EXTENDED ORIENTATION FOR PEER EDUCATOR DEVELOPMENT:

The University 101 Model

Mike Dial
Assistant Director, University 101 Programs
The University of South Carolina

Sloane Stuart
Graduate Assistant, University 101 Programs
The University of South Carolina
POLL THE AUDIENCE
MEET MICHAEL
SESSION AGENDA

• History

• Context

• Peer Leadership at U101

• U101 PL Development Model

• Some Assessment
University 101 changes with the course of time

By RADHIKA TALWANI
Cardinal Editor

The key word is transitions.
And that is the word to describe USC's University 101 course.
"Because as events change or arise in the world or on campus, we have to change as instructors," said Dan Berman, Co-Director of University 101 Instruction and Faculty Development. "We have to listen to the students and see what goes on in their lives."
The University 101 class was founded in 1973 by Thomas Jones, then president of USC, in response to on-campus student riots with respect to the Vietnam War and racial situations. The students barricaded the Horseshoe and took over the building Jones was in and locked him up "to give him time to think."

When he was released, he indicated that the students, faculty and administration needed a good understanding of each other and he wanted to open the channels of communications. He started University 101 as an effort to help freshmen adjust and to build bridges between the students and the university personnel. It began as a student orientation course of which many other universities have since modeled their own programs after.

"While the original purpose of the program was an affective type of educational experience, getting the students to know the faculty and vice versa, over the past five years there has been an increasing emphasis on the academic aspect of the course," Berman explained."In the 1970s, the balance was on effective education; now the balance is on cognitive education." Berman said now there is more of a required and common content among the different sections of the course. All students will be required to do a certain amount of writing, reading oral presentations and critical thinking.

"Each class is required to attend at least two cultural events to help them expand their horizons. We also have them go listen to speakers and have presentations in class on things like sexual awareness and drug and alcohol abuse," Berman said.

Some classes will require journal writing, library research, note-taking skills, time management and reaction papers. Many of the sections use computers as a teaching device.

Berman said the student evaluations they received have been positive.

"The irony of the evaluations is that as the course has become more challenging and demanding, we got better evaluations and student satisfaction," he said.

The enrollment percentage among freshmen has increased substantially over the past few years. In the 1980-81 school year, 47.5 percent of the freshmen class was taking University 101. In 1989-90 the percentage was 45.5 percent. In 1991-92, it was up to 54 percent.

"The 1991-92 school year was the first year we had strongly put the word out to instructors to require more work from students and 250 students dropped it that year because it was still only a pass/fail course. They felt it was too much work for for only pass/fail," Berman said.

The next year the class was offered for a grade and less than 25 students dropped the course and 67 percent of the freshmen class took the course.

"While the course has become more demanding, more students have taken it. This indicates that the students want to work and be rewarded. More is being done and there is more satisfaction," Berman said.

More students are taking the course each year, while the number of freshmen entering college is actually decreasing. More of the sections are also now major specific, the instructor and the students in the class are of the same major.

"Students that take these sections get an introduction to the skills necessary related to that specific major or college," Berman said.

The only students required to take the University 101 course are the 250 students in the Provisional Y, Program, students who are required to go to the university with scores slightly below university standards, and the 50 students in the Trio Program, a government-supported program for students who are first-generation college students.

This year the University 101 courses will also have Peer Leaders in the classroom. These 25 juniors and seniors will help the instructors teach the course and will serve as role models for the freshmen in their courses. All of the instructors are required to have at least a 3.0 GPA and they have to demonstrate leadership potential. They will also receive a three-hour education credit.

"We have recruited a number of the very best students at USC who are also leaders," Berman said.

"The theory is that age difference has to mean something. Freshmen are more likely to listen to someones a few years older than them," Berman said.

The students in the class will have about three conferences with their instructor throughout the semester and they will also meet with their peer leader. "I am a firm believer in personal contact," Berman said.

