



# National Peer Educator Study

NASPA University

Institutional Report 2019-20

## **Authors**

Jacob D. Lemon  
Project Manager

Matthew R. Wawrzynski, PhD  
Director & Principal Investigator

## **NPES Research Team**

Alyssa Stefanese  
Katherine Lechman  
Margaret Smith  
Courtney Holland  
Kaylena Becker



## 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 14th 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. While most institutions are primarily located in the United States, last year, we welcomed participation from peer educators in Singapore.

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](mailto:npes@naspa.org).

Best wishes with your health and wellness efforts,

Matthew R. Wawrzynski  
National Peer Educator Study Director and Principal Investigator  
Associate Professor



## 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 institutional averages for the learning domain between its Carnegie Classified institutional type and the national averages. 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. 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.

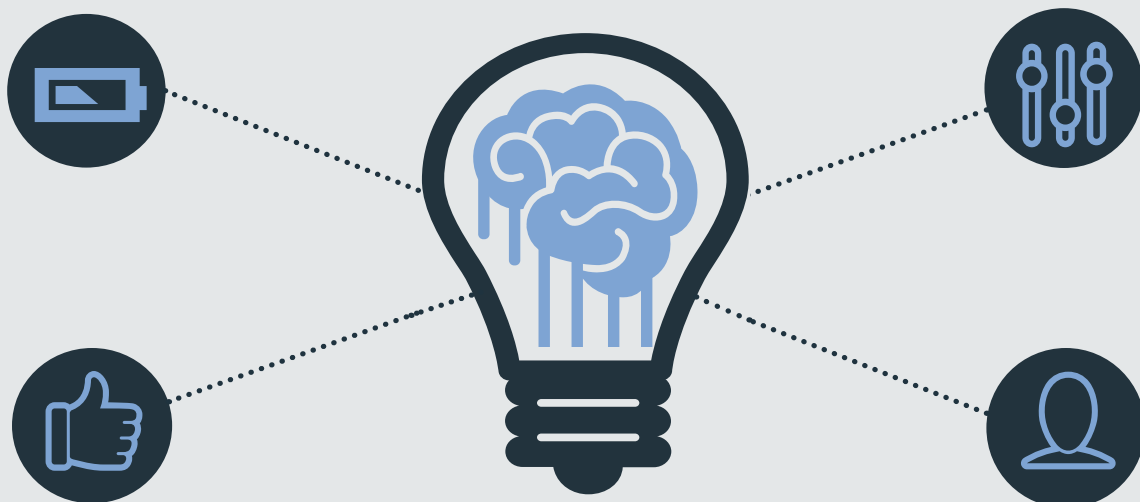
**Percent Average (%):** The sum of each frequency divided by the total number of frequencies in a sample, multiplied by 100.

**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.



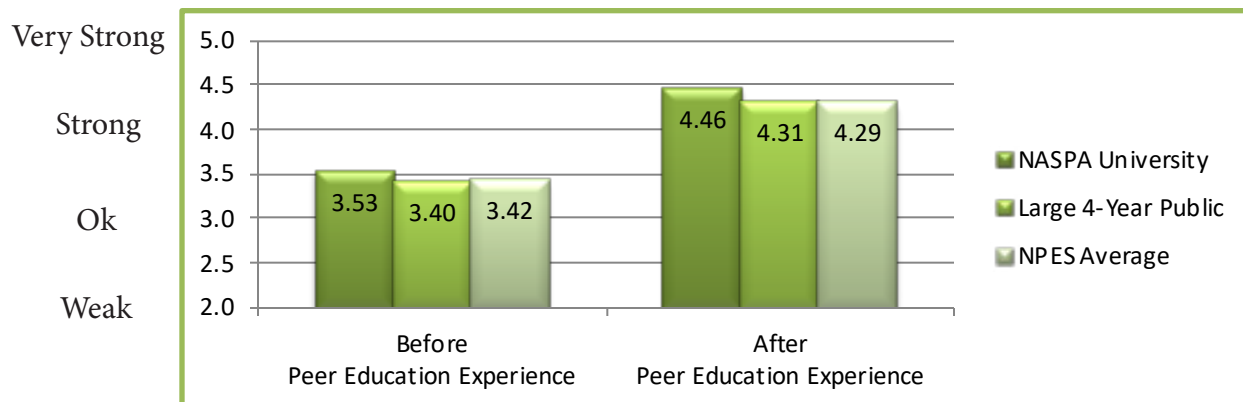
# Practical Competence

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



# Practical Competence

		Before Becoming a Peer Educator				As a Result of Being a Peer Educator			
		National Averages		NASPA University		National Averages		NASPA University	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%
<b>Engaging in effective listening.</b>	Did Not Have	7	1.0	0	0.0	0	0.0	0	0.0
	Weak	31	4.6	1	10.0	1	0.2	0	0.0
	OK	266	39.5	4	40.0	21	3.2	2	20.0
	Strong	299	44.4	4	40.0	291	43.8	4	40.0
	Very Strong	70	10.4	1	10.0	352	52.9	4	40.0
	Total	673	100.0	10	100.0	665	100.0	10	100.0
<b>Knowledge about general student health issues.</b>	Did Not	12	1.8	0	0.0	0	0.0	0	0.0
	Weak	130	19.3	1	10.0	0	0.0	0	0.0
	OK	357	52.9	3	30.0	32	4.8	0	0.0
	Strong	151	22.4	6	60.0	281	42.4	5	50.0
	Very Strong	25	3.7	0	0.0	350	52.8	5	50.0
	Total	675	100.0	10	100.0	663	100.0	10	100.0
<b>Knowledge about campus resources.</b>	Did Not Have	43	6.4	0	0.0	0	0.0	0	0.0
	Weak	248	36.8	5	50.0	1	0.2	0	0.0
	OK	252	37.4	4	40.0	25	3.8	1	10.0
	Strong	100	14.9	1	10.0	261	39.3	4	40.0
	Very Strong	30	4.5	0	0.0	377	56.8	5	50.0
	Total	673	100.0	10	100.0	664	100.0	10	100.0
<b>Effectively speaking in front of a group.</b>	Did Not Have	25	3.7	0	0.0	0	0.0	0	0.0
	Weak	157	23.3	2	20.0	12	1.8	0	0.0
	OK	242	36.0	6	60.0	92	13.8	0	0.0
	Strong	182	27.0	1	10.0	301	45.2	6	60.0
	Very Strong	67	10.0	1	10.0	261	39.2	4	40.0
	Total	673	100.0	10	100.0	666	100.0	10	100.0

# Practical Competence

		Before Becoming a Peer Educator				As a Result of Being a Peer Educator			
		National Averages		NASPA University		National Averages		NASPA University	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%
<b>Effectively organizing my time.</b>	Did Not Have	8	1.2	0	0.0	0	0.0	0	0.0
	Weak	94	14.0	2	20.0	12	1.8	0	0.0
	OK	222	33.0	4	40.0	130	19.5	2	20.0
	Strong	238	35.4	3	30.0	282	42.3	4	40.0
	Very Strong	110	16.4	1	10.0	242	36.3	4	40.0
	Total	672	100.0	10	100.0	666	100.0	10	100.0
<b>Effectively managing my academic commitments.</b>	Did Not Have	5	0.7	0	0.0	0	0.0	0	0.0
	Weak	53	7.9	2	20.0	14	2.1	0	0.0
	OK	201	30.0	4	40.0	87	13.1	1	10.0
	Strong	276	41.2	3	30.0	313	47.0	5	50.0
	Very Strong	135	20.1	1	10.0	252	37.8	4	40.0
	Total	670	100.0	10	100.0	666	100.0	10	100.0
<b>Effectively managing my non-academic commitments.</b>	Did Not Have	9	1.3	0	0.0	0	0.0	0	0.0
	Weak	56	8.4	0	0.0	12	1.8	0	0.0
	OK	234	35.0	5	50.0	102	15.4	1	10.0
	Strong	263	39.3	4	40.0	330	49.7	6	60.0
	Very Strong	107	16.0	1	10.0	220	33.1	3	30.0
	Total	669	100.0	10	100.0	664	100.0	10	100.0
<b>Developing long range goals.</b>	Did Not Have	11	1.6	0	0.0	0	0.0	0	0.0
	Weak	68	10.1	0	0.0	5	0.8	0	0.0
	OK	242	35.9	4	40.0	120	18.1	0	0.0
	Strong	248	36.8	4	40.0	281	42.4	5	50.0
	Very Strong	105	15.6	2	20.0	256	38.7	5	50.0
	Total	674	100.0	10	100.0	662	100.0	10	100.0

