

Jana's Campaign

2018 Recommendations for Assessment Practices



Prepared For

Jana's Campaign Administrators

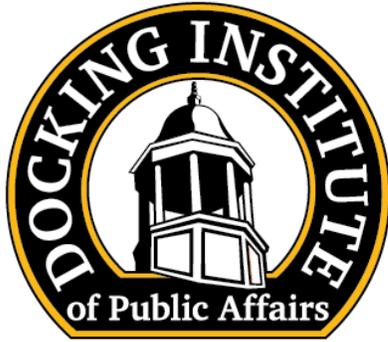
Prepared By

The Docking Institute of Public Affairs

Fort Hays State University

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Fort Hays State University
600 Park Street
Hays, Kansas 67601-4099
Telephone: (785) 628-4197
FAX: (785) 628-4188
www.fhsu.edu/docking

Michael S. Walker
Director

Jian Sun, Ph.D.
Assistant Director

Luis Montelongo, M.B.A.
Research Coordinator

Lynette Ottley
Administrative Specialist

Janet Stramel, Ph.D.
Policy Fellow

Amanda Buday, Ph.D.
Policy Fellow

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To Facilitate Effective Public Policy Decision-Making.

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Prepared By:

Janet Stramel, Ph.D.
Policy Fellow

Amanda Buday, Ph.D.
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Introduction and Executive Summary

The recommendations in this report are based on a systematic review of materials used by Jana's Campaign to collect and report assessment data, including program pre- and post-assessments, the 2013-2016 Assessment Data and Impact Report, and annual reports. After reviewing these materials, we compiled recommendations around three core areas: (1) defining overarching program objectives and aligning assessment instruments to these objectives, (2) streamlining assessment data entry and analysis through efficient use of software applications, and (3) summarizing data presented in impact reports using readily interpretable, visually engaging graphics.

In the following document, we begin by providing an overview of the Jana's Campaign mission statement and a summary of secondary and higher education programming conducted by Jana's Campaign, to provide background and context for the recommendations that follow. We proceed by reviewing our recommendations for improving assessment instruments associated with each type of educational programming, focusing on eliminating bias in the phrasing of questions and parsing double-barreled questions into individual assessment items.

Following our recommendations for revising assessment instruments, we review proposed objectives for Jana's Campaign educational programming. We identified and defined these objectives by conducting a focus group with Jana's Campaign leadership and staff, compiling comments regarding common programming goals into the following four categories of suggested programming objectives: (1) awareness, (2) prevention, (3) call to action, (4) cultural shift. After defining each objective, we map assessment questions onto the proposed objectives, suggesting a model for tracking progress on each objective using data from assessment questions.

Finally, we review suggestions for enhancing the readability and aesthetic quality of reported assessment data, providing examples of a variety of potential formatting options. In addition to the examples provided in this report, we will provide Jana's Campaign staff digital files with Excel templates and examples that may be used and/or modified for data entry. We also will provide a PowerPoint with instructions for installing and operating Qualitative Data Analysis (QDA) Miner, which has a free software version that may be used for organizing qualitative assessment data and testimonials from social media.

A critical component of effective program assessment is implementing a systematic process for collecting, entering, and analyzing assessment data. Therefore, it is important that a routine procedure be implemented where possible, such that pre-tests are distributed before an educational program is conducted, and post-tests are completed at the conclusion of the program. Additionally, automating some Excel functions may reduce data entry time, as will using QDA Miner to categorize qualitative data by programming objectives, for easy recall when producing reports. We hope that the following suggestions are useful for measuring, tracking, and communicating the impact of the important work that Jana's Campaign conducts.

Assessment Review

The mission of Jana's Campaign is "to provide quality educational programming that prevents gender and relationship violence. Working through secondary schools, colleges and universities and community-based organizations and agencies, Jana's Campaign delivers specialized prevention strategies and curricula that this designed to prevent violence, build healthy relationships and create new social norms." Direct work with students and community members is focused in three major areas: (1) educational presentations for middle and high school students, (2) training for colleges and universities including educational summits for higher education administrators, staff, and students, and (3) community-based education.

Jana's Campaign provides both direct and indirect educational program. Direct Educational Programing includes work with students and the community in order to "instill the knowledge, skills and values necessary to prevent violence." Programs under the Direct Educational Programing domain are *Man2Man*, *Bystander Intervention*, *Her Toolkit*, and *Athletes as Leaders*. Indirect Educational Programing is work with secondary schools, colleges, universities, and community-based organizations to "help them build capacity to do this important work." Programs in the Indirect Educational Programing domain include *Safe Dates*, Campus Safety Summits, and *Coaching Boys Into Men*.

Secondary education presentations include *Safe Dates*, *Athletes as Leaders*, *Bystander Intervention*, *Coaching Boys Into Men*, *Her Toolkit*, school assembly presentations, and classroom workshops. **Trainings for higher education** students, faculty, staff, and administrators include Regional Campus Safety Summits, *Man2Man*, presentations, and workshops. In addition, Jana's Campaign staff offer **community presentations and workshops**, sponsor an annual art exhibition "*In the Name of Love*," as well as utilize social media to educate about and prevent gender and relationship violence. **Core elements** across all presentations includes red flags, the video of Jana Mackey, Crossing the Line videos, inappropriate pictures, discussions of what a healthy relationship looks like, resources for local centers, and a call for action.

Secondary Education

Safe Dates, by Hazelden Publishing, is a curriculum purchased by Jana's Campaign. This school-based prevention program for middle and high school students is designed to stop or prevent the initiation of dating violence. Because this is a proprietary curriculum and assessments, we did not review the instruments.

Athletes as Leaders program is targeted for high school athletes on girls' sports teams. The program aims to empower female-identified youth to take an active role in promoting healthy relationships and ending sexual violence.

Coaching Boys Into Men trains athletic coaches to use their influence to help student athletes build healthy relationships and prevent gender and relationship violence.

The gender specific trainings are offered to students in middle or high school. *Her Toolkit* educates young women about issues such as healthy relationships, body image, self-confidence, and digital respect. *Man2Man* addresses the role men can and should play in reducing gender and relationship violence.

School assembly presentations and classroom workshops are created and presented by Jana's Campaign staff based on the needs of each school relating to gender and relationship violence.

Higher Education

Regional Campus Safety Summits for college and university administrators, faculty, staff, and students provide guidance and knowledge about preventing and responding to gender and relationship violence. National experts share approaches to improve campus efforts that prevent and response to sexual assault, intimate partner violence, and stalking.

Bystander Intervention campaign encourages friends and other campus community members to "say something" when they see warning signs ("red flags") for dating violence in a friend's relationship.

Man2Man addresses the role men can and should play in reducing all forms of gender violence. Typically, these presentations are with male-dominated groups such as college fraternities and male sports teams.

Presentations and workshops presented by Jana's Campaign staff focused on the warning signs of unhealthy relationships and the importance of bystander intervention and consent education.

Based on conversations with Jana's Campaign staff, we determined that the most critical assessment tools to evaluate were (1) General Secondary and Higher Education Presentations, (2) *Bystander Intervention*, (3) *Man2Man*, and (4) Campus Summit Evaluations, assessment instruments.

Assessment items were reviewed for bias. Below are the current assessment surveys with notes. The suggested revisions for each assessment follows.

The following table provides the **current assessment** for secondary education presentations (left column) and a critique of the assessment (right column).

Current Assessment – Secondary Education Presentation	
<p>Secondary Education Presentation Pre-Post Assessment Questionnaire NEW: On a scale from 1-5, with 1 as “I strongly disagree” to 5 as “I strongly agree,” rate the following statements.</p> <ol style="list-style-type: none"> 1. I have a clear understanding of what a healthy relationship is compared to an unhealthy relationship. 2. I am aware of the various warning signs regarding teen dating violence. 3. I realize teen dating violence is a serious problem. 4. I understand the different types of dating violence. (cyber, physical, emotional, verbal, control) 5. I realize the importance of reporting teen dating violence and am aware of who I can report to. 6. POST Question: What do you think you can (or will) do as a result of this presentation? 	<p>#1 – Biased</p> <p>#3 – Biased #4 – Double-barreled (cyber, physical, emotional, verbal, control). Separating these, possibly with radial buttons. #5 – Double-barreled (teen dating violence & aware of who to report)</p> <p>#6 POST – “think”. Just ask, “What will you do?”</p>

The following is a **recommended pre-assessment** survey for secondary education presentations.

Secondary Education Presentation Pre-Assessment Survey

On a scale from 1-5, with 1 as “I strongly disagree” to 5 as “I strongly agree,” rate the following statements.

