

## Strategies to Measure the Effectiveness of Sexual Violence Prevention Programs

Thursday, September 17, 2009  
2:00 PM - 3:30PM

**We will start soon!**

*This web conference is sponsored by California Department of Public Health, Safe and Active Communities Branch (formerly the EPIC Branch) and the Preventive Health and Health Services Block Grant.*

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### How to Use This Technology

- Raise Hand
- Text Chat
- \*6 : (un)Mute your Phone
- PowerPoint Slides
  - [www.calcasa.org](http://www.calcasa.org)
  - Search for this title



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### Technology

- For trouble on the web please send a private chat
- You can call iLinc technical assistance at 800-799-4510
- For other information, call CALCASA at 888-922-5227



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New CALCASA Web Site [www.CALCASA.org](http://www.CALCASA.org)



**CALCASA**  
CALIFORNIA COALITION  
AGAINST SEXUAL ASSAULT

PREVENTION PUBLIC AFFAIRS EDUCATION CAMPUS LEADERSHIP

The California Coalition Against Sexual Assault provides leadership, vision and resources to rape crisis centers, individuals and other entities committed to ending sexual violence.

**CALCASA Web Conference: Measuring Prevention**  
BY DAVID ON AUGUST 22, 2009  
POSTED IN: CALCASA, PREVENTION

**Measuring Prevention: A Web Conference Examining Strategies to Measure Effectiveness of Sexual Violence Prevention Programs**  
Thursday, September 17, 2:00 - 3:30 pm Pacific Time  
Host: David Lee, CALCASA

**Presenter:** Paul Schewe, Ph.D., Director, Interdisciplinary Center for Research on Violence, University of Illinois at Chicago




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**CALCASA**  
CALIFORNIA COALITION  
AGAINST SEXUAL ASSAULT

**Resources**

**Prevention**

- Technical Assistance
  - David Lee [david@calcasa.org](mailto:david@calcasa.org)
  - Chad Sniffen [chad@calcasa.org](mailto:chad@calcasa.org)
- MyStrength
- Web Conferences
- Prevention Connection [www.PreventConnect.org](http://www.PreventConnect.org)
- Technical Assistance
  - Advocacy
  - Management
  - other issues
- Ebridge and EDTalk
- Public Policy
- Library Resources
- In-Person and Web Trainings
- Leadership Conference

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How do we know we've made the change we want to see?

**Strategies to Measure the Effectiveness of Sexual Violence Prevention Programs**



**CALCASA**  
CALIFORNIA COALITION  
AGAINST SEXUAL ASSAULT

September 17, 2009

By: Paul Schewe, Ph.D.  
[schewepa@uic.edu](mailto:schewepa@uic.edu)

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## Overview

- Why do we want to evaluate the effectiveness of our sexual assault prevention programs?
- How do we measure something that doesn't happen?
- Use of *proxy* measures
- Using Logic Models to develop an evaluation plan
- Evaluation Design Considerations
- Other considerations



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## A note...

Outcome evaluation is *different* than client satisfaction

Client Satisfaction surveys: Measures audience perceptions of the intervention

Outcome Evaluation: Focuses on how participants are different following your intervention



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## Process Evaluation vs. Outcome Evaluation

- Process Evaluation documents what you do, for whom, by whom, and when.
- Outcome Evaluation measures the changes that occur in your target audience as a result of participating in your prevention program.



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## Building On Where You've Been

In the past, what was the first thing that came to mind when you were asked to evaluate your prevention program?



Use chat to answer



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Why would we want to evaluate the effectiveness of our interventions?



Use chat to answer



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## Why do we want to evaluate the effectiveness of our interventions?

- funder mandates
- program improvement
- staff morale/motivation
- to make decisions regarding resource allocation
- to make decisions regarding dissemination/replication
- to inform choices between competing interventions
- to document effectiveness so that it is easier to get into more schools



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## When NOT to evaluate

- When the program can not be replicated
- When evaluation would overwhelm staff resources
- When evaluation would prevent you from providing services to a particular population



Thanks to: W.K. Kellogg Foundation's Logic Model Development Guide available at: [www.wkkf.org/links/Book/evaluation/eval-1010.pdf](http://www.wkkf.org/links/Book/evaluation/eval-1010.pdf) for parts of this slide

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## How do we measure something that doesn't happen?

Can we know whether or not our programs have prevented sexual assaults?



Use chat to answer



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## How do we measure something that doesn't happen?

Should we expect reports of sexual assault to rise or fall following our prevention activities?



