Counseling 2008-09 Initiative: Each One Teach One: Peer Mentor Training Course

Summary:

Addresses efficiency in training peer student employees in providing excellent student services to promote student success and retention.

Description:

Current discussions surrounding Student Services redesign include an increase in the use of peer mentors/assistants. Each One Teach One (1-2 credits) would cover the development and application of basic skills and knowledge required to establish and maintain effective peer helping relationships in a community college setting. It will focus on the role and responsibilities of the peer mentor; communication and helping skills; problem solving; and strategies and resources for student success. Students will also receive technical training on college policies, procedures, and resources, especially those directly related to the Student Services Division. Students will then apply the acquired knowledge and skill by participating in campus-based (or select community-based) employment, internships or service learning projects. The course could serve as the common training vehicle for student employees serving as SSAs, SOAR Team Leaders, ES Lobby Assistants, Fast Lane Peer Mentors, and Campus Tour Guides. Other departments within Student Services who would value having their student employees receive this comprehensive training are also encouraged to participate. The location would likely be a designated classroom, preferably in the general locale of the Student Services Building, on the Lane main campus. This will allow for ideal access to Student Service resources and departments.

Strategic Direction

- Achieve and sustain fiscal stability.
- Build organizational capacity and systems to support student success and effective operations.
- Foster the personal, professional, and intellectual growth of learners by providing exemplary and innovative teaching and learning experiences and student support services.
- Promote professional growth and provide increased development opportunities for staff both within and outside the College.

Learning Plan Goals

- Address the need for direct student support from faculty and staff as a crucial element of the learning environment
- Curriculum enhancement.

- Facilitate more integrated and connected educational opportunities.

Student Affairs Plan Goals

- Develop a campus-wide, coordinated, and targeted marketing strategy to enhance enrollment and image in the community.
- Develop policies and practices to increase student persistence.
- Ensure success-oriented systems and experiences.

College Council Priorities

- 1.e. Enrollment Management: Increase Credit Enrollment Level
- 4.1 Responding to unit plans/council plans: Innovation
- 4.2 Responding to unit plans/council plans: Curriculum Development
- 5.1 Instructional Redesign: Work Processes

Questions and Answers

How is the initiative linked to the Unit Plans most recently submitted?

1. *How does it continue the achievement of those goals?*
2. *If this is a continuation of an initiative started last year, make sure that relationship is clear.*

How is this initiative linked to the efficiencies and productivities plans you had last year?

1. *How does it continue the achievement of these plans?*
2. *If this is a continuation of an efficiency or productivity plan started last year, make sure that relationship is clear.*

The link to the 06-07 Unit Plan is in how it addresses redesign efforts. Approximately 35 students will be enrolled in the class, once they are hired/placed in mentoring positions. The class would be offered in fall term. Using the approximate number of student contacts a current SSAs makes in one year, 900, it is estimated that these 35 students will in turn be able to assist their peers approximately 31,500 times in the 08-09 academic year alone. This does not count the number of informal contacts these trained individuals will have with their peers outside of their workplace, and the overall effect their information sharing may have on creating an engaged and positive peer culture campus-wide.

- Each area of Student Services provides individualized training for its student employees, yet often there is a crossover in topics covered. For example, Student Orientation and Registration (SOAR) team leaders, Student Service Associates (SSAs) and Enrollment Service lobby assistants all receive training on how to

assist students with ExpressLane functions. This results in less efficiency of resources, and duplication of effort on the part of Student Services staff to train students. In addition each department has different staffing needs. Some departments require student employees to commit to regular weekly hours throughout the term (SSAs, peer mentors), some need student workers mainly during peak registration times (lobby assistants, SOAR workers), while other employee students on an on-call basis (tour guides). This has raised issues with regard to scheduling, compensation, and retention of trained student workers. Given the current budget climate, developing a course to train students on basic helping skills would increase efficiency and better utilize resources.

