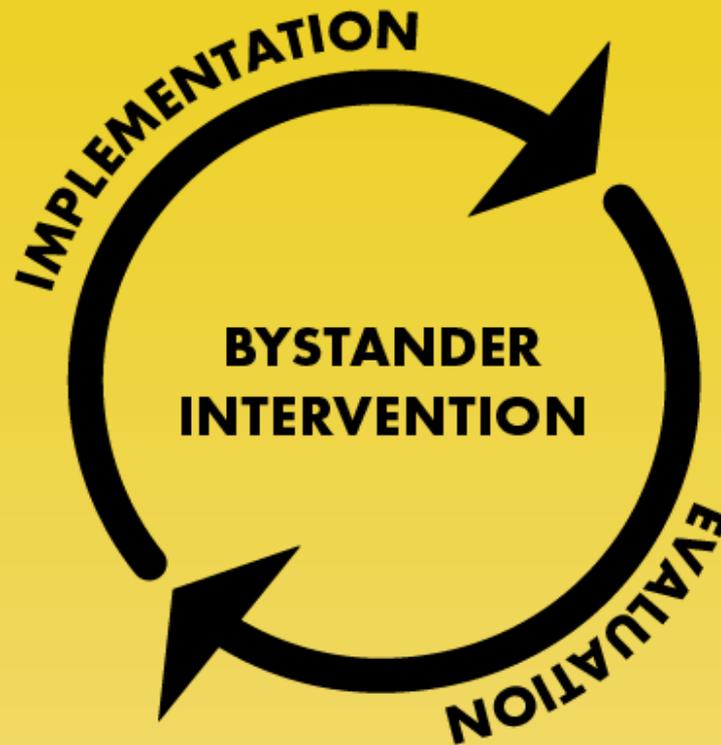


# ADDRESSING SEXUAL ASSAULT ON CAMPUS

From Implementation to Evaluation



Welcome, This Web Conference  
Will Begin Soon



# Meet the PreventConnect team



**Ashleigh Klein-Jimenez,**  
*she/her/hers*  
Project Manager



**Tori Vandelinde,**  
*she/her/hers*  
Training & Technical  
Assistance Specialist



**PreventConnect**  
**1215 K Street**  
**Suite 1850**  
**Sacramento CA**  
**95814**

**Website:** [preventconnect.org](http://preventconnect.org)

**Email:** [info@preventconnect.org](mailto:info@preventconnect.org)

**Email Group:**

[preventconnect.org/email/](http://preventconnect.org/email/)

**eLearning:** [learn.preventconnect.org](http://learn.preventconnect.org)

**Wiki:** [wiki.preventconnect.org](http://wiki.preventconnect.org)



[preventconnect.org/Facebook](http://preventconnect.org/Facebook)

[preventconnect.org/Twitter](http://preventconnect.org/Twitter)

[preventconnect.org/Flickr](http://preventconnect.org/Flickr)

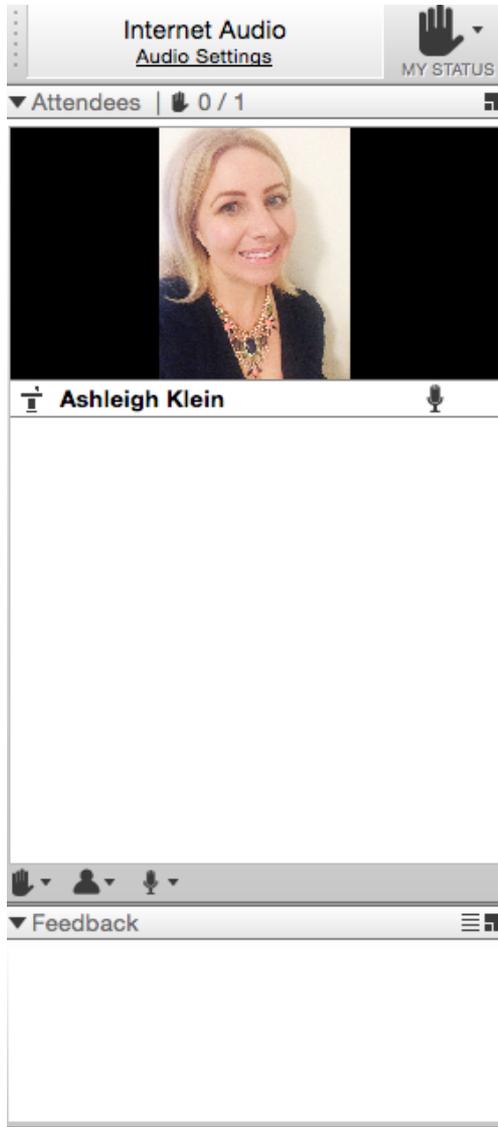
[preventconnect.org/YouTube](http://preventconnect.org/YouTube)

