



Academic Lifestyle during the PSYCMentor Program:

Did the PSYCMentor program influence first-semester psychology students?

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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

Academic Lifestyle: the level of satisfaction a student has about their status as a student

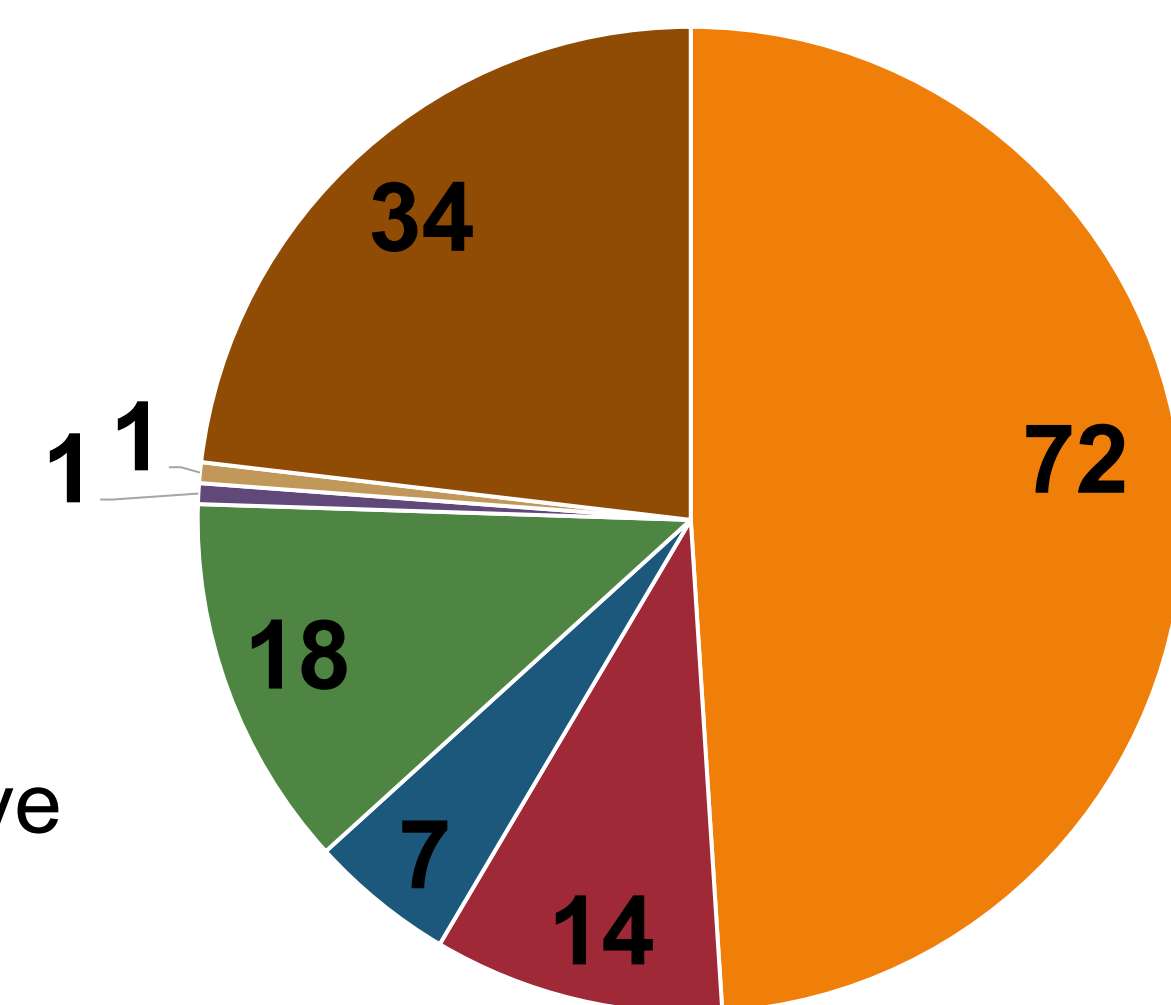
Research Questions

- RQ1: Were the mentees’ ratings of Academic Lifestyle statistically significantly different between the middle of the semester and the end of the semester?
- RQ 2: Do the mentees’ a) race, b) gender, c) sexual orientation, d) parental education, or e) ability status impact whether a mentees’ ratings of Academic Lifestyle differed significantly between the middle of a semester and the end of the semester?

