SAN DIEGO MESA COLLEGE
Institutional Research

Fall 2019 Peer Mentoring Program Feedback Survey

Purpose:
A student survey was conducted at the end of Fall 2019 term to learn about student experiences in the STEM Peer Mentoring program at San Diego Mesa College. This second iteration of the Peer Mentoring feedback survey can assist in evaluating the effect of changes adopted after the Spring 2019 term and to identify new areas for improvement.

Methodology:
Data collection took place from December 12th through December 28th, 2019. A total of 261 Fall 2019 Peer Mentoring participants were identified using SARS Anywhere. These students were emailed an invitation and reminders to take the survey. A total of 56 students completed the survey, which represents 21% of Fall 2019 Peer Mentoring participants. Eleven incomplete survey responses were excluded from this analysis.

Due to the limited database access that resulted from the transition to Peoplesoft, the respondents' profile could not be compared to the Peer Mentoring participant population. In the absence of this information, respondents' student profile is compared to the overall Mesa population for the last fall term available (Fall 2018).

Student Profile:
• White students represented the largest ethnic group among respondents (27%), followed by Latinx (23%), Asian (20%), and African American students (9%; n=56). For White and African American students, this is representational of the overall Mesa population in Fall 2018, which was 32% White and 7% African American. However, Latinx students represented (37%) and Asian students represented (11%; n=22,451) of the Fall 2018 student population, which indicates an underrepresentation of Latinx students and an overrepresentation of Asian students among survey respondents.
• There was a slight difference in terms of gender of respondents: 52% male, 43% female, 4% prefer not to say, and 2% prefer to self-describe (n=56). This is opposite from the Fall 2018 student characteristics for gender, which was 46% male and 54% female (n=22,451).
• Nearly two thirds of respondents (66%) were 24 years old or younger (n=56), slightly higher than the 63% of students enrolled in Fall 2018 at Mesa (n=22,451).
• Almost half of respondents (43%) were first-generation students (n=56), which is moderately higher than the 28% of students in the overall Mesa population (n=22,449).

General Findings:
• Engineering was the most popular major among respondents with 24 students (42.9%), followed by Biology, Computer Science, and Other (Non-STEM) all with 6 students (10.7%).
• PHYS195 sessions were attended by the largest number of respondents (29%), followed by MATH104 and MATH141 at (14%). See Q2 for full list.
• A total of 71% of respondents said they will enroll in the next course in the sequence this upcoming spring or summer term (n=56). When disaggregated by Peer Mentoring course, MATH151 (5) and CHEM201 (2) had 100% agreement that they plan to enroll in the next course in the sequence, followed by MATH104 (7) and MATH150 (6) with 88% (n=56).

Sources: SARS Anywhere, Survey Monkey, Student Characteristics Dashboard

• A total of 9% of respondents said they will not take the next course in the sequence because they don't need the next course for their major (n=56). These respondents attended BIO210A, CHEM200, ENG200, and MATH150 sessions.
• Eighty-seven percent of respondents reported that their peer mentor guided them through the necessary steps to reach the correct answers and 86% said that their Peer Mentoring sessions helped them become more successful in their respective class (n=56).
• In addition to course related help, 63% of respondents reported they received support in the area of study skills (n=56). Over half of participants also reported that mentors helped in building study groups. In other areas, less than half of students reported receiving the following supports: test-taking strategies (48%), fostering a sense of belonging (36%), time management (25%), and Other (20%).
• Based on their experience with the Peer Mentoring program, 82% of respondents said they are very likely or somewhat likely to form a study group in the future, while 90% and 93% reported they are very likely or somewhat likely to seek assistance from others students or from their instructor, respectively (n=56).
• Only 20% of respondents (n=56) reported they learned about helpful campus resources as a result of their participation in the Peer Mentoring Program. The STEM Center and tutoring were the resources most frequently mentioned.
• Students shared the most valuable aspect of their experience in the Peer Mentoring Program. The help and guidance provided by peer mentors received the greatest number of mentions, followed by gaining a deeper understanding and more practice.
• Students offered suggestions on how to improve the Peer Mentoring program. The most frequently mentioned suggestions focused on adding more tutors/peer mentors and increasing session availability.

Further Inquiry:

1. Compare findings to Spring 2019. Are there any areas in which the program is improving? For example, in the Spring 2019 a quarter of respondents reported their mentor helped them with test-taking strategies. That percentage increased to 48% in Fall 2019. What led to this positive change? What can be done to continue this trend?
2. Compare findings to Spring 2019. Are there any areas where improvement is lagging? For example, in Spring 2019, 28% of respondents reported they learned about other helpful campus resources as a result of their participation in the Peer Mentoring program. That percentage dropped to 20% in Fall 2019. What can be done to reverse this trend?
3. Survey results indicate that the Peer Mentoring program has been successful at encouraging students' willingness to seek out help. Based on their experience with the program, a total of 93% of students indicated they would seek assistance from their instructor and 90% indicated they would seek assistance from other students, if needed. What best practices could be shared with other programs to support more students?