- This course offering would be taught by a contracted faculty counselor who currently serves as lead facilitator for the SSA program operated out of the Counseling Department. The counselor also assisted with the training of SOAR team leaders, and piloted a similar peer mentor training course in spring of 2007. She would be released from the 3-credit course she usually teaches and the Counseling Department would hire a part-time instructor to teach that course tuition based. Therefore, the college would realize a net gain in FTE and the new FTE would be paid for at the part-time rate.

Describe the resources needed:

70 hrs @ $28.21 = $1,975 + OPE @ .345, $682 = $2,657. Resources needed are 70 hours of curriculum development funds to fully develop and prepare a curriculum tailored to the specific needs of the community college peer mentor and the Student Services departments that may seek to employ them.

What specific measurable program outcomes do you expect to achieve with this initiative? The outcomes should be specific enough to be measurable. Also, outline the method that will be used to determine the results.

- Full course enrollment
- Successful completion of the course
- Persistence of staying employed by a campus department
- Minimally satisfactory campus job evaluations

Department Priority:

7

Unit Resources:

Use of classroom and full-time faculty staff.

Carl Perkins Funding Request

Is this a Career & Technical Education program approved by the state and offered through Lane for credit?

No

If not a Career & Technical Education program, does your request provide considerable support for students enrolled in these programs?

Yes

Do you have an advisory committee that meets 2-3 times per year?

Yes

If request is for personnel, will funds be used to replace an existing position?

no

How will funding this initiative increase or sustain the academic achievement and technical skills attainment (GPA of 2.0 or better) of Career and Technical Education students?

This initiative indirectly influences the increase or sustainability of academic achievement and technical skill attainment (GPA of 2.0 or better) of Career and Technical Education students, through on-campus employment. Retention literature shows that students succeed at a higher rate due to the convenience of on-campus employment, and the engagement all students experience through being employed by a department of the college the student attends.

How will funding this initiative increase or sustain the number of CTE students that graduate or receive a one year certificate from Lane and help prepare the students for employment?

Currently, peer mentors in the Counseling Department deliver the services listed below to students. It is anticipated that the mentors who complete Each One Teach One and are employed by the college would engage in similar tasks that promote the goals of the Carl Perkins Act.

- Provide mentorship and contribute to the career development of students in career/ technical programs via assistance with Career and Employment Services resources.
- Are familiar with career-based computer programs such as Oregon CIS, Vocational Biographies, and WinWay Resume

- Assist with the planning and execution of the annual Career Fair which links graduates from Lane's professional technical programs to employers
- Demonstrate how to utilize the Lane Job Connection program to gain both on-campus and off-campus employment
- Assist departments with special projects as needed, such as SOAR, New Student Information Sessions, presentations and campus tours to recruit/retain students in career/technical programs
- Assist with Lane's Preview Night, the Lane County Youth Fair, and Lane's annual Scholarship Workshop to promote/recruit for career/technical programs
- Assist all students with navigating ExpressLane registration, FAFSA, Entrance Counseling, Direct Loan Entrance Counseling, Enrollment and Registration processes

EQUIPMENT $

Question Not Answered

COMPUTER HARDWARE $

Question Not Answered

COMPUTER SOFTWARE $

Question Not Answered

MATERIALS & SUPPLIES $

Question Not Answered

CURRICULUM DEVELOPMENT (Hours)

70

PART-TIME FACULTY $

Question Not Answered

TIMESHEET STAFF $

Question Not Answered

TRAVEL $

Question Not Answered

Can this initiative be partially funded?

Yes

EQUIPMENT $

Question Not Answered

(E) Explanation of effect of partial funding:

Question Not Answered

COMPUTER HARDWARE $

Question Not Answered

(CH) Explanation of effect of partial funding:

Question Not Answered

COMPUTER SOFTWARE $

Question Not Answered

(CS) Explanation of effect of partial funding:

Question Not Answered

MATERIALS & SUPPLIES $

Question Not Answered

(MS) Explanation of effect of partial funding:

Question Not Answered

CURRICULUM DEVELOPMENT (HOURS)

35

(CD) Explanation of effect of partial funding:

Yes, the project can possibly be partially funded for a minimum of 35 hours. However, to thoroughly develop the curriculum the full amount would be needed. A reduction of curriculum development funds will reduce the relevance of the curriculum to the Student Services division since it would result in less time for tailoring of the material to student employment needs created through the redesign process.

