

## Spring 2019 Peer Mentoring Program Feedback Survey

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### **Purpose:**

A student survey was conducted at the end of Spring 2019 term to learn about student experiences as participants of the STEM Peer Mentoring program at San Diego Mesa College. The Peer Mentoring program began to be piloted in Fall 2018 and attendance began to be tracked using SARS Anywhere in October 2018. Since the Fall 2018 attendance records do not cover the full term, Spring 2019 Peer Mentoring data is key to help inform future program improvements.

### **Methodology:**

Data collection took place from May 14<sup>th</sup> through May 31<sup>st</sup>, 2019. A total of 96 Spring 2019 Peer Mentoring participants were identified using SARS Anywhere (peer mentors were excluded). Out of these students, 93 had valid enrollments at Mesa College. These students were emailed an invitation and reminders to take the survey. Additionally, peer mentors were provided with a link for them to share with their mentees during their sessions (only one student responded via link). A total of 38 students participated in the survey, resulting in a 41% participation rate. Out of the 38 submitted surveys, 31 were fully complete.

### **Student Profile:**

- White students represented the largest ethnic group among respondents (35%), followed by Latinx (19%), and Asian students (16%; n=31). For White and Asian students, this is representational of the survey population of 93, which was 35% White and 15% Asian. However, Latinx students represented 33% of the survey population, which indicates an underrepresentation of Latinx students among survey respondents.
- Respondents were evenly split in terms of gender: 45% male, 48% female, and 6% prefer not to say (n=31). This is somewhat close to the survey population, which is 55% male and 45% female.
- Nearly two thirds of respondents (65%) were 24 years old or younger (n=31), slightly higher than the 60% of students in the survey population (n=93).
- Close to a third of respondents (32%) were first-generation students (n=31), which is very close to the 34% of students in the survey population (n=93).

### **General Findings:**

- Computer Science was the most popular major among respondents (22%), followed by Biology (14%), Mathematics (8%), and Chemistry/Biochemistry (8%; n=36).
- PHYS195 sessions were attended by the largest number of respondents (31%), followed by MATH151 (25%), and CHEM200 (17%; n=36). See Q2 for full list.
- A total of 57% of respondents said they will enroll in the next course in the sequence this upcoming summer or fall term (n=36). When disaggregated by Peer Mentoring course, PHYS195 has the largest percentage of students reporting they plan to enroll in the next course in the sequence (73%), followed by CHEM200 (67%), MATH150 (60%), and PHYS196 (60%; n=36).
- A total of 14% of respondents said they will not take the next course in the sequence because they plan to transfer (n=36). These respondents attended MATH151, MATH252, or PHYS196 sessions.

Sources: SARS Anywhere, SDCCD DataMart, Survey Monkey

- Eighty-eight percent of respondents reported that their peer mentor guided them through the necessary steps to reach the correct answers and 75% said that their Peer Mentoring sessions helped them become more successful in their respective class (n=32).
- In addition to course related help, 55% of respondents reported they received support in the area of study skills (n=32). In other areas, less than half of students reported receiving the following supports: Building study groups (34%), test-taking strategies (25%), fostering a sense of belonging (22%), and time management (9%).
- Based on their experience with the Peer Mentoring program, 75% of respondents said they are very likely or somewhat likely to form a study group in the future, while 78% and 84% reported they are very likely or somewhat likely to seek assistance from other students or from their instructor, respectively (n=32).
- Over one quarter (28%) of respondents (n=32) reported they learned about helpful campus resources as a result of their participation in the Peer Mentoring Program. The STEM Center was the resource 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 great number of mentions, followed by problem solving.
- Students offered suggestions on how to improve the Peer Mentoring program. The most frequently mentioned suggestions focused on improving session availability and increasing the number of participants in the program.

### Coded Open-Ended Questions

Q8. What was the most valuable aspect of your experience with the Peer Mentoring Program?	Mentor help/guidance	Problem solving	Group study	Self-reliance	Encouragement
An active study area					
Being able to work through more material that pertained to the lecture which further helped learn more on that specific topic.					
Group study			✓		
I didn't think I would find anything that could help me learn calculus but the peer mentors were able to help me	✓				
I learned more how to solve problems		✓			
I valued the amount of knowledge and guide I have been given	✓				
It was encouraging to see another student so successful in the subject that I was struggling with.					✓
It was nice to work with others who were/weren't in the same class while the mentor was there. Instead of having them do problems for us or focusing on one problem at a time, they guided us and encouraged to work together as a group.	✓		✓		✓
Kevin was a great mentor because he knew exactly what he was explaining.	✓				
knowing other friends to study with			✓		
One valuable aspect is that you form a great relationship with your tutor.	✓				
Problem solving		✓			
Really took the time to help me	✓				
Relying on myself				✓	
Seeking help after I struggled on my first exam					
Strengthening my skills					
The peer's desire to want to help others	✓				
Trying the problems on my own		✓		✓	
We did especially challenging problems that I felt really prepared me for the problems in the course.		✓			
We were never given answers directly, just challenged and guided towards looking for errors within our own work, this helped me tremendously when it came time to do homework or work on projects as I was able to catch myself and correct mistakes much more often.	✓	✓		✓	
<b>TOTAL</b>	<b>8</b>	<b>5</b>	<b>3</b>	<b>3</b>	<b>2</b>

