

Mentoring Best Practices and Resources for College Access and Success

Annotated Bibliography

The Advisory Committee on Student Financial Assistance. (2010). *The rising price of inequality: How inadequate grant aid limits college access and persistence. Report to congress and the secretary of education.* Washington, DC: Advisory Committee on Student Financial Assistance. Retrieved June 30, 2011, from the ERIC database.

The Advisory Committee on Student Financial Assistance highlights the inadequacy of grant aid for low- to moderate-income college students. This inadequacy leads to several negative consequences, including a mismatch of aspirations and actual college enrollment, increasing concern about the cost of college, consequential shifts in initial college enrollment, and decreasing persistence rates.

Braxton, J. (2000). The influence of active learning on the college student departure process: Toward a revision of Tinto's theory. *The Journal of Higher Education*, 71(5), 569-590. Retrieved June 29, 2011, from the JSTOR database.

Tinto (1997) stated that cooperative learning increases college retention rates. Braxton proposes an extension to this theory. Using a longitudinal study with 718 first-year, full-time college students at a private university, Braxton examined the effects of active learning practices on these students' college persistence. Several active learning techniques, including class discussions, positively influence retention rates.

Bridgeland, J. M., DiIulio, Jr., J. J., & Morison, K. B. (2006). *The silent epidemic report:*

Perspectives of high school dropouts. Washington DC: Civic Enterprises.

Retrieved June 29, 2011, from

http://www.handsonnetwork.org/files/resources/AR_TheSilentEpidemic_2006_CivicEnterprises.pdf

Dropping out of high school has become an "epidemic" in America. This article explains who is dropping out, why so many students are leaving high school, and what can be done to stop the "epidemic."

The Center for Higher Education Policy Analysis. (2005). *Mentoring scaffoldings: Do they promote college access?*. Los Angeles, CA: Center for Higher Education Policy Analysis. Retrieved June 27, 2011, from the ERIC database.

University of Southern California's Center for Higher Education Policy Analysis summarizes the research surrounding mentoring and its efficacy in promoting college attendance. The article includes some implications for best mentoring practices, including the idea that a mentor should provide his or her mentee with college access resources.

Coles, A., & Blacknall, T. (2011). *The role of mentoring in college access and success.* Washington, DC: Institute for Higher Education Policy. Retrieved June 30, 2011, from http://www.ihep.org/assets/files/publications/m-r/THE_ROLE_OF_MENTORING_IN_ACCESS_AND_SUCCESS_FINAL_Spring_2011.pdf.

The Institute for Higher Education and the Pathways to College Network synthesize the current research concerning the impact that mentoring has on increasing postsecondary access and success. The article includes an interview

with Philadelphia-Futures' Sponsor-A-Scholar program, a successful mentoring organization.

Cress, C.M. (2006). *Defining a Service-Learning Pedagogy of Access and Success*

Boston, MA: Campus Compact. Retrieved June 30, 2011, from

<http://www.compact.org/resources/future-of-campus-engagement/defining-a-service-learning-pedagogy-of-access-and-success/4229/#fig1>

Cress argues that service-learning is an effective way to strengthen students' intellectual development and community connections. In turn, college access and success are improved.

Fiske, E. B. (2004, Spring). Refuse to lose: Today's colleges and universities must work

to foster student success. *Lumina Foundation Focus*, 1-24. Retrieved June 27, 2011, from <http://focus.luminafoundation.org/pdf/spring2004/#/5/zoomed>

Fiske discusses major obstacles in college persistence. He notes that retention rates differ among socioeconomic classes, races, and types of institution.

Students are more likely to stay at an institution if they are involved with an on-campus activity.

Giegerich, S. (2008, Fall). Remediation redux: Colleges revisit developmental ed in a bid

to boost student success. *Lumina Foundation Focus*, 1-24. Retrieved June 27, 2011, from <http://focus.luminafoundation.org/pdf/fall2008/>

Giegerich presents the stories of students who have participated in remedial coursework in postsecondary education. He highlights the strategies in developmental education that helped these students achieve academic success.

James, D. W., & Jurich, S. (1999). *More things that do make a difference for youth: a*

compendium of evaluations of youth programs and practices, volume II.

Washington, DC: American Youth Policy Forum. Retrieved June 27, 2011, from <http://www.aypf.org/publications/compendium/index.html>

James and Jurich researched nearly fifty youth programs and evaluated the effectiveness of each one. The evaluations are provided individually, and many of them include mentoring, college access, or college success elements. James and Jurich explicitly state what the most effective strategies of each program are.

Larson, R. (2006). Positive youth development, willful adolescents, and mentoring.

Journal of Community Psychology, 34(6), 677-689. Retrieved June 27, 2011, from

<http://www.wacampuscompact.org/retentionproject/onlineresources/2010onlineresources/Effective%20Mentoring/Positive%20Youth%20Development.pdf>

Larson discusses a model of youth development in which young people control their own growth with guidance and structure implemented by adults. After defining positive youth development, Larson discusses the implications that this model has for mentoring practices.

The National Mentoring Partnership, (2009). *Elements of effective practice for mentoring [TM]*. Alexandria, VA: MENTOR. Retrieved June 27, 2011, from the ERIC database.

