BUILDING RESILIENCY THROUGH A PEER MENTORSHIP PROGRAM

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BACKGROUND

- Siempre Adelante Mentorship Program
- Funded by the U.S. Department of Education, Title V
- Intended to promote student persistence and resilence
- Intended to provide staff, faculty and student development.



A Title V Hispanic-Serving Institution (HSI) initiative dedicated to retaining and graduating future healthcare providers who reflect the communities they serve.

MICRO-CREDENTIALS AVAILABLE FOR STAFF, FACULTY AND STUDENTS

- Academic Success
- Supporting Mental Health in Academic Professional Environments
- Foundations of Personal & Profesional Well-Being
- Financial Literacy
- Substance Use & Addiction
- Navigating Life Transitions
- Trnasitions from Student to Professional
- Rural and Veternal Health
- Cultural Literacy
- Introduction to Medical Spanish

PILLARS

Faculty Mentor
A faculty member is selected to oversee a student mentor—an enrolled TTUHSC student—by provicing guidance, training, and academic support to help them become an effective mentor.

Peer Mentor
A student mentor is chosen to counsel and mentor a student at TTUHSC, providing guidance in academic success modeling and emotional and social support to help them thrive.

Peer Mentee
A peer mentee is an under-served learner at TTUHSC who receives guidance and support from a peer mentor to help them succeed.

GOALS

Goal 1: Mentorship
Implement a dual function, hybrid and multi-transitional mentoring program designed to facilitate recruitment, and retention of students by fostering a sense of belonging and inclusion through strong team mentors, advisors, and faculty.

Goal 2: Student Services
Develop and implement student success pathways that integrate multiple comprehensive and evidence-based services to ensure student success.

Goal 3: Team Development
Provide evidence-based professional development opportunities for faculty and staff.

EVIDENCE-BASED

- The Siempre Adelante program was developed and implemented based on best practices
- Its framework is grounded in several established theoretical models:
  - Student Integration Model (Tinto, 1974, 1993)
  - Dual-Function Mentoring Role Model (Crisp, 2009; Terrion, 2007)
  - Morgan's Two-Path Model (Collier, 2015).
- These models have demonstrated effectiveness in:
  - Promoting student retention
  - Improving grade point average (GPA)
  - Supporting students in navigating complex academic environments, particularly those who may experience language or cultural barriers.
- Faculty mentors were recruited from each of the six schools at TTUHSC and played a key role in the recruitment of peer mentors and mentees.
- The program was designed using a scaffolding approach that includes faculty mentors, student (peer) mentors, and advisors serving as navigators.
- Hierarchical and peer mentoring structures to provide multi-level support.

Methods were described in sufficient detail to enable replication

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