

Peer Architect Program

Notes from +/Δ discussions on Tuesday, October 22, 2013 and Tuesday, November 5, 2013.

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What are the strengths of this program? What is going well?

- +Peer Architects providing campus events info.
- +Communicating outside of class with students. Making connections.
- +Providing presentation hints.
- +Interacting well among groups.
- +Wonderful motivators.
- +Extremely helpful with technology.
- +Can show samples of own completed assignments (if they took class before).
- +Verify what teacher says (from a “real” student perspective). Serve as a credible source.
- +Some want to facilitate academic exercises.
- +Some professors have standing appointments with Peer Architects that promote communication.
- +Technology knowledge, show examples of their own work.
- + Provide examples of how taking the course has helped them in subsequent semesters.
- + Provide academic cheerleading to other students.
- + Connect well with students, students will pose questions to Peer Architects that they may not ask Professor.
- +Enthusiasm and positive attitude.
- +Working with groups during class.

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What are the challenges of this program? What concerns do you have? What changes would you suggest?

- Δ Some Peer Architects more comfortable in front of students than others.
- Δ Need more long-term planning time with PA’s.
- Δ Faculty would like to know more about PA training.
- Δ Faculty would like to see PA’s more involved with academic aspects of SLS 1515.
- Δ Faculty need more time to interact with PA’s, but admit that it is difficult to find the time.
- Δ Faculty would like PA’s to be more involved with monitoring and reaching out to struggling students.
- Δ Inconsistency in how PA’s are utilized by Faculty.
- Δ Selection process may be improved **in future when there is a bigger pool:**
 - Required to have two semesters or 30 credits completed
 - Required to have taken Cornerstone
 - In good academic standing
 - More training/Consistent Training
- Δ More information on how to work with Peer Architect (maybe a brown bag lunch or short training)- Marybeth volunteered to LEAD!!
- Δ Hire “evening” students as PA’s to bring in the “evening student” perspective.
- Δ Some students use the PA’s as an “excuse” to not contact the professor.
- Δ Role distinction isn’t always clear.
 - Make a sheet of roles/responsibility

<p>+Education Majors are particularly prepared.</p> <p>+Peer Architect is “my partner.” Beneficial partnership.</p> <p>+Some PA’s do a presentation relevant to the topic.</p> <p>+Encouraging GPS participation!!!!</p>	<p>Instructor vs. PA and give to the students.</p> <p>Δ Develop mentors for Peer Mentors (students who have been successful Peer Architects mentor new PA’s).</p> <p>Δ May need more direct accountability.</p> <p>Δ Try “Meet and Greet” again, new format.</p> <p>Δ Faculty would like to participate in training.</p> <p>Δ Assignment process may need to be delineated and may need more guidelines for Staffing.</p> <p>Δ Need Peer Architect Subcommittee with supervisors, faculty and staff participation.</p> <p style="padding-left: 40px;">Review data and improve program.</p> <p style="padding-left: 40px;">Review hiring process.</p> <p style="padding-left: 40px;">Provide training ideas.</p>
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