SAN DIEGO MESA COLLEGE
Institutional Research

Spring 2020 Peer Mentoring Program Feedback Survey

Purpose:

A student survey was conducted two-thirds into the Spring 2020 term to learn about student experiences in the STEM Peer Mentoring program at San Diego Mesa College. When the survey was implemented, the Peer Mentoring sessions had already transitioned to an online platform as a result of the Covid-19 related campus closure. This third iteration of the Peer Mentoring Feedback Survey intends to help inform (1) general program improvements and (2) other considerations needed to ensure the program's success as it is likely it will continue to be hosted online in Fall 2020.

Methodology:

Data collection took place from April 23rd through May 6th, 2020. A total of 224 Spring 2020 Peer Mentoring participants were identified using SARS Anywhere prior to the survey's implementation. These students were sent an email invitation and reminders to take the survey via SurveyMonkey (except four students who had an invalid email address or opted out of SurveyMonkey). A total of 42 students fully completed the survey, which represents 19% of Spring 2020 Peer Mentoring participants. Seven incomplete survey responses were excluded from this analysis.

Student Profile:

- White students represented the largest ethnic group among respondents (39%), followed by Latinx (29%), and Asian students (15%; n=42). White respondents were over-represented when compared to both the Peer Mentoring survey population (34% are white, N=224) and the entire Mesa population (30% White, N=21,191). Latinx respondents were under-represented when compared to both the Peer Mentoring survey population (35% are Latinx, n=224) and the entire Mesa population (39% are Latinx, N=21,191). Asian respondents were under-represented when compared to the Peer Mentoring survey population (21% are Asian, N=224), but not when compared to the entire Mesa population (15% are Asian, N=21,191).
- Respondents were 56% female, 34% male, 2% non-binary, and 7% preferred not to say (n=42). Female respondent representation was comparable to Mesa's entire population (55% identified as female, N=21,191), but larger that the Peer Mentoring student population (45% identified as female, N=224).
- Over half of respondents (57%) were 24 years old or younger (n=42), which is below the Peer Mentoring survey population (73% were 24 or younger, N=224) and the entire Mesa Population (65% were 24 or younger, N=21,191).
- Over a third of respondents (37%) were first-generation students (n=42). Comparisons are not shown for this characteristic due to data limitations related to the Peoplesoft transition.

Sources: SARS Anywhere, Survey Monkey, SDCCD Institutional Research Database.

Tables:

Ethnicity	Respondents	PM Population	Mesa Population
Asian	15%	21%	15%
Black	2%	3%	6%
Latinx	29%	35%	39%
Native American	0%	0%	<1%
Pacific Islander	0%	1%	<1%
White	39%	34%	30%
Two or More	5%	3%	7%
Unknown	10%	3%	2%
Total	**100%**	**100%**	**100%**

Gender	Respondents	PM Population	Mesa Population
Female	56%	45%	55%
Male	34%	55%	45%
Non-Binary	2%	0%	<1%
Unknown	7%	0%	<1%
Total	**100%**	**100%**	**100%**

Age Group	Respondents	PM Population	Mesa Population
Under 18	2%	1%	7%
18 - 24	55%	72%	58%
25 - 29	24%	21%	16%
30 - 39	17%	4%	12%
40 - 49	2%	1%	4%
50 and >	0%	0%	3%
Total	**100%**	**100%**	**100%**

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

General Findings:

- Engineering was the most popular major among respondents with 19 students (45%), followed by Biology and Other (STEM) with 7 students each (17%; n=42)).
- MATH151 sessions were attended by the largest share of respondents (21%), followed by PHYS195 at (19%; n=42). See Q2 for the full list.
- A total of 60% of respondents said they would enroll in the next course in the sequence this upcoming spring or summer term, and 29% said they would not enroll because they are transferring (n=42). The remaining responses consisted of 5% of students who reported they would not take the next course because they do not feel prepared, 2% of respondents who said they would not take the next course in the sequence because they don't need the next course for their major, and 5% of students who said that Covid-19 considerations would impact their decision.

Sources: SARS Anywhere, Survey Monkey, SDCCD Institutional Research Database.

- Eighty-six 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 classes (n=42).
- In addition to course-related help, 69% of respondents reported they received support in the area of study skills (n=42). Almost half (48%) 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 (45%), fostering a sense of belonging (43%), and time management (26%).
- Based on their experience with the Peer Mentoring program, 79% of respondents said they are very likely or somewhat likely to form a study group in the future, while 86% and 83% reported they are very likely or somewhat likely to seek assistance from others students or their instructor, respectively (n=42).
- Only 24% of respondents (n=42) reported that 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 building community and study groups (See Q8 open-ended coded responses).
- Students offered suggestions on how to improve the Peer Mentoring program. The most frequently mentioned suggestions focused on increasing session availability and adding more peer mentors (See Q9 open-ended coded responses).
- A total of 60% of students reported that their level of engagement with their peer mentor and learning community declined after the Peer Mentoring meetings were moved to a virtual environment, 24% said their engagement with their mentors remained the same, and 2% said that their engagement increased. The remaining 14% said the question did not apply to them, possibly because some students were already attending virtual meetings before the campus closure or because some students had already stopped attending peer mentoring sessions before the campus closure.