# Practical Competence

		Before Becoming a Peer Educator				As a Result of Being a Peer Educator			
		National Averages		NASPA University		National Averages		NASPA University	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%
<b>Having a career direction.</b>	Did Not Have	26	3.9	1	10.0	8	1.2	0	0.0
	Weak	110	16.4	3	30.0	18	2.7	0	0.0
	OK	220	32.8	5	50.0	92	13.9	0	0.0
	Strong	198	29.6	1	10.0	262	39.7	4	40.0
	Very Strong	116	17.3	0	0.0	280	42.4	6	60.0
	Total	670	100.0	10	100.0	660	100.0	10	100.0
<b>Having a sense of purpose.</b>	Did Not Have	21	3.2	1	10.0	7	1.1	0	0.0
	Weak	91	13.7	2	20.0	7	1.1	0	0.0
	OK	234	35.3	4	40.0	72	11.0	0	0.0
	Strong	222	33.5	3	30.0	264	40.4	5	50.0
	Very Strong	95	14.3	0	0.0	304	46.5	5	50.0
	Total	663	100.0	10	100.0	654	100.0	10	100.0
<b>Holding yourself accountable for obligations and commitments.</b>	Did Not Have	7	1.1	0	0.0	0	0.0	0	0.0
	Weak	36	5.4	1	10.0	1	0.2	0	0.0
	OK	171	25.7	6	60.0	41	6.2	0	0.0
	Strong	292	43.8	2	20.0	269	40.8	6	60.0
	Very Strong	160	24.0	1	10.0	349	52.9	4	40.0
	Total	666	100.0	10	100.0	660	100.0	10	100.0
<b>Giving feedback to improve the quality of someone else's work.</b>	Did Not Have	11	1.6	1	10.0	3	0.5	0	0.0
	Weak	78	11.7	1	10.0	7	1.1	0	0.0
	OK	276	41.3	5	50.0	95	14.4	0	0.0
	Strong	229	34.3	3	30.0	316	47.7	5	50.0
	Very Strong	74	11.1	0	0.0	241	36.4	5	50.0
	Total	668	100.0	10	100.0	662	100.0	10	100.0

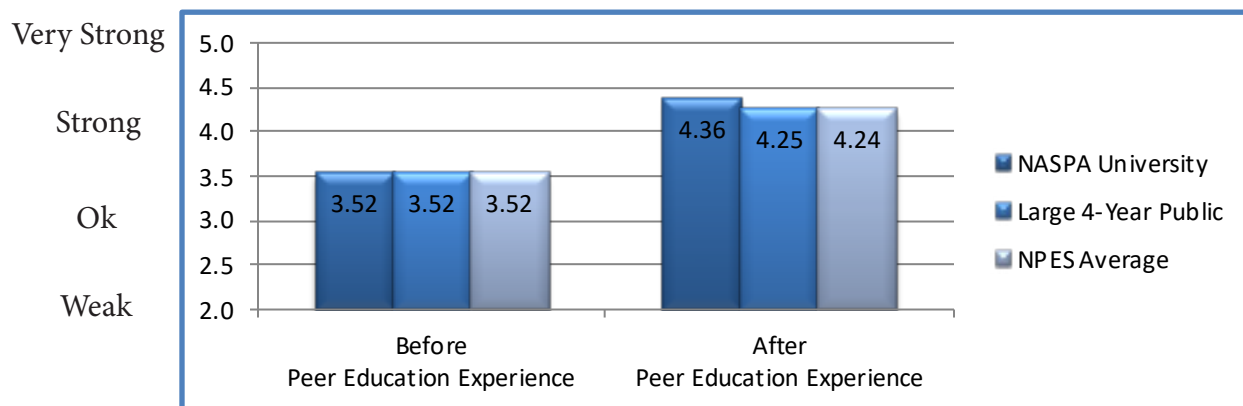
# Cognitive Complexity

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

# Cognitive Complexity

		Before Becoming a Peer Educator				As a Result of Being a Peer Educator			
		National Averages		NASPA University		National Averages		NASPA University	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%
<b>Developing an effective solution to a problem.</b>	Did Not Have	7	1.0	0	0.0	1	0.2	0	0.0
	Weak	34	5.0	2	20.0	2	0.3	0	0.0
	OK	277	41.0	3	30.0	68	10.2	1	10.0
	Strong	307	45.5	5	50.0	376	56.6	4	40.0
	Very Strong	50	7.4	0	0.0	217	32.7	5	50.0
	Total	675	100.0	10	100.0	664	100.0	10	100.0
<b>Critically analyzing situations.</b>	Did Not	7	1.0	0	0.0	1	0.2	0	0.0
	Weak	32	4.8	1	10.0	3	0.5	0	0.0
	OK	252	37.4	5	50.0	52	7.9	1	10.0
	Strong	296	44.0	4	40.0	355	53.6	4	40.0
	Very Strong	86	12.8	0	0.0	251	37.9	5	50.0
	Total	673	100.0	10	100.0	662	100.0	10	100.0
<b>Analyzing the elements of an idea, experience, or theory.</b>	Did Not Have	13	1.9	0	0.0	4	0.6	0	0.0
	Weak	51	7.6	4	40.0	3	0.5	0	0.0
	OK	276	41.0	4	40.0	106	15.9	0	0.0
	Strong	252	37.4	2	20.0	325	48.9	5	50.0
	Very Strong	81	12.0	0	0.0	227	34.1	5	50.0
	Total	673	100.0	10	100.0	665	100.0	10	100.0
<b>Synthesizing and organizing ideas, information, or experiences.</b>	Did Not Have	4	0.6	1	10.0	1	0.2	0	0.0
	Weak	36	5.4	2	20.0	2	0.3	0	0.0
	OK	311	46.3	7	70.0	67	10.2	0	0.0
	Strong	257	38.3	0	0.0	374	56.8	5	50.0
	Very Strong	63	9.4	0	0.0	215	32.6	5	50.0
	Total	671	100.0	10	100.0	659	100.0	10	100.0

# Cognitive Complexity

		Before Becoming a Peer Educator				As a Result of Being a Peer Educator			
		National Averages		NASPA University		National Averages		NASPA University	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%
<b>Evaluating information, arguments, or methods and assessing the conclusions.</b>	Did Not Have	7	1.0	2	20.0	3	0.5	0	0.0
	Weak	50	7.5	1	10.0	0	0.0	0	0.0
	OK	292	43.5	6	60.0	87	13.2	3	30.0
	Strong	254	37.9	1	10.0	355	54.0	4	40.0
	Very Strong	68	10.1	0	0.0	213	32.4	3	30.0
	Total	671	100.0	10	100.0	658	100.0	10	100.0
<b>Applying theories or concepts to practical problems or new situations.</b>	Did Not Have	12	1.8	0	0.0	1	0.2	0	0.0
	Weak	59	8.8	2	20.0	2	0.3	0	0.0
	OK	289	43.1	5	50.0	83	12.6	4	40.0
	Strong	245	36.6	2	20.0	340	51.7	2	20.0
	Very Strong	65	9.7	1	10.0	232	35.3	4	40.0
	Total	670	100.0	10	100.0	658	100.0	10	100.0
<b>Applying previous experiences to inform new situations.</b>	Did Not Have	12	1.8	0	0.0	4	0.6	0	0.0
	Weak	52	7.8	2	20.0	1	0.2	0	0.0
	OK	239	35.9	5	50.0	36	5.5	0	0.0
	Strong	276	41.4	2	20.0	305	46.4	5	50.0
	Very Strong	87	13.1	1	10.0	311	47.3	5	50.0
	Total	666	100.0	10	100.0	657	100.0	10	100.0

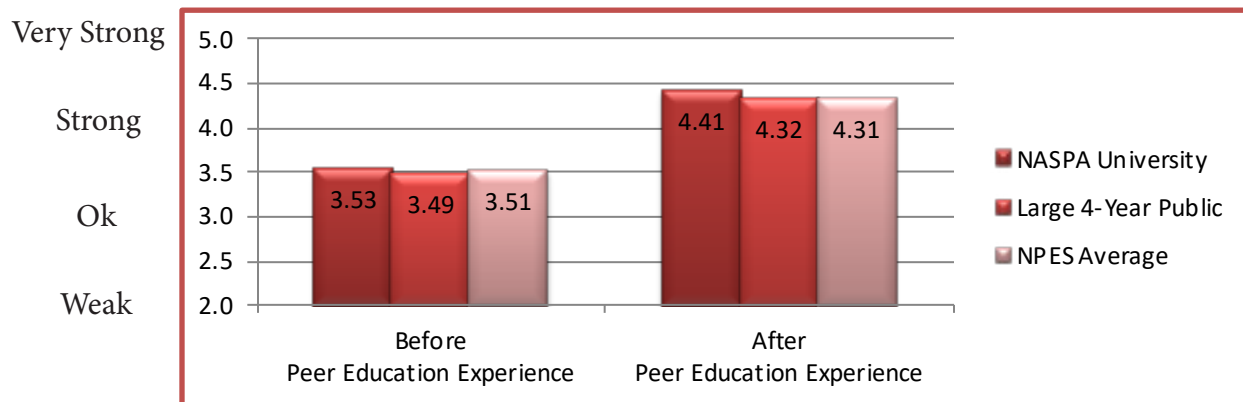
# Intrapersonal Competence

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:



Measured by Carnegie Classification:



