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Carroll College Mission Statement

Carroll College is a Catholic, diocesan, liberal arts college in the ecumenical tradition of the Second Vatican Council.

As a liberal arts school, Carroll College acknowledges the practical role of preparing its students for a career, but it also affirms the traditional role of providing for the expansion of the intellectual, imaginative, and social awareness of its students. It is dedicated to providing for its students the means for their full realization of a dual goal of vocation and enlightenment. Thus, while providing substantial professional and pre-professional programs, the College encourages and expects all students to participate in a broad spectrum of academic disciplines.

As an academic community, Carroll College affirms its commitment to the principle of freedom of inquiry in the process of investigating, understanding, critically reflecting upon, and finally judging reality and truth in all fields of human knowledge. As value-oriented, Carroll College is committed to and deeply involved in the further dimension of free deliberation and decision making regarding values and personal commitment. Each student at Carroll, through personal and institutional means, is exposed to value systems with which one can readily identify, including secular values such as the worth of work and the use of the intellect, humanistic values centering on the uniqueness and dignity of the person, and religious and moral values concerned with one's relationship to God, self, and others.

As a Catholic college, Carroll is obligated to treat judgments concerning ultimate reality and decisions concerning ultimate value at both an academic and a pastoral level. This obligation involves the College's relationship to the Magisterium of the Catholic Church, defined as "the perennial, authentic, and infallible teaching office committed to the Apostles by Christ and now possessed and exercised by their legitimate successors, the college of bishops in union with the pope." Carroll College is committed to present faithfully within its curriculum the magisterial teachings of the Catholic Church. At the same time, it acknowledges the special role of the theologian, who—although not a part of the authoritative teaching body of the Church—makes available to the Magisterium his or her scientific competence, while acting as a mediator between religion and culture by carrying on an academic dialogue with philosophy, science, the liberal arts, the believing community, and secular society.
As a college founded by and related to the Diocese of Helena, Carroll has a special obligation to provide for the spiritual needs of the college community. At the same time, the resources of the College's Theology Department and campus ministry organization are available for the special religious needs of the diocesan community as a whole. Moreover, Carroll College rededicates its spiritual, academic, and social resources to the service of the citizens of Montana, its home, and to the worldwide human family through continuing efforts to guarantee to individuals, to groups, and especially to minorities the right to life, to personal and social dignity, and to equality of opportunity in all aspects of human activity.

In the ecumenical tradition of the Second Vatican Council, Carroll College is committed to a policy of open participation by members of all religious faiths and all persons of good will in the total academic and spiritual experience of the college community. While standing fast by the teaching of the Catholic Church, and avoiding a false conciliatory approach foreign to the true spirit of ecumenism, Carroll College welcomes in love and respect the full participation of other Christians and non-Christians in an ecumenical dialogue and in a truly humble and charitable joint venture in the common search for the Ultimate Truth and the Ultimate Good which is the final goal of all education.

Officially adopted by the Carroll College Board of Trustees May 26, 1978
The Non-Traditional Student Peer Mentoring Program Mission

The Mission of the Carroll College Non-Traditional Student Peer Mentoring program is to connect, engage, and retain Non-Traditional students at Carroll College. The Carroll College Non-Traditional Student Peer Mentoring program fulfills its mission by pairing Non-Traditional students who have completed two or more semesters at Carroll College with new and transfer Non-Traditional students in a one on one peer mentoring capacity. For the purpose of the Carroll College Non-Traditional Student Peer Mentoring program a “Non-Traditional Student” is anyone who based on age, role, or life experience upon coming to Carroll College self identifies as different from the average student at Carroll College. This purposefully broad definition of Non-Traditional students is intended to solicit a diverse array of mentors and mentees who can share and bond not only over their similarities but in their differences. The Carroll College Non-Traditional Peer Mentoring program is based in the literature on cross aged peer mentoring and academic outcomes of Non-Traditional students in post-secondary environments. “The peer mentor role is fundamentally based on having a seasoned peer interact with targeted students, sharing his or her knowledge and experience, and thereby improving students understanding and learning (Minor, 2007).” The overarching goal of the Carroll College Non-traditional Student Peer Mentoring Program is to facilitate relationships where seasoned Non-Traditional students help incoming and transfer Non-Traditional students, navigate the academic and social demands of Carroll College.

Students interested in participating as a mentor in the Non-Traditional Student Peer Mentoring program will undergo an application and interview process. Students who are interested in participating as a mentee will need to reach out to the Office of Veteran’s Services prior to the start of the fall term. Mentors and mentees will be paired based on common major or common intended major.
The Non-Traditional Student Peer Mentoring Program Overview

Non-Traditional Student Peer Mentor Qualifications:

- Must be a Non-Traditional Student, who has completed two or more semesters at Carroll College.
- Must have strong writing and oral communication skills; and be comfortable engaging in both public speaking and individual mentoring sessions.
- Must have a cumulative GPA of 2.5 of higher.
- Must have completed an application and interview with a member of the Non-Traditional Student Advisory Council.
- Must be selected to participate as a mentor in the Non-Traditional Student Peer Mentoring program.
- Must commit to participate in the Non-Traditional Student Peer Mentoring program for the entire academic year.

Job Description:

- Assisting your mentee with their transition to Carroll College by being knowledgeable about academic programs, support resources, and engagement opportunities.
- Contacting your mentee to facilitate a bi-weekly meeting to discuss their experience academically and socially.
- Hosting a two hour study group with your mentee, at agreed upon time and place that fits both the mentor and mentee’s schedules twice per month.
- Arranging for your mentee to participate in one social activity per month, which engages them in a wider group of their Carroll College peers.
- Helping with the planning and implementation of two group activities one academic and recreational with others participating in the Non-Traditional Student Peer Mentoring program.

