SAN DIEGO MESA COLLEGE

Spring 2022 Peer Mentoring Program Feedback Survey

Purpose:

A student survey was conducted after the twelfth week of instruction in Spring 2022 to learn about student experiences in the STEM Peer Mentoring program at San Diego Mesa College. Spring 2022 Peer Mentoring sessions had returned to both online and in-person sessions after the March 2020 campus closure due to the pandemic. This fifth iteration of the Peer Mentoring Feedback Survey presents data to help inform about (1) general program improvements and (2) other considerations to ensure the Peer Mentoring Program's success.

Methodology:

Survey Data was collected from May 3rd through May 20th, 2022. A total of 227 Spring 2022 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. Fifty three (53) students completed the survey, representing 23% of Spring 2022 Peer Mentoring participants.

Student Profile:

ETHNICITY

- 42 Peer Mentored students responded, 11 skipped: 15 White students (36%) and 9 Latinx students (21%) participated the survey. 6 Asian Students (14%), 3 Multi-ethnic/racial students (7%) responded, and 2 Black/African American students (5%) participated in the survey.

- During Spring 2022, a total of 227 students participated in Peer Mentoring: 83 white (37%), 64 Latinx (28%), 36 Asian (16%), 20 Multi-Ethnic (9%), 8 African American (3%), 8 Filipino (3%) students.

- 18,457 students enrolled campus-wide in Spring 2022: LatinX (38%), White (30%), Asian (11%), Multi-Ethnic (8%), African American (6%), Filipino (4%), Pacific Islander (<1%), Native American (<1%), Unknown (<2%)

  When comparing ethnicity distribution between Peer Mentoring Participants and campus-wide student population at Mesa in Spring 2022, Latinx students were underrepresented by 11 percentage points and Asian students' representation was higher by 5 percentage points.

GENDER

- 42 Peer Mentored students responded, 11 skipped: 18 Female (43%), 22 Male (52%)
- 227 students participated in Peer Mentoring in Spring 2022: 90 Female (40%), 133 Male (59%), 1 Non-Binary (<1%), 3 Unknown (<3%)
- 18,457 students enrolled in Spring 2022: 10,392 Female (56%), 7,881 Male (43%), 70 Non-Binary (<1%), 114 Unknown (1%)
- In Spring 2022, more male students participated in the Peer Mentoring Program than female students did proportionately.

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AGE

- 42 Peer Mentored students responded, 9 skipped: 60% of the respondents were 24 or younger, and 40% were older than 24 years old.
- 227 Students participated in Peer Mentoring: 65% of Peer Mentees in Spring 2022 were 24 years old or younger, and 35% of the students were older than 24 years old.
- In Spring 2022, Mesa College had 63% of students 24 years old or younger (11,647) and 37% of the population (6,810) older than 24 years of age.
- The age distribution of Peer Mentoring Program participants closely mirrors the campus-wide student population. The proportion of survey respondents older than 24 was slightly higher than students aged 24 or younger.

FIRST GENERATION

- 42 Peer Mentored students responded, 9 skipped: 13 respondents (65%) reported the first generation to attend college in the family.
- 227 students participated in Peer Mentoring and 15% reported being first-generation.
- In Spring 2022, 4,891 students, or 26% of the campus-wide student population, were the first generation.

Survey Respondent, Peer Mentoring Participant Demographic Profile Data:

Ethnicity	Respondents		PM Population		Mesa Population	
African American	2	5%	8	4%	1,182	6%
Asian	6	14%	36	16%	1,940	11%
Filipino	3	7%	8	4%	829	4%
Latinx	9	21%	64	28%	7,082	38%
Multi-Ethnicity	3	7%	20	9%	1,435	8%
Native American	0	0%	1	0%	40	0%
Pacific Islander	0	0%	1	0%	76	0%
Unknown	4	10%	6	3%	329	2%
White	15	36%	83	37%	5,544	30%
Total	**42**	**100%**	**227**	**100%**	**18,457**	**100%**

Gender	Respondents		PM Population		Mesa Population	
Female	18	43%	90	40%	10,392	56%
Male	22	52%	133	59%	7,881	43%
Non-binary	0	0%	1	0%	70	0%
Unreported	2	5%	3	1%	114	1%
Total	**42**	**100%**	**227**	**100%**	**18,457**	**100%**

Age	Respondents		PM Population		Mesa Population	
24 or younger	25	60%	146	64%	11,647	63%
over 24	17	40%	81	36%	6,810	37%
Total	**42**	**100%**	**227**	**100%**	**18,457**	**100%**

6/22/2022

First Generation	Respondents		PM Population		Mesa Population	
First Generation	13	31%	35	15%	4,891	26%
Not First Generation	29	69%	158	70%	11,538	63%
Unknown	0	0%	34	15%	2,028	11%
Total	**42**	**100%**	**227**	**100%**	**18,457**	**100%**

