

Academic Coaching and Mentoring: Developing a Manual for NEC Academic Mentoring

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Abstract

Many students beginning their journey in higher education arrive with a lack of key knowledge that would enable them to experience academic success. My colleagues and I have found that mentoring and academic coaching programs are a crucial resource for students who enter with a lack of social and educational capital. Over the last semester, I worked to create a Microsoft OneNote Notebook that offers a comprehensive resource for mentors and academic coaches to guide them through the process of introducing students to information, resources, and people that can empower them to become effective self-advocates and experience academic success. The *NEC Mentoring Manual* was designed to address key aspects of the mentoring/coaching process, including on campus resources, general educational resources, and developmental resources. The goal of the *NEC Mentoring Manual* was to give those working as academic mentors/coaches the tools to effectively communicate with students and families, offering access to the information students will need to be successful. Secondly, the *NEC Mentoring Manual* offers tools to ensure that mentors have a clear understanding of their role as coach and/or guide. While the contents of my project are structured for weekly and semester-based delivery, the materials included could be adapted and personalized to students at any institution, and it could also be a valuable resource for any departments looking to develop a strong mentoring program based in

their own discipline. In the *NEC Mentoring Manual* there is also a focus on flexibility, relationship building, and addressing individual student goals and self-advocacy.

Keywords: mentoring, academic coaching, self-advocacy, student success

The New England College (NEC) Mentoring program is entering its 21st year, and has improved student outcomes since its inception. In an interview with Dean Ian Harmon, he shared the data with me that has been collected over the past 4 years of the ACCESS NEC program, and described the specific impact that the mentoring program in general and the ACCESS program in particular has had on New England College, especially the significant retention differences between students in mentoring programs and students who are not connected with those programs (I. Harmon, personal communication, February 7, 2025). ACCESS NEC Mentoring is a secondary program within the Mentoring Department at NEC and was created under a grant from the Davis Foundation to offer mentoring services to historically underserved populations of students. The goal of ACCESS NEC Mentoring is to help close achievement gaps in student performance. In the United States, average 6-year retention rates have been about 60% since 2011, however, when accounting for racial, ethnic, and socioeconomic status, completion rates are considerably lower, with African-American females at 54% and males at 42%, and Latinx females at 63% and males at 54% (Renn & Reason, 2021, p. 139–140). For students enrolled in the ACCESS NEC Mentoring program, yearly fall-to-fall retention rates have risen from 71% in 2022, to 88% in 2024 (I. Harmon, personal communication, February 7, 2025).

Given the success of the NEC Mentoring programs on student outcomes, and the wide variety of interventions and resources used by the mentors in the program, it was my goal to create a resource which gathered all the reference tools mentors need (e.g., important faculty and

staff contacts, reference materials on college student development, advice regarding faculty and family communication, detailed sample notes on meeting topics for each week of the semester) in a centralized location for dissemination to mentors, faculty, and staff of NEC (and potentially other institutions) who are interested in learning more about the organization of the program, its goals, aims, best practices, and ideas for potential future development of the program.

In addition, I have added supplemental materials including a weekly breakdown of each semester of a 4-year program that ties directly to mentoring outcomes created for each year of the program, documentation regarding standard operating procedures for mentoring programs [i.e., Fee-for-Service, ACCESS NEC, and Positive Academic Support System (PASS) Coaching], best practices in communication with students, families, and faculty, and sections designed to answer questions frequently encountered by new mentors regarding NEC operations and technology employed by faculty and students (e.g., Navigate, Blackboard, Zoom). As further support for future and extant members of the mentoring team, research on best practices is offered as part of the *NEC Mentoring Manual*.

Literature Review

According to Pechac and Slantcheva-Durst (2019), current research has supported academic coaching and its compatibility with other student support services and demonstrated how it serves as a link between academic and student affairs aspects of student life. As part of the work on the *NEC Mentoring Manual*, I researched specific situations where mentoring/academic coaching has been proven effective in generating positive student outcomes at the undergraduate and graduate levels of higher education. It is crucial to use the available research to assist in building strong and long-lasting support for students and ensure positive future student outcomes (Pechac & Slantcheva-Durst, 2019, pp. 723–724).

Students I have worked with over the past 4 years consistently have identified the importance of feeling a sense of belonging at NEC and mentioned the importance of having a mentor who works as a sounding board and support as being important to their success. As a result, two major themes I examined in this literature review were academic coaching elements that have been shown to influence student success and how mentoring can influence and improve community experiences for students in higher education.

