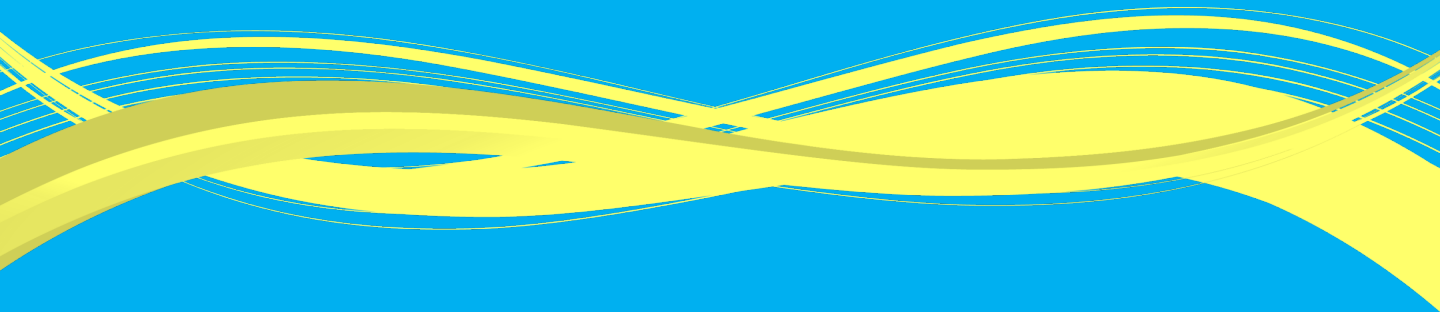


# NATIONAL PEER EDUCATOR STUDY



National Report 2018-2019



# Peer Educator Advisor:

Thank you for taking part in the National Peer Educator Study. The following report highlights peer educators self-identified learning as a result of their peer education experience across six learning domains. The report includes a definition of each learning domain and representative questions from the study, a comparison of peer educators' responses at similar institution types and nationally (n=616), and tips for improving your peer educators' growth within each learning outcome. We also provide data on demographic trends, training trends, and motivations of peer educators. We hope this is a valuable tool for you.

Sincerely,

*Jacob Lemon, Project Manager*

*Matthew Wawrzynski, Ph.D., Project Director*

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

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

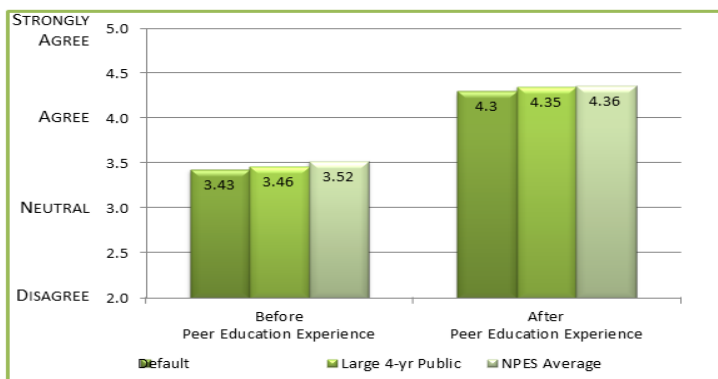
Below is an example of how the learning domain results are displayed:

## Practical Competence

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

The NPES measures practical competence with the following questions:

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



### Tips for improving practical competence:

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

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

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

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

Below are some helpful definitions to understand the study:

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

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

**References:**

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

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

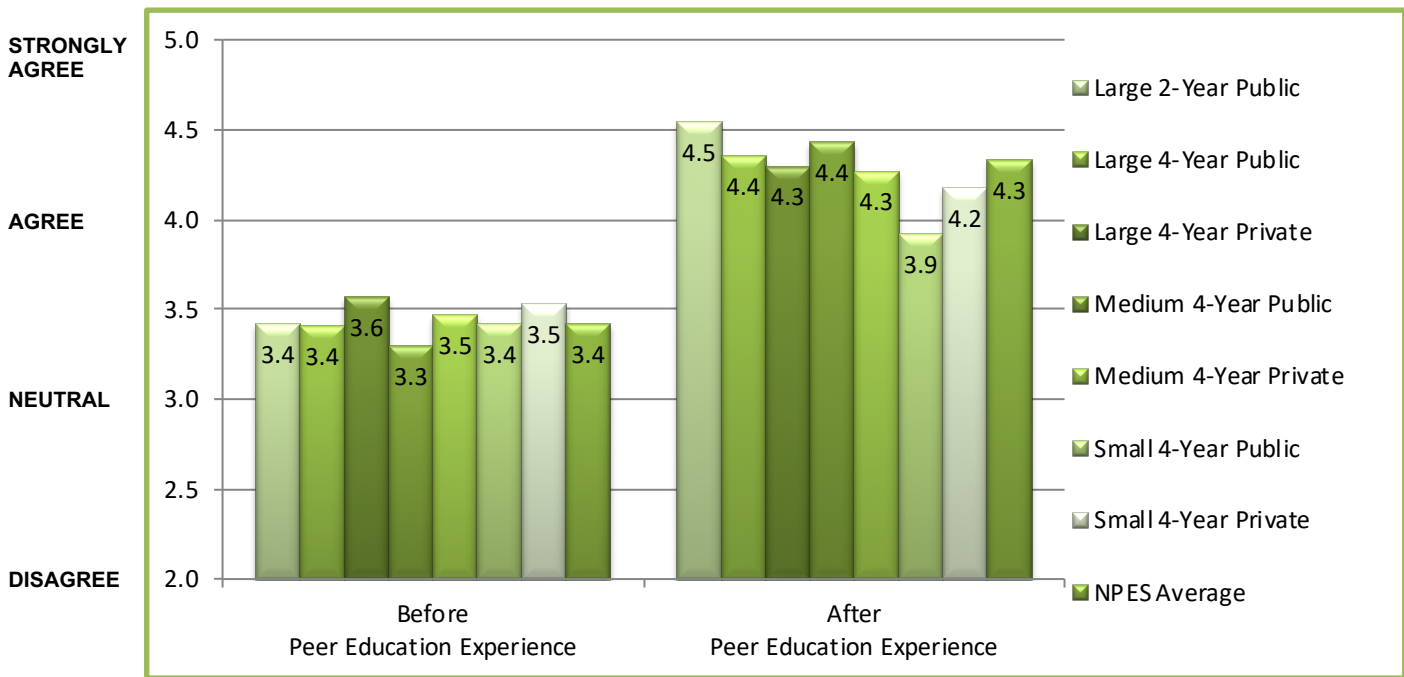


## Practical Competence

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

### The NPES measures practical competence with the following outcomes:

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



### Tips for improving practical competence:

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

# Practical Competence

		Before Becoming a Peer Educator		As a Result of Being a Peer Educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
<b>Engaging in effective listening.</b>	Did Not Have	5	0.8	0	0.0
	Weak	27	4.4	0	0.0
	OK	259	42.3	22	3.6
	Strong	251	40.9	257	42.3
	Very Strong	71	11.6	328	54.0
	Total	613	100.0	607	100.0
	<b>Knowledge about general student health issues.</b>	Did Not	15	2.4	0
Weak		120	19.5	0	0.0
OK		325	52.9	14	2.3
Strong		133	21.7	271	44.7
Very Strong		21	3.4	321	53.0
Total		614	100.0	606	100.0
<b>Knowledge about campus resources.</b>	Did Not Have	39	6.4	0	0.0
	Weak	231	37.7	0	0.0
	OK	241	39.3	19	3.1
	Strong	85	13.9	220	36.2
	Very Strong	17	2.8	368	60.6
	Total	613	100.0	607	100.0
<b>Effectively speaking in front of a group.</b>	Did Not Have	24	3.9	1	0.2
	Weak	117	19.1	6	1.0
	OK	246	40.3	86	14.2
	Strong	166	27.2	258	42.6
	Very Strong	58	9.5	254	42.0
	Total	611	100.0	605	100.0

