

MentorPRO: A Technology-Enhanced Mentoring Program

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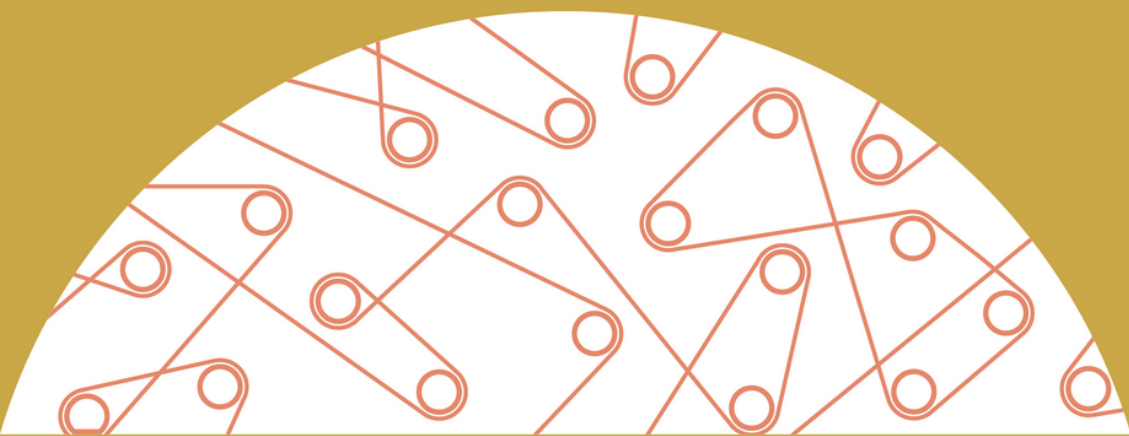
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PUTTING RESEARCH *into* ACTION

Many college students are struggling...

An illustration of a young woman with long dark hair, wearing a blue shirt, sitting at a desk with a pink surface. She has a stressed expression, with her hand resting on her forehead. On the desk are an open book, a pen, a closed purple book, and a smartphone. A green plant is behind her. The background features a pattern of light blue squiggly lines.

40%

Undergraduate students dropout of college without finishing their degree (Hanson, 2022)

75%

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

60%

College students meet criteria for at least one mental health challenge (Lipson et al., 2022)

Both students and universities struggle...

STUDENTS

01

Lack of knowledge and support for resources to find, access, and engage in effective campus solutions

02

Unnecessary escalation of students' early concerns to highly-trained professionals who are scarce, expensive, and intimidating

UNIVERSITIES

03

Inefficiencies in connecting students to the right resources, measuring their effectiveness, and making adjustments

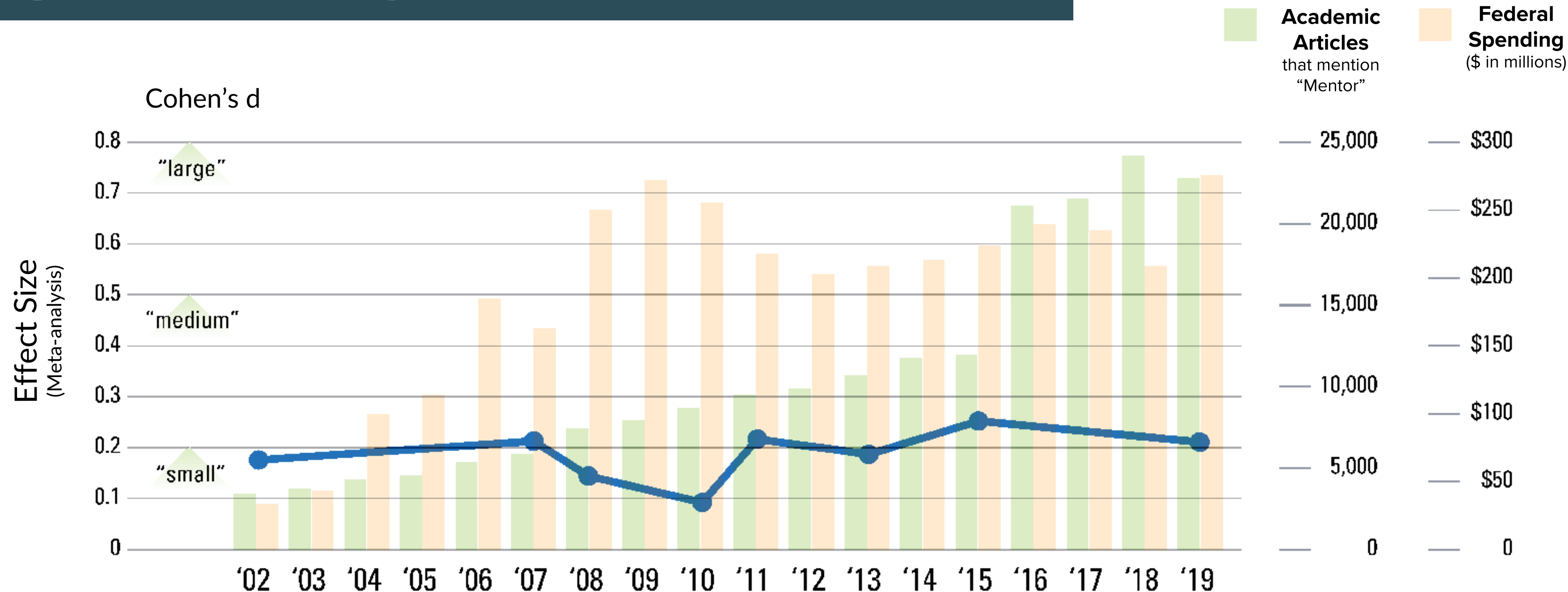
04

Ineffective responses to students' early struggles result in student cognitive load and stress, problem progression, and poor retention rates



Now what?

Most mentoring programs produce only small effects



Help Them Get There Be a Mentor

SERVE.GOV/MENTOR



You don't need special skills to be a mentor. You just need to listen, show that you care, and share your experience. Becoming a mentor is one of the best investments you can make for the future. Just imagine how you'll feel when graduation day arrives.

