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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?

**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”

**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: 45

**Results**

- **Race**
  - Main effect of Time: F(1, 140) = 1.13, p = .29, η² = .01 - NS
  - Main effect of Race: F(6, 140) = 1.82, p = .10, η² = .07 - NS
  - Interaction effect of Time x Race: F(6, 140) = 1.05, p = .40, η² = .04 - NS

- **Gender**
  - Main effect of Time: F(1, 145) = 5.81, p = .02, η² = .04 - NS
  - Main effect of Gender: F(1, 145) = .01, p = .24, η² = .01 - NS
  - Interaction effect of Time x Gender: F(1, 145) = .01, p = .91, η² = .93 - NS

- **Sexual Orientation**
  - Main effect of Time: F(1, 142) = 3.56, p = .06, η² = .02 - NS
  - Main effect of Sexual Orientation: F(3, 142) = .94, p = .42, η² = .02 - NS
  - Interaction effect of Time x Sexual Orientation: F(3, 142) = .36, p = .77, η² = .01 - NS

- **Parental Education**
  - Main effect of Time: F(1, 142) = 13.60, p = .00, η² = .01 - NS
  - Main effect of Parental Education: F(4, 142) = 1.42, p = .25, η² = .06 - NS
  - Interaction effect of Time x Parental Education: F(4, 142) = .92, p = .46, η² = .025 - NS

- **Disability**
  - Main effect of Time: F(1, 141) = 11.27, p = .00, η² = .07 - NS
  - Main effect of Disability: F(1, 141) = .01, p = .95, η² = .00 - NS
  - Interaction effect of Time x Disability: F(1, 141) = .56, p = .46, η² = .00 - NS

**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