



2.09: Research and implement a student to student peer mentorship program for African American students

Research Results:

Journal Article: “A Promising Prospect for Minority Retention: Students Becoming Peer Mentors”

The study examined academic and interpersonal growth of peer mentors (N = 19) by analyzing comments in journals written during the mentors' first quarter of tutoring and mentoring within a minority engineering program at a large land-grant university in the Southeast. Although the intent of the program was to improve retention rates for the participants, the mentors experienced both academic and interpersonal growth. In addition, preliminary data regarding grades and retention status also indicate that the mentors benefited academically from the mentoring experience. The findings of the study suggest that, although the upper-class peer mentors are not the target population of the minority engineering program, they were positively impacted from their roles as mentors within the minority engineering program.

RISE Peer Mentoring Program: University of Mary Washington

Program Benefits

Mentor – leadership opportunity, networking

Mentee – feeling of belonging, academic/personal/social resources and activities, enhanced awareness of campus and community resources and services, personal satisfaction, positive campus experience, higher level of confidence and self-esteem

Institutional – increased retention and graduation rates of underrepresented students, increased student satisfaction, more positive alumni

Data:

African American student enrollment: 19 students (3% of total student body population)

these numbers are subject to change over the summer due to enrollment

Action Plan:

After researching the benefits of a peer to peer mentorship program, administration will meet with the school guidance counselor and work to create a program at Fellsmere Elementary. When the

plan is developed and established, the information will be shared with all stakeholders. The program will be established at the beginning of the 2020-2021 school year and focus on positive relationships, increasing self-esteem, and promoting academic achievement among African American students.