[preventconnect.org/LinkedIn](http://preventconnect.org/LinkedIn)

[preventconnect.org/Pinterest](http://preventconnect.org/Pinterest)



# 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.

Call iLinc Technical Support at 800.799.4510.



# PreventConnect

- Domestic violence/intimate partner violence
- Sexual violence
- Violence across the lifespan, including child sexual abuse
- Prevent before violence starts
- Connect to other forms of violence & oppression
- Connect to other prevention practitioners



# CAMPUS

**Intentional • Strategic • Comprehensive**



PreventConnect



## ADDRESSING SEXUAL ASSAULT ON CAMPUS

From Implementation to Evaluation

Wednesday

September 12, 2018

11AM PST | 2PM EST



PreventConnect is a national project of the California Coalition Against Sexual Assault sponsored by U.S. Centers for Disease Control and Prevention. The views and information provided in this web conferences do not necessarily represent the official views of the U.S. government, CDC or CALCASA.

# Learning Objectives

- Identify campus level strategies to prevent sexual assault
- Discuss the relationship between program implementation and evaluation
- Identify methods to overcome potential challenges to an evaluation



# All our guests!



**Mighty Fine**  
APHA



**Jen Brockman**  
University of  
Kansas



**Nikki Cohen**  
University of  
Kansas



**Rhonda Jackson**  
Florida Dept. of  
Health



**Jen Pagala Barnett**  
University of Hawai'i at  
Manoa



**Drew Colling**  
University of Montana



# About our guest



**Mighty Fine,**

*he/him/his*

Director of Public Health Practice and Professional Development, Violence Prevention Subject Matter Expert, American Public Health Association

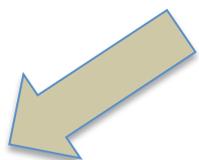


# Building Capacity

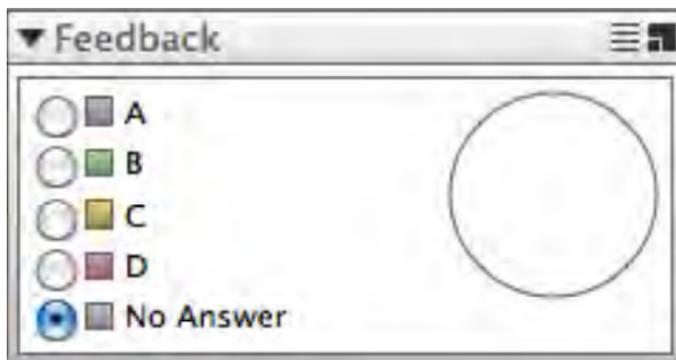


# Audience Poll

How are you evaluating your campus's sexual violence prevention efforts?



Answer on the left



- A. Tracking attendance and participation
- B. Student participant beliefs/attitudes
- C. Campus Climate surveys
- D. None of the above



# About our guests



**Jen Brockman,**  
*she/her/hers*  
Director, Sexual  
Assault Prevention  
Center, University of  
Kansas



**Nikki Cohen,**  
*she/her/hers*  
Sexual Assault  
Prevention Center,  
University of Kansas



# KU

## THE UNIVERSITY OF KANSAS

Sexual Assault  
Prevention &  
Education Center



### University of Kansas Sexual Assault

Page: 1  
**KU Tries To Regain Trust Of Students In Sexual Assault Cases**

HuffPost.com | Tyler Kinglake | Posted 09/24/2014 | College  
Read More: University of Kansas, Student Activists, Ku Task Force, Ku Sexual Harassment, Ku Sexual Assault, University of Kansas Adhican Sexual Assault, University of Kansas Task Force, University of Kansas Sexual Assault, University of Kansas Adhican, Student Life, BreakingNews.com, College News

The administration at the University of Kansas has not had an easy month. For the second time in less than a week, Jane McQuerry, a KU administrator...