SERVE.GOV/MENTOR



Finding the sweet spot



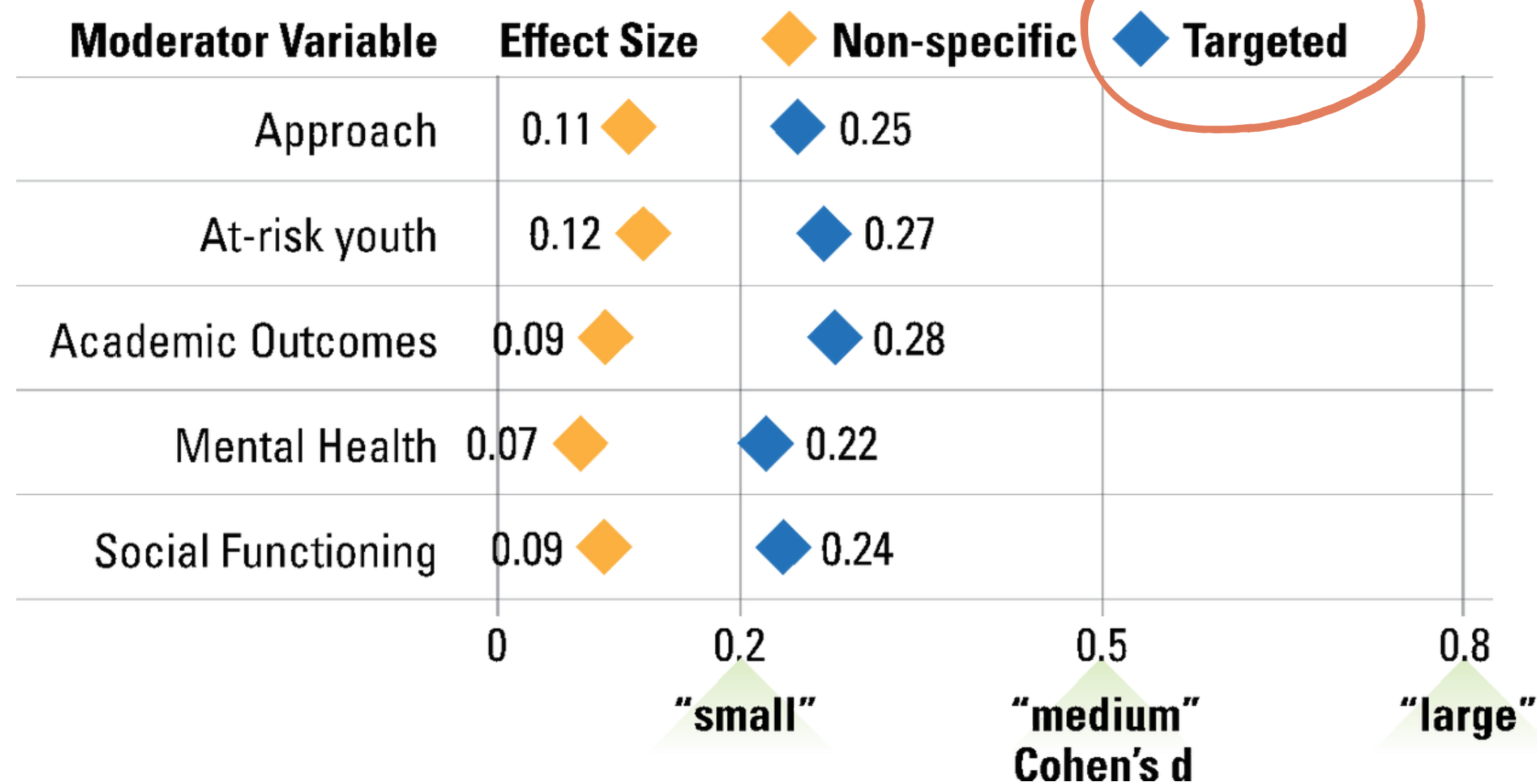
Finding the Sweet Spot: Investigating the Effects of Relationship Closeness and Instrumental Activities in School-based Mentoring

Michael D. Lyons,¹  Samuel D. McQuillin,² and Lora J. Henderson¹

Highlights

- When mentors set goals and give feedback to mentees, youth experience better outcomes.
- When youth report a good relationship with their mentor, youth experience better outcomes.
- However, mentors maximize impact when they have a good relationship, set goals, and give feedback.

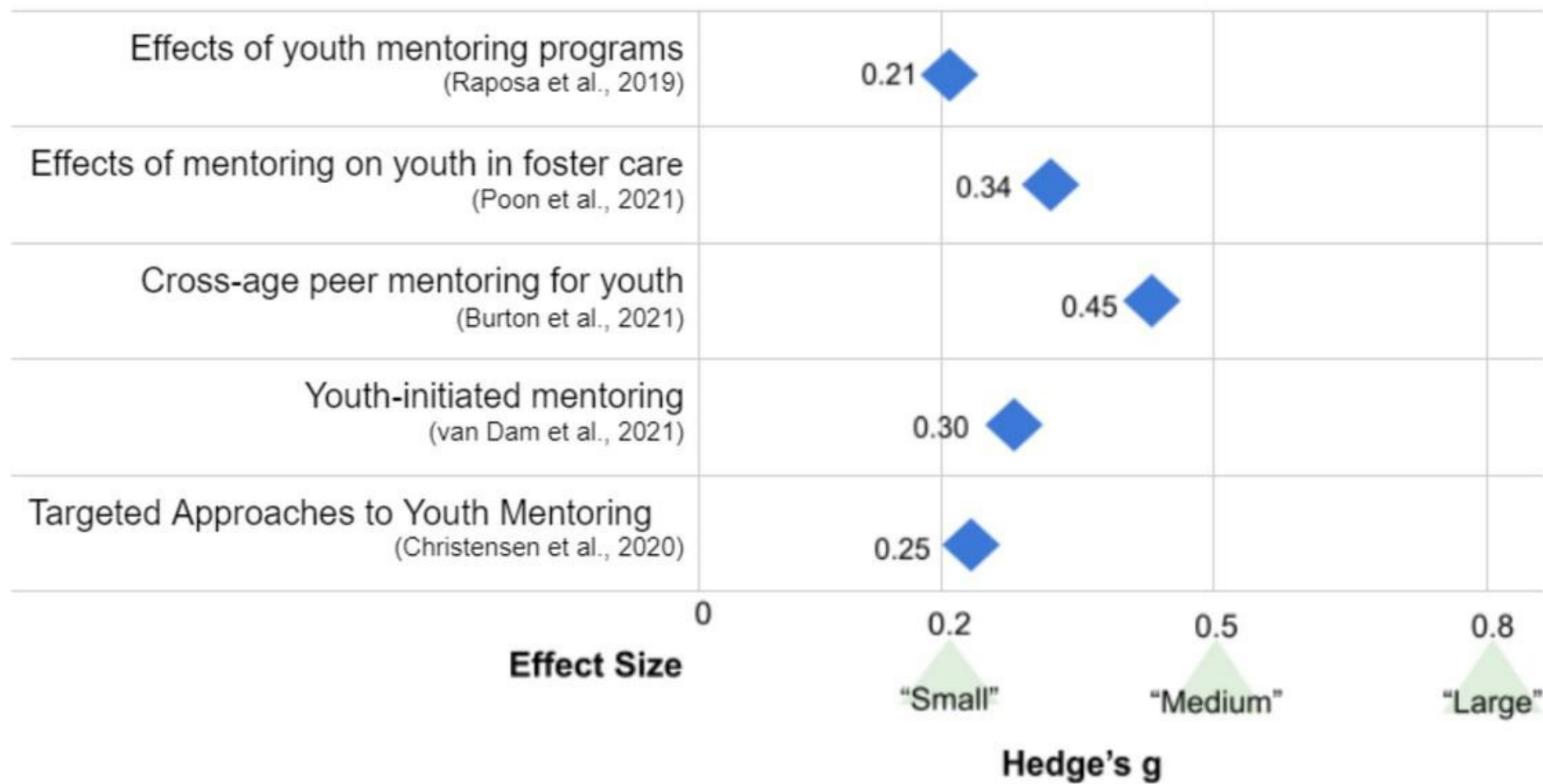
2-3x stronger effects!



