2021

Perceived Influence of a Mentoring Program on African American Male Student Retention

Linda Payne
Walden University

Walden University

College of Education

This is to certify that the doctoral study by

Linda Payne

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
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Review Committee
Dr. Shannon Decker, Committee Chairperson, Education Faculty
Dr. Olga Salnikova, Committee Member, Education Faculty
Dr. Steven Wells, University Reviewer, Education Faculty

Chief Academic Officer and Provost
Sue Subocz, Ph.D.

Walden University
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Abstract

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MA, The Ecumenical Institute of Theology, 2006

MS, Coppin State University, 2003

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Project Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Abstract

The problem addressed by this study is low retention rates of U.S. African American males at historically Black colleges. At an Eastern historically Black college, a mentoring program is being used to address this problem. The purpose of this qualitative case study was to investigate African American male students' perspectives on their experience in a mentoring program that was intended to improve retention. The conceptual framework for the study was based on Tinto's retention models which stress cross-departmental approaches to retention that integrate academic, personal, and social support services to promote success. Research questions for this case study focused on African American male students' perspectives on their experience in a mentoring program. Participants included six African American male students who were full-time students in their sophomore year or later who had participated in the mentoring program. In addition to analysis of artifacts, interview data were analyzed by open and axial coding and thematic analysis. The findings were that, from the perspectives of the participants, retention is improved by: (a) friendship and relationships among their peers and professors; (b) academic support in the form of tutoring and internship opportunities; and (c) a sense of belonging to a family. These findings align with Tinto's retention model. Based on the findings, a professional development and training program were designed which can benefit the study site with better trained mentors and improved retention rates. This study contributes to positive social change by addressing low retention of male collegiate African Americans in a practical way intended to facilitate more graduates who enter the workforce, secure better paying jobs, and become productive citizens.

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Dedication

This doctoral journey is a testament that the race is not given to the swift or to the strong, but to the one who endures to the end. Along this journey, many persons have wished me good luck and expressed their well wishes. However, it became apparent to me that it would take more than good luck to sustain me through this process. It took hard work, determination, and much prayer to persist until completion.

This doctoral study is dedicated to my family for their support during the many hours I spent in the library conducting research and writing and during the many hours I spent conducting interviews and data analysis. Moreover, it was only by God's grace that I was able to stay in the race and run on and see what the end was going to be. So, to God be the glory for the great things He has done to get me to this point. Completing this study is yet another one of my legacies of perseverance under pressure, a testament that dreams do come true if you believe they do and are willing to do the work that is required to bring those dreams to fruition. This is a gift of love to you, my family, husband, my two adult children, and friends. "I can do all things through Christ that strengthens me."

Acknowledgments

First, all thanks to God Almighty who made it possible for me to navigate my way through this challenging and protracted process. I would like to also acknowledge my family members who offered words of encouragement, especially when the going got rough, and reminded me that I did not come this far to turn around. To my committee chair, Dr. Shannon Decker, Dr. Olga Salnikova, committee member, and Dr. Steve Wells, URR, thank you for your continued guidance and for pushing me to strive for excellence. Lastly, I acknowledge the Apostle Paul's words as one of my guiding scriptures, "I can do all things through Christ that strengthens me."

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Section 1: The Problem

Introduction

For many U. S. citizens, the hope of a better future is made possible by achieving a college education. Education has been regarded as one way to improve the social and economic status of the world's citizens, bolster the economy, and improve the overall quality of life for all ethnic groups, communities, and the nation (Horowitz, 2018). In fact, college graduates can expect to have incomes that are higher than persons without a college degree (Horowitz, 2018). Although access to higher education has improved over the years, remaining in college until graduation remains a challenge for many students.

Historically, African Americans have experienced adverse economic and social conditions that made it difficult to remain in college and obtain a college degree. For African Americans who gained access, the ability to persist from semester to semester until graduation continued to be a challenge (Anonymous, 2017; Dulabaum, 2016; Johnson, 2013). During the 1960s, several pieces of legislation were passed to facilitate changes in higher education opportunities for African Americans, such as the Civil Rights Act of 1964 and the Higher Education Act of 1965 (Hegji, 2018; Johnson, 2013). The Civil Rights Act of 1964 cautioned administrators at U. S. postsecondary institutions that identified students by race and ethnicities that federal funds would be withheld if they were found to be noncompliant with equal opportunity mandates (Johnson, 2013).

Further, the Higher Education Act of 1965 expanded both the number and types of assistance available to persons pursuing higher education (Hegji, 2018; Johnson, 2013). Although the introduction of these legislative acts improved access for African

Americans to attend college, retention and graduation rates of African Americans remained a problem. As such, several researchers conducted studies as they saw the condition of low college retention among African Americans as a pressing concern, and considerations must be made concerning not only their educational attainment but also their economic and social well-being (Crenshaw & Allen, 2014; Naylor et al., 2015).

Recently, the retention problem has become even more daunting for African American males who have experienced the lowest retention rate of all ethnic groups and both sexes in the United States (Strayhorn, 2017). African American males lag their female peers on college completion (see Table 1). According to National Center for Education Statistics ([NCES], 2018), Black men's degree attainment across all levels of postsecondary education are lower in comparison to their same race female counterparts. Some have called this an educational crisis facing young men of color (Okantah, 2016; Washington, 2013). Others have asked, "Has the Black male become an endangered species?" (Washington, 2013, p. 1). Recently, this same question was asked concerning the educational crisis facing African American males (Okantah, 2016). To address the low retention rates of African American males, institutions of higher learning have devised various strategies, such as mentoring programs, aimed at increasing retention of African American males. This qualitative case study investigated African American male students' perspectives on their experience in a mentoring program that may have influenced their retention at a historically Black college located in the eastern region of the United States. The table below shows the percentage rates which Black males lag behind Black females in terms of postsecondary degree attainment by levels and sex on

the national level (see Table 1). This table provides recent data that shows that retention

rates of African American males continue to be a problem and solutions to address this

problem are needed on both a national and local level.

Table 1

Postsecondary Degree Attainment by Level and Sex

Type of Degree	Black Men (%)	Black Women (%)
Associate's	33	67
Bachelor's	36	64
Master's	30	70
Doctoral	34	66

Note: Adapted from NCES (2018b) Status and Trends in the Education of Racial and Ethnic Groups

In addition to the disparities that exist in postsecondary degree attainment by level

and sex, African American males also lag other ethnic groups and races in degree

attainment. Harper and Davis (2012) postulated that "Black men's representation in

graduate and professional school lags behind that of their Latino and Asian American

male counterparts" (pp. 104-105). Harper and Davis also noted that "during a 30-year

period (1977-2007), Black men experienced a 109% increase in post-baccalaureate

degree attainment, compared to 242% for Latino men and 425% for Asian American

men. The comparative rate of increase for Black women was 253%" (Harper & Davis,

2012, pp. 104-105).

Mentoring programs have been defined as a retention strategy for undergraduate

students and are "positively related to a variety of developmental and academic

outcomes" (Crisp et al., 2017, p. 14). A review of the current mentoring literature

identified several gaps and limitations pertaining to undergraduate mentoring programs. There is little research on how and why mentoring positively affects undergraduate student success, development, or retention (Crisp et al., 2017**).** Young (2020) found positive effects of mentoring programs on the retention of African American male in a community college; but indicated that there is a paucity of research on how or why mentoring programs influence or increase retention of African American males at minority institutions of higher education (Crisp et al., 2017).

This qualitative case study investigated African American male students' perspectives on their experience in a mentoring program that may have influenced their retention at a historically Black college located in the eastern region of the United States from one semester to the next semester using Tinto's (1993) student involvement model, Tinto's (1997) academic and social integration student retention model, and Tinto's (2007, 2016) retention model. The study will have implications for determining the effectiveness and value of mentoring programs as a strategy for increasing retention rates at the local study site. Findings from the study will be used to make recommendations for changes and improvements to existing mentoring programs aimed at increasing retention rates of African American males at the study site.

In Section 1 of this project on the perceived influence of a mentoring program on African American male student retention, the problem of low retention of African American males at one of the nation's historically Black colleges is documented. Additionally, there have been limited studies on how mentoring programs influence retention at minority serving institutions. In this section, a rationale for the study was

presented for examining this issue, as well as definitions of key terms, an explanation of the study's significance, and the guiding research questions for the study. The review of the literature included a review of the current mentoring literature, retention theories, African Americans in higher education, and HBCUs. Section 1 concluded with implications for conducting this research.

<div align="center">**The Local Problem**</div>

Evidence of the Local Problem

According to Farmer and Hope (2015), African American male students face major challenges in retention and graduation from institutions of higher education in the United States. In fact, the six-year graduation rate for African American males at four-year public institutions is less than 40% (Farmer & Hope, 2015). African American women continue to outpace African American men in college completion (Maryland Higher Education Commission Report, 2018, pp. 19-20). According to Dodson (2020) and Strayhorn (2014, 2017), African American men have the highest attrition rate among all races and both sexes, with two thirds of those who enter higher education leaving before completing their degree. It is evident from these figures that retention has not been fully realized, especially among African American males.

The percentage of bachelor's degrees conferred by postsecondary institutions by race, ethnicity, and sex for cohort years 2009 through 2014 was lower among African Americans as compared by gender, ethnicity (Hispanics), and race (Whites) (Kena et al., 2015). African American males' college completion rates lagged behind their female counterparts during this period (see Table 2).

Table 2

Percentage of Bachelor's Degrees Conferred by Postsecondary Institutions to U.S.

Citizens by Race, Ethnicity, and Sex: Selected years – 2011- 2014

Year and Sex	Total	White	Black	Hispanics	Asian-Pacific Islanders	American Indian/Alaskan Native
Males						
2011- 2012	100	72.3	8.7	9.1	7.8	.06
2012- 2013	100	70.9	8.9	9.8	7.9	.06
2013- 2014	100	69.9	8.9	10.5	7.8	.05
Females						
2011- 2012	100	68.2	12.3	10.3	6.9	.07
2012- 2013	100	67.3	12.1	11.0	6.9	.07
2013- 2014	100	66.1	11.9	11.8	6.9	.08

Note: Adapted from National Center for Education Statistics (2015)

A historically Black college located in the eastern region of the United States experienced a decline in retention rates, especially among second-year students (Office of Planning and Assessment, 2013). A more recent analysis of data for second and third-year retention rates for full time undergraduate students at the study site revealed that although second year and third year retention rates increased 3.2% to 63.6% for the 2009-2010 cohorts, retention remained 18% below the average for all state schools. An Analysis of the FY 2014 Maryland Executive Budget, 2014 Report indicated that the university began experiencing a decline in retention dating back to 2003, at which time the retention rate for second year students declined from 65.3% in 2003 to 63.4% in 2005 and from 63.4% in 2005 to 59.8% in 2006 (University Systems Maryland, 2014). In 2007, the third-year retention rate was the lowest retention rate recorded in Maryland since data reporting began in 1988 (University Systems Maryland, 2014), Several intervention strategies have been implemented to alleviate this problem. Despite the

implementation of mentoring programs, such as the Freshman Male Initiative, the Our House Community Mentoring Program, Living Learning Communities, and the Summer Enrichment Program, low retention rates at the study site continues to exist.

College Factual (2015) indicated, only 69% of students stay on to become sophomores at the study site. The study revealed that freshman retention rates are below the national average of 70.9% (College Factual, 2015). The authors further reported that only 4.9% of first-time/full-time students that attend the study site graduate within four years depending on the degree, and only 17.5% graduate at all, ranking this school among the worst in the country in both categories (College Factual, 2015).

According to its 2013-2020 institutional strategic plan, the study site has embarked on an aggressive plan with its number one goal to increase the student retention and graduate rates (Office of Planning and Assessment, 2013). In addition to meeting institution wide goals, the study site is committed to helping the state of Maryland achieve its 55% educational attainment goal (Office of Planning and Assessment, 2013). Not only is the institution's administration, staff, and board committed to improving the retention and graduation rates, policymakers, accrediting boards, the student body and their families, alumni, and employers have a vested interested in student achievement and success (Office of Planning and Assessment, 2013). The study site's performance is measured and evaluated by various state and federal agencies including the Maryland Higher Education Commission, Middle States Commission on Higher Education, the University of Maryland Systems, and the U. S. Department of Education. Increased retention and graduation rates will help students become productive citizens, bolster the

economy, and help the institution to accomplish its mission to ensure that attaining a college degree is not a privilege for some, but a reality for all students.

In a study conducted by Hayes (2013), the study site, one of 12 institutions in Maryland's University System, has the "lowest graduation rate in the state at 15%, with a third of its incoming college freshman stopping after their first year" (p. 2). To address the retention concerns, a special committee was created by "the University System of Maryland's Board of Regents in December 2012 to develop strategies to increase student retention and graduation rates" (Hayes, 2013, p. 1). The special committee consists of elected officials, University System of Maryland regents, representatives from the business community, state elementary, secondary, and higher education communities, study site faculty, staff, students, alumni, Board of Visitors, and Foundation Board members" (Hayes, 2013, p. 1).

As indicated in a study conducted by de Vise (2011), the study site has experienced increased pressure from state and federal agencies to improve retention rates. This is especially important because low retention and graduation rates adversely impact the amount of federal dollars and funding that may be awarded. Institutions that consistently have low retention and graduation rates are viewed as low performance schools; therefore, federal funds may be withheld. Loss of federal funds creates a greater problem for the institution including less financial aid to eligible low-income first-generation students, increased tuition, and loss of faculty. With a 61% first generation student enrollment, this situation could pose a threat to the university's mission and accreditation status.

As stated in a University System of Maryland (USM) report (2014), the study site has struggled with retention for many years. For example, in 2004 its objective was to increase the six-year graduation rate of African American students from 23.8% in FY 2004 to 25% in 2009 (USM, 2014). Actual performance measured reflected unmet goals in the following years: 2009 - 18.5%, 2010 - 19%, and 2011 - 20% (USM, 2014). Further, several objectives were not realized. Objective 3.3 was to increase the second-year retention rate of 70% for all undergraduates each fiscal year, from FY 2005 through FY 2009 (USM, 2014). The second-year retention rates performance measures indicated that for each FY from 2006 to 2011, retention rates were below 70% (USM, 2014). Objective 3.4 was to maintain a second-year retention rate of 70.5% or greater for African American students for each fiscal year from FY 2005 through 2009 (USM, 2014). Output for the second-year performance-retention rates of African American students are shown in Table 3.

Table 3

Study Site - Actual Retention Rates

FY- 2006	FY- 2007	FY- 2008	FY- 2009	FY- 2010	FY- 2011
65.3%	67.3%	62.4%	60.1%	60.2%	60.25

Note: Adapted from University Systems Maryland (2014)

One of the goals of the college is to improve retention and graduation rates of undergraduate students. The following data in Table 4 represents the actual performance for 2017 and 2018 and the estimate for 2019 and 2020:

Table 4

Study Site Actual Retention Rates for 2017 and 2018 and Estimates for 2019 and 2020

	2017	2018	2019 (Est)	2020 (Est)
Second Year Retention Rate at CSU of all students	66%	63%	68%	67%
Second Year Retention Rate at CSU of African American students	62%	68%	69%	69%

Note: from CSU (2020) Managing for Results (MFR) Report.

Increasing student retention rates remains a number one priority of the study site. Current data on retention rates at the study site indicated the second-year retention and six-year graduation rates as follows: FY 2013- a retention rate of 60% and FY 2014- a retention rate of 69% (2015 CSU Legislative Testimony Report). The second-year retention rate for the fall 2013 cohort of 69% represented an increase of nine percentage points over the prior year. Although the study site is continuing its efforts to strengthen its academic programs and the Our House Community Mentoring Program by providing opportunities for students to be paired with mentors that focus on areas of need and support for mentees such as student social support, academic advising, adult and peer mentoring, and career advising, there is still room for improvements to increase retention rates.

Further, the Our House Community Mentoring Program, an intensive mentoring program aimed at increasing student retention and graduation rates at the study site, a historically Black college and university, provides students with access to mentors who support their academic and career goals (The Study Site's Mentoring Programs, n.d.).

The Our House Community Mentoring Program began in August 2014 and is centered on the use of figurative "houses" named after sponsors that contain 10 freshman students (mentees) and five mentors per house working together towards a common goal: one faculty member, one staff member, one alumni mentor and two upperclassmen student mentors. Communication and relationship building are important aspects to making these "houses" work effectively (The Study Site's Mentoring Programs, n.d.).

There are several components to the Our House Community Mentoring Program. The various components of the mentoring program include an academic component that offers tutoring classes in Accounting, Math, Biology, Chemistry, Psychology, and Economics, to name a few. Another key component of the mentoring program includes opportunity for mentees to participate in internship programs through various sponsors and businesses, thereby facilitating increased career success (The Study Site's Mentoring Programs, n.d.). The goal of the Our House Community Mentoring Program is to improve first-to-second year college retention rates of African American male students.

Retention of college students continues to be a priority for all institutions of higher education across the United States. To further compound the retention problem, the gap between African American male retention and African American female retention continues to grow (Moss, 2019). Retention in an educational setting refers to institutional strategies for keeping students enrolled each semester until degree attainment (Brooks et al., 2013). The retention rate refers to the percentage of students returning the following fall semester among first-time full-time degree seeking students (Kena et al., 2016). On the other hand, persistence is a student measure that is based on students' abilities,

aspirations, personal attributes, and goals that influence them to remain in college until goal or degree attainment despite obstacles they may encounter. Despite efforts to increase retention, the problem continues to exist. When a gap in practice exists, extended research is needed to further explore and add to the topic (Creswell, 2012). Mentoring programs have been used as a retention strategy to address the retention problem. Therefore, there is a need to gain a better understanding of African American male student perspectives on their experience in a mentoring program that may have influenced their retention at a historically Black college located in the eastern region of the United States. Understanding is needed to increase administrative support and resources to sustain mentoring program initiatives at minority institutions of higher education, such as historically Black colleges and universities.

Evidence of the Problem from the Professional Literature

Nationally, about 11% of first-generation students in 2015 enrolled at an institution of higher learning (Lang, 2015) and their numbers have continued to increase over the years (Dynarski, 2016; Smith, 2015). While enrollment continues to increase for first-generation college students, they are challenged with several obstacles moving from enrollment to graduation, such as lack of college readiness and financial support (Kena et al., 2016). In fact, according to Kena et al. (2016), the gap between Whites and Blacks in the rate of graduation and degree attainment widened from 13% to 18% over the past 25 years. Lack of parental support is also a challenge that first-generation students face (Royster et al., 2015). Further, racial underrepresentation, low academic self-esteem, and difficulty adjusting to college contribute to a lower rate of college completion among

first-generation students than students who have at least one parent with a four-year degree (Longwell-Grice et al., 2016; Stephens et al., 2014).

The lower rate of college retention and degree completion continues among African American male students at the nation's colleges and universities. The National Center for Education Statistics (2012) reported that out of 833,337 associate degrees awarded in 2009-2010, 14% (113,905) were earned by African American students and with just 32% (36,450) earned by African American male students. In 2009-2010, U. S. degree granting institutions awarded 16 million bachelor's degrees. Only about 3% (56,000) of those degrees were earned by Black male students, accounting for the second lowest rate among all races and ethnicities (Aud et al., 2011). Additionally, National Center for Education Statistics (2018a) reported that 33% of African American male students were conferred associate's degrees compared to their African American female counterpart in 2016-2017. Despite the innovative policy and pedagogical transformations, post-secondary achievement gaps continue to exist between African American males and other students (Harper, 2015).

Community colleges serve as a gateway to higher education for African American males. Close to half of all community college students are not retained and do not achieve their stated goals of degree attainment (Windham et al., 2014). Nationwide, over the past 20 years, more than 31 million students left college without receiving a degree or certificate (Shapiro et al., 2014). Kolodner (2016) and Snyder et al. (2016) suggested that even with the increase in the percentage of African American students (33% from 28%) graduating with at least a two-year degree, the percentage of White students' graduation

rates (47% from 41%) has grown exponentially. African American males' community college students' academic success are generally dependent on how dedicated, engaged, and involved they are in their education (Wood & Hilton, 2012). Strayhorn (2017) advocated that African American students do not remain in college because they do not sense a connectedness or belonging within the institution.

In response to the retention problem, colleges and universities have established African American Male Initiatives or Black Male Initiative (BMI) programs to increase retention rates of African American male students (Ingram et al., 2016). Retention programs are key ingredients in helping these students remain in college until degree completion (Ingram et al., 2016). This qualitative case study investigated African American male students' perspectives on their experience in a mentoring program that may have influenced their retention at a historically Black college located in the eastern region of the United States. Few formal studies sought to discover how and why mentoring programs increase student retention at minority serving institutions. Findings from this study may result in increased administrative support and funding to sustain mentoring program initiatives aimed at increasing retention at a historically Black college. College retention, student success and helping students remain in college until graduation are of concern to local, state, and federal agencies.

Rationale

Federal, State, and local agencies, as well as policymakers are concerned about the status of college retention rates and student success. According to Voigt and Hundrieser (2008), "Policymakers at the state and federal level have mandated

requirements for reporting retention and graduation statistics" (p. 1). They are used in measuring institutional effectiveness which shapes state and federal support (Voigt & Hundrieser, 2008). In essence, high retention rates may be indicative of an institution efficacious achievement of its mission, while low retention rates may signify institutional failure to meet the needs of students, their families, the public, and to achieve its mission. Failure equates to federal funding cuts and to budget issues, which then leads to a hike in tuition fees and a reduction in student enrollment. Voigt and Hundrieser argued that the quality measures on retention and graduation rates at an institution are of a concern to "not only accreditation agencies, policymakers, and the general public, but also to students' families and contributing alumni" (p. 2). As noted in Fass-Holmes (2016), politicians have made retention and graduation rates at American universities a prime concern and challenged universities with low student retention to increase their retention and graduation rates.

The Middle States Commission on Higher Education is the accreditation agency responsible for reviewing the study site's progress for meeting all the standards for maintaining its regionally accredited status. According to the revised standards of compliance outlined in the Middle States Commission Higher Education report (Middle States Commission on Higher Education, 2014), Standard IV indicates an accredited institution must continue to possess and demonstrate certain attributes to include clearly stated ethical policies and processes to admit, retain, facilitate the success of students, enhance retention, and guide students throughout their educational experience. According to the Office of Planning and Assessment (2013), the study site is engaged in the process

of reaffirmation by the Middle States Commission on Higher Education to maintain its regionally accredited status and strengthen its mission of supplying the workforce with well-prepared students. Both the study site and the Middle States Commission on Higher Education as well as policymakers consider student retention a major concern for this institution. Findings from the study may help the study site accomplish its mission to retain, facilitate the success of students, enhance retention, and guide students in their educational experiences.

The study site engaged in several campus-wide programs to improve retention of African American male students. According to the study site's website, in 2006 a campus wide forum was convened entitled, "Is there a Male Student Crisis at the university?" (Coppin State University, Black Male Initiative, n.d.). Recognizing the retention crisis, administrators, staff, and faculty issued a call to action to figure out how to attract, retain, and graduate males from the university. Thus, the Black Male Initiative Task Force was formed. The Freshman Male Initiative was launched fall 2009 to encourage African American men retention at the University (CSU, Testimony Report to The Maryland General Assembly, 2013). According to the report, "first-time African American male students were paired with junior and senior male students" (CSU, Testimony Report to The Maryland General Assembly, 2013, p.3). Moreover, "upperclassmen serve as mentors and meet with their mentees 12-15 hours a week through study sessions and social networking. Team and relationship building workshops and involvement in community outreach activities are other components of the mentoring program" (CSU, Testimony Report to The Maryland General Assembly, 2013, p. 3).

The purpose of this qualitative case study was to investigate African American male students' perspectives on their experience in a mentoring program that was intended to improve retention at a historically Black college in the U.S. East. Researchers have indicated some value in retention programs; however, retention of African American male students is still low, and these students continue to depart in increasing numbers (Chen, 2018; Dulabaum, 2016; Strayhorn, 2017). To address this problem, I used a qualitative case study approach to obtain rich, in-depth stories from former African American male freshmen mentoring program participants regarding their perspectives on their experience in a mentoring program that may have influenced their retention at a historically Black college located in the eastern region of the United States. Data were collected from individual interviews with former African American male student mentoring program participants. Descriptive data on former mentoring program participants' age, gender, ethnicity, academic performance, course completion, and persistence were used to analyze the data.

Other issues that were perceived to influence the decline in the retention rates of African American male students were noted in the study. There is much to gain by allowing participants to tell their own story about their experience of participating in mentoring programs. For example, new insights can be gained, retention programs can be enhanced, and policymakers may be more creative in finding new streams of funding and support (Creswell, 2012). The findings may influence positive social change for both the students and the university with the matriculation and graduation of more African

American males both at the local site and historically Black colleges and universities nationwide.

Definition of Terms

The defined terms for this study are as follows:

African American male: An American male who has African and especially Black African ancestors (Musu-Gillett et al., 2016),

Black male: An ethnic group of Americans with total or partial ancestry from any of the Black racial groups of Africa (Musu-Gillett et al., 2016).

First-generation student: A student with neither parent having an education beyond high school or having completed a four-year degree. The student is the first person in the immediate family to attend college (Collias, 2014).

HBCU: According to Title III of the Higher Education Act of 1965, Congress officially defined HBCU as a school of higher learning that was accredited and established before 1964 and whose principal mission was the education of African Americans (Palmer et al., 2014).

Mentoring program: A program aimed at developing specific skills and knowledge to enhance the less experienced person's professional or personal development. Mentoring is relational and provides both personal and professional support that can continue beyond a formal period of time (Gibson, 2014).

Persistence: In educational settings refers to student measures to remain in college each semester until graduation. It is a measure that is based on a student's abilities, aspirations,

goals, and personal attributes that may influence him or her to remain in college until goal or degree attainment (Planty et al., 2009).

Perspective: A set of assumptions about reality that informs the questions we ask and the kinds of answers we arrive at as a result. A lens through which we look, serving to focus or distort what we see. It can also be thought of as a frame which serves to both to include and exclude certain things from our view (Crossman, 2019, p. 1).

Retention: In educational settings refers to institutional strategies or measures to ensure the progression, or stayers are retained and re-enroll the following year and each semester until graduation at the same institution. According to scholars (Berger et al., 2012, p. 9), "retention refers to the ability of an institution to retain a student from admissions to the university through graduation."

Retention Rate: Is the rate a student persists from first year to second year which is generally expressed as a percentage. For four-year institutions, this is the percentage of first-time, full-time degree-seeking freshmen cohort who are retained from the previous fall semester to the next fall semester (Kena et al., 2014).

Significance of the Study

In this qualitative case study, I addressed a local problem by focusing on the low retention of African American males at a historically Black college located in the eastern region of the United States. The study is significant because it underscores the need for educators to better understand the challenges faced by African American male students and to develop programs that will close the achievement, retention, and graduation gaps in one of the hardest hit populations (McBride, 2017; Strayhorn, 2017). This study will

help more African American males achieve academic success, increase their self-sufficiency, bolster their ability to secure higher paying jobs, and improve economic conditions for the community (Horowitz, 2018; McBride, 2017; Strayhorn, 2017,).

The study will be useful to the local setting because it may assist administrators in deciphering how current mentoring programs may be effective in helping students to remain in college, achieve academic goals, and remain in college until degree completion. Additionally, administrators may be able to "determine how mentoring programs can be enhanced based on the perspectives of the mentoring program participants" (Ghawji et al., pp. 2-3). Data obtained from this study may provide valuable insight and benefit key stakeholders such as policymakers involved at the local level. The university can benefit from increased retention of African American males and accomplish its mission to help students succeed. Federal agencies will continue to "provide federal funds for student aid, and accrediting agencies will continue to affirm the university's accreditation" (Kezar & Lester, 2009, p. 131-2).

Ongoing research is needed to gain increased understanding of African American male students' perspectives on their experience in a mentoring program that may have influenced their retention at a historically Black college located in the eastern region of the United States (Goings, 2016). By investigating the perspectives of those who participated in the campus mentoring program, knowledge gained may identify weaknesses in the program that can be used to strengthen existing programs to assist this population. This study is significant because African American males are at the lowest end of the retention scale in the U.S. despite intervention strategies (Azinge-Walton,

2020; Dulabaum, 2016; Strayhorn, 2017). Gaining a better understanding of African American male students' perspectives on their experience in a mentoring program that may have influenced their retention at a historically Black college located in the eastern region of the United States can help researchers and mentors close the achievement gap between African American males and African American females as well as other ethnic groups.

According to Tinto (1997, 2016), institutions of higher learning need to implement a model of institutional action that provides guidelines for the development of effective policies and programs that enhance the persistence of all students. In this qualitative case study, I focused on the perspectives of participants from the population under study, African American males, as told in their own words. The results of this study generated themes and recommendations that support an effective institutional action model targeting student academic achievement, social and cultural integration strategies for African American males, institutional collaboration strategies, and partnerships with external organizations, businesses, and entrepreneurs (Creswell, 2012).

Research Questions

As indicated in Tinto's (1993) student involvement model of retention, African American students and students from low-income families require group-specific intervention strategies and programs that enhance campus social interaction among peers, faculty, and staff. Tinto's (1997) retention model posited that academic and social integration constructs can influence student retention processes. Additionally, Tinto (2007, 2016) indicated that institutions must develop programs and activities that

encourage students to become actively involved in the life of the institution. Because retention remains low for African American male students, the purpose of this qualitative case study was to investigate African American male students' perspectives on their experience in a mentoring program that was intended to improve retention at a historically Black college in the U.S. East.

RQ1: What are African American male students' perspectives on their experience in a mentoring program that was intended to improve retention at a historically Black college in the U.S. East?

To increase understanding of this phenomenon, individual interviews were conducted with former mentoring program participants. The sampling strategy was homogeneous sampling. African American male students who were still enrolled in the Fall, 2016 semester after having participated in a mentoring program (initial freshmen enrollment 2014 and 2015) were sought and invited to participate in the study. In addition, documents and artifacts pertaining to the campus mentoring program were retrieved from the study site's director of campus mentoring programs and the campus website for review and analysis.

Review of the Literature

The following key terms were used to review the literature: retention, African American males in higher education, first generation college students, Historically Black Colleges and Universities, persistence, and mentoring/retention programs. Scholarly literature on the retention problem on the national and local level, theories on retention, and the impact of mentoring programs on college retention were reviewed. Several

databases were used to conduct the review of the literature including ERIC, EBSCO, Google Scholar, Walden University, and ProQuest. Over 50 peer-reviewed research articles published within the past five years were reviewed.

Conceptual Framework

The conceptual framework that undergirded this study was based on Tinto's (1993, 1997, 2007, 2016) retention models. Tinto's retention models have evolved over a period of over 40 years. While there are several versions of Tinto's retention models, collectively they support the significance of this study. The multiplicity of Tinto's retention models served to confirm emerging findings and provided a broader view of the conceptual framework as each retention model was useful and applicable to this study.

Tinto's (1993) student involvement model suggested that students need to be integrated into both academic and social systems to promote student success and that institutions have a duty to ensure that these academic and social systems are created. Tinto (1993) suggested that student groups such as African American students from low-income families, and those with special situations, that group specific interventions be applied. In addition, Tinto (1997) posited that academic and social integration constructs and the implementation of support programs influence retention. Lastly, Tinto's (2007, 2016) retention model suggested both students and institutions have a responsibility for retention; however, institutions need to make sure activities and programs are implemented that will ensure student success and retention. Tinto's (2007, 2016) retention model stressed the integration of elements such as academic, personal, and social support services, which was also relevant for the study in determining if, why, or

how academic, personal, and social support elements may have influenced retention at a historically Black college located in the eastern region of the United States.