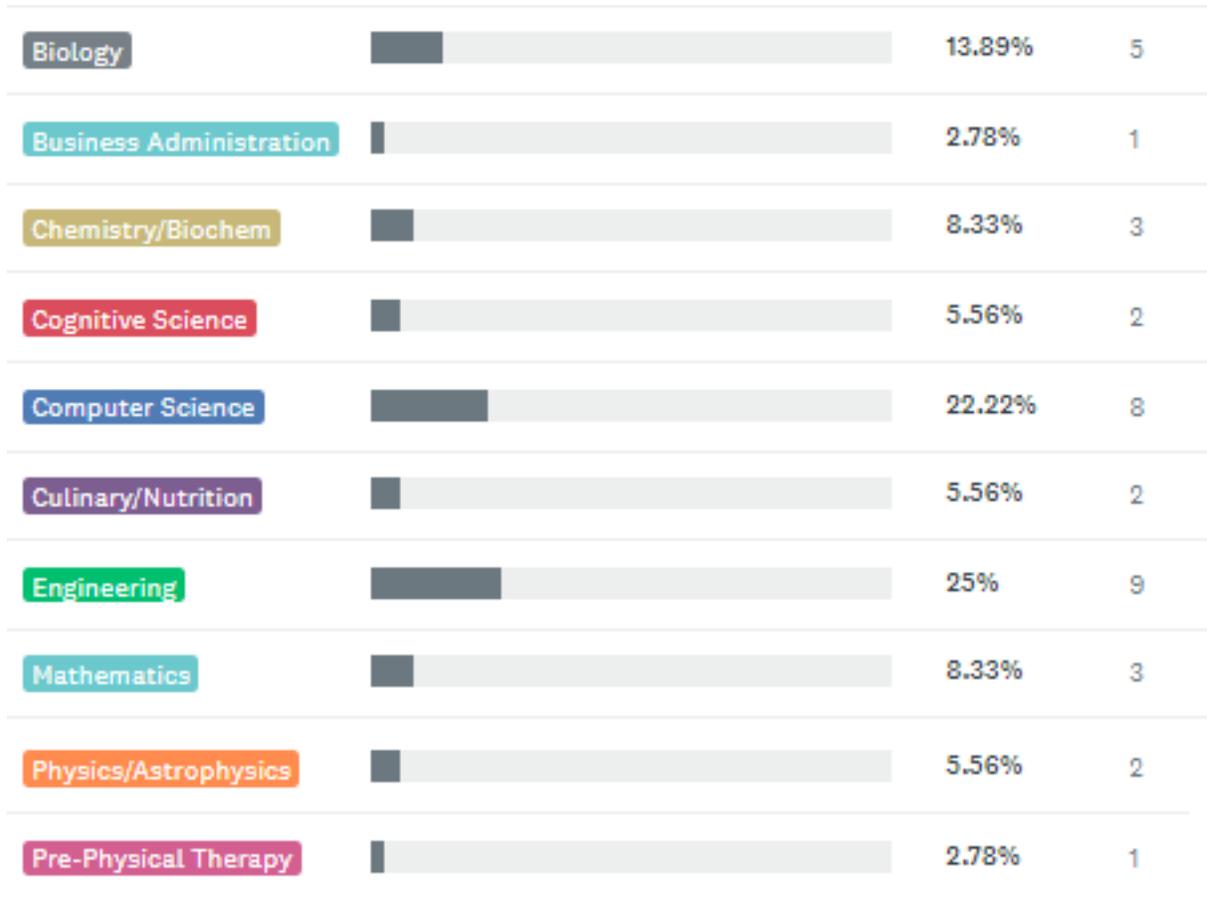
  
**San Diego Mesa College**  
 Institutional Research

Q9. How would you improve the Peer Mentoring Program?	Session availability	Increase number of participants	Homework help	Structured teaching
Better time slots which are on the same day as the class but don't go over the class.	✓			
Expand it.	✓	✓		
Having expert or teacher provided tools for proper guidance and verification				
Help with homework			✓	
Help with homework/ specific problems.			✓	
i understand our peer mentor wants us to think on our own, but it would be nice to have our peer mentor explain a bit step by step, since that is the reason i am going to the sessions.				✓
Increased structure to keep the sessions focused. Part of this could include skills development, like having the mentor give mini lectures on problem solving approaches or concepts.				✓
invite more people to join		✓		
It's good but I feel bad for people who have class at the same time maybe put the schedule of the peer mentoring first before classes so students would manage their time	✓			
Make the schedule more flexible. Peer mentoring sessions were often at the wrong times and interfered with classes.	✓			
Make the tutors have more time in the stem center or 4th floor. My favorite tutor, Adam, wasn't available any of the times I was out of class. He only had two days of tutoring and it greatly affected my grade after I barely got to see him. I hope you expand hours.	✓			
More availability for different times and days	✓			
More sessions!!	✓			
N/A				
No comments				
Nothing needs to change				
Possibly more time slots. Depends since they also have classes or longer meeting times.	✓			
Recommended to my classmates.		✓		
The actual peer mentors be more willing to help those who do come to the sessions, sometimes when a question is asked on how to do something or how they specifically did something not all peer mentors have that sort of ability which is alright. But my point when a question was asked, more likely than not, the peer mentor could not answer the question.				
try and get more students in the program, there was generally around 4 or 3 students in the study group. at the beginning of the semester there were more, around 6 or 7, but the numbers quickly diminished. I myself also started to go less often as the semester moved towards finals.		✓		
<b>TOTAL</b>	<b>8</b>	<b>4</b>	<b>2</b>	<b>2</b>

