The Trusted Expert and Internationally Recognized Leader for all Postsecondary Student Transitions
The Power of Peers: Exploring the Impact of Peer Leadership Experiences in the United Kingdom

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#efye2017
Session Learning Objectives

As a result of attending this session, participants will:

• ...gain a greater understanding of the characteristics and outcomes of peer leadership experiences.
• ...have the opportunity to compare features of their peer leadership programs to a broad empirical profile.
• ...be able to use empirical evidence to consider innovations or refinements to their programs.
• ...advance their understanding of peer leadership as an emerging and innovative high-impact practice.
Qualifications

NARRATOR
Introduction

BACKGROUND AND REVIEW OF LITERATURE
Support Networks in the First Year

Interacted “daily” with:

- Close friends at this institution: 75%
- Family: 36%
- Close friends not at this institution: 33%
- Siblings or extended family: 24%
- Faculty & staff: 15%
- GAs/Tas: 3%
- Academic advisors: 1%

*2016 YFYC Survey*
“The student’s peer group is the single most potent source of influence on growth and development during the undergraduate years”

(Astin, 1993, p. 398)
“Students’ interactions with their peers also have a strong influence on many aspects of change during college, [including] intellectual development and orientation; political, social, and religious values, academic and social self-concept; intellectual orientation; interpersonal skills; moral development; general maturity and personal development.”

(Pascarella and Terenzini, 1991, pp. 620-621)
Peer leaders are empowered to exert influence in a less intimidating way than staff or faculty (Cuseo, 1991)
Peer Pressure

• Peers have a significant and profound impact on the undergraduate experience:
  – Intellectual development
  – Academic Engagement
  – Moral Development
  – Clarification of Political and Social Values
  – Determination of Academic and Social Self-Concept
  – Interpersonal Skills
  – Critical Thinking Skills
  – Positive Gains in Writing and Reading Comprehension

(Greenfield, Keup, & Gardner, 2013; Pascarella & Terenzini, 2005; Skipper, 2005)
How do you define the term “peer leader”? 
Defining Peer Educators

“Students who have been selected and trained to offer educational services to their peers. These services are intentionally designed to assist in the adjustment, satisfaction, and persistence of students toward attainment of their educational goals. Students performing in these paraprofessional roles are usually compensated in some manner for their services and are supervised by qualified professionals.”

(Newton & Ender, 2010, p. 6)
“To some extent, the definition of a peer educator is contingent upon the role the student plays. While the emphasis here is on the educative function, the terms peer educator, peer leader, and peer mentor [may] be used interchangeably.”

(Latino and Ashcraft, 2012, p. xii)
What’s in a name?

• **Peer mentor**
  - More personal
  - Typically one-on-one relationship
  - Occurs over an extended period of time
  - Guidance beyond academic development
  - Intensive

• **Student paraprofessionals**
  - Paid position

• **Peer educator**
  - Academic development
  - Frequently includes teaching functions
  - Can be a specific range of time

• **Peer leader**
  - Promoting positive and ethical change
  - Often a formalized term for FYE instruction or elected positions

(Cuseo, 2010)
A Rose by Any Other Name….

Peer Leader

Peer Educator  Peer Mentor  Student Paraprofessional
Peer Educator Typology: Context

• Individual
  – Promoting positive personal change or individual empowerment (e.g., tutor or counselor)

• Group
  – Promoting collective change or empowering others (e.g., orientation group leader or peer co-instructor for FYS)

• Organization
  – Promoting change in organizational policies, programs, practices or procedures (e.g., student government)

• Community
  – Civic leadership or political change at a local, regional, or societal level

(Cuseo, 2010)
Peer Educator Typology: Roles

- **Role Model**: leading by example (i.e., displaying exemplary behavior)
- **Personal Support Agent**: helping others identify and resolve personal problems
- **Resource-and-Referral Agent**: knowing when and how to connect students with key support services and resources
- **Academic–Success or Learning Coach**: empowering students specifically for academic success by supplying or modeling learning strategies
- **College-Success or Life-Success Coach**: empowering students’ overall success in college and life by supporting or modeling personal (holistic) development strategies

(Cuseo, 2010)
Background on Peer Leaders

• Student paraprofessionals are an effective and efficient resource

• The use of peer leaders provides benefit to:
  – Programs: improved student outcomes, stronger bridge between faculty/staff and students
  – Students: more opportunities for student interventions
  – Peer leaders: engagement with faculty & staff, leadership training
Dear Student,

The National Resource Center for The First-Year Experience and Students in Transition at the University of South Carolina is conducting a research study on the peer leader experience and would like to invite you to participate. You are being asked to participate in this study because you have been identified as a student who has been involved in one or more peer leader experiences on your campus.

