National Peer Educator Study

National Report 2020–21

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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 16th 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 400 colleges and universities have participated in the survey nationally, with many participating regularly since we first started collecting data. Even in the midst of a global pandemic when many in higher education, including peer educators, were tasked with figuring out how to deliver programs typically presented in face-to-face formats we still collected data from over 600 peer educators at 71 institutions participating in our latest administration. Thank you for your assistance in encouraging your peer educators to respond to the NPES.

We hope you find the results of this report 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
National Peer Educator Study Director and Principal Investigator
Associate Professor

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Brief Overview

College and university administrators have long recognized the pivotal role that peers play in student growth and development. As a result, postsecondary institutions have increasingly utilized peer educators, those students who are recruited and trained to mentor and support peers on sensitive topics, to enhance the lives of students. However, more research was needed to explore the positive outcomes associated with being a college peer educator.

With this goal in mind, the National Peer Educator Survey (NPES) was designed to provide large scale, evidence-based research on outcomes associated with being a college peer educator. Successfully pilot tested in 2004, over 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:

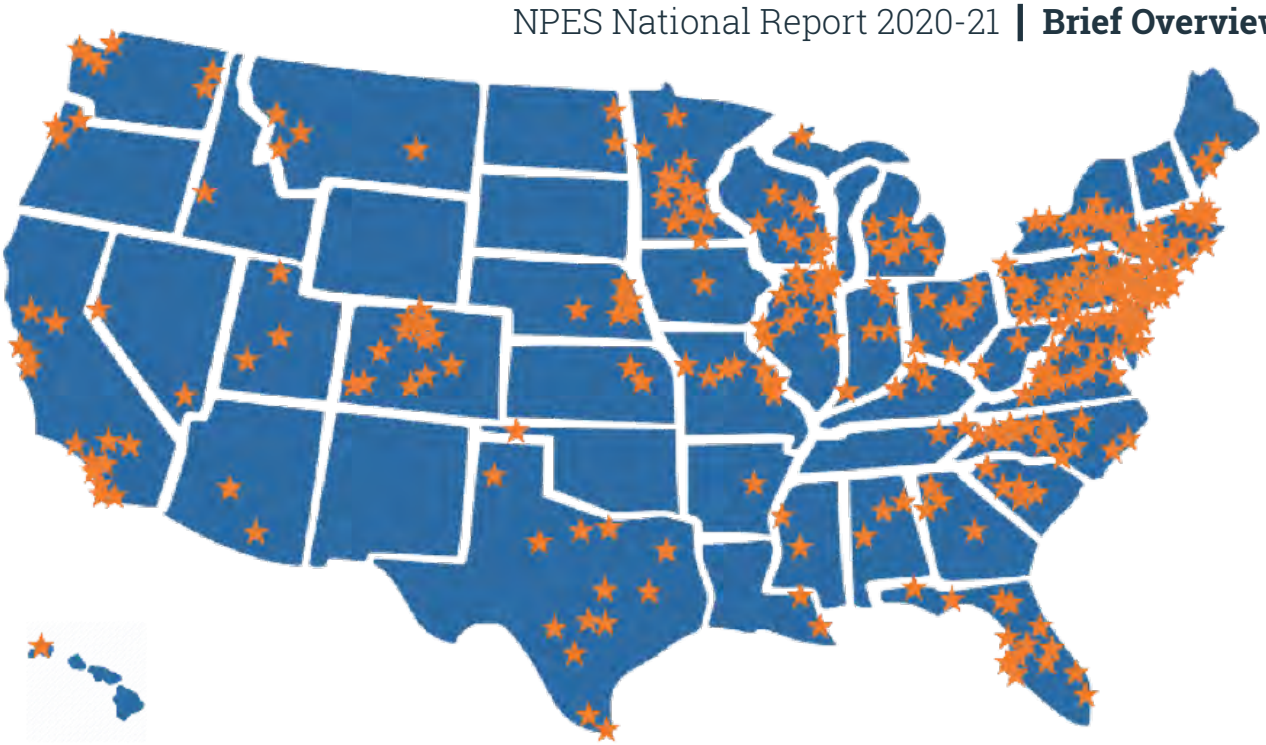
Peer educator self-reported learning outcomes within six specific learning domains consistent with *Learning Reconsidered 2* (Keeling, 2006) and the *Council for the Advancement of Standards* (CAS, 2015).

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

August - October

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

November

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

November - January

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 an individualized report 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.

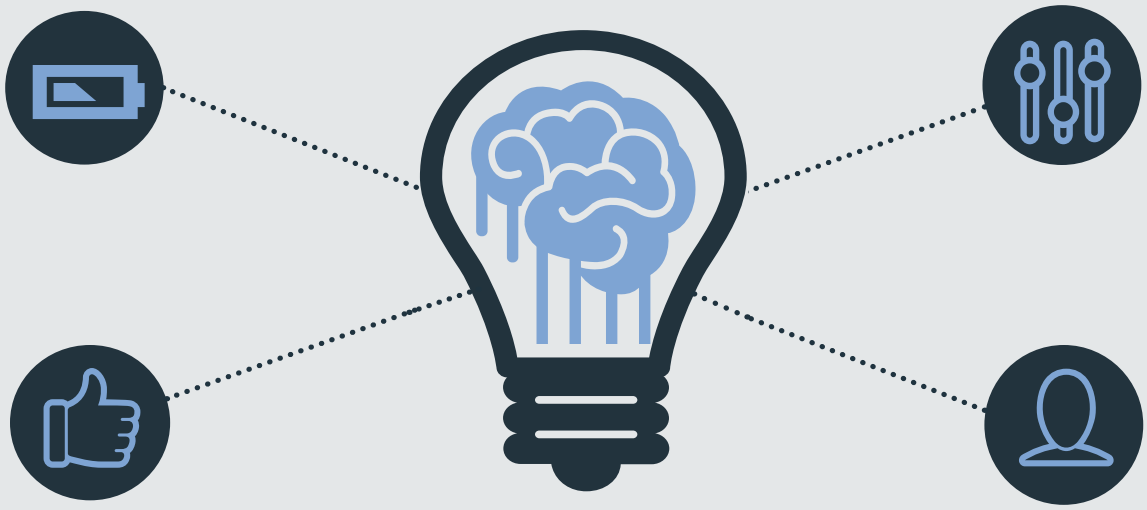
Percent Average (%): The sum of each frequency divided by the total number of frequencies in a sample, multiplied by 100.

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.

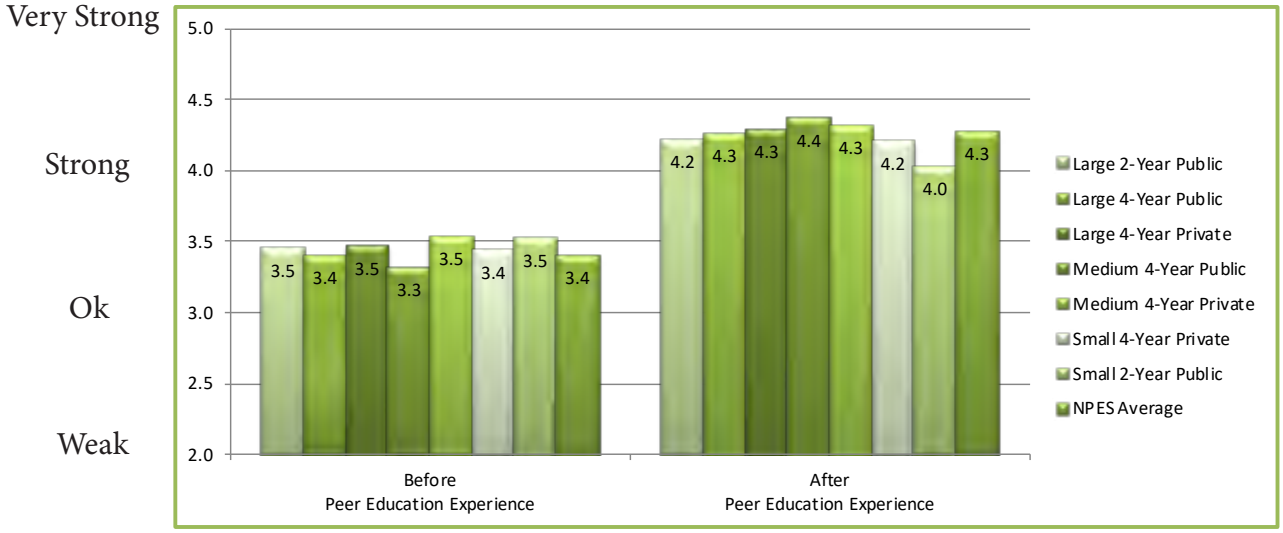


Practical Competence

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:



