How did I react or respond to it?

So What? – Transforming Stage

Which topics from today's training are meaningful to me? Which are not and why?

How does it help me personally? How does it help me as a peer mentor?

Now What? – Action Stage

How will I apply this information in my own life?

How can I use this information with my mentees?

What other questions do I have that will help me continue to take action?

Systemic Semester Training and Support

- Opportunities Newsletter
- Beachboard
- Check-in Meetings
- Success Hour Support
- General Support
- Spring 2-Day Refresher Training

2019 Summer Peer Mentor Training

OBSERVATIONS - WHAT WORKED/WHAT NEEDS IMPROVEMENT:

LOGISTICS:

- **What Worked:**
 - Summer Mentor breakfast help
 - Val's help with refrigerated items
- **What Needs Improvement:**
 - Need a room with tables
 - Can we reserve a room where we can lock up materials instead of hauling back and forth?

PROGRAM AGENDA:

- **What Worked:**
 - Teamwork
 - College Specific Day
 - Flexibility
 - One training
 - Fusion of HSI, COE, CNSM
 - Daily Reflections
 - Invite ENGR 101 instructors during College Specific Day
 - Mentee Meetings Panel
 - Peer Mentor Training Booklet – add new pages
 - Diversity @ The Beach (shorten presentation)
- **What Needs Improvement:**
 - College-specific half day on Monday to build foundation
 - Need more breaks
 - Remove My Brand presentation
 - Lark present Life of a Mentor
 - Begin Mentee Meetings on Day 1, finish on Day 3, BEFORE Interpersonal Skills
 - Include:
 - Beachboard
 - One-on-one meeting format
 - Effective Communication Strategies on Day 3, before Mentee Meetings & Interpersonal Skills
 - Model appropriate IRF
 - Show Opportunities Newsletter
 - Explain schedule and purpose of Check-in Meetings
 - Discuss ideas for Success Hours/Community Building
 - Handouts on USB
 - Add:
 - Time Management – during TLC presentation?
 - Academic Habits
 - More time for Interpersonal Skills (include problem solving)
 - More time for Mentee Meeting planning, Day 5
 - Mental Health/Trauma - LBTRC

OBSERVATIONS:

- Dedicate entire day to mentoring skills
- More time for mentee meeting planning
- Remove My Brand presentations/add to booklet
- Include SMART Goal Setting, Time Management
- Incorporate more stretch breaks
- Explain schedule/purpose of Check-in meetings
- Time to brainstorm Success Hour/Community Building ideas
- Provide handouts on USB instead of printing
- Introduce updated Peer Mentor Expectations

Evaluation & Feedback

Training Surveys

- HSI STEM & CEEE
- Brief, one-page
- Open-ended feedback
- Assess content goals, presenters, timing, delivery

Mentee Surveys

- Mid and post- semester

Assessment of Peer Mentor Training

- Obtain student feedback (*mentor & mentee*)
- Obtain facilitator/coordinator feedback
- Stay informed of institutional changes (*advising policies, degree progress rules, new student resource, etc.*)
- Review and make changes to theme, content, or delivery. as needed

Why Peer Mentors?

- The peer helper is slightly ahead in experience and awareness of what a student seeking help may be going through, but not so removed as to seem unable to identify and understand his or her situation. (*Lockspeiser, O'Sullivan, Teherani, & Muller, 2008*)
- Peer influence in many situations may be stronger than that of adults such as teachers, parents, and other experts. (*Mellanby, Rees, & Tripp, 2000*)
- Peer mentors have been demonstrated to be effective helpers *when provided systemic training in interpersonal communication and relationship skills*. (*Carkhuff, 1969; Daniels & Ivey, 2007; Terrion & Leonard, 2007*)

Near Peer

“The mentors that we had definitely helped to overcome the challenges b/c hearing their stories made me more comfortable and confident in my years at CSULB.” – Mentee, Summer Program Freshman, 2019

“I gained a peer mentor who would give me advice during my times of struggle. I also **gained someone who had been through the situation I'm in**, so she was helpful in telling me of resources that might be of aid.” – Mentee, Learning Community Freshman, 2017-2018

Peer Mentor as Strongest Influence

“[My mentor] was super motivated. He was like a superstar...Being friends with him and having him as my peer mentor inspired me to go further and to be more involved in school. **Every time I'd link up with him I would want to have things done, to impress him, to go the next level. He inspired me.**” – Mentee, Engineering Transfer Student, Fall 2019

Systemic Training

“Its always helpful to have the **refocus** that this training provides. It makes us **more confident** for our new case load of students.” – Mentor, After January 2018 Refresher Training

“I felt the training was very informative and **allowed everyone to reflect on how their meetings went and what can be improved.**” – Mentor, After January 2018 Refresher Training

“I think all the information provided was **a great refresher since I'm always looking to improve.**” – Mentor, After January 2018 Refresher Training

Survey Responses

I really enjoyed this training.

I feel like the training was very comprehensive. This role can only be learned by working and practicing at it.

I felt I was thoroughly trained in all aspects of the job. The only aspect I would appreciate more training in is mentor/mentee interaction scenarios.

Super excited for this opportunity!

I would like to receive more training on how to better manage mentee meetings on weeks I have midterms/exams.

I loved the resource training, but I think it could be better if it were spread out since it felt a little overwhelming.

I feel like the training was very good, it gave me more confidence for my responsibilities as a peer mentor.

Presentation Reflection

WHAT? – REFLECTING STAGE

What was the intention of this presentation?

What did I learn?

What did I think about it? How did I feel about it? How did I react or respond to it?

SO WHAT? – TRANSFORMING STAGE

Which topics from the presentation are meaningful to me? Which are not and why?

How does it help me personally? How does it help me as an administrator/faculty or staff member/facilitator?

NOW WHAT? – ACTION STAGE

How will I apply this information at my institution?

How can I use this information within my program?

What other questions do I have that will help me continue to take action?

Thank You and Good Luck!