Chapter 2

Education and Training Toolkit:

Addressing and Preventing Gender-Based Violence at Post-Secondary Institutions

POSSIBILITY SEEDS
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LAND ACKNOWLEDGEMENT

We would like to begin by acknowledging that this work is taking place on and across the traditional territories of many Indigenous nations. We recognize that gender-based violence is one form of violence caused by colonialism that is used to marginalize and dispossess Indigenous peoples from their lands and waters. Our work on campuses and in our communities must centre this truth as we strive to end gender-based violence. We commit to continuing to learn and grow and to take an anti-colonial and inclusive approach to the work we engage with. It is our intention to honour this responsibility.

DEDICATION

We dedicate this toolkit to Peter Wanyenya. Thank you for being an agent of change and connection in the communities you touched. And to all gender-based violence survivors, educators, front-line workers, we dedicate this toolkit to you.

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ABOUT POSSIBILITY SEEDS

We are a leading project management and policy development social purpose enterprise that works alongside communities, organizations, and institutions to cultivate gender equity. Courage to Act, a national initiative to address and prevent gender-based violence at Canadian post-secondary institutions, is led by Possibility Seeds, a social purpose enterprise that works alongside clients to create, connect and cultivate gender justice. Learn more about our work at www.possibilityseeds.ca.

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Chapter 2: Evaluate and Assess your Prevention Program

About this toolkit

Welcome! We are glad you are here. This toolkit is for gender-based violence (GBV) educators and student organizations, as well as survivors and allies who are doing GBV prevention education on post-secondary institutions (PSIs) across Canada.

The toolkit was developed by Dr. C.J. Rowe, the director of a sexual violence support and prevention office in Vancouver, BC, who seeks to incorporate evaluation into their work whenever they can, and Jenn Flood, an Ontario GBV campus educator who has a deep passion for creating rad programs that are successful. We also worked with Dr. Salina Abji, a sociologist based in Toronto, Canada, who does evaluation consulting with GBV educators and service organizations. Dr. Abji shared many of the case scenarios and knowledge "from the field" that you will find here.

In this toolkit, we are going to:

- Explain what evaluation is and why it is an important part of GBV prevention education.
- Share basic tools and information that you might need to start or enhance evaluation and/or assessment in your educational programs and activities.
- Highlight more advanced skills and knowledge that may be useful in your work with faculty, staff, university administrators, external evaluators and other groups involved in program monitoring and evaluation.
- Incorporate case scenarios and stories about evaluation and its impact to help build enthusiasm for a topic that can often be seen as boring or technical — because we believe that evaluation is an exciting part of learning and mobilizing for social change!

How to use this toolkit

While all our communities are influenced by the same dominant cultures (rape culture, racism, transphobia, etc.), they are also unique. You may choose to adopt some of the strategies and tools outlined in this toolkit or adapt and modify them for the unique needs, strengths, histories, priorities and resources of your community. Use it to brainstorm and explore creative ideas of assessment and evaluation that are most helpful to your programs and campus community. This toolkit is broken down into the following sections:

Section 1: Introducing evaluation and assessment

Section 2: What is involved in doing an evaluation or assessment?

Section 3: Pathways to evaluation and assessment

In the first section of this toolkit, you will learn about why evaluation matters for GBV prevention education. In section two, we will explore the basic skills involved in conducting an evaluation or assessment for GBV prevention education. Then, in the third and final section, we will provide more detailed tools and strategies for conducting your own evaluation and assessment, organized by the multiple pathways you might use depending on your needs and context.

Remember that evaluation is ultimately about learning and reflection, so applying these tools to suit your local context is strongly encouraged!

Scenarios

Before getting into the details of this toolkit, let us begin with a few scenarios to help us reflect on the potential value of evaluation for GBV prevention education.

Instructions: please read through the scenarios below and respond to the questions. If you are part of an organization or team, we encourage you to read these together in a group.

Estimated time: 10–15 mins

SCENARIO 1:

A student residence association on your campus recently piloted a peer support group for international students living at one of the residences. Recent issues have come up in the peer group relating to sexual violence, including how to support international students who are navigating new dating and sexual norms in Canada; how to help students advocate for themselves around issues of consent as well as racial micro-aggressions in dating and sexual relationships; and where to find support if a student discloses that they have experienced sexual violence on campus, off-campus and/or in their home country.

The student association has realized that they need more support to address these issues, yet they see this as a good sign that the peer group is having an impact.

1. What strategies can the student association use to address their need for more support?

2. What role might "evaluation" play in helping them access support? (If you are unsure what is meant by evaluation, we will be covering this later in the introduction — feel free to make an educated guess for now!)

SCENARIO 2:

As a GBV educator on campus, you do your best to stay on top of all the latest technologies and social media apps. First it was Facebook, then Twitter, Instagram, Snapchat and now Tiktok. You can barely keep up! Yet it feels important because with each new app come forms of cyber-sexual violence and cyber-bullying that seemed inconceivable to you beforehand — and you see this impact in real-time in your workshops with students and student groups on campus. You also have observed the savvy way that survivors are using social media to build community, spread awareness, and mobilize against GBV.

You want to be able to showcase and integrate these insights and experiences from survivors into your workshops on campus, but you also are concerned about causing harm or adding to the unequal burden already placed on survivors to labour for change. You feel a bit stuck.

1. What are the underlying issues that might be causing you to feel stuck or overwhelmed in this scenario?

2. How might "evaluation" help you identify and work towards resolving these issues? (If you are unsure what is meant by evaluation, make an educated guess for now.)

Now that you have read and reflected on the above scenarios, we'll turn to a brief introduction to evaluation. Save your notes for when we return to these scenarios in *Section 2: What is involved in doing an evaluation or assessment?*

Section 1: Introducing Evaluation & Assessment

What is evaluation and why does it matter for GBV prevention education?

Put simply, evaluation is a type of research that helps us to clarify why we do what we do, how it helps and how we can do it better.

The word "assessment" is sometimes used synonymously with evaluation, but it is more precise to define it as a tool or practice that you might use to collect and analyze information for the purposes of evaluation. For example, educators often use learning assessments to measure how well students are grasping the material.

When it comes to GBV prevention education, evaluation can help us to:

- ☐ Articulate the outcomes we are trying to achieve when we engage in GBV-prevention education.
- ☐ Identify learning needs among the diverse communities we are supporting, particularly as their needs shift and change over time.
- ☐ Reflect on the underlying logic or assumptions that we have about how change happens or how GBV education can help us to achieve our goals.
- ☐ Measure or understand the impacts that our education activities are having, including the extent to which we are meeting our intended objectives as well as analyzing any unexpected developments.
- ☐ Make the case for more funding, resources and investments of time and knowledge in our current and future educational programs and activities.
- ☐ Promote and celebrate our successes while learning from all facets of the experience.
- ☐ Get curious about the things we have yet to learn and the ways we have yet to contribute to preventing GBV and engaging in transformational change!

What else, if anything, would you add to this list? Are there other reasons for using evaluation as part of GBV prevention education on your campus?

- Now that you have read through this list, use the checkboxes above to check all of the ways that you think evaluation might be helpful to you in your current and potential GBV prevention education activities.

- If you are part of an organization or team, we encourage you to share your reflections with a colleague or group.

MYTHBUSTING!

As you can probably tell from the long list of ways you can use it, evaluation is a strategy that applies to all phases of a program or project.

It's a common myth that evaluation is something you do at the end of a project (raise your hand or nod your head if that's what you thought before reading this!). But when done well, evaluation can help you reflect deeply on what it is that you are trying to achieve from the very outset of a project, and it can keep you learning and growing through each phase of your GBV prevention work — not to mention having data to celebrate your successes and evidence to advocate for more resources along the way!

THIS TOOLKIT IS A GOOD EXAMPLE OF THE BENEFITS OF EVALUATION:

If you're looking for an example of how evaluation can benefit GBV prevention work, look no further. This toolkit was created in response to a need that was identified in the *Courage to Act* report (Khan et al., 2019).

Within the *Courage to Act* report, the assessment and evaluation of GBV prevention education was a key gap identified by those working in the area and within literature. One participant in the Educating Faculty and Staff Listening & Learning session noted: "Some programming is really promising but we don't know as we don't have the data to prove that it is having an impact on individuals and the campus culture" (Khan et al., 2019, p. 112). With this gap in mind, this toolkit was developed to address the assessment and evaluation of GBV prevention education for GBV educators. It can be used as a blueprint and guide as PSIs continue to explore ways to evaluate and assess the impacts of GBV prevention education.

As GBV educators, we recognize the importance of assessment and evaluation as we continue to develop new programs, curriculum, etc. However, measuring the effectiveness of cultural change takes time.

Our aim is to enhance our collective understanding and knowledge of which approaches to prevention education have worked, how we can strengthen these approaches and further add to the growing body of literature of evidence-based approaches to prevention education.

MYTHBUSTING!

Some experts might talk about evaluation like it is a unified body of knowledge that can only be done by people with specialized degrees. To that, we say: not so fast! Like most fields, there are different and sometimes competing perspectives or values, and not all evaluators approach this work in the same way.

This toolkit is largely informed by feminist, anti-oppressive and participatory approaches to evaluation: subfields that are not always recognized by more conventional approaches. Some common assumptions* or values that inform feminist, anti-oppressive and/or participatory approaches:

- ☐ **Research and evaluation belong to everyone!** While there may be specialized skills involved in formal evaluation, there are also tools and practices that can be used by "everyday" people and communities to learn, reflect and act on the issues that are meaningful to them. In other words, it is important to value the diverse forms of knowledge that people bring to the table, including lived experience.

- ☐ **Research and evaluation are inherently political** and are embedded in power relations in society. To be ethical and effective, evaluation should be attuned to power relationships in research and society and should work to prevent any harms that might be caused by the evaluators or through the evaluation activities.

- ☐ **Research and evaluation must use a social justice orientation.** In other words, the purpose of research is ultimately to advance social justice or to improve society for the collective good. A social justice orientation also challenges the idea that researchers can ever be completely "neutral" or "objective." Rather, researchers — including those doing evaluation research — are encouraged to continuously reflect on issues of power and personal privilege, and to critically examine how social norms and structures might be shaping what we as evaluators pay attention to, how our work is received and the impacts of our actions.

*Keep in mind that not everyone who practices feminist, anti-oppressive and/or participatory approaches to evaluation will share these assumptions as we have articulated them.

Now that you have read through this list, take a moment to reflect on how it relates to your context or experience:

1. Check or highlight any of the beliefs or assumptions that you share with this approach.
2. Feel free to underline or put a question mark beside any content that does NOT resonate for you — i.e. elements that you disagree with or where you are not sure how you feel.
3. What other assumptions or values do you bring to research and evaluation? Feel free to add these here.

4. How might your assumptions or values shape the work you plan to do when it comes to GBV prevention education?

   - Check in with how this exercise felt for you. Did it take you some time to work through the reflections? Or did you "breeze through it"? Did it feel affirming, challenging, confusing, straightforward, exciting or any other type of way?

   - If you are part of an organization or team, we encourage you to share your reflections with a colleague or group as you feel comfortable.

Remember that the clearer you can be about your beliefs and assumptions, the more capacity you will have to communicate your assumptions when carrying out your own evaluation activities!

Section 2: What is involved in doing an Evaluation or Assessment?

Now that we have introduced evaluation and assessment, let's dig in a little deeper to consider what's involved in designing and implementing an evaluation or assessment for your GBV prevention education programming on campus.

In this section, we will cover:

- common types of evaluation and assessment that are used by GBV educators
- specific activities you might want to include in your evaluation plan
- what skills you might need to conduct an evaluation
- when and how you might want to bring in specialized support to conduct your evaluation

Revisiting Scenario 1

Before getting into the details, let's take a moment to revisit Scenario 1 (page 29) from the opening of this toolkit. This was the scenario where a student residence association on your campus had piloted a peer support group for international students, and quickly realized they needed to get more support on the issue of sexual violence. Feel free to look back at your notes if you have them handy.

In the Scenario 1 reflection, we asked you to consider how evaluation might be useful to the student association. Well, it turns out that the student association was already engaging *informally* in a type of evaluation activity — what we call a "needs assessment."

SO WHAT IS A NEEDS ASSESSMENT?

A needs assessment is a type of research that identifies gaps within a system or program, or distinct needs that participants within that system or program have. When done effectively, a needs assessment will also suggest specific ways those gaps or needs might be addressed. In fact, some needs assessments might be combined with what is called an "environmental scan," which is a type of review of what currently exists beyond the system or program that the needs assessment is focused on, kind of like a literature review. An environmental scan, for example, might explore how other programs or groups have resolved similar gaps or needs. It might also look to existing research to help understand or contextualize the issues or themes that have led to the current situation.

"A needs assessment is a type of research that identifies gaps within a system or program, or distinct needs that participants within that system or program have. When done effectively, a needs assessment will also suggest specific ways those gaps or needs might be addressed."

In recognizing the benefits of conducting a needs assessment, we have put together a tool separate from this toolkit. In Chapter 3, *Assess the Needs of your Campus Community*, we have outlined nine sections of consideration when conducting a needs assessment. Each section offers key resources, articles and readings, in addition to a set of curious, thought-provoking questions. We invite you to review this tool individually, but it is best when completed by a team. We recommend reading the rest of this chapter before engaging with Chapter 3. For now, let's return to Scenario 1.

In the case of the student association, by piloting their peer support group for international students, the association was collecting important data on the needs of international students and discovering potential gaps in knowledge, capacity or resources among the peers and within the association more broadly. In other words, by paying attention to what this pilot was teaching them, they were already well on their way to conducting a needs assessment as a key part of running an evaluation. The only difference here is that they were most likely doing so *informally*, and perhaps not with the type of intention and approach that would be required in a formal needs assessment.

Undertaking a formal needs assessment process could involve any of the following steps:

- ☐ Clarifying your objectives. What are you hoping to learn by conducting a needs assessment? What is the primary research question(s) or research problem you are hoping to solve?
- ☐ Deciding on the best method(s) to use to collect the information you need to meet your research objectives.
- ☐ Ensuring that your research meets ethical requirements and aligns with your values and approach (e.g. feminist, anti-oppressive, participatory).
- ☐ Collecting and analyzing data in a systematic way, taking care to ensure the reliability and validity of the data and measures.

- [ ] Engaging directly with the population(s) whose needs are being carefully documented and analyzed in order to improve a program or system, e.g. listening to international students' insights about what they need, what is working well, and how the peer support program might be improved, as part of a survey, interviews or a focus group discussion.

- [ ] Engaging with other stakeholders who have insights and knowledge to share about gaps in systems, knowledge, skills, capacity, resources or other potential barriers to improving a program, system or issue/situation, e.g. listening to and facilitating dialogue among peer support workers and association leaders in a focus group session; interviewing gender-based violence experts on campus and/or those working off-campus who have experience supporting international students.

- [ ] Conducting research on how others have resolved similar issues or improved comparable programs in other contexts, e.g. exploring best practices for peer support on gender-based violence used at other campus residences or at other colleges and universities.

- [ ] Reading the latest research on key themes or issues relevant to your needs assessment, e.g. what are the unique risk factors that international students experience when it comes to gender-based violence?

- [ ] Making recommendations on how the needs or gaps identified in the needs assessment can be addressed, and what types of resources, actions and supports would be required.

- [ ] Publishing or sharing a formal research report, infographics or other materials that convey key learnings from the needs assessment.

As you can probably tell from the long list of activities that a needs assessment might include, there can be a lot of time and investment involved in making the leap from informal to formal research on a topic. Yet, there are also many benefits to taking this leap! Let's turn to these now...

- How would undertaking a formal needs assessment process benefit the student residence association in Scenario 1? Take a moment to consider this question before reading what follows.

Here are some of the ways that, in our experience, doing a formal needs assessment (as part of a broader evaluation strategy) can benefit GBV prevention education work on campus:

- ☐ It can help us get really clear about what it is we are hoping to achieve in running a particular program or addressing a specific issue. When it comes to GBV prevention, for example, formal needs assessments can help us to articulate how our educational programming is working to address specific and diverse needs or systemic gaps on the road to a violence-free campus. In Scenario 1, the student association would be able to clarify how peer support, in particular, can contribute to shifting campus cultures and other systemic factors at play in preventing gender-based violence, as well as the limits on what this strategy can achieve.

- ☐ There may be needs among the diverse communities we are supporting that we were not aware of prior to the research. Using a systematic approach can help us learn new things beyond what we observe informally from our individual vantage points.

- ☐ New patterns may emerge in the data that we did not realize were there, or that we suspected were true but did not have evidence to support. Investing time and energy into deep listening, reflection and analysis can ultimately strengthen the effectiveness of our programs and activities.

- ☐ New relationships or partnerships can be formed. When we create spaces for collective focus on an issue or problem, and when we hold those spaces with humility and care, this can generate excitement, enable us to "see" each other more clearly and generate connections that can lead to new relationships or partnerships with other stakeholders on- and off-campus.