COLLEGE  
**KU Students Continue To Protest Sexual Assault Policies Despite Panels, Promises Of Change**

© 09/23/2014 06:30 pm ET | Updated Sep 24, 2014



# University of Kansas

- Sexual Assault Prevention and Education Center
  - Promotes social change and the elimination of sexual violence through prevention education, inclusive programming and campus wide collaboration



# University of Kansas

- Right Program, Right People
  - Critical Partnerships
    - Over a dozen partnerships
    - Multiple different campus departments
    - Student organizations (e.g., Student counsel) and community agencies
    - Campus administrative support (chancellor's office)



# University of Kansas



## **Identify**

Campus level strategies to prevent sexual assault



## **Implement**

Programs such as Jayhawks Give A Flock Bystander Intervention and Men's Engagement Project



## **Evaluate**

Impact, feasibility, and reach of implementation



# University of Kansas

## Theory of Planned Behavior



# Logistical Aspects of Implementation

- **Logistical Steps:**
  1. **Facilitator Training:** 2 offerings of a full day training (one in June and one in July)
  2. Location on campus based on off campus parking and convenience to residence halls
  3. **Workshop Design:** 90 minutes
  4. Obtaining student rosters for student check in
  5. Creating KU Guide app and online evaluation tool that is easily accessible for students

## The Numbers

- How many students? **3,980**
- How many sessions? **121**
- How many facilitators? **105**
- How many volunteers? **75**



# Goals of JGAF Evaluation Plan

- Process Questions:
  1. What factors impede or facilitate the JGAF implementation on one day for all incoming students?
  2. How valuable/useful was the content to the intended population?
  3. How satisfied were the participants with the intervention?



# Goals of JGAF Evaluation Plan

- Impact Questions:
  1. **What is the effect of JGAF on:**
    - Students' perceived adoption of pro-social norms?
    - Perceived barriers to intervene?
    - Students' self-confidence to intervene?
    - Students' awareness of sexual violence on KU's campus?
    - Students intent to intervene
    - Bystander behaviors



# Evaluation Measures (Process)

- Facilitator Feedback:
  - Perceived effectiveness/barriers of implementation
  - Individual confidence in implementation
  - Views towards the training they received

## Method

Participants:  
420 students  
90 facilitators

### Design:

- A mixed method online survey to gather facilitator feedback
- A mixed method online survey to gather student feedback



# Evaluation Measures (Process)

- Student Feedback:
  - Quality control among different facilitators
  - Fidelity of implementation from the students' perspective
  - Reach/Relevance of the workshop

## Method

Participants:  
420 students  
90 facilitators

### Design:

- A mixed method online survey to gather facilitator feedback
- A mixed method online survey to gather student feedback



# Evaluation Measures (Impact)

## Method

Participants: 3,500

- 90% of all students who attended the JGAF workshop participated in the evaluation

Design:

- Pre/Post: Quantitative data collection to assess immediate impact

- At the individual level:
  - Awareness/Attitudes towards sexual violence: *Readiness to Help Scale*
  - Bystander intervention behaviors: *Burns Barrier Model & Bystander Behavior Scale*
  - Gender-based violence behaviors/attitudes: *Illinois Rape Myth Acceptance Scale*
  - Self-Efficacy: *Bystander Self Efficacy*



# Evaluation Measures (Impact)

## Method

Participants: 3,500

- 90% of all students who attended the JGAF workshop participated in the evaluation

Design:

- Pre/Post: Quantitative data collection to assess immediate impact

- At the societal level:
  - Perceived safety on campus and number of reported incidents of sexual violence



# Implementation Hurdles

- Shared volunteers/resources with other events during orientation week
- Shared time allocation/space during orientation week
- Funding, exceeded the allotted amount due to print costs
- Last minute facilitator cancellations
- Changes to student rosters
- Students not on the check in list



# Moving Forward

- Conduct student check in/student documentation differently
- Longer breaks for lunch for facilitators to reduce burn out
- Have more printed copies of pre/post tests for students
- Hold more refresher courses over the summer for facilitators to gain more confidence
- Future Advice???





