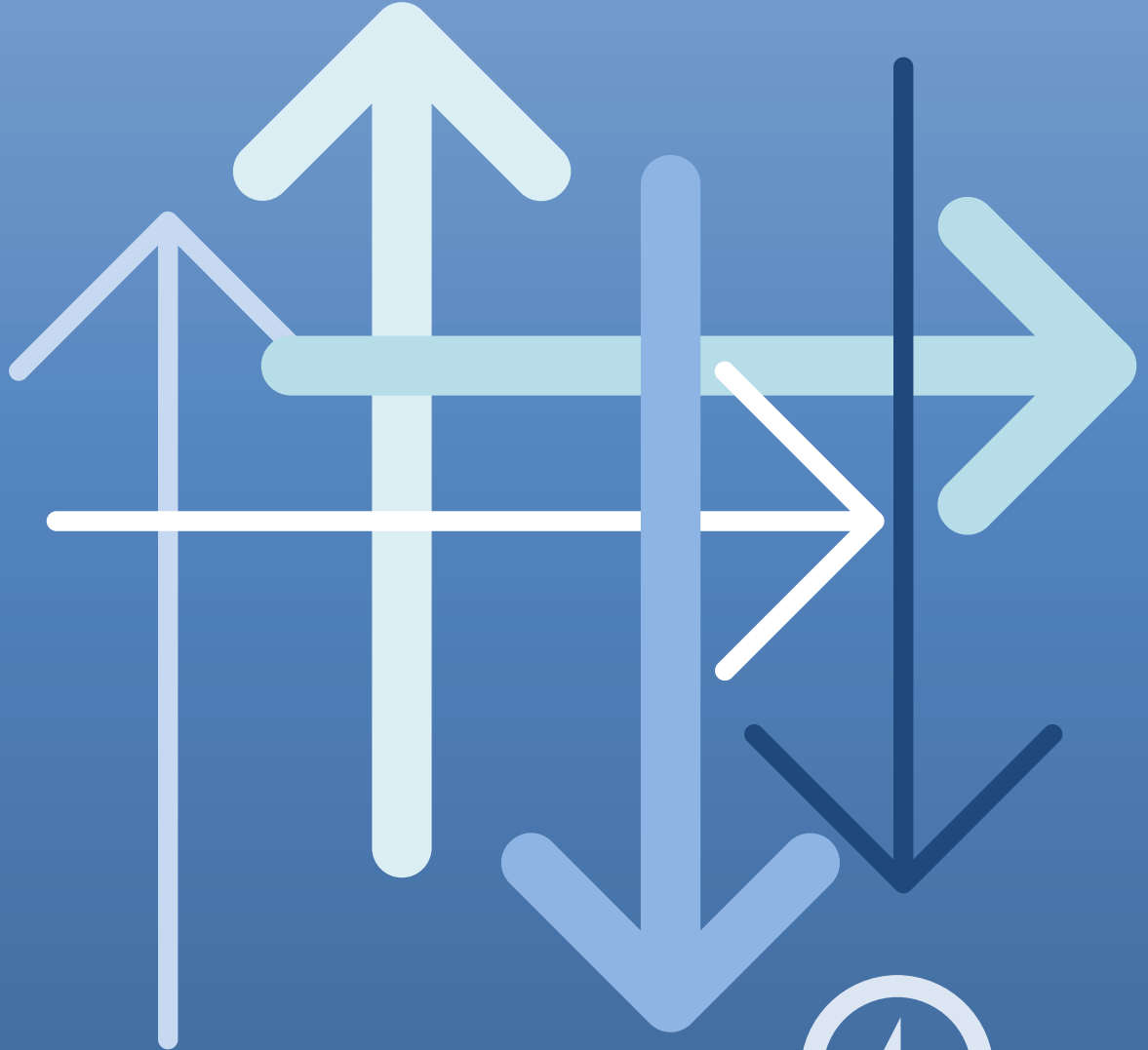




National Peer Educator Study Report 2025-2026



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Welcome from the Director

Thank you for taking part in the National Peer Educator Study, sponsored by Michigan State University and the Health, Safety, and Well-being Initiatives of the National Association of Student Personnel Administrators (NASPA). This year marks the 19th year of the National Peer Educator Survey (NPES), which we launched as part of the national study to provide evidence-based scholarship on outcomes associated with being a peer educator on a college or university campus. To date, undergraduate peer educators from more than 450 colleges and universities have participated in the survey nationally, with many participating regularly since we first started collecting data. Thank you for your assistance in encouraging your peer educators to respond to the NPES.

As we aim to provide accessible and innovative ways for advisors to view results of our survey, we have recently shifted to using Tableau software to provide an interactive dashboard for the 2025-26 NPES Institutional Reports. We hope you find the results of this report, along with the Tableau dashboard, informative and helpful in your efforts to assess information such as the influence of the peer educator experience on students in these roles, the training peer educators report they receive and where they may be engaged in educational initiatives without training, and recruitment strategies incorporating the motivations students cite for becoming a peer educator. We are always interested in your feedback, which can be sent to the NPES Research Team at npes@naspa.org.

Best wishes with your health and wellness efforts,

Matthew R. Wawrzynski, PhD

National Peer Educator Study Director and Principal Investigator
Professor

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Brief Overview

College and university administrators have long recognized the pivotal role that peers play in student growth and development. As a result, postsecondary institutions have increasingly utilized peer educators, those students who are recruited and trained to mentor and support peers on sensitive topics, to enhance the lives of students.

However, more research was needed to explore the positive outcomes associated with being a college peer educator.

With this goal in mind, the National Peer Educator Survey (NPES) was designed to provide large scale, evidence-based research on outcomes associated with being a college peer educator. Successfully pilot tested in 2004, over 14,000 undergraduate peer educators from more than 450 college and university campuses in the United States and beyond have participated in the survey. The NPES research team at Michigan State University coordinates the project with support from the Health, Safety, and Well-being (formerly BACCHUS) Initiatives of the National Association of Student Personnel Administrators (NASPA). As an institutional benefit of affiliation with the Health, Safety, and Well-being Initiatives of NASPA, peer education advisors can elect to have peer education groups participate in the study.

The National Peer Educator Study Assesses the Following Information:



Peer educator self-reported learning outcomes within six specific learning domains consistent with Learning Reconsidered 2 (Keeling, 2006) and the Council for the Advancement of Standards (CAS, 2015).



Student motivations for becoming a peer educator.



The training peer educators receive and the topics they cover with students.



The demographics of peer educators



A comparison of peer educator learning outcomes across the institutional Carnegie Classification system.



Student affairs professionals from over 450 different colleges and universities in the United States and abroad have participated in the National Peer Educator Study. Above, we provide a snapshot of some of the participating institutions in the United States.

NPES Survey Timeline

December

Advisors complete NPES registration through an online survey. Peer educator names and contact emails are submitted via Excel spreadsheet to the NPES research team.



January

Additional advisors are registered at the NASPA Strategies. Further information and data from the NPES are provided at the conference.



January - March

The NPES survey is sent out to peer educators. Data are collected to track student learning as the result of a peer educator experience.



May - July

Participating institutions fulfilling requirements of the study will receive access to a Tableau dashboard featuring personalized data and insight for their peer educators.



The following is a guide on how to read the results the of report based on statistics highlighted in each section.

Learning Domains

The NPES measures the self-reported learning domains of peer educators based on behaviors and competencies that students evaluate using a 5-point, Likert scale (1=Did not have to 5=Very strong) both before and as a result of their peer education experience. Each of the six learning domains in the report include a results section with several different elements.

Overview

At the top of the page, we provide the learning domain name along with a brief introduction. Next, a description of each outcome that comprises the learning domain is included. These outcomes serve as the actual questions in the NPES survey. A chart highlights the national results for the learning domain between Carnegie Classified institutional types. Finally, we include tips for improving and enhancing student development in the learning domain.

Results

The next several pages include the frequency and percent averages of the results for each outcome of the learning domains. Data are provided for both before and as a result of students becoming peer educators. At the end of the section, we offer several suggestions to advisors for further guiding and developing peer educators in each learning domain. Here are some helpful definitions for reading and understanding the results:

Frequency: The rate at which peer educators responded to a particular outcome question in the survey.

Percent Average (%): The sum of each frequency divided by the total number of frequencies in a sample, multiplied by 100.



Trainings

The NPES measures the topics where peer educators receive training for their roles and how often they utilize their training to engage in educational-type activities with students. With this information, advisors can tailor training to meet the educational needs of their peer educators and campus communities.

Overview

An introduction of peer educator training is provided, followed by two graphics illustrating the national percentages of peer educators who received training in a variety of topics and how they engaged in those same topics.

The results for the training section are divided into two sections:

Training Received:

This section indicates both the frequency and percentage of peer educators who received training in 26 different topic areas.

Training Utilized:

This section is labeled with four different activities for how peer educators engaged with each topic area: (a) handed out information; (b) facilitated an educational program; (c) had an educational conversation; and (d) did not engage with topic at all. The section provides both frequency and percentage of peer educators who selected each activity. Please note that a total column is not provided because there may be instances where peer educators selected more than one activity, as the survey question asked them to “select all that apply.”

Motivation

The NPES also measures students’ motivations for becoming peer educators. In the NPES survey, peer educators are asked to rate their level of influence for each motivational factor on a Likert-type scale (1=Did not influence my decision; 2=Had very little influence; 3=Influenced; 4=Greatly influenced).

Overview and Results

At the top of the section, we provide the the number of participants and the name of the institution. Below are the results for the institution followed by the national averages for motivations. The results use valid percent averages for each motivational factor.

Valid Percentage:

An average of each frequency divided by the total number of valid frequencies in a sample. A valid percentage excludes peer educators who did not answer the a survey question in order to report the sum total of responses to equal 100

Demographics

The NPES tracks demographic information self-reported by peer educators to better understand the characteristics of students who participate in these roles.

Results

Results The demographics section includes frequency and percent averages of the results for each demographic. The final subsection also includes mean and standard deviation. Here are some definitions for reading and understanding the demographic results:

Frequency (N): The rate at which peer educators responded to a particular question in the survey.

