



EASTERN OREGON
UNIVERSITY

**Student Affairs
2010-11 Annual Report**

Department/Unit:
First-Year Experience

Mission Statement:

First-Year Experience programs (e.g., HUM 101/102/103 courses, along with Mountie Week of Welcome-WOW, the Common Reading program, and Living-Learning Communities), help guide first-year students through their academic and co-curricular experience at EOU and assist them in becoming successful students. This is accomplished through engaging, integrated educational experiences that assist students in developing critical thinking skills, health and wellness skills/behaviors, an understanding of their own values and beliefs, and exposure to and education about values and belief systems that may differ from their own.

2010-11 Goals and Goal Attainment Summary:

- **Continue to participate in the development, integration, and implementation of First-Year Experience program on campus**

We have continued to develop and integrate the FYE program this year. Ongoing feedback and training have been provided to the HUM instructors, a Common Reading Program was developed, and two Living-Learning Communities are being implemented for fall 2011.

- **Work with the Learning Center to transition the coordination of Core 101/102**

We worked with the Learning Center and the three Core 101/102 instructors during fall 2010 to transition them and the program back under the leadership of the Director of the Learning Center, where the program currently resides.

- **Implement the HUM 101 and 102 Peer Leader Program created spring 2010, evaluate, and improve as appropriate.**

The Peer Leader Program was implemented in fall 2010. The peer leaders took an INTACT training course during fall 2010, while they began their responsibilities in HUM. We started with 15 peer leaders, and ended winter term

with 11, after some students dropped out of the program due to personal issues, transferred out of EOU, and/or felt overwhelmed with their academic and co-curricular responsibilities. Although the INTACT course was not evaluated with a paper and pencil survey, I took what I learned and applied it to make changes in the program for this coming year (2011-12). This year we have 6 new peer leaders (and a total of 10 who will serve 2011-12) who all took the INTACT course this spring 2011. The course was improved and streamlined. An evaluation of the course was conducted, and is included at the end of this document.

- **Continue to make teaching/facilitating HUM something that people want to do and feel appreciated by: Having regular meetings, hosting appreciation luncheons, providing "Thank you" certificates, explore some kind of yearly campus award for "First Year Student Advocate," and implementing a professional development series.**

This year, 2010-11, we offered two professional development workshops for HUM instructors; one on communicating with and referring at-risk students, facilitated by Thacher Carter and Marianne Weaver, and one on teaching/pedagogy in FYE courses, facilitated by Nancy Knowles. They were both attended by a few HUM instructors. The second workshop with Nancy Knowles may have benefitted from being offered later in the fall quarter. It was offered early in the term, when many people were very busy.

In addition, during most of fall term and during winter term, monthly "HUM instructor roundtables" were offered. These were meant to provide a space for HUM instructors to gather and discuss what was happening in their classes, problem-solve, and share ideas. I received very positive feedback from those who attended.

This year we implemented a new award, the "Outstanding First-Year Advocate" award. Nominations were sought during spring 2011. An awards luncheon was held for all the HUM instructors, peer leaders, and faculty partners, and both the nominees and the two award winners were announced. In addition, all of the instructors, faculty partners, and peer leaders received "certificates of appreciation." The Provost, VP for Student Affairs, and President all attended the luncheon. I received positive feedback from instructors on the event, who enjoyed being recognized by high-level administrators for their service to EOU.

In order to increase campus-wide interest in teaching HUM courses, during 2011-12 we will be implementing panels with HUM instructors and HUM students who will be sharing why they enjoy teaching HUM and what they learn from HUM, respectively. These will be advertised to the campus community in order to increase awareness and interest in teaching HUM.

- **Increase HUM facilitator participation in HUM meetings and training**

Increasing participation has been challenging, since all of our HUM instructors are busy and are often overwhelmed with their own jobs. In addition, the training this year was planned during major budget and position reductions during spring

quarter. However, the training was attended by the majority of HUM instructors this year. The instructors who could not attend were, for the most part, off-campus at conferences/graduate classes.

