**Survey Says...!: How to Discover the Impact of SI Leadership on Alumni's Post-SI Lives**

### PLAN
- **Determine**
  - Your goals
  - Survey participants (e.g., alumni who graduated between 2005-10)
  - Question types qualitative and/or quantitative
  - Survey tool electronic or paper
  - Survey dates (e.g., May 31-June 14)
- **Talk**
  - Discuss your plan with your institutional research and/or assessment office
  - Share plan with your Alumni Relations office
- **Obtain**
  - IRB “human subjects” approval
  - SI leader alumni snail-mail or email addresses

### CREATE
- **Draft**
  - Survey questions
  - Cover letter/email to SI alumni
- **Share**
  - Drafts with IRB and current SI leaders to ensure clarity
  - Questions and cover letter/email

### CONDUCT
- **Finalize**
  - Survey timeline
- **Send**
  - Survey and cover letter/email to SI alumni
- **Receive**
  - If paper surveys were used, plan for data entry

### ANALYZE
- **Look for patterns**
  - Words and phrases
  - Ideas and concepts
  - Lykert-scale averages
- **Invite**
  - Ask/pay a student (or students) experienced in data analysis to tell you what they notice
- **Summarize**
  - Synopsize and package findings for different audiences and purposes

### SHARE
- **People**
  - Your boss
  - Your division head
  - Current SI leaders
  - Potential SI leaders
- **Places**
  - Your website
  - Your annual report
- **Other units**
  - Career Center
  - Student Employment Office

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**Kathy Evertz**

Director, Academic Support Center  
Carleton College • Northfield, MN  
kevertz@carleton.edu
**Survey Says...!**: Assessing the Impact of SI Leadership on Peer Educators’ Post-SI Lives

<table>
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<tr>
<th>PLAN</th>
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<td>For an electronic survey, consider using</td>
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<td>☑ For a sample cover letter/email to alumni, visit <a href="http://go.carleton.edu/78c">http://go.carleton.edu/78c</a></td>
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**Obtain**

☑ Supplement your search for alumni with Facebook (we found this to be very helpful!)
☑ For a sample IRB form, visit [http://go.carleton.edu/78c](http://go.carleton.edu/78c)

**For more information, visit**

☑ [http://go.carleton.edu/78c](http://go.carleton.edu/78c)

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**ANALYZE**

**Look for patterns**

☑ Tools that can be helpful:
  ☑ NVivo, a software program used in qualitative research analysis
  ☑ Qualtrics.com (see “Plan” section)

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**SHARE**

**Places**

☑ Your website
  ☑ [http://go.carleton.edu/685](http://go.carleton.edu/685)
☑ Your annual report
  ☑ [http://tinyurl.com/Carleton-ASC](http://tinyurl.com/Carleton-ASC)

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Kathy Evertz  
Director, Academic Support Center  
Carleton College • Northfield, MN  
kevertz@carleton.edu
Section One: Summary Information

Date of This Application: January 28, 2011
Principal Investigator: Kathy Evertz
Principal Investigator E-mail address: kevertz@carleton.edu
Title of project: Prefect Alumni Research Project

Purpose of this project (in one or two sentences)

• Collaborative learning really seems to work in two directions, although not in entirely transparent ways. What interests us is how significant the experience of collaborative learning is for prefects even after they graduate from college, leave the Academic Support Center behind, and plunge into their post-graduate lives. (Adapted from "The Peer Writing Tutor Alumni Research Project" at http://www.writing.wisc.edu/pwtarp/?page_id=358)

Intended use of information gathered

• Our Academic Support Center website, especially the section on applying for prefect positions. (We’d like to include some alumni’s experiences.)
• Letters to potential prefects.
• Annual report to Dean of Students.
• Presentation at a conference.

Consultants or co-investigators, if any, and their department affiliations (institutional affiliations, if not Carleton)

• Jessica Krzeminski ('10, English), current writing consultant for the Academic Support Center.
• Rachel Zucker ('11, Psychology), Academic Support Center data analyst

Estimated duration of total project (note: approvals are granted for no more than 1 year from the date of review)

• We plan to keep the online survey "live" for approximately one month.
• Data analysis and report preparation will take approximately one year.