Method

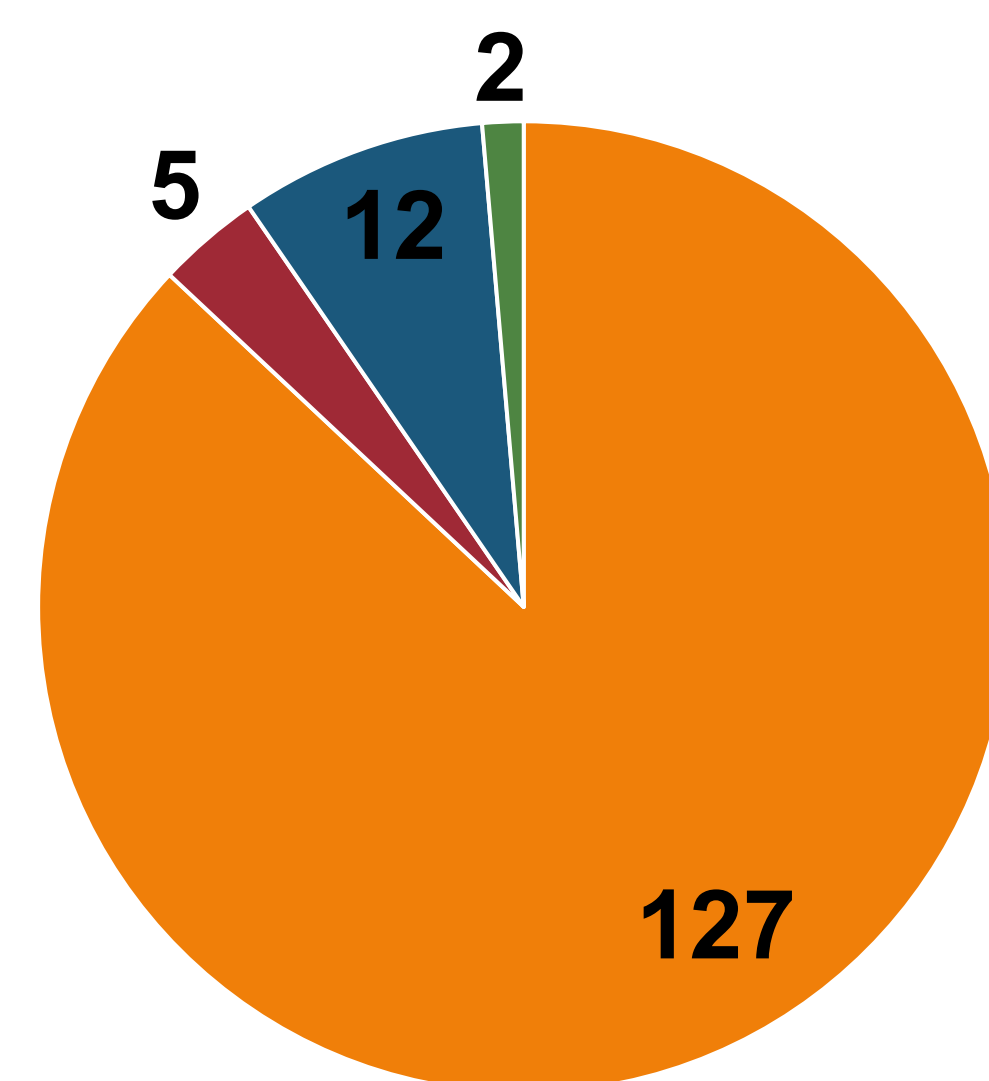
Race

- White
- Hispanic/Latino
- Black/African American
- Asian
- American Indian/Alaska Native
- Middle Eastern/North African
- 2+ Race