Benefits:

- Personal fulfillment gained through contributing to your community and peers.
- Enhanced skills in coaching, listening and role modeling.
- The opportunity to practice and develop a more personal style of leadership.

Time Commitment:

- Attending initial one day peer mentor training.
- Meeting with your mentee for a one hour check-in twice per month.
- Meeting with your mentee for a two hour study group twice per month.
- Meet with mentee monthly for a social activity.
- Meet with other mentors as needed to plan and implement two Non-Traditional student group activities per academic year.
Conversation Starters

As a Non-Traditional Student Peer mentor you should be in regular communication with your mentee. You will have specific reasons to approach them such as your twice per month one hour check in session, your twice per month two hour study group, meeting once per month for a social outing, or meeting once per semester for a group activity. As the mentor it is your responsibility to reach out to your mentee. Try using a conversation starter.

The following are some ideas to start up conversations with your mentee and set up your initial meeting.

- Send them an email or call, introduce yourself as their Non-Traditional Student Peer mentor, provide three relevant details about yourself you want them to know (major, year, hometown) explain your role, list upcoming program dates, suggest some times/dates to meet, suggest a neutral location (such as the STAC) to meet initially.
- Send them an email or call, introduce yourself as their Non-Traditional Student Peer mentor, explain your role, ask about the classes they are taking how they are going, ask what their major or intended major is, and if they have a similar major, offer to get coffee and talk about your experience with some of the Professors in that department.
- Send them an email, introduce yourself as their Non-Traditional Student Peer mentor, explain your role, ask if they have any extracurricular interests that they would like to pursue at Carroll, have pursued at other institutions, or were involved in high school. Tell them about any extracurricular activities you participate in, clubs, or groups you are involved at Carroll, ask whether they would like help locating a particular group on campus.

<table>
<thead>
<tr>
<th>Exercise 1.0 Conversation Starters</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives:</strong> To role play breaking the ice and starting a comfortable first conversation with your mentee.</td>
</tr>
<tr>
<td><strong>Directions:</strong> Get into pairs of two, one person will be the mentor and one person will be the mentee. Assume one of the three introduction scenarios have taken place and you are now sitting with your mentee over a cup of coffee in the STAC. Keeping in mind the background information you know about the other person from your email introduction start a conversation and keep talking for five minutes. When five minutes has passed, take another five minutes to jot down some reflections in the space provided. Afterward we will reconvene and discuss how went.</td>
</tr>
<tr>
<td><strong>Exercise 1.0:</strong></td>
</tr>
<tr>
<td>1. How did you start the conversation? What topics did you cover? What was the easiest to talk about?</td>
</tr>
<tr>
<td>2. What was the most challenging about this simulation?</td>
</tr>
<tr>
<td>3. Knowing what you know now about meeting someone new in this context what if anything will you do to prepare for your actual meeting?</td>
</tr>
</tbody>
</table>
Skills for Effective Mentors

Keys to success:

- Listen
- Ask open ended questions

**Ask open ended questions**- In other words questions that elicit a YES or NO answer are less helpful than questions that elicit more information about the situation such as “What, When, How, Who” questions. Be mindful that “why” questions may seem like they would convey concern and a desire for more information but they can also come off as judgmental and cause your mentee to shut down. For example in response to your mentee saying the he or she is really disappointed with the grade they got on their last BIO exam, and that they wish they had studied more asking “Well, why didn’t you go to all the study sessions?” may cause your mentee to feel judged.

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**Exercise 1.1 Listening and Asking Open Ended Questions**

*Objectives: To practice and observe listening and asking open-ended clarifying questions.*

*Directions: Break into groups of three, each assuming a role as the story teller, the listener or the observer.*

1. **Tell the story:** The story teller chooses a situation and talks about it for 2-3 minutes. During this time, the listener listens to the story teller, asking clarifying questions as needed to help make details and feelings clearer for both the story teller and the listener. The observer’s role is to observe the interaction, especially the listener’s ability to convey a sense of listening to the story teller and ask appropriate open ended clarifying questions.

2. **Summarize the story:** When the story teller is finished, the listener summarizes the story, asking additional clarifying questions if necessary.

3. **Reflect on the interactions:** The observer shares his/her reflections on the interaction, including positive and negative feedback for the listener, including specific commentary on the types of open-ended questions they asked. The story teller comments as to her/his feelings about the degree to which the listener seemed to be listening to the story and was able to capture the main points of the story in an accurate, non-judgmental way.
Skills for Effective Mentors

- Attend and respond to both content and feeling
- When appropriate let your mentee solve the problem

Attend and respond to both occurrences and emotional reactions to occurrences- When your mentee comes to you wanting to be heard about a social or academic issue listen and carefully respond both to the occurrence that is effecting them and they emotions that they are experiencing as a result. Take the this scenario- “My Alpha seminar Professor emailed me this morning saying we needed to meet within the next couple of days I am really panicking” The occurrence in the case is the eminent request for meeting from the Alpha seminar professor. The emotional reaction is the panicking. It is important to attend to both.

Offer encouragement and support by asking open-ended clarifying questions, but ultimately let your mentee come up with a solution to the problem- It may seem easier or more rewarding to offer advice or give suggestions of what you would do if you were in their situation but that is not as helpful as it may seem. You do not know the whole situation, and it is better to refer your mentee to someone with the professional training to guide them through their issue. Usually your mentee will have an idea of the steps he or she needs to take to begin solving their dilemma, by asking open ended questions you will help your mentee clarify the next steps to approaching their situation. (SEE APPENDIX A: Pg. 23 for Scene).

