



FAYETTEVILLE
STATE UNIVERSITY™



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PREP

PEERS RESPONSIBLY EMPOWERING PEERS

— FAYETTEVILLE STATE UNIVERSITY —



What are Peer Success Coaches?

A Peer Success Coach is a form of mentorship, usually between someone who has lived through a specific experience (Peer Success Coach) and someone new to that experience. A Success Coach will help students discover strategies to control their academic, personal, and professional success. The PREP program aims to enhance supportive relationships between two people, sharing knowledge and experience and providing an opportunity to learn from different perspectives. The mentors of this program serve as positive role model that promotes aspirations, positive reinforcement, and joint problem-solving based on previous experiences. Peer mentors are also used for health and lifestyle changes, whereas our mentors challenge their mentees with new ideas and encourage the mentee to move beyond the most comfortable things.

Reason for a Mentor Program

- Peer-based support programs can engage with young people at risk offering a non-judgmental, understanding, and supportive environment amongst like-minded peers to help them cope with stressful life events and improve resilience.
- Peer-based initiatives also recognize that once learned, peers can assist in developing these skills among other young people.
- College students make excellent mentors because they are close enough in age to young people to establish strong relationships yet mature enough to offer guidance.
- Peer-based programs can positively affect many areas of a young person's health and well-being, including self-esteem, self-efficacy, and expectations about individual control.

Statistical Facts

- Studies have shown that Undergraduates who receive out-of-class mentoring from peers demonstrated increased academic achievement, while mentored first-year students are significantly more likely to return to college for the second year (Terenzini, Psacarella, and Blimling 1996).
- Mentoring minority college students result in those students being twice as likely to persist as mentored minority students and have higher GPAs (Crisp and Cruz 2009).

P.R.E.P Culture Objective/Goal

The overall objective of the P.R.E.P is to improve the quality of life for students attending Fayetteville State University. Additionally, this program will increase student retention and campus acclimation at FSU while providing an ongoing orientation to all aspects of the university during the year. The P.R.E.P Leaders' responsibility is to provide assistance and extensive academic and social guidance. This guidance should provide academic competitiveness, social integration, increased self-esteem, and more significant self-perceived intellectual growth. The P.R.E.P leadership team will also be responsible for attending programs, creating leadership development programs on campus, and assisting the Matriculation Institute Directors Center Director with additional duties.

Who Benefits From Mentoring Programs?

College Student Mentors:

- Gain personal satisfaction
- Develop patience, insight, and understanding
- May experience a cultural, social, or economic background different from their own
- Improve leadership and communication skills
- Gain experience for future careers in public service, social work, teaching, and more

Mentees:

- Receive academic help
- Learn study skills
- Improve social skills
- Discover new options and opportunities
- Set goals for the future

Colleges and Universities:

- Retain students by providing meaningful involvement
- See progress in school performance and academic and social skills
- Receive additional student support services

Short Term and Long Term Outcomes

Short-term impacts on the individual:

- Increased self-esteem
- Increased confidence
- Improved social skills
- Positive role model for peers
- Improved problem-solving skills
- Improved help-seeking behavior
- Improved coping skills
- Optimism

Long-term impacts on individuals

Increase social interaction and create a sense of belonging within supportive peer networks.

Provide positive role models, positive peer influences, and opportunities that help young people to develop a positive self-concept, self-acceptance, and high self-esteem.

Prevent the onset or further development of mental health problems, including depression, anxiety, self-harm, and suicidal ideation.

Increase confidence and develop and enhance communication and social skills.

Empower young people to build personal resilience and improve help-seeking behavior through increased knowledge of available resources.

Teach the development of positive coping strategies and skills needed to enroll in college.

Promote future thinking and optimism and widen one's understanding and beliefs of available opportunities.

Implementation

The P.R.E.P Program assigns sophomore, junior and senior student volunteers who serve as positive role models for the student population. It's known that if students have meaningful interactions with a positive mentor, their motivation and academic performance significantly increase. This program strengthens and supports students in meeting their educational goals and helping make the college experience exciting and fulfilling.

POSITION DESCRIPTION

Success Coaches will support the program's various components, assist with implementation, and work with other programs/departments. Success Coaches will be assigned approximately two to five students to assist them in their social and academic performance. Mentors will also work closely with The Matriculation Institute Staff to provide services campus-wide.

Time Commitment: flexible, approximately 5 hours per week

DUTIES AND RESPONSIBILITIES

- Work with middle and high school students.
- Provide written reports describing contact with mentees and other challenges or issues related to job duties.
- Regularly attend P.R.E.P meetings and P.R.E.P. program activities.
- Assist in planning workshops, study sessions, and other events throughout the academic year.
- Serve as a tutor in areas with previous solid academic performance.
- Assist with developing educational and promotional materials, including newsletters and brochures.
- Success Coaches will assist the Director with planning programs, workshops, and other events. Mentors, therefore, are required to attend program-planning sessions.
- Success Coaches are expected to attend and participate in Professional Leadership Development workshops.
- Success Coaches need to contact mentees by phone, e-mail, or in-person to encourage them to attend events held by the Dean of Students Office. This may mean creating flyers, e-mailing, and informing our students about upcoming events.