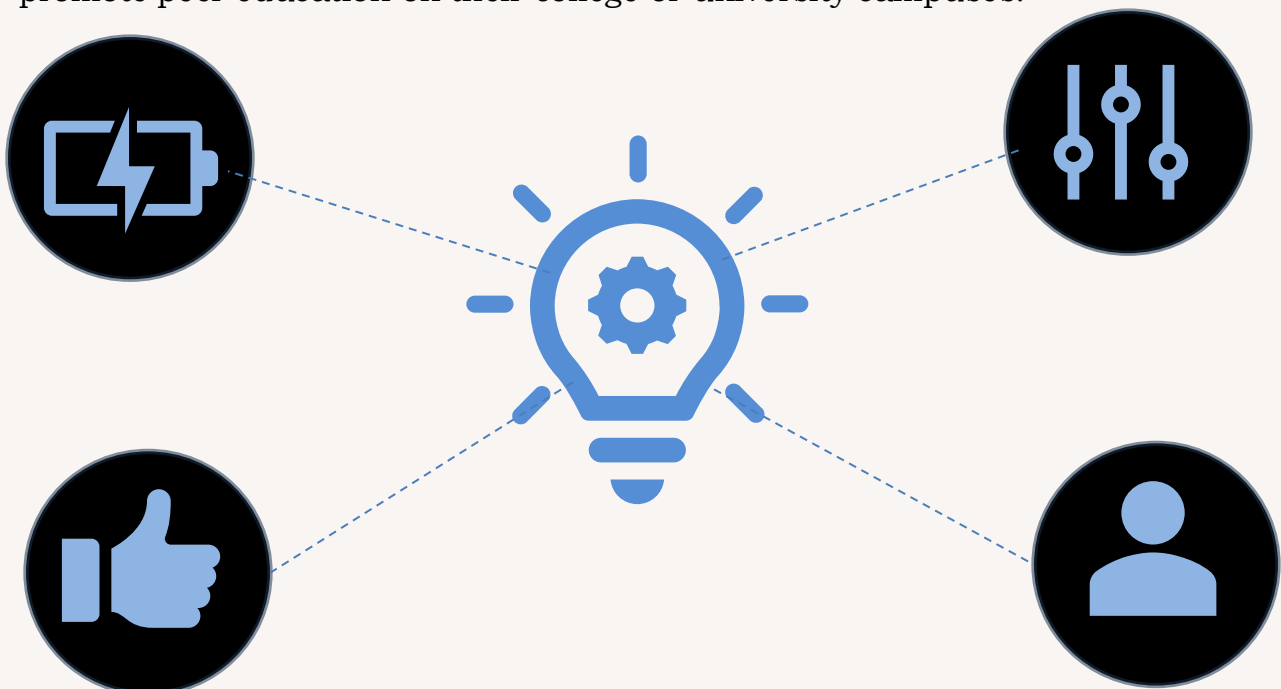
Percent Average (%): The sum of each frequency divided by the total number of frequencies in a sample, multiplied by 100.

Mean: An average of values; the sum of all the sampled values divided by the total number of sampled values.

Standard Deviation: A quantity calculated to indicate the dispersion of a set of values.

Benefits for Advisors

Advisors and student affairs professionals who work with peer educators have benefited greatly from information and insights provided by data from the NPES. With detailed outcomes and metrics, the NPES provides evidence peer education programs are beneficial to students who participate as peer educators. As a result, advisors can expand their programs and bolster efforts to recruit high quality peer educators. Justifying initiatives and accreditation reviews, the NPES serves as a powerful tool for advisors as they continue to promote peer education on their college or university campuses.



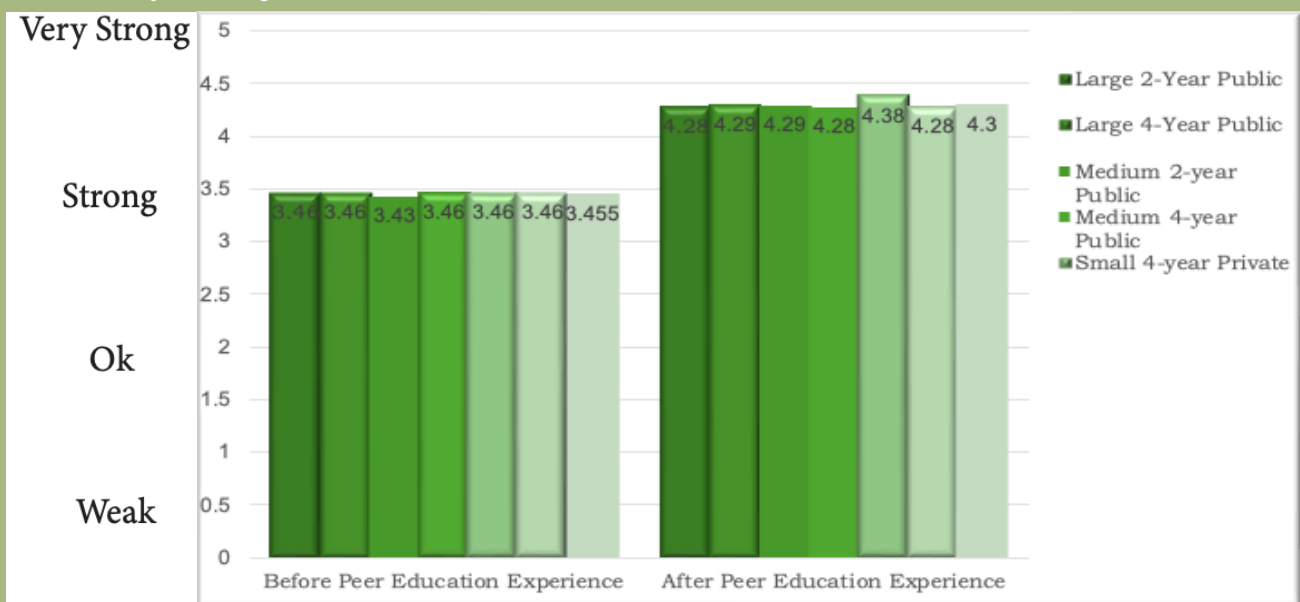
Practical Competence

Practical competence involves the development of knowledge and skills that enable an individual to achieve a balanced, productive, and socially responsible life (Keeling, 2006). Increasingly, students are encouraged to recognize how their decisions impact their personal wellness and professional success. The practical competence learning domain emphasizes the need for peer educators to be goal-oriented learners, skilled workers, and purposeful mentors.

The NPES measures practical competence with the following outcomes:



Measured by Carnegie Classification:



Tips for improving Practical Competence

- Invite career services representatives for a workshop
- Create goal setting activities and timelines
- Work to relate peer educator work to career goals
- Provide opportunities for feedback and constructive criticism regarding presentations
- Create mock counseling sessions and provide feedback
- Ensure grounding in mission and values of peer educator work

Result for Practical Competence

		Before becoming a National Averages		As a result of National Averages	
		Frequency	%	Frequency	%
Engaging in effective listening	Did not have	0	0.0%	0	0.0%
	Weak	15	3.8%	0	0.0%
	Ok	159	40.1%	5	1.3%
	Strong	189	47.6%	168	43.6%
	Very strong	34	8.6%	212	55.1%
	Total	397	100.0%	385	100.0%
Knowledge about general student health issues	Did not have	8	2.0%	0	0.0%
	Weak	96	24.2%	0	0.0%
	Ok	226	56.9%	8	2.1%
	Strong	58	14.6%	194	50.4%
	Very strong	9	2.3%	183	47.5%
	Total	397	100.0%	385	100.0%
Effectively speaking in front of a group	Did not have	11	2.8%	0	0.0%
	Weak	97	24.4%	0	0.0%
	Ok	144	36.3%	46	12.0%
	Strong	107	27.0%	197	49.4%
	Very strong	38	9.6%	149	38.7%
	Total	397	100.0%	392	100.0%
Effectively organizing my time	Did not have	7	1.8%	0	0.0%
	Weak	54	13.6%	0	0.0%
	Ok	123	31.0%	61	15.9%
	Strong	149	37.5%	181	47.1%
	Very strong	64	16.1%	142	37.0%
	Total	397	100.0%	384	100.0%
Effectively managing my academic commitments	Did not have	0	0.0%	0	0.0%
	Weak	28	7.1%	0	0.0%
	Ok	122	31.0%	53	13.9%
	Strong	151	38.3%	180	47.1%
	Very strong	93	23.6%	149	39.0%
	Total	394	100.0%	382	100.0%

Result for Practical Competence

		Before becoming a peer		As a result of becoming	
		Frequency	%	Frequency	%
Having a career direction	Did not have	17	4.4%	0	0.7%
	Weak	55	14.1%	7	1.9%
	Ok	108	27.8%	60	15.9%
	Strong	129	33.2%	126	33.3%
	Very strong	80	20.6%	185	48.9%
	Total	389	100.0%	378	100.0%
Effectively managing my non-academic commitments	Did not have	6	1.2%	0	0.0%
	Weak	31	7.8%	0	0.0%
	Ok	150	37.8%	56	14.6%
	Strong	145	36.5%	200	52.2%
	Very strong	65	16.4%	147	33.2%
	Total	397	100.0%	403	100.0%
Developing long range goals	Did not have	6	1.5%	0	0.0%
	Weak	56	14.1%	7	1.8%
	Ok	138	34.8%	54	14.0%
	Strong	147	37.0%	199	51.7%
	Very strong	50	12.6%	125	32.5%
	Total	397	100.0%	385	100.0%
Having a sense of purpose	Did not have	4	1.0%	0	0.0%
	Weak	40	10.3%	3	0.8%
	Ok	137	35.2%	34	8.9%
	Strong	138	35.5%	176	46.4%
	Very strong	70	18.0%	166	43.8%
	Total	389	100.0%	379	100.0%



Result for Practical Competence

		Before becoming a peer National Averages		As a result of becoming a National Averages	
		Frequency	%	Frequency	%
Holding yourself accountable for obligations and commitments	Did not have	0	0.0%	0	0.0%
	Weak	20	5.1%	0	0.0%
	Ok	99	25.5%	22	5.7%
	Strong	184	47.3%	168	44.2%
	Very strong	86	22.1%	190	50.0%
	Total	389	100.0%	380	100.0%
Giving feedback to improve the quality of someone else's work	Did not have	8	2.1%	0	0.0%
	Weak	75	19.2%	3	1.7%
	Ok	183	46.9%	62	18.2%
	Strong	97	24.9%	204	60.8%
	Very strong	27	6.9%	112	20.3%
	Total	390	100.0%	381	100.0%

Areas for Future Development



Use one-on-one meetings and trainings to help students pursue their goals



Encourage peer educators to develop communication skills through presenting and dialogue



Engage peer educators to reflect their career goals by inviting a career professional to trainings



Teach students how to budget and plan ahead using program planning as a teaching tool

