

Student Wellness in the Four-Year Public Higher Education Sector

April 2018

Sona Karentz Andrews
Provost Emerita
Portland State University

Institutions Responding

- Cal Poly San Luis Obispo
- California State University Long Beach
- Colorado State University
- Eastern Oregon University
- Idaho State University
- Metropolitan State University of Denver
- Montana State University Billings
- Montana Tech
- Nevada State College
- New Mexico State University
- Montana State University Bozeman
- Oregon Institute of Technology
- Oregon State University
- Portland State University
- South Dakota State University
- Southern Oregon University
- University of Nevada Las Vegas
- University of Arizona
- University of Hawaii at Hilo
- University of Idaho
- University of Montana
- University of Montana Western
- University of Nevada, Reno
- Utah Valley University
- Washington State University

| State | Number of Institutions Responding to the Survey |
|--------------|---|
| Arizona | 1 |
| California | 2 |
| Colorado | 2 |
| Hawaii | 1 |
| Idaho | 2 |
| Montana | 5 |
| Nevada | 3 |
| New Mexico | 1 |
| Oregon | 5 |
| South Dakota | 1 |
| Utah | 1 |
| Washington | 1 |

| Title of Survey Respondents | Frequency |
|---|-----------|
| Provost/Vice President for Academic | 7 |
| Vice Provost/Associate Vice President (Student Affairs or Academic Affairs) or Dean of Students | 7 |
| Director of Campus Health Center or Counseling Division or Program Coordinator | 7 |
| Vice President/Vice Chancellor for Student Affairs | 3 |
| Administrative Assistant | 1 |

Enrollment Trends FY 13- FY17

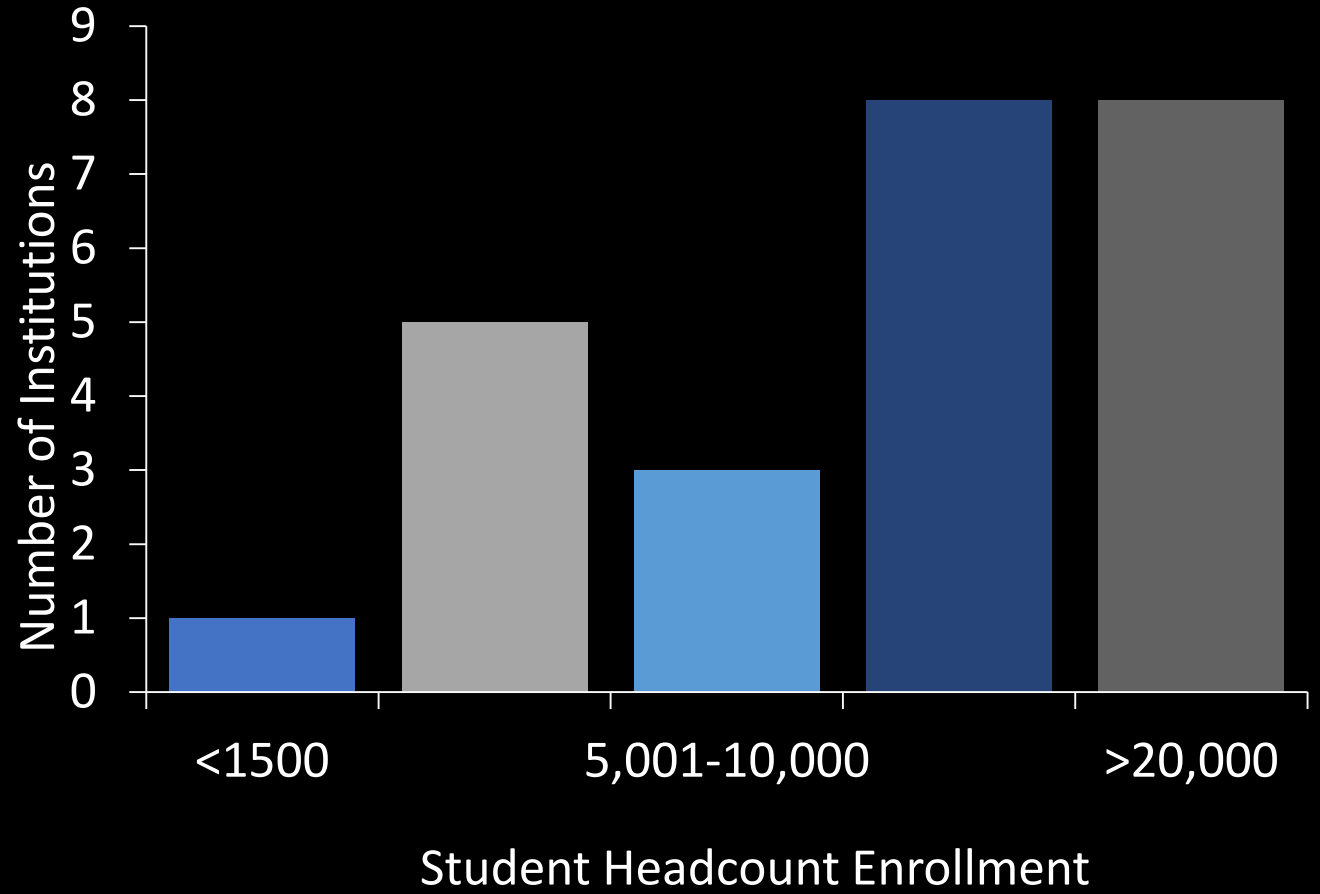
**Number of
Institutions with
Headcount Increase**

14

**Number of
Institutions with
Headcount
Decrease**

11

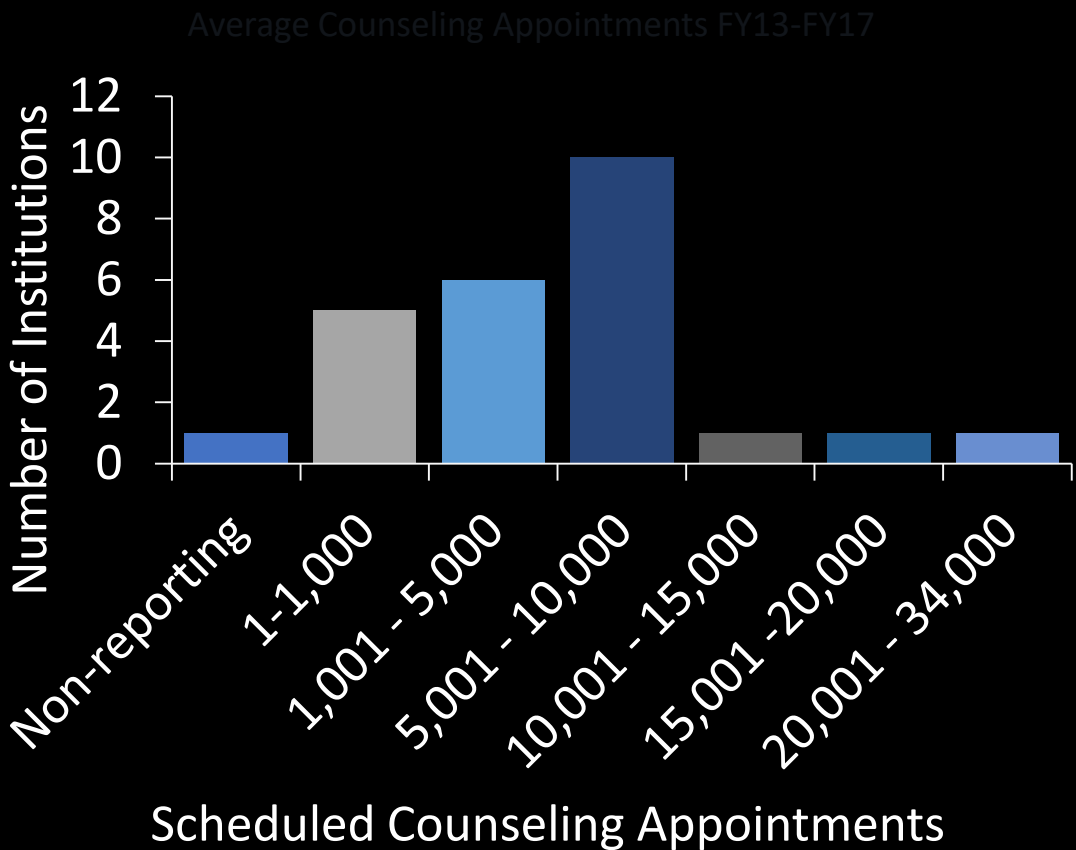
Average Student Enrollment FY13-17



Mental Health-Related Counseling

| Counselling Appointment Trends FY 13- FY17* | |
|--|----|
| Number of Institutions with Appointment Increase | 19 |
| Number of Institutions with Appointment Decrease | 4 |

