

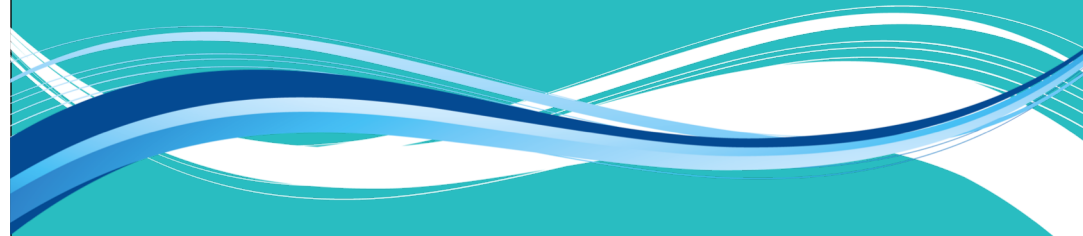
**N**ational  
**P**eer  
**E**ducator  
**S**tudy

2017-2018

**NPES 2017-2018 NATIONAL REPORT**

# National Peer Educator Study

Learning Outcomes Report 2017-2018





## Dear Advisor,

Thank you for taking part in the National Peer Educator Study. The following report highlights peer educators self-identified learning as a result of their peer education experience across six learning domains. The report includes a definition of each learning domain and representative questions from the survey, a comparison of peer educators' responses at similar institution types and nationally (n=484), and tips for improving your peer educators' growth within each learning outcome. We also provide data on demographic trends, training trends, and motivations of peer educators. We hope this is a valuable tool for you.

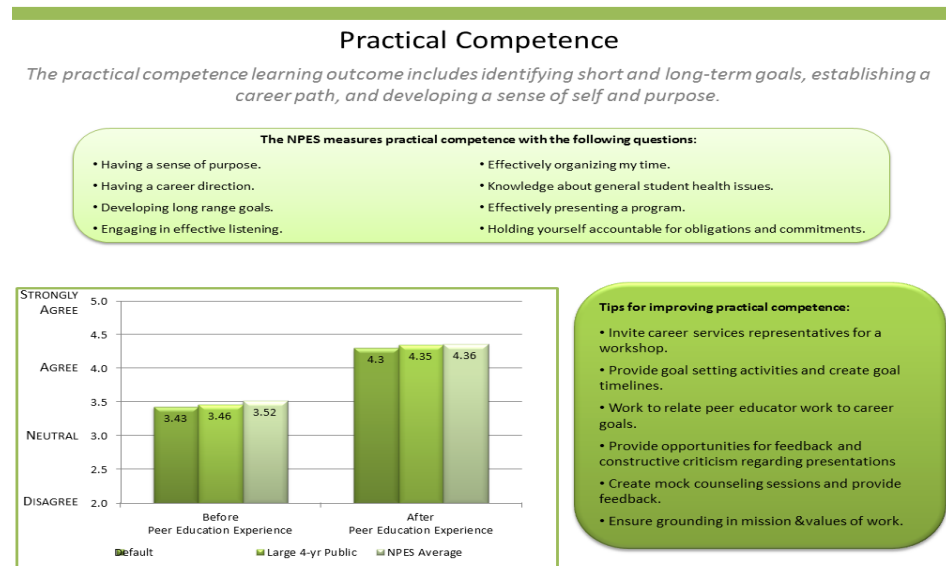
Sincerely,

*The National Peer Educator Study Team*

The National Peer Educator Study (NPES) uses the Council for the Advancement of Standards (CAS) Learning and Development Outcomes in analyzing Peer Educator development. These learning outcome domains include: cognitive complexity; interpersonal development; personal competence; interpersonal competence; knowledge acquisition, integration, construction and application; and humanitarianism and civic engagement. The NPES survey measures students' self-reported learning in each domain. Institutional results are compared to other institutions within the same Carnegie Classification. The National Peer Educator Study report includes tips for improving learning and development outcomes specific to Peer Educators.

The following is a guide on how to read the results pertaining to your specific institution and definitions of the statistics being used. As you review each of the domains within the report, please note participant results are self-reported on a 5-point scale.

Below is an example of how the learning domain results are displayed:



Each learning domain has an overview results page composed of four important elements. The domain name appears in bold at the top of the page, followed by a description of the associated outcomes. An explanation of how the domain is measured can be found below the title. Each chart highlights the institution specific results before and after becoming a peer educator, outcomes between similar Carnegie Classified institutions, and the national average of all NPES participating institutions. Finally, each domain page provides tips for future outcomes enhancement.

Following the results overview, a highlighted table displays each question evaluated in the learning domain. Frequencies related to behavioral actions are listed on a 5-point scale from 1 being “Did Not Have” to 5 being, “Very Strong.” See the example below.

An additional page highlighting the motivation of students to become peer educators is also included in the NPES report, followed by institutional and national participant demographics. Finally, a compilation of additional tips to improve development across all of the domains is attached.

Below are some helpful definitions to understand the survey (taken from Lind, Marchal & Wathen, 2008):

- Frequency: the rate in which something occurs
- Sample mean: average of values, or the sum of all the sampled values divided by the total number of sampled values
- Standard deviation: the dispersion of a distribution

#### Cognitive Complexity

		National Averages		National Averages	
		Frequency	%	Frequency	%
Developing an effective solution to a problem.	Did Not Have	0	0.00	0	0.00
	Weak	14	4.4	0	0.00
	OK	126	39.3	28	8.8
	Strong	151	47.0	174	54.4
	Very Strong	30	9.3	118	36.9
Total		321	100.0	320	100.0
Critically analyzing situations.	Did Not Have	2	.6	0	0.00
	Weak	16	5.0	1	.3
	OK	100	31.2	28	8.8
	Strong	159	49.5	168	52.7
	Very Strong	44	13.7	122	38.2
Total		321	100.0	319	100.0
Analyzing the elements of an idea, experience, or theory.	Did Not Have	3	.9	1	.3
	Weak	21	6.5	4	1.3
	OK	130	40.5	58	18.2
	Strong	120	37.4	141	44.2
	Very Strong	47	14.6	115	36.1
Total		321	100.0	319	100.0
Synthesizing and organizing ideas, information, or experiences.	Did Not Have	2	.6	1	.3
	Weak	15	4.8	1	.3
	OK	119	37.8	27	8.6
	Strong	148	47.0	177	56.5
	Very Strong	31	9.8	107	34.2
Total		315	100.0	313	100.0

#### References:

Council for the Advancement of Standards in Higher Education (2012). *CAS self-assessment guide for veterans and military programs and services*. Washington, DC: CAS.

Lind, D. A., Marchal, W. G., & Wathen, S. A. (2008). *Statistical techniques in business & economics*. (13 ed.). New York, NY: McGraw-Hill/Irwin.



## Practical Competence

The practical competence learning domain includes identifying short and long-term goals, establishing a career path, and developing a sense of self and purpose.

### The NPES measures intrapersonal development with the following outcomes:

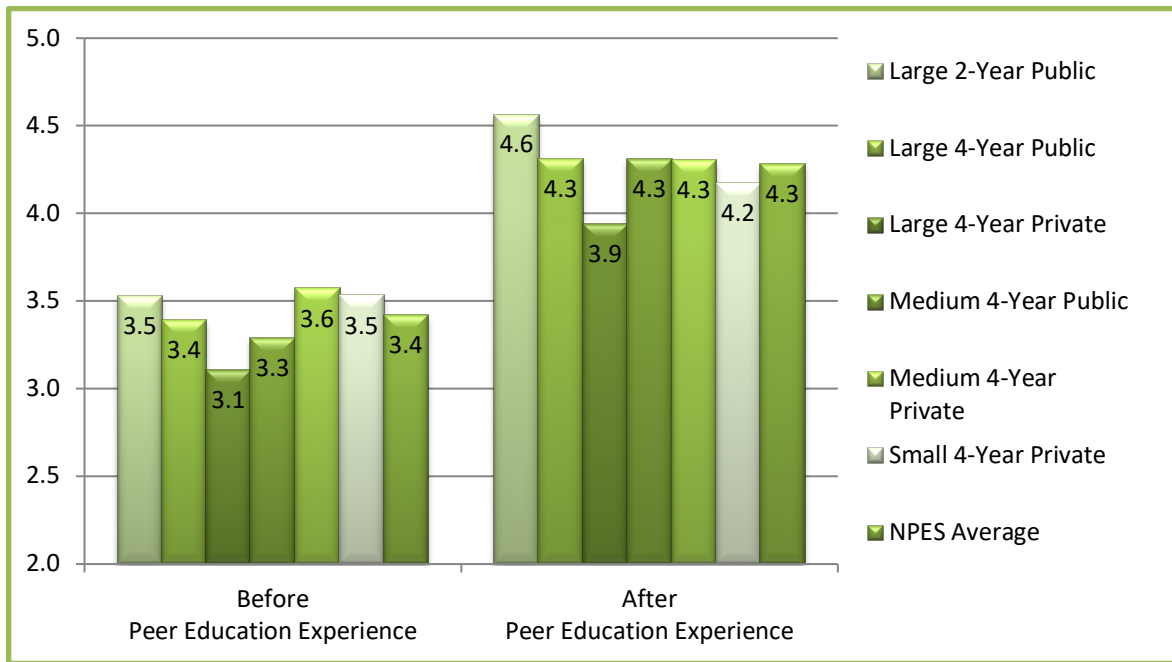
- Having a sense of purpose.
- Having a career direction.
- Developing long range goals.
- Engaging in effective listening.
- Effectively organizing my time.
- Knowledge about general student health issues.
- Effectively presenting a program.
- Holding myself accountable for obligations and commitments.