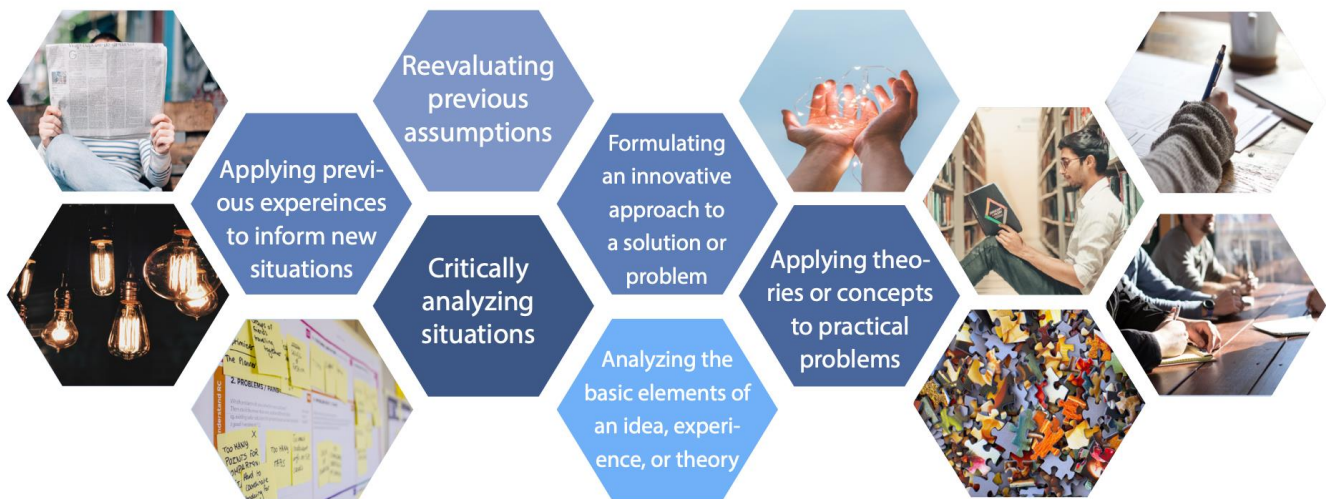


Incorporate an awareness for health and wellness into meetings and trainings

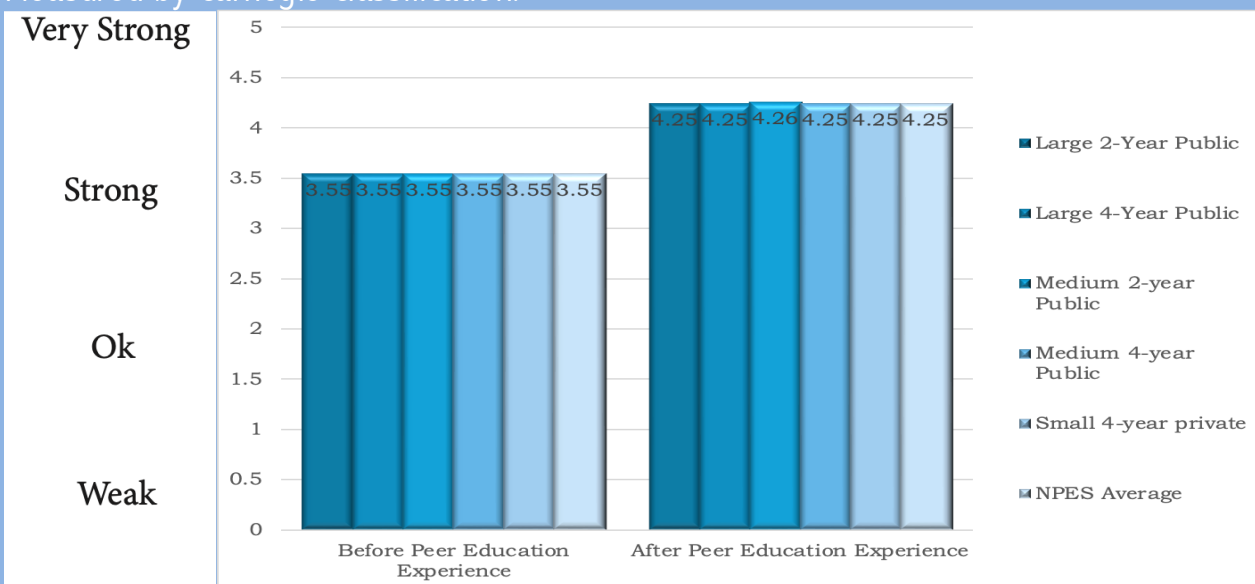
Cognitive Complexity

Cognitive complexity includes the ability to analyze situations and adapt to problems with ideas or solutions (Keeling, 2006). When students reflect on their own knowledge and skills, they are better able to adapt to new situations or experiences, which contributes to success in college. The cognitive complexity learning domain emphasizes the importance of peer educators incorporating their knowledge and experiences to inform their approach to managing peer conflicts or issues.

The NPES measures cognitive complexity with the following outcomes:



Measured by Carnegie Classification:



Tips for Improving Cognitive Complexity

- Incorporate reflection activities into individual or group meetings
- Deconstruct peer educators' previous assumptions through dialogue circles, role playing, or case studies
- Provide students with theories that are easily understood and transferable in their daily work
- Utilize puzzles or problems to help facilitate or enhance critical thinking skills
- Seek peer educators' feedback regarding health and wellness issues they notice with students
- Ask peer educators to brainstorm new ideas for programs, projects, and peer-to-peer conversations

Result for Cognitive Complexity

		Before becoming a peer educator		As a result of becoming a peer educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
Developing an effective solution to a problem	Did not have	0	0.0%	0	0.0%
	Weak	21	5.3%	0	0.0%
	Ok	143	36.2%	21	5.5%
	Strong	192	48.6%	232	62.4%
	Very strong	39	9.9%	131	34.1%
	Total	395	100.0%	384	100.0%
Critically analyzing situations	Did not have	3	0.8%	0	0.0%
	Weak	23	5.8%	0	0.0%
	Ok	120	30.2%	26	6.7%
	Strong	192	48.4%	210	59.2%
	Very strong	59	14.9%	148	32.9%
	Total	397	100.0%	384	100.0%
Analyzing the elements of an idea, experience, or theory	Did not have	5	1.3%	0	0.0%
	Weak	26	6.5%	0	0.0%
	Ok	172	43.3%	39	10.1%
	Strong	148	37.3%	213	55.3%
	Very strong	46	11.6%	133	34.5%
	Total	397	100.0%	385	100.0%
Synthesizing and organizing ideas or information	Did not have	0	0.0%	0	0.0%
	Weak	26	6.6%	3	0.8%
	Ok	165	42.4%	29	5.3%
	Strong	165	42.4%	233	61.5%
	Very strong	33	8.5%	123	32.5%



Result for Cognitive Complexity

		Before becoming a peer educator		As a result of becoming a peer educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
Evaluating information, arguments, or methods and assessing the conclusion	Did not have	0	0.0%	0	0.0%
	Weak	24	6.1%	0	0.0%
	Ok	165	42.5%	34	9.0%
	Strong	165	42.5%	223	59.3%
	Very strong	34	8.8%	119	31.7%
	Total	388	100.0%	376	100.0%
Applying theories or concepts to practical problems or new situations	Did not have	7	1.8%	0	0.0%
	Weak	41	10.5%	0	0.0%
	Ok	157	40.4%	55	14.6%
	Strong	152	39.1%	210	55.1%
	Very strong	32	8.2%	112	29.7%
	Total	389	100.0%	377	100.0%
Applying previous experiences to inform new situations	Did not have	3	0.8%	0	0.0%
	Weak	28	7.2%	0	0.0%
	Ok	154	39.6%	17	4.5%
	Strong	160	41.1%	204	53.8%
	Very strong	44	11.3%	158	41.7%
	Total	389	100.0%	379	100.0%

Areas for Future Development



Require peer educators to support their beliefs with evidence



Encourage peer educators to be innovative problem solvers by simulating issues using case studies



Teach students how to locate and utilize campus and online resources when making decisions or taking action on an issue



Motivate peer educators to be creative and think beyond the scope of health education to solve problems



Ask peer educators about their ideas, assumptions, and the opinions when working with them

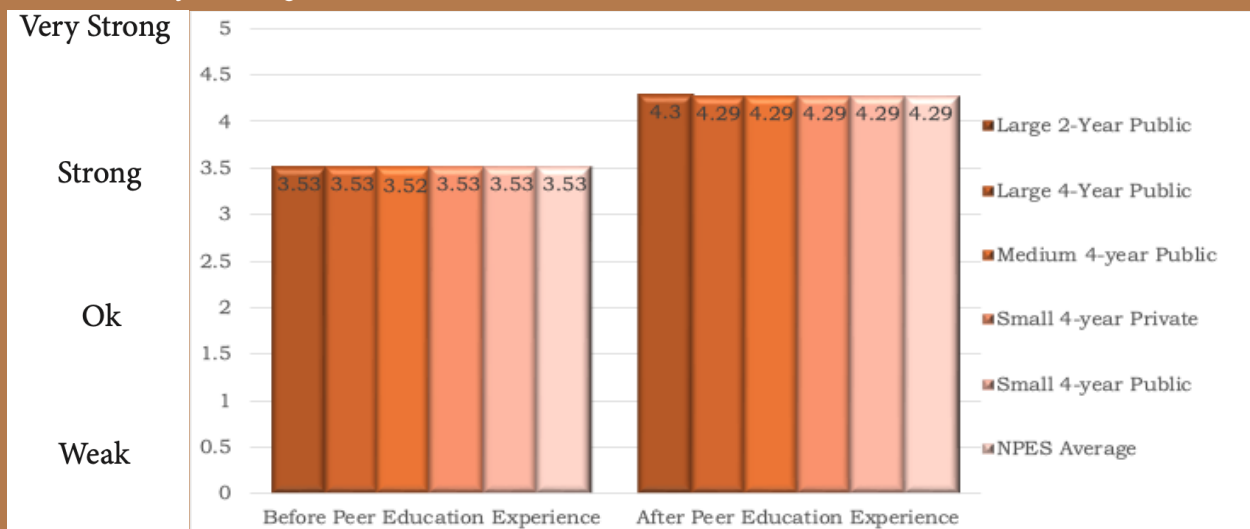
Intrapersonal Development

Intrapersonal development encompasses the capacity to reflect on beliefs, values, and goals in order to develop a clear understanding of oneself (Keeling, 2006). College students often find themselves in a developmental stage where they learn about who they are as individuals and explore their own ways of thinking about the world (Baxter Magolda, 2001). The intrapersonal development learning domain represents peer educators' ability to align their own goals and values with wellness and positive decision-making.

