<u>Middle Earth Peer Educator Performance on CAS Learning and Development Outcome Domains</u>

To measure outcomes assessing program effectiveness in enhancing student development and wellness-related areas as described above, the National Peer Educator Study (NPES) tool developed through the BACCHUS Initiatives of NASPA BACCHUS-NASPA was administered to our Middle Earth peer educators in January, 2016. The NPES survey measures students' self-reported learning in each of the CAS Learning and Development outcome domains. Institutional results are compared to other institutions within the same Carnegie Classification as well as with a national sample of peer educators completing the NPES assessment tool. Comparative data is provided in the following CAS Learning Domains:

- **Cognitive Complexity:** The cognitive complexity learning domain includes reflecting on previous experiences, considering assumptions, thinking critically, and applying learned concepts to practical problems;
- **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;
- **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;
- **Knowledge Acquisition,** Construction, Integration, and Application: The knowledge acquisition, construction, integration, and application learning domain includes awareness/knowledge of campus and community resources, interpreting thoughts and ideas, evaluating arguments effectively, and developing problem solving skills;
- **Interpersonal Competence:** The interpersonal competence learning domain includes managing relationships between self and others, understanding personal leadership styles, active listening, establishing comfort discussing risky behaviors, presenting, and role modeling health choices for others, and creating meaningful relationships;
- **Humanitarianism and Civic Engagement**: The 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.

Self-report data collected from our Middle Earth peer educators indicate that, across all six CAS learning and Development domains, prior to the beginning of their training Middle Earth students fall slightly to moderately below their peers as compared to Albany's Carnegie classification cohort schools and the national sample of peer educators. Subsequent to completion of training, however, data show significant increases across all Learning and Development domains to the degree that our Middle Earth peer educators are at minimum comparable to and, for most domains, exceeding their peers in both the comparative Carnegie classification and national peer educator samples.

<u>Motivation to Engage in Peer Education</u>

The NPES also provides data regarding student motivation to serve as a peer educator. Data from each participating university is compared to a national sample of peer educators.

The below data indicate that Middle Earth peer educators are motivated to engage in our training program based on an altruistic desire to help others and to gain experience for graduate study and the world of work. the desire to be involved in collegiate activities was also important. The opportunity that Middle Earth provides in exploring career options as well as to learn valuable skills, in addition, was ranked highly by our students Access to course credit for their work was a motivator for our students as well. In sum, all of the above motivation-related factors are linked to and provided by the Middle Earth academic-based service-learning program and are making a difference for our students with regard to their engagement.

Motivation	Middle Earth	National
Desire to help others	100.00%	98.0%
Interest in gaining job related skills	62.0%	85.4%
Desire to acquire additional knowledge	87.5%	94.1%
Observation of other peer educators	50.0%	64.6%
Encouragement from others	25.0%	54.6%
Desire to be involved in college	87.0%	89.0%
Needed to add something to my resume	25.0%	59.7%
Money (a job)	0.0%	28.8%
Peer educator class counted for course credit	62.5%	15.0%
Career development/exploration	87.0%	72.5%
Desire for recognition	37.5%	32.9%
Interest in making friends	50.0%	72.2$%
Experiences with someone I know	25.0%	40.7%
My own individual experiences	50.0%	79.1%

Middle Earth Student Retention Rates

An annual review of Middle Earth student retention and graduation data revealed the following outcomes consistent with the hypothesized benefits of student engagement in the Middle Earth training Program:

Category	ME Percent, Past 5 Years
First to Second Year Retention	98.2%
Four-Year Graduation rate	92.1%
Six-Year Graduation Rate	97.5%