

National Peer Educator Study

NPES National Report 2024-25



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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 18th 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 2024-25 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
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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 4,000 undergraduate peer educators from more than 400 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 400 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.



Training

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 and Results

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.”

Motivations

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

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:



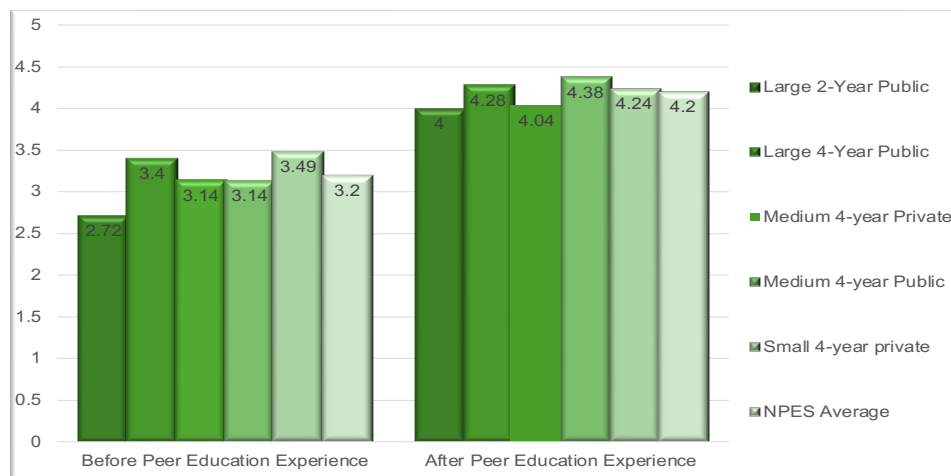
Measured by Carnegie Classification:

Very Strong

Strong

Ok

Weak



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

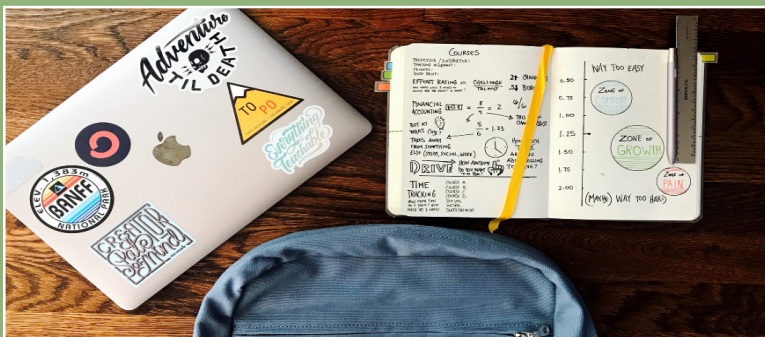
Results for Practical Competence

		Before becoming a peer educator		As a result of becoming a peer educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
Engaging in effective listening	Did not have	1	0.6%	0	0.0%
	Weak	14	9.0%	0	0.0%
	Ok	67	43.2%	5	3.3%
	Strong	59	38.1%	73	48.0%
	Very strong	14	9.0%	74	48.7%
	Total	155	100.0%	152	100.0%
Knowledge about general student health issues	Did not have	4	2.6%	0	0.0%
	Weak	44	28.4%	0	0.0%
	Ok	83	53.5%	4	2.6%
	Strong	21	13.5%	79	51.6%
	Very strong	3	1.9%	70	45.8%
	Total	155	100.0%	153	100.0%
Effectively speaking in front of a group	Did not have	4	2.6%	0	0.0%
	Weak	48	31.0%	0	0.0%
	Ok	58	37.4%	21	13.8%
	Strong	32	20.6%	77	50.7%
	Very strong	14	8.4%	54	35.5%
	Total	156	100.0%	152	100.0%
Effectively organizing my time	Did not have	2	1.3%	0	0.0%
	Weak	23	14.8%	1	0.7%
	Ok	47	30.3%	29	19.1%
	Strong	57	36.8%	70	46.1%
	Very strong	26	16.8%	52	34.2%
	Total	155	100.0%	152	100.0%

Results for Practical Competence

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		Before becoming a peer educator		As a result of becoming a peer educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
Effectively managing my academic commitments	Did not have	2	1.3%	0	0.0%
	Weak	13	8.4%	1	1.7%
	Ok	41	26.5%	17	11.2%
	Strong	64	41.3%	75	49.3%
	Very strong	35	22.6%	59	38.8%
Total		155	100.0%	152	100.0%
Effectively managing my non-academic commitments	Did not have	4	2.6%	0	0.0%
	Weak	13	8.4%	0	0.0%
	Ok	61	39.4%	26	17.1%
	Strong	51	32.9%	78	51.3%
	Very strong	26	16.8%	48	31.6%
Total		155	100.0%	152	100.0%
Developing long range goals	Did not have	4	2.6%	1	0.7%
	Weak	23	14.8%	3	2.0%
	Ok	66	42.6%	24	15.7%
	Strong	47	30.3%	90	58.8%
	Very strong	15	9.7%	35	22.9%
Total		155	100.0%	153	100.0%
Having a career direction	Did not have	10	6.6%	1	0.7%
	Weak	18	11.8%	3	2.0%
	Ok	54	35.5%	23	15.4%
	Strong	46	30.3%	71	47.7%
	Very strong	24	15.8%	51	34.2%
Total		152	100.0%	149	100.0%



Results for Practical Competence

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		Before becoming a peer educator		As a result of becoming a peer educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
Having a sense of purpose	Did not have	5	3.3%	0	0.0%
	Weak	22	14.5%	1	0.7%
	Ok	60	39.5%	16	10.7%
	Strong	48	31.6%	75	50.3%
	Very strong	17	11.2%	57	38.3%
	Total	152	100.0%	149	100.0%
Holding yourself accountable for obligations and commitments	Did not have	0	0.0%	0	0.0%
	Weak	9	6.0%	1	0.7%
	Ok	40	26.7%	5	3.4%
	Strong	64	42.7%	66	44.9%
	Very strong	37	24.7%	75	51.0%
	Total	150	100.0%	147	100.0%
Giving feedback to improve the quality of someone else's work	Did not have	3	2.0%	0	0.0%
	Weak	16	10.7%	1	1.7%
	Ok	89	59.3%	27	18.2%
	Strong	31	20.7%	90	60.8%
	Very strong	11	7.3%	30	20.3%
	Total	150	100.0%	148	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

