Welcome,

This Web Conference

Will Begin Soon

Keeping the Climate Study Data and Other Reports Off-the-Shelf: How to Use Data to Inform Sexual and Relationship Violence and Stalking Prevention Strategies

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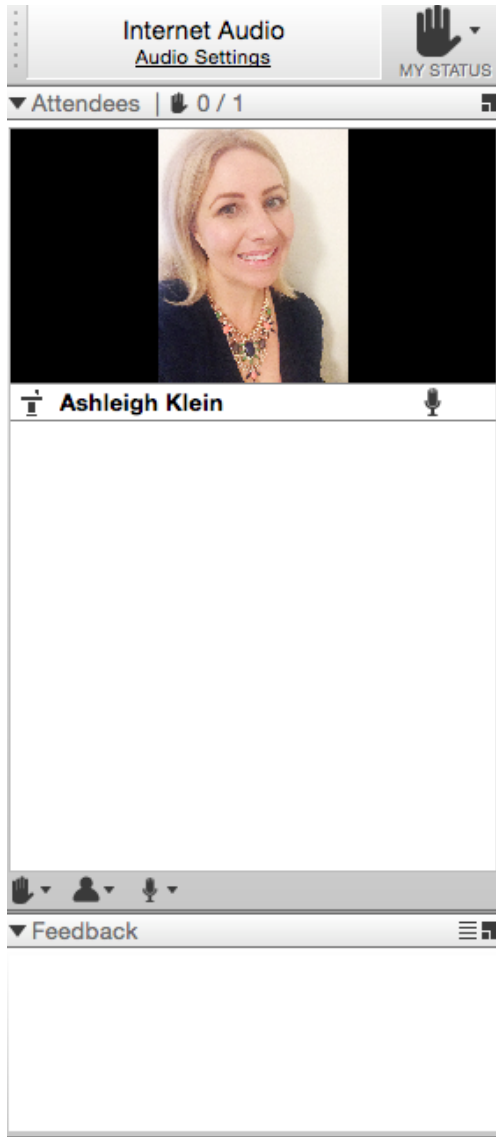
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How to use this technology

- Raise hand

- Text chat & private chat

- PowerPoint slides

- Polling questions

- Phone

- Closed captioning

- Web conference guidelines

Please send a private chat message for help.

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2016 PreventConnect Campus Web Conferences

Wednesday, February 10
Comprehensive Prevention on Campus

Tuesday, March 22
Selecting the Right Online Module
for Interpersonal Violence Prevention

Tuesday, May 17
Partners in Prevention: Connecting Sexual Violence Prevention and
LGBTQ-Inclusive Campus Culture

Tuesday, June 7
Affirmative Consent Policies: Cultural Barriers and the Need for
Affirmative Sexuality

Wednesday, July 20
Community Colleges: Opportunities for
Sexual and Domestic Violence Prevention

Monday, September 19
Using Climate Survey Data to Inform
Prevention on Campus

2016 Web Conferences

- **February 3** - From Foundations to the Future: A prevention approach to sexual and domestic violence
- **February 23** - Building a Movement to End Child Sexual Abuse
- **March 9** – Harmful Gender Norms: How can we build alliances with queer movements to help prevent sexual and domestic violence?
- **March 23** – Harmful Gender Norms: Moving beyond binary and heteronormative approaches to preventing sexual and domestic violence
- **March 30** – Evaluating Culturally-Relevant Sexual Violence Prevention Initiatives: Lessons learned with the Visioning B.E.A.R. Circle Intertribal Coalition Inc. Violence Prevention Curriculum
- **May 4** – Shared Roots: Sexual and domestic violence prevention strategies in support of social justice
- **June 8** – Equity, Trauma and Preventing Sexual and Domestic Violence
- **July 13** – What About Power and Patriarchy? Examining social cohesion strategies to prevent sexual and domestic violence
- **August 3** – Engaging Youth in Shaping Strategies and Solutions to Prevent Sexual and Domestic Violence
- **August 17** – Using Shared Risk and Protective Factors: Research into practice and policy to prevent sexual and domestic violence
- **September 7** – Authentically Engaging Communities to Prevent Sexual and Domestic Violence

