

# • STUDENT-TO-STUDENT SUCCESS NETWORK • PEER MENTORING PROGRAM

## DESCRIPTION

The proposal was for implementation of a peer-mentoring pilot program to support Fall 2018 and Winter 2019 first-semester college students with at least two remedial placements who were enrolled in the CSSK college success course. The requested funding for the proposal made provision for leadership training to prepare peer-to-peer mentors and a book scholarship to incentivize participation of students as peer mentors. The mentors and mentees interacted at least once per month. In order to ensure that peer mentors who had personal and academic challenges had access to ongoing support from Macomb staff, peer mentors were assigned a mentor from the pool of 85 Macomb professional staff. The professional staff, among other things, provided personal and academic support to the peer mentors via email, phone, or face-to-face meetings.

## RESULTS

Assessment of program impact on student mentees consisted of quantitative and qualitative measures.

### QUANTITATIVE RESULTS:

Results show that CSSK 1200 students who were mentored had higher outcomes than those who were not. The following results are for the 2018FA cohort (CSSK Subpopulation):

**Table 1. Adjusted Results (Treatment minus Control)**

Outcome	Unadjusted Difference	Adjusted Difference	95% C.I.	P-Value (Adjusted Difference)
CSSK Grade Value	0.34	0.46	-0.03–0.96	0.07
Attempted Credits	-0.59	-0.58	-1.87–0.72	0.38
Completed Credits	-0.58	-0.06	-1.49–1.36	0.93
Semester GPA	0.26	0.40	-0.03–0.83	0.07
Ratio (Completed/Attempted)	-0.01	0.03	-0.09–0.14	0.64
Persistence (Percentage)	-6.7	-4.3	-32.3%-pts–4.1%-pts	0.58

The following results are for the 2019WI cohort (CSSK Subpopulation):

**Table 2. Adjusted Results (Treatment minus Control)**

Outcome	Unadjusted Difference	Adjusted Difference	95% C.I.	P-Value (Adjusted Difference)
CSSK Grade Value	0.95	0.67	-0.08–1.42	0.08
Attempted Credits	0.84	1.48	-0.48–3.44	0.14
Completed Credits	1.38	1.31	-0.77–3.38	0.22
Semester GPA	0.89	0.64	-0.04–1.32	0.07
Ratio (Completed/Attempted)	0.13	0.05	-0.14–0.24	0.61

### QUALITATIVE RESULTS:

Qualitative outcomes were based on conversations with students in the program who said that the mentoring program supported them in their transition to Macomb. Mentees who said that through the support of peer mentors they were able to achieve their academic goals, access college support services, participate in college events, and leadership opportunities.



## PEER MENTOR ACTIVITIES

### Outreach included:

1. Visits to CSSK 1200 course classes to talk about the benefits of the mentoring program and offering students an opportunity to sign up to be mentored
2. Ongoing support and guidance to CSSK 1200 student mentees during their transition to Macomb
3. Working with mentees who needed help completing the CSSK 1200 poster presentation project

### Other events peer mentors participated in:

1. August 14 'Welcome to Macomb' in-person orientation for student athletes
2. September 17 'Welcome to Macomb' in-person orientation for students in the Success Coach Program
3. October 16 and 18 Jump Start events
4. December 5–6 End of Fall 2018 Semester meeting. Peers and mentees met with program coordinator for the semester overview session. Meeting staggered to accommodate student class (exam) schedules
5. January: Assisting students navigate campus at the beginning of Winter Semester
6. February 20 Staff and Faculty Game Night - Opportunity for peers and mentees to interact in an informal non-academic engagement
7. On April 29, peer mentors and mentees participated in the end-of-year Mentor Recognition Luncheon. It provided an opportunity to celebrate the success and progress that students in the program attained and acknowledge the volunteer work of the mentors who supported the students in the program. Keynote speaker for the event was Reverend Robert B. Jones Sr.

## BENEFITS

### The project was useful because it promoted:

1. Student-to-student in-class and out-of-class engagement
2. The success of students during their transition to Macomb and increased retention for vulnerable students
3. Engagement with 100% of faculty in CSSK 1200 course to support and provide timely retention efforts for students transition to Macomb
4. Engagement of faculty and staff serving as mentors to peer mentors
5. Peer mentors' participation in community events, including Discover Macomb, Jump Start, Staff and Faculty Game Night

The study and results were useful because the peer mentoring program provides a conceptual framework for student support and retention that can be replicated and scaled up

## PRINCIPAL INVESTIGATORS

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