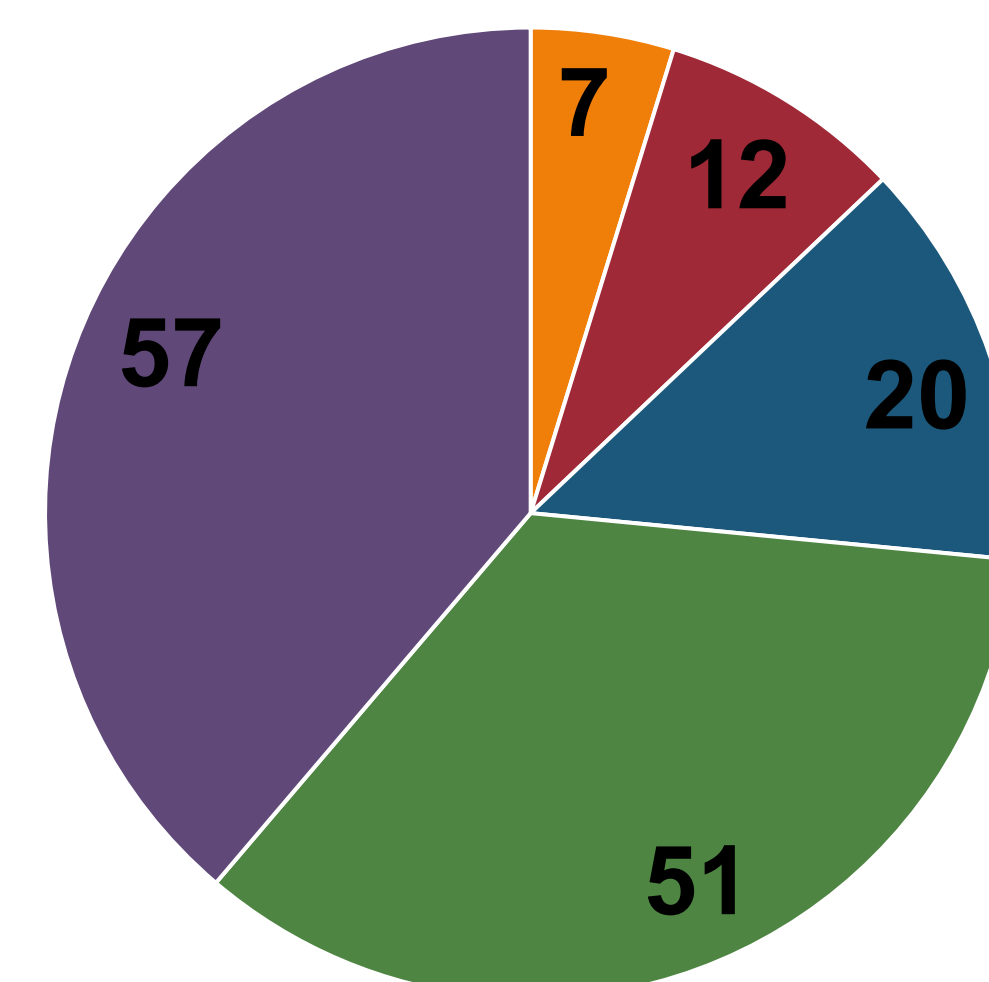
Sexual Orientation

- Heterosexual/straight
- Homosexual/gay/lesbian
- Bisexual
- Self-identify or more than 1



