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# Mentors in Violence Prevention

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An Evaluation of the  
2009-2011 Campus  
Leadership Initiative  
Program

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US Department of Justice Office on Violence Against Women  
2008 Grants to Reduce Violent Crimes Against Women on Campus Program  
Targeted Technical Assistance

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## **INTRODUCTION**

The MVP Campus Leadership Initiative (CLI) was a two-year partnership between the Mentors in Violence Prevention (MVP) Program at Northeastern University's Center for the Study of Sport in Society and the California Coalition Against Sexual Assault (CALCASA).

The *MVP Model* originated in 1993 with the creation of the Mentors in Violence Prevention Program at Northeastern University's Center for the Study of Sport in Society. With initial funding from the U.S. Department of Education, the multiracial MVP Program was designed to train male college and high school student-athletes and other student leaders to use their status to speak out against rape, battering, sexual harassment, gay-bashing, and all forms of sexist abuse and violence. A female component was added in the second year with the complementary principle of training female student-athletes and others to be leaders on these issues.

The Mentors in Violence Prevention (MVP) Model is a gender violence, bullying, and school violence prevention approach that encourages young men and women from all socioeconomic, racial and ethnic backgrounds to take on leadership roles in their schools and communities. The training is focused on an innovative "bystander" model that empowers each student to take an active role in promoting a positive school climate. The heart of the training consists of role-plays intended to allow students to construct and practice viable options in response to incidents of harassment, abuse, or violence before, during, or after the fact. Students learn that there is not simply "one way" to confront violence, but that each individual can learn valuable skills to build their personal resolve and to act when faced with difficult or threatening life situations.

Founded in 1980, the California Coalition Against Sexual Assault (CALCASA) is the only statewide organization in California whose sole purpose is to promote public policy, advocacy, training, and technical assistance on the issue of sexual assault. CALCASA's primary membership consists of the 85 rape crisis centers and rape prevention programs in the state. CALCASA's affiliate membership includes organizations, businesses, individuals, and others committed to its mission and vision of the elimination of sexual violence.

CALCASA works closely with rape crisis centers, government agencies, campuses, institutions, policymakers, the criminal justice system, medical personnel, community-based organizations, and business leaders providing a central resource for improving society's response to sexual violence by supplying knowledge and expertise on a wide range of issues. CALCASA convenes statewide and national training conferences and offers publications, such as training curriculum, reports on sexual violence research, and organizational/resource development guides. CALCASA is also called upon by individuals and organizations nationwide to provide guidance on the issue of eradicating sexual assault.

## **OVERVIEW**

The Mentors in Violence Prevention (MVP) Program at Northeastern University's Center for the Study of Sport in Society joined forces with the California Coalition Against Sexual Assault

(CALCASA) to deliver the MVP Campus Leadership Initiative (CLI) to eight college campuses nationwide between 2009-2011. CLI was funded by a grant from the US Department of Justice Office on Violence Against Women 2008 Grants to Reduce Violent Crimes Against Women on Campus Program Targeted Technical Assistance.

MVP utilizes a creative "bystander" approach to gender violence and bullying prevention. It focuses on young men, not as perpetrators or potential perpetrators, but as empowered bystanders who can confront abusive peers – and support abused ones. It focuses on young women, not as victims or potential targets of harassment, rape and abuse, but as empowered bystanders who can support abused peers - and confront abusive ones. In this model, a "bystander" is defined as a family member, friend, classmate, teammate, coworker, acquaintance– anyone who is imbedded in a family, school, social, or professional relationship with someone who might in some way be abusive, or experiencing abuse.

The heart of the model is interactive discussion, in single-sex and mixed-gender classes and workshops, using real-life scenarios that speak to the experiences of young men and women in high school, college, and other areas of social life. The chief curricular innovation of MVP is a training tool called the Playbook, which consists of a series of realistic scenarios depicting abusive male (and sometimes female) behavior. The Playbook – with separate versions for boys/men and girls/women - transports participants into scenarios as witnesses to actual or potential abuse, then challenges them to consider a number of concrete options for intervention before, during, or after an incident.

CLI had three primary components: training; technical assistance; and evaluation. The program was designed to address four primary issue areas: domestic violence; sexual assault; dating violence; and stalking. CLI was delivered to recipients of the “Grants to Combat Domestic Violence, Dating Violence, Sexual Assault, and Stalking on Campus.”

## **PURPOSE OF THIS REPORT**

The primary purpose of this report is to present the results of the process and outcome evaluation of the training and technical assistance that were delivered by the MVP Campus Leadership Initiative (CLI).

