



# National Peer Educator Study

NPES National Report 2021-22



## **Authors**

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## Welcome from the Director

Thank you for taking part in the National Peer Educator Study, sponsored by Michigan State University and the Health, Safety, and Well-being Initiatives of the National Association of Student Personnel Administrators (NASPA). This year marks the 17th 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.

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

**Suggested Citation:** Lemon, J. D., & Wawrzynski, M. R. (2022). *National peer educator study: National report 2021-22*. 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:



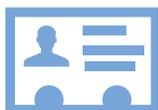
Peer educator self-reported learning outcomes within six specific learning domains consistent with *Learning Reconsidered 2* (Keeling, 2006) and the *Council for the Advancement of Standards* (CAS, 2015).



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

### August - October

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



### November

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



### November - January

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



### May - July

Participating institutions fulfilling requirements of the study will receive an individualized report featuring personalized data and insight for their peer educators.



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

## Learning Domains

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

### Overview

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

### Results

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

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

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



## Training

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

### Overview and Results

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

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

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

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

## Motivations

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

### Overview and Results

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

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

## Demographics

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

### Results

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

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

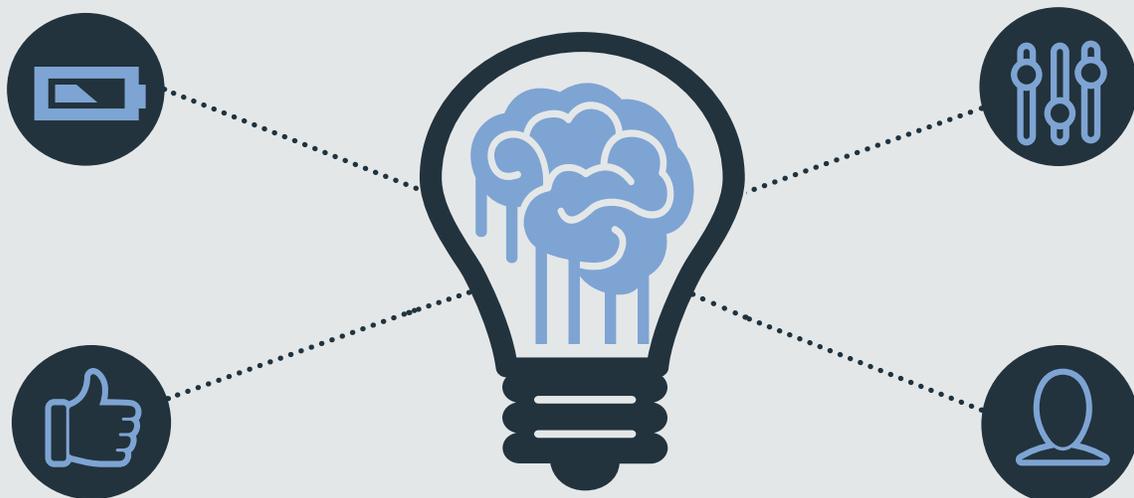
**Percent Average (%):** The sum of each frequency divided by the total number of frequencies in a sample, multiplied by 100.

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

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

## Benefits for Advisors:

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



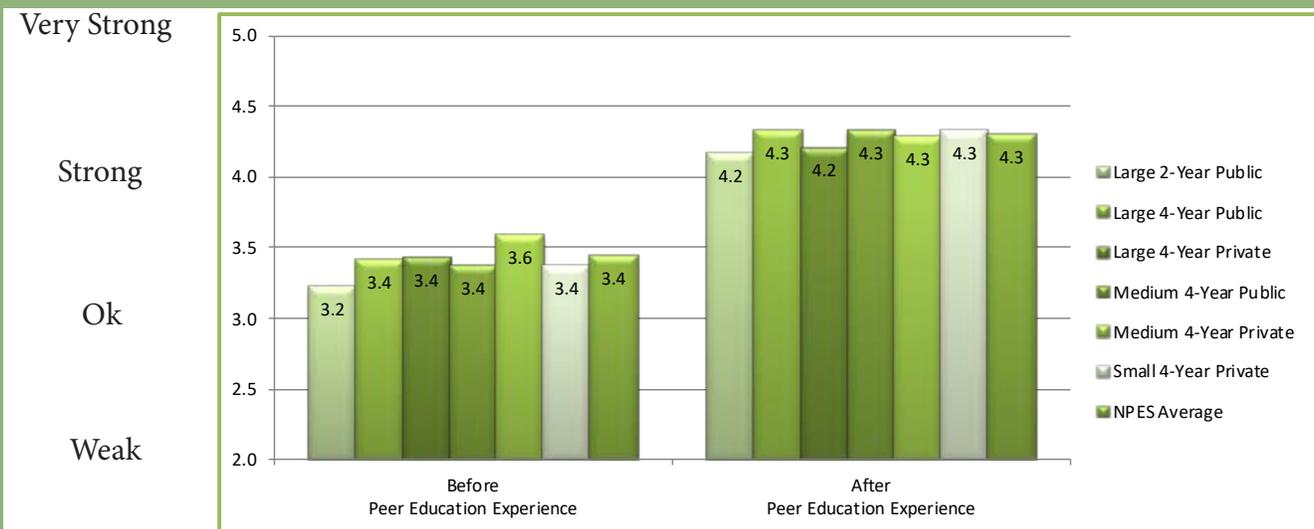
# Practical Competence

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

The NPES measures practical competence with the following outcomes:



Measured by Carnegie Classification:



## Tips for improving Practical Competence

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

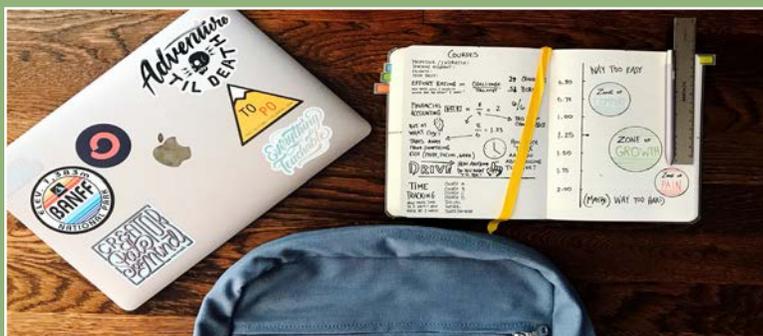
# Results for Practical Competence

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		Before becoming a peer educator		As a result of becoming a peer educator	
		<i>National Averages</i>		<i>National Averages</i>	
		Frequency	%	Frequency	%
<b>Engaging in effective listening</b>	Did not have	1	0.2%	1	0.2%
	Weak	15	3.4%	0	0.0%
	Ok	170	38.1%	10	2.3%
	Strong	199	44.6%	196	44.4%
	Very strong	61	13.7%	234	53.1%
	Total	451	100.0%	441	100.0%
<b>Knowledge about general student health issues</b>	Did not have	3	0.7%	1	0.2%
	Weak	79	17.8%	0	0.0%
	Ok	237	53.5%	13	2.9%
	Strong	102	23.0%	192	43.4%
	Very strong	22	5.0%	236	53.4%
	Total	443	100.0%	442	100.0%
<b>Knowledge about campus resources</b>	Did not have	34	7.5%	0	0.0%
	Weak	185	41.6%	0	0.0%
	Ok	149	33.5%	27	6.1%
	Strong	58	13.0%	172	38.9%
	Very strong	19	4.3%	243	55.0%
	Total	445	100.0%	442	100.0%
<b>Effectively speaking in front of a group</b>	Did not have	18	4.0%	1	0.2%
	Weak	88	19.8%	1	0.2%
	Ok	167	37.5%	53	12.0%
	Strong	130	29.2%	217	49.1%
	Very strong	42	9.4%	170	38.5%
	Total	445	100.0%	442	100.0%
<b>Effectively organizing my time</b>	Did not have	11	2.5%	1	0.2%
	Weak	53	11.9%	12	2.7%
	Ok	148	33.3%	69	15.8%
	Strong	154	34.6%	192	43.8%
	Very strong	79	17.8%	164	37.4%
	Total	445	100.0%	438	100.0%

