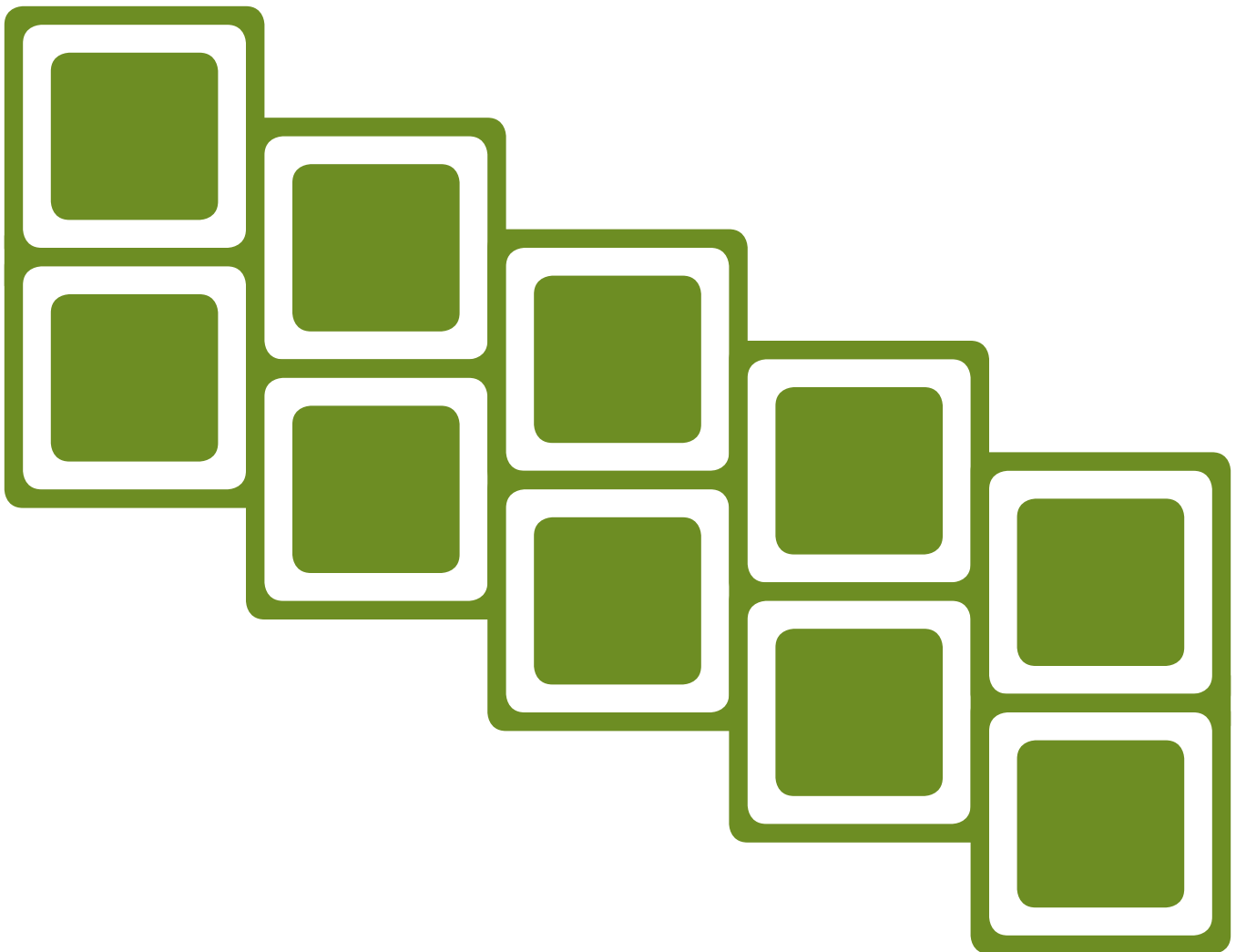# Conference Papers

Learning Edge Academic Program (LEAP): A Successful Model in Programming and Collaborative Teaching and Learning

