Advancing Student Achievement Through Peer-Mentoring and Financial Literacy Instruction

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Agenda

- MORaine VALLEY AT A GLANCE
- AVERAGE STUDENT PROFILE
- STUDENT SUCCESS PROGRAMMING
  - Mentor Program Structure
  - Financial Literacy Program
- QUESTION/ANSWERS
Mission

- To educate the whole person in a learning-centered environment, recognizing our responsibilities to one another, to our community, and to the world we share. We value excellence in teaching, learning and service as we maintain sensitivity to our role in a global, multicultural community. We are committed to continuous improvement and dedicated to providing accessible, affordable, and diverse learning opportunities and environments.
Moraine Valley at a Glance

- 3 Locations
- 34,061 Unduplicated Enrollment
- District Size: 139 sq. miles
- 43% Full-Time
- 57% Part-Time
- Population: 400,000
- 2nd largest in IL
- 149 Degrees/Certificates
- 41.3% Receiving Financial Aid

Source: Moraine Valley Fact Book, 2014
<table>
<thead>
<tr>
<th>Average Student Profile</th>
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<tbody>
<tr>
<td><strong>Gender (2014):</strong></td>
</tr>
<tr>
<td>Female- 53%; Male- 47%</td>
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<tr>
<td><strong>Average age:</strong></td>
</tr>
<tr>
<td>25</td>
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<tr>
<td><strong>Residence:</strong></td>
</tr>
<tr>
<td>In-District-81%; Out-of-District- 17%</td>
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<tr>
<td><strong>Average District High School Participation Rate (Public High Schools):</strong></td>
</tr>
<tr>
<td>34%</td>
</tr>
<tr>
<td><strong>Financial Aid Recipients</strong></td>
</tr>
<tr>
<td>Total-41.3%; First-Time, Full-Time-51.2%</td>
</tr>
<tr>
<td><strong>Remediation (2013):</strong></td>
</tr>
<tr>
<td>51%*</td>
</tr>
<tr>
<td>*Taking one or more remedial courses</td>
</tr>
<tr>
<td><strong>Retention Rate:</strong></td>
</tr>
<tr>
<td>72.3%</td>
</tr>
<tr>
<td>(2013FA-2014FA)</td>
</tr>
<tr>
<td><strong>Working while attending school:</strong></td>
</tr>
<tr>
<td>85%</td>
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</table>
Call to Action & Our Response

- Leadership Development
- College Navigation
- Support Services
- Course placement exams

Self-Efficacy & Campus Inclusion

Non-Cognitive College Readiness

- Federal Regulation vs. Institutional Policies
- Student’s Responsibilities & Rights
- Implications for transfer

Financial Aid Eligibility

Moraine Valley Community College

Changing Lives for a Changing World
Collegiate: Promise Meets Potential
Mentor Program
2015-2016

Collegiate: Promise Meets Potential will aid in the facilitation and encouragement of diversity in social interactions, applicable campus resources and self-advocacy among a variety of other areas that promote student success.
What do you use social media?

Social Integration to Collegiate Integration

Can these platforms have dual utility?

Are you missing a piece of the experience because you think only one way?
Mentor Program

- Peer-mentoring has refuted the notion that mentoring can only be effective through large age gaps of mentor and mentee (Budge, 2006).

- Peer-mentoring develops interpersonal and communication skills of mentors (McLean, 2004).

- Peer-mentoring has proven to positively affect academic perseverance and career choices of mentees (Brown, David, & McClendon, 1999).
Program Objectives

Engage in Service-Learning
- Work closely with high school seniors as they begin the matriculation process
- Serve as resources for various programs held throughout campus

Foster Leadership Skills
- Assist in the development of weekly programs and activities
- Provide peer-lead trainings on particular topics

Enhance Self-Efficacy
- Due to the unique blend of our population, students have the ability to also explore and develop a sense of purpose while participating in this program
- Leverage their experiences as teachable moments
Mentor Program Structure

- Mentors undergo 15 hours of training, per CRLA guidelines
- Meet once a month for 1:1s
- Opportunities to participate in campus wide events as student leaders
- Receive resume worthy experience
- Develop key transferable skills; i.e. communication and leadership skills.
- Complete and receive International Mentor Certification credentials
Training Topics
MENTORING VS. COACHING
WHAT A MENTOR IS/ WHAT A MENTOR IS NOT
MENTOR ROLES & RESPONSIBILITIES
SUCCESSFUL & UNSUCCESSFUL MENTOR-MENTEE ATTITUDES
REALISTIC/UNREALISTIC EXPECTATIONS
CONFIDENTIALITY
COMMUNICATION TOOLS
RELATIONSHIP BUILDING
CONSISTENCY
RESOURCES, REFERRALS & REFERENCES
Mentor Training

Current students are allowed to go through our 15 hour training program that equips them with the understanding, resources and communication skills to serve as mentors to high school Seniors.