- ☐ Data, research, infographics, reports — these are all tools we can use to advocate for more funding, resources and "buy-in" with decision-makers and influencers who can help facilitate change, as well as with system actors who may need to implement changes or adjust their policies and practices.

- [ ] From an evaluation perspective, doing a needs assessment can have major pay-offs for you down the road, when you are looking to evaluate your progress or show what you've learned and what has changed. We sometimes refer to this as "baseline" research because it gives you a comparison point by which you can measure or understand how far you've travelled since you first began noticing a particular need or system gap that you and others decided to address!

- What else, if anything, would you add to this list? If you have been part of a formal needs assessment, are there benefits that you have experienced beyond what we have listed here?

- What reservations or concerns, if any, do you have about doing a formal needs assessment as part of your current or future GBV-prevention education activities?

- If you are part of an organization or team, we encourage you to share your reflections with a colleague or group.

Common Types of Evaluation

While needs assessments are an important type of evaluation activity, there are many other common types of evaluation used by GBV educators. Deciding which activities are most suitable for your needs will depend on many factors, including the stage you are at in your programming, the types of assessments you are already doing, as well as the knowledge, skills, resources, and perspectives on evaluation that might factor into what's possible for you or your program.

- In Table 1, we outline a range of evaluation and assessments available to you. As you read through the chart, highlight or circle elements that seem most relevant or applicable to your situation or context. Put a question mark beside any content that you are unclear or curious about. Feel free to cross out or make a note about anything that does not apply in your specific case.

TABLE 1: TYPES OF EVALUATION

Evaluation Type	Why use it?	What it typically measures	When is it typically used?
Needs Assessment	To understand what changes may be needed to the plan before full implementation. Helps increase the likelihood that the program will succeed.	If the proposed program elements are likely to be understood, needed and/or accepted by the population you are trying to reach. If the evaluation of the program is possible based on objectives and goals.	While developing new programs. When an existing program is being modified, or used in a new setting or with a new group/ population.
Process Evaluation	Provides insights into what's working and what's not to make change Provides an opportunity to monitor how well the program and its activities are working	How well the program is working. If the program is being implemented as designed. If the program is accessible and accepted by its intended population.	When you implement a new program/course While running an existing program
Outcome Evaluation	Provides an understanding of whether the program is effective in meeting its objectives	If the program is having an impact on the target population's behaviour	After a program has been delivered to at least one group in the target population

Impact Evaluation	Provides evidence for use in policy and funding decisions.	If the program is meeting its ultimate goal.	While you are running an existing program and at appropriate intervals. At the end of a program.
Developmental Evaluation	Provides testing of new programs, initiatives and practices. Useful for exploring or innovating new approaches or solutions.	If there are new or emerging practices or approaches that are promising for meeting program objectives. Blueprinting or creating detailed guidelines for testing and implementing promising practices.	If there are persistent and ongoing gaps. When you want to think outside of the box or innovate to increase impact. When you are responding to new situations or developments that you don't have tools for.

As you can probably tell by the many different types of evaluation listed in Table 1, it is important to consider the most appropriate type of evaluation that will help you meet your needs.

In order to do this, it is good to think about the strengths offered by each evaluation type. There is a diverse array of evaluation designs, and the approach you engage with should match the development level of the program or program activity you are seeking to evaluate.

Likewise, the stage of the program and its scope will help determine the amount of effort and the methods to use. In Section 3: Pathways to Evaluation, we will share specific tools and methods you can use depending on the type of evaluation you plan on doing.

Real Talk! Common Questions & Concerns

As you learn more about evaluation and assessment, it's not unusual to feel confused, overwhelmed or concerned about what this all means for you. We've outlined some more common concerns below, along with room for you to document your own.

For each "real talk" concern below, we've shared a few points you may want to consider as you make decisions about how to proceed with evaluation activities. Note: we don't have all the answers, and there may be issues that remain unresolved as you go through the process. Nevertheless, we believe that taking time to map out any concerns about evaluation implementation can make a big difference!

Real Talk 1: As much as I think evaluation is important, I worry about having enough time to do this! How do I prioritize this?

Things to consider:

If you are struggling with implementing assessment, build in some intentionality. This isn't all going to happen in a year. This may take three to five years to implement. We are all doing this simultaneously as we are engaged with other priorities.

Real Talk 2: It feels overwhelming to evaluate how well we are preventing gender-based violence on campus. How on earth do I measure this?

Things to consider:

Prevention is complex, and there is a long history to consider. Prevention education is about changing culture, and changing culture takes time.

Evaluation can help us understand our work from new perspectives and give us a clear understanding of what's working, what's happening and how we can strengthen our programs and initiatives moving forward.

Real Talk 3: There are so many different types of evaluation. How do I know which one to use? Where do I even start?

Things to consider:

Recognizing that many of us within the PSI sector are working with limited resources (time, funding, expertise), there is one level of evaluation that could be integrated within our unique educational programming. **Impact Evaluation** can shed some light on whether our programming is having the effects that it is intended to have and gauge impacts on individuals who engage with it.

That said, for those of us with capacity, engaging in a **Needs Assessment** is very helpful as it draws in already available expertise present from within our campus communities. It is equally important to structure programming based on what have been identified as the campus community's learning needs.

Real Talk 4: I feel like an imposter, like I don't have the skills to do this. What should I do?

Things to consider:

There are three things to keep in mind. First, you may already be doing forms of evaluation or assessment that you haven't labelled as such. Remember the student group from Scenario 1 was already doing an informal needs assessment by taking time to learn and reflect on their pilot program. Similarly, if you are a GBV educator, you may already be using learning assessments to test or gauge whether or not learning outcomes are being achieved (e.g. a quiz or survey at the end of your workshop). Such assessments can be valuable tools or sources of data useful for program evaluation. So you might want to take stock of all of the relevant activities that you are already doing, whether formal or informal.

Second, there may be transferable skills that you already have that will help you to increase the more formal evaluation activities you want to pursue. Things like critical thinking skills, research skills, writing and communication skills. Take time to acknowledge the experiences, skills and knowledge that you already bring to the table.

Third, there may be resources on campus or externally that can help you to build capacity. As we describe in *Section 3* of this toolkit, you might want to build relationships with faculty or staff on campus who have necessary skills and experience in conducting evaluations or research that is relevant to your evaluation. You might also consider hiring an external evaluator to help you design and implement your evaluation activities. And there may be funders or administrators who you can turn to for support in expanding your evaluation activities.

Add your own "Real Talk" concern:

- Name the concern or question and feel free to be as "real" as you can (i.e. honest and specific).
- Take a deep breath, maybe stretch or walk around. Move into a "power" pose.
- Return to this exercise and start brainstorming things you may want to consider doing to help resolve or manage the underlying issue that is causing your concern or question.

Remember that you do not need to solve the issue (and indeed, there may not be a perfect solution!), but it is about finding small ways to navigate through. If you are working as part of a group or team, we encourage you to brainstorm together.

Self-evaluation as educators

Evaluation is an essential part of any program's success. To fully engage in a holistic evaluative process, GBV campus educators must be willing to engage in a process of self-evaluation. This may take form in a multitude of ways. We've developed a short evaluation and reflection exercise below. Please feel free to draw on what makes sense and come back to other pieces later as your thinking and work evolve.

Curious questions you may ask yourself as a GBV campus educator:

- ☐ What kind of learning and unlearning am I willing to commit to in order to examine my own personal implicit biases, attitudes and belief systems?
  - ☐ Resource: https://implicit.harvard.edu/implicit/canada/

- ☐ How am I actively committing to Indigenization, reconciliation and decolonization when designing programs, workshops, curriculum, evaluation design, etc.?
  - ☐ Read the *Missing and Murdered Indigenous Girls and Women Report:* https://www.mmiwg-ffada.ca/final-report/
  - ☐ Read *Pulling Together: A Guide for Indigenization of Postsecondary Institutions*: https://bccampus.ca/projects/indigenization/indigenization-guides/

☐ How am I identifying and accounting for the assumptions I might be making about why I think my strategy, program or curriculum will work?

☐ Am I committed and willing to address individual and group conflicts that will arise during this work?

- ☐ Read *Fumbling Towards Repair*: https://www.akpress.org/fumbling-towards-repair.html

☐ How do I incorporate my own lived experiences and learning into the programs and curriculum I develop and facilitate? How do I account for this in the evaluation?

- [ ] How do I actively work to partner with and incorporate my work with that of the larger community (taking place off-campus and with potential community partners)? How do I support being part of the continuum of community services working to address and prevent GBV in my communities?

- [ ] How do I support a trauma-informed framework when developing programs, workshops and in my evaluation process?

    - [ ] Read *Addressing Sexual and Relationship Violence: A Trauma-Informed Approach:* https://www.acha.org/documents/resources/Addressing_Sexual_and_Relationship_Violence_A_Trauma_Informed_Approach.pdf

    - [ ] Read *The Politics of Trauma.* https://www.penguinrandomhouse.com/books/608550/the-politics-of-trauma-by-staci-haines/

- [ ] How do I actively work to evaluate and understand diverse perspectives and experiences typically missed in programming, outreach opportunities and educational modules?

    - [ ] Read *W.K. Kellogg Foundation's Step-By-Step Guide to Evaluation:* https://www.wkkf.org/resource-directory/resource/2017/11/wk-kellogg-foundation-step-by-step-guide-to-evaluation

- [ ] In Pathway 2, we draw on the work championed by Marcella LaFever (2016) in strengthening our approach to developing learning outcomes that support Indigenous ways of knowing. In reflecting upon this work, what forms of assessment and evaluation can you use to measure and meet more of the learning outcomes expressed in the spiritual domain?

- [ ] How willing am I to ensure content is engaging and relevant to my target audience? How will I evaluate the impact?

    - [ ] If participants have seen the same presentation more than once, have there been meaningful opportunities to take away something new?

☐ How do I ensure that my approaches to and tools used to evaluate and assess programming are accessible to all participants? Am I asking questions in my evaluation tools that allow me to gauge the accessibility of my workshops and programs? Are there opportunities to work in partnership with the disability service providers at my PSI to help ensure that the programming I offer is accessible to all?

- ☐ Read *Universal Design Principles:* https://teaching.utoronto.ca/teaching-support/udl/ud-principles/
- ☐ Review *A Future without Gender-Based Violence: Building Newcomers' Resilience through Community Education: A Toolkit for Service Providers,* developed in collaboration with women's service providers in Ontario. In this toolkit, the authors share key considerations to allow for more accessible approaches to evaluation for newcomer audiences. Pages 37 to 42 focus on evaluation and share an example of a more accessible survey. Visit https://ocasi.org/sites/default/files/ocasi-gbv-toolkit-english-online.pdf

☐ I'm already doing evaluation, and I would like the chance to work on how to enhance what I'm already doing. What key takeaways am I hoping to gain from this tool?

- ☐ Review Atwater Library and Computer Center's *Approaches for Evaluating Strategies that Address Rape Culture* https://www.couragetoact.ca/blog/atwater-toolkit or download a copy of the toolkit from https://drive.google.com/file/d/1U7LByQrI9BmzVaK7TxfBjnd1QtixUr3S/view

Some of you reading may be an administrator, or perhaps you work with administrators. Here are a set of questions to help guide some reflection as you continue your exploration of evaluation and assessment at your PSI:

- [ ] How are you supporting and adequately resourcing GBV educators at your PSI?

- [ ] What steps does my PSI need to take to prioritize the efforts of GBV prevention and education?

- [ ] What support is required from my PSI to ensure that feedback on GBV prevention education is not only considered, but encouraged? What mechanism does my PSI have in place to receive this feedback from the campus and broader community?

- [ ] How am I including GBV prevention educators, students, staff and faculty in decisions regarding funding, strategic planning, in establishing task forces, etc.?

- [ ] How am I actively involving and seeking feedback from those who engage in GBV prevention education at my PSI? How does my PSI hold this information, and importantly, what steps am I taking to remain accountable to addressing and preventing GBV as an individual and as a leader?

- [ ] Is there a culture of assessment at my PSIs? If not, how do I foster one and ensure that staff members have time in their schedules to incorporate this lens into their work?

Creating an Evaluation Plan

So far in this section, we have:

- Introduced needs assessments as an important early-stage evaluation activity that can be helpful for GBV prevention programming
- Discussed other common types of evaluations beyond needs assessments
- Outlined various questions and concerns that can come up when you are thinking about how evaluation might fit into your current activities, particularly when there are time and budget constraints involved

Another common activity used by evaluators is the evaluation plan. Creating an evaluation plan is a great strategy for building momentum to introduce or expand evaluation and assessment on your campus, or to help get unstuck if you are feeling overwhelmed or unsure.

In this final part of *Section 2*, we'll outline some common elements you might find in an evaluation plan, so you can decide if, when and how you might want to develop your own.

REVISITING SCENARIO 2

Let's start by returning to the *Scenario 2* (page 30) example that we introduced at the beginning of this toolkit. Feel free to look back at your notes if you have them handy.

In this scenario, you were a GBV educator wondering how to include survivors in your workshops. Specifically, you were feeling overwhelmed just trying to stay on top of the latest technologies and social media apps, and you thought that showcasing survivors' experiences navigating the cyberworld might strengthen your workshops. But you were also worried about overburdening them or even causing harm if not done correctly.

While you may be feeling stuck in this scenario, in reality what you have are the very early beginnings of what evaluators call a "theory of change." Namely, you have a hypothesis that by integrating the experience-based knowledge and technical savvy that you have observed among survivors on campus, you can strengthen the relevance and impact of your GBV prevention workshops in a continually changing virtual environment. You also have rightly recognized that there may be important elements to figure out before jumping right into it: for example, to mobilize survivors' knowledge, you may need to first understand how survivors on your campus want to be consulted and what resources or inputs they need in order to participate in a meaningful way.

DEVELOPING A THEORY OF CHANGE

Developing a **theory of change** — sometimes referred to as a **logic model** in more formal circles — is an important evaluation activity that you might include at the very beginning stages of your evaluation plan.

Many programs or workshops are focused on specific activities, like "create a workshop module on online sexual harassment and GBV" and "integrate survivors' stories using a strengths-based perspective." A theory of change encourages you to link the specific activities you are doing with the short-term and long-term outcomes that you hope to achieve.

Take a look through some of the sample outcomes included below.

Empower survivors in shaping or informing GBV prevention education.

Prevent online forms of GBV among the campus community.

Increase knowledge of new and emerging forms of online GBV affecting the campus community.

Build skills for practicing consent-based interactions online.

Increase partnerships with GBV survivors and survivor groups on-campus.

Improve awareness of GBV services and resources available on-campus and online.

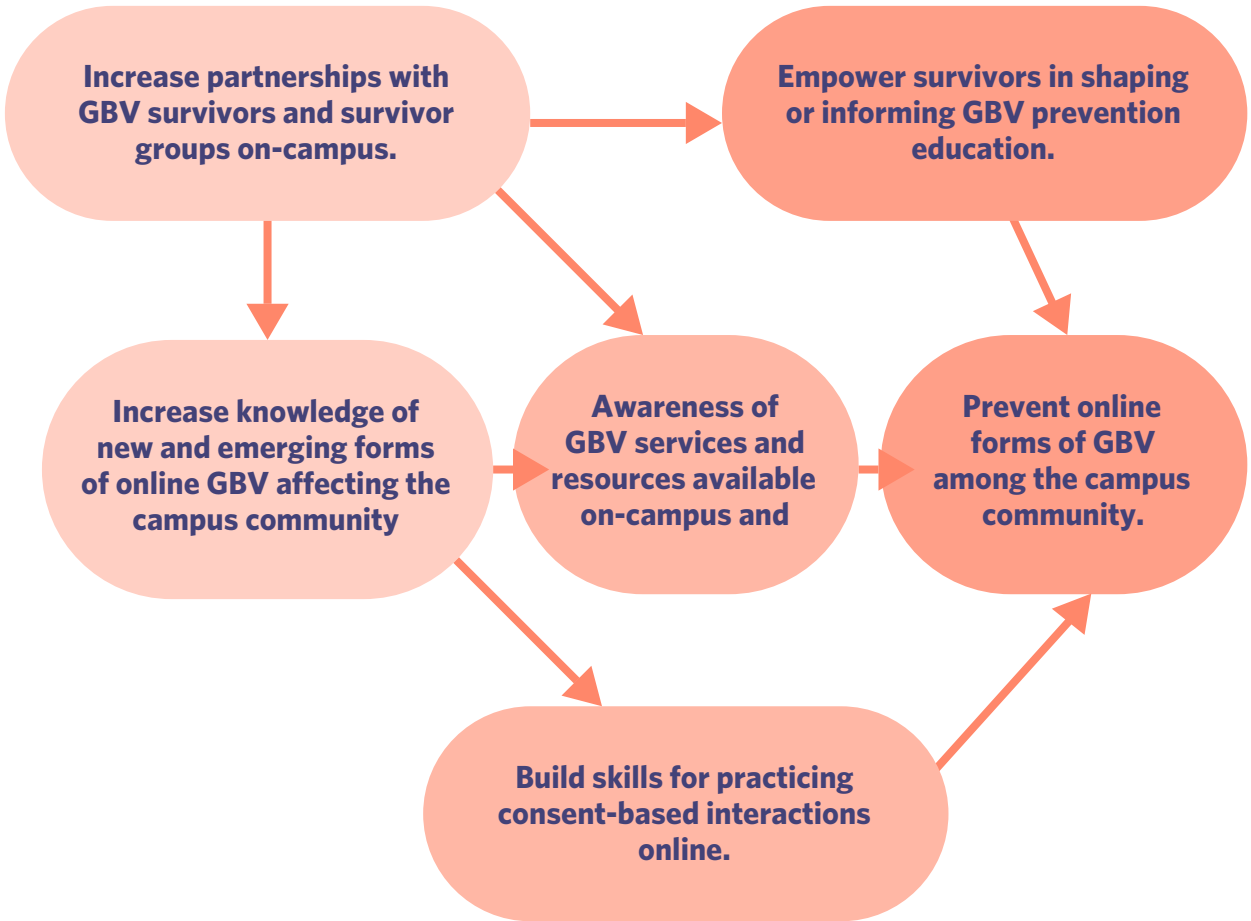
- Which of these do you think might apply in this case?