Sources: SARS Anywhere, SDCCD DataMart, Survey Monkey

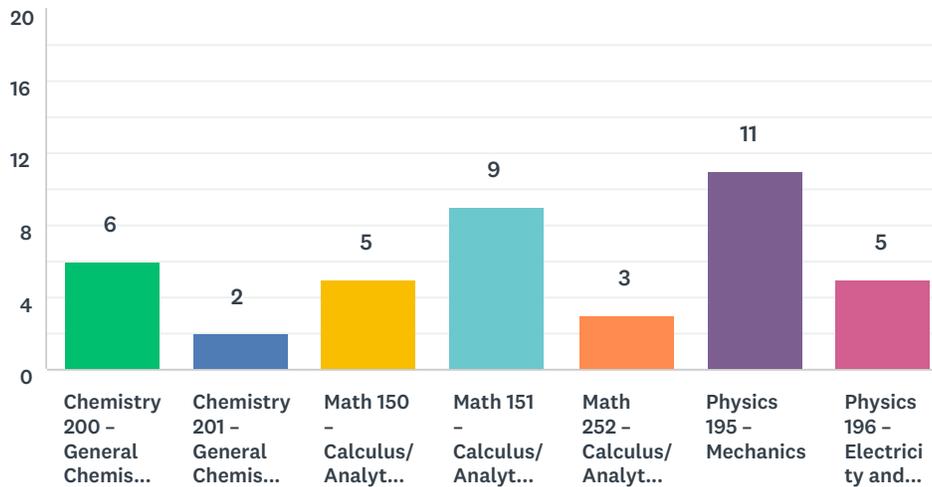
## Q1 What is your major?

Answered: 36 Skipped: 2



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

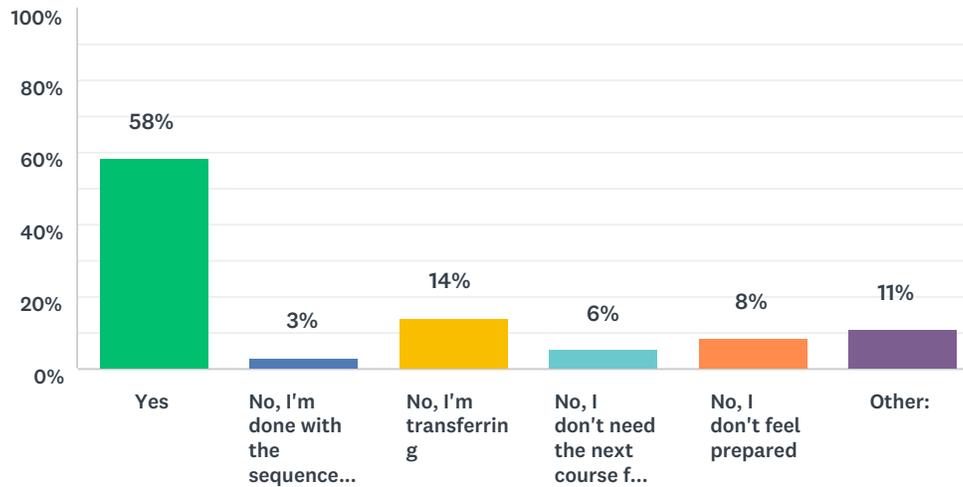
Answered: 36 Skipped: 2



ANSWER CHOICES	RESPONSES	
Chemistry 200 – General Chemistry I	16.67%	6
Chemistry 201 – General Chemistry II	5.56%	2
Math 150 – Calculus/Analytic Geometry I	13.89%	5
Math 151 – Calculus/Analytic Geometry II	25.00%	9
Math 252 – Calculus/Analytic Geometry III	8.33%	3
Physics 195 – Mechanics	30.56%	11
Physics 196 – Electricity and Magnetism	13.89%	5
Total Respondents: 36		

### Q3 Will you enroll in the next course in the sequence (see below) this upcoming summer or fall term? [Select the option that best describes your situation]

