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Sexual Violence Prevention Education at Clark University: A study of First Year Programming

Elyana Kadish

Clark University, ekadish@clarku.edu

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Sexual Violence Prevention Education at Clark University:
A study of First Year Programming

Elyana Kadish

May 2018

**A Master's Paper Submitted to the faculty of Clark University, Worcester,
Massachusetts, in partial fulfillment of the requirements for the degree of Master of
Arts in the department of Community Development and Planning**

And accepted on the recommendation of

Ellen Foley, Chief Instructor

Abstract

Sexual Violence Prevention Education at Clark University: A study of First Year Programming

Elyana Kadish

This is a study of the sexual violence prevention education programs offered at Clark University. The data analyzed were anonymous feedback forms, evaluation forms, and Pre and Post-Tests. The researcher examined this data, along with literature on the subject of campus assault and violence prevention programs, to understand if Clark's programming (1) creates a set of community expectations, (2) provides students with language and conceptualization tools and (3) influences social norms and intent to intervene in violent situations. The findings indicate that Clark's programs are providing a set of community standards and influencing social norms and intent to intervene in violent situations, but is not significantly providing students with language or conceptualization tools. From these findings the researcher provides recommendations to strengthen Clark's future programming.

Ellen Foley, Ph.D.

Chief Instructor

Kathryn Madden,

Visiting Lecturer

ACADEMIC HISTORY

Name: Elyana Kadish

Date: May 2018

Baccalaureate Degree: Bachelor of Arts

Source: Clark University

Date: May 2017

Occupation and Academic Connection since date of baccalaureate degree:

Program Assistant, Title IX Office Clark University

Master's Candidate Clark University

DEDICATION

This paper is dedicated to all students whose lives have been impacted by sexual violence and to the people who continue to work to make campuses safer and happier communities.

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Introduction

Sexual violence on college and university campuses across The United States of America occurs at an alarming rate. The numbers remain consistently around 19% of cisgender women, 25% of transgender and nonbinary individuals (Cantor, Fisher, Chibnall, Townsend, Lee, Thomas, Bruce, and Westat 2015), and 6% of all men, reporting experiences of sexual violence (Krebs, Linquist, Warner, Fisher, and Martin 2007). Between national news stories, the experiences of friends or family, and one's own experience, everyone has a story and a connection to this epidemic. The reality is that sexual violence in college is a long-standing phenomenon, but our grasp of the situation is however extremely new. Over the last few decades scholars, activists, and students have attempted to understand why rape, assault, harassment, and stalking occur at alarming rates in our collegiate settings. With a rise in national awareness since the early 1990s with the passing of the Jeanne Clery Act and the use of Title IX to adjudicate sexual offense cases at universities, a new wave of activism and education has taken root.

Title IX offices sit at a unique junction between wellness education and legal regulations creating a complex approach to education that must be navigated by both educators and participants. Clark University, like all other universities and colleges that receive federal assistance is required to comply with Title IX, The Clery Act, and the interim regulations set by Secretary of Education DeVos and the Office of Civil Rights. Therefore the university must have an adjudication system for all sexual offense cases. Additionally, under these regulations colleges must provide sexual violence prevention education to its student body as a method of mitigating violence and decreasing assault rates. Clark University uses a unique three module approach over the course of the Fall semester of the incoming class' first year. These programs aim to increase awareness, education, and intervention among the incoming cohort in order to create a safer campus community. Using a combination of student created and professionally created programs, incoming Clark students are taught about sexual violence, consent, and bystander intervention. This study

attempts to understand if Clark's programming accomplishes three elements, (1) creates a set of community expectations, (2) provides students with language and conceptualization tools, and (3) influences social norms and intent to intervene in violent situations.

Program Descriptions

There is a marketplace of sexual violence prevention programs available for purchase. These programs are created by for-profit and non-profit businesses and are marketed to colleges and universities. Companies, like Everfi, which provides Clark the Haven program, created these programs and workshops to fill the education gap created by the Clery Act regulations, which mandate that schools provide prevention education to students. The programs are priced at varying rates and each program has content stipulations creating capability and facilitation challenges for small colleges and universities like Clark. Clark uses a combination of Clark student created and purchased programs to deliver this education to its incoming students.

Consenting Communities

The "Consenting Communities" program was created in 2014 by four Clark Undergraduate seniors who saw a need for consent education during Clark's First Year orientation. They created a curriculum highlighting how to talk about consent with partners, how to deal with consent and drinking or drugs, and Clark's policies around sexual offense violations. Consenting Communities aims to teach incoming Clark students the sexual codes of conduct standards they will be held to, as well as how to have healthier and happier relationships. The students participate in a three part workshop that lasts about an hour and a half, including a short debrief at the end.

The first section presents an overview of the topic. The second part, asks students to apply their personal knowledge of consent and healthy relationships, to hypothetical scenarios that investigate interpersonal boundaries. The latter half of

this section is dedicated to outlining Clark's Sexual Offense Policies, Clark's Reporting options, and on and off campus resources. After the third section, students listen to testimonials from past Clark students about their experiences with Sexual Offense Violations and the impact it had on their lives. Finally, the students debrief the session, discuss their feelings, and perspectives, and complete the feedback form.

Haven by EverFi

Before the incoming students arrive at Clark, they take a an online course called "Haven- Understanding Sexual Assault". Everfi says Haven is “ addressing the critical issues of sexual assault, relationship violence, stalking, and sexual harassment – among students, faculty and staff” (Haven). Haven states that its purpose is to “reinforce healthy attitudes and behaviors” in order to help students use these values on their campuses. Moreover, Haven breaks down common scenarios to illustrate where the problematic behavior began and how to intervene in those moments before it becomes a more dangerous situation. After the introductory section the students are taken through different sections where they learn about the problems that lead to violence, identify their own strengths for violence, prevention, take steps to discover the role of their own community, and then are taught the tools to prevent future violence. At the end of the program students are provided with resources, both local and international, and are given information about the laws in their own state. The Haven program is interactive, using videos, games, and stories to teach students about sexual violence and give them the space to learn.

Bringing In The Bystander

"Bringing In The Bystander" (BITB) is a bystander-intervention program created by professors at University of New Hampshire. BITB promotes the idea “ that everyone has a role to play in ending violence against women” and that the “bystander model” creates roles for community members to fulfil and helps everyone learn how to identify and prevent assault before it occurs. This program, like

Consenting Communities, is a peer-education workshop that allows older students to teach their new peers about how to keep each other safe. The program promotes the idea of a prosocial bystander, one who intervenes in potentially dangerous situations, instead of standing by as a passively.

The seventy-five minute program offered at Clark University has two sections and an Introduction. The first section is called “Learn”, where students are taught facts about dating/relationship violence, and about rape statistics. In the following and final section of the program, called “Empower”, the students learn how to prevent scenarios of sexual violence and how to use their bystander skills. The students role play and practice using these tools in common sexual violence scenarios to practice what they just learned. To finish the program students commit to the Bystander code provided by the workshop and are spoken to by members of University Police.

This program, like the other two programs offered by Clark are evidence based approaches to sexual violence prevention education. Numerous studies have been conducted in attempts to better understand the issues of sexual violence and create effective programming that mitigates violence. Several of those studies are examined below.

Literature Review

Over the past five decades the rate of sexual assault has remained constant (Armstrong, Hamilton, Sweeney 2006: 484). Women overall are more likely than men to experience sexual violence throughout their lifetime (Hust, Rodgers and Bayly 2017) and certain demographics of women, such as Black or bisexual women were found to experience sexual violence more frequently than their white and heterosexual counterparts (Worthen and Wallace 2017: 180). There are several theories about why sexual assault is so pervasive on college campuses from ideas about consent conceptualization, gender-based stereotypes, traditional sexual scripts, and ‘party culture’. However, the field has yet to determine a cause.

In the last few decades, colleges and universities began taking charge of teaching sexual violence prevention education in hopes of reducing rates on their campuses. There are various methodologies employed in academia that fall under the umbrella of sexual violence prevention education. The major schools of thought under sexual violence prevention education examined here are: consent conceptualization, bystander intervention, men's perpetration of violence, and barriers to reporting. While each program possesses different evaluation tools, the overarching goal is to aid students in developing a more comprehensive understanding of sex, consent, and healthy relationships. The questions remains however, is change actually occurring and if so for whom?

Sexual Violence Prevention Education

Sexual Violence Prevention is the umbrella for several different approaches used on college campuses. This field gained traction in 1990 when the Clery Act passed, which mandated that colleges report cases of sexual violence that occur on their campus as well as their prevention policies, including a prevention program for students (Vladutiu, Martin, and Macy 2011: 68). Despite this mandate there were no guidelines or regulations about how such education should be disseminated (Vladutiu et al. 2011: 68). Researchers, organizations, and universities, therefore created their own curriculums, approaches, and goals, leading to the myriad of programs available today. Program curriculums are varied and there is no standard of education across the nation, yet they generally teach students to debunk rape myths, encourage the practice of consent, and instill risk reduction behaviors, as the way to reduce assaults and victimization (Rothman and Silverman 2010; Anderson and Whiston 2005; McMahon, Postmus, Koenick 2011; Hanson and Gidycz 1993; Vladutius et al. 2011). Vladutiu et al. found that sexual violence prevention education employs the use of videos, presentations by survivors, role-playing, workshops, and reading material to increase awareness, knowledge, and empathy for survivors (2011:77). Change in this field is not easily measured due to the complexity of the issue. According to Anderson and Whiston, "if effectiveness is

defined solely as a decrease in sexual assault, then there is little support available from the current pool of studies” (2005:381).