**KU** SEXUAL ASSAULT  
PREVENTION &  
EDUCATION CENTER

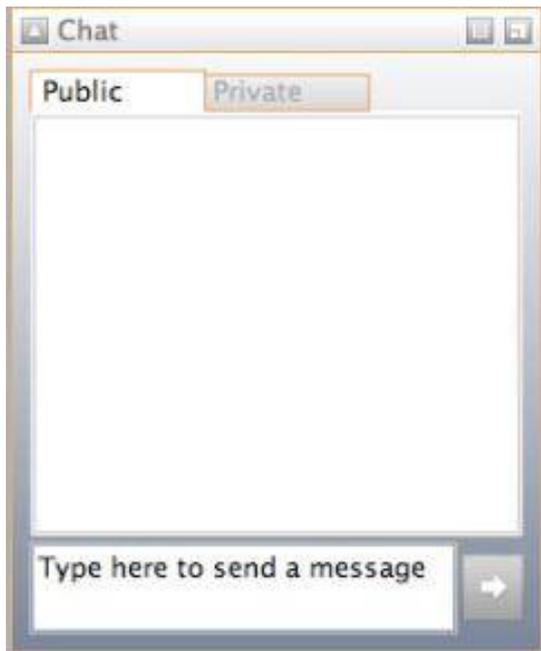
**The University of Kansas**

**Jen Brockman, MA**  
**Director, SAPEC**  
**785-864-5879**  
**[jenbrockman@ku.edu](mailto:jenbrockman@ku.edu)**



# Text Chat Question

How do you engage students, administrators, professors, faculty, and others on your campus in your implementation and evaluation efforts?



# About our guest



**Rhonda Jackson,**

*she/her/hers*

Florida Department of Public  
Health





# Greeks and Green Dots: An Assessment

University of Central Florida  
American Public Health Association  
Florida Department of Health



# Synergy. It's a Thing.



# Florida

- 3<sup>rd</sup> most populous state
- 158+ Colleges, Universities, Institutions
- 2,344 High Schools
- 67 Counties
- 31 Rape Crisis Centers
- 18 Green Dot Sites
  - 6 Colleges and Universities
  - 3 Communities
  - 9 High schools



Fun Fact: South Florida is the only place in the world where alligators and crocodiles coexist in the wild.



# University of Central Florida (UCF)

- 67,500 students
  - Main campus is 1,415 acres
  - 45.8% students are minorities
- Among U.S. colleges/universities, largest by enrollment at a single campus
  - 157 countries
  - 50 states and Washington, D.C
- Since February of 2016, UCF Green Dot:
  - 1,221 trainees at 50 trainings
  - 12,605 overview attendees at 112 sessions

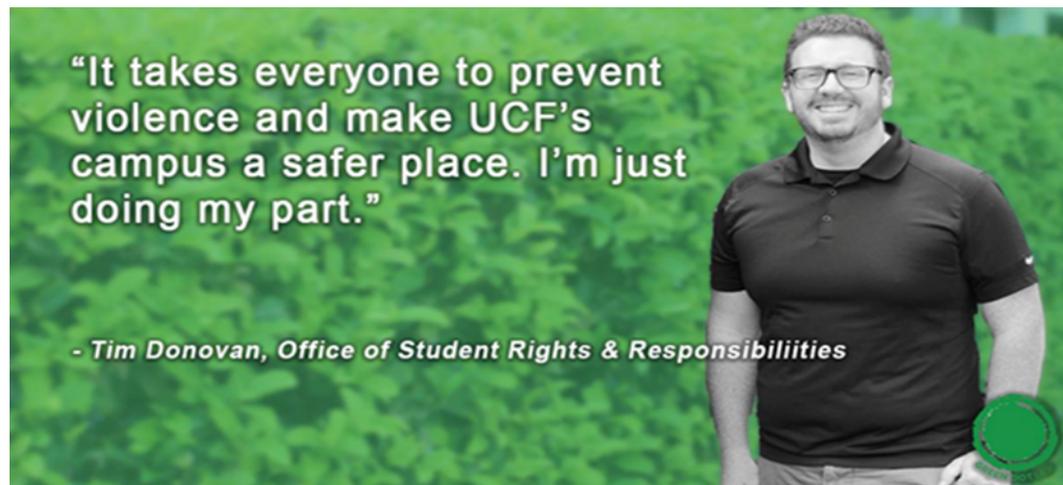


UCF Fun fact: original mission (1963) was to support the U.S. Space Program and nearby Kennedy Space Center with trained personnel.