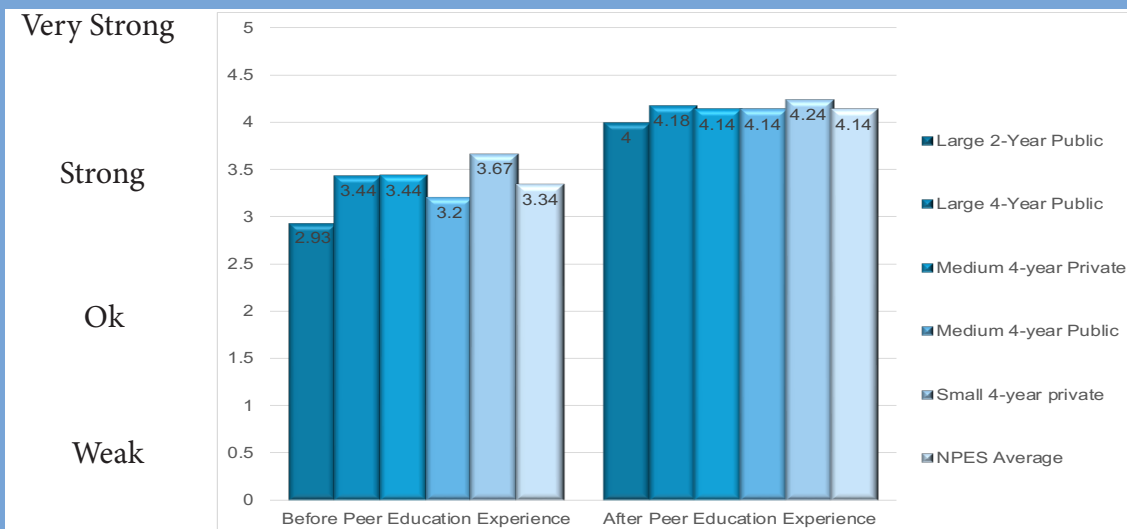
Cognitive Complexity

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

Results for Practical Competence

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		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	13	8.4%	0	0.0%
	Ok	69	44.5%	11	7.2%
	Strong	61	39.4%	94	61.4%
	Very strong	12	7.7%	48	31.4%
	Total	155	100.0%	153	100.0%
Critically analyzing situations	Did not have	0	0.0%	0	0.0%
	Weak	12	7.7%	1	0.7%
	Ok	55	35.5%	11	7.2%
	Strong	62	40.0%	90	59.2%
	Very strong	26	16.8%	50	32.9%
	Total	155	100.0%	152	100.0%
Analyzing the elements of an idea, experience, or theory	Did not have	3	1.9%	0	0.0%
	Weak	10	6.5%	1	0.7%
	Ok	72	46.5%	22	14.5%
	Strong	55	35.5%	93	61.2%
	Very strong	15	9.7%	36	23.7%
	Total	155	100.0%	152	100.0%
Synthesizing and organizing ideas, information, or	Did not have	2	1.3%	0	0.0%
	Weak	13	8.5%	0	0.0%
	Ok	61	39.9%	13	8.7%
	Strong	70	45.8%	98	65.3%
	Very strong	7	4.6%	39	26.0%
	Total	153	100.0%	150	100.0%



Results for Practical Competence

		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	4	2.6%	1	0.7%
	Weak	12	7.8%	0	0.0%
	Ok	65	42.5%	20	13.3%
	Strong	59	38.6%	82	54.7%
	Very strong	13	8.5%	47	31.3%
	Total	153	100.0%	150	100.0%
Applying theories or concepts to practical problems or new situations	Did not have	2	1.3%	0	0.0%
	Weak	15	9.8%	1	0.7%
	Ok	67	43.8%	16	10.7%
	Strong	54	35.3%	93	62.0%
	Very strong	15	9.8%	40	26.7%
	Total	155	100.0%	152	100.0%
Applying previous experiences to inform new situations	Did not have	4	2.6%	0	0.0%
	Weak	14	9.2%	0	0.0%
	Ok	64	42.1%	12	8.1%
	Strong	52	34.2%	86	57.7%
	Very strong	18	11.8%	51	34.2%
	Total	155	100.0%	152	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 opinions when working with them

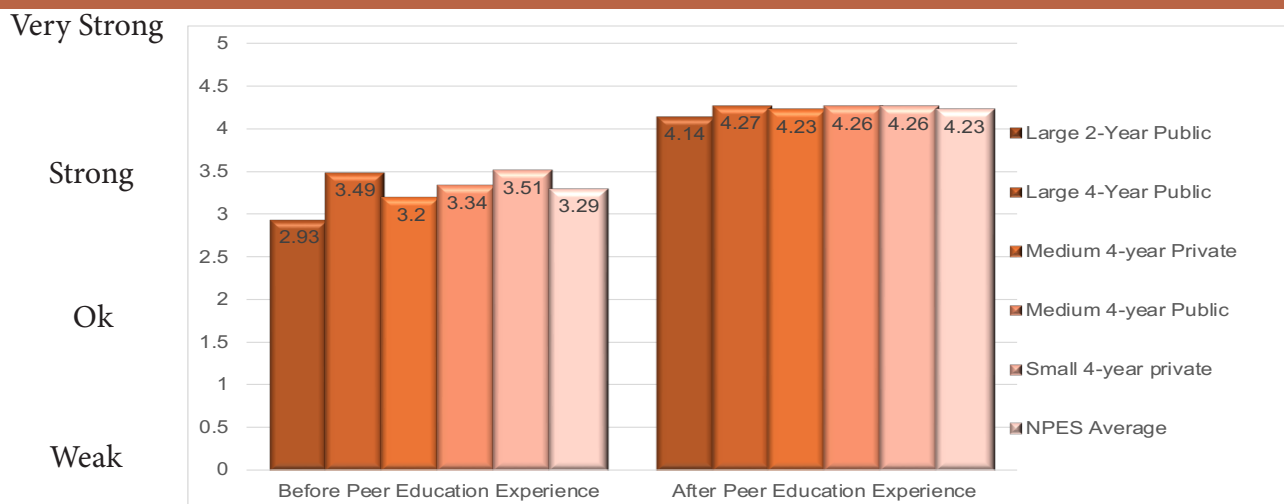
Intrapersonal Development

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

Results for Intrapersonal Development

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		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	0	0.0%	0	0.0%
	Weak	23	14.8%	0	0.0%
	Ok	76	49.0%	18	11.8%
	Strong	41	26.5%	89	58.6%
	Very strong	15	9.7%	45	29.6%
	Total	155	100.0%	152	100.0%
Understanding people's values that are different from	Did not have	2	1.3%	0	0.0%
	Weak	9	5.8%	0	0.0%
	Ok	31	20.0%	7	4.6%
	Strong	85	54.8%	73	48.0%
	Very strong	28	18.1%	72	47.4%
	Total	155	100.0%	152	100.0%
Having a better understanding of my own values	Did not have	2	1.3%	0	0.0%
	Weak	12	7.7%	0	0.0%
	Ok	55	35.5%	5	3.3%
	Strong	62	40.0%	67	44.1%
	Very strong	24	15.5%	80	52.6%
	Total	155	100.0%	152	100.0%
Having a positive self-concept (self-confidence, self-esteem, independence, and determination)	Did not have	6	3.9%	0	0.0%
	Weak	38	25.0%	4	2.7%
	Ok	50	32.9%	21	14.1%
	Strong	40	26.3%	83	55.7%
	Very strong	18	11.8%	41	27.5%
	Total	152	100.0%	149	100.0%