Overview of Survey Findings:

- **Q1. MAJORS** (n=53)

Reported Major	Response count	%
Astronomy	2	4%
Biological Science	13	25%
Chemistry	4	8%
Computer Science	10	19%
Data Science	1	2%
Engineering	14	26%
Mathematics	1	2%
Nutrition	1	2%
Oceanography	2	4%
Political science	1	2%
Public Health	3	6%
Undecided	1	2%
Grand Total	**53**	**100%**

- **Q2.COURSES** (n=53, multiple selection allowed)

Peer Mentored Course	Response Count	%
Mechanics (PHYS195)	14	26%
Electricity and Magnetism (PHYS196)	11	21%
Calculus/Analytic Geometry I (MATH150)	9	17%
Intro to Biological Sciences II (BIOL210B)	7	13%
General Chemistry II - Lecture (CHEM201)	7	13%
Calculus/Analytic Geometry II (MATH151)	3	6%
Intro to Biological Sciences I (BIOL210A)	2	4%
General Chemistry I - Lecture (CHEM200)	2	4%
Intermediate Algebra and Geometry (MATH096)	2	4%
Engineering 200 – Statics (ENGE200)	1	2%
Engineering 250 – Dynamics (ENGE250)	1	2%

Introduction to General Chemistry (CHEM152)	1	2%
Calculus with Analytic Geometry III (MATH252)	0	0%
Total Count	**60**	

*Students may participate in Peer Mentoring activities in more than 1 course

- **Q3.NEXT SEQUENCE COURSE ENROLLMENT PLANS** (n=53) More than half (60%) of continuing students in the Peer Mentoring reported that they will enroll the next course in sequence

Q3. Will you enroll in the next course in sequence?	Response Count	%
Yes	32	60%
No, I don't need the next course for my major	3	6%
Other: Not sure what course to take	4	8%
No, I'm transferring	14	26%
Total Count	**53**	**100%**

- **Q4.QUALITY** (n=46) The overwhelming majority of respondents reported positive and favorable experiences with their Peer Mentors.

Q4. Please rate the following statement about the quality of the Peer Mentoring Program.	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
My Peer Mentor guided me through the necessary steps (thinking and analytical) to reach the correct answers.	76%	20%	2%	2%	0%
My Peer Mentoring sessions helped me become more successful in my class.	80%	17%	2%	0%	0%
My Peer Mentor modeled strategies for learning the class content.	74%	20%	7%	0%	0%

*Percentages may not add 100% due to rounding

- **Q5.ADDITIONAL TYPES OF SUPPORT** (n=46) Respondents reported that they received various academic supports, strategizing course-taking approaches with a sense of community building within the Peer Mentoring Program.

Q5. Additional Type of Support received from Mentors:	Response Count	%
Study skills	34	74%
Building study groups	33	72%
Test-taking strategies	29	63%
Fostering a sense of belonging	28	61%
Time management	16	35%
Other	5	11%

- **Q6.TAKING INTIATIVE (**n=46) The majority of respondents expected proactive engagement in their future academic engagements.

Q6. Based on your experience with PM this semester, how likely are you to	Very likely	Somewhat likely	Neutral	Somewhat unlikely	Very unlikely
Form a study group for your course(s) in the future?	74%	20%	7%	0%	0%
Seek assistance from other students if you need it?	76%	22%	2%	0%	0%
Seek assistance from your instructor if you need it?	72%	20%	7%	0%	0%

- **Q7. WELL-INFORMED ABOUT OTHER CAMPUS RESOURCES** n=42: No (76%), Yes (24%) The majority of respondents reported that they did not learn about other helpful resources through the Peer Mentoring Program activities. About a quarter of respondents reported they learned about MT2C tutoring services, Veteran Services, food pantry at STAND.

- **Q8. MOST VALUABLE EXPERIENCE** **categorized open-ended descriptions** n=29, A single comment may have been coded with multiple themes.
  - Study help (22)
  - Sense of Community (8)
  - Mentorship (7)
  - Gaining problem-solving skill (7)
  - Ease of access (3)

- **Q9. SUGGESTIONS FOR IMPROVEMENT ***categorized open-ended descriptions** n=25:
  - Hire more peer mentors (10)
  - Satisfied as is (4)
  - Provide more sessions (4)
  - Offer more in-person sessions (1)
  - Need a quieter space (1)
  - Need collaboration between course instructor and peer mentor (1)
  - Need weekly worksheet for PM sessions (1)
  - Not applicable (3)

- **Q10. LEVEL OF ENGAGEMENT BEFORE & AFTER GOING VIRTUAL** n=42:
  - The level of engagement was higher in in-person setting (29)
  - The level of engagement was higher in virtual setting (6)
  - The level of engagement remained the same both in-person and virtual setting (3)
  - Not Applicable (4)