# The Green Dot Strategy

- Peer Influencers
- Key Stakeholders
- Connection
- Safe intervention skills and prevention tactics



# The Green Dot Strategy, continued

- Modeling Behavior
- Supporting Norms Change
  1. Zero tolerance for violence
  2. No one has to do everything, but everyone has to do something!



# Opportunities for Data Collection

Face to Face Conversations	Focus Groups
Overview talks	Implementation Team
Bystander Trainings	Action Events
Booster Sessions	Social Marketing Campaign



# Opportunities for Data Collection, Cont.

Department of Health	UCF
Fidelity Review Checklist	Campus Climate Surveys
Monthly Narrative Reporting	Office of conduct
Environmental Scan	UCF Crime Report
	Clery Act



# Key Evaluation Questions

- Are Fraternity and Sorority Life students intervening in potential crisis situations (reactive)?
- Are Fraternity and Sorority Life students modeling behaviors to promote new social norms (proactive)?
- Will stronger, consistent booster sessions assist in retention of intervention skills and increase preventive actions of FSL?



# Evaluation

- Fraternity & Sorority Life—4,000 students
- All to receive Green Dot overview
- Bystander training is voluntary
- Boosters standardized



# Pre/Post Test

## PRE-SOCIAL NORMS SURVEY

Statements:	Strongly Disagree	Disagree	Agree	Strongly Agree
<b>Assessing knowledge / awareness of violence and sexual violence at UCF</b>				
I feel that intimate partner violence is a problem at UCF.				
I feel that hazing is a problem at UCF.				
I feel that stalking is a problem at UCF.				
I feel that bullying is a problem at UCF.				
I feel that sexual violence/ harassment is a problem at UCF.				
I feel it is a problem when a person is trying to be funny and makes sexual comments to someone else.				
If someone is sexually assaulted while they are drunk, they are to blame for letting things get out of control.				
<b>Assessing bystander efficacy at UCF:</b>				
I feel confident intervening if I notice my friend is being hazed as part of an initiation process.				
I feel confident intervening if I notice someone I do not know is being hazed as part of an initiation process.				
I feel confident intervening if I notice a coworker is enduring unwanted sexual advances by our supervisor.				
I feel confident intervening if I notice my friend is being coerced by another friend to drink more than usual.				
I feel confident intervening if I see friend looking uncomfortable while being hit on by a persistent person at a party/bar/club.				
I feel confident intervening for someone even if my friends don't want me to.				
I feel confident intervening for someone I don't know at UCF.				
I feel responsible for keeping my friends or coworkers safe.				
I feel responsible for keeping my campus safe.				



# Assessment Cycle

Pre-Assessment (At training)	Bystander Training	Post Assessment (At Training)	Pre – Booster	Booster— 1.5 hours	Follow up Assessment Greek Life climate survey
SEPTEMBER			November-January		Mid-April

This cycle begins September 2018 and continues through January 2021.



# Challenges

- Climate survey
- Competing deadlines
- Planning the plan (time management)
- Letting Go



# What is working well

- Willing Partners = Win-Win
- Fidelity and Adaptation
- Expansion due to increased interest
- Mrs. Frizzle Methodology



# Recommendations

- Committed partners
- Clear, realistic plan
- Team member familiar with assessment
- Agree to make changes based on results

“When you have a choice, decide for the greater good. If we invest in the safety of others, we will enhance safety for ourselves as well.”

