

Fall 2020 STEM Core Mid-Term Feedback Survey

Purpose:

A student survey was conducted during weeks six and seven of the Fall 2020 term to learn about student experiences in the STEM Core program at San Diego Mesa College. The timing allowed the capturing of students' input before anybody could drop out of the cohort, which could potentially happen at the end of the first eight-week course (MATH116). This is the first iteration of this survey, which intends to obtain timely information to make program improvements as the semester unfolds. Moreover, some of the questions focus on learning about how students stay connected in the absence of in-person interactions caused by the Covid-19 pandemic.

Methodology:

Data collection took place from September 23rd through October 4th, 2020. The 33 students in the 2020/21 STEM Core cohort were sent an email invitation to take the survey. The email mentioned a \$20 opportunity drawing as an incentive. Those who didn't initially respond received a reminder via email. Additionally, the STEM Core Coordinator encouraged students to participate in the survey. Students were assured of their responses' confidentiality. A total of 23 full responses were collected via SurveyMonkey, which represented 70% of students in the entire cohort. There were no partially completed surveys. The demographic data was pulled from the survey's responses and from SDCCD Institutional Research Database.

Student Profile:

- A total of 82% (n=23) of respondents were enrolled in all of the cohort's required courses (MATH116 + MATH015C + PERG120).
- Latinx students represented the largest ethnic group among respondents (65%), followed by Multi-Ethnicity (13%), and by Asian and White students (both at 9%; n=23). Latinx students were slightly over-represented when compared to the STEM Core population (58% are Latinx, N=33). Latinx students were largely over-represented when compared to Mesa's entire population (39%, N=21,120), which is desirable for a program that targets Latinx students. With the exception of Latinx and White students, the representation of other ethnic groups among respondents resembled the campus population.
- Respondents were 83% female and 17% male (n=23). Female respondents were over-represented when compared to both the STEM Core population (67% identified as female, N=23) and Mesa's entire population (57% identified as female, N=21,120).
- All of the respondents (n=23) and 94% of the STEM Core population were 24 years old or younger, compared to 65% of Mesa's entire population (N=21,120).
- A total of 70% of respondents identified as low-income and 74% were first-generation students. Data is incomplete or not available for the full cohort and the campus population.

Sources: Survey Monkey; SDCCD Institutional Research Database.

Tables:

Ethnicity	Respondents	STEM Core Population	Mesa Population
African American	0%	3%	6%
Asian	9%	9%	11%
Filipino	0%	6%	4%
Latinx	65%	58%	39%
Native American	0%	0%	<1%
Pacific Islander	0%	0%	<1%
White	9%	12%	30%
Multi-Ethnicity	13%	9%	8%
Unknown	4%	3%	2%
Total	100%	100%	100%

Gender	Respondents	STEM Core Population	Mesa Population
Female	83%	67%	57%
Male	17%	33%	43%
Non-Binary	0%	0%	<1%
Unknown	0%	0%	<1%
Total	100%	100%	100%

Age Group	Respondents	STEM Core Population	Mesa Population
Under 18	13%	18%	10%
18 - 24	87%	76%	55%
25 - 29	0%	6%	16%
30 - 39	0%	0%	12%
40 - 49	0%	0%	4%
50 and >	0%	0%	3%
Total	100%	100%	100%

Note. Percentages might not add to 100% due to rounding error.

Sources: Survey Monkey; SDCCD Institutional Research Database.

General Findings:

Pace

- Among respondents enrolled in MATH116, 70% said they were satisfied with the pace of the course. All of the respondents who were not satisfied said the pace was somewhat fast or too fast.
- Among respondents enrolled in MATH015C, 76% said they were satisfied with the pace of the course. All of the respondents who were not satisfied said the pace was somewhat fast.
- Among respondents enrolled in PERG120, 75% said they were satisfied with the pace of the course. All of the respondents who were not satisfied said the pace was somewhat slow.
- Among respondents enrolled in ENGL101, 91% said they were satisfied with the pace of the course. The only respondent not satisfied said the pace was somewhat fast.

Building Community

- All of the respondents agreed or strongly agreed that their STEM Core instructors and the STEM Core staff members care about their success.
- Nearly all respondents agreed (35%) or strongly agreed (61%) that they have at least one STEM Core peer they can turn to for academic support. However, when asked about having at least one STEM Core peer they can turn to for social support, a slightly smaller percentage in total expressed agreement (43% agreed; 43% strongly agreed).

Skill Building & Academic Progress

- A total of 70% of respondents agreed or strongly agreed that their time management skills have improved due to their participation in STEM Core.
- A slightly larger number (78%) agreed or strongly agreed that their study skills have improved due to their participation in STEM Core.
- Most respondents agreed (13%) or strongly agreed (78%) that they intend to continue on to the next math course in the sequence (MATH104). One individual strongly disagreed and one more was neutral. Among the students who did not agree, one explained that going into MATH150 and “further calc classes” was the reason why they were not continuing to MATH104.

