National Peer Educator Study

NPES National Report 2022-23

Authors

Jacob D. Lemon, Ph.D.
Project Manager

Matthew R. Wawrzynski, Ph.D.
Director & Principal Investigator

Welcome from the Director

Thank you for taking part in the National Peer Educator Study, sponsored by Michigan State University and the Health, Safety, and Well-being Initiatives of the National Association of Student Personnel Administrators (NASPA). This year marks the 18th year of the National Peer Educator Survey (NPES), which we launched as part of the national study to provide evidence-based scholarship on outcomes associated with being a peer educator on a college or university campus. To date, undergraduate peer educators from more than 450 colleges and universities have participated in the survey nationally, with many participating regularly since we first started collecting data. Thank you for your assistance in encouraging your peer educators to respond to the NPES.

As we aim to provide accessible and innovative ways for advisors to view results of our survey, we have recently shifted to using Tableau software to provide an interactive dashboard for the 2022-23 NPES Institutional Reports. We hope you find the results of this report, along with the Tableau dahboard, 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

Suggested Citation: Lemon, J. D., & Wawrzynski, M. R. (2023). National peer educator study: National report 2022-23. Health, Safety, and Well-being Initiatives of NASPA.

Brief Overview

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

With this goal in mind, the National Peer Educator Survey (NPES) was designed to provide large scale, evidence-based research on outcomes associated with being a college peer educator. Successfully pilot tested in 2004, over 4,000 undergraduate peer educators from more than 400 college and university campuses in the United States and beyond have participated in the survey. The NPES research team at Michigan State University coordinates the project with support from the Health, Safety, and Well-being (formerly BACCHUS) Initiatives of the National Association of Student Personnel Administrators (NASPA). As an institutional benefit of affiliation with the Health, Safety, and Well-being Initiatives of NASPA, peer education advisors can elect to have peer education groups participate in the study.

The National Peer Educator Study Assesses the Following Information:

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

Student motivations for becoming a peer educator.

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

The demographics of peer educators.

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

Student affairs professionals from over 400 different colleges and universities in the United States and abroad have participated in the National Peer Educator Study. Above, we provide a snapshot of some of the participating institutions in the United States.

NPES Survey Timeline

December

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

January

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

January - March

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

May - July

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

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

Learning Domains

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

Overview

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

Results

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

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

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

Training

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

Overview and Results

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

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

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

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

Motivations

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

Overview and Results

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

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

Demographics

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

Results

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

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

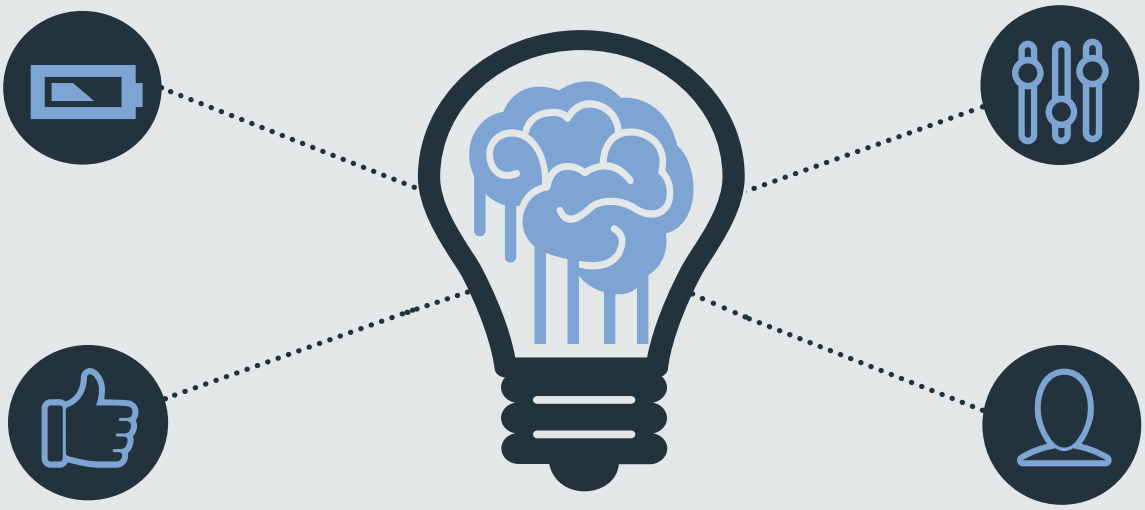
Percent Average (%): The sum of each frequency divided by the total number of frequencies in a sample, multiplied by 100.

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

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

Benefits for Advisors:

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

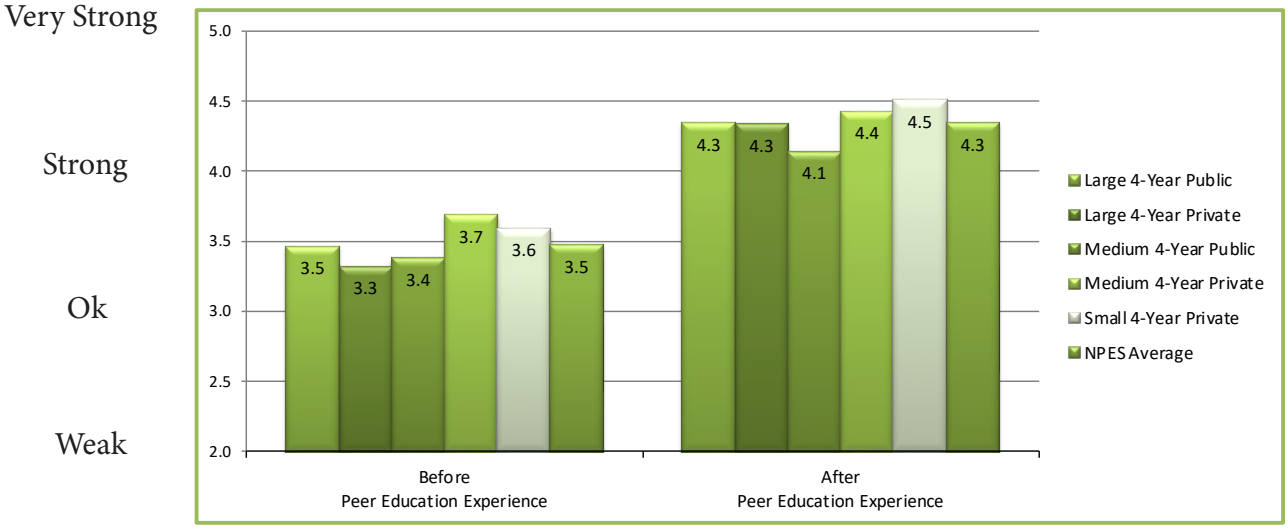


Practical Competence

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

The NPES measures practical competence with the following outcomes:

Measured by Carnegie Classification:



Tips for improving Practical Competence

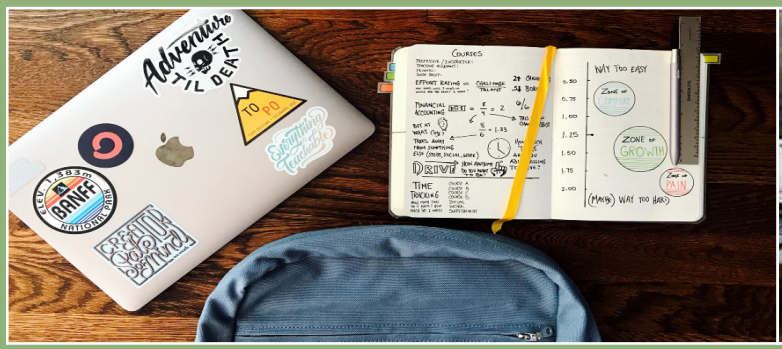
Invite career services representatives for a workshop
Create goal setting activities and timelines
Work to relate peer educator work to career goals
Provide opportunities for feedback and constructive criticism regarding presentations
Create mock counseling sessions and provide feedback
Ensure grounding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