**STRONGLY  
AGREE**

**AGREE**

**NEUTRAL**

**DISAGREE**



### Tips for improving practical competence:

- Invite career services representatives for a workshop.
- Provide goal setting activities and create goal 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 & values of work.

# Practical Competence

		Before Becoming a Peer Educator		As a Result of Being a Peer Educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
Engaging in effective listening.	Did Not Have	1	0.2	0	0.0
	Weak	17	3.5	0	0.0
	OK	209	43.3	22	4.6
	Strong	202	41.8	223	46.7
	Very Strong	54	11.2	233	48.7
	Total	483	100.0	478	100.0
Knowledge about general student health issues.	Did Not	9	1.9	9	1.9
	Weak	93	19.3	93	19.3
	OK	266	55.1	266	55.1
	Strong	103	21.3	103	21.3
	Very Strong	12	2.5	12	2.5
	Total	483	100.0	483	100.0
Knowledge about campus resources.	Did Not Have	14	2.9	0	0.0
	Weak	109	22.6	0	0.0
	OK	179	37.1	18	3.8
	Strong	132	27.3	180	37.7
	Very Strong	49	10.1	279	58.5
	Total	483	100.0	477	100.0
Effectively speaking in front of a group.	Did Not Have	14	2.9	0	0.0
	Weak	109	22.6	8	1.7
	OK	179	37.1	62	13.0
	Strong	132	27.3	233	48.9
	Very Strong	49	10.1	173	36.3
	Total	483	100.0	476	100.0

# Practical Competence

		Before Becoming a Peer Educator		As a Result of Being a Peer Educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
Effectively organizing my time.	Did Not Have	6	1.2	0	0.0
	Weak	70	14.5	14	2.9
	OK	165	34.2	88	18.5
	Strong	158	32.8	221	46.5
	Very Strong	83	17.2	152	32.0
	Total	482	100.0	475	100.0
Effectively managing my academic commitments.	Did Not Have	3	0.6	0	0.0
	Weak	34	7.0	8	1.7
	OK	165	34.2	76	16.1
	Strong	190	39.3	220	46.5
	Very Strong	91	18.8	169	35.7
	Total	483	100.0	473	100.0
Effectively managing my non- academic commitments.	Did Not Have	3	0.6	0	0.0
	Weak	38	7.9	10	2.1
	OK	182	37.8	85	17.9
	Strong	188	39.0	237	49.8
	Very Strong	71	14.7	144	30.3
	Total	482	100.0	476	100.0
Developing long range goals.	Did Not Have	4	0.8	0	0.0
	Weak	57	11.8	4	0.8
	OK	189	39.1	72	15.3
	Strong	159	32.9	220	46.6
	Very Strong	74	15.3	176	37.3
	Total	483	100.0	472	100.0

# Practical Competence

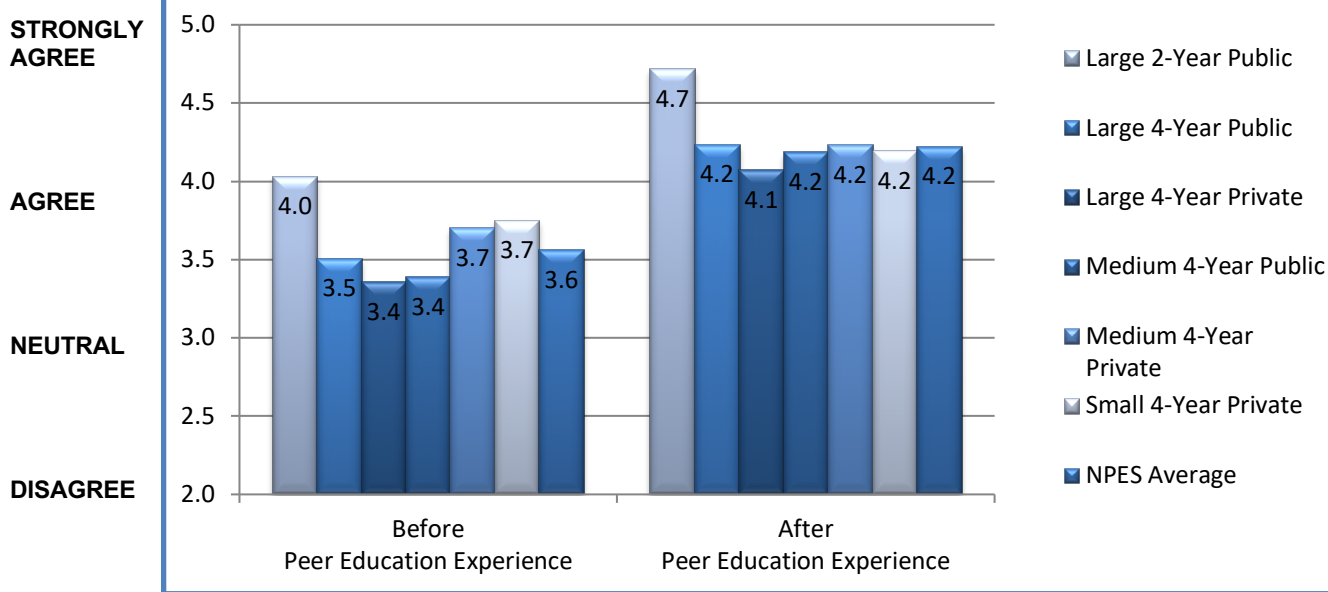
		Before Becoming a Peer Educator		As a Result of Being a Peer Educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
Having a career direction.	Did Not Have	14	2.9	2	0.4
	Weak	70	14.7	11	2.4
	OK	169	35.5	75	16.2
	Strong	150	31.5	182	39.2
	Very Strong	73	15.3	194	41.8
	Total	476	100.0	464	100.0
Having a sense of purpose.	Did Not Have	3	0.6	0	0.0
	Weak	84	17.6	7	1.5
	OK	160	33.6	48	10.3
	Strong	156	32.8	192	41.4
	Very Strong	73	15.3	217	46.8
	Total	476	100.0	464	100.0
Holding yourself accountable for obligations and commitments.	Did Not Have	1	0.2	1	0.2
	Weak	24	5.1	3	0.6
	OK	122	25.7	27	5.8
	Strong	203	42.7	196	41.9
	Very Strong	125	26.3	241	51.5
	Total	475	100.0	468	100.0
Giving feedback to improve the quality of someone else's work.	Did Not Have	4	0.8	0	0.0
	Weak	50	10.5	4	0.9
	OK	198	41.5	70	14.9
	Strong	163	34.2	232	49.4
	Very Strong	62	13.0	164	34.9
	Total	477	100.0	470	100.0

## Cognitive Complexity

The cognitive complexity learning domain includes reflecting on previous experiences, considering assumptions, thinking critically, and applying learned concepts to practical problems.

### The NPES measures cognitive complexity with the following outcomes:

- Applying previous experiences to inform new situations.
- Reevaluating previous assumptions.
- Formulating an innovative approach to a solution or problem.
- Critically analyzing situations.
- Analyzing the basic elements of an idea, experience, or theory.
- Applying theories or concepts to practical problems in new situations.



### Tips for improving intrapersonal development:

- 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 as peer educators.
- Utilize puzzles or problems to help facilitate or enhance critical thinking skills.