Sources: SARS Anywhere, Survey Monkey, Student Characteristics Dashboard

Coded Open-Ended Questions

Q8. What was the most valuable aspect of your experience with the Peer Mentoring Program?	Mentor help/ guidance	Building community/study groups	Deeper understanding/ practice	Study skills	Confidence building/self-reliance
Access to someone that's already been through the class.	✓				
Being able to connect with someone that has gone through exactly what I was experiencing with school made it feel less intimidating. I felt more prepared and confident with tackling my most challenging classes.	✓				✓
Being able to interact with other students while learning		✓			
Being able to socialize more with my classmates to form strong study groups		✓			
Being able to work on the class homework with some who has taken that class before.	✓				
Being able to work through the problems myself with the guidance of the peer mentor, and estabilishing a strong sense of community. My peer mentor inspired me to become a tutor myself.	✓	✓			✓
Being in a relaxed environment and reviewing the material			✓		
Building bonds and connections with other students		✓			
Explanation that I would have thought of.					
Friendly and very smart!					
Friendship and networking.		✓			
Get to be on a more personal level and have a lot more time as opposed to tutoring and STEM center.		✓			
Getting more enrichment to study better for my courses.			✓	✓	
Getting to know ***** was the best part. She was the best peer mentor I could have possibly asked for. Patient, understanding, and talented in her field of work. She goes beyond explaining the material and gives you space to comprehend information at your own pace. No judgments. I belive ****** is capable of great things and has an extremely bright future ahead of her!	✓		✓		
having a student that had recently gone through the class and had a perspective on the important topics to learn.	✓				
Having a time and space to be able to work on physics with peers.		✓			
Having someone who could easily identify my problems and show me how to avoid making similar mistakes.	✓		✓	✓	
Helped grasp the information that I did not understand from lecture. it also helped that she had taken the lecture with the same professor I took it with.	✓		✓		
I enjoyed seeing how others tackle the same problem.		✓			
I got help	✓				
I really liked both of my peers mentors and they helped me to better understand the difficult courses.	✓		✓		
I thought it was pretty good to have another student who knows our position at the time to help break the concepts down into simple terms and every day language as compared to professors who teach eerything straight out of the book type of thing. That alone helped me out just them breaking the material down into somewhat smaller bites.	✓		✓		
I'm more of a hands-on learner, so being able to go through problems with the tutor and other peers was really helpful, compared to simply lecture.	✓	✓	✓		
If i needed help, I knew where to go and that i wouldn't be left hanging	✓				
Immediate help	✓				
It is a program that helps me to understand the subject whenever I do not understand the subject. Also, it is a program that helps me to do my homeworks, labs, and practice. In addition, I interact with other students and share thoughts about our experiences, and knowing what are our weaknesses and strengths.	✓	✓	✓		

It was a waste of time. It left me with more questions at the end of it.					
Knowing that I had someone to walk me through calculus made me less fearful and more willing to go to school	✓				✓
meeting friends in class, getting extra help	✓	✓			
Meeting new people, and also working with them as well		✓			
My peer mentor for 196 taught me what to expect for upcoming material	✓		✓		
Peer mentor made herself available outside of study group. She really showed she cared about my success in the class.	✓				
Seeing the approach a person takes to solve a problem				✓	
Sense of belonging in the group discussions		✓			
Study skills and help when stuck	✓			✓	
Studying for exams				✓	
Studying strategies.				✓	
The ability to use critical thinking and logic to work my way through almost any problem thrown at me.				✓	✓
The care that the tutors show for making sure that I understand the content and dont dont go away for the center more confused than when I came. I really appreciate that.	✓		✓		
The help on tough problems.	✓				
The most valuable aspect was more practice with the material.			✓		
The names escape me right now, but the Calc 150 expert was awesome. He is super knowledgeable and helpful and helped me get caught up. I hope he's there to help with Calc 151 next semester!	✓				
The preparation for exams.			✓	✓	
They teach you methods that your usual instructor won't.				✓	
Understanding the course and chapters of the course.			✓		
Total:	**23**	**13**	**14**	**9**	**4**

Note. Not all responses fall into one of these categories and therefore, are not represented in the total at the bottom.

Q9. How would you improve the Peer Mentoring Program?	More Mentors	Session Availability	Learning Materials/ Sharing Solutions	Other suggestions for mentors	No improvements needed
Add details of the PM Program to canvas. Share solutions via canvas, google drive, etc. for students signed up for PM.			✓		
Allocate more time for peer mentoring sessions		✓			
Allow access to more exam-type material.			✓		
At this time, I don't have any improvements to suggest. The program and ***** herself did a wonderful job. Thank you for helping me get through this semester.					✓
Create a pass-down binder for the peer mentors so the worksheets are easier to determine which are the easy conceptual ones and then onto the harder full blown problems.			✓		
embedded peer mentor into class for stem core classes (similar to classroom tutors) wouldhave been helpful	✓				
Have a more varied time availibility		✓			
Have more courses available. All upper division math and science classes should have a peer mentor. Peer mento for chem 201 please!	✓	✓			
Having a 2nd peer mentor for students who perfer to work on the worksheets or students who already have questions or their own work that need help on. If not, have the worksheets as an optional choice, I found the worksheet to be little to no help at times, the first questions being the concept questions, would take too much time that by the time we got to the actual written out questions, there would be very little time left. Also another suggestion would be to offer the full solutions step by step after the session is over for students who wish to study the problems later on due to not being able to finish the worksheet in the class session.	✓		✓		
Having a more structured program that has the mentor work more on the steps in solving problems or advice on what helped them be successful				✓	
Having it at different times during the week so that it fits everyone's schedule better.		✓			
Hire more :)	✓				
Hold more sessions		✓			
I had an amazing experience and have yet to find something that NEEDS to change. Thank you.					✓
I hope there is 2 mentors per class.	✓				
I think it is good for now.					✓
I think it would be a bit better if the mentors let you decide how long you need studying or maybe even reserve a mentor for the reason that you need a lot of help on math or any of the STEM courses.				✓	

