

## Article

## Implementing a Peer Support Program for Incoming College Students: Assessing Effectiveness

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### < Abstract >

In the spring of 2019, a revamped peer support program for incoming students to the English Department was initiated. The Peer Support Team (PST) was set up to have Year 2 students assist the incoming students in their transition from high school to university. This report aims to explain the evolution of this program and the effect it had on both student cohorts. The report goes on to suggest further improvements based on results and comments from the mixed method research conducted on the participants, as well as from programs run at other institutions.

**Keywords:** peer support, transition to college, student anxiety, orientation programs

### Introduction

The onset of cherry blossoms is a sign of fresh starts and new beginnings as the school year sets to begin in Japan. This is a stressful time of year for students. Those who are starting university have many changes waiting for them. A myriad of feelings, thoughts, experiences, and more are what happens to the first-year student as revealed in journal entries collected and analyzed by Everett (2013). As the students showed, some, as would be expected, are concerned about their studies and grades, as well as their lack of study skills. Many are also concerned about relationships with friends, family, and partners. These are all issues that they may have had to deal with before university. However, many find themselves in unknown territory because they are no longer at home and must deal with things on their own, or they are seen as approaching adulthood and are expected to be acting more independently.

University is naturally a big change for many. How they deal with these changes will greatly affect them and how they experience university.

Sasaki's (2009) research contends that the lifestyle and mental health of students appears to change significantly at the beginning of their university life. There is a period of adaptation that is involved, but we might come to assume that things would settle themselves after the period of adaptation runs its course. Sasaki's research, however, appears to show that the situation may not improve in the second year, either. Sasaki goes on to suggest that lifestyle and mental health support should be ongoing from the time of entering university.

As we know from experience, upon entering university students have a variety of issues that concern them or cause them to worry. In the most recent general survey conducted on first year and fourth year students by the authors' school it is revealed that some concerns are equally relevant to students regardless of their program of study, while some concerns vary greatly across departments. For the English Department students there are three concerns in which they rate highest of all departments. (see Table 1) The highest rate of response was

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Table 1. Leading Concerns of Year 1 students

Concerns	English Dept.	University
I don't have a passion for life	51.2%	41.9%
I want to enter another school	42.9%	26.9%
I'm not interested in class	38.1 %	33.1%

51.2% for “I don't have a passion for life”. This concern also had the highest response rate of all the university's students with an overall average of 41.9%. This is significantly higher compared to the second highest ranked concern of all the university's students at 33.9% for “I'm worried about whether I'll be able to pass the grade/graduate”. For this concern the English department students were least concerned of all the departments at a rate of 21.4%. The third highest rate for the university's students, at 33.1%, is “I'm not interested in class”.

With all the concerns that students have over the course of their university careers, who do they go to when they need advice? From the general survey, students overwhelmingly go to friends and seniors for advice for study related concerns and daily life issues. As for their future, they tend to go to parents a little more than to friends and seniors. This shows the importance of friends on the matter of dealing with student anxiety. And, as Sasaki's (2009) research shows, concerns regarding study practically double over the semester for freshmen. Making and having friends would then seem a very important element to deal with early on in one's university career. The nature of university classes wherein students are not always together in the same classes makes it more challenging to make friends.

Providing an opportunity early on for students to interact with their peers and seniors would seem to be a good way of helping to reduce student anxiety. Friedlander, et al. (2007) were able to show that social support provided by friends “was a more consistent predictor of changes in adjustment” (p.270) at university. The impact of social support from friends was evident across several indices when compared

to family, which only showed itself in overall adjustment.

So, how can the university help improve the students' situation? One way that has been used for a long time is by having an orientation program at the start of the year. This session comes in all shapes and forms. And, as orientation programs have been around for a long time, research on them is quite extensive. Yet it is not only the orientation program itself, but the full first-year experience which has become more of the focus in recent times with dedicated journals and conferences. Whereas integration into the university environment was the primary purpose of orientation programs, it has gone beyond that to include a desire to aid in student success and to improve student retention. Nutt and Calderon's (2009) monograph on the first-year experience provides a snapshot of initiatives being implemented in countries around the world to support first-year students and to see them succeed.

