

**ST. MARY'S COLLEGE OF MARYLAND  
OFFICE OF STUDENT ACTIVITIES**

**MULTICULTURAL ACHIEVEMENT PEER PROGRAM  
INFORMATION PACKET**

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**ENCLOSURES:**

- A) TENTATIVE ASSIGNMENTS
- B) PERSONNEL INFORMATION
- C) LETTER TO SELECTED GROUP
- D) MAPP APPLICATION

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**INTRODUCTION**

St. Mary's College of Maryland is committed to recruiting, retaining, and graduating increasing numbers of students from ethnically diverse backgrounds. The Multicultural Achievement Peer Program is designed to enhance the retention of new multicultural students.

The purpose of the Multicultural Achievement Peer Program is to help students maximize opportunities for success by offering academic skill building workshops, monitoring academic progress, and providing an educational and social support system.

The Multicultural Achievement Peer Program aims:

- To increase the retention of multicultural students by helping students develop the necessary academic, personal, and social skills needed to be successful in college.
- To help incoming multicultural students make a successful transition to St. Mary's College.
- To provide leadership experience for successful upper-class students.
- To acquaint multicultural students with campus academic resources and opportunities for campus involvement.
- To provide a mechanism for experienced students to give back to the St. Mary's College community.

The program provides participants an opportunity to work closely with successful upper-class students who are dedicated to the task of guiding them through the first year at St. Mary's College. The program consists of a minimum of seven peer mentors and the coordinator of multicultural affairs. In addition, the program is supported by faculty members, the offices of Academic services and admission, and other resource offices.

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**PROGRAM OBJECTIVES**

The objectives of the Multicultural Achievement Peer Program are:

- To provide academic advice to new students through bi-weekly group advising, one-on-one meetings with their peer mentor, and meetings with the assistant director of multicultural programs.
- To provide tutorial assistance and assist students in developing good study habits and time management skills.
- To acquaint new students with campus resources and make referrals, when appropriate.
- To develop a support system for the student by sponsoring a combination of instructional and non-instructional activities.
- To encourage students to become involved in activities outside the classroom.
- To help students with transitional issues related to college life.
- To assist the Office of Admissions in recruiting multicultural students.

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**PROGRAM CHRONOLOGY**

- I. Memos are sent to all department heads/chairs encouraging them to discuss the program and its purpose with their staff. **May and June** are spent evaluating the previous year and planning for the upcoming year.
- II. **Early July** - information about the program is sent to all first year students, transfer students, faculty and staff inviting participation in the program. Review student applications and begin to pair them with mentors. **MAPP Training** is held in mid-July.
- III. **Early September – MAPP kick-off meeting** to welcome the participants. The program allows individuals the opportunity to get to know each other, as well as have a chance to meet other students, faculty and staff of color on campus.
- IV. **Late February** - information session for interested mentors. The purpose of this session is to share the programs, rules, and objectives and to hear any questions or concerns from the program's participants. Identify and invite sophomores and juniors that are motivated and have proven academic efficiency to apply to become mentors. Use returning mentors to select and train new mentors.
- V. **Early March** - information is sent to all mentors from the previous year inviting them to reapply. MAPP applications are also made available to all other students interested in becoming mentors.
- VI. **Late April** - MAPP End of Year Reception. All students who participated in MAPP will be recognized. Mentors will be recognized for the contributions and dedication to the program. Seniors of color who are graduating will also be recognized and congratulated on their achievements.

**Office of Student Activities**  
**Multicultural Achievement Peer Program**  
**Mentor Responsibilities**

The Multicultural Achievement Peer Program (MAPP) is designed to support first year students of color in their transition from high school to college. First-year students of color are paired with trained upper-class students who serve as peer mentors. MAPP mentors encourage and support students in achieving academic, social, and personal success. MAPP's goals include: 1) addressing transition to college issues; 2) working to alleviate social isolation; 3) increasing student/faculty interaction; 4) identifying key academic and support services; and 5) exploring careers and goal setting. A series of programs, workshops and activities are designed to assist students with their adjustment to college life.