Results for Intrapersonal Development

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		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	5	3.3%	0	0.0%
	Weak	7	4.7%	1	0.7%
	Ok	47	31.3%	19	12.9%
	Strong	37	38.0%	68	46.3%
	Very strong	54	22.7%	59	40.1%
	Total	150	100.0%	147	100.0%
Clarifying my own beliefs or values	Did not have	5	3.3%	0	0.0%
	Weak	7	4.7%	1	0.7%
	Ok	47	38.1%	19	9.6%
	Strong	57	39.0%	68	47.6%
	Very strong	34	15.2%	59	40.4%
	Total	150	100.0%	147	100.0%
Knowing your own limitations and when to refer to other resources	Did not have	9	6.0%	0	0.0%
	Weak	24	16.0%	1	0.5%
	Ok	69	46.0%	15	10.2%
	Strong	34	22.7%	84	57.1%
	Very strong	16	9.3%	48	32.7%
	Total	152	100.0%	148	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:



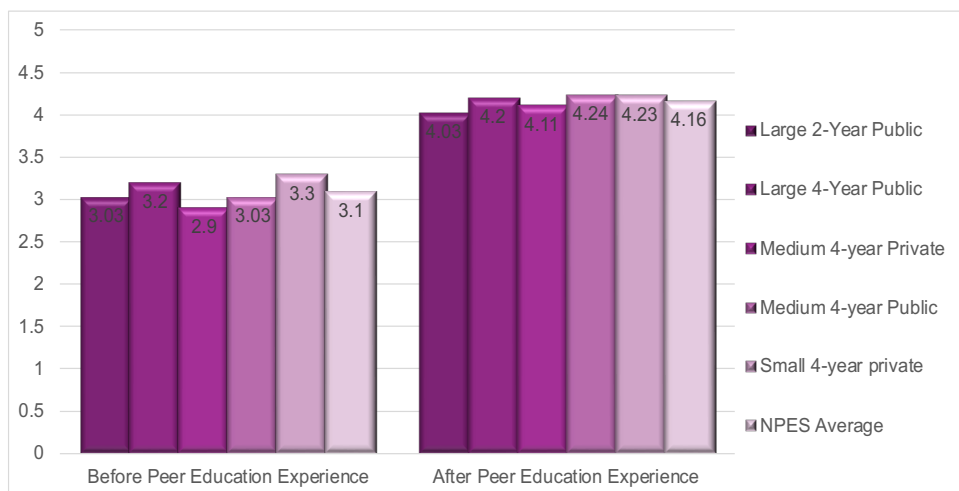
Measured by Carnegie Classification:

Very Strong

Strong

Ok

Weak



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

Results for Interpersonal Development

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		Before becoming a peer educator		As a result of becoming a peer educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
Effectively facilitating group discussions	Did not have	7	4.50%	0	0.00%
	Weak	44	28.40%	1	0.70%
	Ok	74	47.70%	27	17.60%
	Strong	26	16.80%	86	56.20%
	Very strong	4	2.60%	39	25.50%
	Total	155	100.00%	153	100.00%
Presenting an educational program with a teammate	Did not have	25	16.10%	4	2.60%
	Weak	29	18.70%	1	0.70%
	Ok	69	44.50%	16	10.50%
	Strong	28	18.10%	85	55.60%
	Very strong	4	2.60%	47	30.70%
	Total	155	100.00%	153	100.00%
Comfort with distributing pamphlets at an awareness table	Did not have	36	23.20%	3	2.00%
	Weak	42	27.10%	0	0.00%
	Ok	55	35.50%	10	6.60%
	Strong	20	12.90%	82	53.90%
	Very strong	2	1.30%	57	37.50%
	Total	155	100.00%	152	100.00%
Effectively communicating with people through speaking, writing, and other communication	Did not have	1	0.60%	0	0.00%
	Weak	15	9.70%	1	0.70%
	Ok	56	36.10%	7	4.60%
	Strong	63	40.60%	79	52.00%
	Very strong	20	12.90%	65	42.80%
	Total	155	100.00%	152	100%
Talking with a close, personal friend about a risky behavior or choice	Did not have	9	5.80%	0	0.00%
	Weak	29	18.70%	1	0.70%
	Ok	61	39.40%	16	10.50%
	Strong	42	27.10%	80	52.60%
	Very strong	14	9.00%	55	36.20%
	Total	155	100.00%	152	100.00%

Results for Interpersonal Development

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		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	27	17.40%	0	0.00%
	Weak	48	31.00%	3	2.00%
	Ok	62	40.00%	25	16.30%
	Strong	16	10.30%	91	59.50%
	Very strong	2	1.30%	34	22.20%
	Total	155	100.00%	153	100.00%
Sharing ideas and information effectively with others	Did not have	2	1.30%	0	0.00%
	Weak	17	11.00%	0	0.00%
	Ok	51	32.90%	9	5.90%
	Strong	69	44.50%	71	46.70%
	Very strong	16	10.30%	72	47.40%
	Total	155	100.00%	152	100.00%
Comfortable with presenting programs to students who are different than me	Did not have	8	5.20%	0	0.00%
	Weak	18	11.60%	1	0.70%
	Ok	63	40.60%	13	8.50%
	Strong	46	29.70%	78	51.00%
	Very strong	20	12.90%	61	39.90%
	Total	155	100.00%	153	100.00%
Being a role model for healthy choices	Did not have	5	3.20%	0	0.00%
	Weak	15	9.70%	0	0.00%
	Ok	70	45.20%	27	17.80%
	Strong	49	31.60%	77	50.70%
	Very strong	16	10.30%	48	31.60%
	Total	155	100.00%	152	100.00%
Effectively managing my conflicts with others	Did not have	5	3.30%	0	0.00%
	Weak	27	17.80%	2	1.30%
	Ok	64	42.10%	28	18.80%
	Strong	47	30.90%	77	51.70%
	Very strong	9	5.90%	42	28.20%
	Total	152	100.00%	149	100.00%

