



# Students Mentoring Students:

## *Development and evaluation of a course training peer mentors and program coordinators*

Peter Collier, Thomas Keller, Kay Logan  
Center for Interdisciplinary Mentoring Research  
at Portland State University

**P**su's Center for Interdisciplinary Mentoring Research (CIMR) was established to chart new directions for research and practice across multiple domains of mentoring.

### ***Continuum of mentoring across the lifecourse***

- Research on mentoring for youth, college students, employees, parents

### ***Multiple institutions***

- PSU, Oregon Social Learning Center, Oregon Health & Science University, WSU, University of Portland

### ***Multiple disciplines***

- Social Work, Psychology, Sociology, Business, Medicine, Community Health, Education
- Twenty-five faculty affiliates and twelve graduate students pursuing mentoring research

### ***Research***

- Over \$13M (NICHD, NIDDR, IES, NSF, OJJDP) (\$7M awarded in 2010)
- Ten manuscripts on mentoring published or submitted in 2010

### ***Education and outreach***

- Twenty community talks/trainings with combined attendance over 1000
- Training and technical assistance with over 25 programs
- Multiple student scholarships for mentoring research awarded

**Contact Kay Logan at:**  
**(503) 725-9680**

[www.mentoring.research.pdx.edu](http://www.mentoring.research.pdx.edu)



**T**he Students Mentoring Students project is focused on peer mentoring for college students as a mechanism for ensuring college success and increasing retention. The project is a collaboration between the PSU Center for Interdisciplinary Mentoring Research (CIMR) and the Oregon Campus Compact Retention Project. Despite the prevalence and popularity of peer mentoring programs across the U.S., and within our region, there is little theory or research to guide the development of training materials for participants, and no platform for networking and sharing between programs regarding best practice. In the spring/summer of 2011 we established the Students Mentoring Students project, with the support of the PSU Cradle to Career Initiative, to develop foundational training on peer mentoring for mentors and program coordinators from numerous campus programs. An interdisciplinary team of faculty surveyed peer mentoring programs regarding training needs and priorities. Next, a one-week intersession course addressing major survey themes and featuring multiple faculty experts was developed and piloted. Focus groups were held in class for students to provide feedback on the course itself, and the findings will be used to revise the course curriculum.

## ***Content Areas Covered in the Pilot Course***

### **Communication**

- Culturally competent communication
- "Active listening"
- Creating an autobiography of a learner
- Crafting expertise-level appropriate messages that work

### **Evaluation**

- Understanding program evaluation: What needs to be evaluated and why?
- Mentors' role in data collection & program evaluation
- E-portfolios
- Introduction to focus groups

### **Cultural Competency**

- Culturally competent communication
- Cross-race mentoring

### **Mentoring Program Design & Maintenance**

- Program design: Questions to consider when setting up a mentoring program
- Formats of delivering mentoring services
- Understanding the benefits of service
- Delivering ongoing mentor training
- Coordinating multiple mentors

### **Mentoring, Learning & Student Adjustment**

- Models of college student persistence
- How we learn – Kolb Learning Styles
- Understanding student adjustment issues
- Capital and the two-path model
- Decision making & expertise development
- Helping mentees understand the value of service

### **College Mentoring Program Presentations**

- Coaching for College Success (Foster Youth), PSU
- SOU, Oregon Campus Compact Retention Project Student Success Initiative
- OSU, College Assistance Migrant Program (CAMP) & Casa Latina
- My Life Project (Foster Youth), PSU Regional Research Institute for Human Services
- PSU International Student Mentoring Program
- PSU Alumni Association Mentoring Program
- Sister to Sister Mentoring Program, PSU Women's Resource Center
- PSU University Studies Peer Mentoring Program

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## *Sample Syllabus (day two of five-day course)*

### **Tuesday June 14th**

#### *Morning sessions*

9:00-9:30 Understanding college student adjustment issues

9:30-10:15 Two-path model of student success

- Mentoring and the Two-Path Model
- Articles # 1 & 2 discussion

10:15 – 10:30 break

10:30-11:15 Oregon Campus Compact Retention Projects:

- Signe Bishop, Oregon Campus Compact Retention Project
- Lacey Hunter, Southern Oregon University, The Oregon Campus Compact Retention Project Student Success Initiatives
- Miguel Santiago, Oregon State University, Assistance Migrant Program (CAMP) & Casa Latina

11:15-12:00 Understanding program evaluation

- Evaluation design: What needs to be evaluated and why?
- Appropriate data collection: the importance of “fit” between design and data collection methods
- Important role mentors play in program evaluation

Lunch 12:00 – 1:00

#### *Afternoon sessions*

1:15-2:15 Guest Presentation: Evaluation methods: the e-Portfolio, Yves Labissiere, Community Health, University Studies

2:15-3:00 “Autobiography as a learner” exercise -- Active listening

3:00-3:15 break

3:15-4:00 Guest Presentation: Types/Forms of delivering Mentoring services Tom Keller, School of Social Work, Director, Center for Interdisciplinary Mentoring

4:00-4:30 Reflection on day #2; preparation for day #3

### **Preparation for Tuesday**

#### *Readings:*

1. Smith, B. 2007. Accessing social capital through the academic mentoring process. *Equity & Excellence in Education*, 40(1), 36-46

2. Collier & Morgan, 2007. " "Is that paper really due today?" Differences in first-generation and traditional college students' understandings of faculty expectations," *Higher Education* V.55, pp. 425-446

3. Freeman 1999 – “No Services Needed?: The Case for mentoring high achieving African-American students,” *Peabody Journal of Education*, V. 74, No. 2, pp. 15-26



For more information about the Students Mentoring Students course, contact Dr. Peter Collier at [cfpc@pdx.edu](mailto:cfpc@pdx.edu)

The PSU Center for Interdisciplinary Mentoring Research can be contacted at 503.725.9680, [kay.logan@pdx.edu](mailto:kay.logan@pdx.edu)