

PEER ARCHITECT SURVEY DATA

FALL 2012



MIDTERM SURVEY

RELIABILITY / DEPENDABILITY

	1. Your Peer Architect is punctual to class	2. Your Peer Architect comes to class looking presentable	3. Your Peer Architect comes to class prepared with their textbook or other course related material	4. Your Peer Architect is available to assist you during class
Charlotte (3)	5	4.667	4.667	4.667
Collier (5)	4.4	4.4	4.4	4.4
H/G (1)	5	5	5	5
Lee (19)	4.526	4.526	4.421	4.526
Overall Average	4.571	4.536	4.464	4.536

MIDTERM SURVEY RESULTS SUMMARY

14 QUESTIONS, 28 RESPONSES

	Reliability / Dependability	Knowledgeable	Class Participation	Overall Average
Charlotte (3)	4.750	4.500	4.556	4.595
Collier (5)	4.400	4.500	4.466	4.457
H/G (1)	5.000	4.750	4.667	4.786
Lee (19)	4.499	4.512	4.333	4.432
Overall Average	4.526	4.517	4.392	4.467

END OF TERM SURVEY RESULTS SUMMARY

14 QUESTIONS, 24 RESPONSES

	Reliability / Dependability	Knowledgeable	Class Participation	Overall Average
Charlotte (3)	4.833	4.667	4.611	4.691
Collier (3)	4.667	4.333	4.222	4.381
H/G (1)	4.750	5.000	5.000	4.929
Lee (17)	4.558	4.608	4.617	4.598
Overall Average	4.614	4.594	4.583	4.595

PEER ARCHITECT EXPERIENCE SURVEY

16 QUESTIONS, 21 RESPONSES

Campus	I have learned about myself through this experience.	I have taught others through this experience.	I feel that I have made a difference in another student's experience.
Charlotte (3)	4.667	4.333	4.667
Collier (4)	4.750	4.250	4.500
H/G (1)	5.000	4.000	5.000
Lee (13)	4.000	4.615	4.692
Overall Average (21)	4.762	4.476	4.619

PEER ARCHITECT EXPERIENCE SURVEY

Campus	I feel supported by my professor.	I feel valuable in the classroom.	I feel valued by my professor.
Charlotte (3)	5.000	4.333	5.000
Collier (4)	4.750	4.750	5.000
H/G (1)	5.000	5.000	5.000
Lee (13)	4.231	4.154	4.385
Overall Average (21)	4.476	4.333	4.619

PEER ARCHITECT EXPERIENCE SURVEY

Campus	Overall I feel the Peer Architect position was a good experience.
Charlotte (3)	4.333
Collier (4)	4.750
H/G (1)	5.000
Lee (13)	4.846
Overall Average (21)	4.762

PEER ARCHITECT FEEDBACK RELATING TO THE CLASS / INSTRUCTOR

- 12 questions, 27 responses
- Overwhelmingly positive results
- *I absolutely love this class! They are very motivated students. I feel like they see me as a good resource and the instructor makes sure of that. The instructor gives me time to talk about all the events that's going on campus and all the helpful resources for the students. She gives me awesome feedback. She tells me on time what's going on for next class.*
- *I really like the amount of interaction that occurs between all members of my class in each class. The instructor does a superior job of actively engaging every student through group assignments and interactive activities that require students to get out of their seats, talk with each other, and put serious thought into what is being discussed in class. I feel like these activities are more meaningful to the students and they keep students from being bored and uninvolved.*

MORE POSITIVE FEEDBACK 😊

- *What I love best about my class are the students. It gives me great pleasure to provide assistance to a student in need of help. I enjoy being able to provide tools for them to succeed in the future.*
- *I love this class!! The professor has a way of making it fun for the students while learning. The professor has made me a very important part of the class, and I feel that the class appreciates my being there. I am always given plenty of time to speak, and many opportunities to help out.*