Results for Practical Competence

		Before becoming a peer educator		As a result of becoming a peer educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
Engaging in effective listening	Did not have	0	0.0%	0	0.0%
	Weak	8	3.8%	0	0.0%
	Ok	84	39.4%	6	2.9%
	Strong	98	46.0%	111	44.0%
	Very strong	23	10.8%	209	53.1%
	Total	213	100.0%	215	100.0%
Knowledge about general student health issues	Did not have	1	0.5	0	0.0%
	Weak	40	18.9%	0	0.0%
	Ok	119	56.1%	7	3.4%
	Strong	51	24.1%	91	43.8%
	Very strong	1	0.5%	110	52.9%
	Total	212	100.0%	208	100.0%
Knowledge about campus resources	Did not have	20	9.5%	0	0.0%
	Weak	79	37.4%	0	0.0%
	Ok	81	38.4%	4	1.9%
	Strong	27	12.8%	86	41.5%
	Very strong	4	1.9%	117	56.5%
	Total	211	100.0%	207	100.0%
Effectively speakinginfront of a group	Did not have	6	2.8%	0	0.0%
	Weak	52	24.5%	1	0.5%
	Ok	76	35.8%	20	9.6%
	Strong	60	28.3%	98	46.9%
	Very strong	18	8.5%	90	43.1%
	Total	212	100.0%	209	100.0%
Effectively organizing my time	Did not have	2	0.9%	1	0.5%
	Weak	29	13.7%	2	1.0%
	Ok	62	29.4%	39	18.8%
	Strong	68	32.2%	70	33.7%
	Very strong	50	23.7%	96	46.2%
	Total	211	100.0%	208	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	0	0.0%	0	0.0%
	Weak	19	9.0%	4	1.9%
	Ok	60	28.3%	25	11.9%
	Strong	68	32.1%	76	36.2%
	Very strong	65	30.7%	105	50.0%
	Total	212	100.0%	210	100.0%
Effectively managing my non-academic commitments	Did not have	1	0.5%	0	0.0%
	Weak	12	5.7%	3	1.4%
	Ok	79	37.4%	33	15.8%
	Strong	69	32.7%	81	38.8%
	Very strong	50	23.7%	92	44.0%
	Total	211	100.0%	209	100.0%
Developinglong range goals	Did not have	2	0.9%	1	0.5%
	Weak	14	6.6%	1	0.5%
	Ok	85	40.3%	28	13.4%
	Strong	74	35.1%	92	44.0%
	Very strong	36	17.1%	87	41.6%
	Total	211	100.0%	209	100.0%
Having a career direction	Did not have	8	3.8%	2	1.0%
	Weak	25	11.9%	4	1.9%
	Ok	66	31.4%	25	12.1%
	Strong	71	33.8%	82	39.8%
	Very strong	40	19.0%	93	45.1%
	Total	210	100.0%	206	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	8	3.8%	2	1.0%
	Weak	28	13.3%	2	1.0%
	Ok	67	31.9%	22	10.7%
	Strong	69	32.9%	89	43.4%
	Very strong	38	18.1%	90	43.9%
	Total	210	100.0%	205	100.0%
Holding yourself accountable for obligations and commitments	Did not have	3	1.4%	0	0.0%
	Weak	11	5.2%	0	0.0%
	Ok	55	26.2%	13	6.0%
	Strong	80	38.1%	71	33.0%
	Very strong	61	29.0%	123	57.2%
	Total	210	100.0%	207	100.0%
Giving feedback to improve the quality of someone else's work	Did not have	4	1.9%	2	1.0%
	Weak	20	9.5%	3	1.4%
	Ok	92	43.8%	32	15.4%
	Strong	69	32.9%	91	43.8%
	Very strong	25	11.9%	80	38.5%
	Total	210	100.0%	208	100.0%

Areas for future development

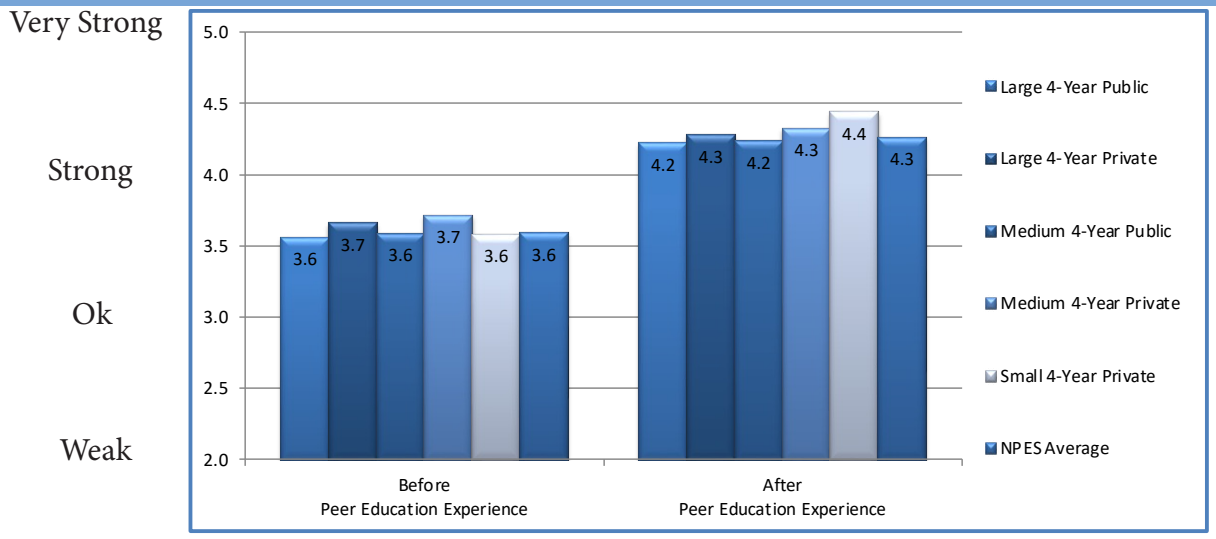
- Use one-on-one meetings and trainings to help students pursue their goals
- Encourage peer educators to develop communication skills through presenting and dialogue
- Engage peer educators to reflect their career goals by inviting a career professional to trainings
- Teach students how to budget and 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		As a result of becoming a peer educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
Developing an effective solution to a problem	Did not have	0	0.0%	0	0.0%
	Weak	15	7.0%	0	0.0%
	Ok	79	36.7%	15	7.0%
	Strong	97	45.1%	122	58.9%
	Very strong	20	9.3%	70	33.8%
	Total	211	100.0%	207	100.0%
Critically analyzing situations	Did not have	2	1.0%	0	0.0%
	Weak	6	2.9%	0	0.0%
	Ok	77	36.7%	16	7.7%
	Strong	98	46.7%	117	56.3%
	Very strong	27	12.9%	75	36.1%
	Total	210	100.0%	208	100.0%
Analyzing the elements of an idea, experience, or theory	Did not have	3	1.4%	2	1.0%
	Weak	19	9.0%	3	1.4%
	Ok	86	40.6%	31	14.8%
	Strong	70	33.0%	100	47.6%
	Very strong	34	16.0%	74	35.2%
	Total	212	100.0%	210	100.0%
Synthesizing and organizing ideas, information, or experiences	Did not have	2	1.0%	1	0.5%
	Weak	9	4.3%	1	0.5%
	Ok	82	39.0%	21	10.2%
	Strong	89	42.4%	102	49.5%
	Very strong	28	13.3%	81	39.3%
	Total	210	100.0%	206	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	2	0.9%	1	0.5%
	Weak	17	8.1%	1	0.5%
	Ok	75	35.5%	25	12.1%
	Strong	89	42.2%	104	50.2%
	Very strong	28	13.3%	76	36.7%
	Total	211	100.0%	207	100.0%
Applying theories or concepts to practical problems or new situations	Did not have	6	2.9%	1	0.5%
	Weak	16	7.6%	0	0.0%
	Ok	80	38.1%	28	13.7%
	Strong	90	42.9%	108	52.7%
	Very strong	18	8.4%	68	33.2%
	Total	210	100.0%	205	100.0%
Applying previous experiences to inform new situations	Did not have	2	0.9%	0	0.0%
	Weak	17	8.1%	1	0.5%
	Ok	78	37.0%	16	7.7%
	Strong	82	38.9%	96	46.4%
	Very strong	32	15.2%	94	45.4%
	Total	211	100.0%	207	100.0%

