

Running Head: RESIDENTIAL PEER MENTORS

Satisfaction of Learning Community Participants with Residentially-Based and Residentially-
and-Course-Based Learning Community Peer Mentors

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Abstract

An analysis of learning community posttest data regarding students' satisfaction with peer mentors in residentially-based and residentially-and-course-based learning communities at Iowa State University was conducted. Eleven residentially-based and residentially-and-course-based learning communities with live-in peer mentors were examined. Data from 224 students indicated that virtually no significant differences exist in satisfaction with peer mentors for males and females, although there may be a significant difference for females with satisfaction with peer mentor's concern about the student's academic success. Correlational data indicate that satisfaction with peer mentor availability is positively correlated with all other service areas provided by peer mentors. Implications for this study may exist for peer mentor training and job expectations.

Satisfaction of Learning Community Participants with Residentially-Based and Residentially-
and-Course-Based Learning Community Peer Mentors

Students have served in peer leadership/helping roles in higher education for many years (Ender, 1984). Housing and residence life departments, in particular, have employed students as resident assistants to provide services to students and serve as role models for success (Winston & Fitch, 1993; Winston, Ullom, & Werring, 1984). Similar roles subsequently have been created to accomplish other goals. One such role is that of the learning community peer mentor, a non-first-year student who serves as a resource for students and assists them in their academic and personal transitions to college.

Peer mentors in learning communities function in many capacities. Some have specific responsibilities in classes that are taken by the members of the learning community. Others live with the participants and provide social and academic integration opportunities so that the transition for first-year students is smooth. Still other peer mentors take on both class responsibilities as well as residential responsibilities. At Iowa State University, all three types of mentor jobs exist in the three types of learning communities.

Learning communities at Iowa State University are categorized as follows: residentially-based (students in the program live in proximity to each other but have no common class for the program), course-based (students in the program have common classes for the program but are not assigned housing in proximity to other participants of the program), and residentially-and-course-based programs (students both live in proximity of each other and have common classes). Residentially-based and residentially-and-course-based programs are housed in undergraduate residence halls, typically occupying less than 50% of the spaces on a floor or floor section (known as a “house;” the phrase “on a house” is synonymous with “on a floor/floor section”).

Depending on the number of participants, a program can be located on one floor/house or on as many as 10 floors/houses.

Peer mentor jobs also differ from one learning community to the next. While there are no standard job descriptions, many mentor roles require individual interaction with participants and facilitation of group activities. Of the 32 first-year learning community programs at Iowa State University in Fall 2000 (Huba, McFadden, & Epperson, 2000), 14 of the programs had a residential component. Of those programs, 11 had peer mentors who were required to live in a space on a designated learning community house. These 11 programs for first-year students are the focus of this study.

One anticipated result of learning community participation is ease of transition for the first-year student to the new institution (Lenning & Ebbers, 1999). Peer mentors provide assistance in that transition. Sanford's model of challenge and support is evident in students' experience as they experience both the challenges of transition as well as support through the resources offered by the institution (Evans, Forney, & Guido-DiBrito, 1998; Kniefelkamp, Widick, & Parker, 1978). This model corresponds both with the needs of the first-year students as well as with the roles of the peer mentors. As peer mentors are living with and available to the students with whom they work, peer mentors are able to provide the support needed by students as they negotiate this change to college life. Thus, student satisfaction with their peer mentors may impact their experiences of challenge and support in their learning communities.

While some theories may suggest similarities in transition issues for traditional-aged college students, other theories indicate that there may be some differences for male and female students in the areas of development (Evans, Forney, & Guido-DiBrito, 1998). As a result of these differences, male and female students may experience different levels of satisfaction with the assistance they receive from college and university staff. Specifically, their satisfaction

levels with residence hall staff members, of which residentially-based and residentially-and-course-based peer mentors are a part.

One method for determining satisfaction for all residential students with their residential experience is through the House Feedback Survey distributed and analyzed by the Department of Residence. The Fall 2000 results of the ISU House Feedback Survey indicated that overall satisfaction with RAs was higher among female students (Whalen, Zheng, Saunders, Grother, & Hall, 2001). This result raised a question about whether or not that trend also exists with peer mentors for Fall 2000.

