



MENTOR
COLLECTIVE

Academic Help-Seeking in College Students:

Strategies for Assessment & Intervention



Welcome!



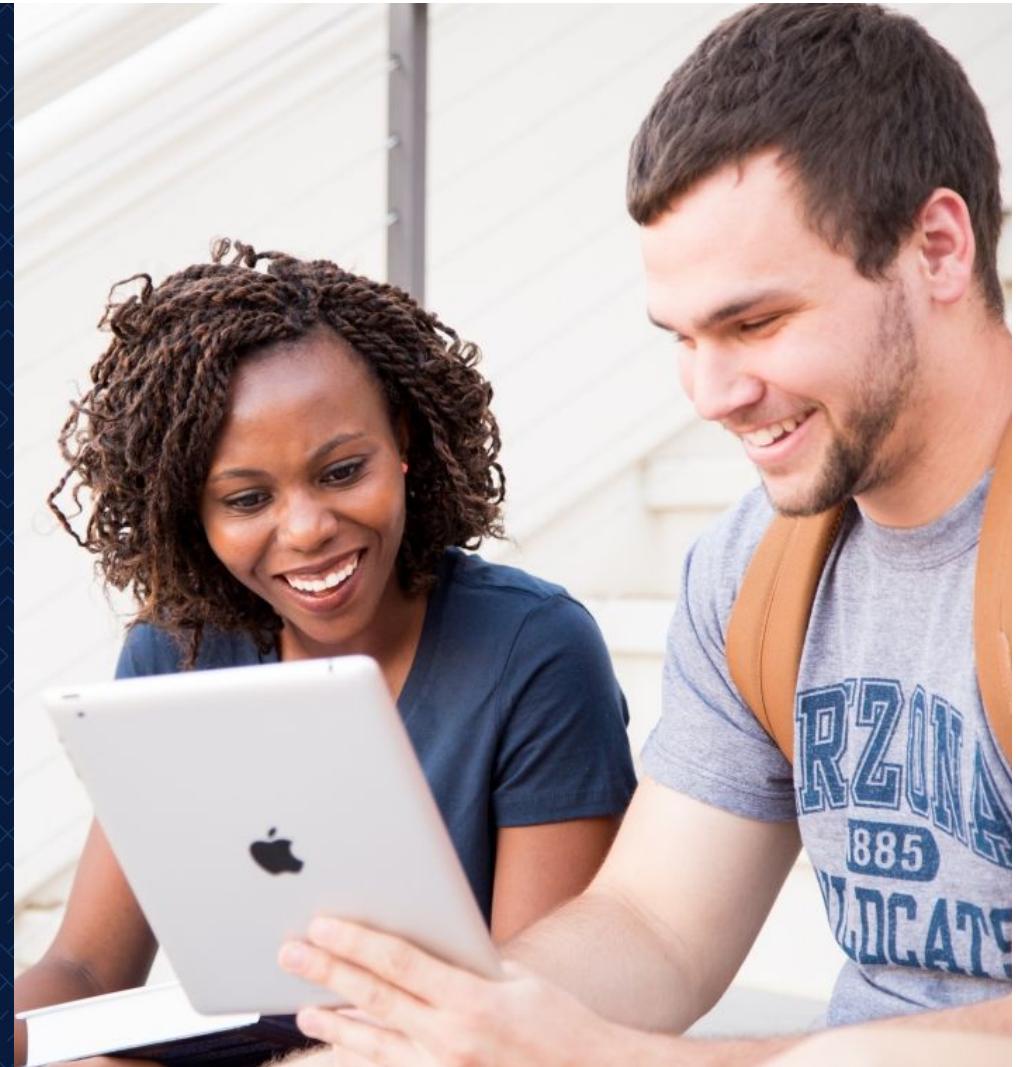
Annemieke Rice
Vice President,
Partner Success



Erin Mayhood
Chief Product Officer

A guide to best practices and tips to make your virtual experience seamless

- Upon entry, audio is on mute
- Ensure your camera is on
- Adjust your **video layout to speaker view**
- **Chat your name and school and introduce yourself!**
- Tell us about your experience with Mentor Collective





Audience Engagement

Submit your questions throughout the event and chat with attendees via the Chat feature in Zoom