## Tips for improving Intrapersonal Development

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

# Intrapersonal Development

		Before Becoming a Peer Educator				As a Result of Being a Peer Educator			
		National Averages		NASPA University		National Averages		NASPA University	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%
<b>Recognizing and accepting my strengths and deficiencies.</b>	Did Not Have	12	1.8	1	10.0	0	0.0	0	0.0
	Weak	81	12.1	2	20.0	2	0.3	0	0.0
	OK	312	46.4	5	50.0	78	11.7	3	30.0
	Strong	226	33.6	2	20.0	384	57.7	4	40.0
	Very Strong	41	6.1	0	0.0	201	30.2	3	30.0
	Total	672	100.0	10	100.0	665	100.0	10	100.0
<b>Understanding people's values that are different from my own.</b>	Did Not	7	1.0	0	0.0	0	0.0	0	0.0
	Weak	25	3.7	1	10.0	2	0.3	0	0.0
	OK	187	27.7	6	60.0	24	3.6	0	0.0
	Strong	292	43.3	3	30.0	268	40.3	5	50.0
	Very Strong	164	24.3	0	0.0	371	55.8	5	50.0
	Total	675	100.0	10	100.0	665	100.0	10	100.0
<b>Having a better understanding of my own values.</b>	Did Not Have	9	1.3	0	0.0	0	0.0	0	0.0
	Weak	43	6.4	1	10.0	0	0.0	0	0.0
	OK	202	30.0	6	60.0	30	4.5	0	0.0
	Strong	301	44.7	3	30.0	265	39.8	4	40.0
	Very Strong	118	17.5	0	0.0	370	55.6	6	60.0
	Total	673	100.0	10	100.0	665	100.0	10	100.0
<b>Having a positive self concept (self-confidence, self-esteem, independence, and determination).</b>	Did Not Have	25	3.7	1	10.0	2	0.3	0	0.0
	Weak	124	18.5	2	20.0	13	2.0	0	0.0
	OK	259	38.7	7	70.0	114	17.3	2	20.0
	Strong	191	28.6	0	0.0	312	47.3	4	40.0
	Very Strong	70	10.5	0	0.0	218	33.1	4	40.0
	Total	669	100.0	10	100.0	659	100.0	10	100.0



# Intrapersonal Development

		Before Becoming a Peer Educator				As a Result of Being a Peer Educator			
		National Averages		NASPA University		National Averages		NASPA University	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%
<b>Developing a personal belief system.</b>	Did Not Have	21	3.2	2	20.0	7	1.1	0	0.0
	Weak	53	8.0	3	30.0	7	1.1	0	0.0
	OK	224	33.6	3	30.0	77	11.6	2	20.0
	Strong	236	35.4	2	20.0	288	43.6	4	40.0
	Very Strong	132	19.8	0	0.0	282	42.7	4	40.0
	Total	666	100.0	10	100.0	661	100.0	10	100.0
<b>Clarifying my own beliefs or values.</b>	Did Not Have	9	1.3	0	0.0	5	0.8	0	0.0
	Weak	62	9.3	1	10.0	7	1.1	0	0.0
	OK	241	36.1	3	30.0	70	10.6	3	30.0
	Strong	258	38.7	4	40.0	317	48.0	3	30.0
	Very Strong	97	14.5	2	20.0	262	39.6	4	40.0
	Total	667	100.0	10	100.0	661	100.0	10	100.0
<b>Knowing your own limitations and when to refer people to other resources.</b>	Did Not Have	23	3.4	0	0.0	1	0.2	0	0.0
	Weak	108	16.2	1	10.0	4	0.6	0	0.0
	OK	244	36.5	4	40.0	56	8.5	1	10.0
	Strong	223	33.4	4	40.0	292	44.2	3	30.0
	Very Strong	70	10.5	1	10.0	308	46.6	6	60.0
	Total	668	100.0	10	100.0	661	100.0	10	100.0

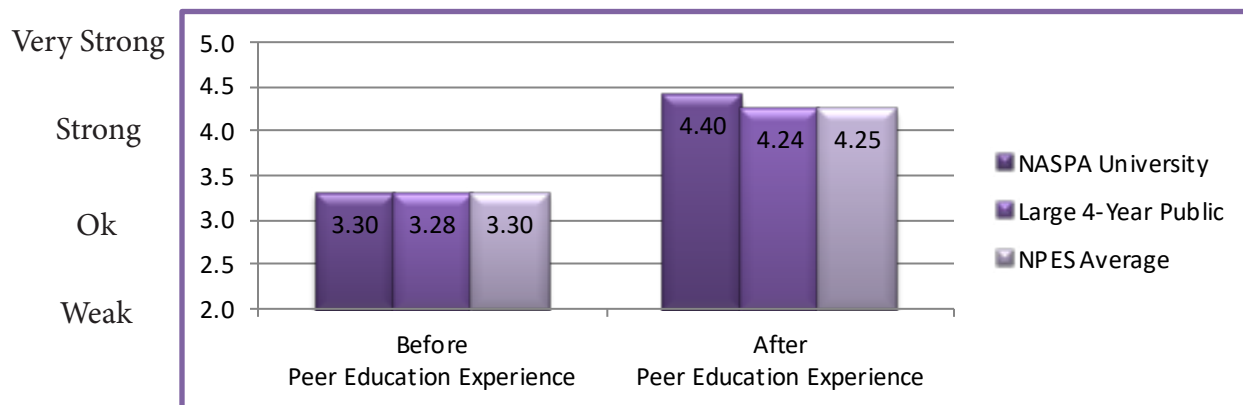
# Interpersonal Competence

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:



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

# Interpersonal Competence

		Before Becoming a Peer Educator				As a Result of Being a Peer Educator			
		National Averages		NASPA University		National Averages		NASPA University	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%
<b>Effectively facilitating group discussions.</b>	Did Not Have	26	3.9	0	0.0	1	0.2	0	0.0
	Weak	175	26.1	2	20.0	8	1.2	0	0.0
	OK	274	40.9	3	30.0	117	17.6	3	30.0
	Strong	154	23.0	5	50.0	310	46.8	4	40.0
	Very Strong	42	6.3	0	0.0	227	34.2	3	30.0
	Total	670	100.1	10	100.0	663	100.0	10	100.0
<b>Presenting an educational program with a teammate.</b>	Did Not	105	15.6	1	10.0	9	1.4	0	0.0
	Weak	100	14.8	3	30.0	4	0.6	0	0.0
	OK	311	46.1	4	40.0	80	12.1	0	0.0
	Strong	137	20.3	2	20.0	348	52.8	5	50.0
	Very Strong	22	3.3	0	0.0	218	33.1	5	50.0
	Total	675	100.0	10	100.0	659	100.0	10	100.0
<b>Comfort with distributing pamphlets at an awareness table.</b>	Did Not Have	92	13.6	1	10.0	12	1.8	0	0.0
	Weak	146	21.7	3	30.0	4	0.6	0	0.0
	OK	269	39.9	4	40.0	84	12.7	2	20.0
	Strong	131	19.4	2	20.0	303	45.6	5	50.0
	Very Strong	36	5.3	0	0.0	261	39.3	3	30.0
	Total	674	100.0	10	100.0	664	100.0	10	100.0
<b>Effectively communicating with people through speaking, writing, and other communication.</b>	Did Not Have	7	1.0	0	0.0	0	0.0	0	0.0
	Weak	53	7.9	0	0.0	0	0.0	0	0.0
	OK	236	35.0	6	60.0	45	6.8	1	10.0
	Strong	292	43.3	4	40.0	315	47.4	5	50.0
	Very Strong	86	12.8	0	0.0	305	45.9	4	40.0
	Total	674	100.0	10	100.0	665	100.0	10	100.0

# Interpersonal Competence

		Before Becoming a Peer Educator				As a Result of Being a Peer Educator			
		National Averages		NASPA University		National Averages		NASPA University	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%
<b>Talking with a close, personal friend about a risky behavior or choice.</b>	Did Not Have	26	3.9	0	0.0	5	0.8	0	0.0
	Weak	131	19.4	4	40.0	7	1.1	0	0.0
	OK	274	40.7	6	60.0	88	13.3	1	10.0
	Strong	170	25.2	0	0.0	277	41.7	5	50.0
	Very Strong	73	10.8	0	0.0	287	43.2	4	40.0
	Total	674	100.0	10	100.0	664	100.0	10	100.0
<b>Talking with another student about a risky behavior or choice.</b>	Did Not Have	67	10.0	0	0.0	11	1.7	0	0.0
	Weak	194	28.9	3	30.0	8	1.2	0	0.0
	OK	263	39.1	5	50.0	104	15.7	1	10.0
	Strong	116	17.3	2	20.0	329	49.6	4	40.0
	Very Strong	32	4.8	0	0.0	211	31.8	5	50.0
	Total	672	100.0	10	100.0	663	100.0	10	100.0
<b>Sharing ideas and information effectively with others.</b>	Did Not Have	6	0.9	0	0.0	0	0.0	0	0.0
	Weak	45	6.7	3	30.0	3	0.5	0	0.0
	OK	261	38.7	5	50.0	32	4.8	0	0.0
	Strong	282	41.8	2	20.0	318	47.7	4	40.0
	Very Strong	80	11.9	0	0.0	313	47.0	6	60.0
	Total	674	100.0	10	100.0	666	100.0	10	100.0
<b>Comfortable with presenting programs to students who are different than me.</b>	Did Not Have	17	2.5	1	10.0	1	0.2	0	0.0
	Weak	72	10.7	2	20.0	3	0.5	0	0.0
	OK	262	38.9	4	40.0	70	10.5	2	20.0
	Strong	241	35.8	3	30.0	301	45.2	4	40.0
	Very Strong	81	12.0	0	0.0	291	43.7	4	40.0
	Total	673	100.0	10	100.0	666	100.0	10	100.0

