

Powering Up Your Classroom with Peer Mentoring: Getting a Pilot Program off the Ground



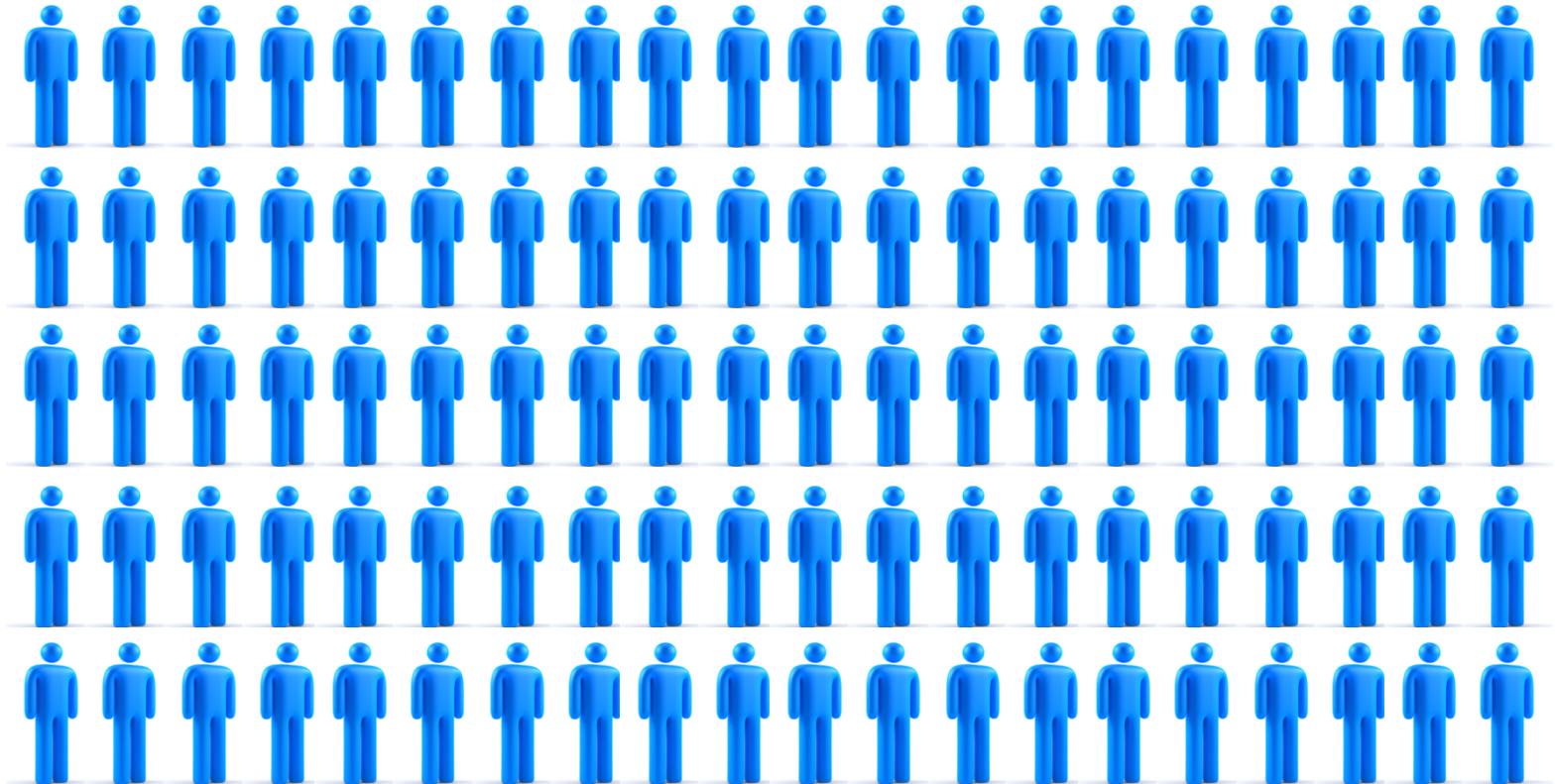
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Triton today...



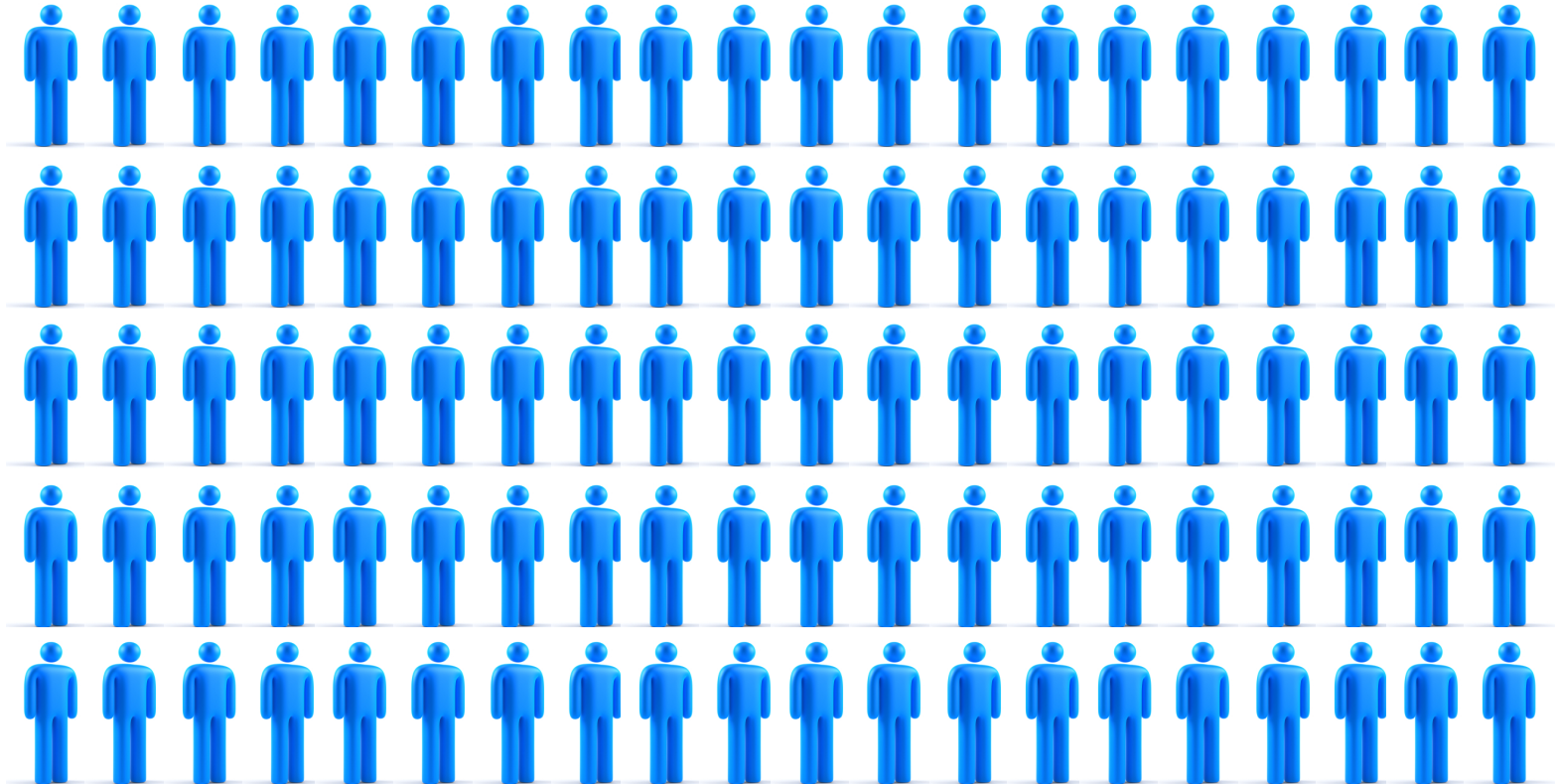
Triton today

5% of students enrolled first-time (who took the placement exam) were considered college-ready for math.