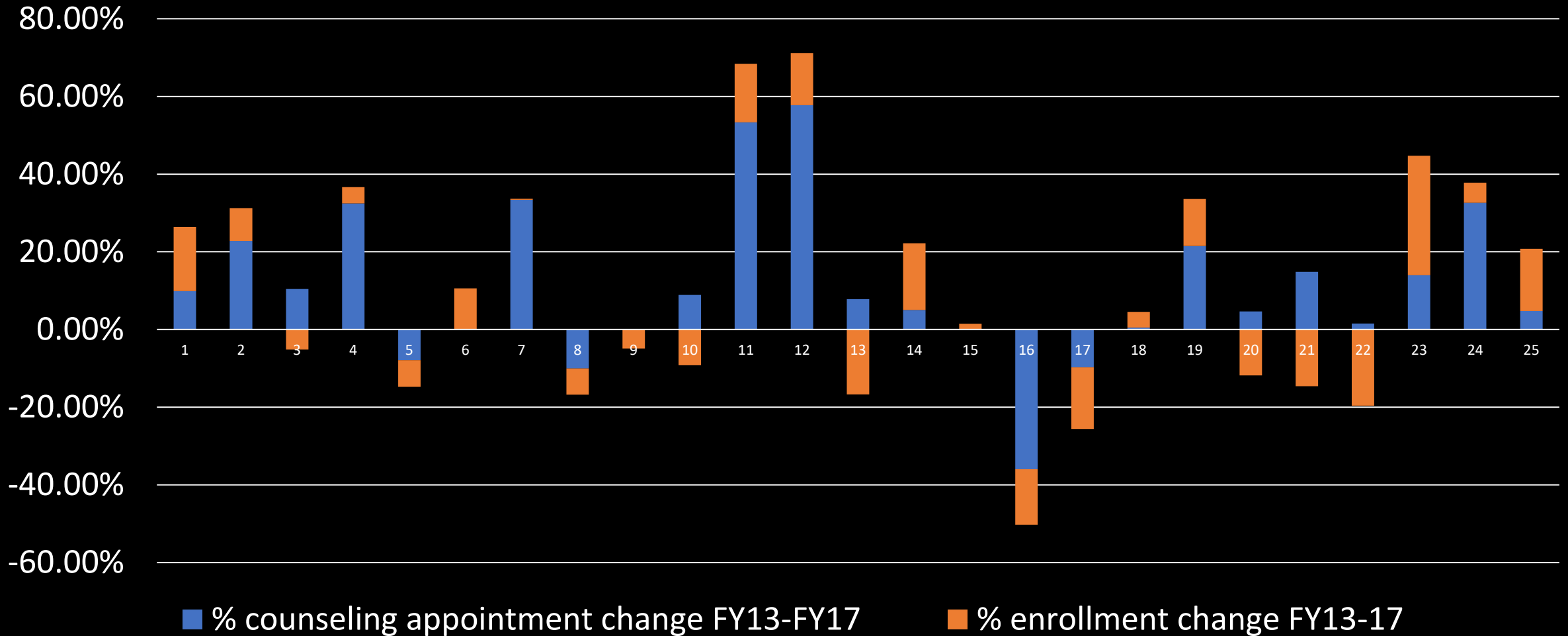
Average Counselling Appointment FY13-17



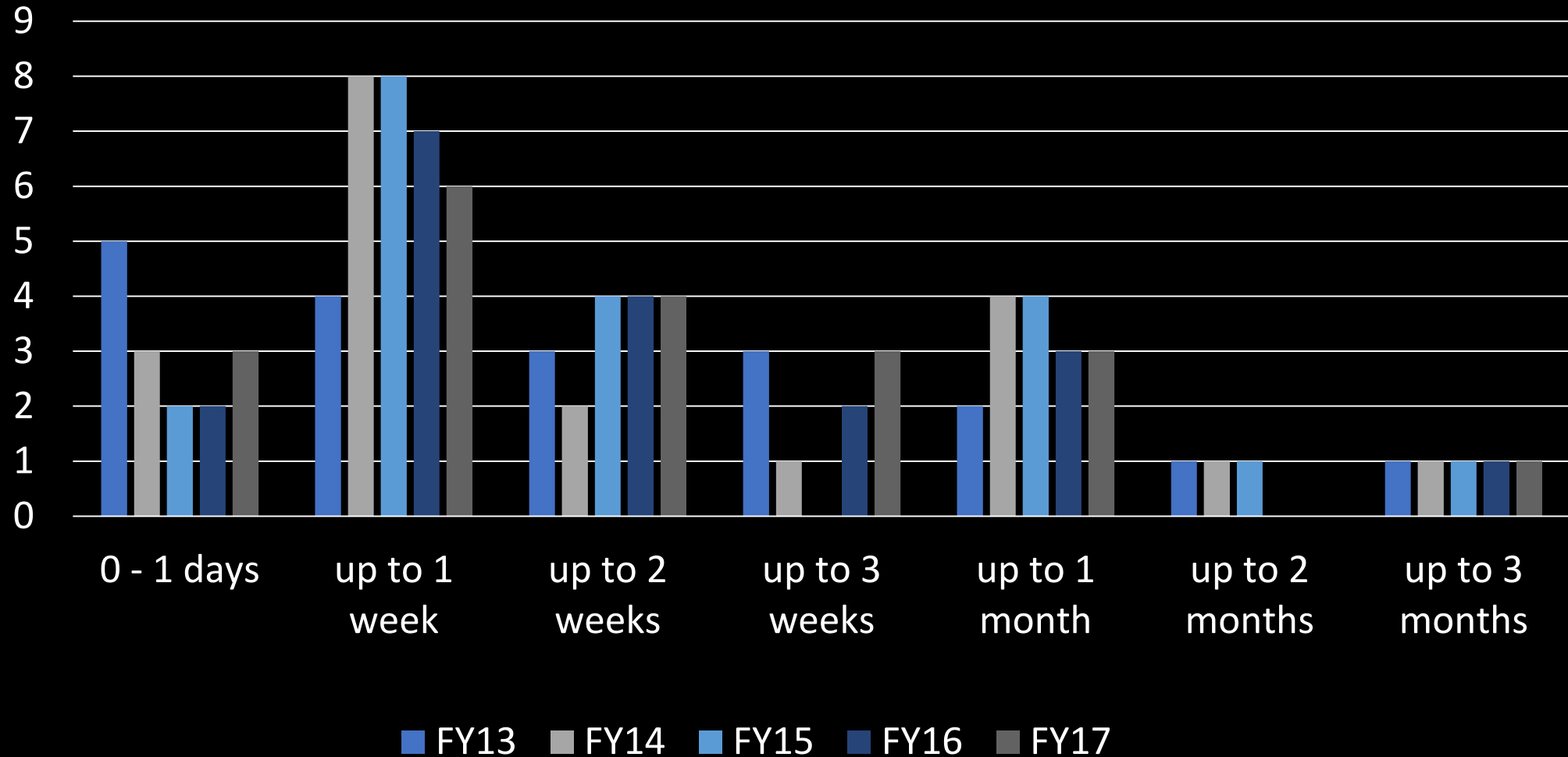
| Counseling Appointments | | | | | | |
|-------------------------|--------|--------|--------|--------|--------|-----------------------------------|
| | FY13 | FY14 | FY15 | FY16 | FY17 | Average 5-Year Appointments |
| AVERAGE | 6,312 | 6,676 | 6,807 | 7,165 | 7,242 | 6,576 |
| MINIMUM | 550 | 550 | 550 | 550 | 34 | 34 |
| MAXIMUM | 29,136 | 30,823 | 32,567 | 37,931 | 38,645 | 33,820 |

| Change in Counseling Appointments | | | | | | |
|-----------------------------------|-----------|---------------|---------------|---------------|---------------------------------|--------------------------------|
| | FY13-FY14 | FY14- FY15 | FY15- FY16 | FY16- FY17 | Change from FY12- FY17 | % Change from FY13- FY17 |
| AVERAGE | 650 | 371 | 357 | 376 | 1,249 | 11.9% |
| MINIMUM | -466 | -913 | -1,590 | -489 | -902 | -36.0% |
| MAXIMUM | 10,951 | 3,570 | 5,364 | 2,591 | 9,509 | 57.8% |

Change in Enrollment Compared to Counseling Appointments FY13-FY17



Average Wait Time for Counseling Appointment FY13-17



Policy/Practice Changes

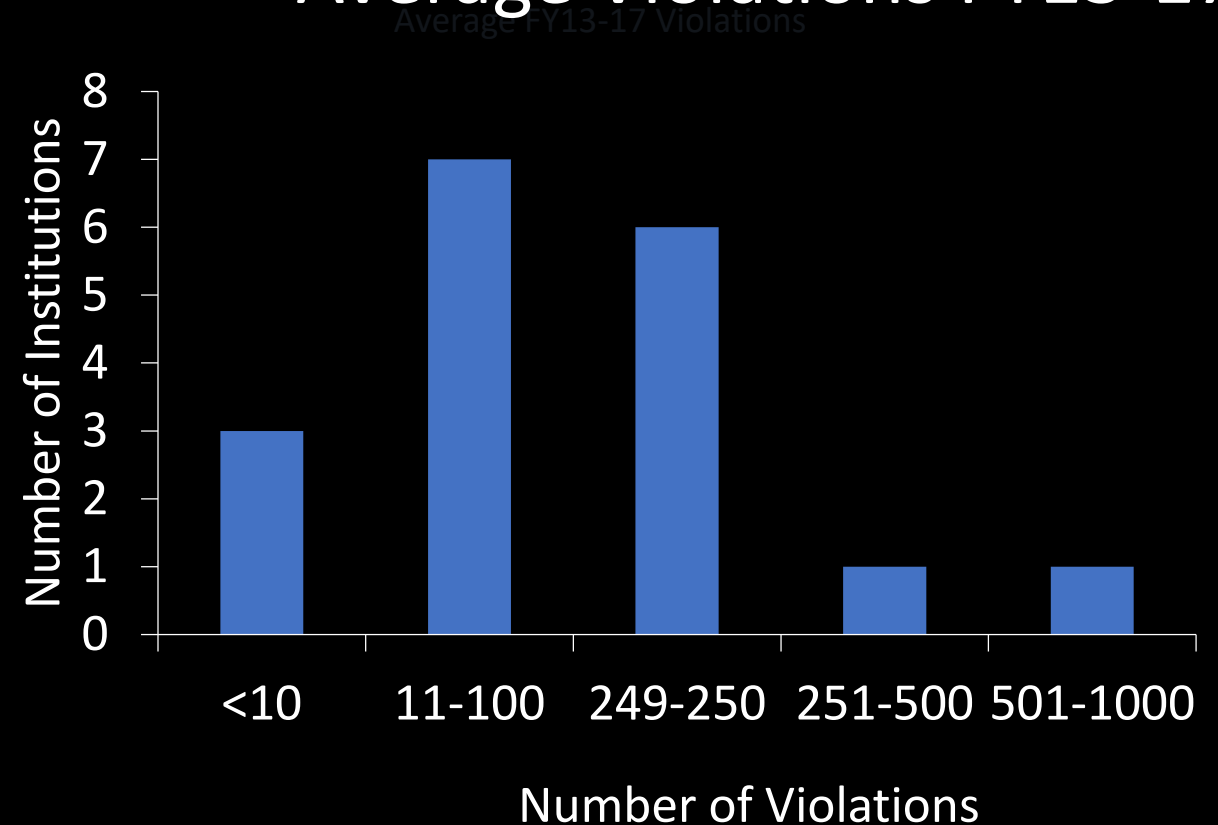
| Policies And Procedures Changes In Response To Student Demand Over The Past Five Years | |
|--|----|
| Number of Institutions with No Policy Changes | 3 |
| Number of Institutions with Policy Changes | 21 |

- Triage
- Reduce or limit session time
- Assign case managers
- Partnerships and contracts
- Educational and online resources
- Group counselling
- Staffing

Student Conduct Violations

| Student Conduct Code Violations Trends FY 13-FY17* | |
|---|----|
| Number of Institutions with an Increase in Violations | 15 |
| Number of Institutions with a Decrease in Violations | 9 |

Average Violations FY13-17



Maximum Decreases in the Student Conduct Code Violations Trends FY 13- FY17*

| | FY13-14 | FY14-15 | FY15-16 | FY16-17 | Change from FY13-17 |
|---------------------|---------|---------|---------|---------|------------------------|
| Max decrease | -42 | -173 | -100 | -125 | -143 |

- Alcohol and endangering/threatening behavior (it should be noted that many institutions reported a decrease in counseling appointments for alcohol, but that the data show this is still an issue on campuses)
- More hate/bias incidents
- Students voicing their options more
- Recreational marijuana
- Self-medicated drug use
- Title IX misconduct violations

Accommodations for Students with Disabilities

| Students Seeking Accommodations | | | | | |
|---------------------------------|-------|-------|-------|-------|-------|
| | FY13 | FY14 | FY15 | FY16 | FY17 |
| AVERAGE | 743 | 812 | 823 | 855 | 926 |
| MINIMUM | 20 | 39 | 37 | 50 | 38 |
| MAXIMUM | 3,033 | 2,985 | 2,751 | 2,755 | 2,858 |

| Change in Students Seeking Accommodations | | | | | | |
|---|---------|---------|---------|---------|---------------------|------------------------|
| | FY13-14 | FY14-15 | FY15-16 | FY16-17 | Change from FY13-17 | % Change from FY13-17* |
| AVERAGE | 46 | 11 | 64 | 71 | 181 | 24.4% |
| MINIMUM | 0 | 0 | 2 | 0 | 2 | 10.0% |
| MAXIMUM | 310 | 323 | 290 | 643 | 905 | 29.8% |

Common trends:

- More and more for testing accommodations and alternative testing
- Time extensions for assignments
- Attendance accommodations
- Emotional support animals
- Single room housing requests
- More deaf and hard of hearing students
- More low vision or blind students
- Less stigma around disabilities
- More students with multiple disabilities

Food Insecurity

Trends:

- The need for food increasing each year
- An increase in staff and faculty accessing pantries
- Increased demand at the end of the month
- Need for more space for food storage and/or distribution
- Increased challenges in supporting differences in food culture as students in need become more diverse
- Efforts to provide healthy options such as fresh produce and protein

Student Homelessness

| Student Homeless Reporting | |
|---|----|
| Number of institutions that reported some data on homelessness* | 8 |
| Number of institutions that had no data to report on homelessness | 17 |

Short-term strategies:

- Campus spaces with access to showers, laundry, lockers, couches for naps, refrigerators, and kitchens
- Partnering with residence life to set aside rooms in residence halls for students with short-term, emergency housing needs
- Implementing hotel voucher programs
- Referrals to local homeless shelters
- Seeking donor support to create emergency housing assistance funds

Conclusions

- Increase in:
 - Counseling health –related service
 - Student Code of Conduct violations
 - Disability accommodations
 - Food insecurity
 - Homelessness

- Questions:
 - Student success
 - Institutional size and resources

Please direct suggestions/edits/questions to the
draft report to:

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sona.andrews@pdx.edu

WICHE



Western Interstate Commission
For Higher Education

Mental Health Program

Student Behavioral Health: Challenges & Opportunities

Hannah Koch

Research and Technical Assistance Associate

Western Academic Leadership Forum
April 25-27, 2018
Vancouver, WA

Mental Health Does Matter: Prevalence on **College Campuses**

Colleges across the country have reported **large increases** in **enrollment**, or at least increased access for students.

At the same time, college counseling centers have also observed **an increase** in the **prevalence and severity of mental health issues** reported by students and **an increase** in the number of **students taking psychotropic medications**.

NAMI: National Alliance on Mental Illness

Mental Health Does Matter: Prevalence on **College Campuses**

75% of lifetime cases of mental health conditions begin by age 24.

1 out of 4 young adults between the ages of 18 and 24 have a diagnosable mental illness.

More than 11% of college students have been diagnosed or treated for anxiety in the past year.

More than 10% reported being diagnosed or treated for depression.
Second leading cause of student death: Suicide

Mental Health Does Matter: Prevalence on **College Campuses**

More than 40 % of college students have felt more than an average amount of stress within the past 12 months.

More than 80 % of college students felt overwhelmed by all they had to do in the past year and...

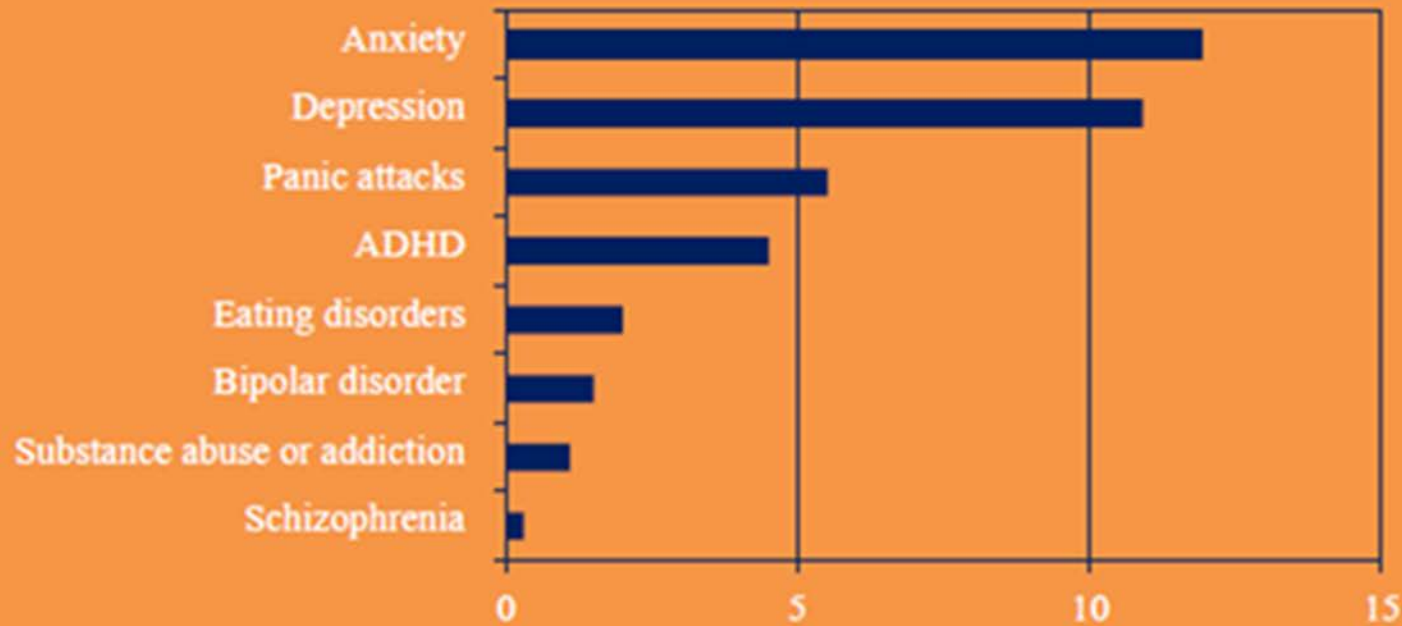
45 % have felt things were hopeless.

