

Mentoring

ooo

BRIDGING THE GAP: TECHNOLOGY-ENHANCED PEER MENTORING PROGRAMS

Real Time Data



Evidence-
Based

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Alex Wertz Ph.D., Jean Rhodes Ph.D.

Supportive
Accountability

THE PROBLEM



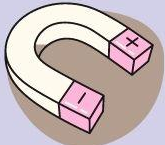
What are our college students struggling with?

WHO ARE WE



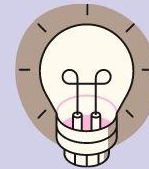
What is CEBM and why are we positioned to tackle these problems?

THE SOLUTION



Introducing MentorPRO - a technology enhanced mentoring program.

NEXT STEPS



How can we use MentorPRO and these findings to support UMB students?



BRIDGING THE GAP

THE PROBLEM

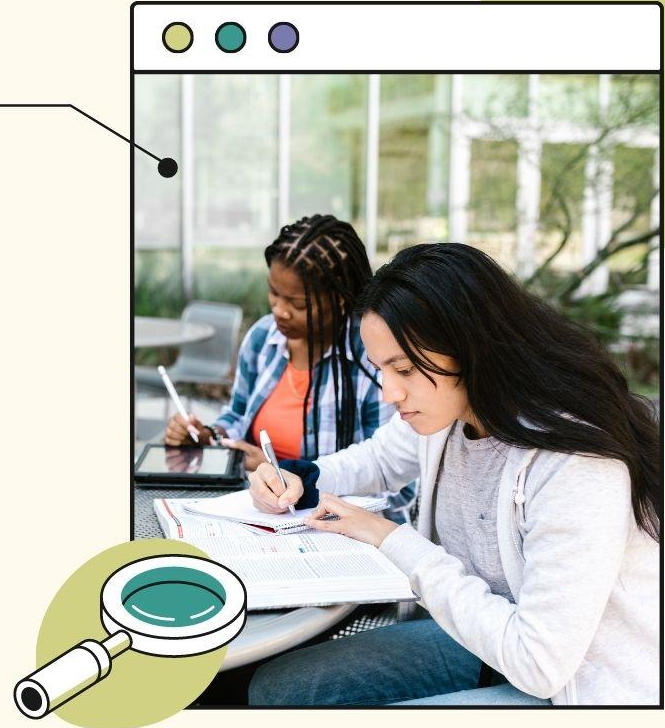


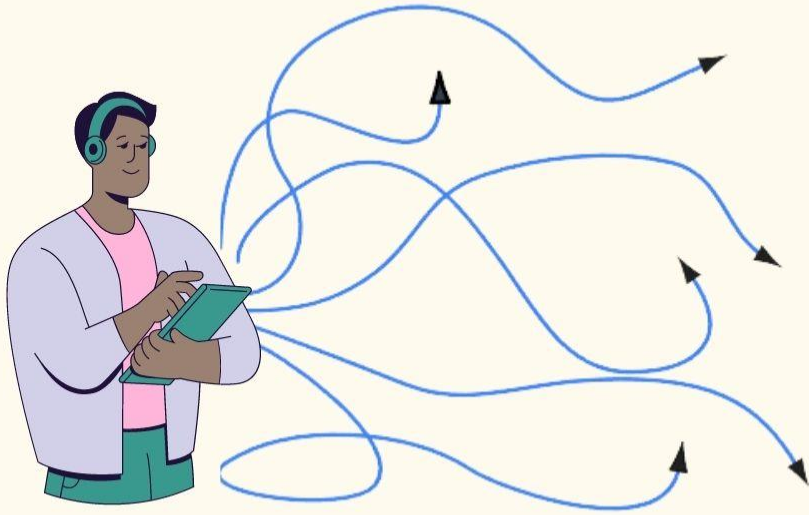
THE PROBLEM

40% of undergraduate students dropout of college without finishing their degree (Hanson, 2022)

