



PSYCMentor program launched mid-pandemic: How did students' mid-term academic achievement fare compared to end of semester?



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Abstract

The PSYCMentor mentorship program was established in the Department of Psychological & Brain Sciences (PBSI) in Fall 2020. PSYCMentor was an internship program for junior- and senior-level undergraduate students in the department to mentor students who were entering into the major for the first time.

Introduction

PSYCMentor Program

- Established to aid first-semester psychology students in adjusting to life in PBSI department
- Important introduction to core curriculum because allows first-semester students to learn essential information regarding PBSI department
- Provides upperclassmen with opportunity to become effective leaders

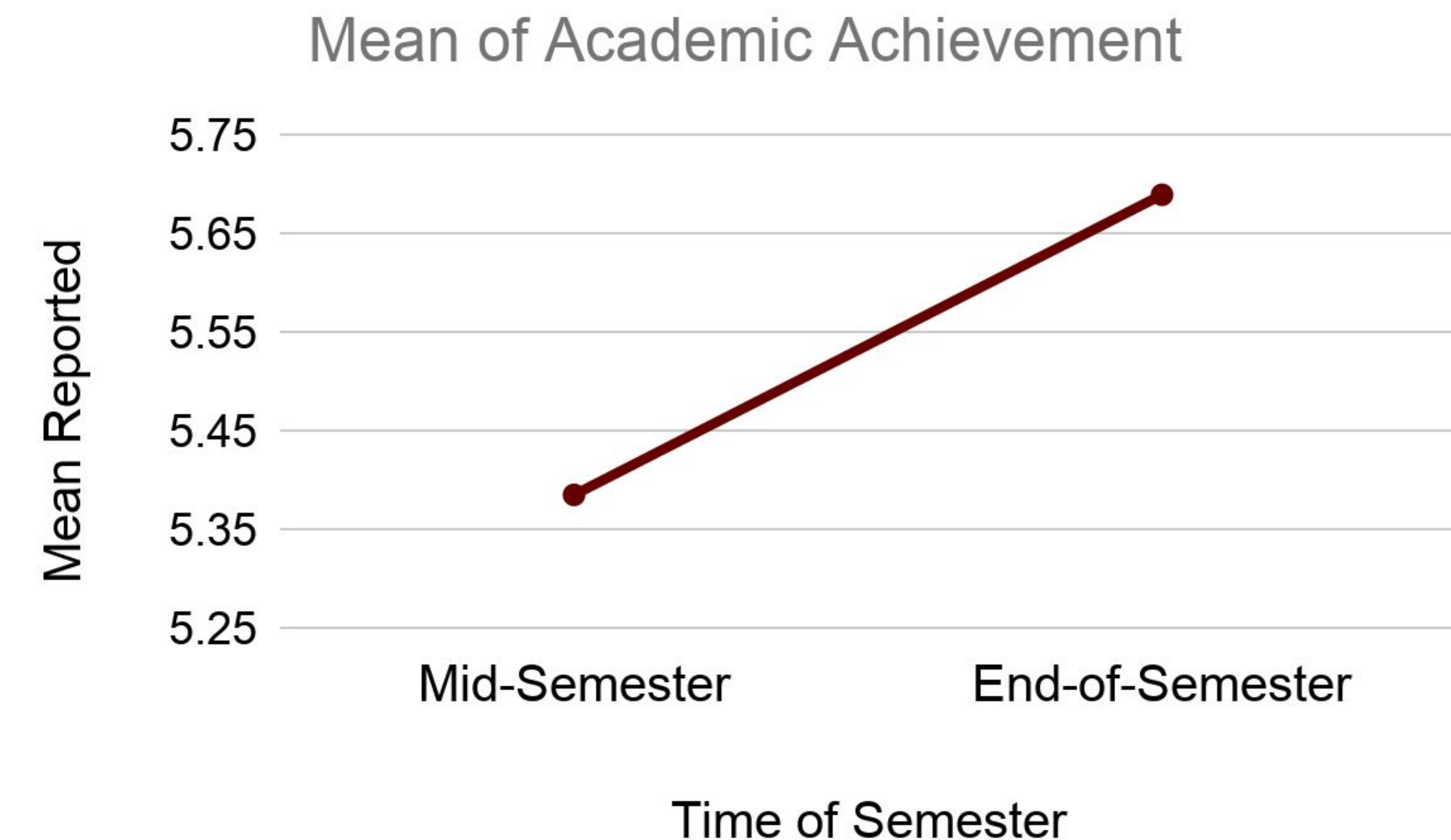
Academic achievement

- Defined as current level of student's learning
- Important because it sets base for the remainder of study
- May affect other aspects of students' lives
- Extent to which students reach their scholarly goals

Research Questions

- RQ 1: Were the mentees' ratings of Academic Achievement 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 Achievement differed significantly between the middle of a semester and the end of the semester?