# Cognitive Complexity

		Before Becoming a Peer Educator		As a Result of Being a Peer Educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
Developing an effective solution to a problem.	Did Not Have	2	0.4	0	0.0
	Weak	23	4.8	2	0.4
	OK	205	42.4	52	10.9
	Strong	200	41.4	271	57.1
	Very Strong	53	11.0	150	31.6
	Total	483	100.0	475	100.0
Critically analyzing situations.	Did Not	0	0.0	0	0.0
	Weak	31	6.5	1	0.2
	OK	173	36.1	53	11.2
	Strong	199	41.5	246	52.0
	Very Strong	76	15.9	173	36.6
	Total	479	100.0	473	100.0
Analyzing the elements of an idea, experience, or theory.	Did Not Have	4	0.8	1	0.2
	Weak	33	6.8	4	0.8
	OK	195	40.3	69	14.4
	Strong	179	37.0	229	47.9
	Very Strong	73	15.1	175	36.6
	Total	484	100.0	478	100.0
Synthesizing and organizing ideas, information, or experiences.	Did Not Have	2	0.4	0	0.0
	Weak	32	6.7	0	0.0
	OK	195	40.8	46	9.9
	Strong	195	40.8	269	57.7
	Very Strong	54	11.3	151	32.4
	Total	478	100.0	466	100.0

# Cognitive Complexity

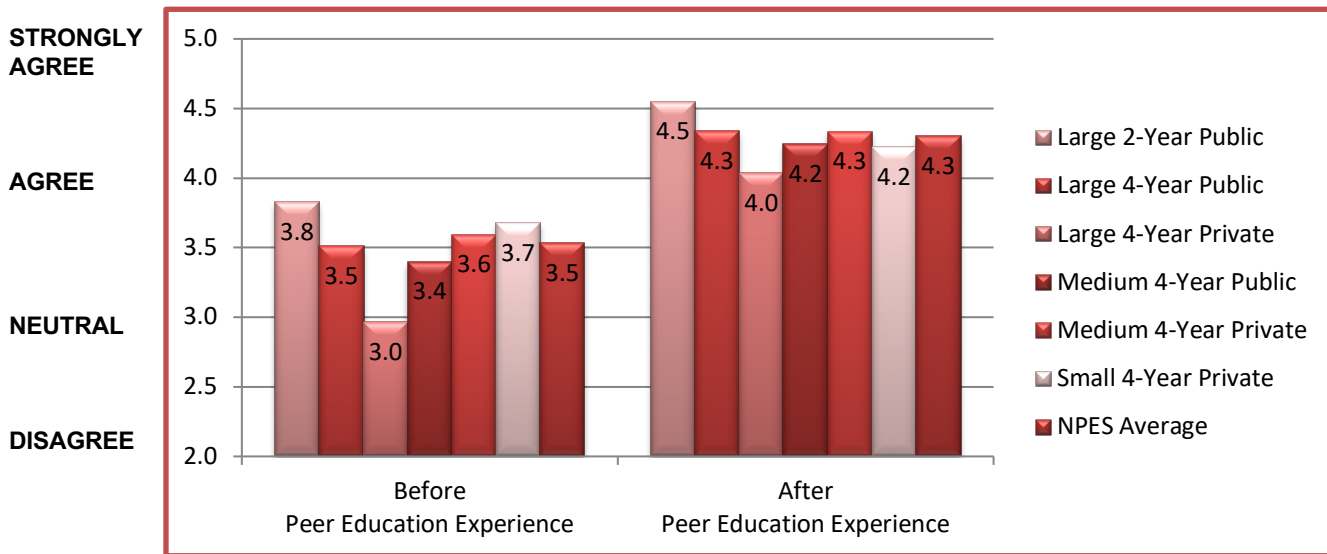
		Before Becoming a Peer Educator		As a Result of Being a Peer Educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
<b>Evaluating information, arguments, or methods and assessing the</b>	Did Not Have	1	0.2	0	0.0
	Weak	36	7.5	1	0.2
	OK	194	40.6	67	14.3
	Strong	191	40.0	242	51.8
	Very Strong	56	11.7	157	33.6
	Total	478	100.0	467	100.0
<b>Applying theories or concepts to practical problems or new situations.</b>	Did Not Have	3	0.6	0	0.0
	Weak	52	10.9	1	0.2
	OK	195	41.0	74	15.8
	Strong	178	37.4	241	51.6
	Very Strong	48	10.1	151	32.3
	Total	476	100.0	467	100.0
<b>Applying previous experiences to inform new situations.</b>	Did Not Have	5	1.0	0	0.0
	Weak	40	8.4	0	0.0
	OK	178	37.3	36	7.7
	Strong	192	40.3	234	50.1
	Very Strong	62	13.0	197	42.2
	Total	477	100.0	467	100.0

## Intrapersonal Development

The intrapersonal development learning domain includes realistic self-appraisal, self-awareness, personal goal setting, navigating personal values and beliefs, working with people different from one's self, recognizing personal attributes such as self-confidence, self-esteem, ethics, and integrity.

**The NPES measures intrapersonal development with the following outcomes:**

- Clarifying beliefs or values.
- Understanding people's values that different from my own.
- Developing a personal belief system.
- Having a better understanding of my own values.
- Having a positive self-concept (self-confidence, self-esteem, independence, and determination).
- Articulating values and beliefs as they relate to personal decisions.
- Recognizing and accepting my strengths and deficiencies.



### Tips for improving cognitive complexity:

- Use written reflection tools (e.g. Journals)
- Lead reflective activities that include group conversations, 1-on-1 meetings and silent reflection.
- Provide space for students to discuss and reflect along religious or spiritual dimensions.
- Facilitate values exercises to help articulate values throughout one's life, rank values, personally and professionally, and compare values with others.
- Incorporate readings about values into work.



# Intrapersonal Development

		Before Becoming a Peer Educator		As a Result of Being a Peer Educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
<b>Recognizing and accepting my strengths and deficiencies.</b>	Did Not Have	5	1.0	0	0.0
	Weak	78	16.1	1	0.2
	OK	235	48.7	65	13.6
	Strong	133	27.5	264	55.3
	Very Strong	32	6.6	147	30.8
	Total	483	100.0	477	100.0
<b>Understanding people's values that are different from my own.</b>	Did Not	2	0.4	0	0.0
	Weak	29	6.0	2	0.4
	OK	136	28.1	23	4.9
	Strong	190	39.3	190	40.1
	Very Strong	127	26.2	259	54.6
	Total	484	100.0	474	100.0
<b>Having a better understanding of my own values.</b>	Did Not Have	0	0.0	0	0.0
	Weak	34	7.0	2	0.4
	OK	157	32.4	25	5.2
	Strong	207	42.8	198	41.5
	Very Strong	86	17.8	252	52.8
	Total	484	100.0	477	100.0
<b>Having a positive self concept (self-confidence, self-esteem, independence, and determination).</b>	Did Not Have	11	2.3	2	0.4
	Weak	98	20.6	9	1.9
	OK	173	36.3	76	16.3
	Strong	141	29.6	213	45.6
	Very Strong	53	11.1	167	35.8
	Total	476	100.0	467	100.0

# Intrapersonal Development

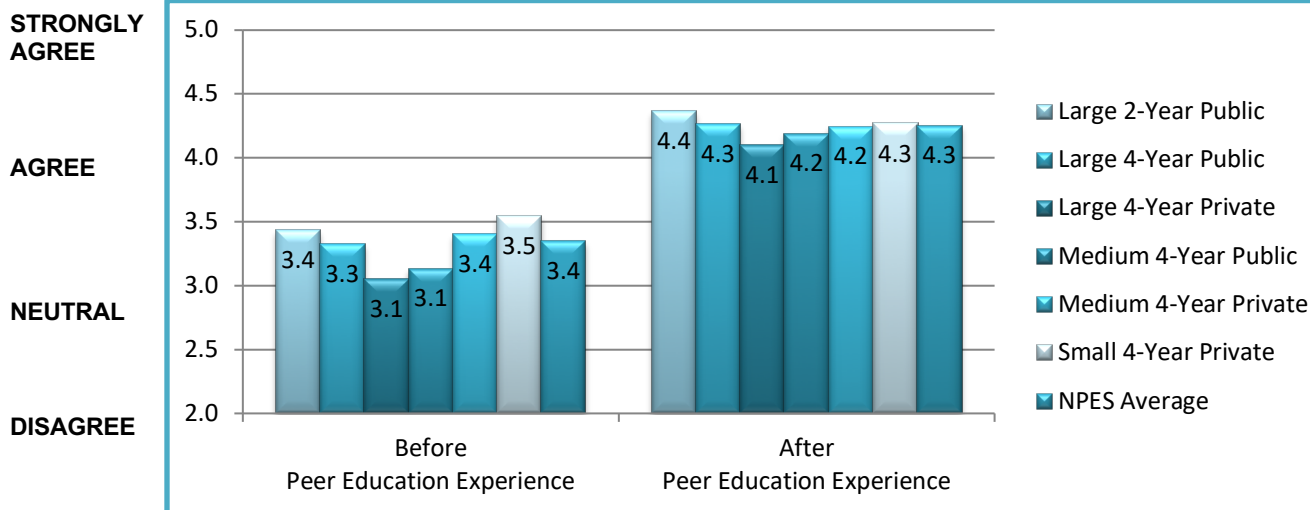
		Before Becoming a Peer Educator		As a Result of Being a Peer Educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
<b>Developing a personal belief system.</b>	Did Not Have	2	0.4	1	0.2
	Weak	49	10.3	5	1.1
	OK	153	32.2	58	12.4
	Strong	179	37.7	222	47.5
	Very Strong	92	19.4	181	38.8
	Total	475	100.0	467	100.0
<b>Clarifying my own beliefs or values.</b>	Did Not Have	1	0.2	0	0.0
	Weak	45	9.5	4	0.9
	OK	172	36.1	48	10.3
	Strong	174	36.6	228	48.8
	Very Strong	84	17.6	187	40.0
	Total	476	100.0	467	100.0
<b>Knowing your own limitations and when to refer people to other resources.</b>	Did Not Have	15	3.1	0	0.0
	Weak	65	13.6	5	1.1
	OK	182	38.2	43	9.2
	Strong	156	32.7	209	44.6
	Very Strong	59	12.4	212	45.2
	Total	477	100.0	469	100.0

## Knowledge Acquisition, Construction, Integration, and Application

Knowledge acquisition, construction, integration, and application learning outcome includes awareness/knowledge of campus and community resources, interpreting thoughts and ideas, evaluating arguments effectively, and developing problem solving skills.