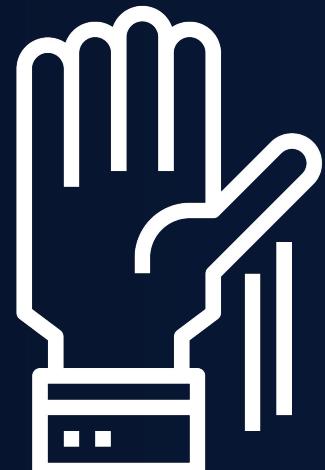
Like what you hear? Don't be afraid to let us know with reactions



Today's Session

1. Academic Help-Seeking evidence review
2. How to access and act on early insights
3. Tips for maximizing the response rates on your surveys





Poll

**Is academic help-seeking
currently a desired outcome of
your mentorship program?**



Tyton
PARTNERS

ABOUT INVESTMENT BANKING STRATEGY CONSULTING MUST READ CONTACT

MUST READ | HIGHER ED + PAPERS | JUL 18, 2023

Driving Toward a Degree 2023: Awareness, Belonging, and Coordination

by Catherine Shaw by Dr. Ria Bharadwaj by Gates Bryant by Kerry Condon by Jackson Rich by Dr. Natasha Janson

DIRECTOR PRINCIPAL

IHE Inside Higher Ed

SHARE

November 17, 2023

Study: Encouraging First-Gen, Low-Income Learners to Utilize University Resources

A new article published in the *Harvard Educational Review* found faculty and staff can implement three strategies that result in changed behavior among first-generation and low-income students in accessing campus resources.

By Ashley Mowreader

THE CHRONICLE OF EVIDENCE-BASED MENTORING

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The impact of help-seeking interventions have on closing the achievement gap

March 26, 2020 / in Mentoring Research / by Ariel Ervin

Ad closed by Gor

Kanchewa, S. S., Marks, A. K., & Schwartz, S. E. O. (2020). Closing the college achievement gap: Impacts of a help-seeking intervention. *Journal of Applied Developmental Psychology*, 67, 101121. <https://doi.org/10.1016/j.appdev.2020.101121>

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7

Why Academic Help-Seeking?

IMPORTANCE

Seeking academic help has a positive impact on students' ability to handle challenges, leading to improved academic success." (Li et al, 2023)



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INEQUITY

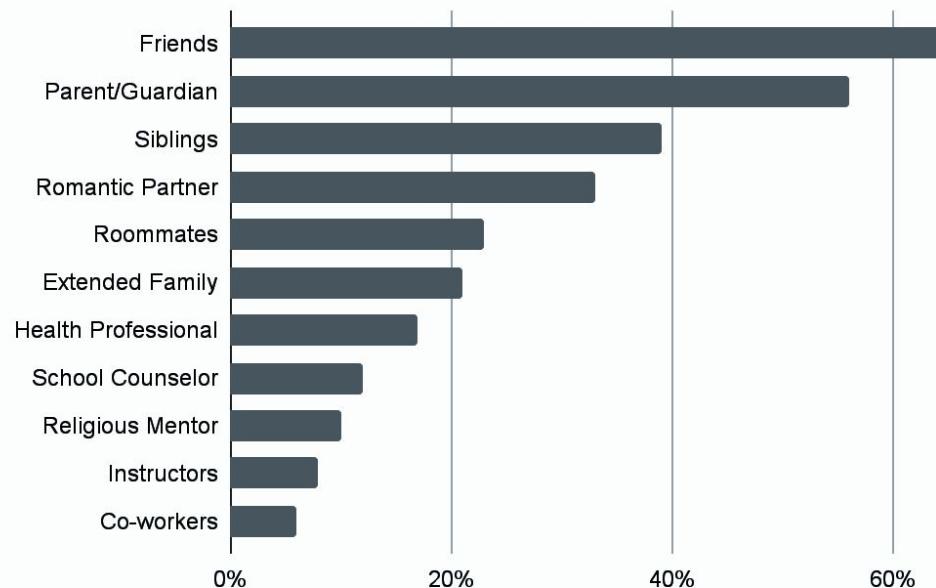
"Research indicates that many students that need the most help tend to avoid seeking assistance in order to ward off unwanted scrutiny of their academic or social struggles." (Parnes et al, 2020)



Students' Support System

Who Do You Consider to Be Part of Your Support System?