Yaw Agawu-Kakraba and Yvonne Gaudelius
Pennsylvania State University

Abstract

Penn State University's Learning Edge Academic Program (LEAP) has three main goals: to promote active collaborative learning on the part of students by enrolling them in two small, linked classes; to foster a better living/learning community for students entering the new environment of a large university; and to provide students with the practical skills and familiarity with the available resources necessary to succeed in that community. Specific goals that are linked to these objectives seek to enable students to engage more deeply with a body of knowledge through integrated courses and thereby achieve at higher levels, empower students to take responsibility for their own learning through active learning opportunities, encourage students to work productively as members of a team through collaborative learning opportunities, and enhance students' ability to use library and computer resources in the service of learning. The authors share here the strategic approaches that have enabled LEAP to become a successful model. Programming, collaborative teaching and learning are some of the areas that this article will explore.

Introduction

Penn State University's Learning Edge Academic Program (LEAP) prepares traditional incoming freshmen to transition to the University Park campus by offering a curriculum that enables students to bridge the gap between high school and the challenges of the college experience. A six-week summer academic program, LEAP is sponsored by the university's Office for Undergraduate Education and is overseen by the Office for Summer Session. The opportunity to participate in LEAP is available to all students who are offered summer admission to the University Park campus. Students who receive fall admission but are interested in LEAP have the option to participate by changing their admission semester to summer.[1] Offered as a part of the general education curriculum, LEAP courses meet the needs of all students regardless of college of admission and major preference.

Purpose of Study

Anderson, Goodman, and Schlossberg (2012) observe that in general terms, a transition is any event or nonevent that alters relationships, routines, assumptions, and roles. For these authors, transitions, located conceptually within a developmental framework, are crossroads between two periods of stability. While for some, transitions could be experienced as a crisis, for others they could be conceived of as a nonevent, an expected assumed event that never occurred. Whether transitions are conceived of as a moment of crisis or as a developmental change, Anderson et al. believe that they present inimitable challenges along with opportunities for growth and transformation. Penn State University's LEAP is a college transition program designed to support and prepare students for their first full-time undergraduate semester in a large, complex university with over 40,000 students. In order to help freshmen cope with what could potentially be a transitional crisis, LEAP functions to provide opportunities for first-year students to grow. This article will explore LEAP's programming and the collaborative teaching and learning approach, which engender the requisite growth essential for students' success within an academic and social setting.

Programming

LEAP has three main objectives: (1) to promote active collaborative learning on the part of students by enrolling them in two small, linked classes, (2) to foster a better living/learning community for students entering the new environment of a large university, and (3) to provide students with the practical skills and familiarity with the available resources necessary to succeed in that community. Closely linked to these objectives are specific goals that seek to (1) enable students to engage more deeply with a body of knowledge through integrated courses and thereby achieve at higher levels, (2) empower students to take responsibility for their own learning through active learning opportunities, (3) encourage students to work productively as members of a team through collaborative learning opportunities, and (4) enhance students' ability to use library and computer resources in the service of learning.