1. I have a clear understanding of what a healthy relationship is.	Strongly Disagree					Strongly Agree
	1	2	3	4	5	
2. I am aware of the various warning signs regarding teen dating violence.	Strongly Disagree					Strongly Agree
	1	2	3	4	5	
3. I know about the following teen dating violence. Check all that apply.						
<input type="radio"/> Cyber						
<input type="radio"/> Physical						
<input type="radio"/> Emotional						
<input type="radio"/> Verbal						
<input type="radio"/> Control						
4. I am aware how to report teen dating violence.	Strongly Disagree					Strongly Agree
	1	2	3	4	5	
Demographic Information						
Please select your current grade level.	6	7	8	9	10	11 12
Please select the category that best describes your gender.	Male	Female	Something Else			
Please select the category that best describes your race/ethnicity.	White	Black/African	Asian			
	Hispanic/Latino/a		American Indian			
	Multiracial					

The following is a **recommended post-assessment** survey for secondary education presentations.

**Secondary Education Presentation
Post-Assessment Survey**

On a scale from 1-5, with 1 as “I strongly disagree” to 5 as “I strongly agree,” rate the following statements.

1. I have a clear understanding of what a healthy relationship is.	Strongly Disagree					Strongly Agree
	1	2	3	4	5	
2. I am aware of the various warning signs regarding teen dating violence.	Strongly Disagree					Strongly Agree
	1	2	3	4	5	
3. I know about the following teen dating violence. Check all that apply. <ul style="list-style-type: none"> <input type="radio"/> Cyber <input type="radio"/> Physical <input type="radio"/> Emotional <input type="radio"/> Verbal <input type="radio"/> Control 						
4. I am aware how to report teen dating violence.	Strongly Disagree					Strongly Agree
	1	2	3	4	5	
Demographic Information						
Please select your current grade level.	6	7	8	9	10	11 12
Please select the category that best describes your gender.	Male	Female	Something Else			
Please select the category that best describes your race/ethnicity.	White	Black/African	Asian			
	Hispanic/Latino/a		American Indian			
	Multiracial					

The following table provides the **current assessment** for higher education presentations (left column) and a critique of the assessment (right column).

Current Higher Education Presentation Assessment	
<p>Higher Ed Presentation Assessment Questions:</p> <ol style="list-style-type: none"> 1. On a scale of 1-5, with 1 as poor and 5 as excellent, rate the overall effectiveness of our recent Jana’s Campaign presentation. 2. What is the most useful takeaway from the presentation? 3. What changes have occurred or likely will happen as a result of attendance by students? 4. What action or changes will be made on your campus as a result of the presentation? 5. Is there anything else Jana’s Campaign can do to assist with your efforts in reducing gender and relationship violence? 6. Please let us know how you heard or learned of Jana’s Campaign? 	<p>#1... “overall effectiveness” – Be more specific here. Suggestions:</p> <ol style="list-style-type: none"> 1. Overall, the presentation was effective in helping me gain an understanding of.... 2. Overall, the presentation was effective in helping me to understand the challenges and possible solutions of... 3. Overall, the presentation was effective in help me understand...

The following is a **recommended pre-assessment** survey for higher education presentations.

Higher Education Presentation Pre-Assessment Survey

On a scale from 1-5, with 1 as “I strongly disagree” to 5 as “I strongly agree,” rate the following statements.

1. I have a clear understanding of what a healthy relationship is.	Strongly Disagree				Strongly Agree
	1	2	3	4	5
2. I have an understanding of gender and relationship violence.	Strongly Disagree				Strongly Agree
	1	2	3	4	5
3. I understand the challenges and possible solutions of gender and relationship violence.	Strongly Disagree				Strongly Agree
	1	2	3	4	5
4. I am aware how to report dating violence.	Strongly Disagree				Strongly Agree
	1	2	3	4	5
Demographic Information					
Please select your age range.	17 and under	18-25	26-35		
	36-45	46-65	66 and over		
Please select the category that best describes your gender.	Male	Female	Something Else		
Please select the category that best describes your race/ethnicity.	White	Black/African	Asian		
	Hispanic/Latino/a	American Indian			
	Multiracial				

The following is a **recommended post-assessment** survey for higher education presentations.

Higher Education Presentation Post-Assessment Survey

On a scale from 1-5, with 1 as “I strongly disagree” to 5 as “I strongly agree,” rate the following statements.

1. I have a clear understanding of what a healthy relationship is.	Strongly Disagree				Strongly Agree
	1	2	3	4	5
2. Overall, the presentation was effective in helping me gain an understanding of gender and relationship violence.	Strongly Disagree				Strongly Agree
	1	2	3	4	5
3. Overall, the presentation was effective in helping me to understand the challenges and possible solutions of gender and relationship violence.	Strongly Disagree				Strongly Agree
	1	2	3	4	5
4. I am aware how to report dating violence.	Strongly Disagree				Strongly Agree
	1	2	3	4	5
5. I will take the following actions or make changes on my campus as a result of the presentation:					
6. Is there anything else Jana’s Campaign can do to assist with your efforts in reducing gender and relationship violence?					
7. Please let us know how you heard or learned of Jana’s Campaign?					
Demographic Information					
Please select your age range.					
	17 and under	18-25	26-35		
	36-45	46-65	66 and over		
Please select the category that best describes your gender.					
	Male	Female	Something Else		
Please select the category that best describes your race/ethnicity.					
	White	Black/African	Asian		
	Hispanic/Latino/a		American Indian		
	Multiracial				

The following table provides the **current assessment** for bystander intervention presentations (left column) and a critique of the assessment (right column).

Current Assessment Bystander Intervention	
<p>Bystander Intervention Pre Questionnaire:</p> <ol style="list-style-type: none"> 1. I have a clear understanding of what a healthy relationship is compared to an unhealthy relationship. 2. I am aware of the various warning signs regarding teen dating violence. 3. I realize teen dating violence is a serious problem. 4. I am aware of when to use bystander intervention. 5. I understand the different ways I can intervene. 6. I realize the importance of bystander intervention. <p>POST Questionnaire:</p> <ol style="list-style-type: none"> 6. I realize the importance of reporting teen dating violence and am aware of who I can report to. 7. What do you think you can (or will do) as a result of this presentation? 8. What other questions and/or comments do you have about bystander intervention? 	<p>#1 – biased question. Reword.</p> <p>#3 is also biased. Leading items introduce bias and may influence the way a respondent answers a question.</p> <p>#6 Pre – could also be a leading question.</p> <p>#6 Post – double-barreled” question. This one should be separated into two questions.</p>

The following is a **recommended pre-assessment** survey for bystander intervention presentations.

**Bystander Intervention
Pre-Assessment Survey**

On a scale from 1-5, with 1 as “I strongly disagree” to 5 as “I strongly agree,” rate the following statements.

1. I have a clear understanding of what a healthy relationship is.	Strongly Disagree					Strongly Agree
	1	2	3	4	5	
2. I am aware of the various warning signs regarding teen dating violence.	Strongly Disagree					Strongly Agree
	1	2	3	4	5	
3. I know about teen dating violence.	Strongly Disagree					Strongly Agree
	1	2	3	4	5	
4. I am aware of when to use bystander intervention.	Strongly Disagree					Strongly Agree
	1	2	3	4	5	
5. I understand the different ways I can intervene.	Strongly Disagree					Strongly Agree
	1	2	3	4	5	
6. I am aware how to report dating violence.	Strongly Disagree					Strongly Agree
	1	2	3	4	5	
Demographic Information						
Please select your current grade level.	6	7	8	9	10	11 12
Please select the category that best describes your gender.	Male	Female	Something Else			
Please select the category that best describes your race/ethnicity.	White	Black/African	Asian			
	Hispanic/Latino/a		American Indian			
	Multiracial					

The following is a **recommended post-assessment** survey for bystander intervention presentations.

Bystander Intervention Post-Assessment Survey

On a scale from 1-5, with 1 as “I strongly disagree” to 5 as “I strongly agree,” rate the following statements.

1. I have a clear understanding of what a healthy relationship is.	Strongly Disagree					Strongly Agree
	1	2	3	4	5	
2. I am aware of the various warning signs regarding teen dating violence.	Strongly Disagree					Strongly Agree
	1	2	3	4	5	
3. I know about teen dating violence.	Strongly Disagree					Strongly Agree
	1	2	3	4	5	
4. I am aware of when to use bystander intervention.	Strongly Disagree					Strongly Agree
	1	2	3	4	5	
5. I understand the different ways I can intervene.	Strongly Disagree					Strongly Agree
	1	2	3	4	5	
6. I am aware how to report dating violence.	Strongly Disagree					Strongly Agree
	1	2	3	4	5	
7. What will do you as a result of this presentation?						
8. What questions and/or comments do you have about bystander intervention?						
Demographic Information						
Please select your current grade level.	6	7	8	9	10	11 12
Please select the category that best describes your gender.	Male	Female	Something Else			
Please select the category that best describes your race/ethnicity.	White	Black/African	Asian			
	Hispanic/Latino/a		American Indian			
	Multiracial					

Our recommendations for the *Bystander Intervention* training is to use vignettes with fixed-response answer options for assessing what the students learned. Using a set of fixed-responses from which to choose would make data collection and analysis much simpler. In addition, fixed-response questions take less time to answer.