2022 Survey Results



65%

of students say they turn to friends to receive support



Source: Best Colleges analysis.

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Why Academic Help-Seeking?

IMPORTANCE

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INEQUITY

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IMPACT

Mentorship has been studied as an effective intervention in increasing help-seeking behavior (Parnes et al, 2020) for factors related to:

- Social normalizing
- Awareness of resources



Boost Resource Utilization

What Campus Resources Were Accessed More Frequently?

UNC Greensboro



Campus Resource	Non-Mentored	Mentored	Utilization
University Library	38.75%	46.9%	+21.0%
Kaplan Center for Recreation & Wellness	16.25%	24.49%	+50.7%
Career & Professional Development	2.5%	10.2%	+308.0%
Academic Achievement Center	5%	14.29%	+185.8%
Student Health Services	7.5%	12.24%	+63.2%
Writing Center	6.25%	10.2%	+63.2%
Office of Accessibility Resource Services	7.75%	10.2%	+31.6%
Math Help Center	1.25%	4.08%	+226.4%



Source: The Chronicle of Mentoring & Coaching.

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Mentor Collective Platform Features

How does the Mentor Collective platform help you drive academic help-seeking?

- ★ Mentor training teaches mentors to make referrals
- ★ Discussion guides drive participants back to institution resources
- ★ You can upload custom resources for participants (like a 'helpful offices' list)
- ★ Flags are created to indicate a potential need for outreach or intervention

And now....



Real-Time Access to More Insights

- Sense of Belonging
- Academic Self-Efficacy
- NEW! Academic Help-Seeking
- NEW! Career Decision Self-Efficacy



“Help-seeking” is a structured and interactive social behavior that has been found to have a positive correlation with academic achievement among students”

Quote [citation](#)
[Additional Resource](#)



Academic Help Seeking

Student Outcomes for Success



Connect students with relevant, identity-aligned mentors

Support target student populations at critical times in their higher education experience

Prepare well-trained, informed & supported participants to achieve a successful mentorship experience

Assess and foster student success factors at key points in the student experience:

Sense of Belonging	Academic Self-Efficacy	Academic Help-Seeking	Career Decision Self-Efficacy
--------------------	------------------------	-----------------------	-------------------------------



College Outcomes for Success



Maximize program impact by leveraging technology to scale

Act on student provided data individually and in aggregate

Interpret aggregate results of top concerns and topics during key time periods in the campus experience

Monitor the mentorship journey to identify patterns in student success based on students' key traits, experiences and/or goals:

Melt

Retention

Completion

Acting on Insights

How to get the most out of these new features

Amplify help-seeking encouragement

Share low-likelihood help seeking respondents with academic support departments for targeted outreach, such as invitations to events or services.

Empower student success professionals

Share student responses with CARE teams or advisors who can use these insights to coach or advise a student who may be struggling or need proactive help.

Maximize mentorship impact

Look at mentorship profiles to see if conversations are happening between mentor/mentee. Check in with or coach mentors to maximize the impact of 'peer power' on help-seeking behavior.





How it Works

Sharing Impact with the **Mentor Collective Dashboard**



Example Survey: Student Success Program Design



- I feel comfortable at my school.
- I feel like I am an important member of my school's community.
- I feel supported at my school.
- I am confident that I will achieve the goals that I set for myself.
- I can learn what is being taught in class this year.
- Once I've decided to accomplish something that's important to me, I keep trying to accomplish it, even if it is harder than I thought.
- **In the coming months, how likely is it that you will:**
 - reach out to professionals in a career or area you're interested in?
 - send emails to professors if you have a question or need clarification?
 - meet with professors and support staff to discuss your goals and interests?
 - meet regularly with advisors?
- I am having a positive experience with my mentor.
- I talk with my mentor as often as I like.
- I feel close to my mentor.
- My relationship with my mentor is very important to me.
- I feel comfortable contacting my mentor
- Do you have any feedback for us as we plan for future programs?