PreventConnect

- Domestic violence/intimate partner violence
- Sexual violence
- Violence across the lifespan
- Prevent before violence starts
- Connect to other forms of violence & oppression
- Connect to other prevention practitioners
- Connect among campus communities

CAMPUS

Intentional • Strategic • Comprehensive

PC

Keeping Climate Study Data and Other Reports Off-the-Shelf: How to Use Data to Inform Sexual and Relationship Violence and Stalking Prevention Strategies

**Monday, September 19, 2016**

11 am PT/2 pm ET

Learning Objectives

1. Articulate the benefits of using data to inform prevention strategies.

2. Identify the different types of data that can be used to inform prevention strategies.

3. Strategize how to use various forms of data to inform prevention efforts.

4. Identify campus and community partners to collaborate with to maximize the application of data findings into prevention strategies.

5. Understand how data can be used to identify trends and themes associated with different student populations to help tailor prevention strategies to meet the needs of specific audiences.

Who you are?

What specific role do you play in campus interpersonal violence prevention?

Chat

Public   Private

Type here to send a message
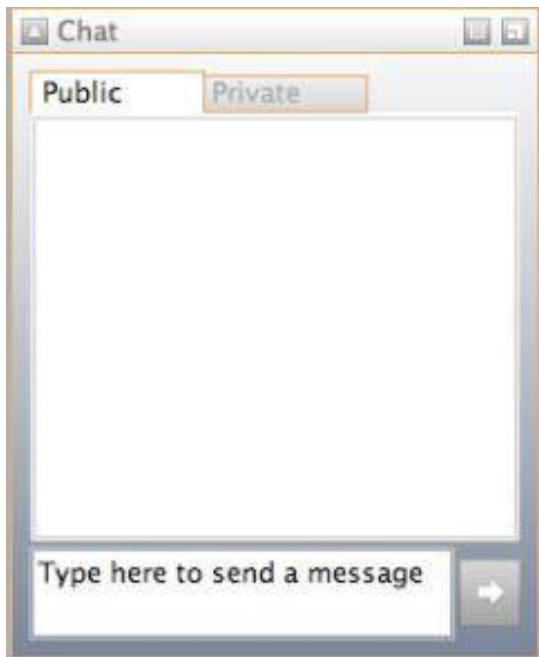
Presenters

Jane Stapleton,
Executive Director of Practice
Prevention Innovations
Research Center,
University of New Hampshire

Leslie Fasone,
Assistant Dean of Women's and
Gender Affairs
Office of the Vice-Provost and
Dean of Students,
Indiana University, Bloomington

What does it mean to use data to inform prevention?

- Developing prevention goals, objectives, strategies and implementation activities based on data from multiple sources

- Iterative process where data informs prevention and prevention informs data collection, analysis, reporting and dissemination

- Involves multidisciplinary group(s) of individuals, campus offices/departments and community organizations who are practitioners, stakeholders, target audience members and researchers/ evaluators

Comprehensive Prevention

- Grounded in principles of effective prevention

- Encompass primary, secondary and tertiary prevention strategies

- Include prevention at multiple levels of the social ecology

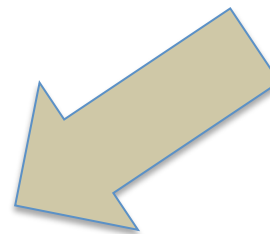- Build protective factors and reduce risk factors

Societal   Community   Relationship   Individual

Audience Question

How many data reports have never left your shelf?

A. 0

B. 1-2

C. 3-4

D. 5 or more

Feedback

- A
- B
- C
- D
- No Answer
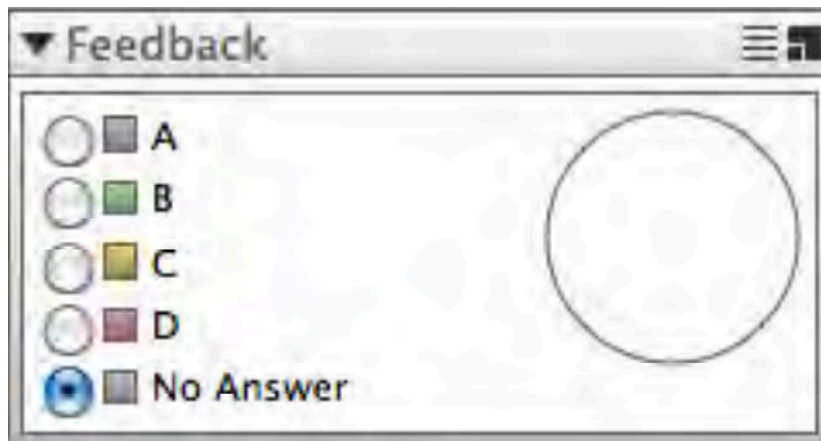
Answer on the left