Peer-to-Peer Communication

- Nearly all respondents (96%) reported staying in touch with their STEM Core peers via text/messaging application. The text/messaging app response was followed in popularity by online conferencing platform (outside of class time) and conversations during class, which were selected by 52% and 39%, respectively. Email and STEM Corner were selected by 22% and the Virtual STEM Center by 9% of respondents.
- When asked to select their preferred way to stay in touch with their STEM Core Peers, 83% of respondents selected text/messaging app as their number one choice.
- A total of 9% of respondents reported they do not socially interact with their STEM Core peers outside of class.

Resources

- Tutoring: most respondents reported they have accessed this service in the current term (17% once; 70% more than once). All of the respondents who accessed tutoring found it somewhat or very helpful. Among the three respondents who had not accessed this service,

Sources: Survey Monkey; SDCCD Institutional Research Database.

all knew about its existence and 67% plan to use it in the future. Note that this cohort has a classroom tutor assigned to their Math and English courses.

- STEM Peer Mentoring: over a third of respondents reported they have accessed this service in the current term (30% once; 4% more than once). Among those who accessed STEM Peer Mentoring, 63% found it somewhat or very helpful. Among the 15 students who had not accessed this service, 67% knew about its existence and a third plans to use it in the future.
- STEM Counselor: over half of respondents reported they have accessed this resource in the current term (30% once; 26% more than once). Among those who accessed the STEM Counselor, 85% found it somewhat or very helpful. Among the 10 students who had not accessed this resource, all knew about its existence and 30% plan to use it in the future.
- STEM Core Student Support Coordinator: over half of respondents reported they have accessed this resource in the current term (35% once; 22% more than once). Among those who accessed the STEM Core Student Support Coordinator, 92% found it somewhat or very helpful. Among the 10 students who had not accessed this resource, 80% knew about its existence and 20% plan to use it in the future.
- Internship Coordinator: about a fifth of respondents reported they have accessed this resource in the current term (17% once; 4% more than once). All of the respondents who accessed the Internship Coordinator found it very helpful. Among the 18 students who had not accessed this resource, 83% knew about its existence and 39% plan to use it in the future. Note that interaction with the STEM Coordinator was not expected early in the semester, so any level of access is a positive sign.
- Personal Growth Speakers: three-fifths of respondents reported they have accessed this resource in the current term (17% once; 43% more than once). Among those who accessed the personal growth speakers, 79% found it somewhat or very helpful. Among the nine students who had not accessed this resource, 89% knew about its existence and 11% plan to use it in the future.
- STEM Corner: close to a third of respondents reported they have accessed this resource in the current term (13% once; 17% more than once). Among those who accessed the STEM Corner, 86% found it very helpful. Among the 16 students who had not accessed this resource, 75% knew about its existence and 25% plan to use it in the future. Note that this resource had just been launched a few weeks prior to the implementation of the survey.

Open-ended Suggestions for Improvement

- Students were asked what can the STEM Core staff and instructors do to help them and their peers succeed. See Q13 for a list of their verbatim answers. Among them, the following summarized suggestions stand out:
 - A platform that makes all of the different programs offered more accessible.
 - Helping students connect with each other, especially those who didn't get to make connections in the beginning and might feel like it is too late to get into a group.
 - Reminding students about the resources available to them and how they will not be judged for reaching out.
 - Coordination among different STEM Core instructors in terms of workload assigned to students.
 - Providing students the opportunity to get ahead in class if they choose to.

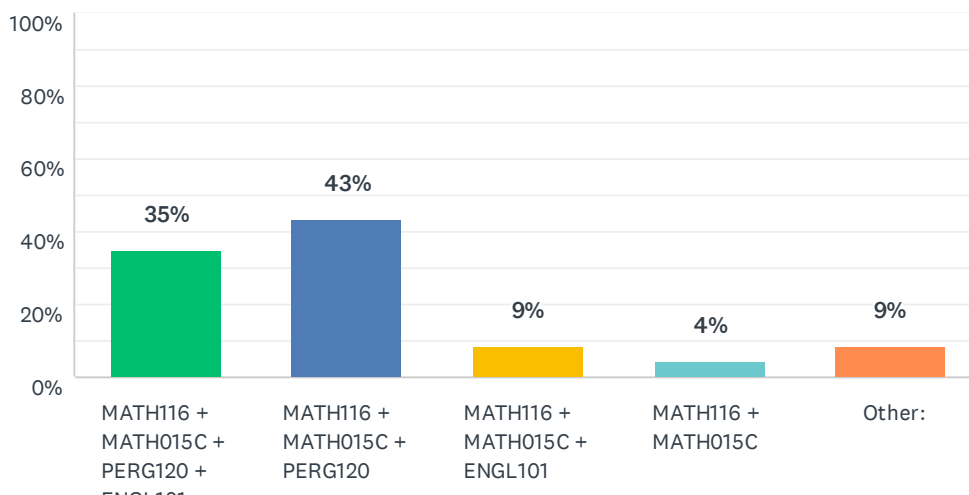
Sources: Survey Monkey; SDCCD Institutional Research Database.