Summary of Service and Programs for Students:

- HUM 101 and 102 First-Year Experience courses; HUM 105, a pilot FYE community service-focused course for nursing students offered during spring quarter; and HUM 103, the online version of HUM for online students only, offered year-round.
- Living-Learning Communities: there are two this fall 2011, *Art, Class, and Identity*, and *Through Other Eyes*. During fall 2010, a pilot LLC was offered, entitled "*The Power of Place*."
- MAP-Works, a software program to identify and support at-risk students (although not sure if this will continue next year)
- The Peer Leader Program: there were 11 this year, 2010-11, who helped facilitate HUM 101/102 and meet with and mentor students outside of class
- The Peer Leader INTACT course, a training course which peer leaders are required to take the spring prior to their year of service
- Trainings and support meetings provided for HUM instructors: two trainings in the fall on communicating with at-risk students and on pedagogy, and monthly roundtables offered during fall and winter terms.
- Classroom observations of HUM instructors and written feedback on teaching style, classroom management, etc.

2010-11 Student Learning Outcomes & Assessment Results:

Learning Outcome #1: Integration of Breadth of Knowledge

- **HUM facilitators and faculty partners will be able to identify the needs of first year students and the important adjustment issues they face in college. Example: self-report**

Assessment: This learning outcome was not directly assessed. With the budget issues this spring, it was all we could do to get instructors just to attend the standard HUM training, which was shortened down to one day from two. However, through individual conversations and through trainings, I have some subjective assessments of this learning outcome. The HUM instructors that we currently have are fairly informed on first-year student development: many of them have or are working on a Masters degree in Student Personnel/Higher Education or a related field, and many of them attend conferences away from EOU and/or attend our reading/discussion group. In addition, we offered two workshops this fall, one on communicating with at-risk students, and one on teaching methods in HUM, which were attended by a few instructors each.

Actions taken: Even without direct assessment, I know it is important to keep working on the professional development aspect of HUM and our instructors. We will continue to offer workshops next year for HUM instructors, based on their interests and needs.

- **HUM facilitators and faculty partners will utilize the appropriate pedagogical techniques in the classroom which foster the growth and participation of students. Example: Facilitators use small group activities in the classroom and a high level of discussion/active learning, as opposed to lecture.**

Assessment: With the assistance of Dr. Mike Dannells, observations of HUM instructors were performed during winter quarter of 2011. The following areas were assessed: classroom management, preparation, style, and also student feedback (after the instructor had left the classroom). For the most part, instructors are using small group discussion/activities in HUM classes, but it is also apparent that some instructors are relying on the lecture method too often. Instructors were provided with the written feedback in a letter, and we also offered to meet with them to discuss the feedback further. In addition, HUM instructors were encouraged to distribute the EOU course evaluations during winter term. Some instructors did this, others did not have time. We have received copies of these evaluations, and it has confirmed my previous observations regarding which instructors need work on their teaching/pedagogy.

Actions taken: As a result of the instructor observations during winter quarter, I offered to assist one of the instructors with her HUM class next year. I also had a conversation with another instructor about developmentally appropriate use of their peer leader in the classroom. In addition, the EOU course evaluations are now exclusively online, so that next year, hopefully all instructors will receive feedback on their teaching in this manner. I will continue to request copies of these as well.

- **HUM facilitators and faculty partners will be able to identify the factors that make it more likely that students will leave college, and will assist the students they work with in addressing/ameliorating these risks through appropriate communication and referral. Example: self-report**

Assessment:

This was not directly assessed by self-report. However, because we used MAP-Works this year, these factors were addressed to some extent during MAP-Works trainings. With the implementation of MAP-Works, it was apparent that some of our instructors were unfamiliar with these factors, and also how to assist students who were at-risk through appropriate communication and referral. In addition, some instructors felt that it was not their place to assist students with socio-emotional concerns; for example, if their own job fell organizationally under Academic Affairs or was more “academic” in nature.

Actions taken: These results indicate a need for more training/development for HUM instructors around “whole” student development, and the entire university’s role in student development, communication, and referral. If MAP-Works is

continued this year, we will be significantly increasing and changing the training required of HUM instructors.