Areas for future development

Require peer educators to support their beliefs with evidence

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

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

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

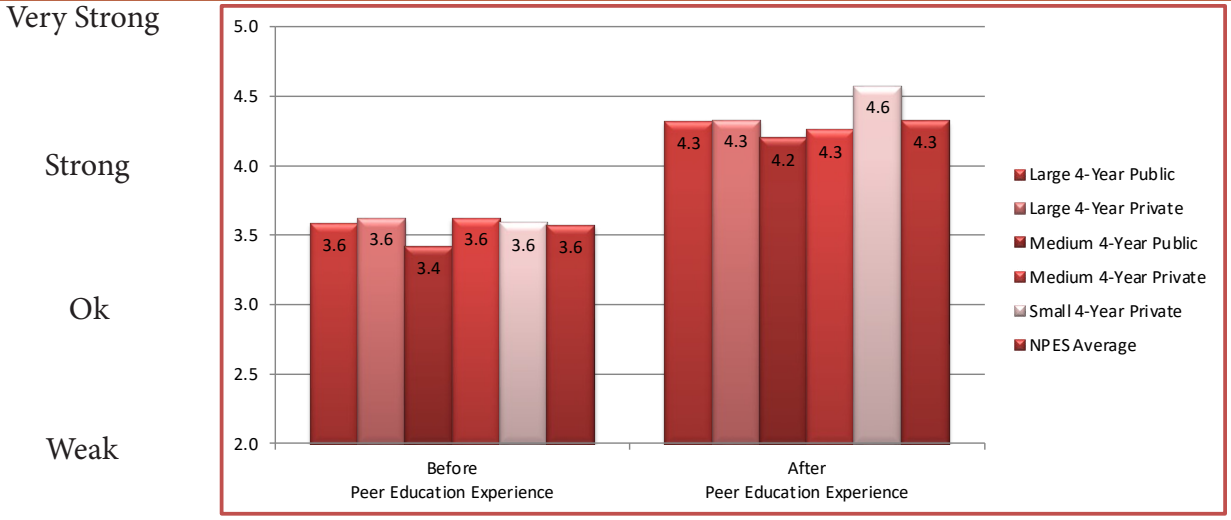
Ask peer educators about their ideas, assumptions, and opinions when working with them

Intrapersonal Development

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

The NPES measures intrapersonal development with the following outcomes:

Measured by Carnegie Classification:



Tips for improving Intrapersonal Development

Use written reflection tools (e.g., journals, blogs)

Lead reflective activities that include group conversations, one-on-one meetings, and silent reflection

Provide space for students to discuss and reflect along religious and spiritual dimensions

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

Incorporate readings about values into peer educator work

Designate tasks with the goal of encouraging peer educators to build confidence and independence

Results for Intrapersonal Development

		Before becoming a peer educator		As a result of becoming a peer educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
Recognizing and accepting my strengths and deficiencies	Did not have	1	0.5%	0	0.0%
	Weak	23	10.8%	0	0.0%
	Ok	93	43.9%	21	10.1%
	Strong	82	38.7%	118	57.0%
	Very strong	13	6.1%	68	32.9%
	Total	212	100.0%	207	100.0%
Understanding people's values that are different from my own	Did not have	0	0.0%	0	0.0%
	Weak	10	4.7%	0	0.0%
	Ok	67	31.6%	5	2.4%
	Strong	77	36.3%	86	41.0%
	Very strong	58	27.4%	119	56.7%
	Total	212	100.0%	210	100.0%
Having a better understaning of my own values	Did not have	2	0.9%	0	0.0%
	Weak	5	2.4%	0	0.0%
	Ok	69	32.5%	7	3.3%
	Strong	103	48.6%	96	45.7%
	Very strong	33	15.6%	107	51.0%
	Total	212	100.0%	210	100.0%
Having a positive self-concept (self-confidence, self-esteem, independence, and determination	Did not have	3	1.4%	0	0.0%
	Weak	33	15.7%	4	1.9%
	Ok	90	42.9%	30	14.6%
	Strong	61	29.0%	103	50.0%
	Very strong	23	11.0	69	33.5%
	Total	210	100.0%	206	100.0%

Results for Intrapersonal Development

		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	4	1.9%	3	1.4%
	Weak	11	5.2%	3	1.4%
	Ok	79	37.6%	28	13.5%
	Strong	72	34.4%	87	42.0%
	Very strong	44	21.0%	86	41.5%
	Total	210	100.0%	207	100.0%
Clarifying my own beliefs or values	Did not have	3	1.4%	1	0.5%
	Weak	13	6.2%	4	1.9%
	Ok	80	38.1%	20	9.6%
	Strong	82	39.0%	99	47.6%
	Very strong	32	15.2%	84	40.4%
	Total	210	100.0%	208	100.0%
Knowing your own limitations and when to refer to other resources	Did not have	6	2.9%	0	0.0%
	Weak	25	11.9%	1	0.5%
	Ok	88	41.9%	21	10.1%
	Strong	71	33.8%	85	41.1%
	Very strong	20	9.5%	100	48.3%
	Total	210	100.0%	207	100.0%

Areas for future development

Ask peer educators to realistically assess their strengths and weaknesses

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

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

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

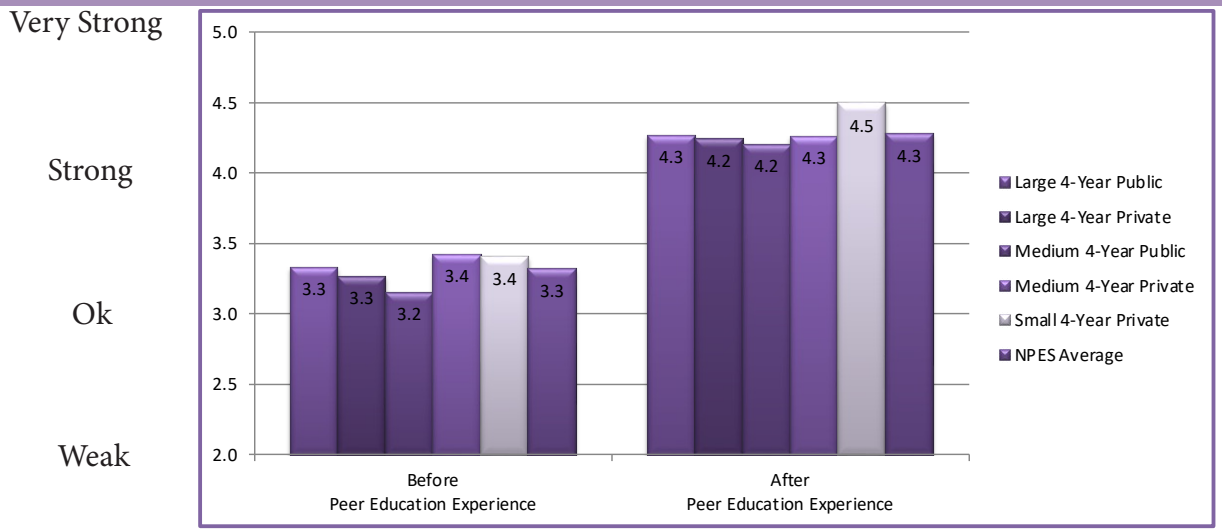
Incorporate group dialogue focused on ethical situations

