

# Peer Mentoring Report F2021 - SP2022

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## Overview

This document looks at survey data from the ARCHES Peer Mentees during both Fall Semester 2021 and Spring Semester 2022. The goal of this report is to provide an exploratory look over the performance of this program as well as potential improvements for future terms.

## Course Distribution

During the academic year, ARCHES provided 172 individual peer mentoring sessions to 49 unique students<sup>1,2</sup>. In their first peer mentoring sessions, students take a self-assessment (LASSI) where they discuss their results with their peer mentor. Subsequent sessions involve creating SMART goals, and discussing learning and executive functioning strategies. **Figure 1** showcases the distribution of supports the students receive in these sessions<sup>1,2</sup>. Note that these sessions are not mutually exclusive, that is, a student can receive help in both study strategies and communication skills.

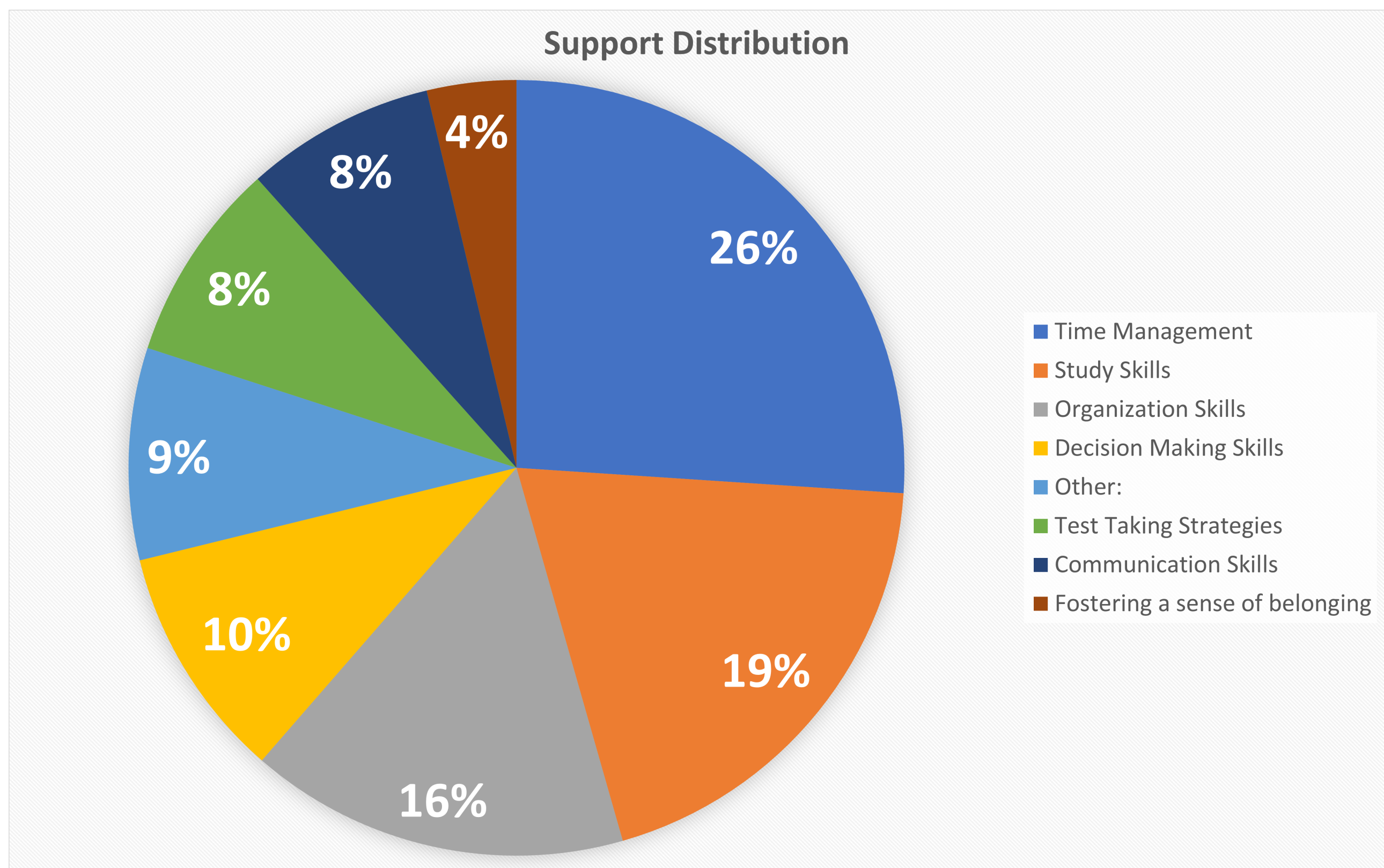


Figure 1

In addition, roughly 98% of students in the survey had a positive experience with a peer mentor and believed that the sessions were effective<sup>3</sup>.

## How Effective is the LASSI?

The LASSI is a diagnostic test that asks 60 questions about the student’s awareness and use of learning techniques and strategies. **83% of students in the survey believe that the LASSI was effective in identifying their strengths and weaknesses<sup>1,2</sup>**. The majority of students found that they needed to work on their organization, time management, and task completion. The five students who did not believe the LASSI helped them did not provide a response nor comment about the performance of the LASSI. In addition, none of the students provided any comments on improving the LASSI.

