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Secondary success predicting variables within an underrepresented student population: A program needs assessment

Kara Lynn Dragan
James Madison University

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Secondary Success Predicting Variables within an Underrepresented Student Population:

A Program Needs Assessment

Kara Lynn Dragan

A thesis submitted to the Graduate Faculty of

JAMES MADISON UNIVERSITY

In

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Abstract

The success and retention of low socioeconomic status or minority college students is a continued goal of higher education institutions. James Madison University is no exception. The Diversity Mission at JMU attempts to address both student recruitment and retention. A program titled the Centennial Scholars Program was implemented to address these concerns. This program was developed to increase the number of underrepresented students who enroll and graduate from the university.

The current research intended to use the information gained through a quantitative measure to obtain a picture of where the Centennial Scholars were when entering the program as a group and as compared to the general JMU population. This research showed that there were similarities between the groups' profiles. In addition, pre and post qualitative question were used to determine if the Centennial Scholars were satisfied with their mentorship. The results indicated that the majority of students were overall satisfied with their mentorship.

This information hopes to contribute to generating guided focus for continued improvement within the mentoring component of the Centennial Scholars Program. The hope is to increase the students' success while at the same time bringing efficiency and enhanced meaning to mentoring within the Centennial Scholars.

Introduction

The success and retention of low socioeconomic status or minority college students is a continued goal of higher education institutions. James Madison University is no exception. In the spring of 2004, JMU's Diversity Initiative was implemented by President Linwood H. Rose. Recruitment efforts were initiated to increase the number of African-, Hispanic-, and Asian-American students within the general student population. The Diversity Mission at JMU attempts to address both student recruitment and retention.

A program titled the Centennial Scholars Program was implemented to address these concerns. This program was developed to increase the number of underrepresented students who enroll and graduate from the university. Centennial Scholars are required to meet academic standards which include maintaining a 3.0 GPA or higher, continuing to actively pursue a degree in their chosen discipline, and interacting with faculty and staff members. The scholars are also expected to gain enrichment and give back to the JMU and greater Harrisonburg area by visiting middle and high schools to share their experiences and give inspiration to students with similar circumstances, volunteer for various organizations, and attend weekly and bimonthly meetings to increase skills to promote success. Centennial Scholars are offered significant support in an effort to increase the number of diverse students who enroll and graduate from JMU.

The Centennial Scholars are provided financial assistance and a network of support. The overall working objectives for the Centennial Scholars program include for the students to develop a sense of belonging, facilitate growth in leadership, foster ties to

the community through community service, promote self-efficacy, and to instill motivational attributes. These outcomes coincide with an end goal of obtaining a degree from the university.

There is a need for students to leave high school prepared with sound skills in their repertoire to promote success in higher education. The intention of this research is to determine which skills Centennial Scholars enter the university with and where support is needed to promote their success. An incoming snap-shot of the Centennial Scholars is intended to guide decisions about the objectives related to the mentoring component of the program in order to promote optimal success and retention of the students.

Secondary Success Predicting Variables

Numerous studies have attempted to discover how to predict success in college. The literature derives from more than one discipline. The two most at the forefront include psychology and education. A meta-analysis by Robbins, Lauver, Le, Davis, Langley, and Carlstrom (2004) attempted to combine the two fields and look more closely at the psychological, social, and study skills constructs in relation to college success. Through the combination of these literature bases, nine broad constructs were identified.

These constructs include: achievement motivation, academic goals, institutional commitment, perceived social support, social involvement, academic self-efficacy, general self-concept, academic-related skills, and contextual influences. These selections are alternative secondary predictive variables to the traditional measures of SES, high

school GPA, and ACT/SAT scores which have been shown to best predict success in academia (Noble & Crouse, 1996).

Throughout the research of secondary predictive variables there are two outcomes which are used consistently, including performance which is operationally defined by cumulative grade point average and persistence, also known as retention. Although many of the predictive variables correlated with retention, the three best predictors were academic goals, academic self-efficacy, and academic-related skills. Using the same set of variables it was found that achievement motivation was the strongest predictor of GPA followed by academic self-efficacy (Robbins et. al., 2004).

The predictive variables were grouped into areas to be assessed in a standardized manner. For this research study, six of the areas were chosen, based on relevance to the mentoring aspect of the Centennial Scholars program. These areas include: Academic Discipline, Academic Self-Confidence, Commitment to College, Social Connection, Study Skills, and General Determination.

Academic Discipline

The area of Academic Discipline has been defined by Le, Casillas, Robbins, and Langley (2005) as the amount of effort a student puts in to his/her schoolwork and the degree to which the student sees him/herself as hardworking and conscientious.

The National Center for Education Statistics (2008) reports that 70% of all 12th grade students, consistently across gender, ethnicity, and socioeconomic status, expect to continue on with higher education and earn a 4 year degree. Within college and universities, minority and low socioeconomic students are continually still

underrepresented. Couturier and Cunningham (2006) found that some of the benefits associated with the completion of a Bachelor's Degree include higher wages, more employment benefits, better working conditions, more overall opportunities, and better quality of life.

According to Phinney, Dennis, and Osorio (2006) the question of why most middle class students attend college is simply, because it is the expected next step. This is not necessarily true for minority students. This may be attributed to differences in cultural identity, values of the ethnic minority population, or societal factors that put college out of reach for these students. Phinney attempted to discover the reasons why ethnic minority students attended college, and looked for variables that were associated with the students' ethnicity more than anything else. Three additional motivators were found: to help families, prove one's self worth, and encouragement. In addition to these self-reported factors, achievement motivation has been linked to different variables that include locus of control, competitiveness, among a list of others (Donohue & Wong, 1997).

With these motivators identified it appears that students need to see themselves in the bigger picture with long-term goals kept in sight along with short-term gains. Attaining higher education does not guarantee a better life, but it does put a student on a positive path. Students also report that attendance to college is not expected and that there is a desire to prove others wrong. Cote and Levine (1997) described the third reason, encouragement, to be distinct from other reasons. Minority students often mentioned a specific mentor who had inspired the goal of higher education.

Academic Self-Confidence

The area of Academic Self-Confidence has been defined by Le et al. (2005) as the belief in one's ability to perform well in school.

High schools located in poor large urban districts continue to disproportionately serve African American and Hispanic youth. These students continue to have less access to needed materials and inferior college preparation (Cooper & Liou 2007, Fry 2005, McDonough 2004, Roscigno, Tomaskovic-Devey, & Crowley 2006). The underrepresented population tends to not have parents who have attended or completed higher education. These circumstances lead to students who primarily rely on their high school to prepare them for university academic life and to teach the process that needs to be followed (Choy & Delahaye 2000, Farmer-Hinton 2008, Sander 2006). If high schools do not offer this preparation, then many first generation college students will not enter college with those important and critical skills that seem to predict college success.

The transition process to college includes different important aspects of change and development such as social connectedness, identity negotiation and academic competences (Chen 1999, Duru 2008). Duru (2008) continues to say that as new students, this population faces extra difficulties such as limited knowledge about resources, where to find the resources and about how to deal with these difficulties. Areas in this transition process that may prove to cause worry include the new roles and rules of college life, lacking appropriately developed study skills, academic difficulties, perceived lack of social support, homesickness, and an overall sense of loneliness (Chen 1999, Cheng & Furnham 2002, Duru 2008, Halamadaris & Power 1997, 1999). The

outlook is not entirely bleak and full of hardships. Gerardi (1990) found that a high self-concept for students from a low socioeconomic background is a strong resiliency factor for students to continue with aspirations for higher education.