Understanding and Supporting Student Differences

Students of all genders and backgrounds may experience difficulties engaging in higher education, particularly in transitional periods such as the start of their higher education career and movement between semesters. According to Bahsha et. al. (2024) transitioning into higher education affords many challenges that can have detrimental effects on a student's academic performance and personal wellbeing. The vital importance of inclusive practices and support systems is key to student success (Bahsha et. al., 2024, p. 49). Though Bahsha et al. (2024) focused on students with autism spectrum disorder (ASD) in higher education, primarily on the importance of incorporating universal design in courses, the aspects of appropriate supports and inclusive practices are also key to mentoring and academic coaching in general. Similar concerns are mirrored for first generation, trans, Asian, and LatinX students, many of whom struggle with cultural adjustments during higher education transitions, accompanied by feelings of alienation, which can contribute to a lack of confidence regarding their ability to build interpersonal relationships in a new environment (Bahsha et al., 2024; Cohen et al., 2022; Garriott et al., 2023; Kodama et al., 2002; Mena, 2022).

The role of academic institutions of higher education on the development of student self-identity is crucial, and student experiences during this period of development go on to affect

individuals throughout their lifetime, and sometimes in ways that are highly negative (Cohen et al., 2022; Garriott et al., 2023; Kodama et al., 2002; Mena, 2022). However, when faculty proactively initiate discussions of campus resources and provide information about where and how to access basic resources and academic supports, this can positively impact student outcomes and sense of wellbeing/belonging on campus (Garriot et al., 2022). Unfortunately, on campuses where students receive stereotypical and negative messages about identity (e.g., race, color, language, poverty, gender identity) the combined effects are even more stigmatizing (Nicolazzo, 2017). Mena (2022) described how the often disproportionately White and wealthy higher education context often presented several struggles for students with differing backgrounds, resulting in psychological effects that led to students experiencing feelings of invisibility (or hyper-visibility), objectification, feeling depleted of energy, and even verbally assaulted (p. 201).

Cohen et al. (2022) recommended a strengths-based approach when working with students, on the autistic spectrum, as findings showed that grounding an approach in presuming confidence led students with autism to develop a strong sense of self, reclaimed from the negative messages they may have been sent previously in their educational experiences. In similar recent studies, approaches that identified and integrated the cultural capital and differing experiences that students brought to their higher education journeys helped those students move toward continued growth and positive outcomes (Garriott et al., 2023; Kodama, 2002; Mena, 2022; Nicolazzo, 2017; Visintin et al., 2024). Positive student outcomes were the result of dedicated actions and movements toward approaches that valued differing voices and incorporated positive changes. The entire institution must see the need and value the work of ethics in leadership in order to set the tone for students (Ciulla, 1996). Transformative leadership

in higher education is the responsibility of all members of the community, senior team, faculty, and staff (Adams et al., 2022). In order to truly support student success, the entire institution must be focused on imparting the principles of ethical leadership (Adams et al., 2022; Ciulla, 1996).

Factors Influencing Student Success in Academic Coaching

Mentoring/academic coaching takes on many forms depending on the institution in question, and methods for communicating with students vary from classroom visits, to face-to-face meetings, to phone calls, and emails. Johnson and Griffin (2024) early proponents of mentoring in higher education, pointed out the crucial importance of these relationships:

(mentorships) promote socialization, learning, career advancement, psychological adjustment, and preparation for leadership in those who are mentored (mentees).

Compared to nonmentored individuals, those with mentors tend to be more satisfied with their careers, enjoy more promotions and higher income, report greater commitment to the organization or profession, and are more likely to mentor others in turn. (p. 3)

But what does research show as the best practices in terms of influencing student success? In Pechac and Slantcheva-Durst's study (2019), one of the strongest predictors of student success was the amount of contact hours students had with an academic coach. Students who met in person with an academic coach were more likely to earn more credit hours at their school. This study in particular focused on coaching meetings at the beginning, middle, and end of the semester, focusing on the differences in performance between students who met with a coach three times, as opposed to students who met with a coach less often, or chose not to meet with a coach at all. Thornton (2025) offered further support for this practice through her case study of a New Zealand school that embedded mentoring among its staff. Thornton emphasized

the importance of regular time given for meaningful and regular interactions between mentors and mentees. Given the strong statistical link between student performance and academic coaching, the authors encouraged administrators to examine ways to further encourage students to participate in additional coaching meetings (Pechac & Slantcheva-Durst, 2019, p. 736).