Because Iowa State University has made a significant financial commitment to the learning community programs, with peer mentor salaries comprising a large part of that commitment, it is imperative that the institution determine whether or not the peer mentor role is adding value to participants' learning community experiences. In addition, the Department of Residence loses revenue for approximately 22 spaces because most mentors are permitted to have rooms designed for double-occupancy as single rooms; a few mentors live in rooms designed for single occupancy. To ensure that this is a good use of money, many factors should be considered. Student satisfaction, which is considered here, is one of those factors that is examined through the results of a survey administered to the students at the end of the first semester.

This study attempts to determine if there is a significant difference between satisfaction levels of female and male students regarding five areas of mentor service: availability, helpfulness, level of concern for students' academic success, knowledge of their disciplines, and knowledge of institutional resources. The following research questions guided the study:

What are the satisfaction ratings of peer mentors in Fall 2000?

What are the satisfaction ratings by females of peer mentors in Fall 2000?

What are the satisfaction ratings by males of peer mentors in Fall 2000?

Are there significant differences between female and male satisfaction ratings of peer mentors in the five areas of mentor service on the survey?

It is hypothesized that satisfaction ratings will be equal on all variables for males and females using a two-tailed test of significance. Since males and females receive essentially the same “treatment,” their satisfaction levels may be the same.

Another question guiding this study is: Is there a correlation between “availability” and all other variables? It is hypothesized that “availability” may be associated with other variables. Because the data are from students in programs with residential peer mentors, it is possible that “availability” levels of peer mentors will be high and thus strongly correlated with other variables; if mentors are available, then they can be more helpful, demonstrate their knowledge of their discipline and ISU resources, and may show a high level of concern about students’ academic success.

Method

Participants

Based on their declared majors, incoming first-year students received invitations to participate in the residential learning communities for which they qualified; this information was sent to their permanent addresses in late Spring 2000. Students received a letter of invitation and an application for housing in the residential learning community. Within days of receiving the learning community invitation, students received their housing contract, which they returned along with the learning community application to the Department of Residence business office. Assignments to learning community residential space were made based on receipt of application and availability of space. Each learning community requests a different number of spaces for the program, so the number of available spaces varies from one program to the next.

A total of 224 students participated in residential learning communities that had at least one live-in peer mentor employed by the program in Fall 2000. Live-in peer mentors are required to reside on the house or one of the houses identified for the learning community program. All programs with a residential component employ peer mentors, but those mentors are not all live-in mentors. Of the 14 programs with a residential component, 11 employed live-in peer mentors while 3 programs employed peer mentors who were not required to live with the participants. Only the 11 programs with live-in peer mentors were considered here. Satisfaction responses from 110 males and 114 females are examined in this study.

Data and Methods

During the first three weeks of the Fall semester, all first-year students were asked to complete the *ISU Undergraduate Education Survey* (Epperson, Huba, & McFadden, 2000), which established a control group for comparison purposes for the learning community initiatives at Iowa State University. The pretest is a 52-item survey for which students are asked to use a 9-point Likert scale to rate their skill functioning and importance of identified aspects of the college experience. They also were asked to estimate the number of hours they expected to spend on various activities. Two open-ended questions, “What are you most looking forward to this semester?” and “What most worries you about your first semester?” concluded the survey (see Appendix A). Additional questions about peer mentors were added to the posttest along with four open-ended questions (see Appendix B). Seven scales resulted from a factor analysis of the posttest, with reliabilities as follows: oral communication/leadership ($r = .89$); time management ($r = .90$); teamwork ($r = .82$); written communication ($r = .82$); knowledge of university, discipline, and careers ($r = .74$); critical thinking/problem solving ($r = .83$); and diversity ($r = .71$) (see Table 1) (Huba, McFadden, & Epperson, 2000).

A total of 1,487 surveys were administered to first-year, full-time, learning community students. Learning community coordinators distributed the surveys to learning community participants, and non-learning community first-year students living on campus received their surveys in the mail. In late November, the post-test was distributed to the same students by learning community coordinators. A total of 1207 (81.2%) pretest and 817 (54.9%) posttest surveys were returned for a 54.9% response rate (Huba, McFadden, & Epperson, 2000).