Use chat to answer



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### Use of *proxy* measures

- So what do we measure instead of rates or incidences of sexual assault?
- Proximal = nearer to the point of reference or to the center of the body than something else is. For example, the elbow is proximal to the hand.
- Proxy = meaning substitute, alternative, stand-in



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### Proxy Measures

- The choice of proximal measures depends on:
  - the content of your intervention
  - your theory (whether stated or implied) of what causes rape



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### Logic Models



**Building On  
Where You've  
Been**

**Logic Models** can be a useful tool for developing an evaluation plan.

See the archive of the previous CALCASA Web Conference [Using Logic Models for Planning Primary Prevention Programs](#)

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**Developing an evaluation plan based on the "bystander model" of rape prevention**

Strategies	Short-term objectives (measurable objectives)	Medium-term impact	Impact
	Teach students how to help a friend who discloses sexual assault	<b>Improve students' ability to intervene as bystanders</b>	Reduce the incidence of rape
	Increase skills for intervening		
	Increase knowledge of local resources		Increase the number of victims receiving assistance
	Increase empathy for victims		
	Change perceptions of social norms		
	Decrease rape supportive attitudes		




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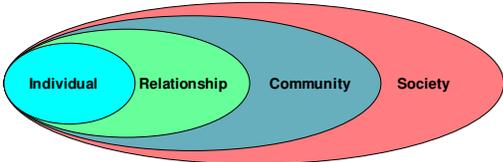
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**Starting with theory to develop a logic model**

- Consider risk and protective factors for sexual assault at multiple levels of the social ecology





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What are some risk and protective factors at the level of the individual, the peer group, the family, the school, the community, the nation...?

Use chat to answer




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Tx	Protective Factors	Risk Factors	Outcomes
Safe Dates MOST Clubs Zero Violence Relationships	<b>Individual-Level Protective Factors</b> -Pro-social beliefs about masculinity and women -Academic success -Accurate knowledge of rape myths and facts	<b>Individual-Level Risk Factors</b> -Cognitions and values that support the use of sexual coercion -Belief in relationship myths -Academic failure -Perceptions of male entitlement to sexual activity -Pornography use	<b>Individual Behaviors</b> -Reduced incidence of sexual assault, voyeurism, exhibitionism, sexual harassment, stalking, sexual coercion, and unintended pregnancies.
	<b>Peer-Level Protective Factors</b> -Healthy relationship skills -Bystander self-efficacy	<b>Peer-Level Risk Factors</b> -Association with delinquent peers -Peer norms that condone the use of force or coercion in sexual relationships	<b>Peer Behaviors</b> -Increased pro-social 'bystander' behaviors -Increased support for survivors of sexual assault -Improved relationship skills
	<b>School-Level Protective Factors</b> -Community connectedness -Accurate knowledge of school policies regarding alcohol, sexual assault, harassment, stalking, and dating violence	<b>School-Level Risk Factors</b> -Use of alcohol, fighting, etc. -Dysfunctional school climate	<b>School-Level Indicators</b> -Improved academic achievement -Improved School Climate -Reductions in disciplinary actions related to interpersonal violence

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**Sample Logic Model for Sexual Assault Prevention Education**

Process (what we do for whom)	Strategies	(Measurable) Objectives	Impact
Provide a one-hour rape prevention program to male & female 8 <sup>th</sup> graders	Address rape myths		
	Teach communication skills		
	Portray the negative consequences of rape		
	Instruct students about how they can help a rape victim		
	Provide information about local rape crisis centers		




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**Using Logic Models to develop an evaluation plan**

Next, identify or brainstorm the immediate impact that each component of your prevention program might have on your audience.

- Ask yourself “How do I expect students to be different after participating in this prevention activity?”
  - Consider Knowledge, Attitudes, Beliefs, Skills, Behaviors, and Behavioral intentions.




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	Teach communication skills	Improve inter-gender communication	
	Portray the negative consequences of rape	Increase empathy for victims of rape	
	Instruct students about how they can help a rape victim	Increase empathy for victims of rape Increase knowledge of how to respond	
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### Sample Logic Model for Sexual Assault Prevention Education

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### Using Logic Models to develop an evaluation plan



What are other pro-social improvements that we might see?

Use chat to answer




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### Pro-Social Improvements

- healthier relationships?
- improved grades?
- decreases in bullying?
- increased school attendance?
- reduced school behavior problems?
- increased use of condoms?
- increased activism?
- increased number of students willing to volunteer their time to prevention efforts?



