Running Head: PSYCHOSOCIAL GROWTH OF PEER MENTORS IN COLLEGE

The Psychosocial Growth of Peer Mentors
in a College Program for Students on Academic Probation

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Abstract

Although the cognitive gains of collegiate peer mentors have been previously studied, little research has investigated affective or psychosocial change. The current study illustrates how peer mentoring prompts positive changes in one's personal and interpersonal relationships and value system. The findings may be correlated with the natural developmental stages that occur within undergraduate college students. This study used a sample of peer mentors in a program for students on academic probation from a large Midwestern state university.
Introduction

College is a critical time in young people’s lives for development and growth (Evans, Forney, & Guido-DiBrito, 1998). The term student development was first defined by Nevitt Sanford in 1967 as “the organization of increasing complexity” (p. 47). College students, whether or not they recognize it, go through distinct changes and experiences that challenge their previous ways of thinking and behaving. As a result, a student acquires the capability to integrate and act upon increasingly complex influences. Student affairs literature describes student development as holistic, a philosophy concerning the whole person. Developmental theory provides the fundamental basics for student affairs practice. As such, learning about affective and behavioral growth (along with cognitive growth) can help practitioners maximize student outcomes and successes in educational environments.

Psychosocial Theory

One model of developmental theory is concerned with the personal and interpersonal lives of individuals. Research conducted by Erikson (1950, 1968) produced the foundations of psychosocial development and theory. He saw development as a series of developmental tasks or challenges (also called “crises”) which a person must work through in order to achieve a more complex and integrated value system. When balanced with support from family, friends, counselors, and other mentors, the series of challenges shapes and guides one’s personal growth throughout the life span. Sanford’s notion of “challenge and support” is a frequently quoted phrase in student affairs practice, reiterating that students in college encounter many developmental tasks in their four years and require the continual encouragement and advocacy from those around them.

Perhaps the most widely cited theorist is Arthur Chickering, whose Education and Identity (Chickering & Reisser, 1993) is a pivotal work in the field of student development. Based on the work of Erikson, Chickering and Reisser described seven vectors of student
development, all of which cumulatively contribute to a sense of identity. This holistic approach considered both personal and environmental influences on the individual which have both a magnitude and direction (thus, “vectors” and not “stages” or “phases”). Students work through vectors, challenged by age-specific norms which manifest in the collegiate atmosphere. Other personal influences such as gender, sexual orientation, and race affect the sequence and level of involvement that a student works through these seven vectors. Chickering’s vectors overlap and interact with each other, and “students often find themselves reexamining issues associated with vectors they had previously worked through” (Evans et al., 1998). Together they offer an extensive depiction of psychosocial development in the college years.

**Student Development and Peer Mentoring**

One particular developmental task facing students is participating as a peer mentor in a university-sponsored program. Such programs are varied and may be incorporated into various aspects of university life, such as academic counseling, health promotion, resource centers, and theater troupes (Sloane & Zimmer, 1993). Much research has supported peer mentoring as a process which “creates behavior change in campus settings by [having students serve] as role models portraying proactive behavior as normative behavior” (Badura, Millard, Peluso, & Ortman, 2000). Indeed, Sawyer, Pinciaro, and Bedwell (1997) found that students rely on their peers as sources of information more than any other age group. As such, the process of and participation in a peer mentoring program can be a developmental task challenging the ways in which intellectual competence, interpersonal relationships, sense of purpose, and personal identity are perceived by the mentor.

**Cognitive Development of Peer Mentors**
Annis (1983) studied the analytical skills of five groups of students who were given specific tutoring roles in learning a story. This researcher found a beneficial change for tutors that increased content-specific knowledge in addition to more generalized fields (such as how to apply learning processes to other educational situations). No description of affective gains, if any, were offered about the tutees. In 1989, a study conducted by Fantuzzo, Dimeff, and Fox looked at reciprocal peer tutoring (RPT) in a college abnormal psychology class. The researchers found that RPT, designed to promote mutual teaching and strengthening of skills, resulted in tutors’ improvement in personal academic achievement, personal cognitive gains, and higher abilities than those who did not interact with peers.

