Peer Mentor Program Guiding Question:
- Are PMs successful in contacting FTICs and Prep students who have one or two Early Alerts?
  - Indicator for success would be if the PMs spoke with the student.

Description
Not Available= Phone number invalid where the number is not in service or no contact info was listed
Left Message= A voicemail was left on contact’s phone
Spoke to= Engaged in conversation about early alerts with students

Note: 172 students were on both Prep and FTIC lists. These students are FTIC students who are in a college prep course and were called twice. The data in the charts below do not incorporate this information.

**Early Alert Prep Contacts**
*Figure 1: Total of 163 Prep students*

- 26% Spoke
- 18% Left Message
- 56% Not Available

**Early Alert FTIC Contacts**
*Figure 2: Total of 1055 FTIC students*

- 20% Spoke
- 27% Left Message
- 53% Not Available

**KEY**
PM= Peer Mentor   FTIC= First time in college
Note: 83 students were on both Prep and FTIC lists. These students are FTIC students who are in a college prep course and were phoned twice. The data in the charts below do not incorporate this information.

*146 Prep students were on the original list in which Pat spoke with 2 students and Diedre McPherson spoke with 31. Thus, Peer mentors spoke with 133 students.

KEY
PM= Peer Mentor  FTIC= First time in college
Overall Total Fall ’07 & Spring ’08

Early Alert Contact Info

Overall Prep Contacts Total

Figure 5: Total of 276 Prep students were contacted

Overall FTIC Contacts Total

Figure 6: Total of 1848 FTIC students were contacted
Recommendations

According to the overall results, it appears that Peer Mentors had more success contacting college prep students who had one or two early alerts. Therefore, spending more time contacting prep students may be more successful or effective in the long term compared to contacting FTIC students.

Additionally, according to the overall results, there are higher proportions of students who possess phone numbers that are not in service making them not available. Thus, another recommendation is to emphasize updating FTIC and prep students contact information prior to registration of classes. Perhaps this can be done during orientation or advising sessions in which counselors make an effort to update student’s information particularly those for the FTIC or prep students. Without accurate contact information, Peer Mentors cannot contact students with one or two early alerts.

On the other hand, overall the results indicate that peer mentors spoke to about 20% of each the FTIC and prep students. Therefore, perhaps there are other ways to engage these students rather than making a phone call. This could be through a chatroom or message board in the student portal, TCC Passport. Peer mentors could contact these students via email and engage them in discussion online rather than over the phone.

Because the peer mentors were more successful in contacting prep students, it may be best to test some of these efforts using the prep students rather than the FTIC students. Implementing a pilot program online for the prep students can be compared to these results using the students more likely to be engaged.