Further Inquiry:

1. The participation rate of Latinx students both in the Peer Mentoring program and in the Peer Mentoring Feedback was considerably lower than their overall representation in the Spring 2020 campus population. What can the Peer Mentoring program do to engage and better serve this population?
2. Compare findings to the Fall 2019 survey results. What are the areas in which the program is improving? For example, in Fall 2019, 63% of respondents reported their mentor helped them with study skills; that percentage increased to 69% in Spring 2020. What led to this positive change? What can be done to continue this trend?
3. The majority of respondents reported that their level of engagement with their peer mentor and learning community declined after the meetings were moved online due to the campus closure. What could be done to increase engagement in Fall 2020?
4. Compare findings to Fall 2019 results. Are there any areas that could have been negatively impacted as a result of the decreased engagement reported by students? For example, in Fall 2019, 54% of respondents reported their mentor helped them with building study groups; that percentage decreased to 48% in Spring 2020. What could be done to reverse downward trends?

Sources: SARS Anywhere, Survey Monkey, SDCCD Institutional Research Database.

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 unders-tanding/ practice	Access to support outside of class	Study skills	Confidence building/ self-reliance
A safe place to ask questions and be around like minded people		✓				
***** explains the material in a way that is very thorough and helps create a strong foundation for the course he peer mentors. I don't think I could have understood this class without his help.	✓		✓			
Availability				✓		
Being able to break down problems, if students don't understand what's being asked they'll struggle tremendously on homework, quizzes, and exams.			✓			
Being able to talk to someone, who recently took the class made it easier to ask them for help and also made the class seem less scary and achievable.	✓					✓
Building a relationship with the peer mentor and him caring enough to reach out to me to see how I'm doing in the class.	✓	✓				
Doing more problems outside of class with someone who understood them and could help.	✓		✓	✓		
Exam prep					✓	
Getting help in person.	✓			✓		
Group studying and being on top of every week's material.		✓	✓		✓	
Guidance in course outsiders class	✓			✓		
Having an experienced student help make through the semster.	✓					
Having someone identify and correct my mistakes	✓	✓				
Having someone to understand and agree that what I'm struggling with is difficult.	✓	✓				
Having someone who can help me with homework or class material without having to make an appointment with my professor.	✓			✓		
Having someone who I could always turn to for help with difficult questions.	✓					
He was very dedicated to our class and making sure we got practice material for tests.	✓		✓			

Sources: SARS Anywhere, Survey Monkey, SDCCD Institutional Research Database.

Q8. Continues…	Mentor help/ guidance	Building community/ study groups	Deeper unders-tanding/ practice	Access to support outside of class	Study skills	Confidence building/ self-reliance
I get more studying done and I show up more because of all the tutors that are there to help	✓				✓	
I love how they are students as well, so I feel very comfortable asking them questions, especially the simpler ones. I know they are just here to help me and will not give me a grade. I appreciate them so much. I go to every single peer mentoring session and I wouldn't be as successful as I am in physics if it weren't for their guidance!	✓	✓				✓
It was awesome to have one on one help with ***** and ***** for my Java programming class. I started the semester lost and ended up with an A.	✓					
No, thank you						
None.						
Talking about the material out loud			✓			
team work		✓				
That everyone is struggling the same as I am.		✓				
The collaborative method to solving the classwork and homework		✓				
The mentor was guiding me towards and answer, but never actually did the problem for me.	✓					✓
The other students in my class, the SI from my class, these people were very helpful and it was extraordinarily important to have a place to work with these people. Non affiliated students and tutors were unhelpful, and occasionally got in the way.		✓				
tutoring and getting help	✓					
Working through problems and being taught strategies to approach the problem			✓			
Total	**17**	**10**	**7**	**5**	**3**	**3**

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

Sources: SARS Anywhere, Survey Monkey, SDCCD Institutional Research Database.

Q9. How would you improve the Peer Mentoring Program?	No suggestion	Misc. suggestions for mentors	Session availability	More mentors	Learning materials/ Sharing solutions
Extend the hours for persons who work during the day			✓		
Give it more funding! Why not! Those subjects are hard.					
Hard to say given the current circumstances but in person and on campus its been great Maybe give them a week day off and trade for a Saturday. I miss a lot of the good sessions with specific tutors I click with because of class and work but on Saturdays most people wont have the conflicting schedules and can participate more.			✓		
Have peer mentors for upper level math. (252, 254 and 255)				✓	
I do not have a point for this aspect.	✓				
I don't know	✓				
I love the peer mentoring program and it has been one of my most rewarding experiences at Mesa! Thank you for offering this incredible resource! Homework and physics problems make so much more sense because of them!	✓				
I would provide more peer mentors. Our peer mentoring group for physics has about 30 students. Sometimes there was no room to even sit.				✓	
I would throw in one more day a week, I'm appreciative of the Monday and Wednesday but a Friday would be a great addition.			✓		
If the teacher made practice exams, the tutor would be functionally irrelevant. So have the teachers make practice exams and then the tutors could work other problems.		✓			✓
Lifting the quarantine.					
Make the space quieter and closed off per peer mentor		✓			
More available time			✓		
N/A	✓				
no suggestions	✓				
No, thank you	✓				
One of the mentors, *****, accused me of just coming to get the answers for the homework. Digital HW can easily be rigged to know the answer in a few seconds. Why would I waste my time going to him for it? I was just trying to learn my way. Sometimes it is work from the answer and back into the premises. I don't think he understands different methods of learning.		✓			