O'Shea (2008), who reported on the effects of the Uni-Start program at Ourimbah Campus, which is a joint venture between The University of Newcastle and the Hunter Institute of Technical and Further Education in Australia, stated that first-year students overwhelmingly found the sessions beneficial. One of the benefits that she alludes to is the “authentic aspect of the program that is one of its strengths, lending further immediacy and credibility to content.” (p.28) Some of the comments made by the students in the program referred to increased confidence.

Research into the UniGuide program at the University of Auckland showed that a well-developed transition and retention program not only reduced the overall first-year dropout

rate significantly, but also improved academic progress. Their program improved student retention as well as helped students to gain a sense of belonging, form social networks, and improve academic performance. (Clark, 2008)

Upcraft, Gardener, and Associates (1989) provide a list of beliefs they deem necessary for freshman success. One belief is that involvement is a key to success for freshmen. Providing opportunities for involvement is what institutions need to do to help students succeed. And furthering involvement is improved with interaction between them and others in the college community. One other belief is that a freshman seminar is an effective way to support the success of new students. These beliefs are reflected in our program which provides the students with not only vital information that assists them in transitioning to the new academic environment, but also a venue in which they can connect with other students and staff.

Our college, like others in Japan, start at the beginning of April with a few days of “orientation”. A lot of sessions are held by different sections of the university where the students are bombarded with information that they may or may not need immediately to help them navigate their new environment.

As a department we also hold some sessions for our new students. We also hope that our sessions will assist our students in adapting to their new environment as quickly as possible, and thereby suffer less from some of the anxieties described earlier. Furthermore, we hope that we have set up a program that includes many of the aspects that have been shown to be effective in other programs. It is the latest incarnation of our department’s orientation program that this paper will report on.

### **Rationale behind the Peer Support Team**

Around five years ago, we began to notice in the English Department that the information we needed to provide to new students during Orientation Week was becoming more complex,

and beyond the scope of what we could cover during the orientation sessions. For those staff members with connections to the academic affairs section, this was a particularly busy time as confused students were visiting them for information, plus they were being pressured by the administration to provide a more effective orientation. With that in mind, we decided to utilize our older students in an advisory capacity to assist the incoming students.

### ***Towards Peer Support***

During our Orientation Week, one of our annual activities is the “Hanami Event.” This is a chance for our new students to get to know both the staff and the older students in an informal setting. During this event, we put everyone into mixed groups and do a variety of bonding-type activities. Starting four years ago, we began to include time for the new students to seek advice from the older students. This was extremely useful to the younger students as they felt it was easier to seek help from their seniors than from the staff. However, because time was short at the event, plus it occurred very late in the orientation process, it wasn’t as effective as it could have been. Still, feedback from the new students suggested that they found the process useful.

### ***Student Mentor system***

In 2018, we decided to make a more robust system for using our older students in a support capacity. We began by recruiting a group of over 30 existing students as volunteers. These students were to act as mentors for 2 or 3 new students, giving advice as needed or requested. The matching of students was totally random, with no consideration given to interests or personalities.

On the first day of orientation, each new student was given an explanation sheet with the following instructions.