# Results for Practical Competence

		Before becoming a peer educator		As a result of becoming a peer educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
<b>Effectively managing my academic commitments</b>	Did not have	5	2.4%	1	0.2%
	Weak	31	11.9%	4	0.9%
	Ok	148	33.3%	57	12.9%
	Strong	154	34.6%	200	45.5%
	Very strong	79	17.8%	179	40.6%
	Total	445	100.0%	441	100.0%
<b>Effectively managing my non-academic commitments</b>	Did not have	4	0.9%	0	0.0%
	Weak	45	10.1%	4	0.9%
	Ok	158	35.4%	80	18.1%
	Strong	169	37.9%	202	45.7%
	Very strong	70	15.7%	156	35.3%
	Total	446	100.0%	442	100.0%
<b>Developing long range goals</b>	Did not have	3	0.7%	3	0.7%
	Weak	52	11.7%	7	1.6%
	Ok	161	36.3%	63	14.4%
	Strong	159	35.8%	193	44.0%
	Very strong	69	15.5%	173	39.4%
	Total	446	100.0%	439	100.0%
<b>Having a career direction</b>	Did not have	19	4.3%	6	1.4%
	Weak	61	13.8%	9	2.1%
	Ok	134	30.2%	71	16.4%
	Strong	147	33.2%	158	36.4%
	Very strong	82	18.5%	190	43.8%
	Total	443	100.0%	434	100.0%



# Results for Practical Competence

		Before becoming a peer educator		As a result of becoming a peer educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
<b>Having a sense of purpose</b>	Did not have	16	3.6%	4	0.9%
	Weak	64	14.5%	11	2.5%
	Ok	135	30.7%	45	10.4%
	Strong	155	35.2%	179	41.3%
	Very strong	70	15.9%	194	44.8%
	Total	440	100.0%	433	100.0%
<b>Holding yourself accountable for obligations and commitments</b>	Did not have	4	0.9%	2	0.5%
	Weak	22	5.0%	1	0.2%
	Ok	108	24.4%	21	4.8%
	Strong	189	42.8%	175	40.0%
	Very strong	119	26.9%	239	54.6%
	Total	442	100.0%	438	100.0%
<b>Giving feedback to improve the quality of someone else's work</b>	Did not have	12	2.7%	2	0.5%
	Weak	59	13.3%	7	1.6%
	Ok	162	36.7%	63	14.4%
	Strong	161	36.4%	203	46.2%
	Very strong	48	10.9%	164	37.4%
	Total	442	100.0%	439	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

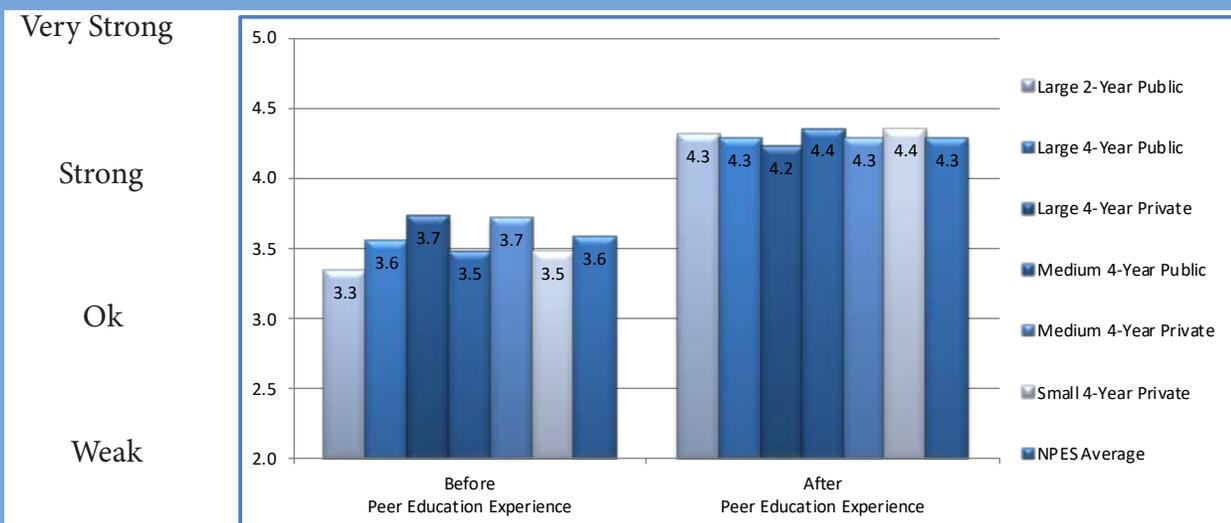
# Cognitive Complexity

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	%
<b>Developing an effective solution to a problem</b>	Did not have	1	0.2%	1	0.2%
	Weak	28	6.3%	1	0.2%
	Ok	174	39.0%	38	8.6%
	Strong	194	43.5%	242	55.0%
	Very strong	49	11.0%	158	35.9%
	Total	446	100.0%	440	100.0%
<b>Critically analyzing situations</b>	Did not have	3	0.7%	2	0.5%
	Weak	22	5.0%	0	0.0%
	Ok	150	33.8%	33	7.5%
	Strong	199	44.8%	230	52.3%
	Very strong	70	15.8%	175	39.8%
	Total	444	100.0%	440	100.0%
<b>Analyzing the elements of an idea, experience, or theory</b>	Did not have	5	1.1%	2	0.5%
	Weak	30	6.7%	0	0.0%
	Ok	175	39.2%	59	13.4%
	Strong	166	37.2%	213	48.3%
	Very strong	70	15.7%	167	37.9%
	Total	446	100.0%	441	100.0%
<b>Synthesizing and organizing ideas, information, or experiences</b>	Did not have	4	0.9%	1	0.2%
	Weak	29	6.5%	0	0.0%
	Ok	176	39.7%	38	8.7%
	Strong	185	41.8%	244	55.8%
	Very strong	49	11.1%	154	35.2%
	Total	443	100.0%	437	100.0%



# Results for Practical Competence

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		Before becoming a peer educator		As a result of becoming a peer educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
<b>Evaluating information, arguments, or methods and assessing the conclusion</b>	Did not have	4	0.9%	2	0.5%
	Weak	39	8.8%	1	0.2%
	Ok	152	34.5%	42	9.7%
	Strong	191	43.3%	243	56.3%
	Very strong	55	12.5%	144	33.3%
	Total	441	100.0%	432	100.0%
<b>Applying theories or concepts to practical problems or new situations</b>	Did not have	9	2.0%	3	0.7%
	Weak	43	9.8%	1	0.2%
	Ok	170	38.6%	51	11.7%
	Strong	172	39.1%	226	51.8%
	Very strong	46	10.5%	155	35.6%
	Total	440	100.0%	436	100.0%
<b>Applying previous experiences to inform new situations</b>	Did not have	4	0.9%	2	0.5%
	Weak	37	8.4%	0	0.0%
	Ok	157	35.6%	24	5.5%
	Strong	181	41.0%	193	44.6%
	Very strong	62	14.1%	214	49.4%
	Total	441	100.0%	433	100.0%