## **REPORT STRUCTURE**

This report is organized to review each step of the evaluation. It first explains the methods of the evaluation. It then describes the sample, identifying the sites where the train-the-trainers sessions were delivered and presenting demographic data on the participants from each site and across all sites. Next, the report presents the findings from the evaluation of the train-the-trainers sessions. Specifically presented are changes that occurred for the participants as a result of receiving the program in four topic areas: 1) Beliefs Supporting Sexual Abuse; 2) Bystander Efficacy Beliefs; 3) Bystander Behavior Intent; and 4) Personal Teaching Efficacy for sexual

abuse prevention. The next section of the report presents findings on the evaluation of the technical assistance that was delivered to the sites while the trainers were delivering the CLI program. Specifically highlighted are satisfaction and utility results, as reported by key CLI site contacts. The report then discusses the findings with regard to the evaluation methodology and the program. It concludes by making suggestions for the next steps of CLI delivery and evaluation.

## **METHODS**

The evaluation of CLI consisted of multiple components designed to capture quantitative and qualitative evidence about the effectiveness of the train-the-trainer component and the technical assistance component of the program.

### **Train-the-Trainer Survey Design**

The train-the-trainer evaluation was conducted by designing a survey that would measure participants' responses in four areas of focus of the CLI: 1) Beliefs Supporting Sexual Abuse; 2) Bystander Efficacy Beliefs; 3) Bystander Behavior Intent; and 4) Personal Teaching Efficacy for sexual abuse prevention. The survey questions were developed based on prior MVP work. The surveys were administered twice, once as a pre-test prior to the participants receiving the training program, and again as a post- test after the participants had completed the program. The pre-test questionnaires included demographic questions as well as questions that captured the above topics. The post-test survey questions that addressed the four focal areas were identical on the pre- and post-tests. In addition, the post-test surveys included open-ended questions that allowed participants to respond to what they found most and least helpful in the training, as well as any suggestions for changes. All surveys were anonymous. No names were provided by the participants. Trainees were asked to provide their institutional identification numbers so the evaluators could assign ID numbers to each participant and link their pre- and post- tests. The surveys were administered by MVP staff. After each training session, the completed surveys were mailed to the evaluators.

### **Train-the-Trainer Survey Pre-Testing**

The train-the-trainer evaluation was structured to pre-test the survey instrument at the first site it was delivered to. The train-the-trainer sessions at the University of Hawaii at Manoa served as a pre-test for the survey instruments. Pre- and post- test survey instruments were distributed to 27 trainers. Once the questionnaires were returned and reviewed, it became necessary to revise the instruments in order to more clearly structure the evaluation to test the four areas of focus of the program: 1) Beliefs Supporting Sexual Abuse; 2) Bystander Efficacy Beliefs; 3) Bystander Behavior Intent; and 4) Personal Teaching Efficacy for sexual abuse prevention. This was done by establishing a scale measure for each of the four program components. Each scale measure was comprised of multiple items that were designed to assess the pre-to-post-test change in that topic area. Of the 17 original items in the questionnaire, four were retained and the other 13 items were either revised or replaced, so that the final instrument was comprised of 21 topic-

specific items. Demographic questions were also added in the final version of the instruments so data could be collected on the participants' educational background. Following the pre-test, the instruments were revised and then administered to the other seven sites across the US. (See Appendices A and B for the final versions of the instruments.)

### **Technical Assistance Surveys**

The technical assistance evaluation was conducted by designing a survey that would measure the satisfaction and utility of the TA that was delivered to the trainers at each of the training sites. The survey included demographic questions, as well as items that assessed the satisfaction and utility of the overall technical assistance and for each of the four components of the TA: 1) Train-the-trainer trainings; 2) Group e-mail communication; 3) The website; and 4) Group conference calls. The survey also asked respondents to rate how much new information they learned, their use of program resources, their ability to connect with other program participants, and whether they would recommend the TA to others. In addition, respondents were provided with open-ended questions that allowed them the opportunity to comment on the most and least valuable aspects of the TA and to make recommendations for CLI moving forward. (See Appendix C for the technical assistance survey instrument.)

The survey was uploaded to Survey Monkey and distributed on-line to the key contacts at each of the training sites mid-way through the delivery of the technical assistance. Respondents were contacted multiple times via email to ensure that all training sites were represented. As respondents completed the survey, the results were delivered immediately to the evaluators.

### **TRAIN-THE-TRAINERS PARTICIPANTS**

CLI trained 207 trainers to deliver CLI in 2009-2010. Train-the-trainer trainings were delivered to participants at eight college campuses across the US. These sites included: the University of Hawaii-Manoa; the University of Albany; St. Cloud State University; University of Colorado-Denver; Southwest Oklahoma State University; University of Iowa; Stanford; and Virginia Tech. At each site, representatives from other campuses, universities, and even other organizations attended the trainings so that the actual reach of the train-the-trainers totaled 25 organizations across the US, including the campuses at which the trainings were delivered.

As shown in Table 1, CLI was evaluated at seven sites—all sites following the pre-test at the University of Hawaii-Manoa. The training sessions held at these sites delivered training to 149 trainers. Participation ranged from 14 trainers at two sites (University of St. Cloud and Southwest Oklahoma State) to 28 trainers at one site (University of Albany), with an average of 21 trainers participating at each site. Data reported are for complete cases only. No cases that have missing data are included in the analyses.