Sources: SARS Anywhere, Survey Monkey, SDCCD Institutional Research Database.

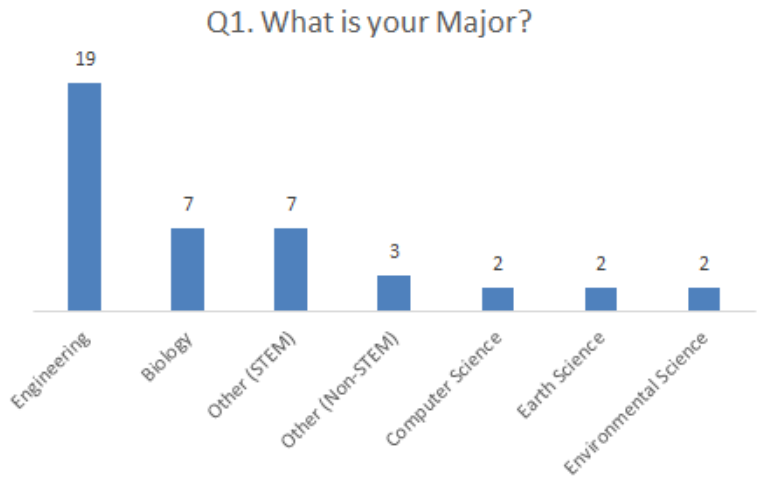
Q9. Continues…	No suggestion	Misc. suggestions for mentors	Session availability	More mentors	Learning materials/ Sharing solutions
Some people attend the sessions with only one question they are meaning to ask, and it can be hard to ask that question when the session is going in another direction. Maybe by making a platform where questions can be asked while not being in the session could be created.It would act kind of like a chegg. A picture of a question could be submitted and then an answer could be provided with steps.		✓			✓
They should encourage more collaborative work		✓			
Two rules NEED TO BE EMPHASIZED! 1. DO NOT COMMENT ON PEOPLE WHO ARE NOT IN YOUR STUDY GROUP! I don't care if you're a genius premed student, don't start making fun of people learning prealgebra. 2. IF YOU ARE NOT THERE TO WORK OR HELP OTHERS, LEAVE. THIS IS NOT YOUR CLUBHOUSE! These grown adults will act like little kids, shouting and throwing trash around the center.		✓			
Total	**6**	**6**	**4**	**2**	**2**

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

Sources: SARS Anywhere, Survey Monkey, SDCCD Institutional Research Database.

Q1 What is your major?

Answered: 42 Skipped: 0

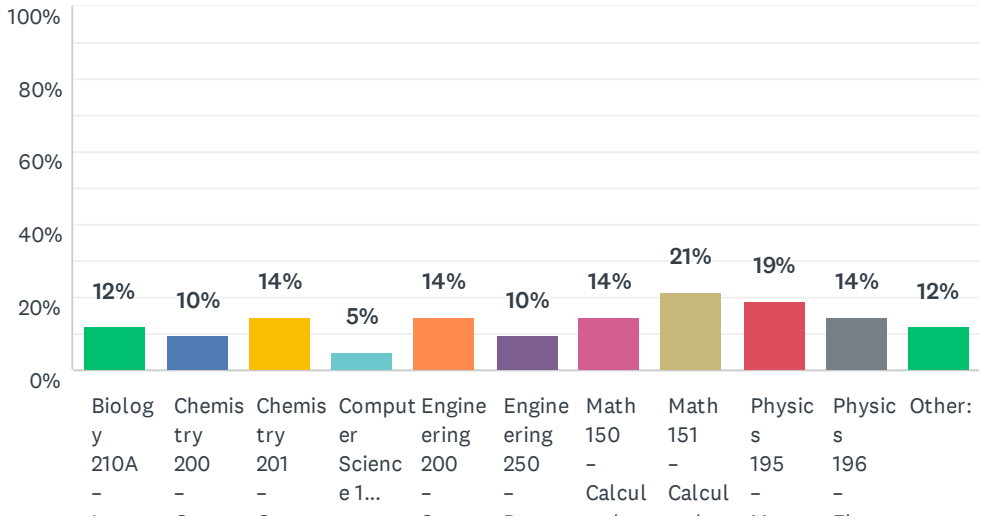


Note. Other (STEM) includes Bio-Chemistry, Pre-Med, Neuroscience, Physical Sciences, Data Science, Psychology Cognitive Science, and Pre-Physical Therapy; Other (Non-STEM) includes Business/Econ, Business/Finance, and Philosophy.