Non-Specific versus Targeted Approaches to Youth Mentoring: A Follow-Up Meta-Analysis

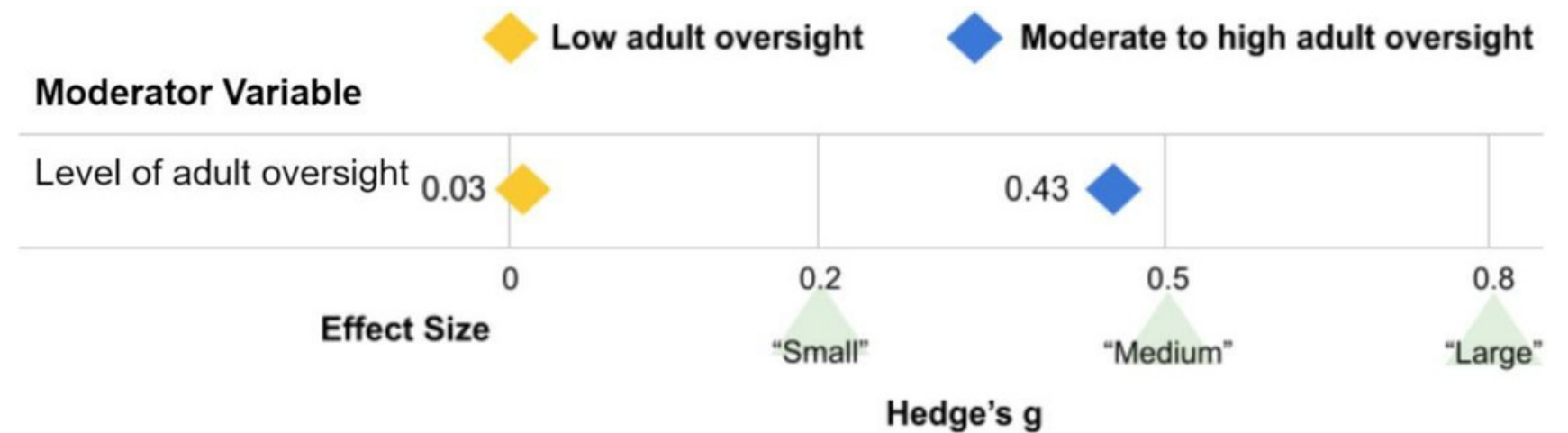
Peer mentoring is particularly effective

Meta-Analysis



Peer mentoring is particularly effective

Meta-Analysis



...but only with training and support



Mentoring is most effective when...

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1

is delivered by credible, trained
peers
(Burton, Rhodes, et al., 2022)

“Effects of peer mentoring was more
than double that observed in past
meta-analyses”

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2

focuses on specific challenges
and goals (Christensen, Rhodes,
et al., 2020)

“Effects of targeted programs
are two to three times that of
non- specific approaches.”

3





Mentoring is most effective when...

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is delivered by credible, trained peers
(Burton, Rhodes, et al., 2022)

“Effects of peer mentoring was more than double that observed in past meta-analyses”

2

focuses on specific challenges and goals (Christensen, Rhodes, et al., 2020)

“Effects of targeted programs are two to three times that of non-specific approaches.”

3

Is delivered by mentors from “helping professions”
(Raposa, Rhodes et al., 2019)

“Samples with a higher percentage of mentors who worked within the helping professions also showed higher effect sizes for youth outcomes.”

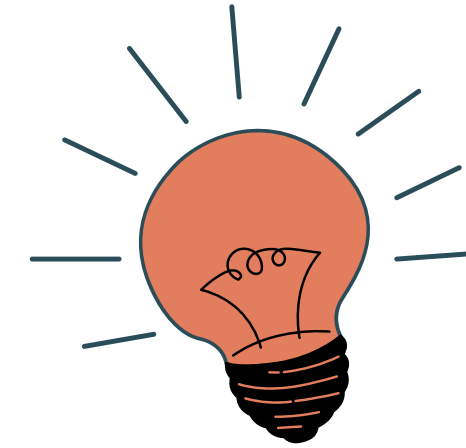


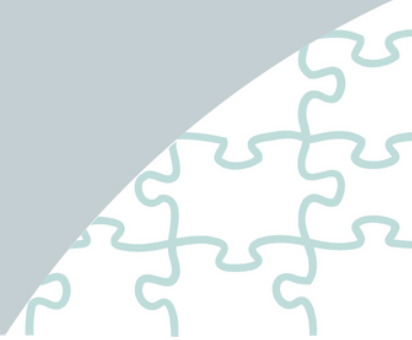
So how can we ensure that (peer) mentors provide targeted mentoring with adequate training and supervision?





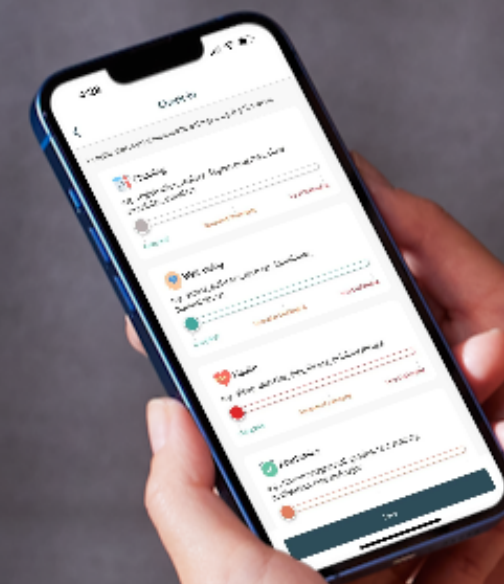
mentorPRO





MentorPRO is an all-in-one success platform built on decades of research.

- Mentor-mentee app
- Flash mentoring
- Evidence-based trainings
- Relationship management
- Expert consultation



Mentor - Mentee app

Mentees:

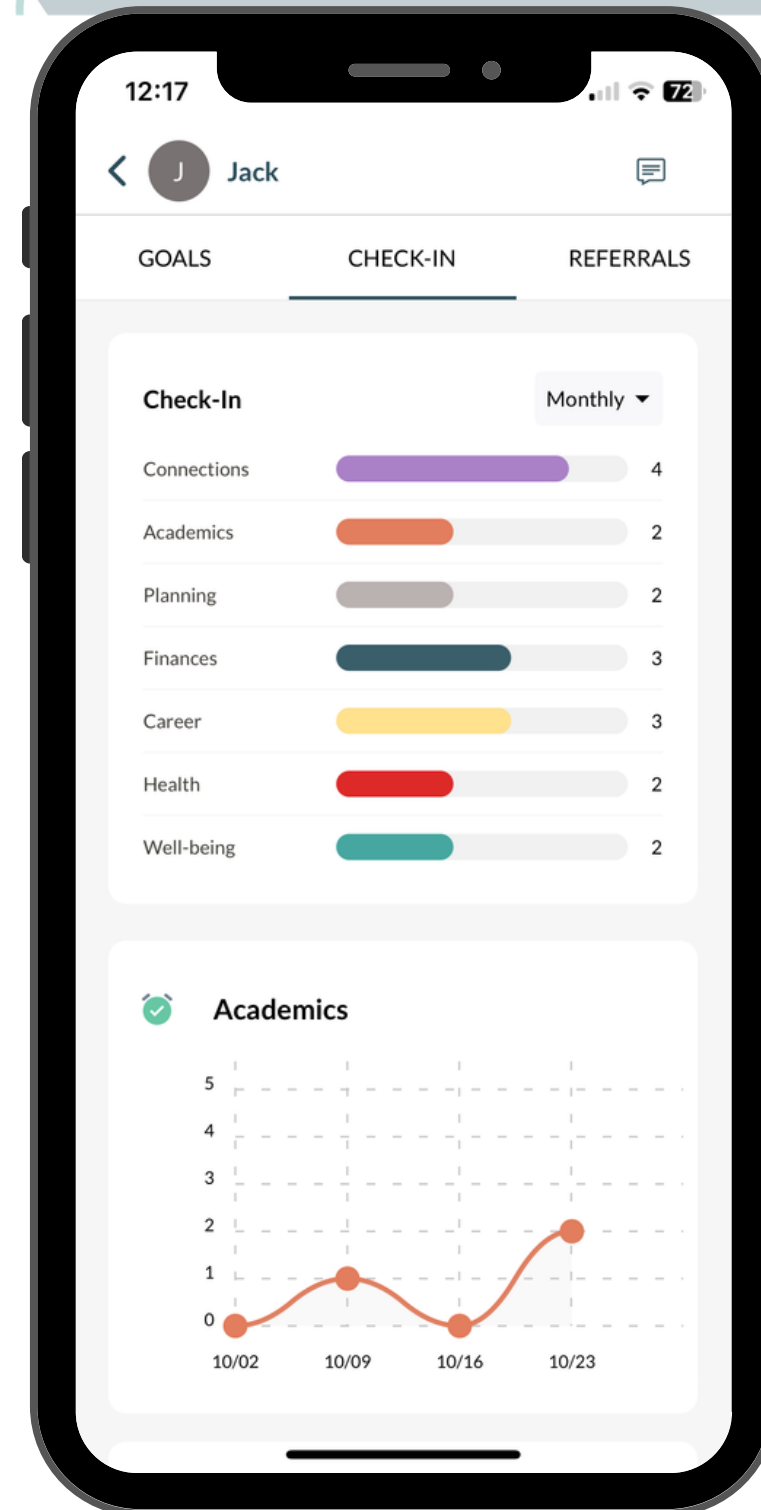
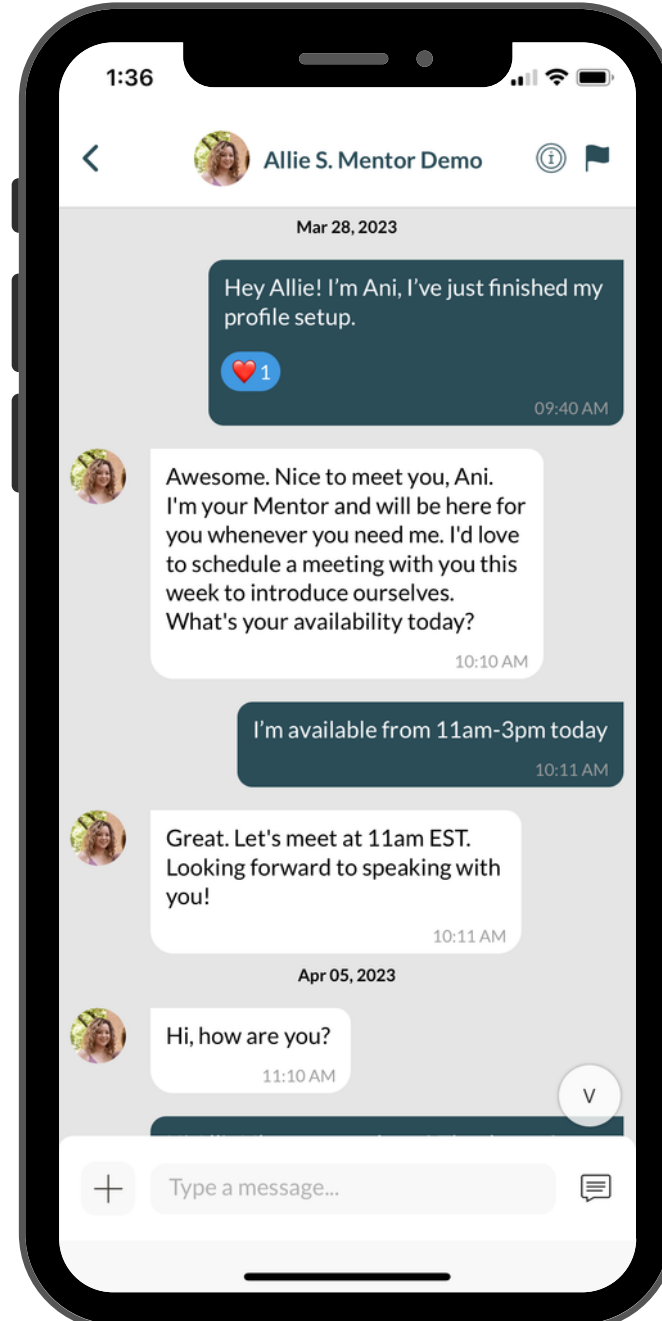
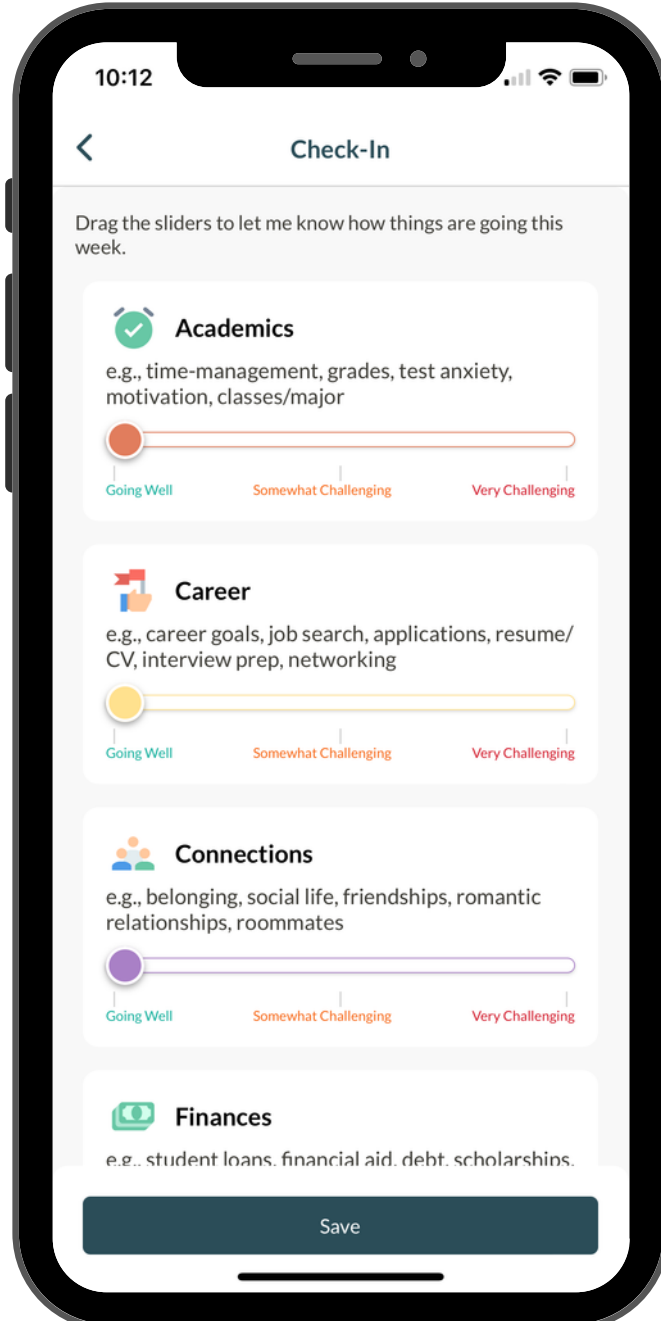
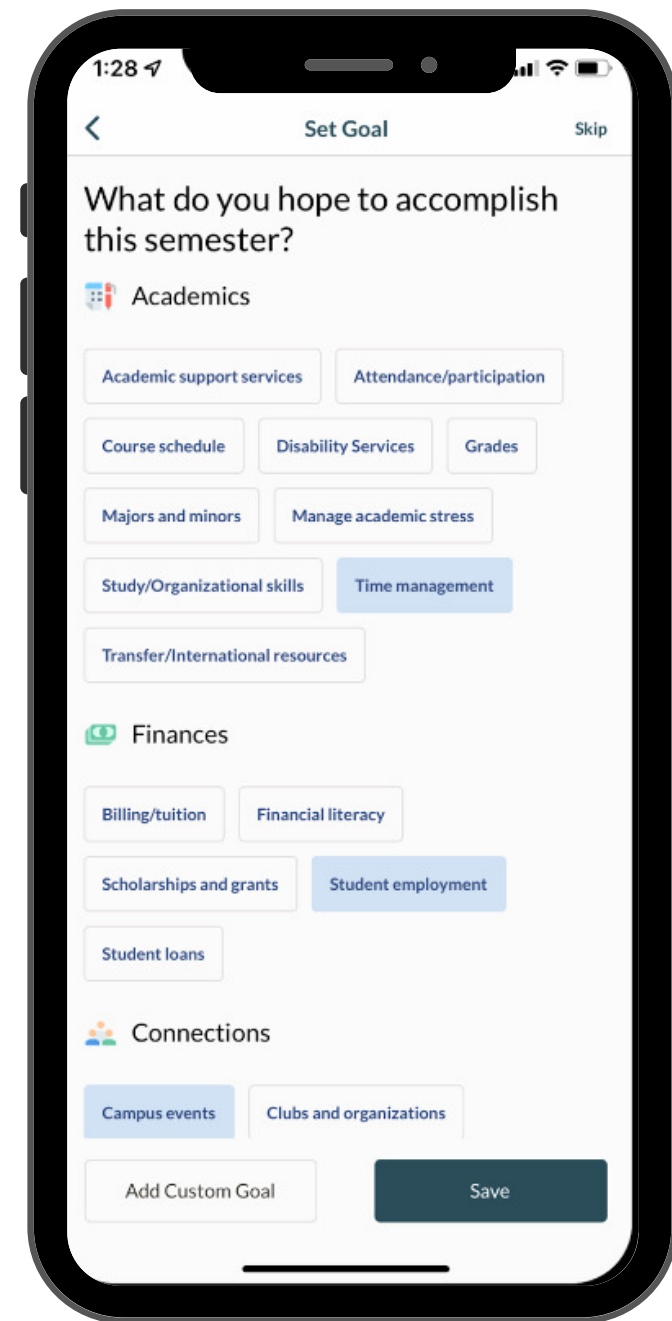
Set goals