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

- Having knowledge about general health issues.
- Evaluating information, arguments, or methods and assessing the conclusions.
- Having knowledge about campus resources.
- Referring someone to counseling.
- Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations.
- Researching skills that allow me to seek out information about topics.
- Developing an effective solution to a problem.



### 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

# Knowledge Acquisition, Construction, Integration, and Application

		Before Becoming a Peer Educator		As a Result of Being a Peer Educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
<b>Referring someone to campus or off-campus counseling.</b>	Did Not Have	86	17.8	3	0.6
	Weak	117	24.2	6	1.3
	OK	161	33.3	56	11.7
	Strong	91	18.8	186	38.9
	Very Strong	29	6.0	227	47.5
	Total	484	100.0	478	100.0
<b>Researching skills that allow me to seek out information about topics.</b>	Did Not	4	0.8	1	0.2
	Weak	43	8.9	3	0.6
	OK	193	40.1	52	11.0
	Strong	179	37.2	236	49.8
	Very Strong	62	12.9	182	38.4
	Total	481	100.0	474	100.0
<b>Reevaluating previous assumptions.</b>	Did Not Have	3	0.6	1	0.2
	Weak	66	13.8	2	0.4
	OK	230	48.2	66	14.2
	Strong	150	31.4	250	53.6
	Very Strong	28	5.9	147	31.5
	Total	477	100.0	466	100.0
<b>Formulating an innovative approach or solution to an issue or problem.</b>	Did Not Have	1	0.2	0	0.0
	Weak	54	11.3	4	0.9
	OK	222	46.5	79	16.8
	Strong	161	33.8	253	53.9
	Very Strong	39	8.2	133	28.4
	Total	477	100.0	469	100.0

# Knowledge Acquisition, Construction, Integration, and Application

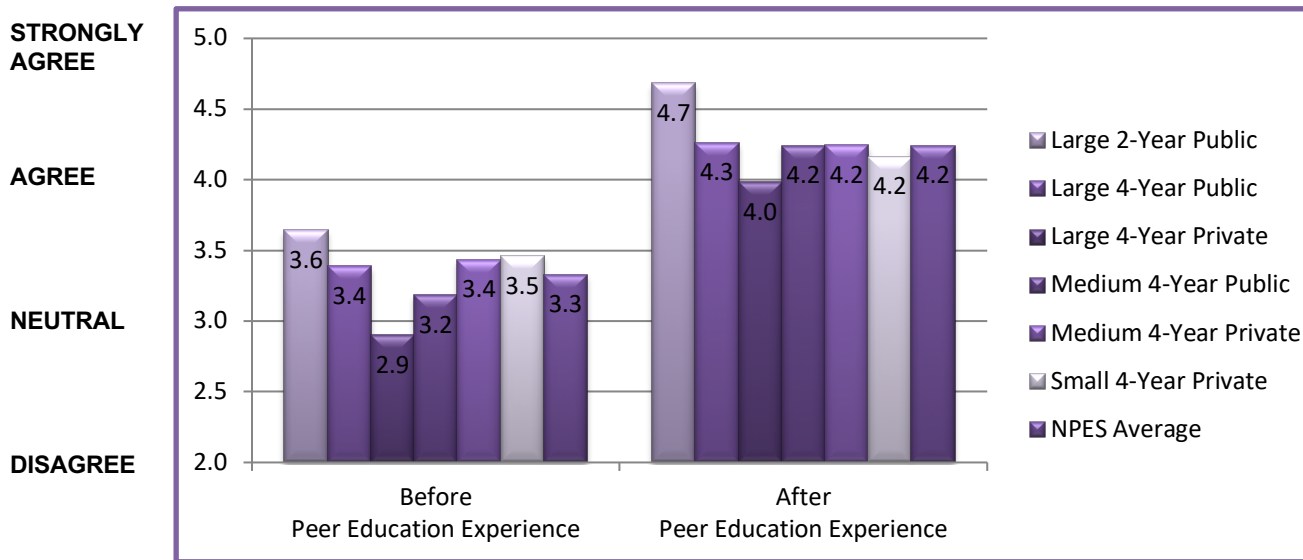
		Before Becoming a Peer Educator		As a Result of Being a Peer Educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
<b>Listening to and considering others' viewpoints.</b>	Did Not Have	2	0.4	0	0.0
	Weak	21	4.4	0	0.0
	OK	135	28.4	20	4.2
	Strong	216	45.4	220	46.7
	Very Strong	102	21.4	231	49.0
	Total	476	100.0	471	100.0

## Interpersonal Competence

The interpersonal competence learning outcome includes managing relationships between self and others, understanding personal leadership styles, active listening, establishing comfort discussing risky behaviors, presenting, role modeling health choices for others, and creating meaningful relationships.

### The NPES measures interpersonal competence with the following questions:

- Effectively managing conflict between others.
- Effectively working with others who share views that are different from my own.
- Effectively demonstrate a skills leading a group.
- Ability to motivate others to accomplish goals.
- Listen to and consider other's points of view.
- Presenting ideas and information effectively to others.
- Effectively communicating with people.
- Talking with a friend about a risky behavior or choice.



### Tips for improving interpersonal competence:

- Practice scenarios that peer educators encounter during typical conversations with fellow students (i.e. Behind Closed Doors scenarios).
- Analyze case studies with peer educator groups and then presenting the solutions.
- Incorporate time for wellness in group activities (i.e. role modeling healthy choices).
- Facilitate teamwork activities/team builders.
- Hold an active listening workshop-ensuring feedback is part of the peer educator process.
- Provide the time and/or space to share best practices.
- Relinquish responsibility to group members as the year progresses.

# Interpersonal Competence

		Before Becoming a Peer Educator		As a Result of Being a Peer Educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
<b>Effectively facilitating group discussions.</b>	Did Not Have	23	4.8	0	0.0
	Weak	137	28.5	6	1.3
	OK	181	37.6	86	18.0
	Strong	113	23.5	226	47.3
	Very Strong	27	5.6	160	33.5
	Total	481	100.0	478	100.0
<b>Presenting an educational program with a teammate.</b>	Did Not	75	15.5	9	1.9
	Weak	82	16.9	5	1.1
	OK	200	41.3	63	13.3
	Strong	109	22.5	246	51.8
	Very Strong	18	3.7	152	32.0
	Total	484	100.0	475	100.0
<b>Comfort with distributing pamphlets at an awareness table.</b>	Did Not Have	64	13.3	8	1.7
	Weak	105	21.8	3	0.6
	OK	202	41.9	68	14.3
	Strong	78	16.2	205	43.2
	Very Strong	33	6.8	190	40.1
	Total	482	100.0	474	100.0
<b>Effectively communicating with people through speaking, writing, and other communication.</b>	Did Not Have	2	0.4	1	0.2
	Weak	37	7.7	1	0.2
	OK	178	36.9	36	7.6
	Strong	211	43.7	233	49.1
	Very Strong	55	11.4	204	42.9
	Total	483	100.0	475	100.0

# Interpersonal Competence

		Before Becoming a Peer Educator		As a Result of Being a Peer Educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
<b>Talking with a close, personal friend about a risky behavior or choice.</b>	Did Not Have	13	2.7	2	0.4
	Weak	88	18.2	3	0.6
	OK	190	39.3	56	11.7
	Strong	143	29.5	223	46.7
	Very Strong	50	10.3	194	40.6
	Total	484	100.0	478	100.0
<b>Talking with another student about a risky behavior or choice.</b>	Did Not Have	39	8.1	3	0.6
	Weak	129	26.8	6	1.3
	OK	203	42.1	81	17.1
	Strong	85	17.6	221	46.5
	Very Strong	26	5.4	164	34.5
	Total	482	100.0	475	100.0
<b>Sharing ideas and information effectively with others.</b>	Did Not Have	2	0.4	0	0.0
	Weak	45	9.3	1	0.2
	OK	173	35.8	34	7.2
	Strong	210	43.5	237	49.9
	Very Strong	53	11.0	203	42.7
	Total	483	100.0	475	100.0
<b>Comfortable with presenting programs to students who are different than me.</b>	Did Not Have	25	5.2	2	0.4
	Weak	64	13.2	2	0.4
	OK	178	36.8	60	12.6
	Strong	152	31.4	199	41.7
	Very Strong	65	13.4	214	44.9
	Total	484	100.0	477	100.0



