

# My Brother's (and Sister's) Keeper: Utilizing Minority Peer Mentorships to Increase Persistence & Retention Among First & Second-Year Underrepresented Students

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# Minority Mentorship Programs are becoming more common on college and university campuses regarding retention of 1<sup>st</sup> and 2<sup>nd</sup> year underserved students

- PASS (Promoting Academic Success for Students)—Auburn University
- MMP (Minority Mentorship Program)—University of Central Arkansas
- PMP-TRIO (Peer Mentoring Program in TRIO)—University of Kentucky
- MMP (Mentoring Matters Program)—College of Charleston
- MI-LSAMP (Michigan Louis Stokes Alliance for Minority Participation)—Michigan State University
- RISE (Resources Inspiring Student Excellence)—University of Mary Washington
- MAP (Minority Achievement Program)—University of Tennessee at Knoxville

# Some Benefits of Minority Peer Mentorships

- Minority student mentees feel a bigger sense of comfort in having someone they relate to
- Minority mentorships often factor into minority student persistence/college completion according to separate studies
- Results are two-fold; meaning mostly all minority mentors benefitted as much as their mentees.
- Specific research revealed that 90% of its minority mentors “experienced a development in their own personal skills—communication, confidence and identity” (Good, Halpin, and Halpin 2000, p.6)

# CECE (Culturally Engaging Campus Environments)

- Model that focuses on the institutional experiences of minority students
- Created by Dr. Samuel Museus
- Suggests that a number of external factors (socioeconomic status, family dynamic, culture etc.) directly influence individual factors (sense of belonging, academic performance, academic dispositions) and success among diverse college student populations (Museus 2014)
- Posits that colleges exposing underrepresented students to different cultural norms holds its on respective weight, but providing minority students access to their own cultural connections are more likely to retain those students in their first and second years

# Why Minority Peer Mentorships Matter at PWIs

- One study illuminated that minority students negatively experienced differential treatment and stereotyping by other students, faculty, staff, and administrators at PWIs (Davenport 2014)
- Minority students were even reluctant to share their experiences with minority faculty and staff in fear of not being understood and intimidation (Davenport 2014)

# Minority Peer Mentorships through Registered Student Organizations (RSOs)

- Student organizations that represent some form of diversity can be very effective in developing minority peer mentorships
- RSOs that focus on minority and marginalized groups can assist in underrepresented students acquiring a sense of belonging on campus
- Current study at ATU by DDI on diversity-oriented RSOs link to retention of 1<sup>st</sup> and 2<sup>nd</sup> year members

## Personal Stories from the Roundtable...

Participants, you are welcome to share your own personal experiences of how minority peer mentoring played a role in your persistence and/or college-degree completion and/or how being a minority mentor has had an impact on you and your leadership.

# References

Good, J.; Halpin, G., and Halpin, G. (2000). A Promising Prospect for Minority Retention: Students Becoming Peer Mentors. *The Journal of Negro Education*. Vol. 69 (4). Pp. 375-383. Retrieved from JSTOR. URL: <https://www.jstor.org/stable/2696252>

Museus, S.D. (2014). The culturally engaging campus environments model: A new theory of success among racially diverse college student populations. *Higher Education: Handbook of Theory and Research*. New York, NY: Springer

Davenport, D. (2014). *First-year Minority Student Mentoring Programs: An ethnographic study on the impact of first-year mentoring on second-year retention*. (Doctoral dissertation). Northeastern University. Retrieved from <https://repository.library.northeastern.edu/files/neu:349610/fulltext.pdf>