Nationally

Of those below college-level math



What is the PMC Program?

- Classroom-based mentoring that merges academic support with traditional mentoring to provide students the best opportunity for success, retention and completion.
- Developmental education courses
- Collaborating faculty members
- Peer Mentors
 - In-class academic support
 - On-going peer mentoring

What is the PMC Program?

- Peer Mentors facilitate **out-of-class group study sessions**
 - Library
 - Computer classroom
 - Times
- Study sessions are an opportunity to
 - Review course materials
 - Prepare for exams
 - Provide additional support as necessary
- Weekly announcements
 - On-campus events
 - Workshops
 - Facilitate retention and enrollment efforts
- Housed under the supervision of the Student Success Strategist

Peer Mentor Requirements

To become a peer mentor at Triton College, interested candidates *must* do the following:

- Have a cumulative G.P.A of 3.0 or higher
- Interview with the Director of the Triton College Academic Success Center or Student Success Strategist
- Be a current Triton College student
- Demonstrate a desire to help other students
- Demonstrate knowledge of campus resources
- Be available for tutor and peer mentor training
- Be available to attend all required class and study sessions

To become a peer mentor at Triton College, interested candidates *may* do the following:

- Submit two Recommendation Forms completed by Triton faculty or staff demonstrating their ability to help others succeed in their coursework
- Be a current Triton College Academic Success Center Tutor who has obtained CRLA Tutor Certification

Student Eligibility Requirements

- Students enrolled in specified courses (MAT045)
- No designation between peer mentor courses and non-peer mentor courses
- Counseling support for recruitment

Mentor Training Certification

- College Reading and Learning Association (CRLA)
- International Tutor Training Program Certification (ITTPC)
- International Mentor Training Program Certification (IMTPC)
- This training includes topics, such as
 - The Role of the Peer Mentor
 - Peer Mentoring Dos and Don'ts
 - Professional Ethics for Peer Mentors
 - Establish Rapport and Motivating Mentees
 - Questioning and Listening Skills
 - Preparing to Study
 - Campus and Community Resources and Referrals

Program Details

Pilot Program

- Fall 2013
 - CRLA Training – 15 hours
- Spring 2014 launch
 - Five peer mentors (four in classrooms)
 - Four MAT-045 classrooms

2014-2015

- Fall 2014
 - Six peer mentors (five in classrooms)
 - Three MAT-045 classrooms
 - One MAT-050 classroom
 - One MAT-055 classroom

Program Details

- Weekly meetings with collaborating faculty
 - Plan in-class support structure
 - Discuss/track cohort members' progress
- 15-20 hours per week per course
 - 3.5 + Hours in class
 - 2 + Hours in group sessions (same day and time each week)
 - 3 + Office hours (meeting with instructor, individual appointments, etc.).

Sample Timeline

Weeks 1-2:

- Review the course syllabus and the faculty member's expectations
- Discuss study and work habits
- Troubleshoot any issues with My Math lab
 - Access codes
- Check students' financial aid status

Weeks 3-4:

- Discuss a math assignment
- Encourage mentees to attend an extra-curricular event
- Encourage students to determine and track his/her grades

Weeks 7-8:

- Help students prepare for midterms
- Help students prepare for the demands of the second half of the semester

Weeks 9-14:

- Help students prepare for final papers, projects, and exams

Instructor and Peer Mentor Reflections

Dalal:

“As a peer mentor in a classroom, I feel as if I make a significant impact on the students and their performance in MAT-045. Being a tutor in this course has allowed the students to participate in a different type of learning experience that involves working one-on-one with another student in college. I feel as though students feel more comfortable asking a student than actually works in the classroom for help with their coursework or financial aid than asking another individual for help.

At times, I have difficulty when trying to get students to attend my tutoring sessions that I host twice a week that take place an hour before class (7:00 am- 8:00 am). However, I am starting to realize that the more I get involved with students during the course, the more they feel comfortable to come to one of my tutoring sessions. I have noticed that when you approach a student by demonstrating that it is not a weakness to get help, the student tends to feel more secure which causes a healthy and inspirational learning environment. Overall, I believe this program is definitely influencing the students in a significant way, and I believe that each student's chance of success is greater when they have a peer mentor in their course!”

What was good?

- Training sessions
- Faculty collaboration
- Student participation in some courses
 - Were able to help students with financial aid and other college-related issues.
- Lessons learned
 - Study group session locations moved.
 - Incentives for attending group sessions.

Program Data: After Spring 2013

- Of the 67 total students in all four participating courses, 43 passed with a C or better, which equates to a 64% pass rate.