Benefits of using data to inform prevention strategies

- Understanding the extent and context of the problem(s) helps us to design prevention strategies that specifically address the nature and extent of incidence and prevalence.

Benefits of using data to inform prevention strategies

- Data allows us to highlight diverse communities' needs, identify gaps and pinpoint specific opportunities for prevention.

Benefits of using data to inform prevention strategies

- Data allows us to identify the communities' readiness for change and to engage in prevention so appropriate prevention strategies can be applied. Thus, we are better able to meet the community where they are at.

Benefits of using data to inform prevention strategies

- Assessing needs and gaps provides a road map for moving forward in planned, strategic and coordinated ways. This provides valuable information on how to develop and implement prevention strategies in order to meet these needs and fill gaps.

Benefits of using data to inform prevention strategies

- When we know our communities' protective and risk factors for sexual and relationship violence and stalking, we can develop specific prevention strategies to strengthen/build protective factors and reduce risk factors.

Benefits of using data to inform prevention strategies

- When we expand our data scan to include other forms of interpersonal violence (i.e. hate/bias crimes, hazing, harassment) we are able to connect the dots for shared risk and protective factors. This also allows us to move beyond silos at our institutions so that we can collectively create campuses that are safe, equitable and respectful for all members of the community.

Climate Studies

Measure:

- Extent of the Problem(s)

- Context

- Disclosures and Reporting

- Perceptions of Climate
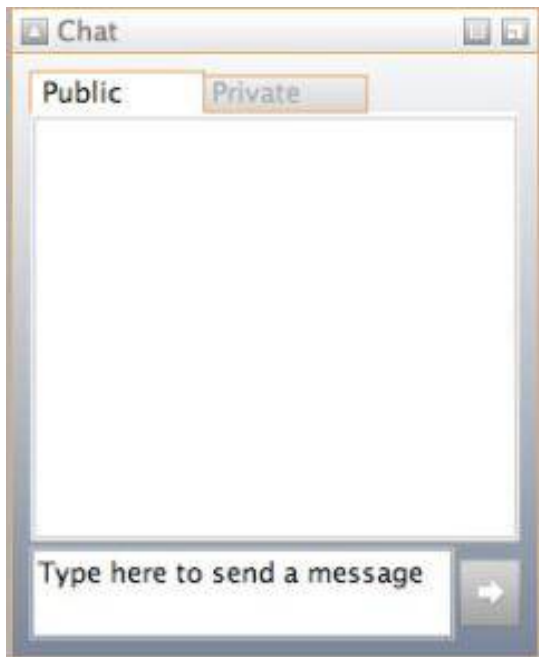
- Knowledge of Policies and Resources

Data Collection Method:

- Survey

Text Chat Question

What data have you used beyond campus climate survey data?

Other Data Sources

- National College Health Assessment
- Clery data
- Campus and/or local law enforcement data
- Data from your conduct office
- Hate/bias crime data
- National Survey on Student Engagement Data
- National research and trends
- Social Norms Surveys

Needs Assessment

- Determines the extent of the problem, needs and gaps:

  -Awareness of and perceptions about the problem

  -Access to resources, support and prevention

  -Need for resources, support and prevention

  -Gaps in resources, support and prevention

  -Attitudes about how to prevent the problem and who should play a role

Data Collection Method:

- Mixed methods – interviews, focus groups, observation and/or surveys

Readiness to Change/Engage

- Assessment that measures a community's level of readiness to change/engage, which can range from no awareness of the problem to a high level of community engagement in stopping the problem.

- Identify the stage of readiness that best describes the community and then develop prevention strategies to match this readiness.

- Data Collection Method:

 - Mixed methods – interviews, focus groups, observation and/or surveys

Evaluation Data

- Provides information on the development, implementation, quality and outcomes of prevention strategies.