The following table provides the **current assessment** for Man2Man presentations (left column) and a critique of the assessment (right column).

Current Survey Man2Man	
<p>Man2Man Post Assessment: On a scale of 1-5, with 1 as “strongly disagree” and 5 as “I strongly agree,” rate each statement about how you feel after the program.</p> <ol style="list-style-type: none"> 1. I recognize society’s expectations of “being a man” can lead to some dangerous behaviors. 2. I have a better understanding of why some men and boys are violent toward women and girls. 3. I have a better understanding of why good, non-violent men and boys don’t challenge others. 4. Respect for women and girls is an essential part of healthy manhood. 5. I refuse to remain silent, I will not participate in, and I will call out language that degrades and objectifies women and girls. 6. I will display courage and intervene when necessary when a female feels uncomfortable, pressured, or abused. 	<p>#1 – Biased.</p> <p>#2 – Biased</p> <p>#3 – Biased</p> <p>#4 – Leading Question</p> <p>#5 – Double-barreled question</p> <p>#6 – Double-barreled</p>

The following is a **recommended pre-assessment** survey for Man2Man presentations.

**Man2Man
Pre-Assessment Survey**

On a scale from 1-5, with 1 as “I strongly disagree” to 5 as “I strongly agree,” rate the following statements.

1. I have a clear understanding of how society’s expectations of “being a man” could lead to dangerous behaviors.	Strongly Disagree				Strongly Agree
	1	2	3	4	5
2. I have an understanding of why some men and boys are violent toward women and girls.	Strongly Disagree				Strongly Agree
	1	2	3	4	5
3. I have an understanding of why some good, non-violent men and boys don’t challenge others.	Strongly Disagree				Strongly Agree
	1	2	3	4	5
4. Respect for women and girls is an essential part of healthy manhood.	Strongly Disagree				Strongly Agree
	1	2	3	4	5
5. I refuse to remain silent when I hear language that degrades and objectifies women and girls.	Strongly Disagree				Strongly Agree
	1	2	3	4	5
6. I do not participate in language that degrades and objectifies women and girls.	Strongly Disagree				Strongly Agree
	1	2	3	4	5
7. I will call out language that degrades and objectifies women and girls.	Strongly Disagree				Strongly Agree
	1	2	3	4	5
8. I will intervene when a female feels uncomfortable, pressured, or abused.	Strongly Disagree				Strongly Agree
	1	2	3	4	5
Demographic Information					
Please select your age range.	17 and under	18-25	26-35		
	36-45	46-65	66 and over		
Please select the category that best describes your gender.	Male	Female	Something Else		
Please select the category that best describes your race/ethnicity.	White	Black/African	Asian		
	Hispanic/Latino/a	American Indian			
	Multiracial				

The following is a **recommended post-assessment** survey for Man2Man presentations.

**Man2Man
Post-Assessment Survey**

On a scale from 1-5, with 1 as “I strongly disagree” to 5 as “I strongly agree,” rate the following statements.

1. I have a clear understanding of how society’s expectations of “being a man” could lead to some dangerous behaviors.	Strongly Disagree				Strongly Agree
	1	2	3	4	5
2. I have an understanding of why some men and boys are violent toward women and girls.	Strongly Disagree				Strongly Agree
	1	2	3	4	5
3. I have an understanding of why some good, non-violent men and boys don’t challenge others.	Strongly Disagree				Strongly Agree
	1	2	3	4	5
4. Respect for women and girls is an essential part of healthy manhood.	Strongly Disagree				Strongly Agree
	1	2	3	4	5
5. I refuse to remain silent when I hear language that degrades and objectifies women and girls.	Strongly Disagree				Strongly Agree
	1	2	3	4	5
6. I do not participate in language that degrades and objectifies women and girls.	Strongly Disagree				Strongly Agree
	1	2	3	4	5
7. I will call out language that degrades and objectifies women and girls.	Strongly Disagree				Strongly Agree
	1	2	3	4	5
8. I will intervene when a female feels uncomfortable, pressured, or abused.	Strongly Disagree				Strongly Agree
	1	2	3	4	5
Demographic Information					
Please select your age range.	17 and under	18-25	26-35		
	36-45	46-65	66 and over		
Please select the category that best describes your gender.	Male	Female	Something Else		
Please select the category that best describes your race/ethnicity.	White	Black/African	Asian		
	Hispanic/Latino/a	American Indian			
	Multiracial				

The following table provides the **current assessment** for Campus Safety Summits (left column) and a critique of the assessment (right column).

Current Campus Safety Summit Evaluations	
On a scale from 5 to 1 (with 5 being very satisfied and 1 being very dissatisfied) how satisfied were you with the following sessions. Please rate the sessions you attended and provide any extra comments.	
1. Pre-Summit Workshop: Title, Speaker Keynote: Title, Speak Breakout Session 1: Title, Speaker Lunch Keynote: Title, Speaker Breakout Session 2: Title, Speaker Breakout Session 3: Title, Speaker 2. How satisfied were you with: Availability of papers/handouts Opportunities to network Online registration Summit facilities Summit overall 3. What are your initial thoughts and reactions after this conference? 4. What actions do you plan on taking as a result of attending this conference? 5. What suggestions do you have for possible topics for the next Campus Safety Summit? 6. If you would like to join the Jana’s Campaign newsletter list, please provide your email address here. 7. If you have any other comments or suggestions about the summit, please provide those here.	This survey is generated by the organizer of the Campus Safety Summits. These are all general questions. Reword to align with the Objectives.

A **recommended post-assessment** for Campus Safety Summits is shown on the next page.

Campus Safety Summits

Post Survey

Regarding the objectives of the presentation, rate each statement on a scale from 1-5, with 1 as “I strongly disagree” to 5 as “I strongly agree,” rate the following statements.				
1. The presenter clearly stated the objectives of the presentation.	Strongly Disagree		Strongly Agree	
	1	2	3	4 5
2. The presentation, as a whole, met those objectives.	Strongly Disagree		Strongly Agree	
	1	2	3	4 5
3. I clearly understood the goal the presentation intended to convey.	Strongly Disagree		Strongly Agree	
	1	2	3	4 5
Overall the presentation:				
4. Was effective in helping me gain an understanding of...	Strongly Disagree		Strongly Agree	
	1	2	3	4 5
5. Was effective in helping me to understand the challenges and possible solutions of...	Strongly Disagree		Strongly Agree	
	1	2	3	4 5
6. Was effective in helping me understand...	Strongly Disagree		Strongly Agree	
	1	2	3	4 5
7. What will do you as a result of this presentation?				
8. What additional questions and/or comments do you have?				
Demographic Information				
Please select your role	Administrator Faculty Staff Student			
Please select the category that best describes your gender.	Male Female Something Else			
Please select the category that best describes your race/ethnicity.	White Black/African Asian Hispanic/Latino/a American Indian Multiracial			

In addition to the recommendations above, we offer the following general suggestions for all presentations.

1. Add objectives to each presentation.
2. Add demographic information to each survey, such as grade level, gender, race/ethnicity.
3. Align all assessment questions to Learning Outcomes.
4. Include common questions on assessments, consisting of common questions from the “core elements.”
5. Plan time in each presentation to use the pre- and post-survey, or ask school counselors/teachers to give the pre- and post-surveys prior to and after the after the trainings.

In addition to the General Presentations, *Bystander Intervention*, Campus Summit Evaluations, and *Man2Man* assessment instruments, we propose the following objectives:

Jana's Campaign Objectives	
Objective 1 – Awareness	<ul style="list-style-type: none"> a) Jana's Campaign programs inform participants of the severity of gender and relationship violence, helping participants understand that the problem of gender and relationship violence is widespread and affects many young adults' relationships. b) Jana's Campaign programs educate participants about their capacity to act in response to gender and relationship violence in their own life, and their responsibility to take action to assist others experiencing gender and relationship violence.
Objective 2 – Prevention	<ul style="list-style-type: none"> a) Jana's Campaign programs empower participants to identify red flags, or warning signs, which may be precursors to interpersonal violence in personal relationships. b) Jana's Campaign programs empower participants to identify red flags indicating that someone they know is experiencing interpersonal violence. c) Jana's Campaign programs help participants cultivate respectful behaviors and emotional management strategies, to address the socio-psychological underpinnings of violent behaviors.
Objective 3 – Call to Action	<ul style="list-style-type: none"> a) Jana's Campaign programs provide participants access to informational resources on services, shelters, and other local centers that assist victims of gender and relationship violence, and other forms of interpersonal violence. b) Jana's Campaign programs empower participants to take action to end relationships that are prone to interpersonal violence and to intervene on behalf of victims experiencing gender and relationship violence.
Objective 4 – Cultural Shift	<ul style="list-style-type: none"> a) Jana's Campaign programs challenge gender stereotypes and cultural norms that promote gender and relationship violence. b) Jana's Campaign programs provide examples of healthy relationships, to offer a model of interpersonal respect for young adults.