The purpose of this research is to gather information students’ involvement and experiences as peer leaders. If you decide to participate, you will be asked to complete a 10 -15 minute survey about your involvement in peer leadership roles and the impact this involvement has had on your educational experience.

By participating in this research, you are providing information that will contribute to the knowledge of peer leadership in Higher Education. This information can be used to better and expand peer leadership experiences for others in both student and professional form.

Your participation is confidential. The information from this study will be kept in a secure location at the University of South Carolina. The results from this study will be reported in the aggregate and participants will not receive any further contact after completing the survey. This survey will take place at approximately 60 campuses across the United States and will be administered to an estimated average of approximately 1,000 students at each campus.

Participation in this survey research allows you to enter a drawing for one of four $500 airline flight vouchers or one of 10 $100 American Express gift cards. At the conclusion of the survey, the website will ask for your information to be entered into the drawing. This information will be kept confidential and will be destroyed upon the conclusion of the distribution of the prizes. You are eligible for the prizes whether or not you complete the survey.

Your participation is in this study is your decision and you may choose to withdraw from this study at any time. Participation, non-participation, or withdrawal from this study will not have an impact on your grades, credit, or any other benefit to which you might otherwise be entitled.

We would be happy to answer any questions you have about the study. If you have study related questions or problems, you may contact us by phone at 803-777-2134 or by e-mail at NRCFYE@usc.edu. If you have any questions about your rights as a research participant, you may contact the Office of Research Compliance at the University of South Carolina at 803-777-7095.

University of South Carolina

The purpose of this survey is to gather information about your experience as a peer leader. We define a peer leader as an undergraduate student who has been selected to serve as a mentor, educator, or advisor to other students through a position with a campus-run organization.

As you answer each question, please reflect on your experience(s) as a peer leader. Your responses will be used to help researchers study and better understand the peer leadership experience. All individual responses will be kept confidential. Responding to this survey will take approximately 10 - 15 minutes.

Question: What college or university do you attend?

Status as a Peer Leader

We define a peer leader as an undergraduate student who has been selected to serve as a mentor, educator, or advisor to other students through a position with a campus-run organization.

Question: Are you currently serving as a peer leader?

Yes
No
I don’t know

Methodology

INTERNATIONAL SURVEY OF
PEER LEADERS

National Resource Center
First-Year Experience and Students in Transition
University of South Carolina

www.sc.edu/fye
Method: Data Source

2013 National Survey of Peer Leaders

• 2013 survey was a partnership with 5 leading educational organizations involved with peer leaders:
  – ACUHO-I (housing and residence life)
  – International Center for Supplemental Instruction
  – National Association of Campus Activities
  – National Resource Center for FYE&SIT
  – NODA (orientation and induction)
• Institutional recruitment took place first (n = 49)
• 4,932 student peer leaders responded to the survey (28.6% response rate)
Method: Data Source
International Survey of Peer Leaders

• International survey was a collaboration with researchers in 5 English-speaking countries:
  – Australia & New Zealand (5 institutions; n = 302)
  – Canada (12 institutions; n = 610)
  – South Africa (6 institutions; n = 466)
  – United Kingdom (19 institutions; n = 452)

• Data collection
  – ISPL spanned 2014-2016
  – UK spanned April-July 2015
Findings

TYPE AND NUMBER OF PEER LEADER EXPERIENCES
How are peer leaders being used on your campus?
### Most Common PL Sponsors

**What type of campus-based organisation have you worked for as a peer leader, either currently or in the past? (n = 451)**

<table>
<thead>
<tr>
<th>Peer Leader Experience</th>
<th>%</th>
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<tbody>
<tr>
<td>Academic: PASS/PAL leader or facilitator</td>
<td>47.7</td>
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<td>Academic: Course/Programme representative</td>
<td>29.3</td>
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<tr>
<td>Academic: Peer advisor, mentor, or tutor</td>
<td>23.9</td>
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<tr>
<td>Admissions – Open day ambassador</td>
<td>17.7</td>
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<td>Student union clubs and societies</td>
<td>15.3</td>
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<tr>
<td>Peer support volunteer</td>
<td>11.3</td>
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<tr>
<td>Academic: Peer buddies</td>
<td>10.4</td>
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## Less Common PL Sponsors