# Interpersonal Competence

		Before Becoming a Peer Educator				As a Result of Being a Peer Educator			
		National Averages		NASPA University		National Averages		NASPA University	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%
<b>Being a role model for healthy choices.</b>	Did Not Have	17	2.5	1	10.0	2	0.3	0	0.0
	Weak	72	10.7	1	10.0	9	1.4	0	0.0
	OK	262	38.9	3	30.0	96	14.5	0	0.0
	Strong	241	35.8	4	40.0	315	47.5	5	50.0
	Very Strong	81	12.0	1	10.0	241	36.3	5	50.0
	Total	673	100.0	10	100.0	663	100.0	10	100.0
<b>Effectively managing my conflicts with others.</b>	Did Not Have	14	2.1	0	0.0	5	0.8	0	0.0
	Weak	96	14.4	2	20.0	5	0.8	0	0.0
	OK	284	42.6	4	40.0	109	16.4	1	10.0
	Strong	215	32.2	3	30.0	340	51.3	4	40.0
	Very Strong	58	8.7	1	10.0	204	30.8	5	50.0
	Total	667	100.0	10	100.0	663	100.0	10	100.0
<b>Effectively managing conflicts between others.</b>	Did Not Have	25	3.7	1	10.0	10	1.5	0	0.0
	Weak	86	12.9	1	10.0	8	1.2	0	0.0
	OK	303	45.4	4	40.0	123	18.6	2	20.0
	Strong	194	29.1	4	40.0	307	46.5	6	60.0
	Very Strong	59	8.8	0	0.0	212	32.1	2	20.0
	Total	667	100.0	10	100.0	660	100.0	10	100.0
<b>Effectively working with others who share views different from my own.</b>	Did Not Have	8	1.2	0	0.0	0	0.0	0	0.0
	Weak	44	6.6	3	30.0	1	0.2	0	0.0
	OK	242	36.3	4	40.0	55	8.3	1	10.0
	Strong	278	41.7	3	30.0	328	49.7	7	70.0
	Very Strong	95	14.2	0	0.0	276	41.8	2	20.0
	Total	667	100.0	10	100.0	660	100.0	10	100.0

# Interpersonal Competence

		Before Becoming a Peer Educator				As a Result of Being a Peer Educator			
		National Averages		NASPA University		National Averages		NASPA University	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%
<b>Effectively demonstrate skills in leading a group.</b>	Did Not Have	13	2.0	1	10.0	0	0.0	0	0.0
	Weak	95	14.3	1	10.0	10	1.5	0	0.0
	OK	244	36.7	5	50.0	70	10.6	0	0.0
	Strong	233	35.1	2	20.0	281	42.7	5	50.0
	Very Strong	79	11.9	1	10.0	297	45.1	5	50.0
	Total	664	100.0	10	100.0	658	100.0	10	100.0
<b>Ability to motivate others to accomplish goals.</b>	Did Not Have	11	1.6	1	10.0	1	0.2	0	0.0
	Weak	62	9.3	1	10.0	8	1.2	0	0.0
	OK	290	43.3	5	50.0	87	13.1	1	10.0
	Strong	236	35.3	2	20.0	312	47.1	4	40.0
	Very Strong	70	10.5	1	10.0	254	38.4	5	50.0
	Total	669	100.0	10	100.0	662	100.0	10	100.0
<b>Accepting supervision and direction from your supervisor/advisor.</b>	Did Not Have	10	1.5	0	0.0	2	0.3	0	0.0
	Weak	36	5.4	0	0.0	4	0.6	0	0.0
	OK	159	23.8	4	40.0	31	4.7	0	0.0
	Strong	279	41.8	4	40.0	259	39.1	5	50.0
	Very Strong	184	27.5	2	20.0	367	55.4	5	50.0
	Total	668	100.0	10	100.0	663	100.0	10	100.0

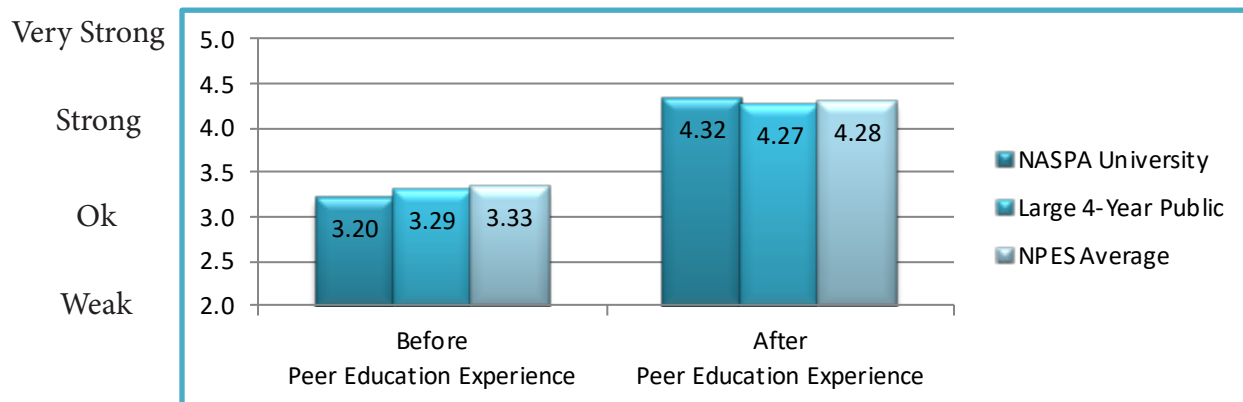
# Knowledge Acquisition, Construction, Integration, and Application

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

# Knowledge Acquisition, Construction, Integration, and Application

		Before Becoming a Peer Educator				As a Result of Being a Peer Educator			
		National Averages		NASPA University		National Averages		NASPA University	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%
<b>Referring someone to campus or off-campus counseling.</b>	Did Not Have	120	17.9	3	30.0	14	2.1	0	0.0
	Weak	149	22.2	2	20.0	10	1.5	0	0.0
	OK	257	38.2	5	50.0	87	13.1	2	20.0
	Strong	103	15.3	0	0.0	269	40.6	4	40.0
	Very Strong	43	6.4	0	0.0	283	42.7	4	40.0
	Total	672	100.0	10	100.0	663	100.0	10	100.0
<b>Researching skills that allow me to seek out information about topics.</b>	Did Not	15	2.2	0	0.0	5	0.8	0	0.0
	Weak	58	8.6	3	30.0	2	0.3	0	0.0
	OK	251	37.2	5	50.0	56	8.5	2	20.0
	Strong	259	38.4	2	20.0	327	49.5	4	40.0
	Very Strong	92	13.6	0	0.0	270	40.9	4	40.0
	Total	675	100.0	10	100.0	660	100.0	10	100.0
<b>Reevaluating previous assumptions.</b>	Did Not Have	12	1.8	1	10.0	3	0.5	0	0.0
	Weak	73	10.9	1	10.0	2	0.3	0	0.0
	OK	347	51.9	6	60.0	68	10.3	0	0.0
	Strong	193	28.8	2	20.0	353	53.2	5	50.0
	Very Strong	44	6.6	0	0.0	237	35.7	5	50.0
	Total	669	100.0	10	100.0	663	100.0	10	100.0



# Knowledge Acquisition, Construction, Integration, and Application

		National Averages		NASPA University		National Averages		NASPA University	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%
<b>Formulating an innovative approach or solution to an issue or problem.</b>	Did Not Have	13	1.9	1	10.0	4	0.6	0	0.0
	Weak	60	9.0	1	10.0	6	0.9	0	0.0
	OK	313	46.8	4	40.0	96	14.5	1	10.0
	Strong	232	34.7	4	40.0	354	53.4	6	60.0
	Very Strong	51	7.6	0	0.0	203	30.6	3	30.0
	Total	669	100.0	10	100.0	663	100.0	10	100.0
<b>Listening to and considering others' viewpoints.</b>	Did Not Have	5	0.7	1	10.0	1	0.2	0	0.0
	Weak	32	4.8	0	0.0	1	0.2	0	0.0
	OK	197	29.5	4	40.0	26	3.9	0	0.0
	Strong	300	44.9	4	40.0	268	40.6	4	40.0
	Very Strong	134	20.1	1	10.0	364	55.2	6	60.0
	Total	668	100.0	10	100.0	660	100.0	10	100.0