Major Group	Count	%
Engineering	19	45%
Biology	7	17%
Other (STEM)	7	17%
Other (Non-STEM)	3	7%
Computer Science	2	5%
Earth Science	2	5%
Environmental Science	2	5%
Grand Total	**42**	**100%**

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

Answered: 42 Skipped: 0

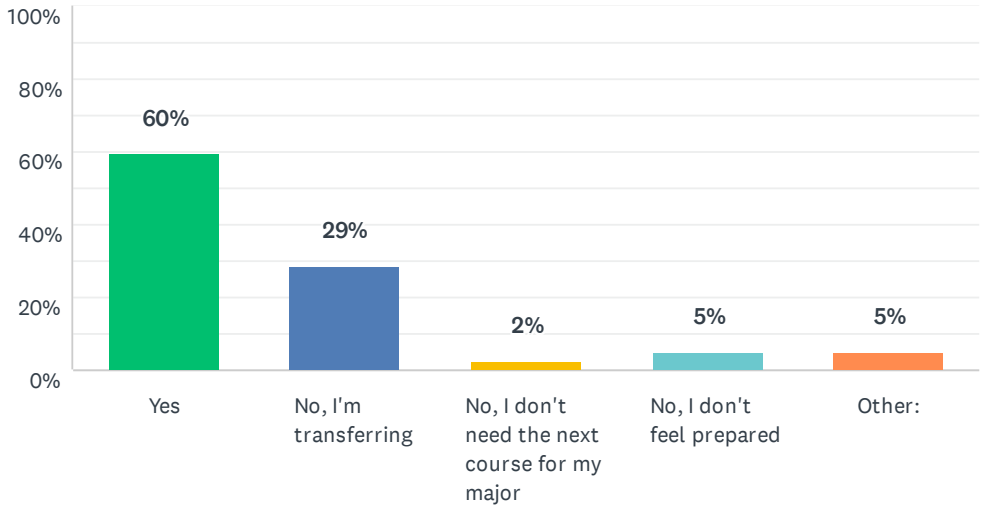


ANSWER CHOICES	RESPONSES	
Biology 210A – Intro to Biological Sciences I (BIOL210A)	12%	5
Chemistry 200 – General Chemistry I (CHEM200)	10%	4
Chemistry 201 – General Chemistry II (CHEM201)	14%	6
Computer Science 190 – Java Programming (CISC190)	5%	2
Engineering 200 – Statics (ENGE200)	14%	6
Engineering 250 – Dynamics (ENGE250)	10%	4
Math 150 – Calculus/Analytic Geometry I (MATH150)	14%	6
Math 151 – Calculus/Analytic Geometry II (MATH151)	21%	9
Physics 195 – Mechanics (PHYS195)	19%	8
Physics 196 – Electricity and Magnetism (PHYS196)	14%	6
Other:	12%	5
Total Respondents: 42		

#	OTHER:	DATE
1	chem231	5/5/2020 8:57 AM
2	Math121	4/29/2020 11:12 AM
3	Math252	4/29/2020 8:37 AM
4	Resume	4/24/2020 12:44 AM
5	Math96x	4/23/2020 1:54 PM

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

Answered: 42 Skipped: 0

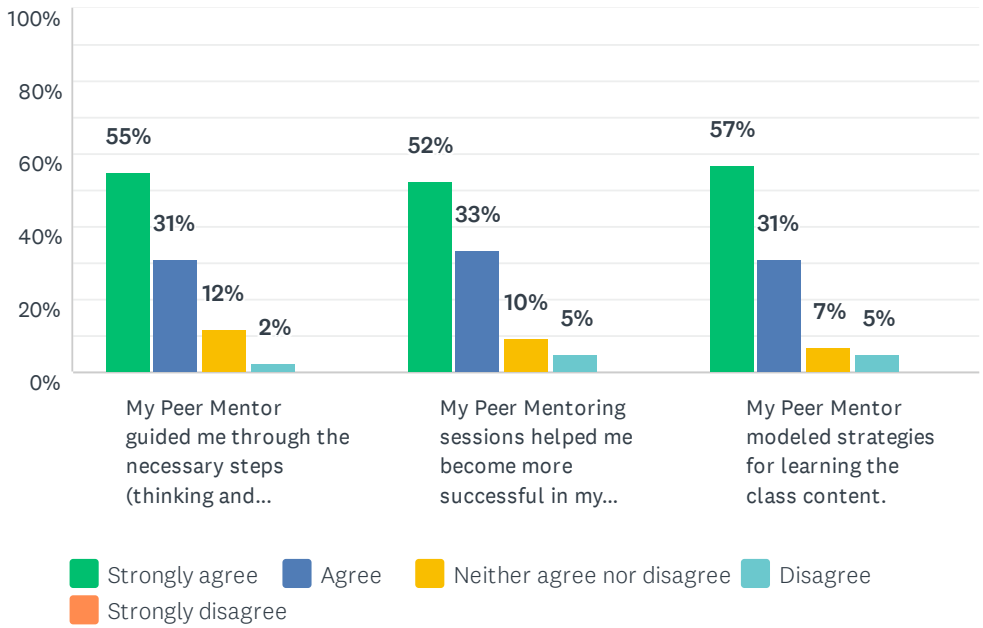


ANSWER CHOICES	RESPONSES	
Yes	60%	25
No, I'm transferring	29%	12
No, I don't need the next course for my major	2%	1
No, I don't feel prepared	5%	2
Other:	5%	2
TOTAL		42