Another insight from Pechac and Slantcheva-Durst (2019) is the importance of topics discussed when meeting with a coach or mentor. Since mentors are viewed as an essential connector between campus resources and students' needs, an expected focus was placed on the coach as a referral point to other campus services, however, student outcomes were improved most significantly by coaching meetings that focused primarily on students' personal, academic, and career goals, rather than as simply offering referrals to other services on campus. I found this particularly important as a mentor, since though I offer students information and contacts with other services on campus regularly during my contact with them, primarily meeting time with students is focused on their experiences on campus, offering support and actively listening to their concerns and needs regarding both academics and social concerns. I was further encouraged to learn of the importance of face-to-face time with students, as in our current mentoring programs at NEC, weekly meetings are the standard.

Further best practice recommendations supported by current research are detailed by Jones and Smith (2022) in their comparative study of two mentoring programs at business schools located in the United Kingdom. Their findings supported the positive benefits of mentoring, as students reported both improved clarity and confirmed that they would participate in mentoring in future if given the opportunity, in addition to 20% of participants confirming that they had obtained profession appointments within their chosen profession as a result of what they learned in the program. Some of the major recommendations included by Jones and Smith

included the importance of a formal process for admittance to mentoring, senior management commitment to the program, clear mentoring training, and offering students in mentoring some freedom of choice in their mentor when possible.

Major takeaways regarding best practices in the literature around mentoring included the importance of direct contact between mentor and mentee, flexibility in discussions, a formal induction process for mentees, and institutional commitment to the mentoring program.

Improving Community Through Mentoring

Another aspect of mentoring that has offered a positive outcome for students is the ability to contribute to the development of community on campus (Norwood & Baci, 2025, p.4).

According to Norwood and Baci (2025), creation of mentoring programs within departments of an institution can build stronger and longer-lasting ties for students, encouraging their participation in graduate work with the institution, including choosing to complete a masters or doctorate degree program. In 2020, the University of Michigan began the Anthropology Undergraduate-Graduate Mentoring (AUGMENT) program. The Anthropology Department of the University of Michigan was concerned with the lack of diversity in the Anthropology Graduate program and created the AUGMENT program to increase both recruitment and retention of a community of diverse students (Norwood & Baci, 2025). In the AUGMENT program, there was a specific focus on matching students with student mentors with whom they shared commonalities, such as interests and family backgrounds.

Although the creation and implementation of the AUGMENT program at the University of Michigan is quite different from the current mentoring program at NEC, its scope being narrower, as well as being student generated, many takeaways from that program's design and implementation can be utilized by other coaching and mentoring programs, including NEC's

current program. Norwood and Baci (2025) pointed out mentoring's positive impact on undergraduate enrollment and described how mentoring improved experiences within academia and offered students access to transferable skills that will assist them in navigating their future endeavors, including job searches. According to their research:

for many first-generation or marginalized students, everyday aspects of navigating academic require additional tools and resources that are simply not readily available. This particularly applies to the “hidden curriculum” . . . unofficial or unstated expectations students are held to and the implicit messages about attitudes, behaviors, and professionalism. (p. 5)

The authors went on to state the importance of students being able to “see themselves,” the focus being the importance of relationship building, an undergraduate who can see themselves in a mentor, and further see themselves as part of a community, in the case of AUGMENT, as a member of the Anthropology discipline. By extension, this same idea can hold true for students at other institutions. This conclusion is supported by Garriot et al. (2023), as they described mentors and role models in the first-generation college students (FGCS) program as being motivating figures in career development, persistence, and establishing authentic relationships, especially with those who have experienced both classist and racist structures in their educational experiences (p. 524).

Conclusions

Building mentoring programs is a complex process requiring creators to design implementation methods that best meet the needs of a changing and diverse student body, but research has shown there are some elements of the process that are particularly crucial (Norwood & Baci, 2025; Pechac & Slantcheva-Durst, 2019). Students engaged in mentoring/academic

coaching experienced positive student outcomes from regular face-to-face meetings with a mentor where the focus was on their needs, feeling of belonging, and goals as a student and person (Pechac & Slantcheva-Durst, 2019). Students also benefitted from being matched with a mentor with whom they shared commonalities such as interests and backgrounds, and in whom they could see themselves as members of a professional community, encouraging and building a sense of belonging and belief in their own abilities to be a successful student and professional in their chosen field of study (Norwood & Baci, 2025). As Norwood and Baci (2025) stated, “Programs like AUGMENT also serve as a keen reminder, not just to graduate students, but to the larger community of the department and hopefully ultimately of the field, that no one does anything alone” (p. 9). For students entering the NEC community, mentoring could have similar community and academic potential, helping students to find a niche and see themselves as students and professionals.

