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PEER MENTOR DEVELOPMENT IN THE ACCESS TO
COLLEGE EXCELLENCE PROGRAM

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ABSTRACT

The purpose of this study was to determine if participation in the Access to College Excellence (ACE) program enhances mature interpersonal relationships, specifically tolerance and vocational purpose, in peer mentors. The Mines-Jensen Interpersonal Relationship Inventory, the Iowa Vocational Purpose Inventory, and semi-structured interviews were utilized with 10 ACE peer mentors. Analysis of the inventories showed that only the Vocational Commitment subscale had a significant increase in score $t(10) = 2.56, p \leq .05$ from the pre-testing to post-testing periods. Analysis of the interviews revealed three common themes: (a) appreciation of the mentor experience in general; (b) the importance of understanding or openness in interactions with other people; and (c) skill improvement in areas such as communication. Since it appeared that being an ACE peer mentor played a role in enhancing college student development, it is recommended that other higher education institutions apply similar peer mentoring programs on their campuses.

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CHAPTER 1 INTRODUCTION

During the fall of 1998, a graduating senior entered a classroom with 15 pairs of eyes staring at him for the answers to their first semester on campus. Little did this peer mentor know that he would be embarking on an adventure that would be more than he expected. This student decided to become a peer mentor for the Access to College Excellence (ACE) program because he wanted to help these incoming freshmen have a positive first semester while sharpening his interpersonal skills. What he got in return was an increase in confidence in his organizational abilities, time management, and tolerance of working with a diverse population of students. In addition, it led to professional connections that later landed this student a position as the program's student coordinator and then the graduate assistant. Overall, it was an experience which paved the way for a career in helping other students with academic concerns. It just so happens this investigator is that student. This study will examine the experiences of other peer mentors in the ACE program.

The concept of mentoring has enjoyed a long history that dates back to Homer's *The Odyssey*. In the story, Odysseus entrusted his friend and advisor Mentor, with the responsibility of being guardian and teacher to his son Telemachus (Shandley, 1989). In more recent times, the idea has penetrated popular culture. Movies such as "Star Wars" (Obi-Wan Kenobi mentor to Luke Skywalker) and "Karate Kid" (Mr. Miyagi mentor to Daniel "Daniel-san" LaRusso) depict mentoring relationships that focus on the mentees and their experiences. What about the mentors? They too have stories and experiences to tell. Thus, their voices should also be heard.

Through the years, the word mentor has become synonymous with various terms such as teacher, role model, counselor, and father/mother figure. Bolender (1994) states that the idea of mentoring has penetrated many areas including business, psychology, and large organizations. Programs have also been created to facilitate students' development in the field of education. Research has shown that mentoring and mentoring programs have positive effects on the people they serve (Bolender, 1994; Johnson, 1989; Reisner, Petry, & Armitage, 1990; Schulz, 1995; Tierney & Branch, 1992). On the other hand, there has also been some research in the area of mentor benefits (Fresko, 1999; Good, Halpin, & Halpin, 1998; Reisner et al., 1990; Schulz, 1995; Tierney & Branch, 1992; U. S. Department of Justice, 1999). According to Fresko (1999), both mentor and mentee benefit from the relationship and, in fact, some research indicates that mentors may be the ones to gain the most. Despite this, the *number of studies focusing on mentees far outweighs the number focusing on mentors*. In addition, the literature that does exist on mentor outcomes does not concentrate on how such research could be utilized for student development in higher education. As a result, research that examines mentoring in college and how it may enhance a student's development would be most beneficial. This study aims to examine this neglected area.

This study examines the Access to College Excellence (ACE) program from the perspective of the peer mentors who participated in the program. Of more specific interest is the effect of participation in the ACE program on peer mentors' development of mature interpersonal relationships and vocational purpose. Thus, this study is guided by two primary questions:

1. Does participation in the ACE program facilitate peer mentors' development of mature interpersonal relationships, specifically tolerance?
2. Does participation in the ACE program facilitate peer mentors' development of vocational purpose?

CHAPTER 2 LITERATURE REVIEW

A review of the concepts involved in this study is warranted to gain a deeper understanding of its context. Research on mentoring and learning communities is first discussed, followed by a description of the ACE program and the Speech 499 class for peer mentors. This chapter concludes with a discussion of various theories examining personal development during the college years from both cognitive-structural and psychosocial perspectives.

Mentoring

Mentoring programs have become prevalent in many areas and as a result, vary in shape and form. They range from same-age to cross-age situations, from short-term to long-term relationships, and from those focusing on specific subject matter to those focusing on specialized skills (Fresko, 1996). For example, there are mentoring programs that address at-risk youth (Tierney & Branch, 1992; U.S. Department of Justice, 1999) and those that assist college students (Bolender, 1994; Good et al., 1998; Orlett, 1986). According to Ianni (1990), mentoring has become widespread throughout the educational system. As a result, there has been much interest in the outcomes of these programs.

Much of the literature has focused on the effects that mentoring has on the mentee; few studies have examined the changes that mentors experience as a result of their relationship with mentees. Most of the existing information is in the form of excerpts in reports of mentee benefits. In these studies, mentors appeared to receive benefits from their mentoring relationships. Good et al. (1998) reported that mentors in

a minority engineering program gained both academic benefits (via reinforcement and improvement of existing skills) and affective ones (e.g., developing communication skills and achieving a sense of identity). In an article that examined mentoring and tutoring as preparation for prospective teachers, Fresko (1999) listed greater tolerance and empathy for others, greater social awareness, better communication skills, greater self-confidence, and a stronger sense of social responsibility as benefits of being a mentor. Reisner et al. (1990) reinforced the previous claims by finding improvements in interpersonal skills and academic performance along with increases in self-esteem and confidence for college students who were mentors.

Although it appears there has been a fair amount of research done on the subject of mentoring, there is still much to explore in terms of the overall experience of mentors. In addition, the ways in which such programs can enhance a mentor's development during the college years have yet to be carefully explored.

Learning Communities

A student's freshman year can be a time of great transition and adjustment to the academic and social world of college life. Freshman programs help address these issues. The number and types of such programs have grown over the past decade. Freshman programs include tutorial classes, remedial classes, and orientation sessions, in addition to freshmen social activities and faculty and student mentoring programs (Tinto, 1996). *Freshman year is also the period when attrition is most likely and the time when programs such as those mentioned above can have a profound impact on students' lives.* One type of program stands out in assisting freshmen with their

transition to college. These programs involve the creation of learning communities. A learning community is:

any one of a variety of curricular structures that link together several existing courses – or actually restructure the curricular material entirely – so that students have opportunities for deeper understanding and integration of the material they are learning, and have more interaction with one another and their teachers as fellow participants in the learning enterprise. (Gabelnick, MacGregor, Matthews, & Smith, 1990, p. 19)

According to Gabelnick et al. (1990), learning communities can be traced back to the work of Alexander Meiklejohn and John Dewey in the 1920s. Meiklejohn, who is considered the founder of learning communities, instituted the first learning community through the Experimental College at the University of Wisconsin in 1927. Since then, the number of universities and colleges with learning communities has grown, with increasingly diverse forms of learning communities. Goodsell and Tokuno (1999, p. 9) state that each model:

varies according to class size, class linkages, and the amount of interaction between students and faculty. They also differ to the extent in which the number of students in the cohort makes up the class and to the extent in which the faculty teaching the classes in the learning community collaborate with one another.

Access to College Excellence (ACE) Program

This study examines the Access to College Excellence (ACE) program which serves over 200 incoming Arts and Sciences freshmen every fall semester. ACE began

in the fall of 1991 and is one of five learning communities offered at the University of Hawai'i at Mānoa (UHM). The ACE program is modeled after a learning community program known as Freshmen Interest Groups (FIG) which originated at the University of Oregon in 1982 (Bennett, 1994). If one had to sum up the purpose of a FIG, it would be that "[a FIG] attempts to meet both the academic and social concerns of new students" (Sullivan, 1994, p. 84). What makes FIGs different from other learning communities is that they have a peer mentor component. Similarly, in the ACE Program, juniors and/or seniors are selected through an application and interview process to become peer mentors to incoming students. Selected peer mentors go through a two-day training session before the start of the fall semester. Peer mentors begin the first day of training by getting to know one another through the use of ice breakers and personal introductions. A series of group work follows focusing on issues such as good versus bad leaders and what it means to be a peer mentor. The first day ends with an overview of the College of Arts and Sciences (CAS 110) and Speech 499 courses. The second day of training introduces peer mentors to facilitation techniques and various learning styles. The day concludes with a discussion of how to handle the first day of CAS 110.

The ACE program consists of various themed clusters such as Business Environment I, Educating Tomorrow's Teachers, and Health Careers, with each cluster composed of three to four courses. Students register in a cluster and take these three to four courses with 14 other freshmen. Students are also registered in a one-credit integrating seminar entitled College of Arts and Sciences (CAS 110): Access to the College Community. This peer mentor-led course is designed to assist freshmen in

adjusting to the university environment, familiarize them with campus resources, develop critical thinking skills, and help them understand the value of a college education. Students in CAS 110 are required to participate in classroom activities and do all assigned readings and homework. In addition, a final paper which explores a career area and a final exam are part of the course requirements.

Numerous studies have shown positive outcomes for students participating in learning communities (Bennett, 1994; Cross, 1998; Gabelnick et al., 1990; Goodsell & Tinto, 1995; Sullivan, 1994; Tinto, 1993, 1996, 1997). One outcome has been an increase in retention rates for first-year college students. In a study conducted by Tokuno and Campbell (1992), students participating in FIGs were found to be less likely to withdraw from courses, have higher retention rates one year after participating in the program, and have higher overall grade point averages (GPA) than non-participating freshmen. In learning communities, students are provided with strong social support as a result of the interaction with other students which can lead to their own academic and social success.

Speech 499 is an upper-division class for which peer mentors must register in order to participate in the ACE Program. The theme of this exclusively peer mentor course is “group dynamics” and it covers various topics from facilitative leadership to critical thinking. According to the ACE peer mentor information sheet (2003) attached to the application, the objectives of Speech 499 are to:

- Increase understanding of group dynamics and individual learning styles.
- Develop leadership, communication, and organizational skills.
- Learn how to plan and present class material effectively.

- Gain techniques for group facilitation and discussion, and strategies for anticipating and handling challenges.
- Create a resource network with one another, with coordinator and campus wide.
- Increase awareness of UHM resources and services.

This class is also where the peer mentors are given the material that they will be using for their CAS 110 classes. In this Speech 499, peer mentors are required to participate in class discussions, complete weekly journals, create a lesson plan for the CAS 110 class, and keep a portfolio as their final project which is a culmination of the semester's work. Besides doing the required activities, peer mentors are also given the opportunity to strengthen and develop in various areas. They develop time management and organization abilities through group projects such as planning for the ACE picnic and the End of the Semester Bash. Interacting with the other peer mentors allows one to gain a greater appreciation for diversity. Peer mentors gain new perspectives through class discussions while also fine tuning their critical thinking ability. In essence, not only does Speech 499 create better facilitators, but it also allows peer mentors to mature as students and as individuals. The entire ACE experience for a peer mentor can bring about personal growth (cognitive and psychosocial) as a result of both the CAS 110 and Speech 499 classes.

Development During College Years

Various theories have been offered to identify developmental dimensions and explain growth in college students. They differ in the characteristics used to explain developmental growth, but share the notion that growth can be viewed as being "orderly, sequential, and hierarchical, passing through ever-higher levels or stages of

development, and to some extent as age related” (Pascarella & Terenzini, 1991, p. 18).

The assortment of developmental theories usually fall into several clusters, most notably cognitive-structural theories and psychosocial theories.

Cognitive-structural theories stem from the works of Jean Piaget who “stressed the importance of neurological maturation in cognitive development but also noted the significant role played by the environment in providing experiences to which the individual must react” (Evans, Forney, and Guido-DiBrito, 1998, p. 125). Piaget also believed that interacting with other people played a major role in the cognitive development of an individual. In a broad sense, cognitive-structural theories “attempt to describe changes in the underlying thought processes people use to understand their experiences” (King, 1990, p. 85). These theories all set forth the notion that individuals develop through a series of stages which are hierarchical in nature; successful completion of one stage is a necessary condition for going on to the next stage. This is not to say that what is gained in a previous stage is lost in the succeeding one, but that each stage builds upon the achievements of the previous ones. Prominent cognitive-structural theorists include William Perry, Lawrence Kohlberg, Patricia King, and Karen Kitchener.

William Perry was one of the forefathers of the cognitive-structural movement, especially as applied to the intellectual and ethical development of college students. Perry’s scheme of development takes place through nine positions which are divided into three levels: Dualism, Relativism Discovered, and Commitments in Relativism Developed (Perry, 1981). He used the term position because it implied no duration for the student and created a more complete picture of how one views the world (Pascarella

& Terenzini, 1991). After further consideration, Perry believed that positions were static and that development took place during the transition between positions.

In his scheme of cognitive and ethical development, Perry described students at the first level, Dualism (Positions 1-3), as viewing the world in dichotomous categories of good/bad, right/wrong, or black/white. Students in this level also see learning as taking whatever an authority figure says as the only answer (Evans et al., 1998; Pascarella & Terenzini, 1991). The Relativism Discovered (Positions 4-6) level actually begins at Position 3, where the transition to multiplicity sets in. Multiplicity means that “the existence of multiple perspectives on any given issue is recognized, and others holding an opinion contrary to one’s own are no longer seen as simply wrong, but as entitled to their views” (Pascarella & Terenzini, 1991, p. 29). At the relativism level, individuals recognize that opinions need to be supported and that although someone may be viewed as an authority, they may not necessarily have all the answers. The final level is Commitments in Relativism Developed (Position 7-9). At this level, there is a shift in emphasis from the cognitive to the ethical side of Perry’s scheme. Students at this level make commitments to the choices and decisions they made at the previous level. “It is one’s way of affirming Commitments that one finds at last the elusive sense of ‘identity’ one has searched for elsewhere” (Perry, 1981, p. 97). He goes on to say that commitments are modifiable as new information is available to the individual, which reveals that it is a lifelong process.

Another cognitive-developmental theorist was Lawrence Kohlberg, whose work focused on how individuals make moral judgments. Kohlberg’s theory of moral development is concerned “not with the content of moral choice (which may be socially

or culturally determined) but with modes of reasoning, with cognitive *processes* (thought to be universal) by which moral choices are made” (Pascarella & Terenzini, 1991, p. 30-31). The theory is comprised of three distinct levels, with each level containing two stages.

At the Preconventional Level, choices made by the individual are based on the consequences of violating societal rules or regulations. The perspective at this self-centered level is, governing behavior by satisfying one’s needs. Behavior at the Conventional Level is driven by the need to portray a “good person” image and by seeking the approval of others. Individuals at this level recognize the rules established by society and know they must do what is right to maintain social order (Evans et al., 1998). In the Postconventional Level, the individual evaluates “laws and social systems...on the basis of the extent to which [social systems] promote fundamental human rights and values” (Evans et al., 1998, p. 175). Individuals view their duty in society as a contract in which they must protect the rights of all people. In addition, decisions are guided by universal ethical principles that have been self-selected by the individual.

King and Kitchener’s reflective judgment model is comprised of seven progressively more complex stages. “Each stage represents a distinct set of assumptions about knowledge and the process of acquiring knowledge” (Evans et al., 1998, p. 162). These assumptions are used to organize and make judgments about various topics. Pascarella and Terenzini (1991) state that the first three stages of King and Kitchener’s model appear similar to Perry’s first three positions insofar as both perspectives view truth as coming from an authority figure and being accepted by the

individual without question. The difference between the models lies in the later stages where King and Kitchener continue to focus on the cognitive-structural aspect of development while Perry moves from intellectual growth to the ethical side of development.

The previous theories have focused on the cognitive-structural development of individuals. There is another class of theories that attempt to look at development from a psychosocial viewpoint. The concept of identity development is a major focus of psychosocial theories. In clarifying the difference between the two classes of theories, Miller and Winston (1990) state “whereas cognitive-developmental theory is concerned primarily with the process involved in thinking and the making of meaning from life experiences, psychosocial-developmental theory is concerned more with the content of individuals’ personal preoccupations, social interactions, and ego development” (p. 100). Proponents of psychosocial theories believe that an individual develops as a result of accomplishing or facing a series of developmental tasks or crises (Pascarella & Terenzini, 1991). By resolving each crises they come across, individuals are better prepared to face the challenges of later stages.

Erik Erikson was a pioneer in the movement of psychosocial and identity development. Similar to Piaget, Erikson believed that an individual’s development is based on both the person’s internal characteristics and their external environment (Evans et al., 1998). His theory incorporating eight stages of identity development has paved the way for theorists such as Ruthellen Josselson, Nancy Schlossberg and, most notably, Arthur Chickering.

Josselson's theory of identity development in women stems from Stage 5 (identity versus identity diffusion) of Erikson's identity development theory. Josselson took the idea of identity formation and applied it specifically to women. She believed that women develop identity through four statuses: identity diffusion, foreclosure, moratorium, and identity achievement (Evans et al., 1998).

At the lowest level, identity diffusers appear lost and withdrawn from situations. Studies have shown that these women tend to not function well psychologically, find it difficult to form relationships, and have a high level of anxiety (Evans et al., 1998). As a result of the aforementioned factors, identity diffusers are unable to create an identity for themselves. Women in the foreclosure state typically take on the values set forth by their parents, know what they want and go after it. They have an identity that they are comfortable with, and so do not experience an identity crisis. Though not marked by the struggles of identity diffusion, development of women in the foreclosure stage can be described as stagnant at best. Moratorium can be viewed as a time of identity conflict. During this stage, women are experimenting and searching for an identity. While trying to distance themselves from their overprotected mothers, moratorium women find a form of independence which paves the way to becoming identity achievers. Women at the status of identity achievement have discovered the capability to form their own identity. Through reshaping and modifying previous identities, they are able to create identities that are unique to themselves. Identity achievers are viewed as "flexible in their identity as they develop and move toward the future....(and) are likely to continue to differentiate and explore other paths to identity" (Evans et al., 1998, p. 60).

Nancy Schlossberg is another psychosocial theorist who examines the trends of transitions that individuals go through. A transition is defined as “any event, or non-event, that results in changed relationships, routines, assumptions, and roles” (Schlossberg, Waters, & Goodman, 1995, p. 24). Furthermore, the existence of a transition period depends on the amount of meaning a change has for the individual. If an individual does not attach much significance to the change, then it cannot be labeled a transition (Schlossberg et al., 1995). Schlossberg’s transition model examines transitions from three perspectives: transition, the transition process, and coping with transitions.

The first perspective assesses the *type* of transition that is occurring, the *context* or setting in which it is taking place, and the degree of *impact* which causes an individual to change one’s daily life (Evans et al., 1998). The transition process includes the individual’s experience of change by “moving in,” “moving through,” and “moving out” of the transition (Schlossberg et al., 1995). Lastly, skill at coping with the transition depends on the situation the individual is in at the time, what characteristics the individual possesses, how much social support the individual is receiving from others, and the various strategies the individual is utilizing to cope with the transition.

One individual who has greatly contributed to the field of college student development is Arthur Chickering. His psychosocial theory of development, also derived mainly from Erikson’s identity stages involving adolescents and young adults, viewed the establishment of identity as the main concern for students during college (Evans et al., 1998). In *Education and Identity*, Chickering (1969) describes seven

vectors of development. He called them vectors “because each seems to have direction and magnitude—even though the direction may be expressed more appropriately by a spiral or steps than by a straight line” (p. 8). Chickering created these vectors based on his research at Goddard College from 1959 to 1965 (Evans et al., 1998). These vectors provide a portrait for the psychosocial development of college students. Chickering and Reisser (1993) revised the theory to include subsequent research and theory and to include a wider range of student populations.

The following is a brief description of each vector, based upon the revised theory. More consideration will be given to Developing Mature Interpersonal Relationships (Vector 4) and Developing Purpose (Vector 6), as they will be the focus of this study. These vectors were chosen because they are most congruent with the peer mentor component of the ACE Program.

Vector 1: Developing Competence—Chickering and Reisser (1993) described competence as a three-tined pitchfork. One tine is intellectual competence. This area deals with the acquisition of knowledge, expanding interests and activities, and developing both mental and critical thinking abilities (Chickering & Reisser, 1993). Intellectual competence goes beyond the idea of just memorizing facts. It includes generating questions, constructing meaning, reflective judgment, and “actively searching for valuable knowledge rather than passively receiving prepackaged material” (Chickering & Reisser, 1993, p. 63).

The second tine is physical and manual competence which is developed through participation in athletic and artistic activities (Chickering & Reisser, 1993). By participating in athletic activities, individuals become aware of their emotions and how

to manage them. Artistic expression can also provide an individual with a sense of accomplishment and allows another medium of expression.

Interpersonal competence is the third tine. It addresses the need for developing communication skills and the ability to work effectively with others (Chickering & Reisser, 1993). This includes listening, asking questions, and participating in dialogue with others. Through positive interaction, students gain a sense of effectiveness in their communication abilities.

Central to these tines is the handle of the pitchfork, or a student's *sense of competence*. Having a sense of competence means that an individual is confident in one's ability to deal with life's problems and to successfully achieve the goals one sets for oneself. Sense of competence is related to self-concept. Pascarella and Terenzini (1991) differentiate self-concept from self-esteem after reviewing research on psychosocial development. They define self-concept as "a relational term that is used to denote students' judgments of their competence or skills (whether academic or social) relative to those of other students" (p.171). On the other hand, self-esteem "operationally has a more internal referent based on the student's comparison of a 'real' with an 'ideal' self" (p.171). Self-esteem is an evaluation of one's worth and is expressed in the attitudes one holds about himself or herself. An increased sense of competence allows an individual to take greater risks, persist at difficult tasks, and relies heavily upon one's own perception of competence attained in the three tines.

Vector 2: Managing Emotions--College is a time of great change for students and many bring with them existing emotional baggage. To deal with the overwhelming range of emotions one experiences in college, students must go through the process of

“finding appropriate channels for releasing irritations . . . , dealing with fears before they immobilize, counteracting pain and guilt, and controlling impulses to exploit others or give in to unwanted pressures” (Chickering & Reisser, 1993, p. 87). Development along this vector can be characterized as becoming aware of one’s feelings and learning how to express them in appropriate ways, or what Chickering and Reisser (1993) refer to as *integration*. Students become aware of their emotions when they learn to identify and accept them as normal experiences in life. Once students are aware of their emotions, the integration process begins. Integration involves the ability to control one’s feelings, to regulate their intensity, and to choose when and how to express them. Integration can be accomplished by “practicing new skills, learning coping techniques, directing feelings toward constructive action, becoming more flexible and spontaneous, and seeking out rewarding and meaningful experiences” (Chickering & Reisser, 1993, p. 88).

Vector 3: Moving Through Autonomy Toward Interdependence--Autonomy can be seen as the “degree of freedom from the influence of others in their (students’) choices of attitudes, values, and behaviors” (Pascarella & Terenzini, 1991, p. 215). According to Chickering and Reisser (1993), moving through autonomy requires both emotional and instrumental independence, and recognizing one’s interdependencies. Emotional independence suggests that the person no longer needs approval and affection from others (Chickering & Reisser, 1993). The important first step in this process is the disengagement from parents. This gives an individual a certain amount of freedom and allows one to engage in various activities without outside pressures. Once there is disengagement, an individual becomes more dependent on peers and creates a balance

between being open with others while also being comfortable with those around oneself without having the need to cling.

Emotional independence is mutually linked to instrumental independence. Being emotionally independent allows a student to feel self-sufficient. Therefore, an instrumentally independent person can handle problems without seeking help and remains flexible to one's own needs and desires (Chickering & Reisser, 1993). Instrumental independence increases as students think critically and objectively. Instrumental independence involves more concrete activities such as time management, cooking, and managing money. The development of emotional and instrumental independence culminates in interdependence.

Interdependence rests on the idea of a "give and take" process and cannot be experienced unless a certain degree of independence has been achieved. Individuals during this phase realize that their personal goals cannot be met without coming into contact with other people and making some kind of impact on these people. As Chickering and Reisser (1993) put it, "individuals moving toward interdependence learn lessons about reciprocity, compromise, sacrifice, consensus, and commitment to the welfare of the larger community...respecting the autonomy of others and looking for ways to give and take with an ever-expanding circle of friends" (p. 140). Cocurricular activities, group discussions, and other college experiences involve students in contributing to a common goal and can help them move toward interdependence.