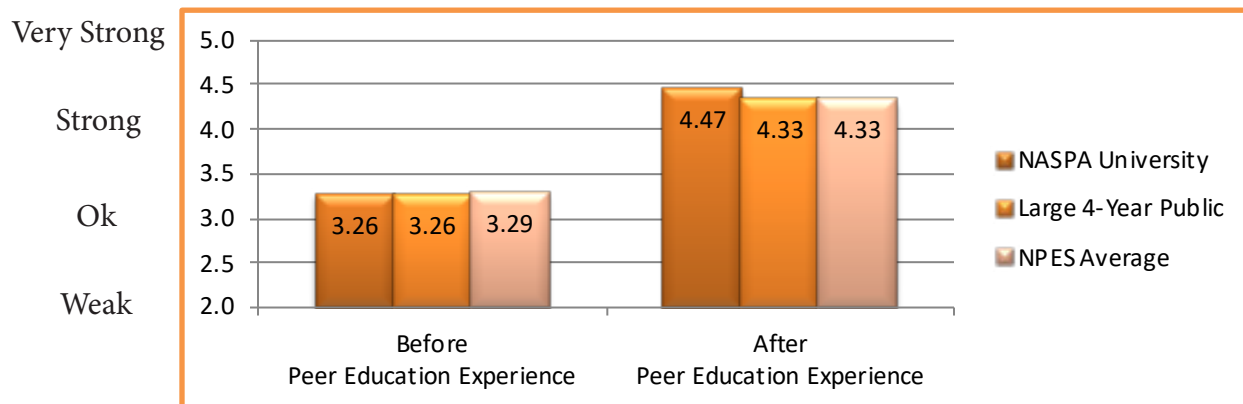
# Humanitarianism and Civic Engagement

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

# Humanitarianism and Civic Engagement

		Before Becoming a Peer Educator				As a Result of Being a Peer Educator			
		National Averages		NASPA University		National Averages		NASPA University	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%
<b>Intervening in a crisis situation.</b>	Did Not Have	110	16.3	1	10.0	27	4.1	0	0.0
	Weak	160	23.7	2	20.0	20	3.0	0	0.0
	OK	241	35.8	4	40.0	128	19.2	2	20.0
	Strong	131	19.4	3	30.0	243	36.5	4	40.0
	Very Strong	32	4.7	0	0.0	247	37.1	4	40.0
	Total	674	100.0	10	100.0	665	100.0	10	100.0
<b>Having conversations with students who are different than me.</b>	Did Not Have	6	0.9	0	0.0	1	0.2	0	0.0
	Weak	44	6.5	2	20.0	0	0.0	0	0.0
	OK	186	27.7	6	60.0	40	6.0	2	20.0
	Strong	291	43.3	2	20.0	236	35.6	4	40.0
	Very Strong	145	21.6	0	0.0	386	58.2	4	40.0
	Total	672	100.0	10	100.0	663	100.0	10	100.0
<b>Feeling a part of the campus community.</b>	Did Not Have	59	8.8	1	10.0	1	0.2	0	0.0
	Weak	152	22.7	2	20.0	7	1.1	1	10.0
	OK	254	38.0	6	60.0	67	10.2	0	0.0
	Strong	150	22.4	1	10.0	262	39.8	4	40.0
	Very Strong	54	8.1	0	0.0	322	48.9	5	50.0
	Total	669	100.0	10	100.0	659	100.0	10	100.0
<b>Feeling responsible for helping to improve the campus community.</b>	Did Not Have	87	13.0	0	0.0	4	0.6	0	0.0
	Weak	161	24.1	4	40.0	3	0.5	0	0.0
	OK	238	35.7	5	50.0	43	6.5	0	0.0
	Strong	131	19.6	1	10.0	263	39.9	5	50.0
	Very Strong	50	7.5	0	0.0	346	52.5	5	50.0
	Total	667	100.0	10	100.0	659	100.0	10	100.0

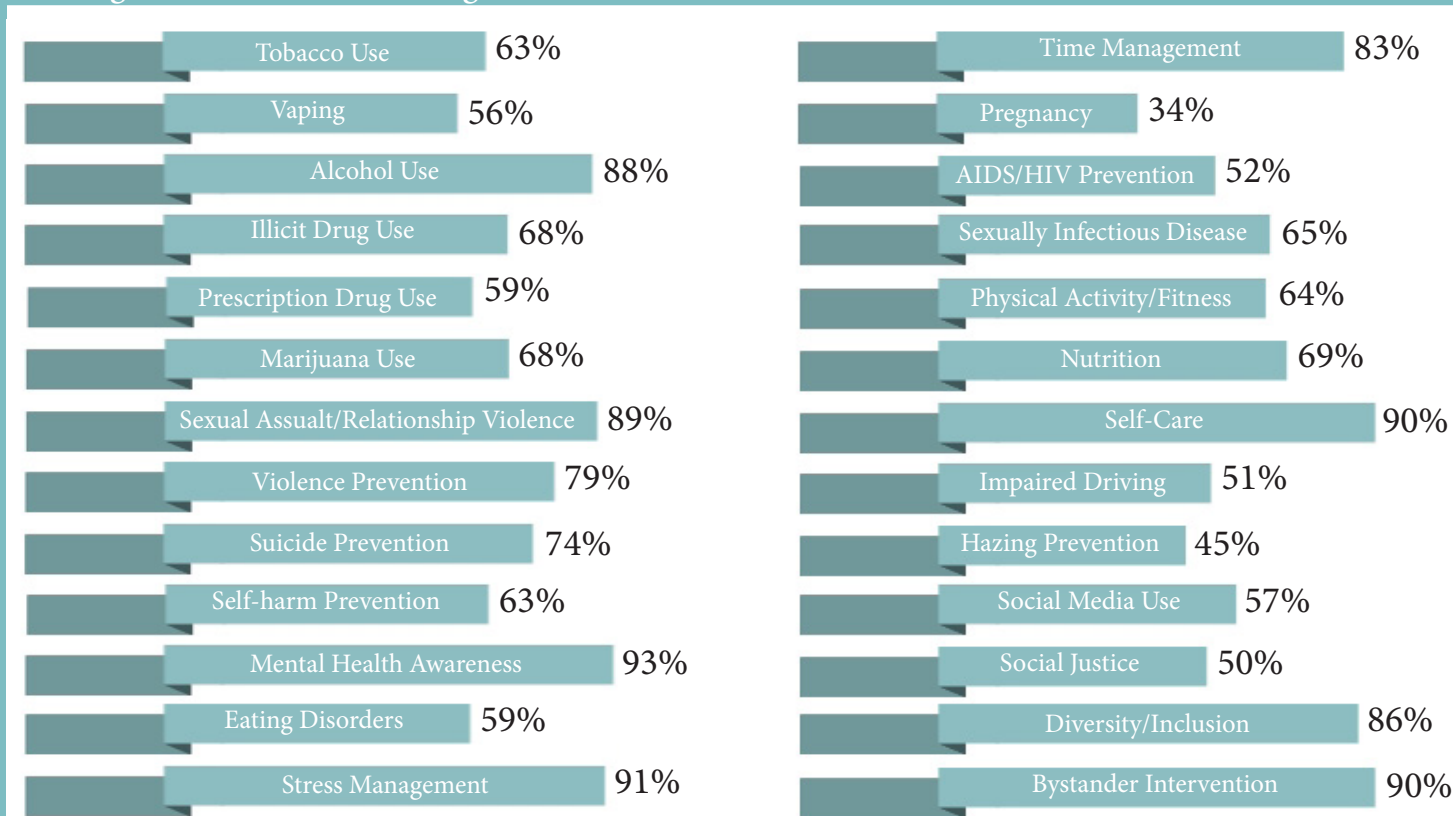
# Humanitarianism and Civic Engagement

		Before Becoming a Peer Educator				As a Result of Being a Peer Educator			
		National Averages		NASPA University		National Averages		NASPA University	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%
<b>Articulating values and beliefs as they relate to personal decisions.</b>	Did Not Have	9	1.3	1	10.0	2	0.3	0	0.0
	Weak	64	9.6	1	10.0	6	0.9	1	10.0
	OK	279	41.7	3	30.0	79	11.9	0	0.0
	Strong	236	35.3	5	50.0	330	49.8	4	40.0
	Very Strong	81	12.1	0	0.0	246	37.1	5	50.0
	Total	669	100.0	10	100.0	663	100.0	10	100.0
<b>Considering the welfare of others when making decisions.</b>	Did Not Have	8	1.2	1	10.0	0	0.0	0	0.0
	Weak	34	5.1	1	10.0	2	0.3	0	0.0
	OK	193	28.8	3	30.0	35	5.3	0	0.0
	Strong	309	46.2	5	50.0	289	43.7	5	50.0
	Very Strong	125	18.7	0	0.0	336	50.8	5	50.0
	Total	669	100.0	10	100.0	662	100.0	10	100.0
<b>Understanding the role of your personal belief system in personal or group values</b>	Did Not Have	12	1.8	1	10.0	5	0.8	0	0.0
	Weak	72	10.8	0	0.0	4	0.6	0	0.0
	OK	248	37.1	4	40.0	80	12.1	0	0.0
	Strong	233	34.8	5	50.0	293	44.3	7	70.0
	Very Strong	104	15.5	0	0.0	280	42.3	3	30.0
	Total	669	100.0	10	100.0	662	100.0	10	100.0

# 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. Last year, we added several topics at the request of advisors including vaping, time management, self-care, social media use, social justice, and diversity/inclusion. Advisors are able to compare the types of training they offer peer educators with national averages to strategize ways to improve peer educator learning and development.