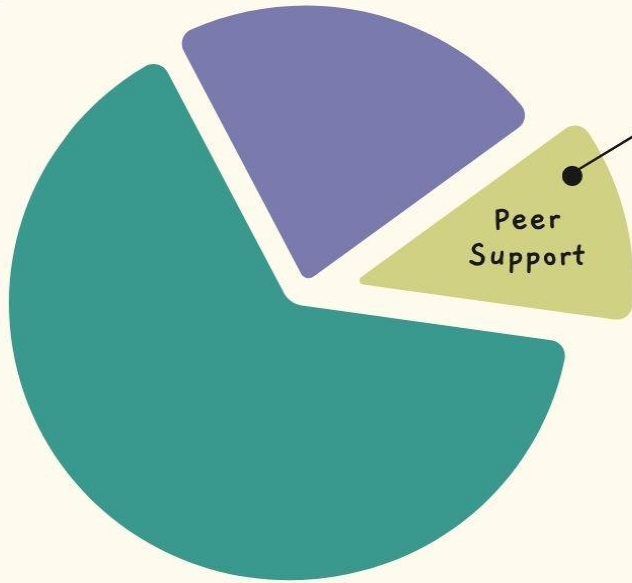
60% of college students meet criteria for at least one mental health challenge (Lipson et al., 2022)

75% Students who leave college do so for non-academic reasons - e.g., mental health, social (Pell Institute, 2011)



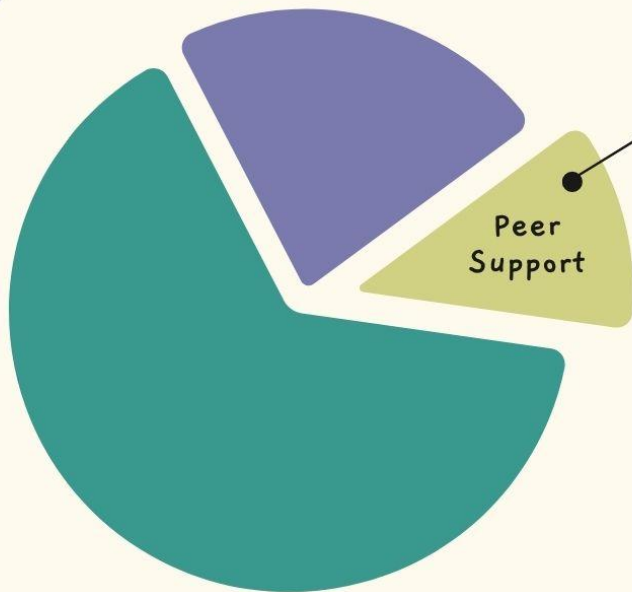


- Office of Global Programs
- Center for Academic Excellence
- Subject Tutoring Program
- Career Services & Internships
- Student Success Fellowships
- University Health Services
- Counseling Center
- Office of National and International Fellowships
- Student Equity, Access, and Success



THE POWER OF PEER SUPPORT

- Peers are generally considered the most important influence on social and emotional functioning and the most common source of support (Abelson et al., 2022)
- Peers can shape attitudes and habits around decision making and help-seeking (Hagler et al., 2021)



PEER MENTORING CAN HELP

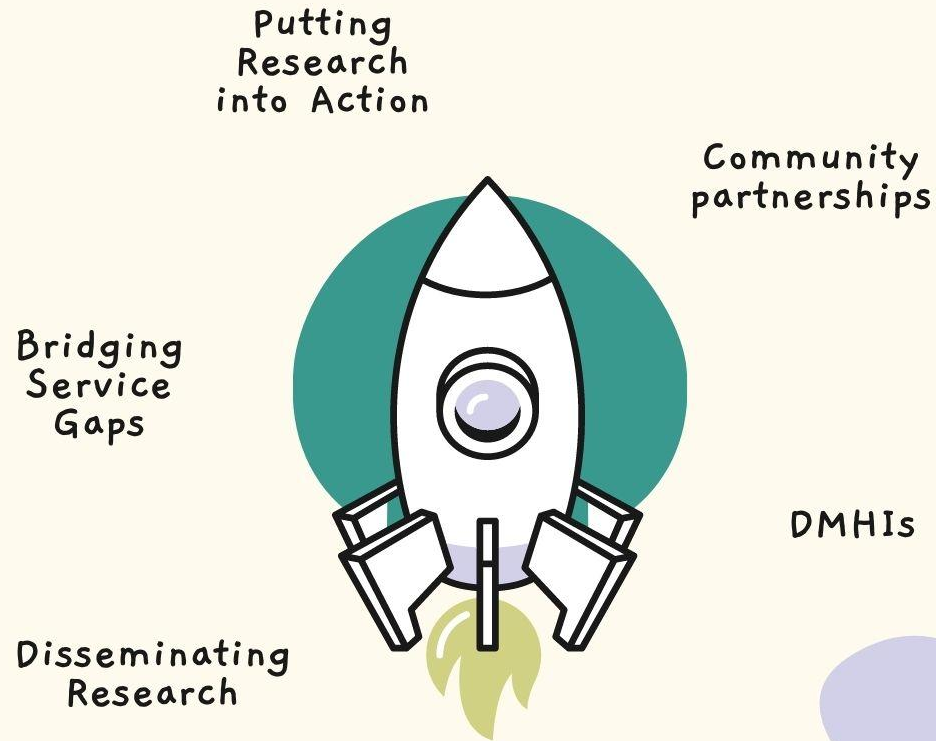
- Peer mentors can nudge students to meet deadlines, complete tasks, reduce procrastination, and improve academic outcomes (Castleman & Page, 2013).
- They can deliver early-stage psychological & supportive interventions as effectively as professional providers when supervised (Conley et al., 2017).
- Peer mentors can **bridge gaps** in student support and help prevent the onset and severity of early mental health, social, and academic struggles (Davidson et al., 2012; Ramchand et al., 2017).



