



UNIVERSITY OF
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Redesigning Peer Leader Training to Meet Evolving Student Needs

Value of Peer Educators

- Peer group is greatest influence on student growth and development (Astin, 1993)
- Peers influence
 - Intellectual development
 - Political, social, and religious values
 - Academic and social self-concept
 - Interpersonal skills
 - Moral development
 - Maturity and personal development

(Pascarella and Terenzini, 1991)



Criteria for Successful First-Year Seminars

1. They carry academic credit.
2. They are centered in, rather than tangential to, the first-year curriculum, serving as an integral part of general education, core, or major requirements.
3. They include academic content - often extra or interdisciplinary content that is woven into essential process elements such as study skills, library use, writing, etc.
4. Faculty are involved in all stages of program design and instruction.
5. Student affairs professionals are also involved in all stages of program design and instruction.
6. **Instructors are trained in basic methods of group facilitation and active learning pedagogies: Course process becomes as important as course content.**
7. Instructors are paid or otherwise rewarded for teaching the seminar.
8. **Upper-level students are involved in course delivery.**
9. Courses are evaluated on a regular basis, and results of this evaluation are made available to the entire campus community.

(Barefoot, B., & Fidler, P., 1996)



Presentation Agenda

Today we will discuss...

- Context for UNIV 101 Peer Leaders
- Motivation for training redesign
- Redesign process and outcome
- Implications throughout program
- Assessment highlights
- Your questions



Institution and Program Overview

University of South Carolina



Type: Large Public Research

Enrollment: 32,972 (24,864)

First-Year Students: 4,900

Enrollment: 4,000

Class Size: 19

Section Types: 20

Sections Offered: 217

Optional Enrollment*: 82%

University 101



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Year	Number of Peer Leaders *includes returners
1993-94	25
1994-95	25
1995-96	33
1996-97	50
1997-98	50
1998-99	42
1999-00	87
2000-01	44
2001-02	80
2002-03	75
2003-04	67
2004-05	106
2005-06	108
2006-07	160
2007-08	124
2008-09	136
2009-10	81
2010-11	67*
2011-12	102*
2012-13	152*
2013-14	163*
2014-15	173*



Peer Leader Task Force

Key Recommendations:

- a. To develop a set of learning outcomes for the Peer Leader Program for University 101 students. These outcomes will be the basis for the job description, interview process, training process, and expectations for the relationship between instructor & peer leader.
- b. Implement an additional training in August (after FYRE) for all peer leaders to provide relevant course information and kick off the semester.***
- c. Include peer leader captains in EDLP 520 instruction when appropriate.