There are about 89 instructors from various departments that will be teaching the course this fall. To teach University 101, the faculty must complete a five-day Instructor Training Workshop, must have at least a master's degree, be a full-time employee at USC and must have written permission from a supervisor that this does not conflict with their other duties.

"Everyone that teaches the course volunteers, they don't have to do it. They want to do it and they are getting something out of it. They like the students," Berman said.

"Students who take University 101 continue at a higher level and graduate at a higher level than those who do not take it. They also achieve a higher GPA than predicted for them.

"We are keeping more students and more students are successful," Berman said. "You teach for the success of the student and retention will follow."
Public research institution

First-Year Class (as of Fall 2017)
Enrolled: 5,874

Enrollment
Undergraduate: 25,556
Total: 34,099

(USC Office of Undergraduate Admissions)
UNIV101 Overview Fall 2017

• Enrollment: 4,449
  (76% of new students)
• Class size: 19
• Sections offered: 240
• Section types: 22
• Faculty and staff instructors: 206
• 99% of sections co-taught
Impact of Peer/Graduate Leader
2013 First-Year Seminar Assessment Results (7pt. scale)

Overall Program Effectiveness (p=.01)

Sections with Peer/Graduate Leader: 5.49
Sections without Peer/Graduate Leader: 5.14
U101 Teaching Partners (2017)

- New Peer Leaders, 160, 69%
- Returning Peer Leaders, 40, 17%
- Graduate Leaders, 30, 13%
- No Teaching Partner, 3, 1%
ROLE OF UNIVERSITY 101 PEER LEADERS

• Mentor

• Resource

• Facilitator for learning
AS A RESULT OF HAVING A PEER LEADER, U101 STUDENTS:

- Can identify campus resources
- Gain a sense of belonging
- Apply appropriate behaviors
- Gain valuable U101 experience
- Have successful transition
Extended Orientation to the Role

- Application and Interview Process
- Spring Orientation
- Course Planning Workshop
- Fall Training
- EDLP 520 Course
ALL STAGES OF DEVELOPMENT ROLE MODEL:

• Small group size
• Engaging pedagogy
• Team-teaching
SELECTION

• Initiates development

• Application: 3 essays

• Reflection:

  • Goal Alignment/Desired growth
SELECTION

• Group interviews
• Size: 8 maximum
• Mock panel
• Case study
• “Top 5”
SPRING ORIENTATION

- U101 History
- Peer leader role
- Factors for success
- Community building
- Team-teaching strategies
PEER LEADER TOOLKIT

- Manual
- EDLP 520 textbook
- Community building activities: 49
- Teaching strategies: 27
Welcome to UNIV 101

This site is a resource for University 101 instructors, graduate leaders, and peer leaders. It includes teaching materials such as videos and powerpoints, as well as a master calendar and access to resources such as the Faculty Development and Campus Partner Presentation materials.
Information for Peer Leaders

Beyond the Classroom Funds
The last day to use the Beyond the Classroom funds is December 8. Because these funds must be requested at least two weeks prior to the event date, the last day to submit requests will be Friday, November 24!

FYRE Student Survey
All first-year students have received an email inviting them to complete a short evaluation of this year’s First-Year Reading Experience book selection and related events. Please encourage your students to check their USC email and complete the survey by Monday, November 13. Their feedback will be invaluable when planning next year’s events.

Upcoming Events

November 22 - 26

Thanksgiving Break - No classes

Teaching Tips: Why Students Forget and What You Can Do About It
COURSE PLANNING WORKSHOP

- Team building
- Syllabus development
- Group norming
• First-year student needs
• Sticky situations
• Approachability
• Facilitation
EDLP 520

- 3 credit course
- Concurrent to service
- Community
- Content delivery
- Problem solving
• Helping model
• Lesson planning
• Facilitation
• First-year student needs
• Values/leadership styles
• Marketing the experience
EDLP 520 ASSIGNMENTS

- Teaching partner interview
- Mid-Semester Reflection
- End of Experience Capstone
ALCOHOL RISK REDUCTION LESSON PLAN

• Partners
  • Student Conduct
  • Substance Abuse Prevention and Education (SAPE)
Fall 2017: Who facilitated the lesson on alcohol in UNIV101?