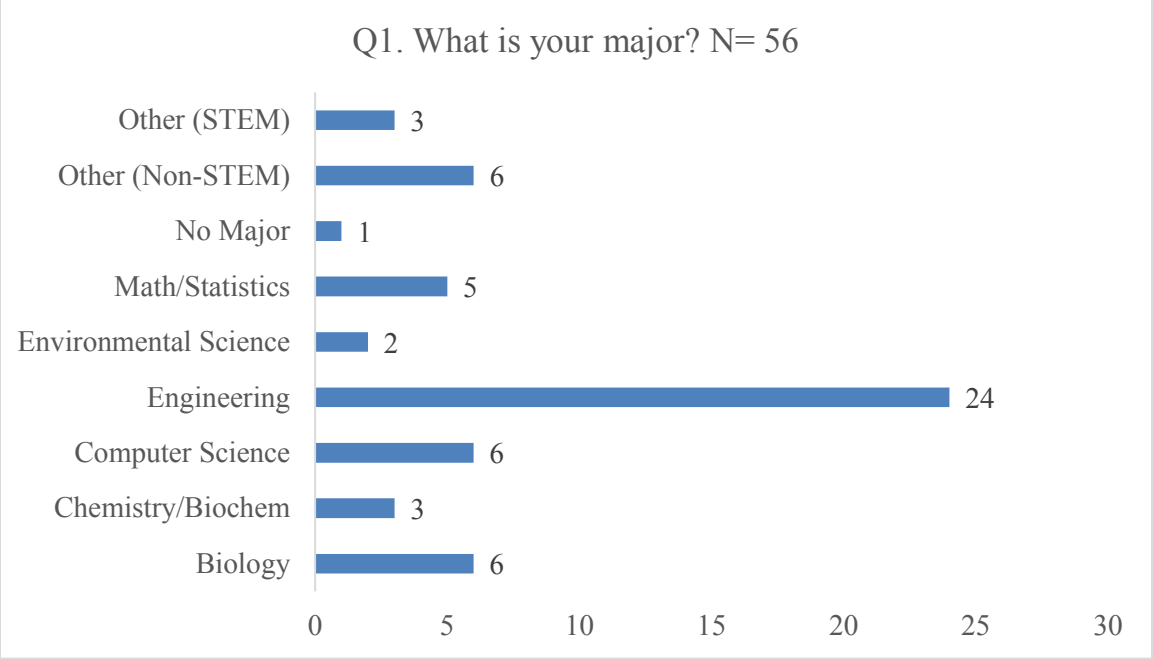
I would like to see more peer mentors, sometimes it takes too long to get help.	✓				
It is already a solid program. Hire more peer mentors similar to the caliber of ******	✓				
It was good the way it was, I have no complaints about it and will probably use it again next semester					✓
It would be nice to have more Mentors every single day, but that's unreasonable because every has their own lives to deal with, so I'm just saying this just in case if there is an opportunity for it	✓				
Make it more days and longer hours especially for Statics.		✓			
Make more sessions or longer sessions.		✓			
Material from teacher should be given to help peer mentor help me			✓		
Maybe have more mentors available at one time so that schedules clash less	✓				
maybe have the answers to worksheets more available			✓		
More availability.		✓			
More awesome staff and seating please! The whole first floor past the in door Starbucks would be perfect ;)	✓				
More chem tutors	✓				
More collaborative learning with other students				✓	
More peer mentors	✓				
More peer mentors. Some days it was very busy and I felt I was monopolizing the mentor's time.	✓				
More tutors because sometimes I cant find one because they are all busy	✓				
My peer mentor for 196 was amazing! **** is the best. My peer mentor for static's was not helpful at all				✓	
next semester I won't be able to attend peer mentoring because of my work. I would love to see a night peer mentoring session after 6pm so that I could still be apart of the program		✓			
None it was good					✓
Not just having class tutors but also wish they were all available from other classes so that we can always have someone to go to when our class tutor isn't available.	✓				
Pay them more and for more hours. Especially in classes like 196. I showed up to every peer mentoring session and will still be lucky to get a C.		✓			
Provide more mentoring sessions since some students have a really busy schedule.		✓			

Providing peer mentors with solutions to practice problems and/or making them available to students. It's understandable the process is more important than the final answer, however if the final answer is wrong, we messed up somewhere in the process.			✓		
The Java mentor I went to was really nice and friendly but was not very knowledgeable about the subject. She wasn't able to help me or the other students there with our questions and it strongly deterred me from seeking help again. I would love to see students recruited to be mentors that have been programming for longer than one semester.				✓	
The only thing I disliked was when there were too many students because we would get off topic ver easily, but it can't really be avoided. Otherwise, it would just be similar to lecture, rather than a peer mentoring program.				✓	
TOTAL	**15**	**11**	**7**	**6**	**5**

Note. Not all responses fall into one of these categories and therefore, are not represented in the total at the bottom.

Q1 What is your major?

Answered: 56 Skipped: 0

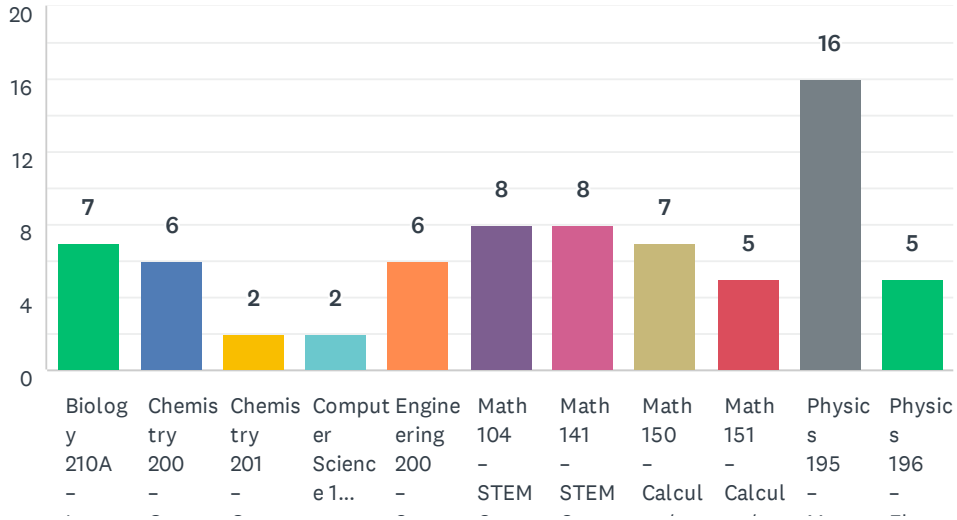


Note. *Other non-STEM* category includes: Nursing, Business, Political Science, Architecture Design, Philosophy, and Liberal Sciences. *Other STEM* category includes: Physics, Psychology, and Geology. The *Engineering* category includes: Civil, Aerospace, Mechanical, Environmental, Physics, Construction, Electrical, Computer, and Chemical types of Engineering.