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

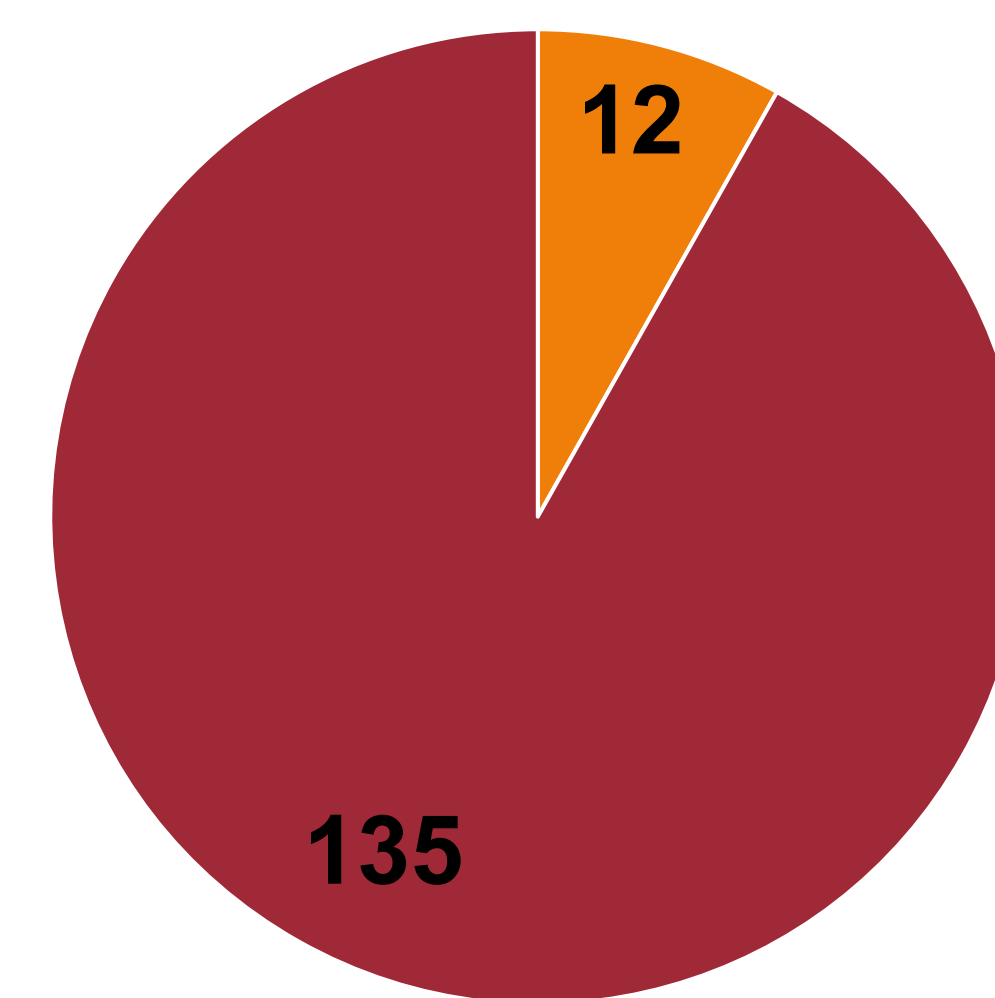


Measures

- 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”