Creation and Development of the *NEC Mentoring Manual*

Purpose

The processes and procedures for Fee-for-Service, ACCESS Mentoring, and PASS Coaching are clearly defined and laid out in the Standard Operating Procedure guidelines for each program, however, prior to this semester, each document was in a separate location, and had to be shared individually. Also, while there is considerable overlap in methodology and resources between each program, it could be confusing for new mentors to look through each individual resource to find information and best practices. My initial goal in designing the *NEC Mentoring Manual* was to combine these three resources and make them available in a single location, along with a more detailed, week-by-week calendar of notes that could be accessed by all members of the mentoring staff to make for ease of communication as well as to provide

specific checkpoints regarding the most important issues facing students during all parts of the semester.

Relevant Manual Audience

The primary audience for the *NEC Mentoring Manual* throughout its creation and design remained mentors/academic coaches, both current and future. I have been an academic mentor for four years, so I still remember many of the struggles I faced starting out, wondering who to connect my students with when they came to me with a new problem or question. In addition, since new mentors have entered the department over the past 2 years, I could also utilize the questions they had brought to me to help fill in gaps of knowledge not covered in the original standard operating procedure documents, especially given the ongoing changes and developments on campus (e.g., new staff members and new major programs of study). I also considered that such a resource as the *NEC Mentoring Manual* might be useful for other members of the NEC community looking for information about the NEC Mentoring program specifically and information about best practices in mentoring/academic coaching, as well as relevant current research and information about academic coaching and its efficacy in higher education at both the undergraduate and graduate levels.

The *NEC Mentoring Manual* was also designed to be a place to find information that can be directly shared with students and families seeking information about campus processes, procedures, and contacts. Since many students, particularly those in the ACCESS Mentoring group have entered higher education as first-generation students, they are often unfamiliar with standard college policies and procedures. One way that the ACCESS Mentoring assists these students is by connecting them with their financial aid counselors once each semester, as well as

through on-going encouragement by mentors to engage in self-advocacy via contact with faculty, particularly their major program of study faculty advisors.

Not only is the *NEC Mentoring Manual* designed for utility within the NEC community, it is also my hope that eventually it could be shared with other institutions and programs seeking to develop and/or further enhance their own academic supports, thus contributing to student equity in higher education.

Design Process

Over the past 4 years, after trying other methods to keep records of individual student meetings, and with input from other members of the NEC Mentoring Department, I decided that using Microsoft OneNote was the best format for keeping track of student records, ensuring that I was able to keep all relevant information in a central location, and making individual notes easy to locate and share if necessary. After each meeting, I upload my weekly notes to the Navigate Student Success System as reports on appointment. Although some other mentors currently use alternative formats of note keeping, fitting with the individualization of the program, after sharing the project with the other mentors, in particular one who began work at NEC in January 2025, the response was positive, and several mentors have offered feedback on the utility of the design, and the ease of use in locating helpful resources.

Components of the *NEC Mentoring Manual*

To make the *NEC Mentoring Manual* as comprehensive and useful as possible, several sections have been included and ordered in a way that will offer current and future mentors/coaches easy access to resources and help them answer questions presented by faculty, students, and families. The sections include:

- *NEC Mentoring Manual* Introduction

- Mentoring Program Information and Data
 - Mentoring Program Retention collected by the Dean of Student Services,
 - Interviews with the Dean and the Director of Mentoring,
 - Data I have collected on my mentoring caseload
 - Retention of students
 - GPA data
 - Leadership/Student Activities participation
- Standard Operating Procedures
 - Fee-for-Service Mentoring
 - ACCESS NEC Mentoring
 - PASS Coaching
- Mentoring Program Checkpoints (created by the Mentoring Department for pinpointing relevant information to be worked on with students each year of their participation in the program),
- Eight Sections Detailing Weekly Meetings (offering a detailed overview of all four years of the mentoring program by semester and week)
- Student Questionnaires (questionnaires by semester to help with student self-evaluation and mentor feedback on student reaction to mentoring),
- End of Semester Evaluation Forms (forms for mentors to complete that offer anecdotal information about student engagement, strengths, areas for improvement, and plans for further mentoring),
- End of Semester Disposition Forms (created to aid in mentor self-reflections),