Past research findings indicated that first year students at HBCUs are more likely to drop out at higher rates as compared to other colleges (Crow, 2007, p. 2). Crow's (2007) qualitative study aligns with Tinto's (2016) retention model that posited that there is a need to consider the student's perspectives on what can be done to improve their college experience. Due to a lack of academic preparedness and difficulties transitioning from home to college, all first-generation college students have difficulties succeeding in college (Longwell-Grice et al., 2016). Without the needed support systems in place, these students may not reach their goals of college completion. Crow's (2007) qualitative study also aligns with Tinto's (1993) retention model concerning the need for colleges to implement group specific support programs to improve college retention.

Accordingly, a group-specific intervention program, as indicated in Tinto's (1993) retention model that uses student involvement and participation in a campus mentoring program, was investigated to gain an understanding of African American male students' perspectives on their experience in a mentoring program that may have influenced their retention at a historically Black college located in the eastern region of the United States. Using a qualitative case study approach, African American male undergraduate students were interviewed to investigate African American male students' perspectives on their experience in a mentoring program that may have influenced their retention at a historically Black college located in the eastern region of the United States. Using semistructured interview questions, participants voiced, in their own words, how

and why their participation and involvement in a campus mentoring program may have influenced their decision to return to the same university the following semesters. Findings from this research study aligned with Tinto's (1993) model of student retention which indicates the design of group specific programs contribute to retention. Research findings also aligned with Tinto's (1997) retention model that purported that academic and social support constructs as well as support programs influence retention, as well as Tinto's (2007, 2016).

The problem of low college retention among African American males at a historically Black college located in the eastern region of the United States may be understood through the lens of the conceptual framework that focused on retention models that integrate academic and social elements. The use of Tinto's (2007, 2016) retention models provided guidance and clarity for establishing the problem and purpose of this study. Tinto's (1993) retention model argued that a student's decision to leave an institution must be grounded in either academic or social reasons, and that without social integration it is more difficult for students to be retained and ultimately graduate. How the key elements of the study's conceptual framework are linked to the research findings are outlined in Section 2 of this study.

I used the constructs academic success and support services, such as group specific programs to guide the development of the key components of the study. Key components of the study included the research questions, data collection and data analysis. The purpose of this qualitative case study was to investigate African American male students' perspectives on their experience in a mentoring program that was intended

to improve retention at a historically Black college in the U.S. East. Tinto's retention model(s) established the framework for the study and how each key element was connected. Tinto's (2016) argued that what is needed is student's perspectives and perceptions of their experience in group specific programs. According to Tinto (2016), student perspectives may provide the information that is needed to design group specific programs that may positively influence their retention. Therefore, I constructed my research questions to allow African American male students the opportunity to express their perspectives on their experience in a mentoring program that may have influenced their retention at a historically Black college located in the eastern region of the United States and to guide the structure of interviews and document review (Stake, 1995, p. 20). According to Tinto's (1997) retention model, academic and social integration constructs can have an influence on student retention. To gain an understanding of how and why the constructs, academic and social integration influenced retention at the study site, I constructed the second research question to allow mentoring program participants opportunity to describe aspects of their experience in a mentoring program that may have influenced their retention at a historically Black college located in the eastern region of the United States (Stake, 1995).

The conceptual framework provided the impetus for constructing the interview protocol and the document review worksheet. First, the interview protocol list was designed to collect data from African American male students that participated in the study site's Our House Community Mentoring program, a group specific support program. Using Tinto (2016) as a guide, I included 20 semistructured interview questions

that allowed participants to voice their perspectives about their experience in a mentoring program that may have influenced their retention at a historically Black college located in the eastern region of the United States. The interview protocol sheet listed 20 interview questions that allowed African American males the opportunity to describe aspects of their experience in a mentoring program that may have influenced their retention at a historically Black college located in the eastern region of the United States. Probing questions were structured and designed to gather information regarding components of the program such as academic and support programs (Merriam, 2009; Stake, 1995, p. 20).

Similarly, the document review worksheets were constructed using Tinto's (2016) model of retention to design the document protocol worksheet in such a way as to obtain rich, descriptive information about the various components of the group specific support program. The constructs, academic and social support integrations guided the review and analysis of the data through a data analysis process that included coding, thematic analysis for patterns and themes, categorizing, reducing themes, and presentation of the findings to determine whether the themes aligned with Tinto's retention model(s) (Merriam, 2009; Stake, 1995; Yin, 2002, p. 109). Further detail on the data collection and data analysis process is provided in Section 2 of this study. The results from the key components of the study were used to determine African American male students' perspectives on their experience in a mentoring program that may have influenced their retention at a historically Black college located in the eastern region of the United States.

Review of the Broader Problem

The purpose of this literature review was to provide information concerning African Americans in Higher Education, factors affecting attrition and completion rates of African Americans in University settings, various mentoring program descriptions, mentoring programs as a solution to the retention problem, mentoring program outcomes and findings. The literature review contains several studies on the influence and value of mentoring programs on college retention for several ethnic groups to include African American males and Latino Americans. The literature review also provides information on mentoring descriptions, mentoring from a historical perspective, mentoring defined as well as mention program descriptions for women. The search was conducted using several data basis to include google scholar, ProQuest, EBSCO, and ERIC.

African Americans in Higher Education

African American males' troubled status has higher education administrators, educators, and policymakers wrestling with what can be done to improve African American male student success, retention, and graduation rates (McBride, 2017; Robinson, 2014). Anonymous (2017) report focused on Black student college graduation rates and showed that they remain low, but much progress begins to show. The report further indicated the nationwide college graduation rate for Black students stands at a low rate of 42%, which is 20% below the 62% rate for white students (Anonymous, 2017). Over the past two years, the Black student graduation rate has shown some improvement by 3% (Anonymous, 2017). Although the percentage of Blacks earning college degrees has doubled over the past 20 years, Blacks earn only 10% of college degrees (U.S.

Census Bureau, 2013). Most alarming, the graduation rates at historically Black colleges and universities are much lower than the graduation rates for Black students "at the nation's highest ranked institutions" (Anonymous, 2017). Despite the implementation of programs to alleviate the retention problem, low retention continues to permeate schools across the nation (Azinge-Walton, 2020).

Retention and degree completion rates are dismal and contribute to the higher education crisis for African American males (Anonymous, 2017; Azinge-Walton, 2020; Graham, 2017; Robinson, 2014). Only two-thirds of Black undergraduate men who begin at public colleges and universities graduate within six years, which is the lowest completion rate among both sexes and all racial groups in U. S. higher education (Azinge-Walton, 2020; Harper & Harris, 2012). More graduate degrees are earned by Black females than Black men, 8.5% compared to 6.3% (Naylor et al., 2015). While Black females have achieved success in the higher education system, Black males have not kept pace (Azinge-Walton, 2020; MHEC Report, 2018; Naylor et al., 2015).

According to Palmer et al. (2014), 41% of Black men enrolled in higher education institutions attend a public two-year community college. Community colleges have served as a gateway into higher education for Black men, with a 42% overall retention rate from Fall 2011 to Fall 2012 (Palmer et al., 2014; U.S. Department of Education, 2014). Black men who attend community colleges are usually first-generation college students with an average age of 28 and dependents (Fisher, 2015; Ngang, 2020).

Until the mid-1960s, historically Black colleges and universities were, with a few exceptions, the only higher education institution option for most African Americans

(Gasman, 2013). Today, historically Black colleges and universities enroll 11% of Black students in the United States, yet they represent less than 3% of colleges and universities in the country (Aud et al., 2011). Black men have reported better experiences at historically Black colleges and universities (Fisher, 2015; Ngang, 2020). According to Kim and Hargrove (2013), this is due to HBCUs offering campus ethos rich in collectivist cultural values and maintaining cultural integrity evident in their engagement and educational support programming. For instance, African American students experienced positive gains in academic success after completing an HBCU bridge program and other educational support programs (Fountaine & Carter, 2012; Ngang, 2020, p. 77). Institutional support programs, intervention strategies, and engagement are a key ingredient to success for Black male students (Arroyo & Gasman, 2014; Dodson, 2020; Fisher, 2015; Harper, L., 2015; Ngang, 2020; Richardson, 2020).

Factors Affecting Attrition and Completion Rates of African Americans in University Settings

The low retention rates of blacks at historically Black colleges and universities are due to several factors. First, many come from low-income families where neither parent went to college. According to the Center for Community College Student Engagement (2014), low-income Whites are more likely to graduate with a bachelor's degree (23%) than low-income African Americans (12%). Historically Black colleges and universities lack the necessary funding for assisting students with financial aid that might enable them to remain in school longer (Anonymous, 2017). Another significant factor in the low

retention rates is the lack of academic preparedness, poor study habits, and the lack of

college readiness of these students (Dodson, 2020; Dulabaum, 2016; Young, 2020, p. 47).

Studies of other factors that influence student departure or persistence have

revealed similar issues, such as students' ability to connect with the campus culture; the

role that grit, a personality trait, plays in a students' determination to persist; and

students' personal goals and commitments (Strayhorn, 2012, 2014; Wood & Palmer,

2013; Wood et al., 2015). Strayhorn (2012) demonstrated a statistical link between social

integration and satisfaction in college. Wood and Palmer (2013) investigated how

colleges can use the personal goals of African American males to help facilitate African

American males' academic and psychological development. Wood (2013) examined the

background characteristics among African American males in public two-year colleges

and four-year institutions and found no differences existed in the background

characteristics, such as personal, social, economic status, prior academic performances,

and their parental socioeconomic status and level of education among this subgroup by

institutional type (Dodson, 2020). Financial burdens were cited as a factor that could

reduce the opportunity for retention and graduation (Ngang, 2020, p. 146).

Research conducted by Farmer and Hope (2015) revealed that students with a

higher-grade point average in high school were more likely to be retained in college and

to graduate than those with lower first semester grade point averages. Other factors, such

as supportive staff, positive modeling, mentorship, on campus supports, and focusing on

student needs have also been suggested as ways of helping students stay in school

(Gibson, 2014; Richardson, 2020; Young, 2020, p. 46). Various motivational factors,

such as improving life status, social pressure, and faculty and staff that provided students with a sense of urgency to persist were noted (Ingram et al., 2016). Harper, 2013; Newman et al., 2015, noted that students who negatively experienced their campus environments are less likely to persist through baccalaureate degree attainment than students who feel like they are valued and respected by faculty and peers.

Mentoring Programs as a Solution to the Retention Problem

A comprehensive updated review of the mentoring literature conducted by Gershenfeld (2014) on undergraduate mentoring scholarship published from 2008 to 2012 revealed several limitations in the literature pertaining to mentoring programs as it pertains to a consistent definition of mentoring, absence of theory to guide the administration of mentoring programs, and the need for rigorous research methods. According to the research, several of the studies were guided by theory or conceptual framework and included the functions of mentoring. However, information on mentoring program components were absent in 75% of the studies, making replication difficult. Research findings and recommendations indicated a need for future research to be specific about the aspects and components of undergraduate mentoring programs that contribute to improving retention of African American males and the need to employ rigorous research designs to serve as a guide for evidenced based practice in undergraduate mentoring. In the current study, I investigated African American male students' perspectives on their experience in a mentoring program that may have influenced their retention at a historically Black college located in the eastern region of

the United States. A clear description of mentoring program components and what happens during the mentoring relationships was also sought.

Mentoring Defined

Crisp et al. (2017) described mentoring as "a process as well as a set of developmental activities performed by an individual termed "mentor" (p. 18). Gibson (2014) described the mentoring process as a program that enables students to connect with professionals and develop relationships that can lead to increased retention, graduation rates, and "potential employment beyond their college career" (p. 72). Johnson (2013) indicated that "mentoring programs provide an invaluable service to African American students often aimed at enhancing the retention rates of minority students and women" (p, 3). There are many definitions of mentoring as well as there are forms of mentoring (Dubois & Karcher, 2015). Mentoring can be defined as a process of a knowledgeable person facilitating the growth, maturation, and development of another person or lesser experienced person (Booker & Brevard, 2017). Collier (2015) postulated that "peer mentoring is a valuable approach that colleges can use to help support the increasingly diverse 21st century student population" (p. 3) as well as an "effective approach for promoting college student success" (p. 15). Further, mentoring helps students learn the skills needed for their professional development, encourage the formation of professional networks, and enhance the proteges' satisfaction with their education (Bear & Jones, 2016).

The University of South Carolina's College of Mass Communications & Information Studies Alumni Society Mentor Program provides several responsibilities of

mentors and describes mentoring as a developmental partnership in which an individual

provides information and assistance to nurture the personal growth of another person.

The mentor may serve in various capacities to include teaching, problem-solving,

motivating, and coaching (Hester & Setzer, 2013). Mentoring has been viewed as a

successful tool in working with adolescents and African American students (Butler et al.,

2013).

There is not a consistent definition of mentoring mentioned in the literature as it

pertains to mentoring undergraduate students or African American male undergraduate

students. However, according to a study on mentoring undergraduate students conducted

by Crisp et al. (2017), although definitions of mentoring may vary across programs and

studies, there are four points of agreement across studies which include:

1. Mentoring relationships are focused on growth and development of students

   and can be constructed in different forms.

2. Mentoring programs may include professional, career, and emotional support.

3. Mentoring relationships are personal and reciprocal.

4. Relative to their mentees, mentors have more experience, influence, or

   achievement within the educational environment. (Hessenauer & Law, 2017,

   p. 1).

Essentially, defining mentoring is better understood through the examination of

the characteristics and various components of mentoring programs (Crisp et al., 2017).

Mentoring Descriptions

Several of the mentoring programs described in the literature demonstrate best practices and components that may be used by other colleges and universities to increase retention rates of African American males (Crisp et al., 2017). Crisp et al. (2017) described five characteristics of mentoring including: (a) relationship features, (b) form or source of the relationship, (c) relationship structure, (d) program types, and (e) forms of mentoring support. Straus et al. (2013) conducted a study that focused on determining the characteristics of effective mentors and mentees and what aspects of the mentoring relationship influenced the success or failure of the mentoring relationships. Straus et al. found that successful mentoring was characterized by reciprocity, mutual respect, clear expectations, personal connections, and shared values. Similar to Strauss et al.'s findings, Irby et al. (2017) found that mentoring relationship is at "the core of a successful mentoring experience" (p. 2). Irby et al. purported that mentoring, tutoring, and coaching are in some ways related but differs in other ways. For instance, Irby et al. believed that mentors build relationships that may morph into lifelong relationships after college, while tutors and coaches may not. Irby et al. also believed that though mentors can function as a coach, a coach may not be able to function as a mentor. Similarly, Irby et al. noted that mentors and coaches can function in the role of a tutor. Irby et al. found the relationships between mentor and mentee were viewed as significant to the success of the mentoring experience.

Rios-Ellis et al. (2015) noted that peer mentorship programs have shared in the success of promoting the academic success of diverse and underrepresented student

populations. Rios-Ellis et al. claimed that peer support programs offer students the necessary support from their peers together with tutoring that also ties to academic and student support services. Rios-Ellis et al. believed that these peer support programs in conjunction with academic and student support services help students improve their academic abilities and graduate in a timely manner.

Higher frequency of activities between mentors and mentees was found to be positively associated with perceptions of received support and relationship quality (Larose et al., 2015). Gibson (2014) identified the AMIGOS mentoring model components that colleges can utilize when structuring a campus mentoring program.

The AMIGOS model components focused on both the mentor and the protégé' together interacting with the four centers of the model. The four centers of the mentoring model include the following: IDEA (Individual Diagnosis, Evaluation, and Assessment), TIPS (Training Instruction Practical Tips), COPE (Center for Organizational Problem Enlightenment), and FUN (Friendship, Understanding, and Nurturing) (Gibson, 2014, p. 79).

Gibson (2014, p. 3) argued that student participation in college mentoring programs positively influence student success and college retention.

Peer mentor support components were considered by students as integral to their survival during the first year of college (Collier, 2017; Johnson, 2013). Collier (2017) examined three characteristics of a peer mentoring approach, cost, and the availability of a larger number of potential mentors, and third, the development of a common perspective, relating to concerns about the effectiveness of different mentoring

approaches. Both "hierarchical (student-faculty member or student advisor) and peer

(student-student) mentoring are recognized as best-practice strategies for promoting

college student success" (Collier, 2017, p. 7). Moreover, mentoring programs that track

student academic performances are more successful in improving student success (Dovey

et al., 2017). Exposing African American men to other successful minority role models in

community, business, clergy, and careers helps to build self-esteem and ensure success in

college. Other mentoring program components described in the literature include open

forums to share student concerns, goal development, decision making, early alert

systems, and budgeting. Connecting African American male students with business

leaders and more mature men is also a component that is used which has increased

retention rates at the community college (Gardenshire & Cerno, 2016).

The African American Male Initiative of the University of Little Rock Arkansas

(n.d.) strives to enable and aid students in completing their undergraduate degrees within

a four-year period. Components of the program include course advising tailored to the

student's needs, linkages with a peer and professional mentor are provided, workshops

designed to improve academic and personal skills, and attendance at social activities on

and off campus. Mentors are members of the University of Little Rock Arkansas' faculty

and staff, alumni, and friends of the university who serve as role models and resource and

professional contacts (University of Arkansas at Little Rock, n.d.) In addition, students

are paired with a peer success advisor who is a sophomore, junior, or senior with strong

academic and leadership skills (University of Arkansas at Little Rock, n.d.). Participating

institutions provide annual reports to the primary funder of the statewide consortium, the

Winthrop Rockefeller Foundation. The Winthrop Rockefeller Foundation provided

detailed reports on how stakeholders receiving funds used the standards to assess their

campus initiatives (Arkansas Department of Education, 2015). Another example of an

exemplary retention model, The African American Male Initiative, has been implemented

at the University of Akron Ohio.

> The African American Male Initiative at the University of Akron Ohio, through
>
> the support of the John S. and James L. Knight Foundation, has implemented
>
> Rising to the Occasion, a comprehensive retention model to increase the number
>
> of African American males who successfully graduate from the University of
>
> Akron. Some of the programs and services under the African American Male
>
> Initiative include a Rites of Passage Program, Student African American
>
> Brotherhood (SAAB), a national organization of more than 250 chapters around
>
> the country established to increase the retention and graduation of African
>
> American males, and the Black Male Summit that engages the higher education
>
> community, faith based organizations, non-profits, faculty, administrators, and
>
> parents about issues facing African American males as well as national best
>
> practices. At the 7th Annual Black Male Summit held in 2014, over 1,300
>
> attendees participated from over 12 states including high school students from the
>
> Akron Public Schools. (University of Akron, n.d.).

It is significant to note retention models that include components that have been

aimed at increasing the retention and graduation rates of African American males. Absent

from the literature have been mentoring programs that did not identify components of the

program. This retention model may be shared with other colleges and universities that

may be striving to improve their retention rates as well.

Mentoring from a Historical Perspective

The goal of mentoring is to help people function effectively and achieve success

in their professional and personal lives (Schunk & Mullen, 2013). Mentors are those

persons who have been where the mentee is trying to go and are regarded as persons who

prepare persons for the next level in their career, jobs, or whatever they are trying to

achieve, the mentor's job is to help facilitate it. From a historical perspective, "one of the

first comprehensive classifications of the mentoring and protégé relationship defined it as

an interpersonal relationship between an older individual and a younger individual with

the goal of guiding, supporting, and counseling the younger person" (Kram, 1985, p. 1).

More recent conceptualizations define mentoring as "an interpersonal relationship in

which a relatively experienced/skilled person (mentor) puts forth intentional effort to

guide, support, and counsel a less experienced/skilled person (mentee) and a new entrant

or less experienced person (his/her protege) in the organizational set up." (Haggard et al.,

2011, p. 8).

Historically, mentoring has been around for some time and has its roots in ancient

writings, literature, and biblical history. In the Odyssey written by Homer, a Greek poet,

Odysseus was preparing to fight in the Trojan War when he realized he had to leave his

only son behind, Telemachus (Dzickowski, 2013). Since he knew that he would be gone

for some time, he entrusted Telemachus' care and education to Mentor, his wise and

trusted friend (Dzickowski, 2013). The advice that Mentor gave saved the boy's life, thus

a father-like relationship developed between Mentor and the young boy setting the standard for characterizing future relationships between mentors and mentees. Mentors are often referred to as trusted advisors, coaches, counselors, and guides, and have a direct influence on the extent of the mentoring their mentees will receive (Chan, 2014)

There are several accounts of mentoring recorded in the Bible that describe mentor/mentee relationships. In the Old Testament Book of Ruth, an example of a female mentoring relationship can be found. Naomi, the elder of the two women led the way for Ruth, the younger, less knowledgeable woman, to a foreign land after she lost her husband (Ruth 1: 16-18, Campbell, 1975). Naomi provided Ruth with the psychosocial, relational, knowledge, advice, and support that Ruth needed to move forward to learn a new culture and way of life. Timothy, often regarded as the Apostle Paul's son in the ministry, benefited from a mentor/mentee relationship whereas Paul instructed him, wrote to him, offered advice and counsel, and helped to open doors for Timothy (1 Timothy 3: 14-16; I Timothy 4: 6-8; 1 Timothy 6:3-16, Gloer, 2010). Thus, it is through the development of trusted relationships and mentoring programs for both male and females that began many years ago, that less knowledgeable persons have been able to positively benefit from more experienced and knowledgeable mentors. Today, the benefits of mentorships for mentees are many. Further, a research study showed that 41% of participants in a university mentoring program felt the mentoring program provided them with a sense of family, community, and support which encouraged them to do better academically (Salas et al., 2014).

Mentoring programs for both male and females continued to evolve over the years as evidenced by the establishment of programs such as Big Brothers and Big Sisters Mentoring Programs. Big Brothers and Big Sisters Mentoring Programs pair adult volunteers with children with the goal of developing positive relationships and role models for young people, male and female from all ethnic backgrounds (Big Brothers Big Sisters of America, n.d.). National research found that after 18 months of spending time with their mentor, Little Brothers and Little Sisters were 52% less likely to skip school (Big Brothers Big Sisters of America, n.d.).

Recognizing the beneficial roles that mentoring programs play in the lives of youth and young adults, former President, Barack Obama launched a program to help minority youth called My Brother's Keeper aimed at helping youth and young adults reach their full potential (Hudson, 2014). The mentoring program focused on supporting youth to think more broadly about their future and building on what works in critical life changing moments. President Barack Obama's Mentoring Legacy, My Brother's Keeper, focused on six milestones including:

1. Getting a healthy start and entering school ready to learn is one of the areas of focus for the mentoring program.

2. Ensuring youth are reading at grade level by grade 3 is also stressed.

3. Another milestone includes helping youth graduate from high school ready for college and career.

4. Helping youth to complete post-secondary education and training is an important area of focus.

5. Preparing youth for successful entry into the workforce is also included.

6. Lastly, keeping kids on track and giving all youth and young adults second chances and keeping them safe from violent crimes is included in the program. (The White House, Office of the Press Secretary, 2014).

Research has shown that minority students, especially those that may be the first in their families to attend and graduate from college, experience difficulties in making a successful transition from home to college (Longwell-Grice et al., 2016). A lack of academic preparedness can be a hindrance for many minority students' acceptance, retention, and graduation from college (Dulabaum, 2016). My Brother's Keeper Mentoring Project may help bridge the gap in academic achievement and success for many minority students and better position them to attain their dream of a college education and or preparation for the workforce.

Mentoring Programs for Women

Several researchers (Angel et al., 2013; Block & Tietjen-Smith, 2016) believed professional network and support systems for women are notably lacking for them to successfully navigate the educational systems and receive the appropriate assistance, guidance, mentoring, and direction that they need. With the appropriate network and support systems in place, women are more likely to advance in leadership positions. Women have cited as a major barrier to advancement, a lack of access to influential colleagues, networks, sponsors, and mentors (Ibarra, 2019; Ibarra et al., 2013). Colleges and universities invest resources in mentoring programs with the expectation that they would positively influence retention and women's development (Dennehy & Dasgupta,

2017; Tolar, 2012). In a qualitative study of Mentoring Experiences of High-Achieving Women conducted by Tolar (2012), participants described mentors as providing opportunities and removing obstacles, helping them to troubleshoot, creating opportunities within their fields, and providing a source of inspiration. Dennehy and Dasgupta (2017) and Johns (2013) postulated that the creation of mentoring programs within organizations is an important avenue for helping women move up the career ladders. Characteristics of mentoring programs that have been successful in breaking down barriers for women include having upper-level management support, being inclusive, and tracking progress.

There are several women's mentoring programs that provide support for women in higher education institutions. For example, the Women's Mentoring Program at Penn State University is comprised of Penn State Alumni who provide encouragement, guidance, information, and support to students during the academic year of their participation in the Women's Leadership Initiative (PSU, WLI, 2009). Mentors in the Women's Leadership Initiative at Penn State University play key roles in mentee's leadership development by serving as a guide to building mentee networks, coach to provide feedback on real life leadership scenarios, listening to mentee's concerns, and serving as role models for leadership skills development (PSU, WLI, 2009).

Another exemplary mentoring program for women is the Center for Women in Technology at the University of Maryland Baltimore County (UMBC). The mission of the Center for Women in Technology (CWIT) is to collaborate with internal and external partners to make UMBC a national model for female-friendly education in Information

Technology Education (ITE), broaden the pipeline for talented women interested in ITE

with K-12 outreach programs, and to foster a supportive community for all women in

ITE. Scholars participate in three types of mentoring programs: Faculty Mentoring, Peer

Mentoring, and Industry Mentoring (University of Maryland, Baltimore County, n.d.).

Mentoring Programs for Latino and Black Males

Quintanilla and Santiago (2017) addressed the need for support for Latino males,

in undergraduate degree attainment. According to their study, Latino males lag behind

their peers in both enrollment and completion and earned fewer associate degrees as

compared to Asians (62%), white (43%) and African Americans (30%). Academic and

support programs have been implemented to close the achievement gap amongst Latino

male students and to increase academic success. The article suggests that "the use of

mentorship is impactful for all students" (Quintanilla & Santiago, 2017, p. 2), One of the

mentoring programs mentioned in the article is the Mentoring to Achieve Latino

Educational Success implemented at The University of Texas which includes three

components.

> The University of Texas at Austin's Project Males (Mentoring to Achieve Latino
>
> Educational Success) created a model that addresses 3 key groups, (1) male
>
> professionals as role models who mentor, (2) current students, that mentor, and
>
> (2) high school students through college completion and post graduate success
>
> (Quintanilla & Santiago, 2017, p. 2).

Another program established to focus on Latin male success in higher

education is Sam Houston Establishing Leadership in and Through Education (SH Elite).

The program pairs males with peer mentors that provide study skill instruction, peer group meetings, speaker sessions, encourages students to pursue leadership roles on campus and supports them through college completion. As a result of participation in the Elite Program, Latino male student's GPA was higher than all other males that did not participate in their program (Quintanilla & Santiago, 2017, p, 3).

Hispanic students may prefer peer mentors who understand their culture and value their need for social support and feedback. The study suggests referring students for "peer support such as college organizations, fraternities, and ROTC programs to satisfy their connections with other mentoring activities" (Quintanilla & Santiago, 2017, p. 399). The study concluded that "mentoring is an effective academic tool that impacts students' adjustments and is beneficial to both mentor and mentee due to the exchange of learning and knowledge" (Quintanilla & Santiago, 2017, pp. 393-394).

Pekerti et al. (2015) introduced a multicultural mentor modeling program for organizations to help multi-culturals to address challenges and develop appropriate behaviors. Rios-Ellis et al. (2015) noted that peer mentorship programs have shared in promoting the academic success of diverse and underrepresented student populations. Further, peer mentoring offers students mentoring from high achieving peers who have already excelled in areas that their mentee is pursuing (Rios-Ellis et al., 2015, p. 6).

Description of Mentoring Scholarship Reviewed

A review of the mentoring literature also revealed studies that focused on targeted populations such as African American students (Griffin, 2013). The mentoring literature also revealed studies by programmatic focus to include mentoring programs directed at

STEM (Corso & Devine, 2013) and mentoring programs for undergraduate research

programs (Schneider et al., 2015). Crisp et al. (2017) found in their comprehensive

review of mentoring literature and studies done between 2008 and 2015 that most studies

appeared to have been done at Predominately White Institutions, while only a few

focused on the experiences of Minority Serving Institutions; thus, there is a need to add to

the knowledge base on the influence of mentoring program studies conducted at

historically Black colleges and universities. Most of the research studies on mentoring

programs during the period 2008 through 2015 were found to be limited to mentoring

experiences at a single institution (Crisp et al., 2017).

In terms of methodology, the review of mentoring literature revealed a mix of

both quantitative and qualitative research designs. Among the quantitative studies

reviewed, Ghawji et al. (2017) used a survey method that assessed the success of the

mentorship program by requiring them to provide information regarding their perceptions

of the program. Sixty percent of the mentees indicated that mentors were supportive

(Ghawji et al., 2017) and nearly half of the participants viewed the mentorship program

as helpful in their growth and grade improvement (Ghawji et al., 2017). The study is

relevant in that it also emphasizes the importance of mentors being given an opportunity

to develop their mentoring skills as well as the requirement of mentor training to facilitate

effective relationships between mentor and mentee. Further, the study recommended that

training sessions be provided to mentors and first year student mentees (Ghawji et al.,

2017).

Conversely, according to other scholars (Gates, 2019; Harper, 2012), relationships between African American male students and faculty are often weak. Gates (2019) compared faculty-student interactions that African American male students in STEM experienced at a community college and an HBCU in Mississippi. Gates's study was quantitative in nature and surveyed fifty-nine African American male students enrolled at a community college and fifty-six students enrolled at an HBCU in Mississippi. Gates's study used a survey and binary logistics as well as linear multiple regressions to analyze the data for the study. Although Gates (2019) believed that there is a weak relationship between faculty and African American male students, his study found that African American male students attending an HBCU were more likely than African American male students attending a community college to have off-campus interactions with their STEM faculty. Further, Gates found that STEM faculty at the community college were more likely to advise African American male students on career opportunities than HBCU faculty members. Gates recommended that the college experience of African American students may be enhanced, and their bond strengthened with faculty if faculty mentors were to interact more often with these students outside of campus. It is relevant to the current study in that it will help faculty at the study site determine how their mentoring programs can be enhanced to improve college retention. Other hindrances of mentoring programs noted in a qualitative study by Gibson (2014) indicated that mentoring programs can be costly per student, time consuming, and difficult to assess. Although mentoring programs are viewed as beneficial to both student and the college,

mentoring programs require quality mentor training, dedicated staff willing to develop the mentoring program, and mentoring recruitment campaigns (Gibson, 2014).

Quantitative methods were also used to determine factors that influence African American male retention and graduation. The U.S. Department of Education (2019) indicated that the six-year graduation rate for first time full time undergraduate students at four-year colleges in the fall of 2011 was 60%. The six-year graduation rate was at 60% at public institutions. By 2017, 60% of students had completed a bachelor's degree at the same institution where they started in 2011. Other studies revealed that students who had higher grade point averages (GPAs) in high school were most likely to be retained and graduate than those with lower GPAs (Farmer & Hope, 2015; Nakajima et al., 2012). Moreover, Bayer et al.'s (2015) quantitative study provided evidence that close mentoring relationships positively affect academic performance and bolster the well-being and success of college students.

Robinson (2019) used qualitative methods to gain insight into how program directors considered the factors involved in designing a Black Male Initiative at a community college in NY aimed at increasing graduation and retention rates. Findings indicated that the program directors perceived that resource availability was key when considering the design of the Black Male Initiative mentoring programs. The results suggested that "objectives that were used in establishing a network of interdependent variables would assist in meeting Black male student's needs in their personal, academic, cultural, and social needs" (Robinson, 2019, p. 91).