Some literature contends that cognitive gains of peer mentors are due not to the interactions between themselves and other students, but rather are caused by participation in the training exercises and programs before the actual mentoring occurs. One such study by Spratt and Leung (2000) found that participation alone in a peer teaching program does not produce higher motivation and self-esteem. Participation must also be accompanied by confident and guided preparation and discussion with students about teaching methods and aims. They offer that confident and guided preparation and discussion with students about teaching methods and aims must accompany their participation in order for growth to occur. The article argues that better general preparation of tutors is necessary before allowing them to educate others.

A related commentary by Gaustad (1993) observed how training classes for tutors encouraged the use of higher critical thinking skills that perhaps allows tutors to experience more cognitive gains than the tutees. These classes, and not the tutoring process, provided the chance for the use and improvement of communication and study skills. Tutors may also experience a rise in self-esteem. The researcher did not conduct any study to test this theory, and the brief literature review does little to support an argument.

*Psychosocial Development of Peer Mentors*
While not specifically designed to assess or report on psychosocial growth, much research on student behaviors and what students think has been conducted using peer health educators in various environments. Sawyer, Pinciaro, and Bedwell’s (1997) study of participants in peer education programs about sexuality and healthy decision-making reported a positive effect on academic and attitudinal growth, but an even greater and more relevant shift in a positive and desired direction toward better health decisions, self-esteem, and personal development. A second study conducted three years later by Badura, Millard, Peluso, and Orman (2000) measuring 30 undergraduates, noted that participants reported better leadership skills, health knowledge, and active involvement in changing personal health behaviors after completing peer education training.

Two other peer education programs utilized training to help develop tutors’ abilities and choices before they began teaching. Libarkin and Mencke (2001), who called their students “preceptors,” designed a program for preceptors to teach in science courses. Results showed that preceptors felt they would be able to perform a given learning style-related skill and feel more comfortable. Forty-three preceptors were evaluated after completing the class without a pretest or report about previous teaching experiences. Further, a statistically significant improvement in group performance and satisfaction with group exercise was found in the use of Peer Learning Assistants (PLAs) by Groccia and Miller (1996). The PLAs reported qualitatively that they had an overall positive experience participating in the program, which included positive gains in academic, social, personal, and interpersonal functioning during the course and in the eighteen months following its completion.

The learning-centered model of teaching, as described by Stage, Muller, Kinzie, and Simmons (1998), involves the conscientization of students, a process by which they are made aware of their own social conscious and through which they may become aware of the possibilities of transformation through action. The implications of such a model on the
development of peer mentors (as well as on mentees) are clear: through the stimulation of peer learning, all students can gain a greater understanding of their own capabilities as demonstrated by others. In this way, one’s psychosocial growth is influenced and the student’s value system is transformed due to interactions with his or her peers. In 2002, Tien, Roth and Kampmeier examined the implementation of a peer-led team learning instructional approach in an undergraduate organic chemistry course. Findings suggest that students in the treatment group, those with a peer leader, showed significant improvement in academic performance. Peer leaders voluntarily posited that they see mentoring as an honor and opportunity, the chance to benefit themselves from mentoring relationships with course faculty and learning specialists.

Such change is also reflected by Yogev and Ronen’s 1982 study, which analyzed the psychosocial and cognitive changes experienced by cross-age tutors in an Israeli secondary school. Their design measured specific affective traits associated with student development before and after participation in a tutoring program. Both tutors and tutees, along with nonparticipants in the tutoring program, were surveyed to assess the indication of interpersonal understanding and its change (if any) as affected by the program. All students who participated in the program demonstrated growth over time, however, the researchers indicated large increments in the tutors’ scores of the selected traits. Unique characteristics of Israeli schools may not translate well to American universities but peer mentors’ psychosocial and moral changes are still a noteworthy phenomenon.