# Interpersonal Competence

		Before Becoming a Peer Educator		As a Result of Being a Peer Educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
Being a role model for healthy choices.	Did Not Have	7	1.4	1	0.2
	Weak	67	13.8	7	1.5
	OK	187	38.6	66	13.9
	Strong	147	30.4	230	48.3
	Very Strong	76	15.7	172	36.1
	Total	484	100.0	476	100.0
Effectively managing my conflicts with others.	Did Not Have	1	0.2	0	0.0
	Weak	69	14.5	9	1.9
	OK	202	42.4	75	16.0
	Strong	151	31.7	244	52.0
	Very Strong	53	11.1	141	30.1
	Total	476	100.0	469	100.0
Effectively managing conflicts between others.	Did Not Have	6	1.3	1	0.2
	Weak	69	14.5	12	2.6
	OK	202	42.4	74	15.8
	Strong	140	29.4	226	48.3
	Very Strong	59	12.4	155	33.1
	Total	476	100.0	468	100.0
Effectively working with others who share views different from my own.	Did Not Have	3	0.6	1	0.2
	Weak	32	6.8	3	0.6
	OK	179	37.8	49	10.4
	Strong	181	38.2	221	47.1
	Very Strong	79	16.7	195	41.6
	Total	474	100.0	469	100.0

# Interpersonal Competence

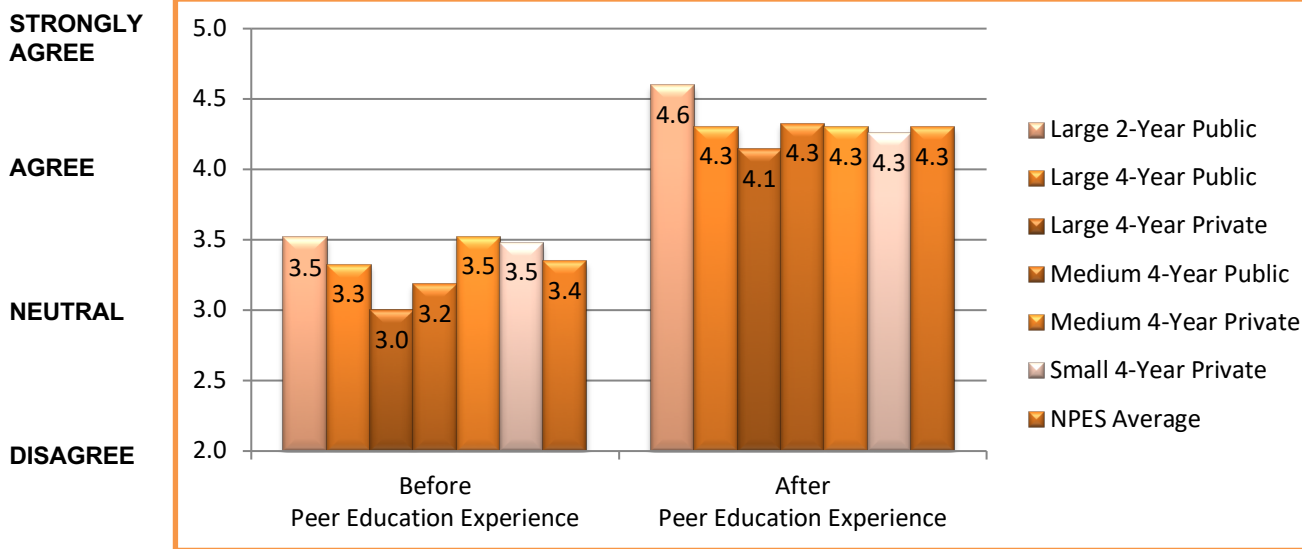
		Before Becoming a Peer Educator		As a Result of Being a Peer Educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
<b>Effectively demonstrate skills in leading a group.</b>	Did Not Have	6	1.3	0	0.0
	Weak	50	10.6	1	0.2
	OK	181	38.4	55	11.8
	Strong	161	34.2	195	41.9
	Very Strong	73	15.5	214	46.0
	Total	471	100.0	465	100.0
<b>Ability to motivate others to accomplish goals.</b>	Did Not Have	2	0.4	0	0.0
	Weak	50	10.5	3	0.6
	OK	211	44.3	68	14.5
	Strong	156	32.8	215	45.8
	Very Strong	57	12.0	183	39.0
	Total	476	100.0	469	100.0
<b>Accepting supervision and direction from your supervisor/advisor.</b>	Did Not Have	8	1.7	0	0.0
	Weak	19	4.0	0	0.0
	OK	118	24.7	26	5.5
	Strong	197	41.3	193	41.0
	Very Strong	135	28.3	252	53.5
	Total	477	100.0	471	100.0

## Humanitarianism and Civic Engagement

Humanitarianism and civic engagement learning outcome includes consideration of others, thoughtful critical reflection, having conversations with others who may be different from you, and integrating into the campus community.

**The NPES measures humanitarianism and civic engagement with the following questions:**

- Considering the welfare of others when making decisions.
- Engaging in critical reflections.
- Putting others before yourself.
- Having conversations with students who are a different race/ethnicity, religion, or sexual orientation than me.
- Feeling a part of the campus community.



### 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-reflect, seek, and receive feedback at the end of meetings.
- Incorporate social-justice and multi-cultural training into work.

# Humanitarianism and Civic Engagement

		Before Becoming a Peer Educator		As a Result of Being a Peer Educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
Intervening in a crisis situation.	Did Not Have	64	13.3	11	2.3
	Weak	124	25.7	7	1.5
	OK	149	30.8	80	16.8
	Strong	114	23.6	193	40.5
	Very Strong	32	6.6	185	38.9
	Total	483	100.0	476	100.0
Having conversations with students who are different than me.	Did Not	5	1.0	0	0.0
	Weak	42	8.7	1	0.2
	OK	162	33.5	30	6.3
	Strong	159	32.9	191	40.1
	Very Strong	115	23.8	254	53.4
	Total	483	100.0	476	100.0
Feeling a part of the campus community.	Did Not Have	30	6.3	0	0.0
	Weak	117	24.5	5	1.1
	OK	173	36.3	40	8.6
	Strong	113	23.7	187	40.1
	Very Strong	44	9.2	234	50.2
	Total	477	100.0	466	100.0
Feeling responsible for helping to improve the campus community.	Did Not Have	41	8.7	1	0.2
	Weak	114	24.1	2	0.4
	OK	171	36.2	39	8.4
	Strong	106	22.4	173	37.2
	Very Strong	41	8.7	250	53.8
	Total	473	100.0	465	100.0

# Humanitarianism and Civic Engagement

		Before Becoming a Peer Educator		As a Result of Being a Peer Educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
Articulating values and beliefs as they relate to personal decisions.	Did Not Have	6	1.3	0	0.0
	Weak	46	9.6	2	0.4
	OK	189	39.6	56	12.0
	Strong	173	36.3	240	51.3
	Very Strong	63	13.2	170	36.3
	Total	477	100.0	468	100.0
Considering the welfare of others when making decisions.	Did Not Have	3	0.6	0	0.0
	Weak	31	6.5	2	0.4
	OK	133	27.9	26	5.5
	Strong	197	41.3	203	43.2
	Very Strong	113	23.7	239	50.9
	Total	477	100.0	470	100.0
Understanding the role of your personal belief system in personal or group values	Did Not Have	2	0.4	0	0.0
	Weak	37	7.8	2	0.4
	OK	184	38.6	48	10.2
	Strong	176	36.9	226	48.0
	Very Strong	78	16.4	195	41.4
	Total	477	100.0	471	100.0



# Peer Educator Training

We have included information regarding the training peer educators receive and how they engage in educational activities related to their training. Occasionally, we noticed incongruencies between the training peer educators received and how often they engaged in educational activities within these same topic areas. Advisors can look at the types of educational topics their peer educators are engaging in and tailor training to meet these needs. Additionally, there may be times where advisors notice their peer educators are receiving training in a topic area but not utilizing it through engagement or educational activities. Finally, advisors can compare the types of training their peer educators receive with the national averages among other institutions participating in the National Peer Educator Study. Ultimately, we hope this information will be a useful tool when organizing peer educator training, development, and engagement.

