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Undergraduate Women in Science and Engineering Mentoring Program to Enhance Gender Diversity Demonstrates Success During the COVID Pandemic

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Undergraduate Women in Science and Engineering Mentoring Program to Enhance Gender Diversity Demonstrates Success During the COVID-19 Pandemic

Abstract

Many female undergraduate Engineering students struggle during their first and second years of college with finding their place and questioning whether they belong in Engineering. It has been shown that mentoring programs can help encourage women to stay in engineering fields. The University started a Women in Science and Engineering (WISE) mentoring program in Fall 2019, and continued it through the pandemic, during the Spring and Fall 2020 terms. The purpose of this study was to assess the impact of the first three semesters of the WISE mentoring program on engagement and satisfaction, as well as retention and GPA of women within the program, compared to a control group of women who did not go through the program. The impact of the COVID-19 pandemic on the success of the program was also assessed. The program was designed to implement one-on-one peer mentoring within the WISE program, incorporate mentoring cohort activities, and provide networking opportunities with faculty and students in engineering and science disciplines. Virtual mentoring activities were also incorporated during the pandemic. The program was facilitated by a graduate student in engineering. The initial cohort in Fall 2019 had a total of 44 pairs of women consisting of freshmen mentees paired with upper class mentors within the WISE program. Despite the pandemic and incorporating virtual mentoring meetings, 50 pairs of students joined the mentoring program in Fall 2020, an increase of nearly 14%. Most of the women (82.5%) who were part of the mentoring program rated their partnership as a 3 out of 5 or better. The GPAs of the women in the mentoring program, and those who were not were not significantly different.

Introduction

The University started its first Women in Science and Engineering (WISE) mentoring program at the University in the Fall of 2019. The goal of the program is to help Women in Science and Engineering make connections and grow to form a successful and supportive network of women. The relationships and supportive network formed through the mentoring program will help students throughout their college experience and beyond. The program pairs first year students with an upperclassman student who will be their mentor throughout the year. The program also has events throughout the semester to allow all program participants to network with one another. The second year of the mentoring program kicked off in Fall 2020 during the COVID-19 pandemic. The program was designed to implement one-on-one peer mentoring within the WISE program, incorporate mentoring cohort activities, and provide networking opportunities with faculty and students in engineering and science disciplines. Virtual mentoring activities were also incorporated during the pandemic. The program was facilitated by a graduate student in engineering. The purpose of this study was to assess the impact of the first three semesters of the WISE mentoring program on engagement and satisfaction, as well as retention and whether the GPAs of women within the program differed

compared to a control group of women who did not go through the program. The impact of the COVID-19 pandemic on the success of the program was also assessed.

The WISE program includes engineering majors, engineering technology majors, science majors, and health science majors. In the WISE Mentoring program for 2019 and 2020, there was a mix of all WISE majors in the program. Students have the option of living in the WISE living learning community their first year of college in a dormitory. All of the WISE living learning community members live on the same floor and typically have one other roommate that is also in the WISE living learning community. The goal of the WISE living learning community is to create a supportive network of first year WISE students by living together, taking classes together, and going to WISE living learning community events together. The WISE living learning community started at the University in 2008. The University has approximately 9,000 undergraduate students and the WISE program aims to bring the first-year female WISE students together.

Throughout COVID-19 in the Fall of 2020, students still had roommates, but were encouraged to follow social distancing safety precautions when interacting with other floormates. The students also experienced a mix of in-person, blended, and remote classes during COVID-19. During the Spring of 2020, all University students were sent home during March and continued classes online.

First year female WISE majors have the option to participate in WISE in varying ways. They can choose to live in the WISE living learning community. They can be "on the WISE list" which means that they are on the WISE email list and made aware of all WISE events throughout the year. Female WISE majors have the option of joining the WISE email list throughout their first few weeks on campus and can be added at any time throughout the year. They also can choose to be a board member for the WISE program that plan all the events. The first-year female WISE students can additionally choose to be in the WISE mentoring program. However, to have any involvement in WISE, the students must be a female WISE major.