Furthermore, we aligned each assessment question with the objectives, looking for strengths as well as gaps in data collection. Below is the alignment:

S = Secondary Education Presentation

H = Higher Education Presentation

B = Bystander Intervention

M = Man2Man

C = Campus Safety Summits

Jana's Campaign Objectives	Assessment Questions
<p>Objective 1 – Awareness</p> <p>a) Jana's Campaign programs inform participants of the severity of gender and relationship violence, helping participants understand that the problem of gender and relationship violence is widespread and affects many young adults' relationships.</p> <p>b) Jana's Campaign programs educate participants about their capacity to act in response to gender and relationship violence in their own life, and their responsibility to take action to assist others experiencing gender and relationship violence.</p>	<p>S, H, B = I have a clear understanding of what a healthy relationship is.</p> <p>S, H, B = I am aware of the various warning signs regarding teen dating violence.</p> <p>S, H, B = I know about teen dating violence.</p> <p>H = Overall, the presentation was effective in helping me gain an understanding of gender and relationship violence.</p> <p>C = Overall, the presentation was effective in helping me gain an understanding of...</p>
<p>Objective 2 – Prevention</p> <p>a) Jana's Campaign programs empower participants to identify red flags, or warning signs, which may be precursors to interpersonal violence in personal relationships.</p> <p>b) Jana's Campaign programs empower participants to identify red flags indicating that someone they know is experiencing interpersonal violence.</p> <p>c) Jana's Campaign programs help participants cultivate respectful behaviors and emotional management strategies, to address the socio-psychological underpinnings of violent behaviors.</p>	<p>S = I understand Cyber dating violence.</p> <p>S = I understand Physical dating violence.</p> <p>S = I understand Emotional dating violence.</p> <p>S = I understand Verbal dating violence.</p> <p>S = I understand Control dating violence.</p> <p>H = I understand the challenges and possible solutions of gender and relationship violence.</p>

<p>Objective 3 – Call to Action</p> <p>a) Jana’s Campaign programs provide participants access to informational resources on services, shelters, and other local centers that assist victims of gender and relationship violence, and other forms of interpersonal violence.</p> <p>b) Jana’s Campaign programs empower participants to take action to end relationships that are prone to interpersonal violence and to intervene on behalf of victims experiencing gender and relationship violence.</p>	<p>S, H, B = I am aware how to report teen dating violence.</p> <p>B = I am aware of when to use bystander intervention.</p> <p>C = Overall, the presentation was effective in helping me to understand the challenges and possible solutions of...</p> <p>B = I understand the different ways I can intervene.</p> <p>M = I refuse to remain silent when I hear language that degrades and objectifies women and girls.</p> <p>M = I do not participate in language that degrades and objectifies women and girls.</p> <p>M = I will call out language that degrades and objectifies women and girls.</p> <p>M = I will intervene when a female feels uncomfortable, pressured, or abused.</p>
<p>Objective 4 – Cultural Shift</p> <p>a) Jana’s Campaign programs challenge gender stereotypes and cultural norms that promote gender and relationship violence.</p> <p>b) Jana’s Campaign programs provide examples of healthy relationships, to offer a model of interpersonal respect for young adults.</p>	<p>S, B = What will you do as a result of this presentation?</p> <p>H = I will take the following actions or make changes on my campus as a result of the presentation.</p> <p>H = Is there anything else Jana’s Campaign can do to assist with your efforts in reducing gender and relationship violence?</p> <p>B = I have a clear understanding of how society’s expectations of “being a man” could lead to dangerous behaviors.</p> <p>B = I have an understanding of why some men and boys are violent toward women and girls.</p> <p>B = I have an understanding of why some good, non-violent men and boys don’t challenge others.</p> <p>B = Respect for women and girls is an essential part of healthy manhood.</p> <p>C – What will you do as a result of this presentation?</p>

Other:

H = Please let us know how you heard or learned of Jana's Campaign?

B = What questions and/or comments do you have about bystander intervention?

C = The presenter clearly stated the objectives of the presentation.

C = The presentation, as a whole, met those objectives.

C = I clearly understood the goal the presentation intended to convey.

9. C = What additional questions and/or comments do you have?

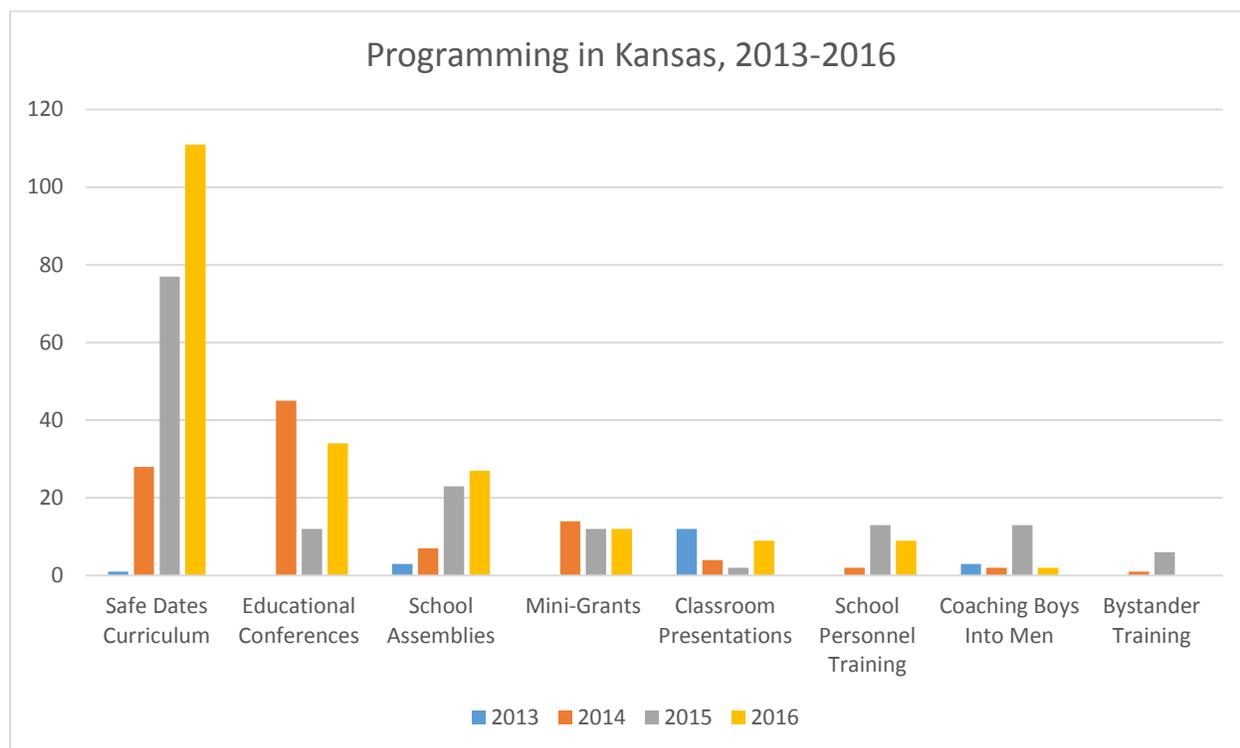
Recommendations for Impact Report

The detailed records maintained by Jana’s Campaign staff are extremely impressive. However, the impact report will be most effective if it presents information in readily digestible, immediately interpretable, visually engaging formats. With these goals in mind, we have a few recommendations for enhancing the readability of the impact report.

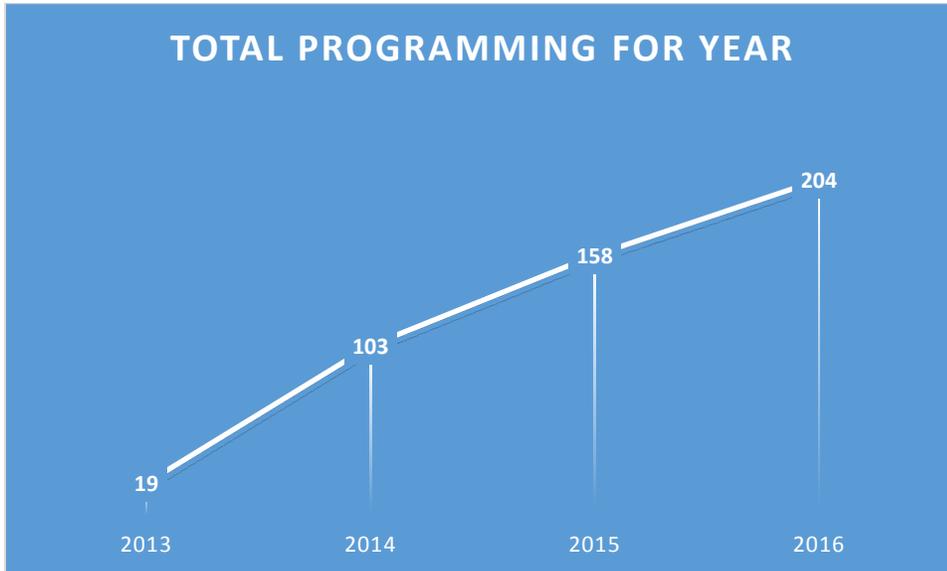
(1) Rather than aggregating data from all years in the maps of secondary education programming provided in the impact report, we recommend reporting data for each year separately, so that readers may better visualize growth in Jana’s Campaign outreach over time. We recommend reporting each year’s programming by state, and enlarging each map to a full page. We recommend continuing to use the color-coded flags to denote presentations given in each county. If “FCCLA Enhanced Funding – State/National” are not secondary education programs, we recommend removing these categories from the maps for clarity.