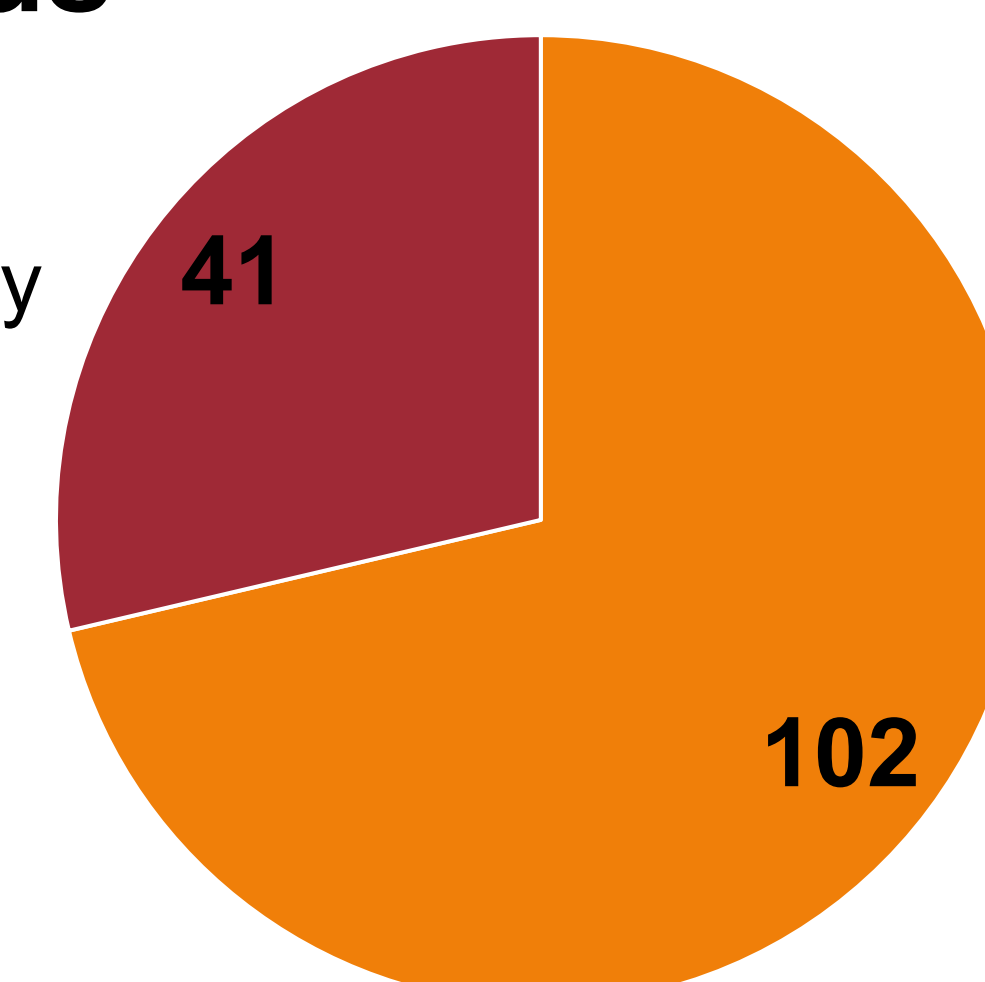
Gender

- Men
- Women



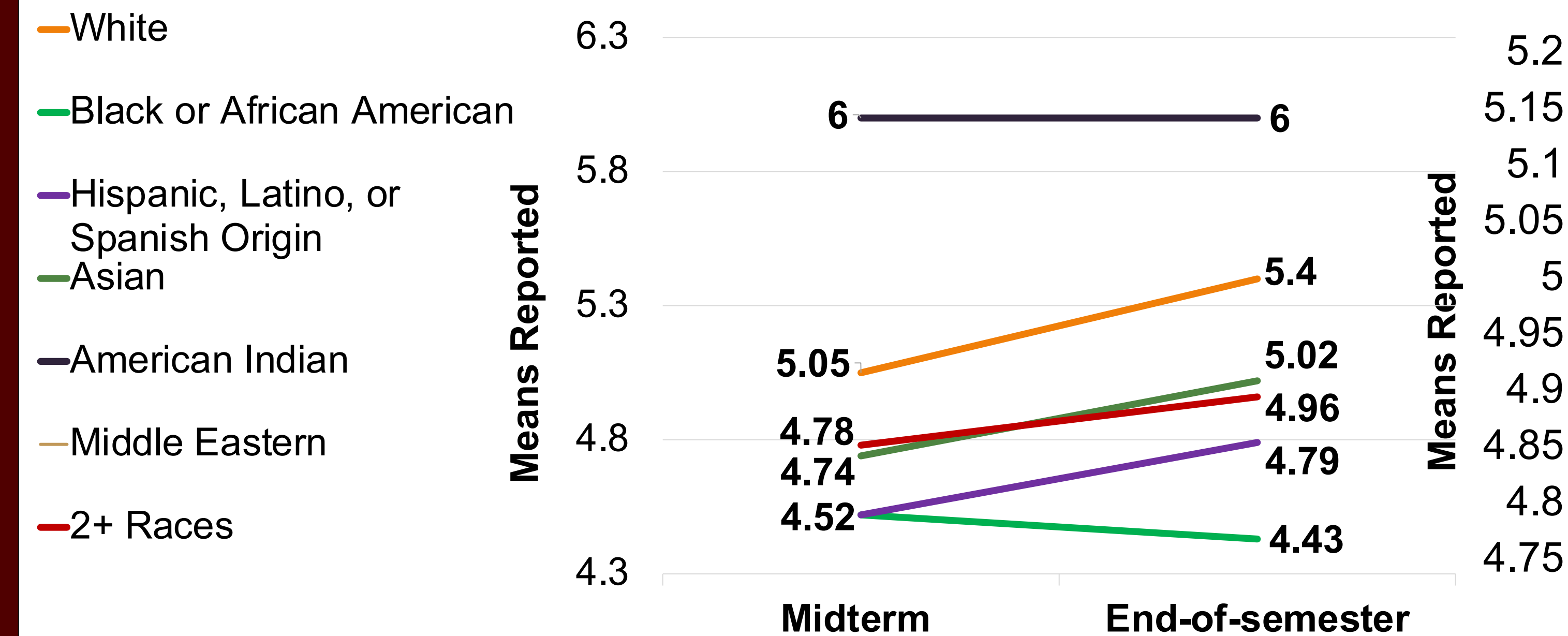
Ability Status

- No disability
- Has a disability

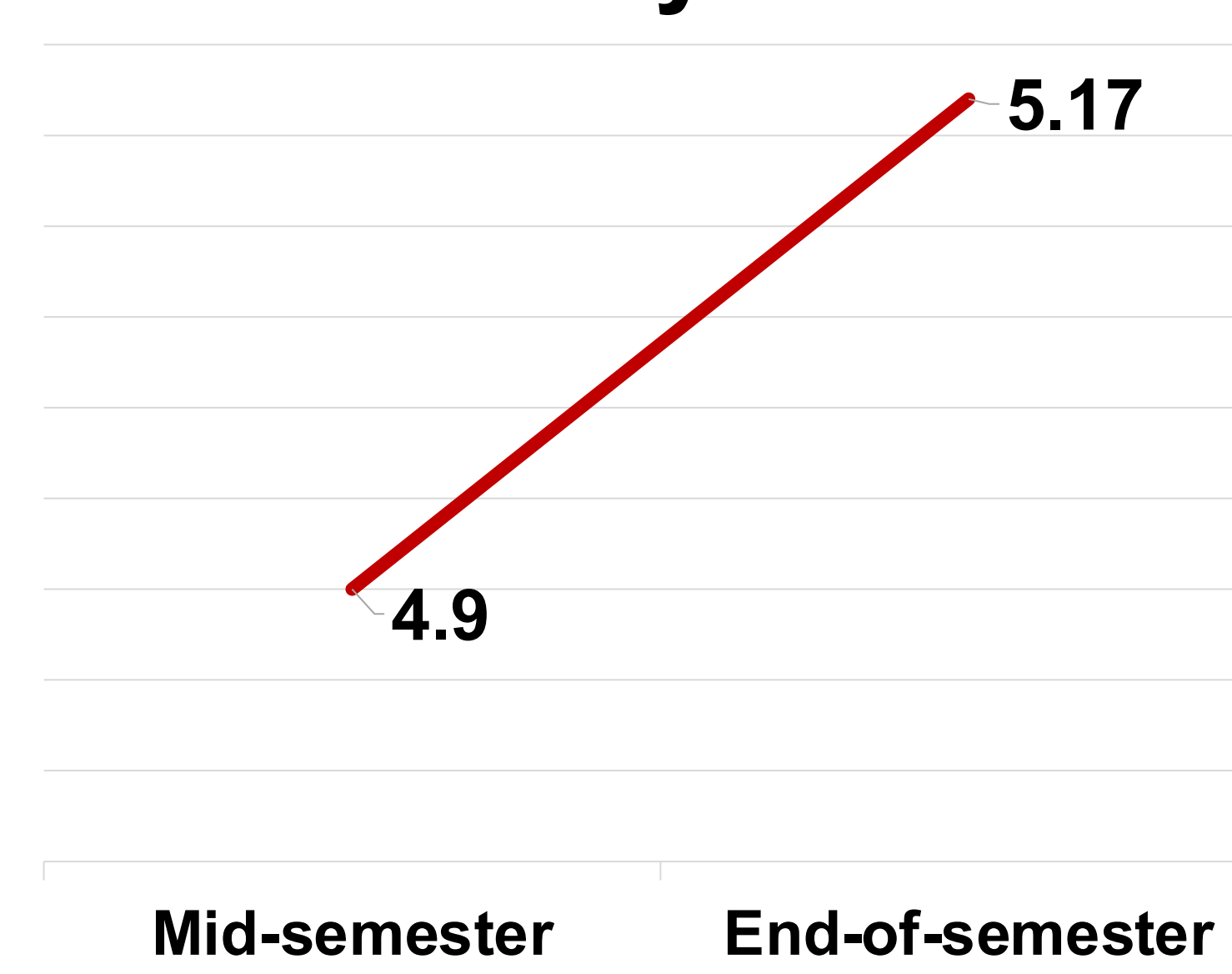


Results

Mean of Academic Lifestyle per Race



Mean of Academic Lifestyle



Time

- Main effect of Time: $F(1,148) = 13.57, p = .00, \eta^2 = .08$ – Significant

Race

- Main effect of Time: $F(1,140) = .49, p = .49, \eta^2 = .003$ – NS
- Main effect of Race: $F(6,140) = 2.33, p = .04, \eta^2 = .09$ – Significant
- Interaction effect of Time x Race: $F(6,140) = .37, p = .90, \eta^2 = .003$ – NS

Gender