Results for Interpersonal Development

21

		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	4	2.60%	0	0.00%
	Weak	22	14.60%	3	2.00%
	Ok	79	52.30%	31	20.90%
	Strong	38	25.20%	78	52.70%
	Very strong	8	5.30%	36	24.30%
	Total	151	100.00%	148	100.00%
Effectively working with others who share views different from my own	Did not have	1	0.70%	0	0.00%
	Weak	11	7.30%	0	0.00%
	Ok	64	42.70%	17	11.60%
	Strong	53	35.30%	78	53.10%
	Very strong	21	14.00%	52	35.40%
	Total	150	100.00%	147	100.00%
Effectively demonstrate skills in leading a group	Did not have	6	4.00%	0	0.00%
	Weak	19	12.60%	1	0.70%
	Ok	64	42.40%	8	5.40%
	Strong	52	34.40%	81	54.70%
	Very strong	10	6.60%	58	39.20%
	Total	151	100.00%	148	100.00%



Results for Interpersonal Development

22

		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	3	2.00%	0	0.00%
	Weak	14	9.30%	2	1.40%
	Ok	73	48.70%	17	11.60%
	Strong	51	34.00%	88	59.90%
	Very strong	9	6.00%	40	27.20%
	Total	150	100.00%	147	100.00%
Accepting supervision and direction from your supervisor/ advisor	Did not have	4	2.70%	0	0.00%
	Weak	5	3.30%	0	0.00%
	Ok	29	19.30%	4	2.70%
	Strong	68	54.30%	61	41.50%
	Very strong	44	29.30%	82	55.80%
	Total	150	100.00%	147	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

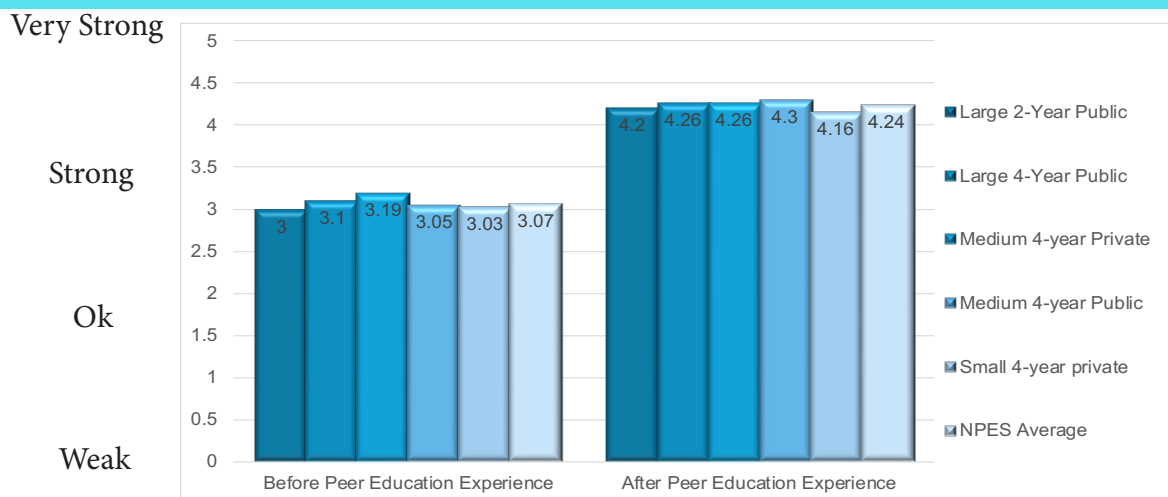
23

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 Knowledge Acquisition, Construction, Integration, and Application

- 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

Results

for Knowledge Acquisition, Construction, Integration,
and Application

24

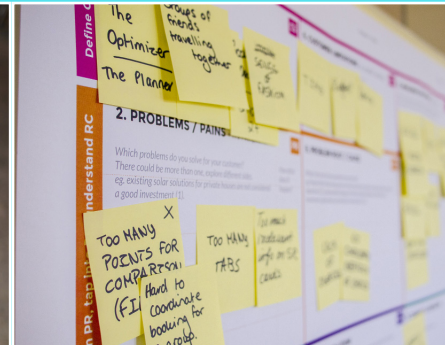
		Before becoming a peer educator		As a result of becoming a peer educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
Referring someone to campus or off-campus counseling	Did not have	41	26.5%	4	2.6%
	Weak	55	35.5%	3	2.0%
	Ok	42	27.1%	21	13.8%
	Strong	15	9.7%	79	52.0%
	Very strong	2	1.3%	45	29.6%
	Total	155	100.0%	152	100.0%
Knowledge about campus resources	Did not have	17	11%	0	0.0%
	Weak	74	47.70%	0	0.0%
	Ok	49	31.60%	2	1.3%
	Strong	12	7.70%	68	44.4%
	Very strong	3	1.90%	83	54.2%
	Total	155	100.0%	153	100.0%
Researching skills that allow me to seek out information about topics	Did not have	0	0.0%	0	0.0%
	Weak	14	9.2%	0	0.0%
	Ok	60	39.2%	15	10.0%
	Strong	60	39.2%	85	56.7%
	Very strong	19	12.4%	50	33.3%
	Total	153	100.0%	150	100.0%
Reevaluating previous assumptions	Did not have	1	0.7%	0	0.0%
	Weak	28	18.4%	0	0.0%
	Ok	71	46.7%	22	14.8%
	Strong	41	27.0%	80	53.7%
	Very strong	11	7.2%	47	31.5%
	Total	152	100.0%	149	100.0%

Results

for Knowledge Acquisition, Construction, Integration,
and Application

25

		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	2.0%	0	0.0%
	Weak	19	12.5%	1	0.7%
	Ok	71	46.7%	26	17.4%
	Strong	48	31.6%	86	57.7%
	Very strong	11	7.2%	36	24.2%
	Total	152	100.0%	149	100.0%
Listening to and considering others' viewpoints	Did not have	0	0.0%		
	Weak	8	5.3%	0	0.0%
	Ok	43	28.7%	7	4.8%
	Strong	72	48.0%	66	44.9%
	Very strong	27	18.0%	74	50.3%
	Total	150	100.0%	147	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