Estimated total number of subjects (including control subjects)

• We plan to send the survey to approximately 100 alumni of the prefect program.

Age range of subjects

• 22-27

Where will this study be conducted?

• Via an online survey tool (surveymonkey.com or studenvoice.com)

Source of subjects

Please note: Investigators are discouraged from enrolling subjects with status relationships with the investigators (e.g. faculty-students; student advisees of faculty-students). Approval may be granted with a compelling justification or employment of a mechanism ensuring anonymity of participation.

• We will be drawing from our rosters of previous prefects for the past seven years. We are using the alumni directory and Facebook for their email addresses.
Section Two: Information for IRB Review

Please answer each specific question and use as much space as needed to answer fully.

2-1. Provide a brief historical background of the project with reference to the investigator’s personal experience and to pertinent scientific literature.

- We are interested in conducting this study because we have been inspired by the Peer Writing Tutor Alumni Research Project (http://www.writing.wisc.edu/pwtarp/), which was begun by Harvey Kail, University of Maine; Paula Gillespie, Florida International University; and Brad Hughes, University of Wisconsin-Madison. All of them are writing center directors.

2-2. The plan of study.

(A) State the hypothesis or research question you intend to answer. Describe the research design, methods, interventions, and procedures (including standard or commonly used interventions or procedures) to be used in the research. Specifically, identify any interventions, procedures, or equipment that are innovative, unusual, or experimental.

- We want to learn how significant the experience of collaborative learning is for prefects even after they graduate from college, leave the Academic Support Center behind, and plunge into their post-graduate lives.
- We will use an online survey tool to gather responses. Former prefects will be reached via contact information provided in the Alumni Directory, and they will be invited to take a survey to describe their post-Carleton lives and the effects, if any, their time as prefects has had on them.

(B) Describe any deception procedures employed in this study, if applicable. Please explain why deception is necessary. Examples of deception used for research purposes: withholding relevant information, use of a confederate (someone who poses as someone they’re not), false performance feedback, offering fictitious information about the true purpose of the study, etc.

- N/A

2-3. Possible risks.

(A) Indicate what you consider to be the possible risks (or inconveniences) to subjects and indicate the precautions to be taken to minimize or eliminate these risks. If any data monitoring procedures are needed to ensure the safety of subjects, describe them.

- We do not anticipate any risks to the subjects because they can choose whether or not to identify themselves. Additionally, responses will be coded in order to ensure anonymity. The only inconvenience will be the time it takes participants to complete the survey.

(B) If deception is used, please explain possible risks and precautions to be taken to minimize or eliminate these risks.

- N/A

Section Three: Selection of Subjects and the Informed Consent Process

3-1. Indicate whether this project involves any of the following subject populations:

Minors (Minors or “children” are defined in Minnesota law as persons under age 18.)
Prisoners
Pregnant women

- Some responses may be from pregnant women.
Cognitively impaired or mentally disabled subjects
Economically or educationally disadvantaged subjects

- 3-2. If you indicated any of the above, additional safeguards will need to be implemented in order to protect these populations from excessive risk, coercion or undue influence. Please describe the precautions that you will take to minimize all possible risks given the unique setting or circumstance faced by these individuals. See federal guidelines at <http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.htm>

N/A

3-3. Describe how subjects will be recruited and how informed consent will be sought from subjects or from the subjects’ legally authorized representative. If children are subjects, discuss whether their assent will be sought and how the permission of their parents or legal guardians will be obtained. Use additional sheets as needed.

- We will email prefect alumni and invite them to participate. The survey itself will include an entry for consent.

3-4 (A.) Will your subjects receive any compensation for participation in cash or in kind?

- No.

(B.) Will your subjects receive course credit (either extra credit or fulfillment of a course requirement?). Note: Students must be offered an equally desirable, non-research option for receiving the same amount of course credit.

- No.

Section Four: Privacy and Confidentiality of Data and Records

Will identifiable, private, or sensitive information be obtained about the subjects or other living individuals? Whether or not such information is obtained, describe the provisions to protect the privacy of subjects and to maintain the confidentiality of data.

- The online survey will have a question that asks respondents to indicate whether or not they wish to identify themselves and be associated with any of their responses.