Vector 4: Developing Mature Interpersonal Relationships--Relationships during college can greatly impact a student's life. Through these connections, "students learn lessons about how to express and manage feelings, how to rethink first impressions,

how to share on a deeper level, how to resolve differences, and how to make meaningful commitments” (Chickering & Reisser, 1993, p. 145). This vector involves attempting to reach equilibrium between autonomy and attachment. During this time, some relationships may become more intimate than they were before, while other relationships may fizzle towards separation.

Developing mature interpersonal relationships includes tolerance and appreciation of differences, and the capacity for intimacy. The basic premise of tolerance and the appreciation of differences is to suspend judgment and to not make negative assumptions about those who are different. One should attempt to understand what the differences are and appreciate the contribution to cultural diversity. To achieve tolerance, one needs to identify one’s own biases and learn how stereotypes are created. To be a completely tolerant person, one must also express empathy toward others. This does not imply helping and caring for others as an obligation, but giving one’s self without reward.

The capacity for intimacy grows as students spend more time with one another and begin to share and learn from each other. With this come acceptance, trust, and reciprocal caring. Chickering and Reisser (1993) state that “students develop mature intimacy when the relationship is valued for itself, when both persons can be whole and authentic, when love and loyalty allow for growth and experimentation” (p. 161). The end result is the ability to have relationships with friends and intimates that are reciprocal and interdependent with high levels of trust and openness.

Vector 5: Establishing Identity--This vector builds on each of the vectors before it and facilitates change in the remaining vectors (Pascarella & Terenzini, 1991). This is most

notable when Chickering and Reisser (1993) state that establishing identity involves being aware of one's abilities, dealing with emotions appropriately, creating connections with others, and becoming more tolerant and open. Erikson (1959) also believed this notion of building upon previous experiences by saying that ego identity developed through "certain comprehensive gains which the individual, at the end of adolescence, must have derived from all of his pre-adult experience in order to be ready for the tasks of adulthood" (p. 101). Identity also involves an element of self-esteem. Individuals assess this element by making judgments about their capabilities and examining their overall level of satisfaction with themselves. Chickering and Reisser believe that the main element of identity is a solid sense of self. A solid sense of self is described by Chickering and Reisser (1993) as "that inner feeling of mastery and ownership that takes shape as the developmental tasks for competence, emotions, autonomy, and relationships are undertaken with some success and....provides a framework for purpose and integrity, as well as for more progress along the other vectors" (p. 181). A solid sense of self involves several components that focus on the individual: (a) comfort with body and appearance; (b) comfort with gender and sexual orientation; (c) sense of self in a social, historical, and cultural context (e.g., an awareness of one's cultural background); (d) clarification of self-concept through roles and life-style (finding satisfaction in a combination of various roles and life-styles); (e) sense of self in response to feedback from valued others (developing a sense of adequacy when one receives feedback from respected others); (f) self-acceptance and self-esteem (having faith and confidence in one's abilities); and (g) stability and integration (having a sense of balance and being clear about who one is and what is

important). Once these components have been clarified, it is said that an individual has established an identity for oneself.

Vector 6: Developing Purpose--Chickering and Reisser (1993) state that this vector attempts to answer the questions "Where am I going?"; "What are my goals and ideals?"; "What kind of life do I want to lead as I complete my college experience?" (p. 209). They go on to say that during this vector, individuals clarify their vocational goals and aspirations, make commitments to personal interests, and intentionally stick with decisions despite obstacles that may exist.

Vocation can imply paid and/or unpaid work and is discovered by assessing what interests us, what things do we love to do, what provides us with challenges, and what utilizes our talents the most. When vocational plans and aspirations are clarified, they begin to take on meaning. This propels one's interests and values forward, thus making college a rewarding venture.

The notion of prioritizing is central to the development of personal interests. Students have various interests that provide both satisfaction and stimulation, but may need to put them aside for more important matters. College provides the ideal environment for students to become prioritizers because of the various stimuli they face. Students need to decide what is most important to them and put aside those activities that were once enjoyable. This means the more time spent participating in one activity, the less time spent in another. College can also bring about new interests for students through courses and co-curricular activities which may later become incorporated into the student's identity.

Considering what lifestyle one wants to live also becomes important at this time. Issues such as marriage, work, further schooling, and moving away are seen as the tough choices that need to be made by students. College can provide the foundation for these future choices through the skills and knowledge that students gain from the courses and activities they participate in during their college years. Ultimately, the time spent in college will strengthen a student's ability to think purposefully and help to address what is most important to him or herself.

Intentionality focuses on the goal-directedness and purposefulness of students. Individuals who have clearly defined goals that are meaningful to them are motivated and persistent despite obstacles that may come their way. The idea of intentionality can be understood in the context of goal setting theory, which proposes that there is a relationship between how difficult a goal is to achieve and the level of one's performance (Locke & Latham, 1990). "The main tenets of goal setting theory are that: (a) specific, difficult goals lead to higher levels of task performance than goals that are non-specific or easy; (b) goal-performance relationships are stronger when there is feedback showing progress in relation to the goal; (c) goals regulate performance more effectively when there is commitment to the goals, especially when goals are difficult; (d) commitment is highest when people believe that high performance or goal attainment is possible and important; (e) participation in setting goals is no more effective in attaining commitment than assigning people goals as long as they are given a plausible rationale for the goal; (f) high self-efficacy promotes high performance independently of goals; and (g) self-efficacy also affects the level at which individuals set their own personal goals and their degree of commitment to hard assigned goals"

(Locke, Durham, Poon, & Weldon, 1997, p. 240). Therefore, it would stand to reason that students who reflect Chickering's notion of intentionality would have goals that are more difficult and have higher self-efficacy than other students.

Vector 7: Developing Integrity--Development along this vector is closely related to establishing identity and developing purpose. The values and beliefs which were previously formulated provide the base for how an individual interprets situations and directs one's behavior. Chickering and Reisser (1993) describe movement toward integrity as involving "not only increased congruence between behavior and values, but also movement toward responsibility for self and others and the consistent ability to thoughtfully apply ethical principles" (p. 236). Development takes place in three overlapping stages. *Humanizing of values* is when the individual shifts away from absolute values and beliefs to a more liberal stance by reassessing previous assumptions (Chickering & Reisser, 1993). This is similar to Perry's model of intellectual and ethical development in which students move away from dualistic thinking to a more open view as they are exposed to different perspectives. Once an individual moves beyond an either/or to a both/and type of thinking, he/she enters the *personalizing of values* stage. This is where the individual consciously affirms one's core values and creates a personalized value system. The individual builds an internalized structure which is supported by one's values and beliefs (Chickering & Reisser, 1993). These values and beliefs may be confronted or changed by new experiences, but are accepted as part of oneself. Once an individual is clear about one's core values, he/she uses these values to guide behavior. This reflection of values in action is what Chickering and Reisser (1993) refer to as developing congruence. As a result of personalizing one's

values, an individual knows exactly how he or she should behave and does so accordingly, as behavior is now directed by one's conscience. In sum, one who has developed integrity will have a sense of consistency between one's behaviors and beliefs.

Chickering's theory provides a comprehensive picture of the concerns that college students are facing. As a result, his ideas and concepts have been used extensively in the field of student affairs. His theory has also helped frame research in the area of college student development (Evans et al., 1998). In *Education and Identity* (1993), Chickering and Reisser mention various areas or conditions of a university that can impact growth in students. What the theory and book fail to address is exactly what types of programs or changes need to take place in order to enhance students' development in college. Simply stated, they provide the what, but not necessarily the how. This study will examine a specific peer mentoring program to ascertain how well it addresses the "how."

CHAPTER 3 METHODOLOGY

This study was based on two types of data, responses to inventories and interviews. The use of the Mines-Jensen Interpersonal Relationship Inventory and the Iowa Vocational Purpose Inventory provided a quantitative picture of the development of the ACE peer mentors as a group. The interviews provided a qualitative approach to gathering information about aspects of the program that contributed to a mentor's development. The term "investigator" will be used to refer to the principal researcher and the term "participants" will be used to refer to the peer mentors who took part in this study.

Participants

The participants in this study were volunteers drawn from all 18 students who were enrolled as peer mentors in the Fall 2002 ACE Program. Eleven students participated in the inventory portion of this study while 10 of 11 participated in the interview portion. One participant was lost due to graduation. There were nine females and two males in this study and four juniors and seven seniors.

Inventories

The Mines-Jensen Interpersonal Relationship Inventory and the Iowa Vocational Purpose Inventory were used to assess development in their respective vectors (Vector 4 and the vocational aspect of Vector 6). These are two of the seven inventories contained in the Iowa Student Development Inventories (Hood, 1997), which are designed to reflect Chickering's vectors of development.

The Mines-Jensen Interpersonal Relationship Inventory (Appendix A) consists of 42 items and is composed of two scales: Tolerance (20 items) and Quality of Relationships (22 items). Statements on this inventory are answered using a four-point Likert scale (1 = strongly agree; 2 = agree; 3 = disagree; 4 = strongly disagree). As reported in The Iowa Student Development Inventories (Hood, 1997), students typically score in the 45 to 65 range for the Tolerance Scale and in the 55 to 75 range for the Quality of Relationships Scale. The Cronbach alpha reliability coefficients for the Tolerance and Quality of Relationship scales are .77 and .87, respectively (Hood, 1997, p. 51).

The Iowa Vocational Purpose Inventory (Appendix B) consists of 45 items and is composed of three subscales: Vocational Competence (15 items), Vocational Commitment (14 items), and Vocational Organization (16 items). Statements on this inventory are answered using a five-point Likert scale (1 = never true; 2 = rarely true; 3 = sometimes true; 4 = often true; 5 = always true). The Cronbach's alpha reliability coefficients are .82 for the Vocational Competence Scale, .83 for the Vocational Commitment Scale, and .84 for the Vocational Organization Scale (Hood, 1997, p. 96).

Semistructured Interviews

Merriam (2001) states that a semistructured interview format has a combination of structured and less structured questions which allows the researcher to be more flexible and adjust to varying situations. The investigator used the interviews (Appendix C) as an opportunity to gain more insight into the participants' perspectives on their development. In formulating the interview questions for this study, this investigator focused specifically on the areas of tolerance and vocational commitment.

As a result of universities being more culturally diverse every year, students need the skill of tolerance in dealing with others. Thus, the investigator decided to focus on the tolerance aspect of Vector 4 for the interview because of the fact that the participants were dealing with students from various ethnic, socioeconomic, and educational backgrounds. Vocational commitment was singled out because participants had shown a significant change in this subscale of the Iowa Vocational Purpose Inventory and the investigator wanted to learn more about this change. Interviews were tape recorded, then transcribed.

Procedure

All students (18 in all) who were peer mentors for the ACE Program during the Fall 2002 semester were given two envelopes and a consent form (Appendix D). Both envelopes contained the Mines-Jensen Interpersonal Relationship Inventory and the Iowa Vocational Purpose Inventory. Students received the envelopes which corresponded to the two testing periods; September (the beginning of the fall semester) and in mid-December (just prior to the end of the fall semester). One envelope was marked "Testing Period #1 (September)" and the other envelope was marked "Testing Period #2 (December)." Each inventory was marked with a specific number in the upper right-hand corner which was used as an unidentifiable marker for each participant. Participation was based on peer mentors' signed agreement on the consent form which they turned in with the first testing period envelope. Consent forms described the purpose of the study and the role of the participant in the study. It also stated that participants may be asked to take part in an interview in the Spring 2003 semester.

Interviews were conducted in an isolated room and participants were once again informed about the purpose of the study prior to the start of the interview. Verbal permission to tape record the session was obtained and participants were assured of their anonymity and the confidentiality of their responses. During the interview, the investigator took brief notes in terms of the participant's non-verbal cues (e.g., hand gestures or facial expressions) that would not have been known from the tape recording alone. This information assisted with gaining a clearer picture of the participants' perspectives.

Data and Data Analysis

Scoring for each inventory was based on the format provided by the Iowa Student Development Inventories manual (Hood, 1997). In the Mines-Jensen Interpersonal Relationship Inventory, the Tolerance subscale consists of 20 items with a possible score range of 20 to 80. The Quality of Relationships subscale consists of 22 items with a possible score range of 22 to 88. For the Iowa Vocational Purpose Inventory, the Vocational Competence subscale consists of 15 items with a possible score range of 15 to 75; the Vocational Commitment subscale consists of 14 items with a possible score range of 14 to 70; and the Vocational Organization subscale consists of 16 items with a possible score range of 16 to 80.

The total score for each subscale was calculated for each participant for both the September (pretest) and December (posttest) testing. Means and standard deviations were then calculated for both testing periods for the entire group of participants on each subscale. A paired *t*-test was conducted to see if any significant ($p \leq .05$) change had occurred between the pretest and posttest scores for each subscale. This provided

information on how the participants as a group changed on each subscale. All statistical calculations were done utilizing SPSS statistical software.

Audio tapes were transcribed verbatim by the investigator. Non-verbal cues were included in the transcriptions wherever notes were taken during the interview by the investigator. Refer to Appendix E for interview transcripts.

The interview transcripts were analyzed using the method of category construction (Merriam, 2001). Category construction involves the creation of categories or themes that reveal some type of pattern in the data. Creating categories involves several steps. The investigator must first look through the interview transcripts and take note of any units of data that may be relevant to the study. "A unit of data is any meaningful (or potentially meaningful) segment of data" (Merriam, 2001, p. 179). These units are then sorted into groupings that generally have a common theme. Sorting is done by comparing one unit of information with the next and observing if there is a recurring pattern taking place. Once all units of data have been placed into a group, deciding what to name the category is the next step. According to Merriam (2001), category names should: (a) reflect the purpose of the study; (b) be exhaustive; (c) be mutually exclusive; (d) be sensitizing; and (e) be conceptually congruent. She goes on to state that "the names of the categories and the scheme you use to sort the data will reflect the focus of your study" (Merriam, 2001, p. 180).

In this study, categories were constructed from the information gathered through the interviews. The investigator first separated the interviews by combining all responses to each question from all participants. Words or phrases which appeared repeatedly were then highlighted using various colors. After doing this with all

questions, the highlighted information was examined again and words and phrases which appeared similar were placed in separate groups. These groups were then named which led to the common themes.

To ensure internal validity, the investigator used the strategy of member checking in which the transcribed interviews were given back to the participants to check for accuracy. To ensure reliability of the data, the investigator enlisted the help of a colleague who was not involved with this study, but familiar with the process of category construction. She was told to create categories based on the interview transcripts. The categories she created were identical to those produced by the investigator. The information gathered from the interviews provided some insight into the ACE program's impact on the participants' development.

CHAPTER 4 RESULTS

This section reports the results of both the quantitative and qualitative aspects of this study. Specifically, quantitative analysis consisted of paired *t*-tests conducted on each subscale of the Mines-Jensen Interpersonal Relationship Inventory and the Iowa Vocational Purpose Inventory. And the semi-structured interviews were analyzed using the method of category construction.

Results of the quantitative analyses revealed there was no significant change in either the Tolerance or Quality of Relationship subscales (see Table 1). Likewise, there was no significant change in either the Vocational Competence or the Vocational Organization subscales of The Iowa Vocational Purpose Inventory (see Table 2). However, there was a significant increase in the Vocational Commitment subscale from a mean score of 49.18 on the pretest to a mean of 52.55 on the posttest.

Analysis of the 10 interviews indicated several common themes. There were three main themes identified from the interviews: (a) appreciation of the mentor experience in general; (b) the importance of understanding or openness in interactions with other people; and (c) skill improvement in areas such as communication. Although the concepts of effort and commitment were also extracted from the interviews, there was not enough information to warrant them to be included as main themes. Therefore, this investigator decided to only focus on the three main themes.

The theme of experience resonated throughout the interviews by all participants with regard to various aspects of their tenure as peer mentors. When participants were asked why they wanted to become a peer mentor, three of the ten participants said they

Table 1.

Descriptive Statistics for Mines-Jensen Interpersonal Relationship Inventory Pre- and Post-Test Subscales

Subscales	Pre-Test N = 11	Post-Test N = 11	<i>t</i>
Tolerance			-1.62
Mean	58.45	56.36	
Std. Dev.	8.59	5.61	
Quality of Relationships			-0.52
Mean	68.27	67.36	
Std. Dev.	8.47	6.99	

* $p \leq .05$

Table 2.

Descriptive Statistics for the Iowa Vocational Purpose Inventory Pre- and Post-Test Subscales

Subscales	Pre-Test N = 11	Post-Test N = 11	<i>t</i>
Vocational Competence (VC)			0.44
Mean	54.36	55.27	
Std. Dev.	13.51	10.35	
Vocational Commitment (VT)			2.56*
Mean	49.18	52.55	
Std. Dev.	13.96	12.18	
Vocational Organization (VO)			2.03
Mean	56.45	60	
Std. Dev.	14.98	13	

* $p \leq .05$

wanted to give freshmen a good experience either because they had a poor experience themselves as a freshman and wanted to create a positive experience for others or because they had a positive experience as a freshman and wanted to share that with other students. One participant said, “I wanted to give freshmen the opportunity to have a good first semester, unlike my first semester experience. It was terrible.” Other participants responded to the question by saying they became a peer mentor because they wanted to gain more experience either within their major field of study or to prepare for possible future vocational opportunities. One participant said, “I wanted to gain more experience in a leadership position and I’m thinking [about] teaching.”

The theme of experience was also made in reference to the positive experience of being a peer mentor. While several participants felt being a peer mentor was a stressful or “eye-opening” experience, most of them found the experience to be fun and challenging. One participant said, “Overall it, it was good. It was really good! It, it was interesting, it was fun, it was challenging, it was you know, all those, all those mixed together.” Even though participants described their experience using different words, they all agreed that the reason it was a positive experience was because of the students they worked with during the semester. As one participant stated, “So overall, the students made everything worthwhile.”

The importance of experience was also reflected in responses to two other questions. When participants were asked how being a peer mentor affected the development of their tolerance, the majority said their experience working with other people (freshman or other peer mentors) contributed to their growth. In the words of one participant:

Well, I guess, in as far as experience in dealing with different people.... it helped me so much, oh, not even, I don't know how to say this. Not only with tolerance, but just experience in, um, dealing with people with different personalities and situations.

When participants were asked for a specific example to demonstrate how being a peer mentor had played a role in their commitment to their vocational goals, most responses referred instead to the overall experience of being a peer mentor. As one participant commented:

Um, I think every week was a different experience which helped me learn more about the students, about myself, about if I really wanna do something like this in the future. So I wouldn't really say one specific thing because every week kinda just added to my experience.

The theme of experience also seemed to encompass a self-exploration component. A few participants mentioned how the experience allowed them to learn more about themselves and their limits. One participant said, "It's definitely a growing experience. Ah, it was all about changing with the students as they were changing and not only me as a, a person, but me as a mentor. So it was definitely interesting last semester." Another participant stated:

I, being a peer mentor I learned a lot about myself, probably more than I did about, um, facilitating students and although I learned those kinds of things, I learned more about who I am as a person and what my goals are and why it's important for me to make goals and just what the value of education is because that's what we have to convey to the students, so we need to get it first.

The second theme identified from the interviews was the importance of understanding or openness in interactions with other people. This theme emerged from the questions that dealt with tolerance. According to Chickering and Reisser (1993), tolerance refers to not being judgmental, while at the same time making an effort to understand those things that we are unfamiliar with. When participants were asked what being tolerant meant to them, words such as “accepting,” “patient,” “flexible,” and “respect” were used. One student explained in more detail, “Um, I guess keeping an open mind. Um, understanding that everybody comes from different backgrounds and experiences and, um, not placing too much, um, on people because of their differences and experiences that they may have had.” Another participant beautifully stated, “Um, just understanding where people come from. Um, not necessarily putting up with them, but just kinda understanding what people are saying and why they’re saying you know, what they’re saying.”

When participants were asked if and how they described themselves as a person who is tolerant, the same terms were reiterated; this demonstrated to the investigator the consistency of the participants’ perception and definition of tolerance. An example of a response was:

Um, no matter what situation I go through I think I try to keep an open mind.

Um, cause I like to gain new perspectives. . . . um, it’s always interesting to hear a new side of how to view things and so I think for the most part I am.

When participants were then asked if they felt that their tolerance level had changed since becoming a peer mentor, six of the ten said their level had increased by being more understanding, open, or flexible. As one participant stated, “I think it has. I think

I'm, I'm more flexible and I can stand more and it helped me with my internship this semester because I work with different populations." The other four participants felt that due to various previous experiences, they were already tolerant before becoming a peer mentor and thus experienced no increase in tolerance. One participant even mentioned that their level of tolerance was already developed as the result of having grown up with five siblings.

With respect to increasing tolerance, Chickering and Reisser (1993) say that it "begins with identifying one's own biases and proceeds with a growing understanding of how stereotypes are created and perpetuated" (p. 153). There was clear change in the stereotype of freshmen for two participants who explicitly mentioned in the interview that they did have a negative view of freshmen in the beginning of the semester, but that they were able to set it aside to get to know the students for who they were. One participant said:

I've learned that, you know, you can't always just go with the stereotype. You know, you have to kinda drop the stereotype and kinda just interact with the people as who they are and put aside the stereotype. . . . you have to give them a chance.

The other participant mentioned that he did not know what to expect from freshmen and said:

I thought they were ignorant. . . . the stereotypical kind of things that freshmen are like. Ah, but after teaching them you know, they're very knowledgeable, they're smart you know, they're eager to learn you know, they're very listening, um, oriented.

He went on to say, "Um, so I guess maybe in terms of freshmen I'm more tolerant and more understanding of where they're coming from. Um, and some, some of the things they're trying to accomplish."

Chickering and Reisser (1993) also believed that a tolerant person is one who expresses empathy towards others. They stated, "empathy means going beyond the motions of helping as an obligation. . . . it means acquiring the staying power to continue caring even when there is no quick fix. . ." (Chickering & Reisser, 1993, p. 159). This was clearly demonstrated by two participants when they were asked to provide a specific example that could demonstrate how being a peer mentor played a role in their development of tolerance. One participant said that she had a student in her class who she labeled as "slacker" because he was not doing the required work. Despite this, she tried to get to know him better and where he was coming from and they eventually became friends. The other participant had a similar case in which he claimed that one of his students did not always come to class and did not really put any effort into doing things. Instead of letting the situation continue, he decided to take it upon himself to talk with the student. He said, "I tried to understand what, why he wasn't coming to class you know, what could we do to solve the problem you know, give some alternate solutions." Even though the participant said that the problem continued until the end of the semester, he still made the effort to empathize with his student.

Skill improvement was the third common theme among the participants. Most specifically, skills related to teaching, time management, organization, and communication were mentioned in response to the interview questions developed to study why there was a significant change on the Vocational Commitment subscale

score. Although skills were linked to the theme of experience on several occasions, there were numerous times in which they were referred to in their own right, thus warranting their own theme. When asked how being a peer mentor played a role in their vocational commitment, one participant responded, "I think it has because it's given me, um, a chance to you know, teach. . . . it's really helped me, um, improve my communication skills and you know, being able to get along with people."

Skills in these areas were reiterated when participants were asked to provide specific examples of how being a peer mentor had played a role in their vocational goals. Although no specific examples were given, the majority of participants felt the overall experience would help them in the future. One participant simply said, "Time management really went into effect last semester." Another participant added, "Um, and it's really you know, gave me a sense of time management. You know, I teach them time management, but I need to practice it myself, um in order to be successful as, at this peer mentor job." This participant went on to say, "Um, so it really got my organizational skills in gear. . . . so hopefully it will carry me through into you know, either a job or whatever, so it will definitely, it definitely helped me out."

Practically all participants felt that being a peer mentor played a role in their vocational development and that the skills they learned would carry on to whatever they decide to do in the future. This was evident when a participant stated, "You know, having to organize and to teach a group of you know, freshmen, that's gonna help no matter what your goal is you know. Everybody needs to be organized."

Chickering and Reisser (1993) mentioned in Vector 6 that developing purpose "entails an increasing ability to be intentional, to assess interests and options, to clarify

goals, to make plans, and to persist despite obstacles” (p. 50). This definition can be linked back to the theme of skills. Participants in this study illustrated qualities of this vector when discussing their commitment to their vocation. When participants were asked how committed they were to achieving their vocational goals at this time, almost all responded that they were very committed. Most of them felt they were taking the necessary steps to achieve their goals by doing internships, applying to research positions, and volunteering. These steps seem to fit in line with being intentional and making plans.

Questions on the Vocational Competence subscale in the Iowa Vocational Purpose Inventory deal with the concept of skills, yet the *t*-test showed no significant gain. *But instead, the results of the interview showed that participants equated vocational commitment with skills they had learned as a peer mentor. Therefore, the concept of vocational commitment was in some way intertwined with vocational competence.*

CHAPTER 5 DISCUSSION

Though these results may not be surprising, they raise questions concerning how they might best be explained and how we might use them. This chapter deals with these questions and provides some suggestions for pedagogical practice and future research.

