

**Department of Education, Counseling, and Leadership**  
**Peer Mentoring Program (Undergraduate Programs)**

**Overview**

The premise for the *Peer Mentoring Program* is to offer additional support to teacher education majors. This mentoring program is not intended to replace the valuable contributions and relationships between academic advisors and advisees. The purpose of this program is to offer and facilitate supportive and caring friendships among peers and to improve retention of students by providing them additional social / emotional support. Teacher education majors serving as mentors will have the opportunity to share their valuable experiences, offer encouragement, and develop friendships with those students of freshman and sophomore standing. The peer mentors will assist their mentees in successfully acclimating to Bradley and to the Department of Education, Counseling, and Leadership. Mentees will benefit by having peers available on campus to greet and support them beginning the first week of classes. It is the hope that the mentoring relationships will become long-lasting and reciprocal.

**ETE Peer Mentoring Program Policies**

- 1) An announcement is made available each year to request interested teacher education majors of junior or senior standing to submit applications for the peer mentoring program if they are interested in serving as a peer mentor.
- 2) Applications are reviewed and individuals meeting criteria receive an email including information concerning the location, date, and time of the training session. Applicants not meeting the criteria are notified by email.
- 3) If at any time a mentor ceases to meet the criteria, he or she is asked to meet with Dr. Dean Cantù, to investigate if continuation in the mentoring program is permissible, or if probation / dismissal from the mentoring program must occur.
- 4) Freshman and transfer students are notified of this program and invited to join if interested.
- 5) Mentors receive one, possibly two mentees in the same teacher education program as themselves, if possible (example: LBS-I mentors will be assigned a mentee in the LBS-I program). The mentor / mentee relationship officially lasts one academic year, but may extend beyond that timeframe.
- 6) Mentors and mentees are invited to complete a brief evaluation of the *Peer Mentoring Program*, including a section requesting suggestions for improvements.

**Requirements for Peer Mentors**

- 1) Classification: Junior or Senior standing
- 2) Cumulative Grade Point Average and ETE Grade Point Average: 3.0 or above
- 3) Professional Dispositions: No dispositional referrals, earned dispositional scores in teacher education courses are *acceptable* or *target*
- 4) Time Commitment Per Month: 4-5 hours
- 5) Participation in the Training Session for New Mentors

**2018 - 2019 Academic Year**

**Participants**

Twenty-nine mentors and sixty-one mentees participated in the *Peer Mentoring Program* during the 2018 - 2019 academic year.

<b>Teacher Education Programs</b>	<b>Number of Participants Per Program</b>	
Early Childhood Program	Mentors - 4	Mentees - 8
Elementary Program	Mentors - 12	Mentees - 24
Middle School Program	Mentors - 2	Mentees - 5
LBS-I Program	Mentors - 5	Mentees - 11
High School Program	Mentors - 5	Mentees - 10
K-12 Music Program	Mentors - 1	Mentees - 3

**Evaluation Data (2018-2019 Academic Year)**

**Data Collected from Mentors**

**n = 10**

Criteria	5		4		3		2		1		Mean
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		
I enjoyed participating in the mentoring program during the 2018-2019 academic year.	4	40%	2	20%	4	40%	0	0%	0	0%	4.0
The training session I attended was helpful in preparing me to be a mentor.	4	40%	5	50%	1	10%	0	0%	0	0%	4.3
I believe I assisted my mentee(s) in successfully acclimating to Bradley University during the 2018-2019 academic year.	5	50%	4	40%	1	10%	0	0%	0	0%	4.4

Forms of Communication	Mentor #1	Mentor #2	Mentor #3	Mentor #4	Mentor #5	Mentor #6	Mentor #7	Mentor #8	Mentor #9	Mentor #10	Total Times Communication Forms Were Utilized
Email	57	3	4	10	2	8	18	8	10	12	132
Phone Call	2	1	0	4	3	2	5	6	2	3	28
Text	3	10	12	15	5	4	12	16	4	14	95
Face-to-Face	3	2	1	3	4	5	6	8	3	5	40
Facebook	0	3	2	4	1	0	2	3	0	0	15
<b>Total Number of Communications Per Mentor</b>	<b>65</b>	<b>19</b>	<b>19</b>	<b>36</b>	<b>15</b>	<b>19</b>	<b>43</b>	<b>41</b>	<b>19</b>	<b>34</b>	<b>310</b>

**What recommendations do you have to improve the mentoring program?**

- 1) I would recommend having three or four events planned by the department so we can all meet and socialize together.
- 2) I enjoyed participating in the mentoring program and made some new friends in the process. Great program!
- 3) In the beginning one of my mentees did not respond to my attempts to communicate. However, once we finally talked on the phone and meet for lunch after class, we became good friends. I think I really made a difference.
- 4) A meeting at the beginning of the semester (both mentors and mentees) would be beneficial.
- 5) I think my mentees enjoyed the mentoring program and learned a lot. I loved the experience because it was a way for me to give back to the department.
- 6) It was sometimes difficult to know how many times I should contact my mentee. It felt forced at times. I'm not sure how I would've made the relationship stronger. We were both professional, but I'm not sure if we will remain friends.
- 7) It might be nice to have an event in Westlake where all the mentees and mentors can meet and talk about the requirements.
- 8) I think next year implementing a little get together in the first few days of school would be helpful. Face to face for a first meeting might be best.
- 9) It would be great if we could select our own students to work with for the year, instead of them being assigned.

**Data Collected from Mentees**

**n = 8**

Criteria	5		4		3		2		1		Mean
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		
I enjoyed participating in the mentoring program during 2018-2019.	5	62.5%	3	37.5%	0	0%	0	0%	0	0%	4.6
My mentor successfully assisted me in acclimating to Bradley University during the 2018 - 2019 academic year.	7	87.5%	1	12.5%	0	0%	0	0%	0	0%	4.8
My mentor was able to accurately answer my questions pertaining to Bradley University.	8	100%	0	0%	0	0%	0	0%	0	0%	5.0
My mentor was able to accurately answer my questions pertaining to the Department of Teacher Education.	8	100%	0	0%	0	0%	0	0%	0	0%	5.0

**What recommendations do you have to improve the mentoring program?**

- 1) I greatly enjoyed the mentoring program. My mentor helped me feel at home on Bradley's campus.
- 2) It was great having a mentor / friend the very first day of classes. It made me feel more confident.
- 3) My mentor was very helpful and kind. I think our friendship will last even after we both graduate.
- 4) I know my mentor was helping one other student. We always wanted to get together as a group, but the timing never worked out.
- 5) Having more events altogether would be beneficial. It would assist us in making more friends.
- 6) I'm a really shy person. This program helped me a great deal, especially the first few weeks of classes.