<table>
<thead>
<tr>
<th>Exercise 1.2 Responding Separately to Emotional and Substantive Concerns</th>
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<tbody>
<tr>
<td><strong>Objective:</strong> To practice listening and responding separately to emotional and substantive concerns.</td>
</tr>
<tr>
<td><strong>Directions:</strong> Elect two actors to perform the roles of James, the mentor, and John the mentee using the script provided. In front of the group, James and John will complete the scenario once, after which the rest of the group will divide into pairs of two or three for the next 5 minutes and complete the following questions. At the end of the 5 minutes we will come together to view the edited scene once more.</td>
</tr>
<tr>
<td><strong>Discussion Questions:</strong></td>
</tr>
<tr>
<td>1. What appears to be John’s primary substantive concern in this scenario? - How did he express it?</td>
</tr>
<tr>
<td>2. What appears to be John’s main emotional concern in this scenario? - How did he express it?</td>
</tr>
<tr>
<td>3. Name three open ended questions James asked to get more information about John’s substantive concern? Did the questions help John clarify his course of action?</td>
</tr>
<tr>
<td>4. What is one open ended question James did not ask that could have been beneficial in this scenario and why (submit it to the actors for possible inclusion in the return)?</td>
</tr>
</tbody>
</table>

Skills for Effective Mentors

- Refer to/use your resources

In order to be a successful mentor, you will need to develop a diversity of academic and social skills. In many cases you will deal with issues in the realm of academic as well as social growth. It is paramount to remember in these situations that you are neither a counselor nor a trained academic resource; however you do have access to these individuals. **Know your limits sometimes the best way to help is by referring your mentee to someone with the specific expertise to help.**

Carroll College has a diverse pool of professionals ready and willing to assist students with their academic and social challenges. Please familiarize yourself with the table of resources on page 10. And refer to it often in the event that you may find it relevant to refer your mentee or even a friend to one of these valuable resources.

<table>
<thead>
<tr>
<th>RESOURCE</th>
<th>SERVICE</th>
<th>PERSONNEL</th>
<th>CONTACT</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Academic Resource Center (ARC) provides academic support to help students improve their chances of achieving academic success.</td>
<td>-subject tutoring -tutoring in writing -study skills workshops -college success skills -disability support -alternate or make up exams</td>
<td>Academic Resource Center Director, Kevin Hadduck</td>
<td>Office Phone 406-447-4504 Borromeo Hall Rm. 115</td>
<td>Office hours M-F 8:30am -5:00pm</td>
</tr>
<tr>
<td>The Carroll College Counseling Services is a free and professional service available to students were they can talk with a counselor who is objective and is a skilled listener.</td>
<td>-depression -eating issues -gambling -helping a student get help -relationships -self-inflicted violence -sexual safety -academic stress -and more</td>
<td>Director of Counseling Services K Mike Frankin EdD. LCPC Counselor, Kyrie Russ MS.</td>
<td>Office Manager 406-447-5441 For afterhours emergencies contact the Community Living Hall Director 406-459-0504</td>
<td>Office hours M-F 9:00am-12:00pm 1:00pm-4:00pm</td>
</tr>
<tr>
<td>The Carroll College Wellness Center offers quality health care to Carroll students (mostly free of charge!) Visits to the Wellness center are confidential per the legal standards of Montana concerning privileged communication.</td>
<td>-acute symptoms check up (flu, cold, etc.) -immunizations. -Weekly evaluations with a nurse practitioner.</td>
<td>Nurse, Kerri Rigsby Nurse Kathleen Thudnowski Office Mangers Carol Anderson Carmen McFerrin</td>
<td>Office Mangers 406-447-5441</td>
<td>Office hours M-F 9:00am-12:00pm 1:00pm-4:00pm</td>
</tr>
<tr>
<td>Carroll College Career Services empowers students to follow their passion, realize potential, and pursue lives of purpose.</td>
<td>-career exploration -the Hunhaen citizenship award -academic internships -testing service -volunteer opportunities</td>
<td>Career Service Director, Rosalie Walsh Internship Coordinator Nisan Burbridge</td>
<td>Career Services Main Office 406-447-5532</td>
<td>Office hours M-F 9:00am-5:00pm</td>
</tr>
</tbody>
</table>
Ethical Considerations for the Peer Mentor

As you serve in your role as a peer mentor it is important that you practice ethical behaviors. You were selected for this position based on your combined academic, leadership and interpersonal strengths. Those same interpersonal strengths that make you a well-qualified candidate for this position also can open you up to some challenging interpersonal situations with your mentee.

Ethical Standards

1. **Peer mentors** will respect the individual dignity and autonomy of their mentees and fellow mentors.

2. **Peer mentors** will not act beyond the scope of their qualifications. In the event of a situation that requires higher level professional expertise they will refer their mentee to the appropriate professional.

3. **Peer mentors** will assume the responsibility for consulting a member of the Non-Traditional Student Advisory Council in the event that they themselves are unable to directly refer their mentee to the appropriate professional resource. Or in the event that a conflict has arisen between themselves and their mentee and they are no longer objective and would like assistance seeking professional resources to resolve the conflict.

4. **Peer mentors** will abstain from becoming romantically or intimately involved with their mentees. Peer mentors will act appropriately when working with people for whom they feel attraction.

5. **Peer mentors** will remember that they are role models obligated to maintain congruence between what they say to their mentees and the way they present themselves in other public facets of their lives.
Importance of Trust

When someone shares something personal with you a bond of trust is formed, in some cases it is your responsibility as the mentor to uphold that bond by listening attentively to what your mentee is telling you.