# Practical Competence

		Before Becoming a Peer Educator		As a Result of Being a Peer Educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
<b>Effectively organizing my time.</b>	Did Not Have	10	1.6	0	0.0
	Weak	79	12.9	8	1.3
	OK	214	34.9	105	17.3
	Strong	211	34.4	278	45.9
	Very Strong	99	16.2	215	35.5
	Total	613	100.0	606	100.0
	<b>Effectively managing my academic commitments.</b>	Did Not Have	5	0.8	0
Weak		41	6.7	9	1.5
OK		183	30.0	79	13.1
Strong		262	42.9	272	45.1
Very Strong		120	19.6	243	40.3
Total		611	100.0	603	100.0
<b>Effectively managing my non-academic commitments.</b>		Did Not Have	6	1.0	0
	Weak	49	8.0	7	1.2
	OK	212	34.6	86	14.2
	Strong	264	43.1	304	50.2
	Very Strong	82	13.4	209	34.5
	Total	613	100.0	606	100.0
	<b>Developing long range goals.</b>	Did Not Have	5	0.8	0
Weak		73	11.9	8	1.3
OK		225	36.8	80	13.2
Strong		226	36.9	296	49.0
Very Strong		83	13.6	220	36.4
Total		612	100.0	604	100.0

# Practical Competence

		Before Becoming a Peer Educator		As a Result of Being a Peer Educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
<b>Having a career direction.</b>	Did Not Have	18	3.0	2	0.3
	Weak	77	12.7	18	3.0
	OK	224	36.9	81	13.4
	Strong	175	28.8	213	35.3
	Very Strong	113	18.6	289	47.9
	Total	607	100.0	603	100.0
	<hr/>				
<b>Having a sense of purpose.</b>	Did Not Have	13	2.1	0	0.0
	Weak	65	10.7	4	0.7
	OK	244	40.3	53	8.8
	Strong	202	33.3	258	42.7
	Very Strong	82	13.5	289	47.8
	Total	606	100.0	604	100.0
	<hr/>				
<b>Holding yourself accountable for obligations and commitments.</b>	Did Not Have	4	0.7	1	0.2
	Weak	31	5.1	2	0.3
	OK	174	28.6	37	6.1
	Strong	243	40.0	231	38.2
	Very Strong	156	25.7	333	55.1
	Total	608	100.0	604	100.0
	<hr/>				
<b>Giving feedback to improve the quality of someone else's work.</b>	Did Not Have	7	1.1	1	0.2
	Weak	61	10.0	1	0.2
	OK	293	48.1	97	16.0
	Strong	184	30.2	284	46.9
	Very Strong	64	10.5	222	36.7
	Total	609	100.0	605	100.0



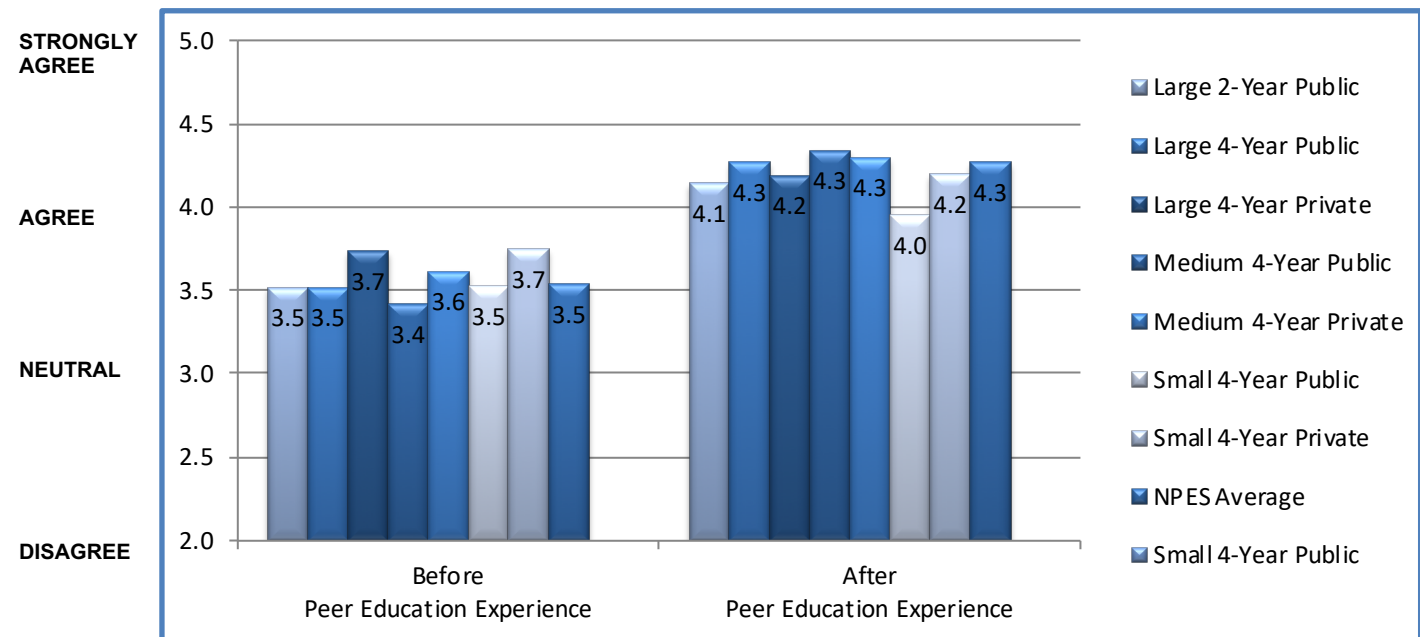


## Cognitive Complexity

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

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

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



### Tips for improving intrapersonal development:

- Incorporate reflection activities into individual or group meetings.
- Deconstruct peer educators' previous assumptions through dialogue circles, role playing, or case studies.
- Provide students with theories that are easily understood and transferable in their daily work as peer educators.
- Utilize puzzles or problems to help facilitate or enhance critical thinking skills.

# Cognitive Complexity

		Before Becoming a Peer Educator		As a Result of Being a Peer Educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
<b>Developing an effective solution to a problem.</b>	Did Not Have	4	0.7	1	0.2
	Weak	25	4.1	0	0.0
	OK	267	43.7	61	10.1
	Strong	261	42.7	336	55.5
	Very Strong	54	8.8	207	34.2
	Total	611	100.0	605	100.0
<b>Critically analyzing situations.</b>	Did Not	3	0.5	1	0.2
	Weak	43	7.0	0	0.0
	OK	212	34.7	62	10.3
	Strong	263	43.0	287	47.5
	Very Strong	90	14.7	254	42.1
	Total	611	100.0	604	100.0
<b>Analyzing the elements of an idea, experience, or theory.</b>	Did Not Have	10	1.6	2	0.3
	Weak	36	5.9	2	0.3
	OK	257	42.1	91	15.0
	Strong	229	37.5	301	49.7
	Very Strong	79	12.9	210	34.7
	Total	611	100.0	606	100.0
<b>Synthesizing and organizing ideas, information, or experiences.</b>	Did Not Have	7	1.1	0	0.0
	Weak	41	6.7	2	0.3
	OK	265	43.4	50	8.2
	Strong	233	38.1	344	56.5
	Very Strong	65	10.6	213	35.0
	Total	611	100.0	609	100.0

# Cognitive Complexity

		Before Becoming a Peer Educator		As a Result of Being a Peer Educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
<b>Evaluating information, arguments, or methods and assessing the</b>	Did Not Have	9	1.5	3	0.5
	Weak	34	5.6	1	0.2
	OK	251	41.1	69	11.4
	Strong	256	42.0	315	51.9
	Very Strong	60	9.8	219	36.1
	Total	610	100.0	607	100.0
	<hr/>				
<b>Applying theories or concepts to practical problems or new situations.</b>	Did Not Have	12	2.0	2	0.3
	Weak	48	7.9	1	0.2
	OK	274	45.2	85	14.1
	Strong	224	37.0	309	51.3
	Very Strong	48	7.9	205	34.1
	Total	606	100.0	602	100.0
	<hr/>				
<b>Applying previous experiences to inform new situations.</b>	Did Not Have	8	1.3	0	0.0
	Weak	42	7.0	1	0.2
	OK	246	40.7	38	6.3
	Strong	223	36.9	245	40.9
	Very Strong	85	14.1	315	52.6
	Total	604	100.0	599	100.0