- Among those that apply, mark down which ones seem to you like short-term outcomes, compared to outcomes that might be more long-term or the ultimate kind of change that your activities in Scenario 2 might be aiming for.

As you can see from the exercise above, developing a theory of change might help the GBV educator in this case connect the activities they want to do with the underlying vision or goal to prevent online GBV among the campus community.

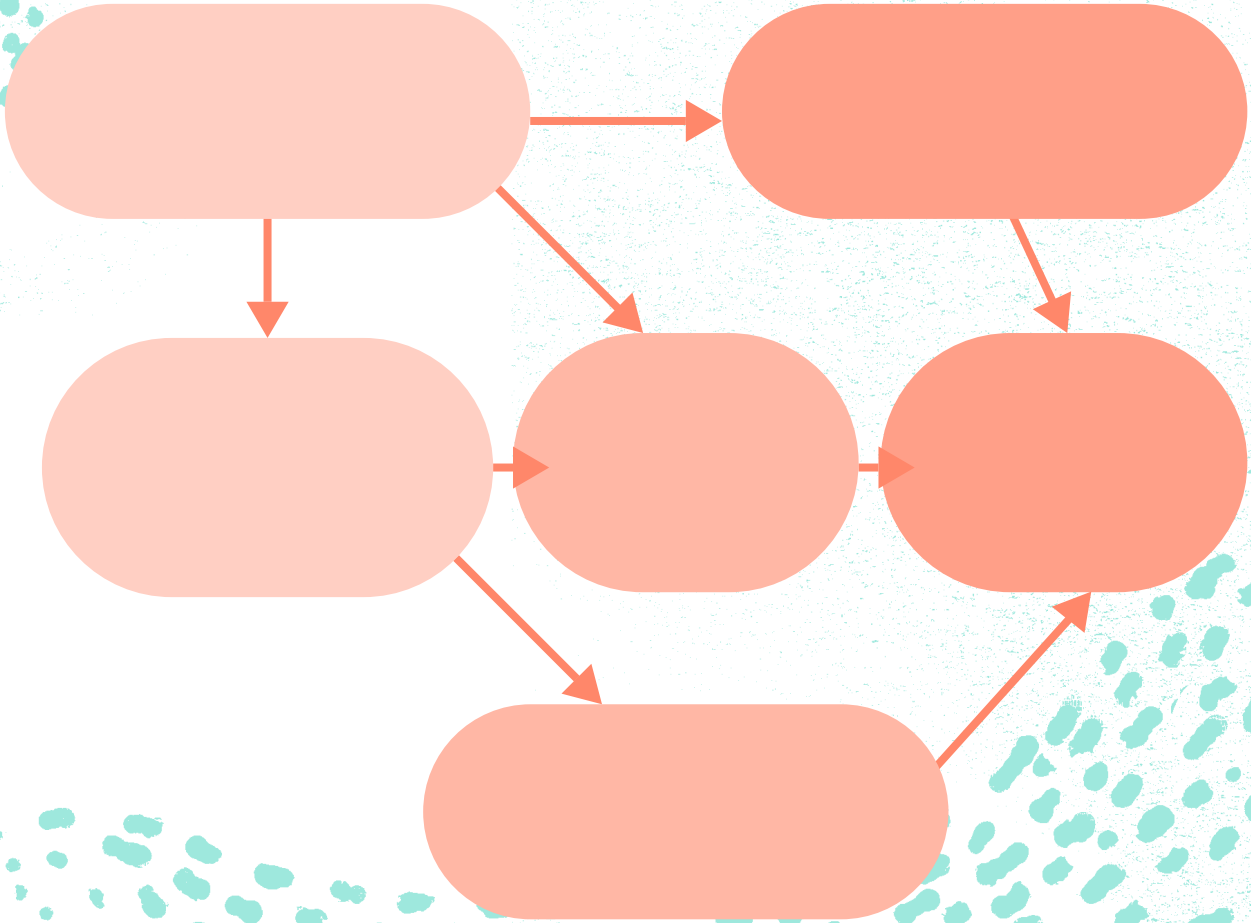
But we know that prevention is a long-term and complex process. So the theory of change would also help the educator in this scenario think through how including survivors might help them to achieve the vision. So, for example, empowering survivors in shaping or informing the GBV prevention education activities might be an important step in violence prevention. But to do that, the educator must increase the number of partnerships with GBV survivors and survivor groups, because those partnerships will help the educator to understand how survivors want to be consulted and the types of experiences or knowledge they bring to the table.

Ultimately, a theory of change would sequence the different outcomes and draw arrows between them to show how you believe change will happen through the specific activities that you are engaging in. It might look something like this:



In the above theory of change, you can see how the sequencing of outcomes starts to tell a story about how change happens: increased partnerships with survivors can lead to increased knowledge of the new and emerging forms of GBV they experience online, for example. The flow from lighter to darker boxes also shows progression over time, from more short-term outcomes to the longer-term vision of preventing GBV and empowering survivors to shape or inform GBV education in the process.

Developing a grounded theory of change, one that's grounded in your campus community's strengths and growing edges, can take time and it is important to develop your theory of change model in collaboration with some of your key stakeholders — people who are aware of the issues but haven't participated in the program/workshop. Please know that you may have to develop a few different versions of your theory of change model before no significant changes are needed. This should be an iterative process.



Many evaluators will use a "logic model" instead of or in addition to a theory of change to think through all the elements of the desired outcomes you are hoping to achieve. What makes this more structured process useful is how it encourages you to identify what you need (inputs) and what concrete activities or deliverables (outputs) you will be creating along the way.

W.K. Kellogg Foundation has developed a *Logic Model Development Guide* that demonstrates the effectiveness of program activity by engaging with and completing outcome-oriented evaluations of projects. We will cover this in more depth in *Section 3: Pathways to Evaluation*. But for now, you can see what a typical logic model might look like, as developed by the Kellogg Foundation:

LOGIC MODEL TEMPLATE:

How does change happen within our gender-based violence prevention program?

Situation		
Inputs	What is needed	Include resources needed
Outputs	Activities	What we do to address the issue
	Participation	Who we reach and how many people participated
Outcomes & Impact	Short-term	What results are we looking for? Is the program achieving the expected outcomes? Long-term impacts are often difficult to measure with a single program
	Medium-term	
	Long Term	

External Factors and Assumptions

A logic model is stronger when developed in collaboration and engagement with key stakeholders, including staff, students, participants and community partners, along with the individual developing the evaluation tool and framework. From the onset, developing a logic model can help strengthen your program by clarifying definitions and terms, gaining clarity around the change process and providing opportunities to learn and understand the assumptions brought to this program by facilitators and participants.

Results Measurement

An evaluation plan will also include details about how you plan to measure the progress or results of your activities along the way. What specific methods will you use? Who will be responsible for collecting that data? And what are the indicators that you will look for to measure increases in awareness or knowledge, or improved partnerships or skills among your campus community?

Overall, while it might seem daunting, having an evaluation plan is a key strategy for taking the hunches or ideas that you may have as a GBV educator or student group on campus, and fleshing these out in ways that can solidify or deepen your ideas, connect with others and build momentum for change.

In this section, we have provided more details about the specific activities involved in doing an evaluation of your GBV prevention education program or activities.

Take a moment now to consider how this information landed for you:

1. What information did you find most useful, exciting or new?

2. What information, if any, did you find most confusing, not relevant or concerning?

3. To what extent or in what ways are you already doing types of evaluations or assessments in your GBV prevention education work on campus?

4. Are there specific evaluation activities or strategies that you hope to apply on your campus moving forward? Please explain.

   a. What resources or supports do you anticipate needing in order to make this happen?

   b. What is your next step?

In the next section, we have gathered a host of tips and tools for you to use to take that next step — and the many steps that might flow from there.

Section 3: Pathways to Evaluation and Assessment

The *Courage to Act* report (Khan et al., 2019) outlines four key pathways to supporting evaluation and assessment at PSIs. These include:

Pathway 1: Build Partnerships

BUILD assessment, evaluation and research partnerships with faculty, students, student organizations (unions, groups), staff and community-based agencies on research that is already being or could be done to help advance our understanding of GBV, effective responses to GBV and prevention education.

Pathway 2: Integrate GBV Assessments Into Existing Tools

INTEGRATE key questions into existing cyclical campus surveys/assessments and data collection such as the National College Health Assessment survey, the National Survey on Student Engagement or campus-specific surveys such as those hosted in residence and housing, human resources and student government. This approach can help determine and gauge meaningful culture change on campus.

Pathway 3: Hold a Campus Climate Survey

HOLD climate surveys to determine the scope of GBV on campus. Climate surveys have been used within the US context to better understand and improve campus climates in regards to sexual violence, and they are increasingly being adopted and developed by Canadian PSIs. Climate surveys can help PSIs better understand their present climate and gauge social change over time. If the tool is replicated at other similar institutions in the province or country, comparative data can also be helpful.

Pathway 4: Evaluate Programming on GBV Prevention

EVALUATE the impact of specific programming on GBV prevention. Doing so will help ensure that the individual program is meeting the learning objectives outlined

in the module itself. There is a diverse array of tools that can be drawn upon and integrated into specific programming for such purposes.

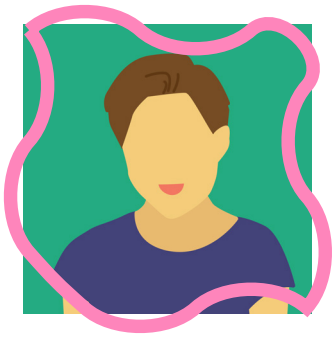
From a Listening and Learning participant in the *Courage to Act* report:

> **"Data collection that is appropriate and measured and includes a sense of the impacts of policy, behaviour change, the effectiveness of support services, etc. should be done as needed." (Khan et al., 2019, p. 113).**

Pathway 1: Build Partnerships

RELATIONSHIPS & PARTNERSHIPS

The first point centres on building relationships to partner on research projects to evaluate and assess the efficacy of GBV prevention education on campus. You might seek these relationships with academics, students (graduate and undergraduate), student organizations, staff and community-based agencies. Depending on the partnership, you might focus solely on program evaluation, or expand your assessment further to better understand the general impact of GBV prevention education on the broader campus community.



"I don't know if it is useful to suggest this or if it was meant to be implicit, but, according to me, the easiest way to do this is to create a committee within the institution with designated seats for key actors (students unions, staff responsible for student life, teachers involved in GBV prevention, survivors/victims and managers) OR to create regional concentration tables which can include community-based organizations working to prevent and fight against GBV, local representatives (elected people) and other post-secondary institutions." (Community of Practice member)

Considerations to building relationships:

- [ ] Identify key campus and community members.
  - [ ] faculty and staff partners
  - [ ] students and student organizations (women's centres, LGBTQ2SIA groups, Indigenous student centres, cultural groups, student-led anti-GBV organizations, etc.)
  - [ ] community partners (sexual assault centres, women's centres, LGBTQ2SIA organizations, etc.)
  - [ ] campus experts in assessment and evaluation
  - [ ] student and staff unions
  - [ ] GBV task forces or committees

"Both evidence-informed, grassroots student research and more formal, student-led institutionally supported data/research seem important for campus GBV efforts." (Community of Practice member)

- [ ] Scan for current research taking place at your PSI.
  - [ ] faculty research
  - [ ] undergraduate or graduate research
  - [ ] student unions
  - [ ] relevant research institutes
  - [ ] relevant public interest groups
  - [ ] learning networks
    - [ ] Western University CREVAWC: http://www.learningtoendabuse.ca/
    - [ ] Atwater Library Gender Equality Catalogue http://genderequality.atwaterlibrary.ca/

- ☐ iMPACTS: Collaborations to Address Sexual Violence on Campus: https://www.mcgill.ca/definetheline/impacts

☐ Collaborate on a plan of action that makes sense for your institution.

- ☐ Develop a project plan and consider using a praxis framework to capture and articulate your plan of action.
- ☐ See where there is funding available (e.g. at your PSI, in the community, at the provincial/territorial level, at the federal level)

Oftentimes, a large barrier to such initiatives is a lack of funding and resources. Funding for such opportunities can come from research funding within your PSI or from external bodies, such as funding supported by the Social Sciences and Humanities Research Council (SSHRC) of Canada. What forms of institutional funding are available to you at your home institution?

Such partnerships could be with existing faculty members with expertise in GBV prevention strategies and/or with a graduate student who is looking to focus their graduate work in this area.

Another approach could be to partner with a community-based organization that your institution or department already works closely with. This could also provide an opportunity to build or strengthen a relationship with a local agency.

Potential community-based organizations may include, but are not limited to, the following:

SEXUAL ASSAULT OR RAPE CRISIS CENTRES AND NETWORKS*:

- Canadian Association of Sexual Assault Centres (CASAC / ACCCACS)
  Association canadienne des centres contre les agressions à caractère sexuel
- Alberta Association of Sexual Assault Services (AASAS)
- Ontario Coalition of Rape Crisis Centres (OCRCC)
- Sexual Assault Services of Saskatchewan (SASS)
- Antigonish Women's Resource Centre and Sexual Assault Services Association, NS
- Sexuality Education Resource Centre, MB
- Klinic Community Health, MB
- Regroupement québécois des centres d'aide et de lutte contre les agressions à caractère sexuel (RQ-CALACS), QC
- Ending Violence Association of BC (EVA BC)
- West Coast LEAF, BC
- Ending Violence Association of Manitoba (EVA MB)
- Draw the Line, ON
- CAVAC (Centres d'aide aux victimes d'actes criminels), QC

*This is not an exhaustive list. Please add others that are relevant to your community and network.

In addition to the above, Community of Practice members suggested to explore building partnerships with:

- hospital-based sexual violence clinics
- women's centres
- transition houses/shelters
- Indigenous women's organizations
- 2SLGBTQIA+ organizations (EGALE Canada, Out in Schools, etc.)

Look at who is doing GBV prevention and support work locally as well as provincially/territorially so that you can support each other's work.

FUNDING OPPORTUNITIES IN SUPPORT OF PREVENTION EDUCATION

There are often funding opportunities available to PSIs and/or not-for-profit organizations that could support the development of educational programming and outreach opportunities, along with the assessment and evaluation of such programming.

Potential funding sources vary depending on each institution, province, and territory, and there are often federal grants available through various governmental departments.

Potential opportunities include, and are not limited to, the following:

Federal opportunities:

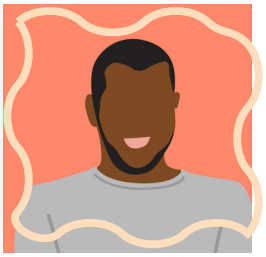
- **Canadian Women's Foundation**
- **Funding for violence and abuse prevention programs, Government of Canada**
- **Crime Prevention Funding Program, Government of Canada**
- **Women and Gender Equality, Women's Program**

- Social Sciences and Humanities Research Council (SSHRC) of Canada
- Victims and Survivors of Crime Week 2020 Funding Guide

Provincial and territorial opportunities:

- BC - Civil Forfeitures Grant
- ON - Women's Safety Grant (2020 funding has not been released)
- QC - there is funding available through the provincial government written into policy
- NS - Prevention and Innovation Grants
- QC - Secrétariat à la condition féminine Quebec, Violence conjugale et violences sexuelles

"More provinces and territories should make funding available to post-secondary institutions to support efforts to address and prevent gender-based violence on campus." (Community of Practice member)



Pathway 2: Integrate GBV Assessments into Existing Tools

Incorporate "Needs Assessment" Questions into Existing Surveys

Surveying members of the PSI community provides us with valuable insights and data that will help us provide informed resources, services and educational opportunities on our campuses. Using existing surveys can help avoid survey fatigue, get strategically representative samples and obtain feedback needed to improve community health and safety.