Monitor challenges

Message mentors

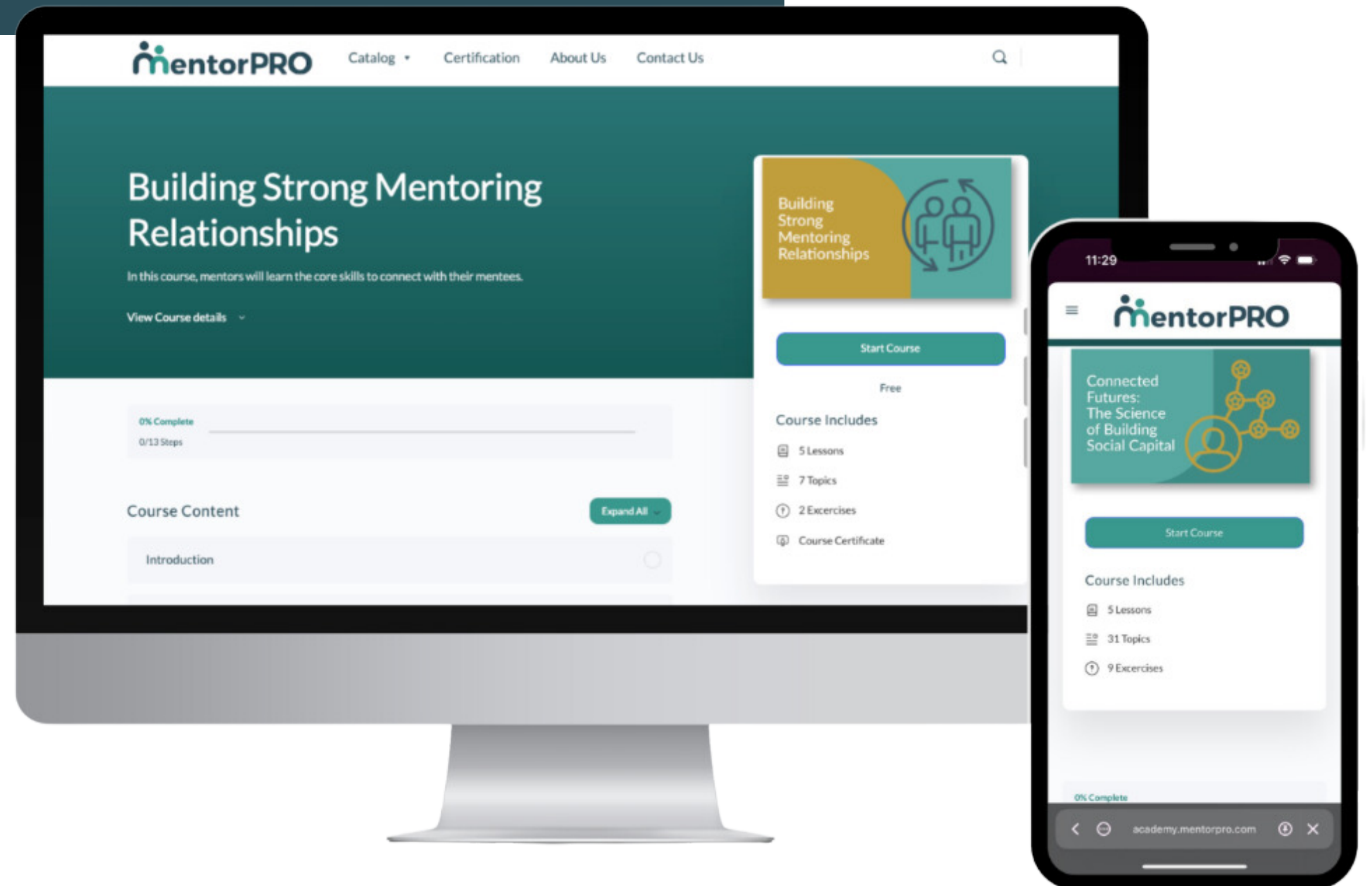
Mentors:

- Track
- Support
- Provide opportunities



Trainings

The research is clear:
Better training leads to
better outcomes.