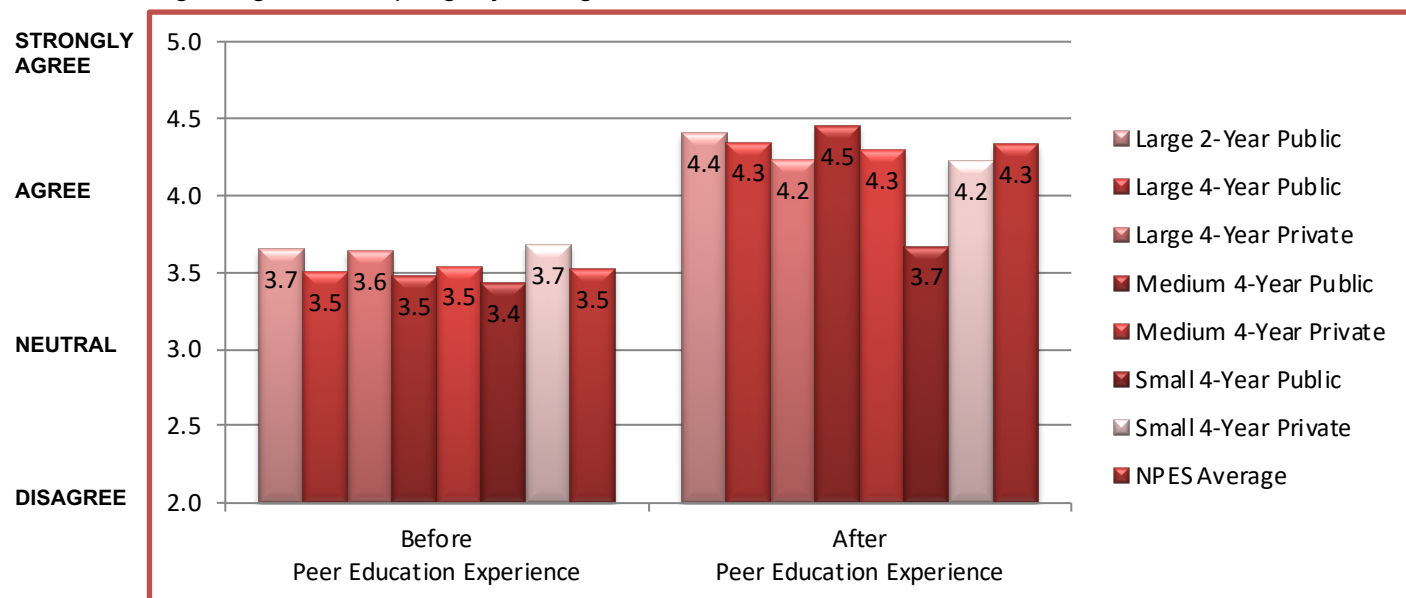


## Intrapersonal Development

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

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

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



### Tips for improving cognitive complexity:

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

# Intrapersonal Development

		Before Becoming a Peer Educator		As a Result of Being a Peer Educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
<b>Recognizing and accepting my strengths and deficiencies.</b>	Did Not Have	6	1.0	0	0.0
	Weak	76	12.4	3	0.5
	OK	301	49.1	70	11.6
	Strong	189	30.8	326	54.2
	Very Strong	41	6.7	203	33.7
	Total	613	100.0	602	100.0
<b>Understanding people's values that are different from my own.</b>	Did Not	3	0.5	0	0.0
	Weak	19	3.1	1	0.2
	OK	189	30.9	26	4.3
	Strong	261	42.6	244	40.4
	Very Strong	140	22.9	333	55.1
	Total	612	100.0	604	100.0
<b>Having a better understanding of my own values.</b>	Did Not Have	5	0.8	1	0.2
	Weak	37	6.0	3	0.5
	OK	208	34.0	26	4.3
	Strong	253	41.3	234	38.7
	Very Strong	109	17.8	341	56.4
	Total	612	100.0	605	100.0
<b>Having a positive self concept (self-confidence, self-esteem, independence, and determination).</b>	Did Not Have	15	2.5	2	0.3
	Weak	109	17.9	10	1.7
	OK	244	40.0	104	17.2
	Strong	179	29.3	269	44.4
	Very Strong	63	10.3	221	36.5
	Total	610	100.0	606	100.0

# Intrapersonal Development

		Before Becoming a Peer Educator		As a Result of Being a Peer Educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
<b>Developing a personal belief system.</b>	Did Not Have	10	1.6	2	0.3
	Weak	45	7.4	2	0.3
	OK	215	35.4	59	9.8
	Strong	232	38.2	291	48.4
	Very Strong	106	17.4	247	41.1
	Total	608	100.0	601	100.0
	<hr/>				
<b>Clarifying my own beliefs or values.</b>	Did Not Have	9	1.5	1	0.2
	Weak	53	8.7	2	0.3
	OK	238	39.2	72	11.9
	Strong	231	38.1	263	43.6
	Very Strong	76	12.5	265	43.9
	Total	607	100.0	603	100.0
	<hr/>				
<b>Knowing your own limitations and when to refer people to other resources.</b>	Did Not Have	18	3.0	2	0.3
	Weak	81	13.3	1	0.2
	OK	251	41.2	56	9.3
	Strong	185	30.4	262	43.4
	Very Strong	74	12.2	283	46.9
	Total	609	100.0	604	100.0



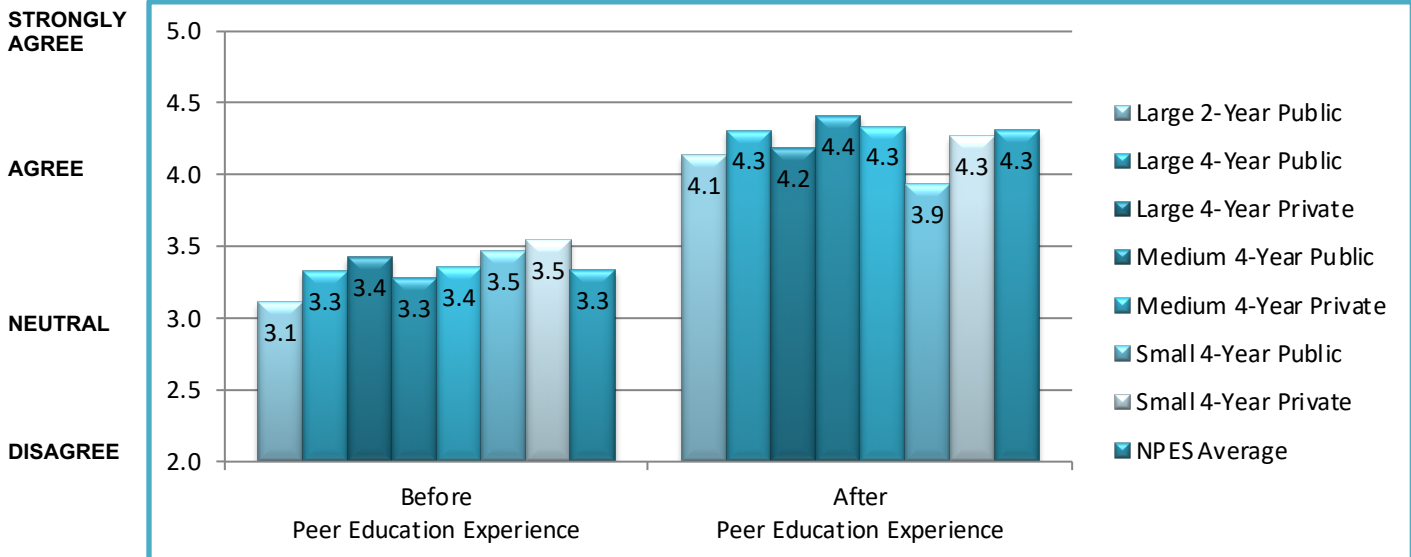
# NPES 2018-2019 NATIONAL REPORT

## Knowledge Acquisition, Construction, Integration, and Application

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

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

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



### Tips for improving knowledge acquisition, construction, integration, and application:

- Coordinate information or training sessions/workshops with campus partners.
- Invite academic affairs partners to meetings, facilitate trainings, or partner on programs.
- Introduce peer educators to scholarship in the student affairs, counseling, and psychology fields.
- Examine work as it relates to existing literature and critique for its alignment with best practice