(2) While Charts 1 – 7 (pp. 21 – 31 of report) are excellent for internal record keeping, we recommend that these charts be omitted from future impact reports. Simple bar charts could be used for summarizing secondary education programming by year, enhancing the appearance of the report and providing readers with effective visual aids for conceptualizing programming growth over time. Simple bar charts may accompany the programming maps for each state if desired (same page or page immediately following maps).

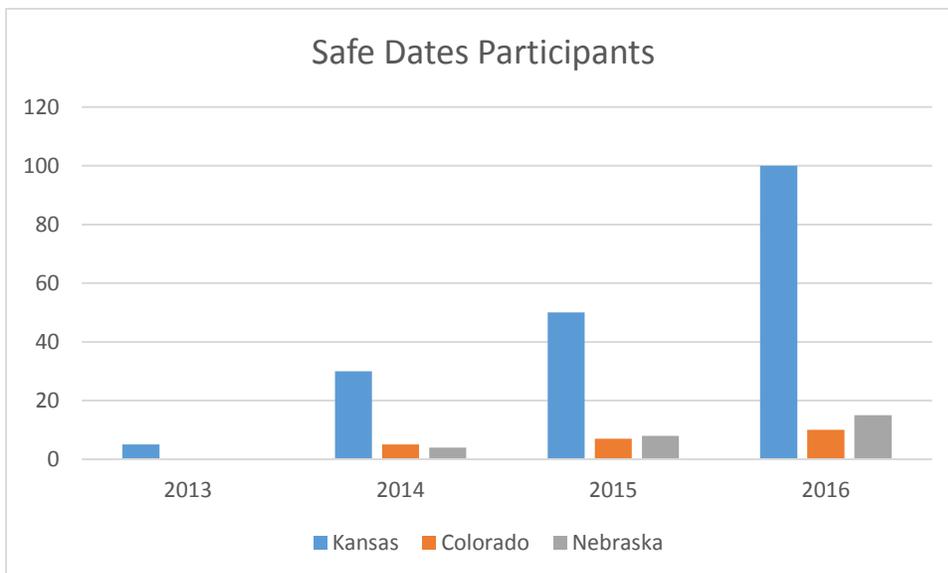
For example, programming could be reported by type and year, with a separate graph for programming in each state:



Programming could also be reported in total for the year (programming for Kansas only pictured below). This may be appropriate for the executive summary opening the assessment and impact report.



(3) Safe Dates program participation is reported in the secondary programming maps as well as Chart 8. Simple bar charts could be used to summarize the number of school participants per state, per year (pictured below with fictitious numbers). Participation in Safe Dates trainings could also be reported using simple bar charts. Charts 8 and 12 could then be retained for internal use, and omitted from future impact reports.



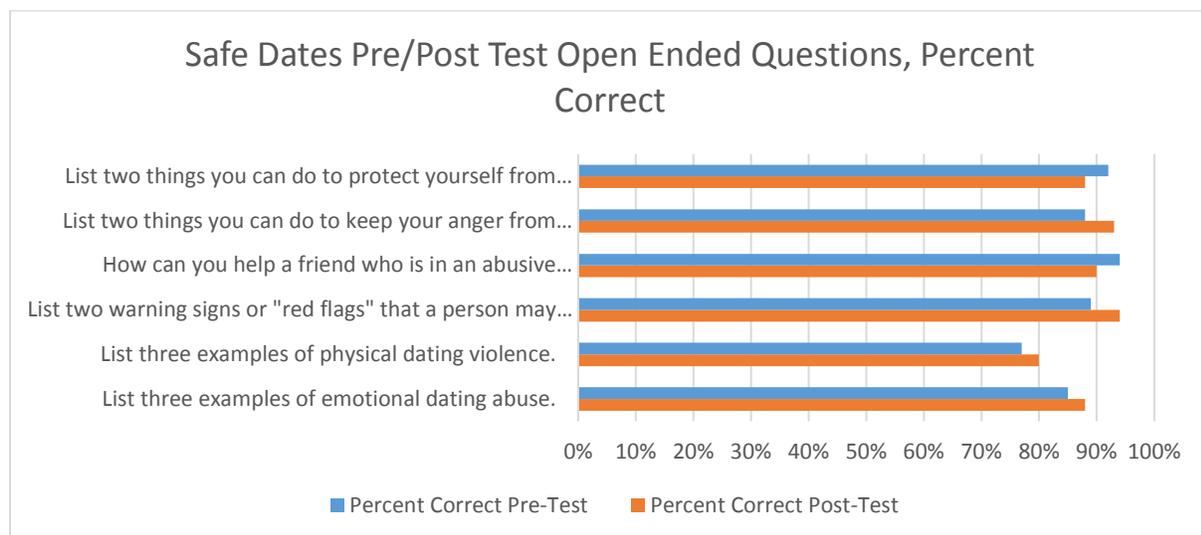
(4) When reporting data in tables, we recommend avoiding using grid lines, or cells. Tables can be generated in Excel and copy/pasted into Word files using the “Keep Source Formatting” paste option to remove grid lines, as pictured below.

Safe Dates Trainings

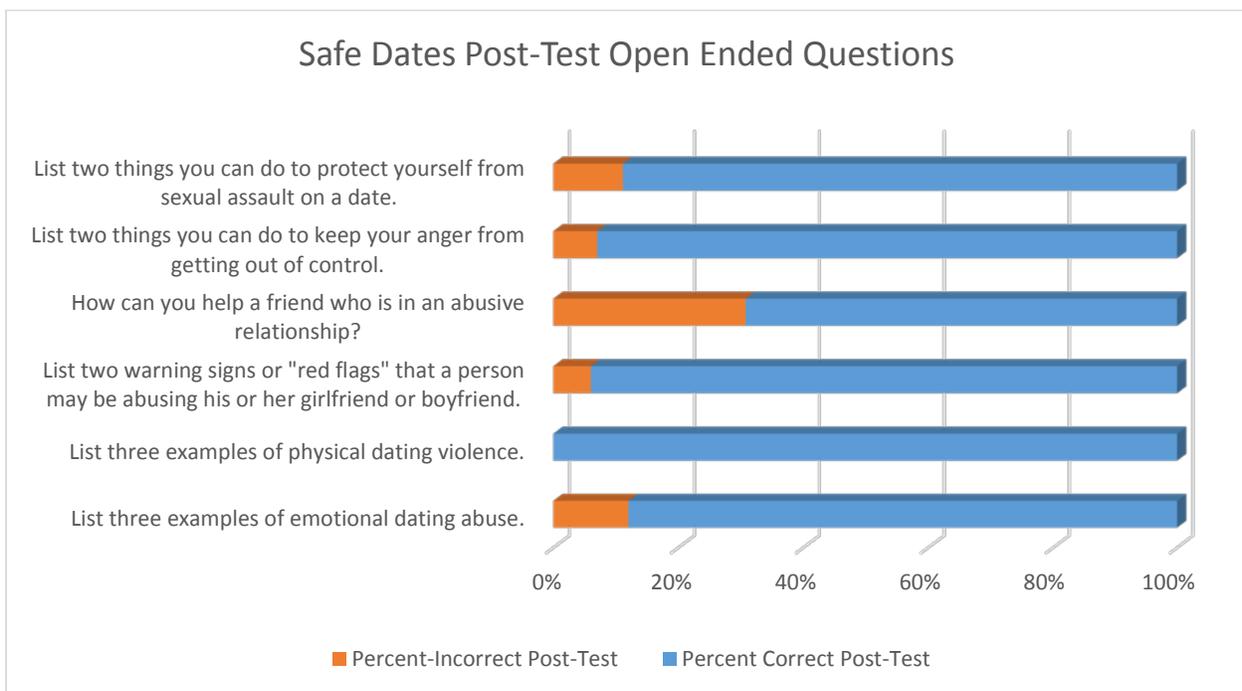
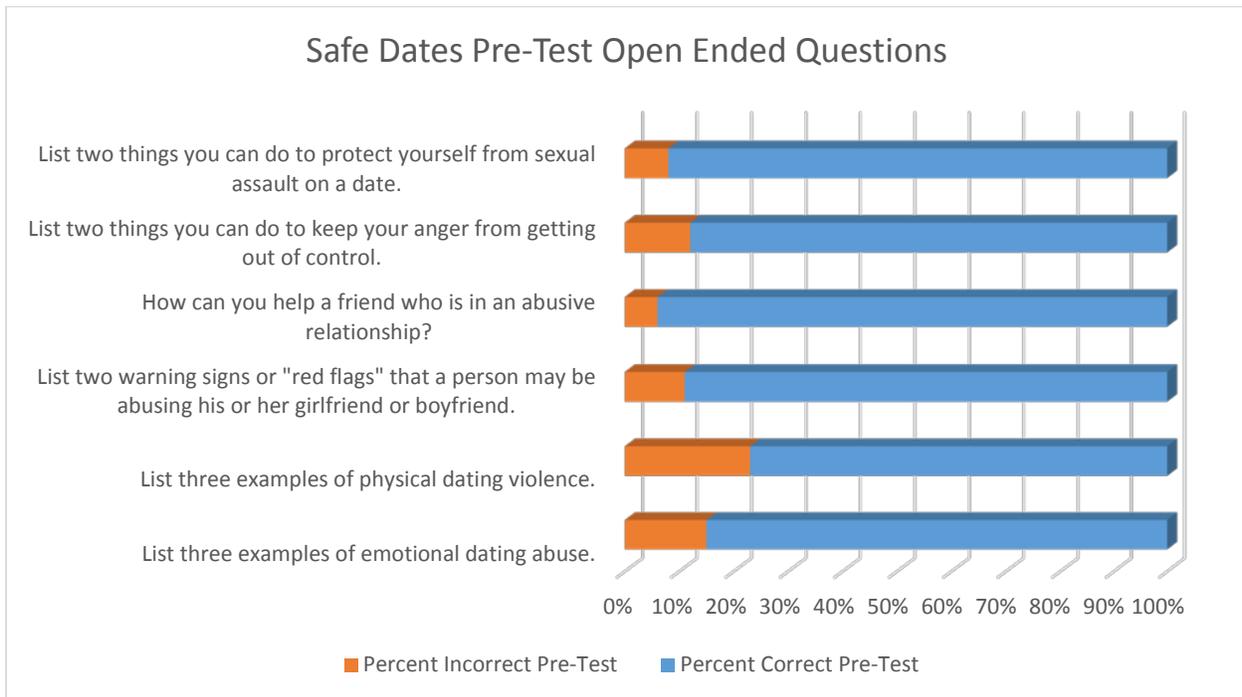
	Location	Attendance
2015	Hays, KS	21
	Overland Park, KS	34
	Hutchinson, KS	38
	Hays, KS	12
	Denver, CO	51
2016	Wichita, KS	37
	Topeka, KS	26
Total		219