Section Five: Investigator’s Pledge

- I certify that the information furnished concerning the procedures to be taken for the protection of human subjects is correct. I will seek and obtain prior approval for any modification in the project design or informed consent document and will report promptly any unexpected or otherwise significant adverse effects encountered in the course of this study. I certify that all individuals named as consultants or co-investigators have agreed to participate in this study.

Certification is recorded by submitting this form via the Carleton IRB online application system.

Section Seven: Attachments

Please attach the following items in order for the IRB to review your research.

A copy of the informed consent document
Any recruitment notices or advertisements
Debriefing statement in the case of research involving deception.
Any survey instruments, psychological tests (other than standard, commercially available instruments), interview forms, or oral-interview scripts to be used in the research.
Certificate of completion of education in the protection of human research subjects, if you have one.
Formal research protocol, if available.
Grant application, if applicable.
Greetings from Scoville!

I invite you as a former prefect at Carleton to participate in a study of the ongoing value of working as a prefect. Through this project, we seek to understand the ways in which you may have connected your training and experiences with your job and your life after Carleton.

We would be very grateful if you could take the time to fill out this survey.

To access the survey please click here. If the survey does not open automatically, please copy and paste the following link to your internet browser's address bar:

http://www.studentvoice.com/p/?uuid=05764c6066244f179173dda1524181b8&p=1

We are very interested in hearing from each of you. Thank you for your help!

Sincerely,

Kathy Evertz
Director, Academic Support Center at Carleton College

Note: Your participation in this research is strictly voluntary. Furthermore, your response (or decision not to respond) will not affect your relationship with Carleton. Please note that your responses will be used for research purposes only and will be strictly confidential. This means that your responses will never be publicly linked with your name or with any other identifying information.

Your completion and submission of the questionnaire indicate your consent to participate in the project. If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, contact the Institutional Review Board for Research with Human Subjects at Carleton College, c/o Office of the Associate Dean of the College, Carleton College, One North College Street, Northfield MN 55057; telephone (507) 646-4301.
Kathy Evertz (kevertz@carleton.edu)
Carleton College
Prefect Program Alumni Research Project
Conducted March 2011

Basic Survey Numbers

In March 2011, we surveyed all the prefects we could track down who graduated between 2005-2010: 112 former prefects were contacted, 86 of whom filled out the survey (77% response rate).

The Numbers From 2011-2012 (current year)

7 departments had prefects for one or more classes
- 34 individual students worked as prefects
- 56 classes were supported by prefects
- 37 individual faculty taught courses supported by prefects

Post-Carleton Education (79% of respondents were pursuing or had pursued additional education after Carleton; 21% had not)

- California multiple subjects teaching credential at Mills College (2009) and pursuing masters in education with an emphasis in teaching at Mills College (est. graduation 2013)
- Chemistry Ph.D.
- Ph.D. program (Neurosciences)
- Financial licenses & education: Series 63, Series 65, Life & Health, completed level I of the CFA (Chartered Financial Analyst)
- Graduate Certificate in Health Care Management
- Ph.D. program in School Psychology Ph.D. in Organizational Behavior
- Plan to enroll in a master's program for Environmental Studies/Biology/Ecology in the fall of 2011
- J.D. (3)
- M.S. Applied Economics
- M.S. in Economics and Ph.D. in Economics
- Mandarin Language Certificate
- Master of Science in Education
- Masters in Speech Language Pathology
- Masters of Education (in my last semester)
- Master's of Public Policy/Public Administration
- Master's of Science in Genetic Counseling
- MBA (3)
- Medical Degree - M.D. (~15)
- MS Herbal Medicine (completed 2010
- MS in Math & Statistics (non-degree)
- Master of Public Policy
- MS in Nutritional Epidemiology
- MPH with concentration in Health Communication
- Ph.D. in Organic Chemistry
- Ph.D. in Chemistry
- Ph.D. in Clinical Psychology (Neuropsychology)
- Ph.D. in Economics
- Ph.D. in Pharmacy (Pharmacology/Toxicology)
- Ph.D. Biochemistry
- Ph.D. Molecular Medicine
- Ph.D. in Biology
- Ph.D. in Chemical Oceanography
- Ph.D. in Ecology and Evolutionary Biology
- Ph.D. in Microbiology
- Ph.D. in Oceanography and Astrobiology
- Ph.D. in Physical Chemistry
- Ph.D. in Political Science
- Ph.D. Molecular and Cell Biology
- Ph.D., Biochemistry and Molecular Biology
- Ph.D., Biomedical Science
- Ph.D., Political Science
- Ph.D./MS in Computer Science
- Post-Bacc courses in Political Science and Economics
Complete List of Survey Questions