Almost 73 % of students living with a mental health condition experienced a mental health crisis on campus.

Yet, **34.2 %** reported that their college did not know about their crisis.

What mental health conditions are most common?

The percent of college students diagnosed or treated by a professional for mental health conditions in the last twelve months...



#ItsTime

American College Health Association (2012)

www.acha-ncha.org



Mental Health and Academic Success

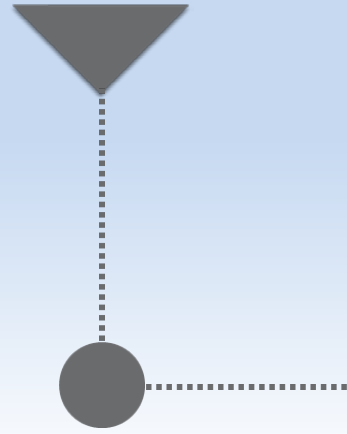
- **64 %** of young adults who are no longer in college are no longer attending college because of a mental health reason (NAMI)

Depression, bipolar disorder and post-traumatic stress disorder are the primary diagnoses of these young adults

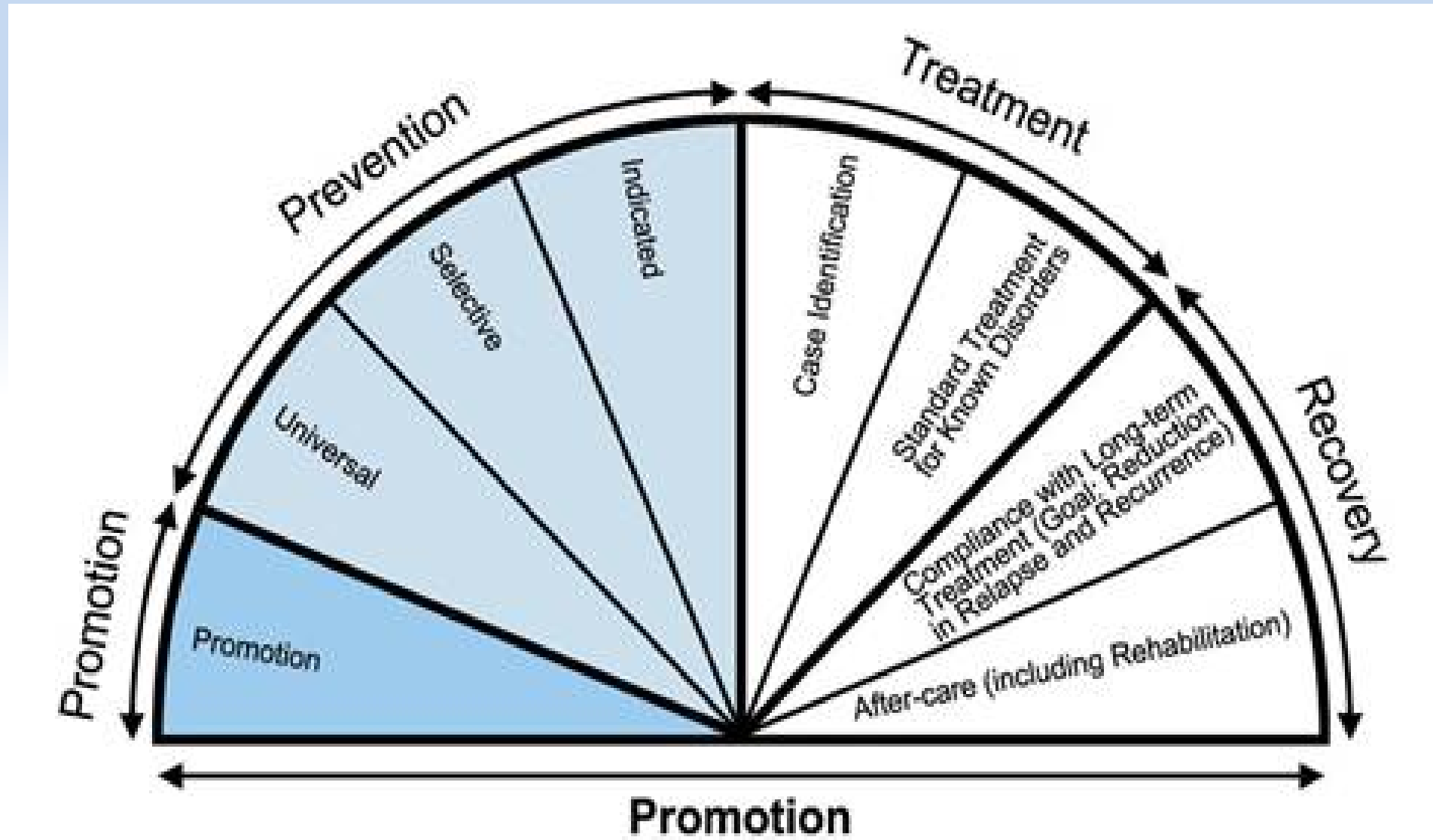
- **31%** percent of college students have felt so depressed in the past year that it was difficult to function and more than **50%** have felt overwhelming anxiety, making it hard to succeed academically.

<http://healthymindsnetwork.org/research/data-for-researchers>





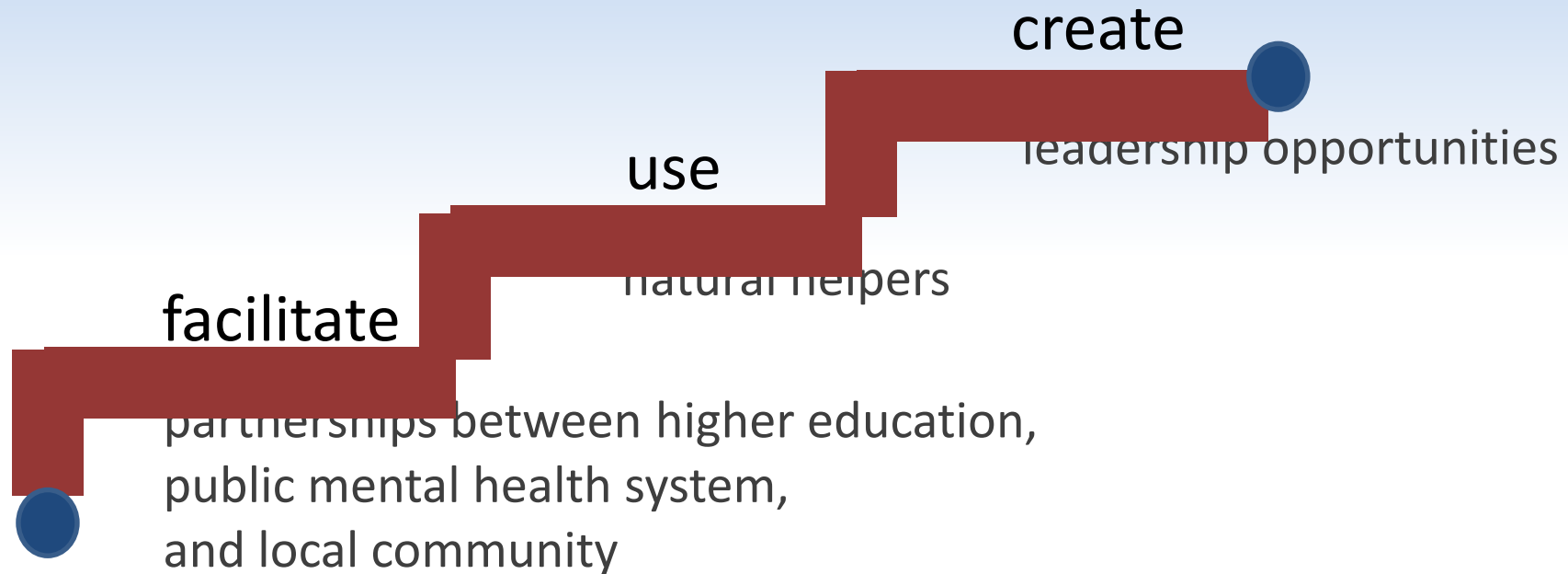
behavioral health continuum of



Success = Comprehensive Attention

- Prevention and Promotion - Knowledge is essential to reducing stigma and increasing positive health outcomes.
- Accessibility – Being able to understand the need for help, knowing where to turn, and ability to get there and pay for it.
- Availability – The providers and services exist.
- Acceptability – What is available fits the culture and is evidence-based.

partnering, natural community supports and leadership



our team



Dennis Mohatt
Vice President for Behavioral Health



Ken Cole
Director of Operations



Brittany Copithorn
Project Coordinator



Andie Hancock
Budget Coordinator



April Hendrickson
Program Evaluation and
Research Associate



Hannah Koch
Research and Technical
Assistance Associate



Liza Tupa
Director of Education
and Research



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Administrative
Assistant III



Mimi Windemuller
Project Manager

contact us



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Strategies at the Campus Level

Carlos J. Crespo, DrPH

Portland State University

Major points

State of student wellness (PSU)

- American College Health Association-National College Health Assessment II

Diversity of student and needs

Strategic programmatic opportunities

Diversity of students

Race/ethnicity

Sexual identity

Living arrangements

Family relationships

Access to health care



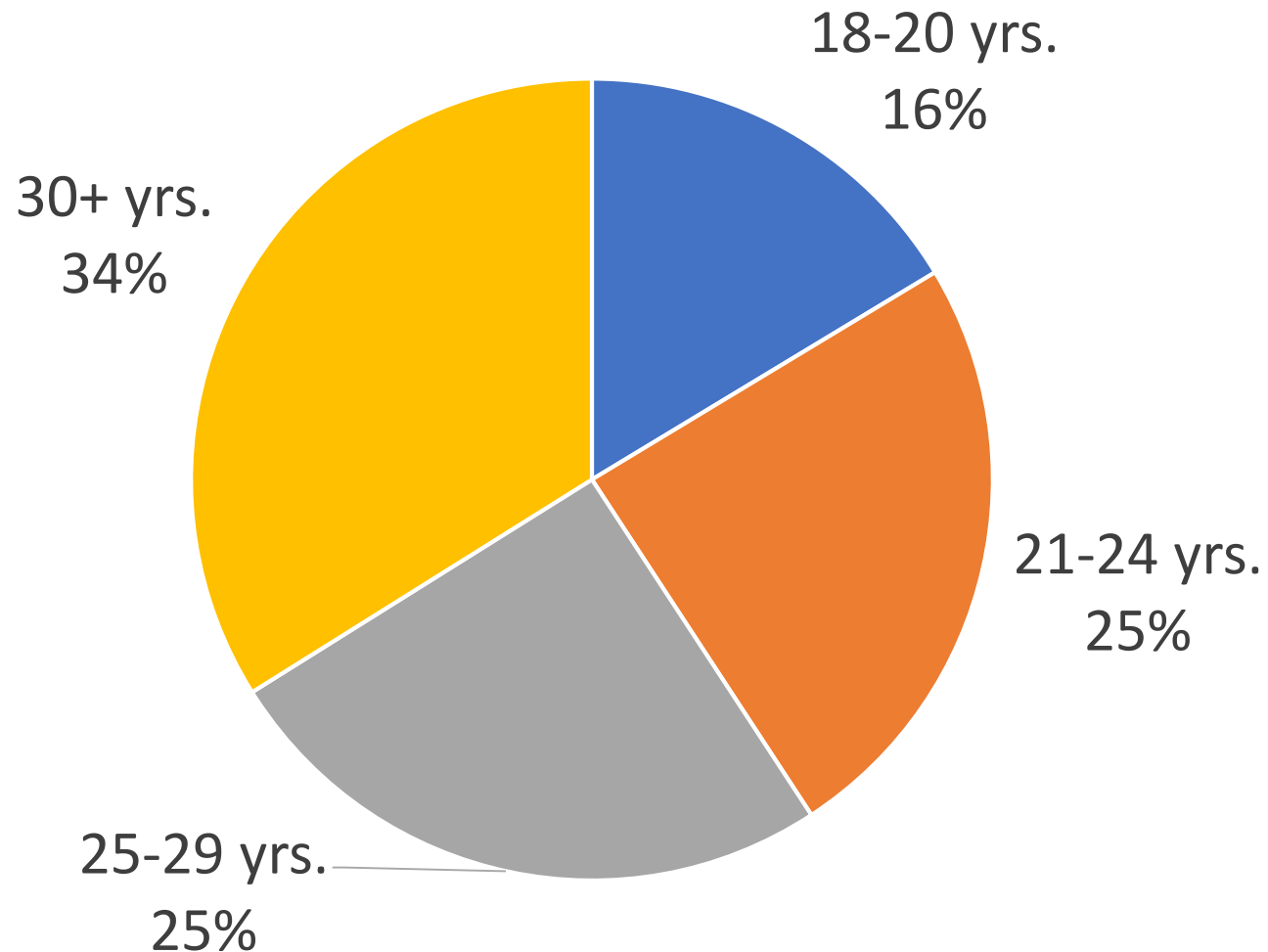
The National College Health Assessment covers the following topics:

- Alcohol, tobacco, and other drug use
- Sexual health
- Weight, nutrition, and exercise
- Mental health
- Personal safety and violence

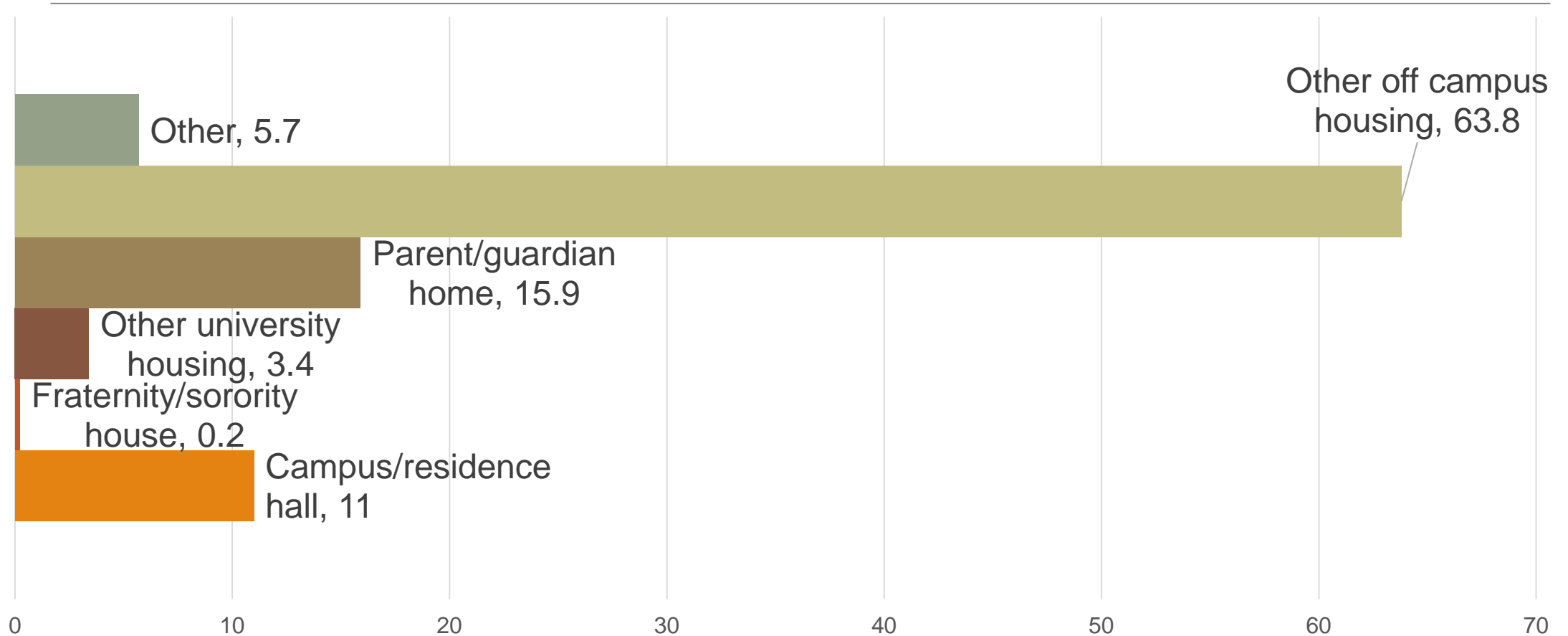


State of Wellness at Portland State University

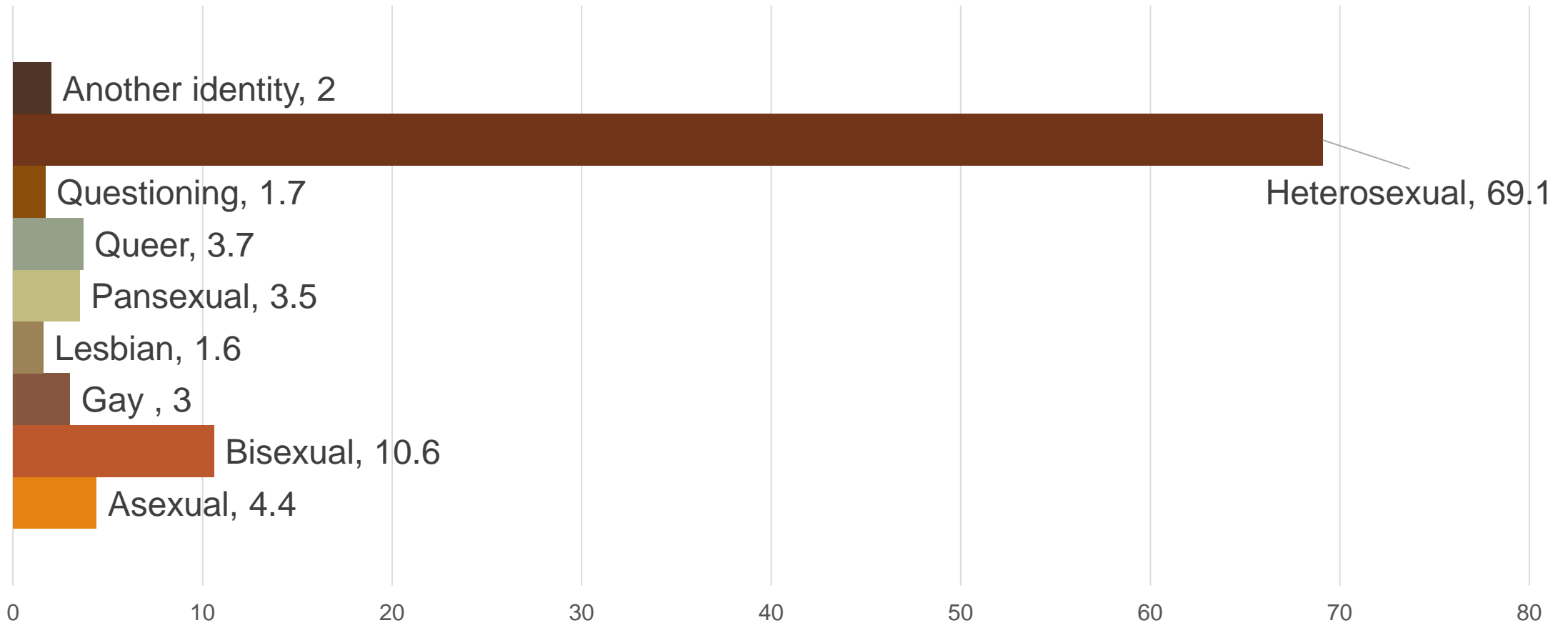
Percent distribution by age category (n=1089)



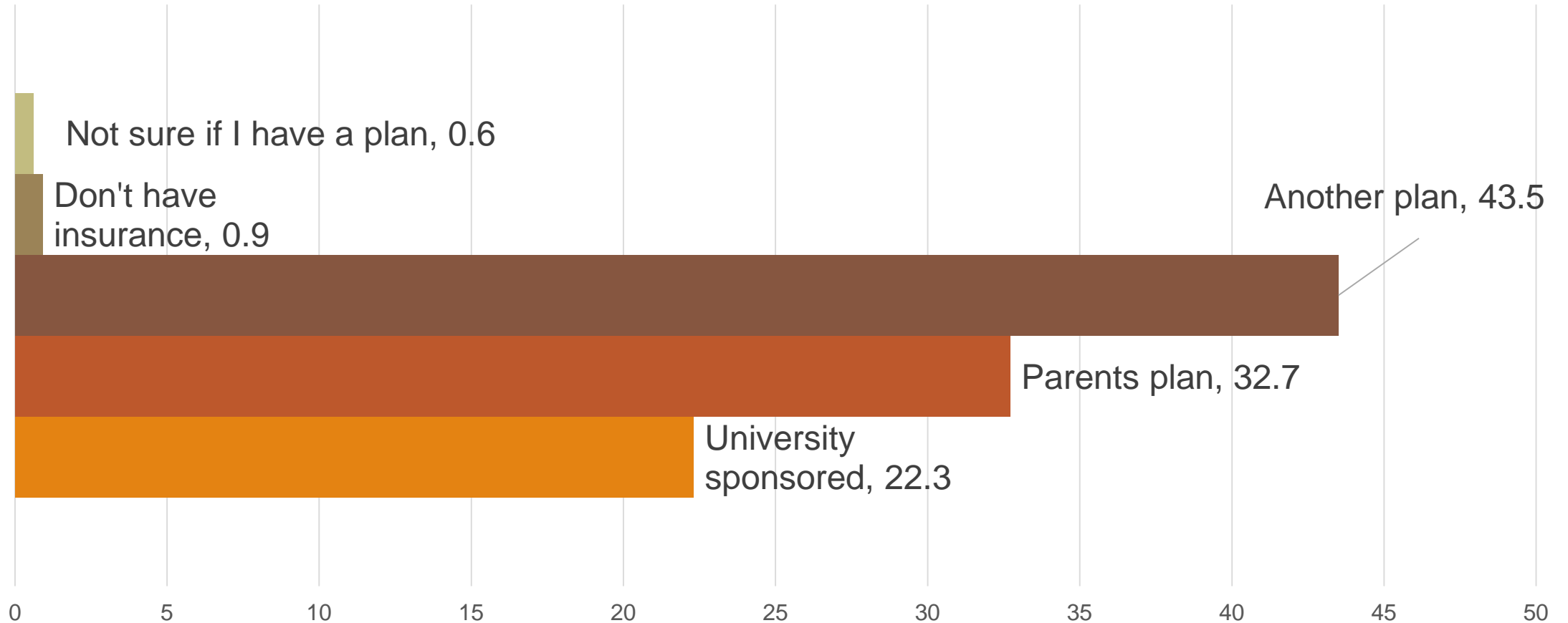
Housing arrangements, percent distribution



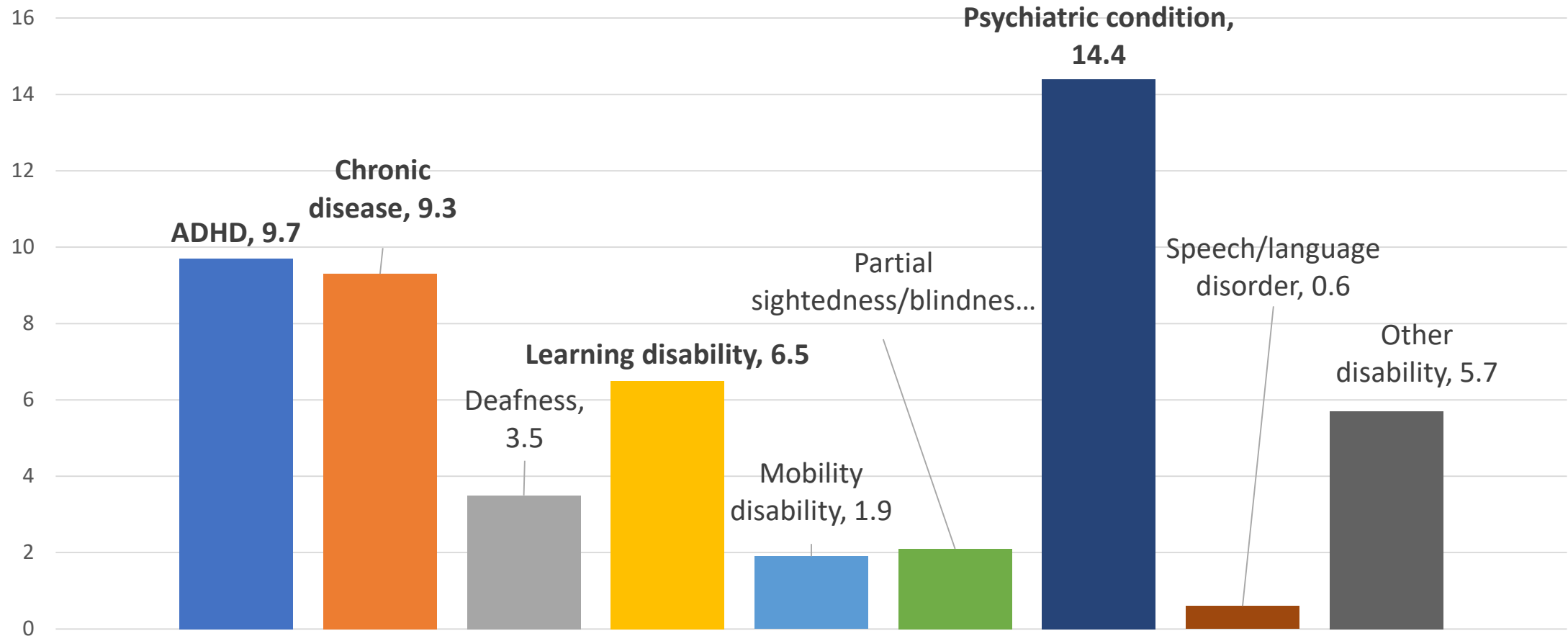
Sexual orientation, percent distribution