Commitment to College

The area of Commitment to College has been defined by Le et al. (2005) as a student's commitment to staying in college and getting a degree.

Boyd, Shueman, McMullan, and Fretz (1979) found that assimilation of minority students was a concern for higher education institutions in 1979 due to high attrition rates. An unpublished manuscript from Westbrook and Roberts (1974) surveyed freshman at the University of Maryland and found a number of self-reported factors that contributed to the high attrition rates. These included: feeling isolated, lonely, and different, not receiving desired services from campus agencies, not spending enough time studying, not knowing how to study, not being familiar with campus resources, not having enough money, and feeling discriminated against by teachers and other university staff members. These findings were generally thought to be true for students at other institutions.

Campus climate has also been studied in relation to the differences between white students and minority students. A trend described by Reid and Radhadrishnan (2003) is that minority students are more likely to report negative perceptions of different aspects regarding campus climate. This trend suggests that there is disparity between how different groups of students may perceive the same institution.

Social Connection

The area of Social Connection has been defined by Le et al. (2005) as a student's feelings of connection and involvement with the college community.

Duru (2008) explains that college is often seen as a new environment in which students are able to try out new possibilities such as identities, social ties, activities, interests and relationships. It has been found that in order to adjust to the college environment one must develop significant relationships in one's life. Loneliness and anxiety are thought to increase during this time of transition trying to integrate to the college environment. There are effects from social support which are both direct and indirect that may aid in predicting adjustment difficulties for students.

The perceived social connection within the social world of college students most likely includes relationships that are both proximal and distal to the student (Lee & Robbins, 1998). Social support is an important resiliency factor in preventing loneliness (Eshbaugh, 2008). The students who present with high levels of loneliness during the transition to college may actually have more difficulty creating a social support network (Duru, 2008) which places them at more risk for loneliness. It has been shown that social support and social connectedness help to decrease the effect of loneliness which impacts adjustment difficulties.

College remains a time when students are moving and living away from their homes, families, and friends often for the first time. The previous social support system which the student may have relied upon appears to be greatly altered over night. Since

college students are often dealing with instability of the social systems, it often makes it hard for them to appropriately appraise their option (Eshbaugh, 2008)

If students are having a difficult time coping with separation from their family and friends academic, social, or emotional areas may be negatively affected. Duru (2008) also stated that students who have adjusted better were able to more adequately establish meaningful relationships in the new environment. These meaningful relationships may include social support, such as having someone to talk to, felling a sense of belonging, and being provided emotional comfort when needed (Eshbaugh, 2008).

Study Skills

The area of Study Skills has been defined by Le et al. (2005) as the extent to which students believe they know how to assess an academic problem, organize a solution, and complete academic assignments successfully.

Institutions of higher learning have reached the realization that students need to become independent learners, but often require assistance to reach this level (Carson, Chase, Gibson, & Hargrove, 1992). There is a wide range of preparedness of students entering college. A goal for students is to learn how to think critically and synthesize presented information.

Kidwell (2005) states that students must learn two concepts during their first years in school: first, college is not high school anymore and second, students must play an active role in their education. In college, professors attempt to be seen as facilitators of knowledge attainment, not someone to drill information into passive learners. Students are expected to become self-regulated learners in order to achieve their optimal

development (Cukras, 2006). This is something that students can be taught in high school or college or may tediously learn through trial and error.

In order to become successful learners, students must develop a certain amount of flexibility in their thinking and studying strategies. College students need to develop a repertoire of different study skills in order to be effective in successfully retaining information. Cukras (2006) identified four main study strategies as encoding, organizing, monitoring, and employing a study plan. When these strategies were used in the appropriate situation it assisted in maximizing the learning potential for previously underprepared students.

General Determination

The area of General Determination has been defined by Le et al. (2005) as the extent to which one strives to follow through on commitments and obligations.

General Determination is a broad area that encompasses different components of the student. Such as self-concept that is not fixed but something that has the ability to change over time. This happens when the peer reference group changes (Brookover & Passalacqua, 1982), and generally is established on prior judgments, perceptions, and feedback that one has received (Gerardi, 1990). Academic self-concept of ability is an important and significant predictor of academic success in minority students and low socioeconomic inner-city students (Gerardi, 1990). A high or a low self-concept may serve as a self predicting prophecy for the student. It may be that when professors expect more out of students, they will rise to the occasion and meet or surpass the standards.

Minority students and those from a low socioeconomic background who are academically successful have been shown to have a high self-concept (Gerardi, 1990). Students who have a high self-concept continue to overestimate their academic success, and may lead others to believe that they will succeed more and fail less even when performance is comparable to those who may have a low self-concept (Jussim, Coleman, & Nassau, 1987; Wells & Sweeney, 1986). Students who have a low self-concept are more likely to doubt their abilities despite actual performance and be more threatened by negative feedback that they encounter (Arkin & Baumgardner, 1985; Wells & Marwell, 1976).

Minority students encounter more adversity prior to applying to university, during the time in the educational institution, as well as after graduating and entering the workforce. It would be ill advised to decrease the amount of services put in place in order to support the efforts of these students striving for improvement and educational enrichment in their lives. If any suggestions were made to help these students succeed it would be to have extra supports in addition to the standard to create a network for achievement. The programs and supports also need to be advertised and be easily available for the students who may not know of the existence. This is a way in which the Centennial Scholars Program is making strides to support low socioeconomic students and/or minority college students.

The goal of CSP is to assist students in graduating from the university as well rounded and prepared students. There are program aspects in place to help attain this goal such as the mentors. The review of the literature suggests there are specific variables that assist students in being successful. This research is intended to provide a

picture of where the students are as they enter the program as a group and in comparison to their peers to better direct the intervention activities of the graduate mentors. A second purpose of this research is to provide evaluation data of the mentoring component of CSP.

Mentorship

Mentorship is a structured and trusting relationship that brings young people together with caring individuals who offer guidance, support, and encouragement aimed at developing the competence and character of the mentee. In the Centennial Scholars Program, the primary role of mentoring falls into the category of academic mentorship. According to Jacobi (1991), academic mentoring is an apprentice model where a staff member provides the protégé with knowledge, support and guidance in academia as well as non-academic support for personal struggles.

Bruyn (2004) suggests that there are two factors which promote a positive mentoring relationship. These two factors included humour and respect. The development of the Mentor Behaviour Rating Scale suggests that students perceive the mentoring relationship by the mentor's tasks and responsibilities as well as, the mentor's personality. The purpose of the mentor is to provide academic adjustment, retention, and success to the college students (Eby, Allen, Evans, Ng, Dubois, 2008 & Johnson, 2007).

Matching gender and or ethnicity is not a requirement of successful mentoring programs. University based programs open opportunities for students who would otherwise not be able to participate due to the dedication of the mentor and the mentees. Having a positive role-model does "no harm" and has been shown to increase positive

outcomes. Contemporary models for student programs attempt to include three intervention paradigms; prevention, resilience, and promoting positive development (Gambone, Klem, & Connell, 2002).