LEAP courses are arranged in course clusters or "prides" that consist of two 3- or 4-credit courses, with the same cohort of up to 24 students enrolled in both. One of the courses offered for each pride is in either English composition (Rhetoric and Composition) or speech communication (Effective Speech). The second course is from a specific academic area that reflects the student's academic interest. Thus, in a pride such as Photography and Writing, for example, students not only develop an appreciation for art and photography but also cultivate essential writing skills. While the introductory course in photography in this pride explores the aesthetics of photography, emphasizing 20th-century photographic vision and applications, the writing component requires students to apply the aesthetic concepts they are learning by writing a series of papers including definition, narrative, and evaluation.
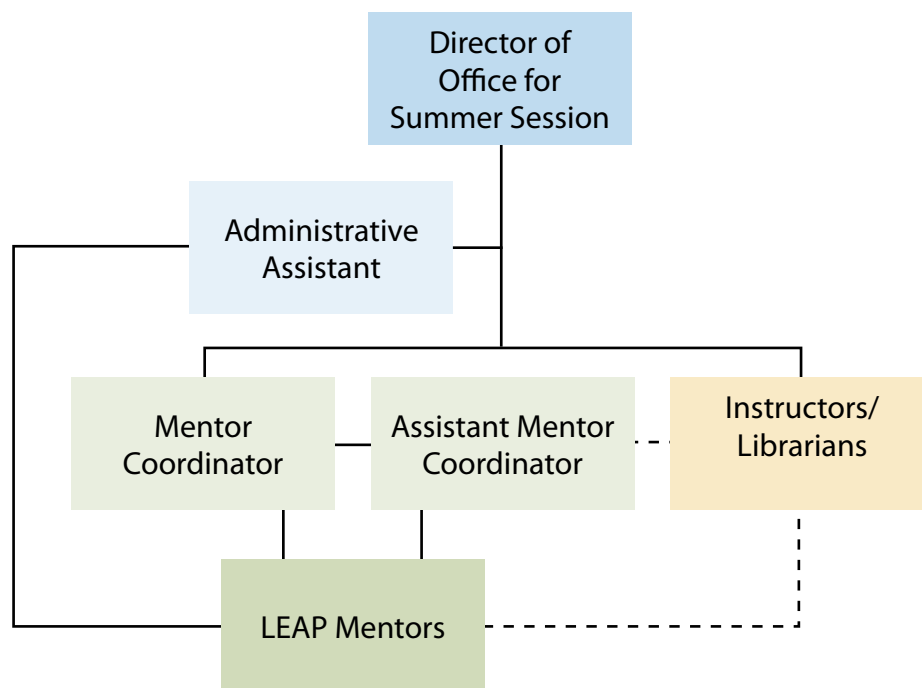
Notes:

1. The director of the Office for Summer Session oversees LEAP.

2. The mentor coordinator and the assistant mentor coordinator oversee and supervise LEAP mentors.

3. The mentor coordinator supervises the assistant mentor coordinator.

4. The assistant mentor coordinator works directly to support and provide pertinent information to instructors.

5. Instructors, librarians, and LEAP mentors collaborate to create a more dynamic learning environment.

Figure 1: LEAP Organizational Chart

Each of the LEAP prides has two assigned instructors, one for each course. Each pride is also assigned a student mentor who provides academic and social support to assist with the transition process. Aside from aiding instructors with extracurricular activities such as field trips, the mentors also help students familiarize themselves with resources in the library. In addition, they help students to learn appropriate study skills suitable for their new academic environment. Student mentors live with the LEAP students in a residence hall that is reserved exclusively for LEAP students. Each pride is also provided with a librarian who helps students acquire and develop research skills while learning how to use the university's extensive print and electronic resources.

Two key people in LEAP programming are the mentor coordinator and the assistant mentor coordinator (see Figure 1). The mentor coordinator is responsible for training the student mentors, assigning them to the various prides and helping them to liaise with instructors and librarians. The assistant mentor coordinator is the point person who interacts directly with instructors on issues pertaining to students' class attendance and disciplinary concerns. The assistant mentor coordinator refers matters dealing with pedagogical and instructional problems to the director of the Office for Summer Session, who consults directly with instructors involved or with the instructor's department head or the associate dean of the instructor's college.

For the smooth running of LEAP, timing is crucial. The Office for Summer Session asks colleges in early October to provide a list of specific courses they plan to offer in LEAP. This list is accompanied by the names of instructors who will be teaching these courses. At the end of October, the Mentor Application Review Committee conducts information sessions for students interested in becoming LEAP mentors. We invite students who are interested to apply for mentor positions at this time. We review all applications in December and conduct interviews of selected candidates in mid-February. Successful candidates are offered mentor positions a week after we conclude the interviews. At the end of November, staff in the Office for Summer Session review the LEAP brochure and make whatever changes are required. It is also at this time that the Office for Undergraduate Education receives the LEAP budget for the following summer. The LEAP budget includes salaries for the mentor coordinator and the assistant mentor coordinator, salaries for the student mentors, and the cost for training instructors and mentors in April. As incentive to participate in LEAP, we pay colleges $1,200 per credit for any LEAP course instructed by a regular full-time faculty member. The total costs for these payments are also factored into the LEAP budget.