The NPES measures intrapersonal development with the following outcomes:



Measured by Carnegie Classification:

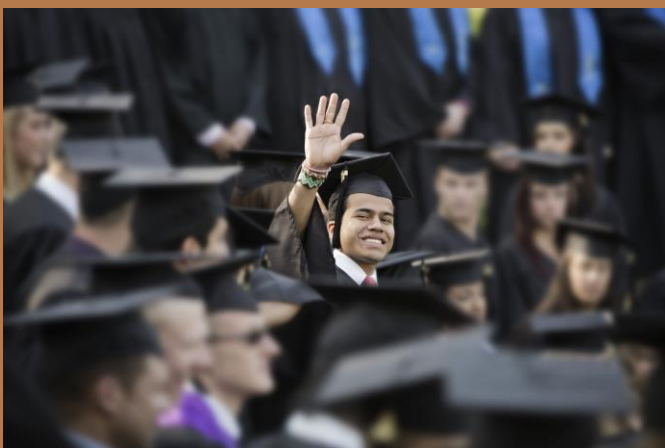


Tips for
improving
Intrapersonal
Development

- Use written reflection tools (e.g., journals, blogs)
- Lead reflective activities that include group conversations, one-on-one meetings, and silent reflection
- Provide space for students to discuss and reflect along religious and spiritual dimensions
- Facilitate values exercises to help articulate values throughout one's life and peer educator position
- Incorporate readings about values into peer educator work
- Designate tasks with the goal of encouraging peer educators to build confidence and independence

Result for Intrapersonal Development

		Before becoming a peer educator		As a result of becoming a peer educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
Recognizing and accepting my strengths and deficiencies	Did not have	3	0.80%	0	0.0%
	Weak	46	11.60%	0	0.0%
	Ok	186	47.10%	44	11.5%
	Strong	139	35.00%	235	61.4%
	Very strong	22	5.50%	104	27.2%
	Total	396	100.00%	383	100.0%
Understanding people's values that are different from me	Did not have	0	0.0%	0	0.0%
	Weak	17	4.7%	0	0.0%
	Ok	109	27.6%	18	4.7%
	Strong	187	47.3%	151	39.3%
	Very strong	82	20.8%	215	56.0%
	Total	395	100.0%	384	100.0%
Having a better understanding of my own values	Did not have	0	0.0%	0	0.0%
	Weak	25	6.3%	0	0.0%
	Ok	128	32.3%	17	4.4%
	Strong	189	47.7%	170	44.3%
	Very strong	54	13.6%	197	51.3%
	Total	396	100.0%	384	100.0%
Having a positive self-concept (self-confidence, self-esteem, independence, and determination)	Did not have	8	2.1%	0	0.0%
	Weak	71	18.3%	12	3.2%
	Ok	157	40.4%	57	15.0%
	Strong	117	30.1%	197	52.0%
	Very strong	36	9.3%	113	29.8%
	Total	389	100.0%	379	100.0%



Result for Intrapersonal Development

		Before becoming a peer educator		As a result of becoming a peer educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
Developing a personal belief system	Did not have	4	1.0%	0	0.00%
	Weak	31	8.0%	1	0.70%
	Ok	115	29.5%	19	12.90%
	Strong	148	38.0%	68	46.30%
	Very strong	92	23.6%	59	40.10%
	Total	390	100.0%	147	100.00%
Clarifying my own beliefs or values	Did not have	0	0.0%	0	0.0%
	Weak	36	9.2%	0	0.0%
	Ok	142	36.4%	44	11.7%
	Strong	150	38.5%	183	48.5%
	Very strong	62	15.9%	150	39.8%
	Total	390	100.0%	377	100.0%
Knowing your own limitations and when to refer to other resources	Did not have	12	3.1%	0	0.0%
	Weak	56	14.4%	0	0.0%
	Ok	166	42.6%	30	7.9%
	Strong	125	32.1%	191	50.3%
	Very strong	31	8.0%	159	41.8%
	Total	390	100.0%	380	100.0%

Areas for Future Development



Ask peer educators to realistically assess their strengths and weaknesses



Put systems in place that hold peer educators accountable for their personal actions and decisions



Encourage peer educators to reflect on their values, goals, and positions both personally and professionally



Help peer educators explore their personal, spiritual, and individual beliefs



Incorporate group dialogue focused on ethical situations

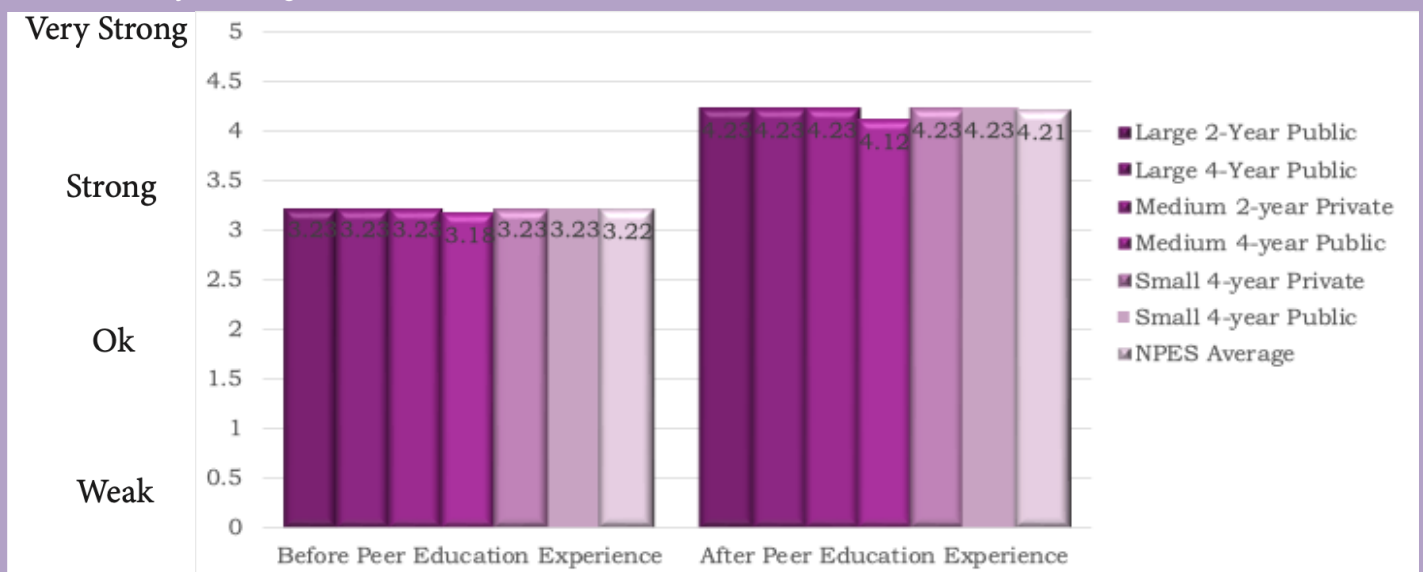
Interpersonal Development

Interpersonal development is the ability to manage relationships and collaborate with others to achieve mutual goals (Keeling, 2006). Through interacting with others in college, students gain abilities to see perspectives different from their own, which contributes to leadership development (Mayhew et al., 2016). The interpersonal development learning domain encompasses meaningful peer-to-peer connections developed by peer educators in helping others through sensitive issues or problems.

The NPES measures interpersonal development with the following outcomes:



Measured by Carnegie Classification:



Tips for improving Interpersonal Development

- Practice scenarios that peer educators encounter during conversations with peers (e.g., Behind Closed Doors)
- Analyze case studies with peer educator groups and then present the solutions all together
- Incorporate time for wellness in group activities (i.e., role modeling healthy choices)
- Facilitate teamwork activities and team builders
- Hold an active listening workshop to ensure feedback is part of the peer educator process
- Provide the time and space to share best practices

Result for Interpersonal Development

		Before becoming a peer educator		As a result of becoming a peer educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
Effectively facilitating group discussion	Did not have	11	2.77%	0	0.00%
	Weak	97	24.43%	0	0.00%
	Ok	193	48.61%	59	15.32%
	Strong	73	18.39%	204	52.99%
	Very strong	23	5.79%	122	31.69%
	Total	397	100.00%	385	100.00%
Presenting an educational program with a teammate	Did not have	65	16.37%	4	1.04%
	Weak	75	18.89%	3	0.78%
	Ok	172	43.32%	29	7.50%
	Strong	74	18.64%	208	53.89%
	Very strong	11	2.77%	142	36.79%
	Total	397	100.00%	386	100.00%
Comfort with distributing pamphlets at an awareness table	Did not have	72	18.14%	0	0.00%
	Weak	105	26.45%	0	0.00%
	Ok	157	39.55%	36	9.33%
	Strong	54	13.60%	205	53.11%
	Very strong	9	2.27%	145	37.56%
	Total	397	100.01%	386	100.00%
Effectively communicating with people through speaking, writing, and other communication	Did not have	0	0.00%	0	0.00%
	Weak	26	6.58%	0	0.00%
	Ok	146	36.96%	22	5.72%
	Strong	176	44.56%	192	49.87%
	Very strong	47	11.90%	171	44.42%
	Total	395	100.00%	385	100%
Talking with a close personal friend about a risky behavior or choice	Did not have	14	3.53%	4	1.04%
	Weak	78	19.65%	4	1.04%
	Ok	154	38.79%	47	12.18%
	Strong	117	29.47%	190	49.22%
	Very strong	34	8.56%	141	36.53%
	Total	397	100.00%	386	100.00%

Result for Interpersonal Development

		Before becoming a peer educator		As a result of becoming a peer educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
Talking with another student about a risky behavior or choice	Did not have	53	13.10%	0	0.00%
	Weak	121	30.48%	0	0.00%
	Ok	171	43.07%	68	17.75%
	Strong	48	12.09%	220	57.44%
	Very strong	5	1.26%	95	24.80%
	Total	398	100.00%	383	100.00%
Sharing ideas and information effectively with others	Did not have	3	0.76%	0	0.00%
	Weak	32	8.06%	0	0.00%
	Ok	148	37.28%	18	4.68%
	Strong	180	45.34%	216	56.10%
	Very strong	34	8.56%	151	39.22%
	Total	397	100.00%	385	100.00%
Comfortable with presenting programs to students who are different than me	Did not have	18	4.53%	0	0.00%
	Weak	40	10.08%	0	0.00%
	Ok	149	37.53%	20	5.21%
	Strong	137	34.51%	188	48.96%
	Very strong	53	13.35%	176	45.83%
	Total	397	100.00%	384	100.00%
Being a role model for healthy choices	Did not have	15	3.78%	0	0.00%
	Weak	45	11.34%	6	1.55%
	Ok	181	45.56%	58	15.03%
	Strong	128	32.24%	201	52.07%
	Very strong	28	7.05%	121	31.35%
	Total	397	100.00%	386	100.00%
Effectively managing my conflicts with others	Did not have	3	0.77%	0	0.00%
	Weak	70	17.99%	4	1.06%
	Ok	160	41.13%	63	16.67%
	Strong	120	30.85%	199	52.65%
	Very strong	36	9.25%	112	29.63%
	Total	389	100.00%	378	100.00%