Answered: 36 Skipped: 2



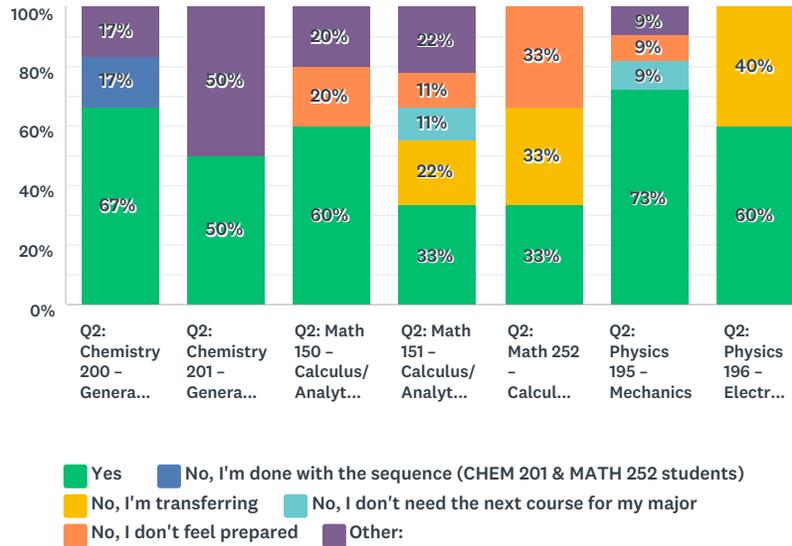
ANSWER CHOICES	RESPONSES
Yes	58% 21
No, I'm done with the sequence (CHEM 201 & MATH 252 students)	3% 1
No, I'm transferring	14% 5
No, I don't need the next course for my major	6% 2
No, I don't feel prepared	8% 3
Other:	11% 4
<b>TOTAL</b>	<b>36</b>

#	OTHER:	DATE
1	I will but it will be at UCSD not Mesa	5/28/2019 12:56 PM
2	retaking physics and continuing for math	5/20/2019 10:45 PM
3	Not sure	5/20/2019 11:50 AM
4	Transferring and will continue to take sequence	5/14/2019 10:56 AM

Spring 2019 Peer Mentoring Participant Survey

Q3 Will you enroll in the next course in the sequence (see below) this upcoming summer or fall term? [Select the option that best describes your situation]

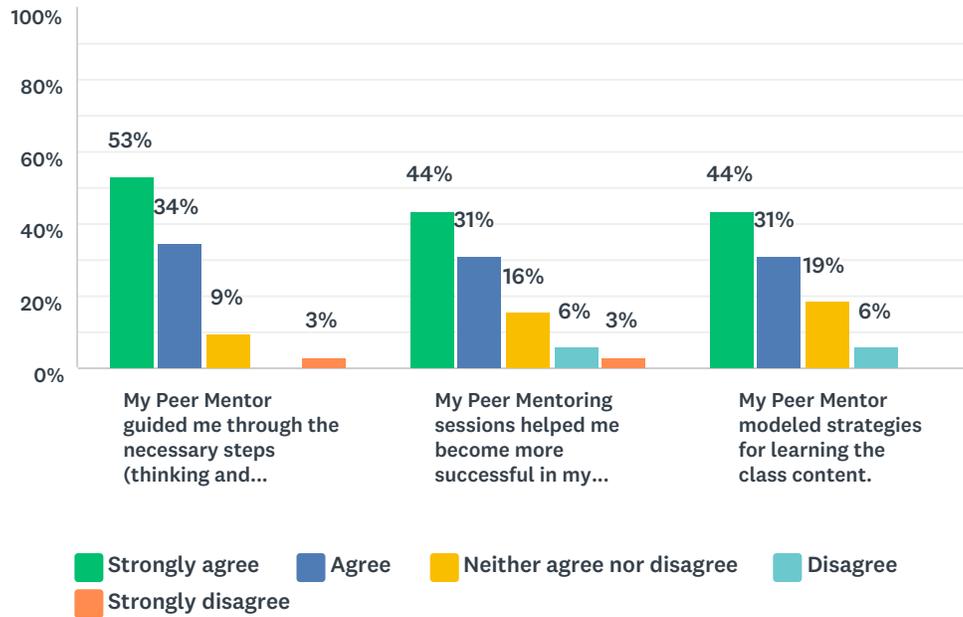
Answered: 36 Skipped: 0



	YES	NO, I'M DONE WITH THE SEQUENCE (CHEM 201 & MATH 252 STUDENTS)	NO, I'M TRANSFERRING	NO, I DON'T NEED THE NEXT COURSE FOR MY MAJOR	NO, I DON'T FEEL PREPARED	OTHER:	TOTAL
Q2: Chemistry 200 – General Chemistry I	67% 4	17% 1	0% 0	0% 0	0% 0	17% 1	17% 6
Q2: Chemistry 201 – General Chemistry II	50% 1	0% 0	0% 0	0% 0	0% 0	50% 1	6% 2
Q2: Math 150 – Calculus/Analytic Geometry I	60% 3	0% 0	0% 0	0% 0	20% 1	20% 1	14% 5
Q2: Math 151 – Calculus/Analytic Geometry II	33% 3	0% 0	22% 2	11% 1	11% 1	22% 2	25% 9
Q2: Math 252 – Calculus/Analytic Geometry III	33% 1	0% 0	33% 1	0% 0	33% 1	0% 0	8% 3
Q2: Physics 195 – Mechanics	73% 8	0% 0	0% 0	9% 1	9% 1	9% 1	31% 11
Q2: Physics 196 – Electricity and Magnetism	60% 3	0% 0	40% 2	0% 0	0% 0	0% 0	14% 5
Total Respondents	21	1	5	2	3	4	36