One of the key aspects of LEAP programming is the training that staff from the Office for Summer Session and the Schreyer Institute for Teaching Excellence conduct for instructors and student mentors in April.

April Training

The April training offers an opportunity to talk about integrated courses and collaborative teaching and learning. One of the exercises we do with the instructors to help them understand integrated courses is to provide them with a description of the Engineering pride, as it appears in the LEAP brochure:

> This combination of classes [Introduction to Engineering Design, and Effective Speech] allows new engineering students to complete an important design course and to satisfy the General Education speech requirement. Engineering Design requires the presentations of design principles in class. Effective Speech emphasizes the principles of presenting problems, solutions, and processes. Students will apply and integrate what they learn in both classes through activities such as developing speeches about their design projects. (Penn State, 2013, p. 5)

Putting the instructors into groups, we give them specific topics in engineering and communications and ask each group to come up with a sample syllabus that they think might reflect an integrated syllabus. At the end of the exercise, a few of the sample syllabi are projected onto a screen for discussion. This is followed by the distribution of the actual syllabi that were used for this Engineering pride. The instructors who designed these syllabi walk through the processes and thoughts that informed their crafting of the syllabi. They also show how the linkages between the two courses reflect an integrative intent. A discussion of how to construct an effective syllabus follows. Topics include how to prepare a combined course goals sheet, how to use concepts across classes, how a collaborative layout is designed, and how to organize integrated group work. By the end of the April training, most of the instructors new to LEAP understand the importance of how two courses, taught on a multidisciplinary theme tied together with common topics and/or assignments, could enable students to relate to the course content of their prides. Instructors also appreciate the degree of collaboration required of them. This experience is passed on to their students via collaborative assignments and research projects.

The April training for the student mentors includes roundtable discussions. Facilitators pair up mentors and give them a series of questions to answer within a specific time frame. These questions include what they understand about LEAP and what they believe their role is in the program. They are also asked to provide answers to what they would do if they were presented with a series of scenarios: they see their students using alcohol and drugs, their students are performing poorly and failing their classes, students are experiencing personal conflicts with other students, they notice that one of their students is severely depressed and withdrawn. Facilitators solicit answers from various groups. The answers become the basis for conversation and training.

The April training is the first step taken to underscore one of the basic goals of LEAP: enabling students to engage more deeply with a body of knowledge through integrated courses that will eventually help them achieve at higher levels. When instructors are engaged in exercises and discussions on how to devise integrated course structures, they are able to implement another important facet of the program: collaborative teaching and learning.

Collaborative Teaching and Learning

LEAP provides a learning community that enables incoming freshmen to begin their academic careers in a small-college environment. As already noted, the LEAP academic community is predicated on two-course combinations—prides—that allow students to fulfill six credits: a general education requirement course and a second course in an area of interest within a major. With a cohort of 24 students who live and take classes together and participate in academic and social

activities both in class and out of class, a systematic team approach emerges that fosters collaboration between the students. Most importantly, the team-based projects that emerge from the combined courses engender a strong spirit of collaborative learning. As psychologists Johnson, Johnson, and Smith (2006) and Slavin (2010) have noted, cooperative learning entails social (interpersonal) practices through which a small group of students work together to accomplish an academic problem-solving task intended to facilitate learning. The collaborative learning concept is founded on three premises of effective learning: active learning and construction of knowledge, cooperation and teamwork in learning, and learning via problem solving. The emphasis on collaborative learning within LEAP is based on studies that have affirmed the efficacy and benefits of collaborative learning in higher education. Cooper, Ryan, and Tauer (2008) have noted that increased student involvement in the learning process promotes problem solving and critical thinking skills. The intersection between collaborative learning and collaborative teaching in LEAP is founded on the belief that collaborative teaching by LEAP instructors leads to classroom dynamics that are proactive and reflective. In other words, as our LEAP instructors assess, plan, and evaluate their respective courses, they take into consideration supportive learning activities that motivate and, at the same time, engage students.