Interpersonal Development

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

The NPES measures interpersonal development with the following outcomes:

Measured by Carnegie Classification:



Tips for improving Interpersonal Development

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

Results for Interpersonal Development

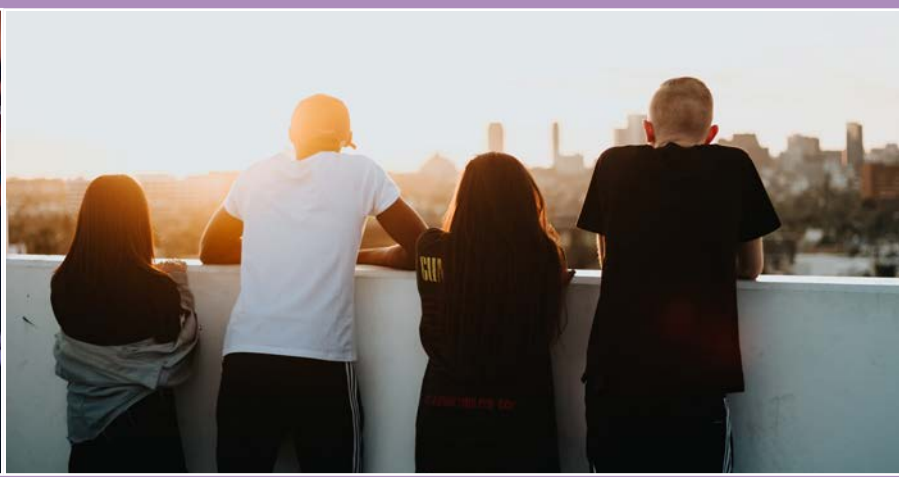
		Before becoming a peer educator		As a result of becoming a peer educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
Effectively facilitating group discussions	Did not have	7	3.3%	0	0.0%
	Weak	56	26.5%	5	2.4%
	Ok	90	42.7%	32	15.4%
	Strong	48	22.7%	100	48.1%
	Very strong	10	4.7%	71	34.1%
	Total	211	100.0%	208	100.0%
Presenting an educational program with a teammate	Did not have	24	11.3%	1	0.5%
	Weak	38	17.9%	2	1.0%
	Ok	101	47.6%	28	13.3%
	Strong	47	22.2%	107	51.0%
	Very strong	2	0.9%	72	34.3%
	Total	212	100.0%	210	100.0%
Comfort with disturbing pamphlets at an awareness table	Did not have	20	9.4%	2	1.0%
	Weak	55	25.9%	0	0.0%
	Ok	87	41.0%	20	9.5%
	Strong	43	20.3%	93	44.3%
	Very strong	7	3.3%	95	45.2%
	Total	212	100.0%	210	100.0%
Effectively communicating with people through speaking, writing, and other communication	Did not have	1	0.5%	0	0.0%
	Weak	13	6.1%	0	0.0%
	Ok	85	40.1%	12	5.2%
	Strong	93	43.9%	98	46.7%
	Very strong	20	9.4%	101	48.1%
	Total	212	100.0%	210	100.0%
Talking with a close, personal friend about a risky behavior or choice	Did not have	6	2.8%	2	0.7%
	Weak	41	19.3%	1	0.7%
	Ok	93	43.9%	33	10.0%
	Strong	52	24.5%	102	47.6%
	Very strong	20	9.4%	72	41.0%
	Total	212	100.0%	210	100.0%

Results for Interpersonal Development

		Before becoming a peer educator		As a result of becoming a peer educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
Talking with another student about a risky behavior or choice	Did not have	25	11.8%	3	1.4%
	Weak	58	27.4%	5	2.4%
	Ok	87	41.0%	46	22.0%
	Strong	32	15.1%	96	45.9%
	Very strong	10	4.7%	59	28.2%
	Total	212	100.0%	209	100.0%
Sharing ideas and information effectively with others	Did not have	1	0.5%	0	0.0%
	Weak	16	7.6%	0	0.0%
	Ok	91	43.1%	6	2.9%
	Strong	75	35.5%	104	49.8%
	Very strong	28	13.3%	99	47.4%
	Total	211	100.0%	209	100.0%
Comfortable with presenting programs to students who are different than me	Did not have	6	2.8%	0	0.0%
	Weak	27	12.7%	2	1.0%
	Ok	77	36.3%	18	8.6%
	Strong	67	31.6%	92	44.0%
	Very strong	35	16.5%	97	46.4%
	Total	212	100.0%	209	100.0%
Being a role model for healthy choices	Did not have	5	2.4%	0	0.0%
	Weak	22	10.4%	3	1.4%
	Ok	80	37.7%	22	10.6%
	Strong	70	33.0%	92	44.2%
	Very strong	35	16.5%	91	43.8%
	Total	212	100.0%	208	100.0%
Effectively managing my conflicts with others	Did not have	7	3.3%	2	1.0%
	Weak	25	12.0%	2	1.0%
	Ok	93	44.5%	43	20.7%
	Strong	66	31.6%	103	49.5%
	Very strong	18	8.6%	58	27.9%
	Total	209	100.0%	208	100.0%

Results for Interpersonal Development

		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	4	1.9%	3	1.4%
	Weak	35	16.7%	4	1.9%
	Ok	89	42.4%	45	21.7%
	Strong	67	31.9%	102	49.3%
	Very strong	15	7.1%	53	25.6%
	Total	210	100.0%	207	100.0%
Effectively working with others who share views different from my own	Did not have	0	0.0%	0	0.0%
	Weak	12	5.7%	0	0.0%
	Ok	83	39.5%	13	6.3%
	Strong	76	36.2%	98	47.1%
	Very strong	39	18.6%	97	46.6%
	Total	210	100.0%	208	100.0%
Effectively demonstrateskills in leading a group	Did not have	1	0.5%	0	0.0%
	Weak	27	12.9%	0	0.0%
	Ok	76	36.2%	22	10.6%
	Strong	70	33.3%	83	39.9%
	Very strong	36	17.1%	103	49.5%
	Total	210	100.0%	208	100.0%



Results for Interpersonal Development

		Before becoming a peer educator National Averages		As a result of becoming a peer educator National Averages	
		Frequency	%	Frequency	%
Ability to motivateotherstoaccomplish goals	Did not have	1	0.5%	0	0.0%
	Weak	19	9.1%	2	1.0%
	Ok	84	40.2%	28	13.5%
	Strong	89	42.6%	91	44.0%
	Very strong	16	7.7%	86	40.0%
	Total	209	100.0%	207	100.0%
Accepting supervision and direction from your supervisor/ advisor	Did not have	5	2.4%	0	0.0%
	Weak	10	4.8%	0	0.0%
	Ok	42	20.0%	8	3.9%
	Strong	98	46.7%	76	36.7%
	Very strong	55	26.2%	123	59.4%
	Total	210	100.0%	207	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