The five items on the additional survey that focused on satisfaction with peer mentors are examined here. Students were asked to rate their satisfaction on a Likert scale from 1 (“strongly dissatisfied”) to 9 (“strongly satisfied”) for the following: peer mentor availability; peer mentor helpfulness; peer mentor knowledge of the discipline; peer mentor knowledge of Iowa State University resources; and peer mentor level of concern about participants’ academic success.

Results

SPSS descriptive statistics for frequencies were used to calculate central tendencies for the aggregate group for each satisfaction statement. Mean satisfaction ratings for each statement ranged from 6.93 to 7.23, with standard deviations between 1.646 and 1.938. The mean rating by women for each statement was lower than the mean rating by men. Mean female student satisfaction ratings compared to male ratings were as follows: availability (females – 6.79; males – 7.06), helpfulness (females – 6.83; males – 7.04), knowledge of the discipline (female – 7.01; males – 7.38); knowledge of Iowa State University resources (females – 7.10; males 7.37); and level of concern for participant’s academic success (females – 6.79; males 7.09) (Table 2). Few differences were found in median and modal ratings for each statement. Missing values for each variable ranged from 4 to 13. Table 2 lists these values, and Figures 1 - 5 provide individual histograms for each variable.

Independent *t*-tests were used to determine if significant gender differences existed for each statement about peer mentors. Significance was tested at the .05 level. No significant differences were found between gender and availability ($t = -1.070, df = 218, p = .286$), helpfulness ($t = -.803, df = 218, p = .423$), knowledge in discipline ($t = -1.712, df = 217, p = .88$), knowledge of Iowa State University resources ($t = -1.247, df = 218, p = .214$), or level of concern for participants' academic success ($t = -1.117, df = 209, p = .265$). Levene's test for Equality of Variance indicated variances for males and females do differ significantly from each other ($t = -1.124, df = 207.914, p = .262$) (see Table 3).

Pearson's *r* correlations were estimated to determine if there was an association between "availability" and the other variables for all students in the sample. The results indicate that there is a strong positive association between "availability" and "helpfulness" ($r = .850$), and between "availability" and "knowledge in discipline" ($r = .714$). There is a moderately positive association between "availability" and "level of concern about my academic success" ($r = .655$) and between "availability" and "knowledge of Iowa State University resources" ($r = .642$). Almost no association exists between "availability" and "gender" ($r = .072$). All correlations, with the exception of "gender," were significant at the .01 level. The results of these analyses are presented in Table 4.

Discussion

This study explores the satisfaction ratings of peer mentors in the aggregate and by gender of residentially-based and residentially-and-course-based learning communities. Of the five variables, none suggests a significant difference between males and females regarding their satisfaction with mentors in the areas of availability, helpfulness, knowledge of discipline, knowledge of Iowa State University resources, and level of concern about participants' academic success. The last variable, "level of concern my mentor shows about my academic success,"

may indicate a significant difference in variances for males and females, as measured by Levene's test for equal variances. Females were most satisfied with mentor's knowledge of campus resources while males were most satisfied with mentor's knowledge of their discipline. Females equally rated their satisfaction with mentors' availability and concern about the participants' academic success with mean satisfaction scores of 6.79, which were the lowest satisfaction means for females. Male satisfaction was lowest on mentor helpfulness, rated 7.04, with availability following closely at 7.06. Thus, it seems that mentor availability may be the one area that is least satisfactory across the board, even though all ratings are relatively high. Based on the lack of significance for all of the previous variables, it is safe to accept the null hypothesis that female and male satisfaction with peer mentors is equal or similar.

“Availability” is a factor that may impact students' satisfaction with the other service areas provided by peer mentors. Except for gender, all other variables correlate positively and relatively strongly with “availability.” It is likely that this is something learning community coordinators and Department of Residence staff seek as an outcome in residential programs. Peer mentors who live with the participants may be more likely to be available to them at odd hours or hours beyond their classes (in the case of course-based learning communities). As a result, their availability allows for them to be helpful, display concern about the participants' academic success, and share their knowledge of their disciplines and Iowa State University resources. Availability, then, may be a key factor in participants' general satisfaction with their peer mentor(s).

Limitations

Most learning communities have peer mentors, and all residentially-based and residentially-and-course-based programs employ peer mentors. However, not all of these programs are considered here because not all have live-in mentors. Three residential learning

communities were eliminated from this study because they have mentors who are not required to reside with the participants in the halls.