Method

Sample

Demographic data was obtained using the *Student Readiness Inventory* protocol. The participants of the study included freshman undergraduate members of JMU. The CSP sample group included 29 students. Twelve were 18 years-old, three were 19 years-old, and fourteen chose not to report age. The CSP group included fifteen female students, five male students, and nine students chose not to report gender. The ethnicity of the CSP group included: two Caucasian American/White, twelve African American, two Asian American/Pacific Islander, two Puerto Rican/Cuban/Other Hispanic, and one Multiracial student. Ten participants chose not to report ethnicity.

The comparison sample originally consisted of 32 students from the JMU Psychology Participant pool which was later reduced to 30 students due to questionable item response patterns flagged on the assessment. Twenty four students were 18 years-old, four were 19 years-old, and two chose not to report age. The general sample included twenty one female students, seven male students, and two who chose not to report gender. The ethnicity of the general sample included: twenty four Caucasian American/White, one African American, two Asian American/Pacific Islander, and one Puerto Rican/Cuban/ Other Hispanic. Two participants chose not report ethnicity.

Procedures

The students are first accepted at JMU and then into the Centennial Scholars program, which means that each student has met the admission requirements based on high school GPA and SAT scores. In order to remain a member of the Centennial Scholars the students must meet certain requirements. The requirements include a GPA

that is expected to be at 3.0 or higher, 100 community service hours, attendance at bi-monthly large group meetings, weekly small group meetings, individual meetings with the program director and graduate mentor, and 6 weekly study hall hours.

Informed consent about voluntarily participating in this research was obtained during orientation week at the university from the Centennial Scholars. Centennial Scholars are required to attend a number of meetings in which the program guidelines are explained and the students become re-acquainted with the requirements and opportunities of the program. At this point the students were given and explained the consent form. A series of qualitative questions were asked regarding expectations of CSP, and role of the graduate mentor. During the last two weeks of the academic semester the Centennial Scholars were given the Student Readiness Inventory and the post-qualitative questions. During the last four weeks of the academic semester the control group was administered the Student Readiness Inventory.

During the academic calendar weeks that are between Thanksgiving break and the end of the Fall 2009 semester, the Centennial Scholars completed a follow-up series of questions about their impressions of the mentor, and about activities that were perceived as the most meaningful and/or beneficial activities that students participated in during the preceding semester. The students were asked to answer open-ended questions on what their most prominent struggles are at JMU.

The intended use of this information was to obtain a picture of where the Centennial Scholars were when entering the program as a group and as compared to the control group. Also, this information will generate guided focus for improvement within

the mentoring component of the Centennial Scholars Program. The hope is to increase the students' success while at the same time bringing efficiency and enhanced meaning to the mentoring component of the Centennial Scholars.

Materials

The assessments included the Student Readiness Inventory (SRI) (Le et al., 2005) and qualitative pre/post questions about the Centennial Scholars expectations about mentoring. Scales from the SRI were looked at as a needs assessment: Do the students have the traits that predict college success? Which variables are satisfactory? Which areas need improvement? and How are the centennials different from the control group?

The SRI by ACT, Inc. (ACT) is a noncognitive assessment designed for postsecondary institutions to provide information that can be used to identify students who are at risk for dropping out of college. The SRI allows the user to target the at-risk students to intervene, enhance their involvement in campus life, and increase connections to the college community (Le et al., 2005).

The SRI measures psychosocial factors that are associated with academic success and college student retention based on the meta-analysis conducted by Robbins et al. (2004) among other literature. It is a 108 item assessment that yields ten scales: Academic Discipline, Academic Self-Confidence, Commitment to College, Communication Skills, General Determination, Goal Striving, Social Activity, Social Connection, Steadiness, and Study Skills. The scales have reported moderate to high internal consistency reliabilities (alpha range = .80 to .87; median = .84). Predictive validity studies were conducted with 48 postsecondary institutions (Le et al., 2005).

The qualitative questions given to the Centennial Scholars at the beginning of the semester in paper and pencil format included: 1) What does mentoring mean to you? 2) What are your hopes about your mentoring experience? 3) What are your worries and/or concerns about your mentoring experience? 4) What are you looking forward to with your mentor? 5) What do you expect your relationship to look like with your mentor? 6) What type of activities and topics do you expect to cover with your mentor? 7) What are your hopes about beginning college? 8) What are your worries and/or concerns about beginning college?

The qualitative questions given to the Centennial Scholars at the end of the semester in paper and pencil format included: 1) What has been the most meaningful part of your mentor experience? 2) How much contact did you have with your mentor? 3) What was the modality of that contact? 4) Please explain how you were or were not satisfied with your mentoring experience? 5) What would you change to improve the mentoring experience in the future? 6) Check all topics that were covered with you mentor: Study skills, Race/Ethnicity, Religion, Sexuality, Conflict Resolution, Time Management, Alcohol/Drugs, Relaxation, Creative Thinking, Group Bonding, Physical Activities, Other. 7) Please supply any other concerns, comments, or reactions regarding your mentoring experience that were not asked above.

Results

MANOVA

A MANOVA was conducted to detect significant differences between the Centennial Scholars sample and the control group on the various secondary success variables, Academic Discipline, Academic Self-Confidence, Commitment to College, Social Connection, Study Skills, and General Determination, as measured by the SRI. The overall MANOVA was nonsignificant ($F [6, 52] = .524, p > 0.05$).

In order to test hypothesis one, that Centennial Scholars will have significantly lower Academic Discipline scores ($M = 56.52, SD = 29.47$) than the control group ($M = 60.83, SD = 22.91$), an ANOVA was used. This revealed no significant difference ($F [1, 58] = .396, p > 0.05$).

In order to test hypothesis two, that Centennial Scholars will have significantly lower Academic Self-Confidence scores ($M = 52.41, SD = 28.80$) than the control group ($M = 57.17, SD = 26.42$), an ANOVA was used. This revealed no significant difference ($F [1, 58] = .437, p > 0.05$).

In order to test hypothesis three, that Centennial Scholars will have similar Commitment to College scores ($M = 65.10, SD = 27.28$) to the control group ($M = 64.80, SD = 26.66$), an ANOVA was used. This revealed no significant difference between the groups supporting the hypothesis ($F [1, 58] = .002, p > 0.05$).

In order to test hypothesis four, that Centennial Scholars will have significantly lower Social Connection scores ($M = 60.59, SD = 27.29$) than the control group ($M = 70.40, SD = 26.31$), an ANOVA was used. This revealed no significant difference ($F [1, 58] = 1.978, p > 0.05$).

In order to test hypothesis five, that Centennial Scholars will have significantly lower Study Skills scores ($M = 64.59$, $SD = 25.72$) than the control group ($M = 62.10$, $SD = 24.90$), an ANOVA was used. This revealed no significant difference ($F [1, 58] = .142$, $p > 0.05$).

In order to test hypothesis six, that Centennial Scholars will have significantly lower General Determination scores ($M = 71.66$, $SD = 25.83$) than the control group ($M = 64.30$, $SD = 28.57$), an ANOVA was used. This revealed no significant difference ($F [1, 58] = 1.073$, $p > 0.05$).