What type of campus-based organisation have you worked for as a peer leader, either currently or in the past? (n = 451)

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<td>Academic: School/Faculty representative</td>
<td>7.8</td>
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<td>Academic: PASS/PAL senior mentor</td>
<td>7.1</td>
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<td>Orientation (new student, extended, summer)</td>
<td>6.7</td>
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<td>Volunteering/service office</td>
<td>6.7</td>
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<tr>
<td>Other non-academic</td>
<td>4.2</td>
</tr>
<tr>
<td>Academic: Other (TA, lab assistant, etc.)</td>
<td>3.3</td>
</tr>
<tr>
<td>International student office</td>
<td>3.1</td>
</tr>
<tr>
<td>Religious</td>
<td>2.4</td>
</tr>
<tr>
<td>Residence hall</td>
<td>1.8</td>
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<tr>
<td>Cross cultural activities</td>
<td>.7</td>
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• PASS Only: 21.9%
• Single role not including PASS: 27.4%
• Multiple roles including PASS: 26.2%
• Multiple roles not including PASS: 24.5%

(Portas, Swainston, Byrnes & Hewiston, 2016)
PL Sponsors in Other National Contexts

- Career services
- Club/recreational sport
- Counseling/mental health
- Financial literacy
- Judicial affairs & student conduct
- Peer advisor
- Peer mentor
- Physical health
- Secondary school outreach
- Student government
- Student honor societies
- Student productions & media
- Student wellness
- Study abroad
How many peer leader positions do you currently hold?

- 1: 67.6%
- 2: 22.0%
- 3: 6.7%
- 4: 2.1%
- 5 or more: 1.6%
What is the highest number of PL positions have you ever held at once?

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<tr>
<td>1</td>
<td>67.6</td>
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<tr>
<td>2</td>
<td>27.6</td>
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<tr>
<td>3</td>
<td>9.0</td>
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<tr>
<td>4</td>
<td>2.7</td>
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<tr>
<td>5 or more</td>
<td>2.0</td>
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<tr>
<td>100%</td>
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</tbody>
</table>
How many total peer leader positions have you held at university?
HPW spent on PL Responsibilities

- 75.8% spent 5 or less HPW
- 16.5% spent 6-10 HPW
- 3.6% spent 11-15 HPW
- 1.4% spent 16-20 HPW
- 2.8% spent More than 20 HPW
HPW spent on PL Responsibilities

- 75.8% spent on PL responsibilities

- 19.0% spent 5 or less
- 16.5% spent 6-10
- 27.8% spent 11-15
- 20.5% spent 16-20
- 15.5% spent More than 20

U.K. and U.S. comparisons
Discussion and Takeaways

• What are the historic places and current spaces for peer leadership?
• What are emergent peer leader roles?
• What can we learn from international comparisons of peer leader roles?
• Where do we need the benefits of peer leaders?
• Are there concerns about over-involvement in PL roles?
Peer Leader Selection

Turn up your life Be a PL

Results

PEER LEADER SELECTION, TRAINING, & COMPENSATION
PL Selection Process

Which of the following best describes the peer leader selection process you went through (n = 431)

Application:  (54.3%)

Appointed:  (20.4%)

Election:  (16.9%)

Other:  (14.6%)

Nomination:  (13.0%)
PL Selection Process

Which of the following best describes the peer leader selection process you went through (n = 431)

Application: ☐ ☐ ☐ ☐ ☐ ☐ ☐ (54.3%)

Appointed: ☐ ☐ ☐ ☐ ☐ ☐ ☐ (20.4%)

Election: ☐ ☐ ☐ ☐ ☐ ☐ ☐ (16.9%)

Other: ☐ ☐ ☐ ☐ ☐ ☐ ☐ (14.6%)

Nomination: ☐ ☐ ☐ ☐ ☐ ☐ ☐ (13.0%)

- Applied but no interview***
- Completed training**
- Took leadership classes*
- Volunteered*
- Recommendation
- Established club ("made myself the chairman")
- Default
Motivation for PL Involvement

Motivation

Future career development

Desire to help others

Personal and professional growth

Previous academic experience

Enhance university experience

Enjoyment

(Portas, Swainston, Byrnes & Hewiston, 2016)
Training

Were you trained for your peer leader position(s)? (n = 430)