Statistics

Developmental Mathematics

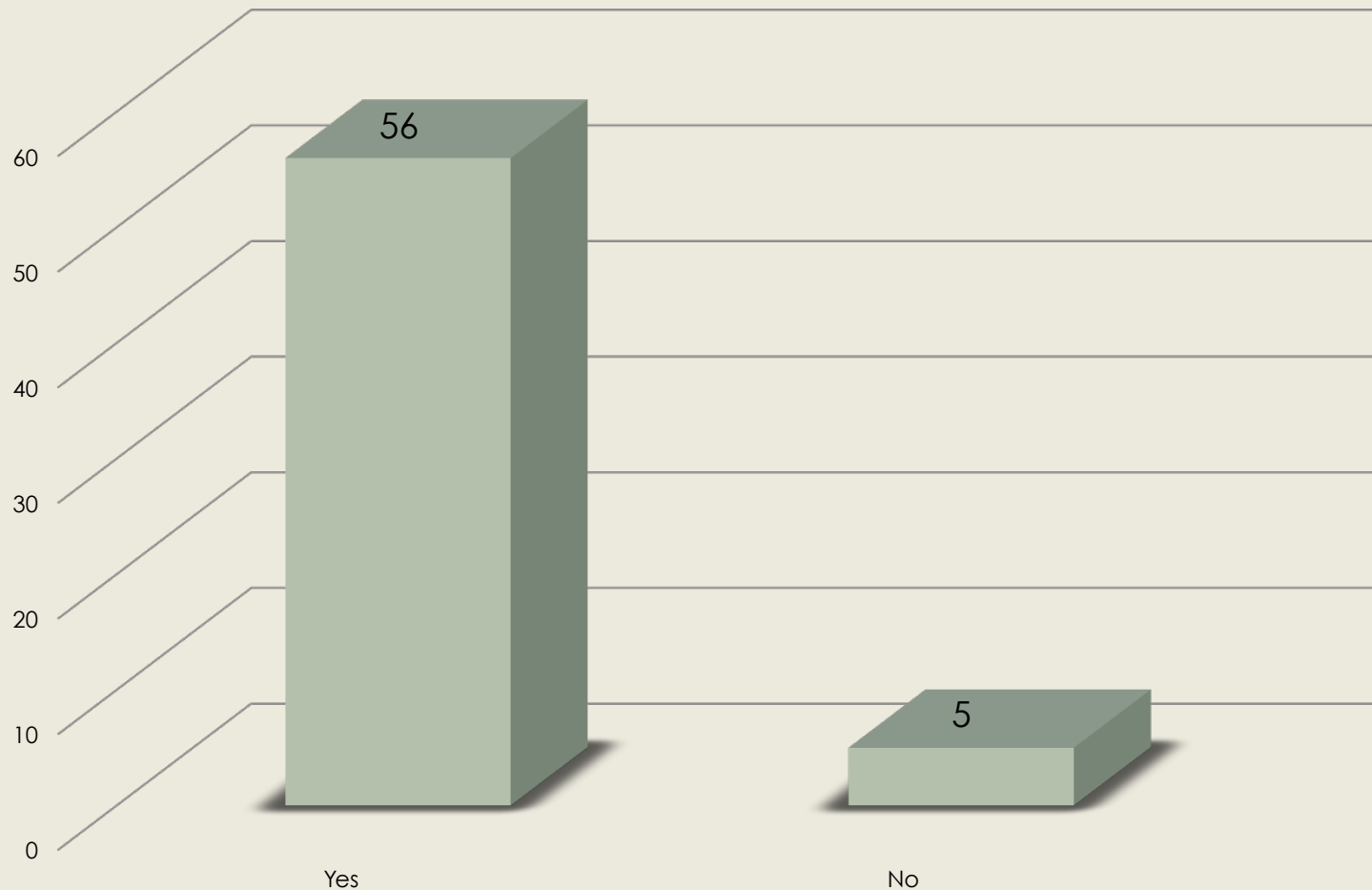
- Student success in Triton College's five developmental mathematics courses in Fall 2013 was 57%.

According to the Student Success Report, Fall 2013

What was good?

Pre-course Assessment

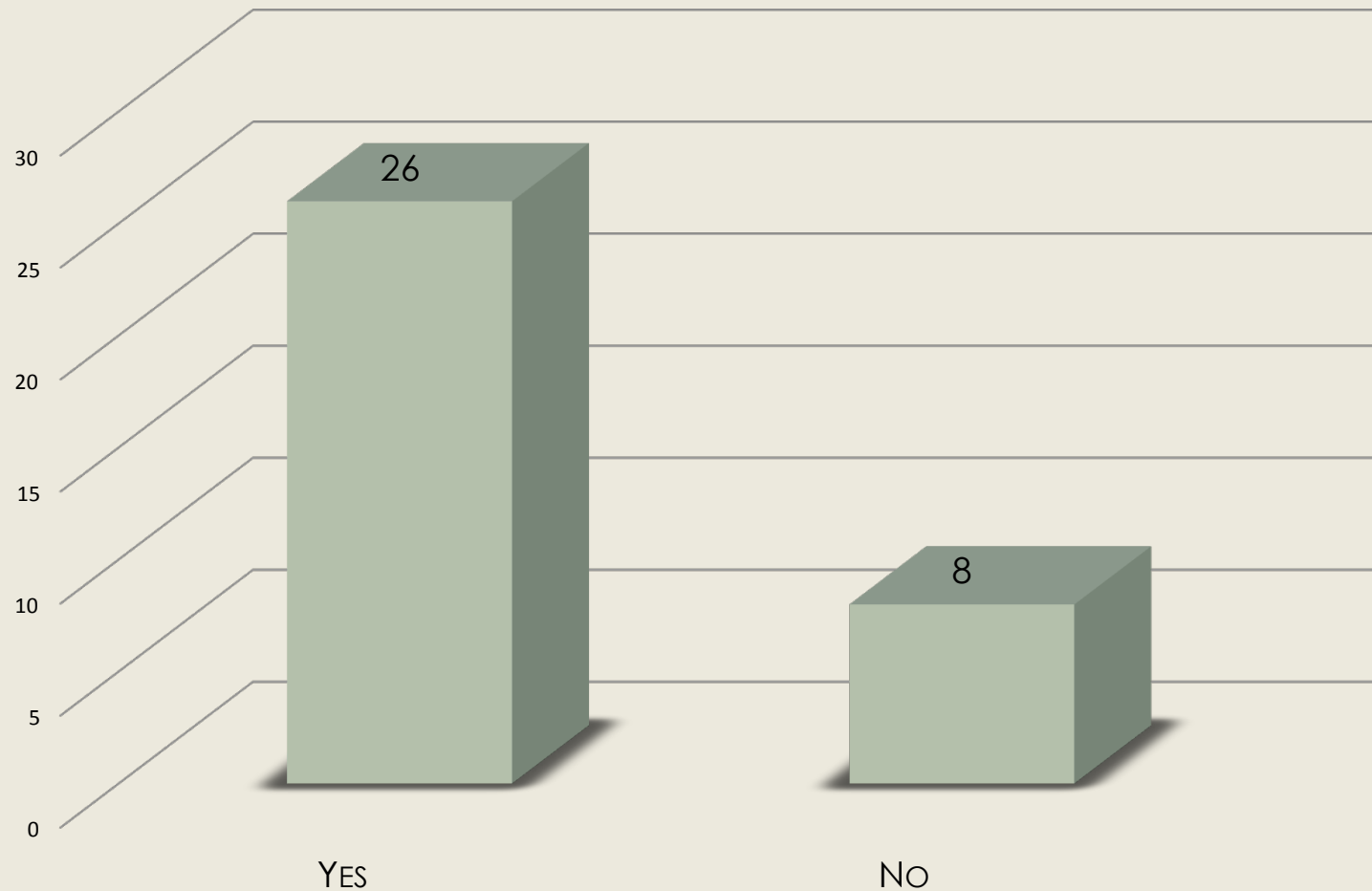
Were you aware of the need to take a placement test at Triton?



What was good?