Mentoring Program Outcomes and Findings

Several persistent limitations of the mentoring literature were revealed in the review of the scholarly research. Conceptual limitations included inconsistencies in how mentoring is defined within an undergraduate context, lack of a clear description of what happens during mentoring relationships, and lack of understanding on why and how mentoring promotes student success (Crisp et al., 2017). In addition, limitations in methodological approaches were revealed to include the lack of rigorous program evaluation and small non-representative samples. Also, theoretical limitations were noted to include absence of theory to guide mentoring research (Crisp et al., 2017). Overall, the research findings provided relevant information about the importance of mentoring programs for undergraduate students citing that retention programs add value to student success, improvements in academic skills, and improved retention, which might reinforce student persistence toward graduating (Booker & Brevard, 2017; Hurd et al., 2018; Yomtov et al., 2015).

Booker and Brevard (2017), utilizing an online survey, used both quantitative and qualitative measures in their study. The quantitative responses in their study were "analyzed using a statistical software program" (Booker & Brevard, 2017, p. 3). The qualitative responses were explored through an open coding system, then read and reduced to three themes: (1) accessibility and communication, (2) academic and social support, and (3) valuable support with transition (Booker & Brevard, 2017, p. 3). The researchers found that "academic and social support matters were most often discussed with mentors (76%), followed by support issues by 52% of students met with their

mentors" (Booker & Brevard, 2017, p. 3). Booker and Brevard's pointed out African American students' perceptions and views about their experiences in a mentoring program as well as the importance and value of effective communication between mentor/mentee. The implications for the study may indicate that African American students "may need more structured and academically focused mentoring than support that places emphasis on interpersonal bonding" (Booker & Brevard, 2017, p. 2). They found that mentoring programs are "useful ways to support African American students during their undergraduate years" (Booker & Brevard, 2017, p. 5). Providing training workshops for mentors was also encouraged.

Further, researchers have shown that retention programs such as mentoring programs provide support and retention for freshman African American male students in metropolitan areas (Brooks et al., 2013; Collings et al., 2014; Gibson, 2014; Palmer, 2014; Strayhorn, 2017). According to Brooks et al. (2013), Collings et al. (2014), and Strayhorn (2017) retention programs positively influence African American male students' academics with specificity to increase grade point averages. Gibson (2014) addressed the implications and benefits of mentoring programs on the retention of African American males and recommended several mentoring models to increase retention of African American male students. Palmer (2014) offered retention program strategies to help advance success among African American males at diverse institutional types including historically Black colleges and universities. Tinto's (2007, 2016) student retention model suggested that the more students are involved in one of the major campus functions, such as a mentoring program, the more student retention would increase.

This qualitative case study investigated African American male students' perspectives on their experience in a mentoring program that may have influenced their retention at a historically Black college located in the eastern region of the United States. In addition to gaining a better understanding of African American male students' perspectives on their experience in a mentoring program that may have influenced their retention at a historically Black college located in the eastern region of the United States, findings from this study may result in increased administrative support and funding to sustain mentoring program initiatives aimed at increasing retention at the study site. In addition, students may benefit from increased social, academic, and personal support in assisting them with reaching their educational and career goals.

Moreover, the best mentoring programs expose participants to a variety of diverse examples of successful men who represent success in careers, relationships, well-being, families, business, and other parts of life (Kelly & Christian, 2014). Lastly, Johnson et al. (2015) submitted that researchers and policymakers in higher education have "increasingly espoused the view that undergraduate students should have the opportunity to learn about scholarship and research in the context of faculty-mentored research experiences" (p. 44). The authors believed that there is growing "consensus that mentored undergraduate research should be standard pedagogical practice in all undergraduate disciplines" (Johnson, et al., 2015, p. 441).

Davenport (2014) used an ethnographic case study method to explore the impact of first-year minority mentoring programs on second-year retention at a Predominately White Institution (PWI). Findings indicated that mentoring relationships, connections to

the campus, and the need to return to the same institution the following year can have an impact on minority student's perceptions of an institution. Further, the study findings indicated having an engaging campus climate leads to a sense of connectedness (Davenport, 2014).

White (2016) conducted a mixed method comparison study to determine the impact of a minority mentoring program on the success of African American male participants in a community college setting. Both qualitative and quantitative data were used to conduct the study. Information gathered from seven student participants was compared to a control group of African American male nonprogram participants (White, 2016). The results from the study identified program barriers that impeded the success of program participants and best practices that can be duplicated across colleges and improve African American male student success (White, 2016). Results from the study showed that mentoring program participation impacted the participants in several ways, for example, improved academic performance, improved academic advising, enhanced leadership ability, development of positive relationships, and professional development (White, 2016).

Further, a comparative analysis of two cohort groups indicated an increase in the percentage of African American male participants who either graduated or were retained from Fall 2012 through Fall 2015 (White, 2016). For each cohort group, the retention and graduation rates of African American male program participants were slightly higher than African American male non-program participants (White, 2016). Findings also revealed

that only one participant acknowledged that the program had a significant impact on their decision to return to the institution the following fall (White, 2016).

Several statewide initiatives have been created to increase the success of African American males, such as the City of University of New York (CUNY) (Harper & Harris, 2012). The mentoring program uses a Peer-to-Peer Mentoring model that trains and provides pay to upperclassmen with high academic credentials to serve as mentors to lower class students (White, 2016). Colver and Fry (2016) and Collier (2017) provided evidence to support why the peer mentoring approach is an effective program approach to student retention as it relates to efficiency, effectiveness, cost, and the availability of a greater number of potential mentors. Colver and Fry (2016) examined peer tutoring in three phases. For the first phase, they surveyed students on their perceptions on the effectiveness of tutoring. For the second phase, they explored the usefulness of promoting the use of a tutoring contract, while the third phase, they used an archival, quasi-experimental approach to "estimate the effect of peer tutoring on students who repeated an undergraduate course and either received or did not receive tutoring during their second attempt" (Colver & Fry, 2016, p. 35).

Colver and Fry (2016) found a causal relationship between tutoring and final course outcomes. The results of their study indicated that "students who participated in the tutoring services during their second attempt in taking a course demonstrated greater academic success than their classmates who did not receive tutoring" (Colver & Fry, 2016, p. 36). In a similar study, Vick et al. (2015) examined the effects of tutoring on academic success and found a difference in the grades of students who participated in

tutoring services and those students who did not. Colver and Fry (2016) is significant in that it promotes the idea that tutoring is essential in helping students to persist in college, while helping the institution meet its retention goals.

The results of Cornelius, Wood and Lai (2016) indicated that students completing a formal academic peer mentoring program have positive transition experiences and become more engaged and integrated into the university. The Arkansas African American Male Initiative (AAMI), another statewide mentoring model, consists of 17 community colleges and four-year institutions. The consortium is comprised of a mentoring program that engages participants in sharing resources on African American student success (Harper & Davis, 2012). Participating institutions provide reports to the primary funder, the Winthrop Rockefeller Foundation (Harper & Harris, 2012),

In a case study conducted by White-McNeil (2016), students' perceptions of how their first-year college experience at an HBCU influenced their decision to return to the same institution the following fall was examined. According to the study, first year students at HBCUs are more likely to drop out at higher rates than other colleges and universities (Crow, 2007). Research findings of White-McNeil's qualitative case study revealed that the HBCU experience encompassed a family like environment that positively influenced students and their decision to return to the same institution after the first year.

The mentoring literature revealed that mentoring programs have a positive impact on student retention (Farmer & Hope, 2015; Fisher, 2015; Fountaine & Carter, 2012; Gibson, 2014; Harper, 2012; Holt et al., 2017; Kim & Hargrove, 2013; Palmer et al.,

2014, White, 2016; White-McNeil, 2016). Studies conducted on the influence of mentoring on the retention of African American males revealed that retention rates were higher among students who participated in mentoring programs than the retention rates of non-participants (White, 2016; White-McNeil, 2016). Holt et al. (2017) in their multi-case study, explored strategies that may support first-generation students in persisting in college. They found there were three broad areas of evidence-based practices that were more likely to increase first-generation college student's retention, such as "providing a caring and coordinated community of support, early college experiences, and tutoring and mentoring supports" (Holt et al., 2017, p. 13). Confrey (2018), on the other hand, believed that if institutions seek to increase first-generation students' retention rates, they may need to establish robust programs that will address the challenges these students face academically and socially, which may reinforce campus support networks and lessen the environmental barriers. One way, Confrey suggested, was through participation in first-year writing and portfolios which can be "an effective way for boosting their retention and degree completion" (Confrey, 2018, p. 25).

Durso (2016) noted that support, such as organized events, mentorship program, and online mastery-based curriculum that offered by the bridge program are usually "designed to eliminate the need for remedial education," (p. 32). Additionally, Hurd et al. (2018) posited that "support from new natural mentoring relationships serve to bolster the wellbeing and success of underrepresented students attending Predominately White universities." Their study also indicated how mentors such as extended family, university faculty "hold the potential to meaningfully affect the college experience of

underrepresented students" (p. 11). Schwartz et al. (2017) submitted that summer

"remedial program prior to admission to the institution, along with academic advising

were used as a method for connecting students to faculty and foster supportive

relationships" (p. 169). Further, mentoring programs support students' academic success

by helping them to think and act differently as learners and as future practitioners (Chan,

2014; Chung et al., 2017). There were several studies on the impact of mentoring on

retention at PWIs and community colleges (Davenport, 2014; White, 2016). There were

only a few studies that addressed how, if, or why mentoring programs increase retention

among African American male students at historically Black colleges and universities.

This qualitative case study sought to add to the mentoring literature, increase the

knowledge base on the influence of mentoring programs on the retention of African

American male students, and influence policymakers to support and sustain mentoring

programs as a strategy for increasing retention rates.

Palmer et al.'s (2016) study is significant because it addressed the high attrition

rates among African American males and sought to offer a model of retention and

persistence for African American males at HBCUs. They found that "it is important that

HBCUs create a culture of engagement in order to encourage Black male participation in

activities both inside and outside the classroom that help to develop non-cognitive

elements such as perseverance" (Palmer et al., 2016, p. 14). The researchers believed that

Black colleges should "obtain periodic feedback about how Black men are experiencing

the campus including their interactions with faculty, staff and administration. This

feedback can be used to make changes on campus to promote persistence and success of

Black men at HBCUs" (Palmer et al., 2016, p. 15). Palmer et al.'s (2016) study is relevant to this study as it offers a model of retention and persistence for Black men at HBCUs that can be utilized as tool for addressing the retention crisis at the study site as well as other HBCUs and other institutions on a national level.

Lastly, a review of the literature included a multi-case study that focused on the perspectives of African American male students on a mentoring program. Burney (2016) multi-case study examined the "perspectives of African American male students mentoring ability to improve self-efficacy allowing them to overcome the effects and stereotype threat to succeed academically" (Burney, 2016, p. 4). The findings revealed four themes: "(1) Benefits of having someone in your corner, (2) Education as integral to success, (3) There is nothing I can't do, and Stereotyping is to be expected" (Burney, 2016, pp. 101-109). Burney (2016) suggested that "the mentoring program was considered beneficial to both students and the institution because it promotes academic success, which can lead to retention and graduation" (p. 142).

Implications

The purpose of this qualitative case study was to investigate African American male students' perspectives on their experience in a mentoring program that was intended to improve retention at a historically Black college in the U.S. East. The findings were used to recommend strategies, such as a professional development and training program for mentors of college students to improve current mentoring program practice and increase retention rates at the study site. In doing so, the study site would be able to apply Tinto's (1993) student involvement model, Tinto's (1997) academic and social

integration model, Tinto's (2007, 2016) retention model, students' perspectives on their

mentoring experiences, and other mentoring model concepts mentioned in the literature

to create a model of institutional action.

A model of institutional action provides guidelines and structure for the

development of effective programs, such as a 3-day professional development and

training program for mentors that the study site can employ to increase the retention rates

of its student population. A professional development and training program were

designed to improve volunteer mentor's knowledge and skills needed to help

undergraduate African American male students remain in college. Having better trained

mentors of undergraduate African American male students may have a positive influence

on student's decisions to return to the university the following semesters and the study

site's mission to help students attain their educational goals and increase retention rates.

Summary

In Section 1 of this project, I presented evidence of the local problem of low

retention at one of the nation's historically Black colleges, an issue that has been

prevalent at the study site since 2004. Although intervention strategies to alleviate the

low retention rates have been employed, such as mentoring programs, retention of

African American males at the study site remains below the national average. Although

undergraduate mentoring programs have positively influenced the retention rates of

African American males, a review of the current mentoring scholarship revealed several

gaps and limitations in studies conducted on mentoring programs pertaining to how and

why mentoring programs increase retention. The rationale for choosing this problem to

study is significant as the institution strives to improve student retention, maintain its

rankings with other historically Black colleges and institutions, maintain standards of

excellence with accreditation agencies, remain true to its mission, and continue to receive

revenue streams on the state and federal levels. Evidence of the retention problem on the

national level was presented, key terms were defined, and a review of the current

mentoring literature was conducted. Section 2 provided the qualitative methodology, plan

for data collection and data analysis, and findings.

In conclusion, retention continues to be a concern for institutions of higher

learning, an issue that continues to be prevalent at one of the nation's historically Black

colleges and universities. Mentoring programs have shown some value in improving

retention rates; however, as indicated in the mentoring literature, little is known about

how and why mentoring programs influence or increase retention at minority serving

institutions. There is a need to investigate African American male students' perspectives

on their experience in a mentoring program that may have influenced their retention at a

historically Black college located in the eastern region of the United States. Findings will

be used to make recommendations to improve retention initiatives and programs to garner

local and federal funding and support needed to sustain retention and mentoring programs

aimed at increasing retention and graduation rates.

In Section 2 of this project, I provided a description of the qualitative research

design that was used as well as justification for the choice of the research design. In

addition, I described the criteria for selecting participants, procedures for gaining access

to participants, methods for establishing a researcher-participant working relationship,

and the procedures utilized for the protection of participants' rights, confidentiality, informed consent, and protection from harm. I described data analysis procedures which included the collection of data from interviews and the instruments used to collect the data, such as interview protocol sheets, artifacts, document review sheets, and audio-tape devices. In addition, I provided a description of reflective journals and research logs utilized to record data and feelings that arose in the collection of data. Finally, I discussed procedures for coding and assuring accuracy and credibility of findings.

Section 3 provided a description of the project for this study which represents the deliverables based on the findings from the research. A professional development and training program were developed that is outlined in Section 3 followed by the rationale, review of the literature, project description, project evaluation plan and project implications. Lastly, I discussed reflections and conclusions in Section 4 followed by Appendix A: The Project.

Section 2: The Methodology

Qualitative Research Design and Approach

The purpose of this qualitative case study was to investigate African American male students' perspectives on their experience in a mentoring program that was intended to improve retention at a historically Black college in the U.S. East. A qualitative case study research design is appropriate because the phenomenon of interest is only researchable from the participants' perspectives (Merriam, 2009). According to Merriam (2009, p. 40), case study research can be defined as an in-depth description and analysis of a bounded system or context; for instance, a case can be a program, an institution, or some phenomenon. Case study research differs from other qualitative research such as phenomenology, narrative, ethnography, and grounded theory approaches that are defined by the focus of the study, not the unit of analysis.

Case studies are unique in that other types of research studies such as phenomenology, narrative, ethnography, and grounded theory can be combined with the case study. Another unique feature of case study is that multiple sources of information such as observations, interviews, documents, reports, archived data, and data gathering using qualitative and quantitative techniques can be used (Yin, 2014). In essence, a qualitative case study is an in-depth description, and analysis of a bounded system is congruent with other definitions (Bogdan & Biklen, 2007). Defining the boundaries of the case includes the period covered by the case, relevant social group or geographical area, program, process, or organization (Yin, 2014). Determining whether to use a case study approach as opposed to other research design depends in large part upon the

research questions (Yin, 2014). Yin (2002, 2014) suggested that for "how" and "why" questions, case study is usually the ideal approach to use when the researcher has very minuscule control over events and, within a real-life situation, the emphasis is on a contemporary phenomenon. A case study research approach was used to provide a description of the unit being investigated and illuminate understanding of how a mentoring program may have influenced the retention of African American males at a historically Black college located in the eastern region of the United States.

Yin (2014) outlined the components of a case study research design as follows: (a) study's question(s); (b) its propositions, for example for this case study I might propose that mentoring programs work to increase retention of African American males at a historically Black college because they derive mutual benefits for both the participants and the university; (c) the unit of analysis - what is the case about; (d) using logic to connect the data to the propositions; and (e) measures for making inferences of the results. Yin submitted that a case study design may determine if the propositions are right or if there are other accounts that may be more applicable and embody important contributions to the knowledge or theory via confirmation, difficulties, or extension of the theory. Creswell (2012) noted that case studies may also include multiple cases, known as collective case study; in which "multiple cases are described and compared to provide insight into an issue" (Creswell, 2012, p. 465). Creswell contended that multiple forms of data (i.e., interviews, observations, field notes, and artifacts) may be collected to offer a deeper understanding of the cases.

Qualitative research seeks to understand the nature of the setting, what it means for participants to be in that setting, what their lives are like, what is going on for them, and how the participants interpret what they experience (Merriam, 2009, p. 13). The local problem in the study is the low retention rates of African American males despite the implementation of mentoring programs. To gain a more in-depth understanding of how and why mentoring programs may influence the retention of African American male students, other research approaches were considered, such as phenomenology, narrative inquiry, ethnography, and grounded theory approaches.

A phenomenological study seeks to describe the basic structure of affective, emotional, and intense human lived experiences, such as love, betrayal, or anger (Merriam, 2009). Prior beliefs about the experience are temporarily set aside to consciously examine the phenomenon and refrain from judgment (Merriam, 2009, p. 25). In this method, horizontalization is used that allows the data to be examined and every perception treated with equal value. During the process of horizontalization, every piece of data that is collected and analyzed at the beginning phases of analysis are considered equivalent (Merriam, 2009, p. 26). The lived experiences of mentoring program participants could be explored through interviews and archival data and analyzed for themes and patterns in the data to increase understanding of whether a connection exists between the mentoring program experiences of African American male student participants and increased retention at a historically Black college. This study, however, is focused on students' perspectives and views rather than on the affective, emotional aspects of students' experiences, so a phenomenological methodology was not used.

A narrative inquiry was considered as a research approach. The narrative inquiry approach, like all qualitative traditions, allows for interviews with the participants to obtain first-hand in-depth rich descriptions of the phenomenon. In narrative inquiry research, the researcher seeks to understand the participant's past as well as the present and future in a chronology of the individual's experiences (Creswell, 2012). A narrative inquiry provides a holistic view of first-person accounts told in story form, with a beginning, middle, and end (Merriam, 2009). A narrative inquiry design was not selected because the study did not seek to describe findings in a chronological story format, but to understand how participants' experiences in a mentoring program influenced their retention.

Ethnography was also considered because it provides a rich description of the meaning that participants make of their lives (Merriam, 2009, p. 28). Additionally, ethnography seeks to understand the culture, beliefs, values, and attitudes of a group (Creswell, 2012). According to Merriam (2009), to understand the culture of the group under study, the researcher must immerse him or herself in the site as a participant observer. Fieldwork, records, journals of each day's happenings, and observations along with interviews are data collection methods all requiring extensive time to produce a cultural understanding of the phenomenon (p. 28). This design was considered time prohibitive due to the enormous amount of time needed for field work and observations.

Grounded theory was also considered for a possible research method for this study. A grounded research approach is used if a theory or explanation of a process is needed or how something has changed over time (Creswell, 2012, p. 423; Merriam, 2009,

p. 30). Data can be analyzed using the constant comparative method which involves

comparing one segment of data with another to determine whether similarities and

dissimilarities exist. This approach was not selected because the study does not seek to

develop a new theory.

I employed a qualitative case study design in this study. The justification for this

is that qualitative case studies are interested in understanding how people interpret their

experiences and what meaning they attribute to their experience (Bogdan & Biklen, 2007,

p. 43; Lodico et al., 2010, p. 163; Merriam, 2009, p. 39; Yin, 2002). In this study, I

investigated African American male students' perspectives on their experience in a

mentoring program that may have influenced their retention at a historically Black

college located in the eastern region of the United States. The study also added to the

literature on mentoring programs as a strategy for increasing retention. Increased

understanding and extension of the findings in the literature are two of the outcomes of

case study research (Yin, 2014). The qualitative case study approach best facilitated the

study's goals to increase understanding of African American male students' perspectives

on their experience in a mentoring program that may have influenced their retention at a

historically Black college located in the eastern region of the United States.

Participants Selection and Settings

To gain a better understanding of African American male students' perspectives

on their experience in a mentoring program that may have influenced their retention at a

historically Black college located in the eastern region of the United States, purposeful

sampling was used. Purposeful sampling was used to select participants that can provide

in-depth, useful information and detailed understanding of the phenomena under study (Creswell, 2012). Various types of purposeful sampling were considered. The sampling strategy proposed was homogeneous sampling. Homogeneous sampling is used when individuals with similar attributes or experiences are selected for the sample (Lodico, et al., 2010). For example, African American male students who were still enrolled in the Fall 2016 semester after having participated in a mentoring program in the first semester (Fall 2014) or second semester (Spring 2015) were among those invited to participate in the study. African American male students who met the age requirements from the 2014, 2015, and 2017 cohorts and participated in any aspect of a mentoring program responded to the recruitment invitation and were invited to participate. Attributes or characteristics for selection included: full-time student, age 18 and older, and sophomore, junior, or senior status. This group of former mentoring program participants was able to provide the rich, descriptive answers to the research questions pertaining to their perspectives on their experience in a mentoring program that may have influenced their retention at a historically Black college located in the eastern region of the United States.

Typically, in qualitative research, only a small number of participants are included in the study (Creswell, 2012). The sample was comprised of six African American male students that met the established criteria set by the researcher. Because of the large amount of detail and reporting that was gathered on every individual, limiting the number of participants allowed more time to better understand each participant's perspectives (Creswell, 2012; Merriam, 2009). In qualitative research, it is about who can

give the information to help answer the research questions, rather than quantity (Merriam, 2009; Yin, 2002).

Procedures for gaining access to potential participants and the study site were developed. To obtain information from participants, permission was obtained at various levels including the study site's institutional review board, Walden University's institutional review board, and prospective participants. Of special importance was negotiating approval to gain access to the study site to obtain permission to interview students at the campus (Creswell, 2012).

Several strategies were used to gain approval from the study site's institutional review board to conduct research. The institution's official authority or principal investigator was identified and contacted to determine the site's procedures for gaining access to the site and participants (Bogdan & Biklen, 2007; Creswell, 2012). Secondly, all information requested by the study site pertaining to the research study was ready for submission to the person(s) identified as members of the Institutional Review Board. The types of information that were made available to the study site included the nature and purpose of the study, why access was being sought at the proposed study site, the amount of time that would be spent conducting each interview at the site, duration of the study, and all other information that was requested by the study site's institutional review board.

I obtained permission from the study site to proceed with research and I also identified potential participants that met the criteria for participation in the study. The institution's administrator in charge was contacted to gain support to identify potential participants. After receiving permission from the study site, and Walden University's

IRB, a list of participants was developed with the assistance of the administrator in charge at the study site and the director of campus mentoring programs. I sent an e-mail invitation to prospects informing them about the purpose of the research study and the voluntary nature of the study. Next, I notified prospective participants to respond by the deadline date. The recruitment email contained my contact name, phone number(s), and email addresses to address prospective participants' questions. I reviewed participant's responses after the deadline date to determine which prospective participants met eligibility criteria. Then, I scheduled a location, time, and date for interviews for six participants who met the sampling criteria after permission was granted from the study site's administrator. Next, I sent an email notification advising them of their scheduled interview date, time, and location.

I obtained permission to proceed with the research from Walden University's Institutional Review Board. I filed an application with the Institutional Review Board and approval was granted to proceed with the collection of data from student participants. The Walden University IRB approval number is 2018.12.28 11:46:48-06'00. The purpose of the Institutional Review Board application to proceed with research is to ensure that all Walden University research involving the collection of data and analysis of data complies with the University's ethical standards as well as U. S. federal guidelines for conducting research involving human participants.

Next, obtaining permission from prospective participants and establishing a working relationship was critical to the success of the study. Establishing a working relationship with prospective participants involved gaining their trust by being open and

honest about the research study. They were informed that all information including their name, age, gender, ethnicity, enrollment, grades, and participation in mentoring programs at the study site is kept confidential. Additionally, I informed participants that all demographic information and transcripts pertaining to the study would be kept in a locked file cabinet in the researcher's office for five years, and computer files would be password protected. Also, I assigned pseudonyms to all participants, and the study site was not named in the study but was referred to as the study site.

After I explained my role as the researcher, students were informed about the research project's purpose and how the study can be useful to the study site by improving college success and retention of African American males. Participants were also informed about their rights to remain informed about the study, provide written consent to voluntary participation in the study, and their right to withdraw from participation in the study at any time without penalty. Participants were treated with respect, dignity, and fairness throughout the study. Further, to establish rapport, I informed prospective participants that their identity would not be disclosed during or after the study.

The study site is one of the nation's HBCUs, located in the eastern region of the United States with an estimated population of over 2,600 undergraduate students. The university's demographics includes over 60% first-generation students with a majority population of female students and 26% male (CSU Legislative Testimony Report, 2015, p. 1-4). Like many colleges and HBCUs, the study site is striving to increase the second-year retention and six-year graduation rates to 73% and 44% respectively by 2020 (CSU Legislative Testimony Report, 2015). I gathered data about the study site prior to

proceeding to collect data to be familiar with the study site's location, demographics, and most importantly, the institution's difficulties with increasing the retention rates of African American males.

Data Collection

Data were generated using individual semistructured interviews. According to Yin (2014), interviews are an essential source of case study evidence because most case studies are about human affairs or actions. The goal was to collect enough data so that there was confirmatory evidence from two or more different sources (Yin, 2014). Face to face interviews involving 10-15 individuals were proposed because the interviewees were permitted to express their thoughts about their experiences in their own words, in a private setting, in as natural a way as possible, and their perspectives on their experience in a mentoring program that may have influenced their retention at a historically Black college located in the eastern region of the United States. One-on-one interviews were conducted with 6 participants which allowed for in-depth exploration of each interviewee's responses to questions and the interviewer time to determine the participant's perspectives about their experiences (Merriam, 2009). I considered group interviews, but they were not conducted because group interviews may make some participants uncomfortable about disclosing details about their experiences (Bogdan & Biklen, 2007, p. 109). Additionally, group interviews require all participants to meet at the same time which may cause scheduling conflicts (Bogdan & Biklen, 2007, p. 110).

Data were also generated using documents and artifacts that were accessed from the study site's website and the director of campus mentoring programs. Documents

collected from the study site included artifacts such as written documents, reports, and newsletters. The artifacts provided additional descriptive information that was useful in verifying information obtained from participant's interviews.

Ethical Considerations

Prior to the commencement of data collection, I considered several ethical issues to ensure protection of the study participants, such as obtaining permission to proceed from both the study site and Walden University's Institutional Review Boards. Study participants were required to agree to voluntary participation in the study without coercion from researchers (Creswell, 2012). Consideration was given to protect the confidentiality of all data that were collected and stored (Merriam, 2009).

To protect the confidentiality of data that were collected and refrain from deceptive practices, certain steps were taken. All participants' information, including signed consent forms and notices of participant's rights to discontinue participation at any time during the study, interview transcripts, audio recordings, electronic files, and notes, are protected in a locked file cabinet in the researcher's office during the project study and up to five years, after which time all data related to the participants will be shredded. During the study, all electronic data on the researcher's computer was password protected. Additionally, any archival data supplied by the study site regarding participant's ethnicity, age, gender, performance, mentoring program participation, retention, and enrollment information was coded so as not to disclose the identity of the participants. The potential for researcher bias was acknowledged and steps were taken to avoid bias during the study. I chose to manage research bias by using reflective journals

to record feelings of potential bias. All potential risks and protections against risks concerning participants, such as psychological harm and physical, social, and legal risks were considered (Merriam, 2009).

Participants were advised of their right to withdraw from participating in the study at any time without any consequences. Participants were provided with a debriefing process to inform them about the purpose of the research study and the role of the researcher, answer any questions they had about the study, and to obtain signed informed consent forms from each participant (Merriam, 2009, p. 162). To ensure protection against physical risks, the appropriate population was recruited and referrals for the appropriate care were provided when needed (Creswell, 2012). To protect the social risks and reputation of participants, all data collected were kept confidential. Participants' names and identity were not revealed; instead, participants were given pseudonyms and their data is kept in a locked cabinet that only the researcher has access to (Merriam, 2009).

In addition to ensuring confidentiality and assessing the risks and benefits of participation in the research project, the researcher was open and honest about the details and purpose of the study throughout the entire research study (Bogdan & Biklen, 2007, p. 87). No deceptive practices were conducted. In addition, the researcher conveyed to the participants that their signed informed consent form covered the entire length of the research study. Participants were apprised of the status and progress of the research throughout the study. Each participant was given the opportunity to review, make comments, and agree with the transcripts of their individual interview session.

The interview process may raise ethical issues if participants disclose sensitive and distressing information during the interview (Bogdan & Biklen, 2007). Precautions were taken to minimize potential negative effects of sensitive information on the research and the researcher (Creswell, 2012, pp. 231-232). Although no sensitive informative was obtained during the interview process, as a precautionary measure, reflective notebooks and journals were carried by the researcher to record any potentially sensitive information obtained during the interview process (Creswell, 2012).

Clear boundaries were established to define the research relationship for both the participants and the investigator and determined the research relationship terminated when the project ended (Creswell, 2012). Establishing boundaries included whether to share my personal experiences with participants in the interview setting. Caution was exercised to maintain a professional demeanor and role as a researcher, and not counselor, friend, or therapist (Merriam, 2009). As the researcher, it was important not to adapt to the practices of the individuals who are being studied (Creswell, 2012).

Another issue for ethics consideration included being respectful of the study site. After gaining access to the study site to conduct research, it was important to adhere to the agreed upon rules, length of the study, and location and length for conducting interviews (Merriam, 2009). Research was conducted in a nonintrusive manner, and gatekeepers and other personnel were treated with dignity and respect (Bogdan & Biklen, 2007). I am not an employee of the study site, nor did I know any of the potential participants in the study.

In terms of reciprocity, consideration was given in the form of a small reward to participants for their time and sharing their views on the topic. This was in the form a gift certificate to the campus bookstore or café to show appreciation for their participation. The small token of appreciation was not meant to induce or bribe participants, but rather it served as a reward for sharing meaningful information about their perspectives on their experience in a campus mentoring program (Creswell, 2012, p. 232).

Interviews

A total of six participants were interviewed. One-on-one interviews were conducted with each participant. Interviews were held in a meeting room made available at the study site at a time convenient for the participants. I met with each participant by scheduled interview appointment on an individual basis. Interviews were conducted within two weeks after receipt of each participant's confirmation to schedule an interview. Sessions lasted about 45 minutes. Prior to the commencement of each interview, I advised each participant about the purpose of the study and reviewed the details outlined on the informed consent form. Participants were informed to sign the informed consent form after reading it to obtain their permission to proceed with the recorded interview. I proceeded with the interview questions, used the recording device and 20 semistructured, open ended questions to gather information from the participants. Probing questions were used to obtain more detailed information about their perspectives on their mentoring program experience such as "please explain or provide more detail to your response" (Patton, 2015). At the conclusion of each interview, each participant was given a $5 gift card as a token of appreciation for their time, given immediately following

the interview (Creswell, 2012). The data obtained from the interviews were transcribed to written form and stored in a Word document to ensure that responses were documented. To ensure confidentiality, all names were deleted, and participants were given a pseudonym.

Documents Reviewed

I collected and analyzed multiple documents. Some documents were collected from the study site's website and others directly from the Director of Mentoring Programs. They included mentoring program materials, flyers, minutes, and various other memorabilia used to supplement information to support the data obtained from the participants who were interviewed. After the data were collected, they were analyzed to present the findings. First, the documents were read to determine their relevancy to the project study. According to Stake (1995, p. 71), document review is "a matter of giving meaning to first impressions as well as final compilations". Secondly, the documents were analyzed to determine the history, purpose, and authorship of the document**s.** Member checking was employed to check information received from participants to ensure accuracy of the data collected from interviews. Lastly, both forms of data were organized, and themes were developed (Merriam, 2009).