Dependent Variable	Degrees of Freedom	F	Significance
Academic Discipline	1	.396	.532
Academic Self-Confidence	1	.437	.511
Commitment to College	1	.002	.966
Social Connection	1	1.978	.165
Study Skills	1	.142	.707
General Determination	1	1.073	.305

Table 1: Significance Levels of Individual Predicting Variables

In order to test hypothesis seven, that Centennial Scholars are satisfied with the mentoring experience, the qualitative analysis methods of cutting and sorting as well as pawing were used (Ryan & Bernard, 2003). Through these methods, the themes presented as follows:

Pre-Mentorship Experience: Questions, Themes, and Response Examples

1. **What does mentoring mean to you?** Supportive, experienced role model.
 - *Helping and guiding another student academically and work through issues not academic.*
 - *Using experiences to support another with guidance.*

2. **What are your hopes about your mentoring experience?** Relationship development & Insight development.
 - *To have a good relationship and learn a lot.*
 - *To have a positive role model and help future goals become accomplished.*

3. **What are your worries and/or concerns about your mentoring experience?** Relationship failure & Insight failure.
 - *Having problems that the mentor is not able to help with and not achieving a good relationship.*
 - *Not gaining any knowledge from participating and wasting time.*

4. **What are you looking forward to with your mentor?** Making connections & Resource point person.
 - *Getting to know the mentor and receiving good and positive advice about college.*
 - *Forming a bond with someone who has dealt with things that will be in my future.*

5. **What do you expect your relationship to look like with your mentor?** Friendship & Sibling.
 - *Big-brother/big-sister type relationship.*

- *Be close enough to go to with family problems, like a friend/friend relationship.*
6. **What type of activities and topics do you expect to cover with your mentor?** Academic & Social & Personal.
- *School, studying, social life, balance between work and fun.*
 - *Everything, school, family, hobbies, interested field of study, recommended advice and helpful advice to help have a successful future.*
7. **What are your hopes about beginning college?** Academic achievement & Friendship development.
- *Experience, growth, education, happiness, love, success, fun, lifetime friends.*
 - *To become a well-rounded person, gain a broad range of knowledge not just knowledge pertaining to a specific major.*
8. **What are your worries and/or concerns about beginning college?** Academic failure & Social/relational isolation.
- *Getting distracted and not meeting academic standards.*
 - *Not fitting in and finding it hard to get friends.*

Post-Mentorship Experience: Questions, Themes, and Response Examples

1. **What has been the most meaningful part of your mentor experience?** Problem discussion & Reliable relationship.
- *Having someone talk to about problems, and knowing that I am not alone and there are people to help me.*
 - *The most meaningful part of the mentor experience would be the relationships that were created.*

- 2. How much contact did you have with your mentor?** Weekly.
- *Lunch or dinner weekly and texting whenever anything was needed.*
 - *Weekly, at least once a week.*
- 3. What was the modality of that contact?** In person & Technology based.
- *In person, text, email, Facebook.*
 - *Email, phone, in person.*
- 4. Please explain how you were or were not satisfied with your mentoring experience?**
- Satisfied due to caring mentors.
- *I was satisfied because I knew I could ask for any help, advice, or assistance.*
 - *I was more than satisfied with my mentor because she went above and beyond to ensure that we had a good relationship and provide herself as a resource both personally and academically and provide that voice of motivation.*
- 5. What would you change to improve the mentoring experience in the future?**
- Nothing & Increased organization & Increased contact.
- *I wouldn't change anything.*
 - *More organization and more contact between the Littles and the Bigs.*
- 6. Check all topics that were covered with you mentor. Study skills, race/ethnicity, religion, sexuality, conflict resolution, time management, alcohol/drugs, relaxation, creative thinking, group bonding, physical activities, and other.** All topics covered.
- *Personality differences.*
 - *Father-Son relationships.*
- 7. Please supply any other concerns, comments, or reactions regarding your mentoring experience that were not asked above.** Great Mentorship.

- *I had a great experience with my mentorship.*
- *My mentor was great, very helpful.*

Exploratory Data Analysis

The focus of this research was to evaluate the effectiveness on the mentoring aspect of the Centennial Scholars Program and compare the Centennial Scholars to the general JMU student population among secondary success predicting variables. However, two possibilities appeared which had not been considered at the start of this research.

The SRI contains two supplementary indexes, the Academic Success Index and the Retention Index. On the SRI, the Academic Success Index indicates the likelihood of a GPA of 2.0 or higher after the first semester at a postsecondary institution. The rate of identification of students at risk of academic difficulty is increased over random prediction by as much as 20% at two-year institutions and 16% at four-year institutions (Le et al., 2005). The Retention Index indicates the likelihood of returning a second year. The rate of identification of students at risk of dropping out is increased over random prediction by as much as 32% at two-year institutions and 31% at four-year institutions. Since baseline retention and academic performance rates vary across institutions, these indices should not be interpreted as explicit predicted probabilities of retention or academic performance; rather, these indices are approximate measures of how each student's psychosocial factors lend themselves to persistence and academic performance after the first year of college (Le et al., 2005).

An exploratory data analysis of a t-test showed that the Centennial Scholars were significantly more at risk when compared to the control group for both Academic Success and Retention.

Table 2: Supplementary Indexes

Index	Scholars Group Mean	Control Group Mean	Significance
Retention Index	57.59	79.50	.051
Academic Success	52.14	75.20	.037

Discussion

As stated earlier, the intended use of this information was to obtain a picture of where the Centennial Scholars were when entering the program as a group and as compared to the control group. This information was also intended to generate guided focus for improvement within the mentorship component of the Centennial Scholars Program according to specific program needs. The information provided through this study successfully applies to strategy implementation.

Secondary success predicting variables

The SRI contains “average” scores that are compared to national norms, which means that most students score near the 50th percentile, and fewer students fall at the extreme high or low end of the scales. The numerical ranges were broken down into three descriptive categories. These categories include “low” or “Construct Plans for Improvement” (1st to 25th percentile), “medium” or “Continue to Cultivate Skills” (26th to 75th percentile), and “high” or “Capitalize on Strengths” (76th to 100th percentile) (Le et al., 2005).

According to the ranges set by ACT on the SRI, the Centennial Scholars have skill set profiles on the secondary success predicting variables that are within the “Continue to Cultivate Skills” range. This indicates that the students have developing skills which is what would be expected for their status and compared to national norms. The results suggest that the Centennial Scholars need support to foster the growth of secondary success predicting variables to have continued success in higher education.

The quantitative data analysis revealed that the Centennial Scholars entered JMU with a skill set similar to the general sample of JMU students. The fact that there were no statistical differences between the student group profiles was actually encouraging to discover since the literature, which the hypotheses were based upon, indicated that the Centennial Scholars would likely have lower skill sets from the general sample. Since this study did not support those expectations, the lack of differences may be due to a number of different factors including: the prerequisite of JMU prior to being member of the Centennial Scholars Program and the competitive Centennial Scholars Program application process.

Rosenthal and Jacobson (1968) conducted an experiment to determine if teacher expectations would influence the achievement of elementary school students. The students were given a made-up “IQ test” to determine who the promising children were and subsequently these children were more successful. There were significant differences found between the way that the teachers treated the promising students opposed to the average or slow students. This self-fulfilling prophecy model was termed the Pygmalion Effect.