Q1. What year did you graduate?
Q2. What was (were) your major(s)?
Q3. Have you pursued any additional education after graduation?
Q4. Please specify what additional education you pursued (or are pursuing) and where.
Q5. What occupation(s) have you pursued since graduation?
Q6. How many terms did you work for the Prefect Program?
Q7. What are the most significant abilities, values, or skills that you developed in your work as a prefect?
Q8. Did these qualities seem to play a role in your application, interviewing, or acceptance into graduate or professional school?
Q9. In your occupation(s), have you used the qualities you developed as a prefect?
Q10. To what extent do you think your own academic work--at Carleton and/or in graduate school--was or has been influenced by your experience as a prefect?
Q11. Please comment on your answer above.
Q12. What have you learned from facilitating the learning of others? Please elaborate.
Q13. How would you rate the importance of your prefect training and experience as you developed as college student?
Q14. Please comment on your answer above.
Q15. Do you have any additional comments or suggestions?
Q16. If you wish to identify yourself, please do so here.

Representative Responses to Selected Survey Questions

What are the most significant abilities, values, or skills that you developed in your work as a prefect?

- Beginning of lesson planning skills, reviewing course material, considering student needs and how to support them, improved relationship with a professor, positive relationship with underclassmen
- Comfortable presenting in front of a large group of people. Adept at gauging audiences for their understanding of what I am presenting and being able to say the same thing in a few different ways to make sure they understand. Also, engaging audiences when I speak.
- Confidence in front of a group of students, ability to lead a group, ability to lead students to answers on their own without handing them the answer.
- General comfort in front of a class and confidence in myself as a teacher, way to structure review sessions, how to encourage participation, time management (both in and out of class)
- I learned how to explain concepts to people who learned differently which helps in medical school when studying with different types of people and for explaining diagnoses and treatments to patients so they can understand. I also learned to accept that I do not always have an answer and be comfortable saying that I don't know an answer.
- Oral presentation skills, motivating students, peer leadership in a group setting,

Did these qualities seem to play a role in your application, interview, or acceptance into graduate or professional school (if applicable)? If so, how?

- Certainly the experience made me an attractive candidate for a teaching position in [the] Peace Corps, which then made me an attractive candidate for medical school.
- In the interview process, [these skills] helped me explain my interests to scientists who were not experts in what I was interested [in]. Also, I was very comfortable..., [I'd learned] how to really understand the questions I am being asked and answer in the most honest way (admitting when I am not sure of something). These skills, along with my found enjoyment with helping people learn and learning myself, would have never been so prominent without my experience as a prefect and I'm sure were instrumental to my acceptance into graduate school.
• I believe that stating I had previously had experience with mentorship and teaching was valued by the graduate committee, as it demonstrated leadership skills and responsibility, and has certainly assisted in my duties now as a TA and mentor for undergraduates.
• I think prefecting certainly helped me get accepted to graduate school because I had the experience of communicating complex, technical information to students in less complicated ways (which is exactly what a genetic counselor does).
• I think they may have helped me get accepted to Teach For America (the program I am teaching through).
• As a graduate student I have been a TA for several classes. Because effective teaching is not a priority in graduate school, there was very little training, so I relied on what I had learned as a prefect.
• As a graduate student, I am paid through a stipend for being a teaching assistant. I feel that I can better relate the material to a novice learner in a way that will have the most impact. During my first quarter I was the lecture teaching assistant and conducted regular review sessions. I felt very prepared having lead review sessions in the past, though the crowd was much larger (150 students).
• I learned that teaching is a continuing challenge to improve yourself and I always strove to improve my lessons as a teacher with Peace Corps.
• I was able to very clearly explain what I wanted to do and why; a teaching assistantship is part of my funding source now... so my past experience was a benefit.
• I'm interested in becoming a law professor, so I used my experience as a prefect in law school interviews to explain where my interest in teaching came from.
• In applying to graduate school, my interviewers were convinced that I had a deeper understanding of the subject.