Further Inquiry:

1. A total of 30% of respondents said the pace of the MATH116 class was somewhat fast or too fast, while 22% said the pace of MATH015C was somewhat fast. Now that students have transitioned from the eight-week MATH 116 course to the eight-week MATH104 course, are there any lessons learned from the first eight-weeks of the term that can help students who worry about falling behind in their Math courses?
2. A quarter of respondents said the pace of PERG120 was somewhat slow. How can students be engaged to maximize the value of this course to their education?
3. When asked about what can be done to improve student success, one student voiced their need to connect to others as follows: "Maybe find a way to get students to connect. I didn't get to join a student group in the beginning or get more than 1, sometimes useful, number and I feel like it's too late to be let into a group." What can be done to help students connect well into the semester? Reflect on how students' preferred ways of communication might be leveraged to achieve this.
4. Respondents were more likely to say they have at least one STEM Core peer that they can turn to for academic support than for social support, what can be done to deepen these connections?
5. What system(s) could be put in place to systematically remind students of the resources available to them and to make it easy for students to access those resources? Who needs to be involved to make this a coordinated effort? Who would be responsible for the execution?

Q1 Select the option that best describes the STEM Core courses that you are currently attending:

Answered: 23 Skipped: 0

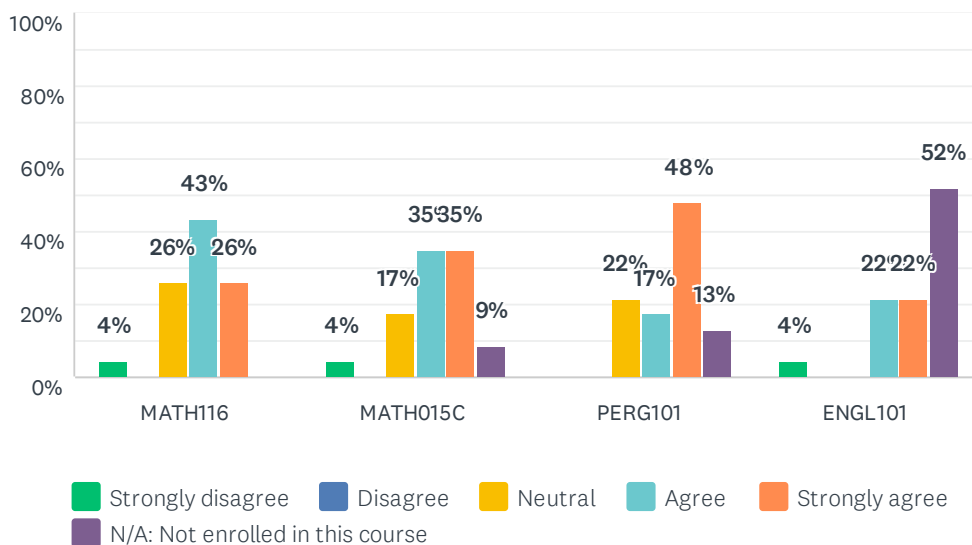


ANSWER CHOICES	RESPONSES	
MATH116 + MATH015C + PERG120 + ENGL101	35%	8
MATH116 + MATH015C + PERG120	43%	10
MATH116 + MATH015C + ENGL101	9%	2
MATH116 + MATH015C	4%	1
Other:	9%	2
TOTAL		23

#	OTHER:	DATE
1	MATH116 + MATH015C + PERG120 + ENGL205	9/29/2020 9:33 AM
2	math116 + perg120 + engl101	9/27/2020 11:22 PM

Q2 Rate your agreement with the following statement: I am satisfied with the pace (speed) of my STEM Core courses.

Answered: 23 Skipped: 0

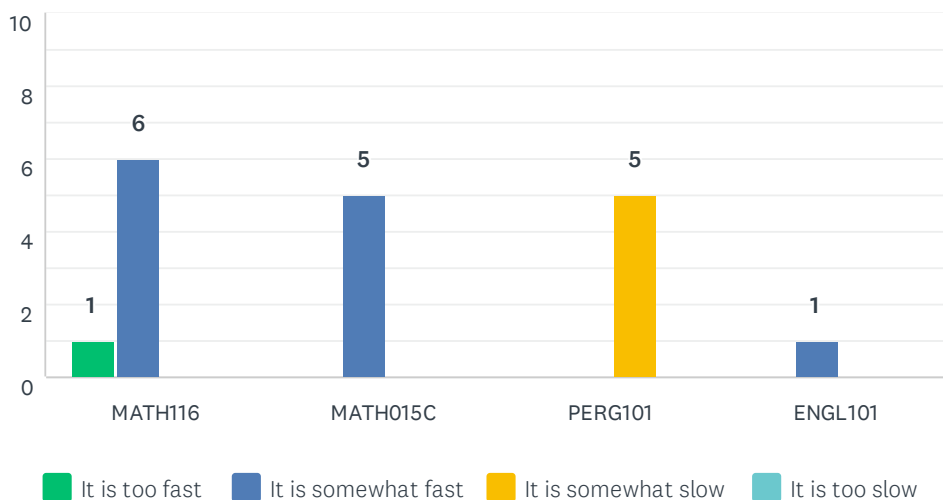


	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	N/A: NOT ENROLLED IN THIS COURSE	TOTAL	WEIGHTED AVERAGE
MATH116	4% 1	0% 0	26% 6	43% 10	26% 6	0% 0	23	3.87
MATH015C	4% 1	0% 0	17% 4	35% 8	35% 8	9% 2	23	4.05
PERG101	0% 0	0% 0	22% 5	17% 4	48% 11	13% 3	23	4.30
ENGL101	4% 1	0% 0	0% 0	22% 5	22% 5	52% 12	23	4.18

Note: There was a course number typo for the College Success and Life Long Learning class. The correct course number associated with STEM Core is PERG120.