This classic study came to mind when thinking about how the university, the Centennial Scholars Program, and the mentors interact with the students. This effect should be kept in consideration when setting expectations for the Centennial Scholars in order to promote excellence from all areas. This research supports that the Centennial Scholars are entering JMU with the same skill set as the general population and should potentially be held to the same expectations of those other students.

Mentorship

The Centennial Scholars Program was created to help promote and support the success of the subpopulation of students who may not have the opportunity otherwise. Mentors maintain high expectations of all students and this should be a core component of the graduate mentor's training.

The qualitative data analysis revealed that the Centennial Scholars are beginning the mentorship process with the hopes of developing a meaningful relationship. At the end of the first semester a majority of them are feeling satisfied about their mentor and the mentorship component of the Centennial Scholars Program. This is useful information for the graduate mentors in order to generate need based objectives developed upon what areas the Centennial Scholars need skill cultivation and what they want out of mentorship.

The results of this study also provide structure for the introduction of mentorship to the freshman as they enter the program to streamline expectations with objectives. With correlated requirements and expectations of both the mentor and the mentee and a tentative outline of the topics to be covered throughout the semester/year would provide the instruction that the Centennial Scholars need and the organization they explicitly desire.

The current training objectives for the Centennial Scholars Mentors include: understanding diversity, listening techniques, crisis intervention/prevention (suicide), dual relationships, ice-breakers, requirements/expectations. These are provided through informal discussion and sharing of personal experiences.

Based upon this research the training objectives of the graduate mentors does not need to be drastically overhauled but should modified to include empirically supported strategies, when possible, for content areas. The following topics should be covered in order of importance: outlining mentor/mentee expectations, understanding diversity in higher education, fostering relationship development, available campus resources, fostering insight development, and appropriate boundaries.

Conclusion

Overall results from this research study indicate that the Centennial Scholars do not have significant deficits or differences within the secondary success predictive variables as compared to the control group. The lack of statistically significant differences according to the SRI indicate that the Centennial Scholars are similar to other JMU students upon their entry into the university. This is likely because the Centennial Scholars are required to meet the JMU entrance criteria prior to being eligible for the Centennial Scholars Program.

However the Centennial Scholars did show an expected need of skill cultivation in the areas of academic discipline, academic self-confidence, commitment to college, social connection, study skills, and general determination.

Recommendations for the Centennial Scholars Program

According to what was revealed during this research, the mentorship component of the Centennial Scholar Program needs to focus primarily on developing meaningful relationships and providing knowledge of the established resources on and off campus that are readily available to students.

The mentors should be knowledgeable about the life circumstances that the Centennial Scholars come from but should attempt to maintain high expectations for all students. Mentors should be given instruction on how to appropriately develop these relationships with their mentees, but also maintain boundaries. Mentors should be provided with an array of explicit activities which have empirical support as beneficial in this endeavor. Collecting a variety of activities will still allow the mentors some freedom to use the activities that fit them personally and the dynamic of their individual group.

The mentees should be given clear expectations and requirements in the beginning of the process. It may be helpful for the mentees to have direct input as to what their group is doing in order to facilitate buy in and ownership of the small groups.

The Centennial Scholars program should continue to provide opportunities for students to develop the secondary success variables which have been shown by the research to promote retention and academic success.

Implications for school psychologists

School psychologists may find this information useful with working with college bound exiting seniors. If it is known that there are certain predicting variables that students need in order to be more successful in college it could be used at the high school level to increase these specific skills prior to the students entering a university setting or working with these students to increase their independence, self-advocacy, or ability to find and utilize the resources once they are on campus.

Also, school psychologists may want to examine the programs offered at the universities, colleges, or community colleges that they are being recommended to the students. It would be beneficial to know what types of services are offered, such as

transition programs, in order to guide the students to an environment that will be most likely supports their success.

Limitations of the current research

Limitations of the current study include the small sample size, the limited amount of time between the pre/post questions to evaluate satisfaction, and the previous amount of education about mentorship and experience with mentors. Another limitation with the current study is the lack of wide generalizeability of the results. The study was done with a specific population in order to provide a needs assessment for that specific population.

Future research

Future research may include using the Retention and Academic Success Indexes on the SRI in comparison to the actual academic success (GPA) and retention rates of the Centennial Scholars to indicate if the Centennial Scholars Program is achieving its mission of successfully recruiting and graduating low SES and/or minority status students.

Another examination may include researching what the mentors believe about their experiences and about the process that they go through in preparation for and participation in mentorship. A combination of what the mentees and mentors are expecting, contributing, and gaining will be crucial to continue to positively shape the mentorship component of the Centennial Scholars Program.

Regardless of all efforts to prepare students for the challenges ahead of them, more and more minority students lack the structural supports needed to become successful. Are young people who participate in mentoring programs better off because of their participation? The framework is based on the post-positivism epistemological

doctrine that explains how the social reality is constructed and how that construction of social reality is seen by different individuals (Gall, Gall, & Borg, 2003). These questions were not answered in the current research but may be looked at in the future.

*Appendix A: Grand and Group Means***Grand Means**

Dependent Variable	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Academic Discipline	58.675	3.430	51.807	65.544
Academic Self-Confidence	54.790	3.596	47.589	61.991
Commitment to College	64.952	3.512	57.919	71.984
Social Connection	65.493	3.489	58.506	72.480
Study Skills	63.343	3.296	56.744	69.942
General Determination	67.978	3.550	60.869	75.086

Group Means

	Student Type	Mean	Std. Deviation	N
Academic Discipline	1.00	56.52	29.477	29
	2.00	60.83	22.912	30
	Total	58.71	26.205	59
Academic Self-Confidence	1.00	52.41	28.803	29
	2.00	57.17	26.424	30
	Total	54.83	27.484	59
Commitment to College	1.00	65.10	27.282	29
	2.00	64.80	26.668	30
	Total	64.95	26.738	59
Social Connection	1.00	60.59	27.294	29
	2.00	70.40	26.311	30
	Total	65.58	27.023	59
Study Skills	1.00	64.59	25.720	29
	2.00	62.10	24.909	30
	Total	63.32	25.123	59
General Determination	1.00	71.66	25.839	29
	2.00	64.30	28.573	30
	Total	67.92	27.282	59