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

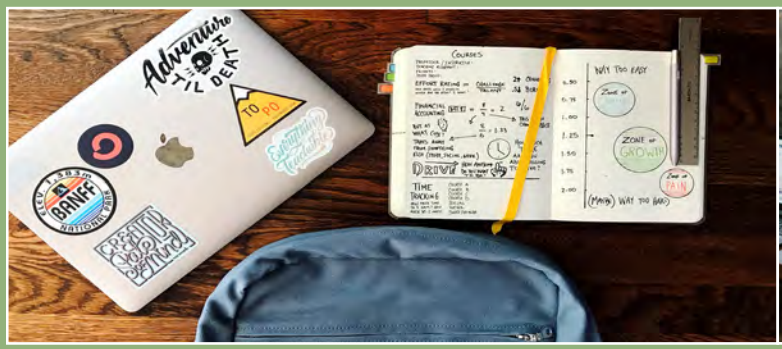
Create mock counseling sessions and provide feedback

Ensure grounding in mission and values of peer educator work

		Before becoming a peer educator *National Averages*		As a result of becoming a peer educator *National Averages*	
		Frequency	**%**	**Frequency**	**%**
Engaging in effective listening	Did not have	1	0.2%	1	0.2%
	Weak	40	6.5%	1	0.2%
	Ok	223	36.1%	23	3.8%
	Strong	285	46.1%	286	46.7%
	Very strong	69	11.2%	301	49.2%
	Total	618	100.0%	612	100.0%
Knowledge about general student health issues	Did not have	8	1.3	0	0.0%
	Weak	111	18.0%	4	0.7%
	Ok	340	55.1%	29	4.8%
	Strong	144	23.3%	273	44.8%
	Very strong	14	2.3%	303	49.8%
	Total	617	100.0%	609	100.0%
Knowledge about campus resources	Did not have	38	6.1%	0	0.0%
	Weak	231	37.4%	1	0.2%
	Ok	243	39.3%	26	4.2%
	Strong	85	13.8%	267	43.6%
	Very strong	21	3.4%	318	52.0%
	Total	618	100.0%	612	100.0%
Effectively speaking in front of a group	Did not have	15	2.4%	1	0.2%
	Weak	132	21.4%	3	0.5%
	Ok	240	39.0%	89	14.5%
	Strong	174	28.2%	292	47.7%
	Very strong	55	8.9%	227	37.1%
	Total	616	100.0%	612	100.0%
Effectively organizing my time	Did not have	14	2.3%	1	0.2%
	Weak	84	13.6%	5	0.8%
	Ok	238	34.3%	83	13.6%
	Strong	198	39.6%	305	50.1%
	Very strong	83	17.0%	215	35.3%
	Total	617	100.0%	609	100.0%

Results for Practical Competence

		Before becoming a peer educator *National Averages*		As a result of becoming a peer educator *National Averages*	
		Frequency	**%**	**Frequency**	**%**
Effectively managing my academic commitments	Did not have	5	0.8%	1	0.2%
	Weak	51	8.3%	5	0.8%
	Ok	211	34.3%	83	13.6%
	Strong	244	39.6%	305	50.1%
	Very strong	105	17.0%	215	35.3%
	Total	616	100.0%	609	100.0%
Effectively managing my non-academic commitments	Did not have	9	1.5%	3	0.5%
	Weak	62	10.1%	8	1.3%
	Ok	221	35.9%	88	14.5%
	Strong	238	38.6%	291	47.9%
	Very strong	86	14.0%	218	35.9%
	Total	616	100.0%	608	100.0%
Developing long range goals	Did not have	11	1.6%	0	0.0%
	Weak	68	10.1%	5	0.8%
	Ok	242	35.9%	120	18.1%
	Strong	248	36.8%	281	42.4%
	Very strong	105	15.6%	256	38.7%
	Total	674	100.0%	662	100.0%
Having a career direction	Did not have	9	1.5%	3	0.5%
	Weak	62	10.1%	8	1.3%
	Ok	221	35.9%	88	14.5%
	Strong	238	38.6%	291	47.9%
	Very strong	86	14.0%	218	35.9%
	Total	616	100.0%	608	100.0%



Results for Practical Competence

		Before becoming a peer educator *National Averages*		As a result of becoming a peer educator *National Averages*	
		Frequency	**%**	**Frequency**	**%**
Having a sense of purpose	Did not have	19	3.1%	3	0.5%
	Weak	82	13.4%	2	0.3%
	Ok	218	35.7%	69	11.6%
	Strong	200	32.8%	259	43.5%
	Very strong	91	14.9%	262	44.0%
	Total	610	100.0%	595	100.0%
Holding yourself accountable for obligations and commitments	Did not have	5	0.8%	3	0.0%
	Weak	46	7.5%	3	0.2%
	Ok	174	28.4%	43	6.2%
	Strong	262	42.8%	244	40.8%
	Very strong	125	20.4%	315	52.9%
	Total	612	100.0%	608	100.0%
Giving feedback to improve the quality of someone else's work	Did not have	10	1.6%	2	0.3%
	Weak	66	10.8%	4	0.7%
	Ok	259	42.4%	96	15.8%
	Strong	203	33.2%	286	47.0%
	Very strong	73	11.9%	221	36.3%
	Total	611	100.0%	609	100.0%

Areas for future development

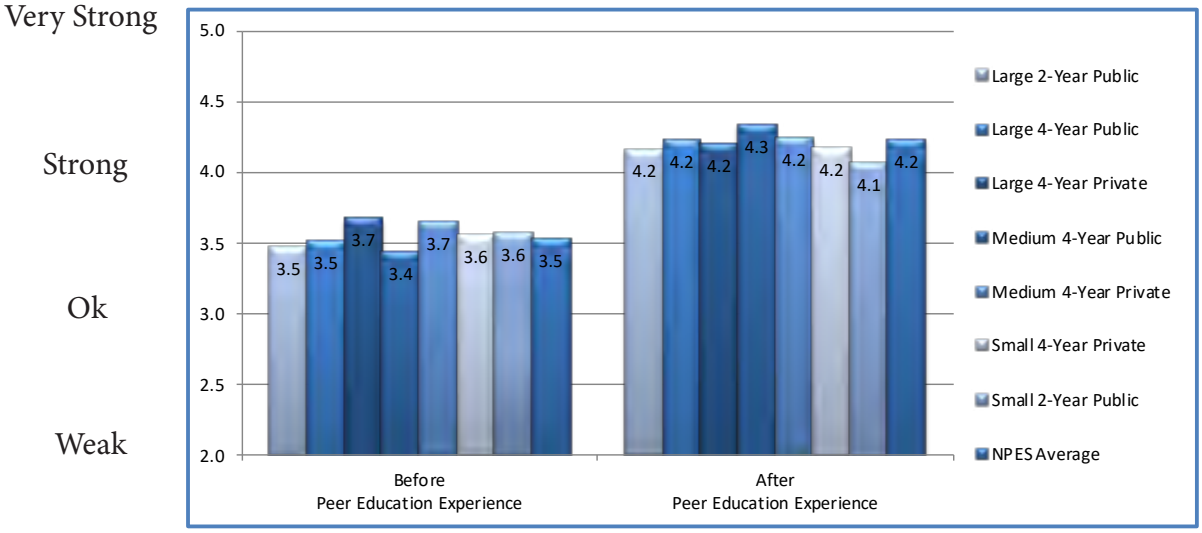
- Use one-on-one meetings and trainings to help students pursue their goals
- Encourage peer educators to develop communication skills through presenting and dialogue
- Engage peer educators to reflect their career goals by inviting a career professional to trainings
- Teach students how to budget and 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

		Before becoming a peer educator *National Averages*		As a result of becoming a peer educator *National Averages*	
		Frequency	**%**	**Frequency**	**%**
Developing an effective solution to a problem	Did not have	1	0.2%	1	0.2%
	Weak	37	6.0%	1	0.2%
	Ok	253	41.0%	63	10.4%
	Strong	273	44.2%	351	57.8%
	Very strong	53	8.6%	191	31.5%
	Total	617	100.0%	607	100.0%
Critically analyzing situations	Did not have	2	0.3%	2	0.3%
	Weak	38	6.2%	0	0.0%
	Ok	216	35.3%	63	10.4%
	Strong	270	44.1%	314	52.0%
	Very strong	86	14.1%	225	37.3%
	Total	612	100.0%	604	100.0%
Analyzing the elements of an idea, experience, or theory	Did not have	10	1.6%	3	0.5%
	Weak	54	8.8%	3	0.5%
	Ok	245	39.7%	74	12.1%
	Strong	233	37.8%	303	49.6%
	Very strong	75	12.2%	228	37.3%
	Total	617	100.0%	611	100.0%
Synthesizing and organizing ideas, information, or experiences	Did not have	5	0.8%	1	0.2%
	Weak	41	6.7%	2	0.3%
	Ok	244	39.7%	49	8.2%
	Strong	278	45.2%	359	59.8%
	Very strong	47	7.6%	189	31.5%
	Total	615	100.0%	600	100.0%