The results of the paired *t*-tests showed no significant change in scores on any of the subscales except for Vocational Commitment. In fact, the Mines-Jensen Interpersonal Relationship Inventory showed a slight (non-significant) decrease in the tolerance score during the post-testing. Yet, when participants were asked if tolerance was enhanced as a result of being a peer mentor, almost all responded that it had. How can these conflicting results be explained?

There are many plausible explanations why participants did not show an increase in their tolerance score. One possibility could be these participants were already tolerant to begin with. This study examined individuals who could be labeled as a select group as a result of self-selecting to become peer mentors. In addition, these participants were Hawaii residents who, because of the state's diverse population, may have been exposed to a wide range of people for some time. Thus, it is quite possible that these participants had already passed through Chickering's Vector 4 before signing up to become peer mentors. Another explanation could be that participants may have interpreted the questions differently than intended, since the creation of the inventory was based on a population different than these participants. Another explanation could be that participants may have answered questions on the inventories without specifically linking them to their peer mentor experience or to anything related to the ACE program

whatsoever. In other words, their tolerance score could have actually gone down, but not as a result of being a peer mentor. Some other factor outside of the ACE program may have contributed to the decrease in score. Possibly something may have happened during that semester that could have caused the participants to answer more negatively than before. Maybe an incident took place just prior to answering the inventories during the post-testing period or maybe the participants were just not feeling up to par during that time. Another explanation could be that peer mentors actually did become more tolerant, but overestimated this quality at the beginning of the semester. During the pretest, students may have answered the inventory based on the type of person they would like to be. Then during the post-test, they gave a more realistic appraisal of who they were as a result of going through the experience. The peer mentors' idea of a tolerant person followed by a realistic assessment of who they really were, could explain the decrease in tolerance score.

Since the inventories alone could not show what sort of changes took place for the participants as peer mentors, interviews were carried out to narrow down the specific effects the ACE program had on participants with regards to tolerance and vocational commitment. The results of the interview analysis indicated three common themes: (a) appreciation of the mentor experience in general; (b) the importance of understanding or openness in interactions with other people; and (c) skill improvement in areas such as communication.

The results showed that *experience was the theme that emerged most often in the interviews*. Experience was referred to many times, in many ways, for various questions throughout the interviews. It came up most often when participants were

asked why they chose to become an ACE peer mentor and to describe what it was like to be a peer mentor? The first question got basically two types of responses. The first was to give freshman an opportunity to have a successful first semester of college and the second was to gain more practical experience. Even the few participants who said the experience was stressful or challenging still found being a peer mentor to be “fun.”

From the results, it is safe to say the experience of being a peer mentor provided many rewards for the participants. The peer mentors clearly reported having a very positive experience despite their motives for doing it. The intrinsic reward of helping others by itself could provide motivation for students to participate in a peer mentor program. But also being aware that they could gain various skills from the experience that will help them in the future made the program more desirable.

Being understanding or open to others was a theme that provided a lot of data. The experience allowed most peer mentors to enhance their tolerance level by identifying their biases and being more empathetic towards others. On the other hand, several participants said in the interview that their level of tolerance did not increase because of previous experiences. Although being a peer mentor may not change their level of tolerance, these students could be used to help other peer mentors in the program to increase their levels of tolerance. In return, these students could benefit from the process by gaining communication and interpersonal skills.

Two participants mentioned that the negative stereotypes they had of freshmen in the beginning of the semester changed to a more understanding view of them as a result of being a peer mentor. Peer mentors had to deal with their students on a weekly basis. By leading them through activities and class discussions, peer mentors were able

to get to know their students as individuals and be accepting of their differences. This investigator believes that peer mentors can change much more than just their stereotypes of freshmen. Stereotypes regarding race, socioeconomic status, and gender may also be changed in a positive direction. By interacting with other students, peer mentors, and faculty members, individuals are given an opportunity to identify their biases and drop the stereotypes they once had.

Being empathetic can be a difficult process, especially towards peers who are relative strangers. Despite the difficulty, two peer mentors did display this quality during the semester. This investigator believes that by being responsible for a group of students, it is hard not to look after them and show some degree of understanding and compassion. This is good news for program coordinators because it provides some evidence that the peer mentor experience can be used as a tool to develop one's empathy towards others.

Skill is an ambiguous term that may mean different things to different people. Although peer mentors mentioned various specific skills which could be examined individually, this investigator found them to overlap with one another and thus, placed them under one theme. Peer mentors talked about skills as tangible entities they possessed as the result of their experience. The Iowa Vocational Purpose Inventory was designed to measure only the vocational aspect of Vector 6. The interviews revealed that skills were an important aspect of vocational commitment for the participants. But this investigator believes that vocational competence and vocational organization overlap with the participants' responses. Participants mentioned various skills such as time management or communication which could actually be seen as the

competence aspect of the inventory. Instead, these skills were mentioned when participants were asked about their commitment to their vocation. On the other hand, these responses could also be seen as the organization aspect by allowing participants to paint a better picture of their career choice in addition to recognizing the things they need to do well in for their chosen vocation. Therefore, it seems that this vector can be operationalized by all three subscales.

Assessing interests and clarifying goals are also important in developing purpose. By being peer mentors, participants were given an opportunity to gain skills and be exposed to an environment that would help them in the future. A couple of participants thought about teaching as a profession so they gave being a peer mentor a try to find out if that is what they wanted to do. Several other participants were majoring in Communications, so being a peer mentor was a way for them to broaden their experience in that field and possibly learn new skills from which they could benefit. If students see peer mentoring as an opportunity to try out possible careers, then certain provisions should be made. For example, requiring a lesson plan to be developed and carried out can give prospective teachers a sense of what that experience is like. Even having Communication majors present classroom material to their students through the use of multimedia or other techniques they have learned from their discipline can help peer mentors enhance their skills.

The most surprising thing to this investigator was the ease with which the themes were created. After the initial highlighting of key words and phrases, and initial construction of categories, this investigator found no reason to rearrange the themes or re-label them when going through the information a second time. An additional

surprise came when the colleague was given the interviews to analyze and came up with the same themes. This could probably be accounted for by the fact that participants had very similar experiences and tended to view the questions through the same lens.

Pedagogical Practice

It appears that the participants in this study benefited from their experience as peer mentors in the ACE program. But how can other higher education institutions translate these results into practice? This section offers ideas for types of peer mentoring programs that could be implemented and suggestions regarding program development.

In a study conducted by the U.S. Department of Education's Office of Planning, Budget & Evaluation (1991), it was reported that only 35 percent of the mentoring programs involving college students stated that their primary goal was to provide practical experience for the mentors. This shows that most programs do not necessarily have the mentors' best interest in mind. Although programs are usually created for the purpose of serving a particular population, how mentors will benefit from the experience should also be taken into consideration. With this said, it is recommended that peer mentoring programs be made readily available on all college campuses with one of its main objectives being to provide practical experience for mentors.

Some students are fortunate to be in a major that affords them an opportunity to participate in co-curricular experiences such as internships and volunteer projects. Other students have to seek out opportunities on their own that may not be readily available on their campus. Implementing a peer mentoring program can come in various forms. This study mentioned the use of a learning community which utilizes

peer mentors to facilitate a group of freshmen through their first semester of college. Besides this type of program, majors such as Psychology or Journalism could take it upon themselves to recruit junior or seniors in that major and have them become peer mentors to freshmen interested in that major. This will give mentees an opportunity to learn more about their major while also giving mentors a chance to gain various skills and possibly even enhance their own awareness of subject matter in their major. Other students who are undecided when coming to school are not left out. Having a program like ACE, which mostly serves those who are “exploring,” can assist this population. As this study had shown, peer mentors, regardless of their major, can gain from the experience of helping undecided freshmen.

A commuter campus is one in which most of the student population are commuters who come to school and then leave. Trying to get students who commute to participate in a peer mentor program may be difficult because of the extra time they may need to spend on campus. The previous suggestion is a great option for commuter campuses because the peer mentor component could be worked into a student’s major curriculum. For institutions where the majority of students live on campus, perhaps having peer mentoring programs in the residence halls would be a welcome addition. Dorm life is a new experience for most students, so having a peer they can go to for support can help make their transition to college easier. Peer mentoring programs do not always have to have an academic component built into their structure. A residence hall program could just provide an atmosphere where students could voice concerns or “talk story” with one another, but also provide an opportunity for the peer mentor to develop in the areas of tolerance or communication. The idea of having mentoring

programs in residence halls could be handled in two ways. One way is to place the existing residence hall advisers in a peer mentor training workshop in which they can gain the necessary skills to deal with students on a mentoring level. The other suggestions would be to recruit upper-class students (juniors or seniors) who live in the dorms to become peer mentors to students in the same dorm. Either suggestion could provide mentors with an opportunity to gain practical experience.

Peer mentoring programs do not have to be restricted to four-year institutions. Community colleges could also benefit from such programs. Students at these institutions should not be shut out from opportunities that their peers at four-year colleges have. The major-oriented type program mentioned above could also be used at the community college level. Even students who are just going to school to further their education could benefit from having a peer mentor to ask for help.

The discussion now turns to the topic of *program planning*. Key components of a *successful mentoring program* include having both training sessions and regularly scheduled meetings that provide ongoing training for the peer mentors so they can be assured of a rewarding experience. Initial training sessions provide an opportunity for peer mentors to learn more about the mission of the program and to become acquainted with what will be required of them during their tenure. Regular, ongoing, training such as that provided in a separate class, allows mentors to meet other mentors and to go through team building activities with them to gain rapport with each other. Additional activities should include introducing facilitation skills through the use of role playing various situations which mentors will encounter with their students. This regular meeting time also provides opportunities for coordinators to be able to monitor the peer

mentors and have group discussions with them while other mentors can share their experiences with one another. Peer mentors can provide feedback to each other and discuss what is and is not working. Other activities can include group work, presentations, and allowing time to further develop skills that were learned earlier in the peer mentor program. The ideas and concepts learned during these meetings or class sessions will eventually be applied when working with their own students, providing peer mentors with the practical experience they need to develop as individuals.

Another recommendation is having regularly scheduled conferences between program coordinators and peer mentors individually. This will give coordinators a better sense of how a peer mentor is developing and in what areas they are struggling. Together they can find ways to maintain or improve the peer mentor experience.

Though not directly addressed in the present study, another important aspect of a peer mentoring program is careful selection of the students who will become peer mentors. Several things need to be considered when recruiting peer mentors. More often than not, students who sign up to participate in these types of programs come from various disciplines and tend to be highly motivated students who are already well versed in interpersonal or communicational skills. While they may appear to be great candidates for the peers they will be serving, their gains may be minimal at best. This investigator is not suggesting that students who are in good academic standing not be selected. Rather, the suggestion is to also include in the mix of peer mentors, students who have the greatest potential for growth. This will give these students an opportunity to have an experience that can allow them to develop in areas that may need developing. One way to find out a student's growth potential is to ask about previous experiences

they may have had, what personal skills and attributes they would like to enhance, and how being a peer mentor might assist with these changes. This will give program coordinators an idea of what activities to implement and possibly cater to each individual student's needs in terms of enhancing their personal development. Simply having a class that teaches various skills and ideas is not enough for a student to enhance their development. Having a real experience to practice and hone these skills is what will help them grow as individuals.

The benefits gained through a peer mentoring program are not just limited to building tolerance or enhancing one's communication skills. For example, one study described a peer mentoring system in a minority engineering program which led to gains in problem solving skills, an increase in motivation, and an increase in self-awareness and personal understanding (Good et al., 1998). Schulz (1995) goes on to mention that mentors can benefit from their status as mentors by having recognition and increasing contacts with other professionals while also experiencing the intrinsic value of helping others. These outcomes are partly a function of how peer mentor programs are structured. Programs structured to assist freshmen with their transition to college, like ACE, can provide peer mentors an opportunity to build tolerance because of the diverse population of students they come in contact with. Other programs that are designed to help students in the dorms, can allow peer mentors or residence hall advisors to enhance their critical thinking or communication skills. Outcomes are also affected by the target audience of the program. Programs which recruit students in a particular major may see these students develop the skills that are deemed important to their discipline as a result of their peer mentor experience. In addition, these mentors

may have to deal with faculty in their major which can lead to professional contacts. In the end, the benefits gained from being a peer mentor regardless of the function of the program, are applicable to all aspects of life regardless of major or future occupational goals.

Implications for Future Research

Assessment is always a key issue when coordinators want to know if a program is working. Peer mentoring programs are no exception. Most programs have in place assessment tools that measure the success of the program through the mentees, without examining the outcomes for the peer mentors. The following are recommendations for assessment and future research.

From the review of literature, it appeared that the success of a mentoring program was measured in terms of the mentees' development and not what the mentors gained from the experience. One recommendation is that various assessment techniques need to be more systematically used with mentoring programs in order to better articulate the possible benefits gained by the peer mentors. Mines (1985) suggests assessment of student development should examine microdevelopmental changes, which are changes that occur in shorter periods of time. Perhaps the progress of peer mentors could be tracked by having them keep portfolios which would document all experiences they had during the semester. Such experiences might include journals, presentations, group work, and class sharing. These portfolios can also be used to provide documentation to the peer mentors showing proof of their personal growth and achievements during the semester.

Peer mentors should also be given an evaluation to fill out at the end of their tenure. Questions on this evaluation should cover areas regarding students' experiences as mentors, what they gained, what more they would have liked to gain, and suggestions or improvements they would like to see happen with the program in terms of enhancing peer mentor development.

Conducting terminal interviews with peer mentors after their experience has concluded could prove to be a better assessment tool than written inventories. Interviews not only can examine microdevelopmental changes, but also can produce richer data that may be helpful to program coordinators. Interview questions should be open-ended with topics similar to those asked in the evaluation. Conducting interviews will allow program coordinators to refine, adjust, or keep the activities which were carried out during the training and class sessions. Interviews can also provide coordinators a better sense of what areas of the program seem to be the most beneficial to the peer mentors and how they can possibly build upon them.

The previous suggestion mentioned the use of assessment tools to measure microdevelopmental changes. Often times the result one gets show little or no developmental change and may be discouraging for program coordinators. The problem may simply lie in the fact that significant change in an individual is often slow, meaning that such developmental change may not occur immediately and that a major portion may take place after the actual assessment period. Every student is different, thus, personal development takes place at different times and in different ways. Therefore, evaluation of peer mentoring programs should not only examine the possible

short-term effects on the peer mentors, but also long term ones which are often times a better indicator of development in students.

A peer mentor may describe in an evaluation or interview that the mentoring experience did not enhance their personal development. The fact is, this student may have learned tolerance or various skills during their peer-mentorship, but this was not noticeable to them because they were not challenged in a way that allowed them to develop. In the literature review, this investigator mentioned that psychosocial theories set forth the notion that individual development is due to the individual completing a series of developmental tasks (Pascarella & Terenzini, 1991). If this is true, then the apparent lack of change in an evaluation or interview may have been due to a lack of real obstacles faced by a student. Another recommendation for assessment, then, is to interview peer mentors maybe one to two years after their experience. During this time, they may have possibly gone through developmental tasks such as dealing with another student in class or becoming a chairperson for a project, which required them to call upon those skills they learned as a peer mentor. Using the interviews as documentation could provide valuable feedback for program planning. Coordinators could use the information to design programs that would present students with developmental tasks during the time they are peer mentors. This may allow students to see the value of their peer mentor experience. Whatever assessment technique is used, it will help provide the best experience possible for future generations of peer mentors.

It is important that subsequent research try to find ways that address issues of development in terms of academic, cognitive, and social growth. While this study only examined Chickering's Developing Mature Interpersonal Relationships and Developing

Purpose vectors, future research should also look at vectors such as Establishing Identity or Developing Integrity. Utilizing various techniques to measure development, whether from either the cognitive-structural or psychosocial perspective, may prove to be useful in researching peer mentor growth. This study will hopefully sprout more research in the area of peer mentor development and contribute to the underdeveloped literature that exists today.

APPENDIX A

Mines-Jensen Interpersonal Relationship Inventory

Instructions: The following are a series of statements about social and interpersonal behavior and attitudes of college students. The best answer to each statement is your personal opinion. There are no right or wrong answers. We have tried to cover many different and opposing points of view; you may find yourself strongly agreeing with some of the statements and strongly disagreeing with others. Whether you agree or disagree with any statement you can be sure that many other people feel the same as you do.

If you have not experienced a situation described by a statement answer on the basis of any similar circumstances or experiences you have had or how you imagine you would answer if the situation would come up. For example, if the statement is about "roommates" and you live at home or are married, answer in relation to the people you do live with.

Mark each statement in the space provided according to how much you agree or disagree with it. Please mark every one.

Mines-Jensen Interpersonal Relationship Inventory Form RAM-2

1 = Strongly Agree 2 = Agree 3 = Disagree 4 = Strongly Disagree

- _____ 1. I accept my friends as they are.
- _____ 2. I would feel uncomfortable criticizing, to their face, someone I had dated a long time.
- _____ 3. In my classes, I have met two kinds of people: those who are for the truth and those who are against the truth.
- _____ 4. The instructors here do not treat the students like they are adults.
- _____ 5. As I have talked with faculty and adults about their different philosophies, there is probably only one which is correct.
- _____ 6. I relate to most students as an equal.

- _____ 7. It would not matter to me if someone I was going to marry had sexual relations with another person before I met them.
- _____ 8. I can enjoy myself without needing to have someone with me.
- _____ 9. When I talk to my friends about my religious beliefs, I am very careful not to compromise with those who believe differently than I do.
- _____ 10. I have to go out on a day every weekend.
- _____ 11. My roommate has some habits that bother and annoy me very much.
- _____ 12. I get nervous when an instructor criticizes my work.
- _____ 13. Most adults need to change their values and attitudes.
- _____ 14. Sometimes I feel I have to make unnecessary apologies for my appearance or conduct to the person(s) I live with.
- _____ 15. Students who live together before they are married definitely should be made to realize what they are doing is wrong.
- _____ 16. I can tell my friends just about anything that is on my mind and know they will accept me.
- _____ 17. I would discontinue my friendship with a person(s) I am close to if I found out my friend(s) was homosexual or bisexual.
- _____ 18. My social life is satisfying to me.
- _____ 19. One of the problems with my fellow students is they were not dealt with firmly when they were younger.
- _____ 20. I relate with my parents on an adult-to-adult basis.
- _____ 21. I do not disapprove of faculty or other adults getting drunk or high at parties.
- _____ 22. My relationship with my roommate(s) is stagnating my own growth and potential.
- _____ 23. I would not discontinue a love relationship if my partner did something I disapproved of.

- _____ 24. I feel comfortable about telling a friend of the same sex “I love you,” without worrying they might get the wrong idea.
- _____ 25. Most instructors teach as if there is just one right way to obtain a solution to a problem.
- _____ 26. My relationships with members of the opposite sex have allowed me to explore some behaviors that I had not felt comfortable with before.
- _____ 27. I personally find it sickening to be around my friends when they do not act in a mature manner.
- _____ 28. My parents do not try to run my life.
- _____ 29. Freedom of speech can be carried too far in terms of the ideal because some students and their organizations should have their freedom of speech restricted.
- _____ 30. My friends view me as an independent, outgoing person in my relationship with them.
- _____ 31. I’m glad to see most of my friends are not dressing like “bums” anymore.
- _____ 32. I always hold back when I am at a party which consists of a diverse group of people.
- _____ 33. I do not get irritated when parents cannot accept their children’s friends or values.
- _____ 34. I encourage friends to drop in informally.
- _____ 35. I only date people who are of the same religious background as me.
- _____ 36. My roommate(s) and I feel free to come and go as we please.
- _____ 37. I think the person I’m dating or “going with” should have friends outside of “our crowd.”
- _____ 38. I have gotten to know some instructors as people – not just as faculty members.
- _____ 39. I think students that get “high” and are caught should be treated like the lawbreakers they are.

- _____ 40. I worry about not dating enough.
- _____ 41. I can just be with my friends without having to be doing anything in particular.
- _____ 42. I do not view myself as an independent, outgoing person with my friends.

Please fill out the following information:

Gender _____

Age _____

Class Standing _____

Major _____

APPENDIX B

The Iowa Vocational Purpose Inventory

Instructions: The statements on the following pages describe how people sometimes feel. You are to read each statement and ask yourself the question,

“How true is this statement about me?”

Then indicate your answer on the answer sheet using the following scale.

1	2	3	4	5
Never True	Rarely True	Sometimes True	Often True	Always True

There is no correct way of responding. Your first impressions are usually the best. Be sure to answer every question item and if no answer accurately describes you, select the answer that comes closest.

The Iowa Vocational Purpose Inventory

1	2	3	4	5
Never True	Rarely True	Sometimes True	Often True	Always True

- _____ 1. I can deal with abstract ideas.
- _____ 2. I am prepared to work towards my current vocational goals.
- _____ 3. I have identified ways to satisfy my emotional needs.
- _____ 4. I question my abilities.
- _____ 5. My career commitment helps me to make decisions.
- _____ 6. My vocational goals are not stable.
- _____ 7. I am aware of my skills, values, and career goals.
- _____ 8. I have not formulated a vocational identity.

- _____ 9. I am always considering a new career direction.
- _____ 10. I do not know how my vocational skills, values and goals are related.
- _____ 11. I question the value of my career goals.
- _____ 12. I have identified the type of working conditions that are most appropriate for me.
- _____ 13. I am confident of my abilities to solve problems.
- _____ 14. My current vocational plans will meet more of my needs than any other.
- _____ 15. I have no special interest in the courses I'm taking now.
- _____ 16. I have the necessary interpersonal abilities to succeed in reaching my goals.
- _____ 17. I have a talent in the area of my vocational choice.
- _____ 18. I understand why I have my current occupational interests.
- _____ 19. I don't have an accurate perception of where my abilities really are.
- _____ 20. I have a good concept of what I want to become vocationally.
- _____ 21. I am just drifting along in life.
- _____ 22. I cannot influence others to complete necessary tasks.
- _____ 23. I am aware of what emotional needs my vocational goals will satisfy.
- _____ 24. My first choice and second choice of future employment are in a similar area or field.
- _____ 25. I do not consider myself to be a success.
- _____ 26. I can name at least two beginning-level work positions which will enable me to reach my 5 year vocational goals.
- _____ 27. I understand why I have my current vocational goals.
- _____ 28. I am not aware of my vocational weaknesses.
- _____ 29. I do not know what I'd like to do with the rest of my life.

- _____ 30. My life is directed towards my major goals.
- _____ 31. My emotions hinder my ability to make vocational choices.
- _____ 32. I feel confident I have chosen the best field for me.
- _____ 33. I have read an article or a book related to some aspect of my career in the last month.
- _____ 34. My emotions interfere with my completion of work tasks.
- _____ 35. I have not identified my long range vocational goals. (20 years)
- _____ 36. I wish I could select another career field.
- _____ 37. I wish people would help me make decisions.
- _____ 38. I identify with people working in my career goal.
- _____ 39. When completing assignments my own satisfaction is more important than the grade.
- _____ 40. I meet all basic requirements in my courses.
- _____ 41. I know my short term vocational goals.
- _____ 42. I am more committed to one vocational path than I have ever been.
- _____ 43. I exceed all basic requirements in my courses.
- _____ 44. I have a plan for achieving my short range vocational goals. (5 years)
- _____ 45. I am more likely to take a course if it will further my vocational plans.

Please fill out the following information:

Gender _____

Age _____

Class Standing _____

Major _____

APPENDIX C

Interview Questions

1. Why did you want to become an ACE peer mentor?
2. How would you describe your overall experience as a peer mentor?
3. What does it mean to be tolerant of others?
4. Would you describe yourself as a person who is tolerant of others? Why? Why not?
5. Would you say that your level of tolerance has changed since being a peer mentor? How? Why not?
6. Would you say that being a peer mentor has played a role in your development of tolerance? How? Why not?
7. Is there a specific example you can offer from last semester that can demonstrate how being a peer mentor has played a role in your development of tolerance?
8. What does it mean to have vocational commitment?
9. What were your vocational goals before entering college?
10. Have/has they/it changed? If so, how? If not, why not?
11. How did you come upon this choice of vocation?
12. How committed are you to achieving your vocational goal(s) at this time? Why? Why not?
13. Do you feel you are taking the necessary steps to achieve your vocational goal(s)? How?

14. Would you say that being a peer mentor has played a role in your commitment to your vocational goal(s)? How? Why not?
15. Is there a specific example you can offer from last semester that can demonstrate how being a peer mentor has played a role in your commitment to your vocational goal(s)?
16. If given the opportunity to be an ACE peer mentor again, would you do it?
17. Do you think that by being a peer mentor again, you can still develop in the areas of tolerance and vocational commitment?
18. Do you have any suggestions/ideas for improving the ACE program in terms of enhancing peer mentor development?
19. Do you have any final comments that you would like to share at this time?

