



Peer Advising

Best Practices & New Possibilities

Peer Advising- Opening Activity

Using the stickers provided at your tables, please respond to the questions on the large post-it notes.



Introduction



Sean Malone
Advising Programs Coordinator

Agenda

- Review results from opening activity
- Defining peer advising
- Review research on peer advising
- Strengths & benefits of peer advising
- Challenges & best practices
- UCSC Peer Advising Superstars!
- Peer Advising Resources

Activity Results

- o Indicate your level of experience working with peer advisers/peer mentors.

no experience → very experienced

- o I believe that peer advisers can contribute significantly to student success.

strongly disagree → strongly agree

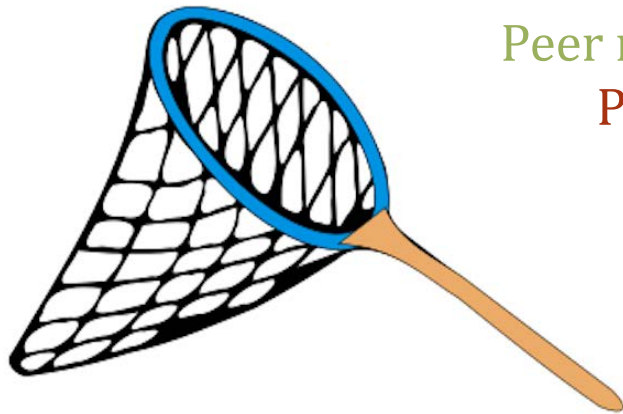
- o As a student, I had a peer adviser or peer mentor.

Yes/No

Defining Peer Advising

Peer Advisers are “...students who have been selected and trained to offer educational services to their peers. The services have been intentionally designed to assist in the adjustment, satisfaction, and persistence of students toward attainment of their educational goals.”

(Koring & Campbell, 2005, adapted from Ender & Newton, 2000)



Peer mentors!

Peer educator!

Orientation leader!

Academic coaches!

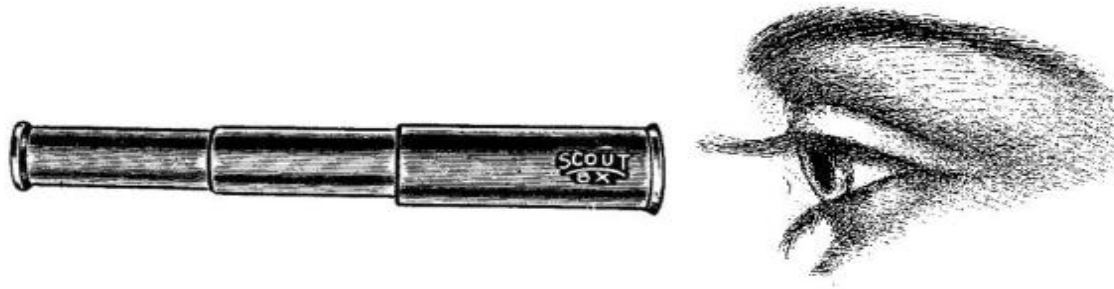
Para-professionals!

Defining Peer Advising Cont'd: 6 Roles

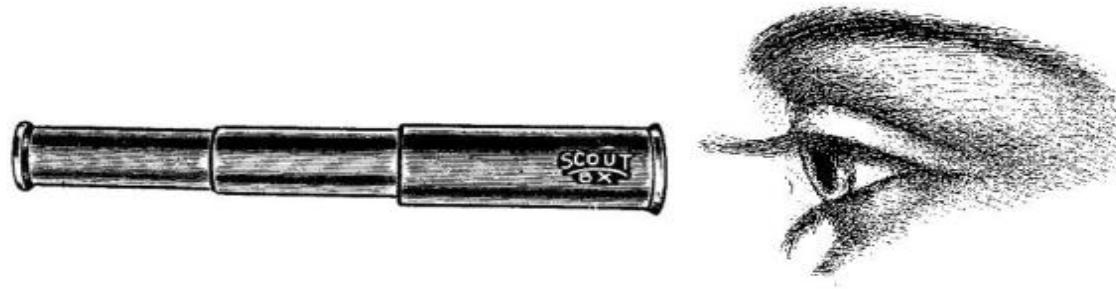
1. Help students transition/adjust to and through the institution by offering information and support.
2. Assist in advisees learning/mastering academic processes (ex: enrollment, scheduling classes)
3. Teach and reinforce student skills for success (ex: time management, study skills, enrollment system)
4. Act as a referral source to their fellow students
5. Enrich advising services by offering student perspective, increasing advising opportunities, and delivery methods.
6. Serve as role models.