CENTER FOR EVIDENCE BASED MENTORING

**WHO ARE
WE?**

CENTER FOR EVIDENCE BASED MENTORING





DR. JEAN RHODES

Jean Rhodes is the Frank L. Boyden Professor of Psychology and the Founder and Faculty Advisor of the Center for Evidence-Based Mentoring at the University of Massachusetts Boston. She has devoted her career to understanding and advancing the role of intergenerational relationships in the intellectual, social-emotional, educational, and career development of marginalized youth.

MENTORING: WHAT WORKS?

CREDIBLE, TRAINED MESSENGERS

Oversight and supervision resulted in positive peer mentoring effects that were "more than double that observed in past meta-analyses" (Burton et al., 2021).

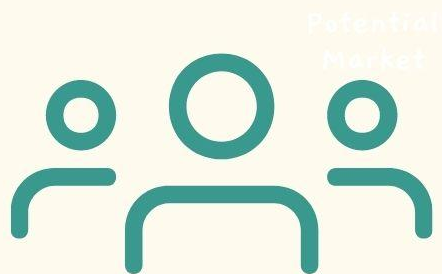
TARGETED, SPECIFIC, GOAL FOCUSED

"Effects of targeted programs are two to three times that of non-specific approaches" (Christensen et al., 2020).

FOSTERING A SENSE OF BELONGING

"support from students' newly acquired mentors during the transition was associated with a greater sense of belonging in the university community" (Hagler et al., 2021).

SHIFTING OUR FOCUS



Relationships as
the intervention



Relationships as context for targeted,
evidence-based intervention



SUPPORTIVE ACCOUNTABILITY

A little added human support: increases intervention adherence through holding the intervention recipient accountable to a coach/mentor

- Added presence of another person
- Setting clear expectations and goals
- Performance monitoring



SUPPORTIVE ACCOUNTABILITY

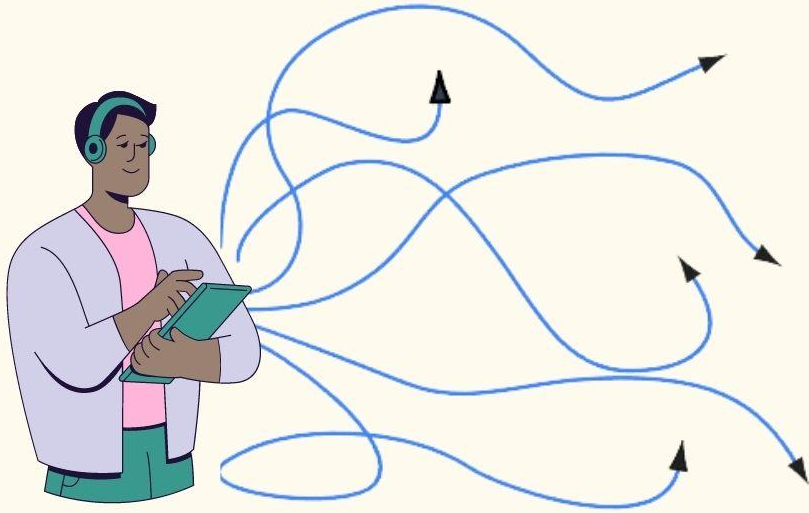
A supportive guide, coach, or mentor, perceived as trustworthy, kind, and competent, provides encouragement and holds the student accountable for completing an intervention. This can increase motivation, takes less time than providing direct service, and can be done via both synchronous and asynchronous channels.