### STUDENT MENTORS • 学生メンター

Welcome to the English Department. At first, your university student life can be very confusing. To help you get settled in, some of our English Department students have volunteered to act as your student mentors. 英語学科への入学おめでとうございます。大学生活というのは、最初は戸惑うことも多いものです。あなた方の学生生活がスムーズに始まるように、英語学科の先輩達が学生メンターとしてお手伝いしてくれることになりました。

#### What is a “student mentor”? 学生メンターとは？

A student mentor is a senior student who will give you advice and guidance while you settle in. If you have a question, or need advice, they will be there to help. 学生メンターとは、新しい生活を始めたあなたに、様々な助言をしてくれる先輩のことで。 ”mentor”とは、「信頼できる助言者」のことで、例えばゼミの先生は卒論作成のメンターです。学生が務めるメンターだから「学生メンター」と呼びます。

#### What should you do? 学生メンターの先輩に連絡を取ろう！

On this paper, you will see the name of your student mentor. You will also see a QR Code which you can use to connect on LINE. Contact your mentor and introduce yourself.

Then, if you have any questions, please ask her. この紙には、あなたに割り当てられた学生メンターの名前が書かれています。LINEで連絡が取れるようにQRコードも印刷されています。あなたの学生メンターに連絡を取って自己紹介しましょう。そして何でも質問してみてください。

Figure 1. *Student Mentor explanation and instructions.*

On that paper they could find the name of their mentor, along with a QR Code to help them get in touch on LINE. The students were encouraged to contact their mentor, and ask that person for advice when needed. We hoped this connection would continue through the year whenever assistance was needed.

The Student Mentor system was partially successful, but this was handicapped by the following:

- The older students were recruited with little consideration of their ability to offer advice or help younger students.
- No training was given to the mentors prior to the program commencing.
- Rates of contact between the mentors and the new students were sporadic, and in

general very superficial.

- Not all students were available at the Hanami Event, so a lot of students never met their mentors.

Because of these issues, we decided to revamp the system for the 2019 academic year.

### Formation of the Peer Support Team

From feedback received from the 2018 Year 1 students, plus our own observations, we decided that the formation of the Peer Support Team (PST) needed to be more student centered. A number of the Year 2 students expressed an interest in forming a management team, so with their help, the PST was formed in January 2019. The first thing we did was to sit down to discuss

what had and what hadn't worked the previous year. From these discussions, we formulated the following strategies:

- The core group would make all the decisions about the running of the PST. They decided a leader, and she was crucial in bringing together the team.
- Once the management group was decided, each member was tasked with recruiting other PST members, and we ended up with a strong team of 20 students.
- That group held training meetings, plus discussions on LINE prior to their work commencing.
- We also set up a website at <http://seinan-jo.com/peer.support/> where the team could be introduced, plus FAQs could be developed for students to refer to on their own.

This group met regularly right up until the start of the new school year, so were much better prepared for the influx of new students.

### *PST in action*

With the start of the new school year, especially during Orientation Week, the Peer Support members were particularly active. At the entrance ceremony they sought out the English Department students and gave them flyers explaining who they were, and how they could be contacted. The leaders of the PST also came to the first departmental orientation for new students the next day to introduce themselves. At that time, the students received an explanation sheet similar to the Student Mentor sheet given out the year before. On this sheet were the contact details for the PST member assigned to them. Each PST member was responsible for two new students.

The most effective activities took place all the way through the orientation period when the PST members ran a "Help Desk" in one of the English department's dedicated conversation lounges. This was a place where new students could drop in informally without appointments to ask questions and get advice. This proved to be the most effective part of the program, and

by the final orientation days the room became so packed that we needed to open up a neighboring room to handle the overflow.

There were two other formal activities that the PST took part in during orientation: the 大学での学び session on the second day, and the Hanami Event on the final day. At each event, the PST members gave guidance to the new students.

### **Post orientation**

The activities of the PST were greatly diminished at the end of the orientation period, and since then little in the way of planned activities have taken place. A number of students have maintained contact with each other, and the main members of the team have continued to be available when needed. At the annual English Camp in May, recognition was given to the PST for their efforts with a small presentation ceremony. Indeed, the members of the PST played a large part in organizing the camp activities as inspired volunteers. This flow on effect has shown up in other areas as well, with students involved in PST either as team members or "clients" playing a large role in other volunteer activities.

