



Using Rubrics to Assess CAS Standards for Peer Health Educators

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STUDENT HEALTH & WELLNESS SERVICES

Abstract

The purpose of this project is to evaluate the extent to which the Peer Health Educator (PHE) program is meeting the relevant standards set forth by the Council for the Advancement of Standards in Higher Education. The project utilized rubrics through Campus Labs to measure student learning as rated by both the student and the professional staff.

Introduction

In 1979, the Council for the Advancement of Standards in Higher Education (CAS) developed Professional Standards for Higher Education. These standards cover a wide range of programs and services within higher education. Standards written for Health Promotion programs include several student learning and development outcomes including: intellectual growth, effective communication, healthy behavior, independence, collaboration, satisfying and productive lifestyles, appreciating diversity, and personal and educational goals.

Methods

At the end of the 2017-18 academic year, PHEs rated themselves using the rubric for the eight CAS standards. Professional Health Promotion staff also completed a rubric for each PHE using identical criteria. Scores were compared to determine the level of learning that took place during the students' time as a Peer Health Educator

Rubric

	Beginner 1	Developing 2	Accomplished 3	Advanced 4
Intellectual Growth	-Needs assistance identifying relevant materials and/or information needed for a project ○	-Can identify some materials and/or information needed for a project, but needs some guidance on relevance and application ○	-Identifies relevant materials and/or information needed to complete a project with minimal guidance. ○	-Seeks out additional relevant materials and/or information to complete a project and does so with no guidance ○
Effective Communication	-has not presented to peers in any format -has not conceptualized original materials for social media posts -re-posts on social media with guidance -needs to be reminded to follow respectful communication guidelines ○	-presents to peers as part of a group, with others in the leading role -conceptualizes original social media posts with guidance -identifies and re-posts with guidance -communicates respectfully in job duties ○	-presents to peers as the lead or sole presenter (group or individual) -conceptualizes original social media posts with minimal guidance -identifies and re-posts with minimal guidance -communicates respectfully per guidelines ○	-Presents to peers independently and in multiple formats (group, individual) -designs and creates original social media posts -identifies and reposts relevant social media -communicates respectfully to promote inclusivity ○
Healthy Behavior	-beginning to see benefits of healthy behaviors -beginning to understand risk reduction -exposed to concepts such as HAES ○	-engages in some healthy behaviors -making the link between health and risk reduction -begin to utilize concepts such as HAES ○	-engages in healthy behaviors -articulates benefits and risks of many health behaviors -shows understanding of concepts such as HAES ○	-engages in many healthy behaviors -articulates benefits of healthy behaviors -exhibits advanced understanding of harm reduction -brings health messages to personal life via social media, helping friends, family and community -Embraces concepts such as HAES ○
Independence	-needs much guidance on time management -needs guidance or multiple reminders for identifying work tasks -needs supervision to complete projects ○	-good time management most of the time -completes projects if given deadlines for each phase of the project -engages in work tasks with few reminders and instruction ○	-good time management -completes projects on time if given guidance -engages in work tasks willingly when given instruction ○	-excellent time management -completes projects with very little guidance and in timely manner -engages in work tasks with little to no supervision (self-starter) ○
Collaboration	-struggles to work well with others -lacks follow-through on group projects -doesn't follow protocol for social media collaboration ○	-attempts to work with others, takes on small roles, little work -follows social media protocol with guidance ○	-works well with others and contributes to group process -follows social media protocol ○	-exhibits excellence in group process, often in leadership position -fosters inclusiveness, diplomacy, and cohesiveness -follows social media protocol ○
Satisfying and Productive Lifestyles	-excessive work absences -doing school work during work hours -struggles to achieve work/school/leisure time balance ○	-last minute work absences -attempts to balance work/school/leisure time ○	-absences noted ahead of time -achieves work/school/leisure time balance most of the time ○	-few to no absences -exemplary work/school/leisure time balance ○
Appreciating Diversity	-exhibits biases/prejudices and a lack of understanding of others' identities and how it relates to health ○	-needs guidance and/or reminders about working with issues of diversity and health ○	-demonstrates understanding of and appreciation for diversity as it relates to health ○	-demonstrates understanding and articulates significance of diverse populations and the relationship to health ○
Personal and Educational Goals	-did not meet goals set at the beginning of the academic year ○	-met some of the goals set at the beginning of the academic year ○	-met goals set at the beginning of the academic year ○	-met and exceeded goals set at the beginning of the academic year ○

Results

The average score for all off the CAS Professional Standards was 3.5 as ranked by the Health Educators, thus exceeding the set goal of an average of 3. 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 rate their learning 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

Discussion & Conclusion

The data collected for the PHE CAS standards survey showed that Peer Health Educators are meeting set levels for learning standards set forth for institutions of higher education. Both the professional health promotion staff and the PHEs themselves indicated via the rubric that substantial learning had taken place over the course of the academic year. Comments from the PHEs will inform future trainings and work-related assignments so that future PHEs can continue to learn.