In other cases it is your responsibility to uphold that bond of trust by listening carefully to your mentee, asking open-ended clarifying questions, and encouraging your mentee to seek the appropriate professional help. As someone your mentee has chosen to trust with their personal information it is your responsibility to direct them to professionals who have the skills to help them.
Common Issues for Non-Traditional Students

Many new students have adjustment issues when they transition from the home to the college environment. However, there are some ways in which Non-traditional students, because of their age, life experience, and responsibilities bear a unique set of challenges when transitioning to the college setting.

Below are some of the issues you may encounter. When assisting students with these issues be sure to talk with a member of the Non-Traditional Student Advisory Council if you need assistance locating a resource.

Personal Challenges:
- **Balancing multiple responsibilities:** “Older Students, (those more than 25 years) generally have at least four non-traditional factors: financial independence, full-time employment, dependents, and part-time enrollment. Therefore many older students fall into Horn’s highly non-traditional category, placing them...at risk for not completing their degree (Kenner & Weinerman, 2013)

Academic Challenges:
- **A gap in the academic development process:** “Adult learners beginning their post-secondary education are likely have a gap in their academic development process... depending on how long it has been between the time that they graduated from high school or earned their GED and their first day of college or university.
- **A self-directed learning style:** “That [leads them to] take responsibility for their own actions and resist having information arbitrarily imposed on them.
- **Deeply engrained procedural or practical knowledge:** “They [Non-Traditional Students] have increased development of practical knowledge that is useful in one’s everyday life. However collegiate level coursework requires adult learners to explore different ways of examining and incorporating information [this transition from using predominantly practical knowledge to applying collegial thinking can be jarring and flustering for non-traditional students for whom, knowledge learned in the work place is a part of their psyche].

Interpersonal Challenges:
- **Social isolation:** “One of the challenges for Non-Traditional Students is a high attrition rate. Studies indicate that one component leading to this high attrition rate is the lack of successful integration of Non-Traditional Students into the university environment.
Common Issues You Will Assist Students With

As a trained, peer mentor you will have the ability to assist your mentee with a variety of issues, and in the event that you are not able to, there will be someone with professional training available to do so. Just remember to refer to your Carroll College Support Resources table on pg. 10. If you need more or specific information outside the scope of the table do not hesitate to contact one of the Non-Traditional Student Advisory Council members for assistance.

Personal:

- Career questions.
- Questions about picking the right major, and where to declare your major.
- Questions on where to go to find work study, internships and summer jobs.
- Admission of personal, or emotional struggle (possible related to the stress of balancing academic, family, and work obligations) which warrants your referring of your mentee to the Carroll College Counseling Services.

Academic Challenges:

- Managing and prioritizing study time (during twice per month study sessions).
- Goal setting for study sessions, set priorities for major goals that will be accomplished within study sessions for the next week, month, next few weeks(during one on one check-ins).
- Getting additional subject tutoring from the (ARC) to improve performance in a class.
- Getting guidance from the (ARC) on how to approach faculty about grading policies and procedures.
- Getting accommodations for test takers with disabilities for the (ARC).

Interpersonal Challenges:

- Getting to know their faculty.
- Weekend activities.
Challenges You May Encounter as a Mentor

There is no single method to address the challenges you will be faced with as mentor in the Non-Traditional Student Peer Mentoring Program. Be sure to document your challenges in your monthly report on Moodle, and go to your advisory council members and counseling services staff if you desire additional support. Also feel free to use you fellow Non-Traditional peer mentors as a community of support. But please refrain from talking about your mentees in order to preserve the bond of trust you have worked so hard to build. As you will find the task of helping acclimate another student to Carroll College will reveal to you with wealth of resources at your disposal. Use them!

Motivating and Encouraging:

- Getting your mentee excited of attending school/class.
- Your mentee not wanting to show-up for twice per month check-ins and study groups.
- You mentee displaying an apathetic attitude towards twice per month check-ins.
- Your mentee not arriving prepared to work during twice per month study groups.
- You mentee not knowing how to study during bi-weekly study groups and needing to be directed to the Academic Resource Center for a refresher on study skills.

Role Perceptions:

- Being viewed as an extension of the administration.
- Not being viewed as a peer.
- Being expected to solve your mentee’s problems.

Time Issues:

- Scheduling meetings that work for both you and your mentees schedules.
- Finding time to complete mandatory program activities.
- Having consistent scheduled contact with your mentee.

Personal issues:

- Finding the balance between responding to show that you are listening and giving advice that reflect a personal or moral view point.
- Limiting involvement with roommate issues.
- Dealing with confrontation issues tactfully.
- Including your mentee in activities with your wider friend group while maintaining a role model relationship.

Addressing questions:

- Helping your mentee understand the process of picking a major.
- Not being able to answer certain questions and giving the proper referral.
What to Expect from the Non-Traditional Student Advisory Council

Mission:

The mission of The Carroll College Non-Traditional Student Advisory Council is to provide administrative oversight for the Non-Traditional Student Peer Mentoring program. More specifically the objectives of the council are to select and train mentors; periodically review and report on progress, make amendments if necessary, and review and provide approval for group activity proposals.

Functions

- **Mentor Selection**: The Non-Traditional Student Advisory Council will be responsible for reviewing applications, conducting interviews and selecting qualified mentors for the Non-Traditional Student Peer Mentoring program.

- **Training**: The Non-Traditional Student Advisory Council will administer a one day training for all selected peer mentors from 10:00am to 4:00pm on the Saturday before the start of the fall term.