## Training Received National Averages:



## Tips for Training Peer Educators



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



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

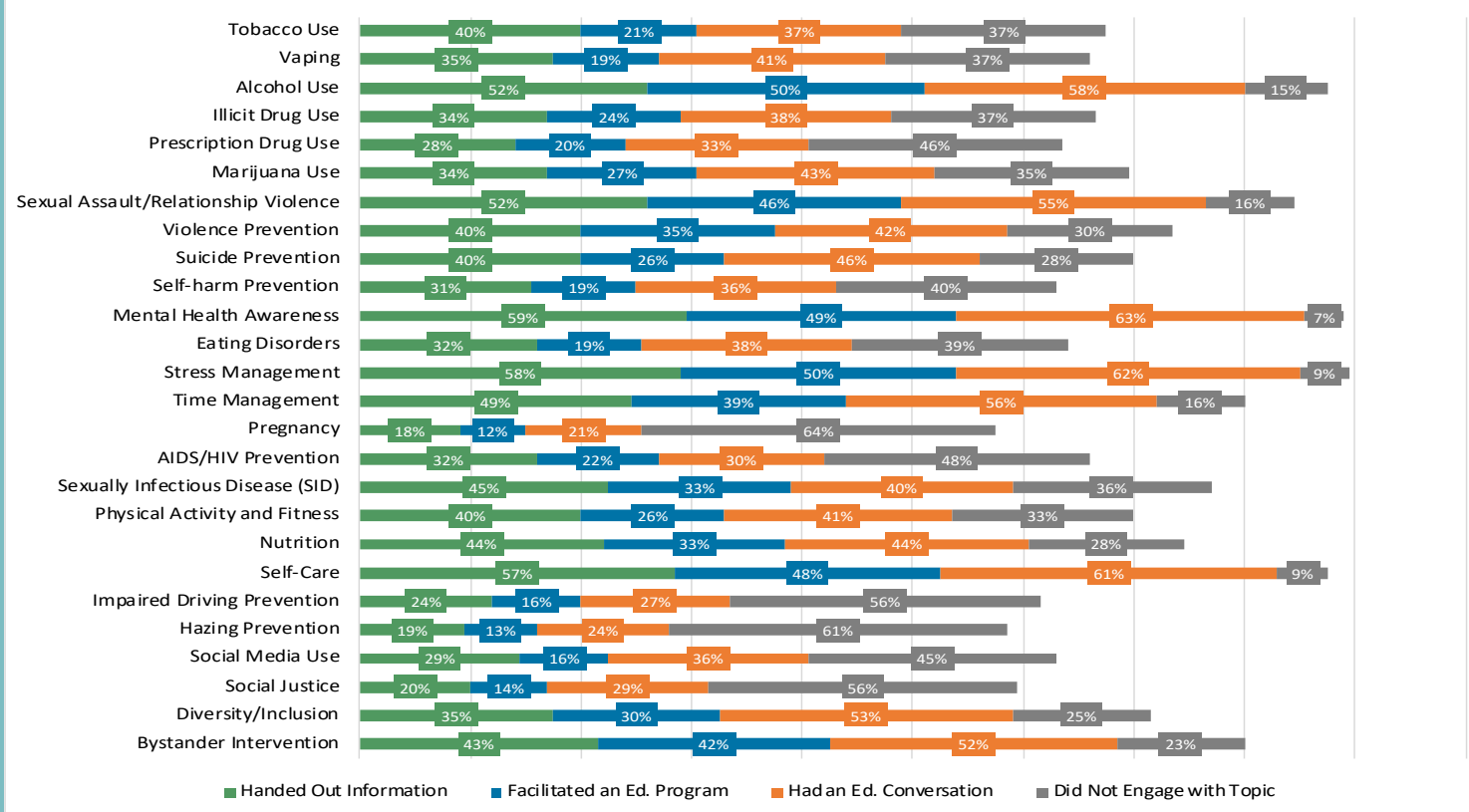


Engage peer educators in reflecting about the training they receive and how they plan to utilize it in their roles

# Training Utilized

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

## Training Utilized National Averages:



## Tips for Engaging Peer Educators in their Training



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



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



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

# Training

Training Topic		Training Received				Peer Educators Who Engaged in Activities						
		National Averages		NASPA University			National Averages		NASPA University			
		Frequency	%	Frequency	%		Frequency	%	Frequency	%		
Tobacco Use	Yes	426	63.2	9	90.0		Handed Out Info.	271	39.7%	8	80.0%	
	No	248	36.8	1	10.0		Facilitated an Ed. Program	143	21.0%	8	80.0%	
	Total		674	100.0	10	100.0		Had an Ed. Conversation	253	37.1%	4	40.0%
								Did Not Engage w/ Topic	250	36.7%	0	0.0%
Vaping	Yes	375	55.6	7	70.0		Handed Out Info.	238	34.9%	5	50.0%	
	No	299	44.4	3	30.0		Facilitated an Ed. Program	132	19.4%	3	30.0%	
	Total		674	100.0	10	100.0		Had an Ed. Conversation	276	40.5%	4	40.0%
								Did Not Engage w/ Topic	251	36.8%	2	20.0%
Alcohol Use	Yes	588	87.5	10	100.0		Handed Out Info.	355	52.1%	9	90.0%	
	No	84	12.5	0	0.0		Facilitated an Ed. Program	340	49.9%	8	80.0%	
	Total		672	100.0	10	100.0		Had an Ed. Conversation	394	57.8%	6	60.0%
								Did Not Engage w/ Topic	103	15.1%	0	0.0%
Illicit Drug Use	Yes	457	67.7	7	70.0		Handed Out Info.	233	34.2%	3	30.0%	
	No	218	32.3	3	30.0		Facilitated an Ed. Program	164	24.0%	4	40.0%	
	Total		675	100.0	10	100.0		Had an Ed. Conversation	259	38.0%	3	30.0%
								Did Not Engage w/ Topic	255	37.4%	6	60.0%
Prescription Drug Use	Yes	399	59.4	6	60.0		Handed Out Info.	190	20.4%	2	20.0%	
	No	273	40.6	4	40.0		Facilitated an Ed. Program	139	20.4%	4	40.0%	
	Total		672	100.0	10	100.0		Had an Ed. Conversation	225	33.0%	1	10.0%
								Did Not Engage w/ Topic	314	46.0%	5	50.0%

# Training

Training Topic		Training Received				Peer Educators Who Engaged in Activities				
		National Averages		NASPA University		National Averages		NASPA University		
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	
Marijuana Use	Yes	458	68.2	8	80.0	Handed Out Info.	229	33.6%	3	30.0%
	No	214	31.8	2	20.0	Facilitated an Ed. Program	181	26.5%	8	80.0%
	Total	672	100.0	10	100.0	Had an Ed. Conversation	290	42.5%	2	20.0%
						Did Not Engage w/ Topic	237	34.8%	2	20.0%
Sexual Assault/ Relationship Violence Prevention	Yes	602	89.2	10	100.0	Handed Out Info.	355	52.1%	10	100.0%
	No	73	10.8	0	0.0	Facilitated an Ed. Program	310	45.5%	7	70.0%
	Total	675	100.0	10	100.0	Had an Ed. Conversation	376	55.1%	6	60.0%
						Did Not Engage w/ Topic	108	15.8%	0	0.0%
Violence Prevention	Yes	532	79.2	10	100.0	Handed Out Info.	274	40.2%	10	100.0%
	No	140	20.8	0	0.0	Facilitated an Ed. Program	236	34.6%	6	60.0%
	Total	672	100.0	10	100.0	Had an Ed. Conversation	287	42.1%	4	40.0%
						Did Not Engage w/ Topic	205	30.1%	1	10.0%
Suicide Prevention	Yes	498	73.7	9	90.0	Handed Out Info.	273	40.0%	5	50.0%
	No	178	26.3	1	10.0	Facilitated an Ed. Program	179	26.2%	5	50.0%
	Total	676	100.0	10	100.0	Had an Ed. Conversation	310	45.5%	3	30.0%
						Did Not Engage w/ Topic	192	28.2%	1	10.0%
Self-harm Prevention	Yes	422	62.5	8	80.0	Handed Out Info.	211	30.9%	4	40.0%
	No	253	37.5	2	20.0	Facilitated an Ed. Program	128	18.8%	5	50.0%
	Total	675	100.0	10	100.0	Had an Ed. Conversation	246	36.1%	4	40.0%
						Did Not Engage w/ Topic	275	40.3%	4	40.0%



