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
How to use this technology

- Raise hand
- Text chat & private chat
- PowerPoint slides
- Polling questions
- Phone
- Closed captioning
- Web conference guidelines

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

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
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

Perceived Social Norms

Self-efficacy to Intervene

Attitudes Towards Sexual Violence

Intent & Actual 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
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)

- 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*

**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
Evaluation Measures (Impact)

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

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
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???
Jen Brockman, MA
Director, SAPEC
785-864-5879
jenbrockman@ku.edu
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
Synergy. It’s a Thing.
Florida

- 3rd 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

“It takes everyone to prevent violence and make UCF’s campus a safer place. I’m just doing my part.”

- Tim Donovan, Office of Student Rights & Responsibilities
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!
<table>
<thead>
<tr>
<th>Opportunities for Data Collection</th>
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<tbody>
<tr>
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<tr>
<td>Face to Face Conversations</td>
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<tr>
<td>Overview talks</td>
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<tr>
<td>Bystander Trainings</td>
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<tr>
<td>Booster Sessions</td>
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</tbody>
</table>
## Opportunities for Data Collection, Cont.

<table>
<thead>
<tr>
<th>Department of Health</th>
<th>UCF</th>
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<tbody>
<tr>
<td>Fidelity Review Checklist</td>
<td>Campus Climate Surveys</td>
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<td>Monthly Narrative Reporting</td>
<td>Office of conduct</td>
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<td>Environmental Scan</td>
<td>UCF Crime Report</td>
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<td>Clery Act</td>
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</table>
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?

“I am a Green Dot team member so I can make UCF the safest college campus in the United States.”

- Laura Valle, UCF Victim Services
Evaluation

• Fraternity & Sorority Life—4,000 students
• All to receive Green Dot overview
• Bystander training is voluntary
• Boosters standardized
## Pre-Social Norms Survey

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

<table>
<thead>
<tr>
<th>Pre-Assessment (At training)</th>
<th>Bystander Training</th>
<th>Post Assessment (At Training)</th>
<th>Pre - Booster</th>
<th>Booster—1.5 hours</th>
<th>Follow up Assessment Greek Life climate survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEPTEMBER</td>
<td>November-January</td>
<td>Mid-April</td>
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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

"Take chances, make mistakes, get messy!"
- Ms. Frizzle
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 😊
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
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.
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.
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?
<table>
<thead>
<tr>
<th>Evaluation Question</th>
<th>Data Collection Method/Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. What components of the BITB toolkit are useful to successful onboarding of new campuses? What components are missing or need to be modified?</td>
<td>• Campus Implementation Plan/Checklist</td>
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<td>• Facilitator readiness/training log</td>
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<td>• Event Report Form</td>
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<td>• Individual/Group Interviews</td>
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<tr>
<td>B. What sections of the curriculum can be implemented by BITB facilitators routinely and effectively for different audiences?</td>
<td>• Participant post-session survey</td>
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<td>C. What are the factors that affect the level of administrative support for BITB program implementation on each campus?</td>
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</tr>
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</table>
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
808-956-7344

Thank you!
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

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
- Sample: 6 colleges across the state
- Tracking numbers of students trained
- Post training student satisfaction survey question/analysis
- Campus demographics
- Facilitator survey

1https://www.naspa.org/focus-areas/violence-prevention/culture-of-respect
Tips from our guests
Resources


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

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

Blog from CALCASA: Let’s Be Creative with Evaluation