- Christine Mouton, UCF Victim Services

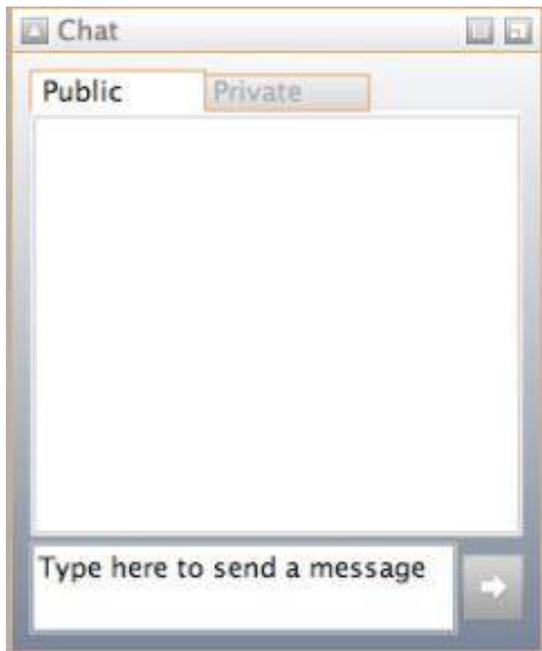


Thank you 😊



# Text Chat Question

What evaluation challenges do you face?  
What steps do you take to overcome these challenges?



# About our guest



**Jen Pagala Barnett,**

*she/her/hers*

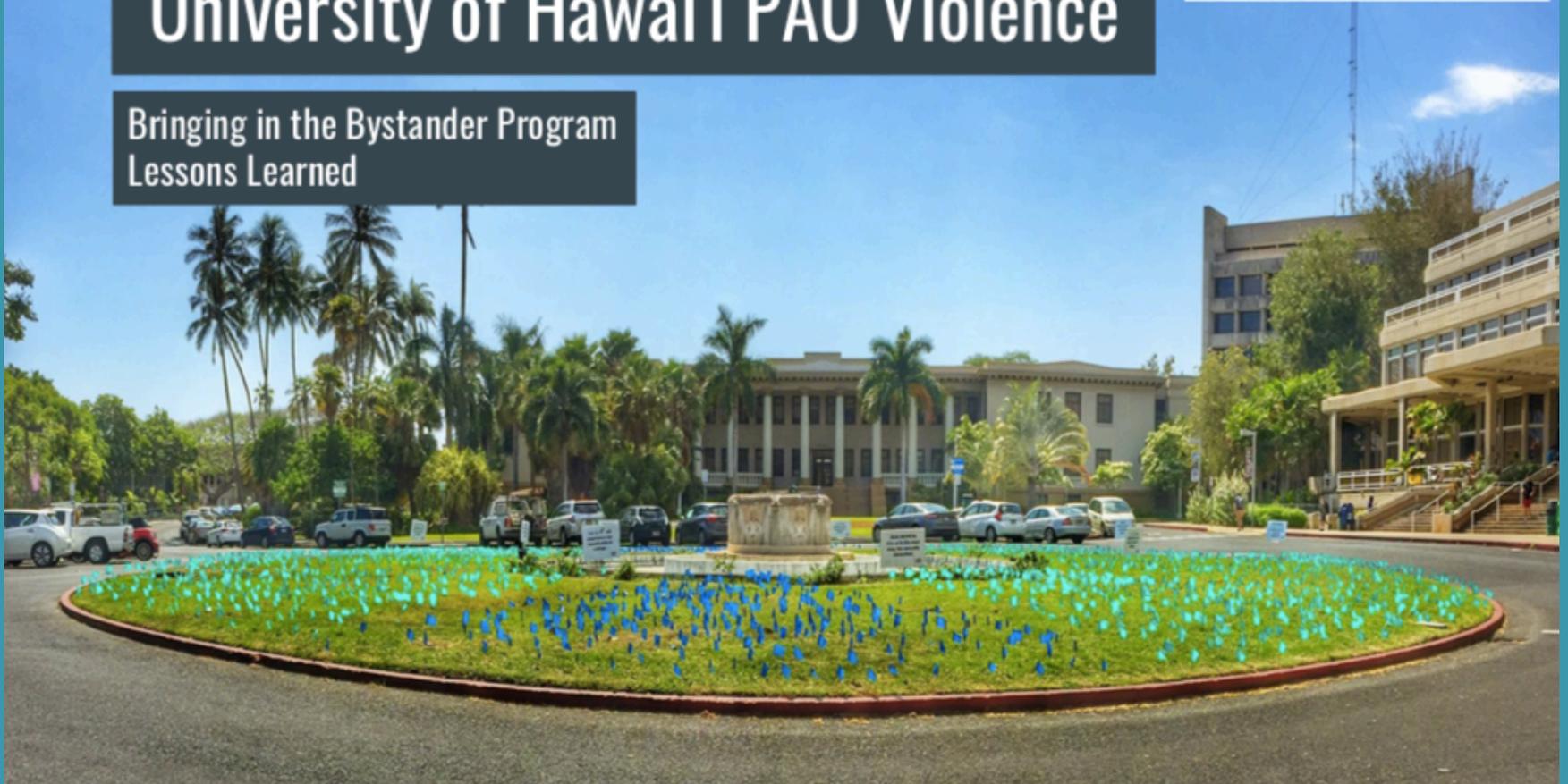
Program Coordinator,  
Women's Center, University  
of Hawai'i at Manoa