Also, some programs are spread out so that, while the program has live-in mentors, not every house or floor for the learning community has a mentor living on that house or floor. For example, the Computer Engineering learning community is housed on/in five different houses but employs only three mentors, leaving two houses without a mentor living on/in the house. Instead, the mentors live in the adjoining houses, which are in close proximity to those houses without a peer mentor.

Conclusions

Satisfaction with mentors in the areas identified is relatively high; all means were over 6 on a 9-point scale. Thus, in the areas identified (availability, helpfulness, knowledge in discipline, knowledge of Iowa State University resources, and level of concern about participants' academic success), peer mentors seem to be doing well and meeting the expectations of their students. Exactly what expectations participants have of mentors is not known. Since this is likely to be participants' first experience with peer mentors at the university level, they may not know what to expect and thus may be satisfied with the services they receive simply because it is all they know. Depending on how the peer mentor presents his/her role, participant expectations may be higher or lower as the context is established.

Further research to compare these data with future satisfaction results will be helpful to see if changes occur or other variables become more significant in participants' satisfaction with peer mentors. Since Fall 2000 was the first year the peer mentor statements were added to the post-test survey, there are no comparison data at this time. However, comparison data will be available for Fall 2001 survey responses. With further data, comparisons of satisfaction between non-residential and residential programs also could be made to determine if satisfaction levels

differ on any of the variables. Comparing satisfaction ratings of all peer mentors may provide information indicating which factors are most important in participants' satisfaction with peer mentors and may offer valuable information for the training of peer mentors, so that they may meet both the expectations of their individual programs as well as the expectations of the students they serve.

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Table 1

Seven Scales from ISU Undergraduate Education Survey Posttest and Reliabilities

Knowledge and Ability Scales	Scale Reliabilities
Oral Communication/Leadership	$r = .89$
Time Management	$r = .90$
Teamwork	$r = .82$
Written Communication	$r = .82$
Knowledge of University, Discipline, and Careers	$r = .74$
Critical Thinking/Problem Solving	$r = .83$
Diversity	$r = .71$

Table 2

Descriptive Statistics by Gender for Peer Mentor Service Areas**Group Statistics**

	GENDER	N	Mean	Std. Deviation	Std. Error Mean
Availability	female	112	6.79	1.894	.179
	male	108	7.06	1.851	.178
Helpfulness	female	113	6.83	1.964	.185
	male	107	7.04	1.827	.177
Knowledge in the discipline	female	113	7.01	1.688	.159
	male	106	7.38	1.483	.144
Knowledge of Iowa State University resources	female	113	7.10	1.742	.164
	male	107	7.37	1.533	.148
Level of concern my mentor shows about my	female	110	6.79	2.077	.198
	male	101	7.09	1.773	.176