In your occupation(s), have you used the qualities you developed as a prefect?

• I'm a computer programmer so basically do the same thing I was teaching as a prefect all day every day.
• My job includes a lot of coaching, training, and effective oral communication, to ensure subject matter is delivered effectively and understood by the audience.
• Oh, yes. In my TA job, I am constantly trying to find new ways to relay information to students so that it is accessible. I often have them work in small groups on problem solving, which I learned from prefecting. This helps them teach each other and identify their areas of confusion. Also, I always ask them, "what questions do you have?" rather than "do you have any questions?" so they feel comfortable asking them. I think I'll use this method with patients when I'm clinic also. I actually had more training for prefecting than I did for this TA position, and it's lucky I did because I feel much more confident talking in front of 20 students for 2 hours after that training and experience.
• Yes. I am frequently asked to review corporate training materials related to underwriting, and my experience as a prefect has allowed me to review them for understanding, to know where coworkers will have trouble with the information presented, and to make better suggestions on how to improve the materials. It has also helped me on occasion when I am required to mentor new employees.

To what extent do you think your own academic work -- at Carleton and/or in graduate school -- was or has been influenced by your experience as a prefect? Please comment on your answer.

• A side benefit of being a prefect is that it provides one with an opportunity to re-learn introductory material. I now have a very firm grasp of intro economics concepts that is applicable in business school. Additionally, working in groups is an essential skill in the workplace and in school, and the prefect program trains one for this.
• Being a prefect made me take more initiative in my own learning. Once I was on the "other side" of the educational experience, I worked harder to be an active learner and to be engaged with the professor and the material.
• It helped me organize my own learning and coursework, and I actually developed a much deeper grasp of the material, which has helped me in the long run.
- I am considering an academic career. While the primary reason is to do research, I have my experience as a prefect to show both the rewards and frustrations of teaching.
- I believe brilliance is in the basics. By going over 100 level concepts over and over again as a prefect, you learn them like the back of your hand. I received distinction on my senior comps and I believe a lot of the teaching I did in economics as a prefect helped me grasp the advanced concepts better.

What have you learned from facilitating the learning of others? Please elaborate.

- Don't be afraid to admit to things I don't know! Don't make up answers to questions because chances are you will be wrong.
- First, that there are many different learning strategies and motivations for learning. Realizing this helps me to adjust my teaching style to accommodate these differences. Second, that it's important to tell students why they are learning certain things and why the details actually are really important beyond the scope of the class or lecture. Third, that learning takes time. A mistake that many professionals make is thinking that explaining something they know very well once will then be cemented in the minds of the students.
- I came to appreciate that the most important skill the students need to do well in a class is understanding how to begin to think about the problems so that if they learned more in the field they could apply the new knowledge to solve different problems. This was also a more challenging skill to impart than teaching how to solve each kind of problem as they were addressed in class.
- I have improved my level of patience, how much material can be digested in an hour or two (the usual length of many prefect sessions, and surprisingly, work meetings).
- So much... I've learned the value of being able to say things in many different ways to reach many audiences; incorporating my students into the learning process (active); staying excited about the material to convey it to others; learning enough about my students that I can use a mixture of learning styles (visual, auditory, demos) to reach out to more people simultaneously; repeating the message at the beginning and end of class or having the students pick out key points of what we talked about... and so much more.

Q16. Do you have any additional comments or suggestions?