Learning Outcome #2: Intellectual and Communication Skills

- **Students in Humanities 101 will have to write an essay along with other assignments, present/read their essay, and participate in various ways in and out of the class. Examples: Students write a "This I Believe" essay, must decide as a class how they want to share their essays in a public forum, and are encouraged through various pedagogical techniques to participate in class, and to participate in curricular and co-curricular activities on campus.**

Assessment: A survey consisting of Likert scale items and open-ended questions was administered in the majority of the HUM 101 courses at the end of the quarter. The results are included at the end of this document. In addition, instructors sent me blogs they created with their class, essays were posted in various displays around campus, and some classes read their essays aloud to each other during 10th week. One class created a YouTube video of themselves reading excerpts of their essays, and another class read some of their essays on the campus radio station. It was apparent through the HUM 101 survey results, artifacts such as actual student work, and through student report when we conducted instructor classroom observations, that students were participating in class actively and were developing communication skills through essay writing and presenting. We did not directly assess whether or not students were actively participating in co-curricular activities on campus.

Actions taken: Since these learning outcomes seem to have been achieved, no actions were taken other than ensuring that similar writing, discussing, and speaking experiences were built into the curriculum of HUM 101 for this fall 2011.

- **Students in Humanities 102 will have to write summaries, present, and participate in inquiry/research. Examples: Students will research a career field and a wellness issue related to the field, present a career and self-assessment portfolio, and conduct an informational interview/job shadow of someone in a career field of interest to them.**

Assessment: A survey consisting of Likert scale items and open-ended questions was administered in the majority of the HUM 102 courses at the end of the quarter. The results are included at the end of this document. They indicated that students wrote summaries, presented, and engaged in research and inquiry around careers. From the results, the most beneficial assignment for students was the informational interview/observation assignment (87% said they agreed this assignment helped them learn what daily life is like in the career field). 79% of the students surveyed stated that the research they conducted online using O*Net and OOH helped them learn more about their career options. The outcomes related to having students research a wellness issue in the course was not assessed, but from verbal feedback from students and instructors, this assignment was not well designed and did not fit with the rest of the course.

Actions taken: We have not yet begun discussing changes in HUM 102 for next year, but will be discussing whether or not to require the course, and also changes in the curriculum and course structure.

- **Students in the Peer Leader Program will develop and demonstrate communication skills, cultural competency skills, and facilitation and leadership skills. Peer leaders will meet with students in their class one-on-one to present themselves as a caring peer and to act as a resource and referral person.**

Assessment: The first part of this learning outcome was not assessed for this year's (2010-11) peer leaders. It was my first time designing/teaching the peer leader training course fall 2010. As a result, the content and assignments in the class changed as the quarter went on, and the peer leader responsibilities changed as well. We did not develop/administer an evaluation at the end of the course. From written logs received from the peer leaders, the 2010-11 peer leaders did meet with the majority of the students in their HUM 101 courses one-on-one during fall quarter. However, it was apparent from the results for winter term (included at the end of this document; this question was not asked in the fall due to my omission), that some peer leaders did not meet with the students in their HUM 102 courses one-on-one. This seemed to be a result of two things: one, the HUM instructors did not completely understand their role with the peer leaders (i.e., they need to act as an additional supervisor and check in with them to see if they are doing what they need to be doing). Two, after the training course during the fall, I found it difficult to keep track of the peer leaders. I attempted to have a couple of group meetings with them, but their schedules were so full that many of them couldn't come. I also tried meeting with them one-on-one, which sometimes worked, but I may have forgotten to check in with them about meeting with their HUM students, since I assumed that the HUM instructors were keeping up with this.

Actions taken: We realized that the peer leader course needed to be offered during spring quarter, before peer leaders began their work in the fall. Last fall, the peer leaders seemed overwhelmed by having to take a course while at the same time serving in the HUM course and meeting with all of the students in the course one-on-one. This year, peer leaders were recruited and hired before spring quarter, and then were required to take the peer leader training course in Spring 2011. The results of the evaluation administered at the end of the course are included at the end of this document. From the results, this year's (2011-12) peer leaders seem to have achieved the learning outcomes (developing communication skills, cultural competency, and facilitation and leadership skills). In order to ensure that peer leaders meet one-on-one with their HUM students both fall and winter terms, we will be emphasizing the supervisory role the HUM instructors play with their peer leaders, in addition to scheduling two meetings per quarter far ahead of time with the peer leaders as a group.

