



Achievement, Retention and Commitment to higher Education Success (ARCHES)

“Evaluation of ARCHES Peer Advising”

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Type of Assessment: Evaluation

Date of Assessment Implementation: 2010/2011 Academic Year
(Assessment on Winter/Spring 2011)

Date of Report: July 2011

Purpose of Assessment

ARCHES evaluated students after receiving Peer Advising that utilizes methods that address disability-related needs. It was our belief that after receiving advising in time management, study skills, learning strategies, organizational skills, and financial aid assistance, ARCHES students would be better capable and comfortable within the content areas.

Assessment Methodology

A Pre-Session Evaluation and post-session follow up were completed for students who participated in ARCHES Peer Advising. The Pre-session survey asked students what their needs were for the session, how many times they met with a Peer Advisor in the previous quarter and how many times they expected to meet with an advisor in the current quarter. The students were asked how comfortable they felt applying the topic they were seeking assistance in and what they were currently doing for this topic.

A Post-Session Evaluation was utilized during the follow-up session after the student met with the Peer Advisor. The post-session asked the students what topic they were in further need of assistance in, it also asked the students what they were doing differently for the topic since the last Peer Advisor session. Finally we asked how comfortable they felt applying the topic after Peer Advising.

A secondary measure used was to evaluate how many students utilized creating academic planners or time management sheets to track and plan their quarter, month, or week.

Results

During the Winter and Spring quarters of 2011 our 2 Peer Advisors worked with 33 students through 84 Peer Advisor Sessions. 22% of the ARCHES students used Peer Advising during the Winter and Spring 2011 quarters.

While we thought the instrument questions would measure what students had learned, unfortunately what we found was that the assessment instrument used measured very little. However, what we could glean from the evaluation was that of the 33 students who received Peer Advising, 21 of those students (64%) received follow-up sessions; which was an intended goal of the ARCHES grant and evaluation of Peer Advising component.

Out of the 33 students 19 students (58%) were assisted in creating an academic calendar/time management sheet to track and plan their quarter, month, or week. This was also a stated goal in the ARCHES grant Peer Advising Component.

Conclusion

While the Peer Advising Evaluation tool did not provide the data that would have been relevant to the success or outcomes of Peer Advising, we were able to see that follow-up appointments with students and follow through in connecting and establishing rapport between Peer Advisors and ARCHES students took place. Furthermore, one of the biggest component that Peer Advisors work with students on has been time management and we have seen significant usage of creating academic planners and time management sheets throughout the students Peer Advisor sessions. In some cases students made multiple plans to adjust for quarter planning, weekly scheduling, and setting priorities and goals.

Implications for Practice

Implications for future practice point to:

- **Creating a more meaningful and useful assessment tool**
- **Establishing clear goals from the start of the academic year for 2011/12 to see how implementation and follow-through is conducted within Peer Advising**
- **Connecting Peer Advising assessment to the overarching ARCHES Student Development Learning Outcome**
- **Looking at Peer Advising assessment in the Winter 2012 quarter so we can collect data during Fall and Winter as we notice a strong decrease in Peer Advising during the Spring quarter as students and Peer Advisors are winding down the school year**