Figure 1. Satisfaction Ratings with Peer Mentors – Availability

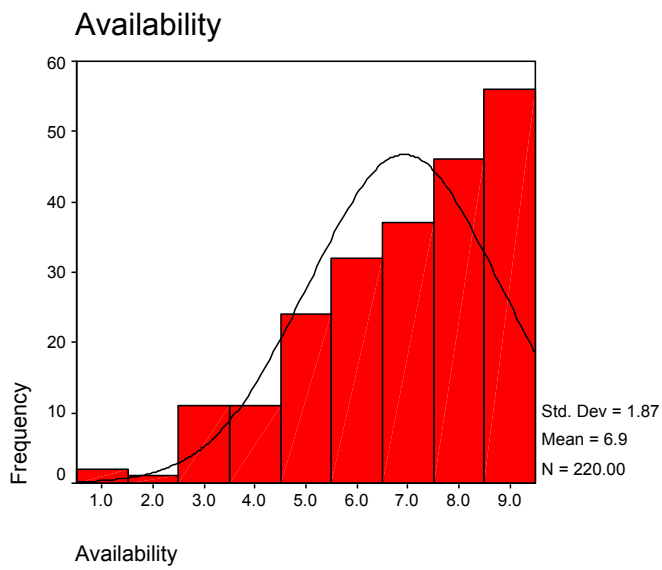


Figure 2. Satisfaction Ratings with Peer Mentors -- Helpfulness

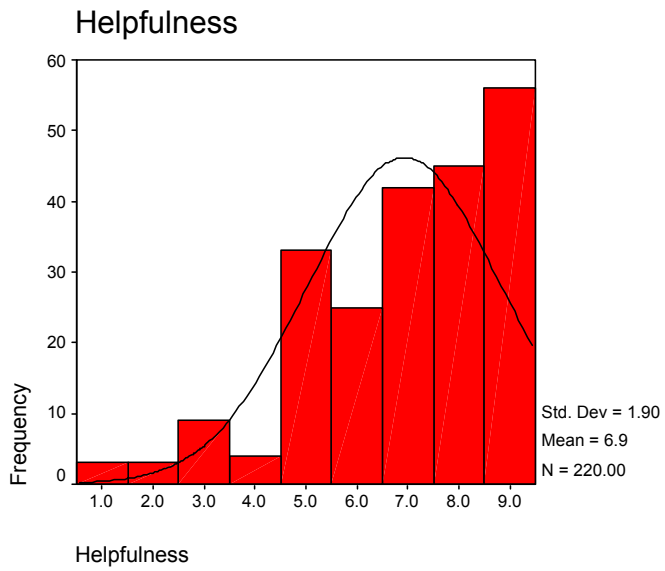


Figure 3. Satisfaction Ratings with Peer Mentors – Knowledge in the Discipline

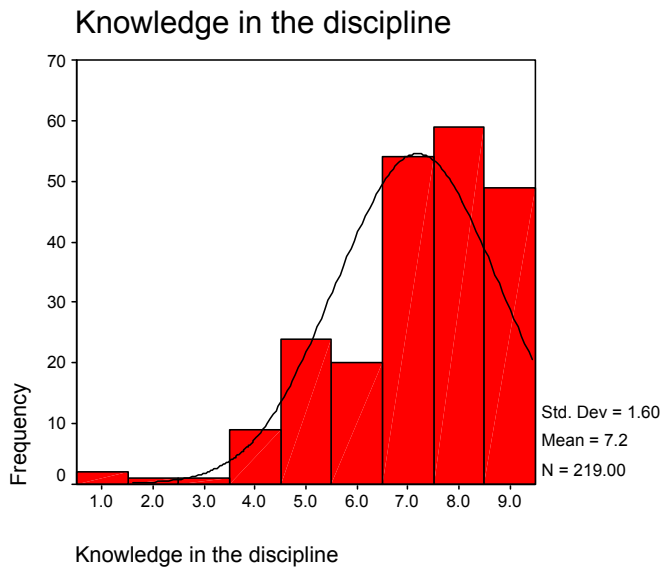


Figure 4. Satisfaction Ratings of Peer Mentors – Knowledge of Iowa State University Resources

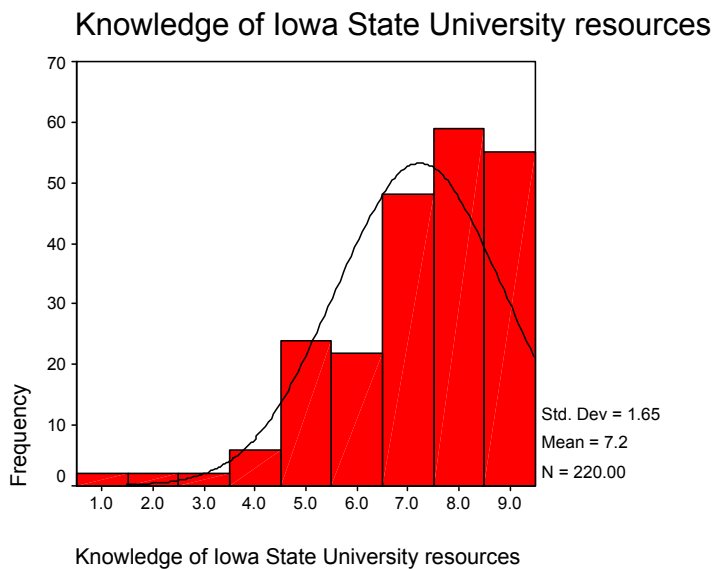


Figure 5. Satisfaction Ratings with Peer Mentors – Level of Concern My Mentor Shows About My Academic Success