Q3 Why are you not satisfied with the pace (speed) of these STEM Core courses?

Answered: 11 Skipped: 12

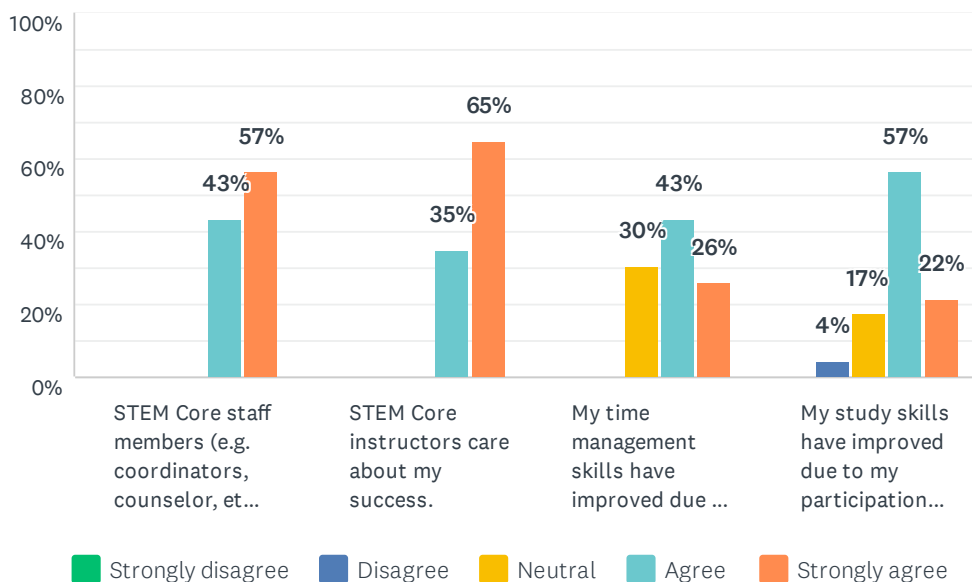


	IT IS TOO FAST	IT IS SOMEWHAT FAST	IT IS SOMEWHAT SLOW	IT IS TOO SLOW	TOTAL	WEIGHTED AVERAGE
MATH116	14% 1	86% 6	0% 0	0% 0	7	3.14
MATH015C	0% 0	100% 5	0% 0	0% 0	5	3.00
PERG101	0% 0	0% 0	100% 5	0% 0	5	2.00
ENGL101	0% 0	100% 1	0% 0	0% 0	1	3.00

Note: There was a course number typo for the College Success and Life Long Learning class. The correct course number associated with STEM Core is PERG120.

Q4 Reflecting on your experiences with the STEM Core program so far, please rate your agreement with the following statements:

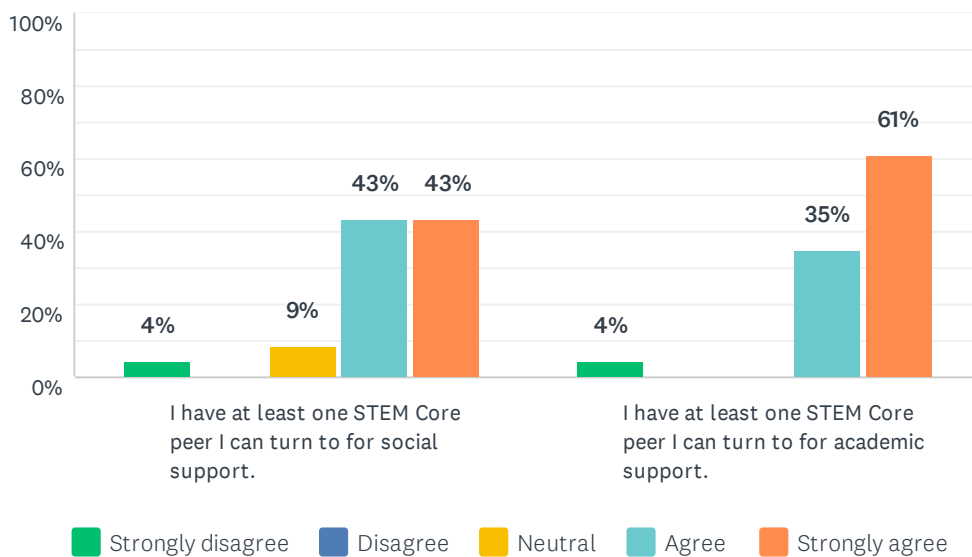
Answered: 23 Skipped: 0



	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
STEM Core staff members (e.g. coordinators, counselor, etc.) care about my success.	0% 0	0% 0	0% 0	43% 10	57% 13	23	4.57
STEM Core instructors care about my success.	0% 0	0% 0	0% 0	35% 8	65% 15	23	4.65
My time management skills have improved due to my participation in STEM Core.	0% 0	0% 0	30% 7	43% 10	26% 6	23	3.96
My study skills have improved due to my participation in STEM Core.	0% 0	4% 1	17% 4	57% 13	22% 5	23	3.96