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<th>Count</th>
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<tr>
<td>1</td>
<td>5.56%</td>
<td>I found that my experience at the time seemed very different than the other prefects, largely because the class I was prefecting was very different than most. Because of the route I followed post-Carlton, that experience has been immensely valuable to me. However, my position at the Federal Home Loan Bank also required that I be able to complete quantitative analysis and explain it clearly to management - skills I developed while serving as a Prefect for the Methods of Political Science class. I should also say that Greg Martin was an excellent Professor to be a Prefect for - his mentorship helped me develop skills that have served me well in grad school (and helped lead me there).</td>
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<tr>
<td>1</td>
<td>5.56%</td>
<td>I have a one-year old and am essentially a mom these days. Otherwise I'm sure I'd be currently working more out of the home. I support the prefect program 100%, and encourage everyone to be involved (from both sides - going to prefect sessions if their courses offer it, and becoming prefects if they have the opportunity). I am particularly fond of the practice of providing cookies at prefect sessions - please keep this going! Also, I think it's very valuable to talk to and interact with the professor that one is prefecting for. Both professors and prefects are often busy, but communication is really important - if mandatory pizza sessions is what it takes, keep the pizza coming. As a personal side note, I met my (now) fiancé while prefecting (we were both chemistry prefects), so I have especially fond memories of the prefect program. I think it's a great program, but aspects of it could be improved somewhat for computer science. For example, I tried to combine conceptual review with more problem/homework-oriented help, but it was somewhat complicated by the fact in order to work through problems, students need to be seated at computers and in the computer labs there was a limit to the group help/lecture I could do just because</td>
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Q16. Do you have any additional comments or suggestions?

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<th>Comments</th>
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<td>1</td>
<td>5.56%</td>
<td>I think the prefect program is a great experience and of important benefit to both students who are not themselves prefects as well as prefects themselves. I would advise most Carleton students to try to make such an experience a part of their work-study program while at Carleton.</td>
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<tr>
<td>1</td>
<td>5.56%</td>
<td>I would be more than happy to talk to anyone who is interested in teaching or Teach for America. It was stressful to be a prefect, but I wish I'd done it more than once since I think I would have felt better about it after the first term. Maybe as a way to keep students involved in the prefect program it would be useful for new prefects to meet with Kathy once or twice during their first term just to discuss how things are going and what they could change (maybe we did this and I just forgot?). Also, not very many students came to my sessions once they discovered that the class wasn't very difficult. I didn't have anything to offer that the students couldn't get in the professor's office hours, and it was disheartening when no one came after I spent time preparing problems for them. It was more rewarding to be a tutor or TA because then I was actually allowed to provide useful homework help (tutor sessions were better attended) and in lab I got to help them with hands on activities. After my one term as a prefect I went back to being a tutor and lab TA instead, although I was asked by professors to prefect every term for the rest of my time at Carleton.</td>
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<tr>
<td>1</td>
<td>5.56%</td>
<td>Keep up the good work, Kathy and Russ!</td>
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<tr>
<td>1</td>
<td>5.56%</td>
<td>Thanks for a great experience!</td>
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<tr>
<td>1</td>
<td>5.56%</td>
<td>Thanks!</td>
</tr>
<tr>
<td>1</td>
<td>5.56%</td>
<td>Thanks, Kathy. Hope everything is going well.</td>
</tr>
<tr>
<td>1</td>
<td>5.56%</td>
<td>The prefect program is a great opportunity for students, both prefects and class members. I think more training and support could have helped me at times, for example, let inexperienced prefects shadow experienced prefects or have a repository or worksheets for standard classes, e.g. intro chem etc.</td>
</tr>
<tr>
<td>1</td>
<td>5.56%</td>
<td>The prefect program is great, and Carleton is the perfect place to get a taste of teaching.</td>
</tr>
<tr>
<td>1</td>
<td>5.56%</td>
<td>The prefect program was one of the most valuable experiences I had at Carleton, and I'll always look back on it fondly. My one disappointment was how few students showed up to prefect sessions. If more students see the value of the prefect program, it would be a big improvement for everyone involved.</td>
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57 76.00% No

75 Respondents
Analysis of Open-Ended Comments
By Rachel Zucker ('11, Psychology and former prefect at Carleton College)

Q7. What are the most significant abilities, values, or skills that you developed in your work as a prefect? (76 open-ended responses)