However, in order to ascertain the effectiveness of the PST program, we conducted a survey with students involved on both sides—as team members and as participants, and the results of this are reported next.

### **Methodology**

A mixed method approach was used to gather both quantitative and qualitative data on the PST orientation program. Data was collected in July, in the latter half of the first semester, via an online survey.

### *Online Survey*

In July an anonymous online survey was sent out to all the 1<sup>st</sup> year students using a LINE group, to which all students had joined voluntarily for school notifications. The 2<sup>nd</sup> year PST members

were also contacted using LINE, to which they had joined voluntarily for PST activity notifications and discussions.

The survey was prepared and completed using Google Forms. No individually identifiable questions were included to ensure the anonymity of the survey.

Two sets of questions were prepared, one for the first-year student cohort and the other for the second-year cohort, which consisted solely of PST members. The questions were translated into Japanese to ensure that there were no misunderstandings. Both language versions of the questions were included in the survey.

### **Participants**

The participants are from a small women's university in the southwest of Japan, at which there are three faculties, including six departments. The orientation program described in this paper is solely used in the Department of English in the Faculty of Humanities. Two student cohorts, aligned with their school year, participated in the program.

The first-year cohort consisted of all 41 students enrolled in the English department. All students were invited to participate in the survey, of which a little over half (22) of them volunteered to respond.

The second-year cohort consisted of 21 students, of which 16 responded voluntarily to the questionnaire. The 21 students who participated had been recruited for the program from the 59 students who had completed the first year of study in the English department. A couple of key students were selected by one of the authors and those students were then tasked with recruiting other participants. The key students were chosen based on their leadership skills and interest in volunteer work.

### **Comments**

The program was set up at the end of the first year in preparation for the new incoming students at the beginning of April. The program was setup with the intent to improve the integration of the

new students into the school, and particularly into the English department. The program appeared to have gone well. After the fact, the authors decided that it would be both interesting and beneficial to gather information from the participants to see how well the program actually went. It is felt that it would have been better to gather the information immediately after the event, which would have allowed fresher memories and comments regarding the program.

## **Results**

### ***1st year students — Mentees***

Of the 41 students enrolled as Year 1 students for 2019, 22 responses regarding the PST program were collected. Only one of the respondents did not participate in any of the help sessions put on by PST.

As mentioned in the rationale, one of the reasons for holding the events was to allow new students to get to know, not only the staff, but also the older students. The PST members were expected to contact the Year 1 students. Only one respondent said that they were never contacted by their PST member. Of the respondents, 41% said that they were contacted three times or more by their PST members.

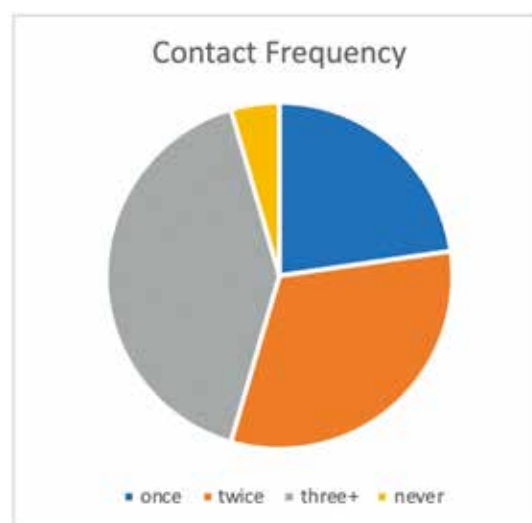


Figure 2. *Frequency of contact by PST members.*

With the reduction in PST related activities after the beginning of the school year, contact between Year 1 students and PST members diminished, with only two Year 1 students and three PST members indicating that they were still in contact three months after the principal PST event period.

As for the satisfaction level regarding the program, 86% of the 1<sup>st</sup> year respondents felt it was helpful. When it came to the areas that were helpful for them, Figure 3 clearly shows that preparing their schedule was by far the most useful help area. This response rate was reflected in the fact that 15 respondents cited ‘I needed help with my schedule’ as their reason for joining the PST event. The high rate of responses in this case is not surprising as the students had to submit their final schedule to the administration within a couple of days of the main PST activity period.