Results for Practical Competence

		Before becoming a peer educator *National Averages*		As a result of becoming a peer educator *National Averages*	
		Frequency	**%**	**Frequency**	**%**
Evaluating information, arguments, or methods and assessing the conclusion	Did not have	6	1.0%	1	0.2%
	Weak	51	8.3%	3	0.5%
	Ok	241	39.3%	72	12.0%
	Strong	266	43.3%	353	58.8%
	Very strong	50	8.1%	171	28.5%
	Total	614	100.0%	600	100.0%
Applying theories or concepts to practical problems or new situations	Did not have	11	1.8%	2	0.3%
	Weak	59	9.6%	5	0.8%
	Ok	259	42.3%	82	13.8%
	Strong	236	38.5%	320	53.7%
	Very strong	48	7.8%	187	31.4%
	Total	613	100.0%	596	100.0%
Applying previous experiences to inform new situations	Did not have	8	1.3%	2	0.3%
	Weak	45	7.4%	4	0.7%
	Ok	238	38.9%	45	7.5%
	Strong	239	39.1%	274	45.7%
	Very strong	82	13.4%	275	45.8%
	Total	612	100.0%	600	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

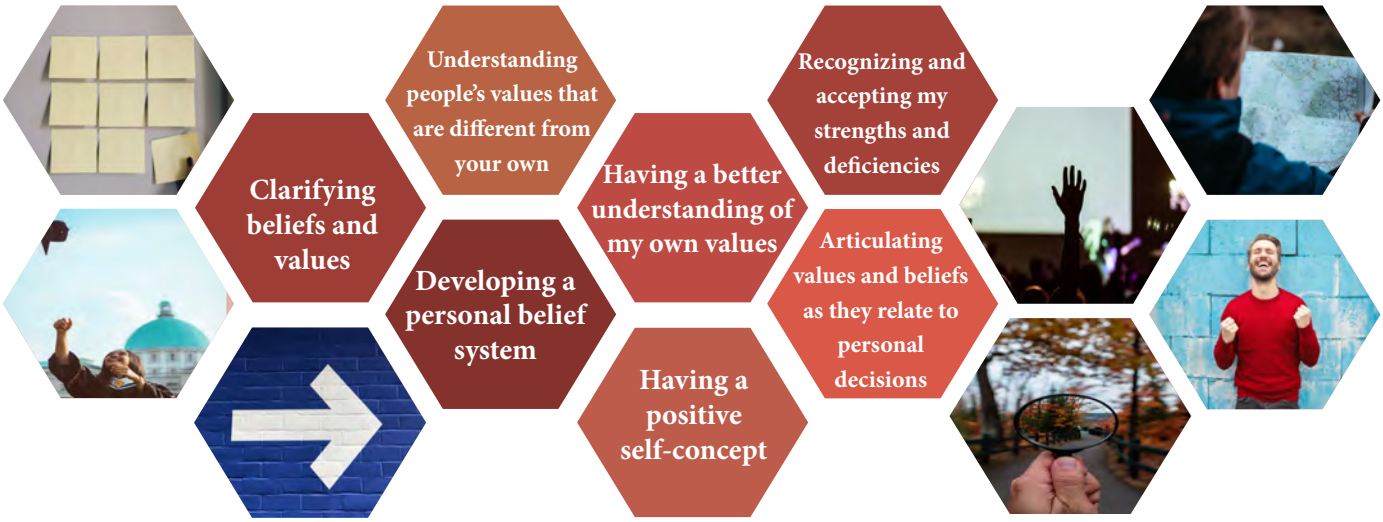
Motivate peer educators to be creative and think beyond the scope of health education to solve problems

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

Intrapersonal Competence

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:



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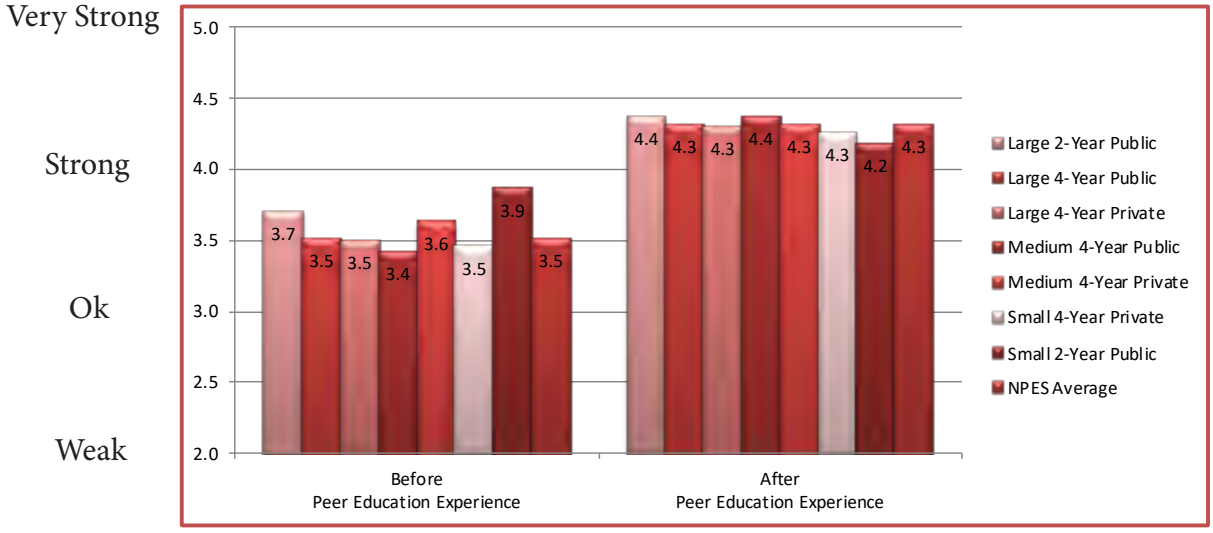


Tips for improving Intrapersonal Development

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

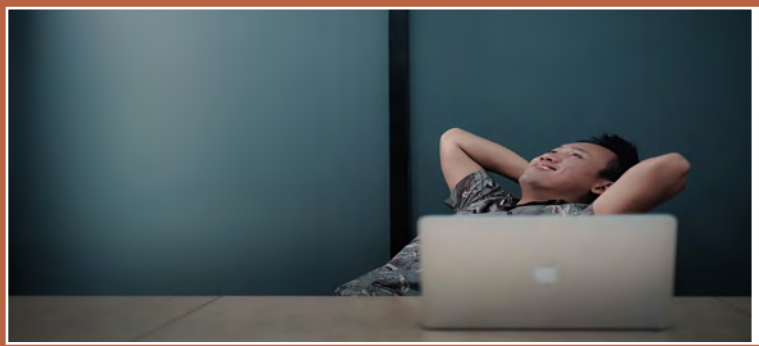
Facilitate values exercises to help articulate values throughout one's life and peer educator position

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 Competence

		Before becoming a peer educator *National Averages*		As a result of becoming a peer educator *National Averages*	
		Frequency	**%**	**Frequency**	**%**
Recognizing and accepting my strengths and deficiencies	Did not have	6	1.0%	0	0.0%
	Weak	87	14.1%	2	0.3%
	Ok	310	50.3%	81	13.3%
	Strong	185	30.0%	332	54.3%
	Very strong	28	4.5%	196	32.1%
	Total	616	100.0%	611	100.0%
Understanding people's values that are different from my own	Did not have	1	0.2%	0	0.0%
	Weak	38	6.2%	1	0.2%
	Ok	162	26.3%	29	4.8%
	Strong	257	41.7%	233	38.3%
	Very strong	159	25.8%	345	56.7%
	Total	617	100.0%	608	100.0%
Having a better understaning of my own values	Did not have	4	0.6%	0	0.0%
	Weak	41	6.7%	1	0.2%
	Ok	207	33.6%	27	4.4%
	Strong	260	42.2%	253	41.5%
	Very strong	104	16.9%	329	53.9%
	Total	616	100.0%	610	100.0%
Having a positive self-concept (self-confidence, self-esteem, independence, and determination	Did not have	18	2.9%	1	0.2%
	Weak	126	20.6%	19	3.2%
	Ok	238	38.9%	107	17.9%
	Strong	167	27.3%	281	46.9%
	Very strong	63	10.3%	191	31.9%
	Total	612	100.0%	599	100.0%



Results for Intrapersonal Competence

		Before becoming a peer educator *National Averages*		As a result of becoming a peer educator *National Averages*	
		Frequency	**%**	**Frequency**	**%**
Developing a personal belief system	Did not have	6	1.0%	3	0.5%
	Weak	47	7.7%	4	0.7%
	Ok	201	33.0%	66	10.9%
	Strong	234	38.4%	261	43.1%
	Very strong	121	19.9%	271	44.8%
	Total	609	100.0%	605	100.0%
Clarifying my own beliefs or values	Did not have	5	0.8%	0	0.0%
	Weak	58	9.5%	5	0.8%
	Ok	212	34.7%	68	11.3%
	Strong	227	37.2%	273	45.2%
	Very strong	109	17.8%	258	42.7%
	Total	611	100.0%	604	100.0%
Knowing your own limitations and when to refer to other resources	Did not have	23	3.8%	0	0.0%
	Weak	99	16.2%	8	1.3%
	Ok	241	39.4%	56	9.2%
	Strong	181	29.6%	267	43.8%
	Very strong	68	11.1%	279	45.7%
	Total	612	100.0%	610	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 Competence