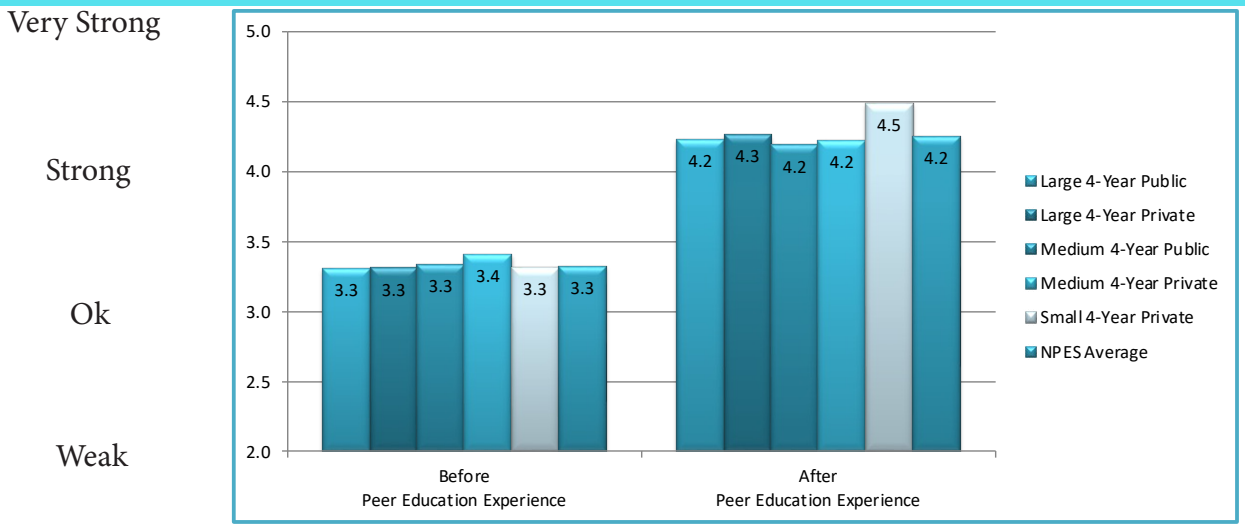
Frequently divide peer educators into small groups or pairs when appropriate

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

Results

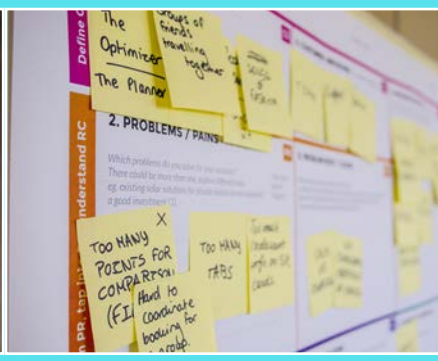
for Knowledge Acquisition, Construction, Integrtion, and Application

		Before becoming a peer educator National Averages		As a result of becoming a peer educator National Averages	
		Frequency	%	Frequency	%
Referring someone to campus or off-campus counseling	Did not have	40	19.0%	7	3.3%
	Weak	64	30.3%	3	1.4%
	Ok	72	34.1%	31	14.8%
	Strong	25	11.8%	92	44.0%
	Very strong	10	4.7%	76	36.4%
	Total	211	100.0%	209	100.0%
Researching skills that allow me to seek out information about topics	Did not have	1	0.5%	0	0.0%
	Weak	16	7.4%	0	0.0%
	Ok	84	33.4%	19	9.2%
	Strong	84	41.9%	106	51.2%
	Very strong	27	15.2%	82	39.6%
	Total	212	100.0%	207	100.0%
Reevaluating previous assumptions	Did not have	1	0.5%	0	0.0%
	Weak	24	11.2%	0	0.0%
	Ok	114	53.0%	25	12.0%
	Strong	58	27.0%	110	52.9%
	Very strong	13	6.0%	73	35.1%
	Total	210	100.0%	208	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	3	1.4%	0	0.0%
	Weak	26	12.1%	1	0.5%
	Ok	97	45.1%	37	17.8%
	Strong	68	31.6%	113	54.3%
	Very strong	16	7.4%	57	27.4%
	Total	210	100.0%	208	100.0%
Listening to and considering others' viewpoints	Did not have	0	0.0%	0	0.0%
	Weak	5	2.3%	0	0.0%
	Ok	57	26.5%	6	2.9%
	Strong	102	47.4%	86	42.0%
	Very strong	46	21.4%	113	55.1%
	Total	210	100.0%	205	100.0%



Areas for future development

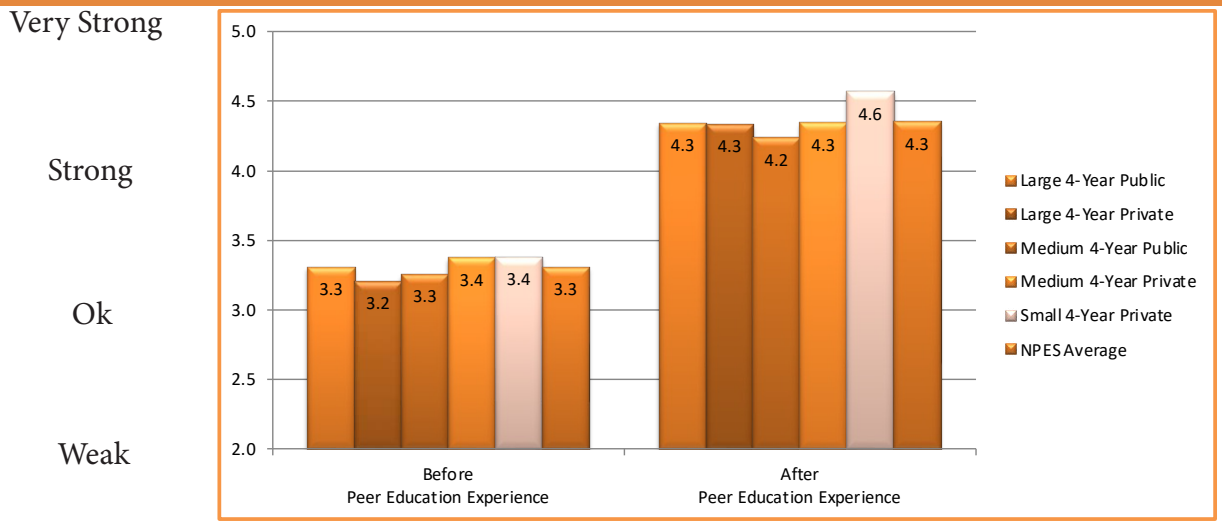
- Encourage peer educators to examine and critique health related literature
- Have peer educators create educational pamphlets, posters, flyers, blog posts, or newsletters integrating numerous sources
- Create learning contracts for peer educators to connect the relevant knowledge and skills gained 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	41	19.3%	11	5.2%
	Weak	62	29.2%	7	3.3%
	Ok	67	31.6%	43	20.5%
	Strong	32	15.1%	85	40.5%
	Very strong	10	4.7	64	30.5%
	Total	212	100.0%	210	100.0%
Having conversationswith students who are different than me	Did not have	1	0.5%	0	0.0%
	Weak	13	6.1%	0	0.0%
	Ok	70	33.0%	8	3.8%
	Strong	78	36.8%	84	40.0%
	Very strong	50	23.6%	118	56.2%
	Total	212	100.0%	210	100.0%
Feeling a part of the campus community	Did not have	18	8.5%	0	0.0%
	Weak	54	25.6%	1	0.5%
	Ok	73	34.6%	21	10.1%
	Strong	49	23.2%	80	38.6%
	Very strong	17	8.1%	105	50.7%
	Total	211	100.0%	207	100.0%
Feeling responsi-ble for helping to improve the campus community	Did not have	24	11.4%	0	0.0%
	Weak	53	25.2%	0	0.0%
	Ok	66	31.4%	9	4.4%
	Strong	56	26.7%	83	40.3%
	Very strong	11	5.2%	114	55.3%
	Total	210	100.0%	206	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	2	1.0%	0	0.0%
	Weak	21	10.0%	0	0.0%
	Ok	82	39.0%	26	12.5%
	Strong	79	37.6%	102	49.0%
	Very strong	26	12.4%	80	38.5%
	Total	210	100.0%	208	100.0%
Considering the welfare of others when making decisions	Did not have	1	0.5%	0	0.0%
	Weak	11	5.2%	0	0.0%
	Ok	45	21.4%	9	4.3%
	Strong	106	50.5%	80	38.6%
	Very strong	47	22.4%	118	57.0%
	Total	210	100.0%	207	100.0%
Understandingthe role of your personal belief system in personal or group values	Did not have	2	1.0%	0	0.0%
	Weak	22	10.5%	1	0.5%
	Ok	71	34.0%	25	12.1%
	Strong	87	41.6%	93	44.9%
	Very strong	27	12.9%	88	42.5%
	Total	209	100.0%	207	100.0%