  -Formative Evaluation - monitors the development and implementation of a prevention strategy

  -Program Evaluation – determines the quality, value and significance of the prevention strategy

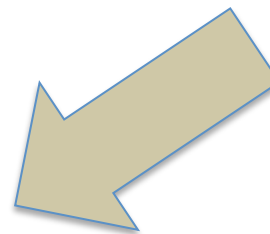 -Outcome Evaluation – does the prevention strategy work; are the anticipated outcomes accomplished?

Audience Question

To what extent have you used data to inform your prevention efforts?

A. Not at all
B. Very little
C. Somewhat
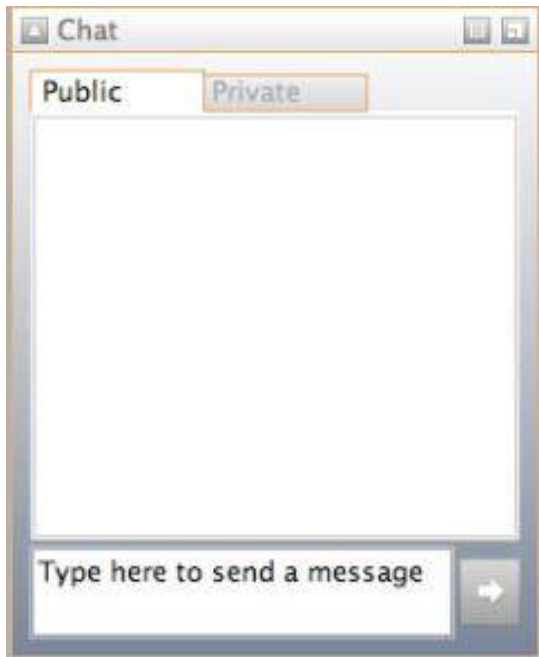D. Quite a bit

Feedback

A
B
C
D
No Answer
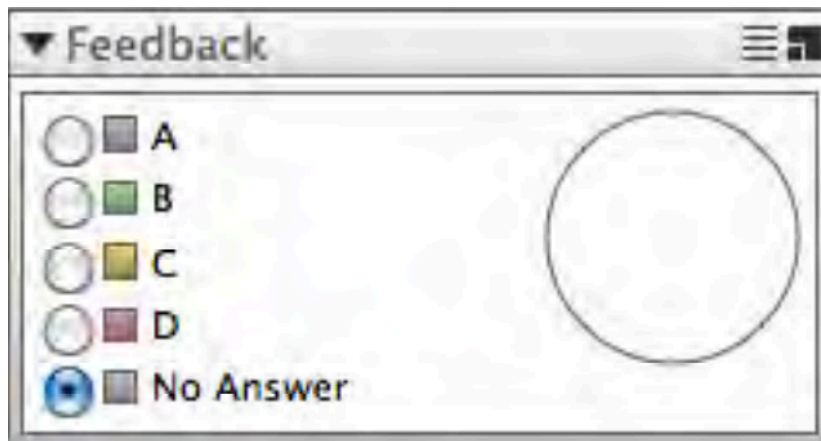
Answer on the left

Text Chat Question

What are the greatest barriers of using data to inform your prevention efforts?

Comprehensive Prevention

- Planned

- Strategic

- Coordinated

- Evaluated

- Data should inform both the understanding of and strategies to prevent the problem.

Strategies to use data

- Establish a working group of researchers, practitioners, preventionists, target audiences and key stakeholders to identify/create data sources.

- Develop partnerships with faculty researchers, institutional research, assessment/evaluation teams.

Strategies to use data

- Develop an inventory of all potential data sources. Include a "map" of who informs the tools and data collection processes, analyzes the data, and is responsible for dissemination of findings.

- Forecast what data you can "mine" to inform prevention.

- Determine what and if there are additional data to collect.

Strategies to use data

- Develop a realistic time line (with incremental and realistic goals) that includes data collection and analysis, reporting, and integration into prevention.

- Create a plan to disseminate data findings and coordinate efforts with the working group to analyze and assess how to integrate findings .