*1.00 = Centennial Scholars, 2.00 = Control Group

Appendix B: Centennial Scholars Individual Scores

Class/Section	A. D.	A. S-C.	C. C.	S. C.	S. S.	G. D.
CENTENNIALS	8	67	99	87	71	66
CENTENNIALS	2	32	6	32	6	4
CENTENNIALS	50	17	81	76	88	83
CENTENNIALS	19	70	39	90	67	89
CENTENNIALS	54	77	81	84	95	99
CENTENNIALS	50	63	28	76	17	50
CENTENNIALS	92	73	99	99	98	94
CENTENNIALS	59	26	63	93	90	78
CENTENNIALS	54	67	81	95	85	99
CENTENNIALS	50	56	51	49	96	89
CENTENNIALS	99	86	99	76	67	94
CENTENNIALS	33	32	44	63	38	14
CENTENNIALS	25	1	99	87	63	78
CENTENNIALS	46	26	63	32	67	72
CENTENNIALS	95	86	81	49	92	99
CENTENNIALS	46	39	71	28	80	72
CENTENNIALS	1	67	44	36	7	12
CENTENNIALS	59	46	25	45	35	66
CENTENNIALS	73	86	57	67	80	45
CENTENNIALS	37	14	99	14	74	72
CENTENNIALS	89	92	81	76	67	72
CENTENNIALS	97	98	81	12	80	89
CENTENNIALS	54	35	99	32	88	99
CENTENNIALS	82	1	4	63	47	66
CENTENNIALS	97	67	71	25	47	78
CENTENNIALS	85	77	51	90	67	94
CENTENNIALS	77	3	57	54	47	72
CENTENNIALS	77	60	63	95	51	78
CENTENNIALS	29	56	71	32	63	55
Group Mean	56.52	52.41	65.1	60.59	64.59	71.66

Appendix C: Freshman Control Group Individual Scores

Class/Section	A. D.	A. S-C.	C. C.	S. C.	S. S.	G. D.
CONTROL	82	99	99	87	85	10
CONTROL	85	35	35	4	99	99
CONTROL	50	92	71	72	51	40
CONTROL	92	86	81	87	92	83
CONTROL	73	56	99	49	88	99
CONTROL	54	90	99	99	77	55
CONTROL	68	49	51	67	74	89
CONTROL	46	56	12	99	83	40
CONTROL	59	53	71	98	95	94
CONTROL	41	39	39	63	51	30
CONTROL	85	70	71	95	38	89
CONTROL	59	22	51	98	27	89
CONTROL	46	60	51	93	63	66
CONTROL	16	80	25	14	35	45
CONTROL	89	60	63	54	9	60
CONTROL	54	92	35	67	74	26
CONTROL	68	29	71	95	80	94
CONTROL	73	39	71	90	63	78
CONTROL	77	80	99	93	80	83
CONTROL	41	80	39	49	11	6
CONTROL	59	70	63	28	38	72
CONTROL	82	17	99	54	88	83
CONTROL	77	83	99	58	63	45
CONTROL	97	80	99	96	71	99
CONTROL	89	2	35	63	85	94
CONTROL	9	49	51	81	51	17
CONTROL	46	19	81	72	67	55
CONTROL	29	46	57	58	55	40
CONTROL	33	63	28	36	43	66
CONTROL	46	19	99	93	27	83
Group Mean	60.83	57.17	64.8	70.4	62.1	64.3

Appendix D: Pre-Question Responses

Question 1: What does mentoring mean to you?

- *Use knowledge and experience to positively influence another person.*
- *Helping and guiding another student academically and work through issues not academic.*
- *To help another achieve success in educational and personal endeavors.*
- *Affect someone by giving advice and persuading them positively.*
- *Help guide and support others.*
- *Teach values and wisdom about life.*
- *Help other choose right from wrong while guiding them.*
- *Help others make a smooth transition.*
- *Being a figure in someone's life and guiding them in times of need.*
- *Helping someone younger and providing advice to steer them in the right direction.*
- *Being a positive role model and be available to talk about problems.*
- *Helping someone through problems and providing a positive outlook.*
- *Leading by example and guiding the mentee in the right direction through support.*
- *Helping and guiding on the path to success.*
- *Helping, teaching and tutoring someone who needs help to do the right thing.*
- *Guiding someone through problems and helping them come to a conclusion.*
- *Helping someone succeed and learn from an expert.*
- *Using experiences to support another with guidance.*
- *Helping and guiding others on their way to succeed and feel confident.*
- *Using expertise in a certain field to guide another through an experience.*
- *Advising, counseling, working hard.*
- *Help others succeed as well as improve successfully as an individual.*
- *Being a positive force in another's life using advice to guide them down the right path.*
- *Helping others learn and assisting them with personal experience.*
- *Being a positive role model and support.*
- *To guide someone in many ways needed.*
- *Helping people in order for them to reach their goals.*
- *Giving guidance, advice and being a positive role model to another person.*
- *Providing support, being a positive role model and being an emotional outlet.*
- *To be a positive, helpful influence on others.*

Pre-Question 2: What are your hopes about your mentoring experience?

- *To gain knowledge from the mentor and to become better prepared for obstacle ahead.*
- *To have a good relationship and learn a lot.*
- *To help guide through and give advice for problems.*
- *To gain a lot and make an impact on the mentor's life as well.*
- *To be a support when they are needed and guide me in the right path.*
- *To learn a lot and develop a close bond.*
- *Building a relationship, better understanding of college life, a support to go to with problems.*
- *To get a better feel for JMU and meet other people.*
- *Have a good experience and gain something positive.*
- *To become good friends and have someone to talk to about anything.*
- *For the mentor to have a positive effect on the mentee.*
- *It will be helpful.*
- *That the mentor will be there for the mentee.*
- *Gain a friend who truly care about the mentee and not just because they have to be the mentor.*
- *To gain an understanding of what the mentee needs to know or needs help in.*
- *To learn about self, have guidance, and understand the relationship better.*
- *Learn how to become a better person.*
- *To know that the mentor is there if they need them.*
- *To learn how to make the transition of college easier.*
- *To get help through education and feel confident about self.*
- *To understand what JMU is really like as a first year.*
- *Great experience, challenging, dedication.*
- *To gain strategies to become more successful in academics.*
- *To gain a positive and fun experience.*
- *To gain insight of JMU and the CSP program.*
- *To learn and be able to apply it to life.*
- *A successful experience.*
- *To have a positive role model and help future goals become accomplished.*
- *For the mentor to be an inspiration and be able to support the mentee.*
- *To gain knowledge and wisdom about other's lives and knowledge of college life.*
- *To make in impact.*

Pre-Question 3: What are your worries and/or concerns about your mentoring experience?

- *Not gaining any knowledge from participating and wasting time.*
- *Having problems that the mentor is not able to help with and not achieving a good relationship.*
- *Not have the time to go to small groups and do the activities.*
- *Not connect with the mentor.*
- *Not creating a bond.*
- *No worries.*
- *Creating a relationship.*
- *None.*
- *That the mentor will not be supportive.*
- *That my mentor and I will not be able to relate to anything.*
- *Wasting time. Hopefully they will take it seriously and not just “go through the motions”.*
- *Feeling like a burden.*
- *Not having a lot of time to spend with them for different reasons.*
- *Not being able to interact and learn from the mentor.*
- *Disagreeing with the mentor.*
- *That the mentor will not be as helpful as they should be.*
- *Not staying above, bad communication, time management.*
- *Not be able to connect.*
- *Not like each other.*
- *Never see the mentor.*
- *That the mentor won't like me and not have anything in common.*
- *That the mentor won't be accessible and won't be comfortable talking to me.*
- *That they will find me too laid back.*

Pre-Question 4: What are you looking forward to with you mentor?

