

Notheastern University Case Study



INTRODUCTION

All incoming first-year students at Northeastern University (NU) had the opportunity to opt-in to MentorPRO (customized to MentorHub NU) during their first academic year. In this initial rollout, we were particularly interested in learning whether students would voluntarily connect with their trained peer mentor and how they would use the application. Students used the app to message their mentors, and mentors could provide them with just-in-time resources and referrals to answer their questions. Students could also use Check-In to record and track their current challenges. Mentors could also provide support based on students' Check-In responses.

DATA

We measured engagement with MentorHub NU by looking at the number of students who voluntarily downloaded, installed, and logged in to the app. We looked at the number of times students used Check-In, number of messages they sent to their peer mentor, and number of referrals received from their mentor over the course of the year. We also examined whether engagement was related to the end-of-year GPA, as well as examined aggregated data across time points over the year to examine how patterns of wellbeing and challenges differed over time.



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Co-Founder

"MentorPRO is the natural extension of decades of our research on youth mentoring which has highlighted the importance of strong, goal-focused relationships and tools for continuous engagement, evaluation, and improvement. Our evidence-based platform is associated with mentee well-being and improved academic performance."

MAIN FINDINGS

Overall, MentorPRO was **feasible** and **acceptable** to first-year students and there was high engagement with features. MentorPRO allowed Northeastern University staff to monitor current challenges for students across the year as students reported their current challenges over time.

3,141

first-year students opted
into the program

17,032

Check-Ins
completed

13,456

messages were sent to
peer mentors

Engagement in
MentorPRO was
significantly associated
with a higher GPA at the
end of the first year.



MentorPRO appealed to some students more than others. Compared to the entire first year class, female, international, White, and multiracial students were more likely to use MentorPRO compared to their peers.

REFERENCE

Werntz, A., Jasman, M., Simeon, K., Gunasekaran, H., Yowell, C., & Rhodes, J. (2023). Implementation of a technology-enhanced peer mentor referral system for first-year university students. *Journal of Technology in Behavioral Science*. <https://doi.org/10.1007/s41347-023-00303-8>