*Encourage, Enlighten, Empower:

Strengthening Connections in First-Generation Students through Mentoring

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Valorie Johnson
Yessica Rostro
• Why are you attending this session?
• What do you hope to take away?
Session Goals

- El Centro College Profile
- First-Generation Student Characteristics & Challenges
- Validation Theory
- Peer Mentoring & Sister 2 Sister
- Lesson Learned
- Creating a Mentoring Program at your College
El Centro College

- Flagship college of DCCCD, opened in 1966
- An urban, multicultural college in downtown Dallas
- Hispanic-Serving Institution
- Achieving the Dream College
El Centro College

- Fall 2013 Student Profile
  - 11,424 students
  - Part-time - 67.7%
  - Female - 65.7%
  - 37.0% Hispanic, 31.6% Black and 22.8% White
  - FTIC - 52.4% Hispanic, 32.6% Black, and 9.7% White
  - Average age – 28
  - 40.8% of all students receive Financial Aid
  - 28.2% take at least one developmental course
Title V

- Title V Institutional Development Grant - 2010 – 2015
- Address very low 1st year success & retention data
  - 70% of incoming freshman had not overcome basic skill deficiencies after a year
  - 60% of first-time, full-time freshman were not retained in the second year, of those that were 25% were not in good academic standing
  - Hispanic and Black students faired worse
Title V Activity Components

I. Strengthening Supports and Interventions for Success
   ✷ Faculty Advising
   ✷ Summer Bridge Programs
   ✷ Online Student Support Services
   ✷ Development of Mentoring Programs
      ✷ Peer Mentoring & Sister 2 Sister
First-Generation College Students
First-Generation College Student

- Characteristics
  ✧ Low-income families
  ✧ Hispanic or African American
  ✧ Female
  ✧ Less prepared academically for college
  ✧ Perceive they are lacking support from those at home
First-Generation College Student

1\textsuperscript{st} Year Characteristics

- Lower first-semester and first-year GPA’s
- More likely to drop out during the first year
- More likely to attend classes part-time & work full-time
- More likely to feel marginalized
- Lower self-esteem
- More likely to enroll in a community college
- More likely to leave without a degree
First-Generation College Student

- Challenges
  - Lack of family support
  - Socioeconomic status
  - Deficient Learning Skills
  - Connection to college culture
Some students question if they are “college material,” which often stems from past invalidation in their prior schooling experiences.”

~ Laura Rendon
Validation Theory

“Validation is an enabling, confirming and supportive process initiated by in-and-out of class agents that fosters academic and interpersonal development.”

~ Laura Rendon
Validation Theory

Validation helps students to acquire a confident, motivating, “I can do it” attitude, become excited about learning, feel a part of the learning community, and feel cared about as a person, not just a student.”

~ Laura Rendon
Peer Mentoring
Encourage, Empower, Enlighten

Mission
To promote academic student success and persistence in 1st year college students by pairing them with peer mentors who provide guidance, support and resources.
Responsibilities

- Assist with New Student Orientation.
- Attend Peer Mentor class regularly during the semester.
- Participate & assist with icebreakers, classroom activities & campus tours.
- Call/email or text students every other week.
- Meet face to face with students at least once a month.
- Attend bi-monthly Leadership meetings.
Requirements

- A minimum of 12 college level credit hours
- A minimum 3.0 GPA
- Be Reading & Writing Met
- Completed a Student Success or Learning Framework course successfully
- A positive attitude
- Strong interpersonal skills
- A strong desire to help others and serve as a role model
Peer Mentor Leadership

- Mission – To enhance leadership and foster personal growth with peer mentors.
- Meet bi-monthly.
- Habitudes Curriculum
PSYT 1313: Psychology of Personal Adjustment

• Student success/freshman orientation/ career exploration

• 1st Year students in Dev. Studies/ Technical

• Personal Responsibility; Self-Motivation; Emotional Intelligence; Self-esteem

• Making better choices!
EDUC 1300: Learning Framework

- Pre-Core Required course
- Students that are Reading met and pursuing AA/AS
- Autonomous Learning, Time Management, Critical Thinking, Motivation
Pilot – Fall 2011

- 7 Peer Mentors

<table>
<thead>
<tr>
<th>Peer Mentor Program Participants</th>
<th>Course Name</th>
<th>Enrollment</th>
<th>Completion</th>
<th>Success</th>
<th>Retention Fall to Spring</th>
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<tbody>
<tr>
<td>PSYT 1313</td>
<td>170</td>
<td>92.4%</td>
<td>65.9%</td>
<td>68.2%</td>
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<table>
<thead>
<tr>
<th>Non Participants</th>
<th>Course Name</th>
<th>Enrollment</th>
<th>Completion</th>
<th>Success</th>
<th>Retention Fall to Spring</th>
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<tr>
<td>PSYT 1313</td>
<td>820</td>
<td>86.6%</td>
<td>55.7%</td>
<td>57.1%</td>
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</table>
## Fall 2012

