



# PSYCMentor program: First-semester students' evaluations of program efficacy

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## Introduction

### First-Year Experiences

- First year experience (FYE) programs are used in universities and colleges to meet the arising needs of first year students (Shrader & Brown, 2008)
- First semester interventions can improve learning and increase success (Chester et al., 2013)
- Students may not be prepared for postsecondary education; and FYE programs supplement academic and life skills (Shrader & Brown, 2008)

### PSYCMentor

- The current study examined the efficacy of the PSYCMentor program
- Mentors: junior- and senior-level students; Mentees: first-semester students
- Weekly meetings held to provide tips and resources to aid in mentees' success in college

**RQ1:** Were the mentees' PSYCMentor program evaluations 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 mentees' PSYCMentor program evaluations differed significantly between the middle of a semester and the end of the semester?

## Results

### Time (Midterm vs. End-of-Semester)

$F(1, 148) = .06, p = .81, \eta^2 = .00$  - ns

### Race

Main effect of Time:  $F(1, 140) = .60, p = .44, \eta^2 = .00$  - ns

Main effect of Race:  $F(6, 140) = 2.37, p = .03, \eta^2 = .09$  - **significant**

Interaction between Time x Race:  $F(6, 140) = 2.40, p = .03, \eta^2 = .09$  - **significant**

### Gender

Main effect of Time:  $F(1, 145) = .23, p = .64, \eta^2 = .00$  - ns

Main effect of Gender:  $F(1, 145) = .91, p = .34, \eta^2 = .01$  - ns

Interaction between Time x Gender:  $F(1, 145) = .44, p = .51, \eta^2 = .00$  - ns

### Sexual Orientation

Main effect of Time:  $F(1, 142) = 1.52, p = .22, \eta^2 = .01$  - ns

Main effect of Sexual Orientation:  $F(3, 142) = .25, p = .86, \eta^2 = .01$  - ns

Interaction between Time x Sexual Orientation:  $F(3, 142) = 1.93, p = .13, \eta^2 = .04$  - ns

### Parental Education

Main effect of Time:  $F(1, 142) = 0.00, p = .97, \eta^2 = .00$  - ns

Main effect of Parental Education:  $F(4, 142) = .92, p = .46, \eta^2 = .03$

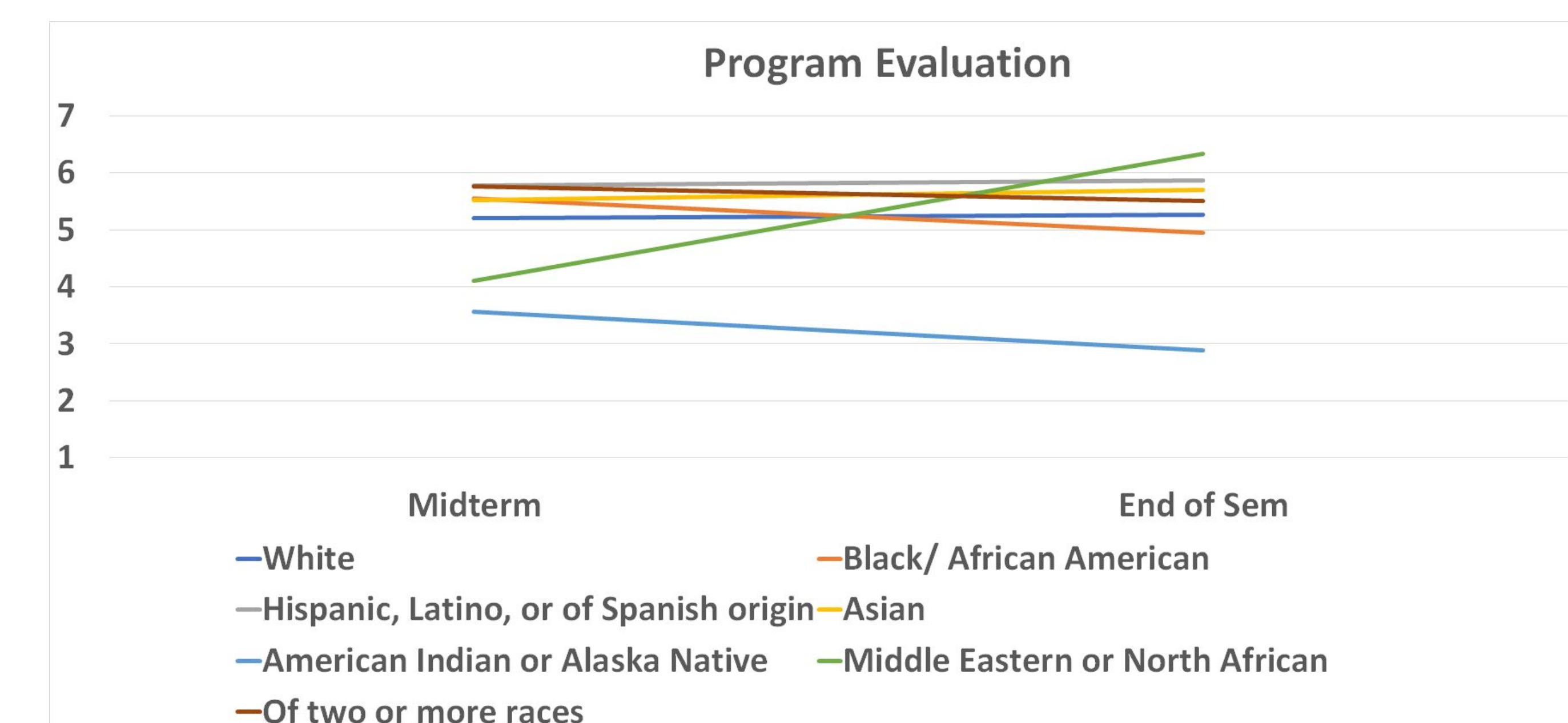
Interaction between Time X Parental Education:  $F(4, 142) = 1.01, p = .41, \eta^2 = .03$  - ns