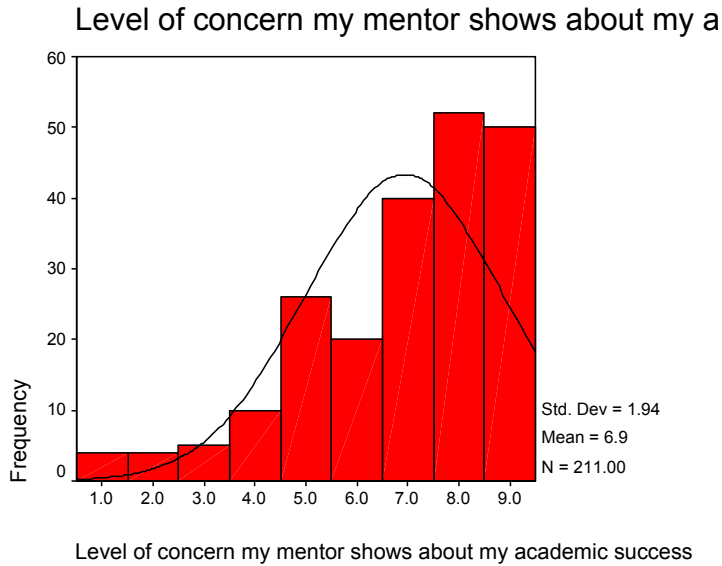


Table 3

Independent Samples Test Results for Peer Mentor Service Areas

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Availability	Equal variances assumed	.300	.584	-1.070	218	.286	-.27	.253	-.768	.228
	Equal variances not assumed			-1.070	217.961	.286	-.27	.252	-.768	.227
Helpfulness	Equal variances assumed	1.499	.222	-.803	218	.423	-.21	.256	-.710	.299
	Equal variances not assumed			-.804	217.936	.422	-.21	.256	-.709	.298
Knowledge in the discipline	Equal variances assumed	.605	.438	-1.712	217	.088	-.37	.215	-.793	.056
	Equal variances not assumed			-1.719	216.093	.087	-.37	.214	-.791	.054
Knowledge of Iowa State University resources	Equal variances assumed	.851	.357	-1.247	218	.214	-.28	.222	-.713	.160
	Equal variances not assumed			-1.251	216.847	.212	-.28	.221	-.712	.159
Level of concern my mentor shows about my academic success	Equal variances assumed	4.441	.036	-1.117	209	.265	-.30	.267	-.825	.228
	Equal variances not assumed			-1.124	207.914	.262	-.30	.265	-.821	.225

Table 4

Correlation Results for Peer Mentor Service Areas

		Correlations					
		Availability	Helpfulness	Knowledge in the discipline	Knowledge of Iowa State University resources	Level of concern my mentor shows about my academic success	GENDER
Availability	Pearson Correlation	1	.850**	.714**	.642**	.655**	.072
	Sig. (2-tailed)	.	.000	.000	.000	.000	.286
	N	220	218	216	217	208	220
Helpfulness	Pearson Correlation	.850**	1	.761**	.730**	.742**	.054
	Sig. (2-tailed)	.000	.	.000	.000	.000	.423
	N	218	220	216	217	209	220
Knowledge in the discipline	Pearson Correlation	.714**	.761**	1	.823**	.703**	.115
	Sig. (2-tailed)	.000	.000	.	.000	.000	.088
	N	216	216	219	219	209	219
Knowledge of Iowa State University resources	Pearson Correlation	.642**	.730**	.823**	1	.705**	.084
	Sig. (2-tailed)	.000	.000	.000	.	.000	.214
	N	217	217	219	220	210	220
Level of concern my mentor shows about my academic success	Pearson Correlation	.655**	.742**	.703**	.705**	1	.077
	Sig. (2-tailed)	.000	.000	.000	.000	.	.265
	N	208	209	209	210	211	211
GENDER	Pearson Correlation	.072	.054	.115	.084	.077	1
	Sig. (2-tailed)	.286	.423	.088	.214	.265	.
	N	220	220	219	220	211	224

** . Correlation is significant at the 0.01 level (2-tailed).

Appendix A

IOWA STATE UNIVERSITY
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ISU Undergraduate Education Survey I

Record the information requested below in the spaces provided

Social Security Number: _____ Major (if known): _____

Items 1-28. Listed below are a number of knowledge and ability domains related to your education at Iowa State University. Please rate your current level of skill functioning in each domain using the scale below.

