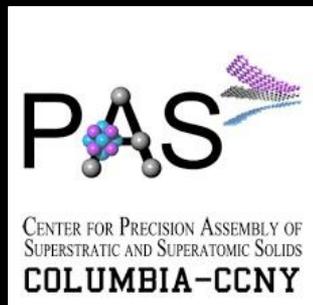


TIERED MENTORING: REINFORCING THE SUMMER RESEARCH EXPERIENCE

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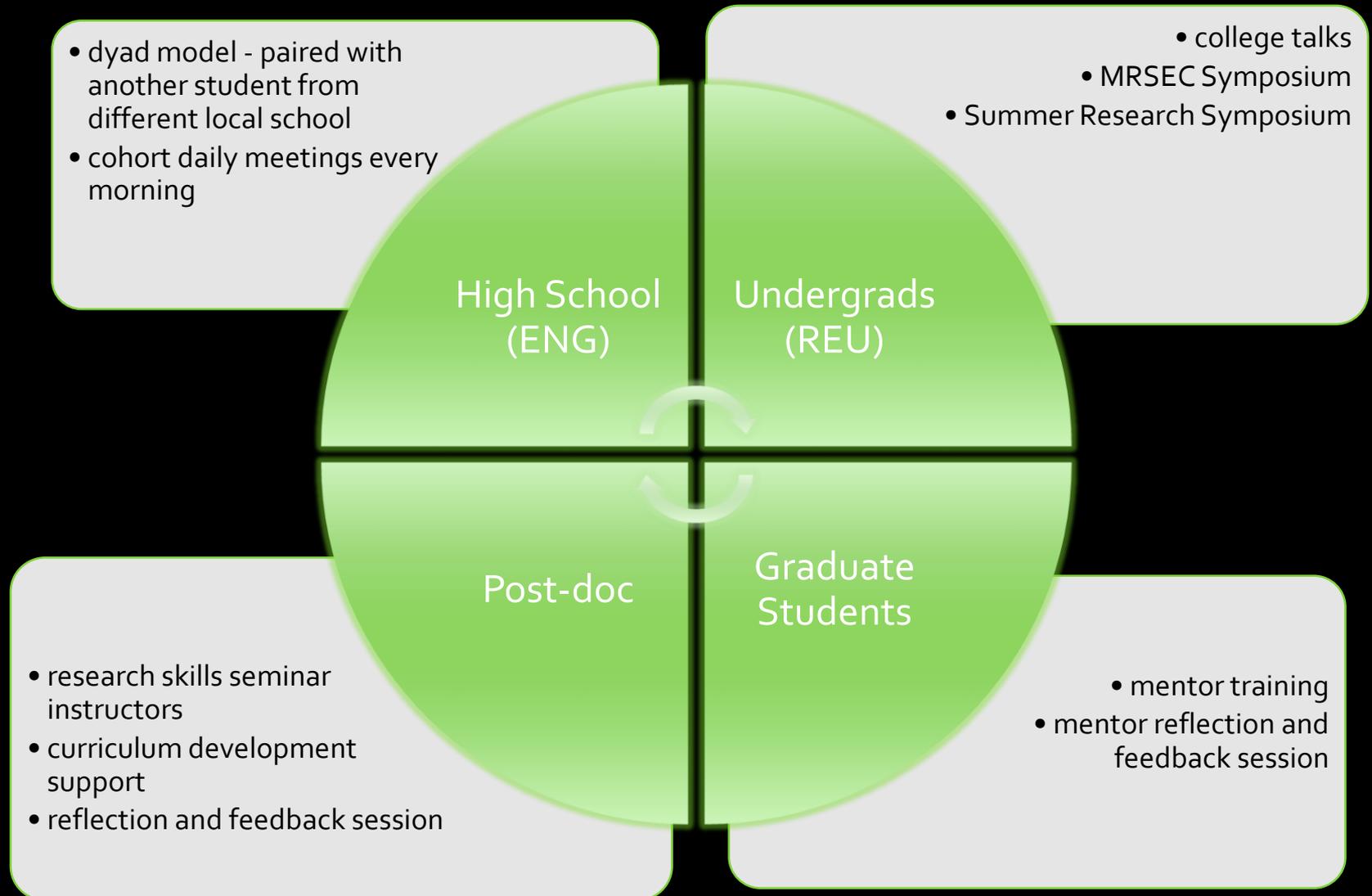
Mentoring Context

- Address retention rates, graduate employment rates, skill development, academic success
- Positive impact on peer and faculty interactions, stress levels, self-esteem, career readiness, institutional commitment, academic performance