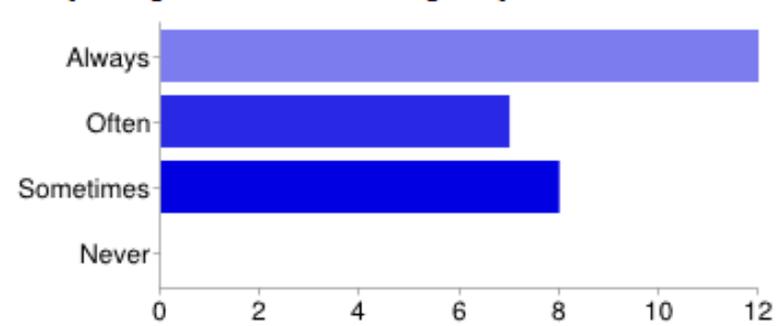
OPPORTUNITIES FOR IMPROVEMENT

- **I think more time talking over the plan of action for the class (maybe the day before class) would be helpful. I feel as though I do not always know what is going on. Also being on the class email list, this way when the class gets an email informing them about something, I will know what the students know.**
- *I feel that it may be a good idea for all of the SLS professors and all of the peer architects to have a meet and greet before each semester starts. Just as an "icebreaker." It's always nice to get to know someone or at least meet in person and begin the development of a future relationship.*

OPPORTUNITIES FOR IMPROVEMENT CONTINUED

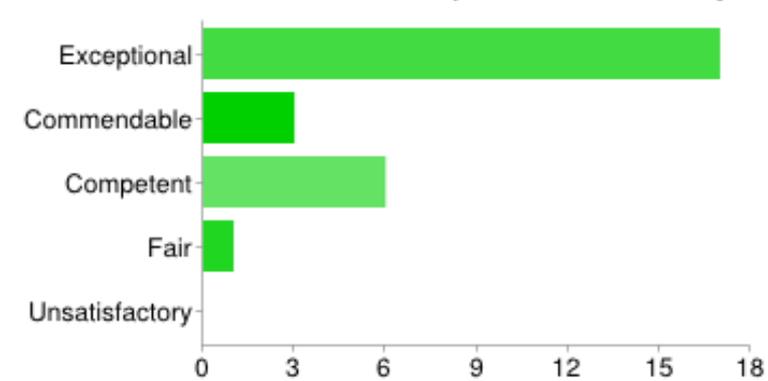
- *I feel like I would have benefited from being added into the **Canvas** section of the course. I'm not always completely sure what the specific requirements are for assignments and when they are due to be submitted. I do use the printed schedule and syllabus to check these things, but I think it would give me more confidence when answering students' questions if I could double check on Canvas as well.*
- *I would've liked to see more in depth **training regarding the online resources** we are required to know and use during the semester assisting our professors.*

Utility / Usage - 1. Your instructor gives you sufficient time each class to speak with your class