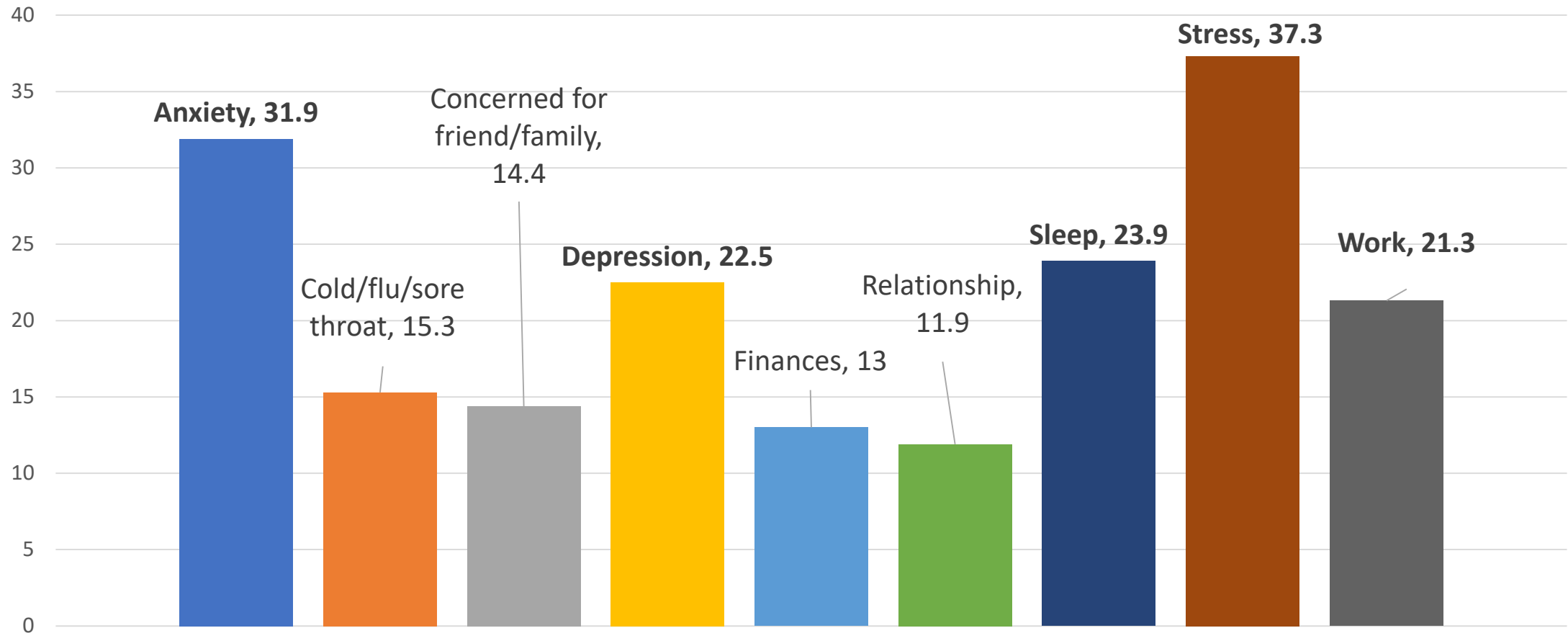
Primary source of health insurance, percent distribution



Proportion of students reporting any of the following conditions

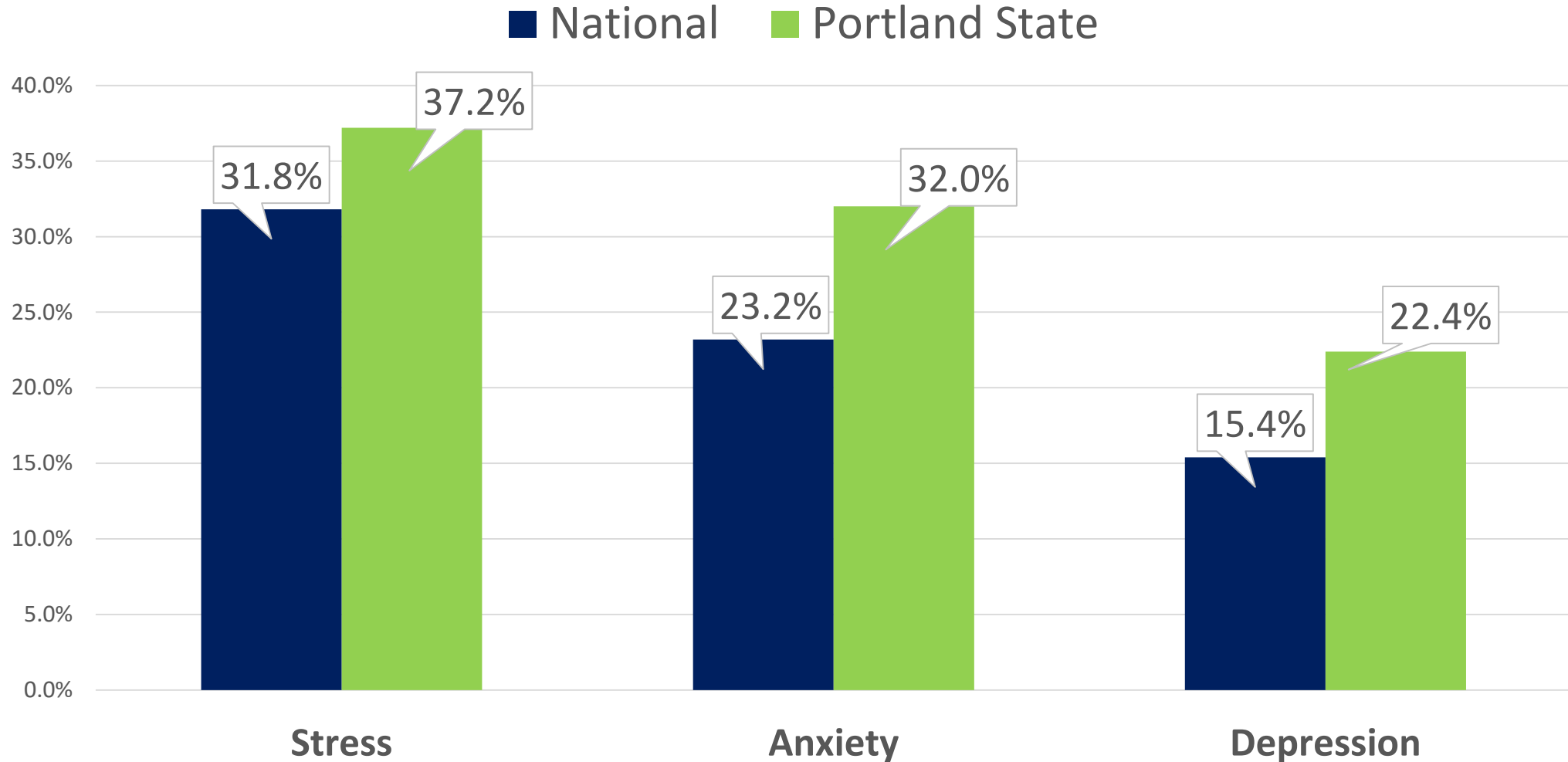


Major conditions affecting academic performance in the past 12 months



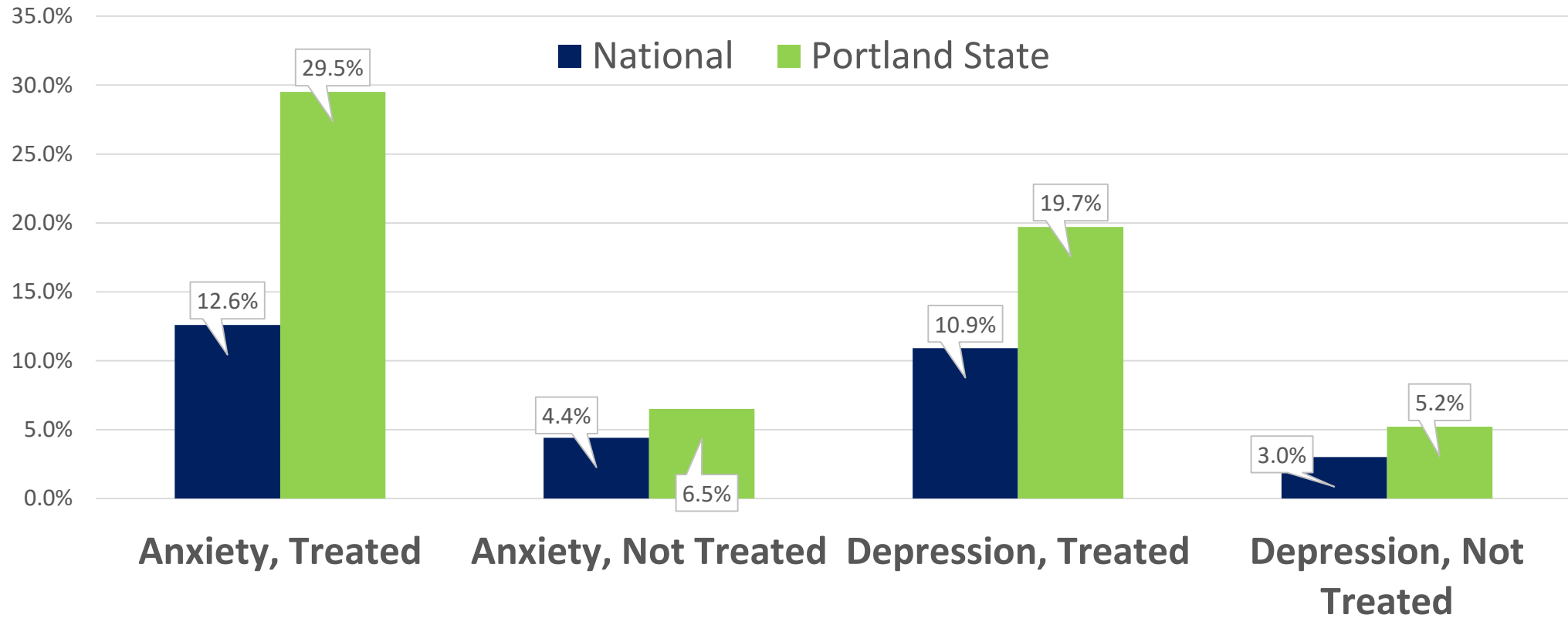
MENTAL HEALTH & ACADEMIC PERFORMANCE

Spring 2016: Within the last 12 months have any of the following affected your academic performance?