In contrast, very little empirical research has been conducted to assess the psychosocial development of the peer mentor. Most of the previous studies on peer mentorship describe cognitive gains, or growth in the way that people think. These studies (see King & Kitchener, 1994; Kohlberg, 1969; Perry, 1968) “stress the importance of heredity and environment in intellectual development and reveal the various ways an individual develops cognitively” (Evans et al., 1998). Such research, including some that does not directly study college students,
nevertheless contributes to the collection of literature surrounding this largely unexplored experience as an aspect of college student development.

The research surrounding tutors, peer education, and mentors contains enough details to infer that peer mentoring within the context of higher education environments is effective in producing psychosocial change in peer tutors. Nevertheless, none actually do conclude such information, and none examine how peer tutors of students on academic probation (who were themselves once at risk of academic failure) experience developmental change. For these reasons, our study has both need and place in the realm of research on the mentoring process in higher education.

Method

Subjects

Seven peer mentors from the Indiana University Phoenix Program were selected to participate in the study. The seven mentors willingly agreed to be a part of the study and each received a questionnaire. After four separate attempts (email, personal communication, and two more emails) were made to remind the mentors to return the survey, three students completed the form. Reasons for which mentors did not return the questionnaire are unknown to the authors.

Three undergraduates, two males and one female, comprised the sample. Jane, the female, is a 19 year-old sophomore majoring in mathematics education who has been a peer mentor for one year. John is a 23 year-old senior in sports communication who has spent two and half years mentoring in the Phoenix Program, and Bob, who has mentored for three years, is a fifth-year senior studying social studies education. Socioeconomic levels and other demographic information were not collected from the participants due to its believed insignificance in potential psychosocial change.

Instrument
A qualitative questionnaire was created as an instrument to allow the participants to reflect on personal psychosocial changes associated with the role of a peer mentor. One of the difficulties present in the subject pool was that all participants had previously been exposed to the exogenous variable (participating as a peer mentor in the Phoenix Program) before the study commenced, which could bias a true analysis of the endogenous variable (any observable psychosocial change). Hence, questions were designed for the participants’ responses to exclusively correlate with Phoenix mentoring. A copy of the instrument may be found in Appendix A.

A diagnosis of internal validity was not performed on the instrument because of time and sample constraints. Beyond four basic demographic queries, 19 distinct open-ended items were used to illicit mentors’ psychosocial change. In this study, psychosocial change is operationally defined as a shift in personal and interpersonal relationships, and a difference in one’s value system based on the interactions between the internal dynamics of a peer mentor and the external environment.

Procedure

Participants were given the instrument and asked to completely answer all questions. Once the respondents’ surveys had been acquired, the authors created a matrix (see Appendix B) to efficiently organize the data. Subjects’ names were changed for anonymity and placed into three separate columns with answers organized into rows corresponding to each individual. One researcher entered data into the matrix as either a direct quote or a summarized response, while the other researcher verified entries. The matrix was then analyzed for an emergence of potential themes associated with psychosocial change.

Results

In reviewing the matrix, the three students’ responses present themes relating specifically to psychosocial changes in the peer mentoring experience. One such theme, education, was seen
within many of the respondents’ answers that correlated with a change in both personal and interpersonal relationships. The altering of personal value systems was also described by the mentors.

Education

The three subjects felt that their personal relationships with school have been positively influenced through peer mentoring. Jane stated that she studies almost every night, very little cramming occurs before tests, grades are better, and now strives for A’s. John noticed how being a peer mentor meant staying focused since it would look “stupid for a peer to flunk out again” and has gained a better “focus on graduating.” Bob responded that he takes school “a lot more seriously” and will “get my work done first” before having fun. He also makes a conscious effort to get help with papers when needed. Another indication that education is rather important to Bob after the peer mentoring experience is that his GPA has risen from a 1.4 to a 3.0 in only two years.

The educational setting of peer mentoring has also affected the mentors’ interpersonal relationships with those with whom they work. Jane felt more “wanted and helpful” and aimed to be more “beneficial in helping someone else feel more comfortable at college.” John recognized that college presents struggles to students, and used that to assess his own capabilities to achieve. Further, the mentors seem to have gained an understanding about their personal investment in education and are now able to make decisions based on how current behavior will affect future plans. Through peer mentoring, Bob has become aware of his developing personal attributes, and is now thinking about continuing on toward achieving a Masters degree.