#	OTHER:	DATE
1	Depends in the fall semester is online or not	4/23/2020 2:31 PM
2	Covid wrecked my semester.	4/23/2020 1:54 PM

Q4 Please rate your agreement with the following statements.

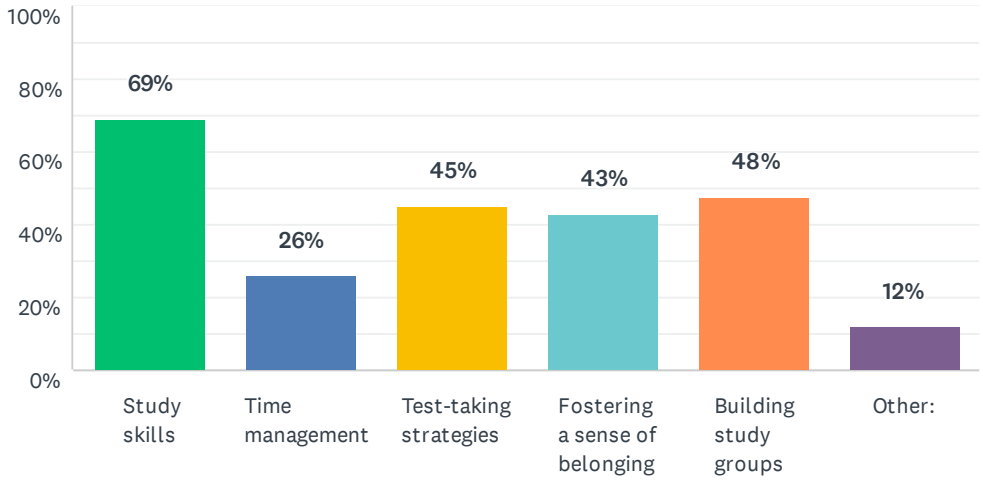
Answered: 42 Skipped: 0



	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.	55% 23	31% 13	12% 5	2% 1	0% 0	42
My Peer Mentoring sessions helped me become more successful in my class.	52% 22	33% 14	10% 4	5% 2	0% 0	42
My Peer Mentor modeled strategies for learning the class content.	57% 24	31% 13	7% 3	5% 2	0% 0	42

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

Answered: 42 Skipped: 0

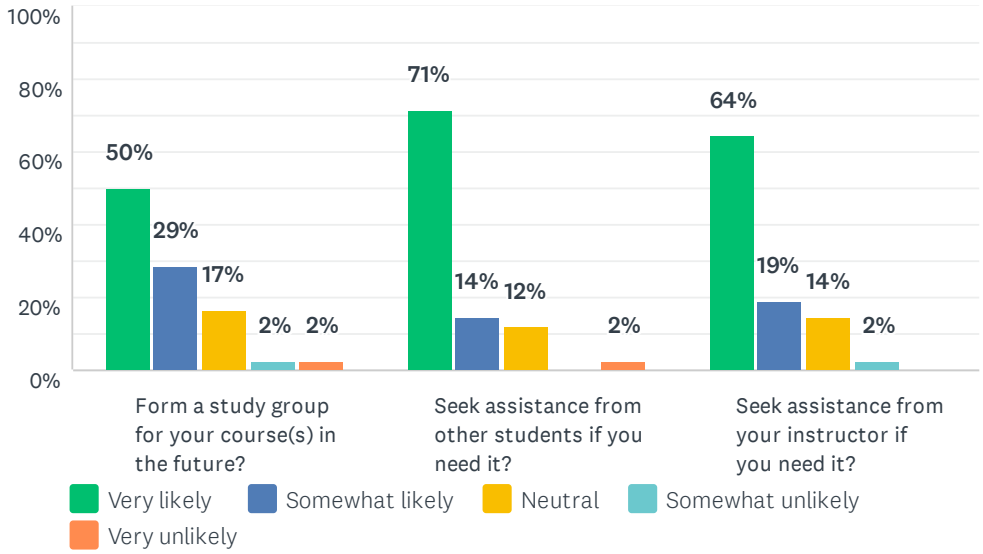


ANSWER CHOICES	RESPONSES	
Study skills	69%	29
Time management	26%	11
Test-taking strategies	45%	19
Fostering a sense of belonging	43%	18
Building study groups	48%	20
Other:	12%	5
Total Respondents: 42		