# Knowledge Acquisition, Construction, Integration, and Application

		Before Becoming a Peer Educator		As a Result of Being a Peer Educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
<b>Referring someone to campus or off-campus counseling.</b>	Did Not Have	82	13.4	6	1.0
	Weak	146	23.9	3	0.5
	OK	251	41.1	57	9.5
	Strong	102	16.7	263	43.9
	Very Strong	30	4.9	270	45.1
	Total	611	100.0	599	100.0
<b>Researching skills that allow me to seek out information about topics.</b>	Did Not	9	1.5	0	0.0
	Weak	54	8.9	3	0.5
	OK	242	39.7	58	9.7
	Strong	223	36.6	303	50.4
	Very Strong	81	13.3	237	39.4
	Total	609	100.0	601	100.0
<b>Reevaluating previous assumptions.</b>	Did Not Have	7	1.2	1	0.2
	Weak	62	10.2	1	0.2
	OK	332	54.6	57	9.5
	Strong	169	27.8	328	54.4
	Very Strong	38	6.3	216	35.8
	Total	608	100.0	603	100.0
<b>Formulating an innovative approach or solution to an issue or problem.</b>	Did Not Have	6	1.0	0	0.0
	Weak	56	9.2	2	0.3
	OK	307	50.6	92	15.3
	Strong	193	31.8	312	51.7
	Very Strong	45	7.4	197	32.7
	Total	607	100.0	603	100.0



# Knowledge Acquisition, Construction, Integration, and Application

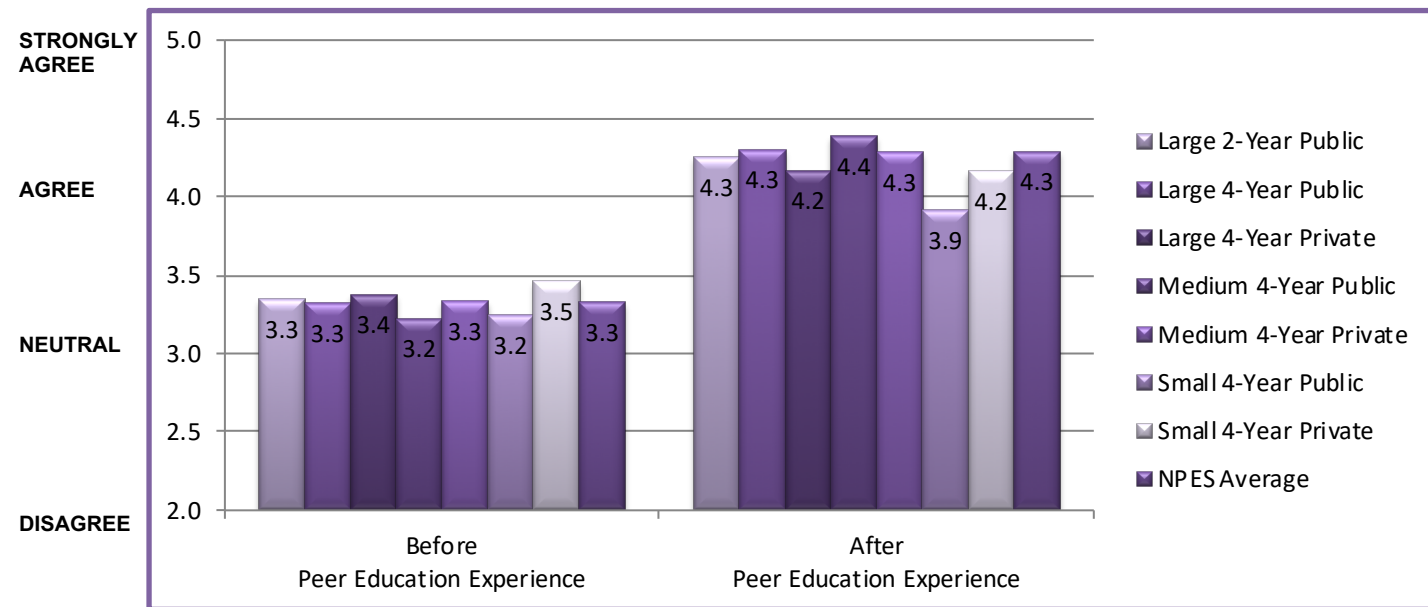
		Before Becoming a Peer Educator		As a Result of Being a Peer Educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
<b>Listening to and considering others' viewpoints.</b>	Did Not Have	3	0.5	0	0.0
	Weak	26	4.3	1	0.2
	OK	186	30.5	21	3.5
	Strong	288	47.3	245	40.6
	Very Strong	106	17.4	337	55.8
	Total	609	100.0	604	100.0

## Interpersonal Competence

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

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

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



### Tips for improving interpersonal competence:

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

# Interpersonal Competence

		Before Becoming a Peer Educator		As a Result of Being a Peer Educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
<b>Effectively facilitating group discussions.</b>	Did Not Have	36	5.9	0	0.0
	Weak	137	22.4	9	1.5
	OK	257	42.0	95	15.7
	Strong	144	23.5	275	45.5
	Very Strong	38	6.2	226	37.4
	Total	612	100.0	605	100.0
<b>Presenting an educational program with a teammate.</b>	Did Not	91	14.9	12	2.0
	Weak	83	13.6	5	0.8
	OK	278	45.4	59	9.8
	Strong	135	22.1	308	51.3
	Very Strong	25	4.1	216	36.0
	Total	612	100.0	600	100.0
<b>Comfort with distributing pamphlets at an awareness table.</b>	Did Not Have	100	16.3	13	2.2
	Weak	121	19.8	4	0.7
	OK	241	39.4	72	12.0
	Strong	115	18.8	267	44.4
	Very Strong	35	5.7	246	40.9
	Total	612	100.0	602	100.0
<b>Effectively communicating with people through speaking, writing, and other communication.</b>	Did Not Have	7	1.1	0	0.0
	Weak	41	6.7	0	0.0
	OK	224	36.6	28	4.7
	Strong	261	42.6	290	48.3
	Very Strong	79	12.9	283	47.1
	Total	612	100.0	601	100.0

# Interpersonal Competence

		Before Becoming a Peer Educator		As a Result of Being a Peer Educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
<b>Talking with a close, personal friend about a risky behavior or choice.</b>	Did Not Have	19	3.1	5	0.8
	Weak	90	14.7	1	0.2
	OK	254	41.5	55	9.2
	Strong	184	30.1	269	44.8
	Very Strong	65	10.6	271	45.1
	Total	612	100.0	601	100.0
<b>Talking with another student about a risky behavior or choice.</b>	Did Not Have	48	7.9	5	0.8
	Weak	152	24.9	4	0.7
	OK	258	42.2	72	12.0
	Strong	124	20.3	302	50.2
	Very Strong	29	4.7	219	36.4
	Total	611	100.0	602	100.0
<b>Sharing ideas and information effectively with others.</b>	Did Not Have	6	1.0	0	0.0
	Weak	34	5.6	1	0.2
	OK	271	44.4	35	5.8
	Strong	231	37.8	293	48.8
	Very Strong	69	11.3	271	45.2
	Total	611	100.0	600	100.0
<b>Comfortable with presenting programs to students who are different than me.</b>	Did Not Have	26	4.2	2	0.3
	Weak	90	14.7	3	0.5
	OK	232	37.8	61	10.1
	Strong	187	30.5	253	41.7
	Very Strong	78	12.7	287	47.4
	Total	613	100.0	606	100.0