Participation in the mentoring program has allowed the students to consider their own role in the realm of education.

Value Systems
A value system can be defined as a combination of personal attributes associated with a given context or intrinsically held by the person. Jane’s value system was altered by peer mentoring, since she now adjusts to people with different backgrounds more easily, tries to find something good about a job that must be done, is reassured about her goal of becoming a teacher, and has discovered that she has good leadership skills. John indicated that he is more serious about accomplishing personal goals, such as graduating. Bob is now more comfortable being in front of a class, has an “intrinsic motivation to succeed, and increased his personal confidence. The subjects’ value systems have shifted because of peer mentoring towards a more positive personal view of themselves and the environment in which they live and work. The difference in value systems may be linked to the natural development stages occurring in many undergraduates.

Discussion

An analysis of the data that was returned clearly indicates growth and development of the peer mentors in several of Chickering and Reisser’s vectors. The respondents demonstrated a significant change in Developing Competence, Moving Through Autonomy Toward Interdependence, Developing Purpose, and Developing Integrity. An interesting feature of these vectors is that environmental influences such as teaching, student communities, student development programs and services, and the integration of work and learning are alleged to play a substantial role in the facilitation of student development. Thus, participation in the Phoenix Program as a peer mentor may be a contributing factor toward affective gains. The following findings were commonalities that emerged from the data given by the peer mentors that their communication skills, study habits, relationships, self-confidence, and self-motivation to reach goals have all been considerably enhanced because of their status as a peer educator.

Additionally, the peer mentors demonstrate strong increases in two of the later of the seven vectors, which Chickering and Reisser claim build upon earlier vectors and require
increasing “complexity, stability, and integration as the issues related to each vector are addressed” (Evans et al., 1998, p. 38). We believe that this a key feature of the peer mentorship experience; although students may move through the earlier vectors in normal transitions and experiences in college, peer mentorship enhances progression through later vectors of identity development because of its magnitude and strong direction toward maturity, moral thinking, and personal integrity.

Developing Competence

This vector was described by Chickering and Reisser (1993) as a three-pronged pitchfork, the tines being likened to intellectual, physical/manual, and interpersonal competence, with the handle being an overall sense of competence stemming from the “confidence that one can cope with what comes and achieve goals successfully” (p. 53). All of the respondents indicate an intellectual change, most evident in the acquirement of critical thinking, time management, and cultural appreciation/awareness. Bob, a fifth-year senior who has been with Phoenix as a peer mentor for three years, recognized the significant impact the experience has had on his intellectual competence, now being able to manage his time better, making contacts and references for future jobs, and expanding his “own life of culture” through meeting people of different backgrounds and working to raise his grade point average from a 1.4 to a 3.0 in only two years. John finds that as a telecommunications major and using the skills he learned through teaching, he is more critical of the media.

John also emphasized how his leadership abilities have been improved through being a peer mentor, a feature of developing interpersonal competence. Being a peer mentor, he wrote, meant that he would have to stay focused to get his own work accomplished because it would “look stupid for a peer to flunk out again.” Regardless of whether John is working harder to be more successful on his own merit or simply because he needs to stay above a certain average in
order to remain a mentor, the idea that he has improved his study habits at all, in combination with his self-recognition as a role model, has increased his interpersonal competence.

Above all, the tines of specific competencies originate from the pitchfork’s handle of an increased sense of confidence. Each of the respondents indicates an overwhelmingly positive gain of self-esteem and self-assurance as a direct result of the peer mentoring experience. The ability to speak out in other classes, discovering an advantage in abilities of communication and privilege (that to be a mentor is a special honor), and knowing that one can help others succeed by sharing personal stories are only three of the personal anecdotes shared by the respondents as features of the peer mentor experience that have helped increase their confidence.