Most PSIs already engage in cyclical campus surveys and data collection methods with students, staff and faculty. Some examples include:

- residence and housing
- health and counselling centres
- accessibility services
- human resources departments
- student unions and governments
- faculty unions and associations
- student affairs departments
- municipal/community-based surveys
- provincial or federal surveys
- National College Health Assessment (NCHA)
- National Survey on Student Engagement (NSSE)
- Educational Benchmarking, Inc (EBI)

How can you include questions on these surveys to assess safety, risk, knowledge acquisition, etc.?

Residence and housing teams may often utilize surveys to assess residents' satisfaction. You may already have access to information about students' sense of safety, health and wellness, access to services within the residential community, why they leave or stay and the concerns that they may have on campus. If questions surrounding gender-based violence do not presently exist, consider adding one

or two that can assess safety, access to GBV support services and GBV prevention programming.

Orientation Week surveys are increasingly gaining traction within the PSI setting. Though they often focus on overall engagement, many PSIs are starting to put more focus on providing education around consent culture to student leaders, incoming undergraduate students and the larger university community. There are growing opportunities to include additional questions within these surveys to strengthen programming and learning objectives.

Many institutions participate in the **National College Health Assessment** (NCHA) survey. Does yours? If so, you may have an opportunity to integrate one to two campus-specific questions on addressing and preventing GBV on your PSI.

> "We have issues providing students with sufficient/adequate/effective/culturally competent support upon being asked to do what can be a re-traumatizing survey." (Community of Practice member)

> "I'm in favour of a survey but we need resources in order to support them after." (Community of Practice member)

EXAMPLES OF KEY QUESTIONS TO INCORPORATE INTO THE EXISTING QUESTIONNAIRE AND/OR CLIMATE SURVEYS:

- Do you know where to report instances of gender-based violence on campus?
- Do you know where to receive support from the university/college when you or someone you know has experienced a form of gender-based violence? (i.e. unwanted sexualized touching or comments, etc.)
- Have you witnessed or experienced unwanted sexualized behaviour in a PSI setting (on-campus, off-campus or online)?
- If you witnessed unwanted sexualized behaviours, did you intervene, seek help or take another action? If yes, why/why not: (open box)

Incorporate "Impact Measurement" Assessments into Existing Workshops and Activities

Workshops and programming:

You can integrate evaluation and assessment activities into your existing workshops and programming to understand the impact of your activities for your learners.

Before assessing the impacts of your workshops for learners, you'll want to ensure that you have clear learning objectives. Objectives refer to the specific effects that the program will have on participants or the community. They are narrow in scope and focus on who and what will change.

Here is an easy tool to draw on in developing your learning objectives:

TOOL AND TIPS TO WRITING CLEAR AND MEASURABLE LEARNING OBJECTIVES:

Step 1:

You want to be able to answer "by the end of this workshop/program/module, you will be able to..."

What type of change do you want your training to make? What do you want participants to be able to do after the session? You can break this down into three key categories: attitude, skills and knowledge.

ATTITUDE	SKILLS	KNOWLEDGE
Changing how participants choose to act. Often, this is the most difficult to craft objectives for as you are dealing with feelings, attitudes and emotions.	Changing or improving the tasks that a participant performs.	Increasing what participants know. Troubleshooting, and understanding policy.

Step 2:

Connect step one with an action verb. The verb should describe an action that can be observed and is measurable after the workshop or learning opportunity.

Examples of verbs:

ANALYZE

- Attributing
- Critiquing
- Determining
- Differentiating
- Examining
- Organizing
- Searching

REMEMBER

- Comparing
- Memorizing
- Naming
- Recalling
- Recognizing
- Relating
- Stating

APPLY

- Demonstrating
- Developing
- Implementing
- Interpreting
- Performing
- Practicing
- Understanding

EVALUATE

- Assessing
- Checking
- Comparing
- Critiquing
- Determine
- Evaluating
- Measuring

UNDERSTAND	▸ Classifying ▸ Comparing ▸ Describing ▸ Explaining ▸ Inferring ▸ Interpreting ▸ Summarizing	**CREATE**	▸ Composing ▸ Developing ▸ Designing ▸ Generating ▸ Imagining ▸ Planning ▸ Producing
HONOURING	▸ Consider ▸ Be aware ▸ Seek ▸ Open ▸ Allow ▸ Listen ▸ Observe	**VALUE/D**	▸ Empathize ▸ Honour ▸ Acknowledge ▸ Balance ▸ Serve ▸ Recognize ▸ Respect

CONNECT/ED

- Consult
- Work with
- Support
- Relate to
- Care for
- Participate
- Build

EMPOWER/ED

- Express
- Gain
- Advocate
- Defend
- Re-imagine
- Prepare
- Maintain

SELF-ACTUALIZE/D

- Become
- Self-define
- Create
- Remain
- Possess
- Sustain
- Dream

Drawn from a revised edition of Bloom's Taxonomy by L.W. Anderson and D.R. Krathwohl (2001) titled *A Taxonomy for Teaching, Learning, and Assessment,* and LaFever, M. (2016).

Step 3:

End with the specifics of what the participant will do to demonstrate that they have achieved the objectives. Outline what the participant will be walking away with from the activity.

Examples:

- **Instead of:** Understand the definition of consent culture.

- **Use:** Describe what it takes to achieve consent culture.

"Understand" is not a measurable verb; however, if the intent of the first objective was to have the participants be able to describe what is needed to achieve consent culture, that is measurable.

- **Instead of:** Describe and create a social media plan for your student leadership program.

- **Use:** Create a social media plan for your student leadership program.

Describe and create are two different levels of learning. It's encouraged to use only one action verb. Since *"create"* is a higher level of learning than *"describe,"* it can be assumed that you will be able to describe the process before you can apply the learning.

The tool above was inspired by Bloom's Taxonomy and Marcella LaFever's work, where LaFever builds on Bloom's Taxonomy to incorporate the Medicine Wheel framework in the development of learning objectives (2016). LaFever's work encourages educators to move from three learning domains to four to include spiritual aspects of learning as a core piece to learning.

This framework, then, would include exploring ways of learning that incorporate intellectual, physical, emotional and spiritual layers into our learning objective framework. Sample verbs such as those in the graph above (LaFever, 2016, p. 418) will help create outcome statements that are better placed to incorporate and address spiritual focused outcomes in lesson plans, evaluation frameworks and curriculum design.

Useful resources:

- **Bloom's Taxonomy: Teacher Planning Kit. Available at https://www.cebm.net/wp-content/uploads/2016/09/Blooms-Taxonomy-Teacher-Planning-Kit.pdf**

- **For a breakdown of Bloom's Taxonomy, visit https://cft.vanderbilt.edu/wp-content/uploads/sites/59/BloomsTaxonomy-mary-forehand.pdf**

- LaFever, M. (2016). Switching from Bloom to the Medicine Wheel: Creating learning outcomes that support Indigenous ways of knowing in post-secondary education. Intercultural Education, 27(5), 409-424.

- **Armstrong, P. (2010). Bloom's taxonomy. Vanderbilt University Centre for learning. https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/**

REFLECTION:

Do my learning outcomes emphasize cognitive, emotional, physical, and spiritual development? Is there room for personalization, group and individual learning goals, and self-development?

An efficient way to begin to understand the impact of your programming is to integrate pre- and post-test surveys into your programming so that you can compare the findings to determine impacts. If you have more time, reaching out to the participants in four to six months to administer the same survey will help you understand the efficacy of your programming over time. Often, there are tools readily available at your disposal (e.g. a number of Canadian campuses have established partnerships and agreements with **Campus Labs**) to help support you in your data collection and analysis.

"I would suggest adding presentation evaluations at the end of each face-to-face presentation that includes a question of what has changed as a result of the presentation/material presented; what have they learned, etc." (Community of Practice member)

Passive and messaging campaigns:

Many of us utilize passive or messaging campaigns (e.g. posters, social media campaigns, digital screens, podcasts, radio, etc.) as a form of prevention education. To evaluate such initiatives, pre- and post-surveys can also be used to help gauge the efficacy of the campaign. You would want to survey members of the targeted population prior to the start of the campaign to establish a baseline and then survey the target population again at the completion of the campaign to see if your intended outcomes were reached. A key thing to keep in mind is that the campaign may impact those who have had little to no exposure to the programming and who are impacted by those who did. Focus less on the comparison of those who encountered the initiative and more on the comparison between the pre- and post-survey.

Pre- and post-survey questions should:

- ☐ focus on what the program is intended to do
- ☐ correspond with the program's outcomes
- ☐ focus on knowledge and attitudes

Pathway 3: Hold a Campus Climate Survey

Campus Climate Surveys

Campus climate surveys have been designed to understand the overarching impact of prevention programming and the social indicators that impact social change to end GBV. These surveys are key tools in generating data about the nature and extent of GBV on campus and can be used to inform the institution's prevention and response to GBV.

Within Ontario's **Bill 132, Sexual Violence and Harassment Action Plan Act** (2016) and **British Columbia's Sexual Violence and Misconduct Policy Act** (May 19, 2016), the provinces may conduct or direct PSIs to conduct surveys to understand the impact of sexual violence and misconduct in their communities. This is a helpful mechanism that, when leveraged, could provide PSIs with valuable information to better understand the impacts of GBV in their communities. If done repeatedly over time, such data could begin to help PSIs address GBV in strategic and thoughtful ways that may support positive social and cultural changes in PSI communities.

Each PSI will have unique characteristics

and diverse student, faculty and staff demographics which makes it difficult to have a one-size-fits-all approach to campus climate surveys. However, relevant surveys and tools can be used to gather statistically relevant results. We've included some tools later in this section that you can draw upon for your own campus climate surveys.

Campus climate surveys can help PSIs with the following issues:

- ☐ **Gaps in response:** Better understand what is lacking in the PSI's response to campus GBV.
- ☐ **Sense of safety:** Identify where students perceive a sense of safety and a lack of safety on campus.
- ☐ **Risks:** Identify risk and protective factors to different facets of GBV in campus communities.
- ☐ **Times or events with a higher likelihood of GBV:** Determine if various forms of GBV are more likely to occur during certain times of the year or are attached to certain campus events.
- ☐ **Awareness of supports/services:** Demonstrate whether the campus community knows where to access support services on campus for survivors.
- ☐ **Reporting:** Understand whether the campus community feels comfortable reporting incidents of GBV to campus officials.
- ☐ **Awareness/confusion around policies/procedures for GBV:** Understand if there is any confusion about policies and procedures relating to campus GBV, including where to report, how to access support services, and how to engage with GBV prevention education.
- ☐ **More accurate counting of actual instances of harm:** Count instances of harm when campus community members may not yet be ready to associate a label to define their experience.
- ☐ **Change/progress year to year:** Show changes in the campus community over time, such as a decrease in GBV and an increase in awareness or reporting. This can help the PSI measure the effectiveness of their response and prevention efforts.

> "[We] should focus more on the evaluation of measures of prevention education addressed to staff and faculty. This appears to be essential because we know a lot about climate on campus from the student's perspective, but we are lacking information about the reality of staff and faculty when dealing with GBV issues." (Community of Practice member)

PRE-CAMPUS CLIMATE SURVEY

Before a campus climate survey is developed, PSIs should conduct an audit to explore and better understand the available resources and prevention education efforts taking place on campus (See Chapter 3: Asses the Needs of Your Campus Community). This information can help tailor the survey to best meet the needs of each PSI.

Another key area that should be critically considered is around data storage and retention of survey data. Campus climate surveys typically take place every two to three years and part of their usefulness is the PSI community's ability to draw on past findings to determine what, if any, changes have occurred within the campus's climate. This conversation should take place with your institution's research ethics office to ensure that the data is stored appropriately and is retained for enough time to ensure your PSI's ability to compare findings over time.

POST CAMPUS CLIMATE SURVEY RELEASE

Following the release of the campus climate survey, PSIs need to have a concrete action plan in place, which may include the creation of a task force or working group(s) (link to build a task force toolkit) that include a diverse membership from students, staff and faculty. Some key items to consider may include:

- ☐ Reinforcing why GBV is indeed a campus-wide issue that all PSI community members have a role in addressing and preventing.
- ☐ Identifying key areas of necessary improvement specific to your PSI community. Naming and acknowledging areas of improvement is a beginning: committing to tangible goals that help address these areas is key.
- ☐ Identifying key leaders who are accountable for supporting and overseeing this action plan go through.

- [ ] Communicating clearly with campus community members with regular updates on the status of the action plan.
- [ ] Developing and implementing a communication strategy to ensure ongoing, consistent communication with internal and external stakeholders.
- [ ] Designing a "road map" of the current resources available, including identifying gaps and committing to taking action to work towards filling those gaps.
- [ ] Outlining tangible short-term and long-term timelines and goals that can be revised over time. Think about what your overarching goals are:
    - [ ] Building a culture at your PSI where violence cannot thrive.
    - [ ] Creating a culture of consent at your PSI.
    - [ ] Challenging problematic cultural norms that allow for sexist, colonial, ableist, homophobic, transphobic, xenophobic, sizeist, etc. attitudes and beliefs to occur freely at your PSI.
    - [ ] Building more alliances and networks of students, staff and faculty that are supported to run GBV violence prevention education initiatives at your PSI.

DEVELOPING AN ACTION PLAN

Action planning is a useful tool for GBV prevention education efforts. Building GBV institutional education and awareness plans was a key component and recommendation stemming from the *Courage to Act* report (Khan et al., 2019). Due to this key finding, we chose to dedicate a chapter of this toolkit to action planning. In Chapter 5: Develop an Action Plan, we explore how to develop a campus-wide action plan. We recommend reading this chapter, which will provide you with more thorough steps and considerations for building an action plan. However, we also found value in highlighting some of those considerations in this chapter. You will notice that the key considerations identified below are repeated in Chapter 5.

Some key considerations that PSIs should consider when developing an action plan:

- [ ] How will you integrate responses into your current policies, procedures, practices, programs and services?

- [ ] Are there policy changes necessary? Who needs to be consulted for these changes?

- [ ] Have you clearly identified your goals in your action plan?

- [ ] What additional resources or services are needed?

☐ Can you hire a GBV evaluation expert?

☐ Have you clearly identified action steps? Who is responsible for implementing and, more importantly, who is accountable for these actions?

☐ How will you communicate your action plan to your PSI community? Will this be accessible to all staff, faculty, employees, students?

☐ How committed is senior leadership at your PSI to address and prevent GBV? How do you build this further, if needed?

ACTION PLAN EVALUATION

Some key considerations that PSIs should consider when developing an action plan evaluation:

- [ ] When will you/your PSI administer the next campus climate survey?

- [ ] How will you measure victimization on campus over time and the efficacy of the previous action plan?

- [ ] How will you communicate and hold your PSI accountable in sharing this information?

- [ ] What resources are needed for future campus climate surveys?

The action plan should be revised at least every three years to make sure it is up to date with best practices around GBV issues and that it answers some issues that could have emerged during its application.

See below for a template for an action plan. We also have many worksheets available in Chapter 5!

PROMISING PRACTICES IN CAMPUS CLIMATE SURVEYS: DEVELOPMENT

Some campus climate survey instruments that can be drawn upon as you explore the right fit for your PSI include the following United States–based tools:

- **Workplaces Respond to Domestic and Sexual Violence (2020): a how-to guide on developing workplace climate surveys**
- **AAU: Campus climate survey on sexual misconduct and sexual assault**
- **Rutgers: iSPEAK campus climate survey instrument**
- **CDC: Measuring violence-related attitudes, behaviours and influence among youths: A compendium of assessment tools, second edition**
- **EVERFI: Sexual assault campus climate survey guide**
- **Campus Climate Survey Validation Study (2016)**

The purpose of the Campus Climate Survey Validation Study (CCSVS) was to develop and test a survey instrument and methodology for efficiently collecting valid school-level data on campus climate and sexual victimization. This Executive Summary provides an overview of the methodology used in the CCSVS and key substantive findings, with more comprehensive information presented in the full CCSVS Research Report.

As outlined by the US Department of Justice in October 2016, best practices in campus climate surveys were established through the CCSVS and every campus climate survey is expected to meet the standards outlined in the report (accessed from https://www.justice.gov/archives/ovw/file/902111/download).

PROMISING PRACTICES IN CAMPUS CLIMATE SURVEYS: PSI HOMEGROWN TOOLS

Given the growth in prevention work in our Canadian PSI context, there are a number of institutions with homegrown tools along with a few provincial-level climate tools in use or in development.