## Areas for future development



Require peer educators to support their beliefs with evidence



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



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



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



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

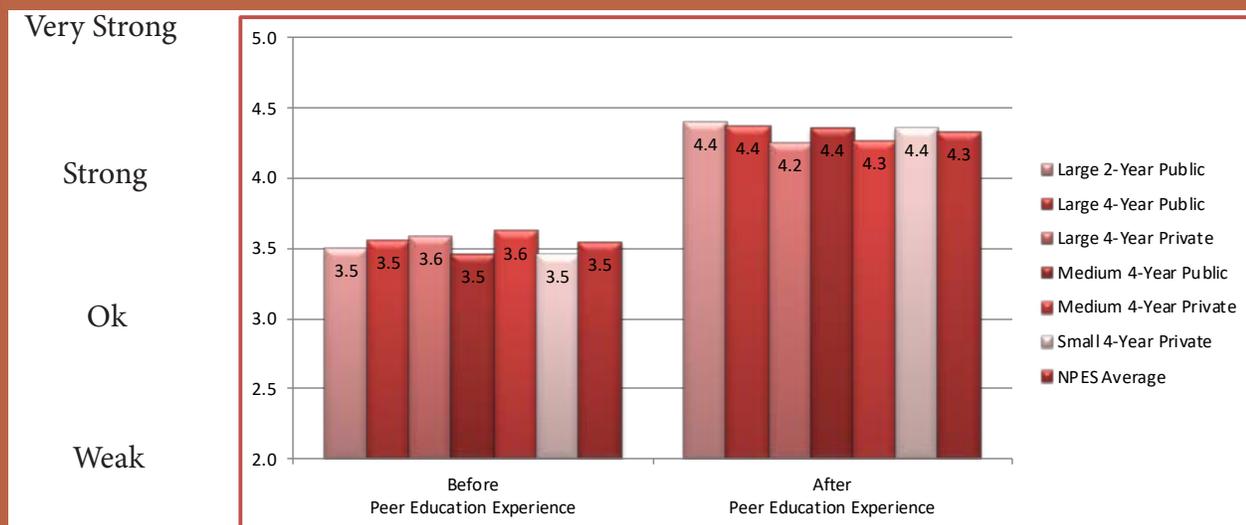
# Intrapersonal Competence

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

The NPES measures intrapersonal development with the following outcomes:



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 Competence

		Before becoming a peer educator		As a result of becoming a peer educator	
		<i>National Averages</i>		<i>National Averages</i>	
		Frequency	%	Frequency	%
<b>Recognizing and accepting my strengths and deficiencies</b>	Did not have	6	1.3%	2	0.5%
	Weak	62	13.9%	3	0.7%
	Ok	207	46.5%	48	10.8%
	Strong	142	31.9%	248	56.0%
	Very strong	28	6.3%	142	32.1%
	Total	445	100.0%	443	100.0%
<b>Understanding people's values that are different from my own</b>	Did not have	3	0.7%	1	0.2%
	Weak	17	3.8%	2	0.5%
	Ok	107	24.0%	16	3.6%
	Strong	190	42.7%	165	37.4%
	Very strong	128	28.8%	257	58.3%
	Total	445	100.0%	441	100.0%
<b>Having a better understanding of my own values</b>	Did not have	0	0.0%	1	0.2%
	Weak	29	6.5%	1	0.2%
	Ok	129	29.0%	16	3.5%
	Strong	209	47.0%	191	43.3%
	Very strong	78	17.5%	232	52.6%
	Total	445	100.0%	441	100.0%
<b>Having a positive self-concept (self-confidence, self-esteem, independence, and determination)</b>	Did not have	15	3.4%	4	0.9%
	Weak	99	22.3%	12	2.8%
	Ok	144	32.5%	75	17.3%
	Strong	139	31.4%	194	44.8%
	Very strong	46	10.4%	148	34.2%
	Total	443	100.0%	433	100.0%



# Results for Intrapersonal Competence

		Before becoming a peer educator		As a result of becoming a peer educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
<b>Developing a personal belief system</b>	Did not have	6	1.4%	5	1.1%
	Weak	39	8.8%	1	0.2%
	Ok	134	30.2%	52	11.9%
	Strong	180	40.6%	202	46.3%
	Very strong	84	19.0%	176	40.4%
	Total	443	100.0%	436	100.0%
<b>Clarifying my own beliefs or values</b>	Did not have	6	1.4%	0	0.2%
	Weak	45	10.2%	1	0.8%
	Ok	147	33.2%	43	9.8%
	Strong	180	40.6%	219	50.1%
	Very strong	65	14.7%	174	39.8%
	Total	443	100.0%	437	100.0%
<b>Knowing your own limitations and when to refer to other resources</b>	Did not have	11	2.5%	0	0.0%
	Weak	61	13.8%	1	0.2%
	Ok	162	36.7%	36	8.2%
	Strong	153	34.7%	183	41.8%
	Very strong	54	12.2%	218	49.8%
	Total	441	100.0%	438	100.0%

## Areas for future development



Ask peer educators to realistically assess their strengths and weaknesses



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



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



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



Incorporate group dialogue focused on ethical situations

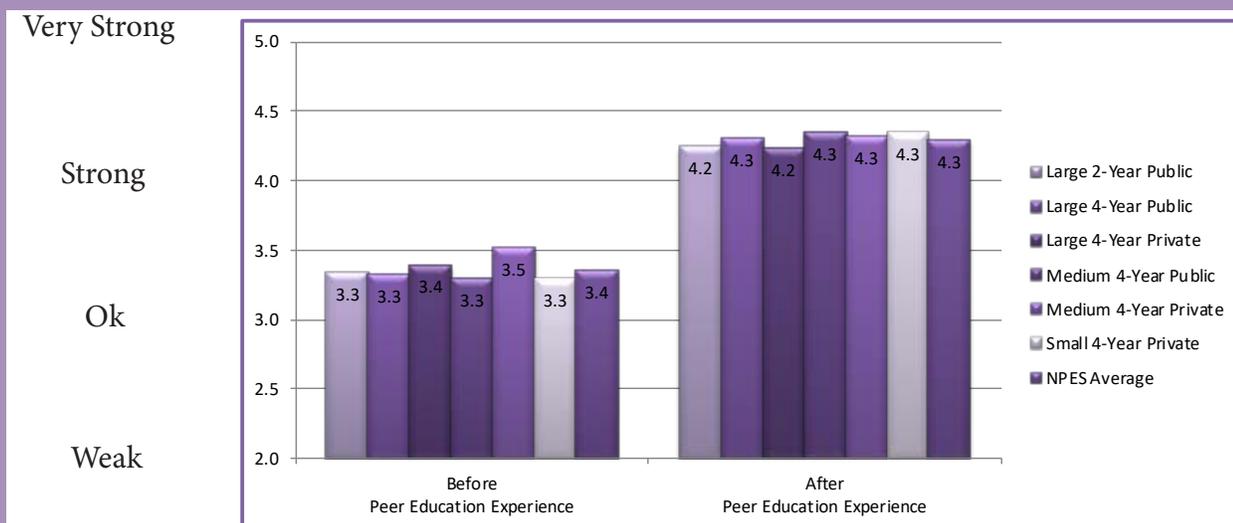
# Interpersonal Competence

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

The NPES measures interpersonal development with the following outcomes:



Measured by Carnegie Classification:



## Tips for improving Interpersonal Development

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

# Results for Interpersonal Competence

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		Before becoming a peer educator		As a result of becoming a peer educator	
		<i>National Averages</i>		<i>National Averages</i>	
		Frequency	%	Frequency	%
<b>Effectively facilitating group discussions</b>	Did not have	21	4.7%	2	0.5%
	Weak	94	21.1%	2	0.5%
	Ok	181	40.6%	68	15.4%
	Strong	118	26.5%	213	48.2%
	Very strong	32	7.2%	157	35.5%
	Total	446	100.0%	442	100.0%
<b>Presenting an educational program with a teammate</b>	Did not have	60	13.5%	6	1.4%
	Weak	65	14.6%	2	0.5%
	Ok	216	48.5%	36	8.2%
	Strong	78	17.5%	233	53.1%
	Very strong	26	5.8%	162	36.9%
	Total	445	100.0%	439	100.0%
<b>Comfort with disturbing pamphlets at an awareness table</b>	Did not have	59	13.3%	6	1.4%
	Weak	105	23.7%	1	0.2%
	Ok	168	37.9%	57	12.9%
	Strong	86	19.4%	196	44.3%
	Very strong	25	5.6%	182	41.2%
	Total	443	100.0%	442	100.0%
<b>Effectively communicating with people through speaking, writing, and other communication</b>	Did not have	4	0.9%	0	0.0%
	Weak	41	9.2%	1	0.2%
	Ok	149	33.5%	24	5.4%
	Strong	190	42.7%	212	48.1%
	Very strong	61	13.7%	204	46.3%
	Total	445	100.0%	441	100.0%
<b>Talking with a close, personal friend about a risky behavior or choice</b>	Did not have	23	5.2%	3	0.7%
	Weak	75	16.9%	3	0.7%
	Ok	175	39.4%	44	10.0%
	Strong	136	30.6%	210	47.6%
	Very strong	35	7.9%	181	41.0%
	Total	444	100.0%	441	100.0%