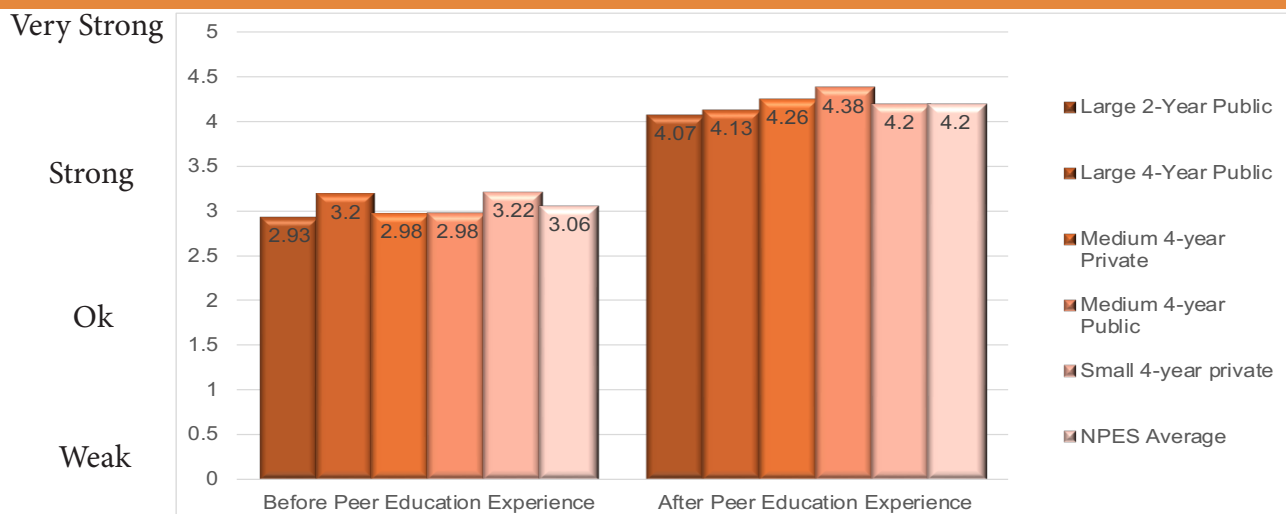
Humanitarianism and Civic Engagement

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

Results for Humanitarianism and Civic Engagement

27

		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	31	20.0%	4	2.6%
	Weak	46	29.7%	3	2.0%
	Ok	54	38.8%	33	21.7%
	Strong	22	14.2%	71	46.7%
	Very strong	2	1.3%	41	27.0%
	Total	155	100.0%	152	100.0%
Having conversations with students who are different than me	Did not have	2	1.3%	0	0.0%
	Weak	10	6.5%	0	0.0%
	Ok	43	27.7%	7	4.6%
	Strong	69	44.5%	70	46.1%
	Very strong	31	20.0%	75	49.3%
	Total	155	100.0%	152	100.0%
Feeling a part of the campus community	Did not have	19	12.5%	0	0.0%
	Weak	47	30.9%	0	0.0%
	Ok	50	32.9%	17	11.3%
	Strong	29	19.1%	66	44.0%
	Very strong	7	4.6%	67	44.7%
	Total	152	100.0%	150	100.0%
Feeling responsible for helping to improve the campus	Did not have	32	21.1%	0	0.0%
	Weak	43	28.3%	0	0.0%
	Ok	49	32.2%	9	6.0%
	Strong	23	15.1%	77	51.3%
	Very strong	5	3.2%	64	42.7%
	Total	152	100.0%	150	100.0%



Results for Humanitarianism and Civic Engagement

28

		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	0	0.0%	0	0.0%
	Weak	20	13.2%	1	0.7%
	Ok	55	36.2%	19	12.8%
	Strong	55	36.2%	81	54.4%
	Very strong	21	13.8%	48	32.2%
	Total	151	100.0%	149	100.0%
Considering the welfare of others when making decisions	Did not have	4	2.7%	1	0.7%
	Weak	6	4.0%	2	1.4%
	Ok	39	26.0%	7	4.8%
	Strong	68	45.3%	65	44.2%
	Very strong	33	22.0%	72	49.0%
	Total	150	100.0%	147	100.0%
Understanding the role of your personal belief system in personal or group	Did not have	3	2.0%	0	0.0%
	Weak	16	10.7%	0	0.0%
	Ok	63	42.0%	15	10.2%
	Strong	47	31.3%	87	59.2%
	Very strong	21	14.0%	45	30.6%
	Total	150	100.0%	147	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

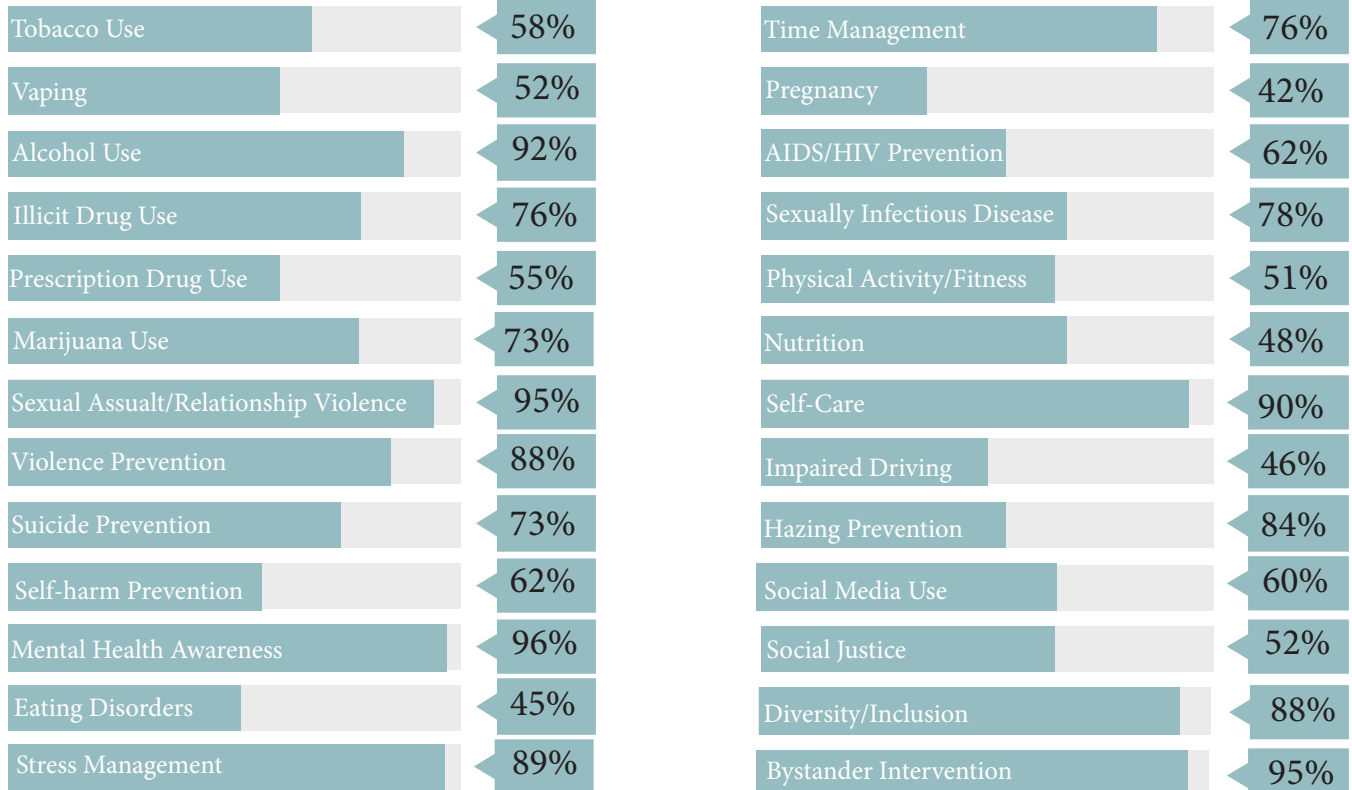


Collaborate with other peer educator groups in the community

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:



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

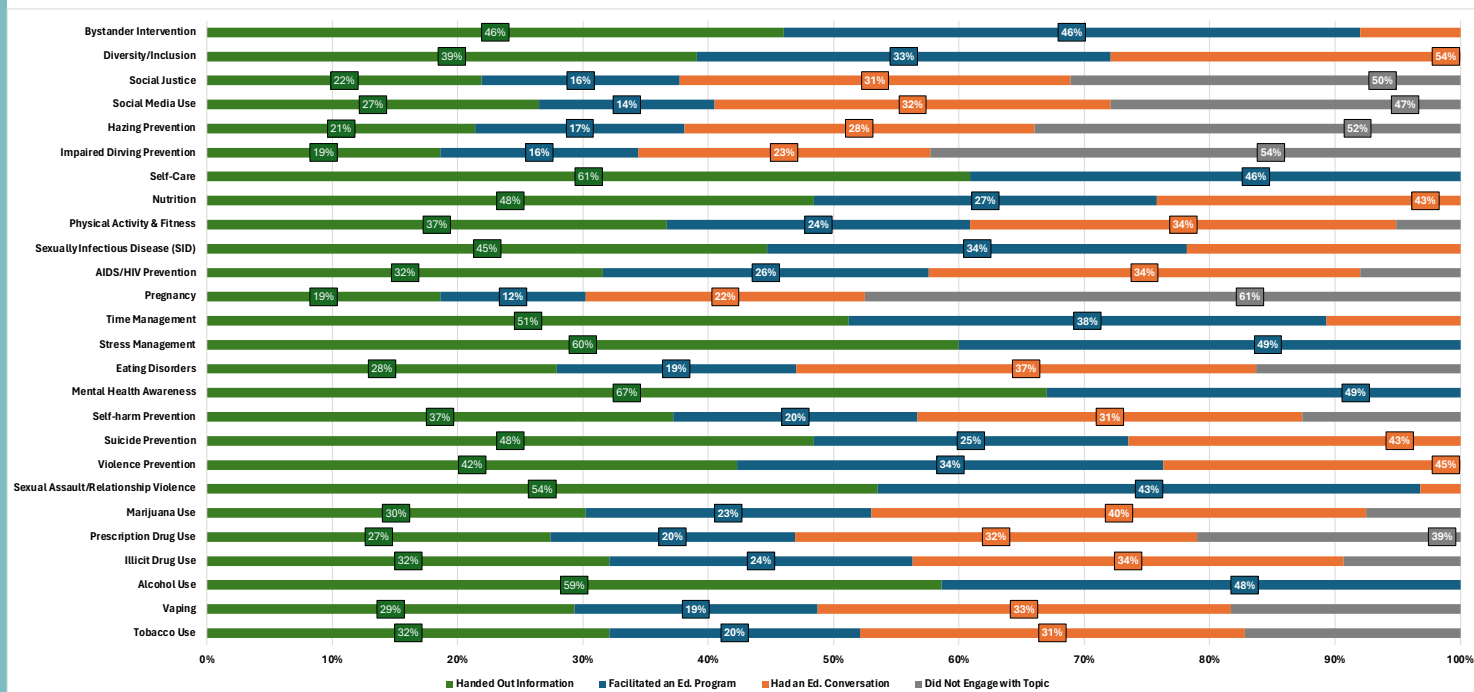


Engage peer educators in reflecting about the training they receive and how they plan to utilize it in their roles

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

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Training Topic		Training Received National Averages		Peer Educators Who Engaged in Activities		
		Frequency	%		Frequency	%
Tobacco Use	Yes	89	57.80%	Handed Out Info.	47	22.60%
	No	65	42.20%	Facilitated an Ed. Program	57	27.40%
	Total	154	100.0%	Had an Ed. Conversation	40	19.20%
				Did Not Engage w/ Topic	64	30.80%
Vaping	Yes	82	53.20%	Handed Out Info.	49	23.60%
	No	72	46.80%	Facilitated an Ed. Program	43	20.70%
	Total	154	100.0%	Had an Ed. Conversation	53	25.50%
				Did Not Engage w/ Topic	63	30.30%
Alcohol Use	Yes	143	92.30%	Handed Out Info.	82	30.30%
	No	12	7.70%	Facilitated an Ed. Program	88	32.50%
	Total	155	100.0%	Had an Ed. Conversation	91	33.60%
				Did Not Engage w/ Topic	10	3.70%
Illicit Drug Use	Yes	118	76.10%	Handed Out Info.	58	27.80%
	No	37	23.90%	Facilitated an Ed. Program	53	25.40%
	Total	155	100.0%	Had an Ed. Conversation	53	25.40%
				Did Not Engage w/ Topic	45	21.50%
Prescription Drug Use	Yes	118	76.10%	Handed Out Info.	40	20.90%
	No	37	23.90%	Facilitated an Ed. Program	53	27.70%
	Total	155	100.0%	Had an Ed. Conversation	53	27.70%
				Did Not Engage w/ Topic	45	23.60%
Marijuana Use	Yes	113	72.90%	Handed Out Info.	60	26.40%
	No	42	27.10%	Facilitated an Ed. Program	63	27.80%
	Total	155	100.0%	Had an Ed. Conversation	64	28.20%
				Did Not Engage w/ Topic	40	17.60%
Sexual Assault/ Relationship Violence Prevention	Yes	147	94.80%	Handed Out Info.	88	31.90%
	No	8	5.20%	Facilitated an Ed. Program	91	33.00%
	Total	155	100.0	Had an Ed. Conversation	81	29.30%
				Did Not Engage w/ Topic	16	5.80%

