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Students as Fellows and Mentors: Strategies for Success

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Students as Fellows and Mentors: Strategies for Success

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Introduction

This project focuses on the role of student fellows as mentors in the classroom. It use a questionnaire as a data-gathering tool to find out more about the students that participate in mentoring programs. Mentors, and fellows can offer advice, inspiration, emotional support, and role modeling in addition to information about their own career paths. According to Facilitating Long-Term Mentoring to Effectively Implement Active Learning Instruction (Moore & Naganathan, 2020) and based on my survey results, the benefits of mentorship include improved reasoning, risk-taking, and self-esteem, professional development and enrichment, dedication, and growth. The most likely participants in that research are students who understand how the mentor program will help them develop leadership skills, confidence, and problem-solving skills.

Research Questions

The project's phase required City Tech students to respond to an electronic survey to deepen my understanding and identify the kind of students who routinely seek fellowship and mentoring.

All the research questions are listed here:

1. Major
2. Current Cumulative GPA
3. First Generation Student
4. What year did you start college?
5. Race/Ethnicity
6. What is your age?
7. You are aware of the resources City Tech offers to assist you succeed as a college student?
8. Have you heard about the mentorship program at City Tech?
9. Do you know that the mentor program can support you to have a successful academic year?
10. Have you ever actually participated in a mentorship or support program at City Tech?

Data Analysis

- According to the early findings, most of the students enrolled from 2016 to 2020 are not aware of the mentorship program at City Tech or the services it provides to assist them in succeeding as college students.
- Most students between the ages of 20 and 30 are unaware of the impact of mentor programs on academic performance.

Preliminary Findings

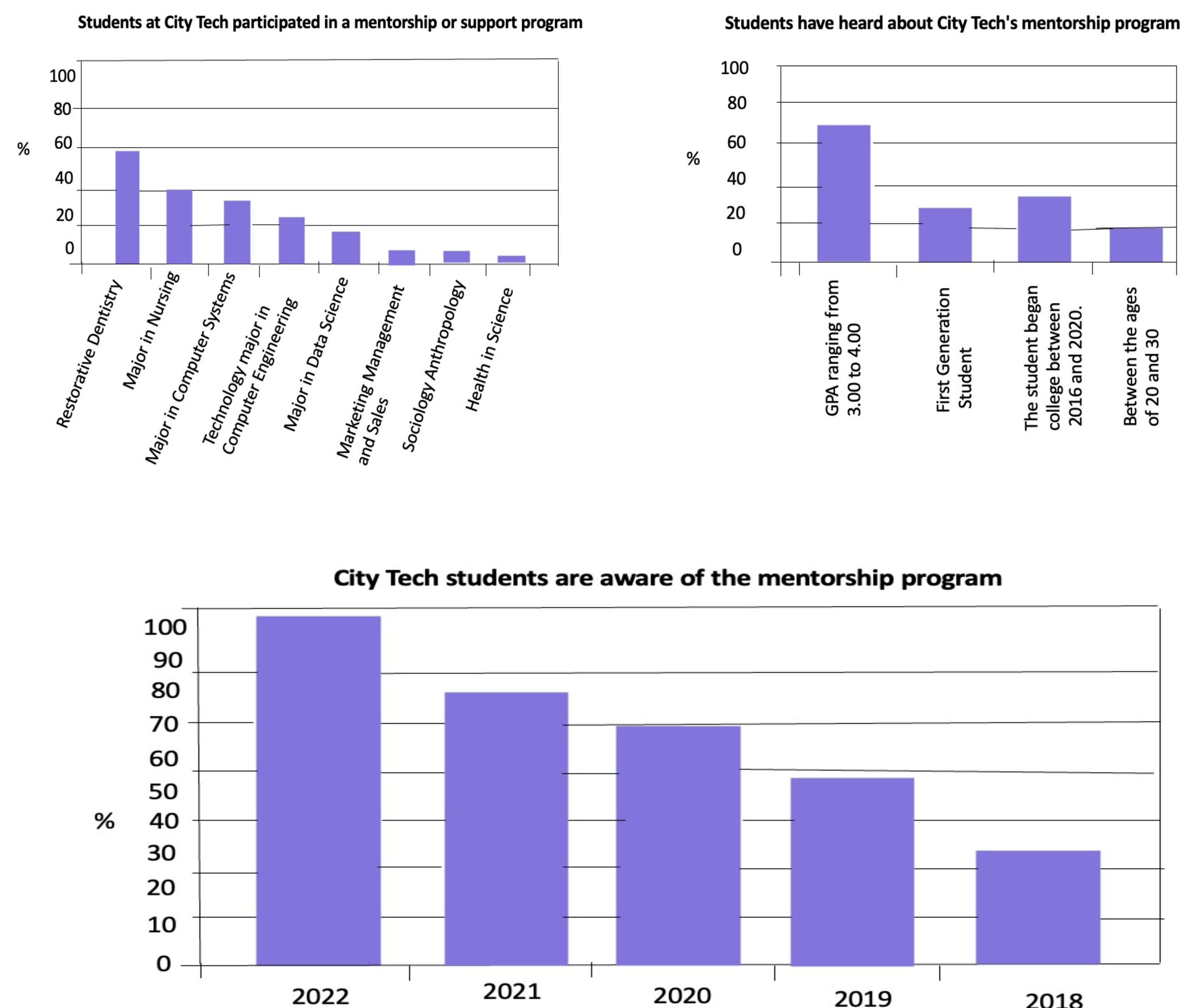
- At City Tech, first-generation students with GPAs between 3.00 and 4.00 have rarely participated in mentorship or assistance programs.
- Despite initiatives to promote mentoring to support students in their academic endeavors, the majority of students are unaware of the multiple support programs that City Tech provides.

Conclusion

The gathered data on first-generation students' GPAs, first years of college, racial/ethnic backgrounds, ages, and other demographics in order to better understand how they will be included in mentorship programs. Mentors and colleagues not only impart knowledge about their own career choices but also act as role models, inspiration, sources of emotional support, and advisors. The findings of this poll will help raise public awareness of the Success Strategies services provided to students as fellows and mentors.

Data Collection

Graphics of the results based on all of the survey's questions



References

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