APPENDIX D

Agreement to Participate in

Peer Mentor Development in the Access to College Excellence Program

Garett Inoue
University of Hawai'i at Manoa
Educational Psychology Program, College of Education
Wist Hall 214
1776 University Avenue
Honolulu, HI 96822
Phone: (808) 956-7775

This study will examine the Access to College Excellence (ACE) Program from the perspective of the peer mentors who participate in the program. The purpose of this study is to learn if participation in the ACE Program allows peer mentors to enhance their development with respect to mature interpersonal relationships and vocational purpose.

You will be asked to complete two developmental inventories, once during the beginning of the Fall 2002 semester, and again, at the end of the same semester. One inventory assesses development in regards to interpersonal relationships and the other inventory assesses development in regards to vocational purpose. Your anonymity will be assured because no personally identifiable information will be collected.

You may also be asked to participate in an interview in the Spring 2003 semester. This interview will be conducted to gain a deeper understanding of your development. Interviews will last for no more than one hour (approximately 45 minutes). The interview will consist of 15 to 20 questions dealing with your development during the Fall 2002 semester. Questions asked in the interview will focus on your development of interpersonal relationships and vocational purpose. Questions will also examine if participation in the ACE Program has contributed to your development.

Since this study is for research purposes, the individual interviews will be audio taped. The audio tapes will then be transcribed for purpose of data analysis. The researcher will be the only person who will hear and transcribe the audio tapes. Also, during the interviews, the researcher will be taking notes. Your name will not be noted during the interview and in the audio tape transcriptions. You will be identified by an anonymous numbering system (i.e. you may be identified as peer mentor 1). After the transcription process, audio tapes will be destroyed (audio ribbon will be cut into pieces and disposed of). If you wish to know the outcome of this study, a copy of the study results can be sent to you at your request.

The researcher would like to stress that your identity will be kept confidential. Also, if you feel uncomfortable or want to discontinue participation in this study, you are free to withdraw from the study at any time.

I certify that I have read and that I understand the foregoing, that I have been given satisfactory answers to my inquiries concerning project procedures and other matters and that I have been advised that I am free to withdraw my consent and to discontinue participation in the project or activity at any time without prejudice.

I herewith give my consent to participate in this project with the understanding that such consent does not waive any of my legal rights, nor does it release the principal Investigator or the institution or any employee or agent thereof from liability for negligence.

Signature of individual participant

Date

(If you cannot obtain satisfactory answers to your questions or have comments or complaints about your treatment in this study, contact: Committee on Human Studies, University of Hawai'i, 2540 Maile Way, Honolulu, Hawai'i 96822. Phone: (808) 956-5007.)

cc: signed copy to participant

APPENDIX E

Interview One

RE: Researcher P1: Participant 1

RE: First of all, thank you for participating in this interview. Um, what I'm going to do today is ask a series of questions dealing with your experience as a peer mentor, ah, with the ACE program last semester. Feel free to take as much time as you need in responding and in addition, if you have any questions during the interview, feel free to ask.

P1: Okay.

RE: Um, why did you wanna become an ACE peer mentor?

P1: Well, ah, first of all I wanted to become an ACE peer mentor because when I was a freshman, um, I was in a learning community, ah, called Freshman Seminars and it was, it wasn't very helpful (snicker) you know, because my, my um, the help that I got was from the teachers themselves and you know, they were, I, I don't wanna say old, but they were so much more older (emphasis) than I am you know, so I couldn't, I couldn't relate with them, so there was a lot of things that I you know, I didn't do so well my freshman year and I just thought that as an ACE peer mentor because I'm so close in age with them, I thought it would be like, extra, be extra nice if I could just share that with them. Don't do this you know, and be successful and stuff like that.

RE: Okay. How would you describe your overall experience being a peer mentor?

P1: Um, it was eye opening because, um, I, I you know, going into the class itself I thought I was going to be like an excellent teacher and when the students didn't respond it was like, "oh man I suck" (laugh) you know, like I, I wish, I wish I really had more, um, experience in it, but overall it was more an eye opening experience for me.

RE: Okay. Now as you may recall, you filled out two inventories. Um, one dealing with interpersonal relationships and the other, ah, with vocational purpose, so the next group of questions I have deals with those areas.

P1: Okay.

RE: Um, what does it mean to be tolerant of others?

- P1: I think, to be tolerant of others is, um, accepting you know, them for their differences, in, I don't think it means to judge them and just you know, be ah, you know, a certain person if, you know, you don't like them, you just kind of back away from them, not like, talk to them. I think being tolerant is, okay, there's stuff I don't like about them, but you know, I'm gonna, um, try to make friends with them.
- RE: Would you describe yourself as tolerant?
- P1: Yes, I would describe myself as tolerant.
- RE: Why?
- P1: Um, because, there are, I mean I try to get along with everybody and anybody. You know, even strangers on the street. Um, if there's something about them that you know, I, I personally don't like, I try to, ah, hide it because it's really not their problem, it's mine. Because there's something about them I don't like, personally, and I try to work on that, so I think I'm pretty tolerant of people.
- RE: Okay. Now would you say that your level of tolerance has changed since being a peer mentor?
- P1: Yes, definitely (laugh). Um, there are a couple of students in my class that, I you know, normally I probably wouldn't get along with, but you know, the, I think the trick is, is to kinda get to know them better and find some way to relate with them and I think um, that just overcomes that barrier.
- RE: Okay. Um, so would you say that being a peer mentor, um, played a role in your development of tolerance?
- P1: I think it's played a significant role because, um, I, I think I would've been you know, a little tolerant you know, gradually, but because of this it was kind of like a catalyst where it just kind of zooms me into, you know what, you need to be tolerant. If you wanna be like an educator, you're gonna need to work with a lot of different people, a lot of different personalities, and um, my exposure as a peer mentor I think it really helped me.
- RE: Okay. Um, and you touched upon, you talked about several students that you had, that caused you to be a little bit more tolerant. Um, is there a specific example that you can offer from last semester that you feel demonstrates how being a peer mentor played a role in developing your tolerance?
- P1: Um, sure ah. There is a student in my class and he was a, you know, quote unquote (using fingers to motion quotations) the slacker, you know, and um, I

remember when I was just like him and, and I, I just like, I didn't despise, but I like kind of had feelings against him because I was like, "dude, don't be like that", you know. "You don't wanna start off your year on a bad foot." And me and him just got to talking like every, you know, after the class and you know, I started to get to know him and where he, his background is from and I just like you know, I just became his friend after that, you know, it was like, "you know what, I'm not gonna stand up here and be like a you know, mother to you, you know, if you wanna do your work, don't, you know, do your work, if you don't, don't." And um, ah, I think to this day he still like, you know, ah, emails me and talks to me cause, um, we've overcome that barrier and I've become more tolerant to people like that (snicker).

RE: Okay. Um, okay, great. Um, turning to the vocational side, what do you think it means to have vocational commitment?

P1: Okay. Um, what do I think it means? Okay. I don't know (laugh). I, I think it means to have a vocation, a commitment in general. I think it means to be um, to be timely, to be honest, ah, ah, to do your work to the best of your abilities or maybe even surpass your abilities. I don't know.

RE: Okay, no, that's fine. That's fine (laugh). There's no, there's no real definition for it, so in terms of what you think it is.

P1: Okay.

RE: Um, just to get a background, what were your vocational goals before entering college?

P1: Before entering college. Um, I wanted to be an astronomer.

RE: Okay.

P1: And then I wanted to, ah, work for NASA.

RE: Okay. Um, has it changed since being in college?

P1: Yes, significantly (laugh). Um, after I took my physics classes, I realized that wasn't my strong point and then I you know, I took a lot of biological classes and um, I realized I really excel in biology, so you know, I think that's my turning point.

RE: Okay.

P1: Yeah.

RE: Um, so do you have a vocation idea right now, what you wanna do?

P1: Yeah. I, I definitely have a vocation in mind. I wanna, you know, become a physician. Um, I wanna be both a medical educator and a neonatologist.

RE: Okay. Um, how did you come upon this choice of vocation?

P1: Um, I, I did a couple of volunteering, um, especially at Kapiolani and I really enjoyed working with the children. Um, particularly when I was working with babies. I liked that the best. So I figured that the you know, neonatology encompasses just babies, so I, I, you know I just can't stand it when kids are preteens. Of course I have to be tolerant, but (laugh), but um, yah, that's what made me wanna go to neonatology, but medical education because I, you know, that's something I wanna fall back on if, if I can't be a doctor I'd probably be a teacher.

RE: Okay.

P1: And I saw, I went to um, this problem base learning workshop and one of the doctors there was a medical educator and I thought that was pretty cool.

RE: Okay. So, um, how committed are, are you to achieving your vocational goals at this time?

P1: At this time, I'm extremely committed.

RE: Okay, why?

P1: Um, because I really think that I could make a difference as a physician. Um, I don't, I'm, I'm not going in it for you know. I think part of my reason of going into my vocation and part of the reason why I'm so dedicated is because my mom was just diagnosed with breast cancer and she, she's been my inspiration from the beginning and then I see her you know, just she tells me her story about how she came here with nothing an she was, she just, you know, beat all the odds. I mean I wanna be successful not only for me, but for her as well and for my dad. And um, I think that's what's my driving force right now.

RE: Okay.

P1: Being successful for them.

RE: Um, do you feel that you're taking the necessary steps to achieve your vocational goals?

- P1: Yes, I, I'm, I definitely feel I'm taking the necessary steps. I'm applying to different research jobs. I've, um, I've totally buckled down. I don't party anymore (laugh). I study more, like often and um, I, I'm trying to get like, better grades, so I, I think I've been more dedicated.
- RE: And then you mentioned about your volunteer experience at.
- P1: Yeah.
- RE: Where was that?
- P1: Kapiolani.
- RE: Kapiolani. And are you continuing that right now?
- P1: Yeah. Actually I'm, I, I stopped volunteering in Kapiolani in the, I think it was right before college. And I've volunteered other places, but um, I'm gonna, I'm gonna go for a child life internship program that's ah, this summer at Kapiolani as well.
- RE: Okay. Um, would you say that being a peer mentor has played a role in your commitment to your vocational goals?
- P1: I think it has because it's given me, um, a chance to you know, teach. And it's given me a chance to interact with people and um, if I wanna become a physician I'm gonna be interacting with people a lot. And I think with being a peer mentor, it's really helped me, um, improve my communication skills and you know, being able to get along with people.
- RE: Okay. Um, as I um. Same kind of question I asked for your ah, ah, tolerance, um, is there a specific example that you can offer from last semester that you can demonstrate how being a peer mentor has played a role in your commitment to your vocational goals?
- P1: Um, an example from last semester. Let me see. I don't think there was like a specific, specific example.
- RE: Okay.
- P1: Um, I think it came, like gradually throughout the semester. It was, I think why I'm so committed into being, um, ah, going into my vocation is because from the beginning of the semester you know, I came into the classroom and I was like, you know, I had all these expectations and it was brought down by them. And like throughout the semester I wanted to continually improve and by then the end of the semester I met my goal and I was like you know, I was like the

perfect peer mentor for them and you know, the, the time was over, but the entire time was like a learning experience was a gradual step. And I think my path, to, to my vocation is gonna be exactly that. It's gonna be a gradual step. I'm gonna have to just take things one at a time and try to improve on little, little goals of mine.

RE: So the whole process of being a peer mentor in terms of developing yourself, kind of made you a little bit more committed in terms of carrying on with your own vocational goals.

P1: Right.

RE: And knowing that you have to be the same way and persistent and carry on with through the process.

P1: Yup. Definitely.

RE: Okay. Um, at this point, do you have any suggestions or ideas for improving the ACE program in terms of enhancing peer mentor development?

P1: Um, actually I have no suggestions because I thought it was, I thought, I thought it was great like, having the class with all the you know, all the peer mentors and us being like you know, supporters for each other. I thought that was excellent. Um, I thought our camaraderie really helped me wanna improve. And I, I, I like the way this class is structured because you know, you can have a lesson plan and you can do it your own way or you can follow it. You know, it was really up to the peer mentor, but I, I, I think it's great the way it is. I don't think there should be any room for improvement.

RE: Okay. Ah, do you have any final comments you'd like to share at this time. Anything else that wasn't covered or anything you'd like to add?

P1: No, I'm good (laugh).

RE: Alright! That's all the questions I have. Thank you for your time!

Interview Two

RE: Researcher P2: Participant 2

RE: So first off, I'd like to thank you for participating in this interview. Um, what I'm gonna do today is ask you a series of questions dealing with your experience as a peer mentor with the ACE program last semester. Ah, feel free to take as much time as you need in responding. In addition, if you have any questions during the interview, please feel free to ask. First of all, why did you wanna become a ACE per mentor?

P2: Ah, first I guess it's because I went through the program when I was a freshman. I thought it be pretty cool to see what it be like on the other side.

RE: Okay. And how was your experience as a freshman in the program?

P2: Um, it was pretty good. Like I still keep in touch with about 2 or 3 other people I met during that, ah, semester. We still get along. It's pretty cool.

RE: Okay. Um, how would you describe your overall experience as a peer mentor?

P2: Ah, sorta stressful.

RE: Okay.

P2: Cause all the work you need to put in for it. Even though it's only worth, well for us it was worth 3 credits.

RE: Uh huh.

P2: Um, I liked all the things outside of the class. That was like where, like I had the most fun. Just like at the picnic or at the, ah, we had like a little tailgate down at the football game outside, so that was pretty neat.

RE: Um, what were some of your expectations, ah, being a, as far as gonna become a peer mentor?

P2: Um, I didn't think it was gonna be as much work as it was. Ah, I don't know, expectations. I didn't think as a class, um, not the cluster per se, but like the, the speech class we had, the speech 499. I didn't think I'd get to know those guy really well either.

RE: Oh, oh. So you got kinda close with them?

- P2: Yeah. They're pretty cool. I see one of um all the time now at Magoo's (laugh). That's pretty neat.
- RE: Okay. Um, as you may recall, you filled out two inventories last semester dealing with interpersonal relationships and the other vocational purpose. Ah, the next group of questions are gonna deal with those areas. What does it mean to be tolerant of others?
- P2: Mm, I guess to have patience. Like allow a chance for them to like, maybe open up to you.
- RE: Okay. Um, anything else?
- P2: Ah, to be tolerant of someone. To be patient, to be able to, I guess work with them. Like as a team or something, you gotta sorta sometimes put away those difference, so you need to maybe be tolerant of their attitudes. Try and work with them.
- RE: Okay. Would you describe yourself as a person who is tolerant of others?
- P2: Um, yeah. I guess so. I'd say that.
- RE: Why?
- P2: Um, I guess because, like I'm more focused on the goal then like, um, I guess then really getting along with someone else in the group. I, if I have to work together as a team, then like my goal is to accomplish what we need to do, rather than get along with one another. And if, and if we do get along then that's a bonus, but...
- RE: So the goals is a little bit more important than, ah, trying to make friends at the time, but if it does develop then...
- P2: Yeah. If it does develop, I mean if we're both open minded about each other, then yeah, I can. I'm sure friendship can like someday develop, but if we don't get along very well then my goal is to just accomplish what we need to do.
- RE: Okay. Ah, would you say your level of tolerance has changed since becoming a peer mentor?
- P2: Yeah! I would have to say that. I think it got a lot higher than it was before. I think working with freshmen it's a little harder to get them to do things.
- RE: Uh huh, uh huh.

P2: Get them motivated.

RE: Um, was there a, would you say that being a peer mentor then, played a role in your development of tolerance?

P2: Yeah. I'd have to say that.

RE: How has it?

P2: Um, by forcing me to work with the same group of people, like constantly every week. I think that's about it.

RE: Okay. Um, is there a specific example you can offer from last semester that demonstrates, ah, how being a peer mentor has played a role in your development of tolerance?

P2: Um, specific example. One would just be having the class discussions during that, ah, our freshman class. It's like pulling teeth with those kids (laugh). Trying to get them to answer your questions was always difficult. Um, another specific example was we did a, we did a activity in class with [another peer mentor]. I think it was a creativity one where she passed around this picture and everyone had to say a couple sentences about it and try to make a story and end up with a whole new picture. And so I did that exercise in class and they just didn't wanna participate whatsoever. Again, it was like pulling teeth.

RE: Uh huh. So you felt that kinda raised your level of tolerance, but you were able to kinda...

P2: Push them along the way. Yeah and like being able to work with people who are a little shier than most people. Trying to get them to be a little bit more outspoken was I guess the difficult part.

RE: Okay. Um, what does it mean to have vocational commitment?

P2: Mm, what do you mean vocational commitment? Like just, a verbal agreement?

RE: Or, ah, you can say your commitment to your vocation.

P2: Mm, okay. So what was the question?

RE: Ah, I guess I can reword it and say what does it mean to have commitment to your vocation?

P2: Mm, I don't know.

RE: Okay. Let's see. Okay, do you feel committed to your vocation?

P2: Yeah.

RE: Okay. Ah, what were your vocational goals before entering college?

P2: Goals. Actually the only goals I can even think of when I got to college was just making it through the next few years of my life.

RE: Uh huh.

P2: Cause I didn't know what to expect from college other than I just wanted to complete it, so.

RE: Did you have any idea of a vocation that you were pursuing at that time?

P2: No.

RE: Okay. That's fine. Not everyone does. Um, have you thought a vocation now being in college?

P2: Can't say that I have (laugh).

RE: Okay, okay, okay, okay. So it's safe to say that your vocational goals really haven't changed...

P2: Hasn't changed at all. Yeah.

RE: Okay, okay, okay. Ah, why do you feel that? That it hasn't changed?

P2: Ah, mm. Well that's sorta weird too because I'm the type of person that I enjoy things. Like I like doing new things and like, I've been hanging out with like a different group of friends every year. So I wouldn't be able to figure out why that hasn't changed (laugh).

RE: So at this point you have no real idea kind of a vocation that you wanna do?

P2: Nope (laugh).

RE: That's fine, that's fine.

P2: Okay.

- RE: It's not a test. Um, ok. Do you feel committed towards anything else then, that you have, um, no idea about your vocation at this point? Do you have any idea to the kind of direction you're heading in terms of what you wanna do or taking some of the necessary steps in order to achieve somewhere that you may get an idea what you wanna do?
- P2: Somehow I'm not the type of person to really look ahead.
- RE: Uh huh.
- P2: Like I try and just live week by week rather than looking forward.
- RE: Okay.
- P2: And so I guess again the only thing I've been looking forward to is graduating and then living through those first 4 years of the military.
- RE: Uh huh, uh huh, uh huh. Okay. Was there, do you feel that ACE has helped you somehow, um, being a peer mentor, any, in any way has it helped you develop some form of, ah, skills or ideas that you think will help in your future vocation?
- P2: Skills. Um, I have to say the best skill that I learned from ACE was just working together as a team and just learning how to work with other people. Learning how to like, yeah, and work with other people cause everyone's different. Coming from like my setting of like, um, the Air Force, it's like, everyone's committed to doing something and yet working, doing our group project and stuff like that was difficult because we wouldn't show up on time. Not all of us would be there and so it was a little difficult to adjust in that type of aspect.
- RE: Okay. Um, do you have any suggestions or ideas for improving the ACE program in terms of enhancing peer mentor development?
- P2: Enhancing develop. I have to just say like continue with the group work and if it's possible to have like other mentors go to other mentors' classes and just like, work together as a pair or something in like a class or something. Just to see what it's like to have to work with someone else and teaching maybe another class. Maybe that gives them a whole other perspective also on the way they're teaching.
- RE: You mentioned that, ah, having another peer mentor was kinda beneficial for your class at one point doing that activity.

P2: Yeah.

RE: Okay. Ah, do you have any final comments, anything else that you'd like to share at this time?

P2: Um.

RE: About ACE or any other experience?

P2: About ACE, I thought [the coordinator] was a really good coordinator person.

RE: Okay.

P2: She made it really easy to get the class moving and get us interested. Um, the hardest thing was maybe keeping up with all the readings cause there's also the reading we had to do for CAS class and keeping grading anything they had to turn in or whatever, so keeping two things balanced was a little difficult. Um, I like the way, like we broke up in the different groups and we had to, each one of us did a different chapter of the book. I thought that worked out really well cause everyone had a different idea to how to work the different chapter.

RE: Alright. Well, that's all the questions I have. Thank you for your time!

P2: Okay.

Interview Three

RE: Researcher P3: Participant 3

RE: Okay. So, first of all I'd like to thank you for participating in this interview. Um, what I'm gonna do today is ask you a series of questions dealing with your experience, experience as a peer mentor with the ACE program last semester. Feel free to take as much time as you need in responding. In addition, if you have any questions feel free to ask. Ah, first of all, why did you want to become an ACE peer mentor?

P3: Um, basically I wanted to you know, broaden my field since I'm a communications major. I wanted to make sure that you know, I could get some experience in you know, my field being a peer mentor cause it, um, you know, it helps you with you communication, um, techniques, I mean dealing with people and just interactions. Um, I also wanted to help them out and see what it was like to help freshmen because I was a freshman, everyone was a freshman before so it, it kinda, it's kinda meaningful for me to find out what they're going through and how I can help them. So you know, through the lesson plans and through their activities and all the classroom stuff that we did you know, it was something that I felt that benefited me and the students.

RE: Okay. Great! How would you describe your overall experience as a peer mentor?

P3: Overall it, it was good. It was really good! It, it was interesting, it was fun, it was challenging, it was you know, all those, all those mixed together. Um, I really didn't think that it would be something that I would you know, have too much fun with. I was, um, stressing with correcting papers and you know, doing grades and stuff like that, but it was really just interaction with the students. And I didn't give too much homework, they didn't give me too much hassle you know, so it's kind of a give and take kinda, um, sharing opportunity. Um, so overall you know, students benefited, I benefited and you know, I had both learned you know, what it was like to kinda teach a class and also to you know, receive students and see what they're all about too. So overall, very good.

RE: Great! Um, as you may recall, you filled out two inventories last semester dealing with interpersonal relationships and vocational purpose. So the next group of questions will deal with those, ah, areas. What does it mean to be tolerant of others?

P3: Tolerant of others. Um, just understanding where people come from. Um, not necessarily putting up with them, but just kinda understanding what people are

saying and why they're saying you know, what they're saying. Um, you know, sometimes some people might say some stuff that might not gel with you, but you just understand that it's their opinion, their point of view. Um, and you're not, you're not just putting up with it and you're just, you're just kinda taking it in and you know, everyone's entitled to their own opinion.

RE: Okay. Would you describe yourself as a person who is tolerant of others?

P3: Oh definitely! Definitely! Um, I've had 11 students in my class, not all of them were like me. Um, but you know, I managed to, um, take in what they, what they said and I also learned from what they said, so it's not really tolerating on top of learning from you know, what they, what they've said. Um, so you know, I've, I've been dealing with a lot of people that are not like me, so what I do is to try to just understand where they're coming from, learn from what they're saying, um, and just go from there.

RE: How about your experiences outside of ACE as far as other classes?

P3: Um, outside of ACE you know, well there are some situations where you know, I need to you know, I need to you know, just relax sometimes. I get too messed up in some of, sometimes people say stuff that's not really, um, in tune with, with what's, with what I believe. Um, sometimes it goes over, goes over my head. Sometimes you know, it rings a bell. Sometimes it you know, doesn't fit well with me, but you know, still it's just excepted as is.

RE: Okay. Would you say that you level of tolerance has changed since being a peer mentor?

P3: Um, I don't know. I, I, I don't think so. Um, maybe in terms of freshmen maybe because before this I didn't know what freshmen were like. I thought they were ignorant you know. You know, the, the stereotypical kind of things that freshmen are like. Ah, but after teaching them you know, they're very knowledgeable, they're smart you know, they're eager to learn you know, they're very listening, um, oriented. Um, so I guess maybe in terms of freshmen I'm more tolerant and more understanding of where they're coming from. Um, and some, some of the things they're trying to accomplish. Um, so I think in terms of that, yeah, maybe, uh huh.

RE: So you've changed, it's fair to say that you've changed by listening, getting to know the freshmen population and how they, they think, then that kinda made you a little bit more tolerant of per se freshmen?

P3: Yeah, definitely. And, and, and even, even so you know, for someone who hasn't gone through this experience you know, um, they might still have the

stereotypical things that freshmen are you know, naïve, ignorant, that kind of stuff like that. Um, and I also, I also was like that, not to those extremes, but at some point. Um, but it's kinda lessened and I think it's different from right now till you know, what, what I was before, I, I was, I was a peer mentor.