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:

Effectively managing conflicts with others

Working with others who share views different from my own

Effectively demonstrate skills in leading a group

Ability to motivate others to accomplish goals

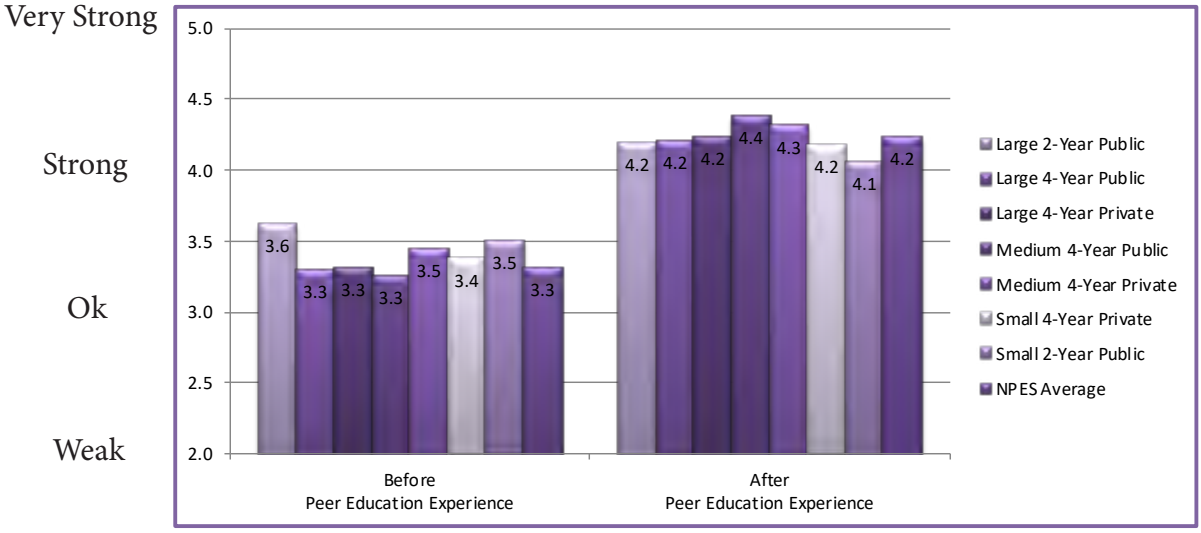
Listening to and considering other's points of view

Presenting ideas and information effectively to others

Effectively communicating with people

Talking with a friend about a risky behavior choice

Measured by Carnegie Classification:



Tips for improving Interpersonal Development

Practice scenarios that peer educators encounter during conversations with peers (e.g., Behind Closed Doors)

Analyze case studies with peer educator groups and then present the solutions all together

Incorporate time for wellness in group activities (i.e., role modeling healthy choices)

Facilitate teamwork activities and team builders

Hold an active listening workshop to ensure feedback is part of the peer educator process

Provide the time and space to share best practices

Results for Interpersonal Competence

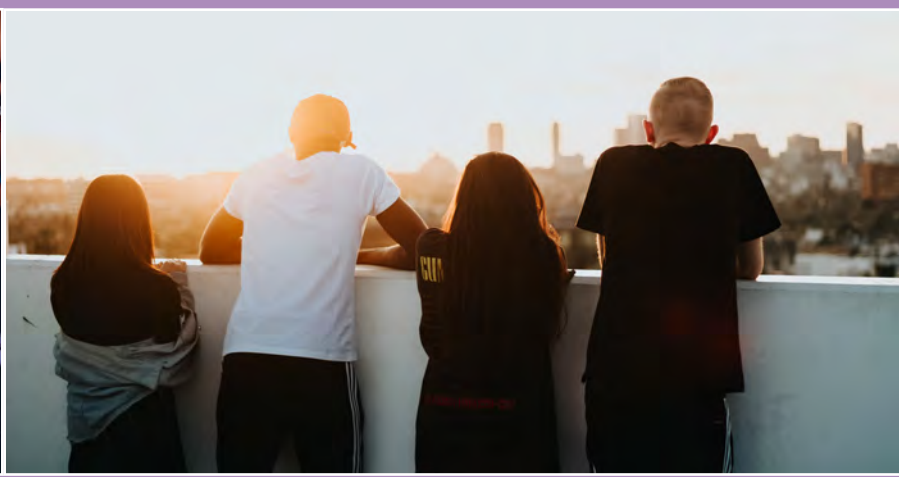
		Before becoming a peer educator *National Averages*		As a result of becoming a peer educator *National Averages*	
		Frequency	**%**	**Frequency**	**%**
Effectively facilitating group discussions	Did not have	37	6.0%	1	0.2%
	Weak	138	22.4%	6	1.0%
	Ok	258	41.2%	103	16.9%
	Strong	158	25.6%	295	48.4%
	Very strong	30	4.9%	205	33.6%
	Total	617	100.0%	610	100.0%
Presenting an educational program with a teammate	Did not have	81	13.1%	12	2.0%
	Weak	101	16.4%	3	0.5%
	Ok	291	47.2%	75	12.3%
	Strong	124	20.1%	313	51.5%
	Very strong	19	3.1%	205	33.7%
	Total	616	100.0%	608	100.0%
Comfort with disturbing pamphlets at an awareness table	Did not have	104	17.0%	38	6.2%
	Weak	134	21.9%	8	1.3%
	Ok	241	39.3%	86	14.1%
	Strong	110	17.9%	258	42.3%
	Very strong	24	3.9%	220	36.1%
	Total	613	100.0%	610	100.0%
Effectively communicating with people through speaking, writing, and other communication	Did not have	5	0.8%	0	0.0%
	Weak	53	8.6%	3	0.0%
	Ok	221	35.9%	46	6.8%
	Strong	251	40.7%	282	47.4%
	Very strong	86	14.0%	280	45.9%
	Total	616	100.0%	611	100.0%
Talking with a close, personal friend about a risky behavior or choice	Did not have	23	3.7%	6	1.0%
	Weak	110	17.8%	5	0.8%
	Ok	244	39.5%	76	12.5%
	Strong	174	28.2%	273	44.8%
	Very strong	66	10.7%	249	40.9%
	Total	617	100.0%	609	100.0%

Results for Interpersonal Competence

		Before becoming a peer educator *National Averages*		As a result of becoming a peer educator *National Averages*	
		Frequency	**%**	**Frequency**	**%**
Talking with another student about a risky behavior or choice	Did not have	65	10.5%	7	1.1%
	Weak	166	26.9%	6	1.0%
	Ok	250	40.5%	106	17.4%
	Strong	107	17.3%	315	51.7%
	Very strong	29	4.7%	175	28.7%
	Total	617	100.0%	609	100.0%
Sharing ideas and information effectively with others	Did not have	5	0.8%	1	0.2%
	Weak	61	9.9%	1	0.2%
	Ok	202	32.8%	39	6.4%
	Strong	275	44.6%	286	47.2%
	Very strong	73	11.9%	279	46.0%
	Total	616	100.0%	606	100.0%
Comfortable with presenting programs to students who are different than me	Did not have	24	3.9%	4	0.7%
	Weak	70	11.4%	1	0.2%
	Ok	218	35.4%	62	10.2%
	Strong	202	32.8%	271	44.4%
	Very strong	102	16.6%	272	44.6%
	Total	616	100.0%	610	100.0%
Being a role model for healthy choices	Did not have	11	1.8%	0	0.0%
	Weak	70	11.4%	5	0.8%
	Ok	248	40.3%	79	13.0%
	Strong	214	34.8%	301	49.5%
	Very strong	72	11.7%	223	36.7%
	Total	615	100.0%	608	100.0%
Effectively managing my conflicts with others	Did not have	10	1.6%	3	0.5%
	Weak	91	14.9%	5	0.8%
	Ok	258	42.3%	102	16.9%
	Strong	191	31.3%	310	51.2%
	Very strong	60	9.8%	185	30.6%
	Total	610	100.0%	605	100.0%

Results for Interpersonal Competence

		Before becoming a peer educator *National Averages*		As a result of becoming a peer educator *National Averages*	
		Frequency	**%**	**Frequency**	**%**
Effectively managing conflicts between others	Did not have	18	3.0%	7	1.2%
	Weak	86	14.2%	11	1.8%
	Ok	273	45.0%	132	22.1%
	Strong	176	29.0%	253	42.4%
	Very strong	54	8.9%	194	32.5%
	Total	607	100.0%	597	100.0%
Effectively working with others who share views different from my own	Did not have	5	0.8%	1	0.2%
	Weak	41	6.7%	5	0.8%
	Ok	211	34.5%	65	10.7%
	Strong	248	40.5%	266	44.0%
	Very strong	107	17.5%	268	44.3%
	Total	612	100.0%	605	100.0%
Effectively demonstrate skills in leading a group	Did not have	14	2.3%	1	0.2%
	Weak	63	10.3%	6	1.0%
	Ok	233	38.1%	64	10.6%
	Strong	231	37.7%	249	41.2%
	Very strong	71	11.6%	285	47.1%
	Total	612	100.0%	605	100.0%