September 12, 2018

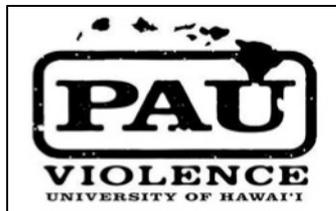
# University of Hawai'i PAU Violence

Bringing in the Bystander Program  
Lessons Learned



# Introduction

- University of Hawai'i and Hawai'i State DOH



# PAU's Mission

- The Prevention, Awareness, and Understanding (PAU – the Hawaiian word for end or finish) Violence Program exists to inspire, educate, and empower students and campus communities to build safe and living-learning environments, end interpersonal violence, and encourage holistic well-being in ways that are supportive, collaborative, student-centered, and strengths-based.



# PAU Violence Program

Prevention  
Education

Sex Assault  
Task Force

Awareness  
Education  
W.A.V.E.

Student  
Respondent  
Support

Confidential  
Advocacy



# Bystander Strategy

- Create a campus environment in which community members are empowered and have skills to act as active bystanders to prevent intimate partner violence using the *Bringing in the Bystander* (BITB) program and curriculum.



# Bystander Strategy, cont.

- Some of the elements include:
  - Customized curriculum for UH System & for specific campuses
  - A BITB toolkit (slide presentation, facilitator notes, slide bank material, post-session evaluation forms)
  - TA training & assistance for campus roll-out (1:1 with trainers, curriculum review with campus, initial trainings implemented by master trainers for observation)



# Customizing for UH Hawai'i System

- Diverse populations
- Unique Campuses (community colleges and 4 year institutions)
- Cultural ties to place and community
- Handing over a toolkit
- Ongoing technical assistance



# Critical Partnerships

- UH & Hawai'i State Department of Health
- UH System Level
  - Chief Student Affairs Officers
  - PAU Violence teams
- Campus Level
  - Recognizing individual campus needs
  - Partnerships with intention



# Overall Evaluation Purpose

- **Formative Evaluation:**
  - To identify the factors that contribute to a sustainable and feasible model for implementing BITB across the UH system, with specific attention to preparation and training of Campus BITB team; implementation of BITB sessions, and maintaining administrative/campus support



# Overall Evaluation Purpose, cont.

- Outcome Evaluation:
  - To determine the effectiveness of the UH modified BITB program in changing UH community norms with respect to preventing sexual, intimate partner, and gender based violence
- Evaluation of two main components: Support and Curriculum



# Evaluation Design & Key Questions

- A. What components of the BITB toolkit are useful to successful onboarding of new campuses, in terms of BITB Campus teams in achieving their implementation plan targets? What components are missing or need to be modified?
- B. What sections of the curriculum can be implemented by the BITB facilitators routinely and effectively for different audiences?
- C. What are the factors that affect the level of administrative support (positively or negatively) for BITB program implementation on each campus?



Evaluation Question	Data Collection Method/Tool
<p>A. What components of the BITB toolkit are useful to successful onboarding of new campuses? What components are missing or need to be modified?</p>	<ul style="list-style-type: none"> <li>• Campus Implementation Plan/ Checklist</li> <li>• Facilitator readiness/training log</li> <li>• Event Report Form</li> <li>• Individual/Group Interviews</li> </ul>
<p>B. What sections of the curriculum can be implemented by BITB facilitators routinely and effectively for different audiences?</p>	<ul style="list-style-type: none"> <li>• Participant post-session survey</li> <li>• Event Report Form</li> <li>• Individual/Group Interviews</li> </ul>
<p>C. What are the factors that affect the level of administrative support for BITB program implementation on each campus?</p>	<ul style="list-style-type: none"> <li>• Individual/Group Interviews</li> </ul>