[Dashboard](#)
[Activities](#)
[Flags](#)
[Conversations](#)
[Mentorships](#)
[Participants](#)
[Resources](#)
[Exports](#)

Dashboard

UpLift University Career 2022-23

Date Range

09/01/2020 – 05/31/2021

Weekly

Last update: Today, 2:48 PM (ET)

[Mentee](#)
[Mentor](#)

Date Point

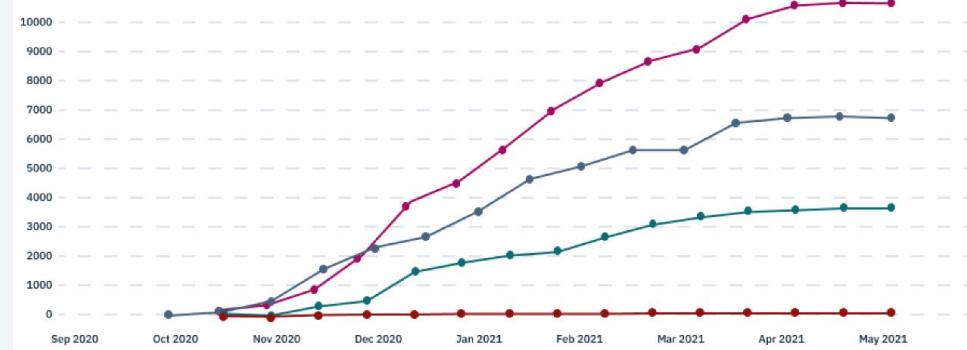
Total Conversations Logged

 Population 

College

Metric

Numbers

[Export To CSV](#)

[Hide All Legends](#)
 All

 College of Technology

 College of Health and Human Services

 Not specified

 College of Arts and Sciences

 Every College of Education

This graph shows the TOTAL number of conversations logged across all the mentorships in this program in your chosen population area, and how this number grows over time.

[Overview](#)
[Onboarding & Matching](#)
[Demographics](#)
[Engagement](#)
[Assessments](#)

At a glance

Engagement

 Mentees Ever Matched 
2214

No change vs last week

148% toward goal

 Conversations Logged 
10920

No change vs last week

 Priority Flags Reported 
370

No change vs last week

 End Assessment Completion 
603

No change vs last week

Overview Onboarding & Matching Demographics Engagement **Assessments**

Want to learn more about assessment in your program? [Visit help center.](#)

Mentee Data

Registered mentees who filled out start of program assessment 1056 No change vs last week	Matched mentees who filled out middle of program assessment 416 No change vs last week	Matched mentees who filled out end of program assessment 287 No change vs last week	Mentee average Sense of Belonging score 3.64/5 No change vs last week	Mentee average Academic Self-Efficacy score 4.01/5 No change vs last week
--	---	--	--	--

[Show More](#)

Mentor Data

Registered mentors who filled out start of program assessment 1183 No change vs last week	Matched mentors who filled out middle of program assessment 417 No change vs last week	Matched mentors who filled out end of program assessment 316 No change vs last week	Mentor average Sense of Belonging score 4.21/5 No change vs last week	Mentor average Academic Self-Efficacy score 4.42/5 No change vs last week
--	---	--	--	--

[Show More](#)

Average assessment area score over time

Participant type: **Mentee** Assessment Area: **Academic Help Seeking**

3.43 Score (n=398)
Dec 20, 2020

Average score per assessment survey prompt

Participant type: **Mentee** Assessment area: **Academic Help Seeking**

Prompt	Score
During this academic semester, how likely is it that you will reach out to professionals in a career or area you're interested in?	3.4
During this academic semester, how likely is it that you will send emails to professors if you have a question or need clarification?	4.1
During this academic semester, how likely is it that you will meet with professors and support staff to discuss your goals and interests?	4.1
During this academic semester, how likely is it that you will meet regularly with advisors?	3.6

