25 Years of Peer Leadership in University 101

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Session Agenda

- Program overview
- Marketing and recruitment
- Selection process
- Training and support
- Recognition
- Assessment
- Future Direction
UofSC Overview

Public research institution

First-Year Class (as of Fall 2017)
Enrolled: 5,874
GPA (high school average): 4.04
SAT average: 1254
ACT average: 32.5

Enrollment
Undergraduate: 25,556
Total: 34,099

(USC Office of Undergraduate Admissions)
✓ 3 credit hour course
✓ Graded course
✓ Full semester...1st semester
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
History of University 101

[Image of people marching]

[Image of University of South Carolina Programs]

[Image of a historical figure]
Introduction of Peer Leaders

By RADIKA TALWANI
Cardinal Editor

The key word is transition.
That is what it means to be a freshman.
And that is the word to describe USC’s University 101 course.

“Because of events changing or arising 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 studentsear-
gassed 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 communication. 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 seminar orientation course of which many other universities have since modeled their own programs after.

While the original purpose of the program was an effective 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 aspects of the course,” Berman explained. “In the 1970s, the balance was on affective education, now the balance is on cognitive education.”

Berman said that there is a need to focus on students’ personal and professional development. “We have to help students develop their personal and professional goals,” he said.

Each class is required to attend at least two cultural events to help them expand their horizons. We also have them go 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 theory of the evaluations is that as the course has become more challenging and demanding, we get better evaluations and student satisfaction,” he said.

The enrollment percentage among freshmen has increased substantially over the past few years. In the 1983-84 school year, 47.7 percent of the freshmen class was entering University 101. In 1989-90 the percentage was 49.5 percent, and 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 the course that year because it was still only a pass/fail course. They felt it was too much work for only a 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 now more 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 350 students in the Honors Program who graduate at a higher level than those who do not take it. They also achieve a higher GPA than the others.

“Students 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 predictably 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.”

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 course. All of the leaders 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 no mean something. Freshmen are more likely to listen to those a few years older than they are.”

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

There are about 80 instructors from various departments that will
Impact of Peer/Graduate Leader
2013 First-Year Seminar Assessment Results (7pt. scale)

Overall Program Effectiveness (p=.01)

- Sections with Peer/Graduate Leader: 5.48
- Sections without Peer/Graduate Leader: 5.14
% of Sections w/ a Teaching partner

- 2010: 62%
- 2011: 88%
- 2012: 94%
- 2013: 92%
- 2014: 99%
- 2015: 100%
- 2016: 99.1%
- 2017: 99.1%
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
In Their Own Words

https://www.youtube.com/watch?v=SUaT3oa5xiM&feature=youtu.be
Minimum Qualifications

- Junior or Senior standing
- 3.00 GPA
- Recommendation from a professional
Marketing and Recruitment

- Nominations
- 3.0 Outreach
- Campus Partner Involvement
- Social Media

Become a U101 Peer Leader!

Apply at sc.edu/univ101
Selection Process

• Online application
  • 3 Essays
    • Experience
    • Understanding of Role
    • Goal Alignment

• Application reviews
Selection Process

Review Section:

Please rank this candidate using the following scale, evaluation guidelines (provided in hard copy), and position description (provided in hard copy). Select "Yes" under the completed review field, and then hit save to calculate your total score. You MAY return to edit your scores after doing so.

Rating scale: 5 - Outstanding  4 - Above Average  3 - Average  2 - Below Average  1 - Poor

Personal Attributes and Skill Sets:

Quality of Involvement and Experiences:

Understanding of Role:

Potential for Success in Position:

Goal Alignment with Program:

Support of Recommendation:

Total Score:

Overall Recommendation:

Overall Comments:

Save  Submit
Peer Leader Interviews

Group Interview Evaluator’s Guide 2018

Interview Schedule

Thursday, February 1, 2018
8:30am-10:00am: Interviews: RH 203, 304, 305, 306
11:00am-1:00pm: Interviews: RH 203, 304, 305, 306

Friday, February 2, 2018
2:00pm-4:00pm: Interviews: SMC 110, 210, 310, 320
4:30pm-6:30pm: Interviews: SMC 110, 110, 320, 320

Wednesday, February 7, 2018
1:00pm-2:00pm: Interviews: RH 203, 304, 305, 306
2:30pm-4:30pm: Interviews: RH 203, 304, 305, 306

Group Interview Schedule

- 10 min: Welcome and Introduction
- 10 min: Rhetorical Enactments
- 10 min: Mock Panel
- 10 min: Case Study
- 10 min: University 101 Themes and Commercial
- 10 min: Wrap-up and Questions

Before students arrive:
- Please post on the table.
- Post numbers and paper for table team on tables; have students assume case team when they arrive.
- Introduce facilitator team to one another.
- Review activities and designate how you will split up the Mock Panel questions.
- Review Evaluation Documents.