Peer Mentor Duties:

- Responsible for coordinating academic support services, co-curricular (social) activities, and skill building workshops for program participants/mentees. Will also develop and disseminate publicity for all activities.
- Provide academic tutorial services, as required.
- Meet regularly with assigned mentees to monitor their academic progress, address problems that occur, make referrals to campus services and resources, encourage involvement in service and campus clubs and provide correct campus policy information. Report problems to the Assistant Director of Student Development/Coordinator of Multicultural Programs.
- Serve as a liaison between mentees, faculty advisors, and the Office of Academic Services, as needed.
- Attend all MAPP staff meetings and participate in all scheduled training including Mentor Orientation and Training from July 29 – July 31, 2005.
- Prepare and submit required reports in a timely manner.
- Work 6 hours per week (1.5 hours in the Office of Student Activities during regular office hours 8:30 a.m. to 5:00 p.m., 1-hour weekly staff meeting and 3.5 hours meeting with mentees individually and as a group).
- MAPP Mentors are required to attend Orientation Leader training and facilitate orientation groups and information sessions. The initial meeting for Orientation Leaders is scheduled for 8 p.m. on April 20, 2005. New-Student Orientation will be held two days prior to the start of the semester; the program will run through the third week of September. Responsibilities begin at noon on Sunday, August 21 and end on Monday, September 19, 2005.
- If summer schedule permits, assist with New-Student Days on July 18, July 20 and July 22.
- Other duties as assigned.

Peer Mentor Eligibility Criteria

- Have a minimum grade point average of 2.5 on a 4.0 scale.
- Have accumulated no less than 25 semester hours and no more than 89 semester hours.

- Must be able to tutor one subject or facilitate a study group.
- Have excellent interpersonal, oral communication and listening skills.
- Have knowledge of the campus, its resources and policies.
- Make a year-long commitment to the program.
- Attend the Office of Student Activities's Student Worker Training Day on Monday, September 5 (Labor Day) from 9:30 a.m. to 12:30 p.m.

#### Evaluation

- Peer Mentors will be evaluated informally on an ongoing basis and formally each semester by the Assistant Director of Student Development/Coordinator of Multicultural Programs.

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**MAPP PEER GUIDELINES AND WORK STANDARDS**

1. You will be given a copy of the time schedule that we develop. Please adhere to this schedule. If there is a problem with the schedule, you must let the coordinator of multicultural program know ahead of time.
2. If you are unable to come to a meeting and, for some reason cannot call me yourself, have a friend or roommate phone in for you.
3. When you miss an appointment with your mentees or with me, you are expected to make up the hours as soon as possible, preferably within the same week.
4. Your peer advising job is extremely valuable – utilize it to refine the necessary skills you will need in the workforce (i.e., dependability, responsibility, initiative, judgment, quality of work, and attitude toward work, etc).
5. Do not encourage your friends to accompany you to study sessions with your mentee. The study time with your mentee is not time for social gathering; its academic emphasis requires an atmosphere that is conducive to learning.
6. When you meet with your mentee, always bring something with you to do (homework, letters to write, a book). There may be times when you arrive at a designated place early – this time can be used productively. However, once the mentee arrives, use that time for him or her so as to maximize your time subsequently.

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**HOW WILL THE MENTOR BE EVALUATED?**

Mentors will be evaluated on the following items as well as on their overall job performance:

DEPENDABILITY

RESPONSIBILITY

INITIATIVE

JUDGEMENT

COOPERATION

LEADERSHIP

TASK COMPLETION

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**CHARACTERISTICS OF POSITIVE MENTORING**

- Accepts responsibility for being a mentor
- Has time to mentor and is approachable
- Respected, well-established, is secure in your own career path (at this point) – not threatened by success of a more junior person
- Respectful of the goals of others
- Altruistic
- Able to invest in the success of another's career
- Objective: can evaluate new ideas free of bias
- Insightful
- Enthusiastic
- Capable of empathy and caring
- Respectful of diversity and differences among people; able to appreciate mentee despite possible differences.

