



# Assessing & Evaluating Your Peer Education Program

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# *Objectives*

At the conclusion of the session, participants will be able to:

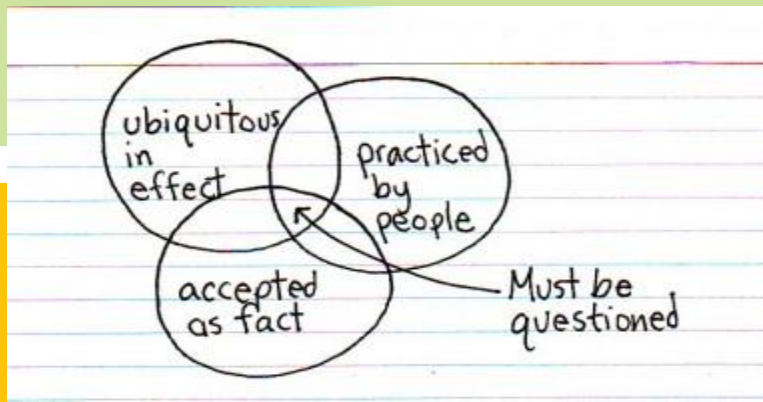
- Describe the rationale for peer education program assessment and evaluation.
- List three sources of standards that support peer education program assessment and evaluation.
- List three approaches to assessing and evaluating peer education programs

# Why Assessment & Evaluation?



Understanding our efforts through multi-level evaluation helps to support our mission.

Efficacy is an important tool to ensure we are providing the best support to the populations we serve and ensure we are using our limited resources in the most appropriate manner.



*Evaluation*

# *Measuring Success*



- Why do we evaluate our efforts?
- How do we evaluate our efforts?