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### Common areas of measurement

- Knowledge, Attitudes, Beliefs, Behavioral intentions, Skills (self-efficacy)
- Behaviors
- Social Norms



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### Common methods of data collection

- Focus groups
- Paper and pencil measures
- Observation
- Archival records



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## Evaluation Design Considerations

Who do we collect data from?

- participants
- teachers
- parents
- peers
- intimate partners



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## Evaluation Design Considerations

When do we collect data?

- post-only
- pre (also known as 'baseline') and post-intervention
- Follow-up?



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## Responding to Funder Mandates

- **Crafting your "objectives" statements**
  - Revisit your logic model
  - Consider your evaluation design
  - Keep it simple
  - Be careful with your language
- **Examples**
  - Unclear: Students' rape supportive attitudes will decrease by 10%
  - Better: 75% of students' scores on the IRMA will improve following the prevention program.
  - Better: 75% of students will demonstrate knowledge of how to help a friend as evidenced by a score of 90% or better on the "bystander knowledge" questionnaire.



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**Other considerations**

**Breadth vs. Brevity**

- The desire to measure everything vs. the need to keep assessments



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**Other considerations**

**What about control groups?**

- Treatment / no-treatment control groups.
- Alternate treatment control groups.



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**Other considerations**

**Ethical considerations**

- IRB involvement
- Informed consent
- Confidentiality vs. Anonymity



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## Other considerations

### Use of outside evaluators/statisticians



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## Examples of Measures

- The Illinois Rape Myth Acceptance Scale
- Vicki Banyard's bystander measures
- Vangie Foshee's dating violence measures
- Mary Koss' sexual assault measures
- Others?

[Contact CALCASA for more on measures](#)



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## Checking In...



What do you think will be the most challenging part of conducting an outcome evaluation at your agency?

Use chat to answer



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We did it !!



**Next Steps**

- 1) Create your logic model
  - Describe your program in detail
  - Identify the immediate outcomes of your intervention
  - Brainstorm additional outcomes
  - How do these outcomes fit with your theory of the causes of rape
- 2) Decide on an evaluation plan (what, how, who, when, how many?)
- 3) Implement your evaluation plan!



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**Resources**

- Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths - Second Edition  
[www.cdc.gov/ncipc/pub-res/measure.htm](http://www.cdc.gov/ncipc/pub-res/measure.htm)
- Developing a Logic Model: Teaching and Training Guide by Ellen Taylor Powell and Ellen Henert  
[www.uwex.edu/ces/pdande/evaluation/pdf/lmguidecomplete.pdf](http://www.uwex.edu/ces/pdande/evaluation/pdf/lmguidecomplete.pdf)
- W.K. Kellogg Foundation's Logic Model Development Guide. [www.wkkf.org/pubs/tools/evaluation/pub3669.pdf](http://www.wkkf.org/pubs/tools/evaluation/pub3669.pdf)
- CDC Evaluation Working Group  
<http://www.cdc.gov/eval/resources.htm#logic>
- CDC Sexual and Intimate Partner Violence Prevention Programs Evaluation (Guide 99-9234)  
Order at <http://www.cdc.gov/pubs/ncipc.aspx>



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Paul A. Schewe, Ph.D., Director,  
UIC's Interdisciplinary Center for Research on Violence  
Criminology, Law, and Justice (MC 141)  
1007 W. Harrison St.  
Chicago, IL 60607-7137

Email: [Schewepa@uic.edu](mailto:Schewepa@uic.edu)  
Center Website: [www.uic.edu/orgs/violencecenter/](http://www.uic.edu/orgs/violencecenter/)  
Personal Website: [www.uic.edu/~schewepa/](http://www.uic.edu/~schewepa/)

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**For More Information**

**For California RPE Grantees**

**CALCASA for technical support**

- David Lee
  - [david@calcasa.org](mailto:david@calcasa.org) ; 916-446-2520
- Chad Sniffen
  - [chad@calcasa.org](mailto:chad@calcasa.org) ; 916-446-2520

**CDPH Program Officer**

- Stacy Alamo Mixson; 916-552-9827 [stacy.alamo@cdph.ca.gov](mailto:stacy.alamo@cdph.ca.gov)
- Annette DiPirro; 916-552-9827 [annette.dipirro@cdph.ca.gov](mailto:annette.dipirro@cdph.ca.gov)
- Nancy Bagnato; 916-552-9846 [nancy.bagnato@cdph.ca.gov](mailto:nancy.bagnato@cdph.ca.gov)



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