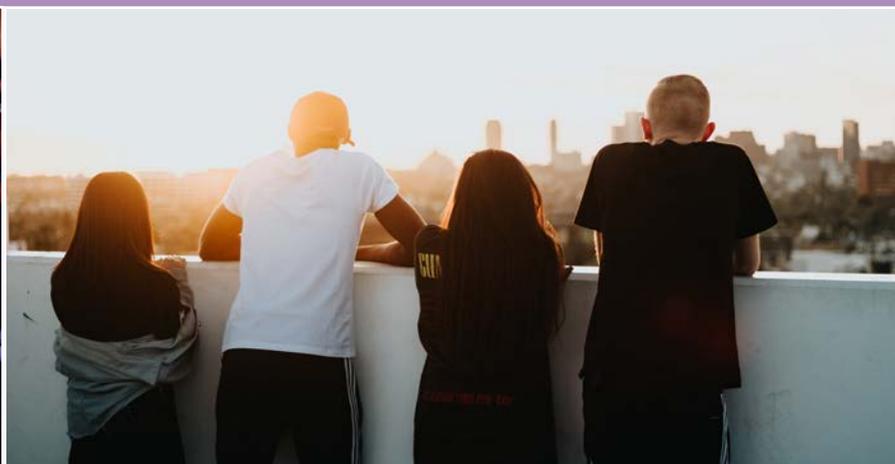
# Results for Interpersonal Competence

20

		Before becoming a peer educator		As a result of becoming a peer educator	
		<i>National Averages</i>		<i>National Averages</i>	
		Frequency	%	Frequency	%
<b>Talking with another student about a risky behavior or choice</b>	Did not have	54	12.1%	3	0.7%
	Weak	128	28.8%	6	1.4%
	Ok	169	38.0%	65	14.8%
	Strong	73	16.4%	232	52.7%
	Very strong	21	4.7%	134	30.5%
	Total	445	100.0%	440	100.0%
<b>Sharing ideas and information effectively with others</b>	Did not have	4	0.9%	0	0.0%
	Weak	34	7.6%	2	0.5%
	Ok	146	32.8%	20	4.6%
	Strong	201	45.2%	211	48.1%
	Very strong	60	13.5%	206	46.9%
	Total	445	100.0%	439	100.0%
<b>Comfortable with presenting programs to students who are different than me</b>	Did not have	11	2.5%	5	1.1%
	Weak	42	9.4%	3	0.7%
	Ok	157	35.2%	24	5.4%
	Strong	158	25.4%	188	42.5%
	Very strong	78	17.5%	222	50.2%
	Total	446	100.0%	442	100.0%
<b>Being a role model for healthy choices</b>	Did not have	9	2.0%	1	0.2%
	Weak	44	10.0%	1	0.2%
	Ok	167	37.9%	60	13.6%
	Strong	155	35.1%	195	44.3%
	Very strong	66	15.0%	183	41.6%
	Total	441	100.0%	440	100.0%
<b>Effectively managing my conflicts with others</b>	Did not have	5	1.1%	2	0.5%
	Weak	64	14.5%	9	2.1%
	Ok	176	39.8%	53	12.2%
	Strong	155	35.1%	220	50.5%
	Very strong	42	9.5%	152	34.9%
	Total	442	100.0%	436	100.0%

# Results for Interpersonal Competence

		Before becoming a peer educator		As a result of becoming a peer educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
<b>Effectively managing conflicts between others</b>	Did not have	9	2.0%	3	0.7%
	Weak	63	14.3%	9	2.1%
	Ok	178	40.5%	82	18.9%
	Strong	143	32.5%	195	44.8%
	Very strong	47	10.7%	146	33.6%
	Total	440	100.0%	435	100.0%
<b>Effectively working with others who share views different from my own</b>	Did not have	3	0.7%	3	0.7%
	Weak	31	7.0%	2	0.5%
	Ok	151	43.2%	29	6.6%
	Strong	162	36.7%	202	46.2%
	Very strong	95	21.5%	201	46.0%
	Total	442	100.0%	437	100.0%
<b>Effectively demonstrate skills in leading a group</b>	Did not have	5	1.1%	2	0.5%
	Weak	55	12.5%	1	0.2%
	Ok	144	32.8%	39	8.9%
	Strong	163	37.1%	192	44.0%
	Very strong	72	16.4%	202	46.3%
	Total	439	100.0%	436	100.0%



# Results for Interpersonal Competence

		Before becoming a peer educator		As a result of becoming a peer educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
<b>Ability to motivate others to accomplish goals</b>	Did not have	3	0.7%	2	0.5%
	Weak	44	10.0%	6	1.4%
	Ok	182	41.3%	55	12.6%
	Strong	163	37.0%	198	45.6%
	Very strong	49	11.1%	176	40.3%
	Total	441	100.0%	437	100.0%
<b>Accepting supervision and direction from your supervisor/ advisor</b>	Did not have	3	0.7%	3	0.7%
	Weak	20	4.5%	2	0.5%
	Ok	94	21.3%	15	3.4%
	Strong	201	45.5%	170	38.8%
	Very strong	124	28.1%	248	56.6%
	Total	442	100.0%	438	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

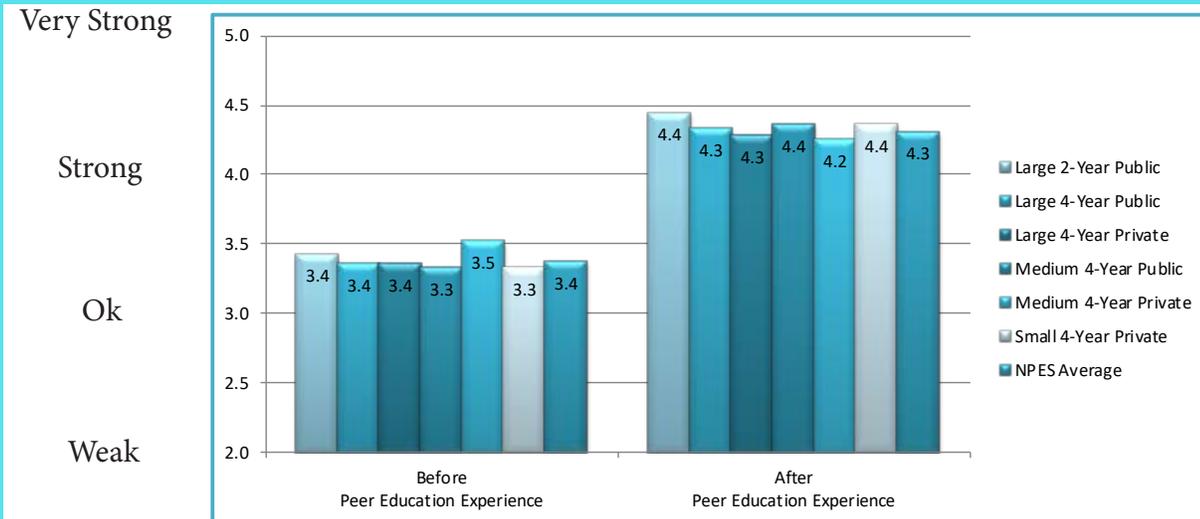
# Knowledge Acquisition, Construction, Integration, and Application

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, Integration, and Application

		Before becoming a peer educator		As a result of becoming a peer educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
<b>Referring someone to campus or off-campus counseling</b>	Did not have	67	15.1%	6	1.4%
	Weak	117	26.4%	8	1.8%
	Ok	156	35.1%	47	10.7%
	Strong	82	18.5%	192	43.7%
	Very strong	22	5.0%	186	42.4%
	Total	444	100.0%	439	100.0%
<b>Researching skills that allow me to seek out information about topics</b>	Did not have	9	2.0%	2	0.5%
	Weak	33	7.4%	2	0.5%
	Ok	149	33.4%	34	7.7%
	Strong	187	41.9%	201	45.5%
	Very strong	68	15.2%	203	45.9%
	Total	446	100.0%	442	100.0%
<b>Reevaluating previous assumptions</b>	Did not have	6	1.4%	0	0.0%
	Weak	54	12.2%	0	0.0%
	Ok	214	48.3%	42	9.3%
	Strong	134	30.2%	231	52.9%
	Very strong	35	7.9%	164	37.5%
	Total	443	100.0%	437	100.0%