# *Evaluation*

- Process
- Impact
- Outcome



- Short-term



- Intermediate

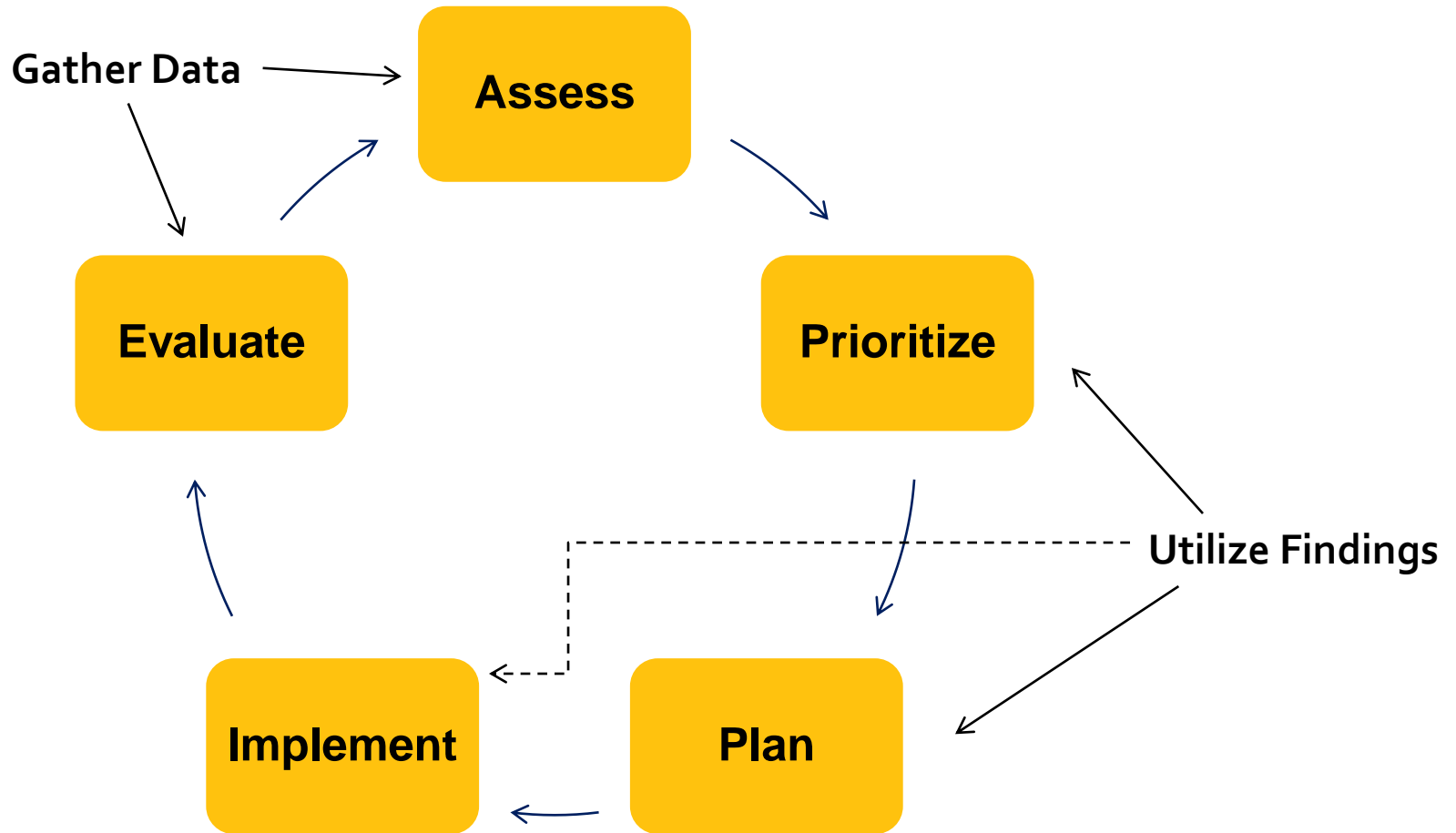


- Long-term

# *Why this matters!*

- **Broad context of efforts, including peer education, are historically seen as auxiliary to the purpose of the institution**
- **Health in higher education has historically focused measures of success on process instead of outcome**
- **We have not always seized the opportunity to engage key stakeholders**
- **Improve our self-advocacy with regard to a mission-driven purpose**
- **Be sure to recognize that classroom learning is only part of the institutional mission**
- **We've not fully embraced student development and human development theories that complement the work of peer education**
- **Many people come to this work from a health-related academic preparation or student development/affairs approach, potentially missing exposure to the concepts, theories, and practices of the other**

# *Planning Cycle*



# *Planning Example*

- **Comparison of campus data to national data, targets, guidelines, and objectives**
- **Identification of focus issues and goals**
- **Creation of a strategic plan based on best practices in the field**
  - **Creation of programs targeting identified behaviors/practices by students**
- **Implementation of plan**
- **Continued regular reassessment of progress towards goals**

# *Establishing Priorities on Campus*

- History – a program continues to exist because it has become core to the unit operations
- Perception – a stated need that may not be supported by other data (includes emergent needs and anticipated needs)
- Directives – a mandate given from a source of authority to provide a program or service
- Mission-Driven – selecting priorities that reflect commitment to and support for the organizational mission
- Relevance to Higher Priorities – related the directives, this strategy is based on the need to support efforts of a higher level part of the organization
- Higher-Level Impact – some priority issues cannot be justified with process measures as the true impact is often unknown or under reported.
- Data-Driven Decisions – quantitative or qualitative data that support priorities