- **Providing Feedback**: Twice per year, once at the end of the fall semester and once at end of the spring semester the Advisory council will review each of the monthly reports submitted by participants in the Non-Traditional Student Peer Mentoring program and compile a one page written progress report commenting on the individual’s participation in the program over the course of the proceeding semester. Additionally at these mid-semester intervals the Advisory Council will compile a general progress report on the successes and pitfalls in the program and any changes they recommend for the following semester and why. These reports will be submitted to the Department of Student Life and the Department of Admissions.

- **Providing Periodic Council and Referrals**: The members of the Non-Traditional Student Advisory Council will be available to answer specific questions about the program or provide referrals to other faculty and staff that can provide academic or mental health guidance.
Reporting Program Progress: Monthly Moodle Reports

Completing monthly Moodle reports for the purpose of documenting and reflecting on your mentee’s commitment to the program in the past month is an important part of your participation in the Non-Traditional Student Peer Mentoring Program. Monthly reports are to be completed electronically on the NONTRADPMP Moodle course by both the mentors and mentees once per month two days before the end of the reporting period. Taking about twenty minutes to complete the report, each program participant is responsible for completing a survey style form which asks how many hours during the preceding month their partner spent on each of the four required activities, to rate on a scale of one to five their level of engagement in each of these activities, and to give a brief narrative which demonstrates the level of engagement.

There are two primary purposes of monthly reports. First, “Research suggests that cross aged peer mentoring has the most beneficial effect for mentees and mentors when programs are highly structured (Karcher, 2008) by including four habitual activities in the peer mentor curriculum and having participants routinely reflect and report on their partners performance it promotes accountability and co-dependence between mentors and mentees. Secondly the monthly Moodle reports serve as a source of consistent quantitative and qualitative data that will allow for longitudinal comparison of the success of the Non-Traditional Student Peer Mentoring program semester to semester, year-to-year and possibly make way for the creation of work study positions in years to come.”
Establishing Effective Study Habits

“Adult learners beginning their post-secondary education are to likely have a gap in their academic development process (Kenner & Weinerman, 2013). Therefore it is important that Non-Traditional Students especially those who have taken a break from the academic environment are intentional about establishing effective study habits and early only on in their academic career. As a mentor you are in the position to support your mentee in two ways first by adopting and modeling intentional study habits and second by noticing when they are struggling and educating them about the resources that exist on campus, such as the Academic Resource Center and their Professors for them to overcome this barrier. There are three objectives to this study skills training

Study Skills Training Objectives:

1. To provide you with the knowledge and tools to understand your own study time needs and to teach you how guide your mentee through the process of systematically accounting for their study time needs.
2. To teach you how to schedule and lead productive study sessions.
3. To review two fundamental study habits which you can practice and model for your mentee.
Evaluating Your Study Time Needs

One of the greatest challenges students face when acclimating to the college environment is determining how much time to spend studying. How much time should you spend studying each week? Though there are several recommendations; the best rule is to be flexible. Start with as many hours as you have courses. If that number proves to be too few, then add more study hours to your schedule. When you take stock of how much time it takes you to complete each weeks assignments you will have a better sense of how much time to spend studying. That said, be willing to make adjustments some instructors give last minutes assignments. Take a look at the example study hours budget below.

<table>
<thead>
<tr>
<th>Course</th>
<th>Week’s Assignments</th>
<th>Time needed to complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>Read Ch. 2 and 3</td>
<td>3.0 hours</td>
</tr>
<tr>
<td>English</td>
<td>Read Story Write Paper</td>
<td>5 hours 4.0 hours</td>
</tr>
<tr>
<td>Speech</td>
<td>Write Speech practice Speech</td>
<td>3.0 hours 2.0 hours</td>
</tr>
<tr>
<td>German</td>
<td>Ch. 3 Exercises</td>
<td>2.0 hours</td>
</tr>
<tr>
<td>Study Skills</td>
<td>Read Ch2/Do exercises</td>
<td>1.0 hours</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>15.5 hours</td>
</tr>
</tbody>
</table>


Prior to meeting with your mentee for your first study session take the time to write out your own weekly study hours budget estimating the number of hours you will need to devote to completing your assignments for the week. As the week progresses, make note of where you had to make adjustments in your log. When you meet with your mentee for your study session suggest that the two of you take the first 15 minutes to write out the number of hours you will each need to spend on assignments from now until the next time you meet (Deem., James(1993) Study Skills in Practice. Houghton Mifflin Company (Boston MA). Pp 17-18). Refer to exercise 1.3 for a template to write your own weekly study hours budget.

<table>
<thead>
<tr>
<th>Exercise 1.3 Determining Your Weekly Study Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Name</td>
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<tr>
<td>-------------</td>
</tr>
<tr>
<td>1.-----------</td>
</tr>
<tr>
<td>2.-----------</td>
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Total study hours needed: _______ hours
Adopting and Modeling Intentional Time Management Practices

One way to effectively manage your time is to set up a seven-day schedule that includes your class sessions, work hours, commute times, meals, required weekly activities (such as religious gathering) mandatory social activities, scheduled exercise, and sleep time. Make sure you refer to your college calendar for holidays, special events, and important dates such as exams. Included is an example of one format you can use to chart your weekly activities. As preparation for the semester and to guide a discussion of when you and your mentee will meet for twice per month study groups, fill out the weekly study chart for the first semester and send it along with a blank version via email to your mentee (SEE APPENDIX E). Request that the two of you meet to pick a regular time for your bi-weekly study group that will fit with each of your schedules (Deem., James(1993) Study Skills in Practice. Houghton Mifflin Company( Boston MA). Pp 24-25).