The study conducted by psychologists, Kimberly A. Hanson and Christine A. Gidycz, found that a sexual assault prevention program “was effective at decreasing the incidence of sexual assault for women without a sexual violence history”, but did not decrease the rate for women with a sexual violence history (1993:1046). This is a significant finding, which requires further study to understand how prevention education is failing people with a previous history of sexual violence. Public health professionals, Emily Rothman, and Jay Silverman found that students without any intervention were more likely to report assault than their peers who attended an intervention (2007:283). A decrease in sexual assaults, while sometimes found, is too difficult to prove as many people may not report for several reasons, or be more inclined to report after being educated making a numeric change in assault a false goal. The article by Anderson and Whiston found that measuring the change in people's attitudes about rape is a more effective method of efficacy (2005:381). However, sexual violence prevention has minimal effects on rape empathy, or rape awareness behaviors indicating a need to improve the education techniques (Anderson and Whiston 2005:374).

One approach that may help improve outcomes is the Transtheoretical Model (TTM) presented by Banyard, Eckstein and Moynihan in their 2010 article. The TTM “proposes that individuals...progress through a number of stages before changing adverse behavior. “The stages based on this model range from no awareness or denial of the problem to action-oriented states in which individuals implement specific behavior-change plan”(Banyard et al. 2010:113). This allows for the community to move toward growth slowly and sustainably by increasing knowledge and action over time (Banyard et al. 2010:113). The first stage known as “*precontemplation*” is where the majority of incoming first year students begin college. They enter with a lack of awareness of the issue or the way their behaviors are complicit in this issue, or with no desire and aspirations to change the problem if they are aware (Banyard et al. 2010:114). The last step is “*maintenance*” where

individuals are actively working “to prevent relapse and are more confident that they can continue to change” (Banyard et al. 2010:114). The researchers found, that “participants who went through the prevention program showed movement in their readiness for change” (Banyard et al. 2010:131), indicating that the TTM is an effective pedagogical path to implement. The TTM approach could eliminate several issues by creating a standard of efficacy and uniformity that currently inhibits this field from effecting the change our communities need.

Consent Conceptualization and Education

Consent in the dictionary is defined as “permission for something to happen or agreement to do something”, and for the majority in this field is conceptualized as a verbal agreement (Jozkowski, Peterson, Sanders, Dennis and Reece 2014:912; Johnson and Hoover 2015:2). Sexual consent expands upon this idea to include emotional or interpersonal language, such as 'an enthusiastic yes' or 'the presence of a yes, not the absence of a 'no". Clark University, for example, defines consent as “a freely and affirmatively communicated willingness to participate in sexual activity, expressed either by words or clear, unambiguous actions” (Clark University Title IX 2017). Consent dominates the national conversation because of the difficulty of discerning if consent was acquired in most sexual violence cases on college campuses. One cause of this is the finding that student's "narrow understanding of consent is not consistent with their descriptions of how they understand their own and their partner's willingness to participant in sex" (Beres 2014:384). What is evident in the finding by several studies is that consent is most clear when provided verbally, but most commonly given or asked for through nonverbal or indirect tactics (Johnson and Hoover 2015:2;Jozkowski et al. 2014:912;Beres 2014, Foubert, Langhinrichsen-Rohling, Brasfield, Hill 2010; Banyard et al. 2004).

In her article Beres says “when using verbal cues people are more likely to say ‘is this okay’ rather than ‘will you have sex with me’ (2014: 375). This disconnect between conceptualization and practice is the issue that consent education must remedy to create effective change. Jozkowski et al.'s article found that women used

not resisting as a way to communicate consent nonverbally (2014: 910; Johnson and Hoover 2015:2). This is an extremely difficult method of communicating consent because it does not show an active participation but rather an extremely passive one. Blurring this line between active engagement as a form of consent and passivity as consent creates difficult issues for partners looking to determine consent (Beres 2014:380-381; Johnson and Hoover 2015:2).

There is a gender divide to consider when analyzing how cisgender men and women conceptualize consent (Hust et al. 2017: 197). Men are more likely than women to see consent as a singular act where women view consent as an ongoing conversation (Beres 2014). In his 2011 article, Jozkowski found that the tendency to use nonverbal cues for consent was more common among men than women (Jozkowski et al. 2014:910). Professor of health Kristen N. Jozkowski and psychologist Zoë D. Peterson's article found that "despite increased efforts towards gender equality in regard to sexual expression and increased rape education it appears that contemporary young people still ascribe to traditional beliefs regarding women's and men's sexual roles" (Jozkowski and Peterson 2013:520). These traditional beliefs are sometimes referred to as sexual scripts. "A sexual script represents the cognitive schema of the normative progression of events in a sexual encounter...serve as guidelines for an individual's behavior and influence expectations in real life occurrences" (Johnson and Hoover 2015:2) These traditional scripts define men as sexual initiators and women as sexual gatekeepers (Johnson and Hoover 2015: 2; Jozkowski et al. 2014: 905; Hust et al. 2017). Women must resist men's sexual advances in order to protect their gendered roles of sexual purity (Johnson and Hoover 2015:2). These roles place men and women as oppositions, "which sets men up to 'outwit women's defenses in order to achieve sexual activity'"(Johnson and Hoover 2015:2; Jozkowski et al. 2014: 905; Hust et al. 2017).

Additionally traditional scripts encourage indirect consent communication because of social norms (Jozkowski et al. 2014: 905; Beres 2014). The concept of 'token resistance' defined as "when a woman declines a man's sexual advances despite intending to continue engaging in the sexual behavior", is an indication of

such indirect scripts (Johnson and Hoover 2015:2). Token resistance is a dangerous concept as it relies on traditional gender stereotypes, pushes a narrative that women do not actually mean 'no' when they say 'no', and teaches partners to continue to push (Jozkowski and Peterson 2013: 521). Token resistance is accepted as common practice despite research showing that more than half of women have never used "token resistance" (Johnson and Hoover 2015:2). In these cases the belief that women practice token resistance makes understanding a partner's consent even more difficult for inexperienced college students.

There is a conception that assault occurs due to a miscommunication concerning the other person's consent. The study by Johnson and Hoover uncovered that "miscommunication cannot be blamed for sexual assault occurring" (2015:3). Supporting this finding is Beres, who states "current evidence suggests that women say no to sex in ways consistent with conversational norms for refusals generally (Kitzinger and Frith, 1999) and that men report to hear those as sexual refusals (O'Byrne et al., 2008; O'Byrne et al., 2006)" (Beres 2014:377). Indicating that miscommunications about if one party said or did not say 'no' are unlikely to be grounded in reality. Moreover, other research states that there was no evidence to support that men and women held different abilities to decide if their partners were consenting (Johnson and Hoover 2015). Johnson and Hoover believe that the concept of miscommunication actually lies in the fact that a "lack of mutually agreed upon communication creates problems for consent" (2015:4).

One study demonstrates the numerous ways we are taught to conceptualize consent. In Muehlenhard, Humphreys, Jozkowski and Peterson's study consent is conceptualized as "a mental act (i.e. a decision or feeling of willingness) or to a physical act (i.e. as a verbal or nonverbal expression of willingness) (2016:462). These states are separated into (1) "an Internal State of Willingness", (2) "as an Act of Explicitly Agreeing to Something" and (3) "as Behavior that Someone Else Interprets as Willingness". This framing teases out an important distinction, that desire and consent are not synonymous (Muehlenhard et al. 2016:462). However, there are numerous occasions where someone wants to have sex, but does not

consent because it would be cheating or they fear getting pregnant, and in those incidences their *desire* to engage in behavior is separate from their *consent*, because they do not actually want to engage in such behavior. Alternatively, someone may not want to have sex, but consents to make their partner happy, or to try to get pregnant, and in those moments having sex is not what they *desire*, but it is what they consent to. Separating desire from consent allows the conversation to return to the notion that fundamentally, “rape is about the absence of consent, not the absence of desire” (Muehlenhard et al. 2016:463). As Beres (2014) frames it, desire is a moral consent more than it is a legal one, meaning we have rationales for why we want to engage in specific behavior; our desires are not what needs to be scrutinized, but agreement does.

The research concludes that people conceptualize and negotiate sex differently, that their understanding of consent is not in line with how they understand their partner's willingness (Beres 2014:384), and that gender and traditional gender roles influence such education. Moreover, as consent education requires a deconstruction of gendered beliefs, it also necessitates a discussion of what such education is attempting to accomplish (Beres 2014:377). Beres believes that current iterations of consent education positions consent as “the minimum standard” where students think about consent in terms of the law, but not as an element for pleasurable sex for everyone involved (2014:377). These studies demonstrate that the focus of consent education should be “addressing and challenging traditional gender roles within sexual interactions and promoting conceptualizations of consent that are based on mutual expressions of desire and willingness” (Jozkowski and Peterson 2013:522).

Bystander Education

Bystander education is the pedagogical approach to the notion that communities hold a responsibility to prevent sexual assault. According to Foubert et al. the goal of Bystander education “is to give everyone the skills necessary to intervene or reach out for help” so that they can prevent an assault in their

community (2010:816). Bystander education changes the narrative from focusing solely on the actions of victim and perpetrator, to include the actions of the entire community in violent situations. The notion of the 'diffusion of responsibility' or the belief that someone else will step in to help, sometimes also known as the 'Bystander Effect' dominates our reactions to violence says Banyard et al. (2004:67). The benefit of this approach is that it holds "potential to overcome resistance and defensiveness of participants in sexual violence prevention programs" through placing the responsibility on everyone (Banyard et al. 2004:75).

The study in Foubert et al.'s article found six factors that indicate a person's likelihood of acting as a prosocial bystander. They are (1) "being aware of a situation in which a man chooses to rape a woman," (2) "making a prior commitment to help," (3) "having a sense of partial responsibility for helping," (4) "believing that the victims has not caused the situation to occur," (5) "having a sense of self-efficacy related to possessing the skills necessary to do something," and, (6) " seeing others model prosocial behavior" (2010:816). Several other studies found that gender also influences these motivational factors, with women being more likely to act as prosocial bystanders.