RE: Okay. Would, ah, would you say then, is it fair to say that being a peer mentor has played a role in your development of tolerance?

P3: Oh, yeah! I think so. I think I've learned a lot from different people and you know, being tolerant you know, is something that I, I've learned, I've learned to do you know, with my students cause you know, there are a lot of different opinions you know, that students put out and you know, I've, I've actually had to negotiate, facilitate you know, kinda lead the group, but not, not, not where I'm gonna argue, not where we're gonna do this and that, but you know, we're all you know, in there for the same purpose. Just sharing and you know, conversing with each other.

RE: Okay. Is there a specific example that you could offer from last semester that can demonstrate how being a peer mentor has played a role in developing your tolerance?

P3: Um, a specific example. Well, there, there is several times where some of the students did stuff that I didn't necessarily agree with. Um, you know, there's one student in particular, really didn't come to class. You know, was late for stuff, didn't really put in the effort for things. Um, you know, didn't show up to class too many times and so what had happened was that you know, instead of you know, letting it go you know, on the days that he did come to class, on, on, on those days you know, I really tried to you know, express to him that it is important to come to class. Not just "oh, how come you never come to class" you know, "you going fail you" or whatever. But I tried to understand what, why he wasn't coming to class you know, what could we do to solve the problem you know, give some alternate solutions. Um, you know, so I didn't really shut him out. What I tried to, be a little bit tolerant of some stuff. Um, but I guess unfortunately it didn't really resolve itself because, because the problem still continued until the end of the semester. Um, but I guess I didn't get defensive. I didn't get mad at him you know, I didn't get, um, all uptight like "oh, how come you didn't do this" so I can understand where he's coming from.

RE: Okay.

P3: Yeah.

- RE: Great! Um, shifting gears, ah, in your mind what does it mean to have vocational commitment?
- P3: Vocational commitment. Um, I guess that means committing yourself to, to what you're doing I guess. Um, a vocation whether it be school, work, the peer mentor job. Um, you know, or being a sibling or whatever it may be. Um, but just you know, putting I guess, putting your best into what you're doing. Um, whatever you're doing whether it be in the peer mentor, you just do your best. It, you commit, you commit yourself to helping you know, the mission of the statement of the, of the department, of the you know, college and just trying to help them you know, be a part of you know, what their, what the students are trying to learn. Um, and I guess that applies to everything that you do, school and work you know, you just commit yourself to what you're doing, um, and just do the best you can.
- RE: Great. What were your vocational goals before entering college?
- P3: Before entering college I guess I wanted to get into college (laugh). I wanted, I wanted to you know, get into college and just you know, transition myself into college without having to, to be protected you know. Before I attended college I had the stereotypes you know, "you're gonna get lost, you gonna forget to do this, you going screw up, you gotta you know, get yourself on the right track early." Um, and that was something that was, ah, short term immediate goal for me. Just trying to transition myself you know, trying just get in there. Um, and so that was one of the goals that I had you know, before college.
- RE: Um, being in college now, do you feel your vocational goals have changed?
- P3: Ah, yes! Somewhat, I think so. Um, right now I just trying to find an internship, trying to graduate, um, get good grades you know, study hard you know, um, get enough job experience. Um, and I guess before college, maybe half of those I didn't even, even think about. Um, so yeah, yeah, I, my goals have changed you know, since I've you know, entered college.
- RE: Okay. Do you have a specific vocation ah, idea at this time?
- P3: Um, at this time, I have a general sense of what I'm trying to do you know, communications major. I'm trying to get in something into maybe, um, public relations or organizational communications, um, but nothing specific right now. Um, that's gonna change thought, I think.
- RE: How did you come about this choice of ah, I guess area of vocation?

P3: I just kinda stumbled upon it. I think, um, I've had a few friends that were in the, this area of study. I've had some, um, prior experience in high school with the leadership and student, student government, doing that kinda stuff and it all kinda tied together you know, when I was looking up the course, the course descriptions and stuff like that. Um, they're all kinda similar and so you know, I just kinda briefly looked over and said you know, "I think this is it." You know, I haven't changed you know, since I've, um, been in college so that's something I'm really grateful for that I didn't have to switch majors you know, 3, 4, 5 times like I've heard other people have. Um, so I've stuck with it. It, it's still interesting, I, I still like it. Um, so it's something that I hope to you know, carry me through.

RE: What about ah, communication appeals to you?

P3: Um, just, just the communication side of it. You know, the messages you know, how people interpret things, how to get things across. Um, how to communicate with each other through different mediums whether, whether through be through face to face, email, um, you know, sending letters, um, you know, TV, media, broadcast you know, any kinda stuff like that. And just how people get messages across to you and how you accept them, um, and I think I like that you know, just exploring the different, the various media types that, that are out there today.

RE: Okay. How committed are you to achieving your vocational goals at this time?

P3: Um, not that committed. I am committed, but you know, where at this time I'm just trying to finish, finish college, do an internship you know, and then we'll see you know, whether I get a full time job. Where it's gonna go, um, but committed, not that committed, but will change later on definitely.

RE: Okay. Why do you feel you're not really committed at this time?

P3: Um, I guess because it's, it's kinda far off I guess for me you know, realistically. Um, it may not be far off to, to other people, um, but for me I just trying to you know, get through the steps of each, of each phase you know, successfully. And once I you know, get to the step before my vocation or a full time job then I'll you know, put in you know, 100%. And right now it's not, not 100%, but you know, in time you know, it'll change too.

RE: Okay. Do you feel you're taking the necessary steps to achieve your vocational goals?

P3: I hope so (laugh). I hope so (laugh). Um, I'm trying to see advisers, I'm trying to get feedback from you know, fellow students and teachers and professors and

stuff like that you know, on where I should be, what I should be doing right at this point. Um, you know, I might need to get it in gear later on in the semester you know, find out what you know. I've, I've done you know, different sessions with advisers to what I kinda need to graduate and stuff like that. Um, but you know, I'm trying to get it on to where you know, I know what I'm doing. Um, and hopefully you know, through that you know, it will be smooth sailing.

RE: And you mentioned about finding an internship.

P3: Yeah.

RE: Ah, previous job experience that you've had, um, what are some of the, the job experience that you've had that kind of, I guess ties in with your vocational goals?

P3: Um, well just being a peer mentor wasn't necessarily a job, but it was an experience that really, really helped me a lot. Um, I also worked, I have a job on campus, um, where you know, I deal with students, faculty, professors you know, just people around the, around the UH that helps me communicate I guess you know, effectively to them. Um, and I guess through the internship, I don't know what I'm gonna do, I have to go find one soon ah, but you know, that will definitely get my foot in the door into a full time job and it will really you know, throw me into a situation of you know, full on communications or you know, public relations or whatever and...

RE: What type of internship are you looking for?

P3: Um, I really don't know. The farthest I got is printing out the list of internships you know, I haven't chosen a specific one yet. Um, but you know, I just kinda start off you know, send my resumes, um, see the adviser, um, and just discuss how I can narrow down my prospects or possibilities. Um, and through that you know, hopefully I'll find one, specific one that's you know, gonna be hopefully rewarding in the future.

RE: Okay. So you'd say that, would you say that being a peer mentor has played a role in your commitment to your vocational goals?

P3: Yeah. I think so. Maybe even more so. Um, you now, there were, I really wasn't leaning towards an education major, um, but you know, just, just having part of that education experience you know, teaching and stuff like that you know, I'm, I'm not gonna switch my major, but it was, it kind of you know, geared me towards education, um, maybe communication education you know, something like that, just interfacing it. Um, but yeah, just you know, that

classroom experience, teaching and you know, facilitating and leading the groups, it kinda peaked my interest into ah, education.

RE: Okay. Is, same question that I asked for tolerance, is there a specific example that you can offer that happened last semester that demonstrates how being a peer mentor developed you commitment?

P3: Um, commitment. I think so, just getting things done at a certain point in time. Um, I think the peer mentor job really set the tone for what I needed to do, um, you know, when the class get started going, when the papers aren't coming in, the students started asking question, um, you know, I needed to get myself in gear to be at a certain step ahead of them so that when the class comes I know what the person you know, or more, I try to you know answer most of their questions, so I try to stay on top of things. Um, and it's really you know, gave me a sense of time management. You know, I teach them time management, but I needed to practice it myself, um, in order to be successful as, at this peer mentor job. Um, so it really got my organizational skills in gear, um, and hopefully you know, it is, it is part of communications. Um, so hopefully it will carry me through into you know, either a job or whatever so it will definitely, it definitely helped me out.

RE: Okay. Do you have any suggestions or ideas for improving the ACE program in terms of developing, enhancing peer mentor development?

P3: Um, well the only thing that I, that I, that stuck in my mind during the semester was just the amount of time we spend with students. Um, I think once a week may not be enough. Um, I noted that on one of my evaluation forms. But you know, when I saw the students I saw them for once a week and if, if they didn't come to class or if I missed them or I you know, fell behind or we got sidetracked you know, there wasn't really much time to make up what I missed. So the next week there was another lesson that I had to go with that or I had to try jam it in, into you know, one specific day. Um, and just you know, the amount of interaction that I spend with the students is very, very limited, um, in that short once a week you know, 50 minute time period. Um, so I think that was something that I was, one of the major concerns. I'm not sure if it can be helped or what can be done about the situation, but that was something that I, that I wanted to bring up.

RE: It seemed liked rushed and everything?

P3: Yeah. It seemed rushed, um, you know, and just if I missed them on, cause my class is on Tuesday and Wednesday, Thursday, Friday, or Monday I didn't see them you know, and it was kind of a long layoff and some of them forgot what they learned, some of them you know, didn't really pay attention, some of them

you know, they just weren't into it and that was, that was only their one shot during their one week of class. So if they you know, wasn't feeling well or you know, didn't want to participate then you know, that week was kinda not a good one for them in terms of the CAS class.

RE: Okay. Um, do you have any comments that you'd like to share at this time? Final comments about the class, about your experience, anything whatsoever?

P3: Um, well I, I, I really thought it was, it was, it was really good cause I still see my students right now and they still say "hi" to me you know. I talk to them you know, interact with them you know, see how they're doing, trying to help them out, um, you know, offer help. Um, so it's really extended beyond the class where I you know, um, been friends with some of them. Um, I've gotten to know them on a personal basis. Um, but other than that I hope to do this again.

RE: Oh, okay.

P3: Yeah. We'll see what happens. I, I take the challenge and you know, with a different group of students and hopefully it will go the same way as, um, as was last time, but, um...

RE: Do you feel that, um, if you become a peer mentor again that being a peer mentor could actually also help you even more in terms of building tolerance or your vocational. Is there, I mean, you've learned, you've grown so much this semester, um, last semester, do you think that there's still more that you could learn?

P3: I think so, I think definitely! Um, I could, last semester I was very lucky with a good group of people that you know, there was no problems whatsoever you know, it was smooth sailing. Um, but you know, this next time around should I you know, do this again, um, might be totally different. I might get a you know, rowdy bunch of people that might wanna, not wanna listen and my tolerance is gonna have to build up some more. And you know, it will really, really test me you know, to show you know, how much patience I have with some of these students. Um, how I can interact with them better you know, and it will be a big challenge you know, should, should I do it again cause it's not gonna be the same. Um, so hopefully I can just you know, learn from what happened last semester and just take that into you know, if I do it again.

RE: Good! At least you can see that there is chance for growth.

P3: Yeah! There's opportunity for, definitely improving cause there's definite things that I, that I could've improved on. Um, and you know, when I look back

on the semester I was like “oh, I should’ve done that” or “I should’ve done that.” You know, and maybe next semester it’ll be even better cause I can remember those things, um, and learn from it, so second time around it’ll be, it’ll be even better.

RE: Okay. Well, that’s all the questions.

P3: Okay.

RE: And thank you very much for your time!

P3: Thank you!

Interview Four

RE: Researcher P4: Participant 4

RE: So first of all, I'd like to thank you for participating in this interview. What I'm gonna do today is ask you a series of questions dealing with your experience as a peer mentor with the ACE program last semester. Feel free to take as much time as you need in responding. In addition, if you have any questions during the interview, please feel free to ask. First of all, why did you want to become an ACE peer mentor?

P4: I liked the experience I had when I myself was an ACE student. My peer mentor was the bomb! Um, and I believe with the experience I'm getting from work and everything, working with Arts & Sciences, um, I have like a little bit more feedback to give to students.

RE: Okay. Um, how would you describe your overall experience as a peer mentor?

P4: I had so much fun. Like the learning new things with planning activities and stuff like that and meeting new friends with the peer mentors and with the ACE students. It was just a good experience.

RE: Okay. So basically you had a overall positive experience?

P4: Very positive!

RE: Okay. As you may recall, you filled out two inventories last semester dealing with interpersonal relationships and vocational purpose. The next group of questions will deal with those areas. In your words, what does it mean to be tolerant of others?

P4: Tolerant of others?

RE: Yes.

P4: Being able to work with them. That would be one thing. And getting along.

RE: In what capacity of getting along?

P4: You have to know how to function as a whole. Something like that? Yeah.

RE: Okay.

P4: Tolerant of others. I've never, yeah, just getting along.

RE: Okay. Um, would you describe yourself as a person who is tolerant?

P4: To others?

RE: Yup.

P4: Yes.

RE: Why?

P4: Because I could, I could adapt to anybody else's attitude or anybody else's working style, pretty much.

RE: Um, can you maybe make it specific in terms of let's say classroom experience or work experience?

P4: In high school I did a lot of leadership stuff.

RE: Okay.

P4: So, I don't know. I may, I may take part of more of the leadership role in a group if anything. *But then I know how to put myself to, I know how to put myself more towards, mm, okay.* Level-wise I could move from a leadership position to, to a follower position. Let's just say that. I like making people, make, um, comfortable.

RE: Oh, okay.

P4: Yeah.

RE: Would you say that your level of tolerance has changed since being a peer mentor?

P4: I'm more understanding of peoples' different views.

RE: Okay.

P4: And, yeah. I'm just more able to adapt to just anybody, pretty much.

RE: So would you say that being a peer mentor has played a role in your development of tolerance?

- P4: Yes! It has. I've, just working with the different people with just the different mix. Um, age-wise as well as, I don't know, academic, problem solving, stuff like that.
- RE: Okay. Now you've mentioned different people. Um, is there a specific example that you can offer from last semester that can demonstrate how being a peer mentor has played a role in your development of tolerance?
- P4: Hm. There's my, when I was in charge of groups before, I tend, I, I tend to, um, I use to pick favorites if anything. I would shut, I would go towards more the people who were active, in all kinds of stuff we were doing, but now with class and with my actually CAS class, I figured out how to get everyone involved. I just didn't stick to that one person anymore.
- RE: And do you feel that this has also contributed to outside of the ACE, um, CAS class or speech class and maybe your other classes or work?
- P4: Yeah. Like socially, no I'm not shy, but I'm not shier. Like I'm not, I'm not as shy anymore, something like that. I could actually walk up to a person now and say "what's up" instead of kind of shying away.
- RE: Okay. Um, shifting gears, what does it mean to have vocational commitment?
- P4: I don't know (laugh). Vocational commitment. Being able to, what does vocational mean?
- RE: Anything you want it to mean.
- P4: Vocational. Vocational, I think of skills.
- RE: Okay.
- P4: So commitment, being able to stick to it.
- RE: Uh huh.
- P4: So like.
- RE: Does it, does it help if it's reworded, what does it mean to have a commitment to a vocation?
- P4: (long pause)
- RE: We can come back to it.

P4: Yes, please!

RE: Okay, okay. Um, what were your vocational goals before entering college?

P4: Oh, that kind of vocation. Okay, I hope I can answer this right. Um, to graduate, to just reach the level my parents never reached.

RE: Okay. Um...

P4: Become more successful.

RE: Okay.

P4: I wanna be better than them.

RE: In, in what way? You've mentioned educational-wise.

P4: Educational-wise, they've, they only reached a BA. I'm hoping to possibly get a PhD.

RE: Okay, okay.

P4: Um, from what I know of my parents, they, they weren't as known around, I guess, I don't know. I wanna become success, successful so that my name kind of "oh, [peer mentor 4's last name] this", you know, yeah.

RE: Okay, okay. Do you feel, well first of all, what is your major right now?

P4: Speech pathology and audiology.

RE: Okay. Um, what do you see yourself doing with that?

P4: With the skills I learned in CAS and with the problem solving skills, I'm gonna have to learn how to rehabilitate and diagnose and reassess different problems within the field. So just hopefully tie things together.

RE: Okay. Now that you've been in college, do you feel your vocational goals have changed?

P4: I think it's, yeah, they're, they're, they're getting more precise.

RE: Okay, how so?

P4: I could, um, before I wanted to go into nursing. Now it's like I want, I'm more certain about the things I wanna do. Cause nursing was my parents dream, so now it's like more what I want.

RE: Okay. So you have a little bit more defined goals.

P4: Yes.

RE: Okay.

P4: Thank you for putting it that way.

RE: Not a problem. Um, what kind of vocation are you looking for in the long term? You've mentioned that you're majoring in speech path, ah, in terms of vocation, what do you see yourself doing?

P4: I don't like that word (laugh). Um, okay, I can try.

RE: Okay. Um, I guess the bottom line is how did you come upon this choice of vocation? Your path that you're going right now?

P4: I threw a book into the air (laugh) and it opened and it landed on speech path.

RE: Really?

P4: Yes.

RE: Okay. So it's purely chance?

P4: Purely chance. Um, but it stayed within the field that I want, medicine-wise, health-wise, care, yeah.

RE: Okay, okay, okay, okay, okay. So you wanted to stay within the field of health? That's how you first thought about nursing and then decided it wasn't for you?

P4: Yeah.

RE: For whatever reason and, um. Why was nursing not something that you found, that you didn't want to do?

P4: Nursing was more do with your hands, kind of, yeah. But the, I think I got more, I got more interested in the rehabilitation part of it. Just thinking more *with my head and doing less with my hands* I guess.

- RE: Hm, okay. How committed are you to achieving your vocational goals at this time?
- P4: Oh, very committed!
- RE: Okay, why?
- P4: I feel like I'd, a failure if anything if I don't reach what I wanna reach.
- RE: Um, in terms, are you, do you feel you're taking the necessary steps to achieve your goals?
- P4: Yeah. Going through school, doing all the requirements for SPA. Like for instance the observations and then later on the actual assessments at the hospitals and stuff like that.
- RE: Is there other things besides outside the academics that you feel, um, may contribute to achieving your goal?
- P4: The time management that I'm learning from work and just the social interaction with the different people, I think that'll help me a lot within the field. Because I'm gonna have to go from somebody speaking a different language and then go down to somebody, yeah, speaking English or whatever. I'll just need to learn how to adapt and that's one thing ACE taught me as well. I volunteer at a child daycare because, and I also use to volunteer at an adult daycare with a wide range of age I could work with.
- RE: Okay. Going on to that, would you say that being a peer mentor has played a role in your commitment to your vocational goals?
- P4: Yeah. One of the major, um, quotes that we have for speech path is "if you don't, like if you don't like problem solving, forget it, this is not your field", cause that's the major basis of speech path. You need to problem solve, you need to figure out things.
- RE: So how has, um, being a peer mentor do you think helped you with your commitment to your goals?
- P4: I had responsibilities with my student and I needed to do that. And the functions that we had for ACE, like the picnic and everything, we needed to set responsibilities for that as well. So time management again and you're thinking about the other people around you and how it would affect them kinda deal.

RE: Okay. Same with, I asked of tolerance, is there a specific example you can offer from last semester that can demonstrate how being a peer mentor has played a role in your vocational commitment?

P4: I guess working again with the freshmen, just everybody was different and everybody needed a different way of, I guess being treated. So I just had to adapt to what they needed, what they wanted.

RE: And those are some of the skills you feel will carry on...

P4: Yeah, because like different patients need different things.

RE: Okay.

P4: And something like that.

RE: So, maybe catering to the population working with, in different ways depending on each individual person.

P4: Yup.

RE: Do you have any suggestions or ideas for improving the ACE program in terms of enhancing peer mentor development?

P4: Um, no. I thought I learned a lot and like plus more. So that's pretty much it. If anything, I don't think it applies to this though, like making it a year round thing.

RE: Okay.

P4: Yeah.

RE: Do you feel that there's still a opportunity to grow in the areas of tolerance or vocational commitment?

P4: Yeah. There's always room.

RE: Okay.

P4: You'll always need to learn something new.

RE: Uh huh.

P4: How you'll always set better goals for yourself.

- RE: And do you feel that being a peer mentor can help others in those areas of development?
- P4: Oh yeah. That's why I always try to get people in (laugh).
- RE: Okay, okay. Do you have any final comments that you'd like to share? Anything regarding your experience, anything with the program, anything at all?
- P4: With the program I liked how nothing was ever done twice I guess. Everything was always new and you just needed to learn something everyday. And you were always forced to learn something everyday and it was good.
- RE: Okay. Well that's all the questions I have.
- P4: Did you want me to finish that last one?
- RE: Sure!
- P4: That, the one on the back?
- RE: Oh yeah! Let's go back to that one. Now that we've talked about, um, some, some vocational questions, what does it mean to have vocational commitment?
- P4: Being able to commit to the skills and the goals that you're setting for yourself.
- RE: Great. Sounds like a wise comment. Okay, once again, thank you very much for your time.

Interview Five

RE: Researcher P5: Participant 5

RE: So first of all, I'd like to thank you for participating in this interview. Ah, what I'm gonna do today is ask you a series of questions dealing with your experience as a peer mentor with the ACE program last semester. Feel free to take as much time as you need in responding. In addition, if you have any questions during the interview, please feel free to ask. Ah, the first question is why did you want to become an ACE peer mentor?

P5: I decided to be a peer mentor just because I thought it would be fun. I didn't know anything about the program before signing up. I just saw a flyer at work actually, so I thought I would check it out because I kinda wanted to get more experience cause I didn't know if I wanted to go into teaching or anything like that. And I needed credits too (laugh).

RE: Okay.

P5: So that was another reason. But I'm really glad I did it because I had a lot of fun.

RE: Okay. Um, that kind leads on to the next question. Um, how would you describe your overall experience as a peer mentor?

P5: It was really exciting and, and fun again. But, um, I liked the uncertainty of walking into a classroom never know what was gonna happen. Um, I think that's it.

RE: Um, and how would you describe you ah, cluster?

P5: They were an interesting group (laugh). They were, they were kind of like a mix of everything. I had the really shy, quiet ones and I had the loud, mouthy ones and everything in between, and it just depended on the day there would be the different people. But the loud ones were always the loud ones.

RE: And which cluster did you have?

P5: Nursing for Health.

RE: Okay, okay. Um, so overall, you had a pretty positive experience?

P5: Yeah.

- RE: As you may recall, you filled out two inventories last semester dealing with interpersonal relationships and vocational purpose. Ah, the next group of questions will deal with those areas. Ah, in your words what does it mean to be tolerant of others?
- P5: Being able to put your own feelings aside and reacting to whatever they may do, I guess. Being flexible really. And knowing how to deal with them or at least try to deal with people and their different reactions to everything.
- RE: Okay. Would you describe yourself as someone who is tolerant of others?
- P5: I think it definitely depends on the situation. I really try to be. And if I feel like I can't take something then I'll just have to step back from the whole situation. So I don't really think that happens with the ACE peer mentor thing. They were a pretty big group. It, I mean they had their moments of trying to push my buttons, but I kind of felt like I could deal with them. So, yeah, I think I'm tolerant.
- RE: So aside from the, your ACE experience, how would you say you're tolerant. Let's say in work or school?
- P5: What do you mean?
- RE: Um...
- P5: Like compare the two?
- RE: Yeah, like, um, not talking about the ACE side, but is there like an example or situation that you can say that shows why you're tolerant? Let's say in your work or in your school, classroom?
- P5: Like if I just hold my comments to myself kind of thing?
- RE: Yeah, uh huh.
- P5: I think that happens not so much anymore because I don't work as much, but before, like last semester when I was working a lot, um, I think I was really tolerant of like the bosses and supervisors above me because there was times that I really want to say things, but I would just keep it to myself. I'd pretty much take all the abuse that they gave me, so I think I was tolerant of that. Otherwise I don't know what I would've done.
- RE: Okay, that's fine. Um, would you say that your level of tolerance has changed since being a peer mentor?