Majors	**Count**	**Percentage**
Biology	6	10.7%
Chemistry/Biochem	3	5.4%
Computer Science	6	10.7%
Engineering	24	42.9%
Environmental Science	2	3.6%
Math/Statistics	5	8.9%
No Major	1	1.8%
Other (Non-STEM)	6	10.7%
Other (STEM)	3	5.4%
Total	56	100.0%

Q2 For which of your classes did you participate in the Peer Mentoring sessions this semester? [Select all that apply]

Answered: 56 Skipped: 0

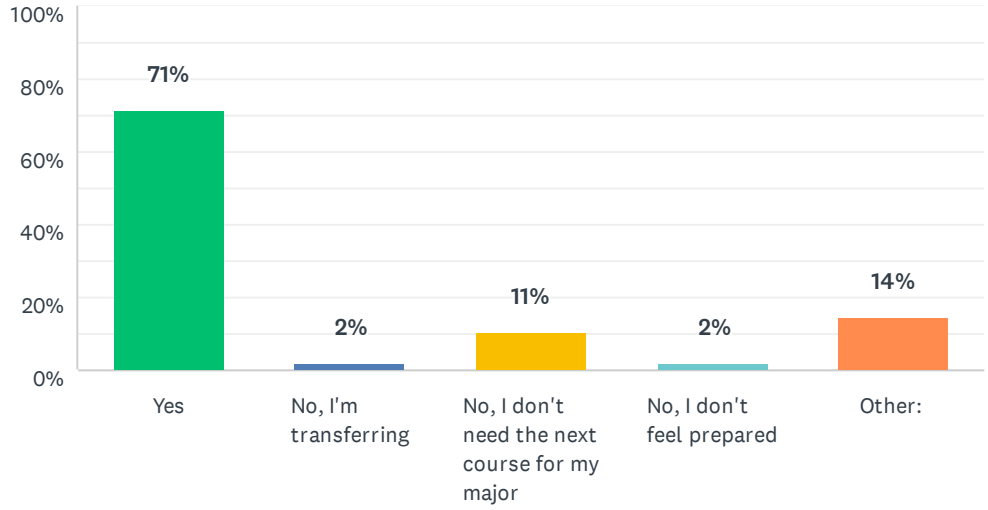


ANSWER CHOICES	RESPONSES	
Biology 210A – Intro to Biological Sciences I	13%	7
Chemistry 200 – General Chemistry I	11%	6
Chemistry 201 – General Chemistry II	4%	2
Computer Science 190 – Java Programming	4%	2
Engineering 200 – Statics	11%	6
Math 104 – STEM Core: Trigonometry	14%	8
Math 141 – STEM Core: Precalculus	14%	8
Math 150 – Calculus/Analytic Geometry I	13%	7
Math 151 – Calculus/Analytic Geometry II	9%	5
Physics 195 – Mechanics	29%	16
Physics 196 – Electricity and Magnetism	9%	5
Total Respondents: 56		

Note. MATH252 was mistakenly not listed as an option. However, based on attendance records, a very small number of students attended Peer Mentoring sessions for this subject. Therefore, the omission of MATH252 is not expected to be significant.

Q3 Will you enroll in the next course in the sequence this upcoming spring term at Mesa? [Select the option that best describes your situation]

Answered: 56 Skipped: 0

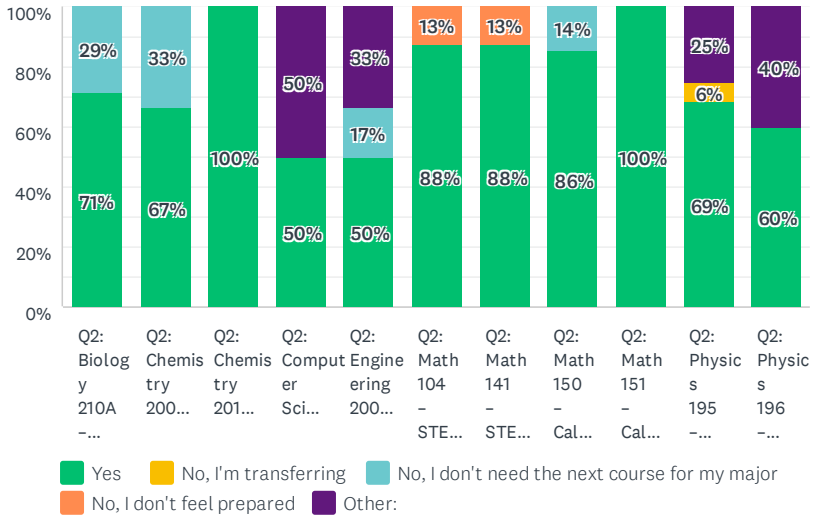


ANSWER CHOICES	RESPONSES	
Yes	71%	40
No, I'm transferring	2%	1
No, I don't need the next course for my major	11%	6
No, I don't feel prepared	2%	1
Other:	14%	8
TOTAL		56

#	OTHER:	DATE
1	I am not sure if I will pass the course.	12/17/2019 11:13 AM
2	Ended up not passing the class again for the 3rd time	12/13/2019 10:20 AM
3	i will take it in fall	12/12/2019 5:45 PM
4	They don't provide the next course here in Mesa until 2020 of Fall	12/12/2019 2:22 PM
5	Does not fit schedule	12/12/2019 11:02 AM
6	taking it at City	12/12/2019 11:00 AM
7	Yes but at Miramar.	12/12/2019 10:38 AM
8	Phys 197, Engineering 210	12/12/2019 10:22 AM

Q3 Will you enroll in the next course in the sequence this upcoming spring term at Mesa? [Select the option that best describes your situation]

Answered: 56 Skipped: 0



	YES	NO, I'M TRANSFERRING	NO, I DON'T NEED THE NEXT COURSE FOR MY MAJOR	NO, I DON'T FEEL PREPARED	OTHER:	TOTAL
Q2: Biology 210A – Intro to Biological Sciences I	71% 5	0% 0	29% 2	0% 0	0% 0	13% 7
Q2: Chemistry 200 – General Chemistry I	67% 4	0% 0	33% 2	0% 0	0% 0	11% 6
Q2: Chemistry 201 – General Chemistry II	100% 2	0% 0	0% 0	0% 0	0% 0	4% 2
Q2: Computer Science 190 – Java Programming	50% 1	0% 0	0% 0	0% 0	50% 1	4% 2
Q2: Engineering 200 – Statics	50% 3	0% 0	17% 1	0% 0	33% 2	11% 6
Q2: Math 104 – STEM Core: Trigonometry	88% 7	0% 0	0% 0	13% 1	0% 0	14% 8
Q2: Math 141 – STEM Core: Precalculus	88% 7	0% 0	0% 0	13% 1	0% 0	14% 8
Q2: Math 150 – Calculus/Analytic Geometry I	86% 6	0% 0	14% 1	0% 0	0% 0	13% 7
Q2: Math 151 – Calculus/Analytic Geometry II	100% 5	0% 0	0% 0	0% 0	0% 0	9% 5
Q2: Physics 195 – Mechanics	69% 11	6% 1	0% 0	0% 0	25% 4	29% 16
Q2: Physics 196 – Electricity and Magnetism	60% 3	0% 0	0% 0	0% 0	40% 2	9% 5
Total Respondents	40	1	6	1	8	56