The WISE mentoring program is operated by a graduate engineering student. The graduate student recruits mentors and mentees by contacting upper classmen and first year students that are on the WISE email list. Everyone that signs up fills out a survey that asks about their major, hobbies, and interests. The graduate student then pairs up the students to make a mentor pair based off of their survey responses. Typically, the mentor pairs will have the same major or similar hobbies and interests. The mentors and mentees are given training at their first meeting to go over guidelines on how to mentor, how to respect their privacy, and suggestions on how often to meet and topics to discuss. The graduate student organizes several mentoring program events throughout the year for the mentor pairs to attend. The Fall 2020 events included a guest speaker along with a discussion afterwards, a registration event that walked first year students through how to schedule their spring semester classes, a hot chocolate scavenger hunt event with discussion questions, a female STEM faculty discussion panel, and a succulent pot painting event. All the mentor pairs are encouraged to attend the events with their mentor, but it is not required. Each event has about 40% to 45% participation. In the Fall of 2019, there were

44 mentor pairs, and, in the Fall of 2020, there were 50 mentor pairs. This indicated a 14% increase in program participation.

Literature Review

A literature review was conducted on existing research to explore the lack of women in engineering, the impact mentoring programs have on women in engineering, and the impact of COVID-19 on college students.

As of 2019, there continues to be a significant underrepresentation of women in the engineering fields with only 13% of engineering careers held by females [6]. One of the main reason's women leave the STEM field or switch to a different course of study is due to the lack of confidence they feel in themselves [2].

One study identified which students at an institution were switching out of calculus and surveyed the students beforehand to identify if they were intending to pursue a STEM course track [2]. Approximately 18% of the students decided to switch out of calculus and it was concluded that a female was 1.5 times more likely to switch out of the calculus course. At the end of the term, all the students that were "switchers" were given a survey to determine potential causes for switching out of calculus. Thirty-five percent of women surveyed reported they felt they did not understand the ideas of calculus while only 20% of men reported this result. This shows that women's perception of their ability is often lower than men's.

In order to promote and grow a network of women in STEM, mentoring programs have started to guide female engineers by helping them increase their confidence. An online mentoring program for women in STEM ages 11-18 started in Germany and the effects of the program were analyzed after one year [5]. It concluded that there was an increase in interest in STEM. Another study implemented a mentoring program for women in STEM students in Malaysia by pairing them with a faculty mentor and providing STEM activities for the students to attend [4]. The result of the mentoring program indicated an increased satisfaction with students' academic experience after one year.

Most of the current studies only have a short-term timeframe of 1 to 2 years of data for measuring the effects of mentoring programs on women engineers. However, the University of Toledo conducted a long term 5-year study focused on improving the retention rates of women in engineering [3]. The study discussed the University's programs focused on supporting women in engineering through mentoring programs, job rotations, communication workshops, and projects. The study also measured retention rates from the women between their first and second year. It also used a survey to measure the students' satisfaction with the programs at the end of the year showing the mentoring program receiving the highest rating. The results showed the programs did increase retention rates from 52% to 73%. The study showed how impactful University programs can be to support women in engineering and increase retention for first year female engineering students.

Although mentoring in general appears to have a successful impact, one study showed that pairing a female student with a female mentor had a greater impact than pairing a female

student with a male mentor [1]. Mentoring was explored to establish if it would produce any benefits for retention rates for women in engineering. The study was conducted over several years to investigate if peer mentoring would increase the success of women in engineering. The study included 150 female students with 50 students assigned a female mentor, 50 students assigned a male mentor, and 50 students assigned no mentor. A survey was sent out at three points throughout the year to monitor the students' experiences and a fourth survey was sent one year after the program ended. The survey measured self-efficacy, feelings of threat and challenge, and career goals. College transcripts also were collected to monitor students grades and retention information. The study concluded same-gender peer mentoring increases confidence, motivation, and retention for women in engineering. Pairing a female student with a female mentor with 82% retention. However, there was no indication that the mentoring program increased average GPA's.

Although there is limited research available on mentoring programs effect on students during COVID-19, one study shows the overall impact COVID-19 had on the mental health of students. The study surveyed 7,143 students in China using questions to assess their well-being and mental health [7]. It concluded that 24.9% of college students experienced anxiety due to COVID-19. This indicates that colleges need to be able to support student's mental health during a global pandemic.