- P5: I think it has. I think I'm, I'm more flexible and I can stand more and it helped me with my internship this semester because I work with different populations, but I try to be more understanding and open to whatever they're doing with.
- RE: Okay. Um, what kinda internship is this?
- P5: I'm at McKinley High School. I work with teenagers. Teen Parent program, so I work with at risk that are tens and at least 50, they're older adults, but they're at risk too.
- RE: Okay. Would it be, would it be fair to say that being a peer mentor has played a role in your development of tolerance?
- P5: Most definitely!
- RE: Okay, how?
- P5: Because they kind of got me as much, well I guess in, as far as experience in dealing with different people and all at the same time. So it helped me not so much, oh, not even, I don't know how to say this. Not only with the tolerance, but just experience in, um, dealing with people with different personalities and situations.
- RE: Okay. And now I asked you to separate from work and ACE, now I'm just focusing on your cluster. Um, is there a specific example that you can offer from last semester that demonstrates how being a peer mentor has developed your tolerance? And it doesn't necessarily have to be a specific incident. It could be like an overall time or just something that has happened that you can kinda show how your, ah, role as a peer mentor, ah, allowed you to develop your tolerance.
- P5: I'm not sure I know what you mean.
- RE: Okay. Um, is there a time that something happened in your CAS 110 class that may show you, okay, well here's why I had to be tolerant. Um, or maybe in speech 499 there was something that you guys were doing that stepped your level of tolerance a little bit higher than you use to have as a result of, because you're a peer mentor you got this experience?
- P5: Like from what I had done till now?
- RE: Uh huh.
- P5: I think dealing with a loud student.

RE: Uh huh. That's good, that's good.

P5: It kinda made me more tolerant. Like I probably wouldn't, if I wasn't in a position that I had to be their teacher kind of thing, that I probably would've been mouthy right back at them (laugh). But because I was their grader or whatever, then I kind of just bit my tongue and tried to deal with them in a different way.

RE: So you felt that being a, being like a facilitator, ah...

P5: Cause I think it kinda forced me.

RE: Force, exactly. Forced you to be a little bit more tolerant whereas if you were a fellow student in that class you'd be a little bit more outspoken.

P5: Yeah.

RE: Yeah. No, so that's exactly what I was asking. You know, that being a peer mentor ah, aided in your development. Ah, shifting gears now to the vocational side, what does it mean to you to have vocational commitment?

P5: I'm not sure what you mean.

RE: Okay. A lot, a lot of the other peer mentors were having trouble. I guess you can also reword it in what does it mean to have commitment to your vocation?

P5: In my relation to the ACE experience?

RE: In anything. Doesn't have to be just ACE or anything in what you plan on doing. What does the commitment part mean into your future goals?

P5: Like putting forth my best effort into what I'm gonna do.

RE: Uh huh. Stuff like that.

P5: I think that would be the, the biggest part of it. Just do my best and knowing that the people are gonna rely on me to do my part. And just try to live up to their expectations because I would expect the same from everybody else.

RE: Okay. Um, maybe it will become more clear with the next few questions and we can come back to it. Um, what were your vocational goals before entering college?

P5: I didn't know what I wanted.

RE: Okay.

P5: I just kinda came in because I knew I wanted to get a college education. I just didn't know what in, in what degree.

RE: Uh huh, uh huh. So you don't have no defined goals when you first entered. Um, being in college now, has it changed?

P5: Yes and no (laugh).

RE: Okay.

P5: Cause I know I wanna work with people. Um, more specifically probably teenagers. But as far as if I wanna be a counselor or a teacher or work in an agency or something like that I still have no idea and that's not really such a good thing since I graduate this semester.

RE: Oh, really? Okay.

P5: Yeah.

RE: And what, and what is your major right now?

P5: FAMR.

RE: FAMR. Okay, so you feel like you know the general area of the kind of thing that you wanna work in, but not a specific job or goal in mind as, um, right now?

P5: Right.

RE: How did you come upon this choice or, I guess it's not fair to say vocation, but let's, how did you come upon this choice of major?

P5: I took the intro classes and I thought it was really interesting. So I just decided to take another class and it really got me interested in the whole dealing with people kinda thing, so.

RE: Okay.

P5: And I was just really lucky because all my pre-reqs just happened to fit my requirements.

RE: And you mentioned that you do the internship. How did you, was the internship before or after you got into this, um, path of vocation or area that you're interested in?

P5: The internship at McKinley is actually required in my major being it's my last semester. But at HCC I'm actually taking a ethnic studies class, it's kinda like field work. And I chose HCC because it was more convenient for my schedule and I really like it. It's a different experience that, um, it's kind of an elective, but I needed upper division credits, so it was an opportunity for me to get experience, credits and everything all at the same time.

RE: Oh, okay, okay. How committed are you to achieving your vocational goals at this time?

P5: What did I say my goals were (laugh)?

RE: Um, you know, that you wanna work with teenagers and in that area.

P5: Oh, okay.

RE: And you said you're not, like as really sure about, ah, vocational job at this time. Um, how committed are you to at least achieving in that directions? Like, yeah.

P5: That what am I gonna do?

RE: At this time because you feel like you're gonna graduate, right?

P5: Uh huh.

RE: How committed are you to...

P5: Pursuing this area?

RE: Yeah, that.

P5: I'm, I pretty much know that I wanna work with teenagers right now, so. Next semester I'm planning on applying to grad school. And possibly working.

RE: In what program?

P5: Not here.

RE: Oh, okay, okay.

P5: I think I'm gonna go to Chaminade for counseling.

RE: Uh huh. Oh, okay.

P5: And I'm not sure yet what else I'm gonna do. I, I wanna work, but I don't know if it'll just be like any job I can find or if something specific because I don't have a lot of experience besides my internship, so I probably don't qualify for much right now.

RE: Okay.

P5: I don't know if I answered your question.

RE: No, no, no. Um, that's fine. Um, you're taking certain steps to go in that direction, kinda leads to actually to the next question. Do you feel you're taking the necessary steps to achieve your goals in the direction that you're going?

P5: Yes and no (laugh).

RE: Okay.

P5: Because I'm getting experience through my internship. One was major required and the other was with all my choice. But no because I'm not really on top of deadlines as far as applying to school and rarely researching other opportunities or options besides Chaminade because someone actually came and talked to our class and that's how I got interested in this program. So I just kind of set my mind on that, so because UH's deadline is March 1.

RE: So would you say that you are taking more of just like the real, not so much future, future, but just more of the short term goals, um, taking those steps and once you achieve that then thinking about the next, going on from there and seeing where it leads?

P5: Yeah, well, yeah. Kinda like more so just like step by step because I don't know where my end goal is really right now. I haven't planned that far in advance (laugh).

RE: You're just looking for graduation right now?

P5: Right.

RE: Okay. And that's totally fine. A lot of people do that. Would you say that being a peer mentor has played a role in this commitment that you have to work in that area?

P5: I'm sorry.

RE: No. Um, it was kinda like the same question about tolerance. Would you say that your experience as a peer mentor, um, has enhanced your commitment to wanna work with teenagers?

P5: Yup.

RE: Okay, how?

P5: Because, that they were like my first experience of where I was the only person who had to work with this bunch of students. Um, if I didn't make it through this, of experience then I probably would've said "no, I wanna work with like older kids or older adults or little kids" or something, but I kinda knew all along that, um, I wanted to work with teenagers and they just kinda reinforced that idea in my head.

RE: So that your experience with these students who are actually teenagers, 18 years old, um, allowed you to at least, um, gain experience within that age range and allow you to get some exposure to that area and kind of. Do you feel that, and cause you said you did have a positive experience, but every now and then a little trouble here and there, do you still feel that there's still some things that you could learn because some people say you know, "well I don't think I've learned everything cause I haven't really had a bad experience and maybe from there I could learn something else" or, um. Going on is there a specific example, just like how I asked about tolerance, that you can offer from last semester that demonstrates how your role as a peer mentor helped you into, ah, your role, your commitment to your vocation? Like how you talked about tolerance and how you had to deal with the different people, ah, different ways if that's going to help you build your tolerance. Was there something that happened last semester that will help you towards your commitment to your future, ah, goals?

P5: Um, I think every week was a different experience which helped me learn more about the students, about myself, about if I really wanna do something like this in the future. So I wouldn't really say one specific thing because every week kinda just added to my experience.

RE: So it was kind of a self-exploration?

P5: Yeah.

RE: Got to know about yourself and how you can handle different things.

- P5: Uh huh. But I think dealing with them, um, was a big thing for me because they're like kind of normal I guess you could say. Whereas now I'm dealing with at risk students where if, if I would've just dove right in to that, this one, I might not have chose to pursue working with teens.
- RE: So it's kind of the experience of the peer mentor, kind of gave you like ah, the flip side of the different...
- P5: Yeah.
- RE: Okay. And you'd probably will have to work with both eventually in your future career. Going back now since you kind of talked about vocation and kinda got a sense of vocational commitment, what does it mean now to, to have vocational commitment?
- P5: Like, you're setting like goals.
- RE: Okay. And let's say you have somebody that you know and they said "well, I'm really committed to this vocation", what do you think they mean?
- P5: That they have a passion for working with whoever or whatever they're doing with.
- RE: Okay. Do you have any suggestions or ideas for improving ACE in terms of peer mentor development?
- P5: I don't really have anything to compare it to so. I really enjoyed the experience, so I don't have any.
- RE: Now let's say, um, you weren't graduating, ah, would you think about doing it again?
- P5: I'd think about it. I don't know if I'd do it.
- RE: Uh huh. And if you did decide to do it, do you think that there's still things like tolerance or ah, something that can help you in your vocation that you still can learn? Like you've gone through the experience and we've had previous peer mentors who's gone again and we've kinda asked them "well, what do you think you can gain, can you still grow in terms of these different areas?" Do you still, ah, if you were to become a peer mentor again that you could still enhance tolerance or enhance your, ah, vocational goals?
- P5: I think so because with each group of students they're gonna provide you with different obstacles and if I was to do it again, then they might be a harder group

and my experience might not be so positive, but I might learn more about myself and about how to deal with different situations, so yeah.

RE: Oh, that's good.

P5: I think it would be tolerance and vocation I guess.

RE: Okay. Last question, do you have any comments that you'd like to share at this time whether it be your experience, about the program, about CAS, speech, anything?

P5: No. I just had a lot of fun.

RE: Okay. That's all the questions.

P5: Okay.

RE: Thanks for your time!

P5: Thank you!

Interview Six

RE: Researcher P6: Participant 6

RE: So first of all, I'd like to thank you for participating in this interview. What I'm gonna do today is ask you a series of questions dealing with your experience as a peer mentor with the ACE program last semester. Feel free to take as much time as you need in responding. In addition, if you have any questions during the interview, please feel free to ask. First of all, why did you want to become an ACE peer mentor?

P6: Why did I want. Um, I was involved with ACE as a student my freshman year. Um, at that time I didn't know that I could've been a peer mentor, yet after I had completed that semester, but, um, I later found out, um, through [another peer mentor] and she told me that she was applying. She told me that it would be something I'd be interested since I'm, I was also involved with NSO. And so sounded, sounded like something that was right up my alley and, um, I just decided to go with that.

RE: Okay. How was your experience when you were a student in the ACE program?

P6: Oh, pretty positive. Um, I had a, a really good, um, mentor, um, really open. So it kinda guided me ah, to a positive experience to try mentoring myself.

RE: Okay, great. How would you describe your overall experience as a peer mentor?

P6: Um, pretty successful. Um, ups and downs definitely. There was some challenges and frustrations, but, um, there wasn't a time when I wanted to strangle anybody or give up. So overall, the students made everything worth while.

RE: Okay. As you may recall, you filled out two inventories during last semester dealing with interpersonal relationships and vocational purpose. The next group of questions will deal with those areas. In your words, what does it mean to be tolerant of others?

P6: Tolerant. Um, I guess keeping an open mind. Um, understanding that everybody comes from different backgrounds and experiences and, um, not placing too much, um, on people because of their differences and experiences that they may have had.

RE: Would you describe yourself as a person who is tolerant of others?

- P6: Ah, predominately. Ah, I'd like to think that, yeah.
- RE: Okay, why?
- P6: Um, no matter what situation I go through I think I try to keep an open mind. Um, cause I like to gain new perspectives, um, even if it's off the wall in, in what I think is you know, to be true. Um, it's always interesting to hear a new side of how to view things and so I think for the most part I am.
- RE: Um, aside from ACE, what outside activities or other things whether it be classroom or job that you feel can demonstrate how you're a tolerant person?
- P6: Um, let's see. Well, like I mentioned, um, I worked with New Student Orientation for several years now, um, as both a leader and as a staff member. Um, and you have to deal with, um, not only with incoming students, but parents as well and the first year for anybody, incoming freshmen or transfers can be frustrating. Um, you're getting a diverse grouping of people and tolerance is always tested, um, each summer, um, dealing with that. So my job experience through NSO has prepared me, just be a lot more tolerant (laugh) than maybe I had been.
- RE: Okay, great. Would you say that your level of tolerance has changed since being a peer mentor?
- P6: Um, just strictly through ACE you mean?
- RE: Yeah.
- P6: Um, not so much. I had experience TAing ah, for three semesters so it was similar ah, classroom setting where I had you know, a group of 20 students under my mentorship kinda thing. That taught me a lot about tolerance early on, so ACE is just a, an addition to that, so not really changed me, but maybe just, um, enhanced.
- RE: Enhanced?
- P6: Yeah.
- RE: Okay. Would you say that being a peer mentor then played, you said it may enhance your development, has it played a role in your development of tolerance some way?
- P6: Yeah, definitely. Um, do you want me to explain more?

RE: Yes.

P6: Oh, okay. Um, this is the first opportunity for me to work with a classroom full of freshmen, so even though I was a TA in you know, that tested my tolerance with dealing with students. Um, they're all of mixed levels and this one's just purely freshmen and they have their own challenges and of maturity levels and not that I'm the maturest of all, but I have you know, several years on them at this institution and just in life I guess. So, um, patience and tolerance was definitely tested and, um, I think I'm better because of my experience.

RE: And you said that when you were a freshman in the ACE program and your peer mentor was really great that ah, that person was somewhat of a role model or in a way that you would like to, I guess emulate that kind of an environment or teaching style or...

P6: Yeah! Um, I think just the fact that I was a freshman and seeing my mentor, um, as an upperclassman, I think he was probably a senior that time, um, just look like to be ideal upperclassman. Very involved or enthusiastic you know, very, um, together and I guess that could serve as my role model for what I wanted to encompass this year.

RE: Okay. Is there a specific example or situation and it doesn't necessarily have to be specific, could be a big, general, broad statement, but something that happened last semester that you can demonstrate how being a peer mentor played a role in your development of tolerance?

P6: Um, one student in particular. Um, personally like he was a fun guy and, um, but in class you could describe him as a class clown. Very disruptive, not, um, in a malicious way, but just attention seeker and so that challenged me at times to, to remain calm and to not ah, detract too much attention of myself to you know, getting back on task. Um, I didn't wanna neglect the other students, but also to bring him in though at the same time and so, um, that tested my tolerance on many occasions. Some days he was more, um, active than others and so I had to adapt, um, either my, my teaching strategy or my lesson that kinda, um, make sure that everybody wasn't distracted too much by him and myself too because he could, he could totally ruin my train of thought by being disruptive.

RE: Now, when you're a student let's say in one of your classes and you have a student like this class clown and now you being the instructor for this class, would you say that being the instructor you have a certain ah, higher level of tolerance that you need to have as the instructor whereas opposed to let's say you're just another student in this class and you had this kind of student?

- P6: I think as a student, um, and as a teacher you have a certain level of tolerance probably equal, for me, in my own personal situation. But as a student you're, you're limited by what you can do to, um, manage the situation, so I guess in that sense you'd get irritated a lot faster. As I noticed with my students in that class, they would get more irritated outwardly than I would because you have to kind of compose yourself and as an instructor I would maybe ah, able to draw on my authoritative status to diffuse the situation kind of thing. So in that sense, um, maybe my tolerance had to be higher as an instructor.
- RE: Uh huh.
- P6: Cause you couldn't just lie about it (laugh).
- RE: Yeah, yeah.
- P6: Yeah. It shot up because of him
- RE: Okay. So changing gears, um, we talked about tolerance. We gonna go to vocation. In your words, what does it mean to have vocational commitment?
- P6: Vocational commitment?
- RE: Yes.
- P6: Um, as an instructor or...
- RE: Um, doesn't, doesn't even have to do with ACE.
- P6: Oh. Um, well vocational commitment. Ah, just preparation for, um, real life settings, um, real life skills applicable to, um, success in and different professions or, um, job environment, that kind of thing, yeah.
- RE: Um, to get a background, what were your vocational goals before entering college?
- P6: Before entering college?
- RE: Yes.
- P6: Um, definitely getting a good education and to prepare me for a, ah, successful career and that was pretty flexible. I mean I had certain, um, areas of interests, um, and ironically it kinda stuck with me so. Like I, like I'm majoring in journalism and my desire was just ah, broadened throughout my college career,

but initially I was pretty much open like most freshmen are. Um, just knowing that I needed a good education, um, and training to get me a good job, yeah.

RE: So before entering college you had a general, not a job specifically in mind as a career, but more so a general area?

P6: You talking about area, yeah. Not, I, I didn't come out saying I wanted to be an engineer or something. It was just more like you know, I like speaking, I like writing, I like communicating. I, I, I'm hoping for some sort of path to lead me to a, a job specific to those areas, yeah.

RE: Okay. And would you say it's changed now that you are in college?

P6: I think it was just, um, again, strengthened just on my experience, yeah.

RE: And more focused in terms of a specific...

P6: More, yeah, definitely more focused, um, through the coursework here. It allowed me to, to specialize I guess and just see where my forte was in, in that broad area.

RE: And how would, and how, because it's somewhat changed, how has it changed or why has it changed?

P6: Why and...

RE: As a result of what kind of factors?

P6: Um, doing my coursework here, um, and the outside of the classroom experience, through internships and job opportunities that I've been fortunate to have, um, which allowed me to see like, this is not for me or hey, this is right up my alley and so those kinds of things, yeah.

RE: How did you come about this choice for a vocation?

P6: Um, I guess, I kinda had an inkling that I wanted to do journalism. And ah, at UH it's specifically print broadcast or public relations. And taking the initial introductory courses for each I decided that public relations was more of my, um, where more of my strengths would lie, so I decided to go with that.

RE: And you said that it kinda matched, um, your personal interests in, in, um, that area of work...

P6: Yeah.

RE: And that kinda carried on to college.

P6: Yeah. It got more focused as I went on, yeah.

RE: Okay. How committed are you to achieving your vocational goals at this time?

P6: Um, very committed!

RE: Okay, why?

P6: Um, I'm nearing the final semester of my college career, so things are starting to get into a crunch time. So, um, I have to give more serious thought to future plans whether it be education or entering the workforce. So in light of that, I am pursuing my different options. Um, right now it's grad school in the next year and, um, I guess, yeah, then that's pretty much serious cause I want to go into ah, a master's program that, um strategically appropriate for like a career in publication.

RE: Are you thinking grad school in a specific area like journalism or...

P6: Yeah. Um, most, most of the other institutions have communications ah, as the department or school that journalism and public relations lies in, so a master's in, um, communications or some sort, there's different programs at different schools

RE: And are you thinking of here or someplace else?

P6: Um, I'd love the experience to go away, um, here's always, always an option.

RE: Yeah.

P6: Yeah, for anything so.

RE: Okay, great! Do you feel that you're taking the necessary steps to achieve your vocational goals?

P6: I should hope so (laugh), yeah.

RE: Okay, how?

P6: Um, by being in school definitely. Pursuing, um, education after a bachelor's degree is definitely useful. Maybe not always necessary, but definitely in today's job market, so I think that's a necessary step. Um, internships, things like that, job experience.

- RE: And can you touch upon some of your internships experience?
- P6: Um, last summer I interned at a public relations agency. Um, and currently I'm interning at a radio station.
- RE: Okay. And what were some of your other like volunteer opportunities?
- P6: Um, just a lot of on campus involvement with, um, clubs and, um, different student organizations, things like that and my work at New Student Orientation and, um, living at the residence halls I got involved with several of the different programs that they do down there.
- RE: Would you say that being a peer mentor then has played a role in your commitment to your vocation?
- P6: Um, I guess it, indirectly. Not, maybe more so if I was a teacher or something, but, um, communication is right up my alley in terms of my career goal. And, um, being a mentor is heavily relied on communication between you know, ah, you and the student and so I think that has played a part.
- RE: So, um, by being a facilitator and being able to speak to students and things like that, those are the kinda things that you think will carry on to your vocation or whatever career you choose?
- P6: Yeah, ah, definitely. Cause in public relations specifically, um, you play, as a profession you play the role of like a counselor kind of, um, advisor to different, whether it be a company or you know, corporation or another individual. So it's sorta like a mentoring thing, cause you possess the knowledge and you, you formulate ideas and give suggestions and communicate you know, them back to your clients or whatever. So it's kinda like being a mentor you, you hold the knowledge and you have to disseminate that information clearly and concisely and understandably.
- RE: Just like how I asked for tolerance, is there a specific example you can offer from last semester or, um, a situation that demonstrates how being a peer mentor has played a role in your development of commitment to your vocational goals?
- P6: Hm. I guess just in general with just daily communications with my students whether it be them asking questions at the end of the class or, um, through email back and forth or even, um, just responding to their work. It, they, they don't outright seek information cause sometimes they're apprehensive about that, but it's just knowing when it's appropriate to, to give your two cents in and aid them and then conveying that in the most effective manner that'll be beneficial to

them. And so I guess in that sense those kinds of skills will definitely utilize in my ah, vocation.

RE: Okay. Do you have any suggestions or ideas for improving the ACE program in terms of peer mentor development?

P6: Mm, let's see. I mean I think that the training course itself that we were going through definitely useful in...

RE: Training or the speech 499?

P6: I'm sorry, the speech 499.

RE: Okay.

P6: Um, I look, I looked to that as an ongoing training while on the job, yeah. And I think in terms of personal development it tapped heavily into personal development because you have to be developed as an individual and as a student and as a person to effectively reach your students you know, so, um, not off the top of my head. I, I think it was pretty much straight on.

RE: Now do you think that if you were given another opportunity to be a peer mentor again and would you wanna do it again?

P6: Oh definitely! If time permitted and I wasn't leaving this semester.

RE: Would you feel that you know, you've mentioned that you did gain, gain some tolerance, you did develop some skills that you'll take into your vocation. Do you feel that by being a peer mentor once again that you can still develop on these...

P6: Further expand?

RE: Yes, exactly.

P6: Oh, of course! Like ah, I think it just depends on perspective and I'm the type of person that you, if you look at a situation even though it's as same as before, you take another angle on it you can definitely tap into something that you missed the first time. And I think a program like this, I mean there's so many facets to it and students and, and situations are changing all the time that you have nowhere to go but to better yourself, yeah.

RE: Uh huh, uh huh, great. So at least you can see that you know, there's opportunity for growth and ...

P6: Yeah, definitely.

RE: Do you have any final comments that you'd like to share at this time? Um, your, anything with your experience, your class, about the program, any final comments or...

P6: It's definitely a growing experience. I think I wrote that in my final ah, portfolio. Ah, it was all about changing with the students as they were changing and not only me as a, a person, but me as a mentor. So it was definitely interesting last semester.

RE: Great! That's all the questions I have. Thank you for your time.

Interview Seven

RE: Researcher P7: Participant 7

RE: Okay, so first of all I'd like to thank you for participating in this interview. What I'm going to do today is ask you a series of questions dealing with your experience as a peer mentor in the ACE program last semester. Feel free to take as much time as you need in responding. In addition, if you have any questions during the interview please feel free to ask. So the first question is why did you want to become an ACE peer mentor?

P7: Um, because [ACE coordinator] asked me to.

RE: Okay. Is there any other reason?

P7: And I didn't really know what it was about, but then she just kept on asking, so I signed up.

RE: Thought you'd give it a try? Okay. How would you describe your overall experience as a peer mentor?

P7: Um, it was interesting. I learned a lot from it. It wasn't always fun.

RE: Uh huh. What kind of thing did you feel you learned?

P7: Um, I don't know. Too talk louder.

RE: Okay. What about from your speech 499 class?

P7: Um, I have no idea.

RE: Okay. Well think about it for now and then maybe we can get back to that. As you may recall you filled out two inventories last semester dealing with interpersonal relationships and vocational purpose. The next group of questions will deal with those areas. What does it mean, in your words, to be tolerant of others?

P7: Um, you're able to, I don't know, like put up with somebody.

RE: Okay, in what way?

P7: However the person acts. Like if the person is, if the person talks too much or something it, you just take it. That's the way the person is.

RE: Okay. Would you describe yourself as a person who is tolerant of others?

P7: Yup. Um, cause I don't say anything if somebody irritates me. So, if I get angry I just keep it to myself.

RE: Okay, okay. What about, um, in a classroom setting? Let's say you're in school and you're in class, how do you demonstrate that you're a tolerant person?

P7: To my peers?

RE: Uh huh.