# Results for Knowledge Acquisition, Construction, Integration, and Application

		Before becoming a peer educator		As a result of becoming a peer educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
<b>Formulating an innovative approach or solution to an issue or problem</b>	Did not have	3	0.7%	2	0.5%
	Weak	57	12.9%	5	1.1%
	Ok	184	41.7%	64	14.7%
	Strong	149	33.8%	227	52.1%
	Very strong	48	10.9%	138	31.7%
	Total	441	100.0%	436	100.0%
<b>Listening to and considering others' viewpoints</b>	Did not have	0	0.0%	2	0.5%
	Weak	28	6.3%	0	0.0%
	Ok	110	24.8%	13	3.0%
	Strong	206	46.5%	170	39.0%
	Very strong	99	22.3%	251	57.6%
	Total	443	100.0%	436	100.0%



## Areas for future development



Encourage peer educators to examine and critique health related literature



Have peer educators create educational pamphlets, posters, flyers, blog posts, or newsletters integrating numerous sources



Create learning contracts for peer educators to connect the relevant knowledge and skills gained to future goals/aspirations



Acknowledge the relevance of class content associated with peer education work



Ask peer educators to connect content from trainings and meetings to their own experiences

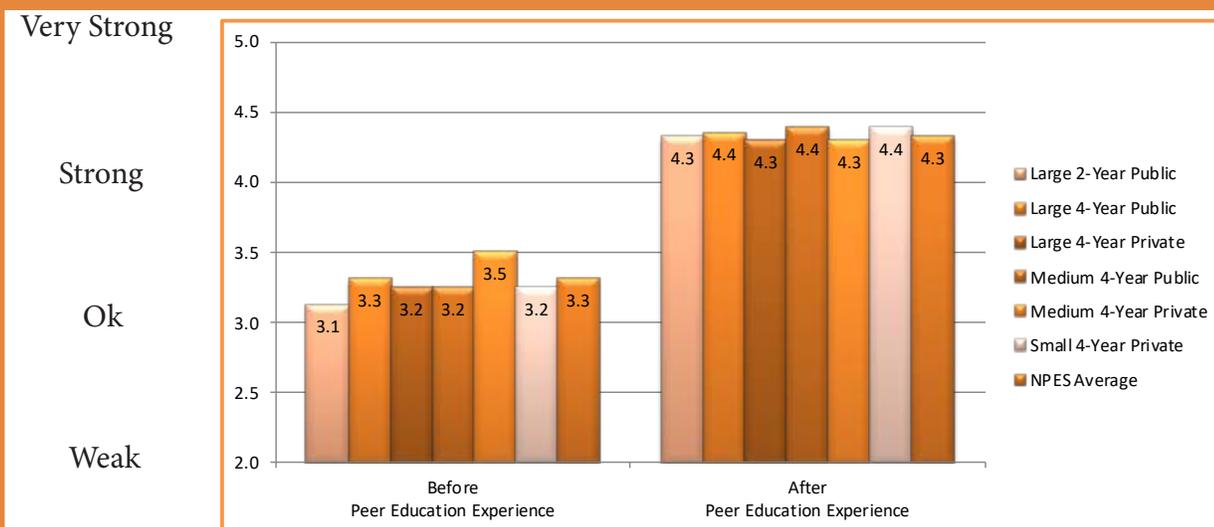
# Humanitarianism and Civic Engagement

Humanitarianism and civic engagement encompasses the ability to consider others’ perspectives and the outlook of the broader community when engaging in decisions and actions (Keeling, 2006). As colleges and universities strive to serve society and produce civically-minded leaders, community engagement has become an important outcome of higher education. The humanitarianism and civic engagement learning domain encourages peer educators to be inclusive and responsive to the needs of a campus community.

The NPES measures humanitarianism and civic engagement with the following outcomes:



Measured by Carnegie Classification:



## Tips for improving Humanitarianism and Civic Engagement

- Encourage peer educators to attend campus events to help them feel a part of the campus community
- Allow students to identify community partners from whom they can learn about the profession
- Organize volunteer opportunities with community partners
- Create space for conversations and reflection during group meetings
- Encourage peer educators to seek, receive, and reflect on feedback
- Incorporate social justice and multicultural training into work, training, and programming

# Results for Humanitarianism and Civic Engagement 27

		Before becoming a peer educator		As a result of becoming a peer educator	
		<i>National Averages</i>		<i>National Averages</i>	
		Frequency	%	Frequency	%
<b>Intervening in a crisis situation</b>	Did not have	65	14.6%	19	4.3%
	Weak	123	27.7%	8	1.8%
	Ok	155	34.9%	76	17.2%
	Strong	74	16.7%	196	44.3%
	Very strong	27	6.1%	143	32.4%
	Total	444	100.0%	442	100.0%
<b>Having conversations with students who are different than me</b>	Did not have	2	0.5%	0	0.0%
	Weak	26	5.9%	0	0.0%
	Ok	107	24.1%	14	3.2%
	Strong	207	46.6%	170	38.6%
	Very strong	102	23.0%	256	58.2%
	Total	444	100.0%	440	100.0%
<b>Feeling a part of the campus community</b>	Did not have	43	9.7%	2	0.5%
	Weak	113	25.6%	7	1.6%
	Ok	172	38.9%	47	10.8%
	Strong	86	19.5%	173	39.9%
	Very strong	28	6.3%	205	47.2%
	Total	442	100.0%	434	100.0%
<b>Feeling responsible for helping to improve the campus community</b>	Did not have	56	12.7%	1	0.2%
	Weak	101	23.0%	3	0.7%
	Ok	159	36.1%	30	6.9%
	Strong	97	22.0%	180	41.7%
	Very strong	27	6.1%	218	50.5%
	Total	440	100.0%	432	100.0%



# Results for Humanitarianism and Civic Engagement 28

		Before becoming a peer educator		As a result of becoming a peer educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
<b>Articulating values and beliefs as they relate to personal decisions</b>	Did not have	2	0.5%	3	0.7%
	Weak	48	10.9%	2	0.5%
	Ok	171	38.8%	41	9.4%
	Strong	159	36.1%	224	51.3%
	Very strong	61	13.8%	167	38.2%
	Total	441	100.0%	437	100.0%
<b>Considering the welfare of others when making decisions</b>	Did not have	2	0.5%	1	0.2%
	Weak	27	6.1%	1	0.2%
	Ok	111	25.1%	17	3.9%
	Strong	199	45.0%	176	40.4%
	Very strong	103	23.3%	241	55.3%
	Total	442	100.0%	436	100.0%
<b>Understanding the role of your personal belief system in personal or group values</b>	Did not have	6	1.4%	2	0.5%
	Weak	44	10.0%	1	0.2%
	Ok	156	35.5%	43	9.8%
	Strong	168	38.2%	214	49.0%
	Very strong	66	15.0%	177	40.5%
	Total	440	100.0%	437	100.0%

## Areas for future development



Incorporate multicultural and social justice training into peer educator work



Teach peer educators how to track social dynamics in interactions and communicate when they feel emotionally triggered



Have peer educators research current events nationally and globally related to peer education or health and wellness



Share with peer educators facts about campus behavior and have them create a social norming campaign

