Mentorship in an ENG 100 Course
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Motivation:
UH Writing Mentors quite successful in using graduate mentors in ENG 100 classes to improve retention & success.

Goals/Intended Outcomes
- Increase student success & retention in ENG 100
- Effectively incorporate mentorship into the course

Resources
Mentor: volunteer (uncompensated), 2nd year student at KCC, interest in English & writing

Strategies
I added a mentor who works to support both the students and the instructor. Students were required to meet with the mentor four times throughout the semester for each essay.

The mentor:
1.) acts as a guide to assist (and encourage) the student with course work and writing,
2.) helps connect the student to resources available at KCC (connecting the student to the college)
3.) assists in small group discussions
4.) takes part in engaging students in and out of the classroom.
5.) records all one-on-one conferences (date/time, topics discussed—course, personal, essay help)

Outcomes
• Improved attendance, student success, and participation compared to other ENG 100 courses taught!

Moving Forward
- Review/compile data (attendance sheets, essays, conference logs, evaluations)
- Launch a mentorship program for ENG 21, 22, and 100 courses

Thank you to Trevor LaTorre (Mentor) and my ENG 100 students both for going above and beyond my expectations for this pilot project!

More Information about Mentoring
A mentoring initiative allows students with multiple roles (student, employee, parent) to voice these roles and discuss them in a safe, open space. In addition, the mentor provides alternative strategies for learning, studying, and coping (i.e. succeeding in college). A mentor is positioned within the class to help the student succeed by engaging one-on-one with each student, documenting individual progress and barriers to success, and addressing student concerns in and out of the class, thus encouraging retention, success and continuation.