# Interpersonal Competence

		Before Becoming a Peer Educator		As a Result of Being a Peer Educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
<b>Being a role model for healthy choices.</b>	Did Not Have	10	1.6	0	0.0
	Weak	79	12.9	4	0.7
	OK	233	38.1	88	14.6
	Strong	217	35.5	291	48.2
	Very Strong	73	11.9	221	36.6
	Total	612	100.0	604	100.0
	<hr/>				
<b>Effectively managing my conflicts with others.</b>	Did Not Have	9	1.5	0	0.0
	Weak	89	14.6	1	0.2
	OK	280	46.0	95	15.7
	Strong	179	29.4	309	51.0
	Very Strong	52	8.5	201	33.2
	Total	609	100.0	606	100.0
<hr/>					
<b>Effectively managing conflicts between others.</b>	Did Not Have	14	2.3	3	0.5
	Weak	82	13.5	5	0.8
	OK	266	43.8	94	15.6
	Strong	203	33.4	307	50.8
	Very Strong	43	7.1	195	32.3
	Total	608	100.0	604	100.0
<hr/>					
<b>Effectively working with others who share views different from my own.</b>	Did Not Have	7	1.2	0	0.0
	Weak	46	7.6	4	0.7
	OK	217	35.7	46	7.6
	Strong	253	41.6	266	44.0
	Very Strong	85	14.0	288	47.7
	Total	608	100.0	604	100.0

# Interpersonal Competence

		Before Becoming a Peer Educator		As a Result of Being a Peer Educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
<b>Effectively demonstrate skills in leading a group.</b>	Did Not Have	15	2.5	0	0.0
	Weak	63	10.4	3	0.5
	OK	240	39.8	58	9.7
	Strong	197	32.7	243	40.6
	Very Strong	88	14.6	295	49.2
	Total	603	100.0	599	100.0
<b>Ability to motivate others to accomplish goals.</b>	Did Not Have	10	1.6	1	0.2
	Weak	47	7.7	4	0.7
	OK	278	45.6	75	12.4
	Strong	211	34.6	281	46.4
	Very Strong	63	10.3	244	40.3
	Total	609	100.0	605	100.0
<b>Accepting supervision and direction from your supervisor/advisor.</b>	Did Not Have	7	1.1	1	0.2
	Weak	23	3.8	1	0.2
	OK	161	26.4	30	5.0
	Strong	256	42.0	230	38.0
	Very Strong	162	26.6	344	56.8
	Total	609	100.0	606	100.0

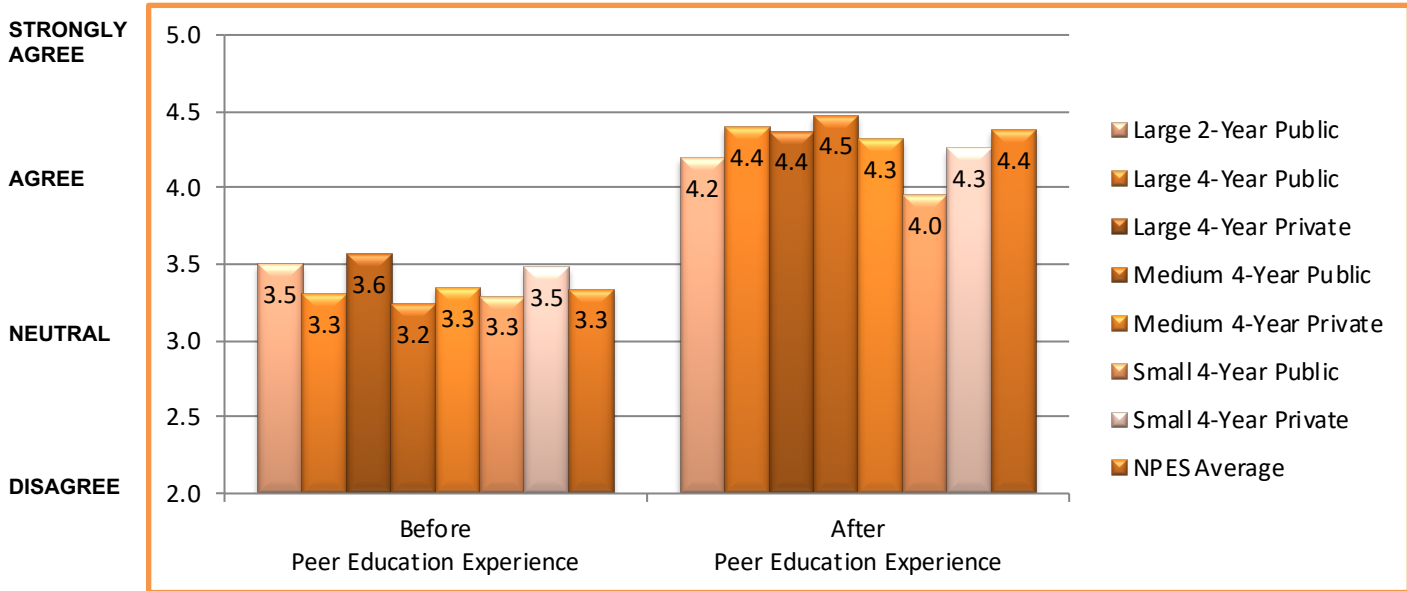


## Humanitarianism and Civic Engagement

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

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

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



### Tips for improving humanitarianism and civic engagement:

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

# Humanitarianism and Civic Engagement

		Before Becoming a Peer Educator		As a Result of Being a Peer Educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
<b>Intervening in a crisis situation.</b>	Did Not Have	82	13.4	22	3.6
	Weak	144	23.5	6	1.0
	OK	237	38.7	90	14.9
	Strong	117	19.1	262	43.4
	Very Strong	32	5.2	223	37.0
	Total	612	100.0	603	100.0
<b>Having conversations with students who are different than me.</b>	Did Not	6	1.0	0	0.0
	Weak	40	6.6	3	0.5
	OK	196	32.3	33	5.5
	Strong	233	38.4	218	36.5
	Very Strong	132	21.7	344	57.5
	Total	607	100.0	598	100.0
<b>Feeling a part of the campus community.</b>	Did Not Have	42	6.9	1	0.2
	Weak	127	21.0	3	0.5
	OK	248	40.9	53	8.8
	Strong	151	24.9	240	39.7
	Very Strong	38	6.3	307	50.8
	Total	606	100.0	604	100.0
<b>Feeling responsible for helping to improve the campus community.</b>	Did Not Have	55	9.1	0	0.0
	Weak	137	22.6	0	0.0
	OK	254	41.8	24	4.0
	Strong	123	20.3	236	39.2
	Very Strong	38	6.3	242	40.2
	Total	607	100.0	602	83.4



# Humanitarianism and Civic Engagement

		Before Becoming a Peer Educator		As a Result of Being a Peer Educator	
		National Averages		National Averages	
		Frequency	%	Frequency	%
<b>Articulating values and beliefs as they relate to personal decisions.</b>	Did Not Have	9	1.5	1	0.2
	Weak	43	7.1	0	0.0
	OK	266	43.8	59	9.8
	Strong	209	34.4	308	51.1
	Very Strong	81	13.3	235	39.0
	Total	608	100.0	603	100.0
<b>Considering the welfare of others when making decisions.</b>	Did Not Have	4	0.7	1	0.2
	Weak	30	4.9	1	0.2
	OK	185	30.4	28	4.6
	Strong	273	44.8	246	40.7
	Very Strong	117	19.2	328	54.3
	Total	609	100.0	604	100.0
<b>Understanding the role of your personal belief system in personal or group values</b>	Did Not Have	7	1.2	3	0.5
	Weak	49	8.1	2	0.3
	OK	231	38.1	47	7.8
	Strong	238	39.2	288	47.8
	Very Strong	82	13.5	262	43.5
	Total	607	100.0	602	100.0

# Peer Educator Training

This section includes information regarding the training peer educators receive and how they engage in educational activities related to their training. For this year's survey, we've added several training topics including vaping, time management, self-care, social media use, social justice, and diversity/inclusion. An area of change we noticed from the 2017-18 NPES to the 2018-19 NPES is the average percent of peer educators trained has increased across most training topics. At times, however, this does not coincide with increases in the percentages of peer educators actually utilizing the training through educational activities such as programming, conversations, and information-sharing. Advisors can look at the types of topics their peer educators are engaging in and tailor training to meet these needs. Additionally, there may be times where advisors notice their peer educators are receiving training in a topic area but not utilizing it through engagement or educational activities. Finally, advisors can compare the types of training their peer educators receive with the national averages among other institutions participating in the National Peer Educator Study. Ultimately, we hope this information will be a useful tool when organizing peer educator training, development, and engagement.