Although the studies showed the mentoring programs supported positive feedback for increasing interest in STEM, there are a limited number of existing mentoring programs for women in STEM and a lack of research on if mentoring programs increase the retention rate for women in STEM. As more institutes form mentoring programs, it is important to monitor the outcomes over multiple years to accurately monitor the effects. There is also a lack of research on the effect of mentoring programs on the mental health of students during COVID-19.

Methods

The mentoring program within the WISE program has now been running for three semesters since Fall 2019 and the findings after the Fall 2020 semester were measured to 1) assess the cohort's satisfaction and engagement in the program through a voice of customer survey including reflections, 2) compare the increase in the number of mentor/mentee pairs from the initial pilot period of Fall 2019 compared to the Fall 2020, 3) compare the average GPAs and 4) the retention in engineering and science for women within the mentoring program to a control group of women not part of the mentoring program. The impact, if any due to the COVID-19 pandemic was also assessed through the numbers of students in the cohort and their satisfaction with virtual mentoring activities.

A survey was sent to all Fall 2020 mentoring program participants to assess the cohort's satisfaction and engagement in the program. The survey also included questions regarding the COVID-19 pandemic on remote/ blended learning to see if there was any impact on the students. Questions on GPA and major retention were also listed to see if the mentoring program had any impact. The overall survey format consisted of twenty-three questions and took about 10 to 15

minutes to complete. The questions included multiple choice, short answer, and ratings. The participants were sent the survey at the end of the Fall 2020 semester. All participant names remained anonymous.

In order to compare average GPAs for mentoring program participants compared to nonparticipants, four different sample subgroups were analyzed for comparison, shown in Table 1. The overall group analyzed consisted of the women in the Fall 2019 full time student first year cohort. Within this cohort, four subgroups were analyzed. The first subgroup consisted of women not in the mentoring program, not in the WISE program, and women that were not a WISE major. Subgroup 1 is the control group and includes any female first year student that is not a WISE major. It should also be noted that men were excluded from all of the data. The WISE program refers to any female that is a WISE major that chooses to be on the WISE email list and is made aware of WISE events. This includes anyone living in the WISE living learning community or any female WISE student that is involved in WISE events. The second subgroup consisted of women not in the mentoring program, not in the WISE program, and women that were WISE majors. The third subgroup consisted of women not in the mentoring program, women in the WISE program, and women that were WISE majors. The fourth subgroup consisted of women in the mentoring program, in the WISE program, and women that were WISE majors. Within all four subgroups, the average cumulative GPA was calculated for the entire subgroup.

Subgroup Summary									
Factors	Subgroup 1	Subgroup 2	Subgroup 3	Subgroup 4					
1) In Mentoring Program?	No	No	No	Yes					
2) In WISE Program?	No	No	Yes	Yes					
3) WISE Major?	No	Yes	Yes	Yes					
Number of people in Subgroup	614	231	279	42					

Table 1:	Sample	Subgroups	for	Com	parison
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Results

Results were gathered for the survey on mentoring program satisfaction, the increase of mentoring program participants, and GPA comparisons for mentoring program participants versus students not in the mentoring program.

The mentoring Fall 2020 survey was filled out by 40% of the program participants. Forty-five percent (45%) of the survey responses were from mentees and 55% were from mentors. The results are broken down into three categories of questions regarding program satisfaction, COVID-19 impact, and GPA/ major retention.

Satisfaction

The growth of the mentoring program from Fall 2019 to Fall 2020 was analyzed. In Fall 2019, there were forty-four pairs of mentors. In Fall 2020, there were fifty pairs of mentors. This resulted in a 14% increase of participants despite the COVID-19 pandemic.

The mentoring partnership rating as shown in Figure 1 displays that 32.5% of survey responses rated their partnership with the highest score. Eighty-two and a half percent (82.5%) of responses ranked their partnership a three or greater. The partnership rating measures how well the mentors and mentees connected with each other.

40 responses

Figure 1. Partnership Rating from 1-5 with 1 Being "Poorly" and 5 Being "Awesome"

The mentoring events were given the highest ranking by 20.6% of responses as Figure 2 displays. About eighty eight percent (88.3%) of responses ranked the mentoring events with a three or greater.

Overall, how well is the partnership going so far?



Figure 2. Group Mentoring Event Ratings

Figure 3 displays the overall mentoring program satisfaction, which ranked the highest score with 27.5% of responses. Eighty-seven and a half percent (87.5%) of responses ranked the program a three or greater. The program satisfaction measures how well the program participants liked the mentoring program as a whole including events and the program structure.