Very Weak 1 2 3 4 5 6 7 8 9 Very Strong

1. Knowledge of university policies and procedures relevant to undergraduate students
2. Knowledge of university resources for undergraduate students (e.g., Academic Success Center, Student Counseling Center, etc.)
3. Knowledge in your anticipated discipline or field of study
4. Knowledge of career choices and options in your anticipated discipline or field of study
5. Knowledge of other cultures and/or ethnic groups
6. Ability to produce well-written term papers that would receive a grade of "B+" or better
7. Ability to write the types of technical, critical, review, or creative papers typical for your discipline with a grade of "B+" or better
8. Ability to edit a document or paper for correct grammar, punctuation, and spelling
9. Ability to analyze and evaluate ideas systematically and critically from different perspectives
10. Ability to apply academic knowledge and reason to current problems
11. Ability to think of different ways to solve problems
12. Ability to work cooperatively and productively with others
13. Ability to effectively listen to others enabling you to clearly understand what is being said and reflect that understanding back to the speaker
14. Ability to interact with others and contribute to group discussions
15. Ability to put team goals above your own personal goals
16. Ability to make formal class presentations
17. Ability to argue a point of view assertively
18. Ability to persuade others to follow your lead
19. Ability to effectively and comfortably interact with people from other cultures or ethnic groups

20. Ability to speak up when you see bigotry
21. Ability to accept religious differences
22. Ability to manage your time effectively
23. Ability to prioritize tasks to be performed for a project
24. Ability to coordinate multiple concurrent tasks or projects
25. Ability to study effectively
26. Ability to inspire others through your leadership
27. Ability to bring people with different viewpoints together to cooperate on a project
28. Ability to facilitate group interactions

Items 29 - 43. How important is it to you that each of the following be part of your college experience?

Not at all important 1 2 3 4 5 6 7 8 9 Very Important

29. Interact closely with faculty members
30. Receive individual support, encouragement or advice from faculty members
31. Participate in a department club, residence government, or other organization
32. Work collaboratively with other students on class projects
33. Develop study groups with other students
34. Apply learning to real world problems
35. See connections among classes (e.g., learning in one class supports or augments learning in another class)
36. See connections between personal experiences and class learning
37. Interact with people from different cultural or ethnic backgrounds
38. Earn high grades in classes
39. Take courses from professors who have high expectations for you
40. Have experiences that help you understand the nature of your anticipated major
41. Have experiences that "fit together" in helping you reach your goals as a student
42. Have opportunities to practice the skills you are learning or have learned
43. Receive prompt feedback about your progress

Items 44 - 52. How many hours per week do you expect to spend on the following activities? Respond using the following scale.

1=1 to 2 hours	4=7 to 8 hours	7=13 to 14 hours
2=3 to 4 hours	5=9 to 10 hours	8=15 to 16 hours
3=5 to 6 hours	6=11 to 12 hours	9=17 or more hours

44. Classes and labs
45. Studying alone

46. Studying in groups
47. Talking with your advisor
48. Talking with instructors outside of class
49. Community service/volunteer work
50. Recreational/social activities
51. Leadership activities
52. Paid work

Please complete the written response questions on the back of this booklet.

Please record your written comments for the following questions

A. What are you most looking forward to this semester?

B. What most worries you about your first semester?

Thanks!

Appendix B

IOWA STATE UNIVERSITY
OF SCIENCE AND TECHNOLOGY

ISU Undergraduate Education Survey II

Record the information requested below in the spaces provided

Social Security Number: _____

Major (if known): _____

Items 1-28. Listed below are a number of knowledge and ability domains related to your education at Iowa State University. Please rate your current level of skill functioning in each domain using the scale below.