Results for Interpersonal Competence

		Before becoming a peer educator *National Averages*		As a result of becoming a peer educator *National Averages*	
		Frequency	**%**	**Frequency**	**%**
Ability to motivate others to accomplish goals	Did not have	6	1.0%	1	0.2%
	Weak	62	10.1%	6	1.0%
	Ok	244	39.9%	81	13.3%
	Strong	239	39.1%	307	50.3%
	Very strong	61	10.0%	215	35.2%
	Total	612	100.0%	610	100.0%
Accepting supervision and direction from your supervisor/ advisor	Did not have	8	1.3%	3	0.5%
	Weak	33	5.4%	0	0.0%
	Ok	141	23.0%	30	4.9%
	Strong	236	38.6%	217	35.6%
	Very strong	194	31.7%	359	58.9%
	Total	612	100.0%	609	100.0%

Areas for future development

Provide opportunities for peer educators to bond with one another

Frequently engage peer educators in activities related to diversity and inclusion

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

Empower peer educators to lead activities and conversations

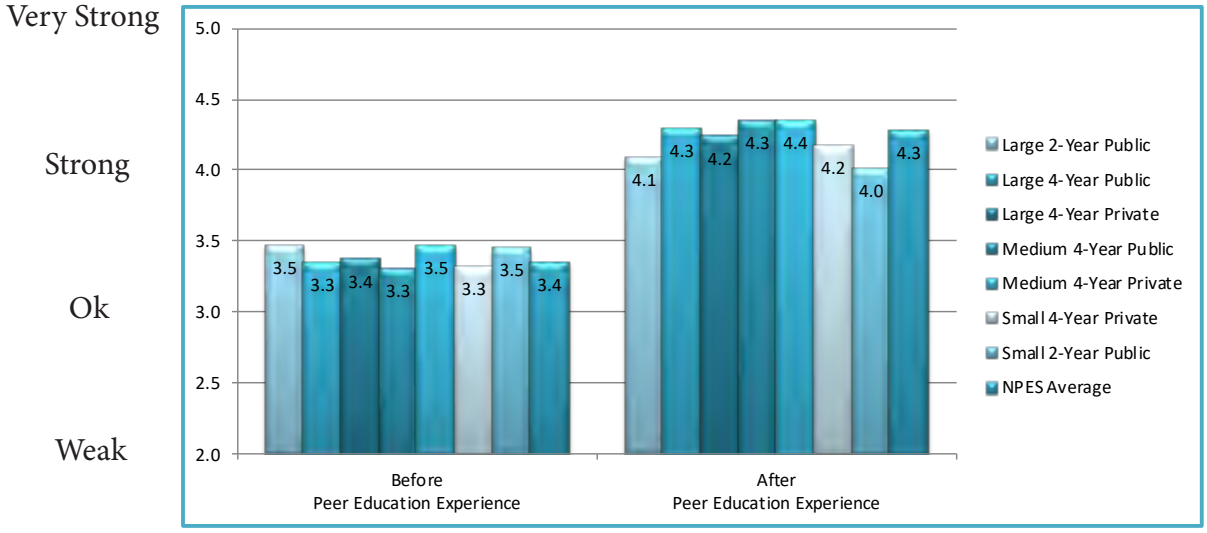
Frequently divide peer educators into small groups or pairs when appropriate

Knowledge Acquisition, Construction, Integration, and Application

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

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

Measured by Carnegie Classification:



Tips for improving 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

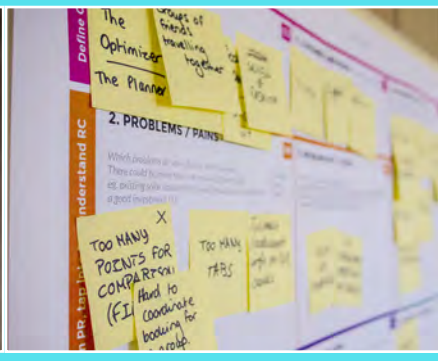
Ask peer educators to research ways to support students with health and wellness concerns

Partner with counseling services on campus to organize a referral plan for peer educators

		Before becoming a peer educator *National Averages*		As a result of becoming a peer educator *National Averages*	
		Frequency	**%**	**Frequency**	**%**
Referring someone to campus or off-campus counseling	Did not have	89	14.5%	8	1.3%
	Weak	169	27.5%	10	1.6%
	Ok	202	32.8%	87	14.3%
	Strong	113	18.4%	258	42.4%
	Very strong	42	6.8%	246	40.4%
	Total	615	100.0%	609	100.0%
Researching skills that allow me to seek out information about topics	Did not have	9	1.5%	3	0.5%
	Weak	49	8.0%	1	0.2%
	Ok	218	35.5%	52	8.6%
	Strong	262	42.7%	298	49.5%
	Very strong	76	12.4%	248	41.2%
	Total	614	100.0%	602	100.0%
Reevaluating previous assumptions	Did not have	8	1.3%	0	0.0%
	Weak	69	11.3%	2	0.3%
	Ok	295	48.4%	61	10.1%
	Strong	204	33.4%	307	50.8%
	Very strong	34	5.6%	234	38.7%
	Total	610	100.0%	604	100.0%

Results for Knowledge Acquisition, Construction, Integrtion, and Application

		Before becoming a peer educator *National Averages*		As a result of becoming a peer educator *National Averages*	
		Frequency	**%**	**Frequency**	**%**
Formulating an innovative approach or solution to an issue or problem	Did not have	13	2.1%	1	0.2%
	Weak	70	11.5%	5	0.8%
	Ok	274	45.0%	101	16.7%
	Strong	212	34.8%	320	52.9%
	Very strong	40	6.6%	178	29.4%
	Total	609	100.0%	605	100.0%
Listening to and considering others' viewpoints	Did not have	4	0.7%	1	0.2%
	Weak	25	4.1%	1	0.2%
	Ok	181	29.8%	30	4.9%
	Strong	276	45.4%	237	39.0%
	Very strong	122	20.1%	339	55.8%
	Total	608	100.0%	608	100.0%



Areas for future development

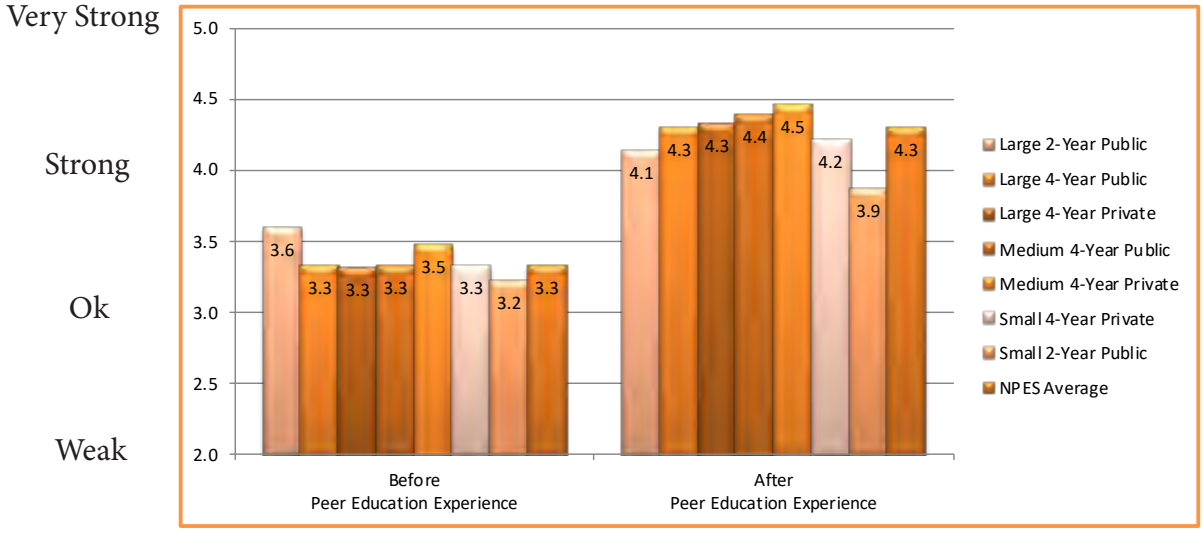
- Encourage peer educators to examine and critique health related literature
- Have peer educators create educational pamphlets, posters, flyers, blog posts, or newsletters integrating numerous sources
- Create learning contracts for peer educators to connect the relevant knowledge and skills gained 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 thier 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