Previous Training Process

Spring Orientation



Syllabus Prep Workshop



EDLP 520 Course

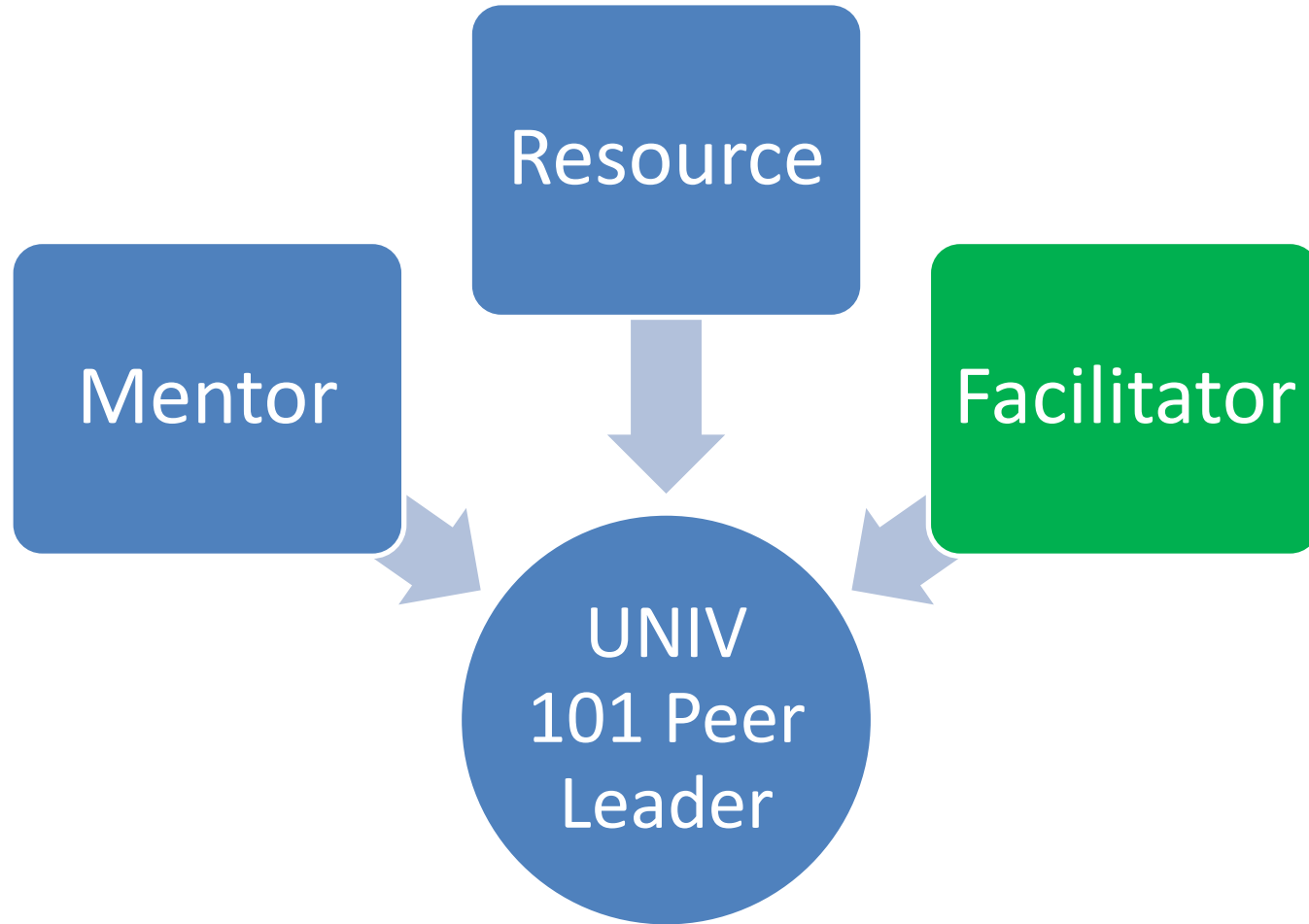


Training Redesign

- Logistical considerations
 - Timing
 - Timeline of service
 - Academic calendar
 - Other campus leadership trainings
 - Resource availability
 - Space
 - Funding
 - Participants and facilitators



Training Redesign



Spring Orientation



Syllabus Prep Workshop



Fall Training



EDLP 520 Course

Peer
Leader
Toolkit

Transitions

SharePoint
Intranet

Campus
Resource
Guide



SPRING PEER LEADER TRAINING AGENDA
Saturday, March 23, 2013

12:30	Gathering & Check-In
1:00	Welcome & Overview
2:00	Introductions & Community Building
2:30	Addressing the Needs of First-Year Students
3:15	Preparing to Work with Your Co-Instructor
3:30	BREAK
3:45	Preparing to Work with Your Co-Instructor, Cont.

FALL PEER LEADER TRAINING AGENDA
Wednesday, August 21, 2013

Action Plan

12:30	Gathering & Check-In
1:00	Welcome & Community Building
1:30	Strategies for Success during Week One
2:30	Active Learning Strategies
3:30	Sticky Situations
4:30	Tools for Success
4:45	Closing and Evaluation
5:00	Adjourn



Training Changes

- Spring Orientation
 - Introduction to UNIV 101
 - Preparation to work with co-instructor
- Fall Training
 - Additional half-day workshop
 - Facilitation training
 - Inclusion and approachability