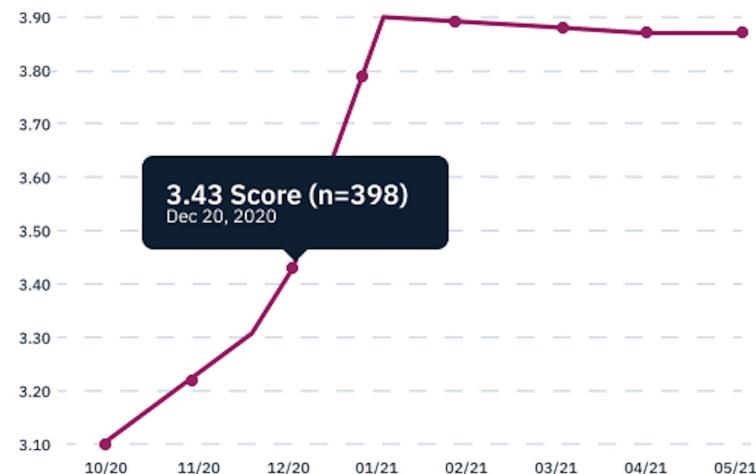
Average assessment area score over time

Participant type

Mentee

Assessment Area

Academic Help Seeking



3.43 Score (n=398)

Dec 20, 2020

Average Academic Help Seeking Score

This graph shows how the average Academic Help Seeking score has changed over time for mentees in your program who have submitted at least one assessment survey.

All Time

Average score per assessment survey prompt

Participant type

Mentee

Assessment area

Academic Help Seeking

During this academic semester, how likely is it that you will reach out to professionals in a career or area you're interested in?



During this academic semester, how likely is it that you will send emails to professors if you have a question or need clarification?



During this academic semester, how likely is it that you will meet with professors and support staff to discuss your goals and interests?



During this academic semester, how likely is it that you will meet regularly with advisors?



Average Score

Start program survey
(n=1056)

Middle program survey
(n=416)

End program survey
(n=287)

This graph shows the average score from mentees for each prompt in the Academic Help Seeking survey.

Assessment area score distribution

i

Participant type

Mentee

Assessment area

Academic Help Seeking

Click on data point to see individual data information

- Average score of 3
- Average score below 3
- Average score above 3



This chart shows the distribution of assessment scores for mentees who have completed at least one assessment survey during this program.

The image is a screenshot of a web-based dashboard for UpLift University. The dashboard has a dark blue header and a light blue footer. The main content area is white. In the top left, there are two logos: 'UpLift UNIVERSITY' and 'PEER COLLECTIVE'. The top right shows a user profile for 'James Doe' (Partner) with a red circular icon. The main title 'Dashboard' is in the center, with the subtitle 'UpLift University Career 2022-23' below it. On the left, there is a sidebar with three items: 'Dashboard' (highlighted with a purple border), 'Activities', and 'Flags'. The main content area displays four bullet points: '23 Participants with low Sense of Belonging score', '23 Participants with low Academic Self-Efficacy score', '23 Participants with low Academic Help Seeking score', and '23 Participants with low Career Decision Self-efficacy score'.

UpLift UNIVERSITY

PEER COLLECTIVE

Dashboard

UpLift University Career 2022-23

James Doe Partner

23 Participants with low Sense of Belonging score

23 Participants with low Academic Self-Efficacy score

23 Participants with low Academic Help Seeking score

23 Participants with low Career Decision Self-efficacy score

Dashboard

Activities

Flags

Uplift University MENTOR COLLECTIVE

Dashboard

Activities

Flags

Conversations

Mentorships

Participants

Resources

Community

Exports

Participants

Uplift University FYE 2021-22

Search by name or email

Profile picture	Name	Email	Participant type
	Aaron Goyette	maxima.kilback@runolfsson.biz	Mentee
	Aaron Miller	hank@johnson-sawayn.io	Mentee
	Abbey Ankunding	novella@harvey.biz	Mentor
	Abbey Batz	erasmo@oberbrunner-fahey.io	Mentee
	Abbey Ebert	karima@bartell.net	Mentor
	Abbey Kovacek	kamala@torp-haley.io	Mentor
	Abbey Rippin	hollis@cassin.net	Mentor
	Abbey Weissnat	andy@padberg-tremblay.com	Mentee
	Abbey Windler	german@mcclure.io	Mentor
	Abbey Yundt	ressie.monahan@yundt-bartoletti.name	Mentor
	Abbie Bauch	neville@bins.io	Mentor
	Abbie Hansen	ronnie_purdy@glover-kuhic.co	Mentor
	Abbie Medhurst	fidelia_langworth@bergnaum.org	Mentee
	Abbie Olson	shella@marquardt.info	Mentor