Post-course Assessment

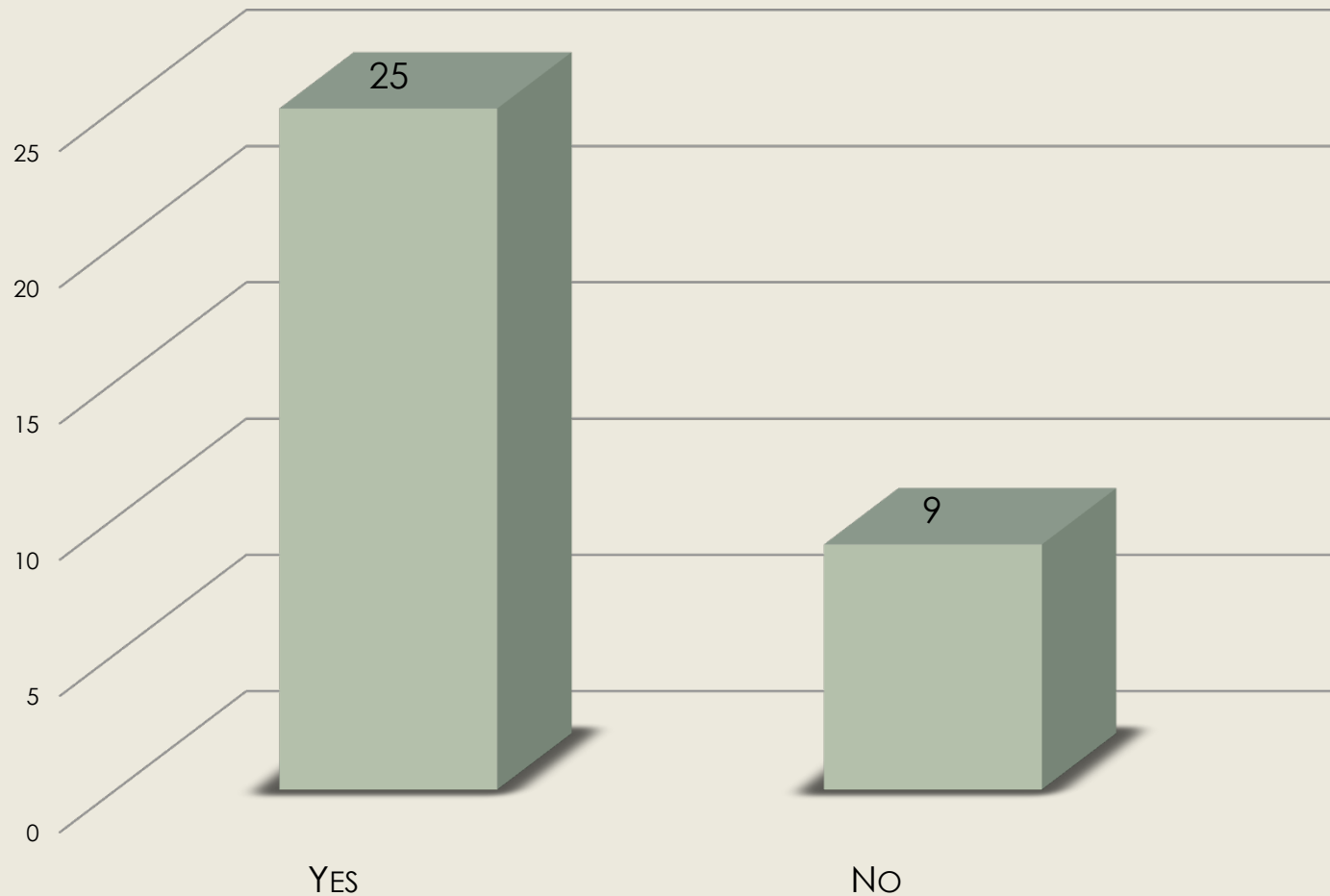
If you took the placement test, do you feel you were appropriately placed in this course?



What was good?

Post-course Assessment

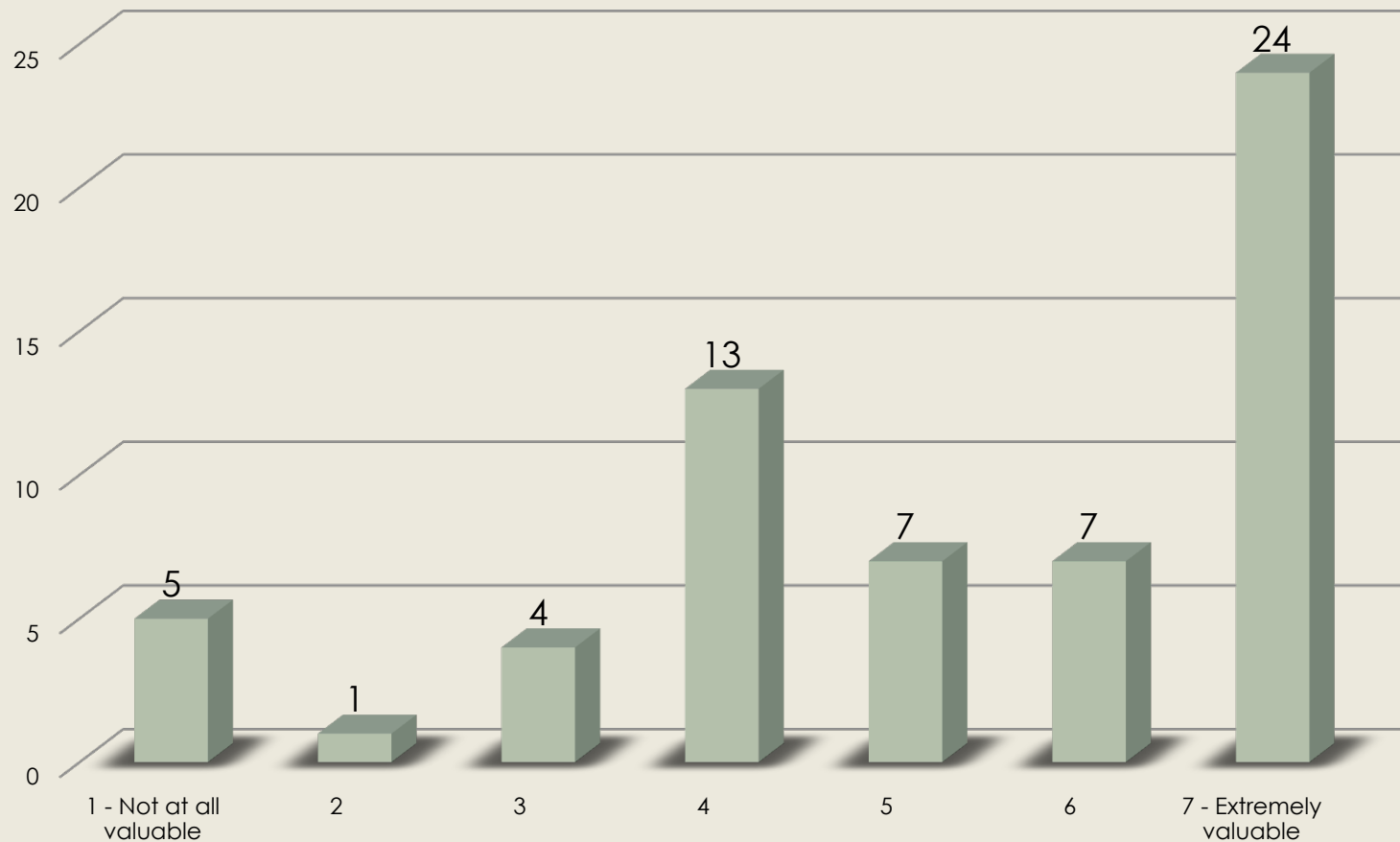
After taking this course, do you plan to retake the placement test?



What was good?