# Evaluation Workshop Tips

1. Pre-workshop prep
2. Pre visit call with CDC & APHA
3. Find your core team
4. Dedicate the time to do the work



# Hawai'i Team

- Jen Pagala Barnett, Program Coordinator, UHM Women's Center
- Lexer Chou, SLD Coordinator, Leeward CC+
- Joanne Higashi, SVP Program Specialist, Hawaii State Department of Health Maternal & Child Branch
- Dr. Virginia Loo, Consultant Epidemiologist, Hawaii State Department of Health Maternal & Child Branch
- Christine Quemuel, VC SEED, UH Manoa & HCASA
- Leslie Cabingabang, Program Coordinator, UHM PAU Violence
- Chris Yanuaria, UHM PAU Violence
- Kate De Soto, Wellness Counselor, Hawai'i CC



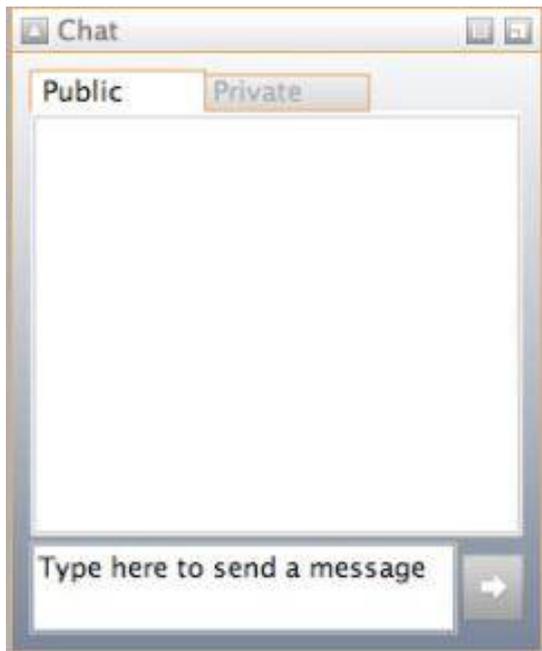
Jen Pagala Barnett  
[ipagala@hawaii.edu](mailto:ipagala@hawaii.edu)  
808-956-7344

*Thank you!*



# Text Chat Question

What steps will you take to advance and enhance your campus sexual violence prevention efforts and evaluation?



# About our guest



**Drew Colling,**

*she/her/hers*

Campus Assault Prevention  
Coordinator & Director of the  
Student Advocacy Resource  
Center (SARC),  
University of Montana



# Montana RPE and Flagship University Bystander Intervention

## Montana RPE and Flagship University Bystander Intervention

### Mission

Actively promote respectful relationships, just and equitable environments, and violence-free Montana communities through consciousness-raising, education, social justice, and collaborative statewide efforts



# Montana RPE and Flagship University Bystander Intervention

## Montana RPE and Flagship University Bystander Intervention

- Statewide analysis of bystander intervention training content<sup>1</sup>
- Sample: 6 colleges across the state
- Tracking numbers of students trained
- Post training student satisfaction survey question/analysis
- Campus demographics
- Facilitator survey

<sup>1</sup><https://www.naspa.org/focus-areas/violence-prevention/culture-of-respect>



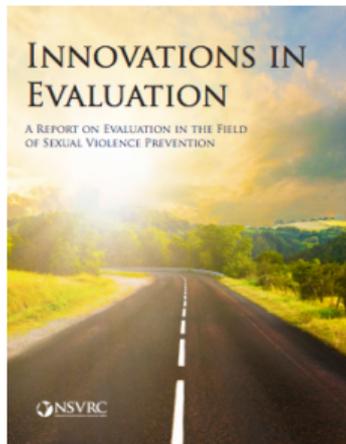
# Tips from our guests



# Resources



<http://www.preventconnect.org/2018/07/peer-learning-forum-evaluation-toolkit-increasing-capacity-to-evaluate-sexual-violence-prevention-work/>



<http://www.preventconnect.org/2017/03/innovations-in-evaluation/>



<https://www.cdc.gov/eval/>

## Blog from CALCASA: Let's Be Creative with Evaluation

<http://www.calcasa.org/2018/08/lets-be-creative-with-evaluation-ten-resources-to-support-evaluation-in-primary-prevention-of-sexual-violence/>



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