Rate your overall satisfaction with the mentoring program.



COVID-19

40 responses

The survey results showed that 70% of mentoring program participants found that the COVID-19 pandemic impacted their mentoring partnership as shown in Figure 4.



Figure 4. COVID-19 Impact on Mentoring Partnership

The survey results showed that 68.4% of survey respondents had problems with remote or blended learning during the Fall 2020 semester as shown in Figure 5. The survey included questions about remote/ blended learning to assess the impact that COVID-19 had on the mentors and mentees within the mentoring program.



Figure 5. Problems with Remote/ Blended Learning

Figure 6 shows the survey results where 95% of survey respondents found they had a harder time making personal connections during remote or blended learning.



Figure 6. COVID-19 Impact on Personal Connections

The survey also included survey written responses on the COVID-19 impact on the mentoring program participants learning experience during the Fall 2020 semester. The learning experience question was included to see if the mentoring participants were seeking programs like the mentoring program to gain more connections during the COVID-19 pandemic. Figure 7 displays a summary of the written responses that reported topics like being less motivated, getting distracted easier, feeling isolated, and having a harder time getting to know others in classes.



Figure 7. COVID-19 Impact on Learning Experience

Figure 8 indicates that the survey respondents reported that 15% of the respondents did not have a difficult time maintaining a connection during COVID-19. Eighty-five percent (85%) of survey respondents found that they did have a difficult time maintaining a connection during the COVID-19 pandemic.



Figure 8. COVID-19 Impact on Connections

GPA/Major Retention

37 responses

Figure 9 displays the survey results showing that 83.8% of the respondents found the mentoring program helped make them feel more comfortable as a WISE major.

Has the mentoring program made you feel more comfortable as a WISE major?



Figure 9. Mentoring Program Impact on WISE Major

Figure 10 shows that 78.4% of mentoring program participants found the program did help them persist their majors.



Figure 10. Mentoring Program Impact on Persisting a Major

Figure 11 displays the survey results that indicated 30.6% of survey respondents felt that the mentoring program helped them achieve a higher GPA.



The mentoring program helped me to get a better GPA.

Figure 11. Mentoring Program Impact on GPA

Table 2 displays the four average cumulative GPA's for each of the four subgroups. Subgroups 1 and 2 had an average GPA of 3.3948. Subgroup 3 had an average GPA of 3.4077. Subgroup 4 had an average GPA of 3.4096 and was from women that were in the mentoring program, on the WISE list, and women that were a WISE major.

Table 2. Average GPA Comparison's for Fall 2019 Full Time Student First Year Cohort.

Fall 2019 Full Time Student First Year Cohort							
Subgroup	Mentoring Program Status	WISE List Participant	WISE Major Participant	Average Cumulative GPA			
Subgroup 1	Not in mentoring program	Not on WISE list	Not a WISE Major	3.3948			
Subgroup 2	Not in mentoring program	Not on WISE list	WISE Major	3.3948			
Subgroup 3	Not in mentoring program	On WISE list	WISE Major	3.4077			
Subgroup 4	Are in mentoring program	On WISE list	WISE Major	3.4096			

Table 3 indicates that there was no statistical significance of the GPAs. No significance between any of the subgroups was concluded in the analysis.

Statistical Analysis on Average Cumulative GPA							
Subgroups	P-value	Significance					
Subgroup 1 and 2	1	Not significant					
Subgroup 1 and 3	0.715	Not significant					
Subgroup 1 and 4	0.849	Not significant					
Subgroup 2 and 3	0.769	Not significant					
Subgroup 2 and 4	0.857	Not significant					
Subgroup 3 and 4	0.981	Not significant					

Table 3. Statistical Analysis on Average GPA Data

Student Retention:

Table 4 displays the four average retention rates for each of the four subgroups. The retention rates for the first two subgroups were comparable at approximately 92%. The highest retention rate was from subgroup three at approximately 99%. Although there is not a significant difference between the retention rate for subgroup 3 (99.28%) and subgroup 4 (97.62%), the highest retention rate was for students not in the mentoring program, not on the WISE list, and listed as a WISE major. This indicates that students on the WISE list have the highest retention.