Results



Race

- Main effect of Time: $F(1, 140) = 1.13, p = .29, \eta^2 = .01$ - NS
- Main effect of Race: $F(6, 140) = 1.82, p = .10, \eta^2 = .07$ - NS
- Interaction effect of Time x Race: $F(6, 140) = 1.05, p = .40, \eta^2 = .04$ - NS

Gender

- Main effect of Time; $F(1, 145) = 5.81, p = .02, \eta^2 = .04$ - NS
- Main effect of Gender: $F(1, 145) = .01, p = .24, \eta^2 = .01$ - NS
- Interaction effect of Time x Gender: $F(1, 145) = .01, p = .01, \eta^2 = .01$ - NS

Sexual Orientation

- Main effect of Time: $F(1, 142) = 3.56, p = .06, \eta^2 = .02$ - NS
- Main effect of Sexual Orientation: $F(3, 142) = .94, p = .42, \eta^2 = .02$ - NS
- Interaction effect of Time x Sexual Orientation: $F(3, 142) = .36, p = .77, \eta^2 = .01$ - NS

Parental Education

- Main effect of Time: $F(1, 142) = 13.60, p = .00, \eta^2 = .01$ - NS
- Main effect of Parental Education: $F(4, 142) = .25, p = .91, \eta^2 = .01$ - NS
- Interaction effect of Time x Parental Education: $F(4, 142) = .92, p = .46, \eta^2 = .025$ - NS

Disability

- Main effect of Time: $F(1, 141) = 11.27, p = .00, \eta^2 = .07$ - NS
- Main effect of Disability: $F(1, 141) = .01, p = .95, \eta^2 = .00$ - NS
- Interaction effect of Time x Disability: $F(1, 141) = .56, p = .46, \eta^2 = .00$ - NS

