

# 2016-2017 Assessment Final Report

## Sexual Assault Prevention and Education Center

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### **Bringing In The Bystander 2016-2017 Assessment Final Report**

#### **Introduction**

#### **Assessment Project Description**

The development of a pro-social bystander intervention culture is imperative in primary prevention work on college campuses. Participants will come to understand that everyone has an important role to play in the intervention and prevention of sexual violence. The participants will be given scenarios and asked to practice intervention strategies and share their observations with others. This program focuses on skills such as understanding appropriate levels of intervention, being mindful of personal safety, and different personal options bystanders have depending on the nature of the situation.

#### **Service/Program Student Learning Outcome(s)**

Students participating in Bringing In The Bystander will be able to...

- Demonstrate an increased confidence when responding to a friend who has been raped
- Recognize prevalence of sexual violence and relationship violence on campus
- Demonstrate and increase in willingness to intervene as a pro-social bystander

#### **Population/Sample:**

1,816 undergraduate and graduate students participated in Bringing In The Bystander.

1,427 undergraduate and graduate students completed the pre-post survey.

#### **Assessment Method(s):**

Pre and Post paper survey. Electronic 8-10 week out follow up post survey.

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### Summary of Key Findings/Results

#### *Bystander Efficacy (BE): Paired Sample T-Test (Mean Scores)*

The Bystander Efficacy (BE) scale was administered as part of the pre-test and post-test for the Bringing in the Bystander program at the University of Kansas. The BE scale ( $\alpha = .817$ ) assesses a person's confidence in performing bystander behaviors (Banyard, 2008). The BE post-test mean score ( $M = 93.54$ ,  $SD = 10.14$ ) significantly higher than the mean on BE pre-test mean score ( $M = 84.83$ ,  $SD = 13.48$ ),  $\text{crit } t_{.05(971)} = \pm 1.960 > -28.650$ ,  $p < .05$ ). Therefore, the null hypothesis was rejected in favor of the alternative hypothesis that participation in the Bringing in the Bystander had a statistically significant effect on participants' confidence in intervening in situations related to sexual assault.

#### *Readiness to Help (RH): Paired Sample T-Test (Mean Scores)*

The mean on the Readiness to Help (RH) Post Test ( $M = 4.26$ ,  $SD = .63$ ) for participants in our sample was significantly higher than the mean on Pre Test ( $M = 3.82$ ,  $SD = .65$ ),  $\text{crit } t_{.05(967)} = \pm 1.960 > -27.189$ ,  $p < .05$ ). Therefore, we reject the null hypothesis and conclude that participation in the Bringing in the Bystander had a statistically significant effect on participants on Readiness to Help scores.

### Conclusions

#### **Impact of Assessment**

Bringing in the Bystander had a statistically significant positive effect of student participants' confidence in performing bystander behaviors and awareness of sexual violence as a problem on campus. Future research needed on program efficacy on prosocial bystander behavior 10+ weeks out from the training. Future research need on program efficacy based on demographic information.

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### **Lessons Learned**

Throughout the training it became clear that the students needed more dedicated space to process their experiences and process how bystander intervention was relevant to their college experience. Moving forward this training will open up intentional space to cultivate more group dialog. It was also seen that more tangible examples of intervention strategies would also benefit the group. Future assessments are being evaluated with a goal of decreasing the length and creating an electronic means to have students complete the assessment prior to showing up for the training. There is also need to create learning outcomes for the Post-Test and/or a Focus Group.