**from NACADA's Peer Advising and Mentoring 2nd edition*

Let's take a broader look...



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Research on peer advising is scarce!

NACADA Surveys (2003, 2012)

- o In 2003, 42% of 4-year public institutions reported having peer advising programs. (up 6% from '98)
- o In 2012, NACADA created a survey specifically to gather information about peer advising:
 - o 1466 completed survey; 1771 respondents total
 - o ~84% of respondents were from 4-year institutions
 - o Across all institutional types, 45.3% reported having peer advising programs (802)
 - o An additional 20% responded they planned to, or aspired to create peer advising programs. (351)

2012 NACADA Member Survey cont'd

o 4 main factors influenced growth in peer advising

1) scarce resources- “do more with less”

2) emphasis on student engagement as key factor in student success, retention, graduation

3) increased use of technology (new methods of reaching students, rise of social media, increase in online programs)

4) increasingly diverse student populations and their corresponding needs and support

2012 NACADA Member Survey cont'd

Summary of survey responses suggests peer advising contributes to “student-centered outcomes,” including retention, engagement, and leadership development.

“While much research remains to be done, all evidence points to the conclusion that peer advising exerts a strong positive impact on all students involved, both the advisees served and the peers who advise them.”

from NACADA's Peer Advising and Mentoring 2nd edition

Strengths of Peer Advising

Student to student interaction and support is powerful, and in many cases, better received.

Peers have “direct and contemporary experience in navigating educational pathways.”

Peer Advisers help students learn the culture and norms of an institution, AND how to participate, and engage in academic life.

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Benefits of Peer Advising

Using peer advisers increases our range of services, support, delivery methods, and outreach.

Peer advisers help us manage our seemingly unmanageable workload!

Peer Advisers can act as liaisons or ambassadors to staff and faculty.

Provide a rich professional opportunity for our students- practice what we preach!

Challenges of Peer Advising

Challenge 1: Promoting/facilitating students
meeting with peer advisers

How do we integrate peers effectively into the fabric of
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Best Practices ideas:

- Include peers in Fall Welcome orientations/activities
 - In-take or triage advising
 - Hold peer-advising hours
 - Peer-led group advising or workshops
- Creating space to facilitate peer advising

Challenges of Peer Advising

Challenge 2: Hiring, training, and providing ongoing development opportunities is difficult to manage on top of other advising duties.

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Best practices ideas:

- Hiring and training timeline (Spring is ideal)
- Establish means of communication (digital log of progress, student meetings, questions, concerns)
 - Meetings, check-ins, open-door policy
- Peer advising handbook & more training and development opportunities coming!

Challenges of Peer Advising

Challenge 3: What kinds of advising tasks are appropriate for peer advisers to take on?

How do we help peers know when to refer?