Some **PSIs** who have implemented campus climate surveys include (this is not meant to be an exhaustive list):

- University of Ottawa
  https://www.uottawa.ca/president/sites/www.uottawa.ca.president/files/task-force-report-appendix-3-campus-climate-survey-methodology.pdf

- UNB Sexual Assault Climate Survey
  https://www.unb.ca/initiatives/_assets/documents/sexualassault/assault-climate.pdf

- University of Manitoba
  https://umanitoba.ca/sites/default/files/2019-09/UM%20Campus%20Climate%20Survey%20on%20Sexual%20Violence%202019.pdf

- StFX Sexual Violence Climate Survey Report
  https://www.mystfx.ca/sites/visible-at-x/files/2021-05/Sexual%20Violence%20Climate%20Survey%20Report.pdf

- MacEwan University, Edmonton, AB
  https://www.macewan.ca/contribute/groups/public/documents/document/cnzl/ev8y/~edisp/osvper_climate_survey_2020.pdf

- University of the Fraser Valley (report release date is forthcoming)

At the **provincial and territorial** level, a number of projects are taking place and include:

- The Province of Ontario and the Student Voices on Sexual Violence Survey:
  https://news.ontario.ca/maesd/en/2019/3/student-voices-on-sexual-violence-survey.html

- The Province of British Columbia, at the time of the writing of this toolkit, is developing a province-wide campus climate survey. More information is available through the Province's CFP here: **https://bccampus.ca/student-climate-survey/**

- There is also a Social Sciences and Humanities Research Council (SSHRC) funded project supported by McGill University who is presently developing and testing a campus climate survey. Please visit the iMPACTS project for more information:
  https://www.mcgill.ca/definetheline/impacts/climate-surveys-campus-sexual-violence-faculty-and-staff

- The Province of Nova Scotia is developing a campus climate survey in partnership with Dr. Diane Crocker of Saint Mary's University, the Provincial Department of Labour and Advanced Education and the Council of Nova Scotia University Presidents.

- Enquête Sexualité, Sécurité et Interactions en Milieu Universitaire (ESSIMU) : Ce qu'en disent étudiantes, enseignantes et employées: **https://chairevssmes.uqam.ca/publications/rapports-de-recherche/**

Campus climate surveys allow PSIs an opportunity to examine and better understand the prevalence of GBV on PSIs and assess the campus communities' perceptions of the PSIs' response to GBV. After each climate survey, PSIs can develop action plans, enhance approaches to prevention education, revise policies and procedures, and strengthen services to address gaps revealed by the survey. To address those gaps, a strong collaborative approach that includes researchers, academics, student affairs professionals, students, student unions, PSI leadership and key community partners should be integrated into the plan.

PROMISING PRACTICES IN CAMPUS CLIMATE SURVEYS: ADMINISTRATION

The CCSVS report and the toolkit outlined a number of promising practices for consideration as it relates to administering campus climate surveys on campus. They include:

- ☐ **Length of survey:** The survey should take no longer than 20 minutes to complete as a longer time period will result in lower participation and a higher breakoff rate.

- ☐ **Accessibility:** The survey tool should be web-based, available through a variety of devices (e.g. smartphones, tablets, computers), accessible to a diversity of users and self-administered.

- ☐ **Tailored invitations:** Invitations to participate should be personalized to potential respondents (i.e. addressed to students by their first name) and the messaging should be customized given various demographics of students (e.g. to increase the participation of cisgender men).

- ☐ **Timing of the survey:** The survey should be administered close to the end of the academic year and be available to respondents for up to one month, two months being the most ideal.

- ☐ **Communications plan:** The survey's communications plan should include

multiple follow-up reminders to encourage nonrespondents to participate in the survey. Research suggests that four to five times is best.

- ☐ **Incentivize:** Incentives should be provided to respondents. The recommended range is $20–30 for completing the survey.
- ☐ **Analysis:** An analysis should be conducted comparing student roster data (both respondents and nonrespondents) to gain an understanding of the composition of each sample, and a nonresponse bias analysis should be performed.

Asking Behaviour-Based Survey Questions

The key to a successful question is being clear on what information you need and asking for one thing at a time. Successful surveys ensure that questions are clear and the target audience clearly understands what they mean. Individuals who have experienced gender-based violence may not expressly identify their experience in this way, so will not be able to provide you with the information you need. Asking campus community members about the behaviours that they have experienced often provides more accurate data about the scope of GBV on campus and in the community.

Below are a few examples of questions that are centred on behaviours and not key terms:

KEY TERMS-BASED QUESTIONS	BEHAVIOUR-CENTRED QUESTIONS
"Have you experienced gender-based violence during your time at this university/college?"	"Since you became a student at this university/college, has someone had sex with you when you did not want them to?"
"Since you became a student at this university/college, has anyone forced you to have sex with them without your consent?"	"Since you became a student at this university/college, has anyone had sexual contact with you by using physical force or threatening to physically harm you?"

"Have you been in a relationship where you experienced domestic or dating violence during your time at this university/college?

"Have you ever experienced sexual harassment on campus/at the university?"

"During your time as a student at this university/college have you been in a dating or romantic relationship where your partner did the following: (list a number of behaviours for the respondent to check)"

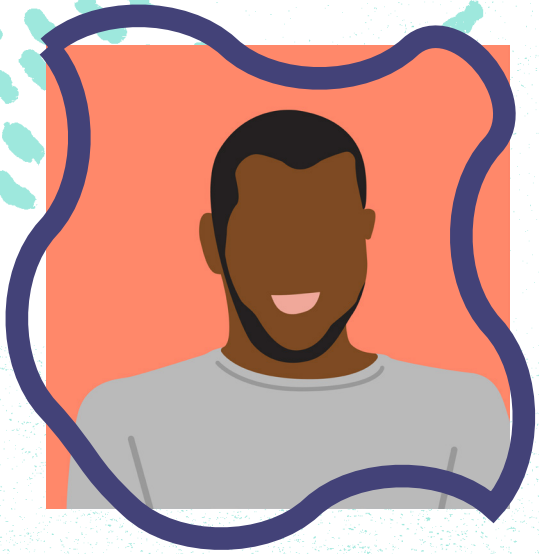
"During your time as a student at this university/college, has anyone said anything to you that is sexually explicit or has sexual meaning without your consent (e.g. catcalling, inappropriately commenting about parts of your body in a sexual way, etc.)?"

Additional behaviours describing GBV can be added depending on the types of GBV that your PSI is assessing during this survey.

Learning from Mistakes

Inevitably, as a GBV educator working within the confines of a PSI, mistakes are bound to happen. GBV educators are uniquely positioned in that we engage in difficult and challenging conversations. We are also keenly aware that sometimes the best learning comes from mistakes made both by us and those who have come before us.

Courage to Act Community of Practice members were gracious enough to share some of their "mistakes" and learning opportunities with us.



"From a student perspective, a concern we had in survey administration was lack of knowledge about the survey — some folks from my student group didn't even realize it was happening, and we are some of the most invested in the topic."

"In releasing the report and the action plan, student involvement seems to be a very low priority. They work around the student groups and put resources into tackling the same issues but without the advantage of peer-to-peer education or regard for progress already being made. Lack of 'buy-in' from students does not create an environment where they feel engaged with the issues at hand."

"I think that the major mistake would be that the survey is too heteronormative. It is so important that everything that we create is inclusive and encourages diversity."

"I don't know if these are mistakes per se, but things to consider:

- **Timing (when is the semester 'sweet spot' for students to have the capacity to participate in this kind of survey)?**
- **Close attention to inclusive language and reviewing the survey Qs for biases**
- **We had very low participation by international students, so how to target that group of potential survey respondents?**
- **Leverage faculty and student leaders to encourage participation."**

"Some mistakes/learnings:

- We had a privacy statement stating that we would destroy data after two years; next year we need a statement about it being retained for a longer duration of time so that results from subsequent surveys can be compared.
- Determine ahead of time who will retain the data.
- Determine which questions we learned 'nothing' from — we need to remove those questions from the survey next time (to respect the time of participants and only ask questions that we will action somehow).
- We surveyed staff along with students. Phrasing for the staff often referred to students in this survey; needs to be corrected for next time so that it refers to and is fully tailored to the employee experience.
- Need to determine how best to ask about help-seeking behaviour and experiences with support services (we need reliable data and this time around it was not)."

The quotes above help remind us that it is important to work in coalition with a diverse group of key stakeholders in your PSI and in your larger community to build buy-in; frame questions in ways that speak to your campus community's experiences; and draw on the expertise of your colleagues on campus, in the community and across the country.

Pathway 4: Evaluate

Evaluating the Impact of Programming and Training

GBV prevention educators hold a wealth of experience and knowledge about what works in prevention education. However, due to lack of capacity, funding and access to experts, evaluation and assessment of GBV prevention programming is limited, making it difficult to understand the impact that such education is having on campus communities.

As noted by one participant in the *Courage to Act* report: "If we're using homegrown kinds of programming then we do need to do some sort of evaluation to make sure that we're actually accomplishing something. And we know that those sorts of 'satisfaction' kinds of evaluations at the end [of our workshops] are not what we need to be doing. But then there should be funding to actually hire the research staff to actually assist with this, to do it properly!" (Khan et al., 2019, p. 112)

The outline below is a framework to draw on while you develop your own approach to evaluating GBV prevention education. We will provide some key tips, tools, examples and reflection exercises to support you in your ongoing work and learning.

PAUSE AND REMEMBER:

If you are struggling with implementing evaluation in your work, build in some intentionality. This isn't all going to happen in a year. This may take three to five years to implement. We are all doing this simultaneously as we are engaged with other priorities.

Reflect on:

- ☐ What do I need to happen to allow me an opportunity to be more intentional and integrate evaluation into my practices (e.g. professional development opportunities, working with a supervisor that helps me prioritize this work, etc.)?

☐ Are there opportunities for me to work with colleagues and team members as I approach this work?

☐ Can I work with my supervisor to outline two to three priorities to focus on as part of my professional development plan in the coming year?

☐ What is realistic for me to lead and where can I use some support? Are there collaborative opportunities with faculty members? Can I hire a graduate student to support this work?

REMEMBER:

> the purpose of evaluation is to learn, understand what's working and what's not, and strengthen programming/approach to this work. In some instances, it can help strengthen funding and is a great way to share how your programming is impacting the campus community. It's also a great way to contribute to broader conversations about GBV prevention education and can help support other PSIs in strengthening their work.

Challenges for evaluating GBV prevention programs:

- Engaging solely in program-based evaluation misses community-level change. When possible, evaluation should happen on multiple levels drawing on a number of the pathways shared in this document.
- Clear and reachable outcomes need to be identified.
- GBV educators face barriers to being able to fully engage in program evaluation. This includes a lack of time, staffing, access to audience and resources.
- Ending GBV is a long-term outcome and evaluation needs to be addressed at many levels (program, campus climate, theory, etc.) to more fully understand the impact of prevention programming and gauge cultural change on campus.
- To more fully understand the impact of prevention education and social change, your campus should consider developing a campus climate survey.

Types of Evaluation

If you are committed to doing an evaluation, but you aren't sure what type you need, we've developed the following tables to help you get started. Here are some examples and some common myths associated with each:

Evaluation Type: Needs Assessment

When

While developing new programs.

When an existing program is being modified, used in a new setting or with a new group / population.

What

If the proposed program elements re likely to be understood, needed and/or accepted by the population you are trying to reach.

If the evaluation of the program is possible based on objectives and goals.

Why

To understand what changes may be needed to the plan before full implementation.

Helps increase the likelihood that the program will succeed.

"It's better to ask "How can we leverage the skills of the student body/campus community?" Rather than "How can we (admin) fix this issue for the campus community?" (Community of Practice member)

Common methods:

Interview, Focus groups, Surveys, Storytelling, Observations, Existing data, Mixed methods

Examples:

Host structured conversations (focus groups) with populations of your campus community. Harness their knowledge and understanding to develop new programming and enhance already existing programs.

Evaluation Type: Process Evaluation

When

When you implement a new program/course.

While running an existing program.

What

How well the program is working.

If the program is being implemented as designed.

If the program is accessible and accepted by its intended population.

Why

Provides insights into what's working and what's not to make change.

Provides an opportunity to monitor how well the program and its activities are working.

Common methods:

Routine data collection, Surveys, Storytelling, Mixed methods

Examples:

A key process evaluation marker is presently collected and shared in many PSIs' sexual violence annual reports. These reports often capture information including number of clients supported, number of reports made, types of outreach and support given, as well as an account of education on campus (e.g. number of sessions, topics covered, number of participants, etc.).

Evaluation Type: Outcome Evaluation

When

After a program has been delivered to at least one group in the target population.

What

If the program is having an impact on the target populations behaviour.

Why

Provides an understanding of if the program is effective in meeting its objectives.

Common methods:

Interviews, Survey, Focus groups, Storytelling, Mixed methods

Examples:

Hosting a debrief/focus group session with a group focused on fostering men's allyship to understand attitudes and if the program is effective in meeting its objectives.

At the end of a peer program's term developing a survey to collect anonymous feedback, hosting structured check-out meetings with participants and inviting participants to share stories about lessons learned, what worked and how the program may be strengthened for future members.

Evaluation Type: Impact Evaluation

"For me, the impact evaluation method resonates the most and most helpful. Surveys I find less helpful towards solutions and only a small section of the targeted population responds to them." (Community of Practice member)

When

While you are running an existing program and at appropriate intervals.

At the end of a program.

What

If the program is meeting its ultimate goal.

Why

Provides evidence for use in policy and funding decisions.

"We have integrated skill-based questions in our workshops to better understand what people are taking away from each session. We also run a short survey to help us prepare for each individual group. We are looking at developing a post-assessment but we aren't there yet" (Community of Practice member)

Common methods:

Pre and post-survey comparisons, Survey, Storytelling, Auto/Ethnography, Mixed methods

Examples:

Conducting focus groups or interviews on whether a space (such as an on-campus bar) feels safer for a population after introducing training for staff and volunteers and signage.

Evaluating your PSIs bystander intervention program that includes a pre and post-workshop survey, a follow-up interview in four months to see if there is some lasting impact of the program.

*For a more comprehensive review and description of "common methods," please refer to the section of this toolkit titled "Choose your measurement tool" (page 121).

REMEMBER

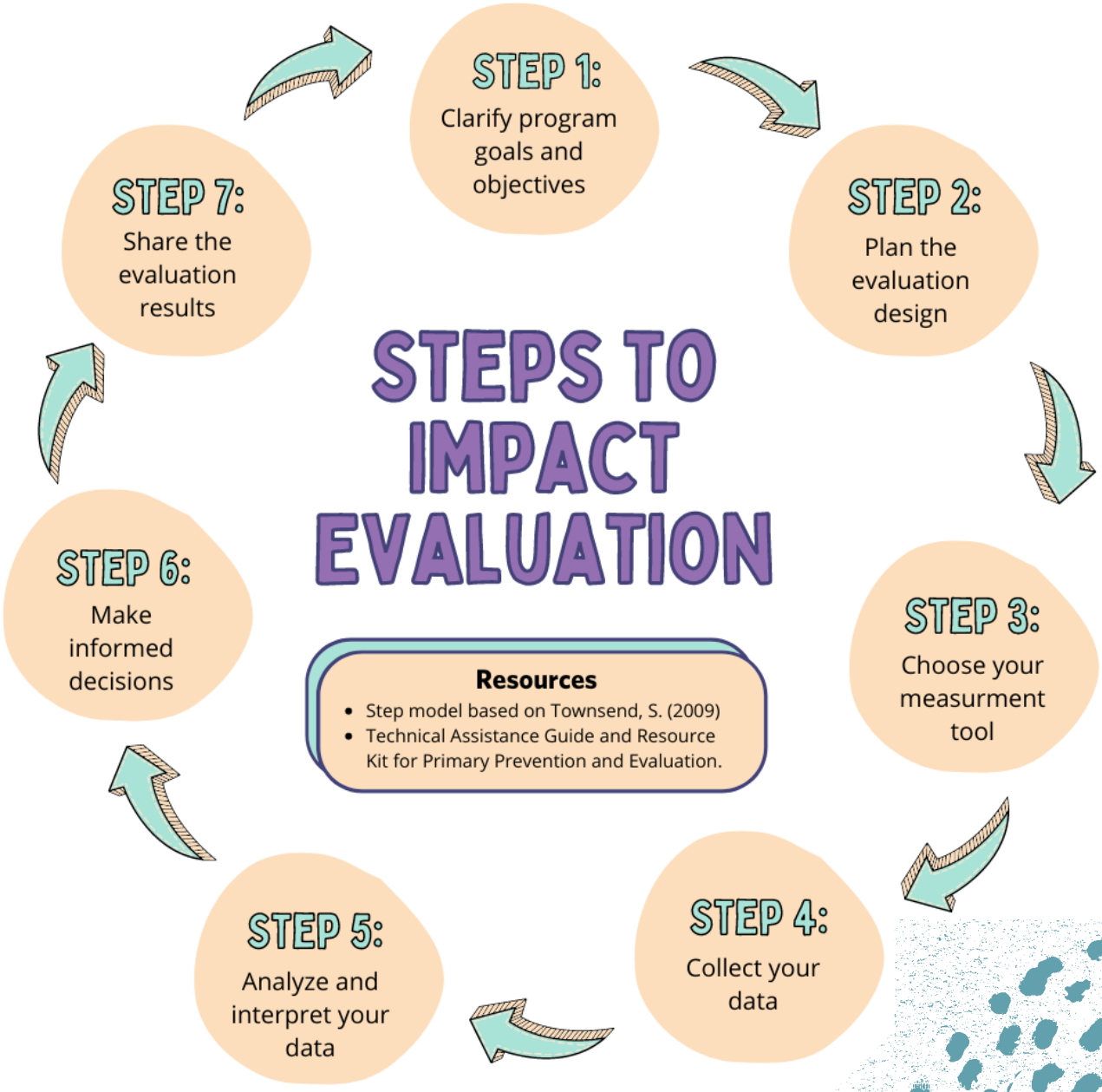
All the techniques noted above might look different in different settings. The examples above are a few examples to help you think through what model might be right for your work and your campus community. You have what it takes to be creative and resourceful!