The goal however is not just to make people aware of the role they can play to mitigate violence, but also to prepare them so that they will intervene and act as a "prosocial bystander", or active bystander, in situations of violence (Banyard et al. 2004:75). One tactic used is the "Engaging Bystander Approach (EBA)" created by violence prevention specialists McMahan, Postmus, and Koenick in their 2011 study. The EBA is beneficial when working with groups like athletes or fraternities who are considered to be high risk. The EBA approaches "these groups as potential leaders who can take a stand against sexual violence, rather than approaching them as potential perpetrators, which automatically positions them on the defensive" (McMahan et al. 2011:127). Bystander education changes participant's positionality and increases engagement in prevention and intervention measures (Coker, Cook-Craig, Williams, Fisher, Clear, Garcia and Hegge 2011) by addressing the root causes of the issue, instead of targeting the individuals involved.

Another approach to sexual violence prevention speaks to men directly, as they historically are the perpetrators of such violence but also can be catalysts for change. An article examining this method is Laura Hensley Choate's report (2003). The 'Men Against Violence Model' has four areas of programming: Awareness, Community Action, Education, and Support, mirroring the TTM's stages of change. Choate found that such "intervention programs can effectively reduce acceptance of rape myths and actual rape behaviors" (2003:167). These findings highlight a method to disrupt the distribution of false information that tends to occur in gendered spaces (Banyard et al. 2004:65). Moreover, a few studies found that single-gender programs were more effective than mixed group workshops, providing additional support for men's violence prevention programs (Anderson and Whiston 2005; Vladutiu et al. 2011).

Male College Students Perpetration of Sexual Violence

There is a myriad of research exploring why men, or people in general, commit acts of sexual violence. One article found that male participants said they would rape if they knew they would not get caught (Jozkowski and Peterson 2013: 522). Another study by Abbey and McAuslan, states, "rates of self-reported rape perpetration range from 6% to 15% and rates of sexual assault perpetration range from 22% to 57%" in college (Abbey and McAuslan 2004:747). These statistics, coupled with the knowledge that "rape rates have not declined over the last five decades" (Armstrong et al. 2006:484), indicate that resources must be dedicated to determining what factors encourage and discourage men from perpetrating assault or intervening against it.

In Fabiano et al.'s article they discovered that "men underestimate the importance that most men and women place on consent and willingness of most men to intervene against sexual violence" (2003:105). Fabiano et al.'s (2003) finding illustrates the way culture plays into the perpetration of violence. Men overestimate the apathy that men and women have towards consent indicating a cultural barrier between reality and perceived reality influencing the rate of intervention and consent

practices. Another study that supports Fabiano et al.'s findings is Amy Brown and Terri Messman-Moore's study. The authors found similar outcomes about how personal attitudes are "not as relevant to men's willingness to intervene against sexual aggression as are perceived peer norms regarding sexual aggression" and that overall, perceptions of peer beliefs held more weight than personal beliefs" (Brown and Messman-Moore 2010: 513-514). These findings are critical to the creation of effective men's assault awareness and prevention efforts. If programming presented male participants with statistics about their male peers beliefs about consent's importance, condemnation of rape, and willingness to intervene, evidence indicates we would witness a reduction in violence and increase intervention.

Despite the large quantities of men who would not commit assault, there are men who commit assault, and often are repeat offenders (Abbey and McAuslan 2004). "Men in all the sexual assault perpetration groups had on average committed multiple sexual assaults" (Abbey and McAuslan 2004:751). Additionally, Abbey and McAuslan found several factors that indicate a man's likelihood to perpetuate assault, such as, hostile attitudes towards women, engaging in impersonal sex (e.g., age of first date and first consensual sex, number of dating and consensual sex partners), and alcohol consumption or general misperception of women's sexual intentions (Abbey and McAuslan 2004:749). Repeat assaulters possessed extreme scores on the measures of hostility toward women, past sexual experiences drinking in sexual situations, and adolescent delinquency (Abbey and McAuslan 2004:747). Their findings state that men who have never assaulted have the least hostile views or the lowest indicators, and that past assaulters, who did not assault anyone during the study's time frame, are more closely linked to nonassaulters for "situations factors" such as, alcohol consumption or misinterpreting a women's sexual intentions. This illustrates that repeat assaulters are an entirely different category than the majority of men who committed an atrocious act and learned or those who never went down that path at all.

These findings show that there are several identifiable and quantifiable measures to understand a man's likelihood of violating another person. Yet this is

not entirely new information; as a society we know that men who have 'more hostile gender-role beliefs', 'more callous attitudes towards women' or 'greater acceptance of verbal pressure as a sexual strategy' are not likely to respect a partner, especially female partners, when they say no. These group dynamics create a visible space for intervention that could occur before someone could violate someone else. This could be achieved by teaching them at a younger age about social acceptance for consent, violence intervention, and maybe most importantly breaking down harmful gender-stereotypes and attitudes that create inter-gender hostility.

Barriers to reporting Sexual Violence

Cultural norms and beliefs about sexual violence are the root causes of all barriers to reporting sexual violence. Social workers Sable, Danis, Mauzy and Gallagher's study highlights concrete areas for educational programming. The article indicates that the issue is more complex than just a lack of formalized education about sexual violence, but a complex combination of ignorance and cultural norms and societal pressures. "The author's findings indicate that barriers prevalent 30 years ago, prior to efforts by the rape reform movement, continue to be considered important among college men and women" (Sable et. al 2006:157).

These barriers are: " (1) shame, guilt, embarrassment, not wanting friends and family to know (2) concerns about confidentiality; and (3) fear of not being believed" (157). All of these barriers are tied inherently to our cultural norms and attitudes about sexual assault and violence; we believe it's the victim's fault leading to shame or guilt, we tend to treat victims differently, encouraging people to not tell anyone, coupled with the belief that everyone will share your 'secret' creating confidentiality concerns. Finally even if a survivor does tell someone what happened, we are taught not to believe them, starting this cycle of shame over again. All participants rated "shame, guilt and embarrassment" as the biggest barrier (Sable et al. 2006: 159). Given the findings on peer attitude's influence in this area one could extrapolate that perceptions of peer's beliefs about why assault occurs, and to whom it occurs, is a factor that limits reporting.

Analysis

The educational tools examined here indicate that programming reduces the acceptance of rape myths, but we are still experiencing obstacles for reducing rape attitudes and behaviors. Moreover, the majority of the literature found that there is not sufficient evidence to state that violence prevention awareness workshops or bystander interventions have an effect on the rate of sexual violence. Therefore it is plausible to conclude that our educational interventions are occurring too far too late, well after social norms and cultural beliefs have been ingrained. If the goal is to decrease sexual violence and increase healthy relationships on college campuses which approaches should be used, and more importantly, when?

Methodology

Participants and Study Procedures

The participants of this study were the incoming First Year and Transfer students who began at Clark University in Fall 2017. The participants were between 17 and 23 years old (76% 18 years old), mainly white/Caucasian (69%), over half are women (60%), and a large portion identify as cisgender and straight (73%). The participants were representative of recent Clark incoming classes since 2015 (<https://www2.clarku.edu/undergraduate-admissions/fast-facts-rankings/>; <http://www.clarku.edu/fast-facts>)

The students were required to participate in Clark's sexual violence awareness education programming consisting of three modules (1) EverFi's Haven online course (2) Clark's Consenting Communities and (3) The University of New Hampshire's Bringing In The Bystander. The facilitators of Consenting Communities and Bringing In The Bystander are training by Clark University faculty, staff, and student leaders before delivering these programs to the student body. Each program was mandatory, but students were allowed to leave at any time, to take a break, or to leave completely if the information was too overwhelming or triggering. Moreover,

students with a history of sexual violence or abuse were allowed to opt out of these programs by contacting a confidential source on campus that then relayed names to the Title IX staff. The data set was gathered in the Fall of 2017, except for one sample from the incoming First Year and Transfer students who participated in Consenting Communities in the Fall of 2016.

Data Collection

Data was collected using anonymous evaluation forms created by Haven staff or the Title IX office staff at Clark. One of the evaluations consisted of closed-ended questions and two had a mix of open and closed- ended questions. Students completed the evaluation forms at the end of each program. In the case of the Haven, the Everfi staff developed and aggregated the Pre-Test data used as the baseline for student knowledge for this study. The Post-test created by Clark's Title IX staff was distributed to students after they took the final module, Bringing In The Bystander, in October 2017. The Post-Test attempted to ask similar questions to the Pre-Test, but they are not exact matches. The reason for this is that the Pre-Test was created by the staff at Everfi and the Post-Test was created by the researcher. The feedback forms evaluated the programs as well as the students' knowledge and beliefs about the information, as well as their recommendations for the future. The surveys were collected by the facilitators of the Consenting Communities and the Bringing In The Bystander sessions and returned to the Title IX office Staff for aggregation. The aggregated Haven data was given to the researcher to use by the Title IX Coordinator. Moreover, Clark's Institutional Review Board granted the researcher IRB exemption for this study due to the anonymous nature of all the data analyzed.

The researcher, Elyana Kadish, was a Graduate Assistant to the Title IX Office at Clark University granting her access to the data sets. Additionally over her undergraduate career, Ms.Kadish was in charge of running the Consenting Communities workshops both as a trainer of the facilitators and a facilitator herself. Ms. Kadish also participated in both a Bringing In the Bystander workshop, and the

Haven online workshop. Through her position with the Title IX office the researcher was one of the staff members overseeing the delivery of these programs. Due to her connection to and work with the Title IX office and staff, the researcher approached this study with an accurate and conscious understanding of the Universities capabilities and goals. Moreover, this position allowed the researcher a rapport with the student participants and facilitators aiding her ability to conduct this study.

