

Fall 2021 Peer Mentoring Program Feedback Survey

Purpose:

A student survey was conducted after the end of the first eight week session in Fall 2021 term to learn about student experiences in the STEM Peer Mentoring program at San Diego Mesa College. Fall 2021 Peer Mentoring sessions had returned to both online and in-person sessions after the March 2020 campus shutdown due to the pandemic. This fourth iteration of the Peer Mentoring Feedback Survey presents data to help inform about (1) general program improvements and (2) other considerations needed to ensure the program's success.

Methodology:

Data collection took place from November 15th through December 6th, 2021. A total of 116 Fall 2021 Peer Mentoring participants were invited to participate in the feedback survey. These students were sent an email invitation and reminders to take the survey via SurveyMonkey. A total of 24 students fully completed the survey, which represents 21% of Fall 2021 Peer Mentoring participants.

Student Profile:

ETHNICITY

- 20 Peer Mentored students responded, 4 skipped: 6 Latinx and 6 White students, each representing (30%) of respondents; 2 Asian and 2 Filipino students, each group representing (10%)of the respondents. 1 student self-described as Middle Eastern (5%) 3 students,prefer not to say (15%), 4 not reported.
- 116 students participated in Peer Mentoring: 44 Latinx (38%), 33 white (28%), 20 Asian(17%) ,7 Multi-Ethnic (6%) ,5 Filipino (4%), 5 not reported (4%), 2 African American (2%)
- 18,310 students enrolled campus-wide in Fall 2021: LatinX (40%), White(29%), Asian(11%), MultiEthnic(8%), African American (6%),Filipinio (5%), Pacific Islander (<1%), Native American (<1%) , Unkown (<2%)

Distribution of ethnicity among Latinx and White Peer Mentored populations closely mirrored the profile of Fall 2021 enrolled students, while the proportion of Asian students in Peer Mentoring reflected higher ratios when compared to the general enrollment headcount of Asian students. The opposite effect occurred for MultiEthnic, African American, and Filipino groups.

GENDER IDENTITY

- 20 Peer Mentored students responded, 4 skipped: 12 Male (60%), 8 Female (40%)
- 116 students participated in Peer Mentoring: 83 Male (72%), 29 Female (25%), 1 Non-Binary (<1%), 3 Unknown (<3%)
- 18,310 students enrolled in Fall 2021: 7,960 Male (43%), 10,219 Female (56%), 65 Non-Binary (<1%), 90 Unknown (<1%)

Distribution of gender among the Peer Mentee population skewed toward male students which differed from that of the Fall 2021 enrollment profile in which female students represented the majority of students.

AGE

- 20 Peer Mentored students responded, 4 skipped: (50%) <=24 years old and (50%) >24 years old , n=10 in both groups
- 116 Students participated in Peer Mentoring: 83 (72%) <=24 and 33 (28%) >24 years old
- 18,310 students enrolled in Fall 2021, 6,277 (66%) <=24 and 12,057 (34%) >24 years old

FIRST GENERATION

- 20 Peer Mentored students responded, 4 skipped: 13(65%) are first generation
- 116 students participated in Peer Mentored, 12 (<10%) are first-generation
- 18,310 enrolled in Fall 2021, 3,447 (18%) were first generation

Comparisons are non-conclusive due to small sample sizes among the respondent group (n=24). There were 56 missing values among the 116 Peer Mentored students.

Tables:

Ethnicity	Respondents	PM Population	Mesa Population
African-American	0%	2%	6%
Asian	10%	17%	11%
Filipino	10%	4%	5%
Latinx	30%	38%	40%
Native American	0%	0%	<1%
Pacific Islander	0%	0%	<1%
White	30%	28%	29%
Multi racial/ethnic	0%	6%	8%
Self-identified	5%	0%	0%
Unknown	15%	4%	<2%
Total	100%	100%	100%
Gender	Respondents	PM Population	Mesa Population
Female	40%	25 %	56 %
Male	60%	72 %	43 %
Non-Binary	%	<1 %	<1 %
Unknown	%	<3 %	<1 %
Total	100%	100%	100%
Age Group	Respondents	PM Population	Mesa Population
<=24	50%	72%	66%
>24	50%	28%	34%
Total	100%	100%	100%

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

Overview of Survey Findings:

- **Q1. MAJORS** n=24: Engineering (50%), Computer Science (25%), Chemistry or Physics (17%), Data Science (8%)
- **Q2. COURSES*** n=24: PHYS195 (54%), MATH116,141,151 (25% TOTAL;8.3% per course), PHYS196 (12.5%), ENGE200 (12.5%), BIOL210A (4%)
*Students may receive tutoring in more than 1 course
- **Q3. NEXT SEQUENCE COURSE ENROLLMENT PLANS** n=24: Yes (75%), Felt Unprepared (12.5%), Don't Need (8.3%)
- **Q4. QUALITY** n=22: Strongly Agree or Agree 1) PM guided effectively in reaching correct answers (95%) 2) PM sessions helped me become more successful in class (95%) 3) PM modeled helpful strategies (95%)
- **Q5. ADDITIONAL TYPES OF SUPPORT** n=22: Study Skills (82%), Test Taking (55%), Building study groups (55%), Time Management (27%)
- **Q6. TAKING INITIATIVE** n=22: Very/Somewhat Likely 1) forming a study group (86%) 2) seek assistance from others students (96%) 3) seek assistance from instructor (100%)
- **Q7. WELL-INFORMED ABOUT OTHER CAMPUS RESOURCES** n=21: No (90%), Yes (10%)
- **Q8. MOST VALUABLE EXPERIENCE** *categorized open-ended descriptions* n=17:

Slower pace, gaining more in-depth and practical learning experience (7)
Sense of safety, trust, ease of communication, collaboration (n=6)
Peace of Mind (n=4)
- **Q9. SUGGESTIONS FOR IMPROVEMENT** *categorized open-ended descriptions* n=16:
More sessions (7)
Satisfied as is (6)
Address Peer Mentor needs (2)
Keep seasoned peer mentors (1)
- **Q10. LEVEL OF ENGAGEMENT BEFORE & AFTER GOING VIRTUAL** n=21: Decreased (7), N/A (6), Increased (5), No change (3)

SAN DIEGO MESA COLLEGE

Open-ended Responses

Q8. What was the most valuable aspect of your experience with the Peer Mentoring Program?

CATEGORICAL DESCRIPTION	ORIGINAL RESPONSE
Sense of safety, trust, ease of communication, collaboration (n=6)	I had a chance to work with people who had the same problems I did when they were in class, so asking for help was easier.
	Working with other students that also struggled and aren't perfect
	Being able to collaborate with other students and the peer mentor to figure out problems
	The sense that it's okay for me to struggle with classes.
	Having someone my age and near my education level to talk about issues that a professor may not be familiar with after many years of not being a student.
	My peer mentor explained things in a different way than my professor and was more patient and available for answering questions.
Slower pace, gaining more in-depth and practical learning experience (n=7)	Practice problems and a more refined learning experience.
	Having someone with experience with the topic to work through problems. One on one instruction.
	Step by step explanation, and patience
	The slow pace and small group size.
	Peer Mentoring helps me better understand the subject and helps me figure out better approaches.
	figuring stuff out
	It was an opportunity for us to asses problems at a slower pace compared that during class time as there [is] a smaller time frame.
Peace of mind (n=4)	Being able to not feel too stressed about difficult subjects since I know I can ask for additional help to understand.
	weekly homework help
	Knowing that the support is there if and when I need it consistently
	Receiving the much needed assistance I need to receive good exam grades. Without the assistance, I do not think I would receive these good exam grades.

SAN DIEGO MESA COLLEGE

Q9 - How would you improve the Peer Mentoring Program?

CATEGORICAL DESCRIPTOR	ORIGINAL RESPONSE
More sessions (n=7)	I would have more times available
	Increase potential hours. I was not available for every session and I felt like I might have missed opportunities to ask questions.
	Maybe providing more times to fit more personal schedules.
	More available times for additional study!
	hmmm, personally I would say it would be more likely for me to attend PM in a 2-hour gap between my class and my lab because I'd have nothing else to do and I can't go home, but other than that, also extending sessions
	More time availability on weekends.
	More!
Satisfied with program as is (n=6)	I really enjoyed our peer mentor this semester, and I wouldn't add anything at this time.
	N/A (n=2)
	I think it's good as is.
	It's hard to say. I found it to be helpful in a lot of ways.
	I do not have any ideas to improve, it is good already.
Address Peer Mentor Needs (n=2)	By asking tutees for feedback when sessions are completed.
	Give the peer mentors more resources. My peer mentor had to use his own time and money in order to provide lectures and supplemental material for the students. If he had access to question banks (enge200) and maybe a tablet with a stylus or special software for lecturing then his lectures would be much more efficient and beneficial for himself and the students.
Keep seasoned peer mentors(n=1)	try to attain older students for it, they seem to explain things better

Further Inquiry (Fa21)

1. An overwhelming majority of respondents (19 of 21) answered 'No' to Q7. "*Did you learn about other helpful campus resources as a result of your participation in the Peer Mentoring Program?*" What can be done to engage students in discovering resources that could enhance the success of PM ?
2. Open-ended questions often garner responses that are more provocative. Q8 "*What was the most valuable aspect of your experience with the Peer Mentoring Program?*" 7 of the 17 answers allude to the PM program as a place of safety and trust, not feeling alone in struggles, a place of camaraderie. How to be conscious of maintaining softer skills in PM to encourage persistence in students. This could relate to Q10. "*Due to social distancing measures, PM meetings were moved to a virtual environment. Please compare your level of engagement with your peer mentor and learning community before and after the transition.*" One-third (7 of 21) of respondents described a decline in their engagement due to virtual meetings.
3. Passive vs Active role of the student. Q4 addresses 3 topics:
 - a. "My peer mentor guided me through necessary steps to get to the correct answers"
 - b. "My peer mentoring sessions helped me become more successful in my class."
 - c. "My peer mentor modeled strategies for learning..."

77% strongly agreed to both *a* and *c*, while *b* had a respectable 64% of respondents that strongly agreed. However, a lower percentage may suggest that students need to strengthen skills that can be applied independently.

4. Q5 "*What assistance/support has your mentor provided in addition to course-related help?*" Study skills, time management, test-taking strategies, fostering a sense of belonging, building study groups. This can relate to Q4, Q8, Q10.