Put It Into Practice

Mentors will serve as peer advocates during the high school program. They will collaborate with the bridge students on activities while also assisting them during the navigation process.

Bridging the GAP

High School Seniors who participate in the free eight-week program will participate in the program between February-April.

Starting the Semester Off Strong

In addition to identifying a career path or transfer path, successful tips & tricks, scholars will also take a practice COMPASS test to help them understand the impact the exam makes on not only their courses but also their pockets.

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Changing Lives for a Changing World
# Analytics

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Mentors</th>
<th>Avg. Cum. GPA</th>
<th>Total Training Hours</th>
<th>Total Mentor Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA2014-SP2015</td>
<td>5</td>
<td>3.624/4.0</td>
<td>75 hours</td>
<td>45 hours</td>
</tr>
<tr>
<td>FA2015-SP2016</td>
<td>9*</td>
<td>3.14/ 4.0^</td>
<td>44.5 hours</td>
<td>134 hours</td>
</tr>
</tbody>
</table>

^as of Fall 2015

## Assessment Tools

- Mentor Training Module Evaluations
- Pre & Post Self-Assessments
- Track our Mentor and Scholars enrollment
- Track Scholar course placement
- Track student participation in on-campus programming
- Encourage the use of campus resources
Resources

- College Reading & Learning Association (CRLA)
- Guidebooks
  - The Secrets of college Success 2nd Ed.
  - College & Career Success 6th Ed.
  - Handbook for Training Peer Tutors and Mentors
- First Year Experience Listserv
- PeerLeaderCenter.org
- Interactive web-based modules
  - Kognito: at-risk on campus
  - 3rd Millennium Classroom
Program Modifications

- Institution specific programming
- Allowing for campus representatives to lead programming regarding their area
- Integrating mentors into bridge programming as supplemental instruction rather than complementary assistance
- Placement testing component with mandatory supplemental tutoring prior to taking compass exam
- Expansion on mentee population
Financial Literacy

FINANCIAL LITERACY WORKSHOP
Federal Pell Grant • Illinois MAP Grant
Federal Work Study • Student Loans

To ensure your continued eligibility, all first-time students using any of the listed financial aid packages are required to attend a Financial Literacy workshop. To sign up, please visit the Student Success Center, Building S, Room S216, or call (708) 974-5277.

For students only receiving private loans, please visit the Financial Aid Office, Building S, Room S107, for an exemption form.

Moraine Valley Community College
Word Association

When you hear this word, what comes to mind?

Implicit reactions by professionals are shown to be drastically different than those of the students we serve.

This, like many other terms and concepts need to be demystified in order for students to culturally navigate college.
“Outreach activities may help to demystify the process, encourage students to apply early, and help to smooth the way for both the financial aid office and its students. In addition, it is possible that the enrollment rate of financial aid applicants may be increased with additional financial aid outreach.”

-MacCallum, 2008
The purpose of the program is to assist students in understanding their responsibilities as it pertains to the continued use of financial aid.

On average 1,327.5 students/semester (2012FA-2014SP) had their financial aid suspended.

A series of workshops were developed to address students on financial aid warning as well as first-time financial aid students.
Workshop content

Overview of the Financial Aid Process

Definition of common terms

Award letters

Compliance policies and procedures (Satisfactory Academic Progress & Standards of Academic Progress)

Examples of maintaining eligibility
Pilot Program Overview

- Our two prong pilot began with two separate populations
  - Students placed on Financial Aid Warning
  - First-time, financial aid recipients

<table>
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<tr>
<th>FA Recipients</th>
<th>Enrollment 2014FA</th>
<th>Maintained FA Eligibility</th>
<th>Enrollment 2015SP</th>
<th>Maintained FA Eligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Attendees</td>
<td>Non-Attendees</td>
<td>Attendees</td>
</tr>
<tr>
<td>Warning</td>
<td>536</td>
<td>87%</td>
<td>33%</td>
<td>32%</td>
</tr>
<tr>
<td>First-Time</td>
<td>434</td>
<td>95%</td>
<td>85%</td>
<td>73%</td>
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Since the pilot, continued to efforts to educate both populations have commenced. For our first-time, financial aid recipients (FA2015), a total of 75 workshops were conducted serving 278 students.

Of those students their ability to maintain their financial aid eligibility was monitored and we have a 81% success rate.

Currently, programming for our financial aid warning students is underway.
Program Modifications

- Developing an online module for understanding financial aid
- Expanding programming to other aspects of financial literacy, such as balancing a checkbook, understanding the differences between renting and owning, and more.
Questions?
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