Result for Interpersonal Development

		Before becoming a peer educator		As a result of becoming a peer educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
Effectively managing conflicts between others	Did not have	8	2.05%	0	0.00%
	Weak	74	18.97%	8	2.10%
	Ok	180	46.15%	84	22.16%
	Strong	102	26.15%	204	53.83%
	Very strong	26	6.67%	83	21.90%
	Total	390	100.00%	379	100.00%
Effectively working with others who share views different from my own	Did not have	0	0.00%	0	0.00%
	Weak	20	5.15%	0	0.00%
	Ok	145	37.37%	24	6.38%
	Strong	170	43.81%	200	53.19%
	Very strong	53	13.66%	152	40.43%
	Total	388	100.00%	376	100.00%
Effectively demonstrate skills in leading a group	Did not have	4	1.03%	0	0.00%
	Weak	47	12.05%	0	0.00%
	Ok	166	42.56%	26	6.48%
	Strong	141	36.15%	198	54.70%
	Very strong	32	8.21%	156	39.20%
	Total	390	100.00%	380	100.00%



Result for Interpersonal Development

		Before becoming a peer educator		As a result of becoming a peer educator	
		National Averages		National Averages	
		Frequency %		Frequency %	
Ability to motivate others to accomplish goals	Did not have	11	2.82%	0	0.00%
	Weak	35	8.97%	0	0.00%
	Ok	193	49.49%	54	14.21%
	Strong	116	29.74%	198	52.11%
	Very strong	35	8.97%	128	33.68%
	Total	390	100.00%	380	100.00%
Accepting supervision and direction from your supervisor/advisor	Did not have	6	1.54%	0	0.00%
	Weak	15	3.85%	0	0.00%
	Ok	115	29.49%	16	4.23%
	Strong	158	40.51%	161	42.59%
	Very strong	96	24.62%	201	53.17%
	Total	390	100.00%	378	100.00%

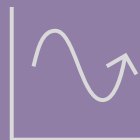
Areas for Future Development



Provide opportunities for peer educators to bond with one another



Frequently engage peer educators in activities related to diversity and inclusion



Encourage group goal-setting at the beginning of the year and check-in periodically about reaching those goals



Empower peer educators to lead activities and conversations



Frequently divide peer educators into small groups or pairs when appropriate

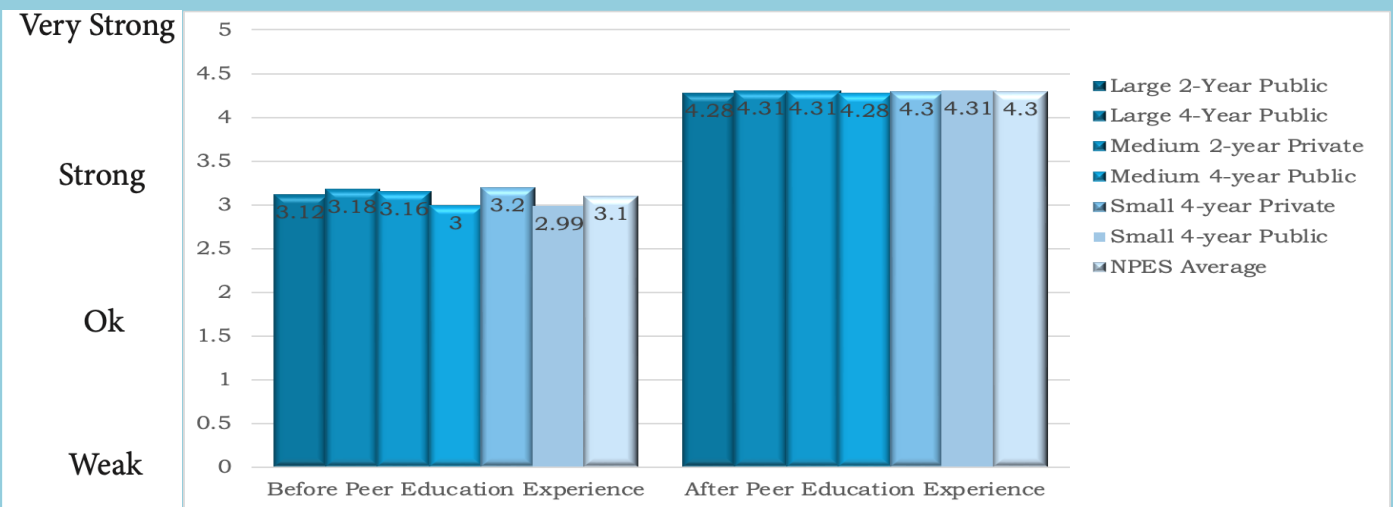
Knowledge Acquisition, Construction, Integration, and Application

Knowledge acquisition, construction, integration, and application is the capacity to develop intellectual skills through the integration of knowledge, ideas, and information (Keeling, 2006). Colleges and universities empower students to master intellectual and practical skills through a process of connecting together knowledge and experiences, which underpins the learning process (AAC&U, 2002). The knowledge acquisition learning domain encourages peer educators to utilize knowledge and campus resources to help students solve problems.

The NPES measures knowledge acquisition, construction, integration, and application with the following outcomes:



Measured by Carnegie Classification:



Tips for improving Interpersonal Development

- Coordinate information or training sessions/workshops with campus partners
- Invite academic affairs partners to meetings, facilitate trainings, or partner on programs
- Introduce peer educators to scholarship in the student affairs, counseling, and psychology fields
- Examine work as it relates to existing literature and critique for its alignment with best practice
- Ask peer educators to research ways to support students with health and wellness concerns
- Partner with counseling services on campus to organize a referral plan for peer educators

Result for Knowledge Acquisition, Construction, Integration, and Application

		Before becoming a peer educator		As a result of becoming a peer educator	
		National Averages Frequency	%	National Averages Frequency	%
Referring someone to campus or off-campus counseling	Did not have	98	24.7%	4	1.0%
	Weak	99	24.9%	4	1.0%
	Ok	144	36.3%	46	11.9%
	Strong	45	11.4%	195	50.5%
	Very strong	11	2.8%	137	35.5%
	Total	397	100.0%	386	100.0%
Knowledge about campus resources	Did not have	24	6%	0	0.0%
	Weak	152	38.29%	0	0.0%
	Ok	152	38.29%	0	0.0%
	Strong	59	14.86%	153	39.6%
	Very strong	10	2.52%	230	59.6%
	Total	397	100.00%	383	100.0%
Researching skills that allow me to seek out information about topics	Did not have	7	1.8%	0	0.0%
	Weak	29	7.3%	0	0.0%
	Ok	167	42.1%	40	10.4%
	Strong	154	38.8%	190	49.5%
	Very strong	40	10.1%	154	40.1%
	Total	397	100.0%	384	100.0%
Reevaluating previous assumptions	Did not have	5	1.3%	0	0.0%
	Weak	36	9.2%	0	0.0%
	Ok	207	53.1%	40	10.6%
	Strong	117	30.0%	214	56.5%
	Very strong	25	6.4%	125	33.0%
	Total	390	100.0%	379	100.0%



Result for Knowledge Acquisition, Construction, Integration, and Application

		Before becoming a peer educator		As a result of becoming a peer educator	
		National Averages		National Averages	
		Frequency %		Frequency %	
Formulating an innovative approach or solution to an issue or problem	Did not have	3	0.8%	0	0.0%
	Weak	46	11.8%	0	0.0%
	Ok	184	47.0%	51	13.5%
	Strong	133	34.2%	222	58.9%
	Very strong	23	5.9%	104	27.6%
	Total	389	100.0%	377	100.0%
Listening to and considering others' viewpoints	Did not have	0	0.0%	0	0.0%
	Weak	14	3.6%	0	0.0%
	Ok	121	31.0%	11	2.9%
	Strong	180	46.2%	173	45.7%
	Very strong	75	19.2%	195	51.5%
	Total	390	100.0%	379	100.0%

Areas for Future Development



Encourage peer educators to examine and critique health related literature



Have peer educators create educational pamphlets, posters, flyers, blog posts, or newsletters integrating numerous sources



Create learning contracts for peer educators to connect the relevant knowledge and skills gained to future goals/aspirations



Acknowledge the relevance of class content associated with peer education work



Ask peer educators to connect content from trainings and meetings to their own experiences

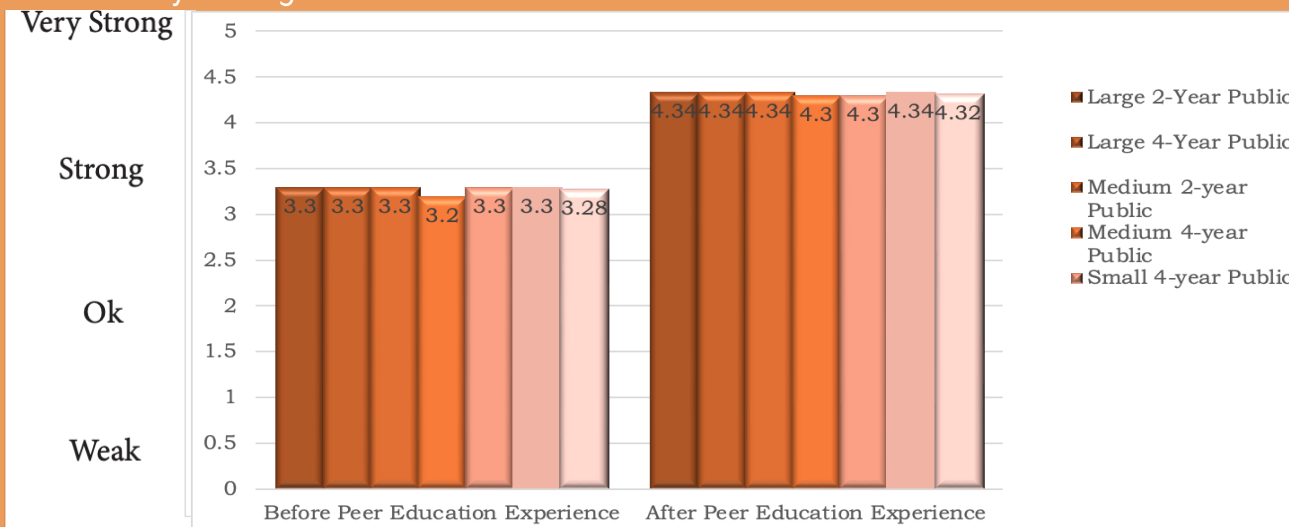
Humanitarianism and Civic Engagement

Humanitarianism and civic engagement encompasses the ability to consider others’ perspectives and the outlook of the broader community when engaging in decisions and actions (Keeling, 2006). As colleges and universities strive to serve society and produce civically-minded leaders, community engagement has become an important outcome of higher education. The humanitarianism and civic engagement learning domain encourages peer educators to be inclusive and responsive to the needs of a campus community.