Q5 Reflecting on your experiences with your STEM Core peers, please rate your agreement with the following statements:

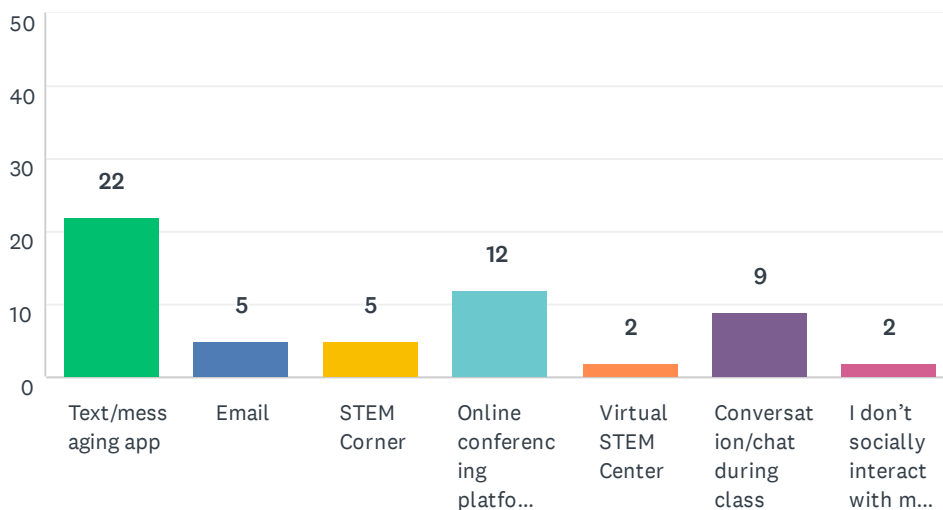
Answered: 23 Skipped: 0



	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
I have at least one STEM Core peer I can turn to for social support.	4% 1	0% 0	9% 2	43% 10	43% 10	23	4.22
I have at least one STEM Core peer I can turn to for academic support.	4% 1	0% 0	0% 0	35% 8	61% 14	23	4.48

Q6 How do you stay in touch with your STEM Core peers? [Select all that apply]

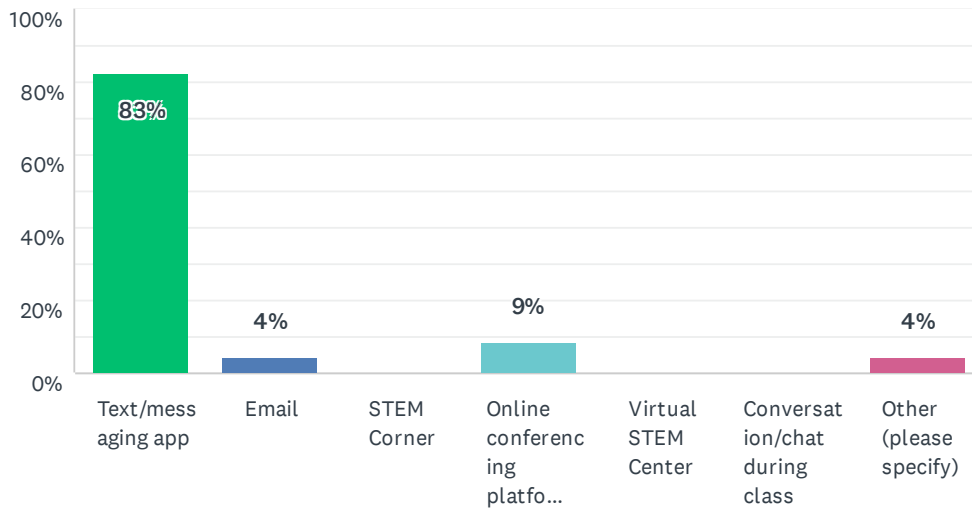
Answered: 23 Skipped: 0



ANSWER CHOICES	RESPONSES	
Text/messaging app	95.65%	22
Email	21.74%	5
STEM Corner	21.74%	5
Online conferencing platform (outside of class time)	52.17%	12
Virtual STEM Center	8.70%	2
Conversation/chat during class	39.13%	9
I don't socially interact with my STEM Core peers outside of class	8.70%	2
Total Respondents: 23		

Q7 What is your preferred way to stay in touch with your STEM Core peers?