- *Bonding and getting a feel of their life as a college student to apply it to my new experience.*
- *Talking to them about college experiences and learning.*
- *Hanging out and seeing what experiences were and how they handled it.*
- *Receiving advice and will help with JMU and life.*
- *Having fun and getting some helpful advice.*
- *Having a friendly relationship where I can go for advice.*
- *Getting to know the mentor and receiving good and positive advice about college.*
- *Getting to know them and having a good time.*
- *Having a bonding experience and learning new things.*
- *Having someone older to talk to about school and life who has been there.*
- *Building a new relationship that can turn into friendship.*
- *Having someone knowledgeable to go to.*
- *Having someone to share college experiences with who can relate to them.*
- *Having the opportunity to change the perception of me.*
- *Know what to avoid, how to be a great student, and to feel great at JMU*
- *Making a connection with a friend.*
- *Meeting a new person and having someone to go to.*
- *Learning more about JMU.*
- *Having someone to discuss college experiences and problems with and making a friend.*
- *To have someone to be there for help.*
- *Meeting new people through the mentor.*
- *Good communication, help, dependence when needed, fun.*
- *Forming a bond with someone who has dealt with things that will be in my future.*
- *Personal one-on-one time.*
- *Hanging out and talking about how days have been going.*
- *Getting to know someone who has recently been through everything that I am going through.*
- *Building a friendship.*
- *Fun, interactive, and comfortable meetings.*
- *Learning from someone else.*
- *Forming a kin-like relationship.*
- *Sharing experiences.*

Pre-Question 5: What do you expect your relationship to look like with your mentor?

- *A positive helpful one.*
- *Kin-like, best friend them to have authority but not a dictatorship.*
- *Positive, fun, and inspiring.*
- *Good, happy, energetic.*
- *Nice and friendly.*
- *Comfortable friendship.*
- *Buddies who can talk to each other.*
- *Enjoyable and be able to look at them as role models.*
- *Friendship where we can talk about ways to become successful.*
- *Helpful, caring, exciting.*
- *Brotherly bond.*
- *Big-brother/big-sister type relationship.*
- *Open and friendly.*
- *Fun, relaxed, reliable.*
- *Good and friends.*
- *Big-brother/big-sister.*
- *Good, someone to keep in touch with about things that happen.*
- *A good friendship.*
- *A positive mutual relationship where both are happy to have the opportunity.*
- *No idea.*
- *Friendly, like a sibling relationship.*
- *Friendship with respect.*
- *A bonding experience full of knowledge and fun.*
- *Older brother or sister.*
- *A good bond.*
- *Open, friendly, honest, and long-lasting.*
- *Be close enough to go to with family problems, like a friend/friend relationship.*
- *Comfortable and open.*
- *Good but not too personal.*
- *Good and able to talk about issues.*
- *Positive big-brother older sibling figure.*

Pre-Question 6: What type of activities and topics do you expect to cover with your mentor?

- *Anything.*
- *Self confidence, self esteem, dealing with hardships (depression), resources on campus.*
- *School, getting involved on campus, time management, balance in life.*
- *Anything that comes up.*
- *Things about JMU, personal issues sometimes.*
- *Games, life, relationships, getting to know each other.*
- *Classes, best places to go to for help.*
- *Partying, studying, sleep schedule, balanced schedule.*
- *Business, future, advising.*
- *Social events and activities.*
- *Things around JMU, clubs and activities.*
- *Relationship building activities.*
- *To answer any questions that come up.*
- *School, and becoming a successful person.*
- *Making good grades, staying focused, clubs and organizations.*
- *Campus clubs and sports, study hall, study habits, how to make a good first impression on your professors*
- *Different places to get involved.*
- *Anything ranging from social to academic.*
- *School stuff.*
- *Self-help topics.*
- *School, studying, social life, balance between work and fun.*
- *Grades, college life, becoming a better person.*
- *Activities: lunch, movies, events on campus. Topics: school work, places to go around town, peer pressure.*
- *Anything that comes up on my mind for a fun learning experience.*
- *Academics, clubs, college life, partying.*
- *Everything, school, family, hobbies, interested field of study, recommended advice and helpful advice to help have a successful future.*
- *How to deal with change, how to make it all four years at JMU, how to have a positive experience, tools that are needed in life to be successful.*
- *Social activities, events, teachers, classes.*
- *Social activities, academics, grades, CSP, teacher and JMU.*
- *Topics that come up and the latest sports news.*

Question 7: What are your hopes about beginning college?

- *To make an impact.*
- *New opportunities, self growth.*
- *Meet new people, have fun, study hard, and learn a lot.*
- *To accomplish goals.*
- *Being able to have a career soon.*
- *To make life-long friends.*
- *To stay on track.*
- *To become more responsible and stay on track.*
- *To make new friends and become more responsible as an individual.*
- *Experience, growth, education, happiness, love, success, fun, lifetime friends.*
- *To do well academically and fit in socially.*
- *Be able to succeed and get a college degree.*
- *To be able to get the hang of it.*
- *To meet expectations.*
- *Have a new and great experience and participate in as much as I can.*
- *To manage all of the classes and their work.*
- *To do what I came to do in the first place and do my very best.*
- *To maintain good grades and hopefully get on the dean's list.*
- *To learn things that I didn't know before.*
- *That it won't become too much at times.*
- *To become a well-rounded person, gain a broad range of knowledge not just knowledge pertaining to a specific major.*
- *To actually learn things that are interesting and meet a lot of new and different people.*
- *To maintain all academic standards and become a better person.*
- *To graduate in 4 years and become a more educated and prepared person.*
- *Make a positive name for myself and extend my education and have a great social experience.*
- *To have wonderful experiences socially and academically and come out as a stronger, well-informed person.*
- *Stay focused, graduate top of the class, and go to grad school.*
- *Have a good and fun experience and earn good grades.*
- *Meet new and exciting people, learn a lot inside and outside of class*
- *Get a feel of life as a college student and put self in a position to be successful.*

Question 8: What are your worries and/or concerns about beginning college?

- *None.*
- *The stress of homework and not having “extra” money, with no one to ask for help.*
- *To be stress and overwhelmed with activities and school work.*
- *Being studious.*
- *Not being able to keep up or get good grades.*
- *Not fitting in and finding it hard to get friends.*
- *Failing.*
- *Failure.*
- *Grades, study skills, sleep habits.*
- *Time management, GPA concerns if fail, too much sleep.*
- *Procrastination.*
- *Not doing well in classes.*
- *Getting lost and not making friends.*
- *Failing.*
- *Not being able to keep up with all of the assignments.*
- *Not being able to grasp everything and getting behind.*
- *Parties and not doing homework.*
- *May not do well.*
- *Being overwhelmed by the workload and responsibility.*
- *To not succeed and finish college.*
- *Finding a balance between school, athletics, the program, and having fun.*
- *Getting distracted and not meeting academic standards.*
- *Meeting new people.*
- *Not being able to handle the work load.*
- *Peer pressure, falling behind.*
- *Not maintain the status of a good student like high school.*
- *That it will be a lot more challenging than high school.*
- *Wont’ do well in classes, won’t earn the grades that are wanted and getting homesick.*
- *Worried about classes, the workload will be too high and not make friends.*
- *Not making a successful transition from high school to college.*

Appendix E: Post-Question Responses

Question 1: What has been the most meaningful part of your mentor experience?