#	Q2: BIOLOGY 210A – INTRO TO BIOLOGICAL SCIENCES I	DATE
	There are no responses.	

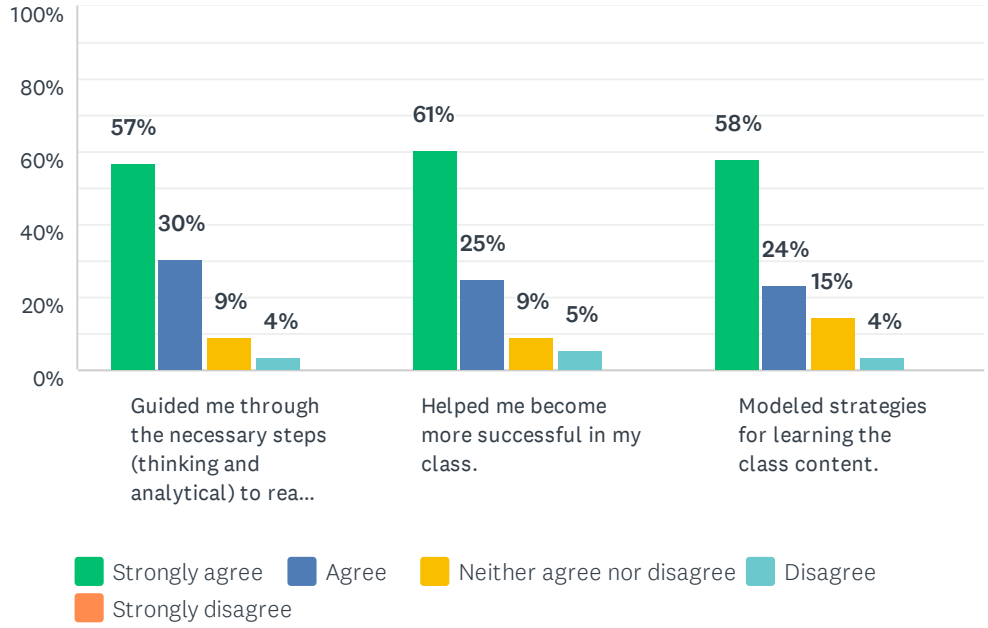
#	Q2: CHEMISTRY 200 – GENERAL CHEMISTRY I	DATE
	There are no responses.	

#	Q2: CHEMISTRY 201 – GENERAL CHEMISTRY II	DATE
	There are no responses.	

#	Q2: COMPUTER SCIENCE 190 – JAVA PROGRAMMING	DATE
1	They don't provide the next course here in Mesa until 2020 of Fall	12/12/2019 2:22 PM
#	**Q2: ENGINEERING 200 – STATICS**	**DATE**
1	Does not fit schedule	12/12/2019 11:02 AM
2	Phys 197, Engineering 210	12/12/2019 10:22 AM
#	**Q2: MATH 104 – STEM CORE: TRIGONOMETRY**	**DATE**
	There are no responses.	
#	**Q2: MATH 141 – STEM CORE: PRECALCULUS**	**DATE**
	There are no responses.	
#	**Q2: MATH 150 – CALCULUS/ANALYTIC GEOMETRY I**	**DATE**
	There are no responses.	
#	**Q2: MATH 151 – CALCULUS/ANALYTIC GEOMETRY II**	**DATE**
	There are no responses.	
#	**Q2: PHYSICS 195 – MECHANICS**	**DATE**
1	I am not sure if I will pass the course.	12/17/2019 11:13 AM
2	Ended up not passing the class again for the 3rd time	12/13/2019 10:20 AM
3	i will take it in fall	12/12/2019 5:45 PM
4	Yes but at Miramar.	12/12/2019 10:38 AM
#	**Q2: PHYSICS 196 – ELECTRICITY AND MAGNETISM**	**DATE**
1	taking it at City	12/12/2019 11:00 AM
2	Phys 197, Engineering 210	12/12/2019 10:22 AM

Q4 Please rate your agreement with the following statements. "My Peer Mentor..."

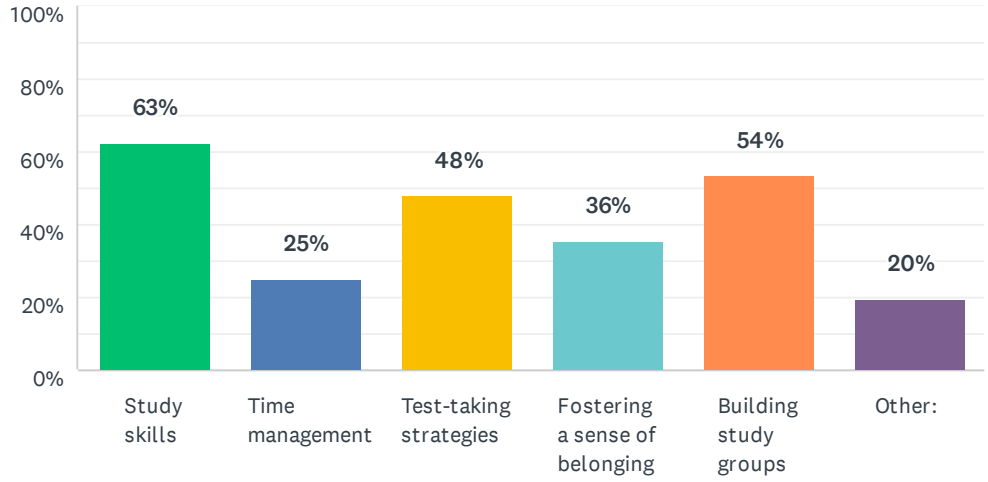
Answered: 56 Skipped: 0



	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
Guided me through the necessary steps (thinking and analytical) to reach the correct answers.	57% 32	30% 17	9% 5	4% 2	0% 0	56
Helped me become more successful in my class.	61% 34	25% 14	9% 5	5% 3	0% 0	56
Modeled strategies for learning the class content.	58% 32	24% 13	15% 8	4% 2	0% 0	55