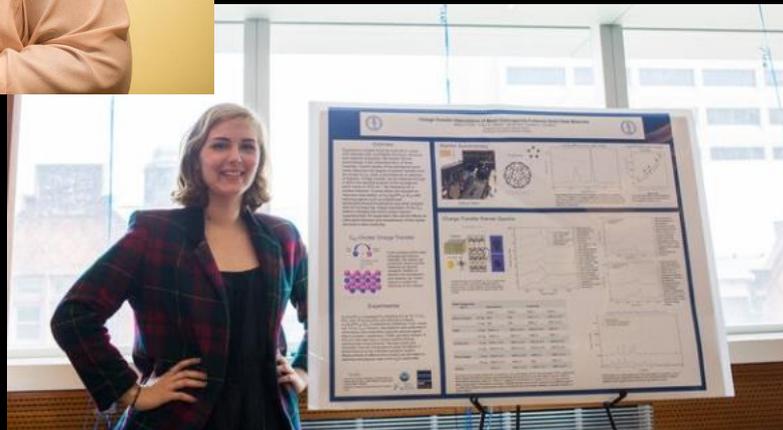
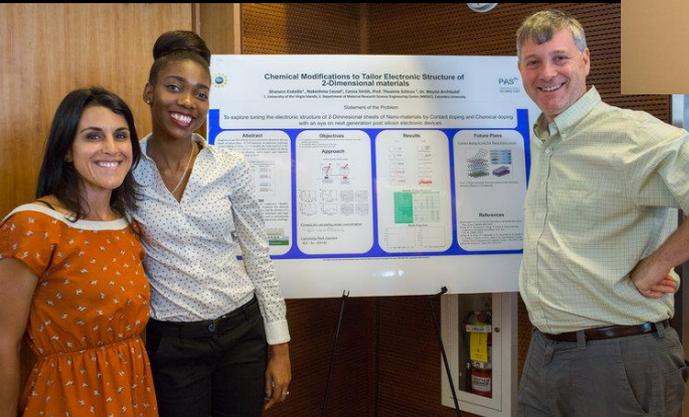
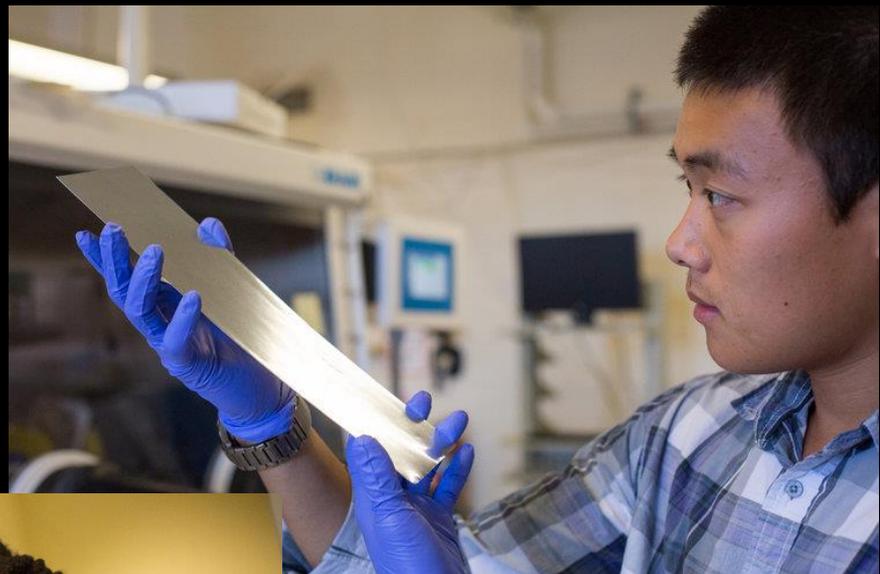
Especially critical for URM students in STEM

- identify mentoring as largest contributor to academic success
- more academically successful when placed in supportive environments
 - Allows for sharing academic, social and cultural experiences

Structure and Program Components



Summer 2016



Why use this model?

Research demonstrates it

- Opens doors and retains students in STEM fields
- Positive impact all around for those involved
- Impact correlates with duration

CU MRSEC Program

- Especially positive research seminars
- Want more time, training, and social interaction
- Want matches with more common interests
 - Mentors evaluated on content knowledge, approachability, helpfulness, sociability, preparation for future and mentoring ability

Questions

- How do you work with high schools?
- Do you use tiered mentoring at all?
- How do you approach mentoring?
- How do you connect with K12 schools?

Citations

- Kendricks, Kimberly D., Kumar V. Nedunuri, and Anthony R. Arment. "Minority student perceptions of the impact of mentoring to enhance academic performance in STEM disciplines." *Journal of STEM Education: Innovations and Research* 14.2 (2013): 38.
- Fowler, Jane, and Tammy Muckert. "Tiered mentoring: Benefits for first year students, upper level students, and professionals." *HERDS conference*. 2004.