#	OTHER:	DATE
1	Resume	4/24/2020 12:44 AM
2	None	4/23/2020 5:34 PM
3	I've only been to a couple	4/23/2020 2:35 PM
4	I had a mixed experience, with unhelpful and helpful tutors at different times. Students who were rude and churlish, students who were helpful and patient.	4/23/2020 1:55 PM
5	Career opportunity info	4/23/2020 11:51 AM

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

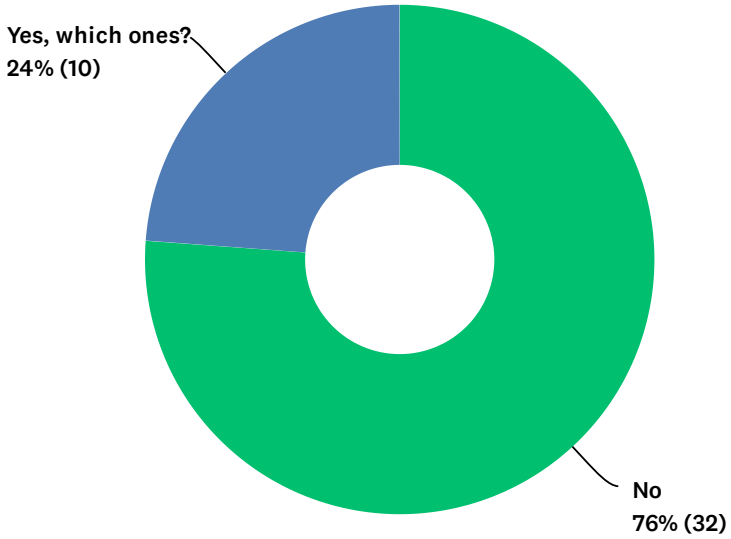
Answered: 42 Skipped: 0



	VERY LIKELY	SOMEWHAT LIKELY	NEUTRAL	SOMEWHAT UNLIKELY	VERY UNLIKELY	TOTAL
Form a study group for your course(s) in the future?	50% 21	29% 12	17% 7	2% 1	2% 1	42
Seek assistance from other students if you need it?	71% 30	14% 6	12% 5	0% 0	2% 1	42
Seek assistance from your instructor if you need it?	64% 27	19% 8	14% 6	2% 1	0% 0	42

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

Answered: 42 Skipped: 0

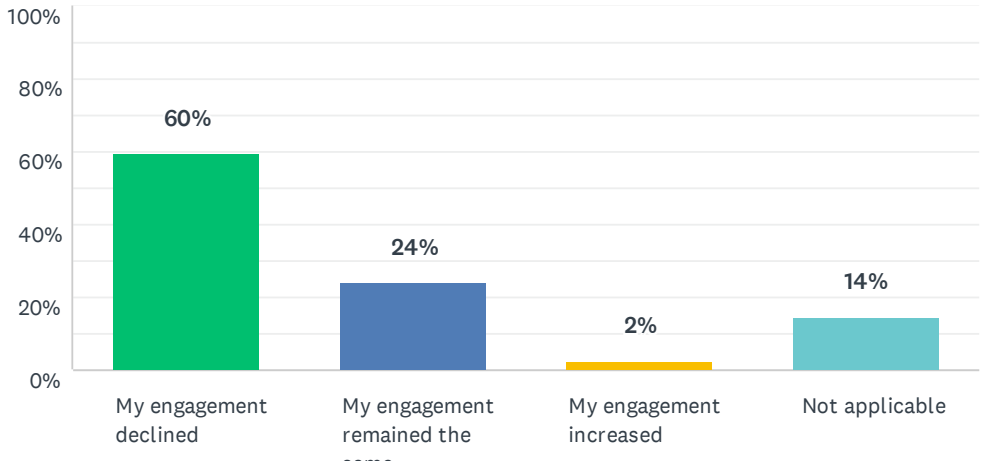


ANSWER CHOICES	RESPONSES	
No	76%	32
Yes, which ones?	24%	10
TOTAL		42

#	YES, WHICH ONES?	DATE
1	Stem center	5/5/2020 4:13 PM
2	CISC monthly guest speaker	5/5/2020 1:36 PM
3	STEM center	4/30/2020 8:35 AM
4	Calculator rental	4/29/2020 11:08 AM
5	IRL	4/29/2020 10:40 AM
6	The different career events	4/29/2020 10:15 AM
7	Stem center	4/29/2020 8:47 AM
8	STEM Tutoring!	4/27/2020 2:37 PM
9	STEM center	4/23/2020 8:45 PM
10	Tutoring center stem	4/23/2020 2:01 PM

Q10 Due to social distancing measures, Peer Mentoring 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 to virtual meetings.