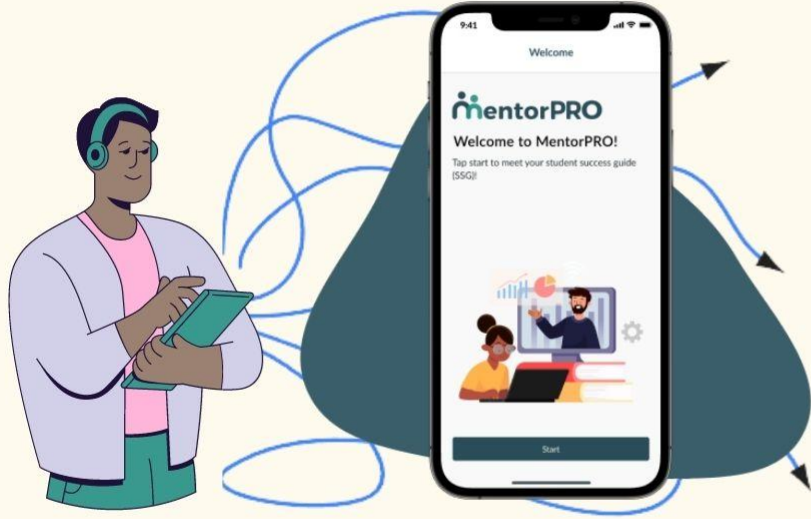
BRIDGING THE GAP

THE SOLUTION





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an intuitive, all-in-one college
student success platform



**connects mentors &
mentees via live chat**



**referral system
customized to university
resources**



**real-time data on student
goals and challenges**



**access to evidence-based
trainings**



easy integration of DMHIs



Potential
Market


IMPLEMENTING MentorPRO @ NORTHEASTERN UNIVERSITY



Journal of Technology in Behavioral Science
<https://doi.org/10.1007/s41347-023-00303-8>



Implementation of a Technology-Enhanced Peer Mentor Referral System for First-Year University Students

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Abstract

COVID-19 forced college administrators to reassess how they provide students with the most effective methods of support. This project examined the first year of a novel digital peer mentoring program with the goal of connecting diverse students to campus resources they needed to navigate the transition to and through their first year of college. MentorHub, a referral and supportive accountability mobile application, was implemented with first-year undergraduates at a large, private university in the northeastern region of the USA. MentorHub tracked students' current challenges and connected them with trained peer mentors who provided students with support and referrals to campus resources (e.g., mental health, financial, academic). Analyses were not hypothesis-driven, but instead were exploratory and intended for improving the platform. In the first year of the program (August 2021 to June 2022), 47% ($N = 3141$) students logged onto the platform at least once. Patterns of self-reported challenges revealed that career concerns were the most challenging at the beginning of the fall semester, and that academic habits were most challenging over the course of the year. Referrals ($N = 756$) were made by mentors, 13% of which were for health and well-being. First-generation and underrepresented minority students showed distinct patterns in referrals. Findings revealed distinct patterns in self-reported challenges across the academic year. Students' use of MentorHub and responses to in-app questions allowed for a real-time understanding of student challenges and patterns of engagement with peer mentors. Implications for a stepped-care approach to addressing student challenges are discussed.

Keywords Peer mentoring · College transition · Supportive accountability · Technology

YEAR 1 FINDINGS

ACCEPTABILITY & FEASIBILITY

1

CHECK-INS

2

CHAT

3

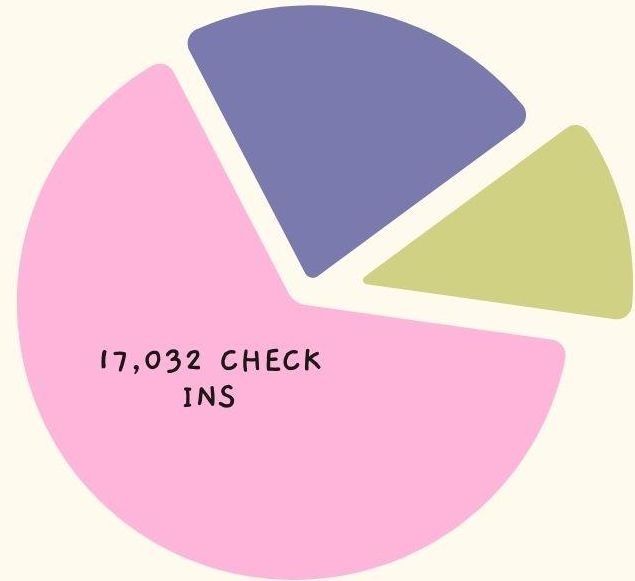
REFERRALS

1

CHECK-INS

93.82% of students used the check-in feature in the app to report ongoing challenges they faced during the semester.