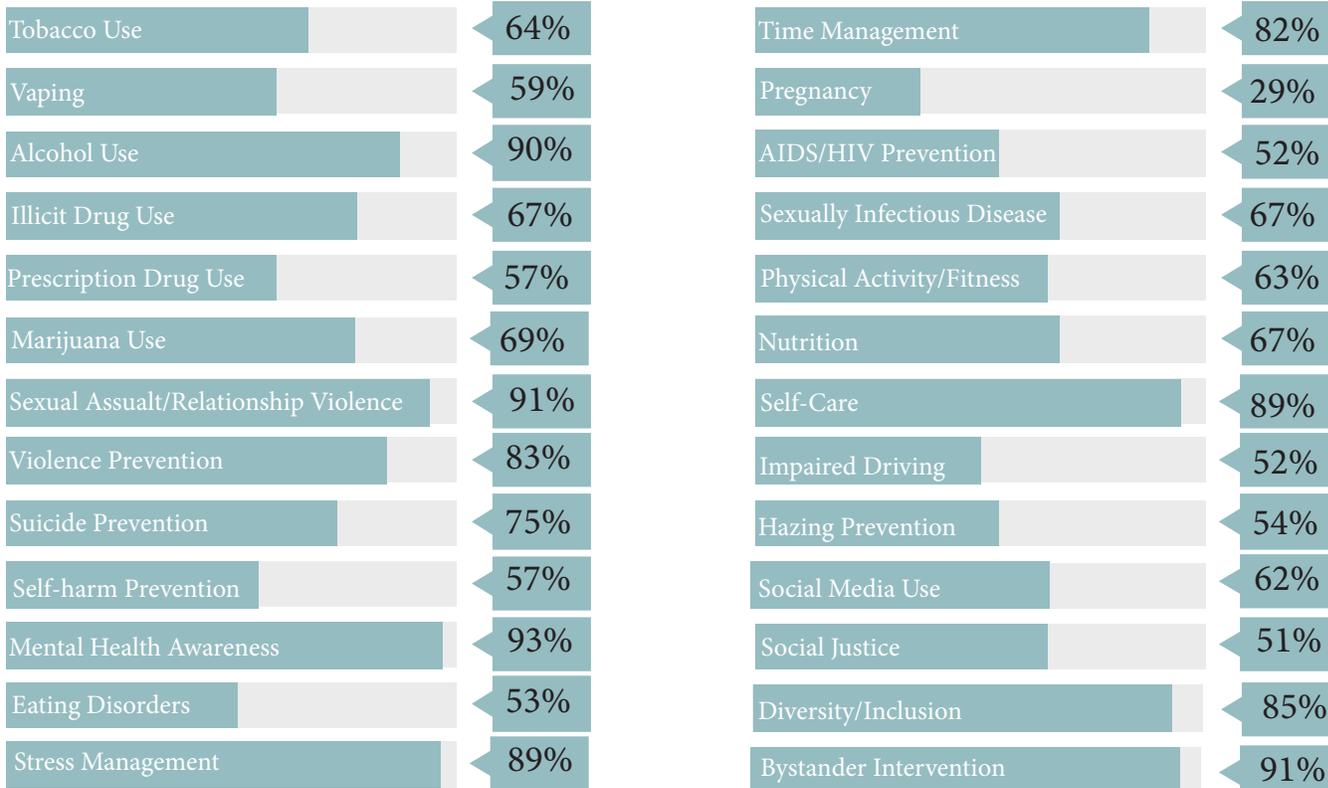


Collaborate with other peer educator groups in the community

# Training Received

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

## Training Received National Averages:



## Tips for Training Peer Educators



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



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

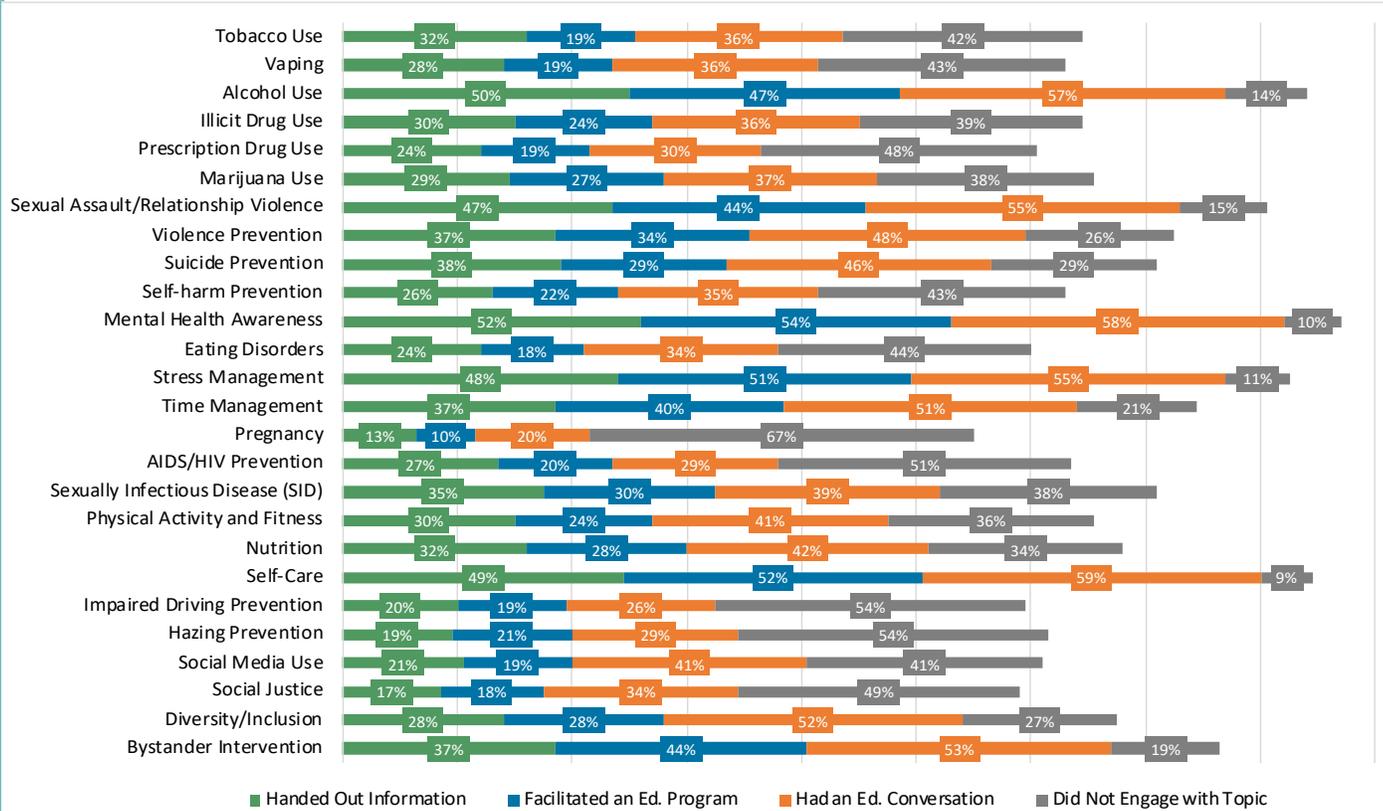


Engage peer educators in reflecting about the training they receive and how they plan to utilize it in their roles

# Training Utilized

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

## Training Utilized National Averages:



## Tips for Engaging Peer Educators in their Training



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



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



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

## Peer Educator Training

Training Topic		Training Received		Peer Educators Who Engaged in Activities		
		National Averages		National Averages		
		Frequencies	%	Frequencies	%	
Tobacco Use	Yes	290	65.3%	Handed Out Info.	146	32.4%
	No	154	34.7%	Facilitated an Ed. Program	85	18.8%
	Total	444	100.0%	Had an Ed. Conversation	160	35.5%
				Did Not Engage w/ Topic	188	41.7%
Vaping	Yes	265	60.0%	Handed Out Info.	126	27.9%
	No	177	40.0%	Facilitated an Ed. Program	84	18.6%
	Total	442	100.0%	Had an Ed. Conversation	160	35.5%
				Did Not Engage w/ Topic	194	43.0%
Alcohol Use	Yes	408	91.9%	Handed Out Info.	224	49.7%
	No	36	8.1%	Facilitated an Ed. Program	211	46.8%
	Total	444	100.0%	Had an Ed. Conversation	256	56.8%
				Did Not Engage w/ Topic	63	14.0%
Illicit Drug Use	Yes	304	68.5%	Handed Out Info.	133	29.5%
	No	140	31.5%	Facilitated an Ed. Program	110	24.4%
	Total	444	100.0%	Had an Ed. Conversation	160	35.5%
				Did Not Engage w/ Topic	174	38.6%
Prescription Drug Use	Yes	255	57.6%	Handed Out Info.	110	24.4%
	No	188	42.4%	Facilitated an Ed. Program	86	19.1%
	Total	443	100.0%	Had an Ed. Conversation	137	30.4%
				Did Not Engage w/ Topic	214	47.5%
Marijuana Use	Yes	310	70.5%	Handed Out Info.	131	29.0%
	No	130	29.5%	Facilitated an Ed. Program	121	26.8%
	Total	440	100.0%	Had an Ed. Conversation	168	37.3%
				Did Not Engage w/ Topic	169	37.5%
Sexual Assault/ Relationship Violence Prevention	Yes	409	91.7%	Handed Out Info.	210	46.6%
	No	37	8.3%	Facilitated an Ed. Program	200	44.3%
	Total	446	100.0%	Had an Ed. Conversation	249	55.2%
				Did Not Engage w/ Topic	69	15.3%