Learning Outcome #3: Community Engagement and Personal and Social Responsibility

- **Peer Leaders will be role models and leaders on campus by acting with integrity and modeling both academic and personal success. Example: Peer leaders will not be involved with student conduct, will maintain a GPA of 2.75 or above, and will be actively involved in the co-curricular life of the campus to the benefit of their fellow students.**

Assessment: The 2010-11 peer leaders who stayed on through winter term all maintained a GPA of 2.9 or above (checked in Banner). One peer leader was involved in a conduct issue during winter term but has gone through the conduct process and has completed his sanctions, and has been approved to continue his peer leader role next year. The majority of the peer leaders are involved in at least one other student club or leadership role on campus. For example, there are peer leaders who are also Ambassadors, hold leadership roles in ASEOU, are involved in other student clubs, EOU sports, and Residence Life leadership.

Actions taken: When a peer leader was involved with student conduct (and another new peer leader was involved with student conduct this spring as well) I spoke with them about what happened and what they learned.

- **Students in Humanities 101 are introduced to concepts around academic integrity, the meaning of campus community, and the concept of understanding the perspectives and beliefs of those who are different from them. Example: Through class assignments and activities, students will listen to, read about, and discuss various people's beliefs which may differ from their own.**

Assessment: This was not directly assessed, but was assessed through artifacts such as the *This I Believe* essay which students were required to write. From talking with HUM instructors both one-on-one and during meetings/trainings, we knew that they were requiring their students to listen to *This I Believe* essays, write their own, and share them at the end of the course in some manner. These essays were displayed around campus in various buildings, on class blogs, read on the radio station, and one class had students read excerpts from the essays for a YouTube video. In addition, according to the results of the survey distributed in HUM 101 classes in the fall, 63% of students agreed that the process of writing the *This I Believe* essay helped them clarify and/or define their values /beliefs, and 66% agreed that participating in the *This I Believe* project helped them be more accepting of values/beliefs that might differ from their own.

Actions taken: For the most part, this learning outcome seems to have been met, although we would like to see percentages higher than 66%. This may have been due to the fact that the essay assignment wasn't as well integrated into the course as it could have been. As a result, we made sure that assignments and activities were better integrated and related within this year's (2011-12) curriculum.

2011-12 Student Learning Outcomes (If available):

Not yet

Staff and Program Recognition:

- First-Year Experience programs received recognition in the AAC&U interview/article: *Engaging students with high-impact practices at EOU*.
- Presentation at the 2011 OUS Student Success and Retention Conference: *Engaging Practices vs. Skill-Building in a First-Year Experience Course: What are Students Learning?*

Issues/Challenges Facing the Department:

The biggest challenge facing this department is finding enough instructors who are willing to teach HUM courses and would also be good at teaching HUM courses and interacting with first-year students. We lost a few instructors this year, and now almost all of our instructors come out of Advising and Student Affairs. For the most part, teaching a HUM class on this campus is not seen as something exciting and sought after, and something that supervisors will reward their staff for (except for those in our small core group of instructors). For many departments on this campus, doing “extra” and contributing to the university community and our students beyond their own job description is not seen as a priority. However, the existence of our FYE courses depend upon the development of the kind of culture in which doing “extra” is prized and rewarded. In addition, although it would be ideal to have faculty teaching or at least co-teaching HUM, this is not possible either, due to issues around the faculty union and overload pay.

Another challenge involves making HUM a university requirement. Last year, we had academic advisors telling students that they didn’t really have to take HUM if they didn’t want to, because HUM was not “officially” required. However, when the topic of making HUM a university requirement has come up with the Deans, there are concerns that it is not sustainable because we do not have faculty teaching the course. Since we keep getting told that faculty cannot teach the course, it seems as if HUM will never be allowed to become a university requirement. The challenge is that if we cannot make HUM a requirement, we need to ensure that there is sufficient buy-in from ACA that they will ensure that all of our first-year students take the courses.