- Leadership Coaching (references to useful sources that can offer insight and ideas for mentors to encourage student leadership and self-advocacy),
- Resources (including links to NEC campus resources, as well as information on student development grounded in theory and reflecting the wide variety of social locations and individual needs of students, with summaries of sources),
- Sample Contact Emails (with samples and information on best practices for contacting families and faculty members),
- Recommendations for Program Development
- Fall and Spring Semester Notes by Week Templates (useful for offering mentors a starting point in their weekly meetings with students, ensuring that students will be aware of upcoming events and deadlines).

Implementation Strategy

Already the NEC Mentoring Department is utilizing the *NEC Mentoring Manual* as a resource for meetings with students. Both the newest member of the department and I are using the weekly notes as templates for meetings with all students during the Spring 2025 semester. The goal in the future is to supply all incoming mentors with access to the *NEC Mentoring Manual* as a convenient place to share information and resources to help them get started as program members.

Discussion

While working on the creation of the *NEC Mentoring Manual*, I met with the Dean of Student Success and the Mentoring Director to complete a comprehensive review of the NEC Academic Calendar to ensure that weekly notes covered important issues to reference, availing students of the most timely and important issues for them to reflect on in weekly meetings. In the

future, I will need to review this information prior to each new year to ensure that suggestions remain timely, given that specific deadlines change, however, since the goal is to offer students advance notice about upcoming deadlines so that they may proactively handle important meetings themselves, the alterations are expected to be minor over all.

It was also important to review student development theories in detail as well as leadership theories to ensure that the goals and timetables of the project were aligned with the most current scholarship. It was my goal to offer a centralized location where mentors (and others utilizing the resource) would have access to links to the most current information on theories applicable to a wide variety of students of all genders and backgrounds. This alerted me to the importance of continued self-reflection in my own work with students, and focusing on specific needs and how they differed in my own caseload. It also afforded me the opportunity to work and meet with faculty and staff outside the mentoring department, to share information about our program and what we can offer as support for students. In discussion with my own faculty advisor, I was made more aware of the project's potential utility for faculty and staff outside of the Mentoring Department.

Throughout the process of creating the *NEC Mentoring Manual*, I learned even more about the importance of belonging and community building for students in higher education as well as the vital importance of offering students the support they need to become strong and effective self-advocates in order to prepare them for success in higher education and in their lives beyond the academy (Norwood & Baci, 2025; Pechac & Slantcheva-Durst, 2019; Roper, 2024).

Community Building and Belonging

Ensuring community and belonging in higher education is crucial to student success, an analysis of belonging in higher education conducted by Allen, et. al. (2024) described several

key identifying features that influence student belonging and included four themes across studies; “institution-wide approaches; creation and maintenance of inclusive environments, educator practices; and quality relationships with educators and peers” (p. 22). Student engagement in mentoring/academic coaching can fit as part of a “coordinated approach that combines institutional strategies, inclusive practices, effective educator engagement, and the nurturing of interpersonal connections” (Allen, et al., 2024, p .23), as a way of increasing students’ sense of belonging. In the past I have experienced this with my own students, one of whom was seriously considering transferring to another institution, until they became involved in student leadership within their major department of study. Although reluctant at first, after meetings where we discussed potential club and activity opportunities, they decided to try, though they had been reluctant to participate in club activities in the past. After first participating and then becoming an elected executive board member of the Criminal Justice Club, this student gained acceptance in a new community and became more comfortable communicating with professors and their academic advisor. They are currently on track to graduate from NEC with the class of 2026.

Over the past 20 years, research studies have demonstrated the vital importance of a sense of belonging in higher education and how belonging can determine not only academic success but also psychological health and well-being (Allen et al., 2024). Allen, et. al. (2024) stated that a sense of belonging in higher education, “influences key psychological constructs such as self-esteem, resilience, and the intrinsic enjoyment of learning” (p. 3). A sense of belonging has been shown to translate into specific benefits for students including self-efficacy, improved retention, and engagement on campus (Allen et al., 2024).