Always	12
Often	7
Sometimes	8
Never	0

Communication - 2. Your instructor provides feedback to you

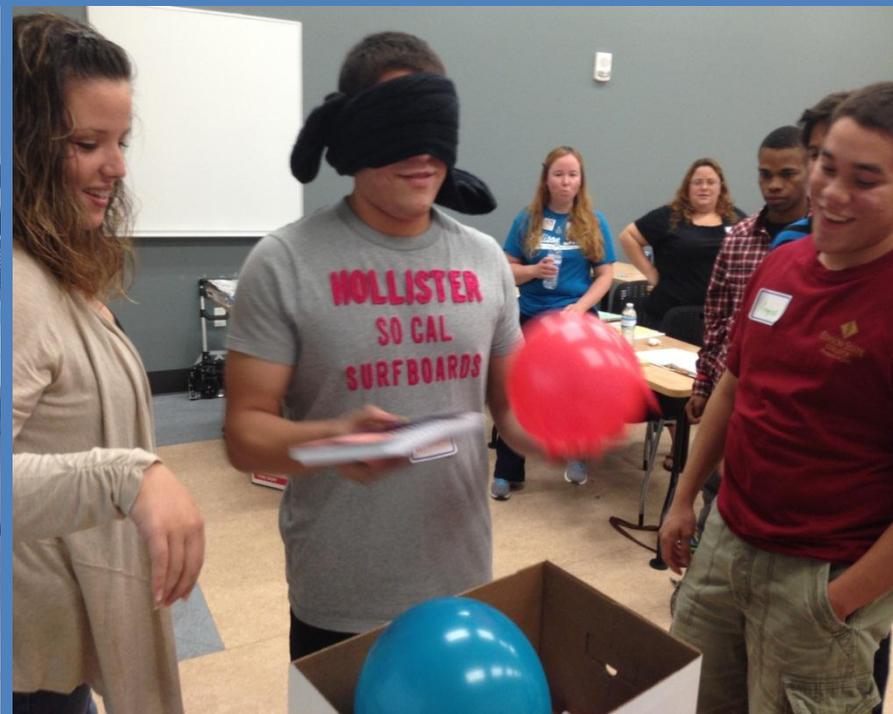


Exceptional	17
Commendable	3
Competent	6
Fair	1
Unsatisfactory	0

OVERVIEW OF SPRING 13' PEER ARCHITECT TRAINING

Start Time	Duration	Session Topic
9:00am	10	Welcome, Today's Agenda and Ground Rules
9:10am	20	Ice Breakers - Famous Couples, 4 Corners, Warp Speed
9:30am	30	What Does it Mean to be a PA? + group activity
10:00am	60	Canvas Training with Edison Online (Q-128)
11:00am	60	Scaffolding with Dr. DeLuca
Noon	60	Lunch / Break
1:00pm	15	Ice Breakers - Warp Speed, Hula Hoop Pass
1:15pm	15	FYE Mission Review / Overview of assignments
1:30pm	15	Peer Architect Survey Data
1:45pm	15	Guidelines
2:00pm	45	Connecting and engaging with students + group activity
2:45pm	15	More Data
3:00pm	15	Ice Breaker - Silent Opera, Whomp Em
3:15pm	30	Peer Leadership - Fishbowl effect and boundaries, PA Code of Conduct, PA Expectations
3:45pm	15	Review of Campus Resources
4:00pm	20	Review Game
4:20pm	10	Team Photos





GUIDELINES FOR FACULTY



Guiding and Supporting Peer Architects

Peer Architects are here to guide, support, and assist First-Year Students!

Peer Architects need the support of faculty and staff in order to be most effective and make the greatest impact. Based on feedback from the initial implementation in fall 2012, the FYE leadership team has developed the following guidelines to ensure Peer Architects are better able to support students in SLS 1515. Thank you for your continued help in developing and improving the Cornerstone Experience class.

Communication

Provide your Peer Architect with a syllabus of the course by the first day of class.

Copy your Peer Architect on class-wide emails.

Add your Peer Architect as an observer for the course in Canvas.

Include your Peer Architect in the planning of course activities. If you want your Peer Architect to lead any activities or ice breakers, give them advance notice so they can plan and prepare.

Provide a copy of all handouts to your Peer Architect.

Let your Peer Architect know what your expectations are for them and provide feedback.

Any criticism or problems with your Peer Architect should be discussed in private. Ongoing concerns should be shared with the FYE Coordinator.

Peer Architects and the Classroom

Give your Peer Architect 5 minutes towards the beginning of each class to promote campus events, pull up the FYE Events and Activities Webpage and the campus event calendar. Be attentive and let your Peer Architect own this time. This is a great way to highlight and support the GPS assignment.

Refer to your Peer Architect and all Peer Architects as a resource. Remind students that they can go to the Office of FYE (Lee campus) or the Academic Success Center (Collier, Charlotte, Hendry/Glades) to get help from a Peer Architect when they have questions or need assistance.

Ask your Peer Architects about their experiences as a way to support lessons (e.g. why time management is important, etc.). A fellow student's personal experience is relevant and has a strong impact on new students.

Let your Peer Architect know which students are struggling and encourage the Peer Architect to

- Join that student's group during small group activities
- Have a brief conference with the student just before or after class to offer assistance
- Reach out to the student to offer out of class support.



General Guidelines

A qualified instructor needs to be present to hold class. Students cannot be required to attend class unless that instructor or a qualified substitute is present. Peer Architects are not qualified substitutes. Under no circumstances should a Peer Architect be asked to conduct class in an instructor's absence.

Peer Architects should not be asked to grade assignments. Only a qualified instructor should assess student work. However, Peer Architects do sign a confidentiality agreement which allows them access to view student grades and other sensitive information.

Only a qualified instructor should report student grades to students. Please be sure that grades are reported within FERPA guidelines.

Classroom management is the responsibility of a qualified instructor.

While students complete the SIR II's, both the instructor and the Peer Architects should vacate the room.



Having Peer Architects in the Cornerstone Experience class is new for everyone and we want to provide feedback and advice so that everyone is using the Peer Architects in an appropriate manner and highlighting them as a resource for students. *Thanks for all you do!*

If you have any questions of concerns about utilizing and supporting your Peer Architect please contact the FYE Coordinator.

Whitney Rhyne, Whitney.Rhyne@Edison.edu (239) 433-6943