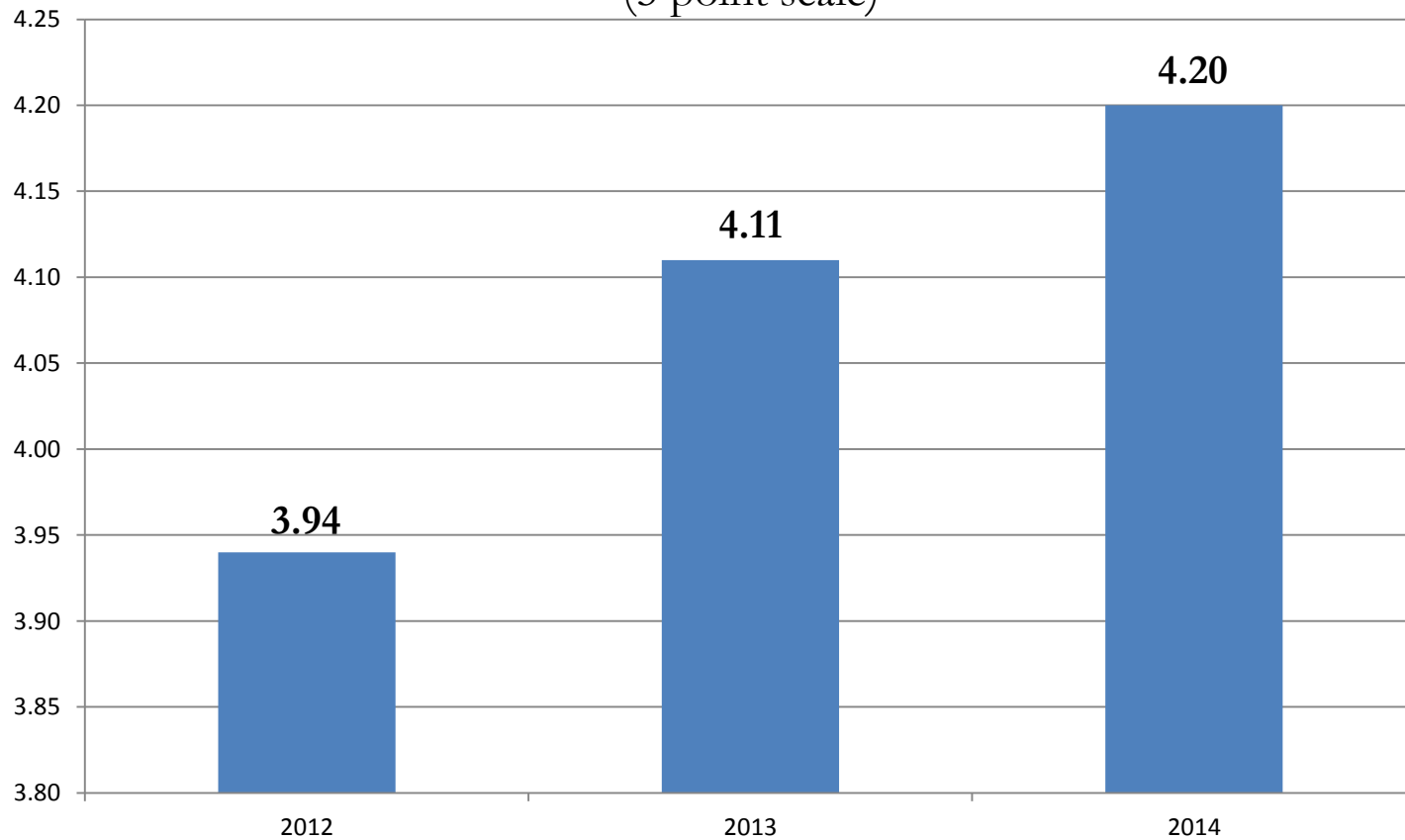
Implications

- Recruitment and selection process
- EDLP 520 curriculum and community
- Instructor training
- Campus partner relationships