The students were also asked to evaluate the individual PST events using a 5-point Likert scale with ‘1’ being “worthwhile” and ‘5’ being “useless”. As seen in Figure 4, most of the survey participants found them worthwhile to some degree. Of note would be that the 1<sup>st</sup> year students felt strongest about the informal help sessions, at which they could ask questions and get advice from the PST members. Also, as noted in the “PST in action” section, this event was the liveliest. Rather than the more structured events (Hanami and 大学での学び) the students felt more satisfaction from the informal events. This may also have resulted from the fact that it was the final event and they had already had a couple of sessions at which to get to know the PST members, as well as some of the other new students.

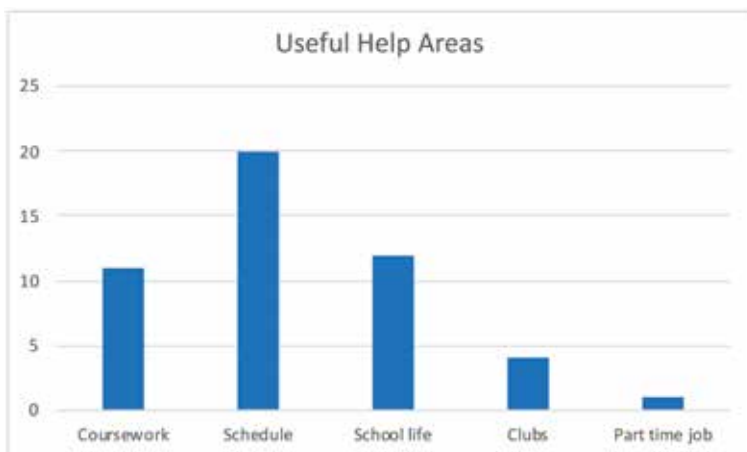


Figure 3. Usefulness of help areas.

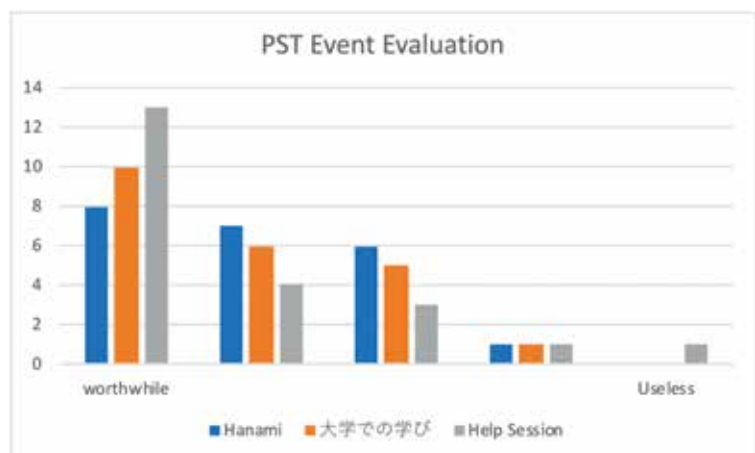


Figure 4. Evaluation of PST events.

A website was available to them to get information about the PST members, as well as to be able to access school-related information on their own. Unfortunately, only two of the participants accessed the site, yet both found it useful. Why did so few students access the site? We may need to improve the way information about the website is disseminated to the new students.

Finally, the students were asked about their interest in being a PST member in order to assist next year's incoming students. Of all the respondents, 68% answered in the affirmative. The main reason given for wanting to become a PST member was basically to be able to be useful to the new students and to help them out the way they had been helped. Of those who responded in the negative, there were those who thought they would be too busy, and then there were those who thought they would not be able to do the job well.