Tools

The evaluations used a Likert Scale from Strongly Disagree to Strongly Agree to measure student's attitudes and beliefs on the subjects of consent, sexual violence, and bystander intervention. Two open-ended questions allowed students to provide feedback on the training. The surveys and the Pre and Post-Tests provided a scale to measure growth and knowledge gain over the first semester of the participant's college career.

The data coming from the Pre-Test are used as our baseline. The data exemplifies the level of knowledge students had before attending Clark. The second tool is the Post-Test, which compared to the Pre-Test demonstrates student growth and knowledge gain from the programs by Clark, keeping in mind the limitations of the data. The final tool is the Consenting Communities evaluation data, both from 2016 and 2017, which not only illustrates the program's impact as with the other evaluations, but also allows for a direct comparison over different years with different student participants.

Data Analysis Strategies

The anonymous Pre-Test created and aggregated by Everfi was compared to the anonymous Post-Test created by the researcher to illustrate growth from the Summer of 2017 to the end of the Fall 2017 semester. The Consenting Communities anonymous survey data from 2016 and 2017 were compared to illustrate program impact over two different cohorts and for an evaluation of Clark's consent educations efficacy. Finally the anonymous facilitator feedback forms were analyzed to provide

a different perspective on the educational efforts. Overall, the findings were examined to demonstrate Clark's ability to (1) create a set of community expectations (2) provide students with language and (3) influences social norms and promotes the intent to intervene.

Limitations of the Data

Across the datasets, where qualitative data is available, there are forms with deep and thoughtful responses. These responses are profound in their understanding of the issues and provide a nuanced perspective, but they were the minority of the responses. Proving what the catalyst was for some students to respond more thoroughly than others is somewhat difficult. However, there are few signs that suggest it is a result of self-selection. For example, several of these students wrote that they already knew this information, or that they already cared about these topics before providing their suggestions. Another example is that the most common response to "what students would change" was "Nothing, N/A" illustrating that the majority of students viewed the programs to be sufficient enough or did not feel inclined to provide recommendations. The student perspective illustrates a level of complacency with the participants use of the programs and their evaluations of their experience. Therefore, one can infer that the majority of the feedback provided was by students who are always looking to advance the needle. A second limitation of the data was the context under which it was developed. The Consenting Communities Feedback form was not intended for research purposes, neither was the facilitator feedback form. Their purposes were for the internal development process of the Title IX Office's programming. Thus the evaluation forms ask questions in different manners than a researcher designed form would.

The feedback forms are distributed at the end of each session, which creates its own unique set of benefits and limitations. One pro is that the information was just delivered and in this moment the participants have the best ability to provide full answers. A second benefit, is that distributing the surveys at the end of the the sessions allows the facilitators to clear up any questions that might arise for

students. Finally, distributing the forms at the end increases the rate of completion creating the largest dataset possible for future research. One limitation of distributing the evaluations at the end is the power dynamic created from the presence of the facilitators. Students may feel inclined to rate the programs more positively than they actually believe for fear of upsetting the facilitators. Second, evaluating a program directly after it ends does not allow for students to sufficiently process the information they were just given, let alone digested the impact. The quality of the responses are potentially not as robust as they could be if they were distributed at a later date, creating a data analysis limitation. Additionally, because they are handwriting surveys the evaluations can only ask a limited number of questions, lessening the amount of data that can be collected.

Finally the last limitation of the data, is the gap between, what the data presents as reality, and actual campus life. According to the Pre-Test distributed by the Haven program, 87% of incoming Clark students “strongly agree” that “clear, verbal, and sober permission is the best way to make sure a person is okay with sexual activity. 76% “strongly agree” that “In a sexual situation, I would make sure to communicate with the other person about what they want”. Moreover, 66% of that population “strongly agreed” that they “would not engage in sexual activity with someone if the other person was incapacitated by alcohol or drugs”. However, several students a year are assaulted at the university with the majority of cases involving unclear consent and the use of drugs and alcohol. The disconnect between the data responses and daily reality at the university indicate a limitation concerning how seriously or honestly students complete such forms and tests. Figuring out a way to close this data gap will be vital to the improvement of safety, prevention, and response services on campus.

Findings

From the large range of data collected a few key insights about the effect of Clark's programming on the incoming class' attitudes, behaviors, and beliefs are examined here. The findings indicate that Clark's programming is more effective at (1) creating a set of community expectations and (3) influencing social norms and promoting the intent to intervene for the community. Clark's programs are less effective at (2) providing students with language and conceptualization tools. The data can also be viewed in chart and graph form in the Appendix.

(1) Creates a set of community expectations

The data states that the majority of students understand their community expectations at Clark. Paramount is the finding from the Post-Test stating that the majority (67.19% n=442) of students Strongly Agree with the statement, "I am aware of the community standards and code of conduct I am held to as a Clark student". In the Pre-Test given before the Haven program, only 18% of respondents stated they knew how to report sexual violence at Clark, where in response to the Post-Test question, 60% (n=445) of respondents stated that "If a friend was affected by or accused of sexual misconduct I now know ways to support them (i.e. who to talk to on campus, how to respond when they disclose, etc.)". Moreover on the Post-Test, 62.4% (n=447) stated that the programming helped them understand the resources available to them. The findings indicate that most Clark students are made aware of social norms and expectations by the end of the Fall semester of their incoming year.

(2) Provides students with language and conceptualization tools

The findings from the Post-Test indicate that Clark's programming is not as successful at providing students with the language or conceptualization tools necessary to deal with these issues. Of the 443 responses to the question "The

programs gave me language I did not have to talk about sexual and relationship violence” on the Post-Test only 30.7% agreed, and 34.9% of respondents responding Neutral, which was the highest response rate. This finding indicates that students already have the language necessary or are not being provided enough information to conceptualize the topics differently.

According to both the Consenting Communities Feedback Form and the Post-Test, the participants did however feel that the programs provided them with a better understanding of Consent and Healthy Relationships (Consenting Communities Feedback 63.5%, n=587, Strongly Agree; Post-Test 40.8%, n=448 Strongly Agree), where only 5.8% percent of respondents said they Disagreed or Strongly Disagreed. Yet the majority of students both in 2016 (78%) and 2017 (83.5%) stated that they Strongly Disagreed with the statement “Before attending the program, I did not know what consent was”, indicating that they started with a conceptualization that was only strengthened not challenged. Moreover, only 35% of respondents of the Post-Test Strongly Agreed with the statement “ Clark’s programming made me think and understand issues around sexual violence differently” denoting that the programming is not engaging students as well as the programming could. Also this finding indicates that students may already be thinking about these issues and the programming is not providing new perspectives for conceptualization. See Table 1: Consenting Communities Quantitative Comparison 2016 and 2017 for a direct comparison.

Table 1: Consenting Communities Quantitative Comparison 2016 and 2017

Consenting Communities - Quantitative Feedback (total of 522 responses 2016) (total of 587 responses 2017) by percentage										
Questions	<i>Disagree</i> 2016	<i>Disagree</i> 2017	<i>Slightly</i> <i>Disagree</i> 2016	<i>Slightly</i> <i>Disagree</i> 2017	<i>Neutral</i> 2016	<i>Neutral</i> 2017	<i>Slightly</i> <i>Agree</i> 2016	<i>Slightly</i> <i>Agree</i> 2017	<i>Agree</i> 2016	<i>Agree</i> 2017
Before attending the program, I did not know what consent was.	78.0%	83.5%	13.0%	9.7%	4.0%	2.2%	2.0%	1.5%	3.0%	3.1%

The activities helped me to understand consent & healthy relationships	2.0%	2.0%	2.0%	1.2%	16.0%	10.9%	24.0%	22.3%	56.0%	63.5%
It was worth my time to attend this program.	3.0%	2.4%	7.0%	3.6%	17.0%	15.4%	24.0%	27.0%	49.0%	51.6%
I would recommend program to my friends.	4.0%	1.2%	4.0%	1.7%	21.0%	19.3%	23.0%	24.4%	48.0%	53.4%

(3) Influences Social norms and Promotes the Intent to Intervene

The findings show that a significant percentage of Clark's incoming class entered college with a high level of personal intent concerning their willingness or confidence to intervene in violent situations. Before entering college, 24% reported that they strongly agree with the statement "I am confident in my ability to intervene effectively in a potential sexual assault situation" (Haven Pre-Test, and by the time they completed the Post-Test, 42% Agreed and 39% Strongly Agreed (n=446) with the statement "I now am more likely to intervene when I witness potentially dangerous situations", indicating that programming did influence the agency of a small portion of the participants. Moreover, when asked to align with the statement "These programs provided me with a better understanding of my role in violence prevention" 47% of respondents Strongly Agreed (n=447) (Post-Test), where on the Pre-Test only 41% of respondents Strongly Disagreed with the statement " It is not my responsibility to prevent sexual assault at my school". Furthermore, on the Post-Test 41.9% (n=444) Strongly Agreed that they are "now more likely to report an incident of sexual violence". Finally, according to the qualitative data gathered from the Post-Test, one element that resonated with the participants was the "importance of saying/doing something", "Intervention", "being an active bystander" and "helping other people" (n=29) illustrating the impact of Clark's program on student's desire to be involved and change social norms. The Empathy Exercise, to promote empathy with assault survivors, was the element that resonated (n=47), providing data to

support the statement that Clark's educational efforts are influencing social norms, which would normally encourage peers to distance themselves from survivors.