Challenges of Peer Advising

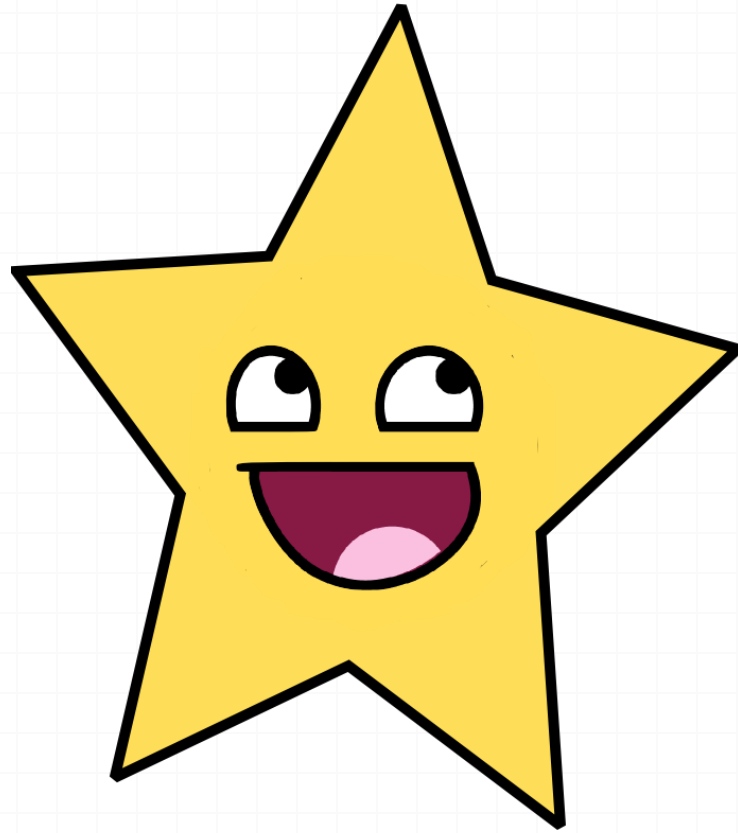
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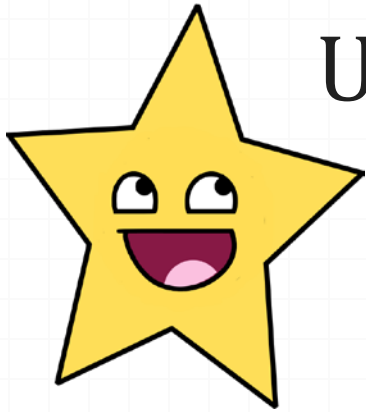
How do we help peers know when to refer?

Best Practices

Let's discuss!

Learn from some UCSC Peer
Advising SUPERSTARS!





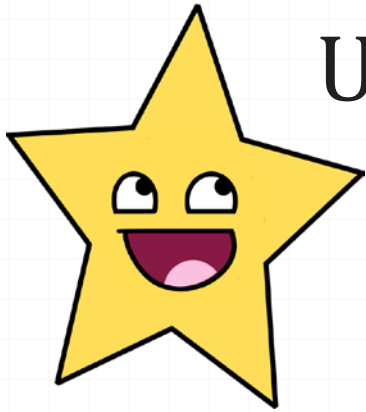
UCSC Peer Advising Superstars

Academic Success Coalition
Oakes Advising, Residential Life, EOP

Griselda Avalos

“bring advising to where the students are”