Our LEAP instructors do several concrete things to facilitate a collaborative learning environment. The first step is to provide students with an overview of the collaborative learning process that they intend to use. The second is to provide instruction in in-group process skills. Once students master these skills, instructors put them in small groups and encourage them to establish a preliminary problem definition for each project. Additionally, instructors encourage their students to identify learning issues, brainstorm, gather preliminary information, negotiate assignment roles, consult with professors, draft preliminary versions of their final solutions, and revise their final solutions before submission. What we have found interesting in this whole process is that it is not only the students who benefit from this experience. Indeed, our LEAP instructors have attested to the fact that teaching collaboratively has increased their sense of sharing the responsibility of developing and delivering instruction. It has also given them the ability to build consensus by acknowledging and respecting other instructors' input into the collaborative effort even though their skills and expertise may be very different.

Evaluating LEAP

At the end of the six weeks of the program, all LEAP students evaluate the program through a survey (see Appendix). Five areas are of most importance to us as we assess the program: (1) collaborative teaching, (2) life in the pride—living together with others taking the same classes, (3) the role of mentors—whether living with mentors made a positive impact on students' Penn State experience, (4) students' confidence in their ability to handle college work, and (5) the availability of assistance on campus when needed. All the surveys undergo a statistical analysis. The results of the survey enable us to see which aspects of the program need improvement.

In the course of its 17 years, we have seen a progressive increase in the percentage of students who have responded positively to most of the categories outlined in our LEAP evaluation surveys. Regarding the collaborative learning process and activities, we are heartened to learn that

most of the instructors provide an overview of the collaborative learning process with their students. In addition, most of the LEAP students say their instructors used real-world scenarios as part of the instruction. When instructors encourage them to identify learning issues and urge them to acquire needed resources (such as the assistance of librarians or expertise in related fields), most students are able to see the direct benefit engendered by those learning activities and learning processes.

Because LEAP is built on the concept of a living learning community, we have paid particular attention to students' impressions about their living and learning experiences and arrangements. For most students, having all members of their pride living in the same dorm, being allocated physical space for meetings, and having regularly scheduled opportunities to meet informally to discuss academic issues had a tremendous impact on their LEAP experience. Meeting regularly and informally in social contexts is appealing to many students. Most importantly for some, attending classes and all other instructional activities such as seminars and workshops together creates a long-lasting bond between them and their peers in their pride. We have also noted students' positive response to integrated classes. Most students acknowledge in our surveys that even though a different instructor teaches each of their courses, they see a connection between the two. By the same token, the majority of the students think that their instructors teach from a common syllabus, meet to co-plan out-of-class activities, meet to discuss issues that arise during classes, and meet with each other to assess their courses at the end of the program.

With regard to students' interactions with faculty, a considerable number of the LEAP students believe that instructors of their majors or their general education course provide them with enough feedback about their work at every opportunity. They similarly believe not only that their instructors know them but also that the instructors in their majors as well as in general education organize in-class activity to maximize in-class contact with students. Students who take the required communications and English courses note that their instructors had them participate in out-of-class nonacademic events with other students.

Peer mentorship of LEAP has been one of the important components of the program. Cognizant of the singular role that mentors play in LEAP, we have, over the years, refined the process used in selecting the mentors. For instance, we now require that before they are hired, mentors must have a cumulative GPA of at least 3.0. They must also have strong computer skills and knowledge of library research techniques, an interest in collaborative learning and teamwork, and a good-conduct standing with the university. These requirements have enabled us to recruit outstanding upper-level students to mentor the incoming freshmen. Many of the LEAP students indicate that their mentors provide them with information on locating vital resources (health care, student and financial aid, libraries). Others appreciate the fact that their mentors attend their classes and meet regularly to provide academic support to members of their pride. Social support, facilitated by the mentors, also stands out as an important value for the students. Overall, the LEAP students' evaluation of the role of mentors indicates that mentors play an important part in students' experience of the program.