# Training

Training Topic		Training Received				Peer Educators Who Engaged in Activities				
		National Averages		NASPA University		National Averages		NASPA University		
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	
Mental Health Awareness	Yes	625	92.6	9	90.0	Handed Out Info.	403	59.1%	7	70.0%
	No	50	7.4	1	10.0	Facilitated an Ed. Program	334	49.0%	9	90.0%
	Total	675	100.0	10	100.0	Had an Ed. Conversation	427	62.6%	3	30.0%
						Did Not Engage w/ Topic	50	7.3%	1	10.0%
Eating Disorders	Yes	395	58.6	6	60.0	Handed Out Info.	217	31.8%	1	10.0%
	No	279	41.4	4	40.0	Facilitated an Ed. Program	132	19.4%	0	0.0%
	Total	674	100.0	10	100.0	Had an Ed. Conversation	256	37.5%	1	10.0%
						Did Not Engage w/ Topic	263	38.6%	8	80.0%
Stress Management	Yes	614	90.8	8	80.0	Handed Out Info.	395	57.9%	7	70.0%
	No	62	9.2	2	20.0	Facilitated an Ed. Program	343	50.3%	2	20.0%
	Total	676	100.0	10	100.0	Had an Ed. Conversation	420	61.6%	2	20.0%
						Did Not Engage w/ Topic	64	9.4%	2	20.0%
Time Management	Yes	561	83.0	8	80.0	Handed Out Info.	331	48.5%	3	30.0%
	No	115	17.0	2	20.0	Facilitated an Ed. Program	265	38.9%	4	40.0%
	Total	676	100.0	10	100.0	Had an Ed. Conversation	377	55.3%	3	30.0%
						Did Not Engage w/ Topic	112	16.4%	2	20.0%
Pregnancy	Yes	231	34.3	5	50.0	Handed Out Info.	124	18.2%	0	0.0%
	No	442	65.7	5	50.0	Facilitated an Ed. Program	79	11.6%	0	0.0%
	Total	673	100.0	10	100.0	Had an Ed. Conversation	141	20.7%	1	10.0%
						Did Not Engage w/ Topic	433	63.5%	9	90.0%

# Training

Training Topic		Training Received				Peer Educators Who Engaged in Activities				
		National Averages		NASPA University		National Averages		NASPA University		
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	
<b>AIDS/ HIV Infection</b>	Yes	351	52.1	6	60.0	Handed Out Info.	219	32.1%	1	10.0%
	No	323	47.9	4	40.0	Facilitated an Ed. Program	152	22.3%	1	10.0%
	Total	674	100.0	10	100.0	Had an Ed. Conversation	201	29.5%	2	20.0%
						Did Not Engage w/ Topic	327	47.9%	8	80.0%
<b>Sexually Infectious Disease (SID)</b>	Yes	438	64.8	5	50.0	Handed Out Info.	306	44.9%	5	50.0%
	No	238	35.2	5	50.0	Facilitated an Ed. Program	221	32.4%	2	20.0%
	Total	676	100.0	10	100.0	Had an Ed. Conversation	271	39.7%	5	50.0%
						Did Not Engage w/ Topic	242	35.5%	5	50.0%
<b>Physical Activity and Fitness Educational Programming</b>	Yes	434	64.3	5	50.0	Handed Out Info.	273	40.0%	3	30.0%
	No	241	35.7	5	50.0	Facilitated an Ed. Program	180	26.4%	0	0.0%
	Total	675	100.0	10	100.0	Had an Ed. Conversation	280	41.1%	1	10.0%
						Did Not Engage w/ Topic	226	33.1%	7	70.0%
<b>Nutrition</b>	Yes	464	68.7	8	80.0	Handed Out Info.	301	44.1%	6	60.0%
	No	211	31.3	2	20.0	Facilitated an Ed. Program	224	32.8%	0	0.0%
	Total	675	100.0	10	100.0	Had an Ed. Conversation	302	44.3%	1	10.0%
						Did Not Engage w/ Topic	193	28.3%	3	30.0%
<b>Self-care</b>	Yes	610	90.2	9	90.0	Handed Out Info.	390	57.2%	10	100.0%
	No	66	9.8	1	10.0	Facilitated an Ed. Program	327	47.9%	5	50.0%
	Total	676	100.0	10	100.0	Had an Ed. Conversation	418	61.3%	5	50.0%
						Did Not Engage w/ Topic	64	9.4%	0	0.0%

# Training

Training Topic		Training Received				Peer Educators Who Engaged in Activities				
		National Averages		NASPA University		National Averages		NASPA University		
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	
<b>Impaired Driving Prevention</b>	Yes	341	50.7	5	50.0	Handed Out Info.	165	24.2%	0	0.0%
	No	332	49.3	5	50.0	Facilitated an Ed. Program	109	16.0%	0	0.0%
	Total	673	100.0	10	100.0	Had an Ed. Conversation	182	26.7%	1	10.0%
						Did Not Engage w/ Topic	378	55.4%	9	90.0%
<b>Hazing Prevention</b>	Yes	303	44.8	5	50.0	Handed Out Info.	130	19.1%	3	30.0%
	No	373	55.2	5	50.0	Facilitated an Ed. Program	86	12.6%	2	20.0%
	Total	676	100.0	10	100.0	Had an Ed. Conversation	162	23.8%	1	10.0%
						Did Not Engage w/ Topic	416	61.0%	7	70.0%
<b>Social Media Use</b>	Yes	383	56.8	9	90.0	Handed Out Info.	196	28.7%	6	60.0%
	No	291	43.2	1	10.0	Facilitated an Ed. Program	112	16.4%	3	30.0%
	Total	674	100.0	10	100.0	Had an Ed. Conversation	244	35.8%	5	50.0%
						Did Not Engage w/ Topic	303	44.4%	4	40.0%
<b>Social Justice</b>	Yes	332	49.5	9	90.0	Handed Out Info.	137	20.1%	8	80.0%
	No	339	50.5	1	10.0	Facilitated an Ed. Program	93	13.6%	8	80.0%
	Total	671	100.0	10	100.0	Had an Ed. Conversation	200	29.3%	2	20.0%
						Did Not Engage w/ Topic	380	55.7%	1	10.0%
<b>Diversity/ Inclusion</b>	Yes	579	85.7	9	90.0	Handed Out Info.	237	34.8%	9	90.0%
	No	97	14.3	1	10.0	Facilitated an Ed. Program	207	30.4%	3	30.0%
	Total	676	100.0	10	100.0	Had an Ed. Conversation	359	52.6%	2	20.0%
						Did Not Engage w/ Topic	171	25.1%	1	10.0%

# Training

Training Topic		Training Received				Peer Educators Who Engaged in Activities				
		National Averages		NASPA University		National Averages		NASPA University		
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	
<b>Bystander Intervention</b>	Yes	602	89.7	9	90.0	Handed Out Info.	293	43.0%	6	60.0%
	No	69	10.3	1	10.0	Facilitated an Ed. Program	283	41.5%	4	40.0%
	Total	671	100.0	10	100.0	Had an Ed. Conversation	353	51.8%	5	50.0%
						Did Not Engage w/ Topic	159	23.3%	4	40.0%

# 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 experiences to the types of knowledge and skills needed for careers after graduation

# Motivation to Become a Peer Educator

Number of participants from NASPA University is 10.

## NASPA University

	Greatly Influenced	Influenced	Had Very Little Influence	Did Not Influence My Decision
Desire to help others.	80.00%	20.00%	0.00%	0.00%
Interest in gaining job related skills.	60.00%	40.00%	0.00%	0.00%
Desire to acquire additional knowledge.	40.00%	40.00%	10.00%	0.00%
Observation of other peer educators.	30.00%	30.00%	30.00%	10.00%
Encouragement from others.	30.00%	30.00%	30.00%	10.00%
Desire to be involved in college.	50.00%	30.00%	10.00%	10.00%
Needed to add something to my resume.	30.00%	40.00%	30.00%	0.00%
Money (a job).	30.00%	30.00%	30.00%	10.00%
Peer educator class counted for course credit.	10.00%	10.00%	20.00%	60.00%
Career development/exploration	30.00%	50.00%	10.00%	10.00%
Desire for recognition.	10.00%	20.00%	40.00%	30.00%
Interest in making friends.	30.00%	30.00%	30.00%	10.00%
My personal experience dealing with a health and wellness concern (e.g., alcohol, drugs, or sexual health)	30.00%	40.00%	20.00%	10.00%
My personal experience of a friend or family member dealing with a health and wellness concern (e.g., alcohol, drugs, or sexual health)	40.00%	20.00%	20.00%	20.00%