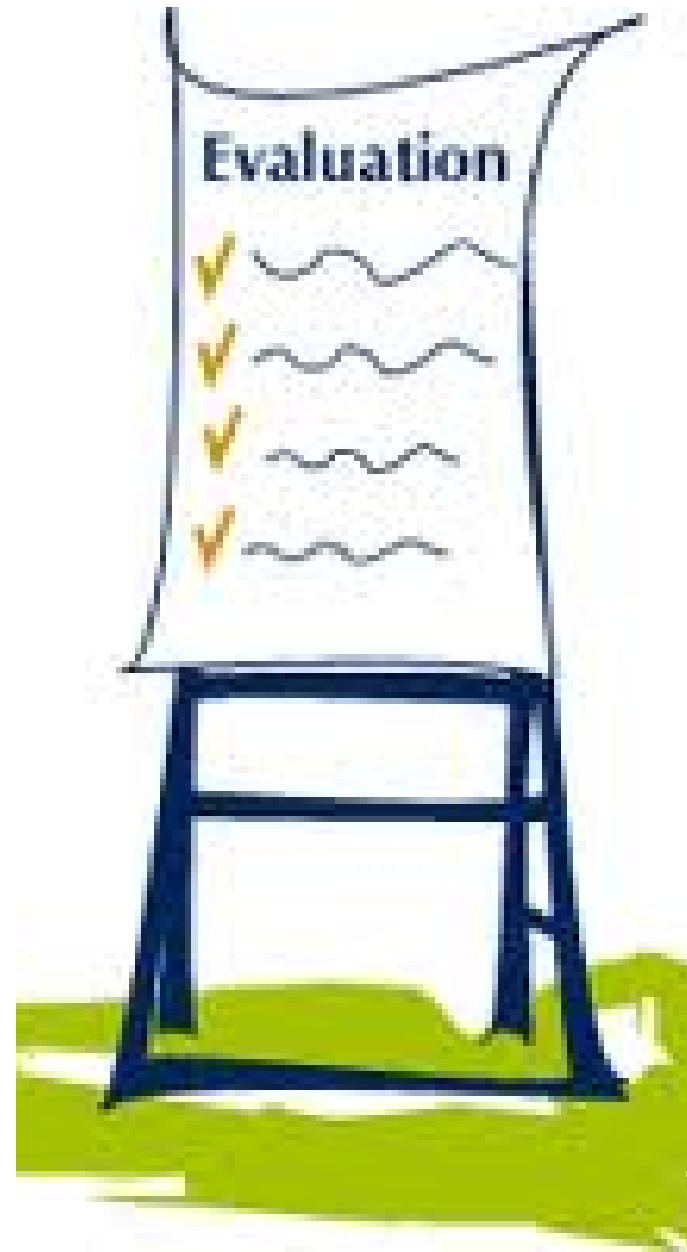
# *Setting Goals & Objectives*

- Assessment gives you a starting reference point (baseline data)
- Assessment supports the setting of goals & objectives
- Without it, you may be taking a ready, fire, aim approach

# *Setting Goals & Objectives*

- Evaluation allows you to monitor progress, report efforts, and make changes
- Process, Impact, Outcome
- Behavioral change?

# Standards Supporting Assessment & Evaluation



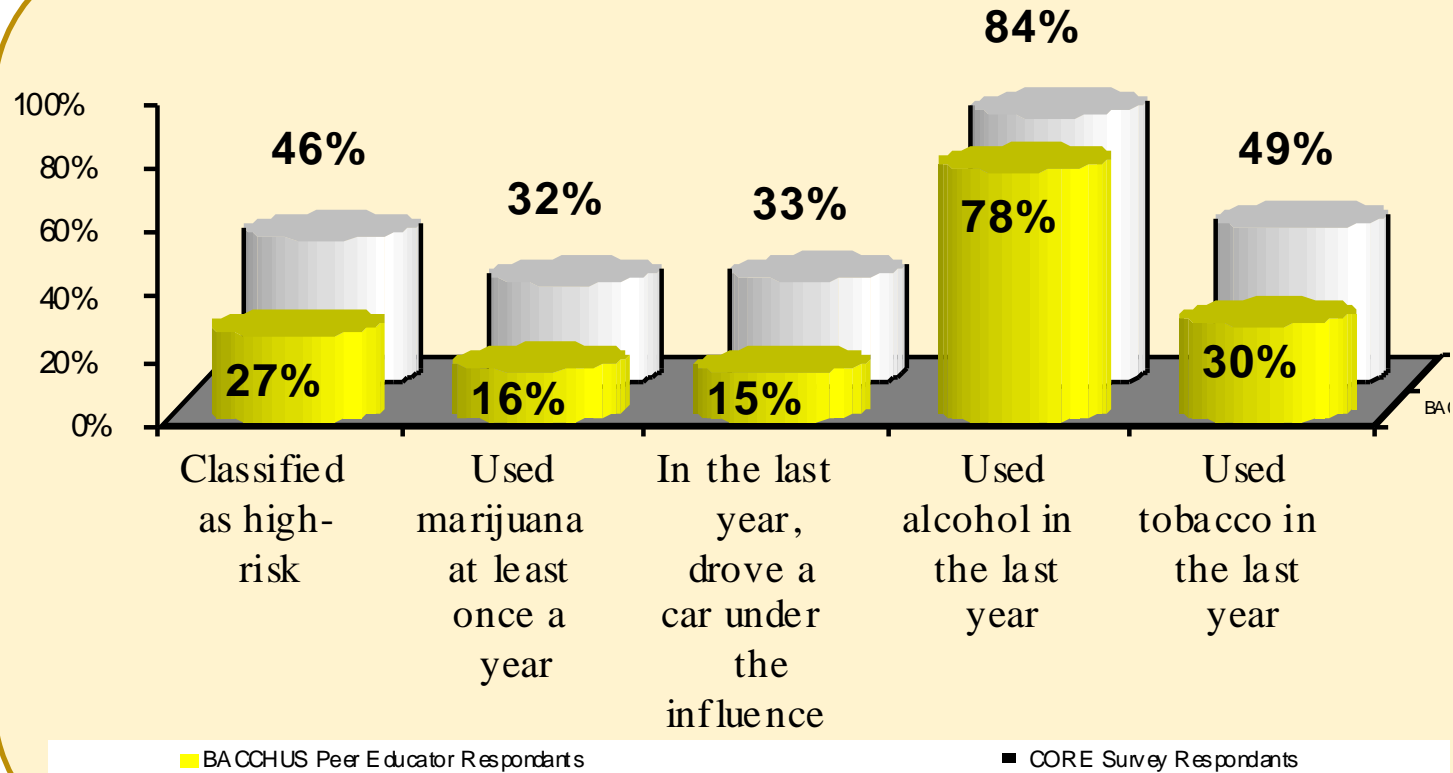
# *Standards that Support Assessment & Evaluation*