**2nd year students - Mentors**

All but four of the 20 PST members responded to our survey request. All 16 respondents felt that participating in PST was worth it and that they would do it again. A couple of students felt that there were problems with the program, but none of them mentioned what kind of problems there were. However, some students gave recommendations for improving the program, including having a list of questions that might be asked by the mentees, and also providing a comparison chart for some of the elective courses.

When asked about their frequency of contact with their 1<sup>st</sup> year members, many did not provide an answer. Those who responded gave answers ranging from “every day during orientation” to “just once”. The majority of respondents gave answers that suggested that contact was very sparse indeed. Did they encounter any problems in their effort to contact the new students, or was there another issue? We did not ask why they didn't contact their 1<sup>st</sup> year members, but that should be something we need to look into further.

In regard to their interaction with the 1<sup>st</sup> year members, five of the PST survey participants responded that they were unable to answer all of the questions they were asked by the Year 1 students. Four of those members provided valid responses. Of those four, all of them said that they consulted with another PST member in order to answer a question they were unable to answer. Although they managed to work the problem out, it may be preferable to have a system in place for the PST members to get help when they have a problem.

When it came to their satisfaction with the events, the PST members seemed a lot more positive about it than their 1<sup>st</sup> year counterparts, as can be seen in Figure 5. Also, when asked if they would do it again, all respondents gave a positive response. Their reasons for doing so came down to two areas. One was that it was very satisfying to help the new students. The other common reason was that they could get to know the new students and build new relationships.



Figure 5. PST member satisfaction.



## Discussion and Recommendations

The results of the study point to a fairly successful orientation program for both the new incoming students and the PST members. It was reported that the different events which offered the new students the opportunity to interact with their seniors were found to be helpful in regard to a variety of issues that concerned them. The second year PST members found the events equally fulfilling.

Hall (2002) describes the sociocultural means of assistance that can be provided by more capable members such as scaffolding, modeling, and training. By having 2<sup>nd</sup> year students assist the incoming 1<sup>st</sup> year students, the PST program uses these sociocultural processes with the intention to build up the level of activity and confidence of the new students, thereby having them integrate into the new environment at a faster rate, as well as providing them with an immediate source of advice and support.

Some of the questions asked by the 1<sup>st</sup> year students pointed towards their interest, or need, in study skills to be able to succeed in their new environment. Having peers, such as the PST members, provide support can provide other positive effects as noted by Rodger & Tremblay (2003). They analyzed the effects of social, cognitive, and motivational perspectives of mentoring on students, which resulted in some positive results over the term of one school year. Some of these results could be interpreted as a greater sense of belonging, development of study skills, decreased anxiety, and greater academic success. These are all desirable effects that any program would be happy to achieve.

However, as was introduced, students experience a lot of anxiety in their transition to university. To what extent does the current program help to alleviate some of the anxieties they experience? And what else could be done within the current program structure to reduce them further? These are questions that were not answered in the current research and may

need to be addressed in future evaluations.

We saw earlier that Sasaki (2009) suggested an ongoing form of support as different concerns come to the fore at different times of the year, and not only in the freshman year. For our program, this would mean expanding the PST program to provide services not only for the orientation period, but for as long as a full semester, or even a year or more. Expanding the program may seem to be putting a lot of extra work on the students—however, all the PST respondents indicated that they would do it again, which would suggest a willingness to perform in a mentoring-type role for longer than they did for this particular program. Adopting a PST program that provided some expanded form of support in the long term could provide some very positive effects for both the students and the school, as Heirdsfield, Walker, & Walsh (2008) revealed in their longitudinal study. Initially this could be done by adding some other PST events later in the semester. The program could then be reevaluated for its effectiveness.

Even if it were not possible to expand the PST program, there are some other elements that could be attended to in order to assess the current program further. We saw that there was a flurry of interaction between first year students and PST members during the program period, but that it quickly evaporated after the program ended. Did this initial interaction with their seniors provide any increased interaction with non-PST member seniors? And with a desire to improve social interaction and a sense of belonging, it may be of interest to determine how well the program helped in getting the new students to know not only their seniors, but also other new students in their department.