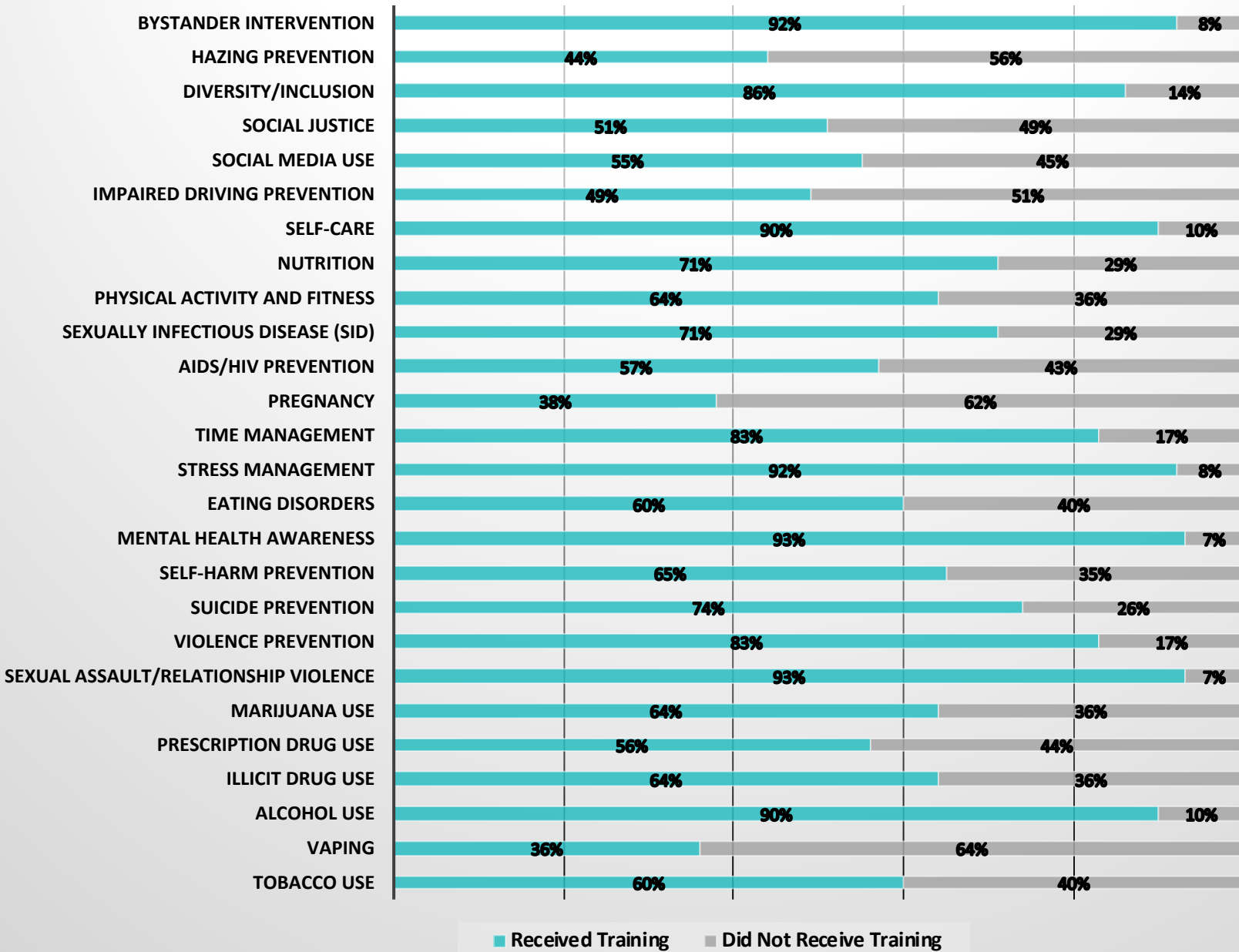
Two graphs are provided below:

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

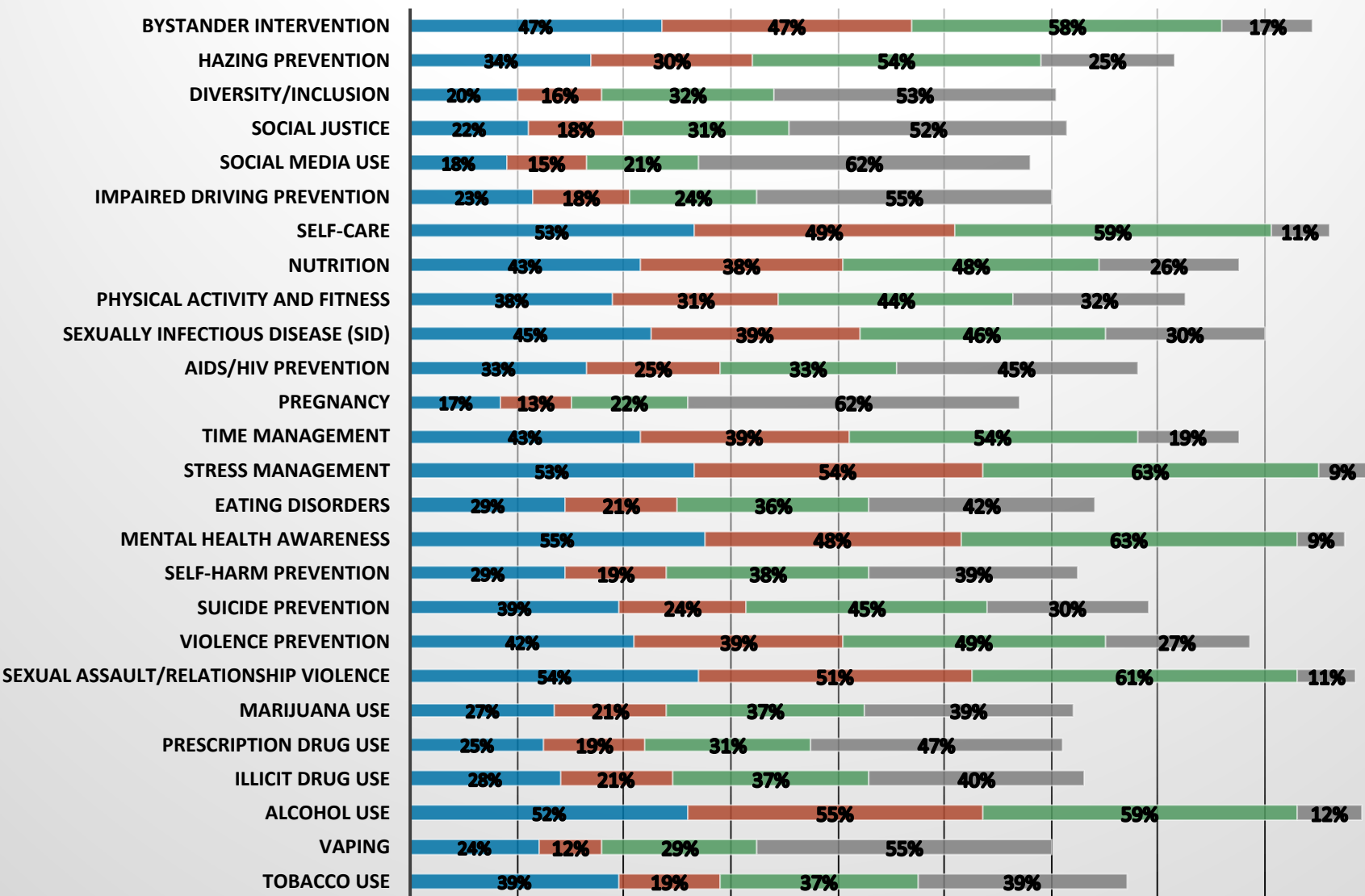
How to read the chart below:

- Training Received: Each section indicates both the frequency and percentage of peer educators who received and did not receive training in 26 different topic areas ranging from alcohol use to violence prevention.
- Peer Educators Who Engaged in Activities: Each section is labeled with four different activities for how peer educators engaged with each topic area: (a) handed out information; (b) facilitated an educational program; (c) had an educational conversation; and (d) did not engage with the topic at all. The section provides both frequency and percentage of peer educators who selected each activity. Please note that a total column is not provided because there may be instances where peer educators selected more than one activity, as the survey question asked them to "select all that apply."