## Q4 Please rate your agreement with the following statements.

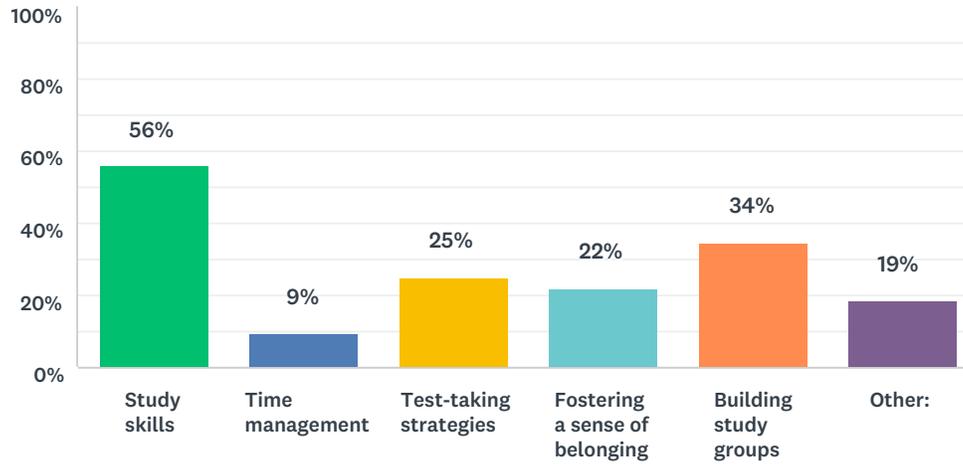
Answered: 32 Skipped: 6



	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
My Peer Mentor guided me through the necessary steps (thinking and analytical) to reach the correct answers.	53% 17	34% 11	9% 3	0% 0	3% 1	32
My Peer Mentoring sessions helped me become more successful in my class.	44% 14	31% 10	16% 5	6% 2	3% 1	32
My Peer Mentor modeled strategies for learning the class content.	44% 14	31% 10	19% 6	6% 2	0% 0	32

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

Answered: 32 Skipped: 6

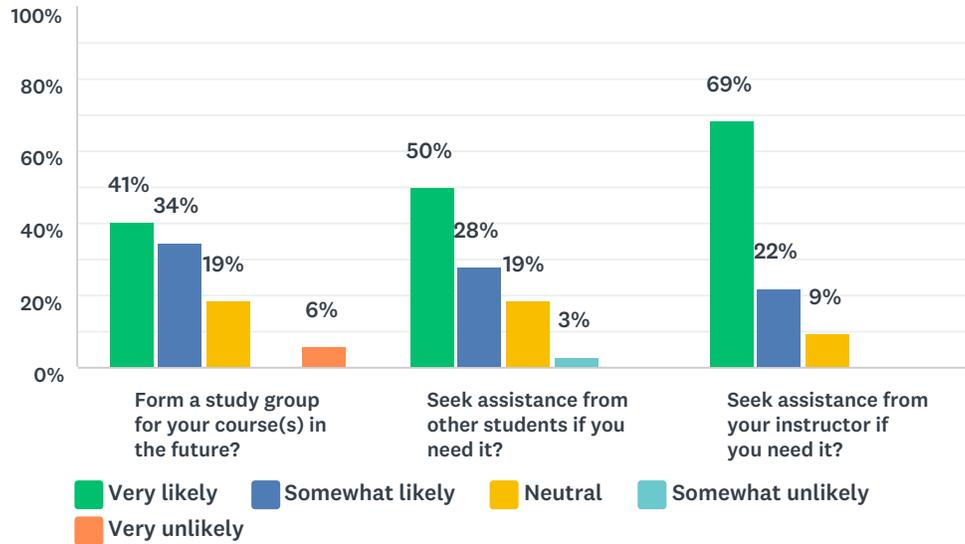


ANSWER CHOICES	RESPONSES	
Study skills	56%	18
Time management	9%	3
Test-taking strategies	25%	8
Fostering a sense of belonging	22%	7
Building study groups	34%	11
Other:	19%	6
Total Respondents: 32		

#	OTHER:	DATE
1	Demonstrated that physics involves using equations to solve equations	5/28/2019 5:37 PM
2	Understanding the subject better	5/28/2019 10:34 AM
3	Did not help with anything.	5/20/2019 10:09 AM
4	None	5/15/2019 12:32 PM
5	Concepts	5/14/2019 1:09 PM
6	None	5/14/2019 12:12 PM

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

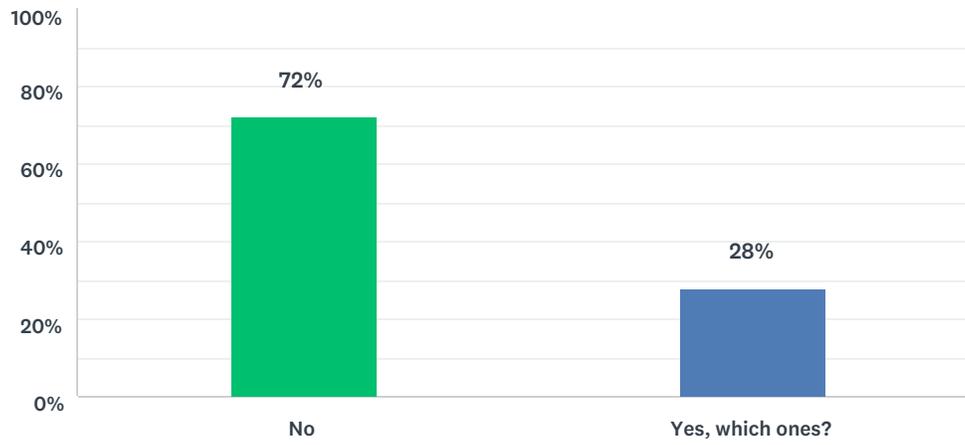
Answered: 32 Skipped: 6



	VERY LIKELY	SOMEWHAT LIKELY	NEUTRAL	SOMEWHAT UNLIKELY	VERY UNLIKELY	TOTAL
Form a study group for your course(s) in the future?	41% 13	34% 11	19% 6	0% 0	6% 2	32
Seek assistance from other students if you need it?	50% 16	28% 9	19% 6	3% 1	0% 0	32
Seek assistance from your instructor if you need it?	69% 22	22% 7	9% 3	0% 0	0% 0	32