Q5 What assistance/support has your mentor provided in addition to course-related help? [Select all that apply]

Answered: 56 Skipped: 0

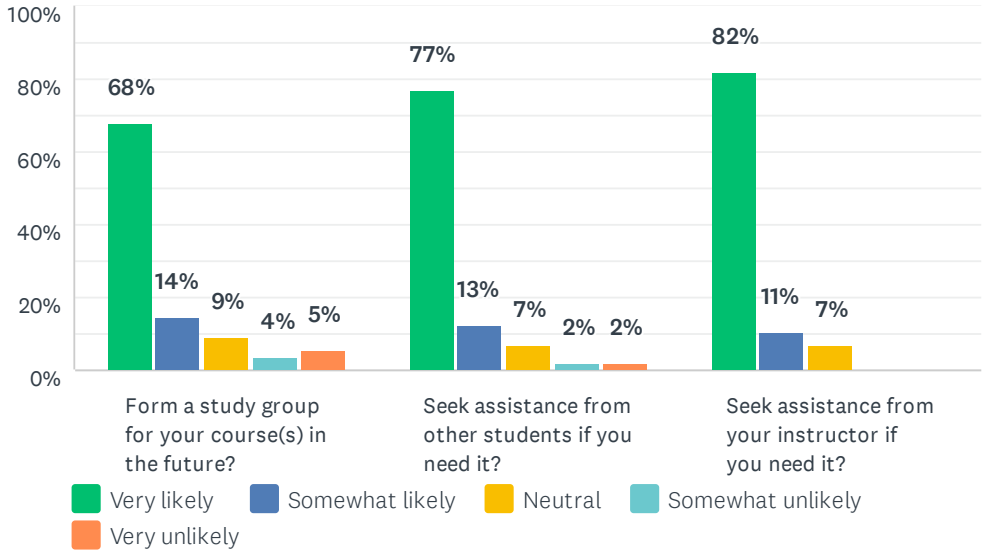


ANSWER CHOICES	RESPONSES	
Study skills	63%	35
Time management	25%	14
Test-taking strategies	48%	27
Fostering a sense of belonging	36%	20
Building study groups	54%	30
Other:	20%	11
Total Respondents: 56		

#	OTHER:	DATE
1	Nothing	12/21/2019 4:10 PM
2	How to properly manipulate equations to successfully complete problems.	12/20/2019 2:09 PM
3	Work sheets	12/17/2019 11:14 AM
4	Promoted common sense mental health practices	12/17/2019 9:56 AM
5	Methedology of solving problems	12/14/2019 5:44 AM
6	N/A	12/13/2019 2:31 PM
7	N/A	12/12/2019 2:56 PM
8	It was pretty fun hanging out in there as well	12/12/2019 2:23 PM
9	Helped me regulate my emotions when I would panic about calculus	12/12/2019 2:20 PM
10	Went over mistakes	12/12/2019 12:10 PM
11	she is thorough and good at explaining.	12/12/2019 11:52 AM

Q6 Based on your experience with the Peer Mentoring Program this semester, how likely are you to…

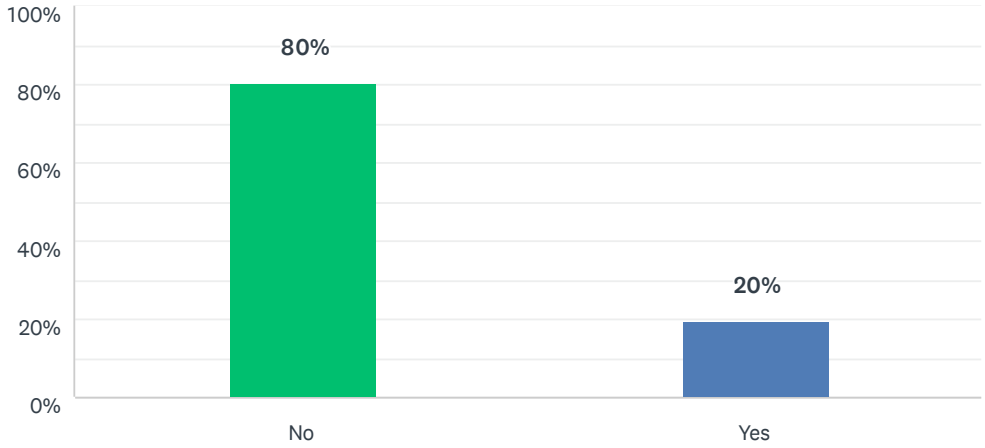
Answered: 56 Skipped: 0



	VERY LIKELY	SOMEWHAT LIKELY	NEUTRAL	SOMEWHAT UNLIKELY	VERY UNLIKELY	TOTAL
Form a study group for your course(s) in the future?	68% 38	14% 8	9% 5	4% 2	5% 3	56
Seek assistance from other students if you need it?	77% 43	13% 7	7% 4	2% 1	2% 1	56
Seek assistance from your instructor if you need it?	82% 46	11% 6	7% 4	0% 0	0% 0	56

Q7 Did you learn about other helpful campus resources as a result of your participation in the Peer Mentoring Program?