Answered: 23 Skipped: 0

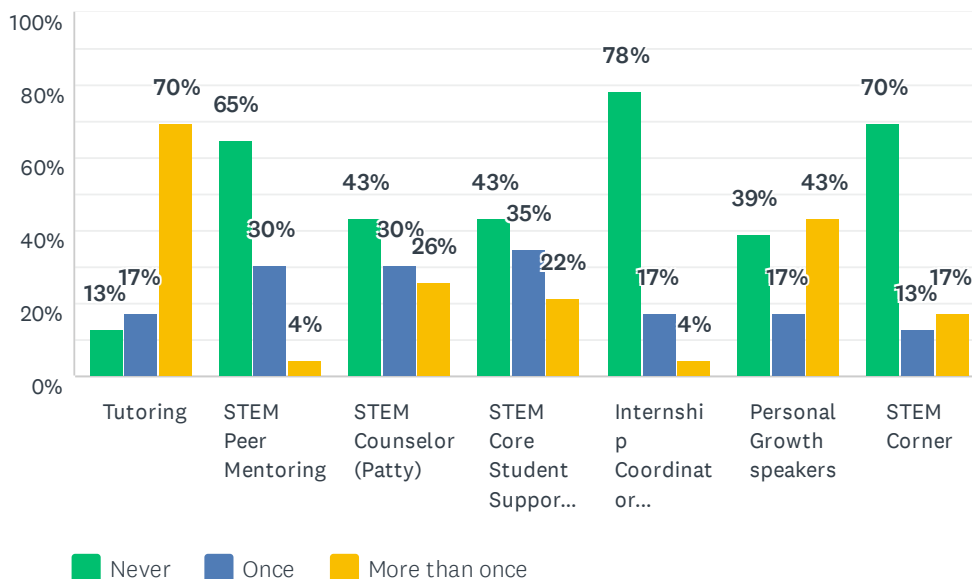


ANSWER CHOICES	RESPONSES	
Text/messaging app	83%	19
Email	4%	1
STEM Corner	0%	0
Online conferencing platform (outside of class time)	9%	2
Virtual STEM Center	0%	0
Conversation/chat during class	0%	0
Other (please specify)	4%	1
TOTAL		23

#	OTHER (PLEASE SPECIFY)	DATE
1	Discord Chat	9/29/2020 10:41 AM

Q8 Have you accessed any of the following resources this term?

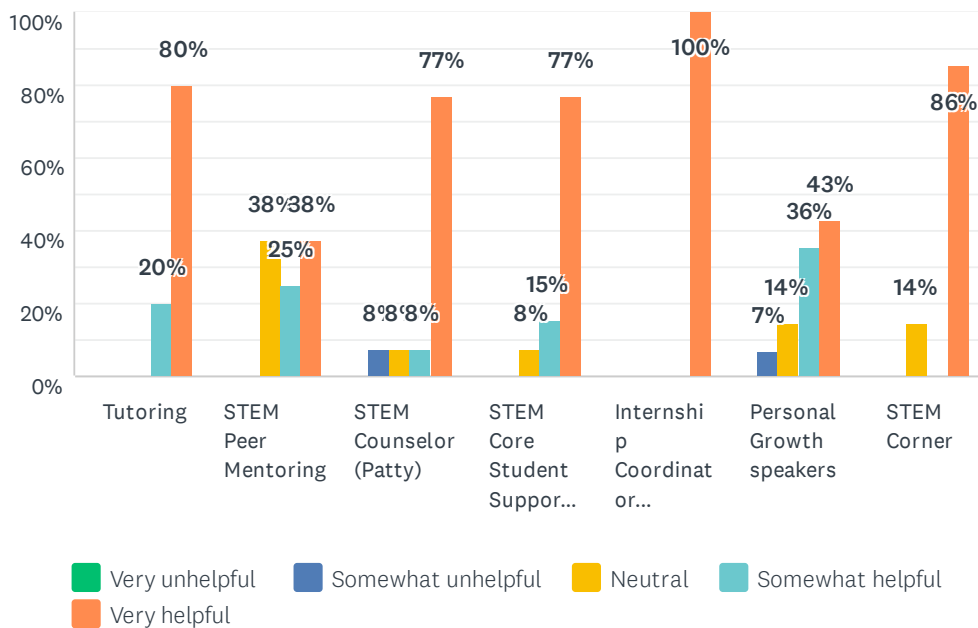
Answered: 23 Skipped: 0



	NEVER	ONCE	MORE THAN ONCE	TOTAL	WEIGHTED AVERAGE
Tutoring	13% 3	17% 4	70% 16	23	2.57
STEM Peer Mentoring	65% 15	30% 7	4% 1	23	1.39
STEM Counselor (Patty)	43% 10	30% 7	26% 6	23	1.83
STEM Core Student Support Coordinator (Carole)	43% 10	35% 8	22% 5	23	1.78
Internship Coordinator (Pavel)	78% 18	17% 4	4% 1	23	1.26
Personal Growth speakers	39% 9	17% 4	43% 10	23	2.04
STEM Corner	70% 16	13% 3	17% 4	23	1.48

Q9 How helpful were the following resources?