Areas for future development

- Incorporate multicultural and social justice training into peer educator work
- Teach peer educators how to track social dynamics in interactions and communicate when they feel emotionally triggered
- Have peer educators research current events nationally and globally related to peer education or health and wellness
- Share with peer educators facts about campus behavior and have them create a social norming campaign
- Collaborate with other peer educator groups in the community

Training Received

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

Training Received National Averages:

Tobacco Use	66%
Vaping	63%
Alcohol Use	94%
Illicit Drug Use	75%
Prescription Drug Use	67%
Marijuana Use	74%
Sexual Assualt/Relationship Violence	95%
Violence Prevention	85%
Suicide Prevention	75%
Self-harm Prevention	63%
Mental Health Awareness	92%
Eating Disorders	61%
Stress Management	90%
Time Management	78%
Pregnancy	40%
AIDS/HIV Prevention	61%
Sexually Infectious Disease	75%
Physical Activity/Fitness	59%
Nutrition	71%
Self-Care	87%
Impaired Driving	50%
Hazing Prevention	58%
Social Media Use	56%
Social Justice	51%
Diversity/Inclusion	87%
Bystander Intervention	91%

Tips for Training Peer Educators

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

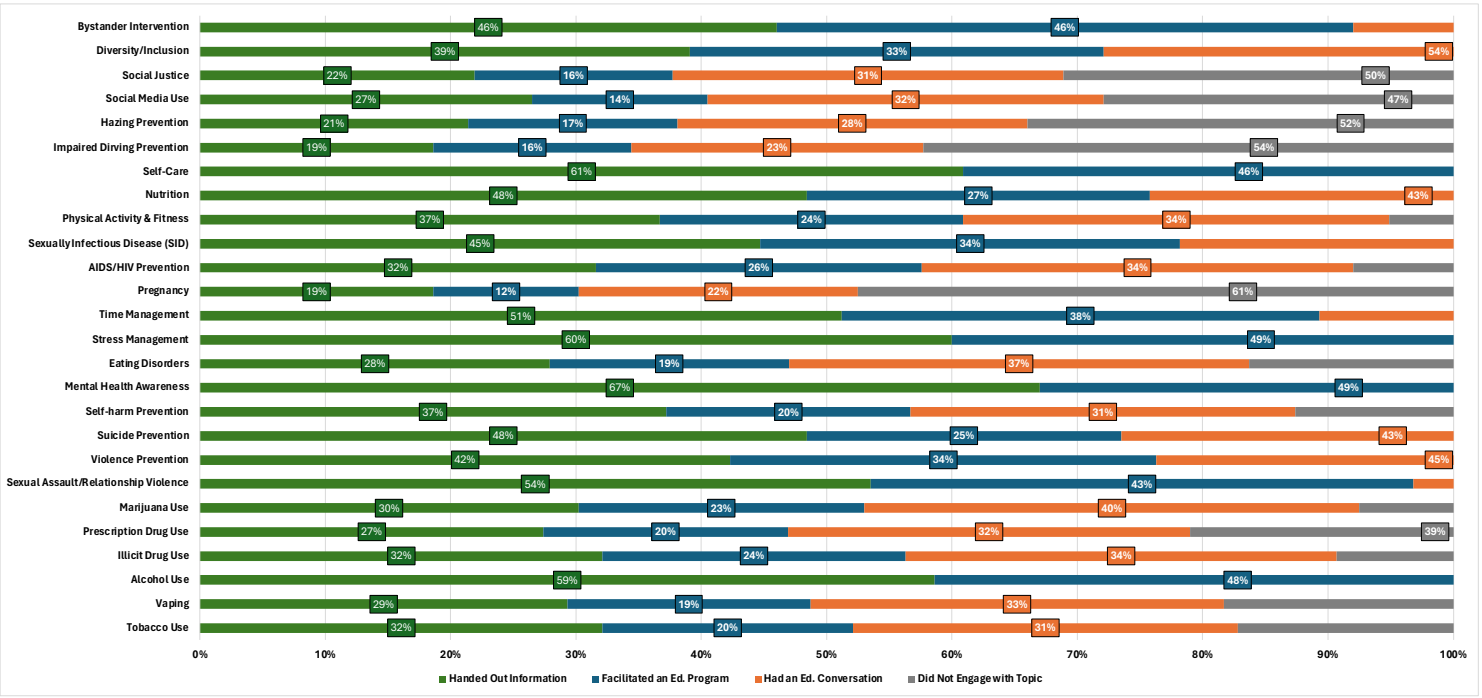
Consider training topics that are salient to your campus community and the local, regional, or national discourse

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

Training Utilized

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

Training Utilized National Averages:



Tips for Engaging Peer Educators in their Training

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

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

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

Peer Educator Training

Training Topic		Training Received National Averages Frequenices	%	Peer Educators Who Engaged in Activites	National Averages Frequenices	%
Tobacco Use	Yes	139	65.6%	Handed Out Info.	69	32.1%
	No	73	34.4%	Facilitated an Ed. Program	43	20.0%
	Total	212	100.0%	Had an Ed. Conversation	66	30.7%
				Did Not Engage w/ Topic	91	42.3%
Vaping	Yes	134	63.5%	Handed Out Info.	63	29.3%
	No	77	36.5%	Facilitated an Ed. Program	42	19.5%
	Total	211	100.0%	Had an Ed. Conversation	71	33.0%
				Did Not Engage w/ Topic	88	40.9%
Alcohol Use	Yes	200	94.3%	Handed Out Info.	126	58.6%
	No	12	5.7%	Facilitated an Ed. Program	104	48.4%
	Total	212	100.0%	Had an Ed. Conversation	121	56.3%
				Did Not Engage w/ Topic	23	10.7%
Illicit Drug Use	Yes	157	75.5%	Handed Out Info.	69	32.1%
	No	51	24.5%	Facilitated an Ed. Program	52	24.2%
	Total	208	100.0%	Had an Ed. Conversation	74	34.4%
				Did Not Engage w/ Topic	78	36.3%
Prescription Drug Use	Yes	139	64.7%	Handed Out Info.	59	27.4%
	No	69	32.1%	Facilitated an Ed. Program	42	19.5%
	Total	208	100.0%	Had an Ed. Conversation	69	32.1%
				Did Not Engage w/ Topic	84	39.1%
Marijuana Use	Yes	154	73.7%	Handed Out Info.	65	30.2%
	No	55	26.3%	Facilitated an Ed. Program	49	22.8%
	Total	209	100.0%	Had an Ed. Conversation	85	39.5%
				Did Not Engage w/ Topic	75	34.9%
Sexual Assault/ Relationship Violence Prevention	Yes	202	95.3	Handed Out Info.	115	53.5%
	No	10	4.7	Facilitated an Ed. Program	93	43.3%
	Total	212	100.0	Had an Ed. Conversation	120	55.8%
				Did Not Engage w/ Topic	32	14.9%

