Working with New Students

Peer Mentor Elective Training
Training and Development

• Onboarding
• Orientation checklist
• Mandatory “core” live webinars (attend these first):
  ➢ The Role of the Peer Mentor
  ➢ Peer Mentoring Do’s and Don’ts
  ➢ Professional Ethics for Peer Mentors
  ➢ Establishing Rapport and Motivating Mentees

• Elective live webinars
  ➢ Questioning and Listening Skills
  ➢ Working with New Students
  ➢ Goal Setting
  ➢ Stress Management

• The full schedule of trainings (including the link to use to attend) is available each quarter is located on the Training and Development tab of the Tutor Excellence Guide (http://guides.rasmussen.edu/tutorexcellence)
Learning Objectives

By the end of this training, you will be able to …

• Identify general characteristics of new students
• Explain why a new student might be resistant to using resources/asking for help
• Describe the relationship between a variety of factors
• Support each student in selecting the best support strategy(ies)
Agenda

1. Mission Connection
2. Characteristics of new students
3. Resistance to help? Why?
4. How does 1 factor influence others?
5. Role Play Scenarios: Selecting support strategies
6. Support Resources
Connecting to our Mission

The Mission of Rasmussen College Library and Learning Services
The Rasmussen College Library and Learning Services team is rooted in a tradition of student support and driven by a desire for academic excellence. We are passionate about empowering the college community through programmatic collaboration with faculty and staff.

Through curiosity, innovation, and continuous improvement, we cultivate life-long learners who are prepared to thrive in a diverse and digital society.
Characteristics of New Students

• Varied past academic experiences & outcomes
• Varied life experiences & outcomes
• Varied levels of personal support
• Varied levels of academic (learning) skills
  o Technology use
  o Time management
  o Study skills
  o Metacognitive skills (gauging process & updating)
  o Etc.
• Varied expectations about the school experience
• Varied levels of self-confidence
• Varied levels of motivation & resilience
What New Students Need:

• to acclimate to the learning environment ASAP
• to have realistic expectations about the academic experience
• to be able access, navigate, and use resources that will build & reinforce skills & confidence
• metacognitive skills—awareness of progress & adapting as needed

As Peer Mentor, you can:

• share the expectations that lay ahead
• provide tips that save time & effort
• speak directly to their concerns of the unknown
• recommend regular touch points to gauge progress & stay on track

You have been exactly where the new student is right now
Additional Context

How are new students finding you?
• Recommendations for Admissions, Orientation course, Advisors, faculty, and within courses

What do they want from you?
• They may not know. You will likely need to describe what you (as a Peer Mentor) can do for them.
  – E.g. I am a certified tutors who’s trained to show new students how to navigate the entire process of being a student. I....
    • Have been exactly where you are right now
    • Can share the expectations that lay ahead of you
    • Can provides tips that save you time and effort
    • Speak directly to your concerns of the unknown
    • Can recommend regular touch points to gauge progress & stay on track

I know what it takes to be a successful student & I can show you what you need to do to be successful too. I ‘get it’.
Formula for Success

Hope + Hard Work + Confidence = Long-term Student Success

- Having a role model who supports long term
- Knowing someone who is successful under similar circumstances
- "I CAN do this!"

- Realistic expectations of what it'll take for success
- Knowledge of tools & strategies
- Support & encouragement from peer(s)

- Knowing what to expect
- Preparing for challenges
- Envisioning self meeting/conquering challenges
- Fast skill building process
Resistance to Help? Why?

- Stigma of needing help
- Fear of still not understanding
- Vulnerability
- Others?

- How can Peer Mentors help?
  - Reach out? (if have list provided)
How 1 Factor can Influence Others

- Motivation can influence performance
- Confidence can influence motivation
- Hope can influence hard work
- And so on...

All of the factors can ultimately have an impact on performance.

When talking with a student, how can you frame the support that you (a Peer Mentor) provide that addresses these things?
Resources for New Students

Think about the resources you used or wish you’d used when you started.

- Demo the resources with the mentee
- Have the mentee click and explore right there (physical memory later)

Think also about how you will record this in RasTrack (remember FERPA and that the info is used for tracking and is shared with others).
Resources for New Students

• Peer Mentor Resource chart
  – Use without overwhelming
  – Choose particular areas based on what you hear from the mentee
  – Take notes, save, and give to Mentee at end of session
  – Can be used in future sessions to gauge progress

• Student Success Guide  http://guides.rasmussen.edu/studentsuccessguide
  – 1 stop shop

• Online Library Page  http://guides.rasmussen.edu/library

• Answers FAQ  http://rasmussen.libanswers.com/

• Brainfuse

• Your favorites?
Role Play Scenarios

Before classes start: Student has enrolled in school and is worried about being successful. Her past school experience wasn’t great.

Mentor: You reach out via a phone call (which she’s not expecting)....

• During your role play, please touch on these points:
  – Describe how you’ll start the conversation.
  – What you might tell the student to help with their confidence?
  – What specific strategies you’d recommend to prepare for school?
  – What you would say at the close of the session to encourage follow up.
Role Play Scenarios

Mentee says: My Advisor told me I needed to make this appointment.

Mentor:

• During your role play, please touch on these points:
  – Describe how you’ll respond.
  – What you might tell the student to help him/her understand what a Peer Mentor can do for her?
  – What specific strategies you’d recommend to the student?
  – What you would say at the close of the session to encourage follow up.
Role Play Scenarios

Mentee says: I’m really afraid of my math class.

Mentor:

- During your role play, please touch on these points:
  - Describe how you’ll respond.
  - What you might tell the student to help him/her understand what a Peer Mentor can do for her in this case?
  - What specific strategies you’d recommend to the student.
  - What you would say at the close of the session to encourage follow up.
Role Play Scenarios

Mentee says:  I’m a nursing student and I’ve completed my first assignment. Can you tell me if I’m on the right track?

Mentor:

• During your role play, please touch on these points:
  – Describe how you’ll respond.
  – What you might tell the student to help him/her understand what a Peer Mentor can do for her in this case?
  – What specific strategies you’d recommend to the student.
  – What you would say at the close of the session?
Not sure what to do?

Resources available to you:
- Your Learning Services Coordinator (supervisor)
- Librarian team
- LLC@Rasmussen.edu
- Jon.Mladic@Rasmussen.edu
- http://guides.rasmussen.edu/tutorexcellence
- http://rasmussen.libanswers.com
- Your programmatic and/or course Guide
- Advisors
- Career Services

Jon Mladic, Dean of Library and Learning Services
BethMarie Gooding, Associate Dean of Library
Cassandra Feidt (LSC) & Katherine Bessey, School of Business
Anna Phan (LSC) & Emily Gilbert (LIB), School of Health Sciences,
Bethany Marston (LSC) and Suzanne Schriefer (LIB), School of Justice Studies
Kristie Keuntjes (LSC) and Ashley Guy (LIB), School of Nursing
Bonnie Ostrand (LSC) and Jan McCartney (LIB), Schools of Technology and Design
Tammy Hopps (LSC) and Cassandra Sampson (LIB), Schools of Education and General Education
Questions?
Assessment

Don’t forget to ...

1. Complete the assessment for this training
   Assessments should be turned into your supervisor and can be found on Peer Mentor tab of the Tutor Excellence Guide: http://guides.rasmussen.edu/tutorexcellence/peermentor

2. Keep track of the trainings/assessments you complete
   Your Peer Mentor Supervisor will also track this but it will help keep you on track towards certification