- The peer/graduate leader with the instructor not present: 71.51%
- The peer/graduate leader with the instructor present: 17.32%
- Both the instructor and peer/graduate leader present: 8.94%
- The instructor with the peer/graduate leader present: 2.23%
The training on the alcohol presentation prepared me to... | % Agree
---|---
Discuss campus norms and student behavior related to alcohol use. | 90.8%
Describe risks related to alcohol use | 96.9%
Describe the university and legal consequences of an alcohol or drug citation. | 89.8%
Identify strategies for reducing risks related to alcohol use. | 93.9%
SUPPORTING SURVIVORS OF INTERPERSONAL VIOLENCE

- Sexual Assault Violence Intervention and Prevention (SAVIP)

- 50 Minute Lesson

- Mandated Reporting Status
How do we know it works?

My Peer Leader...

- Helped me make a successful transition to the university: 4.57, 4.71, 4.74
- Was a valuable part of my UNIV 101 experience: 4.73, 4.81, 4.82
- Was an appropriate role model: 4.61, 4.85, 4.86
- Made important contributions to the class: 4.72, 4.81, 4.83

Year: 2012, 2014, 2017
My Peer/Graduate Leader was approachable.
WHAT IS THE MOST VALUABLE ASPECT OF U101?

- “What is the most valuable aspect of U101?”
- 288 first-year students answered peer leader...
“Having a peer leader was extremely valuable to the class because it gave everyone a mentor who was recently in our shoes and who we could talk to about things in our life and she would understand.”

—Fall 2017 U101 Student
HOW DO WE KNOW IT WORKS?

U101 Faculty Survey

- 2012: 4.85, 4.77, 4.84, 4.75, 4.86, 4.81
- 2015: 4.79, 4.77, 4.75, 4.73, 4.84, 4.86
- 2017: 4.79, 4.75, 4.73, 4.84, 4.86, 4.81

I had a good working relationship with my teaching partner(s).
I trusted my peer/graduate leader(s) to carry out their responsibilities.
My peer/graduate leader(s) was an asset to the course.
My Peer Leader…

- 4.88: was an appropriate role model for our students.
- 4.59: was an effective facilitator.
- 4.91: was a valuable resource for our students.
- 4.90: was approachable.
- 4.90: was a valuable part of the UNIV 101 experience.
- 4.80: consistently carried out responsibilities and fulfilled stated expectations.
You should know, Shane used information from his EDLP class frequently; much more than any other peer leader I have worked with. He had a wealth of knowledge when it came to ice-breakers, activities, campus resources and lesson plans. Shane was a shining example of your peer leader training!

-Fall 2017 U101 Instructor
HOW DO WE KNOW IT WORKS?

As a result of serving as a University 101 Peer Leader (including training and EDLP 520), I improved my:

- Interpersonal communication skills: 2012 Mean 4.56, 2015 Mean 4.66, 2017 Mean 4.79
- Facilitation skills: 2012 Mean 4.66, 2015 Mean 4.79, 2017 Mean 4.82
- Helping skills: 2012 Mean 4.52, 2015 Mean 4.68, 2017 Mean 4.77
- Leadership skills: 2012 Mean 4.56, 2015 Mean 4.79, 2017 Mean 4.82
- Self-awareness/Understanding: 2012 Mean 4.65, 2015 Mean 4.76, 2017 Mean 4.76
Please remember to submit your evaluation on Guidebook!

https://guidebook.com/g/fye18/

Mike Dial
Assistant Director for Peer Leadership
University 101 Programs
Phone: (803) 777-6709
Email: mdial@sc.edu