Moving Toward Autonomy Toward Interdependence

In theory, peer mentoring should be a strong factor in helping students develop a sense of interdependence. As Chickering and Reisser describe this vector, students will gain an awareness of their interconnectedness with others through freeing themselves of the need for “reassurance, affection, or approval from others” (p. 117). The researchers believe that the peer mentor experience is a developmental environment conducive to discovering meaningful relationships with others. As mentors, these students can identify their leadership capabilities and hone them to create significant interactions with those in their classes. Just as the peer mentors experienced when they were going through the Phoenix Program, so too do their own students have the need for peer advisers to model positive study, interpersonal, communication, and developmental behaviors. The peer mentors who responded to the instrument have utilized their personal experiences with their own mentors. They sought to replicate similar experiences for their mentees in which to demonstrate the necessary developmental step of recognizing the importance of the interrelatedness of mentors and mentees to help the mentees succeed.

Bob wrote that in addition to having the chance to be in a classroom as preparation for his goal of being a social studies teacher, being a peer mentor allowed him to show students the
mistakes he made so that they do not make the same ones. It is implied that when Bob was taking
the class in the Phoenix Program, he too had a mentor that enabled him to see the error of his
ways. Without the direction and instrumental independence resulting from his mentor, it is likely
that Bob could still be on academic probation.

Similarly, Jane exhibited a strong sense of interdependence after becoming a peer mentor. She felt “wanted and helpful” as a peer counselor and wanted to be more “beneficial in helping
someone else feel more comfortable at college.” Jane found that the world of Indiana University
seemed smaller once she became a peer mentor because she was able to recognize more faces
and work more closely with individuals. She has realized that a single individual who considers
herself autonomous may not always be successful, but that a student community that reinforces
the need for cooperative learning can help a person make affective gains and become more
integrated with the university environment.

Developing Purpose

Overwhelmingly the peer mentors show a greater sense of commitment to reaching their
goals and developing a sense of purpose. Becoming a mentor allowed them to clarify their
professional and personal goals as well as establish strong interpersonal commitments. Decision-
making and goal-setting processes are two developmental aspects of which this vector consists.
The idea of setting clear vocational goals (vocation as a term used to describe one’s life calling
rather than manual work) is also an indication that a student is learning to develop purpose.

Only one respondent indicated that he changed his academic major after participating in
the Phoenix Program, but all peer mentors showed a stronger commitment and enthusiasm
toward scholarship, learning, and professional development. Jane mentioned that she now pushes
herself “to be healthier and stronger,” which she links with motivation to succeed and is a key
step in thriving as a teacher. Themes expressed throughout the respondents’ answers include
intentionally choosing and staying with a major that would lead them to a career.
Bob responded that the role of a peer mentor has helped him “define his future” and allowed him to think about getting his master’s degree after college. He raised his grade point average from a 1.4 to a 3.0 in only two years, a testament to his increased dedication to his studies and academic. He has begun to consider how his current college experiences will affect his options for future degree attainment. Clearly his purpose for being in college has been clarified through his participation in the Phoenix Program.

**Developing Integrity**

The most complex and abstract vector, Developing Integrity comprises three stages, the first of which is humanizing values. Students move from rigid, moralistic thinking to a more humanized value system that balances the interests of others with one’s own interests. Indeed, all mentors participating in the program are experiencing development through the first part of Chickering’s last vector. By working with other students who are on academic probation, the mentors have a vested interest not only in gaining practical teaching and tutoring experience, but also in helping others to learn from the mentors’ mistakes and showing care and concern. Indeed, John expressed his realization after becoming a mentor that he previously thought people on probation are lazy, and that after, he sees that college presents real struggles to them. He wrote, "I have learned that by sharing my experiences I can help other people succeed.” Jane found that her leadership skills evolved after the students demonstrated an appreciation for her work; the “impact” she has made on students has also been impressed upon her. Both John and Jane have developed a sense of social and personal responsibility emanating from their mentorship experiences.