> "Evaluation activities are often 'dry' and unengaging. Working to identify ways to make the process more engaging for students/ program participants is really important, and if you have the ability to compensate them for their time that is ideal as well." (Community of Practice member)

After reflecting on the graphics above and the various approaches to evaluation you could engage in, you've decided to do an impact evaluation. There are a number of steps involved in bringing this approach to life. Let's explore them now in the next section.

Steps to Impact Evaluation

There are a variety of models you can draw on to sketch out the steps in your evaluation process. Over the next few pages, we will explore the seven steps needed to action your evaluation process:



Step 1: Clarify program goals and objectives

Step 2: Plan the evaluation design

Step 3: Choose your measurement tool

Step 4: Collect your data

Step 5: Analyze and interpret your data

Step 6: Make informed decisions

Step 7: Share the evaluation results

Evaluation must consider the experiences of those who are marginalized and more likely to be impacted by GBV. Here are key things to consider as you engage with your work:

- ☐ Recognize that those most impacted by gender-based violence have been historically missing and continue to be absent from this work. Indigenous women, Two-spirited, LGBTQ+, Black, and racialized voices and experiences are often missing or are not explicitly mentioned in evaluation findings. It is important to ensure that your evaluation provides space for these voices and experiences to be at the forefront.

- ☐ Recognize that cultural values, beliefs and context lie at the centre of any evaluation effort. Think critically about the questions you are asking, how they intersect with the programming you are providing and look collaboratively to find ways to encourage fulsome engagement from your target audiences. This may include working with your target audiences to determine the best questions to ask and methods to use in order to more holistically understand the impact of programming.

- ☐ Ensure those whose voices have been historically excluded from these conversations are integrated into the design, implementation and planning of the evaluation. This takes building partnerships and trust with community members.

- ☐ Introduce concepts like power, oppression and privilege into the design of your evaluation and ensure you are providing program participants with the opportunity to learn about these concepts and how they work in our daily lives and within the systems we live in as it relates to GBV.

- ☐ Pay attention to the assumptions, biases and experiences of those evaluating the program. We all come to our work with conscious and unconscious biases. It is important to make time to be self-reflexive and learn more about how to become attuned to biases in our work and in the approaches we take to our work. A strength of evaluating your programming is it allows you to explore and unearth the unconscious biases in the program itself. Be open to this feedback and work critically to make change.

- [ ] Work to ensure that your assessment tools are accessible to a broad audience. (e.g. If you include questions in your workshops, do you provide enough time for everyone to answer? Do you read the question and show it on a screen? Is the tool you use accessible via mobile phone and computer? Do you provide surveys/assessment tools using alternative formats?)

Step 1: Clarify program goals and objectives

Developing a Theory of Change and/or Logic Model

Developing a theory of change is a helpful tool, especially when you are looking to evaluate the efficacy of a **workshop**. This model helps explain the links between activities and outcomes, and why the expected changes are forecasted to come about, based on past research and experience. This is a helpful tool to support you in developing, facilitating and assessing GBV prevention programming that is evidence-based, and is positioned to address the unique needs and lived experiences of your campus community members.

Your theory of change model should be revisited throughout the life of your program:

- To make changes based on what you've learned
- To see how the program has changed to meet the needs of the community
- To interpret whether the results you are seeing stemming out of your evaluation are what were originally articulated in your theory of change process

Here are some questions to explore while developing your theory of change model:

- [ ] What is the issue your program is trying to address? Are there several interrelated issues? Get specific.

☐ What needs to change to reach your goal(s)?

☐ What types of changes are needed (e.g. attitudes, knowledge, skills, behaviours, awareness)? Keep in mind that since GBV is an overarching term that includes many behaviours (from microaggressions to physical violence), we are typically seeking changes in behaviour and enhancement skills. Remember, you can't tackle everything in one workshop! This might be a great opportunity to think about scaffolding learning.

☐ What are the potential barriers to change for participants? Think about using the socio-ecological model reviewed in the introduction of this toolkit. What are the barriers at each level of the socio-ecological model? How might you begin to address these barriers?

- [ ] What support is necessary to the success of your program?

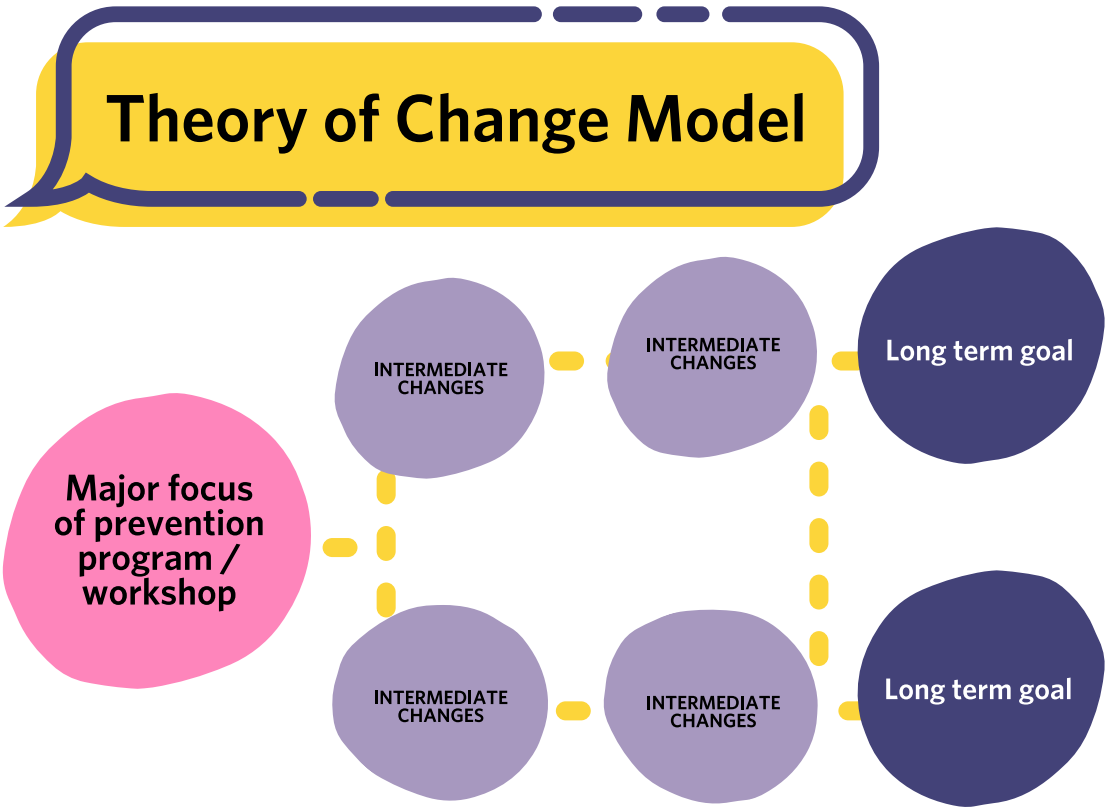
- [ ] If the program is already running, what issues arise during sessions? How are they addressed by the facilitator and what does the response say about what the facilitator is trying to achieve?

- [ ] If the program is already running, how engaged is the audience and to what extent are you reaching them? What are the barriers and how are those barriers being addressed?

"Since GBV is a sociocultural problem, we need to change MANY factors and therefore breaking down what component of GBV one might be trying to address rather than just all of GBV." (Community of Practice member)

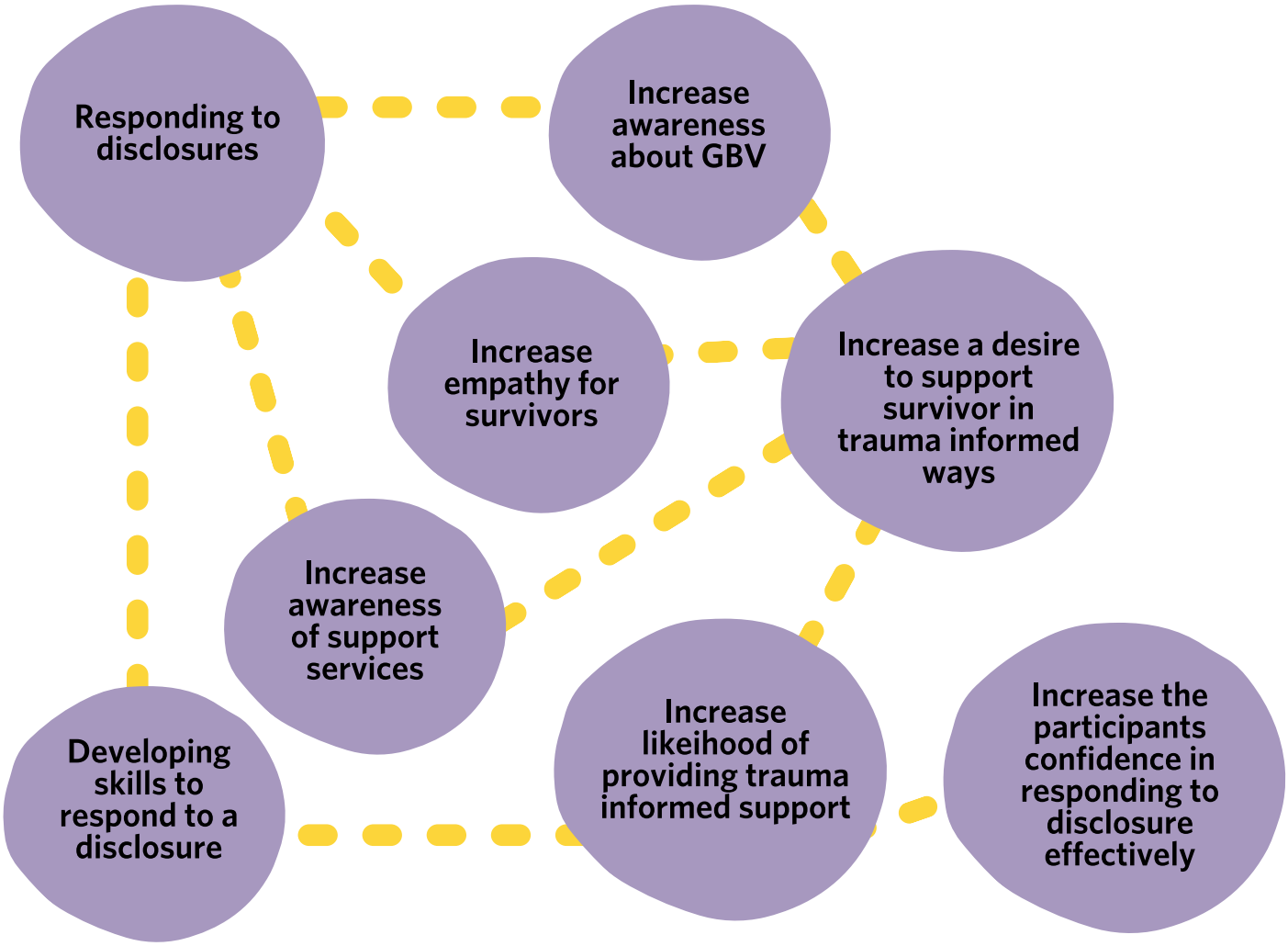
"Behaviours are based on values/attitudes/beliefs and as prevention educators we must work to address all of the ways power and violence operate: the interpersonal (i.e. behaviour and skills) the structural, and the broad social/cultural." (Community of Practice member)

There are a number of different examples available to help you shape your theory of change model. Here is one way to bring your theory of change to life:



The leftmost box reflects the major focus of your prevention program/workshop, the middle boxes articulate the intermediate changes and the far-right boxes follow the long-term goals.

To help us visualize this further, here is an example of a theory of change model based on a **Responding to Disclosures of Gender-Based Violence** workshop:



As outlined in the theory of change diagram above, the responding to disclosures workshop seeks to increase awareness about GBV, increase empathy for survivors, increase awareness of support services, and develop skills to respond to disclosures. The intended impact of this awareness building is to increase each participant's desire to support survivors in trauma-informed ways and increase the likelihood that they would provide trauma-informed support. The theory of change's goal is to increase each participant's confidence when opportunities arise to support survivors. This theory of change model can provide program developers with a clear path to program development, execution and evaluation.

USEFUL RESOURCES:

- Organizational Research Services. (2004). Theory of Change: A Practical Tool for Action, Results and Learning. Available at **https://www.aecf.org/resources/theory-of-change/**

Developing a logic model can give you the advantage of a structured approach to your **program development** and solidly ground your approach to evaluation—providing you with a clear sense of direction. As you can imagine, after looking at the image below, this structure can also limit one's creativity. That said, it's a good tool to draw upon to ground your evaluation work. Such models can help show the direct line of reason that leads from your program/activities to the prevention outcomes.

W.K. Kellogg Foundation has developed a *Logic Model Development Guide* that demonstrates the effectiveness of program activity by engaging with and completing outcome-oriented evaluations of projects. You can find a detailed guide that will help you go deeper into your logic model development. This guide provides very practical assistance to help support you through this process, in case you'd like more information than what is presented below: **https://www.wkkf.org/resource-directory/resources/2004/01/logic-model-development-guide**.

The following is an example of a **logic model** drawn from the Kellogg Foundation:

Situation		
Inputs	What is needed	Include resources needed
Outputs	Activities	What we do to address the issue
	Participation	Who we reach and how many people participated
Outcomes & Impact	Short-term	What results are we looking for? Is the program achieving the expected outcomes? Long-term impacts are often difficult to measure with a single program
	Medium-term	
	Long Term	

Using the logic model template above, we have developed an example of a logic model for your review. In this logic model, we've proposed to develop a peer education program at our PSI focused on promoting a culture of consent on campus.

Situation: Evidence suggests that GBV education is more effective when it is led by peers and presented within peer-to-peer learning opportunities.		
Inputs	What is needed	• Staff support by a GBV professional • Training and community building for student peer volunteers • Funding to support programming and ongoing learning
Outputs	Activities	• Training and community building for 30-35 student volunteers • Develop three social media campaigns a term • Host five outreach events (in-person or online) a year • Facilitate 10 workshops a year
	Participation	• Host social media campaign on program channels and heighten campaign through university channels • Each outreach event will engage 30-150 participants • Each workshop will consist of 15-25 workshop participants
Outcomes & Impact	Short-term	Short-term: • Clearer understanding about how to build a culture of consent on campus in residence, peer programs, and in the general student population • Increase confidence and practical skills in what to do to build a culture of consent and how to offer support to those impacted by GBV Medium-term: • Increased leadership skills with program participants • Increased confidence to offer support and make referrals and in building spaces and relationships that centre consent Long-term: • Increased action in response to non-consensual behaviour and in understanding warning signs and risk factors • Long-term sustainability of the program and ongoing partnerships with campus and community partners.
	Medium-term	
	Long Term	

External Factors and Assumptions

Do you already run a peer program at your PSI? Have you had an opportunity to develop a logic model to outline the strategic approach to your work? Might you consider developing the logic model with the peer program participants? Using the framework outlined above, take some time to fill out the logic model below as it relates to your peer program. Invite the peer program members to work with you to fill this out. It's a great way to get conversation going and gives ownership to the students involved in your program. This can help them feel more empowered in the work.

Situation:		
Inputs	What is needed	
Outputs	Activities	
	Participation	
Outcomes & Impact	Short-term	
	Medium-term	
	Long Term	

External Factors and Assumptions

Another good resource to draw on while developing your logic model is **Community Tool Box's** chapter on developing a logic model: **https://ctb.ku.edu/en/table-of-contents/overview/models-for-community-health-and-development/logic-model-development/main.**

This chapter explorers five key points, including:

1. What is a logic model?
2. When can a logic model be used?
3. How do you create a logic model?
4. What makes a logic model effective?
5. What are the benefits and limitations of logic modelling?

If you are engaged in the evaluation of social marketing and public education campaigns, the **VAW Learning Network out of Western University** has developed the following resource to support educators and evaluators in their campaign work: **http://www.vawlearningnetwork.ca/our-work/reports/2012-3-Evaluation-of-Public-Education_Campaigns.pdf**. This toolkit is a helpful tool to understand the importance of evaluating social marketing and public education campaigns. It explores the strengths of social marketing campaigns, the rationale behind why evaluation is important, common strengths and challenges in the evaluation of social marketing campaigns and how to develop evaluation models (e.g. logic models, choosing appropriate methods and tools). This tool complements this one as it provides readers with an opportunity to review evaluation with a specific focus on social marketing campaigns.