P7: Um, I guess like if somebody is talking behind me and I can't hear the lecture then I won't say anything.

RE: Okay. Would you say that your level of tolerance has changed since being a peer mentor?

P7: Kind of. I'm less tolerant (laugh).

RE: Oh, less tolerant now. Okay, that's fine. Why, why do you feel you're less tolerant after becoming a peer mentor?

P7: Because I'm not afraid to say anything.

RE: Oh, so you're a little bit more outspoken?

P7: Yeah.

RE: Okay. And has this outspokenness, do you feel has translated to other areas such as work or in your other classrooms or outside of school?

P7: Probably. I'm more of a social person.

RE: Okay.

P7: And talk to new people easier.

RE: Would you say that being a peer mentor then has played a role in your development of tolerance?

P7: Yes.

RE: Yes. Okay, how so?

P7: Like I said earlier, yeah, I can talk to new people and...

RE: Um, you said that you're a little bit more outspoken ah, would you, is there a specific example or, doesn't have to be specific, anything in particular that you can offer from last semester ah, during your time in ACE that you can demonstrate how being a peer mentor has helped you develop your level of tolerance?

P7: In ACE?

RE: Uh huh.

P7: Something that happened to me?

RE: Uh huh.

P7: I participated in class a lot.

RE: Okay. In the speech 499?

P7: Yeah.

RE: Okay. And would you say more than you normally would in another class?

P7: Yeah, I never did before.

RE: Okay. What about in your ah, CAS class?

P7: How did I show more tolerance?

RE: Was there something that happened that you feel that "wow, I, I'm a little bit more tolerant now"?

P7: No, because I became less tolerant (laugh).

RE: Oh, so you felt you were a little, you gain some tolerance in terms of your classroom and peers, but less tolerant in terms of the freshmen or dealing with other...

P7: Yeah.

RE: Okay. How was your, um, how would you describe your CAS class?

P7: Um, they're really quiet.

RE: Uh huh.

P7: They were...

RE: How were they as a bunch of students?

P7: As students they were fine. They were just really quiet and they didn't really wanna do activities.

RE: Uh huh. So did you feel like it was a struggle to get them...

P7: Yeah.

RE: Okay. In your words, what does it mean to have vocational commitment or commitment to a vocation?

P7: Um, if you know what you wanna do and you just strive for it. You're committed to one goal.

RE: Ah, just to get a idea, a sense of idea, what were your vocational goals before entering college?

P7: I didn't have any (laugh).

RE: Didn't have any. Okay, that's fine. Not everybody does. Have your goals changed? Do you have any now?

P7: Um, not one in particular, but since I'm gonna major in biology, in something in that field.

RE: Okay. So right now you have no idea about a particular type of occupation or career or, but something within science or...

P7: Yeah, like forensics.

RE: Okay.

P7: Yeah.

RE: So the second part was how has it changed?

P7: From?

RE: How did you come from, yeah, not knowing or having any vocational goals to now having?

P7: Um, the classes I took.

RE: Okay.

P7: I was taking like sociology and psychology just to graduate fast, but then, cause one of the core requirements was a science class and I liked it.

RE: So in the beginning you started taking core class, thinking in mind just to graduate and then by taking a science class you felt little bit more interested in that area?

P7: Yeah. I could stay awake (laugh).

RE: Okay. How did you, and you kinda touched upon this, how did you come upon this choice of vocation? Um, you mentioned that you just started taking science class, um, it kept you up. What else about it decided you to kinda go in this direction?

P7: Um, before I entered college, my mom kept on telling me "oh, you should go into science or something because oh, your high school grades are always good in science."

RE: Okay.

P7: So I took that into consideration after I took that class.

RE: Okay. And so you're majoring in biology. When are you, you planning on graduating?

P7: Year an a half.

RE: In a year an a half.

P7: So fall.

RE: Okay. And have you thought anything pass graduation in terms of doing something or what you wanna go on to whether it be more grad school or anything like that?

P7: Um, probably not grad school.

RE: Okay.

P7: Probably just straight into work.

RE: At this point, how committed are you to achieving your vocational goals?

P7: To get a job right after?

RE: Uh huh.

P7: Very committed.

RE: Okay, why?

P7: So I can get more money and move out of the house (laugh).

RE: Okay. So you have some purpose in order to, okay. Do you feel you're taking the necessary steps to achieve your vocational goals?

P7: Yeah.

RE: Okay.

P7: Finishing college.

RE: Finishing college. Okay, anything else? Besides I assume taking the right classes to graduate within your field, um, is there anything else whether it be...

P7: Outside of school?

RE: Outside or even work or anything like that?

P7: Um, no.

RE: Um do you feel that being a peer mentor has played a role in your commitment to your vocational goals? Has it played some factor?

P7: Um I guess a little because like ah, if I didn't go into biology or something else then, like the easiest thing would be education.

RE: Okay.

P7: And after taking or being a peer mentor I don't want to go into education.

RE: Okay. So it, it opened your eyes to that field knowing, it kinda told you that "okay, this is not what I wanna do."

P7: Yeah.

RE: Okay. What about anything such as work or any extracurricular activities, is there anything from those areas that you feel will help you towards your vocation?

P7: Um, if I work for the police department or something like that then I have training in martial arts.

RE: Okay. You have training in martial arts?

P7: Yeah.

RE: Okay, okay, okay. Um, going back to being a peer mentor, is there anything that you learned at that, during that time as a peer mentor that you think will help you in your future goals?

P7: Um, no.

RE: No?

P7: No (laugh).

RE: Nothing, nothing you learned?

P7: I guess I would probably be a better co-worker or I don't know. I could, I don't know (laugh).

RE: Okay. This might seem silly to ask then, but is there a specific example you can offer from last semester that demonstrates how being a peer mentor played a role in your commitment to your vocation? Obviously you said it hasn't, but is there anything that you think may have occurred or that you did whether it be in the CAS or even in the speech 499 that you think will help?

P7: With my...

RE: Towards your, yeah.

P7: Um, no. But because of that class I don't want to go into education.

RE: Okay.

P7: And it was because it was really hard to get people to do what you wanted.

RE: Okay.

P7: Or just like start a group activity.

RE: Okay. Do you have any suggestions or ideas for improving the ACE program in terms of enhancing peer mentor development?

P7: Um, yeah. Have more like role playing.

RE: Okay.

P7: Get you better prepared for what's coming up.

RE: So more role playing in the speech 499 class?

P7: Yeah.

RE: So that you can be prepared for the CAS. Anything else?

P7: Or, um, have better activities just so then or like explain them better so that the freshmen would know why they're doing it. Yeah.

RE: So like...

P7: In terms of just like saying "ok, we're gonna play this game" or something.

RE: Uh huh.

P7: Then like most of the time they think it's really childish so if there was some kind of meaning behind it and it wasn't, it was like something that they could relate themselves to. Yeah, that would be better.

RE: Okay. Is there any final comments that you'd like to share at this time whether it be your experience, about the class, about anything?

P7: Mm, nope.

RE: Nope? Alright, well that's all the questions. Thank you for your time.

Interview Eight

RE: Researcher P8: Participant 8

RE: First of all, I'd like to thank you for participating in this interview. What I'm gonna do today is ask you a series of questions dealing with your experience as a peer mentor with the ACE program last semester. Feel free to take as much time as you need in responding. In addition, if you have any questions during the interview, please feel free to ask. Why did you want to become an ACE peer mentor?

P8: Because I wanted to give freshmen the opportunity to have a good first semester, unlike my first semester experience, it was terrible, so, and it was dealing more with faculty I guess and the professors that were teaching cause I was part of the learning community.

RE: Oh, okay.

P8: So I thought if I could help out with the ACE you know, and have one more mentor to help you know, so that people wouldn't have to go through the other thing with you know, professors and it wasn't fun. And I didn't gain anything out of it. In fact, it made me almost drop out of college.

RE: Oh, okay.

P8: You know, so hopefully this way it will help you know, students not wanna drop out, but wanna continue.

RE: So because of your bad experience you felt you wanted to give freshmen the opportunity to make it better than what you had?

P8: Yeah.

RE: Oh, okay, great.

P8: And not flunk out (laugh).

RE: And not flunk out. Alright. How would you describe your overall experience as a peer mentor?

P8: Wonderful.

RE: Wonderful.

P8: Wonderful.

RE: How come?

P8: Um, I enjoyed working with the freshmen a lot. They were really great. I think I had a really good group, easy group to work with. I didn't have any people who gave me a lot of problems. Um, so yeah, I mean I really enjoyed working with them.

RE: What parts of it did you enjoy because you said you had a great cluster? Was there anything else that you enjoyed?

P8: Mm, I guess also making friend with the other mentors. You know, meeting them and find people with I guess, not really, kind of common interest in that we wanna help out other people and things like that, so that was really fun.

RE: Okay. So you had a overall positive experience?

P8: Uh huh.

RE: Um, as you may recall, you filled out two inventories last semester dealing with interpersonal relationships and vocational purpose. The next group of questions will deal with those areas. What does it mean to be tolerant of others?

P8: Yikes (laugh). Um, what does it mean to be tolerant of others?

RE: There's no real definition, so whatever you say is fine.

P8: I guess giving them a chance.

RE: Okay.

P8: Not blowing up at them.

RE: Uh huh.

P8: Giving them an opportunity to voice what they need to voice. Do what they need to do and even though I don't like it, I can just you know, tolerate it and put up with it.

RE: Okay. Well that leads on to the next one then. Would you describe yourself as a person who is tolerant of others?

P8: Yes, very.

RE: Okay, why?

P8: Um, because I want people to be tolerant of me (laugh). Cause I know I'm not like the greatest person in the world. I don't do everything right and I don't understand everything so hopefully if I give people a chance you know, they'll give me a chance back so that's my main...

RE: So that's kinda like your, your own mission statement in terms of "if I'm gonna be tolerant to you, you should be tolerant of me" and vice versa.

P8: Yes.

RE: Okay. Would you say then that your level of tolerance has changed since being a peer mentor?

P8: Yes.

RE: Okay, how so?

P8: Went up. I can tolerate a little more.

RE: Okay.

P8: Having to deal with freshmen you know. And even though I was a freshman you know, and I was, had the same mentality you know. Now that I've hopefully matured a little (laugh) within the past 4 years, I'm you know, I've learned to tolerate it cause I understand it you know, that you're not just gonna come into college and be a college student you know, you're still gonna be a high school student and you haven't changed until college.

RE: So you feel your tolerance of freshmen has grown especially since you were there and then now...

P8: Now I can look back on.

RE: Look back and...

P8: Yeah.

RE: Um, did you have some of those preconceived stereotypes before coming into ACE of what freshmen are like?

P8: Um, yeah. I think everybody has stereotypes of the freshmen.

RE: And now teaching or facilitating them, do you feel it's changed?

P8: I don't know if it's changed, but I guess I've learned that you know, you can't always just go with the stereotype. You know, you have to kinda drop the stereotype and kinda just interact with the people as who they are and put aside the stereotype and just you know, try not to say "oh, you're loud and obnoxious" and just treat them that way. You have to give them a chance.

RE: Give them a chance. Okay, now you've mentioned the, your freshman cluster, how about in terms of your tolerance overall in let's say your other classes or job or outside of school, anything?

P8: Yeah, it's gotten a lot better.

RE: Okay.

P8: I tolerate professors a lot more (laugh).

RE: Especially since you had a bad experience when you were a freshman, you were able to put up with it?

P8: Yeah.

RE: Okay. So would it be fair to say then that being a peer mentor has played a role in your development of tolerance?

P8: Yes.

RE: Okay. And kinda like that again, how has it?

P8: Um, dealing with tolerance?

RE: You've mentioned cause you were dealing with freshmen, was there anything else that you feel has helped you develop, to develop more tolerance? Anything that happened in the program or...

P8: Dealing with the program, like you have to work with all the other peer mentors and we may not all get along on the same ideas and topics so gotta kinda tolerate it, work with it. And so that being a peer mentor it helps with that, your tolerance.

RE: So not only building tolerance within CAS class, but also in your speech 499...

P8: Speech 499 class.

RE: Okay. Was there a specific example or, doesn't have to be specific, anything in particular that you can offer from last semester, um, that can demonstrate how being a peer mentor has played a role in your development? I know you're mentioned like the speech class, and was there something in particular like an instance. Like a certain student or a certain activity that you did that you know, can say "wow, I've really grown some tolerance now"?

P8: I'm not sure if there's a specific. I have to think about that one (laugh).

RE: Okay, okay. We'll come back to that. So shifting gears, um, in your words, what does it mean to have vocational commitment? Or commitment to your vocation?

P8: I have no idea. Cause I, I don't think I have vocational commitment right now (laugh).

RE: Okay, okay. You don't feel you have vocational. Why, why don't you feel that?

P8: Because I don't have a job that I'm like, I'm gonna do this when like you know, get out of college or anything like that. I don't have a specific career in mind you know, I'm just trying to graduate (laugh).

RE: Okay. No, that's fine. So one of your commitments I guess would be to just graduate?

P8: Yeah.

RE: Okay. Um, what were your vocational goals before entering college? Did you have any idea what you wanted to do or it's just you know...

P8: I had none whatsoever.

RE: None?

P8: Yeah. I was just, "I'm going to college" (laugh).

RE: Okay. So then you know what, a lot of people just do that.

P8: Didn't wanna go into the military so I chose college.

RE: Okay. Now that you are in college, has it changed? Before you said "you had no idea, I'm just gonna go to college." Now that you're in college are you, is there a little bit more defined goals, little bit more sense of direction?

P8: I guess. In a way that, um for career of choice, I'd probably wanna work with people rather than by myself you know, because I've kinda learned through this whole experience that you know, I like working with people you know, my tolerance level is pretty good you know (laugh), so.

RE: And before college you never thought that you'd wanna work with people?

P8: I don't, I, I was actually kinda shy so I didn't really wanna deal with too much people. It was just you know, I was fine working by myself.

RE: So college has kinda let you open the door?

P8: Yeah.

RE: Okay. Um, what are you majoring in?

P8: Communications.

RE: Okay. And how did you come upon this choice of major?

P8: Um, my dad (laugh).

RE: Okay.

P8: Because he was a speech and communications major.

RE: Uh huh.

P8: Back when it was one thing.

RE: Okay.

P8: Right? And so now it's like split so I kinda thought I would try the communication thing.

RE: And do you like it?

P8: So far, yeah.

RE: What do you like about it?

P8: Um, I don't know. I guess learning about how we communicate. You know, and through different media and things like that so. I mean everybody has to communicate right, in order for the world to revolve or whatever, so.

RE: So now taking that to mind that you're majoring in communication and you enjoy it and that, you have an idea that you kinda want to go in the direction of working with people, do you envision yourself, um, after college, finding a job, going to graduate school, what do you see after, I guess first of all when are you gonna graduate?

P8: (laugh) I have to talk to [ACE coordinator].

RE: Okay, okay, okay. So you have some time.

P8: I have some time.

RE: To think about it.

P8: At least a year.

RE: Okay. Let's say after you graduate, right now you're probably just thinking of graduating, getting that. After graduation, do you think about that you're gonna get a job or maybe go on to more school, have you thought about that?

P8: Um, if I can't get a job, I'll probably continue with school.

RE: Okay.

P8: But if I can get a job that's decent and will pay me decent, then I'll go with the job.

RE: Okay. How committed are you to achieving your vocational goals at this time?

P8: I guess somewhat committed because I guess so far my vocational goal would be working with people.

RE: Uh huh, uh huh.

P8: You know, so I still wanna work with people, but not know what I'm gonna do yet (laugh).

RE: But you have some sense of the way you want to go?

P8: Yeah.

RE: Do you feel you're taking the necessary steps to achieve your vocational goals?

P8: Hopefully, by going to college (laugh).

RE: Okay, so college is one thing.

P8: Yeah.

RE: Is there anything else that, anything else you think that'll help you?

P8: Probably an internship.

RE: Oh, okay.

P8: Yeah, so I'm looking to that.

RE: And how would you think that would help you?

P8: Um, it'll just help me get my foot in the door you know, in whatever job it is you know, I just need to get my foot in the door. And I guess dealing with people outside of the university you know. Everybody has their university mentality here, once you get out of it I think it'll be a lot different.

RE: Is there anything else you're doing right now, job or extracurricular-wise that you think will help you in your future vocation?

P8: Mm, let's see. I'm not sure. Well I've been in like, um, extracurricular-wise, um, I've been playing taiko for like 10 years and I think that has helped me tremendously, um, in dealing with new people and new situations and having to take control over situation and deal with it. Um, also just in like presentation-wise there's so much involved in that in how you present yourself on stage or you know, just after a performance or something. You know, people always come up to you and tell you "wow, what a great job you did" and you have to be able to say "oh, thank you" you know, instead of just like running away and hiding you know, cause that's what I wanted to do in the beginning, but now after so many years you know, you kinda get use to it and it kinda helps you be able to open up and talk to people a little bit more.

RE: Okay. Um, reflecting back from ACE, would you say that being a peer mentor has played a role in your commitment to your vocational goals?

P8: Yes.

RE: Okay, how has it?

P8: Helped me work with new people (laugh). I mean that's what I guess if that being my vocational commitment you know.

RE: Um, like how I asked for tolerance, and we'll get back to that one, but is there a specific example you can offer from last semester that demonstrates how being a peer mentor has played a role in your development, in your commitment to your vocational goals? Like I said, doesn't have to be specific. You've, you've mentioned by meeting new people, that's gonna help you with your future vocation. Ah, is there anything else that you've done in speech 499, in CAS?

P8: I guess organization-wise.

RE: Okay.

P8: You know, having to organize and to teach a group of you know, freshmen, that's gonna help no matter what your goal is you know. Everybody needs somehow to be organized.

RE: So you feel that by being a peer mentor your organizational skills...

P8: Have improved, greatly.

RE: Okay, great. And that'll definitely help you whatever vocation that you go into.

P8: Yes.

RE: Now going back to the vocation ah, the tolerance side, um, was there something that you can think of?

P8: Not to name names, but there was one peer mentor that, um, I'm not sure if I'm the only one, but you know, had different views I guess. Not quite different views, but just the way she acted and it wasn't I guess stereotypical of a college student or you know, kinda thing so I may have had to tolerate her actions you know.

RE: And did you have to work with this peer mentor in a group before?

P8: Yes.

RE: Okay.

P8: Having to work with her, I mean everybody we would work together so I mean it was just always trying, just trying to tolerate, not necessarily trying to tolerate, but trying to like not focus on it maybe and just see for, see her as a person and not as what she's doing or what she says you know.

RE: No, I mean that's a good definition for tolerance. I mean cause you said you had to deal with certain people. No, so it's great! That's a good example. That's what I was looking for, some kind of example that you said.

P8: Okay.

RE: And so by having her, this peer mentor in the class you feel that, um, you got exposed to a different type of person and now that you know, come across that kinda person in the real world or in your future vocation...

P8: It'll help you.

RE: It'll help you, help you deal or would it...

P8: To understand the person.

RE: Exactly! Okay, okay. So you've answered that. Do you have any suggestions or ideas for improving the ACE program in terms of enhancing development? Anything else?

P8: Um.

RE: That could've been done?

P8: Let's see. I think that the two day training before the semester started, I think it would've been better if it was maybe over a week.

RE: Oh, okay, yeah.

P8: Maybe not for the whole day cause then like attention span is like what, 12 minute, so it's kinda hard to sit through the whole day and try an absorb all this information in 2 days you know, and try to get to know all these peer mentors in 2 days with one lunch break you know. And it's like there's not much time for interaction between us to get to know each other so that we can work better when the semester starts. So if it was over a week you know, for maybe like half a day each day or something, it's kinda asking a lot, but I think it would help a lot with, um, having the mentors get to know each other a little better, be more comfortable with each other first so that way when we have to, in the, like the first week or so start doing our lesson plan, we're able to you know, feel free to voice what we wanna do and not be so like shy cause I don't know what these people think of me or what or who they are, so.

RE: So also having it maybe over a week do you feel that you'd get more training cause you guys got kinda thrown in to the classroom situation, that maybe you guys could do a little bit more...

P8: Little more training and I guess role playing, yeah. Role playing was good.

RE: Okay, great. Good suggestions. Um, do you have any final comment that you'd like to share at this time? Anything at all about the program, your experience, speech 499, CAS class?

P8: ACE is great (laugh).

RE: Okay. Actually, um, if you had the opportunity to become a peer mentor again, would you do that?

P8: Um, yes.

RE: Okay. And do you feel that, since you've already mentioned that you developed tolerance, that has developed, that even your commitment to your vocation has developed being a peer mentor, do you feel that being a peer mentor again you could still develop those areas?

P8: I think so.

RE: Okay, how so?

P8: Mm, I mean just with, it's like repetition you know, where you do it the more you learn and stuff like that.

RE: And you mentioned the one thing you had was that you were lucky to have a group that was really good?

P8: So if I had, get a group that does not shut up, tolerable, you know, then I could learn a lot more.

RE: More tolerance?

P8: More tolerance (smiling) you know.

RE: Okay.

P8: Cause some people had very interesting groups that they needed to tolerate a lot (laugh).

RE: Okay, great! Well, that's all the questions.

P8: Okay.

RE: And thank you for your time!

Interview Nine

RE: Researcher P9: Participant 9

RE: First of all, I'd like to thank you for participating in this interview. What I'm gonna do today is ask you a series of questions dealing with your experience as a peer mentor with the ACE program last semester. Feel free to ask, take as much time as you need in responding. In addition, if you have any questions during the interview, please feel free to ask. The first question is why did you want to become an ACE peer mentor?

P9: I wanted to become an ACE peer mentor because my sister was in the ACE program and it helped her in her first semester in college. She got pretty good grades. I wasn't in ACE and I did not do very well in my first semester. So I wanted to help the students, the freshmen students adjust and also because I thought working with [ACE coordinator] would probably be a lot of fun.

RE: Okay. Would you, how would you describe your overall experience as a peer mentor?

P9: It was a major wake up call. Mostly because the students weren't what I expected them to be. I went in there with a lot of college expectations and being right out of high school they weren't ready to meet those expectations yet some of them. Also, those, I, so I lowered my standards a little and then I felt like it was too easy for them. So it was kind of a touchy feely thing. But overall, it was a fun experience. It was good. My students I noticed were a lot like how I was my freshman year and it was really funny because I slacked off a lot and so did a lot of they. So I couldn't really get mad at them, but it was fun.

RE: So you could understand kind of where they're coming from, but at the same point, now you're the facilitator, you wanted them to be something that you were?

P9: Exactly, exactly.

RE: Um, and you mentioned that your cluster was, I guess like, you would say like typical freshmen?

P9: Yeah.

RE: Ah, how were they as a group?

- P9: They weren't very cohesive. I noticed, which made me kinda sad because I'm use to having a group bond pretty easily and they weren't. Mostly because some of them just weren't interested in the class at all. Others just didn't wanna talk because they were shy which was fine. And then there were some of them who talked too much and to the point where they would talk about "oh, how this class is so quiet" and "I don't like coming to this class because it's bad" and other things. And so as a facilitator it was hard to try and get them to work together. They did work together fine when I split them up into groups, it's just as a whole they didn't, they didn't have a you know, like how, they weren't a team you know, under a team banner kinda thing. So it was kinda hard.
- RE: You had basically a, the normal I guess group of kids you know. Some were this way, some were that, so it was a wide range of different types, but as a whole group they didn't really gel together.
- P9: Yeah. They were just like "I don't care about you even though I know you're in my other classes. I'm just here because I have to be here."
- RE: Okay.
- P9: Yeah.
- RE: Well that's unfortunate. But as you may recall, you filled out two inventories last semester dealing with interpersonal relationships and vocational purpose. The next group of questions will deal with those areas. In your words, what does it mean to be tolerant of others?
- P9: Tolerant of others. Basically to let people be who they are.
- RE: Okay.
- P9: But they also need to respect other people. So in my class, um, I try to let students you, know whatever they had to say let them say it as long as it was within means. Not hurting other people or if they did say something that might be a little bit hurtful or bias I guess, then try to get the reason why. If of course if it's not too in depth cause some students have a lot of baggage and history. They did pretty well though. They weren't very weird or anything so they seem to tolerate each other well. I seem to tolerate them fine, so, yeah.
- RE: Okay. Would you describe yourself as a person who is tolerant of others?
- P9: Definitely.
- RE: Okay, why?