- CAS Standards
- Standards of Practice for Health Promotion in Higher Education
- Healthy People/Healthy Campus
- NIAAA Standards
- AAHHC Standards

# Examples of Assessment & Evaluation



# Healthier Choices



## National Peer Education Survey

Assessing & Evaluating Your  
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March 1, 2011

# *Affecting Others*

- 95.8% believe that efforts as a peer educator have positively affected others.
- 37% believe they have directly affected 10 or more people in a positive way.



National Peer Education Survey

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# *Ways Peer Educators Affect Others*

Taught new information	87%
Changed an attitude	70%
Caused or motivated a positive behavior change	64%
Confronted or challenged a risky behavior	54%
Caused or motivated a change in a risk behavior that resulted in changing a life	24%



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# *Ways Peer Educators Affect Self*

Positively affected my decision making	79%
Positively affected my relationship with others	82%
Improved my leadership skills	87%
Made me a better candidate for a job	84%
I have made healthier decisions since joining my group	67%



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# *Peer Educators Play Many Roles*

Role model	71%
Presented and educational program	61%
Worked on an awareness campaign	58%
Directly confronted a person	46%
Involved in service learning project	39%
One on one time with a person	59%



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# *Fiscal Evaluation*

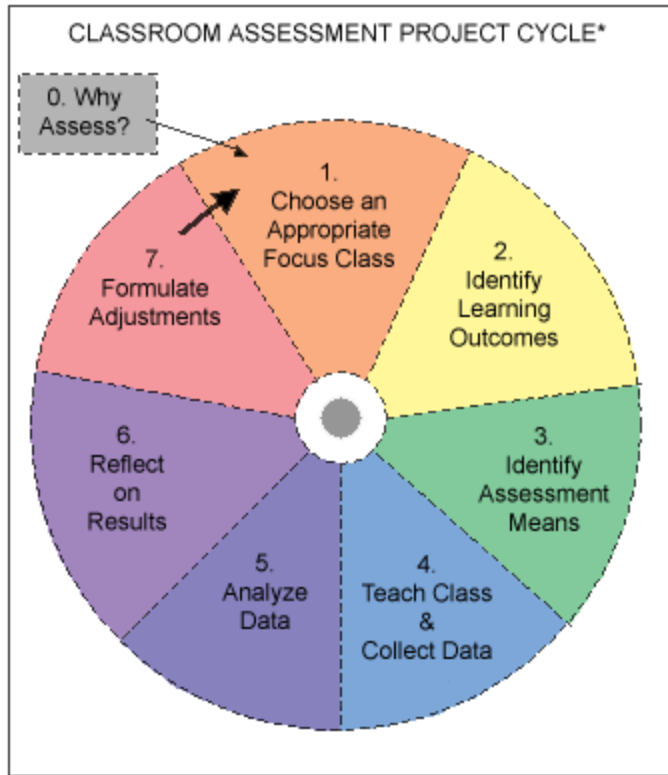
- Number of hours of service
- Value compared to hiring professional staff
- Example
  - 10 peers x 10hr/wk x 32 weeks a year = 3200 hours
  - Equivalent to 1.54 FT staff members