- **10 Peer Mentors**

### Peer Mentor Program Participants

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<tr>
<th>Course Name</th>
<th>Enrollment</th>
<th>Completion</th>
<th>Success</th>
<th>Retention Fall to Spring</th>
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<tbody>
<tr>
<td>PSYT 1313</td>
<td>237</td>
<td>90.3%</td>
<td>64.6%</td>
<td>60.8%</td>
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### Non Participants

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Enrollment</th>
<th>Completion</th>
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<th>Retention Fall to Spring</th>
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<tr>
<td>PSYT 1313</td>
<td>750</td>
<td>89.7%</td>
<td>60.1%</td>
<td>57.3%</td>
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</table>
Fall 2013

- 19 mentors
- 7 - EDUC 1300 courses (26%)
- 14 - PSYT 1313 courses (35%)
- 440 of 1,220 new students enrolled in success courses served (36%)
- Assist with NSO, Journey to Success Workshops, Rich Grad, Poor Grad
Testimonial

Ms. Valorie Johnson
Sister 2 Sister
ECC Female Mentoring Program

Mission
Empowering the development of academic and social advancement of female students
Program Objectives

- Develop relationships
- Increase retention rate
- Increase involvement in campus activities
- Help students achieve their goals
- Develop a more positive self-image
- Develop leadership skills
Program Guidelines

- Mentees/Mentors agree to meet at least one hour per week on-campus or off-campus, by email, face-to-face, or by phone.
- Mentors must document all contact with the Mentees.
- Mentees must attend at least one field trip or outing per semester (Mentors are highly encouraged to attend).
Mentee Requirements

- Be currently enrolled at El Centro College
- Be dedicated to improving your academic, personal, and professional life
- Strong commitment to goals and responsibility
- Be receptive to feedback and coaching
- Respect mentors’ time
- Maintain confidentiality at all times
Mentor Requirements

- Be a current El Centro College employee
- Be dedicated to helping students & establish trust
- Challenge mentee to think critically and analyze
- Offer constructive and meaningful feedback and critical analysis
- Respect mentees time
- Maintain confidentiality at all times
Fall 2012

- 18 Mentees

<table>
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<tr>
<th>Sister 2 Sister Mentees</th>
<th>Completion</th>
<th>Success</th>
<th>Retention Fall to Spring</th>
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<tr>
<td></td>
<td>94%</td>
<td>83%</td>
<td>78%</td>
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<table>
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<tr>
<th>All El Centro Female Students</th>
<th>Completion</th>
<th>Success</th>
<th>Retention Fall to Spring</th>
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<tbody>
<tr>
<td></td>
<td>85.6%</td>
<td>64.7%</td>
<td>54.6%</td>
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Spring 2013

- 19 Mentees

<table>
<thead>
<tr>
<th>Sister 2 Sister Mentees</th>
<th>Completion</th>
<th>Success</th>
<th>Retention Spring to Fall</th>
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<tr>
<td></td>
<td>100%</td>
<td>89%</td>
<td>84.2%</td>
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<table>
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<th>All El Centro Female Students</th>
<th>Completion</th>
<th>Success</th>
<th>Retention Spring to Fall</th>
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<tr>
<td></td>
<td>86.2%</td>
<td>65.3%</td>
<td>42%</td>
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Meetings/Workshops

- Welcome Back ‘Mix & Mingle’
- EOS ‘Mix & Mingle’
- Monthly meetings and/or workshops
  - Professional Development (Mentors)
  - Personal Development (Mentees)
  - Battle of the Sexes
  - ‘Mirror, Mirror’
  - Leadership Styles
Photo Gallery

Fun times. General Planning Meeting Fall 2012

Spring 2013 Goal Setting Workshop with JTS and B2B

Fall 2013 Mix & Mingle
NCSL- Boston
Testimonial

Ms. Yessica Rostro
Who Benefits from Mentoring?
Lessons Learned

- Having a clear purpose is important
- Plan! Plan! Plan!
- Training is the key
- Continuous evaluation is vital
- Know your resources
Developing a College Mentoring Program Exercise
Developing a College Mentoring Program

Program Purpose –

- Why are you starting a mentoring program?
- What is your purpose?
Developing a College Mentoring Program

Program Structure –

• What kind of mentoring program would suit the needs of your students?
• How many students do you anticipate will need mentors?
• What would the program participation requirements be?
• Who will serve as your mentors? What will their criteria be?
Developing a College Mentoring Program

Budget –

• What budget do you have to develop the program?

• What budget do you think you will need?

• Does the budget cover costs of staffing, training materials, food and events?

• Are you planning to pay your mentors or will they volunteer their time?
Contact information

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References


Any questions?