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Data Collection Instruments

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I used instruments to gather and record data which included interview protocol sheets and document review worksheets. Interview protocol sheets were used to explore, review, analyze, and interpret the interviewee's responses to understand African American students' perspectives on their experience in a mentoring program that may

have influenced their retention at a historically Black college located in the United States. Interview protocol sheets were used to list the interview questions and provide space to record data and make notations during the interview (Merriam, 2009). The interview protocol sheet was produced by the researcher (see Appendix B). Interview responses were recorded using audio tape recording devices. Tape recorders were purchased by the researcher and tested in advance to ensure their quality and dependability to operate efficiently. On the day of the interviews, there were at least two tape recorders available, one for back up if needed and extra batteries (Bogdan & Biklen, 2007, pp. 131-132; Creswell, 2012, p. 225).

Interview logs and reflective journals were used to record data gathered during and after the interviews. Interview logs were used to record participants' names, attendance, dates, beginning and ending times of each interview, and notes (Creswell, 2012). I used reflective journals to record how the interview progressed, feelings, biases, or comments made by the interviewees, as well as recording dates, times, and locations of interviews. Persons reading the study will be fully informed about the study, any biases, and how the researcher managed them were disclosed. The reader will be informed of what sense the researcher makes of the participants and the study site (Creswell, 2012).

Prior to each interview, participants were apprised of the purpose of the research study and asked to read and sign an informed consent form. Participants were given an opportunity to ask questions and express any concerns prior to the interview. In addition, participants were advised that not only would the session be tape recorded, but notes would be taken throughout the interview to ensure that information was recorded

accurately. Each participant was asked a series of 20 semistructured, open-ended interview questions (see Appendix B - Interview Protocol List). Leading questions were avoided, as well as questions requiring a yes or no response. Asking questions that began with how or what were used to facilitate dialogue that would yield potentially rich contributions from the participant (Merriam, 2009). Follow up probes were used when appropriate to seek more information or to clarify what was said by the participant.

At the conclusion of the interview, interviewees were thanked for their time and each participant received a gift card as a token of appreciation for their time (Creswell, 2012). Member checking was sought to allow participants the opportunity to confirm the accuracy of their transcripts. Document review protocol worksheets was another data collection instrument that was used to record information on artifacts that students shared such as pictures, written notes, or records pertaining to their participation in mentoring programs.

Document Review Protocol Worksheets

I collected and reviewed pamphlets, brochures, articles, and program descriptions. Documents supplied by the director of campus mentoring provided a description of the mentoring program and how the program works to include its various components. The document protocol worksheet was designed by the researcher to guide the interviews of the participants and to record descriptive information regarding The Our House Community Mentoring Program, an intensive mentoring program aimed at increasing student retention and graduation rates (Patton, 2015). The Our House Community

Mentoring Program provides students with access to mentors who support their academic goals, social development, and career goals (The Study Site's Mentoring Programs, n.d.).

Gaining access to participants involved taking several steps. First, I obtained approval to proceed from the study site's IRB Chair and Walden University's Institutional Review Board, followed by recruiting prospective participants that met the established criteria. Next, I forwarded recruitment notices to eligible participants via email. The study site's program director supplied the list of eligible participants that included their email which enabled me to forward recruitment notices to eligible participants to their email addresses. Prospective participants were given a deadline date to forward their response. At the close of the deadline date, responses were reviewed at which time 6 African American male students who met the sampling criteria were selected to participate in the study. Participants received recruitment notices that included the date, time, and location of the interview by email.

Role of the Researcher

I have been an educator for over 10 years in the eastern section of the United States having worked as a faculty member in several community college settings with no prior professional affiliation with the study site, participants, or the campus mentoring program. Currently, I support the Alumni Association through membership, volunteering, and attending various alumni activities. During my tenure at the study site, I completed both my undergraduate degree (B.S., Management Science, 1981) and graduate degree (M.S., Adult Education, 2003); however, due to work schedules, I did not participate in campus mentoring programs. On a professional level, I have provided educational

leadership and oversight of correctional education programs at assigned pre-release

correction facilities for the workforce development department of a community college in

Maryland. As a facilitator of learning, I coached, instructed, designed, and conducted

career development workshops to prepare students in transition back into the workforce

and society. Working with male students in transition including various ethnic groups,

ages, and backgrounds has enabled me to gain experience in working with a diverse

population. To manage possible bias, I engaged in reflective journaling of thoughts,

feelings, and perceptions during the research process (Merriam, 2009).

Data Analysis

An aim of the study was to determine how the findings of the present study

aligned to Tinto's (2007, 2016) retention model, Tinto's (1993) model on student

involvement and Tinto's (1997) model on academic and social integration. Tinto's (1993)

student involvement model identified various groups, such as African American students,

students from low-income families, adult students, and transfer students, as requiring

group-specific intervention policies and programs. Tinto's (1997) model posited that an

institution's commitment to implementing programs such as student support systems can

influence college retention. Tinto's retention model (2007, 2016) stressed the removal of

barriers so that underrepresented populations can connect to the campus community. The

use of these retention models provided direction for the study that populations requiring

group specific interventions and programs are essential for increasing student

involvement, and increased student involvement leads to increased student retention.

According to Creswell (2012, p. 37), there are six basic steps in analyzing and interpreting data which were used to analyze the data: (a) data collection and organization of the data by all types, such as all interviews, all documents, etc., (b) transcribing interview and field notes, (c) coding the data, (d) developing descriptions and themes, (e) representing data using narratives, (f) and interpreting the data through personal reflection and literature and validating the accuracy of the data. As indicated by Creswell (2012), transcription involved the use of a machine that enabled the transcriber to start and stop the tape recording of the interviews and play at a speed to easily follow the recordings. I marked the data by hand and divided it into parts using color codes.

Merriam (2009) indicated, all qualitative data analysis is primarily inductive and comparative, making sense of the data. Constant comparative methods of data analysis were used throughout qualitative research without building a grounded theory (Merriam, 2009). The process resulted in findings called categories or themes which provided the answers to the research question(s) describing their perspectives (Ivankova, 2015).

Using Merriam's (2009) step by step process for inductive and comparative data analysis for case studies, I listened to the audiotaped interview responses and recorded my notations on an interview protocol sheet for each participant regarding relevant information that provided answers to the research questions and revealed patterns in student perspectives on how their involvement in mentoring programs influenced their decision to remain in college. As I continued to listen to the interview tapes and the process of transcription and making notations, the initial coding and construction of categories and themes was determined. I read and reread the transcripts and replayed the

tapes for clarification and accuracy as needed. The number of themes that were derived

from the interview data were reduced to five to seven themes through a process of

elimination of redundancies, and systems for color coding were used for easy retrieval.

Further review of the data resulted in a reduction of themes to 3 themes (Merriam, 2009,

p. 178).

In addition, artifact analysis was conducted to better understand participants'

experiences in a mentoring program. Types of artifacts that were analyzed included

scrapbooks of mentoring activities, flyers, and other written documents that highlighted

participants' engagement in mentoring sessions. I analyzed each artifact to determine its

usefulness to the study and used an artifact analysis worksheet to document answers to

specific questions and information sought. Next, I added and organized content in the

worksheet into major themes, categories, and summarized findings (Lodico et al., 2010,

p. 135; Merriam, 2009, pp. 150-152).

Lastly, coding worksheets were created to organize, sort, assign codes and themes

to the data, and to identify patterns. Data were reviewed and organized for interpretation

of the results. The data analysis process served to validate the integrity of the data

collected.

Using Merriam's (2009) thematic analysis procedures, the following steps were

used: consolidating (reading and identifying), interpreting (organizing and analyzing, and

reducing (identifying) themes. As I transcribed the interviews, then codes were manually

placed beside comments made by participants that addressed the research questions. The

process of coding was conducted to identify repetitive information (open coding)

(Merriam, 2009, p. 178; Saldana, 2009). I sorted into groups the codes of emerging themes (axial coding). (Merriam, 2009, p. 180; Saldana, 2009). The number of codes were reduced and consolidated into six themes.

Coding

The data were reviewed and coded several times. Thematic analysis was conducted to look for patterns of reporting similar and different information from the responses from the participants (Bogdan & Biklen, 2007). According to Creswell (2012), thematic analysis usually makes interpretation of people and activities instead of reporting the facts. Themes were developed from the responses that addressed the research questions. Additional coding was done based on document analysis. The review was repeated several times until saturation occurred and no further themes emerged from the interviews and the documents reviewed (Bogdan & Biklen, 2007).

Data were analyzed using open, axial, and selective coding. Coding involved assigning qualities and attributes to what was analyzed (Chenail, 2012, p. 252). Open coding was utilized by using sentences and phrases that were placed on a worksheet. Axial coding involved open codes being placed into concept related categories for redundancy. Coding involves marking, coloring, cutting, sorting, labeling, and grouping data into categories and constructing themes (Wong, 2008, pp. 14-20). Codes were placed into major and minor categories. Final coding was done as an effort to eliminate repetitions. Lastly, selective coding was done to identify key passages that stood out as relevant to the research question (Bogdan & Biklen, 2007, p. 173; Chenail, 2012).

According to Chenail (2012, p. 252), "descriptive coding describes what is being analyzed in a more abstract way."

During the process, triangulation, "a well-known strategy to shore up the internal validity of a study" was used. (Lodico, et al., 2010; Merriam, 2009, p. 215; Stake, 1995, p. 146). Triangulation of data "confirms aspects of the study as to the completeness in addressing the phenomenon of interest" (Krefting, 1991, p. 219). Member checking was also sought to "solicit feedback on the emerging findings from the people that were interviewed" (Merriam, 2009, p. 217)).

The next step involved presenting the data in written format in the form of a narrative discussion. A narrative discussion was presented in four parts. First, the narrative discussion described the process of data collection by explaining the interview protocol and document review worksheet. Secondly, it presented the research questions. Third, it presented the demographics of the participants; results for research question 1, and lastly, a summary was provided along with the project deliverables as an outcome from the findings from the data analysis.

Validity, Credibility, Reliability, and Transferability

Internal validity refers to how research findings match reality and whether the findings are credible given the data presented (Krefting, 1991, p. 219; Merriam, 2009, p. 211). Triangulation is the use of several different methods, multiple data sources, or theories to confirm emerging findings (Lodico et al., 2010; Merriam, 2009). Triangulation is a strategy to improve validity and reliability; an example of triangulation is comparing. and cross-checking data collected through interviews with multiple

participants with different perspectives or follow up interviews with the same people (Krefting, 1991; Merriam, 2009, p. 216).

Credibility refers to whether the participants' perceptions of the events match up with the researcher's portrayal of them in the research report. Credibility may be examined by asking probing and in-depth interview questions as well and the use of member checks that allow participants to review the researcher's interview notes and transcripts of their interview to assure an accurate portrayal of their feelings and responses to interview questions (Lodico et al., 2010; Merriam, 2009). Credibility is established when a balanced view of all possible perspectives is presented. In essence, credibility is another criterion used to evaluate trustworthiness in qualitative research and is utilized to determine "how confident the researcher is with the truth of the findings" (Krefting, 1991, p. 215). Continued examination by the researcher's own thoughts and feelings throughout the study is also critical to ensure that the true meaning of the participants' experiences is captured (Lodico et al., 2010). Triangulation and member checks are strategies that were employed throughout the research study to ensure validity and credibility of the research.

Reliability refers to the extent to which research findings can be replicated. For example, if the study were repeated would it yield the same results and findings with the same population or a similar context (Krefting, 1991, p. 215; Merriam, 2009, p. 220). Reliability was established by using triangulation, a method of collecting data from multiple sources to include interviews, documents, artifacts, and a journal log to document the decision points, how the data were analyzed, and processes used to conduct

the research project (Merriam, 2009). The goal was to obtain enough rich, thick

descriptions from participants and documents to determine if findings could be

transferred (Krefting, 1991; Merriam, 2009).

Transferability, on the other hand, is concerned with how the research findings of

one study can be applied to another situation or study site (Lodico, et al., 2010; Merriam,

2009, p. 224). Krefting (1991) described four criterion that can be used to evaluate

trustworthiness in qualitative research. One criterion used to evaluate trustworthiness is

referred to as applicability, "the ability to generalize to a larger population," (Kefting,

1991, p. 215). Providing a rich description of the setting, participants, interactions, and

culture were methods for meeting criteria for determining transferability of research and

facilitating transferability (Lodico et al., 2010; Merriam, 2009). The research findings on

African American male students' perspectives on their experience in a mentoring

program that may have influenced their retention at a historically black college located in

the eastern region of the United States may not be transferable to all colleges and

universities but may be transferable to other similarly situated historically black colleges.

Several strategies were employed to increase the credibility of the research

findings, such as triangulation to include the use of multiple sources of data and multiple

theories to confirm emerging findings (Krefting, 1991, p. 219; Merriam, 2009, p. 215).

Triangulation was utilized in the study by collecting interview data from different

students with different perspectives as well as reviewing different documents and

artifacts. In addition, member checking was used to solicit feedback from all participants

who were interviewed to ensure that what was recorded matched the meaning of what was said by the participant.

Discrepant Data or Disconfirming Evidence

Throughout the research process, I have considered discrepant and disconfirming cases. A discrepant case is one where elements of the data do not support or appear to contradict patterns or explanations that are emerging (Robert Wood Johnson Foundation, n.d.). Disconfirming evidence is evidence that refutes one's beliefs or forecasts (Robert Wood Johnson Foundation, n.d.). During the data analysis phase, themes and patterns were confirmed to ensure that there was data to support them. When data that was collected and sources resulted in inconsistencies, I sought to understand why through interviewing for additional information. There were no discrepant data or disconfirming cases. All the data that were collected was useful and included in the study and data analysis.

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Data Analysis Results

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The purpose of this qualitative case study was to investigate African American male students' perspectives on their experience in a mentoring program that was intended to improve retention at a historically Black college in the U.S. East. By gathering data from African American male students who participated in the campus mentoring program and documents that described the mentoring program components, I was able to best answer the research questions. A review of the major findings is discussed under the data analysis section.

Process by Which the Data were Generated, Gathered and Recorded

I used African American male students' perspectives on their experience in a mentoring program that may have influenced their retention at a historically Black college located in the eastern region of the United States, along with the documents describing the mentoring program components provided by the Director of Campus Mentoring Programs and the study site's website to develop a better understanding about what aspects of a mentoring program participants perceived as influential in their decision to remain at the university, and how the participants described, in their own words, their experience in a mentoring program. Data on participant's perspectives on a mentoring program were generated and gathered through the interview process using semistructured interview questions. All data gathered from participant interviews were recorded on interview protocol sheets. Additionally, data gathered on the campus mentoring program were recorded on document review protocol worksheets. All forms of data that were gathered were relevant and provided rich descriptive information. The documents describing the various components of the mentoring program and the descriptions provided by the interviewees matched to include the activities, academic components, and tutoring.

Interviews were conducted with six African American male students who were identified as participants in the Our House Community Mentoring Program. Table 5 shows the demographics of the participants. Out of the six participants four were sophomores, one was a recent graduate (Alumnus), and one was a junior. Documents such as photographs of mentoring program activities, program booklets, and program descriptive information about the Our House Community Mentoring Program were

shared by the program director and obtained from the study site's website. The two

sources of data served to provide answers to Research Question 1 of this study.

Table 5

Demographics: Characteristics of Mentoring Program Participants

Participant	Level of Education	# Years in Mentoring	# Years as Mentee	# Years as Mentor
P1	Graduate/Alumni	3	2	1
P2	Sophomore	1	1	
P3	Junior	1		
P4	Sophomore	2	1	1
P5	Sophomore	2	2	
P6	Sophomore	2	2	

Research Questions

The research questions which were answered with triangulated evidence from

interviews and documents included:

RQ1: What are African American male students' perspectives on their experience

in a mentoring program that was intended to improve retention at a historically Black

college in the U.S. East?

Results of the Research Questions

RQ1: What are African American male students' perspectives on their experience

in a mentoring program that was intended to improve retention at a historically Black

college in the U.S. East?

After reviewing the data obtained from the interviews, I discovered that several

themes emerged from the data that provided answers to Research Questions #1; however,

there were three major themes that emerged from the data: (a) social support, (b)

academic support, and (c) sense of belonging/care/family.

Table 6

Raw Data Triangulation Matrix for Themes and Sources of Data

Theme	Theme Focus	Source of Data	
		Interview	Document
Social Support	Participant shared how mentors and mentee did things on and off the campus that were fun	X	X
	Members know one another, faculty know students by name	X	
Caring/Belonging	Shared how mentors went out of their way to help mentees	X	
	Shared how professors were helpful, help with book purchases, referrals for therapy	X	
Family Orientation	Shared importance of size of the university, small enough that everyone knows you	X	
	Relationships were authentic, impressed with the character, integrity, and sense of commitment of mentors	X	
Academic Support	Study and homework help, tutoring	X	X
Internships	Internships with businesses/help students get jobs	X	X
	Evidence of students participating in end of year awards celebrations	X	X
	Active in community involvement	X	X
Role Modeling	Mentors provided role modeling	X	X
Leadership Development	After sophomore year mentees can become mentors	X	X
	Mentors receive orientation on how to perform in their role as mentor	X	X
	Participants expressed need for increased communications in getting more mentees involved	X	

Table 7

Themes and Subthemes for Research Question 1

Research Question 1	Themes	Sub-Themes
What are African American male student perspectives on their experience in a mentoring program that was intended to improve retention at a historically Black college in the U.S East?	Sense of Belonging/Care	Need to be part of a family Feeling loved/cared about
	Social Support	Fun activities, Friendships On/off campus
	Academic Support	Tutoring Homework help Internships Looking forward to becoming a mentor in junior year, Role Modeling & Leadership development

Social Support

Over 80% of the research study participants indicated that friendship and relationships among their peers and professors were important to them. Participant 2 commented that all his professors knew him by name. "I'm not just another student in a class." He mentioned that he went to several of his professors for help and they were extremely helpful. Participant 1 considered getting to know people by name, holding conversations with his cohort members and administrators was one of the strengths and benefits of being in the mentoring program. "If it wasn't something I could directly help with, I could probably point them in the right direction of another junior or senior who could help them." Participant 5 indicated that close relationships and friendships influenced his decision to return to the university the following semesters. Participant 5 described relationship building as one of the activities that occurred during an actual mentoring session. Mentors were concerned with "how can I help you?" Participant 4

described his participation in mentoring as a chance to share experiences and be "real" with each other, "Whether having lunch together or just chilling." He described relationships within the mentoring program as "authentic." He stated that "the mentoring program served to help students to not get lost in the shuffle of college life, helped students prepare for college, getting internships and encouraged students to serve as mentors." "We shared experiences as far as what to avoid." All participants described their participation and involvement in the mentoring program as "fun." Participation 1 indicated it was fun meeting students, taking trips to movies, participating in activities on and off campus, and the annual awards programs.

Participant 1 indicated that the Our House Community Mentoring Program provided the support that influenced him to run for leadership positions. As a result of his involvement in campus mentoring programs, in his freshman year, he ran for student government president, class senate and started a wrestling team. He also ran for student government executive secretary and won in his sophomore year. In his junior year he served as student government chief justice, pledged a fraternity, and remained engaged academically and socially. In his senior year, he ran for student government president and won. He became a mentor in his junior year. After spending four years at the university, Participant 1 graduated with a B.S. Degree in Political Science. Participant 4 began participation in the mentoring program in his freshman year as well as a mentee and became a mentor in his junior year.

This theme supports findings from Gibson (2014) that mentoring is relational and provides both personal and professional support. It also aligns with Tinto's (2007, 2016) retention model which stresses cross departmental approaches to retention that integrate activities off campus, personal and social support. The social support theme that emerged from the data is in alignment with Tinto (1993) student involvement model which suggests that the more students are involved in one of the major campus functions, such as mentoring programs, the more student retention will increase.

Academic Support

Participant 1 said tutoring made available influenced his decision to remain at the university and return the following semester(s). He described his academic experience as "good." He said, "I received email reminders to visit my advisors, to set up classes, for tutoring and to check in with the mentoring program director and my mentor." Participants 2, 3, and 6 described their experience in the academic component as receiving assistance with homework, study sessions, and participating in tutoring offered at the tutoring lab.

Participant 5 indicated the tutoring component provided him with the academic support that he needed. He stated he also received help critiquing his resume. Participant 1 indicated he utilized the tutoring lab sometimes as needed. He commented, "Our House mentoring serves to lead the way academically." Participant 2 explained that his professors were extremely helpful when he asked for help. Participant 4 indicated that during his senior year in high school his grades were not that good. He spent five weeks in the Summer Academic Success and Achievement Program at the study site which

helped to prepare him for college. As a result of his participation in the SASA Program he was able to enroll in college and become a part of the Our House Community Mentoring Program. Participant 6 stated the mentoring program provided him with the academic support he needed his first two semesters. As a result, he increased his GPA from 2.7 to 4.0. He commented that the next semester he tried to do it without the mentoring program and realized how much the mentoring program helped him out. Participant 4 indicated that the academic support component of the mentoring program also included internships with companies to include Sun Trust Bank, M&T Bank, and the Abell Foundation.

Tinto (1993) purported that academic difficulties and failure to remain involved in the social life of the institution contributes to retention. Focusing on student's needs are all ways in which to help students (Gibson, 2014). Peer mentoring support components are considered integral to students surviving the 1st year of college (Collier, 2017). This theme is in alignment with Brookes et al (2013), retention programs positively influence African American male student's academics with specificity to increase in grade point averages. According to Maslow's (1943) hierarchy of needs theory, once cognitive needs are met and attended to, individuals move up the hierarchy of needs ladder towards self-actualization and fulfillment. As a result of his involvement in campus mentoring, Participant 1 was able to reach the highest level on the hierarchy, self-actualization, and fulfillment, as he reached his goal of degree attainment and graduation. As a result of academic support, students will gain the knowledge and understanding that they need to progress to the next steps in fulfilling their education goals. Overall, findings provide

relevant information about the importance of mentoring programs for undergraduate students, such as improvements in academic skills (Booker & Brevard, 2017; Johnson, 2013).

Role Modeling

Participants begin the Our House Community Mentoring Program as mentees in their freshman year. They have an opportunity to exercise leadership and become peer mentors in their junior year. According to Participant 4, mentors meet with the program director at the beginning of the year to receive instructions on how to perform in their role as peer mentor. He stated, "I have a desire to mentor youth and the Our House Community Mentoring Program encouraged me to serve as a mentor." Participant 1 stated, "I became a mentor my junior year because I wanted to continue the standards that were set by other mentors in the program that came before me." He said, "I looked forward to being that junior or senior on campus that other freshman coming behind me wanted to look forward to becoming." According to Maslow's (1943) hierarchy of needs theory, these participants were motivated by esteem needs, the need for status, recognition, self-respect, and the need to be respected by others. Fulfilling esteem needs may serve as motivation to the next level of the needs hierarchy which is self-actualization or college completion and graduation.

Table 8

Themes and Subthemes

Research Question 2	Themes	Sub-Themes
How do African American male students describe aspects of their experience in a mentoring program that was intended to improve retention at a historically Black college in the U.S. East?	Social Support	Need to bond with mentors on and off campus, friendships
	Family Orientation	Feeling loved Sense of belonging Caring Real relationships Sense of pride Being held accountable
	Academic Support	Tutoring, homework help Awards/recognition for Passing courses GPA increases Graduation

Sense of Belonging/Feeling Cared For/Loved

Participant 6 described care as mentors would "stay on my back, not as much as a mother would, and make sure that I was doing my work." He stated that some mentors were so committed to helping students that they would stay up to 2 a.m. to help them. Participant 6 also stated, "The mentoring program was very useful in providing financial assistance to purchase books as well as making referrals for resources for emotional support." Both Participants 4 and 5 indicated the program provided help when needed or would direct them to the right place. Participant 5 stated, "The program helped students maintain so they would not get lost in the shuffle of college." Participant 1 expressed that each of his Professors knew him by name, and it made him feel like, "I'm not just another student in a class." Participants described being helped in terms of being held accountable and responsible for doing their part. They were sent email reminders on tutoring

schedules and to visit their advisors. According to Participant 2, "there was a sense of belonging and caring that the school cared in terms of their work in the community." He shared how his involvement in the mentoring program's community involvement (cleaning up the campus and surrounding communities) influenced his decision to return to the university.

Participant 4 viewed the relationships between mentor and mentee as "real" and open communications on and off campus. He said, "I can see how devoted the mentors are to helping students prepare for careers, getting involved in internships and helping students not get lost in the shuffle." Participants viewed both faculty and administrators as helpful and approachable.

Scholars Harris and Wood (2013) advocated that African American students do not remain in college because they do not sense a connectedness or belonging within the institution. According to Ingram et al (2016), mentoring programs are a key ingredient in helping students remain in college until degree completion. This theme supports Maslow's (1943) hierarchy of needs theory that affiliation, being a part of a group (family, friends), trust, acceptance, and receiving and giving love, once satisfied, individuals move up the hierarchy towards self-actualization and self-fulfillment. This theory aligns with the 3 major themes that emerged from the study: (a) social support, (b) academic support, and (c) sense of belonging/care/family.

Salient Data

Throughout the data analysis phase, the data that were gathered through interviews and documents were useful and included in the study. Data were analyzed

resulting in themes and patterns. There were no discrepant data or disconfirming cases evident in the findings.

Evidence of Quality and Procedures to Address Accuracy of Data

Triangulation of data was employed to ensure the credibility and accuracy of the findings. Credibility of the data refers to whether what participants have stated is accurately conveyed in the research report (Lodico, et al., 2010, p. 175). Accuracy of data refers to correctness and precision in reporting of the research findings (Merriam, 2009). Accuracy of data was controlled by using audiotape recording devices during interviews (Bogdan & Biklen, 2007, p. 129). Triangulation of the data is defined as the use of several different sources of data, use of multiple theories/models of retention, and multiple perspectives from multiple participants (Bogdan & Biklen, 2007; Merriam, 2009, p. 215). According to Krefting (1991, p. 219), triangulation of data "occurs when data sources are assessed against the other to cross-check data interpretation." The sources of data included interviews that were conducted to obtain perspectives and answers to the research questions from multiple participants (Appendix I). Documents and other artifacts from the study site served as another source of data which were used to corroborate findings from the interviewee's statements (Appendix J). Triangulated evidence served to verify the facts and confirm the emergent findings (Bogdan & Biklen, 2007).

Summary of Findings

I summarized the findings as it related to answers to the research question(s).

First, what are African American male students' perspectives on their experience in a mentoring program that was intended to improve retention at a historically Black college in the U.S. East? The aim was to allow African American male mentoring program participants to describe their experiences and involvement in a mentoring program from their perspectives using their own words.

In their own words, several of the participants indicated that relationships, family orientation (everybody knows each other), social support, academic support, followed by role modeling/leadership preparation as important aspects of the mentoring program that influenced their retention and decision to remain at the university and return the following semester(s). Participant 2 indicated that "the community work we did, gave me a sense of pride and helped me to come back." Participant 4 exclaimed, "I really love that program. Our House encouraged me to serve as a mentor."

The participants for this case study were recruited from the Our House Community Mentoring Program at the study site. The participants were all African American male undergraduate students. Some were mentees and others served as peer mentors. The list of potential participants was provided by the director of campus mentoring programs which consisted of students from the fall 2014, 2015, and 2017 cohorts. Email invitations went out to each of the students on the list provided. The number of participants is based on the number of students who were willing and available to participate in the research study. In response to the first research question, the following themes emerged for Research Question 1: social support, academic support, and family orientation. Several recurring themes were paramount throughout the study to

include relationship building and friendship as important aspects of the mentoring experience that influenced participants to remain at the university. The mentoring program offers participants the opportunity to connect, such as fun activities with mentees and mentors on and off campus, celebratory events, tutoring offered by the mentors, internships offered with corporations, and community engagement as described by the participants in their responses.

Further, the findings answered the research questions regarding what are African American male students' perspectives on their experience in a mentoring program that may have influenced their retention at a historically Black college located in the eastern region of the United States and how do African American male students describe aspects of their experience in a mentoring program that may have influenced their retention at a historically Black college located in the eastern region of the United States? The components/aspects of the program as described by the participants provided the data to answer how and why a mentoring program influenced their retention. By combining social support, academic support, internships, homework assistance, role modeling, leadership opportunities, and a family environment, these components have been influential in retention. Based on the interviews and documents reviewed, mentoring programs positively influenced the retention of African American male students.

Hearing the perspectives of African American male students firsthand on their experience in a mentoring program and how African American male students described aspects of their experience in a mentoring program that was intended to improve retention at a historically Black college in the U.S. East, and their decision to remain in

college, I conclude that based on the voices of the participants in this research study and the documents that were reviewed that:

1. There is a need for additional staffing support for the program (based on the documents reviewed) as well as participants' perspectives.

2. In their own words, the program participants considered their participation in mentoring as influential in their retention, increase in GPA, increased desire to lead and become a role model for other freshman to follow and graduation.

3. The study aligns with Tinto's (1993) model on student involvement and has the potential to influence retention. Results of the study also align with Tinto (1997) retention model that indicates both academic and social constructs, along with an institution's commitment to implement student support programs, promote college retention. In addition, the results align with Tinto's (2007, 2016) retention model that increased student social involvement with campus life leads to greater integration into the social and academic systems of the institution and promotes retention.

4. In their own words, from the perspectives of the participants, they gave voice that aligns with the above theories including Tinto (2016). Participant 1 voiced that campus involvement and leadership involvement influenced his graduation in four years. Participant 6 experienced an increase in his GPA, because of his involvement in the mentoring program, and participants expressed a desire to become leaders in the mentoring program.

5. Participants 1, 2, 3, 4, and 6 indicated there is a need for increased communications in terms of getting the word out to students about the mentoring program, and more students need to be involved. Participant 4 said, "There is a need to increase communication between mentors in order to partner with different groups within the program." Participants 1 and 2 voiced a similar concern.

6. Documents and photos reviewed provided evidence supportive of themes that emerged from the research questions. Photos showed mentoring program participants involved in on campus and off campus activities such as bowling, attending church service, cleaning up neighborhoods, and celebratory events. The smiles on their faces, the hugs between participants supported the themes of social support, relationship building, and celebration. Photos of participants attending tutoring sessions supported the theme of academic support.

7. Additionally, a review of the documents revealed more staff support for the mentoring program is needed to meet with mentors and manage workshops and training of mentors. Thus, I conclude that a three-day professional development and training program that will focus on recruiting additional mentors and training adult volunteer mentors from the alumni, business, community, and faith-based communities will be beneficial to mentors, mentees, and the university.

Table 9

Summary Findings of Research Question 1

Participant	Aspects of Mentoring
1	Social Support, Relationships, Academic Support/ Tutoring
2	Sense of Caring, Sense of Belonging, Social Support
3	Academic Support/Tutoring
4	Social Support, Becoming a Role Model, Leadership Opportunity
5	Social Support, Friends, Family Orientation
6	Social Support/Family Orientation, Academic Support/ Tutoring

Table 10

Extended of Sub-findings

Participant	Description
1	Fun - taking trips to movies, activities on and off campus, annual awards ceremony, bowling, study groups
2	Provided a sense of feeling loved, cared for, sense of belonging
3	Provided academic support, tutoring
4	Support academically, relationships were authentic
5	Provided him with more friends, social activities
6	"Absolutely phenomenal" - Increased his GPA from 2.7 to 4.0, provided referrals for resources

Project Deliverables as an Outcome of the Findings

Data from the interviews and documents support the addition of a mentor training program component that will include the recruitment of more alumni, business, community, and faith-based volunteer mentors. The project deliverable is a three-day professional development program that will be held throughout the school year. Professional development for volunteer mentors will ensure that mentors are successful in the performance of their role as mentor and more students will participate in mentoring programs and receive support that they may need to be successful and remain in college.