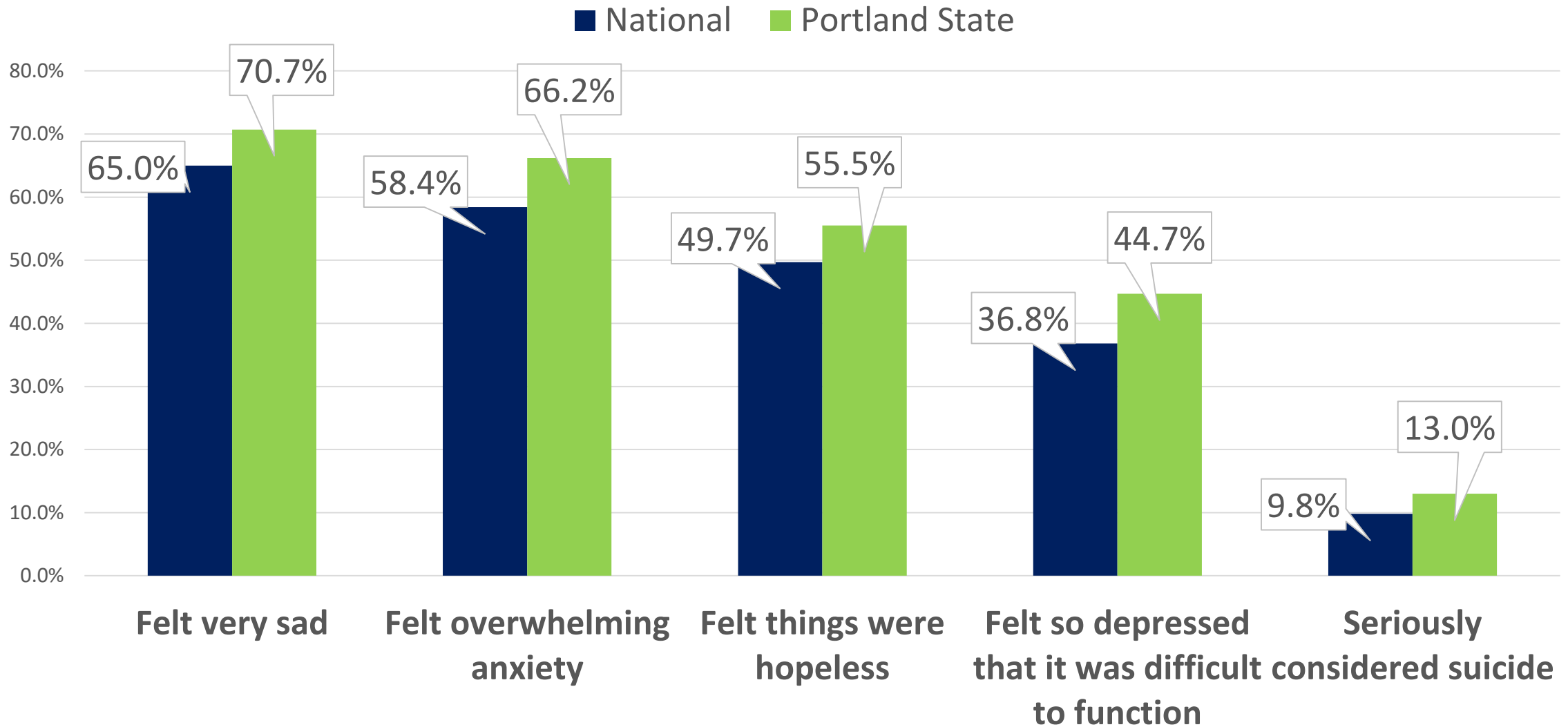


PRE-EXISTING CONDITIONS

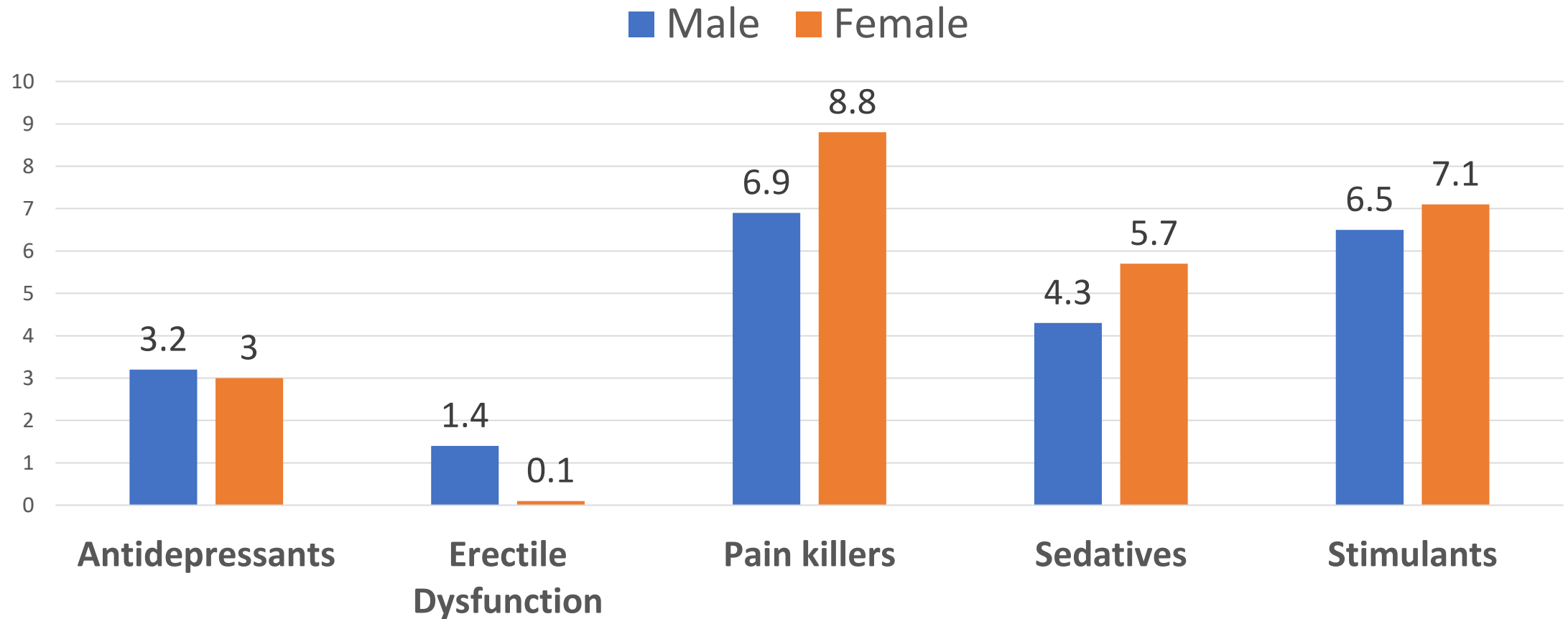
Spring 2016: Within the last 12 months have you been diagnosed or treated by a professional for any of the following?



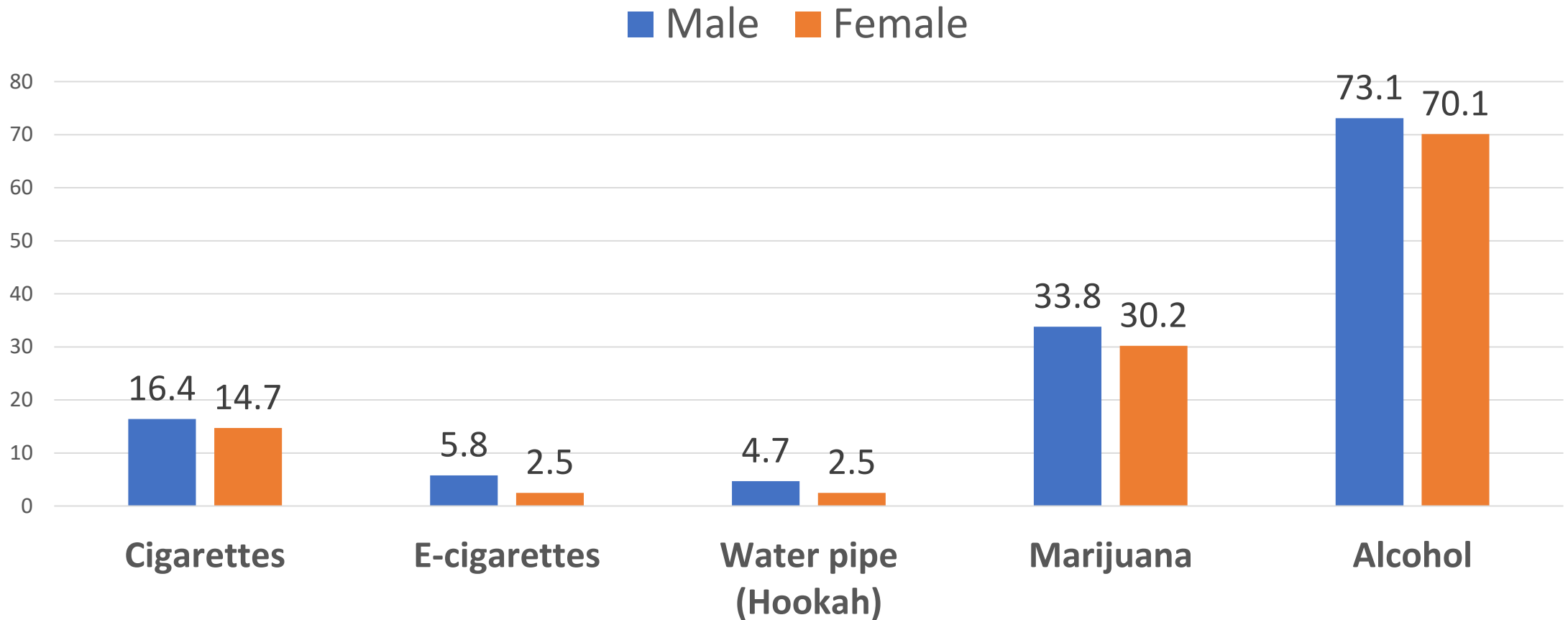
SPRING 2016: HAVE YOU...WITHIN THE LAST 12 MONTHS?



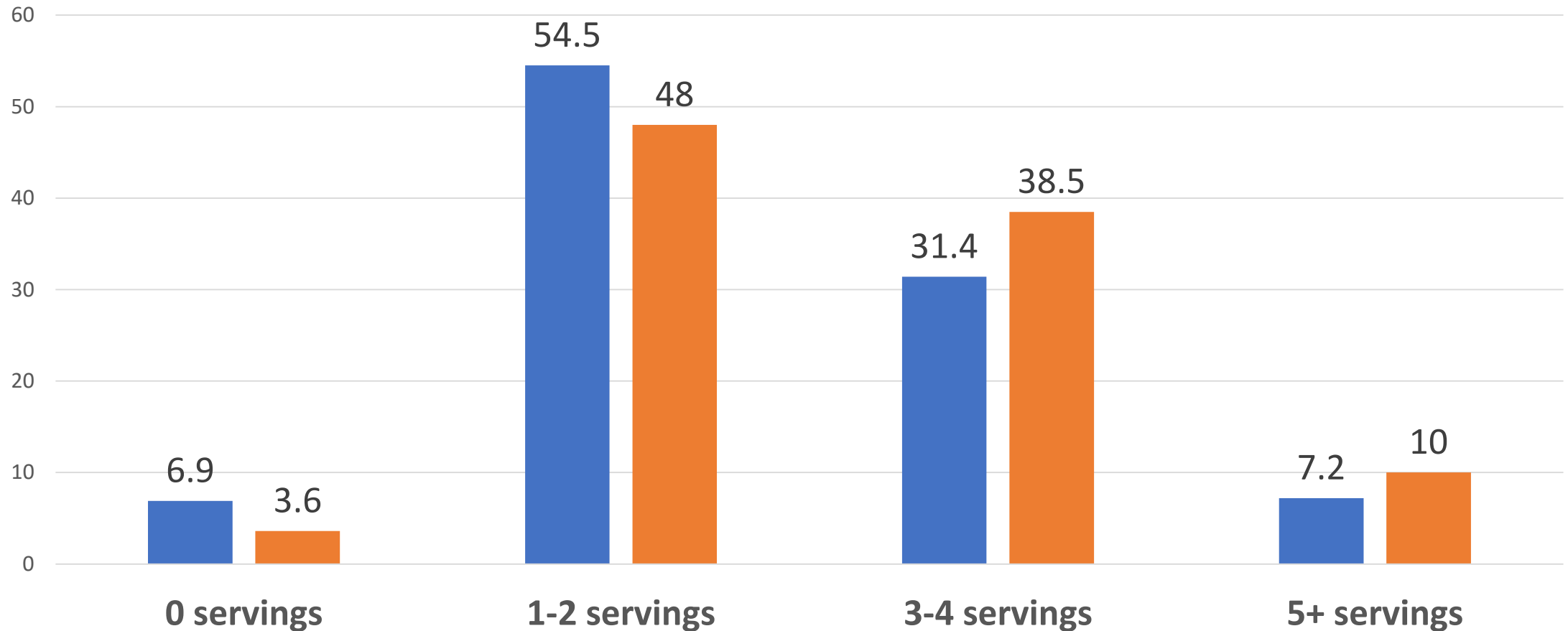
Percent who reported using prescription drugs that were not prescribed to them, past 12 months



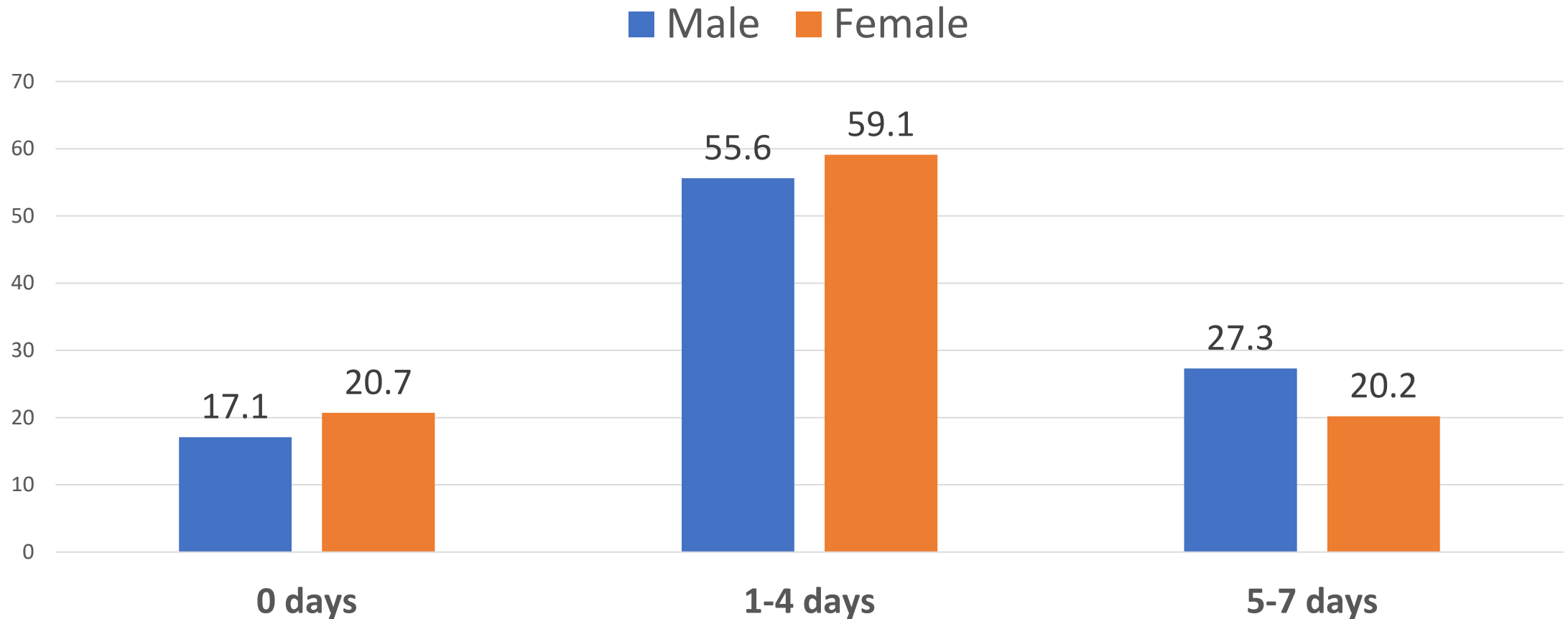
Percent of students who in the past 30 days used any of the following