# National Averages of Training Received by Peer Educators



# National Averages of Peer Educators Who Engaged in Educational Activities



■ Handed Out Information   
 ■ Facilitated an Ed. Program   
 ■ Had an Ed. Conversation   
 ■ Did Not Engage with Topic

# Training

Training Topic		Training Received		Peer Educartors Who Engaged in Activities			
		National Averages			National Averages		
		Frequency	%			Frequency	%
Tobacco Use	Yes	366	60.0		Handed Out Info.	241	39.1%
	No	244	40.0		Facilitated an Ed. Program	116	18.8%
	Total	610	100.0		Had an Ed. Conversation	229	37.2%
					Did Not Engage w/ Topic	241	39.1%
Vaping	Yes	219	36.0		Handed Out Info.	147	23.9%
	No	390	64.0		Facilitated an Ed. Program	76	12.3%
	Total	609	100.0		Had an Ed. Conversation	180	29.2%
					Did Not Engage w/ Topic	340	55.2%
Alcohol Use	Yes	546	89.8		Handed Out Info.	321	52.1%
	No	62	10.2		Facilitated an Ed. Program	337	54.7%
	Total	608	100.0		Had an Ed. Conversation	361	58.6%
					Did Not Engage w/ Topic	75	12.2%
Illicit Drug Use	Yes	391	64.3		Handed Out Info.	173	28.1%
	No	217	35.7		Facilitated an Ed. Program	131	21.3%
	Total	608	100.0		Had an Ed. Conversation	228	37.0%
					Did Not Engage w/ Topic	244	39.6%
Perscription Drug Use	Yes	337	55.7		Handed Out Info.	154	25.0%
	No	268	44.3		Facilitated an Ed. Program	119	19.3%
	Total	605	100.0		Had an Ed. Conversation	189	30.7%
					Did Not Engage w/ Topic	288	46.8%

# Training

Training Topic		Training Received		Peer Educators Who Engaged in Activities			
		National Averages				National Averages	
		Frequency	%			Frequency	%
<b>Marijuana Use</b>	Yes	385	63.5		Handed Out Info.	168	27.3%
	No	221	36.5		Facilitated an Ed. Program	131	21.3%
	Total	606	100.0		Had an Ed. Conversation	229	37.2%
					Did Not Engage w/ Topic	239	38.8%
<b>Sexual Assault/ Relationship Violence Prevention</b>	Yes	565	92.6		Handed Out Info.	335	54.4%
	No	45	7.4		Facilitated an Ed. Program	314	51.0%
	Total	610	100.0		Had an Ed. Conversation	374	60.7%
					Did Not Engage w/ Topic	70	11.4%
<b>Violence Prevention</b>	Yes	507	83.3		Handed Out Info.	257	41.7%
	No	102	16.7		Facilitated an Ed. Program	243	39.4%
	Total	609	100.0		Had an Ed. Conversation	299	48.5%
					Did Not Engage w/ Topic	168	27.3%
<b>Suicide Prevention</b>	Yes	450	73.8		Handed Out Info.	239	38.8%
	No	160	26.2		Facilitated an Ed. Program	148	24.0%
	Total	610	100.0		Had an Ed. Conversation	274	44.5%
					Did Not Engage w/ Topic	186	30.2%
<b>Self-harm Prevention</b>	Yes	396	65.0		Handed Out Info.	179	29.1%
	No	213	35.0		Facilitated an Ed. Program	116	18.8%
	Total	609	100.0		Had an Ed. Conversation	231	37.5%
					Did Not Engage w/ Topic	243	39.4%

# Training

Training Topic		Training Received		Peer Educartors Who Engaged in Activities			
		National Averages		National Averages			
		Frequency	%				
				Frequency	%		
<b>Mental Health Awareness</b>	Yes	567	92.8		Handed Out Info.	340	55.2%
	No	44	7.2		Facilitated an Ed. Program	293	47.6%
	Total	611	100.0		Had an Ed. Conversation	390	63.3%
					Did Not Engage w/ Topic	58	9.4%
<b>Eating Disorders</b>	Yes	366	60.4		Handed Out Info.	176	28.6%
	No	240	39.6		Facilitated an Ed. Program	130	21.1%
	Total	606	100.0		Had an Ed. Conversation	221	35.9%
					Did Not Engage w/ Topic	257	41.7%
<b>Stress Management</b>	Yes	562	92.1		Handed Out Info.	328	53.2%
	No	48	7.9		Facilitated an Ed. Program	330	53.6%
	Total	610	100.0		Had an Ed. Conversation	387	62.8%
					Did Not Engage w/ Topic	57	9.3%
<b>Time Management</b>	Yes	507	83.3		Handed Out Info.	262	42.5%
	No	102	16.7		Facilitated an Ed. Program	240	39.0%
	Total	609	100.0		Had an Ed. Conversation	331	53.7%
					Did Not Engage w/ Topic	119	19.3%
<b>Pregnancy</b>	Yes	232	38.3		Handed Out Info.	107	17.4%
	No	373	61.7		Facilitated an Ed. Program	77	12.5%
	Total	605	100.0		Had an Ed. Conversation	133	21.6%
					Did Not Engage w/ Topic	383	62.2%

# Training

Training Topic		Training Received		Peer Educartors Who Engaged in Activities			
		National Averages		National Averages			
		Frequency	%		Frequency	%	
<b>AIDS/ HIV Infection</b>	Yes	346	57.1		Handed Out Info.	200	32.5%
	No	260	42.9		Facilitated an Ed. Program	151	24.5%
	Total	606	100.0		Had an Ed. Conversation	205	33.3%
					Did Not Engage w/ Topic	274	44.5%
<b>Sexually Infectious Disease (SID)</b>	Yes	433	71.1		Handed Out Info.	275	44.6%
	No	176	28.9		Facilitated an Ed. Program	240	39.0%
	Total	609	100.0		Had an Ed. Conversation	282	45.8%
					Did Not Engage w/ Topic	185	30.0%
<b>Physical Activity and Fitness Educational Programming</b>	Yes	388	63.6		Handed Out Info.	232	37.7%
	No	222	36.4		Facilitated an Ed. Program	188	30.5%
	Total	610	100.0		Had an Ed. Conversation	271	44.0%
					Did Not Engage w/ Topic	195	31.7%
<b>Nutrition</b>	Yes	431	70.8		Handed Out Info.	267	43.3%
	No	178	29.2		Facilitated an Ed. Program	232	37.7%
	Total	609	100.0		Had an Ed. Conversation	296	48.1%
					Did Not Engage w/ Topic	157	25.5%
<b>Self-care</b>	Yes	548	90.1		Handed Out Info.	327	53.1%
	No	60	9.9		Facilitated an Ed. Program	302	49.0%
	Total	608	100.0		Had an Ed. Conversation	365	59.3%
					Did Not Engage w/ Topic	70	11.4%



# Training

Training Topic		Training Received		Peer Educartors Who Engaged in Activities			
		National Averages			National Averages		
		Frequency	%		Frequency	%	
<b>Impaired Driving Prevention</b>	Yes	297	49.0		Handed Out Info.	140	22.7%
	No	309	51.0		Facilitated an Ed. Program	111	18.0%
	Total	606	100.0		Had an Ed. Conversation	148	24.0%
					Did Not Engage w/ Topic	338	54.9%
<b>Hazing Prevention</b>	Yes	269	44.3		Handed Out Info.	113	18.3%
	No	338	55.7		Facilitated an Ed. Program	93	15.1%
	Total	607	100.0		Had an Ed. Conversation	132	21.4%
					Did Not Engage w/ Topic	380	61.7%
<b>Social Media Use</b>	Yes	334	54.9		Handed Out Info.	138	22.4%
	No	274	45.1		Facilitated an Ed. Program	110	17.9%
	Total	608	100.0		Had an Ed. Conversation	190	30.8%
					Did Not Engage w/ Topic	317	51.5%
<b>Social Justice</b>	Yes	310	50.9		Handed Out Info.	123	20.0%
	No	299	49.1		Facilitated an Ed. Program	98	15.9%
	Total	609	100.0		Had an Ed. Conversation	194	31.5%
					Did Not Engage w/ Topic	327	53.1%
<b>Diversity/ Inclusion</b>	Yes	519	85.5		Handed Out Info.	207	33.6%
	No	88	14.5		Facilitated an Ed. Program	182	29.5%
	Total	607	100.0		Had an Ed. Conversation	332	53.9%
					Did Not Engage w/ Topic	152	24.7%