In the NEC Mentoring Program, our number one goal is always to build relationships with our students, to learn about their interests, goals, and strengths and to bring them into a brave space where they feel comfortable using their voice and engaging with their academic community, not only as a student, but also as a person. It is my personal goal that building a clear and useful guide for mentors will be a part of helping students to continue to achieve this goal as we continue to grow and develop our mentoring programs at NEC.

Student Self-Advocacy

A second crucial goal of mentoring/academic coaching has always been to be models, helping by demonstrating the skills students need to experience greater self-advocacy. Mentors/academic coaches are not designed to be “individual aides” but guides, assisting students in learning the processes, procedures, and requirements of the institutional milieu, offering them access to information that they did not have in the past so that they will be equipped to meet the challenges and expectations of their faculty and administrators in higher education. Whether a student is a person with an identified educational disability, a first-generation college student, or an experienced student returning to college after a break, the goal is to meet students where they are, and share information while building a strong relationship that offers students a place to self-reflect and come to a greater understanding of what they are seeking from their education. I have come to strongly believe self-advocacy is crucial for students in order to communicate effectively and obtain the support and information they need in order to be successful both in higher education and post-graduation.

The *NEC Mentoring Manual* weekly meeting templates offer timely information to mentors that they can share with students to actively encourage students at all levels of skill development in self-advocacy to step up and take ownership of their education. These reminders

are also useful talking points when working with first-generation students who may be unaware of standard (and non-standard) processes and procedures in higher education. The same is true for students with disabilities attending higher education institutions for the first time, who may be unaware of supports available to them or how to access these services. According to Roper (2023), students with disabilities who access support are more likely to experience positive educational outcomes at the higher education level than those who do not. This is especially important for these students, as “by 2009, only 40% of students with LD who had enrolled in postsecondary school had completed their program” (Newman et al., 2018, p. 6). Students may also enter higher education with preconceived ideas regarding what support can look like, or even post trauma regarding the stigma of receiving services. Offering all students, regardless of background or educational experiences, the opportunity to self-advocate is a primary goal of our academic mentoring and coaching.

Conclusions and Recommendations

The process of designing and working on the *NEC Mentoring Manual* has led me to a greater appreciation, not just of the work institutions of higher education are engaged in, but the importance of expanding that work and building even more opportunities for mentoring at all levels of our institution, to ensure student success.

Two specific recommendations I would offer to help the further development of the mentoring program are: (a) expanding access to mentoring for first-year students and transfer students, and (b) inclusion for NEC senior mentoring students to leadership opportunities in supporting the ACCESS NEC Mentoring program. Providing both first-year students and transfer students the opportunity to access the Mentoring Program for either 30–60 minutes a week for their first semester at NEC could be a strong support for students who are joining our

community, offering them the opportunity to build relationships with staff members who can answer their questions and guide them to services they need over the course of their first semester at NEC would enhance their introduction to our community. I would also recommend the future organization of student participation in mentoring for senior students who have engaged in mentoring throughout their time at NEC as student guides who can recommend mentoring services and explain to incoming students how mentoring can help them meet their educational goals. The NEC Mentoring programs, both the ACCESS NEC Mentoring program and the NEC Fee-for-Service Mentoring programs have been shown to have a significant positive impact on student success and retention and should be expanded for use by even more students in the future at both NEC and in other institutions.

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Appendix A

NEC Mentoring Manual Materials

This appendix is included to offer readers a sample of the materials contained in the NEC Mentoring Manual. For any readers interested in reviewing a complete copy of the NEC Mentoring Manual, please email the author at vaikens@nec.edu. All figures included in this appendix are pictures taken from the *NEC Mentoring Manual*. I generally recommend using the web version of the OneNote program for ease of viewing.

Figure 1*List of Tabs Included in the NEC Mentoring Manual*

NEC Mentoring Manual - March 2025 - Virginia Aikens - Capstone ▾	
+ Add section	+ Add page
NEC Mentoring Manual Introduction	NEC Mentoring Manual
NEC Mentoring - Info + Best Practices	
Standard Operating Procedures [PASS-AC...	
Mentoring Program Checkpoints [Studen...	
Note on Semester Breakdown of Meeting...	
Resources FAQ - Blackboard, Navigate, etc	
Leadership Coaching	
1st Year - Semester 1 - Weekly Meeting C...	
1st Year - Semester 2 Weekly Meeting Ch...	
2nd Year - Semester 1 - Weekly Notes	
2nd Year - Semester 2 - Weekly Notes	
3rd Year - Semester 1 - Weekly Meetings	
3rd Year - Semester 2 - Weekly Meetings	
4th Year - Semester 1 - Weekly Meetings	
4th Year - Semester 2 - Weekly Meetings	
Student Questionnaires By Semester	
End of Semester Evaluations	
End of Semester Disposition (Mentor Not...	
Sample Contacts - Basic Email Templates	
Fall Semester - Notes by Week	
Spring Semester - Notes by Week	
Recommendations for Further Program D...	