# *Learning Outcomes*

## *(examples)*

- **Peer educators will learn specific competencies in health promotion sufficient to be nationally certified peer educators.**
- **Students exposed to the Washroom Weekly will report increases in health knowledge.**

# Assessment & Evaluation



- **Peer Educator**
  - Self Evaluation
  - Peer Evaluation
  - Staff Evaluation
  - Course Grade
- **Program Evaluation**
  - Activity/Effort
  - Process, Impact & Outcome

# *Sample Evaluation*

<b>Pre-Selection</b>	<b>Start</b>	<b>During</b>	<b>Exit</b>	<b>Post</b>
<b>Application &amp; PHE reflection essay</b>  <b>PHE interview &amp; Feedback Form</b>	<b>“Health Knowledge, Attitudes, and Behavior Pre-Test”</b>  <b>Training Quiz</b>  <b>Task list</b>	<b>Performance Evaluations</b>  <b>PHE-to-PHE Evaluations</b>  <b>Program Evaluations</b>  <b>Time Sheets</b>	<b>PHE Blurb</b> <b>“Health Knowledge, Attitudes, and Behavior Post-Test”</b>	<b>Self-report</b>  <b>Essay</b>  <b>Qualitative Evaluation</b>

*Adapted from Marquette University, Peer Health Education Program*



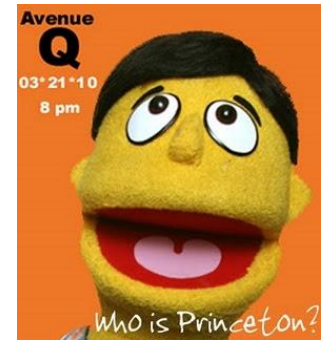
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# *Outcome Evaluation*

- **Use to determine priorities**
- **Individual & campus level change (trend analysis)**
- **Population change over time**
- **Provides evidence that programs are worth the investment**

# *Likeable Versus Effective*

- Step One – What is your purpose/goal?
- Step Two – Is this mission driven?
- Step Three – How have you involved key stakeholders?
- Step Four – How will you measure success?
- Step Five – How will you ensure continued support for effective efforts?



<b>Goal</b>	<b>Outcome</b>	<b>Strategy</b>	<b>Activity</b>
<b>How would it look if the outcome were achieved?</b>	<b>What change needs to happen, and how will it be measured?</b>	<b>What major factors have shown demonstrable success in achieving the desired outcome?</b>	<b>What tasks will be completed to implement the strategy, and who will do them?</b>
<b>Decrease negative consequences from alcohol use.</b>	<b>Reduce by 10% the number of students who are transported for intoxication.</b>	<b>Create and enforce policy to limit the amount of alcohol consumed at university events.</b>	<b>Implement a system to monitor student drinking at university events.</b>
<b>What do you want to achieve?</b>	<b>Did it work?</b>	<b>Did we do the right thing?</b>	<b>Did we do something?</b>

<b>Key components</b>	<b>Resources, Tools</b>
<p><b>DATA</b> What data do we need, and how will we gather it?</p>	<p>ACHA-NCHA, CORE, NCHRBS, Single-issue survey, Local survey, Environmental scan, Interviews, Focus groups</p>
<p><b>STANDARDS</b> How do we know what we're doing will work?</p>	<p>SPHPHE, CAS, CHES, Literature reviews, Best practices</p>
<p><b>PRIORITIES</b> How do we decide what to do?</p>	<p>Mission, vision, values, learning outcomes HC 2020 Biggest or smallest problem Easiest or most difficult strategies</p>
<p><b>COLLABORATION</b> With whom will we work?</p>	<p>Formal and informal coalitions, committees, work groups</p>
<p><b>CULTURAL COMPETENCE</b> Who are the populations whose health and learning we are supporting?</p>	<p>Demographics Cultural, social, economic, political characteristics Best practices</p>
<p><b>PROFESSIONAL DEVELOPMENT</b> What skills and talents are needed to achieve the goals?</p>	<p>Ongoing performance planning and review Training Assessing fit Talents/strengths/personality inventories</p>