# Motivation to Become a Peer Educator

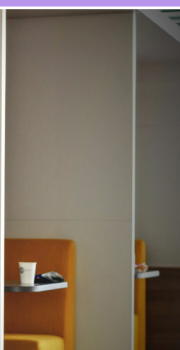
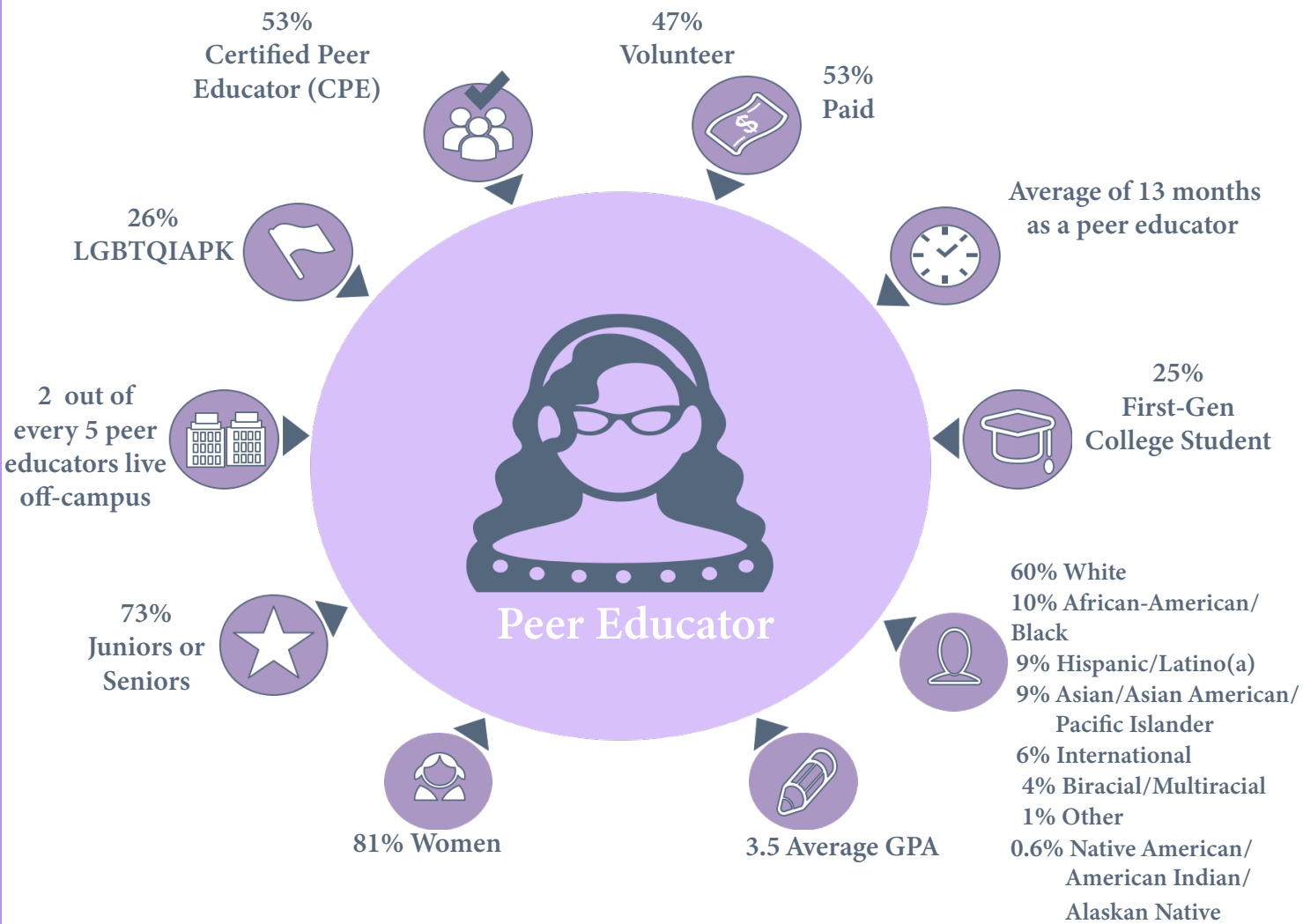
## National Averages

	Greatly Influenced	Influenced	Had Very Little Influence	Did Not Influence My Decision
Desire to help others.	64.70%	32.40%	2.50%	0.30%
Interest in gaining job related skills.	51.20%	33.60%	11.00%	4.20%
Desire to acquire additional knowledge.	51.20%	42.40%	5.20%	1.20%
Observation of other peer educators.	27.50%	33.90%	23.00%	15.60%
Encouragement from others.	27.90%	33.70%	22.00%	16.30%
Desire to be involved in college.	49.90%	35.20%	10.30%	4.60%
Needed to add something to my resume.	27.00%	33.40%	25.30%	14.30%
Money (a job).	19.80%	23.00%	15.80%	41.40%
Peer educator class counted for course credit.	7.40%	8.30%	10.80%	73.40%
Career development/exploration	33.10%	38.00%	14.90%	14.00%
Desire for recognition.	9.70%	20.30%	27.10%	42.90%
Interest in making friends.	23.50%	39.00%	23.30%	14.30%
My personal experience dealing with a health and wellness concern (e.g., alcohol, drugs, or sexual health)	34.80%	28.50%	14.00%	22.70%
My personal experience of a friend or family member dealing with a health and wellness concern (e.g., alcohol, drugs, or sexual health)	30.60%	27.00%	16.50%	26.00%

# Peer Educator Demographics

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

## National Demographics at a Glance:





# Participant Demographics

	National Averages		NASPA University	
	N	%	N	%
<b>Are you a certified peer educator through The BACCHUS Network CPE Training program?</b>				
Yes	344	52.7	10	100.0
No	309	47.3	0	0.0
Total	653	100.0	10	100.0
<b>Did you take a for credit peer educator class in college?</b>				
Yes	167	25.4	10	100.0
No	491	74.6	0	0.0
Total	658	100.0	10	100.0
<b>Is your peer education position volunteered or paid?</b>				
Volunteer	316	47.0	10	100.0
Paid	356	53.0	0	0.0
Total	672	100.0	10	100.0
<b>Are you an elected or appointed officer for your peer education group?</b>				
Yes	169	25.9	5	50.0
No	483	74.1	5	50.0
Total	652	100.0	10	100.0
<b>Current Residence</b>				
Residence hall/on-campus apartment	262	39.0	4	40.0
Fraternity/sorority	17	2.5	1	10.0
Own house	34	5.1	0	0.0
Parent's home	80	11.9	0	0.0
Rent room or apartment off campus	269	40.0	5	50.0
Relative's home	4	.6	0	0.0
Other	6	.9	0	0.0
Total	672	100.0	10	100.0

# Participant Demographics

Racial/Ethnic Group	National Averages		NASPA University	
	N	%	N	%
Native American/American Indian/Alaskan Native	3	0.6	0	0.0
Hispanic/Latino(a)	48	9.4	0	0.0
White	306	60.0	6	60.0
African-American/Black (non-Hispanic)	49	9.6	2	20.0
Asian/Asian-American/Pacific Islander	48	9.4	2	20.0
Biracial/Multiracial	20	3.9	0	0.0
International	31	6.1	0	0.0
Other	5	1.0	0	0.0
Total	510	100.0	10	100.0
<b>Sexual Orientation</b>				
Bisexual	81	12.2	1	10.0
Gay	21	3.2	0	0.0
Lesbian	7	1.1	1	10.0
Heterosexual	495	74.3	7	70.0
Pansexual	23	3.5	0	0.0
Polysexual	2	0.3	1	10.0
Questioning	14	2.1	0	0.0
Asexual	8	1.2	0	0.0
Other	15	2.3	0	0.0
Total	666	100.0	10	100.0
<b>Gender</b>				
Man	110	16.3	1	10.0
Woman	544	80.7	7	70.0
Transgender	4	0.6	1	10.0
Gender neutral/ Gender queer	13	1.9	1	10.0
Other	3	0.4	0	0.0
Total	674	100.0	10	100.0

# Participant Demographics

Academic Class Standing	National Averages		NASPA University	
	N	%	N	%
First-year student	20	3.0	0	0.0
Sophomore	150	22.4	1	10.0
Junior	217	32.3	4	40.0
Senior	273	40.7	5	50.0
Grad/postbac/Professional	11	1.6	0	0.0
Total	671	100.0	10	100.0

Transfer Student	N	%	N	%
Yes	53	7.9	2	20.0
No	620	92.1	8	80.0
Total	673	100.0	10	100.0

First Generation College Student	N	%	N	%
Yes	171	25.4	4	40.0
No	503	74.6	6	60.0
Total	674	100.0	10	100.0

National Averages	N	Mean	Std. Deviation
Age	659	20.90	2.84
Enrolled credit hours	651	14.34	6.56
Current GPA on a 4.0 scale	654	3.59	1.45

NASPA University	N	Mean	Std. Deviation
Age	10	20.19	0.45
Enrolled credit hours	10	14.50	1.40
Current GPA on a 4.0 scale	10	3.42	0.62