**Implications**

The implications for both further research and student affairs practice are manifold. Studies that investigate mentors’ psychosocial gains contribute to the principle that student learning and growth takes place in all aspects of the university environment and not just in the
classroom. Psychosocial development is an integral part of the college experience, shaping young people’s lives and helping them to both learn from and teach each other in a mutually-influential process. As one aspect of the student experience, peer mentoring can be an agent of socialization to the campus culture. The frequency and intensity of interactions between mentors and mentees can affect the velocity at which psychosocial development occurs.

Additionally, significant contact with counselors, advisors, or peer leaders contributes to retention and a sense of student satisfaction (Love, 1995). Student role models such as peer mentors affect persistence on non-mentors through college as well. Thus, the peer mentor, who should be considered an important figure within the dimension of student affairs, can not only demonstrate personal gains, but also play a central role in the psychosocial development of others. Although other studies have already investigated such a phenomenon, it is not without merit to seek to educate peer mentors themselves about their ability to influence, which may perhaps in turn further reflect upon their own development.

Limitations

Clearly, the nature and restricted time period of the study presents numerous limitations to understanding the psychosocial gains of student mentors in the mentoring process. An ideal longitudinal study would examine change in our mentor panel over time with a necessary pre-test to truly assess the stages of psychosocial development. A more reliable study would have tested this panel at the time at which they entered the program (as students on probation), when they were asked to become peer mentors, and again after a few months of participation as mentors. In this way, the dynamics of the program could have affected the students in an observable and measurable manner. To further prove that the psychosocial gains of the mentors were due exclusively to the mentoring process, an anonymous study of mentors, mentees, and students not affiliated with the Phoenix Program could have been conducted.
The researchers were unable to conduct personal interviews with the participants, limiting the attainment of further insight into their psychosocial change. The survey instrument’s written form left little room for deeper explanation, and the researchers were unable to ask follow-up questions that could better explore psychosocial growth. If future research involving the measurement of psychosocial growth were desired, any number of student development assessment tools such as the Student Development Task and Lifestyle Inventory (Winston, Miller, & Prince, 1987) and the Iowa Student Development Inventories (Hood, 1986) would provide more reliable and valid investigation into the growth experienced by a panel.

Further, the peer mentor sample from which the researchers received complete responses constituted less than one-third of the total mentor cohort for the fall of 2002. It is nearly impossible, then, to generalize the results across the entire population. In addition, because these are self-reported measures of change, it is possible that these gains experienced by the mentors were not experienced during the mentor phase of the Phoenix Program, but rather in the earlier stages, perhaps when the mentors were themselves participants. The nature of the survey instrument and administration does not allow for a clear evaluation of when these psychosocial gains were experienced.

The limited base of knowledge of these students severely restricts the reliability of the results. The current qualitative research would have been improved upon by direct observation of the participants and an intense system of note-taking, memo writing, and coding by trained and objective informants. Both time and interpersonal limitations did not allow for the research team to develop a presence or rapport with the student mentors.

Conclusion

Previous research about the experiences of peer mentors has centered around cognitive gains, with little investigation of the psychosocial shifts within mentors. In this study, a qualitative analysis of psychosocial development within peer mentors showed there are benefits
to college students becoming peer mentors. These students exhibit greater investment in their studies, increased time helping others to succeed, and a recognition of personal abilities not previously observable to the mentors. The enhancement of college education may develop through other scholastic and extracurricular pursuits, but the fundamental characteristics associated with mentoring (working with mentees, developing leadership skills, and academic improvement) allows the mentors’ value systems to efficiently improve within the context of peer mentoring. The authors conclude that becoming a peer mentor positively influences psychosocial development.
References


Appendix A

*Phoenix Program Peer Mentor Questionnaire*

1. What is your year in school?
2. What is your major? Has it changed since becoming a peer mentor? If so, why?
3. What is your age?
4. How long have you been a peer mentor?
5. How did you become a peer mentor?
6. Some peer mentors report a change in attitude toward school after starting such a program. What kind of changes have you noticed?
7. What are your interactions like with people from different backgrounds and points of view? Have those changed?
8. What is your outlook towards work? How has it changed since becoming a peer mentor?
9. What reasons contributed to your decision to become a peer?
10. Since becoming a peer, how has your motivation to succeed in college changed?
11. How has your time management skills changed?
12. Have you become more self-motivating since becoming a peer? If so, how?
13. How have your goals changed?
14. What are your career aspirations? Have they changed since becoming a peer?
15. How has your GPA changed since becoming a peer?
16. How have your communication skills changed? (written and verbal)
17. Have you developed better critical thinking skills? If so, give examples.
18. Some peers report a change in their level of confidence. Is this true for you? If so, how?
19. Peer helping can also teach people new things about others. Has this occurred through your experience? If so, how?
20. Describe your relationship with other peers.
21. Peer helping sometimes teaches people new things about themselves. Is this true for you?