Assumptions, Limitations, Scope, and Delimitations

I assumed that African American male students would be involved in social interactions, mentoring, or other retention programs, and participants would speak freely about their experiences and perceptions about mentoring programs. Students who met the sampling criteria were invited to participate in the study. I assumed that every student who received a recruitment invitation would respond by the deadline date.

Limitations of the study included the possibility of researcher bias since the researcher is an alumnus of the site under study. Careful consideration was given to minimize the effects of researcher bias in the data collection and data analysis processes by using triangulation, interview protocol sheets, and research notes. Another limitation acknowledged that participants may not respond to interview questions truthfully and may feel compelled to give favorable information about the program due to their status with the university. Participants were required to sign a consent form which disclosed that the researcher is an alumnus, and at the beginning of each interview the participants were encouraged to give honest responses.

The scope of the study was limited to one mentoring program at one historically Black college located on the east coast of the United States. The focus of the study was centered around African American male students' perspectives on their experience in a mentoring program that may have influenced their retention at a historically Black college located in the eastern region of the United States. The study did not focus on faculty perspectives on a mentoring program that may have influenced the retention of African American male students at a historically Black college located in the eastern

region of the United States. A qualitative case study approach allowed African American male students' the opportunity for their perspectives to be voice in their own words. In addition, the study solely used a qualitative case study approach and did not include quantitative data collection and analysis methods such as experimental approaches.

Conclusion

In conclusion, Section 2 described the methodology for this project study, including the research design and approach, participant selection and setting, data collection methods, validity, credibility, reliability, and transferability, ethical considerations, steps taken to protect participants, risks and benefits, data analysis procedures, assumptions, limitations, scope, and delimitations. Section 3 provided a description of the project which consists of a 3-day professional development and training program. The goal of the project is to enhance the current mentoring program and improve the retention rates of African American male students at a historically Black college. A mentor training program was developed to include several components: 1) strategies for the recruitment of mentors to include volunteer mentors, alumni, business and community leaders, and non-profit organizations; (2) mentor training modules for adult volunteer mentors, and (3) evaluation and feedback. Another possible genre for this study would be a policy recommendation that would review and analyze current state and local policies and procedures to determine where recommendations for improvements can be made that would garner more support and funding for enhancing retention programs for minority serving institutions. Section 4 concludes with reflections on the project's strengths, limitations and remediation, scholarship, project development, analysis of self

as a scholar practitioner/project developer and the project's impact for social change,

implications, and potential for future research.

Section 3: Project

Introduction

The purpose of this qualitative case study was to investigate African American male students' perspectives on their experience in a mentoring program that was intended to improve retention at a historically Black college in the U.S. East. The results of the study provide a foundation for administrators to review the findings and make decisions on current mentoring programs such as enhancements and changes. In addition, the Transformational Mentor Training in Professional Development Program may serve to educate other HBCUs, thus positively impacting other HBCUs by providing relevant information to improve the retention of African American males, on the local level, and the national level as well.

The local setting for this research project was an urban, historically Black college and university located in a major city in the eastern region of the United States. Over 60% of the student population is first-generation students, 75% are female, and 26% are male. The goal is to achieve a second-year retention rate of 73% and a six-year graduation rate of 44% by 2020. Several strategies have been employed to increase retention, including male mentoring programs, such as the Our House Community Mentoring Program. I collected data from interviews with 6 African American male mentoring program participants to gain a better understanding of African American male students' perspectives on their experience in a mentoring program that may have influenced their retention at a historically Black college located in the eastern region of the United States. In addition, documents pertaining to participants' experiences and

involvement in the mentoring program were reviewed to obtain a more in depth understanding about what takes place during a mentoring session and the various components of the mentoring program.

In Section 3, I looked at the goals, rationale, and literature review of the project genre as well as project barriers, implementation, and evaluation. I provided a description of the project, a three-day mentor training in professional development program outlining sessions and components for each day of training and professional development for mentors of undergraduate students. The three-day mentor training in professional development program outline includes a power point presentation and mentoring handbook in the Appendix section.

Several themes emerged during the data analysis process. I noticed that several participants expressed the need for improved communications and the need for additional support staff for mentoring workshops was evident in both interviews and the document review process. Professional development and training of adult volunteer mentors will help mentors better understand their roles, duties, expectations, and responsibilities, as well as empower and better equip them to execute their duties while mentoring students in their efforts to improve student retention.

Throughout the data analysis process, it was apparent based on the findings, that a three-day professional development and training program will be beneficial in terms of improving African American male student success outcomes. The professional development and training program sessions are based on the Daloz Mentoring Model and aspects of the Zachary Four Phase Mentoring Model. In addition, elements of the adult

learning theory will be integrated in the adult learners' curriculum. Knowles (1984) noted "seven elements for an andragogical process design. The model assumes there are many resources other than the teacher; peers, persons with specialized skills and knowledge, media and material resources, and field experiences" (p. 14). Further, one of the main duties of the facilitator of learning is "to be knowledgeable and familiar with a multiplicity of resources and to link the adult learner with them. The first element speaks of a climate that is conducive to learning which is a prerequisite to effective learning" (Knowles, 1984, p. 14). The climate includes a physical environment, as well as one of mutual respect, trust, collaboration, and supportiveness. Second, involve learners in mutual planning (Knowles, 1984). Third, involve participants in "diagnosing their own needs for learning" (Knowles, 1984, p. 17). Fourth, involve learners in formulating their learning objectives. Fifth, involve learners in "designing learning plans" (Knowles, 1984, p. 18). Sixth, help learners "carry out their learning plans" (Knowles, 1984, p. 18), and seven, involve "learners in evaluating their learning" (Knowles, 1984, p. 18).

Description and Goals

The project study that I designed is a three-day Transformational Mentor Training in Professional Development Program designed to address the problem outlined in the study (retention of African American male undergraduate students) by providing answers to the data that were collected and analyzed. The training program was designed to improve mentors' understanding of their roles, duties, expectations as mentors of college students, increase their awareness of the population that they serve, and improve their

mentoring skills to become better mentors thereby helping undergraduate college students

achieve their educational goals of college graduation.

Rationale

The participants' responses to the interview questions showed a consensus

regarding their perspectives on the Our House Community Mentoring Program at the

study site. I noticed that participants did not have a clear understanding of whether a

formal mentor training program existed. While participants indicated some understanding

of the role in which they perceived their mentor played, they were not familiar with a

mentoring model that was being used. Several participants indicated that there is a one-

time orientation program but no ongoing mentor training program. I determined that

professional development and training sessions would be beneficial to the study site to

build consistency to the mentoring program and train mentors to become more effective

mentors. Throughout the professional development and mentor training program I

addressed the following: the role, duties, responsibilities and expectations of mentors,

characteristics, interpersonal, communication and academic skills that mentors should

possess to assist mentees. The professional development and training program will be

beneficial to the study site and ultimately other higher education settings as well.

Mentor training programs are designed to train the mentor and create

opportunities for mentors to explore in depth the needs of the mentee. Despite the

growing number of mentoring programs, the need still exists to examine how, why, and if

mentoring programs influence the retention of African American students at minority

serving institutions. The impact of the professional development and training program for

mentors will depend upon the mentor participation, mentee's goals and follow through, expectations of the program as well as ongoing feedback and evaluation.

<div align="center">**Review of the Literature**</div>

I conducted a literature search for current published peer-reviewed journals to address the results of the data analysis. When current sources were not available, I used literature older than five years. To search for scholarly journal articles and books, I searched the following databases: ERIC, SAGE Journals, EBSCOhost, Google Scholar and online articles. Terms used in the searches included: professional development and training, mentor training, and adult learning theory.

Professional Development

Professional development offers exposure to learning experiences that empower participants to achieve their full potential and maximize their performance. Professional development is needed to offer development of mentors because outcomes of mentees depend greatly on the development of mentors. The mentoring models for training mentors examined for this project addressed the professional development and training needs for mentors in order that they may be better equipped and able to assist their mentees in achieving their educational goals.

A review of the literature describes several definitions for professional development. Wong and Bautista (2017) conducted research on how professional development is defined and concluded that studying this topic is important because in order for professional development to be effective, all parties involved in its design and implementation need to have a common understanding of the scope and purpose of

professional development. Professional development refers to skills, knowledge attained for both personal development and career advancement and progression, job security, and credibility (Harris & Ramos, 2013; Mackay, 2014). Stewart (2014) reported professional development as shifting toward collaborative practice which is necessary to prepare educators to integrate the skills learners need for college and the workforce. Informal and explicit learning occurs through professional development within the contexts of workshops, seminars, mentoring and within community of practice such as professional learning communities (Evans, 2018). All suggest ways educational leaders can foster environments in which individuals and organizational learning is optimized through collaboration and shared leadership (Evans, 2018).

Professional development and training are used interchangeably. Professional development is sometimes referred to as staff development, an often-neglected area of management. According to a review of the literature on professional development there are several different methods for pursuing opportunities for professional development. Adult educators used the term "training," while currently, the term is often referred to as "continuing professional education," "higher education training" and "transformative learning" (Kasworm et al., 2010, p. 124). For this work, professional development is being used and is referred to as educational opportunities meant to enhance the competencies of volunteer mentors of college undergraduate students that participate in campus mentoring programs.

Professional development programs provide opportunities for employees to increase skills and knowledge (Killon, 2013). Professional development mission has

always been to provide effective learning experiences that encourage participants "to

enhance performance and realize their full potential (National Staff Development

Council, 2001). Extensive mentor training that informs mentors of the specific needs of

the target population reduces mentor frustration. Having mentors who show an interest in

the population does not guarantee that they possess enough knowledge to be successful

mentors. Mentor programs that provide extensive mentor training of mentors reported

highly positive results (Gandhi & Johnson, 2016; Mains & MacLean, 2017).

Professional development refers to "a comprehensive, sustained, and intensive

approach to improving educators and administrators' effectiveness in raising student

achievement through professional learning that enhances their professional knowledge

(Gemeda et al., 2014). Professional development is a long-term process that expands the

entire career and possibilities of individuals. It prepares persons for immediate and future

challenges and assignments by improving their leadership skills, competencies, and

readiness so that persons can make an impact on learners through planned and structured

learning. Professional Development is key to meeting today's educational demands and

for educators to serve as agents of change for systems, schools and persons charged with

improving student outcomes (Celeste, 2016).

Not only do professional development programs seek to improve the skills,

knowledge, and competencies of educators, but also equip them to be even better in their

role as a facilitator of learning and help students achieve their educational goals. In order

that professional development to be effective, it should follow a process that entails the

following: a) planning the professional development program, b) implementing the

professional development program, c) obtaining feedback and evaluating the program to determine whether the program has met its objectives and the needs of the learners (Zepeda, 2012). Although professional development and training are terms used interchangeably, there are some notable differences in the terms.

Training and Professional Development

The focus of training is on providing a temporary approach that provides a start for immediate and necessary knowledge, but not on long-term goals (Guskey, 2000). Training and development's aim is to develop competencies such as technical skill for the furtherance of individual and organizational growth (Bell et al., 2017). Training is the act of increasing the knowledge and skills of an employee for doing a particular job (Aliyu et al., 2018; Arisha & Nasir, 2018). Training programs are centered around role related needs of participants and are designed so that each participant receives the same information, handouts, resources, and training. Training materials should include reference materials, programs, and contact information with outside presenters willing to help trainees learn. Training programs should include an evaluation component at the conclusion of the program that surveys participants to obtain their feedback and to evaluate program results (Dunlap, 2015). Training is not complete until the results are evaluated, meaning, the organization needs to understand the usefulness against its investment in time and resources (Gayatri & Khurshed, 2018).

Professional development is learning to earn or maintain professional credentials such as academic degrees, certifications, to formal coursework, attending conferences, and informal learning opportunities situated in practice. It is intensive, collaborative and

incorporates an evaluation stage (Van Der Vieuten et al., 2015). Training on the other hand, creates a supportive workplace and allows persons to strengthen those skills that each employee needs to improve and make informed decisions (Okechukwu, 2017; Yarber et al., 2015). A development program brings all employees to a higher level, so they all have similar skills and knowledge. The goal of professional development and training of mentors is to augment student outcomes (Hudson, 2013).

In essence, the terms professional development and training overlap to some degree. Training is more job and skills focused and enhance performance for a particular job (Arisha & Nasir, 2018). Qualitative data showed that mentoring acted as professional development and led towards enhancing communication skills, the development of leadership roles, problem solving and building capacity (Hudson, 2013). Professional development provides long-term growth and participants gaining increased knowledge and understanding from the training. The Mentor Training in Professional Development Program for mentors is designed to provide volunteer mentors who will work with adult college students with the tools, skills, knowledge, and resources needed to be effective volunteer mentors of college students. Better prepared and trained mentors will increase the opportunities for students to achieve academic success and receive the help they need to remain in college. Thus, the project focused on training adult volunteer mentors in developing the mentoring skills needed for long-term growth that will prepare them to develop effective mentoring relationships with their mentees.

Professional Development and Training of Mentors' Significance

Professional development and training for mentors increases the level of understanding of expectations, enhances performance and empowers the mentee (Al-Mzary et al., 2015). Studies have emphasized the importance of developing mentoring skills through formal mentor training among inexperienced and experienced mentors. Mentors of most programs are not adequately trained or provided with sufficient guidelines (Ghawji et al, 2017). Developing effective mentor training programs is necessary so that mentors will use best mentoring methods and procedures to achieve optimal results for mentees (Gandhi & Johnson, 2016, p. 2) "Recent experimental evidence showed improvement in mentor and mentee perceptions of mentor's competency after structured and formalized training on best practices in mentoring" (Gandhi & Johnson, 2016, p. 2). Providing mentors with the opportunity to acquire mentoring skills is paramount to the success of the mentor/mentee relationship and to the program. Both mentor and mentee should be informed of their role and responsibilities (Booker & Brevard, 2017). According to Hudson (2013), there is a need for mentors to validate their practices and become more knowledgeable about the needs of others and collaboration resulting in less isolation.

Flores et al. (2018) revealed the significance of a peer-to-peer mentoring program as effective in enhancing a diverse group of first year college students' academic and social integration on campus through increased college involvement and sense of belonging. Peer mentors offered friendship, help, advice, and support to their mentees.

While the study reported mentees receiving a high level of support and academic help from mentors, there is no mention of a mentor training program.

According to a study conducted by Booker and Brevard (2017) mentoring incoming undergraduate students acclimates them to their surroundings and is a crucial step in adjusting to campus life. Having the guidance and support of an experienced person can help students make a smooth transition. With the help of a mentor, students can be provided with relationship outlets to facilitate adjustment to the institution. Mentors must be trained properly to provide the guidance needed by students leaving home for the first time. Providing extensive training to mentors, hosting informal and formal events and having all participants reflect on their experiences in the program will give the institution insight into the utility of the program. Booker and Brevard (2017) concluded that mentoring programs can be a bridge to reach African American students early to ensure a positive college experience.

Professional Development Delivery

Professional development methods may vary from one, two, or three-day workshops to week-long workshops, conferences, on-line and professional learning communities. One day workshops or conferences are deemed to be less effective than training and learning that is sustained over longer periods of time. Professional development must be ongoing with built in assessments to ensure that the goal of the program is still the focal point of the work (Celeste, 2016). Professional development programs can take on many approaches such as job-embedded training, distance learning, and it is most effective when it is intentional (Institute of Medicine & National Research

Council, 2015). They may be led or facilitated by educators or a trained facilitator within a school system or by outside consultants (Cornelius et al., 2016; Kennedy, 2016; Meijer et al., 2017; Morrison, 2016). The use of video and technology in the delivery of presentations is a delivery option that is becoming popular has been found to be effective when used as part of professional development and training (Allison, 2015; Major & Watson, 2016). Many of the students and educators had positive perceptions of the use of visual aids as a method to deliver training and is viewed as a vehicle for student improvement and positively influences student learning (Shabiralyani et al., 2015; Woolfitt, 2015). Factors such as frequent feedback and regular team based reflection sessions, the role of the leaders such as the directors of the program, the importance of organizational networking, inclusion of several components in the program, multiple workshop sessions instead of a single workshop, active learning opportunities, content focus, and the role of collaboration are considered factors that make professional development great (Bautista et al., 2016; Jenson, 2016; Jenson et al., 2016; Morrison, 2016) Professional development is considered to be the primary means that schools use to help educators continuously learn and improve the quality and effectiveness of their craft (Hudson, 2013).

Improving Professional Development Practice through the Development of Mentors

In this professional development and mentor training program, adult learning principles, learning theory along with various mentoring models were used together to create a learning environment conducive for adult learners. The connection between andragogy, learning and mentoring has been explored by Knowles (1984), Daloz (1999),

and Zachary (2000). Both mentor and mentee are adult learners. The connection between

learning and mentoring is summarized in Table 11.

Table 11

Elements in the Learner-Centered Mentoring Paradigm- The Roles of Mentors

Mentoring Element	Changing Paradigm	Adult Learning Principle
Mentee role	From: Passive Receiver To: Active Partner	Adults learn best when they are involved in diagnosing, planning, implementing, and evaluating their own learning.
Mentor role	From: Authority To: Facilitator	The role of the facilitator is to create and maintain a supportive climate that promotes the conditions necessary for learning to take place.
Learning process	From: Mentor directed and responsible for mentee's learning To: Self-directed and mentee responsible for own learning	Adult learners have a need to be self-directing
Length of relationship	From: Calendar focus to: Goal determined	Readiness of learning increases when there is a specific need to know.
Mentoring relationship	From: Calendar focus to: Goal determined	Life's reservoir of experience is a primary learning experience of others add enrichment to the learning process.
Setting	From: Face-to-Face To: Multiple and varied venues and opportunities	Adult learners have an inherent need for immediacy of application.
Focus	From: Product oriented: knowledge transfer and acquisition To: Process oriented: critical reflection and application	Adults respond best to learning when they are internally motivated to learn

Getting to Know Your Mentee: The Adult Learner

Andragogy- the Adult Learning Principles and Theory

Getting to know the mentee as an adult learner requires the mentor to have some basic awareness and knowledge of principles of adult learning. The one theory that stands out which underpins adult learning is andragogy. Andragogy's core adult leaning principles take the learning seriously and go beyond basic respect for the learner and view the adult learner as a primary source of data for making sound decisions regarding the process" (Knowles et al., 1998, p 183). Knowles (1984) described andragogy and claimed that

> adults want to know why they need to learn something before they undertake to learn it; that they must move from a dependent self-concept to a self-directing one; that they have accumulated more experience, and experience of a different quality, than children and their readiness to learn is linked to tasks associated with their social role and stage of life (pp. 9-12).

Although substantive training in adult learning theory may not be a necessity to participate as a volunteer mentor or college undergraduate students, having a basic knowledge of how adults learn will help mentors in developing professional development effective relationships with their mentee. Thus, a mentor training and professional development program will cover a brief session on adult learning principles as outlined by Knowles (1978, 1990, 1998, 2011 & 2012) and how they are applicable to the mentoring of college students.

Knowles (1984) established five assumptions about the adult learners' characteristics (andragogy) that differed from the children learners (pedagogy) assumptions. The five assumption are:

(1) Self-concepts: As a person matures his/herself concept moves from one dependent personality toward one of being a self-directed human being.

(2) Adult learner experience: As a person matures, he/she accumulates a growing reservoir of experience that becomes an increasing resource for learning.

(3) Readiness to learn: As a person matures his/her readiness to learn becomes oriented increasingly, to the developmental tasks of his/her social roles.

(4) Orientation to learning: As a person matures his/ her time perspectives changes from one of postponed application of knowledge of immediacy of application. As a result, his/her orientation toward learning shifts from one of subject-centeredness to one of problem centeredness.

(5) Motivation to learn: As a person matures the motivation to learn is internal (Knowles 1984, pp. 9-12).

Additionally, Knowles also proposed four principles that applies to adult learning:

1. Adults need to be involved in the planning and evaluation of their instruction.

2. Experience (including mistakes) provide the basics for the learning activities.

3. Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life.

4. Adult learning is problem-centered rather that content-oriented applying Andragogical Theory to Mentoring (Knowles, 1984, p. 196).

Mentoring is a supportive form of development that supports individuals towards career management and enhancing sills. It is both individual and organizations goal oriented. These characteristics are found in the assumptions of Knowles andragogy theory (Chinnasamy, 2013, p. 2835). Andragogy is a supporting mechanism to support mentors and mentees to achieving their goals. Andragogy supports both self-directed learning approach and the mentor as a facilitator of learning (Knowles, 1990, p. 57).

Self-directed learning approaches to learning can be enhanced by allowing the mentors and mentees to arrange for meeting at their convenience (Chinnasamy, 2013). Meetings can be arranged at locations on or off campus as well as through social media. This form of approach to learning does not occur in isolation or without external support, but allows learners to get help from peers, mentors, printed materials and other kinds of resources (Knowles, 1984).

Lastly, interns of practical applicability, andragogy means mentoring adults should focus more on the process as compared to the content being taught. For example, successful strategies entail the use of case studies, role playing, simulations, and self-evaluations. Applying andragogy to mentoring practices is essential in the professional development and training of mentors. The adult learning assumptions and principles and principles will only enhance the learning process for both mentor and mentee. Mentors will become more effective facilitators in the learning and mentoring process thereby strengthening student achievement and success.

Getting to Know Your Mentee: Second Generation College Students

Longwell-Grice et al., (2016, p. 3) asserted that first generation students "experience complex and contextual situations." First generation students are defined as "students whose parents never completed college" or "the first person in a family to graduate from college" (Longwell-Grice et al., 2016, p. 2). Findings from the study indicated "first generation students expressed that transition from high school to college presented barriers explaining difficulties in adjusting to the new setting" (Longwell-Grice et al., 2016, p. 2).

Further, the study revealed several difficulties and obstacles to succeeding that First Gens face to not only include adjusting to a new setting and not enough money to sustain tuition and other financial matter, but parking and transportation costs were also cited as a big obstacle (Longwell et al., 2016, p. 40). The study concluded with recommendations that institutions provide support and funding for professional development so that advisors can learn more about the needs of first-generation college students (Longwell et al., 2016, p. 42). Because advising appointments may offer one of few institutional means that connect students to the institution in meaningful ways, advisors should use every opportunity to help students overcome obstacles (Swecker et al., 2013, p. 50). Likewise, mentors serve in many capacities that may include advising in some capacity, serving as a guide, helping students to remove barriers to success (Giannoukos et al., 2015, p. 50). Because there are so few mechanisms afforded to students to connect with the institution, underscores the need for mentors to also devote as much time to their mentees to help them succeed.

Mentor Professional Development and Training

Before embarking on the journey to a commitment to become a mentor important

questions must be asked of oneself. For example, "why do I wish to become a mentor?"

"Do I have the time that will be necessary to fulfill my commitment to my mentee(s)?"

"How can I help my mentee(s)?" "What skills and expertise do I bring to the table?" and

"Do I have the skills and qualities needed to be an effective mentor?" There are several

key skills that are essential to be an effective mentor to include communication skills and

the ability to reflect on experience the mentoring connection between mentor and mentee

is maintained by effective communication skills. Zachary (2000) indicated the key

communication skills include:

- Active listening is essential.

- Check out assumptions about what is going on periodically.

- Share thoughts and feelings candidly.

- Maintain sensitivity about the mentee's' personal and learning needs.

- Discuss accountability and follow up regularly.

- Reflect on the learning taking place.
- Focus on the mentee's' learning goals (pp. 37-38).

Effective Mentoring Strategies: Development of a Mentoring Relationship Between Mentor/Mentee

Mentors function primarily as facilitators of learning, taking on various other roles

to include advisor, supporter, resource guide, disseminator of information, tutor, and

empathetic listener. It is a partnership during which time both mentor and mentee grow

and develop. The following points of connection help to establish a foundation for a

productive learning relationship and describes what it is that a mentor does and how to do

it.

Table 12

Points of Connection between Mentor and Mentee (Zachary, 2000, p. 6)

What to Do	How to Do It
Invest time and effort in setting the climate for learning	Determine the mentee learning styles, needs, and goals.
Be sensitive to the day-to-day needs of your mentee.	Spend time connecting with your mentee. Ask questions to give insight into your mentee's' schedule and work content.
Identify the multiple venues for communication.	Explore all options: e-mail, videoconference, New web-based technologies, telephone, text, Skype, and other emerging technology as well as face-to-face.
Set a regular contact schedule but be flexible.	Agree on mutually convenient contact schedule for you and your mentee.
Check on the effectiveness of communication. Make sure that connection results in meaningful learning. Share information and resources-but never as a substitute for personal interaction.	Ask questions: Are we connecting? Is the means that we are using working for us? Is it convenient? Is learning going on: Is the mentee making progress in meeting his/her goals? Set the stage to share information. Then share the information and follow up once the information is shared.

Campus Collaborations

Support for mentor training programs can be enhanced through internal and external collaborations. What makes a collaborative effort?

Collaborations try to align goals and identify a similar mission, such as student achievement. Internal collaborations include areas such as cross-functional teams, interdisciplinary teaching and research, and student and academic affairs collaboration. External collaborations include steering committees, P-16

partnerships, campus-community partnerships, research parks with industry and business, and regional health collaborations (Kezar & Lester, 2009, p. 7).

External groups such as accreditors, the U.S. Department of Education, state policymakers are all interested in collaborations. "Collaborations enhance institutional capacity to meet the demands of the environment, help to combine resources and identify new solutions to problems by combining expertise" (Kezar & Lester, 2009, p. 8).

Successful organizations encourage collaborations that are related to their main function and mission. The most important and cited advantages to collaboration are that it creates innovation and learning (Googins & Rochlin, 2000; Senge, 1990). Innovation occurs when different perspectives and knowledge are joined together to reframe problems and come up with solutions that otherwise would not have been solved in isolation or siloed structures.

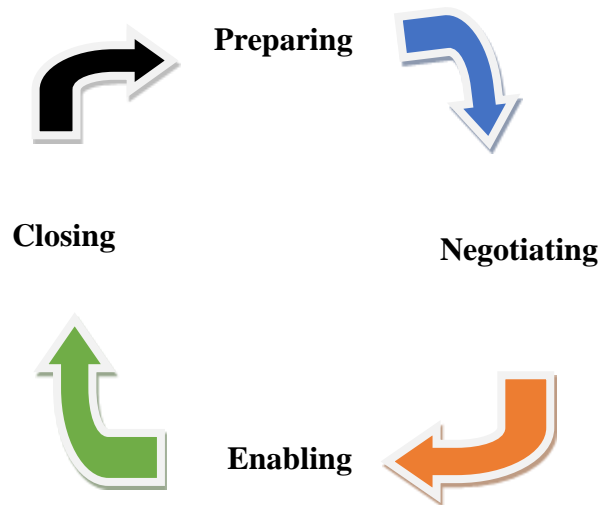**Developing Effective Mentoring Relationships Using Effective Mentoring Models**

Zachary's Four-phase Mentoring Model

Using Zachary's four-phase mentoring model, mentoring relationships move through four phases that align with the seasons of the growth of a plant (Zachary, 2000, pp. 38-39):

1. Preparing can be compared to tilling the soil before planting.
2. Negotiating is like planting the seed.
3. Enabling involves nurturing growth.
4. Coming to closure refers to bringing in the harvest.

Figure 1

Description of Zachary's Four-Phase Mentoring Model

According to Zachary's (2000) four-phase mentoring model, the first step, mentoring preparation, begins with mentor's' self-awareness and personal reflection. During this phase mentors explore their motivation for becoming a mentor and their readiness to be a mentor. Mentors learn about the various roles of a mentor and the skills needed to be an effective mentor. Additionally, mentors assess their skills and identify areas of needed learning and development. Lastly, during this phase mentors hold their initial meeting with their mentee to determine how the mentoring relationship will be developed (Zachary, 2000).

The next step is negotiating, agreeing on learning goals, content, processes, and how you and the mentee wish to proceed. During this phase, details about how often and where meetings will take place, clarification of expectations, responsibilities goals, needs, confidentiality, boundaries, and limits are discussed. Establishing criteria and

milestones for success, accountability, and bringing closure to the mentoring journey is indicated in a mentoring agreement.

Thirdly, the Enabling phase is implemented. During this phase trust and effective communication is important to lead to a quality mentoring relationship. Also, nurturing the mentee's' growth by maintaining open, affirming dialogue, thoughtful, candid, and constructive feedback and monitoring the learning process to ensure that the mentee's' goals are met takes place in this phase.

Finally, closing the mentoring sessions as outlined in the established mentoring agreement takes place. It is an opportunity to celebrate mentee accomplishments and learning outcomes. Mentee and Mentor agree as to whether the mentoring relationship will continue, but on an informal basis.
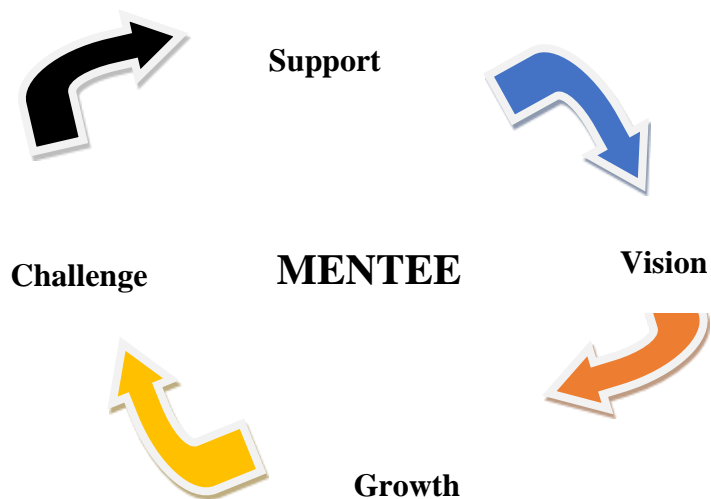
Daloz's Mentoring Model

Daloz (1986) suggested that "mentors tilt the mirror they hold up to their students (p. 212). Daloz also suggested that a mentor seems to do three things: "they support, they challenge, and they provide vision" p. 212). Further, Daloz explained "that mentors help mentees through transitions and provide the proof that the journey can be made, the leap taken" (p. 213). The mentoring model proposes that by "balancing support, challenge, and vision, the mentor creates the tension necessary for change and growth" (p. 214-215).

According to Daloz (1986) support refers to activities that affirm the value of the individual such as demonstrating trust and respect, setting clear expectations, providing resources, materials or discussing potential responses to difficult situations. On the other hand, challenge forces the mentee to reflect on his or her values, competencies, and visions. During the challenge phase the mentor will help the mentee

to identify and demonstrate or practice their key skills. The mentor can challenge the mentee to learn needed and new skills by role modeling, tutoring, or problem solving. Mentors can also challenge mentees by using questions directed toward the mentee to promote growth and higher-level thinking. Visioning is defined as looking to the future and establishing realistic goals in to achieve this vision with the mentee. Mentors can foster vision by acting as a role model, or as a guide by stimulating discussion about the mentee's' future. By fostering vision, the mentor/protégé' relationship continues in its collaborative efforts (Daloz, 1986).

Figure 2

T*he Daloz (1986) Model of Mentoring Relationships*

Support

Challenge   **MENTEE**   **Vision**

Growth

Figure 3

Similarities and Differences between Zachary's Four-Phase Mentoring Model (2000)

and Daloz's Mentoring Model (1986)

There are similarities and differences between the two mentoring models.