When you meet with your mentee ask them bring their seven-day schedule, bring your seven day schedule as well, and block in when the two of you will meet for study groups for the rest of the semester.

Scheduling and Operating Productive Study Sessions

As part of your responsibility as a mentor in the Non-Traditional Student Peer Mentoring program you will schedule and attend two study groups will your mentee per month. For these study groups to be productive it is important that both you and your mentee are aware of your study needs, other obligations you may have, and when it is most productive for each of you to study (Deem., James(1993) Study Skills in Practice. Houghton Mifflin Company (Boston MA). Pp 24). Use the discussion questions below to have a conversation with your mentee about when it would be most appropriate to hold study groups and if the two of you would like to incorporate study breaks.

Discussion Questions: Scheduling and Operating Productive Study Sessions

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
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</thead>
<tbody>
<tr>
<td>1. Based on my seven day schedule what is the best time for me to study (morning, afternoon, evening).</td>
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<td>2. What is the most productive length of time to study</td>
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<td>, given that each study group is two hours long would I consider incorporating a 5 minutes study break to get food or water or step outside?</td>
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<tr>
<td>3. What do I intend to accomplish over the course of this study session (this question must be revisited by the individual at the start of each study session).</td>
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</table>
Previewing Your Textbooks

Taking steps to prepare your mind to receive material will maximize the effort you expend studying. One way to prepare your mind to uptake material is to go through the process of previewing your textbooks. By previewing your textbooks you learn who wrote it and how it is organized. Previewing your textbooks should take no more than ten to fifteen minutes and can be done by completing three simple steps.

<table>
<thead>
<tr>
<th>Read the preface</th>
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<tbody>
<tr>
<td>Look in the first three paragraphs and determine what the author’s main objectives are. Determine how the textbook is organized (thematically, chronologically, sequentially) this will likely help you understand how the syllabus is organized. Note whether or not the textbook has undergone revisions, and if so what has been changed and why. Note whether or not the textbook includes any special features, margin boxes, study aids, diagrams, and appendices. These materials may be helpful when studying for exams.</td>
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<tr>
<th>Scan the table of contents</th>
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<tr>
<td>Determine how the chapters are organized (you may already know from step one) Determine the major topics covered in the book.</td>
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<th>Conduct a textbook overview</th>
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<tr>
<td>Quickly scan though the entire book, pause on graphs diagrams, or headings that you find particularly interesting. This process will familiarize you with the book and make you more receptive to the material as you go through it.</td>
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Preparing to Read

Preparing yourself to read sets you up to remember what you read during that study session. For all students starting off the semester, but particularly those how have experienced a hiatus from the academic environment remembering large amounts of material can be a challenge, thus it is important to undergo the necessary steps to ensure maximum comprehension and recall.

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<tr>
<th>Step 1: Set a Study Goal: How long will you read, how many pages will you read? - refer to your weekly study schedule for this information.</th>
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<tr>
<th>Step 2: Activate Your Prior Knowledge: Read through your last notes on the chapter, mentally recall your stored knowledge on the chapter–you can also refer to the notes you took when you previewed the textbook.</th>
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<tr>
<th>Step 3: Survey the Chapter: Read the title, any headings or bold text; examine graphs and figures, read the final summary and the discussion questions.</th>
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<th>Step 4: Determine Your Purpose: Ask yourself what it is that you hope to learn? Or why are you reading this chapter? It is also possible that your Professor has provided specific questions that he or she would like you to answer. If not, look to the chapter headings to create guiding questions. Typical chapter headings will announce the central theme of the chapter such as “culture” in this case you may ask the guiding question “what is culture?”</th>
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Programming Group Activities

Once per semester all Non-Traditional Student Peer mentors will need to work cooperatively with one another plan and orchestrate a group activity for all program participants. Each year the mentors are responsible for delivering one academic/service oriented and one recreational activity. Itemized activity proposals will need to be formally written up and submitted to the Non-Traditional Student Advisory Council for approval. Please submit activity proposals to allow for at least two weeks prior to the proposed date of the activity for review.

A good way to find out what types of activities would be appropriate to propose would be to speak with the Carroll College Director of Student Activities and Leadership, Patrick Harris.

Below are some student group activities that have been organized at Carroll College in the past:

**Recreational:**
- A trip to Yellowstone National Park through the Yellowstone association.
- A day trip to the Great Divide.
- Learning to “Track” with the Montana Discovery Association.
- February Wilderness Survival Course.
- Barbeque on Campus.

**Academic/Service oriented**
- Organizing a group to attend a lecture on nearby college campus.
- Hosting a lecturer on the Carroll College Campus.
- Engaging in any campus sponsored service activity.
- Community Volunteer service activity.(Ex. Helena Food Share, YWCA)

Some things to keep in mind while planning programming:

- Where will this activity take place? Do you have a contact person at the site.
- What resources will you need to carry out the activity (financial, in kind, paperwork, permissions, transportation, food etc.)?
- What dates are possibilities for the program, how can you ensure minimum conflicts.
- Do you have emergency contact information for all mentors and mentees.
- Does this activity comply with Carroll college policies?

---

1 Participation in twice per year group activities is mandatory for all mentors and mentees participating in the program however it is the responsibility of mentors to remind their mentees of this fact.