- *Having someone talk to about problems, and knowing that I am not alone and there are people to help me.*
- *Taking time out of the day to kick back.*
- *Being able to share experiences and understand where he come from and what he's about.*
- *That I had someone to talk to about my problems and answer questions.*
- *I haven't had any good experiences with my mentor.*
- *Have someone to look up to and have someone to talk to.*
- *Gaining a new friend who I can relate to and trust.*
- *Having someone there for me, other than that nothing special, she did not help me a great deal.*
- *Knowing that there was someone who truly cared about me and would help me whenever I needed it.*
- *Being able to have someone I could go to when I needed help.*
- *Learning about his college experience and gain confidence in school, interactions and getting help when things come up.*
- *The one-on-one time we have where we got to know each other on a more personal level.*
- *Having someone interested in how college is going for me and having someone follow up on things.*
- *Meeting someone who has already been in my shoes.*
- *Meeting new people and getting to know my mentor.*
- *Knowing that I had someone to go to when I had an issue.*
- *Getting to meet new people.*
- *Know that you have someone to discuss issues with schools.*
- *Being able to have someone to talk to who has had similar experiences.*
- *Have not really had one.*
- *The most meaningful part of the mentor experience would be the relationships that were created.*
- *Being able to talk to someone and having a place to relax at the small group meetings.*
- *Feeling like there was a person who I could count on no matter what and I could ask questions.*
- *The guidance and advice that my mentor gave me every week.*
- *Being able to talk to my mentor about anything and having small group with him.*

Question 2: How much contact did you have with your mentor?

- *Lunch or dinner weekly and texting whenever anything was needed.*
- *Once or twice a week for about an hour.*
- *Not very much, but the time that I did share was meaningful and allowed me to know him more.*
- *Once a week and text every now and then.*
- *Not a lot because when she planned small group I was busy and she didn't plan a lot of meetings.*
- *There was a lot of contact with small groups and one on ones.*
- *Conversations during trips and meetings, eating lunch/snacks together as much as possible.*
- *A lot, I saw her at least twice a week.*
- *Saw her once a week and texted if there were ever any questions.*
- *Email every week, small group meetings, one on ones, and texting.*
- *Small group and occasionally lunch.*
- *Weekly, at least once a week.*
- *Weekly contact, email, text, Facebook or lunch.*
- *At least twice a month.*
- *Saw twice a week and received an email at least once a week.*
- *Small group and text messages.*
- *Almost every week.*
- *At least once a week.*
- *A lot of contact.*
- *Several through Facebook.*
- *Had a lot of contact.*
- *About once or twice every two weeks.*
- *Email and small group. She was always there whenever I had a question.*
- *At least once a week.*
- *Small group every week, large group, email.*

Question 3: What was the modality of contact?

- *Face to face, cell phone.*
- *In person, texting.*
- *In person, email.*
- *Email, texting.*
- *In person.*
- *Person.*
- *Email, text message.*
- *In person.*
- *In person.*
- *In person, text, email, Facebook.*
- *In person.*
- *In person, email.*
- *In person.*
- *In person.*
- *Email, phone, in person.*
- *Phone, email, in person.*
- *Facebook.*
- *Email, text.*
- *Email, in person.*
- *In person, email.*
- *Text message, email.*

Question 4: Please explain how you were or were not satisfied with your mentoring experience?

- *Has helped me from becoming frustrated having someone who has been there before.*
- *I was satisfied, she was very helpful.*
- *I was satisfied because I knew I could ask for any help, advice, or assistance.*
- *I was satisfied because I had someone older to talk to.*
- *My mentor planned very terrible meetings.*
- *One on one's were always about the same thing, other than that it was fine.*
- *A bit scattered and I found it hard to squeeze time in.*
- *I am very satisfied.*
- *She did not help me a lot when we did meet it felt pointless but she was nice.*
- *I was very satisfied, she was very caring, and I felt comfortable going to her with problems, I enjoyed small group meetings.*
- *When there was nothing to do at small group they seemed pointless and I did enjoy the days there were fun activities.*
- *I am satisfied with my mentoring experience. I look up to him as a big brother.*
- *I was more than satisfied with my mentor because she went above and beyond to ensure that we had a good relationship and provide herself as a resource both personally and academically and provide that voice of motivation.*
- *I was satisfied, my mentor is nice and seems to genuinely care about me and her other mentees.*
- *I was satisfied because she was always available and willing to help if needed.*
- *I really enjoyed my mentoring experience. It was helpful to hear from someone who has been where I am.*
- *I was satisfied because my mentor was helpful in all cases.*
- *More fun experiences.*
- *I am satisfied.*
- *I wish we could have had more face to face contact outside of small group.*
- *I was very satisfied with my mentor.*
- *I was satisfied but having a place to come to meet new place and relax.*
- *I was very happy. My mentor fit well with my personality and was fun to be with. She was easy to approach.*
- *Everything was great because my mentor interacted with me and guided me through a lot of my first semester in college.*
- *I was very satisfied because when I needed to talk he was there and with the activities he provided were the highlight of my day sometimes.*

Question 5: What would you change to improve the mentoring experience in the future?

- *I wouldn't change anything.*
- *More brownies.*
- *Nothing.*
- *More fun activities.*
- *Small group meetings during the week and not on the weekend.*
- *Nothing.*
- *More organization and more contact between the littles and the bigs.*
- *Nothing.*
- *Knowing things ahead of time to make it more enjoyable for the mentees.*
- *Having a mentee who could relate to me more and I felt more comfortable around.*
- *More one on ones.*
- *More contact.*
- *The meetings get in the way of classes and study for a test, but are still manageable.*
- *To be able to change everyone's schedules so that they can be incorporated in our activities.*
- *More activities outside of the school environment.*
- *Nothing.*
- *More small group meetings.*
- *Perfect as is.*
- *More organization.*
- *More contact.*
- *Nothing.*
- *More face to face in the future.*
- *Having time once a week to meet one on one.*
- *Nothing.*
- *Nothing.*
- *There was nothing negative about my mentoring experience.*
- *Nothing it was great as is.*

Question 6: Check all topics that were covered with your mentor?

Study skills	XXXXXXXXXXXXXXXXXXXXX
Race/ethnicity	XXXXXXXXXXXXX
Religion	XXXXXXXXXX
Sexuality	XXXXXXX
Conflict resolution	XXXXXXXXXXXXXXXXXX
Time management	XXXXXXXXXXXXXXXXXXXXX
Alcohol/drugs	XXXXXXXXXX
Relaxation	XXXXXXXXXXXXXXXXXXXXX
Creative thinking	XXXXXXXXXXXXX
Group bonding	XXXXXXXXXXXXXXXXXXXXX
Physical activities	XXXXXXXXXXXXXXXXXX
Other	Personality differences and effects, illness (flu epidemic), classes, life goals and ambitions, father-son relationships

Question 7: Please supply any other concerns, comments, or reactions regarding your mentoring experience that were not asked above.

- *My mentor was great, very helpful.*
- *My mentor seemed very nice but she has not reached out to me even though I was very busy throughout the semester, but the last few weeks have slowed down (besides finals week and the week before it).*
- *It is great.*
- *None.*
- *Don't have any.*
- *It is hard to have connect when a mentee isn't interested in the activities.*
- *I had a great experience with my mentorship.*
- *I have no other concerns.*
- *I thought that small group was a good way to bond with the group and get to know each other.*

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