- Main effect of Time: $F(1,145) = .54, p = .46, \eta^2 = .004$ - NS
- Main effect of Gender: $F(1,145) = 3.61, p = .06, \eta^2 = .02$ - NS
- Interaction effect of Time x Gender: $F(1,145) = 10.97, p = .00, \eta^2 = .07$ - NS

Sexual Orientation

- Main effect of Time: $F(1,142) = .26, p = .61, \eta^2 = .002$ - NS
- Main effect of Sexual Orientation: $F(3,142) = 1.60, p = .19, \eta^2 = .03$ - NS
- Interaction effect of Time x Sexual Orientation: $F(3,142) = 1.24, p = .30, \eta^2 = .03$ - NS

Parental Education

- Main effect of Time: $F(1,142) = 8.66, p = .004, \eta^2 = .06$ - NS
- Main effect of Parental Education: $F(4,142) = 1.313, p = .27, \eta^2 = .04$ - NS
- Interaction effect of Time x Parental Education: $F(4,142) = .40, p = .81, \eta^2 = .01$ - NS

Disability

- Main effect of Time: $F(1,141) = 8.27, p = .005, \eta^2 = .06$ - NS
- Main effect of Disability: $F(1,141) = .154, p = .70, \eta^2 = .001$ – NS
- Interaction effect of Time x Disability: $F(1,141) = 1.63, p = .20, \eta^2 = .01$ - NS

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 was better, their education was worth it, and their academic skills had improved.
- Academic 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.