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

Answered: 32 Skipped: 6



ANSWER CHOICES	RESPONSES	
No	72%	23
Yes, which ones?	28%	9
<b>TOTAL</b>		<b>32</b>

#	YES, WHICH ONES?	DATE
1	I only attended one of these peer mentoring sessions	5/28/2019 5:39 PM
2	Stem center	5/28/2019 12:58 PM
3	Stem center	5/28/2019 11:06 AM
4	STEM Center	5/28/2019 10:35 AM
5	Multiple tutoring centers	5/20/2019 5:50 PM
6	A new online math study program	5/20/2019 12:42 PM
7	Workshop	5/20/2019 9:58 AM
8	Career services	5/14/2019 11:24 AM
9	Stem center	5/14/2019 10:13 AM

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

Answered: 20 Skipped: 18

#	RESPONSES	DATE
1	It was encouraging to see another student so successful in the subject that I was struggling with.	5/28/2019 5:39 PM
2	Strengthening my skills	5/28/2019 1:15 PM
3	I didn't think I would find anything that could help me learn calculus but the peer mentors were able to help me	5/28/2019 12:58 PM
4	I valued the amount of knowledge and guide I have been given	5/28/2019 10:35 AM
5	It was nice to work with others who were/weren't in the same class while the mentor was there. Instead of having them do problems for us or focusing on one problem at a time, they guided us and encouraged to work together as a group.	5/20/2019 10:48 PM
6	Being able to work through more material that pertained to the lecture which further helped learn more on that specific topic.	5/20/2019 5:50 PM
7	We were never given answers directly, just challenged and guided towards looking for errors within our own work, this helped me tremendously when it came time to do homework or work on projects as I was able to catch myself and correct mistakes much more often.	5/20/2019 3:55 PM
8	The peer's desire to want to help others	5/20/2019 12:42 PM
9	Trying the problems on my own	5/20/2019 11:58 AM
10	Group study	5/20/2019 11:55 AM
11	knowing other friends to study with	5/20/2019 10:55 AM
12	I learned more how to solve problems	5/15/2019 1:12 PM
13	We did especially challenging problems that I felt really prepared me for the problems in the course.	5/14/2019 5:28 PM
14	One valuable aspect is that you form a great relationship with your tutor.	5/14/2019 5:17 PM
15	Kevin was a great mentor because he knew exactly what he was explaining.	5/14/2019 1:10 PM
16	An active study area	5/14/2019 11:24 AM
17	Relying on myself	5/14/2019 11:15 AM
18	Really took the time to help me	5/14/2019 10:57 AM
19	Problem solving	5/14/2019 10:13 AM
20	Seeking help after I struggled on my first exam	5/14/2019 10:11 AM

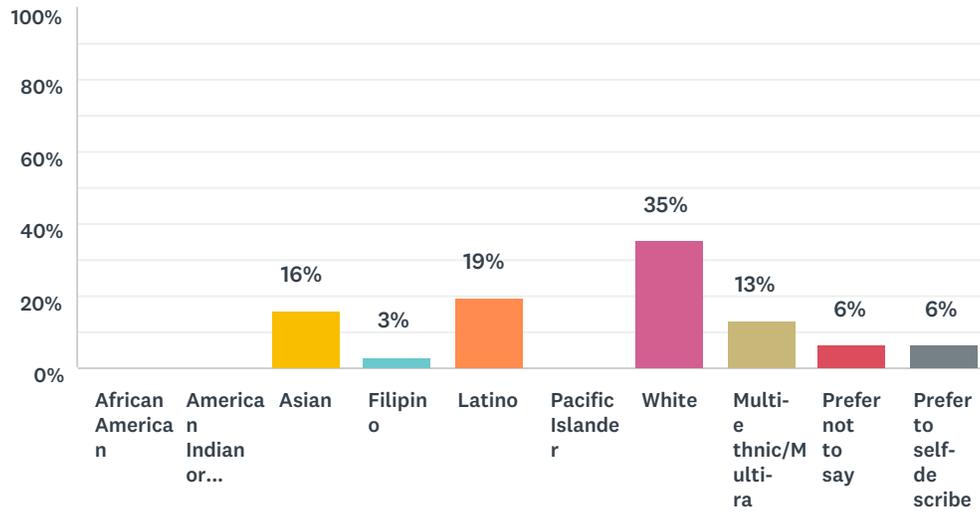
## Q9 How would you improve the Peer Mentoring Program?