2011-12 Preliminary Goals:

- Begin developing Living-Learning Communities earlier in the year, implement additional LLC’s, and evaluate and assess.
- Pilot the Common Reading Program fall term 2011, evaluate and implement campus-wide fall 2012.
- Create an FYE website with LLC, HUM, Common Reading Program, and Student Success workshop information

- Work with Admissions/Tim Seydel to develop a marketing plan for FYE programs that coincides with the admissions cycle
- Implement HUM promotion activities so that the number of available HUM instructors will increase (example: HUM instructor/student panels where instructors talk about why they enjoy teaching HUM and how it enhances their professional development, in order to get more EOU staff interested in teaching).

How are the goals related to the University Mission and Strategic Plan?

The University Mission states that an education at EOU leads to “responsible and reflective action in a diverse and interconnected world.” The further development of Living-Learning Communities (LLCs) and a Common Reading program would enhance the education students receive at EOU.

Living-Learning Communities connect students both to a cohort of their peers and to faculty. LLCs also provide students with an integrated learning experience, which is the hallmark of a liberal arts education. The Common Reading program encourages reading and provides a forum for first-year students to openly discuss thoughts and ideas and to explore their own and others’ values and beliefs.

The 2011-12 goals are closely related to themes 1 and 4 of the University’s Strategic Plan. Theme 1 states that EOU has “high quality liberal arts and professional programs that prepare students for the world beyond college.” The further enhancement and expansion of LLC’s and the Common Reading program will assist in preparing students for life after graduation and for a career. In order for students to become responsible and successful citizens they need to be able to interact with people different from themselves, think critically, problem-solve, and openly discuss ideas.

Theme 4 states that EOU provides a “personal, student-centered experience in both the curricular and co-curricular program.” The LLCs and the Common Reading program provide exactly this sort of personal and student-centered experience. The Common Reading will be anchored in the FYE course (HUM 101), but will also be utilized in some freshmen- level courses on campus, and various co-curricular offerings will be available as well. LLCs create a “learning community” for a small group of students who live together and take two courses together. Students learn with and from each other, not just from the staff/faculty teaching the courses.

Humanities 101 Fall 2010 Survey Results

Demographics: Please note that demographic results are representative of **both HUM and CORE students**

Age:

90% 18-22 years old
5% 23-30 years old
1% 31-40 years old
1.5% 41-50 years old
.6% over 50 years old

Gender:

40% male
60% female

Race/Ethnicity:

4% Black, Non-Hispanic
79% White, Non-Hispanic
7% Hispanic
4% Asian or Pacific Islander
1.2% American Indian or Alaskan Native

Parent's College Completion:

60% First generation college students
40% One or both parents graduated from a 4-year institution

Results for Likert Scale Items: Please note that these items represent **HUM students only** and "agree" is a combination of the % of students both "agreeing" and "strongly agreeing" with the statement

91% agree that they understand the academic expectations EOU has of them
95% agree that they understand the behavioral expectations EOU has of them
90% agree that the class helped them get to know at least one professor/faculty member on campus
90% agree that they used Blackboard in some way (downloading the syllabus, checking grades, finding readings) for the class
94% agree that they met with their academic advisor at least once this quarter
81% agree that the class helped them learn about EOU resources and how to access them
83% of students agree they feel like they belong at EOU
80% agree they have been able to get to know other students in their HUM class this quarter
85% agree they feel they will succeed here as a student
64% agree that the class helped them learn how to get involved on campus
63% agree that the process of writing the This I Believe essay helped them clarify and/or define their values /beliefs
66% agree that participating in the This I Believe project helped them be more accepting of values/beliefs that might differ from their own
55% agree that the class assisted them in improving their time management skills
54% agree that the class increased their confidence that they can succeed at EOU
61% agree that the Student Success module helped them be more aware of the issue of sexual assault and the importance of healthy relationships in college
54% agree they enjoyed the class