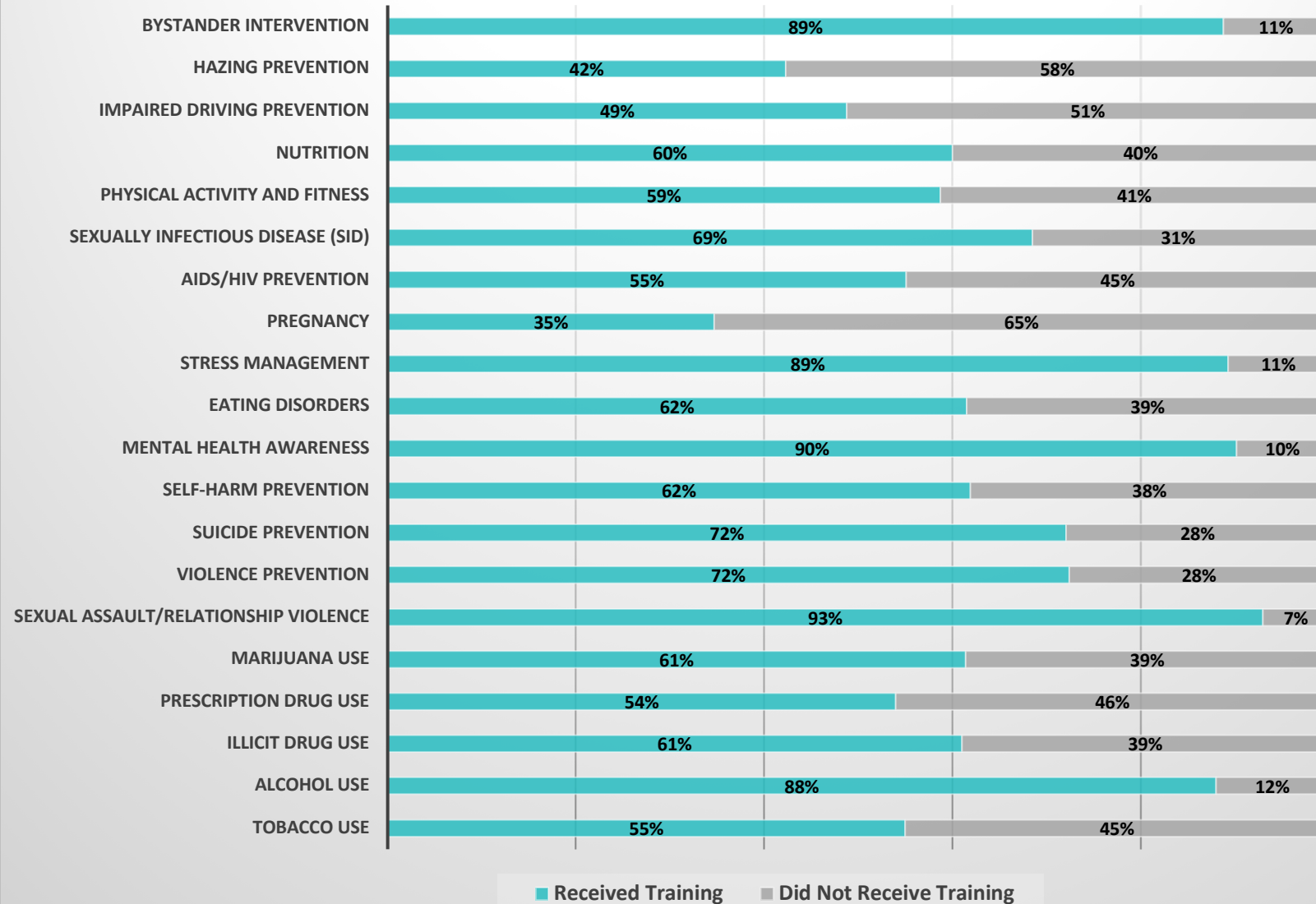
Two graphs are provided below:

- The first graph shows the 'national percentages' for peer educators who either received or did not receive training on a range of topic areas indicated in the left column;
- The second graph shows the 'national percentages' of how peer educators engaged in these same topic areas. Each percentage represents the number of peer educators who indicated participation in the educational activity related to each topic.

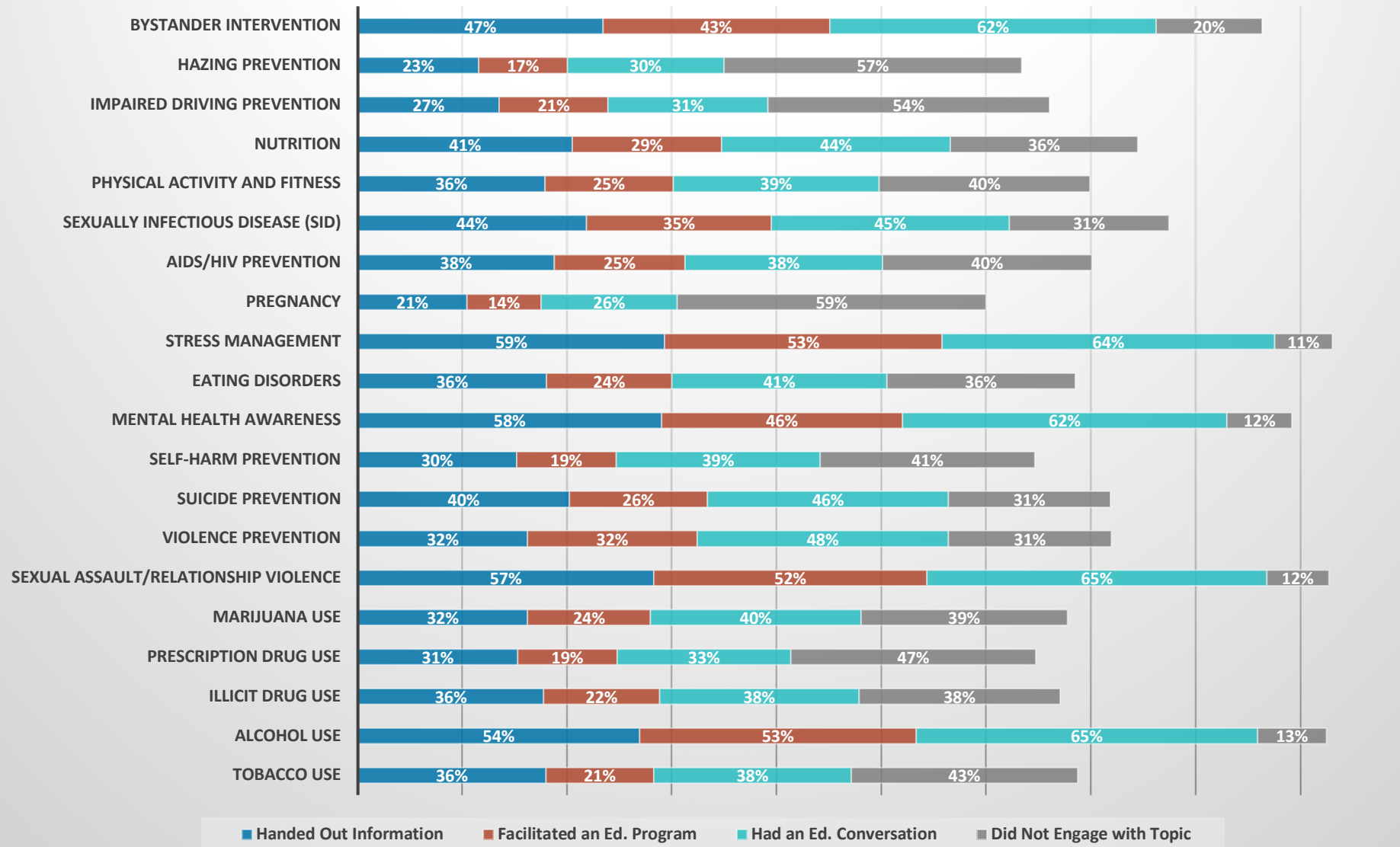
How to read the chart below:

- Training Received: Each section indicates both the frequency and percentage of peer educators who received and did not receive training in 20 different topic areas ranging from alcohol use to violence prevention.
- Peer Educators Who Engaged in Activities: Each 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 the 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."