Answered: 20 Skipped: 18

#	RESPONSES	DATE
1	Make the tutors have more time in the stem center or 4th floor. My favorite tutor, Adam, wasn't available any of the times I was out of class. He only had two days of tutoring and it greatly affected my grade after I barely got to see him. I hope you expand hours.	5/28/2019 9:25 PM
2	No comments	5/28/2019 5:39 PM
3	More sessions!!	5/28/2019 12:58 PM
4	invite more people to join	5/28/2019 10:35 AM
5	Possibly more time slots. Depends since they also have classes or longer meeting times.	5/20/2019 10:48 PM
6	The actual peer mentors be more willing to help those who do come to the sessions, sometimes when a question is asked on how to do something or how they specifically did something not all peer mentors have that sort of ability which is alright. But my point when a question was asked, more likely than not, the peer mentor could not answer the question.	5/20/2019 5:50 PM
7	try and get more students in the program, there was generally around 4 or 3 students in the study group. at the beginning of the semester there were more, around 6 or 7, but the numbers quickly diminished. I myself also started to go less often as the semester moved towards finals.	5/20/2019 3:55 PM
8	N/A	5/20/2019 12:42 PM
9	Better time slots which are on the same day as the class but don't go over the class.	5/20/2019 11:58 AM
10	Recommended to my classmates.	5/20/2019 11:55 AM
11	i understand our peer mentor wants us to think on our own, but it would be nice to have our peer mentor explain a bit step by step, since that is the reason i am going to the sessions.	5/20/2019 10:55 AM
12	Help with homework/ specific problems.	5/20/2019 10:09 AM
13	It's good but I feel bad for people who have class at the same time maybe put the schedule of the peer mentoring first before classes so students would manage their time	5/15/2019 1:12 PM
14	Increased structure to keep the sessions focused. Part of this could include skills development, like having the mentor give mini lectures on problem solving approaches or concepts.	5/14/2019 5:28 PM
15	Make the schedule more flexible. Peer mentoring sessions were often at the wrong times and interfered with classes.	5/14/2019 5:17 PM
16	Expand it.	5/14/2019 11:24 AM
17	Having expert or teacher provided tools for proper guidance and verification	5/14/2019 11:15 AM
18	More availability for different times and days	5/14/2019 10:57 AM
19	Help with homework	5/14/2019 10:13 AM
20	Nothing needs to change	5/14/2019 10:11 AM

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

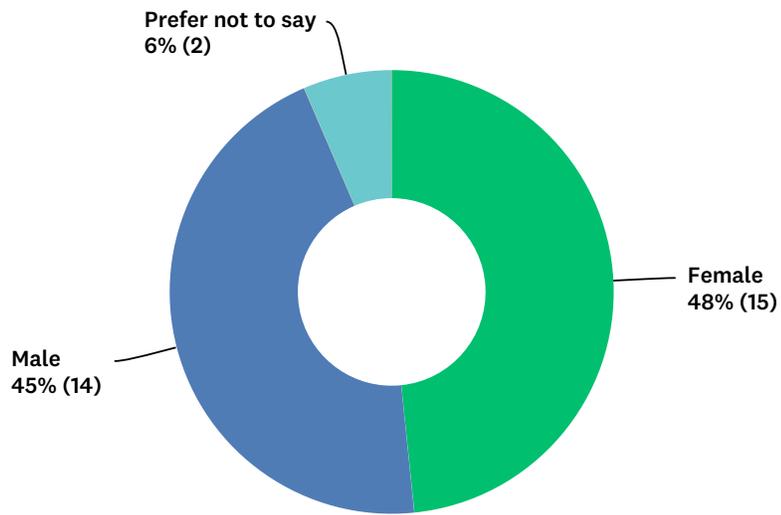
Answered: 31 Skipped: 7



ANSWER CHOICES	RESPONSES
African American	0%
American Indian or Alaska Native	0%
Asian	16%
Filipino	3%
Latino	19%
Pacific Islander	0%
White	35%
Multi-ethnic/Multi-racial	13%
Prefer not to say	6%
Prefer to self-describe	6%
<b>TOTAL</b>	<b>31</b>

## Q11 What is your gender?

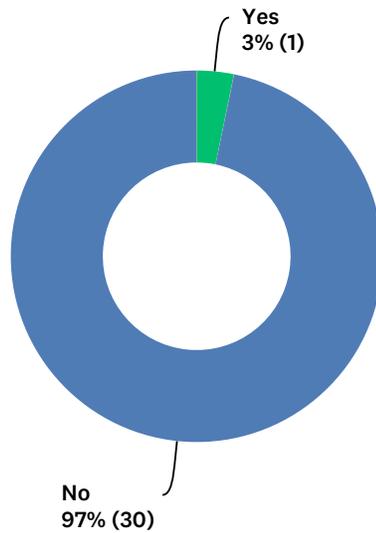
Answered: 31 Skipped: 7



ANSWER CHOICES	RESPONSES	
Female	48%	15
Male	45%	14
Non-binary / third gender	0%	0
Prefer not to say	6%	2
Prefer to self-describe	0%	0
<b>TOTAL</b>		<b>31</b>