For more information on promising practices in developing effective sexual violence public education campaigns, take some time to read Dr. Lori Haskell's 2011 report **Key Best Practices for Effective Sexual Violence Public Education Campaigns: A Summary: https://docs.google.com/document/d/1Vy7B7J44gh4lp9Cx0Occk8JpoZHupZ7JpfTqGOYVxKs/edit**

No matter what level(s) of the socio-ecological model (individual, relationship, community, societal, structural, historical) you are trying to impact, a logic model is helpful. Developing the logic model in collaboration with key stakeholders, like the students involved in your peer program, will help you continually learn about what you are trying to accomplish and how to get better at it.

USEFUL RESOURCES:

- Kellogg Foundation's *Logic Model Development Guide*. Available at **https://www.wkkf.org/resource-directory/resources/2004/01/logic-model-development-guide**

- Innovation Network's *Logic Model Workbook*. Available at **http://www.innonet.org/news-insights/resources/logic-model-workbook/**

- GENVIC Evaluation Fact Sheet. Available at **https://www.genvic.org.au/wp-content/uploads/2019/07/GENVIC_Evaluation_Fact_Sheet_A4_FINAL_WEB.pdf**

- Assessing Campus Readiness for Prevention: Supporting campuses in creating safe and respectful communities. Available at **https://www.pcar.org/sites/default/files/resource-pdfs/campus_readiness_manual_2-12_final.pdf**

Step 2: Plan the evaluation design

Although there is a wealth of information on evaluation in post-secondary learning environments, we recognize that developing and evaluating GBV prevention efforts requires extensive research, time and resources. It is good to keep in mind that evaluation design may take shape in several different ways.

GBV prevention requires us to examine history, individual behaviours, relationships, community and societal structures — all which require social and cultural change to take place for lasting change to occur.

There is no one simple pathway as you work towards designing your evaluation plan; each level of change is interconnected and cannot be examined independently. It's also important to recognize no one workshop, program or approach will address or prevent GBV on campus. Prevention efforts will, as articulated in the *Courage to Act* report (Khan et al., 2019), need to be varied, strategic and ongoing, and address different levels outlined in the socio-ecological model.

Here are several activity-based assessments for you to consider including in your GBV prevention evaluation plan:

- ☐ written and video scenarios and self-assessment of skills
- ☐ guided discussions and engagement with scenarios
- ☐ worksheets including plans for self-growth and as a response to key learning objectives
- ☐ reflection exercises like journaling and activity responses

- [ ] storytelling through oral or written sharing of relational experiences
- [ ] integrating questions into your program to assess knowledge acquisition

"Scenarios are the #1 thing we use in workshops all the time! They are tremendously helpful." (Community of Practice member)

RESOURCE:

In *Kirkpatrick's Four Levels of Training and Evaluation* (2016) by James D. Kirkpatrick and Wendy Kayser, Kirkpatrick explores **activity-based assessment** and how to integrate this kind of evaluation into existing programs. This is a good approach to take to understand the reaction of your participants. In many ways, you are probably already doing some form of this type of evaluation. With Kirkpatrick's work, you can formalize these forms of assessment so that you can learn from each experience and from the experiences of those participating in your programming and workshops over time.

Some things to think about:

- Do you use scenarios? If so, do you write down individual and group responses to see if they are meeting the learning objectives of the exercise?

- Are you making time post-workshop to reflect on the discussions that took place in your session? Are you looking at your lessons learned from each session to strengthen your next?

- Have you integrated more engaging tools into your workshop activities (e.g. Mentimeter, Google Jamboard, Zoom whiteboards, breakout rooms/groups and note-taking) to capture ideas, discussions and responses?

- Who on campus can help you visualize this?

- How do you showcase this valuable work (e.g. in your annual report, as a promotional tool for the module/workshop, etc.)?

Examples of activity-based assessment:

Some approaches can be used in large groups, small groups and with individuals. Choose your approach based on the needs of your group and your lesson plan.

3, 2, 1

Ask participants to write out three things they learned, two examples or uses and one question they still have.

5X5 JOURNALING

Invite participants to journal about the five most interesting ideas they discovered during the session. Then ask them to identify five things that resonate with them about each one and explain why.

Idea 1:

Idea 2:

Idea 3:

Idea 4:

Idea 5:

CASE STUDIES

Share a real-life case study with individuals or a small group. Invite participants to analyze the case study and share how they'd respond. Invite them to write down their response and discuss how the case study illustrates the application of the theoretical or key concepts of the workshop.

CONCEPT MAPS

Creating a web of interconnecting themes to draw upon common links between learning topics. Here is a great video to watch to find out how to make one.

FOUR CORNERS

This is a great way to get people moving. Ask the group a question and designate each corner of a room to represent A, B, C and D. Invite participants to go to the corner that they believe corresponds with the correct answer.

MINUTE PAPER

Ask participants to take one minute to identify something they learned and something they still don't understand.

ONE-SENTENCE SUMMARY

Ask participants to summarize key concepts into a single sentence.

Not only are these good tools to draw on for you as a GBV educator, but you might also be able to create opportunities for self-assessment in your workshops and programming that allow students and participants to reflect on their own development and learning.

A pre- and post-survey is a popular assessment tool in GBV prevention education. This approach includes developing:

- Pre-survey: measure participants' knowledge, attitudes, intentions and perceived behaviours before the programming.
- Identical post-survey: compare the results with the pre-survey to see if there are any changes.
- Follow-up: some programs use a follow-up survey, which includes distributing the same survey noted above three to six months after the program, workshop, etc. This allows you to see if the changes reflected post-workshop were sustained over time.

REMEMBER:

> There is no one way to use evaluation tools. Due to time restrictions and lack of resources, some GBV educators simply use post-surveys after each program and workshop to help them gain a baseline understanding of the participants' perceived knowledge acquisition, consciousness-raising and willingness to act (depending on your learning objectives).

While we've outlined pre- and post-surveys above, you can use many other tools to collect this information, such as interviews, focus groups or observations. The tools you use and questions you ask will depend on your program, learning objectives and available resources. We will explore this in the next section.

USEFUL RESOURCES:

- Full Circle: First Nations, Metis, Inuit Ways of Knowing (2012). Available at **https://www.oise.utoronto.ca/deepeningknowledge/UserFiles/File/UploadedAmina_/full-circle-first-nations-metis-and-inuit-ways-of-knowing.pdf**
- Examples of Active Learning Activities from Queen's University's Teaching and Learning in Higher Education online course. Available at **https://www.queensu.ca/teachingandlearning/modules/active/12_exmples_of_active_learning_activities.html**

As you engage in program evaluation, it is also important to be aware of external factors that might influence the outcomes. Some external factors to consider as you work to understand the outcomes of your evaluation include:

- news or media stories about GBV
- social movements like #MeToo and #TimesUp
- new policies or laws on GBV
- other programs, campaigns, guest lectures, curriculum or interventions that are outside of your specific program
- a change in leadership (e.g. new president, new academic staff, teachers, union representatives, student leaders, etc.)
- current campus culture about GBV

REMEMBER

> Your work is taking place within much larger cultural and social contexts. Reflect on this when you engage in your evaluation practices and when you explore your lessons learned. For example, many of us engaged in GBV education witnessed a peak in understanding and awareness of GBV when the #MeToo movement was at the forefront of our minds a few years ago. It was important to reflect and account for this possible influence in our evaluation practices.

Step 3: Choose your measurement tool

As mentioned above, you can use choose from a number of tools to measure the impact of your programming on participants. The approach you take will depend on how much time you have to engage in a particular tool, your skill in using it and the willingness of your participants.

Examples of measurement tools include:

- surveys
- focus groups
- interviews
- storytelling
- document reviews (includes the activity-based assessment, answers to questions integrated into the workshop, etc.)

Things to consider:

- Do you have the skills or facilitation skills (depending on the tool) to use this tool?
- Do you have the time to use this tool?
- Do you have a way to synthesize and analyze what's shared?
- Do you have the resources needed to support the use of the evaluation tool?
- Is there someone on campus who can support you in this work?

> "I would suggest it is important how these [measurement tools] are delivered as groups can quickly lose focus with this topic." (Community of Practice member)

While this is not an exhaustive list, here are some of the most often used tools to support evaluation efforts. There are clear strengths and weaknesses to each tool, which we've done our best to articulate below.

Tool	Assess	Strength	Challenges
Survey	Attitudes Beliefs Knowledge Intentions	Fairly quick and inexpensive way to gain information from a large group of people It is easy to be consistent when administering surveys Analysis of findings can be much more streamlined	Limited to beliefs and self-reporting Writing a strong survey can be difficult You may receive a lot of data and have a difficult time analyzing it
Focus Groups	Attitudes Beliefs Interpretations Opinions	Allows you to gain a deeper understanding The conversations engaged with when a diverse group of participants come together can offer rich data which you may not have gained through individual engagement People might learn more about GBV in and through these conversations Less time-intensive than interviewing individuals	Participants can be influenced negatively by the group if not facilitated well Interpreting discussions is not always clear
Interviews	Opinions Attitudes Beliefs Experiences Interpretations Motivations	Allows you to go more in-depth and gain richer information You may gain experiences and information that might not emerge in surveys or during focus group discussions	Time intensive Consistency between interviews can be challenging Must have strong interviewing skills At times, the data can be difficult to interpret
Storytelling	Interpretations Knowledge Behaviour Experiences Activity-based Assessment	Allows you to gain a deeper understanding of how each participant related to and understood the educational content Can be easy to integrate into existing workshops	Can be time-intensive Interpreting the storytelling is not always clear
Document Review	Interpretations Opinions Attitudes Knowledge	Can be integrated directly into your program and be a blend of assessing knowledge acquisition as well as part of the learning Fairly quick once the tool is developed	Interpreting the findings is not always straightforward, depending on what has been documented Designing such tools can be time-intensive and requires some level of expertise

Depending on your program, learning objectives and current capacity, you may want to engage with a mixed-methods approach; you can blend your evaluation approach to draw on the strengths of different tools. For example, you may engage with pre- and post-surveys, and then host interviews with participants four months out to learn more about what individual participants took away (or didn't) from the program. Alongside this, you can do a document review and include findings that you gained by incorporating activity-based assessment tools we mentioned earlier in your evaluation. Using mixed-methods approaches may also allow you to answer different evaluation questions as each tool has its own strengths and weaknesses. In this regard, when you have the capacity to draw on it, a blended approach may allow you to gain a deeper understanding of your program's strengths, weaknesses and areas of growth.

Things to consider:

- The tools you use and questions you ask must align with the goals, objectives and learning outcomes of your program.
- If your goal is to understand changing behaviour, then ask about behaviour change. If your goal is to change attitudes and beliefs, then ask about attitudes and beliefs. While this seems like "common sense," this is a delineation that, in practice, can become a stumbling block to the development of a strong evaluation tool.
- Writing survey and interview questions that will give you reliable information is a skill set and it is more difficult than it seems. If you can, draw on evaluation experts on your campus to see if they can provide you with feedback and guidance with your work. If you work with an education task force or working group, invite them to provide feedback.
- If you are using a survey and you have the time available to you, consider including some open-ended questions so that participants can give you their answers in their own words.
- Depending on the breadth and depth of your evaluation, ethics approval may be required by your PSI. This process will impact timelines for the administration of the survey or other tool. Make time to review the ethics guidelines outlined by your institution, connect with colleagues who are already evaluating their programming both on your campus and through local, provincial/territorial and national communities of practice. You don't have to do this work alone!

If you decide to use surveys:

- Campus Labs developed a document that outlines recommended scales for survey questions **https://baselinesupport.campuslabs.com/hc/en-us/articles/204305485-Recommended-Scales**

- Ask one thing in each question.
- Avoid making value-laden questions that may bias people's answers.
- Give people permission to answer questions truthfully. This is especially important when asking questions that may be seen as having unacceptable answers (e.g. belief in rape myths, etc.).
- Test your surveys out before using them more broadly to ensure they are the best questions to help you understand the learning outcomes of your program.

USEFUL RESOURCES:

- Dr. Stephanie Townsend (2009) developed a *Technical Assistance Guide and Resource Kit for Primary Prevention and Evaluation*, for the Pennsylvania Coalition Against Rape in 2009 and in this guide she provides the reader with access to a number of evidence-based evaluation tools including the Illinois Rape Myth Acceptance Scale, Bystander Effect Scale, the Male Peer Support Scale and more. Available beginning on page 157 from **https://nsvrc.org/sites/default/files/Projects_RPE_PCAR_TA_Guide_for_Evaluation_2009.pdf**

- *Framing Research Questions that Reflects who is Expected to Change* **https://weallcount.com/2020/05/22/framing-research-questions-that-reflect-who-is-expected-to-change/?fbclid=IwAR2h3p8YeOP4srGGASQbEMRDJNuH7PXUY6NC3HzMI29qkRR8ZsTYiuhzMdM**

Examples of surveys: Visit the appendix section of this tool to explore some possible survey questions and pre- and post-surveys. These examples are intended to give you a template to work from as you develop your own evaluation questions and gauge the success of your learning objectives.

Confidentiality

Confidentiality must come into the conversation at this point. How are you going to protect people's **confidentiality**? Will information be **anonymous**?

Anonymity is when information is devoid of personal details. No names are documented, and information is presented in a way that does not disclose personal or identifying information. As a reader, you would not be able to link the information shared with the individual who provided their input.

Confidential information is slightly different. You may be in a place, especially with the use of pre- and post-program assessment, to have a mechanism by which you

can assess individual responses based on an ID number. This way of collecting information does not require an individual's personal information, rather it requires each participant to be assigned an ID number. Confidentiality also comes into play when you use interviews and focus group tools, as you want to ensure confidentiality to participants.

Regardless of which approach you take, you should ask for informed consent from participants to collect and retain this information. Given that most of your evaluation work will not be research-based, you most likely will not need to engage with an ethics review (but do check in with your institution). That said, you may wish to connect with the evaluation teams on your campus to ensure that your approach to engaging in the assessment aligns with your campus's expectations.

> **"I think that it is important to note that using student IDs and emails to collect feedback is likely to make individuals worried about their confidentiality, even if it is confidential on my campus we've gotten a lack of participation in feedback when identifying information is connected to the feedback submission." (Community of Practice member)**

PROMISING PRACTICE: develop a Community of Practice on your campus to support you and others in engaging with evaluation work. You can learn from one another and help support each other's work. There are also opportunities to learn about evaluation and assessment through our national student services organization, CACUSS. Consider joining CACUSS's Research, Assessment and Evaluation Community of Practice (**https://www.cacuss.ca/communities-and-networks.html**).

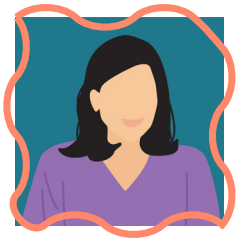
Step 4: Collect your data[1]

Before you begin collecting your data it is important to develop a plan to ensure that your information is collected in a similar way. Doing this will help ensure that your data is collected in consistent ways that limit variation and minimize bias. This is helpful as such inconsistencies can have unintended influence on your evaluation findings.

Regardless of the evaluation tool(s) you are using (surveys, focus groups, interviews, etc.) it is important to move into the data collection phase with a clear plan:

1 We recognize that there is some resistance to using the term "data" to contextualize this work. After exploring many possible alternatives, we have made the decision to continue to use the term "data" to help us understand this topic as all other alternatives explored fall short of holding an equivalent understanding.

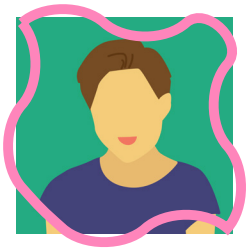
- Ensure you have enough time to engage participants in the evaluation process.
- Script out the instructions to keep the facilitator(s) on-script and to support participants in understanding the purpose of the evaluation.
- Write out frequently asked questions in advance.
- Keep groups small.
- Choose your facilitator(s) with care.
- Develop facilitation guides (for interviews, focus groups, etc.).
- Ensure participants understand the time commitment.
- Use open-ended questions in interviews and (when possible) in surveys.
- Be prepared to support disclosures of GBV. Ensure the facilitator(s) have the skills needed to support survivors and ensure that any survey administered provides participants with information on available support services (e.g. campus-based, local community-based, national and/or international, depending on the reach of your work).



Q: "What strategy would you use if you aren't getting a response from your intended audience? At smaller PSIs we often struggle with engaging students and community members. Has this CP thought of any ideas to combat this?" (Community of Practice member)

Q: "We find it hard to follow up with surveys, often finding that students don't opt to fill them in so if there are any strategies for getting responses, that would be incredibly helpful." (Community of Practice member)

A: "I know I've had conversations with some campus administrators at [a Canadian PSI] on using different tech tools to gauge evaluation (for instance having a question pop up where you might get perks to % off and at an on-campus cafe for answering follow up questions — this would be shorter and incentive-based so it may promote higher engagement." (Community of Practice member)



Step 5: Analyze and interpret your data

Now that you have collected your data, it's time to analyze it. The way you move forward in analyzing your data will depend on several factors:

- Is your data qualitative (open-ended questions where participants provided you with answers) or quantitative (answers were given in numerical form associated with a scale)?