Qualitative Data

The qualitative data gives a more personalized perspective from students as they were allowed to go beyond the confines of the closed-ended questions. However, not every participant completed the qualitative questions. The Consenting Communities qualitative data from 2016 indicated that students liked the “testimonials” the best, the “4 Corners activity” the least; and they would like to see “more interactive elements” in the future. However, in 2017 the Consenting Communities feedback stated that students liked the “video/video critique” the best. The highest response for "what did you like least?" was “ N/A; or I do not know”, and for future improvements the highest response was “N/A; Good as is”. In both years, interestingly both the "Testimonials" and "the 4 Corners Activity" were highly contested appearing in both the favorite and least favorite responses as a top response. See Table 2: Consenting Communities Qualitative Comparison 2016 to 2017 for a direct comparison of the most frequent qualitative responses. The low percentage for these most frequent responses indicates that the majority of students presented a unique qualitative responses.

Table 2: Consenting Communities Qualitative Comparison 2016 to 2017

Consenting Communities Qualitative Comparison 2016 to 2017				
Year: Activity	“What did you like most” ranking	Percentage of responses	“What Did you like least?” ranking	Percentage of responses
2016: Four Corners	2nd highest response	20.3%	1st highest responses	20.5%
2017: Four Corners	2nd highest response	16.2%	3rd highest response	11.9%
2016: Testimonials	1st highest response	28.7%	3rd highest response	8.4%
2017: Testimonials	3rd highest response	13.6%	5th highest response	5.5%

According to the Post-Test qualitative findings the element that “resonated” with students was the “Empathy Exercise” (n=47) from Bringing In the Bystander and the largest response rate for "what would you like to see in the future?" was “ N/A;Good enough; liked it as is”(n=57). The second largest response for "what resonated most?" was “importance of Saying/Doing Something/Intervention/Being an active Bystander/Helping people” (n=29). In response to "what they would like to see in the future?" the largest response provided was “more real life examples/scenarios” (n=23).

Analysis

The purpose of this study was to understand the effectiveness of Clark’s anti-violence programs for First Year and Incoming Transfer students. Moreover, the goal was to use the methods, which were found effective to create a path forward for transformations and improvements on Clark’s role in the prevention of sexual violence on our campus. Therefore the entirety of the data collected is not analyzed in depth, and the focus remains on the findings with a connection to the key recommendations. The results of this study indicate that Clark is positively influencing student's understanding of sexual violence, consent, and their role in bystander intervention. More importantly however is the question "what are the students gaining from attending these programs and what does that mean for the community at Clark?"

According to the findings, Clark’s programming is creating a set of community standards that students clearly understand by the end of their first semester at Clark. A clear comprehension of community norms and standards is a vital foundation for creating a safer community. This finding is an important element to understand the violence that continues to occur on Clark's campus. If students report understanding that rape, assault and sexual violence of all forms is prohibited, why does such violence still occur? This indicates that either student's believe they can engage in

violent behavior and will not be punished, or that does not reinforce these standards after their initial orientation to campus. Without a community norm that encourages students to follow the rules for being a Clark student, culturally dominant and normalized actions of sexual violence are more likely to take precedent. Moreover, explaining that ignoring consent, perpetuating rape, assault, and passive bystander interactions is not tolerated is different from indicating how Clark enforces that intolerance and what the consequences will be. Additionally, it does not account for the fact that students conceptualize and act upon consent differently. This gap means that students understand what actions are wrong, but cannot see that their own actions are synonymous with acts of sexual or relationship violence.

With this concept in mind, it is important to note that the majority of students also 'Strongly Agreed' with the notion that they know how to help their friends if they are affected by or accused of sexual misconduct. Even if a student is unable to see that the experience was problematic in their own lives, the results indicate that a friend is likely to see the warning signs and have the basic tools with which to aid their friend. This can instigate a change in social culture on campus. Furthermore, the findings demonstrate that 81% of respondents Agreed or Strongly Agreed that they are now more likely to intervene in a potentially dangerous situation. The importance of this finding cannot be understated. Peers are usually the first people to know about dangerous behavior they are also likely to convince their friends to seek help. The finding that Clark's programming increased the majority of student's willingness to intervene in dangerous situations is beneficial for daily prevention on campus.

Coupling this prevention effort with a student body that also feels comfortable accessing resources is a strong indication of the efficacy of Clark's educational efforts. According to the Pre and Post-Tests there was also a 7% increase in student's agreement that they have a role to play in preventing violence on campus. This finding indicates that student want to be positive members of their community. The finding also highlights an entry point for further education and should be a focus of the continued educational practices. This alignment towards intervention in the

community underlines that students at Clark are ready to play a part in violence prevention and that the university needs to harness this alignment for social betterment. Ignoring the sense of responsibility and the understanding of tools and resources that student's have would be a fatal oversight by the university.

The Post-Test also illustrates that 41.9% of respondents stated, "I am now more likely to report an incident of Sexual or Relationship Violence". This finding shows that a significant percentage of students are inclined to report if or when an incident occurs. This is the beginning of a social shift in cultural norms towards reporting instead of staying silent, which was the dominant norm for several decades. Moreover, this alignment creates a strong foundation for increased trust and communication between the administration and students. Creating trust between these two groups is extremely difficult due to how sexual violence was historically handled by universities, therefore the finding that students are inclined to report is a strong signal of success for the programming efforts.

Despite these positive findings, the data does illustrate that Clark's programming is not significantly impacting students in the areas of language and conceptualization. Language is an important factor in clearly communicating consent and nonconsent to partners. Moreover, creating community language norms enables the campus to have easier conversations about sexual violence and expedites the learning process. The findings demonstrate that while Clark students are learning about consent, healthy relationships, awareness, and violence prevention, they are not conceptualizing the themes in ways that translate to action. Students fail to understand how their own actions are a part of the lessons they are learning. The literature discusses this notion of students conceptualizing and practicing consent differently (i.e. thinking consent is a verbal yes, but only indicating consent nonverbally). Closing the moral and behavioral gap between what we think of as rape or assault (i.e. a stranger using violent force) and what assault and rape commonly is (i.e. a friend or partner using coercion to force sexual action) is the ultimate goal. Educational programs need to answer the question "how can we help 'good' people to recognize their own 'bad' behavior?" and "How can we engage

students in a way that encourages people to change their behaviors and not lose their attention by labeling them as rapists or victims?" The findings suggest that our consent programming does not yet answer those questions or adequately bridge the gap between our conceptions, and the lessons we learned and our actions. See the Appendix A for the full data sets, in addition to, the data points analyzed here.

Recommendations

With a deep understanding of the limitations and capacities of Clark's Title IX office and the criteria that Clark uses sexual violence prevention educational programs these are the recommendations for moving forward.

1. Update the Consenting Communities Program to discuss more advanced topics

This study found that the vast majority of Clark students enter college already understanding consent. Therefore updating Consenting Communities to deal with advanced topics related to consent is the next step to maintain the efficacy of this program. The Consenting Communities program currently focuses on creating a baseline understanding of what consent means and what consent looks like in normal college situations. Adding in a discussion around the factors that influence the conceptualization of consent would advance the program's curriculum. This could be having a conversation about the factors that influence how we practice consent, and a conversation about consent as a mental or physical act. Together this will provide students a new level of knowledge to work with when thinking and practicing consent during college. When discussing the divergent ways students practice and conceptualize consent, the topics to focus on are gendered and sexual scripts and indirect communication. Breaking down these sexual scripts and gendered norms for sexual interaction will not only provide students a clearer understanding of others actions, alert them to warning signs of danger, but will also provide more context to why clear consent is vital in all sexual encounters.

Discussing consent as an action that can occur three different ways as discussed by Muhlenhard et al. (2016) will allow students to conceptualize consent on a more profound level. This conversation will help students more quickly recognize when they are operating on the level of interpreting someone else's willingness without asking. Moreover, this conversation allows students to think about consent as more than just saying or asking for a 'yes' or 'no'. With these three different conceptualizations in mind students can advance their practice to include these scenarios and hopefully become more comfortable with practicing consent as an "Act of Explicitly Agreeing to Something" (Muhlenhard et al. 2016: 460).

2. Use the Transtheoretical Model (TTM) to Create a 4-Year Plan for Prevention Education Programming

The Transtheoretical Model (TTM), an educational approach which allows communities to move through ordered stages to create sustainable change, should be used as the foundational approach to campus programming. Using the TTM to create a 4-year plan would aid the university's ability to positively change the behaviors and attitudes of students in a way that was connected to their maturity level, knowledge, and willingness to grow. Moreover, it provides a guide for what programs and interventions are needed during which years of school to create a rationale for the continuation of these programs after the three modules during freshman year. As the program currently stands, we bring students from stage one to stage two, but then the programming disappears.

People in "preparation" stage three "include those individuals who intend to take immediate action, have plans of action, or have taken some recent significant actions to change their behavior" (Banyard et al. 2010: 114). The possibility that some more inclined or involved students reach "preparation" by the end of Clark's programming does exist as the findings did indicate an increase in students willingness to intervene in and report violent situations. However these increases were not enough to end the university's efforts. Moreover, we have no data to gauge if the students are now less likely to engage in violent behavior. Therefore, it is

necessary for Clark to provide a program that pushes students towards taking immediate action in their own lives. The fourth stage is the "action-stage" where "individuals have modified their behavior, and only real risk-reducing behavior count in this stage" (Banyard et al. 2010: 114). Finally, the last stage is "maintenance stage" which is where "individuals work to prevent relapse, and are more confident that they can continue to change" (Banyard et al. 2010: 114). Neither Consenting Communities nor Bringing In The Bystander meet these criteria.