The National Mentoring Partnership discusses how to design, implement, and evaluate a mentoring program. The elements of a successful mentor-mentee relationship are explained briefly, with a focus on techniques that can be used

to end a mentor-mentee relationship positively.

The National Mentoring Partnership, & Baylor University. (2004, Spring). *Community mentoring for adolescent development trainer's manual*. Waco, TX: Baylor University. Retrieved June 27, 2011, from http://www.mentoring.org/downloads/mentoring_1328.pdf

MENTOR and Baylor University have published a comprehensive training manual for mentors who plan to work with adolescents. Topics include communication, goal-setting, decision-making, stages of a mentoring relationship, study skills and tutoring, preparing for college, health concerns of adolescents, and alternatives to adolescent violence. Each chapter ends with activities designed to prepare mentors to work with teenagers.

McSwain, C., & Davis, R. (2007). *College access for the working poor: overcoming burdens to succeed in higher education*. Washington, DC: Institute for Higher Education Policy. Retrieved June 27, 2011, from <http://www.ihep.org/assets/files/publications/a-f/CollegeAccessWorkingPoor.pdf>

McSwain and Davis provide research concerning the obstacles that prohibit the working poor (both adults and youth) from attending institutes of higher education. The publication focuses on financial burden as being a primary barrier to college attendance and/or success. McSwain and Davis briefly discuss what these problems imply for college access and success strategies.

Miller, A., Martin, J., Ames, J. C., & Alter, J. (1999). How to be a great mentor guide. *Newsweek*. Retrieved June 29, 2011, from http://www.mentoring.org/get_involved/for_mentors/how_to_get_started/better_

mentor/

Kaplan, Newsweek, and MENTOR describe the dynamics of a mentor-mentee relationship. Topics include overcoming relationship roadblocks, the stages of a mentor-mentee relationship, and staying committed to a mentee.

The Mitchell Institute. (2002). *Barriers to postsecondary education in Maine: Making college the obvious and attainable next step for Maine students*. Portland, ME:

The Mitchell Institute. Retrieved June 30, 2011, from

http://www.mitchellinstitute.org/pdfs/barriers_summary.pdf

This publication discusses the obstacles that Maine students face when trying to gain access to college. The Mitchell Institute offers changes that could be made within the Maine schools and surrounding communities that would allow more qualified students to enter into postsecondary education.

Peltier, G.L., Laden, R., & Matranga, M. (1999). Student persistence in college: A review of the research. *Journal of College Student Retention: Research, Theory, and Practice*, 1(4) 357-375.

Peltier, Laden, and Matranga synthesize research surrounding various factors and their correlations with retention rates. The article discusses student involvement, individual student characteristics, gender, age, and in-college student characteristics as they relate to postsecondary persistence.

Rhodes, J. E. (2007, Spring). Fostering close and effective relationships in youth mentoring programs. *Research in Action*, 4, 1-28. Retrieved June 27, 2011, from http://www.mentoring.org/downloads/mentoring_385.pdf

Rhodes and MENTOR devised a synthesis of the current research on youth

mentoring. Using this research, Rhodes describes concrete mentoring practices that can be used to create a close and effective mentor-mentee relationship.

Salinitri, G. (2005). The effects of formal mentoring on the retention rates for first-year, low achieving students. *Canadian Journal of Education*, 28(4), 853-873. Retrieved June 27, 2011, from the JSTOR database.

Salinitri conducted an in-depth study of a formal mentoring program and the effects that this program had on postsecondary retention rates of its participants. Salinitri also includes a literature review of the current college retention research.

Sanoff, A. P. (2003, Summer). Restricted access: The doors to higher education remained closed to many students. *Lumina Foundation Focus*, 1-24. Retrieved June 27, 2011, from http://www.luminafoundation.org/publications/focus_archive/focus/Focus03.pdf

Sanoff focuses on barriers to both college access and success. In particular, unmet financial need is a prominent obstacle for qualified students seeking postsecondary education.

Savitz-Romer, M., Jager-Hyman, J., & Coles, A. (2009). *Removing roadblocks to rigor: Linking academic and social supports to ensure college readiness and success*. Washington, DC: Institute for Higher Education Policy. Retrieved June 27, 2011, from the ERIC database.

This article outlines the academic and social supports that students from economically and educationally disadvantaged backgrounds need to succeed in higher education.

The Search Institute. *Discovering What Kids Need to Succeed*. Minneapolis, MN: Search Institute. Retrieved June 30, 2011, from <http://www.search-institute.org/sparks/get-involved>

The Search Institute defines a "spark" as a "hidden flame in a kid that excites them and taps into their true passions." Youth who have a "spark," or an activity that inspires them, are more likely to stay away from negativity (e.g., promiscuity, violence, drugs) and to gravitate towards positivity (e.g., high grades, higher education, health, volunteerism). The Search Institute also provides numerous research-based publications concerning the effects of having a "spark" on students.

Tinto, V., & Engle, J. (2008). *Moving beyond access: College success for low-income, first-generation students*. Washington, DC: The Pell Institute. Retrieved June 27, 2011, from the ERIC database.

Using research-based claims, Tinto and Engle describe the barriers to college access and success that are commonly faced by low-income, first-generation students. Additionally, Tinto and Engle claim that the best strategies to overcome these barriers include improving academic preparation for college, financial literacy outreach, tutoring, mentoring, and student engagement on college campuses.