## Q12 Do you identify as transgender?

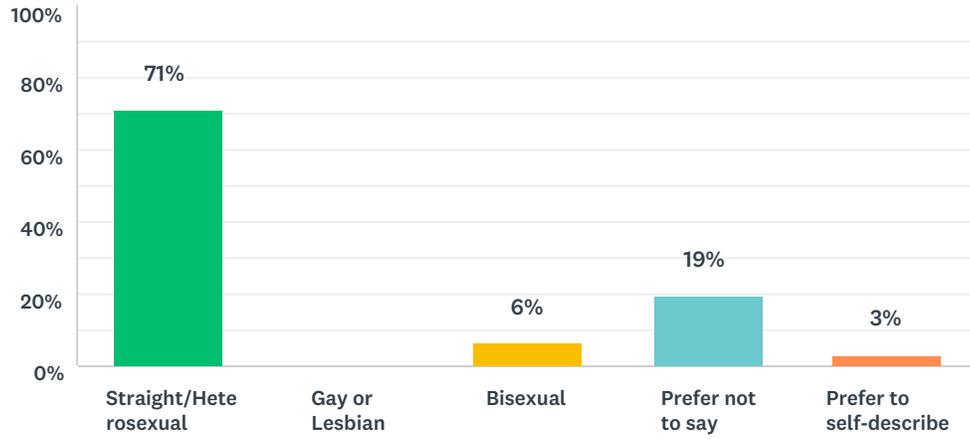
Answered: 31 Skipped: 7



ANSWER CHOICES	RESPONSES	
Yes	3%	1
No	97%	30
Prefer not to say	0%	0
<b>TOTAL</b>		<b>31</b>

## Q13 What is your sexual orientation?

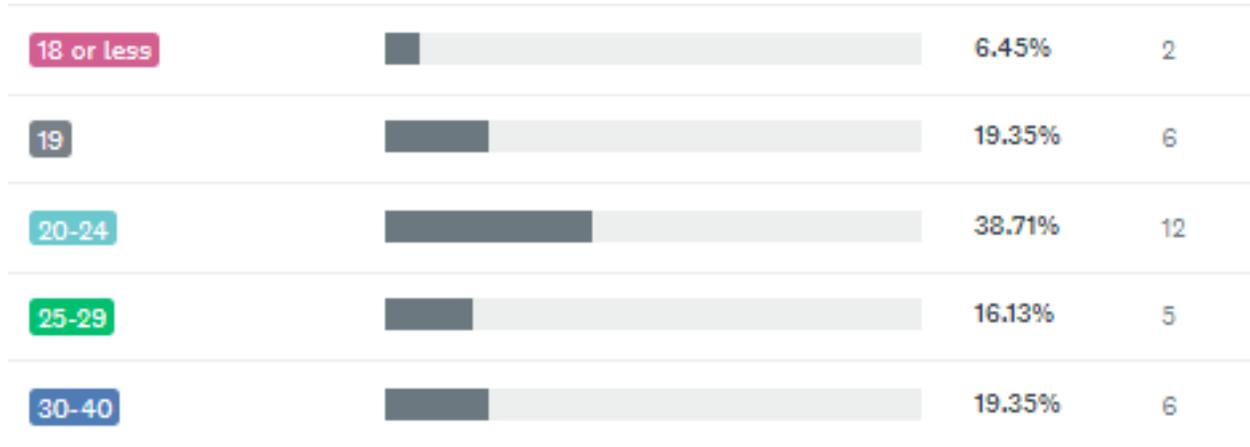
Answered: 31 Skipped: 7



ANSWER CHOICES	RESPONSES	
Straight/Heterosexual	71%	22
Gay or Lesbian	0%	0
Bisexual	6%	2
Prefer not to say	19%	6
Prefer to self-describe	3%	1
<b>TOTAL</b>		<b>31</b>

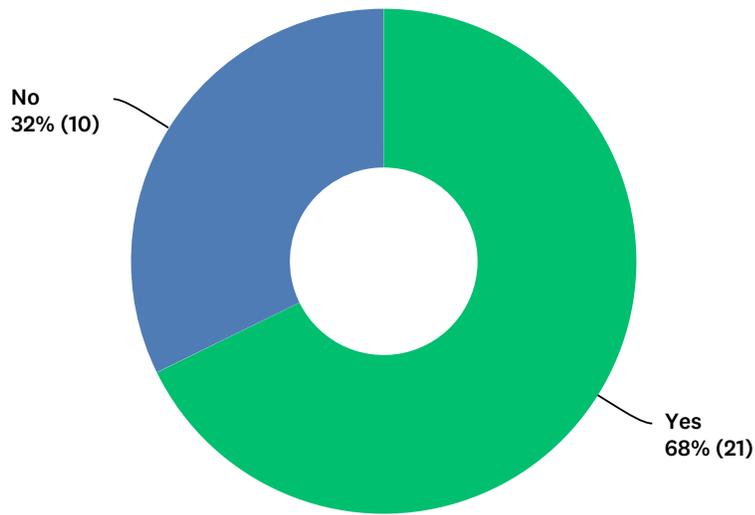
### Q14 What is your age? (Please enter in numeric format, such as 25)

Answered: 31 Skipped: 7



## Q15 Did any of your parents attend college?

Answered: 31 Skipped: 7



ANSWER CHOICES	RESPONSES	
Yes	68%	21
No	32%	10
TOTAL		31