Measures

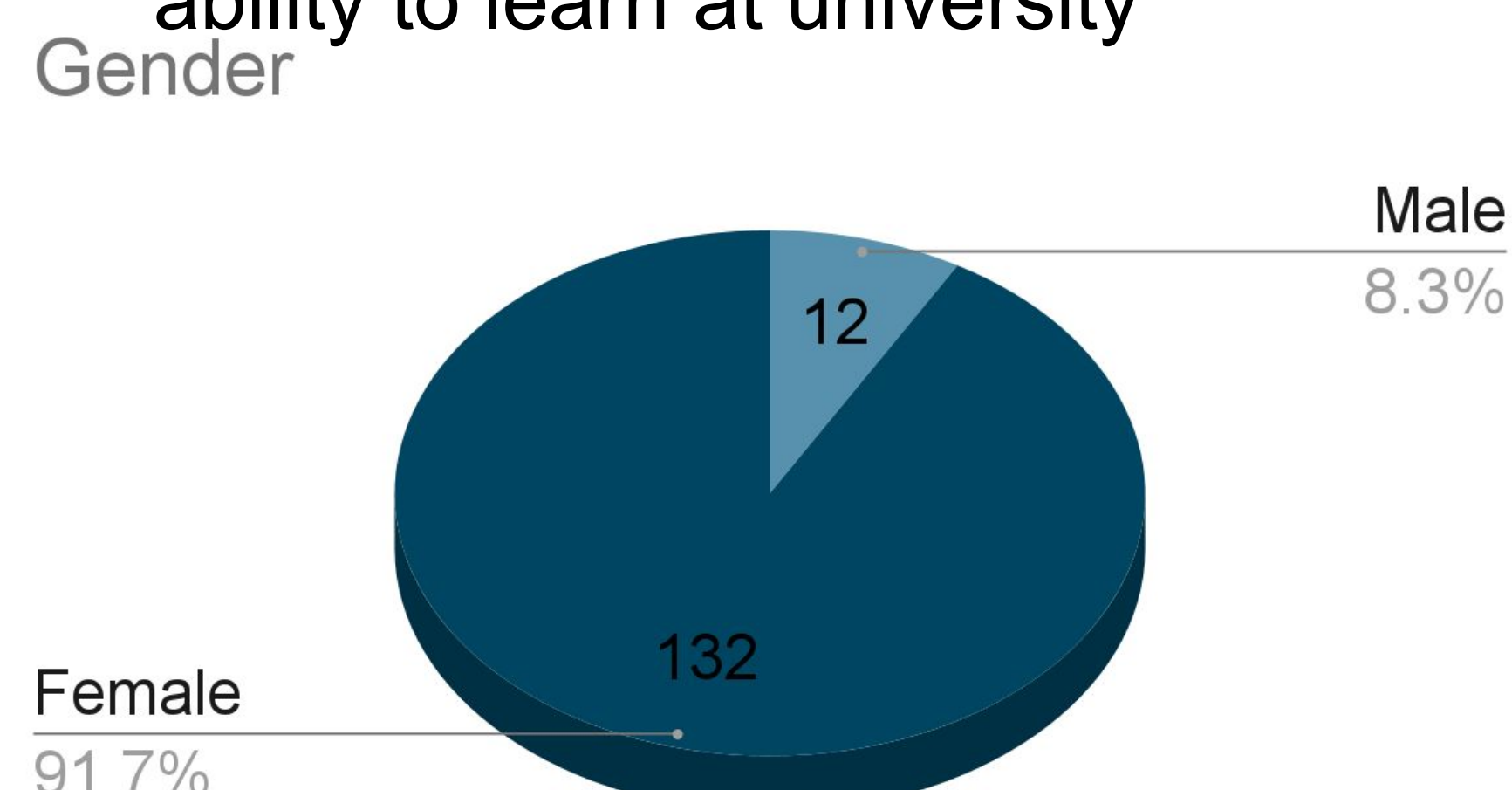
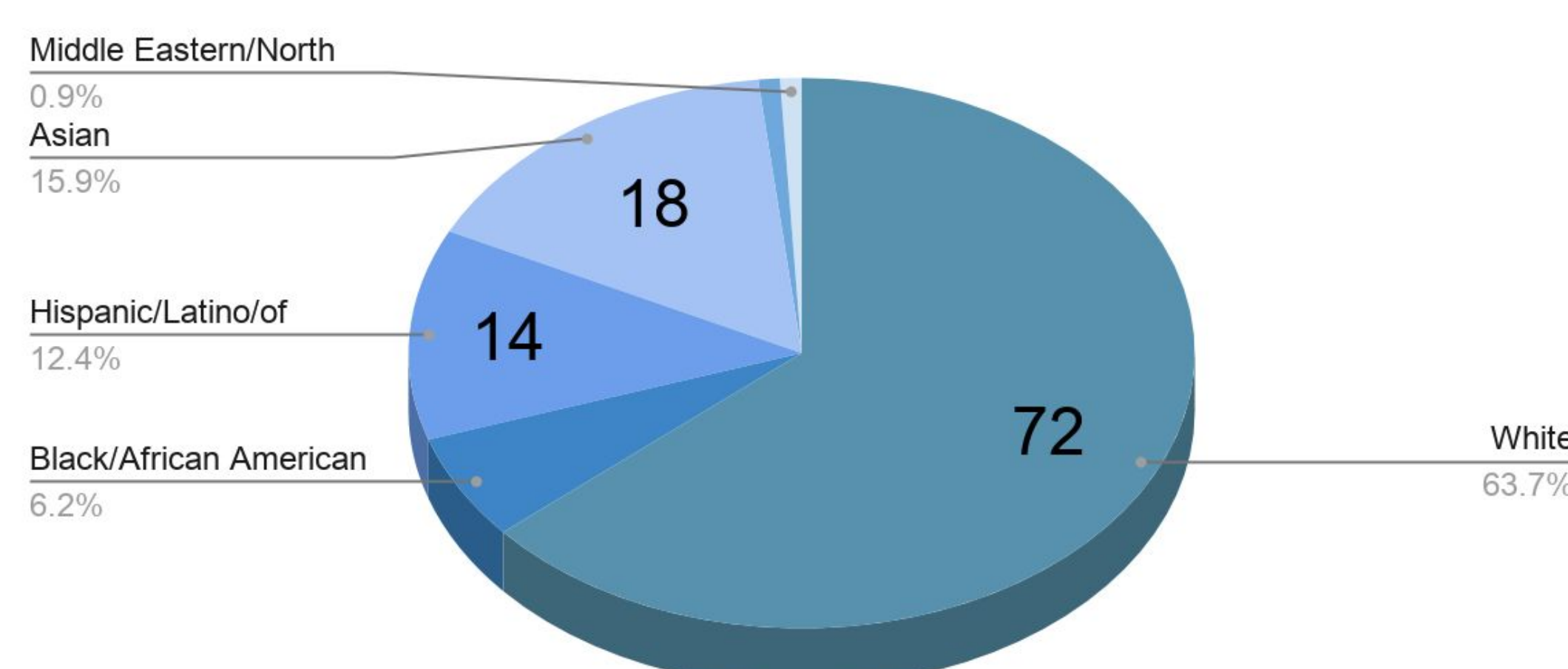
- 3-item Scale (1-7): 1= strongly disagree; 7= strongly agree
 - "I am satisfied with the level of my academic performance to date"
 - "I think I am as academically able as any other student"
 - "I am satisfied with my ability to learn at university"

Method

Participants

- 147 students total
- By Parental Education:
 - < high school diploma: 7
 - HS diploma/GED: 12
 - Some college/Associate' degree: 20
 - Bachelor's degree: 51
 - Master's degree +: 57
- By Sexual Orientation:
 - Heterosexual/Straight: 127
 - Homosexual/Gay/Lesbian: 5
 - Bisexual: 12
 - Choose to Self-Identify/> 1 selected: 2
- By Ability Status:
 - No Disability: 102
 - Has a Disability: 41

Race



Discussion

- There is a significant difference between mentees' ratings of academic achievement at the end of the semester vs. the middle of the semester
- Mentees felt more capable and satisfied with their academic progress as the semester went on
- Race, gender, sexual orientation, parental education, and disability did not impact ratings
- Demographic characteristics did not impact the academic trajectory of the students in this study
- First-generation college students reported similar levels of academic achievement compared to students with parents who went to college