- P9: Because I work at the service counter at Arts & Sciences and, so I need to see a lot of different people, a lot of different types of people, a lot of different age ranges of people and I can't be judgmental at any of them because I need to make sure that they get the help they need. And they could be yelling in my face, they could be throwing paper at me or they could also be smiling very nicely, they could come in with the most nastiest b.o. smells and I can't say anything and I have to just smile and nod and I don't mind doing it. So I think that's taught me a lot of tolerance in people and I'd whatever.
- RE: Okay. Now would you say then that your level of tolerance has changed since being a peer mentor?
- P9: Yes and no.
- RE: Okay.
- P9: Um, for being a peer mentor my level of tolerance as far as people doing their work, I expect a lot more. I understand if they can't do it, but I really do expect a level of excellence that's pretty high. But as far as just tolerating people as who they are, nothing's really changed.
- RE: Okay. Um, the next question was gonna be then I guess, would you say that being a peer mentor has played a role in your development of tolerance? I guess not.
- P9: No it has.
- RE: Okay.
- P9: It has. I, being a peer mentor I learned a lot about myself, probably more than I did about, um, facilitating students and, although I learned those kinds of things, I learned more about who I am as a person and what my goals are and why it's important for me to make goals and just what the value of education is because that's what we have to convey to the students, so we need to get it first.
- RE: So a lot of self-exploration.
- P9: Yeah.
- RE: Okay. Um, is there a specific example or doesn't really have to be specific, anything in particular that you can remember from last semester that can demonstrate how being a peer mentor played a role in developing tolerance?

P9: The activities that we did, there were a couple of them. One of them was that we needed to break up into groups depending on our style of learning and we needed to come up with different, there were different categories that I remember [ACE coordinator] bringing it out and we had to come up with what, from our learning style the way we like to learn. I guess what our comfort zone is kind of. So places that we'd like to learn, things that we would rather learn the way it's taught, stuff like that. And so because everyone learned in a different way, it teaches you that even though you might not learn from a teacher the way that you'd like to learn from them, you still have to tolerate the way that they're doing it cause there might be someone else in the class who is doing just fine. And if you have any questions then you need to be the one to ask. I remember that was, that was a lot of fun, it was cool. And then the other one was the personality test. Ah, where we broke up into to groups, like she'd ask us if we're an N or an I or just the different groups and we'd just kinda go over what those groups meant. And it was funny because you'd see, she would break us for every single one if like two right, so she would break us up into two groups whoever was what and it was just kinda funny to see who was what and then to see it in their personality after and to say "oh, yeah, you know, that guy is that, but it's cool" so it was fun.

RE: And then being able to do those activities you kinda got to see that there's more to the person that, and then now when you see it you can kind of maybe tolerate more.

P9: Exactly.

RE: Cause you know a little bit more about them.

P9: Yeah. So it's like if they say something and, or when you ask them a question and they don't answer you right away or they look at you kinda weird then you're like "oh, yeah, they kinda aren't into that" kind of, they don't really tolerate that.

RE: And that's cool.

P9: Yeah.

RE: Because that's just the way they are.

P9: That's just the way they are so I can't get mad at them.

RE: Okay, great. Ah, shifting gears now, what does it mean to have a vocational commitment? Or commitment to a vocation?

- P9: To me, a commitment to a vocation is sorta like a commitment to a job or a job-seeking atmosphere, so a commitment to a vocation could be your commitment to college.
- RE: Uh huh.
- P9: Or your commitment to a major or when you decide to find a career, your commitment to that or just any job that you decide to take whether you like it or not.
- RE: Okay. That's a good definition. Um, what were your vocational goals before entering college?
- P9: Before entering college, I wanted to go into business.
- RE: Okay.
- P9: I wanted to either be a manager or a market sales type person. And then when I got into college and found out the pre-requisites just to be in the business school, I wasn't really in to that. And I had taken a job at Town & Country and I didn't like selling, so I changed my vocational goals and I was sorta searching for a while and decided maybe history might be a way to go. But then it's like what's your vocational goals if you're doing to do history, I wasn't sure. And I didn't really like it, so then I decided to go into Hawaiian history and Hawaiian culture. And now I think there's a lot more different jobs that I could do especially if I wanna stay in Hawaii. Not sure which one yet, whether, cause it still depends on what my concentration is gonna be in Hawaiian studies. Whether it's gonna be language and teaching or law or environmental something or just a historian, who knows. But I'm glad about where I am now.
- RE: Okay. You actually kinda let, answered the next question. It was gonna be how has it changed and if so how? So you've mentioned that yes, it has changed in terms of ah, majors that you've changed, liked you changed Hawaiian studies. Um, you're not exactly sure about which direction in Hawaiian studies, but the general area.
- P9: Yeah, exactly.
- RE: Um, how did you come upon this choice?
- P9: Since I was little I've always been interested in things having to do with the Hawaiian culture probably because I am Hawaiian. And then I went to Kamehameha and that only instilled it even more. I started learning Hawaiian language there and I just loved it. I was always good at it and I never had any

bad feeling towards it and so when I got to history, I was like "oh, this is cool", but I don't really wanna learn about the guys in Europe, I wanna learn about the guys here in Hawaii. And then, so I changed.

RE: So a lot of it had to deal with your own interest in that area.

P9: Yeah.

RE: From like little time and carried on.

P9: Yeah.

RE: How committed are you to achieving your vocational goals at this time?

P9: At this time, I definitely want to finish school with a Hawaiian studies degree, at least a B.A. I don't know exactly how long it's gonna take me to do that. Hopefully a year an a half as long as I stay in school and I do well. But if not, I just definitely know I wanna do that. And then after that, whatever job I go into that has to, whether it has to do with that or it has to do with something else, um, related to that in some way, then I'll be happy.

RE: Now have you thought, I know right now graduation seems like your primary goal at this time, have you also thought about what you're gonna do after graduation in terms of a job or maybe more school or is that just too far away right now?

P9: No, I've thought about it. Um, I'm thinking about either going and getting my masters, whether it's in Hawaiian studies again or in a different field I'm not sure. Going into law school or being, going in to get my teaching certification and becoming a teacher.

RE: Of like Hawaiian language or studies?

P9: Either Hawaiian language or history or something. Probably for, um, well I'm not sure if would be education for elementary school or secondary school. Probably secondary school because they understand better.

RE: Uh huh, okay. So at least you have some options and you're thinking about it. Right now really open to what you wanna do. Do you feel you're taking the necessary steps to achieve these goals?

P9: Yes and no.

RE: Okay.

- P9: Yes, because I've done academic advising, I've planned out my next 1, 2, 3, 4 semesters and so I feel that I'm set that way. No, because I'm not pushing myself as hard as I should be in my classes.
- RE: Oh, okay.
- P9: So the grades that I get are gonna be very, like, well graduating is gonna be depending on the grades that I get, so I need to push myself a little harder.
- RE: Okay. So at least you know that what you can do.
- P9: Yeah. I know exactly what I should do.
- RE: To get yourself to that, to that ah, step. Is there anything else that you feel that you're doing that will help you in terms of your future vocation?
- P9: Yes. Right now because I'm a Kua'ana tuition waiver recipient which is a native Hawaiian tuition waiver, I need to do 40 hours of community service with the Hawaiian community. So I am currently volunteering with Halau Ku Mana which is a charter school and it charters, it caters to, I think its 12 year olds to seniors in high school. So I'm helping with that right now with the science classes, it's a lot of fun. And so I think education more and more is starting to play into my life.
- RE: Okay. And what are some of the things that you think you're learning from this ah, community service at this charter school that you think you'll take on with you to your vocation?
- P9: It's funny because tolerance is definitely one of the things I need to take because these children, these students are coming from, some of them from very broken homes. And I never had to deal with a broken home. My family, I came from a good family, not everyone's that lucky. I went to a private school, not everyone's that lucky. So I was sheltered. And now I see that not everyone's like that, I knew that not everyone's like that, but it, now I'm witnessing it first hand and if I'm gonna be a teaching, even more so I gonna witness that. So I need to be, I guess humble myself to understand where these students come from, understand how their parents might feel about them or even if they have parents and just leave it open to their styles of learning too because that's what charter schools were made because the D.O.E. can't do anything with them. So they're doing better now that they're in their own school.
- RE: Okay. And then you did mention about how working at, at, um, the service desk ah, will help you also. How will that also help you?

- P9: Working there has taught me to be patient with people, to smile when I really don't wanna smile, so customer service again. If I ever have to go into that kind of a job I would do fine. Discipline as far as making sure you're at work on time, making sure you call your supervisor to say I'm not gonna be in, if I'm sick or I'm lucky because I don't have to always come in if I have homework or something, but it's not always gonna be like that. So I'm taking advantage of that.
- RE: Okay.
- P9: It's a good job.
- RE: Okay. Well great. You have a lot of things that can help you. Would you say that being a peer mentor played a role in your commitment to your vocational goals?
- P9: Yes.
- RE: Okay.
- P9: Because it was a teaching atmosphere and I wanted to try that out. That was I guess my second experience as a teacher or that type of atmosphere and it was teaching like, not, I guess college level, but sort of high school level students and so I know what to expect from them I guess.
- RE: Is there, and this is kinda the same question that I asked of tolerance, is there a specific example or just a situation that you can offer from last semester that demonstrates how being a peer mentor played a role in your commitment to your vocation?
- P9: Being a peer mentor, making sure that the students did what they had to do to get the grade because I had a lot of students who were doing really well in the beginning of the semester and started flaking out towards the end. And I didn't know why because even though I gave them my contact information and everything they wouldn't contact me so there's no way of me knowing when they were gonna come back to class. There's no way of me knowing whether or not they were getting their homework from the other students in class cause their in class with all these students all the time. So that was the, I think the most stress I had because when they did come back to class, "oh, [peer mentor 9's name] what can I do to make this up?", "can I make this up?" And at first I was like, no they cannot, but then I felt really bad for them because this is a one credit course and if they fail, it's like why did you even attempt. So I think as far as tolerance that way, just being able to let them realize you know, this isn't gonna happen all the time and just letting them do what they had to do. I was

more understanding because I would've liked my professor to do that for me. Some of them are tolerant of students who do that, others aren't, so I decided to be the one that was.

RE: Okay. And is there something that you think you've learned or gained from being a peer mentor that you think will carry over to your future vocation?

P9: The whole experience probably because it taught me about myself and so I grew and it also taught me about other people and what to expect or not expect in the future. So I think things will be a lot, I'm more open-minded to things now and people especially and just their learning styles and their ways of things and even though I was a lot, I was open to people already, it's made me even more open because it's a specific age group and it's a specific atmosphere, so college I guess. It's a, it's a big eye opener, so I learned from that.

RE: Now if you had the opportunity to become a peer mentor again, would you do it?

P9: Yes.

RE: Okay. And do you feel that coming a peer mentor again, cause you've already said that you've gained some tolerance, you have grown some ah, in ways towards your commitment to your vocation, do you still feel that by becoming a peer mentor you could still develop in those areas?

P9: Definitely.

RE: Okay, how?

P9: As a peer, if I were to become a peer mentor again I know the, I would have to learn different things because I'd have to add to what I already know, so I would find out new things, whatever those things might be, better facilitation skills and what not. I would, if I could do it again, I would probably work with the classroom stuff a lot better like know the things that I need to teach them so that I can teach it to them a lot easier. And probably set more ground rules. It's mostly towards, like my, my vocational goals, if I were to become a teacher, I'd have to know exactly what I'm doing. And so I think if I were to become a ACE peer mentor again in that kind of same setting, then I would probably act the role more of a teacher just so that I would know more what's expected of me and I would know whether or not I can handle it.

RE: Okay. So at least you can see that you still can grow from the experience. Do you have any suggestions or ideas for improving the ACE program in terms of

enhancing peer mentor development? Any other thing that you think that could've helped you or anything that you would've liked to see?

P9: We should've done more role playing because I would go into class thinking everything is gonna be just fine and dandy and I would get a whole different scenario. Mostly because our class gelled well together that we made it easy for each other or we thought we're trying to make it hard, but it didn't really happen. So when we actually got into class, and the mood is different, the atmosphere is different, the students are different, you can't judge what their reactions are gonna be. So I think role playing would've helped a lot better, maybe even if we were to bring in strangers to do stuff, like other peer mentors, maybe. Not necessarily in our like ACE class, but they, just another student or something that doesn't know what the heck is going on, who's never heard any of it before, who maybe just did the readings like the students were supposed to, or even not because most the students don't do the readings. Just to add a, more of an element of reality I guess to it because some things worked and some things majorly flaked. So that would probably be the better thing.

RE: Okay. So those are good suggestions. The final question is do you have any final comments that you wanna share at this time about your experience, about the class, about speech 499, anything?

P9: If anybody ever has a chance to do it I think they should.

RE: Okay.

P9: Because they're gonna learn a lot about themselves, they're gonna learn a lot about how people learn, especially if you like learning, and you like the way people learn. For me, especially watching a child when you tell them something new and their eyes just light up, it's like there's something clicking in their brain and it's the same with college students. When you see them "oh, yeah" you know, to me it's a personal, kinda like a personal achievement to say "hey, I helped them do that." So if anyone ever gets a chance, I would say go for it.

RE: Okay, great! That's all the questions I have.

P9: Right on.

Interview Ten

RE: Researcher P10: Participant 10

RE: So first of all, I'd like to thank you for participating in this interview. What I'm going to do today is ask you a series of questions dealing with your experience as a peer mentor with the ACE program last semester. Feel free to take as much time as you need in responding. In addition, if you have any questions during the interview, please feel free to ask. First off, why did you want to become an ACE peer mentor?

P10: I wanted to gain more experience in a leadership position and I'm thinking teaching.

RE: Okay. And how did you hear about the program?

P10: I was a former ACE student.

RE: Oh, in what cluster?

P10: Ah, the pre-law one.

RE: Okay. And how was your experience as a freshman?

P10: As a freshman, oh my gosh, I thought it was lame.

RE: Okay, no that's fine.

P10: I thought the book was too easy to read.

RE: Uh huh.

P10: I was like I want it to be, I thought it was gonna be challenging, but easy reading. It really didn't challenge me that much, but I learned a lot cause I took, some of the stuff that we learned in, in the, um, CAS class I learned it through another program that I was in. But like emphasizes a lot more on study skills and what college life would really be like.

RE: Uh huh. Now did, did being a former ACE student, did that in any way motivate you to wanna be a ACE peer mentor?

P10: Yeah.

- RE: Okay. So was it because of your bad experience and you wanted to make it better?
- P10: I wanted to make it better, but for me as a, when I was a mentor it seemed like the same thing. Same, um, they were complaining about the same thing my class was complaining about.
- RE: Okay. How would you describe then your overall experience as a peer mentor last semester?
- P10: Rollercoaster. It was good then it got bad and it turned out okay (laugh).
- RE: So your, your cluster itself kinda was like, um...
- P10: I think my cluster just wasn't interested because they were like, "this is so lame, generic, we know this stuff." They didn't seem interested no matter how many times I change the lesson plan, they're not interested. So I take their ideas, so when I take their ideas they're like, "why we gotta do this." I just smile (laugh).
- RE: So overall you'd say your experience was kinda just, was kind of a hot and cold kinda thing? There were good moments and there were bad moments, but overall you kinda just rode the rollercoaster and went with it?
- P10: Went with it.
- RE: Okay. As you may recall you filled out two inventories last semester, one *dealing with interpersonal relationship and the other vocational purpose*. The next group of questions will deal with those areas. Um, what does it mean to be tolerant of others?
- P10: Able to accept them for who they are.
- RE: Uh huh. Anything else?
- P10: Mm, no (laugh).
- RE: Okay. Would you describe your person, ah yourself as a person who is tolerant of others?
- P10: Very.
- RE: Okay, why?

P10: Because I usually like, don't let them, I try not to let them get to me. I can deal with almost anything, I won't say anything about it, I would just sit there and listen and smile, say whatever, it's who they are.

RE: And now do you feel this is also true of not outside of ACE, but also with like your work or your class?

P10: Uh huh, same.

RE: Would you say that your level of tolerance has changed since being a peer mentor?

P10: No, I think it's the same.

RE: Same? Okay. So why do you feel it hasn't changed?

P10: I have 5 siblings.

RE: Oh, okay.

P10: So I have to, like confrontation with them, that same...

RE: So because you've already had siblings, you have siblings that you feel your level of tolerance is at a certain extent?

P10: Uh huh.

RE: Ah, being a peer mentor hasn't really enhanced your level of tolerance?

P10: Mm, I think with my class I was just patient, I was like, I got mad at them, but I wasn't gonna tell them I was mad. But I know some of them picked up that I was getting irritated by them. Cause like, you know what it's like if she was giving us so many chance, I'm pretty sure that with work, the same give them chance, but be patient. I'm not gonna yell at them.

RE: Uh huh. So nothing has really changed in terms of you just stayed the same throughout.

P10: Uh huh.

RE: Okay. Um, in your words, what does it mean to have vocational commitment or commitment to a vocation?

P10: Have to be willing to be there.

RE: Okay.

P10: Willing to stay with it. Something, you picked it because it's something you wanted to do.

RE: Okay. Kinda like being persistent.

P10: Uh huh.

RE: Ah, just to get a sense, what were your vocational goals before entering college?

P10: Before entering college, I was set on being a lawyer.

RE: Okay. And has it changed now that you are in college?

P10: Uh huh.

RE: How so?

P10: I changed majors 4 times (laugh).

RE: Okay.

P10: Still manage to graduate on time (laugh).

RE: Uh huh. Um, and what were they?

P10: I think it's the same. I wanted to go into family law and then I changed my mind, said "no, I wanna be a social worker", then I was like, "nah, family resource", then I changed it to, um, liberal studies with a emphasis on family studies (laugh).

RE: Oh, okay. So now, so in terms of an area, you have the same area direction in terms of the field that you wanna work in.

P10: Uh huh.

RE: Just that the types of degree, um, seems like you moved from being a lawyer to social to FAMR and now, "I'll make up my own." And design your own in terms of what you want and pick maybe things from different areas. Okay. Um, how did you come upon this choice of vocation? Or this area of field that you wanna work in?

P10: Well, I wanted to do more, I've been starting to volunteer a lot with our college. I wanted to do more, um, community based work. Social work, I took the class, teacher was kinda discouraging towards social work, so I was like, "I don't wanna do that." I wanna do something fun and that, when I started like, I volunteer at Sunny Buddies and some of the programs on campus, found I like working better with other people.

RE: So you knew that working with others is something you really wanted to do?

P10: Uh huh.

RE: And that allowed you to kind of head in that direction I case. Working with families or people in that area. Okay. So a lot of it was part of like your interests?

P10: Uh huh.

RE: Ah, what about some of the classes you've taken, did that help you...

P10: The classes I've taken helped me a lot.

RE: Um, and you've mentioned your volunteer experience. How committed are you to achieving your vocational goals at this time?

P10: Very committed.

RE: Okay, why is that?

P10: I see it as I'm going to college, first generation go to college, I'm not gonna waste a degree. I'm gonna use it.

RE: Uh huh. Okay. So you're very committed in terms of that you, this is what you really wanna do. I'm gonna stick with it and. Okay. And it seems like you're follow what you said "willing to be there", "sticking and sticking with it", "being persistent". Do you feel that you're taking the necessary steps to achieve your vocational goals?

P10: Not really.

RE: No. Okay, why not?

P10: Um, I guess for me I'm like very busy, I'm focused on graduating.

RE: Mm, okay.

P10: . And I have so many volunteer projects I've been taking on being all that hours away and for me, and then stuff I'm thinking about going to grad school so I'm like think I'm gonna work finally.

RE: Okay. So your major concern right now is to focus, be on graduating.

P10: Uh huh.

RE: But you're really committed to that.

P10: Uh huh.

RE: And you feel you're taking the necessary steps to graduate in terms of, I guess taking the classes that you need. Ah, you said you have lot of volunteer experience. Um, do you feel these volunteer experiences will help you with your future vocation?

P10: I think it will.

RE: Okay. So those are some steps that you also will help you. Um, and then you mentioned, you're *thinking right now you don't*. Okay, *thinking after* graduation, you said you haven't thought about a job, so you're thinking about grad school, in what area?

P10: I don't know, but looking at the different part of the different universities, they have like there's one focused on community service afterwards. That's the only one I know that catches my eye.

RE: Okay. So you're gonna look, but that's like a grad school with your degree in that area working with people?

P10: Uh huh.

RE: Okay. Would you say that being a peer mentor has played a role in your commitment to your vocational goals?

P10: Yeah.

RE: Okay, how so?

P10: Well, it helped me to be able talk in front of a huge group. It made doing presentations easier or doing workshops and meetings be really easy.

RE: Uh huh, uh huh. So you gained a lot more confidence in doing presentations?

P10: Uh huh.

RE: And those are some of the things you think will...

P10: Will help me.

RE: Yeah, okay. Be useful. Is there a specific example, and it doesn't have to be specific, but any activity or anything that you can remember in class or whatever through your experience as a peer mentor that demonstrates how being a peer mentor played a role in your commitment to your vocational goals?

P10: Mm, I don't remember any. Talk weird. They're really weird.

RE: It doesn't have to just be your CAS class, but your speech, anything you learned there or you know, anything...

P10: My FAMR classes. I've taken like almost every single FAMR class. And they are all like field oriented. They want you actually get out, volunteer and do things because then we have assignments where they make us go out and then we have to report back what we did, what we learned. And that got me like *really motivated to actually find places.*

RE: Okay. And then in terms of you being a peer mentor in ACE, was there something that you feel you know, "this is gonna help me with my future vocation"?

P10: Mm.

RE: Cause you mentioned about how ah, being a peer mentor you did these I guess presentations and that's gonna help you.

P10: Uh huh.

RE: Was there something in particular that you can remember?

P10: Doing all the planning, that took a lot of time.

RE: And you think those...

P10: Good at being patient, like I had to, I think I used my calendar and my planner more last semester than I've ever used it.

RE: Oh, okay. So would you consider like time management...

P10: Time management really went into effect last semester.

RE: And these time management skills and being patient that you learned from being a peer mentor will definitely...

P10: Will definitely help.

RE: Now if you had the opportunity to do, be a peer mentor again, would you?

P10: Yeah.

RE: Okay. Um, and why would you be willing to do it again?

P10: It's actually fun cause, well my cluster all, cause they're like all the same age as my sister.

RE: Oh, okay.

P10: So they were really fun. Even though we didn't cover the material, they're actually fun to be with.

RE: Now you've mentioned that there was no real level of tolerance change. Do you feel that by doing ACE again you could still grow in possibly tolerance that you then with your commitment and then more that you could carry on to your future?

P10: Wouldn't stop.

RE: Okay, in what kind of areas?

P10: I probably have to work on not being so nice. I think I'm a little too nice.

RE: No. That's fine, that's fine. So not being as nice, being a little bit more...

P10: Maybe, um, that auto, autocratic.

RE: Oh, okay, uh huh.

P10: A little (laugh).

RE: But then you do definitely see that there is a possibility to grow in different...

P10: Uh huh.

RE: Ways even though you haven't, even better experience maybe...

P10: Uh huh.

RE: And still you can learn, okay. Do you have any suggestions or ideas for improving the ACE program in terms of enhancing peer mentor development? Something that maybe you wanted to see or that didn't happen?

P10: I think personally, I think they should get harder textbooks for the students.

RE: Okay.

P10: It's too easy, I've read it. This is like the second time reading that textbook. It's too easy, easy wording, I wanted it, should be challenging.

RE: Okay. Challenging textbook, anything else?

P10: Um, have like, during the actual class for the peer mentors also talk about what we should do instead of like laugh. It's like my class poked fun at what the first student was saying. We were having problems. I think we should have taken it more seriously.

RE: Okay. So have the speech 499 class I guess, actively seek some solutions for each peer mentor.

P10: Instead of having other peer mentors say "oh, well you should just go beat them up."

RE: Oh, okay. Make constructive I guess.

P10: Advice?

RE: Yeah. Make, um, give good sound advice, advice and not just, um, make silly comments.

P10: Uh huh.

RE: Okay. Um, do you have any final comments that you'd like to share at this time? Anything about your experience, anything about speech 499, CAS, just anything in particular?

P10: Not really (laugh).

RE: Not...

P10: No. Well it's, for me, my, my students always complained about the work and how they hated the class and what not. I think like after the class, after the whole thing is over, they're actually still saying "hi" to me and emailing me.

RE: Okay.

P10: I was like "okay, I'm not gonna email you guys no more."

RE: And are you surprised that they're still very responsive to you as a peer mentor or, I mean even though that they thought the work was hard yet they still see you as I guess maybe a friend?

P10: I know some of, all of them, but one student (laugh). I guess because she thought because I was nice I would be one of those persons that would just change her grade because she said so. But then I was like "well, if your work was actually what you wanted it to be, then I would've changed the grade."

RE: Uh huh, uh huh. So they had a little bit wrong perception about who you actually was.

P10: Uh huh.

RE: Well, but you stuck to your guns. Okay, great! Um, that's all the questions I have. Thank you for your time.

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