Campus and Community Partners

- Faculty and Graduate Student Researchers

- External Evaluators

- Institutional Research, Sponsored Research and Assessment/Evaluation Offices

- Community, Equity and Diversity Offices

- Student and Academic Affairs

- Title IX and Compliance Offices

- Multicultural Student Affairs

Campus and Community Partners

- Athletics
- Greek Affairs
- Student Activities
- International Student/Scholar Office
- Campus Security Authorities - Clery
- Campus and Community Police/Public Safety
- Community-based Organizations and Businesses
- Others

Strategic Planning

- Bring working group and other key stakeholders together to strategically plan how to use data to inform prevention strategies.

- Structure planning process around the presentation of data and identification of all prevention strategies on campus.

Trends and Themes

- Working group needs to "see" the data to inform both their understanding of incidence, prevalence, needs, gaps, risk/protective factors, opportunities for prevention and what works in order to develop comprehensive prevention strategies.

Trends and Themes

Questions to ask:

- What do the data tell us?

- What do the data not tell us?

- What else do we want and need to know?

- Who and what is missing from the data and where can we get this information?

Environmental Scan of Prevention

- How does data inform prevention goals/priorities?

- What are the goals/priorities of the prevention strategies and why are they included?

- Who are the populations included/excluded in prevention strategies and why are they included/excluded?

Environmental Scan of Prevention

- Identify all prevention strategies that are used and determine the particular level of the social ecology.

- Note the language that is used to talk about policies, prevention, survivors, perpetrators and compare how consistent language is across prevention strategies.

- Highlight the goals and priorities for each prevention strategy.
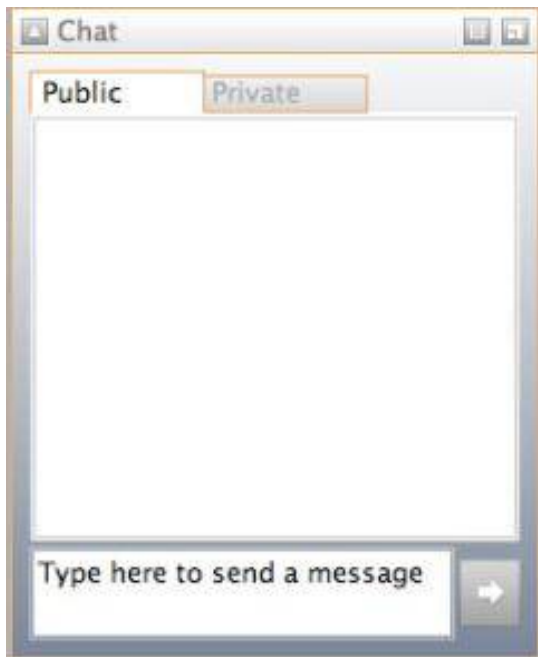
- Have goals been achieved?

Keeping the data off the shelf

- Develop a plan that actively engages the campus community to incorporate data into the development, implementation and evaluation of all prevention strategies (existing and new initiatives).

Text Chat Question

What campus and community partners are you currently engaging in your prevention work?

Examples for the field

Indiana University Bloomington

Use of Data for Strategic Planning: Our Initial Framework

- Before OCR and the Note Alone Report:
  - We asked ourselves:
    - How many of our students experienced sexual violence since coming to our university? Before our university?
    - Are our rates similar to national statistics?
    - What else do we need to know to prevent sexual violence?

NOT ALONE

The First Report of the White House Task Force to Protect Students From Sexual Assault

Use of Data for Strategic Planning: Our Initial Framework

Conducting a Needs Assessment:

You have to start somewhere!

Use of Data for Strategic Planning: Our Initial Framework

- Internal grant and support from the Provost initially helped us accomplish:
  - Campus climate survey on sexual assault
  - Focus groups with students to gather additional information
  - Contract with Prevention Innovations to conduct a Readiness to Engage Assessment
  - Use the data for a strategic planning session in May of 2015 for prevention initiatives
  - Recommendations following consultant visit regarding next steps

Use of Data for Strategic Planning: Our Initial Framework

- Comprehensive approach to inform strategic planning:
  - Use of a couple of methods for data collection
  - Began with a campus climate survey
  - Followed up with focus groups and readiness to engage assessment

Campus Climate Survey: What do you need to know to prevent sexual violence?