Pre-course Assessment

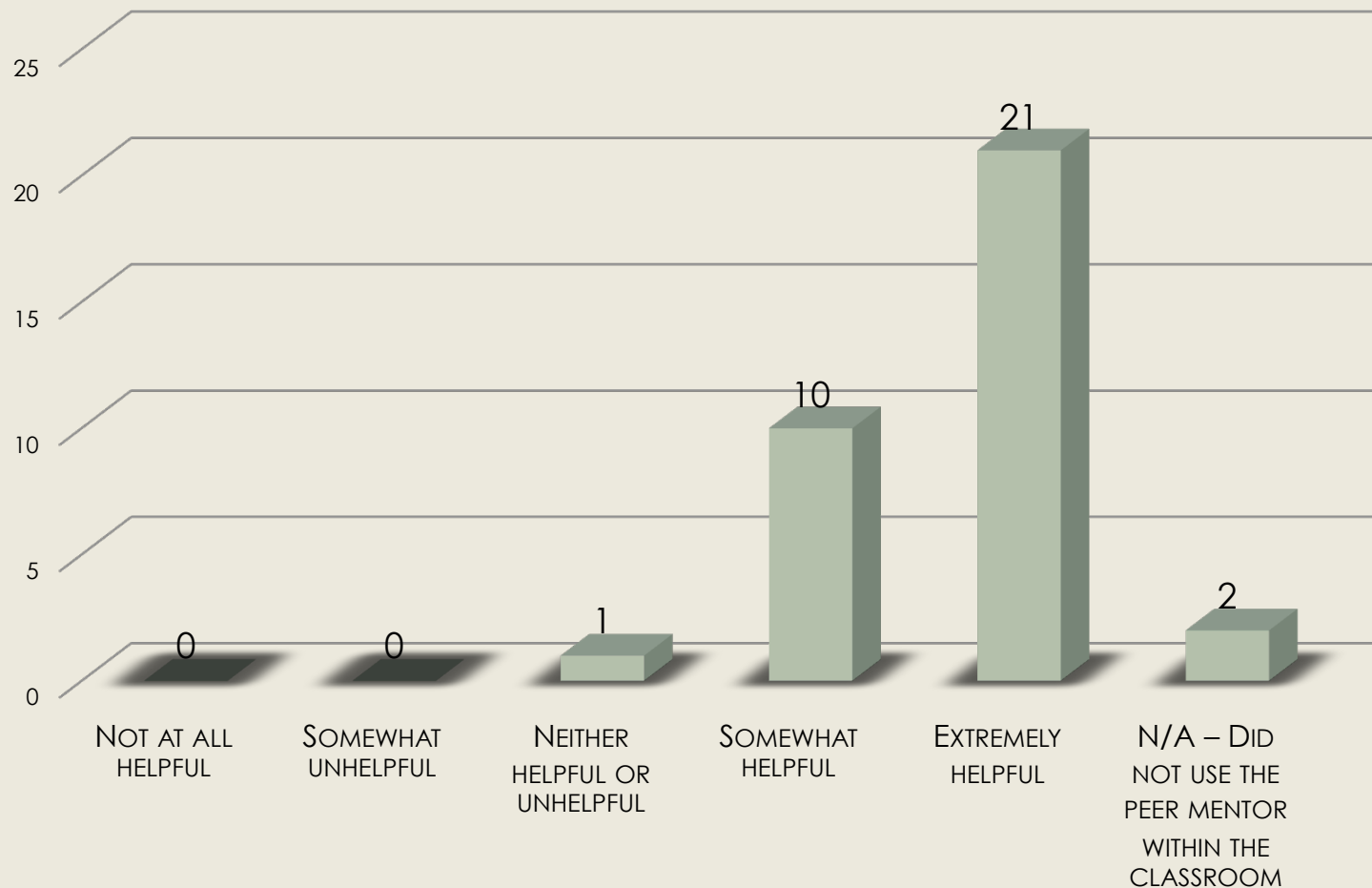
How valuable would it be to have a fellow student who has already passed this class available as a resource to assist while class is in session?



What was good?

Post-course Assessment

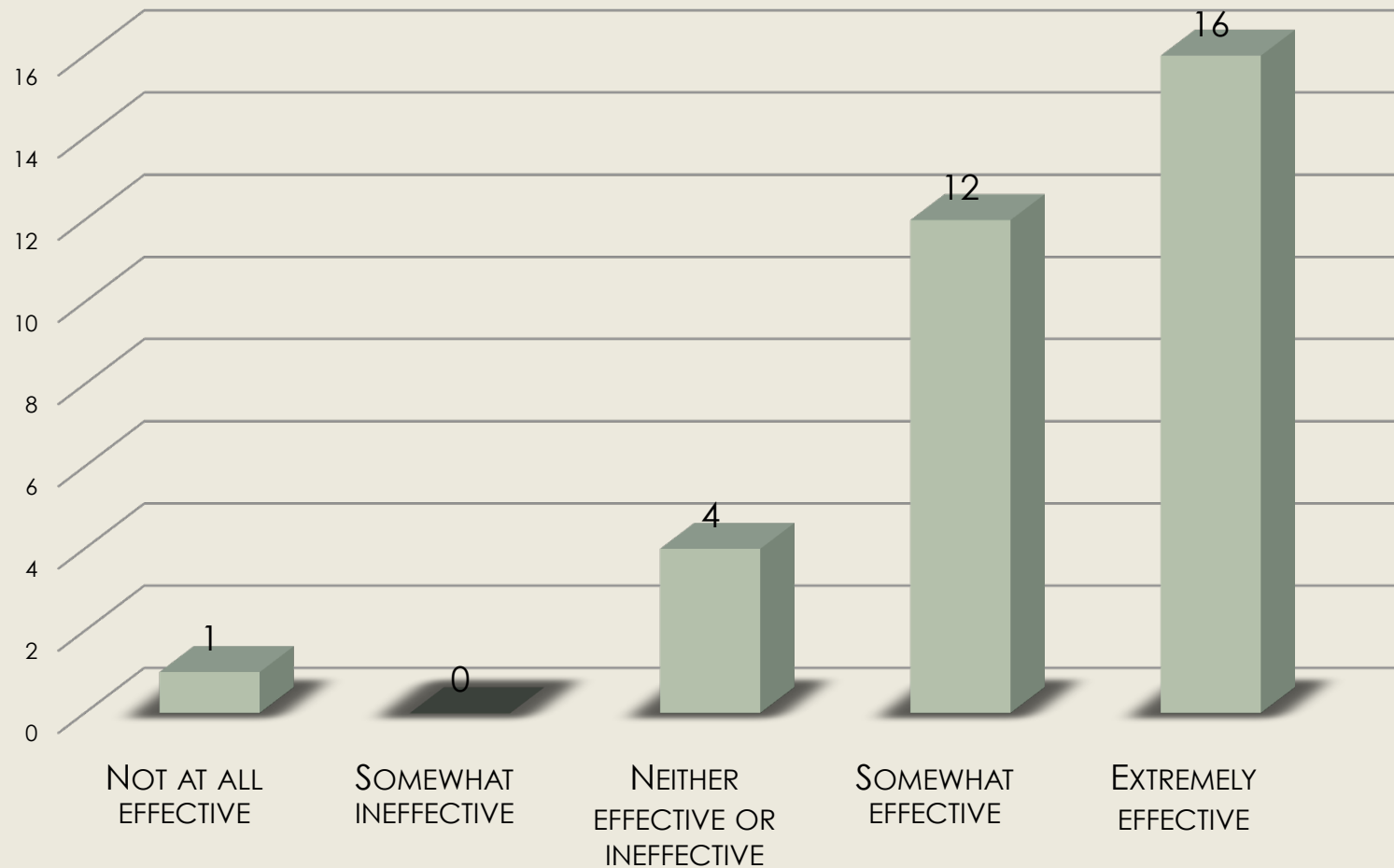
Overall, how helpful was the Peer Mentor for this class?