Peer Educator Training

Training Topic		Training Received National Averages		Peer Educators Who Engaged in Activities		
		Frequency	%		Frequency	%
Violence Prevention	Yes	136	87.70%	Handed Out Info.	76	30.60%
	No	19	12.30%	Facilitated an Ed. Program	78	31.50%
	Total	155	100.0%	Had an Ed. Conversation	65	26.20%
				Did Not Engage w/ Topic	29	11.70%
Suicide Prevention	Yes	113	72.90%	Handed Out Info.	66	28.90%
	No	42	27.10%	Facilitated an Ed. Program	48	21.10%
	Total	155	100.0%	Had an Ed. Conversation	69	30.30%
				Did Not Engage w/ Topic	45	19.70%
Self-harm Prevention	Yes	96	61.90%	Handed Out Info.	58	27.80%
	No	59	38.10%	Facilitated an Ed. Program	39	18.70%
	Total	155	100.0%	Had an Ed. Conversation	61	29.20%
				Did Not Engage w/ Topic	51	24.40%
Mental Health Awareness	Yes	149	96.10%	Handed Out Info.	97	32.30%
	No	6	3.90%	Facilitated an Ed. Program	96	32.00%
	Total	155	100.0%	Had an Ed. Conversation	97	32.30%
				Did Not Engage w/ Topic	10	3.30%
Eating Disorders	Yes	69	55.50%	Handed Out Info.	42	21.90%
	No	86	44.50%	Facilitated an Ed. Program	33	17.20%
	Total	155	100.0%	Had an Ed. Conversation	49	25.50%
				Did Not Engage w/ Topic	69	35.40%
Stress Management	Yes	136	88.90%	Handed Out Info.	88	31%
	No	17	11.10%	Facilitated an Ed. Program	86	30.30%
	Total	153	100.0%	Had an Ed. Conversation	94	33%
				Did Not Engage w/ Topic	16	5.60%
Time Management	Yes	116	75.80%	Handed Out Info.	71	28.30%
	No	37	24.20%	Facilitated an Ed. Program	81	32.30%
	Total	153	100.0%	Had an Ed. Conversation	65	25.90%
				Did Not Engage w/ Topic	34	13.50%

Peer Educator Training

Training Topic		Training Received		Peer Educators Who Engaged in Activities		
		National Averages			National Averages	
		Frequency	%		Frequency	%
Pregnancy	Yes	64	42.10%	Handed Out Info.	30	16.90%
	No	88	57.90%	Facilitated an Ed. Program	25	14.10%
	Total	152	100.0%	Had an Ed. Conversation	46	26.00%
				Did Not Engage w/ Topic	76	42.90%
AIDS/ HIV Infection	Yes	95	62.10%	Handed Out Info.	54	25.80%
	No	58	37.90%	Facilitated an Ed. Program	50	23.90%
	Total	153	100.0%	Had an Ed. Conversation	48	23.00%
				Did Not Engage w/ Topic	57	27.30%
Sexually Infectious Disease (SID)	Yes	119	77.80%	Handed Out Info.	78	31.10%
	No	34	22.20%	Facilitated an Ed. Program	68	27.10%
	Total	153	100.0%	Had an Ed. Conversation	74	29.50%
				Did Not Engage w/ Topic	31	12.40%
Physical Activity and Fitness Educational Programming	Yes	78	51.00%	Handed Out Info.	54	24.80%
	No	75	49.00%	Facilitated an Ed. Program	42	19.30%
	Total	153	100.0%	Had an Ed. Conversation	60	27.50%
				Did Not Engage w/ Topic	62	28.40%
Nutrition	Yes	74	48.40%	Handed Out Info.	49	24.50%
	No	79	51.60%	Facilitated an Ed. Program	36	18.00%
	Total	153	100.0%	Had an Ed. Conversation	57	28.50%
				Did Not Engage w/ Topic	58	29.00%
Self-care	Yes	137	89.50%	Handed Out Info.	95	33.00%
	No	16	10.50%	Facilitated an Ed. Program	86	29.90%
	Total	153	100.0%	Had an Ed. Conversation	91	31.60%
				Did Not Engage w/ Topic	16	5.60%
Impaired Driving Prevention	Yes	71	46.40%	Handed Out Info.	38	20.00%
	No	82	53.60%	Facilitated an Ed. Program	34	17.90%
	Total	153	100.0%	Had an Ed. Conversation	40	21.10%
				Did Not Engage w/ Topic	78	41.10%

Peer Educator Training

Training Topic		Training Received		Peer Educators Who Engaged in Activities		
		National Averages		National Averages		
		Frequency	%		Frequency	%
Hazing Prevention	Yes	84	54.90%	Handed Out Info.	37	21.00%
	No	69	45.10%	Facilitated an Ed. Program	25	14.20%
	Total	153	100.0%	Had an Ed. Conversation	44	25.00%
				Did Not Engage w/ Topic	70	39.80%
Social Media Use	Yes	91	59.50%	Handed Out Info.	44	22.10%
	No	62	40.50%	Facilitated an Ed. Program	42	21.10%
	Total	153	100.0%	Had an Ed. Conversation	56	28.10%
				Did Not Engage w/ Topic	57	28.60%
Social Justice	Yes	79	51.60%	Handed Out Info.	41	20.70%
	No	74	48.40%	Facilitated an Ed. Program	34	17.20%
	Total	153	100.0%	Had an Ed. Conversation	52	26.30%
				Did Not Engage w/ Topic	71	35.60%
Diversity/Inclusion	Yes	135	88.20%	Handed Out Info.	63	27.60%
	No	18	11.80%	Facilitated an Ed. Program	47	20.60%
	Total	153	100.0%	Had an Ed. Conversation	80	35.10%
				Did Not Engage w/ Topic	38	16.70%
Bystander Intervention	Yes	142	94.70%	Handed Out Info.	82	30.40%
	No	8	5.30%	Facilitated an Ed. Program	86	31.90%
	Total	150	100.0%	Had an Ed. Conversation	81	30.00%
				Did Not Engage w/ Topic	21	7.80%



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.	20.10%	43.50%	18.80%	17.50%
Interest in gaining job related skills.	43.80%	35.90%	11.80%	8.50%
Desire to acquire additional knowledge.	36.40%	52.60%	9.70%	1.30%
Observation of other peer educators.	17.50%	33.10%	25.30%	24.00%
Encouragement from others.	18.20%	32.50%	24.00%	25.30%
Desire to be involved in college.	46.10%	40.90%	11.70%	1.30%
Need to add something to my resume.	17.50%	37.70%	22.70%	22.10%
Money (a job).	18.30%	26.80%	21.60%	33.30%
Peer educator class counted for course credit.	1.30%	6.50%	5.20%	86.90%
Career development/exploration.	20.10%	43.50%	18.80%	17.50%
Desire for recognition.	2.60%	16.90%	27.90%	52.60%
Interest in making friends.	20.10%	37.70%	18.80%	23.40%
My personal experience dealing with a health and wellness concern.	26.00%	33.80%	17.50%	22.70%
My personal experience of a friend or family member dealing with a health and wellness concern.	23.40%	28.60%	22.10%	26.00%