- Primary questions as we began our efforts:
  - Students' attitudes and perceptions regarding sexual assault and bystander intervention
    - Bystander intervention efficacy
    - Experiences as a bystander or ally that someone had told about their experience
    - Alcohol and consent scale

Campus Climate Survey: What do you need to know to prevent sexual violence?

- Primary questions as we began our efforts:
  - Students' attitudes and feelings about their experience and trust at the University
    - Educational experiences
    - Feelings of connectedness to the university
    - Trust of staff/faculty/administrators
    - Knowledge of resources, policies and procedures
    - Use of campus resources
    - Feelings of safety

Using the Campus Climate Data to Guide Student Input & Recommendations

- Identified 10 key topics with questions using the climate survey data to host an "Its On Us" student summit
  - Co-coordinated with a student leaders
  - Table discussions on messaging, reporting, supporting survivors, education, graduate student needs, etc.
  - Students collectively shared information into a student report with recommendations for next steps.

Strategic Planning

- Colleagues from within the Division of Student Affairs and other key units invited to attend

- Presented data from the campus climate survey and student voice report to present at our strategic planning session

- Prevention Innovations presented summary of Readiness to Engage Assessment

- Started the conversation

Biggest Take-Aways from Our First Year of Assessment & Strategic Planning

- Laid the foundation for staff and colleagues to better understand the problem

- Created a framework for talking about prevention: primary, secondary and tertiary

- Helped us identify who else can be involved in prevention

- Provided us with action steps and recommendations for moving forward

- Need to have a coordinated effort and *enhance* our prevention efforts related to sexual harassment, relationship violence and stalking.

Biggest Take-Aways from Our First Year of Assessment & Strategic Planning

- Enabled us to make some immediate changes:
  - Changed the name of student advocates to "Confidential Victim Advocates"
  - Made changes to content on posters on campus with a focus on primary prevention and consent beyond sharing resources
  - Created a sexual violence prevention committee for our campus
  - Providing training to staff and students on core messages for sexual violence prevention

Digging Deeper into the Data

- We have begun examining trends and experiences *and* tailoring prevention efforts to different subgroups of students:
  - Graduate/Undergraduate by Gender
  - Underrepresented students
  - International students
  - Fraternity/sorority members
  - Graduate student experiences

Questions Beyond the Survey

- We still have questions that the climate survey data cannot completely answer:
  - How do students interpret impairment? Incapacitation?
  - Students' understanding of stranger vs. acquaintance vs. friend
  - Additional information of who is perpetrating the acts of sexual violence?
  - Why don't students feel the incident is "serious enough to disclose to others"?
  - Does bystander intervention confidence result in students actually stepping up and helping?
  - Are our programs effective and impactful?

Next Steps

- Conduct focus groups to better understand results from the climate survey
- Utilize existing data to inform our efforts
  - Indiana College Substance Use Survey
  - Feedback from hearing panel officers/sexual misconduct investigators
- Collect additional data to inform prevention efforts
  - Data to inform social norms with the campus and subgroups of students
  - Bystander intervention needs assessment follow-up
- Program evaluation to measure impact of our programs and initiatives across campus

Additional Data and Information

- What additional information reinforces what you already know?

- What anecdotal data or conversations with colleagues further inform what you've learned from the data?

- What other data do you have that helps answer these questions?

- What information do you need to collect to help answer these questions?

- What are the best methods for collecting this data?

Lessons Learned

- Data collection is an iterative process
- It is important to continually gather data to guide our efforts
- Data comes in all forms and sizes: quantitative, qualitative, formal and informal
- Use of data for development of prevention initiatives and programs
- Collect data to measure long-term impact of initiatives
- Student feedback and input is KEY to creating change on college campuses

Questions

Resources

Please visit
http://www.preventconnect.org/2016/09/keeping-the-climate-study-data-and-other-reports-off-the-shelf-how-to-use-data-to-inform-sexual-and-relationship-violence-and-stalking-prevention-strategies/
for a list of resources on:

- Climate Studies
- Program Evaluation
- Readiness to Change and Readiness to Engage in Prevention
- Needs Assessments
- Prevention
- Intervention Mapping

Contact Information

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PreventConnect Campus Resources

http://www.preventconnect.org/2016/05/sexual-assault-prevention-on-u-s-college-campuses-a-national-scan/

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