Erin Mayhood Partner

Filter participants

Participant Data

Participant type

Campus Club

Career interests

Challenges

College

First generation status

Gender

Hobbies

Languages

Major

Race or ethnicity

Top academic interest

Engagement Data

Program status

Matching survey

UpLift University

UpLift University

Dashboard

Activities

Flags

Conversations

Mentorships

Participants

Resources

Exports

Pierre Martin's Profile

UpLift University Career 2022-23

Last update: Feb 24, 2023 04:21 PM EST

James Doe Partner

 **Pierre Martin** Mentee

Program status Matched

About
Gender: Male
Age: 17
Language: English, Spanish
Race: Hispanic

Contact info
Email: john@edu.school
Phone: 123 456 789
Linkedin: <http://linkedin.com/username>

Career Interests
Science
Management, business, & finance
Social work
Psychology & counseling
Health & medicine
Computers & technology

Extracurricular Activities
Yoga
Trying new foods
Shopping
Reading
Movies
Gym
Family time

Life Experience
Switched careers
Currently have children
Overcame substance abuse
Had difficulty getting along with family
Is single parent
Grew up in a single-parent household

Why they want to be mentored
...share the same hobbies

Deregister Pierre

Conversations reported in current program mentorships 3

Priority flags in current program 2

Average Sense of Belonging score 2.66/5
Program average: 3.2

Average Academic Self-Efficacy score 2.66/5
Program average: 3.2

Average Strength of Relationship score 2.66/5
Program average: 3.2

Average Academic Help Seeking score 4/5
Program average: 4

Average Career Decision Self-Efficacy score 4/5
Program average: 4

Counterparts

< Prev Next > 1 counterpart total

Name	Match date	Convo logged	Counterpart's role	Action
Richard Dylan	Feb 12, 2023	2	Mentor	View Pair

Pierre's activities

< Prev Next > 6 activities total

Activity type	Detail	Timestamp
Conversation logged	Pierre Martin & Richard Dylan See Pair	Feb 12, 2023
Conversation logged	Pierre Martin & Richard Dylan See Pair	Jan 29, 2023
Matched	Pierre Martin & Richard Dylan See Pair	Jan 27, 2023
> Assessment survey completed		Jan 16, 2023
Matching survey submitted		Jan 12, 2023
Registered as Mentee		Jan 12, 2023