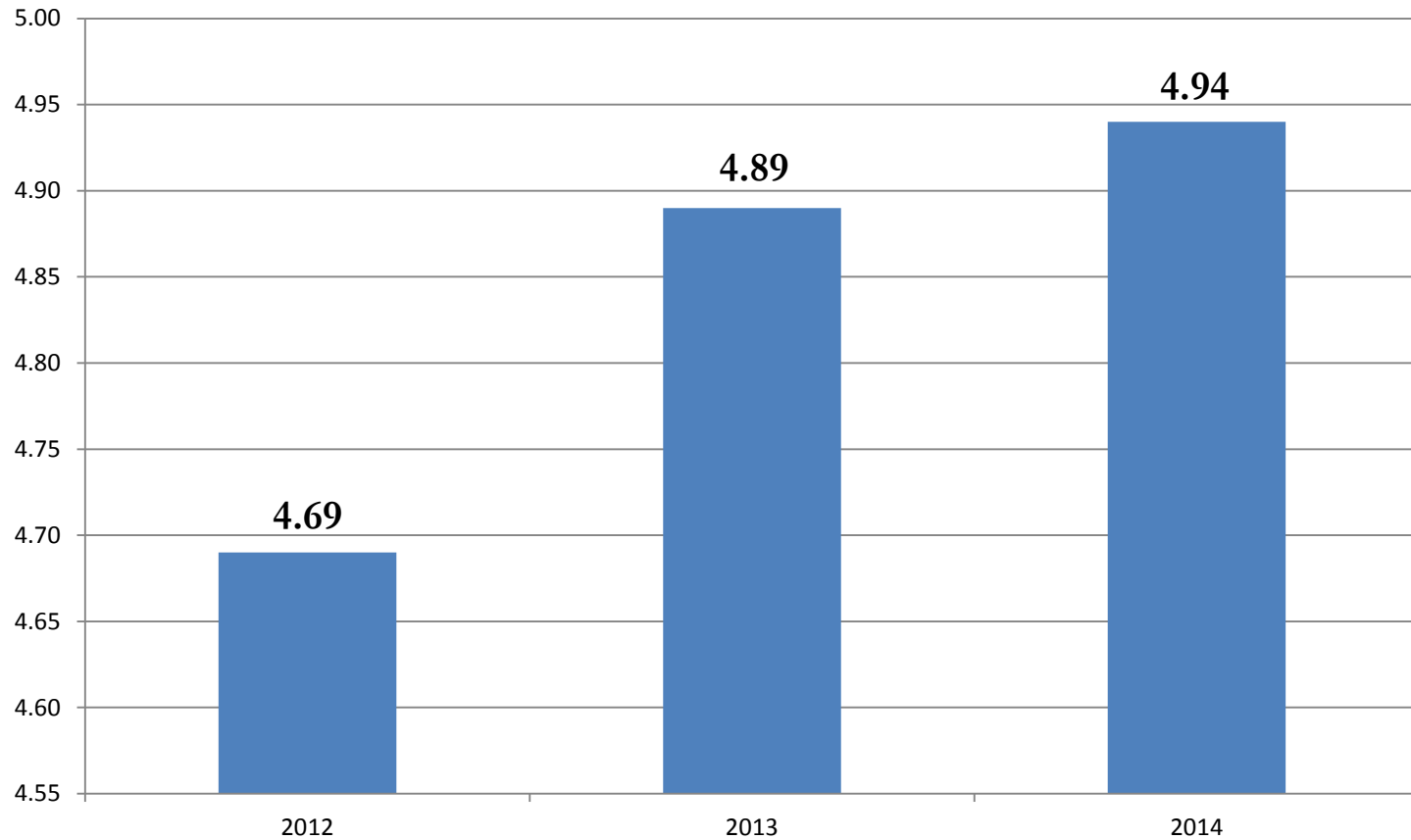
Assessment: Peer Leader Perceptions

Spring Orientation Workshop was valuable.
(5 point scale)



Assessment: Peer Leader Perceptions

Peer Leader experience was valuable.
(5 point scale)