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**TIPS FOR SUCCESSFUL MENTORING**

1. Make a personal commitment to be involved with your mentee(s) for an extended period. Successful mentors have a genuine desire to be part of other people's lives, to help them through the tough decisions, to see them become the best they can be. Mentors must be invested in the mentoring relationship for the long haul; they have to be there long enough to make a difference.
2. Respect individuals and their abilities and their right to make their own choices in their life. Mentors cannot bring the attitude to the relationship that their own ways are better or that participants need to be rescued. Mentors who convey a sense of respect and equal dignity in the relationship win the trust of their partners and the privilege of being mentors for them.
3. Listen and accept different points of view. Most people can find someone who will give advice or express opinions. It is much harder to find someone who will suspend judgment and really listen. Mentors often help simply by listening, asking thoughtful questions, and giving participants an opportunity to explore their own thoughts with a minimum of interference. When people feel accepted, they are more likely to ask for and respond to good ideas.
4. Appreciate your partners' struggles and feel with them without feeling pity for them. Even without having had the same life experiences, successful mentors can empathize with their partners' feelings and personal problems.
5. Look for solutions and opportunities as well as barriers. A mentor balances a realistic respect for the real and serious problems that partners face with optimism about finding equally realistic solutions. Mentors are able to make sense of a jumble of issues and point out sensible alternatives.
6. Stay flexible and open. Successful mentors recognize that relationships take time, and they willingly take the time to get to know their partners, to learn new things that are important to their partners, even to be changed themselves by the relationship.

**REFLECTION POINTS**

Think about mentoring:

What are some of the skills and competencies necessary for developing a successful mentoring relationship?

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What are your present strengths and weaknesses in these areas?

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What are some tasks that will be important for you to master to be a successful mentor for another student?

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Resource: Students Helping Students, a Guide for Peer Educators on College Campuses  
Authors: Steven C. Ender & Fred B. Newton

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**BENEFITS FOR THE PEER MENTOR**

While it may seem that a mentor/mentee relationship is primarily of benefit to the mentee, studies show that mentors benefit, develop and gain valuable experience from being involved in mentoring program. The following are some of the known benefits for the mentor:

- Increased self-esteem
- Increased understanding of self
- Increased sense of doing something worthwhile
- Increased personal power (belief that they can make a difference)
- Understanding and appreciation of people with diverse backgrounds
- Openness to new experiences, ideas, and perspectives
- Skills in caring for others
- Improved communications skills (listening, providing feedback, articulating ideas)
- Skill in learning from experience (asking questions, observing, synthesizing)
- Increased patience and a greater level of empathy.

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**WHO IS YOUR STUDENT MENTEE??**

Important information to know about your mentee in building a trusting relationship:

Family Background

- Family composition
- Family background
- Family communication/style

Educational Experience

- Type of schools attended
- GPA throughout
- Aptitude strengths and limitations
- Academic subjects of interest and disinterest
- Extracurricular participation
- Role Models: in school/outside of school
- Peer relationships
- College staff relationships

Current Personal Conditions

- Proximity to current family groupings, current residence
- Place of employment, work schedule and hours
- Financial support system
- Goals and motivational direction
- Individual communication style, ease of self expression

Reference: Susana A. Hayes, Western Michigan University, Bellingham, Washington

NOTE: Some of these answers will come over time. Some mentees will not self disclose easily. Be aware of this, and know when to move on to another question or activity.



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**WORKSHOPS**

A different World: Academic survival skills in College  
Note taking  
Learning Styles  
Attitude/presentation

Time Management

Stress Management

Career aspirations

Goal Setting

Test Taking

Motivation

Library Resources

Campus Resources

Financial Aid

Study Aboard

Computer Skills

Writing Skills

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**SUGGESTIONS FOR MAPP WORKSHOPS**

1. **First Impressions**
2. **Preparing for finals during the first week of classes**
3. **Language Skills**
4. **Leadership Development: Two Paths**
  - Path 1: Making Self-Inventory and Organization Inventory
  - Path 2: Researching an Organization for available positions
5. **Career Exploration**
  - a. Alumni Panel: to provide students an opportunity to explore career opportunities with alumni of color.
  - b. Career development for undecided majors
    - Purpose: To assist students in deciding on a major field of study.
    - What can I do with a major in \_\_\_\_\_?
    - Who's going to hire me?
6. **Black Family Reunion**
7. **Success Techniques in the Classroom**
8. **Winding through the college maze looking for support:** Where do I go from here?  
How to get what you want.
9. **Being in Control of Yourself:** Developing inner strength. Who controls you anyway?
10. **Designing your Own Success:** Develop your potential. Becoming goal directed. Self-motivation techniques.
11. **Attitudes and Affirmation:** I know I am, I know I can - Positive thoughts build positive images.
12. **Keeping Your Train on Track:** Build a foundation for success. Get the do-it now habit. Develop responsibility, organization and decision making skills.