## National Percentage of Training Received for Peer Educators



## National Percentage of Peer Educators Who Engaged in Educational Activities





# Training

	Training Received				Peer Educartors Who Engaged in Activities		
		National Averages				National Averages	
		Frequency	%			Frequency	%
Tobacco Use	Yes	265	55.3		Handed Out Info.	174	35.9%
	No	214	44.7		Facilitated an Ed. Program	100	20.6%
	Total	479	100.0		Had an Ed. Conversation	183	37.7%
					Did Not Engage w/ Topic	210	43.3%
Alcohol Use	Yes	420	87.7		Handed Out Info.	261	53.8%
	No	59	12.3		Facilitated an Ed. Program	256	52.8%
	Total	479	100.0		Had an Ed. Conversation	316	65.2%
					Did Not Engage w/ Topic	64	13.2%
Illicit Drug Use	Yes	293	61.2		Handed Out Info.	172	35.5%
	No	186	38.8		Facilitated an Ed. Program	107	22.1%
	Total	479	100.0		Had an Ed. Conversation	185	38.1%
					Did Not Engage w/ Topic	186	38.4%
Prescription Drug Use	Yes	259	54.0		Handed Out Info.	148	30.5%
	No	221	46.0		Facilitated an Ed. Program	92	19.0%
	Total	480	100.0		Had an Ed. Conversation	161	33.2%
					Did Not Engage w/ Topic	227	46.8%
Marijuana Use	Yes	293	61.4		Handed Out Info.	157	32.4%
	No	184	38.6		Facilitated an Ed. Program	114	23.5%
	Total	477	100.0		Had an Ed. Conversation	195	40.2%
					Did Not Engage w/ Topic	191	39.4%

# Training

	Training Received				Peer Educartors Who Engaged in Activities		
		National Averages				National Averages	
		Frequency	%			Frequency	%
Sexual Assault/ Relationship Violence Prevention	Yes	442	92.5		Handed Out Info.	274	56.5%
	No	36	7.5		Facilitated an Ed. Program	253	52.2%
	Total	478	100.0		Had an Ed. Conversation	315	64.9%
					Did Not Engage w/ Topic	57	11.8%
Violence Prevention	Yes	347	72.4		Handed Out Info.	193	32.4%
	No	132	27.6		Facilitated an Ed. Program	157	32.4%
	Total	479	100.0		Had an Ed. Conversation	233	48.0%
					Did Not Engage w/ Topic	152	31.3%
Suicide Prevention	Yes	344	72.1		Handed Out Info.	196	40.4%
	No	133	27.9		Facilitated an Ed. Program	128	26.4%
	Total	477	100.0		Had an Ed. Conversation	225	46.4%
					Did Not Engage w/ Topic	150	30.9%
Self-harm Prevention	Yes	296	61.9		Handed Out Info.	147	30.3%
	No	182	38.1		Facilitated an Ed. Program	94	19.4%
	Total	478	100.0		Had an Ed. Conversation	190	39.2%
					Did Not Engage w/ Topic	198	40.8%
Mental Health Awareness	Yes	431	90.2		Handed Out Info.	282	58.1%
	No	47	9.8		Facilitated an Ed. Program	223	46.0%
	Total	478	100.0		Had an Ed. Conversation	304	62.7%
					Did Not Engage w/ Topic	60	12.4%

# Training

	Training Received				Peer Educartors Who Engaged in Activities		
		National Averages				National Averages	
		Frequency	%			Frequency	%
Eating Disorders	Yes	292	61.5		Handed Out Info.	174	35.9%
	No	183	38.5		Facilitated an Ed. Program	116	23.9%
	Total	475	100.0		Had an Ed. Conversation	200	41.2%
					Did Not Engage w/ Topic	174	35.9%
Stress Management	Yes	427	89.3		Handed Out Info.	284	58.6%
	No	51	10.7		Facilitated an Ed. Program	257	53.0%
	Total	478	100.0		Had an Ed. Conversation	308	63.5%
					Did Not Engage w/ Topic	55	11.3%
Pregnancy	Yes	166	34.7		Handed Out Info.	101	20.8%
	No	312	65.3		Facilitated an Ed. Program	69	14.2%
	Total	478	100.0		Had an Ed. Conversation	127	26.2%
					Did Not Engage w/ Topic	287	59.2%
AIDS/ HIV Prevention	Yes	264	55.1		Handed Out Info.	182	37.5%
	No	215	44.9		Facilitated an Ed. Program	120	24.7%
	Total	479	100.0		Had an Ed. Conversation	183	37.7%
					Did Not Engage w/ Topic	194	40.0%
Sexually Infectious Disease (SID)	Yes	328	68.5		Handed Out Info.	212	43.7%
	No	151	31.5		Facilitated an Ed. Program	171	35.3%
	Total	479	100.0		Had an Ed. Conversation	220	45.4%
					Did Not Engage w/ Topic	148	30.5%

# Training

	Training Received				Peer Educartors Who Engaged in Activities		
		National Averages				National Averages	
		Frequency	%			Frequency	%
Physical Activity and Fitness Educational Programming	Yes	281	58.7		Handed Out Info.	173	35.7%
	No	198	41.3		Facilitated an Ed. Program	119	24.5%
	Total	479	100.0		Had an Ed. Conversation	191	39.4%
					Did Not Engage w/ Topic	195	40.2%
Nutrition	Yes	287	60.0		Handed Out Info.	199	41.0%
	No	191	40.0		Facilitated an Ed. Program	138	28.5%
	Total	478	100.0		Had an Ed. Conversation	212	43.7%
					Did Not Engage w/ Topic	173	35.7%
Impaired Driving Prevention	Yes	233	48.8		Handed Out Info.	131	27.0%
	No	244	51.2		Facilitated an Ed. Program	101	20.8%
	Total	477	100.0		Had an Ed. Conversation	148	30.5%
					Did Not Engage w/ Topic	261	53.8%
Hazing Prevention	Yes	202	42.3		Handed Out Info.	112	23.1%
	No	276	57.7		Facilitated an Ed. Program	82	16.9%
	Total	478	100.0		Had an Ed. Conversation	145	29.9%
					Did Not Engage w/ Topic	276	56.9%
Bystander Intervention	Yes	422	88.8		Handed Out Info.	227	46.8%
	No	53	11.2		Facilitated an Ed. Program	210	43.3%
	Total	475	100.0		Had an Ed. Conversation	298	61.4%
					Did Not Engage w/ Topic	98	20.2%

# Motivation to Become a Peer Educator

## National Averages

	Greatly Influenced	Influenced	Had Very Little Influence	Did Not Influence My Decision
Desire to help others.	63.80%	34.90%	1.20%	0.00%
Interest in gaining job related skills.	51.30%	35.40%	10.80%	2.50%
Desire to acquire additional knowledge.	55.90%	38.80%	4.90%	0.60%
Observation of other peer educators.	26.70%	36.00%	22.10%	15.20%
Encouragement from others.	24.70%	38.30%	24.30%	12.80%
Desire to be involved in college.	51.90%	37.10%	8.50%	2.50%
Needed to add something to my resume.	23.80%	35.80%	25.40%	15.00%
Money (a job).	16.20%	20.00%	18.10%	45.70%
Peer educator class counted for course credit.	5.20%	8.70%	11.20%	74.80%
Career development/exploration	29.50%	40.30%	16.60%	13.50%
Desire for recognition.	9.20%	22.30%	30.10%	38.40%
Interest in making friends.	21.80%	38.20%	25.40%	14.70%
My personal experience dealing with a health and wellness concern (e.g., alcohol, drugs, or sexual health)	31.50%	30.50%	18.00%	20.00%
My personal experience of a friend or family member dealing with a health and wellness concern (e.g., alcohol, drugs, or sexual health)	29.50%	34.10%	16.00%	20.40%

## Participant Demographics

		National Averages	
		N	%
<b>Are you a certified peer educator through The BACCHUS Network CPE Training program?</b>			
	Yes	202	42.7
	No	271	57.3
	Total	473	100.0
<b>Did you take a for credit peer educator class in college?</b>			
	Yes	107	23.1
	No	356	76.9
	Total	463	100.0
<b>Are you an elected or appointed officer for your peer education group?</b>			
	Yes	109	23.3
	No	358	76.7
	Total	467	100.0
<b>Current Residence</b>			
	Residence hall/on-campus apartment	217	45.5
	Fraternity/sorority	9	1.9
	Own house	18	3.8
	Parent's home	40	8.4
	Rent room or apartment off campus	188	39.4
	Other	5	1.0
	Total	477	100.0

## Participant Demographics

Racial/Ethnic Group	National Averages	
	N	%
Native American/American Indian/Alaskan Native	2	0.4
Hispanic/Latino(a)	45	9.4
White	277	57.8
African-American/Black (non-Hispanic)	56	11.7
Asian/Asian-American/Pacific Islander	65	13.6
Biracial/Multiracial	20	4.2
Other	14	2.9
Total	479	100.0
Sexual Orientation		
Bisexual	39	8.2
Gay	27	5.6
Lesbian	9	1.9
Heterosexual	374	78.2
Pansexual	15	3.1
Questioning	9	1.9
Other	5	1.0
Total	478	100.0
Gender		
Man	97	20.3
Woman	367	76.6
Other	15	3.1
Total	479	100.0
Academic Class Standing		
First-year student	13	2.7
Sophomore	120	25.1
Junior	156	32.6
Senior	185	38.6
Grad/postbac/Professional	5	1.0
Total	479	100.0

Participant Demographics

National Averages	N	Mean	Std. Deviation
Age	478	20.63	2.46
Enrolled credit hours	471	15.62	7.21
Current GPA on a 4. 0 scale	466	3.46	.38