PART-TIME FACULTY $

Question Not Answered

(PF) Explanation of effect of partial funding:

Question Not Answered

TIMESHEET STAFF $

Question Not Answered

(TS) Explanation of effect of partial funding:

Question Not Answered

TRAVEL $

Question Not Answered

(T) Explanation of effect of partial funding:

Question Not Answered

Curriculum Development Funding Request

1. List the following information

- *Course Numbers (titles if not currently offered)*
- *Instructor Name(s) who will work on the curriculum development*
- *Whether each of the courses is in, or has been through, the curriculum approval process*

- Each One Teach One: Peer Mentoring
- Christina Salter
- Has NOT been through curriculum approval process

2. List each course number (or title) and the materials to be created for each class

- *Instructional goals, objectives, syllabi and outlines*
- *Lab instruction packets*
- *Practice, quiz, presentation &/or demonstration materials*

- *Other (specify)*

- Each One Teach One: Peer Mentoring
- All materials need to be created.

3. List each course number (or title) and give your timeline for beginning and completing each course curriculum development.

- Each One Teach One: Peer Mentoring
- July 1, 2008 through July 31, 2008 timeline

4. What are up to 3 departmental instructional goals that are met through the development of curriculum in each class?

- Each One Teach One: Peer Mentoring

- Detailed instructional goals of the Counseling Department have yet to be specified. However, the overarching goals of the Student Service Division redesign project are to identify practices that would

* Maintain or improve services and supports student success
* Help change work so we can cope with fewer resources
* Have fiscal benefits for the college

- Current discussions surrounding redesign include an increase in the use of peer mentors/assistants. Each area of Student Services provides individualized training for its student employees, yet often there is a crossover in topics covered. (For example, SOAR team leaders, SSAs and ES lobby assistants all receive training on how to assist students with ExpressLane functions.) This results in duplication of effort on the part of staff within Student Services to train students. In addition each department has different staffing needs. Some departments require student employees to commit to regular weekly hours throughout the term (SSAs, peer mentors), some need student workers mainly during peak registration times (lobby assistants, SOAR workers), while other employee students on an on-call basis (tour guides). This has raised issues with regard to scheduling, compensation, and retention of trained student workers. Given the current budget climate, developing a course to train students on basic helping skills would meet the stated goals of increasing support services, better utilizing resources, and reducing college costs.

5. List each course number (or title) and give the value of the development of curriculum in each course to other faculty members.

- Each One Teach One: Peer Mentoring

- Faculty and staff in the division (and college-wide) would benefit by having a trained staff of student employees to assist with day-today operations and special projects as outlined previously. In addition, some mentors may be affiliated with certain classes, as was the case when funding was available for a FastLane peer mentor. In such situations, mentors assist instructional faculty directly in the classroom setting. Since the course requires a service-learning component, even those students who are not hired as employees will interface with faculty and staff, assisting with service delivery.

- This course offering would be taught by a contracted faculty counselor who currently serves as lead facilitator for the Student Service Associate program operated out of the Counseling Department. The counselor also assisted with the training of SOAR team leaders, and piloted a similar peer mentor training course in spring of 2007. She would be released from the 3-credit course she usually teaches and we would hire a part-timer to teach that course tuition based. Therefore, the college would realize a net gain in FTE and the new FTE would be paid for at the part-time rate.

6. List each course number (or title) and say how many students will be served by the development of curriculum in each class.

- Each One Teach One: Peer Mentoring

- Approximately 35 students will be enrolled in the class, which would be offered in fall term, once students are hired/placed in mentoring positions. The average number of student contacts a current Student Service Associates makes in one year is 900. Thus it is estimated that these 35 students will in turn be able to assist 31,500 of their peers in the 08-09 academic year alone. This does not count the number of informal contacts these trained individuals will have with their peers outside of their workplace, and the overall effect their information sharing may have on creating an engaged and positive peer culture campus-wide.