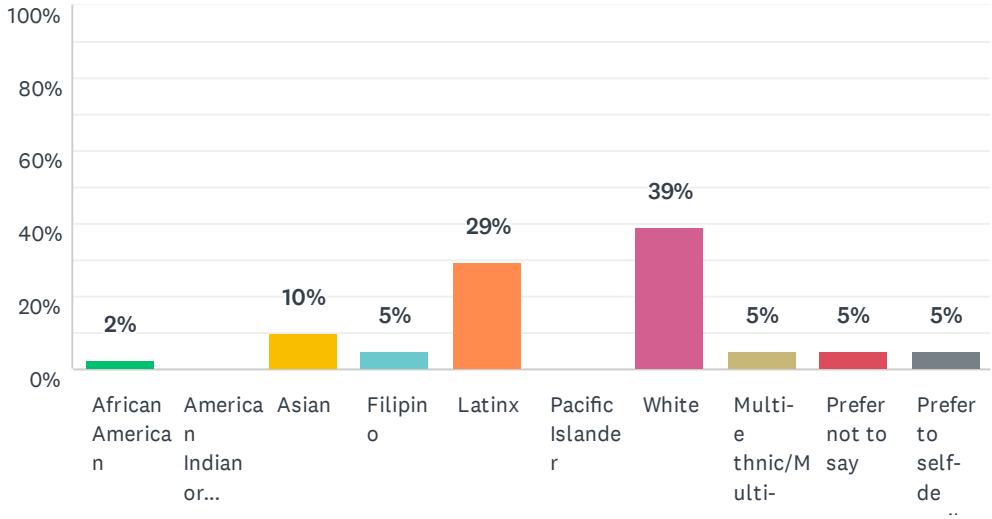
Answered: 42 Skipped: 0



ANSWER CHOICES	RESPONSES	
My engagement declined	60%	25
My engagement remained the same	24%	10
My engagement increased	2%	1
Not applicable	14%	6
TOTAL		42

Q11 Please select the ethnicity to which you most closely identify.

Answered: 41 Skipped: 1

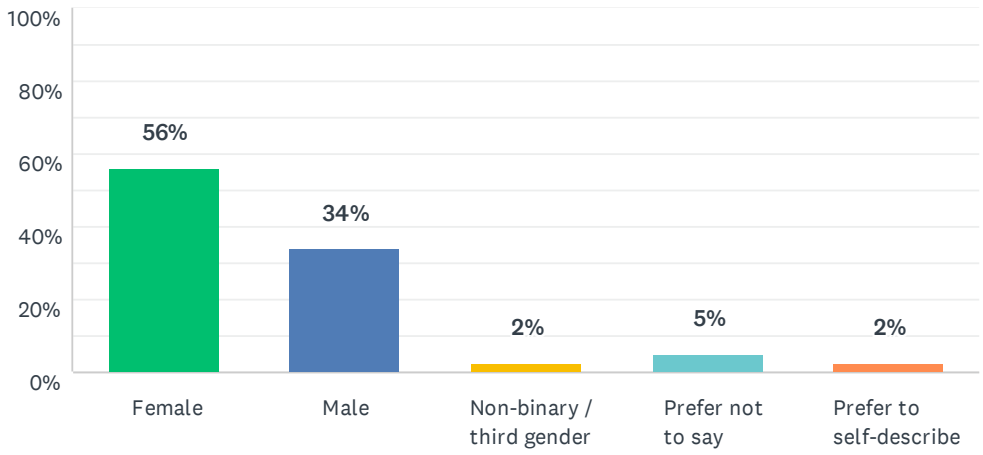


ANSWER CHOICES	RESPONSES	
African American	2%	1
American Indian or Alaska Native	0%	0
Asian	10%	4
Filipino	5%	2
Latinx	29%	12
Pacific Islander	0%	0
White	39%	16
Multi-ethnic/Multi-racial	5%	2
Prefer not to say	5%	2
Prefer to self-describe	5%	2
TOTAL		41

#	PREFER TO SELF-DESCRIBE	DATE
1	race-fluid	5/5/2020 6:08 PM
2	Persian	4/29/2020 6:38 PM

Q12 What is your gender?

Answered: 41 Skipped: 1

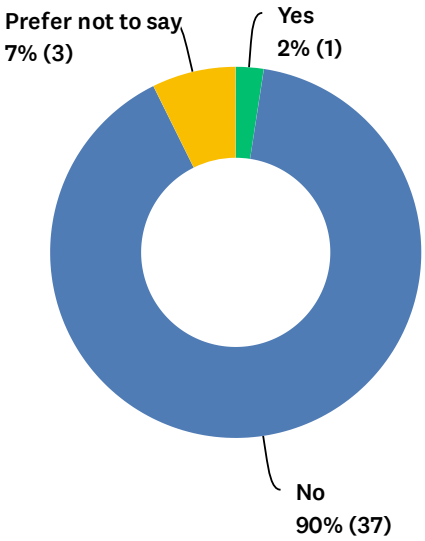


ANSWER CHOICES	RESPONSES	
Female	56%	23
Male	34%	14
Non-binary / third gender	2%	1
Prefer not to say	5%	2
Prefer to self-describe	2%	1
TOTAL		41

#	PREFER TO SELF-DESCRIBE	DATE
1	Gender-fluid	5/5/2020 6:08 PM

Q13 Do you identify as transgender?