National Peer Educator Survey Training & Advising Tips to Improve CAS Learning Domains		
DOMAIN	DIMENSIONS	TIPS
<b>Knowledge acquisition, construction, integration, and application</b>	Understanding knowledge from a range of disciplines	<ol style="list-style-type: none"> <li>1. Coordinate information or training sessions/workshops with campus and academic affairs partners</li> <li>2. Introduce peer educators to relevant literature in student affairs, counseling, and psychology fields</li> <li>3. Examine work as it relates to existing literature and critique for its alignment with best practices</li> </ol>
	Connecting knowledge to other knowledge, ideas, and experiences	<ol style="list-style-type: none"> <li>1. Encourage students to relate class content to their work.</li> <li>2. Create collaborations with other campus partners to illustrate interconnectedness of experiences</li> <li>3. Train students on research techniques including accessing databases, latest statistics, and utilizing library resources</li> </ol>
	Constructing knowledge	<ol style="list-style-type: none"> <li>1. Require students to create educational pamphlets, posters, blog posts, or newsletters integrating numerous sources</li> <li>2. Have students engage in question and answer sessions after hosting speakers or workshop session</li> <li>3. Have students coordinate and facilitate segments of training for their peers in a topic of their interest or expertise</li> </ol>
	Relating knowledge to daily life	<ol style="list-style-type: none"> <li>1. At meetings or trainings, ask students to connect content to their own experiences</li> <li>2. Create learning contracts for students to connect the relevant knowledge/skills gained to future goals/aspirations</li> <li>3. Encourage students to keep a journal, blog, or tweet about daily experiences that remind them of their work (in the media, conversations with friends, etc...)</li> </ol>
<b>Cognitive Complexity</b>	Critical thinking	<ol style="list-style-type: none"> <li>1. Spend time with peer educators analyzing critical issues in peer education</li> <li>2. Encourage students to consider issues from a range of perspectives</li> <li>3. Require students to justify their beliefs with evidence</li> </ol>
	Reflective thinking	<ol style="list-style-type: none"> <li>1. Incorporate reflection activities into individual or group meetings</li> <li>2. Deconstruct peer educators' previous assumptions through dialogue circles, role-playing, or case studies</li> <li>3. Provide opportunities for students to reflect on how their previous experiences inform their practice as peer educators</li> </ol>
	Effective Reasoning	<ol style="list-style-type: none"> <li>1. Encourage intellectual curiosity and evidence-based decision-making by introducing students to multiple means of information gathering and assessment</li> <li>2. Have students look for problems or issues in existing problem-solving structures</li> <li>3. Teach students to integrate information from multiple sources by providing opportunities for students to incorporate multiple theories, experiences, ideas, resources, etc. into their decision-making</li> </ol>
	Creativity	<ol style="list-style-type: none"> <li>1. Encourage innovative thinking by facilitating problem-solving or case study situations</li> <li>2. Integrate mental, emotional, and creative approaches to problem-solving</li> <li>3. Encourage thinking beyond the scope of health education to inform decision-making</li> </ol>
<b>Intrapersonal development</b>	Realistic self-appraisal, self-understanding, and self-respect	<ol style="list-style-type: none"> <li>1. Facilitate activities that ask students to realistically assess their strength and weaknesses</li> <li>2. Expose students to campus resources and provide training on making referrals when students recognize their own limitations in solving problems</li> <li>3. Ask students to reflect on why they made particular decisions in their peer education work</li> </ol>
	Identity development	<ol style="list-style-type: none"> <li>1. Facilitate values exercises to help articulate values throughout one's life, rank values personally and professionally, and</li> </ol>

		compare values with others 2. Encourage independent work that allows students to rely on and reflect upon their personal strengths 3. Facilitate activities that illustrate the intersectionality of identities
	Commitment to ethics and integrity	1. Encourage ethical thinking by facilitating case studies that place students in morally challenging situations 2. Put systems in place that hold students accountable for their personal actions 3. Provide opportunities for students to evaluate how their values impact their decisions
	Spiritual awareness	1. Explore the meaning or place of belief systems in peer educators' lives 2. Provide educational opportunities for students to investigate the impact of faith or spirituality on individual or group behaviors
<b>Interpersonal competence</b>	Meaningful relationships	1. Facilitate frequent teambuilding and icebreaker activities, and invite peer educators to facilitate activities 2. Frequently divide peer educators into small groups or pairs for discussions and activities 3. Incorporate informal bonding activities and events into the schedule
	Interdependence	1. Provide opportunities for peer educators to share best practices and/or ask for advice regarding tough issues 2. Provide both formal and informal opportunities to give feedback (including opportunities for anonymous feedback) 3. Create a system for giving "shout-outs" at each meeting
	Collaboration	1. Engage peer educators in small group, high-risk activities 2. Invite a Career Services representative or other authorized individual to facilitate the Myers-Briggs Type Indicator with peer educator team 3. Frequently engage peer educators in activities related to diversity and inclusion
	Effective leadership	1. Frequently empower peer educators to lead activities and conversations 2. Engage peer educators in role-playing scenarios related to effective group decision-making and delegation of tasks 3. Engage peer educators in frequent reflection related to the mission of the peer educator program 4. Facilitate group goal setting at the beginning of the year, and encourage peer educators to create mid- and end of the semester checkpoints for meeting those goals
<b>Humanitarianism and Civic Engagement</b>	Understanding and appreciation of cultural and human differences	1. Incorporate multi-cultural and social justice training into work 2. Create space for conversations and reflection during group meetings- reflect, seek, and receive feedback at the end of meetings 3. Teach peer educators how to track social dynamics in interactions, to name their observations, and to communicate when they feel emotionally triggered
	Global perspective	1. Have peer educators research current events nationally and globally related to peer education and create passive campaigns 2. Incorporate global perspectives into student training 3. Encourage students to partake in programming with a global perspective (information on healthy water, World AID's Day, etc...)
	Social responsibility	1. Encourage peer educators to attend campus events to help them feel a part of the campus community 2. Share with peer educators facts about campus community's behavior and have them create social norming campaigns 3. Train peer educators on the bystander effect
	Sense of civic responsibility	1. Organize volunteer efforts with community partners as a part of training or professional development 2. Allow students to identify community partners from whom they can learn about community health issues or related professions

		3. Coordinate collaborations with middle school or high school peer educator groups i.e. workshops, volunteering, presentations, program planning
<b>Practical competence</b>	Pursuing goals	<ol style="list-style-type: none"> <li>1. Begin peer educator training by asking peer educators to reflect on and articulate their goals for the peer educator experience</li> <li>2. During 1:1 meetings, consistently discuss how peer educators are meeting these goals</li> <li>3. Encourage peer educators to lead a goal-setting activity with their students</li> </ol>
	Communicating effectively	<ol style="list-style-type: none"> <li>1. Frequently break into small groups or pairs to discuss material or complete activities</li> <li>2. Engage peer educators in team-building exercises related to communication</li> <li>3. Provide opportunities for peer educators to give presentations, lead training, and give written and oral feedback</li> </ol>
	Technological competence	<ol style="list-style-type: none"> <li>1. Utilize technology, including social media, during peer educator training</li> <li>2. Encourage peer educators to engage with students appropriately using social media</li> <li>3. Have peer educators recommend their favorite apps, social media sites, and related media that would be useful for training or student interaction</li> </ol>
	Managing personal affairs	<ol style="list-style-type: none"> <li>1. During 1:1 meetings, check in with peer educators regarding their commitments outside of the peer educator role and ask about balance</li> <li>2. Utilize campus resources and engage peer educators in a finance and budgeting workshop</li> <li>3. Provide program planning materials that encourage peer educators to determine and act upon timelines</li> </ol>
	Managing career development	<ol style="list-style-type: none"> <li>1. Invite career services representatives to lead a workshop for peer educators, and follow up with a conversation about resumes, cover letters, and LinkedIn</li> <li>2. Invite campus partners in the community to help facilitate a mock interview situation for peer educators</li> <li>3. Engage peer educators in a reflection activity centered on how the peer educator experience relates to career goals</li> </ol>
	Demonstrating professionalism	<ol style="list-style-type: none"> <li>1. Bring in professionals from different departments on campus to speak to peer educators regarding their experiences</li> <li>2. Individually coach peer educators on appropriate ways to give feedback and "manage up"</li> <li>3. Empower peer educators to plan and facilitate dialogues and activities on their own</li> </ol>
	Maintaining health and wellness	<ol style="list-style-type: none"> <li>1. Host a bonding event related to physical fitness, i.e. zumba class, yoga class, kickboxing</li> <li>2. Invite a campus nutritionist to speak to peer educators and provide resources for them and for their students</li> <li>3. Set up a healthy snack rotation for meetings</li> </ol>
	Living a purposeful and satisfying life	<ol style="list-style-type: none"> <li>1. Facilitate activities related to identity and values and engage peer educators in intentional conversations</li> <li>2. Provide structured time for reflection throughout the peer educator experience</li> <li>3. Facilitate activities related to ethical decision-making</li> </ol>