Measuring LEAP's Success

How does one measure the success of LEAP as an effective transitional program for incoming freshmen? In other words, given the unique challenges that LEAP students face during this transitional period, can one say that LEAP provides opportunities for growth and transformation? Several noteworthy indices suggest that the LEAP program plays a significant role in our students' transitional challenges and provides them, along the way, with opportunities for growth and transformation within the larger Penn State academic community and beyond. In a longitudinal study, Haughton notes that, overall, "the LEAP students outperformed their non-LEAP peers" (2004, p. 192). Her study also finds that "female students and students with lower college ability (HSGPA) were better served by the LEAP out-of-class experiences" (p. 193). In addition, Haughton's study shows that female students "on average earned higher GPAs than their male peers" (p. 194). Female students "felt more academically and socially integrated in terms of social growth, classroom climate, academic experiences, and readiness for choosing a career and life-long learning" (p. 194).

We have also observed some trends within the LEAP program that resonate with a study by Mattanah et al. (2010), who indicate that students in programs such as LEAP who have mentors experience a considerable reduction in loneliness, which helps raise their perceptions of social support by the end of their first year. The importance of this cannot be overstated. The data available to us underscore studies by Pancer, Pratt, Hunsberger, Alisat, and Berkeley (2007), who have suggested that in the long term, retention and graduation rates are far superior when support group interventions such as LEAP are in place to aid in transition to university. Overall, the retention rate of students who participate in LEAP is higher than that of their peers. Among the most important measures of success of LEAP are not only the overwhelmingly positive results that our surveys have yielded over the years but also, and most importantly, the rate at which the LEAP prides fill as soon as registration begins in late February. The increasing number of students switching their fall admission to summer in order to participate in LEAP is testimony to the value that students and their parents see in the program.

LEAP and Its Challenges

While we celebrate LEAP's successes, we are also cognizant of the challenges that continue to evolve with the program. Below are three of the most common problems that we have encountered.

Registration glitches

As is often the case with mass electronic registration, our systems are overloaded in the first few hours after registration begins. Because registration in LEAP is on a first-come-first-served basis, students and their parents rush to register in their prides of choice. While we have not so far experienced a total system shutdown, it is challenging when the phones in the Office for Summer Session ring nonstop during the initial hours of registration because of glitches. For summer 2013, we are collaborating with Penn State's Applied Information Technologies to see if we can remedy these glitches. A factor in the difficulty with LEAP registration is the "Friends of Penn State"

account, a temporary account provided to incoming freshmen to use for registration. During LEAP registration, multiple Kerberos and Directory servers supporting Friends of Penn State are in use. Each call that students make goes through a separate connection to the central server, and sometimes they take the server down. Part of the proposed remedy for summer 2013 is to ensure that "elion," Penn State's registration system, makes all the registration calls to Friends of Penn State during the login process.

Challenges of spring training for instructors

How does one deal with LEAP instructors who fail to attend spring training? As noted above, the spring LEAP training offers faculty the chance to meet other instructors and student mentors in their respective prides. The absence of instructors at this training may be one of the most daunting aspects of LEAP programming. One can understand the reluctance to attend of instructors who have attended past trainings and have successfully implemented the core demands of the LEAP program in their courses. Yet, given the innovative research into collaborative teaching that emerges from scholars from the Schreyer Institute for Teaching Excellence and other sources, one wonders why instructors would be reluctant to avail themselves of groundbreaking research about teaching in general. To counteract nonattendance, we plan to reiterate to those instructors who are contracted to teach for the program that, although we are aware of and respect the autonomy they have over their course materials and the manner in which they choose to deliver these materials during the regular academic year, they need to understand LEAP's unique nature and what the program requires of instructors. The associate deans of the various colleges will be playing a vital role in conveying this message.

Challenges with student mentors

The student mentor contract spells out clearly student mentors' responsibilities and states, unambiguously, the consequences for not abiding by the contract. In spite of this, a few mentors remain oblivious to the terms of the contract and engage in activities that lead to their dismissal. The most common problem we have confronted is mentors' alcohol consumption in the dorms and off campus. Other problems have centered on nonperformance. In all of these instances, we have terminated contracts and dismissed mentors who have contravened these program regulations. The challenge we have faced, however, is to find quick replacements for mentors who are fired. Because of the short length of LEAP and the bond that most of the dismissed student mentors normally create with their students, the LEAP students usually end up bearing the brunt of our firing decisions. We have also found that by the time the dismissal paperwork is done, summer session is practically over. Among the changes we are putting into effect to mitigate some of these problems is to extend the mentor training that takes place before the arrival of the LEAP students in late June. Team-building exercises and several lectures aimed at helping mentors take responsibility for their actions are some of the new activities we plan for summer 2013.