Peer Educator Training

Training Topic		Training Received National Averages Frequenices	%	Peer Educators Who Engaged in Activites	National Averages Frequenices	%
Violence Prevention	Yes	181	85.8%	Handed Out Info.	91	42.3%
	No	30	14.2%	Facilitated an Ed. Program	73	34.0%
	Total	211	100.0%	Had an Ed. Conversation	97	45.1%
				Did Not Engage w/ Topic	61	28.4%
Suicide Prevention	Yes	158	74.5%	Handed Out Info.	104	48.4%
	No	54	25.5%	Facilitated an Ed. Program	54	25.1%
	Total	212	100.0%	Had an Ed. Conversation	93	43.3%
				Did Not Engage w/ Topic	61	28.4%
Self-harm Prevention	Yes	133	63.0%	Handed Out Info.	80	37.2%
	No	78	37.0%	Facilitated an Ed. Program	42	19.5%
	Total	211	100.0%	Had an Ed. Conversation	66	30.7%
				Did Not Engage w/ Topic	85	39.5%
Mental Health Awareness	Yes	194	91.9%	Handed Out Info.	144	67.0%
	No	17	8.1%	Facilitated an Ed. Program	106	49.3%
	Total	211	100.0%	Had an Ed. Conversation	124	57.7%
				Did Not Engage w/ Topic	14	6.5%
Eating Disorders	Yes	129	61.4%	Handed Out Info.	60	27.9%
	No	81	38.6%	Facilitated an Ed. Program	41	19.1%
	Total	210	100.0%	Had an Ed. Conversation	79	36.7%
				Did Not Engage w/ Topic	82	38.1%
Stress Management	Yes	190	90.0%	Handed Out Info.	129	60.0%
	No	21	10.0%	Facilitated an Ed. Program	106	49.3%
	Total	211	100.0%	Had an Ed. Conversation	121	56.3%
				Did Not Engage w/ Topic	20	9.3%
Time Management	Yes	164	77.7%	Handed Out Info.	110	51.2%
	No	47	22.3%	Facilitated an Ed. Program	82	38.1%
	Total	211	100.0%	Had an Ed. Conversation	103	47.9%
				Did Not Engage w/ Topic	41	19.1%

Peer Educator Training

Training Topic		Training Received National Averages Frequenices	%	Peer Educators Who Engaged in Activites	National Averages Frequenices	%
Pregnancy	Yes	84	40.0%	Handed Out Info.	40	18.6%
	No	126	60.0%	Facilitated an Ed. Program	25	11.6%
	Total	210	100.0%	Had an Ed. Conversation	48	22.3%
				Did Not Engage w/ Topic	132	61.4%
AIDS/ HIV Infection	Yes	129	61.1%	Handed Out Info.	68	31.6%
	No	82	38.9%	Facilitated an Ed. Program	56	26.0%
	Total	211	100.0%	Had an Ed. Conversation	74	34.4%
				Did Not Engage w/ Topic	93	43.3%
Sexually Infectious Disease (SID)	Yes	160	59.3%	Handed Out Info.	96	44.7%
	No	51	40.7%	Facilitated an Ed. Program	72	33.5%
	Total	211	100.0%	Had an Ed. Conversation	96	44.7%
				Did Not Engage w/ Topic	59	27.4%
Physical Activity and Fitness Educational Programming	Yes	124	59.3%	Handed Out Info.	79	36.7%
	No	85	40.7%	Facilitated an Ed. Program	52	24.2%
	Total	209	100.0%	Had an Ed. Conversation	73	34.0%
				Did Not Engage w/ Topic	76	35.3%
Nutrition	Yes	150	71.8%	Handed Out Info.	104	48.4%
	No	59	28.3%	Facilitated an Ed. Program	59	27.4%
	Total	209	100.0%	Had an Ed. Conversation	92	42.8%
				Did Not Engage w/ Topic	51	23.7%
Self-care	Yes	182	87.1%	Handed Out Info.	131	60.9%
	No	27	12.9%	Facilitated an Ed. Program	98	45.6%
	Total	209	100.0%	Had an Ed. Conversation	117	54.4%
				Did Not Engage w/ Topic	22	10.2%
Impaired Driving Prevention	Yes	104	49.8%	Handed Out Info.	40	18.6%
	No	105	50.2%	Facilitated an Ed. Program	34	15.8%
	Total	209	100.0%	Had an Ed. Conversation	50	23.3%
				Did Not Engage w/ Topic	117	54.4%

Peer Educator Training

Training Topic		Training Received National Averages Frequenices	%	Peer Educators Who Engaged in Activites	National Averages Frequenices	%
Hazing Prevention	Yes	122	58.1%	Handed Out Info.	46	21.4%
	No	88	41.9%	Facilitated an Ed. Program	36	16.7%
	Total	210	100.0%	Had an Ed. Conversation	60	27.9%
				Did Not Engage w/ Topic	111	51.6%
Social Media Use	Yes	118	56.5%	Handed Out Info.	57	26.5%
	No	91	43.5%	Facilitated an Ed. Program	30	14.0%
	Total	209	100.0%	Had an Ed. Conversation	68	31.6%
				Did Not Engage w/ Topic	101	47.0%
Social Justice	Yes	107	51.0%	Handed Out Info.	47	21.9%
	No	103	49.0%	Facilitated an Ed. Program	34	15.8%
	Total	210	100.0%	Had an Ed. Conversation	67	31.2%
				Did Not Engage w/ Topic	107	49.8%
Diversity/Inclusion	Yes	180	86.5%	Handed Out Info.	84	39.1%
	No	28	13.5%	Facilitated an Ed. Program	71	33.0%
	Total	208	100.0%	Had an Ed. Conversation	115	53.5%
				Did Not Engage w/ Topic	49	22.8%
Bystander Intervention	Yes	188	90.8%	Handed Out Info.	99	46.0%
	No	19	9.2%	Facilitated an Ed. Program	99	46.0%
	Total	207	100.0%	Had an Ed. Conversation	110	51.2%
				Did Not Engage w/ Topic	38	17.7%

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.	61.9%	36.2%	1.4%	0.5%
Interest in gaining job related skills.	53.1%	34.1%	10.4%	2.4%
Desire to acquire additional knowledge.	54.0%	39.8%	5.7%	0.5%
Observation of other peer educators.	23.2%	31.8%	25.6%	19.4%
Encouragement from others.	20.0%	32.9%	24.8%	22.4%
Desire to be involved in college.	49.0%	39.5%	8.1%	3.3%
Need to add something to my resume.	29.9%	33.2%	24.2%	12.8%
Money (a job).	24.6%	20.4%	13.7%	41.2%
Peer educator class counted for course credit.	6.6%	7.1%	9.5%	76.8
Career development/exploration.	36.0%	36.5%	15.2%	12.3%
Desire for recognition.	10.0%	17.6%	26.2%	46.2%
Interest in making friends.	26.2%	37.1%	23.8%	12.9%
My personal experience dealing with a health and wellness concern.	34.1%	26.1%	18.0%	21.8%
My personal experience of a friend or family member dealing with a health and wellness concern.	36.2%	24.3%	19.0%	20.5%