(5) In reviewing the 2013-2016 report of Safe Dates Pre/Post Qualitative Data (pp.36), it is not apparent what the desired learning outcome for students is or how Safe Dates is measuring progress, as students appear to list similar responses for each question on the pre- and post-tests. We therefore recommend reporting only the percent of correct and/or incorrect responses for each of the first seven questions. This could be done in different ways.

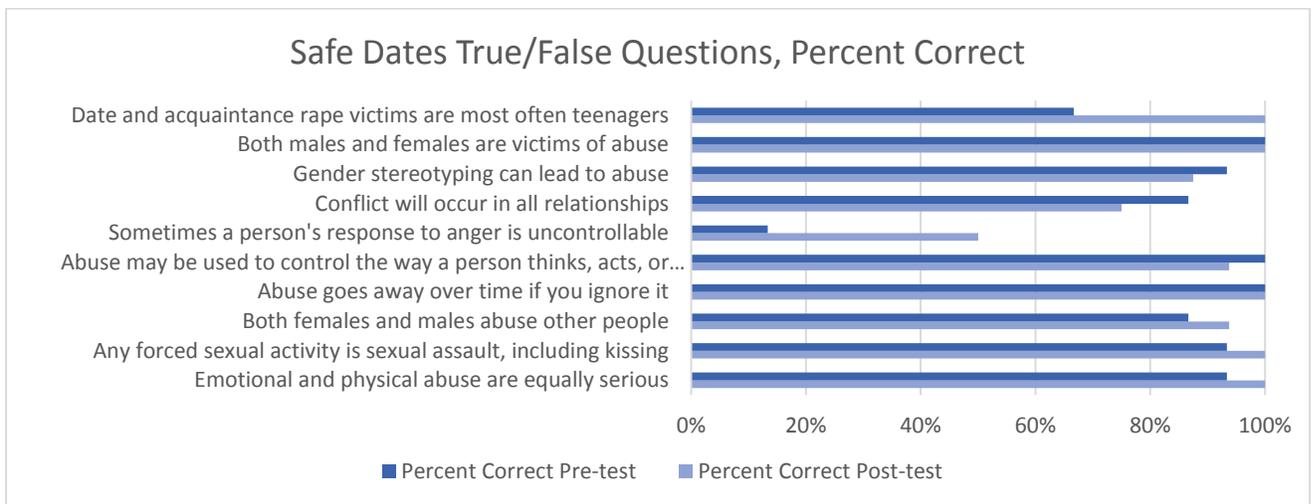
You may use a simple bar chart to report a direct comparison of the percent answered correctly for pre/post-tests (numbers fictitious):



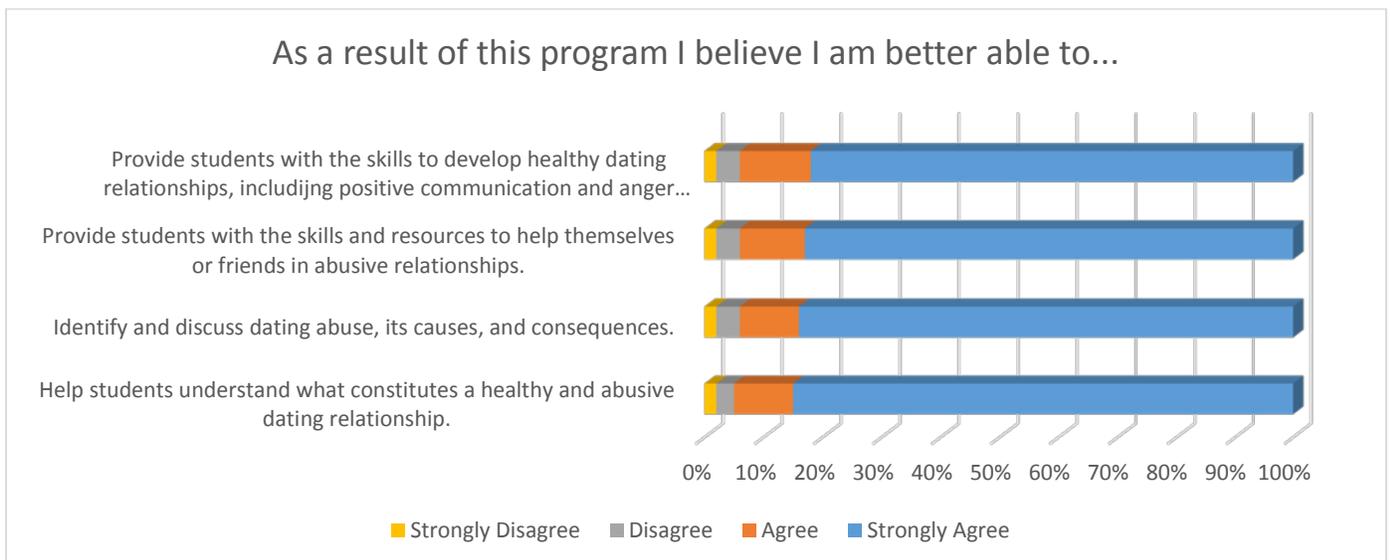
It also would be possible to compare percent correct/incorrect using stacked bar charts on a single page of the report. Separate stacked bar charts would be needed for pre- and post-tests.