Zachary's Four-Phase Mentoring Model (2000)	Daloz's Mentoring Model (1986)
More focused on Mentor Preparation/	More focus on mentor being
Mentor readiness and reflection	accountable to mentee-
Negotiating Mentee Agreement Contract	Mentor challenges the mentee by
Open dialogue & communications stressed	asking questions to identify mentee
Celebrate mentee accomplishments/Closure	Needs
Establish clear expectations with mentee	
Establish agreement contacts with mentee	
Open communications stressed	
Mentee identifies goals	

Zachary's four-phase mentoring model (2000) stresses a more collaborative approach between mentor and mentee for establishing mentee's goals, needs, skills identification, accountability, responsibility, and closure agreement. Daloz (1986), an earlier model, is not discipline specific and holds the mentor accountable for challenging the mentee in identifying skills, needs, and mentors providing resources to the mentee. Collaborative mentors combine support and challenge to empower their mentees to engage in critical reflection (McNaally & Martin, 1998).

Project Description

The Need for Administrative Support of Professional Development Program

The benefits of a mentor training program that seeks to train mentors to be more effective in their roles as mentors to act as facilitators of learning, advisors, coaches, guides, resource providers, and disseminators of information is substantive. However, insufficient support for professional development from administrative leadership, time constraints, and lack of funding may present challenges for successful program implementation (Gandhi et al., 2019; Institution of Medicine & National Research Council, 2015). Administrators should understand that increasing the number of support systems for students may ultimately benefit students, and the institution may be stronger because of increased knowledge, capacity and training that mentors receive. When administrators are faced with decisions whether to provide funding and support for mentor training programs, there is a need to embrace the long-term benefits associated with investing in mentor professional development and training.

Potential Resources and Existing Supports

Existing supports for the professional development program include the Director of Campus Mentoring who oversees the Our House Community Mentoring program implementation and initiates collaborative efforts between faculty, staff, peer mentors, students, and administrative leadership. The Director of Campus Mentoring will play a key role in coordination of the recruitment of peer and volunteer mentors from the community as well as outside speakers from various businesses. Other existing supports include staff from the office of Alumni Affairs to coordinate the recruitment efforts and

solicitation of volunteer mentors from the study site's alumni to possibly serve as
mentors.

In addition, support from the college president as well as the vice president for
Academic Affairs is critical to the success of the mentor training in professional
development program. For example, funding may be needed for training materials,
breakfast snacks, lunch for the workshops, stipends for guest speakers, outside consultant
fees and funding for additions to staff. Buy in and support is needed from the vice
president of academic affairs to motivate faculty and staff members to support and enable
the program to function in an efficient and effective manner. In essence, the provost/vice
president for Academic Affairs will play a key role in promoting student success, alumni
affairs, and vital matters regarding funding and coordinating collaborations between
departments to ensure effectiveness of the program.

Potential Barriers/Possible Solutions

There may be several challenges to the successful implementation of the mentor
training in professional program such as budgetary and time restrictions. First, budgetary
restrictions may be an initial concern for administrative leadership (Gandhi et al., 2019).
However, this program is aimed at enhancing the existing mentoring program by adding
another mentoring component to train volunteer mentors to include alumni, community
and business leaders who may come with existing levels of expertise, experience,
commitment to student success and a sense of devotion to the institution. Implementation
of the mentor training in professional development program would involve a minuscule
amount of funding to cover possible costs for outside consultant fees for a trainer to

conduct the workshops, food, and materials for workshop presentations. Several new buildings and facilities have been recently erected on the college campus making the chances of available space and access to technology very probable.

Secondly, time constraints may be considered a challenge when proposing a new program for implementation (Gandhi et al., 2019). Currently, the Director of Campus Mentoring bears responsibility for oversight of the Our House Community Mentoring program. Adding to the current duties of the Director of Campus Mentoring may be burdensome and cause an increase in time and hours in an already demanding schedule. Allocating funds for an outside consultant to conduct recruitment of volunteer mentors and the training and development aspects of the program may prove cost and time efficient for the university and ensure less pressure on existing staff.

Transformational Training and Professional Development Program Overview

Background**,** Training adult mentors will provide newly recruited mentors with the opportunity to learn more about the program, its expectations, and goals. It will also give mentors a chance to increase their knowledge and awareness about the skills necessary for communication effective mentoring such as skills and the mentoring process. Training mentors will help mentors develop effective relationships with their mentees. The mentor training program was designed to provide college students (mentees) with the much-needed support they need to achieve their educational goals and remain in college.

The mentor training includes a detailed overview of mentor's roles, responsibilities and expectations, key mentoring skills needed of mentors, and the

mentoring process. Training sessions will be held prior to the beginning of a new

semester. Mentors will be recruited, selected, trained, and paired with a mentee after the

completion of a three-day mentor training in professional development program. The

mentor training will take place in an area, building, conference space, or classrooms

designated by the college. Depending on availability of funding, breakfast, snacks,

water, tea and coffee maybe available to attendees as well as ample restroom facilities.

The mentor training program components are outlined in a table and included

the following and other topics as outlined in Table 13:

- Mentor Responsibilities that clearly outline mentor's duties, what the
  program hopes to achieve and what the program hopes mentors will
  accomplish with their mentees.

- Goal-setting that will instruct mentors on how to help mentees set goals.

- Developing active listening skills that will focus on how to listen to your
  mentee through role playing and practicing non-judgmental helping.

- Include information on tutoring skills for mentors and learning styles
  inventories.

- Establish agreements with your mentee.

Table 13

Transformational Mentor Training in Professional Development Modules

Module	Session
Module 1 – Mentoring African American Males: Who Mentors the Mentor	Session 1 – The role of Mentor: Expectations, responsibilities, characteristics, skills What is a Mentor? What a Mentor Is Not, Needs of Mentors/ Administrative Support/Campus Collaborations Session 2 – Effective Mentoring Strategies: Effective Mentor/mentee relationships/ bonding. A typical mentoring session –What takes place? Suggested Topics for discussion Session 3 – Effective Mentoring Models
Module 2 Mentoring African American Males: Getting to Know Your Mentee	Session 1 – Do You Know Your Mentee? Cultural Sensitivity: Experiences of African American males The Adult Learner First-Generation College Students Session 2 – African American male retention Awareness, Causes, and Solutions Session 3 – Removing Barriers to Success Ethos of Care Making referrals to Student Support Services
Module 3 Mentoring African American Males	Session 1- Recruiting Mentors Volunteer Mentors Alumni, Business, and non-profit Faith based community Session 2 – Putting Andragogy, mentoring models, theory, research, and PD into practice Session 3 – Evaluating Mentor Training in PD Evaluation/Feedback/Surveys

Implementation of Project: 3 Day Professional Development for Mentors

The Transformational Mentor Training in Professional Development Program is a three-day professional development and training program that has been developed as a new component of Our House Community Mentoring Program designed in a series of three modules to improve mentor skills, knowledge, and abilities in to positively

influence short-term and long-term academic success of African American males in higher education. Mentor professional development and training was designed to equip and empower mentors who mentor undergraduate college students to include volunteer mentors such as alumni, community, business and non-profit organizations, and persons from faith-based organizations. As a result, it is hoped that this body of research and mentor training in professional development program will result in a positive change in the retention and completion rates of African American students.

In this section, I defined each of the three module's content and structure. Each module consists of three sessions. Module 1 addressed the role of the mentor of undergraduate college students, as well as expectations, skills, abilities, and qualifications of effective mentors, a description of a typical mentoring session between mentor and mentee, the importance of establishing rapport between mentor and mentee, goal setting, and stages of the mentoring process. Session 1 explored the need for administrative support for mentoring programs and campus collaborations. Session 2 focused on effective communication skills for mentors, and suggested topics for discussion during mentoring sessions between mentor and mentee. Session three examined mentoring models. Module 2 focused on mentors getting to know their mentee. Session 1 focused on African American males and cultural sensitivity, experiences of African American males, and current trends affecting African American males. Various video clips will be shared utilized as a method for sensitivity training. Session 1 Module 2 also addressed adult learning principles and examine the needs of first-generation college students. Sessions 2 and 3 addressed retention, identifying and removing barriers to success and increasing

awareness of the role of the student support services office and what services are available to students, Module 3 Session 1 focused on the recruitment of volunteer mentors from the alumni, community, business and faith based communities followed by Session 2 which examined combining mentoring models, adult education principles, research findings and professional development and training for mentors into practice, and lastly, Session 3 discussed procedures and forms for evaluating the professional development and training program.

Developing a professional development and training program for mentors of undergraduate African American male students for the purpose of supporting and preparing mentors to be more effective mentors will help mentoring program development focus more on the goals and objectives of the program to ensure that objectives will be met. The professional development and training program were developed based on elements from various mentor models to include the Daloz (1986) mentoring model and Zachary's (2000) four phase mentoring model. The program evaluation was designed to obtain feedback to ensure mentors are equipped with the skills needed to help mentees complete their educational goals and graduate from college.

Proposed Timetable

The professional development program for mentors is aimed towards improving the skills, understanding and knowledge of adult volunteer mentors of undergraduate college students. Better trained and equipped mentors will ultimately lead to increased social and academic support for students thereby contributing to their academic success and college retention. The program will be introduced to administrators, staff, and faculty

before the end of a semester, for example, early December. This may allow for time to

plan for the upcoming spring semesters. The process may entail scheduling an initial

meeting with the faculty and administrators to share the findings of the study and a

timeline for implementation (see Table 14).

Intended Audience

The mentor professional development and training program is intended for adult

volunteer mentors who will be mentoring undergraduate college students (mentees).

Table 14

Proposed Project Timeline and Stakeholders

Date	Persons Involved	Activity
December	Researcher, CSU Administrators Faculty initial meeting	Meet to present study findings and Mentor PD Training Program
	Mentoring Team- Administrators Faculty Assigned, Director of Campus Mentoring	Further discuss the proposed training and establish planning committee to include cross-campus departments
January	Researcher and planning Committee	Establish recruitment criteria for mentors, Decide when and how recruitment notices will be initiated and mailed, Establish a deadline date for applications, Receive and review Mentor Applications, Select mentors, Decide on training Dates, location, etc.

Table 14

Proposed Project Timeline and Stakeholders Continued

Date	Persons Involved	Activity
March	Researcher, Administrators, Staff, Directors from campus Departments, to include Residential Life, Support Services, Financial Aid, etc.	Discuss collaborative efforts needed to support the training Make suggestions to Topics to add to the Training and Hand-Book for Mentors
April	Researcher and staff	Agree on location, Time, resources, For training Notify mentors of 3day training
May	Researcher and staff	Conduct 3 day Mentor professional Development training Collect and review Evaluations Make adjustments
June	Researcher and staff	Mentors assigned to Mentees

Roles and Responsibilities of All Involved

Administrators, faculty, mentors, and mentees share in the success of the program and the facilitation of social and academic integration. Administrators have a responsibility to support the program by providing resources such as facilities, space, financial resources, and supporting the recruitment and training of mentors. Faculty share in ensuring the success of the program by participating in the collaborative process of supporting the mentees by offering academic, social support and promoting a family like

environment for students. Faculty commitment to the program is important to student success. Mentees and mentors have roles and responsibilities to fulfill such as commitment, time, attendance, feedback, and a strong desire to succeed. The professional development program for mentors offers a mentoring handbook that can be used as a guide to build on which will allow administrators, faculty, and mentors to make recommendations and additions.

Project Evaluation Plan

Evaluation of mentor training is an important component of the mentoring process. The Transformational Mentor Training in Professional Development Program will be evaluated using both formative and summative program evaluations that can be used to provide information and evidence to program staff, decision makers, and administrators about the program's merits and value. Long-term indicators such as mentor's assessments of the program and mentees' academic success can be gathered to determine the program's value. Formative evaluation will consist of information collected along the way, for instance, at the end of each workshop, attendees will complete a survey/questionnaire about the session, learning outcomes, and whether the workshops are meeting their training needs (Cousins et al., 2014). Questionnaires will be collected at the end of each day consisting of 3 sessions. The goal is to answer the following questions: a) what did we do? b) how well did we do it? and c) did the workshops meet the needs of the participants? (Guyadeen & Seasons, 2016; Pal, 2014). Summative evaluations will be used at the end of module 3 on day 3 of professional development to determine the overall impact of the training. In addition, summative

evaluation forms will be collected at the end of each mentoring cycle to determine the impact the training had on mentor's competencies, skills, experiences, communications, interactions with mentees, and their abilities to implement the training into the mentoring sessions with their mentee.

Quarterly evaluation forms will be completed by mentors. The goal is to improve the mentoring skills and competencies of mentors, increase mentor's knowledge, understanding, and awareness of the needs of the college students that they mentor, and to determine how the mentor training has helped them to be a better mentor. Additionally, feedback from the mentee as to their perspectives on how their mentor helped them because of their participation in mentoring sessions will be obtained. Thus, the question about what changes occurred in terms of increasing mentor's skills, knowledge, understanding, abilities, attitudes, behaviors, and awareness about the mentoring process, and what difference the training made in preparing mentors to be more effective mentors, ready to develop a relationship with their mentee and help them to succeed will be answered.

Program Logic Model- Input and Outcome Measures

First, a program logic model will be constructed to form the foundation of the evaluation plan. (See Table 15) The logic model is a tool that helps to measure and answer the key questions regarding changes in knowledge, attitude, behavior, or awareness and allows for changes as needed as the study progresses (Mertens & Wilson, 2018). The questionnaire or survey will supply the data that will be collected immediately following each mentoring workshop (formative) and summative data at the end of the

entire three-day training as well as quarterly and end of the semester reports. The logic

model allows inputs and activities associated with the program to be documented and

reviewed. It answers the question, what did we do? Formative evaluation forms will

provide the data needed to answer what did we do and how well was it done based on the

written responses of the participants in the training program. Summative evaluation forms

collected at the end of the training workshops and more importantly at the end of the

quarter and semester will answer the questions, how well the training was conducted and

what differences did the program make on providing mentors with the training needed to

be effective mentors. The questionnaires that are completed by the mentors will provide

the evidence that will be used to tell me whether there has been a change or increase in

awareness, knowledge, skills, behaviors, understanding, attitudes in mentor's growth,

development, and abilities to effectively handle the responsibilities of mentoring.

Responses will be reviewed, analyzed, and tallied to determine whether intended

outcomes were achieved and will be used to determine if additions or changes to the

training in professional development are needed.

Table 15

Logic Model – Evaluation Plan (Includes All Key Stakeholders Involved)

Formative		Formative & Summative	Summative		
Pre-inputs-Assumptions	Inputs-Activities	Immediate Outcomes-(Outputs)	Immediate Outcomes	Long-term Outcomes	Ultimate (Outcomes)
Qualified Mentors are identified The training is high quality Administration will support the professional development training program Students will demonstrate interest in participating in the mentoring program	3-day Mentor Training will be implemented starting with recruitment of mentors. Applications will be reviewed. Mentors will be screened. Mentors will be selected. Training will be conducted. Mentees will apply, Mentor/mentees will be matched	Mentors will apply-Alumni, community, peer, businesses, nonprofits by forwarding applications and bios. A pool of mentors will be available, information uploaded to the campus system. Screening and selections, invitations to attend 3-day training. Conduct the 3 day PD training program, Collect questionnaire	Mentors were trained. Expanded network of community, alumni, businesses supporting the mentoring program. A change in behaviors, increased awareness, knowledge, skills & understanding about mentoring	Mentors have developed positive attitudes about being better equipped to mentor students, more knowledgeable about the mentoring process, increased understanding about mentee's needs and how to best help them succeed.	Increased knowledge, better attitudes, professional behaviors & communication skills. Mentors are better equipped to develop and sustain a mentoring relationship with their mentee. Mentees are helped with academic and social support systems resulting in college retention.

Table 16

Measurements- Outcomes and Indicators

Outcomes	Indicators
Mentors increase their knowledge of the PD mentoring process, procedures for developing mentoring relationships with mentees	90% or more of mentors in the 3-day questionnaires responses affirmed an increase in knowledge of the process
Mentors increase in communication skills for effective mentoring	90% or more mentors demonstrated understanding of the importance of communication as affirmed on their written questionnaires
Mentors increase awareness of challenges that mentees face	90% or more of mentors indicated increase in awareness of the challenges that mentees face
Mentors increase their understanding about roles and responsibilities of mentoring and the mentoring relationship with mentees	90% or more of mentors indicated increased awareness of their roles & expectations as mentors per their written responses to questionnaires
Mentors increased skills and abilities in helping mentees achieve academic success and remain in college	90% or more mentors indicated the program helped them with skills to better support mentees in academic areas and other support areas to help mentees remain in college

Project Implications

My qualitative case study investigated African American male students' perspectives on their experience in a mentoring program that was intended to improve retention at a historically Black college in the U.S, East. The retention of college students from first year to completion remains a priority for most colleges and universities today, especially historically Black colleges and universities. Such is the case for the HBCU chosen as the study site for this project. African American males continue to experience challenges with remaining in college and continue to languish behind other races and their female counterparts in terms of college completions. This presents a problem for the African American male economically, socially, and professionally. Thus, it is hoped that this body of research and transformational mentoring training in professional development for mentors will improve mentor skills which will result in a positive change in the retention and completion rates of African American male students. In doing so, African American males can be more productive, earn decent wages that will enable them to take care of themselves and family, become positive change agents in their communities and advance in their careers. In addition, studying this problem will continue the conversation not only at the study site, but other HBCUs across the nation will begin to broaden the scope of social change by evaluating their individual environments and make needed additions to resources, support from administration, and provide ongoing professional development and training for mentors who work with college students to help them succeed.

Section 4: Reflections and Conclusions

The purpose of this qualitative case study was to investigate African American male students' perspectives on their experience in a mentoring program that was intended to improve retention at a historically Black college in the U.S. East. The research question that guided the study was:

1. What are African American male students' perspectives on their experience in a mentoring program that was intended to improve retention at a historically Black college located in the U.S. East?

In Section 4, I reflected on the process of conducting this study and drew conclusions specific to the study and creation of the project. Reflections addressed the project's strengths and limitations, as well as recommendations for alternative approaches. Further, this section presented reflections on scholarship, project development, and leadership and change.

Project Strengths and Limitations

Project Strengths

First, the project study deliverables provided specific information outlining a professional development and training program that can be used to enhance current mentoring programming at the study site. The program seeks to train persons committed to mentoring African American male undergraduate students using a Transformational Mentor Training and Development Model that consists of a 3-day Professional Development and Training Program. Those who are recruited and agree to participate in

the training program will include leaders from the business and nonprofit community, area churches, alumni and peers who meet the minimum criteria to serve as peer mentors.

The 3-day Professional Development and Training Program components provide essential information for mentors on the importance of building a good relationship with their mentee through effective communication skills. The study stresses that relationship building between mentor and mentee will encourage mentees to express their concerns or ideas to improve the program. Both mentor and mentee are encouraged to share in understanding the goals and purposes of the mentoring program (Wong & Bautista, 2019). Additionally, the project is concise and can be implemented and presented in a smooth continuous manner with a flow of relevant information from inception to closure. The Professional Development and Training Program (Creswell, 2012).

Lastly, at the conclusion of each day, the project includes an evaluation component that allows for ongoing feedback from participants. The evaluation components were used to determine the effectiveness of the professional development and training in meeting its goals. Both formative and summative evaluations were used.

Project Limitations

The project was limited in that the success of the professional development and training program depends on several factors. First, the project assumed that mentors will be available and willing to volunteer their time, talent, and resources to commit to a 3-day training program and subsequently agree to developing a long-term relationship with their assigned mentee(s). Secondly, the recruitment of qualified and committed mentors requires time, energy and personnel devoted to the mentor

recruitment process (Dickeson, 2010). Administrators should be willing to invest in the recruitment process and consider offering stipends to mentors to ensure that a pool of qualified mentors are accessible (Dickeson, 2010). Mentors that are selected must agree to fulfilling their commitment for one full semester to receive the stipend. In addition to offering mentors an incentive, space and location for the training modules must be considered (Gandhi et al., 2019). Finally, administration may decide to hire an outside consultant to remediate all these concerns and reduce the time that would be required to assign additional duties among staff (Dickeson, 2010; Gandhi et al., 2019).

Recommendations for Alternative Approaches

An alternate approach to the implementation of a professional development and training program for mentors could be a policy recommendation with a Position Paper, which could be done in the form of a white paper. Kolowich (n.d.) described a white paper as "a persuasive, authoritative report on a specific topic that presents a problem and provides a solution." Orday (2018) stated that a white paper "outlines a complex issue and sometimes explores possible solutions." While a white paper could offer solutions to the retention problem, consideration must be given to the cost effectiveness and the feasibility of the solutions that are proffered. Also, consideration should be made for objections and disagreements with the proposed solutions/recommendations that are presented in the white paper.

Scholarship, Project Development, and Leadership and Change

Scholarship

Scholarship involves the search for new knowledge, new information, new

models and discovering ways that new knowledge can be used to solve real world

problems (McNabb & Pawlyshyn, 2014). Scholarship of teaching involves the search for

innovative approaches and best practices to develop skills and disseminate knowledge. It

also involves teaching, advising, mentoring, and learning (McNabb & Pawlyshyn, 2014).

I have been involved in this process of scholarship and learning since I began my

doctoral journey. Scholarship is embedded and developed throughout my research which

has increased my knowledge base on the importance of evidence-based research and the

importance of supporting claims. The process of scholarship has allowed me to gain new

knowledge and information on mentoring program models and programs that can be used

to solve real life problems as well as educational issues such as college retention.

Scholarship involves the integration of knowledge from several sources. A

review of the literature involved the use of several sources such as ERIC, Google

Search, ProQuest Central, Academic Search Complete, etc. The literature review

revealed a plethora of information on retention, a problem that is experienced by HBCUs

nationwide. There was a vast amount of information and studies conducted on the

implementation of mentoring programs as a strategy for addressing the retention

problem; however, little on how and why mentoring programs influence retention of

African American males and minority serving institutions. In addition, the literature

review revealed that mentoring program components were not clearly articulated. I

wanted to learn more about how mentoring program components could be clarified and

used to address the problem. As mentioned by McNabb and Pawlyshyn (2014), Boyer's

four models of scholarship involves the discovery of new information and new models.

In my review of the literature, I discovered several mentoring models that can be used to guide the administration of the mentor training in professional development program that I am proposing. Lastly, I learned the significance of conducting research prior to addressing problems and offering solutions. The literature review was confirming that more research is needed that addresses my research question how and why mentoring programs influence retention of African American males at minority serving institutions. I learned the significance of including a brief review of the literature on mentoring programs from a historical perspective inclusive of mentoring programs for women, Latinos and all who can benefit from these types of programs in university as well as other settings. Scholarship is important as it reveals what information already exist, what studies have tried, what works and what was ineffective.

Project Development

As I studied the problem outlined in my study, the question of which project would best align with and support the problem, the review of the literature, and the data analysis, became clearer. Remaining focused on the research problem helped me to decide which project would address the problem of retention. Based on the review of the literature, I was able to gain a better understanding regarding other mentoring programs and the perceived influence of a mentoring program on the retention of African American male students at a historically Black college located in the eastern region of the United States. The analysis of the data that I collected from student participants at the study site and the documents that were reviewed formed the basis for my selection of a proposed professional development genre for my project and subsequently a mentor training in

development program. The mentor training in professional development program model could be used to affect positive change in student achievement and retention and meet the training needs of volunteer mentors (Guyadeen & Seasons, 2016).

Leadership and Change

So that change can take place, it is important to understand: (a) what is it that you are trying to change, (b) the strategy that will be used to affect the desired change, (c) the people who will be affected by the change, and (d) the need for administrative support to sustain the change. All these components have been infused in the project study. The problem of low retention, a possible solution, a need for cultural sensitivity and awareness of the population that will be affected by the change, and the need for sustainability of the change effort have been addressed. In terms of the project being successful, not only do the mentors need to be trained, but the program will need administrative support and financial resources. Collaboration and support of other departments on campus to include student support services, residential life, financial aid, alumni affairs, and career services will be needed.

As a transformational leader, I recognize that I must first be the change agent to bring about the change. There are five practices of exemplary leadership that will assist me in being an agent of change as outlined in Kouzes and Posner (2003):

1. Modeling the way involves setting the example through daily actions that demonstrate commitment to my beliefs (p. 5).

2. Inspiring a shared vision includes inspiring others to accept the vision as their own (p. 5).

3. Challenging the process leaders know that change involves experimentation and risks, but they approach change with small wins and incremental steps (p. 7).

4. Enabling others to act makes it possible for others to do good works, by not hoarding the power that they have, but giving it away (p. 8).

5. Encouraging the heart is uplifting other's spirits and drawing them forward (p. 9).

These leadership practices will serve as the exemplary transformational leadership framework that will be applicable to any leadership role in higher educational or any other leadership capacity that I may serve in. Further, these leadership principles are embedded in the project study's mentor training in professional development program which seeks to train mentors to be leaders that have a desire to affect positive outcomes in student achievement.

Reflections on the Importance of the Work

The doctoral journey is exactly that, "a journey." When I began the doctoral program about four years ago, I had an idea about the research that I wished to address. It was a few years after my son graduated from an HBCU that I began to reflect on his undergraduate college experience. I believe he received a quality education, yet I wondered if involvement in mentoring could have done even more to help shape his career readiness and level of maturity for the next phase of real-life experiences. I have spent the past several years conducting research on college retention which bought to mind the problems that many of the nation's HBCUs have been facing. I have discovered

that the retention problem is not isolated to any one state, but it is a nationwide concern. This led me to continue my search and as a result, to seek answers for a solution to alleviate the problem. Conducting research challenged my critical thinking skills, organizational skills, and my ability to synthesize information and make sense of it. It became clearer that it is important to be able to provide evidence and citations to support my claims.

I have grown tremendously since I began this program. For example, I have honed my research skills, organizational skills, the ability to establish and meet deadlines, and the importance of pacing, patience, and persevering. It has been said that the doctoral process will test every fiber of your being. I agree. I have learned that it is important to balance doctoral work, family, and other responsibilities as well as the importance of support systems and taking time out to celebrate small victories along the way.

As a practitioner, I have taught on the college level and have experience providing leadership of adult educational programs. I too consider myself a life-long adult learner, always open to learning, new ideas, methods, models, change strategies and ventures. This program has allowed me to examine my leadership skills, abilities, and readiness to be a more effective transformational leader in whatever leadership capacity that I pursue and, also to be the change agent undergirded, prepared and ready to serve and present solutions to the many challenges facing higher education institutions today. I created a professional development project that will hopefully help alleviate the retention problem. Having better trained mentors along with a mentoring

program that was developed based on research, theory, mentoring models, and data analysis can contribute to a more positive outcome in terms of retaining more students from freshman to sophomore year and through graduation.

The results of this study may be used to provide a means by which African American males may be supported as they transition from their freshman to sophomore year and ultimately graduation. The goal of the study is to help institutions of higher learning to minimize retention issues and help students achieve academic success. The results of this study will provide feedback and recommendations to the study site that may help alleviate the problem of low retention by introducing a professional development and training program for mentors of undergraduate college students.

Implications, Applications, and Direction for Future Research

The project has the capacity to positively impact social change on the local as well as the national level. Implementing a model training in professional development for mentors of undergraduate students is designed to guide mentors in the many roles that they will play in transforming the lives of undergraduate students by helping them to reach their educational goals. The program reaches out to the community to not only alumni, but other community leaders such as businesses, non-profits, and clergy from area churches and ministries to become volunteer mentors to participate in solving the retention crisis. In the long run students will benefit by completing their undergraduate education, secure better paying jobs, and become productive members of society. The study site, other historically Black colleges, as well as other institutions of higher learner will remain true to their mission to help students succeed.

The recommendations of this study to develop a model mentor training in professional development program to train mentors of undergraduate college student mentors to be more effective mentors with the aim of increasing freshman to sophomore retention rates is applicable to fulfilling: (a) Tinto's (1993) student involvement model, (b) Tinto's 1997 academic and social integration model, (c) Tinto's (2007, 2016) retention model, (d) student's perspectives on their mentoring experiences, (e) Daloz's (1986) mentoring model (f) adult education theory and principles, and (g) research to create a model of institutional action that provides guidelines and structure for the development of an effective mentor training in professional development program that can be employed at the study site to increase retention rates of its student population. The implications for positive social change are impactful on the local level, particularly for the study site, as well as other HBCUs and colleges struggling with improving retention rates.

Future research is needed to contribute to the body of knowledge by gathering data from a larger group of students and including other HBCUs in the data collection would increase the generalizability of the research outcomes to HBCUs other than the one study site. Additionally, the use of quantitative methods can be employed using surveys to gather information from a variety of HBCUs, including both public and private institutions of higher learning. This study used a qualitative case study approach. Perhaps future research would employ a multiple-site case study method.

Conclusion

My doctoral journey was motivated by a passion to transform the lives of African

American male students from the high school pipeline to prison mentality to a high

school to college graduation reality. Further, that African American male students would

remain in college, succeed academically against all odds, graduate and become

productive members of society (Strayhorn, 2017). The purpose of this qualitative case

study was to investigate African American male students' perspectives on their

experience in a mentoring program that was intended to improve retention at a

historically Black college in the U.S. East. The project that I created provided insight into

the mentoring experiences of African American males as well as a recommended model

for enhancing mentoring programs for application and practice. The study continues the

relevant conversation on resolving the college retention problem.

The study seeks to include a mentor training in professional development

component inclusive of alumni, representatives from the community, businesses, non-

profits, and clergy from churches in the community to serve as volunteer mentors of

undergraduate students. After all, leadership should be everybody's business, especially

those who are concerned about student success and positive social change. The

implications for positive social change are enormous, benefiting the students, institutions,

and society at large. I look forward to opportunities to lead mentorship programs

designed to transform the lives of students. I embrace the chance to be the

transformational leader in higher education, one that will model the way, encourage

others to act, encourage initiative in others, lead from the heart and to be an agent of

positive social change.

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 Eye on Education.

Appendix A: Transformational Mentor Training in Professional Development Program

Three-Day Professional Development Program for Mentors

Module 1

Day 1- Session 1

8:00 - 8:30 a.m. - Registration & Continental Breakfast

Introduction Slide:

"Continuous personal and professional development is your key to the future." - Brian Tracy

"Personal growth and professional development require mostly being treated like an adult, which is pretty much the opposite of what happens in most workplaces. People need to be able to make decisions. To do that effectively, they need information and training in how to use it." - Jeffrey Pfeffer

Slide 1 (Title Slide): Welcome to all mentors and administrators to the three-day training sessions. Review of the agenda for the day. Slide of Agenda for Day l Explain that although administrators, staff, or faculty may be present today, they will participate in the morning session.

8:35 -8:45 a.m.

Slide 2: Creating Norms and Expectations for our Professional Development Experience

Norms are the standards that are set for acceptable behavior during the training sessions. For example, the use of cell phones during the training sessions is not allowed, allow whoever is speaking to complete their message before asking a question, throughout the three-day training, place all questions to the presenter on the white paper on the wall designated as "parking lot". Participants may leave the room and return quietly for restroom use as needed. Norms will be posted on chart paper and placed on the walls.

Slide 3: Objectives for the three-day Professional Development Sessions

At the conclusion of this Professional Development Training Program, participants will be able to:
❖ Define the roles, skills, characteristics, expectations and needs of mentors

❖• Determine effective communication & leadership skills necessary for effective mentoring ❖ Understand the needs of mentors including support from administration/leadership/campus   collaborations

❖ Be familiar with strategies for building trust and relationship bonding between mentor and mentee

❖ Increase awareness of the experiences, needs, and trends affecting African American males- by getting to know the mentee

❖ Be familiar with mentoring models

❖• Practice mentoring behaviors that influence the mentoring model

❖• Model mentoring expectations- Explain what happens during a typical mentoring session

❖• Strategies for Recruitment of Volunteer mentors: Peer, Community, Alumni, Businesses, Non-profits, Clergy

Slide 4: Essential Questions- Day 1

❖ What is a mentor? What a mentor is NOT?

❖ What is the role of a mentor of undergraduate college students?

❖ What are some of the characteristics and skills needed for mentors?

❖ What communications skills are needed of mentors?

❖ How can mentors build a relationship of trust and respect with their mentee?

❖ How can administration support mentors and the mentoring program? Why is campus collaboration between departments important to the program?