This social interaction is an important element in creating a sense of belonging which increases participation. The 68% response rate by first year participants to the willingness to act as a PST member next year is a clear sign that the PST program was successful in creating an environment where the new students felt comfortable enough to respond in this manner.

This success is further supported by the 100% positive response given by the current PST members.

This year both the incoming students and the PST members benefitted from the PST program during orientation. Although the current iteration of the orientation program appears successful, there remain some areas that would benefit from being examined for effectiveness. Next year's PST program will take note of the challenges experienced in this year's program to provide an even better and more effective program for the 2020 Year 1 students.

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Appendix 1 Survey for PST members

**Peer Support Team アンケート2年生版**

This questionnaire is part of our (Andrew Zitzmann and Malcolm Swanson) research project (*Implementing a peer support program for incoming college students: Assessing effectiveness*). All your responses are confidential. By answering these questions, you agree to our use of your answers in our report. Your participation is greatly appreciated.

この度は、私ども(Andrew Zitzmann and Malcolm Swanson)の研究(Implementing a peer support program for incoming college students: Assessing effectiveness)につきまして参加をご検討いただけますことに心より感謝申し上げます。全ての解答は機密です。十分にご理解をいただきました上で、ご同意頂けるかどうか、あなたの自由意思でご決定ください。

1. Did you join PST? PSTに参加しましたか。  
Yes            No
2. If you didn't join, why not? 参加しなかった場合は、なぜ参加しなかったのですか？
3. If you did join, why did you decide to join PST? 参加した場合は、何でPSTへの参加を決めたのですか？
  - I was asked by a teacher 先生から頼まれた。
  - My friend encouraged me. 友人から頼まれた。
  - I saw the SNS message and decided by myself. SNSを見て、参加を決めた。
  - Other
4. Was the orientation/preparation sufficient? PSTに参加するにあたり、準備は足りていましたか？  
Yes            No
5. What should be changed to improve the preparation for the PST program? PSTプログラムの準備について改善するために、何を変更したらいいですか？
6. Did you contact your PST 1st year contacts? PSTの1年生メンバーに連絡しましたか？  
Yes            No
7. If Yes, how often did you contact them? Yesなら、どのくらいの頻度で連絡しましたか？
8. Are you still in touch now? 今も連絡を取っていますか？  
Yes            No
9. Were you able to answer all the 1st year students' questions? 1年生の質問が全て答えられましたか？  
Yes            No
10. If no, what did you do when you couldn't answer a question? Noなら、質問の答えられなかったときは、どうしましたか？
11. What kind of questions did they ask you about? どのような質問を聞かれましたか？
12. How did you feel about the Hanami event? 花見イベントをどのように感じましたか？  
Worthwhile 有意義だった    1    2    3    4    5    Useless 無意味だった
13. How did you feel about the 大学での学びevent? 大学での学びイベントをどのように感じましたか？  
Worthwhile 有意義だった    1    2    3    4    5    Useless 無意味だった
14. How did you feel about the Help sessions? ヘルプセッションをどのように感じましたか？  
Worthwhile 有意義だった    1    2    3    4    5    Useless 無意味だった
15. Would you do it again? もう一度やりたいと思いますか？  
Yes            No
16. Why or why not?

That's all! Thank you for helping us.

Appendix 2-1 Survey for Year 1 students

**Peer Support Team** アンケート 1年生板

This questionnaire is part of our (Andrew Zitzmann and Malcolm Swanson) research project (Implementing a peer support program for incoming college students: Assessing effectiveness). All your responses are confidential. By answering these questions you agree to our use of your answers in our report. Your participation is greatly appreciated.