52% agree the class helped them adjust to academic college life at EOU

52% agree they would recommend the class to incoming students

46% agree the class helped them adjust socially to college life at EOU

27% agree that the way they study improved as a result of the class

Humanities 102 Winter 2011 Survey Results

Age:

18-22 86%

23-30 6%

31-40 2%

41-50 2%

Gender:

Male 44%

Female 53%

Other .5%

Race/Ethnicity:

Black/Non-Hispanic 3%

White/Non-Hispanic 80%

Hispanic 6%

Asian/Pacific Islander 4%

American Indian/Alaskan Native .5%

Other 3%

Parent's College Background:

59% first generation college students

41% one or both parents attended and graduated from a 4 -year institution

Percentages of agree and strongly agree for each statement:

I have been able to get to know other students in my HUM class this quarter.

83% agreed/strongly agreed

This course has helped me think about and define my values related to my life and eventual career.

84% agreed/strongly agreed

Taking the FOCUS online has helped me learn more about who I am and what careers might be the best fit for me.

68% agreed/strongly agreed

This course has helped me in gaining more information about how majors and careers relate.

86% agreed/strongly agreed

The career research I conducted in this course using O*Net Online and the Occupational Outlook Handbook (OOH) online has helped me better understand my career options.

79% agreed/strongly agreed

This course has helped me figure out the next steps I need to take to work towards my career goals.

79% agreed/strongly agreed

I learned career research and self-assessment skills in this course that I will be able to continue to use throughout my life.

79% agreed/strongly agreed

I learned about the importance of being information literate (how to use the library, how to conduct research using library databases, using internet sources, determining bias, etc.)

71% agreed/strongly agreed

I learned the basics about how to manage money and how to do a monthly budget.

70% agreed/strongly agreed

Conducting an informational interview or a job shadow with someone in my career area of interest helped me get a better picture of what daily life is like in this career.

87% agreed/strongly agreed

My peer leader was able to share her/his experiences as a college student, which enhanced my experience in HUM 102.

73% agreed/strongly agreed

HUM 102 Winter Peer Leader Question results

Meeting one-on-one with my peer leader was helpful because (open-ended question):

Way nice

She helped me get my feet grounded down in the class and get a firm handle on it

I understood more about the class and things around EOU

I felt like someone was going through the same thing I was

It wasn't. This was also a waste of my time. I was asked how school was going and that was it.

I was able to find out more information on how I can go about learning types of careers and where to interview

It wasn't too helpful. I stated my problems at school and she just kind of sat there and said "it'll get better."

It's always nice to meet with someone who is going to college and has done what you are going through right now.

She was helpful for my interview and was genuinely interested in my life!

I felt she really cared about what I had going on and that she was once in my shoes and can truly relate.

Get to know people

She's super smart

She's a thug!

We talked about school and she helped me get through the year. We got to know each other and she helps in any way she can no matter what the situation.

I was able to discuss my concerns and questions and feel as though my success was important.

I got to find out what she is interested in and what career she plans on and how she's going to get there.

Able to talk about anything

Discuss class assignments, etc.

I heard another story

It gave me direction

I got to know her better and share my feelings and have some input

Help me tell her what I would like to do and give me advice

It helped me realize she is really cool and I can go to her for help on anything

She helped me in a time when I was feeling unsure about my career

Helped me with my classes

She listened to my questions and gave me good advice on how I should do things in college

I did not meet with her. I could not get a hold of her.

You know that there are people willing to help you out

Although it was short and sweet, it was nice to know that I'm not the only student with desperation