# Training

Training Topic		Training Received		Peer Educators Who Engaged in Activities		
		National Averages		National Averages		
		Frequency	%		Frequency	%
<b>Bystander Intervention</b>	Yes	559	92.1		Handed Out Info.	288 46.8%
	No	48	7.9		Facilitated an Ed. Program	289 46.9%
	Total	607	100.0		Had an Ed. Conversation	356 57.8%
					Did Not Engage w/ Topic	104 16.9%

# Motivation to Become a Peer Educator

## National Averages

	Greatly Influenced	Influenced	Had Very Little Influence	Did Not Influence My Decision
Desire to help others.	64.90%	33.00%	1.80%	0.30%
Interest in gaining job related skills.	48.20%	36.10%	13.10%	2.60%
Desire to acquire additional knowledge.	53.40%	38.60%	6.20%	1.80%
Observation of other peer educators.	28.50%	31.00%	23.20%	17.30%
Encouragement from others.	26.00%	25.30%	23.20%	15.50%
Desire to be involved in college.	49.40%	36.70%	10.30%	3.60%
Needed to add something to my resume.	25.40%	34.40%	25.00%	15.20%
Money (a job).	14.60%	21.80%	13.10%	50.60%
Peer educator class counted for course credit.	8.50%	8.80%	11.90%	70.80%
Career development/exploration	33.00%	33.50%	17.00%	16.50%
Desire for recognition.	10.50%	19.30%	30.90%	39.40%
Interest in making friends.	23.40%	42.90%	20.10%	13.60%
My personal experience dealing with a health and wellness concern (e.g., alcohol, drugs, or sexual health)	38.40%	24.80%	18.50%	18.30%
My personal experience of a friend or family member dealing with a health and wellness concern (e.g., alcohol, drugs, or sexual health)	34.10%	28.70%	17.80%	19.40%

# Participant Demographics

## National Averages

N %

**Are you a certified peer educator through The BACCHUS Network CPE Training program?**

Yes	262	43.7
No	337	56.3
Total	599	100.0

**Did you take a for credit peer educator class in college?**

Yes	179	30.0
No	418	70.0
Total	597	100.0

**Are you an elected or appointed officer for your peer education group?**

Yes	158	26.6
No	435	73.4
Total	593	100.0

**Current Residence**

Residence hall/on-campus apartment	253	41.7
Fraternity/sorority	13	2.1
Own house	20	3.3
Parent's home	55	9.1
Rent room or apartment off campus	256	42.2
Relative's home	5	.8
Other	4	.7
Total	606	100.0

# Participant Demographics

Racial/Ethnic Group	National Averages	
	N	%
Native American/American Indian/Alaskan Native	2	0.3
Hispanic/Latino(a)	46	7.6
White	352	58.3
African-American/Black (non-Hispanic)	70	11.6
Asian/Asian-American/Pacific Islander	80	13.2
Biracial/Multiracial	37	6.1
Other	17	2.8
Total	604	100.0

Sexual Orientation	N	%
Bisexual	58	9.6
Gay	16	2.7
Lesbian	15	2.5
Heterosexual	467	77.4
Pansexual	16	2.7
Questioning	18	3.0
Other	13	2.2
Total	603	100.0

# Participant Demographics

Gender	National Averages	
	N	%
Man	100	16.5
Woman	491	81.2
Transgender	2	.3
Gender neutral/ Gender queer	7	1.2
Other	5	.8
Total	605	100.0

Academic Class Standing		
First-year student	29	4.8
Sophomore	139	22.9
Junior	190	31.4
Senior	243	40.1
Grad/postbac/Professional	5	.8
Total	606	100.0

National Averages	N	Mean	Std. Deviation
Age	598	20.61	2.09
Enrolled credit hours	585	15.99	22.26
Current GPA on a 4.0 scale	583	3.50	.42

## National Peer Educator Survey Training & Advising Tips to Improve CAS Learning Domains

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

		<p>compare values with others</p> <ol style="list-style-type: none"> <li>2. Encourage independent work that allows students to rely on and reflect upon their personal strengths</li> <li>3. Facilitate activities that illustrate the intersectionality of identities</li> </ol>
	Commitment to ethics and integrity	<ol style="list-style-type: none"> <li>1. Encourage ethical thinking by facilitating case studies that place students in morally challenging situations</li> <li>2. Put systems in place that hold students accountable for their personal actions</li> <li>3. Provide opportunities for students to evaluate how their values impact their decisions</li> </ol>
	Spiritual awareness	<ol style="list-style-type: none"> <li>1. Explore the meaning or place of belief systems in peer educators' lives</li> <li>2. Provide educational opportunities for students to investigate the impact of faith or spirituality on individual or group behaviors</li> </ol>
<b>Interpersonal competence</b>		
	Meaningful relationships	<ol style="list-style-type: none"> <li>1. Facilitate frequent teambuilding and icebreaker activities, and invite peer educators to facilitate activities</li> <li>2. Frequently divide peer educators into small groups or pairs for discussions and activities</li> <li>3. Incorporate informal bonding activities and events into the schedule</li> </ol>
	Interdependence	<ol style="list-style-type: none"> <li>1. Provide opportunities for peer educators to share best practices and/or ask for advice regarding tough issues</li> <li>2. Provide both formal and informal opportunities to give feedback (including opportunities for anonymous feedback)</li> <li>3. Create a system for giving "shout-outs" at each meeting</li> </ol>
	Collaboration	<ol style="list-style-type: none"> <li>1. Engage peer educators in small group, high-risk activities</li> <li>2. Invite a Career Services representative or other authorized individual to facilitate the Myers-Briggs Type Indicator with peer educator team</li> <li>3. Frequently engage peer educators in activities related to diversity and inclusion</li> </ol>
	Effective leadership	<ol style="list-style-type: none"> <li>1. Frequently empower peer educators to lead activities and conversations</li> <li>2. Engage peer educators in role-playing scenarios related to effective group decision-making and delegation of tasks</li> <li>3. Engage peer educators in frequent reflection related to the mission of the peer educator program</li> <li>4. Facilitate group goal setting at the beginning of the year, and encourage peer educators to create mid- and end of the semester checkpoints for meeting those goals</li> </ol>
<b>Humanitarianism and Civic Engagement</b>		
	Understanding and appreciation of cultural and human differences	<ol style="list-style-type: none"> <li>1. Incorporate multi-cultural and social justice training into work</li> <li>2. Create space for conversations and reflection during group meetings- reflect, seek, and receive feedback at the end of meetings</li> <li>3. Teach peer educators how to track social dynamics in interactions, to name their observations, and to communicate when they feel emotionally triggered</li> </ol>
	Global perspective	<ol style="list-style-type: none"> <li>1. Have peer educators research current events nationally and globally related to peer education and create passive campaigns</li> <li>2. Incorporate global perspectives into student training</li> <li>3. Encourage students to partake in programming with a global perspective (information on healthy water, World AID's Day, etc...)</li> </ol>
	Social responsibility	<ol style="list-style-type: none"> <li>1. Encourage peer educators to attend campus events to help them feel a part of the campus community</li> <li>2. Share with peer educators facts about campus community's behavior and have them create social norming campaigns</li> <li>3. Train peer educators on the bystander effect</li> </ol>
	Sense of civic responsibility	<ol style="list-style-type: none"> <li>1. Organize volunteer efforts with community partners as a part of training or professional development</li> <li>2. Allow students to identify community partners from whom they can learn about community health issues or related professions</li> </ol>



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