If so, how?

22. How would you rate your overall experience as a peer mentor?

23. How have you become more aware of your strengths and weaknesses?
## Appendix B

<table>
<thead>
<tr>
<th>Question</th>
<th><strong>John</strong></th>
<th><strong>Bob</strong></th>
<th><strong>Jane</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Senior</td>
<td>5th year senior</td>
<td>Sophomore</td>
</tr>
<tr>
<td>2a</td>
<td>Sports Communication - Broadcasting</td>
<td>Social Studies Education / Computer Endorsement minor</td>
<td>Education / Mathematics</td>
</tr>
<tr>
<td>2b</td>
<td>Yes - formerly Secondary Education</td>
<td>No - formerly Business, but changed before becoming peer mentor</td>
<td>No change</td>
</tr>
<tr>
<td>2c</td>
<td>Peer mentoring showed that teaching was something he did not enjoy</td>
<td>Struggled with Business, decided to make the change</td>
<td>Hasn't changed, but reinforced &quot;excitement&quot; to be a teacher</td>
</tr>
<tr>
<td>3</td>
<td>23</td>
<td>22</td>
<td>19</td>
</tr>
<tr>
<td>4</td>
<td>2.5 years</td>
<td>3 years</td>
<td>1 year</td>
</tr>
<tr>
<td>5</td>
<td>Was on academic probation, took course, AI asked me</td>
<td>Did well in Phoenix course, recommended by AI</td>
<td>Took X152 class, offered to be a peer</td>
</tr>
<tr>
<td>6</td>
<td>More serious about accomplishing goals, (&quot;graduating&quot;)</td>
<td>Takes school &quot;a lot more seriously,&quot; have fun but &quot;get my work done first&quot;</td>
<td>Feel more needed and useful at IU, I feel &quot;wanted and helpful,&quot; gladly offer to be a peer counselor, easy knowing I'm not the only stressed one</td>
</tr>
<tr>
<td>7</td>
<td>Always been open-minded, hasn't changed</td>
<td>No problem with other backgrounds, respect other POV (&quot;hasn't changed much&quot;)</td>
<td>Now easy to adjust to people of different backgrounds, people are unique in their own way</td>
</tr>
<tr>
<td>8</td>
<td>Get the work for a job done</td>
<td>No answer</td>
<td>Work used to be a hassle and consume my time, now try to find something good about the job, talks to co-workers and tries to spend more time enjoying it</td>
</tr>
<tr>
<td>9</td>
<td>Being a peer means I have to stay focused on my own, would look &quot;stupid for a peer to flunk out again&quot;</td>
<td>Chance to be in classroom, teach other students in the same position I was in, opportunity for experience in front of class, show them my mistakes, make contacts/references, people of diff. backgrounds, expanding &quot;my own life of culture,&quot; good activity</td>
<td>Successful frosh year, share experiences to help them, wanted to be more &quot;beneficial in helping someone else feel more comfortable at college&quot;</td>
</tr>
<tr>
<td>10</td>
<td>&quot;Focus [sic] on graduating&quot;</td>
<td>Changed little, made up mind to succeed before becoming a peer, seeing what people on probation are like makes me not want to be that way again, &quot;intrinsic motivation to succeed&quot;</td>
<td>&quot;Knowing that I am a role model makes me want to work that much harder in setting a good example&quot;</td>
</tr>
<tr>
<td>11</td>
<td>&quot;Simple - I learned what a planner was&quot;</td>
<td>Balance my priorities better, time management skills still bad, &quot;old habits are hard to break,&quot; know that I can manage my time better to get things done</td>
<td>Study almost every night, don't cram, prioritizing</td>
</tr>
<tr>
<td>Question</td>
<td><strong>John</strong></td>
<td><strong>Bob</strong></td>
<td><strong>Jane</strong></td>
</tr>
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<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>12</td>
<td>Phoenix motivated me as a student, but being a peer did not</td>
<td>More self-motivated, want to be successful, I know I don't want to be back on probation and “just trying to stay in school and having a diploma given to me”</td>
<td>“Push myself to be healthier and stronger,” linked with motivation to succeed, a key step in becoming successful</td>
</tr>
<tr>
<td>13</td>