- Yes, for all PL positions: 70.9%
- Yes, for most but not for all PL positions: 12.6%
- Yes, for some but not most PL positions: 10.5%
- No: 0.5%
- I don’t know: 5.6%
How long was the initial formal training for your current and/or previous peer leader position(s)? (n = 379)

- Half a day or less: 28.2%
- 1 day: 26.6%
- 2 days: 29.6%
- 3 days: 14.8%
- 4 days: 4.5%
- 1 week: 1.1%
- 2 weeks: 1.1%
- 3 weeks: 1.3%
- Enrollment in class: 7.4%
- Other: 3.4%
Training

Did you receive any additional ongoing formal training after the initial training? (n = 379)

- Yes: 62.3%
- No: 34.3%
- I don't know: 3.4%

What type of additional ongoing formal training did you receive? (n = 130)

- Training meetings/Workshops: 74.6%
- Meetings with supervisor: 30.0%
- Staff meetings: 11.5%
- Other: 10.0%
- Retreat: 6.9%
Trends in Peer Leader Training

• Longer training modules
• Ongoing support & professional development
• Curricular components
• Outcomes focused
• Focus on supervision as part of training
• Peer leadership & training among peer leaders
• Integrated across campus and across PLE
What compensation did or do you receive for your work as a peer leader (n = 426)

- Volunteer: 73.7%
- Financial compensation: 27.9%
- Course credit: 4.2%
- Financial aid: 1.4%
- Room & board reduction: 0.9%
- Other: 6.1%

Form of Compensation
Peer Leader vs. Student Paraprofessional
Food for Thought

• How might motivation differ by student backgrounds (gender, SES, race/ethnicity)?
• How do we structure training as a professional development activity?
• How to retain the best of peer leadership when paying students for their work?
• How does PL selection, training, and compensation affect issues of equity and access to peer leadership opportunities?
Findings

PEER LEADER OUTCOMES
What are the stated outcomes for peer leaders at your institution?
Outcomes of Peer Leader Experiences

• Student peer leaders were asked to report their growth in four outcome areas:
  – “To what degree has the following (outcome) changed as a direct result of your peer leadership experiences?”

• Outcome areas
  – Skills
  – Undergraduate Experiences/Relationships
  – Employability
  – Self Confidence
  – Academic Performance
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<td>Understanding people from different backgrounds</td>
<td>77.1</td>
</tr>
<tr>
<td><strong>Desire to persist at institution</strong></td>
<td><strong>64.6</strong></td>
</tr>
<tr>
<td>Desire to engage in continuous learning post-grad</td>
<td>62.3</td>
</tr>
<tr>
<td>Employability Outcome Gains from PLEs</td>
<td>% Increased</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Building professional interpersonal relationships</td>
<td>88.3</td>
</tr>
<tr>
<td>Bringing together info from different places</td>
<td>78.0</td>
</tr>
<tr>
<td>Providing direction through persuasion</td>
<td>77.0</td>
</tr>
<tr>
<td>Analyzing a problem from new perspectives</td>
<td>76.7</td>
</tr>
<tr>
<td>Creating innovative approaches to a task</td>
<td>74.2</td>
</tr>
<tr>
<td>Applying knowledge to a real-world setting*</td>
<td>71.7</td>
</tr>
<tr>
<td>Expectations for success in a FT job after grad</td>
<td>64.9</td>
</tr>
<tr>
<td>Sharing ideas with others in writing</td>
<td>62.1</td>
</tr>
<tr>
<td>Engaging in ethical decision-making</td>
<td>60.7</td>
</tr>
</tbody>
</table>
## Employability Outcome Gains from PLEs

<table>
<thead>
<tr>
<th>Outcome</th>
<th>% Increased</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building professional interpersonal relationships</td>
<td>88.3</td>
</tr>
<tr>
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<td>78.0</td>
</tr>
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</tr>
<tr>
<td>Creating innovative approaches to a task</td>
<td>74.2</td>
</tr>
<tr>
<td>Applying knowledge to a real-world setting*</td>
<td>71.7</td>
</tr>
<tr>
<td>Expectations for success in a FT job after grad (+Multiple Roles w/PASS; Multiple Roles w/o PASS)</td>
<td>64.9</td>
</tr>
<tr>
<td>Sharing ideas with others in writing</td>
<td>62.1</td>
</tr>
<tr>
<td>Engaging in ethical decision-making</td>
<td>60.7</td>
</tr>
</tbody>
</table>