Answered: 56 Skipped: 0

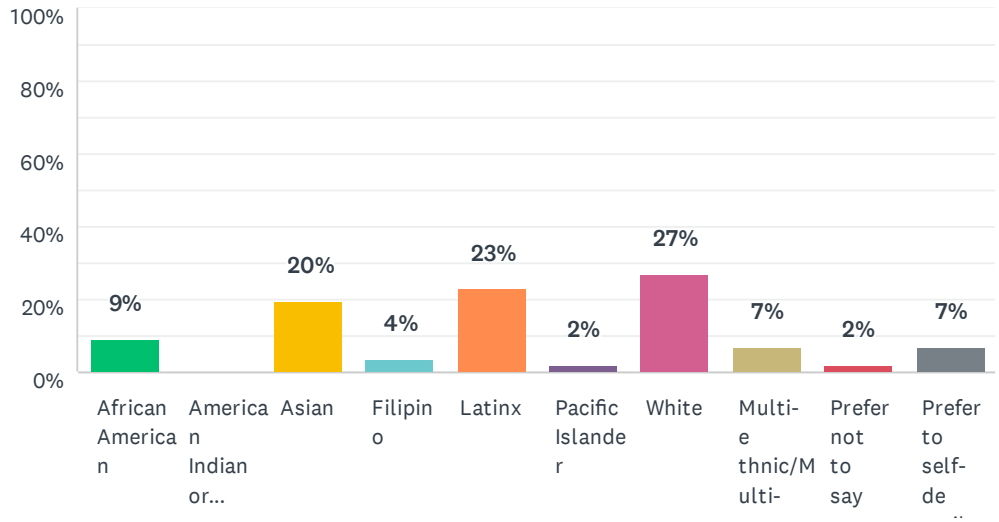


ANSWER CHOICES	RESPONSES	
No	80%	45
Yes	20%	11
TOTAL		56

#	YES, WHICH ONES?	DATE
1	Writing center	12/29/2019 1:22 AM
2	Tutoring	12/20/2019 9:28 PM
3	The writing center	12/20/2019 6:10 PM
4	The tutoring offered at the STEM center	12/17/2019 6:32 PM
5	Engineering club and internship opportunities	12/17/2019 6:01 PM
6	Stem center	12/17/2019 5:58 PM
7	Tutoring center	12/16/2019 7:48 AM
8	The STEM center	12/14/2019 6:17 AM
9	clubs and internships	12/13/2019 1:46 AM
10	The 4th floor also help a lot with math	12/12/2019 10:58 PM
11	Farmers market, Mesa food/point system	12/12/2019 8:11 PM

Q10 Please select the ethnicity to which you most closely identify.

Answered: 56 Skipped: 0

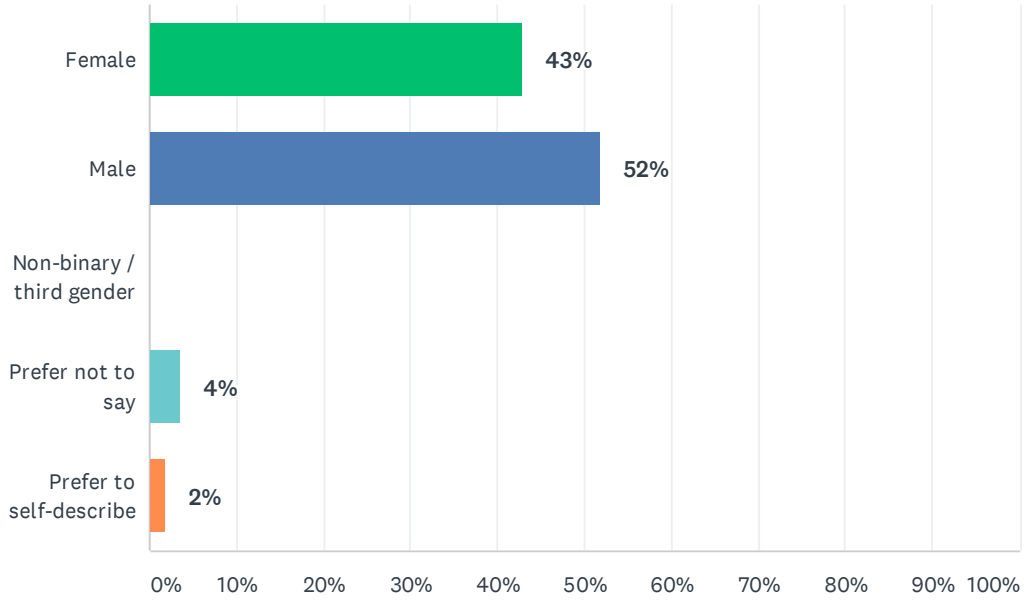


ANSWER CHOICES	RESPONSES	
African American	9%	5
American Indian or Alaska Native	0%	0
Asian	20%	11
Filipino	4%	2
Latinx	23%	13
Pacific Islander	2%	1
White	27%	15
Multi-ethnic/Multi-racial	7%	4
Prefer not to say	2%	1
Prefer to self-describe	7%	4
TOTAL		56

#	PREFER TO SELF-DESCRIBE	DATE
1	Mexican	12/22/2019 12:12 AM
2	Middle eastern	12/21/2019 4:50 AM
3	Arab	12/17/2019 7:21 PM
4	North African	12/12/2019 7:05 PM

Q11 What is your gender?

Answered: 56 Skipped: 0

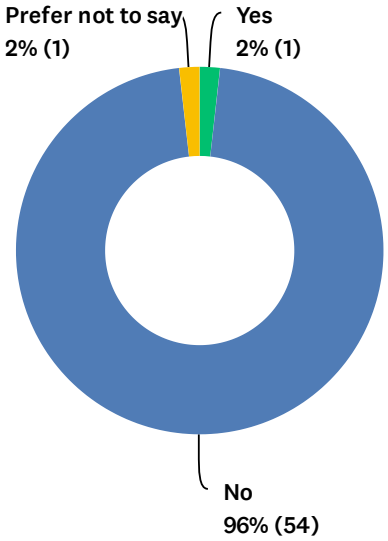


ANSWER CHOICES	RESPONSES	
Female	43%	24
Male	52%	29
Non-binary / third gender	0%	0
Prefer not to say	4%	2
Prefer to self-describe	2%	1
TOTAL		56

#	PREFER TO SELF-DESCRIBE	DATE
1	There's only 2 genders	12/12/2019 6:14 PM

Q12 Do you identify as transgender?

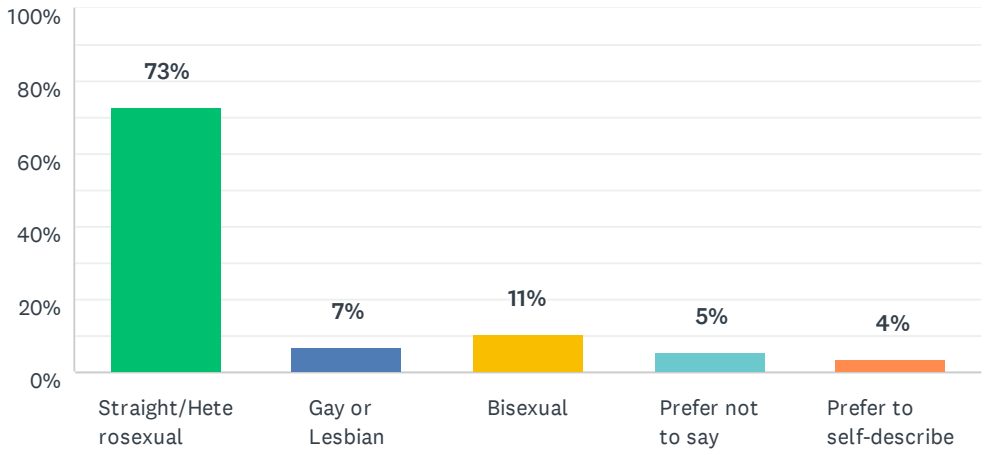
Answered: 56 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	2%	1
No	96%	54
Prefer not to say	2%	1
TOTAL		56

Q13 What is your sexual orientation?

