Academic Lifestyle during the PSYCMentor Program:
Did the PSYCMentor program influence first-semester psychology students?
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**Academic Lifestyle**

- The level of satisfaction a student has about their status as a student

**Introduction**

**PSYCMentor Program:** First-semester psychology students were assigned to Junior and Senior undergraduate mentors for a "First-Semester Experience" course
- Program goal: guide mentees through their first semester in college as a psychology student
- Mentors led weekly meetings that included information on graduate school, extracurricular activities, research opportunities, study techniques, and university resources

**Research Questions**
- **RQ1:** Were the mentees’ ratings of Academic Lifestyle statistically significantly different between the middle of the semester and the end of the semester?
- **RQ2:** Do the mentees’ a) race, b) gender, c) sexual orientation, d) parental education, or e) ability status impact whether a mentee’s ratings of Academic Lifestyle differed significantly between the middle of a semester and the end of the semester?

**Methods**

- **Race**
  - White
  - Hispanic/Latino
  - Asian
  - American Indian/Alaska Native
  - Middle Eastern/North African
  - 2+ Race
- **Sexual Orientation**
  - Heterosexual/straight
  - Homosexual/gay/lesbian
  - Bisexual
  - Self-identify or more than 1
- **Gender**
  - Men
  - Women
- **Parental Education**
  - Less than a high school diploma
  - High school diploma/GED
  - Some college, or trade school/Associate's degree
  - Bachelor's degree
  - Master's degree or higher
- **Disability**
  - No disability
  - Has a disability

**Measures**

- 3-item Scale (1-7): 1 = strongly disagree; 7 = strongly agree
  - "I am enjoying the lifestyle of being a university student"
  - "I sometimes feel as though my education is not worth time away from my work or my family"
  - "I sometimes worry I do not have the academic skills needed to enjoy being a student"

**Results**

- **Mean of Academic Lifestyle per Race**
  - White
  - Black or African American
  - Hispanic, Latino, or Spanish Origin
  - Asian
  - American Indian
  - Middle Eastern
  - 2+ Races

**Discussion**

- Overall, mentees’ ratings of Academic Lifestyle at the end of the semester were significantly higher than their ratings in the middle of the semester.
- Ratings of Academic Lifestyle were higher at the end of the semester because students felt like their lifestyle went on an upwards trajectory and students were enjoying the lifestyle as university students at Texas A&M.
- Mentees’ ratings did not differ between the middle and end of the semester based on gender, sexual orientation, parental education, or ability status.
- However, students’ ratings of Academic Lifestyle between the middle and end of the semester were significantly impacted by their race.
- The significance can be attributed to a disproportion of races in our participants - 2 racial groups were made up of one person and there were 72 white participants.