1	<b>21st Birthday Card Program</b>			
	The 21st Birthday Card program is a web-based intervention that targets students who are turning 21 and aims to reduce high risk drinking associated with celebratory drinking on or around their 21st birthday. Specifically, students receive information on alcohol content of drinks, a list of protective factors, information on alcohol poisoning, and the effects of alcohol across BAC levels, and can use an interactive BAC calculator to examine the effects of alcohol. Students also are encouraged to complete two short surveys (pre and post intervention) about drinking around their 21st birthday and receive a coupon to a local merchant for their participation.			
2				
3	<b>Program Objectives</b>			
4	Distribute happy 21st birthday emails to all CU Morningside students who turn 21.			
5	50% of all students who are sent the initial birthday email will visit the 21st birthday greeting card site (baseline 29%).			
6	12% of students who are sent both the initial and follow-up birthday emails will complete both the pre- and post- birthday surveys (baseline 6%).			
	<b>Behavioral Objectives</b>	<b>Baseline (2008-09 data)</b>	<b>Target</b>	<b>Outcome</b>
7				<b>Notes</b>
8	Female students who reported drinking at their 21st birthday celebration and completed both pre- and post-birthday surveys, will report drinking 4 or fewer drinks during their 21st birthday celebration.	68%	75%	n = 38 for baseline
9	Male students who reported drinking at their 21st birthday celebration and completed both pre- and post-birthday surveys, will report drinking 5 or fewer drinks during their 21st birthday celebration.	64%	70%	n = 33 for baseline
10	Of female students who reported drinking at their 21st birthday celebration and completed both pre- and post-birthday surveys, those that planned to drink 5 or more drinks will report drinking fewer drinks than intended during their 21st birthday celebration.	70%	80%	n = 10 for baseline
11	Of male students who reported drinking at their 21st birthday celebration and completed both pre- and post-birthday surveys, those that planned to drink 6 or more drinks will report drinking fewer drinks than intended during their 21st birthday celebration.	55%	65%	n = 11 for baseline
12	<b>Yearly Priorities 09/10</b>	<b>Achieved</b>	<b>Results</b>	
13	Modify the incentive structure for the 21st birthday card program.			
14	Modify and renew the IRB for the 21st birthday card program.			
15	Increase the percentage of students who respond to both the pre- and post-birthday surveys.			
16	<b>Process Measures</b>	<b>Outcome</b>	<b>Document Link</b>	
17	Number of happy birthday emails sent to students turning 21.		online reporting tool	
18	Percent of students who were sent initial email who visited the 21st birthday greeting card site.		online reporting tool	
19	Percent of students who were sent initial email who visited the 21st birthday greeting card site and completed the pre-birthday survey.		online reporting tool	
20	Percent of students who were sent the follow-up email who completed the post-birthday survey.		online reporting tool	
21	Percent of students who were sent both the initial and follow-up emails who complete both the pre- and post- birthday surveys.		online reporting tool	
22	Number of clicks on the "how many drinks" tool.		online reporting tool	
23	Number of clicks on the blood alcohol content calculator.		online reporting tool	
24	Average number of clicks per user for BAC calculator.		online reporting tool	
25	<b>Pre-birthday survey results:</b>		online reporting tool	
26	Reported expected number of drinks average (female).		online reporting tool	
27	Reported expected number of drinks average (male).		online reporting tool	
28	<b>Post-birthday survey results:</b>		online reporting tool	
29	Reported number of drinks average (female).		online reporting tool	
30	Reported number of drinks average (male).		online reporting tool	
31	Percent reported drinking 4 or fewer drinks during celebration (female).		online reporting tool	
32	Percent reported drinking 5 or fewer drinks during celebration (male).		online reporting tool	
33	Of those who drank during their 21st birthday celebration, percent who reported experiencing negative consequences during celebration.		online reporting tool	
34				
35				
36				

# *Contact Us*

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