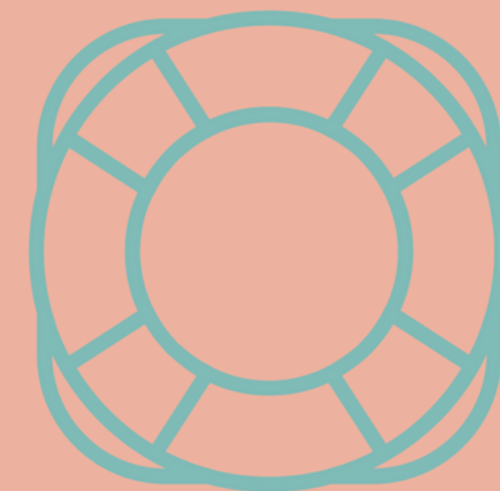


Relationship management

- Make and manage matches
- Track and supervise mentor-mentee interactions
- Monitor mentee weekly challenges
- Schedule meetings
- Administer curated questionnaires
- Broadcast announcements and upcoming events
- Assign and track evidence-based trainings
- Connect alumni with mentees through Flash Mentoring



Promising initial results

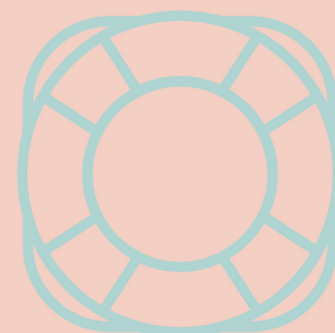


MentorPRO + Peer Mentor Program

- Program goal: facilitate students' navigation of university services
- Private university in the northeastern US
- University-wide first-year student mentoring program

(Werntz...Rhodes, 2023, *J Technology in Behavioral Science*)

- ~1:30 ratio (occasional in-person meetings and over app)
- Trained to
 - reach out weekly
 - send group messages
 - respond to messages promptly
 - respond to/escalate elevated Check-In
 - Make referrals to campus resources



Pilot year



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

Alexandra Werntz¹  • Megyn Jasman¹ • Katherine Simeon² • Harun Gunasekaran² • Constance Yowell² • Jean E. Rhodes¹

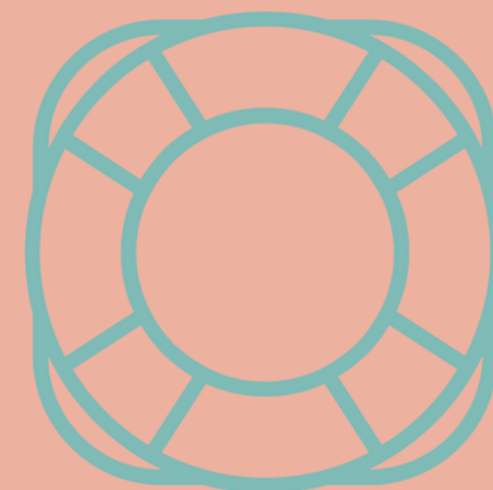
- 3,141 students opted in
- First-generation students received a significantly higher proportion of financial, academic habits, and health and wellbeing referrals
- Greater number of completed Check-Ins was associated with significantly higher GPA