Identifying or creating a program to implement during student's sophomore year to move them from "contemplative" to "preparation" will allow for students to then enter the "action-stage" in their junior year with a more advanced intervention method. Finally, during student's senior year they can participate in the facilitation of programming for the younger students to "prevent relapse" in their own knowledge and reinforce their understanding of the topics, and then be provided with a final program to help them maintain these ideas, attitudes, and behaviors as they leave the college community. Using the TTM as a guide for creating four years of programming allows the programs to build off of one another and create a trajectory of change. Moreover, it would create a path for implementing different kinds of interventions because students currently find the programs to be "repetitive" according to the qualitative findings. Through the TTM students are guided towards creating sustainable change within their own lives while also being agents of change and prevention within the community.

3. Incorporate Campus statistics into educational materials

According to the qualitative data from the Post-Test, the students want more "real life stories and examples" in the program. They feel like they are missing the "Clark" element in some of the programming. By using the campus data gathered in this study and by other surveys like the Campus Climate Survey or the Campus Safety Report students can create a more accurate picture of what is happening around them. Additionally, the literature illustrated that peer perceptions and norms strongly influence student's desires to intervene as pro-social bystanders.

According to Fabiano et al. cisgender "men underestimate the importance that most [cisgender] men and [cisgender] women place on consent and willingness of most [cisgender] men to intervene against sexual violence" (2003: 105). Additionally, perceived peer attitudes were found to be more influential to men's willingness to intervene against violence than person attitudes (Fabiano et al. 2003). Therefore providing students with an accurate understanding of where their peers are in terms of willingness to engage and intervene could reduce violence and increase bystander intervention. Using the findings from the Pre and Post tests as well as, creating a new survey to find out beliefs and attitudes based on gender identity would create an empirical foundation for new campus statistics and educational tools (See Appendix Data Set 3). Combining empirical data with the qualitative data, such as the testimonials, already present in several of the trainings will strengthen the Clark narrative and provide a more community-based feel to the educational efforts.

4. Alter program facilitation, participation make-up

Currently all of Clark's on-campus programming relies on peer facilitators. Peer facilitators are commonly employed in conversations that are difficult in the hopes that students will be more willing to engage with their peers than with an adult. Also, all of Clark's programs are given in mix-gender groups where transgender, nonbinary, and cisgender students attend the programming all together. The belief is that allowing for a variety of voices elevates the conversation and fosters more educational dialogue. While mixed-gender groups and peer education have many benefits the literature illustrates that facilitation is a factor in program efficacy.

Several of the articles reviewed found that different types of presenters were better at teaching specific topics effectively, but did not find one clear answer for all programming. Overall, the students found facilitators who embodied "characterizes, such as 'expertise, trustworthiness, status, likeability, and attractiveness'" were most likely to influence participation and learning (Vladuti et al. 2011:72). Clark's

programming would be more successful if they altered the type of facilitators use depending on the program material. For example, this could mean having students teach Consenting Communities, but have professional facilitators lead Bringing In the Bystander. Or it could be using a mix of professional and peer facilitators during different programming efforts

Some of the research promotes the idea that single gender classes are more effective when teaching violence prevention, altering rape attitudes and behavior, awareness, and bystander intervention (Anderson and Whiston 2005; Hust et al. 2017). With these findings, it is worth considering if it is possible to create single-gender programming at Clark. If single-gender programs are to be created the recommendation is that they be single-gender debrief groups that are formed at the beginning of freshman year and maintained through senior year. These groups can meet in-between the programs to debrief and discuss the topics and allow the conversation to continue between interventions. Moreover, these small groups can become support areas for students struggling with these topics and also a group of people to turn to in times of need with an older student who can also connect them to resources. Continuing the conversation this way also increases the impact of the programs because the literature found that longer interventions over periods of time are more successful than one time programming (Vladutiu et al. 2011: 72).

5. Update and Improve Feedback materials

One of the findings of this study was that Clark does not have adequate feedback and evaluation materials. There is little to no consistency in the way the evaluations are created and the questions they ask are not very beneficial to a larger understanding of campus trends and behaviors. Moreover, the questions create a large amount of confirmation bias where students who are already inclined to provide more in depth responses creates a sway in the results. It is recommended that Clark's Title IX office complete a review of their feedback and evaluation materials to improve the efficacy of these efforts. Hopefully, through a needs assessment Clark can identify or create a theory of change, a logic model and more

robust evaluation materials for future years. These changes to how Clark approaches student responses will be vital if Clark decides to move forward with implementing four years of campus wide programming.

Two major changes to evaluation tactics became apparent through this study. One is the need to distribute the feedback forms electronically after the program has concluded. First, this allows students to take more time with the questions and provide more in-depth answers, as well as, providing them more privacy and confidentiality. Second, waiting a few days after the program to allow students to process their feelings and attitudes about what they learned will provide Clark with a better sense of what students are taking away from these programs and what elements are being lost.

The second is the lack of a Pre and Post-Test created by the University to measure long-term change in the students and the impact of their program efforts. Through a review of the evaluation tools Clark can define the goals it is trying to accomplish such as the goals defined for this study and create a Pre and Post-Test that speak to those goals. This test can then be implemented in stages over the course of their tenure at Clark to not only gain information on gradual growth but long term changes from freshman to senior year. A testing measure like this not only provides the university with the data they need to support and pitch their programs to the necessary parties, but also provides empirical data that can aid in gaining funding and support for increasing the programmatic efforts. These internal changes will have profound impacts on the future of Clark's programming but creating a system that is more adequately prepared to gather, analyze data and implement the necessary changes. Overall these foundational systems will create the path for future success and growth.

Conclusion

The study conducted found that the sexual violence prevention education at Clark University is positively impacting students understanding of community expectations and influencing social norms and intent to intervene in violent

situations. However the findings illustrate that these programs do not significantly provide students with language or conceptualization tools. The findings indicate a clear area for improvement for future educational efforts by the University, which should focus on increasing and diversifying their programming efforts across all four years. These findings are complicated by the literature which indicates that traditional gender norms and sexual scripts, divergent understandings and practice of consent, and pervasive cultural norms and barriers, continue to play a dominant role in student's understanding of these topics. The reality of sexual violence on college campuses indicates that there is a disconnect between how students are taught and evaluate the programs and how the practices the lessons they learned during these sessions. Determining why this disconnect occurs and implemented evidence-based improvements to the programs provided by the university will be the challenge that Clark must take on in order to decrease the perpetration by, and victimization of, their students.

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Appendix A: Data Sets

Data Set 1: Consenting Communities (CC) 2016

Chart 1:

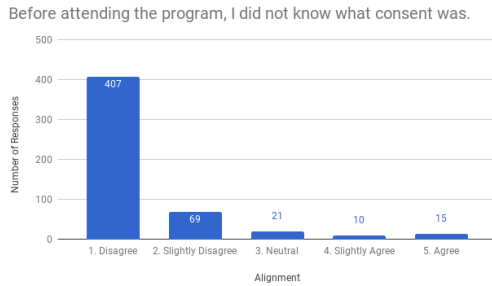


Chart 3:

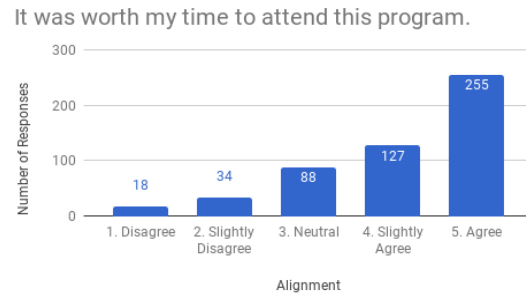


Chart 2:

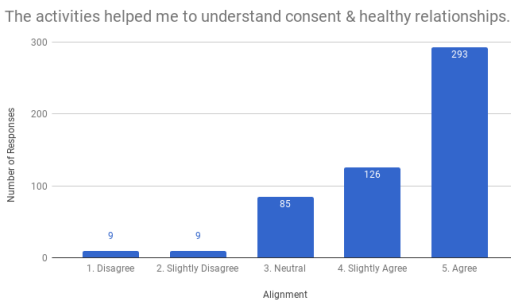
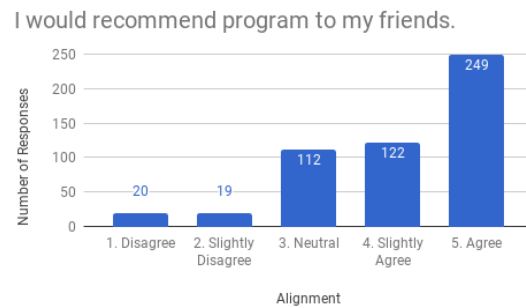


Chart 4:



Qualitative Data (Consenting Communities 2016)

<i>What did you like the most?</i>		<i>What did you like least?</i>		<i>What would make the program better?</i>	
Mentions	Feedback (from highest prevalence to least prevalence)	Mentions	Feedback (from highest prevalence to least prevalence)	Mentions	Feedback (from highest prevalence to least prevalence)
143	Testimonies and their importance	51	Four corners activity	38	More interactive elements
101	Four Corners	37	It's very long/lengthy	23	Shorten the time / make more concise
63	Honest discussion about consent	32	Lots of repetition throughout presentation	22	More focus on testimonials - more time and more stories
38	Mentors - friendly & knowledgeable	21	Testimonies	20	Add a video / graphic component
25	Clear definitions of terms and Clark policies	20	Skits	13	Smaller groups
23	Openness with other first years	13	Lack of participation	8	More divisive four corners questions
23	Having a safe space - Inclusiveness & Respect	13	Defining terms	8	Food/Snacks
16	The skits	9	Very similar to other consent programs	7	Seating set up more conducive to talking with peers - Circle the chairs

13	Hearing what people thought	9	Lecture style	6	Having more skits
13	Looking into the gray areas / complex parts	5	Group size is too large	4	Bigger groups

Data Set 2: Consenting Communities (CC) 2017

Chart 1:

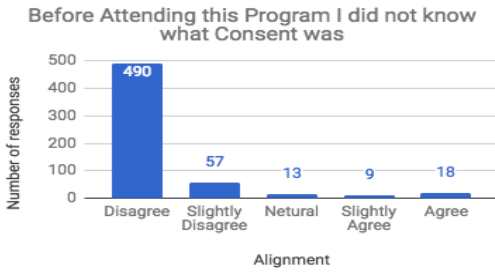


Chart 3:

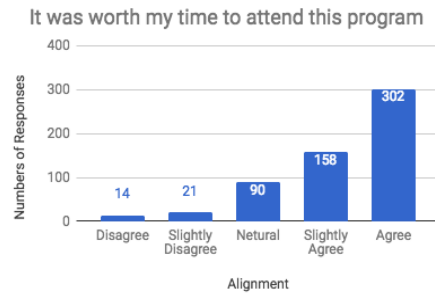


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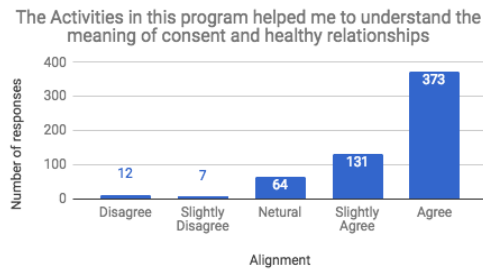
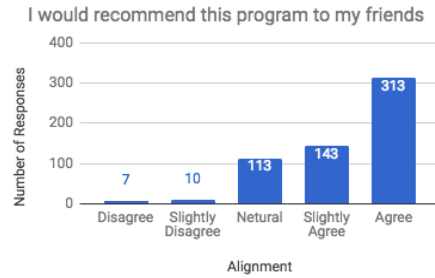


Chart 4:



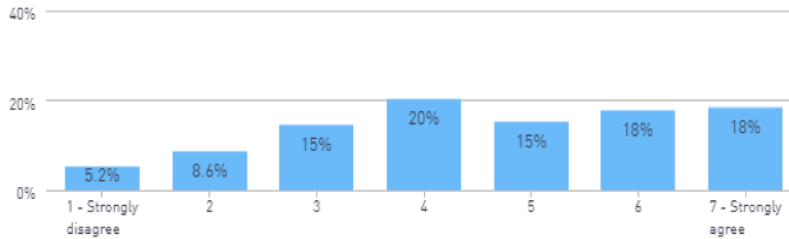
Qualitative Data (CC 2017)

What did you like most?	Quantity	What did you like least?	Quantity	What would make this program better	Quantity
Video and Video Critique	121	N/A ; Not sure; nothing; amazing; I loved it	127	N/A, nothing, it was all good, it was great	150
4 Corners	104	Too long	85	Make it shorter	57
Testimonials	87	4 Corners	59	More videos/visuals	34
Professionalism of Facilitators/ empathy /Facilitators in general	50	Going through definitions/Lecture elements	30	More activities	31
Discussion/open Conversation	65	Testimonials	27	Better scenarios for 4 corners/alternating between agree and disagree	24

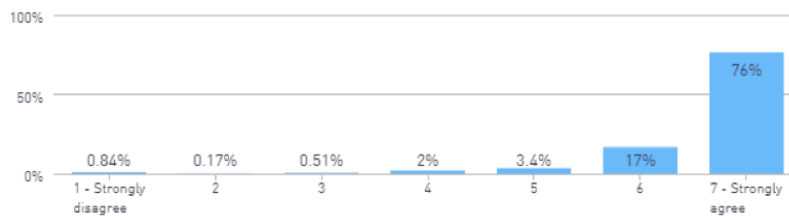
How blunt it was/Honest and Real	29	Repetitive	23	"The interactive portion of the program was the best part, so definitely incorporation more opportunities to involve the participants"	23
Interactive portion/Activities	25	lack of student engagement//uncomfortable	14	easier to speak up in smaller groups	19
General respect of the group/willingness to learn/good atmosphere/share viewpoints	18	Skits	13	More discussions, less focus on definitions	11
Clear definitions of consent	15	Silence from peers	10	"More personal accounts"	10
I liked the casual and relaxed environment /safe/comfortable	13	It was boring/slow	8	"I think the program generally was good"	9

Data Set 3: Haven Everfi Pre-Test

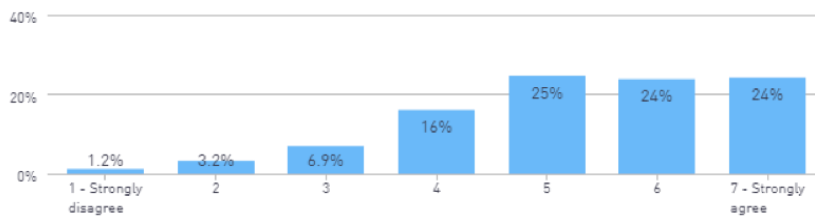
Bar Graph 1a: I know how to report a sexual assault at my school.



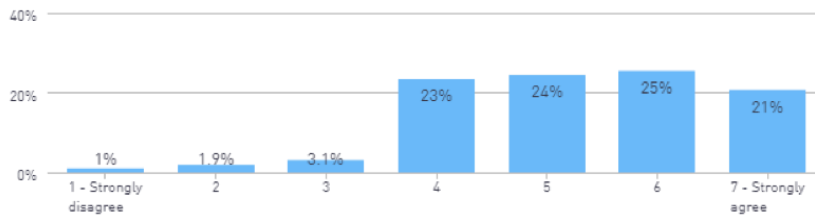
Bar Graph 2a: In a sexual situation, I would make sure to communicate with the other person about what they want.



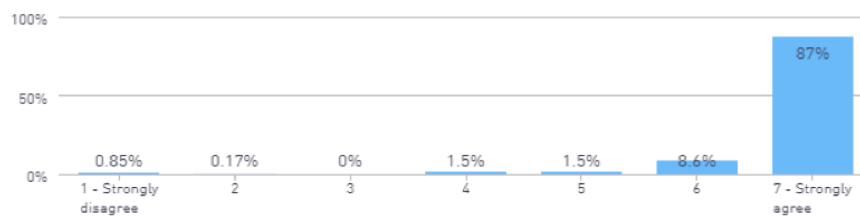
Bar Graph 3a: I am confident in my ability to intervene effectively in a potential sexual assault situation.



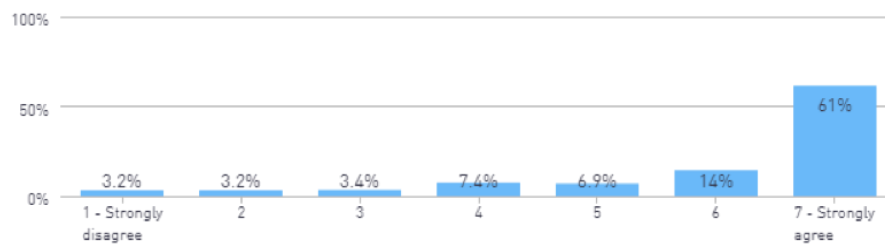
Bar Graph 4a: Most students at my school would take action in a situation in which someone was trying to take advantage of another person sexually.



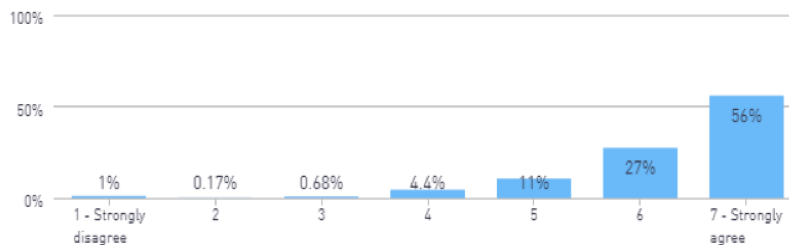
Bar Graph 5a: I would respect a person who took action to prevent a sexual assault.



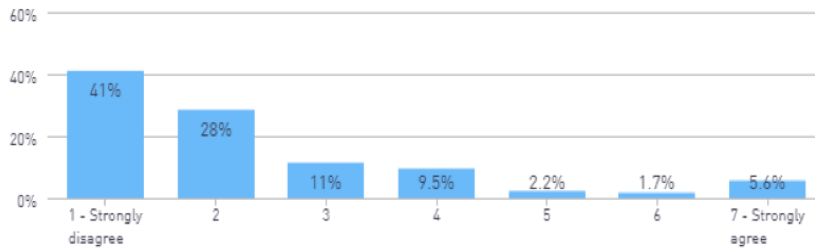
Bar Graph 6a: A person who has been drinking and is sexually assaulted is never at fault for what happened to them.



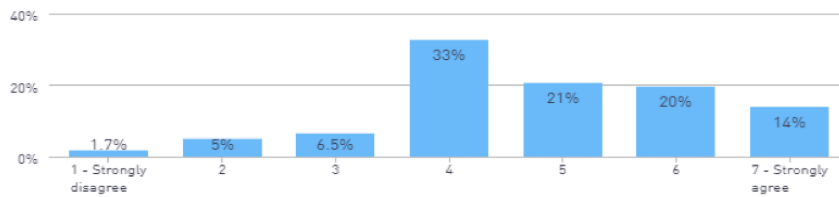
Bar Graph 7a: I would take action in a situation in which someone was trying to take advantage of another person sexually.



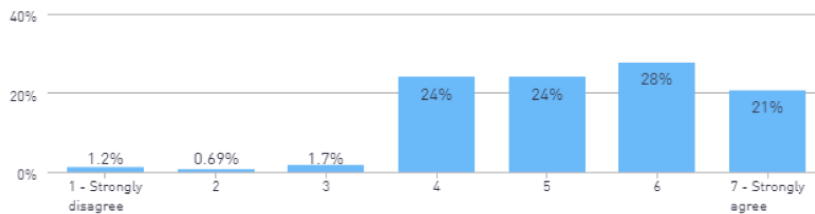
Bar Graph 8a: It is not my responsibility to prevent sexual assault at my school.