### Ability Status

Main effect of Time:  $F(1, 141) = 0.00, p = .98, \eta^2 = .00$  - ns

Main effect of Ability:  $F(1, 141) = .17, p = .68, \eta^2 = .00$  - ns

Interaction between Time x Ability:  $F(1, 141) = .01, p = .95, \eta^2 = .00$  - ns



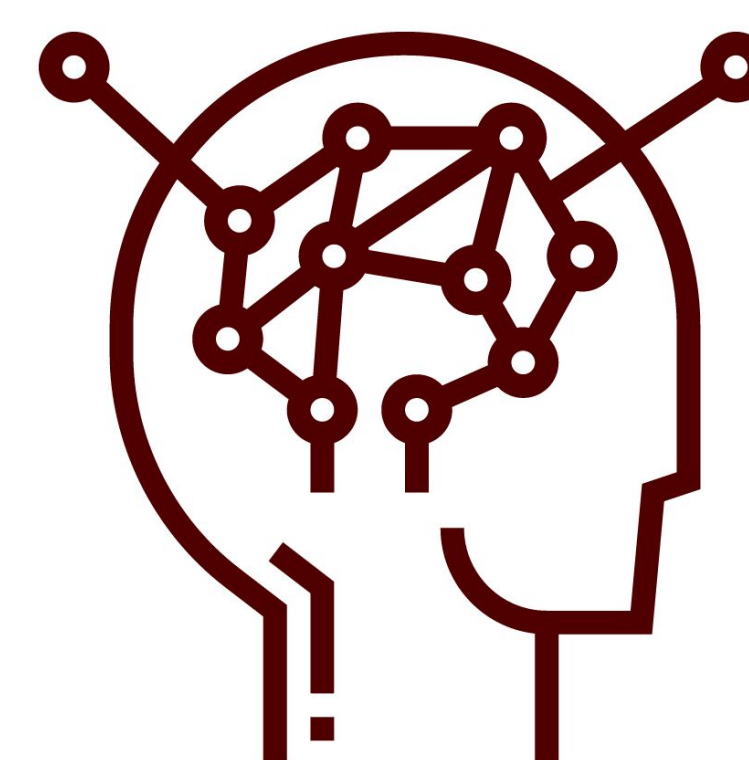
## Method

### Participants

- **Race**
  - 48.9% white,
  - 4.8% African American/ Black,
  - 9.5% Hispanic, Latino or Spanish origin,
  - 12.2 % Asian,
  - 0.6% American Indian, or Alaska Native,
  - 0.6% Middle Eastern or North African,
  - 23% of two or more races
- **Gender**
  - 135 women,
  - 12 men
- **Ability Status**
  - 71.3% No disability,
  - 28.6% has a disability
- **Sexual Orientation**
  - 86.98 % Heterosexual / straight,
  - 3.4% Homosexual/gay/lesbian,
  - 8% Bisexual,
  - 1% Chose to self-identify or more than 1 selected
- **Parental Education**
  - 4.7% Less than a high school diploma,
  - 8% High school diploma/GED,
  - 13.6% Some college, or trade school/ Associate's degree,
  - 34.6% Bachelor's degree,
  - 38.7% Master's degree or higher

### Measures

- 9-item measure
  - 1 = strongly disagree
  - 7 = strongly agree
- Examples of the measures answered:
  - "I enjoy being part of this program"
  - "Having a mentor helped me do better in school"
  - "I learned new things from my mentor"



## Discussion

- Overall, not a significant difference from mid-semester to end-of-semester
- Only significantly different trajectories within the race category
- However, the race category consisted of two groups with a single person
- Results actually good - the trend for the program was fairly positive
- Program evaluation not impacted by gender, sexual orientation, parental education, ability status