この度は、私ども(Andrew Zitzmann and Malcolm Swanson)の研究(Implementing a peer support program for incoming college students: Assessing effectiveness)につきまして参加をご検討いただけますことに心より感謝申し上げます。全ての解答は機密です。十分にご理解をいただきました上で、ご同意頂けるかどうか、あなたの自由意思でご決定ください。

1. Did you go to any PST help sessions? PSTヘルプセッションに参加しましたか?  
Yes            No
2. Did you contact your PST member? PSTメンバーに連絡しましたか?  
Yes            No
3. Was the PST member helpful? そのPSTメンバーは役に立ちましたか?  
Yes            No
4. How often did they contact you? 彼らはどのくらいの頻度であなたに連絡しましたか?
  - once
  - twice
  - 3 times or more
  - never
5. Are you still in touch now? 今も連絡を取っていますか?  
Yes            No
6. Was PST useful for you? PSTが役に立ちましたか?  
Yes            No
7. Please tell us in what help area was PST useful? どんな領域で役に立ちましたか?
  - Coursework 授業内容
  - Schedule preparation 時間割作り
  - School life 大学生活
  - Clubs 部活
  - Other:
8. What did you ask your PST member? PSTに参加した祭、何を質問しましたか?
9. Why did you join the PST event? なぜPSTに参加しようと思ったのですか?
  - I wanted to meet my seniors. 先輩会いたかったから。
  - I needed help with my schedule. 時間割についてアドバイスが必要だったから。
  - I wanted to know more about the classes. 授業についてもっと知りたかったから。
  - I had to attend. 出席しなければならなかったから。
  - My friend asked me to go with her. 友達から一緒に行くように頼まれたから。
  - Other:
10. Did you have enough time with a PST member? PSTメンバーと時間は十分でしたか。
  - Not enough time 足りなかった
  - Enough time 十分だった
  - Too much time 長すぎた
11. How did you feel about the Hanami event? 花見イベントをどのように感じましたか?  
Worthwhile 有意義だった    1    2    3    4    5    Useless 無意味だった

Appendix 2-2 Survey for Year 1 students

12. How did you feel about the 大学での学びevent? 大学での学びイベントをどのように感じましたか?  
Worthwhile 有意義だった 1 2 3 4 5 Useless 無意味だった

13. How did you feel about the Help sessions? ヘルプセッションをどのように感じましたか?  
Worthwhile 有意義だった 1 2 3 4 5 Useless 無意味だった

14. What was not good about the PST program? PSTプログラムでよくない部分がありましたか?

15. Have you accessed the PST website? PSTのホームページにアクセスしましたか。  
Yes No

16. If yes, was the website useful? Yesなら、それは役に立ちましたか。  
Yes No

17. What should be improved about the website? PSTのホームページを改善するために、何を変更したらいいですか?

18. Would you like to be a PST member like your seniors?先輩たちのようにPSTをやってみようと思いましたが  
Yes No

19. Why is that? それはなぜですか?

20. Now that you've been at school for a while, is there something you would like to have known beforehand that would have been helpful? 学校での生活でしばらく経ちますが、あらかじめ知っていれば役になったことがありますか?

That's all! Thank you for helping us.

Appendix 3 Photos of PST events



*The PST support desk.*



*PST activities at the Hanami Event.*

## 大学新入生のためのピアサポート・プログラムの実施：効果の評価

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### <要 旨>

2019年の春、英語学科に入学した新入生のための新たなピアサポート・プログラムが開始された。このピアサポート・プログラム（PST）は、高校から大学へと移行する新入生を2年生が手助けをするために計画されたものであった。この報告書は、このプログラムの改善状況と両学年の学生たちへの効果を明らかにすることを目的とする。さらにこの報告書は、他の機関で実施されているプログラムに加えて、このたびの関係学生に対して行なった複数の方法を組み合わせた調査の結果とコメントに基づきさらなる改善策を示唆するものである。

キーワード：ピアサポート、大学への移行、学生の不安、オリエンテーション・プログラム

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