7. List each course number (or title) and give the specific benefits to students that you expect from the development of curriculum in each class.

- Each One Teach One: Peer Mentoring
- Provide mentorship and contribute to the career development of students in career/ technical programs via assistance with Career and Employment Services resources.
- Are familiar with career-based computer programs such as Oregon CIS, Vocational Biographies, and WinWay Resume
- Assist with the planning and execution of the annual Career Fair which links graduates from Lane's professional technical programs to employers
- Demonstrate how to utilize the Lane Job Connection program to gain both on-campus and off-campus employment

- Assist departments with special projects as needed, such as SOAR, New Student Information Sessions, presentations and campus tours to recruit/retain students in career/technical programs
- Assist with Lane's Preview Night, the Lane County Youth Fair, and Lane's annual Scholarship Workshop to promote/recruit for career/technical programs
- Assist all students with navigating ExpressLane registration, FAFSA, Entrance Counseling, Direct Loan Entrance Counseling, Enrollment and Registration processes

8. List each course number (or title) and give the specific benefits for diversity that you expect from the development of curriculum in each class.

- Each One Teach One: Peer Mentoring

- The curriculum for the course would include teachings on the topics of valuing diversity, moving from marginality to mattering, and communicating across differences. Thus those who complete the course would be skilled in fostering a supportive and inclusive campus environment.

- It is likely that the students who would enroll in this class would represent a cross-section of Lane's student body. Assuming the class would in turn provide an applicant pool for peer mentor positions, the mentors would mirror the composition of the college as well. This was the case when a modified version of this class was piloted in spring of 2007. Out of the six new SSAs hired at the end of that term, three were students of color, four were women, and three were adult learners. These students came from varied educational, cultural and socio-economic backgrounds. Having such a diverse group of mentors enables students from all walks of life to identify with a trained helper and increases the likelihood that minority or "non-traditional" students will access services.

9. List each course number (or title) and give the specific benefits to sustainability that you expect from the development of curriculum in each class.

- Each One Teach One: Peer Mentoring

- This quote from Joe Cuseo (2006) makes an excellent case for the sustainability of peer mentor programs: The positive impact of peer assistance programs, which involve students helping other students, is well documented in the higher-education research literature. Such programs could be said to create a "win-win-win" scenario, whereby three parties benefit simultaneously:
    - The students who are helped are more likely to be retained succeed academically;
    - The students who provide help are more likely to experience gains in leadership skills and are more likely to be retained - because it increases their level of involvement or engagement in the college experience, and

- o The institution benefits by implementing a very cost-effective intervention that enhances enrollment management (student retention) and institutional revenue.

10. List each course number (or title) and give the specific effects on distributed learning that you expect from the development of curriculum in each class.

- Each One Teach One: Peer Mentoring

- There has been much research done on the impact that peers mentors can have on student retention. One researcher, J.P. Bean (1985), found that peers exerted more influence on student retention than all other "social agents" on campus, including faculty. In his study, Bean recommends that administrators should recognize the importance of students in influencing the attitudes of other students and develop programs in which seasoned students help the new ones successfully navigate the system to increase retention and goal attainment.

Hours requested for Curriculum Development funding:

   Please enter the amount of one of the following:

- *100 hours maximum for new development.*
- *70 hours maximum for course revision*
- *50 hours for 3-4 credit conversion*
- *other (use if multiple courses addressed in one initiative*

Do not enter any characters other than numbers and a decimal.

How many hours are you requesting? If there are multiple courses addressed in the initiative, please list each course number (or title) and give the number of hours requested for each course.

70

Can this initiative be partially funded?

Yes

Partially funded curriculum development HOURS requested:

35

Explanation of effect of partial funding:

Yes, the project can possibly be partially funded for a minimum of 35 hours. However, to thoroughly develop the curriculum the full amount would be needed. A reduction of

curriculum development funds will reduce the relevance of the curriculum to the Student Services division since it would result in less time for tailoring of the material to student employment needs created through the redesign process.

Technology Fee Funding Request