What was good?

Post-course Assessment

How effective was the Peer Mentor at helping you understand the material for this course?



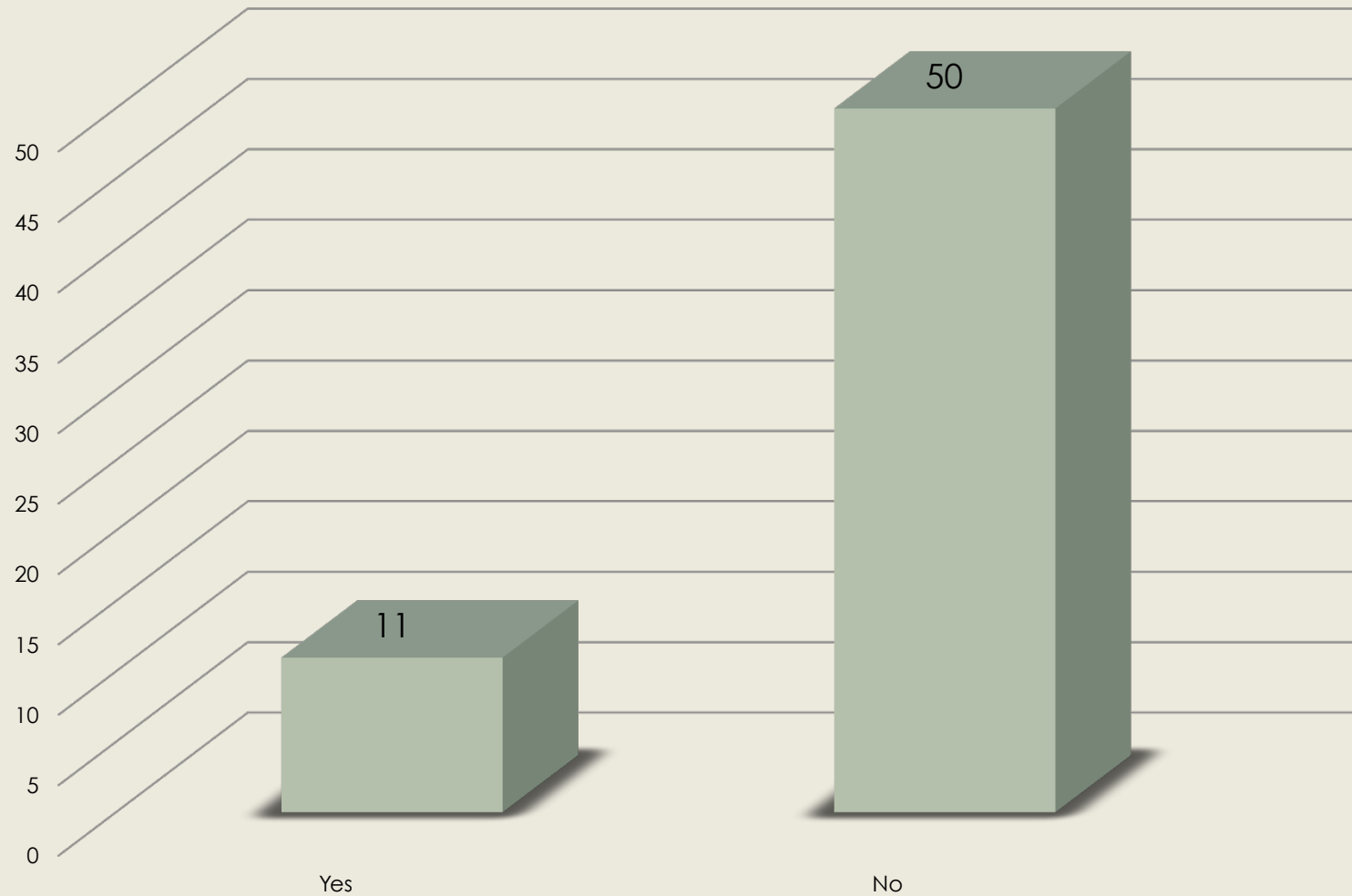
What was not so good?

- Courses dropped for low enrollment
- Study group session attendance
- Adequate training for/expectations of peer mentors
- Training for faculty
- Current budget doesn't allow for expansion

What was not so good?

Pre-course Assessment

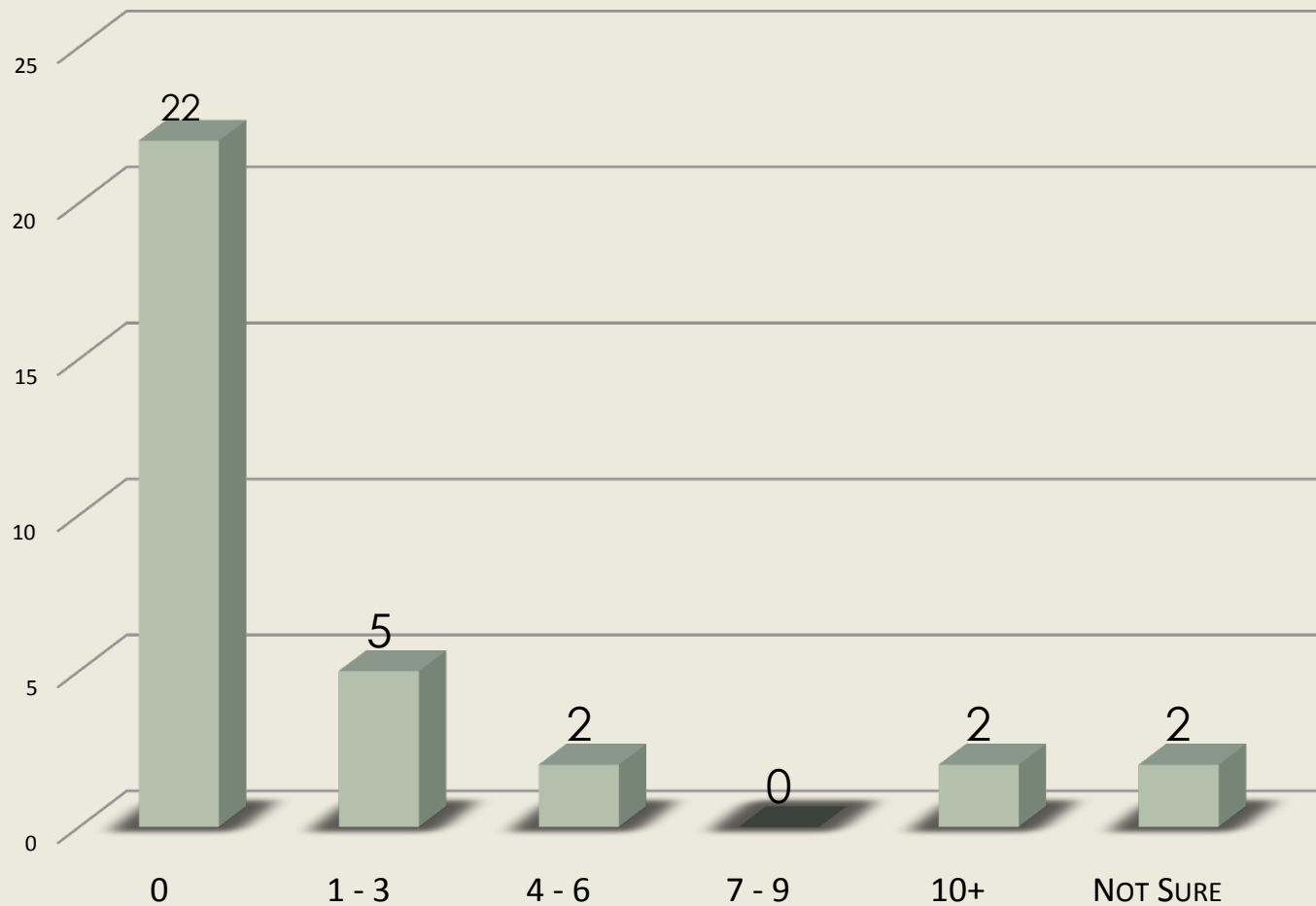
Did you study for the placement test at Triton?



