According to previous research there are important differences in the college experience of minority students in comparison to the college experience of majority students. These differences include lower retention rates, lower feelings of engagement, and lower academic performance. The current study will focus on implementing an intervention in order to positively alter the attitudes of both minority and majority students alike and, effectively reduce the differences in their college experiences. Four senior psychology students have implemented a mentoring program in which students of a lower level child development course are given brief social-psychological interventions and mentored once a week for a six-week time span. The four senior psychology students are mentoring these child development students in small groups, and they are also acting as the learning assistant’s in the child development course. All four of the learning assistants are focusing on different aspects of the sample. In this particular study the main focus are minority students and more specifically, positively influencing their college experiences. If the intervention is a success, an increase in the academic performance of minority students, an increase in their feelings of engagement, and an increase in their positive reports of college experience, is expected.

Keywords: Minority, Mentor, Intervention,