CANDIDATE: _______________________________________

EVALUATOR: _______________________________________

UNIVERSITY 101 PEER LEADER GROUP INTERVIEW EVALUATION FORM

Please fill out an evaluation form for each candidate. You may consult the co-evaluator but please provide an evaluation of each candidate’s performance individually. When complete, organize all evaluations from your room by candidate and return to the check-in desk.

Rating Scale: 5 – Outstanding 4 – Above Average 3 – Average 2 – Below Average 1 – Poor

1. COMMUNICATION/LISTENING SKILLS:

2. TEAMWORK SKILLS:

3. POSITIVE ROLE MODEL:

4. PROBLEM SOLVING ABILITY:

5. APPROACHABILITY/EMPATHY:

OVERALL RECOMMENDATION:

Highly Recommended
Recommended
Recommended with Reservations
Do Not Recommend

OVERALL COMMENTS: Please elaborate on any observations of excellence as well as observations that are cause for concern (i.e., deficiencies, red flags). Please also provide your rationale if you recommend an applicant with reservations or do not recommend an applicant for this position.

__________________________
Only comments below this line will be recorded.

__________________________

Peer Leader Recruitment Process

- Applications Received
- Interviews Offered
- Selected

2014: 205
2015: 205
2016: 249
2017: 251
2018: 269

2014: 135
2015: 144
2016: 155
2017: 181
2018: 173

Applications Received - Blue line
Interviews Offered - Red line
Selected - Green line
Peer Leader Development Plan

- 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
# U101 Returning Peer Leaders

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<th>Year</th>
<th>Count</th>
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<td>Fall 2017</td>
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<td>Fall 2018</td>
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U101 Returning Peer Leaders

- Co-teach UNIV 101 and/or EDLP 520
- Assist with recruitment & selection of new PLs
- Represent the program at campus events
EDLP 520 Peer Leaders

- Veteran Peer Leaders
- Training facilitators for new Peer Leaders
- Co-instructors for EDLP 520: Teacher as Manager
- Recruiters for fall 2019 cohort of Peer Leaders
Training and Support: Team Teaching

- Teaching Experience Workshop
- Course Planning Workshops
- Building Connections Conference
- EDLP 520 assignments
Peer Leader Recognition

- **Peer Leader Spotlights**
  - Designed in PowerPoint
  - Published to Facebook and Instagram

Fall 2017
- 40 Nominations
- 19 Posted

**Quote:**
"I love doing icebreakers with my students because it gives us all a break from college stresses. But my favorite thing about being a peer leader is the community that all of us build together."
Peer Leader Recognition

- Daily Gamecock
- Instructor Thank You Notes
- Recognition Banquet
- Hometown Press Release
Program Assessment

- EDLP 520 and End-of-Experience Evaluations
- UNIV101 Faculty Survey
- Instructor Evaluation of Peer Leaders
- First-Year Seminar Assessment (SkyFactor)
- UNIV 101 EOCE
Student Rating of Peer/Graduate Leaders

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<tr>
<th>Year</th>
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- Made important contributions to class
- Was a valuable part of the U101 experience
Fall 2017 Student Rating of Peer/Graduate Leaders

My Peer/Graduate Leader...

- 4.82: made important contributions to our class.
- 4.87: was approachable.
- 4.85: was an appropriate role model.
- 4.81: was a valuable part of my University 101 experience.
- 4.73: helped me make a successful transition to the University.
- 4.80: was a valuable resource.
Fall 2017 Instructor Evaluation of Peer Leaders

My Peer Leader...

- was an appropriate role model for our students: 4.88
- was an effective facilitator: 4.59
- was a valuable resource for our students: 4.91
- was approachable: 4.90
- was a valuable part of the UNIV 101 experience: 4.90
- consistently carried out responsibilities and fulfilled stated expectations: 4.80
Future Direction

• Increase Diversity of Applicant Pool/Open up the leadership pipeline

• Enhance RPL Program

• Reassess/Design Training

• Increase # of Quality Applicants

• Maintain integrity of the program

• Update EDLP Training Course
2017 University 101 Peer Leaders
Please remember to submit your evaluation on Guidebook!

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

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