Assessment: Student Perceptions

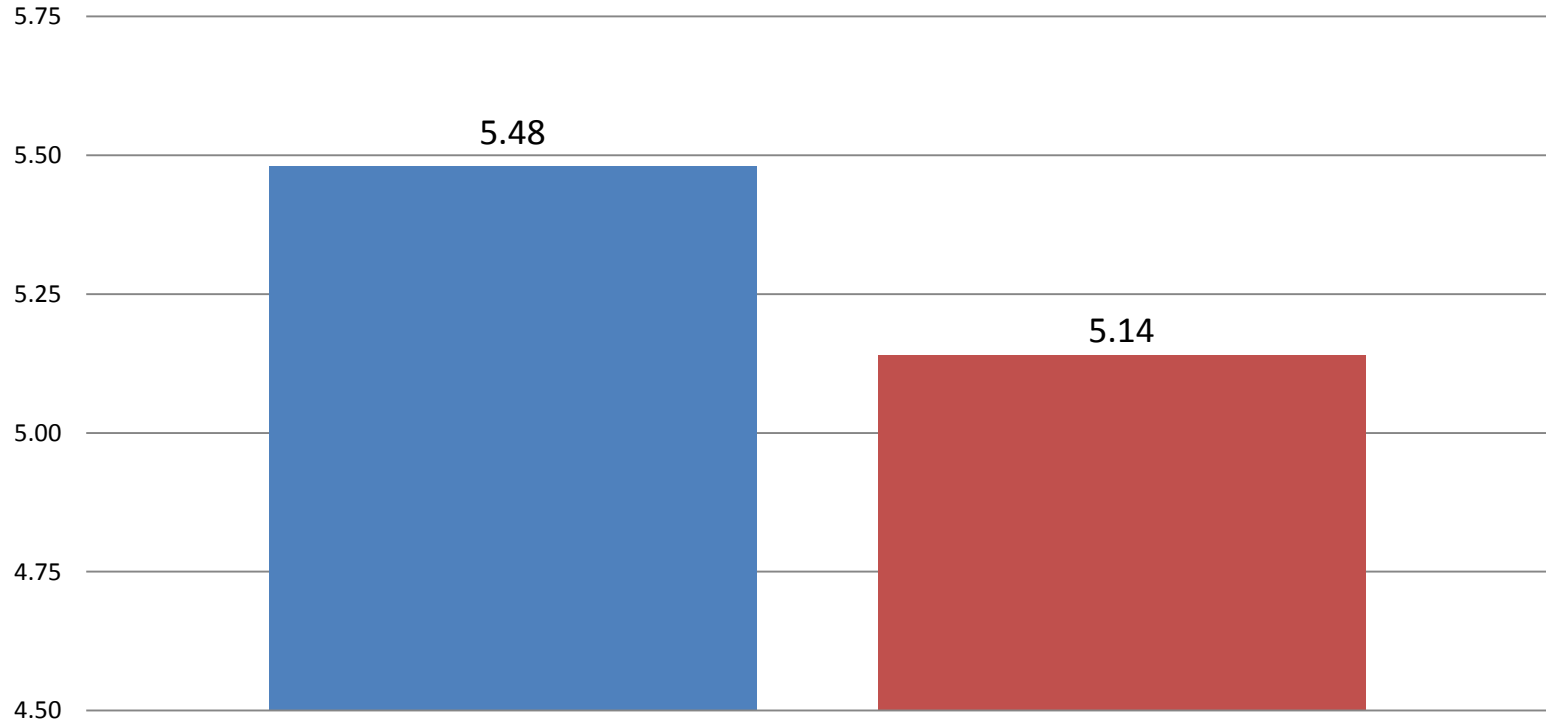
2014 UNIV 101 End-of-Course Evaluations
(5 point scale)

2014 Mean	Questions	2014 % Agree
4.78	My Peer/Graduate Leader made important contributions to our class.	96.2%
4.84	My Peer/Graduate Leader was approachable.	97.2%
4.82	My Peer/Graduate Leader was an appropriate role model.	96.7%
4.77	My Peer/Graduate Leader was a valuable part of my University 101 experience.	94.8%
4.67	My Peer/Graduate Leader helped me make a successful transition to the University.	91.6%
4.75	My Peer/Graduate Leader was a valuable resource.	94.2%



Impact of Peer/Graduate Leader

2013 First-Year Seminar Assessment Results (7pt. scale)



Overall Program Effectiveness (p=.01)