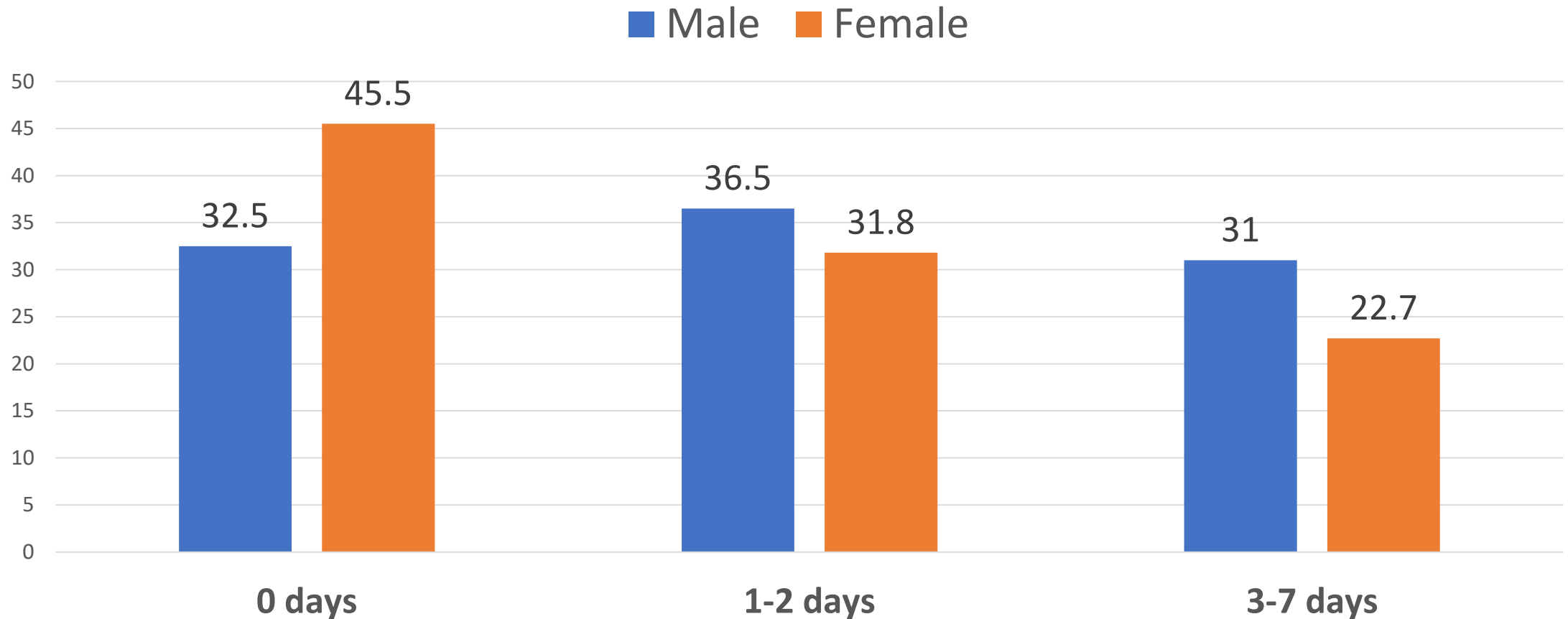
College students reported usually eating the following number of fruits/vegetables servings per day



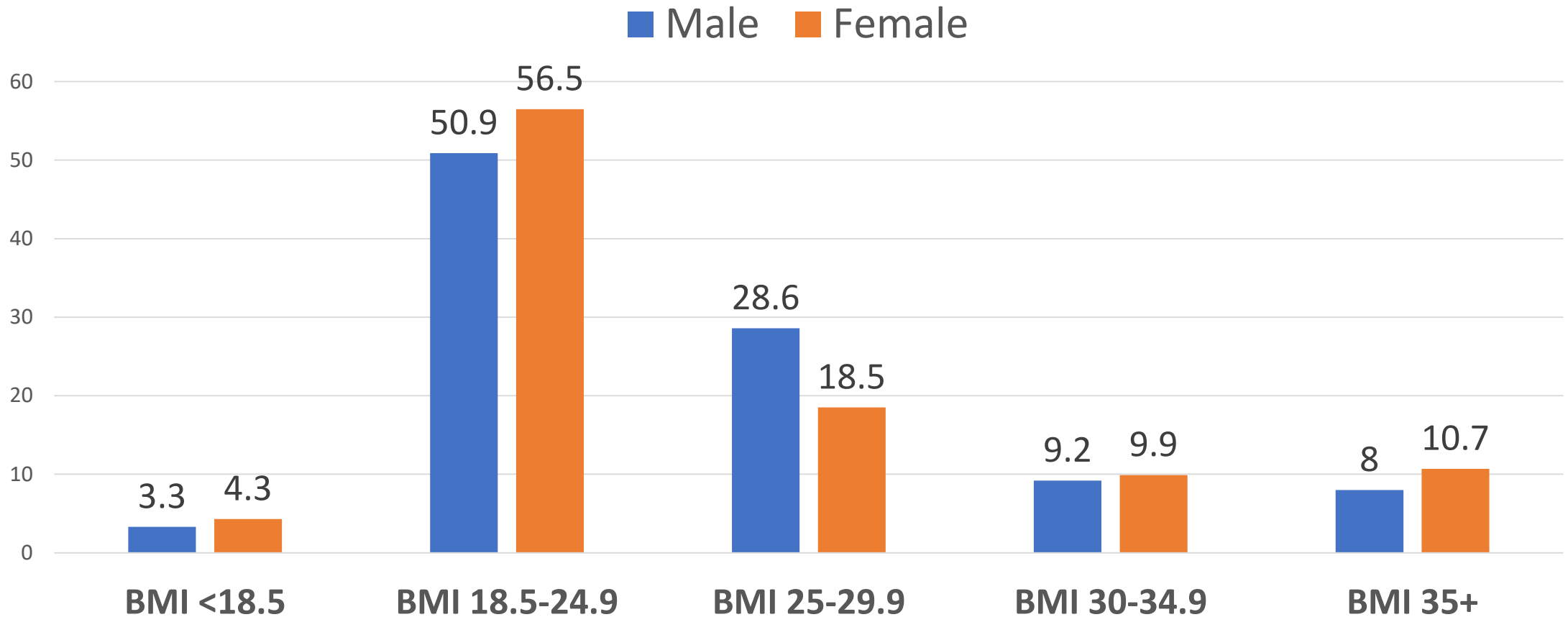
Percent of students who in the past 7 days engaged in **moderate** physical activity for 30 minutes



Percent of students who in the past 7 days engaged in **vigorous** physical activity for 20 minutes



Percent distribution according to Body Mass Index



Diversity of wellness needs

Mind

- Stress
- Substance abuse
- Depression
- Suicide
- ADHD

Body

- Smoking
- Alcohol
- Nutrition
- Physical activity



Healthy living fosters holistic success and should be accessible to all. Portland State offers a tremendous amount of resources designed to not only support but also help you thrive on campus.

We know that real change requires collaboration and action at every level. From offering more nutritious food options to influencing campus-wide policy, PSU's Healthy Campus Initiative leads to ongoing and innovative responses to the need.

In 2016, the Healthy Campus Initiative Steering Committee identified three data-driven priorities that are centered around a healthy mind, healthy body and healthy community. Each focus comprised of faculty, staff and students are lead or work to identify the needs of our community and appropriate steps toward change in these three priority areas:

- Mental Health
- Healthy Eating
- Safe Campus

Portland State's Healthy Campus Initiative is guided by Healthy Campus 2020, an effort that provides a framework for improving the overall health status on campus nationwide.

The scope of Portland State's Healthy Campus Initiative is bold and ambitious. Our team is accomplishing significant time, energy and resources so we can make a big impact. We really need to get on our campus in making Portland State a place where everyone is inspired and empowered to live well and be well.

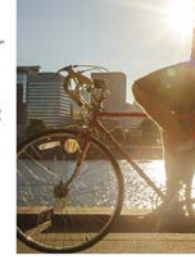
Here are some ways that the Healthy Campus Initiative works towards a healthier PSU:

- Healthy Mind:**
 - Offer more stress management learning opportunities throughout campus
 - In particular, provide faculty and staff with the tools necessary to tackle stress management techniques in the classroom
- Healthy Body:**
 - Increase access to healthy, affordable foods on or near campus
 - Increase ways for people to engage in physical activity on or near campus
- Healthy Community:**
 - Make campus a safer place by increasing safety awareness learning opportunities and policy implementation

Questions? Contact SHAC Coordinator, Julie Blankenship-Kilmer at jblankens@psu.edu

Following are key data points from Portland State's Spring 2016 National College Health Assessment. Results are based on nearly 1,000 student participants.

- 67% report experiencing above average stress levels in the last 12 months
- 60% report eating less in last semester of full and regular diet
- 67% report taking less care in recreational sports or fitness activity



psu.edu/healthy-campus Portland State

SHAC COUNSELING WALK-IN HOURS

| | |
|------------|---------------------------|
| Monday: | 9 - 11:15am & 1-3:15pm |
| Tuesday: | 9 - 11:15am & 1-3:15pm |
| Wednesday: | 9 - 11:15am & 1-3:15pm |
| Thursday: | 1 - 3:15pm |
| Friday: | 9:50 - 11:15am & 1-3:15pm |

1880 SW 6TH AVE, SUITE 200
503.725.2800 | PSU.EDU/SHAC

SHAC



Healthy Campus Initiative



What is WHAT

Wellness and Health Action Team

- A team of undergraduate peer health educators in the Health Promotion Department at the Center for Student Health and Counseling (SHAC).
- “WHAT” staff has the opportunity to talk with their peers about health and wellness topics that directly influence their academic and personal success.



WHAT Goal for Peer Mentors is “IDEA”

- Inform the Portland State community about relevant health topics and available resources;
- **D**evelop engaging programs on campus to promote healthy decision-making;
- **E**mpower students to utilize accessible strategies to achieve long-term health;
- **A**dvocate for change in campus policies that facilitate student wellness and success.



Peer mentors help design and conduct workshops on selected topics

- Body Image
- Fitness
- Nutrition
- Positive Mental Attitude (PMA)
- Sexual Health
- Sleep Hygiene
- Stress Management
- Life Transitions



Healthy Campus Initiative (HCI) Structure

Steering Committee

- Administrators, executive directors, faculty, staff, and others

Healthy Eating Task Group

- Directors, staff, administrators, faculty, students

Safe Campus Task Group

- Directors, staff, administrators, faculty, students

Stress Management Task Group

- Directors, staff, administrators, faculty, students

Marketing & Communications Task Group

- Directors, staff, administrators, students

Healthy Campus Initiative Focus Areas

Healthy Mind

Manage Stress

Healthy Body

Healthy Eating

Healthy Community

Safe Campus



Manage Stress

Manage Stress

Collaborate with faculty/staff to create a culture in which students can effectively manage stress.

Healthy Eating



Healthy Eating

Actively work with campus vendors to designate healthier food options.



Safe Campus

Safe Campus

- **Increase institutional support for violence prevention programming.**
- **Author and implement the Responsible Action Protocol.**
- **Gather focus group information from students, faculty and staff regarding safety on campus.**

CALL TO ACTION



- **Healthy Department Certification**
- **Faculty/Staff Health Behavior Survey**
- **Manage stress task group**
- **Recruit for Healthy Campus Initiative task group**

In Summary

- Diversity of students come with diversity of needs
- Universities need to be prepared
- Peer mentoring is an untapped resource