Tips for Using Motivations to Retain Peer Educators

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

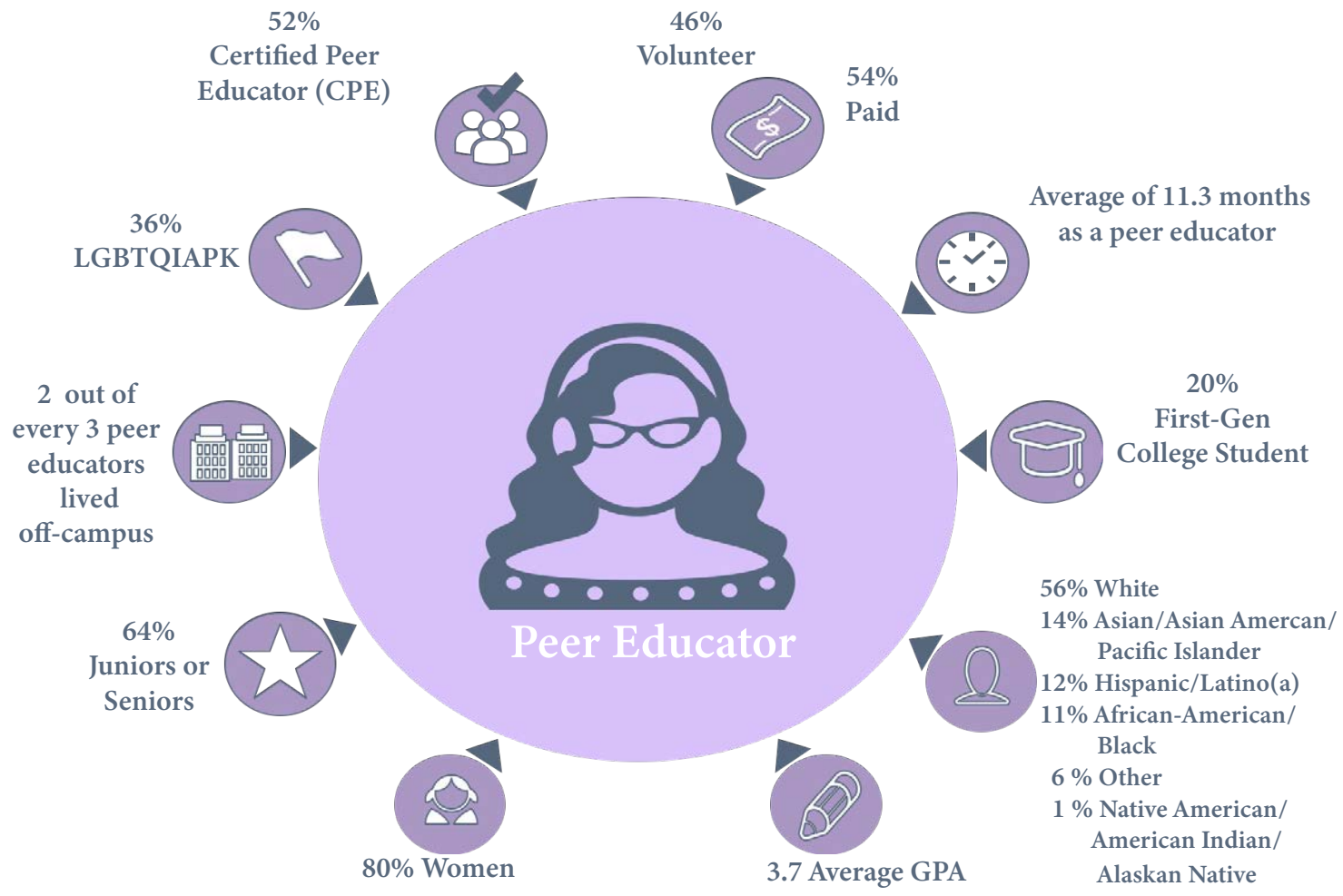
Encourage peer educators to mentor newer members in the organization

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

Peer Educator Demographics

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

National Demographics at a Glance:



Peer Educator Demographics

	National Averages	
	N	%
Are you a certified peer educator through The BACCHUS Network CPE Training program?		
Yes	107	51.9%
No	99	48.1%
Total	206	100.0%
Did you take a for credit peer educator class in college?		
Yes	52	25.5%
No	152	74.5%
Total	204	100.0%
Is your peer education position volunteered or paid?		
Volunteer	95	44.2%
Paid	113	52.6%
Total	208	100.0%
Are you an elected or appointed officer for your peer education group?		
Yes	56	27.6%
No	147	72.4%
Total	203	100.0%
Current Residence		
Residence hall/on-campus apartment	74	35.2%
Fraternity/sorority	4	1.9%
Own house	11	5.2%
Parent's home	29	13.8%
Rent room or apartment off campus	89	42.4%
Relative's home	1	0.5%
Other	2	1.0%
Total	442	100.0%
Gender		
Man	31	14.8%
Woman	167	79.9%
Transgender	1	0.5%
Gender neutral/ Gender queer	5	2.4%
Other	5	2.4%
Total	441	100.0%

Peer Educator Demographics

	National Averages	
	N	%
Racial/Ethnic Group		
Native American/American Indian/Alaskan Native	2	0.7%
Hispanic/Latino(a)	26	11.6%
White	117	58.0%
African-American/Black (non-Hispanic)	23	11.1%
Asian/Asian-American/Pacific Islander	30	12.0%
Other	12	5.7%
Total	210	100.0%
Sexual Orientation		
Bisexual	34	16.7%
Gay	4	2.0%
Lesbian	6	2.9%
Heterosexual	130	63.7%
Pansexual	7	3.4%
Questioning	10	4.9%
Asexual	5	2.5%
Other	8	3.9%
Total	204	100.0%
Academic Class Standing		
First-year student	5	2.4%
Sophomore	57	27.3%
Junior	54	25.8%
Senior	79	37.8%
Grad/postbac/Professional	14	6.7%
Total	209	100.0%
Transfer Student		
Yes	13	6.2%
No	196	93.8%
Total	209	100.0%

Peer Educator Demographics

		National Averages	
		N	%
First-Generation College Student			
	Yes	42	6.2%
	No	167	93.8%
	Total	209	100.0%

Academic National Averages

	National Averages		
	N	Mean	Std. Deviation
Age	203	20.68	1.74
Enrolled Credit Hours	200	15.04	4.73
Current GPA on a 4.0 Scale	197	3.70	0.51

Tips for Diversifying Your Peer Educator Team

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

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

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

References

Association of American Colleges and Universities. (2002). Greater expectations: A new vision for learning as a nation goes to college. National Panel Report. Author. Retreived from: https://www.aacu.org/sites/default/files/files/publications/GreaterExpectations.pdf

Baxter Magolda, M. B. (2001). Making their own way: Narratives for transforming higher education to promote self-development. Stylus.

Council for the Advancement of Standards in Higher Education. (2015). CAS learning and development outcomes (9th ed.). Author.

Keeling, R. P. (2006). Learning reconsidered 2: A practical guide to implementing a campus-wide focus on the student experience. ACPA, ACUHOI, ACUI, NACADA, NACA, NASPA, NIRSA.

Mayhew, M. J., Rockenback, A. N., Bowman, N. A., Seifert, T. A., Wolniak, G. C., Pascarella, E. T., & Terenzini, P. T. (2016). How college affects students: 21st century evidence that higher education works (3rd ed.). Jossey-Bass.