13. **Financial Aid:** To explore available financial resources for students and ways that students can access the resources.
14. **Personal Statement Workshop for Graduate School**
15. **Transition and Adjustment**
16. **Graduate School Fair**
17. **African-American Heritage Tour of Dorchester County, Maryland:** Birthplace of Harriet Ross Tubman (1-800-428-0401)
18. **How To Get An “A”**
19. **Goal Setting and College Expectations**
20. **Ten Steps**
  - Developing Good Study Skills
  - Marking Your Textbooks
  - Positive Image in the Classroom
  - Making the Most of Class Time
  - Building Strong Relationships With Your Peers
  - College as an Obstacle Course
  - What Is Your Image
  - Note-Taking Techniques
  - Developing Good Listening Skills

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**POSITION AGREEMENT**

I \_\_\_\_\_ fully accept the responsibilities for the position of Peer Mentor/Coordinator in the Multicultural Achievement Peer Program for the 2005-2006 academic year. I agree to perform all the duties as outlined in the job description, including attending all training sessions, meetings, and maintenance of confidentiality in all pertinent areas of the program. I understand that my performance on the job and in the classroom will be evaluated for continued employment. I further agree to uphold all college policies while in my position.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Please return to Mary E. Thompson by July 30, 2005  
Summer Information:

Name: \_\_\_\_\_ Summer phone: \_\_\_\_\_

Summer Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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**VOLUNTEER'S INFORMATION FORM**

Name: \_\_\_\_\_

Home Address: \_\_\_\_\_  
\_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone \_\_\_\_\_

\_\_\_\_\_ Yes, I would like to serve as a facilitator for the following workshops:  
(See attached workshop titles – Give your top 3 preferences):

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Additional topics: \_\_\_\_\_

Educational background: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Job Title: \_\_\_\_\_ Dept. \_\_\_\_\_

Special Interests/Community Involvement:  
Personal: \_\_\_\_\_  
\_\_\_\_\_

Community: \_\_\_\_\_  
\_\_\_\_\_

Others you may feel would be interested in facilitating (please include name, address & phone)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ No, I would not like to serve as a facilitator

**Please return to: Office of Student Activities, Campus Center 143**

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**PEER MENTOR CONFIDENTIALITY AGREEMENT**

I understand that as a mentor in the Multicultural Achievement Peer Program, I will be expected to maintain the confidentiality of student contact as required by the Office of Student Activities. My supervisor has explained my responsibilities in the office as they pertain to handling confidential and personal student data.

I further understand that if I fail to maintain the confidentiality of such contacts as required by the office, I would be subject to discharge from this position.

\_\_\_\_\_  
Signature of Mentor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness by

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**FACULTY MENTOR**

Faculty mentor should be full time faculty or staff employees of St. Mary's College of Maryland, and shares some similar area of interest with the mentees and mentor. In addition, the faculty mentor should have a demonstrated commitment to and awareness of issues relevant to students of color.

Faculty mentor responsibilities include:

- provide personal assistance and guidance to help mentees and peer mentor develop realistic career and academic goals
- meet with peer mentor and mentees once per month
- attend faculty mentor training sessions
- motivate students toward achieving academic excellence
- help create success through caring and serving as a resource and referral person for the mentees and mentor
- serve as a role model, friend and confidant to the mentees and peer mentor
- report potential problems to the Assistant Director of Student Development/  
Coordinator of Multicultural Programs

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FACULTY-MENTOR-MENTEE ASSIGNMENTS  
2005 - 2006**

<b>FACULTY</b>	<b>MENTOR</b>	<b>Mentees</b>	<b>Majors</b>