



Student Health and Counseling Services
Peer Health Educator CAS standards
Assessment Report
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Choose One: Learning Outcome Assessment

Date of Assessment Implementation: June 2018

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Purpose of Assessment

The purpose of this Learning Outcomes Assessment was to see to what extent the Peer Health Educators (PHE) employed at the SHCS Wellness Center are meeting 8 of the Professional Standards set forth by the Council for the Advancement of Standards in Higher Education.

Division Learning Outcome: Self-Determination

Targeted Learning Outcome

After their experience as a Peer Health Educator at the Wellness Center, students will be able to:

Intellectual Growth – apply knowledge acquired through relevant coursework and/or work experience

Effective Communication – deliver health information to a student or group of students

Healthy Behavior – exhibit healthy behaviors and an understanding of how those behaviors impact life

Independence – manage time and complete projects with appropriate amount of supervision

Collaboration – work cooperatively with peers and staff and contribute to group process

Satisfying and Productive Lifestyles – achieve a work/ school/life balance

Appreciating Diversity – understand and appreciate the impact of diversity on health and health messages

Personal and Educational Goals – articulate and achieve personal and educational goals set at the beginning of the quarter

... with an average score of at least 3 as measured by a 4 point Rubric.

Assessment Methodology

At the beginning of the 2017-18 academic year, Peer Health Educators completed a goal setting worksheet, which was then reviewed by professional health promotion staff. At the end of the academic year, PHEs completed a rubric which outlined criteria for each of the 8 CAS Professional Standards. In addition, 5 of the professional Health Educators completed a rubric for each PHE, also regarding their proficiency with each of the 8 standards. The Health Educators completed the rubric online via Campus Labs.

Results

The average score for all off the CAS Professional Standards was 3.5 as ranked by the Health Educators, thus meeting the set goal. The highest average score was Satisfying and Productive Lifestyles with a 3.89. The lowest average score was 3.33 for Intellectual Growth.

PHEs tended to give themselves scores higher than the Health Educator (HE) average. Five PHEs did this, while 2 rated themselves the same as the HE average and 3 rated themselves lower than the HE average.

Conclusion

The data collected for the PHE CAS standards survey showed that Peer Health Educators are meeting and even exceeding set levels for standards set forth for institutions of higher education.

Implications for Practice

Data from this survey will be used to continue to improve the Peer Health Educator program. Comments made by the PHEs in the survey can inform future trainings and work-related assignments so that students involved in the program

gain knowledge and skills that can benefit them in the future and meet standards set forth by national organizations. Particular attention will be paid to nurturing and fostering PHE Intellectual Growth.