I was able to talk some things out with a fellow student

She lined me out on what classes I need to take
I was able to get help on what classes to take!
We were able to talk and she gave me advice on how to get through my tough classes.
Nothing about it helped really, we didn't talk much.
I just got to talk about what I have been up to lately and what I'm thinking about doing with my life.
Was able to talk about shared stresses and conflicts
It was nice to know I had 1 more type of support
I could relate more with her because she was a student rather than an instructor. Very encouraging.
She knew what I was going through.
Katy was able to answer my questions about nursing but also about school questions I had as well. It was nice to talk to someone my own age and know that they've been in the same position I am in now.
She helped me know what classes are going to be the hardest. She also interacted with the class which was helpful.
Mikal is really helpful with the information that she has about the school, and what I needed to complete a degree in dental hygiene.
She told me about her experiences while taking the classes I am taking
She gave us advice on courses she was taking
She gave me advice on specific classes and told me which teachers are best.
She shared information that I will need to know in my next school year such as applying to a dental hygiene program
Mikal helped introduce problems we may face, positives that will come about and overall a nice conversation. Very helpful :)
We did not meet
I didn't
I never met one-on-one
Never met one-on-one with them
She seemed busy with her own things
I never did in HUM 102, didn't know we needed to
We never met and she was probably very busy, more like a silent assistant
Never did
Never met one-on-one with the peer leader
Never met this term
Our peer leader didn't do this, was late all the time, and she didn't show much interest in anything except the sim lab
Never met one-on-one
Didn't meet one-on-one
Not so much, she was pretty shy
Didn't meet with her- but was very nice and did answer my questions in class
Didn't meet with her
Never got to meet with her
Because of background and personal differences, my peer leader and I didn't really connect on any level all term.
I don't remember mine's.
We never met one-on-one
We were never told to meet
Never had one-on-one meetings
We never got around to meeting one-on-one with a peer leader

We failed to have a one-on-one meeting with our peer leader
Did not have one-on-one meetings
Wasn't much help
It was not. We did not ever do it this term. Last term she was awkward and unhelpful,
not a good peer leader, but a very nice girl.
I don't believe we ever met one-on-one
Never met with them
She was super helpful with anything I needed
She gave me great advice on how to pursue my business degree
She told us all the opportunities EOU has to offer
She talked to me and encouraged me in school
I made a new friend that knows about the college
She helped me figure out stuff for the class
It wasn't
I got a chance to talk with him one-on-one
It wasn't helpful
He was interesting and fun to talk to
He has gotten me into group activities
I got a grasp on a couple concepts I was confused about previously
Didn't really help, but was nice
I learned a lot and also asked questions
Never met with him
He is awesome and helpful
Didn't have one
Get a different view from someone who went through what you are experiencing now
I learned more about college
I learned a lot about the class
Didn't have one
She was awesome and easy to talk to. She is fun and a good helpful person
Awesome
We did not meet. It would have been a waste of time
Helped me release
It was cool
Kailey rocks! She had similar college experiences as me.
My peer leader was limited and rarely was allowed to lead the course
She was very nice.

Peer Leader INTACT Course Evaluations Spring 2011

What is the most valuable thing you have learned in this course?

I have learned a lot about myself. What are my strengths and weaknesses.

The importance of one-on-one communication.

More about myself! I thought I knew my strengths and weaknesses but this class elaborated more. Nobody is perfect and you will make mistakes, but as a leader you have to take the good from that and learn from it.

Not to judge others and to empathize, not sympathize.

That being a leader is not just working to get a job done but to make a positive impact on your group.

Taking the personality quiz. I really enjoyed what good traits I portray and what I need to work on.

What is one thing that you would change about this course if you could?

More discussions and brainstorming activities.

The fact that it's once a week.

Less on cultural differences and more on how to help in different situations.

More group activities like the counselors coming in and working with us.

Just have more time, because the time goes by so quickly!

I wish the class was a little longer! I really liked the role playing.

After taking this course, I understand my responsibilities in my role as a HUM Peer Leader.

100% Strongly agree/agree

I have learned about interpersonal communication skills and feel prepared to utilize them in my role as peer leader.

100% Strongly agree/agree

This course helped me better understand how and/or when I might refer a student to resources on campus.

100% Strongly agree/agree

This course helped me gain basic knowledge about cultural differences and how these might impact communication and relationships.

100% Strongly agree/agree

My knowledge of leadership theories improved as a result of this course.

100% Strongly agree/agree (note on one survey: "I would have liked to have spent more time on this but we just ran out!")

I have gained knowledge about why college students behave as they do and how they are motivated.

100% Strongly agree/agree