2 Paperwork: Students will need to submit the Non-Traditional Student Peer Mentoring program Group Activity Proposal Form, and depending on the nature of the activity the Non-Traditional Student Peer Mentoring program (NON-TRAD(PMP)) Activities Acknowledgement of Risk Form, to the Non-Traditional Student Advisory Council to receive activity approval. All activities will require an appointed contact person to contact the Request for Payment Form, to receive reimbursement for approved activity costs.
Highlights from the Carroll College Student Handbook

- Safety
- Sexual Harassment
- Speakers
- Reservation of College Space
- Outdoor Recreation and Club Sports Injuries

See Carroll College Student Handbook online at:
http://www.carroll.edu/files/files/students/studentlife/STU_Carroll_Student_Handbook.pdf

(Updated June-July for the upcoming fall term)
Wrapping up the year, completing exit questionnaires

Your responsibilities as a mentor in the Non-Traditional Student Peer Mentoring program will conclude on reading day of the spring semester, a full academic year after you began the program. At this time it is important that you, as well as your mentee submit your final monthly report via the NONTRADPMP Moodle course as well as complete your respective exit questionnaires.

NONTRADPMP program exit questionnaires can be found on the Moodle course page along with the monthly reports which coincide with the end of the fall semester and the end of the spring semester.

There are four objectives for the exit questionnaire

1. To gather demographic information on the types of students who participate in the Non-Traditional Student Peer Mentoring program both as mentors and mentees, this information will be used to market the program in the future.
2. To record and qualify the completion rate of program participants.
3. To provide a forum for participants to reflect on what they have gained and accomplished by participating in the program.
4. To collect participant contact information which will be used to solicit additional feedback on the program and to recruit future mentors.

*Note: Unless specifically excused from these responsibilities by the Non-Traditional Student Advisory Council you are responsible for your duties as a mentor, monthly reports and exit questionnaire until the end of the fall semester regardless of whether or not you will be exiting the program for the spring semester. Furthermore you are responsible for informing your mentee that they will need to complete the exit questionnaire as well when you are no longer in the program.

Other ways you can commemorate the year:

- Take a picture of you and your mentee, have it printed, give a copy to your mentee, and send one to the Office of Veterans Services. (Cameras can be rented from the IT Office, on the first floor of O’Connell Hall)
- Schedule a Non-Traditional Student Peer Mentoring program Class of _________ reunion for next fall.
- Take a group photo of with all the mentors and mentees who participated in the program that year.
APPENDIX A: Exercise 1.2

Exercise 1.2 Script: Responding Separately to Emotional and Substantive Concerns

SCENE: It is Saturday afternoon, James and John are sitting in the STACK eating lunch and doing their bi-weekly check-in. James and John are both participants in the Carroll College Non-Traditional Student Peer Mentoring Program. James is a Junior nursing major originally from Rockford Illinois. At Carroll College he identifies as a Non-Traditional Student because he is now working on his second degree, a BSN in nursing, while also working full-time nights and weekends as a technician at a dialysis clinic. John is first year transfer student from Helena College. He has earned a RN in nursing and would like to advance his degree to the BSN level. As a transfer student having partially completed his degree John was interested in the Non Traditional Student Peer Mentoring Program as a way to find community at Carroll. James and John have known each other for a little over a month.

James: So first how has your weekend been? Have you done anything special or have plans coming up? This week was not too bad for me, but the weekends always fun nonetheless.

John: It has been alright. I have spent most of it going over the NU-208 test I got back Friday. I was pretty embarrassed by my score. I would not be surprised if it was the lowest in the class.

James: Hmm. That’s too bad of course I was going to ask you how NU-208 went this week. I remember last time we studied you had been working on a guide for an upcoming exam you said it was a pretty big deal. Was that the test you were preparing for?

John: Yeah that was it. Not an exam, but one of 5 quizzes we will have throughout the semester each worth 20 points and in total thirty three percent of our grade. I got a six. I studied a lot but honestly when I was taking the quiz I felt like I knew nothing. I can’t afford to get another grade like that and the Professor said the quiz material would be cumulative.

James: Who teaches the class?

John: Professor Larson.

James: Oh yeah I have had him. His quizzes are tough, and cumulative.

John: In general what do you usually do to follow up and try and improve when you get back an assignment and the grade is not what you had hoped for?

James: Usually I take my specific questions to the Professor and ask him/her if they can show me where I went wrong, what I should have done instead, and if they have some similar problems. I can try for practice to really get the concept down. I need to talk to Professor Larson, I am just so embarrassed.

John: I get it. Doing poorly on exams is disappointing. But it seems like you know what you have to do, and you have the opportunity now to take steps to do better next time.

END SCENE:
APPENDIX B: Acknowledgement of Risk Form

Non-Traditional Student Peer Mentoring program (NON-TRAD (PMP))
Activities Acknowledgement of Risk Form

Duty of all Non-Traditional Student Peer Mentoring program participants All NON-TRAD (PMP) participants shall have a duty to act as reasonable prudent persons when engaging in NON-TRAD (PMP) recreational activities. I agree not to knowingly, purposely, or negligently engage in any type of conduct which contributes to or causes injury to any person while participating in NON-TRAD (PMP) activities. Please initial here _______________

Acknowledgement of Risk and Acceptance of Risk

I understand and acknowledge that the activity in which I am about to voluntarily engage as a participant and/or volunteer bears certain known and unanticipated inherent risks that contribute to the unique character of this activity and may be hazardous to participants regardless of all feasible safety measures taken by the provider. These include, but are not limited to, drowning, sudden weather changes, rain, snow, wind, hail, lightening, my physical condition and physical exertion for which I am not prepared, hypothermia, hyperthermia, high altitude sickness, dehydration, heat stroke, motion sickness, snake bite, bees and other insects, wild and domestic animals, distance and inaccessibility to immediate medical attention, travel over rough terrain, falling rocks, turbulent and dangerous rive conditions, falling from watercraft, and my or another participant’s acts or omissions which could result in injury, death, illness or disease, physical or mental, or damage to myself or to my property.

