



2018 -2019 Student Affairs Assessment Plan

Department: Sexual Assault Prevention & Education
Center (SAPEC)

Jayhawks Give a Flock! (Bystander Intervention) for first-year college students

Division Mission

Student Affairs is committed to engaging the KU community in services and programs that make learning possible.

Department Mission

Sexual Assault Prevention & Education Center (SAPEC) coordinates the campus violence prevention efforts, and implements the majority of the campus violence prevention strategies. Specifically, it promotes social change and the elimination of sexual violence through prevention education, inclusive programming, and campus wide collaboration.

Department Student Learning Outcomes

Students participating in educational programs through SAPEC will be able to:

- Recognize the systemic and individual causes of sexual violence. (Knowledge Acquisition)
- Identify strategies to affect change and reduce sexual violence on campus and in their community through primary prevention strategies. (Humanitarianism and Civic Engagement)
- Apply interpersonal communication and boundary assessment skills for the establishment of consent within future sexual engagement (Interpersonal Competence)

Description of Service/Program

The primary function of Jayhawk Gives a Flock is to produce positive changes in the capacity of incoming KU students to act as prosocial bystanders. It functions to promote skills to

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successfully intervene such as increasing awareness of sexual violence, being mindful of personal safety, and promoting prosocial gender norms. It also seeks to address barriers to intervening at the individual, peer and societal levels. Finally, it aims to foster a responsibility among students to work together to prevent/reduce the harm of sexual violence on campus and create a safer community.

Service/Program Student Learning Outcome(s)

Students participating in the Jayhawks Give a Flock! workshop will be able to...

1. Demonstrate awareness and knowledge of sexual violence on KU's campus.
2. Demonstrate beliefs and attitudes that protect against sexual violence (e.g., reduce attitudes related to victim blaming) among incoming KU students.
3. Demonstrate rejection of rape myths.
4. Demonstrate confidence and self-efficacy to intervene in situations of sexual violence.
5. Demonstrate intent to intervene to prevent sexual violence and intent to follow up to reduce the harm of sexual violence.

Divisional Student Learning Outcomes: *Check all that apply*

- Knowledge Acquisition
- Cognitive Complexity
- Intrapersonal Development
- Interpersonal Competence
- Humanitarianism & Civic Engagement
- Practical Competence

Project Specifics

Project Title: Jayhawks Give A Flock! (Bystander Intervention) for first-year students

Purpose of the project: The purpose of the JGAF evaluation is to provide evidence of the effectiveness of JGAF among incoming KU college students as well as groups of students that are deemed high risk (e.g., Athletics, Fraternity Council). The effectiveness of JGAF will be assessed using validated scales.

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Assessment method(s): Using validated scales, a quasi-experimental pre-post research design will be used to assess the impact of Jayhawks Give a Flock. In addition, mixed method surveys will be utilized to gather feedback from the students as well as the staff that facilitated the intervention.

Staff contact(s):

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SAPEC, Director

Timeline/frequency: JGAF will be held every fall semester during ‘Hawk Week’, student orientation. Pre assessment surveys will be delivered on the day of the workshop and post assessment surveys will be delivered directly upon completion of the workshop.

Population/Sample: The target demographic will be first-year undergraduate students enrolled at the University of Kansas. Every student who attends the Jayhawks Give A Flock: Bystander Intervention on August 18th will be eligible to participate in the assessment. Given this criteria, the assessment aimed to include roughly 4,200 students (all incoming KU students). The total number that participated in the workshop was 4,035 and the total who participated in the assessment was around 3,700.

Special challenges to this assessment:

There were many challenges to implementing this workshop that could have influenced the evaluation. Some of these challenges are stated below.

- Last minute facilitator cancellations
- Obtaining student rosters and last minute changes to student rosters
- Students not on the check in list
- Enough time to complete the pre assessment before the start of the workshop.
- Total number of paper copies for pre/post-test for individuals who could not complete the questionnaire online.

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- Some issues accessing online surveys due to Wi-Fi connection

Some possible solutions for the future are to limit the time that it takes to complete the pre-test or to speed up the check in process for all students at the beginning of the workshop. This is important in order to enhance completion of the survey. In addition, to encourage students to use the online format to reduce the need for paper copies of the assessments.

Use to inform current practice:

Current assessment will be used to ascertain if the program is effective and what areas need to be modified for implementation of the workshop in the Fall of 2019.

Plans for reporting results:

Type of Quantitative or Qualitative Findings	Audiences	Dissemination/ Communication Method	Key Messages
The lessons from process evaluations will be used to improve the future programs of JGAF and men’s engagement	Administrators; Policy makers; Researchers; Funders	Webinars	What works and what may not work for implementing sexual assault prevention interventions among incoming college students and male athletes

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Findings specifically related to the outcomes of impact evaluation of JGAF	Administrators; Policy makers; Researchers; Funders	Journal article, research presentation	Outcomes of the intervention that may influence future research
Findings related to the process evaluation of JGAF and men’s engagement; feasibility of implementation	Staff on other campuses; policy makers	Website, web-based content	Create awareness; demonstrate that other college campuses need this intervention
The lessons/results from the process and impact evaluation of JGAF.	Staff; Community members; Advocates; Researchers	Toolkits, manuals, conferences	Change behavior and get other staff and community members involved

CampusLabs Used: Yes No