Figure 2*List of Resources in the NEC Mentoring Manual*

Aikens - Capstone ▾
+ Add page
A Note on the Following Mentoring Progra...
Does Mentoring/Academic Coaching Increa...
Interview with Ian Harmon – Dean of Studen...
Interview with Erin Brooks – Director of Men...
ACCESS Mentoring – Retention Data
ACCESS Mentoring – Data – ACCESS NEC GP...
ACCESS Mentoring Data-Leadership [Virgini...
ACCESS Mentoring Data-Diversity, Equity, a...

Does Mentoring/Academic Coaching Increase Student Success and Improve Retention? Resources for Study

Friday, March 07, 2025 2:21 PM

Resources for Study

References

Alzen, J. L., Burkhardt, A., Diaz-Bilello, E., Elder, E., Sepulveda, A., Blankenheim, A., & Board, L. (2021). Academic Coaching and Its Relationship to Student Performance, Retention, and Credit Completion. *Innovative Higher Education*, 46(5), 539–563.

Note: Study that analyzes the impacts of academic coaching. The study provides evidence of the positive impact on GPA of students (particularly at-risk students) who attended one or more sessions of academic coaching in a semester.

Gamage, K. A. A., Perera, D. A. S., & Wijewardena, M. A. D. N. (2021). Mentoring and Coaching as a Learning Technique in Higher Education: The Impact of Learning Context on Student Engagement in Online Learning. *Education Sciences*, 11(10), 574. <https://doi.org/10.3390/educsci11100574>

Note: Quantitative and qualitative study completed during a fully online semester. Data supports the conclusion that mentoring enhances student outcomes both academic and personal.

Norwood, A. L., & Baci, E. (2025). [Augment]ing the experiences of historically marginalized students in anthropology through mentoring. *Practicing Anthropology*, 1-12. <https://doi.org/10.1080/08884552.2025.2459279>

Note: Article describing the creation of a mentoring program between graduates and undergraduates. Article describes the importance of mentoring on student success, particularly for marginalized students. Also emphasizes the importance of connecting weekly with a mentor who shares interests and life history similarities.

Pechac, S., & Slantcheva-Durst, S. (2019). Coaching toward completion: Academic coaching factors influencing community college student success. *Journal of College Student Retention: Research, Theory & Practice*, 23(3), 722-746. <https://doi.org/10.1177/1521025119869849>

Note: This article discusses the academic coaching factors that are more likely to improve success for students in community college, such as: coaching contact frequency, coaching topics (registration/career advising), and one-on-one coaching.

Figure 3

Discussion Topics for Week Two of Fall Semester

Week 2 [ConNECtions Fair/Guardian Contact]

Friday, March 07, 2025 2:50 PM

1. Sent morning text reminder
 2. Immediate concerns?
 3. New Absences:
 4. New Alerts:
 5. Books?
 6. Agenda?
 7. Schedule planned out?
 8. Do you have study time set aside?
 9. Tutoring necessary? Have you visited the Writing and Support Center (WASC)?
 10. Blackboard – check at least 2x per day
 11. Email – check at least 2x per day – respond to text messages
 12. Syllabi review
 13. Calendar on Blackboard
 14. Outlook setup
 15. Assignments due this week?
 16. Upcoming?
 17. Discussion Boards – check to see if you have to submit weekly for your class
 18. Other concerns - [Wellness, Office of Disability Services, Office of Diversity and Inclusion]
 19. Check – campus location questions
 20. **Complete Report on Appointment in Navigate**
- This week – prepare for faculty contact – introduction
 - This week – guardian contact – introduction – confirmation of contact with student and meeting times

Related Mentoring/Coaching Checkpoints [First Year]

1. Understanding Academic Technology
2. Understanding Liberal Arts Studies (LAS)
3. Academic/Executive Functioning Skills
4. Mentoring Coaching Competencies
5. College Living

Appendix B

Reference Sources Included in the *NEC Mentoring Manual*—College Student Development and Student Leadership Development

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