Conclusion

LEAP is an essential component of Penn State's summer session programs. The way that prospective students and their parents rush to find spots in the pride of their choice immediately after the start of LEAP registration in late February is a strong indication of how, in the course of over 17 years, LEAP has emerged as a crucial transitional program for Penn State's incoming freshmen. The two linked classes that the students take and the active collaborative learning environment that LEAP provides enable our students to achieve at higher levels. Indeed, allowing students to take responsibility for their own learning while fostering a living and learning community for them enables them to achieve those critical skills necessary to transition from high school to a large university such as Penn State. While the program may seem unique to Penn State, it is possible to replicate LEAP in other institutions.

Endnotes

1. As part of our marketing strategy, the Office for Summer Session works with the Admissions Office, which sends the LEAP brochure to all incoming freshmen who have been admitted in the summer. The brochure describes LEAP succinctly and provides detailed description of all the 42 prides. The brochure also offers general information about financial aid, summer housing, and estimated costs for participating in LEAP. The LEAP brochure is embedded electronically in our summer session website.

References

Anderson, M., Goodman, J., & Schlossberg, N. (2012). *Counseling adults in transition: Linking with practice in a diverse world*. New York, NY: Springer.

Cooper, J. M., Ryan, K., & Tauer, S. (2008). *Teaching for student learning: Becoming a master teacher*. Stamford, CT: Cengage Learning.

Haughton, N. A. (2004). *The interactional effects of pre-college characteristics and participation in a freshman learning community on student outcomes: A structural equation model analysis* (Unpublished doctoral dissertation). Pennsylvania State University, University Park.

Johnson, D. W., Johnson, R. T., & Smith, K. (2006). *Active learning: cooperation in college classroom*. Edina, MN: Interaction Book Company.

Mattanah, F., Ayers, J., Brand, B., Brooks, L., Quimby, J., & McNary S (2010). A social intervention to ease the college transition: Exploring main effects and moderators. *Journal of College Student Development*. Vol. 51.1 (93-108).

Pancer, M., Pratt, M., Hunsberger, B., Alisat, S., & Berkeley, N. (2007). Long-term impacts of a support group intervention for the transition to university. Unpublished manuscript.

Penn State. (2013). *Summer 2013: LEAP into summer and breeze into your fall semester*. Retrieved from http://www.leap.psu.edu/leap_prides.html

Slavin, R. (2010). Co-operative learning: What makes group-work work? In H. Dumont, D. Istance, & F. Benavides (Eds.), *The nature of learning: Using research to inspire practice* (pp. 161–178). Paris: OECD.

Biographies

Yaw Agawu-Kakraba is a professor of Spanish and director of Penn State University's Office for Summer Session, which includes the Learning Edge Academic Program (LEAP) and the Students' Transitional Experiences Program (STEP). Agawu-Kakraba is passionate about summer sessions, especially transitional programs that help freshmen to adjust to the challenges and the rigors of college life.

Yvonne Gaudelius is an associate vice president and senior associate dean of undergraduate education and a professor in the Art Education program and the Department of Women's Studies at Penn State University. She is also responsible for the Office for Summer Session. Gaudelius has co-edited / co-authored two books, *Contemporary Issues in Art Education* (2002) and *Spectacle Pedagogy: Art, Culture and Visual Politics* (2008), and many journal articles.

Appendix

LEAP ASSESSMENT

Student Questionnaire

Thank you for participating in the Penn State Summer LEAP Program! Please take the time to complete this evaluation. All responses will be kept confidential, and your name will not be used or recorded for any purposes. Your responses will be helpful in the planning of next year's program. Please use a #2 pencil, and fill in your answers completely on the separate answer sheet. Please note that commuter students will not have to fill the last section of this survey.