I, being aware that this activity entails risks or injuries to me and a risk or injury to third parties as a result of my actions, expressly agree, covenant and promise to accept and assume all responsibility and risk for injury, death, illness, disease, or damage to myself or to my property arising from participation in this activity. Please initial here ____________

My signature below and initials above indicate that I have read this entire document and understand it completely.

___________________________________________
Signature of participant

___________________________________________
Print Name

___________________________________________
Signature of parent or guardian (if participant is under the age of 18)

___________________________________________
Print Name

Date ___________________________________

______________________________

3 Storage of Non-Traditional Student Peer Mentoring program (NON-TRAD (PMP)) Activities Acknowledgement of Risk Forms: It is the policy of the Non-Traditional Student Peer Mentoring program to retain possession of Non-Traditional Student Peer Mentoring program (NON-TRAD (PMP)) Activities Acknowledgement of Risk Forms for a period of six months to two years following the completion of the activity for which they were acquired.
APPENDIX C: Activity Proposal Template

Non-Traditional Student Peer Mentoring Program
Group Activity Proposal Form

Academic Year: _______________________
Peer Mentor’s Names: _______________________
____________________,____________________,____________________
_________________________________________________________________

Date of Activity: ______________________
Amount of $ Requested: ______________________
You are eligible for up to $______________

Please answer the following questions clearly and concisely. Whether or not your activity proposal is approved for funding will depend on the clarity of this application.

1. What is your activity and how will it further the mission of the Non-Traditional Student Peer Mentoring program.

2. What will the requested amount of funding are spent on. Please make an itemized list with approximate sub-totals. If you plan to travel for your activity please include the approximate cost of transportation as well. You will need to submit a REQUEST FOR PAYMENT FORM along with the original travel receipts in order to receive a reimbursement for preapproved activity costs.

Contact Person:
Name:__________________ Email:__________________ Phone:__________________

# Of activity participants [total # of mentors and mentees] __________

Please remember that activity proposals must be submitted no later than ________ and at least two weeks before the anticipated date of the activity. The Non-Traditional Student Advisory Committee will notify the contact person of the acceptance or declination of the funding request within two weeks of the proposal submission. Upon acceptance the designated contact person must turn in a completed request for payment form and all original receipts to receive reimbursement for preapproved activity funding.
APPENDIX D: Request for Payment Form

Carroll College
REQUEST FOR PAYMENT

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VENDOR# or ID#

**Business Office Use:**

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Processing Timelines: All requests for payment received by 4 pm Monday will be ready for distribution at 2 pm on Friday.

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**TOTAL AMOUNT $** ________________

Purpose of Expenditure:

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Original invoices and/or other supporting documentation **must** be attached in order for a check to be issued.

**Check Distribution:**

- [ ] Mail: US
- [ ] Campus
- [ ] Direct Deposit
- [ ] Hold (pickup at Business Office)

**REQUESTED BY:**

**DEPARTMENT HEAD:**

**BUSINESS OFFICE APPROVAL:**

This form should not be used for purchases made with a Purchase Order, corporate credit card or for travel reimbursement.

Revised 06/13/2012
APPENDIX E: Weekly Schedule Template

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<th>TERM</th>
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APPENDIX F: Acknowledgement of Training and Agreement to Participate

Non-Traditional Student Peer Mentoring Program
Acknowledgement Training & Agreement to Participate

I acknowledge that I have completed the Non-Traditional Student Peer Mentor Training, and have read and understand the Mentor Training manual in its entirety.

Please initial and date here.

X______________
Date ______________

I understand and accept that this activity requires me to comply fully with the expectations of the Non-Traditional Student Peer Mentoring Program, and the Carroll Code of Student Conduct for the full academic year____________. I understand and accept that if I fail to demonstrate compliance to either the Non-Traditional Student Peer Mentoring Program or the Carroll Code of Student Conduct I will be removed from the program at the discretion of the Non-Traditional Student Advisory Council.

Please initial and date here ______________

My signature below and initials above indicate that I have completed the Non-Traditional Student Peer Mentor Training, read the entire Training Manual and understand it completely.

___________________________________________       ___________________________
Signature of participant                             Print Name

___________________________________________
Signature of parent or guardian (if participant is under the age of 18)       ___________________________
Print Name

Date ___________________________________
References


Request for Payment- http://www.carroll.edu/resources/business/forms.cc


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1 In her 1996 report, Non-Traditional Undergraduates Trends in Enrollment from 1986-1992 and Persistence and Attainment Among 1989-90 Beginning Post-Secondary Students, Horn defines Non-Traditional Students based on a scaled score (0-7) of minimally Non-Traditional to Highly Non-Traditional based on how many non-traditional characteristics they display. Rather than focusing on age and other background characteristics Horn has selected criteria that pertain to choices and behaviors that may increase a student’s risk of attrition. Horn’s seven criteria include delayed enrollment, part-time enrollment, financial independence, full-time employment while enrolled, have dependents, single parent, did not receive standard high school diploma. Respondents who scores 1 were defined as minimally non-traditional, those scoring 2-3 were defined as moderately non-traditional and those scoring four or more were defined as highly non-traditional (Horn, Laura. (1996) Non-Traditional Undergraduates Trends in Enrollment from 186-1992 and Persistence among 1989-90 Beginning Post-Secondary Students. National Center for Education Statistics (Washington D.C) Pp. 15-18).