<td>“I try to set realistic goals that I know are within my capabilities to achieve”</td>
<td>Goals haven't changed, more realistic now</td>
<td>Not changed, but goals have only been reassured, I only want to work harder at becoming one [a teacher]</td>
</tr>
<tr>
<td>14</td>
<td>Wants to work in TV, no longer want to be a teacher</td>
<td>None has changed, role of peer helps me define my future, has helped me think about getting my Masters</td>
<td>“Same as above”</td>
</tr>
<tr>
<td>15</td>
<td>No answer</td>
<td>1.4 to a 3.0 in 2 years, made Dean's List often, “this is something which is very hard to do,” &quot;easy to [blow] off your GPA, but bringing it back up is very difficult&quot;</td>
<td>Grades better, strive for A's now</td>
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<tr>
<td>16</td>
<td>Improved both, especially verbally</td>
<td>Gotten better, being in front of class, making conscious effort to get help with papers, better written skills</td>
<td>Easier to speak in front in front of people, strengthen vocabulary</td>
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<td>17</td>
<td>Telecommunication classes, I am more critical of the media, notice things now that I did not before</td>
<td>Be thinking on your toes and outside the box to challenge your students more, we need to develop the skills in order to be effective as teachers</td>
<td>Look more critically and from more angles</td>
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<tr>
<td>18</td>
<td>“20x more confident. That is a big part of my success”</td>
<td>Tremendous confidence, used to be scared to death, more able to speak out in other classes, &quot;approach people&quot;</td>
<td>Definitely risen, &quot;feel very special to be a peer when only a sophomore,&quot; &quot;feel like I have an advantage or a bigger head start over the rest of my class&quot;</td>
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<td>19</td>
<td>Thought people on probation were lazy like me, I recognize that college presents struggles to students</td>
<td>Help people understand each other and their differences, we can teach it better because we are &quot;more on the level of the students than they are,&quot; connect students to each other</td>
<td>Realized everyone is different, get to meet people different from me</td>
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<td>20</td>
<td>Very friendly, spend time with more outside of class, friendship rather than collegial relationship</td>
<td>I am the peer leader, I have make sure people are enjoying their job, we all hang out</td>
<td>Easy to talk with other peers, also going through what I am, they understand how I feel and what I am going though, we worked together to shape the class in the way that would be most beneficial to the students</td>
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<tr>
<td>Question</td>
<td>John</td>
<td>Bob</td>
<td>Jane</td>
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<tr>
<td>21</td>
<td>&quot;I have learned that by sharing my experiences I can help other people succeed&quot;</td>
<td>Working in peer relationships has helped the students in our class recognize what kinds of behaviors got them into academic trouble, became a peer to help make that difference</td>
<td>&quot;Discovered that I have good leadership skills,&quot; makes me feel like a great leader</td>
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<tr>
<td>22</td>
<td>Out of 1-10, give it a 7</td>
<td>Excellent, met great people, worked with intelligent professionals, everything I could ask for in a job, thankful for opportunity</td>
<td>Make an impact on my students, feel useful, would rate overall experience as successful</td>
</tr>
<tr>
<td>23</td>
<td>Understand what I am capable and not capable of doing, use that to my advantage</td>
<td>Realized that it is that I do wrong, makes me aware of what I am good at</td>
<td>No answer</td>
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</tbody>
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