What was not so good?

Post-course Assessment

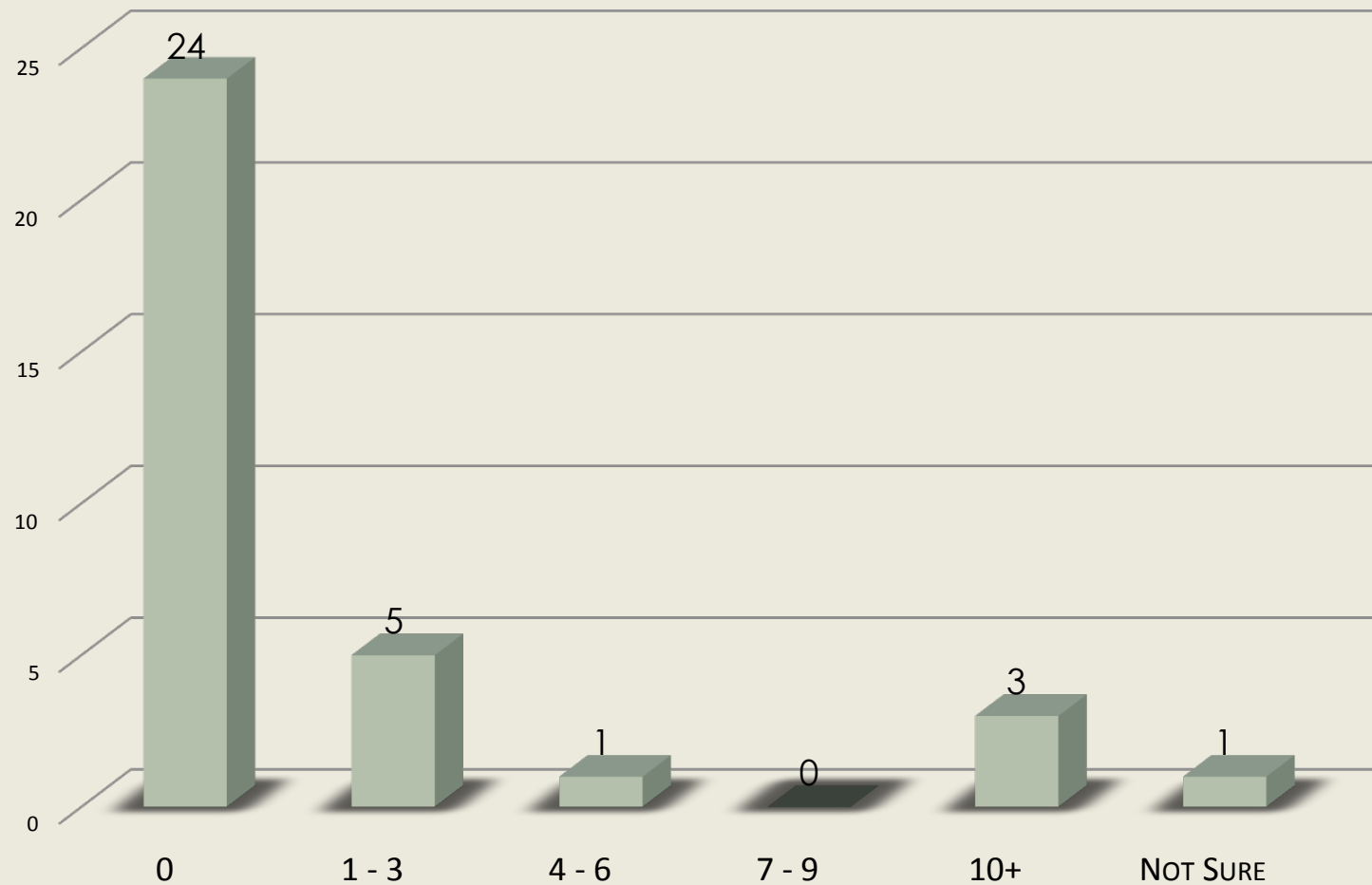
**How many times did you meet one-on-one with the
PEER MENTOR outside of class?**



What was not so good?

Post-course Assessment

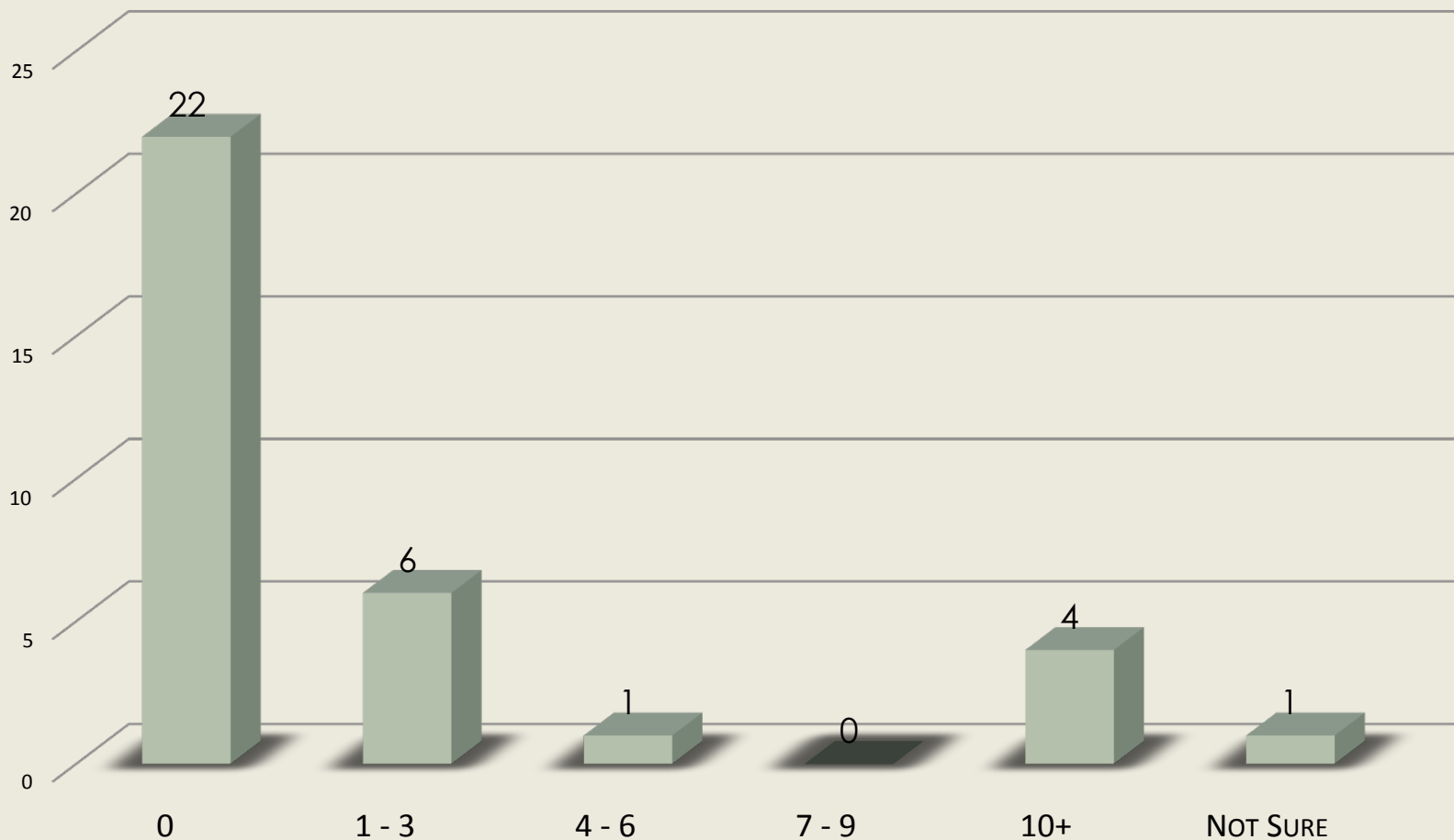
How many times this semester did you work with the INSTRUCTOR outside of class for assistance?