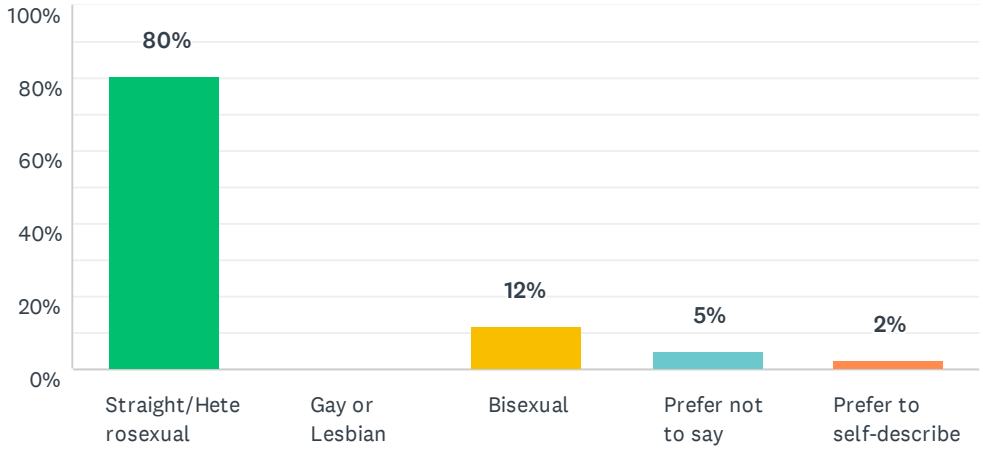
Answered: 41 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	2%	1
No	90%	37
Prefer not to say	7%	3
TOTAL		41

Q14 What is your sexual orientation?

Answered: 41 Skipped: 1

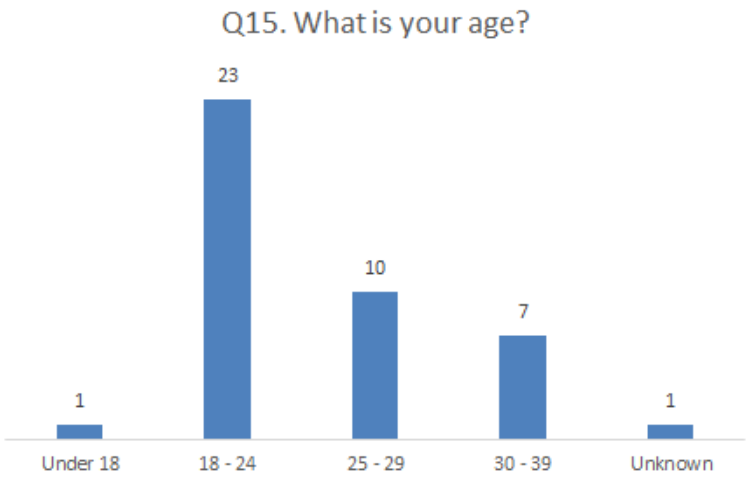


ANSWER CHOICES	RESPONSES	
Straight/Heterosexual	80%	33
Gay or Lesbian	0%	0
Bisexual	12%	5
Prefer not to say	5%	2
Prefer to self-describe	2%	1
TOTAL		41

#	PREFER TO SELF-DESCRIBE	DATE
1	Sex-fluid	5/5/2020 6:08 PM

Q15 What is your age? (Please enter in numeric format, such as 25)

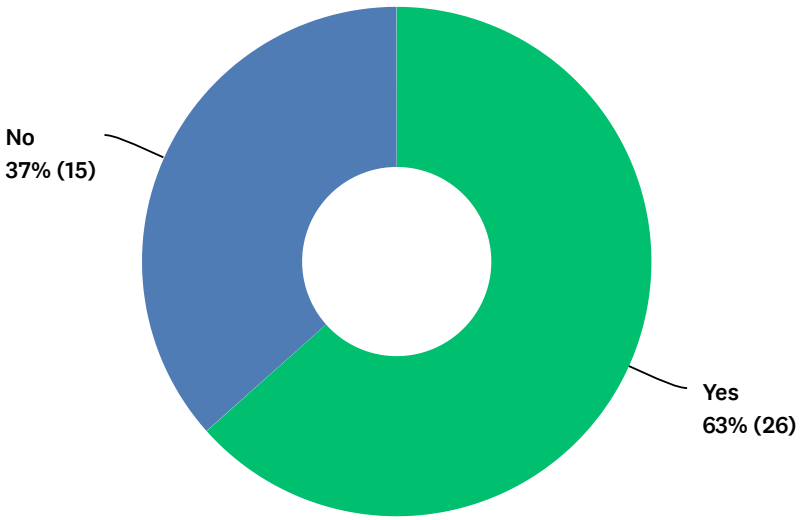
Answered: 41 Skipped: 1



Age Group	Count	%
Under 18	1	2%
18 - 24	23	55%
25 - 29	10	24%
30 - 39	7	17%
Unknown	1	2%
Grand Total	42	100%

Q16 Did any of your parents attend college?

Answered: 41 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	63%	26
No	37%	15
TOTAL		41