# Peer Educator Training

Training Topic		Training Received		Peer Educators Who Engaged in Activities		
		National Averages		National Averages		
		Frequencies	%	Frequencies	%	
Violence Prevention	Yes	373	83.6%	Handed Out Info.	165	36.6%
	No	73	16.4%	Facilitated an Ed. Program	155	34.4%
	Total	446	100.0%	Had an Ed. Conversation	214	47.5%
				Did Not Engage w/ Topic	116	25.7%
Suicide Prevention	Yes	339	76.4%	Handed Out Info.	172	38.1%
	No	105	23.6%	Facilitated an Ed. Program	130	28.8%
	Total	444	100.0%	Had an Ed. Conversation	209	46.3%
				Did Not Engage w/ Topic	130	28.8%
Self-harm Prevention	Yes	258	58.1%	Handed Out Info.	116	25.7%
	No	186	41.9%	Facilitated an Ed. Program	97	21.5%
	Total	444	100.0%	Had an Ed. Conversation	158	35.0%
				Did Not Engage w/ Topic	193	42.8%
Mental Health Awareness	Yes	417	93.5%	Handed Out Info.	236	52.3%
	No	29	6.5%	Facilitated an Ed. Program	244	54.1%
	Total	446	100.0%	Had an Ed. Conversation	260	57.6%
				Did Not Engage w/ Topic	44	9.8%
Eating Disorders	Yes	240	54.2%	Handed Out Info.	108	54.2%
	No	203	45.8%	Facilitated an Ed. Program	81	18.0%
	Total	443	100.0%	Had an Ed. Conversation	155	34.4%
				Did Not Engage w/ Topic	197	43.7%
Stress Management	Yes	401	89.9%	Handed Out Info.	218	48.3%
	No	45	10.1%	Facilitated an Ed. Program	228	50.6%
	Total	446	100.0%	Had an Ed. Conversation	250	55.4%
				Did Not Engage w/ Topic	48	10.6%
Time Management	Yes	371	83.6%	Handed Out Info.	168	37.3%
	No	73	16.4%	Facilitated an Ed. Program	179	39.7%
	Total	444	100.0%	Had an Ed. Conversation	232	51.4%
				Did Not Engage w/ Topic	95	21.1%

## Peer Educator Training

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Training Topic		Training Received		Peer Educators Who Engaged in Activities		
		National Averages		National Averages		
		Frequencies	%	Frequencies	%	
Pregnancy	Yes	131	29.6%	Handed Out Info.	58	12.9%
	No	312	70.4%	Facilitated an Ed. Program	44	9.8%
	Total	443	100.0%	Had an Ed. Conversation	91	20.2%
				Did Not Engage w/ Topic	302	67.0%
AIDS/ HIV Infection	Yes	231	52.1%	Handed Out Info.	123	27.3%
	No	212	47.9%	Facilitated an Ed. Program	91	20.2%
	Total	443	100.0%	Had an Ed. Conversation	129	28.6%
				Did Not Engage w/ Topic	228	50.6%
Sexually Infectious Disease (SID)	Yes	298	67.1%	Handed Out Info.	159	35.3%
	No	146	32.9%	Facilitated an Ed. Program	133	29.5%
	Total	444	100.0%	Had an Ed. Conversation	174	38.6%
				Did Not Engage w/ Topic	172	38.1%
Physical Activity and Fitness Educational Programming	Yes	283	63.7%	Handed Out Info.	135	29.9%
	No	161	36.3%	Facilitated an Ed. Program	110	24.4%
	Total	444	100.0%	Had an Ed. Conversation	186	41.2%
				Did Not Engage w/ Topic	163	36.1%
Nutrition	Yes	303	68.7%	Handed Out Info.	144	31.9%
	No	138	31.3%	Facilitated an Ed. Program	128	28.4%
	Total	441	100.0%	Had an Ed. Conversation	190	42.1%
				Did Not Engage w/ Topic	152	33.7%
Self-care	Yes	399	90.1%	Handed Out Info.	220	48.8%
	No	44	9.9%	Facilitated an Ed. Program	234	51.9%
	Total	443	100.0%	Had an Ed. Conversation	264	58.5%
				Did Not Engage w/ Topic	39	8.6%
Impaired Driving Prevention	Yes	234	53.1%	Handed Out Info.	90	20.0%
	No	207	46.9%	Facilitated an Ed. Program	85	18.8%
	Total	441	100.0%	Had an Ed. Conversation	117	25.9%
				Did Not Engage w/ Topic	245	54.3%

# Peer Educator Training

Training Topic		Training Received		Peer Educators Who Engaged in Activities		
		National Averages		National Averages		
		Frequencies	%	Frequencies	%	
Hazing Prevention	Yes	243	54.9%	Handed Out Info.	87	19.3%
	No	200	45.1%	Facilitated an Ed. Program	95	21.1%
	Total	443	100.0%	Had an Ed. Conversation	129	28.6%
				Did Not Engage w/ Topic	245	54.3%
Social Media Use	Yes	279	63.3%	Handed Out Info.	96	21.3%
	No	162	36.7%	Facilitated an Ed. Program	84	18.6%
	Total	441	100.0%	Had an Ed. Conversation	185	41.0%
				Did Not Engage w/ Topic	186	41.2%
Social Justice	Yes	230	51.9%	Handed Out Info.	77	17.1%
	No	213	48.1%	Facilitated an Ed. Program	81	18.0%
	Total	443	100.0%	Had an Ed. Conversation	154	34.1%
				Did Not Engage w/ Topic	222	49.2%
Diversity/Inclusion	Yes	382	86.4%	Handed Out Info.	127	28.2%
	No	60	13.6%	Facilitated an Ed. Program	128	28.4%
	Total	442	100.0%	Had an Ed. Conversation	233	51.7%
				Did Not Engage w/ Topic	120	26.6%
Bystander Intervention	Yes	410	92.6%	Handed Out Info.	167	37.0%
	No	33	7.4%	Facilitated an Ed. Program	198	43.9%
	Total	443	100.0%	Had an Ed. Conversation	239	53.0%
				Did Not Engage w/ Topic	87	19.3%



# Motivations for Becoming a Peer Educator

The National Peer Educator Study surveys peer educators about their motivations for becoming a peer educator. Over the years, NPES data have shown a higher percentage of students are motivated to become peer educators by intrinsic factors such as the desire to help others, gain additional knowledge, and get involved in college. Understanding college students' motivations for becoming a peer educator can help advisors improve their recruitment strategies and diversify their peer educator pool. Additionally, responding to goals and interests of current peer educators can bolster retention efforts.