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<td>Communication</td>
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<td>Appreciating/presenting multiple perspectives</td>
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<td>Patience</td>
<td>8</td>
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<tr>
<td>Organization</td>
<td>8</td>
</tr>
<tr>
<td>Developing group work skills</td>
<td>7</td>
</tr>
<tr>
<td>Value of students working through problems</td>
<td>7</td>
</tr>
<tr>
<td>Creating sample problems</td>
<td>5</td>
</tr>
<tr>
<td>Ability to admit ignorance</td>
<td>5</td>
</tr>
<tr>
<td>Time management</td>
<td>5</td>
</tr>
<tr>
<td>Planning lessons</td>
<td>3</td>
</tr>
<tr>
<td>Improved professor relations</td>
<td>3</td>
</tr>
<tr>
<td>Responsibility</td>
<td>1</td>
</tr>
</tbody>
</table>

Selected responses:

"I learned how to explain concepts to people who learned differently which helps in medical school when studying with different types of people and for explaining diagnoses and treatments to patients so they can understand. I also learned to accept that I do not always have an answer and be comfortable saying that I don't know an answer."

"The importance of helping students figure out the correct answer, instead of simply telling them the correct answer."

"If you are the prefect for a course, you already have a decent understanding of the material being taught in the intro courses you support. However, by sitting through those courses again, reabsorbing the material, and then teaching that material to others, I found that my understanding grew by many multiples. I was able to leverage my new, deeper understanding of introductory material in the prefect class to help my better understand new concepts in my upper-level courses."

"Patience. Working with fellow students who were not grasping concepts that came naturally to me was difficult at first. I put myself in their shoes knowing that there were other subjects that did not come naturally to me that I had to work hard at."

Q9. Did these qualities seem to play a role in your application, interviewing, or acceptance into graduate or professional school? (42 open-ended responses)
Theme: No. of responses involving theme:

Previous teaching experience was relevant 20
Strengthened resume/application 17
Improved interview skills 13
Helped in writing cover letter/essays 8
Helped in graduate program selection 1
Increased GRE scores 1
Name of "prefect" program was a problem 1

Selected responses:

"I currently teach a section of first year legal writing at the University of Minnesota, and am also a director for second year students in a moot court program - my prefect experience was one of the reasons I was selected for, and enjoy these positions so much. The prefect program also shows a level of leadership and responsibility that isn't often found in an undergraduate's job history, making this an important part of my law school resume."

"An interest in teaching and working in problem solving groups led me pursue graduate school, and almost certainly helped me apply, interview, and happily settle on a graduate program. My experience as a prefect influenced what I wanted in a graduate program, and this helped me be a better candidate."

"Interviewers were happy to learn that I had led discussion sessions without a professor present. However, calling the program "prefect" instead of "teaching assistant" ALWAYS causes issues because no one outside Carleton knows what a prefect is. I think therefore it is often overlooked. I would suggest a more explanatory title that could still be different than teaching assistant. For example, UT calls graduate students in similar roles 'Assistant Instructors.'"

"In the interview process, they helped me explain my interests to scientists who were not experts in what I was interested. Also, I was very comfortable during the interview process, I think because of my experience with one on one tutoring that helped me learn how to really understand the questions I am being asked and answer in the most honest way (admitting when I am not sure of something). These skills, along with my found enjoyment with helping people learn and learning myself, would have never been so prominent without my experience as a prefect and I'm sure were instrumental to my acceptance into graduate school."

Q10. In your occupation(s), have you used the qualities you developed as a prefect? (65 open-ended responses)

Theme: No. of responses involving theme:

Teaching experience was valuable 31
Use communication skills 21
Employed as TA in graduate school 18
Use group work skills 9
Use skills in organizing/presenting material 9
Use subject area skills 5
Use skills to improve written materials 3
Patience and understanding 2
Selected responses:

"Prefecting enhanced my understanding of economics, which is essential when working at an economic consulting firm. It also improved my abilities to communicate and collaborate with others--traits that are also essential to performing well in my firm."

"The need to communicate information effectively and teach others really isn’t confined to the classroom, in my experience; a lot of the time on the job you’re either learning from another co-worker (often specialized firm-specific knowledge) or you’re bringing a co-worker up to speed on what you’ve learned to do. Less abstractly: presentations, on-the-job training, etc."

"I am frequently asked to review corporate training materials related to underwriting, and my experience as a prefect has allowed me to review them for understanding, to know where coworkers will have trouble with the information presented, and to make better suggestions on how to improve the materials. It has also helped me on occasion when I am required to mentor new employees."