❖• What experiences can you share when you've mentored others regardless of setting?

❖• What does the mentor training program wish to achieve?

(Essential questions will be read and asked at the beginning of session 1- but will be answered as we go through the sessions for day 1) (8:45 a.m. 9:00 a.m.)

Slide 5: What are the roles of Mentors?

(9:00 a.m. - 9:20 a.m.)

Networking and Getting to Know You Session – Icebreaker Activity: Introductions to help participants to know each other and become involved in the session and to provide an experience that is similar to the first meeting with their mentees. To introduce the idea of "roles"

➢ Materials Needed: A Handout called "Who I Am" and Name tags for participants

Steps:

1. Participants will be advised to introduce themselves to one another. At a round table, participants will be assigned into pairs with persons they do not know. The handout called Who I Am will be distributed to each participant. There are nine

statements to comment on. They will engage one another in conversation introducing themselves to learn about one another.

2. Each person will introduce his/her partner to the whole group. Each person will be allowed 1 minute to introduce his/her partner.
3. I will then ask for feedback by asking questions:

🔸 How did it feel to reveal things about yourselves to a stranger?

🔸 What did your partner do or say to help you feel more comfortable opening up?

Note: The exercise should help participants to begin to think about the first steps in beginning a new relationship with their mentees.

Defining What is Meant by Mentor?

❖ Let's begin by defining what is meant by Mentor. Allow participants to share their views on what is a mentor. List them on the chart paper on the wall.

❖ **Possible Answers:**

❖ Coach- Discuss what is meant by a coach?

❖ Resource Provider- What types of resources can a student receive?

❖ Facilitator of Learning- Provides help with assignments, tutoring

❖• Advisor- Serve as advisor on academic matters, may provide information on jobs/careers

❖ Guide- Provide guidance on where to seek assistance with campus concerns

•• Transformational Leader- Discuss qualities of transformational leadership

❖ Coach- empowers students by helping them with decision skills, provide support and encouragement, and confidence and life skills building

❖ Resource Provide- provides guidance and directs students to needed referrals and resources

❖ Facilitator of Learning- develops, plans, and delivers professional development that addresses models for learning and mentoring

❖• Disseminator of information

❖• Advisor- provides the information and knowledge that students seek regarding academic, career, social, or financial matters related to the college setting

❖ Guide- provides leadership by assisting students in choosing a course of action or direction regarding college related decisions

❖ Provider of Support, Care and Serve as an Empathetic Listener, Sense of Family

❖• Helps to open doors for mentee that otherwise would not be opened, speaks positively about mentee's abilities and accomplishments, pushes mentee forward, presents opportunities, helps remove obstacles when able, presents alternative solutions

Note: I will provide definitions of mentor from the literature. I will provide a list of characteristics, skills, roles, and expectations of mentors as a part of the power point presentation.

Discussion: Similarities and differences between my answers and those of the group.

(9:20 a.m. - 9:45 a.m.)

Slide 6: What is a Mentor? What a Mentor is NOT?
(9:45 a.m. - 10:15 a.m.)

Distribute a cop y of the handout that outlines some of the roles associated with being a mentor and roles not associated with mentoring. Review the handout with the participants. Allow participants to reflect on the responses from the handout.

(Break- 10:15 a.m.-
10:20 a.m.) Quick Review:

Ask participants to share what they have learned thus far.

(10:20 - 10:30 a.m.)

Role Playing Exercise: (To demonstrate knowledge of appropriate roles of mentors)

Note: Participants will be asked to get into teams of 3 or 4, in circle or table format depending on the size of the group. Each group will be assigned a case scenario that will ask them to demonstrate how they would respond to their mentee.

(10:30 a.m. - 1 l: 00 a.m.)

Slide 7: Needs of Mentors

Administrator support is needed in order to successfully sustain the mentoring program and must:

- ✤ Be visible during the professional development program for mentors
- ❖ Support the purpose of the mentor training to influence student achievement and success
- ✤ Support strong relationships between mentors and mentees
- ✤ Support advocating for resources, time, and space to conduct professional development for mentors

Assumption: Administrators are present in the session.

Slide 8:
(11 a.m. - 11:30 a.m.) Supporting the Needs of Mentors: What will work?

During this time, representatives from administration, student support services, student affairs, financial aid, career services, and residence halls will be asked to give a 5-minute briefing on their department/division functions to inform mentors about campus operations, building locations and how they may assist them and their mentee.

❖ Communication - (Weekly feedback through meetings and/or electronically)

❖ Confidentiality Agreements (conversations about mentors/mentees)

❖ Clear expectations about mentor roles, duties during mentoring sessions

❖ Provide support for ongoing mentor training

❖ Campus Collaborations

Resource Guide: Aguilar, E. (2014). 10 ways for administrators to support coaches. Retrieved

From http?//blogs.edweek.org/teachers/coaching/teachers/2013/10/10 ways.for.administrators.to.html

Note: I will present each bullet point on how administrators can support mentors and engage them in dialogue for each bullet point. Share their responses on the chart paper on the wall.

Slide 9:
(ll: a.m. - 11:45 a.m.)

Mentors and Administration Working Together

Question for the group-

❖ We've discussed ways that administration can support the mentor training program. How can we work together as a team, mentors supporting the partnership?

Steps：

l. Each mentor will be given a card and write down their responses to the question.
2. Mentors will gather in teams in a roundtable or circle format of 3 or 4 and share their responses
3. Each team will select one person to share responses from their team
4. Responses will be shared on chart paper

Slide 10:
(ll:45 a.m. - 12:00 noon)

Share and Wrap up of Morning Session
❖ Participants will be asked to share three things that they learned, and two things they will do differently as a result of what they learned.

Lunch
        (12:00 - l: 15 p.m.)

        Slide 11: Day 1- Session 2

        Effective Mentor Communication Skills
                ❖• The importance of effective communication skills
        ❖   Examining Verbal, Listening, and Non-verbal Language Skills
                ❖• Written communique'
        ❖ Communication skills appropriate for mentors of adult learners
Essential Questions:

        Why is communication important?
                ❖ Why is it important to have good verbal skills?
                ❖ Why is it important to have good listening skills?
        ❖• Non-verbal communication including body language sometimes does not match
                verbal communication. Explain and demonstrate.
                        ❖ Why is it important to know how to communicate with adult learners?
        ❖ Written communication includes handwritten, typed, and messages sent via text,
                and social media. Why is it important to communicate with your mentee in a
                professional manner?

        Note: I will explain what is meant by communication. I will explain the
difference between verbal, listening, and non-verbal communication. I will explain what
is meant by adult learner.
(1:00 p.m.)

Role Playing Exercise:
        Participants will be asked to partner with one other participant for a role playing
exercise. Each group will be given a scenario that they will demonstrate and act out a
situation depicting ineffective verbal and non-verbal communication between a mentor
and mentee, or a situation that depicts appropriate verbal and non-verbal communication
skills. Participants will respond to scenarios that demonstrate inappropriate and
appropriate verbal communications between mentor and mentee. Each group will share
their responses and skits. Responses will be shared on the chart paper,   (1:45
p.m.-2:10 p.m.)

Slide 12 - 14: Day 1- Session 3
        (2:10 p.m. - 3:00 p.m.)

A Glance at Mentoring Models
        Note: Participants will be asked to share their knowledge of mentoring models
with the group.

Question:

❖ Is it necessary to follow a mentoring model? Why? or Why Not?

(2:10 p.m. - 2:20 p.m.) - Break

Review of Mentoring Models Slide Presentation

Introduce and discuss each Mentoring Model:

The Daloz Mentoring Model-
Focus on Mentor being held accountable to the Mentee
Mentor challenges the mentee by asking questions to identify mentee's needs
Establish clear agreement contacts with mentee
Open communications stressed
Mentee identifies goals

The Zachary's Four-Phase Mentoring Model

More focused on Mentor Preparation/Mentor readiness and reflection
Negotiating Mentee Agreement Contract
Open dialogue & communications stressed
Celebrate mentee accomplishments
Closure

Group Interactive Discussion:

1. What are some ways that you can implement components of mentor model #1 into your mentoring sessions with your mentee? (Leave the slide up on model #1) Allow participants to engage in discussion.

2. What are some ways that you can implement components of mentor model #2 into your mentoring sessions with your mentee? (Leave the slide up on model #2) Allow participants to engage in discussion. (Use Chart Paper to list participant responses) Suggested Mentoring Model to Implement

Slide 13- Components of Recommended Mentoring Model
(3:00 p.m. - 3:15 p.m.)

Today at a Glance:

- Wrap Up

Note: Place a topic in a group of 3-4 and have each respond to a topic by providing a brief summary about that topic. The topics to be summarized will come from the list of Essential.

Questions for Day 1. Have a representative from each group to present their summary.

Review of the Essential Questions for Day 1
- What is a mentor? What a mentor is NOT?
- What is the role of a mentor of undergraduate college students?
- What are some the characteristics, skills needed for mentors?
- What communication skills are needed of mentors?
- How can mentors build relationships between mentor/mentee based on trust and respect?
- How can Administrators and Mentors support each other in the Mentoring Program?
- Name components of a mentoring model you believe are useful to the mentoring process.

Closing:
(3:15 p.m. -3:30)

Handouts - Review of Agenda for Day 2 and Day 3

Questions/Survey/Formative Evaluations Distributed and collected
Dismissal

Transformational Mentor Training in Professional Development
Program

Module 2- Day 2

8:30 a.m. - 9:00- Continental Breakfast and Participant Arrival

Welcome Participants Back!

Review the Agenda

Review Class Norms Again

Objectives of Day 2 Sessions

Day 2- Session 1: Do You Know Your Mentee? (9:00 a.m. - 9:45 a.m.)

Slide 14- Purpose of Video and Question/Discussion Session

African American Males: Understanding Your Mentee- How Well Do You Know Your Mentee?

During this module several video clips will be shared along with presentations from peer mentors, volunteer mentors and other invited guest presenters. The first video clip that will be shared is entitled, "African American Male" will provide a look into the life of the African American male in order for mentors of African American male college students to be fully acquainted with some of the struggles and challenges that their mentees may have faced or may encounter in the future, understand them better, and understand how they can help them overcome barriers to achieve their educational goals and dreams.

Video Clip:
https://www.youtube.com/watch?v=1x788WbSjXE – Black Men face economic disadvantages -7:13 min.

After viewing the video clip, the group will discuss the following questions:

l. What information about the African American Male did you receive as a result of viewing the video clip?

2. Based on your experiences and views, is this an accurate perception of the African American male? Why? Or why not?

Video Clip:

Success Strategies for Re-Engineering the African American Male Student/Wes Hall/TEDxCrenshaw

https://www.youtube.com/results?search_query_African+American+Males

Break

(9:45 a.m. - 9:55 a.m.)

How Well Do You Know Your Mentee? (cont'd) Cultural Sensitivity

(10:00 a.m. - 10:45a.m.)

Participants will view part of the video entitled, "The (Mis)Education of Black Boys"- https://www.youtube.com/watch?v=7KyFWKnsnQQ – 1:48:54 min.- The purpose of showing this video to the mentors is for them to gain a better understanding of the African American male experience and how they can help them identify and avoid pitfalls, and ways to overcome potential barriers to success.

Questions and Discussion Session:

1.   According the videos and your experiences, what are some of the ways in which African American Males have been miseducated? How has this impacted the retention rates for African American males?

2.   What educational sessions do you think may be helpful in helping African American males to take a proactive stance to prevent this mid-education from happening to them?

3.   From the videos, identify strategies that you can employ to support your mentee achieve?

Video Clip:

Why Black Male Students Are Failing Academically by Wes Hall - Wes Hall shares insights from his research project that measured the attitudes of young men of color pertaining to education and their future financial well-being.

l. How can the negative perceptions that African American males have about education hinder their progress? Can attitudes and cultural identities affect college decisions?

Getting to Know your Mentee - The Adult Learner

(10:45 a.m. - 11:45 a.m.)

The purpose of this segment is to provide a brief summary about the adult learner, adult learning principles and theory. It is important for mentors to understand how their mentees (adult learner) learn so that they will be better facilitators of learning and model the principles of andragogy and mentoring models when interacting with their mentee in order to be a more effective mentor.

Slide 15 - The Adult Learner & Andragogy Theory

- The Adult Learner
- Principles of Adult Learning
- Adult Learning Theory

Slide 16- Addressing the needs of the Adult Learner- Video Clip

Adult Learning Principles- https://www.youtube.com/watch?v=g9xMRbMH7kw
Discussion: Ask Participants how adult learning principles and theory are relevant to implementing a mentoring model and program for African American male undergraduate students.

Give class opportunity to respond in writing using two of the adult learning principles and 2 components of a mentoring model discussed in class. Collect responses before they depart for lunch break.

Lunch (12:00 - 12:45 p.m.)

Day 2-

Session 2
(12: 50 p.m. - 1:20 p.m.)

African American Males: Getting to Know Your Mentee

Slide 16 - Power Point Presentation with definitions of terms

African American Male College Retention

Causes for Low Retention Among African American Males

First Generation African American Males

Data will be presented on the retention of African American males at HBCUs.

Discussion: Participants will engage in dialogue about what they already know about the retention problem and discuss possible solutions. Participants will share knowledge and experiences working with first-generation college students.

Day 2 - Session 3

Session 3- Transforming the African American Male
Experience
(l p.m. - 2:30 p.m.)

Slide 17 - What is a Barrier?

❖ Something or someone that hinders you from accomplishing your goals and dreams.

l. Participants will be asked to give examples of barriers or obstacles that either made it difficult to accomplish a goal or prevented them from accomplishing a goal.

2. Participants will be asked to share strategies that they used to overcome the obstacle and still accomplish their goal.

African American Males: Removing the Barriers to success.

View Video Clip entitled Providing Solutions for Black Male Achievement/National Summit
https://www.cgcs.org/page 419 - Webinars: National Summit on Educational Excellence and Opportunity for African American Males – Council of the Great City Schools

Video Clip – Time permitting entitled Student mentoring improves retention and graduation
https://www.youtube.com/watch?v=hkfzULo1hPw

Promoting Change:

l. Were any solutions given to promote positive social change for African American males?

Wrap Up Sessions:

Summary: Participants will be asked to provide a summary statement about what they learned from Day 2 sessions and how they plan to utilize the information to strengthen their mentoring skills and interactions with their mentees.

Evaluation/Survey distributed and collected

End of Day 2 - Module 2
2:45 p.m. - 3:00 p.m.

Day 3

Continental Breakfast & Participant Arrivals
(8:30 a.m.-9:00 a.m.)
(9:00 a.m. -10:00 a.m.)

Welcome Back

Review of Agenda

Objectives

Day 3 - Session 1

Mentoring African American Males- Strategies for Change

Essential Question:
- What is a Peer Mentor?
    - What characteristics, skills, and qualifications should a peer mentor possess?
- What are some strategies for recruiting peer mentors?
- Who can become a volunteer mentor?
    Alumni as Mentors
    Business Owners/Professionals as Mentors
    Community Leaders from Non-Profit Organizations as Mentors Clergy as Mentors
- What are some strategies for recruiting community volunteers?

Note: I will present information on these terms. However, participants will be asked to share their views on the above questions in a roundtable discussion.

❖   Recruiting Mentors - Peer Mentors - (Mentor Handbook)

Group Discussion: What happens during a typical mentoring session? What kinds of activities are mentor and mentee engaged in during a mentoring session? How are both mentor and mentee held accountable for setting goals, documenting follow up and accomplishment of goals? What types of services do mentors provide to their mentee? (i.e., academic tutoring, help with problem solving skills, assisting their mentee with making cross campus connections with faculty, divisions, departmental staff, and resources, help with completing homework assignments, listening, demonstrating empathy and care, etc.)

1. What are some of the essential skills, qualifications, and characteristics of a peer mentor?

2. How should Peer Mentors be recruited?

Recruiting Volunteer Mentors, Alumni, Businesses, Non-Profit Organization Leaders, Clergy

Group Discussion:

l. What are some of the essential skills, qualifications, and characteristics of a volunteer mentor from the community, businesses, non- profit organizations, alumni, Clergy?

2. How should volunteer mentors be recruited and when? How and when are mentors matched with mentees?

(10:05 a.m, -. 10:30 a.m.)
Procedures & Forms Used for Recruitment & Mentor/Mentee Matching

Day 3- Session 2

Break 10:35 a.m. 10:40 a.m.

Putting Andragogy and Mentoring Models into Practice
(10:45 a.m. - 11:30 a.m.)

Case Scenarios/Discussions:

l. Using adult education principles, how would you apply adult education principle # 1 to the Daloz Mentoring Model? - Group #1

2. Using adult education principles, how would you apply adult education principle #2 to the Zachary's Four Phase Mentoring Model? - Group #2

Possible Video or Guest Presenter

Lunch (11:45 a.m. -1:00 p.m.)

1 p.m. - 1:20 p.m.
Continuation of discussion on applying Andragogy to the Mentoring Model

1:25 p.m. - 1:50 p.m.

We Are the Change Agents- How Can We Be Part of the Solution to Help African American Males Achieve Their Educational Goals Through Mentoring Programs?
<u>Closing Discussion</u>
How will you use what you learned today to Mentor your Mentee? - (The African American Male undergraduate college student)

Day 3 - Session 3 - Evaluation and Feedback

Comments/Questions/ Closing

Remarks 2:00 p.m. -2:30 p.m.

Evaluation and Completion of Surveys

Wrap Up of PD Sessions

Putting it All Together- Making It Work- Helping Students Achieve

Summary- Components of PD Sessions & Expectations of Mentors; Components of Mentoring

Sessions with Mentees (What takes place during sessions); Feedback & Progress Reporting form

Mentors and Mentees (Handouts)

Distribution of Certificates of Completion to Participants- Questions and Feedback

End of 3-day Professional Development Session

Day 1 Materials

- Power Point Presentation
- Chart Paper
- Markers
- Pens, Paper
- Folders
- Post it Notes
- Note Pads/cards
- Introduction Activity: Ice breaker Handout: Who Am I? List for mentor/ trainees   to follow
  - Handouts on Roles of Mentors/Mentoring Models/Adult Learning
  Principles
  - Case Scenarios/Role Playing Exercises
  - Chalk
  - Lap Top/Projector
  - Easel
  - Flip Chart
  - Evaluation Forms

Day 2 Materials

- Power Point Presentation
- Lap Top/Projector
- Chart Paper
- Markers
- Pens, Paper
- Handouts-Retention Data
- Post it Notes
- Note Pads/cards
- Videos
- Guest Presenters
- Evaluation Forms

Day 3 Materials

- Power Point Presentation
- Lap Top/Projector
- Chart Paper
- Markers
- Pens, Paper
- Post it Notes/Cards
- Videos
- Guests Presenters

➢ Certificates of Completion
➢ Evaluation Forms

Cases

Day 1

Mentoring: What is a Mentor? What a Mentor is NOT

Scenario 1: Mentor's Roles – You have met with your mentee for the first time. He has shared some very personal information with you about his involvement in drinking and smoking marijuana. You have noticed that he is not responded to your text message, calls or email messages. He has stated he is having a problem staying focused on school. What is your role? Diagnostician? Therapist? Counselor? How would you handle this situation?

Scenario 2: Your mentee has not responded to your messages. What is your role?

Effective Communication Skills between Mentor and Mentee

Scenario 1- Your mentee finally responds after one month of not acknowledging your messages. How should you respond?

Role Play – One participant is the mentor, another is the mentee

Mentee's Response – Hello, how are you? I would like to reschedule our next meeting.

Mentor – You did not show up for the first meeting, I waited over 90 minutes for you. You could have at least called me to let me know that you were not coming. You are irresponsible! I can see that you are not going to be a good mentee already! (in an angry tone of voice)

Mentee- Hangs up the phone

Scenario 2-

Role Play

Mentee- Your mentee has arrived on time for his/her first mentoring session and greets you with a smile and a sincere handshake.

Mentor - You exchange handshakes, maintain eye contact, open and relaxed posture, appropriate facial expressions and positive gestures, ask your mentee to be seated and begin to establish a working relationship

Scenario 2-

Role Play

Mentee leaves a voicemail message on your phone agreeing to show for his/her first meeting with you, but he/she turns out to be a No Show!

Mentor- Calls the mentee and leaves a message-
"What happened to you? Find another mentor!!"

Day 2 - Scenarios

Adult Learning Principle #1- Adults learn best when they are involved in planning. Diagnosing, implementing and evaluating their own learning.

Mentor's Role – Active Partner

Adult Learning Principle #2- Life's reservoir of experience of others add enrichment to the learning process,

Mentor Role – Help mentee reach goals

Adult Learning Principle #3- Adult learners have an inherent need for immediacy of application of learning

Mentor Role – Provide multiple and varied venues and opportunities

Mentoring Models Discussion

Mentoring Model #1- The Daloz mentoring model

Mentoring Model#2- Zachary's four phase model

Written Job Description for Mentors of Undergraduate College Students

POSITION: Mentor
REPORTS To: Director of Mentor Program and Development
JOB GOAL: To improve the quality of mentoring services offered to
                      Undergraduate students.

MINIMUM OUALIFICATIONS:

1. Possess a desire to help college students achieve academic success
2. Effective communication skills to include listening, verbal, and written
3. Ability to provide support to help students to complete various class and homework
4. Serve as a guide making referrals to resources, departments, and personnel on campus
5. Possess strong leadership skills and ability to help students to problem solve
6. Prior mentoring experience helpful
7. Peer Mentors must demonstrate leadership, academic excellence and maintain a 2.8 GPA

KNOWLEDGE SKILLS AND ABILITIES (TBD)

Mentor Training Form

What Do I Bring to the Table?

Name

Name three skills you currently have that you feel are helpful?

List personal characteristics and Qualities you possess that will help you in your role as mentor

How do you define mentoring?

List 2-3 things you wish to learn about mentoring

Why are you interested in mentoring college students & African American males?

What influence do you wish to have on your mentee?

Module Training Form-Summative Evaluation

Reflections

List two or three things you learned during this series of mentor training in professional development. Explain how what you learned will help you in your role as a mentor.

1.

2.

3.

What other skills are you interested in learning that will help you to be a better mentor?

Module Training Form — Personal Reflection Plan

Steps to be Taken   Approaches

Initiate the Mentoring

Maintaining positive
mentoring relationship &
communications

Evaluating the effectiveness of
my mentoring

Mentor Evaluation- Formative Evaluation

Name_____   Date _____

1. What did you find to be the most useful part of this workshop? Why?

2. What did you find to be least useful? Why?

3. What are your suggestions for improving the session?

4. What should have been included in this session that you would like to know more about?

5. How would you rate this session?

	Poor	Average	Excellent
Training Room	1	2	3
Training Content	1	2	3
Training Activities	1	2	3
Training Materials	1	2	3
Training Videos	1	2	3
Training Speakers	1	2	3
Trainer Presentation	1	2	3

Mentor Training Quarterly Evaluation

Mentoring Program Evaluations - 2019

Name

Mentor Training Elements

1. Goals and objectives were clearly defined.

2. The mission and vision were clearly stated.

3. The program is designed to help mentors establish relationships with mentees.

4. The program is designed to encourage mentors to care about their mentee's academic success

5. Communication skills building is stressed in order to allow mentors to learn and practice effective skills and strategies to communicate and bond with mentees.

6. Communication and sharing of ideas among mentors are encouraged throughout the training.

7. Do you see yourself and other mentors as good role models for mentees in this program?

8. The training was well organized, and components were relevant and useful.

9. Was the trainer knowledgeable and helpful?

10. Is support provided to mentors as needed?

11. Professional Development is frequent? -How often is PD needed?

Power Point Presentation

WELCOME

▶ **WELCOME!!!**

▶ TO THE TRANSFORMATIONAL MENTOR TRAINING IN PROFESSIONAL DEVELOPMENT PROGRAM FOR VOLUNTEER MENTORS OF COLLEGE STUDENTS

▶ ALUMNI MENTORS

▶ COMMUNITY PARTNERS

▶ BUSINESS AND NON-PROFIT ORGANIZATIONS

▶ CLERGY WOMEN AND MEN

▶ ADMINISTRATORS

TRANSFORMATIONAL MENTOR TRAINING IN PROFESSIONAL DEVELOPMENT PROGRAM

▶ INTRODUCTION

"The purpose of staff development is not just to implement isolated instructional innovations; it's central purpose is to build strong collaborative work cultures that will develop the long-term capacity for change." ~Michael Fullan (2011)

"Continuous personal and professional development is your key to the future." ~Brian Tracy

"Personal growth and professional development require mostly being treated like an adult, which is pretty much the opposite of what happens in most workplaces. People need to be able to make decisions. To do that effectively, they need information and training in how to use it". ~Jeffrey Pfeffer

TRANSFORMATIONAL MENTOR TRAINING IN PROFESSIONAL DEVELOPMENT PROGRAM

▶ CREATING NORMS AND EXPECTATIONS FOR PROFESSIONAL DEVELOPMENT TRAINING SESSIONS

▶ OBJECTIVES

▶ USE THE PARKING LOT CHART PAPER FOR QUESTIONS

▶ INTERACTIVE – PARTICIPATION IS ENCOURAGED

▶ REST ROOM BREAKS/LUNCH BREAKS

▶ NO CELL PHONES IN USE WHILE IN THE CLASSROOM SETTING

TRANSFORMATIONAL MENTOR TRAINING IN PROFESSIONAL DEVELOPMENT PROGRAM

▶ OBJECTIVES FOR THE 3DAY TRAINING PROGRAM

▶ Define the Roles, Characteristics, Expectations, and Needs of Mentors
▶ Determine Effective Communication Skills needed to be effective mentors
▶ Administrative Support for Mentors
▶ The Role of Collaboration
▶ Strategies for Trust Building between Mentors/Mentees
▶ Getting to know your Mentee
▶ Mentor Models

TRANSFORMATIONAL MENTOR TRAINING IN PROFESSIONAL DEVELOPMENT PROGRAM

▶ **MODULE 1 – DAY 1**

▶ **SESSION 1 – ESSENTIAL QUESTION What is a Mentor? What a Mentor is NOT?**

❖ What is the role of a mentor of undergraduate college students?

❖ What are some characteristics, skills and competencies needed of mentors?

❖ What communication skills are needed to be effective mentors?

❖ How can mentors build trust and respect with their mentees?

❖ How can administrators support mentors and the mentoring program?

❖ What experiences can you share when you mentored others?

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▶ WHAT IS A MENTOR?

▶ WHAT A MENTOR IS NOT

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▶ WHAT ARE SOME OF THE ROLES THAT
▶ MENTORS PLAY?

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▶ NEEDS OF MENTORS

▶ ADMINISTRATIVE SUPPORT FOR MENTORS AND MENTORING PROGRAMS

TRANSFORMATIONAL MENTOR TRAINING IN PROFESSIONAL DEVELOPMENT PROGRAM

▶ SUPPORTING THE NEEDS OF MENTORS: WHAT WORKS

  ▶ 10 Ways for Administrators to Support Mentors

- Clarify and Agree on What information is Confidential and what is shared among Mentors and Administrators about mentees.

- Establish Communication Structures

- Co-create Agendas for Meetings

- Align on a Mentoring Model

- Mentors Expectations – How often to meet with mentees, what is discussed between mentees and mentors

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▶ Learn from each other

▶ Support your Mentors professional growth & development

▶ Offer Leadership Guidance

▶ Appreciate and Celebrate Your Mentors

TRANSFORMATIONAL MENTOR TRAINING IN PROFESSIONAL DEVELOPMENT PROGRAM

▶ MODULE 1 – DAY 1

▶ SESSION 2- EFFECTIVE COMMUNICATION SKILLS

▶ The Importance of effective communication skills

▶ Examining Verbal, Listening and Non-verbal skills

▶ Written communications

▶ Communicating through electronic methods

▶ Mentors of adult learners

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▶ THE ESSENTIAL QUESTIONS

❖ Why is it important for mentors to have good communication skills?

❖ What are good listening skills?

❖ Does your non-verbal communication match your verbal communication?

❖ Electronic Communications- Email, Text, Social Media

TRANSFORMATIONAL MENTOR TRAINING IN PROFESSIONAL DEVELOPMENT PROGRAM

▶ MODULE 1 – DAY 1

▶ SESSION 3

▶ A GLANCE AT MENTORING MODELS

▶ Is it necessary to follow a mentoring model? Why or Why Not?

TRANSFORMATIONAL MENTOR TRAINING IN PROFESSIONAL DEVELOPMENT PROGRAM

▶ THE DALOZ MENTORING MODEL

▶ Focus on Mentor being held accountable to the Mentee

▶ Mentor challenges the mentee by asking questions to identify mentee's needs

▶ Establish clear agreement contracts with mentee

▶ Open communications stressed

▶ Mentee identifies goals

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ZACHARY'S FOUR-PHASE MENTORING MODEL

❖ More focused on Mentor Preparation/Mentor Readiness and Reflection

❖ Negotiating Mentee Agreement Contracts

❖ Open Dialogue & Communications stressed

❖ Celebrate Mentee Accomplishments

❖ Closure

TRANSFORMATIONAL MENTOR TRAINING IN PROFESSIONAL DEVELOPMENT PROGRAM

▶ GROUP INTERACTIVE DISCUSSION

▶ EXAMINING BOTH MENTORING MODELS

▶ INTEGRATING ELEMENTS OF BOTH MODELS

TRANSFORMATIONAL MENTOR TRAINING IN PROFESSIONAL DEVELOPMENT PROGRAM

▶ MODULE 1 – DAY 1 AT A GLANCE

▶ WRAP UP

Review of the Essential Questions for Day 1

❖ What is a mentor? What a mentor is NOT

❖ What are the roles of a mentor

❖ What are some key skills and competencies of effective mentors?

TRANSFORMATIONAL MENTOR TRAINING IN PROFESSIONAL DEVELOPMENT PROGRAM

▶ WRAP UP SESSION (Cont'd)

❖ Describe effective communication skills needed to be effective mentors.

❖ Describe ways that mentors can build trust and respect with mentees.

❖ How can Administrators and mentors support each other in the mentoring program?

❖ Describe components of a mentoring model that can be useful to implementation of the mentoring process.

TRANSFORMATIONAL MENTOR TRAINING IN PROFESSIONAL DEVELOPMENT PROGRAM

▶ DAY 1

▶ CLOSING

▶ EVALUATION FORMS COMPLETED & COLLECTED

▶ REVIEW OF DAY 2 AGENDA

TRANSFORMATIONAL MENTOR TRAINING AND PROFESSIONAL DEVELOPMENT PROGRAM

▶ MODULE 2 – DAY 2

▶ Review of Class Norms

▶ Review of Agenda

▶ Review of Objectives for Day 2

TRANSFORMATIONALMENTOR TRAINING IN PROFESSIONAL DEVELOPMENT PROGRAM

▶ DAY 2 – GETTING TO KNOW YOUR MENTEE

▶ SESSION 1

❖ How well do you know your mentee?

❖ African American Male Undergraduate Students: Understanding Your Mentee

❖ The African American Male Experience

❖ As an Adult Learner

❖ First-Generation College Student

TRANSFORMATIONAL MENTOR TRAINING AND PROFESSIONAL DEVELOPMENT PROGRAM

VIDEO CLIPS- GETTING TO KNOW YOUR MENTEE

▶ CULTURAL SENSITIVITY

▶ UNDERSTANDING THE BLACK MALE EXPERIENCE

▶ https://www.youtube.com/watch?v=1x788WbSjXE - Title: "Black Men face economic disadvantages" 7:13 min.

▶ Group Discussion

▶ 1. What information about the African American Male did you receive as a result of viewing this video clip?

▶ 2. Based on your views, is this an accurate perception or portrayal of the African American male? Why? Or Why not?

▶ 3. How is this information relevant to you as a mentor of African American males?

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▶ VIDEO CLIP

▶ Title: "The (Mis)Education of Black Boys".