- What are the key questions you want to have answered?

- How skilled are you/is your staff at data analysis?

- Do you have access to institutional research/evaluation experts?

- How quickly do you need your results?

There are many tools available to support your data analysis:

- A basic tool is Microsoft Excel, though many institutions have licensed software available for use to help manage both qualitative (SPSS) and quantitative data (NVivo).
- LinkedIn Learning (formerly Lynda.com) offers tutorials on SPSS. The tutorial titled "SPSS Statistics Essential Training" will help you get started and "SPSS for Academic Research" will support you in learning more about research methods, sampling and more.
- SPSS Beginner Tutorial walks users through introductory concepts that will support you in familiarizing yourself with SPSS: **https://www.spss-tutorials.com/basics/#introduction-to-spss**
- SFU's library has a list of online tutorials and books that your PSI may have access to, to support you in your approach to data analysis: **https://www.lib.sfu.ca/find/research-tools/spss-resources**
- Hire an honours thesis or graduate student to assist you with your program evaluation.
- Develop a partnership with existing GBV researchers on your campus.

REMEMBER:

> Each step of the step process involves strategically working through the methods of all steps from the onset of the project and the creation of your workshop or social media campaign. You will want to think about how you will analyze your data when you choose your measurement tools. You can use this toolkit as a resource guide to help you formulate your overarching plan, recognizing that various steps will be revised on an ongoing basis as you begin to understand what is working and what needs to be adjusted.

REFLECTION:

Have I considered whose voices may be missing in this data (e.g. survivors of GBV, people of colour, Indigenous perspectives, LGBTQ2S+ individuals, International students)? How do I ensure that I engage members from diverse communities, backgrounds and lived experiences?

Step 6: Make informed decisions

Your evaluation should help you improve your program. Be open to negative findings and celebrate your successes.

This is meant to be a learning exercise so we can do better and host stronger programming, programming that is relevant, engaging and meets the campus community where they are in their learning.

The findings that stem out of your evaluation can be used to:

- Improve your program, strategy or curriculum. The evaluation findings should support decisions and strategies that will make your program more successful. Work with your key stakeholders (e.g. student leaders, staff, faculty) to determine what to adjust, rework and improve in your program.
- Build accountability. Your evaluation is often used to build accountability into the program, curriculum or strategy. It allows you an opportunity to adjust your approach because you learned something wasn't working.

"This is really important!!! If we're doing evaluation it is critical something comes of the evaluation. I think this should be really emphasized throughout this section." (Community of Practice member)

- Build awareness. Evaluation is often about building a story so that you can highlight the important work you are doing. If your evaluation involves a mixed-method approach, consider combining qualitative and quantitative findings to demonstrate a fuller picture. You can use your evaluation to build awareness and understanding of the work you are doing and the change that is being made, and build buy-in for your approach to prevention education.
- Increase support. Your evaluation will provide you with an opportunity to leverage and build support from community leaders and funders. This is why it is important to communicate your findings clearly and in plain language, and why it is important to put negative findings in the context of a learning opportunity, one that will allow you to improve the programming.
- Contribute to knowledge building. Evaluation can be used to detect and share new knowledge about effective practices. Your evaluation is testing a theory of change and the results can help you understand whether and under what circumstances the theory holds true.
- Develop recommendations for next steps. Your evaluation can help strengthen your program and can give you some insights into recommendations for the future. Such recommendations could span support needed by survivors, technical assistance needed in program support, new engagement strategies, curriculum needs for diverse campus community members and more.

"I would like to see some kind of action plan step in which folks come up with action items/tasks from their evaluation! It must be actionable!" (Community of Practice member)

Step 7: Share the evaluation results

While interpreting your data, you will want to be strategic about how you write your findings, as you will want to share your discoveries with the campus community. Here are several ways to ground your approach:

- Centre your report on the purpose of your evaluation. Underscore that the strength of evaluation is for learning and strengthening existing programming.
- Be strategic about what you highlight and how. You will most likely learn more about your program than you had originally intended.
- Celebrate your successes. Lead your reporting with positive findings.
- Highlighting when and where things did not work. This is your opportunity to strengthen your prevention programming and feature the lessons you've learned. If appropriate, share negative findings through a discussion so that the findings aren't misunderstood. This way, the focus can be on how the programming can be strengthened given what you know now. You can also draw on the discussion to brainstorm next steps.
- Summarize your findings in bite-sized and simplified ways. Don't use language that is technical in nature.
- Use graphics, charts, tables, diagrams and other visual elements to make it easier for readers to understand.

USEFUL RESOURCES:

- Evergreen Data hosts workshops on how to present data effectively. Available at: **https://stephanieevergreen.com**

Pulling it all Together: Strengthening Evaluation

Regardless of your approach to evaluation — whether you run your own evaluations, partner with GBV researchers in the community or on campus, or hire professional evaluators — evaluation can increase confidence that our prevention efforts are having positive impacts and achieving our goals. Evaluation also helps us adjust when needed along the way. While rigorous evaluation might not always be possible, GBV educators should draw on the strongest evaluation design possible (given resources, time and expertise) to determine if the prevention strategy (workshop, program, social media campaign) is working or not. It is only through the collection of longer-term follow-up data/narratives/information that we will be able to understand if a program is creating lasting change.

Toolkits and Further Reading

Approaches for evaluating strategies that address rape culture. Toolkit with key considerations and discussions (Atwater Library, 2021) is a phenomenal toolkit that invites readers to learn about how to implement a trauma-informed approach to evaluation, offers tips and tools on how to re-imagine evaluation in our work, and what it means to engage in feminist approaches to evaluation, among other things. **https://drive.google.com/file/d/1U7LByQrI9BmzVaK7TxfBjnd1QtixUr3S/view**

Approaches for evaluating strategies that address rape culture: toolkit with key considerations and discussions (written by Eric Craven for Courage to Act in March 2021) highlights key lessons learned from the toolkit. Visit **https://www.couragetoact.ca/blog/atwater-toolkit**

Access Alliance's **Everyone Can Do Research: A Plain Language Guide on How to Do Research** (May 2013) is a great resource to help you frame your work. Visit **https://accessalliance.ca/wp-content/uploads/2020/07/CBR-toolkit_2_May-2013.pdf**

Amnesty International's July 1999 guide titled ***Evaluation: A Beginner's Guide***. Visit **https://www.amnesty.org/en/documents/POL32/003/1999/en/**

RAND Corporation offers an open-source set of tools to support evaluation of programs. Starting with developing a needs assessment and ending with sustainability, this site offers tools, guidelines and step-by-step suggestions on how to incorporate evaluation into every step of your educational program, module, program. Visit **https://www.rand.org/pubs/tools/TL259/introduction.html**
https://www.rand.org/health-care/projects/getting-to-outcomes.html

EvaluACTION "is designed for people interested in learning about program evaluation and how to apply it to their work. Evaluation is a process, one dependent on what you're currently doing and on the direction in which you'd like to go." The site offers an interactive Evaluation Plan and Logic Model Builder that you can customize for your own use. Visit **https://vetoviolence.cdc.gov/evaluaction**

The National Sexual Violence Resource Center's online course on ***Evaluating Sexual Violence Prevention Programs: Steps and Strategies for Preventionists*** (2012) has been designed to "help participants identify where their program has the skills and resources to do evaluation and where they may need some help." You can sign up for NSVRC membership free of cost to access this e-learning opportunity. Visit **https://www.nsvrc.org/elearning/20026**

Technical Assistance Guide and Resource Kit for Primary Prevention and Evaluation, developed by Stephanie Townsend, PhD, for the Pennsylvania Coalition Against Rape (2009). Visit **https://nsvrc.org/sites/default/files/Projects_RPE_PCAR_TA_Guide_for_Evaluation_2009.pdf**

For a list of downloadable and adaptable **logic models**, visit **https://vetoviolence.cdc.gov/apps/evaluaction/#next-steps**

Maryland Coalition Against Sexual Assault has developed a **Sexual Assault Prevention Evaluation Checklist** to support educators and evaluators in understanding the impact of prevention education. This checklist provides a summary of what prevention evaluation is, the importance of evaluating programming and an overview of the evaluation process. Visit **https://mcasa.org/prevention/prevention-resources/sexual-assault-prevention-evaluation-checklist**

A review of evidence-based prevention strategies/programs (United States). Visit **https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5875446/#!po=0.769231**

Participate in an interactive online course titled **Evaluating Sexual Violence Prevention Programs: Steps and Strategies for Preventionists** (2012). Visit **https://www.nsvrc.org/elearning/20026**

Review the tools available in this online and downloadable document titled **A Framework for Program Evaluation: A Gateway to Tools by Community Tool Box**. Visit **https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/framework-for-evaluation/main**

If your campus has a membership with **Campus Labs**, they offer strong resources and support to help you in your evaluation process. Visit **https://www.campuslabs.com** — some useful links include:

- Recorded training from Campus Labs **https://training.campuslabs.com/recorded_trainings**
- Best practices using Campus Labs Baseline application **https://baselinesupport.campuslabs.com/hc/en-us/categories/200349365-Best-Practices**

Student Affairs Assessment Leaders is a US-based network of assessment professionals working in PSIs. Their website offers blog posts, tools and resources on assessment. Join their listserv to join an engaged community of professionals for skill and resource sharing and ongoing support. Visit **http://studentaffairsassessment.org**

Education Technology, Services, and Research is a US-based online student affairs education and resource hub with a focus on sexual violence prevention and response. Not all institutions or individuals in PSIs can gain access to these resources, but it is worth exploring. Visit **https://eab.com**

CDC Evaluation Resources provides a list of resources for evaluation, as well as links to professional associations and journals. Visit **https://www.cdc.gov/eval/resources/**

The Comprehensive Cancer Control Branch Evaluation is designed to help grantees plan and implement evaluations of their NCCCP-funded programs. This toolkit provides general guidance on evaluation principles and techniques, as well as practical templates and tools. Visit **https://www.cdc.gov/cancer/ncccp/pdf/CCC_Program_Evaluation_Toolkit.pdf**

Developing an Effective Evaluation Plan is a workbook provided by the CDC. In addition to information on designing an evaluation plan, this book also provides worksheets as a step-by-step guide. Visit **https://www.cdc.gov/obesity/downloads/CDC-Evaluation-Workbook-508.pdf**

The National Center for Injury Prevention and Control, Centers for Disease Control and Prevention developed a resource guide in 2009 titled **Evaluation for Improvement: A seven-step empowerment evaluation approach**. It provides some good tips and tools to support you in your program evaluation. Visit **https://www.cdc.gov/violenceprevention/pdf/evaluation_improvement-a.pdf**

Translating the **Findings of Campus Climate Sexual Violence Assessment into Action**, Rutgers School of Social Work is a clear and helpful resource while exploring the strengths and usefulness of campus climate assessments at PSIs. Visit **https://socialwork.rutgers.edu/file/2012/download**

Kirkpatrick, J.D. & Kirkpatrick, W.K. (2016). **Kirkpatrick's Four Levels of Training Evaluation**. Alexandria, VA: ATD Press.

Research Methods for Social Justice and Equity in Education is a textbook edited by Kamden K. Strunk and Leslie Ann Locke and available as a PDF download from **https://link.springer.com/book/10.1007/978-3-030-05900-2**. This book provides readers with an integrative approach as they think about research methods for social justice.

White Ribbon is working in collaboration with several Canadian groups to develop **A Metric to Assess Efforts to Prevent & Respond to Sexual Violence on Post-Secondary Campuses**. To participate in the project and learn more, visit **https://www.dtl.whiteribbon.ca/sexual-violence-prevention-metric**

Read Alaa Althubaiti's 2016 article **"Information bias in health research: Definition, pitfalls, and adjustment methods"** to learn more about information bias. **https://doi.org/10.2147/JMDH.S104807**

For an exploration of measurements used to consider rape culture, read Johnson, N. L., & Johnson, D. M.'s 2017 article **"An Empirical Exploration into the Measurement of Rape Culture,"** found in the *Journal of Interpersonal Violence, 36*(1-2), NP70-NP95: **https://doi-org.libproxy.wlu.ca/10.1177/0886260517732347**

The **rape myth acceptance measurement tool** has been used to understand the impact of the rape myth on public perception by academics and researchers alike. For a good perspective on its use, read Payne, D. L., Lonsway, K. A., & Fitzgerald, L. F.'s 1999 article, **"Rape myth acceptance: Exploration of its structure and its measurement using the Illinois rape myth acceptance scale"** in *Journal of Research in Personality, 33*(1), 27-68 **https://doi.org/10.1006/jrpe.1998.2238**

For those of you using **social media marketing campaigns**, take a little time to review Potter, S. J.'s 2012 article, **"Using a multimedia social marketing campaign to increase active bystanders on the college campus,"** available in the *Journal of American College Health, 60*(4), 282-295. **https://doi.org/10.1080/07448481.2011.599350**

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Appendix A: Building a Culture of Consent - post-workshop evaluation

Building a Consent Culture for Student Leaders, 2020 Evaluation

1 = Still unclear
2 = Somewhat unclear
3 = Neutral
4 = Somewhat understand
5 = I understand fully

1. Please rate your knowledge of what consent culture is.

1	2	3	4	5

2. Please rate your knowledge of what gender-based violence is.

1	2	3	4	5

3. Please rate your confidence in being able to take action against gender-based violence based on knowledge of intervention strategies.

1	2	3	4	5

3. Please rate your confidence in being able to take action against gender-based violence based on knowledge of intervention strategies.

1	2	3	4	5

4. Please rate your confidence in being able to explain consent culture to incoming students or peers.

1	2	3	4	5

5. Please rate your knowledge of resources on campus related to gender-based violence prevention, education and support.

1	2	3	4	5

6. Please rate your agreement with the following statements:

A) "I can recognize ways that I can contribute to a culture of consent on campus"

1	2	3	4	5

B) "I can recognize when it is necessary to contact a sexual violence centre and/or report gender-based violence."

1	2	3	4	5

7. Please check off any of the following topics that you are interested in learning more about:

- ☐ Responding to Disclosures
- ☐ Sexual Violence and Intersectionality
- ☐ Sexual Harassment in the Workplace
- ☐ Other:

Comments/Feedback:

Appendix B: Bystander Intervention workshop - pre and post-workshop evaluations

Bystander Intervention Training (Pre)

Participant #:

Before taking this workshop, how confident would you say you are in these different areas? Please rate your confidence on a scale of 1 to 5:

1 = Still unclear
2 = Somewhat unclear
3 = Neutral
4 = Somewhat understand
5 = I understand fully

1. I have skills for direct and indirect intervention while keeping my safety in mind.

1	2	3	4	5

2. I have knowledge and awareness of gender-based violence, consent, and healthy relationships.

1	2	3	4	5

3. I feel a sense of responsibility for creating change in my community related to gender-based violence.

1	2	3	4	5

4. I can recognize inappropriate behaviour (an act of violence) and would call it out.

1	2	3	4	5

5. I know how to respond to gender-based violence safely and appropriately.

1	2	3	4	5

Comments:

Bystander Intervention Training (Post)

Participant #:

After taking this workshop, how confident are you in these different areas? Please rate your confidence on a scale of 1 to 5:

1 = Still unclear
2 = Somewhat unclear
3 = Neutral
4 = Somewhat understand
5 = I understand fully

1. I have developed skills for direct and indirect intervention while keeping my safety in mind.

1	2	3	4	5

2. I have knowledge and awareness of gender-based violence, consent, and healthy relationships.

1	2	3	4	5

3. I have increased my sense of responsibility for creating change in my community related to gender-based violence.

1	2	3	4	5

4. I have increased my ability to recognize inappropriate behaviour (an act of violence) and I would call it out.

1	2	3	4	5

5. I have an increased understanding of how to respond to gender-based violence safely and appropriately.

1	2	3	4	5

Comments:

1. As a result of this session, I am willing to commit to playing a role in decreasing gender-based violence.

Please check one: Yes _____ No _____ Don't Know _____

If yes, what role are you willing to play?

2. What is one thing that you learned from this workshop?

3. What is one thing you suggest we change for future workshops?

4. Please add any final comments and/or suggestions you have:

Appendix C: Event Evaluation

Event:
Date:

1. What did you like about the event/speaker(s)?

2. How can this event improve to be more accessible and meet your needs?

3. What other topics are you interested in?

- ☐ Recognizing/identifying, communicating, and enforcing boundaries
- ☐ Consent culture
- ☐ Gender-based violence
- ☐ Self-care and healing

Additional suggestions:

4. Would you recommend this event to anyone?

If yes, **students**, **faculty** or **staff**? (circle one or more)