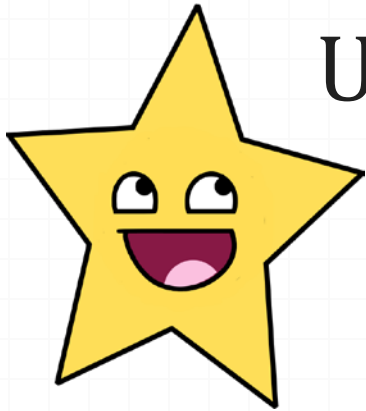




UCSC Peer Advising Superstars

Psychology Adviser

Christina Ortega

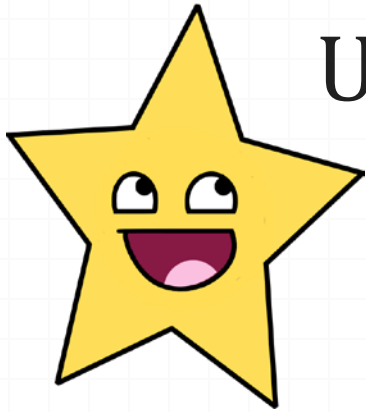


UCSC Peer Advising Superstars

EOP PALS Program

Malik Douglas

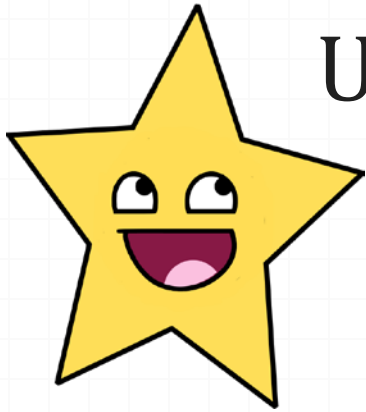
“The main difference of this years PALS compared to last years is basically job responsibilities and a clarification/structure of those responsibilities coupled with very detailed trainings on university requirements and resources. Without proper training in the beginning, peer advisors will feel less confident in their sessions with students so giving them a step-by-step process and scenarios are crucial to their performance. My PALS have learned best from scenarios and having me break down those scenarios so they can get a firm understanding of the situation at hand and what actions they need to take throughout that particular situation”



UCSC Peer Advising Superstars

Cowell College Peer Advisers

Kaitlin Jacobson



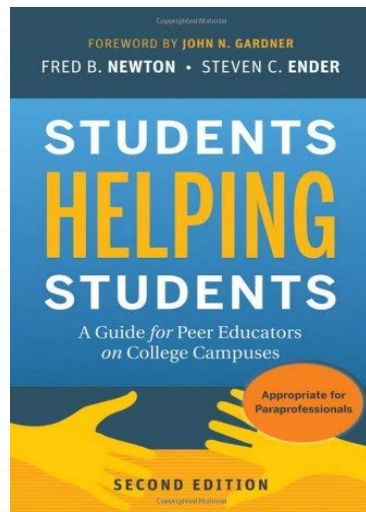
UCSC Peer Advising Superstars

Career Center Peer Advisers

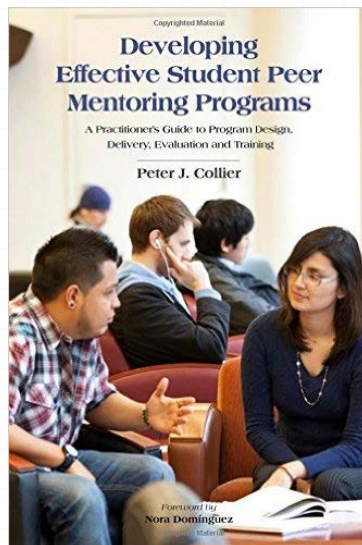
Sheila Rodriguez

“We have hangout peer advising, providing drop-in advising services at 11 scheduled locations around the campus. They highlight these locations as “the Career Center near you.” Hangouts are 2 hour time slots around the campus several times a week including, Cowell College office, EOP office, the Cantu, STARS, Politics and Economics dept. etc. Through our marketing and peer to peer interaction these programs help bring students to the Career Center, encouraging preparation in careers and/or graduate schools.”

Peer Advising Resources



Ender, Steven C., and Fred B. Newton. *Students Helping Students: A Guide for Peer Educators on College Campuses*. San Francisco: Jossey-Bass Publishers, 2010.



Collier, Peter J. *Developing Effective Student Peer Mentoring Programs: A Practitioner's Guide to Program Design, Delivery, Evaluation and Training*. Sterling, VA: Stylus, 2015.

NACADA Resources



Koring, Heidi, and Dana T. Zahorik. Peer Advising and Mentoring: A Guide for Advising Practitioners. Lawrence, KS: Allen Press, 2013.

[NACADA Peer Advising and Mentoring Commission resources](#)

[NACADA Member Surveys](#)

Other resources

The Mentor: An Academic Advising Journal

Academic Advising Today