The NPES measures humanitarianism and civic engagement with the following outcomes:



Measured by Carnegie Classification:



Tips for improving Humanitarianism and Civic Engagement

- Encourage peer educators to attend campus events to help them feel a part of the campus community
- Allow students to identify community partners from whom they can learn about the profession Organize volunteer opportunities with community partners
- Create space for conversations and reflection during group meetings
- Encourage peer educators to seek, receive, and reflect on feedback
- Incorporate social justice and multicultural training into work, training, and programming

Result for Humanitarianism and Civic Engagement

		Before becoming a peer educator		As a result of becoming a peer educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
Intervening in a crisis situation	Did not have	59	14.9%	8	2.1%
	Weak	107	27.0%	4	1.0%
	Ok	153	38.5%	67	17.4%
	Strong	66	16.6%	187	48.6%
	Very strong	12	3.0%	119	30.9%
	Total	397	100.0%	385	100.0%
Having conversations with students who are different than me	Did not have	0	0.0%	0	0.0%
	Weak	27	6.8%	0	0.0%
	Ok	97	24.5%	14	3.6%
	Strong	178	45.0%	154	40.0%
	Very strong	94	23.7%	217	56.4%
	Total	396	100.0%	385	100.0%
Feeling a part of the campus community	Did not have	29	7.5%	0	0.0%
	Weak	94	24.2%	3	0.8%
	Ok	153	39.3%	30	7.9%
	Strong	85	21.9%	166	43.7%
	Very strong	28	7.2%	181	47.6%
	Total	389	100.0%	380	100.0%
Feeling responsible for helping to improve the campus	Did not have	55	14.1%	0	0.0%
	Weak	97	24.9%	0	0.0%
	Ok	152	39.1%	36	9.5%
	Strong	68	17.5%	173	45.8%
	Very strong	17	4.4%	169	44.7%
	Total	389	100.0%	378	100.0%



Result for Humanitarianism and Civic Engagement

		Before becoming a peer educator		As a result of becoming a peer educator	
		National Averages		National Averages	
		Frequency %		Frequency %	
Articulating values and beliefs as they relate to personal decisions	Did not have	3	0.8%	0	0.0%
	Weak	28	7.2%	0	0.0%
	Ok	169	43.3%	32	8.4%
	Strong	152	39.0%	207	54.6%
	Very strong	38	9.7%	140	36.9%
	Total	390	100.0%	379	100.0%
Considering the welfare of others when making decisions	Did not have	0	0.0%	0	0.0%
	Weak	15	3.9%	0	0.0%
	Ok	109	28.1%	14	3.7%
	Strong	176	45.4%	159	41.8%
	Very strong	88	22.7%	207	54.5%
	Total	388	100.0%	380	100.0%
Understanding the role of your personal belief system in personal or group	Did not have	3	0.8%	0	0.0%
	Weak	32	8.2%	0	0.0%
	Ok	150	38.5%	22	5.8%
	Strong	158	40.5%	202	59.2%
	Very strong	47	12.1%	156	30.6%
	Total	390	100.0%	380	100.0%

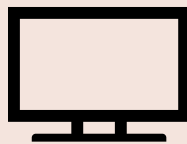
Areas for Future Development



Incorporate multicultural and social justice training into peer educator work



Teach peer educators how to track social dynamics in interactions and communicate when they feel emotionally triggered



Have peer educators research current events nationally and globally related to peer education or health and wellness



Share with peer educators facts about campus behavior and have them create a social norming campaign



Collaborate with other peer educator groups in the community

Training Received

The National Peer Educator Study tracks the training peer educators receive in their roles, which spans several aspects associated with students' health and wellness behaviors. Advisors are able to compare the types of training they offer peer educators with national averages to strategize ways to improve peer educator learning and development.

Training Received National Averages:

Tobacco Use	65.66%	Time Management	83.29%
Vaping	59.34%	Pregnancy	37.72%
Alcohol Use	93.18%	AIDS/HIV Prevention	59.75%
Illicit Drug Use	80.81%	Sexually Infectious Disease	71.46%
Prescription Drug Use	65.4%	Physical Activity/Fitness	55.70%
Marijuana Use	76.25	Nutrition	55.81%
Sexual Assault/Relationship Violence	89.39%	Self-care	87.63%
Violence Prevention	78.28%	Impaired Driving Prevention	61.52%
Suicide Prevention	75.7%	Hazing Prevention	68.1%
Self-harm Prevention	67.59%	Social Media Use	61.52%
Mental Health Awareness	96.97%	Social Justice	48.86%
Eating Disorders	49.24%	Diversity/Inclusion	75.44%
Stress Management	92.15%	Bystander Intervention	90.91%
Gambling	20.87%		

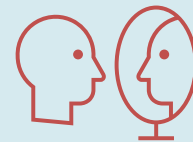
Tips for Training Peer Educators



Ask peer educators about the types of interactions they are having with students



Consider training topics that are salient to your campus community and the local, regional, or national discourse

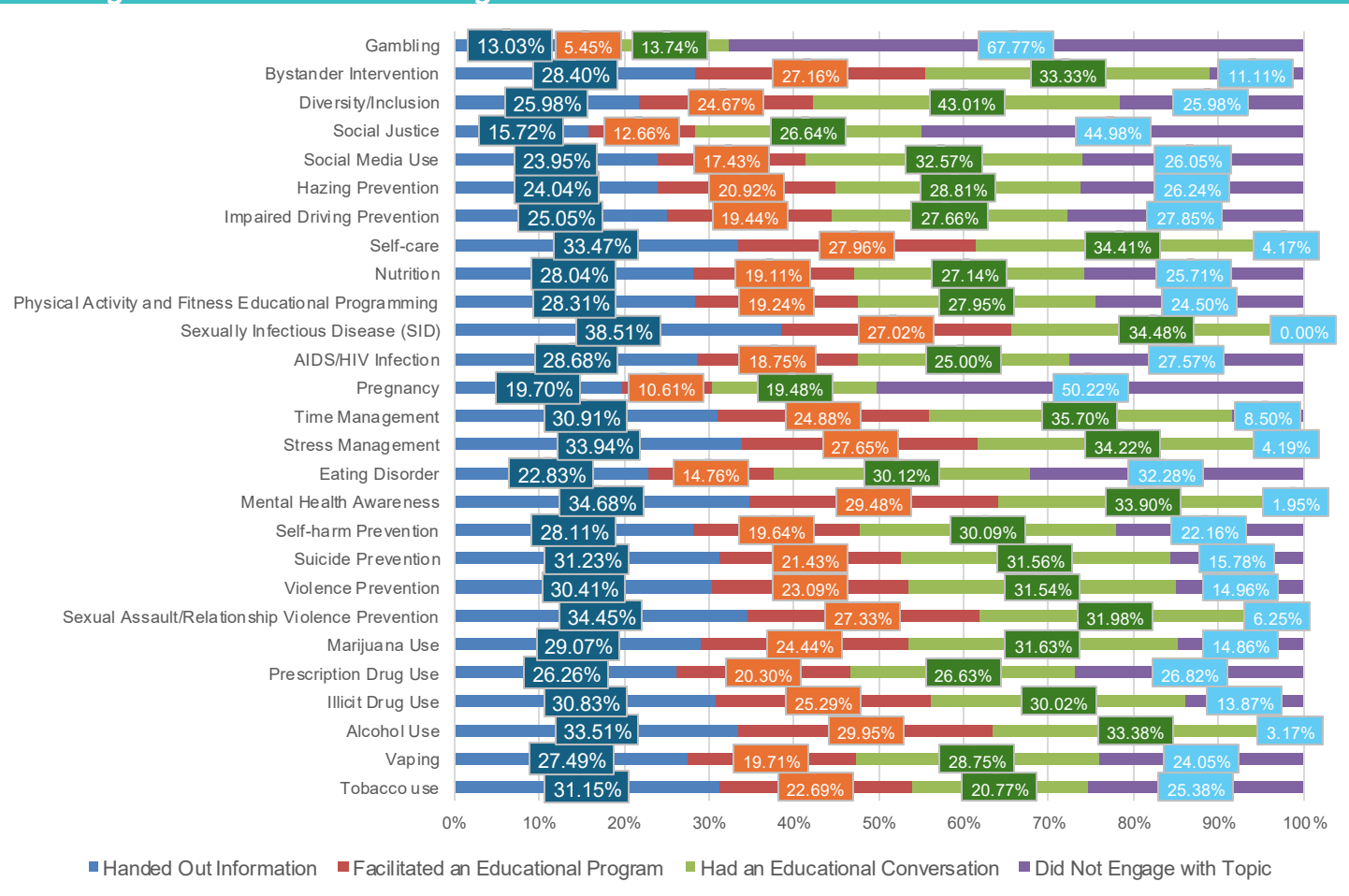


Engage peer educators in reflecting about the training they receive and how they plan to utilize it in their roles

Training Utilized

The National Peer Educator Study also assesses the ways that peer educators utilize the training they receive based on how they engage in the training topic with students. There may be times when advisors notice their peer educators are receiving training in a topic area but not utilizing it through engagement or educational activities. The NPES provides peer educators four different options of engagement for each training topic: (a) handed out information, (b) facilitated an educational program, (c) had an educational conversation, and (d) did not engage with the topic at all.