*(Portas, Swainston, Byrnes & Hewiston, 2016)*
<table>
<thead>
<tr>
<th>Gains in Academic Performance from PLEs</th>
<th>% Increased</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic skill development</td>
<td>50.7</td>
</tr>
<tr>
<td>Overall academic performance</td>
<td>38.4</td>
</tr>
<tr>
<td>Average marks for your degree</td>
<td>27.3</td>
</tr>
<tr>
<td># of modules/subjects completed each term</td>
<td>16.4</td>
</tr>
<tr>
<td>Facilitate timely graduation</td>
<td>8.1</td>
</tr>
</tbody>
</table>
## Gains in Academic Performance from PLEs

<table>
<thead>
<tr>
<th>Gains in Academic Performance</th>
<th>% Increased</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic skill development (ranked last among skills)</td>
<td>50.7</td>
</tr>
<tr>
<td>Overall academic performance</td>
<td>38.4</td>
</tr>
<tr>
<td>Average marks for your degree</td>
<td>27.3</td>
</tr>
<tr>
<td># of modules/subjects completed each term</td>
<td>16.4</td>
</tr>
<tr>
<td>Facilitate timely graduation</td>
<td>8.1</td>
</tr>
</tbody>
</table>
### Self Confidence Gains from PLEs

<table>
<thead>
<tr>
<th>Confidence</th>
<th>% Increased</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confidence to interact with your peers</td>
<td>89.8</td>
</tr>
<tr>
<td>Confidence to interact with academics/lecturers and other university staff</td>
<td>86.9</td>
</tr>
<tr>
<td>Confidence that you have the employability skills required of a grad</td>
<td>80.4</td>
</tr>
<tr>
<td>Confidence in your ability to complete academic work to a good standard</td>
<td>59.2</td>
</tr>
</tbody>
</table>
Experiences and Effects of PL Role

“This experience enabled me to get more involved in the Sociology Society, provide support to the first year students and get more involved in my course”

“PASS provided me with an opportunity to develop my leadership skills.”

“It is something valuable that I can add to my CV and enabled me to engage in peer support”

“This experience provided an opportunity to help other students”

“Developed my own personal teaching and presentation skills”

(Portas, Swainston, Byrnes & Hewiston, 2016)
Satisfaction with PLEs

How would you rate your overall satisfaction with your peer leadership experiences?

- Very dissatisfied: 1.5%
- Dissatisfied: 0.4%
- Slightly dissatisfied: 0.9%
- Neutral: 1.9%
- Slightly satisfied: 4.9%
- Satisfied: 39.5%
- Very satisfied: 50.9%

Would you recommend being a peer leader to other students?

- Yes, absolutely: 80.4%
- Yes, for most of the peer leadership positions I have held: 14.9%
- Yes, for some of the peer leadership positions I have held (but not most): 3.0%
- No: 0.4%

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Satisfaction with PLEs

How would you rate your overall satisfaction with your PL experiences?

- Very dissatisfied: 2.6%
- Dissatisfied: 0.8%
- Slightly dissatisfied: 1.5%
- Neutral: 6.1%
- Slightly satisfied: 9.7%
- Satisfied: 46.8%
- Very satisfied: 32.5%

Would you recommend being a PL to other students?

- Yes, Absolutely: 3.6%
- Yes for most of the PL positions I have held: 2.8%
- Yes, for some of the PL positions I have held: 4.3%
- No: 12.0%
- I don't know: 77.2%
Conclusions

PEER LEADERSHIP AS A HIGH-IMPACT PRACTICE

High-Impact Educational Practices

First-Year Seminars and Experiences
Many colleges and universities are now providing first-year seminar or other programs that bring small groups of students together with faculty or staff in a regular forum. The high-impact first-year experience plays a major emphasis in critical thinking, frequent writing, collaborative learning, and other skills that develop students’ intellectual and practical competencies. Peer-mediator seminars can also involve students with cutting-edge questions in scholarship and faculty members’ own research.

Common Intellectual Experiences
The idea of a “core curriculum” has evolved into a variety of modern forms, such as a set of required common courses or a sequentially organized general education program that include advanced integrative studies and are required participation in a learning community (see below). These programs often combine broad themes such as technology and society, global interdependence—with a variety of overviews and case studies or specific topics for students.