■ Sections with Peer/Graduate Leader

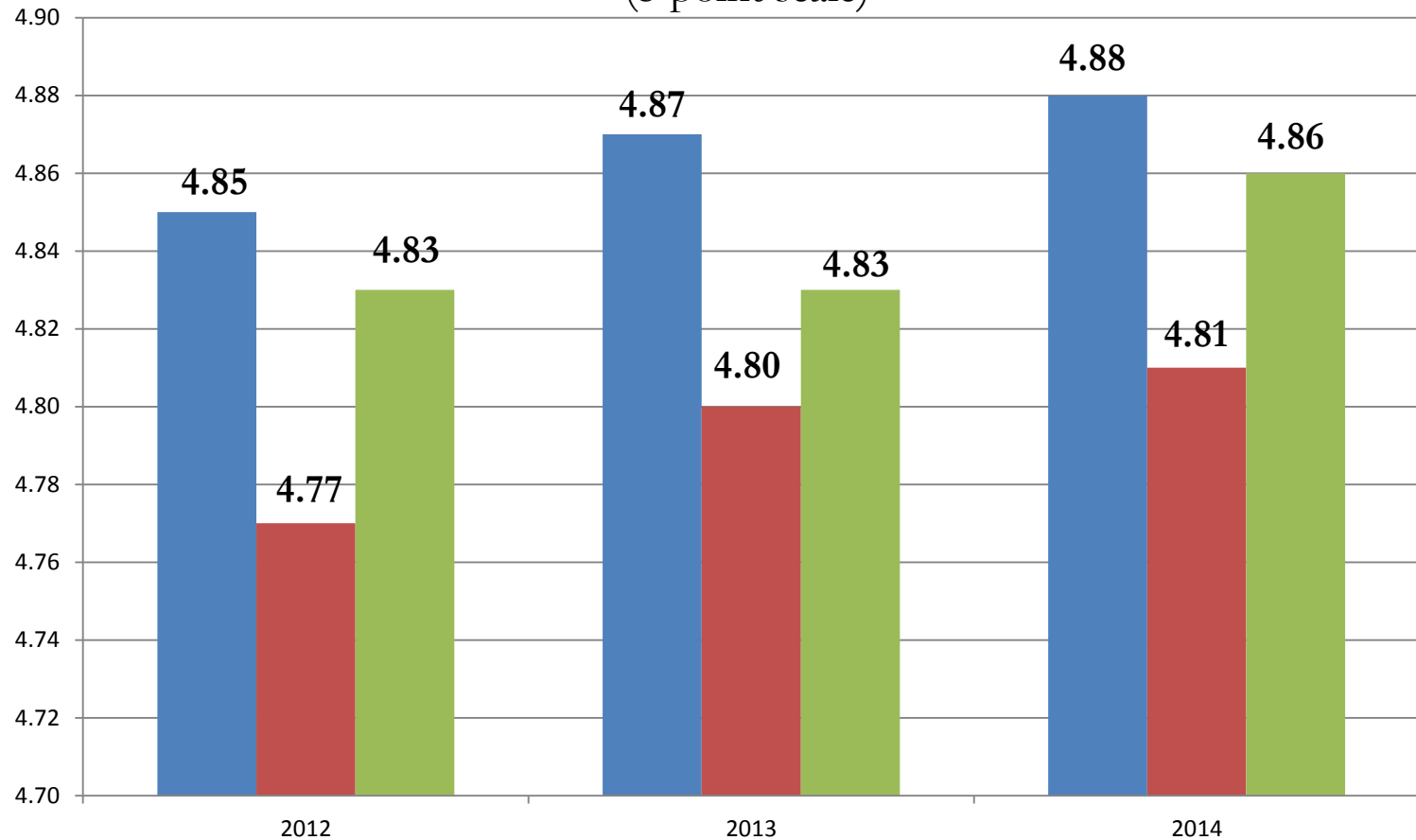
■ Sections without Peer/Graduate Leader



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Assessment: Faculty Perceptions

UNIV 101 Instructor Survey (5 point scale)



Culture of Continuous Improvement

- Leverage assessment findings
- Involve stakeholders
- Manageable change
- Share successes and challenges



Questions?



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References

- Astin, A. W. 1993. *What Matters in College? Four Critical Years Revisited*. San Francisco: Jossey-Bass.
- Barefoot, B., & Fidler, P. (1996). The 1994 National Survey of Freshman Seminar Programs: Continuing Innovations in the Collegiate Curriculum (Monograph No. 20). National Resource Center for The Freshman Year Experience & Students in Transition. University of South Carolina.
- Terenzini, P.T., E. T. Pascarella, and G. S. Blimling. 1996. “Students’ Out-of-Class Experiences and Their Influence on Cognitive Development: A Literature Review.” *Journal of College Student Development* 37(2): 149-162.