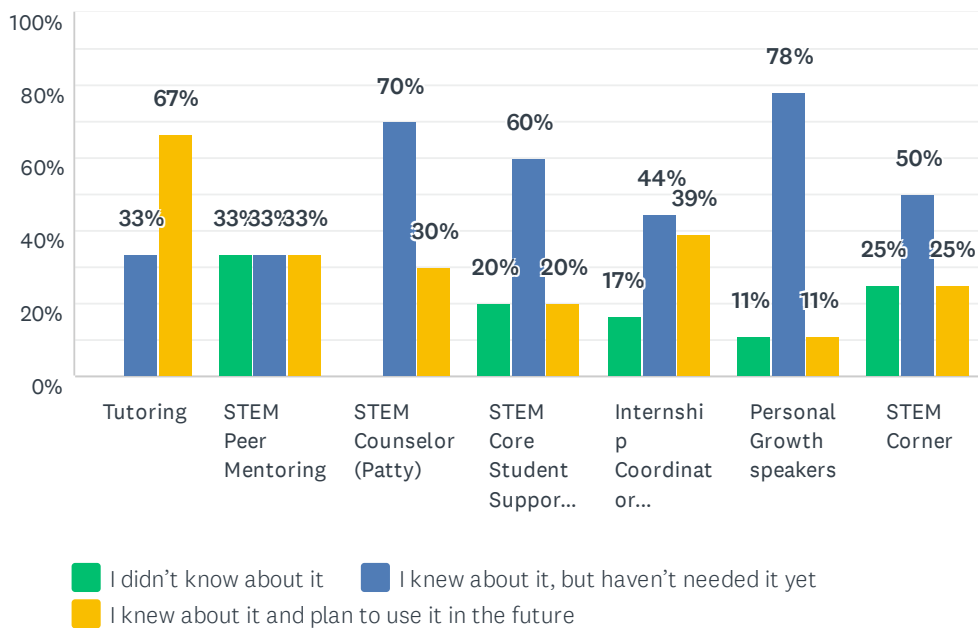
Answered: 22 Skipped: 1



	VERY UNHELPFUL	SOMEWHAT UNHELPFUL	NEUTRAL	SOMEWHAT HELPFUL	VERY HELPFUL	TOTAL	WEIGHTED AVERAGE
Tutoring	0% 0	0% 0	0% 0	20% 4	80% 16	20	4.80
STEM Peer Mentoring	0% 0	0% 0	38% 3	25% 2	38% 3	8	4.00
STEM Counselor (Patty)	0% 0	8% 1	8% 1	8% 1	77% 10	13	4.54
STEM Core Student Support Coordinator (Carole)	0% 0	0% 0	8% 1	15% 2	77% 10	13	4.69
Internship Coordinator (Pavel)	0% 0	0% 0	0% 0	0% 0	100% 5	5	5.00
Personal Growth speakers	0% 0	7% 1	14% 2	36% 5	43% 6	14	4.14
STEM Corner	0% 0	0% 0	14% 1	0% 0	86% 6	7	4.71

Q10 Why haven't you accessed the following resource(s) this term?

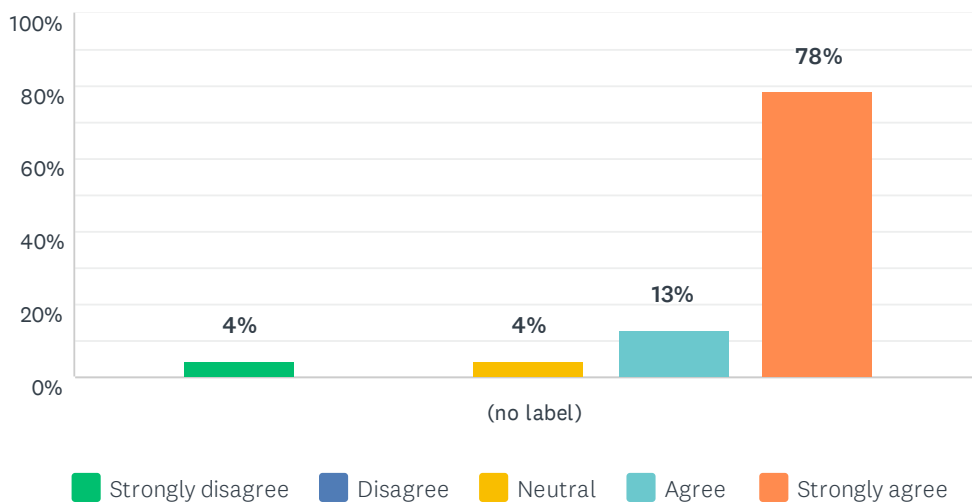
Answered: 22 Skipped: 1



	I DIDN'T KNOW ABOUT IT	I KNEW ABOUT IT, BUT HAVEN'T NEEDED IT YET	I KNEW ABOUT IT AND PLAN TO USE IT IN THE FUTURE	TOTAL	WEIGHTED AVERAGE
Tutoring	0% 0	33% 1	67% 2	3	2.67
STEM Peer Mentoring	33% 5	33% 5	33% 5	15	2.00
STEM Counselor (Patty)	0% 0	70% 7	30% 3	10	2.30
STEM Core Student Support Coordinator (Carole)	20% 2	60% 6	20% 2	10	2.00
Internship Coordinator (Pavel)	17% 3	44% 8	39% 7	18	2.22
Personal Growth speakers	11% 1	78% 7	11% 1	9	2.00
STEM Corner	25% 4	50% 8	25% 4	16	2.00

Q11 Rate your agreement with the following statement: I intend to continue on to the next math course in the sequence (MATH104)

Answered: 23 Skipped: 0



	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	4% 1	0% 0	4% 1	13% 3	78% 18	23	4.61

Q12 Why are you unsure about continuing/not continuing to MATH104?