		Before becoming a peer educator *National Averages*		As a result of becoming a peer educator *National Averages*	
		Frequency	**%**	**Frequency**	**%**
Intervening in a crisis situation	Did not have	92	14.9%	25	4.1%
	Weak	152	24.6%	13	2.1%
	Ok	223	36.1%	113	18.5%
	Strong	126	20.4%	272	44.6%
	Very strong	24	3.9%	187	30.7%
	Total	617	100.0%	610	100.0%
Having conversations with students who are different than me	Did not have	5	0.8%	1	0.2%
	Weak	33	5.4%	2	0.3%
	Ok	196	31.8%	32	5.3%
	Strong	236	38.3%	261	42.9%
	Very strong	146	23.7%	312	51.3%
	Total	616	100.0%	608	100.0%
Feeling a part of the campus community	Did not have	43	7.0%	0	0.0%
	Weak	139	22.7%	8	1.3%
	Ok	233	38.0%	61	10.2%
	Strong	157	25.6%	255	42.6%
	Very strong	41	6.7%	274	45.8%
	Total	613	100.0%	598	100.0%
Feeling responsible for helping to improve the campus community	Did not have	60	9.8%	0	0.0%
	Weak	152	24.8%	2	0.3%
	Ok	230	37.6%	58	9.7%
	Strong	133	21.7%	227	37.8%
	Very strong	37	6.0%	314	52.2%
	Total	612	100.0%	601	100.0%

Results for Humanitarianism and Civic Engagement

		Before becoming a peer educator *National Averages*		As a result of becoming a peer educator *National Averages*	
		Frequency	**%**	**Frequency**	**%**
Articulating values and beliefs as they relate to personal decisions	Did not have	6	1.0%	1	0.2%
	Weak	54	8.9%	6	1.0%
	Ok	251	41.1%	64	10.6%
	Strong	229	37.5%	306	50.8%
	Very strong	70	11.5%	225	37.4%
	Total	610	100.0%	602	100.0%
Considering the welfare of others when making decisions	Did not have	3	0.5%	2	0.3%
	Weak	28	4.6%	1	0.2%
	Ok	175	28.6%	36	5.9%
	Strong	267	43.7%	259	42.7%
	Very strong	138	22.6%	308	50.8%
	Total	611	100.0%	606	100.0%
Understanding the role of your personal belief system in personal or group values	Did not have	9	1.5%	1	0.2%
	Weak	47	7.7%	5	0.8%
	Ok	238	39.0%	53	8.7%
	Strong	232	38.0%	301	49.6%
	Very strong	85	13.9%	247	40.7%
	Total	611	100.0%	607	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.

Tobacco Use	65%
Vaping	60%
Alcohol Use	85%
Illicit Drug Use	70%
Prescription Drug Use	60%
Marijuana Use	70%
Sexual Assualt/Relationship Violence	91%
Violence Prevention	81%
Suicide Prevention	67%
Self-harm Prevention	59%
Mental Health Awareness	94%
Eating Disorders	57%
Stress Management	93%

Time Management	86%
Pregnancy	35%
AIDS/HIV Prevention	51%
Sexually Infectious Disease	65%
Physical Activity/Fitness	61%
Nutrition	64%
Self-Care	90%
Impaired Driving	47%
Hazing Prevention	52%
Social Media Use	63%
Social Justice	60%
Diversity/Inclusion	88%
Bystander Intervention	90%

Tips for Training Peer Educators

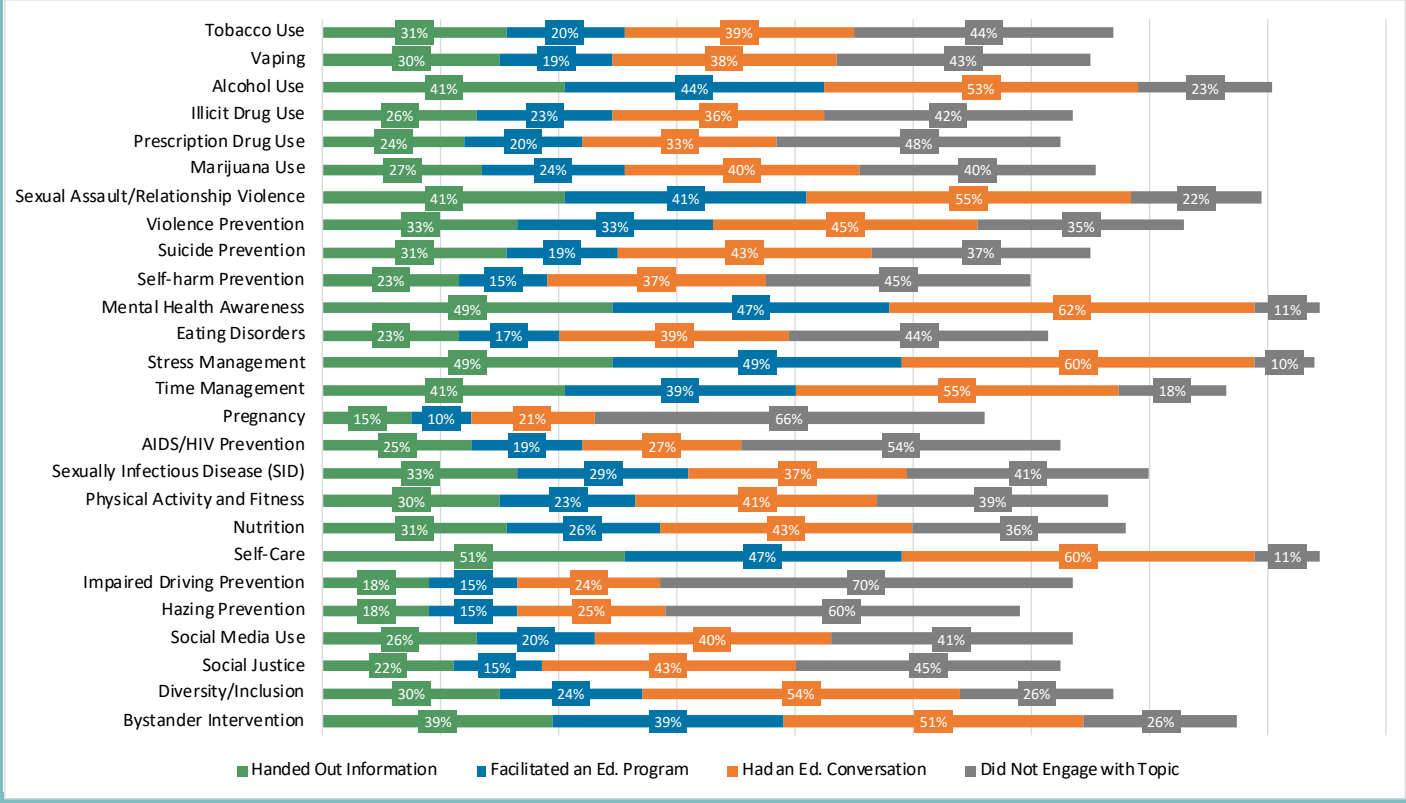
Ask peer educators about the types of interactions they are having with students

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.



Tips for Engaging Peer Educators in their Training

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

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

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

Peer Educator Training

Training Topic		Training Received *National Averages*		Peer Educators Who Engaged in Activites	*National Averages*	
		Frequenices	%		Frequenices	%
Tobacco Use	Yes	404	65.5%	Handed Out Info.	193	31.2%
	No	213	34.5%	Facilitated an Ed. Program	126	20.4%
	Total	617	100.0%	Had an Ed. Conversation	239	38.6%
				Did Not Engage w/ Topic	275	44.4%
Vaping	Yes	368	59.9%	Handed Out Info.	183	29.6%
	No	246	40.1%	Facilitated an Ed. Program	116	18.7%
	Total	614	100.0%	Had an Ed. Conversation	235	38.0%
				Did Not Engage w/ Topic	265	42.8%
Alcohol Use	Yes	526	85.4%	Handed Out Info.	253	40.9%
	No	14.6	14.6%	Facilitated an Ed. Program	270	43.6%
	Total	616	100.0%	Had an Ed. Conversation	325	52.5%
				Did Not Engage w/ Topic	145	23.4%
Illicit Drug Use	Yes	430	69.7%	Handed Out Info.	159	25.7%
	No	187	30.3%	Facilitated an Ed. Program	139	22.5%
	Total	617	100.0%	Had an Ed. Conversation	225	36.3%
				Did Not Engage w/ Topic	259	41.8%
Prescription Drug Use	Yes	366	59.7%	Handed Out Info.	148	23.9%
	No	247	40.3%	Facilitated an Ed. Program	123	19.9%
	Total	613	100.0%	Had an Ed. Conversation	207	33.4%
				Did Not Engage w/ Topic	295	47.7%
Marijuana Use	Yes	428	69.7%	Handed Out Info.	168	27.1%
	No	186	30.3%	Facilitated an Ed. Program	146	23.6%
	Total	614	100.0%	Had an Ed. Conversation	248	40.1%
				Did Not Engage w/ Topic	246	39.7%
Sexual Assault/ Relationship Violence Prevention	Yes	564	91.4	Handed Out Info.	252	40.7%
	No	53	8.6	Facilitated an Ed. Program	255	41.2%
	Total	617	100.0	Had an Ed. Conversation	343	55.4%
				Did Not Engage w/ Topic	138	22.3%