Open-ended Responses

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

Original Response	Categorical Response				
Q8.What was the most valuable aspect of your experience with the Peer Mentoring Program?	**Study Help**	**Sense of Community**	**Mentorship**	**Ease of Access**	**Problem-solving skill**
Help with homework, studying, and physics lab question	1				
Understanding about my educational goals and interests			1		
Having someone explain thing simply	1				
The Peer Mentoring services provided a space to find people all working on their assignments for their class, allowed me to form connections with some peers in my class that I would otherwise not have spoken much with, and a consistent resource for when we need help. I also like that the way peer mentoring was scheduled worked well with my class schedule and was available in multiple formats such as online or in person. Additionally, it was really nice to see someone who had been through the course that I am taking and get some insight into how things will be after the course.			1	1	
Working through problems and concepts that stumped me	1				1
H***, R***, K***, and A*** are wonderful peer mentors! Harrison has helped me succeed in physics, while R***, K***, and A*** have prepared me for my math course. Each has fostered a learning community, and I hope to see them as peer mentors in the semesters to come.	1	1	1		
Asking questions to clarify	1				
Study Groups and the sense of community	1	1			
It's like an extra "office hours" opportunity. Brilliant.				1	
feeling like i wasnt alone		1			
To be able to get one on one help on problems in real time.	1			1	
Learning effective strategies	1		1		1
Finding common ground with other students.		1			
Practical approach to problem solving and specific focus on otherwise broad topics.	1				1

The routine time to work with other students from the class and study the material was very helpful. The worksheets, when provided, were very helpful.	1				
Learning how to study efficiently for physics.	1				
Helped with problems, provided a space that I could focus in	1				1
Building the studying group	1	1			
being able to discuss our understanding and correct miss understandings.	1				
peer mentor was far more a help for course content than the professor. I was alright on my grades since i'm retaking the class but it would have been impossible to learn only from the professor and typo-ridden Pearson slides he provided. Alex Ngo probably enabled 3/4 of the class to pass the class or at least provided the expected instruction and material for one to do so.	1		1		
Being able to work through tough problems step by step with guidance.	1				1
Being comfortable enough to ask the questions i'm too shy to ask my prof		1			
Finally understanding something that I was not able to get by my self.	1				1
Being able to work with students from other classes who are taking the same course and being able to exchange ideas on how to solve problems.	1	1			1
Validation of processes and understanding.	1				
place for advice, getting things done, and asking for help	1		1		
Patience, knowledge, and teaching capabilities.			1		
Meeting other students in classes and forming solid study groups. Also being able to better understand topics learned in class and be able to ask any and all questions I have	1	1			
covering material that will be on the exams, and ways to better memorize the material.	1				
Sum of Categorical Response Count	**22**	**8**	**7**	**3**	**7**

Q9 - How would you improve the Peer Mentoring Program?

Original Response	Recoded Categorical Responses
In person sessions would be great and encourage peer collaboration and are therefore much more efficient in terms of instructor to student ratio, especially after or before class, but the recordings are especially useful for their flexibility and replaying certain concepts as much as needed	Hire more peer mentors
Maybe do it in person.	More in-person sessions
If possible, expand staffing and availability of peer mentors	Hire more peer mentors
More peer mentors for more meeting times	Hire more peer mentors
more peer mentors	Hire more peer mentors
Find more Peer Mentors like this one.	Hire more peer mentors
Having more than one peer-mentoring for each session.	Hire more peer mentors
Add more people and more classes plz	Hire more peer mentors
availability.	Hire more peer mentors
Sometimes a lot of students attend the same peer mentoring session and the peer mentor can't help everyone, so adding a couple more hours would help.	Hire more peer mentors
hire more mentors	Hire more peer mentors
Longer/different hours, because I only had 1-2 hours a session of peer mentoring because it conflicted with my class times.	More sessions
Have hour on Friday	More sessions
Expand the program. There are no peer mentors for ENGE260 (Circuits) or ENGE210 (Properties of Materials)	More sessions
Have more available times	More sessions
find space that isn't so loud . sometimes it was hard to concentrate in the stem center.	Need quieter space
not much I can think of	Satisfied
Nothing comes to mind.	Satisfied
I had a perfect experience so I wouldn't change a thing.	Satisfied
Idk	N/A
It's already very good.	Satisfied
n/a	N/A
N/A	N/A
Have the peer mentor and professor be more connected. What specifics does the professor want the mentor to focus on, discuss materials to go through during peer mentoring sessions and make sure the peer mentor knows what to study specifically for the upcoming sessions.	Strengthen ties between course instructor and peer mentors
Provide worksheets for every week during the semester.	Need weekly worksheet for sessions