9.4

Net Promoter Score: 9.4/10



Present study

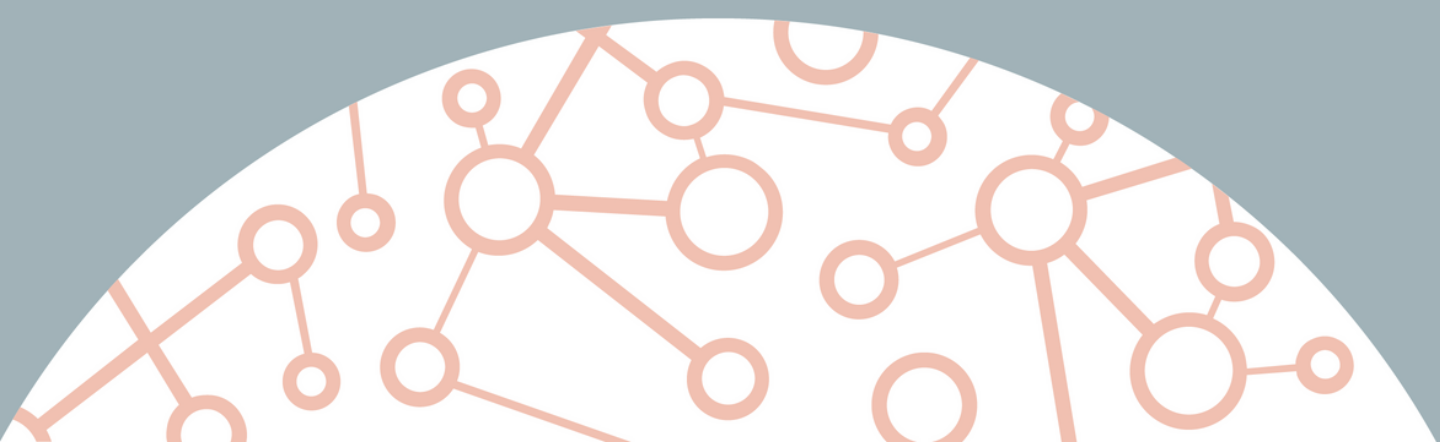


Methods



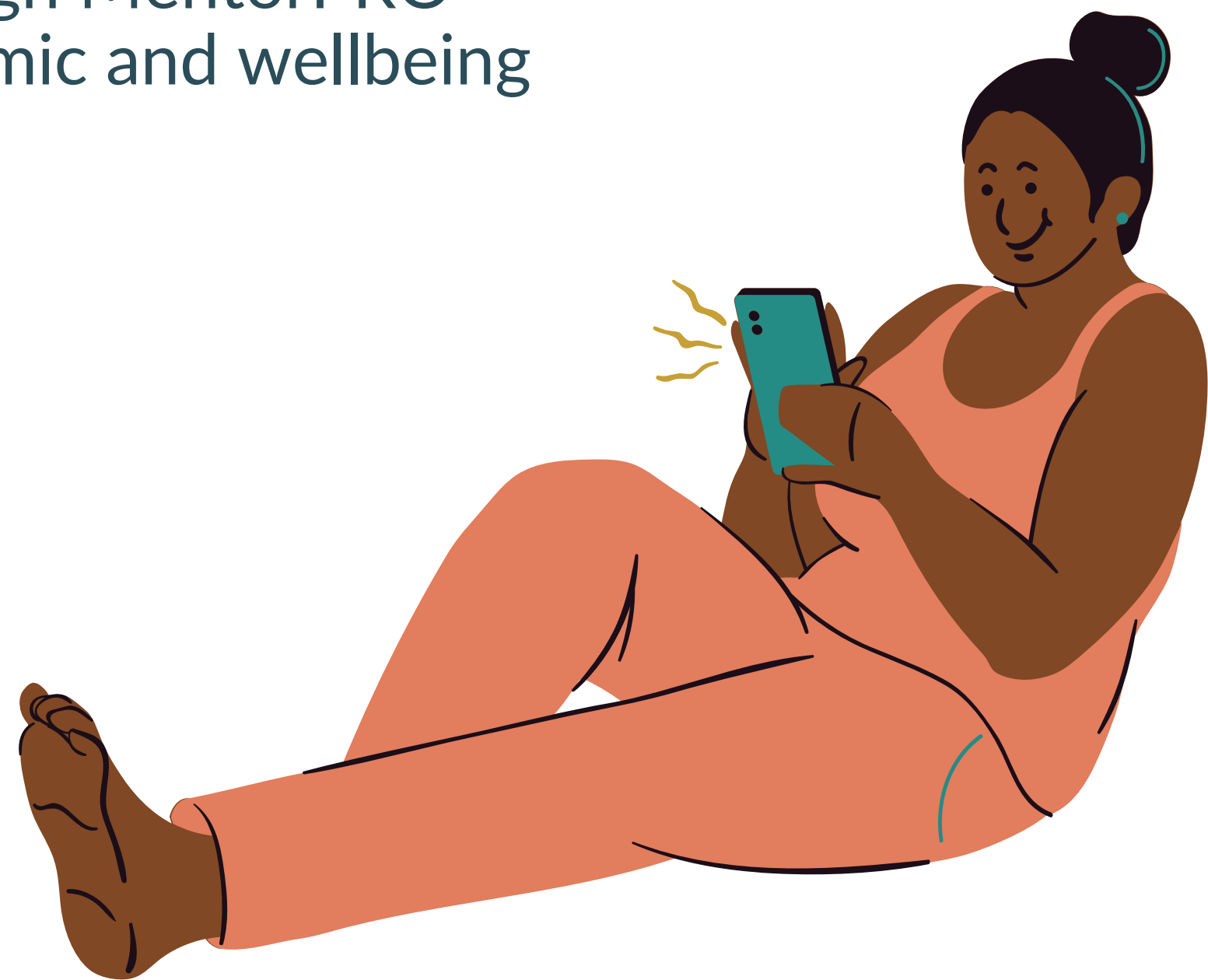
- 2022-2023 academic year (2nd year of implementation)
- 2,572 students who opted to use MentorPRO with peer mentor in their first year (53% of full first-year cohort)





Research question

- Will greater engagement with peer mentors through MentorPRO will be significantly related to more positive academic and wellbeing outcomes at the end of the first year of college?



Check-In

- Inspired by Weisz and colleagues' (2011) Top Problems Assessment for use in clinical practice with youth clients
- Students prompted to rate each domain weekly, can be done as frequently as each day
- Peer mentors see responses, reach out to students when challenges elevated

4:28

< Check-In

Drag the sliders to let me know how things are going this week.

Planning
e.g., registration, majors, degree progress, class schedules, transfers

Going Well | Somewhat Challenging | Very Challenging

Mental Health
e.g., stress, self-care, distress, loneliness, homesickness

Going Well | Somewhat Challenging | Very Challenging

Health
e.g., sleep, exercise, diet, illness, drinking/drugs

Going Well | Somewhat Challenging | Very Challenging

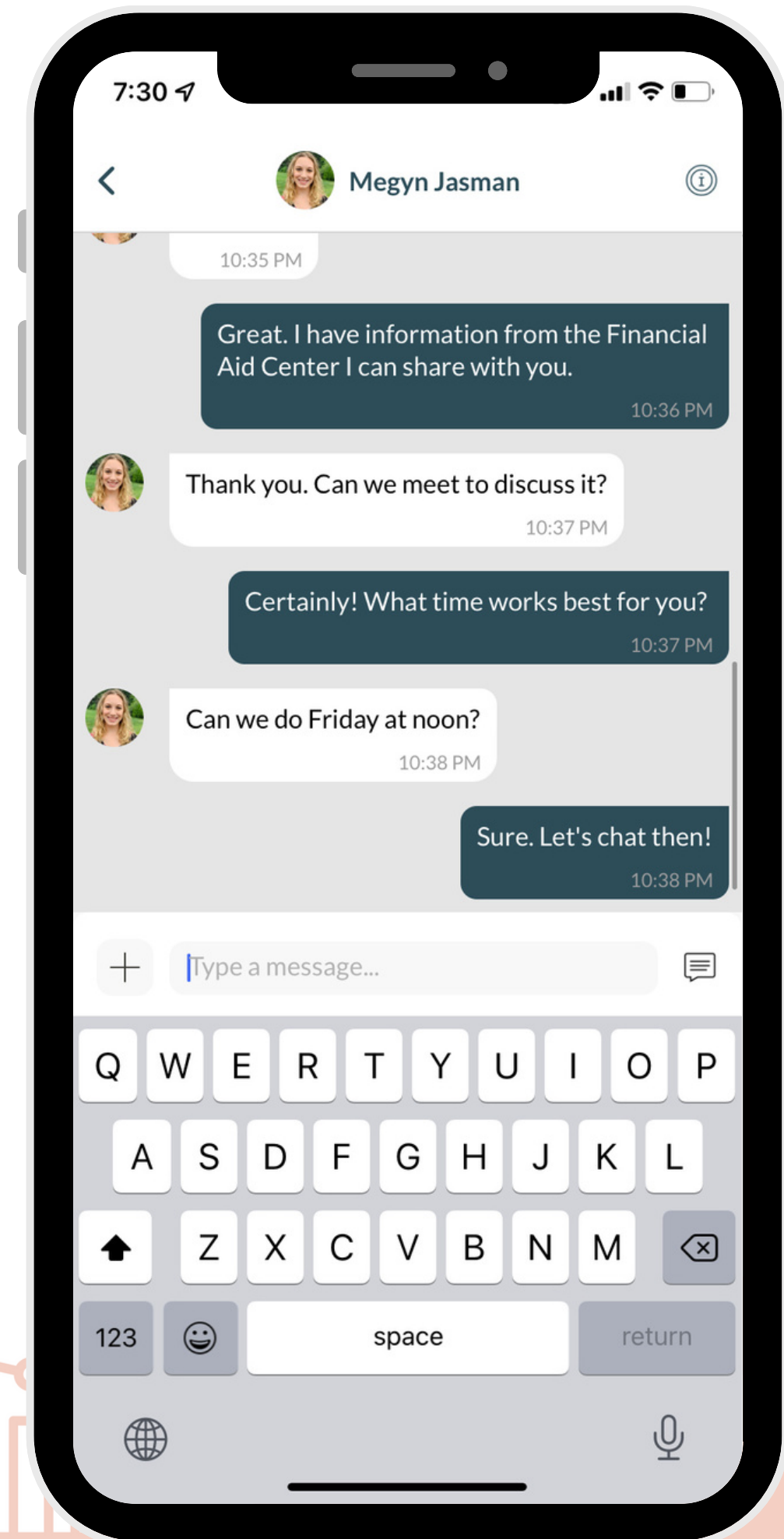
Academics
e.g., time-management, grades, test anxiety, motivation, classes/major