Peer Educator Training

Training Topic		Training Received *National Averages*		Peer Educators Who Engaged in Activites	*National Averages*	
		Frequenices	%		Frequenices	%
Violence Prevention	Yes	499	81.3%	Handed Out Info.	202	32.6%
	No	115	18.7%	Facilitated an Ed. Program	201	32.5%
	Total	614	100.0%	Had an Ed. Conversation	281	45.4%
				Did Not Engage w/ Topic	216	34.9%
Suicide Prevention	Yes	411	67.0%	Handed Out Info.	189	30.5%
	No	202	33.0%	Facilitated an Ed. Program	117	18.9%
	Total	613	100.0%	Had an Ed. Conversation	265	42.8%
				Did Not Engage w/ Topic	231	37.3%
Self-harm Prevention	Yes	363	59.1%	Handed Out Info.	142	22.9%
	No	251	40.9%	Facilitated an Ed. Program	92	14.9%
	Total	614	100.0%	Had an Ed. Conversation	228	36.8%
				Did Not Engage w/ Topic	278	44.9%
Mental Health Awareness	Yes	577	93.5%	Handed Out Info.	306	49.4%
	No	40	6.5%	Facilitated an Ed. Program	291	47.0%
	Total	617	100.0%	Had an Ed. Conversation	284	62.0%
				Did Not Engage w/ Topic	67	10.8%
Eating Disorders	Yes	352	57.3%	Handed Out Info.	142	22.9%
	No	262	42.7%	Facilitated an Ed. Program	105	17.0%
	Total	614	100.0%	Had an Ed. Conversation	243	39.3%
				Did Not Engage w/ Topic	271	43.8%
Stress Management	Yes	571	92.7%	Handed Out Info.	306	49.4%
	No	45	7.3%	Facilitated an Ed. Program	305	49.3%
	Total	616	100.0%	Had an Ed. Conversation	373	60.3%
				Did Not Engage w/ Topic	63	10.2%
Time Management	Yes	527	85.6%	Handed Out Info.	252	40.7%
	No	89	14.4%	Facilitated an Ed. Program	242	39.1%
	Total	616	100.0%	Had an Ed. Conversation	342	55.3%
				Did Not Engage w/ Topic	109	17.6%

Peer Educator Training

Training Topic		Training Received *National Averages*		Peer Educators Who Engaged in Activites	*National Averages*	
		Frequenices	%		Frequenices	%
Pregnancy	Yes	212	34.6%	Handed Out Info.	90	14.5%
	No	400	65.4%	Facilitated an Ed. Program	61	9.9%
	Total	612	100.0%	Had an Ed. Conversation	127	20.5%
				Did Not Engage w/ Topic	409	66.1%
AIDS/ HIV Infection	Yes	311	50.7%	Handed Out Info.	156	25.2%
	No	302	49.3%	Facilitated an Ed. Program	116	18.7%
	Total	613	100.0%	Had an Ed. Conversation	167	27.0%
				Did Not Engage w/ Topic	333	53.8%
Sexually Infectious Disease (SID)	Yes	401	65.2%	Handed Out Info.	204	33.0%
	No	214	34.8%	Facilitated an Ed. Program	181	29.2%
	Total	615	100.0%	Had an Ed. Conversation	231	37.3%
				Did Not Engage w/ Topic	251	40.5%
Physical Activity and Fitness Educational Programming	Yes	373	60.7%	Handed Out Info.	185	29.9%
	No	241	39.3%	Facilitated an Ed. Program	140	22.6%
	Total	614	100.0%	Had an Ed. Conversation	254	41.0%
				Did Not Engage w/ Topic	243	39.3%
Nutrition	Yes	391	63.7%	Handed Out Info.	193	31.2%
	No	223	36.3%	Facilitated an Ed. Program	159	25.7%
	Total	614	100.0%	Had an Ed. Conversation	265	42.8%
				Did Not Engage w/ Topic	220	35.5%
Self-care	Yes	557	90.3%	Handed Out Info.	314	50.7%
	No	60	9.7%	Facilitated an Ed. Program	288	46.5%
	Total	617	100.0%	Had an Ed. Conversation	374	60.4%
				Did Not Engage w/ Topic	66	10.7%
Impaired Driving Prevention	Yes	289	47.1%	Handed Out Info.	112	18.1%
	No	324	52.9%	Facilitated an Ed. Program	91	14.7%
	Total	613	100.0%	Had an Ed. Conversation	148	23.9%
				Did Not Engage w/ Topic	377	60.9%