Help

Assessment survey completion



Participant type

Mentee



Click on data point to see individual data information



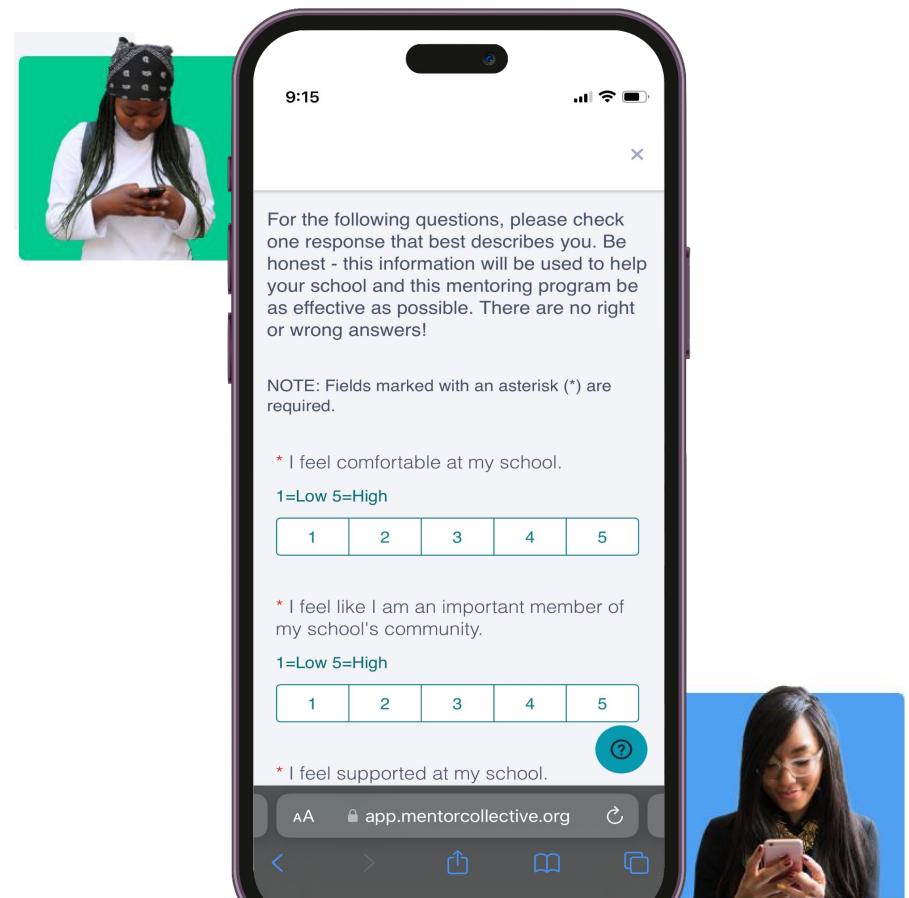
■ Completed ■ Not completed

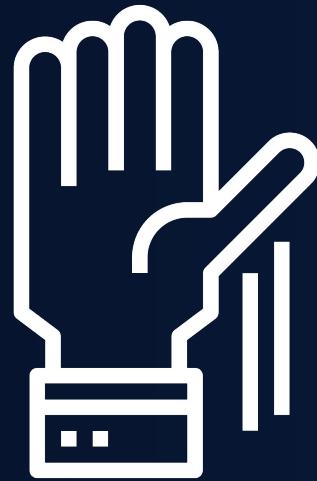
This graph shows your program's progress in survey completion for {{participant type}}s.

Q&A



Survey Response Tips





Poll

**What strategies do you use to
drive response rates?**



What motivates a survey response?



I care.



I'm interested.



I get rewarded.

Source: [SurveyMonkey](#)



How to tap into intrinsic motivation

- Preview the why
- Explain how results will be used
- Use results and share out how!

“Effective promotional campaigns appear to increase response rates by about 4 to 5 percentage points. This is particularly true for first-year students, where promotional campaigns...appear to increase response rates above and beyond lottery incentives alone.” (Sarraf & Cole, 2014)



How to tap into extrinsic motivators

- Lotteries/raffle incentives are proven to work; expect a bump of 3 - 5% ([NSSE](#))
- Something for everyone is the most compelling.
- Higher probability of winning is more encouraging than larger prizes with lower likelihoods of winning (1 in 15 > 1 in 100)
- Do mentors in your program receive recognition or compensation? Connect responses to that.
 - *Coppin State is leveraging their paid peer mentors to have mentees pull up the survey in their next 1-1 meeting/interaction and complete it on the spot.*



Incentive Inspiration

- Create urgency: “Next 100 respondents” or “All responses by Friday” or “Those who complete all 3”
- Offer a non-monetary prize, such as parking passes, early registration, great seats at a campus event, an exclusive invite (lunch with president).
- Donations can be compelling! \$1 for every response or “We’ll donate \$100 if we get 100 responses.”
- For “everyone wins” approaches, keep it budget-friendly with ideas like:
 - ...come to the office on Friday for coffee & a cookie.
 - ...invitation to an exclusive event



What's Next?

Identify users of early insights

Find the offices or professionals who care about academic help-seeking, and identify your process for getting data to them.

Pick your promotion & incentive plans

How will you advertise and reward survey participation? Talk to your PSM about your ideas and plans.

Plan for data analysis

Mark your calendars for the time to log-in and interpret aggregate results.



“Learning is hardly ever accomplished alone.”

(Li et al, 2023)



Q&A



References

- Li R, Che Hassan N, Saharuddin N. (2023). [College Student's Academic Help-Seeking Behavior: A Systematic Literature Review](#). Behav Sci (Basel). 2023 Aug; 13(8): 637.
- Parnes, M. F., Kanchewa, S. S., Marks, A. K., & Schwartz, S. E. O. (2020). [Closing the college achievement gap: Impacts and processes of a help-seeking intervention](#). Journal of Applied Developmental Psychology, 67, 101121.
- <https://www.insidehighered.com/news/student-success/college-experience/2023/11/17/3-strategies-close-equity-gaps-resource-usage#>
- <https://tytonpartners.com/driving-toward-a-degree-2023/>
- https://offices.depaul.edu/student-affairs/about/assessment/Documents/Incentivizing_Survey_Participation_Report%20_July_2016.pdf
- https://nsse.indiana.edu/nsse/administering-nsse/promoting-nsse-on-campus/survey_incentive_faq.html