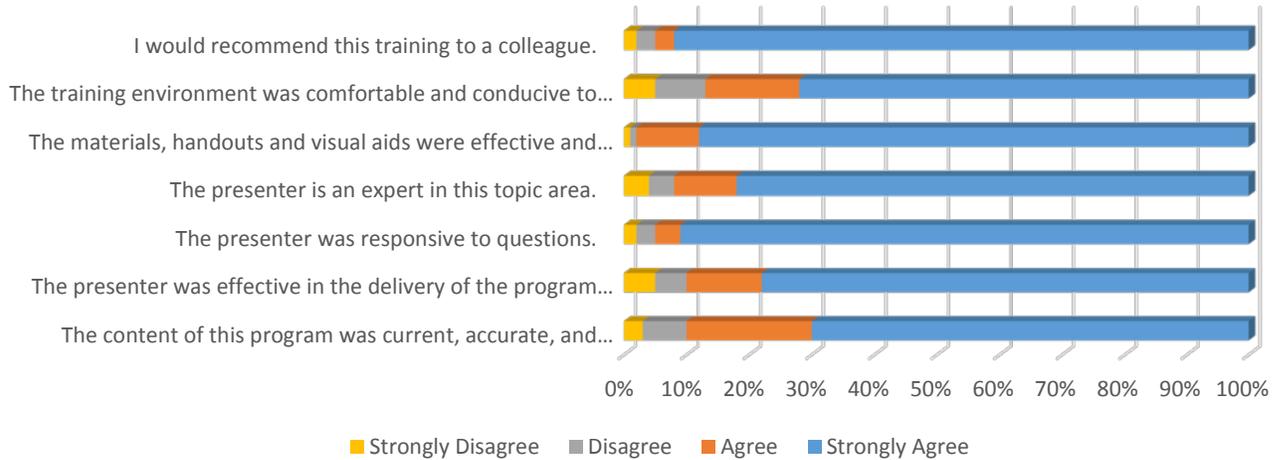
(6) Regarding the reporting of Safe Dates Pre/Post Quantitative Data (pp.37), we recommend reporting the **percentage** correct/incorrect rather than the **number** of correct/incorrect responses. Because the Safe Dates pre-tests/post-tests have no identifying information for students, Jana’s Campaign cannot report a true pre-test/post-test comparison for each student. Further, the number of students present in class the day pre- and post-tests are administered sometimes varies. Therefore, reporting the percentage correct provides a more accurate representation of the pre-/post-test data. Formulas for automatically calculating the percent correct for each question on the pre- and post-tests have been entered into the cells on the “Model Formulas” sheet of the “Example Recording and Reporting” Excel file provided to Jana’s Campaign staff. A simple bar chart may be used to compare pre- and post-test results, as reported on pp. 37 of the 2013-2016 Assessment and Impact report. The full text of each question should be reported. Question numbers and response options are not necessary.



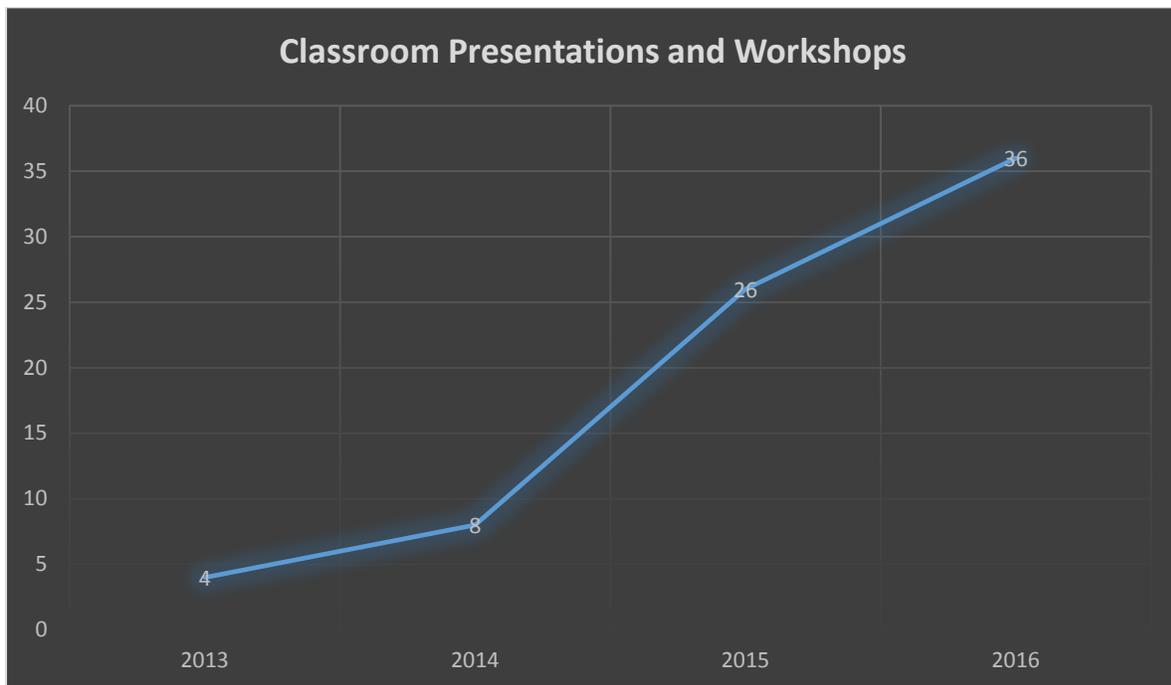
(7) Regarding reporting of Safe Dates Teaching Training Survey (Chart 13 pp. 39), stacked bar charts can be used to report responses to each question.



Evaluation of Presenter and General Training



(8) Regarding classroom presentations and workshop reports (Chart 15, pp. 42), summarize presentations by year using a line graph to show growth over time (pictured below). If this information is reported for all programming elsewhere in the report, you may choose to report only pre/post-test survey results here. Report percentage agree rather than number agree for pre-/post-tests, unless students are tracked individually across pre- and post-tests.



(9) For the Post-Presentation Online Questionnaire (Chart 17, pp. 44), to the extent that it is possible, we recommend organizing open-ended responses to emphasize alignment with programming objectives. Of course, these objectives will need to be defined for the reader earlier in the report or in the executive summary. We recommend reporting only 3-5 representative comments for each programming objective, filling 1-2 pages as desired. We recommend removing cells/gridlines, to enhance the readability of each statement, as pictured below.

Post-Presentation Online Assessment

Raising Awareness

"I thought this was an excellent presentation. I think it got the attention of several of the students." - Erica Stevens, Counselor, Pratt (KS) Middle School

Prevention

"I hope that our students will be more aware of the signs of dating abuse and seek help when needed. I also hope our kids will try to intervene if they see their friends going through this." - Corey Burton, Principal, Ellis (KS) High School.

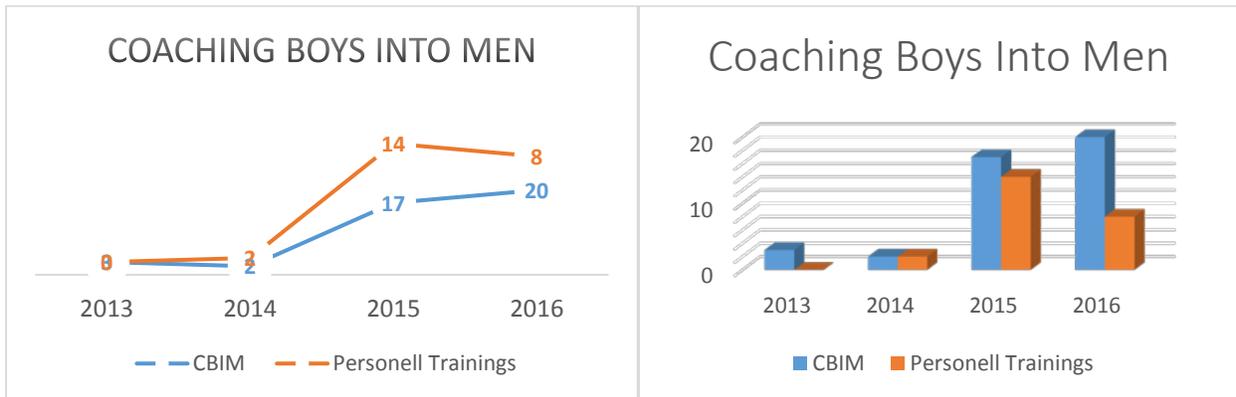
Call to Action

"The cards that Christie passed out at the end of the program were sought out. Students asked if they could have more than one so that they could share it with someone who needed the information. They will now have more tools to use should they have to ever deal with such a situation. I feel that there are few students who are now in a better position to confront the abuse they have personally witnessed/experienced." - Annalee Crotinger, KAYS Sponsor, Otis-Bison (KS) High School.

Cultural Shift

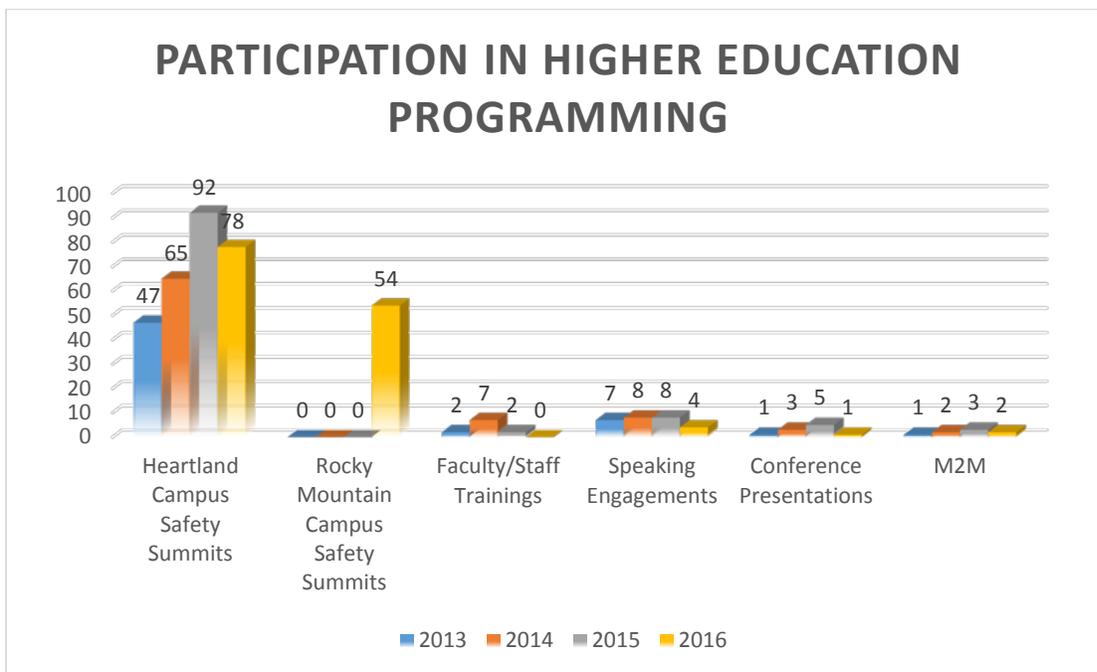
"I hope that by educating students on healthy relationships they will be more assertive in their personal relationships in the future as well as help friends out when they see warning signs." - Sasha Hedding, LaCrosse (KS) High School.