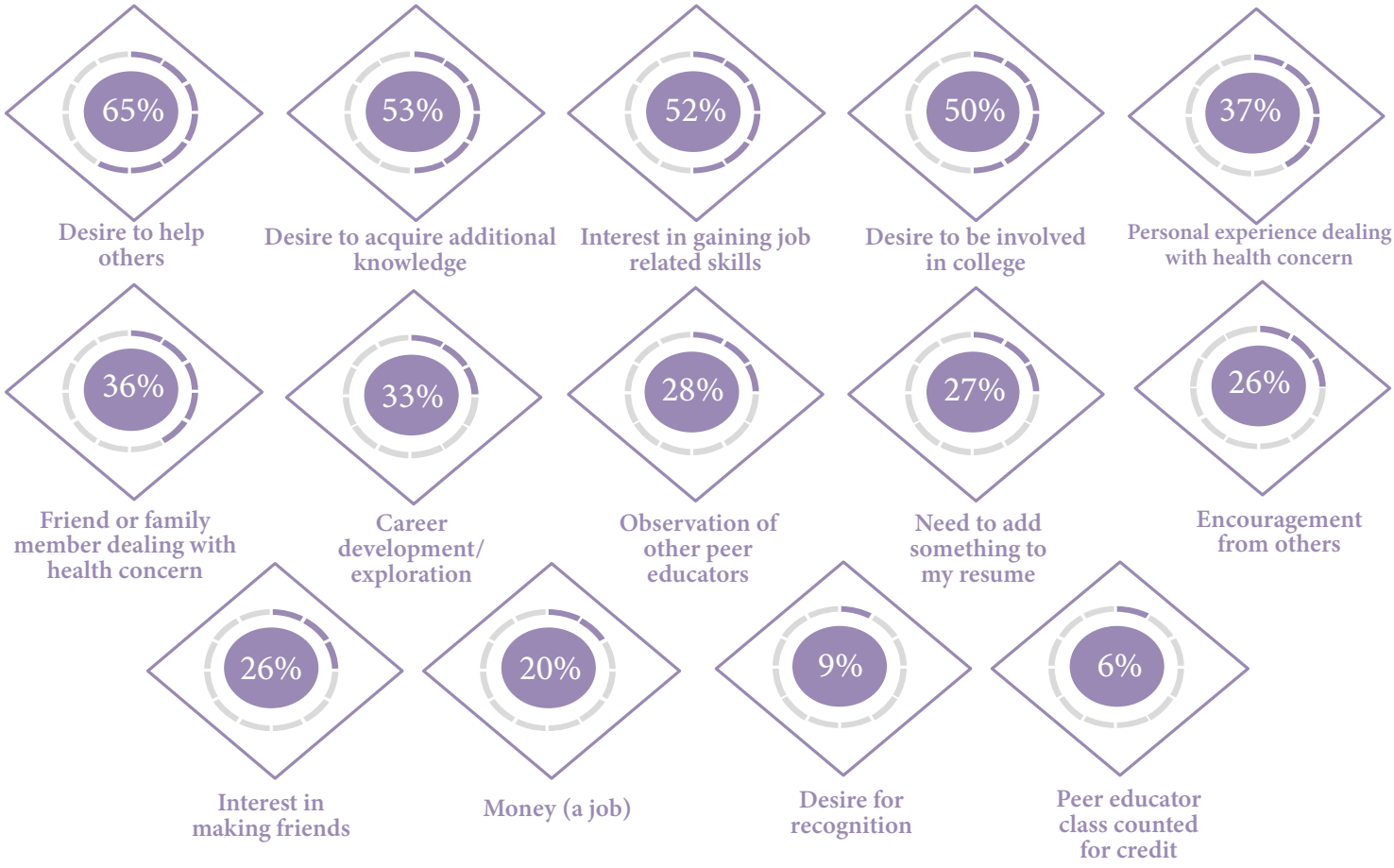
Peer Educator Training

Training Topic		Training Received *National Averages*		Peer Educators Who Engaged in Activites	*National Averages*	
		Frequenices	%		Frequenices	%
Hazing Prevention	Yes	319	52.0%	Handed Out Info.	109	17.6%
	No	294	48.0%	Facilitated an Ed. Program	92	14.9%
	Total	613	100.0%	Had an Ed. Conversation	154	24.9%
				Did Not Engage w/ Topic	372	60.1%
Social Media Use	Yes	383	62.6%	Handed Out Info.	160	25.8%
	No	229	37.4%	Facilitated an Ed. Program	123	19.9%
	Total	612	100.0%	Had an Ed. Conversation	250	40.4%
				Did Not Engage w/ Topic	256	41.4%
Social Justice	Yes	369	60.4%	Handed Out Info.	133	21.5%
	No	242	39.6%	Facilitated an Ed. Program	91	14.7%
	Total	611	100.0%	Had an Ed. Conversation	265	42.8%
				Did Not Engage w/ Topic	276	44.6%
Diversity/Inclusion	Yes	539	88.4%	Handed Out Info.	186	30.0%
	No	71	11.6%	Facilitated an Ed. Program	150	24.2%
	Total	610	100.0%	Had an Ed. Conversation	333	53.8%
				Did Not Engage w/ Topic	159	25.7%
Bystander Intervention	Yes	553	90.1%	Handed Out Info.	242	39.1%
	No	61	9.9%	Facilitated an Ed. Program	243	39.3%
	Total	614	100.0%	Had an Ed. Conversation	317	51.2%
				Did Not Engage w/ Topic	161	26.0%

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 expriences 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.	65.4%	32.0%	1.9%	0.6%
Interest in gaining job related skills.	51.5%	37.7%	9.30%	1.6%
Desire to acquire additional knowledge.	52.8%	41.5%	5.2%	0.5%
Observation of other peer educators.	27.7%	35.2%	22.3%	14.7%
Desire to be involved in college.	50.4%	34.5%	11.1%	4.10%
Need to add something to my resume.	27.4%	34.0%	24.8%	13.8%
Money (a job).	19.9%	23.3%	15.1%	41.7%
Peer educator class counted for course credit.	6.0%	8.3%	10.1%	75.6%
Career development/exploration.	33.0%	41.2%	16.5%	9.3%
Desire for recognition.	9.3%	18.7%	30.6%	41.5%
Interest in making friends.	25.9%	40.6%	21.2%	12.2%
My personal experience dealing with a health and wellness concern (e.g., alcohol, drugs, or sexual health).	34.8%	28.5%	14.0%	17.1%
My personal experience of a friend or family member dealing with a health and wellness concern (e.g., alcohol, drugs, or sexual health).	35.6%	26.2%	16.3%	22.0%

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

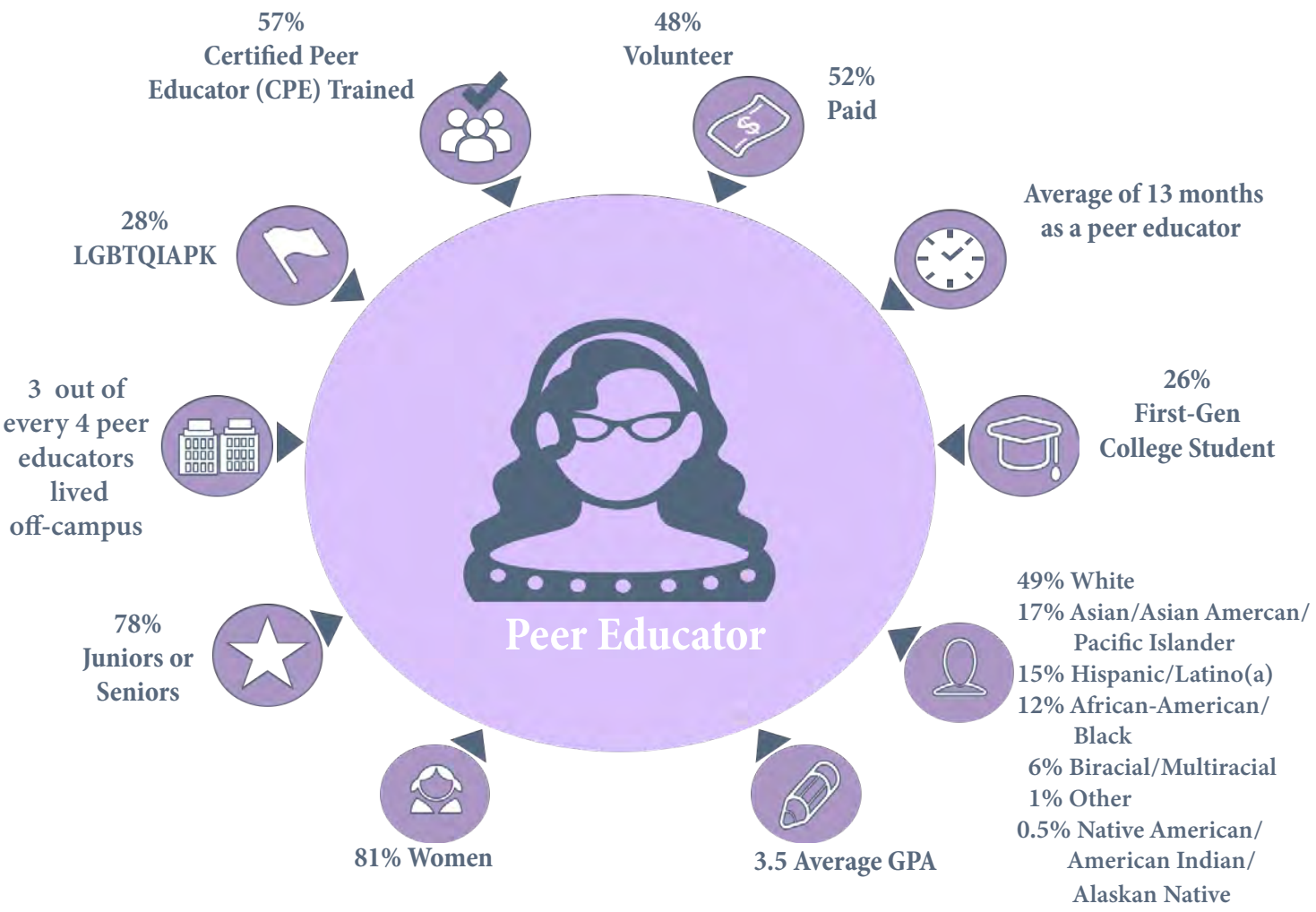
Encourage peer educators to mentor newer members in the organization

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.

Demographics at a Glance:



Peer Educator Demographics

	National Averages	
	N	**%**
Are you a certified peer educator through The BACCHUS Network CPE Training program?		
Yes	342	56.6%
No	262	43.4%
Total	604	100.0%
Did you take a for credit peer educator class in college?		
Yes	159	26.4%
No	444	73.6%
Total	603	100.0%
Is your peer education position volunteered or paid?		
Volunteer	295	48.3%
Paid	316	51.7%
Total	611	100.0%
Are you an elected or appointed officer for your peer education group?		
Yes	143	23.8%
No	459	76.2%
Total	602	100.0%
Current Residence		
Residence hall/on-campus apartment	138	22.6%
Fraternity/sorority	11	1.8%
Own house	49	8.0%
Parent's home	149	24.4%
Rent room or apartment off campus	248	40.6%
Relative's home	14	2.3%
Other	2	0.3%
Total	611	100.0%
Gender		
Man	106	17.3%
Woman	490	80.2%
Transgender	1	0.2%
Gender neutral/ Gender queer	8	1.3%
Other	6	1.0%
Total	611	100.0%

Peer Educator Demographics

	National Averages	
	N	**%**
Racial/Ethnic Group		
Native American/American Indian/Alaskan Native	3	0.5%
Hispanic/Latino(a)	90	14.7%
White	298	48.8%
African-American/Black (non-Hispanic)	72	11.8%
Asian/Asian-American/Pacific Islander	102	16.7%
Biracial/Multiracial	39	6.4%
Other	7	1.1%
Total	611	100.0%
Sexual Orientation		
Bisexual	79	13.0%
Gay	22	3.6%
Lesbian	13	2.1%
Heterosexual	435	71.5%
Pansexual	26	4.3%
Questioning	15	2.5%
Asexual	4	0.7%
Other	14	2.3%
Total	608	100.0%
Academic Class Standing		
First-year student	8	1.3%
Sophomore	107	17.5%
Junior	214	35.0%
Senior	262	42.8%
Grad/postbac/Professional	21	3.4%
Total	612	100.0%
Transfer Student		
Yes	68	11.1%
No	542	88.9%
Total	610	100.0%

Peer Educator Demographics

		National Averages	
		N	**%**
First-Generation College Student			
	Yes	159	26.1%
	No	450	73.9%
	Total	609	100.0%

Academic National Averages

	National Averages		
	N	**Mean**	**Std. Deviation**
Age	607	20.82	2.16
Enrolled Credit Hours	597	14.74	5.57
Current GPA on a 4.0 Scale	603	3.55	0.41

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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