Going Well | Somewhat Challenging | Very Challenging

Save

Messaging

- Students and peer mentors can securely chat in app
- Peer mentors encouraged to reach out weekly
- Friendly and professional



Methods



Academic outcomes

- Number of course withdrawals
- End-of-year GPA

Wellbeing outcomes

- Sense of belonging
 - Single item from the Psychological Sense of School Membership Scale (Goodenow, 1993)
 - “I feel part of the [university] community”
 - Strongly disagree (1) to strongly agree (5)
- Academic self-efficacy
 - Single item from the Perception of Academic Stress Scale (Bedewy & Gabriel, 2015)
 - “I am confident that I will be a successful student at [university]”
 - Strongly disagree (1) to strongly agree (5)
- Overall wellbeing
 - Single-item wellbeing measure (adapted from Cheung & Lucas, 2014)
 - “All things considered, I am satisfied with my life as a whole”
 - Strongly disagree (1) to strongly agree (5)

Results



**Number of
Check-Ins**

**Number of
Messages**

Results



Withdrawal

**Number of
Check-Ins**







**Number of
Messages**

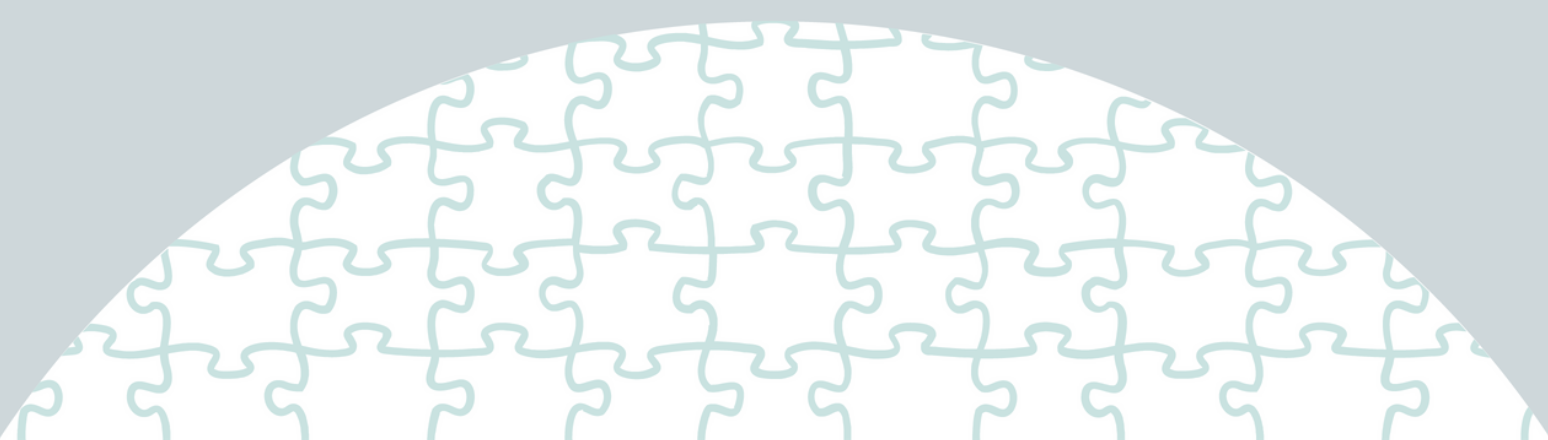


Results



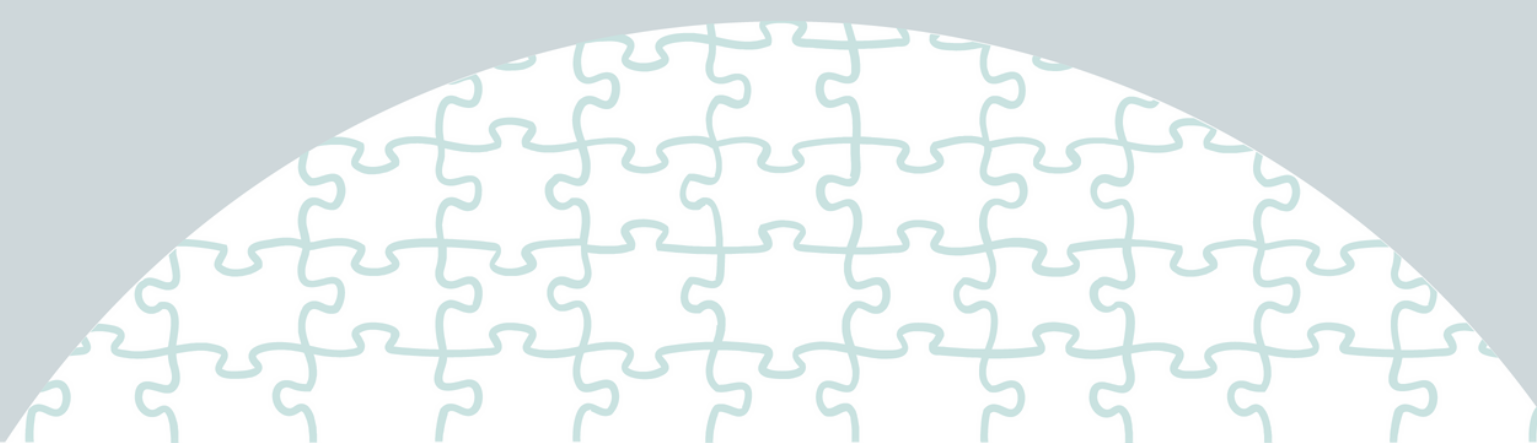
	Withdrawal	GPA
Number of Check-Ins		
Number of Messages		

Results



	Withdrawal	GPA	Sense of Belonging
Number of Check-Ins			
Number of Messages			

Results



	Withdrawal	GPA	Sense of Belonging	Academic Self-Efficacy
Number of Check-Ins				
Number of Messages				

Results



	Withdrawal	GPA	Sense of Belonging	Academic Self-Efficacy	Satisfaction with Life
Number of Check-Ins					
Number of Messages					



Course withdrawals?





Current & Future Directions

- Flash Mentoring
- Expanding to new markets:
 - Career development
 - Adult learners
 - Nonprofits
- Workforce development for mentors and mentees
- AI functionalities
- Additional partnerships!





Thanks!

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Learn more



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