Bar Graph 9a: Most students at my school would not engage in sexual activity with someone if the other person was incapacitated by alcohol or drugs.

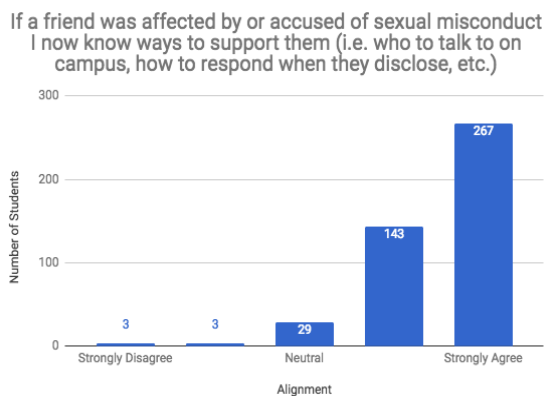


Bar Graph 10a: In a sexual situation, most students at my school would make sure to communicate with the other person about what they want.

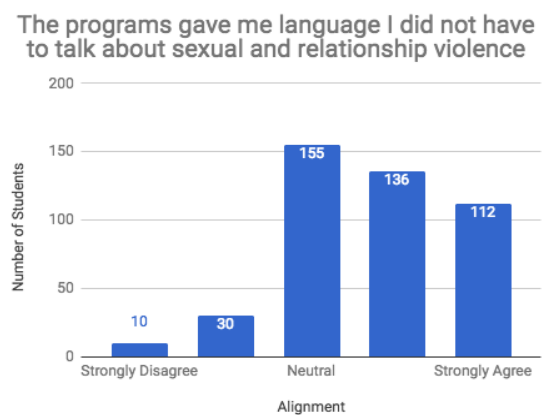


Data Set 4: Post-Test 2018

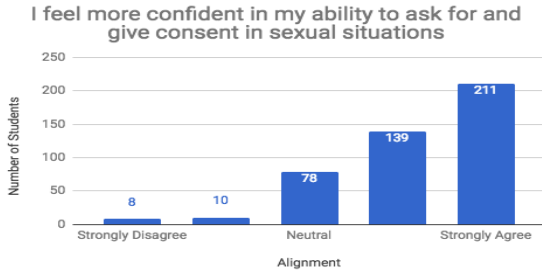
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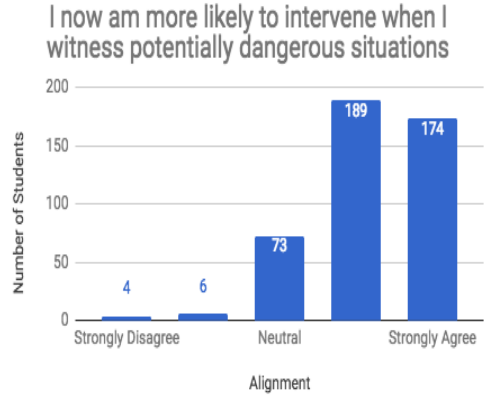
Bar Graph 2:



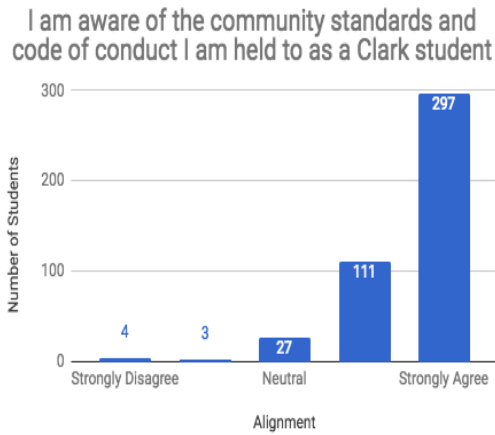
Bar Graph 3:



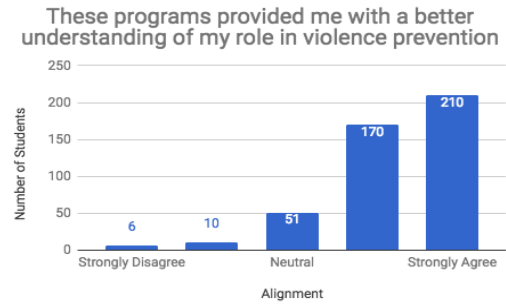
Bar Graph 6:



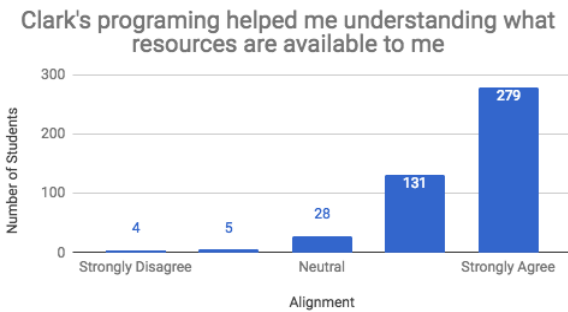
Bar Graph 4:



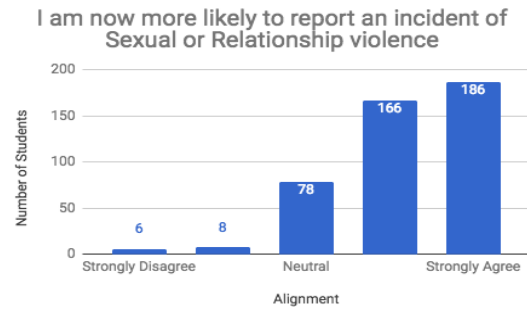
Bar Graph 7:



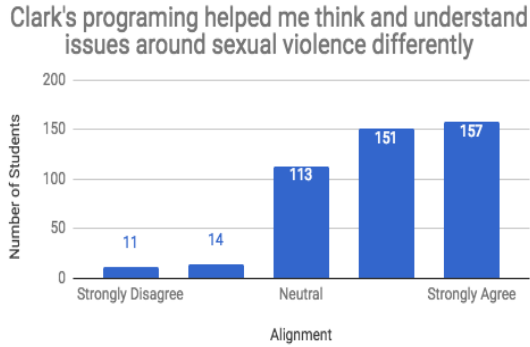
Bar Graph 5:



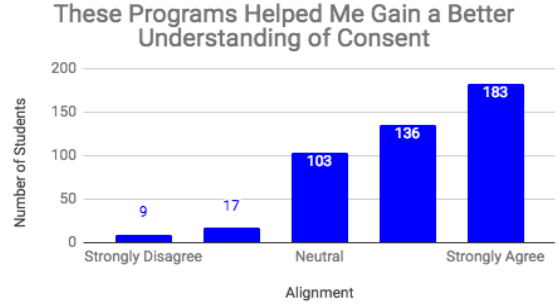
Bar Graph 8:



Bar Graph 9:



Bar Graph 10:



Post-Test Qualitative Data

What resonated most with you from any of the programs you participated in?	Quantity	Comments	What would you like to see in future programming?	Quantity	Comments
Empathy Exercise/ 4 sheets	47		N/A;Good enough; Liked it as it	57	
Importance of Saying/Doing Something; Intervention; Being an active Bystander; Helping people	29	The impact others have in preventing sexual assault	More real life examples/ scenarios	23	
BITB/ BITB messages	26	"Bystander Protocol" "Bystander is not necessarily a bad thing"	Shorter Program	16	
N/A	19		too many programs, start to not getting anything out of it; repetitive	17	
Testimonials	15		Have the program earlier/different time	10	"BITB at orientation"
realistic/ examples given	15	"Realness"	More student participation	10	
Situations/Scenarios	14		More interactive activities	9	
Statistics	11		More Interaction/discussion	8	
Tyler Clementi/ Rutgers	11		More activities/ (like the Empathy Exercise)	7	
Resources	10	"Clark commitment for having a variety of resources"	More gender neutal language/ LGBTQ, POC inclusive language /Resources for POC	7	"In Bystander" "resources for LGBT people/ POC" "Discussions of Asexuality"

Appendix B: Tools

Tool 1: Post-Test

Thank you all for participating in the Haven online program, Consenting Communities and Bringing in the Bystander these last few months. Please complete this anonymous post-survey about what you have gained from the programs.

These programs helped me gained a better understanding of consent

1	2	3	4	5
Strongly Disagree		Neutral		Strongly Agree

These programs provided me with a better understanding of my role in violence prevention

1	2	3	4	5
Strongly Disagree		Neutral		Strongly Agree

Clark's programing helped me understanding what resources are available to me

1	2	3	4	5
Strongly Disagree		Neutral		Strongly Agree

If a friend was affected by or accused of sexual misconduct I now know ways to support them (i.e. who to talk to on campus, how to respond when they disclose, etc.)

1	2	3	4	5
Strongly Disagree		Neutral		Strongly Agree

Clark's programing helped me think and understand issues around sexual violence differently

1	2	3	4	5
Strongly Disagree		Neutral		Strongly Agree

I now am more likely to intervene when I witness potentially dangerous situations

1	2	3	4	5
Strongly Disagree		Neutral		Strongly Agree

I feel more confident in my ability to ask for and give consent in sexual situations

1	2	3	4	5
Strongly Disagree		Neutral		Strongly Agree

The programs gave me language I did not have to talk about sexual and relationship violence

1	2	3	4	5
Strongly Disagree		Neutral		Strongly Agree

I am now more likely to report an incident of Sexual or Relationship violence

1	2	3	4	5
Strongly Disagree		Neutral		Strongly Agree