## How Effective are SMART Goals?

SMART goals are goals that follow a specific template. They are goals that are described to be specific, measurable, achievable, relevant, and timely. 36 respondents indicated that they created a SMART goal<sup>1,2</sup>. Unfortunately, there was no data on whether students made progression over their smart goal in the FALL 2021 term. However, during the Spring 2022 term, **93% of students in the survey noted that they made progress toward their SMART goal<sup>2</sup>**.

## What Specific Resources/Techniques did Students Learn?

Specifically, what takeaways did these students receive? From 42 responses<sup>1,2</sup>, **figure 2** below indicates specific resources that students are referred to in every peer mentoring session.

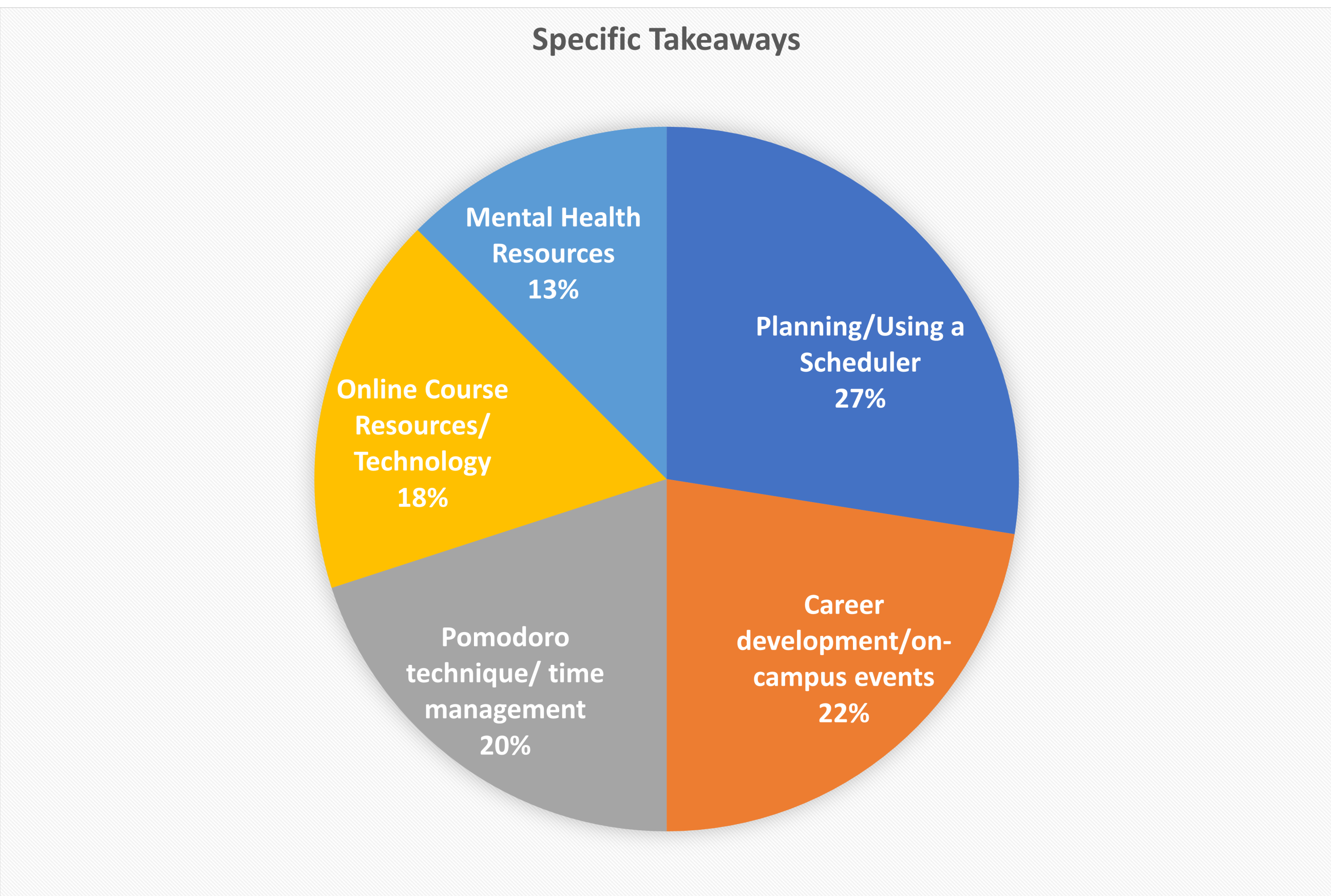


Figure 2

## How Do the Peer Mentors Feel About the Program?

**100% of the peer mentors had a positive experience working in the program and found that they were able to develop transferable skills to their future career paths<sup>4</sup>**. Specifically, one peer mentor mentioned that the individualized trainings provided by program strengthened her ability to communicate and lead in an educational setting. In addition, all of the peer mentors would recommend the peer mentoring position to other friends and classmates.

## Comments

To summarize, the peer mentoring program have shown to not only be effective, but also a positive experience to nearly all of its participants. **Many students found that each session helped them to be more accountable and recognize what steps are needed to achieve their goals**. Some students note that having more availability for scheduling an appointment with a peer mentor would be helpful. In addition, **one student noted that it would be helpful if there was a program where they can connect with other ARCHES students to talk about and work together on concepts in the same course<sup>2</sup>**.

## Sources

1. Fall 2021 Student Evaluation Survey
2. Spring 2022 Student Evaluation Survey
3. Spring 2022 Peer Mentoring Session Survey
4. Spring 2022 Peer Mentor Self-Evaluation