Very Weak 1 2 3 4 5 6 7 8 9 Very Strong

53. Knowledge of university policies and procedures relevant to undergraduate students
54. Knowledge of university resources for undergraduate students (e.g., Academic Success Center, Student Counseling Center, etc.)
55. Knowledge in your anticipated discipline or field of study
56. Knowledge of career choices and options in your anticipated discipline or field of study
57. Knowledge of other cultures and/or ethnic groups
58. Ability to produce well-written term papers that would receive a grade of "B+" or better
59. Ability to write the types of technical, critical, review, or creative papers typical for your discipline with a grade of "B+" or better
60. Ability to edit a document or paper for correct grammar, punctuation, and spelling
61. Ability to analyze and evaluate ideas systematically and critically from different perspectives
62. Ability to apply academic knowledge and reason to current problems
63. Ability to think of different ways to solve problems
64. Ability to work cooperatively and productively with others
65. Ability to effectively listen to others enabling you to clearly understand what is being said and reflect that understanding back to the speaker
66. Ability to interact with others and contribute to group discussions

- 67. Ability to put team goals above your own personal goals
- 68. Ability to make formal class presentations
- 69. Ability to argue a point of view assertively
- 70. Ability to persuade others to follow your lead
- 71. Ability to effectively and comfortably interact with people from other cultures or ethnic groups
- 72. Ability to speak up when you see bigotry
- 73. Ability to accept religious differences
- 74. Ability to manage your time effectively
- 75. Ability to prioritize tasks to be performed for a project
- 76. Ability to coordinate multiple concurrent tasks or projects
- 77. Ability to study effectively
- 78. Ability to inspire others through your leadership
- 79. Ability to bring people with different viewpoints together to cooperate on a project
- 80. Ability to facilitate group interactions

Items 29 - 35. Please indicate your level of agreement with each of the following statements by using the following rating scale?

Strongly Disagree 1 2 3 4 5 6 7 8 9 Strongly Agree

- 81. I was able to see connections among my classes (e.g., learning in one class supported or augmented learning in another class)
- 82. I was able to see connections between personal experiences and class learning
- 83. I was able to earn high grades in classes
- 84. My professors had high expectations for me
- 85. I better understand the nature of my anticipated major
- 86. I have had experiences this semester that "fit together" in helping me meet my goals as a student
- 87. I have received prompt feedback about my progress in classes

Items 36 - 49. Please indicate your degree of satisfaction this semester on each of the following dimensions.

Strongly Dissatisfied 1 2 3 4 5 6 7 8 9 Strongly Satisfied

- 88. Opportunities to interact closely with faculty
- 89. Level of individual support, encouragement, or advice from faculty members
- 90. Opportunities to interact with people from different cultural backgrounds

91. Opportunities to participate in a department club, residence government, or other organization
92. Opportunities to work collaboratively with other students on class projects
93. Opportunities to develop or participate in study groups
94. Opportunities to apply learning to real world problems
95. Opportunities to practice the skills you are learning or have learned
96. Overall quality of instruction that you received this semester
97. Overall quality of your classmates
98. Availability of your academic advisor
99. Helpfulness of your academic advisor
100. Overall experiences at ISU
101. Overall learning community experience

Items 50 - 58. During the fall semester, how many hours per week did you spend on the following activities?

1=1 to 2 hours	4=7 to 8 hours	7=13 to 14 hours
2=3 to 4 hours	5=9 to 10 hours	8=15 to 16 hours
3=5 to 6 hours	6=11 to 12 hours	9=17 or more hours

- 102. Classes and labs
- 103. Studying alone
- 104. Studying in groups
- 105. Talking with your advisor
- 106. Talking with instructors outside of class
- 107. Community service/volunteer work
- 108. Recreational/social activities
- 109. Leadership activities
- 110. Paid work

If you had one or more peer mentors associated with your learning community, please complete items

59 - 63. If you did not have a peer mentor associated with your learning community, please skip the next section and complete the written response questions on the back of this booklet.

Items 59 - 63. Please indicate your degree of satisfaction with your peer mentor on the following dimensions.

Strongly Dissatisfied 1 2 3 4 5 6 7 8 9 Strongly Satisfied

- 111. Availability
- 112. Helpfulness
- 113. Knowledge in the discipline
- 114. Knowledge of Iowa State University resources
- 115. Level of concern my mentor shows about my academic success

Please complete the written response questions on the back of this booklet.

Please record your written comments for the following questions

C. What was your greatest success or positive academic experience this semester?

D. What was your greatest difficulty or negative academic experience this semester?

E. What was the most satisfying aspect of your learning community?

F. What was the most disappointing aspect of your learning community?

Thanks!