## Factors Greatly Influencing Students to Become a Peer Educator:



## Tips for Using Motivations to Recruit Peer Educators



Create flyers showcasing the benefits of becoming a peer educator



Help peer educators see the results of the work they do on campus to help others in the community



Link peer educator experiences to the types of knowledge and skills needed for careers after graduation

# Motivations for Becoming a Peer Educator

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	Greatly Influenced	Influenced	Had Very Little Influence	Did Not Influence My Decision
Desire to help others.	58.9%	37.7%	2.7%	0.7%
Interest in gaining job related skills.	50.7%	36.9%	9.0%	3.4%
Desire to acquire additional knowledge.	52.7%	39.4%	6.6%	1.4%
Observation of other peer educators.	24.0%	33.0%	25.8%	17.2%
Desire to be involved in college.	46.7%	41.5%	8.4%	3.4%
Need to add something to my resume.	27.1%	34.8%	26.0%	12.2%
Money (a job).	21.9%	22.3%	18.1%	37.7%
Peer educator class counted for course credit.	7.2%	9.5%	9.2%	75.6%
Career development/exploration.	33.0%	41.2%	16.5%	74.1%
Desire for recognition.	10.2%	16.3%	29.4%	44.1%
Interest in making friends.	26.7%	37.1%	22.6%	13.6%
My personal experience dealing with a health and wellness concern (e.g., alcohol, drugs, or sexual health).	36.3%	23.6%	14.6%	15.5%
My personal experience of a friend or family member dealing with a health and wellness concern (e.g., alcohol, drugs, or sexual health).	33.8%	29.3%	16.7%	20.3%

## Tips for Using Motivations to Retain Peer Educators



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



Encourage peer educators to mentor newer members in the organization

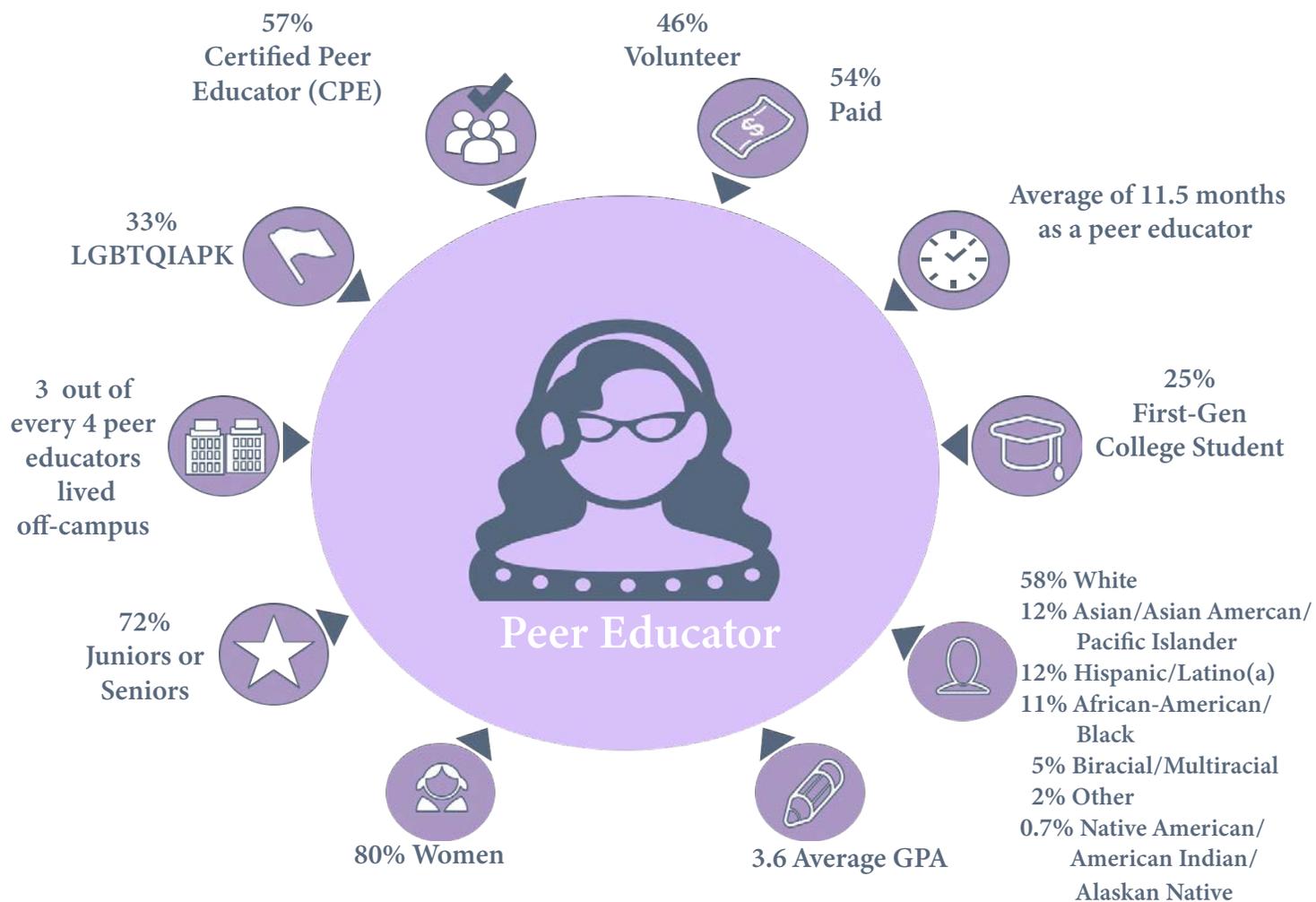


Engage in conversations with current peer educators about their goals for the position

# Peer Educator Demographics

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

## National Demographics at a Glance:



## Peer Educator Demographics

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	<i>National Averages</i>	
	N	%
<b>Are you a certified peer educator through The BACCHUS Network CPE Training program?</b>		
Yes	247	56.9%
No	187	43.1%
Total	434	100.0%
<b>Did you take a for credit peer educator class in college?</b>		
Yes	101	23.8%
No	324	76.2%
Total	425	100.0%
<b>Is your peer education position volunteered or paid?</b>		
Volunteer	204	45.7%
Paid	242	54.3%
Total	446	100.0%
<b>Are you an elected or appointed officer for your peer education group?</b>		
Yes	119	28.0%
No	306	72.0%
Total	425	100.0%
<b>Current Residence</b>		
Residence hall/on-campus apartment	144	32.6%
Fraternity/sorority	21	4.8%
Own house	31	7.0%
Parent's home	56	12.7%
Rent room or apartment off campus	186	42.1%
Relative's home	4	0.9%
Other	0	0.0%
Total	442	100.0%
<b>Gender</b>		
Man	70	15.9%
Woman	354	80.3%
Transgender	6	1.4%
Gender neutral/ Gender queer	7	1.6%
Other	4	0.9%
Total	441	100.0%

## Peer Educator Demographics

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	<i>National Averages</i>	
	N	%
<b>Racial/Ethnic Group</b>		
Native American/American Indian/Alaskan Native	3	0.7%
Hispanic/Latino(a)	51	11.6%
White	255	58.0%
African-American/Black (non-Hispanic)	49	11.1%
Asian/Asian-American/Pacific Islander	53	12.0%
Biracial/Multiracial	22	5.0%
Other	7	1.6%
Total	440	100.0%
<b>Sexual Orientation</b>		
Bisexual	76	17.4%
Gay	8	1.8%
Lesbian	6	1.4%
Heterosexual	292	66.8%
Pansexual	21	4.8%
Questioning	12	2.7%
Asexual	9	2.1%
Other	13	3.0%
Total	437	100.0%
<b>Academic Class Standing</b>		
First-year student	17	1.3%
Sophomore	88	17.5%
Junior	137	35.0%
Senior	184	42.8%
Grad/postbac/Professional	13	3.4%
Non-degree Seeking	2	0.5%
Total	441	100.0%
<b>Transfer Student</b>		
Yes	38	8.6%
No	402	91.4%
Total	440	100.0%

# Peer Educator Demographics

	National Averages		
		N	%
First-Generation College Student	Yes	110	24.9%
	No	332	75.1%
	Total	442	100.0%

## Academic National Averages

	National Averages		
	N	Mean	Std. Deviation
Age	436	21.05	3.10
Enrolled Credit Hours	433	14.80	8.20
Current GPA on a 4.0 Scale	432	3.64	0.64



## Tips for Diversifying Your Peer Educator Team



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



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



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

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