



# Student Health and Wellness Services Peer Health Educator CAS Standards Assessment Report

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**Choose One:** Learning Outcome Assessment

**Date of Assessment Implementation:** May 2019

**Date of Report:** June 2019

## **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** Integrative Thinkers - integrating and transferring learning

## **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 75% as measured by a 100 point Rubric.

## **Assessment Methodology**

At the beginning of the 2018-19 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, all 6 of the professional Health Educators completed a rubric for each PHE, regarding their proficiency with each of the 8 standards. The Health Educators completed the rubric online via Campus Labs.

## **Results**

The Rubrics platform was updated by Campus Labs this assessment cycle, so goals and measurement were adjusted in response to the change. As such, results from this year cannot be directly compared to previous years' assessments.

The overall percentage score for the CAS rubric per feedback from the professional Health Educators was 74.32%, just under the set goal. The average point total for the same feedback was 72.59 (the difference in the two numbers is due to the response of NA in some of the health educators' rubrics). In contrast, the PHEs average self-rated score was 81.50, a 9 point difference. Health Educators indicated the highest proficiencies were for the standards of Appreciating Diversity, Satisfying and Productive Lifestyles, and Healthy Behavior. PHEs indicated their highest proficiencies in the areas of Collaboration and Appreciating Diversity. Health Educators noted that the areas needing more attention were Intellectual Growth and Personal and Educational Goals, and PHEs also rated Personal and Educational Goals as the area with the lowest score.

### **Conclusion**

Results indicate that while the set goal for the program was nearly met, there is certainly room for improvement to ensure that the Peer Health Educators are given the guidance, training, and opportunities to develop in the standards for higher education. While results are not directly comparable to previous years due to the change in the Campus Labs platform, results do indicate that PHEs did not reach a level of proficiency that had been met in previous year. This could be attributed to a number of confounding variables including a change in professional staffing, higher expectations from professional staff and PHEs, a difference in program/one-on-one demand due to the semester conversion, or another unidentified variable. Regardless, efforts can be made to improve upon those areas where the lowest proficiencies were identified.

### **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 and Personal and Educational Goals. Additionally, professional staff will work with the new rubrics platform to refine data analysis.

### **Closing the Loop**

- Design pre-survey to administer at the beginning of the year
- Assess appropriateness of current standards and include new ones if needed
- Refine goal setting procedure through enhanced advising program