"I’m a teaching assistant now and I have a whole lab section to myself. I definitely would have been more nervous to get up in front of a class if I hadn’t already been a prefect. I also have a better idea of what works and what doesn’t, how to structure class time, how to engage students who aren’t participating."

Q11. To what extent do you think your own academic work -- at Carleton and/or in graduate school -- was or has been influenced by your experience as a prefect? (62 open-ended responses)

<table>
<thead>
<tr>
<th>Theme</th>
<th>No. of responses involving theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good review of old material</td>
<td>41</td>
</tr>
<tr>
<td>No change</td>
<td>11</td>
</tr>
<tr>
<td>Increased interest in academics</td>
<td>7</td>
</tr>
<tr>
<td>Improved writing/coursework</td>
<td>5</td>
</tr>
<tr>
<td>Improved verbal communication</td>
<td>3</td>
</tr>
<tr>
<td>Met with more professors</td>
<td>3</td>
</tr>
<tr>
<td>Learned value of multiple viewpoints</td>
<td>2</td>
</tr>
<tr>
<td>More likely to seek help</td>
<td>1</td>
</tr>
<tr>
<td>Helped in comps</td>
<td>1</td>
</tr>
<tr>
<td>Negative impact - took too much time</td>
<td>1</td>
</tr>
</tbody>
</table>

Selected responses:

"A side benefit of being a prefect is that it provides one with an opportunity to re-learn introductory material. I now have a very firm grasp of intro economics concepts that is applicable in business school. Additionally, working in groups is an essential skill in the workplace and in school, and the prefect program trains one for this."

"Being a prefect made me take more initiative in my own learning. Once I was on the "other side" of the educational experience, I worked harder to be an active learner and to be engaged with the professor and the material."

"Because I worked as a prefect for only one semester, I feel that it did not have a big influence. However, because I prefected biology during my senior year and had to take a graduate biochemistry course the following year in graduate school, the review of concepts when I was a prefect was very helpful!"
"Admittedly, I think the net impact in some sense might have been negative, it can really eat up a lot of time. But taking the longer view, it was not only really and truly enjoyable but also gave me a great skill set."

**Q13. What have you learned from facilitating the learning of others? Please elaborate. (61 open-ended responses)**

<table>
<thead>
<tr>
<th>Theme</th>
<th>No. of responses involving theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to teach to different learning styles</td>
<td>29</td>
</tr>
<tr>
<td>That I love teaching</td>
<td>13</td>
</tr>
<tr>
<td>How people learn</td>
<td>12</td>
</tr>
<tr>
<td>How to communicate</td>
<td>10</td>
</tr>
<tr>
<td>How to be a role model</td>
<td>2</td>
</tr>
<tr>
<td>How to work with a group</td>
<td>2</td>
</tr>
<tr>
<td>Better study habits</td>
<td>2</td>
</tr>
<tr>
<td>How to admit &quot;I don't know&quot;</td>
<td>1</td>
</tr>
<tr>
<td>How to motivate</td>
<td>1</td>
</tr>
<tr>
<td>That I shouldn't be a teacher</td>
<td>1</td>
</tr>
<tr>
<td>That I like working one-on-one</td>
<td>1</td>
</tr>
<tr>
<td>That Carleton students are relatively easy to teach</td>
<td>1</td>
</tr>
</tbody>
</table>

**Selected responses:**

"I have learned that everyone brings something to the table, and it is my job as a teacher to understand what that is and incorporate it into my teaching. This is extremely important where I'm teaching now -- a large and very diverse university, where students have a heavy course load and many also work to pay for their education. There is such a broad spectrum of strengths and weaknesses, so working to understand what those are is a key piece to effective teaching."

"It helped me decide that I wanted to become a teacher."

"So much... I've learned the value of being able to say things in many different ways to reach many audiences; incorporating my students into the learning process (active); staying excited about the material to convey it to others; learning enough about my students that I can use a mixture of learning styles (visual, auditory, demos) to reach out to more people simultaneously; repeating the message at the beginning and end of class or having the students pick out key points of what we talked about... and so much more."

"I learned how to listen to fellow students."