



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.



How to Use This Technology

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



Technology

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- For other information, call CALCASA at 888-922-5227



New CALCASA Web Site 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





CALCASA
CALIFORNIA COALITION
AGAINST SEXUAL ASSAULT


Resources

Prevention

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

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

Strategies to Measure the Effectiveness of Sexual Violence Prevention Programs



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CALIFORNIA COALITION
AGAINST SEXUAL ASSAULT

September 17, 2009

By: Paul Schewe, Ph.D.
schewepa@uic.edu

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



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



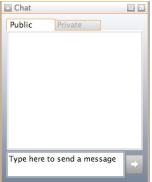
Process Evaluation vs. Outcome Evaluation

- 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.




Building On Where You've Been

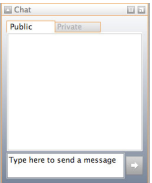
In the past, what was the first thing that came to mind when you were asked to evaluate your prevention program?




Use chat to answer



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




Use chat to answer



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



When NOT to evaluate

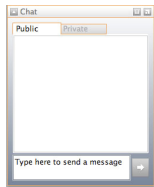
- When the program can not be replicated
- When evaluation would overwhelm staff resources
- When evaluation would prevent you from providing services to a particular population



Thanks to: W.K. Kellogg Foundation's Logic Model Development Guide available at: www.wkkf.org/links/Book/evaluation/book-1610.pdf for parts of this slide

How do we measure something that doesn't happen?

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

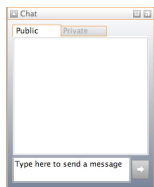


Use chat to answer



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



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

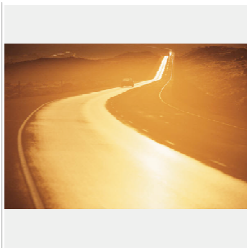


Proxy Measures

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



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](#)

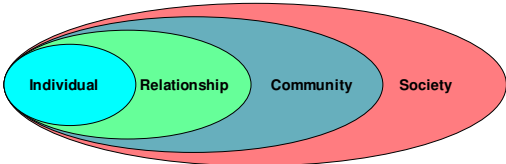

Developing an evaluation plan based on the "bystander model" of rape prevention

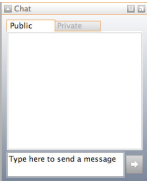
| Strategies | Short-term objectives (measurable objectives) | Medium-term impact | Impact |
|------------|--|---|---|
| | Teach students how to help a friend who discloses sexual assault | Improve students' ability to intervene as bystanders | Reduce the incidence of rape |
| | Increase skills for intervening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



Starting with theory to develop a logic model


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



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



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

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 th 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 | | |



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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| | 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 | |
| | Provide information about local rape crisis centers | Increase knowledge of local resources | |

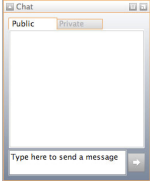


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| | Instruct students about how they can help a rape victim | Increase empathy for victims of rape Increase knowledge of how to respond | |
| | Provide information about local rape crisis centers | Increase knowledge of local resources | |




Using Logic Models to develop an evaluation plan



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

Use chat to answer



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?



Common areas of measurement

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



Common methods of data collection

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



Evaluation Design Considerations

Who do we collect data from?

- participants
- teachers
- parents
- peers
- intimate partners



Evaluation Design Considerations

When do we collect data?

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



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.



Other considerations

Breadth vs. Brevity

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



Other considerations

What about control groups?

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



Other considerations

Ethical considerations

- IRB involvement
- Informed consent
- Confidentiality vs. Anonymity



Other considerations

Use of outside evaluators/statisticians



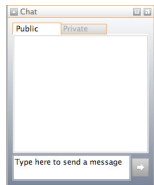
Examples of Measures

- 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](#)



Checking In...



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

Use chat to answer



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!



Resources

- Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths - Second Edition
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
- W.K. Kellogg Foundation's Logic Model Development Guide. 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>





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
Center Website: www.uic.edu/orgs/violencecenter/
Personal Website: www.uic.edu/~schewepa/

For More Information

For California RPE Grantees

CALCASA for technical support

- David Lee
 - david@calcasa.org ; 916-446-2520
- Chad Sniffen
 - chad@calcasa.org ; 916-446-2520

CDPH Program Officer

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