(10) Regarding Coaching Boys into Men, we recommend summarizing the completed trainings using bar or line graphs to show growth over time, as pictured below.

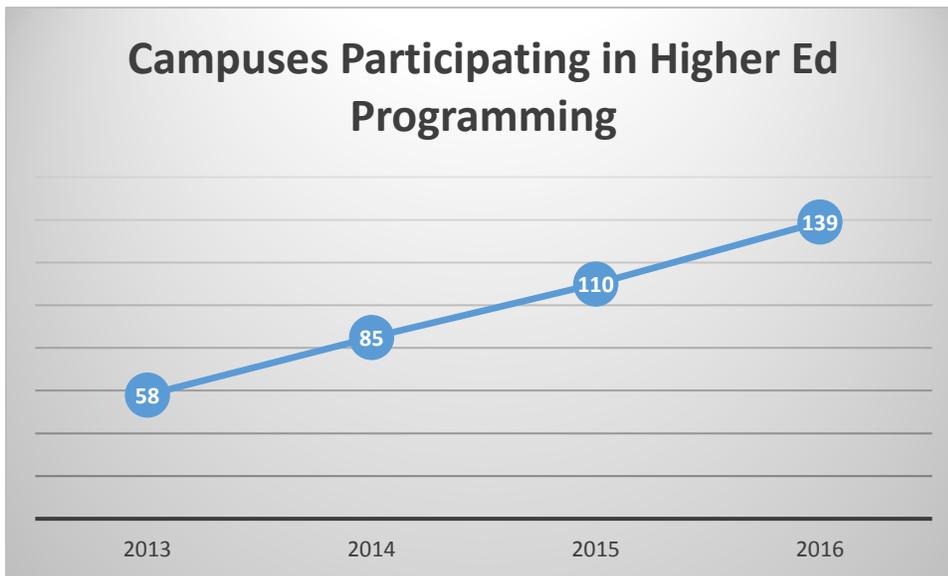


(11) We like the use of maps with colored flags representing various secondary education programming, and recommend presenting the geographic reach of Jana’s Campaign’s higher education programming in a similar fashion. Given the larger number of states engaged in higher education programming, it might be best to enlarge the U.S. map (Map 7 pp. 51) to a full page and denote types of educational programming delivered in each state using colored flags. Similar to the reporting of programming for secondary education, we recommend using line/bar graphs to summarize higher education activities by year. This will enhance the visibility of programming growth over time.

For example, programming could be reported by type and year:



Higher education programming could also be reported in total for each year:



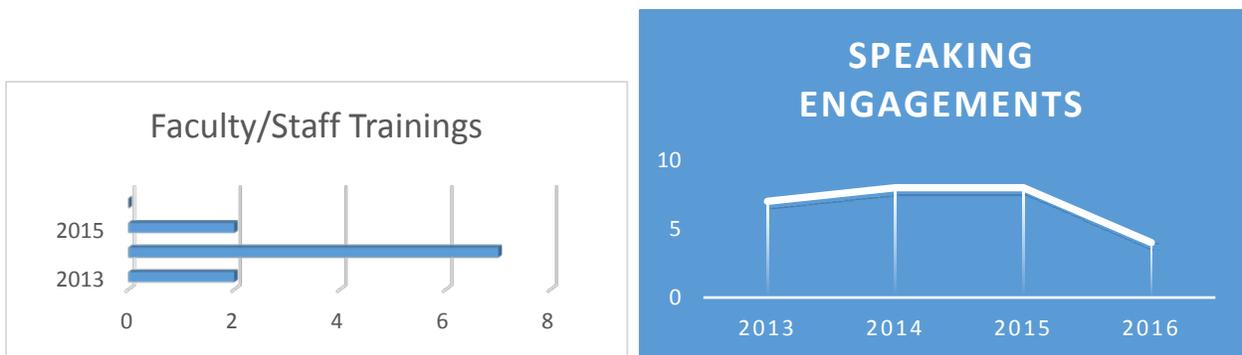
If it is desirable to retain a list of campuses and schools who participated in each type of programming, a simple list by state may be sufficient. We recommend removing gridlines/cells (Charts 20 and 23), as pictured below.

State	Campus Participants
Arkansas	Arkansas Baptist College Arkansas Tech University Crowley's Ridge College
Colorado	Adams State University Arapahoe Community College Colorado Christian College Colorado College
Kansas	Baker University Bethany College

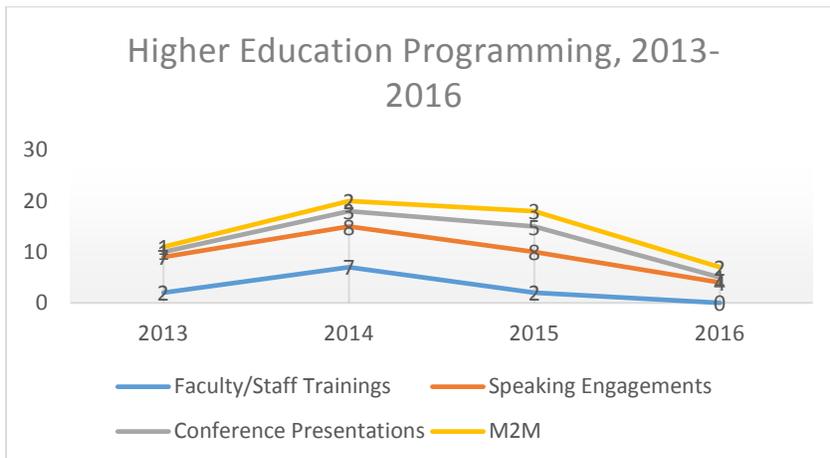
(12) Regarding reporting of quantitative data from evaluations of campus safety summits (Charts 21 and 25), we recommend clarifying the labels used in bar charts representing average *satisfaction* with the summits. For example, the legend could simply be relabeled to read, “Avg. Satisfaction with Workshop;” Avg. Satisfaction with Logistics;” “Avg. Satisfaction with Event” (“overall” needs to be defined, here).

Similar to our recommendations for reporting qualitative data, (point 9, above), we recommend organizing open-ended responses to emphasize alignment with programming objectives. We recommend reporting only 3-5 representative comments for each programming objective, filling 1-2 pages as desired. We recommend removing cells/gridlines, to enhance the readability of each statement. These recommendations also apply to post-presentation testimonials for higher education presentations and workshops (Chart 27, pp. 71).

(13) We recommend removing Chart 26 from the report and summarizing presentations for each type of programming by year using bar/line graphs. For example, these data could be reported individually for each type of programming:



Or combined, as pictured below:



(14) Regarding reporting of data from website, social media, and video engagement, we recommend providing definitions of each measure of activity reported. For example, what is a “session,” and how is this different from a “view”? Is “average time” reported in minutes or hours? Does this refer to the average time each user spends browsing the

site? To enhance the visual engagement of this section, we recommend reporting “top countries” using world maps, rather than lists.

Likewise, we recommend providing definitions of “organic reach” and “engagement” for reporting of Facebook data. Maps would also be an effective visual aid for representing geographic reach of social media.

Including the logo for each media outlet on the page corresponding with the report of activity would enhance the visual appeal of the report.

We recommend reporting the quantitative and qualitative data for each type of media on adjacent pages of the report, so that the report of Facebook testimonials immediately follows the report of Facebook user activity. For Facebook, Twitter, and YouTube testimonials, as with our recommendation for other sources of qualitative data, we recommend organizing open-ended statements to emphasize alignment with programming objectives and reporting only 3-5 representative comments illustrating each objective. We recommend removing cells/gridlines, to enhance the readability of each statement (for example see pp. 7 of this document, suggested formatting for post-presentation online assessment).