Answered: 56 Skipped: 0

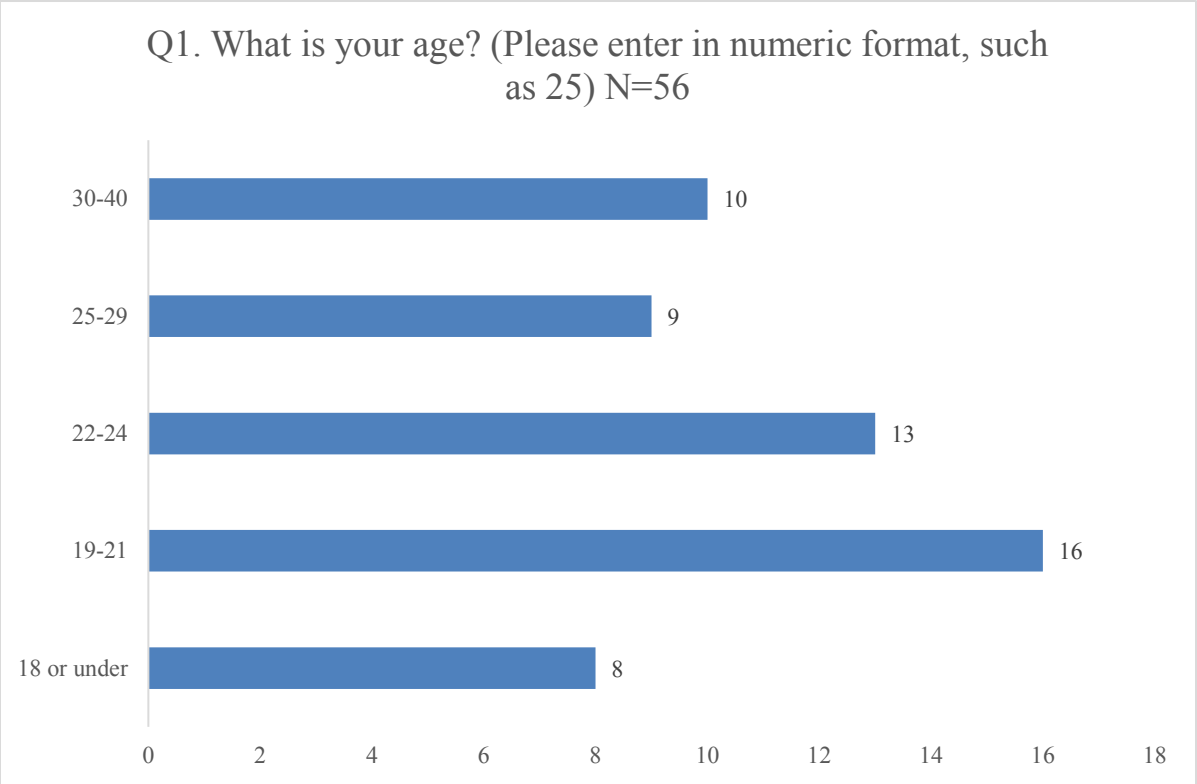


ANSWER CHOICES	RESPONSES	
Straight/Heterosexual	73%	41
Gay or Lesbian	7%	4
Bisexual	11%	6
Prefer not to say	5%	3
Prefer to self-describe	4%	2
TOTAL		56

#	PREFER TO SELF-DESCRIBE	DATE
1	I	12/12/2019 6:51 PM
2	Asexual	12/12/2019 6:07 PM

Q14 What is your age? (Please enter in numeric format, such as 25)

Answered: 56 Skipped: 0

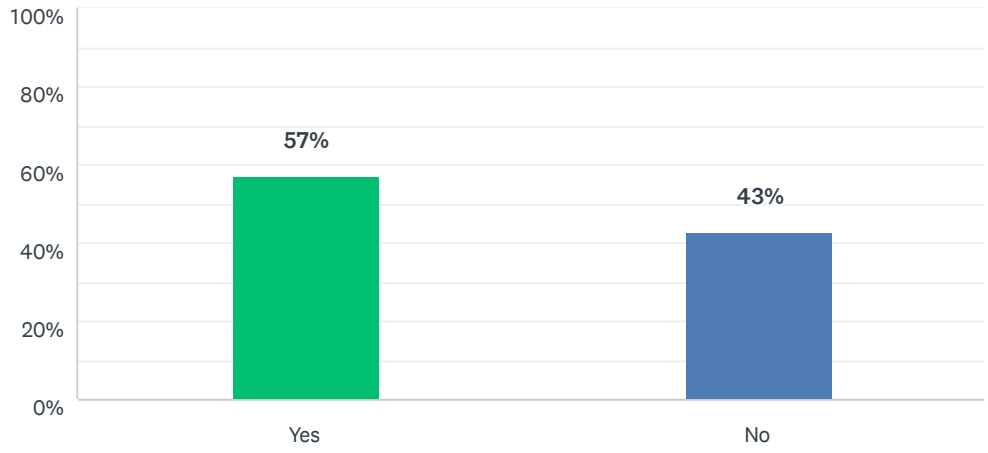


Note. Groupings are based on respondents' answers.

Age Category	Count	Percentage
18 or under	8	14.3%
19-21	16	28.6%
22-24	13	23.2%
25-29	9	16.1%
30-40	10	17.9%
TOTAL	56	100.0%

Q15 Did any of your parents attend college?

Answered: 56 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	57%	32
No	43%	24
TOTAL		56