Table 4. Fall 2019 Full Time Student First Year Cohort Retention Data

Fall 2019 Full Time Student First Year Cohort									
Subgroup	Mentoring Program Status	WISE List Participant	WISE Major Participant	Number of Students Retained	Retention Rate				
Subgroup 1	Not in mentoring program	Not on WISE list	Not a WISE Major	564/614	91.86%				
Subgroup 2	Not in mentoring program	Not on WISE list	WISE Major	212/231	91.77%				
Subgroup 3	Not in mentoring program	On WISE list	WISE Major	277/279	99.28%				
Subgroup 4	Are in mentoring program	On WISE list	WISE Major	41/42	97.62%				

Table 5 displays the statistical retention data on the four subgroups. It indicated that subgroups 1 and 3, subgroups 1 and 4, subgroups 2 and 3, and subgroups 2 and 4 were statistically significantly different. This means that being on the WISE list (in the program) versus not being on the WISE list shows an increased retention in their majors. Being on the

WISE list is an indication the student has an interest in attending the extracurricular events run by the WISE program. The Fall 2019 mentoring program had 42 first year participants and 100% of the Fall 2019 mentoring program participants were also on the WISE list. This indicates that the students with an interest in extracurricular WISE programs demonstrate higher retention. These results illustrate that retention is higher for both women in the WISE program (99.28%) and those women in the WISE program and also in the mentoring program (97.62%) compared to those who are not a WISE major (91.86%) and also higher than those who are in a WISE major but not in the WISE program (91.77%). However, there is not a significant difference between those women in the WISE major (99.28%) and those also in the WISE major and the mentoring program (97.62%). There also is not a significant difference in retention between those women not in the WISE program, whether they are a WISE major (91.77%) or not (91.86%).

Statistical Analysis on Retention Data							
Subgroups	P-value	Significance					
Subgroup 1 and 2	0.969	Not significant					
Subgroup 1 and 3	0	Significant					
Subgroup 1 and 4	0.027	Significant					
Subgroup 2 and 3	0	Significant					
Subgroup 2 and 4	0.049	Significant					
Subgroup 3 and 4	0.489	Not significant					

	Table 5.	Statistical	Analysis	on Rete	ention 1	Data
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Discussion

The Fall 2020 survey resulted in a personal assessment to gage the satisfaction of mentors and mentees in the program. The results considered satisfaction with the program, the COVID-19 pandemic impact, GPA impact, and retention impact.

The Fall 2019 mentoring program had 42 first year participants and 100% of the Fall 2019 mentoring program participants were also in the WISE program. This indicates that students in the WISE program are more likely to be involved in the mentoring program than non-WISE program participants. This is likely due to the fact that the students in the WISE program could be more drawn to extracurricular activities and had more of an interest in also joining the mentoring program.

The satisfaction results indicated that the majority of program participants found their partnership was going well with 82.5% of respondents rating it a 3 out of 5 or greater. About eighty-eight percent (88.3%) of participants rated the group events at least a 3 out of 5. Almost eighty-eight percent (87.5%) of survey respondents indicated that they ranked their satisfaction with the program at least a 3 out of 5. This was slightly higher than the satisfaction of the Fall 2019 cohort. The Fall 2019 rated their overall satisfaction at least a 3 out 5 at 82%. All of these statistics from the satisfaction questions on the survey indicate that the majority of mentoring program participants were happy with their partnership, the group events, and overall felt satisfied with the program. The statistics are a great representation of the program satisfaction, but also shows as within any organization, there is room for improvement.

The COVID-19 pandemic survey questions indicated that the majority of mentoring program participants found that the COVID-19 pandemic impacted their mentoring partnership, created problems with remote or blended learning, and made it more difficult to form connections. As colleges shifted to a virtual environment, it increased the challenges with inperson meetings, classroom learning, and forming connections. The mentoring program participants felt they experienced these challenges created from the COVID-19 pandemic.

The survey questions responses that focused on GPA and retention displayed the majority of mentoring program participants feeling more comfortable as a WISE major after being in the program. This is likely due to the network and connections the mentoring program creates. The survey also showed the majority of mentoring program participants felt the program helped them to persist in their major. This would indicate that the mentoring program helps retention and helps women be successful in their majors. The majority of mentoring program participants are helpful in distinguishing what the mentoring program addresses. The mentoring program helps women feel more comfortable within their major and increases retention within their major. However, it does not necessarily make the participants feel the program helps them achieve a better GPA according to the survey. This finding could be a result of the program's main focus remaining on building connections and growing a supportive network rather than on tutoring efforts that would directly impact GPA.