What was not so good?

Post-course Assessment

How many times this semester did you work with SUPPORT SERVICES (TUTORS) OUTSIDE of the peer mentor or instructor for assistance?



How to Implement PMC in Your Classroom

- Work with support services/tutoring center at your institution
- Program coordinator
- Hiring/training peer mentors
- Faculty/departement coordinator buy-in
- Ongoing assessment and program modifications

Budget

- Forty-four (44) weeks per year
- Fall, spring, and summer
- \$11.00 per hour

Peer Mentoring Collaborative Program Budget		
	FY 14	FY 15
FWS	\$19,000	\$19,000
TWS	\$11,975	\$11,000

Q & A

Study Group			
Peer Mentor Name:			
Date:			
Student Name	E-mail	Time In	Time Out
1.			
2.			
3.			
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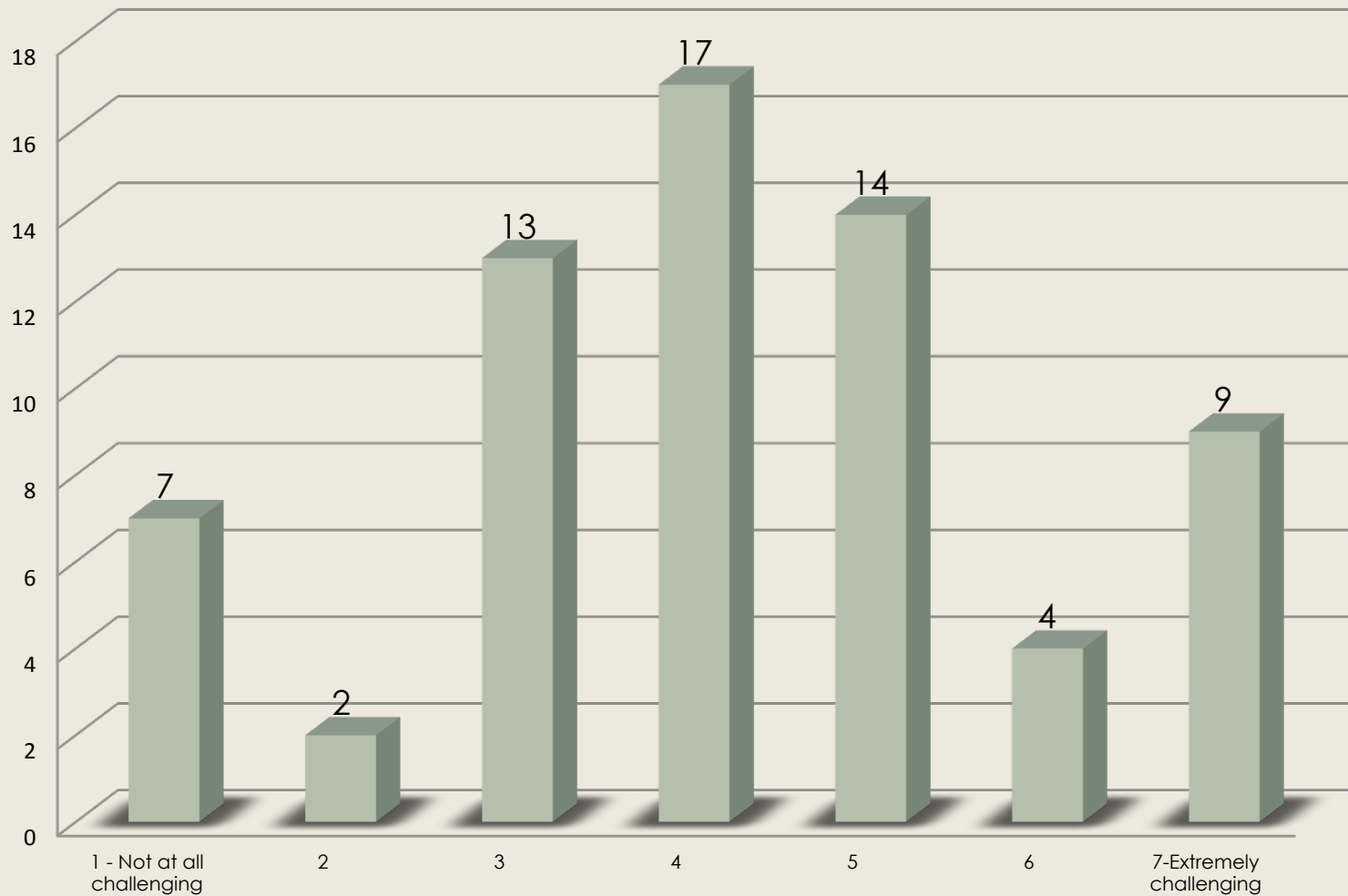


College Data

	Spring 2011		Spring 2012		Spring 2013		Spring 2014	
Developmental Math	N	%	N	%	N	%	N	%
No Test (of all new students)	126	9%	397	22%	168	12%	161	18%
Waived (of all new students)	383	28%	367	21%	316	22	190	21%
Tested (of all new students)	878	63%	1007	57%	957	66%	548	61%
College Ready (of tested)	45	5%	39	4%	50	5%	28	5%
Placed Developmental (of tested)	833	95%	968	96%	907	95%	520	95%
MAT-045	493	59%	642	66%	580	64%	150	29%
MAT-050							116	22%
MAT-055	277	33%	255	26%	252	28%	191	37%
MAT-096							14	3%
MAT-085	63	8%	71	7%	75	8%	49	9%

Pre-course Assessment

How challenging do you believe this class will be?



Post-course Assessment

How challenging was THIS class?