Training Utilized National Averages:



Tips for Engaging Peer Educators in their Training



Engage peer educators in reflecting on the mission and goals of their training



Encourage peer educators to help plan and facilitate training activities that relate directly to the work they are doing with students



Provide opportunities for peer educators to dialogue and reflect on the impact of their work with students

Peer Educator Training

Training Topic	Training Received			Peer Educators Who Engaged in Activities		
	National Averages			National Averages		
		Frequencies	%		Frequencies	%
Tobacco Use	Yes	260	65.66%	Handed Out Info.	162	31.15%
	No	136	34.34%	Facilitated an Ed. Program	118	22.69%
	Total	396	100.00%	Had an Ed. Conversation	108	20.77%
				Did Not Engage w/ Topic	132	25.38%
Vaping	Yes	235	59.34%	Handed Out Info.	152	27.49%
	No	161	40.66%	Facilitated an Ed. Program	109	19.71%
	Total	396	100.00%	Had an Ed. Conversation	159	28.75%
				Did Not Engage w/ Topic	133	24.05%
Alcohol Use	Yes	369	93.20%	Handed Out Info.	254	33.51%
	No	27	6.82%	Facilitated an Ed. Program	227	29.95%
	Total	396	100.00%	Had an Ed. Conversation	253	33.38%
				Did Not Engage w/ Topic	24	3.17%
Illicit Drug Use	Yes	320	80.81%	Handed Out Info.	189	30.83%
	No	76	19.19%	Facilitated an Ed. Program	155	25.29%
	Total	396	100.00%	Had an Ed. Conversation	184	30.02%
				Did Not Engage w/ Topic	85	13.87%
Prescription Drug Use	Yes	259	65.40%	Handed Out Info.	141	26.26%
	No	137	34.60%	Facilitated an Ed. Program	109	20.30%
	Total	396	100.00%	Had an Ed. Conversation	143	26.63%
				Did Not Engage w/ Topic	144	26.82%
Marijuana Use	Yes	303	72.90%	Handed Out Info.	182	29.07%
	No	93	27.10%	Facilitated an Ed. Program	153	24.44%
	Total	396	100.00%	Had an Ed. Conversation	198	31.63%
				Did Not Engage w/ Topic	93	14.86%
Sexual Assault/Relationship Violence Prevention	Yes	345	94.80%	Handed Out Info.	237	34.45%
	No	42	5.20%	Facilitated an Ed. Program	188	27.33%
	Total	387	100.00%	Had an Ed. Conversation	220	31.98%
				Did Not Engage w/ Topic	43	6.25%



Peer Educator Training

Training Topic		Training Received		Peer Educators Who Engaged in Activities		
		National Averages		National Averages		
		Frequencies	%		Frequencies	%
Violence Prevention	Yes	310	87.70%	Handed Out Info.	187	30.41%
	No	86	12.30%	Facilitated an Ed. Program	142	23.09%
	Total	396	100.00%	Had an Ed. Conversation	194	31.54%
				Did Not Engage w/ Topic	92	14.96%
Suicide Prevention	Yes	299	72.90%	Handed Out Info.	188	31.23%
	No	96	27.10%	Facilitated an Ed. Program	129	21.43%
	Total	395	100.00%	Had an Ed. Conversation	190	31.56%
				Did Not Engage w/ Topic	95	15.78%
Self-harm Prevention	Yes	267	61.90%	Handed Out Info.	156	28.11%
	No	128	38.10%	Facilitated an Ed. Program	109	19.64%
	Total	395	100.00%	Had an Ed. Conversation	167	30.09%
				Did Not Engage w/ Topic	123	22.16%
Mental Health Awareness	Yes	384	96.10%	Handed Out Info.	267	34.68%
	No	12	3.90%	Facilitated an Ed. Program	227	29.48%
	Total	396	100.00%	Had an Ed. Conversation	261	33.90%
				Did Not Engage w/ Topic	15	1.95%
Eating Disorder	Yes	194	55.50%	Handed Out Info.	116	22.83%
	No	200	44.50%	Facilitated an Ed. Program	75	14.76%
	Total	394	100.00%	Had an Ed. Conversation	153	30.12%
				Did Not Engage w/ Topic	164	32.28%
Stress Management	Yes	364	88.90%	Handed Out Info.	243	34%
	No	31	11.10%	Facilitated an Ed. Program	198	27.65%
	Total	395	100.00%	Had an Ed. Conversation	245	34%
				Did Not Engage w/ Topic	30	4.19%
Time Management	Yes	329	83.29%	Handed Out Info.	200	30.91%
	No	66	16.71%	Facilitated an Ed. Program	161	24.88%
	Total	395	100.00%	Had an Ed. Conversation	231	35.70%
				Did Not Engage w/ Topic	55	8.50%



Peer Educator Training

Training Topic		Training Received		Peer Educators Who Engaged in Activities		
		National Averages		National Averages		
		Frequencies	%		Frequencies	%
Pregnancy	Yes	149	42.10%	Handed Out Info.	91	19.70%
	No	246	57.90%	Facilitated an Ed. Program	49	10.61%
	Total	395	100.00%	Had an Ed. Conversation	90	19.48%
				Did Not Engage w/ Topic	232	50.22%
AIDS/HIV Infection	Yes	236	62.10%	Handed Out Info.	156	28.68%
	No	159	37.90%	Facilitated an Ed. Program	102	18.75%
	Total	395	100.00%	Had an Ed. Conversation	136	25.00%
				Did Not Engage w/ Topic	150	27.57%
Sexually Infectious Disease (SID)	Yes	283	77.80%	Handed Out Info.	191	38.51%
	No	113	22.20%	Facilitated an Ed. Program	134	27.02%
	Total	396	100.00%	Had an Ed. Conversation	171	34.48%
				Did Not Engage w/ Topic	0	0.00%
Physical Activity and Fitness Educational Programming	Yes	220	51.00%	Handed Out Info.	156	28.31%
	No	175	49.00%	Facilitated an Ed. Program	106	19.24%
	Total	395	100.00%	Had an Ed. Conversation	154	27.95%
				Did Not Engage w/ Topic	135	24.50%
Nutrition	Yes	221	48.40%	Handed Out Info.	157	28.04%
	No	175	51.60%	Facilitated an Ed. Program	107	19.11%
	Total	396	100.00%	Had an Ed. Conversation	152	27.14%
				Did Not Engage w/ Topic	144	25.71%
Self-care	Yes	347	89.50%	Handed Out Info.	249	33.47%
	No	49	10.50%	Facilitated an Ed. Program	208	27.96%
	Total	396	100.00%	Had an Ed. Conversation	256	34.41%
				Did Not Engage w/ Topic	31	4.17%
Impaired Driving Prevention	Yes	253	46.40%	Handed Out Info.	134	25.05%
	No	142	53.60%	Facilitated an Ed. Program	104	19.44%
	Total	395	100.00%	Had an Ed. Conversation	148	27.66%
				Did Not Engage w/ Topic	149	27.85%



Peer Educator Training

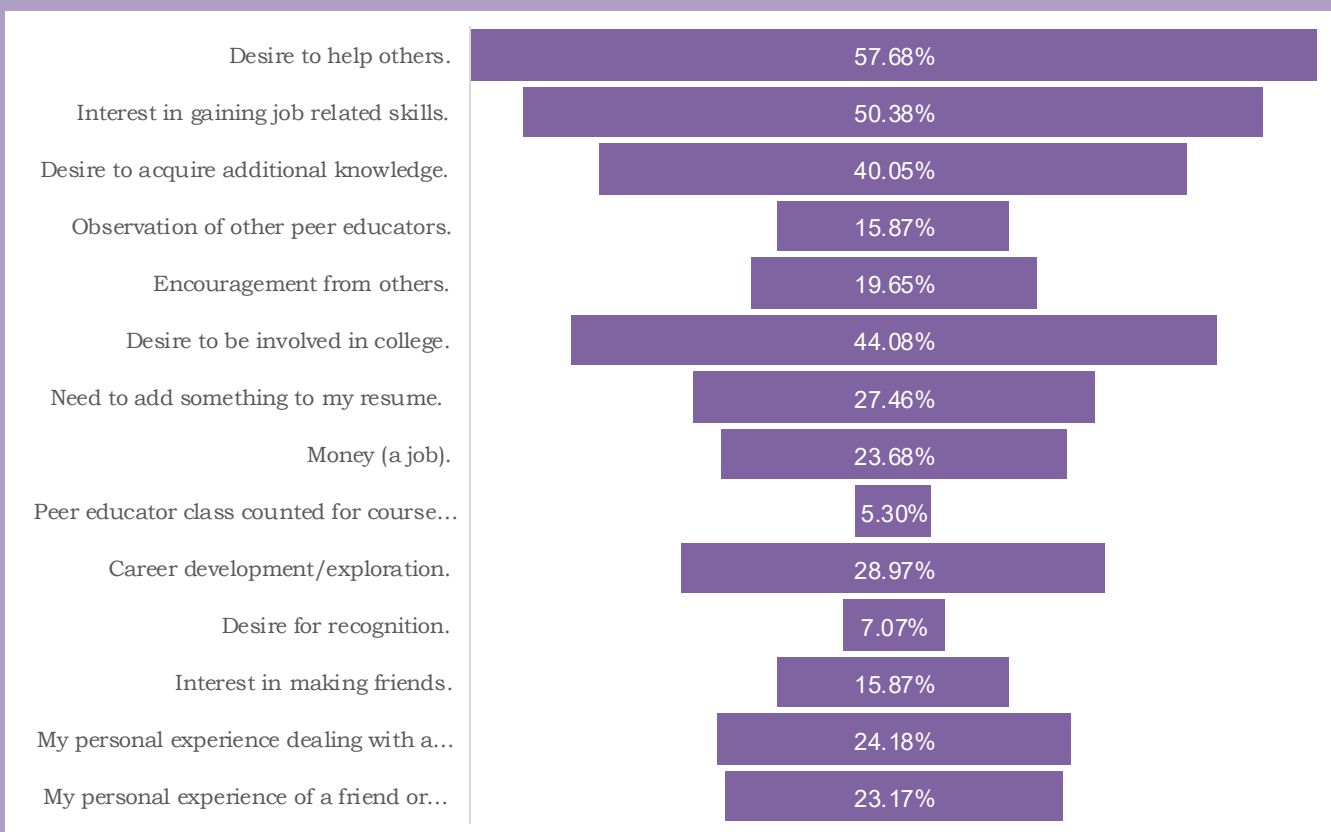
Training Topic	Training Received National Averages			Peer Educators Who Engaged in Activity National Averages		
		Frequencies	%		Frequencies	%
Hazing Prevention	Yes	269	54.90%	Handed Out Info.	131	24.04%
	No	126	45.10%	Facilitated an Ed. Program	114	20.92%
	Total	395	100.00%	Had an Ed. Conversation	157	28.81%
Social Media Use	Yes	243	59.50%	Did Not Engage w/ Topic	143	26.24%
	No	152	40.50%	Handed Out Info.	125	23.95%
	Total	395	100.00%	Facilitated an Ed. Program	91	17.43%
Social Justice	Yes	193	51.60%	Had an Ed. Conversation	170	32.57%
	No	202	48.40%	Did Not Engage w/ Topic	136	26.05%
	Total	395	100.00%	Handed Out Info.	72	15.72%
Diversity/Inclusion	Yes	298	88.20%	Facilitated an Ed. Program	58	12.66%
	No	97	11.80%	Had an Ed. Conversation	122	26.64%
	Total	395	100.00%	Did Not Engage w/ Topic	206	44.98%
Bystander Intervention	Yes	360	94.70%	Handed Out Info.	119	25.98%
	No	36	5.30%	Facilitated an Ed. Program	113	24.67%
	Total	396	100.00%	Had an Ed. Conversation	197	43.01%
Gambling	Yes	360	94.70%	Did Not Engage w/ Topic	119	25.98%
	No	36	5.30%	Handed Out Info.	184	28.40%
	Total	393	100.00%	Facilitated an Ed. Program	176	27.16%
	Yes	360	94.70%	Had an Ed. Conversation	216	33.33%
	No	36	5.30%	Did Not Engage w/ Topic	72	11.11%
	Total	393	100.00%	Handed Out Info.	55	13.03%
	Yes	360	94.70%	Facilitated an Ed. Program	55	13.03%
	No	36	5.30%	Had an Ed. Conversation	23	5.45%
	Total	393	100.00%	Did Not Engage w/ Topic	58	13.74%