In addition to the survey results, the analysis on the increase in program participants from 2019 to 2020 by 14% indicate a strong desire to build connections. Although the Fall 2020 group events and initial mentor pairings started off with virtual events, there was an increase in the number of program participants. As the survey indicated in Figure 7, the COVID-19 pandemic made program participants feel it was more difficult to form connections in general during a pandemic. The program participation increase could be attributed to more people trying to find ways to build personal connections during a pandemic.

The average GPA comparison of the four subgroups indicated that there was no significance found between any of the subgroups related to the GPAs. The students in the subgroups were not taking all of the same classes or did not have all of the same instructors. It cannot be concluded that any of the subgroups attribute to achieving a higher GPA.

The average retention comparison of the four subgroups indicated the women in the Fall 2019 first year cohort that were not in the mentoring program, on the WISE list, and a WISE major had the highest retention rate. The retention rate measured how many students from Fall 2019 returned for Fall 2020. Although it should be recognized that all four subgroups had average retention rates over 91%. The data also only represented one year of students and showed students in the WISE program had higher retention rates. This may be attributed to self-selecting students having an interest in higher involvement in WISE programs. There is a correlation with WISE participants having higher retention, but not causation.

Future Research

The findings after the Fall 2020 semester helped indicate the mentoring program participants were overall satisfied with the program. The COVID-19 pandemic impact survey focused questions indicated how that the majority of the program participants felt they were struggling to form connections and learn during a pandemic. The retention analysis indicated higher retention rates for students in the WISE program and a WISE major. Future research should investigate successful remote or blended learning techniques and the impact on forming connections. The GPA analysis should also be investigated following a cohort of students all four years throughout their college experience to note the overall impact on their GPA's. The retention analysis would be more accurate on the mentoring program effect if there were more students in the program and if it followed students over four years.

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Appendix

A. The Fall 2020 WISE Mentoring Survey Questions

*** Are you a mentor or a mentee?								
O Mentor								
O Mentee								
How many times	How many times did you meet with your partner this semester?							
8+								
5-8								
3-4								
0 1-2								
Overall, how well	is the partne	rship going s	o far?					
	1	2	3	4	5			
Poorly	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	Awesome		
How much would you say you've gained from having/ being a mentor?								
	1	2	3	4	5			
Nothing	\bigcirc	\bigcirc	0	\bigcirc	\bigcirc	Lots!		

Has it been diff	Has it been difficult to maintain a connection during COVID-19?							
O Yes								
🔘 No								
🔵 A bit								
Which group m	optoring over	nto did you o	ttond?					
Meet and group in	entoning eve		ittend :					
	et. break out i	00115						
Imposter Syr	ndrome							
Registering f	or Classes							
None None								
Rate the Meet a	and Greet ev	ent.						
	1	2	3	4	5			
Poor	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	Awesome!		
Rate the Impos	Rate the Imposter Syndrome Event.							
	1	2	3	4	5			
Poor	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	Awesome!		

Rate the registering for classes event.								
	1	2	3	4	5			
Poor	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	Awesome!		
How impactful were the group mentoring events?								
		1 :	2	3	4	5		
Waste of Time	\langle		\supset	\bigcirc	0 (Valuable		
Do you have any suggestions for future group mentoring events? (or feedback for events you attended?) Long answer text								
What was your goal in participating in this program?								
Long answer text								
If you attended the liked or something	e imposter 1 you learne	syndrome e ed).	event, plea:	se leave fee	dback about	: it below (something you		

Did COVID-19 impa	act your mer	ntoring partr	nership?			
O Yes						
O No						
Did you have any p	roblems witl	h remote/ bl	ended learni	ng this seme	ester?	
O Yes						
O No						
Was it harder to ma	ake personal	connection	s while expe	riencing rem	note/ blended	d learning?
O Yes						
O No						
If COVID-19 had an	impact on y	vour learning	experience	this semest	er, how so?	
Long answer text						
How impactful were the mentoring families at creating a community?						
	_				,	
	1	2	3	4	5	
Not great	\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc	Awesome!