PRIDE_____ MENTOR _____

	Disagree	Tend to Disagree	No Opinion	Tend to Agree	Agree
1. I got support from my classmates when I needed it.	A	B	C	D	E
2. The way my classes were structured encouraged me to be an active participant.	A	B	C	D	E
3. Having professors from different courses coordinate classroom experiences is a good idea.	A	B	C	D	E
4. I think my first semester courses will prepare me for other courses I plan on taking this year.	A	B	C	D	E
5. I like to take courses where faculty connect material from two or more different courses.	A	B	C	D	E
6. I have improved my ability to critically read and analyze various kinds of information.	A	B	C	D	E
7. I had opportunities to work as part of a team in my classes.	A	B	C	D	E
8. I was able to get help in learning the computer and library technologies available on campus.	A	B	C	D	E
9. I used the technology available to me (such as computer labs, library search programs, internet, etc.) often during LEAP.	A	B	C	D	E

	Disagree	Tend to Disagree	No Opinion	Tend to Agree	Agree
10. I am comfortable using the libraries at the university.	A	B	C	D	E
11. I used Pattee/Paterno Library as my main library.	A	B	C	D	E
12. I used one of the other libraries on campus as my main library.	A	B	C	D	E
13. I am confident that I can use the library as a tool for learning and research.	A	B	C	D	E
14. I am confident that I can use the computer as a tool and resource for learning and research.	A	B	C	D	E
15. There was always someone on campus who could help me when I had a question or problem.	A	B	C	D	E
16. I had help with understanding how to use the services of a large university.	A	B	C	D	E
17. I participated in social activities with my pride regularly (at least once a week).	A	B	C	D	E
18. I understood the role of my mentor	A	B	C	D	E
19. Having a student mentor helped me adjust to the university.	A	B	C	D	E
20. I interacted with my mentor regularly (at least once a week).	A	B	C	D	E
21. I discussed academic-related questions with my mentor.	A	B	C	D	E
22. My mentor helped me learn about the university resources (library and computer technologies, etc.).	A	B	C	D	E
23. I am glad I enrolled in LEAP at PSU.	A	B	C	D	E
24. Being in LEAP made the university seem smaller and less impersonal.	A	B	C	D	E

	Disagree	Tend to Disagree	No Opinion	Tend to Agree	Agree
25. Having my pride live together, take classes together, and socialize together was an invaluable experience.	A	B	C	D	E
26. LEAP is a worthwhile program.	A	B	C	D	E
27. Having two courses together in my LEAP pride helped me learn better in both courses.	A	B	C	D	E
28. Getting a good grade is the most satisfying thing for me right now.	A	B	C	D	E
29. I'm confident I can understand the most complex material presented by my instructors in my courses.	A	B	C	D	E
30. If I try hard enough, then I will understand the course material.	A	B	C	D	E
31. I have an uneasy, upset feeling when I take an exam.	A	B	C	D	E
32. When I study for my courses, I go through the readings and my class notes and try to find the most important ideas.	A	B	C	D	E
33. I try to work with other students from my classes to complete the course assignments.	A	B	C	D	E
34. When studying for a course, I often set aside time to discuss course material with a group of students from the class.	A	B	C	D	E
35. If I get confused taking notes in class, I make sure I sort it out afterwards.	A	B	C	D	E
36. I expect that my average grade will be	A=A	B=B	C=C	D=D	E=F
37. I estimate that I spent _____ hours a day studying.	A=1	B=2	C=3	D=4	E=>5
38. I estimate that I spent _____ hours a week doing school work on the computer.	A=1	B=2	C=3	D=4	E=>5
39. I estimate that I spend_____hours a week in the library.	A=1	B=2	C=3	D=4	E=>5

	Disagree	Tend to Disagree	No Opinion	Tend to Agree	Agree
FOR ON-CAMPUS RESIDENT STUDENTS ONLY					
40. I got support from others on my residence hall floor when I needed it.	A	B	C	D	E
41. Learning is easier when you live in the same residence area near the people with whom you take classes.	A	B	C	D	E
42. Living in the same residence hall area as my mentor made a positive impact on my Penn State experience.	A	B	C	D	E

THANK YOU FOR COMPLETING THE SURVEY!
PLEASE RETURN THIS FORM TO THE MENTORS.