▶ https://www.youtube.com/watch?v=7KyFWKnsnQQ

▶ 1:48:54 min.

▶ The purpose of showing this video to mentors is for them to gain a better understanding of the African American male experience and how they can help them identify and avoid pitfalls, and ways to overcome potential barriers to success.

TRANSFORMATIONAL MENTOR TRAINING PROFESSIONAL DEVELOPMENT PROGRAM

▶ DISCUSSION QUESTIONS

▶ 1. According to your experiences, what are some of the ways in which African American Males have been miseducated? How has this impacted retention rates for African American males?

▶ 2. From the video, identify strategies that you can employ to support your mentee to achieve.

▶ Video Clip

▶ Title: "Why Black Male Students Are Failing Academically by Wes Hall- 5 min.

▶ Wes Hall shares insights from his research project that measured the attitudes of young men of color pertaining to education and their future financial well-being.

▶ 1. How can the negative perceptions that African American males have about education hinder their progress. Can attitude and cultural identities affect college decisions?

TRANSFORMATIONAL MENTOR TRAINING AND PROFESSIONAL DEVELOPMENT PROGRAM

▶ GETTING TO KNOW YOUR MENTEE: THE ADULT LEARNER

▶ The Adult Learner

▶ Principles of Adult Learning

▶ Adult Learning Theory

▶ Video Clip

▶ Title: Adult Learning Principles-
https://www.youtube.com/watch?v=g9xMRbMH7kw

▶ Adult Learning Principles will be displayed on posters on the classrooms walls for participants to see in addition to explanations provided by the video clip

TRANSFORMATIONAL MENTOR TRAINING IN PROFESSIONAL DEVELOPMENT PROGRAM

▶ DISCUSSION

▶ Ask participants to discuss how adult learning principles are related to implementing a mentoring model and program for African American male undergraduate students.

▶ Give class a chance to respond in writing using two of the adult learning principles and two components of a mentoring model discussed in class.

TRANSFORMATIONAL MENTOR TRAINING AND PROFESSIONAL DEVELOPMENT PROGRAM

DAY 2- SESSION 2

DEFINITION OF TERMS

- ▶ AFRICAN AMERICAN MALE STUDENT RETENTION
  - ▶ CAUSES FOR LOW RETENTION
  - ▶ FIRST GENERATION COLLEGE STUDENTS
    - ▶ BARRIERS TO SUCCESS
      - ▶ VIDEO CLIP
- ▶ TITLE: STUDENT MENTORING IMPROVES RETENTION AND GRADUATION
  - ▶ https://www.youtube.com/watch?v=hkfzULo1hPw

TRANSFORMATIONAL MENTOR TRAINING AND DEVELOPMENT PROGRAM

- ▶ DAY 2- SESSION 3
- ▶ REMOVING BARRIERS TO SUCCESS
  - ▶ VIDEO CLIPS
- ▶ TITLE: PROVIDING SOLUTIONS FOR BLACK MALE ACHIEVEMENT/NATIONAL SUMMIT ON EDUCATIONAL EXCELLENCE AND OPPORTUNITY FOR AFRICAN AMERICAN MALES
  - ▶ https://www.cgcs.org/page419
- ▶ TITLE: SUCCESS STRATEGIES FOR RE-ENGINERING THE AFRICAN AMERICAN MALE by Wes Hall
  - ▶ https://www.youtube.com/results?research query-African+American+Malesstudent/Wes/Hall/TEDxCrenshaw
    - ▶ GROUP DISCUSSION
- ▶ 1. Were any solutions given to promote positive social change for African American males?

TRANSFORMATIONAL MENTOR TRAINING AND PROFESSIONAL DEVELOPMENT

▶ WRAP US SESSION:

▶ SUMMARY:

Participants are asked to provide a summary statement about what they learned from Day 2 and how they plan to use the information to strengthen their mentoring skills and interactions with their mentees.

EVALUATIONS DISTRIBUTED AND COLLECTED

TRANSFORMATIONAL MENTOR TRAINING AND PROFESSIONAL DEVELOPMENT PROGRAM

▶ DAY 3- SESSION 1

▶ STRATEGIES FOR CHANGE

▶ RECRUITING VOLUNTEER MENTORS

❖ ALUMNI AS MENTORS

❖ BUSINESS OWNERS

❖ NON PROFIT ORGANIZATIONS

❖ COMMUNITY LEADERS

❖ CLERGY

TRANSFORMATIONAL MENTOR TRAINING IN PROFESSIONAL DEVELOPMENT PROGRAM

▶ GROUP DISCUSSION

▶ 1. What are some of the essential skills, qualifications, and characteristics of a peer mentor?

▶ 2. What are some of the essential skills, qualifications, and characteristics of a volunteer mentor from the community, business, alumni, and clergy community?

▶ 3. What are some recruitment methods that can be used to attract and increase the number of volunteer mentors?

TRANSFORMATIONAL MENTOR TRAINING IN PROFESSIONAL DEVELOPMENT PROGRAM

DAY 3 – SESSION 2

PUTTING ANDRAGOGY AND MENTORING MODELS INTO PRACTICE

1. USING ADULT EDUCATION PRINCIPLES, HOW WOULD YOU APPLY ADULT EDUCATION PRINCIPLE #1 TO ZACHARY'S FOUR PHASE MENTORING MODEL- GROUP#1

2. USING ADULT EDUCATION PRINCIPLES, HOW WOULD YOU APPLY ADULT EDUCATION PRINCIPLE 32 TO ZACHARY'S FOUR PHASE MENTORING MODEL- GROUP#2

TRANSFORMATIONAL MENTOR TRAINING IN PROFESSIONAL DEVELOPMENT PROGRAM

▶ GUEST PRESENTERS

▶ DIRECTOR OF CAMPUS MENTORING PROGRAMS
▶ GUEST MENTORS – PEER, ALUMNI AND CLERGY
▶ HOW CAN WE BE THE CHANGE AGENTS TO HELP STUDENTS SUCCEED?

TRANSFORMATIONAL MENTOR TRAINING IN PROFESSIONAL DEVELOPMENT PROGRAM

▶ CLOSING RECEPTION
▶ PRESENTATION OF CERTIFICATES OF COMPLETION OF THE MENTOR TRAINING PROGRAM
▶ EVALUATIONS DISTRIBUTED AND COLLECTED
▶ CLOSING REMARKS AND WRAP UP

TRANSFORMATIONAL MENTOR TRAINING IN PROFESSIONAL DEVELOPMENT HANDBOOK

A MENTORING GUIDE

FOR MENTORS OF UNDERGRADUATE COLLEGE STUDENTS

A MENTORING GUIDE

FOR MENTORS

OF

UNDERGRADUATE COLLEGE

STUDENTS

Designed to Facilitate Improvement in Freshman to Sophomore Retention in College

Table of Contents

Mentoring Defined

Historically, mentoring has been around for some time and has its roots in ancient writings, literature, and biblical writings. In the Odyssey written by Homer, a Greek poet, Odysseus was preparing to fight the Trojan War when he realized he would be leaving behind his only son and heir, Telemachus (Dzickowski, 2013). Since he realized that he would be gone for some time, he entrusted Telemachus' care and education to Mentor, his wise and trusted friend (Dzickowski, 2013). The advice that Mentor gave his son saved his life, thus a father-like relationship development between Mentor and the young boy setting the standard for characterizing future relationships between mentor and mentees (Dzickowski, 2013). As a mentor, you too will have an opportunity to share wisdom and knowledge, develop a relationship, and serve as a guide, advisor, coach, and have a positive influence on the extent of the mentoring your mentees will receive. More recently, conceptualizations define mentoring as interpersonal relationships in which a relatively experienced or skilled person (mentor) puts forth intentional effort to guide, support, and counsel a less experienced/skilled person (mentee) (Haggard, Dougherty, Turban, & Wilbanks, 2011). Mentoring is a process in which more experienced persons who have been where the mentee is trying to go and are regarded as persons who prepare persons for the next level in their careers, educational pursuits, jobs, of whatever they are trying to accomplish, the mentor's job is to help facilitate it. There are several types of mentoring. Typically, mentoring can be either formal or informal. Informal mentoring can happen within the context of supervisor/subordinate relationships or peer to peer relationships whereby a person that

is regarded as more knowledgeable or experienced provides advice, expertise, and other resources to the person seeking advice. On the other hand, a more structured or formal mentoring relationship is intentional, whereas both mentor and mentee agree to a formal program designed to create effective mentoring relationships, both agree to form a partnership, establish and set goals, and make agreements about time, commitment, confidentiality, and what the mentoring is seeking to accomplish. The goal of the mentoring program is to offer support, encouragement, inspiration, guidance, advice, and academic support/assistance to help mentees succeed in their educational endeavors and remain in college (Zachary, 2000).

How Do I Become a Mentor?

If you are interested in becoming a mentor or have been approached by someone and asked to be their mentor, there are several questions that you should reflect on prior to making a commitment to forming a mentor/mentee relationship such as:

What are the time commitments required of me?

➢ Do I really have the time to commit to a mentoring relationship?

➢ What are the expectations, duties, and responsibilities involved in the mentoring relationship?

➢ What knowledge, expertise, skills, and experiences would I bring to the table to share with my mentee? Are my experiences and knowledge base a good match?

➢ What are my own expectations of the mentoring relationship?

➢ How long is the commitment expected to last? Explain the parameters and length.

➢ Do I really have a passion and desire to help students succeed and achieve their educational goals?

After you have reflected on the above questions, should you decide to become a mentor, the next step is to complete a mentor profile, biographical sketch listing your educational and career accomplishments, skills, expertise, and talents along with an application. You should also list your contact information, and the date you will be available to begin. Indicate whether you are accessible via Skype, email, text, phone, and face to face contact. Your profile and bio will be accessible to both potential mentees and faculty for review.

Essential Mentoring Skills and Abilities

Mentors tend to have certain essential skills that are beneficial to a productive relationship between mentor and mentee. The essential mentoring skills include the following:

➢ Active Listening Skills

➢ Ability to Build Trust

➢ Goal Setting

➢ Encouraging & Inspiring

1. Active and Intentional Listening

Active listening creates a positive environment that permits open communication and allows you as the mentor to hear what your mentee is saying more clearly to determine your mentee's needs. You can accomplish this by:

- ✓ Demonstrating interest in what your mentee is saying by reflecting on what he/she said to show that you have heard them accurately and that you have understood what they said. Do not try to put your words in their mouth.

- ✓ Making eye contact that shows that you are paying attention to what they are saying and giving them you undivided attention.

- ✓ Writing down important points that he/she has made for further discussion Eliminating background noise and interruptions when talking by phone. Answering emails or texts within 24 to 48 hours and responding to questions promptly.

2. How to Build Trust

Trust is built by following through on what you promised you would do, answering questions candidly, honestly, and promptly, by keeping all information confidential as the two of you have agreed, and showing interest and support.

3. Goal Setting and Progress Reporting

Role Modeling- Share your career and educational experiences with your mentee. Share how you were able to accomplish your goals and how you were able to overcome challenges and obstacles.

- ✓ Help your mentee to identify his/her educational and career goals. List them and establish progress report dates on goals and timeframes.

Help your mentee by being a facilitator of learning helping him/her to achieve.

Assist your mentee with finding resources to include information on various campus department/divisions., building locations, names of campus leaders, and other tools and persons with expertise in the areas of their interests and needs.

Impart your knowledge and skills by providing information on various subjects of interest that will benefit your mentee by providing examples, explanations and demonstrating processes and procedures.
- ✓ Explain what actions you took in your career and how you progressed.

4. Encouraging and Inspiring
- ✓ Focus on providing clear standards.
- ✓ Always expect the best.
- ✓ Be positive. Catch your mentee doing something right.

- ✓ Pay attention without interrupting
- ✓ Be a Friend/Care
- ✓ Personalize Recognition
- ✓ Use a creative mix of rewards
- ✓ Create a Spirit of Community
- ✓ Provide Social Support
- ✓ Set the Example

As stated in the reference below on Encouraging & Inspiring (Kouzes and Posner, 2003)

Focusing on Clear Standards:

According to Kouzes and Posner (2003, pp. 79-86) it is better that people set their own goals; people feel best about themselves and what they do when they voluntarily do something. People also need to know if they are making progress. Receiving feedback about progress made is important for motivation to continue and mentee to decipher what help is needed from others in order to achieve their academic goals.

Be Positive:

Focus on what your mentee does right, keep a smile on his/her face. Only point out a couple of things at a time that they can improve on.

➤ Give Praise regularly

➤ Focus on the positive- what they do right

➤ Encourage more often

➤ Believe in them

Be a Friend

➤ Set realistic boundaries

➤ Be friendly but establish professional boundaries

➤ Demonstrate trust in other by being open to sharing information about your jobs, careers, businesses, dreams, and challenges

Personalize Recognition:

➤ Recognize mentees' progress by taking time to personalize it by personalized thank you cards, publicly through special awards ceremonies and mentee group gatherings

Create a Spirit of Community:

➤ Individual recognition increases sense of worth and it improves performance. Public celebrations have this effect and more; every public gathering of a group is a chance to renew commitment (Kouzes & Posner, 2003, p. 89).

Provide Social Support:

➢ Ceremonies and celebrations are opportunities to build healthier groups to enable members of the organization to know and care about each other (Kouzes & Posner, 2003, p. 90).

Set the Example:

➤ Promote an ethos of care by not only appreciating their efforts but also being visible in the life of the campus, listening, strolling through the campus, cafeteria, library, etc. (Kouzes & Posner, pp. 91-92).

Encourage the Heart:

➤ Establish clear expectations, standards, goals, and boundaries

➤ Provide feedback on progress in meeting goals

➤ Offer encouragement, respond to his/her frustrations and challenges with words of support, understanding, and praise

➢ Remain positive

➤ Talk with him/her about people and events that have inspired and motivated you

➤ Introduce him/her to contacts and colleagues who can be additional useful contact or inspiring role models to offer support (Kouzes & Posner, pp. 90-91)

Stages of Formal Mentoring Relationships

Mentoring relationships progress through stages. Your formal mentoring relationship will likely reflect four developmental stages with each stage forming a part of the next:

I. Building the Relationship

Il. Exchanging information and Setting Goals

Ill. Working Towards Goals/Deepening the Engagement

IV. Ending the Formal Mentoring Relationship and Planning for the future

Stages I and 11 unfold during the first three to four months of the relationship. Working towards goals continues throughout the year and winds down in months 11 and 12.

Suggested Activities for progressing successfully through each stage:

Stage 1: Building the Relationship

➢ During this stage you will get to know your mentee and begin to establish trust.

➢ The first meeting should be face-to-face. Discuss your background, experiences, interests, and expectations. You will make agreements about confidentiality and the frequency of contact, methods of contact, time, and location.

➢ It is important during this stage to establish a schedule for communicating regularly, whether in person, Skype, by phone, or email.

During the second meeting, examples of questions to ask your mentee:

➢ Tell me a little more about yourself, your skills, interests and any key concerns or challenges that you are experiencing

  ➢ What are some of your goals for our mentoring relationship?

Stage II: Exchanging Information and Setting Goals

During Stage Il, you will exchange more information and set goals. As the mentoring relationship develops, be sure to practice active listening and expressing encouragement to your mentee.

Encourage your mentee to discuss his/her goals with you as he/she completes the Goal Form.

Encourage your mentee to refer to his/her goals as a way of refocusing on goals and measuring progress. This serves as a good way to determine if you are helping him/her to achieve them.

Stage III: Working Toward Goals/Deepening the Engagement

Discuss the following with your mentee:

➢ What are the benefits of the mentoring relationship up to this point? How am I helping you to achieve your goals?

➢ What changes do you see in yourself and in the way you approach your work as a result of the mentoring relationship?

  ➢ What kinds of adjustments or changes, if any, are needed in your goals or in the mentoring relationship?

Stay in contact with your mentee. Take the lead if necessary. Is the partnership working well for the both of you? Are adjustments needed at this stage of the partnership?

This can be a rewarding phase of the relationship, for both mentee and mentor, but challenges may arise to include:

> Time and energy. Despite good intentions, other priorities may interfere for both mentee and mentor. In the beginning, avoid promising more time than you can deliver. Be sure you and your mentee are comfortable with the amount of time you are spending and with the learning that is taking place.

> Build and Maintain Trust-If any promises need to be changed, notify your mentee promptly and renegotiate changes in schedules. Keep the confidences that your mentee shares with you.

> Not being the "expert" on everything your mentee wants to know- Explain that your role is that of a "facilitator of learning" early in the relationship. Explain that while you do not have all the answers to everything, you are willing to seek resources from others who may have expertise on other topics of interest to the mentee.

> Being sensitive to differences- For example, if you are of different cultural groups, genders, races, or professional background, what different experiences have you both had? Invite discussion on all these topics. Seek to understand. (Center for Health Leadership & Practice, 2003, pp. 3-9).

Stage IV: Ending the Formal Mentoring Relationship and Planning for the Future

This stage involves planning for bringing the formal mentoring relationship to a end. Typically, this will occur towards the end of month I l and 12, at the end of the second semester of the school year. Continue to work with your mentee to help him/her define the types of continued support he/she may need in the future. Prepare to refer and connect your mentee with other colleagues, networks who can provide support and benefits other than services that you provided.

Adjourn the relationship by discussing the following:

➢ What will you remember most about the mentoring relationship?

➢ What challenges lie ahead for him or her?

➢ What other types of support do you still need?

➢ Discuss whether the mentoring relationship will continue, on an informal basis and how that will be implemented.

➤ Complete an evaluation form that includes mentee's comments or assessment of the mentoring relationship in terms how helpful it was to his/her progressing from freshman to sophomore status and remaining in college.

➤ Thank your mentee for his/her time and express best wishes for future academic success!

Mentoring Best Practices

1. Think of yourself as a "learning facilitator" rather than the person with all the answers. Help your mentee to "speak in their own voices" (Daloz, 1986, p. 240)

2. Use probes that help your mentee think more broadly and deeply. If he or she talks only about facts, ask them about feelings. If he or she talks only about feelings, ask them to examine the facts (Daloz, 1986, p. 240).

3. When requested, share your own experiences, lessons learned and advice. Emphasize that they are your experiences and that they could be different from theirs. Help your mentee to solve their problems.

4. One of the roles of a mentor is to serve as a guide (Daloz, 1986)

5. Help build your mentee's confidence by providing supportive feedback.

6. Encourage, inspire, and challenge your mentee to achieve his/her goals (Zachary, 2000, pp.37-38).

7. Help your mentee to reflect on successful strategies he/she used in the past that could be applied to new situations.

8. Reflect on your mentoring practices daily. Request feedback from your mentee.

9. Recognize that your mentoring efforts will most likely have a positive impact on your mentee's academic success. (Center for Health Leadership & Practice, 2003, p. 11)

References

Center for Health Leadership & Practice (2003). *Mentoring guide: A guide for mentors*. Oakland, CA: Center for Health Leadership & Practice, Public Health Institute. Available at www.cfhl.org

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Haggard, D., Dougherty, T., Turban, D., & Wilbanks, J. (2011). Who is a mentor? A review of evolving definitions and implications for research. *Journal of Management, 370*, 280-304. https://doi:10.1177/0149206310386227

Kouzes & Posner (2003). *Academic administrator's guide to exemplary leadership.* San Francisco, CA: Jossey-Bass.

Phillips-Jones, L. (2001). *The new mentors and proteges: How to succeed with the new mentoring partnerships.* Grass Valley, CA: Coalition of Counseling /centers (CCC)/The Mentoring Group. Describes how to find the right mentors and become a mentor for others. Includes numerous cases, how mentoring changed in the nineties, the new mentoring etiquette, and design ideas for planned mentoring. www.leadershippenterprises.com

Zachary, L. J. (2000). *The mentor's Guide: Facilitating effective learning relationships.* San Francisco, CA: Jossey-Bass. A comprehensive guide to developing successful mentoring relationships and programs. Includes useful examples and exercises.

Appendix I: Mentoring Goal Form
(To be completed by the mentee)

Name: Date:

What do you want to achieve through engaging in the mentoring relationship? Complete this form and discuss your goals with your mentor. Examine your goals periodically, and discuss progress made.

Goal #1

What are the benefits to you?

What are the benefits to your program of study?

Potential Barriers to your success?

List the resources/support needed to achieve your goal:

How will progress be measured?

Goal #2

Benefit to You:

Benefits to Your Program of Study:

Potential Barriers to Success:

Resources/Support needed to achieve Goal:

How will progress be measured?

Goal #3

Benefits to You:

Benefits to Your Program of Study:

Potential Barriers to Success:

Resources/Support needed to achieve Goal:

How will progress be measured?

Appendix II Form B- Sample Mentor Application Form

Name: Date:

Address: City   State   Zip
Code:

Contact Information:

Cell- Phone #:   email:

Type of Volunteer Mentor:

Peer   Alumni   Business   Community

Non-profit   Clergy   Peer Mentors must have a min. GPA-2.8

Brief Statement: Please answer the following questions: Why do you wish to be a
Mentor?

What skills, expertise, educational and career experiences, talents, knowledge do you
possess that you believe can be helpful to your mentee achieving his/her goals?

Educational Background:

Highest Grade completed:

Degree(s)   Concentration: Degree(s):

Concentration

Schools Attended and year of graduation:

1.

2.

3.

4.

Areas of Expertise:

Tutoring Experience/Subjects Tutored:

1.

2.

3.

Interests:

Availability: When are you able to begin?

Date:

_____

Availability to Mentor- Days of the Week, Time of Day, Week-ends, etc.

Are you available for either of the following?

Face to Face Meeting with your mentee?

Skype:

Email:

Phone:

Group Gatherings and Awards Ceremonies?
(Comments)

What is the best method to contact you?

Phone_____ Email:

_____

Best time of day to reach you? _____

Note:

Please include a copy of your biographical sketch along with a recent photo with your application. Once reviewed and you have been contacted and decided to participate as a mentor, your bio and photo will be uploaded on the campus website for you, interested mentees, administrators and faculty to review. Mentors will participate in the volunteer mentor training in professional development program prior to being assigned mentee(s). The mentoring cycle will be for one year for first and second semester freshman. Mentor/mentee matching will be done on a first come basis.

Appendix III: Form C – Sample Mentee Application Form

Mentee Applications

Date of Application: _____

Name: _____

Email: Phone contact:

Major: Freshman -   1st semester_____ Freshman

2nd semester _____   GPA: _____

Brief Statement:

Explain why you wish to participate in the Mentoring Program? Include some of your goals and what you wish to achieve.
Special Interests/Needs:

Topics that you would like included in mentoring sessions:

Appendix IV: MENTEE SUMMATIVE ASSESSMENT & EVALUATION

END OF SEMESTER

1. How did your participation in formal mentoring influence your decision to remain in college?

2. What changes would you make, if any, to the mentoring program?

3. How did your mentor help you in the mentoring relationship? Did you receive regular feedback about your progress?

4. What sessions, topics, or activities did you find most helpful?

5. Explain and include the specific topics covered, activities and sessions with your mentor. What topics or activities do you think should be covered in the mentoring sessions either by the mentee or other expert?

6. How often did you meet with your mentor? Did you feel the frequency of meetings/sessions were adequate, too often, or not enough?

7. Feel free to add comments about the mentoring experience.

8. How would you describe the level of commitment you contributed to the mentoring experience?

9. Did you reach the goals that you set at the beginning of the mentoring experience? Explain.

10. What could you have done differently?

11. Did you participate in the group mentoring sessions? How would you describe that experience?

12. What role(s) do you believe you mentor played in the mentoring relationship?

Describe

Note: Please attach a copy of your goal sheets.

Appendix V: SAMPLE MENTOR END OF SEMESTER SUMMATIVE
ASSESSMENT & EVALUATION FORM

Please attach a copy of all weekly, monthly progress reports, meetings, sessions, conversations, and group sessions/activities that were held with your mentee during the school year.

1. What were your mentee's goals at the beginning of the mentoring relationship?

2. Do you feel that you helped your mentee reach his/her goals? Explain how.

3. What role(s) did you play in the mentoring relationship? Explain in detail (use additional paper as required)

4. List some of the topics discussed during your sessions with your mentee.

5. Were there any challenges during the course of the mentoring relationship?

6. How were any conflicts/challenges resolved?

7. How often did you meet with your mentee? Do you believe the number of sessions was adequate, too often, not enough?

8. Did your mentee seek assistance with academic support/tutoring?

9. What other resources, topics beyond your expertise did your mentee indicate a need or interest in?

10. Do you feel the mentor training in professional development met your needs and prepared you for an effective mentoring relationship?

11. What other topics or types of training should be included in the mentor training in professional development?

12. Do you feel that the mentor training program in professional development positively influenced your mentee to remain in college? How? And in what way?

13. Which role(s) did you play in the mentoring relationships?

Facilitator of learning_____   Social Support____ Networking Support____

Workshop Facilitator_____ Imparting Knowledge____

Empathetic Listener_____   Help Resolving Conflict ____

14. What recommendations, improvements, changes or additions to the program would you suggest?

15. Please add additional information and comments below:

Peer Mentors

A peer mentor can be defined as an undergraduate college student currently enrolled in the university who is willing to serve in a volunteer capacity as a mentor to fellow undergraduate freshman students who voluntarily request to participate in the mentoring program. Peer mentors should reflect on the same questions that other volunteer mentors are asked and participate in the mentor training in professional development program prior to the assignment of a mentee.

Other qualifications are as follows:

- Must have a minimum GPA of 2.8

- Must be in good standing with the university

- Must attend college on a regular basis

- Possess good communication skills

- Demonstrated leadership ability as evident in participation in campus activities/events/programs and other leadership roles off campus

- Willing to remain committed to helping fellow colleagues succeed

**TRANSFORMATIONAL MENTOR TRAINING IN PROFESSIONAL
DEVELOPMENT PROGRAM**

Date

This certificate confirms that <u>(name of participant) </u>has completed the Transformational
Mentor Training in Professional Development Program on _____.

Program Director Name/Title

Appendix B: Interview Protocol

The Influence of Mentoring Programs on African American Male Student Retention

Welcome: Welcome and thank you for taking time out of your day and studies to volunteer to participate in this study.

Purpose Statement: The purpose of this interview is to hear your perspectives on the research topic - the influence of mentoring programs on the retention of African American male students. You were given a consent form to read and sign prior to the interview. The information and responses to the questions that you provide will be kept confidential and used only for the purpose of this study. The interview sessions will be audiotaped in order to accurately capture your responses to the interview questions. Your participation in the interview session is voluntary and if you do not feel comfortable answering any of the questions that are asked, you have the option of not responding. Additionally, you are free to withdraw from the study at any time, without penalty.

Guidelines:

1. There are no right or wrong answers. I am seeking your perspectives on how your participation and experiences in mentoring programs influenced your decision to return to this institution the following semester/year.

2. Feel free to speak about your mentoring experience in its entirety, from start to present, and strengths as well as weaknesses of the program from your perspective. Your responses will assist in gaining a better understanding regarding how and why mentoring programs contribute to retention.

Questions:

Rapport Building and Background Information – Questions 1-4. The Mentoring Experience and Retention – Questions 5- 20, (Participants will be allowed to respond first before reading from the list to obtain free responses)

1. What is your current status with the university?

    a. Full-time student

    b. Part-time student

    c. First-semester, Freshman

        d. Second-semester, Freshman

        e. Sophomore

        f. Junior

        g. Senior

        (Participants will be allowed to respond freely first before reading from list)

2. What factors contributed to your decision to attend this university?

        a. Personal

        b. Family

        c. Institutional

        d. Other

        (Participants will be allowed to respond freely first before reading from the list)

3. What were your expectations of college life at this university?

4. How has the university met your expectations?

5. How did you first become aware of mentoring programs?

6. When did you first participate in the mentoring program and what is the name of it?

7. How do you describe your experience and participation in a mentoring program?

8. How would you describe the aspects and components of the mentoring program?

9. What aspects of the mentoring program influenced your decision to remain at the university and return the following semesters?

10. How would you describe your social experience (involvement with campus life vis a vis mentoring programs) in your decision to return to this institution at the end of semester?

11. How would you describe your academic experience after your participation in mentoring program?

12. How has participation in a mentoring program influenced your decision to drop out or transfer to another college? Explain why or why not.

13. How would you rate the value of the mentoring program to your persistence? Explain. (Participants will be allowed to respond first before reading from the list to obtain free responses)

> a. Very useful
> b. Useful
> c. Fair
> d. Other

14. How would you describe the strengths and weaknesses of the mentoring programs?

15. How often did you meet with your mentor last semester?

16. How would you describe the activities and what happens during a mentoring program session?

17. How often do you need or wish to meet with your mentor(s) based on your perspective? (Number of times per day and/or week)

18. What is the duration of the mentoring program? When does the program start and end?

19. How would you describe the role(s) that your mentor played in your mentoring experience? (Participants will be allowed to respond first before reading from the list to obtain their free responses)

> a. peer mentor
> b. counselor
> c. guidance
> d. support
> e. academic advisor
> f. tutor
> g. leadership
> h. social support
> i. coach
> j. other

20. Is there any other information that you wish to provide about how your participation and experiences in a mentoring program influenced your decision to return to the university the following year?

Appendix C: Artifacts Protocol Sheet

TYPE OF ARTIFACT-Describe the material from which the artifact was made: paper, wood, cloth, metal, stone, etc.
SPECIAL FEATURES OF THE ARTIFACT-Describe the texture, size, weight, color, shape, notations, typed, handwritten
USES OF THE ARTIFACT-What was it used for? When and Where?
WHAT DOES THE ARTIFACT TELL US-What does it reveal about mentoring program components?
WHAT DO SCRAPBOOKS REVEAL ABOUT PARTICIPANTS' EXPERIENCES IN THE MENTORING PROGRAM?
WHERE ARE ARTIFACTS KEPT? HOW LONG? WHO HAS ACCESS?
FOR WHAT AUDIENCE WAS THIS ARTIFACT CREATED? DATES OF THE ARTIFACT? CREATOR/AUTHOR?

Appendix D: Written Document Analysis Worksheet

TYPE OF DOCUMENT (Check one)	
__Newspaper __Map __Advertisement	
__Letter __Report __Program Booklet	
__Patent __Press Release	
__Memo	
PHYSICAL QUALITIES OF THE DOCUMENT	
__Handwritten	
__Typed	
__Notations	
Dates of Document	
Author of Document	
For What audience was the Document written?	

Appendix E: Data Audit Trail Example

Appendix J: Coding Sample

Initial Coding from an Interview Transcript-Worksheet
Research Project: Perceived Influence of a Mentoring Program on African American
Male Student Retention
Date: 12/21/20
Interview Date: 4/2019 at the Study Site
Interviewee: CBS
Interviewer/Researcher: Linda Payne

Categories Names	Open Coding/Selective Coding	Code
Participant Perspectives	"The Our House Mentoring Program influenced me to run for leadership positions" "It was fun", "like it was really positive, "whether it be like trips to the movies, bowling, Every month we had some activity planned to keep Us involved, whether the activity was on campus or Off campus"	(AAMP)
Social Support/ Campus Involvement	"In my freshman year I ran for student government President, class senate, started a wrestling team, Ran for student government executive secretary and Won in my sophomore year, pledged a fraternity in My junior year, served as student chief justice and also Participated in Our House Community Mentoring Program In my freshman year and became a mentor in the program In my junior year	(AAL)
Academic Programs	"Tutoring was offered as an aspect of the mentoring program" "I utilized it, but did not need it that much" "I received email reminders from my advisors to set up classes".	
(AT)		
Support	Aspects that influenced my decision to remain at the Institution and return the following semester- "support, relationships, tutoring, and social engagement" "mentees and mentors who were really involved in the program that is what influenced me, the camaraderie with other students".	
(SU)		

Sense of Belonging
Relationships
(SB)

"It was one thing to be acquainted with someone

because you see them at senate meetings", but "it is another thing to get to know them as a person"