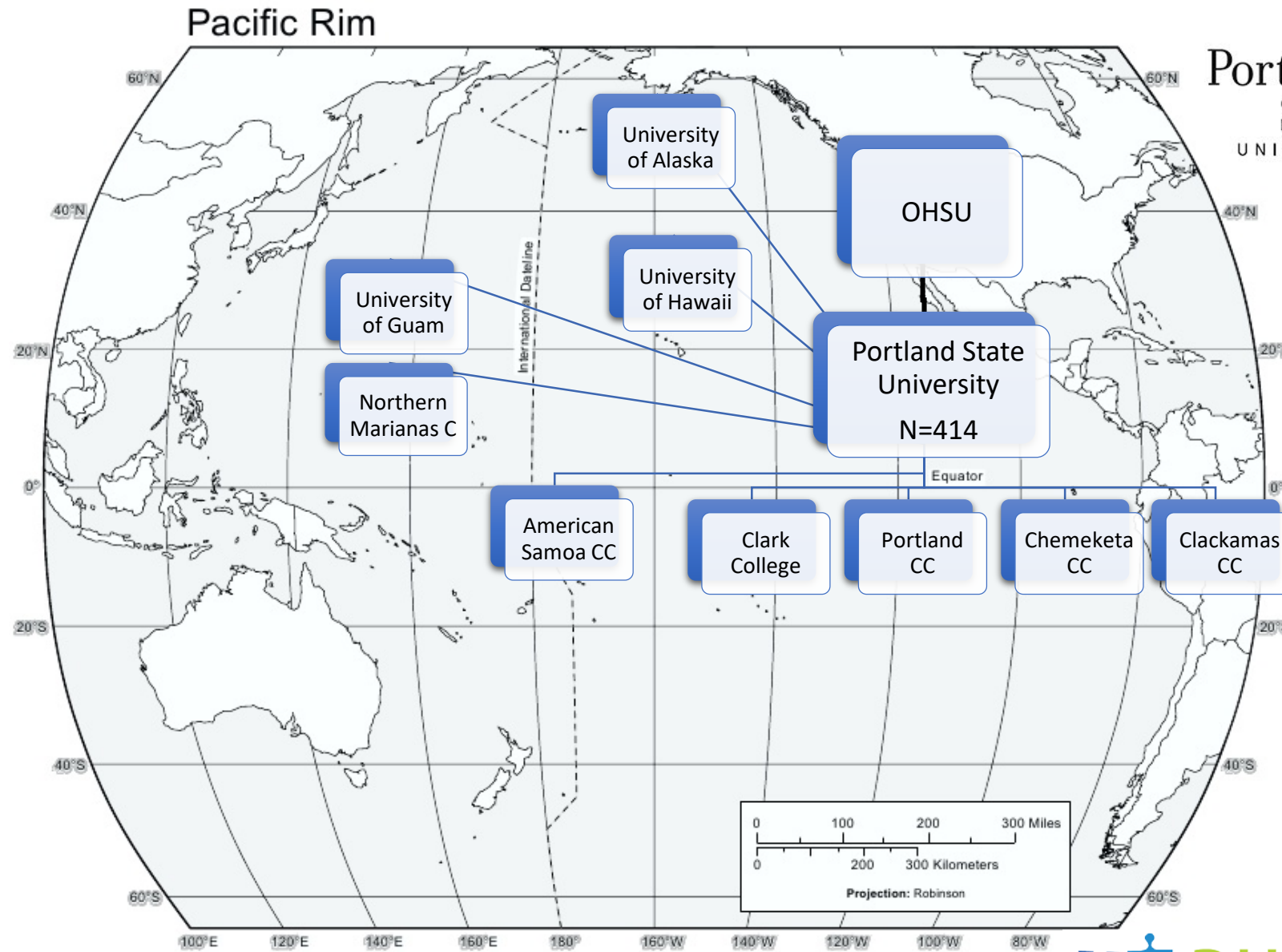


BUILD EXITO Project





Portland State
UNIVERSITY





The BUILD EXITO Partnership Network: Institutional Transformation Through Collaboration, Cooperation, Coordination, and Replication

Thomas Keller, Ayano Healy, Jennifer Lindwall, De'Sha Wolf, Adrienne Zell, Matt Honore, and Carlos Crespo

EXITO Partnership Network

The BUILD EXITO Partnership Network includes 11 institutions of higher education located in 4 states and 3 U.S. territories spanning the Pacific Region (Oregon, Washington, Alaska, Hawaii, Guam, American Samoa, and the Northern Mariana Islands). BUILD EXITO employs a variety of approaches to create and implement a shared vision across the network for the effective training of undergraduate scholars from traditionally underrepresented student populations. BUILD EXITO has two scholar training pathways depending upon whether students enroll in the program at 2-year or 4-year institutions. BUILD EXITO also supports faculty and institutional development efforts at all partner institutions. The participating institutions have particular roles with respect to the overall BUILD EXITO project and interact in distinctive ways with the primary grantee, Portland State University (PSU), as described in the boxes below.

Research Institution - Collaboration

Oregon Health & Science University (OHSU) is a research-intensive academic medical center located near PSU. BUILD EXITO collaborates closely with OHSU to provide EXITO scholars meaningful, long-term research experiences in the labs of leading researchers. Over 70 EXITO scholars are placed in Research Learning Communities (RLCs) at OHSU. In addition, the Oregon Clinical Training & Research Institute (a CTSA site) offers numerous training and career development opportunities to PSU faculty. OHSU is also responsible for the site-specific evaluation of the BUILD EXITO project.

Portland Metro Community Colleges - Cooperation

Over half of all PSU students transfer from 2-year community colleges. The BUILD EXITO network includes four local community colleges located in Portland, Oregon; City, Salem, and Vancouver, WA. These partners recruit and enroll EXITO scholars on their campuses and implement the first year in the EXITO program model, which includes a research gateway course, faculty mentoring, and regular enrichment workshops. Scholars then transfer to PSU, where they complete the final two years of the EXITO model. BUILD EXITO cooperates with these partners on courses, mentor training, and student advising to ensure smooth transitions for transferring scholars.

Pacific Rim Community Colleges - Coordination

American Samoa Community College and Northern Marianas College are 2-year institutions serving indigenous student populations on U.S. Pacific Island territories. These partners recruit and enroll EXITO scholars on their campuses and implement the first year in the EXITO program model, which includes a research gateway course, faculty mentoring, and regular enrichment workshops. Scholars then transfer to PSU, where they complete the final two years of the EXITO model. BUILD EXITO coordinates closely with EXITO scholars regarding application procedures, financial support, housing, and transportation.

Pacific Rim Universities - Replication

The BUILD EXITO partnership network includes universities in Alaska, Guam, and Hawaii. These 4-year institutions replicate the entire EXITO training model for the scholars on their campuses. These partners are responsible for recruitment, pre-arrival, orientation, enrichment, and research placements. PSU provides systems, materials, trainings, and technical assistance to support these partners in implementing all elements of the model.

Primary Institution - Facilitation

PSU enrolls a significant number of non-EXITO scholars who complete the three-year training program at PSU (in addition to taking scholars who transfer from partner institutions). As the primary grantee, PSU has central BUILD EXITO staffing to facilitate delivery of the program across the network, including the Program Manager, Academic Advisor, Communications Coordinator, Mentoring Coordinator, Operations Coordinator, and Project Coordinators.

24
EXITO Scholars enrolled

University of Alaska Anchorage

- Leveraged undergraduate research office to expand faculty research opportunities and create RLC placements for EXITO Scholars
- Two faculty researchers awarded EXITO Pilot Project funding (\$50,000 each)

101
EXITO Scholars enrolled

Portland State University

- Awarded 20 competitive \$50,000 Pilot Project grants to stimulate faculty research (provided on ROL)
- Developed coherent sequence of research-focused, health-related courses within the general education curriculum
- Established undergraduate research hub for underrepresented students, by co-focusing EXITO with McNair Scholars, LSAMP, and STEM Education Center

74
EXITO Scholars in 36 labs

Oregon Health & Science University

- Close collaboration with EXITO resulted in new NIH-funded Native American Research Center for Health at OHSU
- Offered OCTRI (CTSA) faculty development workshops and mentoring in grant writing

21
EXITO Scholars enrolled

Chemeketa Community College

- Implemented NRMN mentor training curriculum to provide professional development for faculty

17
EXITO Scholars enrolled

Clackamas Community College

- Awarded \$223K Higher Education Coordinating Committee "STEM-CITY" grant for advising, mentoring, tutoring, and STEM talks

16
EXITO Scholars enrolled

Clark College

- EXITO faculty developed 2 new research-based courses (BIO 106, CHEM 106 (SMALL WORLD ANTIMIOTICS RESEARCH))
- EXITO faculty organized campus-wide STEM seminar series with guest speakers

21
EXITO Scholars enrolled

Portland Community College

- Used EXITO Gateway course as foundation for new guided curricular pathway for interdisciplinary research

30
EXITO Scholars enrolled

University of Hawai'i at Mānoa

- Recruited from University of Hawai'i system including community colleges
- Introductory EXITO Gateway research course is mandatory for all public health undergraduate students

13
EXITO Scholars enrolled

American Samoa Community College

- Created articulation agreement in Health Studies with PSU to support student credit transfer

12
EXITO Scholars enrolled

Northern Marianas College

- Hired local PSU grad as a peer mentor to guide EXITO Scholars through transfer process

9
EXITO Scholars enrolled

University of Guam

- Created new EXITO Guam Health Research Center with designated space for undergraduate research training
- EXITO faculty member obtained USA award from NIH

Acknowledgments
This work was supported by grants from the National Institutes of Health: 1R15GM118964, 1R15GM118963, 7U4GM118905.

Multitier mentoring program

- Peer mentors
- Career mentors
- Research mentors





The BUILD EXITO Scholar Pathway

Undergraduate Research Training Building to a Successful Research Career

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THE EXITO PATHWAY

Integrated Curriculum

Required Gateway course addresses research methods and the responsible conduct of research
 Regular enrichment workshops and training seminars socialize Scholars into science careers
 Articulation agreements to align credits and content for Scholars transferring from partner institutions

Developmental Mentoring

Career Mentors—faculty members who advise on academic and career planning and goal setting
 Peer Mentors—advanced students who help navigate the student experience
 Research Mentors—researchers who provide training and supervision in research placement

Research Experience

Placement in Research Learning Community (RLC) for experience in meaningful research activities
 RLC placements in externally-funded research teams for two summers and five academic terms (700 hours)
 Scholar contributions to research lead to scientific posters, presentations, and publications

Supportive Environment

Academic advising from EXITO adviser
 EXITO Center with program offices, student lounge, meeting rooms, and computer lab
 Connections to campus opportunities and services

OUR SCHOLARS

264 Scholars Overall
 10 EXITO Institutions

Cohort 1 74 (entering Program Year 3)
 Cohort 2 93 (entering Program Year 2)
 Cohort 3 97 (entering Program Year 1)

*Scholar characteristics: 63% first generation students, 71% receive need-based financial aid, 55% students of color and 22% of Hispanic/Latino heritage

ORIENTATION

- Identifying research interests
- Building enthusiasm and commitment

Intent to pursue Biomedical research

After Orientation, Scholars rated their motivation and interest in research compared to before Orientation.

Motivated Interested

SCHOLAR ORIENTATION

Summer 1

PREPARATION

- Learning about science
- Defining goals and creating support networks

Social integration, academic self-efficacy, and mentorship

ADVISING

Faculty Mentor

ENRICHMENT

Peer Mentor

GATEWAY COURSE

Program Year 1

INDUCTION

- Entering research Environment
- Building confidence

Scientific self-efficacy, summer research training

RESEARCH LEARNING COMMUNITY

SUMMER INDUCTION

ADVISING

Faculty Mentor

ENRICHMENT

Peer Mentor

GATEWAY COURSE

Summer 2

INTEGRATION

- Developing research skills
- Establishing science identity

Science identity, retention and persistence in biomedical major, poster/presentation

RESEARCH MENTOR

RESEARCH LEARNING COMMUNITY

ADVISING

Faculty Mentor

ENRICHMENT

Peer Mentor

GATEWAY COURSE

Program Year 2

IMMERSION

- Conducting research
- Creating post-graduation plan

Summer research training, biomedical research preparedness, poster/presentation at a conference

Scholars reported gains in skills based on RLC experience

SUMMER IMMERSION

RESEARCH SYMPOSIUM

SCIENTIFIC CONFERENCE

RESEARCH MENTOR

RESEARCH LEARNING COMMUNITY

ADVISING

Faculty Mentor

ENRICHMENT

Peer Mentor

GATEWAY COURSE

Summer 3

CULMINATION

- Reporting research
- Applying to graduate school

Authorship of publication, completion of biomedical major, application to graduate school

MANUSCRIPT SUBMISSION

GRADUATE SCHOOL APPLICATION

SCIENTIFIC CONFERENCE

RESEARCH MENTOR

RESEARCH LEARNING COMMUNITY

ADVISING

Faculty Mentor

ENRICHMENT

Peer Mentor

GATEWAY COURSE

Program Year 3

PRELIMINARY RESULTS

EXITO Scholars have an 88% retention rate (Cohorts 1 & 2 through Sept. 2017)

Compared to PSU peers, EXITO Scholars are more likely to:

- persist in biomedical majors (98% vs 82%)
- intend to go to graduate school (86% vs 44%)
- have a higher GPA

To date, undergraduate EXITO Scholars have:

- 75+ accepted posters/publications
- 13+ published journal articles
- 17+ academic honors and awards

CHALLENGES AND FOCUS AREAS

- Competing academic, research, work, and family responsibilities
- Need to continue working part time to meet financial needs
- Enrichment workshop participation
- Dropping below full time due to health issues (self or family)
- Disability accommodations for research training
- Accepting students below 3.0 GPA
- Double bridge: pipeline partners with multiple campuses

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Peer mentors – BUILD EXITO

1. Give scholars a sense of connection to PSU and EXITO communities
2. Provide peer guidance and support for scholars as they learn to navigate university services such as housing, financial aid, and recreational offerings
3. Provide personal insights and counsel on how to best take advantage of EXITO courses, resources, and research experiences
4. Provide academic advice from a student perspective to give scholars an additional viewpoint on PSU offerings and opportunities
5. Provide concrete examples of strategies for navigating the university experience successfully





Q&A

Peer mentor responsibilities

Develop and maintain mentoring relationships with 11-13 second year (sophomore) Scholars who are part of the EXITO program

During the 2017-18 academic year, dedicate up to 10 hours a week to mentoring duties including:

- Participating in and helping lead two-hour enrichment sessions for Scholars every other week
- Having two individual meetings with each assigned student each quarter
- Travel to a local-area community college to meet onsite with Scholars once each quarter
- Maintaining regular email, phone or video-calling contact with scholars
- Attending onboarding and ongoing training sessions
- Participating in EXITO activities
- Assisting with staffing the EXITO front desk (Cramer Hall)

Serve as a positive role model for EXITO scholars

Provide ongoing feedback and guidance for Scholars as they learn to navigate EXITO program and university systems such as housing, financial aid, and recreational offerings

Complete regular online logs regarding mentoring relationship activities and progress using the EXITO Mentoring Support Network (EMSN)