Implementation Continued

REQUIRED QUALIFICATIONS

- Must be a current Fayetteville State University student unless otherwise identified by Dr. Heath.
- Experience in leadership positions in campus and community organizations
- Strong organizational, speaking, writing, and computer skills
- Able to work with university constituencies, such as student leaders and staff
- Achieved sophomore, junior or senior status by the beginning of the fall term
- Have a cumulative GPA of 2.5 or higher (applicants with a lower than 2.5 GPA may still apply and will be considered on a case-by-case basis)
- Able to balance academic and work requirements
- Available to work some evenings and weekends
- Responsible, reliable, and mature
- Knowledge about Fayetteville State University's departments, programs, and resources
- Able to attend training sessions

DESIRED QUALIFICATIONS

Previous experience working in groups or teams

Previous experience with planning and organizing workshops or other events

Successfully involved in many aspects of the university

Previous experience providing ongoing support for students dealing with academic, personal, and social issues

ADMINISTRATIVE TASKS

1) Interaction Reports - These reports will summarize any meetings or lengthy conversations you have had with your mentees.' These reports should include a summary of the mentees' well-being and any recommendations for them. Interaction reports serve as a means for the P.R.E.P Program staff to monitor student issues and address areas of concern.

2) Miscellaneous Paperwork - Success Coaches may be responsible for distributing paperwork to and collecting it from students. Such paperwork includes, but is not limited to, goal worksheets and academic progress reports.

Implementation Continued

HOW THE RELATIONSHIP WORKS

As a coach, you can talk about your personal experiences and give academic suggestions and guidance. Outside of the few scheduled events, you and your mentee can plan other interactions according to your schedules.

Coached are expected to meet individually with each of their mentees at least once every week.

The meeting time and location are at the coach's and student's discretion (and should fit well with both schedules).

Individual and group meetings are tailored to meet the needs of students. Individual appointments can review academic progress and discuss sensitive/social/personal issues that may not be conducive to (or desirable in) group meetings.

Coaches should rely solely on something other than email to contact students since many first-year students need to check and respond to emails regularly. Though conversations through phone, e-mail, chat, and text are acceptable, it is preferred to establish a face-to-face rapport with one's mentees.

WHAT MENTORS ARE NOT

Success Coaches should NOT attempt to personally handle complex problems concerning financial aid, emotional or psychological adjustment, physical health, personal counseling, or any situation for which they are unqualified. If these issues arise, please direct the mentee to the appropriate campus office and inform Mr. Heath. Remember that a mentor is not a parent, professional counselor, social worker, or financier.

CONFIDENTIALITY

Confidentiality does not mean secrecy; it means showing discretion in how, when, where, and with whom sensitive information. Generally, sharing with fellow mentors in P.R.E.P team meetings is appropriate. It is ALWAYS reasonable and necessary to share relevant confidential information with P.R.E.P staff.

All academic information concerning mentees should be kept completely confidential, including transcripts, grades, and educational status.

All personal information obtained through contact with students must be kept confidential, including, but not limited to, financial status, substance abuse, family problems, etc.

Implementation Continued

CONFIDENTIALITY Continued

Sharing personal or academic information with anyone not directly affiliated with the P.R.E.P. faces the consequences of termination from a mentorship position. A student's privacy is protected by federal law (Federal Education Rights Privacy Act). Any breach of that privacy could jeopardize the program and cause the university to be sued. Sometimes, the mentor may request permission to share information with others. This permission must be received in writing after consulting Dr. Heath, Assistant Vice Chancellor and Dean of Students.

It is NEVER appropriate to promise to keep secrets from your mentees. You may promise them confidentiality (according to the terms detailed above), but you should never promise them secrecy. In all cases, you must keep Dr. Heath informed of all pertinent information regarding your mentees.

PROFESSIONALISM

Individuals participating in P.R.E.P. are expected to behave following professional standards.

Success Coaches should never participate in any illegal activities with mentees. This includes, but is not limited to, drinking alcohol with underage students, allowing underage students to drink alcohol in your presence, or using other illegal drugs or substances with them or while they are present.

Success Coaches should ALWAYS treat mentees, FSU community members, and fellow Peer Mentoring Program staff members with respect. This means not inflicting harm, threatening physical injury, or harassing staff/students.

Success Coaches should not be involved in any criminal or illegal activities, on or off campus.

Success Coaches must review and abide by all FSU policies governing students and employees.

Violating any of these guidelines may result in disciplinary action and immediate termination.

INCENTIVE FOR STUDENTS

All P.R.E.P. Coaches will receive the following for their hard work and dedication.

- 25 community service hours for the semester
- Mental Health Awareness Certificate

Implementation Continued

ACCOUNTABILITY

- Evaluations will be required at the end of each semester to gauge mentor interaction and participation.
- Mandatory monthly meetings with mentors of the program
- Additional Training, when seen as applicable
- Confidentiality clause (required upon applying)