Learning Communities
The key goals for learning communities are to encourage integration of learning across courses and to involve students with “big questions” that matter beyond the classroom. Students take two or more linked courses in a group and work closely with one another and with their professors. Many learning communities explore common topics and core modules through the lenses of different disciplines. Some deliberately link “shared” and “professional” courses; others focus service-learning.

Writing-Intensive Courses
These courses emphasize writing at all levels of instruction and across the curriculum, including final year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of the assigned practice across the curriculum has led to parallel efforts in each area: quantitative reasoning, oral communication, information literacy, and on- or off-campus, ethical inquiry.

Collaborative Assignments and Projects
Collaborative assignments or key projects help students learn and solve problems in the company of others, and challenging one’s own understanding or learning essentially is the insight of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course to team-based assignments and writing to cooperative projects and research.

Undergraduate Research
Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been more pronounced in the sciences disciplines. With strong support from the National Science Foundation and the research community, recently are identifying their research as key concepts and questions with student early and active involvement in systematic investigation and research. The goal is to involve students with actively contended questions, empirical observations, cutting-edge technologies, and the array of instruments that enables them to uncover important questions.

Diversity/Global Learning
Many colleges and universities offer more focused courses and programs that help students explore cultures, life experiences, and societies different from their own. These studies—which may address U.S. minority, world cultures, or both—often explore “differences” such as social, ethnic, and gender inequalities or continuing struggles around the globe for human rights, freedom, and peace. Frequently, international studies are supported by experiential learning in the community and on the study abroad.

Service Learning, Community-Based Learning
In these programs, field-based “service learning” with community partners is an instructional strategy and often a required part of the course. The idea is to give students direct experiences with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect on their service experience. These programs enable the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships
Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience to a work setting—usually related to their career interest—and to give them the benefit of supervision and feedback from professionals in the field. If the internship is paid, the student must complete a project or paper at the internship site.

Capstone Courses and Projects
Whether they are called “capstones” or some other names on campuses or degree programs, the culminating experiences require students sorting out the end of their college years, creating a project of some sort that integrates and applies what they have learned. The project might be a research paper, a performance, a portfolio of “best work” or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.
Definition of High-Impact Practices

“Teaching and learning practices that have been widely tested and have been shown to be beneficial for college students from many backgrounds. These practices take many different forms, depending upon learner characteristics and on institutional priorities and contexts. [HIPs are] practices that educational research suggest increase rates of retention and student engagement.”

(Kuh, 2010)
10 High-Impact Practices

- First-Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments & Projects
- Undergraduate Research
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Internships
- Capstone Courses and Projects
What does it mean to be HIP?

Be on the lookout for hipsters like these...
Characteristics of HIPs

- Creates an investment of time and energy
- Includes interaction with faculty and peers about substantive matters
- Real-world applications
- High expectations
- Includes frequent feedback
- Exposure to diverse perspectives
- Demands reflection and integrated learning
- Accountability
Consider Adaptability of HIPs

“[HIP] key conditions can be adapted and incorporated into any teaching and learning situation inside or outside the classroom to promote higher levels of student performance. There are doubtless other high-impact activities...in which large number of students participate.”

Kuh in Brownell & Swaner, 2010
High-Impact Practices

☑ First-Year Seminars & Experiences
☑ Common Intellectual Experiences
☑ Learning Communities
☑ Writing-Intensive Courses
☑ Collaborative Assignments & Projects
☑ Internships

☑ Undergraduate Research
☑ Diversity/Global Learning
☑ Service Learning, Community-Based Learning
☑ Capstone Courses & Projects
☑ Peer Leadership

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UNIVERSITY OF SOUTH CAROLINA
Conclusions

CONCLUDING THOUGHTS & TAKEAWAYS
Session Learning Objectives

As a result of attending this session, participants will:

• ...gain a greater understanding of the characteristics and outcomes of peer leadership experiences.
• ...have the opportunity to compare features of their peer leadership programs to a broad empirical profile.
• ...be able to use empirical evidence to consider innovations or refinements to their programs.
• ...advance their understanding of peer leadership as an emerging and innovative high-impact practice.
Outcomes and Goals

• What are 3 ideas you will take away from today?
• What are 3 things you plan to do with those ideas?
• Who are three people with whom you plan to share these ideas and plans?
• What resources (think other than money) do you have to implement those ideas?
keupj@mailbox.sc.edu