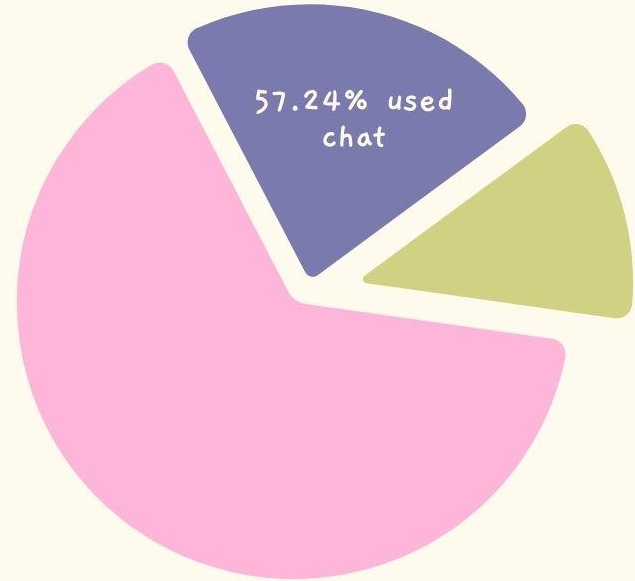
Number of check-ins was significantly correlated with higher GPA.



2

CHAT

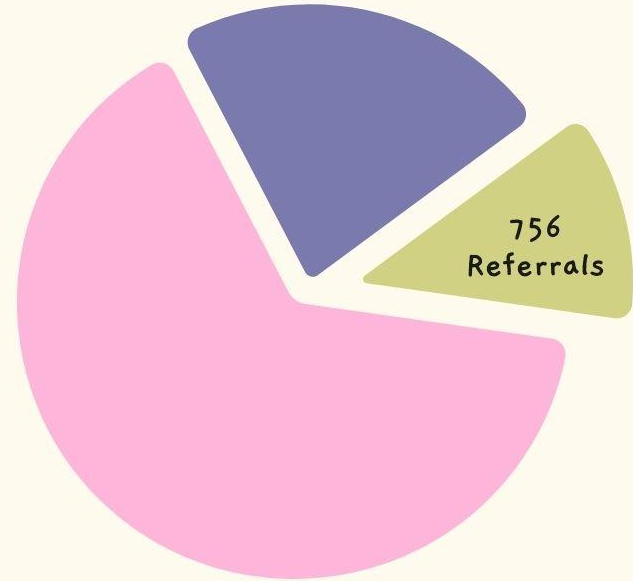
Students sent a total of 13,456 messages to their peer mentors on the app.



3

REFERRALS

Check-ins provide data to peer mentors so they can provide timely support on needed resources. 458 students received referrals.

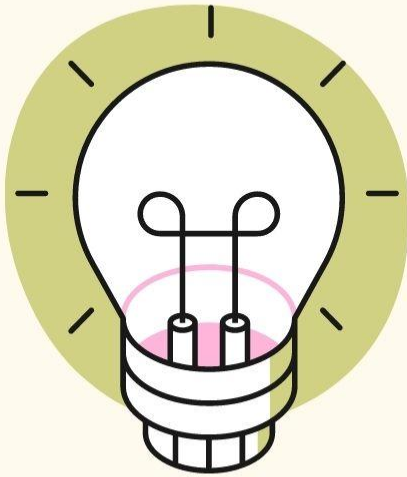


WHAT DOES THIS MEAN FOR MARGINALIZED STUDENTS?

After matching on:

- high school GPA
- generation status
- resident status
- underrepresented minority status
- gender)

When compared on engagement (check-in data), we found that **high engagement was significantly correlated with better grades at the end of first semester, increased overall wellbeing, academic self-efficacy, and connectedness to the university.**



NEXT STEPS

**UMass
Boston**





BRIDGING THE GAP

**THANK
YOU**

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