Motivations for Becoming a Peer Educator

The National Peer Educator Study surveys peer educators about their motivations for becoming a peer educator. Over the years, NPES data have shown a higher percentage of students are motivated to become peer educators by intrinsic factors such as the desire to help others, gain additional knowledge, and get involved in college. Understanding college students' motivations for becoming a peer educator can help advisors improve their recruitment strategies and diversify their peer educator pool. Additionally, responding to goals and interests of current peer educators can bolster retention efforts.

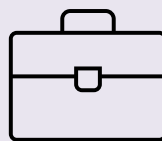
Factors Greatly Influencing Students to Become a Peer Educator:



Tips for Using Motivations to Recruit Peer Educators



Create flyers showcasing the benefits of becoming a peer educator



Help peer educators see the results of the work they do on campus to help others in the community



Link peer educator experiences to the types of knowledge and skills needed for careers after graduation

Motivations for Becoming a Peer Educator

	Greatly Influenced	Influenced	Had Very Little Influence	Did Not Influence My Decision
Desire to help others.	57.68%	38.79%	2.27%	1.26%
Interest in gaining job related skills.	50.38%	37.03%	11.59%	1.01%
Desire to acquire additional knowledge.	40.05%	45.34%	12.85%	1.76%
Observation of other peer educators.	15.87%	34.76%	25.69%	23.86%
Encouragement from others.	19.65%	35.52%	25.44%	19.40%
Desire to be involved in college.	44.08%	43.58%	8.82%	3.53%
Need to add something to my resume.	27.46%	36.02%	22.42%	14.11%
Money (a job).	23.68%	25.44%	13.85%	37.03%
Peer educator class counted for course credit.	5.30%	5.56%	3.03%	86.11%
Career development/exploration.	28.97%	42.07%	19.14%	9.82%
Desire for recognition.	7.07%	15.40%	31.31%	46.21%
Interest in making friends.	15.87%	38.79%	25.69%	19.65%
My personal experience dealing with a health and wellness concern.	24.18%	27.71%	17.88%	30.23%
My personal experience of a friend or family member dealing with a health and wellness concern.	23.17%	28.46%	16.12%	32.24%

Tips for Using Motivations to Retain Peer Educators



Invite peer educators to attend conferences and other professional development events where they can meet others and build skills



Encourage peer educators to mentor newer members in the organization

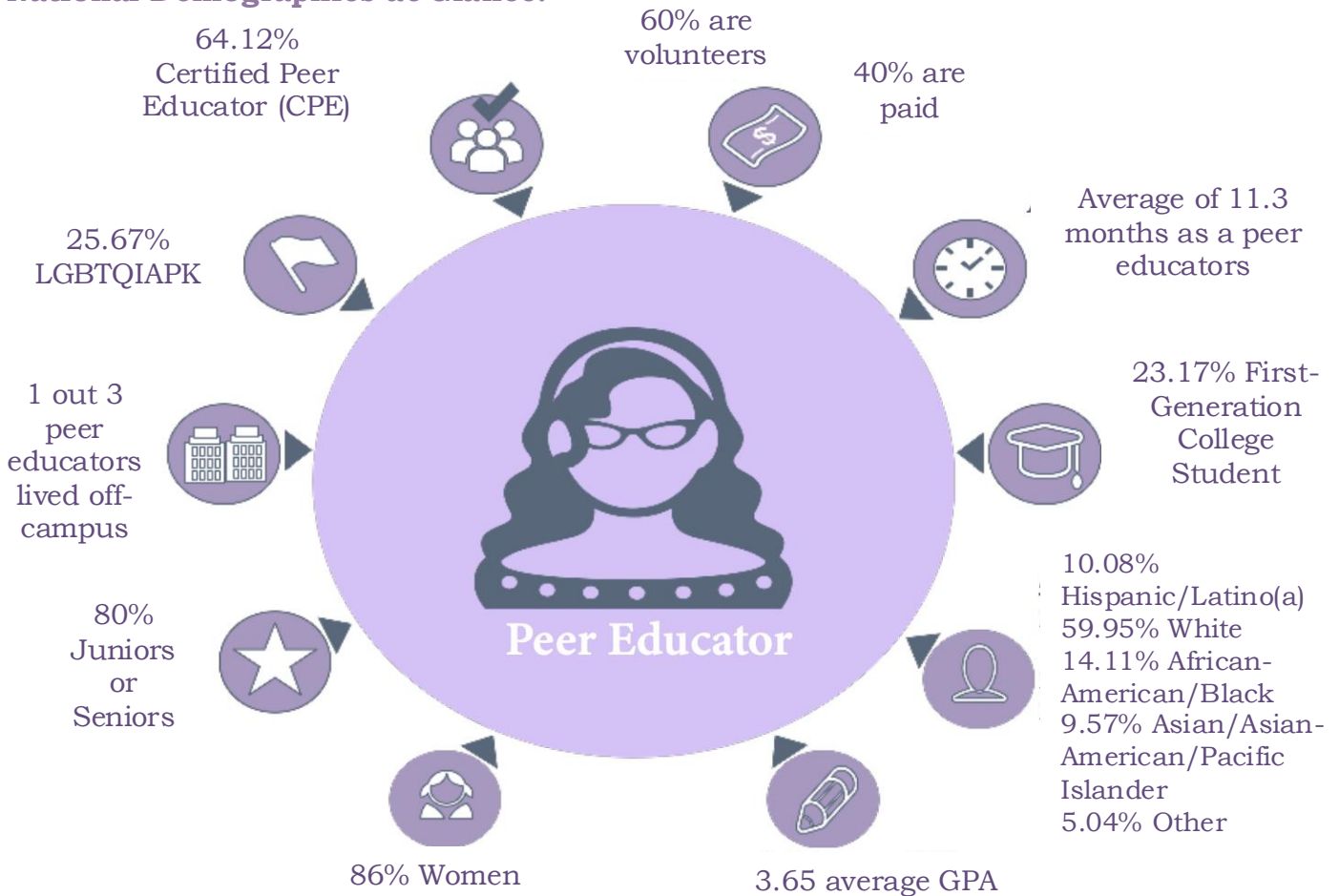


Engage in conversations with current peer educators about their goals for the position

Peer Educator Demographics

The National Peer Educator Study assesses the demographic characteristics of peer educators. An interesting point in the data suggests many students wait until their junior or senior year of college to become peer educators. While peer educators overwhelmingly identify as White and female, the percentage of students joining peer education organizations are changing to become more diverse. The number of peer educators who identify as African American and Latino(a) have seen the greatest increases over the last decade. Finally, peer educators' residences has shifted from on-campus to off-campus over the last decade. As advisors understand the demographics of peer educators, they are better able to recruit, retain, mentor, and develop these students in their peer education programs.

National Demographics at Glance:



Tips for Diversifying Your Peer Educator Team



Partner with a diverse group of organizations on campus to do programming and outreach



Give peer educators the tools to support and collaborate with a diverse group of students



Encourage faculty and staff to recommend peer educators from their classes, events, and functions

Peer Educator Demographics

	National Averages	
	N	%
Are you a certified peer educator through The BACCHUS Network CPE Training program?		
Yes	252	64.12%
No	141	35.88%
Total	393	100.00%
Did you take a for credit peer educator class in college?		
Yes	65	16.50%
No	329	83.50%
Total	394	100.00%
Were you involved in a peer education program in highschool (e.g. SADD, Peer Helpers)?		
Yes	57	14.47%
No	337	85.53%
Total	394	100.00%
Are you an elected or appointed officer for your peer education group?		
Yes	85	21.63%
No	308	78.37%
Total	393	100.00%
Current Residence		
Residence hall/on-campus apartment	129	32.66%
Fraternity/sorority	28	7.09%
Own house	23	5.82%
Parent's home	37	9.37%
Rent room or apartment off campus	178	45.06%
Total	395	100.00%
Gender		
Man	47	12.14%
Woman	334	86.30%
Gender neutral/ Gender queer	6	1.55%
Total	387	100.00%
Racial/Ethnic Group		
Hispanic / Latino(a)	40	10.08%
White	238	59.95%
African-American/Black (non-Hispanic)	56	14.11%
Asian/Asian-American/Pacific Islander	38	9.57%
Other	20	5.04%
Total	392	100%

Peer Educator Demographics

	National Averages	
	N	%
Sexual Orientation		
Bisexual	79	19.90%
Gay	7	1.76%
Lesbian	13	3.27%
Heterosexual	255	64.23%
Pansexual	19	4.79%
Questioning	7	1.76%
Asexual	9	2.27%
Other	8	2.02%
Total	397	100%
Academic Class Standing		
First-year student	16	4.04%
Sophomore	61	15.40%
Junior	155	39.14%
Senior	155	39.14%
Grad/postbac/Prof.	9	2.27%
Total	396	100.00%
Transfer Student		
Yes	26	5.16%
No	371	94.84%
Total	397	100.00%
First-Generation College Student		
Yes	92	23.17%
No	305	76.83%
Total	397	100%
Volunteer or Paid		
Yes	159	40.05%
No	238	59.95%
total	397	100%
	National Averages	
	N	Mean
		Std. Deviation
Age	397	20.86
Enrolled Credit Hours	397	15.02
Current GPA on a 4.0 Scale	397	3.65

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