Answered: 1 Skipped: 22

#	RESPONSES	DATE
1	I will be going into math150 and further calc classes	9/28/2020 9:13 PM

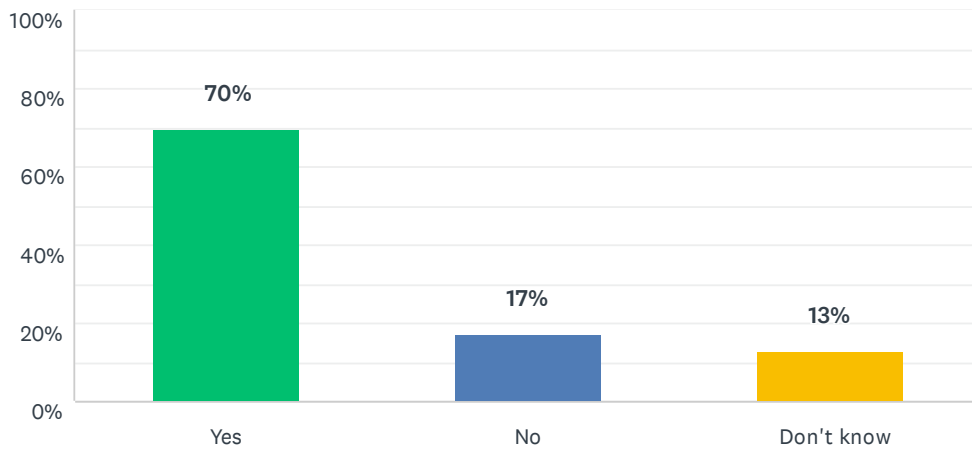
Q13 What can the STEM Core staff and instructors do to help you (and other students) succeed?

Answered: 12 Skipped: 11

#	RESPONSES	DATE
1	Carole & Patty have been my life savors through my second year of college!	9/30/2020 9:23 AM
2	Everyone has been extremely helpful! It can be hard to navigate through all of the programs offered to us for assistance so maybe a platform to make them slightly more accessible?	9/29/2020 10:44 AM
3	I think that they have been doing everything they can to help us succeed. For me, I've just been adapting to new studying skills and time management.	9/29/2020 10:25 AM
4	I'm currently satisfied with all the services provided, so there isn't anything I can think of that I need help with in order to succeed.	9/29/2020 9:42 AM
5	I think it's great that they can relate to the students and understand them.	9/29/2020 9:20 AM
6	everything has been very helpful so far, no more, no less.	9/28/2020 9:13 PM
7	Maybe find a way to get students to connect. I didn't get to join a study group in the beginning or get more than 1, sometimes useful, number and I feel like it's too late to be let into a group.	9/23/2020 8:37 PM
8	Remind people about the resources, it's easy for people to forget what is available to them because there is so much. Also, remind people how nice and non-judgmental y'all are, people always assume the worst so they'll feel scared or uncomfortable reaching out to their resources.	9/23/2020 5:58 PM
9	Everything has been good up until now :)	9/23/2020 4:46 PM
10	For STEM Professors to come together and limit the amount of homework based on other classes.	9/23/2020 12:56 PM
11	They've done a very good job helping us. It's a matter of me putting those resources to use.	9/23/2020 11:14 AM
12	For me personally, I would like to get ahead in class. That way, I can feel at ease. I can always have a way to take take ahead of time.	9/23/2020 10:19 AM

Q14 Do you identify as a low-income student?

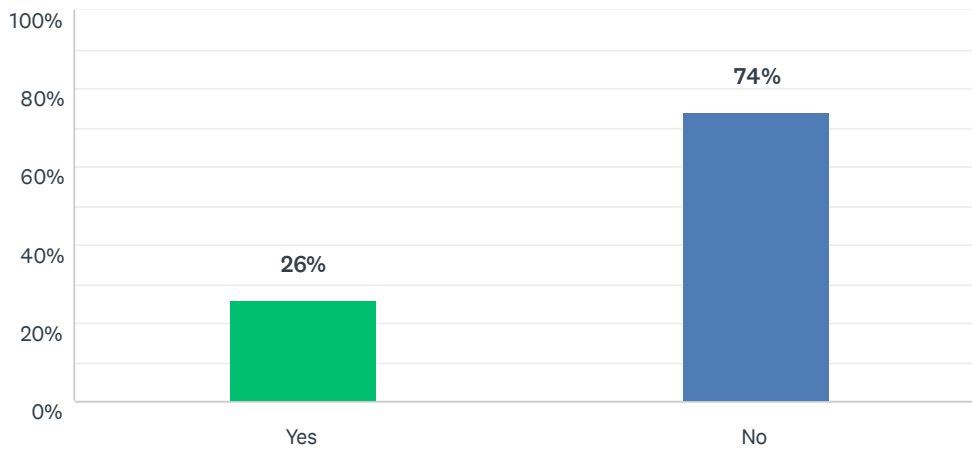
Answered: 23 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	70%	16
No	17%	4
Don't know	13%	3
TOTAL		23

Q17 Did any of your parents attend college?

Answered: 23 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	26%	6
No	74%	17
TOTAL		23