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

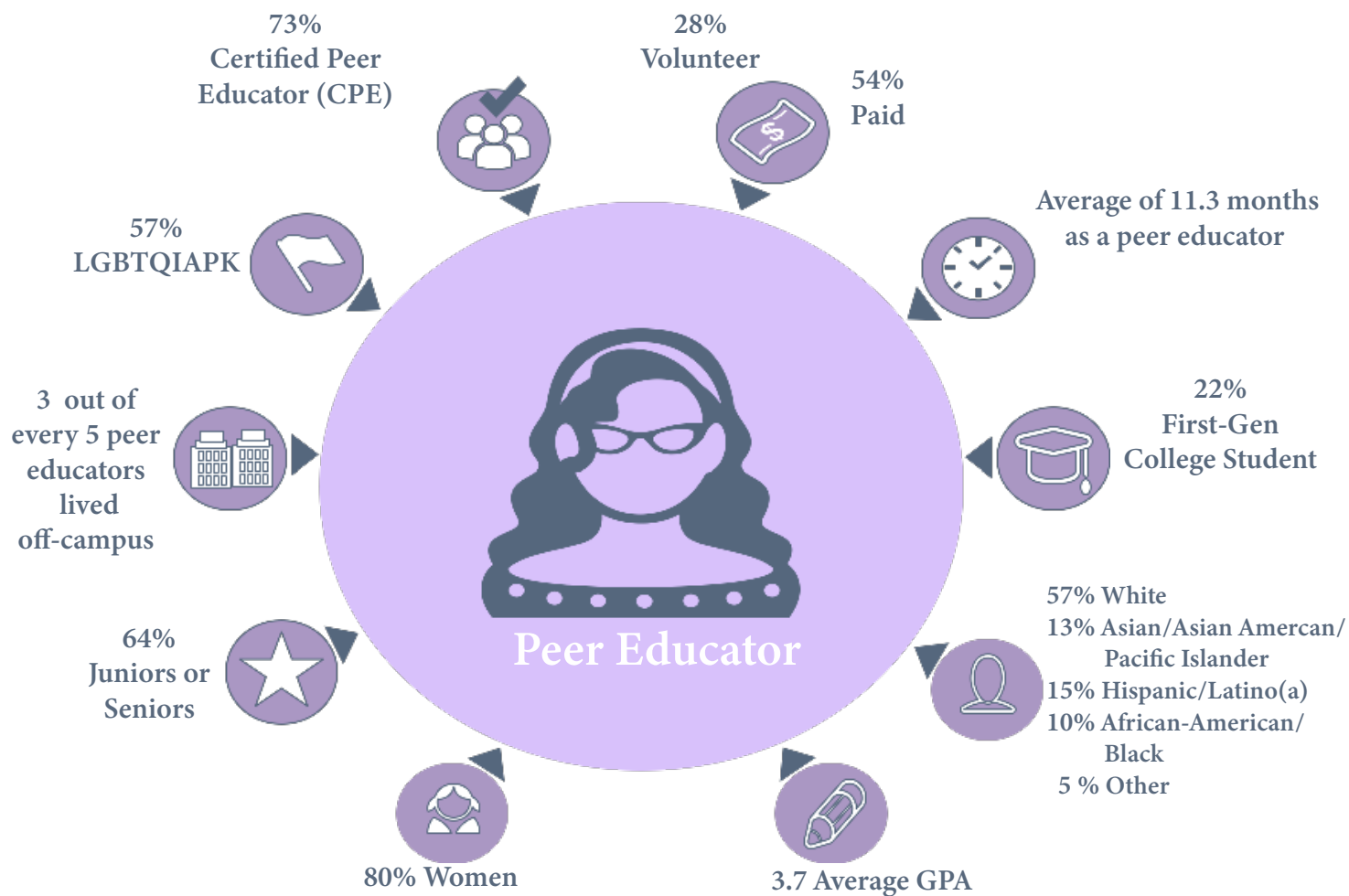


Engage in conversations with current peer educators about their goals for the position

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 a Glance:



Peer Educator Demographics

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		National Averages	
		N	%
Are you a certified peer educator through The BACCHUS Network CPE Training program?			
	Yes	110	72.80%
	No	41	27.20%
	Total	151	100.00%
Did you take a for credit peer educator class in college?			
	Yes	29	19.00%
	No	124	81.00%
	Total	153	100.00%
Were you involved in a peer education program in highschool (e.g. SADD, Peer Helpers)?			
	Yes	16	10.50%
	No	137	89.50%
	Total	153	100.00%
Are you an elected or appointed officer for your peer education group?			
	Yes	41	27.00%
	No	111	73.00%
	Total	152	100.00%
Current Residence			
	Residence hall/on-campus apartment	63	40.65%
	Fraternity/sorority	2	1.29%
	Own house	5	3.23%
	Parent's home	24	15.48%
	Rent room or apartment off campus	59	38.06%
	Relative's home	2	1.29%
	Total	155	100.0%
Gender			
	Man	21	13.44%
	Woman	126	81.9%
	Transgender	3	1.90%
	Gender neutral/ Gender queer	4	2.58%
	Total	154	100.0%

Peer Educator Demographics

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		National Averages	
		N	%
Racial/Ethnic Group			
	Hispanic/Latino(a)	23	14.84%
	White	89	57.42%
	African-American/Black (non-Hispanic)	15	9.68%
	Asian/Asian-American/Pacific Islander	20	12.90%
	Other	9	5.16%
	Total	156	100%
Sexual Orientation			
	Bisexual	28	18.06%
	Gay	2	1.29%
	Lesbian	7	4.52%
	Heterosexual	98	63.23%
	Pansexual	8	5.16%
	Questioning	5	3.23%
	Asexual	5	3.23%
	Other	2	1.29%
	Total	155	100%
Academic Class Standing			
	First-year student	14	9.03%
	Sophomore	28	18.06%
	Junior	44	28.39%
	Senior	60	38.71%
	Grad/postbac/Professional	8	5.16%
	Total	154	100.00%
Transfer Student			
	Yes	8	5.16%
	No	147	94.84%
	Total	155	100.0%

Peer Educator Demographics

	National Averages	
	N	%
First-Generation College Student		
Yes	42	21.70%
No	113	72.90%
Total	155	100%

Academic National Averages

	National Averages		
	N	Mean	Std. Deviation
Age	155	21.01	1.74
Enrolled Credit Hours	155	13.78	4.73
Current GPA on a 4.0 Scale	155	3.66	0.51



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

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